



**School District 19**  
(Revelstoke)

## District Parent Advisory Council Meeting

Wednesday, November 6<sup>th</sup>, 2024

at 12:00 p.m.

### AGENDA

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Britt Hunchak (RSS)
Erica Fairley (RSS)
Courtney Pinkenburg (CPE)
Colette Poirier (CPE)
Amy McGiven (AHE)
Courtney Beruschi (AHE)
Austin Luciow (BVE)
Stacey Lamont (BVE)
Sasha-Emily Walsh, Trustee
Roberta Kubik, Superintendent
Angela Korsa (CSF)
Mireille Dufour (CSF)

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 dated October 2<sup>nd</sup>, 2024
5. Correspondence - Nil
6. Treasurer's Report
  - Funds in Regular Account \_\_\_\_\_
  - Funds in Gaming Account \_\_\_\_\_
7. Board of Trustees / District Administration News
8. Old Business
9. New Business
  - 9.1 DRAFT Personal Digital Device Policy
  - 9.2 Hannah Beach Possible Funding
  - 9.3 FSA Data Overview
10. PAC News
  - 10.1 AHE
  - 10.2 BVE
  - 10.3 CPE
  - 10.4 RSS
  - 10.5 EDG
11. Adjournment

#### **Tentative meeting dates for 2024/2025:**

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

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



**School District 19**  
(Revelstoke)

**Revelstoke Board of Education**  
**District Parent Advisory Council Meeting**  
**October 2<sup>nd</sup>, 2024**

**Minutes**

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1. **Call to Order and Acknowledgement**

Call to order 12:00 pm

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

2. **Attendance**

Britt Hunchak (RSS), Colette Poirier (CPE), Stacey Lamont (BVE), Austin Luciw (BVE), Courtney Beruschi (AHE), Roberta Kubik (Superintendent), Mireille Dufour (CSF)

Regrets: Erica Fairley (RSS), Amy McGiven (AHE), Sasha-Emily Walsh (School Board Trustee), Sheena Wells (CPE) and Angela Korsá (CSF)

3. **Agenda Additions - Nil**

4. **Review of Minutes of Last Meeting – June 5<sup>th</sup>, 2024**

Accepted as presented – no errors or omissions.

5. **Correspondence**

BCSTA Teachers Magazine. Received as information.

6. **Treasurer's Report**

Fund totals in the Regular and Gaming accounts will be presented at the next meeting on November 6<sup>th</sup>, 2024, as the treasurer is absent.

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

7.1 New contact at the School Board Office – Amanda Fowlie, Executive Assistant Replacing Jeanette.

DPAC members were introduced to Amanda Fowlie, the new Executive Assistant for the School Board. Members were provided her contact information and a bit about her background. Members welcomed her to the district.

## 7.2 Strategic Plan

R. Kubik introduced the new Strategic Plan that was created in collaboration with community, parent, teacher and students feedback during an 18-hour consultation. Participants connected through story, beginning with a book "Going Places" by Peter and Paul Reynolds which was equated to the core competencies (which consist of 3 main components with a total of 7 subcategories). The board gathered the feedback which was incorporated into the core competencies and in every part of the curriculum.

## 7.3 Restriction of Digital Devices

The draft restriction of digital devices policy will be going out for public consultation on October 22<sup>nd</sup>, 2024, at Revelstoke Secondary School at 6:30 PM (second floor atrium by the main office). The timeline for the policy has been shared with Students, Staff, Parents and Trustees. The hope is to have the policy adopted in December 2024.

## 8. **Old Business – Nil**

## 9. **New Business**

The Provincial Election is taking place next month. The BCSTA Trustees AGM is taking place in November in Vancouver.

Reports will be shared from Amy, Britt and Stacey.

Britt can't be chair, DPAC will support for this year.

There are Chair, Secretary Treasurer spots available.

Review the DPAC Policy.

Add signature pages for the new board members at the next meeting.

## 10. **PAC News**

### AHE

- Yearbook, Grades 5-7 are to help
- Gaming money spent on gaga ball
- Money for Teachers \$150 for each classroom
- Teacher appreciation lunch at the end of last year
- Grade 7 speeches good but long – 24 students
- Dylan Murray is the new Indigenous Educator
- October 23<sup>rd</sup> and 24<sup>th</sup> Book Fair
- Craft Fair is December 13<sup>th</sup>, 2024

### BVE

- Run club has started – a District run will be held on October 3<sup>rd</sup>, 2024
- Book fair will be before Christmas
- Green Christmas Thursday before break
- Not doing a harvest festival, doing dances instead
- Hot lunches have started

### CPE

- Sheena stepping down
- Few teacher changes
- Andy Pfeiffer is glad to be back
- Weekly emails to families

- Elections
- Fable book fair in the spring of 2025
- Terry fox run
- Run club is on-going

#### RSS

- Hannah Beach
- Gave out shirts from DPAC funding
- Leadership program funded for inclusive activities
- Welcome back BBQ
- Greg glad to be back
- Counsellors and scheduling 2 weeks prior to school starting, they are now busy

#### EDG

- AGM in September with an open-door BBQ
- Hot lunches with the Neighbourhood Kitchen
- Run Club great to be included
- Hosting French School meeting in Revelstoke at Blanket Creek at the end of the year.
- Coffee fundraiser, Holm Coffee, all schools will be attending
- Christmas dinner is still being organized, details to come

#### 11. Adjourned: 1:03 pm

##### **Next meeting dates:**

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

- November 6<sup>th</sup>, 2024
- December 4<sup>th</sup>, 2024
- February 5<sup>th</sup>, 2025
- March 5<sup>th</sup>, 2025
- May 7<sup>th</sup>, 2025
- June 4<sup>th</sup>, 2025

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

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

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

### **Exceptions:**

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

### **Guidelines:**

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

Schools are expected to:

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

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

### **Glossary**

**Personal Digital Device-** includes but is not limited to cell phones, smart watches, smart glasses, portable gaming devices and tablets/IPads.

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

### **Feedback Sheet**

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

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

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

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

# Parent/ Caregiver Series

**When:** March 11<sup>th</sup> 6:30-8:00pm

**Where:** RSS Library or virtual [Mar 11 Virtual Link](#)

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## Understanding Adolescents from the Inside-Out with Hannah

Beach

**Geared to:** Parents and caregivers of children and youth of all ages

Many of our kids are anxious and glued to their phones, seeking endless distraction and feeling isolated and disconnected. Aggressive outbursts have become common and yet others seem to have stopped talking altogether. As parents and caregivers, we are increasingly alarmed. We entice, cajole, bribe, encourage, shout, but nothing seems to work long term.

Is technology bad? Absolutely not—it's wonderful and has brought us so many gifts. But the invention of devices that travel with kids has also greatly shifted childhood and adolescence, affecting their learning, relationships, and emotional health.

Is change impossible? No ... in fact we are seeing a groundswell of change percolating across the world! Although we may personally not be able to change the culture at large, there is much we can do to shift our family and school cultures so that we can support our kids to truly discover their best selves. Small changes can have big effects.

Book Hannah for a warm and conversational workshop exploring practical strategies we can use to help our children and youth when it comes to managing devices. This conversation has never been more important as we look at how we can support our children and youth to grow, learn, develop, and reach their fullest potential.

*Note: Helpful for families who have not yet given their children a device and are trying to make some decisions regarding if, when, and how they do this!*



Hannah Beach is an award-winning educator, author, emotional health consultant, and keynote speaker. She is the co-author of the best-selling book *Reclaiming Our Students: Why Children Are More Anxious, Aggressive, and Shut-Down than Ever—and What We Can Do About It*, with Tamara Neufeld Strijack, a trauma-informed resource for teachers and parents rooted in the relationship-based approach, now being translated into multiple languages internationally (including French, Polish, Russian, Chinese, Ukrainian and Korean) and has been adopted by school boards across Canada. She was recognized by the Canadian Human Rights Commission in 2017 as one of five featured changemakers in Canada.



# Reclaiming Play: Revitalizing Childhood to Combat Anxiety and Aggression

**Geared to:** Parents/caregivers of children pre-K to age 12

**Children are becoming more anxious and aggressive. The common thread? A stark decline in free play.**

**After this session, you may never see play the same way again.** Our current culture has replaced play with entertainment and structured activities. We are now seeing the emotional side effects of the loss of play in the lives of children as aggression and anxiety in young people is at an all-time high.

**The research is clear: children learn and develop best through play.**

And yet, children are playing less than ever. In fact, this is the first generation of children that does not have a play-based childhood. **The side effects? Children and youth are struggling.** It has become harder than ever to lead and care for kids. This conversation has never been more important as we look at how we can support children's emotional health and learning. We'll unpack the science behind play and how it lowers anxiety and aggression, builds resilience, and fosters social and emotional health.

Little changes can have big effects. Join Hannah for a powerful workshop that will help you discover practical ways to transform your family culture and support your children in becoming their best selves.

# Understanding Adolescents from the Inside-Out



**Geared to:** Parents and caregivers with children in or approaching adolescence

Crossing the bridge from childhood to adulthood has never been so daunting. The time of adolescence is longer than ever and yet society today offers little support in understanding or facilitating this transition.

Many teens are anxious and glued to their phones and devices, seeking endless distraction and feeling isolated and disconnected. Aggressive outbursts have become common and yet some teens seem to have stopped talking altogether. As parents, we can find ourselves increasingly alarmed. We entice, cajole, bribe, encourage, shout, but nothing seems to work long term. We may wonder if this will last forever. Is there a way through?

Join Hannah for a warm and conversational workshop exploring practical strategies that support our youth to thrive. We will delve into what wires the brain for resilience and how we can jump off the exhausting hamster wheel of trying to fix behaviours over and over again—and instead look at how we can work towards lasting change.

Participants learn practical relationship-based strategies that they can use every day to shift individual relationships with their teens, strengthen families, and build more resilient kids. In a time where kids are more anxious, aggressive, and shut down than ever, this conversation has never been more important as we look to how we can support our kids to reach their potential and discover their best selves.

**\*Suitable for parents and caregivers with children in or approaching adolescence**

(Parents of preteens may find this workshop supportive as preparation for what lies ahead.)

## 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.**