District Parent Advisory Council Meeting

School District 19
(Revelstoke)

Wednesday, May 1st, 2024

12:00 p.m.

AGENDA

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.

2. Attendance

3. Agenda Additions

4. A review of the minutes of March 6th, 2024

5. Correspondence

6. Treasurer's Report
   - Funds in Regular Account _____
   - Funds in Gaming Account _____

7. Board of Trustees / District Administration News
   7.1 Information from the Ministry of Education and Child Care sent to districts regarding cell phone use in schools
   7.2 Strategic Plan – Belief Statements
   7.3 Staffing

8. Old Business
   8.1 Youth Initiative Report (Sheena Wells – brought forward from March 6th, 2024 meeting)

9. New Business

Agenda sent on April 25th, 2024

PAC News

10.   Adjournment

Next meeting dates: **June 5th, 2024** - The final meeting of the 2023/2024 school year
                       will be held at the school board office upstairs meeting room at
                       noon

Revelstoke Board of Education

District Parent Advisory Council Meeting
March 6th, 2024

School District 19
(Revelstoke)

Minutes

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1. **Call to Order and Acknowledgement**

   Call to order 12:01 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), Erica Fairley (RSS), Sheena Wells (CPE), Colette Poirier (CPE), Stacey Lamont (BVE), Austin Luciow (BVE), Amy McGiven (AHE), Courtney Beruschi (AHE), Sasha-Emily Walsh (School Board Trustee), Roberta Kubik (Superintendent), Mireille Dufour (CSF) and Angela Korsa (CSF)

   Regrets: None

3. **Agenda Additions**

   - Begbie View Elementary School Parent Advisory Council Letter regarding Cell Phone Policy

4. **Review of Minutes of Last Meeting – February 7th, 2024**

   - Accepted as presented – no errors or omissions

5. **Correspondence**

   - BCTF Magazine (March 2024) issue

6. **Treasurer's Report**

   - Funds in the Regular Account total $2,036.62
   - Funds in the Gaming Account total $2,617.39

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

   Student Learning Survey
   - Away/Break – not marked as mental health
   - Is the rate of students skipping school higher in the winter (i.e. skipping school to go skiing)
   - Skipping school to study for another subject
   - Missing school due to sports – Is this tracked? Under what?

- Lesson plan not affecting marks
- Focus on learning not just marks
- Illness is used due to the shame of saying its mental health

BC Adolescent Health Survey
- Safe and Welcome – Part of school – Peers and those relationships
- Welcome at school – walk in and receive acknowledgement from staff
- The district is above the provincial average but still wants to raise the numbers
- Competency to disagree with peers but still be able to be friends
- Ethnic background – should Canadian be on it – 25% marked that they didn't know

School Cash Online (from February 7th 2024 Meeting)
- The district has spent over a year looking at new systems
- The elementary schools are still mostly paper based
- Keve seems that most appropriate for the district – has a tiered pricing plan
- School Principals want the ability to send eTransfers – Secretaries have to do daily reconciliation
- The plan is to start implementing it in April starting with credit cards, wording to add debit cards but no eTransffers
- It will cost about $10,000 to implement
- Donation – Is there an ability to pay it forward (i.e. pay for two school agendas). There is a charitable society under SD19 and it can take donations over $50
- PAC runs hot lunch – will schools need to payout to PAC?
- Roll out to families for the 2024/2025 school year

8. **Old Business**

  - None

9. **New Business**

   SD19 Sexual Orientation and Gender Identity Policy - Review
   - Provincial and Superintendent meeting to have a framework if protests/ demonstrations are planned.
   - Social Development/CED to survey community

   Four Day School Week Discussion
   - Some districts are on a 4 day per week school schedule
   - It is a huge process through the Board and the Unions
   - School days would have to be longer to maintain the provincially mandated hours of instruction.
   - Some teachers have been asking for a 4 day work week
   - It would have to align with the École des Glacier schedule
   - Early years support for day care – probably do not have the staff

   Youth Initiative Report (Sheena Wells)
   - The report is not yet ready – forwarded to the May 1st, 2024 meeting

- Parents want to be involved in the development of the district's cell phone policy
- Would like to see a standard of where cell phones can be used
- Access to technology should be the same across all students – not that some can use their phones and others can't
- Parents can always weigh in on policy
- After spring break the province will provide more information to districts on a cell phone policy.

10. **PAC News**

AHE
- See attached

BVE
- Yearbook donations
- Hot Lunch Coordinator
- April Spring Dance
- Indigenous Student Support

CPE
- Yearbook is being done by new people
- Purdy's Easter fundraiser
- Carnival was great but not enough volunteers – will have a separate committee and plan around the Grizzlies hockey team schedule
- Seeds and coffee fundraiser for Sunnybrae

RSS
- See attached

EDG
- See attached

11. **Adjourned: 1:07 pm**

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

   - May 1st, 2024
   - June 5th, 2024

- February Hot lunch Pizza from Emos
- March hot lunch soup from the Regent
- Winter Fun day PAC supplied hot chocolate and whip cream
- Talent show auditions held on Monday March 4th and the show is on March 14th at 6pm open to the public and by donation to our charities
- Battle of the book hosted at AHE
- PAUSE program for gr. 5 wrapped up this week
- Gr 4 and 5 (Haworth) holding the entrepreneur fair on Mar 12
- Smash Ball starting this week at RSS
- Cell Phones in schools group formed by an EDG parent, looking for any one who wants to join. Would like to come up with a district wide mandate on how to ensure we work towards a phone free district

École des Glacier

PAC Update

- our coffee fundraiser to send students grade 2 to 7 camping to Fernie with other French schools (Fernie, Golden, Rossland) went really well
- kindergartners to grade 4 kids went skating in February 5th
- grade 2-3-4 students went on a field trip to Big Eddy Glass and the library February 28th
- grade 2-3-4 went to the pool and Soup & Smile again, giving heart shape cards to people there
- March 5: a Parks Canada employee came to talk to our grade 4 to 7 students about the sky and the stars
- March 8: visit from Daniel Gervais, a Franco-Albertain violinist, doing music workshops with all elementary student and a small concert
- March 12: a Parks Canada employee will come to talk to our grade 4 to 7 students about bats
- March 12 & 13: Early dismissal
- March 13 from 14h to 16h30: School Open Doors - opportunity to meet the staff, visit the school and eat maple toffee on snow
- Ballon-vache tournament going on between all the schools
- March is the month of la Francophonie and there is lots of activities in class related to this.

DPAC Meeting – March 6, 2024
RSS PAC Update

- Course selection for next year happened last week and this week (by Wednesday).
- Phone Hotels in classrooms suggests that teachers using them are finding it effective
- March 6-7th are early dismissal days and Student Learning Conferences
- March 12th Scholarship applications are due for grade 12's.
- Grade 8 students completed the annual Middle Years Development Instrument MDI (survey)
- This week the grade 11's complete the Youth Development Instrument YDI (survey).
- Skiing/Snowboarding Provincials at Sun Peaks happened last week.
- After spring break, gr 8 and gr 12 students will complete the BC Student Learning Survey.
- BC Parents/Guardians also able to complete the parent version of the Student Learning Survey.
- Whole school lunch coming up before spring break.
- March 12-13 RSS Band performs at the Revelstoke Performing Arts Centre.
- March 14 – tentative RSS School Spring Dance.
- Funding Request – Senior Student extra-curricular Book Club
  - $250 approved by PAC
  Funding Request – Mountain Bike Team jerseys
  - $500 approved by PAC
- Spring break March 16-April 1
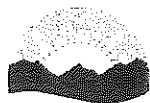
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For Action

Published Friday April 12 2024

Cell Phone Use: Amendment to the Provincial Standards for Codes of Conduct Order

The *Provincial Standards for Codes of Conduct Order* has been amended, effective July 1, 2024, to require all boards of education to include one or more statements restricting student use of personal digital devices (including cell phones) at school. See this letter from the Deputy Minister and Support Guide for additional information. Codes of Conduct are required to be updated to align with the amended *Provincial Standards for Codes of Conduct Order* by July 1, and submitted to ecc.strategicpriorities@gov.bc.ca by August 15.

April 12, 2024

Dear Superintendent:

I am writing to let you know that the Provincial Standards for Codes of Conduct Order has been amended, effective July 1, 2024. This order sets out the standards that boards of education must meet in establishing student codes of conduct for their respective districts. The amendments require all boards of education to include one or more statements in their codes of conduct about restricting the use of personal digital devices at school, to promote focused learning environments and online safety.

On January 26, 2024, Premier David Eby and Minister Rachna Singh announced cell phone restrictions in schools as one of three important actions to keep kids and young people safe. The Ministry of Education and Child Care engaged with education and Indigenous partners to determine the mechanism for the restrictions and to seek input on implementation supports.

I am sharing with you today:

- The ministerial order that amended the Provincial Standards for Codes of Conduct Order, effective July 1, 2024; and
- A Support Guide, which provides supporting information relating to the changes to the order.

I understand that many districts already address personal digital devices use in schools, either at the district level and/or at the school level. The goal of establishing provincial consistency in restricting personal digital devices use in schools is to ensure that all students in BC are safe from online harms and are focused on their learning with fewer distractions. Districts are offered some flexibility to develop an approach to restrict personal digital devices use in classrooms that best fits the school community's needs.

Personal digital devices can be an important learning tool as well as a support for students with diverse needs, and as such we have embedded language to address accessibility, equity, and accommodations within the Order and the Support Guide.

Please update your Codes of Conduct to align with the amended Provincial Standards for Codes of Conduct Order by July 1, 2024, and submit them through email to ecc.strategicpriorities@gov.bc.ca by August 15, 2024. In the meantime, should you have questions, please contact Meghan Day, Executive Director, Equity and Strategic Priorities, by email at Meghan.Day@gov.bc.ca.

Sincerely,

Christina Zacharuk
Deputy Minister

Ministry of Education and Child Care
Office of the Deputy Minister

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PROVINCE OF BRITISH COLUMBIA

ORDER OF THE MINISTER OF
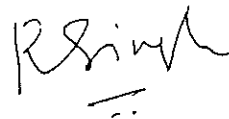## EDUCATION AND CHILD CARE

School Act

Ministerial Order No. M89

I, Rachna Singh, Minister of Education and Child Care, order that, effective July 1, 2024, the Provincial Standards for Codes of Conduct Order, MO 276/07 is amended as set out in the attached schedule.

March 21, 2024

_____
Date

_____
Minister of Education and Child Care

Authority under which Order is made:

Act and section: *School Act*, R.S.B.C. 1996, c. 412, s. 168 (2) (s.1)

Other: MO 276/2007; MO 208/2014; MO 341/2016

SCHEDULE

1 Section 1 of the Provincial Standards for Codes of Conduct Order, is repealed and the following substituted:

1   In this order:

"**board**" includes a francophone education authority as defined in the *School Act*;

"**personal digital device**" means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

2   Section 6 is amended by adding the following paragraph:

(d.1)   one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;

3   The following section is added:

8   Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

(a) restrictions on the use of personal digital devices at school, including during hours of instruction;

(b) use of personal digital devices for instructional purposes and digital literacy;

(c) use of personal digital devices that is appropriate to a student's age and developmental stage;

(d) accessibility and accommodation needs;

(e) medical and health needs;

(f) equity to support learning outcomes.

Personal Digital Device Restrictions Support Guide

The Ministry of Education and Child Care has <u>amended</u> the *Provincial Standards for Codes of Conduct Order* (the "Order") to promote provincial consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use. The amended Order will come into effect on July 1, 2024.

This guide is intended to support boards of education in amending their codes of conduct to align with the amended Order by including language that addresses student use of personal digital devices (including cell phones) at school. This Order sets out the standards that boards of education must meet in establishing student codes of conduct for their respective districts. The information in this support guide is provided for your convenience and guidance and is not a replacement for the Order.

The Ministry of Education and Child Care recommends boards of education engage with their Indigenous Education Councils as part of the process of updating their codes of conduct.

Order Language
The following sections are excerpts from the amended Order:

1   In this order **"personal digital device"** means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

6   Boards must ensure that the following elements are included in their codes of conduct:

...(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;

8   Further to section 6(d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

(a) restrictions on the use of personal digital devices at school, including during hours of instruction;
(b) use of personal digital devices for instructional purposes and digital literacy;
(c) use of personal digital devices that is appropriate to a student's age and developmental stage;
(d) accessibility and accommodation needs;
(e) medical and health needs;
(f) equity to support learning outcomes.

Intention
Codes of conduct to restrict student personal digital device use at school to promote online safety and support focused learning environments.

Supporting Information

Section 1 Personal Digital Devices

The Order defines this term as "any personal digital device that can be used to communicate or to access the internet, such as a cell phone or a tablet." Additional examples of devices that may fall into this definition are smart watches, gaming devices, and electronic toys.

Subsection 8(a) At school, including during hours of instruction

Codes of conduct must include statements about restricting the use of personal digital devices during hours of instruction. Boards of education are expected to use these statements to limit the use of personal digital devices at times when students should be focused on participating in educational programs.

With respect to the meaning of "hours of instruction", please see the relevant definitions in the *School Regulation*.

Codes of conduct may also address student use of personal digital devices during school hours or on school property.

Subsection 8(b) Instructional purposes and digital literacy

Codes of conduct must address the use of personal digital devices for instructional purposes and digital literacy. Instructional purposes might include the use of devices as directed by teachers during class time. Digital literacy purposes might include designated computer or cell phone time that serves to promote digital literacy by providing opportunities for students to use devices while under the supervision of a teacher, which may include critical dialogue regarding responsible and appropriate use of devices.

Subsection 8(c) Age and Developmental Stage

Codes of conduct must address the use of personal digital devices that is appropriate to a student's age and developmental stage. For example, elementary school codes of conduct may take a more restrictive approach, while middle and secondary schools may allow for progressively greater flexibility and student agency in using personal digital devices.

Subsection 8(d) Accessibility and accommodation needs

Codes of conduct must address accessibility and accommodation needs. This might involve the use of personal digital devices to support students with disabilities or diverse abilities as outlined in students' support plans and Individual Education Plans. Codes of conduct may consider the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy. Examples of assistive technology could include devices or programs that support students with hearing loss or voice, speech or language disorders. Codes of conduct might allow for the use of tools such as augmentative and alternative communication (AAC) devices, text to speech and speech to text programs or devices, translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation.

Subsection 8(e) Medical and health needs

Codes of conduct must address medical and health needs. This might include approved use of personal digital devices to support medical necessities, such as monitoring blood glucose levels for a student with diabetes.

Subsection 8(f) Equity to support learning outcomes

Codes of conduct must address equity to support learning outcomes. Codes of conduct might include considerations to ensure personal digital device restrictions do not disproportionately impact some students

more than others. For example, codes of conduct may reflect computer or cell phone access facilitated by boards of education to support students who do not have access to internet outside of school and who therefore might use technology at school to complete schoolwork and foster connections with peers.

Research/Evidence

Restricting the use of personal digital devices at school is consistent with published research and evidence. The Ministry of Education and Child Care recommends that boards of education consider available research, including the following information, when amending their codes of conduct.

Reducing Screen Time at School

A recent academic paper (Smale et al., 2021) looking at the potential benefits and harms of cell phone use in classrooms to provide policy recommendations concluded that "removing cell phones from classrooms is likely to reduce students' temptation to check their devices, play games, text, and surf the Internet, consequently enhancing their ability to focus and thus improving their performance due to greater intake and memory of academic material." (p.51)

According to the 2023 BC Adolescent Health Survey results (Smith et al., 2024), during their last school day prior to responding to the survey, top reasons for which students reported using their phones included: to scroll social media (74%), connect with family and friends (65%), game (not esports) (26%), game (esports) (18%), and only 11% of students reported using their phones for none of these activities.

There is a growing field of research into the impacts of cell phones and social media on mental health and academic performance, however there is still limited in-depth or longitudinal studies and more research is needed to confirm causality versus correlation (Smale et al., 2021; Abi-Jaoude, et al., 2020; Vuorre et al., 2021; Shannon, et al., 2022). Social media use in particular has been linked to emotional and coping challenges, including eroded self-worth, fear of missing out, distraction, stress and anxiety, and exposure to cyber-bullying (Vuorre et al., 2021; Abi-Jaoude et al., 2020; Shannon et al., 2022).

To promote physical and mental health and support healthy relationships, HealthLinkBC (2023) recommends a maximum of 2 hours of screen time per day for children aged 5-17. According to a recent report (Saunders & Colley, 2024) based on the Canadian Community Health Survey, average screen time increased between 2018 and 2021. In 2018, 42.5% of youth between age 12-17 reported meeting the recommended 2 hours or less of screen time on school days and 21% on non-school days, compared to 29.8% and 12.2% in 2021. Increased screen time takes away from time spent in direct connection with others, physical activity, and learning activities, and delays sleep.

Digital Literacy

As set out in the *School Act*, "the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy." Digital literacy is instrumental to meeting this purpose. Digital literacy can include both the basic skills needed to operate devices and programs, as well as the thinking skills needed to access, evaluate, and utilize digital information. Jobs across all industries increasingly need foundational to advanced computer skills (Bergson-Shilcock, 2020). Digital literacy further promotes critical thinking related to internet safety, media, and online participation which benefit personal agency, holistic health, and political engagement and democracy (Cortesi et al., 2020).

Equity, Accessibility and Accommodations

Many B.C. students face barriers due to factors such as race, gender, sexual orientation, socioeconomic status, care status, disabilities, diverse abilities, immigration status or primary language.

Students who face barriers are likely to experience greater benefits from access to technology and internet to support their unique needs. Cell phones can support equity through access to supports and services, connections and relationships, applications for learning, and more (UNESCO, 2023; McCreary Centre Society, 2018; Ministry of Children and Family Development, 2021). Cell phones can also support a sense of safety and promote social connection (Ministry of Children and Family Development, 2021).

The UNESCO Technology in Education report (2023) identifies that, "People with disabilities face some of the most significant barriers in accessing quality education. Technology provides multiple means of representing information, expressing knowledge and engaging in learning, which can support people with disabilities, providing fair and optimized access to the curriculum, while developing their independence, agency and social inclusion" (p. 37). They further identify that "Some applications and technology-assisted learning initiatives support language learning" (p. 40).

Access to the Internet

According to the 2023 BC Adolescent Health Survey, 97% of youth in B.C. had access to the internet in some capacity, and among these youth, 31% identified as accessing internet at school (Smith et al., 2023, p. 41). While highspeed internet or cellular services are available to most B.C. residents, many face barriers for access due to affordability (Ministry of Citizens' Services, 2022, pp. 26, 42). Students without internet access at home or cellular data may have access internet while at school or in other wifi-enabled locations outside of their houses.

BC Youth's Access to Technology fact sheet (McCreary Centre Society, 2018), based on 2018 Adolescent Health Survey data, identifies that a lack of internet access can create barriers to access health and mental health information, reduce feelings of connection and negatively impact school and employment skills (p. 1). They further note that those without internet were less likely to plan to graduate secondary school or pursue post-secondary education and reported poorer mental health and wellbeing, with higher levels of school absences, self-harm, and suicidality (p. 3). School connectedness was seen to be "protective for youth who lacked Internet access. For example, those who felt like a part of their school were more likely to rate their mental health as good or excellent …, to feel happy …, and to plan to continue their education beyond high school." (p. 6)

Resources:

Curriculum

- BC's curriculum provides many opportunities for students to consider the appropriate use of technology. The provincial Applied Design, Skills, and Technologies (ADST) course is required learning for all students. Other areas of the curriculum reinforce this learning about technology use, such as the health components of the Physical and Health Education (PHE) curriculum which teach students about making choices to promote physical and mental health and developing healthy relationships.

Next Generation Network

- Through the Next Generation Network, the Ministry supports school districts with resources to protect internet access on school networks with firewall services to block: access to social media sites, inappropriate images, websites defined as inappropriate by the districts.

Digital Literacy

- BC's Digital Literacy Framework gives teachers suggestions on what ages to introduce important concepts related to topics like digital footprints, online safety, and information literacy.
- United Nations Educational, Scientific and Cultural Organization (UNESCO) International Centre for Technical and Vocational Education and Training provides a database of digital competence frameworks, links to articles and think-pieces, and webinars.
- Youth and Digital Citizenship+ (Plus): Understanding Skills for a Digital World overview of digital citizenship, its importance in the digital age, includes frameworks and resources.

Assistive Technology

- SET-BC (setbc.org) provides assistive technology services for students living with physical disabilities.

Parent & Educator Resources

Digital literacy training

- MediaSmarts Non-profit organization that develops digital media literacy programs and resources with BC specific resources and curriculum charts for Grades K-12. Additional resources for parents include blogs, games, tips sheets, guides, workshops & tutorials, and videos.
- Expect respect and a safe education (erase) Online safety information, actions and resources to support K-12 students, parents, families, and educators in learning how to use technology responsibly, and stay safe from online harms.
  - erase Training sessions were designed to support families and caregivers navigate the digital world.
- TelusWise free digital literacy education program that offers informative workshops and resources to help people of all ages have a positive experience as digital citizens.
- Canadian Paediatric Society - Digital media: Promoting healthy screen use in school-aged children and adolescents
- Canadian Paediatric Society - Screen time and digital media: Advice for parents of school-aged children and teens
- Canadian Paediatric Society - Social media: What parents should know

Assistive Technology

- Understood.org - What is assistive technology?

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