



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING AGENDA

(Second and fourth Wednesday of every month, except July and August, and the third Wednesday in March and the second Wednesday in December, at the School Board Office, at 6:00 PM.)

The Central Okanagan Board of Education acknowledges that this meeting is being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, April 24, 2019
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

A copy of the Agenda and attachments are available on the School District website:
<http://www.sd23.bc.ca/Board/boardmeetinginfo/meetingagendaattachments/Pages/default.aspx>
Alternatively, copies are available on request at the District Administration Office.

1. AGENDA
Additions/Amendments/Deletions

2. MINUTES

2.1 Public Board Meeting – April 10, 2019
(Attachment)

3. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

3.1 Post Keynote - Vancouver Holocaust Education Center Shafran Conference, Multiple Perspectives in the Value of Teaching the Holocaust as the Cornerstone of Genocide 12

Presenters: Graeme Stacey, Teacher, Kelowna Secondary School
Jason Hudson, Teacher, Mount Boucherie Secondary School

4. INTRODUCTION/RECOGNITION

4.1 GESS Coyotes Boys' AA Basketball Team – Provincial Silver Medalists

5. DECLARATIONS

5.1 "National Day of Mourning – April 28, 2019"

The Central Okanagan Board of Education declares April 28, 2019 as a Day of Mourning in the Central Okanagan Public Schools and observes a moment of silence to honour those workers who have been hurt or who have lost their lives in the course of performing their duties.

Meeting Recess (Five Minutes)

6. PUBLIC QUESTION/COMMENT PERIOD

The purpose of this public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any items on the agenda. The total time for this period shall normally be 15 minutes. A person wishing to speak is requested by the Chairperson of the Board to state his/her name and provide, if possible, a written copy of the comments.

7. TRUSTEES QUERIES/COMMENTS

8. ACTION ITEMS

8.1 Approval of New Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11

(Recommendation from the Education and Student Services Committee – April 3, 2019)
(Attachment)

Pg. 11

RECOMMENDATION:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11 (Okanagan Mission Secondary) as attached to the Agenda.

8.2 Approval of New Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12

(Recommendation from the Education and Student Services Committee – April 3, 2019)
(Attachment)

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RECOMMENDATION:

THAT: The Board of Education approve Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12 (Rutland Senior Secondary) as attached to the Agenda.

8.3 Approval of New Board/Authority Authorized (BAA) Course Proposals – Aquatic Studies-Pre-Lifeguarding 11

(Recommendation from the Education and Student Services Committee – April 3, 2019)
(Attachment)

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RECOMMENDATION:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – BAA Aquatic Studies-Pre-Lifeguarding 11 course (Rutland Senior Secondary) as attached to the Agenda.

8.4 Trustee Indemnity for the 2019/2020 Fiscal Year

(Recommendation from the Finance and Audit Committee – April 3, 2019)
(Attachment)

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RECOMMENDATION:

THAT: The Board of Education set the Trustee Indemnity, in accordance with the most recent BC Consumer Price Index of 2.7% for the period July 1, 2019 to June 30, 2020 thereby setting the stipends at: Trustee - \$21,163, Vice Chair - \$22,352, Chair - \$24,157.

8.5 Approval of Central Okanagan Public Schools' Summary Report on the Funding Formula Review Recommendations

(Recommendation from the Coordinating Committee – April 16, 2019)
(Attachment)

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RECOMMENDATION:

THAT: The Board of Education approve the Central Okanagan Public Schools' summary report on the Funding Model Review Recommendations, as attached to the Agenda, and as presented at the April 24, 2019 Public Board Meeting.

8.6 Central Okanagan Public Schools Superintendent of Schools/CEO 2019/2020 Budget Recommendations

(Recommendation from the Finance and Audit Committee – April 17, 2019)
(Attachment)

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RECOMMENDATION:

THAT: The Board of Education approve the Central Okanagan Public Schools Superintendent of Schools/CEO Budget Recommendations, as attached to the Agenda, and as presented at the April 24, 2019 Public Board Meeting.

8.7 Right-of-Way for a Bus Shelter on Rutland Secondary School Site

(Recommendation from the Planning and Facilities Committee – April 17, 2019)
(Attachment)

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RECOMMENDATIONS:

THAT: The Board of Education give first, second and third readings to School District No. 23 (Central Okanagan) Property Bylaw No. 146 (as attached);

AND THAT: School District No. 23 (Central Okanagan) Property Bylaw No. 146 (registration of a Statutory-Right-of-Way) be read a first, second, and third time and finally adopted;

AND FURTHER THAT: The Board of Education of School District No. 23 (Central Okanagan), hereinafter called "the Board", grant approval for the registration of a Statutory-Right-of-Way in favour of the City of Kelowna on Lot A, Sec 26, Twp 26, PL 21251, ODYD.

8.8 Right-of-Way for a Watermain at Peachland Elementary School Site

(Recommendation from the Planning and Facilities Committee – April 17, 2019)
(Attachment)

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RECOMMENDATIONS:

THAT: The Board of Education give first, second, and third readings to School District No. 23 (Central Okanagan) Property Bylaw No. 148 (as attached);

AND THAT: School District No. 23 (Central Okanagan) Property Bylaw No. 148 (registration of a Statutory Right-of-Way) be read a first, second and third time and finally adopted;

AND FURTHER THAT: The Board of Education of School District No. 23 (Central Okanagan), hereinafter called "the Board", grant approval for registration of a Statutory Right-of-Way in favour of the District of Peachland on Lot 1, DL 220, PL 19728, ODYD.

8.9 Transportation Task Force Phase I: Steering Committee Preliminary Recommendations April 2019

(Recommendation from the Planning and Facilities Committee – April 17, 2019)
(Attachment)

RECOMMENDATION:

THAT: The Board of Education approve the following recommendations, subject to a full transportation review in the Spring of 2020:

- maintain the status quo and continue to operate the 6 buses in the Canyon Falls Middle School Catchment;
- maintain the practice of not providing transportation to a school or program of choice, except if it is the student's catchment area school and they are eligible;
- accommodate French Immersion students travelling from École George Pringle Elementary to Glenrosa Middle as eligible riders on a bus route; and,
- revise the eligibility limits under Regulations 470R to:
 - At least 4.0 km for Elementary Schools
 - At least 4.8 km for Middle and Secondary Schools.

(Deferred from the Planning and Facilities Committee – April 17, 2019)

TRANSPORTATION TASK FORCE RECOMMENDATION:

THAT: The Board of Education discontinue rerouting Route 320 past École Dorothea Walker Elementary.

8.10 Late Motion for BC School Trustees Association Regarding Vaping
(Materials to be provided)

9. PUBLIC QUESTION/COMMENT PERIOD

This public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any matter pertaining to public education.

10. INFORMATION ITEMS

10.1 Superintendent's Emergent Issues

10.2 Level 4 and 5 Field Study Summary – 2018/2019 and 2019/2020
(Attachment)

10.3 General Statement – April 10, 2019
(Attachment)

11. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

12. BOARD CORRESPONDENCE

Sent:

Received: K. Ockelton, April 9, 2019, Bus Eligibility for Canyon Falls Middle School

RECOMMENDATION:

THAT: At the April 24, 2019 Public Board Meeting, the Board receive the correspondence listed above.

13. ITEMS REQUIRING SPECIAL MENTION

14. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

15. BC SCHOOL TRUSTEES ASSOCIATION

15.1 BCSTA Annual General Meeting and Provincial Council

Date: Thursday, April 25 to Sunday, April 28, 2019

Location: Sheraton Vancouver Airport Hotel

Regrets: Trustee Desrosiers

15.2 Thompson Okanagan Branch Annual General Meeting

Date: Friday, April 26, 2019

Location: Sheraton Vancouver Airport Hotel, Richmond, BC

Attending: Trustees, Superintendent of Schools/CEO, and Secretary-Treasurer/CFO

Regrets: Trustee Desrosiers

16. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

16.1 Meeting with City of West Kelowna

Date: Monday, May 13, 2019

Location: City of West Kelowna – City Hall

17. FUTURE MEETINGS

17.1 REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting

Wednesday, May 8, at 6:00 p.m., School Board Office

Regular Public Board Meeting

Wednesday, May 22 at 6:00 p.m., School Board Office

17.2 BOARD STANDING COMMITTEE MEETINGS

Policy Committee

Wednesday, May 1, 2019 at 4:00 p.m., School Board Office

Education and Student Services Committee

Wednesday, May 1, 2019 at 6:00 p.m., School Board Office

18. NOTICES OF MOTION

19. ITEMS FOR A FUTURE AGENDA

20. MEDIA QUESTIONS

21. ADJOURNMENT



Central Okanagan
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BOARD OF EDUCATION PUBLIC MEETING MINUTES

(Second and fourth Wednesday of every month, except July and August, and the third Wednesday in March and the second Wednesday in December, at the School Board Office, at 6:00 PM.)

The Central Okanagan Board of Education acknowledged that this meeting was being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, April 10, 2019
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter (Chairperson)
Trustee N. Bowman
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Deputy Superintendent
E. Sadlowski, Secretary-Treasurer/CFO
M. DesRochers, Executive Assistant (*Recorder*)

Absent:

Trustee L. Tiede

Partner Group Representatives Attending:

COPAC No representative
COPVPA Scott Sieben, President
COTA Susan Bauhart, President
CUPE David Tether, President (*arrived at 6:24 pm*)
DSC Logan Braun, Co-President
DSC Theresa Schwab, Grade 12 at Rutland Senior Secondary

ORDER

The meeting was called to order at 6:07 pm.

AGENDA

Main

19P-046 MOVED by Trustee Fraser, SECONDED by Trustee Geistlinger,
THAT: The Agenda for the April 10, 2019 Public Board Meeting be adopted as presented.
CARRIED

MINUTES

Public Board Meeting – March 13, 2019

Main

19P-047 MOVED by Trustee Desrosiers, SECONDED by Trustee Fraser,
THAT: The Minutes of the Public Board Meeting of March 13, 2019 be adopted as presented.
CARRIED

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Ellison Elementary School – Association of Learning Environments \$5,000 Grant

In attendance:

Michelle Relova, Principal, Ellison Elementary
Scott Sieben, Principal, Mount Boucherie Secondary (former Principal of Ellison Elementary)
Susan Ito, Teacher, Ellison Elementary
Kristy Fletcher, Teacher, Ellison Elementary
Clayton Andres, Parent
Students:
Addison Andres, Grade 5
Isabelle Andres, Grade 1
Melanie Thompson, Grade 5

Ellison Elementary School recently received a \$5,000 Grant through the Association for Learning Environments. Students and teachers, along with parent Clayton Andres, created and submitted a music video explaining why and how they would use the Grant money for an outdoor learning space. The submitted music video was shared.

École Dr. Knox Middle School – Teaching Math Within the Redesigned Curriculum

In attendance:

Trent Dolgopoul, Principal, École Dr. Knox Middle School
LeeAnn Yapps, Vice-Principal, École Dr. Knox Middle School
Raelyn Larmet, Vice-Principal, École Dr. Knox Middle School
Cory Aitken, Teacher, École Dr. Knox Middle School

Core Aitken presented to the Board of Education on how teachers at École Dr. Knox Middle School are implementing the use of drones to engage students in real world applications of linear equations, as well as how coding is being implemented to help students work on logical thinking.

6:24 pm: The CUPE President joined the meeting.

INTRODUCTION/RECOGNITION

KSS Owls Girls' Curling Team – Provincial Champions

The Board recognized the KSS Owls Girls' Curling Team for winning the 2019 Provincial Championship. Members of the KSS Owls Girls' Curling Team shared highlights from their season.

KSS Owls Senior Boys' AAAA Basketball Team – Provincial Silver Medalists

The Board recognized the KSS Owls Senior Boys' AAAA Basketball Team for winning the silver medal at the recent Provincial Championship. Members of the KSS Owls Senior Boys' AAAA Basketball Team shared highlights from their season.

KSS Owls Junior Girls' Basketball Team – Provincial Silver Medalists

The Board recognized the KSS Owls Junior Girls' Basketball Team for winning the silver medal at the recent Provincial Championship. Members of the KSS Owls Junior Girls' Basketball Team shared highlights from their season.

6:57 pm: The meeting recessed.

7:01 pm: The meeting reconvened.

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

TRUSTEES QUERIES/COMMENTS

Trustee Fraser queried how free feminine products will be implemented in Central Okanagan Public Schools.

The Board Chair stated that all washrooms will have free feminine products once further direction is received from the provincial government.

ACTION ITEMS

Central Okanagan Public Schools eSchoolBC Distributed Learning Program Review – Level 3

(Recommendation from the Education and Student Services Committee – March 6, 2019)

Main
19P-048

MOVED by Trustee Bowman, SECONDED by Trustee Desrosiers,

THAT: The Board of Education approve the Central Okanagan Public Schools eSchoolBC Distributed Learning Review – Level 3, as attached to the Agenda, and as presented at the April 10, 2019 Public Board Meeting;

AND THAT: The Board of Education support the renewal of the Distributed Learning Agreement with the BC Ministry of Education.

CARRIED

Proposal for Substantive Change – Academy of Indigenous Studies (Kelowna Secondary School)

(Recommendation from the Education and Student Services Committee – March 6, 2019)

Main
19P-049

MOVED by Trustee Bowman, SECONDED by Trustee Geistlinger,

THAT: The Board of Education approve the Proposal for Substantive Change – Academy of Indigenous Studies (Kelowna Secondary School), as attached to the Agenda, and presented at the April 10, 2019 Public Board Meeting.

CARRIED

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

INFORMATION ITEMS

Superintendent's Emergent Issues

The Superintendent of Schools/CEO stated the following:

- Staff in the Central Okanagan Public Schools are becoming increasingly concerned regarding students' use of vaping products. A letter will be forwarded to parents/guardians in the Central Okanagan Public Schools. The Board of Education agreed to bring forward a late Motion to the BCSTA AGM on the topic of vaping and its dangers.

Main
19P-050

MOVED by Trustee Bowman, SECONDED by Trustee Geistlinger,

THAT: The Board of Education submit a late motion to the BCSTA AGM on the topic of vaping and its dangers;

AND THAT: The final wording of the BCSTA AGM late motion will be approved by the Board before forwarding to the BCSTA.

CARRIED

Level 4 and 5 Field Study Summary – 2018/2019 and 2019/2020

The Board reviewed the information.

General Statement – March 13, 2019

The Board accepted the information.

BOARD CORRESPONDENCE

Sent:

Received: H. Dawson, February 23, 2019, Re CEAs Vital to Young Students
L. Pendray, February 26, 2019, Re Bussing Issues for Crawford Families
DWE PAC, March 6, 2019, Transportation Follow-Up

Main

19P-051

MOVED by Trustee Fraser, SECONDED by Trustee Geistlinger,

THAT: At the April 10, 2019 Public Board Meeting, the Board receive the correspondence listed above.

CARRIED

ITEMS REQUIRING SPECIAL MENTION

Trustees, the Superintendent of Schools/CEO and Deputy Superintendent reported on the following:

- **National Volunteer Week** is this week (April 7-13, 2019).
National Volunteer Week celebrates Canadians who give back to their communities. Here in the Central Okanagan Public Schools, we are blessed with countless volunteers who help to make our schools stronger. These volunteers may be parents or community members who support our students in many ways. As well, many of our employees volunteer their time and expertise in extra-curricular activities that enrich their students' lives. The Board of Education are very thankful for all volunteers!
- Thank you to Mrs. Oakes and the Student Voice Club at **Rutland Elementary School** who contributed to the **Central Okanagan Family Hub** based out of Pearson Road Elementary. They raised almost \$1,300 for the Hub. A media event, including a presentation, will be taking place on Friday, April 12, 2019 at 10:00 am at the Central Okanagan Family Hub (located at Pearson Road Elementary School).
- Congratulations to all the school vocal programs who participated in the **Kiwanis Voice Festival** held last week. Visit the Central Okanagan Public Schools Facebook page to listen to a performance from the Casorso Intermediate choir.
- The **Central Okanagan Public Schools Chess Championships** were held on Saturday, April 6, 2019 at Okanagan Mission Secondary School. Congratulations to all students who participated.
- A celebration of the closing of "**Our Lives Through Our Eyes: Nk'Mip Children's Art**" at the Kelowna Art Gallery and Kelowna Heritage Museum occurs this weekend. Nearly 1000 of our students have attended the exhibition. Many thanks for the collaborative organization of the exhibit by the Kelowna Art Gallery and the Kelowna Museums Society, with assistance from the Osoyoos Museum Society and the Osoyoos Indian Band.
- An informative community consultation meeting was held last week regarding traffic and possible busing changes that will result when Canyon Falls Middle School opens in September.
- The District Student Council will be holding their Dodge Ball Competition on May 9, 2019 at Kelowna Secondary School.

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

There were no BC Public School Employers' Association items.

BC SCHOOL TRUSTEES ASSOCIATION

BCSTA Leadership Development Program Workshop

Date: Thursday, April 11 to Friday, April 12, 2019

Location: Kelowna, BC

BCSTA Annual General Meeting and Provincial Council

Date: Thursday, April 25 to Sunday, April 28, 2019

Location: Sheraton Vancouver Airport Hotel

Thompson Okanagan Branch Annual General Meeting

Date: Friday, April 26, 2019

Location: Sheraton Vancouver Airport Hotel, Richmond, BC

BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

Board Meeting with the Central Okanagan Teachers' Association (COTA)

Date: Tuesday, April 16, 2019

Location: School Board Office – Board Room

Meeting with City of Kelowna

Date: Tuesday, April 23, 2019

Location: City of Kelowna – City Hall

Meeting with City of West Kelowna

Date: Monday, May 13, 2019

Location: City of West Kelowna – City Hall

FUTURE MEETINGS

REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting

Wednesday, April 24, 2019 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

Regular Public Board Meeting

Wednesday, May 8, 2019 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

BOARD STANDING COMMITTEE MEETINGS

Finance and Audit Committee

Wednesday, April 17, 2019 at 4:00 p.m., School Board Office

Planning and Facilities Committee Meeting:

Wednesday, April 3, 2019 at 6:00 pm

Board Room Main at 1040 Hollywood Road

MEDIA QUESTIONS

There were no media questions.

ADJOURNMENT: The Chairperson adjourned the meeting at 7:35 pm.

Chairperson

Secretary-Treasurer



Memorandum

Date: April 18, 2019
To: Board of Education
From: Education and Student Services Committee

Action: **Approval of New Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11**

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Course: Music in Cultural Studies 11 has been developed and awaiting approval by the Board of Education.

2.0 BACKGROUND

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

3.0 INFORMATION STATEMENT

A significant number of students have expressed an interest and passion in exploring music through cultural studies. Music in Cultural Studies 11 is an experiential course that connects the learning and performing music with collaborative cultural studies to create community-building opportunities across diverse cultures. In this course, students will develop an understanding of how music can play a powerful role in fostering listening and learning relationships that are based on trust, understanding, and reaching shared goals, opening up connections and healthy relationships with people from diverse racial, language, ethnic, and/or economic groups.

4.0 ADDITIONAL INFORMATION

The Okanagan Mission Secondary (OKM) Parent Advisory Council scheduled a special meeting on Monday, April 1, 2019 to review the proposed BAA Music in Cultural Studies 11. The parents present at this meeting strongly endorsed the offering of this course at Okanagan Mission Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Course as presented.
- b) Amend the proposed Music in Cultural Studies 11 course.
- c) Request additional information on the proposed Music in Cultural Studies 11 course.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Music in Cultural Studies 11 course, schools wishing to offer the BAA Music in Cultural Studies 11 course in the 2019/2020 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

7.0 RECOMMENDATION:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11 (Okanagan Mission Secondary) as attached to the Agenda.

8.0 APPENDIX

A. Board/Authority Authorized Course Music in Cultural Studies 11

Board/Authority Authorized Course Music in Cultural Studies 11

School District/Independent School Authority Name: Central Okanagan Public Schools	School District/Independent School Authority Number: SD No. 23
Developed by: Ed Schnellert, Megan Frederick, Spencer Bach	Date Developed: February 2019
School Name: Okanagan Mission Secondary School	Principal's Name: Bruce McKay
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Music in Cultural Studies 11 (MCS11)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Students should be proficient in performing instrumental and/or choral music at “Level 3/Intermediate” standards by having completed Band and/or Choral (or equivalent) for Grades 8-10.

Special Training, Facilities or Equipment Required: Instructors will apply *First Peoples Principles of Learning* to frame learning around culture, social organization, and leadership. Instruments (drums, winds, percussion, brass, strings, vocal, digital/electronic) are required for each student. For ensemble and group rehearsals, a specialized music room is needed for best acoustic experience and health & safety. Students must be willing to participate in guided learning with intercultural collaborations and musical performance activities.

Course Synopsis: Music in Cultural Studies 11 (MCS11) is an experiential course that connects the learning and performing of music with collaborative cultural studies to create community-building opportunities across diverse cultures.

Learners will develop an understanding of how music can play a powerful role in fostering listening and learning relationships that are based on trust, understanding, and reaching shared goals in order to open up connections and healthy relationships with people from diverse racial, language, ethnic, and/or economic groups. Through guided cross-cultural collaborations and inquiries around identity, power, history, diversity and justice, learners will be supported in finding some common synergies, affinities, and interests that are shared between people from different cultural backgrounds.

Presentations of learning will focus on creating and sharing understandings through music and story-telling, and may include cross-cultural community gatherings and performances, cultural exchanges, and/or solo projects.

MCS11 naturally infuses learning all across the Core Competencies. By co-creating musical projects to explore the cultural, historical, and social perspectives with the people who make it, students will be deeply engaged in Personal/Social, Thinking, and Communication realms.

This course will:

- Be open to all students to choose their own cultural/musical projects
- Connect with community partners, families, generations
- Be open to individual, small or large ensembles, with any instrument
- Be connected to learning about: Sociology, Leadership, Social Justice, Community building, Global education

Goals and Rationale:

Rationale Music has always played an integral role in the lives of individuals and communities all around the world because it is intrinsically linked to cultural identity. MCS11 takes the understanding of music beyond the notes and sounds and into a consideration of its deeper cultural relevance and context: as a powerful medium to explore and communicate cultural understandings and historical events. By connecting collaborative musical projects with cultural studies, a safe space is cultivated for people to share healthy and open presentations with emotion and intuition. This can foster deeper understandings and relationships between people.

The course is naturally open to create collaborations and relationships between music students and cultural community groups, connecting with educational partners such as Aboriginal Education, International Education, Arts, Humanities, Social Studies, Languages, Social Sciences, and/or all others with ideas to help achieve the intended outcomes.

Goals: When the course has completed, in addition to having expanded their musicianship, students will have gained practical experiences in creating positive community engagements, personal/social learning, multicultural collaborations, building relationships with people across different cultures, supporting inclusive communities, and ethical leadership.

Goals will evolve as learners choose projects and are guided in collaborating with cultural communities around the following ideas:

- Knowing the definition of culture, and how that informs a sense of identity and purpose
- Understanding what cultural group(s) a person belongs to, and how context can influence how we internalize, interpret and define that

- Developing an appreciation for music's ability to powerfully communicate important ideas, and by learning together to create and share music, we can establish trust, rapport, and friendships with people from different cultures
- Developing an appreciation for diversity, and understanding the attributes needed to build and sustain positive relationships with diverse groups of people
- Place-Based Learning: to forge a holistic relationship between learners and their learning environments, learning should take place in the locations and settings that are most relevant to the cultural study; Understanding how the settings of "place and time" can influence the understandings of both historical "truths" and musical performances.
- Improve both individual and ensemble musicianship by providing deeper engagement in a variety of genres, tonalities, and forms.

Aboriginal Worldviews and Perspectives:

The learning within MCS11 is framed by First Peoples Principles of Learning, where all learners are guided to understand and respect their own cultural heritage as well as that of others, and:

- Learning music through cultural studies can support the well-being of self, family, the land, and the ancestors.
- Learning connected to community involvement: Partnering across cultures to learn about self, community; learning to support the well-being of the community by searching for the synergies and affinities between all people.
- Creating music with and for people across diverse cultures is strongly connected to building relationships. Music is a real time experience that is shared between performer(s), composer, and audience.
- Developing a sense of purpose, belonging, and appreciation for the community, land, spirits, and ancestors.
- Performing music tells a story, sometimes as an intentional music device used by a composer, or sometimes placed onto a piece of music by the performer and/or listener.
- Learning music is a self-reflection of a composer's story, or group affirming in presenting the history and culture of the country in which the music was written.
- The power of story, an awareness of history, community involvement, and an emphasis on identity and experiential learning.
- Music is often written as a response, or precursor, of historical events and can play an important part in creating a deeper understanding of history and culture. Performers and listeners must be aware of the specific historical context in which a piece of music was written. This should include an understanding of the prevailing views of the time, which may include consideration of racism, sexism, classism, colonialism and worldviews.
- Musicians, in the act of performing either solo or as a group, can grow in their own identity as they come to understand music in a deeper and more personal manner.

BIG IDEAS

- Culture is profoundly important to our sense of identity and purpose
- Music is a unique and powerful language to express meaningful ideas with emotion
- All cultures have their own music and stories; music is a “Great Equalizer”
- MCS11 invites students to collaborate with people from different cultures, foster healthy relationships, and share the learning through musical performances

Individual and collective expressions and understandings are informed by context, history, culture, community	Music offers unique ways of exploring and evolving a sense of identity, purpose, and understanding	Growth as a musician requires perseverance, resilience, and reflection	Aesthetic experiences have the power to transform the way we think and feel
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Learning Targets - Students will know:

- The definition of culture, and how it informs our sense of purpose and identity
- How music shares meaningful stories about important cultural events
- How to connect with people across diverse cultures to create and present multicultural musical presentations

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Explore and Create • Combine and arrange artistic elements, processes, and principles in making music by intentionally selecting and applying materials, technologies, environments, tools and techniques • Engage in appropriate risk taking to express meaning, intent, emotion, and thought	<i>Students are expected to know the following:</i> • The roles of performers and audiences in a variety of contexts • Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works • Contributions of innovative artists from a variety of genres, communities, times, and places

● Consider audience and venue while composing and/or rehearsing music for performance ● Demonstrate an understanding and appreciation of personal, social, cultural, environmental, & historical contexts through the study and creation of meaningful music ● Create artistic works, both collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play ● Explore relationships between identity, place, culture, society, and belonging through music ● Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to music Reason and Reflect ● Reflect on rehearsal and performance experiences to make connections to future learning ● Engage knowledge and skills from other areas of study when exploring relationships between context and interpretation ● Consider the function of one's instrument or role within the ensemble ● Analyze the style of music to inform musical decisions ● Respond musically to structural elements of the repertoire ● Research, describe, interpret and evaluate how musicians use processes, materials, movements, technologies, tools, techniques, and environments in music ● Develop and refine ideas, processes, and technical skills in a variety of musical works to improve the quality of musical creations ● Reflect on musical performances and musical processes to understand musicians' intentions ● Examine the relationships between music and the wider world Communicate and Document ● Use music to communicate, respond to, and understand social and global issues ● Document, share, and appreciate musical works and experiences in a variety of ways and contexts ● Communicate and interpret ideas through the language and symbology of music ● Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance	● The personal and social responsibilities associated with creating, performing, and responding within the arts ● The ethics of cultural appropriation and plagiarism Musical Elements, principles, vocabulary, symbols, and theory ● Sensibly apply elements and principles, such as beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, in order to create meaning in music ● Explain processes, technologies, tools, strategies and techniques to support creative musical works ● Explain how notation represents sounds, ideas, elements and actions ● Use symbolism and metaphor to explore ideas and perspective ● Have knowledge of a variety of national and international works of music and musical traditions from diverse cultures, communities, times, and places ● Explain ethical considerations and cultural appropriation related to the arts & music ● Demonstrate personal and collective responsibility when creating, experiencing, and performing in a safe learning environment ● Music Literacy: ability to read and notate music ideas, use appropriate music terminology and understand the elements of ensemble performance ● Techniques specific to individual or families of instruments, including: ● Winds (basic chromatic fingerings/slide positions for at least two octaves, development of intonation in different registers, basic articulation, embouchure and breath control, development of tone quality, transposition) ● Percussion (development of technique, tone quality, and intonation)
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● Technical skills, strategies, and technologies for instruments of choice <i>Creative processes</i> ● The effects of applying movement, sound, image, and form ● Roles of the performer, audience, and venue ● The role of the individual instrument within the ensemble ● Appropriate personal and group concert expectations and etiquette ● Following and responding to visual and verbal cues of the conductor ● Development of musical responses to the variable acoustics of different venues ● Traditional and contemporary First Peoples' worldviews and cross-cultural perspectives, as communicated through music ● The use and power of story within ensemble music ● Awareness of history of symphonic music with connections to First Peoples' history ● History of a variety of musical genres ● Ensemble repertoire across a range of styles, countries, cultures, and periods, including historical contexts and performance practices that are specific to strings, winds, percussion, electronic/digital, vocal	● Demonstrate respect for self, others, and the audience ● Adapt one's learned skills, understandings, and processes for use in new contexts and for different purposes and audiences ● Interpret and communicate ideas using symbols and elements to express meaning through music ● Take creative risks to express feelings, ideas, and experiences ● Express feelings, ideas, and experiences through music ● Describe, interpret and respond to works of music ● Experience, document, perform, and share creative works in a variety of ways <i>Connect and expand</i> ● Explore music that reflects personal voice, story, and values in connection with a specific place, time, and context ● Connect musical study and performance with experiences beyond the classroom ● Make connections through music between individuals in the learning community on a local, regional, and/or global scale ● Demonstrate personal and social responsibility associated with creating, performing, and responding to music ● Use technical knowledge and contextual observation to make musical decisions ● Demonstrate safe care, use, and maintenance of instruments and equipment ● Practice appropriate self-care to prevent performance-related injury
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Big Ideas – Elaborations	<i>Understand</i> • Multicultural collaboration includes everybody, builds relationships, emphasizes common interests, creates a community, and makes a more just society. • Self and group identity is explored, expressed, and impacted through experiences in the Arts • Music provides opportunities to gain insights into the perspectives and experiences of people from a variety of times, places, and cultures. • Music uses its own unique sensory language for creating and communicating with emotion and intuition
Curricular Competencies – Elaborations	<i>Do</i> • Fundamental Music Skills: Perform in a large ensemble, where collaborating musicians perform together (e.g., drum, social or ceremonial, concert band, concert choir, jazz band, string or symphony orchestra, guitar ensemble); Small ensemble: ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., drum, social or ceremonial, rock band or similar contemporary genre, jazz) combo, brass quintet, string quartet, chamber choir, vocal jazz ensemble) • Creative risks: make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities • Variety of contexts: for example, personal, social, cultural, environmental, and historical contexts • Place: any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world • Musical language: vocabulary, terminology, and non-verbal methods of communication that convey meaning in music • Document: through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio) • Personal voice: a style of expression that conveys an individual’s personality, perspective, or worldview • Respond: through activities ranging from reflection to action • Maintenance: the appropriate inspection, diagnosis, and basic repair of instruments and equipment • Performance-related injury: for example, repetitive stress injuries, vocal strain, or other damage to oral and aural health Appendix A
Content – Elaborations	<i>Know</i> • History through Constructivist Lens: the influences across time of social, cultural, historical, political, and personal context on musical works; includes the influences of historical and contemporary societies on musical works, as they contribute to meaning and understanding of “truth”. • Cultural appropriation: use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

- **Elements**, principles, vocabulary, symbols, and theory of music, meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **Winds**: Fingerings/slide positions, including alternate and trill fingering, intonation, articulation (e.g., tonguing, multiple tonguing) ornamentation (e.g., trills, glissando, grace notes), embouchure, breath control, tone quality (including vibrato), use of mutes
- **Percussion**: Stick, mallet, beater, and brush technique Hand-drumming technique Pitched percussion technique Articulations Fills, shots, tone quality, intonation
- **Creative processes**: the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection

Recommended Instructional Components:

Direct instruction, Demonstrations, Modeling Experiential learning, Guided online resources and rehearsal track recordings, In-class critical review, Research and presentation, Large ensemble rehearsal instruction, Small ensemble instruction (chamber ensembles, etc.)

Recommended Assessment Components:

Criteria Based Assessment for Culture and Music components: Learners will collaborate with leaders to decide what would be acceptable evidence of success - what it would sound, look, and feel like; Guided by the instructors and leaders in collaborations across cultures, music students will: Collaborate with diverse cultures and experts to identify the desired cultural learning outcomes of the presentations of music for cultural/historical learning; Plan and co-create learning experiences: rehearsals, score selection, study of history, and presentations of learning.

Assessment may include: Self-Assessment; Peer-assessment; Performance Assessment; Feedback and assessment of research; idea-development; and final products; Self-assessment of process and final product; Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained; Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development; In-class and concert performances of audience reactions.

Learning Resources:

Community cultural groups, Classroom Music method books, music scores shared and/or written between collaborating cultures, rehearsal tracks posted online, Collaboration and learning supports for students is done in collaboration with cultural elders, leaders, and cross-curricular partners.

Additional Information:

- This proposed Board/Authority Authorized Music in Cultural Studies 11 course was presented at the Okanagan Mission Secondary School Parent Advisory Council Meeting held on April 1, 2019. The parents present at this meeting endorsed the offering of this course at Okanagan Mission Secondary School.


Parent Advisory Council Signature

- **Fee Structure:** There is no fee associated with this course.



Memorandum

Date: April 18, 2019
To: Board of Education
From: Education and Student Services Committee

Action: **Approval of New Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12**

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Course: Cybersecurity 12 has been developed and awaiting approval by the Board of Education.

2.0 BACKGROUND

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

3.0 INFORMATION STATEMENT

Cybersecurity 12 is designed for students who have an interest in pursuing employment or further study in the cybersecurity field. Upon successful completion of the course and the certification exam, students will receive their Palo Alto Certified Cybersecurity Associate (PCCSA) certification.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Rutland Senior Parent Advisory Council Meeting held on January 14, 2019. The parents present at this meeting strongly endorsed the offering of this course at Rutland Senior Secondary.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Course as presented.
- b) Amend the proposed Cybersecurity 12 course.
- c) Request additional information on the proposed Cybersecurity 12 course.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Cybersecurity 12 course, schools wishing to offer the BAA Cybersecurity 12 course in the 2019/2020 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

7.0 RECOMMENDATION:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12 (Rutland Senior Secondary) as attached to the Agenda.

8.0 APPENDIX

A. Board/Authority Authorized Course Cybersecurity 12

Board/Authority Authorized Course Cybersecurity 12

School District Name: Central Okanagan Public Schools	School District Number: School District No. 23
Developed by: Rafie Relova	Date Developed: January 14, 2019
School Name: Rutland Senior Secondary School	Principal's Name: Hugh Alexander
Superintendent Approval Date:	Superintendent Signature:
Board Approval Date:	Board Chair Signature:
Course Name: Cybersecurity	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Appendix A

Prerequisite(s):

- Math 10 (Foundational Math & Problem solving skills)
- Keyboarding skills
- Basic PC skills

Special Training, Facilities or Equipment Required:

- Computer lab to accommodate 1 PC per student (either Windows or Mac) with Network Development Group (NDG) Lab Resources OR
 - Windows PC (10 GB RAM Minimum, Windows 10, VMWare workstation PRO (virtual machine software), Microsoft Office Suite)
 - Mac (10 GB RAM Minimum, Microsoft Office Suite, VMWare Fusion)
- LCD Projector

BAA Cybersecurity 12

Course Synopsis:

This course introduces the fundamental concepts of cybersecurity, including recognizing potential cyber-attacks against enterprise networks in various forms (spamming, phishing, malware, ransomware, distributed denial of service (DDOS), etc.), understanding vulnerabilities in a network infrastructure, identifying cybersecurity best practices, and introducing cloud-based networks and virtualized data centres. Students will complete a variety of hands-on labs focused on planning, designing, implementing, and troubleshooting network infrastructure environments.

Goals and Rationale:

Palo Alto Cybersecurity Foundation is designed for students who have an interest in pursuing further study/employment in the cybersecurity field or other computer/technology fields. The course covers technical components and skills involved in cybersecurity. Upon successful completion of the course and the certification exam, students will receive their Palo Alto Certified Cybersecurity Associate (PCCSA) certification.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational; therefore, students will:

- Learn how best practices in cybersecurity benefit and safeguard sensitive information of individuals, groups, and organizations.
- Demonstrate practical skills through labs and hands-on activities where students apply cybersecurity best practices while designing and implementing networks.
- Reflect on learning through self and peer-assessments.

Learning involves patience and time; therefore, students will:

- Engage in careful planning of new networks and improving current ones.
- Practice and demonstrate patience when troubleshooting cybersecurity and network issues encountered.

BIG IDEAS

"The economic, social, and environmental cost of production influences network system design decisions."

"Complex digital security challenges require complex network solutions."

"Designing effective network infrastructure environments is an ongoing and iterative process."

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Applied Design <i>Understanding context</i> - Conduct user-centred research to understand design opportunities and barriers Defining - Choose a design opportunity and point of view - Identify potential users, intended impact, and possible unintended negative consequences - Make inferences about premises and boundaries that define the design space Ideating - Take creative risks and identify gaps to explore a design space - Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities - Critically analyze how competing social, ethical, and sustainability considerations impact design solutions to meet global needs for preferred futures - Prioritize ideas for prototyping and designing with users Prototyping - Identify and use a variety of sources of inspiration and information - Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas - Analyze the design for life cycle - Construct prototypes, making changes to tools, materials, and procedures as needed	<i>Students are expected to know the following:</i> - Awareness and understanding of digital security risks including but not limited to: malware, spamming, botnets, distributed denial of service (DDOS), ransomware, advanced persistent threats (APTs), phishing - Understanding of basic networking principles - Soft skills necessary to work effectively within the Information Technology (IT) sector - Understanding of cybersecurity best practices and principles such as endpoint security, host intrusion prevention system (HIPS), configuration management, firewalls, intrusion detection system / intrusion prevention system (IDS/IPS), virtual private network (VPN), data loss prevention (DLP), unified threat management (UTM), threat intelligence - Global and societal shifts resulting from emerging technologies, the Internet, and the ubiquity of online access - Design requirements of network devices, cabling, test equipment, management plans, operation manuals and documentation, deployment strategies, ongoing upgrades, maintenance, and security - Understanding of various network security models

- Record iterations of prototyping
- Testing**
- Identify feedback most needed and possible sources of that feedback
 - Develop an appropriate test of the prototype
 - Gather feedback from users over time to critically evaluate their design and make changes to product design or processes
 - Iterate the prototype or abandon the design idea
- Making**
- Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available
 - Use project management processes when working individually or collaboratively to coordinate production
- Sharing**
- Share their progress while making to increase feedback, collaboration, and, if applicable, marketing
 - Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property
 - Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes
 - Identify new design issues, including how they or others might build on their concept

Applied Skills

- Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments
- Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests
- Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

Big Ideas – Elaborations: Cybersecurity 12

- **Designed for life cycle:** taking into account in the design process, economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials

Curricular Competencies – Elaborations

- **User-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **Defining:** setting parameters
- **Boundaries:** limiting factors, such as available technology, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- **Ideating:** forming ideas or concepts
- **Designing with users:** working with users at all stages of the design process, including defining, ideating, prototyping, testing, making, and sharing
- **Sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- **Information:** for example, other people as experts (e.g., First Peoples Elders), secondary sources, collective pools of knowledge in communities, collaborative atmospheres
- **Design for life cycle:** including the social and environmental impacts of extraction and transportation of raw materials, manufacturing, packaging, transportation to markets, servicing or providing replacement parts, expected usable lifetime, and reuse or recycling of component materials
- **Iterations:** repetitions of a process with the aim of approaching a desired result
- **Sources of that feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- **Appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **Potential funding sources:** It is not the intent, and inappropriate, for students to have to raise funds in order to complete their school project. However, students may wish to investigate sources of funding for the commercial development of their products.
- **Share:** may include showing to others, use by others, giving away, or marketing and selling
- **Product:** for example, a physical product, a process, a system, a service, or a designed environment
- **Technologies:** things that extend human capabilities

Appendix A

Content – Elaborations

- **Ubiquity of online access:** for example, a globally connected planet, societal and political implications of Internet access as a human right
- **Impacts:** for example, paper consumption, e-waste, conflict minerals, fuel use, carbon offsets
- **Digital security risks:** for example, digital footprints, hacking, piracy, identity theft, phishing scams, ransomware

BAA Cybersecurity 12

Content – Elaborations

- **Soft skills:** for example, communication, collaboration, follow-ups, courtesies, record keeping
- **Documentation:** for example, a network map or blueprint (name, internet protocol (IP), and machine access control (MAC) address for each device)
- **Maintenance:** upgrading a network (e.g. user stations and network hardware and software), protecting data and programs, purchasing, acquiring, licensing, and distributing hardware and software, providing user support (e.g., help desk, technician, local area network (LAN) tech, online)
- **Functional and operational differences between hardware servers:** for example, web applications, file servers, proxy servers, mail servers, dynamic hosts configuration protocol (DHCP), domain name servers (DNS)

Recommended Instructional Components:

- Cooperative learning – group work, hands-on labs, simulations
- Self-directed/paced learning – online modules
- Project-based learning
- Direct instruction – presentations & guest speakers

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Lab & module activities
- Projects, Simulations, & Presentations
- Tests, quizzes, practical demonstration of abilities
- Self-assessments, Peer-assessments
- Reflection

Learning Resources:

- Network Development Group (NDG) Lab Resources with internet connection OR
- VMWare Workstation PRO or VMWare Fusion (virtual machine software)

Additional Information:

- This proposed Board/Authority Authorized Cybersecurity 12 course was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on January 14th, 2019. The parents present at this meeting endorsed the offering of this course at Rutland Senior Secondary School.



Parent Advisory Council Signature

Chuck Cullen

- **Fee Structure:** There is no fee associated with this course.



Memorandum

Date: April 18, 2019
To: Board of Education
From: Education and Student Services Committee

Action: **Approval of New Board/Authority Authorized (BAA) Course Proposals – Aquatic Studies-Pre-Lifeguarding 11**

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Courses: Aquatic Studies-Pre-Lifeguarding 11 has been developed and awaiting approval by the Board of Education.

2.0 BACKGROUND

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

3.0 INFORMATION STATEMENT

Aquatic Studies-Pre-Lifeguarding 11 provides students with a pathway towards achieving lifeguard certification. Enrolling in Aquatic Studies-Pre-Lifeguarding 11 allows students to follow a passion and pursue a community-service career while developing a healthy lifestyle.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on February 19th, 2019. The parents present at this meeting strongly endorsed the offering of this course at Rutland Senior Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Courses as presented.
- b) Amend the proposed Aquatic Studies-Pre-Lifeguarding 11 course.
- c) Request additional information on the proposed Aquatic Studies-Pre-Lifeguarding 11 course.

6.0 NEXT STEPS

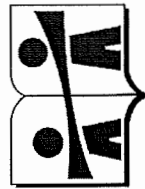
If the Board of Education approves the proposed BAA Aquatic Studies-Pre-Lifeguarding 11 course, schools wishing to offer the BAA Aquatic Studies-Pre-Lifeguarding 11 course in the 2019/2020 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

7.0 RECOMMENDATION:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – BAA Aquatic Studies-Pre-Lifeguarding 11 course (Rutland Senior Secondary) as attached to the Agenda.

8.0 APPENDIX

A. Board/Authority Authorized Course Aquatic Studies-Pre-Lifeguarding 11



**Central Okanagan
Public Schools**
Together We Learn

Board/Authority Authorized Course Aquatic Studies – Pre-Lifeguarding 11

School District/Independent School Authority Name: Central Okanagan Public Schools	School District/Independent School Authority Number SD No. 23
Developed by: Allen McNabb	Date Developed: Feb 2019
School Name: Rutland Senior Secondary	Principal's Name: Hugh Alexander
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Aquatic Studies – Pre-Lifeguarding 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): The student must have a desire to promote safety in, on, and around aquatic environments and help others in their community who are in need. Students must have a base level of swimming ability that enables them to complete a 100m swim in approximately 3 minutes or less.

Special Training, Facilities or Equipment Required: The supervising teacher should be a Lifeguarding Specialist. A background in aquatic facility management is an asset. The educator may choose to use the assistance of external trainers as part of the program delivery. The number of instructors will be determined by the size of the class. The program will take place in both indoor and outdoor facilities. Essential equipment includes: a comprehensive First Aid kit and Lifeguard equipment. Example: Flotation devices, spinal boards etc.

Course Synopsis:

Aquatic Studies - Pre-Lifeguarding 11 is designed to develop lifesaving fitness, knowledge, and judgement in a variety of aquatic settings. The program will begin by developing physical skills and overall knowledge of the risks and dangers in aquatic environments. The drills and simulations taught will allow the candidates to gain experience analyzing aquatic emergency care and underwater search patterns, as well as responding to lifesaving emergencies and organizing untrained bystanders to assist in life-threatening events.

Students will develop and hone life saving techniques, including but not limited to: towing, targeting, and multi-rescuer communication. They will also practice simulated rescues until the participants demonstrate a high degree of comfort and competence in responding to life-threatening situations in a variety of aquatic environments. Self-evaluations and continuous feedback will provide students with the information needed to reflect and improve as they work their way toward their lifeguarding goals. The instructor will additionally use midterm and end-of-term assessments to help assist students in goal setting and skill development, as well as assess overall student progress.

Goals and Rationale:

Aquatic Studies - Pre-Lifeguarding 11 provides students with a pathway towards earning lifeguarding certification. Aquatic Studies - Pre-Lifeguarding 11 allows students to follow a passion and pursue a community-service career while developing a healthy lifestyle.

Students enrolled in Aquatic Studies – Pre-Lifeguarding 11 have numerous, ongoing opportunities to develop and embody the British Columbia Core Competencies. Students will engage in critical and creative thinking as they make decisions and respond in real-time to simulated aquatic emergencies. Communication is an essential skill, as lifeguards need to be clear, direct, and decisive in emergency situations. Students will also acquire and have opportunities to practice the specific communication skills best suited for aquatic facility management. Students will also develop a strong sense of self-identity and their place within the community; thereby, demonstrating their competence in the personal/social domain.

Aboriginal Worldviews and Perspectives:

Throughout the school year, there will be acknowledgement that the training is taking part on the Traditional Territory of the Okanagan people. The program supports and develops the students as individuals and as Lifeguards, providing them with a variety of opportunities to connect to their community in a mentorship and service role. The class will spend time training in outdoor aquatic environments for engagement with land and nature. The class will offer groupings allowing each student to feel part of something “greater” through a learner-centered approach that is experiential at its core. The role of the teacher is one of support, and of learning alongside the students, inspiring them toward a passion for lifelong improvement and learning in the service of Lifeguarding and community responsibility.

In addition, the class will be following the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students take on the role of caretaker and ensure the safety of those around them.
- Learning is holistic, reflexive, reflective, experiential, and relational. Students will participate in real-life scenarios and simulations throughout course. This learning is ongoing and builds upon students' previous experiences. Students will have the opportunity to reflect on their learning at multiple points throughout this course.
- Learning involves recognizing the consequences of one's actions. Students will identify safety risks in aquatic environments and engage in facility injury analysis and statistics.
- Learning is embedded in memory, history, and story. Students will learn from aquatic incidents and tragedies, including LSS (Life Saving Society) drowning reports in the local area.
- Learning involves patience and time. Students will repeat skills and drills over time to build proficiency. Students will understand that developing aquatic fitness and building aquatic safety skills is an ongoing process.
- Learning requires exploration of one's identity. Students will have the opportunity to push themselves to their physical limits.

BIG IDEAS

Understanding the factors that influence public safety in aquatic environments empowers individuals to take action to prevent accidents and save lives

Maintenance of personal fitness and the pursuit of continuous learning in constantly changing environments are major contributors to a lifelong healthy lifestyle.

Identifying our individual strengths and weaknesses and understanding how they fit into a collaborative team environment helps us plan and achieve our goals.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Skill Development

- Demonstrate appropriate movement and positioning of lifeguarding fundamentals.
- Develop and demonstrate the basic lifesaving skills needed to recognize and respond to a variety of aquatic emergencies.
- Apply **training techniques** to enable lifeguards to achieve their individual goals in the aquatic industry.

Mental Preparation

- Plan ways to overcome **potential barriers** for personal development and team operations.
- Investigate techniques for **managing mental aspects** related to the legal responsibility of supervising lives in an aquatic environment.
- Develop and demonstrate appropriate strategies to manage cognitive stress in life-threatening situations.

Content

Students are expected to know the following:

- Proper individual and team movement patterns associated with the **fundamental skills** of lifeguarding.
- **Basic lifesaving techniques & systems** needed for various aquatic environments.
- **Site specific Training** including features and warning signs for personal safety in on and around unique aquatic settings such as home pools, lakes, oceans, riptides, currents, rivers and spray parks.
- Physical and mental benefits of keeping themselves in rescue ready status including not only swimming but weight training and nutrition.

Healthy Lifestyle

- Recognize and regulate appropriate reactions when experiencing constructive feedback and direct instruction from a trainer.
- Create and implement a **training plan** that improves and/or maintains a personal level of fitness for the active role of a lifeguard, and being able to respond to emergencies quickly and effectively.
- Analyze and explain the effects that training, fitness, and nutrition, have on body systems before, during, and after vigorous rescues.
- Explore and describe the important relationship between regular physical activity, mental well-being, and overall health.

Social and Cultural Connections

- Develop skills for maintaining healthy relationships and responding to interpersonal conflict.
- Demonstrate safety, problem solving, and role modelling in a community leadership position.
- Explain how developing competencies in Lifeguarding can increase confidence and foster lifelong participation in sport and community service.

- Injury prevention and management.
- Proper environmental analysis and techniques to respond to changing aquatic environments.
- **Fundamental progressions** for teaching developing swimmer skills leading to full swimming stroke corrections.
- Taking a leadership role during emergency situations and the ability to step back and support the lifeguard team when needed.
- Goal setting strategies for improving both personal skill levels and those of fellow lifeguards.

Big Ideas – Elaborations

Technical Skills: Scanning, rotations, facility analysis, and distressed swimmer knowledge. The 10-30 rule for aquatic zone supervision, elevated vs roving lifeguard positions.

Training Philosophies: Learning the F.I.T.T. Principle (Frequency, Intensity, Time and Type) to achieve personal goals. Developing and applying objectives that one might pursue and approach to achieve team goals.

Lifeguarding skills: Lifesaving Society Canada lifeguarding and supervision standards.

Healthy lifestyle: Living a life with a balance of proper nutrition, sleep, exercise and hydration to keep mental concentration levels and physical response skills as sharp as possible.

Personal Growth: Strategies for individual and team leadership, effective communication and the building of a positive community atmosphere.

Curricular Competencies – Elaborations

Training techniques: Interval based training, repetitions, sprints, pyramids, straight sets and specific strength training.

Potential barriers: physical abilities, equipment, time needed to acquire results, season of play.

Mental aspects: motivation, overcoming critical incident stress, teamwork, character development, leadership, accountability

Training Plan: Specific to each lifeguard, utilizing various exercises including, but not limited to: eggbeater, agility, balance, proper lifting techniques, effective warm ups, dynamic vs static stretching, and understanding the relation between stress and performance.

Fundamental Skills: underwater searches, spineboard procedures, unconscious patient techniques, on deck positioning, rescue ladder performance, rescue tube competence.

Site specific training: movements, drills and tactics related directly to differing aquatic environments such as: oceans, rivers, lakes, etc,

Lifesaving Techniques: elevated and roving guard positions, rotations, and bather loads,

Goal setting techniques: S.M.A.R.T.(specific, measurable, action oriented, realistic & relevant, time-based)

Fundamental Progressions: Learning and applying stroke analysis for front crawl, back crawl, elementary backstroke, breast stroke, and sidestroke for various age groups.

Video analysis: individual movement and team systems, in and out of the water.

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Peer teaching
- Public teaching
- Video analysis
- Experiential learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Journal entries
- Monthly self-assessment using Lifeguarding Rubric

- Peer performance assessment
- Lifeguarding class interim reflections and goal setting

Learning Resources:

- www.lifesaving.bc.ca (BC Lifesaving Society)
- www.redcross.ca (Canadian Red Cross)
- Alert manual
- Lifesaving Instructor manual
- SFA booklet
- YMCA book

Additional Information:

There is a \$325 student fee associated with this course.

- This proposed Board/Authority Authorized Aquatic Studies – Pre-Lifeguarding 11 course was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on February 19th, 2019. The parents present at this meeting endorsed the offering of this course at Rutland Senior Secondary School.



Parent Advisory Council Signature

Chuck Cullen

- **Fee Structure:**

Expenditures

Lifesaving Society Bronze Medallion & Cross textbook
Red Cross Standard First Aid manual and candidate fees
YMCA Instructor manual and candidate fees
Lifeguard Kit – Pocket mask, gloves, whistle, fanny pack

\$2000
\$ 900
\$1600
\$2000
\$6500
\$6500

Total Expenditures
Total Revenue

Fees - 20 students at \$ 325 per participant

- **Financial Hardship:** Within School District Policy 425R – Student Fees, the Board of Education has indicated “that a student will not be excluded from any educational program due to financial hardship”.



"Together We Learn"

SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN)
1040 Hollywood Road South, Kelowna, BC V1X 4N2
Tel. (250) 860-8888, Fax (250) 860-9799, www.sd23.bc.ca

Memorandum

Date: April 18, 2019
To: Board of Education
From: Finance and Audit Committee

Action: Trustee Indemnity for the 2019/2020 Fiscal Year

1.0 RELEVANT BOARD MOTION/DIRECTION

18P-059 (April 25, 2018 Public Board Meeting)

THAT: The Board of Education set the Trustee Indemnity, in accordance with the most recent BC Consumer Price Index of 2.1% for the period July 1, 2018 to June 30, 2019 thereby setting the salaries at: Trustee - \$18,964, Vice Chair - \$19,924, Chair - \$21,381.

18P-166 (December 12, 2018 Public Board Meeting)

THAT: The Trustee indemnities be adjusted to Trustee - \$20,607, Vice Chair - \$21,764, Chair - \$23,522.

2.0 BACKGROUND

Each School District is responsible for setting its own trustee indemnity rate.

At the April 3, 2019 Finance and Audit Committee recommended that the Board of Education set the Trustee Indemnity, in accordance with the most recent BC Consumer Price Index of 2.7% for the period July 1, 2019 to June 30, 2020 thereby setting the stipends at: Trustee - \$21,163, Vice-Chair - \$22,352, Chair - \$24,157.

3.0 INFORMATION STATEMENT

In accordance with Board of Education Policy 160, the Trustee Indemnity for the 2019/2020 fiscal year has been set at:

Position	F18-19	Stipend Increase	Updated F18-19	Factor	F19-20
Trustee	18,964	1,643	20,607	2.7%	21,163
Vice-Chair	19,924	1,840	21,767	2.7%	22,352
Chair	21,381	2,141	23,522	2.7%	24,157

4.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

None.

5.0 RECOMMENDATION

THAT: The Board of Education set the Trustee Indemnity, in accordance with the most recent BC Consumer Price Index of 2.7% for the period July 1, 2019 to June 30, 2020 thereby setting the stipends at: Trustee - \$21,163, Vice-Chair - \$22,352, Chair - \$24,157.

6.0 APPENDIX

A. Statistics Canada Consumer Price Index

CONSUMER PRICE INDEX (2002 = 100) - 12-MONTH MOVING AVERAGE

Month-Year	CANADA			BRITISH COLUMBIA			VANCOUVER			VICTORIA		
	12-Month			12-Month			12-Month			12-Month		
	Average All-Items	12-Month Average % Change	Index	Average All-Items	12-Month Average % Change	Index	Average All-Items	12-Month Average % Change	Index	Average All-Items	12-Month Average % Change	Index
Jan-17	128.6	1.4	128.6	122.7	1.9	122.7	124.8	2.1	124.8	120.9	1.8	120.9
Feb-17	128.8	1.5	128.8	122.9	1.9	122.9	125.0	2.2	125.0	121.2	1.9	121.2
Mar-17	129.0	1.5	129.0	123.1	2.0	123.1	125.2	2.1	125.2	121.4	1.9	121.4
Apr-17	129.2	1.5	129.2	123.3	2.0	123.3	125.4	2.1	125.4	121.6	2.0	121.6
May-17	129.3	1.5	129.3	123.5	2.0	123.5	125.6	2.1	125.6	121.8	2.0	121.8
Jun-17	129.4	1.5	129.4	123.7	2.0	123.7	125.8	2.0	125.8	122.0	2.0	122.0
Jul-17	129.5	1.5	129.5	123.9	2.0	123.9	126.0	2.0	126.0	122.2	2.0	122.2
Aug-17	129.7	1.5	129.7	124.1	2.0	124.1	126.2	2.0	126.2	122.4	2.0	122.4
Sep-17	129.9	1.5	129.9	124.3	2.0	124.3	126.5	2.0	126.5	122.5	2.0	122.5
Oct-17	130.0	1.5	130.0	124.5	2.0	124.5	126.7	2.0	126.7	122.7	1.9	122.7
Nov-17	130.2	1.6	130.2	124.8	2.1	124.8	127.0	2.1	127.0	122.9	2.0	122.9
Dec-17	130.4	1.6	130.4	125.0	2.1	125.0	127.3	2.2	127.3	123.0	1.9	123.0
Jan-18	130.6	1.6	130.6	125.2	2.1	125.2	127.6	2.2	127.6	123.2	1.9	123.2
Feb-18	130.8	1.6	130.8	125.5	2.1	125.5	127.9	2.3	127.9	123.4	1.9	123.4
Mar-18	131.1	1.6	131.1	125.8	2.1	125.8	128.2	2.4	128.2	123.6	1.8	123.6
Apr-18	131.3	1.7	131.3	126.0	2.2	126.0	128.6	2.5	128.6	123.8	1.8	123.8
May-18	131.6	1.8	131.6	126.3	2.3	126.3	128.9	2.6	128.9	124.0	1.8	124.0
Jun-18	131.8	1.9	131.8	126.6	2.3	126.6	129.2	2.7	129.2	124.2	1.8	124.2
Jul-18	132.2	2.0	132.2	126.9	2.5	126.9	129.6	2.9	129.6	124.5	1.9	124.5
Aug-18	132.5	2.2	132.5	127.2	2.5	127.2	129.9	2.9	129.9	124.8	2.0	124.8
Sep-18	132.7	2.2	132.7	127.5	2.6	127.5	130.1	2.9	130.1	125.0	2.0	125.0
Oct-18	133.0	2.3	133.0	127.8	2.7	127.8	130.4	2.9	130.4	125.3	2.1	125.3
Nov-18	133.2	2.3	133.2	128.1	2.6	128.1	130.7	2.9	130.7	125.6	2.2	125.6
Dec-18	133.4	2.3	133.4	128.4	2.7	128.4	131.0	2.9	131.0	125.9	2.3	125.9
Jan-19	133.5	2.2	133.5	128.6	2.7	128.6	131.3	2.9	131.3	126.2	2.4	126.2

Produced by BC Stats using Statistics Canada CANSIM Table 326-0020

Note: The 12-month average % change is calculated using **unrounded** 12-month averages, not the rounded figures that appear in this document.

Note also: December figures are annual averages published by Statistics Canada; all other months are calculated by BC Stats.

<https://www2.gov.bc.ca/gov/content/data/statistics/economy/consumer-price-index>



Memorandum

Date: April 18, 2019
To: Board of Education
From: Eileen Sadlowski, Secretary Treasurer/CFO
Action Item: **Approval of Central Okanagan Public Schools' Summary Report on the Funding Formula Review Recommendations**

1.0 ISSUE STATEMENT

The Board is to provide a District submission providing feedback on the proposed recommendations included in the Funding Model Review Panel Report.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

In early 2018, an independent review panel conducted a review of the BC K-12 Public Education Funding Model. The panel's report of the Funding Model Review Panel includes 22 recommendations in three key areas: equity, accountability, and financial management.

The Ministry of Education has established a number of working groups with representation by all education sector partners to provide advice on how to address the key themes from the report in order to create a more equitable funding model. The groups will report back in the fall of 2019. No changes will be made to the existing funding model for the 2019-2020 school year.

It has also requested that all Boards of Education review the recommendations and provide feedback.

4.0 POINTS FOR CONSIDERATION

- Each of the recommendations was discussed at either the Finance and Audit Committee or the Education and Student Services Committee.
- All partner groups participated in gathering the comments included in the summary report.

5.0 OPTIONS FOR ACTION

- Approve the summary report as presented.
- Revise the summary report.

6.0 FOLLOW-UP

Upon Board approval, the summary report will be forwarded to the Ministry of Education.

7.0 RECOMMENDATION

THAT: The Board of Education approve the Central Okanagan Public Schools' summary report on the Funding Model Review Recommendations, as attached to the Agenda, and as presented at the April 24, 2019 Public Board Meeting.

8.0 APPENDIX

A. Central Okanagan Public Schools – Summary Report on the Funding Model Review Recommendations

Improving Equity and Accountability
Report of the Funding Model Review Panel 2018

THEME 1: EQUITY OF EDUCATIONAL OPPORTUNITY

This was the overarching aspiration of the Panel – to allocate funding in order to support improved student outcomes by providing equity of educational opportunities to every student in BC.

RECOMMENDATION 1 - Education & Student Services

The Ministry should allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount. The Panel has identified the following specific needs that should be funded first:

- Targeted funding for Indigenous students;
- Unique school district characteristics as defined in Recommendations 4 and 5; and
- Inclusive education as defined in Recommendation 6.

DISTRICT COMMENTS

- The phrase 'allocate funding for specific needs first' requires further clarification. Does this phrase suggest more funding will be allocated to specific needs first with less funding remaining to be allocated to the per student amount?
 - 'Children in care' should be identified as a specific need and funded first.
 - Targeting funding for Indigenous students should be allocated first as parity has not yet been reached.
 - A better understanding of what unique school characteristics are funded first is necessary before the District can make an informed decision on the second point above.
 - Our District is already funding inclusive education on a need basis so having this funded up front aligns with our current process.
-

RECOMMENDATION 2 - Education & Student Services

The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

DISTRICT COMMENTS

- This recommendation aligns with the District's efforts to support the 'calls to action' from the Truth and Reconciliation Commission of Canada.
 - Additional funding to support indigenizing the K-12 curriculum is also essential. Embedding Indigenous teachings and perspectives will require collaboration, inquiry and research, and will be an ongoing process. This curriculum should be locally developed, respecting and honouring the protocols and teachings of local Indigenous peoples.
-

RECOMMENDATION 3 - Education & Student Services

The Ministry should work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to the policies that govern the use of the Indigenous student targeted funding envelope.

DISTRICT COMMENTS

- Agreed. Additionally, providing other provincial Indigenous organizations an opportunity to come alongside the above conversations will be considered more inclusive and beneficial.
-

RECOMMENDATION 4 - Finance & Audit

The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential, and relevant special grants outside the block into a single supplement, with two components:

COMPONENT 1 – 'Unique School District' characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:

- The enrolment of a school district compared to the provincial median school district enrolment;
- The distance from communities containing schools to geographic centers containing basic services;

- The climate of a school district, characterized by the cost of providing heating and cooling for schools; and the fuel utilized, and the amount and duration of snowfall in a school district;
- The distribution of students and schools across a school district, as characterized by:
 - The density of the student population in a school district, compared to the highest density school district in the province;
 - The average distance from each school to the school board office, including the effect of geographic features; and
- A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.

COMPONENT 2 – 'Unique School' characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:

- The number of small schools within a school district, with different weightings and sizes used for elementary and secondary schools, and provide an increased contribution where a school is the only one in the community and is persistently under capacity; and
- The persistent over-capacity of schools at the school district level.

DISTRICT COMMENTS

- A number of geographic factors are already recognized in the formula. Our concern would be that more of the funding envelope gets moved to fund small rural districts that mid-sized districts will need to pay for.
- Broadening of the salary differential factor to include total compensation of all School District employees is positive.
- Addressing the over capacity of schools, in particular, providing funding for portable purchases and moves, will allow districts to redirect these funds to the classroom.

RECOMMENDATION 5- Finance & Audit

The Ministry should replace all current supplements for enrolment decline and funding protection with a new, transitional, mechanism that allows school districts to manage the impact of enrolment decline over a three year rolling time period (i.e. allowing three years to manage the impact of decline, starting with no funding change in the first year, one-third funding reduction in the second year, two-thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year.)

DISTRICT COMMENTS

- Agreed. Ministry needs to implement a multiyear exit strategy for funding protection without jeopardizing growing districts funding or penalizing smaller districts.

RECOMMENDATION 6 - Education & Student Services

The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:

- Supplemental Special Needs Funding;
- English/French Language Learning;
- Supplement for Vulnerable Students;
- CommunityLINK;
- Ready Set Learn;
- Supplemental Student Location Factor; and
- Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.

This single Inclusive Education Supplement should allocate funding through two components:

COMPONENT 1 – students requiring high-cost supports should be funded, and school districts should continue to report and claim these students to the Ministry for funding. Specifically:

- Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students' learning; and
- All funding claims in this category should be based on a medical diagnosis, and should be subject to compliance audits to verify that eligibility criteria have been met.

COMPONENT 2 – the remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:

- Health factors (50%)
- Children in care (20%)
- Income and Earnings (20%)
- English/French Language development (10%)

DISTRICT COMMENTS

- A number of education supplement factors are already recognized in the formula. Our concern would be not receiving sufficient funding to continue to support the above programs especially as our District is already supplementing some of the above identified programs with operating funding (i.e. special education, Ready Set Learn).
- Using a comprehensive range of third party medical and socio-economic population data is valuable; however, it should be applied by catchment or even by school, as there are

areas of vulnerability in each district. The application of component 2 should be reviewed and updated semi-annually to ensure the application remains relevant. Adjustments mid-year (similar to the 1701 recounts in February and May) will ensure funding is adjusted to meet mid-year needs.

- The categories of data and weightings above appear too simplistic. Vulnerability within schools needs to be better addressed.
 - A better understanding of the prevalence based model criteria is required to provide meaningful feedback.
 - 'Children in care' should be weighted higher as there is significant levels of vulnerability noted, especially for students aging out of care.
 - There is an urgency with our 'children in care.' Situations arise where there are communication challenges identifying 'children in care', resulting in lags/gaps in services and supports provided. Collaboration between the Ministry of Children & Families, Ministry of Education, liaison officers and school districts is necessary to address this situation.
-

RECOMMENDATION 7 - Finance & Audit

The Ministry working with the Conseil scolaire francophone de la Colombie-Britannique (CSF), should develop a unique school district factor that recognizes the special characteristics of this province-wide school district, consistent with Recommendations 4, 5 and 6.

DISTRICT COMMENTS

- Agreed. If more money is distributed to CSF the quantum must be increased.
-

RECOMMENDATION 8 - Finance & Audit

The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.

DISTRICT COMMENTS

- As the Classroom Enhancement Fund links directly with provincial bargaining, this recommendation will be difficult to achieve.
 - Would be very detrimental to use some type of pro-rata allocation to address this as some District's collective agreement language differs significantly.
 - As this recommendation is tied directly to Recommendation #6 (Inclusive Education Supplement), any decisions should be made in concert with Recommendation #6.
-

RECOMMENDATION 9 - Finance & Audit

The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.

DISTRICT COMMENTS

- Secondary schools should continue to be funded by course enrolment to support transitions programs (ITA, Industry Certification and programs of choice).
 - Dual credit programs should continue to be funded by course enrolment. This supports the Ministry's Career Education goals.
 - The redesign of the new curriculum placed personalized learning at its core. This recommendation potentially provides fewer options to students if secondary schools are not funded by course enrolment and contradicts the personalized learning framework.
 - An unintended consequence of this recommendation may be the loss of some electives in secondary schools which could impact graduation rates negatively.
-

RECOMMENDATION 10 - Education & Student Services

With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.

DISTRICT COMMENTS

- What would this look like? Will there be consultation with districts before any program changes? Will there be a phased in period? Districts have developed infrastructure around the delivery of these courses. If you are consolidating the program provincially would District be able to bid based on their completion rates or other criteria?
 - More information is required to evaluate this recommendation thoroughly.
-

RECOMMENDATION 11 - Education & Student Services

Notwithstanding Recommendation 9, funding for the following programs should remain course-based:

- Graduated adults
- Non-graduated adults
- Continuing education (adult and school-age learners)
- Distributed learning (for adult learners only)

- Summer school (school-age learners)

DISTRICT COMMENTS

- Agreed that the funding for the above programs remain course based.
 - With a shift to a Ministry developed policy and program delivery model, our concern is how this change will affect those districts with established programs and related staff.
 - Our District strongly supports a blended model of learning for Distributed Learning, providing both online and classroom support for these learners.
 - Course-based funding should remain.
-

THEME 2: ACCOUNTABILITY

A sound accountability framework is a critical part of the funding allocation model. Improving student outcomes and educational transformation requires accountability for the use of funding.

RECOMMENDATION 12- Education & Student Services

The Ministry should establish a provincial accountability and reporting framework for the K-12 public education sector, including common principles and templates. This framework should have three to five broad, system-wide goals that are specific, measurable, and focused on student outcomes. The Ministry should monitor school district progress against these goals and work directly with school districts experiencing difficulty in meeting their objectives.

DISTRICT COMMENTS

- Our District believes this recommendation removes our Board of Education's authority to determine District's strategic direction and specific goals. It is the Board of Education's responsibility to monitor progress towards the achievement of the goals it sets. The provincial government should determine broad areas that it wants to receive reports on, like those that exist within the Enhancing Student Learning Framework: Intellectual, Human and Social and Career Development. Boards of Education will set direction based on evidence provided by staff's scanning of student learning needs in these areas. This is the most effective way to improve student achievement. We are, therefore, opposed to this recommendation.
-

RECOMMENDATION 13 - Education & Student Services

Boards of Education should be required to develop Strategic Plans that are based on the broad goals established by the Ministry, with flexibility to add additional goals based on local priorities.

DISTRICT COMMENTS

- We agree that strategic plan be developed; however, the Board of Education should determine the broad goals as determined by the gathering of evidence of what the developmental needs of students are, through effective school and district scanning of student performance.

RECOMMENDATION 14 - Education & Student Services

As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:

- School district management should be required to develop operational plans to deliver on provincial and Board of Education goals across a range of areas (e.g. human resources, information technology, educational programs and services, facilities, finance).
- School district management should be required to issue a year-end report, at the same time as their financial statements, describing results achieved and how resources were utilized.

DISTRICT COMMENTS

- A Ministry developed broad framework for reporting would be supported. The framework needs to allow for districts to report on student performance using a broad range of evidence that supports the District's Strategic Goals as identified by the Board of Education.

RECOMMENDATION 15 - Education & Student Services

Consistent with the shift to supporting student improvement and learning, the Ministry should:

- Shift the focus of the Compliance Audit Program from purely financial to have a quality assurance emphasis that incorporates best practices-based recommendations regarding student outcomes, structure of programs and services, and overall management of school district operations.
- Defer the recovery of funding for one year, to allow school districts time to adopt compliance team recommendations. This one-year deferral would not be available if it is determined that there has been deliberate contravention of funding eligibility policies.

DISTRICT COMMENTS

- Agreed; however, the process should not be punitive.
 - Deferring the recovery of funding for one year makes sense as it allows districts time to adapt their practices.
-

RECOMMENDATION 16 - Finance & Audit

The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.

DISTRICT COMMENTS

- Agreed
-

RECOMMENDATION 17 - Finance & Audit

The Ministry should expand its workforce planning project and work with school districts to establish a provincial K-12 human capital plan.

DISTRICT COMMENTS

- Agreed, a K-12 strategic plan to address the retention of staff is necessary.
 - Implementation of a mentorship program for teachers has proven to be invaluable in retaining staff.
 - Human resources and remaining competitive is one of the primary concerns of Districts. Ministry assistance with this would be beneficial.
 - Human resources' recruitment challenge continues to be hiring for specialized positions such as elementary counsellors, resources teachers, French immersion teachers, behavioral CEAs, technicians and trades positions.
 - Discussions between post-secondary institutions and the Ministry of Education, to identify the provincial staffing needs, will provide an opportunity to align post-secondary education with school district recruitment and retention gaps.
-

THEME 3: FINANCIAL MANAGEMENT

Understanding cost pressures, sound planning and ensuring that resources are used to support student outcomes underpin the education funding system.

RECOMMENDATION 18 - Finance & Audit

The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.

DISTRICT COMMENTS

- The current funding model does not directly account for inflationary pressures. These pressures, when not funded, add additional budget burdens to the system.
 - Government changes (both provincial and federal) as well as new programs or initiatives, may affect district costs, especially when unexpected or delivered late in the budgeting process (i.e. utility increases, WCB regulation changes, indigenous curriculum implementation, Freedom of Information and Protection of Privacy Act (FIPPA), reporting requirements etc.). These related costs are not always easy to manage if a district's annual budget has been finalized or next year's staffing set. As a result, unanticipated costs may cause reductions in staffing or programs to the district.
 - Cost pressures such as CPI (consumer price index), benefit and wage increases (including grid increases for administration and management) should be included in the Operating funding.
 - New funding part way through a year can also cause grief because the district may be unable to adequately spend the funds, potentially leading to unspent funds at yearend = operating surpluses.
 - If these situations can be addressed early, planning will be more efficient.
-

RECOMMENDATION 19 - Finance & Audit

To support multi-year financial planning:

- Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and
- School districts should be required to develop three-year financial plans.

DISTRICT COMMENTS

- Being provided with three-year operating funding would allow districts to better plan staffing, initiatives and expected operating surpluses as there would be some predictability and stability.
 - Risk would still exist as districts would also be required to provide a three-year financial plan and any significant changes in benefits, sick time, utilities etc. would cause a budget pressure.
 - In growing districts and as part of the three-year operating funding, capital needs (i.e. portables) should also be projected and funded.
-

RECOMMENDATION 20 - Finance & Audit

The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:

- Set clear provincial policies on what school districts may save for, directly related to their strategic plans;
- Establish an acceptable provincial range of unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);
- Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and
- Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.

DISTRICT COMMENTS

- Reserves will always occur and should be reviewed in context of the size of the District's budgets.
- Providing districts with some clear guidelines on reserves will be helpful as reserves mitigate risk. Establishing reserves is considered good financial management.
- Having limits on reserves will reduce the accumulated operating surpluses and cash balances, which is a major concern for the Ministry.
- A better understanding of the transfer of any overages beyond the approved threshold to be accessed only with Ministry approval is required (restrictions, timing, accessibility).

RECOMMENDATION 21 - Finance & Audit

There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.

DISTRICT COMMENTS

- Districts should not be penalized for being entrepreneurial. It is acknowledged that smaller rural districts perhaps do not have the same opportunities however they are compensated through differentiated funding within the Ministry Operating Grants.

RECOMMENDATION 22 - Finance & Audit

In the current absence of dedicated funding for some capital expenditures, the Ministry should either:

- Provide capital funding for expenditures that are currently not reflected in the capital program;
- Clarify which items are ineligible for capital program funding and ensure that school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).

DISTRICT COMMENTS

- Districts believe the current provincially funded capital program is not keeping pace with the province's facility needs, in particular the AFG (Annual Facility Grant) funding. The AFG funding envelope has been somewhat stagnant for several years and does not adequately address the aging needs of our buildings.
 - Growing districts (our district) cannot get new space operational fast enough and are buying portables to address the immediate space needs = additional operating costs.
 - Portables are not funded so some districts are creating a reserve to manage this cost pressure. The Ministry should fund these portables costs.
 - Current capital funding program does not cover minor capital purchases such portables, vehicles, refresh programs, furniture and equipment. This recommendation may address this concern.
-



Central Okanagan Public Schools
Superintendent of Schools/CEO
2019/2020 Budget Recommendations



OVERVIEW

Central Okanagan Public Schools is in a strong financial position going into the 2019/2020 school year. This is a good news budget. Continued growth allows the District to support ongoing budget pressure as well as provide for some modest additions that will help to create sustainability and efficiency throughout the District.

The District is the fifth largest district in the province and represents 4% of the provincial enrolment (22,694 Full Time Equivalent (FTE) of its 542,650 students). The District operates thirty-one elementary, six middle and five secondary schools, as well as one alternate education school and one distributed learning program. A seventh middle school, Canyon Falls Middle, is scheduled to open September 2019. The District employs approximately 3,600 full-time and part-time staff.

The Board of Education Strategic Plan helps guide, along with the Budget Development Principles, the operational planning of the District budget. Budget requests are evaluated through the lens of the following four focused directions.

1. Leadership Development

The Board of Education strives to provide professional development, attract and retain high quality leaders throughout the system and support leadership skill development.

2. Sustainability as a District

The Board of Education strives to provide equitable programs and opportunities to students, support inspirational learning opportunities, is developing a wellness initiative for all staff, supports environmental operational practices and is an advocate for a more predictable, sufficient funding model.

3. Leading Learning: Attributes of a Learner

The Board of Education's Overarching Goal is that each Central Okanagan Public Schools student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator and contributor through improving students' transition from secondary school with dignity, purpose and options. The Board strives to achieve this by supporting the development of effective pedagogy as well as innovative learning environments and supports equitable opportunities and performance for all Aboriginal learners.

4. Community and Partner Engagement

The Board of Education strives to promote positive public relations and enhance all areas of community and partner engagement by encouraging authentic involvement of all partners, raising understanding, awareness and confidence in the community of public education. The Board supports positive partnerships with community organizations that contribute to learner readiness.

The District is currently implementing the Ministry of Education's New BC Education Plan. The Plan is transforming education in the province so that it is more personalized and focuses on the development of Core and Curricular Competencies. The transformation of our system to meet the intentions of the Plan require that we use pedagogy that is learner centered and provides student agency, encourages innovation, embeds the First Peoples Principles of Learning throughout the curriculum, and is inclusive by design. This transformation requires educators to collaborate, possess growth mindsets and develop adaptive expertise. The budget needs to continue to support this work.

District student learning results demonstrate that previous budget decisions have resulted in investments that support student learning. The District has demonstrated student achievement above provincial and national averages and has a Ministry reported six-year graduation rate for BC residents of 94% and an Aboriginal six-year graduation rate of 82%, both of which are above the provincial average. The six-year completion rate, including students achieving both Dogwood Certificates and Evergreen Certificates, is 97%. Most importantly, the trajectory of achievement results for the District has continued to improve over the past 10 years.

To achieve these results, the District offers early learning programs, focusses on foundational skill development and the development of the attributes of a learner as described in the District's Overarching Goal by offering students diverse programs of interest. The District strives to support learner readiness through collaboration with a number of independent providers such as preschools, StrongStart BC, Ready Set Learn, Hope for the Nations and other non-profit organizations that offer early learning initiatives, breakfast, lunch and after school programs. In addition, the District provides a variety of choices through board-authorized courses, specialty academies, apprenticeship programs, trades courses, computer and software development courses and French Immersion. As well, the District partners with Okanagan College, British Columbia Institute of Technology, University of British Columbia-Okanagan, Vancouver Film School, many local businesses and other community organizations to provide dual credit, work study, leadership and transition opportunities to our students. The District should continue to invest in these programs.

BUDGET DEVELOPMENT PROCESS

Each year, in accordance with the *School Act*, the District is responsible for creating a budget plan for the upcoming school year. This plan is the culmination of a process involving presentations, input gathering sessions, discussions and feedback. The goal is to develop a proposal that balances the funding that is available with the expenses that are required to provide a quality educational experience for all students.

In addition to the Board of Education's Strategic Plan and the Districts' Mission, Vision, Cultural Values, the District will also consider the District's Overarching Goal using both the District budget development principles and guided school based budget decisions model expanded below.

DISTRICT BUDGET DEVELOPMENT PRINCIPLES

- Students come first
- Every budget allocation will be aligned to meet the District's Mission, Vision, Values and Goals
- Consideration must also be given to the individual school goals
- The District will obtain the most effective results for the dollars spent
- The Board must meet legal requirements; therefore, the budget will be balanced and all statutory requirements will be met

GUIDED SCHOOL BASED BUDGET DECISION MODEL

- Decisions are made considering:
 - school plans and District goals
 - discussions with School Administration, Assistant Superintendents, Human Resources and Finance
 - consultation with partners, parents and students
 - alignment to the school's plan and their ability to achieve the plan remain a priority

Throughout the budget process, the following opportunities for input were provided:

Date	Description
February 4, 2019	Public presentation to provide information on the 2019/2020 budget
February 12, 2019	Presentation to School District Administrators
February 20, 2019	Public Finance and Audit Committee Meeting (partner group input invited)
March 6, 2019	Public Finance and Audit Committee Meeting (partner group input invited)
April 3, 2019	Public Finance and Audit Committee Meeting (Information) • Central Okanagan Public Schools Superintendent of Schools/CEO 2019/2020 Preliminary Budget Proposal Report
April 17, 2019	Public Finance and Audit Committee Meeting (Action) • Central Okanagan Public Schools Superintendent of Schools/CEO 2019/2020 Final Budget Recommendations Report
April 24, 2019	Public Board Meeting • Annual Budget set
June 19, 2019	Public Board Meeting • Annual Budget approval

The Board of Education will engage in deliberations regarding the Superintendent of Schools/CEO's 2019/2020 Budget Recommendations Report at the April 3, 2019 Public Finance and Audit Committee Meeting, and will plan to complete this process at the April 24, 2019 Public Board Meeting. Final adjustments may be made up to June 19, 2019.

This budget proposal was developed with submissions from our District and school-based leadership teams as well as partner groups, with a focus on making the most educationally sound decisions given the multitude of factors including:

- Student classroom and composition guidelines
- District non-enrolling ratio requirements
- Teacher qualifications available
- Space restrictions
- Student demographics and access to neighborhood schools
- Student course load requests

These submissions include input through discussions at committee meetings and other formal administrative and partnership meetings with:

- Trustees
- Senior Staff (Admin Council)
- Principals, Vice-Principals and COSBO (Exempt) staff
- The Aboriginal Education Council
- The Canadian Union of Public Employees Local 3523 (CUPE)
- The Central Okanagan Parent Advisory Council (COPAC)
- The Central Okanagan Teachers' Association (COTA)
- Parents and the community

FUNDING FORMULA MODEL REVIEW UPDATE (FOR BUDGET DEVELOPMENT IN 2020/2021)

In 2018, the Ministry of Education appointed an independent Funding Model Review Panel to review and provide recommendations to the way funding is allocated in the K-12 public education sector in British Columbia. The last major changes to this formula occurred in 2002. To date, this Panel has received feedback from all 60 school districts through one on one meetings, regional meetings or written submissions. As well, a range of other stakeholders and partner organizations provided over 100 written submissions for review.

The Panel has provided the following report, '***Improving Equity and Accountability – Report of the Funding Model Review Panel 2018***' that may address these concerns in its 22 recommendations for the Minister of Education with the intent to improve the K-12 public education system for students.

https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent_review_panel-final_report_2018.pdf

The Finance and Audit Committee has reviewed 12 of these recommendations and the Education and Student Services committee will review the remaining 10 recommendations. The Board of Education will receive a final report in April that includes comments, concerns and questions from each Committee.

The new funding formula will be implemented in the 2020/2021 school year.

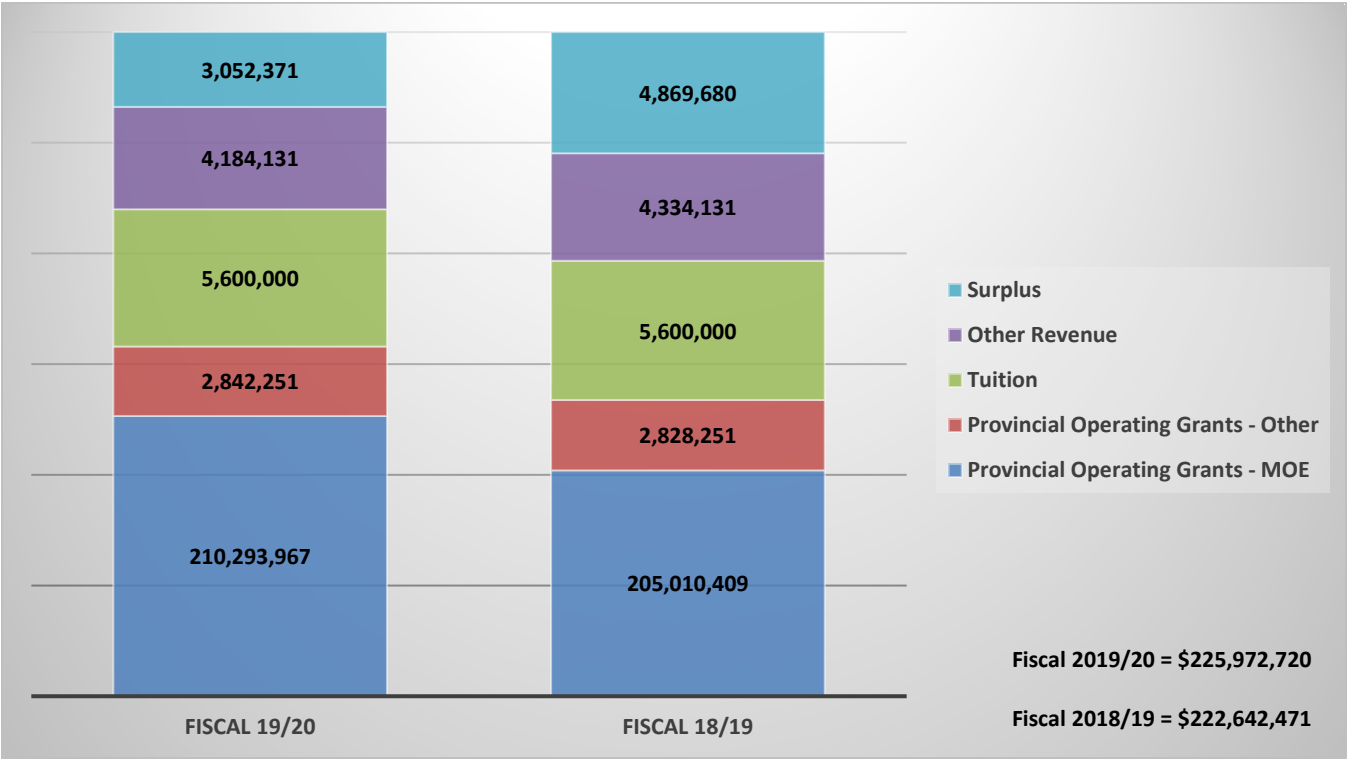
This Central Okanagan Public Schools Superintendent of Schools/CEO 2019/2020 Budget Recommendations Report considers each of the following areas:

- I. Base Operating Budget Revenues and Expenses and Other Significant Changes
- II. Key Assumptions for the 2019/2020 School Year
- III. Additional Budget Requests

I. **BASE OPERATING BUDGET REVENUE & EXPENSES**

The foundation of all budget development begins with the District Base Operating Budget. This represents the revenue and expenses of the District as they currently exist to deliver the programs and services the District provides.

Base Operating Budget Revenues (2019/2020 Projected Annual Budget)



The majority of operating revenue for the District (93%) is derived from the Ministry of Education's Operating Grant. The province establishes this grant annually for public education using a funding allocation system that is intended to ensure equity across all districts in British Columbia. The allocation system is based primarily on enrolment with further allocations based on unique demographic or District characteristics. Since enrolment is the primary driver in the formula, all budget planning begins with a projected enrolment figure for the next school year.

Other sources of revenue include other provincial grants, locally generated revenue (tuition payments, fees and rentals), and surplus carry forwards from the previous year, as well as designated funds for capital or school-based activities. Central Okanagan Public Schools has focused on increasing local revenues (+75%) over the last seven years through the expansion of the International Education Program, providing fee for service in the Health and Safety Program and WorkSafeBC claims management, as well as recovering costs through the charging of rentals for facilities and a transportation fee.

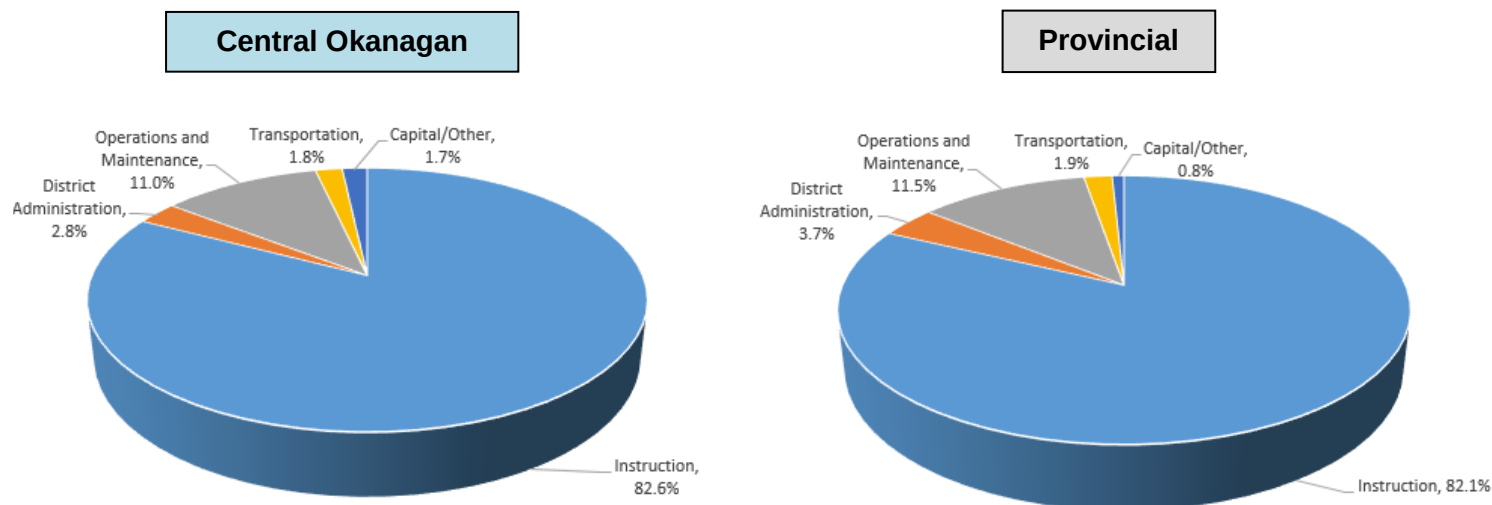
Base Operating Budget Expenses (2018/2019 Annual Budget)

Boards of Education manage and distribute their operating funding allocation based on local spending priorities. In addition, the province provides capital costs and funding for specialty programs through supplemental and special purpose grants.

All allocations are then identified and categorized into six major **program** areas. These include Instruction, District Administration, Operations and Maintenance, Transportation, Local Capital and Capital Fund.

- **Instruction** - includes all allocations to schools as well as District instructional services offered to provide educational opportunities within the District. Instructional programs are categorized as General Instruction, Career Life Programs, Library Services, Counselling, Special Education, English Language Learning, Aboriginal Education, School-Based Administration and International programs.
- **District Administration** - includes Educational Administration, Business and Human Resource Services, and Board Operations (Governance).
- **Operations and Maintenance** - relate to the services required to operate and maintain all District facilities.
- **Transportation** - includes the transportation of students to and from school.
- **Local Capital** (included in Capital/Other) - includes the provision of funding to support the Technology Refresh program as well as allocations to maintain and replace capital equipment items such as vehicles, computers, tables, chairs etc.
- **Capital Fund** (included in Capital/Other) - includes amortization of tangible capital assets and any write down of buildings and sites.

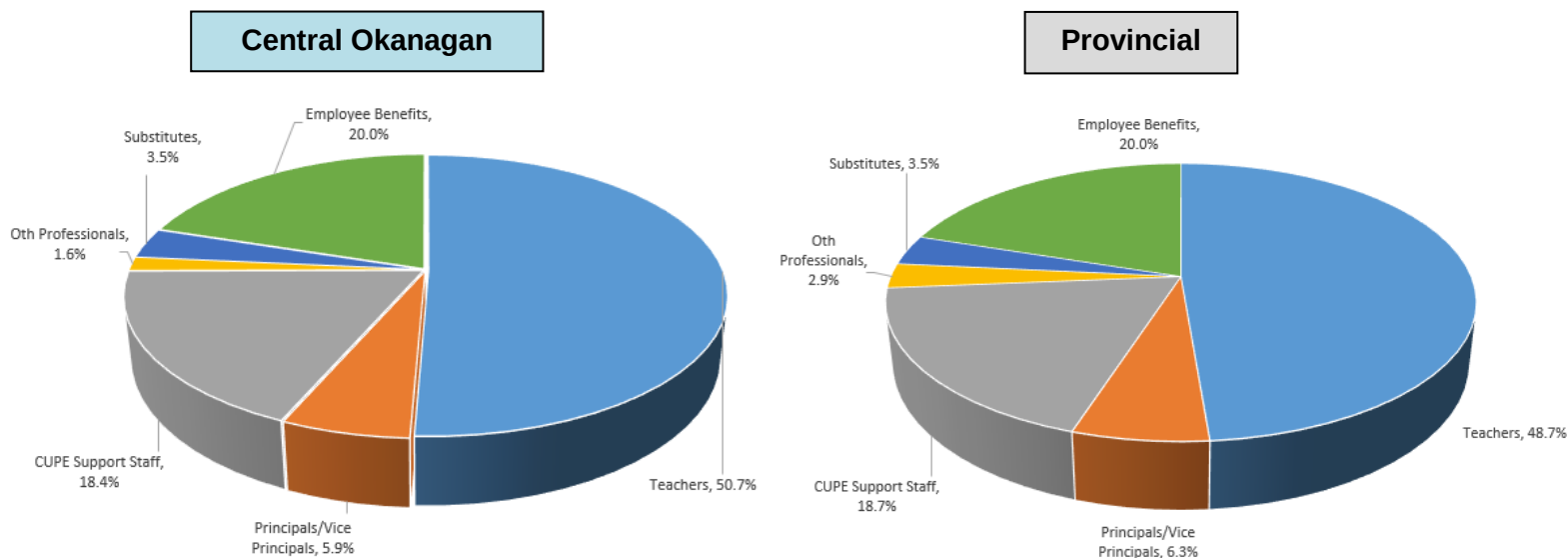
2018/2019 District's Budget by Program Compared to Provincial



When compared to the provincial average, Central Okanagan Public Schools dedicates more to instruction and capital and less to administration and operations. It also dedicates a larger percentage of its budget to capital replacement programs, which fund technology and equipment replacement. Technology replacement is coordinated through the District's Technology Refresh program, which replaces District technology on a four-year cycle.

An alternate representation of the expenses is by **object** including multiple employee groups, employee benefits, services & supplies, capital/other (which includes Local Capital and the Capital Fund).

2018/2019 District's Budget by Object Compared to Provincial



The majority of spending in these categories (87.7%) is dedicated towards salaries and benefits. Staff salaries are primarily the result of negotiations between the province and the professional associations/unions representing the various employee groups. When compared to the provincial average, the District spends more on teachers, less on principals and vice principals and other professionals and a similar amount on CUPE support staff.

Significant Changes

Significant changes that have been implemented within this base budget include:

Learning Support Services Reorganization

One of the most consistent concerns expressed by principals, teachers and support staff is finding solutions to support our most dysregulated students. This budget will continue to try to address support for classrooms where complex students present highly dysregulated, disruptive and sometimes violent behaviors. The District has initiated a number of strategies beyond the MoA:LOU#17 requirement that non-enrolling teachers meet prescribed ratios established in 2001. These include:

- i. Added a District Principal of Learning Support Services, responsible for students with dysregulated behaviors.
- ii. Increased and organized elementary counsellors to provide services within a family of schools, allowing for more efficient delivery of service.
- iii. Reorganized counselling services under the District Principal for Learning Support Services to be more responsive to schools. The District has established 11 FTE Behavioral CEA positions through the Learning Improvement Fund to support hot spots and provide temporary support until effective planning and supports are in place for students.
- iv. Provided funding, within the budget, to the Assistant Superintendents to deal with emergent student support issues as they arise.
- v. Utilized the Classroom Enhancement fund to lower class sizes to their lowest averages in District history, allowing teachers more time with each student.
- vi. Increased the number of resource teachers and middle and secondary counsellors so that workloads are similar to 1999, with the intent of improving response time and co-planning support for classroom teachers supporting complex students.
- vii. Increased the number of CEAs to provide support for dysregulated students in classrooms.

Staff recognize that, while these positions have been budgeted for, there has been some difficulty filling these positions.

The District is prototyping a project focusing on Collaborative Learning Support teams in each family of schools to help school teams develop pedagogical and systemic strategies that support students' self-regulation.

As the final step, the Superintendent of Schools/CEO plans to reorganize some of the existing behavior supports from Student Support Services plus the proactive programs supporting healthy schools and mental health under both the District Principal of Learning Support Services and the Assistant Superintendent responsible for the Healthy Schools portfolio. The plan is to form a proactive and responsive social emotional learning team that will provide positive strategies and just in time-side-by-side support that will help students feel well and self-regulate behaviors that affect their learning. If possible, staff may support an additional FTE to this reorganization.

Classroom Enhancement Fund

The final piece in the development of the 2019/2020 budget includes the ongoing implementation of the MoA:LoU#17 regarding teacher staffing. The MoA:LoU#17 resolves the matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016. This has been achieved through funding provided in the Classroom Enhancement Fund. Central Okanagan Public Schools' Classroom Enhancement funding for the 2018/2019 school year is expected to be \$13.5 Million. We expect the funding for the 2019/2020 year to be similar and anticipate the need for up to an additional 12 FTE of non-enrolling teachers and classroom support during our staffing process that will increase the effective learning conditions in classrooms.

Funding is to be used to provide for educationally sound classroom organization and to meet the required District non-enrolling ratios as outlined in our District's Teacher Collective Agreement. Costs to the fund will include teacher costs as well as ancillary costs related to professional development and resources. The District has added an additional 147 FTE teaching staff since September 2017 to meet the requirements of the restored Collective Agreement language. If additional classroom teachers are required for 2019/2020 to meet the terms of the MoA:LoU#17, it will be determined during the spring staffing process. These additional teachers will be funded through the Classroom Enhancement Fund.

II. KEY ASSUMPTIONS FOR THE 2019/2020 SCHOOL YEAR

Inherent in this approach is the assumption that the base from which the budget is built appropriately allocates resources to the schools and departments in order to achieve their goals. The budget is not rebuilt from a 'zero base' each year as much of the District's costs are fixed and educational programs are complex and affect multiple schools and/or departments. An analysis of this magnitude would be unlikely to highlight potential reductions that are not already obvious. The budget development process also requires an extremely tight timeline as Ministry funding announcements are made approximately six weeks prior to the District's deadline for establishing staffing levels.

Rather than completing a 'line-by-line' budget analysis each year, the District performs a number of processes on an ongoing basis to ensure that the base allocations are appropriate. These include:

- Reviewing achievement relative to the goals
- Reviewing historical spending in the allocated budget areas to ensure budgets are adequate but not excessive
- Providing schools with greater decision-making over the use of discretionary funds through collaborative and guided discussions. Schools, in turn, promote accountability and efficiency by setting clear goals and aligning them with District goals, as well as gathering data on student learning to support decisions regarding instructional staffing levels as well as resource allocation.
- Comparing spending to comparative sized districts as well as to provincial averages
- Completing program reviews on a cyclical basis to ensure programs, structures and strategies continue to meet the needs of the District

Required Operational Adjustments in 2019/2020 will include:

- Staffing and overhead costs for the new Canyon Falls Middle school.
- Negotiated changes to the calculation of the elementary teacher preparation time.
- Anticipated salary adjustments for principals, vice-principals and management staff.
- Anticipated benefit adjustments.
- Changes in District programs (e.g. expansion of French Immersion, academies of Indigenous studies).
- Adjustments for surplus carryforwards available from the previous year.
- Inflationary increases to services and supplies.

Additional adjustments are made for anticipated enrolment increases affecting staffing, service and supply allocations and any adjustments required to support these students with unique needs.

Enrolment Increase Assumptions Include:

- An increase in BC resident FTE of 150 to 22,844 FTE, however this enrolment increase may trend to as high as 350 FTE. The District has built the 2019/2020 budget conservatively with an enrolment increase of 150 student FTE.
- Maintaining International Education FTE at 400 FTE.
- An increase in Special Education Level 2 students of 21 students to 923.
- An increase in English Language Learners of 101 students to 705.
- Expected increases in teaching staff and resources as a result of enrolment increases.

A summary of the 2019/2020 Estimated Operating Grants incorporating these increases and Ministry per pupil adjustments is included in "**Appendix B**".

An overview of the projected 2019/2020 budget follows, classifying expenses by object. This outlines the base 2018/2019 Final Bylaw Budget, removal of carryforward balances, adjustments for growth and other required changes and new requests for the 2019/2020 year. Funding adjustments made to the Operating Grant are sufficient to cover the negotiated COTA and CUPE costs, as well, costs due to increasing enrolments. Costs incurred that are not funded through the grant include the additional staffing requirements for Canyon Falls Middle, additional portable costs, expansion of programs, additional bus routes, principal/vice-principals and exempt management salary increases. These unfunded costs are covered through enrolment growth and reductions available in other budget areas due to efficiencies or cost reduction. Once all costs are covered, an overall budget surplus of \$315,656 remains. This surplus is available for new "ask" requests, which are detailed in **"Appendix A."**

REVENUE	Final Bylaw 2018/2019	Remove 30-Jun- 18 Surplus CFwd	Net Final Bylaw 2018/2019	Growth & Required Changes	2019/20 Projected Preliminary	New "ASK" Requests	2019/20 Preliminary
OPERATING GRANTS							
- Operating Grants	205,010,409		205,010,409	5,283,558	210,293,967		210,293,967
- Other Ministry Grants	2,828,251		2,828,251	14,000	2,842,251		2,842,251
- International Education	5,600,000		5,600,000		5,600,000		5,600,000
- Other Revenue	4,334,131		4,334,131	(150,000)	4,184,131		4,184,131
OPERATING SURPLUS CARRY FORWARD	4,869,680	(1,749,675)	3,120,005	(67,634)	3,052,371		3,052,371
SPECIAL PURPOSE GRANTS							
- Special Purpose Grants	17,179,074		17,179,074	(228,642)	16,950,432		16,950,432
- Other Revenue	7,300,000		7,300,000		7,300,000		7,300,000
SPECIAL PURPOSE CARRY FORWARD	588,164		588,164	(538,164)	50,000		50,000
CAPITAL GRANTS	13,195,051		13,195,051		13,195,051		13,195,051
Total Revenue	\$ 260,904,760	\$ (1,749,675)	\$ 259,155,085	\$ 4,313,118	\$ 263,468,203	\$ -	\$ 263,468,203
EXPENSES							
STAFFING & BENEFITS							
- Teachers	108,621,913	(313,000)	108,308,913	3,000,547	111,309,460	80,250	111,389,710
- Principals and Vice Principals	11,502,073		11,502,073	349,393	11,851,466		11,851,466
- Educational Assistants	16,281,278		16,281,278	342,776	16,624,054		16,624,054
- Support Staff	21,056,806		21,056,806	726,637	21,783,443	47,424	21,830,867
- Other Professionals	3,064,040		3,064,040	(50,767)	3,013,273	123,200	3,136,473
- Substitutes	7,305,045		7,305,045	(58,864)	7,246,181		7,246,181
- Employee Benefits	42,183,058	(77,000)	42,106,058	49,526	42,155,584	72,087	42,227,671
SERVICES & SUPPLIES	31,736,133	(1,359,675)	30,376,458	(17,628)	30,358,830	(7,305)	30,351,525
CAPITAL	13,195,051		13,195,051		13,195,051		13,195,051
OTHER CAPITAL	5,959,363		5,959,363	(344,158)	5,615,205		5,615,205
Total Expenses	\$ 260,904,760	\$ (1,749,675)	\$ 259,155,085	\$ 3,997,462	\$ 263,152,547	\$ 315,656	\$ 263,468,203
Net Budget Including New "ASK" Requests	\$ -	\$ -	\$ -	\$ 315,656	\$ 315,656	\$ (315,656)	\$ (0)

Staffing	Final Bylaw 2018/2019	Remove 30-Jun- 18 Surplus CFwd	Net Final Bylaw 2018/2019	Growth & Required Changes	2019/20 Projected Preliminary	New "ASK" Requests	2019/20 Preliminary
Teachers	1,382.578	(4.000)	1,378.578	11.000	1,389.578	1.000	1,390.578
Principals and Vice Principals	94.000		94.000	2.600	96.600	2.000	98.600
Other Professionals	38.700		38.700	(1.200)	37.500	2.000	39.500
Support Staff (CUPE)	913.238		913.238	10.856	924.094	1.000	925.094
Total	2,428.516	(4.000)	2,424.516	23.256	2,447.772	6.000	2,453.772

III. BUDGET ADJUSTMENTS

The following outlines the specific details of the additional budget requests that were made, along with a recommendation from the Superintendent of Schools/CEO. Requests have been categorized by the associated employee group.

Central Okanagan Teachers' Association (COTA)

With the projected growth in the 2019/2020 school year and taking into consideration the Collaborative Learning Services request below, the District anticipates adding the following teacher FTE to the 2019/2020 budget. The low column includes a 150 FTE student enrolment growth while the high column includes a 350 FTE student enrolment growth.

Description	Low	High
Expansion of French Immersion	1.0000	1.0000
Enrolment Growth	6.0000	14.0000
Additional Prep Teachers	4.0000	4.0000
Growth & Required Changes	11.0000	19.0000
<u>New "Ask" Request</u>		
Collaborative Learning Services	1.0000	1.0000
	12.0000	20.0000
<u>Est. Classroom Enhancement Request</u>	6.0000	12.0000

The allocation of Classroom Enhancement FTE above is dependent on individual student and classroom need and will require Ministry approval.

Current Budget (2018/19) Allocation - \$134,800,668 (COTA wages & benefit costs only)
Growth & Required Changes - \$1,211,181 (11 FTE minimum)

1. COTA Budget Request

The District received a submission from the COTA identifying a reduction of \$7,500.

Description	2018-19	2019-2020	Reduction
Inquiry Project	45,000	45,000	0
TTOC Fund	7,500	7,500	0
LSA Fund	25,000	25,000	0
Social Justice Grant	22,500	15,000	(7,500)
	\$ 100,000	\$ 92,500	\$ (7,500)

Rationale

The District continues to support expanded professional development opportunities that are coordinated through COTA.

Recommendation

Current Budget (2018/19) Allocation - \$100,000 (Resources)

Recommended Change - Per request

(\$7,500)

2. Collaborative Learning Services Staffing Budget Request

The Collaborative Learning Services (CLS) team requests an additional 1.0 FTE teacher.

Rationale

With the implementation of the redesigned curriculum, the District created the Collaborative Learning Services (CLS) initiative with the purpose of building inclusive learning environments to ensure powerful and purposeful learning for each learner. The CLS team's focused mandate is to move more district consultants to provide direct support to teachers in schools.

Recommendation

The District will provide an additional 1.0 FTE teacher to support this model.

Current Budget (2018/19) Allocation - \$107,500 (1.0 FTE & resources)

Recommended Increase – 1.0 FTE District wages & benefit costs

\$101,979

3. Instructional Leadership Team Staffing Budget Request

The Instructional Leadership Team is requesting 2.0 FTE additional teaching staff.

Rationale

To provide more direct support with the transformation in learning in classrooms and better meet the school demands for support with the continued implementation of the redesigned curriculum, additional staffing is required.

Response

The ILT Program continues to be an integral part of our District's strategy for implementing 21st Century learning curricula; however, we will need to continue to provide support within the current budget.

Current Budget (2018/19) Allocation - \$1,040,486 (5.0 FTE & resources)

Recommended Change – None

Canadian Union of Public Employees Local 3523 (CUPE)

With the new Canyon Falls Middle School opening in the Fall, the projected growth in the 2019/2020 school year and taking into consideration the Purchasing Department request below, the District anticipates adding the following CUPE FTE to the 2019/2020 budget:

Description	FTE
Clerical Staff	3.0000
Other Operations	1.0000
Custodial	2.0000
Grounds	1.0000
Noon Hr Supervisors (4 people, .5 annual FTE)	0.5000
Growth & Required Changes	7.5000
<u>New "Ask" Request</u>	
Purchasing (Driver)	1.0000
	8.5000

4. CUPE Staffing Budget Request

The District received a request from the CUPE to hire more trades and grounds staff.

Rationale

The projected student growth in the 2019/2020 school year, the addition of several new school sites, an increase in portable needs and the regularly scheduled renovations, requires additional CUPE staff be hired.

Response

Per the table above, an additional 7.50 FTE CUPE staff will be added to the 2019/2020 budget due to enrolment growth. In the 2018/2019, 3.0 FTE additional operational staff were added to the budget.

Current Budget (2018/19) Allocation - \$47,650,835 (CUPE wages & benefit costs only)
Growth & Required Changes - \$350,350 (7.5 FTE)

5. Purchasing Department Staffing Budget Request

The Purchasing Department is requesting an additional 1.0 FTE driver be added to the purchasing team.

Rationale

In 2011, due to declining enrolment and budget constraints, 1 of 4 pick up delivery driver positions was eliminated from the budget. Since 2011, the District's enrolment has increased by approximately 1,145 students and several sites have been built. As well, Central Stores has experienced an increase in the number of requisitions from inventory (up 4% over a 3 year cycle), receiving and distributing direct charge orders to schools, and cleanouts of scrap or recyclable items from schools during the past 4 years. This increase, along with the forecasted increase in driving times to new sites and drop off points for the delivery/mail trucks, necessitates an increase in resources for the Purchasing department.

Recommendation

The District will provide a 1.0 FTE driver for the Purchasing Department.

Current Budget (2018/19) Allocation - \$180,237 (3.0 FTE drivers)
Recommended Increase – 1.0 FTE District wages & benefit costs

\$61,177

Central Okanagan Principal/Vice-Principal Association (COPVPA)

With the new Canyon Falls Middle school opening in the fall, the projected growth in the 2019/2020 school year and taking into consideration the requests below, the District anticipates adding the following COPVPA FTE to the 2019/2020 budget.

Description	FTE
Canyon Falls Middle	2.0000
Growth & Required Changes	2.0000
<u>New "Ask" Request</u>	
Dr. Knox Middle	1.0000
Constable Neil Bruce Middle	1.0000
	<u>4.0000</u>

6. Vice-Principals Budget Request

Staff is requesting an additional Vice-Principal be added to Dr. Knox Middle and Constable Neil Bruce Middle Schools.

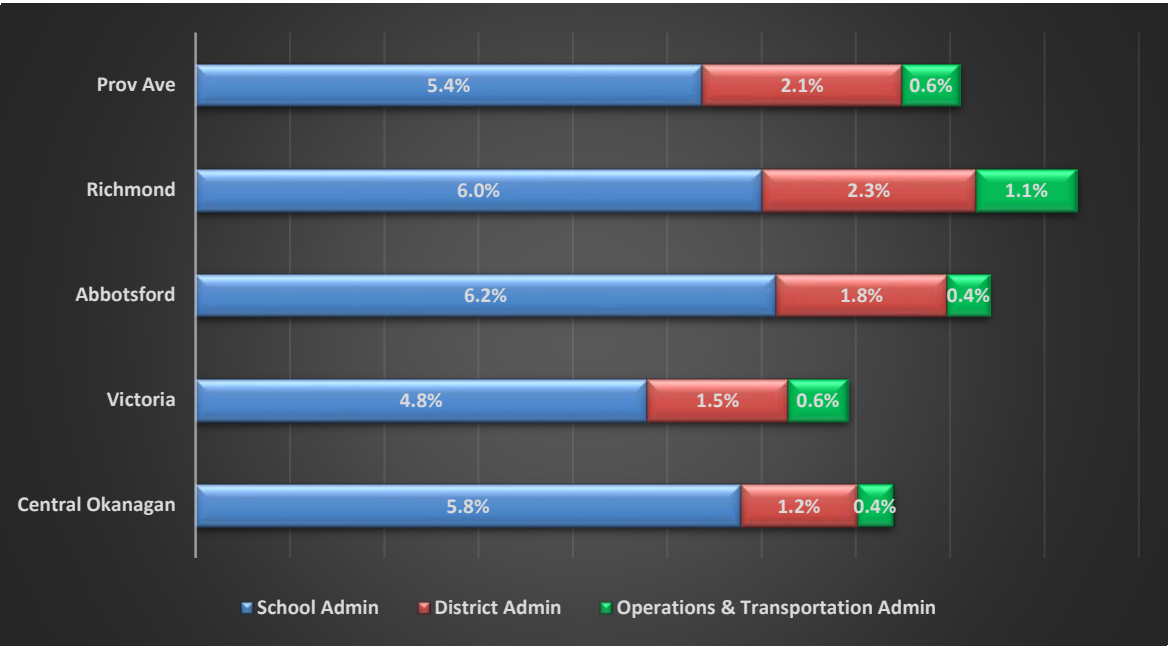
Rationale

With anticipated 2019/2020 enrolment of over 850 student FTE in each middle school, the District needs to bring administration support in line with reasonable guidelines. District guidelines are provided below as a reference. These guidelines provide more consistent administration time, is better able to support complex schools and provides guidance for school based budgeting. Currently some schools are sharing vice principals which is inefficient and difficult to manage.

School Administration Guidelines

School Type	Enrolment	ADMIN FTE	HEAD COUNT
Elementary Admin Allocation	Minimum	0.80	1.00
	201	1.00	1.00
	241	1.00	1.00
Elementary VP Added	401	1.60	2.00
	501	1.80	2.00
	601	2.00	2.00
Middle Admin Allocation	Minimum	1.80	2.00
	801	2.00	2.00
Middle VP Added	851	2.50	3.00
Secondary Admin Allocation	Minimum	1.80	2.00
	801	2.20	2.00
Secondary VP Added	851	2.50	3.00
	1,001	2.60	3.00
	1,201	3.00	3.00
Secondary VP Added	1,401	3.50	4.00
	1,601	4.00	4.00
Alternate Admin Allocation	201	2.00	2.00

Included below is a graph that shows the District's 2017/2018 administration spending. The graph illustrates that the District's overall administration spending is lower when compared to the provincial average and most of the other comparable size districts. The District focuses their administration spending on direct student support in schools.



Recommendation

The District will provide the additional 2.0 FTE Vice-Principals to the above middle schools. Costs associated with these additional 2.0 FTE will be absorbed within the existing administration envelope.

Current Budget (2018/19) Allocation - \$13,137,540 (District wages & benefit costs only)
 Growth & Required Changes - \$287,670 (2 FTE)
 Recommended Change – Redistribution of budget

Central Okanagan School Business Officials (COSBO)

District enrolment has been consistently increasing for several years. District management does not adjust proportionately in the same manner as positions that provide direct support to students. Because of this sustained growth, the addition of several new school sites and an increase in portable needs, management is requesting an increase in District management positions in the 2019/2020 budget.

Description	FTE
<u>New "Ask" Request</u>	
Transportation Dept	1.0000
Custodial Dept	1.0000
	<u>2.0000</u>

7. Custodial Staffing Budget Request

The Custodial Department is requesting an Assistant Custodial Manager.

Rationale

A new Assistant Custodial Manager would be responsible for daily afternoon shift activities such as daily visits and inspections and providing training to staff on such topics as security, Health & Safety requirements (4x per year). They would also assist with formal performance and conduct issues, and assist with investigations and recruiting new staff.

The following graph compares the number of sites, total custodial staff and total management of our District to similar sized districts. Our current management level is comparable with both North Vancouver and Maple Ridge school districts yet we have more sites and staff than both of these districts.



Recommendation

The District will provide the additional 1.0 FTE Assistant Custodial Manager to assist the Custodial Manager as outlined above.

Current Budget (2018/19) Allocation - \$7,735,587 (District custodial budget)

Recommended Increase – 1.0 FTE District wages & benefit costs

\$80,000

8. Transportation Staffing Budget Request

The Transportation Department is requesting an Assistant Transportation Manager.

Rationale

A new Assistant Transportation Manager would be responsible for bus stop evaluations, follow-up on reported bus route safety concerns, assisting with performance evaluation, and providing bus driver refresher training (every 3 years). They would also manage day-to-day bus driver issues, parent phone calls and email concerns/complaints and dispatch relief drivers for absenteeism. Our District has the largest fleet in British Columbia and our current Transportation Manager oversees 105 staff and 68 school bus routes.

Recommendation

The District will provide the additional 1.0 FTE Assistant Transportation Manager to assist the Transportation Manager as outline above.

Current Budget (2018/19) Allocation - \$4,044,252 (District transportation budget)

Recommended Increase – 1.0 FTE District wages & benefit costs

\$80,000

9. Information Technology Refresh Budget Request

The Information Technology Department is requesting additional funds to continue to support our Refresh program.

Rationale

In the last 10 years, the District has seen growth in both the number of staff and students, 22% and 8% respectively. The number of facilities has also increased (school sites, school additions, portables and a new board office). Each facility requires additional servers, switches, wireless access points, laptops, desktops, chrome books and VOIP phones as well as ongoing licensing and maintenance costs.

Recommendation

Staff will collaborate to better balance and stabilize the Refresh budget. One suggestion is to have the refresh of the largest schools straddle multiple school years.

Current Budget (2018/19) Allocation - \$2,153,413 (Technology costs only)

Recommended Change - None

-

Total Net "ASK" Included in 2019/2020 Budget

\$ 315,656

APPENDIX A

2019/2020 Summary Recommendations

Net Budget Position at Public Budget Presentation	\$	183,291
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Adjustments Subsequent to Public Budget Presentation

Changes Include:

- Reduction in NGN Savings Estimate	(30,484)	
- Additional Enrolment Resource Costs	(16,936)	
- Reduction of Discretionary Budgets	100,000	
- Reduction of Benefits Costs	58,580	
- Addition of 1.0 FTE French Immersion Teacher	(103,795)	
- Increased Portable Needs	(275,000)	(267,635)

Reduction of Expenses

Elimination of General Inflation	400,000	400,000
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Total 2019/2020 Net Budget Position	\$	315,656
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Recommended Budget Adjustments

- COTA's Budget Reduction	7,500	
- Additional Purchasing Dept Driver	(61,177)	
- Transportation & Custodial Managers (2.0 FTE)	(160,000)	
- Additional Collaborative Learning Services Teacher (1.0 FTE)	(101,979)	(315,656)

2019/2020 Net Budget	\$	-
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APPENDIX B

Estimated Operating Grants - 2019/20 School Year

School District 23 Central Okanagan

September 2019 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	22,429.1000	\$7,468	\$167,500,519	
Continuing Education	0.0000	\$7,468	\$0	
Alternate Schools	250.0000	\$7,468	\$1,867,000	
Distributed Learning	150.0000	\$6,100	\$915,000	
Home Schooling	19	\$250	\$4,750	
Course Challenges	12	\$233	\$2,796	
Total Enrolment-Based Funding (September)	22,829.1000			\$170,290,065
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	150.0000	\$3,734	\$0	
4%+ Enrolment Decline		\$5,601	\$0	
Significant Cumulative Decline (7%+)	1,036.1000	\$3,734	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	18	\$42,400	\$763,200	
Level 2 Special Needs	925	\$20,200	\$18,685,000	
Level 3 Special Needs	223	\$10,250	\$2,285,750	
English Language Learning	705	\$1,495	\$1,053,975	
Aboriginal Education	2,700	\$1,450	\$3,915,000	
Adult Education	6.7500	\$4,773	\$32,218	
Vulnerable Students			\$467,793	
Supplement for Unique Student Needs				\$27,202,936
Variance from Provincial Average	\$191			
Estimated Number of Educators	1,268.658		\$242,314	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	22,835.8500	\$180.33	\$4,117,989	
Supplement for Salary Differential				\$4,360,303
Supplement for Unique Geographic Factors				\$6,218,784
Funding Protection				\$0
Supplement for the Education Plan				\$453,582
September 2019 Enrolment Count, Total				\$208,525,670

July 2019 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$215	\$0	
Summer Learning Grade 8-9	0	\$215	\$0	
Summer Learning Grade 10-12	0	\$430	\$0	
Supplemental Summer Learning Funding				\$0
Cross-Enrolment, Grade 8 and 9	0	\$0	\$0	
Summer Learning, Total				\$0

February 2020 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.0000	\$7,468	\$74,680	
Adult FTE - Continuing Education	2.0000	\$4,773	\$9,546	
K-Gr 9 School-Age FTE - Distributed Learning	7.0000	\$3,050	\$21,350	
Gr 10-12 School-Age FTE - Distributed Learning	190.0000	\$6,100	\$1,159,000	
Adult FTE - Distributed Learning	130.0000	\$4,773	\$620,490	
Level 1 Special Needs Enrolment Growth	0	\$21,200	\$0	
Level 2 Special Needs Enrolment Growth	10	\$10,100	\$101,000	
Level 3 Special Needs Enrolment Growth	20	\$5,125	\$102,500	
Newcomer Refugees	3.0000	\$3,734	\$11,202	
ELL Supplement - Newcomer Refugees	3	\$748	\$2,244	
February 2020 Enrolment Count, Total				\$2,102,012

May 2020 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	8.0000	\$7,468	\$59,744	
Adult FTE - Continuing Education	1.0000	\$4,773	\$4,773	
K-Gr 9 School-Age FTE - Distributed Learning	1.0000	\$2,033	\$2,033	
Gr 10-12 School-Age FTE - Distributed Learning	100.0000	\$6,100	\$610,000	
Adult FTE - Distributed Learning	5.0000	\$4,773	\$23,865	
May 2020 Enrolment Count, Total				\$700,415

2019/20 Full-Year Estimated Total		\$211,328,097
Estimated 2019/20 Operating Grant from Indigenous Services Canada		\$1,034,131
Estimated 2019/20 Operating Grant from Ministry of Education		\$210,293,966

APPENDIX C

Additional Options for Balancing the 2019/2020 Budget

The aforementioned adjustments are, in the Superintendent's opinion, the best options for achieving a balanced budget in the 2019/2020 school year. The Board may consider other areas for adjustment in lieu of the above budget requests. Other District allocations for consideration are listed below.

	STAFFING					WAGES & BENEFIT COST	RESOURCES	TOTAL BUDGET
	PVP	OTHER PROF	TEACH	CUPE	TTOC			
District Based								
Admin Council	6.00	8.00				2,631,812	393,600	3,025,412
Business Admin		2.00		9.75		754,682	661,100	1,415,782
Career Life Programs			2.00	0.82	3,000	255,749	67,200	325,949
Collaborative Learning Services (CLS)			1.00			100,000	10,000	110,000
COTA Professional Development Support							107,010	107,010
Curriculum Resource Centre/TLC				6.00		308,998	115,500	424,498
Dual Credit Programs			2.30	1.00	51,409	278,125	450,250	779,784
Early Learning			0.50			50,000	50,000	100,000
Educational Admin		2.00		2.40	127,000	304,600	344,504	776,104
Extra-Curricular Support-Sports Busing							100,000	100,000
Family Life Program			3.00			300,000	7,000	307,000
Governance-Travel Outside of District							10,500	10,500
Governance-COPAC Grant							7,500	7,500
Graduation Support			0.43			43,000	20,000	63,000
Health Promoting Schools/Wellness			1.30			128,700	20,500	149,200
Human Resources Admin	1.00	6.00		5.00		1,126,674	428,500	1,555,174
Instructional Leadership Team	1.00		5.00		260,395	638,298	130,000	1,028,693
Literacy Support			1.00			100,000	70,000	170,000
Local Capital-Equipment							225,000	225,000
Museum/Art Gallery Grants							10,000	10,000
Numeracy Support							70,000	70,000
Operations		6.00		190.70		13,231,208	8,245,500	21,476,708
Special Education	1.00		81.00	507.30	450,000	26,120,091	594,384	27,164,475
Technology Refresh Program							2,153,413	2,153,413
Technology Support Staffing	1.00	1.00		22.71		1,953,154	1,288,000	3,241,154
Transportation		1.00		52.47		3,496,435	651,000	4,147,435
Web/Link Support							30,000	30,000
School Based								
Department Head Stipends						253,975		253,975
Principals/Vice-Principals	84.00					12,082,141		12,082,141
School Based Clerical Support				121.19		5,533,427		5,533,427
	94.00	26.00	97.53	919.34	891,804	69,691,069	16,260,461	86,843,334

APPENDIX D

Do you have any other comments or questions you would like answered regarding the Budget Development for 2019/2020?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Memorandum

Date: April 18, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: Right-of-Way for a Bus Shelter on Rutland Secondary School Site

1.0 ISSUE STATEMENT

The City of Kelowna is proposing to install a bus shelter along Rutland Road N, to service the public and students of both the Rutland Middle and Secondary Schools. The proposed location is on School District property and the City requires that a Statutory Right-of-Way be granted in their favour at the location. The Statutory Right-of-Way will allow for construction, access to and maintenance of the bus shelter.

2.0 RELEVANT BOARD MOTION/DIRECTION

N/A.

3.0 BACKGROUND

Appendix A shows the approximate location of the City's bus shelter and Right-of-Way location. The location of the proposed Right-of-Way does not impede any future development of this site.

At the April 17, 2019 Planning and Facilities Committee, the Committee recommended that the Board of Education adopt Property Bylaw No. 146 (registration of a Statutory Right-of-Way) for the bus shelter on the Rutland Secondary School site.

4.0 POINTS FOR CONSIDERATION

None.

5.0 OPTIONS FOR ACTION

- 5.1 That the Board of Education adopt the Property Bylaw,
- 5.2 Provide alternate direction to staff.

6.0 FOLLOW-UP/REVIEW

None.

7.0 DIRECTOR OF OPERATIONS' COMMENTS

The adoption of this Property Bylaw is necessary for the City of Kelowna to install and maintain the bus shelter. A bus shelter for the bus stop at this location helps encourage alternate and safe access to transportation.

8.0 RECOMMENDATIONS

THAT: The Board of Education give first, second and third readings to School District No. 23 (Central Okanagan) Property Bylaw No. 146 (as attached);

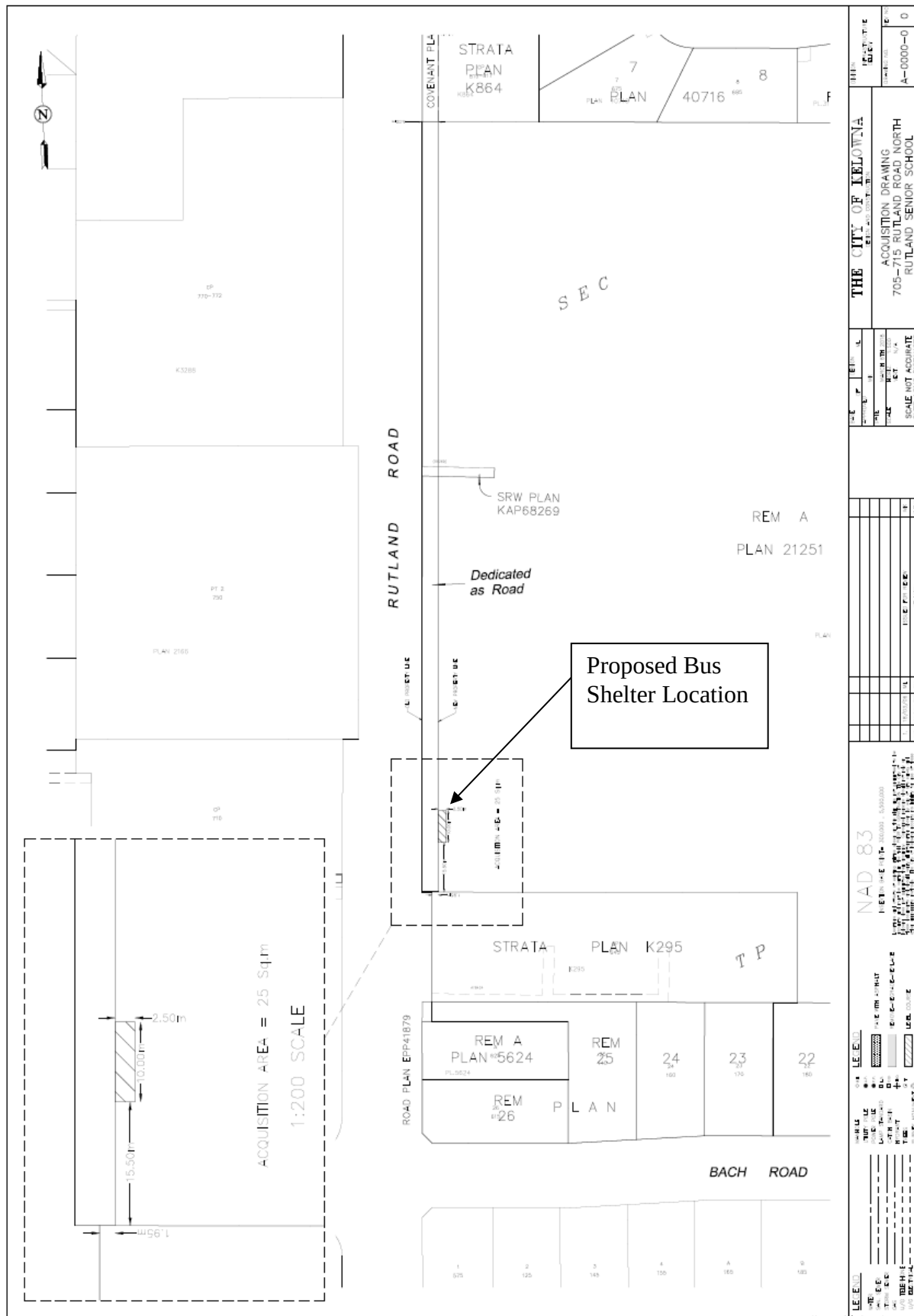
AND THAT: School District No. 23 (Central Okanagan) Property Bylaw No. 146 (registration of a Statutory Right-of-Way) be read a first, second and third time and finally adopted;

AND FURTHER THAT: The Board of Education of School District No. 23 (Central Okanagan), hereinafter called "the Board", grant approval for registration of a Statutory Right-of-Way in favour of the City of Kelowna on Lot A, Sec 26, Twp 26, PL 21251, ODYD.

9.0 APPENDICES

- A. City of Kelowna Right-of-Way location
- B. Property Bylaw No. 146

APPENDIX A





**Central Okanagan
Public Schools**

Together We Learn

PROPERTY BYLAW NO. 146

A Bylaw of the Board of Education of School District No. 23 (Central Okanagan), hereinafter called "the Board"; to grant approval for a Statutory Right-of-Way in favour of the City of Kelowna on Rutland Secondary School, Lot A, Sec 26, Twp 26, PL 21251 ODYD

AND FURTHER THAT: The Board certifies that the granting of this Statutory Right-of-Way shall have no adverse effect on the educational programs provided within School District No. 23.

Read a first and second time on the xxnd day of May, 2019.

Read a third time and finally adopted on the xx day of May, 2019.

Chairperson of the Board

Seal

Secretary-Treasurer

I hereby certify this to be a true original of School District No. 23 (Central Okanagan), Property Bylaw No. 146, adopted by the Board on the xxth day of (MONTH), 2019.



Memorandum

Date: April 18, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: Right-of-Way for a Watermain at Peachland Elementary School Site

1.0 ISSUE STATEMENT

The District of Peachland is proposing to install new watermain pipe where a portion of the waterline would be located along the north property line of Peachland Elementary School. The District of Peachland requires a Statutory Right-of-Way be granted in their favour at the location. The Statutory Right-of-Way will allow for construction, access to and maintenance of the waterline.

2.0 RELEVANT BOARD MOTION/DIRECTION

N/A.

3.0 BACKGROUND

Appendix A shows the approximate location of the waterline and a 10 metre Right-of-Way location. The location of the proposed Right-of-Way does not impede any future development of this site.

At the April 17, 2019 Planning and Facilities Committee, the Committee recommended that the Board of Education adopt Property Bylaw No. 148 (registration of a Statutory Right-of-Way) for a watermain at Peachland Elementary School site.

4.0 POINTS FOR CONSIDERATION

None.

5.0 OPTIONS FOR ACTION

- 5.1 That the Board of Education adopt the Property Bylaw.
- 5.2 Provide alternate direction to staff.

6.0 FOLLOW-UP/REVIEW

None.

7.0 DIRECTOR OF OPERATIONS' COMMENTS

The adoption of this Property Bylaw is necessary for the District of Peachland to install and maintain the waterline.

8.0 RECOMMENDATIONS

THAT: The Board of Education give first, second and third readings to School District No. 23 (Central Okanagan) Property Bylaw No. 148 (as attached);

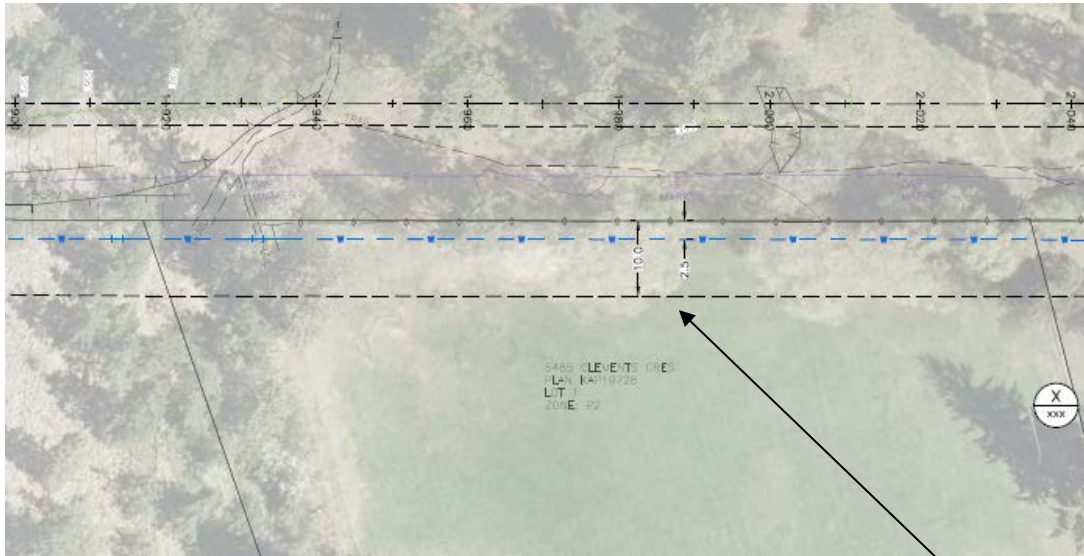
AND THAT: School District No. 23 (Central Okanagan) Property Bylaw No. 148 (registration of a Statutory Right-of-Way) be read a first, second and third time and finally adopted;

AND FURTHER THAT: The Board of Education of School District No. 23 (Central Okanagan), hereinafter called "the Board", grant approval for registration of a Statutory Right-of-Way in favour of the District of Peachland on Lot 1, DL 220, PL 19728, ODYD.

9.0 APPENDICES

- A. District of Peachland Right-of-Way location
- B. Property Bylaw No. 148

APPENDIX A



Proposed
Right of Way





**Central Okanagan
Public Schools**

Together We Learn

PROPERTY BYLAW NO. 148

A Bylaw of the Board of Education of School District No. 23 (Central Okanagan), hereinafter called "the Board"; to grant approval for a Statutory Right-of-Way in favour of the District of Peachland on Peachland Elementary School, Lot 1, DL 220, PL 19728 ODYD

AND FURTHER THAT: The Board certifies that the granting of this Statutory Right-of-Way shall have no adverse effect on the educational programs provided within School District No. 23.

Read a first and second time on the xxnd day of May, 2019.

Read a third time and finally adopted on the xx day of May, 2019.

Chairperson of the Board

Seal

Secretary-Treasurer

I hereby certify this to be a true original of School District No. 23 (Central Okanagan), Property Bylaw No. 148, adopted by the Board on the xxth day of (MONTH), 2019.



Memorandum

Date: April 25, 2019
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Action Item: **Transportation Task Force Phase I: Steering Committee Recommendations April 2019**

1.0 ISSUE STATEMENT

A Transportation Task Force was established to review transportation options for the Fall of 2019 and make recommendations.

2.0 RELEVANT BOARD MOTION/DIRECTION

19P-043 (Public Board Meeting – March 13, 2019)

THAT: The Board of Education approve the Transportation Task Force Terms of Reference, as attached to the Agenda, and as presented at the March 13, 2019 Public Board Meeting.

19P-031 as amended by amendment 19P-034 (Public Board Meeting – February 27, 2019)

THAT: The Board of Education strike a Transportation Task Force to review the District's transportation service and bring back recommendations by April 30, 2019 for implementation in the 2019-2020 school year;

AND THAT: The Transportation Task Force bring back all other recommendations by January 31, 2020 for implementation in the 2020-2021 school year.

3.0 BACKGROUND

Central Okanagan Public Schools establishes bus routes annually using Policies and Regulations outlined in Board Policies 470 and 475.

At the April 17, 2019 Planning and Facilities Committee Meeting, the Committee discussed the recommendations provided by the Transportation Task Force and forwarded four recommendations to the Board.

The Planning and Facilities Committee deferred the recommendation to discontinue rerouting Route 320 past École Dorothea Walker Elementary until further information could be provided and discussed at the the April 24, 2019 Public Board Meeting.

4.0 POINTS FOR CONSIDERATION

1. Decisions must be made regarding route design for the 2019/2020 School Year.
2. The opening of Canyon Falls Middle School and the expansion of the French Immersion program in West Kelowna have prompted a re-evaluation of existing routes.

5.0 OPTIONS FOR ACTION

1. Approve the recommendations as presented.
2. Make adjustments to the recommendations.
3. Request Additional Information.

6.0 FOLLOW-UP/REVIEW

Bus routes will be developed as per the recommendations of the Board of Education.

7.0 RECOMMENDATIONS

THAT: The Board of Education approve the following recommendations, subject to a full transportation review in the Spring of 2020:

- maintain the status quo and continue to operate the 6 buses in the Canyon Falls Middle School Catchment;
- maintain the practice of not providing transportation to a school or program of choice, except if it is the student's catchment area school and they are eligible;
- accommodate French Immersion students travelling from École George Pringle Elementary to Glenrosa Middle as eligible riders on a bus route; and,
- revise the eligibility limits under Regulations 470R to:
 - o At least 4.0 km for Elementary Schools
 - o At least 4.8 km for Middle and Secondary Schools.

TRANSPORTATION TASK FORCE RECOMMENDATION

THAT: The Board of Education discontinue rerouting Route 320 past École Dorothea Walker Elementary.

8.0 APPENDIX

- A. Transportation Task Force Phase I: Steering Committee Preliminary Recommendations
April 2019



Transportation Task Force
Phase I: Steering Committee Preliminary
Recommendations
April 2019

Overview

Central Okanagan Public Schools currently spends \$4,300,000 transporting students to school. Dedicated funding for transportation includes a grant of \$600,000 as well as Transportation Fees charged to riders totaling \$800,000. The balance of \$2,900,000 is funded through general operating funding that has been allocated to support the program. The Transportation Program currently transports a total of 6,081 riders; 3,252 are considered eligible (living beyond the established eligibility distance) and 2,820 are courtesy riders.

The B.C. Ministry of Education through the School Act, provides guidelines to Boards of Education on what they must do. This Legislation no longer requires Boards of Education to provide student transportation services. It does provide under Section 83 for Boards to **subsidize** student transportation, if they choose. The Central Okanagan Public Schools' Board of Education does provide for subsidized transportation services by offering a school busing program subject to the Policies and Regulations outlined in Board Policies 470 and 475. It has done so with the understanding that operating funds that could be directed to the classroom are being allocated to support transportation.

The Ministry of Education is currently undergoing a Funding Formula Review with new allocations expected to be provided for the 2020/2021 school year. In the event that the Board is faced with a reduction in funding due to a provincial redistribution of dollars under the new model, the Board of Education may need to reconsider the amount of funding that is currently being used to provide for these Transportation services.

Normally, busing routes and ridership is determined by the Transportation Department and minor adjustments are made as students move in and out of catchment areas. Due to facility and program changes planned for the 2019/2020 school year there is the potential of having a more substantial impact on the delivery of transportation services. In order to fully address this, the Board established a Transportation Task Force to review the potential options available and provide recommendations to the Board prior to making the final decisions.

The Central Okanagan Transportation Task Force was established under Terms of Reference approved by the Board of Trustees on March 13, 2019. For Phase 1 of the Task Force the Steering Committee Membership included:

Chair of the Planning and Facilities Committee - Trustee Fraser
Secretary Treasurer/CFO - Eileen Sadlowski
Assistant Superintendent - Dr. Rick Oliver
Director of Operations - Mitch Van Aller
Assistant Director of Operations - Stuart Kamstra
Transportation Manager - Gail Prokopchuk

The first meeting of the Steering Committee was held on Monday, March 28, 2019. The purpose of the meeting was to review current transportation services and procedures in accordance with Board Policies 474 and 475 and provide recommendations to address:

1. Routes for the Fall of 2019-2020
2. Procedures regarding redirected students due to school enrolment capping
3. Transportation for schools/programs of choice
4. Definition of eligible vs. courtesy riders

1. Routes for the Fall of 2019-2020

Each year, the Transportation Department establishes routes based on the following criteria outlined in Regulation 470R:

- Historical eligibility limits of 4.0 kms (K - Grade 3) and 4.8 kms (Grades 4 -12) from school. This is the primary factor in determining eligibility of a route.
- Number of students that are eligible within a route. A minimum of 14 eligible riders must exist before a route will be established.

The opening of a new school requires a re-evaluation of existing and potential routes based on the new school's catchment area and grade levels. With the opening of Canyon Falls Middle and the application of existing guidelines, the majority of students in the catchment are within the prescribed eligibility limits. **See Appendix A.**

All eligible students (approximately 95 in grades 6 and 7) could be accommodated with 3 bus routes. One in the Upper Crawford area, one in the Chute Lake area and one in the Lower Mission area. **See Appendix B.** Once Grade 8 is added in 2020-2021, it is estimated that eligible riders will increase to approximately 146 students and could also be accommodated by these 3 routes.

Currently, there are 6 buses servicing the area. **See Appendix C.** They each perform an elementary run to Anne McClymont Elementary and then return to perform one or two secondary runs to Okanagan Mission Secondary. The reduction from 6 buses to 3 buses could create a potential savings of \$15,000 - \$65,000 per route depending upon whether an entire bus route is cancelled or just a bus run on an existing route. This would also reduce available ridership (all courtesy riders) by approximately 500 students. Other factors that should be considered are:

- o Drop off of 500 additional students by parents in vehicles to Canyon Falls Middle and Okanagan Mission Secondary will add further congestion to our school parking lots.
- o The opening of a new school is similar to redirecting students to a school that has not traditionally been their established school. Family decisions have been made regarding transporting their children to existing locations and opening of the new school may cause significant disruption to family routines.
- o Available routes to the school present a challenge in the area due to substantial congestion during peak times of the day.
- o Lack of available sidewalks and adequate lighting in the area for children to safely travel to and from the new school.
- o The City of Kelowna has indicated that they will consider placing an additional bus to service the lower mission up to Canyon Falls; however, it would be unlikely to be in place for the Fall of 2019.

The financial impact of maintaining the 6 routes on the current budget is the loss of the potential savings (\$15,000 - \$65,000/route). These routes are currently accommodated within the existing Transportation budget.

It is recommended that the Board maintain the status quo and continue to operate the 6 buses with a review in the Spring of 2020 when the Board will have updated information on the new Funding Formula and the City has the opportunity to potentially expand their services to these areas.

All other existing routes for the Fall of 2019 will be maintained with the exception of those that no longer meet the threshold of 14 eligible riders. Proposed routes for September will be established by the end of May 2019. Eligible riders will be notified in June 2019 and Courtesy riders will be assigned a seat beginning in July 2019.

2. Procedures Regarding Redirected Students Due to School Capacity or Enrolment Capping

When a catchment school is full, students are redirected to another school and provided transportation free of charge. If their catchment school is able to accommodate these students, at any time during their education, they are provided with the choice to continue attending the redirected school or enroll in their catchment school. If they choose to continue at the redirected school, these students are grandfathered and identified as eligible students for transportation purposes but will be charged the transportation fee.

Currently, we have three areas where this situation arises. Davidson Road Elementary students have been redirected to École Peter Greer Elementary, Chute Lake Elementary students have been redirected to Anne McClymont Elementary and students at Mar Jok Elementary and Rose Valley Elementary have been redirected to Shannon Lake Elementary.

Due to the reconfiguration of the Mission Area, a number of students that have previously been redirected from Chute Lake Elementary to Anne McClymont Elementary could now be accommodated at Chute Lake Elementary. Preliminary information indicates that there will continue to be a number of families that choose to continue at Anne McClymont Elementary. A bus route will therefore be necessary to continue to transport these students.

Review of the enrollments in the Lake Country and West Kelowna areas indicates that the rerouting of families will continue and therefore routes that transport these families will continue to be necessary.

3. Transportation for Schools/Programs of Choice

Current guidelines state that transportation will not be provided to a school elective program outside a student's catchment area (e.g. French Immersion, Academies, and locally developed courses). This would be cost prohibitive as students from anywhere in the District could potentially request transportation to any school in the District. However, French Immersion students are accommodated as courtesy riders if a seat is available on an existing route.

It is recommended that the practice of not providing transportation to a school or program of choice be maintained.

However, it has long been the Board's desire to offer an expanded French Immersion Program on the Westside. It was decided that in the Fall of 2019 a second French Immersion Program would be offered at Hudson Road Elementary and both a late entry (Grade 6) and a regular Middle Immersion Program (for students currently in an Elementary French Immersion Program) would be offered at Glenrosa Middle School. During the consultation period leading up to this decision it was suggested that the Board review the possibility of providing some transportation for French Immersion students on the Westside. This was suggested primarily for transportation to Glenrosa Middle School due to its location being at the far south end of the community and the lack of other transit options.

Currently, registration for both the Grade 4 French Immersion at Hudson Road and the Late Entry Grade 6 French Immersion at Glenrosa Middle is low and the decision has not yet been made to move

forward with these programs. It could also be costly to provide bussing to either of those sites if the point of pick-up is anywhere in the West Kelowna Area. It is not recommended that routes be added to transport students in either the Grade 4 French Immersion program at Hudson Road or the Grade 6 Late Immersion program at Glenrosa Middle.

There will be two cohorts of students currently attending École George Pringle Elementary that will be moving onto Glenrosa Middle. These students do not necessarily come from the École George Pringle Catchment and are traveling from various places throughout the Community to École George Pringle Elementary.

Currently, a bus arrives at École George Pringle Elementary and then continues on to Glenrosa Middle School. The bus is not full and may have approximately 10 seats available for courtesy riders. French Immersion students travelling up to Glenrosa Middle School could be offered seats as courtesy riders as long as they assumed responsibility for getting to École George Pringle Elementary on time. The bus would effectively operate as a shuttle for these students. This does not require an addition of a route. The financial impact of maintaining the shuttle service is nil. The routes are required and already exist within the Transportation budget. It would however only provide for a limited number of seats.

It is recommended that French Immersion students travelling from École George Pringle Elementary to Glenrosa Middle be accommodated as courtesy riders on the existing bus route.

If there are more students requesting a shuttle service, an additional route to accommodate these French Immersion students could be investigated. The additional cost to provide this could be between \$11,000 - \$54,000 depending upon whether an entire bus route needed to be added or just an additional run on an existing route. The addition of runs to accommodate a shuttle service is not available in other areas that offer French Immersion and requests may be increasing for a similar shuttle service in other areas.

Some students attending schools/programs of choice have been assigned a seat on a bus as a courtesy rider on an existing route. For a number of students (55) riding from the Upper Mission area a bus (route 320) was actually rerouted to École Dorothea Walker Elementary on its return to the bus yard. Buses will now travel down to Anne McClymont and turn up towards Okanagan Mission Secondary and Canyon Falls Middle. It will not travel past École Dorothea Walker Elementary and these courtesy riders will no longer be able to be accommodated in the 2019-2020 school year.

It is recommended that Route 320 no longer be rerouted past École Dorothea Walker Elementary.

Regulations 470R does state that parent requested routes could be accommodated and riders will be charged the actual cost of providing this route. This could cost up to \$1,000/rider /year depending on the number of riders, the distance transported and the time required to facilitate the run. If the Board wishes, staff could conduct a survey of these French Immersion parents that will be displaced due to route changes to investigate whether there is enough interest to support a user pay bus.

4. Definition of Eligible versus Courtesy Riders

Currently, under Regulations outlined in Policy 470R a student will be considered eligible for subsidized transportation if his or her home address is at least 4.0 km (Kindergarten through Grade 3) or 4.8 km (Grades 4 through Grade 12) from the school or schools designated for the catchment area (measured as actual shortest driving or walking distance). This definition, as it exists, presents challenges for families within the same school but at different grade levels. Also, through the reconfiguration process that has already occurred in Rutland and West Kelowna and will occur in the Mission in the Fall of 2019 and Lake Country in the Fall of 2021, the grade levels resident at the schools has changed.

It is recommended that, to align with the District configurations, the eligibility limits under Regulations 470R be revised to:

- **At least 4.0 km for Elementary Schools**
- **At least 4.8 km for Middle and Secondary Schools.**

A change to these eligibility limits means that students in grade 4 and 5 would have their eligibility limit reduced from 4.8 km to 4.0 kms. Based on current ridership, 122 students who are currently ineligible would become eligible. However, all of these students are currently riding as courtesy riders therefore the financial implication would be nil.

These are the preliminary recommendations of the Transportation Task Force's Steering Committee. Work will continue to determine a schedule and process to provide broader consultation and discussion for Phase 2 of the Transportation Task Force's Work. Phase 2 will provide a more thorough review of the Transportation Service System and investigate what other areas, if any, need to be adjusted. Additional points for consideration by the Board are:

- In April, a review of the District's Long Term Facilities Plan will begin. This review may also impact some catchment areas and have implications on the number of bus routes that are required. This review will coincide with Phase 2 of the Transportation Task Force.
- The Funding Formula Review that is currently being conducted by the Ministry of Education may have a significant impact on the overall District Operating Funding. If the District is faced with significant reductions, the entire Transportation Program will need to be reconsidered prompting substantial adjustments to bus routes throughout the District for the 2020-2021 school year.

Canyon Falls Middle School
Students currently designated to this school

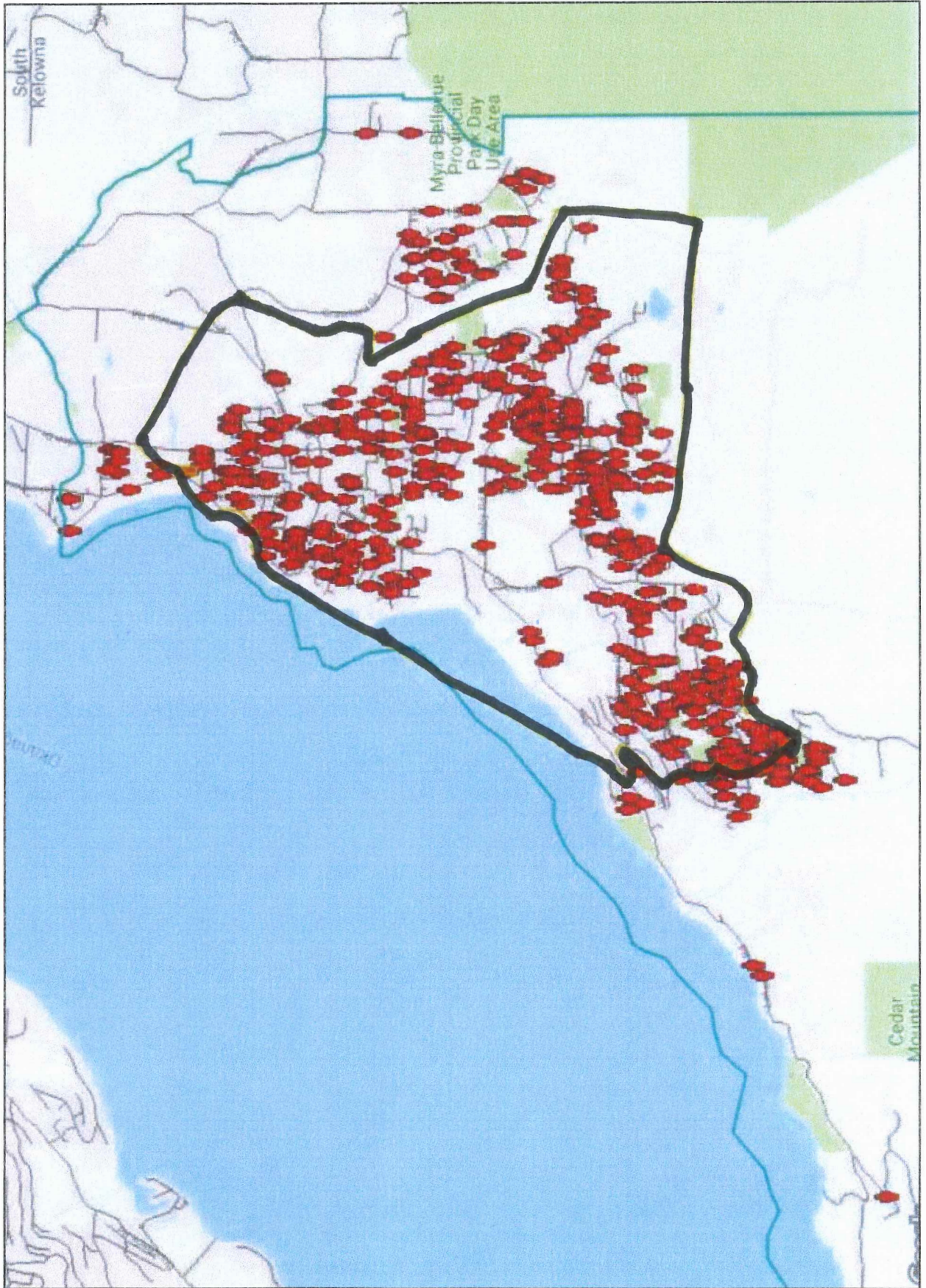
Appendix A



Students

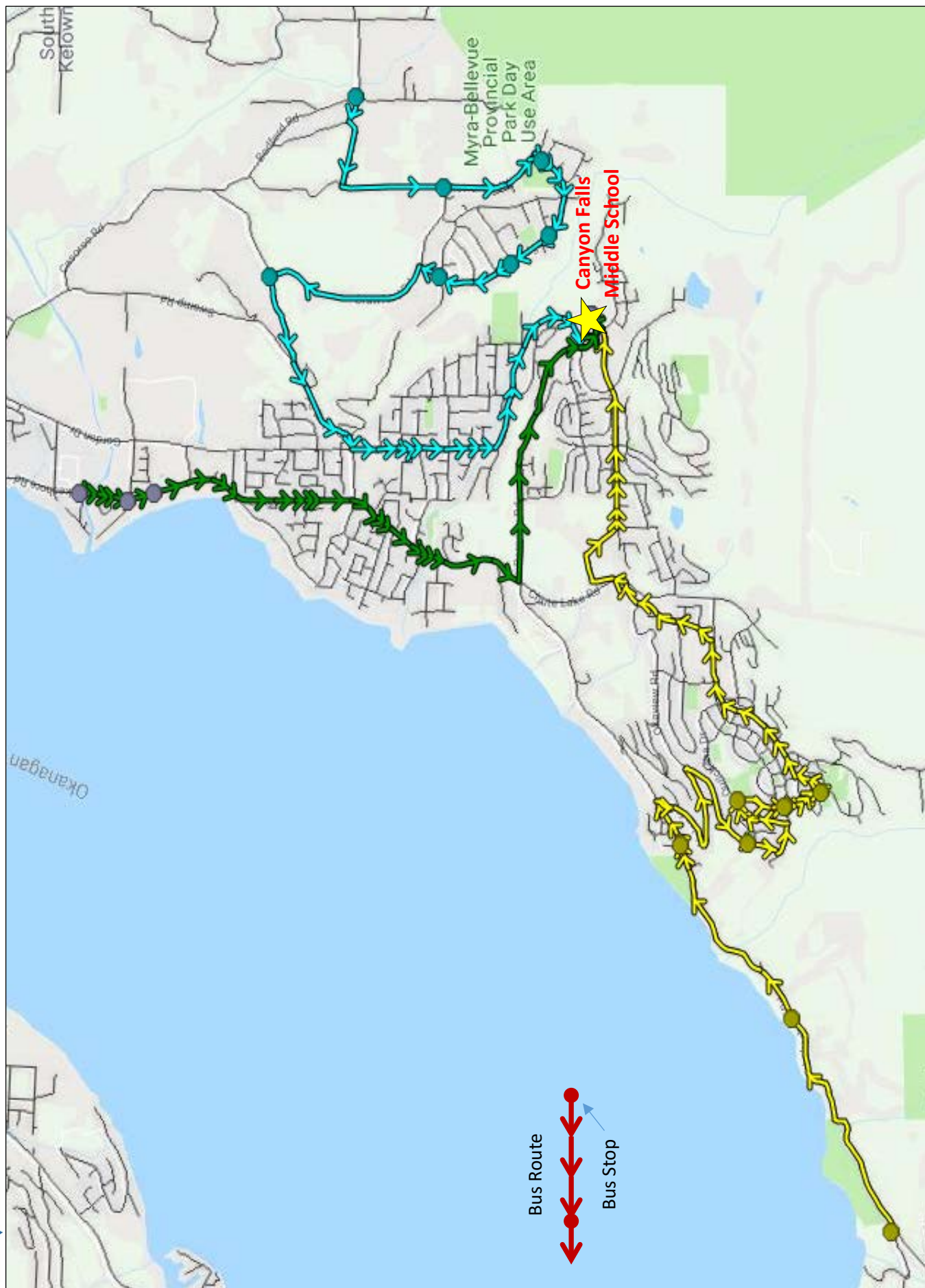
Canyon Falls Middle School Catchment Boundary

Canyon Falls Middle School Eligibility Boundary 4.8 kms

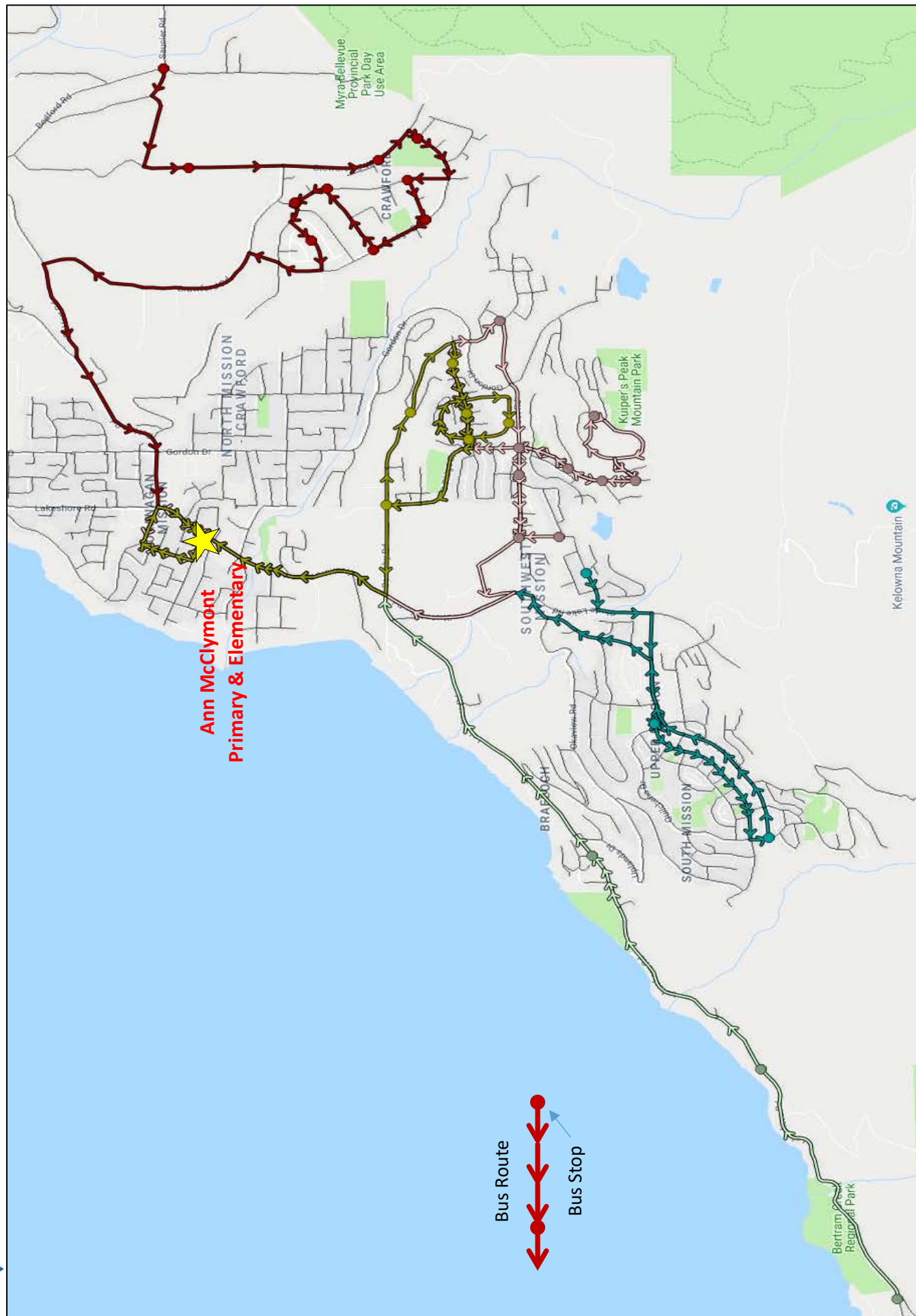


CANYON FALLS MIDDLE SCHOOL
 2019-20 SCHOOL BUS ROUTES – 3 Routes (based on eligible students)

Appendix B

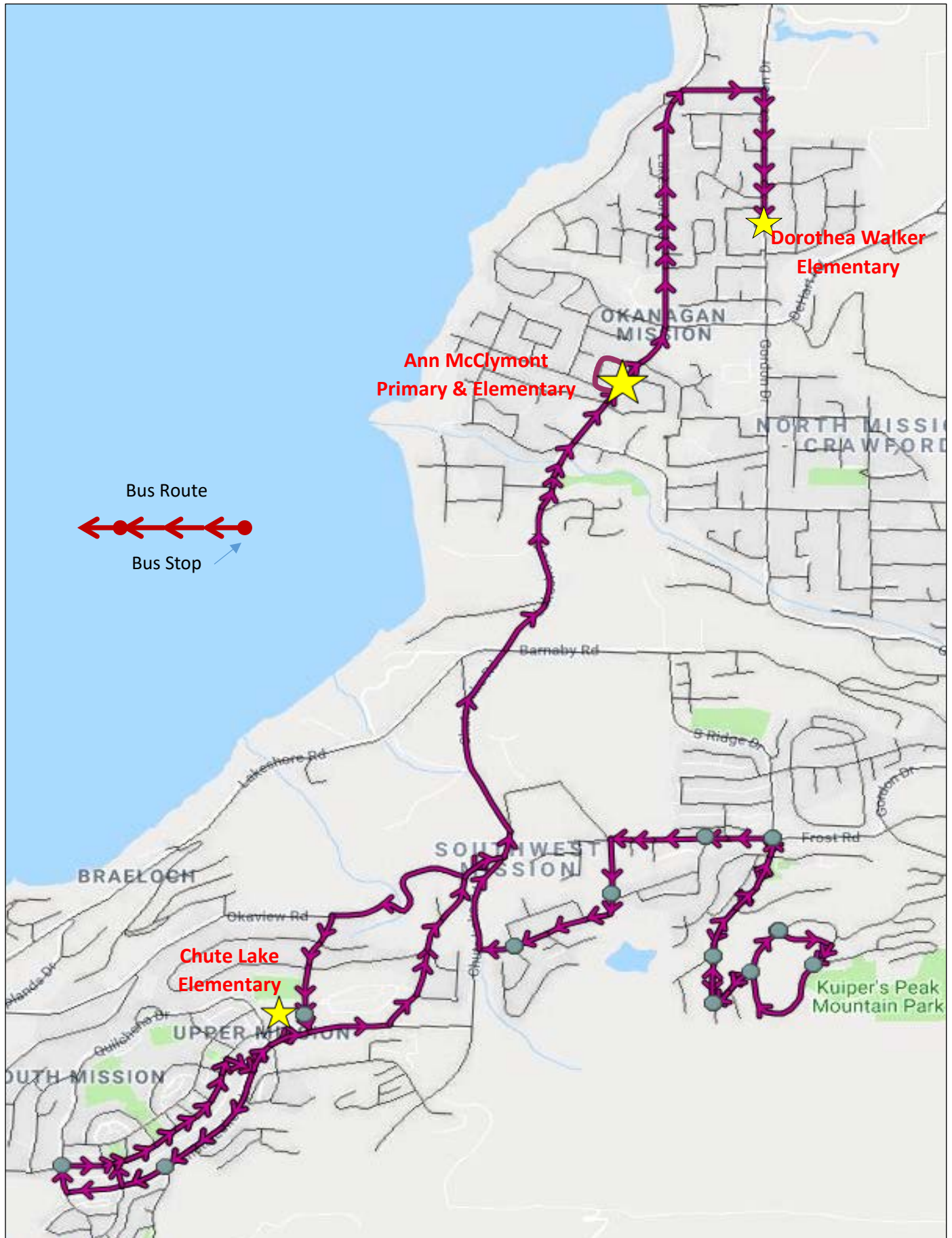


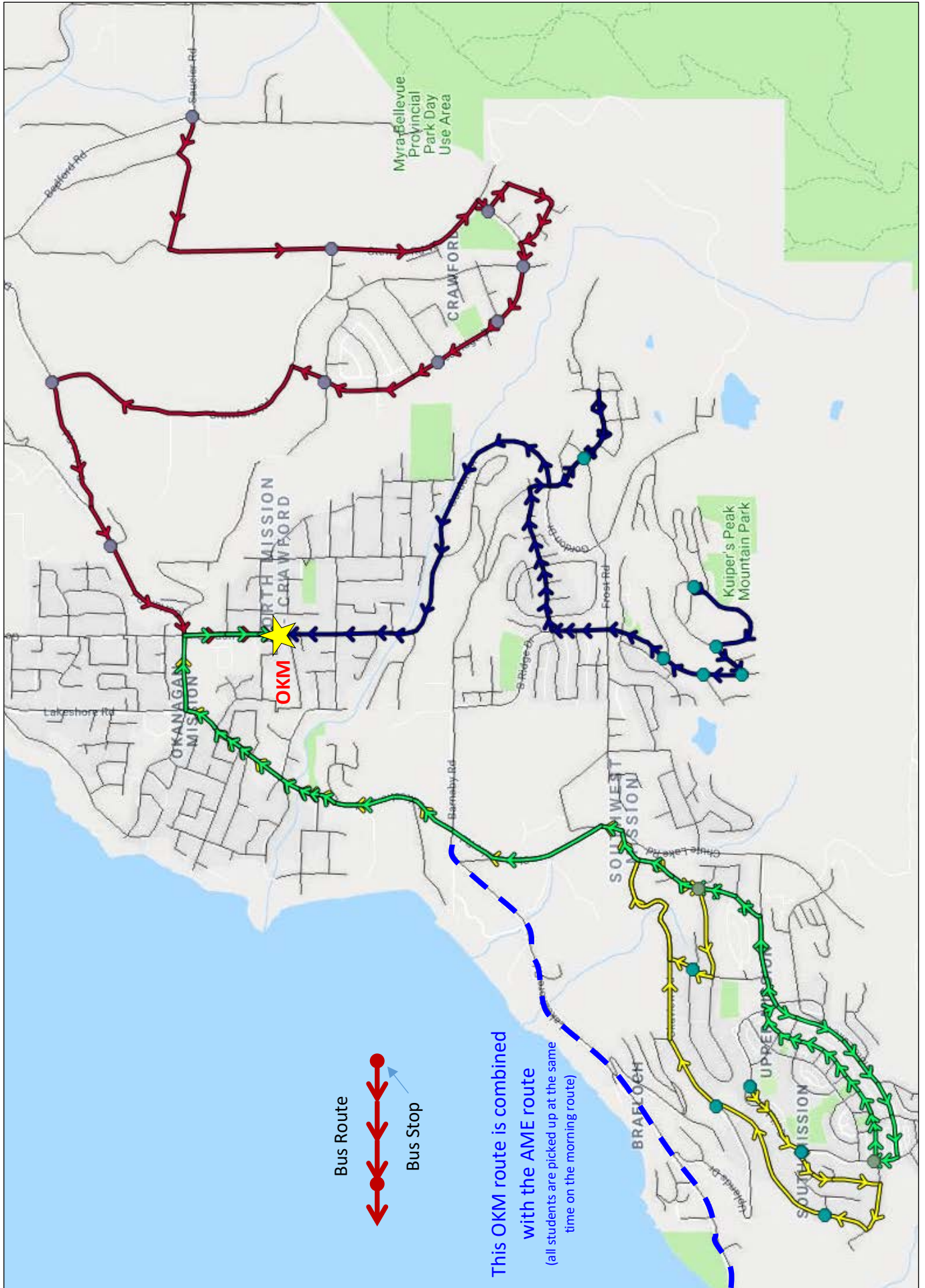
ANN McClymont ELEMENTARY & PRIMARY SCHOOLS
2018-19 SCHOOL BUS ROUTES – 5 Routes





CHUTE LAKE & DOROTHEA WALKER ELEMENTARY SCHOOLS
2018-19 SCHOOL BUS ROUTE – 1 Route (capped students from CLE)

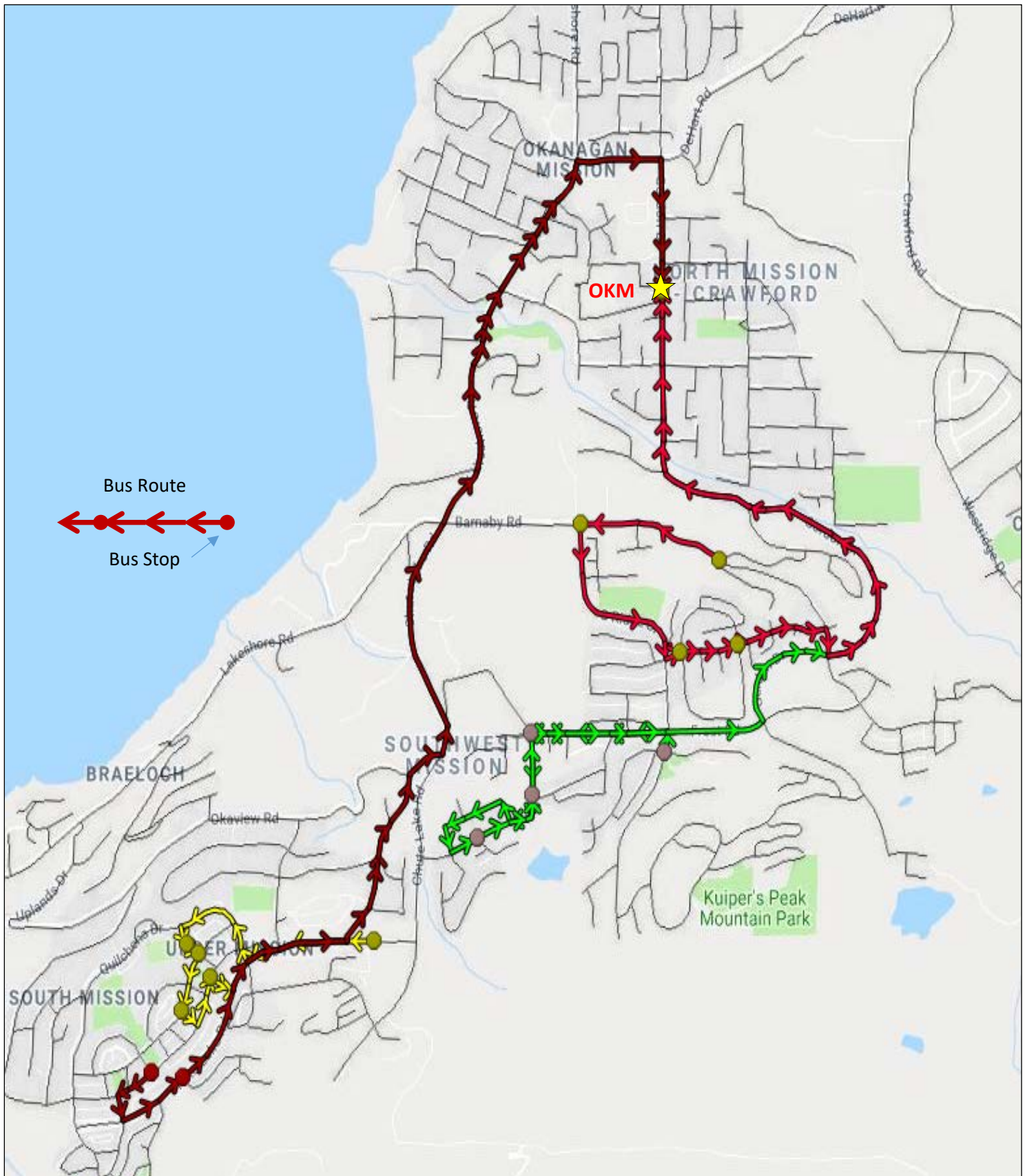






**Central Okanagan
Public Schools**
Together We Learn

OKANAGAN MISSION SENIOR SECONDARY SCHOOL
2018-19 SCHOOL BUS ROUTES – 4 Routes – **second run for OKM students**



LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	OKM	5	Lake Louise, Banff National Park, AB	Canada	Watershed and Glacier Studies	Quest BC Group	11	21	05-Sep-2018	09-Sep-2018	4
2	MBSS	5	Wenatchee, WA	USA	Athletic Competition	Varsity and Junior Varsity Football Team	9 to 12	46	13-Sep-2018	15-Sep-2018	2
3	OKM	4	Banff, Yoho and Kootenay National Parks, AB	Canada	Hiking, Camping, and Team Building	Grade 12 Students	12	130	16-Sep-2018	22-Sep-2018	6
4	KSS	4	Twin Lakes (near Cherryville, BC)	Canada	Hiking and Camping	Outdoor Education Students	12	24	20-Sep-2018	22-Sep-2018	2
5	MBSS	4	McCullough Lake, BC	Canada	Backpacking, Hiking, Wilderness Camping, Survival Skills	Outdoor Education Students	10 to 12	26	20-Sep-2018	22-Sep-2018	2
6	GESS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Grad Retreat	Grade 12 Students	12	180	21-Sep-2018	21-Sep-2018	0
7	MBSS	5	Edmonton, AB	Canada	Canadian Student Leadership Conference	Leadership Students	11 & 12	5	23-Sep-2018	30-Sep-2018	7
8	DRK	4	Silver Lake Camp (near Peachland, BC)	Canada	Hiking, Camping, Archery, High Ropes	French Immersion Learning Community	7	75	25-Sep-2018	26-Sep-2018	1
9	RSS	4	Glacier National Park Rogers Pass, BC	Canada	Hiking and Camping	Outdoor Education Students	10 to 12	24	25-Sep-2018	28-Sep-2018	3
10	MBSS	4	Boucherie Bluffs, BC	Canada	Climbing, Rappelling, Belaying, Hiking	Outdoor Education Students	10 to 12	12	26-Sep-2018	26-Sep-2018	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
11	DRK	4	Eagle Bay Camp, Eagle Bay, BC (Shuswap Lake)	Canada	Camping, Kayaking, Climbing Wall, Archery	Grade 8 Students	8	75	26-Sep-2018	28-Sep-2018	2
12	SMS	4	E.C. Manning Provincial Park, BC	Canada	Camping and Hiking	Outdoor Education Students	8	42	26-Sep-2018	28-Sep-2018	2
13	KLO	4	Myra Canyon Adventure Park Kelowna, BC	Canada	Team Building, Ropes, and Ariel Treetop Courses	WEB Leadership Classes	9	53	27-Sep-2018	27-Sep-2018	0
14	KSS	4	Gulf Islands, BC	Canada	SALTS Tall Ship Sailing	Outdoor Education and Rec Leadership Students	11 & 12	27	30-Sep-2018	5-Oct-2018	5
15	DRK	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Ropes and Ariel Treetop Courses	Grade 7 Students	7	65	1-Oct-2018	1-Oct-2018	0
16	OKM	4	Okanagan Mountain Park, BC	Canada	Canoe Trip and Environmental Science Inquiry	OKM Quest BC Class	11 & 12	23	1-Oct-2018	3-Oct-2018	2
17	MBSS	4	Boucherie Bluffs, BC	Canada	Climbing, Rappelling, Belaying, Hiking	Outdoor Education Students	10 to 12	17	2-Oct-2018	2-Oct-2018	0
18	OKM	5	Ashland, OR	USA	Attending the Oregon Shakespeare Festival	OKM Theatre Company	10 to 12	17	2-Oct-2018	6-Oct-2018	4
19	KLO	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Ropes and Ariel Treetop Courses	Grade 7 Students	7	50	3-Oct-2018	3-Oct-2018	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
20	MJE	4	CANCELLED Silver Lake Camp (near Peachland, BC)	Canada	Community Celebration and Team Building	All Grade 5 Students	5	90	4-Oct-2018	4-Oct-2018	0
21	KSS	5	Washington, DC and New York City, NY	USA	Fine Arts, Media and Cultural Tour	Fine Arts and Media Students	10 to 12	38	8-Oct-2018	12-Oct-2018	4
22	MBSS	4	Skaha Bluffs Provincial Park, BC	Canada	Outdoor Leadership Development, Assisting Beginners' Rock Climbing	Leadership Students	11 & 12	8	09-Oct-2018	14-Oct-2018	5
23	MBSS	4	Okanagan Mountain Park, BC	Canada	Hiking	Outdoor Education Students	9	24	10-Oct-2018	12-Oct-2018	2
24	MBSS	4	Skaha Bluffs Provincial Park, BC	Canada	Introduction to Rock Climbing	Outdoor Education Students	10 to 12	12	10-Oct-2018	14-Oct-2018	4
25	KSS	4	Finlayson Lakes (near Mabel Lake, BC)	Canada	Hiking and Camping	Outdoor Education Students	11	46	11-Oct-2018	13-Oct-2018	2
26	GPE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	5 & 6	5	15-Oct-2018	17-Oct-2018	2
27	SVE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	3 to 5	6	15-Oct-2018	17-Oct-2018	2
28	GPS	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Camping, Outdoor Activities	Pre-Gateway Class	10 to 12	20	16-Oct-2018	17-Oct-2018	1
29	KSS	4	Brent Mountain (near Penticton, BC)	Canada	Hiking	Outdoor Education Students	12	24	18-Oct-2018	18-Oct-2018	0
30	KSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	10 to 12	26	18-Oct-2018	21-Oct-2018	3

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
31	KLO	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	9	16	18-Oct-2018	21-Oct-2018	3
32	DRK	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	8 & 9	10	18-Oct-2018	21-Oct-2018	3
33	MBSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Junior Firefighter Academy Students	11 & 12	17	18-Oct-2018	21-Oct-2018	3
34	MBSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	10 to 12	20	18-Oct-2018	21-Oct-2018	3
35	RMS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	8 & 9	10	18-Oct-2018	21-Oct-2018	3
36	RSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	8 to 12	10	18-Oct-2018	21-Oct-2018	3
37	SMS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	8 & 9	16	18-Oct-2018	21-Oct-2018	3
38	OKM	4	CANCELLED Pacific Rim National Park and Clayoquot Sound	Canada	Exploration of Ocean Ecosystems & Pollution and First Nations Cultural Practices	OKM Quest BC Class	11	23	18-Oct-2018	22-Oct-2018	4
39	OKM	4	Divide Lake, Okanagan Mountain Park (near Kelowna, BC)	Canada	Hiking, Camping, Exploration, Orienteering, and Geocaching	Outdoor Education Students	10 to 12	24	19-Oct-2018	20-Oct-2018	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
40	RSS	4	Bamfield, BC	Canada	Marine Biology Field Studies and Lab Work	Biology Students	11 & 12	20	19-Oct-2018	23-Oct-2018	4
41	OKM	4	Gulf Islands National Park and Victoria, BC	Canada	Sailing and Life Training	OKM-Quest BC, Leadership & International Education Students	7 to 12	27	21-Oct-2018	27-Oct-2018	6
42	MBSS	4	Okanagan Mountain Park, BC	Canada	Hiking	Outdoor Education Students	9	30	24-Oct-2018	26-Oct-2018	2
43	KSS	4	Beaver Lake (near Winfield, BC)	Canada	Camping and Canoeing	Outdoor Education Students	12	22	25-Oct-2018	26-Oct-2018	1
44	RSS	4	McCullough Forestry Rec Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	9	25	25-Oct-2018	26-Oct-2018	1
45	KSS	4	Kettle Valley Railway, Penticton, BC (towards Osprey Lake)	Canada	Camping and Biking	Outdoor Education Students	11	24	1-Nov-2018	2-Nov-2018	1
--	RSS	4	RESCHEDULED TO NOV. 29-30, 2018 McCullough Forestry Rec Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	11 & 12	18	1-Nov-2018	2-Nov-2018	1
46	MBSS	4	North Okanagan Fire Training Centre, Vernon, BC	Canada	Live Fire Training	MBSS Junior Fire Academy	11 & 12	28	3-Nov-2018	3-Nov-2018	0
47	RSS	4	McCullough Forestry Rec Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	10	24	6-Nov-2018	7-Nov-2018	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
48	GMS & GNB	5	Ghuju University Haruhigaoka High School Kasugai, Aichi	Japan	Cultural Exchange Activities at Sister School and Assisting in English Classes	Student Scholarship Winners	8 & 9	4	10-Nov-2018	18-Nov-2018	8
49	OKM	4	Whistler, BC	Canada	Experiences in Coastal Geography and Sustainability and First Peoples' Principles	Quest, BC	11	24	13-Nov-2018	17-Nov-2018	4
50	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	21-Nov-2018	21-Nov-2018	0
51	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	28-Nov-2018	28-Nov-2018	0
52	RSS	4	CANCELLED <i>Rescheduled from November 1-2, 2018</i> McCullough Forestry Rec Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	11 & 12	18	29-Nov-2018	30-Nov-2018	1
53	KSS	5	Big Island and Oahu, Hawaii	USA	Biology Tour, Snorkelling, Catamaran Tour, Hiking, Swimming, Aquarium Visit	Marine Biology	11	24	29-Nov-2018	8-Dec-2018	9
54	OKM	5	CANCELLED Jyväskylä and Helsinki	Finland	Curricular School/ Hockey & Cultural Tour	OKM Hockey Canada Skills Academy	9 to 12	24	30-Nov-2018	9-Dec-2018	9
55	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	5-Dec-2018	5-Dec-2018	0
56	GPS	4	Big White Ski Resort, Kelowna, BC	Canada	Team Building	Gateway Class	10 to 12	20	11-Dec-2018	13-Dec-2018	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
57	GMS	5	Kasugai, Aichi	Japan	Students presenting on <i>Sustainability</i> at Trans-Pacific Conference	Sustainability Club Students	9	2	12-Dec-2018	16-Dec-2018	4
58	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys' Basketball Team	10 to 12	15	12-Dec-2018	16-Dec-2018	4
59	KLO	4	Big White Ski Resort, Kelowna, BC	Canada	Team Building, Tubing and Skating	French Immersion Learning	8	50	14-Dec-2018	14-Dec-2018	0
60	RSS	4	CANCELLED Green Lake (near Pestil Lake, BC)	Canada	Camping and Snowshoeing	Outdoor Education	10 to 12	16	19-Dec-2018	21-Dec-2018	2
61	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys' Basketball Team	10 to 12	15	26-Dec-2018	29-Dec-2018	3
62	MBSS	4	Silver Lake Forestry Camp, BC	Canada	Snowshoeing, Shelter Building, Survival Fires	Outdoor Education Students	9	30	10-Jan-2019	11-Jan-2019	1
63	MBSS	4	Silver Lake Forestry Camp, BC	Canada	Snowshoeing, Shelter Building, Survival Fires	Outdoor Education Students	9	30	14-Jan-2019	15-Jan-2019	1
64	MBSS	4	Kelowna Highlands, Kelowna, BC	Canada	Winter Camp Skills, Snow Shelter Building, Snowshoeing	Outdoor Education Students	10 to 12	40	18-Jan-2019	20-Jan-2019	2
65	OKM	4	McGillough Lake, BC	Canada	Winter Camping	Quest Students	11	24	Jan 20, 2019	Jan 22, 2019	2
66	OKM	4	CANCELLED Greta Ranch, Peachland, BC	Canada	Winter Camping	Outdoor Education Students	10 to 12	34	23-Jan-2019	25-Jan-2019	2
67	KLO	4	West Kelowna Telemark Nordic Club West Kelowna, BC	Canada	Cross-Country Skiing	Grade 7 Students	7	47	24-Jan-2019	24-Jan-2019	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
68	WAT	4	Gardom Lake Camp (near Enderby, BC)	Canada	Hiking, Outdoor Games, Shelter Building, Orienteering	Outdoor Education Students	6	73	30-Jan-2019	1-Feb-2019	1
69	KLO	5	St-Raymond, Québec	Canada	Experiences-Canada Québec-Exchange Program	French Immersion Students	9	22	7-Feb-2019	15-Feb-2019	8
70	KSS	4	Bob's Lake (near Elkhart Lodge, BC)	Canada	Snowshoeing, Snow Shelter-Building	Outdoor Education Students	11	30	12-Feb-2019	13-Feb-2019	1
71	GMS	5	Québec City, QC	Canada	Language & Cultural Immersion at the Carnaval de Québec	French Students	9	18	12-Feb-2019	17-Feb-2019	5
--	RSS	4	RESCHEDULED TO MARCH 6-8 DUE TO WEATHER Green Lake (near Postil Lake, BC)	Canada	Hiking and Camping	Outdoor Education Students	10 to 12	18	13-Feb-2019	15-Feb-2019	2
72	KSS	5	Big Island and Oahu, Hawaii	USA	Biology Tour, Snorkelling, Catamaran Tour, Hiking, Swimming, Aquarium Visit	Marine Biology Students	11	35	20-Feb-2019	1-Mar-2019	9
73	OKM	4	Pear Lake, BC	Canada	Winter Camping	Outdoor Education Students	10 to 12	34	21-Feb-2019	22-Feb-2019	1
74	KSS	4	Headwaters Lake (near Peachland, BC)	Canada	Snowshoeing, Snow Shelter-Building	Outdoor Education Students	12	30	21-Feb-2019	23-Feb-2019	2
75	MBSS	5	Moscow, Idaho	USA	Lionel Hampton Jazz Festival	Music Students	10 to 12	40 to 50	21-Feb-2019	24-Feb-2019	3
76	MBSS	4	Silver Lake Forestry Camp, BC	Canada	Snowshoeing, Shelter-Building, Survival Fires	Outdoor Education Students	9	30	26-Feb-2019	27-Feb-2019	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
77	MBSS	5	Las Vegas, Nevada	USA	Sports Tournament and Rugby Games	Senior Girls' Rugby Students	10 to 12	21-23	27-Feb-2019	3-Mar-2019	4
78	MBSS	4	Silver Lake Forestry Camp, BC	Canada	Snowshoeing, Shelter-Building, Survival Fires	Outdoor Education Students	9	30	28-Feb-2019	1-Mar-2019	1
79	RSS	4	<i>Rescheduled From February 13-15, 2019</i> Green Lake (near Postil Lake, BC)	Canada	Hiking and Camping	Outdoor Education Students	10 to 12	18	6-Mar-2019	8-Mar-2019	2
80	MBSS	5	Honolulu, Hawaii	USA	Soccer Games and Tournament	AAA Girls' Soccer Team	9 to 12	20	7-Mar-2019	15-Mar-2019	8
81	GMS	4	Vancouver, BC	Canada	Attend Canucks Game Day-Skate, Tour Arena, Science World, Attend Canucks Game	GMS Hockey Academy Students	7 to 9	47-55	12-Mar-2019	14-Mar-2019	2
82	GESS, KSS, MBSS and RSS	5	Annecy, Rumilly, and Chambéry	France	FIMM and Core French Student Exchange Program	Core French and French Immersion Students	10 to 12	49	16-Mar-2019	27-Apr-2019	42
83	OKM	4	Victoria and Gulf Islands, BC	Canada	Tall Ship Sailing and Life Training Experience	OKM-SALTS Sailors	7 to 12	28	7-Apr-2019	13-Apr-2019	6
84	KSS	4	Halfway River Hot Springs, Nakusp, BC	Canada	Outdoor Education	Outdoor Ed Students	11	30	7-Apr-2019	9-Apr-2019	2
85	KSS	5	Banff, Alberta	Canada	Canadian Rocky Mountain Music Festival	Music Students	10 to 12	57	11-Apr-2019	14-Apr-2019	3
86	MBSS	5	Toronto, ON	Canada	Toronto ABA Hair Show & Conference	Cosmetology Students	11 & 12	9	12-Apr-2019	16-Apr-2019	4

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
87	KSS	5	Kyoto City, Kyoto Prefecture	Japan	Cultural Tour	Students in Japanese Class	11 & 12	22	13-Apr-2019	23-Apr-2019	10
88	KLO	4	Big White Ski Resort; Myra Canyon Trestles, BC; Osoyoos, BC; and H2O Adventure Centre, Kelowna, BC	Canada	Cultural Tour	Exchange Students from Winkler Prins School, Veendam, Netherlands	8 & 9	49	15-Apr-2019	23-Apr-2019	8
89	MBSS	4	Gulf Islands, BC	Canada	Sea Kayaking, Wilderness Camping	Outdoor Education Students	10 to 12	15	23-Apr-2019	28-Apr-2019	5
90	GESS	5	Anaheim, California	USA	Leadership and Team Building Workshops	Leadership Students	10 to 12	16	29-Apr-2019	4-May-2019	2
91	ELE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	38	1-May-2019	3-May-2019	2
92	OKM	4	Whistler, BC	Canada	Participate in the Whistler Music Festival	Grade 9 Concert Band Students	9	70	2-May-2019	5-May-2019	3
93	KLO	5	Royal Tyrrell Museum, Drumheller, AB	Canada	Visit the Royal Tyrrell Museum of Palaeontology	Grade 7 and 8 Students	7 & 8	32	6-May-2019	8-May-2019	2
94	SRE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Day Trip	Grade 5 Students	5	35	8-May-2019	8-May-2019	0
95	QGE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Day Trip	Grade 5 Students	5	50	9-May-2019	9-May-2019	0
96	RLE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	84	13-May-2019	14-May-2019	1
97	MBSS	4	Okanagan Mountain Park, BC	Canada	Leadership and Survival Skills, Hiking and Camping	Outdoor Education Students	9	30	13-May-2019	15-May-2019	2
98	CNB	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	8	30	13-May-2019	17-May-2019	4

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
99	MBSS	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	9	15	13-May-2019	17-May-2019	4
100	OKM	5	Ottawa, ON	Canada	Participate in MusicFest	Jazz Students	10 to 12	43	14-May-2019	18-May-2019	4
101	DWE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 and 6 Students	5 & 6	126	15-May-2019	17-May-2019	2
102	KSS	4	Skaha Bluffs, Penticton, BC	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11 & 12	22	16-May-2019	16-May-2019	0
103	OKM	4	Tofino and Ucluelet, BC	Canada	Band Performance Tour	Concert Band Students	9 to 12	64	20-May-2019	24-May-2019	4
104	KSS	5	San Francisco, CA	USA	Curricular Enhancement	Humanities Students	11 & 12	50	19-May-2019	25-May-2019	6
105	SKE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Promote Healthy Living and Physical Activity	Grade 6 Students	6	35	27-May-2019	29-May-2019	2
106	MBSS	4	Okanagan Mountain Park, BC	Canada	Leadership and Survivor Skills, Hiking and Camping	Outdoor Education Students	9	30	28-May-2019	30-May-2019	2
107	MBSS	4	Juan De Fuca Marine Trail, Vancouver Island, BC	Canada	Backpacking in a Coastal Environment, Hiking, Wilderness Camping Skills	Outdoor Education Students	10 to 12	30	28-May-2019	1-Jun-2019	4

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
108	AME	4	Eagle Bay Camp, Eagle Bay, BC (Shuswap Lake)	Canada	Year End Camping Trip	Grade 5 Students	5	95	29-May-2019	31-May-2019	2
109	CAS	4	Eagle Bay Camp, Eagle Bay, BC (Shuswap Lake)	Canada	Experience Outdoor Education Camp and Build Leadership Skills	All Grade 6 Students	6	88	29-May-2019	31-May-2019	2
110	GRE	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Canoeing, Swimming, Archery, Paddle Boarding, Indoor Rock Wall Climbing	Grade 5 Students	5	32	29-May-2019	31-May-2019	2
111	OTS	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Retreat	Grade 6 Students	6	91	29-May-2019	31-May-2019	2
112	SMS	5	Yorkton, SK	Canada	Historical and Cultural Travel Exchange	Grade 7 and Grade 8 Students	7 & 8	25	31-May-2019	7-Jun-2019	7
113	CLE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 6 Students	6	73	3-Jun-2019	5-Jun-2019	2
114	MJE	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Watersports, Kayaking & Canoeing, Archery, Indoor Rock Wall Climbing	All Grade 4 Students	4	75	4-Jun-2019	4-Jun-2019	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
115	CTE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	56	5-Jun-2019	7-Jun-2019	2
116	GPE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Canoeing, Kayaking, Swimming, Orienteering	All Grade 5 and Grade 6 Students	5 & 6	96	6-Jun-2019	7-Jun-2019	1
117	GME	4	Silver Lake Camp (near Peachland, BC)	Canada	Canoeing, Kayaking, Zip Lining, Hiking, Archery, Rock Wall Climbing	Grade 6 Students	6	80	12-Jun-2019	14-Jun-2019	2
118	BHE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Experience Alternative PE, Natural Sciences, Art, and Team Building	Grade 6 Students	6	37	12-Jun-2019	14-Jun-2019	2
119	SLE	4	Camp Owaissi, Kelowna, BC	Canada	Outdoor Education and Team Building to prepare for transition to CNB Middle School	Grade 5 Students	5	61	17-Jun-2019	18-Jun-2019	1
120	DRK	4	Silver Lake Camp (near Peachland, BC)	Canada	Year End Learning Community Celebration	French Immersion Learning Community Students	8	67	17-Jun-2019	19-Jun-2019	2
121	KLO	4	Cathedral Provincial Park (near Keremeos, BC)	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students (Group 1)	8	35	17-Jun-2019	21-Jun-2019	4
122	AME	4	Sunnybrae Camp (near Shuswap, BC)	Canada	Year End Camping Trip	Grade 6 Students	6	95	19-Jun-2019	20-Jun-2019	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
123	MJE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Geocaching, Canoeing, Kayaking, Swimming	Grade 5 Students	5	87	19-Jun-2019	21-Jun-2019	2
124	MBSS	5	Western Oregon University, Monmouth, Oregon	USA	Football Camp	MBSS Football Team	9 to 12	50	19-Jun-2019	23-Jun-2019	4
125	KLO	5	Montreal and Québec City, QC	Canada	French Language and French Canadian Cultural Experience	Grade 8 and Grade 9 Students	8 & 9	32	22-Jun-2019	28-Jun-2019	6
126	KLO	4	Cathedral Provincial Park (near Keremeos, BC)	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students (Group 2)	8	35	24-Jun-2019	27-Jun-2019	3

Submitted to Board of Education Meeting – April 24, 2019

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	SMS	5	University of California, Santa Barbara, CA	USA	CADA Leadership Camp	Hockey Academy Students	9 to 12	22	6-Jul-2019	11-Jul-2019	5
2	OKM	4	Banff, Yoho, and Kootenay National Parks, AB	Canada	Hiking and Backpacking in National Parks	Grade 12 Students	12	141	15-Sep-2019	21-Sep-2019	6
3	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	29-Nov-2019	8-Dec-2019	9
4	OKM	5	Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna	Italy, Croatia, Austria	Music Cultural Learning	Concert and Jazz Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12

Submitted to Board of Education Meeting – April 24, 2019



BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, April 10, 2019
Time: 3:34 pm to 5:27 pm
7:42 pm to 8:12 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

Trustees in Attendance: Trustee M. Baxter (Chairperson)
Trustee N. Bowman (*arrived at 4:06 pm*)
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger (*arrived at 3:37 pm*)

Absent: Trustee L. Tiede

Staff in Attendance: K. Kaardal, Superintendent of Schools/CEO
E. Sadlowski, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
B. McEwen, Director of Instruction - Human Resources
K. Cormier, Assistant Director of Human Resources
M. DesRochers, Executive Assistant (*Recorder*)

**The following general statement is prepared and issued in accordance with
Section 72 (3) of the School Act RSBC 1996**

The meeting was called to order at 3:34 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of April 10, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of March 13, 2019.
(*Trustee Geistlinger joined the meeting*)
3. There was a Bargaining Update
(*Trustee Baxter and Trustee Cacchioni declared a potential Conflict of Interest and left the meeting while that item was being discussed.*)
(*Trustee Bowman joined the meeting after the Bargaining Update due to a potential Conflict of Interest.*)
4. There was one Human Resources Information Items.
5. There were no Human Resources Action Items.
6. There were two Action Items.
7. There were eight Information Item.
8. There were no Items Requiring Special Mention.
9. There were ten Invitations (For Trustee Attendance).
10. There were four Board Meetings with Partner and Community Groups items.
11. There were no BC Public School Employers' Association items.
12. There were three BC School Trustee Association items.

13. There was one Item from Incamera Meeting for Next Public Agenda.
14. There was one Future Incamera Agenda items.

The meeting recessed at 5:27 pm for the Public Board Meeting.
The meeting reconvened at 7:42 pm
The meeting was adjourned at 8:12 pm.

Eileen Sadlowski, Secretary-Treasurer