School District 19
(Revelstoke)

The Board of Education
School District No. 19 (Revelstoke)
Regular Board Meeting
Board Office
Monday, October 5th, 2026
4:00 p.m.

AGENDA

1 **CALL TO ORDER**

2 **ATTENDANCE**

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS: _____

3 **APPROVAL OF AGENDA:** _____

4 **APPROVAL OF MINUTES:** Regular Meeting of September 15th, 2026

5 **DELEGATIONS:** _____

6 **SPECIAL REPORTS:** _____

7 **BUSINESS ARISING - Nil**

8 **NEW BUSINESS**

8.1 **ADMINISTRATION REPORTS:**

8.1.1 **SUPERINTENDENT GOSLIN**

a) Superintendent's Administration Report to the Board
b) Class Size Report
c) FESL Report
d) RSS Out of Town Trip – Halifax, NS
e) School Aged Care Survey
f) Upcoming Trustee Dates

8.1.2 **SECRETARY TREASURER TISDALE - Nil**

8.2 **OTHER – Nil**

8.3 **COMMITTEE REPORTS**

a) Policy Review Committee Minutes of September 28th, 2026
b) Education Advisory Committee Minutes of September 29th, 2026

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
September 15th, 2026

Minutes

CALL TO ORDER

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

ATTENDANCE

Trustees:	Chell, Zimmer, Allen, Rota and Walsh
Senior Administration:	Superintendent Goslin and Secretary Treasurer Tisdale
and:	Executive Assistant Salon
Guests:	Jason Stevens, RTA President, Angie Spencer (by video), BDO, Lisa Moore, Joanne Gawler

APPROVAL OF AGENDA

26: R-249 Walsh/Zimmer

"THAT the agenda be approved as presented."

CARRIED

APPROVAL OF MINUTES

26: R-250 Allen/Rota

"THAT the minutes of the Regular Board meeting of June 16th, 2026, be approved as presented."

CARRIED

DELEGATIONS - Nil

SPECIAL REPORTS - Nil

NEW BUSINESS - Nil

ADMINISTRATION REPORTS – Nil

SECRETARY TREASURER TISDALE

2025/2026 Audited Financial Statements

Board Chair Chell introduced Angie Spencer, partner with BDO, noting that she met earlier with the Board at the Finance and Facilities meeting where she provided a review of the audited 2025/2026 Financial Statements. She noted that the Operating Fund, the Special Purpose Fund, and Capital Program are included in the financial statements. Ms. Spencer presented the audited 2025/2026 Financial Statements advising that it was a clean and unqualified audit of the

Financial Statements for the 2025/2026 as of June 30th, 2026. The statements were prepared in accordance with the Budget Transparency and Accountability Act.

Trustee Chell thanked Ms. Spencer and BDO, as well as Secretary Treasurer Tisdale and his staff for all his work.

26: R-251 Allen/Rota

"THAT the Board of Education of School District No. 19 (Revelstoke) approve the 2025/2026 Audited Financial Statements as presented."

CARRIED

Ms. Spencer left the meeting at 5:10.

2027/2028 Minor Capital Plan

Secretary-Treasurer Tisdale presented the 2026/2027 Minor Capital Plan noting the 3 projects that are planned for 2026/2027: RSS & BVE conversion of their heating system to Fortis, the bus garage electrical system under the Carbon Neutral program, and the Food Infrastructure program.

26: R-252 Allen/Rota

"THAT the Board of Education of School District No. 19 (Revelstoke) approve the 2026/2027 Minor Capital Plan noted above."

CARRIED

2026/2027 Amended Capital Bylaw

Secretary-Treasurer Tisdale reported that the Ministry has approved an additional $96,000 in Capital Plan funding through the Child Care Project Minor Renovations Submissions. This funding will support renovations to a classroom, creating 16 new childcare spaces for children aged three to five years old.

It was recommended that the Board adopt the Amended Capital Plan Bylaw.

26: R-253 Allen/Rota

"THAT the Board of Education of School District No. 19 (Revelstoke) give first, second and third reading to the attached Capital Project Bylaw No. 2026/27CPSD19-02 in the amount of $1,136,000."

CARRIED

Project Update

Secretary Treasure Tisdale presented a summary of the capital projects undertaken during the summer of 2026. Upgrades and improvements were done to all district facilities: Columbia Park Elementary School, Arrow Heights Elementary School, Begbie View Elementary School, Revelstoke Secondary School, Farwell, and the district office.

SUPERINTENDENT GOSLIN

Administration Reports: Superintendent Goslin

Superintendent Goslin presented his Administration Report to the Board, highlighting

- Student enrollment – currently 1,107
- The BCSSA Conference – summer sessions, the Thompson Okanagan – AI Strategy, Okanagan Labour Relations Council, BCPSEA, District meetings with Principals & Vice Principals, RTA president, and CUPE president
- Meetings with community partners to build relationships
- School visits
- Framework for Enhance Student Learning – review data and update the report by September 30th, then finalize it by October 6th, 2026
- Class Size and Non-Enrolling Report – noting that there are 3 classes in remedy at Begbie View Elementary, and 2 classes in remedy at Columbia Park Elementary; the 2024/2025 and 2025/2025 class sizes will be added to the report once located
- School start-up, Mug & Muffin all went well

Superintendent's Strategic Plan Report to the Board

Superintendent Goslin reported that the District Strategic Plan (2024–2027) is nearing the end of its cycle. He indicated that the district will review the current plan and renew, revamp, or reaffirm its goals by the end of this school year. He will also collaborate with staff and the community to gather input for the next plan.

Upcoming Trustee Dates

Add: November 28th, Provincial Council

OTHER - Nil

COMMITTEE REPORTS

a) Finance & Facilities Committee Minutes of September 15th, 2026, will be presented at the next closed meeting.

TRUSTEE REPORTS

a) Cell Phone Video

Trustee Walsh presented a student-led video on how screen time affects students' lives. She noted that students from the Education Committee raised funds to produce the video addressing cell phone use and the impact of screen time on students' lives.

Trustee Chell thanked Trustee Walsh for taking the lead on the video production.

b) Trustee Roundtable

There was discussion that there may be the possibility of sharing the video on cell phone use, pending discussions with principals and permission from families.

Trustee Rota reported that she has applied to the BC Lions school programs to visit Revelstoke in the spring.

CORRESPONDENCE – Nil

FUTURE AGENDA ITEMS – Nil

PUBLIC QUESTION PERIOD

RTA President Stevens commented that the shortage of childcare spaces is delaying teachers from returning to work. He advised that he will write to the Ministry to request additional funding for both education and childcare.

ADJOURNMENT

The meeting adjourned at 6:05 p.m. on the motion of Trustee Allen/Rota.

CLOSED BOARD ITEMS

_____
Chair

_____
Secretary Treasurer

DATED: September 15th, 2026

Superintendent's Report to the Board

Date: October 5, 2026

Current Enrollment and Projections

- Projections for the year: 1112
- Current numbers (as of September 29, 2026): 1102.56

What's Happening at Schools?

There has been a lot that has been happening in schools over the past few weeks. A couple of big highlights:

Terry Fox Run

- Each School held a Terry Fox run, with conversations of the importance of this prior to. There was strong participation at each school.

National Day for Truth and Reconciliation

- Many activities were held in our schools to commemorate the National Day for Truth and Reconciliation. Students wore orange, wrote messages, created art and gathered in school and on the land.

Superintendent Review

Conferences and Outside SD19

- Regional Support Staff Bargaining Meeting
- Meeting Regarding Ombudsperson report with the BCSSA local
- ELCC Leads Community of Practice
- BCSSA Virtual Learning Session on the "Hope Gap"

Community Partner Engagement

- Revelstoke Social Development Committee
- Discussions with the Revelstoke Chamber of Commerce

District Work and Meetings

- Weekly Meetings with:
    - Jason Stevens – RTA
    - Celes Lucius – CUPE
    - District PVP
- Monthly (or more) Meetings with BCPVPA
- Parent Meetings

- District Leadership Team Meeting
- Meetings and Discussions with each Principal
- Student Services Meeting
- Committees – Education and Policies

In School Time

- Visits to each school – two per week.
- Topics
    - School Learning Plans
    - Staffing and student numbers
    - Introduction in classrooms
    - Concerns – parents, safety, inclusion
    - Support during power outage

Framework for Enhancing Student Learning

- Completed the Enhancing Student Learning Report. It has been sent in and awaiting final approval by the Board of Trustees.

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Glenn Goslin, Superintendent of Schools

DATE: October 1, 2026

SUBJECT: Class Size and Non-Enrolling Report

Each year on September 29, the district collects the information for students within our district. This is collected into the 1701, which calculates the Full-Time Equivalent (FTE) of student enrollment to determine provincial operating grants and funding allocations.

Final submission of this information is on October 9, 2026. After this, we will receive a response from the Ministry of Education and Childcare that may not fully agree with our data. At this point, we will clear this up and have final numbers.

This initial report collects class sizes and the supports that are provided at schools in Non-enrolling positions such as learning support teachers, counsellors, and librarians.

The Full Time Equivalent of students in the district, currently 1102.56 does not include the 28 International Students or the 23 students from the Counseil Scolaire Francohone (SD93), who attend Revelstoke Secondary School

Final numbers will be updated at the next Board meeting, including students with Inclusive education designations, ELL and Indigenous students.

Superintendent of Schools

SCHOOL DISTRICT #19 (REVELSTOKE)
CLASS SIZE AND NON-ENROLLING REPORT

2026/2027

This report is provided for the information of Trustees, parents and the community.

Class Size Averages

Listed below are the projected class size average in our district.

Grade Levels	2023/2024	2024/2025	2025/2026	2026/2027
Kindergarten	17.5			16.2
Grades 1-3	20			18.7
Grades 4-7	19.6			20.7
Grades 8-12	See Department ranges on the page 3			

Class Organizations

These elementary organization plans are current to October 1, 2026.

Arrow Heights Elementary
Elementary Class Size Configuration
2026-2027

		K	1	2	3	4	5	6	7	TOTAL			
Division #	Grade Level	K	1	2	3	4	5	6	7	TOTAL	SPACES	REMEDY	
1	K	14								14	6		
2	1		17							17	5		
3	1/2		7	12						19	1		
4	2/3			7	13					20	0		
5	3				20					20	2		
6	4/5					13	10			23	1		
7	4/5					11	12			23	1		
8	6							22		22	7		
9	6/7							5	18	23	4		
10	7								19	19	10		
	Head Count	14	24	19	33	24	22	27	37	200	37	0	
	Library												
	Prep												
	LST												

October 1, 2026

Begbie View Elementary

Elementary Class Size Configuration

2026-2027

		K	1	2	3	4	5	6	7	TOTAL		
Division #	Grade Level	K	1	2	3	4	5	6	7	TOTAL	SPACES	REMEDY
1	K	17								17	2	
2	K	17								17	3	
3	1		21							21	1	
4	1/2		8	10						18	2	
5	2			20						20	2	
6	2/3			8	12					20	0	
7	3/4				9	12				21	0	1
8	3/4				10	12				22	0	2
9	4/5					16	9			25	0	1
10	5						24			24	5	
11	6/7							11	12	22	0	
12	6/7							12	10	22	2	
13	6/7							11	12	23	1	
	Head Count	34	29	38	31	40	33	34	34	273	18	4
	Library											
	Prep											
	LST											

Columbia Park Elementary

Elementary Class Size Configuration

2026-2027

		K	1	2	3	4	5	6	7	TOTAL		
Division #	Grade Level	K	1	2	3	4	5	6	7	TOTAL	SPACES	REMEDY
1	K	16								16	4	
2	K	16								16	4	
3	1		19							19	3	
4	1/2		11	9						20	0	
5	2/3			9	13					22	-2	2
6	2/3			9	13					22	-2	2
7	4				0	19	0			19	10	
8	4/5					11	11			22	2	
9	5/6						13	7		20	4	
10	6/7							10	13	23	1	
11	6/7							8	14	22	2	
	Head Count	32	30	27	26	30	24	25	27	221	26	4
	Library											
	Prep											
	LST											

RSS Class Size Composition Data – October 1, 2026

October 1, 2026

Department	Range			
	Sept 2021	Sept 2022	Sept 2023	Sept 2026
Languages (French)	14-26	20-28	14-24	12-28
Applied Skills	10-25	15-24	14-29	17-23
Language Arts	18-26	11-25	13-26	16-23
Math	15-28	15-28	12-28	14-30
Fine Arts	17-31	18-30	21-29	20-29
Social Studies	18-29	18-29	11-29	17-29
Science	15-26	11-25	11-25	11-24
Physical Education	18-31	16-28	16-28	16-29
Career Education				20-32 (off timetable
Work Experience				1-26 (off timetable)
Teacher Assistant				1-1
Learning Support English Language Learning (ELL)				6-11 1 (combined)

Historical Non-Enrolling Ratios

	Collective Agreement Ratios	21/22	22/23	23/24
Enrollment		1037	1094	1111
LAT		2.93	2.9	2.9
	1/489	1/353	1/377	1/383
R/T		9.016	8.0	9.0
	1/281	1/115	1/137	1/123
Counsellor		2.750	2.750	3.0
	1/653	1/375	1/398	1/370
Librarian		2.6	2.5	2.65
	1/454	1/396	1/438	1/419

	Updated Collective Agreement	24/25*	25/26*	26/27
Enrollment		-	-	1103
LST		-	-	11.57
	1/440	-	-	1/99.7
Counsellor		-	-	2.8
	1/600	-	-	1/394
Librarian		-	-	2.42
	1/600	-	-	1/456

October 1, 2026

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Glenn Goslin, Superintendent of Schools

DATE: October 1, 2026

SUBJECT: Enhancing Student Learning Report 2026-27

The Enhancing Student Learning Report is part of the strategic planning cycle in each school district. The report helps to maintain a continuous improvement cycle that helps to focus on data and understand our students better. This allows us to then tailor our understanding of where our students are to be able to celebrate success and target areas for growth with school and district supports.

The report looks at all students, with a particular focus on learning outcomes of Indigenous students, children and youth in care, and students with diverse abilities.

The process for completing the report is a year long activity. When student data is gathered, it should be reviewed at the time it is received at the district level and at the school level. Once data is gathered, the PVP group works to look at trends, discuss what has been done to support students and what we need to adapt or add. This is compiled and reviewed as the Enhancing Student Learning Report.

The report is broken down into multiple sections: intellectual development; human and social development and career development.

Some specific notes that apply to SD 19(Revelstoke):

- We currently have no children or youth in care
- We have no Indigenous students living on reserve
- With our small population size, some of our data is considered "Masked". This is to protect the identity of students in small population sizes that may be easily identified in the data when it is broken down.
- With the small population of students in SD19(Revelstoke), small fluctuations in the categories can make a significant difference in percentages

Overall Analysis and Interpretation:

- Participation rates for all students in the district remain high
- All of our results within intellectual and human and social development for the "all resident students group" remain at or above provincial averages.

Interpretation of Intellectual Development

- The results in both literacy and numeracy continue to be above the provincial average for all students, with special note that the resident students with designations are significantly higher, with a continued high rate of participation
- It is of note that our results in literacy are significantly higher than our results in numeracy at all grades
- Our report card data does not match our provincial results, with our elementary report card marks much lower than our provincial results, and our high school report card marks much higher than our provincial results.

Interpretation of Human and Social Development

- We have a high level of sense of belonging within our population in all students surveyed, including Indigenous students and resident students with designations
- The rate that students feel welcome in our schools for all resident students maintained a high level but is lower for Indigenous students and students with designations.
- The feeling that the students have two or more adults that care about them is lower, especially for students with designations.

Interpretation of Career Development/Life and Career Competencies

- 5-year completion of Dogwood remains high in SD19(Revelstoke), including with students with designations
- It is difficult to provide accurate statistics of transition to post-secondary education for students in SD19, as most need to move away from the area to attend, and schools in Alberta continue to be closer than the majority of those in BC.

Next Steps

Utilizing the data gathered within this report and other sources, the schools will continue to refine their School Learning Plans to support students. In the final pages of the report there are many actions that are listed and more that are not in how we support these students. We will continue to review these and adjust them when necessary. Specific attention will be paid to some of the data highlighted above.

Motion

Be it resolved that the Board of Education for School District 19 (Revelstoke) accept the Enhancing Student Learning Report for 2026-27 as received.

Superintendent of Schools

Revelstoke

SD19

Enhancing Student Learning Report

September 2026

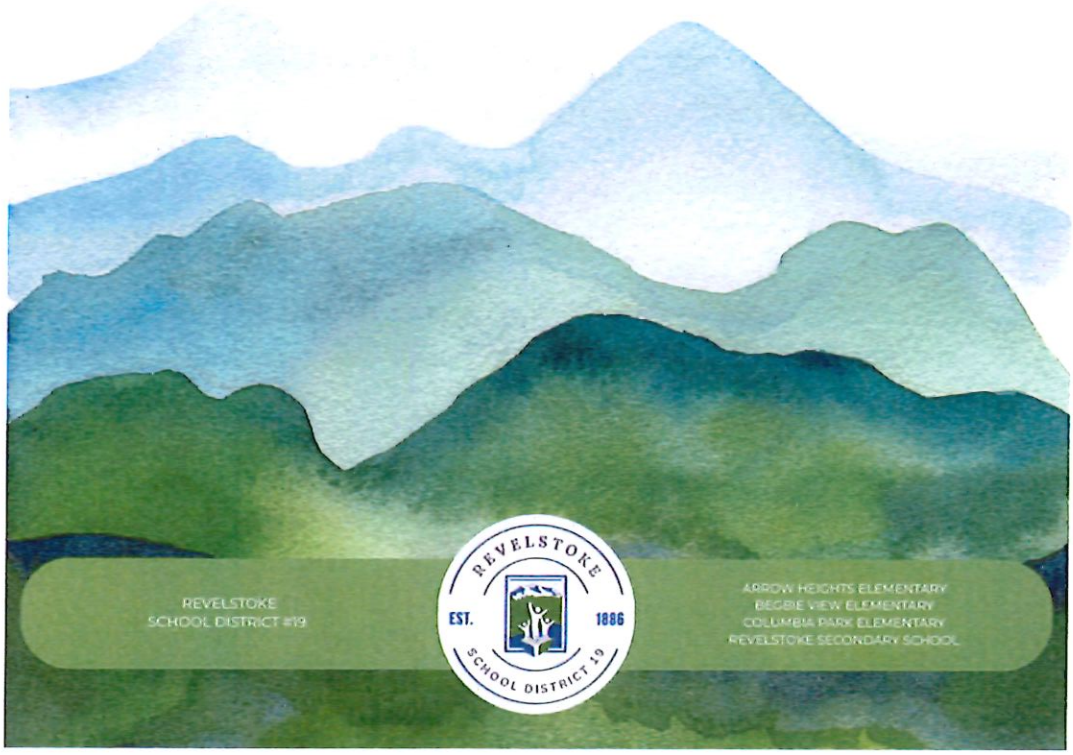
In Review of Year 3 of Pathways to Create Irresistible Learning Environments 2024 - 2027

Approved by Board on October 5, 2026

REVELSTOKE SD 19

Enhancing Student Learning Report

2026/27

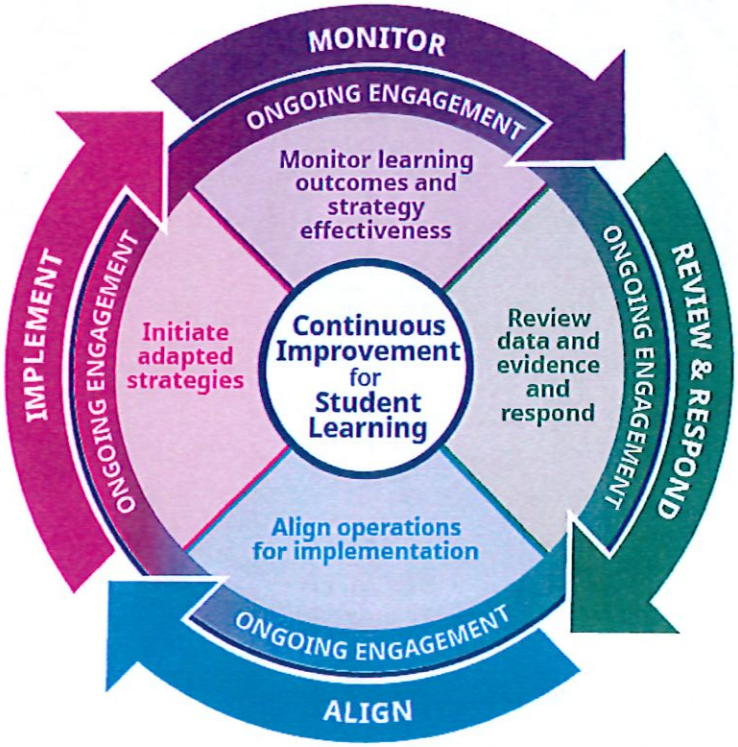


Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

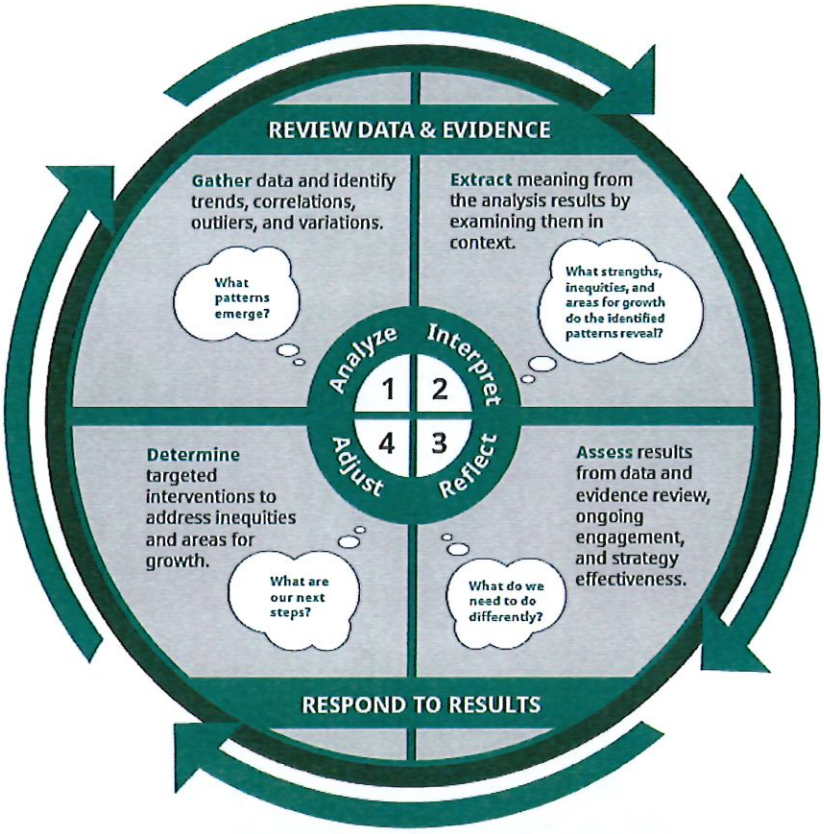
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

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Review Data and Evidence



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  1. **Analysis** (What patterns emerge?)
  2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report here.

Interpreting the provincial data graphs

Masked	This marker indicates that the data is masked according to the above policy to protect student privacy.
No Data	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

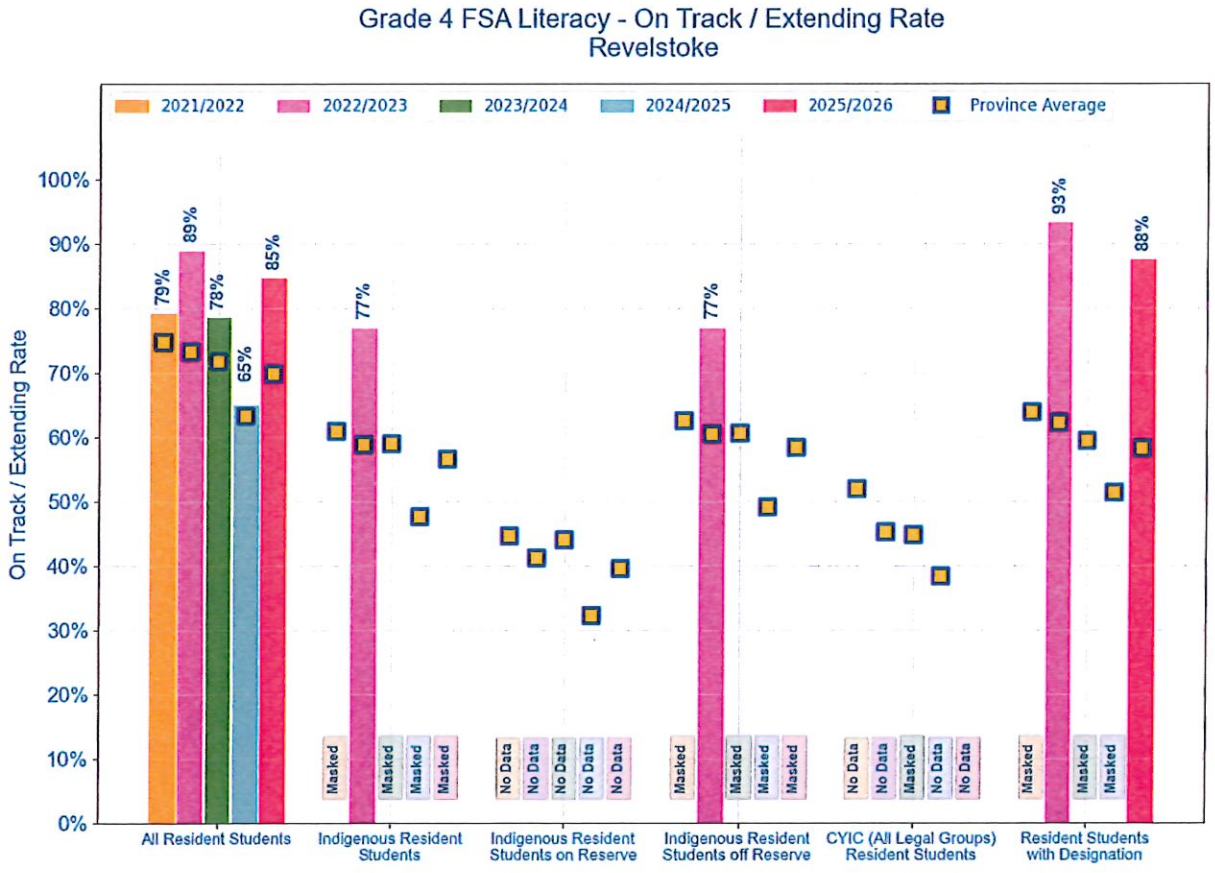
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

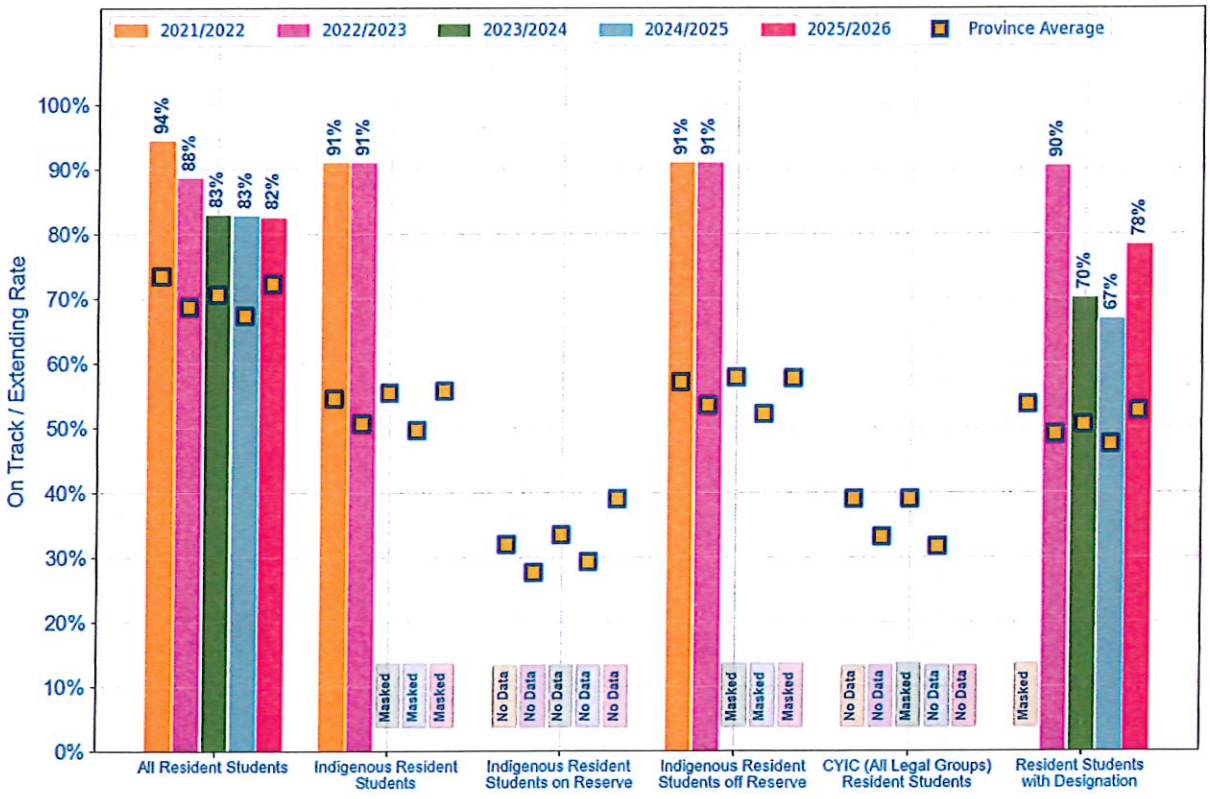
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	72 | 100%	103 | 96%	93 | 100%	84 | 95%	82 | 95%
Indigenous Resident Students	Masked	15 | 87%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	15 | 87%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	0
Resident Students with Designation	10 | 100%	17 | 88%	12 | 100%	16 | 75%	18 | 89%



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	75 | 95%	81 | 96%	95 | 98%	84 | 96%	102 | 95%
Indigenous Resident Students	11 | 100%	11 | 100%	Masked	Masked	13 | 77%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	11 | 100%	11 | 100%	Masked	Masked	13 | 77%
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	0
Resident Students with Designation	13 | 85%	22 | 95%	21 | 95%	16 | 94%	28 | 82%

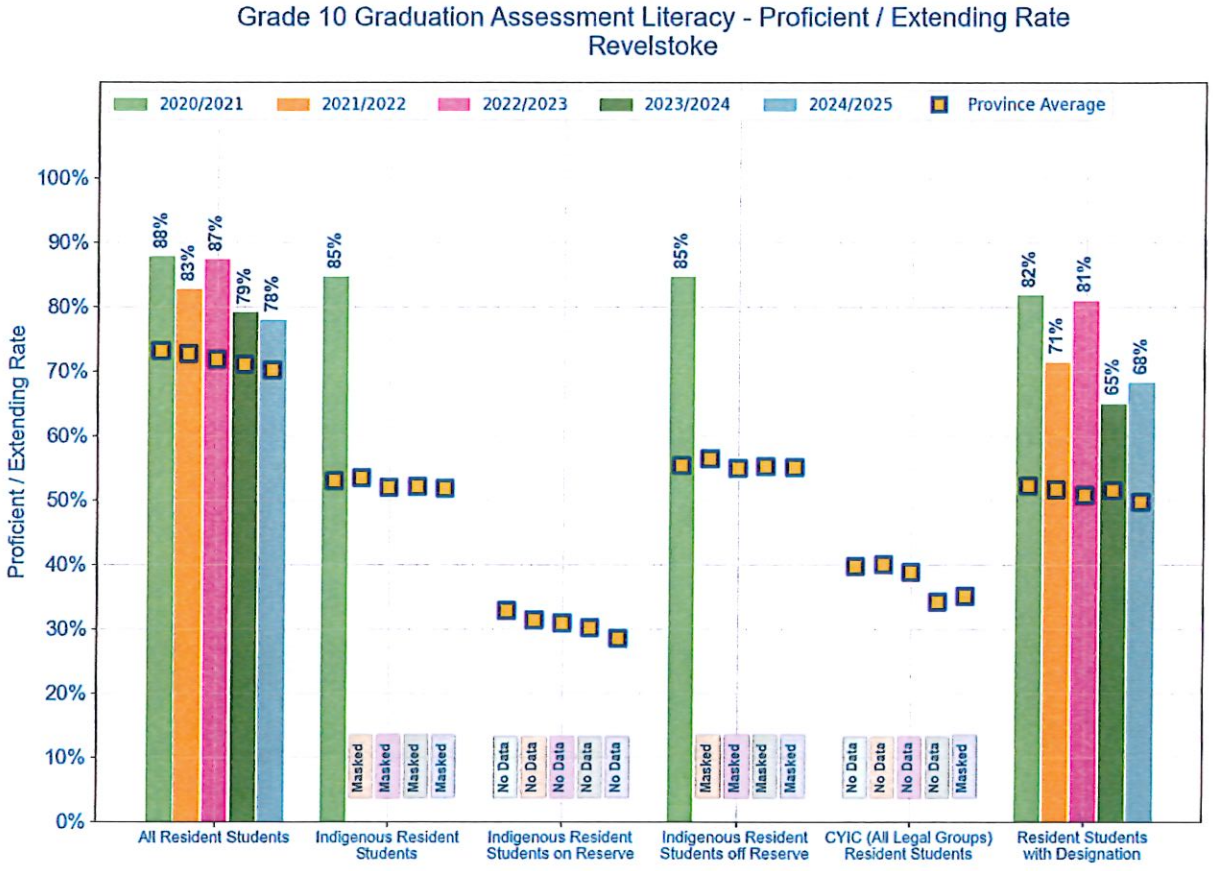
Grade 7 FSA Literacy - On Track / Extending Rate
Revelstoke



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	71 | 90%	72 | 81%	74 | 88%	63 | 89%	70 | 87%
Indigenous Resident Students	Masked	Masked	Masked	11 | 91%	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	11 | 91%	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	0	Masked
Resident Students with Designation	25 | 92%	24 | 71%	25 | 72%	21 | 81%	22 | 82%



Analysis and Interpretation:



Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

1. **Key context:**
   - Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.
   - Due to a small population size, even a few fluctuations can make large changes in percentages. While results are still helpful, they should be interpreted with caution.
   - There are no students living on reserve in the district or children or youth in care.
   - Some students defer Grade 10 literacy assessments until Grade 11 or 12, which impacts participation data.

2. **What new information emerged when comparing the provincial data with relevant local data?**
   - Provincial data for grade 10 literacy has been consistent for all resident students. While data is masked, we know that results for Indigenous students and students with designations have shown improvement. (100% Proficient or Extending for Indigenous students)
   - Local FSA results do not consistently follow provincial trends, with most of our results exceeding the Province.
   - For Gr. 7 All Resident Students, literacy results are staying consistent
   - Overall downward trends provinically in grade 4 and grade 10. While our data shows a similar trend for all students, the dip is not as pronounced as with the provincial data
   - Our report card marks within the district have many simiarities with the FSA data, but with fewer students in Grade 4 and 7 on-track and extending than in FSA data, and the Grade 10 students higher in report card marks than the FSA data

3. **What strengths were identified?**
   - Particpation rates remain strong in grade 4, 7 and 10 Literacy
   - Student with designations are showing measurable improvement, especially in grade 7 and grade 10
   - Resident Students, Resident Students with designations and Indigenous Resident Students with unmasked data are above the provincial average in a 5 year trend
   - Overall, local data in literacy remains higher than provincial averages.
   - Grade 4, 7 and 10 Literacy assessment for on track (proficient)/ extending are above provincial average on 5 year trend with increase of 20% for grade 4 from the 2024/25 school year.

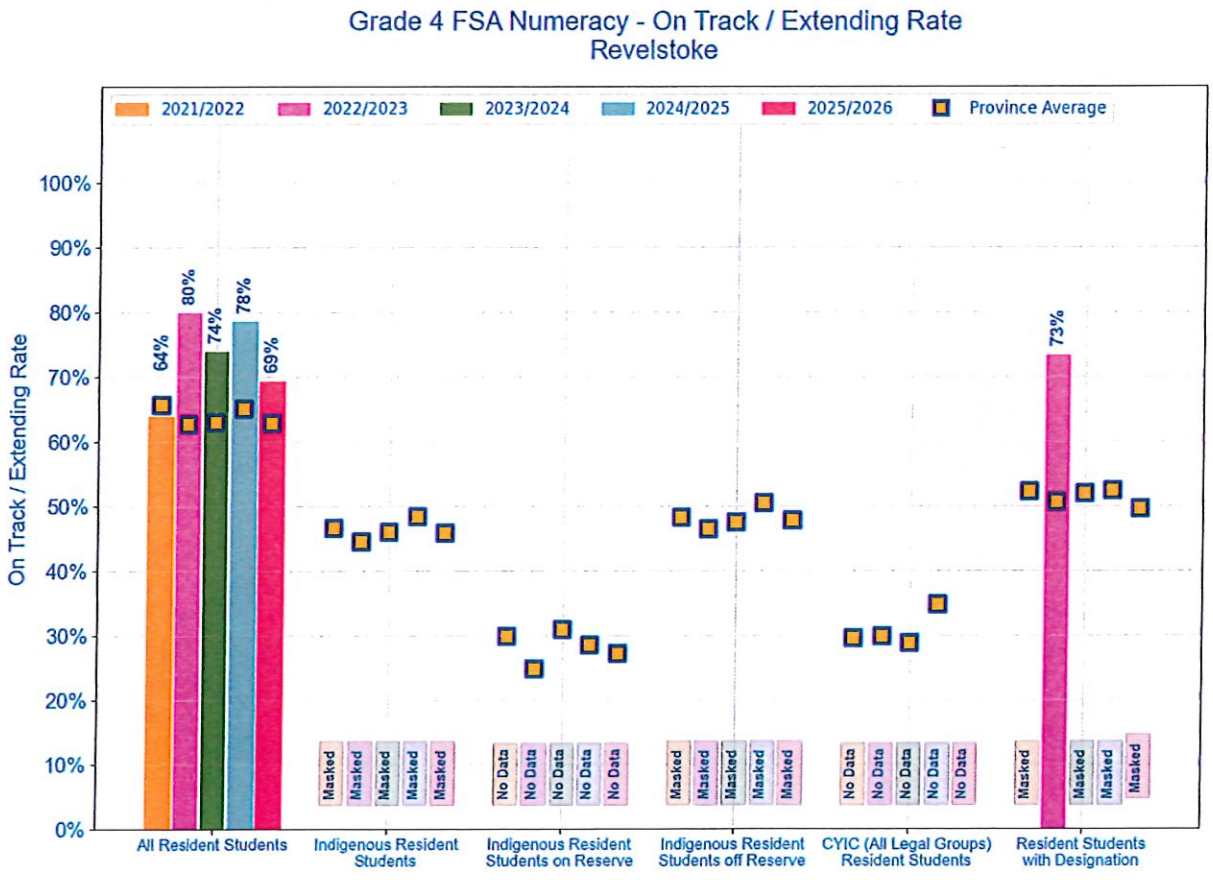
4. **What areas for growth were identified:**
   - **For all students?**
     - Most of our results in SD19 were strong in literacy. What is noticed is that the percentage of on-track or extending for students decreases as students progress through grades. It will be important to track what types of responses on the FSA students are finding more difficult as they progress and target these.
   - **For Indigenous learners?**
     - Particpation rate in FSA for grade 7 Literacy for Indigenous resident students. Earlier years are 100%, this year is 77%
   - **For students with disabilities or diverse abilities?**
     - Students are well above the provincial average. However, compared to all resident students in the district, a gap of approximately 10–13 percentage points remain. District results show this year that students with disabilities or diverse abilities scored approximately 10 percentage points lower at Grade 10 and 13 percentage points lower at Grade 7. Grade 4 data is masked due to the small number of students. These results highlight an opportunity to further strengthen targeted supports and inclusive practices to reduce achievement disparities and improve outcomes for all learners.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

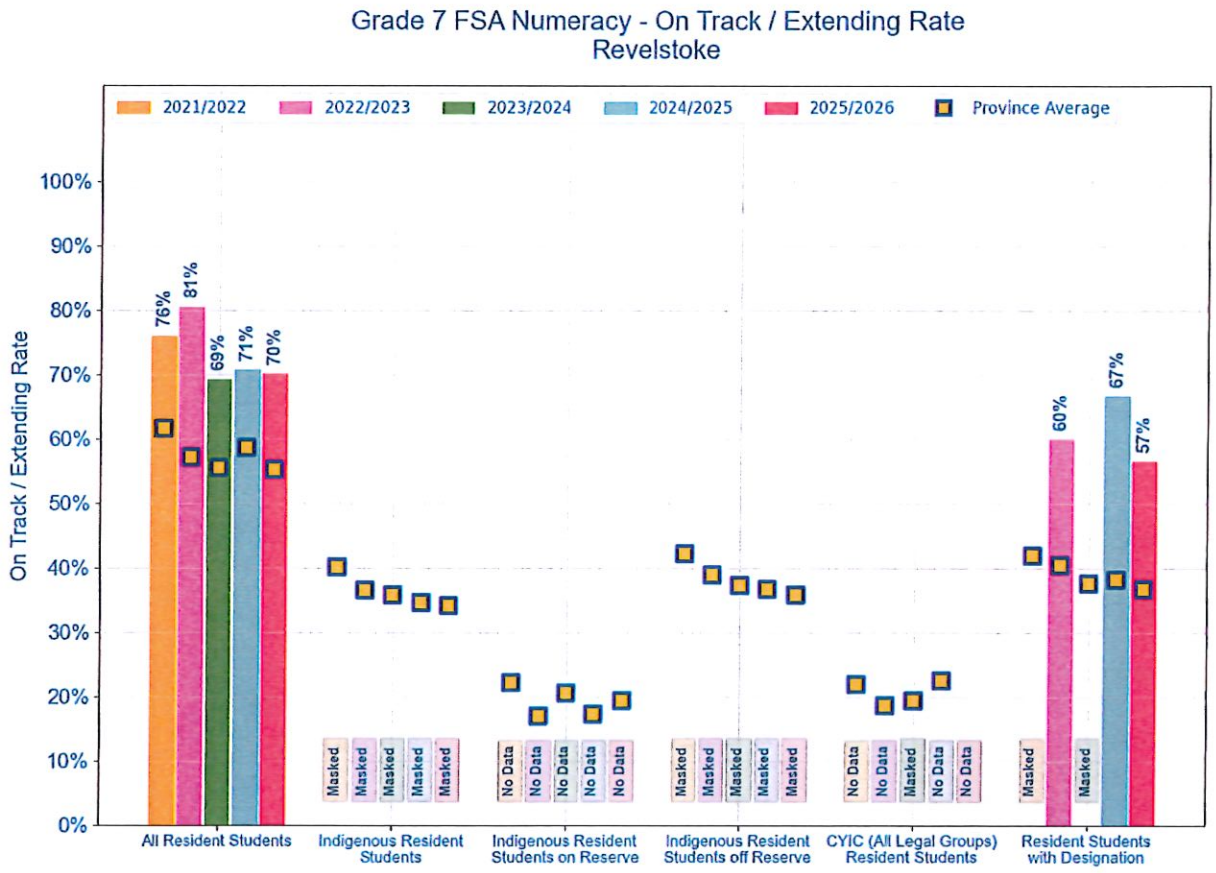
Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	72 | 100%	103 | 96%	93 | 99%	84 | 94%	82 | 95%
Indigenous Resident Students	Masked	15 | 87%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	15 | 87%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	0
Resident Students with Designation	10 | 100%	17 | 88%	12 | 100%	16 | 69%	18 | 89%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

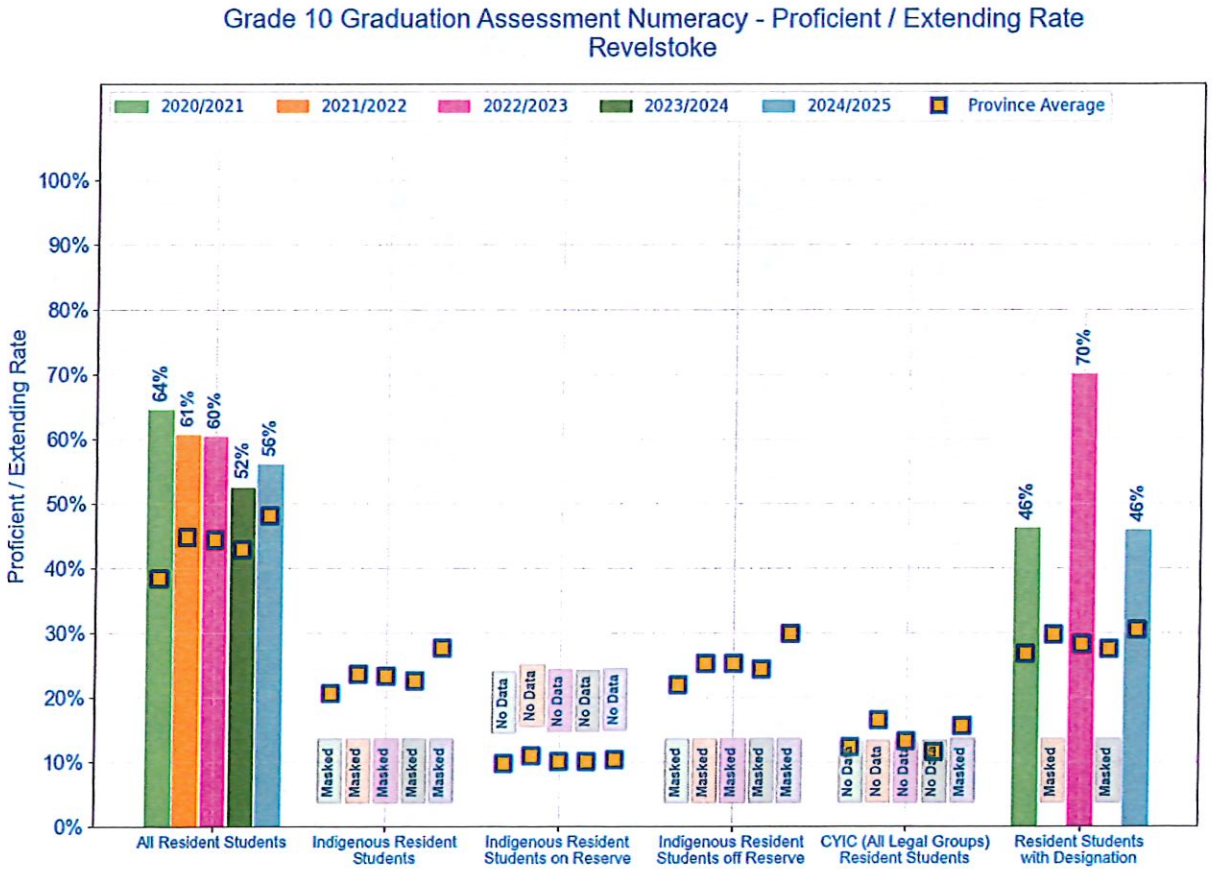
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	75 | 95%	81 | 95%	95 | 96%	84 | 98%	102 | 95%
Indigenous Resident Students	11 | 100%	11 | 100%	Masked	Masked	13 | 77%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	11 | 100%	11 | 100%	Masked	Masked	13 | 77%
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	0
Resident Students with Designation	13 | 85%	22 | 91%	21 | 86%	16 | 94%	28 | 82%



Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

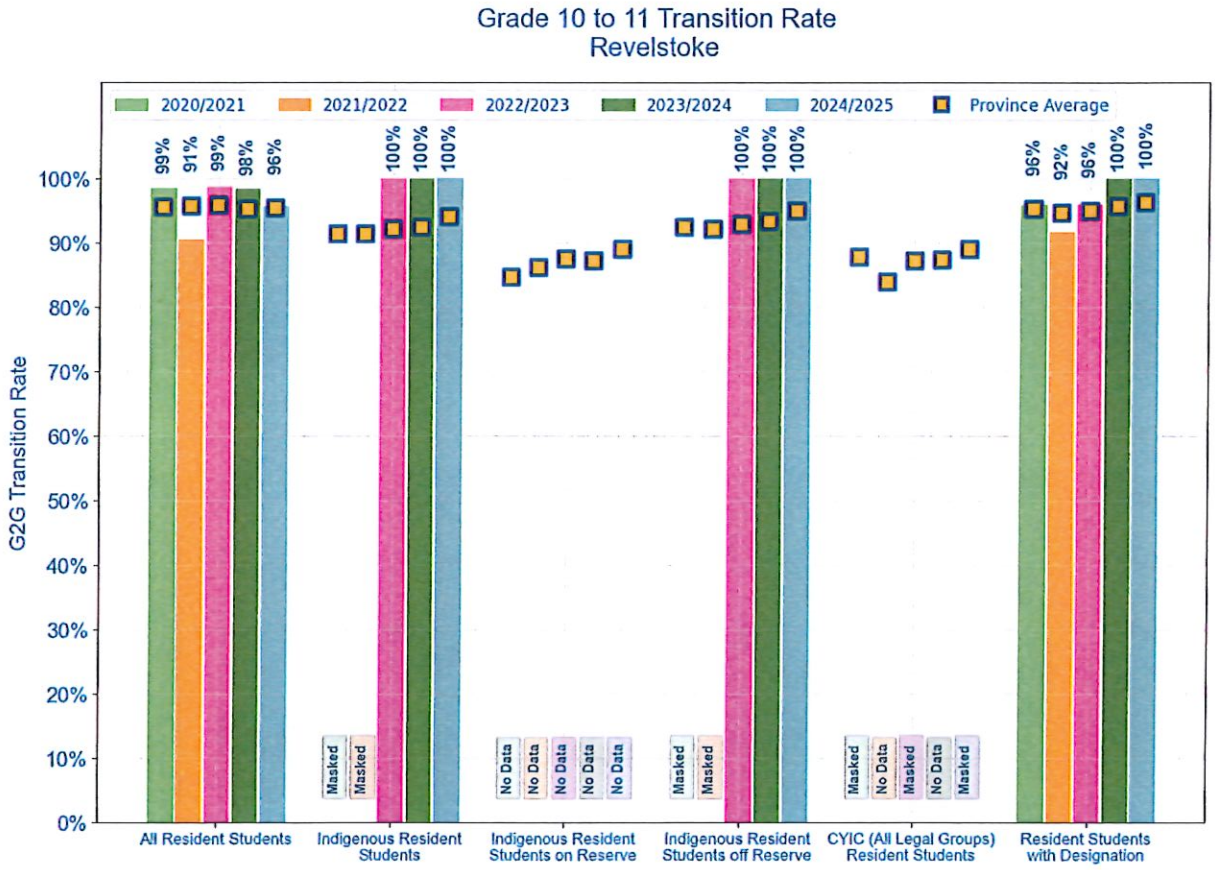
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	71 | 92%	72 | 85%	74 | 88%	62 | 84%	70 | 89%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	0	Masked
Resident Students with Designation	25 | 80%	24 | 71%	25 | 72%	21 | 71%	22 | 82%



Measure 2.3: Grade-to-Grade Transitions

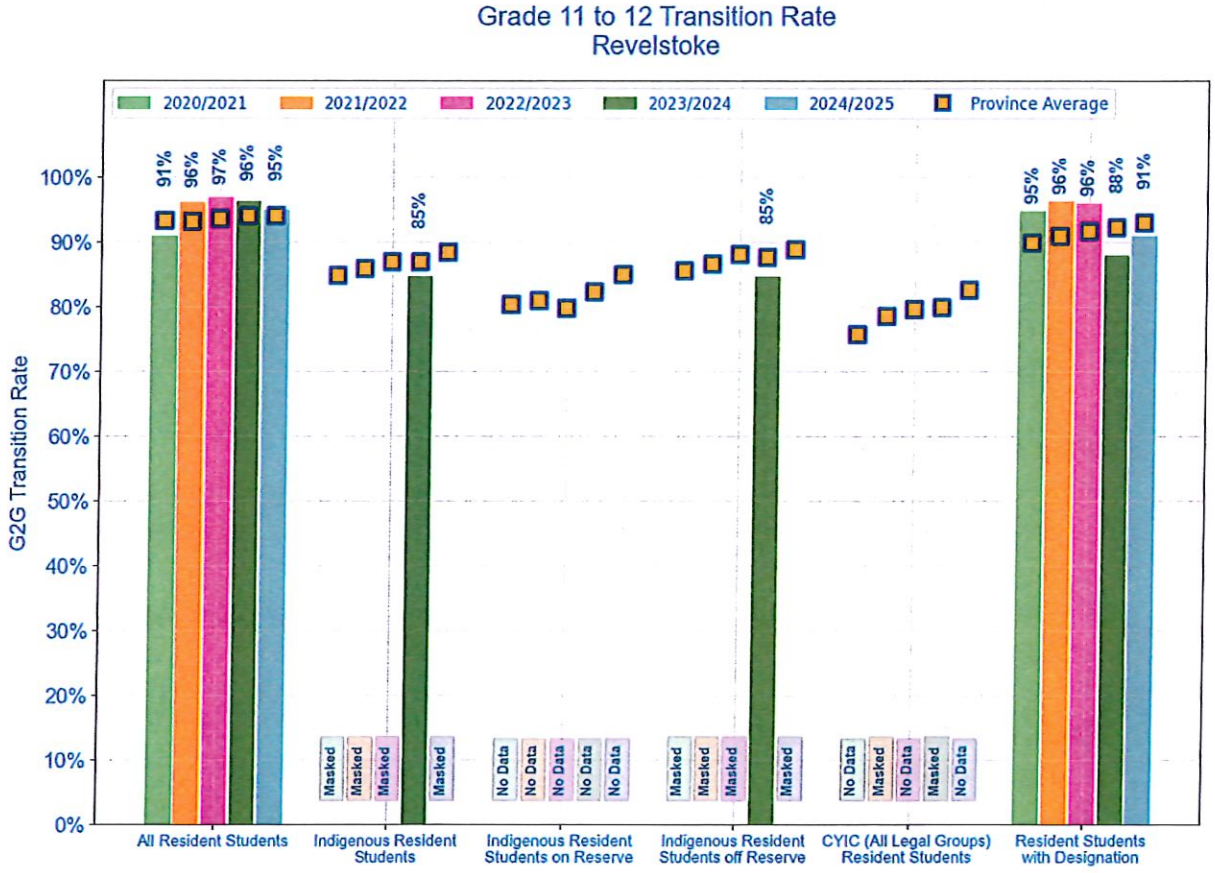
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	71	74	74	62	70
Indigenous Resident Students	Masked	Masked	11	11	10
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	11	11	10
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	0	Masked
Resident Students with Designation	25	24	25	21	22



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	66	77	66	80	59
Indigenous Resident Students	Masked	Masked	Masked	13	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	13	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	19	27	25	25	22



Analysis and Interpretation:



Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

1. **Key context:**
   - Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.
   - Due to a small population size, even a few fluctuations can make large changes in percentages. While results are still helpful, they should be interpreted with caution.
   - There are no students living on reserve in the district or children or youth in care.

2. **What new information emerged when comparing the provincial data with relevant local data?**
   - While still above Provincial average, Grade 4 student FSA on track/Extending dipped 9% from the previous year. Report Card data for Grade 4 more similarly aligns with last year's percentages
   - Grade 7 FSA results were stable from the previous year, similar to the report card data.
   - Grade 10 Graduation Numeracy Assessment (GNA) continue to be higher than the Province. However, these are significantly lower than the literacy percentages. As well, these numbers on the GNA are significantly lower the Grade 10 Learning Update marks for the end of the 2025/26 school year.

3. **What strengths were identified?**
   - Resident Students, Resident Students with designations and Indigenous Resident Students with unmasked data are above the provincial average in assesments over a 5 years trend
   - The Grade 12 cohort improved their ability to solve math problems and equations by 13% from grade 10 (58% in grade 10 to 71% in grade 12).

4. **What areas for growth were identified:**
   - **For all students?**
     - While achievement results for all resident students remain above the provincial average, Numeracy continues to be an area for growth. Across grade levels, Numeracy results are approximately 12–22 percentage points lower than Literacy results, indicating an opportunity to strengthen student confidence, engagement, and achievement in mathematical thinking and problem-solving.

- **For Indigenous learners?**
    - As with Literacy, percentages of Indigenous students participating in the FSAs were lower than usual.
- **For students with disabilities or diverse abilities?**
    - While achievement results for students remain consistently above the provincial average, data indicates a gap when compared to all resident students within the district. Results for students with disabilities or diverse abilities are approximately 10–13 percentage points lower than those of the overall student population. This highlights an opportunity to further strengthen inclusive practices, targeted supports, and differentiated learning approaches to improve student outcomes.

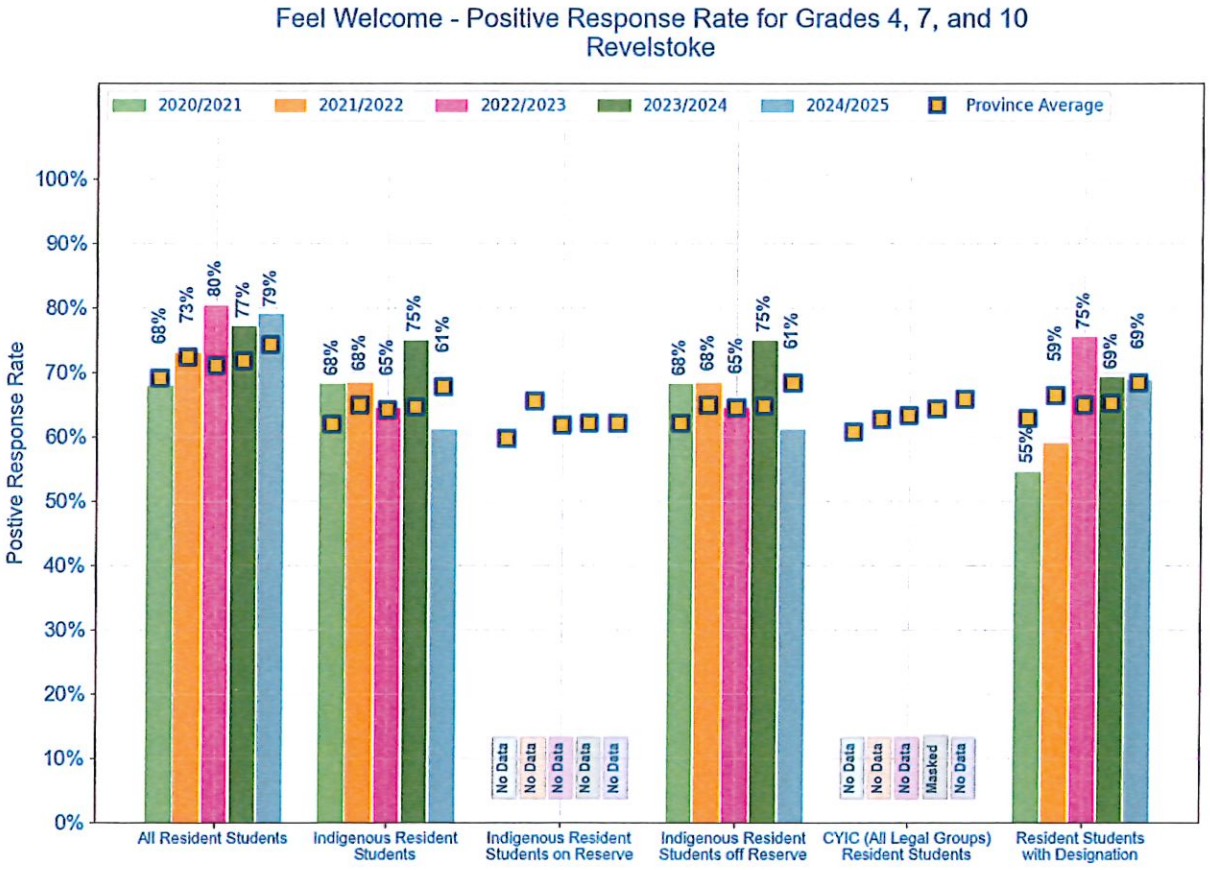
Human and Social Development

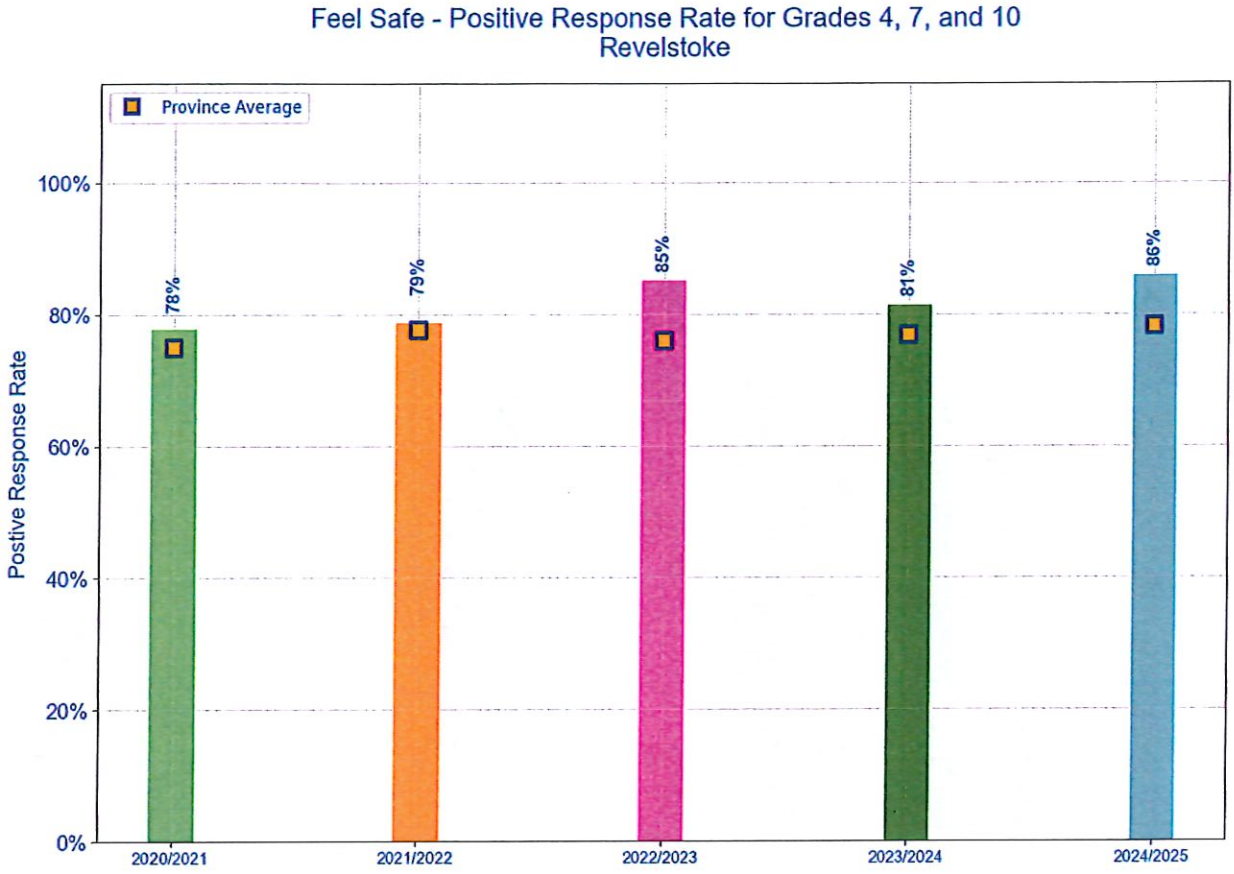
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

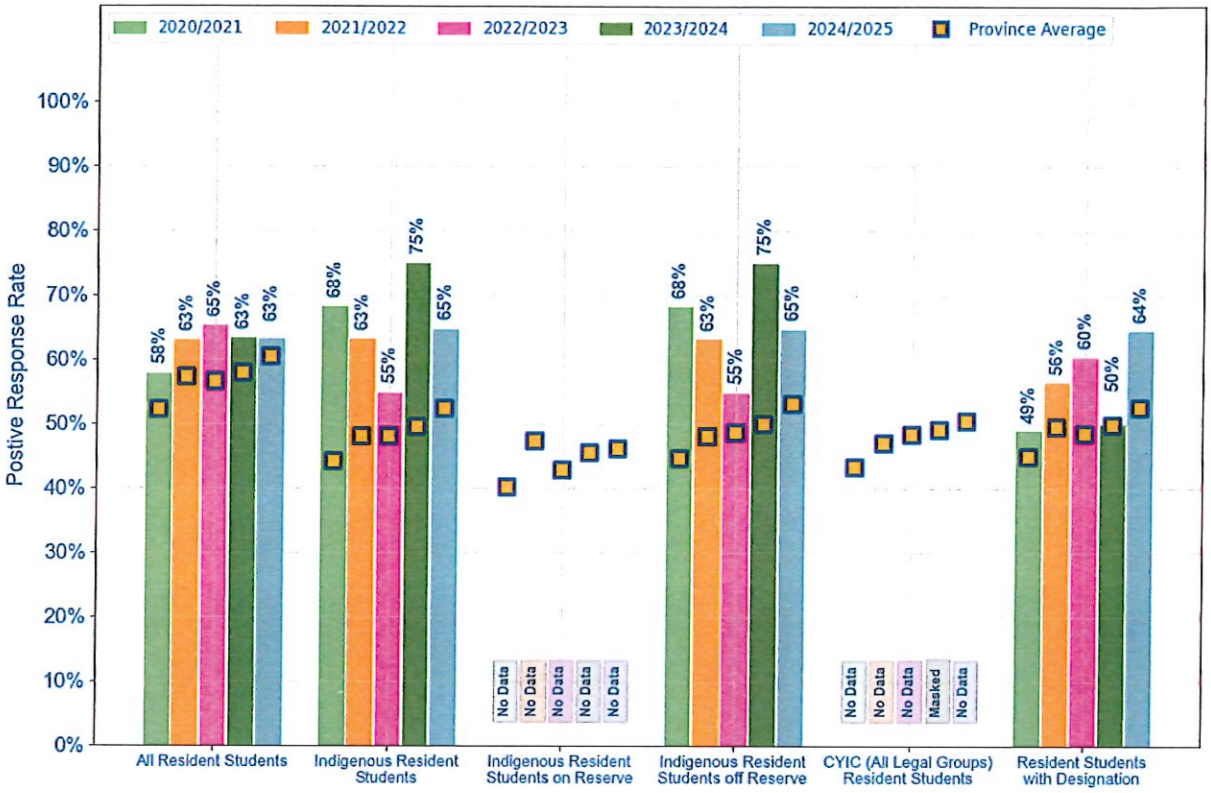
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	218 | 89%	221 | 89%	258 | 87%	250 | 94%	238 | 84%
Indigenous Resident Students	29 | 76%	24 | 79%	37 | 84%	28 | 86%	23 | 78%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	29 | 76%	24 | 79%	37 | 84%	28 | 86%	23 | 78%
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	53 | 79%	47 | 81%	64 | 81%	54 | 93%	54 | 81%

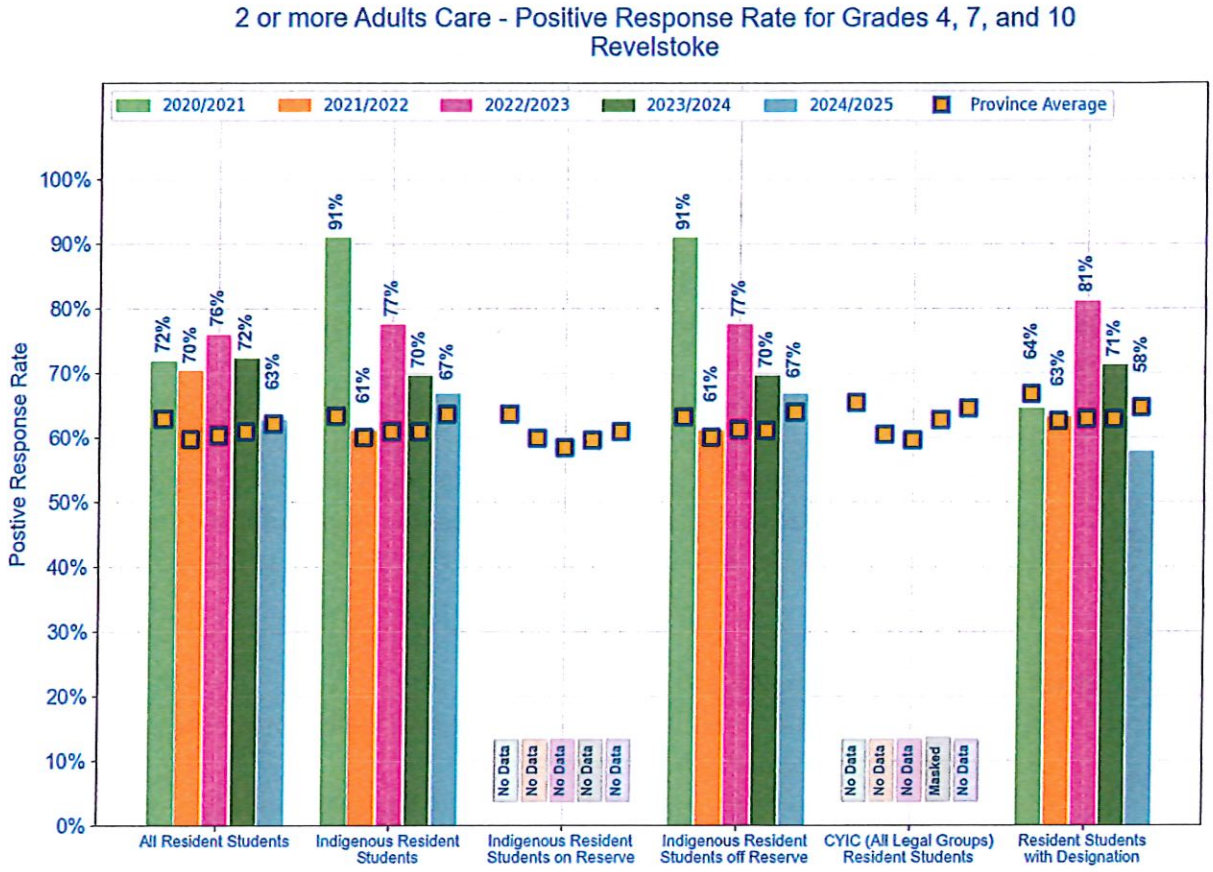



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Revelstoke
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
78%
79%
85%
81%
86%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025

Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Revelstoke



Measure 3.2: Students Feel that Adults Care About Them at School



Analysis and Interpretation:



Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

1. **Key context:**
   - Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.
   - Due to a small population size, even a few fluctuations can make large changes in percentages. While results are still helpful, they should be interpreted with caution.
   - There are no students living on reserve in the district or children or youth in care.

2. **What new information emerged when comparing the provincial data with relevant local data?**
   - Student Learning Survey results indicate an overall decrease in the number of students who feel that 2 or more adults care about them at school (from 72% to 63%), whereas the MDI data results showed a 7% increase at Grade 5 and a 5% decrease in Grade 8.
   - Student Learning Survey results indicate overall student sense of belonging is consistent with last year. MDI data again shows a 7% increase at Grade 5 and a 6% decrease in Grade 8.

3. **What strengths were identified?**
   - Students in Revelstoke continue to share that they are feeling more welcome, safe, and connected than the provincial average.
   - Over the past five years, the percentage of students indicating they feel safe has increased from 78% to 86%.
   - Over the past five years, the percentage of students with designations indicating a sense of belonging has increased from 49% to 64%

4. **What areas for growth were identified:**
   - **For all students?**
     - Renewed focus on anti-racism and maintaining a welcoming, safe learning environment. The high school had a strong emphasis on anti-racism throughout their year, including at assemblies and staff meetings.

   - **For Indigenous learners?**
     - Although Indigenous students are reporting that they are feeling the same sense of belonging as other students, they shared that they are feeling less welcome than their peers.
     - Continued initiatives to improve student sense of belonging and connection for Indigneous students as they transition into high school. (Piloting of

Indigenous Lead Teacher at the high school, 2nd milestone celebration, monthly Indigenous luncheon/leadership)

- **For students with disabilities or diverse abilities?**
    - Although students with designations are reporting that they are feeling the same sense of belonging as other students, they shared that they do not feel as connected to two or more adults.

Career Development

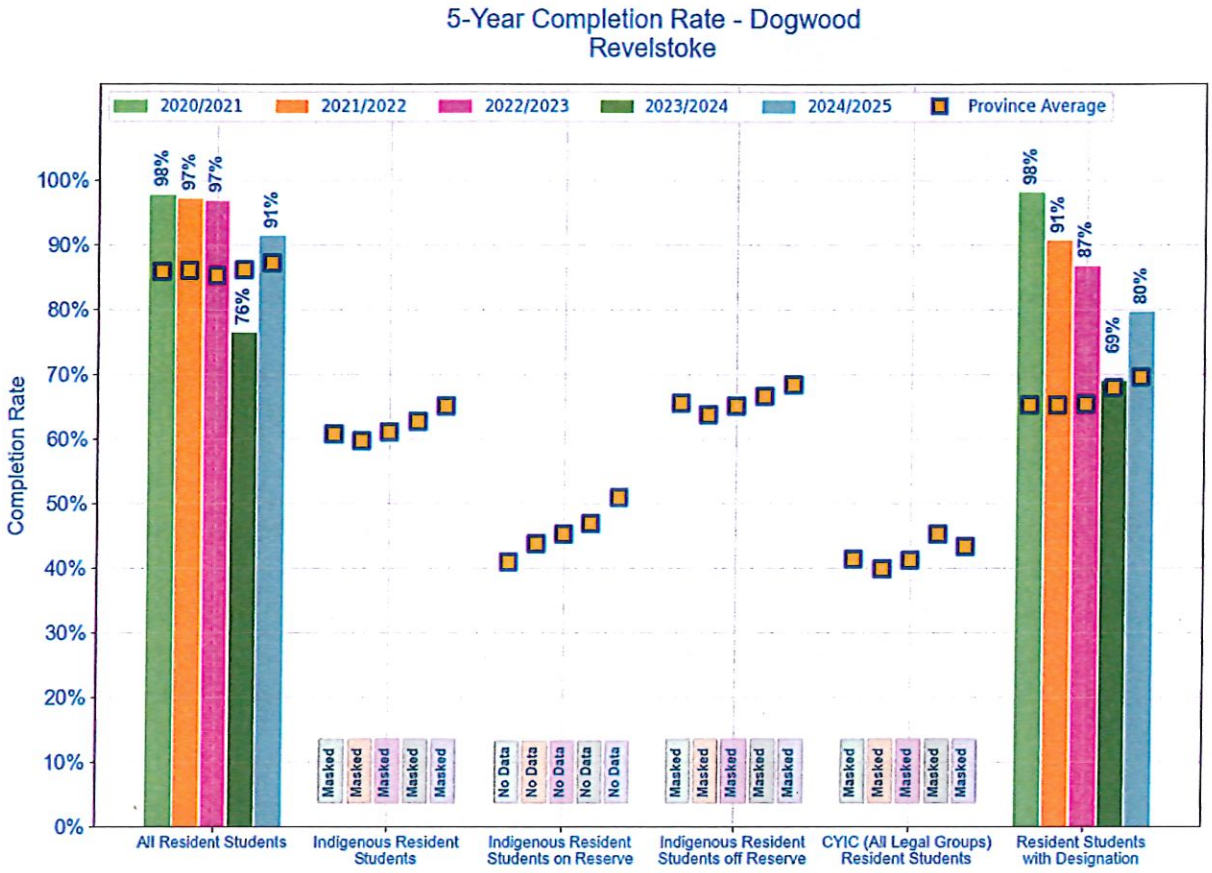
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	75 | 6	70 | 9	83 | 10	77 | 5	91 | 10
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	30 | 2	22 | 3	30 | 3	34 | 2	28 | 3

ni


5-Year Completion Rate - Dogwood
Revelstoke
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
98%
97%
97%
76%
91%
Masked
No Data
98%
91%
87%
69%
80%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Analysis and Interpretation:



Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

1. **Key context:**
   - Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.
   - Due to a small population size, even a few fluctuations can make large changes in percentages. While results are still helpful, they should be interpreted with caution.
   - There are no students living on reserve in the district

2. **What new information emerged when comparing the provincial data with relevant local data?**
   - Graduation rates continue to be above provincial average for all students, including Indigenous students, students with Designations, and Children and Youth in Care.
   - 100% of Indigenous students graduated last year. The data includes four students who moved away.
   - Students with designations
     - One graduated student completed a sixth year to qualify for CLBC programming. Another graduated student came for first semester classes to support anxiety regarding transition to post-secondary studies.

3. **What strengths were identified?**
   - The five-year completion rates for Indigenous learners, children and youth in care, and students with designations increased last year.
   - All Indigenous students, children and youth in care, and students with designations who graduated earned a Dogwood Certificate last year.
   - There is only one grade 10/11 student currently on an "Evergreen" Leaving Certificate educational pathway.

4. **What areas for growth were identified:**
   - **For all students?**
     - Mental health issues can impact many aspects of a students progress, including school attendance and successful graduation. Ensuring continued efforts in supporting mental health and school attendance to create conditions that better support students to a successful graduation pathway.

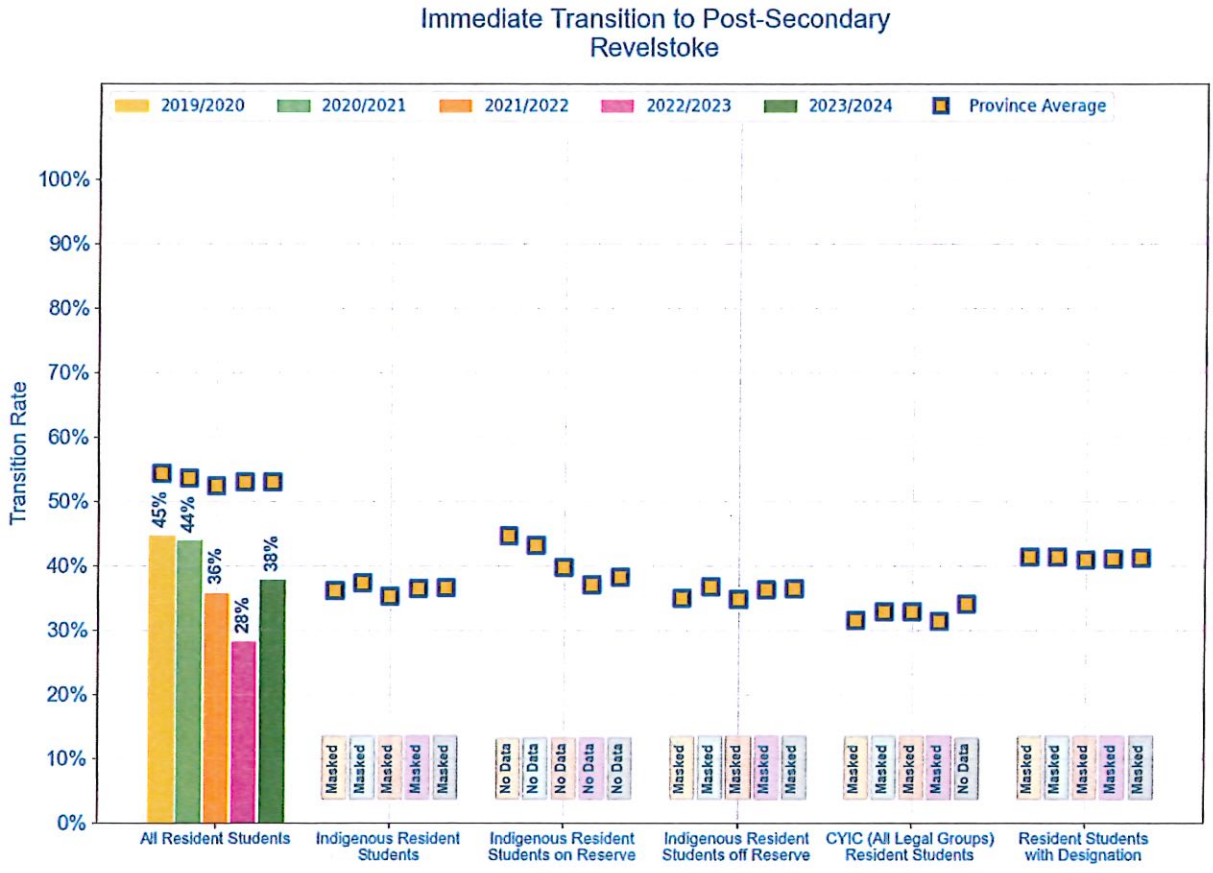
- **For Indigenous learners?**
    - Continued connection for Indigenous students to support their learning and graduation. Introduction of an Indigenous Lead Teacher as a connection point and to help students with any hurdles they might encounter.
- **For students with disabilities or diverse abilities?**
    - While graduation rates were high, and higher than provincial average, designated students were still 11% lower in Dogwood graduation than the all resident group.

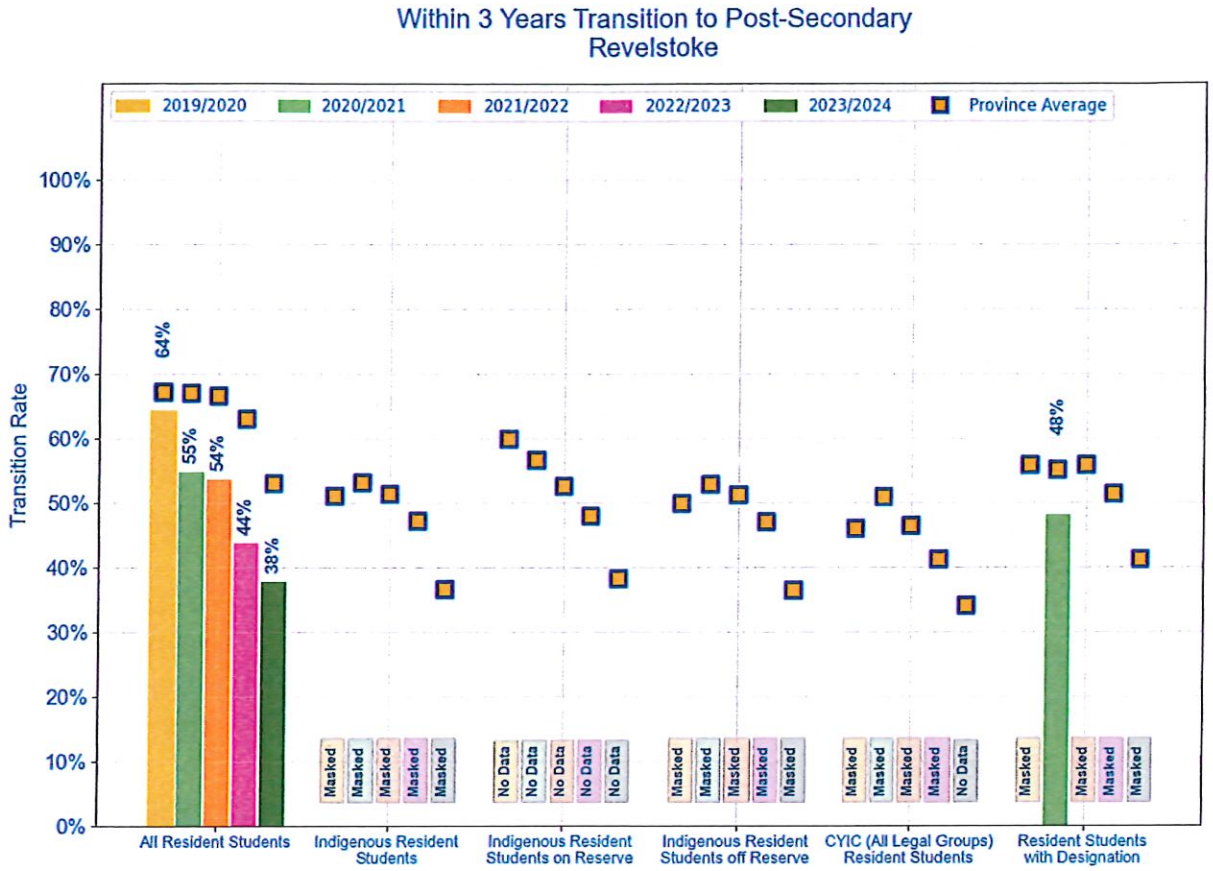
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	56	73	56	71	53
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked




Within 3 Years Transition to Post-Secondary
Revelstoke
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
64%
55%
54%
44%
38%
48%
Masked
No Data
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Analysis and Interpretation:



Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

1. **Key context:**
   - Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.
   - Due to a small population size, even a few fluctuations can make large changes in percentages. While results are still helpful, they should be interpreted with caution.
   - There are no students living on reserve in the district or children or youth in care.

2. **What new information emerged when comparing the provincial data with relevant local data?**
   - While students immediately transitioning to BC Post-Secondary is below provincial average, many of our students choose to attend post-secondary schooling outside of BC and are not incuded in the chart. Alberta post-secondary schools are often closer and less expensive, and many students have family living in communities across the country, reducing costs.
   - An additional 11-19% of graduates transition to a BC Post-Secondary school within three years of graduation.
   - Some students who do not immediately go on to post-secondary studies do so after taking a 'gap' year to solidify financial situations due to moving/housing costs to attend post-secondary opportunities. Some of these students are also choosing out-of-province options, so do not show up in the data.

3. **What strengths were identified?**
   - 66% of parents report that their children plan their educational pathway based on their personal goals.
   - Most students have some idea of their future career or the kind of person they want to be, especially in higher grades.
   - Continued strong numbers of students in Youth Work In Trades and Work Experience programs, and engagement with the Revelstoke Chamber of Commerce to increase Work Experience opportunities.

4. **What areas for growth were identified:**
   - **For all students?**
     - Grade 10 and 12 Student Learning Survey data from 2023-24 indicates that a majority of students do not feel school is preparing them for future. Grade 10 (0% Indigenous, 33% non-Indigenous). Grade 12 (33% Indigenous, 26% non-

Indigenous). More current data – 2025-2026 – displays higher results for all learners and Indigenous learners.

- **Perceptions of System Preparedness:** Only 27–43% of elementary parents and 28–38% of secondary parents believe the BC education system is preparing students for transition to post-secondary or the workforce after graduation

- **For Indigenous learners?**
  - There is currently no provincial data for this category. Howerver, we know our students and have been able to follow up on them. The introduction of the Indigenous Lead Teacher has supported our Indigenous students in applying for scholarships and camps that can add to a student's resume. Scholarships have also specifically been posted on the Indigenous Education website.

Respond to Results



Continuous Improvement

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

District Context

Section 1

The Revelstoke Board of Education respectfully acknowledges and honours the Ktunaxa, Secwépemc, and Syilx Okanagan peoples, whose Nations have cared for and stewarded these lands since time immemorial.

District Context

Revelstoke is a small mountain city in southeastern British Columbia, home to approximately 9400 residents and nestled between the Monashee and Selkirk mountain ranges along the Columbia River. Its geographic isolation—bounded by Rogers Pass and Eagle Pass—contributes to a strong sense of resilience, self-reliance, and close community connection. The school district serves 1,110 students across one secondary and three elementary schools, with a diverse population that includes international students, English Language Learners, and approximately nine percent Indigenous ancestry, supported through valued partnerships with local and regional Indigenous communities.
Revelstoke's strong tradition of collaboration, particularly in early learning and inclusive practices, continues to shape its educational approach. The community has seen recent growth as new families are drawn to its lifestyle and schools, though housing affordability and workforce challenges persist. Seasonal tourism significantly impacts the local economy and infrastructure. Additionally, climate-related events such as wildfires and flooding pose emerging challenges. Despite these pressures, Revelstoke remains a resilient, community-focused environment committed to supporting student success through strong partnerships, inclusive practices, and responsive planning.

Board of Education's current strategic plan priorities

The Board of Education Strategic Plan provides a clear vision to guide the work of the district over the next three to five years. Central to the plan are the Beliefs Statement and Student Learning Focus, which articulate shared commitments to equity, inclusion, well-being, and student success. These priorities are brought to life through the development of Pathways to Irresistible Learning Environments, which support consistent implementation of district goals across schools and classrooms. The Strategic Plan was developed through an evidence-informed and inclusive process, incorporating district and school data, student voice, parent and caregiver perspectives, and relevant research. This broad engagement strengthens understanding of student experiences and ensures alignment with provincial priorities, including Indigenous perspectives. As the district's "north star," the Strategic Plan guides decision-making, priorities, and resource allocation, ensuring a continued focus on high-quality learning experiences and the development of engaged, well-rounded learners prepared to contribute to their communities.

Our school district believes in:

The pursuit of excellence while nurturing 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

We will create purposeful learning environments that incorporate 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.

Pathways

Universal Design for Inclusion | Personalized Learning |Student – Centered Assessment | Indigenous Informed Pedagogy |Connections to Community and Real-World Learning | Technology Integration

District Strategic Plan | School District 19

Reflect and Adjust



The Reflect and Adjust section allows district teams to reflect on strategies and identify adjustments to these strategies to improve student learning outcomes. This section highlights key district strategies that address the areas for growth identified in the data and evidence review. It allows district teams to demonstrate how their existing strategies are working to achieve the district's Strategic Plan objectives and priorities that specifically focus on improving student learning outcomes. With this focus of enhancing student learning, this section will not include every strategy implemented within the district.

SD 19 Revelstoke has done a significant amount of work around building strategies and making adjustments to support student learning outcomes. Below are a few of these

- Writing Revolution – an introduction of a book study on the Writing Revelution that 25 teachers and staff took part in. This focus was on the middle years literacy and how to build strong literacy learning.
- UFLi – The introduction of UFLi literacy learning to our K-Grade 3 students to build early literacy skills. Materials were purchased and 4 presentations were made.
- Changing Results – even though the funding ended for Changing Results, SD19 continued to build the connections with early years and kindergarten teachers, with a focus on self-regulation to support learning. 13 people – Kindergarten teachers and ECEs took part
- EA Learning Series – the district supported EA staff in understanding the students they work with. This further understanding helped EAs to get their students prepared to meet learning outcomes
- Parent and Caregiver Evening Sessions – support for families to help their children with learning and self regulation
- Literacy Support Initiative – The focus of our literacy support was based on the results from the district assessments and screening. Literacy Support Teacher went to provide extra support at one school where the results were lower than in others within the district.
- School Focus on Data – Schools reviewed their data from district and provincial assessments and focused their efforts in building up areas of growth.
- Staff Meeting Pro-D – each school included Pro-D within their staff meetings on a monthly basis. This Pro-D was based around the data and their School Learning Plans
- Instructional strategies and resources for numeracy, writing, and reading
- Learning on best practice for neurodiverse students

The following charts reflect the pillars from the Educated Citizen for continuity with the 2024-2025 Interim Report.

INTELLECTUAL DEVELOPMENT				
Improving literacy and numeracy results for learners				
Area for Growth	**Strategy**	**Targeted Learners**	**Strategy Impact** *(Pre-Existing Strategies Only)*	**Adjustments and Adaptions** *(Pre-Existing Strategies Only)*
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	**What targeted action is being taken? Why was this particular strategy chosen?**	**Which cohort(s) of learners does this strategy target? Including,** • **All learners** • **Indigenous learners** • **Children and youth in care** • **Students with disabilities and diverse abilities** • **Multilingual students**	**How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?** *Please include qualitative and quantitative data from:* • *Data and evidence review* • *Ongoing engagement feedback*	**Based on the impact, how will the district team move forward with this strategy:** • **Continue?** • **Discontinue?** • **Adapt?** *(For each strategy, please indicate which action applies. Additional information is not required.)*
NEW Student phonics assessments indicate a need to improve decoding and spelling skills, particularly with the priority students.	District wide voluntary pilot of University of Florida Literacy Institution (UFLI Foundations) Providing a systematic phonics program/approach	All learners, students with disabilities and diverse abilities	Student phonics assessments indicate improvements in decoding and spelling skills, particularly with the priority students. Teachers shared that the consistent and systematic approach supported planning, professional learning, and consistency.	Continue

Strengthening Tier 1 support, building teacher capacity around literacy instruction, providing small group instruction	Literacy Support Teacher position (0.5 FTE) at one school	All learners	Among primary students in grade 2, whose classroom teacher received support from the literacy support teacher, the percentage assessed as "emerging" went from 39% to 10%. For Grade 3 students assessed as "emerging" it went from 23% to 3%.	Continue/adapt. Literacy Support position, Increase from 0.5 to 0.8 FTE, across all 3 elementary schools based on screening and assessment data.
Teacher capacity, continued professional learning with writing	District wide book study of The Writing Revolution	All learners	20 teachers participated and met as a group to discuss two times over the year. Feedback from participating teachers was positive. Growing interest in teachers wanting to implement the resource.	Continue
More professional learning opportunities for effective literacy practices	Julia Lindsey literacy resource Small Groups Big Results resource and Overview of the Writing Revolution	All learners	30 teachers K-7 took part in primary and intermediate lunch time learning webinar sessions. Focus was on effective small group instruction with Dr. Julia Lindsey and an overview of Judith Hochman's book "The Writing Revolution".	Adapt
Clarity around instructional practices that best support numeracy	Numeracy residency with Kendra Jacobs for K-4	All learners	Qualitative feedback from students and staff was positive. Classroom teachers continued implementing structures and routines beyond the residency.	Adapt – bring in focus to Gr. 4-7

NEW Student Learning Survey data indicate that students' confidence in Numeracy begins at a relatively high level in Grade 4 but gradually declines over a four years. This trend suggests a need to better understand the factors influencing student confidence and engagement in Numeracy and to strengthen instructional practices that support positive mathematical identity, perseverance, and self-efficacy over time.	Numeracy Circles Inquiry with Susan Leslie Addresses the heart and mind of the child – looking at the whole child – creating a community of learners. It offers various entry points for our young mathematicians to build confidence in themselves as a learner. Embeds the pedagogy of First Peoples Principles on Knowing in Being within the Numeracy circle and classroom activity. (centers/labs)	All learners	-effective in building teacher capacity and positively influencing classroom practice -improved ability of students to explain their thinking and justify solutions through classroom discussions in circle -increased student engagement and participation in numeracy activities	Adapt
On-going collaboration and professional development opportunities	Continued district wide collaborative learning opportunities through the mentorship program	All learners	-high engagement, 30 participants' district wide.	Continue
Strengthening intermediate numeracy (Gr. 5-7) at CPE and BVE	Focus on conceptual understanding problem solving and applying real world contexts (ie:using	Grades 4-7	Data indicates students continue to be in developing range in grades 6 and 7 in the district data. We need to continue to	Adapt

NEW - Widening gap in achievement from grade 5 to 7 with District Numeracy Assessments	visual models, math talks and problem-solving tasks)		focus on this numeracy goal. Focus on strengthening numeracy skills, problem-solving, and instructional practices through collaboration with Grades 5–7 teachers, supported by a core numeracy program to guide instruction.	
Continued focus on Numeracy in all grades at AHE.	Focus on the development of number sense in the primary grades, and computational flexibility and fluency in intermediate grades. Additional focus on applying numeracy in real world contexts. Continued focus on professional development in strong numeracy routines, supported by a core numeracy program to guide instruction.	All learners	Data indicates student growth or maintaining outcomes in numeracy in all grades across the school year.	continue

HUMAN AND SOCIAL DEVELOPMENT				
Sense of connection, feeling welcome, and feeling safe				
Area for Growth	**Strategy**	**Targeted Leaners**	**Strategy Impact** *(Pre-Existing Strategies Only)*	**Adjustments and Adaptions)** *(Pre-Existing Strategies Only*
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	**What targeted action is being taken? Why was this particular strategy chosen?**	**Which cohort(s) of learners does this strategy target? Including,** • **All learners** • **Indigenous learners** • **Children and youth in care** • **Students with disabilities and diverse abilities**	**How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?** *Please include qualitative and quantitative data from:* • *Data and evidence review* • *Ongoing engagement feedback*	**Based on the impact, how will the district team move forward with this strategy:** • **Continue?** • **Discontinue?** • **Adapt?** *(For each strategy, please indicate which action applies. Additional information is not required.)*
New Data and feedback from students, families, and staff indicate that transition processes from Pre-Kindergarten to Kindergarten are not consistently supporting all learners and families in developing a sense of belonging, connection, and confidence as they enter school.	SEY2K, Ready Set Learn, CP4YC, PreK Play, Childcare visits, and transition meetings for students with diverse abilities.	All learners	-57 families attended RSL -Pre-K Play was well attended and over 80% of families attended these events -9 community ECEs and 4 teachers participated in CP4YC which supported relationships between 4 childcare centers and kindergarten teachers /Grade 1 teachers at 2 schools. - Kindergarten teachers observed that students demonstrated greater	Continue/Adapt

			comfort and reduced anxiety at orientation compared to previous years. Increased opportunities to visit kindergarten classrooms prior to orientation were identified as a key factor contributing to this positive transition experience.	
NEW Evidence suggests that some students experience uncertainty and reduced connectedness during the transition from elementary to secondary school, indicating a need for more intentional and coordinated transition support.	Counsellors visiting grade 7 classes at elementary schools to prepare for implementing PreVenture in the fall of grade 8. Transition meetings for students with high support needs.	All learners	Data shows 39% of our grade 8 have a high sense of belonging. 35% show a medium sense of belonging. By grade 11, school belonging increased to 56%.	adapt
NEW Student and family feedback indicate that some graduating students require greater support to navigate transitions to post-secondary education, employment, or adulthood and to	Post -Secondary visits, grade assemblies, capstone presentations.	All learners		continue

maintain a sense of belonging and connection during this period of change.				
Indigenous students have few opportunities to participate in and feel part of Indigenous community in and out of school since we live 1.5-6 hours away from Indigenous Nations and Communities.	The Indigenous Milestone Ceremony and family gatherings invite all Indigenous students and their families together to eat, celebrate, and learn about Indigenous culture. Increasing the Knowledge Holder list and opportunities with local Nations through the IEC.	Indigenous learners	This year we had to move the Family Gathering to a new location as attendance continues to increase and we needed more space. Parent feedback has been positive.	adapt
Feedback describes few opportunities for students and families to learn about post-secondary options	Post-Secondary Information Presentations on finances, registration, program choice	All Students	90% of parents and Grade 12 students attend these presentations	continue
NEW Family feedback suggests varying levels of understanding and confidence in supporting student learning, well-being, and transitions. Strengthening communication, partnerships, and access to information may improve family	Increasing parent and caregiver confidence through a parent and caregiver learning series and monthly mental health and wellness newsletters.	All Learners	Attendance continues to increase with over 150 parents and caregivers attending the final presentation. Community partners are reaching out to collaborate and offer sessions. 92% of elementary parents and 82% of secondary parents reported feeling safe attending their child's	continue

engagement and reduce anxiety for students and caregivers.			school on the Student Learning Survey	
Tracking student belonging and wellbeing.	Administering MDI in grade 5 and 8, EDI in Kindergarten and YDI in grade 11. Reviewing data with staff and students.	MDI in grade 5 and 8, EDI in Kindergarten and YDI in grade 11.	Grade 5 MDI indicates that students 51% thriving (above the provincial average of 39%). 80% of students report connectedness to 2 or more adults at school (provincial average is 63%)	continue
Tracking student belonging and feeling welcome.	Administering Student Learning Survey	Grades 4, 7, 10	Sense of Belonging above provincial average, while the sense of feeling welcome was below the provincial average for Indigenous Resident Students	continue

CAREER DEVELOPMENT				
Increase connection to community				
Area for Growth	**Strategy**	**Targeted Leaners**	**Strategy Impact** *(Pre-Existing Strategies Only)*	**Adjustments and Adaptions)** *(Pre-Existing Strategies Only)*
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	**What targeted action is being taken? Why was this particular strategy chosen?**	**Which cohort(s) of learners does this strategy target? Including,** • **All learners** • **Indigenous learners** • **Children and youth in care** • **Students with disabilities and diverse abilities**	**How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?** *Please include qualitative and quantitative data from:* • *Data and evidence review* • *Ongoing engagement feedback*	**Based on the impact, how will the district team move forward with this strategy:** • **Continue?** • **Discontinue?** • **Adapt?** *(For each strategy, please indicate which action applies. Additional information is not required.)*
Continued need for connecting community mentorship opportunities	The Career Life Connections course is organized again off-timetable emphasizing mentorship and flexible, ongoing interactions between students and teachers. The inclusion of 'passion' projects in the capstones projects creates a strong sense of ownership of the CLC process.	Grade 12 students	High levels of participation -Anectodal comments from panel members and students who participated, and overwhelming response to involvement from community members	Continue

District Continuous Improvement Overview



The district monitors the effectiveness of its strategies through a comprehensive range of evidence sources, including provincial measures such as the Foundation Skills Assessment (FSA), Graduation Assessments, the Student Learning Survey, EDI, MDI, and YDI alongside district-based evidence including PM Benchmarks, classroom assessments, and report card data. This quantitative data is complemented by qualitative insights gathered through student voice, staff feedback, and ongoing community engagement. Building on this evidence, the district engages in a structured review process that involves analyzing patterns and trends over time, triangulating provincial and local data, and identifying strengths, inequities, and areas for growth. Particular attention is given to priority learners, including Indigenous learners, students with disabilities or diverse abilities, and children and youth in care when they are part of the community, ensuring that data interpretation reflects both context and equity considerations.

In response to this review, the district implements targeted, evidence-informed strategies designed to address identified needs. In literacy, this includes structured literacy approaches such as UFLI, the Writing Revolution, and expanded Literacy Support Teacher time. In numeracy, the district emphasizes inquiry-based instruction, numeracy residencies, and the integration of Indigenous-informed pedagogy. Efforts to enhance well-being and belonging are supported through trauma-informed practices, strengthened student voice, and targeted transition supports. A continued focus on graduation ensures the maintenance of high completion rates while strengthening clarity around post-secondary pathways. Across all areas, equity remains a central focus, with targeted supports informed by disaggregated data to ensure responsiveness to the needs of priority learners. Together, these actions reflect a deliberate and systematic shift from data analysis to targeted intervention and coordinated system response.

We align operations to ensure that adapted strategies are effectively implemented through a coherent and system-wide approach grounded in its Strategic Plan ("north star"). School Learning Plans are intentionally aligned with district priorities, and this alignment is strengthened through an annual leadership retreat and ongoing school review cycles that ensure consistency and shared direction across all sites. Resource allocation is directly connected to identified student learning needs, with budget decisions prioritizing human resources—ensuring that attuned, responsive adults are supporting students in classrooms. Progress and alignment are regularly monitored through structured governance and engagement processes, including Board reporting, Leadership team meetings, Indigenous Education Council collaboration, Education Committee discussions (with student voice from Grades 8–12), and District Parent Advisory Council engagement.

Adapted strategies are implemented through embedded professional learning and collaborative inquiry that build staff capacity and support consistent instructional practice across the district. School teams operationalize these strategies through site-based planning aligned with district goals, with targeted support in place for priority learners. Implementation is further strengthened through strong partnerships with Indigenous communities and local organizations, ensuring that approaches are culturally responsive and connected to place. Across all

schools, learning environments are intentionally designed to reflect district priorities, emphasizing core competencies, personalized and inclusive practices, and meaningful connections to community and the natural environment.

Our continuous improvement cycle reflects a systematic, evidence-informed approach that integrates ongoing monitoring, rigorous review of data, and targeted, responsive action. Through this process, strategies are regularly evaluated and adjusted, ensuring intentional alignment of resources and a sustained focus on improving student achievement and advancing equity for priority learners.



Ongoing Strategic Engagement



Ongoing Engagement Focused on Student Learning

Revelstoke School District maintains a structured and continuous cycle of engagement focused on improving student learning outcomes for all learners, with particular attention to Indigenous learners, students with disabilities or diverse abilities, and children and youth in care (when in community). Central to this process is the district's Framework for Enhancing Student Learning (FESL), which serves as a standing agenda item at Senior Leadership Team meetings involving school principals, vice principals, the Superintendent, and, when applicable, the Secretary-Treasurer. These meetings are held every 2 weeks. Through these meetings, school and district leaders collaboratively review evidence of learning, monitor progress toward Strategic Plan and School Learning Plan goals, and discuss student outcomes through Indigenous, disability/diverse ability, and children and youth in care lenses. Discussions focus on intellectual, human and social, and career development to ensure that support and improvement efforts remain responsive to student needs.

The district's engagement process extends beyond leadership meetings to include regular reporting and dialogue with trustees, families, rights holders, and community partners. Every three weeks, at Board meetings, trustees receive Strategic Plan updates that highlight how district priorities are being operationalized across elementary and secondary schools and district departments, including Early Learning, Inclusive Education, Instruction, Technology, Indigenous Education, and Health and Well-Being. These updates provide opportunities for reflection, feedback, accountability, and shared learning, ensuring that progress toward strategic goals remains transparent and responsive to stakeholder input.

The Superintendent further strengthens engagement through regular communication with advisory groups, including the Indigenous Education Advisory Council, the District Parent Advisory Council and the Education Advisory Council. The Education Advisory Council members range from students in grade 8 to grade 12, parents/caregivers, Principal/ Vice Principals, school trustees' teachers and CUPE members. Monthly reports focus on Strategic Plan priorities, key initiatives, provincial and local student learning data, and emerging areas of need. These forums provide opportunities for First Nations partners, Indigenous community members, parents, caregivers, and education partners to review progress, discuss priorities, and contribute perspectives that inform district decision-making.

In addition, principals engage staff and families in ongoing conversations about student learning through regular presentations at monthly staff meetings and School Parent Advisory Council (PAC) meetings. These presentations highlight school learning data, progress toward School Learning Plan goals, and connections to the district's Strategic Plan priorities. Staff, parents, and caregivers are invited to review evidence of learning, celebrate successes, identify areas for growth, and provide feedback on school initiatives. This ongoing cycle of communication and engagement helps ensure that improvement efforts are transparent, collaborative, and responsive to the needs and perspectives of students, families, and the broader school community.

Together, these interconnected structures create an ongoing, inclusive, and authentic cycle of engagement that connects school-level planning, district priorities, student learning evidence, and community voice. Feedback gathered through leadership meetings, Board updates, advisory councils, and community engagement processes informs continuous improvement efforts and supports the district's commitment to enhancing learning, well-being, equity, and success for all students.

Create Alignment to Enhancing Student Learning

In August 2023, the Leadership Retreat was intentionally designed to align School Learning Plans with district Strategic Plan priorities, bringing together all school administrators in a collaborative working session focused on coherence, shared direction, and improved student outcomes. Through this work, schools developed common, data-informed approaches grounded in inclusive, learner-centred practices, with an emphasis on consistency, collective purpose, and operationalizing district priorities at the school level. This retreat established the foundation for an ongoing cycle, with leadership teams reconvening each August to revisit School Learning Plans, assess progress, conduct gap analysis, and strengthen alignment across the district.

Alignment is further supported through the intentional alignment of resources. Budget decisions, guided by the previous year's Budget Committee process, are directly connected to School Learning Plan priorities. Consistent with the Revelstoke philosophy, human resources—ensuring caring, attuned adults are working directly with students—remain the top funding priority, complemented by targeted professional development that builds staff knowledge and capacity, and investments in adaptive technologies that better serve diverse learners. Together, these resource decisions are purposefully aligned to enhance student learning outcomes.

This focus on alignment is reinforced throughout the year through structured processes. In the fall, school administrators present their aligned School Learning Plans to the Board of Education, followed by spring school visits where trustees observe these plans in action. In addition, alignment is monitored through bi-weekly structures, including the Superintendent's Strategic Plan report to the Board and regular leadership team meetings where data, School Learning Plan priorities, and district learning pathways are reviewed. Together, these processes create a continuous cycle of planning, implementation, monitoring, and reflection, ensuring that school-level actions remain tightly aligned with district priorities to enhance student learning.

The Strategic Plan ("north star")	Across all School Learning Plans, there is strong, explicit alignment
Core Competencies and purposeful learning Student well-being and belonging Truth & Reconciliation Personalized, inclusive, and real-world learning Community connection and responsible citizenship	Focus on Core Competencies Emphasis on student well-being and belonging Integration of Indigenous ways of knowing and reconciliation Use of data-informed instruction and assessment Increased community and real-world connections

Core Competencies & Purposeful Learning Environments

Learning environments embed Core Competencies across curriculum
Focus on communication, thinking, and personal/social responsibility

School Learning Plan Alignment

Arrow Heights Elementary
Explicit focus on "notice, name, and nurture core competencies" across all areas
Use of Circle of Learning for self-reflection and independence
Staff and students collaborating to combine CARES matrix with Circlee of Learning
Columbia Park Elementary
Core Competencies embedded in RAISE behaviour framework and in bi-weekly assemblies
Students develop personal responsibility, communication, and thinking through behaviour expectations
Revelstoke Secondary
Focus on critical and reflective thinking and communication competencies in literacy and numeracy
Alignment Insight: All schools move beyond content delivery toward competency-based learning, directly reflecting the Strategic Plan design.

Student Well-being & Belonging Strategic Priority

Emphasis on physical, mental, and emotional well-being | Development of resilience, self-worth, and belonging

School Learning Plan Alignment

Arrow Heights Elementary
Social-emotional goal: foster belonging and inclusion
Data shows strong connections but growth needed in self-regulation and well-being
Increased play-based learning to support wellness
Begbie View Elementary
Goal: positive school climate
Strategies include: Mental health supports / Ensuring safety and belonging /Nutrition programs (breakfast, affordability fund
Columbia Park Elementary
Focus on safe, caring, inclusive environments
Emphasis on regulation, relationships

Revelstoke Secondary
Strong emphasis on mental health, resilience, and belonging
Anti-racism and inclusive practices identified as key work
Alignment Insight: All schools prioritize well-being as the foundation of learning, not separate from it—fully aligned with Strategic Plan beliefs.

Truth & Reconciliation / Indigenous Ways of Knowing Strategic priority

Commitment to Truth and Reconciliation | Integration of Indigenous pedagogy and land-based learning

School Learning Plan Alignment

Arrow Heights Elementary
Strong integration of: First Peoples Principles of Learning and Land-based learning and stewardship
Begbie View Elementary
Dedicated goal on Reconciliation & Community
Actions: Learning from Elders and Knowledge Keepers and Increasing Indigenous language learning
Data shows increasing student exposure to Indigenous learning
Columbia Park Elementary
Grounded in First Peoples Principles and Focus on connection to land, relationships, and community
Revelstoke Secondary
Emphasis on respect for all ways of knowing and Anti-racism and equity work as key next steps
Alignment Insight: Reconciliation is visible, intentional, and growing, especially through land-based learning and community connections.

Personalized Learning & Inclusive Practices Strategic priority

Focus on student agency, voice, and inclusion | Universal Design for Learning and safe learning environments

School Learning Plan Alignment

Arrow Heights Elementary
Focus on: Student voice in writing and Differentiated literacy instruction and Responding to student anxiety and diverse needs
Begbie View Elementary
Focus on: Supporting students with diverse needs (e.g., ASD) and Collaborative teacher practice and mentoring
Columbia Park Elementary
Emphasis on: Supporting students with diverse needs and differentiated instruction, Targeted literacy and numeracy interventions and Strong collaboration with district supports
Alignment Insight: All schools demonstrate inclusive, responsive design, moving toward true personalized learning environments.

Student-Centred Assessment & Data-Informed Practice Strategic Priority

Assessment used to advance learning through reflection and feedback | Evidence-informed decision making

School Learning Plan Alignment

Across all schools:

Use of: FSA, district assessments, PM Benchmarks, school-wide writes

Strong emphasis on: Collaborative teacher inquiry and using data to adjust instruction

Examples Arrow Heights uses data to identify: Strong reading outcomes and need to improve writing confidence. Begbie View sets clear measurable targets: 90% proficiency goals and tracks trends. CPE using PM Benchmarks to target direct literacy instruction.

Alignment Insight: Assessment is formative, collaborative, and strategic, aligning with Strategic Plan expectations.

Connections to Community & Real-World Learning Strategic Priority

Learning connected to community, environment, and real-world contexts

School Learning Plan Alignment

Arrow Heights Elementary

Outdoor learning (wetlands, Greenbelt) and Literacy and numeracy integrated outdoors

Begbie View Elementary

Strong ties to: Community, Cultural diversity, and Family engagement

Columbia Park Elementary

Strong PAC involvement and Community events and partnerships

Alignment Insight: Community is not peripheral—it is embedded in learning design.

School Learning Plans | School District 19

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

TO: All Trustees

FROM: Glenn Goslin, Superintendent of Schools

DATE: October 5th, 2026

ACTION: Revelstoke Secondary School Out of Town Trip – Halifax, NS



The Music Department at Revelstoke Secondary School is planning a six-day trip to Halifax, Nova Scotia, from April 26th to May 1st, 2027, for band students. Details have been reviewed by Greg Kenyon, Principal of Revelstoke Secondary School and he is satisfied that the students' safety and well-being has been addressed and all participants will have medical and travel insurance.

RECOMMENDATION:

> "THAT the Revelstoke Board of Education approve a group of Revelstoke Secondary School band students participating in a school trip to Halifax, Nova Scotia, from April 26th to May 1st, 2027, in accordance with Policy 7.4."

Superintendent Approval for Out-of-Town Trips

To: **Glen Goslin**

From: **Greg Kenyon, Principal**

Date: **September 15, 2026**

Re: **Band Trip 2027 – Halifax, NS – April 26th - May 1st (dates dependent on flights)**

The RSS Music Students would like to travel to Halifax, NS on April 26th - May 1st (dates dependent on flights). There will be 25-35 students taking part with 2 teacher supervisors.

Transportation will be School District 19 School Bus and Driver to/from airport. Air travel to/from Halifax, NS by airline (once determined).

Activities will include both musical and cultural events including, but not limited to:

Collaboration with Music Dept. at Dalhousie University (direct connection with Dr. Betty Allison). Local music, including a Maritime Kitchen Party, Canadian Museum of Immigration and Africaville Museum.

Policy 7.4.1.2 Co-Curricular Travel and Policy 7.4.2.2 Superintendent Approval

Cost Estimate: $1900 per student. Fundraising will offset a portion of this cost.

Greg Kenyon
Principal
Revelstoke Secondary School
District SOGI Lead
250-837-2173

I honour the unceded territory upon which we learn, live, play and work, and the peoples with whom we share this land: the Sinixt, the Ktunaxa, the Syilx-Okanagan, and the Secwepemc.

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Glenn Goslin, Superintendent of Schools

DATE: October 1, 2026

SUBJECT: School Aged Care Needs Assesment Survey

The Ministry of Education and Child Care provides funding for an Early Learning and Child Care (ELCC) Lead in each school district in British Columbia. There are specific deliverable outcomes within this role that guide their work in the school district. Included in these are to build community partnerships with local child care providers, Childcare Resource and Referral programs (CCRR) and within the municipalities. As well, the lead is expected to determine availability and need of space for school-age care within the community.

To aid in the determination of school age spaces, our ELCC Lead, Jillian Fransoo has recently begun examining the work that has been completed and what next steps are needed to support child care in building a complete understanding of the needs in Revelstoke.

A survey was conducted by the Revelstoke Chamber of Commerce to understand childcare needs within the district. This study provided an overall picture of childcare needs in Revelstoke and the impact that childcare availability or lack of availability is having on the population. This survey did not provide a breakdown of before or after school arrangements or the needs of specific communities.

Ms. Fransoo is beginning the collaborative process with the early learning team and relevant community partners to develop and implement a survey on the availability and needs for school aged care across the Revelstoke district. This survey will benefit the district in further understanding the current and future needs of our families, and benefit our community partners in gaining a stronger understanding and planning model for school age need in Revelstoke.

As work continues, further information will be available.

Glenn Goslin
Superintendent of Schools

Upcoming Trustee Dates
October 2026 – June 2027

October 5th – Board Meeting

October 5th – Trustee All Candidates meeting at RSS mezzanine

October 6th – Councillor All Candidates meeting (probably Rec Centre)

October 7th – DPAC Meeting

October 17th – School Trustee Elections

October 26th – Policy Meeting

October 26th – Trustee Orientation, board room 4-8 pm

October 26th – Board Orientation

October 27th – Education Meeting

October 27th – Board Meeting

October 29th-30th – BCSSA Okanagan Chapter Meeting

November 3rd – Board Inauguration, board room 12-1

November 4th – DPAC Meeting

November 4th-6th – BCSSA Fall Conference

November 17th – Board Meeting

November 23rd – Policy Meeting

November 24th – Education Meeting

November 25th-26th – BCASBO Conference

November 26th-28th – BCSTA Trustee Academy

November 28th – Provincial Council

November 30th-December 1st – BCPSEA Fall Symposium

December 2nd – DPAC Meeting

December 3rd-5th – FNESC Conference

December 8th – Board Meeting

January 6th – DPAC Meeting

January 12th – Board Meeting

January 25th – Policy Meeting

January 26th – Education Meeting

February 3rd – DPAC Meeting

February 5th – BCPSEA Annual General Meeting

February 9th – Board Meeting

February 19th – BCSTA Provincial Council

February 22nd – Policy Meeting

February 23rd – Education Meeting

March 2nd – Board Meeting

March 3rd – DPAC Meeting

March 30th – Education Meeting

April 6th – Board Meeting

April 7th – DPAC Meeting

April 9th-10th – FNSA Conference

April 15th-17th – BCSTA AGM

April 26th – Policy Meeting

April 27th – Education Meeting

April 27th – Board Meeting

May 5th – DPAC Meeting

May 18th – Board Meeting

May 24th – Policy Meeting

May 25th – Education Meeting

June 2nd – DPAC Meeting

June 8th – Board Meeting

June 30th – Administrative Day

School District 19
(Revelstoke)

Revelstoke Board of Education
Policy Review Committee
September 28th, 2026
Minutes

Attendance:

Trustee Zimmer, CUPE Representative McNutt, RTA Representative Ausman, Superintendent Goslin

Regret: Trustee Allen

1. CALL TO ORDER

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

2. ADDITIONS TO THE AGENDA

The agenda was adopted as presented.

3. ADOPTION OF THE MINUTES

Minutes dated May 25th, 2026, were adopted as presented.

4. STATUS OF POLICIES

a. Status of policies undergoing revision as of September 28th, 2026.

Policy # - Policy Name	Status	Timeline
Policy 5.6 Sexual Orientation and Gender Identity	Reviewed Feedback	Fall 2026
Policy 5.15 Personal Digital Device	Reviewed and will reassess end of school year	Spring 2026
Policy 5.2 Student Transportation in Private Vehicles	Review Admin procedure	
Policy 7.8 Student Admission and Student Choice	To be reviewed	
New Policy – Board Authority Authorized Courses	Create with new Committee	Fall 2026

5. NEW BUSINESS

a. Review input and correspondence in regards to Policy 5.6 Sexual Orientation & Gender Identity.

The Policy Committee reviewed feedback received in reference to Sexual Orientation & Gender Identity.

6. REVIEW OF POLICIES

a. Policy 5.6 Sexual Orientation and Gender Identity

The policy was circulated for feedback until September 25th, 2026. The Committee reviewed comments received and made the following corrections:

- Romantic and/or – Adopt the and/or
- New definition – the physical or romantic attraction to people based on their sex, gender identity or gender expression
- Add a definition of 2SLGBTQI+ - This acronym represents Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and additional people who identify as part of sexual and gender diverse communities. The "2S" at the front recognizes Two-Spirit people as the first 2SLGBTQI+ communities. The "I" for intersex considers sex characteristics beyond sexual orientation, gender identity and gender expression. The "+" is inclusive of people who identify as part of sexual and gender diverse communities, who use additional terminologies

The Committee will review the updated draft policy at their next meeting.

b. Policy 5.15 Personal Digital Device

The policy was reviewed by the Committee. It was reported that:

- The RSS Handbook has been updated to reflect the expectations with digital device use in the classroom
- A lot of comments that were written in – will they come to the PAC meeting
- The policy wasn't being implemented all that much – now seeing it happen
- The intent was that there would be stronger areas of no cell phone use that would not have to be in the policy, lunchtime is the biggest issue
- A reassessment of the policy will take place at the end of year
- There will be discussions regarding the use of EarPods
- In the future may need to update the policy to remove the hours of school

c. Policy 5.2 Student Transportation in Private Vehicles

The Committee will review administrative procedures for Policy 5.2 in response to questions raised during the meeting.

d. Policy 7.8 Student Admission and Student Choice

Questions were raised during the meeting. Policy to be reviewed.

e. Board Authority Authorized Courses

Create policy with new Committee.

During the meeting, the Committee also discussed:

- The possibility of adding a Field Trip Policy and to review the administrative procedure on this
- Review the procedure on how a new policy should be written
- The need to have a working draft, to bring to the table prior to sharing
- Review examples of other district policies

7. REVIEW OF POLICY MANUAL TO SELECT POLICIES FOR REVIEW

The Committee reviewed the current policy manual and identified the following policies for review:

- 4.8 Transportation To and From School
- 5.2 Student Transportation in Private Vehicles
- 7.4 Travel for Student Activities
- 7.8 Student Admission School Choice

8. MEETING DATES for 2026/2027 (4th Monday of each month at 3:45 pm) at the School Board Office.

- Tentative meeting dates for review for the 2026/2027 school year:
  - October 26th, 2026
  - November 23rd, 2026
  - January 25th, 2027
  - February 22nd, 2027
  - April 26th, 2027
  - May 24th, 2027

9. ADJOUNMENT

Meeting adjourned at 4:45 pm.

School District 19
(Revelstoke)

School District 19 (Revelstoke)

Minutes of the Education Advisory Committee Meeting Held on Tuesday, September 29th, 2026 at the School Board Office at 3:30 PM

PRESENT:	Michael Haworth
	David Lee
	Wendy Rota
	Sasha-Emily Walsh
	Mandy McQuarrie
	Gerg Kenyon
	Glenn Goslin
	Hazel Peet
	Karrisa Cassity

1. CALL TO ORDER

Meeting called to order at 3:32 pm.

Superintendent Goslin described that the district IEC is currently reviewing land-related matters and developing a new approach. He also shared a land acknowledgement that did not identify specific groups

2. ADDITIONS TO THE AGENDA - Nil

3. ADOPTION OF THE AGENDA

The agenda was approved as presented.

4. ADOPTION OF THE MINUTES

The minutes dated May 28th, 2026, were adopted as presented.

5. NEW BUSINESS

a) Introductions

Committee members introduced themselves, explained where they are from, and shared their objectives for the Committee.

b) Meeting Norms

The Committee discussed the following topics that they want to be norms at the meetings:

- Include more grades other than just grade 11 students – working on it!
- Active listening
- All voices carry the same weight
- Safe spaces

c) Superintendent Welcome

Superintendent Goslin introduced himself, shared his background and highlighted his mantra – every child, every day, no exceptions.

d) Brainstorming

The Committee proposed the following topics for discussion this year:

- Students using the gym and having the gym open at lunch understanding
- Outdoor play equipment for the high school
- Screen time and screen free weeks / screen smart
- Transitions for Grade 8 students
- More seating and benches for lunch time
- Open classrooms and spaces for student communities
- Transition / activities with the Grade 6/7 students to help with the transition
- Projects or ideas to promote mental health
- Projects or ideas to educate about substance abuse

The Committee will come up with ideas, develop a plan for constructive action, and continue brainstorming rather than going directly to problem solving.

Task for next meeting: Continue to brainstorm on topics and come to decisions about what to move forward with.

e) Video Production Viewing

The Committee viewed the student-let video on how screen time affects students' lives.

6. UPCOMING MEETING DATES

Tentative meeting dates for 2026/2027 to be held on the last Tuesday of the month (all at 3:30 pm at the School Board Office) except for the meeting in September which will be held on the third Tuesday:

- October 27th, 2026
- November 24th, 2026
- January 26th, 2027
- February 23rd, 2027
- March 30th, 2027
- April 27th, 2027
- May 25th, 2027

7. ADJOURNMENT

Meeting adjourned.