



School District 19
(Revelstoke)

District Parent Advisory Council Meeting

Wednesday, March 4th, 2026

at 12:00 p.m.

AGENDA

Courtney Pinkenburg (CPE)
Colette Poirier (RSS)
Amy McGiven (AHE)
Austin Luciow (BVE)
Sasha-Emily Walsh, Trustee
Roberta Kubik, Superintendent
Mireille Dufour (CSF)
Emily Grady (RSS) Chair
Jennifer Graham (BVE)
Jenn Moore (CPE)
Michelle Ross (BVE)
Tupray Lehmann (AHE)
Anna Rebelo (CSF)

1. Call to order and recognition of traditional territories.
We would like to respectfully honour the four nations on whose land we live and learn: The Sinixt, the Secwépemc, the Ktunxa, and the Syilx Okanagan.
2. Attendance
3. Agenda Additions
4. A review of the minutes dated February 4th, 2026
5. Correspondence – Nil
6. Treasurer's Report
 - Funds in Regular Account _____
 - Funds in Gaming Account _____
7. Board of Trustees / District Administration News
 - Review Agenda of the March 11th AI in Schools Consultation
 - Informational: AI Slide Deck and Questions Update
 - District Wide Data, Why it Matters
 - PAC News
8. Old Business
 - DPAC Constitution and Bylaws updates
9. New Business
 - 9.1 BCCPAC Updates
 - Parent Workshop on Individual Education Plans (IEPs)
 - Gun laws and EDI concerns
 - 3-D printer funding request for PACs
10. PAC News
 - 10.1 AHE
 - 10.2 BVE
 - 10.3 CPE
 - 10.4 RSS
 - 10.5 EDG

11. Tentative meeting dates for 2025/2026 (All meetings will be held at the school board office upstairs meeting room at noon).

Tentative meeting dates for the 2025/2026 school year are as follows:

- April 1st, 2026
- May 6th, 2026
- June 3rd, 2026

12. Adjournment



School District 19
(Revelstoke)

Revelstoke Board of Education
District Parent Advisory Council Meeting
February 4th, 2026

Minutes

1. **Call to Order and Acknowledgement**

Call to order 12:00 pm

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

2. **Attendance**

Courtney Pinkenburg (CPE), Colette Poirier (RSS), Amy McGiven (AHE), Sasha-Emily Walsh (School Board Trustee), Mireille Dufour (CSF), Emily Grady (BVE), Roberta Kubik (Superintendent), Tupray Lehmann (AHE) Jenn Moore (CPE), Anna Rebelo (CSF)

3. **Agenda**

Add: 7: Draft 26-27 School District Calendar
Grade 6 & 7 cell phones

The agenda was adopted as amended.

4. **A review of the minutes dated December 3rd, 2025**

Accepted as presented – no errors or omissions.

The minutes dated December 3rd, 2025 were adopted as presented.

CARRIED

5. **Correspondence - Nil**

6. **Treasurer's Report**

- Fund in the Regular Account - \$2036.62
- Funds in the Gaming Account - \$3,114.82

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

- Save the Date – March 11th AI in Schools Consultation

The evening agenda will include a guest speaker, presentation of AI guidelines, parents/caregivers circulate to various stations to experience AI use in schools. There will also be an AI slide deck, and a gallery walk to gather input on the six AI guiding questions.

- AI Slide Deck and Questions Update
See attached.
- District Wide Data, Why it Matters
Forward to next meeting.
- Draft 26-27 School District Calendar
Superintendent Kubik presented the draft 26-27 School District Calendar.
It was noted that November 2nd would be a more practical date for the Pro-d Day, rather than November 9th. They supported the other dates and the May 21st, 2026 Pro-d day.
- Cell phones
Trustee Walsh commented that it is okay for grades 6s and 7s to not have cell phones and it is also a good chance for parents/caregivers to stay connected and support each other to hold off on providing phones to students.

8. Old Business

- DPAC Constitution and Bylaws updates

9. New Business

9.1 BCCPAC Updates

BCCPAC has asked DPAC to identify challenges in their district and provide feedback by February 18th, 2026. Some the challenges identified were childcare providers availability, racism and inclusion, food insecurity, and the high cost of housing.

- Parent Workshop on Individual Education Plans (IEPs)

It was noted that BCCPAC offers a presentation for parents on IEPs and transferring the skills from IEPS to home. DPAC will look into scheduling this virtual presentation and send out information to families.

There was discussion that DPAC is considering to support the UBC Geering Up Day; a request that was received from RSS Career Coordinator K. Scheiber. The funding request is for \$1,000. It is the fifth year that this program has come to the district. DPAC will bet back to K. Scheiber.

10. PAC News

10.1 AHE

- Pizza hot lunch
- Winter fun day – February 19th, 2026
- PAC supported the purchase of bouncy bands for each classroom
- About 15 students doing ski after school program
- All the school winter activities are underway

- Teachers hosting pancake breakfast
- BOB fest is coming
- Grade 5 PAUSE program
- PAC is supporting 6 new swings

10.2 BVE

-

10.3 CPE

-

10.4 RSS

-

10.5 EDG

-

11. **Next meeting dates:**

Tentative meeting dates for 2025/2026 (All meetings will be held at the school board office upstairs meeting room at noon).

- March 4th, 2026
- May 6th, 2026
- June 3rd, 2026

12. **Adjourned**

Meeting ended at 1:05 pm

From AI Slideshow

Education - October 28, 2025 and DPAC - December 3, 2025

Teacher Librarian – January 22, 2026

1. How can we involve our students and parents in AI initiatives?
 - a. PAC & DPAC meetings
 - b. Student leadership
 - c. Develop a framework for students & teachers
 - d. Showcase student AI projects and invite parents to see
 - e. Educating them
 - f. Presenters
 - g. Evening sessions for community members
 - h. Education at the elementary level for AI with positives and negatives
 - i. Have senior students speak to elementary (excellent Capstone idea)
 - j. Consultation with both parties before it is used
 - i. This will help to develop a framework
 - k. Showing students real life examples of AI gone wrong
 - l. You've started to involve us with this session - Thank you and continue to train and educate parents so we can support our students
 - m. Parent info night @ each school/presentations (similar to Internet safety)
 - n. Consistent delivery and messaging (video or slide deck that all students/staff get
 - i. Uniform messaging/statement across the board

2. What concerns do our students and parents have about AI?
 - a. Who is feeding AI?
 - b. Decrease in group discussion
 - c. How are the teachers teaching AI?
 - d. Students' reliance on AI
 - e. An over reliance of the generation AI technology and are we losing artificial thinking to AI?
 - f. Reliance on AI making students finding it hard to generate their own ideas
 - g. It's getting harder to tell when students are using AI because of new tools
 - h. Concerns can present crack pot ideas to sound/read legitimate
 - i. Not thinking
 - j. Keeping the human in learning
 - k. Healthy relationships and the impact of AI for teens
 - i. False connections/loss of human connection and communication and being personable
 - l. Will AI make you "dumb"? (e.g. less creative, less knowledgeable, etc.)

- m. Will I be left behind if I don't let my kids use AI?
- n. Kids: is it allowed? What if I get caught? To what level am I allowed to use it? How can I use it safely?
- o. Reducing opportunity and need for students to develop their own skills, world knowledge and thinking capacity. Laziness? Loss of critical thinking.
- p. What is the future for employment? (skills, fields, etc.)
- q. Environmental impacts of energy demand.
- r. Student: Will I be accused of cheating?

3. What policies and curriculum are needed to guide AI use?

- a. Understanding the why's of the Do's and Don't's
- b. Do's and Don't's
- c. Treating AI like we did calculators in math, maybe work becomes more advance
- d. Spread awareness about how to properly use AI
- e. Guidelines for AI use
- f. Guidelines for teachers, students and parents
- g. Tools for teachers and time for them to learn and implement tools
- h. Training for staff and students and times to use it or not.
 - i. Importance to fact checking and what a reliable source is
- i. Curriculums need to start at elementary level, about the misuse
 - i. As social media will not allow 'real news' sites AIT has a much easier time creating 'news'.
- j. Helpful if gr.12 students came and spoke to PAC's (DPAC) about their own experiences.
- k. Digital literacy
- l. Identifying AI and bias of information
- m. Time for them to learn
- n. Language document for AI terms
 - i. Bring up to speed on terminology
- o. District guidelines for the use of AI in student report cards
- p. District guidelines for the use of AI in teaching practices
- q. Digital Literacy
- r. Identifying AI and Bias of information and Accuracy of AI
- s. Parental permission for student use in verification form package?
- t. The 'stoplight model' for AI use for students (West Van) would be useful District Vocabulary

4. How can we ensure ethical and equitable use of AI in our schools?

- a. Common understanding, policies and language for the school
- b. Inform students and parents of its use

- c. Education and guidance around its use
 - d. Ethical access to education and courses on how to use that best learning style
 - e. Use of reference where AI info is from
 - f. Transparency
 - i. How its used
 - ii. Why its being used
 - iii. Who can access it
 - iv. What AI is being used
 - v. Discussion with students on ethical use from day 1
 - g. Start education early
 - h. Grow the tools and applications as students mature
 - i. Good policies on usage and training on these policies
 - j. Clear guidelines, limits, rules, recommendations communicated to all staff.
 - i. How to be safe online
 - k. Clarity and consistency across SD19 is important.
5. In what ways can AI be a creative partner for students and teachers?
- a. Knowing the strengths and bias
 - b. So many positives .. just having the info on what proper AI use is
 - c. Important to learn what questions to ask AI
 - d. Support allows students to proofread, edit and then check for AI ideas/suggestions to HELP!
 - e. Introducing a class about AI and computer science
 - f. It can help explain problems or understand
 - g. Different outlook – more info
 - h. Teach us new way of thinking rather than thinking for us
 - i. Use it to help seeing things from a different perspective and points of view
 - j. Artwork poetry
 - k. To help refine our work
 - l. Its only one idea to start with ...
 - m. Creating prompts
 - n. Not creating projects
 - o. Proof reading
 - i. Providing constructive feedback, not rewriting to be copy/pasted
 - p. Teachers
 - i. Brainstorming partner
 - ii. Create outlines
 - iii. Draft lesson plans/slide decks

1. Co-agent – not giving answers

- q. **Students**
 - i. **Grammarly – improve writing/editing**
 - ii. **Provide clarity on concepts**
 - iii. **'Learning partner' – AI can suggest resources to improve learning**
- r. Use AI “beside”, not “instead”
- s. Using for presentation of information – creating charts, scenarios etc.
- t. Brainstorming of ideas on content students may find difficult or when it comes to projects
- u. Helping to remove/decrease barrier of language (reading & writing) to be creative and access content

6. What challenge do we see implementing AI tools?

- a. **So much to consider ... can feel overwhelming ... how to break it down into small manageable part**
- b. **Finding balance between + and –**
- c. **Pictures looking too real – everyone using it for a bad reason**
- d. **Where do we draw the lines between plagiarism and AI 'help'**
- e. **Scared of something new – extra work for staff**
- f. **Having AI replace teachers and students – using it for everything due to lack of education and guidance**
- g. **Making sure what it says is accurate and reliable**
- h. **Taking advantage of AI as it can be used for so many things**
- i. **Preventing students from using AI to write assignments**
- j. **Incorrect or false information**
- k. **Data sources and use of personal data**
- l. **Using it 'safely' – use it for good not evil**
- m. **Using it as a support tool – not as a 'friend' or in place of learning from a human**
- n. **How will AI usage be monitored?**
 - i. **It needs to be closely monitored – education for both teachers and students – need open discussion to ensure transparency**
- o. **Helping kids discern what is real and what's not**
- p. **Preserving discernment skills**
- q. **AI disclosure (see AID framework by Weaver) for disclosing use of AI**
- r. **Making sure kids are learning material as needed and relying on assignment susceptible to AI use**

- s. Students might use AI to generate a final product and this way they don't go through the necessary stages of learning acquiring skills, competencies, synthesizing content etc.
- t. Students whose parents approve accounts even if students are underage (ie ChatGPT)
- u. Increasing our ecological footprint
 - i. Energy, land water
- v. State of "readiness" of students
 - i. When do they have the ability (skills and maturity) to use AI as a tool and not a minion?
- w. Advertising and subscription models - \$\$\$

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

TO: DPAC
FROM: Roberta Kubik, Superintendent of Schools
DATE: March 4th, 2026
INFORMATION: Why Local Data Matters



Why Local Data Matters

1. Contextualized Understanding of Student Needs

- Local Data help districts reflect on what's working and where improvements are needed, fostering a culture of evidence-based decision-making.
- Local data provides granular insights into individual and group learning needs. It allows educators to tailor instruction and interventions

2. Supporting Equity and Inclusion

- The Framework for Enhancing Student Learning emphasizes using local data to improve equity in learning outcomes, particularly for historically underserved groups.
- Districts analyze local data to identify achievement gaps and develop targeted strategies to support vulnerable learners.

3. Continuous Improvement and Accountability

- School districts are required to submit Enhancing Student Learning Reports, which integrate local data with provincial metrics to evaluate progress and inform planning.
- These reports help districts reflect on what's working and where improvements are needed, fostering a culture of evidence-based decision-making.

4. Using Local Data in Concert with Provincial Assessments

Complementing Provincial Snapshots

- Provincial assessments like the Foundation Skills Assessment (FSA) and Graduation Literacy and Numeracy Assessments offer benchmarks across BC.
- Local data adds depth to these snapshots, revealing trends and nuances that provincial data alone may miss.

Informing Instructional Practice

- Teachers use both provincial and local data to adjust teaching strategies, identify areas of student struggle, and personalize learning experiences.
- For example, item-level data from provincial assessments can highlight specific competencies needing reinforcement, while classroom assessments provide real-time feedback.

Strategic Planning at the District Level

- Local and provincial data help identify strengths and areas for growth, guiding strategic priorities and resource allocation.
- This dual approach ensures that planning is both aligned with provincial assessments and responsive to local realities.

District Wide Assessments K-8 Timelines

District Literacy Assessments

Reading Assessments				
Kindergarten	ELP (ESGI) or Kindergarten Alphabet Knowledge (MyEducation BC)	By Nov. 15	By Mar 15	By Jun. 15
Grade 1 to 3	PM Benchmarks		N/A	
Grade 4	Reading Assessment			
Grade 5 to 7	Reading Assessment			
Grade 8		Semester 1 (By Oct. 15)	Semester 2 (By Mar. 15)	
Kindergarten Assessment Areas		Uppercase, Lowercase, Phoneme Isolation, and Segmentation		
			Sounds, Phonemic Awareness	
i Information on PM Benchmarks and Kindergarten Alphabet Knowledge Levels on next page i				
Note: Any student new to the district should have the appropriate assessment completed within two or three weeks after arriving in the school.				

Writing Assessments (Using BC Performance Standards Scale or K Writing Rubric)				
Kindergarten to Grade 7	School Wide Write	By Nov 15 (excluding Kindergarten)	By March 15 (excluding Kindergarten)	By June 15

District Numeracy Assessments

Numeracy			
Kindergarten to Grade 3	Early Number Sense Assessment	By Nov 15	By June 15
Grade 4 to 7	Island Numeracy Assessment (NS-A)		
Grade 8	SD19 Numeracy Assessment	Semester 1 (By Oct. 15)	Semester 2 (By Mar. 15)

District Health and Well-Being Assessments

Kindergarten	CHEQ (Completed by School Principal)	June to October
	EDI	February
Grade 5	MDI	January
Grade 8	MDI	January
Grade 11	YDI	February

Kindergarten Alphabet Knowledge Levels (Recorded in MyEducation BC)

	Term 1 Kindergarten	Term 2 Kindergarten	Term 3 Kindergarten
	Uppercase	Uppercase, Lowercase, Sound	Uppercase, Lowercase, Sound
Emerging	0-5 for each subskill	0-14 for each subskill	0-25 for each subskill
Developing	6-14 for each subskill	15-21 for each subskill	
Proficient	15-26 for each subskill	22-26 for each subskill	26 for each subskill

PM Benchmark Reading Levels

To receive a proficient on the scale, a student must read the text at 90% accuracy and above with satisfactory comprehension.

Instructional reading levels are used for formative assessment purposes only

	Grade 1			Grade 2			Grade 3		
	Emerging	Developing	Proficient (at Instructional level)	Emerging	Developing	Proficient (at Instructional level)	Emerging	Developing	Proficient (at Instructional level)
Term 1	N/A	0-4	5-8	0-13	14-16	17-19	0-18	19-21	22-23
Term 2	0-5	5-8	9-14	0-16	17-18	19-20	0-19	20-22	23-24
Term 3	0-8	9-13	14-17	0-18	19-20	21-22	0-20	21-23	24-25

	Grade 4			Grade 5					
	Emerging	Developing	Proficient (at Instructional level)	Emerging	Developing	Proficient (at Instructional level)			
Term 1	0-23	24-25	26-27	0-26	27-28	29			
Term 2	0-24	25-26	27-28	0-27	28-29	30			
Term 3	0-25	26-27	28-29	0-28	29	30			