



**The Board of Education of  
School District No. 19 (Revelstoke)  
Regular Board Meeting  
Tuesday, March 4<sup>th</sup>, 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.*

**Sasha-Emily Walsh**

**2 ATTENDANCE**

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

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

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

**REGRETS:**

\_\_\_\_\_

**3 APPROVAL OF AGENDA:**

\_\_\_\_\_

**4 APPROVAL OF MINUTES:**

Regular Meeting of February 11<sup>th</sup>, 2025

**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 Memo to the Board – 2025/2026 Calendar for Approval
- D) BAA Course – Indigenous Connections 10
- E) BAA Course – Indigenous Connections 11
- F) BAA Course – Indigenous Connections 12

8.1.2 **SECRETARY TREASURER REPORTS**

A) 2024/2025 Amended Annual Budget

8.3 **COMMITTEE REPORTS**

A) Policy Review Committee Minutes

B) Education Committee Minutes

C) DPAC Minutes

8.4 **TRUSTEE REPORTS**

A) Trustee Roundtable

8.5 **CORRESPONDENCE - Nil**

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

\_\_\_\_\_ TIME: \_\_\_\_\_



School District 19  
(Revelstoke)

## Revelstoke Board of Education

### Regular Board Meeting February 11, 2025 Minutes

---

#### **CALL TO ORDER**

Trustee Chell called the meeting to order at 5:00 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.*

**Sarah Zimmer**

*Over the weekend I watched the Superbowl and was struck by the images of people protesting the "Chiefs" name. It made me question, can we do better at listening, reflecting, putting our words into actions and moving forward. How do we do better? One of the things we value most as a board and a question we ask ourselves regularly is what we can do better for the kids. Today, I want to reflect on how grateful we are to have this question which we are able to reflect on and continuously strive to do better.*

#### **ATTENDANCE**

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

#### **APPROVAL OF AGENDA**

24: R-103 Rota/Allen

"THAT the agenda be approved as presented."

**CARRIED**

#### **APPROVAL OF MINUTES**

24: R-104 Zimmer/Walsh

"THAT the minutes of the Regular Board meeting of January 21<sup>st</sup>, 2025, 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:

- Met with Trustee Walsh to review the Education Committee agenda and co-plan the meetings. Discussed the cellphone policy and the strategic plan and the pathways. Students worked in groups of 2-3, they were provided 5 questions to work on in their groups in a dotmocracy activities.

Superintendent Kubik's Administration Report was received as information.

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

Superintendent Kubik presented her Strategic Plan Report for the Board

- When discussing the Strategic Plan students always talk about how important the connections to community and real-world learning are in their day-to-day learning. Superintendent Kubik thanked Trustee Rota for her wonderful job preparing for the Ono Cho visit. Superintendent Kubik presented a slideshow of photos from the Ono Cho visit.

Superintendent Kubik's Strategic Plan Report was received as information.

###### **C) Superintendent's Memo to the Board – Early Learning Connections**

Superintendent Kubik presented her memo on Early Learning Connections to the board.

- SEY2KT (Strengthening Early Year to Kindergarten Transition). Vice Principal Ford has been actively collaborating with local preschools to ensure a smooth transition. Last year we introduced had a "Strong Start Hits the Road" initiative, where Strong Start visited CPE and AHE, BVE hosts the Strong Start Program. This allowed preschoolers and their parents/caregivers to explore kindergarten and their neighborhood elementary school. This initiative has been a valuable addition to our transition efforts. We are committed to the principle that schools must be prepared to meet the diverse needs of each child. This philosophy aims to support the success of every student. Vice Principal Ford, the elementary team, and the early childhood educators have been instrumental in making these initiatives possible, ensuring that our youngest learners and their families feel supported during this important transition.

Superintendent Kubik's Memo to the Board was received as information.

###### **D) Superintendent Memo from Columbia Park School**

- Policy 7.4 goes to the superintendent for review and then to the Board for approval. Sunnybrae trip. This is a fun and educational one night trip.

## **SECRETARY TREASURER TISDALE**

### **A) Budget Update and Timeline Verbal**

The ministry delayed the final budget timeline so the recommendation will come at the March 4<sup>th</sup> meeting. We don't anticipate any significant reductions before the end of the year.

### **B) Major Capital Projects Verbal**

Farwell project – a meeting is scheduled for Tuesday where the construction schedule will be reviewed, and the contract signed. This project is to add 12 infant toddler spots to the building as well as adding new insulation, windows, etc.

Arrow Heights has been awarded and the contract signed, working on a schedule in the coming days. The contractor will be coming up to Revelstoke in June to spend some time on site.

## **8.2 OTHER - Nil**

## **COMMITTEE REPORTS**

### **A) Policy Review Committee Minutes**

Audit process policy recommendations which the policy

### **24: R-105 Rota/Zimmer**

"THAT the minutes of the Policy Review Committee meeting of January 27<sup>th</sup>, 2025, be received as presented."

## **TRUSTEE REPORTS**

### **A) Trustee Roundtable**

In Summerland the schools installed Vape detectors in the washrooms. There is a report and video on the subject where the superintendent discusses the topic.

## **CORRESPONDENCE - Nil**

## **PUBLIC QUESTION PERIOD**

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

Farwell project will the tariffs and counter tariffs affect the costs of the project. No, the cost of the project is locked in as the contract has been signed so no further costs.

## **ADJOURNMENT**

The meeting adjourned at 5:39 p.m. on the motion of Trustee Allen/Walsh.

**CLOSED BOARD ITEMS**

---

Chair

---

Secretary Treasurer

DATED: February 11<sup>th</sup>, 2025

DRAFT

# Superintendent's Report to the Board - March 4<sup>th</sup>, 2025

## Community Partner Engagement

Joint Ministry Call with Superintendents and Secretary Treasurers:

- Introduction to New Ministry of Infrastructure

BCSSA Learning Partners session.

ELCC Community of Practice Provincial teams meeting, Vice Principal Ford of Early Learning also attended.

Virtual meeting with Vice Principal Fransoo of Inclusion, Vince White , Director of the Provincial School Outreach program (PSO). The PSO is an extended resource team that can be called upon for consultation to determine how best to meet the needs of one or more learners through universal, targeted, and intensive levels of support.

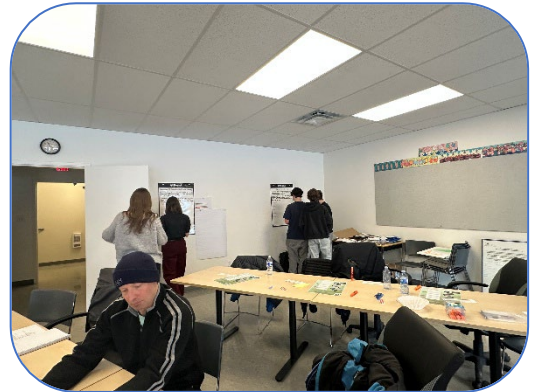
Provincial School Outreach is a program sponsored by the Ministry of Education and Child Care that consists of specialist personnel who serve as outreach consultants to provide in-person and virtual support to students, classrooms, schools, and school districts across British Columbia. The specialist personnel include a school psychologist, occupational therapist, speech language pathologist, learning services teacher and behaviour analyst.

Attended the Revelstoke Early Childhood Development Committee meeting.

Along with District Principal Wallach, met with BCCH as we continue to work with SD 19 Mental Health and Wellness Strategy overview.

Along with Secretary Treasurer Tisdale, participated in a call with the Ombudsperson team reviewing Exclusion of Students from Schools in schools. This meeting is in relation to the January 10<sup>th</sup> letter that Districts received from Jay Chalke-Ombudsperson.

Attended the Parent/Caregiver Series at the RSS library where Hannah Beach presented on cellphones.



## SD 19 District Meetings

Held regular meetings with:

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

Along with Secretary Treasurer Tisdale, participated in the final Bargaining Session with the Revelstoke Teachers Association.

Second meeting with Audit Lead District Principal Wallach and Secretary Tisdale to review Audit. Once the provincial audit report is submitted to SD 19, it will be further reviewed.

Met with Vice Principal Haworth to review 1701 February submission.

Attended the District Wide Student Service team meeting led by Vice Principal Fransoo.

Met twice with Principal Kenyon and Vice-Principal Grimm to talk about implementation of the new Restriction of Digital Device Policy 5.15.

### 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.

Attended the Educational Assistant Learning series.

Student explored the pathways during.

Attended the SEY2KT transition dinner gathering and sharing lead by Vice-Principal Ford and Tracy Spanner of the Revelstoke Childcare Society.

### School Visits

Engaged in various school activities, including:

- Attended a math in the community field trip with Ms. Embury's class from BVE. We visited the courthouse; the purpose was to be curious how numeracy is incorporated into real world jobs and in physical locations. Vice Principal Fransoo also chaperoned this field trip.
- AHE hosted the PAUSE program for students and parents. I participated in the two afternoon sessions as one of the leads for the PAUSE activities. The first activity was on mindfulness with doodling. The second afternoon was on building support networks where students identified their networks through the connection of hearts booklets.
- CPE visit where I attended Ms. Ediger's class during a student presentation for the Culture Shifter Project. Students presented to a community panel.
- Watched AHE classes during their curling lessons at the arena.
- BVE visit to say hello to staff members.



This report highlights our ongoing commitment to fostering a supportive environment for students, staff, and the community, in alignment with the Student Learning Goal and Learning Pathways outlined in the new Student Strategic Plan.





## Pink Shirt Day:

Pink Shirt Day is an annual event against bullying held in Canada and New Zealand. On Pink Shirt Day, Canadians wear pink to take a stand against bullying and show support for safe and inclusive schools, workplaces and communities.

### **AHE:**

Participates in a buddy activity between the intermediate and primary students including a creating origami pink shirt where each student wrote their promise for Pink Shirt Day. Students also learned the meaning behind Pink Shirt Day and read a story about kindness. The origami Pink Shirts are displayed on a "clothesline" in the entry to the school. A group photo in pink is always a must!

### **BVE:**

Hosted an assembly to discuss Pink Shirt Day and the importance of treating everyone with kindness and respect, the school then took a group photo in the pink shirts that students tie-dyed.

### **CPE:**

At CPE Pink shirt day recognizes kindness and diversity in multiple events. The introduction of the new Mud Kitchen was so overwhelming that buddy classes were needed to share each recess and lunch. Students started recognizing Real Acts of Caring week from Feb 10-13 on the announcements which was followed with buddy activities about caring. CPE grade 7 leaders organized Winter Sports, and the RAISE focus next week will be "compassion and diversity". CPE wore pink on Wednesday and the kindergarten leaders took the pink or white strips with every student's name and recognition of diversity on it to create a kindness chain for a display to be posted in the hallways.

### **RSS:**

The Leadership class is worked with teachers to have their classes write a positive word about inclusion/RSS culture on a slip of pink paper. The Leadership class collected these positive words and created a large collage in the shape of a pink shirt, which was displayed on Pink Shirt Day. Teachers were also encouraged to show brief videos explaining Pink Shirt Day and to have discussions in class. Students of course were encouraged to dress in a pink shirt/item of clothing on Pink Shirt Day.



Grateful for the privilege to live and learn on the unceded traditional territories of the Sinixt, Secwepemc, Ktunaxa, and Sylix Okanagan who have been stewards of this land since time immemorial.

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

## Our school district believes in:

The pursuit of excellence while nurturing a joy for lifelong learning.

Fostering the physical, mental, and emotional well-being of our school community.

Supporting the development of diverse communication skills, creative thinking, and critical reasoning.

Living the journey of Truth and Reconciliation.

Upholding the ideals of social and environmental responsibility at both the individual and societal levels.



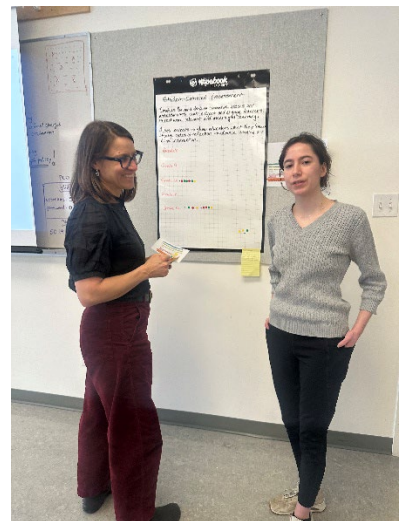
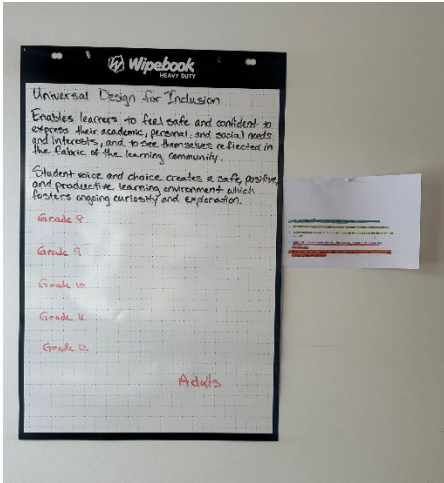
**Student Learning Focus and Pathways** We will create purposeful learning environments that incorporate the Core Competences into every facet of the curricula.

We will prepare students to enter the next steps of their lives as educated citizens equipped with resilience, self-worth, and pathways for a fulfilling future.



## Students Explored the Pathways

During the Education Committee Meeting Students Explored the Pathways



## **Upcoming Trustee Dates March 2025 – May 2025**

March 5<sup>th</sup> & 6<sup>th</sup> – Early Dismissal for RSS

March 5<sup>th</sup>, 2025 – DPAC Meeting

March 6<sup>th</sup> – BCSTA Board Chairs Meeting

March 6<sup>th</sup> – Secretary Treasurers Meeting

March 6<sup>th</sup> – All Superintendent's Meeting

March 7<sup>th</sup> – BCSTA MOECC Partner Liaison Meeting

March 17<sup>th</sup> to 28<sup>th</sup> – Spring Break

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

March 25<sup>th</sup>, 2025 – Nomination of Candidates Deadline (BCSTA AGM)

March 15<sup>th</sup>, 2025 – Education Committee Meeting

April 2<sup>nd</sup>, 2025 – DPAC Meeting

April 11<sup>th</sup>, 2025 – Spring Forum

April 15<sup>th</sup>, 2025 – Board Meeting

April 18<sup>th</sup>, 2025 – Good Friday Stat

April 21<sup>st</sup>, 2025 – Easter Monday Stat

April 24<sup>th</sup> to 26<sup>th</sup> – BCSTA AGM

April 28<sup>th</sup>, 2025 – Policy Committee Meeting

April 29<sup>th</sup>, 2025 – Education Committee Meeting

May 6<sup>th</sup>, 2025 – Board Meeting

May 10<sup>th</sup>, 2025 – Prom

May 16<sup>th</sup>, 2025 – Pro-D Day

May 19<sup>th</sup>, 2025 – Victoria Day Stat

May 20<sup>th</sup>, 2025 – Education Committee Meeting

May 21<sup>st</sup> to 23<sup>rd</sup>, 2025 – BCASBO AGM & Fall Conference

May 26<sup>th</sup>, 2025 – Policy Committee Meeting

May 27<sup>th</sup>, 2025 – Board Meeting

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: March 4<sup>th</sup>, 2025

ACTION: 2025/2026 District Calendar



---

The draft 2025/2026 District Calendar was circulated for feedback to the Revelstoke Teachers' Association, CUPE Local 5150, DPAC and school PACs and was posted to the district's website. CUPE Local 5150, and DPAC provided feedback on the placement of the professional development days and the placement of Spring Break. The 2025/2026 calendar must be approved by the Board and submitted to the Ministry of Education for its approval by March 31<sup>st</sup>, 2025.

This calendar includes the two-week Spring Break, moves two non-instructional days into the "summer break" in order to increase the days students are in session by two days, and has a balance of professional development days that will provide opportunities for local collaboration as well as regional and provincial events. As trustees are aware, the bookends of Labour Day and June 30<sup>th</sup> shift every year resulting in days of instruction annually varying from 181 to 185 for students.

This calendar also includes the federal statutory holiday, the National Day of Truth and Reconciliation on Monday, September 30<sup>th</sup>, 2024.

The proposed calendar meets the Ministerial requirements, will provide opportunities for early dismissal times during the year to facilitate communication with parents, and includes a shortened first day of school which allows for a smooth start to the school year for staff and students.

### **Recommendation:**

"THAT the Revelstoke Board of Education adopt the 2024/2025 District Calendar as presented."

# SCHOOL DISTRICT NO. 19 (REVELSTOKE)

## SCHOOL CALENDAR – 2025/2026

Month	Statutory Holidays	Closures	Non-Instructional Dates	Total Days in Session	Days of Instruction
August	British Columbia Day Monday, August 4 <sup>th</sup> , 2025		School Planning Day Wednesday, August 27 <sup>th</sup> , 2025 Professional Development Thursday, August 28 <sup>th</sup> , 2025	2	0
September	Labour Day Monday, September 1 <sup>st</sup> , 2025 <b>First day of school is Tuesday, September 2<sup>nd</sup>, 2025</b> National Day for Truth & Reconciliation - Tuesday, September 30 <sup>th</sup> , 2025			20	20
October	Thanksgiving Day Monday, October 13 <sup>th</sup> , 2025		Professional Development Day Friday, October 24 <sup>th</sup> , 2025	22	21
November	Remembrance Day Tuesday, November 11 <sup>th</sup> , 2025		Professional Development Monday, November 10 <sup>th</sup> , 2025	19	18
December	Christmas Day Thursday, December 25 <sup>th</sup> , 2025 Boxing Day - Friday, Dec 26 <sup>th</sup> , 2025	Christmas Break December 22 <sup>nd</sup> , 2025 - January 2 <sup>nd</sup> , 2026 (incl.)		15	15
January	New Year's Day - Thurs, January 1 <sup>st</sup> <b>First day back Monday, Jan 5<sup>th</sup></b>			20	20
February	Family Day Monday, February 16 <sup>th</sup> , 2026		Professional Development Friday, February 13 <sup>th</sup> , 2026	19	18
March		Spring Break March 16 <sup>th</sup> , 2026 – March 29 <sup>th</sup> , 2026 (incl.)		12	12
April	Good Friday, Friday, April 3 <sup>rd</sup> , 2026 Easter Monday, April 6 <sup>th</sup> , 2026			20	20
May	Victoria Day Monday, May 18 <sup>th</sup> , 2026		Professional Development Friday, May 15 <sup>th</sup> , 2026	20	19
June			Administrative Day Friday, June 26 <sup>th</sup> , 2026	20	19
<b>Total</b>				<b>189</b>	<b>182</b>

School	Start Time	Recess / Break	Lunch	Afternoon Break	Regular Dismissal	Revelstoke Secondary School Off-Time Table Instruction
Arrow Heights Elementary	8:30 am	10:00 – 10:20 am	12:00 pm – 12:50 pm		2:30 pm	Tues – Weds - Thurs 3:30 – 4:30 pm
Begbie View Elementary	8:30 am	10:00 – 10:20 am	12:00 pm – 12:50 pm		2:30 pm	
Columbia Park Elementary	8:30 am	10:00 – 10:20 am	12:00 am – 12:50 pm		2:30 pm	
Revelstoke Secondary	8:45 am	10:05 – 10:15 am	11:35 am – 12:25 pm	1:45 – 1:55 pm	3:10 pm	

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: March 4<sup>th</sup>, 2025

ACTION: Board Authority Authorized Course –  
Indigenous Connections 10 (2 credit course)

---



The attached Indigenous Connections course was developed by Erin England.

The focus of the course will be to guide students in understanding local and personal Indigenous traditions and culture while developing leadership skills through community projects and personal development. The course is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions and cultures, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.

### **Recommendation:**

“THAT the Revelstoke Board of Education approve Indigenous Connections 10 as a Board Authority Authorized Course.”



## Indigenous Connections 10

<b>School District/Independent School Authority Name:</b> Revelstoke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 19
<b>Developed by:</b> Erin England	<b>Date Developed:</b> February 20, 2025
<b>School Name:</b> Revelstoke Secondary School	<b>Principal's Name:</b> Greg Kenyon
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Indigenous Connections 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 2	<b>Number of Hours of Instruction:</b> 60

**Board/Authority Prerequisite(s):**

N/A

**Special Training, Facilities or Equipment Required:**

Educators to work in concert with Elders and Knowledge Keepers throughout the extended territory.

**Course Synopsis:**

This course has been designed to guide students in understanding local and personal Indigenous traditions and cultures while developing leadership skills through community projects and personal development.

**Goals and Rationale:***Rationale*

Indigenous Connections 10 is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions and cultures, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths



and abilities. Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Keepers, and each other.

In addition to the Core Competencies, Indigenous Connections 10 is guided by the First People's Principles of Learning and the SD 19 Policy 3.6 Reconciliation. These three documents work in harmony to promote and develop the foundational skill sets of life-long learning, community involvement, and cooperative leadership.

Indigenous Connections 10 provides many opportunities for cross-curricular studies through the exploration of local medicinal botany, cultural traditions and knowledge, Indigenous authors, Indigenous art, understanding reconciliation, and participation in traditional events and celebrations.

### *Goals*

- Develop and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Develop skills for self-reflection and goal setting
- Develop skills for collaboration and project completion
- Develop skills for positive communication and small-scale leadership
- Gain positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Keepers
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain enriching personal development and a strong, healthy personal image

### **Indigenous Worldviews and Perspectives:**

The First People's Principles of Learning and the SD 19 Policy 3.6 Reconciliation are the foundational documents and guiding ideologies of Indigenous Connections 10.

## BIG IDEAS

Participation in physical and cultural communities fosters strength in identity and understanding of ourselves and others

**Self-reflection** and **self-discovery** are integral to developing meaningful relationships and personal problem-solving skills

**Traditional knowledge** is valuable and a key component to healthy futures

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations

Social responsibility leads to strong, prosperous, and resilient communities

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Project Development &amp; Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborate</b> to <b>conceptualize</b>, design, <b>develop</b>, and <b>implement</b> a community-based project</li> <li>• Collaboratively create a project outline / timeline</li> <li>• Exhibit responsibility for personal and academic commitments</li> <li>• Cooperate positively and create a harmonious work environment</li> <li>• Recognize the value of traditional / oral knowledge</li> <li>• Look to team leaders, Elders, Knowledge Keepers and Educators for guidance</li> <li>• Recognize personal strengths and valuable contributions of oneself and team members</li> </ul> <p><b>Personal Goal Setting &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Create a set of goals for personal and academic development</li> <li>• Create an <b>achievement plan</b></li> <li>• Participate in regular self-reflection, teacher conferences, and supportive peer <b>talking circles</b></li> </ul> <p><b>Community Involvement &amp; Volunteerism</b></p> <ul style="list-style-type: none"> <li>• Attend Indigenous cultural events</li> <li>• Respect Indigenous protocol</li> <li>• Participate in Elder / Knowledge Keeper-led events and learning opportunities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Foundational principles of positive working-group dynamics</li> <li>• Introductory problem-solving strategies</li> <li>• Introductory organizational skills</li> <li>• Time-management strategies</li> <li>• Task completion strategies</li> <li>• Goal setting and achievement strategies</li> <li>• Introductory methods of self-reflection</li> <li>• Basic steps to self-identifying personal areas requiring support</li> <li>• Principles of <b>self-advocacy</b></li> <li>• Techniques for positive peer support</li> <li>• Foundational principles of <b>Social Justice</b></li> <li>• Key elements of short-term and long-term planning</li> <li>• Understand the roles of learner, leader, teacher, guide</li> <li>• Local Indigenous protocol</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Explore volunteer opportunities</li><li>• Participate positively with a variety of communities</li><li>• Exhibit responsibility for <b>land stewardship</b></li></ul> |  |
|---|--|

### **Big Ideas – Elaborations**

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.

Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.

Traditional knowledge – Skills and practices of a region that have been developed from centuries of experience. Most commonly passed orally from one generation to the next.

### **Curricular Competencies – Elaborations**

Collaborate – Working together on an activity to create or produce a finished product.

Conceptualize – To form a concept or idea.

Develop – to grow a concept into a realized product.

Implement – To put a plan into effect.

Achievement Plan – an outline of the steps to be taken to assure goal completion.

Talking Circles – A safe space to listen, respect, and discuss the views of others.

Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

### **Content – Elaborations**

Self-advocacy – representing and speaking on behalf of oneself, views, and interests.

Social Justice – fair and just relations between the individual and society.

**Recommended Instructional Components:**

- Direct Instruction
- Demonstrations
- Modelling
- Experiential Learning

**Recommended Assessment Components:**

- Journaling
- Self-assessment
- Performance assessment
- Oral presentations
- Feedback loops

**Learning Resources:**

- Ktunaxa Legends – Kootenai Culture Committee & Confederated Salish and Kootenai Tribes
- Relatives With Roots – Leah Dorion [http://www.leahdorion.ca/gallery\\_relatives\\_with\\_roots.html](http://www.leahdorion.ca/gallery_relatives_with_roots.html)
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion [http://www.leahdorion.ca/gallery\\_relatives\\_with\\_roots.html](http://www.leahdorion.ca/gallery_relatives_with_roots.html)
- Spider's Gift Story Kit – A Secwepemc Creation Story
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams  
<https://pressbooks.bccampus.ca/knowninghome/>

- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>
- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- BC First Nations Studies  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-first-nations-studies-teachers-guide>

**Additional Information:**

None

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: March 4<sup>th</sup>, 2025

ACTION: Board Authority Authorized Course –  
Indigenous Connections 11 (2 credit course)

---



The attached Indigenous Connections course was developed by Erin England.

The focus of the course will be to guide students in understanding local and personal Indigenous traditions and culture while modelling leadership skills through community projects and personal development. The course is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.

### **Recommendation:**

“THAT the Revelstoke Board of Education approve Indigenous Connections 11 as a Board Authority Authorized Course.”



## Indigenous Connections 11

<b>School District/Independent School Authority Name:</b> Revelstoke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 19
<b>Developed by:</b> Erin England	<b>Date Developed:</b> February 20, 2025
<b>School Name:</b> Revelstoke Secondary School	<b>Principal's Name:</b> Greg Kenyon
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Indigenous Connections 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 2	<b>Number of Hours of Instruction:</b> 60

**Board/Authority Prerequisite(s):**

N/A

**Special Training, Facilities or Equipment Required:**

Educators to work in concert with Elders and Knowledge Keepers throughout the extended territory.

**Course Synopsis:**

This course has been designed to guide students in understanding local and personal Indigenous traditions and cultures while developing and modelling leadership skills through community projects and personal development.

**Goals and Rationale:***Rationale*

Indigenous Connections 11 is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.



Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Keepers, and each other.

In addition to the Core Competencies, Indigenous Connections 11 is guided by the First People's Principles of Learning and the SD 19 Policy 3.6 Reconciliation. These three documents work in harmony to promote and develop the foundational skill sets of life-long learning, community involvement, and cooperative leadership.

Indigenous Connections 11 provides many opportunities for cross-curricular studies through the exploration of local medicinal botany, cultural traditions and knowledge, Indigenous authors, indigenous art, understanding reconciliation, and participation in traditional events and celebrations.

### *Goals*

- Explore and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Maintain and enhance skills for self-reflection and goal setting
- Maintain and enhance skills for collaboration and project completion
- Maintain and enhance skills for positive communication and small / large scale leadership
- Gain positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Keepers
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain enriching personal development and a strong, healthy personal image

### **Indigenous Worldviews and Perspectives:**

The First People's Principles of Learning and the SD 19 Policy 3.6 Reconciliation are the foundational documents and guiding ideologies of Indigenous Connections 11.

## BIG IDEAS

Participation in physical and cultural communities fosters strength in identity and understanding of ourselves and others

**Self-reflection** and **self-discovery** are integral to developing meaningful relationships and personal problem-solving skills

**Traditional knowledge** is valuable and a key component to healthy futures

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations

Social responsibility leads to strong, prosperous, and resilient communities

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Project Development &amp; Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborate</b> to <b>conceptualize</b>, design, <b>develop</b>, and <b>implement</b> a community-based project</li> <li>• Collaboratively create and oversee a project outline / timeline</li> <li>• Exhibit responsibility for personal and academic commitments</li> <li>• Cooperate positively and model a harmonious work environment</li> <li>• Recognize the value of traditional / oral knowledge</li> <li>• Be a team leader and look to Elders, Knowledge Keepers and Educators for guidance</li> <li>• Recognize personal strengths and valuable contributions of team members</li> </ul> <p><b>Personal Goal Setting &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Create and achieve a set of goals for personal and academic development</li> <li>• Create and maintain an <b>achievement plan</b></li> <li>• Participate in regular self-reflection, teacher conferences, and supportive peer <b>talking circles</b></li> </ul> <p><b>Community Involvement &amp; Volunteerism</b></p> <ul style="list-style-type: none"> <li>• Attend Indigenous cultural events</li> <li>• Respect and model Indigenous protocol</li> <li>• Participate in Elder / Knowledge Keeper-led events and learning opportunities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Principles of positive working-group dynamics</li> <li>• Problem-solving strategies</li> <li>• Organizational skills</li> <li>• Time-management strategies</li> <li>• Task completion strategies</li> <li>• Goal setting and achievement strategies</li> <li>• Methods of self-reflection</li> <li>• Ability to self-identifying personal areas requiring support</li> <li>• Principles of <b>self-advocacy</b></li> <li>• Techniques for positive peer support</li> <li>• Principles of <b>Social Justice</b></li> <li>• Key elements of short-term and long-term planning</li> <li>• Understand the roles of learner, leader, teacher, guide</li> <li>• Local Indigenous protocol</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Participate in volunteer opportunities</li><li>• Participate positively with a variety of communities</li><li>• Model responsibility for <b>land stewardship</b></li></ul> |  |
|--|--|

### **Big Ideas – Elaborations**

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.

Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.

Traditional knowledge – Skills and practices of a region that have been developed from centuries of experience. Most commonly passed orally from one generation to the next.

### **Curricular Competencies – Elaborations**

Collaborate – Working together on an activity to create or produce a finished product.

Conceptualize – To form a concept or idea.

Develop – to grow a concept into a realized product.

Implement – To put a plan into effect.

Achievement Plan – an outline of the steps to be taken to assure goal completion.

Talking Circles – A safe space to listen, respect, and discuss the views of others.

Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

### **Content – Elaborations**

Self-advocacy – representing and speaking on behalf of oneself, views, and interests.

Social Justice – fair and just relations between the individual and society.

### **Recommended Instructional Components:**

- Direct Instruction
- Demonstrations
- Modelling
- Experiential Learning

### **Recommended Assessment Components:**

- Journaling
- Self-assessment
- Performance assessment
- Oral presentations
- Feedback loops

### **Learning Resources:**

- Ktunaxa Legends – Kootenai Culture Committee & Confederated Salish and Kootenai Tribes
- Relatives With Roots – Leah Dorion [http://www.leahdorion.ca/gallery\\_relatives\\_with\\_roots.html](http://www.leahdorion.ca/gallery_relatives_with_roots.html)
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion [http://www.leahdorion.ca/gallery\\_relatives\\_with\\_roots.html](http://www.leahdorion.ca/gallery_relatives_with_roots.html)
- Spider's Gift Story Kit – A Secwepemc Creation Story
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams  
<https://pressbooks.bccampus.ca/knowninghome/>
- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>

- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- BC First Nations Studies  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-first-nations-studies-teachers-guide>

**Additional Information:**

None

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

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: March 4<sup>th</sup>, 2025

ACTION: Board Authority Authorized Course –  
Indigenous Connections 12 (2 credit course)

---



The attached Indigenous Connections course was developed by Erin England.

The focus of the course will be to guide students in understanding local and personal Indigenous traditions and culture while modelling leadership skills through community projects and personal development. The course is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.

### **Recommendation:**

“THAT the Revelstoke Board of Education approve Indigenous Connections 12 as a Board Authority Authorized Course.”



## Indigenous Connections 12

<b>School District/Independent School Authority Name:</b> Revelstoke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 19
<b>Developed by:</b> Erin England	<b>Date Developed:</b> February 20, 2025
<b>School Name:</b> Revelstoke Secondary School	<b>Principal's Name:</b> Greg Kenyon
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Indigenous Connections 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 2	<b>Number of Hours of Instruction:</b> 60

**Board/Authority Prerequisite(s):**

N/A

**Special Training, Facilities or Equipment Required:**

Educators to work in concert with Elders and Knowledge Keepers throughout the extended territory.

**Course Synopsis:**

This course has been designed to guide students in understanding local and personal Indigenous traditions and culture while modelling leadership skills through community projects and personal development.

**Goals and Rationale:***Rationale*

Indigenous Connections 12 is designed to allow students to explore and deepen their understanding of local and personal Indigenous traditions, and to positively engage with the school, local community and extended territories. Students will participate in the development, design, and implementation of intergenerational, community-based projects that allow each student to showcase their own personal strengths and abilities.



Students will have the opportunity to learn from a variety of sources including, but not limited to, teachers, community leaders, Elders, Knowledge Keepers, and each other.

In addition to the Core Competencies, Indigenous Connections 12 is guided by the First People's Principles of Learning and the SD 19 Policy 3.6 Reconciliation. These three documents work in harmony to promote and develop the foundational skill sets of life-long learning, community involvement, and cooperative leadership.

Indigenous Connections 12 provides many opportunities for cross-curricular studies through the exploration of local medicinal botany, cultural traditions and knowledge, Indigenous authors, Indigenous art, understanding reconciliation, and participation in traditional events and celebrations.

### *Goals*

- Explore and nurture an evolving understanding of Indigenous cultures, traditions, ways of knowing, and protocols
- Maintain, enhance and model skills for self-reflection and goal setting
- Maintain, enhance, and model skills for collaboration and project completion
- Maintain, enhance and model skills for positive communication and small / large scale leadership
- Gain and create positive school and community experiences
- Gain traditional knowledge from Elders and Knowledge Keepers
- Gain knowledge through oral traditions / storytelling and experiential learning
- Gain and maintain enriching personal development and a strong, healthy personal image

### **Indigenous Worldviews and Perspectives:**

The First People's Principles of Learning and the SD 19 Policy 3.6 Reconciliation are the foundational documents and guiding ideologies of Indigenous Connections 12.

## BIG IDEAS

Participation in physical and cultural communities fosters strength in identity and understanding of ourselves and others

**Self-reflection** and **self-discovery** are integral to developing meaningful relationships and personal problem-solving skills

**Traditional knowledge** is valuable and a key component to healthy futures

We gain knowledge and pathways to personal growth when we learn from, and work with, a variety of generations

Social responsibility leads to strong, prosperous, and resilient communities

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Project Development &amp; Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborate</b> to <b>conceptualize</b>, design, <b>develop</b>, and <b>implement</b> a community-based project</li> <li>• Collaboratively create and coordinate a project outline / timeline</li> <li>• Exhibit responsibility for personal and academic commitments</li> <li>• Cooperate positively and model a harmonious work environment</li> <li>• Recognize the value of traditional / oral knowledge</li> <li>• Exhibit leadership skills and look to Elders, Knowledge Keepers and Educators for guidance</li> <li>• Recognize personal strengths and valuable contributions of team members</li> </ul> <p><b>Personal Goal Setting &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Create and achieve a set of goals for personal and academic development</li> <li>• Create and maintain an <b>achievement plan</b></li> <li>• Model regular self-reflection, teacher conferences, and supportive peer <b>talking circles</b></li> </ul> <p><b>Community Involvement &amp; Volunteerism</b></p> <ul style="list-style-type: none"> <li>• Attend Indigenous cultural events</li> <li>• Respect and model Indigenous protocol</li> <li>• Actively and positively participate in Elder / Knowledge Keeper-led events and learning opportunities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Implementation positive working-group dynamics</li> <li>• Implementation of problem-solving strategies</li> <li>• Implementation organizational skills</li> <li>• Implementation of time-management strategies</li> <li>• Implementation of task completion strategies</li> <li>• Goal setting and achievement strategies</li> <li>• Implementation of self-reflection</li> <li>• Ability to self-identifying personal areas requiring support</li> <li>• Implementation of <b>self-advocacy</b></li> <li>• Techniques for positive peer support</li> <li>• Principles of <b>Social Justice</b></li> <li>• Implementation of short-term and long-term planning</li> <li>• Understand the roles of learner, leader, teacher, guide</li> <li>• Local Indigenous protocol</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Actively and positively participate in volunteer opportunities</li><li>• Participate positively with a variety of communities</li><li>• Model responsibility for <b>land stewardship</b></li></ul> |  |
|--|--|

## Big Ideas – Elaborations

Self-reflection – The ability to exercise introspection and use inward thought to enhance outward growth.

Self-discovery – The process of determining and having confidence in one's personal emotions, preferences, ancestry, beliefs.

Traditional knowledge – Skills and practices of a region that have been developed from centuries of experience. Most commonly passed orally from one generation to the next.

## Curricular Competencies – Elaborations

Collaborate – Working together on an activity to create or produce a finished product.

Conceptualize – To form a concept or idea.

Develop – to grow a concept into a realized product.

Implement – To put a plan into effect.

Achievement Plan – an outline of the steps to be taken to assure goal completion.

Talking Circles – A safe space to listen, respect, and discuss the views of others.

Land Stewardship – recognizing one's responsibility to retain the quality and abundance of our land, air, and water.

## Content – Elaborations

Self-advocacy – representing and speaking on behalf of oneself, views, and interests.

Social Justice – fair and just relations between the individual and society.

## Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Experiential Learning

### **Recommended Assessment Components:**

- Journaling
- Self-assessment
- Performance assessment
- Oral presentations
- Feedback loops

### **Learning Resources:**

- Ktunaxa Legends – Kootenai Culture Committee & Confederated Salish and Kootenai Tribes
- Relatives With Roots – Leah Dorion [http://www.leahdorion.ca/gallery\\_relatives\\_with\\_roots.html](http://www.leahdorion.ca/gallery_relatives_with_roots.html)
- The Giving Tree: A Retelling of a Traditional Metis Story – Leah Dorion [http://www.leahdorion.ca/gallery\\_relatives\\_with\\_roots.html](http://www.leahdorion.ca/gallery_relatives_with_roots.html)
- Spider's Gift Story Kit – A Secwepemc Creation Story
- Write it on Your Heart – Harry Robinson, ed. Wendy Wickwire
- Plants of Southern Interior British Columbia – Roberta Parish, Ray Coupe, Dennis Lloyd
- Common Wildflowers of the Columbia Mountains – Sherry Chandler & Mary Searchfield, ed. Carolyn Aspeslet
- All Living Things: A Ktunaxa Ethnobotany Handbook – Michael Keefer & Peter McCoy
- Native American Gardening: Stories, Projects and Recipes for Families – Michael J. Caduto & Joseph Bruchac
- Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America – Nancy J. Turner
- Knowing Home: Braiding Indigenous Science with Western Science – Gloria Snively & Wanosts'a7 Lorna Williams  
<https://pressbooks.bccampus.ca/knowninghome/>
- The Earth's Blanket: Traditional Teachings for Sustainable Living – Nancy J. Turner
- 100 Years of Loss: The Residential School System in Canada <http://100yearsofloss.ca/en/>

- Speaking Our Truth: A Journey of Reconciliation – Monique Gray Smith <http://orcabook.com/speakingourtruth/>
- BC First Nations Studies  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education/bc-first-nations-studies-teachers-guide>

**Additional Information:**

None

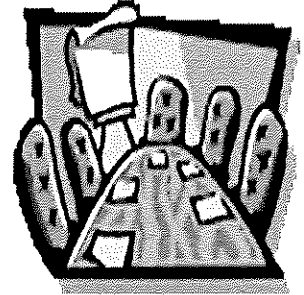
# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees  
Superintendent of Schools

FROM: Bruce Tisdale, Secretary Treasurer

DATE: March 4, 2025

ACTION: 2024/2025 Amended Annual Budget



---

Attached is the 2024/2025 Amended Annual Budget Bylaw in the amount of \$21,547,091.

The Amended Annual Budget continues the education programs that were approved in the Annual Budget. The Amended Annual Budget also includes changes that have occurred since the Annual Budget was adopted on June 26, 2024. It continues to align with the Board's Strategic Plan.

This overview complements and explains the Amended Annual Budget for the fiscal year ending June 30, 2025. The budget document accompanies this overview in the Board agenda package.

The Amended Annual Budget is prepared in a format prescribed by the Ministry of Education and Child Care (MECC). The Provincial Government requires that Boards adopt an amended budget for the 2024/25 school year by March 30, 2025.

The budget document is complex and is made up of three distinct funds. The three funds are summarized as follows:

<b>Fund</b>	<b>Amended</b>	<b>Annual</b>
Operating Fund	\$17,390,159	\$17,142,778
Operating Fund – Capital	30,000	0
Special Purpose Funds	\$ 1,657,154	\$1,758,763
Capital Fund	\$ 2,469,778	\$2,408,791
<b>TOTAL</b>	<b>\$ 21,547,091</b>	<b>\$21,310,332</b>

Statement 2, Revenue and Expense on page 2, summarizes the total revenues and expenses of all funds budgeted for the twelve months between July 1 2024 and June 30 2025.

The schedules on pages 5 to 15 provide more detail specific to each of these funds. The balances in these schedules are combined to provide the balances in Statement 2.

Schedule 1 SURPLUS (page 5) summarizes the surpluses in each of the three funds.

## OPERATING FUND

Schedule 2 OPERATING FUND (page 6) provides a summary on the Operating Fund Revenues and Expenditures including the planned Use of Surplus.

The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby the budgeted expenditure does not exceed the total of budgeted revenue and any surplus in the operating fund carried forward from previous years.

Schedules 2A, 2B, and 2C (PAGE 7 -10) provides details on the Revenues and Expenditures.

Revenues and expenditures have been adjusted using a combination of the audited 2023/2024 Financial Statements, actual enrolments, and projections based on the 2024/2025 expenditures to date.

Some of the factors that impacted the amended budget are:

- Staff hired in anticipation of growth in the K-12 enrolment but the additional enrolment didn't materialize.
- Costs of administrative absences.
- Employee staffing levels, salary, and staffing increases.
- Continued increasing costs in the use of replacement staff – the amended budget is now in excess of \$600,000 for all unionized staff
- Allocation for casual employee leave under the Employment Standards Act based on latest arbitration. This is reflected in the \$600,000 costs noted above.
- Changes in benefit costs.
- Adjustments to reflect updated costs for current service levels.
- Continued emphasis on maintaining a full range of course offerings at Revelstoke Secondary School and appropriate class sizes in all schools.

## USE OF SURPLUS

The total budgeted unrestricted surplus appropriation increased by \$35,761 from \$299,516 to \$335,277. The actual draw on the prior year's surplus after the adjustments from targeted surplus is \$412,551 which is an increase of \$113,035 from the Annual Budget. The table below details the total use of surplus included in the amended budget.

Source	Amended	Annual
2023/24 Aboriginal Education Targeted Surplus	\$ 44,772	0
2023/24 Site Based Account Surplus	\$ 32,502	0
2023/24 Unrestricted Surplus	\$ 335,277	\$299,516
<b>TOTAL</b>	<b>\$ 412,551</b>	<b>\$299,516</b>

The focus for the 2025/2026 Operating budget will be on expense management rather



than revenue management. The district does not have control over the revenues generated as they are largely student driven while the expenditure are locally determined.

Operating expenses are within the district's control so this will be a focus of future operating budgets. Salary and benefit costs comprise more than 86% of the current Operating Budget (\$15,008,872) with less than 14% (\$2,381,176) in non salary related costs. Depending on funding increases, there will potentially be more challenges involved in balancing future budgets.

While the assumptions used in the budget are prudent, there is a reasonable likelihood that in practice, costs in some areas will be less than budgeted. For example, continued milder weather and/or a reduction in the use of casual staff will impact budgeted costs which in turn reduces the amount of surplus required. The direction has been to allocate the surplus over a three year period in order to maintain current service levels over a reasonable period of time. This principle was factored in the preparation of the Amended Annual Budget.

The use of surpluses, as outlined above, results in service levels that are above what is funded by the MOECC. It is important to note that the continued use of unrestricted surpluses to balance the budget is not sustainable in the long term.

Schedule 3 SPECIAL PURPOSE FUNDS (page 11) provides a summary of the Special Purpose Funds.

The Special Purpose Funds account for grants and contributions that agreements with third parties direct towards specific activities. As these are targeted grants, the budget accounts for any unspent funds as deferred revenue, not as accumulated surplus.

#### Schedules 3 and 3A (pages 12-14) SPECIAL PURPOSE FUNDS

Special Purpose Funds are revenue and expenses that are separate from the regular operating funds and are restricted in their use as noted above. These targeted funds include Learning Improvement, Annual Facility Grant, Strong Start, Community Link, Feeding Futures, and the Classroom Enhancement Fund. These programs are essential to the operations of the district and provide additional support for students that would otherwise not be possible.

Special Purpose funds were expanded this year to include the provincial SEY2KT Grant of \$19,000, Early Learning Grant of \$175,000 and the Professional Learning Grant of \$247,553.

Schedule 4 CAPITAL Fund (page 15) provides detail on the Capital Fund.

The Capital Fund revenues and expenditures involve the amortization of the Deferred Capital Revenue and the amortization of Capital Assets for the year. These accounts recognize the depreciation of the facilities as well as bringing the Deferred Capital Revenue into the district's Amended Annual Budget for 2024/2025.

This fund also includes Ministry of Education and Child Care capital contributions for

various projects including the lighting upgrade at Revelstoke Secondary School, the renovations at Arrow Heights Elementary School, the renovations and program expansion at Farwell School and additional equipment for the Food Enhancement program. All projects are within budget as of this meeting.

## **CONCLUSION**

The draft copy of the 2024/2025 Amended Annual Budget is presented for your consideration at this evening's meeting. As indicated earlier in this memo, the Amended Budget continues and in some cases, builds on the programs that were funded in the Annual Budget adopted in June of 2024.

## **RECOMMENDATION:**

"THAT the Revelstoke Board of Education give first, second and third reading and adoption to the attached 2024/2025 Amended Annual Budget in the amount of \$21,547,091."

**Interim Operating Grants Overview - 2024/25 School Year**  
(Following the September 2024 Enrolment Count)

September 2024 Enrolment Count				
School-Age Enrolment	Funding Level	Funding	Total Supplement	
Standard (Regular) Schools	1,103,9375	\$8,915	\$9,841,603	
Continuing Education	0.0000	\$8,915	\$0	
Alternate Schools	0.0000	\$8,915	\$0	
Online Learning	0.0000	\$7,200	\$0	
Home Schooling	4	\$250	\$1,000	
Course Challenges	0	\$279	\$0	
<b>Total Enrolment-Based Funding (September)</b>	<b>1,103,9375</b>			<b>\$9,842,603</b>
Total Enrolment-Based Funding (September)				
Total Enrol. Change	Funding Level	Funding	Total Supplement	
1% to 4% Enrolment Decline	16.9375	\$4,458	\$0	
4%+ Enrolment Decline		\$5,686	\$0	
Significant Cumulative Decline (7%+)	41.8750	\$4,458	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>
Supplement for Unique Student Needs				
Enrolment	Funding Level	Funding	Total Supplement	
Level 1 Inclusive Education	1	\$50,730	\$50,730	
Level 2 Inclusive Education	83	\$24,070	\$1,997,810	
Level 3 Inclusive Education	5	\$12,160	\$60,800	
English Language Learning	46	\$1,795	\$82,570	
Indigenous Education	90	\$1,770	\$159,300	
Adult Education	0.0000	\$5,690	\$0	
Equity of Opportunity Supplement		\$49,232		
<b>Supplement for Unique Student Needs</b>				<b>\$2,400,442</b>
Variance from Provincial Average				
Estimated Number of Educators	Funding Level	Funding	Total Supplement	
	61,330	<b>-\$1,489</b>	<b>-\$91,320</b>	
FTE Distribution				
Enrolment	Funding Level	Funding	Total Supplement	
1,103,9375	\$180.33	\$199,073		
<b>Supplement for Salary Differential</b>				<b>\$107,753</b>
Supplement for Unique Geographic Factors				
Funding Protection	Funding Level	Funding	Total Supplement	
				<b>\$3,099,360</b>
<b>Curriculum and Learning Support Fund</b>				<b>\$0</b>
				<b>\$10,000</b>
<b>September 2024 Enrolment Count, Total</b>				<b>\$15,460,158</b>

\*Note: Highlighted sections are estimated and will be updated following the February and May enrolment counts

**School District 19 (Revelstoke)**

July 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$255	\$0	\$0
Summer Learning Grade 8-9	0	\$255	\$0	\$0
Summer Learning Grade 10-12	0	\$505	\$0	\$0
Supplemental Summer Learning Funding				\$0
Cross-Enrolment, Grade 8 and 9	0	\$505	\$0	\$0
<b>Summer Learning, Total</b>				<b>\$0</b>
February 2025 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	\$0
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	\$0
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,600	\$0	\$0
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,200	\$0	\$0
Adult FTE - Online Learning	0.0000	\$5,690	\$0	\$0
Level 1 Inclusive Education Enrolment Growth	0	\$25,365	\$0	\$0
Level 2 Inclusive Education Enrolment Growth	0	\$12,035	\$0	\$0
Level 3 Inclusive Education Enrolment Growth	0	\$6,080	\$0	\$0
Newcomer Refugees	0.0000	\$4,458	\$0	\$0
ELL Supplement - Newcomer Refugees	0	\$898	\$0	\$0
<b>February 2025 Enrolment Count, Total</b>				<b>\$0</b>
May 2025 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	\$0
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	\$0
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,400	\$0	\$0
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,200	\$0	\$0
Adult FTE - Online Learning	0.0000	\$5,690	\$0	\$0
<b>May 2025 Enrolment Count, Total</b>				<b>\$0</b>
<b>Indigenous Education Councils</b>				<b>\$70,187</b>
<b>2024/25 Full-Year Estimated Total</b>				<b>\$15,530,345</b>
Estimated 2024/25 Operating Grant from Indigenous Services Canada				
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care				\$0
				\$15,530,345

Amended Annual Budget

## **School District No. 19 (Revelstoke)**

June 30, 2025

# School District No. 19 (Revelstoke)

June 30, 2025

## Table of Contents

Bylaw .....	1
Amended Annual Budget - Revenue and Expense - Statement 2 .....	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 .....	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2 .....	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source .....	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object .....	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object .....	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds .....	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4 .....	15

\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)  
(called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant  
to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 19 (Revelstoke)  
Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the  
2024/2025 fiscal year and the total budget bylaw amount of \$21,547,091 for the 2024/2025 fiscal  
year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board  
for the fiscal year 2024/2025.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025;

\_\_\_\_\_  
Chairperson of the Board

( Corporate Seal )

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

I HEREBY CERTIFY this to be a true original of School District No. 19 (Revelstoke)  
Amended Annual Budget Bylaw 2024/2025, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

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

# School District No. 19 (Revelstoke)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	1,103,938	1,105,000
<b>Total Ministry Operating Grant Funded FTE's</b>	<u>1,103,938</u>	<u>1,105,000</u>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education and Child Care	17,642,066	17,673,079
Other	107,570	82,570
Other Revenue	785,995	731,395
Rentals and Leases	239,131	234,981
Investment Income	170,000	150,000
Amortization of Deferred Capital Revenue	2,054,352	1,981,275
<b>Total Revenue</b>	<u>20,999,114</u>	<u>20,853,300</u>
<b>Expenses</b>		
Instruction	15,799,454	15,735,792
District Administration	995,439	928,353
Operations and Maintenance	4,285,269	4,223,632
Transportation and Housing	436,929	422,555
<b>Total Expense</b>	<u>21,517,091</u>	<u>21,310,332</u>
<b>Net Revenue (Expense)</b>	<u>(517,977)</u>	<u>(457,032)</u>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	412,551	299,516
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(105,426)</u>	<u>(157,516)</u>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(105,426)	(157,516)
<b>Budgeted Surplus (Deficit), for the year</b>	<u>(105,426)</u>	<u>(157,516)</u>

School District No. 19 (Revelstoke)

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2025

Statement 2

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	17,390,159	17,142,778
Operating - Tangible Capital Assets Purchased	30,000	
Special Purpose Funds - Total Expense	1,657,154	1,758,763
Capital Fund - Total Expense	2,469,778	2,408,791
Total Budget Bylaw Amount	21,547,091	21,310,332

Approved by the Board

Signature of the Chairperson of the Board of Education	Date
Signature of the Superintendent	Date
Signature of the Secretary/Treasurer	Date

**DRAFT**



# School District No. 19 (Revelstoke)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(517,977)	(457,032)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(30,000)	
From Deferred Capital Revenue	(1,800,000)	(1,600,000)
Total Acquisition of Tangible Capital Assets	(1,830,000)	(1,600,000)
Amortization of Tangible Capital Assets	2,244,778	2,183,791
Total Effect of change in Tangible Capital Assets	414,778	583,791
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(103,199)	126,759

**School District No. 19 (Revelstoke)**

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,538,790	-	4,784,313	6,323,103
Changes for the year				
Net Revenue (Expense) for the year	(357,551)		(160,426)	(517,977)
Interfund Transfers				
Tangible Capital Assets Purchased	(30,000)		30,000	-
Local Capital	(25,000)		25,000	-
Net Changes for the year	(412,551)	-	(105,426)	(517,977)
Budgeted Accumulated Surplus (Deficit), end of year	1,126,239	-	4,678,887	5,805,126

# School District No. 19 (Revelstoke)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	15,809,912	15,714,316
Other	57,570	57,570
Other Revenue	785,995	731,395
Rentals and Leases	239,131	234,981
Investment Income	140,000	130,000
<b>Total Revenue</b>	<b>17,032,608</b>	<b>16,868,262</b>
<b>Expenses</b>		
Instruction	14,212,300	14,052,029
District Administration	995,439	928,353
Operations and Maintenance	1,825,282	1,819,564
Transportation and Housing	357,138	342,832
<b>Total Expense</b>	<b>17,390,159</b>	<b>17,142,778</b>
<b>Net Revenue (Expense)</b>	<b>(357,551)</b>	<b>(274,516)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>412,551</b>	<b>299,516</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(30,000)	
Local Capital	(25,000)	(25,000)
<b>Total Net Transfers</b>	<b>(55,000)</b>	<b>(25,000)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

**School District No. 19 (Revelstoke)**

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	15,530,345	15,966,508
Other Ministry of Education and Child Care Grants		
Pay Equity	101,498	101,498
Student Transportation Fund	49,847	49,847
Support Staff Benefits Grant	12,429	12,429
FSA Scorer Grant	4,094	4,094
Labour Settlement Funding	156,699	-
Projected Reduction of 17 K-12 Students from projections		(150,450)
Projected Reduction of 12 Inclusive Education Students from projections		(251,910)
Projected Reduction of 10 Identified Indigenous Students from projections		(17,700)
Projected Adjustment due to the Compliance Audit	(45,000)	
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>15,809,912</b>	<b>15,714,316</b>
<b>Provincial Grants - Other</b>	<b>57,570</b>	<b>57,570</b>
<b>Other Revenues</b>		
Other School District/Education Authorities	496,095	441,495
Miscellaneous		
Miscellaneous	5,000	5,000
Art Starts	5,400	5,400
School Generated Revenue	275,000	275,000
Band Instrument Rental	4,500	4,500
<b>Total Other Revenue</b>	<b>785,995</b>	<b>731,395</b>
<b>Rentals and Leases</b>	<b>239,131</b>	<b>234,981</b>
<b>Investment Income</b>	<b>140,000</b>	<b>130,000</b>
<b>Total Operating Revenue</b>	<b>17,032,608</b>	<b>16,868,262</b>

# School District No. 19 (Revelstoke)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	6,985,750	7,174,010
Principals and Vice Principals	1,158,226	1,030,467
Educational Assistants	1,069,610	1,087,736
Support Staff	1,230,416	1,203,390
Other Professionals	747,086	758,753
Substitutes	643,500	588,826
<b>Total Salaries</b>	<b>11,834,588</b>	<b>11,843,182</b>
<b>Employee Benefits</b>	<b>3,174,395</b>	<b>3,114,038</b>
<b>Total Salaries and Benefits</b>	<b>15,008,983</b>	<b>14,957,220</b>
<b>Services and Supplies</b>		
Services	713,998	618,714
Student Transportation	45,960	45,960
Professional Development and Travel	189,521	167,421
Rentals and Leases	2,400	2,400
Dues and Fees	70,587	70,587
Insurance	72,146	72,396
Supplies	817,224	738,740
Utilities	469,340	469,340
<b>Total Services and Supplies</b>	<b>2,381,176</b>	<b>2,185,558</b>
<b>Total Operating Expense</b>	<b>17,390,159</b>	<b>17,142,778</b>

# School District No. 19 (Revelstoke)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	5,307,322	304,110		44,223	61,844	506,700	6,224,199
1.03 Career Programs	209,157						209,157
1.07 Library Services	261,061	21,798		79,745		1,300	363,904
1.08 Counselling	110,568			2,660			113,228
1.10 Inclusive Education	993,278	292,008	1,069,610	18,681	109,520	57,000	2,540,097
1.30 English Language Learning	75,772						75,772
1.31 Indigenous Education	28,592	496,714		106,137			134,729
1.41 School Administration				205,452		20,000	722,166
<b>Total Function 1</b>	<b>6,985,750</b>	<b>1,114,630</b>	<b>1,069,610</b>	<b>456,898</b>	<b>171,364</b>	<b>585,000</b>	<b>10,383,252</b>
<b>4 District Administration</b>							
4.11 Educational Administration				9,341	200,138		209,479
4.40 School District Governance					90,127		90,127
4.41 Business Administration				112,091	125,073	500	237,664
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>121,432</b>	<b>415,338</b>	<b>500</b>	<b>537,270</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration		43,596			115,561		159,157
5.50 Maintenance Operations				524,643		32,000	556,643
5.52 Maintenance of Grounds				34,043		11,000	45,043
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>43,596</b>	<b>-</b>	<b>558,686</b>	<b>115,561</b>	<b>43,000</b>	<b>760,843</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					44,823		44,823
7.70 Student Transportation				93,400		15,000	108,400
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>93,400</b>	<b>44,823</b>	<b>15,000</b>	<b>153,223</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>6,985,750</b>	<b>1,158,226</b>	<b>1,069,610</b>	<b>1,230,416</b>	<b>747,086</b>	<b>643,500</b>	<b>11,834,588</b>

# School District No. 19 (Revelstoke)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2025 Amended Annual Budget \$	2025 Annual Budget \$
<b>1 Instruction</b>						
1.02 Regular Instruction	6,224,199	1,657,511	7,881,710	742,841	8,624,551	8,447,093
1.03 Career Programs	209,157	52,372	261,529	29,765	291,294	291,044
1.07 Library Services	363,904	105,200	469,104	21,200	490,304	489,572
1.08 Counselling	113,228	28,187	141,415		141,415	374,854
1.10 Inclusive Education	2,540,097	730,559	3,270,656	65,955	3,336,611	3,223,246
1.30 English Language Learning	75,577	19,602	95,374		95,374	98,305
1.31 Indigenous Education	134,729	40,488	175,217	28,855	204,072	168,151
1.41 School Administration	722,166	186,209	908,375	120,304	1,028,679	959,764
<b>Total Function 1</b>	<b>10,383,252</b>	<b>2,820,128</b>	<b>13,203,380</b>	<b>1,008,920</b>	<b>14,212,300</b>	<b>14,052,029</b>
<b>4 District Administration</b>						
4.11 Educational Administration	209,479	46,961	256,440	39,540	295,980	306,887
4.40 School District Governance	90,127	10,954	101,081	114,725	215,806	144,293
4.41 Business Administration	237,664	41,041	278,705	204,948	483,653	477,173
<b>Total Function 4</b>	<b>537,270</b>	<b>98,956</b>	<b>636,226</b>	<b>359,213</b>	<b>995,439</b>	<b>928,353</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	159,157	38,108	197,265	49,861	247,126	243,782
5.50 Maintenance Operations	556,643	162,667	719,310	226,132	945,442	945,193
5.52 Maintenance of Grounds	45,043	9,231	54,274	109,100	163,374	161,249
5.56 Utilities	-	-	-	469,340	469,340	469,340
<b>Total Function 5</b>	<b>760,843</b>	<b>210,006</b>	<b>970,849</b>	<b>854,433</b>	<b>1,825,282</b>	<b>1,819,564</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	44,823	10,260	55,083	2,310	57,393	56,485
7.70 Student Transportation	108,400	35,045	143,445	156,300	299,745	286,347
<b>Total Function 7</b>	<b>153,223</b>	<b>45,305</b>	<b>198,528</b>	<b>158,610</b>	<b>357,138</b>	<b>342,832</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>11,834,588</b>	<b>3,174,395</b>	<b>15,008,983</b>	<b>2,381,176</b>	<b>17,390,159</b>	<b>17,142,778</b>

# School District No. 19 (Revelstoke)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	1,607,154	1,733,763
Other	50,000	25,000
<b>Total Revenue</b>	<b>1,657,154</b>	<b>1,758,763</b>
<b>Expenses</b>		
Instruction	1,587,154	1,683,763
Operations and Maintenance	70,000	75,000
<b>Total Expense</b>	<b>1,657,154</b>	<b>1,758,763</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>



# School District No. 19 (Revelstoke)

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Annual Facility Grant \$	Learning Improvement Fund \$	Strong Start \$	Ready, Set, Learn	OLEP \$	Community/Link Fund \$	Classroom Enhancement Fund - Overhead \$	Classroom Enhancement Fund - Staffing \$	Classroom Enhancement Fund - Remedies \$
Deferred Revenue, beginning of year	25,183	-	52,834	12,691	-	68,816	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	65,380	56,534	32,000	7,350	10,489	118,513	76,121	555,764	9,495
Provincial Grants - Other	65,380	56,534	32,000	7,350	10,489	118,513	76,121	555,764	9,495
Less: Allocated to Revenue	70,000	56,534	40,729	10,000	10,489	135,000	76,121	555,764	9,495
Deferred Revenue, end of year	20,563	-	44,105	10,041	-	52,329	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	70,000	56,534	40,729	10,000	10,489	135,000	76,121	555,764	9,495
Provincial Grants - Other	70,000	56,534	40,729	10,000	10,489	135,000	76,121	555,764	9,495
Expenses									
Salaries									
Teachers									
Principals and Vice Principals					8,000	15,306	15,621	465,031	
Educational Assistants						67,241	20,150		
Support Staff		43,726	27,014				25,749		
Other Professionals									
Substitutes									8,000
Employee Benefits					8,000	82,547	61,520	465,031	8,000
Services and Supplies	70,000	12,808	8,715	10,000	2,489	24,558	9,020	90,733	1,495
	70,000	56,534	40,729	10,000	10,489	135,000	76,121	555,764	9,495
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

# School District No. 19 (Revelstoke)

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

Deferred Revenue, beginning of year

Add: Restricted Grants

Provincial Grants - Ministry of Education and Child Care  
Provincial Grants - Other

Less: Allocated to Revenue

Deferred Revenue, end of year

Revenues

Provincial Grants - Ministry of Education and Child Care  
Provincial Grants - Other

Expenses

Salaries

Teachers

Principals and Vice Principals

Educational Assistants

Support Staff

Other Professionals

Substitutes

Employee Benefits

Services and Supplies

Net Revenue (Expense)

Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	District Early Learning	Project Penny
\$ 25,074	\$ 36,242	\$ -	\$ 160,500	\$ -	\$ -	\$ 116,349	\$ 8,996	\$ 30,522
57,000	11,250	20,000	-	19,000	175,000	350,000	-	-
62,500	15,000	20,000	75,000	10,000	175,000	275,000	-	30,522
19,574	32,492	-	85,500	9,000	-	191,349	8,996	-
62,500	15,000	20,000	75,000	10,000	175,000	275,000	-	30,522
62,500	15,000	20,000	75,000	10,000	175,000	275,000	-	30,522
37,686	-	5,000	-	8,500	130,540	15,725	-	-
9,281	15,000	1,000	-	1,500	31,135	3,788	-	-
15,533	15,000	14,000	75,000	-	13,325	255,487	-	30,522
62,500	15,000	20,000	75,000	10,000	175,000	275,000	-	30,522
-	-	-	-	-	-	-	-	-

# School District No. 19 (Revelstoke)

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Professional Learning Grant	Columbia Basin Trust	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	-	83,103	620,400
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	247,553		1,791,449
Provincial Grants - Other		20,000	40,000
	247,553	20,000	1,831,449
Less: Allocated to Revenue	-	30,000	1,657,154
Deferred Revenue, end of year	247,553	73,103	794,695
Revenues			
Provincial Grants - Ministry of Education and Child Care			1,607,154
Provincial Grants - Other		30,000	50,000
	-	30,000	1,657,154
Expenses			
Salaries			
Teachers			526,023
Principals and Vice Principals			161,886
Educational Assistants			110,967
Support Staff			47,164
Other Professionals			25,749
Substitutes			21,500
	-	-	893,289
Employee Benefits			196,522
Services and Supplies		30,000	567,343
	-	30,000	1,657,154
Net Revenue (Expense)	-	-	-

**School District No. 19 (Revelstoke)**

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Amended Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education and Child Care	225,000		225,000	225,000
Investment Income		30,000	30,000	20,000
Amortization of Deferred Capital Revenue	2,054,352		2,054,352	1,981,275
<b>Total Revenue</b>	<b>2,279,352</b>	<b>30,000</b>	<b>2,309,352</b>	<b>2,226,275</b>
<b>Expenses</b>				
Operations and Maintenance	225,000		225,000	225,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,164,987		2,164,987	2,104,068
Transportation and Housing	79,791		79,791	79,723
<b>Total Expense</b>	<b>2,469,778</b>	<b>-</b>	<b>2,469,778</b>	<b>2,408,791</b>
<b>Net Revenue (Expense)</b>	<b>(190,426)</b>	<b>30,000</b>	<b>(160,426)</b>	<b>(182,516)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	30,000		30,000	
Local Capital		25,000	25,000	25,000
<b>Total Net Transfers</b>	<b>30,000</b>	<b>25,000</b>	<b>55,000</b>	<b>25,000</b>
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(160,426)</b>	<b>55,000</b>	<b>(105,426)</b>	<b>(157,516)</b>



School District 19  
(Revelstoke)

# Revelstoke Board of Education Policy Review Committee January 27<sup>th</sup>, 2025 Minutes

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

## **Attendance:**

Trustee Zimmer, Trustee Allen, RTA President Stevens, CUPE Representative McNutt, Principal Representative McDowell, Secretary Treasurer Tisdale

## **Regrets:**

Superintendent Kubik

### **1. CALL TO ORDER**

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

### **2. ADDITIONS TO THE AGENDA**

a. Confirmation that there are 3 meetings left for the 2024/2025 year.

### **3. ADOPTION OF THE MINUTES**

Minutes dated November 25<sup>th</sup>, 2024, were adopted as amended to include to update the attendance list to remove Jana McNutt from the regrets and move to present and remove Bruce Tisdale from Regrets list.

The Committee confirmed the process which that was followed to create and adopt the Restriction of Personal Digital Device Policy, that process was as follows:

- The Policy committee introduced the draft policy on September 23<sup>rd</sup>, 2024
- The draft policy was introduced to the Board of Education at the regular meeting on October 16<sup>th</sup>, 2024
- The Community meeting took place at RSS on October 22<sup>nd</sup>, 2024, to discuss the draft policy and hear community feedback
- The Policy Committee met on October 28<sup>th</sup>, 2024, to review feedback from the October 22<sup>nd</sup> community meeting.
- The Policy Committee requested that the Board of Education circulate the policy for feedback on November 5<sup>th</sup>, 2024
- The Policy Committee met on November 25<sup>th</sup>, 2024, to complete final updates and review feedback
- The Board of Education met on December 17<sup>th</sup>, 2024, for a first reading.
- The Board of Education met on January 21<sup>st</sup>, 2025, for final reading and adoption of the policy.

#### 4. STATUS OF POLICIES

- a. Status of policies undergoing revision as of October 28<sup>th</sup>, 2024.

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

#### 5. REVIEW OF POLICIES

- a. 1.1 Guiding Principals

The committee will take the Guiding Principals from the new Strategic Plan and insert them in this policy.

- b. 4.1 Fiscal Management Goals

The committee discussed changes including reference to the after-school programs. consensus is to leave the policy as is for now. The draft changes were supported. Noted that the committee appreciates the punctuation change. Bruce Tisdale to send out to committees for review and feedback before the next meeting.

- c. 4.7 Facilities

Jodie Allen presented proposed wording. Bruce Tisdale to send out to committees for review and feedback before the next meeting.

- d. Policies/Protocols Recommended for Compliance Audit Team

- i. Board Authority Authorized Courses
- ii. Student Withdrawal
- iii. Normally Resident
- iv. Board Guidelines for Careers and Work Experience

Bruce Tisdale circulated examples of policies in some other districts for information. The committee raised questions regarding the difference between Policy and Protocols, why admin protocols have restricted access, and requested clarification on what is needed.

This was referred to Roberta Kubik for discussion at the next Policy meeting.

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

- February 24<sup>th</sup>, 2025
- April 28<sup>th</sup>, 2025
- May 26<sup>th</sup>, 2025

#### 7. ADJOURNMENT

Meeting adjourned at 5:00 PM.



**School District 19**  
(Revelstoke)

**School District 19 (Revelstoke)**  
**Minutes of the Education Advisory Committee Meeting**  
**Held on Tuesday, February 4<sup>th</sup>, 2025**  
**at the School Board Office at 3:30 PM.**

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

**1. CALL TO ORDER**

Meeting called to order at 3:30 pm.

**2. ACKNOWLEDGEMENT**

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

**3. ADDITIONS TO THE AGENDA - Nil**

**4. ADOPTION OF THE AGENDA**

The agenda was adopted as presented.

## 5. ADOPTION OF THE MINUTES

The minutes dated December 3<sup>rd</sup>, 2024, were adopted as presented.

## 6. NEW BUSINESS

### a. Cell Phone Policy

The committee discussed the cellphone policy with the following comments:

- During spare blocks a section of the school where phones are allowed would be beneficial.
- Teachers do a good job of establishing rules to deter people from bringing their phones out in class.
- Many kids don't really use their phones.
- As students get older their classes are more complex, so students should be able to choose when the phones are needed.
- Age-appropriate use (Grades 8-10 & Grades 11-12). The rules need to be more relaxed for older students as they are responsible for their grades
- A digital wellness presentation for kids to teach them boundaries. The school do not just need to ban phones.
- Spare blocks need to be considered. During spares students access documents and teacher blogs. They complete assignments and catch up on studying.
- Parents are concerned about students connecting and socializing. However, students are socializing, they work together during spare block and if no phones are allowed during spares students will just go home so that they can work. The connections happen in school.
- Restriction can help cognitive function especially during instructional time.
- Cell phones are a double-edged sword, we make connections on our phones (for example book club takes place online).
- During overnight trips students would like to be able to take their phones. If phones are removed on extra-curricular trips students may not go because they are always away from home. Communication with family should not be impeded during school trips.
- Under exceptions family situations such as death/illness should be listed as an exception.
- The policy should also note that students can use their phone for STRIDE, it is not an accommodation but a split.
- Students would like to have some education surrounding the policy after March break prior to full implementation.
- Some students have jobs after school hours. Some students receive texts and call from their boss to offer extra shifts with short notice.

### b. Pathways

- Dot-mocracy Activity

Students and adults participated in a think pair share activity. Next committee members took a gallery walk to look at the pathways and engaged in a dotmocracy activity with the following questions:

1. Which of these areas are you currently being taught in your classes?
2. Which area do you think needs to be emphasized more in the classroom?
3. Which category do you think is most important to prepare you for life after high school?
4. Which of these categories has the biggest impact on your learning experience?



5. If you could add or change one thing in your learning experience related to this category, what would it be?

c. From the Floor - Nil

## **7. UPCOMING MEETING DATES**

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

- February 25<sup>th</sup>, 2025
- April 29<sup>th</sup>, 2025
- May 20<sup>th</sup>, 2025

## **8. ADJOURNMENT**

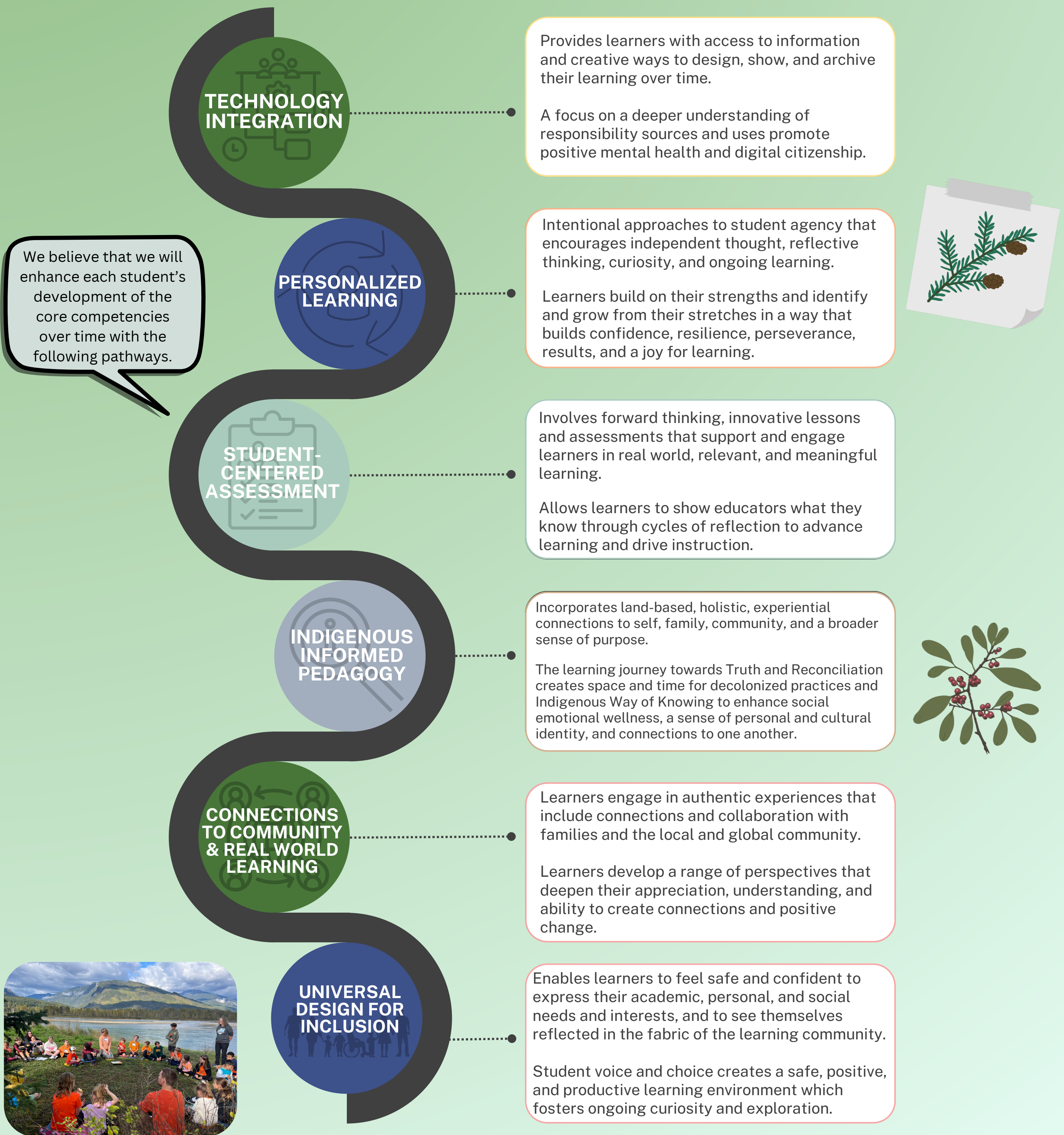
The meeting ended at 4:30 pm.



# PATHWAYS TO CREATE IRRESISTIBLE LEARNING ENVIRONMENTS

## Student Learning Focus

We will create purposeful learning environments that incorporate the Core Competencies 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.





**Revelstoke Board of Education**  
**District Parent Advisory Council Meeting**  
**February 5<sup>th</sup>, 2025**

**Minutes**

---

1. **Call to Order and Acknowledgement**

Call to order 12:03 pm

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

2. **Attendance**

Britt Hunchak (RSS), Colette Poirier (CPE), Austin Luciw (BVE), Roberta Kubik (Superintendent), Mireille Dufour (CSF), Courtney Pinkenburg (CPE), Sasha-Emily Walsh (School Board Trustee), Emily Grady (BVE), Courtney Beruschi (AHE), Amy McGiven (AHE) (attended virtually over the phone)

Regrets: Austin Luciw

3. **Agenda Additions - Nil**

4. **Adoption of the Agenda**

Agenda for adoption as amended to include items 9.1 BCPAC AGM and item 9.2 Gaming Grant

**Moved** by C. Poirier

**Seconded** by C. Pinkenburg

**THAT** the agenda be adopted as amended to include items: 9.1 BCPAC AGM, 9.2 Gaming Grant

**CARRIED**

5. **Review of Minutes Dated December 4<sup>th</sup>, 2024**

Accepted as presented – no errors or omissions.

**Moved** by C. Poirier

**Seconded** by A. Luciw

**THAT** the minutes dated December 4<sup>th</sup>, 2024, be adopted as presented.

**CARRIED**

6. **Correspondence**

**6.1 BCTF Magazine – Jan/Feb Edition**

The BCTF Magazine was shared with the group for information.

7. **Treasurer's Report**

Amy was called in via phone on speaker to present the treasurer's report.

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

The committee is still awaiting last year's Gaming Funds – Applications still states PENDING.

The missing 2023 gaming report has been filed.

BCEid has begun to be created for DPAC. Awaiting a letter in the mail to come to the District office addressed to the Chief Financial Officer with the code needed to complete the account set-up.

Amy will call this month to inquire as to why the gaming account is still stating pending, and the gaming grant not being received.

Courtney B will assist Amy in the Gaming Report application for the next year.

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

7.1 Personal Digital Devices Update

7.2 Strategic Plan/ Learning Pathways Initiative Update

7.3 Draft 2025-2026 Calendar for Review

9. **Old Business**

- Mountain West Photography Update  
Principal & District discussion to be completed.
- Skiing Letter to RMR  
A. Pfeiffer was connecting with RMR (no update at this time). Follow-up to come from principal discussions in the months to come for ski program costs.

10. **New Business**

9.1 BCPAC AGM

Hosted in Prince George & Virtually on May 23<sup>rd</sup> to May 25<sup>th</sup>. E. Grady is not able to attend, if another member could attend. There are lots of great committees and initiatives that the BCPAC are working towards for all families. Initiatives such as EA, Teachers, Classroom support (mandate letters), school exclusion research and information.

9.2 Treasurer Support

Treasurer support will be completed by C. Beruschi.

9.3 Inquiry about Grade 7 to 8 Transition

Grade 8 transitions similar to the Early years into kindergarten, is there any improved plan to support the high school transition? There will be an update at the next meeting on March 5<sup>th</sup>, 2025.

11. **PAC News**

**AHE**

- Wild schools grant applied for \$1500 (using these funds to purchase trees/plants)
- Date night fundraiser – February 14<sup>th</sup>
- March 13<sup>th</sup> talent show
- Games donation to Hawthorne's class
- PAUSE 21<sup>st</sup> and 27<sup>th</sup>
- Renovations are about to resume
- Legacy project for gaming funds being planned

## BVE

- Family dance – February 21<sup>st</sup> – DJ, Auction items, \$2.00 entry fee?
- Math Fair – April 8<sup>th</sup>
  - 3-6 games and numeracy activities
  - All schools – Austin is baking with the Grade 4&5's
  - Daycare students who are transitioning into Kindergarten are supported by Jo Gawler and SEY2KT Committee.

## CPE

- Mud kitchen – wood donation from Home Hardware – RSS student built it and parents donated items to play with. It is a huge and fun success.
- Gingerbread houses were successful
- March 7<sup>th</sup> CPE carnival (5-8) all community members welcome
- Pop up shop replaced craft fair and was a success (\$1000 raised)
- Most calendars sold at the winter concert (90/150)
- February 13<sup>th</sup> Chinese food hot lunch – PAC
- Grade 7 fundraising committee starting to plan for Sunnybrae (Grad) – Potential gift.
- Community kitchen – February 7<sup>th</sup> soup and February 21<sup>st</sup> pulled pork
- Grade 4 Nordic Ski – February 4<sup>th</sup> and 11<sup>th</sup>
- Grade 3 Alpine Ski – February 5<sup>th</sup> and 12<sup>th</sup>
- Caribou cup – February 12<sup>th</sup> and 13<sup>th</sup>

## EDG

- Letter to CFS for virtual learning options for post-secondary students
- X-mas party went well
- Hoodies for Grade 12 and gifts being planned
- Vice versa grants for francophone communities applied for
- Coffee fundraiser went well
- Science and Architect activities for the Post Secondary students planned

## RSS

- RSS Grad Scholarship meeting for parents and students this week
- Did not have a PAC meeting in December due to school holidays (usually last Monday of the Month)
- The RSS music classes presented concerts on the first week of December. They were a great success. A very large Senior Concert/Community Band also performed.
- The RSS Leadership class facilitated a dodgeball league at lunch throughout December.
- The week before the holidays were filled with fun events planned by the RSS Leadership class. There were theme days during the week.
- There was a drama production in mid-January for two evenings. The actors did an amazing job during the performance!
- The final project/final exam week went well. Second semester has started.
- Emily Schutz was hired to teach English and Social Studies for the second semester.

- School Psychologist, Andrew Sykes, retired at the end of January. SD19 is in the process of looking for his replacement.
- In response to the question from last meeting around whether the old outdoor beach volleyball court could be rehabilitated, the answer was no. That area will be the spot for an Indigenous project.
- The request that was discussed at the last meeting regarding a Teen Playground option will go on the Capital Fund Request for RSS.
- RYSA donated a new foosball table to RSS.
- Funding request: 30 outdoor seats for sustainability clubs – up to \$450 was approved.

**Adjourned:**

Meeting ended at 12:51 pm.

**Next meeting dates:**

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

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