



School District 19
(Revelstoke)

The Board of Education of
School District No. 19 (Revelstoke)
Regular Board Meeting
at Columbia Park Elementary School
Wednesday, April 24th, 2024 at 4:30 pm

A G E N D A

1 CALL TO ORDER AND RECOGNITION OF TRADITIONAL TERRITORIES

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

Sarah Zimmer

2 ATTENDANCE

Trustees: _____

Sr. Admin.: _____

Principals/Vice Principals: _____

REGRETS:

3 APPROVAL OF AGENDA:

4 APPROVAL OF MINUTES:

Regular Meeting of March 13th, 2024

5 DELEGATIONS:

Free to Focus parent delegation regarding cell phone use
policy

6 SPECIAL REPORTS:

Columbia Park Elementary School – Annual Report to the
Board – Tammy Tomm, Acting Principal

7 BUSINESS ARISING:

8 NEW BUSINESS

8.1 ADMINISTRATION REPORTS:

8.1.1 SUPERINTENDENT KUBIK

- A) Superintendent's Administration Reports
- B) Policy 2.1 Procedural Bylaw – 2nd and 3rd reading
- C) Policy 2.2 Revelstoke Board of Education – Composition, Roles and
Conduct for approval
- D) Adoption of Belief Statements and Student Learning Focus for the
SD 19 Strategic Plan

8.1.2 **SECRETARY TREASURER TISDALE**

- A) 2024/2025 Annual Five-Year Capital Plan – Letter from the Ministry of Education and Child Care dated March 15th, 2024
- B) Additional Ministry of Education and Child Care Grants
- C) 2024-2024 – Preliminary Operating Grant Comparisons

8.2 **OTHER**

- A)

8.3 **COMMITTEE REPORTS**

- A) District Parent Advisory Council Minutes of March 6th, 2024
- B) Indigenous Education Council Minutes of April 4th, 2024

8.4 **TRUSTEE REPORTS**

- A) British Columbia School Trustees' Association Annual General Meeting of April 18th – 20th, 2024
- C) British Columbia School Trustees' Association Thompson Okanagan Branch Meeting of April 19th, 2024 (during BCSTA AGM)

8.5 **CORRESPONDENCE**

- A) Notice from the Ministry of Education and Child Care issued Friday, April 12th, 2024 regarding *Cell Phone Use: Amendment to the Provincial Standards for Codes of Conduct Order*
- B) Letter from Christina Zacharuk, Deputy Minister of Education and Child Care dated April 12th, 2024 to Superintendents regarding the amendments to the Provincial Standards for Codes of Conduct Order and providing copies of:
 - Ministerial Order M89 amending the Provincial Standards for Codes of Conduct Order MO276/07 effective July 1, 2024; and
 - Personal Digital Device Restrictions Support Guide

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

_____ TIME: _____



School District 19
(Revelstoke)

Revelstoke Board of Education

Regular Board Meeting March 13th, 2024 Minutes

CALL TO ORDER

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

ACKNOWLEDGEMENT (Jodie Allen)

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

Jodie Allen noted that at the Thompson Okanagan Branch meeting of March 1st and 2nd, 2024 there was a student performance and student introduction in English and Indigenous language together with drumming and singing.

ATTENDANCE

Trustees:	Chell, Zimmer, Allen, Rota and Walsh
Senior Administration:	Superintendent Kubik and Secretary Treasurer Tisdale
and:	
Guests:	Barry Rourke, RTA President; and eight members of the public
Regrets:	Administrative Secretary Magarian

APPROVAL OF AGENDA

24: R-18 Rota/Zimmer

"THAT the agenda be approved as presented."

CARRIED

APPROVAL OF MINUTES

24: R-19 Walsh/Rota

"THAT the minutes of the Regular Board meeting of February 21st, 2024, be approved as presented."

CARRIED

DELEGATIONS

SPECIAL REPORTS

NEW BUSINESS

ADMINISTRATION REPORTS

SUPERINTENDENT KUBIK

Administration Report: Superintendent Kubik

Received as information.

Superintendent Kubik presented her Administration Report highlighting:

- Acknowledgement missed Secwépemc – has now been corrected.
- Ready Set Learn
- Early Learning various speakers – StrongStart Hits the Road
 - Helps parents get children ready for Kindergarten
 - Kai Boggild with 3D printers out to schools
- Trustee Allen asked questions regarding the 3D printer /Colville Donovan/Kindergarten Enrolment/Mentorship Meeting working on training for teachers.
- Superintendent Kubik provided information on the Mentorship meeting – This was discussed at a Staff Meeting.
- Trustee Rota asked questions on the survey results. Superintendent Kubik noted that one comment was that the Trustee wording is better than the Ministry of Education and Child Care's wording.
- Trustee Walsh asked about next steps. Superintendent Kubik responded that the Leadership Group will come to board office for the next session and process.
- An overview of the Ministry of Education and Child Care Partnership meeting was presented by Board Chair Chell.
- Trustee Zimmer asked about the Ministry of Education and Child Care's slides on dismantling racism in education. Superintendent Kubik will send the slides.
- Global trends and high performing schools – In top performing schools, math is declining globally; reviewed a number of highlights such as social emotional learning is a priority and poverty is not your destiny.
- Board Chair Chell noted that the world is moving from content based to a critical thinking focus. He noted that the new dual credit program in the district involving the ECE partnership with SD83 is significant in our zone.

2024/2025 District Calendar

Superintendent Kubik presented the draft 2024/2025 District Calendar that was developed with input from the Revelstoke Teachers' Association, CUPE, the Parent Advisory Councils of each school and the District Parent Advisory Council and district staff. The calendar was circulated for feedback, the only feedback was from Columbia Park Elementary School. Columbia Park Elementary School would like to change the school's lunch time to align with the other elementary schools to 12:00 pm to 12:50 pm. The calendar will be amended to reflect that change.

24: R-20 Allen/Zimmer

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

CARRIED

Policy 2.1 Procedural Bylaw

Superintendent Kubik presented the policy which is being amended to add "Trustee Roundtable" under "Trustee Reports".

24: R-21 Rota/Walsh

"THAT the Board of Education give first reading to the attached revised Policy 2.1 Procedural Bylaw in accordance with section 9.4 of the current Policy 2.1."

CARRIED

Policy No. 3.7 Human Rights and Discrimination

Trustee Zimmer reviewed the policy approval process and presented the revised policy for approval.

24: R-22 Zimmer/Rota

"THAT in accordance with Board Policy 2.4 District Policy Development and Review the Revelstoke Board of Education approve Policy 3.7 Human Rights and Discrimination."

CARRIED

Policy No. 3.8 Information Technology and MyEducationBC Usage

Trustee Zimmer presented the revised policy for approval for circulation noting that the committee is developing a separate policy for cell phones.

24: R-23 Zimmer/Walsh

"THAT the Revelstoke Board of Education circulate Policy 3.8 Information Technology and MyEducationBC Usage and Access, for feedback."

CARRIED

Policy No. 3.9 School Completion (Evergreen) Certificates

Trustee Zimmer presented the revised policy for approval for circulation.

24: R-24 Zimmer/Walsh

"THAT the Revelstoke Board of Education circulate Policy 3.9 School Completion (Evergreen) for feedback."

CARRIED

Policy No. 4.11 Educational Heritage

Trustee Zimmer presented the revised policy for approval for circulation and the reason for the policy.

24: R-25 Zimmer/Walsh

"THAT the Revelstoke Board of Education circulate Policy 4.11 Educational Heritage for feedback."

CARRIED

SECRETARY TREASURER TISDALE

OTHER

COMMITTEE REPORTS

Policy Review Committee Minutes of February 26th, 2024

Trustee Zimmer presented the minutes. She noted that the draft policy on Roles and Conduct will be brought forward at the April 24th, 2024 Board meeting before being circulated due to Ministry of Education and Child Care's timeline.

24: R-26 Zimmer/Rota

"THAT the minutes of the Policy Review Committee meeting of February 26th, 2024 be received as presented."

CARRIED

Education Advisory Committee Minutes of February 27th, 2024

Trustee Walsh presented the minutes noting that people appreciated being part of the Strategic Plan process. There was great feedback regarding the "Educated Citizen" portion and noted the importance of student perspectives. She also highlighted the experimentation at Revelstoke Secondary School with grade 8 and 9 students and "cell phone hotels". It is being tried in different classes to see if it has an impact on marks.

24: R-27 Walsh/Rota

"THAT the minutes of the Education Advisory Committee meeting of February 27th, 2024 be received as presented."

CARRIED

Indigenous Education Council Minutes of February 29th, 2024

Trustee Zimmer presented the minutes noting the resignation of Jessica Stewardson who was a valued member of the team. Marlene Krug had an increase in her hours to help compensate as no one applied to fill Jessica's position. The Strategic Plan was reviewed at this meeting. More land-based learning is encouraged and a list of Indigenous Education activities in the district was provided. Revelstoke Secondary School celebrated its first ever Black History month. Board Chair Chell asked if the district could participate with SD33 in the May 2nd, 2024 meeting to raise awareness of Missing and Murdered Indigenous Women and Girls.

24: R-28 Zimmer/Rota

"THAT the minutes of the Indigenous Education Advisory Committee meeting of February 29th, 2024 be received as presented."

CARRIED

TRUSTEE REPORTS

British Columbia School Trustees' Association Provincial Council Meeting of February 24th, 2024

Trustee Rota attending the meeting and noted:

- There is a new process with more meetings being done through Zoom, particularly the February meeting. This will reduce travel expenses saving the BCSTA approximately \$70,000 and eliminates winter driving for trustees attending the meetings. There was a Francophone presentation on Child Care Society including more Francophone students. No other items were added.

British Columbia School Trustee Association
Thompson Okanagan Branch Meeting of March 1st and 2nd, 2024

Trustees Rota, Chell and Allen attended the meeting as well as Superintendent Kubik. Trustee Rota noted that the district will be hosting a branch meeting at the Hillcrest Hotel on October 4th and 5th, 2024. The BCSTA can provide workshops on leadership skills which changed the flow of meetings. Trustee Rota also highlighted the district backpack program, the Ono Cho visit and the work being one on the Strategic Plan. Trustee Allen noted that Vernon did a really good job

and she enjoyed the trivia activity. Superintendent Kubik highlighted the powerful drumming which set the tone and the trivia game. Trustee Chell noted that Barb Sheppard, the Okanagan Branch Chair will set up a call to provide some information for the October branch meeting that will be held at the Hillcrest Hotel in Revelstoke. He added that the BCSTA Annual General Meeting in April will include a zone meeting.

CORRESPONDENCE

A letter was received from the Begbie View Elementary School Parent Advisory Council regarding the restriction of cell phone use in schools.

- Board Chair Chell confirmed that the district is working on a cell phone policy in accordance with the requirements of the Ministry of Education and Child Care. Superintendent Kubik advised that districts are expecting further information from the Ministry after spring break.

24: R-29 Allen/Rota

“THAT the Revelstoke Board of Education provide a letter to the Begbie View Elementary School Parent Advisory Council thanking them for their input and confirming that their letter has been referred to the Policy Review Committee as they work on the district’s cell phone policy.”

CARRIED

PUBLIC QUESTION PERIOD

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

Representatives from a group called “Free to Focus” spoke in support of the letter sent by the Begbie View Elementary School Parent Advisory Council regarding cell phone use in schools. The group supports the Ministry of Education and Child Care’s policy on restricting cell phone use in schools. They launched a letter of support in the community on how important this is for the district. They noted how important such a policy is for the district and they have done research on what is required and that there are successful policies in other districts. They stated that successful policies often come from Committees that include parents, students and community members. Board Chair Chell reviewed the district’s policy regarding the process for presentations at School Board Meetings. The group will provide a 10 minute presentation at the April 24th, 2024 school board meeting which will be taking place at Columbia Park Elementary School.

ADJOURNMENT

The meeting adjourned at 5:45 p.m. on the motion of Trustee Allen.

CLOSED BOARD ITEMS

- Superintendent Growth Plan
- Update on Employee Issues

Chair

Secretary Treasurer

DATED: March 13th, 2024

As requested, here is a written summary of what the Free to Focus group plans to present at next week's meeting.

We are aware of the BC Ministry of Education's concrete actions to create healthy guidelines around the use of cell phones and connected devices in schools. We are also aware that School District 19 will be creating their own policies in this regard. We wish to support SD19 as it works to develop robust policy by the start of the next school year to restrict students' access and use of personal connected devices in the classroom. The research is clear, frequent access to personal connected devices negatively impacts adolescent brain development and is correlated with increasing rates of youth anxiety, depression, body-image distortion, cyberbullying, sextortion, and more. The research is also clear that by removing personal devices from schools, academic learning is increased in our vulnerable youth and negative behaviour decreased.

To support this process we will provide the following in our 10 minute presentation:

- A vision for schools which are free from the distraction of personal cellphones and connected devices (i.e., smart watches);
- Research addressing the mental and physical health impacts of cell phones and connected devices;
- Case study of examples and supporting policies from other schools who have successfully implemented strong guidelines around the personal connected devices in schools;
- Sharing letter of support by over 200 of Revelstoke's parents and caregivers which lists specific policy requests;
- Sharing a list of top-priority requests for the policy-development process;
- Student personal experience: some examples illustrating support for limiting personal cell phones and connected devices in schools.

2023-24

Columbia Park Elementary School Learning Focus



1

Literacy



2

Numeracy



3

Social/Emotional



Our School Learning Story

At CPE, our foundation for academic success begins with a focus on learning readiness. A strong social-emotional foundational framework ensures we cultivate a positive, inclusive, and supportive environment, while also aligning with our behavioural and academic expectations. Our objective is to maintain school connectedness, promote meaningful and impactful learning experiences, and incorporate the First People's Principles of Learning. CPE values the importance of interconnectedness with each other, the community, and the environment, as we foster enthusiasm for life-long learning.



Scanning

What do we, as staff and community, know about our students - their successes and challenges? What's going on for them?

- With continued reflection and response to school assessment data, we see demonstrated growth in our students' developing literacy and numeracy skills.
- A re-invigorated emphasis on RAISE behaviour and continued use of school-wide behavioural support systems have contributed to students' understanding of behavioural expectations, with students demonstrating an improved respect for our physical building and the people in it.
- Many students possess a range of complex and diverse needs at our school. Direct teaching of strategies to manage big emotions, paired with modelling patience, kindness, respect and inclusivity has contributed to a school culture where our students celebrate their uniqueness and embrace the diversity of their peers.

Our Data Story:

Focus:

(From what we know, what is the most important work we can do to improve the success for our students? What key areas of learning will we focus on?)

Literacy

- We continue to be committed to strengthening literacy programming and support amongst the primary grades. An assessment of school resources and capacity resulted in an increase in LST time dedicated to primary literacy support, in addition to the purchase of levelled readers and decodable books. The focus on phonological and phonemic awareness, and decoding skills programs implemented in the primary classrooms, provides the initial building blocks that are important to ensuring we reach our targeted literacy goals.
- We acknowledge the ongoing need for intermediate reading intervention, understanding that support is necessary beyond the primary grades as literacy gaps persist across all levels. Strong literacy skills underpin success in all subjects. We remain committed to individual targeted reading intervention, and to strengthening students' abilities to infer, question critically, and make connections in their reading.

Numeracy

- We recognize the importance of emphasizing both basic numeracy skills and mental math proficiency. Our focus is on developing problem-solving abilities that foster perseverance. To achieve this, we've been gathering grade-level data through the Island Numeracy assessment, aiding teachers in evaluating students' progress and identifying areas where additional supports are required. This year, our teacher professional development sessions have focused on enhancing educators' mathematical thinking and reasoning strategies, while also providing the school and teachers with resources to support classroom learning.

Social-Emotional

- CPE is committed to ensuring Social Emotional Learning is taught and our school has a strong focus on the importance of regulation, reflection and repair. Students who need to, can work through behaviour and big emotions with supportive adults who help them regulate, understand, and take responsibility for their actions and initiate repair. Our approach is to foster student connectedness, kindness, and self-regulation strategies, which support students in becoming respectful, responsible and inclusive learners.
- As a school community, we will continue learning about the impact of social media on students' relationships, behaviour, mental health, and overall well-being. We are committed to providing support and guidance to our students in navigating these aspects within our school community and we have clear expectations around technology use at school.

Question:

If we prioritize clear expectations and enhancing instructional practice, will it result in greater student success both academically and behaviourally? We are defining academic success as persistence through problem-solving tasks across all subjects. Consequently, students will develop a stronger sense of ownership and confidence in their abilities as learners and we will see an increase in student achievement.

Hunch:

In literacy, we believe if we conduct focused reading intervention, we will see positive progress in student reading levels in the primary grades. We also recognize that some students in intermediate levels also require reading intervention to improve decoding skills.

In numeracy, students are not yet progressing at levels we are expecting. Developing basic number sense needs to be a school focus moving forward. We recognize that in order to accomplish this, teachers require additional supports, resources and professional development to enhance instruction and accommodate diverse learners in the classroom.

New Professional Learning:

(Summarize new areas for professional learning and how we will go about designing new learning for ourselves and our staff that will impact our learners.)

Numeracy: Instructional routines, Vertical learning, Loose parts, and shared numeracy language and resources.

Literacy: Phonemic awareness programs, providing levelled readers, writing frameworks using resources such as Adrienne Gear and Shifting the Balance.

Assessment: SD 19 CSL Document, District-Wide Assessments

Social/Emotional: Mental Health lead meeting with small and classroom groups to support SEL. Learning support teachers working in small and classroom groups to support SEL (TRIBES, We Thinkers, and PAUSE are examples of programs being used).

Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve outcomes for our students?)

Provide clear expectations in and around the school with a shared understanding by all staff and students. Regularly review school code of conduct.

Reinforce Social Emotional Learning and Mental Health using programs lead by Mental Health Lead and Learning Support teachers.

Implement community -based programs for priority students such as gymnastics, swimming pool and purchasing food for the lunch program at the grocery store.

Incorporate technology for students requiring supports in collaboration with SET-BC to provide personal iPads and apps to support communication, literacy and numeracy skills.

Continue to build connections among staff and students using structures in place such as Explorations, whole school activities and buddy activities.

Provide support for implementation and evaluation of district wide assessments for Numeracy and Literacy

Use Assessment findings to drive instruction in Numeracy and Literacy.

Provide collaboration and mentorship time for teachers to focus on literacy and numeracy goals.

Implement numeracy lessons and units that focus on basic numeracy skills and emphasize real world problems that meet the diverse learning needs in the classrooms.

Use targeted resource time to focus on reading interventions for specific primary students.

Checking

Have we made a difference? How do we know?

Reading: PM Benchmarks, Whole class reading assessments, FSA

Numeracy: K-3 Early Number Sense Assessment, Island Numeracy, FSA

Writing: School-Wide Write using BC Performance Standards, FSA

Social/Emotional: MDI, Student Learning Surveys (Gr. 5)

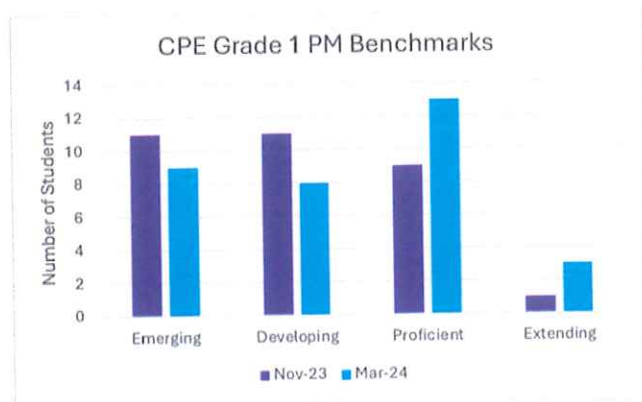
Our Data Story:

Literacy:

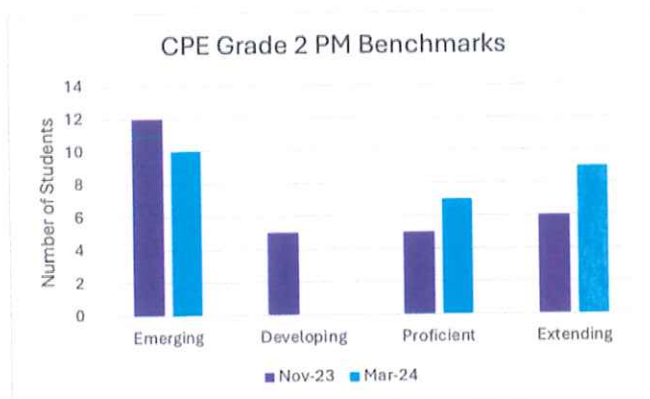
In recent months, our primary focus has been on improving reading skills among students in the early grades. We've used school assessments like PM benchmark data to identify struggling readers who need extra help. With assistance from our learning support teachers, we're providing support in two key areas: decoding (the process of reading) and comprehension (understanding what is read). Primary grade teachers are incorporating phonological awareness activities into their daily lessons to help all students, while intermediate teachers are teaching reading strategies like asking insightful questions, making connections to the text, and inferring the author's meaning.

PM Benchmark Data 2023-34

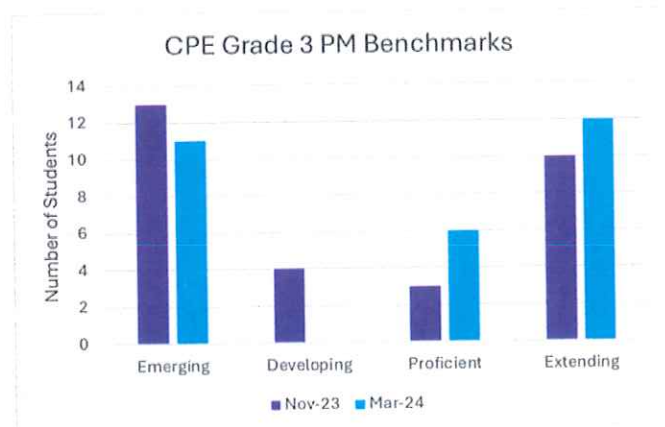
Grade 1



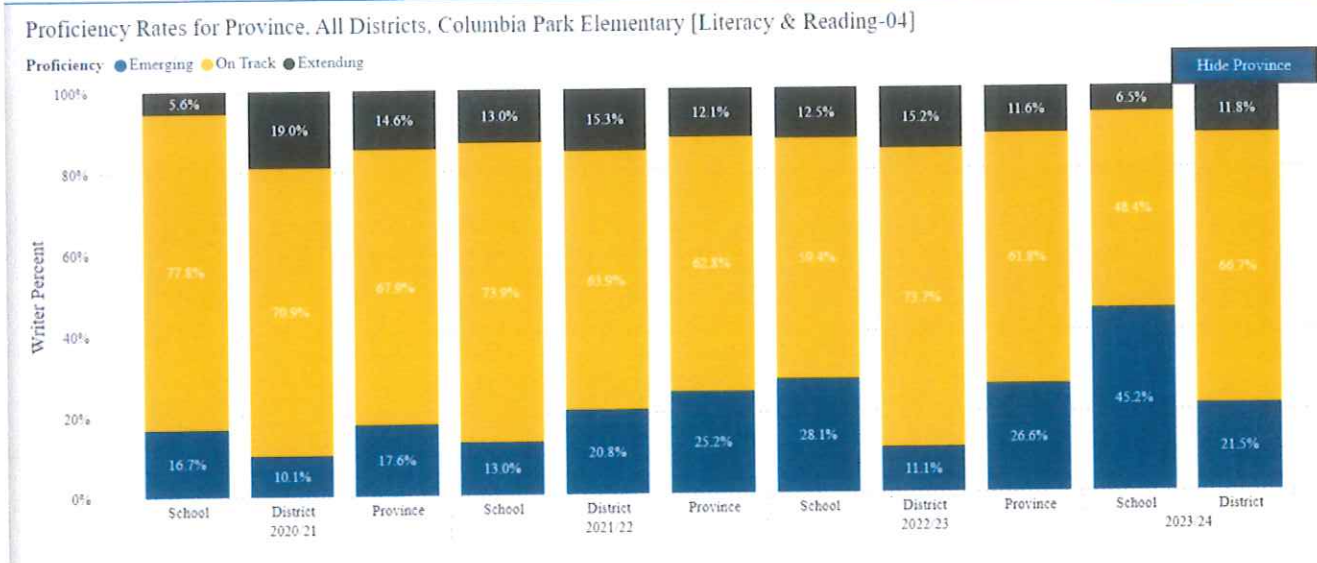
Grade 2



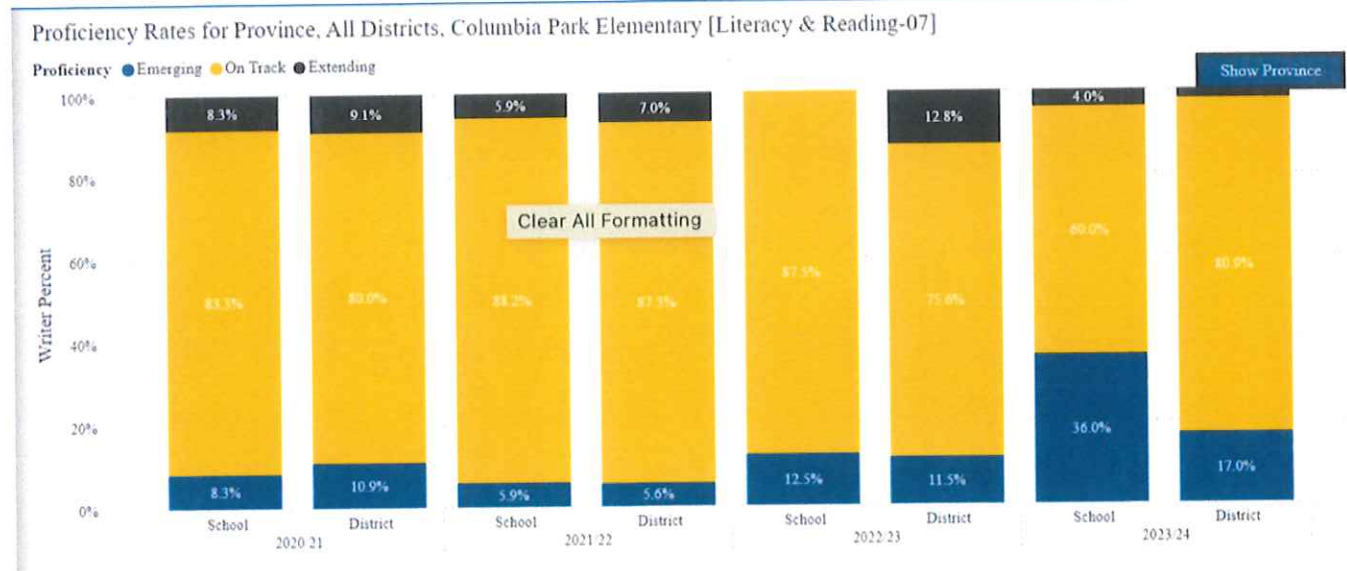
Grade 3



Grade 4 FSA Literacy 2020 to 2024



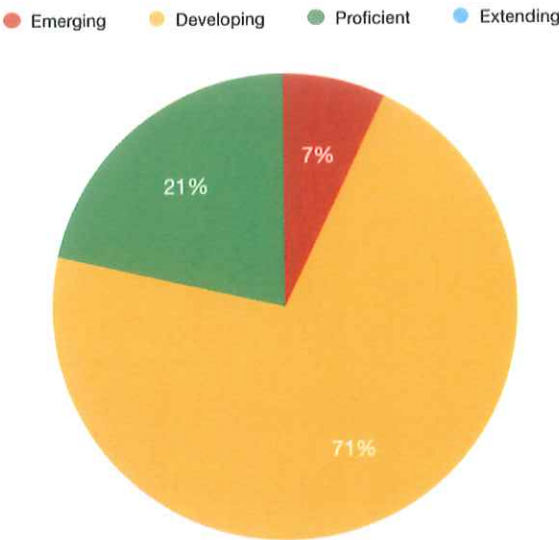
Grade 7 FSA Literacy 2020 to 2024



Grade 6 Non-Fiction Reading Assessment - Fall 2023



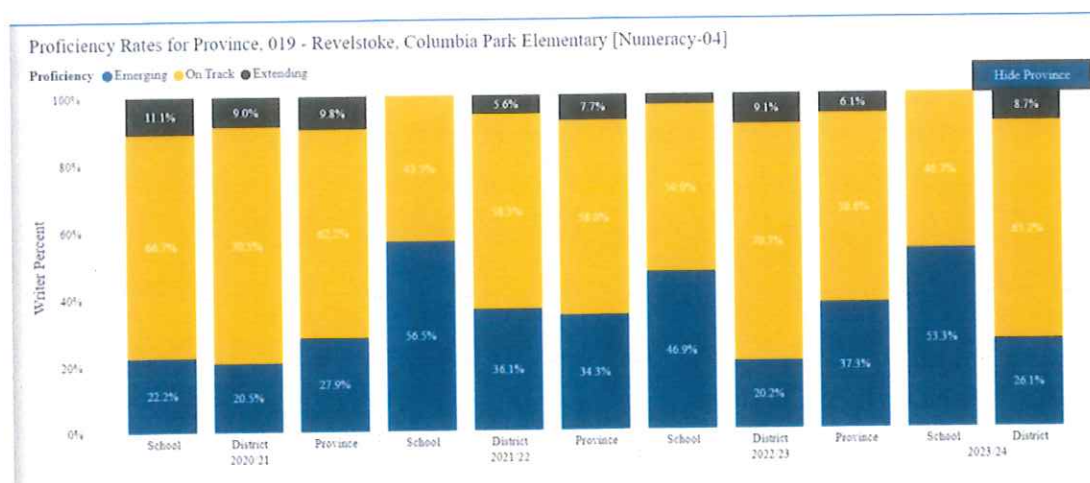
	# of Students
Emerging	2
Developing	20
Proficient	6
Extending	0



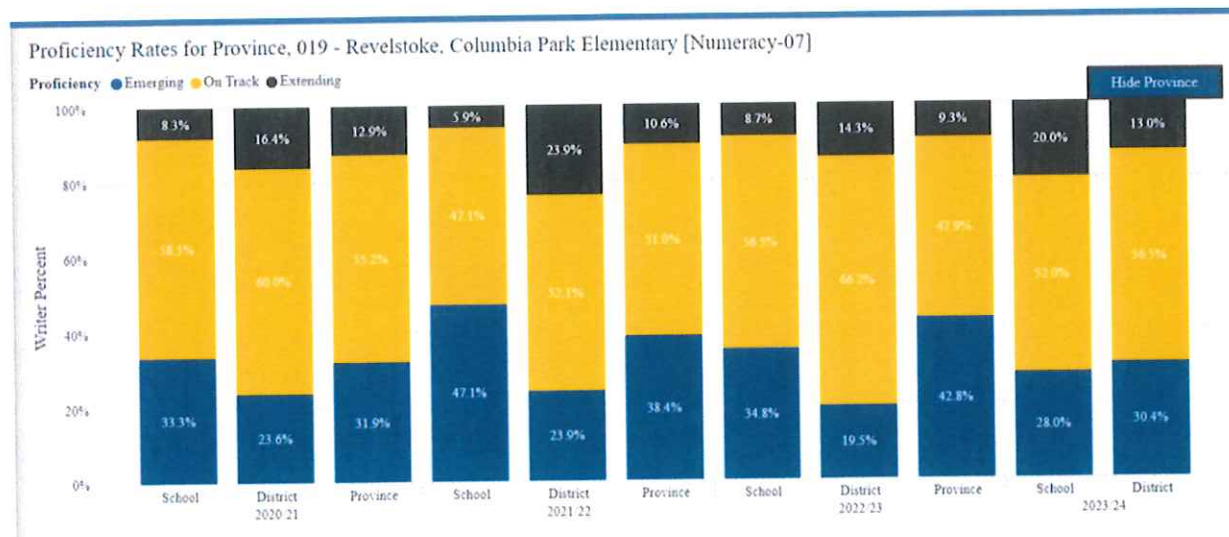
Numeracy:

Moving forward, our school is prioritizing the development of fundamental number sense skills. We understand the significance of both basic numeracy and mental math proficiency. Our goal is to nurture problem-solving abilities that encourage perseverance. To accomplish this, we will consistently assess students' progress and pinpoint areas needing extra support. Throughout this year, our teacher collaboration sessions have concentrated on improving educators' mathematical thinking and reasoning strategies. Additionally, we've been equipping both the school and teachers with resources to enhance classroom learning.

Grade 4 FSA Numeracy 2020-2024



Grade 7 FSA Numeracy 2020-2024

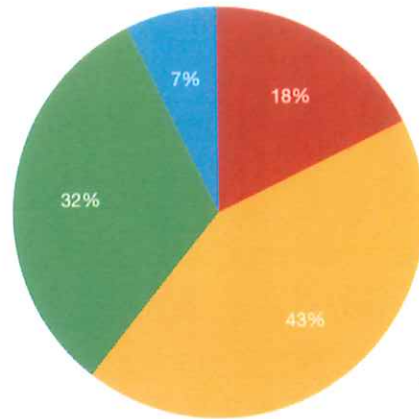


Grade 3 Early Number Sense Assessment - Fall 2023



	# of Students
Emerging	5
Developing	12
Proficient	9
Extending	2

Emerging Developing Proficient Extending

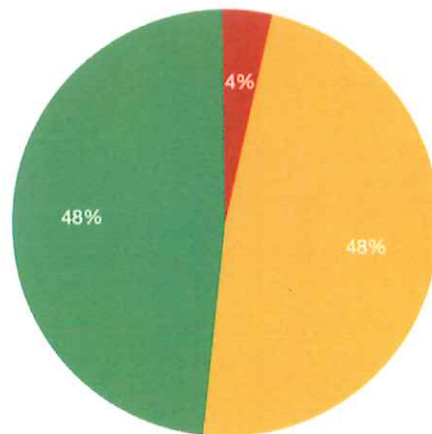


Grade 6 Island Numeracy Assessment - Fall 2023



	# of Students
Emerging	1
Developing	13
Proficient	13
Extending	0

Emerging Developing Proficient Extending



Social Emotional Learning:

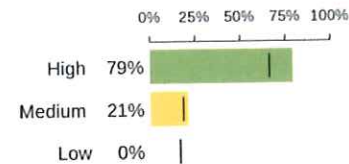
We focus on Social Emotional Learning to build strong connections among students, promote kindness, and teach self-regulation skills. Our school strives to create an environment where students feel connected to adults, fostering a positive climate and a sense of belonging. This encourages students to feel happy and empathetic towards helping others.



2023-2024 MDI Grade 5

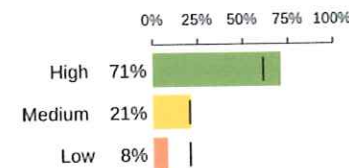
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

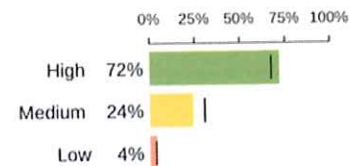
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Connection to adults in school:

ADULTS AT SCHOOL

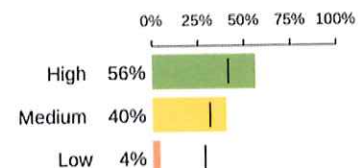
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



Social and emotional skills involve students knowing, understanding, and handling emotions well, dealing with stress positively, and staying hopeful. They also mean caring about others, keeping good relationships, and making smart choices in personal and social situations.

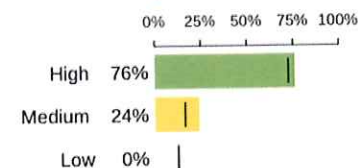
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



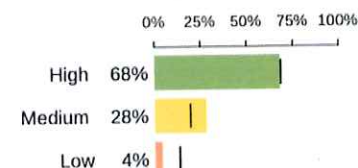
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



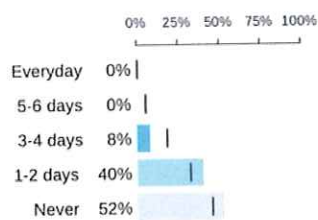
Next steps in Social Emotional Learning:

How can we encourage younger grade students to participate more in after-school physical activities? While the school district prioritizes extracurricular sports for grades 6 and 7, data suggests a need to inform students and families about community activities and possibly expand after-school options for grade 5. We also acknowledge the importance of ongoing conversations about screen time and social media use, both with students and by providing information and sessions for parents.



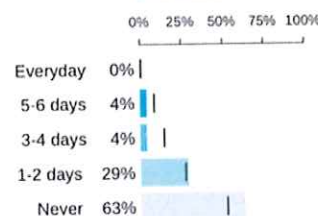
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

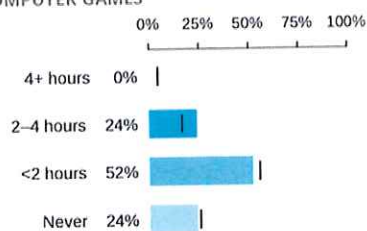
For example: Basketball, hockey, soccer, football, or another team sport.



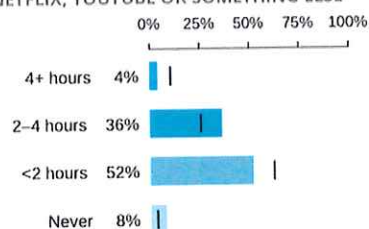
Screen time use in a week:

Children were asked how many hours per day they spent doing activities on a screen in a normal week.

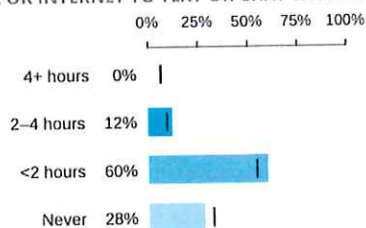
VIDEO OR COMPUTER GAMES



WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE



USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS



Our School, Parents and Community

CPE remains a vibrant and enriching learning environment. With a mid-year change in administration, both students and the parents welcomed the transition warmly. The school continues to foster a sense of belonging and strong connections, evident as soon as you step inside. We boast a fantastic school spirit, with activities like buddy reading, assemblies, Christmas craft fair, winter sports day, school dances, primary and intermediate explorations, and Jump Rope for Heart.



The CPE Parent Advisory Council (PAC) is highly supportive, with numerous parents actively participating and volunteering each month to assist our school. They organize events such as the CPE Carnival and Christmas craft fair, organizing free school lunches, and contribute to purchasing school equipment. Their involvement is essential to our school community and greatly valued!



Partner meetings

Attended the Ready Set Learn Spring Fair hosted at BVE.

- This event is for children born in 2020. Approximately 30 Community Partners had booths and activities for the children and families.

Attended Dr. Vanessa Lapointe presentation hosted by CCRR / Care Care Resource & Referral

- Topic - What? Me Worry? Supporting Children with Anxiety

Attended the Columbia Basin Trust ReDi grant Presentations.

- A total of 88 grants were presented
- The Revelstoke Early Childhood Development Committee received a \$10,000 ReDi grant for Communication Boards to be installed throughout community parks. Thank you, Linda Chell, for the submission



- Attended the Revelstoke Credit Union AGM
- The Revelstoke Early Childhood Development Committee was awarded a Community Giving fund of \$5,000 for Communication Boards to be installed throughout community parks. Thank you, Linda Chell, for the submission
- Revelstoke Screen Smart was awarded a Community Giving fund for \$1000 for Helping Revelstoke Manage Media. Thank you, Wendy Rota, for the submission

2 All Superintendent Conference calls with Ministry of Education

- Bargaining, Elections, Amended Provincial Standards for Code of Conduct Order and Support Guide for restricting the use of personal digital devices

Participated in ZOOM call for the Ministry of Education and Child Care New Spaces Application with Secretary Treasurer Tisdale, Linda Chell & Tracy Spannier of the REAs a member of the Revelstoke Social Development Committee, attended an Indigenous Awareness training

Attended dinner to welcome Donovan Timentwa from the Colville Sinixt Nation for his second visit to school -Donavan is a fluent Nsyilxcən speaker and is teaching introductory Nsyilxcən to our students. Donovan will travel from Colville, WA a few times a month to visit Revelstoke Elementary schools .



Attended the BCSSA Spring Forum | *Their Voices Lead Us: System Transformation Through Student Agency*

The Spring Forum is a celebratory event aimed at highlighting the transformational work we have done in our province. This spring, as we continue to learn more about aligning structures with vision for learning, the focus will shift to that of student agency and the structures, practices, and resources that foster agency throughout the system. How are districts and schools creating safe and authentic spaces for students to thrive and engage in their learning? Thought leaders **Shane Safir** and **Will Richardson** will set the stage for our learning in our keynote addresses, with options to break out into smaller spaces and dive deep into district-led examples.



SD 19 meetings

Regular scheduled meeting with CUPE President Celes Lucius and CUPE VP Yvette Pendergast.

Regular scheduled meeting with RTA President Barry Rouke.

Regular scheduled meeting with RTA President Barry Rouke and the BCTF Health and Wellness Consultant.

Commenced regular scheduled Monday meeting with Secretary Treasurer Tisdale, District Principal Tedesco and District Principal Wallach.

Attended the Indigenous Education Committee - Information appears later in the agenda.

Attended a SD19 website Indigenous Education design with Salt and Cedar, District Principal Wallach and Ministry Seconded Michael Howarth.

Attended a DPAC meeting. Information appears later in the agenda.

Interviewed 3 TTOC candidates with District Principal Tedesco and District Principal Wallach. Three TTOC's are added to the TTOC list.

Commenced a half day data session with CPE Acting Principal Tammy Tomm.

Framework for Enhancing Student Learning

Met with RSS Student Leadership for a second session on the Strategic Plan

- Each Leadership student invited an RSS student to attend this feedback session.

Commenced three leadership meetings. Highlights from the meeting

- School Learning Plan Review.
- Explore the Ministry of Education and Child Care Power BI site. This site gives gives access to the How Are We Doing Report, FSA, Student Learning Survey, School Completion rates, and Graduation Assessment findings. The site can desegregate data for a deeper lens on Indigenous students, neurodiversity, and children in care.
- Global Trends and High Performing Schools.
- UNDRIP – DRIPA, Truth and Reconciliation Calls to Action, BCTC Standard 9, First Peoples' Principles of Learning.

Met with District Principal Tedesco and District Principal Wallack to review Numeracy Plan

- Reviewed feedback from teacher session on the Numeracy Plan.

Schools Visits

RSS school visit

Attended the RSS Student Leadership Block

– Student reviewed events for April, May and June

CPE school visit

BVE school visit – Grade 6/7 visits

Attended the RSS Concert Band performance for CPE, AHE and BVE

Attended the RSS Concert Band Rock & Roll Performance

NOTE: Band picture of Former RSS student Simi Luttrell UVIC graduation performance recital attended by current RSS music students during spring band trip.



Inspire Passion || Joy for Learning

TRUSTEE UPCOMING DATES

Date(s)	Time	Event
May 15 th , 2024	4:30 pm	School Tour of Begbie View Elementary School
	5:00 pm	School Board Meeting at Begbie View Elementary School
June 5 th , 2024	4:30 pm	School Tour of Revelstoke Secondary School
	5:00 pm	School Board Meeting at Revelstoke Secondary School

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

Weý (Nsyilxcen), Weyt-K (Secwepenemc), Kiʔsuʔk kyukyit (Ktunaxa), Taanishi (Michif)

Strategic Plan: Goal 1 We believe that engaged learners will achieve successes that reflect their passions and interests in safe, equitable learning environments.

- Encourage student engagement in setting direction for their learning

READY, SET, LEARN

Intended for families and their three old children, Ready, Set, Learn is all about fostering positive connections between families, the school system and local community agencies. SD 19 hosts this event in partnership with the Early Years Centre and over 20 other partners to provide a fun, family-oriented atmosphere with the intent of supporting children's transitions into school. Families who attend our RSL event take part in play-based activities while learning about early learning programs and services, their local elementary school, and their communities. This "wrap around" event embodies SD 19's devoted approach to the Early Years and emphasizes the notion that "It takes a village" to raise a child.

When: March 6th, 2024, at 4:30 pm – 6:00 pm

Where: Begbie View Elementary School 1001 Mackenzie Ave (Gymnasium)

A sensory-friendly "Quiet" version of this event is available from 4:00-4:30 pm

Connect with Our School Teams and Early Years Community Partners!

Early Years professionals, Child Development, Speech, Dental, Nutrition, Vision, ORL, Screensmart, Children's Programs, Safety, Interior Health and meet School District 19 Kindergarten teachers and School Leaders



Strategic Plan: Goal 2 We optimize the sustainability of our school system

- maintain and improve school district facilities to ensure safe, healthy learning environments

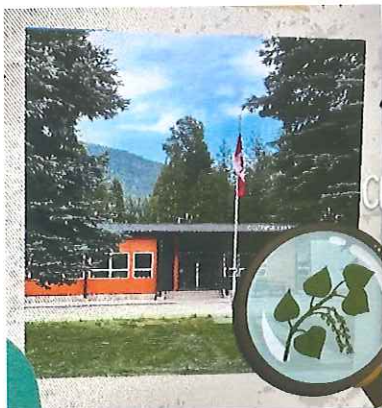
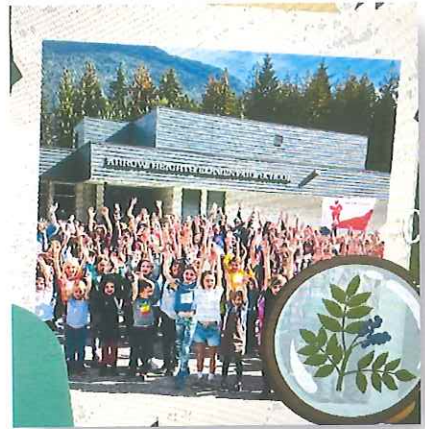
All the Air handling Units in all facilities are not greater than 12 years old. This means we are getting optimal outside/inside air flow in schools

Conversion of lights in schools to LED with dimmer switches which provides staff with the ability to adjust lighting to desired need. CPE, AHE complete, BVE is 60 % complete and RSS 30%

Updates playgrounds in CPE and AHE. BVE will have updates by spring

Funding allocated for additional maintenance support

Big Picture since 2016 are 2 major interior renovations to CPE and AHE. AHE will have further renovation this year.



Strategic Plan: Goal 3 We believe in communication strategies that foster school and community engagement

2024/2025 Communication and Engagement at a Glance

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<ul style="list-style-type: none"> Strategic Plan 	<ul style="list-style-type: none"> Framework for Enhanced Student Learning Local data 	<ul style="list-style-type: none"> School Learning Plans Local data (student voice) 	<ul style="list-style-type: none"> Equity Action Plan Capital Plans 	<ul style="list-style-type: none"> Transitions (Pre-K and 7) Early Learning connections Stoke Youth Network

Focus Communication with:

Regular scheduled meeting dates throughout school year

Early Childhood Development Committee
City of Revelstoke's Social Development Committee
Okanagan College Advisory Committee
Indigenous Community
Indigenous Friendship Society

Meeting invites throughout the school year

Community Connections
Community Futures
City Planning Department in (in comm. For EPP)
Chamber of Commerce
Columbia Basin Alliance for Literacy (CBAL)
Revelstoke Arts Council
Rotary

FEBRUARY	MARCH	APRIL	MAY	JUNE
<ul style="list-style-type: none"> Budget Input Mental Health Initiatives Screen Smart 	<ul style="list-style-type: none"> Grade 12 Transitions Student Leadership 	<ul style="list-style-type: none"> Reporting/Assessment of Student Learning 	<ul style="list-style-type: none"> Equity Action Plan Provincial data (student voice) 	<ul style="list-style-type: none"> Annual Budget Provincial data
<p>The following District Committees are engaged in regular review and discussion of district goals for student success during the year.</p> <ul style="list-style-type: none"> Indigenous Education Advisory Committee Education Advisory Committee Policy Review Committee District Parent Advisory Committee School Parent Advisory Councils Early Childhood Development Committee <p>(March, 2024)</p>				

Strategic Plan: Goal 4 We acknowledge the responsibility of our school community to learn the truth about, and honour Indigenous cultures, languages, and histories, and our responsibility to work through the Reconciliation process.

SD 19 Indigenous Day of Learning | May 3, 2024

8:30-9:30 Celebration, Introduction, & Welcome in RPAC Theatre



10:00-10:45 • An Introduction to Nsyilxcən • Beading and the Proficiency Scale – elementary • Indigenous Games & Outdoor Activities • Land Acknowledgments

11:00-11:45 • An Introduction to Nsyilxcen • Beading and the Proficiency Scale – secondary • Indigenous Games & Outdoor Activities • Land Acknowledgments

11:45-12:45 Lunch 12:45-1:30 • The Lodge (Tipi) • Beading and the Proficiency Scale – elementary • Indigenous Focused Courses and the Learning Continuum • Land Based Learning

1:45-2:30 • The Lodge (Tipi) • Beading and the Proficiency Scale – secondary • Indigenous Focused Courses and the Learning Continuum • Land Based Learning

Beading the Proficiency Scale – Elementary with Shona Becker

Shona Becker is a math and science teacher at Summerland Secondary School (SD 67). She focusses on assessment practices that encourage student self-reflection and will share resources that introduce and support student-use of assessment language. Shona will guide attendees through the process of making a beaded representation of the proficiency scale that allows students to have a visual and tactile object that has proven to have a positive impact on how students view and understand assessment vocabulary. The beaded proficiency scale can be done as an individual activity or can be kept by students and used as a self-reflection tool throughout an entire grade.

Exploring the Proficiency Scale – Secondary with Shona Becker

Shona Becker is a math and science teacher at Summerland Secondary School (SD 67). She focusses on assessment practices that encourage student self-reflection and will share resources that introduce and support student-use of assessment language. Shona will guide attendees through the process of making a beaded representation of the proficiency scale that allows students to have a visual and tactile object that has proven to have a positive impact on how students view and understand assessment vocabulary. The beaded proficiency scale can be done as an individual activity or can be kept by students and used as a self-reflection tool throughout an entire course.



Land Acknowledgments with Jade Berrill and Naomi Ford Wondering about the difference between a land acknowledgment and a welcome? Curious about having a deeper understanding about the history of the land in the Columbia Watershed? Looking to create a personal acknowledgment for your classroom or email signature?

Join Jade and Naomi for a supportive and knowledgeable session on exploring, understanding, and creating land acknowledgements.

Land-based Learning with Jade Berrill and Greg Uremovich Taking our students outside can sometimes seem daunting – especially when we have so much curriculum and content to cover. Jade and Greg are both passionate about exploring curriculum content outside of the traditional classroom setting and are looking forward to sharing their tips, tricks, and techniques for successfully incorporating the outdoors into daily

teaching practices. The hope is for teachers to leave the session with simple systems to put in place that will assist in outdoor classroom management.

An Introduction to Nsyilxcən with Donovan Timentwa Donovan Timentwa is from the Colville Sinixt Nation, is a certified teacher in Washington State, and is a fluent Nsyilxcən speaker. This winter he began making monthly trips to Revelstoke to share Nsyilxcən language with some of our elementary classes. We are grateful that Donovan has time to share with SD 19 teachers and understand the honour we have been given to receive the gift of language. Donovan will share introductory language like counting and greetings and will support learners with pronunciation and the tonal differences between Nsyilxcən and English.

Indigenous Games and Outdoor Activities with Adam Cadegan Rabbit hunting, seal skipping, predator & prey, one-legged jumping, creeping coyote and many more! Come join Adam Cadegan and learn a variety of Indigenous games from across Turtle Island. All necessary materials will be on site, just bring yourself and a willingness to play. There are various sets of equipment for each game, with many sets already residing at each of the schools within our district. The intention is for you to walk away from this learning experience with the ability to facilitate these activities by yourself.

The Lodge with Michelle Cole Michelle Cole is a board member of the Indigenous Friendship Society of Revelstoke and is truly at home on the land. We are fortunate to have Michelle join us to share the ins and outs of a traditional tipi, discuss the daily activities that are required to maintain a tipi, and to explain why our structure is better described as a lodge.

Indigenous Focused Courses and the Learning Continuum with Ainslee Atamanuk

With a strong focus on professionally developing her personal knowledge and practice of teaching Indigenous focused courses, Ainslee Atamanuk will be sharing her experiences of this journey. With time to collaborate and discuss, Ainslee will support colleagues as they look to explore resources, develop content, and gain understanding in a supportive and thoughtful workspace.



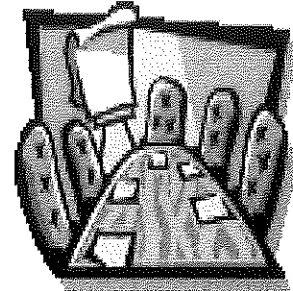
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: April 24th, 2024

ACTION: Policy 2.1 Procedural Bylaw – 2nd and 3rd Reading



At the March 13th, 2024 School Board Meeting, Policy 2.1 Procedural Bylaw received first reading with respect to an amendment paragraph 2.4. 8.4 "Trustee Reports" to add "Trustee Roundtable" as 8.4A.

Recommendation:

"THAT the Revelstoke Board of Education give second and third reading to Policy 2.1 Procedural Bylaw."



School District 19
(Revelstoke)

Revelstoke Board of Education

Policy Manual

2.1 Procedural Bylaw

A BYLAW TO ESTABLISH REVISED PROCEDURES TO BE FOLLOWED IN CALLING AND CONDUCTING MEETINGS, ESTABLISHING COMMITTEES, AND ADOPTING BYLAWS.

WHEREAS the School Act authorizes the Revelstoke Board of Education to make by-laws relative to the organization of meetings of the Board;

NOW, THEREFORE, the Revelstoke Board of Education enacts as follows:

1. INAUGURAL MEETINGS

- 1.1 The Board shall meet within 30 days from the date that the new Board begins its term of office.
- 1.2 The Chair of the inaugural meeting shall be the Secretary-Treasurer until such time as the Board Chair has been elected.
- 1.3 The Swearing of Oaths and the taking of Declarations shall be done by the Secretary-Treasurer.
- 1.4 The interim Chair shall announce results of Trustee elections and confirm that new Trustees have completed the Declaration as required by the School Act, following which the Board Chair shall be elected.
- 1.5 The interim Chair shall call for nominations, moved and seconded, for Board Chair and conduct a vote by secret ballot in which the person receiving a clear majority shall be elected Board Chair. If no person receives a clear majority, the person receiving the least number of votes shall be dropped from the ballot and further ballots shall be taken until a Board Chair is elected by clear majority.

1.6 Following the election of Board Chair, the order of business shall be:

- a) A motion to destroy the secret ballots;
- b) Election of Vice-Chair;
- c) Appointment of time and place for meetings;
- d) Appointments and Trustees' preferences to serve on Committees or be a representative of the Board;
- e) As soon as possible after the election of the Board Chair, the following shall be determined:
 - i) the date/time for all Committee meetings;
 - ii) the Board's signing authorities.

1.7 The election or rotation of Vice-Chair shall be determined by Board resolution.

2. BOARD MEETINGS

Regular Board Meetings

2.1. Board meetings are scheduled for Wednesday evening, every third week, unless so determined by the Board, or in the case where such policy is revised, on such other day or such other hour as the Board may decide at its inaugural meeting. Additional meetings shall be held as the Board may decide.

2.2. The quorum for a regular meeting shall be a majority of Trustees holding office at that time.

2.3 At the appointed time for commencement of a meeting, the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.

2.3.1 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to a time certain or to the next regular meeting date, at their discretion.

2.4 The order of business at all regular meetings, unless varied by motion, shall be as follows:

- 1) Call to Order and Recognition of Territory.
- 2) Attendance
- 3) Approval of Regular meeting agenda
- 4) Approval of Minutes, including a report of closed items

- 5) Delegations
- 6) Special Reports
- 7) Business Arising
- 8) New Business
 - 8.1) Administration Reports
 - 8.2) Other
 - 8.3) Committee Reports
 - 8.4) Trustee Reports
 - 8.4A Trustee Roundtable
 - 8.5) Correspondence
- 9) Future Agenda Items
- 10) Public Question Period
- 11) Recess
- 12) Resumption of Meeting
- 13) Attendance
- 14) Approval of Closed Meeting Agenda
- 15) Approval of Closed Minutes
- 16) Business Arising
- 17) Personnel
- 18) Contracts and Property
- 19) Liability, Legal Matters, Finance
- 20) Students
- 21) Questions and Answers
- 22) Confirmation of Confidential Items
- 23) Adjournment

- 2.5 An addition to the agenda of any item not listed on the agenda requires that the item be of an emergent nature and requires the consent of a simple majority.

A change to the prescribed order of business may be proposed by any Trustee and shall require the consent of a simple majority, without debate.

Reports to the Board

2.6. Committee Reports

Committee reports shall be made in writing.

- a) The Chair of a Board Committee will review the minutes of the previous Committee meeting(s) and will ask that the report "be received as circulated, or as reviewed". This action has the effect of acknowledging the efforts of a Committee and making the assembly responsible for actions of a Committee. Recall that a Committee is not in a position to exercise the rights, duties, and powers of the Board.

- b) After having received the report, the Chair of the Committee will then put forward the recommendations as determined by the Committee for action as identified in the minutes in the form of Board motions for debate and approval. Each recommendation will be dealt with individually.

2.7. Trustee Reports/Administration Reports

At the discretion of the Board, Trustee and Administration reports may be written or oral in nature. They may or may not contain recommendations for Board consideration.

- a) There will be no motion to accept or receive these reports.
- b) A trustee will move and second a recommendation that is made within the report.

- 2.8 The agenda shall be prepared by the Superintendent under the direction of the Chair and/or Vice-Chair. Limited copies of the agenda will be available for the public.

The proposed agenda shall be available at the Board Office by 4:00 p.m. of the Friday preceding the regular Board meeting.

- 2.9 The Secretary-Treasurer of the Board shall ensure that minutes of the proceedings of all meetings of the Board are maintained in compliance with the School Act.
- 2.10 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a simple majority to extend the hour of adjournment.
- 2.11 All meetings of the Board shall be open to the public and no person shall be excluded, except for improper conduct. If, in the opinion of the Board, the public interest so requires, the Board may order a meeting or part thereof to be closed and may exclude persons other than Trustees or persons other than Trustees and officers.
- 2.12 The presiding officer may expel and exclude from a Board meeting any person whom they consider has been guilty of improper conduct.

Special Board Meetings

- 2.13 A special meeting of the Board may be called by the Chair or, upon written request of a majority of the Trustees, may be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 2.14 Notice shall be given of a special meeting and an agenda shall be given to each Trustee at least 24 hours in advance of the meeting. Provision of a written notice and the agenda may be waived by a majority vote, provided all reasonable steps have been taken to notify all Trustees of the meeting.

Delegations

- 2.15 Citizens are welcome to address a Board meeting to express community views, make a presentation or seek Board support on a particular matter. Citizens wishing to address the Board may be placed on the agenda by notifying the Secretary-Treasurer in writing at least one week prior to the meeting or by resolution of the Board.
- 2.16 Delegations should file a written brief with the Secretary-Treasurer by noon on the Wednesday prior to the Board meeting.
- 2.17 The Board will recognize an official spokesperson from each delegation. The spokesperson will be permitted 10 minutes to present the main issue to the Board. Trustees may ask questions of the delegation for purposes of clarification or gathering more information. The Board will consider the delegation's request and will communicate its decision as soon as possible.
- 2.18 Once the issue has been considered by the Board or committee, a response may be made, communicated in writing to the delegation and announced at a future Regular Board Meeting.
- 2.19 Decisions on requests made by a delegation are not normally made at the meeting at which the delegation is heard. However, if the Board believes the matter is emergent, it may consider the matter during the new business portion of the meeting.

Public Question Period

- 2.20 At the end of the Regular meeting agenda, a public question period of up to fifteen (15) minutes shall be held. Comments and questions may only deal with items that are on the agenda of that meeting.

Closed Board Meeting

- 2.21 The Board may convene a closed meeting without the public at which matters of a confidential nature shall be discussed. A closed meeting is when individuals are excluded by motion as described in the School Act. The Secretary-Treasurer or designate must be present at the time a decision of the Board is rendered and must record any decision. No one shall disclose to the public the proceedings of a closed meeting unless a resolution has been passed at the closed meeting to allow disclosure.
- 2.22 Minutes of a closed meeting shall be kept in the same manner as a regular meeting, but shall be approved only by the Board in a closed meeting and shall not be filed with the minutes of regular meetings.
- 2.23 Unless otherwise determined by the Board, the following matters shall be considered in a closed meeting:
- a) Salary claims and adjustments and the consideration of requests of employees and Board officers with respect to collective bargaining procedures;
 - b) Accident claims and other matters where Board liability may arise;
 - c) Legal opinions respecting the liability or interest of the Board;
 - d) The conduct, efficiency, discipline, suspension, termination or retirement of employees;
 - e) Medical Examiners or examinations and medical reports;
 - f) Matters pertaining to individual pupils, including the conduct, discipline, suspension or expulsion of pupils, truancy and indigent pupils;
 - g) Staff changes, including appointments, transfers, resignations, promotions and demotions;
 - h) Purchase of real property, including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of Board offers and expropriation procedures;
 - i) Lease, sale or exchange of real property prior to finalization thereof;
 - j) Such other matters where the Board decides that the public interest so requires.
- 2.24 All other matters shall be considered in public session.

- 2.25 In the event that a decision from the Board is deemed to be immediately required, the matter shall be referred to the Chair by the Trustee(s) or Administrator(s) concerned.

The Chair or designate must then:

- i) inform or ensure that each Trustee is aware of the particulars of the situation as soon as possible;
- ii) indicate that a verbal poll is being taken regarding the Trustees' position on a course of action related to the matter;
- iii) tally the approval or disapproval of the course of action;
- iv) the concept of a quorum and simple majority will be applied;
- v) report back to each Trustee regarding the result of the poll.

It is understood that the results of the poll will be binding and that the Chair will ensure that the decision reached is formalized by motion at the next Board meeting.

3. CHAIR, PRESIDING OFFICER AND MEMBERS OF THE BOARD

- 3.1 The Chair shall preside at all meetings of the Board but may vacate the Chair in order to enter debate or propose or second a motion.
- 3.2 The Vice-Chair shall preside in the absence of the Chair or when the Chair vacates the Chair.
- 3.3 In the event that neither the Chair nor the Vice-Chair is able or willing to take the Chair, the presiding officer shall be such person as the Board may elect for that meeting.
- 3.4 A majority of the Board may elect a new Chair or Vice-Chair at any time.
- 3.5 The presiding officer shall rule on all points of order and shall state their reasons and the authority for ruling when making a ruling. The presiding officer's ruling shall be subject to appeal by the Board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 3.6 The Chair shall vote in accordance with paragraph 7.3.
- 3.7 A statement describing the role of the Chair shall be maintained.
- 3.8 A statement describing a code of conduct for individual Trustees shall be maintained.

4. RULES OF ORDER

- 4.1 Where these rules are silent and where not inconsistent with these rules, Roberts Rules of Order shall apply to the conduct of meetings. Where there is an inconsistency between these rules and the School Act, the School Act shall apply over the rule in question.
- 4.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting of the Board. The Board may adopt a procedural rule for one or more meetings by resolution of a majority of two-thirds of the Trustees present at the meeting. A rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
- 4.3 The Rules may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
- 4.4 The presiding officer's ruling on a point of order shall be based on Rules of Order as stated in paragraph 4.1 herein.
- 4.5 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful, it does not necessarily set a precedent.
- 4.6 All questions shall be decided by a vote on motion.
- 4.7 These rules shall be applicable to all regular, special, and closed meetings of the Board.
- 4.8 A copy of these bylaws would be attached to the Board minutes where it is adopted.

5. MOTIONS

- 5.1 The presiding officer shall allow a sufficient period of time for discussion, before a motion is made, so that the issue is clearly understood. Motions shall be phrased in a clear and concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
- 5.2 The presiding officer may divide a motion containing more than one subject if they feel this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.

- 5.3 No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process.
- 5.4 All motions must be seconded in order that they may be recognized by the Chair and allow debate to proceed.
- 5.5 All motions are debatable except the following:
- a) Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
 - b) Motion to fix time for adjournment of a meeting;
 - c) Motion to proceed to the next business;
 - d) Motion to go into Committee-of-the-Whole or closed session.
- 5.6 All motions shall be subject to amendment except the following:
- a) Motion that the question be now put;
 - b) Motion for adjournment of debate or adjournment of a meeting;
 - c) Motion to table unless such a motion contains a date for further consideration of the matter tabled;
 - d) Motion to refer to Committee;
 - e) Motion to proceed to next business.
- 5.7 An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way, or be contrary to, the principle embodied in the main motion.

Reconsideration

- 5.8 A motion may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by three (3) votes in the affirmative. It must be made by one who voted with the prevailing side.

Postponement

- 5.9 The practice of School District No. 19 (Revelstoke) will be to use postponement for delaying action to a certain time either in the current meeting or to a specific meeting in the future to provide further clarification on a matter. This motion requires a mover and seconder and will be debatable.

Tabling

- 5.10 The practice of School District No. 19 (Revelstoke) will be to use tabling for delaying action beyond this meeting. It has the effect of making a main motion ineligible for a vote if the motion for tabling occurs before the final vote is called for by the Chair on the main motion. This motion requires a mover and seconder and will not be debatable.

6. DEBATE

- 6.1 Debate shall be strictly relevant to the question before the meeting and the presiding officer shall warn speakers who violate this rule.
- 6.2 No Trustee shall speak until recognized by the Chair.
- 6.3 No Trustee shall speak for a period in excess of five minutes at one time. The Chair may caution a Trustee who persists in tedious and repetitious debate and may direct him/her to discontinue if they/them persists.
- 6.4 A matter or privilege (a matter dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 6.5 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order or a point of privilege.
- 6.6 The original mover of the motion shall have the opportunity to close debate.

7. VOTING

- 7.1 All Trustees present at a meeting must vote on each motion with the following exceptions:
- a) A Trustee will abstain from voting in the case where they have a conflict of interest by reason of a direct or indirect pecuniary interest in a vote. If the vote is taking place in an open meeting, the Trustee must declare the general nature of their interest and then refrain from entering the discussion on the question. The Trustee in conflict cannot influence the outcome of the decision in any fashion. If the meeting is not open to the public and a matter is to be dealt with that a Trustee is in conflict with,

they must leave the room. At the next public meeting following this meeting, they will provide disclosure of their action.

- b) A Trustee may abstain from voting on an issue for personal reasons, but it is felt that the reasons should be provided. Should a Trustee abstain from voting, then they must abstain from debate and/or influencing the outcome of the decision. Finally, no vote will be recorded for someone that abstains so it will be recognized that abstaining will support the majority position. A motion will be lost if there is no majority position.
- 7.2 Voting shall be by a show of hands and only the results recorded unless a Trustee requests recording of names. Where names are recorded both positive and negative votes shall be recorded.
 - 7.3 The Chair shall vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chair shall so declare.
 - 7.4 All questions shall be decided by a majority of the votes of the Trustees present and voting save as otherwise provided by these bylaws or the School Act.

8. COMMITTEES

- 8.1 The Chair shall discuss their recommendations individually with each Trustee regarding appointments to standing committees and other organizations which require representation from the Board of School Trustees.

These recommendations shall then be presented to the Board for approval at the first meeting following the inaugural meeting.

- 8.2 A list of standing committees and terms of reference for each committee shall be appended to, and shall form part of, the Procedural Bylaw.
- 8.3 During the year, the Chair may appoint representatives to Ad Hoc Committees.
- 8.4 Members of the Board may attend meetings of any of its committees and may take part in any discussion or debate but may not vote unless they are members of the committee.
- 8.5 The rights, powers, duties and liabilities of the Board rest only with the legally constituted Board and not with committees of Trustees or individual Trustees.
- 8.6 Committees will set their own composition, determine their own operating procedures, frequency and time of meetings, agendas and aspects governing its operation and request Board approval of its governance structure.

Committees will include this policy on the first meeting agenda of the year, and record in the minutes the request to the Board for approval.

- 8.7 All committees shall take minutes of its meetings and shall submit these minutes to the Board. The Board shall promptly respond to any requests or recommendations and communicate any decisions reached by the Board to the affected parties.
- 8.8 The deliberations of a committee shall not be complete until its recommendations have been submitted to the Board.

9. BYLAWS AND RESOLUTIONS

- 9.1 All matters shall be dealt with by resolution or bylaw. A bylaw shall have three readings, a policy resolution shall have two readings, and an ordinary resolution shall have only one reading.
- 9.2 The following matters shall only be resolved by bylaw:
- a) Amendments to bylaws;
 - b) The rules of procedure of the Board and rules relative to the organization of meetings of the Board;
 - c) Regulation and control of the use of property owned and administered by the Board;
 - d) Where required by the School Act.
 - e) Exceptions to the bylaws.
- 9.3 Policy resolutions define the beliefs and/or long-term objectives of the Board. Upon final approval, these resolutions become part of the Board's Policy Manual.

Procedure on Bylaws

- 9.4 Every non-financial bylaw will be dealt with in the following fashion:
- a) Notice of motion (or first reading) will be given at one Board meeting and will not be debatable;
 - b) Second and third (final) reading will be completed at the next Board meeting following the one where the notice is given. At this meeting, the proposed bylaw or bylaw change is fully debatable.

Financial bylaws may be given first, second and third (final) reading in one motion of adoption provided a written copy is available and all the members of the board present at the meeting unanimously agree to give the bylaw all three readings at that meeting.

9.5 The Procedural Bylaw shall be reviewed at least every three years.

Date of First Reading March 13th, 2024

Date of Second Reading

Date of Third Reading

Date of Adoption

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

APPENDIX “A”

FINANCE AND FACILITIES COMMITTEE – TERMS OF REFERENCE

Introduction

The Board recognizes the important trust it has been given with responsibility for public resources and therefore the Finance and Facilities Committee is a standing committee of the Board of Education.

POLICY

Membership

- 1.1 The Committee is a Committee of the Whole of the Board of Education, with one Trustee appointed as Committee Chairperson at the Board's inaugural or annual meeting.
- 1.2 The Superintendent and Secretary Treasurer are non-voting members.

Scope of Functions

- 2.1 Provide recommendations to the Board related to Budget Governance and Audit.
- 2.2 Function as the Audit Committee.

Budget Governance

- 3.1 The budget document identifies the financial resources appropriated by the Board to provide human and material resources to meet the district's educational and operational objectives. The Board provides appropriate flexibility in budget management to enable administration to make the most effective use of fiscal resources within the approved budget.

The Superintendent is responsible for the overall management of the educational and operational programs that are supported by the annual budget. The Secretary Treasurer is responsible for the financial reports and for the financial management of the budget.

3.2 The Committee shall:

- 3.2.1 Provide oversight in the budget development process and recommend the annual budget to the Board.
- 3.2.2 Monitor the use of accumulated surpluses.
- 3.2.3 Provide oversight related to budget performance, including reviewing interim budget reports provided by management.
- 3.2.4 Recommend the report on bills paid to the Board.
- 3.2.5 Provide oversight related to capital project identification and implementation, including reviewing project status reports provided by management.

Audit

4.1. The objective of the audit function is to ensure that the district's internal controls and financial reporting support the overall achievement of district goals.

4.2 The Committee shall:

- 4.1.1 Provide oversight to the audit process stipulated in Board *Policy 4.2 Accounting, Reporting and Audit*.
- 4.1.2 Provide oversight related to risk management and internal controls.
- 4.1.3 Recommend the annual Audited Financial Statements to the Board.

Meetings

5.1 Meetings shall be held on a minimum quarterly basis.

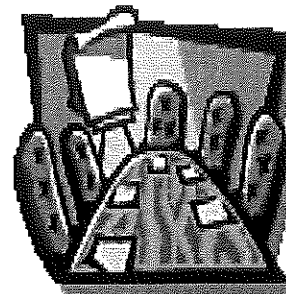
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: April 24th, 2024

ACTION: Policy 2.2 Revelstoke Board of Education –
Composition, Roles and Conduct



The Ministry of Education and Child Care and BC School Trustees' Association issued the *School Trustees Codes of Conduct: Provincial Criteria Guidelines* document which requires that current district policies meet the criteria and that revised policies are in place by April 30th, 2024. The Policy Review Committee reviewed the district's existing policy. Revisions were made to the policy to meet the provincial criteria.

Due to the April 30th, 2024 deadline, the Policy Review Committee requests that this policy be approved by the Board at this time. This policy will now be sent out to stakeholders for feedback. The policy will be reviewed once the feedback is received.

Recommendation:

"THAT in accordance with Board Policy 2.4 District Policy Development and Review the Revelstoke Board of Education approve revised Policy 2.2 Revelstoke Board of Education – Composition, Roles and Conduct."



Revelstoke Board of Education

Policy Manual

School District 19
(Revelstoke)

2.2 Revelstoke Board of Education – Composition, Roles and Conduct

The Revelstoke Board of Education is composed of five (5) members elected for four-year terms.

The members are elected, at large, to govern the educational affairs of the whole district.

The Board is considered to be a body politic and corporate having the rights, powers, duties and liabilities set forth in the School Act. Only the legally constituted Board and not committees of trustees or individual trustees is endowed with such authority.

The Board exercises its authority in delegating specific and general administrative duties to appropriate employees of the Board, and individual trustees will respect the lines of communication established by the whole Board.

Role of Chair

The main duty of the Board Chair is to ensure that each member of the Board has a full and fair opportunity to be heard and understood by their peers so that a collective opinion can be developed which is truly based on the thinking of the group.

Specific Duties of the Chair

1. Those listed in Procedural Bylaw No. 2.1.

To demonstrate leadership and facilitate effective operation of the Board by helping Board members operate together as a group to accomplish their goals and by helping to resolve differences in philosophy through meaningful debate.

2.2 Board - Composition, Roles and Conduct cont.

2. To convene Board meetings and, with the Vice-Chair and Superintendent of Schools, develop the agenda for these meetings. To make certain that trustees are provided with sufficient information to assess the matters before them by arranging for an agenda and information package to be distributed in advance of meetings.
3. To preside at all regular Board meetings and establish and maintain, with Board members, an atmosphere conducive to permitting calm deliberation with effective and timely conduct of the Board's affairs. To know the basics of parliamentary procedures, to refer to rules of order when necessary and to ensure that all questions are decided with due consideration. To monitor the implementation of directives.
4. To accept the prime responsibility for the establishment of procedures which have dignity and meaning to members of the public who are in attendance at meetings. To act as a cordial host to delegates, ensuring their presentation is appropriately heard by the Board.
5. To encourage the Board's attention to policy questions rather than administrative matters.
6. To encourage the Board to develop and keep up-to-date, the Board's bylaws and policy file to meet the changing needs of the school system. To provide continuing direction for the administration by clarifying the intent of Board policy. To protect the senior administration and staff from inappropriate demands from individual trustees. To work for support and trust of the administration and staff.
7. To enlist the interest of Board members in the education programs being offered in the schools so that policy making at Board meetings is done intelligently. To keep up-to-date on changes affecting the local education system.
8. To foster the development of good relationships between the Board and:
 - i. official groups such as City Council, Ministry of Education and Child Care, Okanagan College;
 - ii. the general public including local community and parent groups.
9. To assume some responsibility for the orientation of new trustees by introducing them to key representatives of the system and by providing

them with background information concerning the operation of the Board and the system.

10. To act as official spokesperson for the Board and to present the corporate viewpoint on matters relating to Board policy. To represent public school education in the community and to promote public interest and participation in the operation of the school system. To ensure that the press are provided with the information needed to accurately report on Board meetings.

Trustee Code of Conduct

1. I will observe the bylaws, policies and regulations of the Revelstoke Board of Education; the School Act, Regulations and Orders; and other relevant statutes.
2. I will make decisions in terms of the educational welfare of children/ students and strive for public schools that will meet the needs of all students.
3. I will recognize my duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.
4. I will devote time, thought and study to trusteeship so that I may render effective and credible service as an advocate for students and public education.
5. I will address systemic racism and promote an active culture of anti-racism in schools.
6. I recognize that the expenditures of public funds is a public trust and will see that such expenditures are done efficiently, economically and for the best interest of students in my district.
7. I will be cognizant of legislation and policy concerning conflict of interest and will abstain from discussing or voting on issues where such conflict exists.
8. I remain committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.

2.2 Board - Composition, Roles and Conduct cont.

9. I will remember at all times that as an individual, I have no legal authority outside the meetings of the Board. My relationships with staff, citizens and media will be conducted on this basis.
10. I will abide by majority decisions of the Board and will accept these decisions as essential to the democratic process and will not undermine these decisions.
11. I will hold the closed business of the Board in strictest confidence and shall continue to do so even after retiring from the Board.
12. I will observe proper decorum and behavior at all times.
13. I will treat my fellow Trustees with respect and consideration in order to facilitate a full and open discussion of the business at hand.
14. I will endeavor to attend all Board, Committee and external agency meetings to which I am appointed. As a courtesy, I will notify the Board Office or Chair of any absences.
15. I will recognize the role of the Superintendent as Chief Executive Officer responsible for the day-to-day administration of the school district and will not in any way interfere with, or undermine his or her authority.
16. When members of the public raise concerns regarding the school system, I will refer them to the appropriate Principal or the Superintendent.

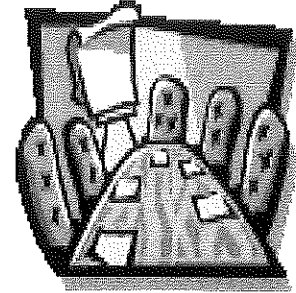
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Roberta Kubik, Superintendent of Schools

DATE: April 24th, 2024

ACTION: Adoption of Belief Statements and Student Learning Focus for the SD 19 Strategic Plan



Recommendation:

"THAT the Revelstoke Board of Education adopt the following belief statement and student learning focus for the district's Strategic Plan:

Our school district believes in:

- The pursuit of excellence while nurturing a joy for lifelong learning.
- Fostering the physical, mental, and emotional well-being of our school community.
- Supporting the development of diverse communication skills, creative thinking, and critical reasoning.
- Living the journey of Truth and Reconciliation.
- Upholding the ideals of social and environmental responsibility at both the individual and societal levels.

Student Learning Focus

We will create purposeful learning environments that incorporate the Core Competencies into every facet of the curriculum.

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

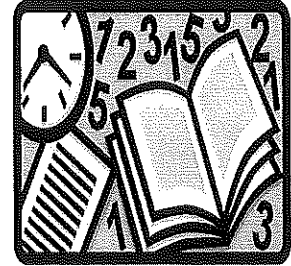
SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees, Superintendent of Schools

FROM: Bruce Tisdale, Secretary Treasurer

DATE: April 24th, 2024

INFORMATION: 2024/25 Capital Project Approval



The Ministry has approved the 2024/2025 Capital Plan in the amount of \$1,224,100 will be used as follows:

Arrow Heights Elementary

This project will be for interior renovations in the amount of \$619,100 to allow completion of the final phase of renovation. The funding is so the last of the interior renovations can be done as one project and reduce the disruption to the school. This will include the outstanding work left from the last project, the skylight in room 108, all millwork in the remaining rooms in the school, a renovation to the entrance to make it more welcoming and incorporating the decorative themes identified as a priority by the staff.

All Schools

Funding of \$45,000 has been approved to complete the upgrading and replacement of older kitchen equipment. This will support the Feeding Futures program expansion.

Columbia Park Elementary School

This project is to undertake renovations in various areas of the school. These include eliminating the water pooling problem at the entrance to the school, completion of millwork resulting from the increase in enrolment, and addressing deficiencies in doors, both interior and exterior. The funding received is \$180,000.

Revelstoke Secondary School

This project is for electrical upgrades in the amount of \$380,000. This is phase 2 of the conversion of the school to LED lights. The gymnasium lights were changed last year and the hallway light replacement is in progress right now.

The Board is required to adopt the attached Capital Plan in order to access the approved funding. Once the bylaw is adopted, the attached Annual Programs Funding Agreement provided by the Ministry of Education and Child Care will be signed by myself as Secretary Treasurer and submitted to the Ministry for signature.

Recommendation:

"THAT the Revelstoke Board of Education give first, second and third reading to the attached Capital Project Bylaw No. 2024/25 CPSP19-01 in the amount of \$1,224,100."



March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent
School District No. 19 (Revelstoke)

Capital Plan Bylaw No. 2024/25-CPSD19-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Arrow Heights Elementary	SEP - Interior Construction Upgrades	\$619,100	Proceed to design, tender & construction. To be completed by March 31, 2025.
Columbia Park Elementary	SEP - Interior Construction Upgrades	\$180,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Revelstoke Secondary	CNCP - Electrical Upgrades	\$380,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Arrow Heights Elementary, Begbie View Elementary, Columbia Park Elementary, Revelstoke Secondary	FIP - Kitchen Equipment and Upgrade	\$45,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's Capital Planning webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**

- Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)


The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

CAPITAL BYLAW NO. 2024/25-CPSD19-01
CAPITAL PLAN 2024/25

WHEREAS in accordance with section 142 of the *School Act*, the **Board of Education of School District No. 19 (Revelstoke)** (hereinafter called the "Board") has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the **2024/25-CPSD19-01** Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated **March 15, 2024**, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 19 (Revelstoke) **Capital Bylaw No. 2024/25-CPSD19-01**.

READ A FIRST TIME THE 24th DAY OF APRIL 2024;
READ A SECOND TIME THE 24th DAY OF APRIL 2024;
READ A THIRD TIME, PASSED THE 24th DAY OF APRIL 2024.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original **School District No. 19 (Revelstoke) Capital Bylaw No. 2024/25-CPSD19-01** adopted by the Board the 24th, day of April 2024.

Secretary-Treasurer

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 15th day of March 2024, is in effect for the 2024/25 fiscal year period of April 1, 2024 to March 31, 2025.

BETWEEN: **His Majesty the King in Right of the Province of British Columbia**, represented by the Minister of Education and Child Care (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 19 (Revelstoke)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education and Child Care, and includes the Deputy Minister of Education and Child Care and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education and Child Care of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education and Child Care, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Arrow Heights Elementary	SEP - Interior Construction Upgrades	\$619,100	Proceed to design, tender & construction. To be completed by March 31, 2025.
Columbia Park Elementary	SEP - Interior Construction Upgrades	\$180,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Revelstoke Secondary	CNCP - Electrical Upgrades	\$380,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Arrow Heights Elementary, Begbie View Elementary, Columbia Park Elementary, Revelstoke Secondary	FIP - Kitchen Equipment and Upgrade	\$45,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

3.02 The Ministry will, in no event, provide more than the amount listed above.

3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.

3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
- c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) delivery within budget;
 - ii) completion by March 31, 2025;
 - iii) scope details are fully met upon completion;
 - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;

- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
 - e) ensure all communication related to the Capital Project conforms to the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts” (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry of Education and Child Care immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC’s administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

5. EVENT OF FORCE MAJEURE

- 5.01 In the Event of Force Majeure:
- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
 - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
 - c) the course of action must be agreed to by the Ministry and the Board.

- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts” (provided as Schedule A).

7. NOTICE

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 19 (Revelstoke)
501 11th St, Revelstoke, BC, V0E 2S0
Attention: Bruce Tisdale, Secretary-Treasurer
Email: btisdale@sd19.bc.ca

- b) if to the Ministry:

Ministry of Education and Child Care
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Capital Management Branch (Minor Capital Unit)
Email: CMB@gov.bc.ca

- 7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or

2024/25 Annual Programs Funding Agreement for School District No. 19 (Revelstoke)

- ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

2024/25 Annual Programs Funding Agreement for School District No. 19 (Revelstoke)

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Education and Child Care)

Authorized Signatory (For the Minister of Education and
Child Care)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 19 (Revelstoke) by its duly)
authorized signatories)

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF EDUCATION AND CHILD CARE (ECC) AND SCHOOL DISTRICTS

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, ECC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the ECC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. ECC will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

ECC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

ECC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by ECC. Cost of the plaque is to be funded from the approved project budget.

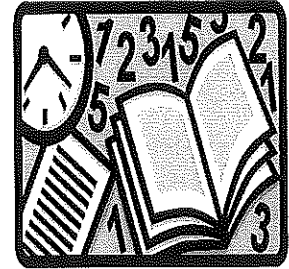
SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees, Superintendent of Schools

FROM: Bruce Tisdale, Secretary Treasurer

DATE: April 24th, 2024

INFORMATION: Additional Ministry of Education and Child Care
Grants



Those of you who have tried to phone Arrow Heights Elementary School when it is raining are aware of the issues with the phone lines sounding like they are underwater. Michael Haworth, District Vice Principal Technology (seconded to the Ministry of Education and Child Care) started working on a solution with Telus a couple of years ago and then Kai Boggild, Technology Support, got involved last year. The process was complicated by the Telus decision to move from copper to fibre optic cable in a number of areas of the Province including ours. Our cost was estimated at about \$37,500 so we reserved funding from the Annual Facility Grant.

I am a member of the provincial School District Technology Advisory Committee and brought it up last June with them. I do not believe that the costs should be totally a district responsibility, given it was not a problem districts created nor a solution districts were involved in making. My request was turned down although the committee did continue to discuss it during this school year.

This Spring, the Ministry of Education and Child Care (the "Ministry") asked for submissions from districts to address this type of issue. Michael, Kai, and I discussed this, and they put a submission together along the lines of our discussion. In March, the Ministry announced that our district along with 14 other districts, would receive funding under "Project Penny" in the amount of \$100,000. This will cover all the costs for the Arrow Heights issue, will address the replacement of copper lines at Columbia Park, and will provide funding to upgrade the antiquated systems at the remaining three sites including the board office. Operationally, this should reduce the annual telephone costs as all five sites will be interconnected.

The letter from the Ministry is attached and as this is capital funding, a bylaw will have to be adopted.

Included in the 2024/25 funding announcement on March 14th, 2024, it was announced that additional funding would be provided for the Student and Family Affordability fund with the same criteria as the original funding. The district did reserve 40% of the original funding to support students over the next two years so the \$100,000 received in March will be added to the current reserve. The key to this program is that it has a wider scope than the Feeding Futures program. The scope allows the funds to be used to support vulnerable families for needs beyond food such as clothing, school costs, bus

fees, and various activities. This is targeted so is a special purpose fund and can be carried forward to next year.

Additional information will be provided once clarification is received on these funds over the next few weeks, but this is an overview on the additional funding received as of now.



March 19, 2024

Ref: 297482

Bruce Tisdale, Secretary Treasurer
Board of Education
School District No. 19 (Revelstoke)
Email: btisdale@sd19.bc.ca

Dear Bruce,

We are pleased to inform you that SD19 Revelstoke has been awarded a grant in the amount of \$100,000 to support its digital service transformation of services relying on TELUS copper transport services and/or impacted by Project Penny. A payment via Electronic Funds Transfer (EFT) will follow shortly.

A grant of this nature requires that the Ministry outline its standard expectations in terms of accountability and acknowledgement.

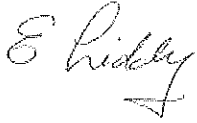
In accordance with conditions placed on all government grants, SD19 Revelstoke must:

- Use all grant funds only for the purpose outlined above.
- By June 30, 2024, provide the Ministry a report on actual use of the grant money, broken down by purpose, plus reporting on outcomes.
- Be aware that the Ministry will reclaim any portion of the grant should SD19 Revelstoke not use the funds received for the purposes outlined in this letter.

Further, we ask that you acknowledge the Province of British Columbia's assistance on written materials related to this grant. The following acknowledgement may be used:

“We acknowledge the financial support of the Province of British Columbia through the Ministry of Education and Child Care.”

Sincerely,

A handwritten signature in black ink, appearing to read 'E Liddy', with a stylized flourish at the end.

Eleanor Liddy
Assistant Deputy Minister / CIO
Services and Technology Division

CC: Jennifer Wray
Executive Director, Student Information, Data & Education Network Services
Services and Technology Division

SCHOOL DISTRICT NO. 19 (REVELSTOKE)
SUMMARY OF OPERATING GRANT COMPARISONS
For Projected 24/25 and Final 2023/24

APPENDIX "A"

Preliminary Grant for 2024/25					Final Grant for 23/24						
Projected SEPTEMBER 2024 ENROLMENT COUNT					ACTUAL SEPTEMBER 2023 ENROLMENT COUNT						
1122.00	school age	\$	8,915	\$	10,002,630	1,087.000	school age	\$	8,625	\$	9,375,375
0.00	online learn	\$	7,200	\$	-	-	distrib learn	\$	6,100	\$	-
4.00	homeschools	\$	250	\$	1,000	4.00	homeschools	\$	250	\$	1,000
0.00	course chal	\$	279	\$	-	-	course chal	\$	232	\$	-
1122.00	+ adults =		1,122.00			1,087.00	+ adults =		1,087.00		
Total Enrolment-Based Funding (September)				\$	10,003,630	Total Enrolment-Based Funding (September)				\$	9,376,375
SUPPLEMENTS					SUPPLEMENTS						
Basic 1% to 4%		\$	-		Basic 1% to 4%	0.00	\$	3,734	\$	-	
Extended (4%+)		\$	-		Extended (6.4%)	0.00	\$	5,601	\$	-	
Significant Cumulative Decline (7%+)		\$	-		Significant Cumulative Decline (7%+)						
Supplement for Enrolment Decline		\$	-		First 1% not funded	\$	-	\$	3,734	\$	-
Level 1 Spec Needs	1	\$	50,730		Level 1 Spec Needs	0.00	\$	49,070	\$	-	
Level 2 Spec Needs	86	\$	24,070		Level 2 Spec Needs	76.00	\$	23,280	\$	1,769,280	
Level 3 Spec Needs	14	\$	12,160		Level 3 Spec Needs	13.00	\$	11,760	\$	152,880	
Eng. Lang Learning	56	\$	1,795		Eng. Lang Learning	44.00	\$	1,735	\$	76,340	
Aboriginal Ed	105	\$	1,770		Aboriginal Ed	101.00	\$	1,710	\$	172,710	
Adult Ed	0	\$	5,690		Adult Ed	0.00	\$	5,505	\$	-	
Equity of Opportunity Supplement		\$	50,079		Vulnerable Students				\$	53,578	
Supplement for Unique Student Needs		\$	2,627,439		Supplement for Unique Student Needs				\$	2,224,788	
SALARY DIFFERENTIAL		\$	155,892		SALARY DIFFERENTIAL				\$	153,626	
UNIQUE GEO FACTORS		\$	3,099,360		UNIQUE GEO FACTORS				\$	2,804,913	
FUNDING PROTECTION		\$	-		FUNDING PROTECTION				\$	-	
EDUCATION PLAN	4	\$	10,000		EDUCATION PLAN	4	\$	10,000			
September Enrolment Count Total	3	\$	15,896,321		September Enrolment Count Total	3	\$	14,569,702			
JULY 2022 ENROLMENT COUNT					JULY 2021 ENROLMENT COUNT						
SUMMER LEARNING	2	\$	-		SUMMER LEARNING	2	\$	-			
FEBRUARY 2023 ENROLMENT COUNT					FEBRUARY 2022 ENROLMENT COUNT						
DISTANCE LEARNING		\$	-		DISTANCE LEARNING		\$	-			
MAY 2023 ENROLMENT COUNT					MAY 2022 ENROLMENT COUNT						
DISTANCE LEARNING		\$	-		DISTANCE LEARNING		\$	-			
GRAND TOTAL		\$	15,896,321				\$	14,569,702			
INDIGENOUS EDUCATION COUNCILS		\$	20,187								
Adjusted Grand Total		\$	15,966,508						\$	14,569,702	
Total funding support provided in formula		\$	-						\$	-	
2 + 3 - 4 =	\$	15,886,321	\$	15,966,508	2 + 3 - 4 =	\$	14,559,702				

Classroom Enhancement fund	Table B	622,521	615,849
Learning Improvement fund	Table C	56,534	54,596
Community Link	Table A	117,117	114,325
Annual Facility Grant - Operating and Capital	Table D	403,689	403,689
Affordability/Feeding Futures Fund		350,000	350,000
TOTAL MINISTRY FUNDING		17,516,369	16,108,161



School District 19
(Revelstoke)

Revelstoke Board of Education

District Parent Advisory Council Meeting March 6th, 2024

Minutes

1. **Call to Order and Acknowledgement**

Call to order 12:01 pm

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

2. **Attendance**

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

Regrets: None

3. **Agenda Additions**

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

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

- Accepted as presented – no errors or omissions

5. **Correspondence**

- BCTF Magazine (March 2024) issue

6. **Treasurer's Report**

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

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

Student Learning Survey

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

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

BC Adolescent Health Survey

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

School Cash Online (from February 7th 2024 Meeting)

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

8. Old Business

- None

9. New Business

SD19 Sexual Orientation and Gender Identity Policy - Review

- Provincial and Superintendent meeting to have a framework if protests/ demonstrations are planned.
- Social Development/CED to survey community

Four Day School Week Discussion

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

Youth Initiative Report (Sheena Wells)

- The report is not yet ready – forwarded to the May 1st, 2024 meeting

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

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

10. **PAC News**

AHE

- See attached

BVE

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

CPE

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

RSS

- See attached

EDG

- See attached

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

Next meeting dates:

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

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

Arrow Heights PAC Report

March 6, 2024

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

École des Glacier

PAC Update

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

DPAC Meeting – March 6, 2024
RSS PAC Update

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



Revelstoke Board of Education

Indigenous Education Council Meeting April 4th, 2024

Minutes

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

Called to order at 4:00 pm.

In attendance: Kristi Strobbe, Lisa Moore, Erin England, Sarah Zimmer, Jodi Wallach, and Roberta Kubik

Regrets: Marlene Krug, Asa Kenyon, Kathryn Kokotailo Waterer, Marly McAstocker

1. Agenda Additions
2. A review of the February 29th, 2024 Indigenous Education Council Meeting Minutes:
 - No errors or omissions
3. Introductions
4. Review of the Key Section from Bill 40 2.01 – Indigenous Education Councils
 - Pages 1 - 3 of the attached PowerPoint Presentation i
5. How Are We Doing Report?
 - Page 4 of the attached PowerPoint Presentation
6. Indigenous Budget 2023/2024
 - Copy of the Budget is attached
7. Staffing and Knowledge Holder Updates
 - Indigenous Student Support Position
 - There have been no applications for Jessica Stewardson's position
 - Marlene Krug has increased her hours to full-time (35 hours/week)
8. Website Update
 - See pages 5 to 8 of the attached PowerPoint Presentation
 - Logo – the Council chose Option 1 on page 7 of the PowerPoint Presentation

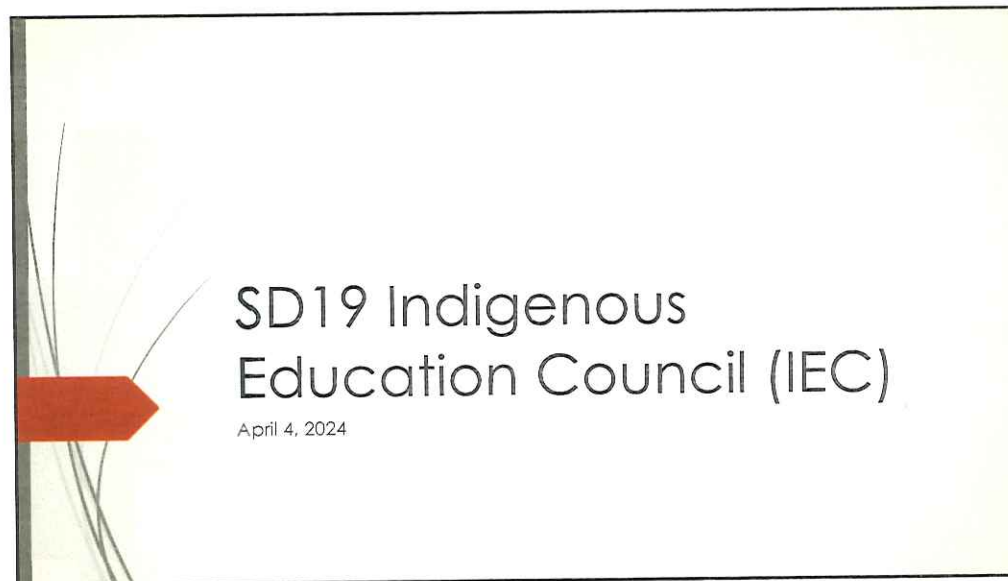
9. Indigenous Student Support District Updates:

- Marlene Krug
 - Early Years Fair
 - Teaching the Grade 7 students at Columbia Park Elementary School how to facilitate Indigenous games for winter games stations at the school
 - She is getting to know the students at Begbie View Elementary School
- Lisa Moore
 - Indigenous Student Leadership Summing
 - Planning has started for the 2nd annual gathering
 - Highlight has been how excited students have been to go again or those going for the first time after hearing so much about it
- Erin England
 - Filming teachers to prepare for upcoming professional development on May 3rd, 2024

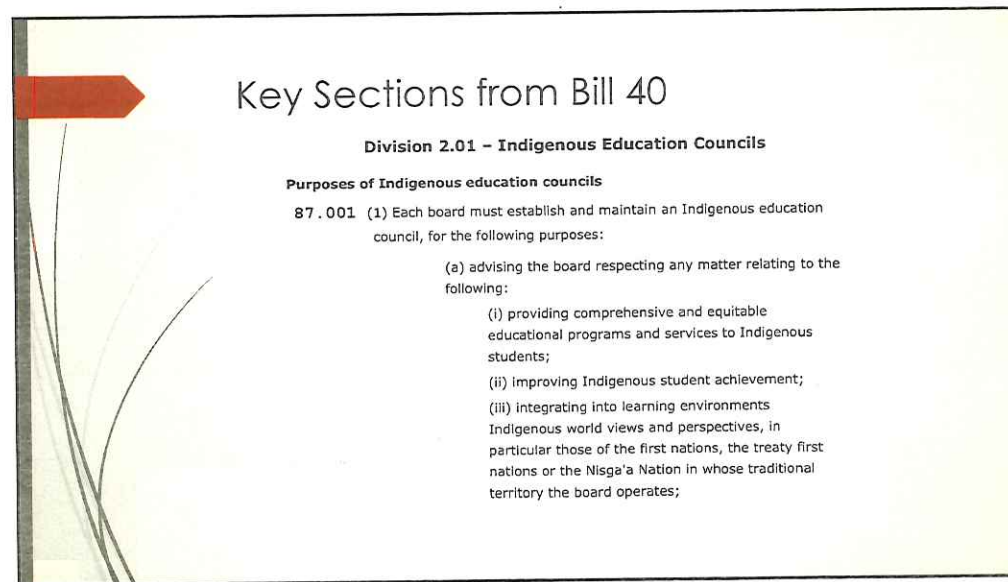
10. Adjourned:
Meeting adjourned

Next meeting date (at 4:00 pm at the School Board Office, Upper Meeting Room):


- May 2nd, 2024



1



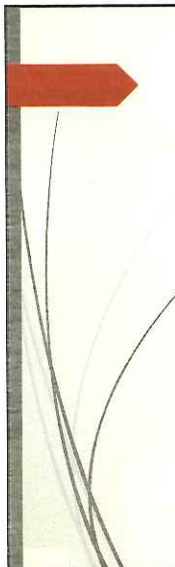
2



- (b) advising on grants provided under this Act in relation to Indigenous students;
- (c) approving plans, spending and reporting related to grants as set out in section 87.002;
- (d) advising the board in relation to the distinct languages, cultures, customs, traditions, practices or history of the first nations, the treaty first nations or the Nisga'a Nation in whose traditional territory the board operates, through advice from the Indigenous education council members representing those first nations, treaty first nations or the Nisga'a Nation.

(2) For certainty, an Indigenous education council is not a committee of a board under section 65 (2) (a) of this Act.

3



Approval of targeted grants – plans, spending and reporting

87.002 If the minister provides a direction for a targeted grant under section 106.4 and the targeted grant is related to Indigenous students, the Indigenous education council must,

- (a) before the grant is spent by the board, approve the board's plan for the grant and the board's spending of the grant, and
- (b) after the grant is spent, approve the board's report, if any, on the grant's spending.

Minister may order board to consult with Indigenous education councils


87.003 The minister may specify, by order, that a board must consult with the Indigenous education council or specified members of the Indigenous education council on a matter specified by the minister.

Ministerial orders in relation to Indigenous education councils

87.004 (1) Subject to this section, the minister may specify, by order, any of the following in relation to an Indigenous education council:

- (a) establishment and composition of a council;

4



- (b) the process to appoint council members;
- (c) voting rights of council members;
- (d) terms of reference in relation to a council;
- (e) rules governing the conduct of the business of a council.

(2) The following individuals may not be members with voting rights of an Indigenous education council:

- (a) a trustee;
- (b) a board employee.

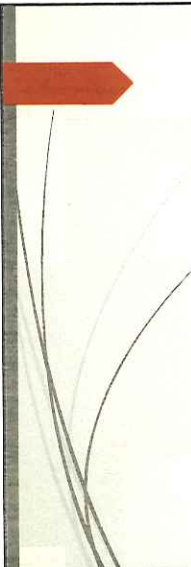

(3) The minister may specify in an order under subsection (1) that different members of an Indigenous education council may have different voting rights in respect of different matters.

Indigenous education councils establish governance rules

87.005 An Indigenous education council may make rules governing the following, but may not make a rule if that rule is inconsistent with this Act, the regulations or the orders of the minister:

- (a) the process to appoint members of a council;
- (b) the conduct of a council's business;
- (c) terms of reference in relation to a council.

5

Aboriginal Report
How Are We Doing?
2022/2023

School District: 019
Revelstoke

* Masked Data

6

Across the province, the 2022/23 six-year completion rate for Indigenous students in public schools was 74.3 percent compared to 94.5 percent for non-Indigenous students. Looking at the five-year completion rate, 63.4 percent of Indigenous students completed in five years, compared to 91.0 percent of non-Indigenous students. This information must inform our collective work.

For information, specifically in your school district, the Indigenous six-year completion rate has increased by 19.2 percentage points from 66.3 percent in 2018/19 to 85.5 percent in 2022/23. We should be curious to understand the story of these students behind the numbers and look forward to learning more through your annual Enhancing Student Learning reports.

The story:

Two students moved to Alberta from this cohort, one when he was in grade 9 and one when he was in grade 11. Students who graduate out of province currently do not count as having graduated. The benefit of a small district is knowing the students. We know that both of these students graduated and continued with post-secondary school.

7

First Nations Rightsholders and Indigenous partners have expressed the importance of the Foundation Skills Assessment that provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

Appendix 1 Highlights – SD19 Revelstoke

Foundation Skills Assessment

Grade 4 Literacy assessment: 91% of Aboriginal learners participated in 2018/19 compared to 86% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (83% vs. 90%).

Grade 4 Numeracy assessment: 82% of Aboriginal learners participated in 2018/19 compared to 86% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (75% vs. 80%).

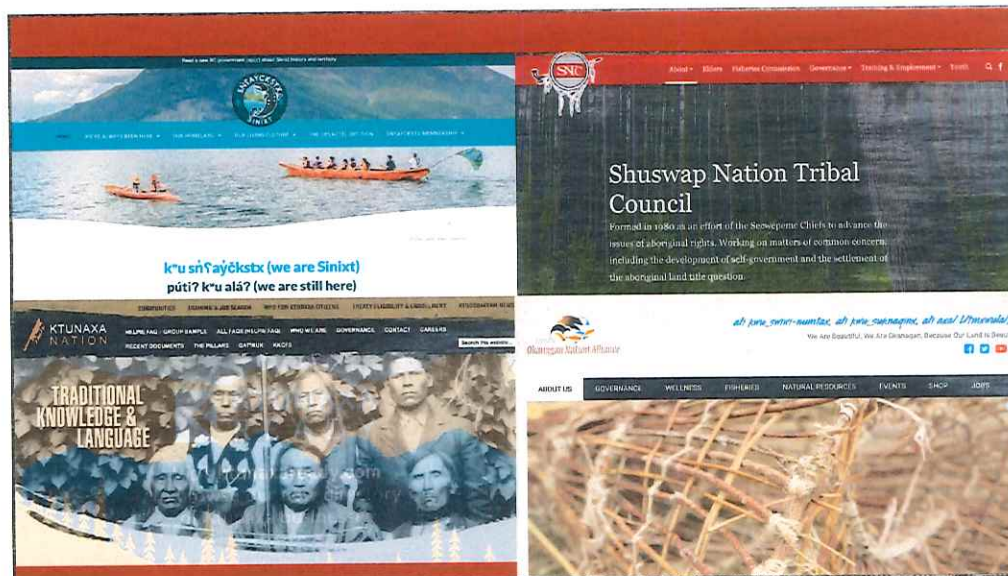
Grade 7 Literacy assessment: 86% of Aboriginal learners participated in 2018/19 compared to 100% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (91% vs. 88%).

Grade 7 Numeracy assessment: 86% of Aboriginal learners participated in 2018/19 compared to 100% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (73% vs. 82%).

** Note numbers are small and affect %*

8

9



11

Welcome To
Arrow Heights
Elementary School

41-222 Highway 16
Revelstoke, BC
V1W 2G2

41-222 Highway 16
Revelstoke, BC
V1W 2G2

Schedule
Pages: 12

News
Pages: 12

Resources
Pages: 12

Huckleberry

st'xatq*

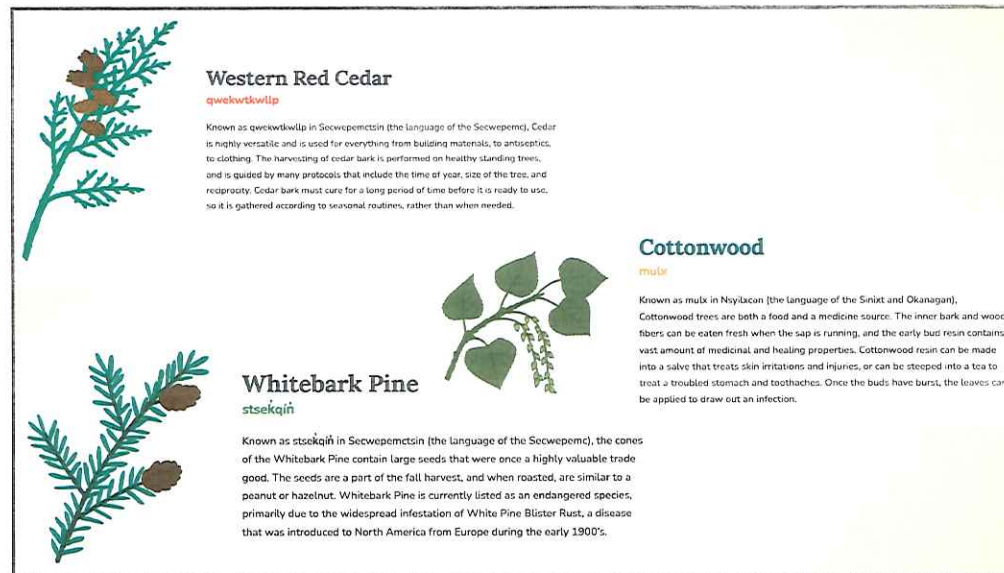
Known as st'xatq* in Nsyilxcən (the language of the Sinixt and Okanagan), Huckleberries are readily found on the mountains surrounding Revelstoke. Because of their abundance in this area, Revelstoke was a huckleberry harvesting stop during the seasonal rounds for the Nations in this territory. Huckleberries are delicious straight off the bush, but also preserve well for winter food stocks.

Oregon Grape

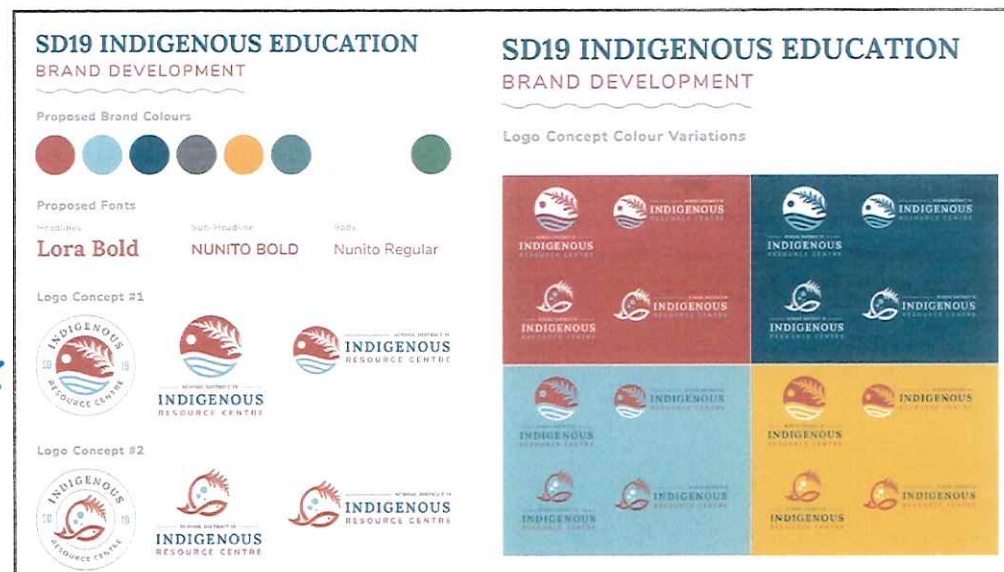
Ktunaxa

Known as nahuk in Ktunaxa (the language of the Ktunaxa), Oregon Grape can be found throughout the Revelstoke area. Although they are better suited to animals than humans, the berries are very tart and taste best after a frost or in preserves. The berries and roots have a variety of medicinal properties and can be used for kidney issues or blood purification. Most commonly, Oregon grape branches are used to create a bright yellow dye that can be applied to a wide range of natural materials.

12



13



14

SD19 INDIGENOUS EDUCATION

BRAND DEVELOPMENT

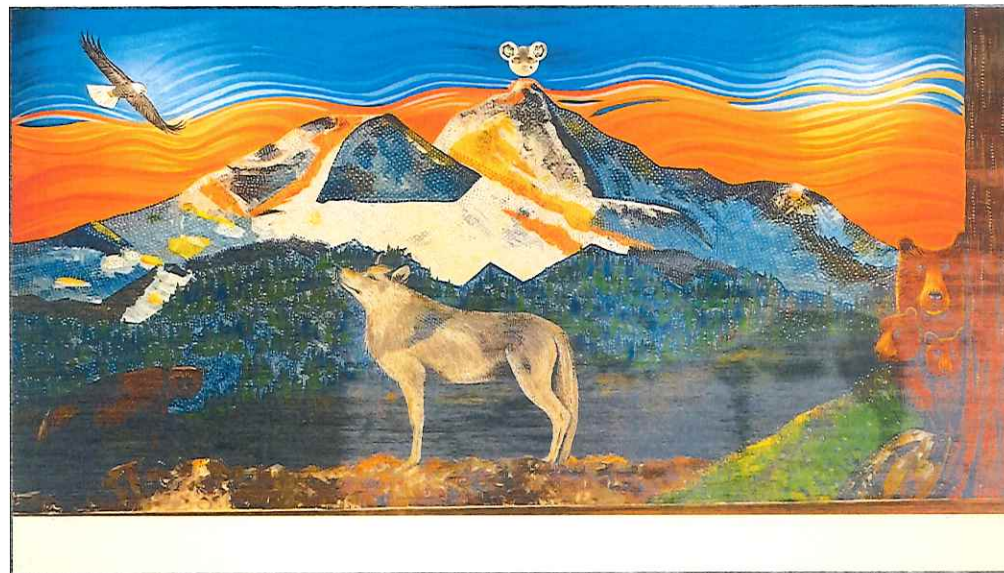
Logo Concept Monotone Variations



Questions from the Website developer:

- Do we want to embed First Voices clips to add language?
- Categories for resources (by grade, topic, season...)
- Logo & colour scheme feedback

15



16

Indigenous Education Budget 23-24

TOTAL BUDGET

Item	Estimated	Actual
Aboriginal Education Grant	172,710	172,710
Surplus	28,138	28,138
Total working Budget	200,848	200,848
Total expenses (from budgets listed b)	\$ 186,867.00	\$ 140,027.33

Wages

Item	Estimated	Actual
Salaries and Benefits	145857	121632
Other:		
Total Wages	\$ 145,857.00	121632

Contracted Services 131-328

Item	Estimated	Actual
Randy William	7300	
Donovan Timentwa	9000	
Remey Lacombe	500	
Delreé DuMont	3000	3834.05
		6386
Total Contracted Services	\$ 19,800.00	10220.05

Travel - Adults 131-342

Item	Estimated	Actual
Jodi - FNEEC	1000	600
Jodi - OMRIE	1000	692.97
Canoe repair trip to Cranbrook	2000	
Regional OMRIE		
Total Out of District Travel - Adults	\$ 4,000.00	1292.97

Travel - Students 131-333

Item	Estimated	Actual
Primary Winter Gathering	500	433.43
Student Leadership Summit	2000	
Pow Wow	1500	
Total Travel - students	\$ 4,000.00	433.43

Meetings and. Cultural Events 131-346

Item	Estimated	Actual
Winter Luncheon	550	0
Spring Family Picnic	500	
Meetings	500	150.46
Total Local meeting expenses	\$ 1,550.00	150.46

In Service/Professional Development 131-344

Item	Estimated	Actual
In-service	1000	1043.35
ProD Contractual	660	660
Total Professional Development	\$ 1,660.00	1703.35

Instructional Supplies 131-511

Item	Estimated	Actual
	5000	849.35
Total Instructional Supplies	\$ 5,000.00	849.35

Resources - Books 131-542

Item	Estimated	Actual
	3000	1669.71
Total Resources	\$ 3,000.00	1669.71

Equipment 131-581

Item	Estimated	Actual
		76.01
Total	\$	76.01

Awards 131-527-602

Item	Estimated	Actual
Griffin Riguedell	500	500
Brennan Patry	500	500
Halle Simpson	500	500
Jaqueline Robinson	500	500
Other:		
Total Awards	\$ 2,000.00	2000



Search

[Home](#)[Previous Bulletins](#)[External Archive](#)

For Action

Published Friday April 12 2024

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

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



April 12, 2024

Dear Superintendent:

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

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

I am sharing with you today:

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

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

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

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

Sincerely,

Christina Zacharuk
Deputy Minister

PROVINCE OF BRITISH COLUMBIA

ORDER OF THE MINISTER OF
EDUCATION AND CHILD CARE

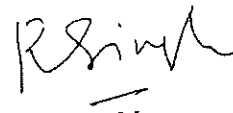
School Act

Ministerial Order No. M89

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

March 21, 2024

Date



Minister of Education and Child Care

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

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

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

SCHEDULE

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

1 In this order:

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

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

2 *Section 6 is amended by adding the following paragraph:*

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

3 *The following section is added:*

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

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

Personal Digital Device Restrictions

Support Guide

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

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

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

Order Language

The following sections are excerpts from the amended Order:

- 1 In this order “**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.
- 6 Boards must ensure that the following elements are included in their codes of conduct:
 - ...(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;
- 8 Further to section 6(d.1), the statements about restricting the use of personal digital devices at school must address the following matters:
 - (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
 - (b) use of personal digital devices for instructional purposes and digital literacy;
 - (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
 - (d) accessibility and accommodation needs;
 - (e) medical and health needs;
 - (f) equity to support learning outcomes.

Intention

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

Supporting Information

Section 1 Personal Digital Devices

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

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

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

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

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

Subsection 8(b) Instructional purposes and digital literacy

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

Subsection 8(c) Age and Developmental Stage

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

Subsection 8(d) Accessibility and accommodation needs

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

Subsection 8(e) Medical and health needs

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

Subsection 8(f) Equity to support learning outcomes

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

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

Research/Evidence

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

Reducing Screen Time at School

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

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

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

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

Digital Literacy

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

Equity, Accessibility and Accommodations

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

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

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

Access to the Internet

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

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

Resources:

Curriculum

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

Next Generation Network

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

Digital Literacy

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

Assistive Technology

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

Parent & Educator Resources

Digital literacy training

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

Assistive Technology

- Understood.org - What is assistive technology?

References

- Abi-Jaoude, E., Treurnicht Naylor, K., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. *Canadian Medical Association Journal*, 192(6), 136-141. Retrieved from <https://www.cmaj.ca/content/192/6/E136.short>
- Bergson-Shilcock, A. (2020). *The New Landscape of Digital Literacy: How Workers' Uneven Digital Skills Affect Economic Mobility and Business Competitiveness, and What Policymakers Can Do about It*. National Skills Coalition. Retrieved from <https://files.eric.ed.gov/fulltext/ED607391.pdf>
- Cortesi, S., Hasse, A., Lombana-Bermudez, K., & Gasser, U. (2020). *Youth and digital citizenship+ (plus): Understanding skills for a digital world*. Berkman Klein Center Research Publication.

- HealthLinkBC. (2023, March 1). *Media and Your Child: Making Choices*. Retrieved March 1, 2024, from HealthLinkBC: <https://www.healthlinkbc.ca/pregnancy-parenting/keeping-your-child-safe/bullying-and-online-safety/media-and-your-child-making>
- McCreary Centre Society. (2018). *BC Youth's Access to Technology*. McCreary Centre Society. Retrieved from https://www.mcs.bc.ca/pdf/2018bcahs_factsheet_access_to_technology.pdf
- Ministry of Children and Family Development. (2021, October 14). *Smartphones keep youth in care connected to family, services*. Retrieved from BC Gov News: <https://news.gov.bc.ca/releases/2021CFD0064-001967>
- Ministry of Citizens' Services. (2022). *B.C. Connectivity Report 2022*. Retrieved from <https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/services-policies-for-government/initiatives-plans-strategies/internet-in-bc/pdfs/bc-connectivity-benchmarking-report-dec5.pdf>
- Saunders, T., & Colley, R. (2024). Regional trends in the moderate-to-vigorous intensity physical activity and screen time of Canadians before and during the COVID-19 pandemic. *Peer J*, 12(e16913). doi:<https://doi.org/10.25318/82-003-x202301000001-eng>
- School Act, RSBC 1996, c.412. Retrieved from https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00
- School Regulation, B.C. Reg. 265/89. Retrieved from https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/265_89
- Shannon, H., Bush, K., Villeneuve, P., Hellemans, K., & Guimond, S. (2022). Problematic Social Media Use in Adolescents and Young Adults: Systematic review and meta-analysis. *JIMR Mental Health*, 9(4). doi:10.2196/33450
- Smale, W., Hutcheson, R., & Russo, C. (2021). Cell Phones, Student Rights, and School Safety: Finding the right balance. *Canadian Journal of Educational Administration and Policy*, (195), 49-64. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1287931.pdf>
- Smith, A., Peled, M., Saewyc, E., & McCreary Centre Society. (2023). *Searching for a place: The health and well-being of homeless and unstably housed youth in BC*. McCreary Centre Society. Retrieved from https://mcs.bc.ca/pdf/searching_for_a_place.pdf
- Smith, A., Poon, C., Peled, M., Forsyth, K., Saewyc, E., & McCreary Centre Society. (2024). *The Big Picture: An overview of the 2023 BC Adolescent Health Survey provincial results*. McCreary Centre Society. Retrieved from https://mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf
- UNESCO. (2023). *Global Education Monitoring Report 2023: Technology in education – A tool on whose terms?* Paris: UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000385723>
- Vuorre, M., Orben, A., & Przybylski, A. (2021). There Is No Evidence That Associations Between Adolescents' Digital Technology Engagement and Mental Health Problems Have Increased. *Clinical Psychological Science*, 9(5), 823-835. Retrieved from <https://journals.sagepub.com/doi/10.1177/2167702621994549>