



**The Board of Education of
School District No. 19 (Revelstoke)
Regular Board Meeting
Tuesday, January 21st, 2025
5:00 p.m.**

A G E N D A

1 CALL TO ORDER AND RECOGNITION OF TRADITIONAL TERRITORIES

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

Jodie Allen

ATTENDANCE

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS:

3 APPROVAL OF AGENDA:

4 APPROVAL OF MINUTES:

Regular Meeting of December 17th, 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 Final Reading
- D) Superintendent's Memo to the Board – How Are We Doing Report (HAWD)

8.1.2 **SECRETARY TREASURER TISDALE**

- A) Secretary Treasurer's Memo to the Board - Arrow Heights Project Results
- B) MOECC Final Funding Verbal Update
- C) Compliance Audit Verbal Update

8.1.3 **TRUSTEE ROTA**

- A) Ono Cho Visit Verbal Update

8.2 **OTHER**

8.3 **COMMITTEE REPORTS – Nil**

8.4 **TRUSTEE REPORTS**

- A) Trustee Roundtable

8.5 **CORRESPONDENCE**

- A) 2024 Enhancing Student Learning Report Feedback

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

_____ TIME: _____



School District 19
(Revelstoke)

Revelstoke Board of Education

Regular Board Meeting December 17, 2024 Minutes

CALL TO ORDER

Trustee Chell called the meeting to order at 3:00 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.

ALAN CHELL

ATTENDANCE

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

**Attended a portion of the meeting*

APPROVAL OF AGENDA

24: R-92 Zimmer/Rota

"THAT the agenda be approved as presented."

CARRIED

APPROVAL OF MINUTES

24: R-93 Rota/Allen

"THAT the minutes of the Regular Board meeting of November 26th, 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:

- Community Partner Engagement
 - The CHEQ report is a questionnaire completed by parents and caregivers.
 - The report helps the district to develop district and community wide programs and policies, to better understand the early experiences of children and families, to improve classroom planning and school programming.
- Framework for Enhancing Student Learning
 - Career Day – wonderful to see community members there.
- School visit to A. Harrison's Grade 3 math class

Superintendent Kubik's Administration Report was received as information.

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

In elementary schools, students are using scratch.mit.edu. In K-1 students are using Scratch Jr. on iPads, while students in grade 1 and up are using the full scratch application. Projects include topics such as probability in mathematics, developing mathematical arrays, movement of the planets around the sun, and developing art projects using mathematical concepts.

C) Superintendent's Memo to the Board – Draft Restriction of Personal Digital Device Policy for First Reading

Trustee Zimmer discussed the process to complete the draft policy beginning in May of 2024. The process included presentations, consultations, various meetings, surveys, and discussion with as many stakeholders as possible.

The committee tried to form a safe, healthy, equitable policy and to differentiate between elementary and high school.

The committee listened to everyone's perspective, gathered input, and asked various questions. There were messages sent to parents to inform them of the intention of the policy.

The committee will send additional messaging to parents to outline the approved policy, request that parents help to do their part in enforcing the policy, provide information on consequences of not following the policy.

24: R-93 Zimmer/Rota

"THAT in accordance with the Board Policy 2.4 District Policy Development and Review the Revelstoke Board of Education approve the new Restriction of Personal Digital Devices Policy."

CARRIED

SECRETARY TREASURER TISDALE

A) Verbal Update – 2024/2025 Final Funding Allocation

- Deferred due to process at Government Level
- Deferred amended budget date
- Expected end of January, then mid to late March announcement

8.2 OTHER

A) BAA Framework “Psychology 12”

24: R-93 Rota/Allen

“THAT the Board of Education approved the BAA Framework “Psychology 12” course.”

CARRIED

COMMITTEE REPORTS

District Parent Advisory Council Minutes of December 4th, 2024

- Book fair was successful
- Drumming session
- RMR
- Mountain West Photography
- RSS outside activities

24: R-95 Sasha/Rota

“THAT the minutes of the District Parent Advisory Council meeting of December 4th, 2024, be received as presented.”

CARRIED

Education Advisory Committee Minutes of December 3rd, 2024

Trustee Walsh presented the minutes noting:

- Student voice very involved
- Questions asked and answered – purpose could include community members

24: R-95 Walsh/Allen

“THAT the minutes of the Education Advisory Committee meeting of December 3rd, 2024, be received as presented.”

CARRIED

Policy Committee Minutes of November 25th, 2024

Trustee Zimmer presented the minutes noting:

There was only one policy discussed at the November meeting.

24: R-95 Zimmer/Walsh

"THAT the minutes of the Policy Committee meeting of November 25th, 2024, be received as presented."

CARRIED

TRUSTEE REPORTS

TRUSTEE ROUNDTABLE

Trustee Rota discussed the upcoming trip to Ono Cho from January 31st to February 4th, 2025.

CORRESPONDENCE

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

Special thanks to Trustee Rota for leading the Branch Meeting organization. It was a very successful event.

PUBLIC QUESTION PERIOD

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

Comments were as follows:

- Need a CUPE Name Plate for Board meetings
- Include EA's on consultation process when teachers are included

ADJOURNMENT

The meeting adjourned at 3:40 p.m. on the motion of Trustee Walsh/Rota.

CLOSED BOARD ITEMS

Chair

Secretary Treasurer

DATED: December 17th, 2024

Superintendent's Report to the Board - January 21, 2025

Community Partner Engagement

Conference calls with Ministry of Education and Child Care for RSS 1701 Audit

Attended the Parent/ Caregiver online series: Understanding Teen Sexual Health (geared toward caregivers of teens aged 11-18, but open to anyone) with Jessica Wyslouzil. This presentation discussed relationships, boundaries, consent, pregnancy, and prevention, STI's and prevention, and where to find great resources, support, and information.

BCSSA Zoom call.

Attended a Bargaining Sector professional learning presentation.

Attended a Cyber Security webinar.

Attended the RTA Holiday celebration dinner.

Joined in on the fun with the Holiday Train!

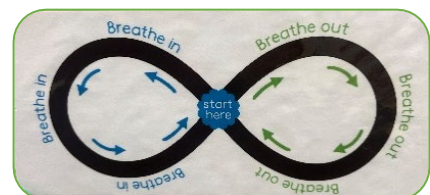


SD 19 District Meetings

Held regular meetings with:

- Met with CPE staff in regards to an expression of interest for Acting Principal.
- Met with CPE staff to introduce Tracy Tompkins as the Acting Principal for CPE. It was my pleasure to introduce Tracy as the acting principal. Mrs. Tompkins knows the CPE community exceptionally well, having held various teaching positions at the school and led several impactful leadership initiatives over the years. Her dedication and connection to the school make her an excellent fit for this role, and we are confident she will continue to support the strong sense of community and excellence that CPE is known for. The district is committed to supporting Mrs. Tompkins as she takes on this important role.
- 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

Several Audit meetings with Executive Assistant Fowlie, RSS staff, District Principal Wallach, and Secretary Treasurer Tisdale. District Principal Wallach is leading the 1701 Compliance Audit, a responsibility that extends beyond the scope of regular duties. Her extensive experience as an RSS math teacher, RSS school counselor and RSS vice principal, combined with her exceptional skill set, makes her an outstanding choice for this role. Recognition and commendation are well-deserved for District Principal Wallach's leadership and dedication in this critical undertaking.



her

Along with Secretary Treasurer Tisdale, participated in two Bargaining Sessions with the Revelstoke Teachers Association.

Met with Vice Principal Grimm and Principal Kenyon to review Semester two for RSS.

Met with school psychologist Andrew Sykes to review caseloads and transition steps for consultant work and new school psychologist onboarding when needed.

Commenced January Leadership meetings.

- Book club with Michael and Roberta
- Mini MyEd Insights session with Michael
- Review 1701 compliance audit

Vice Principal Fransoo and I had a follow up call with a potential school psychologist.

Framework for Enhancing Student Learning

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

Coordinated with two members of the Strategic Plan team, Ainslee Atamanuk and Alison Hall to review survey questions that align with Core Competencies. This will allow us to gather meaning evidence on student understanding and 'competency' of the core competencies and insight to inform our practice and resources.

BVE visit to meet with Tracey Hill and Tammy Tomm as Tracey and Tammy would like to organize an April Math Fair.

School Visits

Engaged in various school activities, including:

- AHE, BVE and CPE winter concerts
- Attended the CPE winter market
- Met with CPE staff
- Classroom visits with BVE
- Along with Secretary Treasurer Tisdale met AHE grade 1 students at the arena to be official "skake tiers"
- RSS visits for the breakfast program, hallway, administration, and classroom visits.
- Attended the RSS staff meeting
- Judged the RSS Classroom Door Decorations



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 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 (Secwepemc), 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.

Strategic Learning Pathways and Initiatives Update

1. Universal Design for Inclusion Pathway and Personalized Learning Pathway

- **Street Data Inquiry – Phase 2:**

Mary Catherine LaForest (RSS) and Sarah Vincent (RSS) are conducting an inquiry focused on the question: *How do we create classroom communities where students who elope (voluntarily or involuntarily) feel a sense of belonging socially, culturally, and intellectually?*

2. Indigenous-Informed Pedagogy Pathway

- **Early Learning Project – Numeracy Circles:**

Meaghan Doeber (BVE) is leading a project that embeds Indigenous Ways of Knowing and Being into Early Learning through Numeracy Circles.

3. Student-Centered Assessment Pathway

- **School-Wide Write Review:**

Tracy Tompkins (CPE) is reviewing a School-Wide Write document to enhance alignment with student-centered assessment practices.

- **Survey Evidence Analysis:**

Ainslee Atamanuk (RSS) and Alison Hall (AHE) are reviewing data from FSA, Graduation Assessments, MDI, YDI, and the Student Learning Survey. Their work focuses on aligning survey evidence with the Core Competencies to gather meaningful insights into students' understanding and development of these competencies. This analysis will inform teaching practices and resource allocation.



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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: January 21st, 2025

ACTION: New Policy Restriction of Personal Digital
Devices for approval for Final 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 final reading.

Recommendation:

“THAT the Revelstoke Board of Education approve the final reading of the new Restriction of Personal Digital Devices policy in accordance with Board Policy 2.4 District Policy Development and Review.”

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.

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: January 21, 2025

INFORMATION/ ACTION: How Are We Doing (HAWD) report BC Ministry of Education



The BC Ministry of Education publishes the annual "How Are We Doing?" (HAWD) Report to monitor the performance of Aboriginal students in the BC public school system. The report includes demographic and assessment outcomes, including graduation rates, special education rates, transitions data, and more. The report has been published since 1999 and is used by the First Nations Education Steering Committee (FNESC), Nations, and School Boards. The provincial summary report and 60 school district reports can be found at <https://studentsuccess.gov.bc.ca/>. First Nations can also request a version of the report specific to their students in public schools by contacting the MEd Education Division.

District Principal Wallach verbal report out.

Upcoming Trustee Dates January 2025 – March 2025

January 27th, 2025 – Policy Committee Meeting

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

January 31st to February 3rd – Ono Cho Visiting

February 4th, 2025 – Education Committee (Rescheduled from January 28th, 2025)

February 5th, 2025 – DPAC Meeting

February 11th, 2025 – Board Meeting

February 12th – Extraordinary Motions Deadline for BCSTA

February 14th, 2025 – Pro-D Day

February 17th, 2025 – Family Day

February 21st, 2025 – 10(d) Substantive Motion Deadline for BCSTA AGM

February 22nd, 2025 – BCSTA Provincial Council

February 24th, 2025 – Policy Committee Meeting

February 25th, 2025 – Education Committee

February 28th to March 1st, 2025 – BCSTA Branch Meeting in Penticton

March 4th, 2025 – Board Meeting

March 5th & 6th – Early Dismissal for RSS

March 5th, 2025 – DPAC Meeting

March 6th – BCSTA Board Chairs Meeting

March 6th – Secretary Treasurers Meeting

March 6th – All Superintendent's Meeting

March 7th – BCSTA MOECC Partner Liaison Meeting

March 17th to 28th – Spring Break

March 25th, 2025 – 10(b) Extraordinary Motions from Board of Directors to Provincial Council
Deadline (BCSTA AGM)

March 25th, 2025 – Nomination of Candidates Deadline (BCSTA AGM)

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Bruce Tisdale, Secretary Treasurer

DATE: January 14, 2025

ACTION: Arrow Heights Project update



The tenders for the Arrow Heights Interior Renovation project were opened on January 9, 2025, as per the tender documents. A total of five bids were received with one being ruled ineligible due to missing documentation.

The four remaining bids ranged from a low of \$806,058.05 to a high of \$1,162,548.00. There were two optional prices requested as part of the original tender with the cost of the two options being over and above the bids referenced above.

The low bid was from TKI Construction Ltd. of Kelowna in the amount of \$806,058.05 and the architect recommended that their bid be accepted. Their bid for the two optional portions of the project was also accepted bringing the total contract price to \$898,515.12 excluding GST. This contract is within the budget approved for this project.

The district is reviewing options that were removed during the planning phase to determine if any would be appropriate to add back to the project.

The contractor has worked with the architects before, and the projects have gone well. The timetable for the project will be finalized over the next weeks. As of now, the intent is to do as much prefabrication work as possible in their shop and focus the onsite work during late June through to the end of August to minimize disruption at the school. This hasn't been finalized yet as this is still in the planning stage.

Based on this, a letter of intent has been sent to the successful contractor so that the planning process can start as soon as possible.

Respectfully submitted

Bruce Tisdale
Secretary Treasurer



January 14, 2025

Ref: 303525

Roberta Kubik, Superintendent
School District No. 19 (Revelstoke)
Email: rkubik@sd19.bc.ca

Dear Roberta:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on School District No. 19 (Revelstoke)'s 2024 Enhancing Student Learning Report submission.

The continuous improvement work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

Using the same process and approach developed through engagement with education partners in 2022/23, the Ministry held the second annual review in October 2024. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the districts' work, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. The review team used the published criteria throughout their review to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. District's overall approach to continuous improvement;
2. Ongoing data and evidence review (qualitative and quantitative);
3. Ongoing strategic engagement focussed on student learning;
4. Alignment; and
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. The review team also recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. Evidence of proficiency may also differ based on district enrollment and community context, and the review team took this into account during the review process. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached 2024 feedback report.

As we work together on continuous improvement, the Ministry recognizes that districts are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the annual review process continues to be refined to best support overall system improvement. The outcomes of this year's review process will inform and help to refine capacity building for our sector in the 2024/25 school year. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

The "Aboriginal How Are We Doing?" Report (AHAWD) will soon be available to all districts. I would encourage you to continue to use the AHAWD data, your own local data and evidence, and the annual review feedback report strengths and considerations as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous learners.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathryn Krishna', with a long horizontal flourish extending to the right.

Kathryn Krishna
Deputy Minister

Attachment: 2024 SD 19 District Feedback Report

cc: Alan Chell, Board Chair, School District No. 19 (Revelstoke)

REF: 304080

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 19 – Revelstoke

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD19 Revelstoke's continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s Overall Approach to Continuous Improvement

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., Continuous improvement cycles), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., Monitoring Strategy Effectiveness Worksheet).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback
The district's report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.
Strength
The report shows that the district has a defined continuous improvement cycle in place.
Consideration
Future reports will benefit from additional evidence demonstrating how the district adjusts interventions to address areas for growth identified in the data and evidence review. A conceptual graphic to describe the district's annual improvement processes might strengthen how the district communicates continuous improvement.

2023 Feedback
The district's report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.
Strength
The report shows that the district uses a process for a continuous improvement cycle.
Consideration
Future reports would benefit from evidence of the effectiveness of implemented strategies.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the "Section A: Pre-Populated Data Template," visual representations of all the student performance data required by the Enhancing Student Learning Reporting Order, masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students

with disabilities or diverse abilities. To reflect the Educated Citizen, data is organized into three pillars:

- Intellectual Development
- Human and Social Development
- Career Development
- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.
 - Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
 - An overview of key trends, learnings, and existing or emerging areas for growth ("So what?") that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - "Tell Them from Me" survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district's report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength
The report presents a thorough analysis and interpretation of multiple sources of data.
Consideration
Future reports will benefit from disaggregation of local data for better triangulation of evidence.

2023 Feedback
The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength
The report analyzes and interprets the provincial and local data.
Consideration
Future reports would benefit from the visual comparison of district and provincial data and more in-depth analysis of masked data.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback
The district's report shows clear evidence that the district has embedded broad, meaningful, and ongoing engagement processes.

Strength
The report describes a meaningful, ongoing engagement process with multiple Indigenous community leaders and students, staff and stakeholders.
Consideration
Future reports will benefit from a clear explanation of how the engagement activities mentioned fit into a broader annual engagement cycle for the purpose of continuous improvement.

2023 Feedback
The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength
The report provides evidence of student engagement in the district's process.
Consideration
Future reports would benefit from additional evidence of on-going engagement and how the community feedback informed the updated strategies.

Focus Area 4 – Alignment

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. (**Vertical alignment.**)
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (**Horizontal alignment.**)

2024 Feedback
The district's report shows evidence that the district has several components of vertical and horizontal alignment processes in place.
Strength
The report provides evidence of a strong mechanism for overall alignment.

Consideration

Future reports will benefit from an explicit explanation of how district operational plans align and support district priorities.

2023 Feedback

The district's report shows limited evidence that the district has vertical and horizontal alignment and adaptation processes in place.

Consideration

Future reports would benefit from explicit articulation of how school plans and other district services are aligned for successful implementation.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners**2024 Feedback**

The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.

Strength

The report demonstrates a focus on Indigenous learners through some targeted strategies.

Consideration

Future reports will benefit from articulating how the district monitors the effectiveness of implemented strategies and adjusts, as necessary, to improve learning outcomes for specific cohorts of Indigenous learners.

2023 Feedback
The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength
The report shows ongoing parity of most early measures for Indigenous learners in the district.
Consideration
Future reports would benefit from an analysis of the completion rate gap, given the parity in earlier grades.

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback
N/A – SD19 did not have any CYIC for the 2023-24 school year.

2023 Feedback
N/A – SD19 did not have any CYIC for the 2022-23 school year.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback
The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength
The report includes some targeted strategies to support students with disabilities or diverse abilities.
Considerations
Future reports will benefit from an analysis of the impact of implemented strategies on outcomes for students with disabilities or diverse abilities.

2023 Feedback
The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength
The report shows evidence of a focus on students with disabilities or diverse abilities and demonstrates district growth.
Considerations
Future reports would benefit from the inclusion of explicit details regarding targeted strategies.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).