



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING AGENDA

(Second and fourth Wednesday of each month, with the exception of January (which will be the third and fifth Wednesday) July and August, and with the exception of the fourth Wednesday in March and 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, February 27, 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 School Board Office.

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1. **AGENDA**
Additions/Amendments/Deletions
2. **MINUTES**
 - 2.1 **Public Board Meeting – February 13, 2019**
(Attachment)
3. **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**
 - 3.1 **Rutland Elementary School/Rutland Senior Secondary School – Career Day**

Meeting Recess (Five Minutes)

4. **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.
5. **TRUSTEES QUERIES/COMMENTS**
6. **ACTION ITEMS**
 - 6.1 **George Elliot Secondary School - Golf Academy Fee Increase**
Recommendation of the Education and Student Services Committee – February 6, 2019
(Attachment)

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RECOMMENDATION:

THAT: The Board of Education approve the proposed fee increase for the Golf Academy (George Elliot Secondary School).

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6.2 Rutland Senior Secondary School – Soccer Academy Fee Increase

*Recommendation of the Education and Student Services Committee – February 6, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the proposed fee increase for the Soccer Academy (Rutland Senior Secondary School).

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6.3 Approval of new Board/Authority Authorized (BAA) Course Proposals - Volleyball 10 and 11

*Recommendation of the Education and Student Services Committee – February 6, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 10 (Mount Boucherie Secondary School);

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 11 (Mount Boucherie Secondary School).

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**6.4 Amendments to Policy 115 – Inaugural and Annual Board Meetings
Amendments to Policy 140 – School Board Standing and Ad Hoc Committees**

*Recommendation of the Policy Committee – February 6, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the amendments to Policy 115 – Inaugural and Annual Board Meetings and Amendments to Policy 140 – School Board Standing and Ad Hoc Committees, as attached to the Agenda, and as presented at the February 27, 2019 Public Board Meeting.

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6.5 Policy 168 – Policy Committee

*Recommendation of the Policy Committee – February 6, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the amendments to Policy 168 – Policy Committee, as attached to the Agenda, and as presented at the February 27, 2019 Public Board Meeting.

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**6.6 Amendments to Policy 525 – Field Trips – Curricular and Extra-Curricular
Regulation 525R – Field Trips – Curricular and Extra-Curricular
Appendix 525A – Field Trip Activities
Form 525.1 – Field Trip Application
Form 525.2 – Field Trip Parent Permission
Form 525.3 – Transportation of School District No. 23 Students Vehicle
Use and Authorized Driver's Statements
Form 525.4 – Student Using Vehicle for Field Trips – Curricular and
Extra-Curricular**

*Recommendation of the Policy Committee – February 6, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the amendments to Policy 525 – Field Trips – Curricular and Extra-Curricular, Regulation 525R – Field Trips – Curricular and Extra-Curricular, Appendix 525A – Field Trip Activities, Form 525.1 – Field Trip Application, Form 525.2 – Field Trip Parent Permission, Form 525.3 – Transportation of School District No. 23 Students Vehicle Use and Authorized Driver's Statements, Form 525.4 – Student Using Vehicle for Field Trips – Curricular and Extra-Curricular, as attached to the Agenda, and as presented at the February 27, 2019 Public Board Meeting.

6.7 Transportation Task Force

Recommendation of the Planning and Facilities Committee – February 20, 2019

RECOMMENDATION:

THAT: The Board of Education strike a Transportation Task Force, to include out of district representation, to review the District's transportation service and bring back recommendations for implementation in the 2019-2020 school year.

7. 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.

8. INFORMATION ITEMS

8.1 Superintendent's Emergent Issues

8.2 Chuba University Student Teacher Visit to Central Okanagan Public Schools
(Attachment)

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8.3 K-12 Public Education Funding Model Review
(Attachment)

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

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8.5 General Statement – February 13, 2019
(Attachment)

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9. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

10. BOARD CORRESPONDENCE

Sent: Childhood Connections, February 19, Letter of Support for Grant Application

Received: BCSTA, February 13, 2019, Letter Sent to Minister A. Hussen Regarding Eligibility for Settlement Services to Unserved Students and Families

BCSTA, February 13, 2019, Letter Sent to MP R. Oliphant Regarding Eligibility for Settlement Services to Unserved Students and Families

BCSTA, February 14, 2019, Letter to Minister R. Fleming Regarding Input to Upcoming Changes to the Provincial Graduation Program

R. Fleming, February 15, 2019, Re Rutland Middle School Replacement Project

M. McQuaig, February 17, 2019, Re Busing for Dorothea Walker Elementary French Immersion Students

RECOMMENDATION:

THAT: At the February 27, 2019 Public Board Meeting, the Board receive the correspondence listed above.

11. ITEMS REQUIRING SPECIAL MENTION

12. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

13. BC SCHOOL TRUSTEES ASSOCIATION

13.1 Thompson Okanagan Branch Meeting

Date: Friday, March 1 to Saturday, March 2, 2019

Location: Predator Ridge Resort, Vernon, BC

13.2 BCSTA Leadership Development Program Workshop

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

Location: Hollywood Road Education Services - Gym

13.3 BCSTA Annual General Meeting and Provincial Council

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

Location: Sheraton Vancouver Airport Hotel

14. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

14.1 Board Meeting with District of Lake Country

Date: Thursday, March 7, 2019

Location: George Elliot Secondary - Library

15. FUTURE MEETINGS

15.1 REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting:

Wednesday, March 13, 2019 at 6:00 pm

Board Room Main at 1040 Hollywood Road South

15.2 BOARD STANDING COMMITTEE MEETINGS

General Affairs Committee Meeting: **CANCELLED**

Wednesday, March 6, 2019 at 4:00 pm

Board Room Main at 1040 Hollywood Road

Finance and Audit Committee Meeting:

Wednesday, March 6, 2019 at 4:00 pm

Board Room Main at 1040 Hollywood Road

Education and Student Services Committee Meeting:

Wednesday, March 6, 2019 at 6:00 pm

Board Room Main at 1040 Hollywood Road

- 16. NOTICES OF MOTION**
- 17. ITEMS FOR A FUTURE AGENDA**
- 18. MEDIA QUESTIONS**
- 19. ADJOURNMENT**



Central Okanagan
Public Schools
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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, February 13, 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

Absent:

Trustee L. Tiede

In attendance:

Staff:

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

Absent:

K. Kaardal, Superintendent of Schools/CEO

Partner Group Representatives Attending:

COPAC No Representative
COPVPA Michelle Kaupp, Climate (*arrived at 6:05 pm*)
COTA Susan Bauhart, President
CUPE Dave Tether, President
DSC Keneisha Charles, Co-President

ORDER

The meeting was called to order at 6:03 pm.

6:05 pm: The COPVPA representative joined the meeting.

AGENDA

Add: New Action Item 9.8 – Central Okanagan Early Years Table

Main

19P-010

MOVED by Trustee Fraser, SECONDED by Trustee Geistlinger,
THAT: The Agenda for the February 13, 2019 Public Board Meeting be adopted as amended.
CARRIED

MINUTES

Public Board Meeting – January 30, 2019

Main
19P-011

MOVED by Trustee Desrosiers, SECONDED by Trustee Fraser,
THAT: The Minutes of the Public Board Meeting of January 30, 2019 be adopted as presented.
CARRIED

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

École KLO Middle School – The Nest

In attendance:

Ashley Ragoonaden, Principal, École KLO Middle School
Christina Drescher, Learning Assistance Teacher
Ryan Scorgie, Teacher
Joan Ewing, Counsellor

The Nest is an integrated support service system based on the philosophy that every child will succeed if they can. In order to achieve this goal, the focus is based on building skill sets in children to help them find success. The integrated support system includes an administrator, a counsellor, behaviour intervention, learning assistance, and a CEA. The Nest is located in the entrance of the school, and provides a calm, clean, quiet and welcoming workspace for students. A presentation was made on how the Nest works within the school and what has been learned since integration of the support services.

INTRODUCTION/RECOGNITION

Recognition: Drama Teacher of the Year – B.C. Drama Educators

The Board of Education congratulated Ryan Grenier, Theatre/Drama Teacher at Okanagan Mission Secondary School, for receiving the Drama Teacher of the Year from the B.C. Drama Educators, a group which represents theatre teachers in schools and venues across the province.

Harmony Day – February 20, 2019

In attendance:

Leigh-Ann Yanow, Chair of the Harmony Day Committee

This year marks the 12th Annual Harmony Day. Leigh-Ann Yanow, Chair of the Harmony Day Committee, announced that this year's Harmony Day theme is "**Identity**". Ms. Yanow spoke of the 3rd Annual Living Library Harmony Day Conference for Middle School students held on January 30th. Many events will be happening in schools on Wednesday, February 20, 2019. For more information, visit www.harmonyday.ca.

The Board Chairperson, on behalf of the Board of Education, made the following Declaration:

WHEREAS Harmony Day recognizes that the citizens of the Central Okanagan come from all over the world; and,

WHEREAS Harmony Day provides an annual opportunity for the Central Okanagan Public Schools community to celebrate cultural diversity while committing to mutual respect; and,

WHEREAS Harmony Day creates sensitivity to and respect for differences; and,
WHEREAS Harmony Day allows the Central Okanagan Public Schools to focus on the mission of educating students in a safe, inspirational learning environment; and,
THEREFORE I, Moyra Baxter, as Chairperson of the Board of Education of the Central Okanagan Public Schools, do hereby proclaim February 20, 2019 as Harmony Day in Central Okanagan Public Schools.

Pink Shirt Day – February 27, 2019

The Board of Education declared February 27, 2019 as "Pink Shirt Day" in Central Okanagan Public Schools.

6:42 pm: The meeting recessed.

6:46 pm: The meeting reconvened.

PUBLIC QUESTIONS/COMMENTS

No public questions/comments.

PRESENTATION

British Columbia Student Leadership Conference 2020

Presenters: Al Hopgood, Teacher – Springvalley Middle School
Ryan Wakefield, Teacher – Springvalley Middle School
Ashley Ciardullo, Student – Springvalley Middle School
Jordan Johnson, Student – Kelowna Secondary School

Jordan and Ashley presented on the bid to host the BC Student Leadership Conference in 2020. The Conference is scheduled to take place on October 15 – 18, 2020 and is proposed to be held at Rutland Senior Secondary School. Attending the Conference would be 400-600 student delegates, 40-50 Central Okanagan Public Schools Student Council Leaders and 40-60 adult advisors. If the District is the successful bid, a Planning Committee will be formed with the responsibility of organizing the leadership program, scheduling the billeting of students and ensuring the leadership conference is a cost-neutral event for the Central Okanagan Public School District.

6:55 pm: The CUPE President left the meeting.

7:02 pm: The CUPE President rejoined the meeting.

TRUSTEES QUERIES/COMMENTS

Trustee Baxter reported that an opinion in last week's Daily Courier column regarding Rutland Middle School (RMS), it was stated that part of the portable issue at RMS is due to the Board of Education moving grade 6 students to the middle school. Trustee Baxter advised this was incorrect information. When the District reconfigured the grades in the Rutland area, the number of grades at RMS remained the same.

ACTION ITEMS

Proposal to Host the BC Student Leadership Conference 2020

Recommendation of the Coordinating Committee – January 22, 2019

Main
19P-012

MOVED by Trustee, SECONDED by Trustee,

THAT: The Board of Education supports the request to prepare a bid to host the 2020 BC Student Leadership conference in the Central Okanagan Public School District.

CARRIED

Approval of 2018/2019 Amended Annual Budget

Recommendation of the Finance and Audit Committee – January 23, 2019

Main

19P-013

MOVED by Trustee Cacchioni, SECONDED by Trustee Fraser,
THAT: At the February 13, 2019 Public Board Meeting, the Board of Education give first, second and third readings to the School District No. 23 (Central Okanagan) Amended Annual Budget Bylaw for 2018/2019.
CARRIED

Main

19P-014

MOVED by Trustee Cacchioni, SECONDED by Trustee Fraser,
THAT: The School District No. 23 (Central Okanagan) Amended Annual Budget Bylaw for 2018/2019 in the amount of \$260,904,760 be read a first, second and third time, passed and adopted the 13th day of February, 2019.
CARRIED

Policy 155 – Planning and Facilities Committee

Recommendation of the Planning and Facilities Committee – January 23, 2019

Main

19P-015

MOVED by Trustee Fraser, SECONDED by Trustee Bowman,
THAT: The Board of Education affirm Policy 155 – Planning and Facilities Committee, as attached to the Agenda, and as presented at the February 13, 2019 Public Board Meeting.
CARRIED

Proposed Work Plan for Long-Term Facility Plan Update

Recommendation of the Planning and Facilities Committee – January 23, 2019

Main

19P-016

MOVED by Trustee Fraser, SECONDED by Trustee Bowman,
THAT: The Board of Education grant approval for staff to move forward with the review of the Long-Term Facility Plan as attached to the Agenda, and as presented at the February 13, 2019 Public Board Meeting;

AND THAT: The Board of Education appoint a Board member to participate on the Steering Committee.
CARRIED

Trustee Fraser put her name forward as the Board member to participate on the Long-Term Facility Plan Steering Committee.

Main

19P-017

MOVED by Trustee Cacchioni, SECONDED by Trustee Desrosiers,
THAT: The Board of Education appoint Trustee Fraser to participate on the Long-Term Facility Plan Steering Committee.
CARRIED

The Board Chair requested that all Trustees be invited to attend the Long-Term Facility Plan Steering Committee meetings.

The Secretary-Treasurer/CFO agreed to this request.

Appointment of New BC Public School Employers' Association (BCPSEA) Alternate Trustee Representatives

Recommendation of the Coordinating Committee – February 6, 2019

Main

19P-018

MOVED by Trustee Fraser, SECONDED by Trustee Geistlinger,
THAT: The Board of Education appoint Trustee Tiede to be the alternate representative to the BC Public School Employers' Association – BCPSEA Representative Council.
CARRIED

Appointment of New BC School Trustees Association (BCSTA) Alternate Trustee Representatives

Recommendation of the Coordinating Committee – February 6, 2019

Main

19P-019

MOVED by Trustee Cacchioni, SECONDED by Trustee Bowman,
THAT: The Board of Education appoint Trustee Bowman to be the alternate representative to the BC School Trustees Association (BCSTA) Provincial Council.
CARRIED

BC School Trustees Association Annual General Meeting Motions

Recommendation of the Coordinating Committee – February 6, 2019

Main

19P-020

MOVED by Trustee Fraser, SECONDED by Trustee Bowman,
THAT: The Board of Education forwards the following motion to BCSTA to be included on the BCSTA AGM Agenda: That BCSTA urge the provincial government (Ministry of Education/Ministry of Transportation) to work with the Federal Minister of Transportation's Task Force to explore all aspects of school bus safety, including the issue of seat belts, and to report back to Boards of Education.
CARRIED

Central Okanagan Early Years Table

Main

19P-021

MOVED by Trustee Cacchioni, SECONDED by Trustee Bowman,
THAT: The Board of Education support the Childhood Connections Society's application to the City of Kelowna for grant funding to support the continuation of the Central Okanagan Early Years Table.
CARRIED

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

INFORMATION ITEMS

Superintendent's Emergent Issues

The Deputy Superintendent of Schools, on behalf of the Superintendent of Schools/CEO, had no emergent issues.

Financial Update – December 31, 2018

The Board reviewed the information.

Level 4 and 5 Field Study Summary – 2018/2019

The Board reviewed the information.

General Statement – January 30, 2019

The Board accepted the information.

BOARD CORRESPONDENCE

Sent: Minister R. Fleming, February 5, 2019, Regarding Rutland Middle School Project.

Received: K. Dixon, January 27, 2019, Regarding Bussing for French Immersion students.
L. Cordes, February 6, 2019, Regarding Bussing for French Immersion students.
J. Huber, February 8, 2019, Bus Transportation
Dorothea Walker Elementary PAC, February 8, 2019, Transportation Request

MOVED by Trustee Geistlinger, SECONDED by Trustee Fraser,
THAT: At the February 13, 2019 Public Board Meeting, the Board receive the correspondence listed above.
CARRIED

ITEMS REQUIRING SPECIAL MENTION

Canadian Home and School Federation National Teacher/Staff Appreciation Week – February 10-16, 2019

The Canadian Home and School Federation (CHSF) is a national organization representing provincial Home and School Federations, and is the only organization linking provincial parent groups across Canada on issues of common national interest in public education. The Canadian Home and School Federation initiated the Teacher/Staff Appreciation Week (TSAW) in 1988. The purpose of this week is to encourage parents and the wider community to recognize the personal and professional contributions that our teachers and school staff make to children and their education.

Trustees and the Deputy Superintendent of Schools reported on the following:

- The Interior Savings Western Canada Basketball Tournament was held last week at Kelowna Secondary School. Congratulations were expressed to all the students who participated and the tournament organizers. The AAA Girls Tournament draw had Okanagan Mission Huskies playing the Kelowna Owls on Saturday.
- Bands and choirs from Mount Boucherie Secondary, Constable Neil Bruce Middle and Glenrosa Middle recently performed an outstanding concert at the Kelowna Community Theatre.
- A report was provided to the Board of Education on the recent Mental Health Conference held in Vancouver which was attended by the Board Chair (representing BCSTA), the Superintendent of Schools/CEO, Deputy Superintendent, Assistant Superintendent, District Principal of Learning Support Services, and the Health Promoting Schools Coordinators.
- Congratulations to Okanagan Mission Secondary School receiving \$2,500 for their Grad Variety Show from the Tom Budd Foundation.
- The Rutland Community Forum was held on Thursday, January 31st hosted by the Rutland family of schools. This Forum provided an opportunity to interact with parents, students and educators as they came together to demonstrate the learning, inquiry and innovation that is occurring in all Rutland schools.
- Westside Community Learning Forum - The schools on the Westside will be hosting their Community Learning Forum on Tuesday, February 19th starting at 6:00 pm at Mount Boucherie Secondary School.
- Zonal Professional Development Day Conference and Health and Wellness
Symposium Date: Friday, February 22, 2019
Locations: Rutland Senior and Rutland
Middle Schools Theme: Making Connections 14
- A community presentation on the new H.S. Grenda Middle School in Lake Country will be held on Tuesday, March 5th, 6:00 pm at George Elliot Secondary School.
- A reminder that schools are closed on Monday, February 18th for Family Day.

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

There were no BC Public School Employers' Association items.

BC SCHOOL TRUSTEES ASSOCIATION

Trustee Fraser reported that at the BCSTA Provincial Council Meeting on February 9, 2019, there were two late motions that were passed. The first motion was that BCSTA and CSBA be requested

to send letters to the Honourable Ahmed D. Hussen, MP, Minister of Immigration, Refugees and Citizenship Canada and Robert Oliphant, MP, chair, CIMM Committee, requesting that clients (students and families) “ineligible for settlement services be added to the “eligible” list and that funding be increased to accommodate this change.

The second motion was that the BCSTA advocate to the Minister of Education and Ministry of Education requesting that:

1. The new graduation assessments mandated by the Minister not act as a barrier to the continued advancement of the learning transformation; and,
2. Any assessments enacted as a result of this decision place the needs of learners first, and provide a broad and nuanced picture of student learning; and,
3. BCSTA engage with the Ministry of Education regarding the potential use of assessment data, and continue to advocate against the release of assessment data that can be used to rank schools and/or districts.

BCSTA Meeting of Board Chairs

Date: Thursday, February 21, 2019

Location: Sheraton Vancouver Airport Hotel

Ministry of Education Partnership Meeting

Date: Friday, February 22, 2019

Location: Sheraton Vancouver Airport Hotel

Thompson Okanagan Branch Meeting

Date: Friday, March 1 to Saturday, March 2, 2019

Location: Predator Ridge Resort, Vernon, BC

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

BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

Board Meeting with District of Lake Country

Date: Thursday, March 7, 2019

Location: George Elliot Secondary - Library

FUTURE MEETINGS

REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting

Wednesday, February 27, 2019 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

BOARD STANDING COMMITTEE MEETINGS

Finance and Audit Committee Meeting:

Wednesday, February 20, 2019 at 4:00 pm, Board Room Main at 1040 Hollywood Road

Planning and Facilities Committee Meeting:

Wednesday, February 20, 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 7:49 pm.

Chairperson

Secretary-Treasurer



Memorandum

Date: February 22, 2019
To: Board of Education
From: Education and Student Services Committee

Action: George Elliot Secondary School - Golf Academy Fee Increase

1.0 ISSUE STATEMENT

A proposal to increase fees for the Golf Academy at George Elliot Secondary School has been developed for approval by the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

Policy 540 – Proposals for Substantive Change states the following:

"Any proposed changes to approved distinct schools, unique programs and specialty academies (e.g. increases in fee structure and/or program delivery) must be brought to the Board's Education and Student Services Committee in December of each calendar year to review and a recommendation to the Board for approval, prior to announcing the continuation of the distinct school, unique program or specialty academy for the upcoming year."

3.0 BACKGROUND

In February 2014, the Board of Education approved the Substantive Change Proposal for George Elliot Secondary School's Golf Academy Program. At this time, the student fee for the program was established at \$500.00. In November 2017, the Board of Education approved an increase of the fees due to increases in golf membership and green fees.

5.0 POINTS FOR CONSIDERATION

Due to the Aspen Golf Course closing (adjacent to GESS), the golf academy class will need to bus to other locations for all classes after spring break 2019. This will result in additional transportation and coaching expenses which will be covered by school-based funds for the remainder of this year.

It is proposed that the 2018/19 fee of \$550 per student be increased to \$675 per student (\$125 increase) to take effect for the 2019/20 school year.

The table below outlines both the current budget structure, and the proposed budget for the 2019-2020 school year.

Prior Academy Fee Accounting and Rationale (2017-present)	Fee Structure	Proposed Fee increase and Rationale (2019-2020)	Amended Fee Structure
Golf membership fee \$299 x 28 students Increase of \$32 per student	\$8372	Golf membership fee \$299 x 24 students	\$7176
Transportation \$60(one way) x 15 days	\$900	Transportation \$60(one way) x 30 days	\$1800
Equipment Upkeep/Replacement	\$508	Equipment Upkeep/Replacement	\$424
Golf instruction 10 days @\$100 \$1000 12 days @\$175 \$2100	\$3100	Golf instruction 12 days @\$100 \$1200 28 days @\$200 \$5600	\$6800
Green fees(Aspen) 15 days@\$168 \$2520 \$6/student	\$2520		
28 students x \$550 \$ 15,400	Expenditures Total \$ 15,400	24 students x \$675 \$ 16,200	Expenditures Total \$ 16,200

The Golf Academy is an equity-based program and will provide access to students who cannot meet the costs of the program. As per Board Policy 425R, "a student will not be excluded from any education program due to financial hardship". Where there are financial challenges, parents will be asked to contact the principal directly to ensure confidentiality.

6.0 OPTIONS FOR ACTION

- Approve the increase in fees for the Golf Academy program (George Elliot Secondary School)
- Amend the increase in fees for the Golf Academy program (George Elliot Secondary School)
- Request additional information on the increase in fees for the Golf Academy program (George Elliot Secondary School)

7.0 RECOMMENDATION

THAT: The Board of Education approve the proposed fee increase for the Golf Academy (George Elliot Secondary School).



Memorandum

Date: February 22, 2019
To: Board of Education
From: Education and Student Services Committee

Action: Rutland Senior Secondary School - Soccer Academy Fee Increase

1.0 ISSUE STATEMENT

A proposal to increase fees for the Soccer Academy at (RSS) has been developed for approval by the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

Policy 540 – Proposals for Substantive Change states the following:

"Any proposed changes to approved distinct schools, unique programs and specialty academies (e.g. increases in fee structure and/or program delivery) must be brought to the Board's Education and Student Services Committee in December of each calendar year to review and a recommendation to the Board for approval, prior to announcing the continuation of the distinct school, unique program or specialty academy for the upcoming year."

3.0 BACKGROUND

In April 2016, the Board of Education approved the Substantive Change Proposal for the Rutland Senior Soccer Academy Program. At that time, the student fee for the program was established at \$540.00.

5.0 POINTS FOR CONSIDERATION

The original fee of \$540.00 per student was based upon an Academy size of 30 students. Rutland Senior Secondary has been offering the program for two years with approximately 25 students registering per semester.

The original fee did not include the \$50.00 fee for the RSS Soccer Academy Training Kit (socks, t-shirt, shorts). A kit is given to each individual in the program at the start of the semester. The original fee structure has resulted in RSS providing additional funding to ensure program sustainability.

Financial Implications: Below is a chart showing the original costs for the Academy proposal in 2016 (30 students) along with the new 2019 costs (average of 25 students).

				2016	Proposed 2019-2020
Academy Staff	Rate per hour	# Hours per Semester	Total \$ cost per Semester	\$ Cost per student (30)	\$ Cost per student (25)
Head Coach for Academy (National A Level, National Team Asst Coach)	\$50.00	84	4,200.00	140.00	168.00
add Second Coach - (National B Level)	\$45.00	84	3,780.00	126.00	151.20
Total Coaching fees			7,980.00		
Add in Referee Course cost	n/a	n/a	n/a	10.00	n/a
field cost	\$80.00	84	6,720.00	224.00	268.80
Admin fee to KU				40.00	40.00
Cost for RSS Soccer Academy - Per Player / Semester				540.00	\$628.00
Cost for the RSS Soccer Academy Training Kit					\$50.00
Total cost for the Academy					\$678.00

As a result, a proposed fee increase of **\$138.00** will make the program financially feasible moving forward.

6.0 OPTIONS FOR ACTION

- Approve the increase in fees for the Soccer Academy at RSS.
- Amend the increase in fees for the Soccer Academy at RSS.
- Request additional information on the increase in fees for the Soccer Academy at RSS.

7.0 RECOMMENDATION

THAT: The Board of Education approve the proposed fee increase for the Soccer Academy (Rutland Senior Secondary School).



Memorandum

Date: February 22, 2019
To: Board of Education
From: Education and Student Services Committee

Action: Approval of new Board/Authority Authorized (BAA) Course Proposals - Volleyball 10 and 11

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Courses: Volleyball 10 and 11 have 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 in advancing their level of skill development in the sport of volleyball while at the same time improving or maintaining a level of physical fitness corresponding with the intended learning outcomes. Many students do not have the financial resources to train at higher levels in the community due to the high cost of after-school community club programs. The Volleyball 10 and 11 courses provide students the opportunity to follow a passion and love for the game of volleyball while supporting the development of a healthy lifestyle well into their future.

4.0 ADDITIONAL INFORMATION

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

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Courses as presented.
- b) Amend the proposed Volleyball 10 and 11 courses.
- c) Request additional information on the proposed Volleyball 10 and 11 courses.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Volleyball 10 and 11, schools wishing to offer the BAA Volleyball 10 and 11 courses 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 – Volleyball 10 (Mount Boucherie Secondary School);

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Volleyball 11 (Mount Boucherie Secondary School).

8.0 APPENDICES

- A. Board/Authority Authorized Course Volleyball 10
- B. Board/Authority Authorized Course Volleyball 11

Board/Authority Authorized Course Volleyball 10

School District Name: Central Okanagan	School District Number: 23
Developed by: John McParland	Date Developed: September 2018
School Name: Mt. Boucherie Senior Secondary	Principal's Name: Raquel Steen
Superintendent Approval Date:	Superintendent Signature:
Board Approval Date:	Board Chair Signature:
Course Name: Volleyball	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Prerequisite(s): The student athlete must have a desire to want to train and play volleyball at a higher level than in a regular Physical Health Education setting.

Special Training, Facilities or Equipment Required: The supervising teacher should be a Physical Health Education Specialist. It is preferred that the individual also has a background in athletic training. The program will be delivered by the individual on their own or with the assistance of external coaches. The number of instructors will be determined by the size of the class. The program will take place in indoor and outdoor facilities. **Volleyball experience is recommended. Essential Equipment include: volleyball nets and balls.**

Course Synopsis:

Volleyball 10 is designed to develop volleyball skills to an intermediate level. The class will introduce the students to a variety of sport specific movement, skills, and systems and strategies related to the game of volleyball. It will review fundamentals of play including, passing, setting, serving, spiking, defensive techniques, the rules of play, block coverage, rolling/diving, outdoor play, and 6-2 and 5-1 offences. Time will also be

devoted to flexibility and sport specific strength training. The game of volleyball will be broken down using a variety of drills and mini games to help develop aspects of the larger game. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. Student athletes will also take part in goal setting and reflection activities. Self-evaluations will provide students with immediate feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress.

Goals and Rationale:

A significant number of students have expressed an interest in advancing their level of skill development in the area of volleyball while at the same time improving or maintaining a level of physical fitness corresponding with the intended learning outcomes. Many students do not have the financial resources to train at higher levels in the community due to the high cost of after-school community club programs. The Volleyball 10 program gives students the opportunity to follow a passion and love for the game while supporting the development of a healthy lifestyle well into their future.

Aboriginal Worldviews and Perspectives:

Throughout the school year, there will be acknowledgement that the training is taking part on the 'Traditional Land of the Okanagan People'. The program is designed to support, and develop the students as individuals and as athletes, providing them with opportunities to be connected to their community. The class will spend time training outside 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 by nature. The role of the teacher in the course is one of support, learning alongside the student athletes, and inspiring them toward a love for the sport of volleyball.

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.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Trying a variety of physical activities can increase our chances of being active throughout our lives

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities.

Understanding the factors that influence our health empowers us to take action to improve it.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>Skill Development</u> • Demonstrate appropriate movement and positioning of volleyball fundamentals • Develop and demonstrate the basic volleyball skills needed to participate in beginner to advanced volleyball situations • Apply training techniques to enable athletes to achieve individual goals <u>Mental Preparation</u> • Plan ways to overcome potential barriers for personal development and team play • Investigate strategies for managing mental aspects of the game • Develop and demonstrate the appropriate strategies used in the game of volleyball <u>Healthy Lifestyle</u> • Recognize appropriate reactions to direct input and constructive instruction from a coach • Create and implement a training plan that will improve personal fitness and strength of muscles needed for volleyball	<i>Students are expected to know the following:</i> • Proper physical movement patterns associated with the fundamental skills of volleyball • the basic volleyball systems/positions needed for recreational and competitive volleyball • rules and guidelines for volleyball • physical and mental benefits of not only volleyball but additional cross-curricular activities such as weight training and nutrition • injury prevention and management • Proper officiating and scorekeeping of volleyball competition • Fair play guidelines

- | | |
|---|--|
| <ul style="list-style-type: none"> • Analyze and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise • Explore and describe the important relationship between regular physical activity, mental well-being, and overall health. <p><u>Social and Cultural Connections</u></p> <ul style="list-style-type: none"> • Develop skills for maintaining healthy relationships and responding to interpersonal conflict. • Demonstrate safety, fair play, and leadership in volleyball and other activities • Explain how developing competencies in volleyball can increase confidence and foster lifelong participation in all sports | <ul style="list-style-type: none"> • Importance of taking a leadership role during training and game situations • Goal setting strategies • Sport specific training • Importance of taking a leadership role during training and game situations |
|---|--|

Big Ideas – Elaborations

Technical skills: serving, overhand and forearm passing, setting, blocking, etc.

Tactical skills: 5-1, 6-2 offence, defensive systems

Healthy lifestyle: living a life with proper nutrition, sleep, exercise and hydration

Personal growth: strategies for individual and team leadership, effective communication and building a positive community

Curricular Competencies – Elaborations

Training techniques: plyometrics, isometrics, aerobic, anaerobic and specific strength training

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

Mental aspects: motivation, overcoming nervousness, teamwork, character development, leadership, accountability, apprehension

Training program: specific to each athlete utilizing various exercises: core strength, agility, balance, plyometrics. Effective warm ups, dynamic vs static stretching, understanding the relation between stress and performance

Content – Elaborations

Volleyball strategies and tactics: 5-1, 6-2 offensive strategies, defensive positioning, blocking schemes, etc.

Sport specific training: movements, drills and tactics related directly to volleyball such as: setting, passing, blocking, serving, etc.

Core body training: exercises related directly to developing the deep core muscles of the lower abdominal region including the pelvic floor. Examples include different variations of the plank.

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

Fair play guidelines: playing by the general rules for volleyball as set out by Volleyball Canada, as well as, specific rules related to small game alternatives and drills

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

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

- Journal Entries
- Monthly Self-Assessment using Volleyball Rubric
- Peer Performance Assessment
- Volleyball Class Interim Reflection and Goal Setting

Learning Resources:

- www.volleyball.ca (Volleyball Canada)
- Bratton, R.D., and Lefroy, C.E. (1986). *Volleyball Skills and Game Concepts for Beginners*. Ontario: Volleyball Canada Publications
- Duda, J. L. (1989). *Goal perspectives, participation, and persistence in sports*. International Journal of Sports Psychology, 20(1), 42-56.
- Marko, Debora. Goal Setting Worksheet for Youth Volleyball.
- Usher, Peter. *Goal Setting For Peak Performance: Implementing Goal-Setting Strategies*. Volleyball Canada: Basic Skills Video. (1993).

Additional Information: There are no student fees associated with this course.

Board/Authority Authorized Course Volleyball 11

School District Name: Central Okanagan	School District Number: 23
Developed by: John McParland	Date Developed: September 2018
School Name: Mt. Boucherie Senior Secondary	Principal's Name: Raquel Steen
Superintendent Approval Date:	Superintendent Signature:
Board Approval Date:	Board Chair Signature:
Course Name: Volleyball 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Prerequisite(s): The student athlete must have a desire to want to train and play volleyball at a higher level than in a regular Physical Health Education setting.

Special Training, Facilities or Equipment Required: Club The supervising teacher should be a Physical Health Education Specialist. It is preferred that the individual also has a background in athletic training. The program will be delivered by the individual on their own or with the assistance of external coaches. The number of instructors will be determined by the size of the class. The program will take place in indoor and outdoor facilities. **Volleyball experience is recommended. Essential Equipment will include: volleyball nets and balls.**

Course Synopsis:

Volleyball 11 is designed to develop and extend the volleyball skills and knowledge from an intermediate level (developed in the Volleyball 10 program) to an advanced level. The class will build on a variety of sport specific movement, skills, systems and strategies related to the game of volleyball. It will review fundamentals of play including, passing, setting, serving, spiking, defensive techniques, the rules of play, block

coverage, rolling/diving, outdoor play, and 6-2 and 5-1 offences. The Volleyball 11 course will also include Volleyball Canada scorekeeping and referee standards certifications. Time will also be devoted to flexibility and sport specific strength training. The game of volleyball will be broken down using a variety of drills and mini games to help develop aspects of the larger game. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. The senior course will also use video analysis to help improve their volleyball knowledge, as well as develop skills needed for successful team management. Student athletes will also take part in goal setting and reflection activities. Self-evaluations will provide students with immediate feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress. The athletes will also be introduced to various coaching philosophies with the intention of implementing some of these philosophies into their own coaching.

Goals and Rationale:

A significant number of students have expressed an interest in advancing their level of skill development in the sport of volleyball, while at the same time improving or maintaining a level of physical fitness corresponding with the intended learning outcomes. Many students do not have the financial resources to train at higher levels in the community due to the high cost of after-school community club programs. The Volleyball 11 program gives students the opportunity to follow a passion and love for the game which will support the development of a healthy lifestyle well into their future.

Aboriginal Worldviews and Perspectives:

Throughout the school year, there will be acknowledgement that the training is taking part on the 'Traditional Land of the Okanagan People'. The program is designed to support, and develop the students as individuals and as athletes, and providing them with opportunities to be connected to their community. The class will spend time training outside 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 by nature. The role of the teacher in the course is one of support, learning alongside the student athletes and inspiring them toward a love for the sport of volleyball.

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.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

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Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Trying a variety of physical activities can increase our chances of being active throughout our lives

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities.

Understanding the factors that influence our health empowers us to take action to improve it.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>Skill Development</u> • Demonstrate appropriate movement and positioning of volleyball fundamentals • Develop and demonstrate the basic volleyball skills needed to participate in beginner to advanced volleyball situations • Apply training techniques to enable athletes to achieve individual goals <u>Mental Preparation</u> • Plan ways to overcome potential barriers for personal development and team play • Investigate strategies for managing mental aspects of the game • Develop and demonstrate the appropriate strategies used in the game of volleyball	<i>Students are expected to know the following:</i> • Proper physical movement patterns associated with the fundamental skills of volleyball • the basic volleyball systems/positions needed for recreational and competitive volleyball • rules and guidelines for volleyball • physical and mental benefits of not only volleyball but additional cross-curricular activities such as weight training and nutrition • injury prevention and management • Proper officiating and scorekeeping of volleyball competition using Volleyball Canada guidelines • Fair play guidelines

<u>Healthy Lifestyle</u> ● Recognize appropriate reactions to direct input and constructive instruction from a coach ● Create and implement a training plan that will improve personal fitness and strength of muscles needed for volleyball ● Analyze and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise ● Explore and describe the important relationship between regular physical activity, mental well-being, and overall health. <u>Social and Cultural Connections</u> ● Develop skills for maintaining healthy relationships and responding to interpersonal conflict. ● Demonstrate safety, fair play, and leadership in volleyball and other activities ● Explain how developing competencies in volleyball can increase confidence and foster lifelong participation in all sports	● Importance of taking a leadership role during training and game situations ● Goal setting strategies ● Sport specific training ● Importance of taking a leadership role during training and game situations ● Understanding and implementing personal coaching philosophies
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Big Ideas – Elaborations

Technical skills: serving, overhead and forearm passing, setting, blocking, etc.

Tactical skills: 5-1, 6-2 offence, defensive systems

Coaching Philosophies: preparing and learning objectives that one might pursue and approach to achieve team goals.

Officiating skills: Volleyball Canada scorekeeping and officiating standards

Healthy lifestyle: living a life with proper nutrition, sleep, exercise and hydration

Personal growth: strategies for individual and team leadership, effective communication and building a positive community

Curricular Competencies – Elaborations

Training techniques: plyometrics, isometrics, aerobic, anaerobic and specific strength training

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

Mental aspects: motivation, overcoming nervousness, teamwork, character development, leadership, accountability, apprehension

Training program: specific to each athlete utilizing various exercises: core strength, agility, balance, plyometrics. Effective warm ups, dynamic vs static stretching, understanding the relation between stress and performance

Appendix B

Content – Elaborations

Volleyball strategies and tactics: 5-1, 6-2 offensive strategies, defensive positioning, blocking schemes, etc.

Sport specific training: movements, drills and tactics related directly to volleyball such as: setting, passing, blocking, serving, etc.

Core body training: exercises related directly to developing the deep core muscles of the lower abdominal region including the pelvic floor. Examples include different variations of the plank.

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

Fair play guidelines: playing by the general rules for volleyball as set out by Volleyball Canada, as well as, specific rules related to small game alternatives and drills

Video Analysis: individual movement and team systems, in and out of system attack

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Journal Entries
- Monthly Self-Assessment using Volleyball Rubric
- Peer Performance Assessment
- Volleyball Class Interim Reflection and Goal Setting

Learning Resources:

- www.volleyball.ca (Volleyball Canada)
- Bratton, R.D., and Lefroy, C.E. (1986). *Volleyball Skills and Game Concepts for Beginners*. Ontario: Volleyball Canada Publications
- Duda, J. L. (1989). *Goal perspectives, participation, and persistence in sports*. International Journal of Sports Psychology, 20(1), 42-56.
- Marko, Debora. Goal Setting Worksheet for Youth Volleyball.
- Usher, Peter. *Goal Setting For Peak Performance: Implementing Goal-Setting Strategies*. Volleyball Canada: Basic Skills Video. (1993).

Additional Information: There are no student fees associated with this course.



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“Together We Learn”

115 – INAUGURAL AND ANNUAL BOARD MEETINGS

Introduction

The purpose of this policy is to explain how Inaugural and Annual meetings of the Board of Education are organized.

Policy

1. Inaugural/Annual Meeting

- 1.1 Following the General Election of School Trustees, the date of the Inaugural Meeting shall be determined in accordance with the School Act.
- 1.2 The annual meeting of the continuing Board shall be held in ~~December~~ November.
- 1.3 The meeting shall be chaired by the Secretary-Treasurer or designate, until a chairperson of the Board is elected by secret ballot or by acclamation.

2. The agenda for the Inaugural meeting shall usually be:

- 2.1 a report on the election results;
- 2.2 administration of oath of allegiance and oath of office;
- 2.3 declaration of the composition of the current Board;
- 2.4 election of chairperson;
(For the election of the chairperson, the majority vote process will be used.)
- 2.5 ~~election~~ appointment of vice-chairperson;
(Two trustees' names shall be drawn from those who wish to act as vice-chairperson during the current year.)
- 2.6 approval of the agenda;
- 2.7 banking authorization;
- 2.8 cheque signature plate;
- 2.9 election of the BC School Trustees Association Provincial Councilor and Alternate;
- 2.10 election of the BC Public School Employers' Association Representative and Alternate;
- 2.11 election of Board Standing Committee chairs;
- 2.12 trustee comments;
- 2.13 setting regular meeting dates and times;



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2.14 destroying of the ballots (if any).

- 3.** *The Board may separate the agenda items between the Inaugural and the first regular public meeting if desired. Items 2.1 – 2.8 shall be included in the Inaugural meeting and items 2.9 – 2.14 shall be included in the first regular public meeting of the Board.*

4. Annual meeting:

- 4.1** In the years in which no inauguration is required, the agenda shall consist of the items listed in 2.4 - 2.14 above and shall also include the Chairperson's Report.
- 4.2** ~~Election~~ Appointment of Vice-Chairperson: In order that all trustees, during each four year term, shall be provided with the opportunity to serve on the Coordinating Committee, the following process shall be followed: In years two, three and four of the term of office, at the annual meeting, two names shall be drawn from the trustees who have not served as Chairperson/Vice-Chairperson in the current term and wish to act as vice-chairperson. Should a trustee/trustees not wish to serve in the vice-chairperson role, and all trustees who indicated an interest have completed a term as Chairperson/Vice-Chairperson, then all trustees would be permitted to submit/resubmit their name/names for inclusion in the draw for the position of vice-chairperson.

Date Agreed: April 23, 1980; September 15, 1980; October 14, 1987;
January 9, 1991; February 9, 1994; September 27, 2000;

Date Reviewed/Amended: November 13, 2002
Date Amended: October 13, 2004; May 25, 2005; March 29, 2006;
June 9, 2010; November 27, 2013; September 10, 2014
Related Document: School Act Sec. 67



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140 – SCHOOL BOARD STANDING AND AD HOC COMMITTEES

Introduction

The Board of Education believes that a Committee structure is important to furthering Board activities.

Consequently, the Board maintains various Standing and Ad Hoc Committees in order to develop recommendations to the Board.

1. Operation

- 1.1 Decisions within a school district are made by the Board on the basis set out in the *School Act*.
- 1.2 The Board’s Coordinating Committee will determine if matters are to be considered first by a Committee or be dealt with directly by the Board.
- 1.3 Information on Committee activity will be provided through timely Committee reports, prepared by the Committee Chairperson after each meeting. Minutes are to be provided in draft form to all trustees, the Superintendent *of Schools/CEO*, Deputy Superintendent, Secretary-Treasurer/*CFO*, and all Committee members, and also circulated with the following meeting’s agenda.
- 1.4 Board Committee Chairpersons will act as the Committee’s spokesperson.

2. Standing Committees

- 2.1 A Standing Committee is a permanent Committee established by the Board to assist it in fulfilling its duties. Standing Committees have their scope and powers established by the Board, are made up of designated trustees and representatives from partner groups, meet on a regular basis, and retain any powers and oversight responsibilities until the Board changes or disbands the Committee.
- 2.2 All Standing Committees are chaired by a Trustee who is elected at the Board’s Inaugural/Annual General Meeting.



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- 2.3 The following Standing Committees shall be formed annually in accordance with this Policy:

Coordinating	(Policy 145)
General Affairs	(Policy 146)
Education and Student Services	(Policy 150)
Planning and Facilities	(Policy 155)
Finance and Legal <u>Audit</u>	(Policy 160)
Human Resources and Staff Services	(Policy 165)
Policy	(Policy 168)
<u>District Suspension Review</u>	<u>(Policy 170)</u>
Executive Staff Management	(Policy 175)

- 2.4 Composition, Scope and Function
The composition, scope and function of each Standing Committee shall be established in a separate Policy for each Committee.

3. Committee Members

- 3.1 The membership of the Standing Committees shall be established by the Board and written in separate Policy for each Committee.
- 3.2 The voting members of all Standing Committees shall be the appointed trustees serving on the Committee, with representatives from partner groups and other groups serving as non-voting members.
- 3.3 The trustee members of Standing Committees shall be appointed by the Board on or before the first regular Board Meeting in January of each year.
- 3.4 The Board Chairperson is a non-voting member of all Committees, except for the General Affairs Committee which is a Committee of the Whole.

4. The Role and Responsibilities of the Committee Chairperson

- 4.1 The Committee Chairperson, with the assistance of a person from senior management, shall prepare agendas and related materials for distribution to the committee members prior to the meeting.



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- 4.2 Committee meeting agenda and reports are to be posted on the district website, and provided to partner groups and individual schools.
- 4.3 The Committee Chairperson shall provide Committee Reports, and make Committee recommendations, to the Board.
- 5. **The Role and Responsibilities of the Representatives at Committee Meetings**
 - 5.1 Representatives on Board Committees are expected to reflect the interests, concerns and perspectives of the organization on whose behalf they are speaking. Where they are unable to do so for any reason (e.g. their Association has not discussed the issue) but wish to offer a personal or professional observation, they should make any such observation with the added comment that they are doing so not on behalf of the organization but in their personal capacity. Representatives should advise their organizations about such issues. It is also expected that the representatives will provide the means through which these interested organizations be kept informed about the affairs and decisions of the Board. A representative may send an alternate.
- 6. **Ad Hoc Committees**
 - 6.1 An Ad Hoc Committee may be established, as required, by the Board of Education, or a Standing Committee, to examine and make recommendations on a specific subject or task. Such Committees will have a specific mandate, be time bound, report to the Board or a Standing Committee of the Board, and be dissolved when their task is complete.
 - 6.2 **Composition, Scope and Function**
The composition, scope and function of each Ad Hoc Committee shall be approved by the Board of Education or the Standing Committee.
- 7. **Meetings**
 - 7.1 All meetings shall be governed by Board Policy and, in the absence of Policy, by Robert’s Rules of Order.
 - 7.2 A seconder is not required for resolutions moved at the Committee level.



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- 7.3 Public meetings of the Committee shall be scheduled to occur on specific dates and times during the school year as determined by Board resolution on or before the first regular Board Meeting in January of each year.
- 7.4 A Committee Chairperson may call an additional meeting to deal with an emergent issue. The Committee Chairperson may also cancel a meeting if there are no agenda items.
- 7.5 The agenda shall include a public question/comment period as part of the meeting.
- 7.6 Recommendations from a Committee require ratification by the Board.
- 7.7 Any trustee may attend a Committee meeting and participate in discussion, but only the trustee members of the Committee may vote.
- 7.8 The Superintendent of Schools/CEO and Secretary-Treasurer/CFO may attend all Committee meetings.
- 7.9 If the Committee is not fully represented, the Committee Chairperson may appoint temporary members from trustees in attendance (with full voting rights), for the duration of the meeting.
- 7.10 Items required to be Incamera will be dealt with at an Incamera meeting (as per Policy 135 – School Board Operation) to be attended by trustees and senior staff and others, as needed by invitation. Incamera meetings shall be scheduled to occur on the specific dates determined by the Board for Public Committee meetings, or at the call of the Committee chairperson as deemed necessary (as per Policy 135 – School Board Operation).

8. Delegations/Presentations

- 8.1 Participation in the Public meetings of the Standing Committees is open to partner groups, guests and visitors who are interested in specific matters, wishing to contribute at Question/Comment Period or make presentations.



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- 8.2 Delegations/Presenters to the Standing Committees are required to make known their interest in participating by requesting inclusion on an agenda. Requests for inclusion on a Committee Agenda should be submitted to the Senior Management Liaison person at least four working days prior to a Committee meeting.

Date Agreed: April 23, 1980
Date Amended: September 14, 1983; April 10, 1985;
May 9, 1990; June 28, 1990; February 27, 1991;
November 10, 1993; January 10, 1996; January 28, 1998

Date Reviewed/Amended: November 13, 2002
Date Amended: November 12, 2003; March 29, 2006;
January 24, 2007; June 22, 2011; February 12, 2014;
September 10, 2014; February 22, 2017;

Related Documents: School Act Sec 65; Policies 135,
141, 145, 146, 150, 155, 160, 165, 168, 175



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168 – POLICY COMMITTEE

Introduction

The Policy Committee is a standing committee of the Board of Education.

Policy

1. Membership

1.1 Voting Members:

- 1.1.1 Three trustees, appointed by the full Board, with one trustee appointed Committee Chairperson, usually at the Board's inaugural or annual meeting.
- 1.1.2 In the absence of a Trustee committee member, or if the full Trustee committee membership has not been appointed, the Committee Chairperson may appoint temporary Trustee committee members.

1.2 Non-Voting Members:

- 1.2.1 a representative from each partner group for purposes of providing input
- 1.2.2 Superintendent of Schools/CEO
- 1.2.3 the Board Chairperson

2. Scope of Functions

- 2.1 To provide recommendations to the Board of Education.
- 2.2 To study matters of policy significance referred to it by the Board of Education, the Coordinating Committee, or by the chair of the Policy Committee and provide reports and recommendations, as may be appropriate, to the Board for consideration.
- 2.3 To ensure that the requirements of Policy 110 – Policy Development are followed.

3. Meetings

- 3.1 All meetings shall be governed by Board Policy and, in the absence of Policy, by *Robert's Rules of Order*.



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- 3.2 A seconder is not required for resolutions moved at the committee level.
- 3.3 Public meetings of the Committee shall be scheduled to occur on specific dates and times during the school year as determined by Board resolution, usually at the inaugural or annual meeting.
- 3.4 Items required to be Incamera will be dealt with at an Incamera meeting to be attended by trustees and senior staff and others, as needed by invitation. Incamera meetings shall usually be scheduled to occur on the specific dates determined by the Board for public meetings of this Committee.

AMENDMENT



Section Five: Instructional Programs

525 – FIELD ~~TRIPS~~ STUDIES – CURRICULAR AND EXTRA-CURRICULAR

Introduction

The Board of Education believes that field ~~trips~~ studies can have educational value if they:

- are relevant to the prescribed BC curriculum; or
- directly address career exploration or the intellectual, physical, social and emotional development of students.

The Board may cancel or modify a field ~~trip~~ study approved in accordance with this policy and regulations when unforeseen events occur.

Policy

1. The Board believes field ~~trips~~ studies should supplement the curricular or extra-curricular programs and as they may utilize time from the instructional day, the public must be assured that the field ~~trips~~ studies:
 - are directly related to the tasks the school is expected to perform (given the limited instructional time in the school year);
 - have educational benefits that outweigh any time loss from school;
 - have been planned to achieve specific educational goals.
2. Most field ~~trips~~ studies can be accomplished without extended travel and overnight stays. The objectives of the curriculum should be addressed, where appropriate, without extended travel/overnight stays.
3. Education is a partnership involving the school and the home. In order to ensure that there is strong parental support for field ~~trips~~ studies being planned, the Board directs that:
 - 3.1 Informed consent forms for each student must be completed for every field ~~trip~~ study to ensure that parents are aware of the activity (including thorough descriptions of the ~~trip~~ study, transportation, any inherent risks, any unusual or potential hazards and the possible consequences) and are supportive of the student's participation.



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- 3.2 For a field ~~trip~~ study that has volunteer and staff drivers using private vehicles, each driver must complete Form 525.3 – Transportation of ~~School District No. 23~~ Central Okanagan Public Schools Students Vehicle Use and Authorized Driver's Statements, prior to transporting students on the field ~~trip~~ study.
- 3.3 Students that transport themselves in a private vehicle must complete Form 525.4 – Student Using Vehicle for Field ~~Trips~~ Studies – Curricular and Extra-Curricular, and comply with the requirements as outlined on the Form. The BC Schools Protection Program (SPP) does not recommend the use of student volunteer drivers due to their limited driving experience. Therefore, a student is not permitted to drive other students to and from school field ~~trips~~ studies and extra-curricular activities during school hours.
- 3.4 There shall be five levels of field ~~trips~~ studies, depending upon the activities to be undertaken. For definitions of levels and requirements for each level, refer to Regulations 525R - Field ~~Trips~~ Studies – Curricular and Extra-Curricular. For a listing of field ~~trip~~ studies activities subject to restrictions and those which are prohibited, refer to Appendix 525A - Field ~~Trip~~ Studies Activities.
- 3.5 For field ~~trip~~ studies levels four and five, parents must be consulted well in advance of any trip planning taking place with the students. Trips must be planned well in advance to ensure educational purposes, parental support and safety issues are addressed.
- 3.6 Schools must be extremely sensitive to the financial burden and the potential conflict between parents and students by possible expensive field ~~trips~~ studies; the ability of students to pay their share of the costs must not be a factor in determining participation. School personnel must ensure that financial requirements do not exclude students from participation on a field ~~trip~~ study. For further information, see Regulation 425R - Student Fees, Section 8 - Financial Hardship.
- 3.7 For all ~~trips~~ studies, an appropriate medical response plan must be in place.
4. The Board recognizes that these educational experiences require many additional hours of staff time, and affirms staff for organizing these ~~trips~~ studies while ensuring they are relevant to the curriculum and enhance learning



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opportunities for students.

5. If free travel tickets are provided as a result of bulk ticket purchases, the benefits must be shared by all those involved in the trip and not taken solely by a supervisor or chaperone.
6. The Board neither approves nor sanctions any ~~trips~~ studies which are organized as vacations. The Board recognizes that there are some businesses which promote student travel and offer incentives of free airline tickets to adult supervisors who accompany students. If such ~~trips~~ studies occur, they are outside any recognized activity of the school district and the Board accepts no responsibility.
7. The school district will endeavour to provide an annual budget for extra-curricular activities.
8. The school district and school codes of conduct will apply to all field ~~trips~~ studies.

Date Agreed: April 23, 1980

Date Amended: February 13, 1985; October 26, 1994;
September 16, 1998;

Date Amended/Reviewed: November 13, 2002

Date Amended: June 9, 2004; October 27, 2004; January 26, 2011
June 24, 2015;

Related Documents: 525R, 525A, Field Trip Forms



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525R - FIELD TRIPS STUDIES - CURRICULAR AND EXTRA-CURRICULAR (REGULATIONS)

I. FIELD TRIPS STUDIES – LEVEL ONE (REGIONAL, LOW RISK DAY TRIPS)

Examples:

Parks, farms, museums, concerts, plays, sporting events, water slides, indoor climbing, City Hall, swimming in supervised pools with certified lifeguards such as Parkinson Recreation Centre pool and other municipal pools.

1. These field ~~trips~~ studies will have the following characteristics:
 - of one day or less in duration;
 - take place within the general Okanagan Valley Schools Athletic Association (OVSAA) region;
 - do not involve activities such as adventure hiking, snowshoeing, canoeing, kayaking, swimming in natural settings, backcountry skiing, snowboarding, skiing, rock climbing, mountain biking, road cycling or residential camping.
2. Parents are to be informed in writing of the details, the types of activities and inherent risks of the proposed trip. The school is to obtain a signed Field ~~Trip~~ Studies Parent Permission form for each student involved.
3. The teacher/leader shall:
 - a) submit the Field ~~Trip~~ Studies Application form to the principal or designate for preliminary approval prior to the activity;
 - b) inform parents in writing of the specific nature of the activity and its inherent risks. Also included will be an itinerary and information relative to accommodation, transportation, contact information, as well as alignment of the activity with the curriculum;
 - c) obtain signed copies of the Field ~~Trip~~ Studies Parent Permission form for each student involved;
 - d) give consideration to having a male and female supervisor along on co-ed field ~~trips~~ studies (this could include a parent/adult supervisor);
 - e) take a copy of the signed Field ~~Trip~~ Studies Parent Permission form for each student on the trip and leave originals of the Field ~~Trip~~ Studies Parent Permission form in the school office. A manifest of



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participants must be given to drivers and a copy left in the school office.

4. The principal or designate shall ensure that the above requirements are completed before giving final approval.

AMENDMENT



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II. **FIELD TRIPS STUDIES – LEVEL TWO (PROVINCIAL, OVERNIGHT TRIPS)**

Examples:

Overnight sports tournaments or games, overnight field ~~trips~~ studies, e.g. Aquarium, Science World, band retreats, music tours, overnight stays in school gymnasiums or libraries, retreats that do not involve outdoor adventure activities within BC.

1. These field ~~trips~~ studies will have the following characteristics:
 - may be of more than one day in duration;
 - take place within the Province of BC;
 - do not involve activities such as adventure hiking, snowshoeing, canoeing, kayaking, swimming in natural settings, backcountry skiing, snowboarding, rock climbing, mountain biking, road cycling, camping and skiing.
2. Parents are to be informed in writing of the details, the types of activities and inherent risks of the proposed trip. The school is to obtain a signed Field ~~Trip~~ Studies Parent Permission form for each student involved.
3. The teacher/leader shall:
 - a) submit the Field ~~Trip~~ Studies Application form to the principal or designate for preliminary approval prior to the activity;
 - b) inform parents in writing of the specific nature of the activity and its inherent risks. Also included will be an itinerary and information relative to accommodation, transportation, contact information, as well as alignment of the activity with the curriculum;
 - c) obtain signed copies of the Field ~~Trip~~ Studies Parent Permission form for each student involved;
 - d) ensure there are both female and male supervisors on all co-ed ~~trips~~ studies. This could include a parent/adult supervisor. If this is not possible, parents must give informed consent for their individual child to participate. The principal or designate must also be informed by the teacher/leader;
 - e) ensure that students are appropriately prepared for specific activities;



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- f) submit the completed Field ~~Trip~~ Studies Application form to the principal or designate at least five days before the activity for final approval; and,
 - g) take a copy of the signed Field ~~Trip~~ Studies Parent Permission form for each student on the trip and leave the originals of the Field ~~Trip~~ Studies Parent Permission form in the school office. A manifest of participants must be given to drivers and a copy left in the school office.
4. The principal or designate shall ensure that the above requirements are completed before giving final approval.

AMENDMENT



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III. **FIELD TRIPS STUDIES – LEVEL THREE (PROVINCIAL, MEDIUM-RISK TRIPS)**

Examples:

Ice skating, road cycling, mountain biking (no extreme riding), cross country skiing within controlled ski areas, downhill skiing and snowboarding (as per guidelines specified in #3 below), swimming within designated swim areas at local beaches in the presence of a qualified lifeguard, *Learn to Sail* and other similar sailing lessons at approved facilities with certified instructors; introduction to canoeing and kayaking with a qualified instructor on local lakes; dragon boating with an approved trainer on local lakes.

1. These field ~~trips~~ studies will have the following characteristics:
 - may be of more than one day in duration;
 - take place within the Province of BC;
 - downhill skiing and snowboarding, ice skating, road cycling and mountain biking require the usage of a parent-approved helmet (cross-country skiing is exempt from the wearing of a helmet).
2. Parents are to be informed in writing of the details, the types of activities and inherent risks of the proposed trip. The school is to obtain a signed Field Trip Studies Parent Permission form for each student involved.
3. In the case of downhill skiing and snowboarding, as recommended by the Schools Protection Program, the following requirements must be met:
 - a. Pre-Trip -
 - i. Parents must receive detailed information regarding the destination, itinerary and inherent risks
 - ii. A school safety visit must take place in which ski hill area representatives review issues relating to safety, ability levels, clothing, lessons and other factors pertaining to the mountain-visit
 - iii. A contingency plan must be established for dealing with either student injury or misbehaviour
 - b. Trip Information -



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- i. Students should travel, arrive and leave the mountain as a group
 - ii. The wearing of helmets is mandatory for all ski/snowboarding/ice skating participants including students, supervisors and volunteers
 - iii. Supervision of participants is a shared responsibility between ski hill operators and District staff; students should remain within sight of a supervisor at all times
 - iv. Students should either be involved in a structured lesson, or under the supervision of a teacher or volunteer at all times. Students should not be provided with unstructured time that is not supervised
- 4. The teacher/leader shall:
 - a) submit the Field ~~Trip~~ Studies Application form to the principal or designate for preliminary approval at least five days prior to the activity;
 - b) inform parents in writing of the specific nature of the activity and its inherent risks. Also included will be an itinerary and information relative to accommodation, transportation, contact information, as well as alignment of the activity with the curriculum;
 - c) obtain signed copies of the Field ~~Trip~~ Studies Parent Permission form for each student involved;
 - d) ensure there are both female and male supervisors on all co-ed ~~trips~~ studies. This could include a parent/adult supervisor. If this is not possible, parents must give informed consent for their individual child to participate. The principal or designate must also be informed by the teacher/leader;
 - e) ensure that students are appropriately prepared for specific activities and that they are aware of all expectations including knowledge of risks involved. Helmets are used as required (see number 1 above);
 - f) submit the completed Field ~~Trip~~ Studies Application form to the principal or designate at least five days before the activity for final approval; and,
 - g) take a copy of the signed Field ~~Trip~~ Studies Parent Permission form for each student on the trip and leave the originals of the Field ~~Trip~~



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Studies Parent Permission form in the school office. A manifest of participants must be given to drivers and a copy left in the school office.

5. The principal or designate shall ensure that the above requirements are completed before giving final approval.

AMENDMENT



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IV. **FIELD TRIPS STUDIES – LEVEL FOUR (PROVINCIAL, OUTDOOR ADVENTURE)**

Examples:

Adventure hiking, canoeing, kayaking, retreats which involve outdoor activities, swimming in natural settings with certified lifeguards, wilderness orienteering, camping, rock climbing (top rope).

1. These field ~~trips~~ studies will have the following characteristics:
 - may be of more than one day in duration;
 - take place within the Province of BC;
 - involve outdoor adventure type activities.
2. Parents are to be informed in writing of the details, the types of activities and inherent risks of the proposed trip. The school is to obtain a signed Field ~~Trip~~ Studies Parent Permission form for each student involved.
3. The teacher/leader shall:
 - a) submit the Field ~~Trip~~ Studies Application form to the principal or designate for preliminary approval 60 days prior to the activity;
 - b) inform parents in writing of the specific nature of the activity and its inherent risks. Also included will be an itinerary and information relative to accommodation, transportation, contact information, as well as alignment of the activity with the curriculum;
 - c) hold parent information meetings which are required in order to fully inform parents of the hazards, inherent risks and potential consequences;
 - d) obtain signed copies of the Field ~~Trip~~ Studies Parent Permission form for each student involved;
 - e) ensure there are both female and male supervisors on all co-ed ~~trips~~ studies. This could include a parent/adult supervisor. If this is not possible, parents must give informed consent for their individual child to participate. The principal or designate must also be informed by the teacher/leader;
 - f) ensure that at least one supervisor has a current first aid certificate (emergency first aid or equivalent). Some trips may require advanced first aid training;



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- g) ensure that students are appropriately prepared for specific activities and that they are aware of all expectations including knowledge of risks involved;
 - h) submit the completed Field ~~Trip~~ Studies Application form to the principal or designate at least thirty days before the activity for final approval; and,
 - i) take a copy of the signed Field ~~Trip~~ Studies Parent Permission form for each student on the trip and leave originals of the Field ~~Trip~~ Studies Parent Permission form in the school office. A manifest of participants must be given to drivers and a copy left in the school office.
- 4. All Level Four field ~~trips~~ studies are to receive preliminary approval by the principal or designate of the school.
- 5. Principals (or their designate) shall send a copy of the completed Field ~~Trip~~ Studies Application form, the parent information letter and the district Field ~~trip~~ Studies Checklist to the Superintendent or designate at least 30 days prior to the commencement of the trip for final approval.



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V. **FIELD TRIPS STUDIES – LEVEL FIVE (OUT OF PROVINCE)**

Any field ~~trip~~ study for any length of time which takes place outside the Province of British Columbia (including international travel).

The following procedures shall be followed.

1. The teacher/leader shall:
 - a) submit the Field ~~Trip~~ Studies Application form to the principal or designate for preliminary approval 90 days prior to the activity;
 - b) inform parents in writing of the specific nature of the activity and its inherent risks. Also included will be an itinerary and information relative to accommodation, transportation, contact information, as well as alignment of the activity with the curriculum;
 - c) hold parent information meetings which are required in order to fully inform parents of the hazards, inherent risks and potential consequences;
 - d) obtain signed copies of the Field ~~Trip~~ Studies Parent Permission form for each student involved, including any medical concerns, allergies and medication requirements;
 - e) ensure there are both female and male supervisors on all co-ed ~~trips~~ studies. This could include a parent/adult supervisor. If this is not possible, parents must give informed consent for their individual child to participate. The principal or designate must also be informed by the teacher/leader;
 - f) ensure that at least one supervisor has a current first aid certificate (emergency first aid or equivalent). Some trips may require advanced first aid training;
 - g) ensure that students are appropriately prepared for specific activities and that they are aware of all expectations including knowledge of risks involved;
 - h) submit the completed Field ~~Trip~~ Studies Application form to the principal or designate at least 70 days before the activity for final approval;
 - i) take a copy of the signed Field ~~Trip~~ Studies Parent Permission form for each student on the trip and leave originals of the Field ~~Trip~~ Studies Parent Permission form in the school office. A manifest of



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- participants must be given to drivers and a copy left in the school office; and,
- j) confirm that adequate out-of-province/country medical coverage is obtained.
2. All Level Five field ~~trips~~ studies are to receive preliminary approval by the principal or designate.
 3. Principals (or their designate) shall then send a copy of the completed Field ~~Trip~~ Studies Application form, the parent information letter and the district field ~~trip~~ studies checklist to the Superintendent or designate at least 60 days prior to the commencement of the trip for final approval.
 4. All participants on the field ~~trip~~ study must travel together and comply with the approved schedule from the date of departure to the date of return to the Central Okanagan.
 5. Information on out-of-province field ~~trips~~ studies will be submitted to the Board of Education 60 days prior to the date of the trip.

Date Agreed: April 23, 1980

Date Amended: February 13, 1985; September 27, 1989;
January 23, 1991; February 27, 1991; October 26, 1994;
January 25, 1995

Date Agreed: November 13, 2002

Date Amended: October 22, 2003, February 11, 2004,
June 9, 2004, September 28, 2005, December 14, 2005,
November 25, 2009, May 26, 2010, January 26, 2011;
June 24, 2015

Related Documents: Policy 525, 525A, Field Trip Forms



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525A – FIELD ~~TRIP~~ STUDIES ACTIVITIES (APPENDIX)

Restricted Activities

1. aerial gymnastics
2. archery
3. canoeing
4. drag/auto racing
5. fencing
6. kayaking
7. mountain biking
8. mountain hiking on designated trails
9. rock climbing - restricted to top rope only
10. rodeo
11. scuba diving
12. cross country, downhill skiing and snowboarding
13. stage fighting and movement
14. swimming including open water
15. trail riding
16. tethered hot air ballooning
17. wall climbing
18. watercraft
19. white water rafting (low risk category)
20. elementary trampolining at an approved gymnastic facility
21. sliding on snow is restricted to the use of flexible, flat mats such as 'crazy carpets'
22. tubing at an approved tube-park facility
23. zip lines



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"Together We Learn"

Prohibited Activities

1. bicycle motocross (BMX)
2. boxing or kickboxing
3. bungee jumping
4. caving (spelunking)
5. demolition derbies
6. dunk tanks
7. extreme sports
8. hang gliding, paragliding, parachuting, sky diving
9. horse jumping
10. hot air balloon rides (untethered)
11. ice climbing
12. mechanical bull riding or other mechanical rodeo events
13. motorcycling of any kind
14. motorized watercraft operation and racing
15. mountain scrambling and technical mountaineering
16. paintball, laser tag games or war games
17. rifle ranges or activities involving firearms
18. tobogganing, bobsledding, sledding and tubing
(exception: tubing at an approved tube-park facility)
19. trampolining
(exception: elementary trampolining at an approved gymnastic facility)
20. rollercoasters

Date Agreed: June 9, 2004

Date Amended: February 23, 2005, December 14, 2005

March 28, 2007, November 13, 2007

May 26, 2010, November 9, 2011

Related Documents: Policy 525, 525R

525A - Field Trip Studies Activities (Appendix)

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FIELD TRIP STUDIES APPLICATION

CATEGORY: Please mark with an "X" beside the ~~trip~~ study level

Principal Approval Required: Level 1 ___ Level 2 ___ Level 3 ___ Superintendent Approval Required: Level 4 ___ Level 5 ___

DETAILS OF THE TRIP:

School: _____ School Phone: _____

Group of Students: _____ Teacher Contact: _____

Destination: _____

Purpose of Trip: _____

Description of Activities: _____

Inherent Risks of Participating: _____

Note: for all restricted activities, a detailed outline of the activity, including all inherent risks, must be signed by the parent.

No. of Students: _____ Departure Date: _____ Return Date: _____

No. of Teacher(s)/Supervisor(s): _____ Departure Time: _____ Return Pickup Time: _____

Arrival Time Back at School: _____

TRANSPORTATION:

- | | | | |
|--|---|---------------------------------------|---|
| ☐ School District Bus | ☐ Wheelchair Access | ☐ City Transit | ☐ Private Vehicle |
| ☐ Rented Vehicle | ☐ Commercial Carrier | ☐ Foot/Bicycle | ☐ Bus to stay with the Group |
| ☐ Transport Equipment | | | |

Driven by:

- | | | | |
|--|---|----------------------------------|--|
| ☐ District Driver | ☐ Authorized Adult | ☐ Teacher | ☐ Commercial Driver |
| ☐ Authorized Student Driver (no passengers allowed) | | | |

Career Life Programs Field Trips Studies provides funding only for local day trips, and only utilizing School District No. 23 Central Okanagan Public School buses.

Please have the school secretary enter the busing information into CIMS.

Charge to Account #: _____

If you require School District No. 23 Central Okanagan Public School buses, please contact the Transportation Department to make the appropriate arrangements.

TO BE COMPLETED BY TRANSPORTATION

Driver: _____ Bus # _____ Total Hours: _____

TEACHERS ON CALL: Note: Principal to confirm booking of TTOC's through COARS prior to sign-off. (Not covered for CLP Field Trips Studies.)

Dates required: _____ Total No. of days: _____ TTOC's booked through COARS: _____

COARS information entered for all participants and job numbers confirmed: _____ Job No: _____

Charge to Account No: _____

PRECAUTION CHECKLIST: Please indicate whether the following requirements have been met:

- | | | |
|--|--|---|
| ☐ Teacher/Chaperones with first-aid training (Level 4 - 5 only) | ☐ Notification of other staff | ☐ Medication |
| ☐ Parent Permission forms | ☐ List of Student Names | ☐ Medical Alert Plan |
| ☐ List of Students with Medical Alert | ☐ Emergency Contact Information | ☐ Itinerary |

Date Agreed: September 2004
Date Amended: April 24, 2009
June 26, 2013, November 28, 2014
June 24, 2015

APPROVED: _____ POSTED: _____
TRIP #: _____ FAXED: _____

Form 525.1
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SCHOOL LEVEL SIGN-OFF:

This field ~~trip~~ study is endorsed and filed with the understanding that details will be addressed as provided in the regulations. The booking of TTOC's, compliance with Board Policy 525 - Field ~~Trips~~ Studies – Curricular and Extra-Curricular, and School District busing are the Principal's responsibility.

Teacher: _____ Date: _____

Principal: _____ Date: _____

Career Programs Contact (if required): _____ Date: _____

DISTRICT SIGN-OFF: LEVELS 4 and 5 FIELD TRIPS STUDIES only – please refer to the Guidelines for District Field ~~Trips~~ Studies.
The following signature indicates an approved application:

Superintendent's or Designator's Signature: _____ Date: _____

PLEASE COMPLETE FOR CAREER LIFE PROGRAMS FIELD ~~TRIPS~~ STUDIES:

Career Life Programs funded field ~~trips~~ studies must comply with Board Policy 525 - Field ~~Trips~~ Studies – Curricular and Extra-Curricular and in addition meet criteria as outlined below.

This additional funding is for *Career Awareness and/or Exploration* activities. We would like to encourage applicants to develop new, innovative field ~~trips~~ studies for all students, wherever possible. In order to satisfy funding requirements, specific criteria must be complied with. Please provide the following information:

TEACHER: _____ SCHOOL: _____

GRADE: _____ SUBJECT: _____

1. Briefly describe the educational preparation that has taken place in relation to this field ~~trip~~ study _____

2. What career awareness and/or exploration activities will your students be participating in? _____

3. Briefly describe the planned follow-up activity that relates to the field ~~trip~~ study experience. _____

4. Have you given two weeks' notice? _____ Teacher Signature: _____



FIELD TRIP STUDIES GUIDELINES

FOR DETAILED DESCRIPTIONS, PLEASE REFER TO BOARD REGULATION 525R: FIELD TRIPS STUDIES – CURRICULAR AND EXTRA-CURRICULAR

LEVEL ONE (REGIONAL, LOW-RISK DAY TRIPS)

Examples: parks, concerts, plays, water slides etc.

- take place within the general Okanagan Valley Schools Athletic Association (OVSAA) region

LEVEL TWO (PROVINCIAL, OVERNIGHT TRIPS)

Examples: overnight sports tournaments or games, overnight field trips studies

- may be of more than one day in duration

LEVEL THREE (PROVINCIAL, MEDIUM-RISK TRIPS)

Examples: skating, cycling, skiing (downhill and cross-country)

- may be of more than one day in duration

LEVEL FOUR (PROVINCIAL, OUTDOOR ADVENTURE)

Examples: hiking, canoeing, orienteering, camping

- may be of more than one day in duration

LEVEL FIVE (OUT OF PROVINCE)

CAREER LIFE PROGRAMS FIELD TRIPS STUDIES:

The following steps must be completed prior to a local field trip study taking place:

1. This form completed in full and signed off by the teacher, and school principal
2. The original copy of this form must be kept on file at the school
3. The signed form must be scanned to: careerlife.programs@sd23.bc.ca
4. Only busing funds will be covered - TOC coverage is not paid for by CLP
5. The head secretary is to enter the busing information in CIMS must be at least two weeks in advance

Scan the signed and completed form to: careerlife.programs@sd23.bc.ca
Career Life Programs Department at Hollywood Road Education Services

DISTRICT GUIDELINES: LEVELS 4 AND 5 FIELD TRIPS STUDIES ONLY

It is recommended that principals consult well in advance with the Superintendent or designate about the policy and procedures that pertain to Level 4 and 5 field trips studies. To receive preliminary approval to continue planning a Level 4 or 5 field trip study, principals should submit a copy of the Field Trip Studies Application, the Level 4 – 5 Field Trip Studies Checklist, and the parent information letter to the school's ~~Director of Instruction~~ Assistant Superintendent.

For all Level 4 and 5 field trips studies, submit a Field Trip Studies Application form, a Level 4 – 5 Field Trip Studies Checklist and a letter to the school's ~~Director of Instruction~~ Assistant Superintendent. The following conditions must be met:

1. Inherent risks are attached to the Parent Permission form
2. The budget for the trip has been presented to the parents of involved students
3. Any special requirements in order to participate (i.e. academic, behaviour, physical endurance standards) are attached to the Parent Permission form
4. Parent has been consulted well in advance regarding this trip and are supportive of this education activity
5. Itinerary is outlined on Parent Permission form
6. Learning outcomes to be achieved are outlined on the Parent Permission form
7. Safety precautions to be taken are listed
8. Names of participating students are attached
9. Individual student's ability to pay his/her share of the cost will not be a factor in determining participation on this trip
10. Arrangements have been made so that students not participating may achieve these learning outcomes through alternate means

Application for Level 4 field trips studies must be submitted to the Superintendent or designate 30 days prior to the commencement of the trip.

Application for Level 5 field trips studies must be submitted to the Superintendent or designate 60 days prior to the commencement of the trip.



FIELD TRIP STUDIES PARENT PERMISSION

DETAILS OF THE TRIP STUDY:

School _____ School Phone No. _____
 Teacher Contact _____ Destination _____
 Purpose of Trip _____

Description of Activities/Itinerary: _____

Inherent Risks of Participating: _____

Group of Students _____
 No. of Students _____ No. of Teachers/Supervisors _____
 Departure Date (M/D/Y) _____ Departure Time _____
 Return Date (M/D/Y) _____ Return Pickup Time _____
 Arrival Time Back at School _____

TRANSPORTATION:

School District Bus ☐ Wheelchair Access ☐ City Transit ☐ Private Vehicle ☐
 Rented Vehicle ☐ Commercial Carrier ☐ Foot/Bicycle ☐

Driven by:

District Driver ☐ Authorized Adult ☐ Teacher ☐ Commercial Driver ☐
 Authorized Student Driver (no passengers allowed) ☐

PARENT/GUARDIAN CONSENT:

I have read the description of activities, understand that there are inherent risks attached to this activity and accept these risks. I also understand that all of the requirements of the school Code of Conduct apply while students are on field trips studies, and I will repay the school for costs if it is necessary to send this student home by means other than as stated above.

Consent is given for (name of student) to participate and travel as described.

Name _____

Student's BC Medical # _____

Medical concerns, allergies, medication requirements _____

Signature _____ Date _____

Attachments: ☐ Yes ☐ No
 (including any special requirements in order to participate)



TRANSPORTATION OF SCHOOL DISTRICT NO. 23 CENTRAL OKANAGAN PUBLIC SCHOOLS STUDENTS VEHICLE USE AND AUTHORIZED DRIVER'S STATEMENTS

(This form is to be used whenever volunteer drivers are used to transport students for school activities.)

NOTE:

- In ~~School District No. 23~~ Central Okanagan Public Schools, students are **NOT** permitted to drive other students to or from activities during school hours.
- Field ~~trips~~ studies for primary students should be planned using only School District transportation services, or where applicable, private coach lines.
- In cases of emergency or illness, staff are permitted to transport any student provided the vehicle has the appropriate restraining device for the student.
- Only those persons with a valid British Columbia Driver's License and current British Columbia Insurance are permitted to transport ~~School District No. 23~~ Central Okanagan Public Schools students.

VEHICLE OWNER, LESSEE OR RENTER STATEMENT

I hereby state that:

1. I am the registered owner or lessee or renter (**circle one**) of the following vehicle which will be used to transport students as part of an authorized field trip study:
Make _____ Year _____ Model _____ License No. _____
2. The vehicle is insured to at least **\$1,000,000** liability for all persons who will be driving the vehicle.
A copy of the entire vehicle British Columbia Certificate of Insurance (and rental agreement if applicable) is attached hereto.
Insurance expiry date _____ (D/M/Y)
3. The vehicle is in safe operating condition.
4. The number of passengers (excluding the driver) who can be safely carried using seat belts is _____.
5. As owner or lessee or renter of the above vehicle, I give permission for the following person other than myself to drive the vehicle for the purpose of transporting students on an approved field trip study.
Name _____ Age _____ ('N/A' if these do not apply)

Your name (please print)

Your Signature

Date

DRIVER'S STATEMENT

1. I have a valid British Columbia driver's license, a photocopy of which is attached hereto.
2. I certify that I have no moving violations, no impaired driving charges and no criminal charges related to a motor vehicle, in the past 24 months.
3. As a volunteer driver of students to a school activity, I will refrain from consuming alcohol, cannabis products, or any other intoxicating substance before or during the activity.
4. I will wear a seat belt and will require all passengers to wear a seat belt at all times.
5. **I will not permit a child under the age of 9 as a passenger.**
6. I will not permit a child under 13 years of age to occupy the front passenger seat of a vehicle equipped with a passenger seat air bag.
7. I will use this vehicle only as indicated within the manufacturer's guidelines (e.g. air bags, 4-wheel drive, etc.) and maintain the vehicle in a safe operating condition, equipped with tires appropriate for the driving conditions.
8. I will travel by the most direct route to and from the destination as specified by the teacher or principal in charge of the activity.
9. I understand that from the time of departure to the time of return to the school, I am subject to the principal's and supervising teacher's authority, and will transport students only as specified.
10. I authorize a Criminal Record Check, if required.

I have the following driving convictions and violations (include all): _____

Driver's name (please print)

Driver's Signature

Date

PRINCIPAL PERMISSION FOR TRANSPORTATION OF STUDENTS

Authority is given to the above volunteer driver to transport students in the vehicle described above under the stated conditions.

Principal's Signature

Date

Date Agreed: November 13, 2002
Date Amended: October 28, 2004, April 20, 2005, July 12, 2005, August, 23, 2005
April 19, 2011; June 24, 2015; October 24, 2018

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STUDENT USING VEHICLE FOR FIELD TRIPS STUDIES – CURRICULAR AND EXTRA-CURRICULAR

PARENT/GUARDIAN PERMISSION IS REQUIRED TO TRANSPORT SELF

NOTE: In ~~School District No. 23~~ Central Okanagan Public Schools, students are NOT permitted to drive students to or from activities in school hours.

*** ~~School District No. 23~~ Central Okanagan Public Schools students must have a valid British Columbia Driver's License and current British Columbia Insurance for student use of a vehicle for field trips studies – curricular and extra-curricular during school hours.

PARENT'S/GUARDIAN'S/ STATEMENT

I hereby state:

_____ (student's name) has a valid British Columbia driver's license, a photocopy of which is attached hereto.

_____ (student's name) understands that:

1. he/she must travel by the most direct route to and from the destination as specified by the teacher or principal in charge of the activity.
2. he/she must use this vehicle only as indicated within the manufacturer's guidelines (e.g. air bags, 4-wheel drive, etc.)
3. from the time of departure to the time of return to the school, he/she is subject to the principal's and supervising teacher's authority.
4. **he/she is NOT permitted to transport other students.**
5. he/she must wear a seat belt.

As the parent/guardian, I hereby give permission for _____ to drive himself/herself to and from school activities.

Parent/Guardian name

Parent/Guardian signature

Date

OWNERSHIP OF THE VEHICLE

1. I _____ (name) am the registered owner or lessee or renter (**circle one**) of the following vehicle:

Make _____ Year _____ Model _____ License No. _____

2. The vehicle is insured to at least **\$1,000,000** liability for all persons who will be driving the vehicle.
3. A copy of the entire vehicle British Columbia Certificate of Insurance (and rental agreement if applicable) is attached hereto.
4. Insurance expiry date: _____ (D/M/Y)
5. The vehicle is in safe operating condition.

Owner/lessee/renter's name

Owner/lessee/renter's signature

Date

If parent/guardian is the owner or lessee or renter of the vehicle, also sign below:

As owner or lessee or renter of the above vehicle, I give permission for _____ to drive my vehicle on an approved field trip study.

Parent/guardian's name

Parent/guardian's signature

Date

PRINCIPAL PERMISSION FOR TRANSPORTATION OF STUDENTS

The above driver is authorized to drive himself/herself in the vehicle described above under the stated conditions.

Principal's signature

Date



Memorandum

Date: February 22, 2019
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Terry Beaudry, Deputy Superintendent
Information: Chubu University Student Teacher Visit to Central Okanagan Public Schools

1.0 BACKGROUND

Central Okanagan Public Schools and Haruhigaoka Middle School in Kasugai City, Japan has maintained a sister school agreement for twenty-seven years. Haruhigaoka Middle School is situated on the campus of Chubu University. Faculty at Chubu University reached out to staff at Quigley Elementary through community connections to inquire about student teachers from their university visiting Quigley Elementary to observe Central Okanagan Public School students and teachers during a regular week of school. In addition to visiting Quigley Elementary, student teachers will participate in Okanagan School of Education seminars as well as explore local cultural activities in the City of Kelowna.

2.0 INFORMATION STATEMENT

Chubu University's Vice-President and Dean of Modern Education, two professors and seven student teachers will be in Kelowna from March 2 to March 9, 2019.

Board of Education Trustees and senior staff are welcome to attend any of the following events:

Welcome Reception

Date: Sunday, March 3, 2019
Time: 12:00 pm – 3:00 pm
Location: Ramada Hotel

Cultural Performance

Date: Friday, March 8, 2019
Time: 12:00 pm and 12:45 pm
Location: Quigley Elementary

Celebratory Coffee and Treats

Date: Friday, March 8, 2019
Time: 2:45 pm – 3:30 pm
Location: Quigley Elementary

Please RSVP to Des Sjoquist, Principal - Quigley Elementary School, at Desmond.Sjoquist@sd23.bc.ca by 12 noon on Thursday, February 28th if you plan to attend any of the events.

3.0 SUPERINTENDENT'S COMMENTS

The opportunity to host Chubu University student teachers provides a unique cultural exchange and enriched learning opportunities for all involved.



Memorandum

Date: February 22, 2019
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO

Information Item: K-12 Public Education Funding Model Review

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

In early 2018, an independent Panel conducted a review of the BC K-12 Public Education Funding Model to ensure the education system receives stable and predictable funding. The Panel's Funding Model Review report includes 22 recommendations in three key areas- equity, accountability, and financial management.

3.0 INFORMATION STATEMENT

In the next phase of renewing the province's education funding model. Working groups will be formed in February 2019 to engage further on the key areas and themes identified in the report.

In collaboration with the Implementation Advisory Committee, the working groups will assess the implications of the recommendations made by the Panel and determine strategies for how those recommendations can be best implemented.

The working groups will include representation from all education partners including teachers, parents, school administrators, support staff, trustees, superintendents, the First Nations, and inclusive education groups. The groups will report back in the fall of 2019.

No change will be made to the existing funding model for the 2019-2020 school year.

In order to facilitate feedback from within the District, each of the Report's 22 Recommendations have been assigned to a Board Standing Committee.

4.0 SECRETARY-TREASURERS/CFO'S COMMENTS

Committee meetings will provide an opportunity for in-depth review of the recommendations and the collection of feedback that will then be forwarded to the Board for review.

5.0 NEXT STEP

Committees will schedule discussion of the topics within their meeting schedule and report back to the Board by May 30, 2019.

6.0 APPENDIX

A. Funding Review Report Recommendations to Committees

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 - Ed & 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.

STAFF THOUGHTS & CONCERNS

- Regardless of the methodology a revision of the allocation should not result in a reduction of service.

RECOMMENDATION 2- Ed & Student Services

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

STAFF THOUGHTS & CONCERNS

- Agreed

RECOMMENDATION 3- Ed & 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.

STAFF THOUGHTS & CONCERNS

- Local Indigenous communities should be consulted before changing any policy direction.

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 medial 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.

STAFF THOUGHTS & CONCERNS

- 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 salary differential to include all School District employees could be positive.

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.)

STAFF THOUGHTS & CONCERNS

- Agreed. Ministry needs an exit strategy for funding protection.

RECOMMENDATION 6- Ed & 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%)

STAFF THOUGHTS & CONCERNS

- Component 1- Agreed
- Component 2-Not certain we agree with percentage allocations, they seem arbitrary would like local consultation on them. Looking at a prevalence model cannot result in a reduction of services to any District. These services are critical to the most vulnerable students in our population. Consultation with Districts and Boards needs to be done around this.
- Will this Education Supplement equal the current value of all these grants?
- Will the allocation for high incidence students rolled into this grant equal our current allocation?

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.

STAFF THOUGHTS & CONCERNS

- 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.

STAFF THOUGHTS & CONCERNS

- Concern that due to the variance in collective agreement language this will be difficult to achieve. Would be very detrimental to use some type of pro-rata allocation to address this as some District's language differs significantly.

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.

STAFF THOUGHTS & CONCERNS

- Our district currently has higher Headcount than FTE however if per unit amount decreases this would lead to less funding. Dual credit programs should be funded on a course by course basis so they continue to be maintained. This supports the Ministry's Career Education goals.

RECOMMENDATION 10- Ed & 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.

STAFF THOUGHTS & CONCERNS

- 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?

RECOMMENDATION 11- Ed & 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)

STAFF THOUGHTS & CONCERNS

- Agreed

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- Ed & 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.

STAFF THOUGHTS & CONCERNS

- Development of the Accountability Framework should involve all Partners and should report on the competencies we want to see our learners demonstrate in order to be effective global citizens. This framework should not be determined by the Ministry in isolation.
- The Ministry setting goals for Districts undermines local trustee authority and does not consider student differences.
- Districts should be scanning the needs of their learners and developing school and district plans that demonstrate interventions that are intended to address the gaps that are identified in those scans.

RECOMMENDATION 13- Ed & 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.

STAFF THOUGHTS & CONCERNS

- Too many goals are not achievable. See above, goals should be determined through local scanning of student needs.

RECOMMENDATION 14- Ed & 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.

STAFF THOUGHTS & CONCERNS

- Reporting through various means is already significant. Additional Reporting should not be added without the elimination of a similar amount of reporting.
- We already do a report on achievement.
- Our work plan already reflects strategic direction.
- Are we fixing every District in response to a few that need support?

RECOMMENDATION 15- Ed & 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.

STAFF THOUGHTS & CONCERNS

- Agreed
- What is the measure of quality assurance?
- Deferral for one year is a good idea.

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.

STAFF THOUGHTS & CONCERNS

- 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.

STAFF THOUGHTS & CONCERNS

- Human resources and remaining competitive is one of the primary concerns of Districts. Ministry assistance with this would be beneficial.

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.

STAFF THOUGHTS & CONCERNS

- 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 impact district costs, especially when unexpected or delivered late in the budgeting process (i.e. utility increases, WCB regulation changes, Employer Health Tax). 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.
- 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.

STAFF THOUGHTS & CONCERNS

- 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.

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.

STAFF THOUGHTS & CONCERNS

- 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 (to manage unexpected costs such as the Employer Health Tax). 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.

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.

STAFF THOUGHTS & CONCERNS

- 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).

STAFF THOUGHTS & CONCERNS

- Districts believe the current provincially funded capital program is not keeping pace with the province's facility needs.
- 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.
- Current capital funding program does not cover minor capital purchases such portables, vehicles, refresh programs, furniture and equipment. This recommendation may address this concern.

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 (near Sicamous, BC)	Canada	Camping, Kayaking, Climbing Wall, Archery	Grade 8 Students	8	75	26-Sep-2018	28-Sep-2018	2
12	SVM	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
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

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
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
31	KLO	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	9	16	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
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	SVM	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
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

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
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	McCulloch 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 Osoy 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 McCulloch 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	McCulloch Forestry Rec-Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	10	24	6-Nov-2018	7-Nov-2018	1
48	GMS & GNB	5	Ghuby 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

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
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
57	GMS	5	Kasugai, Aichi	Japan	Students presenting on Sustainability 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

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
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 Postil 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	McCullough 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
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

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
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 Carnival 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
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

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
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	5	Banff, Alberta	Canada	Canadian Rocky Mountain Music Festival	Music Students	10 to 12	57	11-Apr-2019	14-Apr-2019	3
85	MBSS	5	Toronto, ON	Canada	Toronto ABA Hair Show & Conference	Cosmetology Students	11 & 12	9	12-Apr-2019	16-Apr-2019	4
86	KSS	5	Kyoto City, Kyoto Prefecture	Japan	Cultural Tour	Japanese Class	11 & 12	22	13-Apr-2019	23-Apr-2019	10
87	MBSS	4	Gulf Islands, BC	Canada	Sea Kayaking, Wilderness Camping	Outdoor Education Students	10 to 12	15	23-Apr-2019	28-Apr-2019	5
88	GESS	5	Anaheim, California	USA	Leadership and Team Building Workshops	Leadership Students	10 to 12	16	29-Apr-2019	4-May-2019	2
89	ELE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5	5	38	1-May-2019	3-May-2019	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
90	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
91	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
92	RLE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5	5	84	13-May-2019	14-May-2019	1
93	CNB	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	8	30	13-May-2019	17-May-2019	4
94	MBSS	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	9	15	13-May-2019	17-May-2019	4
95	OKM	5	Ottawa, ON	Canada	Participate in MusicFest	Jazz Students	10 to 12	43	14-May-2019	18-May-2019	4
96	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
97	KSS	5	San Francisco, CA	USA	Curricular Enhancement	Humanities Students	11 & 12	50	19-May-2019	25-May-2019	6
98	AME	4	Eagle Bay Camp (near Sicamous, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	95	29-May-2019	31-May-2019	2
99	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

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
100	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
101	GPE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Canoeing, Kayaking, Swimming, Orienteering	All Grade 5 & 6 Students	5 & 6	96	6-Jun-2019	7-Jun-2019	1
102	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
103	AME	4	Sunnybrae Camp (near Shuswap, BC)	Canada	Year End Camping Trip	Grade 6 Students	6	95	19-Jun-2019	20-Jun-2019	1
104	KLO	5	Montreal and Québec City, QC	Canada	French Language and French Canadian Cultural Experience	Grade 8 and 9 Students	8 & 9	32	22-Jun-2019	28-Jun-2019	6

Submitted to Board of Education Meeting – February 27, 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	OKM	5	Helsinki and Jyraskyla, Finland	Europe	Cultural Hockey School and Cultural Tour	Grade 9-12 Hockey Academy Students	9 to 12	24	29-Nov-2019	8-Dec-2019	9
2	OKM	5	Italy, Croatia, Austria	Europe	Music Cultural Learning	Grade 10-12 Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12

Submitted to Board of Education Meeting – February 27, 2019



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, February 13, 2019
Time: 3:31 pm to 5:25 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

Trustees in Attendance: Trustee M. Baxter (Chairperson)
Trustee N. Bowman
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
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 3:31 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of February 13, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of January 30, 2019.
3. There were no Human Resources Information Items.
4. There were three Human Resources Action Items.
5. There were three Action Items.
6. There were four Information Items.
7. There were no Items Requiring Special Mention.
8. There were six Invitations (For Trustee Attendance).
9. There were two Board Meetings with Partner and Community Groups items.
10. There were no BC Public School Employers' Association items.
11. There were five BC School Trustee Association items.
12. There were two Future Incamera Agenda item.

The meeting was adjourned at 5:25 pm.

Eileen Sadlowski, Secretary-Treasurer