Central Okanagan Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING AGENDA

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

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

DATE: **Wednesday, June 26, 2019**
TIME: **6:00 pm**
LOCATION: **School Board Office**
1040 Hollywood Road S.
Kelowna, BC

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

1. AGENDA
Additions/Amendments/Deletions

2. MINUTES

Pg. 7 **2.1 Public Board Meeting – June 12, 2019**
(Attachment)

3. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

3.1 French Cultural Festivals – Faisens un Boeuf and J'aime ca

4. RECOGNITION/INTRODUCTION

4.1 2019 Canadian Sport School Hockey League (CSSHL) Female Humanitarian of the Year – Meadow Carman, Grade 12 at George Elliot Secondary

4.2 Prime Minister's Award for Teaching Excellence – Mike Ross, Teacher at Okanagan Mission Secondary

Meeting Recess (Five Minutes)

5. PRESENTATIONS

5.1 Westbank First Nation Flags for Schools on the Westside and the School Board Office

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

7. STAFF PRESENTATIONS

7.1 Central Okanagan Public Schools Framework for Enhancing Student Learning

Presenters: Kevin Kaardal, Superintendent of Schools/CEO
Jon Rever, Assistant Superintendent

7.2 Superintendent of Schools/CEO "Year in Review"

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

8. TRUSTEES QUERIES/COMMENTS

9. ACTION ITEMS

9.1 Approval of School Community Learning Plans

Pg. 14

(Attachment)

RECOMMENDATION:
THAT: The Board of Education approve the School Community Learning Plans, as attached to the Agenda and as presented at the June 26, 2019 Public Board Meeting.

9.2 Amendments to Policy 335 – Occupational Health and Safety

(Recommendation from the Policy Committee – May 29, 2019)

Pg. 67

(Attachment)

RECOMMENDATION:
THAT: The Board of Education approve the amendments to Policy 335 – Occupational Health and Safety, as attached to the Agenda and as presented at the June 26, 2019 Public Board Meeting.

9.3 Amendments to Policy 702 – Aboriginal Education Community Partnerships

(Recommendation from the Policy Committee – May 29, 2019)

Pg. 68

(Attachment)

RECOMMENDATION:
THAT: The Board of Education approve the amendments to Policy 702 – Aboriginal Education Community Partnerships, as attached to the Agenda and as presented at the June 26, 2019 Public Board Meeting.

9.4 Letter of Support – 'Room for Improvement' Recommendations

(Recommendation from the Education and Student Services Committee – June 5, 2019)

RECOMMENDATION:
THAT: The Board of Education write a letter to the Ministry of Education, Ministry of Children and Family Development, the Ministry of Health and the Representative for Children and Youth, expressing strong support of the six 'Room for Improvement' Recommendations, and ask for a progress update.

9.5 **<u>Proposal to Transfer the Grade 7 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School</u>**

(Recommendation from the Education and Student Services Committee – June 5, 2019)

Pg. 70 (Attachment)

RECOMMENDATIONS:

THAT: The Board of Education approve the transfer of the grade 7 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School and adopt the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting;

AND THAT: Once the Canyon Falls Middle School Parent Advisory Council has been established and approved by the Board of Education, the Principal of Canyon Falls Middle School seek confirmation from the Parent Advisory Council as to the Proposal for Substantive Change – Grade 7 and Grade 8 Hockey Canada Skills Academy (Canyon Falls Middle School);

AND FURTHER THAT: The Canyon Falls Middle School Principal bring the final Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) to the Education and Student Services Committee in the fall of 2019.

9.6 **<u>2019/2020 Annual Budget Bylaw</u>**

(Recommendation from the Finance and Audit Committee – June 19, 2019)

Pg. 78 (Attachment)

RECOMMENDATIONS:

THAT: The Board of Education give first, second and third readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2019/2020 in the amount of $264,765,096.

THAT: The School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2019/2020 in the amount of $264,765,096 be read a first, second and third time, passed and adopted on the 26th day of June 2019.

9.7 **<u>Enhancement Agreement – Peachland Elementary School Playground</u>**

(Recommendation from the Planning and Facilities Committee – June 19, 2019)

Pg. 98 (Attachment)

RECOMMENDATIONS:

THAT: The Board of Education enter into an Enhancement Agreement with the Peachland Elementary School PAC for the purchase and installation of a new playground, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting Meeting.

THAT: The Board of Education approve a $46,280.00 loan be provided to the Peachland Elementary School PAC to assist with the purchase and installation of a new playground, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting.

9.8 **Enhancement Agreement - École Casorso Elementary Memorial Plaque**
(Recommendation from the Planning and Facilities Committee – June 19, 2019)
Pg. 128 (Attachment)

RECOMMENDATION:
THAT: The Board of Education into an Enhancement Agreement with École Casorso Elementary School and the École Casorso Elementary School Parent Advisory Council for the installation of a memorial plaque for Rebecca Webb, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting.

9.9 **Support for the Etcetera Youth Group**
(Notice of Motion by Trustee Fraser at the Public Board Meeting – June 12, 2019)

THAT: The Board of Education support the Etcetera Youth Group by donating $500 to help our LGBT2Q+ students that is open from each of our 43 schools where they socialize, attend special events, conduct empowerment and healthy relationship discussions;

AND THAT: The Board of Education ask the Superintendent of Schools/CEO to report on the status and work of our schools' Diversity and Harmony Clubs in support of LGBT2Q+ inclusion.

10. 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.

11. INFORMATION ITEMS

11.1 **Superintendent's Emergent Issues**

11.2 **Level 4 and 5 Field Study Summary – 2018/2019 and 2019/2020**
Pg. 136 *(Attachment)*

11.3 **General Statement – June 12, 2019**
Pg. 159 *(Attachment)*

11.4 **Amended Appendix 650A – Public Use of School Facilities – Schedule of Rental Fees**
Pg. 160 *(Attachment)*

11.5 **Amendments to Regulation 405R – Student Placement**
(Referred from the Policy Committee – May 29, 2019)
Pg. 162 *(Attachment)*

11.6 **Video Surveillance – Annual Report to the Board**
(Referred from the Policy Committee – May 29, 2019)
Pg. 165 *(Attachment)*

11.7 **Board/Authority Authorized (BAA) Courses - Revised**
(Referred from the Education and Student Services Committee – June 5, 2019)
Pg. 173 *(Attachment)*

11.8 **Okanagan Regional Heritage Fair 2019 Winners**
Pg. 177 *(Attachment)*

11.9 <u>Travel Expense Rates Form – Per Diem Rates</u>
(Referred from the Finance and Audit Committee – June 19, 2019)
Pg. 178 *(Attachment)*

11.10 <u>Financial Update – International Education Program</u>
(Referred from the Finance and Audit Committee – June 19, 2019)
Pg. 180 *(Attachment)*

11.11 <u>Minister of Education Rob Fleming's Year-End Letter and Progress Report</u>
(Referred from the Finance and Audit Committee – June 19, 2019)
Pg. 183 *(Attachment)*

11.12 <u>School District Portable Information</u>
(Referred from the Planning and Facilities Committee – June 19, 2019)
Pg. 186 *(Attachment)*

11.13 <u>Updated Sustainability Initiatives 2019</u>
(Referred from the Planning and Facilities Committee – June 19, 2019)
Pg. 195 *(Attachment)*

11.14 <u>2018-19 OCSAA Sport Specific Athlete of the Year Final Report</u>
Pg. 198 *(Attachment)*

11.15 <u>The Office of the Ombudsperson Quarterly Report: January 1 to March 31, 2019</u>
Pg. 199 *(Attachment)*

12. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

13. BOARD CORRESPONDENCE

Sent:

Received: R. Ovelson, June 17, 2019, Copy of Response to Davidson Road Elementary PAC Re H.S. Grenda Middle School

PGE PAC President, June 21, 2019, Lake Country French Immersion

RECOMMENDATION:
THAT: At the June 26, 2019 Public Board Meeting, the Board receive the correspondence listed above.

14. ITEMS REQUIRING SPECIAL MENTION

15. FUTURE MEETINGS

15.1 REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting
Wednesday, September 11 at 6:00 p.m., School Board Office

Regular Public Board Meeting
Wednesday, September 25 at 6:00 p.m., School Board Office

15.2 BOARD STANDING COMMITTEE MEETINGS

Planning and Facilities Committee
Wednesday, August 21, 2019 at 4:00 pm (TBC)

Finance and Audit Committee
Wednesday, September 18, 2019 at 4:00 pm

Planning and Facilities Committee
Wednesday, September 18, 2019 at 6:00 pm

16. NOTICES OF MOTION

17. ITEMS FOR A FUTURE AGENDA

18. MEDIA QUESTIONS

19. ADJOURNMENT

Central Okanagan Public Schools
Together We Learn

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, June 12, 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 R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

Absent:
Trustee N. Bowman

In attendance:
Staff:
K. Kaardal, Superintendent of Schools/CEO
E. Sadlowski, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent *(arrived at 6:09 pm)*
M. DesRochers, Executive Assistant (*Recorder*)

Partner Group Representatives Attending:

COPAC	No Representative
COPVPA	Tim Van Brummelen, Member-at-Large
COTA	Susan Bauhart, President
CUPE	David Tether, President
DSC	Keneisha Charles, Co-President, Grade 12 at Rutland Senior Secondary
DSC	Matthew Richardson, Grade 12 at Kelowna Secondary

ORDER
The meeting was called to order at 6:05 pm.

AGENDA
Add ***New Recognition Item 4.2 District Student Council – Grade 12 Members***
Add ***Materials for scheduled Information Item 11.5 2019-2020 French Immersion Enrolment Numbers on the Westside***

Main
19P-094 MOVED by Trustee Tiede, SECONDED by Trustee Desrosiers,
THAT: The Agenda for the June 12, 2019 Public Board Meeting be adopted as amended.
CARRIED

6:09 pm: The Deputy Superintendent of Schools joined the meeting.

MINUTES

Public Board Meeting – May 22, 2019

Main
19P-095 MOVED by Trustee Fraser, SECONDED by Trustee Geistlinger,
THAT: The Minutes of the Public Board Meeting of May 22, 2019 be adopted as presented.
CARRIED

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Bamfield Marine Sciences Center Field Study by the Vision Program

In attendance:

Dr. Peter Molloy, Director of Instruction – Student Support Services
Lynn Wales, Vision Resource Teacher

Between March 31 and April 5, 2019, the first Marine Science Program at the Bamfield Marine Science Center for students who are blind or visually impaired took place. Coordinated by Lynn Wales (Central Okanagan Public Schools) and Sofeya Devji (School District No. 8 – Kootenay Lake), this initiative saw eight students and eight teachers/assistants, travel to Bamfield, BC, located approximately 50 kilometers south of Port Alberni, on Vancouver Island.

The five-day program gave students the opportunity to be immersed in Marine Science classes, lectures and fieldwork that focused on place-based learning tailored to the students' unique learning modalities. The students worked individually and in groups learning about the biology, chemistry, morphology and ecology of the marine and coastal environments present on the West Coast of British Columbia.

This program was the first time Bamfield had welcomed a large group of individuals with visual disabilities. The Bamfield instructors were provided with certain materials in advance, including large print and braille resources along with educational suggestions on how to make the curriculum more accessible to the students taking part in the program.

The program was a resounding success for both students and the Bamfield Center. The inaugural program provided a strong foundation for moving forward with such place-based learning activities and the coordinators are looking to plan similar initiatives in the future.

RECOGNITION

Rotary Club of Kelowna/Central Okanagan Public Schools Public Speaking Competition Finalists

In Attendance:

Jarret Atkins, Vice Principal, Davidson Road Elementary School

Student Winners:
Abdalla Tall, Grade 7, École KLO Middle School, First Place
Melania Neamtu, Grade 6, Glenrosa Middle School, Second Place
Georgia Strinholm, Grade 6, Glenrosa Middle School, Third Place

On May 7, 2019, ten Grade 6 and 7 students participated in the finals of the Rotary Club of Kelowna/Central Okanagan Public Schools Public Speaking Competition, which was held at the Creekside Theatre in Lake Country. The theme for this year's speeches was "Be the Inspiration". The students in attendance, who received first, second and third place, presented their speeches.

The Board of Education congratulated the students on their accomplishments and expressed appreciation to the Rotary Club of Kelowna for this partnership.

District Student Council – Grade 12 Members

In Attendance:

Vianne Kintzinger, Assistant Superintendent
Students:
Keneisha Charles, Co-President, Grade 12, Rutland Senior Secondary (3 years on DSC)
Matthew Richardson, Grade 12, Kelowna Secondary (3 years on DSC)

Grade 12 Students on the District Student Council (not in attendance) include:

Logan Braun, Co-President, Grade 12, George Elliot Secondary (3 years on DSC)
Nolan Koblischke, Grade 12, George Elliot Secondary (3 years on DSC)
Summer Sharma, Grade 12, Okanagan Mission Secondary (1 year on DSC)
Evan Lee, Grade 12, Central Programs and Services (1 year on DSC)
Jakob Cherrey, Grade 12, Rutland Senior Secondary (1 year on DSC)
Theresa Schwab, Grade 12, Rutland Senior Secondary (1 year on DSC)
Jennifer Dao, Grade 12, Mount Boucherie Secondary (1 year on DSC)
Amy Keller, Grade 12, Mount Boucherie Secondary (1 year on DSC)
Kelly McCombie, Grade 12, Mount Boucherie Secondary (3 years on DSC)

The Board Chairperson, on behalf of the Board of Education, expressed Trustees' appreciation to all the grade 12 students for their commitment and dedication to the District Student Council.

DECLARATIONS

Brain Bright Day – June 18, 2019

The Central Okanagan Board of Education declared June 18, 2019 as 'Brain Bright Day' in Central Okanagan Public Schools.

The City of Kelowna, in partnership with BrainTrust Canada (a non-profit organization), has now committed to proclaiming June 18th as Brain Bright Day. Brain Bright Day is a day to bring awareness to the very preventable brain injury in our youth.

Indigenous Peoples Day – June 21, 2019

The Central Okanagan Board of Education declared June 21, 2019 as 'Indigenous Peoples Day' in Central Okanagan Public Schools.

National Indigenous Peoples Day is a day to recognize and celebrate the cultures and contributions of the First Nations, Inuit and Métis Indigenous peoples of Canada.

6:53 pm: The meeting recessed.
6:53 pm: Keneisha Charles and Matthew Richardson, District Student Council, left the meeting.
7:00 pm: The meeting reconvened.

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

STAFF PRESENTATIONS

Canyon Falls Middle School Update

Presenters: Mitch Van Aller, Director of Operations
Jim Laird, Principal of Canyon Falls Middle School

The contract for the construction of Canyon Falls Middle School was awarded to Greyback Construction in April of 2018. The school will consist of 16 classrooms, 6 maker spaces, home economics, drama, gymnasium and multi-purpose spaces. The staffing of teachers, custodial, support staff and clerical has occurred over the past two months and the staff is excited to start in September. Trustees and senior staff received a guided tour of the site on June 12, 2019.

Superintendent of Schools/CEO Report on Student Achievement 2019

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

The Superintendent of Schools/CEO provided a PowerPoint presentation, highlighting student achievement in 2018/2019. To view the full Superintendent of Schools/CEO – Report on Student Achievement please visit the Central Okanagan Public Schools website at www.sd23.bc.ca under Documents and Publications. The District continues to be a high performing jurisdiction with a BC Graduation rate of 94%.

7:09 pm: Keneisha Charles, District Student Council, rejoined the meeting.

TRUSTEES QUERIES/COMMENTS

Trustee Geistlinger queried if the Davidson Road Elementary PAC will receive responses to their outstanding questions stated in their letter dated May 15, 2019.
The Superintendent of Schools/CEO stated that staff were working on getting the information for the Davidson Road Elementary PAC and will respond once the information is obtained.

Trustee Fraser requested that Trustees from the previous Board be invited to the Grand Opening of Canyon Falls Middle School. Trustee Baxter confirmed that there is a Policy that details who is invited to a new school opening that includes previous trustees.

ACTION ITEMS

2019-2020 CommunityLINK Allocations
(Recommendation from the Finance and Audit Committee – May 15, 2019)

Main
19P-096 MOVED by Trustee Cacchioni, SECONDED by Trustee Fraser,

THAT: The Board of Education approve the recommended CommunityLINK Allocations for 2019/2020, as attached to the Agenda, and as presented at the June 12, 2019 Public Board Meeting.
CARRIED

Main
19P-097 MOVED by Trustee Cacchioni, SECONDED by Trustee Fraser,

THAT: Various provincial Ministries be contacted (Ministry of Education, Ministry of Health, Ministry of Children and Family Development, Ministry of Mental Health and Addictions) to jointly provide additional resources and support for student mental health.
CARRIED

School Fees for 2019-2020
(Recommendation from the Finance and Audit Committee – May 15, 2019)

Main
19P-098 MOVED by Trustee Cacchioni, SECONDED by Trustee Tiede,

THAT: The Board of Education approve the school supply fee increase from $30/student to $35/student, effective July 1, 2019.
CARRIED

Community Rental Program Review for the 2019-2020 Fiscal Year
(Recommendation from the Finance and Audit Committee – May 15, 2019)

Main
19P-099 MOVED by Trustee Cacchioni, SECONDED by Trustee Fraser,

THAT: The Board of Education set the community rental rates, as attached to the Agenda, and as presented at the June 12, 2019 Public Board Meeting, effective July 1, 2019.
CARRIED

2020-2021 Five Year Capital Plan Submission
(Recommendation from the Planning and Facilities Committee – May 15, 2019)
The Secretary-Treasurer/CFO stated that a site acquisition for a new Glenmore Secondary School was added to the 2020-2021 Five Year Capital Plan Submission since the May 15, 2019 Planning and Facilities Committee.

Main
19P-100 MOVED by Trustee Fraser, SECONDED by Trustee Desrosiers,

THAT: The Board of Education approve the Capital Plan Resolution for the 2020/2021 Capital Plan as outlined on the attached summary, as attached to the Agenda, and presented at the June 12, 2019 Public Board Meeting.
CARRIED

Enhancement Agreement – Rutland Elementary School Playground
(Recommendation from the Planning and Facilities Committee – May 15, 2019)

Main
19P-101 MOVED by Trustee Fraser, SECONDED by Trustee Desrosiers,

THAT: The Board of Education enter into an Enhancement Agreement with the Rutland Elementary School PAC for the purchase and installation of a new playground, as attached to the Agenda, and as presented at June 12, 2019 Public Board Meeting;

AND THAT: The Board of Education approve a $40,000 loan be provided to the Rutland Elementary School PAC to assist with the purchase and installation of a new playground, as attached to the Agenda, and as presented at the June 12, 2019 Public Board Meeting.
CARRIED

Enhancement Agreement – Shannon Lake Elementary School Playground
(Recommendation from the Planning and Facilities Committee – May 15, 2019)

Main
19P-102 MOVED by Trustee Fraser, SECONDED by Trustee Desrosiers,

THAT: The Board of Education enter into an Enhancement Agreement with the Shannon Lake Elementary School PAC for the purchase and installation of a new playground, as attached to the Agenda, and as presented at June 12, 2019 Public Board Meeting;

AND THAT: The Board of Education approve a $50,000 loan be provided to the Shannon Lake Elementary School PAC to assist with the purchase and installation of a new playground, as attached to the Agenda, and as presented at the June 12, 2019 Public Board Meeting.

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

INFORMATION ITEMS

Superintendent's Emergent Issues
The Superintendent of Schools/CEO stated that there were no emergent issues.

Level 4 and 5 Field Study Summary – 2018/2019 and 2019/2020
The Board reviewed the information.

General Statement – May 22, 2019
The Board reviewed the information provided.

Letter of Support – Central Okanagan Family Hub
The Board reviewed the information. Due to this item being time sensitive, the Board of Education approved the letter via email prior to the Public Board Meeting. The Superintendent of Schools stated that, to date, the Central Okanagan Family Hub has raised approximately $40,000. Their goal is $100,000 and they are currently working on grant applications.

2019-2020 French Immersion Enrolment Numbers on the Westside
The Board reviewed the information provided. Due to low enrolment, the grade 4 middle French Immersion Program won't run for the 2019-2020 school year. The District will offer the grade 4 middle French Immersion Program again for 2020-2021 school year.

Grant Thornton Report to Finance and Audit Committee – Initial Communication on Audit Planning for the Year Ended June 30, 2019
The Board reviewed the information provided.

Revisions to Regulation 470R – Transportation Services Management (Regulations) Guiding Principles for Transportation in School District No. 23 (Central Okanagan)
The Board reviewed the information provided.

Letter from the Ministry of Education Dated April 12, 2019 – Revisions to the Guidelines for Long-Term Facility Plans
The Board reviewed the information provided.

Learning from the Best *What We learned about Improving Aboriginal Student Achievement in High Performing British Columbia School Districts and Band Schools* – Thomas Fleming, Editor
The Superintendent of Schools/CEO reported that the excellent work done in our District is featured in this report. The full report is available through the Office of the Superintendent.

BOARD CORRESPONDENCE

Sent: MP Dan Albas, May 17, 2019, Copy of Vaping Letter to Parents
MP Stephen Fuhr, May 17, 2019, Copy of Vaping Letter to Parents
MLA Ashton, May 17, 2019, Copy of Vaping Letter to Parents
MLA Letnick, May 17, 2019, Copy of Vaping Letter to Parents
MLA Thomson, May 17, 2019, Copy of Vaping Letter to Parents
MLA Stewart, May 17, 2019, Copy of Vaping Letter to Parents
City of Kelowna, May 17, 2019, Copy of Vaping Letter to Parents
City of West Kelowna, May 17, 2019, Copy of Vaping Letter to Parents
District of Lake Country, May 17, 2019, Copy of Vaping Letter to Parents
District of Peachland, May 17, 2019, Copy of Vaping Letter to Parents
Minister's R. Fleming, A. Dix, K. Conroy, June 4, 2019, Central Okanagan Family Hub

Received: Davidson Road Elementary PAC, May 15, 2019, H.S. Grenda Middle School
S. Yow, May 24, 2019, Okanagan Indian Band Letter of Appointment to the AEC
R. Volk, June 5, 2019, Bargaining

Main
19P-103 MOVED by Trustee Fraser, SECONDED by Trustee Geistlinger,
THAT: At the June 12, 2019 Public Board Meeting, the Board receive the correspondence listed above.
CARRIED

ITEMS REQUIRING SPECIAL MENTION

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

- Trustees spoke of their attendance at various events including field studies, dance performances, sporting events and Teacher Inquiry presentations.
- The Board expressed appreciation for all the extra events taking place throughout the District at this time of year, and for all the time and effort of staff and community members.
- Last week over 1400 elementary students from 37 schools participated in the **District Elementary Track and Field Meet** held at the Apple Bowl.
- For the first time since 1972, Kelowna hosted the **2019 BC High School Track & Field Championships** at the end of May.

- The June edition of the **Together We Learn** is being distributed to students this week. The theme is "*Inspired to be Awesome*".
- A drive-thru breakfast fundraiser to support the **Central Okanagan Family Hub** is being held on Friday, June 14th, 7:30 am to 9:00 am at Pearson Road Elementary School (700 Pearson Road).

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION
There were no BC Public School Employers' Association items.

BC SCHOOL TRUSTEES ASSOCIATION
There were no BC School Trustees Association items.

BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS
There were no Board Meetings with Partner and Community Groups to report.

FUTURE MEETINGS

REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting
Wednesday, June 26, 2019 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

BOARD STANDING COMMITTEE MEETINGS

Finance and Audit Committee
Wednesday, June 19, 2019 at 4:00 pm

Planning and Facilities Committee
Wednesday, June 19, 2019 at 6:00 pm

NOTICES OF MOTION
Trustee Fraser:

THAT: The Board of Education support the Etcetera Youth Group by donating $500 to help our LGBT2Q+ students that is open from each of our 43 schools where they socialize, attend special events, conduct empowerment and healthy relationship discussions;

AND THAT: The Board of Education ask the Superintendent of Schools/CEO to report on the status and work of our schools' Diversity and Harmony Clubs in support of LGBT2Q+ inclusion.

MEDIA QUESTIONS
There were no media questions.

ADJOURNMENT: The Chairperson adjourned the meeting at 7:53 pm.

Chairperson

Secretary-Treasurer/CFO

Central Okanagan Public Schools
Together We Learn

CENTRAL OKANAGAN PUBLIC SCHOOLS
1040 Hollywood Road South, Kelowna, BC V1X 4N2
Tel. (250) 470-3256, Fax (250) 870-5056, www.sd23.bc.ca

Memorandum

Date: June 20, 2019
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO

Action: **Approval of School Community Learning Plans**

1.0 ISSUE STATEMENT

Ministry of Education

On July 1, 2015 what was known as the Accountability Framework underwent significant changes. Achievement Contracts, Superintendent's Reports of Student Achievement, District Literacy Plans, and School Planning Councils are no longer mandated by the Ministry of Education. The Framework for Enhancing Student Learning replaces the former Accountability Framework.

2.0 RELEVANT BOARD MOTION/DIRECTION

School Act – Section 8.3

8.3 (1) In each school year, a board must approve a school plan for every school in the school district.

(2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.

3.0 BACKGROUND

The components of the Central Okanagan Public Schools Framework for Enhancing Student Learning are:

a. School Community Multi-Year Learning Plans are posted on the District and school websites
b. Family of Schools Annual Community Learning Forums
c. School Community Learning Conversations (four year cycle)
d. Learning Plan Reflection and Board Approval Process

Each family of schools held a Community Learning Forum in the 2018/2019 school year:

Central Kelowna Family of Schools
October 23, 2018 at Kelowna Secondary

Rutland Family of Schools
Thursday, January 31, 2019 at Rutland Senior Secondary

Westside Family of Schools
Tuesday, February 19, 2019 at Mount Boucherie Secondary

Lake Country/Mission Family of Schools
Tuesday, November 6, 2018 at George Elliot Secondary
Thursday, November 8, 2018 at Okanagan Mission Secondary

School Community Learning Conversations will be scheduled on a four year rotating cycle. In the 2018/2019 school year, the following Learning Conversations were scheduled:

Central Kelowna Family of Schools:

École Dr. Knox Middle – Wednesday, October 31, 2018
A.S. Matheson Elementary – Friday, November 16, 2018
Raymer Elementary – Monday, April 29, 2019
École KLO Middle – Friday, May 24, 2019

Rutland Family of Schools:

Rutland Senior Secondary – Wednesday, November 21, 2018
Rutland Middle – Tuesday, December 4, 2018
Springvalley Middle – Thursday, May 2, 2019

Westside Family of Schools:

Mar Jok Elementary – Monday, October 29, 2018
Hudson Road Elementary – Thursday, February 28, 2019
Mount Boucherie Secondary – Wednesday, March 6, 2019

Lake Country/Mission Family of Schools:

Chute Lake Elementary – Monday, November 26, 2018
Oyama Traditional – Tuesday, April 16, 2019

4.0 SUPERINTENDENT'S COMMENTS

All School Plans are available on school websites and all School Plan Reflections are available for review by senior staff and trustees.

5.0 STAFF RECOMMENDATION

THAT: The Board of Education approve the School Community Learning Plans, as attached to the Agenda and as presented at the June 26, 2019 Public Board Meeting.

6.0 APPENDIX

A. Central Okanagan Public Schools – School Community Learning Plan Board of Education Approval Report
B. School Community Learning Plan Reflection Template
C. Sample School Community Learning Plan Reflection Response – A.S. Matheson Elementary School

Central Okanagan Public Schools
School Community Learning Plan
Board of Education Approval Report

Purpose

The purpose of this document is to provide trustees with the necessary background information to fulfill the requirements of Section 8.3 of the School Act which states:

> ***School plan***
> *8.3 (1) In each school year, a board must approve a school plan for every school in the school district.*

The document describes the four components of the Framework for Enhancing Student Learning and how each structure is operationalized to build "pedagogical capacity" throughout the District as a foundational strategy to drive ongoing learning improvements for each student.

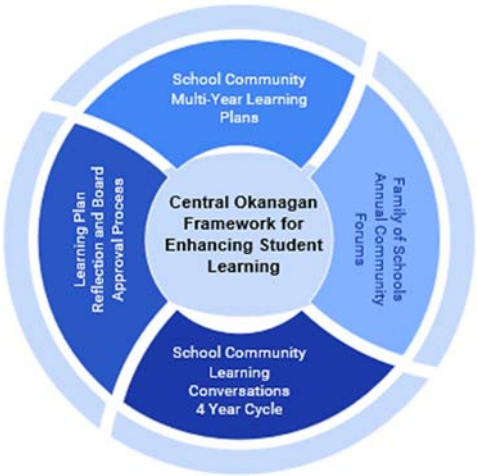
Background Information

The Central Okanagan Public School District has developed a comprehensive Framework for Enhancing Student Learning that is designed to bring alignment and coherence across all schools focused on the development of the Learning Core as the foundational strategy to improve learning for EACH child. This document outlines how the components of the Framework are designed to meet the requirements of the Ministry of Education's policy for Student Success and achieve the District's Overarching Goal.

Framework Components:

The Framework for Enhancing Student Learning process occurs through four distinct structures:

- School Community Multi-Year Learning Plans are posted on the District and school websites
- Family of Schools Annual Community Learning Forums
- School Community Learning Conversations (four year cycle)
- Learning Plan Reflection and Board Approval Process



School Community Learning Plans

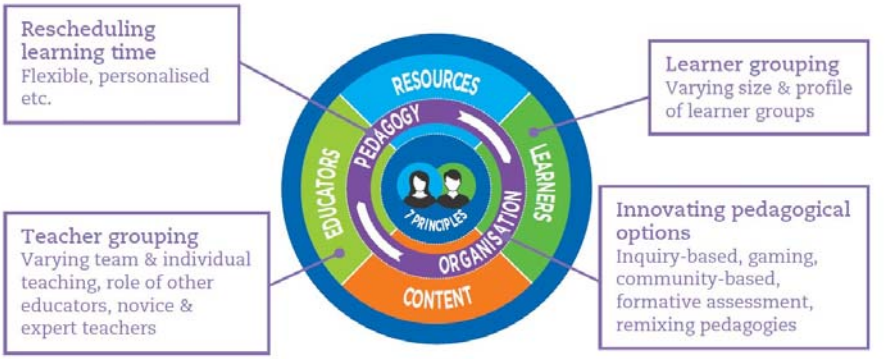
Using the Spirals of Inquiry process developed by Drs. Judy Halbert and Linda Kaser, school leaders engage members of their school community in a scanning process that gathers evidence of student learning which is used to develop their school goals and areas of focus. The schools document this process on their website in the 'Learning Plan'. There are three areas found in the learning plan: 'Our Learning Story', 'Our Inquiry Process', and 'Our Learning Plan'. Within 'Our Learning Story', there is a description of the school's learning journey, which may include

videos, photos, internet links, and other artifacts that represents the work to support student success at the school. The second section, labeled 'Our Inquiry Process', describes how the school has worked through the Spirals of Inquiry and where they are in this process. This section may contain evidence and other artifacts from each phase of the Spirals of Inquiry. The third section, labeled 'Our Learning Plan', summarizes the inquiry work and describes the current status of the plan with respect to student goals. This section also includes evidence of learning and the impact of the work towards enhancing student learning.

Figure 1: Spirals of Inquiry

Guiding the professional learning and implementation of School Community Learning Plans at all schools are the educational research projects conducted by the Organization for Economic Cooperation and Development (OECD) titled: **The Nature of Learning**, **Innovative Learning Environments** and **Teacher's as Designers of Learning**. This research has guided the District's strategic focus on the OECD 7 Principles of Learning, the pedagogical core and the "7 + 3" Framework that supports school-based leadership development and the Network of Innovative Learning Environments. First Peoples Principles of Learning and the research on Indigenous Worldviews and perspectives are also woven into many of the School Community Learning Plans.

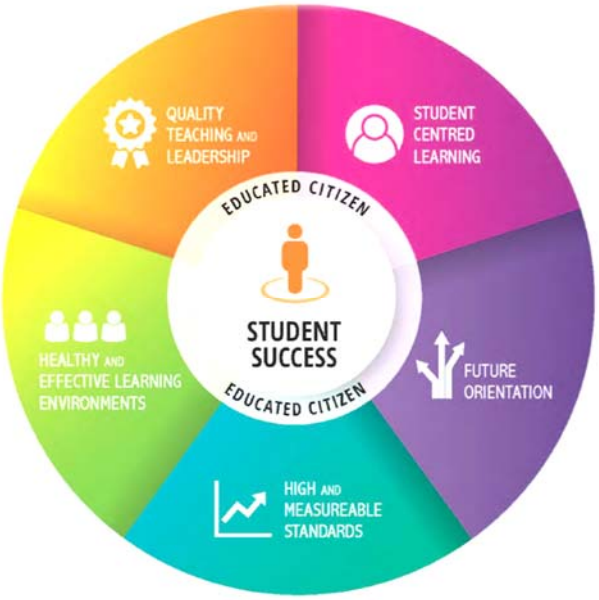
Figure 2: OECD Innovative Learning Environments



Source: Adapted from Figure 7.1 in OECD (2013), Innovative Learning Environments, http://dx.doi.org/10.1787/9789264203488-en.

In addition, the School Community Learning Plans are designed to meet the requirements of the School Act and the Ministry of Education's Student Success Policy. As schools begin to implement their learning plans and move through the various phases of the Spiral of Inquiry, the requirements of the Student Success Policy are met. All School Community Learning Plans contain strategies and structures that incorporate Student Centred Learning, Healthy and Effective Learning Environments, Quality Teaching and Leadership, High and Measurable Standards with a Future Orientation.

Figure 3: BC Ministry of Education Student Success Policy



The adoption the Spirals of Inquiry as a process to place students at the center of learning is creating cultures of inquiry in schools where students engage in deep learning tasks that are designed with a focus on the pedagogical core (learning core) that supports student agency in the inquiry-learning process.

Family of Schools Annual Community Learning Forums

Annually, each of the four Families of Schools has a Community Forum to showcase the learning from all schools in that community. Each forum provides the community with a look into the Central Okanagan K to 12 learning continuum, as well as, a view of many of the District Programs. The programs represented may include Indigenous Education, Learning Technology, Student Support Services, the Instructional Leadership Team, the Early Learning Team, International Education and Career Life Programs. The forums are developed to provide parents with first-hand knowledge of the innovative learning within each school, while giving parents an opportunity to ask questions and provide feedback. These forums are purposefully planned to promote open and supportive relationships with members of the school communities and continue to build public confidence in the schools within the Central Okanagan Public Schools and the British Columbia education system.

School Community Learning Conversations

On a cycle of once every four years, each of the schools in the District will participate in a School Community Learning Conversation. The School Community Learning Conversation provides a structure for trustees, district staff, and members of the school community to engage in thoughtful conversations about the current state of student learning within a school. The team investigates the plan that is in place to further enhance student achievement within that school. These conversations, led by the school principal in collaboration with members of the school community, are designed to validate the status of student learning by authentic observations, conversations and artifacts. These visits create an opportunity for learning and valuable feedback for the school.

School Learning Plan Reflection and Board of Education Learning Plan Approval Process

At the end of each school year, the Assistant Superintendents facilitate a process with the Principals, Vice-Principals and teacher teams in their family of schools to reflect on the learning work that was accomplished during the school year. The reflection process is guided by the Spirals of Inquiry Framework and the District Inquiry Guide developed by the BC Inquiring District Network Group. The purpose of the reflection process is to clearly identify the school's learning focus and assess the progress towards achieving the goals identified in the plan. In addition, the District Inquiry Guide provides an assessment tool to assist schools in determining the status of their current strategies, structures and accelerants that support inquiry processes in their school. For example, some of the questions school teams are asked to assess include:

- Have community partnerships been formed with your school to support inquiry?
- Are professional learning opportunities aligned with school areas of focus?
- Are Indigenous Worldviews and Perspectives embedded in professional learning conversations?
- Are there visits to other sites, sharing knowledge and approaches; connecting among and between schools and districts?
- Is there engagement with community & parents?

The District Inquiry Guide groups the above questions into three categories to assist school teams to better understand the depth of inquiry that currently is in practice at the school.

The following provides descriptions of enabling structures, strategies and accelerating factors (accelerants) that support inquiry activity at the school:

- ***Enabling Structures*** are formal mechanisms (programs, structures, committees, calendars, etc.) that have been designed to support inquiry activity at the school level. This means a deliberate structure or program has been developed through which inquiry is supported.

- ***Enabling Strategies*** (processes, policies, practices) that are being used to support inquiry-based activities at the school level. These are explicit processes, policies and practices that have been developed to support inquiry and are in use school wide. (ie: student led conferences, presentations of learning, etc)

- An ***Accelerating Factor*** (Accelerant) is a specific condition or context that helps to enable inquiry to be more quickly taken up by diverse individuals, teams and leaders. Accelerants can be helpful to remove barriers and address assumptions, beliefs and mindsets that may hold back or slow down the inquiry process. Accelerants often address culture, feelings, beliefs, contexts and politics.

Each enabling strategy, structure and accelerating factor is assessed by the school team using the following growth-based continuum:

Exploring → Acquiring → Demonstrating → Mastering → Extending

Results of the School Community Learning Plan reflections are listed in Tables 1 – 4 (by family grouping) which provide each school's learning focus along with a summary of the school's assessment of the strategies, structures and accelerants that support inquiry and ongoing learning improvements in the school.

Central Kelowna Family of Schools

Table 1: School Community Learning Plan Reflections: Strategies, Structures and Accelerants that Support Inquiry

School	School Community Learning Plan Focus	Strategies Exploring - Demonstrating - Extending	Structures Exploring - Demonstrating - Extending	Accelerants Exploring - Demonstrating - Extending
A.S. Matheson Elementary	learner confidence			
Watson Road Elementary	self-regulation and resiliency			
K.L.O. Middle School	inquiry, innovation and skill building			
Glenmore Elementary	self-assessment of learning and goal setting			
Raymer Elementary	growth mindset, self-awareness and self-regulation, principles of assessment			
Kelowna Secondary School	competency driven curriculum, first peoples principles of learning, careers			
Dr. Knox Middle School	inquiry approaches, differentiation and learner reflection and goal setting			
North Glenmore Elementary	assessment practices and learner mindset			
Bankhead Elementary	growth mindset and making learning visible			
Casorso Elementary	social emotional competencies and interpersonal connection			
South Kelowna Elementary	growth mindset and social-emotional learning			

Mission and Lake Country Family of Schools

Table 2: School Community Learning Plan Reflections: Strategies, Structures and Accelerants that Support Inquiry

School	School Community Learning Plan Focus	Strategies Exploring - Demonstrating - Extending	Structures Exploring - Demonstrating - Extending	Accelerants Exploring - Demonstrating - Extending
Oyama Traditional	learner agency			
Davidson Road Elementary	critical thinking and numeracy			
Peter Greer Elementary	social emotional learning through assessment, competency driven pedagogy, place based learning, inquiry and design thinking, and innovative learning environments			
George Elliot Secondary School	student feedback and the OECD learning principles			
Dorothea Walker Elementary	inquiry across curriculum and driven from curiosity, growing personal and social awareness at school, local and global level			
Anne McClymont Elementary	learner agency			
Okanagan Mission Sec Schl	relationships, relevance and instructional practice			
Chute Lake Elementary	inquiry to provoke questioning, curiosity and passion for learning			

Rutland Family of Schools

Table 3: School Community Learning Plan Reflections: Strategies, Structures and Accelerants that Support Inquiry

School	School Community Learning Plan Focus	Strategies Exploring - Demonstrating - Extending	Structures Exploring - Demonstrating - Extending	Accelerants Exploring - Demonstrating - Extending
Belgo Elementary	social emotional learning			
Black Mountain Elementary	cultivating positive relationships with self and others			
Ellison Elem	developing staff and students' understanding of how to identify next steps in learning			
Pearson Road Elementary	learners articulating progress through with competency based learning maps			
Quigley Elementary	growth mindset strategies explicitly taught through numeracy lessons and assessment practices, self-regulation and personal/social awareness through play			
Rutland Elementary School	placing students at the centre of their own learning			
Rutland Middle School	social-emotional learning, connections and culture, intellectual growth			
Rutland Senior Sec School	connections, relevant/engaging tasks, communication			
South Rutland Elementary	quality assessment for learning and student centered inquiry			
Springvalley Elementary	assessment for learning			
Springvalley Middle	OECD learning principles			

Westside Family of Schools

Table 4: School Community Learning Plan Reflections: Strategies, Structures and Accelerants that Support Inquiry

School	School Community Learning Plan Focus	Strategies Exploring - Demonstrating - Extending	Structures Exploring - Demonstrating - Extending	Accelerants Exploring - Demonstrating - Extending
Chief Tomat Elementary	students at the centre of their learning with a focus on student input			
CST Neil Bruce Middle	assessment, OECD 7 principles of learning and school culture			
George Pringle Elem School	strength-based assessment and student self-assessment			
Glenrosa Elementary	growth mindset and learner agency			
Glenrosa Middle School	collaboration, learning, assessment and culture			
Helen Gorman Elementary	innovative learning environments			
Hudson Road Elementary	inquiry, learning communities, literacy and numeracy			
Mar Jok Elementary School	assessment for learning			
Mount Boucherie Senior Sec	indigenous perspectives, core competencies and student self-reflection, standards based assessment practices			
Peachland Elementary	creating conditions for collaboration and co-learning			
Rose Valley Elementary	social emotional development, inquiry and imagination			
Shannon Lake Elementary	learning environments, demonstrations of learning, asking questions, risk taking to further learning			

APPENDIX B

School Community Learning Plan Reflection

The completion of this form is required prior to June 15th. The information will be used to report the status of your School Community Learning Plan to the Board of Education in order to approve your school plan as required in Section 8.3 in the School Act.

* Required

1. **Email address** *

_____

2. **First Name** *

_____

3. **Last Name** *

_____

4. **Please select your school from the list below.** *

Mark only one oval.

- A.S. Matheson Elementary
- Anne McClymont Elementary
- Bankhead Elementary
- Belgo Elementary
- Black Mountain Elementary
- Canyon Falls Middle School
- Casorso Elementary
- Central School Programs & Services
- Chief Tomat Elementary
- Chute Lake Elementary
- CST Neil Bruce Middle
- Davidson Road Elementary
- Distributed Learning (eSchool BC)
- Dorothea Walker Elementary
- Dr. Knox Middle School
- Ellison Elem
- George Elliot Secondary School
- George Pringle Elem School
- Glenmore Elementary
- Glenrosa Elementary
- Glenrosa Middle School
- Helen Gorman Elementary
- Hudson Road Elementary
- K.L.O. Middle School
- Kelowna Secondary School
- Mar Jok Elementary School
- Mount Boucherie Senior Sec
- North Glenmore Elementary
- Okanagan Mission Sec Schl
- Oyama Traditional
- Peachland Elementary
- Pearson Road Elementary
- Peter Greer Elementary
- Quigley Elementary
- Raymer Elementary
- Rose Valley Elementary
- Rutland Elementary School
- Rutland Middle School
- Rutland Senior Sec School
- Shannon Lake Elementary
- South Kelowna Elementary
- South Rutland Elementary

- Springvalley Elementary
- Springvalley Middle
- Watson Road Elementary

5. **Please select the category of school.** *
Mark only one oval.

- Elementary
- Middle
- Secondary

6. **Select the name of your Assistant Superintendent** *
Mark only one oval.

- Vianne Kintzinger
- Rick Oliver
- Rhonda Ovelson
- Jon Rever

7. **Please select the family to which your school belongs.** *
Mark only one oval.

- Central Kelowna Family of Schools
- Lake Country Family of Schools
- Mission Family of Schools
- Rutland Family of Schools
- Westside Family of Schools

8. **Please select the Trustee Liason for your school.** *
Mark only one oval.

- Moyra Baxter
- Norah Bowman
- Rolli Cacchioni
- Chantelle Desrosiers
- Julia Fraser
- Amy Geistlinger
- Lee-Ann Tiede

School Community Learning Plan - Spirals of Inquiry Cycle

9. **School Scanning** *

Briefly describe the outcome of your school's scan using the following questions as a guide. Can students name two people that believe they will be a success? What are your students learning and why is it important? How is it going with students' learning? What are you next steps in response to your school scan?

10. **School Focus** *

Using the information from the school scan, briefly describe the area(s) that were identified to focus the School Learning Plan.

11. **Developing a Hunch** *

Considering current assumptions, beliefs and practices, describe some of the changes being considered to address student learning needs.

12. **Professional Learning** *

Based on your school focus and hunch, briefly describe the professional learning that has emerged to develop the capacity to support the pedagogical focus.

13. **Taking Action** *

Based on the professional learning taking place at your school, describe how teachers are trying out new pedagogies with their students and how they are assessing the impact on the students' learning.

14. **Checking** *

Briefly describe how the impact of the actions of teachers is assessed and evaluated in making substantial differences for ALL learners. What evidence of student learning is used to inform teachers, students and parents about the teaching and learning at your school?

Structures that Empower Inquiry in your School

Definitions and Criteria:

Enabling structures are formal mechanisms (programs, structures, committees, calendars, etc.) that have been designed to support inquiry activity at the school level. This means a deliberate structure or program has been developed through which inquiry is supported.

Exploring - Conversations are beginning to emerge about this inquiry structure or strategy. Further learning and research is required to better understand the potential impact and benefits for student learning.

Acquiring - School administrators and teachers are engaged in professional learning about this inquiry structure or strategy and are making attempts to embed these ideas into their practice.

Demonstrating - This inquiry structure or strategy is practiced by some or all of the teachers. It is becoming evident that the actions are having an impact on improving learning.

Mastering - This inquiry structure or strategy is embedded into the normal day-to-day practice of teachers and administrators and has been shown to improve student learning.

Extending - The school staff have developed the capacity in this area to share their work and teach other other inquiry groups within your school and beyond.

15. **Spirals of Inquiry framework embedded in school procedures & processes.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

16. **Teacher teams learning through inquiry.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

17. **Resources are targeted to support inquiry at your school.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

18. **Networking structures are in place within and between schools to support collaborative inquiry.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

19. **Time provided at school for collaborative inquiry.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

20. **Community partnerships have been formed with your school to support inquiry.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

21. **Professional learning opportunites are aligned with school areas of focus.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

22. **Authentic engagement with students, parents and staff.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

23. **Reflection on structures that empower inquiry in your school.** *

Considering the structures that have been implemented in your school to empower inquiry, provide a brief reflection on the overall impact of these structures.

Strategies that Empower Inquiry in your School

Definitions and Criteria:

Enabling strategies (processes, policies, practices) that are being used to support inquiry-based activities at the school level. Theses are explicit processes, policies and practices that have been developed to support inquiry and are in use school wide. (ie: student led conferences, presentations of learning, etc)

Exploring - Conversations are beginning to emerge about this inquiry structure or strategy. Further learning and research is required to better understand the potential impact and benefits for student learning.

Acquiring - School administrators and teachers are engaged in professional learning about this inquiry structure or strategy and are making attempts to embed these ideas into their practice.

Demonstrating - This inquiry structure or strategy is practiced by some or all of the teachers. It is becoming evident that the actions are having an impact on improving learning.

Mastering - This inquiry structure or strategy is embedded into the normal day-to-day practice of teachers and administrators and has been shown to improve student learning.

Extending - The school staff have developed the capacity in this area to share their work and teach other other inquiry groups within your school and beyond.

24. **Ongoing sharing & celebrations of learning are visible and valued.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

25. **The inquiry question "What's going on for our learners?" informs decision making and actions .** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

26. **Staff meetings deliberately model an inquiry mindset & visibly engage in inquiry practices.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

27. **Consistently use common language of inquiry and learning.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

28. **Consultants are sought out to support new learning.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

29. **Giving voice to learners' perspectives throughout processes of inquiry & planning.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

30. **Embed Indigenous Worldviews and Perspectives in professional learning conversations.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

31. **A common language of learning is evident: (ie equity for all learners, growth mindsets, personal learning, vulnerable learners.)** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

32. **Reflection on strategies that empower inquiry in your school.** *
Considering the strategies that have been implemented in your school to empower inquiry, provide a brief reflection on the overall impact of these structures.

Accelerating Factors that Empower Inquiry in your School

Definitons and Criteria

An accelerating factor (Accelerant) is a specific condition or context that helps to enable inquiry to be more quickly taken up by diverse individuals, teams and leaders. Accelerants can be helpful to remove barriers and address assumptions, beliefs and mindsets that my hold back or slow down the inquiry process. Accelerants often address culture, feelings, beliefs, contexts and politics.

Exploring - Conversations are beginning to emerge about this inquiry structure or strategy. Further learning and research is required to better understand the potential impact and benefits for student learning.

Acquiring - School administrators and teachers are engaged in professional learning about this inquiry structure or strategy and are making attempts to embed these ideas into their practice.

Demonstrating - This inquiry structure or strategy is practiced by some or all of the teachers. It is becoming evident that the actions are having an impact on improving learning.

Mastering - This inquiry structure or strategy is embedded into the normal day-to-day practice of teachers and administrators and has been shown to improve student learning.

Extending - The school staff have developed the capacity in this area to share their work and teach other other inquiry groups within your school and beyond..

33. **Alignment of focus with the district: mission, vision, and over-arching goal.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

34. **High levels of trust exists between principals, vice-principals, teachers, district staff students and parents.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

35. **Evidence based risk-taking is encouraged & supported.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

36. **Meaningful, persistent, and diverse invitations to participate in inquiry with multiple access points.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

37. **Diverse approaches and adaptive responses to professional learning; educator agency valued.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

38. **Identifying, encouraging, nudging and mentoring of teacher leaders.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

39. **School leaders model an inquiry mindset & visibly engage in inquiry practices.** *
Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

40. **Principals and Vice-Principals routinely acknowledge educators as professionals with sophisticated & valued knowledge** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

41. **External and internal expertise supports inquiry and learning.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

42. **Passionate champions at the school & individual level; shared, non-hierarchical leadership.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

43. **Create a culture of collective efficacy through shared work & learning; a growth mindset supported amongst school leaders.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

44. **Learner agency is practiced; genuine engagement with students in planning processes.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

45. **Visits to other sites, sharing knowledge and approaches; connecting among and between schools and districts. Engagement with community & parents.** *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending
Mark only one oval.

	1	2	3	4	5	
Exploring	◯	◯	◯	◯	◯	Extending

46. **Reflection on the accelerating factors that empower inquiry in your school.** *

Considering the accelerating factors that have been implemented in your school to empower inquiry, provide a brief reflection on the overall impact of these factors.

Assistant Superintendent's Comment

This section will be completed by your family of school's Assistant Superintendent

47. **Comments about the School Community Learning Plan**

A copy of your responses will be emailed to the address you provided

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Google Forms

APPENDIX C

School Community Learning Plan Reflection

The completion of this form is required prior to June 15th. The information will be used to report the status of your School Community Learning Plan to the Board of Education in order to approve your school plan as required in Section 8.3 in the School Act.

Email address *

derek.lea@sd23.bc.ca

First Name *

Derek

Last Name *

Lea

Please select your school from the list below. *

A.S. Matheson Elementary

Please select the category of school. *

Elementary

Select the name of your Assistant Superintendent *

Vianne Kintzinger

Please select the family to which your school belongs. *

Central Kelowna Family of Schools

Please select the Trustee Liason for your school. *

Julia Fraser

School Community Learning Plan - Spirals of Inquiry Cycle

School Scanning *

Briefly describe the outcome of your school's scan using the following questions as a guide. Can students name two people that believe they will be a success? What are your students learning and why is it important? How is it going with students' learning? What are you next steps in response to your school scan?

In our consultation with students, parents and teachers, as well as our data from the Ministry's student surveys, the MDI and our observations and conversations, we recognized that our students had a strong sense of support from the adults in our school and that the adults believed in their abilities and potential for success. However, our students, themselves, did not feel as confident in their own abilities and potential.

School Focus *

Using the information from the school scan, briefly describe the area(s) that were identified to focus the School Learning Plan.

Confidence is the focus of our Learning Plan - both student confidence and the confidence of our educators.

Developing a Hunch *

Considering current assumptions, beliefs and practices, describe some of the changes being considered to address student learning needs.

We believe that, by using the Indigenous model of the Medicine Wheel and the Syilx teachings of the Four Food Chiefs to address the needs of the whole child and focus on student strengths, we can increase students confidence and perception of their abilities to succeed.

Professional Learning *

Based on your school focus and hunch, briefly describe the professional learning that has emerged to develop the capacity to support the pedagogical focus.

We have been engaging in deep learning around the Medicine Wheel and the Four Food Chiefs, as well as working in inquiry groups focusing on the OECD 7 Principles of Learning to increase teacher confidence in their ability to improve students' confidence and perceptions of their own abilities.

Taking Action *

Based on the professional learning taking place at your school, describe how teachers are trying out new pedagogies with their students and how they are assessing the impact on the students' learning.

Our OECD 7 Principles Inquiry has led to changes in several classrooms - from creating social focused groupings and regulation spaces in classrooms through to the creation and growth of a full learning community for our grade 5 and 6 students. In addition, our work has led to our shift away from the generalized medicine wheel to the Syilx specific teachings of the Four Food Chiefs - including a newly developed student self-assessment of their confidence and work with EDPlan Insight to collect, utilize and archive this data to inform our decision making around class placements, student support, and individualized student support plans.

Checking *

Briefly describe how the impact of the actions of teachers is assessed and evaluated in making substantial differences for ALL learners. What evidence of student learning is used to inform teachers, students and parents about the teaching and learning at your school?

We have used a variety of data sources to measure the impact - including ELP and PM Benchmark literacy data, MDI and Ministry Student Survey data, student self assessment data, office and SBT referral data, and our daily observations and conversations, as well as parent surveys. Our learning journey is being fully documented on our Community Learning Plan's "Evidence of Learning" website.

Structures that Empower Inquiry in your School

Definitions and Criteria:

Enabling structures are formal mechanisms (programs, structures, committees, calendars, etc.) that have been designed to support inquiry activity at the school level. This means a deliberate structure or program has been developed through which inquiry is supported.

Exploring - Conversations are beginning to emerge about this inquiry structure or strategy. Further learning and research is required to better understand the potential impact and benefits for student learning.

Acquiring - School administrators and teachers are engaged in professional learning about this inquiry structure or strategy and are making attempts to embed these ideas into their practice.

Demonstrating - This inquiry structure or strategy is practiced by some or all of the teachers. It is becoming evident that the actions are having an impact on improving learning.

Mastering - This inquiry structure or strategy is embedded into the normal day-to-day practice of teachers and administrators and has been shown to improve student learning.

Extending - The school staff have developed the capacity in this area to share their work and teach other other inquiry groups within your school and beyond.

Spirals of Inquiry framework embedded in school procedures & processes. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Teacher teams learning through inquiry. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Resources are targeted to support inquiry at your school. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Networking structures are in place within and between schools to support collaborative inquiry. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Time provided at school for collaborative inquiry. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Community partnerships have been formed with your school to support inquiry. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Professional learning opportunites are aligned with school areas of focus. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Authentic engagement with students, parents and staff. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	○	◉	Extending

Reflection on structures that empower inquiry in your school. *

Considering the structures that have been implemented in your school to empower inquiry, provide a brief reflection on the overall impact of these structures.

Our structures are designed to remove systemic barriers to inquiry and collaboration and to create alignment between what we are asking students to do and what we, the adults, are doing. These include rescheduling to create common prep time for teaching teams, teacher inquiry, Indiginizing our practices, and meeting educators and parents where they are at in their understanding of the changes in our school.

Strategies that Empower Inquiry in your School

Definitions and Criteria:

Enabling strategies (processes, policies, practices) that are being used to support inquiry-based activities at the school level. Theses are explicit processes, policies and practices that have been developed to support inquiry and are in use school wide. (ie: student led conferences, presentations of learning, etc)

Exploring - Conversations are beginning to emerge about this inquiry structure or strategy. Further learning and research is required to better understand the potential impact and benefits for student learning.

Acquiring - School administrators and teachers are engaged in professional learning about this inquiry structure or strategy and are making attempts to embed these ideas into their practice.

Demonstrating - This inquiry structure or strategy is practiced by some or all of the teachers. It is becoming evident that the actions are having an impact on improving learning.

Mastering - This inquiry structure or strategy is embedded into the normal day-to-day practice of teachers and administrators and has been shown to improve student learning.

Extending - The school staff have developed the capacity in this area to share their work and teach other other inquiry groups within your school and beyond.

Ongoing sharing & celebrations of learning are visible and valued. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

The inquiry question "What's going on for our learners?" informs decision making and actions . *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	○	◉	Extending

Staff meetings deliberately model an inquiry mindset & visibly engage in inquiry practices. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Consistently use common language of inquiry and learning. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Consultants are sought out to support new learning. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Giving voice to learners' perspectives throughout processes of inquiry & planning. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Embed Indigenous Worldviews and Perspectives in professional learning conversations. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	○	◉	Extending

A common language of learning is evident: (ie equity for all learners, growth mindsets, personal learning, vulnerable learners.) *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Reflection on strategies that empower inquiry in your school. *

Considering the strategies that have been implemented in your school to empower inquiry, provide a brief reflection on the overall impact of these structures.

Our focus on each student as a whole child informs our practice every day. The use of CPI for complex student concerns and our SBT and Student Support Team meetings using the Medicine Wheel as the focus of our discussions allows us to address underlying student needs.

Accelerating Factors that Empower Inquiry in your School

Definitons and Criteria

An accelerating factor (Accelerant) is a specific condition or context that helps to enable inquiry to be more quickly taken up by diverse individuals, teams and leaders. Accelerants can be helpful to remove barriers and address assumptions, beliefs and mindsets that my hold back or slow down the inquiry process. Accelerants often address culture, feelings, beliefs, contexts and politics.

Exploring - Conversations are beginning to emerge about this inquiry structure or strategy. Further learning and research is required to better understand the potential impact and benefits for student learning.

Acquiring - School administrators and teachers are engaged in professional learning about this inquiry structure or strategy and are making attempts to embed these ideas into their practice.

Demonstrating - This inquiry structure or strategy is practiced by some or all of the teachers. It is becoming evident that the actions are having an impact on improving learning.

Mastering - This inquiry structure or strategy is embedded into the normal day-to-day practice of teachers and administrators and has been shown to improve student learning.

Extending - The school staff have developed the capacity in this area to share their work and teach other other inquiry groups within your school and beyond..

Alignment of focus with the district: mission, vision, and over-arching goal. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

High levels of trust exists between principals, vice-principals, teachers, district staff students and parents. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Evidence based risk-taking is encouraged & supported. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Meaningful, persistent, and diverse invitations to participate in inquiry with multiple access points. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Diverse approaches and adaptive responses to professional learning; educator agency valued. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Identifying, encouraging, nudging and mentoring of teacher leaders. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

School leaders model an inquiry mindset & visibly engage in inquiry practices. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Principals and Vice-Principals routinely acknowledge educators as professionals with sophisticated & valued knowledge *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

External and internal expertise supports inquiry and learning. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Passionate champions at the school & individual level; shared, non-hierarchical leadership. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Create a culture of collective efficacy through shared work & learning; a growth mindset supported amongst school leaders. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Learner agency is practiced; genuine engagement with students in planning processes. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	○	◉	○	Extending

Visits to other sites, sharing knowledge and approaches; connecting among and between schools and districts. Engagement with community & parents. *

Where are you at? 1 = Exploring, 2 = Acquiring, 3 = Demonstrating, 4 = Mastering, 5 = Extending

	1	2	3	4	5	
Exploring	○	○	◉	○	○	Extending

Reflection on the accelerating factors that empower inquiry in your school. *

Considering the accelerating factors that have been implemented in your school to empower inquiry, provide a brief reflection on the overall impact of these factors.

Our school is in the midst of a significant culture change - facilitated by our collaborative creation of supportive structures and strategic staffing decisions. Our culture of shared leadership is still developing but is poised to make significant strides.

Assistant Superintendent's Comment

This section will be completed by your family of school's Assistant Superintendent

Comments about the School Community Learning Plan

In our efforts to create system alignment around our work, our goals and our expectations, we have approached our Community Learning Plan as a way to communicate our learning in an innovative way. The Plan has become a living document of our journey, and models what we are striving for with students documenting their own learning journeys.

This form was created inside of Central Okanagan Public Schools.

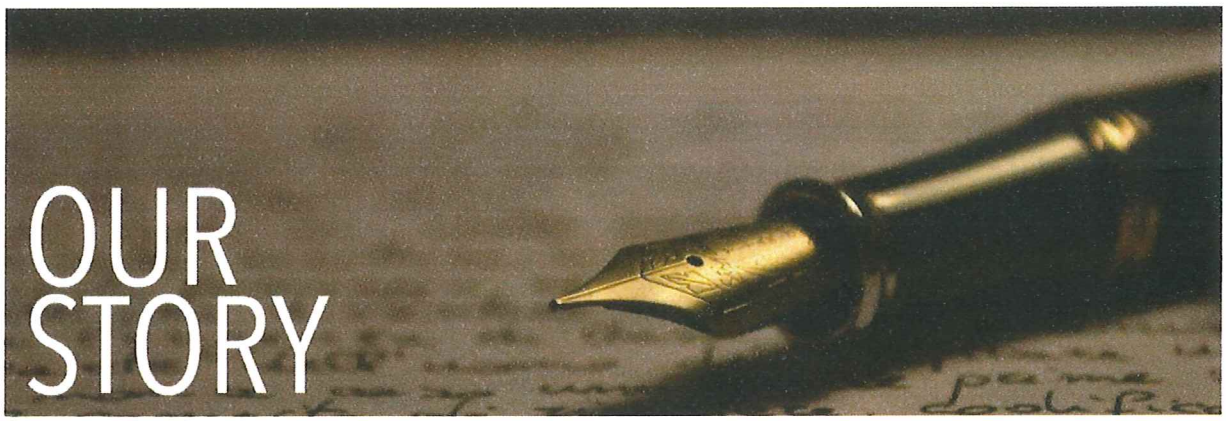
Google Forms

A.S. Matheson Elementary

SD23

DASHBOARD

Our Learning Story



Four years ago, A.S. Matheson embarked on a journey to embrace the Response to Intervention Model to meet the needs of each learner in the area of Literacy. During the last four years, our team, including: classroom teachers, support teachers, administrators, students and their families, have embraced a change in structure to meet each child where they were at and move them forward on their individual learning journey. Structures and strategies are in place to monitor each child's growth in Literacy and provide support on an ongoing basis.

The successes and learning experienced through this process has encouraged us to embark on two additional Spirals of Inquiry. The second spiral has a focus on our early learners. We are looking at developing structures and strategies to better transition our earliest learners into our school. We have been looking closely at the Social Emotional component of the new curriculum and designing an environment that will support all children as they make one of the largest transitions in their short lives. The third spiral focuses around self-reflection and communicating student learning in our intermediate math classrooms. With explicit learning intentions, students are learning to communicate what they are able to do, what they are working on and where they need further support.

Through these three spirals in our school, we soon realized that there were themes that threaded through them all that we needed to address as a whole school. In every scan, it was evident that staff, students and parents all believed in the people within the building and that the focus was on what was in the best interest of each child to be sure their needs were met and that students would feel

successful. What we started to ask ourselves in each spiral was...do our students believe in themselves?

With this question in mind, we started to ask students, parents and staff what kind of learners we wanted at A.S. Matheson. What does the A.S. Matheson Firebird stand for? After significant work, all stakeholders want our students/children to be "confident" learners. Students also want to be "confident" in themselves as learners and as socially responsible individuals. As a part of our initial scan, we have defined what a "Confident Learner" looks like, sounds like and feels like. We are currently looking at questions to ask staff, parents and students to determine what students need to become "Confident Learners".

Student Voice:

One student shared that "this is important work because it is important to know what you are good at, but more important to be confident in knowing what you need to work on, that is what makes you better." ~ Anthony

Parent Voice:

"I've enjoyed working together with other parents and staff to develop ideas to support our students; collectively we are building confident learners. If our children have a positive view on their abilities, can look at challenges without fear, and know the people around them are available for support then they have a greater chance of meeting their full potential. I'm excited about the steps that have already been taken and new ideas and input from more parents and students." ~ Cecila

A.S. Matheson Elementary

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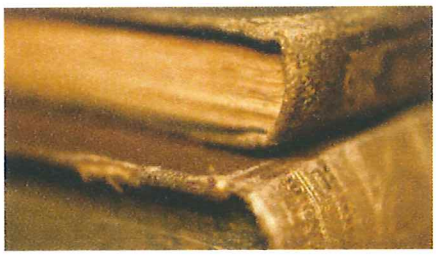
Our Inquiry Process

Designing Collaborative Learning Environments

Kindergarten



Literacy

Math

A.S. Matheson Elementary

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Our Learning Plan

School-Wide Building Confident Learners Spiral:

Scanning: The staff, student and Parents have been investigating what it means to be a learner.

We have used the following strategies and data sources:

Brainstorming/ Collating Results/Narrowing Focus

- Staff Meeting
- PAC Meeting
- Student Assemblies
- Parent/Student interviews
- Parent Survey
- MDI Results

Identifying Areas needing further Growth using the following Evidence:

- School Demographics / MDI Results / FSA Participation and Results
- Parent Surveys
- Student interviews
- Student Self- Assessment
- Meetings to review results and plan for additional data collection
- School-wide Assemblies

Focusing:

Focused in on concept of confident learner and what it looks, feels and sounds like

Collated input from all groups to define confident learner based on commonalities

Reviewed commonalities with staff, parents and student focus group

Developing a Hunch:

If teacher, parents and students have a common understanding of what a confident learner is, we will be able to structure activities, language and learning to develop this asset in our students. This asset will serve to increase academic and social success throughout their life.

Learning:

Staff are in the process of identifying what skills they have to support this goal. As well, staff will work to identify what further skills they will need to increase their efficacy

Additionally, we will look to resources to support the parents in reinforcing this goal

Finally, we will look to the skills students will need to develop this skill in themselves and to support their peers along the same journey.

PAC Meeting Discussions / Collaboration with parents

Collaborative dialogue within building

First People Principles of Learning

Taking Action:

Communicate to all stakeholder the co-created language around what it means to be a confident learner. Built using the knowledge of the Four Food Chiefs

Checking:

Co-creating criteria: Staff/Parents/Students

Student, Staff and Parent Self-Assessments

Insight Self-Assessment Tool

Learning Evidence

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"Your brilliant first flop was a raging success!"

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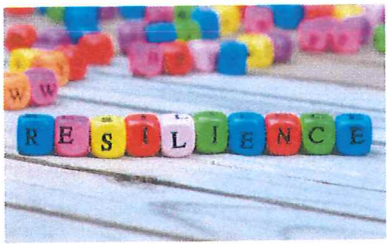

Building A Bounce Back Kid

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Building Confidence Through Arts Education

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Building Confidence Through Risk Taking

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Building Confidence Through the Arts

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Building Confident (adult) Learners

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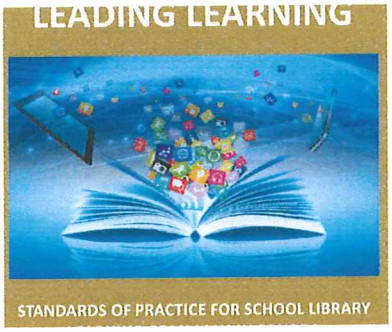

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Confidence

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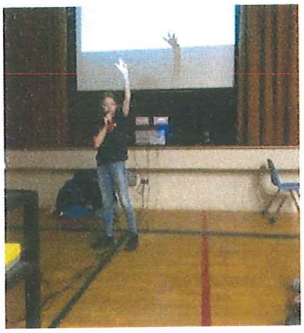

Confidence and Friendship

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Confidence and Honesty

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Confidence Through Growth Mindset

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Confidence Through Kindness in Our Community

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Confident Learners

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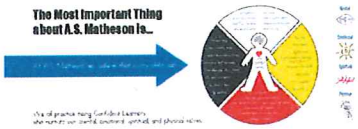

Creating Confident Learners

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Developing the Whole Child

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Gateway to Kindness

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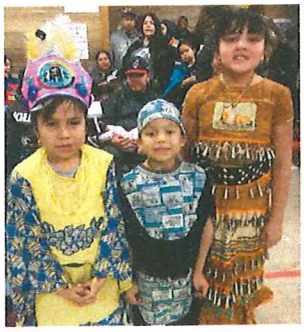

I am CONFIDENT in who I am...

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I can assess my confidence by using the medicine wheel.

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Inquiry

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It Takes a Village to Build Confident Learners...

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Kindness and Confidence

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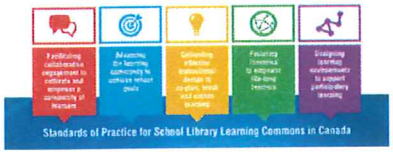

Learning for our Leaders

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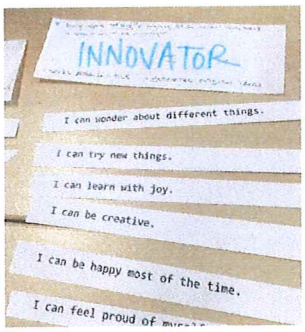

Learning...Reflectin

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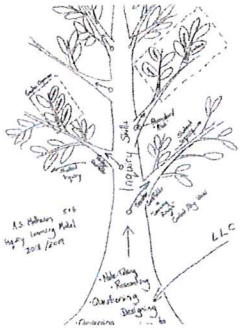

Library Learning Commons and Inquiry

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MDI Results are in...

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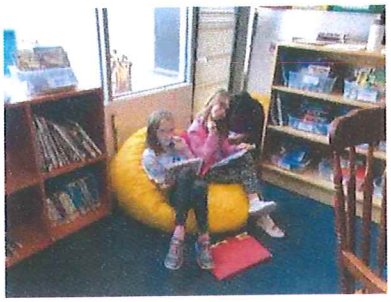

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Our Parents ARE our Partners

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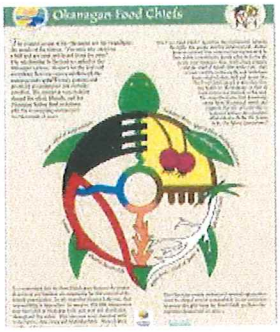

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Revised Confidence Student Self-Assessment

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Structuring for Confidence

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Student Reflection...Building Confidence

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Talking about CONFIDENCE

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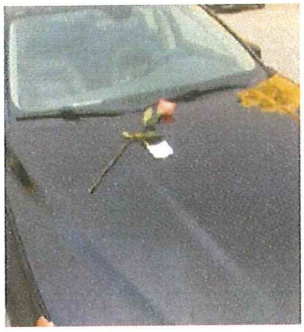

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What do we need to know?

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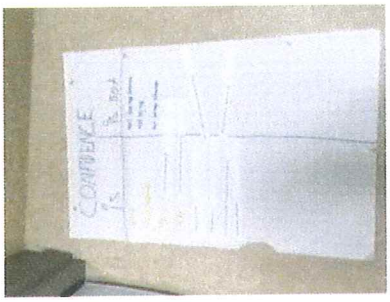
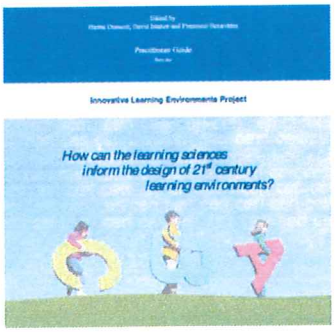


What is a Confident Learner?

READ MORE

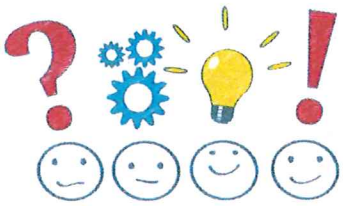
What is a Confident Learner?

READ MORE



What is leading students to need support developing their confidence?

READ MORE



Why Inquiry?

READ MORE

335 – OCCUPATIONAL HEALTH AND SAFETY

The Board of Education believes that the workplace should be a healthy and safe environment. To achieve this, an Occupational Health and Safety Program has been designed, and will be maintained, to reduce injuries and disease.

In accordance with the Worker's Compensation Act and Regulations, a copy of the District's Occupational Health and Safety Program is available electronically to all staff through the SharePoint portal under District – Programs – Health and Safety.

1. The Board of Education shall be responsible for:
- *1.1 ensuring the Superintendent of Schools/CEO develops and implements a District Occupational Health and Safety Program;*
- *1.2 establishing policy governing the Occupational Health and Safety Program.*

2. The Superintendent of Schools*/CEO* shall be responsible for:
- *2.1* ensuring the Health and Safety Program is being maintained;
- *2.2* conducting an annual review of the Occupational Health and Safety Program in December of each year;
- *2.3* ensuring that management has knowledge of the Occupational Health and Safety Program.

3. All directors, principals and supervisors are required to:
- *3.1* provide a healthy and safe environment;
- *3.2* orientate new workers;
- *3.3* provide ongoing training of workers;
- *3.4* participate in regular safety meetings;
- *3.5* perform inspections and conduct incident investigations;
- *3.6* correct unsafe acts, health or safety hazards.

4. Workers' responsibilities include:
- *4.1* learning and following safe work procedures;
- *4.2* correcting hazards or reporting them to supervisors;
- *4.3* participating in inspections and incident investigations when required;
- *4.4* using personal protective equipment where required;
- *4.5* helping to keep a safe workplace by recommending ways to improve the occupational health and safety program.

AMENDMENT

Date Agreed: September 23, 1992
Date Amended: September 25, 2002

Date Reviewed/Amended: November 13, 2002
Date Amended: March 26, 2003; June 23, 2010; November 26, 2014
Date Reviewed: April 6, 2011
Related Documents - WCB Act & Regulations

702 – ~~ABORIGINAL~~ *INDIGENOUS* EDUCATION COMMUNITY PARTNERSHIPS

Introduction

The Board of Education acknowledges and honours the traditional territory and history of the Okanagan (Syilx) People and Westbank First Nation as our host band. We also acknowledge the traditional teachings of Elders and the wisdom of their ~~Aboriginal~~ *Indigenous* culture.

The Board believes in *the* importance of partnerships to build on the success of ~~Aboriginal~~ *Indigenous* students (K-12) who self-identify as First Nation, Métis and Inuit.

Policy

1. The Board believes the best possible way to support the educational programs for ~~Aboriginal~~ *Indigenous* students is through the implementation of the District's Enhancement Agreement. This Enhancement Agreement guides the ~~Aboriginal~~ *Indigenous* Education Programming, providing goals to enhance the emotional, spiritual, physical, and intellectual growth of our students.

2. The Board believes that the formation of the following collaborative structures are important to furthering the goals of the Enhancement Agreement *and will therefore form Board Committees that serve this purpose:*

2.1. **District ~~Aboriginal~~ *Indigenous* Education Council ("Council")**
~~This~~ *The* Council is comprised of representatives from the Board of Education, Westbank First Nation, Okanagan Indian Band, Okanagan Nation Alliance, Kelowna Métis Association, Ki-Low-Na Friendship Society, Lake Country Native Association and the ~~Aboriginal~~ *Indigenous* Parent and Family Education Council. The Council is supported by District staff. The Terms of Reference will be posted on the School District website. Council meeting agendas, reports, and minutes will also be posted on the School District website and provided to partner groups.

2.2 **District ~~Aboriginal~~ *Indigenous* Education Advisory Committee ("Committee")**
The Committee's mandate is to assist the ~~Aboriginal~~ *Indigenous* Education Council in the implementation of the Enhancement Agreement. The Committee assists the Council by identifying programs and service needs and provides input related to designing, implementing, and assessing achievement of all ~~Aboriginal~~ *Indigenous* students. The Committee is generally comprised of representatives from Westbank First Nation, Okanagan Indian Band, Okanagan Nation Alliance, Kelowna Métis Association, Métis Child and Family Services, Ki-Low-Na Friendship Society, Lake Country Native

AMENDMENT

Association, En'owkin Center, UBC-O, Okanagan College, and District staff. The Terms of Reference will be posted on the School District website.

2.3 **District ~~Aboriginal~~ *Indigenous* Parent and Family Education Council ("Parent Council")**
This Parent Council is comprised of parents and families of ~~Aboriginal~~ *Indigenous* students and provides feedback to the Council and Committee on the implementation of the Enhancement Agreement.

AMENDMENT

Central Okanagan Public Schools
Together We Learn

1040 Hollywood Road S.
Kelowna, BC V1X 4N2
www.sd23.bc.ca
Phone: (250) 860-8888
Fax: (250) 870-5056

Memorandum

Date: June 21, 2019
To: Board of Education
From: Education and Student Services

Action Item: **Proposal to Transfer the Grade 7 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School**

1.0 ISSUE STATEMENT

An updated proposal to continue the existing grade 7 Okanagan Mission Secondary School Hockey Canada Skills Academy at Canyon Falls Middle School for the fall of 2019 has been developed. If this proposal is supported by the Board of Education, it will enable students (enrolled at Canyon Falls Middle School) the opportunity to participate in a Hockey Canada Skills Academy for the fall of 2019.

Currently, Okanagan Mission Secondary School grade seven students have the opportunity to participate in the Okanagan Mission Secondary School Hockey Canada Skills Academy. Providing this opportunity at Canyon Falls Middle School ensures next year's grade seven students have equitable access to this program and, upon transitioning to Okanagan Mission Secondary School in grade nine, students will have the option to continue in the Okanagan Mission Secondary School Hockey Canada Skills Academy.

2.0 BACKGROUND

The 2004 Graduation Program Order authorizes Boards of Education to offer locally relevant courses to meet the needs of schools and their communities, while providing choice and flexibility for students.

The Hockey Canada Skills Academy at Okanagan Mission Secondary School was approved by the Board of Education at the February 11, 2004 public Board meeting. This Academy has operated successfully since 2004 with the same vision, program expectations, and fee structure (see Appendix A). In the 2018-2019 school year, 48 grade 7 and grade 8 students enrolled in the Hockey Canada Skills Academy and 74 grade 9 to 12 students enrolled in the Advanced Hockey Canada Skills Academy.

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, registration will open for students to enroll in this Academy.

4.0 OPTIONS FOR ACTION

a) Approve the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019.
b) Amend the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019.
c) Request additional information on the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) aligns with the existing Board-approved Academy structure and program expectations.

6.0 RECOMMENDATIONS

THAT: The Board of Education approve the transfer of the grade 7 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls Middle School and adopt the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) for the fall of 2019, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting;

AND THAT: Once the Canyon Falls Middle School Parent Advisory Council has been established and approved by the Board of Education, the Principal of Canyon Falls Middle School seek confirmation from the Parent Advisory Council as to the Proposal for Substantive Change – Grade 7 and Grade 8 Hockey Canada Skills Academy (Canyon Falls Middle School);

AND FURTHER THAT: The Canyon Falls Middle School Principal bring the final Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) to the Education and Student Services Committee in the fall of 2019.

7.0 APPENDICES

A. Okanagan Mission Secondary School Proposal for Substantive Change: Hockey Canada Skills Academy – January, 2004

B. Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School)

APPENDIX A

OKANAGAN MISSION SECONDARY SCHOOL

PROPOSAL FOR SUBSTANTIVE CHANGE

HOCKEY CANADA SKILLS ACADEMY

JANUARY, 2004

APPENDIX A

SUMMARY

To implement the Hockey Canada Skills Academy at Okanagan Mission Secondary School under the umbrella of the HCSA District license. This program was implemented at Rutland Senior Secondary for the 2003-2004 year.

VISION

"To enhance achievement through improved student confidence, self-esteem and commitment to school.

EXPECTATIONS

Based on the 2003-04 school results at Rutland Senior Secondary as well as the experiences of similar hockey programs in other districts, we anticipate that students will have both improved hockey skills as well as increased achievement levels. At RSS all 25 enrolled students are expected to complete the program. Parents, coaches and staff are impressed with the program and the positive effects it has had on student attitude and achievement. Further there is a strong correlation between HCSA attendance and graduation.

IMPACT ANALYSIS

Should permission be provided to authorize the program at OKM, interested students could now stay at their neighbourhood school. Rutland Senior Secondary School recovered one student from Immaculata Regional Secondary School. OKM expects to recover students from both Central Okanagan Academy and Immaculata. Further the expansion of this program to OKM will reduce the number of OKM students wishing to attend RSS or the other private hockey school in the Mission.

PROMOTION

To date the program has been discussed with both the SPC and the PAC. The program would also be explained to parents and students as part of the course selection process. In addition, we would advertise by way of our school website, District website, the local minor hockey association, sponsors and local media.

OPERATIONS

Students would enroll in the HCSA course just as they do other courses. In terms of staffing, a minimum number of students (approximately 24) would be required to offer the program. One block of teacher staffing would be assigned per 24 students enrolled. The assigned teacher, as well as two hockey instructors, would be on the ice for each session. The cost for the instructors as well as the ice rental is built into the course fees. Students would receive credit for PE 8 through 12, Human Performance 11 through 12 and CAPP 8 through 12. All non-school personnel involved with this program would be required to obtain a criminal record check.

FINANCIAL IMPLICATIONS

All program costs including non School District 23 teacher instruction, ice time and transportation are covered by student tuition. A combination of School District No. 23 bussing and parent drivers would be used for transportation to and from the Mission Sports Complex (Capital News Centre). Cost of the program would be $1200.00 per student.

EVALUATION

The evaluation of the program could be conducted in a variety of ways: including satisfaction interviews with HCSA students, parents, hockey coaches, instructors and subject teachers. As well student achievement would be reviewed. The program will also be evaluated annually by Hockey Canada before the annual license is renewed by Hockey Canada.

February 2, 2004

Central Okanagan Public Schools

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

September 2019

Canyon Falls Middle School

Hockey Canada Skills Academy

Canyon Falls Middle School
– Parent
– Parent
– Parent
Ryan Ward – Vice Principal
Jim Laird – Principal
Dan Ruggiero – District HCSA Coordinator
Kurt Corman – District HCSA Coordinator

VISION

Students will be able to pursue a passion for active living and giving back to the community by developing their knowledge and skills in the sport of hockey through the Canyon Falls Middle School Hockey Canada Skills Academy. Participants in the program will be able to pursue hockey activities outside of school as volunteer coaches of younger players or as officials at local games.

RATIONALE

Students attending Canyon Falls Middle School will have access to the Central Okanagan Public Schools Hockey Canada Skills Academy as did previous grade 7 students at Okanagan Mission Secondary School. Canyon Falls Middle School students will have the opportunity to participate in the Hockey Canada Skills Academy program if they so choose.

SUMMARY

The following document outlines the proposal for a substantive change with the addition of a Hockey Canada Skills Academy at Canyon Falls Middle School. This program is intended to provide students with an opportunity to further enhance their hockey skills and personal growth in the sport of hockey. When students are able to fulfill their personal interests in a school environment, it will promote:

- Improved self confidence
- Motivation for learning
- Increased connection to the school
- Increase interpersonal skills

The addition of Canyon Falls Middle School Hockey Canada Skills Academy will provide our students with:
- a healthy life style;
- an opportunity to develop hockey skills;
- an opportunity to pursue their sport of passion at school

The addition of this Academy will benefit our students, our school and our community. Participants in the Academy will receive approximately 50 hours of on-ice instruction at the Kelowna Capital News Centre along with regular physical health education at school.

The Physical Health Education Core Competencies directly impacted by a Hockey Academy include:

- participating in a lifelong physical activity
- understanding that healthy choices influence physical and emotional well-being
- understanding that healthy relationships can help us to lead rewarding and fulfilling lives
- developing, refining and applying fundamental movement skills of hockey
- developing and demonstrating safety, fair play, and leadership in physical activities
- participating in daily physical activity designed to enhance and maintain health

OPERATIONS

Students would enroll in the hockey program as in any other elective course. A minimum of 26 students will be required to offer the program. To ensure a high quality program, a qualified Physical Health Education teacher and additional highly qualified Hockey Canada trained staff will provide instruction for the program.
All non-school district personnel involved in this program are required to obtain a criminal record check.

EXPECTATIONS

The following benefits are expected as a result of implementing the Canyon Falls Hockey Canada Skills Academy:

1. Improved school climate as a result of meeting the needs of individual learners;
2. Improved attendance as a result of making strong connections to the school;
3. Increased number of students involved in 'active living' through healthy choices;
4. Increased level of community involvement as coaches / minor officials;
5. Increased student and parent satisfaction levels with the variety of course offerings;

IMPACT ANALYSIS

The program would be open to any student in grades 6,7 or 8. For 2019/20, depending on enrollment, preference will be given to grade 7 students. Twenty-six participants will be required per section. In subsequent years, preference will be given to grade 8 students, then grade 7 students and then grade 6 students.

FINANCIAL IMPLICATIONS (approx.)

Expenditures

Ice $6,500 for the 50 hours	$6,500.00
Transportation (School district bus @ $65.00/trip)	$2,210.00
Equipment	$500.00
Jerseys, socks, $80.00 x 26.00	$2,080.00
Hockey Canada/BC Hockey Registration and Insurance/player	$900.00
Coordinator expenses	$500.00
Hockey Canada License fee	$500.00
Summer seminar travel	$400.00
Instructor wages $225.00/session x 34 classes =	$7,650.00
District Coordinator time	$7,000.00
	$28,240.00

Revenue

26 students at $1100 per Academy Participant	$28,600.00

Total Expenditures	$28,240.00

As the proposed expenditures are approximate, the proposed fee will ensure the Academy remains financially viable. Any remaining funds will be carried forward and added to next year's Hockey Canada Skills Academy.

Please Note: Board Policy 425 and Regulation 425R are in place to ensure participation for those who would otherwise be excluded by financial constraints. To ensure that fees and deposits do not prohibit student participation, the school will facilitate fair and confidential procedures to allow participation by students who would otherwise be excluded. Please contact the school principal to discuss and explore student options to recover the fees.

CONSULTATION/PROMOTION

The Hockey Canada Skills Academy at Canyon Falls Middle School will be promoted through parent information evenings with elementary parents. Information about the Academy will also be included on the school website and in future school newsletters.

EVALUATION

The success and continuation of the program will be reviewed annually based on the following:

a) enrollment within the Academy;
b) the impact of expenses for the program;
c) the number of program participants involved in voluntary community hockey programs;
d) feedback from participants, parents and community.

CONSULTATION

The Hockey Canada Skills Academy was discussed on May 15, 2019 with parents from Okanagan Mission elementary schools. This proposal will be taken forward to the newly-established Canyon Falls Middle School Parent Advisory Council in the fall of 2019.

_____

Canyon Falls Middle School, Parent Advisory Council

CENTRAL OKANAGAN PUBLIC SCHOOLS
1040 Hollywood Road South., Kelowna, BC V1X 4N2
Tel. (250)860-8888, Fax (250)860-9799, www.sd23.bc.ca

Memorandum

Date: June 21, 2019
To: Board of Education
From: Finance and Audit Committee

Action: 2019/2020 Annual Budget Bylaw

1.0 ISSUE STATEMENT

Approval of 2019/2020 Annual Budget is required prior to June 30, 2019.

2.0 RELEVANT BOARD MOTION/DIRECTION

See Appendix B.

3.0 BACKGROUND

Following the consultation and deliberation cycle as outlined in the budget timeline, recommendations were made for adjustments to the 2019/2020 Annual Budget. These recommendations have been reflected in the attached Annual Budget Bylaw (Appendix A).

4.0 POINTS FOR CONSIDERATION

a) The annual budget is based on projected enrolments of 22,829 school age FTE and 400 International Student FTE.
b) Surplus carryforwards from the current year are not finalized until after June 30, however, in order to provide for more accurate planning, some of the carryforwards have been estimated and form a portion of this budget.
c) Any adjustments that are required for these surpluses will be made with the Amended Annual Budget in February 2020.
d) There is an expected surplus from general underspending in 2018/2019 of approximately $6,100,000 (see Appendix D for details). Once the unrestricted portion of the surplus is finalized it will be available to deal with emergent issues in the fall or to carry forward to the 2019/2020 budget year.
e) Similar to prior years, it is expected that other program surpluses will be carry forwarded to supplement next year's budget.
f) The transportation fee was set at $225/year for each bus rider for the period effective July 1, 2019 to June 30, 2020 resulting in a slight increase to the annual budget over the prior year.
g) Adjustment decreases were made to anticipated budget allocations totaling $400,000;
h) Adjustment increases to existing budgets totaling $315,656. This included the addition of one (1) FTE CUPE staff, two (2) FTE administration staff and one (1) FTE teaching staff.
i) The Annual Budget Bylaw for $264,765,096 is due for submission to the Ministry of Education by June 30, 2019.

5.0 OPTIONS FOR ACTION:

1. Approve the Budget Bylaw as presented.
2. Make recommendations for adjustments to the budget.

6.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

The Annual Budget Bylaw as presented is recommended based on the current fiscal situation. Priority is being given to maintaining the integrity of the educational program in classrooms and to the achievement of our goals and strategic priorities.

7.0. RECOMMENDATIONS:

THAT: the Board of Education give first, second and third readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2019/2020 in the amount of $ 264,765,096.

THAT: The School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2019/2020 in the amount of $ 264,765,096 be read a first, second and third time, passed and adopted on the 26th day of June 2019.

8.0 APPENDICES

A. 2019/2020 Annual Budget Bylaw
B. 2019/2020 Summary of Budget Decisions
C. 2019/2020 Projected Teacher Staffing
D. 2019-2020 Estimated Surplus Appropriation Analysis

Annual Budget

School District No. 23 (Central Okanagan)

June 30, 2020

School District No. 23 (Central Okanagan)

June 30, 2020

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2019/2020 pursuant to section 113 of the *School Act* , R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act* ").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.

2. This bylaw may be cited as School District No. 23 (Central Okanagan) Annual Budget Bylaw for fiscal year 2019/2020.

3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of $264,765,096 for the 2019/2020 fiscal year was prepared in accordance with the *Act* .

4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2019/2020.

READ A FIRST TIME THE 26th DAY OF JUNE, 2019;

READ A SECOND TIME THE 26th DAY OF JUNE, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 26th DAY OF JUNE, 2019;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 23 (Central Okanagan) Annual Budget Bylaw 2019/2020, adopted by the Board the 26th DAY OF JUNE, 2019.

Secretary Treasurer

School District No. 23 (Central Okanagan)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	**23,145.100**	22,670.000
Adult	**27.750**	28.625
Total Ministry Operating Grant Funded FTE's	**23,172.850**	22,698.625
Revenues	**$**	$
Provincial Grants		
Ministry of Education	**229,898,819**	221,170,349
Other	**818,926**	604,928
Tuition	**5,800,000**	5,600,000
Other Revenue	**10,475,000**	10,482,995
Rentals and Leases	**575,000**	575,000
Investment Income	**576,000**	890,500
Amortization of Deferred Capital Revenue	**8,340,880**	8,192,707
Total Revenue	**256,484,625**	247,516,479
Expenses		
Instruction	**212,119,543**	204,622,137
District Administration	**6,364,152**	6,173,486
Operations and Maintenance	**37,003,314**	36,637,336
Transportation and Housing	**4,128,837**	4,043,149
Total Expense	**259,615,846**	251,476,108
Net Revenue (Expense)	**(3,131,221)**	(3,959,629)
Budgeted Allocation (Retirement) of Surplus (Deficit)	**3,501,300**	4,239,028
Budgeted Surplus (Deficit), for the year	**370,079**	279,399
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	**370,079**	279,399
Budgeted Surplus (Deficit), for the year	**370,079**	279,399

School District No. 23 (Central Okanagan)

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	**223,994,977**	215,422,067
Operating - Tangible Capital Assets Purchased	**1,195,486**	1,395,928
Special Purpose Funds - Total Expense	**22,425,818**	23,461,041
Special Purpose Funds - Tangible Capital Assets Purchased	**815,351**	815,351
Capital Fund - Total Expense	**13,195,051**	12,593,000
Capital Fund - Tangible Capital Assets Purchased from Local Capital	**3,138,413**	2,378,413
Total Budget Bylaw Amount	**264,765,096**	256,065,800

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education — Date Signed

Signature of the Superintendent — Date Signed

Signature of the Secretary Treasurer — Date Signed

School District No. 23 (Central Okanagan)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
	$	$
Surplus (Deficit) for the year	**(3,131,221)**	(3,959,629)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	**(2,010,837)**	(2,211,279)
From Local Capital	**(3,138,413)**	(2,378,413)
From Deferred Capital Revenue	**(25,000,000)**	(25,000,000)
Total Acquisition of Tangible Capital Assets	**(30,149,250)**	(29,589,692)
Amortization of Tangible Capital Assets	**13,195,051**	12,593,000
Total Effect of change in Tangible Capital Assets	**(16,954,199)**	(16,996,692)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	**(20,085,420)**	(20,956,321)

School District No. 23 (Central Okanagan)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
	$	$
Revenues		
Provincial Grants		
Ministry of Education	**213,958,650**	204,194,457
Other	**818,926**	604,928
Tuition	**5,800,000**	5,600,000
Other Revenue	**3,175,000**	3,182,995
Rentals and Leases	**575,000**	575,000
Investment Income	**500,000**	800,000
Total Revenue	**224,827,576**	214,957,380
Expenses		
Instruction	**189,693,725**	181,161,096
District Administration	**6,364,152**	6,173,486
Operations and Maintenance	**23,808,263**	24,044,336
Transportation and Housing	**4,128,837**	4,043,149
Total Expense	**223,994,977**	215,422,067
Net Revenue (Expense)	**832,599**	(464,687)
Budgeted Prior Year Surplus Appropriation	**3,501,300**	4,239,028
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	**(1,195,486)**	(1,395,928)
Local Capital	**(3,138,413)**	(2,378,413)
Total Net Transfers	**(4,333,899)**	(3,774,341)
Budgeted Surplus (Deficit), for the year	**-**	-

School District No. 23 (Central Okanagan)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
	$	$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	**211,331,831**	203,079,126
DISC/LEA Recovery	**(1,050,000)**	(1,057,995)
Other Ministry of Education Grants		
Pay Equity	**1,238,323**	1,238,323
Funding for Graduated Adults	**15,000**	15,000
Transportation Supplement	**600,000**	600,000
Carbon Tax Grant	**120,000**	120,003
Employer Health Tax	**1,703,496**	
Shared Energy Manager		200,000
Total Provincial Grants - Ministry of Education	**213,958,650**	204,194,457
Provincial Grants - Other	**818,926**	604,928
Tuition		
International and Out of Province Students	**5,800,000**	5,600,000
Total Tuition	**5,800,000**	5,600,000
Other Revenues		
Other School District/Education Authorities	**525,000**	525,000
LEA/Direct Funding from First Nations	**1,050,000**	1,057,995
Miscellaneous		
Transportation Fees	**900,000**	900,000
Wage Recoveries	**300,000**	300,000
Miscellaneous	**400,000**	400,000
Total Other Revenue	**3,175,000**	3,182,995
Rentals and Leases	**575,000**	575,000
Investment Income	**500,000**	800,000
Total Operating Revenue	**224,827,576**	214,957,380

School District No. 23 (Central Okanagan)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
	$	$
Salaries		
Teachers	**99,853,091**	97,405,418
Principals and Vice Principals	**12,295,968**	11,302,073
Educational Assistants	**15,892,633**	14,479,605
Support Staff	**21,459,288**	20,838,024
Other Professionals	**3,263,864**	3,042,586
Substitutes	**7,097,464**	6,665,887
Total Salaries	**159,862,308**	153,733,593
Employee Benefits	**41,443,515**	38,521,514
Total Salaries and Benefits	**201,305,823**	192,255,107
Services and Supplies		
Services	**5,566,131**	5,289,439
Student Transportation	**368,459**	391,335
Professional Development and Travel	**2,091,355**	1,992,673
Rentals and Leases	**635,000**	1,317,000
Dues and Fees	**428,000**	396,500
Insurance	**604,500**	610,000
Supplies	**9,155,709**	9,468,674
Utilities	**3,840,000**	3,701,339
Total Services and Supplies	**22,689,154**	23,166,960
Total Operating Expense	**223,994,977**	215,422,067

School District No. 23 (Central Okanagan)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	79,836,440	1,367,551	248,705	1,382,763		6,381,464	**89,216,923**
1.03 Career Programs	642,998		35,000	426,748		8,500	**1,113,246**
1.07 Library Services	2,595,351	219,232		1,336,659	94,875	14,286	**4,260,403**
1.08 Counselling	2,863,993					10,000	**2,873,993**
1.10 Special Education	11,798,088	840,933	13,400,820	755,180		450,000	**27,245,021**
1.30 English Language Learning	1,151,981			46,192		5,000	**1,203,173**
1.31 Aboriginal Education	553,620	250,467	2,208,108	53,347		10,000	**3,075,542**
1.41 School Administration		8,799,940		3,365,305		35,714	**12,200,959**
1.62 International and Out of Province Students	410,620	202,195		72,525	268,848	7,500	**961,688**
Total Function 1	**99,853,091**	**11,680,318**	**15,892,633**	**7,438,719**	**363,723**	**6,922,464**	**142,150,948**
4 District Administration							
4.11 Educational Administration		332,715		114,529	600,331	127,000	**1,174,575**
4.40 School District Governance					152,327		**152,327**
4.41 Business Administration		282,935		896,690	1,192,351	48,000	**2,419,976**
Total Function 4	**-**	**615,650**	**-**	**1,011,219**	**1,945,009**	**175,000**	**3,746,878**
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				293,724	537,283		**831,007**
5.50 Maintenance Operations				9,721,378	159,653		**9,881,031**
5.52 Maintenance of Grounds				817,477			**817,477**
5.56 Utilities				195,960	91,924		**287,884**
Total Function 5	**-**	**-**	**-**	**11,028,539**	**788,860**	**-**	**11,817,399**
7 Transportation and Housing							
7.41 Transportation and Housing Administration				56,347	166,272		**222,619**
7.70 Student Transportation				1,924,464			**1,924,464**
Total Function 7	**-**	**-**	**-**	**1,980,811**	**166,272**	**-**	**2,147,083**
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Functions 1 - 9	**99,853,091**	**12,295,968**	**15,892,633**	**21,459,288**	**3,263,864**	**7,097,464**	**159,862,308**

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June 12, 2019 13:45

School District No. 23 (Central Okanagan)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Annual Budget	2019 Annual Budget
	$	$	$	$	$	$
1 Instruction						
1.02 Regular Instruction	**89,216,923**	23,318,268	**112,535,191**	7,130,902	**119,666,093**	118,240,666
1.03 Career Programs	**1,113,246**	268,967	**1,382,213**	541,360	**1,923,573**	1,642,294
1.07 Library Services	**4,260,403**	1,077,017	**5,337,420**	504,064	**5,841,484**	4,985,265
1.08 Counselling	**2,873,993**	687,358	**3,561,351**	5,000	**3,566,351**	3,626,153
1.10 Special Education	**27,245,021**	6,974,766	**34,219,787**	963,244	**35,183,031**	31,393,977
1.30 English Language Learning	**1,203,173**	289,871	**1,493,044**	36,850	**1,529,894**	998,192
1.31 Aboriginal Education	**3,075,542**	841,373	**3,916,915**	454,077	**4,370,992**	3,630,120
1.41 School Administration	**12,200,959**	2,645,713	**14,846,672**	127,209	**14,973,881**	14,363,199
1.62 International and Out of Province Students	**961,688**	223,760	**1,185,448**	1,452,978	**2,638,426**	2,281,230
Total Function 1	**142,150,948**	**36,327,093**	**178,478,041**	**11,215,684**	**189,693,725**	181,161,096
4 District Administration						
4.11 Educational Administration	**1,174,575**	311,279	**1,485,854**	339,700	**1,825,554**	1,784,485
4.40 School District Governance	**152,327**	3,047	**155,374**	157,084	**312,458**	309,007
4.41 Business Administration	**2,419,976**	622,501	**3,042,477**	1,183,663	**4,226,140**	4,079,994
Total Function 4	**3,746,878**	**936,827**	**4,683,705**	**1,680,447**	**6,364,152**	6,173,486
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	**831,007**	219,501	**1,050,508**	450,000	**1,500,508**	1,440,173
5.50 Maintenance Operations	**9,881,031**	2,927,613	**12,808,644**	3,088,000	**15,896,644**	16,191,490
5.52 Maintenance of Grounds	**817,477**	196,468	**1,013,945**	503,500	**1,517,445**	1,410,262
5.56 Utilities	**287,884**	37,759	**325,643**	4,568,023	**4,893,666**	5,002,411
Total Function 5	**11,817,399**	**3,381,341**	**15,198,740**	**8,609,523**	**23,808,263**	24,044,336
7 Transportation and Housing						
7.41 Transportation and Housing Administration	**222,619**	57,909	**280,528**	30,500	**311,028**	325,578
7.70 Student Transportation	**1,924,464**	740,345	**2,664,809**	1,153,000	**3,817,809**	3,717,571
Total Function 7	**2,147,083**	**798,254**	**2,945,337**	**1,183,500**	**4,128,837**	4,043,149
9 Debt Services						
Total Function 9	**-**	**-**	**-**	**-**	**-**	-
Total Functions 1 - 9	**159,862,308**	**41,443,515**	**201,305,823**	**22,689,154**	**223,994,977**	215,422,067

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DRAFT - Not Finalized

June 12, 2019 13:45

School District No. 23 (Central Okanagan)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2020

	2020 Annual Budget	2019 Annual Budget
	$	$
Revenues		
Provincial Grants		
Ministry of Education	**15,940,169**	16,975,892
Other Revenue	**7,300,000**	7,300,000
Investment Income	**1,000**	500
Total Revenue	**23,241,169**	24,276,392
Expenses		
Instruction	**22,425,818**	23,461,041
Total Expense	**22,425,818**	23,461,041
Net Revenue (Expense)	**815,351**	815,351
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	**(815,351)**	(815,351)
Total Net Transfers	**(815,351)**	(815,351)
Budgeted Surplus (Deficit), for the year	**-**	-

School District No. 23 (Central Okanagan)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	$	$	$	$	$		$	$	$
Deferred Revenue, beginning of year			30,000	3,362,383				25,000	
Add: Restricted Grants									
Provincial Grants - Ministry of Education	785,351	793,018			256,000	75,950	308,871	1,244,780	616,135
Other				7,300,000					
Investment Income								1,000	
	785,351	793,018	-	7,300,000	256,000	75,950	308,871	1,245,780	616,135
Less: Allocated to Revenue	785,351	793,018	30,000	7,300,000	256,000	75,950	308,871	1,270,780	616,135
Deferred Revenue, end of year	-	-	-	**3,362,383**	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	785,351	793,018	30,000		256,000	75,950	308,871	1,269,780	616,135
Other Revenue				7,300,000					
Investment Income								1,000	
	785,351	793,018	30,000	7,300,000	256,000	75,950	308,871	1,270,780	616,135
Expenses									
Salaries									
Teachers						39,920	79,839	43,342	
Educational Assistants		614,742			174,278				
Support Staff									120,000
Substitutes									407,972
	-	614,742	-	-	174,278	39,920	79,839	43,342	527,972
Employee Benefits		178,276			63,590	9,581	19,161	10,402	
Services and Supplies				7,300,000	18,132	26,449	209,871	1,217,036	88,163
	-	793,018	-	7,300,000	256,000	75,950	308,871	1,270,780	616,135
Net Revenue (Expense) before Interfund Transfers	785,351	-	30,000	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(785,351)		(30,000)						
	(785,351)	-	(30,000)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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School District No. 23 (Central Okanagan)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	Classroom Enhancement Fund - Staffing	PRP	TOTAL
	$	$	$
Deferred Revenue, beginning of year			**3,417,383**
Add: Restricted Grants			
Provincial Grants - Ministry of Education	11,624,494	180,570	**15,885,169**
Other			**7,300,000**
Investment Income			**1,000**
	11,624,494	180,570	**23,186,169**
Less: Allocated to Revenue	11,624,494	180,570	**23,241,169**
Deferred Revenue, end of year	-	-	**3,362,383**
Revenues			
Provincial Grants - Ministry of Education	11,624,494	180,570	**15,940,169**
Other Revenue			**7,300,000**
Investment Income			**1,000**
	11,624,494	180,570	**23,241,169**
Expenses			
Salaries			
Teachers	9,329,487	79,839	**9,572,427**
Educational Assistants			**789,020**
Support Staff			**120,000**
Substitutes			**407,972**
	9,329,487	79,839	**10,889,419**
Employee Benefits	2,295,007	19,161	**2,595,178**
Services and Supplies		81,570	**8,941,221**
	11,624,494	180,570	**22,425,818**
Net Revenue (Expense) before Interfund Transfers	-	-	**815,351**
Interfund Transfers			
Tangible Capital Assets Purchased			**(815,351)**
	-	-	**(815,351)**
Net Revenue (Expense)	-	-	-

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School District No. 23 (Central Okanagan)

Schedule 4

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2020

	2020 Annual Budget			
	Invested in Tangible Capital Assets	**Local Capital**	**Fund Balance**	2019 Annual Budget
	$	**$**	**$**	$
Revenues				
Investment Income		75,000	**75,000**	90,000
Amortization of Deferred Capital Revenue	8,340,880		**8,340,880**	8,192,707
Total Revenue	**8,340,880**	**75,000**	**8,415,880**	8,282,707
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	13,195,051		**13,195,051**	12,593,000
Total Expense	**13,195,051**	**-**	**13,195,051**	12,593,000
Net Revenue (Expense)	**(4,854,171)**	**75,000**	**(4,779,171)**	(4,310,293)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	2,010,837		**2,010,837**	2,211,279
Local Capital		3,138,413	**3,138,413**	2,378,413
Total Net Transfers	**2,010,837**	**3,138,413**	**5,149,250**	4,589,692
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,138,413	(3,138,413)	**-**	
Total Other Adjustments to Fund Balances	**3,138,413**	**(3,138,413)**	**-**	
Budgeted Surplus (Deficit), for the year	**295,079**	**75,000**	**370,079**	279,399

School District No. 23 (Central Okangan)
2019-2020 Budget Decisions

Appendix B

Net Budget Position at Public Budget Presentation		**$ 183,291**
<u>Adjustments Subsequent to Public Budget Presentation</u>		
Changes Include:		
- Reduction in NGN Savings Estimate	(30,484)	
- Additional Enrolment Resource Costs	(16,936)	
- Reduction of Discretionary Budgets	100,000	
- Reduction of Benefits Costs	58,580	
- Addition of 1.0 FTE French Immersion Teacher	(103,795)	
- Increased Portable Needs	(275,000)	(267,635)
<u>Reduction of Expenses</u>		
Elimination of General Inflation	400,000	400,000
Total 2019/2020 Net Budget Position		**$ 315,656**
<u>Recommended Budget Adjustments</u>		
- COTA's Budget Reduction	7,500	
- Additional Purchasing Dept Driver	(61,177)	
- Transportation & Custodial Managers (2.0 FTE)	(160,000)	
- Additional Collaborative Learning Services Teacher (1.0 FTE)	(101,979)	(315,656)
2019/2020 Net Budget		**$ -**

School District #23 (Central Okanagan)
Teacher FTE Analysis
June 30, 2020

Description	Projected 2020	2019	2018	2017	2016
Regular Instruction	1,021.9402	1,029.7940	1,003.2010	988.3860	975.1960
Career Programs	7.5783	9.0830	8.8930	8.7740	7.8380
Library Services	32.2568	31.7850	23.4700	22.8500	23.4780
Counselling	35.8721	35.2520	18.4070	30.8680	28.7070
Special Education	148.3707	141.2000	137.0350	120.1530	121.1310
ELL/Int'l Ed.	19.5719	16.9230	9.2440	6.0780	5.0800
Aboriginal Education	7.2000	7.4000	6.3710	6.3710	6.8210
Learning Improvement Fund	0.0000	0.0000	0.0000	31.3430	32.2570
Classroom Enhancement Fund	158.710	146.8991	140.7100	0.0000	0.0000
Total	**1,431.4999**	**1,418.3361**	**1,347.3310**	**1,214.8230**	**1,200.5080**

School District No. 23 (Central Okanagan)
Surplus Appropriation Analysis
5 Year Period from 2014 to 2019

Description	Est 2019	2018	2017	2016	2015
Internally Restricted					
School Budgets	473,386	1,080,305	1,471,330	587,977	1,081,577
Operating Budget	2,519,656	2,917,346	2,610,224	3,015,599	3,759,996
IT Security Initative	0	100,000	0	0	0
Aboriginal Program	157,672	402,302	252,237	255,768	97,154
Distributed Learning	0	0	0	171,380	184,681
Trustee Travel	32,786	33,928	30,200	20,723	10,085
Speciality Grants					
- Active Kids Grant	0	0	20,699	0	0
- CUPE Training	150,000	164,119	177,563	184,788	202,415
- International field trip	0	23,400	0	0	0
- Shared Energy Manager	167,800	82,205	161,269	0	0
- Student Learning Grant	0	0	745,060	0	0
- Trades Grant	0	27,075	142,532	0	0
- WCB - CORE Audit Funds	0	39,000	54,000	0	0
Total Internally Restricted	3,501,300	4,869,680	5,665,114	4,236,235	5,335,908
Unrestricted Surplus	2,583,798	2,519,656	2,233,445	1,327,224	1,016,700
Totals	**6,085,098**	**7,389,336**	**7,898,559**	**5,563,459**	**6,352,608**

Central Okanagan Public Schools
Together We Learn

CENTRAL OKANAGAN PUBLIC SCHOOLS
685 Dease Road, Kelowna, BC V1X 4AF
Tel. (250) 870-5150, Fax (250) 870-5094
Email: Operations.Department@sd23.bc.ca

Memorandum

Date: June 21, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: **Enhancement Agreement – Peachland Elementary School Playground**

1.0 ISSUE STATEMENT

Peachland Elementary School has received funding from the Ministry to purchase and install a new playground. Therefore the Peachland Elementary School Parent Advisory Council (PAC) wishes to enter into an Enhancement Agreement with the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

The Board requires that an inventory of all existing exterior enhancements in the District be provided as a background for each new enhancement brought forward for Board approval.

3.0 BACKGROUND

The total estimated cost of this new playground equipment and removal and installation costs is approximately $174,854.68.

The Ministry of Education has awarded Peachland Elementary School with a $105,000 grant to assist with the purchase and installation of a new playground. This grant is included in the Capital Plan Bylaw No. 2018/19-CPSD23-01 attached as Appendix C.

Peachland Elementary School has been working with students, staff and the PAC to raise funds for a new playground. The PAC will contribute $15,000 towards this project and asks the Board to lend an additional $46,279.64 to the PAC to assist with this purchase as outlined in Appendix B. The Operations Department will pay $8,575.04 for the cost of the path. The District is in a financial position to provide this loan and has supported lending funds to both schools and PACs in the past. The PAC agrees to repay this loan by June 2023.

4.0 FOLLOW-UP/REVIEW

Following approval from the Board, the project will proceed.

5.0 DIRECTOR'S COMMENTS

A signed jurisdiction is included as Appendix D that relates to the removal and installation of the new playground.

6.0 RECOMMENDATIONS

THAT: The Board of Education enter into an Enhancement Agreement with the Peachland Elementary School PAC for the purchase and installation of a new playground, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting.

THAT: The Board of Education approve a $46,280.00 loan be provided to the Peachland Elementary School PAC to assist with the purchase and installation of a new playground, as attached to the Agenda, and as presented at the June 26, 2019 Planning and Facilities Committee Meeting.

7.0 APPENDICES

A. Enhancement Agreement signed by Peachland Elementary School PAC
B. Peachland Elementary School PAC Minutes Dated May 24, 2018
C. Capital Plan Bylaw No. 2018/19-CPSD23-01 and Annual Program Funding Agreement Amendment #1
D. Jurisdiction/Responsibility Form Dated July 11, 2018
E. RFP 18-011 PLE Playground

APPENDIX A

SCHOOL SITE, FACILITIES OR EQUIPMENT ENHANCEMENT PROJECT

SCHOOL NAME:_____PEACHLAND ELEMENTARY SCHOOL___

PROJECT PLAN AND / OR SCOPE OF WORK

PROJECT NAME: Peachland Elementary Playground Replacement (with a Universally Accessible Playground)
PROJECT SUMMARY: PLE successfully applied for the Ministry of Education's Playground Equipment Program capital funding and received $105,000 towards a new replacement playground. The PLE Parent Advisory Council further contributed $15,000. The Assistant Secretary Treasurer set up a long term receivables account that both of these funds have been deposited into. The PAC made a motion (attached) to further pay back any overspend up to $75,000 by June of 2023. Two initial consultations were done with the PAC and the principal on site by Habitat Systems Inc. and by Swing Time Distributors Ltd. The district has established criteria a committee will use to evaluate companies who submit proposals through public tender with the goal of having installation completed by September, 2018.

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the 30 day of May ,2018

BETWEEN:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN), having an office at 1940 Underhill Street, Kelowna, British Columbia (hereinafter called the "School Board")

AND:

THE PEACHLAND ELEMENTARY SCHOOL PAC

(hereinafter called the "Funding Agency") E.g. *THE __"SCHOOL"__ PAC*

WHEREAS:

A. The Funding Agency wishes to apply its independently obtained funding to assist Peachland Elementary School in achieving School Enhancement Projects described in the Schedules attached hereto (the "School Enhancement Project").

B. The School Board agrees that each School Enhancement Project described in the Schedules is appropriate for the School and provides a significant and desirable benefit to the students of the School.

C. The School Board has advised the Funding Agency that its budget priorities and requirements prevent the ongoing allocation by the School Board of funds for the necessary staff training, operation and / or maintenance of each School Enhancement Project during the life of the enhancement and has requested the Funding Agency to fund, on an annual basis, the training, operating costs, maintenance and repairs necessary for the use of the enhancement by the students, staff or others at the School.

NOW THEREFORE in consideration of the School Board accepting the School Enhancement Project from the Funding Agency, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. The Funding Agency, from its own resources, agrees to fund the capital cost of each School Enhancement Project described in the Schedules for installation at the named School.

2. The School Board agrees to assign all personnel necessary to supervise, install and maintain the School Enhancement project at the School, in compliance with its Collective Agreement(s), and at the cost of the funding agency, as detailed herein.

3. The Funding Agency further agrees to provide annually, such funds as determined by the School Board, acting reasonably, that may be required for the staff training, operation, maintenance and repair of the School Enhancement Project to ensure that it can be utilized in a safe, efficient and continuous manner by District students, staff and others, for the life of the School Enhancement Project.

4. The School Board, through its administrative personnel shall determine the standard and schedule of maintenance and repair work, and shall inspect, maintain and repair the enhancement on a regular basis in order to limit any liability to the School Board arising out of the use of the School Enhancement Project by the staff, students, or other persons at the School.

5. Upon accepting the School Enhancement Project the School Board assumes the liability associated with the project and agrees to save harmless the Funding Agency.

6. The School Board shall provide the Funding Agency with any estimated costs of operating, monitoring, maintenance and repair for the next school year annually, on or before May 1st in each year, during the life of the Project. The Funding Agency shall pay over to the School Board, the required funds by July 1st of the same calendar year.

7. In the event that the Funding Agency is unwilling or unable to provide the necessary funds for the operation, maintenance and repair of any School Enhancement project, the School Board may, at its sole option, decommission the Project, dismantle and dispose of any remaining assets, and retain any residual value from the Project as it sees fit, upon ninety (90) days written notice to the Funding Agency.

8. The School Board agrees that any breach by the Funding Agency of its obligation to fund the required costs associated with the use of a School Enhancement Project shall not be considered the personal

obligation of an individual member of the Funding Agency or its executive or directors, and shall be limited to the current cash resources of the Funding Agency, notwithstanding the operation of any law to the contrary.

9. This Agreement shall only be binding upon the School Board upon the passage of a resolution by the School Board and upon the Funding Agency upon the approval by a resolution at a general meeting of the members of the Funding Agency, authorizing the executive of the Funding Agency to enter into the Agreement.

IN WITNESS WHEREOF the parties have hereunto executed this Agreement in the presence of their duly authorized signing officers on that behalf the day and year first above written.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 23, (CENTRAL OKANAGAN) by its authorized signatory:

Signature: Secretary Treasurer / Assistant Superintendent

Print Name:

THE _____

by its authorized signatory(ies):

Signature: PAC President

SAM THERIAULT

Print Name:

Signature: Principal of the School

Ross Hett

Print Name:

legal\school enhancement contract

APPENDIX B

Meeting Re: Funding for the new Peachland Elementary Playground
May 24, 2018

PAC members present
Sam Theriault, PAC president
Leath Strench PAC secretary
Shawna Quinn
Kristen Friesen
Amy Grundy

Motion #1
Peachland Elementary PAC is making a motion to approve $15,000 from our general account in the amount of $15,000, payable to the SD23 long-term receivable account to use for our new playground equipment and installation (10.0.00.75700.0051).

Moved by Kristen Friesen

Seconded by Leath Strench

Passed [signature]

Motion #2
The balance up to $75,000, in addition to the funds secured by the Ministry's PEP (Playground Equipment Program) ($105,000) along with the initial PAC payment ($15,000) (combined $120,000) Peachland Elementary PAC agrees to pay back by June, 2023. We therefore make a motion to approve to repay up to $75,000 to the SD23 long term receivable playground account ((10.0.00.75700.0051) by June 2023.

Moved by Shawna Quinn

Seconded by Kristen Friesen

Passed [signature]

APPENDIX C

PROVINCE OF BRITISH COLUMBIA
MINISTRY OF EDUCATION

ANNUAL PROGRAM FUNDING AGREEMENT AMENDMENT #1

This AGREEMENT dated for reference the 8th day of May, 2018.

BETWEEN: **Her Majesty the Queen in Right of the Province of British Columbia,** represented by the Minister of Education

(the "Ministry")

OF THE FIRST PART

AND: **The Board of Education of School District No. 23 (Central Okanagan)**

(the "Board")

OF THE SECOND PART

WITNESS THAT WHEREAS:

A. The parties agree to revise the original Agreement dated for reference the 2nd day of May, 2018, and subsequently amended on the 8th day of May, 2018.

B. **AND WHEREAS** the parties have agreed to amend the original Agreement.

NOW THEREFORE in consideration of the covenants and agreements herein contained, the parties agree as follows:

(1) That section 3.01 shall be amended to add the following project(s):

School Name	Project Scope	Funding
Peachland Elementary	Universally Accessible Playground Equipment	$105,000

(2) That, in all other respects, the terms and conditions of the original Agreement remains unchanged.

The parties hereto have executed this Agreement on the day and year as set out above.

SIGNED on behalf of the Board of Education of School District No. **23 (Central Okanagan)** by its duly authorized signatories

Eileen Sadlowski
(Print Name of Authorized Representative)

(Signature)

June 30/18
Date Signed (Month/Day/Year)

SIGNED on behalf of Her Majesty the Queen in Right of the Province of British Columbia by a duly authorized designate of the Minister of Education

(Print Name of Authorized Representative)

(Signature)

Date Signed (Month/Day/Year)

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement made in duplicate and dated for reference the 4th day of May 2018.

BETWEEN: **Her Majesty the Queen in Right of the Province of British Columbia**, represented by the Minister of Education (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 23 (Central Okanagan)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

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

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

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

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

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

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

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

"Ministry" means the Ministry of Education of the Province of British Columbia;

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

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

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

2. SCHEDULES

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

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

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

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

School Name	Project Description	Funding
Central School Programs	SEP – Health and Safety – Dust collector	$188,000
Rutland Secondary	SEP – Health and Safety – Dust collector	$452,800
Dease Road Ops	SEP – Health and Safety – Dust collector	$357,000
Glenrosa Middle	SEP – Health and Safety – Dust collector	$302,200
	TOTAL	$1,300,000

Existing Bus – Fleet #	Replacement Bus Type	Funding
2239, 6231, 6232	C (58-63) x 3	$378,330
3230, 3232, 4230, 4231, 4233, 4234, 4235, 5230, 5231	C (76) x 9	$1,175,886
2237, 2238	D (80+RE) x 2	$337,194
7237A	C (76)	$88,214 (This amount is remaining balance for replacing damaged Type C bus)
	TOTAL	$1,979,624

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

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

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

a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;

b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;

c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

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

a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;

b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

a) carry out the Project in a manner that ensures:

i) cost-effective delivery;
ii) delivery within budget;
iii) completion by March 31, 2019;
iv) scope details are fully met upon completion.

b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;

c) procure the Project in accordance with the Capital Asset Management Framework;

d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;

e) all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.

4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to re-profile associated funds elsewhere pending status of the Project).

4.03 At the request of the Ministry, prepare additional reports relating to the Project.

4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.

4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.

4.06 Purchase school buses through the Request for Standing Offer (RFSO) arranged by the Association of School Transportation Services of BC (ASTSBC).

4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

5. EVENT OF FORCE MAJEURE

5.01 In the Event of Force Majeure:

a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.

b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.

c) the course of action must be agreed to by the Ministry and the Board.

d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.

e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

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

7. NOTICE

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

a) if to the Board:

School District No. 23 (Central Okanagan)
1940 Underhill St, Kelowma, BC, V1X 5X7
Attention: ~~Larry Paul~~ EILEEN SADLOWSKI
Email: ~~larry.paul@sd23.bc.ca~~ EILEEN.SADLOWSKI@sd23.bc.ca

b) if to the Ministry:

Ministry of Education
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Damien Crowell
Email: Damien.Crowell@gov.bc.ca

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

a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:

i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or

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

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

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

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

SIGNED on behalf of Her Majesty the Queen in Right of the Province of British Columbia by a duly authorized designate of the Minister of Education)

Authorized Signatory (For the Minister of Education)

JOEL PALMER
Name (Print)

EXECUTIVE DIRECTOR
Title

07/12/2018
Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board of Education of School District No. 23 (Central Okanagan)** by its duly authorized signatories)

Authorized Signatory (Secretary Treasurer)

Eileen Sadlowski
Name (Print)

June 30/18
Date Signed (Month/Day/Year)

SCHEDULE A

COMMUNICATIONS PROTOCOL AGREEMENT ON CAPITAL PROJECTS BETWEEN THE MINISTRY OF EDUCATION AND SCHOOL DISTRICTS

PROJECT AGREEMENT STAGE

News Release
After the Minister signs a funding agreement with the school district for a capital project the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

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

GROUNDBREAKING STAGE

Public Announcements, Official Events or Ceremonies
An official ceremony may be held to commemorate the ground-breaking for a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least four (4) weeks' notice** of any proposed public announcement or official ceremony related to the ground-breaking for a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed upon date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

News Release
On the day of a ground-breaking ceremony the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

OFFICIAL OPENING STAGE

Public Announcements, Official Events or Ceremonies
A ceremony may be held to commemorate the official opening of a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least six (6) weeks' notice** of any proposed public announcement or official ceremony related to the opening of a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

News Release
On the day of an official opening ceremony, the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

Plaques
The Ministry of Education may request the district provide and install, upon completion of major capital projects, a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by the Ministry of Education. Cost of the plaque is to be funded from the approved construction budget.

SCHOOL CONSTRUCTION PROJECT SIGN PROTOCOL

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Sign production must only be handled by Queens Printer.

Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable.

A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. These are the standard small sign size: 1951 mm x 1220 mm (C035_u_1951x1220). The school districts are responsible for installing the signs.

The steps from design to installation are as follows:

1. Project is announced;

2. Government Communications and Public Engagement (GCPE) will have their graphics department create a construction sign;

3. The GCPE graphics department will create and send the approved file to Queens Printer for print production;

4. Queens Printer will notified GCPE when the sign is ready;

5. GCPE will notify the district when the sign is ready to be ordered and provide them with the online requisition form: **http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx** ;

6. The school district orders, pays and arranges for the sign to be installed. (signs are to be post mounted in a visible location);

7. District will notify GCPE when the sign is installed and send photo as confirmation.

APPENDIX D

Central Okanagan Public Schools

Together We Learn

OPERATIONS
685 Dease Road, Kelowna, BC V1X 4A4
Phone: (250) 870-5150 Fax: (250) 870-5094

JURISDICTION/RESPONSIBILITY FORM

JURISDICTION NO. 22-18

Date: July 11, 2018

SCHOOL: Peachland Elementary School

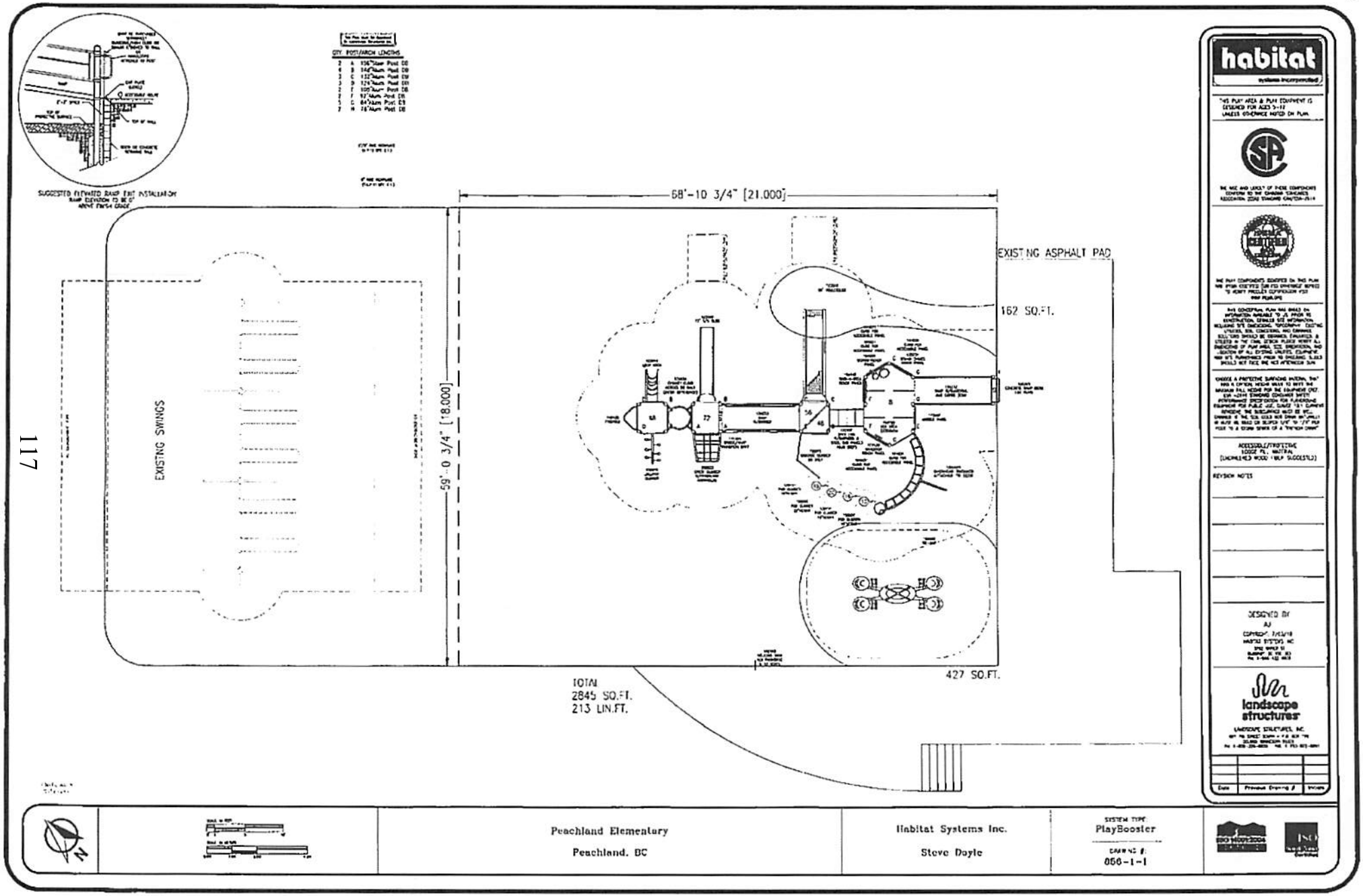
PROJECT: Playground Installation,

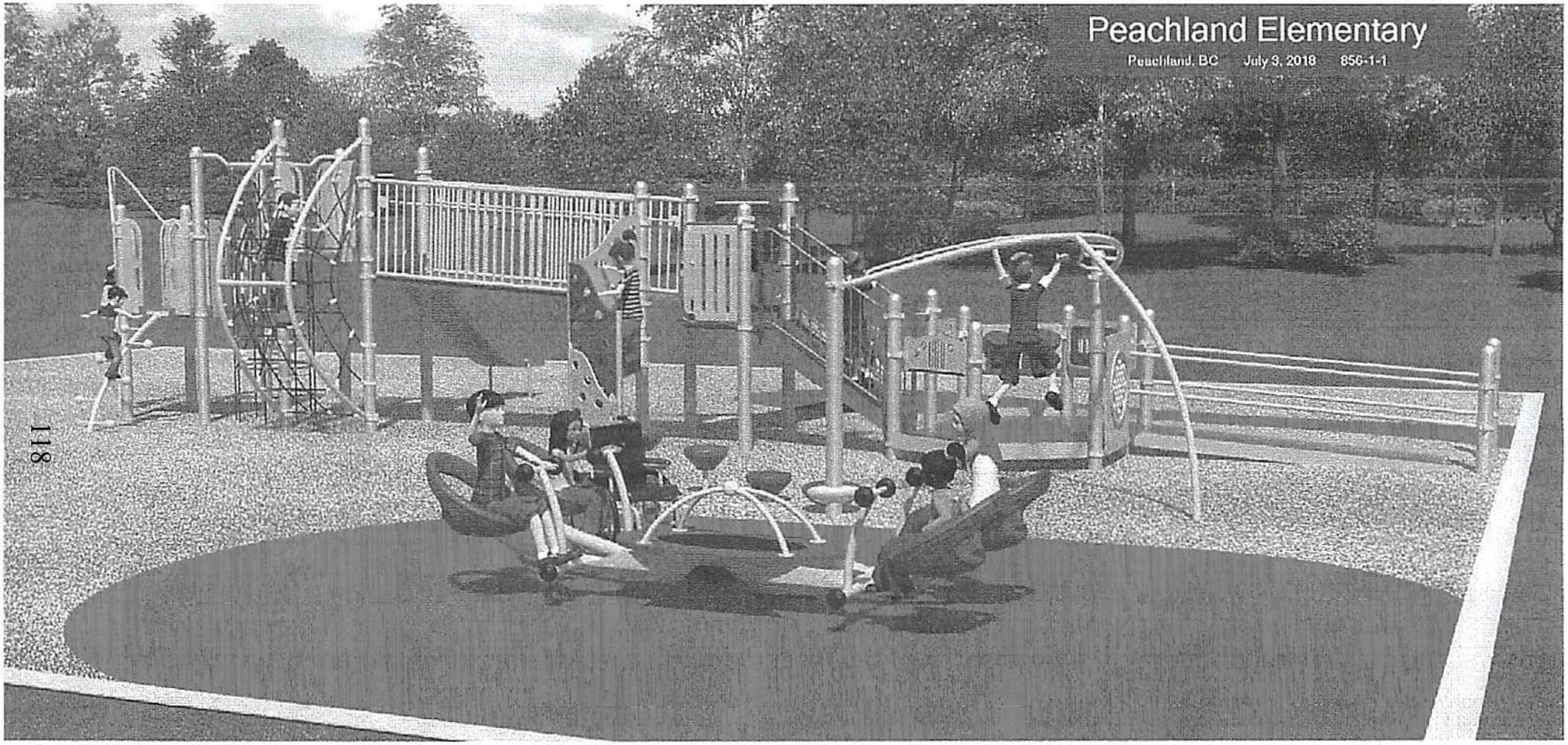
ITEMS OF WORK	JURISDICTION RESPONSIBILITY	AGREEMENT
Site Prep, remove old play equiment	Contractor	Without Prejudice ✓
Installation of play equipment	Contractor	Or Precedent ☐
Rubber surfaceing	Contractor	
Engineered wood fibre	Contractor	
Curbs	Contractor	Harold Digitally signed by Harold Schock
Clean up	Contractor	Schock Date: 2018.07.11 14:36:21 -07'00'
	Cupe 3523	

Email to CUPE Office at 3523pres@telus.net

File: /H/Projects/Jurisdiction/Blank Jurisdiction Form

Rev 11-July-2018


habitat
systems incorporated
SUGGESTED ELEVATED RAMP EXIT INSTALLATION
68'-10 3/4" [21.000]
59'-0 3/4" [18.000]
EXISTING SWINGS
EXISTING ASPHALT PAD
162 SQ.FT.
427 SQ.FT.
TOTAL
2845 SQ.FT.
213 LIN.FT.
DESIGNED BY
landscape structures
Peachland Elementary
Peachland, BC
Habitat Systems Inc.
Steve Doyle
SYSTEM TYPE
PlayBooster
DRAWING #:
056-1-1



landscape structures

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APPENDIX E

School District No. 23 Outdoor Playground
RFP 18-011

PLE Playground

For the supply and installation of an outdoor playground for
PEACHLAND ELEMENTARY SCHOOL
5486 Clements Cr. Peachland, BC

CLOSING DATE:

10:00 AM Local time
Thursday, July 5, 2018

RFP PEACHLAND ELEMENTARY OUTDOOR PLAYGROUND

School District No. 23 (Central Okanagan) herein referred to as "The District", is interested in receiving Proposals from interested parties for the partial removal of current playground equipment and supply and installation of a new outdoor playground at Peachland Elementary School.

BACKGROUND

The District encompasses a geographic area from Oyama in the north to Peachland in the south. The District has an aging Playground that requires upgrade at Peachland Elementary School. 5486 Clements Avenue, Peachland BC.

CURRENT SITUATION

The existing playground area covers approximately 650 square meters at the rear of Peachland Elementary School.

SCOPE OF WORK

1) Attendance at a mandatory site visit:
   PEACHLAND ELEMENTARY SCHOOL, 5486 Clements Cr. Peachland BC June 20, 2018 at 1:00 PM local time.
2) Remove an approximately 650 square metres area of existing pea-gravel and replace with engineered wood fiber.
3) Existing swings and climber will remain.
4) Installation about 165 linear metres of new border to retain the wood fiber.
5) Remove 385 square meters of existed playground equipment and replace with new playground equipment.
6) New Playground must fit in an 18 Metre x 21 Metre footprint.

GENERAL REQUIREMENTS

- All equipment must meet or exceed current CSA standards and guidelines.
- All equipment must have a minimum one year warranty package.
- Layout drawings showing use area and encroachment zones must be included.
- Pesticide treated lumber cannot be used in any structure.
- All structural supports should be aluminum or galvanized steel or steel with vandal resistant powder coating to prevent corrosion. Other innovative materials may be considered upon request.
- Vandal resistant fasteners as standard.
- PVC products must be identified and may not be accepted.
- Plastic components will only be allowed if there is no alternative metal product available. Any plastic component proposed must be UV resistant and clearly identified as fire resistant.
- Plastics must include MSDS information for its current condition and hazards present when burned or melted.

GENERAL GOALS

1. **Removal, supply and installation of a fully functioning safe outdoor playground by September 15, 2018**
2. **A turnkey fully completed project within an anticipated budget of $155,000.00 CDN in pretax amount in total for all components and services proposed.**
3. **The District reserves the right to award a supply only contract for the playground components, wood fiber and borders only as proposed under General Goal 2.**

RESPONSE REQUIREMENTS

Your response must include the following:

1. A brief executive overview of your Organization and your proposed solution.
2. Summary details of elementary school playground projects in the past 5 years of similar size and scope as this project. A Minimum of 3 references are to be included with this listing.
3. A project team list with qualifications and overall experience on similar projects. As a minimum, the Team Lead should have experience with similar sized Elementary school playgrounds projects.
4. Technical specification as well as description of all components proposed.
5. A site drawing or schematic with the components clearly indicated along with any access areas required. 3D rendering would be preferred
6. A schedule with timelines from award of contract.
7. Your total solution must fit within an anticipated budget of $155,000.000 CDN.

An optional price for the supply and delivery to site of only the components proposed in 1. should be included in the PRICING TABLE below in the event The District decides to choose that option.

PRICING TABLE

ITEM		PRICE; pretax
1.	Turnkey project per General Goal 2	
1A Option	Supply and delivery of all components only	

The Proponent has the opportunity to offer and describe any value added services, products or items not specifically requested. Examples of value added services may include preferred delivery terms, special promotions. The School District reserves the right to assess and accept or reject added value items at its sole discretion

EVALUATION CRITERIA

Appearance, Design, Play Value	**Key Components:** • Handicap Accessibility, Safety, Equipment details, Circulation patterns, Visual impact, Suitability to site, Visual surveillance Suitable for specified age ranges Creativity, Fun Factor, Social / interactive, Innovation Variety of play/challenges Variety of abilities (Inclusion)	Weighting Factor: 30 points
Product Quality, Durability, Warranty	**Key Components:** • Material specifications, connection details, graffiti resistant surfaces, warranty specifics, location of local dealer or service center, parts availability	Weighting Factor: 10 points
Company Experience	**Key Components:** Company profile and Elementary School project experience and References	Weighting Factor: 15 points
Project Team	**Key Components:** Qualifications and experience of Team members on similar projects. Description of their respective role and availability for this project. Highlight any personal skill or specialty that applies to this project.	Weighting Factor: 10 points
Project Schedule	**Key Components:** • Project Schedule complete with timelines for major milestones along with a breakdown of major tasks	Weighting Factor: 15 points
Value Analysis	**Key Components:** • Overall value offered. Within Budget. Optional items clearly priced along with a value rationale	Weighting Factor: 20 points
SCORE	**Total Possible Score Total**	100 points

GENERAL TERMS AND CONDITIONS

The practice of The District is to award contracts for goods and services to proponents who display the ability to provide the best combination of products, capability and cost effectiveness.

All proponents must certify that their response has met all of the requirements contained in this document and any others that may be added prior to closing date and time. **Note any addendum will be posted to BC Bid website** www.bcbid.gov.bc.
It is the proponent's responsibility to continue to monitor the website to ensure that the response addresses any addendum or modification posted up to and including closing time.

Conflict of Interest

Proposals must identify any potential conflict of interest or relationship between the proponent's employees and the District's employees.

Irrevocability

Proposals are irrevocable upon submission and enforceable for 30 days from the **FINAL SUBMISSION** date.

Confidentiality and Freedom of Information/Protection of Privacy Act

All Proposals submitted will be subject to disclosure under the Freedom of Information/Protection of Privacy Act. Any information deemed to be copyright or trade secret must be identified as such in the Proposal. Final adjudication of qualification for non-disclosure will be at the discretion of the Commissioner of the Freedom of Information Act.

Late Proposals

Proposals received after the closing time stated will not be accepted and will be returned unopened.

Inquiries

All inquiries related to this Proposal **With the Header**

RFP 18-011

PLE PLAYGROUND

are to be directed to:

Lloyd Pendleton, Purchasing Manager
School District No. 23 (Central
Okanagan) po@sd23.bc.ca
685 Dease
Road
Kelowna, B.C.
V1X 4A4
Phone: 250-870-5152 X7836

Information received from any other source is not official and may not be accurate. Do not contact other departments or individuals involved. Inquiries and responses will be recorded and addendum(s) may be posted to www.bcbid.gov.bc at the District's option.

Acceptance of Terms

All the terms and conditions of this Tender are assumed to be accepted by the proponent and incorporated in its Proposal.

Closing Date

Proposals signed by an authorized agent of the proponent's Company must be received by 10:00 AM, local time, on Thursday, July 5, 2018 in one of two ways:

at: Purchasing Department
School District No. 23 (Central Okanagan) 685 Dease Road
Kelowna, B.C.
V1X 4A4

in a sealed envelope marked:

RFP 18-011

PLE PLAYGROUND

Or an electronic document can be emailed to:

po@sd23.bc.ca with a subject header:

RFP 18-011

PLE PLAYGROUND

Central Okanagan Public Schools
Together We Learn

CENTRAL OKANAGAN PUBLIC SCHOOLS
685 Dease Road, Kelowna, BC V1X 4A4
Tel. (250) 870-5150, Fax (250) 870-5094
Email: Operations.Department@sd23.bc.ca

Memorandum

Date: June 21, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: **Enhancement Agreement – École Casorso Elementary Memorial Plaque**

1.0 ISSUE STATEMENT

In accordance with Policy 625 – *Site, Facility and Equipment Enhancements*, École Casorso Elementary School and École Casorso Elementary School Parent Advisory Council (PAC) wish to enter into an Enhancement Agreement with the Board of Education to install a stepping stone, plaque and statue in one of it's existing garden beds in memory of teacher Rebecca Webb, a long serving teacher at École Casorso Elementary (1989-2013), who unfortunately passed on December 1, 2018 after a courageous battle with cancer.

2.0 RELEVANT BOARD MOTION/DIRECTION

The Board requires that an inventory of all existing exterior enhancements in the District be provided as a background for each new enhancement brought forward for Board approval as per Policy 625 – *Site, Facility and Equipment Enhancements,* attached as Appendix C.

3.0 BACKGROUND

The total estimated cost of the plaque is approximately $100.00. The PAC will contribute the full amount for the plaque.

The 15"x15" stepping stone would be made of concrete, poured in a 2"x4" wooden frame. The frame would be secured into the garden box with screws on two sides of the frame. Rebecca loved to garden and she also collected pigs. The teacher creating the stone is going to set the feet of one of Rebecca's cast metal pigs (*length: 30 cm, height: 20 cm, width: 17 cm*) into the concrete. A 7.5 cm x 12.5 cm plaque will also be secured onto the stepping stone. The inscription on the plaque reads "Remembered with love, Rebecca Webb, Devoted & caring Casorso Teacher, A life that touches others, goes on forever" (see Appendix B).

Thirteen of the current teaching staff worked alongside Rebecca and would like to see her recognized in this way. The École Casorso Elementary Parent Advisory Council is also supporting this project financially as they have offered to pay for the plaque, and this motion was successful at their April 2019 PAC meeting per attached Appendix B.

4.0 POINTS FOR CONSIDERATION

École Casorso Elementary School will pay for all maintenance.

5.0 OPTIONS FOR ACTION

A. Approve the Enhancement Agreement.
B. Do not approve Enhancement Agreement.
C. Request additional information.

6.0 FOLLOW-UP/REVIEW

Following approval from the Board, the project will proceed.

7.0 DIRECTOR'S COMMENTS

This should not have any affect on the Maintenance Department.

8.0 RECOMMENDATION

THAT: The Board of Education into an Enhancement Agreement with École Casorso Elementary School and the École Casorso Elementary School Parent Advisory Council for the installation of a memorial plaque for Rebecca Webb, as attached to the Agenda, and as presented at the June 26, 2019 Public Board Meeting.

9.0 APPENDICES

A. Enhancement Agreement signed by École Casorso Elementary School PAC
B. École Casorso Elementary School PAC Minutes Dated April 15, 2019 and Memorandum dated April 18, 2019
C. Policy 625 – *Sites, Facility and Equipment Enhancements*

APPENDIX A

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the 10th day of June, 2019.

BETWEEN:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN), having an office at 1940 Underhill Street, Kelowna, British Columbia (hereinafter called the "School Board")

AND:

THE CASORSO ELEMENTARY SCHOOL PAC
(hereinafter called the "Funding Agency")

WHEREAS:

A. The Funding Agency wishes to apply its independently obtained funding to assist Casorso Elementary in achieving School Enhancement Projects described in the Schedules attached hereto (the "School Enhancement Project").

B. The School Board agrees that each School Enhancement Project described in the Schedules is appropriate for the School and provides a significant and desirable benefit to the students of the School.

C. The School Board has advised the Funding Agency that its budget priorities and requirements prevent the ongoing allocation by the School Board of funds for the necessary staff training, operation and/or maintenance of each School Enhancement Project during the life of the enhancement and has requested the Funding Agency to fund, on an annual basis, the training, operating costs, maintenance and repairs necessary for the use of the enhancement by the students, staff or others at the School.

NOW THEREFORE in consideration of the School Board accepting the School Enhancement Project from the Funding Agency, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. The Funding Agency, from its own resources, agrees to fund the capital cost of each School Enhancement Project described in the Schedules for installation at the named School.
2. The School Board agrees to assign all personnel necessary to supervise, install and maintain the School Enhancement Project at the School, in compliance with its Collective Agreement(s), and at the cost of the Funding Agency, as detailed herein.
3. The Funding Agency further agrees to provide annually, such funds as determined by the School Board, acting reasonably, that may be required for the staff training, operations, maintenance and repair of the School Enhancement Project to ensure that it can be utilized in a safe, efficient and continuous manner by District students, staff and others, for the life of the School Enhancement Project.
4. The School Board, through its administrative personnel shall determine the standard and schedule of maintenance and repair work, and shall inspect, maintain and repair the enhancement on a regular basis in order to limit any liability of the School Board arising out of the use of the School Enhancement Project by the staff, students, or other persons at the School.
5. Upon accepting the School Enhancement Project the School Board assumes the liability associated with the project and agrees to save harmless the Funding Agency.
6. The School Board shall provide the Funding Agency with any estimated costs of operating, monitoring, maintenance and repair for the next school year annually, on or before May 1st in each year, during the life of the Project. The Funding Agency shall pay over to the School Board, the required funds by July 1st of the same calendar year.
7. In the event that the Funding Agency is unwilling or unable to provide the necessary funds for the operation, maintenance and repair of any School Enhancement Project, the School Board may, at its sole option, decommission the Project, dismantle and dispose of any remaining assets, and retain any residual value from the Project as it sees fit, upon ninety (90) days written notice to the Funding Agency.
8. The School Board agrees that any breach by the Funding Agency of its obligation to fund the required costs associated with the use of a School Enhancement Project shall not be considered the personal obligation of an individual member of the Funding Agency or its executive or directors, and shall be limited to the current cash resources of the Funding Agency, notwithstanding the operation of any law to the contrary.

9. This Agreement shall only be binding upon the School Board upon the passage of a resolution by the School Board and upon the Funding Agency upon the approval by a resolution at a general meeting of the members of the Funding Agency, authorizing the executive of the Funding Agency to enter into the Agreement.

IN WITNESS WHEREOF the parties have hereunto executed this Agreement in the presence of their duly authorized signing officers on that behalf the day and year first above written.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 23, (CENTRAL OKANAGAN) by its Authorized Signatory:

Secretary Treasurer/Deputy Superintendent

Name:

THE CASORSO ELEMENTARY SCHOOL
by its Authorized Signatory:

D Stathers

Signature by its Authorized Signatory

Donna Stathers

Name:

THE CASORSO ELEMENTARY PAC
by its Authorized Signatory:

Signature by its Authorized Signatory

Cadre Simpson.

Name:

Ecole Casorso School PAC Meeting Minutes
Monday, April 15, 2019

Present: Cadre Simpson, Tanya Miles, Sharon Whiting, Kirk Penton, Donna Stathers, JoJo Baliski, Louise Lozie, Amanda , Karla Allan, Ali McMillan, Carolina Restrepo

President Cadre Simpson called the meeting to order at 6:09 p.m.

4. Mme Bonnie Lachapelle wants a teacher's memorial for a Casorso teacher who was on leave and passed away. Ms. Rebecca Webb had been fighting cancer for five or six years, taught Grade 3 English, and is close to several Casorso teachers. Mme. Lachapelle is proposing a stepping stone as a memorial.

JoJo Baliski motioned that we give up to $100 to those who are doing a memorial for Ms. Webb. Carolina Restrepo seconded the motion. Motion passed.

École Élémentaire Casorso Elementary School
3675 Casorso Road, Kelowna, B.C. V1W 3E1
Telephone: 250-870-5135
Fax : 250-870-5019
www.cas.sd23.bc.ca

Memorandum

Date: **April 18, 2019**
To: **Mitch Vanaller – Director of Operations**
From: **Donna Stathers – Principal, École Élémentaire Casorso Elementary School**

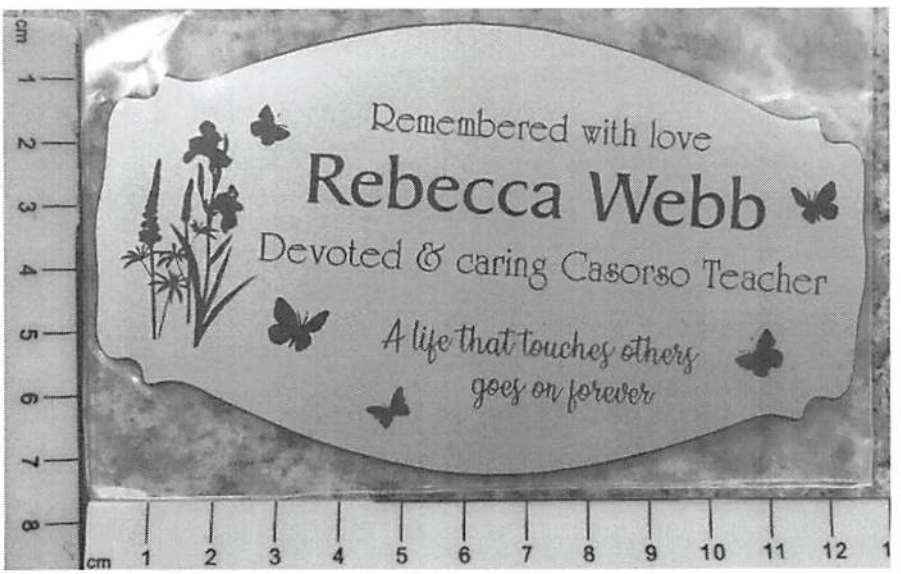
Planning and Facilities: Memorial Request – Board Policy 625

On behalf of the staff, students and parent community, I would like to request permission to place a stepping stone in one of our existing garden beds in memory of teacher Rebecca Webb, a long serving teacher at Casorso (1989-2013), who unfortunately passed on December 1, 2018 after a courageous battle with cancer. The staff would also like to have a small celebration on the morning of June 4th, to honour her years of service at Casorso.

The 15"x15" stepping stone would be made of concrete, poured in a 2"x4" wooden frame. The frame would be secured into the garden box with screws on two sides of the frame. Rebecca loved to garden and she also collected pigs. The teacher creating the stone, is going to set the feet of one of Rebecca's cast metal pigs (*length: 30 cm, height: 20 cm, width: 17 cm*) into the concrete. A 7.5 cm x 12.5 cm plaque (*see photo below*) will also be secured onto the stepping stone. The inscription on the plaque reads "Remembered with love, Rebecca Webb, Devoted & caring Casorso Teacher, A life that touches others, goes on forever".

Thirteen of our current teaching staff, worked alongside Rebecca and would like to see her recognized in this way. The Casorso Parent Advisory Council is also supporting this project financially as they have offered to pay for the plaque, and this motion was successful at their April PAC meeting.

Thank you in advance for your consideration and support of this request.



APPENDIX C

School District No. 23 (Central Okanagan)

Policies And Procedures

"Together We Learn"

Section Six: School District Facilities

625 – SITES, FACILITY AND EQUIPMENT ENHANCEMENTS

Introduction

The Board of Education believes that the primary purpose of upgrading school facilities, sites and/or equipment is for the enhancement of educational, cultural and recreational opportunities for students.

Policy

1. The Board supports the installation or upgrade of instructional equipment, adventure playgrounds, and outdoor play courts at school facilities funded by other agencies, provided there is a *School Enhancement Project Agreement* in place for the enhancement. All enhancement agreements will include information on the expected date of installation; the financial responsibility for maintenance; the financial responsibility for removal; and the expected date for removal (life expectancy of the enhancement).

2. The Board will review for approval all enhancements including plaques and signage intended to honour individuals or other entities, expected to be placed on the exterior of buildings and sites. (Enhancements for the interior of facilities may be approved by the site Principal or senior Administrator.) Please note that this does not apply to advertising and sponsorship in schools. (See Policy 735 - Advertising and Sponsorship in Schools.)

3. The Board authorizes the Superintendent of Schools, or designate, to establish approval requirements, design standards, installation practice, inspection/maintenance schedules, and repair procedures to ensure that all enhancements are safe to use by students, staff or the community.

4. The Board authorizes the Superintendent of Schools, or designate, to approve enhancements relating to exterior benches or trees unless they are accompanied by plaques or signage honouring individuals or other entities.

5. The Board requires that an inventory of all existing exterior enhancements in the District be provided as background for each new enhancement brought forward for Board approval.

6. Copies of the *School Enhancement Project Agreement* are available from the office of the Secretary-Treasurer.

Date Agreed: April 23, 1980
Date Amended: June 29, 1989; April 13, 1994; January 24, 2001;

Date Reviewed/Amended: November 13, 2002
Date Amended: May 9, 2012; November 26, 2014
Related Documents: School Enhancement Project Agreement and Policy 735 "Advertising and Sponsorship in Schools"

FINAL REPORT: 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

Submitted to Board of Education – June 26, 2019

FINAL REPORT: LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

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

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

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

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No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
48	GMS & CNB	5	Chubu University Haruhigaoka High School Kasugai, Aichi	Japan	Cultural Exchange Activities at Sister School and Assisting in English Classes	Student Scholarship Winners	8 & 9	4	10-Nov-2018	18-Nov-2018	8
49	OKM	4	Whistler, BC	Canada	Experiences in Coastal Geography and Sustainability and First Peoples' Principles	Quest, BC	11	24	13-Nov-2018	17-Nov-2018	4
50	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	21-Nov-2018	21-Nov-2018	0
51	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	28-Nov-2018	28-Nov-2018	0
52	RSS	4	**CANCELLED** ***Rescheduled from November 1-2, 2018*** 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** Jyvaskyla 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	CPS	4	Big White Ski Resort, Kelowna, BC	Canada	Team Building	Gateway Class	10 to 12	20	11-Dec-2018	13-Dec-2018	2

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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
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** Geen 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

Submitted to Board of Education – June 26, 2019

FINAL REPORT: LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
68	WAT	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Hiking, Outdoor Games, Shelter Building, Orienteering	Outdoor Education Students	6	73	30-Jan-2019	1-Feb-2019	1
69	KLO	5	St. Raymond, Québec	Canada	*Experiences Canada* Québec Exchange Program	French Immersion Students	9	22	7-Feb-2019	15-Feb-2019	8
70	KSS	4	Bob's Lake *(near Elkhart Lodge, BC)*	Canada	Snowshoeing, Snow Shelter Building	Outdoor Education Students	11	30	12-Feb-2019	13-Feb-2019	1
--	GMS	5	**RESCHEDULED TO MARCH 6-8 DUE TO WEATHER** Québec City, QC	Canada	French Language and French Canadian Cultural Immersion	French Students	9	0	12-Feb-2019	17-Feb-2019	5
--	RSS	4	**RESCHEDULED TO MARCH 6-8 DUE TO WEATHER** Geen Lake *(near Postil Lake, BC)*	Canada	Hiking and Camping	Outdoor Education Students	10 to 12	0	13-Feb-2019	15-Feb-2019	2
71	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
72	OKM	4	Pear Lake, BC	Canada	Winter Camping	Outdoor Education Students	10 to 12	34	21-Feb-2019	22-Feb-2019	1
73	KSS	4	Headwaters Lake *(near Peachland, BC)*	Canada	Snowshoeing, Snow Shelter Building	Outdoor Education Students	12	30	21-Feb-2019	23-Feb-2019	2
74	MBSS	5	Moscow, Idaho	USA	Lionel Hampton Jazz Festival	Music Students	10 to 12	28	21-Feb-2019	24-Feb-2019	3

Submitted to Board of Education – June 26, 2019

FINAL REPORT: LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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75	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
76	MBSS	5	Las Vegas, Nevada	USA	Sports Tournament and Rugby Games	Senior Girls' Rugby Students	10 to 12	24	27-Feb-2019	3-Mar-2019	4
77	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
78	RSS	4	***Rescheduled From February 13-15, 2019*** Geen Lake *(near Postil Lake, BC)*	Canada	Hiking and Camping	Outdoor Education Students	10 to 12	18	6-Mar-2019	8-Mar-2019	2
79	MBSS	5	Honolulu, Hawaii	USA	Soccer Games and Tournament	AAA Girls' Soccer Team	9 to 12	20	7-Mar-2019	15-Mar-2019	8
80	GMS	4	Vancouver, BC	Canada	Attend Canucks Game Day Skate, Tour Arena, Science World; Attend Canucks Game	GMS Hockey Academy Students	7 to 9	42	12-Mar-2019	14-Mar-2019	2
81	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
82	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
83	KSS	4	Halfway River Hot Springs, Nakusp, BC	Canada	Outdoor Education	Outdoor Ed Students	11	30	7-Apr-2019	9-Apr-2019	2
84	KSS	5	Banff, Alberta	Canada	Canadian Rocky Mountain Music Festival	Music Students	10 to 12	57	11-Apr-2019	14-Apr-2019	3

Submitted to Board of Education – June 26, 2019

FINAL REPORT: 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
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	Students in Japanese Class	11 & 12	22	13-Apr-2019	23-Apr-2019	10
87	KLO	4	Big White Ski Resort; Myra Canyon Trestles, BC; Osoyoos, BC; and H20 Adventure Centre, Kelowna, BC	Canada	Cultural Tour	Exchange Students from Winkler Prins School, Veendam, Netherlands	8 & 9	49	15-Apr-2019	23-Apr-2019	8
88	MBSS	4	Gulf Islands, BC	Canada	Sea Kayaking, Wilderness Camping	Outdoor Education Students	10 to 12	15	23-Apr-2019	28-Apr-2019	5
89	GESS	5	Anaheim, California	USA	Leadership and Team Building Workshops	Leadership Students	10 to 12	16	29-Apr-2019	4-May-2019	2
90	ELE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Camping Trip	Grade 5 Students	5	38	1-May-2019	3-May-2019	2
91	KSS	4	Private Property near Silver Lake/ Peachland, BC	Canada	Outdoor Education Co-Curricular Field Studies	Outdoor Education Students	11 & 12	30	2-May-2019	3-May-2019	1
92	OKM	4	Whistler, BC	Canada	Participate in the Whistler Music Festival	Grade 9 Concert Band Students	9	70	2-May-2019	5-May-2019	3
93	KLO	5	Royal Tyrrell Museum, Drumheller, AB	Canada	Visit the Royal Tyrrell Museum of Palaeontology	Grade 7 and 8 Students	7 & 8	32	6-May-2019	8-May-2019	2
94	SRE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Day Trip	Grade 5 Students	5	35	8-May-2019	8-May-2019	0
95	QGE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Day Trip	Grade 5 Students	5	50	9-May-2019	9-May-2019	0

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FINAL REPORT: 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
96	KSS	4	Near Silver Lake and Peachland, BC	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11	48	9-May-2019	10-May-2019	1
97	RLE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Camping Trip	Grade 5 Students	5	84	13-May-2019	14-May-2019	1
98	MBSS	4	Okanagan Mountain Park, BC	Canada	Leadership and Survival Skills, Hiking and Camping	Outdoor Education Students	9	30	13-May-2019	15-May-2019	2
99	CNB	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	8	30	13-May-2019	17-May-2019	4
100	MBSS	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	9	15	13-May-2019	17-May-2019	4
101	OKM	5	Ottawa, ON	Canada	Participate in MusicFest	Jazz Students	10 to 12	43	14-May-2019	18-May-2019	4
102	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
103	KSS	4	Skaha Bluffs, Penticton, BC	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11 & 12	22	16-May-2019	16-May-2019	0
104	KSS	5	San Francisco, CA	USA	Curricular Enhancement	Humanities Students	11 & 12	50	19-May-2019	25-May-2019	6
105	OKM	4	Tofino and Ucluelet, BC	Canada	Band Performance Tour	Concert Band Students	9 to 12	64	20-May-2019	24-May-2019	4
	DRK	4	**RESCHEDULED TO MAY 31, 2019** Kelowna Paddle Centre, Kelowna, BC	Canada	Stand-Up Paddleboarding and Canoeing	"*Fit for Life*" Physical Health Education Class	9	0	21-May-2019	21-May-2019	0

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FINAL REPORT: 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
106	DRE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Camping Trip	Grade 6 Students	6	73	22-May-2019	24-May-2019	2
	DRK	4	**RESCHEDULED TO JUNE 7, 2019** Kelowna Paddle Centre, Kelowna, BC	Canada	Stand-Up Paddleboarding and Canoeing	"*Fit for Life*" Physical Health Education Class	9	0	24-May-2019	24-May-2019	0
107	DRK	4	Kelowna Paddle Centre, Kelowna, BC	Canada	Stand-Up Paddleboarding and Canoeing	"*Fit for Life*" Physical Health Education Class	9	29	27-May-2019	27-May-2019	0
108	SKE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Promote Healthy Living and Physical Activity	Grade 6 Students	6	35	27-May-2019	29-May-2019	2
109	MBSS	4	Okanagan Mountain Park, BC	Canada	Leadership and Survivor Skills, Hiking and Camping	Outdoor Education Students	9	30	28-May-2019	30-May-2019	2
110	MBSS	4	Juan De Fuca Marine Trail, Vancouver Island, BC	Canada	Backpacking in a Coastal Environment, Hiking, Wilderness Camping Skills	Outdoor Education Students	10 to 12	30	28-May-2019	1-Jun-2019	4

FINAL REPORT: 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
111	AME	4	Eagle Bay Camp, Eagle Bay, BC *(Shuswap Lake)*	Canada	Year End Camping Trip	Grade 5 Students	5	95	29-May-2019	31-May-2019	2
112	CAS	4	Eagle Bay Camp, Eagle Bay, BC *(Shuswap Lake)*	Canada	Experience Outdoor Education Camp and Build Leadership Skills	All Grade 6 Students	6	88	29-May-2019	31-May-2019	2
113	GRE	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Canoeing, Swimming, Archery, Paddle Boarding, Indoor Rock Wall Climbing	Grade 5 Students	5	32	29-May-2019	31-May-2019	2
114	OTS	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Retreat	Grade 6 Students	6	91	29-May-2019	31-May-2019	2
115	DRK	4	***Rescheduled from May 21, 2019*** Kelowna Paddle Centre, Kelowna, BC	Canada	Stand-Up Paddleboarding and Canoeing	"*Fit for Life*" Physical Health Education Class	9	29	31-May-2019	31-May-2019	0
116	RSS	4	High Rim Trail *(near Goudie Road, Kelowna, BC)*	Canada	Introduction to Camping	Outdoor Education Students	10 to 12	20	31-May-2019	31-May-2019	0

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FINAL REPORT: 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
117	SMS	5	Yorkton, SK	Canada	Historical and Cultural Travel Exchange	Grade 7 and Grade 8 Students	7 & 8	25	31-May-2019	7-Jun-2019	7
118	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
119	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
120	RSS	4	High Rim Trail *(near Goudie Road, Kelowna, BC)*	Canada	Introduction to Camping	Outdoor Education Students	11 & 12	24	5-Jun-2019	6-Jun-2019	1
121	CTE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Year End Camping Trip	Grade 5 Students	5	56	5-Jun-2019	7-Jun-2019	2
122	CNB	4	Manning Provincial Park – Lone Duck #1 Group Site *(between Princeton and Hope, BC)*	Canada	Wilderness Leadership Experience: Team Building, Exploration, Camping, Hiking	Outdoor Education Students	8	90	5-Jun-2019	7-Jun-2019	2
123	GPE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Canoeing, Kayaking, Swimming, Orienteering	All Grade 5 and Grade 6 Students	5 & 6	96	6-Jun-2019	7-Jun-2019	1

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FINAL REPORT: 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
124	KSS	11	The Burgess Shale *(near Field, BC)*	Canada	Hiking & Exploring One of the Premier Fossil Sites in the World	Biology Students	11	23	6-Jun-2019	7-Jun-2019	1
125	DRK	4	***Rescheduled from May 24, 2019*** Kelowna Paddle Centre, Kelowna, BC	Canada	Stand-Up Paddleboarding and Canoeing	"*Fit for Life*" Physical Health Education Class	9	29	7-Jun-2019	7-Jun-2019	0
126	DRK	4	Pillar Lake *(near Falkland, BC)*	Canada	Volunteering at Roots Celebration	Indigenous Studies Students	9	11	7-Jun-2019	9-Jun-2019	2
127	KSS	4	Enchanted Forest, Enderby and Perry River, BC	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	12	24	7-Jun-2019	8-Jun-2019	1
128	RSS	4	Skaha Bluffs Provincial Park, Penticton, BC	Canada	Top Rope Climbing	Outdoor Education Students	10 to 12	20	11-Jun-2019	11-Jun-2019	0
129	PLE	4	Green Bay Camp, West Kelowna, BC	Canada	Canoeing, Kayaking, Swimming, Archery, Indoor Climbing Wall, Ceramic Crafts	Grade 5 Students	5	41	12-Jun-2019	12-Jun-2019	0
130	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
131	BHE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Experience Alternative PE, Natural Sciences, Art, and Team Building	Grade 6 Students	6	37	12-Jun-2019	14-Jun-2019	2

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No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
132	RSS	4	Lonely Boy Crags, Chute Lake Road, Kelowna, BC	Canada	Top Rope Climbing	Outdoor Education Students	10 to 12	20	13-Jun-2019	13-Jun-2019	0
133	KLO	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Connect Modern and Historical Military Training	French Immersion Students	9	41	14-Jun-2019	14-Jun-2019	0
134	GME	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Leaders for 2019-2020	Grade 4 & 5 Students	4 & 5	150	14-Jun-2019	14-Jun-2019	0
135	KLO	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Connect Modern and Historical Military Training	French Immersion Students	9	53	17-Jun-2019	17-Jun-2019	0
136	RAY	4	Green Bay Camp, West Kelowna, BC	Canada	Outdoor Education	Grade 6 Students	6	48	17-Jun-2019	17-Jun-2019	0
137	SLE	4	Camp Owaissi, Kelowna, BC	Canada	Outdoor Education and Team Building to prepare for transition to CNB Middle School	Grade 5 Students	5	61	17-Jun-2019	18-Jun-2019	1
138	DRK	4	Silver Lake Camp *(near Peachland, BC)*	Canada	Year End Learning Community Celebration	French Immersion Learning Community Students	8	67	17-Jun-2019	19-Jun-2019	2
139	HRE	4	Gardom Lake Camp *(near Enderby, BC)*	Canada	Swimming, Kayaking, Paddle Boarding, Hiking, Zip Lining, Camping, Fire Building	Grade 4 & 5 Students	4 & 5	60	17-Jun-2019	19-Jun-2019	2

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FINAL REPORT: 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
140	KLO	4	Cathedral Provincial Park *(near Keremeos, BC)*	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students *(Group 1)*	8	25	17-Jun-2019	19-Jun-2019	2
141	KLO	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Connect Modern and Historical Military Training	French Immersion Students	9	41	18-Jun-2019	18-Jun-2019	0
142	RSS	4	Lonely Boy Crags, Chute Lake Road, Kelowna, BC	Canada	Top Rope Climbing	Outdoor Education Students	10 to 12	20	18-Jun-2019	18-Jun-2019	0
143	KLO	4	Cathedral Provincial Park *(near Keremeos, BC)*	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students *(Group 2)*	8	27	18-Jun-2019	20-Jun-2019	2
144	AME	4	Sunnybrae Camp *(near Shuswap, BC)*	Canada	Year End Camping Trip	Grade 6 Students	6	95	19-Jun-2019	20-Jun-2019	1
145	HGE	4	Green Bay Camp, West Kelowna, BC	Canada	Year End Campout	Grade 5 Students	5	31	19-Jun-2019	20-Jun-2019	1
146	MJE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Geocaching, Canoeing, Kayaking, Swimming	Grade 5 Students	5	87	19-Jun-2019	21-Jun-2019	2
147	MBSS	5	Western Oregon University, Monmouth, Oregon	USA	Football Camp	MBSS Football Team	9 to 12	50	19-Jun-2019	23-Jun-2019	4

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No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
148	DRE	4	Camp Hatikvah at Lake Kalamalka, Lake Country, BC	Canada	Outdoor Activity, Beach Activity Day	Division 13-20 Students	4 to 6	238	20-Jun-2019	20-Jun-2019	0
149	GMS	5	***Rescheduled from February 12-17, 2019*** Montreal and Québec City, QC	Canada	French Language and French Canadian Cultural Experience	Grade 9 Students	9	12	21-Jun-2019	26-Jun-2019	5
150	KLO	5	Montreal and Québec City, QC	Canada	French Language and French Canadian Cultural Experience	Grade 8 and Grade 9 Students	8 & 9	32	22-Jun-2019	28-Jun-2019	6
151	RSS	4	Manning Provincial Park – Lone Duck #2 Group Site, Princeton, BC	Canada	Introduction to Camping	Outdoor Education Students	9 to 12	41	23-Jun-2019	26-Jun-2019	3
152	RVE	4	Camp Owaissi, Kelowna, BC	Canada	Year End Grade 5 Celebration / Outdoor Activities	Grade 5 Students	5	50	24-Jun-2019	25-Jun-2019	1
153	KSS	4	Mabel Lake, BC	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11	24	24-Jun-2019	26-Jun-2019	2
154	KLO	4	Cathedral Provincial Park *(near Keremeos, BC)*	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students *(Group 2)*	8	35	24-Jun-2019	27-Jun-2019	3
							TOTAL:	**6038**			

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LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	SMS	5	University of California, Santa Barbara, CA	USA	CADA Leadership Camp	Hockey Academy Students	9 to 12	22	6-Jul-2019	11-Jul-2019	5
2	OKM	4	Victoria and The Gulf Islands, BC	Canada	S.A.L.T.S. Sailing and Life Training	Quest BC Students	11	24	8-Sep-2019	14-Sep-2019	6
3	GESS	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Grad 2020 Retreat	Grade 12 Students	12	150	13-Sep-2019	13-Sep-2019	0
4	OKM	4	Banff, Yoho, and Kootenay National Parks, AB	Canada	Hiking and Backpacking in National Parks	Grade 12 Students	12	141	15-Sep-2019	21-Sep-2019	6
5	RSS	4	Coquihalla Summit *(Coquihalla Mountain area, BC)*	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	17-Sep-2019	20-Sep-2019	3
6	KSS	4	Twin Peaks *(near Cherryville, BC)*	Canada	Outdoor Ed Co-Curricular Trip	Grade 12 Students	12	24	19-Sep-2019	21-Sep-2019	2
7	MBSS	5	Wenatchee High School, Wenatchee, WA	USA	Participating in Football Games	Varsity and Junior Varsity Football Teams	9 to 12	55	19-Sep-2019	21-Sep-2019	2
8	KSS	5	University of Calgary, Calgary AB	Canada	Volleyball Tournament	Grade 11 & 12 Students	11 to 12	14	19-Sep-2019	22-Sep-2019	3
9	RSS	4	Illecillewaet Campground, Glacier National Park, BC	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	24-Sep-2019	27-Sep-2019	3

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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
10	SMS	4	E.C. Manning Provincial Park, Princeton, BC	Canada	Hiking and Camping Skills	Grade 8 Students	8	40	25-Sep-2019	27-Sep-2019	2
11	KSS	4	Finlayson Lakes above Mabel Lake, BC *(near Lumby)*	Canada	Outdoor Ed Co-Curricular Trip	Grade 11 Students	11	48	26-Sep-2019	28-Sep-2019	2
12	OKM	4	Okanagan Mountain Park, Kelowna, BC	Canada	Hiking and Camping Skills	Quest BC Students	11	24	26-Sep-2019	27-Sep-2019	1
13	MBSS	4	Kettle Valley Railway to Arlington Lakes, Kettle River, and Westbridge, BC	Canada	Introduction to Cycle Touring, Camping	Outdoor Education Students	10 to 12	30	26-Sep-2019	28-Sep-2019	2
14	CNB	4	E.C. Manning Provincial Park, BC *(between Hope and Princeton, BC)*	Canada	Outdoor Exploration, Camping, Hiking	Outdoor Education Students	8	50 to 60	30-Sep-2019	2-Oct-2019	2
15	RSS	4	Skaha Provincial Park, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	20	1-Oct-2019	1-Oct-2019	0
16	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	1-Oct-2019	1-Oct-2019	0

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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
17	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	3-Oct-2019	3-Oct-2019	0
18	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Exercise on Ropes Course, Frisbee Golf	International/ Leadership Students	9 to 12	100	4-Oct-2019	4-Oct-2019	0
19	OKM	4	Ottawa, ON	Canada	Cultural and Regional Studies	Quest BC Students	11	24	4-Oct-2019	11-Oct-2019	7
20	RSS	4	Goudie Road area, Kelowna, BC	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	25	7-Oct-2019	11-Oct-2019	4
21	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	8-Oct-2019	8-Oct-2019	0
22	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	9-Oct-2019	9-Oct-2019	0

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
23	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	17-Oct-2019	17-Oct-2019	0
24	KSS	4	Gulf Islands, BC	Canada	"*Sailing A Tall Ship*"	Outdoor Education and Rec Leadership Students	11 & 12	27	20-Oct-2019	25-Oct-2019	5
25	MBSS	5	Smith Rock, Oregon	USA	Rock Climbing: Top Rope Rappel, Rope Traverse	Outdoor Education Students	10 to 12	24	20-Oct-2019	25-Oct-2019	5
26	GPE	5	Disneyland, Anaheim, CA	USA	*"Dreams Take Flight"* Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
27	SVE	5	Disneyland, Anaheim, CA	USA	*"Dreams Take Flight"* Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
28	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	22-Nov-2019	1-Dec-2019	9
29	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	1-Dec-2019	10-Dec-2019	9

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30	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	12-Feb-2020	21-Feb-2020	9
31	OKM	5	Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna	Italy, Croatia, Austria	Music Cultural Learning	Concert and Jazz Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12
32	KSS	5	Anaheim, Los Angeles, and Ontario, California	USA	Leadership Education and Enrichment	Leadership Students	11 & 12	22	27-Mar-2020	5-Apr-2020	9
33	MBSS	5	Toronto and London, Ontario	Canada	Global Student Leadership Summit	Leadership Students	9 to 12	12	17-Apr-2020	22-Apr-2020	5

Central Okanagan Public Schools
Together We Learn

BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: **Wednesday, June 12, 2019**
Time: **3:35 pm to 5:37 pm**
8:02 pm to 8:44 pm
Location: **School Board Office**
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:
Trustee M. Baxter, Chairperson
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

Absent:
Trustee N. Bowman

In attendance:

Staff:
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 3:35 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of June 12, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of May 22, 2019.
3. There were seven Human Resources Information Items.
4. There was a Bargaining Update
   (Trustees Baxter and Cacchioni declared a potential Conflict of Interest and left the meeting while that item was being discussed. Trustee Fraser was appointed Acting Chairperson.)
   (Trustee Baxter and Cacchioni rejoined the meeting. Trustee Baxter assumed her role as Chairperson.)
5. There were no Human Resources Action Items.
6. There were two Action Items.
7. There were eight Information Items.
   5:37 pm: The meeting recessed for the Public Board Meeting.
   8:02 pm: The meeting reconvened
8. There were two Items Requiring Special Mention.
9. There were six Invitations (For Trustee Attendance).
10. There were no Board Meeting with Partner and Community Groups items.
11. There were no BC Public School Employers' Association items.
12. There were no BC School Trustee Association items.
13. There were no Items from the Incamera Meeting for the Next Public Agenda.
14. There were four Future Incamera Agenda items.

The meeting was adjourned at 8:44 pm.

_____
Eileen Sadlowski, Secretary-Treasurer/CFO

650A – PUBLIC USE OF SCHOOL FACILITIES
SCHEDULE OF RENTAL FEES
(APPENDIX)

Regulation	Item	Cost	
650R 4.1	**Administration Fee** (per rental agreement, per school)	$ 10.00	
650R 4.2	**Cancellation Fee** (per rental agreement per school per time slot)	$ 5.00	
650R 4.4	**Weekend and After Hours Surcharge**	$ ~~25.00~~	*$30.00*
650R 4.5	**Preschool Operation** (per month, per classroom)	Varied	
650R 4.6	**After-School Care** (per month, per classroom)	Varied	
650R 4.8	**Lining of Fields** (fee as set by the Board of Education)	Full Fee	
650R 5	**Custodial Rates**		
	• after normal custodial hours *Monday to Friday*	$ 35.00	
	• Saturdays and Sundays throughout the year, and the months of July and August (Minimum four-hour call-out will apply.)	$140.00 minimum	

*All rates are subject to applicable taxes.

AMENDMENT

Schedule of Rental Fees – User Groups

Group A: Youth/Adult Non-Profit Organizations		**Hourly Rate**	
Gymnasiums	- middle/secondary	$ ~~47.00~~	*$ 50.00*
	- elementary	$ ~~41.00~~	*$ 43.00*
Hollywood Road Education Services Conference/Meeting Rooms		$ ~~60.00~~	*$ 65.00*
Classroom, cafeteria, library, multi-purpose room		$ ~~37.00~~	*$ 40.00*
Playing field – Youth		$ ~~3.00~~	*$ 3.25*
Playing Field – Adult		$ ~~6.00~~	*$ 6.25*
Parking Lot		*$ 5.00*	*$ 5.00*

Group B: Profit Organizations or Commercial Activity		**Hourly Rate**	
Gymnasiums	- middle/secondary	$~~185.00~~	*$190.00*
	- elementary	$~~165.00~~	*$170.00*
Hollywood Road Education Services Conference/Meeting Rooms		$~~235.00~~	*$240.00*
Classroom, cafeteria, library, multi-purpose room		$~~140.00~~	*$145.00*
Playing field – Youth		$ ~~25.00~~	*$ 27.00*
Playing field – Adult		*~~$ 25.00~~*	*$ 27.00*
Parking Lot		*~~$ 25.00~~*	*$ 27.00*

*All rates are subject to applicable taxes.

AMENDMENT

Date Agreed: April 23, 1980
Date Amended: November 14, 1984; December 9, 1987; June 29, 1989; January 10, 1996; June 11, 1997; May 8, 2002;

Date Reviewed/Amended: November 13, 2002
Date Amended: May 26, 2004; May 25, 2005; September 27, 2007; November 12, 2008; June 24, 2009; June 9, 2010; February 7, 2011; June 25, 2014; February 8, 2017; June 12, 2019
Related Document: 650, 650R

405R – STUDENT PLACEMENT
(REGULATIONS)

AMENDMENT

1. Placement

A student may enrol in an educational program at any school in our district, providing there is space, as outlined in Sections 2(2) and 74.1 of the *School Act*, this Policy and its Regulations, unless they have been directed to another school for any reason as determined by the Superintendent of Schools or designate.

Once a student has been registered in a school, he/she will be counted as a student of that school.

2. Enrolment Priorities

Priority shall be given to students on the following basis:

- catchment area students who, in the previous year, attended the school;
- catchment area students who, in the previous year, were 'placed' by the district in a different school;
- siblings of catchment area students;
- new catchment area students;
- siblings of non-catchment area students currently enrolled in the school;
- non-catchment area students who request to attend the school which is other than their catchment area school;
- non-district area students;
- international students.

The enrolment priorities are applied on a grade by grade basis and are not intended to cause the school to change its grade configuration. Each school is expected to maintain a cohort of students at each grade level offered at the school.

3. Capping

In situations where a grade, class, program or school has reached capacity as set by the Board of Education, capping will be used to relocate students to another school as follows:

3.1 *Decisions related to capping of a school will be made by the Board of Education considering the advice of the Superintendent of Schools/CEO, and after consultation with the school community.*

3.2 Decisions related to capping *of a grade* will be made by the appropriate ~~area~~ *family of schools* Assistant Superintendent, in consultation with the parent(s)/student*(s)*, the two Principals involved and the Director of Operations or designate if necessary.

3.3 *Decisions related to deferring a student to a school other than their catchment area school will be made by the appropriate family of schools Assistant Superintendent, in consultation with the parent(s)/student, the two Principals involved and the Director of Operations or designate if necessary.*

3.4 The Assistant Superintendent will provide to the Principals a form letter to communicate to parents the relocation of the student to another school and explaining the procedure.

3.5 The home catchment area Principal will place students on a chronological waiting list and will notify the parent(s)/student when space becomes available.

3.6 When notified that space is available, parent(s) will have the option of returning the student to the catchment area school, either immediately or at the beginning of the new school year, or have the student remain at the school to which he/she was relocated through capping. If the latter is chosen, the parent(s)/student will be responsible for transportation.

4. Non-Catchment Area Student Registrations

4.1 Each year, the Board will establish a formal registration period during which time a parent (or a student who is living independently) may seek to be registered at a school or program outside their catchment area in the following school year. Applications for registration will be considered in accordance with the Enrolment Priorities set out in Section 2 above, provided there is space in the school. Applications received after the formal registration period will be considered in September following the procedures identified in 4.2, 4.3 and 4.4 of these Regulations.

4.2 Applications for students from outside the school's catchment area will be placed on a chronological waiting list, based on the date and time the registration is received. After the students from within the catchment area have been placed into classes, non-catchment area students may be accepted into the school from the established Registration Priority waiting list.

AMENDMENT

4.3 The receiving Principal will notify the parent(s) of the acceptance/rejection of the registration and of the student's position on the waiting list by the end of the first week in September.

4.4 Once a student is accepted into a school outside of his/her catchment area, siblings of this student will be accepted by established registration priorities and according to space being available.

4.5 Applications for transfers of non-catchment area students who are currently enrolled in the Central Okanagan ~~*School District*~~ *Public Schools* will be considered on a case-by-case basis taking into account the considerations set out in Section 5.1 of these Regulations. Applications for transfers will not be used to circumvent the Enrolment Priorities for non-catchment area student registration in this Section.

5. Reassignment Registrations

5.1 A reassignment of a student may occur if it is deemed to be in the best interest of the student and the school, after consultation with the receiving Principal and the parent(s)/student.

5.2 The receiving Principal should notify the parent(s)/student of the decision, at the earliest possible date.

6. Transportation

Transportation to attend a school other than the catchment area school shall be the sole responsibility of the parents, as in Board Policy 470 - *Transportation Services Management* unless the student has been directed to attend another school because of capping, or for any other reason as determined by the Superintendent or designate.

7. Appeals

A student placement decision made in accordance with this Policy and Regulations may be appealed to the Board under Board Policy 460 – *Appeals* and Regulations 460.2R – *Appeals Related to Student Placement*.

AMENDMENT

Date Agreed: April 23, 1980
Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
September 28, 1988; February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002
Date Amended: June 11, 2003; January 14, 2004; February 22, 2006; June 30, 2008;
May 8, 2013; January 27, 2016; February 22, 2017;
Date Reviewed: February 12, 2014
Related Documents: *Policy 405*, Policy 460, *Regulations* 460.2R, Forms *F405.1, F460*

CENTRAL OKANAGAN PUBLIC SCHOOLS
1040 Hollywood Road South, Kelowna, BC V1X 4N2
Tel. (250) 470-3256, Fax (250) 870-5056, www.sd23.bc.ca

Memorandum

Date: June 26, 2019
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Eileen Sadlowski, Secretary-Treasurer/CFO

Information Item: Video Surveillance – Annual Report to the Board

1.0 RELEVANT BOARD MOTION/DIRECTION

Regulations 645R - *Video Surveillance Closed Circuit Television (CCTV)*, item 5.2 states: "The Superintendent of Schools, or his/her designate, will conduct a review at least annually to ensure that this policy and regulations are being followed. The Superintendent will make a report to the Board on the use of video surveillance in the School District."

In October of 2017 Policy 645 and Regulations 645R - *Video Surveillance Closed Circuit Television (CCTV)* (attached as Appendix A and B) were amended to align the Policy and Regulations to meet the disclosure requirements under the *Freedom of Information and Protection of Privacy Act*.

2.0 BACKGROUND

Since the first video surveillance systems were introduced to the School District, many changes have taken place. Initial installations were done to counter theft and to monitor unwanted visitors to the school. The issues mostly concerned minor items that took time away from administrators at the secondary school level.

Video surveillance systems are now used primarily as a means of identifying unwelcome visitors on school property, and of ensuring the safety of both students and staff. They also continue to be quite useful in helping to resolve a variety of issues such as theft and vandalism at the school level. It is also believed that the presence of video cameras act as a deterrent to undesirable behaviour.

3.0 INFORMATION STATEMENT

The following is a summary of this year's school survey responses:

- 28 of 47 District sites are currently making use of video surveillance equipment
- 12 of 31 elementary schools currently have video surveillance equipment
- All sites using video surveillance equipment are meeting District Policy guidelines

4.0 SUPERINTENDENT OF SCHOOLS/CEO'S COMMENTS

Principals, parents, staff and students have generally supported the selective use of video surveillance and other security measures within our schools. The intent of these security measures has never been to monitor the day-to-day activities of students or staff; nor should it be. Video surveillance, as well as other security measures, should be focused on keeping students and staff safe and secure at school.

While an expansion of video surveillance is generally supported by staff and school communities, it should be limited to situations directly addressing security. The use of video surveillance should continue to be monitored to ensure its proper use.

Specific locations of cameras are not published in this report for security reasons. Signs have been updated and moved to provide clearer communication to the community.

The report (attached as Appendix A) indicates the schools/sites which use video surveillance and if there are any changes that have taken place or are being considered since 2017. This year, 17 schools/sites reported having no change in their status from the report in 2017.

In general, video surveillance for each site has reduced the incidents they were put in place to deter.

5.0 NEXT STEP

The District Safe Schools Committee and District staff should continue to discuss security priorities so that resources can be deployed as funds become available.

The Operations Department staff will continue to direct available funds from the Annual Facilities Grant to support the infrastructure needs of schools that are purchasing video equipment for installation.

School Administrators will receive updated in-service on the appropriate use, and ongoing maintenance of CCTV cameras on their sites.

6.0 APPENDICES

A. 2019 Summary – Annual Survey of Video Surveillance Use in Central Okanagan Public Schools
B. Board Policy 645 – Video Surveillance Closed Circuit Television (CCTV)
C. Board Regulation 645R – Video Surveillance Closed Circuit Television (CCTV) (Regulations)

APPENDIX A

2019 SUMMARY
ANNUAL SURVEY OF VIDEO SURVEILLANCE USE IN CENTRAL OKANAGAN PUBLIC SCHOOLS

ELEMENTARY SCHOOLS

Schools with Video Surveillance	Changes
A.S. Matheson Elementary	No
Anne McClymont Elementary	Yes – new drive installed
Bankhead Elementary	No
École Belgo Elementary	No
Black Mountain Elementary	No
École Casorso Elementary	No
École George Pringle Elementary	Yes – 1 new camera installed
École Glenmore Elementary	Yes – new system installed
Glenrosa Elementary	No
Hudson Road Elementary	No
Mar Jok Elementary	No
Raymer Elementary	No

MIDDLE SCHOOLS

Schools with Video Surveillance	Changes
Constable Neil Bruce Middle	Yes – 1 new camera installed
École Dr. Knox Middle	Yes – new cameras being installed
Glenrosa Middle	No
École K.L.O. Middle	Yes – 2 cameras and hard drive updated; 3 new cameras installed
Rutland Middle	No
Springvalley Middle	No – in the process of requesting new cameras

SECONDARY SCHOOLS

Schools with Video Surveillance	Changes
George Elliot Secondary	No
École Kelowna Senior Secondary	Yes – server upgraded, 3 cameras replaced and 1 camera relocated
Mount Boucherie Secondary	Yes – cameras upgraded
Okanagan Mission Secondary	Yes – installed 1 new camera, replaced 1 camera and moved 1 camera
Rutland Senior Secondary	No – in the process of requesting 2 new cameras

ADMINISTRATION SITES

Schools with Video Surveillance	Changes
Central School	Yes – 1 new camera installed and 1 upgraded
Hollywood Road Education Centre	No
Operations and School Buses	No
McWilliams Center	No
Central Okanagan Public Schools Board of Education Learning Centre	Yes – cameras installed at new building site

School District No. 23 (Central Okanagan)

Policies And Procedures

"Together We Learn"

Section Six: School District Facilities

645 – VIDEO SURVEILLANCE CLOSED CIRCUIT TELEVISION (CCTV)

Introduction

The Board of Education recognizes that use of CCTV is necessary for student safety and requires support of the Parent Advisory Council prior to any installation of cameras.

The Board of Education, under Section 74.01 of the School Act, authorizes the use of closed circuit television surveillance on School District property and school buses for the purposes of enhancing the safety of students, staff, volunteers and the general public, protecting property, and deterring vandalism, violence and destructive acts.

The School District also recognizes the importance of personal privacy in our community, and supports the use of surveillance in a manner that minimizes encroachments upon the privacy of students, staff, volunteers and the general public. Accordingly, the use and operation of video surveillance within the School District will be subject to privacy considerations and applicable statutory limits and requirements.

Policy

1. The use of video surveillance is authorized where circumstances have shown that it is necessary and that the benefits outweigh privacy concerns of those observed.

2. In dealing with surveillance of students, the Board recognizes its legal obligation to provide appropriate levels of supervision in the interests of student safety.

3. Individuals have privacy rights that are reduced (but not removed) while the individuals are in or on district premises. Video surveillance, as with other forms of supervision, must be carried out in a manner respectful of these rights.

4. Video surveillance is to be carried out in accordance with this policy and the regulations and failure to comply will result in appropriate action by the Board.

5. For further information on the use of CCTV, contact the Freedom of Information Office at:
   The Office of the CFO/Secretary-Treasurer
   Central Okanagan Public Schools
   1940 Underhill Street
   Kelowna, B.C. V1X 5X7 250-860-8888

Date Agreed: June 27, 2001

Date Reviewed/Amended: November 13, 2002
Date Amended: November 28, 2007; November 25, 2009; November 26, 2014; November 2, 2016; October 11, 2017
Date Reviewed: February 12, 2014
Related Document: 645R

645R – VIDEO SURVEILLANCE CLOSED CIRCUIT TELEVISION (CCTV) *(REGULATIONS)*

1. Use of Cameras

1.1 Before video surveillance is introduced at a new site, a report must be submitted to the Superintendent of Schools, providing reasons why surveillance is being considered. The report will detail (if applicable) any specific incidents of property loss, safety or security breaches justifying the implementation of surveillance. The report will identify any less intrusive alternatives that have been considered and why they would not be an adequate alternative to surveillance. In addition, the report must set out the methods that will be used to minimize the privacy impact of the surveillance initiative. The report must indicate that consultation with the school community has taken place and that the Parent Advisory Council has approved the installation plan.

1.2 If a surveillance camera is to be used within a school facility or on school land, the Board will provide notice of its plans to the applicable Parent Advisory Council. In accordance with and as required under Section 74.01 of the School Act, the Board must obtain the approval of the Parent Advisory Council before proceeding with implementation of the surveillance system.

1.3 Where the Board deems it appropriate, the Board may undertake consultations with other affected individuals regarding the implementation of surveillance, such as students, parents, staff or members of the community.

1.4 Signs must be clearly written and prominently displayed to notify the public of video surveillance. Notices must include contact information for the designated staff assigned to answer questions about the surveillance system. Signs indicating that video surveillance is in the area shall not be posted in locations where video surveillance is not operational.

1.5 The Superintendent of Schools or designate must authorize any exceptions to 1.4, (e.g. a time limited specific investigation into criminal conduct or identifying specific safety or security issues). Such authorization will only occur if covert surveillance is essential to the investigation and this outweighs the privacy interests of those likely to be observed and after a detailed, comprehensive assessment of alternative options has occurred. Covert surveillance will not be authorized on an ongoing basis.

1.6 Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. washrooms, private

conference/meeting rooms). Any exception to this must be authorized by the Superintendent or designate on the basis that no other option is feasible, the need is pressing and the privacy rights are outweighed. Surveillance of such locations must not be authorized on an ongoing basis.

1.7 All organizations that rent/occupy any part of the school property after hours must be advised that a recording CCTV system is in use and could potentially capture individuals' images.

2. Security

2.1 Video cameras will be installed only by a designated employee or service provider of the School District. Only designated employees/service providers and the building administrator will have access to the CCTV system. Only these employees can handle the camera or recorded images.

2.2 Only authorized persons will have access to the system's controls and recording equipment, and the Board will limit such access to those of its authorized personnel with a need to exercise such access. Video monitors will not be located in a position that will enable public viewing, and reasonable security measures will be in place to secure surveillance equipment from unauthorized access, loss, theft or tampering.

2.3 A log of all instances of access to and use of recording will be maintained.

2.4 When implementation of an overt surveillance system has been authorized, the Board will ensure that affected staff, students, volunteers and the public are notified of surveillance equipment locations. Notification will be by means of clearly worded signs, prominently displayed at the perimeter of the surveillance areas. Such signs will identify the purpose of the surveillance and contact information of the designated staff person who can answer questions about the surveillance system.

2.5 Recorded images will be stored in a secure location not normally accessible to students and the public, and can only be accessed by authorized personnel.

2.6 Recorded images must never be sold, publicly viewed or distributed except as provided under this policy or as permitted under the Freedom of Information and Protection of Privacy Act or other applicable laws.

3. Viewing of Recorded Images

3.1 Monitors used to view recorded images will not enable public viewing.

Recorded images will only be viewed by:

- the building administrator or individual authorizing camera installation;
- management staff responsible for transportation where the image is from a bus surveillance system;
- parents and students (see 3.3 below);
- School District staff with a direct involvement with the recorded contents of the specific recorded images;
- employees or agents responsible for the technical operations of the system (for technical purposes only);
- an employee or student facing any disciplinary action may authorize his/her union representative or other advocate to view the recorded images; and,
- law enforcement agencies at the discretion of the Administrator.

3.2 The site administrator has the authority to grant temporary emergency responder access to CCTV monitoring for that site:

- for a specific defined training exercise; and,
- in the event of an emergency situation.

3.3 Parents/guardians requesting to view recorded images of their child(ren) will be permitted to the extent that such access is permissible under the Freedom of Information and Protection of Privacy Act and other applicable laws. Students may view recorded images relating to themselves if they are capable of exercising their own access to information rights under the *Freedom of Information and Protection of Privacy Act*. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the *Freedom of Information and Protection of Privacy Act*.

3.4 Student/parent/guardian viewing must take place in the presence of an administrator or authorized individual. A student/parent/guardian has the right to request that an advocate be present during viewing.

4. Retention of Recorded Images

4.1 The Board reserves the right to use or share video tape for the purposes of investigation into any incident occurring on School District property, in connection with legal claims or the possible violation of laws. Video footage may, where appropriate, be shared with the School District's insurers or legal advisors, or used as evidence in legal proceedings.

4.2 Recorded images will be erased within 30 days, unless they are being retained as documentation related to a specific incident, or are being transferred to the Board's insurers or legal advisors.

4.3 Recorded images that are retained by the Board after 30 days will only be retained as necessary to fulfill the purposes for which it has been retained, subject to the record retention requirements under the Freedom of Information and Protection of Privacy Act and other applicable laws.

5. Review

5.1 Each building administrator is responsible for the proper implementation and control of the video surveillance system.

5.2 The Superintendent of Schools, or his/her designate, will conduct a review at least annually to ensure that this policy and regulations are being followed. The Superintendent will make a report to the Board on the use of video surveillance in the School District.

Date Agreed: June 27, 2001

Date Reviewed/Amended: November 13, 2002
Date Amended: December 8, 2004, November 28, 2007; November 10, 2010; February 12, 2014; June 22, 2016; October 11, 2017
Related Documents: Freedom of Information and Protection of Privacy Act

Central Okanagan Public Schools
Together We Learn

1040 Hollywood Road S.
Kelowna, BC V1X 4N2
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Phone: (250) 860-8888
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Memorandum

Date: June 21, 2019
To: Board of Education
From: Education and Student Services

Information: Board/Authority Authorized (BAA) Courses - Revised

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

As part of the Ministry of Education's updates on October 11, 2017, the Ministry provided information and updates to the Board/Authority Authorized (BAA) course policy and procedures that went into effect July 1, 2018.

In the 2018-2019 school year, the Ministry of Education is requiring Boards of Education to:

- Revise BAA courses to align with the "Know-Do-Understand" curriculum model
- Determine a regular review cycle for BAA courses to ensure that content remains current

3.0 INFORMATION STATEMENT

Thirty senior secondary teachers were engaged in an in-service to ensure the revisions of the original Board/Authority Authorized (BAA) courses aligned with the redesigned curriculum and the Ministry of Education's requirements.

The following 62 Grade 11 and 12 Board/Authority Authorized (BAA) courses have been revised to align with the new Ministry of Education criteria:

- Animation 11 and 12
- Art Metal and Jewelry 11
- Baseball 11 and 12
- Basketball 11 and 12
- Computer Animation 11 and 12
- Debate and Speech 11 and 12
- Fire Academy 11 and 12
- First Nations Art Studio 11
- English Language Development and Culture 11 and 12
- Football 11
- Golf 11 and 12
- Grad Council 12
- Health Sciences 12
- Hockey 11 and 12
- Indigenous Leadership 11 and 12
- Individual Sport Training 10A, 10B, 11A, 11B, 12A, 12B

- Journalism 11 and 12
- Jazz Studies 11 and 12
- Leadership 11 and 12
- Learning Strategies 11 and 12
- Medieval Armouring 11
- Mixed Martial Arts 11 and 12
- Peer Counselling 11 and 12
- Photography 11 and 12
- Physical Lab Science 12
- Peer Counselling 11 and 12
- Psychology 11 and 12
- Resiliency 11 and 12
- Soccer 11 and 12
- Speech and Debate 11 and 12
- Teacher Assistant 11 and 12
- Video Game 11
- Yoga and Wellness 11 and 12

4.0 NEXT STEPS

Boards of Education/Authorities wishing to offer BAA courses in the 2019/2020 school year should follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

5.0 APPENDIX

1. October 5, 2017 Ministry of Education Letter - Board/Authority Authorized (BAA) Course Updates for 2017/18 and beyond school years.

October 5, 2017

Ref: 196005

Dear Superintendents:

RE: Board/Authority Authorized (BAA) Course Updates for 2017/18 School Year

The Ministry of Education is pleased to provide information and updates to Board/Authority Authorized (BAA) course policy and procedures that will take effect July 1, 2018 and require action during the 2017/18 school year.

In winter 2016, Ministry staff reviewed the existing policies for BAA, Equivalency, Challenge, and Independent Directed Studies (IDS) in consultation with representatives from the BC School Superintendents Association, along with representatives from other education partner organizations.

Current BAA, Equivalency, Challenge and IDS course policies include specific language that aligns with the learning outcomes in the outgoing Integrated Resource Packages. Because the new curriculum is based on the "Know-Do-Understand" curriculum model, current policies and guidelines for the various graduation credit options, in this case BAA, are being aligned in time for implementation of the new 10-12 curriculum.

As a result of these changes and engagements, Boards of Education and Independent School authorities are asked to:

- review their BAA courses offered in the 2018/19 school year to determine which BAA courses:
    - are to be retired, given the flexibility offered with the new Ministry curriculum, or that no longer meet requirements; and
    - are to be revised to align with the new "Know-Do-Understand" curriculum model
- determine a regular review cycle for BAA courses to ensure that their content remains current

Please note that some former BAA courses, such as Musical Theatre 11 and Philosophy 12, are now offered as Ministry courses in the new curriculum.

…/2

Ministry of Education

Learning Transformation

Mailing Address:
PO Box 9886 Stn Prov Govt
Victoria BC V8W 9T6

Location:
620 Superior St
Victoria BC V8V 1V2

The following Ministry documents have been updated to assist with the review and development of new BAA courses:

- BAA Courses Requirements and Procedures Guidebook 2017
- BAA Course Form
- BAA Framework Template
- BAA Course Categories

If you have any questions about the new BAA course policy and procedures, please contact Emilie Hillier, Executive Director of Strategic Initiatives and Student Certification at Emilie.Hillier@gov.bc.ca.

Thank you for your continued support of education transformation.

Sincerely,

Suzanne Hoffman
Superintendent of Learning Transformation

Okanagan Regional Heritage Fair Winners
April 30, 2019

Parks Canada National History Award

Award presented to the student whose project had as its theme a person, place or event of national historic importance as commemorated by the Historic Sites and Monuments Board

- Crystal Jiang, Grade 6 Student, Anne McClymont Elementary
  Project Title: Murder by the Shore

Chinese Canadian Historical Society of BC

Award presented to the student who developed a project on a topic related to Chinese Canadian history

- Lukas Sisson, Grade 6 Student, Anne McClymont Elementary
  Project Title: Fire, Ice, and Silver

Peer's Choice

- Matthew Domeij, Grade 6 Student, Anne McClymont Elementary
  Project Title: Tyrant 22

Central Okanagan Public Schools
Together We Learn

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Memorandum

Date: June 21, 2019
To: Board of Education
From: Finance and Audit Committee

Information Item: Travel Expense Rates Form – Per Diem Rates

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

On a regular basis, the travel expense rates are reviewed by the Finance Department for reasonableness and consistency and to ensure the rates are aligned with other organizations and levels of government.

3.0 INFORMATION STATEMENT

With respect to per diem meal rates and in order to provide relevant, comparable information to the Board, staff conducted an informal survey of districts and reviewed rates across all districts as well as rates from the Ministry of Education, Canada Revenue Agency and the BCSTA. The results of this review is illustrated below.

Item	Current SD23	Proposed SD23	MOE	CRA	BCSTA	Prov Ave
Breakfast	10.00	15.00	19.00	20.50	11.00	12.04
Lunch	17.00	20.00	19.67	20.10	17.00	16.90
Dinner	23.00	30.00	27.83	50.65	25.00	25.24
Total	**50.00**	**65.00**	**66.50**	**91.25**	**53.00**	**54.18**

4.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

The proposed per diem meal rates above are aligned with the Ministry of Education rates and more accurately reflect the actual costs being incurred. Many districts plan to review their per diem meal rates in the coming year to better align their rates with actual expenditures.

5.0 APPENDIX

A. Travel Expense Rates Form

SCHOOL DISTRICT #23 (CENTRAL OKANAGAN)

EXPLANATION OF REIMBURSEMENT RATES FOR TRAVEL CLAIMS
EFFECTIVE JULY 1, 2019

Meals:

Effective July 1, 2019, meals will only be reimbursed based on the following per diem amounts. Alcohol will not be reimbursed and should not be on receipts submitted for reimbursement. These per diem rates are in line with the Ministry of Education rates.

Per Diem Rates:

- Breakfast	$15.00
- Lunch	$20.00
- Dinner	$30.00

Mileage:

The per kilometer reimbursement rate is $0.58 effective January 1, 2019. As per board policy, SD#23's reimbursement rate corresponds to the BCSTA & CRA rates.

Transportation Assistance

Effective July 1, 2019, the per kilometer reimbursement rate is $0.35. The maximum annual amount per family is $625. As per board policy, SD#23's reimbursement rate corresponds to the BCSTA & CRA rates.

Travel:

Actual receipts for travel must be submitted (not just the Visa/MC or Debit receipt) for reimbursement.

For vehicle travel, the Board has set the following reimbursement amounts at their December 8th, 2004 annual meeting:

Fraser Valley	$275.00
Vancouver Island	$420.00
Vancouver and Lower Mainland	$325.00

This amount is intended to cover all vehicle travel costs to the above locations. These amounts include tolls and ferries but do not include travel within the designated city/town. Kilometers within a designated city/town, for business purposes, may be claimed on the appropriate form (Mileage (Per KM) Claim Form). As well, taxi, skytrain, train etc. costs can also be reimbursed on the appropriate form (Expense Forrm or Travel Expenditures Request Form).

Central Okanagan Public Schools
Together We Learn

CENTRAL OKANAGAN PUBLIC SCHOOLS
1040 Hollywood Road South., Kelowna, BC V1X 4N2
Tel. (250)860-8888, Fax (250)860-9799, www.sd23.bc.ca

Memorandum

Date: June 21, 2019
To: Board of Education
From: Finance and Audit Committee

Information: Financial Update – International Education Program

1.0 RELEVANT BOARD MOTION/DIRECTION

Staff provide an annual financial update for the International Education Program.

2.0 BACKGROUND

The International Education Program has reported in a number of different formats over the years including program updates, marketing strategy, program reviews and financial updates. The Board of Education have requested a financial update for the International Education Program to be presented to the Finance and Audit Committee in the Spring of each year.

3.0 INFORMATION STATEMENT

- The program continues to meet the mandate to generate revenue for the District with significant funds transferred to schools and the District. The program has contributed in excess of $27 million to the operation of the School District in the past 12 years. The budget financial targets were met even though student numbers were slightly down from the previous year. See Appendix A for actual dollar values.

- We continue to see significant numbers of students coming to us as a result of our ongoing marketing efforts. For the current year, the program fell short of the District target of 400 FTE, reaching 379 FTE for the year. There were a couple of difficulties with student recruitment over the past year, namely the change in government in Mexico and the political tensions that continue between Canada and China.

- The program continues to attract students from a large number of countries and jurisdictions with 527 students coming from: Germany, Mexico, Ukraine, Australia, Myanmar, Switzerland, Korea, Argentina, Peru, Spain, Chile, Japan, France, Brazil, China, Macau, Hong Kong, Thailand, Italy, Netherlands, Belgium, Turkey, Philippines, Columbia, Slovakia, United Kingdom, Finland, Indonesia, South Africa, United States, Taiwan, Portugal, Denmark, Malaysia, Vietnam, and Austria in the 2018/2019 school year. This diversity supports the secondary objectives for the program of creating cultural awareness and enhancing diversity in our schools.

- The funding distributed to schools continues to enhance the student experience for all of our students including those who have recently arrived to Canada and our community. Secondary Principals have asserted that the schools would not be able to offer the number of options or the level of support that they do without the funding that is received through the International Education Program. At middle and elementary schools the additional funds create additional opportunities for field studies and activities for all students as funds are shared between schools and host classrooms. Funding from the International Education Program has also enabled the District to provide additional language support and interpreters to assist all schools with students and families.

- The program continues to build on an excellent reputation. The reviews from students and the support from agents suggest that the program is well positioned to meet the financial and enrolment growth targets set by the District for the 2019/2020 school year. The 400 student target will be maintained for the foreseeable future in order to normalize structures and supports after a period of significant growth.

4.0 ASSISTANT SUPERINTENDENT'S COMMENTS

The Central Okanagan International Education Program continues to be popular with consultants from around the world which has resulted in them sending more than 525 students to us. The influx of foreign students enriches the School District both culturally and financially. The students in our program come from 36 countries and jurisdictions which provides real opportunities for our local students to learn about other cultures and the world around us. The financial contribution to schools and the District provide additional support and opportunities to our students. We continue to leverage the International Education Program staff and services to support all of our schools and some of our most vulnerable students.

5.0 NEXT STEP

The Finance Committee accept the report as presented and add it as an information item on a future Public Board Meeting Agenda.

6.0 APPENDIX

A. Financial Summary of the International Education Program

Appendix A

School District No. 23 (Central Okanagan)							
Summary of International Education Program							
As At June 30, 2019							
				Projected	**Budgeted**	**12 Year**	**Budgeted**
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2018-2019**	**Cumulative**	**2019-2020**
FTE	328	375	402	379	400	3,097	400
Tuition and Fees	4,386,925	5,168,270	5,886,182	5,424,331	5,600,000	42,365,273	5,800,000
Total Revenue	**4,386,925**	**5,168,270**	**5,886,182**	**5,424,331**	**5,600,000**	**42,365,273**	**5,800,000**
Wages & Benefits	454,526	530,403	551,596	548,703	612,960	5,218,846	676,279
Commissions-Int Ed	416,181	554,296	628,837	560,000	650,000	4,215,121	650,000
Services & Supplies	532,208	752,699	770,384	739,041	767,040	5,844,275	775,729
Total Expenses	**1,402,915**	**1,837,398**	**1,950,817**	**1,847,744**	**2,030,000**	**15,278,242**	**2,102,008**
Net Income (Loss)	**2,984,010**	**3,330,872**	**3,935,366**	**3,576,587**	**3,570,000**	**27,087,031**	**3,697,992**
Distributed to Schools	1,636,803	1,879,318	2,371,075	**2,256,056**	**2,370,359**	14,486,185	**2,374,383**
Distributed to District	1,347,207	1,451,554	1,564,290	1,320,531	1,199,641	12,600,846	1,323,609
Total	**2,984,010**	**3,330,872**	**3,935,366**	**3,576,587**	**3,570,000**	**27,087,031**	**3,697,992**

June 17, 2019

Ref: 212368

Dear BCSTA Colleagues:

Another school year is coming to an end—and what a great year it has been for education in British Columbia.

It has been a pleasure to work with so many of you personally, and through the BC School Trustees Association. I would like to thank all of you—both new trustees and those who were re-elected last fall—for your hard work and dedication to supporting public education in your communities.

Before you head out on summer holidays, I want to reflect on some of our accomplishments over the past year, as well as the work underway.

This year we continued to focus all efforts on improving educational outcomes for students. Graduation rates continue to increase, particularly for Indigenous students, who are now completing secondary school at the highest rate in history. We all know there is more work to do as we continue to improve opportunities for all students, and students are depending on your leadership to set clear direction and priorities to support their success. I appreciate your continued effort to set high expectations for student achievement, make evidence-based decisions that are in students' best interest, and engage your communities along the way.

Together we are well underway on a review of British Columbia's education funding model, and I want to take this opportunity to thank all of you for your input so far. The BCSTA and its members have been a crucial partner in the funding model review since day one and are currently taking part in working groups to look at the implications of the review panel's recommendations. The working groups will report back to the Ministry of Education by fall 2019, and I look forward to their assessments. I am pleased to share with you today a Progress Report funding model review, which provides some additional information on what has been discussed in the working groups to date and next steps.

…/2

Ministry of Education

Office of the Minister

Mailing Address:
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

This school year we continued to heavily invest in school capital to build new schools, carry out badly needed seismic upgrades and buy property for future schools to meet growing enrolment. We hit a major milestone in April, surpassing $1 billion in school capital approvals since forming government. Our government has now approved $625.5 million in seismic projects that will make more than 20,000 student spaces safer, added 8,225 new student spaces in growing communities with $516.4 million in expansion projects, and funded new playgrounds at 101 schools benefiting 25,000 children throughout the province.

In January, I had the honour of joining representatives from the First Nations Education Steering Committee and the federal government to sign the BC Tripartite Education Agreement (BCTEA), making British Columbia the only jurisdiction in Canada with an agreement that ensures an equitable education for First Nations students, no matter where they live. This is an important step in honouring the Truth and Reconciliation Calls to Action, the UN Declaration on the Rights of Indigenous Peoples and the 10 Principles that Guide BC's relationship with Indigenous Peoples. We should all be proud of the work we have done—and will continue to do—to better support Indigenous students.

We have made great strides this year to support vulnerable students, expanding our provincial ERASE strategy to be a more comprehensive resource. It now focusses on gang prevention, mental health and wellness, substance use, social media and supporting students of all sexual orientations and gender identities. We held the second annual Mental Health Forum in February, bringing together representatives of public, independent and First Nations schools, police, health authorities, and child and youth mental health workers to focus on how to promote mental-well-being for all BC students. Students are already benefitting from a $3-million investment to help all 60 school districts enhance existing mental wellness programs and launch new ones.

As part of our continued focus on supporting vulnerable students, we proudly became one of the first jurisdictions to require public schools to provide students with stigma-free access to free menstrual products in washrooms. We and the Ministry of Health are grateful for your districts' support of the measles immunization catch-up program in schools—we will keep you up to date as we continue working with the Ministry of Health to implement mandatory immunization status reporting for BC's students.

British Columbia's world-class education system drew international attention this year, hosting top education policy-makers in Vancouver for the Organisation for Economic Co-operation and Development (OECD)'s Future of Education and Skills 2030 Project meeting in May. This was the first time the conference was held in North America, and it was an honour to host delegates from dozens of different countries. I also thank BCSTA members for participating in this event and helping us showcase our education system and student accomplishments.

…/3

There have been many more successes in education this year through strong partnerships with the BCSTA and its members, to support teachers and students in the classroom. I look forward to continuing to work with you next school year as we move forward on our priorities, including working collaboratively to develop and implement the Framework for Enhancing Student Learning. Together, we will keep delivering results so that all students can get the quality education they deserve in safe, healthy and welcoming schools.

Thank you for your hard work this year to support BC students. I hope you enjoy a safe and restful summer.

Sincerely,

Rob Fleming
Minister

Central Okanagan Public Schools
Together We Learn

CENTRAL OKANAGAN PUBLIC SCHOOLS
685 Dease Road, Kelowna, BC V1X 4AF
Tel. (250) 870-5150, Fax (250) 870-5094
Email: Operations.Department@sd23.bc.ca

Memorandum

Date: June 21, 2019
To: Board of Education
From: Planning and Facilities Committee

Information Item: **School District Portable Information**

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

The District continues to use portables for the student management at school facilities. Based on the projections for September 2019, the District will move five portables and purchase five portables. The following table shows the September 2019 new locations for portables:

Number of Portables to Move:	From:	To:
1	Anne McClymont Primary	Black Mountain Elementary
1	Anne McClymont Elementary	Rutland Middle
2	Okanagan Mission Secondary	Springvalley Middle
1	Okanagan Mission Secondary	Constable Neil Bruce

Number of New Portables	To:
2	Mount Boucherie Secondary
2	Dr. Knox Middle
1	Constable Neil Bruce

Appendix A shows the projected enrolments as well as the projected portable classroom locations. The projections are reviewed annually and are subject to change depending on enrolments and class organizations.

3.0 INFORMATION STATEMENT

The District annually reviews its portable inventory and classroom needs based on current enrolments and projections.

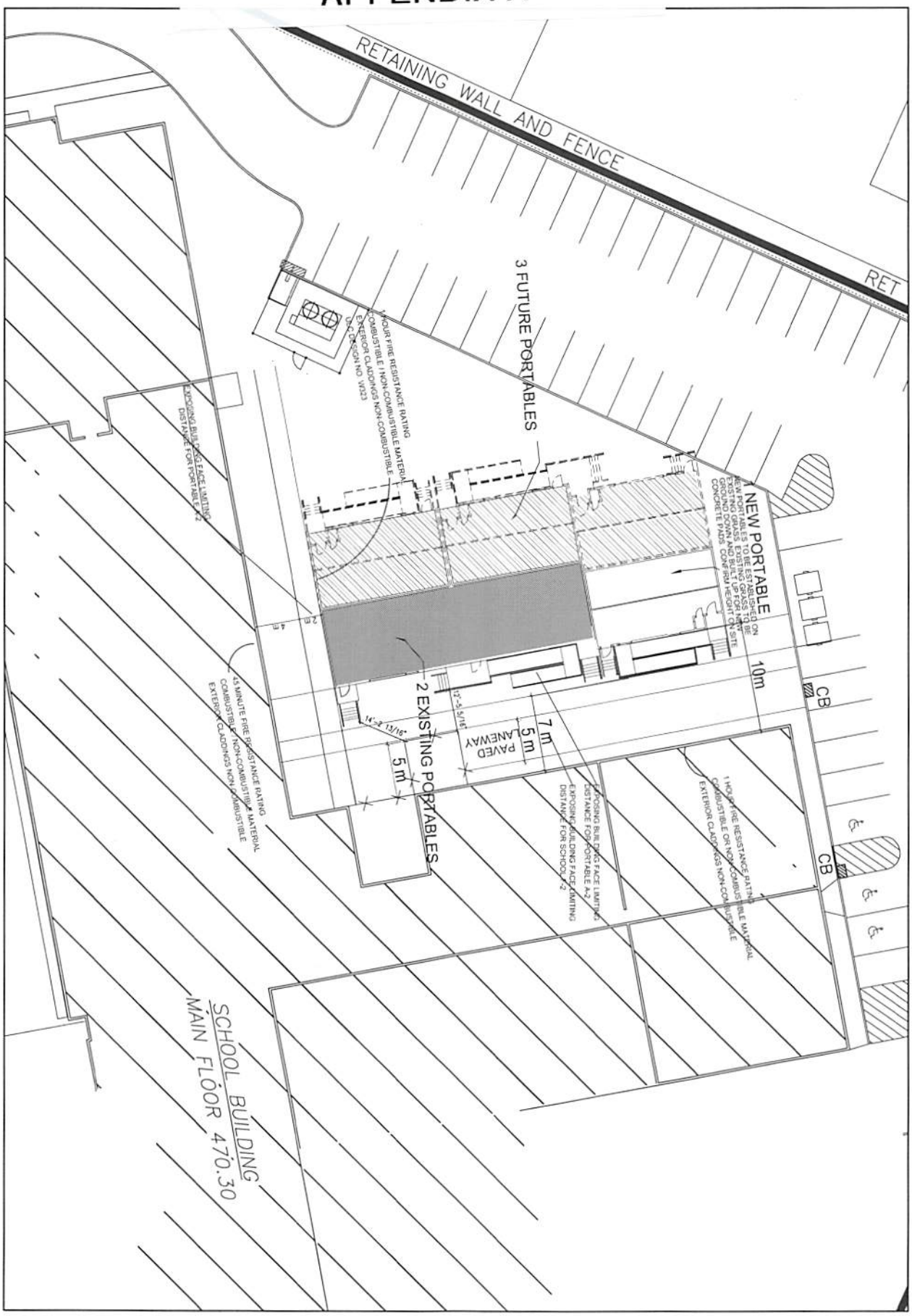
4.0 DIRECTOR'S COMMENTS

Planning for portables is an ongoing process. A number of factors may change the initial placement plan. Movement and installation traditionally occurs between May and August in order for them to be ready in September.

5.0 APPENDICES

A. Portable Locations
B. Enrolment and Portable Projections

APPENDIX A



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ISSUE	DATE
1 ISSUED FOR BUILDING PERMIT	2019/04/12

CONSULTANT

SEAL

MQN ARCHITECTS
Suite 100 - 3313 32nd Avenue
Vernon, British Columbia V1T 2M7
T: 250-542-1199 E: info@mqn.ca

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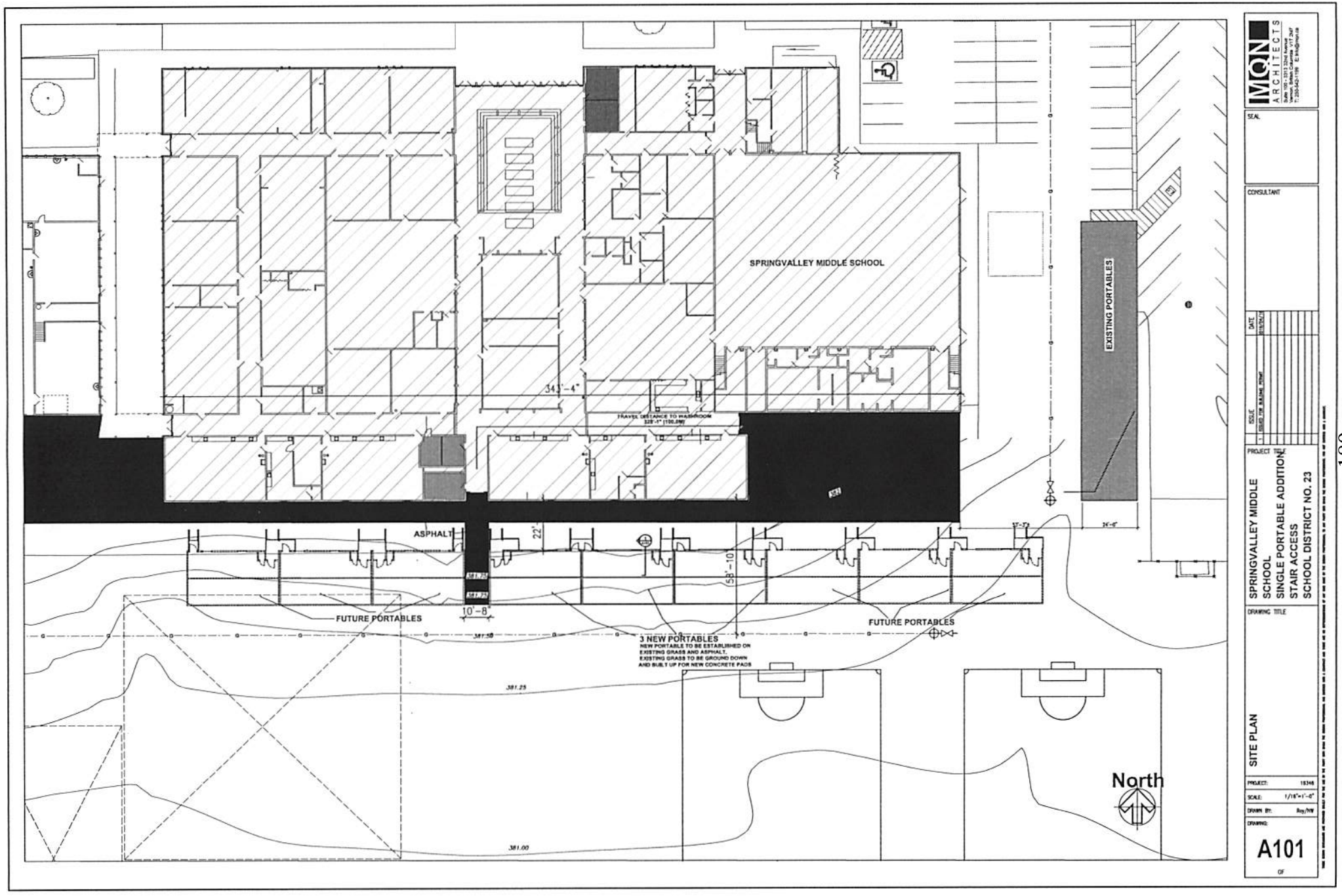
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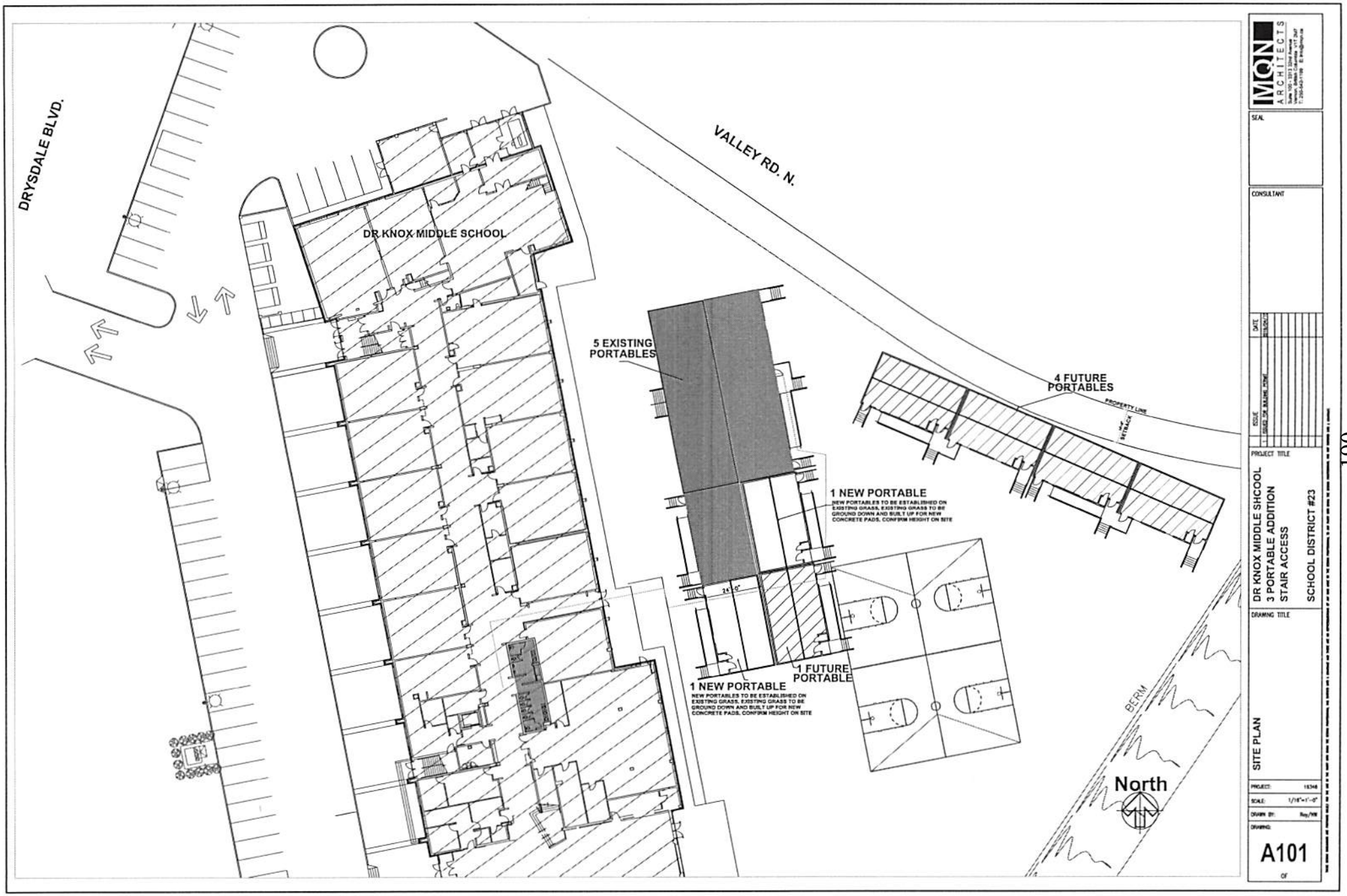
EXISTING PORTABLES
34'-4"
TRAVEL DISTANCE TO WASHROOM
ASPHALT
22'
53'-10"
10'-8"
24'-6"
FUTURE PORTABLES
FUTURE PORTABLES
3 NEW PORTABLES
NEW PORTABLE TO BE ESTABLISHED ON
EXISTING GRASS AND ASPHALT.
EXISTING GRASS TO BE GROUND DOWN
AND BUILT UP FOR NEW CONCRETE PADS
381.50
381.25
381.00
North
MQN ARCHITECTS
SEAL
CONSULTANT
DATE
ISSUE
PROJECT TITLE
SPRINGVALLEY MIDDLE SCHOOL
SINGLE PORTABLE ADDITION
STAIR ACCESS
SCHOOL DISTRICT NO. 23
DRAWING TITLE
SITE PLAN
PROJECT: 18346
SCALE: 1/16"=1'-0"
DRAWN BY: Rey/NW
DRAWING:
A101
OF


DRYSDALE BLVD.
VALLEY RD. N.
DR KNOX MIDDLE SCHOOL
5 EXISTING PORTABLES
4 FUTURE PORTABLES
PROPERTY LINE
1 NEW PORTABLE
NEW PORTABLES TO BE ESTABLISHED ON EXISTING GRASS. EXISTING GRASS TO BE GROUND DOWN AND BUILT UP FOR NEW CONCRETE PADS. CONFIRM HEIGHT ON SITE
24'-0"
1 FUTURE PORTABLE
1 NEW PORTABLE
NEW PORTABLES TO BE ESTABLISHED ON EXISTING GRASS. EXISTING GRASS TO BE GROUND DOWN AND BUILT UP FOR NEW CONCRETE PADS. CONFIRM HEIGHT ON SITE
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North
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SEAL
CONSULTANT
DATE
ISSUE
1 ISSUED FOR BUILDING PERMIT
PROJECT TITLE
DR KNOX MIDDLE SHCOOL
3 PORTABLE ADDITION
STAIR ACCESS
SCHOOL DISTRICT #23
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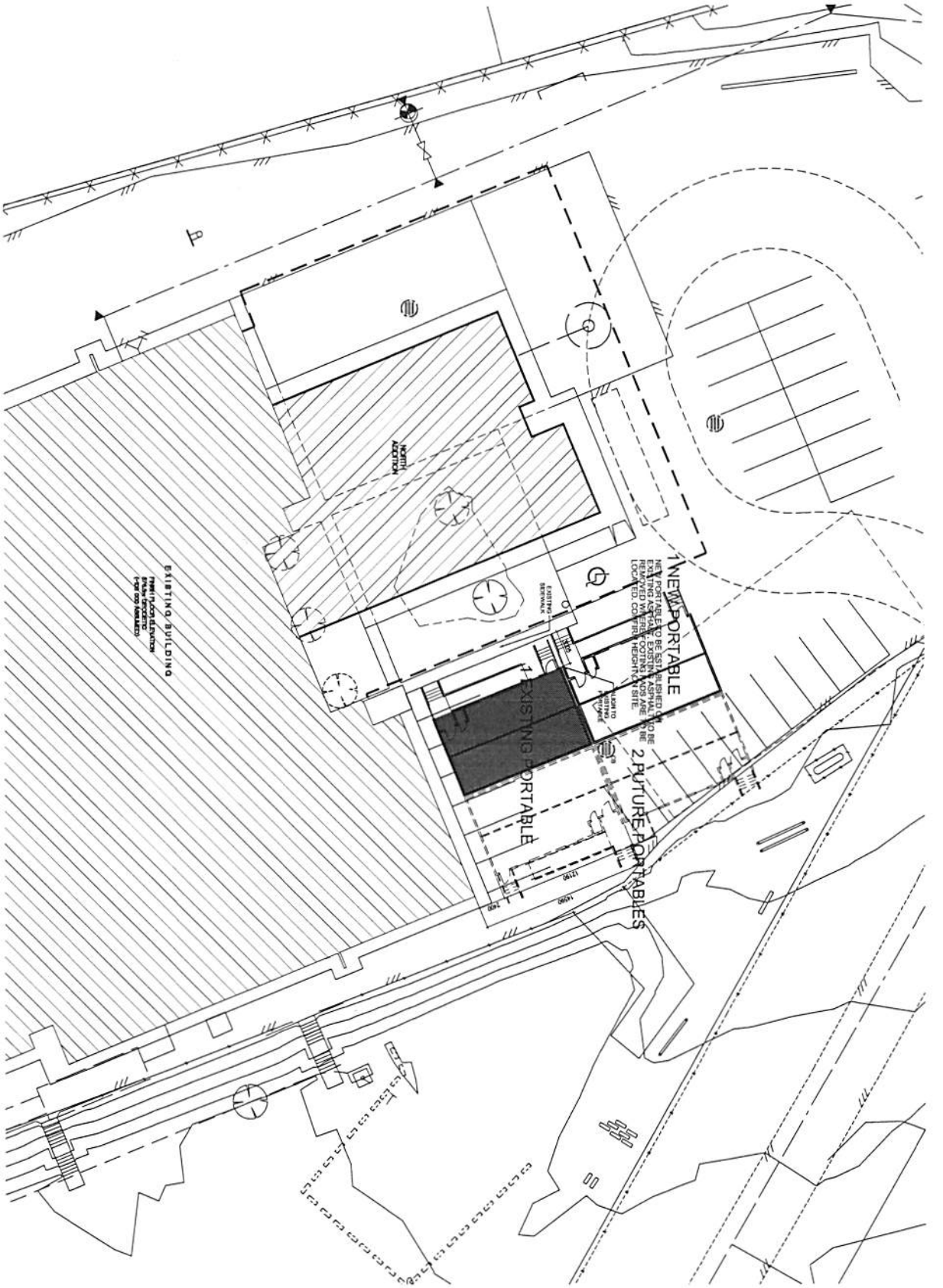
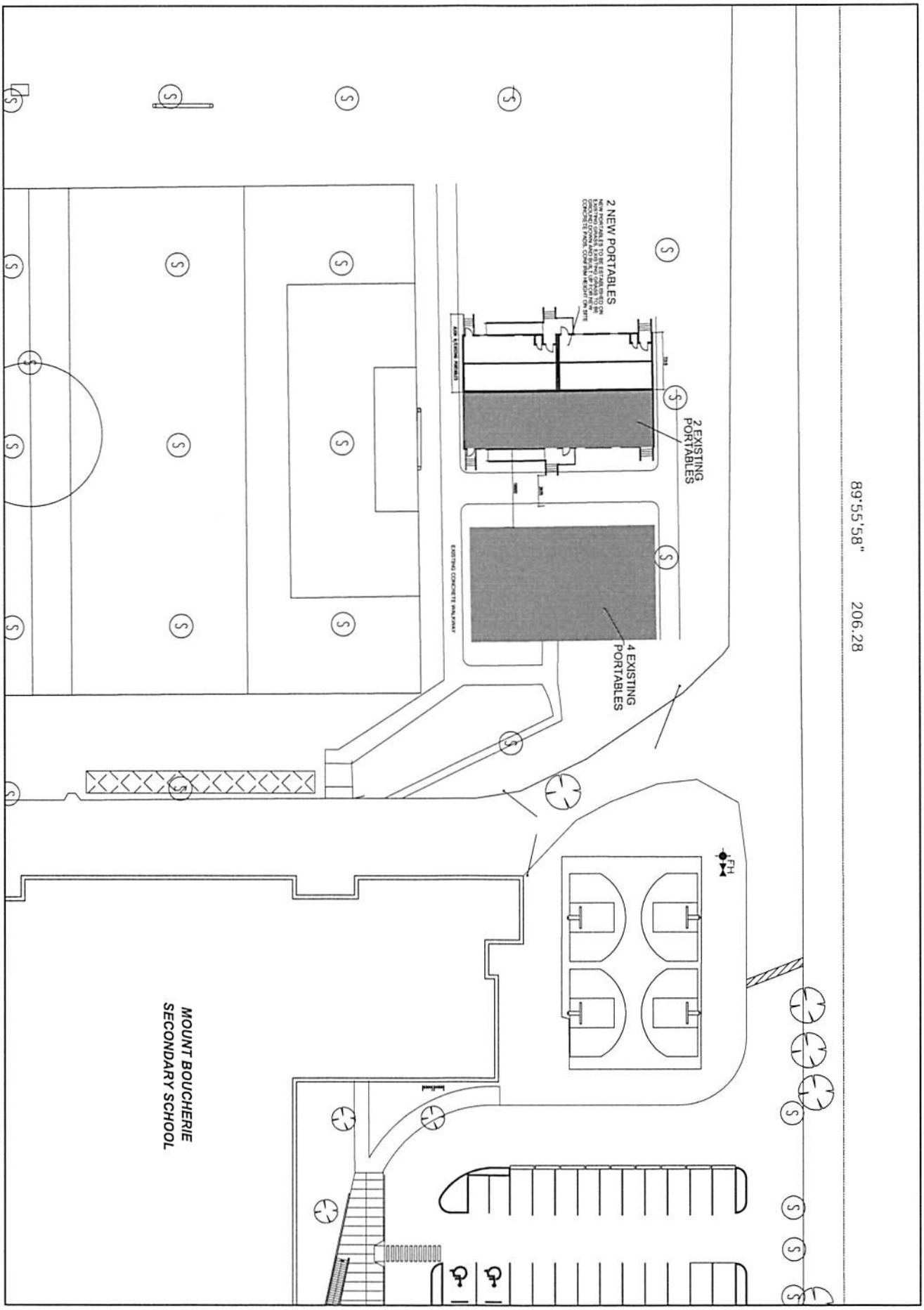


A101	SITE PLAN	BLACK MOUNTAIN ELEMENTARY: PROPOSED PORTABLE RELOCATION STAIR AND SERVICE RAMP SCHOOL DISTRICT NO. 23	ISSUE: 1 ISSUED FOR BUILDING PERMIT	DATE: 2016/03/15			MQN ARCHITECTS Suite 100 - 3313 32nd Avenue Vernon, British Columbia V1T 2M7 T: 250-542-1199 E: info@mqn.ca



DRAWING A101	SITE PLAN	DRAWING TITLE	MOUNT BOUCHERIE SECONDARY: PROPOSED PORTABLE RELOCATION STAIR AND SERVICE RAMP SCHOOL DISTRICT NO. 23	PROJECT TITLE	ISSUE: 1 ISSUED FOR BUILDING PERMIT — DATE: 2019/04/17	CONSULTANT

SCALE 1:200 | DRAWN BY: MV/NB | PROJECT 15344

SEAL

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Vernon, British Columbia V1T 2M7
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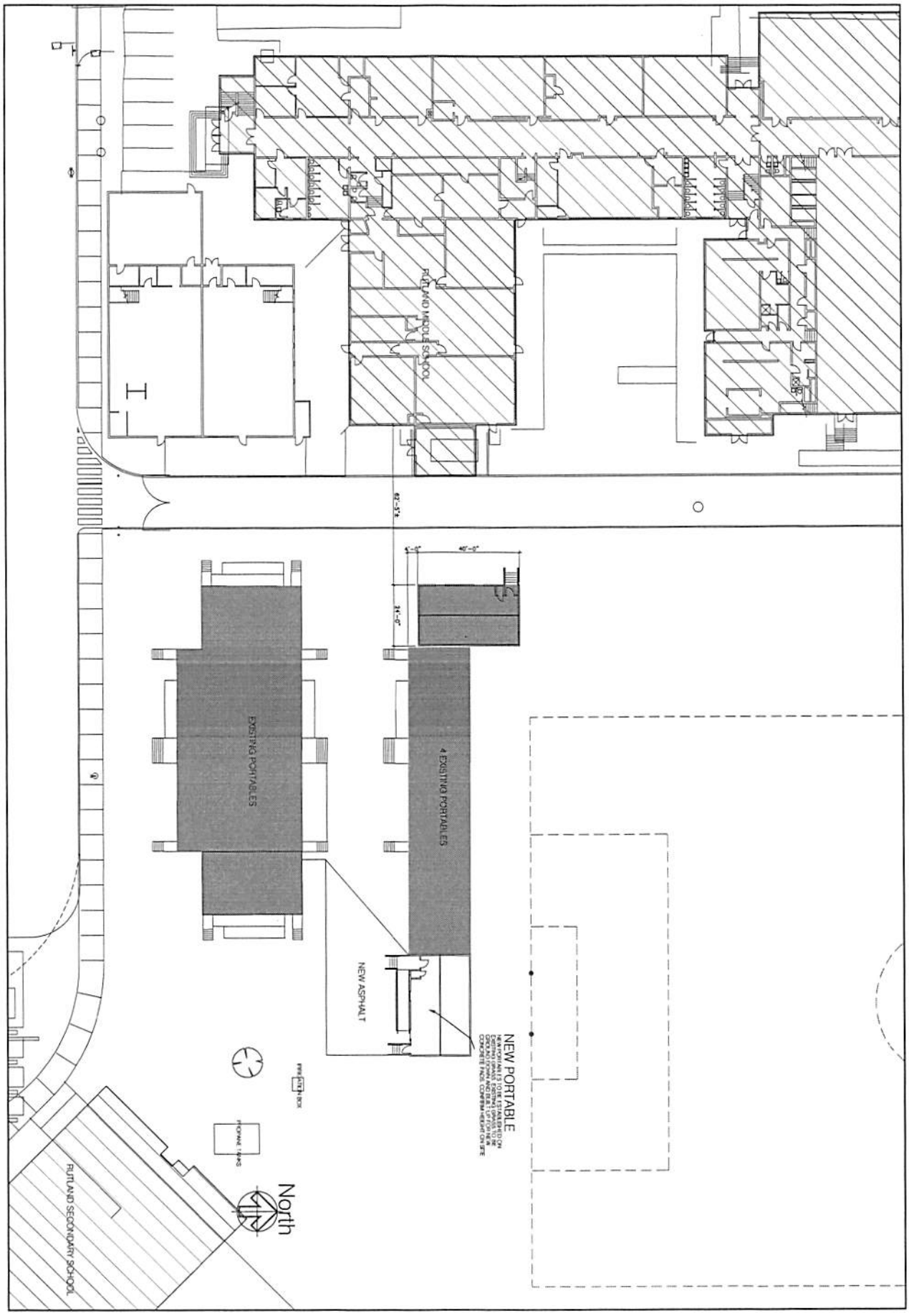

A101	PARTIAL SITE PLAN	RUTLAND MIDDLE SCHOOL 2 PORTABLE ADDITION STAIR ACCESS SCHOOL DISTRICT NO.23	ISSUE: 1 ISSUED FOR BUILDING PERMIT	DATE: 2019/04/11	MON ARCHITECTS

APPENDIX B

SCHOOLS	GRADE	Current 2018	Projected 2019	Projected 2020	Projected 2021	Fixed Clsrms	Modular Clsrms	Current Portable Clsrms 2019-20	Projected Portable Clsrms 2020-21	Projected Portable Clsrms 2021-22
Westside Area										
Chief Tomat	K-5	266	255	269	270	12	0	1	1	
George Pringle	K-5	438	428	434	436	20	2	0		
Glenrosa	K-5	194	192	193	194	14	1	0		
Helen Gorman	K-5	218	215	224	230	12	0	0		
Hudson Road	K-5	221	233	263	271	13	0	1		
Mar Jok	K-5	438	444	479	519	19	0	0	1	1
Peachland Elem.	K-5	170	148	146	151	13	1	0		
Rose Valley	K-5	306	320	347	357	14	0	1		
Shannon Lake	K-5	372	365	365	362	17	0	0		
Const. Neil Bruce Middle	6-8	818	891	888	877	30	0	4		
Glenrosa Middle	6-9	581	621	665	688	30	0	0		
Mount Boucherie Secondary	9-12	1,378	1,430	1,499	1,577	53	0	9	2	2
Westside Total		**5,400**	**5,542**	**5,772**	**5,933**	**247**	**4**	**16**	**4**	**3**
OK Mission Area										
A. McClymont Elem.	K-5	589	471	440	428	16	0	6	-4	
Chute Lake	K-5	482	436	426	432	16	2	1		
Dorothea Walker	K-5	506	459	475	491	15	1	5		
Canyon Falls Middle School	6-8	0	449	675	693	30	0	0		
Okanagan Mission Secondary	7-12	1,408	1,193	977	1,012	42	0	12		
OK Mission Total		**2,985**	**3,008**	**2,994**	**3,056**	**119**	**3**	**24**	**-4**	**0**
Lake Country Area										
Davidson	K-6	493	485	498	412	17	0	0		
Oyama	K-6	158	167	164	140	6	0	1		
Peter Greer	K-6	465	465	467	385	18	1	2		-2
H.S. Grenda Middle	6-8					0				
George Elliott Secondary	7-12	849	865	924	603	28	0	7		
Lake Country Total		**1,965**	**1,982**	**2,053**	**1,541**	**69**	**1**	**10**	**0**	**-2**
Central Kelowna Area										
AS Matheson	K-6	268	276	271	269	15	0	0		
Bankhead	K-6	314	321	348	356	17	0	0		
Casorso	K-6	555	558	552	538	18	1	4.5		
Glenmore/Mtnview	K-6	652	663	646	639	21	0	6		
N. Glenmore	K-6	555	575	611	628	19	2	3	2	1
Raymer	K-6	243	243	255	249	16	1	0		
S. Kelowna Elem.	K-6	243	241	237	237	12	0	0		
Watson Road	K-6	555	582	599	614	20	2	1	1	1
Dr. Knox Middle	7-9	807	853	883	942	32	0	7	1	3
KLO Middle	7-9	811	830	853	854	28	0	7		
Kelowna Secondary	10-12	1,699	1,758	1,752	1,805	64	0	8		
Central Kelowna Total		**6,702**	**6,900**	**7,006**	**7,129**	**262**	**6**	**37**	**4**	**5**
Rutland Area										
Belgo	K-5	345	338	341	331	14	0	0		
Black Mountain	K-5	438	457	452	455	16	0	2		
Ellison	K-5	195	194	205	210	11	0	0		
Pearson	K-5	220	223	225	237	20	1	0		
Quigley	K-5	257	243	214	217	20	0	0		
Rutland	K-5	421	404	396	383	16	0	2		
S. Rutland	K-5	183	182	172	171	13	0	0		
Springvalley	K-5	276	274	273	276	14	0	1		
Rutland Middle	6-8	558	586	591	580	17	0	11	1	
Springvalley Middle	6-8	462	499	564	577	22	0	4	3	1
Rutland Senior Secondary	9-12	1,401	1,395	1,366	1,386	62	0	0		
Rutland Total		**4,756**	**4,794**	**4,799**	**4,823**	**225**	**1**	**20**	**4**	**1**
TOTAL		**21,808**	**22,226**	**22,624**	**22,482**	**922**	**15**	**107**	**8**	**7**

As of June 7, 2019

**Enrolments do not include Fee Payers or Alternate Programing

Central Okanagan Public Schools
Together We Learn

CENTRAL OKANAGAN PUBLIC SCHOOLS
685 Dease Road, Kelowna, BC V1X 4A4
Tel. (250) 870-5150, Fax (250) 870-5094
Email: Operations.Department@sd23.bc.ca

Memorandum

Date: June 21, 2019
To: Board of Education
From: Planning and Facilities Committee

Information Item: **Updated Sustainability Initiatives 2019**

1.0 RELEVANT BOARD MOTION/DIRECTION

The following provides a sustainability update to the Committee as per Policy 660 – Environmental Sustainability.

2.0 BACKGROUND

Policy 660 – *Environmental Sustainability*: meeting the needs of the present without compromising the ability of future generations to meet their own needs. To review, report and continually strive to improve our environmental sustainability performance.

In the 2007 Throne Speech and subsequent legislation (Bill 41- GGRTA), the BC Government committed that government operations (including School Districts) would be "Carbon Neutral" by 2010. Central Okanagan Public Schools has achieved carbon neutrality in 2017 through a mix of actual emission reductions and carbon offset purchases.

3.0 INFORMATION STATEMENT

The Energy and Sustainability Manager, Harold Schock, has prepared the following report describing current sustainability initiatives as well as plans for the future.

4.0 DIRECTOR'S COMMENTS

As part of B.C.'s carbon neutral public sector, Central Okanagan Public Schools is required to submit a Carbon Neutral Action Report (CNAR) to the B.C. Climate Action Secretariat (Ministry of Environment) and the BC Ministry of Education. The Report summarizes the District's annual greenhouse gas emissions from the government mandated reporting areas: direct and indirect fuel used for operating building systems (heating, cooling of buildings and electricity) and from consumption of office paper.

In 2018, the District continually operated below the 2010 utility consumption levels and achieved a 10% electrical reduction compared to the baseline year of 2006. This has been achieved despite a 6% building area growth since 2007. The District is on track to achieve the 33% Green House Gas (GHG) reduction target by 2020 Carbon Neutral Action Report is submitted to the BC Climate Action Secretariat each year (reports can be viewed on Live Smart BC website).

The District demonstrated its commitment to sustainability in 2018 by receiving FortisBC's Efficiency in Action Award lighting - Large Commercial Customer. Lighting, hot water tanks and boiler upgrades in 2018 occurred with over $25,000 in incentive. Compressed Natural Gas Bus rebates in excess of $45,000 in incentives. Efficient relighting projects across multiple schools has placed the District as a leader in the large commercial category. Conservation and sustainability has become “business as usual” in the District. The Greenhouse gas reduction activities are a part of our District culture.

5.0 NEXT STEPS

Complete the documented sustainability initiatives and meet all provincial greenhouse gas reduction targets and reporting requirements. Utilize all funding sources to achieve our goals and objectives.

6.0 APPENDIX

A. Policy 660 – Environmental Sustainability

"Together We Learn"

School District No. 23 (Central Okanagan)
Policies And Procedures

Section Six: School District Facilities

660 – ENVIRONMENTAL SUSTAINABILITY

Introduction

Definition:

Sustainability: meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The Board of Education:

- is committed to providing leadership in improving and protecting the quality of the natural environment;
- is committed to environmental sustainability in all areas of operation and will follow appropriate standards for managing sustainability throughout the district;
- expects that environmental impact will be considered carefully in decision-making and that concern for the quality of the natural environment will be reflected in the daily activities and decision-making process;
- believes that all staff, students and the public have a significant impact upon the environment, and expects all to be cognizant of their environmental impact and contribute to environmental sustainability;
- encourages and supports the integration of environmental education into the curriculum; and
- recognizes the global ecological imperative that we act locally and approach our daily functioning as an educational institution in an environmentally focused and sustainable manner, while seeking continuous improvement.

Guiding Principles:

1. To integrate environmentally sustainable considerations, which are fiscally responsible, into all our business decisions.
2. To ensure staff, students, and parents are fully aware of our policy, regulations, actions and results.
3. To ensure suppliers and clients are aware of our policy and demonstrate sound sustainable environmental management practices when providing services to our district.
4. To review, report and continually strive to improve our environmental sustainability performance.

Date Agreed: February 10, 2010
Date Amended: November 26, 2014
Related Document:

OCSAA Sport Specific Athlete of the Year

Sport	Male	Female
Cross Country Running	Michael Denman – KSS	Danielle Selby – KSS
Basketball	Parker Johnstone – KSS	Jaeli Ibbetson – KSS
Field Hockey	N/A	Lonica McKinney - KSS
Football	Chase Schumacher - RSS	N/A
Golf	Brandon Frechette – GESS	No candidates this year
Rugby (15's)	Philip Michl - OKM	N/A
Rugby (7's)	Simon Paul – MBSS	N/A
Soccer	Nate Portz – IMM	Stefanie Young - OKM
Track & Field	Noah Russell – MBSS	Muriel Stroda - OKM
Volleyball	Ben Magel – GESS Matt Darley – GESS	Sarah Hall - KSS
Tennis	Calvin Thalheimer - IMM	Grace Gorges - IMM

The Office of the
Ombudsperson

2nd floor – 947 Fort Street
PO Box 9039 STN PROV GOVT
Victoria BC V8W 9A5

www.bcombudsperson.ca

General Inquiries: 250-387-5855
Toll-Free: 1-800-567-3247
Fax: 250-387-0198

Ms. Moyra Baxter
Chair
School District 23 (Central Okanagan)
1040 Hollywood Road S
KELOWNA BC V1X 4N2

June 5, 2019

RECEIVED
JUN 19 2019
SECRETARY TREASURER
SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

Dear Ms. Baxter,

RE: **Quarterly Report: January 1 – March 31, 2019**

This package of documents details the complaint files the Office of the Ombudsperson closed for **School District 23 (Central Okanagan)** between January 1 and March 31, 2019. This package does not include information about complaint files that are currently open with our office. As required by the *Ombudsperson Act*, this report provides information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

Enclosed you will find a detailed report containing the following:

- The number of files our office closed in the last quarter regarding your organization and the category under which these files were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under his or her jurisdiction. A more detailed description of our closing categories is available on our website at: https://bcombudsperson.ca/qr-glossary.

- If applicable, copies of all closing summaries from investigated files that were closed during the last quarter. Our office produces closing summaries for *investigated* files only, and not for enquiries or those we choose not to investigate. These summaries provide an overview of the complaint received, our investigation and the outcome.

- If applicable, a summary of the topics identified in all complaints that were closed in the last quarter for your organization. Our office tracks the topics of complaints we investigate and those we close without investigation (we do not track this information for enquiries). We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Because complaints are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

The Office of the
Ombudsperson

If you have questions about our quarterly reports, or if you would like to sign up for our mailing list to be notified of educational opportunities provided by our Prevention Initiatives Team, please contact us at 250-508-2950 or consult@bcombudsperson.ca.

Yours sincerely,

Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures

The Office of the Ombudsperson
B.C.'s Independent Voice For Fairness

Complaints Closed from January 1, 2019 to March 31, 2019
All School Districts
School District 23 (Central Okanagan)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Prevention Initiatives Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics - All School Districts

Enrolment/Registration	3	14%
Bans from School Property (Section 177)	1	5%
Special Education	3	14%
Student Suspension or Exclusion	1	5%
Student Safety	2	9%
Other	12	55%

General Complaint Topics - All School Districts

Decision/Outcome - Disagreement with	12	38%
Accessibility	2	6%
Treatment by staff	6	19%
Communication	7	22%
Process/Procedure	3	9%
Other	2	6%

The Office of the
Ombudsperson

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Toll-Free: 1-800-567-3247
Fax: 250-387-0198

Quarterly report for School District 23 (Central Okanagan) for January 1 – March 31, 2019	
Type of complaint closure	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as *Enquiries* to distinguish them from *Complaints*, which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the *Ombudsperson Act*. We also have discretion to decline to investigate for other reasons specified in the *Ombudsperson Act*.	1
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the *Ombudsperson Act*.	Total: 0
Reason for closing an Investigation:	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the *Ombudsperson Act*.	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority - When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the *Ombudsperson Act*.	0
Complaint not substantiated under the *Ombudsperson Act*.	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0

For more detailed information about the complaint closing categories used by our office, please see our glossary of terms at: https://www.bcombudsperson.ca/resources/information-public-bodies/fairness-quick-tips. To obtain a more detailed breakdown of the complaints closed for your authority for the quarter, please contact us at consult@bcombudsperson.ca.