



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING AGENDA

(Second and fourth Wednesday of each month, with the exception of January (which will be the third and fifth Wednesday) July and August, and with the exception of the fourth Wednesday in March and December, at the School Board Office, at 6:00 PM.)

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

DATE: Wednesday, October 10, 2018
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

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

Pg. 5

1. **AGENDA**
Additions/Amendments/Deletions
2. **MINUTES**
 - 2.1 **Public Board Meeting – September 26, 2018**
(Attachment)
3. **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**
 - 3.1 **Okanagan Mission Secondary School – Quest BC**
 - 3.2 **A.S. Matheson Elementary School – Learning Commons**
4. **INTRODUCTION/RECOGNITION**
 - 4.1 **RECOGNITION**
 - 4.1.1 **Association of School Transportation Services of BC (ASTSBC) 2018 Special Needs Driver of the Year**
Mike Radawetz, Bus Driver
 - 4.1.2 **Premier's Awards for Excellence in Education Finalists**
Carmen McDowell, Teacher, Rutland Middle School
Heather McIntosh, Teacher, Mount Boucherie Secondary School
5. **DECLARATION**
6. **COMMUNITY PRESENTATIONS**
7. **DELEGATIONS**

Meeting Recess (Five Minutes)

8. 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.

9. TRUSTEES QUERIES/COMMENTS

10. STAFF PRESENTATIONS

11. ACTION ITEMS

11.1 Grade 4 Middle Entry French Immersion
(Attachment)

STAFF RECOMMENDATION:

THAT: The Board of Education open a Grade 4 middle entry French Immersion program at one of the northeast neighbourhood schools (Hudson Road Elementary School or Rose Valley Elementary School) in September 2019 and that students registered in the French Immersion program, within that school, transition to Glenrosa Middle School, for grade 6, in 2021;

AND THAT: A consultation meeting with the school community be scheduled so that an implementation plan can be developed with staff, student and parent input;

AND THAT: Students in the first cohort of early entry French Immersion students will transition from École George Pringle Elementary School to Glenrosa Middle School, for grade 6, in 2021.

12. 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.

13. INFORMATION ITEMS

13.1 Superintendent's Emergent Issues

13.2 Sexual Assault Protocol
(Attachment)

13.3 Education and Student Services Committee – Recommendation to Reschedule Wednesday, December 5, 2018 at 6:00 pm

13.4 Central Okanagan Public Schools Admin Procedures (Public)
(Attachment)

13.5 Catchment Area Review Dates with Parent Advisory Councils
Ellison Elementary School: October 9, 2018 at 6:30 pm
Bankhead Elementary School: October 15, 2018 at 6:30 pm
Watson Road Elementary School: October 26, 2018 at 8:45 am

13.6 Central Zone Family of Schools Learning Forum – October 23 at Kelowna Secondary School at 6:00 pm

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

13.8 General Statement – September 26, 2018
(Attachment)

14. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

15. BOARD CORRESPONDENCE

Sent: City of Kelowna, October 1, 2018, Distance of Retail Cannabis Sales Establishments from Schools
 City of West Kelowna, October 1, 2018, Distance of Retail Cannabis Sales Establishments from Schools
 District of Lake Country, October 1, 2018, Distance of Retail Cannabis Sales Establishments from Schools
 District of Peachland, October 1, 2018, Distance of Retail Cannabis Sales Establishments from Schools

Received: S. Bridge, September 20, 2018, Support for Second French Immersion Cohort on the Westside
 L. Feddersen, October 3, 2018, Catchment for Black Mountain Elementary School
 T. Lum, October 3, 2018, Support for Second French Immersion Cohort on the Westside

RECOMMENDATION:

THAT: At the October 10, 2018 Public Board Meeting, the Board receive the correspondence listed above.

16. ITEMS REQUIRING SPECIAL MENTION

17. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

17.1 BCPSEA 2018 Fall Symposium

Date: Monday, November 5 to Tuesday, November 6, 2018

Location: Vancouver, BC

The BCPSEA 2018 **Symposium: Insight and Opportunities, Human Resources in Education** will be held Monday, November 5 and Tuesday, November 6, 2018 at the Coast Coal Harbour Hotel, 1180 West Hastings Street, Vancouver, BC. Typically Senior Human Resources staff, the Secretary-Treasurer and the BCPSEA Trustee representative attend.

18. BC SCHOOL TRUSTEES ASSOCIATION

18.1 BCSTA Trustee Academy

Date: Thursday, November 29 to Saturday, December 1, 2018

Location: Richmond, BC

19. FUTURE MEETINGS

19.1 REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting:

Wednesday, October 24, 2018 at 6:00pm

Board Room Main at 1040 Hollywood Road South

Inaugural Board Meeting:

Wednesday, November 7, 2018 at 6:00pm

Board Room Main at 1040 Hollywood Road South

19.2 BOARD STANDING COMMITTEE MEETINGS

Finance and Audit Committee:
Wednesday, October 17, 2018 at 4:00pm
Board Room Main at 1040 Hollywood Road

Planning and Facilities Committee:
Wednesday, October 17, 2018 at 6:00pm
Board Room Main at 1040 Hollywood Road

19.3 BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

- 20. NOTICES OF MOTION**
- 21. ITEMS FOR A FUTURE AGENDA**
- 22. MEDIA QUESTIONS**
- 23. 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, September 26, 2018
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter (Chairperson)
Trustee D. Butler
Trustee R. Cacchioni
Trustee J. Fraser
Trustee L. Tiede

Absent:

Trustee C. Gorman
Trustee L. Mossman

In attendance:

Staff:

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

Partner Group Representatives Attending:

COPAC Adam Clarke, Treasurer
COPVPA Tim Vanbrummelen, Member-at-Large
COTA Susan Bauhart, President
CUPE Margaret Varga, Vice-President
DSC No representative

ORDER

The meeting was called to order at 6:00 pm.

AGENDA

Additions/Amendments/Deletions

Add 10.1 Staff Presentations Superintendent of Schools/CEO: 2018 School Opening Report – Part 2

Main

18P-116 **MOVED by Trustee Tiede, SECONDED by Trustee Butler,
THAT: The Agenda for the September 26, 2018 Public Board Meeting be adopted as amended.
CARRIED**

MINUTES

Public Board Meeting – September 12, 2018

Main

18P-117 **MOVED by Trustee Butler, SECONDED by Trustee Fraser,
THAT: The Minutes of the Public Board Meeting of September 12, 2018 be adopted as presented.
CARRIED**

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Okanagan College – Partnerships in Action

In Attendance:

Vianne Kintzinger, Assistant Superintendent
Michelle Nice, Human Resources Manager
Meran Couzens, Certified Education Assistant
Andrew Garant, Certified Education Assistant

Andrew and Meran provided an overview of their positive learning experience attending the Certified Education Assistants Program through Okanagan College at George Elliot Secondary School.

DECLARATION

Orange Shirt Day – Sunday, September 30, 2018

The Chairperson made the following declaration on behalf of the Board of Education:
"The Central Okanagan Board of Education declares Sunday, September 30, 2018 as "Orange Shirt Day" in Central Okanagan Public Schools".

International Walk to School Day – Wednesday, October 3, 2018

The Chairperson made the following declaration on behalf of the Board of Education:
"The Central Okanagan Board of Education declares Wednesday, October 3, 2018 as "International Walk to School Day" in Central Okanagan Public Schools".

World Teachers' Day – Friday, October 5, 2018

The Chairperson made the following declaration on behalf of the Board of Education:
"The Central Okanagan Board of Education declares Friday, October 5, 2018 as "World Teachers' Day" in Central Okanagan Public Schools".

6:21 pm: *The meeting recessed.*

6:25 pm: *The meeting reconvened.*

PUBLIC QUESTION/COMMENT PERIOD

Terry Lum: Mr. Lum queried that as International Walk to School Day approaches, does the Central Okanagan Public Schools work with communities to create safe routes to walk to school for all students in the District?

The Chairperson stated that the District meets with municipalities on a regular basis and safety and sidewalks are included as topics of discussion.

TRUSTEES QUERIES/COMMENTS

- Trustee Fraser stated that the Vancouver School District has been addressing lead in their water.
The Superintendent of Schools/CEO stated that our schools are tested every summer and we fall within the appropriate guidelines.
- Trustee Cacchioni stated concern over municipal regulated distances of marijuana stores from all school properties. There seems to be a divergence within the municipalities and in regards to elementary, middle and secondary schools.
The Superintendent of Schools/CEO stated that staff recommended stores be at least 500 meters away from school property.
The Board will send a letter to municipalities urging they update their bylaws to read "at least 500 meters away from all K-12 schools".
- Trustee Cacchioni queried if the District was involved with municipal land planners for future school sites.
The Secretary-Treasurer/CFO stated that District Planning Officers would participate in information gathering sessions.

The Superintendent of Schools/CEO stated that staff would speak with the City's Chief Administrator.

STAFF PRESENTATIONS

Superintendent of Schools/CEO: 2018 School Opening Report – Part 2

The Superintendent of Schools/CEO presented the 2018 School Opening Report – Part 2. This report provides detailed information about school enrolment and covers the time period of September 7 to 21, 2018. To date, the District has enrolled 22,753 students this year which is 339 students above last year.

The 2018 School Opening Report – Part 2 is available on the Central Okanagan Public Schools website.

ACTION ITEMS

Audited Financial Statements Fiscal Year 2017/2018

Recommendation from the Finance and Audit Committee Meeting – September 19, 2018:

Main
18P-118

MOVED by Trustee Fraser, SECONDED by Trustee Tiede,

THAT: The Board of Education receive and approve the Audited Financial Statements Fiscal Year 2017/2018.

CARRIED

The Secretary-Treasurer/CFO stated that 2017/2018 was a successful year, and that all controls and processes were found to be appropriate.

INFORMATION ITEMS

Superintendent's Emergent Issues

None.

School Community Plan Conversations (School Visits) – Proposed Timeline

The Superintendent of Schools/CEO stated that the Superintendent of Schools/CEO, Deputy Superintendent, Assistant Superintendent and a Trustee will visit schools for community learning plan conversations. Once dates are confirmed the timeline will be presented to the Board and the Central Okanagan Parent Advisory Council prior to being made public.

Communication of Audit Results and Audited Financial Statements Fiscal Year 2017/2018

The Board reviewed the information that auditors presented at the September 19, 2018 Finance and Audit Committee Meeting.

2017/2018 Financial Statement Discussion and Analysis Report

The Secretary-Treasurer/CFO stated that this report is available for the public in conjunction with the Audited Statements. The report provides information and comparisons to other districts in a more understandable way than the audited statements.

The Superintendent of Schools/CEO commended the Secretary/Treasurer/CFO, Assistant Superintendent, the Finance Manager and their team for a job well done. There were no internal control comments included in this year's audit.

Rescheduling of Committee Meetings

The Secretary-Treasurer/CFO stated that as the Inaugural Board Meeting is being held on November 7, 2018, the General Affairs and Education and Student Services Committee Meetings will be cancelled. The Education and Student Services Committee Meeting will be rescheduled in December 2018.

Level 4 and 5 Field Study Summary – 2018/2019

The Board reviewed the information.

General Statement – September 12, 2018

The Board accepted the information.

BOARD CORRESPONDENCE

Sent: J. Dais, September 13, 2018, Response to Building New Rutland Middle School
Received: S. Chambers, September 13, 2018, Support for Grade 4 Middle Entry French Immersion on the Westside
D. Gunn, September 15, 2018, Support for French Immersion on the Westside
D. Norgard, September 17, 2018, Support for a Second Cohort of French Immersion on the Westside
L. Meyer, September 20, 2018, Middle Entry French Immersion on the Westside
Summary of Copies of Letters received by the Board
N. Letnik, MLA, September 13, 2018, Building New Rutland Middle School
N. Letnik, MLA, September 15, 2018, Rutland Middle School Replacement

Main

18P-119

MOVED by Trustee Tiede, SECONDED by Trustee Butler,

THAT: At the September 26, 2018 Public Board Meeting, the Board receive the correspondence listed above.

ITEMS REQUIRING SPECIAL MENTION

- Reminder that the Aboriginal Education Program is hosting Family Fun Nights:
 - Westside: 5:30-7:30 PM, October 9th at Constable Neil Bruce Middle School
 - Rutland: 5:30-7:30 PM, October 10th at Springvalley Middle School
 - Central: 5:30-7:30 PM, October 11th at Dr. Knox Middle School
- Grand Opening of Peachland Elementary School Playground will be held on Thursday, September 27, 2018 at 5:30 pm.
- The Premier's Awards for Excellence in Education Awards Ceremony is on October 5, 2018 at the Government House in Victoria. Two Central Okanagan Public Schools teachers received the honour of being named finalists and will attend the ceremony. Carmen McDowell, Rutland Middle School, Outstanding New Teacher Award Finalist, and Heather McIntosh, Mount Boucherie Secondary School, Technology and Innovation Award Finalist.
- Students at Mount Boucherie Secondary School painted a rainbow sidewalk recently. A rainbow sidewalk will be painted at the School Board Office in the near future.

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

An update was provided on the Annual National Gathering on Aboriginal Education and the Canadian School Boards Associate Congress which was held in Halifax, Nova Scotia from July 4 to 8, 2018.

FUTURE MEETINGS

REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting

Wednesday, October 10, 2018 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

Regular Public Board Meeting

Wednesday, October 24, 2018 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

BOARD STANDING COMMITTEE MEETINGS

Policy Committee

Wednesday, October 3, 2018 at 4:00pm, Board Room Main at 1040 Hollywood Road

Education and Student Services Committee

Wednesday, October 3, 2018 at 6:00pm, Board Room Main at 1040 Hollywood Road

ADJOURNMENT: The Chairperson adjourned the meeting at 7:08 pm.

Chairperson

Secretary-Treasurer



Memorandum

Date: October 10, 2018
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Rhonda Ovelson, Assistant Superintendent
Action Item: Westside Grade 4 Middle Entry French Immersion

1.0 ISSUE STATEMENT:

With growing enrolment in West Kelowna, immediate, short and long-term planning is needed in order to provide a learner-centered French language program that is accessible, inclusive, sustainable and flexible for families residing in this geographical region of the Central Okanagan Public Schools. To this end, the Board of Education supports developing a K-12 French Immersion program on the Westside and has supported the expansion of the program to include a Grade 6 late entry French Immersion Program at Glenrosa Middle School, as well as, a Grade 4 middle entry French Immersion Program at a school yet to be determined.

Placement of the Grade 4 Middle Entry French Immersion Program on the Westside will create a larger cohort of students feeding into Glenrosa Middle School. Options for placement of this program are outlined in this memo.

2.0 RELEVANT BOARD MOTION/DIRECTION:

February 22, 2017 Public Board Meeting

Main 17P-028 as amended by amendment 17P-030

THAT: The Board of Education supports flexible entry points to the French Immersion Program across the District that are appropriate to the principles of inclusivity, accessibility and sustainability.

Main 17P-031 as amended by amendment 17P-032

THAT: Further consultation occur with the community regarding the implementation of Grade 4 middle entry French Immersion and/or Grade 6 late entry French Immersion.

January 31, 2018 Public Board Meeting

Main 18P-010 as amended by 18P-011

THAT: The Board of Education support a K-12 French Immersion program on the Westside.

Main 18P-012

THAT: The Board of Education support a late entry Middle School French Immersion (6-8) Learning Community Program to be located at Glenrosa Middle School starting September 2019 (Option C);

AND THAT: École George Pringle Elementary School will be the French Immersion early entry feeder school to Glenrosa Middle School.

Main 18P-013

THAT: The location of a secondary French Immersion program in West Kelowna be determined upon completion of the proposed Capital Projects related to the Westside Area Study.

March 14, 2018 Public Board Meeting

THAT: A middle entry French Immersion (Grade 4) Program be offered at a school on the Westside starting in September of 2019.

At the April 25, 2018 Public Board Meeting it was recommended that the Westside French Immersion process be sent for discussion to the May 16, 2018 Planning and Facilities Committee Meeting.

May 16, 2018 Planning & Facilities Meeting

The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education open a Grade 4 middle entry French Immersion program at Rose Valley Elementary in September 2019 and that students registered in the French Immersion program at Rose Valley Elementary transition to Glenrosa Middle School for grade 6, as attached to the Agenda and as presented at the Planning and Facilities Committee Meeting on May 16, 2018;

AND THAT: A consultation meeting with the Rose Valley School Community be scheduled so that an implementation plan can be developed with their input.

June 13, 2018 Public Board Meeting

Main 18P-076

THAT: The Board of Education open a Grade 4 middle entry French Immersion program at Rose Valley Elementary School in September 2019 and that students registered in the French Immersion program at Rose Valley Elementary School transition to Glenrosa Middle School for grade 6;

AND THAT: A consultation meeting with the Rose Valley Elementary School Community be scheduled so that an implementation plan can be developed with their input.

Referral Motion:

18P-077

THAT: The Board of Education refer the report back to the Planning and Facilities Committee for further consultation and information gathering and bring back to the Board by October 2018.

3.0 BACKGROUND:

Following the April 25, 2018 Board of Education Public Board Meeting, staff met to analyze potential options for placement of the Grade 4 middle entry French Immersion program in West Kelowna. All options were created with information gathered over the last two years of consultation and all five options met the previously approved Board of Education goal of building a learner-centered language program that is more accessible, sustainable, inclusive *and* flexible. The five options for placement of the program included: Glenrosa Elementary School, École George Pringle School, Shannon Lake Elementary School, Hudson Road Elementary School, or Rose Valley Elementary School.

These options were presented at the May 16, 2018, Planning and Facilities Committee Meeting then brought forward to the Board of Education Public Meeting on June 13, 2018. At the Public Board meeting, the Board of Education asked that information be clarified and that further discussion occur during the August 22, 2018 Planning and Facilities Meeting.

To provide the Board with further information, a third online survey was created and sent to all Westside families with children enrolled in Grade 2 for the 2017-18 school year. This survey asked three direct questions:

- to what extent the community supported a Grade 4 Middle Entry French Immersion Program in the five schools presented above in September 2019,
- would these families register their child in the program should it be offered in one of the five schools in September 2019, and finally,
- would it be the family's intention to have their child continue in the French Immersion program at Glenrosa Middle School in Grade 6 if attending a Grade 4 middle entry immersion program in one of the five schools.

4.0 POINTS FOR CONSIDERATION:

Two important factors should be considered with the potential implementation of these options: availability of facility space and public interest in the program. Both are necessary to sustain a quality program.

FACILITY SPACE: The southwest schools with projected space for the program are Glenrosa Elementary School, École George Pringle School and Shannon Lake Elementary School. The northeast schools with projected space are Hudson Road Elementary School and Rose Valley Elementary School.

Elementary School	# existing classrooms available for use	# portables that site can accommodate	Potential Costs		
			Projected costs for opening a Grade 4 middle entry French Immersion program, and maintaining two classes at the elementary level, are estimated as:		
Glenrosa	4	1 (1 is there now and is currently used for Early Learning)		Notes	Estimated Cost
			Facility Space	no incurred cost if the program was kept to two classes	\$0.00
			Resources	including signage, library and resource materials	\$20,000.00
			Staffing	due to inefficiency of class size as well as need for additional support staff	\$100,000.00
			TOTAL:	\$120, 000.00	
École George Pringle	2	4 (2 are there now and are currently used for Early Learning)		Notes	Estimated Cost
			Facility Space	no incurred cost if the program was kept to two classes	\$0.00
			Resources	including signage, library and resource materials	\$5000.00
			Staffing	due to inefficiency of class size	\$50,000.00
			TOTAL:	\$55,000.00	

Elementary School	# existing classrooms available for use	# portables that site can accommodate	Potential Costs		
			Projected costs for opening a Grade 4 middle entry French Immersion program, and maintaining two classes at the elementary level, are estimated as:		
Shannon Lake	1	5 (0 are there now)		Notes	Estimated Cost
			Facility Space	cost of one portable to ensure two classrooms for program	\$190,000.00
			Resources	including signage, library and resource materials	\$20,000.00
			Staffing	due to inefficiency of class size as well as need for additional support staff	\$100,000.00
			TOTAL:	\$310,000.00	
Rose Valley	0	8 (1 is there now)		Notes	Estimated Cost
			Facility Space	cost of one portable to ensure two classrooms for program	\$190,000.00
			Resources	including signage, library and resource materials	\$20,000.00
			Staffing	due to inefficiency of class size as well as need for additional support staff	\$100,000.00
			TOTAL:	\$310,000.00	
Hudson Road	2	3 (1 is there now)		Notes	Estimated Cost
			Facility Space	no incurred cost if the program was kept to two classes	\$0.00
			Resources	including signage, library and resource materials	\$20,000.00
			Staffing	due to inefficiency of class size as well as need for additional support staff	\$100,000.00
			TOTAL:	\$120,000.00	
			NOTE: A definitive analysis of cost is obtainable following registration.		

PUBLIC INTEREST

In **November of 2017**, an online survey was made available to all families in the Central Okanagan and questions were included regarding Grade 4 middle entry French Immersion and Grade 6 late entry French Immersion. In total, approximately 1445 online surveys were received.

- 38% of respondents indicated they were residents of Central Kelowna, 14% residents of Rutland, 25% residents of West Kelowna, 8% residents of Lake Country, and 14% residents of Mission.
- Of the 1445 completed online surveys, 52% indicated they were parents of an English program child, 28% were parents of a French Immersion program child, 8% were parents of children who had not yet started kindergarten and 3% were community members.
- Of the 1445 completed online surveys, 384 were submitted by West Kelowna residents.

The data was further disaggregated to analyze interest levels of families in regards to the Grade 4 middle entry French Immersion program at each of the schools with available space on the Westside:

November 2017 Survey	# families responding to survey	# primary aged children within respondents families	% respondents in support of the program being offered in their school	# families who would register their child(ren) in the program in their current school	# families who indicated they would move their child to attend the program in a different school
Glenrosa Elementary	20	22	70%	9 (45%)	2(10%)
École George Pringle	77	79	81% NOTE: 77% already had their children in the French Immersion program	10(13%)	3(4%)
Shannon Lake Elementary	34	39	59%	12(35%)	3(9%)
Hudson Road Elementary	35	35	75%	18(51%)	3(9%)
Rose Valley Elementary	51	44	61%	23(45%)	7(14%)

In **June of 2018**, a third online survey was made available to all Westside families with children enrolled in Grade 2 for the 2017-18 school year. In total, 85 of a potential 405 families completed online surveys.

Again, the data was disaggregated to analyze interest levels of families in regards to the Grade 4 middle entry French Immersion program at each of the schools with available space on the Westside.

June 2018 Survey	% all respondents in support (rating of 4 or 5) of a middle entry Grade 4 French Immersion program being offered at this school	# families who responded "yes" or "maybe" to registering in the program in 2019 at this school	# families who responded "yes" or "maybe" to having their child(ren) continue on with the program at Glenrosa Middle
Glenrosa Elementary	46%	20 (3 of the 20 already attend the school)	18
École George Pringle	45%	16 (7 of the 16 already attend the school)	16
Shannon Lake Elementary	42%	9 (1 of the 9 already attend the school)	9
Hudson Road Elementary	36%	12 (5 of the 12 already attend the school)	10
Rose Valley Elementary	45%	19 (5 of the 19 already attend the school)	15

This survey indicates that the highest levels of interest for the program, in regards to the first cohort of students entering the program in 2019, are at Glenrosa Elementary and Rose Valley Elementary Schools.

When considering facility space, potential costs and public interest levels (consideration given to results of both surveys), each option generates its own list of pros and cons in regards to developing a quality, learner-centered French language program that is accessible, inclusive, sustainable and flexible for families living on the Westside.

OPTION	Pros	Cons
A Glenrosa Elementary	There are currently enough available classrooms for the program to be run from within the school. Location of this elementary school would be in close proximity to the Middle School Program. The most recent survey suggests that a viable cohort of interested families may exist.	Location would primarily serve families residing in southwest neighbourhoods. A feeder school to Glenrosa Middle is already located in this area. 350 residential units are in applications in the area. In about 5 years, the spaces in the elementary schools within this area may be needed for growing enrollment. 350 units would add approximately 100 students to the school system.

OPTION	Pros	Cons
B École George Pringle	There are enough available spaces to run one grade 4 class and one grade 5 class (two classrooms inside school). Even more space will come available when the Grade 6 French Immersion students move to Glenrosa Middle School. There is the support of the French Immersion community already established at the school to have this program. The school is already run as a dual track school. Therefore, there would be less cost incurred for bilingual signage, library books, etc. Location of this elementary school would be in fairly close proximity to the Middle School Program.	Location would serve same neighbourhoods and therefore accessibility for families in northeast neighbourhoods would not be achieved. Community hoping to have a second feeder school so that there is greater diversity within cohort at Glenrosa Middle School.
C Shannon Lake Elementary	Shannon Lake currently transitions into Constable Neil Bruce Middle School. The cohort of students registered in French Immersion would transition to Glenrosa Middle School therefore alleviating some space pressures at Constable Neil Bruce.	One more portable would need to be added to the site to run the program. Capital cost incurred. Number of families interested in registering is small. Such a small cohort would make the program expensive to run. Community support for offering this program within the school is split. There are parents in strong support of offering the program, and there are parents strongly opposed to having the program offered at the school.
D Hudson Road Elementary	There are two available classrooms to run the program within the building and one portable on site for potential growth. This location would increase accessibility of French Immersion for northeast neighbourhood schools.	Number of families interested in registering is modest. Distance to Glenrosa Middle School.
E Rose Valley Elementary	Interest expressed was highest at this school and it is felt that one grade 4 and one grade 5 class each year could be sustained. This location would increase accessibility of French Immersion for northeast neighbourhood schools.	One portable would need to be added to run this program. Additional portables may also be required for potential enrollment growth. Capital cost incurred. Community support for offering this program within the school is split. There are parents in strong support of offering the program, and there are parents strongly opposed to having the program offered at the school. Distance to Glenrosa Middle School.

In addition consideration must be given to the TIMELINE for opening these programs.

The Board of Education has passed a motion to open a Grade 6 late entry French Immersion program at Glenrosa Middle School in 2019. The Board has also passed a motion to transition early entry French Immersion students from École George Pringle to Glenrosa Middle School. A decision as to when the first cohort of French Immersion students, from École George Pringle, are to move to Glenrosa Middle School (rather than École KLO Middle School) is yet to be determined. Enrollment projections for École KLO Middle School indicate that the school will be unable to sustain the cohort of École George Pringle students beyond the 2020-2021 school year.

The Board of Education has several options available to them in regards to transitioning early, middle and late entry French Immersion students to Glenrosa Middle School. Two viable options include:

1. Transition the early entry French Immersion students from École George Pringle to Glenrosa Middle School in 2019 and to open the late entry French Immersion program in the same year. This option alleviates pressure at École KLO Middle School sooner.
2. Transition the early entry French Immersion students from École George Pringle to Glenrosa Middle School in 2021 at the same time as the middle entry French Immersion cohort of students. This option addresses community concern in regards to the diversity of the cohort at Glenrosa Middle School.

5.0 SUPERINTENDENT'S COMMENTS:

The evidence supports that a viable Grade 4 middle entry French Immersion program can be created and sustained on the Westside. Staff feel that a school in the Northeast neighbourhood of schools would best meet the Board approved criteria of accessibility, sustainability, inclusivity and flexibility.

The school site that would best meet the criteria above is Hudson Road Elementary School if the program is to remain at one section per grade. If the program is to be allowed to grow beyond one section per grade then Rose Valley Elementary School is the better choice as it has room to place portables to accommodate expansion. Capital costs should be considered but the viability of the entire French Immersion program on the Westside is the most important consideration.

These options would create a second cohort of students, outside the École George Pringle catchment area, that would also transition to Glenrosa Middle School, as well as, provide French Immersion to families in the Northeast neighbourhood schools. Staff require direction in order to proceed with community consultation and preparation in regard to student transitions in order to address parent queries in a timely manner.

6.0 OPTIONS FOR ACTION:

- 6.1 Board of Education supports the recommendation and chooses a school.
- 6.2 Board of Education chooses one of the other three school options.
- 6.3 Board of Education provides alternate direction to staff.

7.0 RECOMMENDATION:

THAT: The Board of Education open a Grade 4 middle entry French Immersion program at one of the northeast neighbourhood schools (Hudson Road Elementary School or Rose Valley Elementary School) in September 2019 and that students registered in the French Immersion program, within that school, transition to Glenrosa Middle School, for grade 6, in 2021;

AND THAT: A consultation meeting with the school community be scheduled so that an implementation plan can be developed with staff, student and parent input;

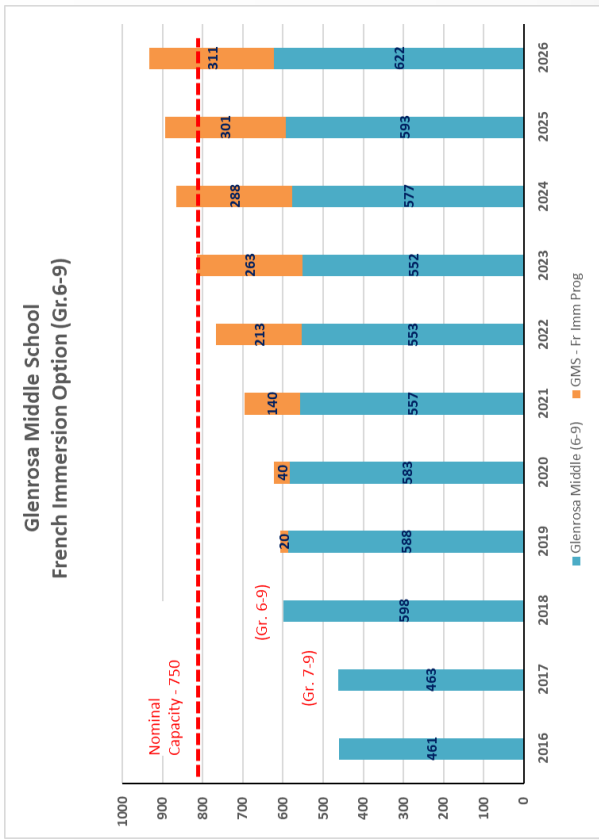
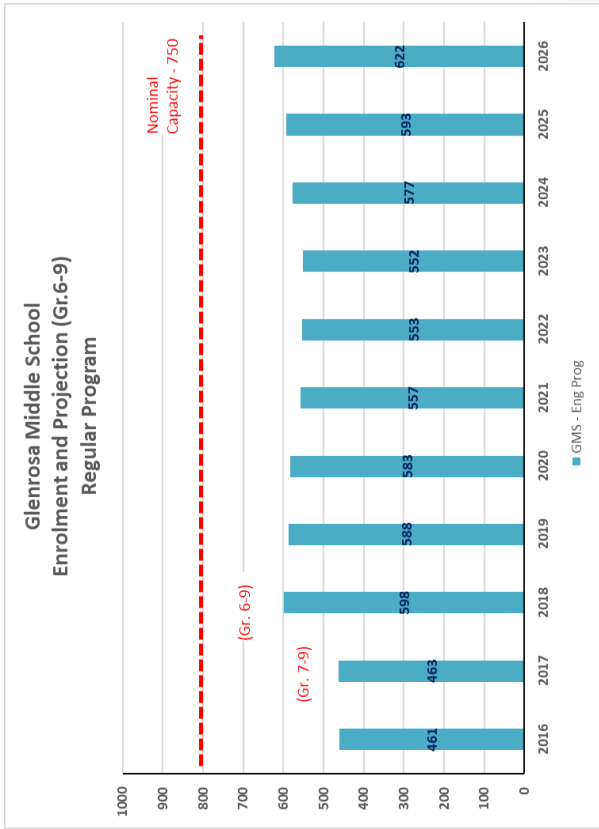
AND THAT: Students in the first cohort of early entry French Immersion students will transition from École George Pringle Elementary School to Glenrosa Middle School, for grade 6, in 2021.

8.0 APPENDICES

- A. Projected Enrolment for Westside Schools (Elementary)
- B. November 2017 Public Online Survey (*detailed on the website only*)
- C. June 2018 Online Survey (sent to Westside families with child enrolled in grade 2 for the 2017-18 school year)



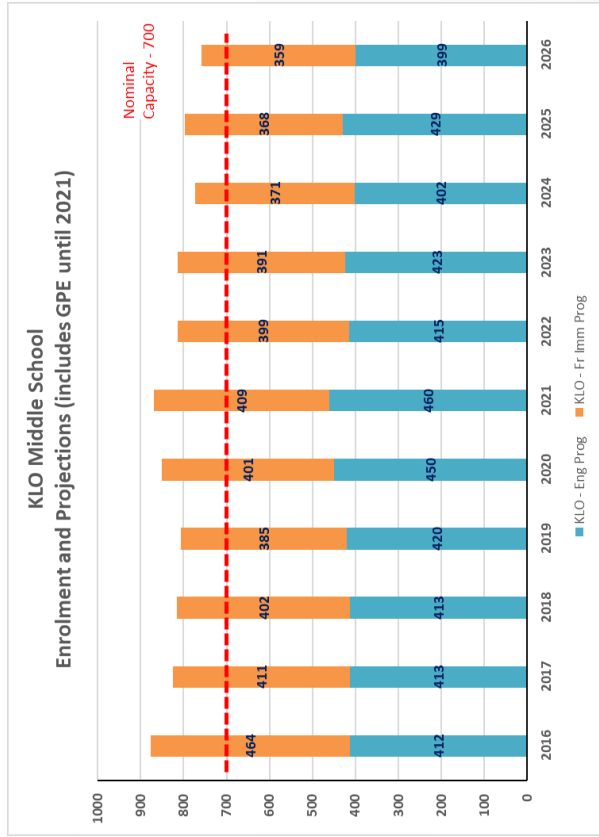
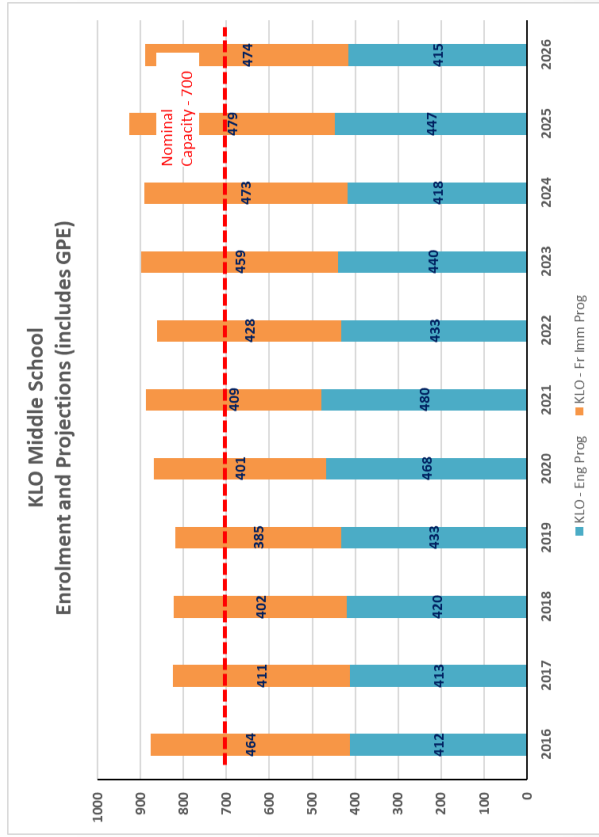
Westside Middle Schools FI Options





Central Okanagan
Public Schools
Together We Learn

KLO Enrolment and Projections





Central Okanagan
Public Schools
Together We Learn

Westside Elementary FI Options

Rose Valley Elementary School
Current Enrolment and Projections



Rose Valley Elementary School
Grade 4 Middle Immersion - 1 Division
Enrolment and Projections



Hudson Road Elementary School
Current Enrolment and Projections



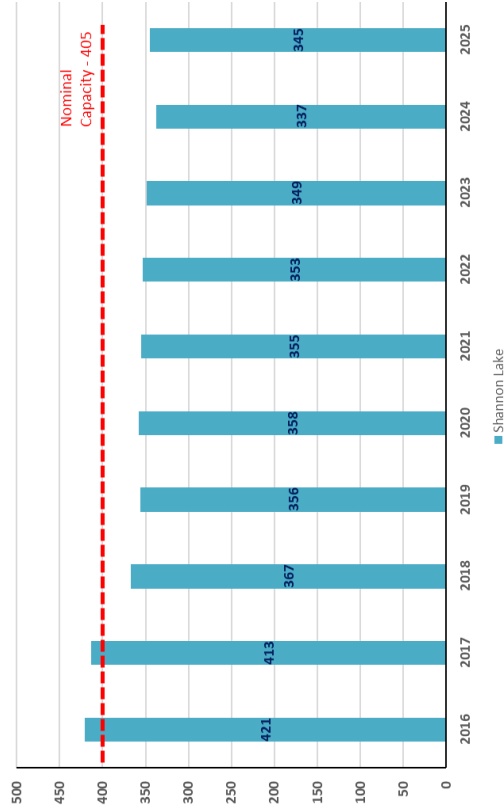
Hudson Road Elementary School
Grade 4 Middle Immersion - 1 Division
Enrolment and Projections



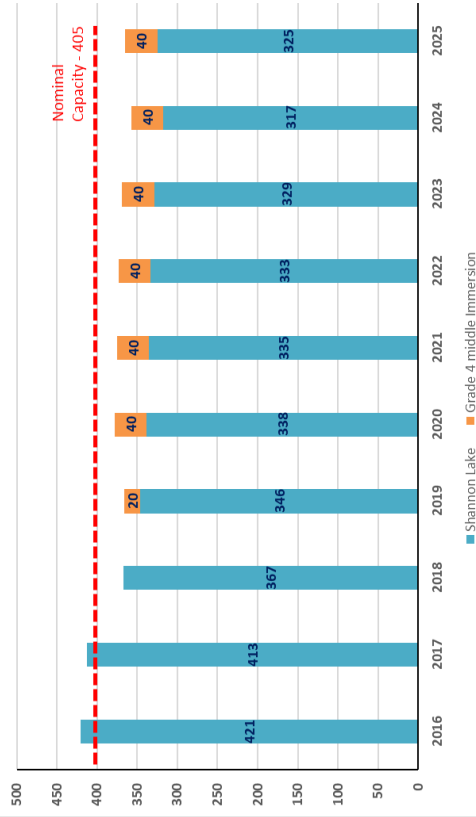


Westside Elementary FI Options

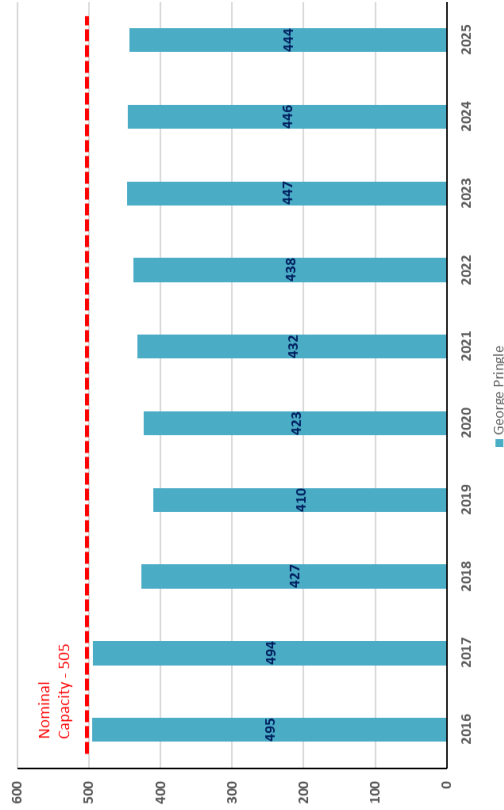
Shannon Lake Elementary School
Current Enrolment and Projections



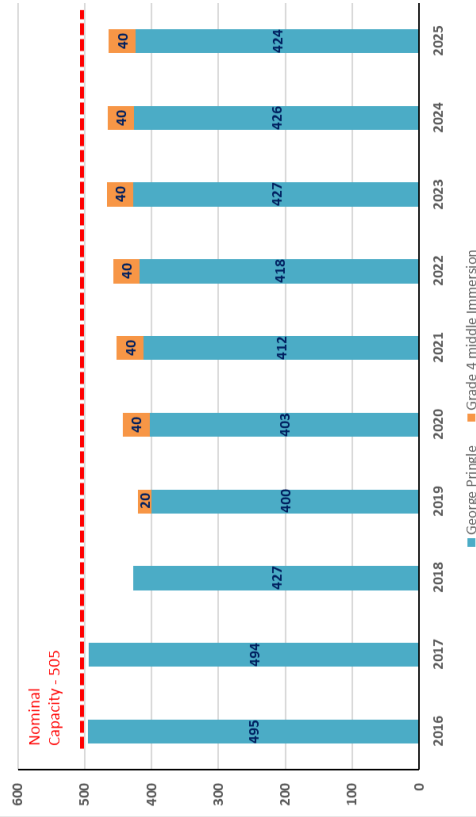
Shannon Lake Elementary School
Grade 4 Middle Immersion - 1 Division
Enrolment and Projections



George Pringle Elementary School
Current Enrolment and Projections



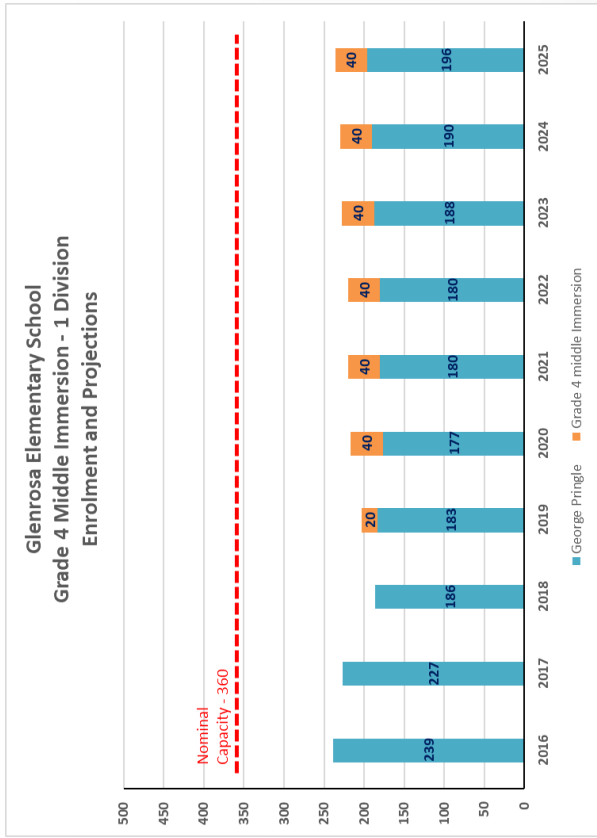
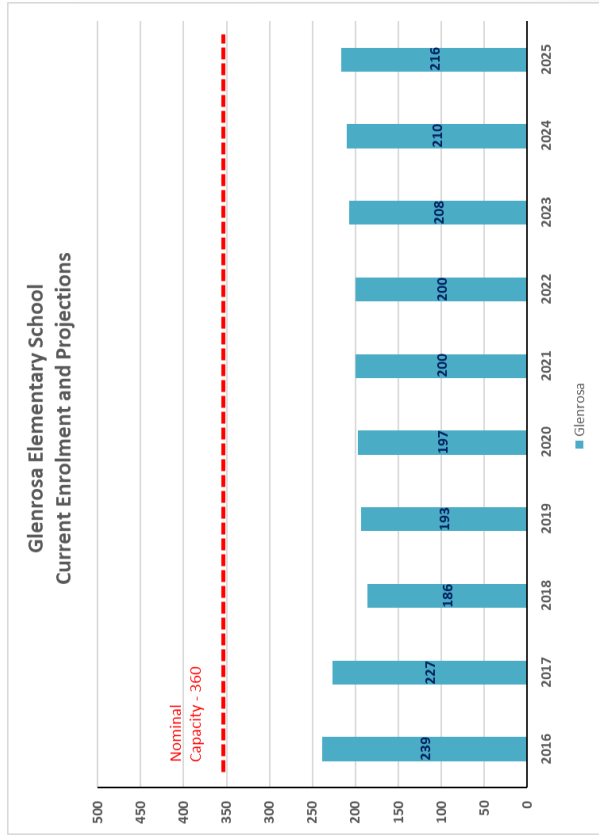
George Pringle Elementary School
Grade 4 Middle Immersion - 1 Division
Enrolment and Projections





Central Okanagan
Public Schools
Together We Learn

Westside Elementary FI Options



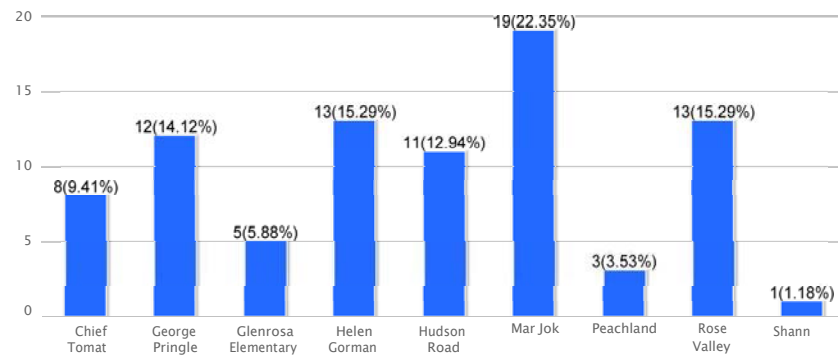
Appendix C

French Immersion Consultation Survey - Grade 4 Middle Entry Immersion Program - June 2018

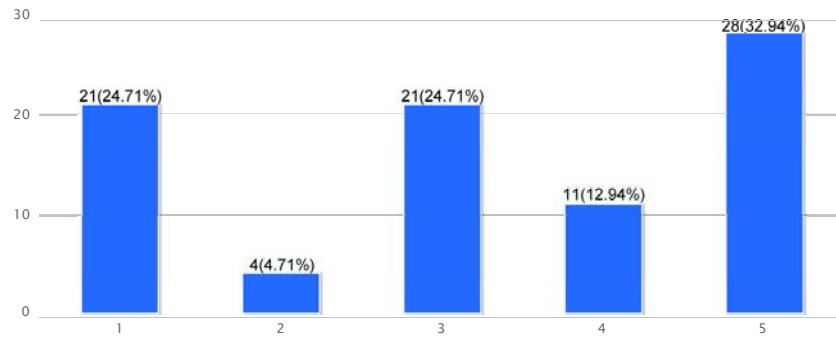


**Central Okanagan
Public Schools**
Together We Learn

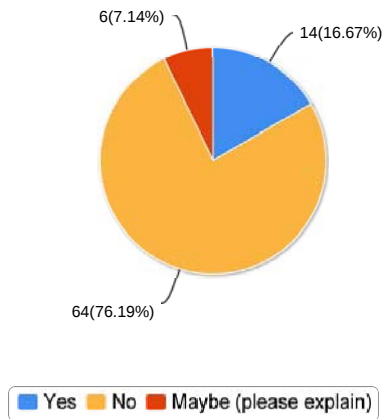
Child(ren) currently attend (check all that apply):



To what extent do you support opening a Grade 4 middle entry French immersion at Glenrosa Elementary in September 2019?

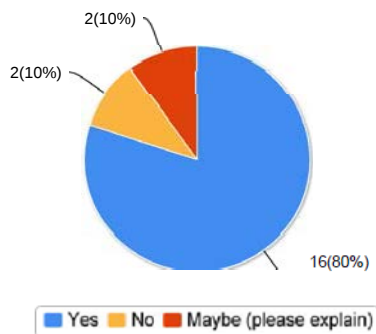


Will you register your child in the Grade 4 middle entry French immersion program for September 2019 if offered at Glenrosa Elementary, knowing that the program would continue at Glenrosa Middle School for Grade 6?



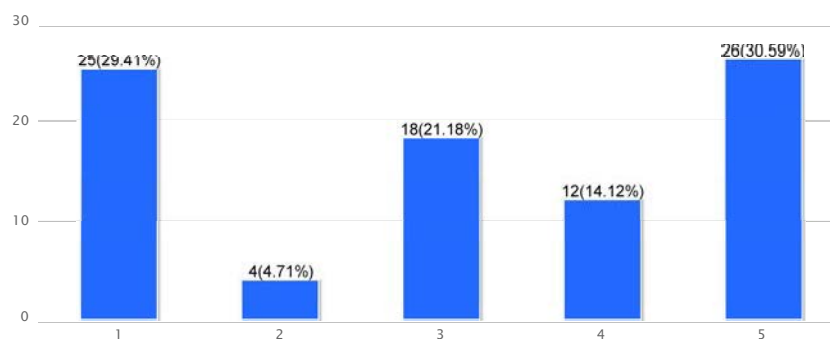
	If maybe, please explain:
	It would depend on if my child wanted to, transportation, how she was doing in school and some social aspects as well. We have a community at Rose Valley and I don't know if we would want to leave. I don't know anything about Glenrosa.
	We would have to discuss it
	I would consider enrolling my children in middle entry French immersion if they show an interest in the language and if I feel that they are academically prepared. Glenrosa Elementary would be the closest option for a French immersion school for our family.
	I would consult their teachers to see if this would be an option or too difficult for their learning needs.
	Not sure I would want to move my child to a different school, but very interested in the French immersion program.
	I'd like Shannon lake area

Would it be your intention to have your child continue in the French Immersion program at Glenrosa Middle School in Grade 6 if attending a Grade 4 middle entry immersion program at Glenrosa Elementary?

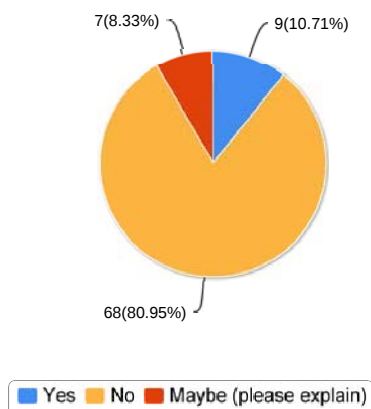


If maybe, please explain:	
	I would have my children continue in French immersion if they had adjusted well to it and were enjoying it.
	I'd like Shannon lake area better

To what extent do you support opening a Grade 4 middle entry French immersion at École George Pringle Elementary in September 2019?

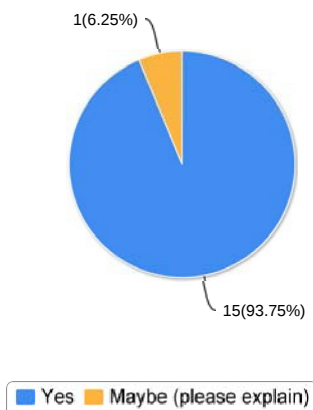


Will you register your child in the Grade 4 middle entry French immersion program for September 2019 if offered at École George Pringle Elementary, knowing that the program will continue at Glenrosa Middle School for Grade 6?



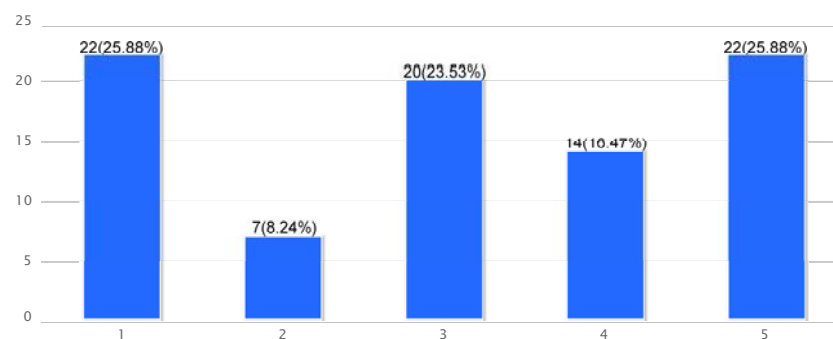
	If maybe, please explain:
	To far from where we live. Would love to have the opportunity to get my kids back in French immersion.
	See above. Same response.
	We would discuss it
	I'd like to specify, that if my son didn't have special needs, I would definitely enroll him in French Immersion. However, in our situation, I won't be able to take advantage of the opportunity.
	I would need to discuss it w/ teachers and family
	As above
	I'd like Shannon lake area

Would it be your intention to have your child continue in the French Immersion program at Glenrosa Middle School in Grade 6 if attending a Grade 4 middle entry immersion program at École George Pringle Elementary?

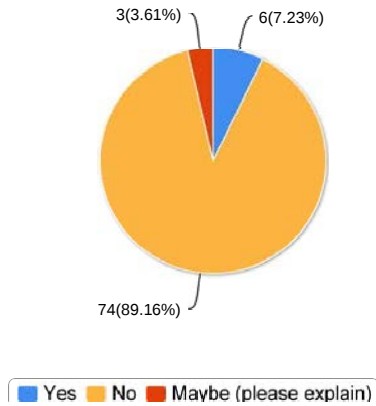


	If maybe, please explain:
	Too far

To what extent do you support opening a Grade 4 middle entry French immersion at Shannon Lake Elementary in September 2019?

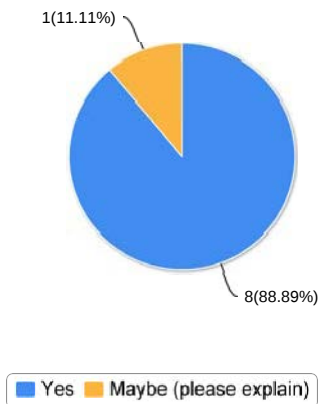


Will you register your child in the Grade 4 middle entry French immersion program for September 2019 if offered at Shannon Lake Elementary, knowing that the program will continue at Glenrosa Middle School for Grade 6?



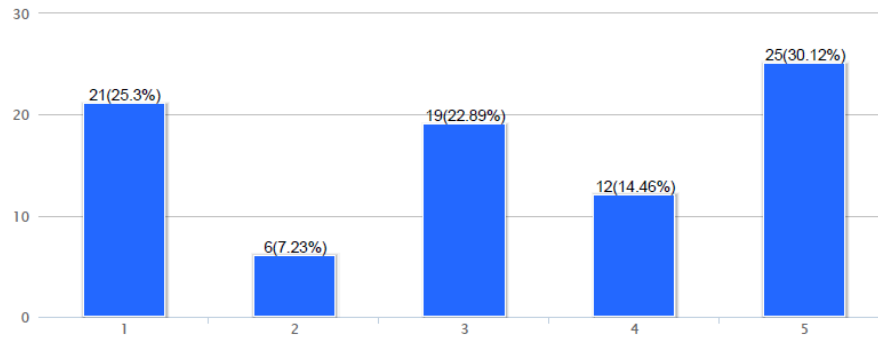
	If maybe, please explain:
	Too far
	Same response. Although this school is closer so if we moved it would be to here most likely.
	As above

Would it be your intention to have your child continue in the French Immersion program at Glenrosa Middle School in Grade 6 if attending a Grade 4 middle entry immersion program at Shannon Lake Elementary?

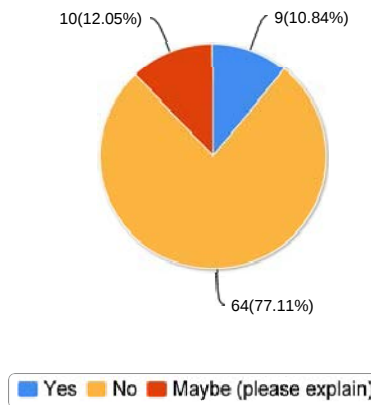


	If maybe, please explain:
	Too far

To what extent do you support opening a Grade 4 middle entry French immersion at Rose Valley Elementary in September 2019?

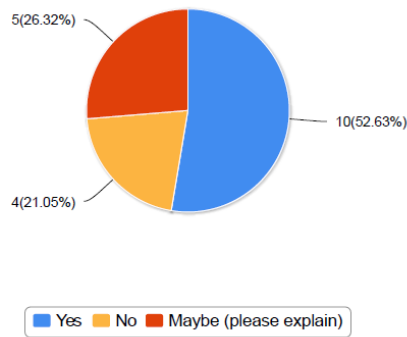


Will you register your child in Grade 4 middle entry French immersion program at Rose Valley Elementary if offered, knowing that they will attend Glenrosa Middle School for Grade 6?



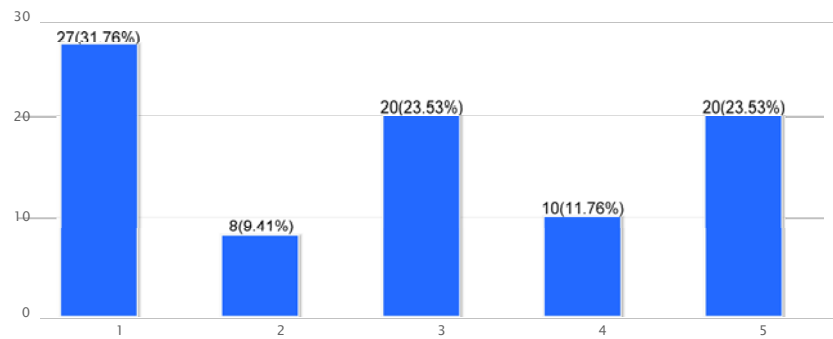
If maybe, please explain:	
	Too far
	This is the school we would register in if we chose to do French immersion as it is our school already. My concern here is whether there is room as the school is already over crowded.
	I find the school too far from where I live.
	I would continue my child in French immersion if I find that the quality of the french teachers is sufficiently high. I don't believe the current french teachers on the westside are satisfactory
	As above
	I'd like Shannon lake area
	My daughter in kindergarten is interested in French Immersion and we have a bus at the top of our street that goes to Rose Valley.
	If my child is struggling in his first language I would not put him in a second language. I would need to assess where he is at academically before making the decision.

Would it be your intention to have your child continue in the French Immersion program at Glenrosa Middle School in Grade 6 if attending a Grade 4 middle entry immersion program at Rose Valley Elementary?

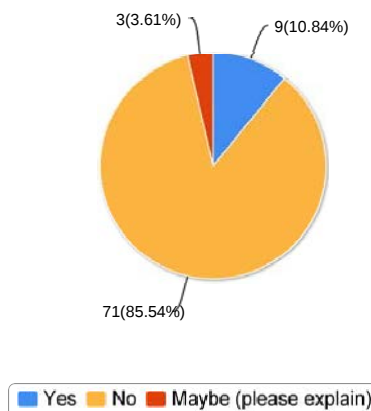


If maybe, please explain:	
	Too far
	Rose Valley elementary is too far for my liking.
	I would need to first assess how my child likes and succeeds in grade 4 and 5 before committing to grade 6. Also I would like to see and hear how GMS is succeeding as a French immersion option before sending my child there.
	I would have to see if my child enjoyed being in French Immersion before I committed to having her do middle and high school in French.
	I would require a bus to get my child to GMS. If there is no bus to accommodate him then I could not send him as I would have no way of getting him there.

To what extent do you support opening a Grade 4 middle entry French immersion at Hudson Road Elementary in September 2019?



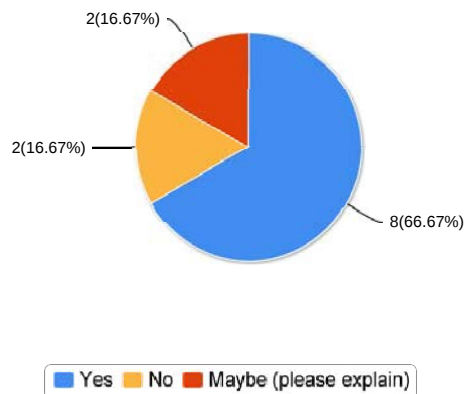
Will you register your child in the Grade 4 middle entry French immersion program for September 2019 if offered at Hudson Road Elementary, knowing that the program will continue at Glenrosa Middle School for Grade 6?



000030

If maybe, please explain:	
	Too far
	I thought our time for French Immersion had passed in grade 1, so this is very interesting!
	We would have to discuss as a family first. We did not have a good experience with the early entry French program at George Pringle with our son. He did not get the support needed at school in either English or French in order to meet expectations in either language. It is difficult to fill in the gaps at home with French when only one parent is capable of understanding the language. We chose to remove him from the French program after the end of grade 4 because of his struggles and the lack of support at school. This middle entry program would be our other child, a different school and different staff (hopefully) as well as a different contract agreement now with the government that allows for more support staff and programs at the schools. Again, we would have to have a family discussion about it.

Would it be your intention to have your child continue in the French Immersion program at Glenrosa Middle School in Grade 6 if attending a Grade 4 middle entry immersion program at Hudson Road Elementary?



If maybe, please explain:	
	Too far
	Most likely not, unless bussing would be available.

ANY OTHER COMMENTS:	
	Would absolutely love a late immersion program, however unless busing is available to Everyone no matter where you lived in the west side glenrosa is too far
	Brining it to RoseValley in earlier grades would be my ideal, would be beneficial for my daughters to be multi lingual
	I hope this survey helps give you a clear picture as to how to make this program the most successful!
	My children (3) currently attend GPE French immersion. I support ANY French programs added on the west side. I'm thrilled to have a middle and possible secondary school on the west side. Any location is amazing!!
	Glenrosa is a poor location in an isolated area that will struggle to maintain quality French teachers.
	I would like my child to continue is education in french on the westside and I am willing to send him to different schools in order for him to do so. However, I will not send my child to KLO so if this program is not available on this side of the bridge by the time he gets to grade 4, I will have to send him to an english middle school.
	I would prefer to see a grade 6 french immersion be added to Rose Valley option. I would be more inclined to choose French immersion if the grade 6 class was also located at RVE
	PLEASE just make as many schools dual track as possible! AND for sure NEED french middle and high schools on the westside, don't care where just sick of sending kids on city bus through Queensway for past 12 years :(have 10 more years to go in this family...
	

	I believe George Pringle already has a French immersion program. I believe if this is your choice making space on the Westside to continue through that program to Graduation rather than crossing the bridge would be beneficial. But i believe extra time and money seems wasted when the program already exists, could use money to enhance already existing issues.
	I would support late and early entry French immersion at mar Jok
	I am very supportive of grade 4 French immersion at Rose Valley. It would be a great addition to our school. West Kelowna needs another option for French immersion on the east side of the city.
	Keeping French at the school it is currently at seems like a good idea to me. George Pringle is a large school and the French students already attend there.
	I personally am not interested in putting either of my children in french immersion programs, however I know lots of other children that this would benefit them, as they live close to ther other elementary school, however have to put there children at the George Pringle school.
	I have no interest in the French Immersion program and intend to keep my children out of it regardless of which school holds it.
	We would have registered in French if offered at Mar Jok. It is difficult to consider other schools outside our catchment without permanent bus options as both parents work. Even getting to GMS would be difficult without a bus from Shannon Lake area.
	I would register my child in it Chief Tomat
	I didn't see Helen Gorman as one of the options, which would likely be the only school I would enroll my son in this program as he will not want to change schools and we live across the street from it. I am very interested in this program, nice to see it surface in West Kelowna as there are almost no options for it.
	Our child attends HGE & it doesn't appear they are being considered for this program.
	I like Helen Gorman. It's location is key. I don't like the fact that i would have to send my kid to Kelowna after middle school. I'm not okay with that.
	My kids will both be past grade 4 in 2019, so it doesn't apply to them. Additionally, my personal thoughts are that while learning a second language is good for brain development, I am not certain that French is the most useful second language to be learning for global purposes.
	Mar Jok?
	As my kids are in Helen Gorman, I would have to pull her out to attend another school with the program. I support the program fully and would put my daughter in it in grade 4 at Helen Gorman if offered, she will be in grade 4 in 2019/20 school year. I will consider enrolling my son in glenrosa middle late entry French Immersion as he will be in grade 6 in 2019. This depends on how he does in grade 5.
	Chief Tomat is not an option :(rats!
	If it was offered in our area my girls would both be enrolled.
	Bussing to whichever school is picked would be very important. Working parents, wanting Gr 4 French immersion, need transportation for their child.
	I really think the program needs to be expanded on the westside, not only with middle entry but more so with middle school and high school levels on the westside.
	I think it would benefit all schools to have an immersion program so students could all opt in, some of us cannot bus/drive our children to the listed French immersion schools.
	A Bus would need to be put in place in order to get the students to GMS. Not all parents have the ability to drive their children to and from school.
	My child enters grade 4 Sept 2018. If there was a French immersion option for 2018, I would have likely registered her.



Memorandum

Date: October 10, 2018
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Vianne Kintzinger, Assistant Superintendent
Rick Oliver, Assistant Superintendent
Al Lalonde, District Principal of Learning Support Services

Information Item: Sexual Assault Protocol

1.0 ISSUE STATEMENT

The Central Okanagan Public Schools, in partnership and collaboration with the Royal Canadian Mounted Police, the Elizabeth Fry Society, and the Interior Health Authority, have developed a coordinated community response to sexual violence against youth within our region.

In this protocol, the following goals were identified:

- *To develop clearly defined actions and responsibilities to respond to, and prevent, future sexual violence against youth within our community.*
- *To ensure an immediate, supportive response to disclosures of sexual violence.*
- *To reduce incidences of bullying and harassment towards youth survivors.*
- *To facilitate collaboration between agencies to provide best practices and support for those affected by sexual violence.*
- *To improve police response to sexual violence in the community.*
- *To ensure services/referrals are in place for the survivor as well as the accused youth.*
- *To educate both youth and community service providers on sexual violence and prevention.*

2.0 FINANCIAL IMPLICATIONS

None.

3.0 ADDITIONAL INFORMATION

The following tenets were identified in the protocol:

- 3.1 We are dedicated to providing a safe and supportive environment where youth are able to grow, learn, and flourish free of sexual violence. Any form of sexual violence is prohibited and will not be tolerated.
- 3.2 This protocol outlines the response to all youth who have been affected by sexual violence.
- 3.3 Our first response will be supportive of the survivor.
- 3.4 We will take action to reduce the impact of sexual violence, and ensure that individuals are held accountable for their actions.
- 3.5 This protocol recognizes that survivors may react to sexual assault differently based on their social identities. Some social identities may include but not be limited to the following: sex, sexual orientation, gender identity, gender expression, diversability, indigenous or ethnic background, age, socioeconomic status, or religion. If a survivor is targeted because of their social identity, then sexual violence may also be considered an act of colonial violence, racism, sexism, homophobia, transphobia, religious intolerance, or any other form of discriminatory behaviour. This protocol is intended to be supportive and inclusive of all social identities.
- 3.6 This protocol recognizes that survivors with multiple social identities may face complex barriers when disclosing and/or reporting sexual violence. Our committee acknowledges the barriers that youth must face when disclosing sexual violence, and will take appropriate

- action to assist the survivor in overcoming these barriers. This protocol empowers our committee to respond to sexual violence in an anti-oppressive and trauma-informed manner.
- 3.7 If the incident of sexual violence involves the use of alcohol or substances, the survivor may be exempt from any disciplinary action that may prevent disclosure.
 - 3.8 Because this protocol is a collaborative partnership between organizations, it should be understood in accordance with individual policies from each community partner.
 - 3.9 Differing from criminal court, this protocol does not require definite proof or “innocent until proven guilty”. If there is any indication of sexual violence, steps will be taken in the interim to ensure safety and individual support.
 - 3.10 We believe that all community members of the Central Okanagan have a shared responsibility to dispel harmful attitudes, beliefs, and behaviours regarding gendered roles and sexual violence. We are committed to building a safe environment that promotes equality, consent, and respect.

4.0 SUPERINTENDENT’S COMMENTS

Student safety is a top priority for the District. The trauma that exists for those affected by sexual violence requires that the community respond in a caring, thoughtful and supportive manner. This protocol ensures a consistent multi-agency approach will be taken beginning at the initial report of a sexual assault. This protocol, and the coordinated support it will provide, will result in the best possible outcomes for the survivor and the community as a whole.

5.0 APPENDIX

A. Sexual Assault Protocol

Appendix A

Sexual Assault Response Committee

Table of Contents

1. Flowchart Guide	3
2. Preamble	4
3. Purpose.....	5
4. Community Partners.....	5
5. Protocol Procedures	6
6. Guidelines for Notification, and/or Referral	8
7. Protocol Review	8
8. Appendices	9
Appendix A: Responding to Sexual Assault Disclosure	9
Appendix B: Trauma-informed Response	11
Appendix C: Survivors of Sexual Assault	13
Appendix D: Perpetrators of Sexual Assault	15
Appendix E: Child, Family and Community Service Act	17
Appendix F: Criminal Code of Canada	19
Appendix G: Sexual Assault Myths vs. Truths	23
Appendix H: Safety and Academic Accommodations in a School Setting	24
Appendix I: Short-term Safety Planning	25
Appendix J: Youth Resources for Sexual Violence	26

As representatives of the community
partners, the following individuals agree to
adhere to the protocol procedures:

Vianne Kintzinger
Central Okanagan Public Schools

Michelle Novakowski
Central Okanagan Elizabeth Fry Society

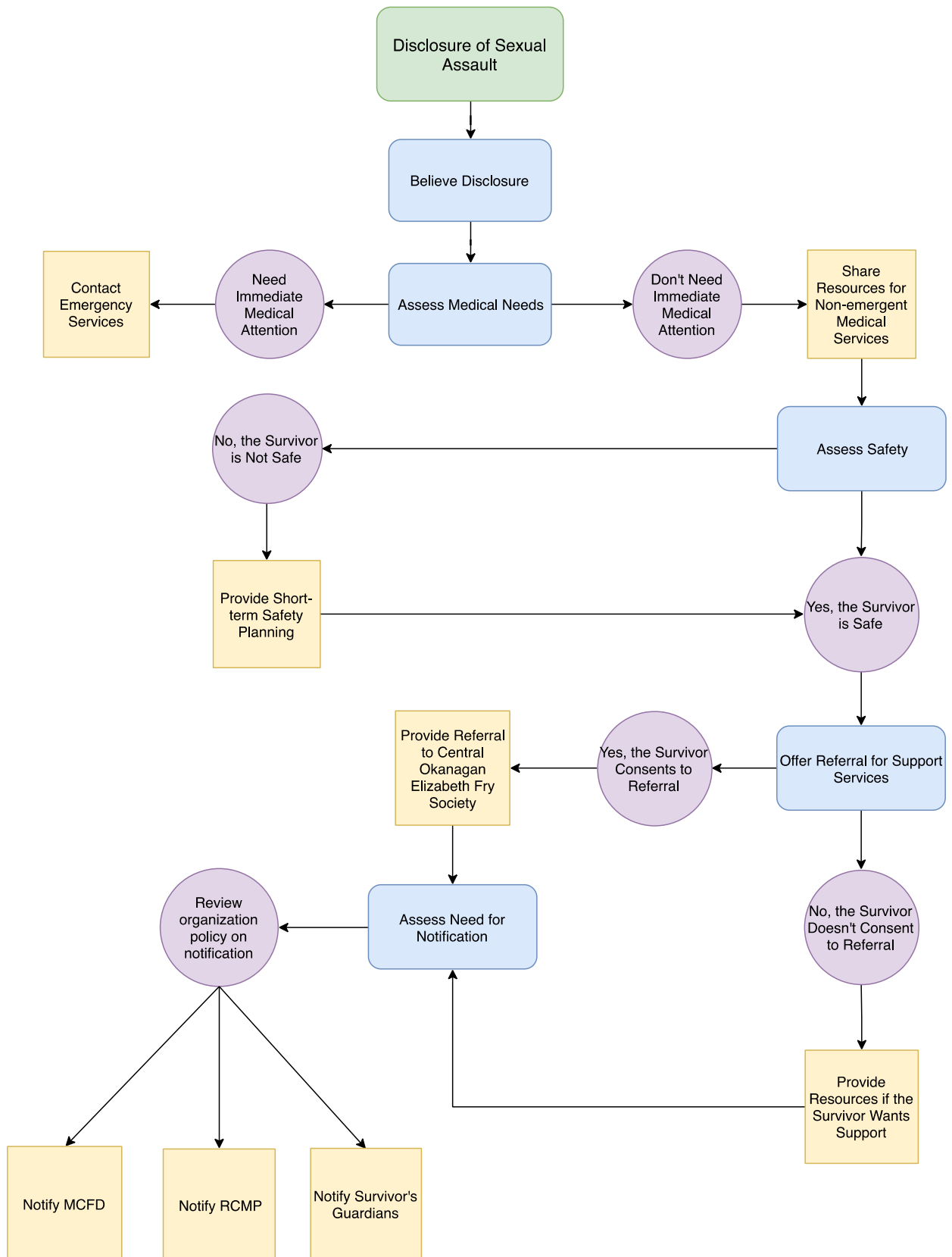
Rick Oliver
Central Okanagan Public Schools

Anna Marie Mallard
Kelowna Regional Royal Canadian
Mounted Police

Alan Lalonde
Central Okanagan Public Schools

Andrea Antonishen
Interior Health Authority Okanagan

1. Flowchart Guide



2. Preamble

The Sexual Assault Response Committee consists of the following community partners:

- Central Okanagan Elizabeth Fry Society,
- Central Okanagan Public Schools,
- Kelowna Regional Royal Canadian Mounted Police, and
- Interior Health Authority Okanagan.

Our Sexual Assault Response Committee has collaborated to develop a coordinated community response to sexual violence against youth within our region.

- 2.1 We are dedicated to providing a safe and supportive environment where youth are able to grow, learn, and flourish free of sexual violence. Any form of sexual violence is prohibited and will not be tolerated.
- 2.2 This protocol outlines the response to all youth who have been affected by sexual violence.
- 2.3 Our first response will be supportive of the survivor.
- 2.4 We will take action to reduce the impact of sexual violence, and ensure that individuals are held accountable for their actions.
- 2.5 This protocol recognizes that survivors may react to sexual assault differently based on their social identities. Some social identities may include but not be limited to the following: sex, sexual orientation, gender identity, gender expression, diversability, indigenous or ethnic background, age, socioeconomic status, or religion. If a survivor is targeted because of their social identity, then sexual violence may also be considered an act of colonial violence, racism, sexism, homophobia, transphobia, religious intolerance, or any other form of discriminatory behaviour. This protocol is intended to be supportive and inclusive of all social identities.
- 2.6 This protocol recognizes that survivors with multiple social identities may face complex barriers when disclosing and/or reporting sexual violence. Our committee acknowledges the barriers that youth must face when disclosing sexual violence, and will take appropriate action to assist the survivor in overcoming these barriers. This protocol empowers our committee to respond to sexual violence in an anti-oppressive and trauma-informed manner.
- 2.7 If the incident of sexual violence involves the use of alcohol or substances, the survivor may be exempt from any disciplinary action that may prevent disclosure.
- 2.8 Because this protocol is a collaborative partnership between organizations, it should be understood in accordance with individual policies from each community partner.
- 2.9 Differing from criminal court, this protocol does not require definite proof or “innocent until proven guilty”. If there is any indication of sexual violence, steps will be taken in the interim to ensure safety and individual support.

- 2.10 We believe that all community members of the Central Okanagan have a shared responsibility to dispel harmful attitudes, beliefs, and behaviours regarding gendered roles and sexual violence. We are committed to building a safe environment that promotes equality, consent, and respect.

3. Purpose

- 3.1 To develop clearly defined actions and responsibilities to respond to and prevent future sexual violence.
- 3.2 To ensure an immediate, supportive response to disclosures of sexual violence.
- 3.3 To reduce incidences of bullying and harassment towards youth survivors.
- 3.4 To facilitate collaboration between agencies to provide best practices and support for those affected by sexual violence.
- 3.5 To improve police response to sexual violence in the community.
- 3.6 To ensure services/referrals are in place for the survivor as well as the accused youth.
- 3.7 To educate both youth and community service providers on sexual violence and prevention.

4. Community Partners

Agency	Agency Role	Contact Information
Central Okanagan Public Schools (SD#23)	- Provide safety to the survivor within the school setting - Provide internal support and counselling to the survivor and accused youth - Protect the survivor and accused youth from any bullying related to the sexual assault disclosure - Provide referrals to appropriate community service providers	Phone: 250-860-8888 Email: SchoolBoard.Office@sd23.bc.ca Office Hours: Monday – Friday, 8:30am – 4:30pm Location: 1040 Hollywood Road South, Kelowna, BC, V1X 4N2 Website: www.sd23.bc.ca
Central Okanagan Elizabeth Fry	- Believe, support, and empower sexual assault survivors and non-offending family/peers - Provide safety planning for at-risk survivors - Provide emotional support and counselling to survivors - Provide resources and information to survivors - Provide referrals to appropriate community service providers	Phone: 250-763-4613 Email: info.efry@coefs.ca Office Hours: Monday – Friday, 8:30am – 4:30pm *closed between 12:00pm – 1:00pm Location: 649 Leon Avenue, Kelowna, BC, V1Y 9S3 Website: www.coefs.ca

Kelowna Regional Royal Canadian Mounted Police (RCMP)	- Treat both the survivor and accused youth with compassion, dignity, and respect - Assess risk and provide protection to the survivor as needed - Conduct a thorough investigation of sexual violence to recommend charges to crown counsel - Provide referrals to appropriate community service providers	Phone: 250-762-3300 Emergency Phone: 911 Email: Kelowna_General_Enquiries@rcmp-grc.gc.ca General Services: Monday – Friday, 8:00am – 5:30pm Location: 1190 Richter St, Kelowna, BC V1Y 2K7 Website: www.rcmp.gc.ca
Interior Health Authority Okanagan	- Provide mental health services to survivor and/or accused youth - Provide referrals to appropriate community service providers	Phone: 250-860-5731 Office Hours: Monday – Friday, 8:30am – 4:30pm *closed between 12:00pm – 1:00pm Location: 1664 Richter St, Kelowna, BC V1Y 8N3 Website: www.interiorhealth.ca

5. Protocol Procedures

5.1 This protocol acknowledges that youth are most likely to disclose sexual violence to someone they trust (i.e. friend, parent, counsellor, teacher, coach, etc.). The following procedures provide guidance in the event that sexual violence is disclosed to any individual who is employed by a community partner. The following procedures should also be considered in the event that an individual has reasonable grounds to believe, without a disclosure, that sexual violence has occurred.

5.2 Believe the disclosure of sexual violence

- 5.2.1. Educate yourself about trauma-informed response to sexual assault disclosure. For more information refer to *Appendix A: Responding to Sexual Assault Disclosure* and *Appendix B: Trauma-Informed Response*.
- 5.2.2. Believe the survivor. As an adult, your reaction is extremely impactful to the well-being of the survivor. To mitigate the impact of trauma, all youth who disclose sexual violence are to be believed and supported. Not being believed and even, bullied, harassed, or ridiculed causes secondary victimization and further harm to the survivor. Respond to the survivor with empathy, validation, and support for disclosing the sexual assault.
- 5.2.3. All survivors have the right to:
 - i. be treated with compassion, dignity, and respect;
 - ii. not be blamed for their victimization;
 - iii. be in control of how much or what they wish to disclose;
 - iv. a support person to be present during disclosure;

- v. amnesty – if the sexual violence involves the use of alcohol or substances, the survivor may be exempt from any disciplinary action that may prevent disclosure;
- vi. timely referral to appropriate support services and Specialized Victim Assistance (refer to section 6.1); and
- vii. access to resources based on their social identities, such as a cultural advocate.

5.3 Support for the survivor

- 5.3.1 Educate yourself about sexual assault survivors prior to meeting with the survivor. For more information about survivors refer to *Appendix C: Survivors of Sexual Assault*.
- 5.3.2 Assess the medical needs of the survivor. Determine whether the survivor is in need of immediate medical attention. If there are concerns, contact emergency services. If they are not in need of immediate medical attention provide resources for assistance (refer to section 6.1).
- 5.3.3 Assess the safety of the survivor. Is there any immediate risk to the survivor's physical or emotional safety? Does the accused youth have access to the survivor? Is there any risk of harassment/bullying? If yes, take action to prevent any further harm. Reassure the survivor that they are in a safe place. Discuss options and strategies to ensure their future safety (refer to *Appendix I: Short-term Safety Planning*).
- 5.3.4 Ask about their personal preferences. When supporting a survivor, recognize that a survivor may react differently based on their social identities. Practice cultural sensitivity. Ask the survivor about any preferences for support services.
- 5.3.5 Offer referral for additional support services. Offer the survivor referral to support services (refer to section 6.1 for details). Due to the effects of trauma, support services are to be arranged for the survivor as soon as possible.
- 5.3.6 Empower the survivor. You have the ability to react to sexual assault disclosure with empathy and respect. Allow the survivor to make their own choices and respect their choices. Your response can assist the survivor in coping with their trauma and begin healing. Emphasize the strengths of the survivor rather than focusing on weaknesses or short-comings. Give the survivor hope that they will heal from this experience.

5.1 Services for the accused youth

- 5.4.1. Educate yourself about sexual assault perpetrators prior to meeting with the accused youth. For more information about sexual assault perpetrators refer to *Appendix D: Perpetrators of Sexual Assault*.
- 5.4.2. Offer referral for additional services. Offer the accused youth referral to support services (refer to section 6.1 for details).

6. Guidelines for Notification, and/or Referral

Guidelines for notification and/or referral may vary according to the policies governed by each community partner.

6.1 Referral

All youth involved will be offered referrals to community services (refer to *Appendix J: Youth Resources for Sexual Violence*). Both the survivor and accused youth are individually encouraged to seek professional services. Give the youth information and options rather than telling them what to do. Keep the information straight-forward and clear.

- i. Direct the survivor to the Central Okanagan Elizabeth Fry's Specialized Victim Service Program.
- ii. Direct the accused youth to community services or private counselling. If providing a direct referral, obtain consent from the youth. Whenever possible, empower the youth to make their own decisions and respect their decisions.

6.2 Notification

The following guidelines will foster trauma-informed practice when notifying RCMP, MCFD, or other community service providers.

- i. Notify the survivor of the duty to report prior to RCMP and/or MCFD involvement. Whenever possible, respect and consider the survivor's wishes when notifying external agencies (e.g. the survivor doesn't want a police car to come to their school).
- ii. Make every effort to protect the privacy of involved youth. All information provided for notification is shared in confidence and the external organization will act with discretion and respect towards the involved youth. All involved organizations should make every effort to protect the privacy and identity of both the survivor and the accused youth.

7. Protocol Review

- 7.1. This protocol will be subject to periodic review (every three years or earlier as deemed necessary).

8. Appendices

Appendix A: Responding to Sexual Assault Disclosure

I. Be attentive to the needs of the survivor.

- a. Find a comfortable and private place to share. Provide the survivor with a safe and comforting environment where they can tell you their story.
- b. Focus on the survivor. The survivor is sharing with you because they believe you are trustworthy – make them feel heard. Do not focus on your own emotional reaction. Focus on the needs of the survivor. Focus on the survivor's verbal and nonverbal cues, follow their lead. Be calm, nonjudgmental, and compassionate. You may tell the survivor that you are glad they are sharing with you.

II. Believe the survivor.

- a. Believe them. Many survivors are afraid to share their sexual assault out of fear that they will not be believed. Do not question, justify, or minimize the survivor's experience. Believing and supporting the survivor is the first step to helping them heal. You may tell the survivor that you believe them.

III. Listen to the survivor.

- a. Listen without interruption. It is important to let the survivor tell their story without interrupting, questioning, or pressing for details.
- b. Let the survivor choose what to share. Allow the survivor to choose what and how much they wish to disclose. They may choose to share very few details or many details. Do not interrupt or rush the survivor, give them as much time as they need to share their experience.
- c. Respect their personal space. Do not touch the survivor. Although you may want to comfort them, withhold touching the survivor, unless given permission.
- d. Respond with empathy and compassion. Show the survivor that you are actively listening and respond with empathy. You may let the survivor know that you are sorry for what happened to them.

IV. Support the survivor

- a. Allow the survivor to openly express their emotions without judgment. Every survivor has a different reaction to sexual assault. A variety of reactions is normal, including appearing emotionally numb or in extreme emotional distress. For more information about trauma and sexual assault survivors refer to *Appendix B: Trauma-informed Response* and *Appendix C: Survivors of Sexual Assault*. Although they may be experiencing intense distress, do not suppress the survivor's reaction. It is important to allow the survivor to express their trauma or

they may feel ashamed or internalize trauma. If the survivor becomes too overwhelmed, it may be helpful to ground them.

a. Grounding Exercise 54321

Deep Breathing: Start the grounding exercise by deep breathing. Try breathing in for 5 seconds, and breathing out for 5 seconds. It is suggested to do this five times, however, the survivor should continue this pattern until they feel their thoughts slowing down or until necessary.

1. Acknowledge FIVE things you see around you.
2. Acknowledge FOUR things you touch around you.
3. Acknowledge THREE things you can hear around you.
4. Acknowledge TWO things you can smell around you.
5. Acknowledge ONE thing you can taste.

b. Validate the survivor's feelings.

Reassure the survivor that they are experiencing a completely normal reaction to a traumatic experience. You may remind the survivor that there is no shame in allowing their body to express trauma.

c. Reassure the survivor that it was not their fault. It is common for survivors to blame themselves for the sexual assault. You may remind the survivor that the assault is not their fault, no matter their actions. Regardless what the survivor did or did not do before, after, or during the assault, they are not responsible for the assault. The person who committed the sexual assault is solely responsible.

V. Offer resources and referral

a. Offer assistance in seeking support services. Inform the survivor that that you will assist them in getting support.

a. Use appropriate language. When assisting the survivor use appropriate language according to the age and developmental abilities of the survivor – avoid using jargon.

b. Ask questions on a need-to-know basis. If questions are mandatory, they should be framed as an open-ended question that may allow the survivor to more easily express themselves. Explain to the survivor why you need to know this information.

c. Avoid leading questions. Do not ask leading questions that may alter or misrepresent the survivor's experience.

d. Answering questions is optional. Remind the survivor they have the choice to refuse to answer any question without repercussion.

b. Empower the survivor. Whenever possible give the survivor a choice, and empower them to make informed decisions. Give the survivor clear information and options rather than telling them what they should do. Inform the survivor what will happen next, but avoid making promises. Help the survivor regain control of their future. Respect the choices of the survivor. Always keep the best interest of the survivor in mind.

Appendix B: Trauma-informed Response

I. Understanding Trauma

Trauma is an adaptive response to an overwhelming external or internal threat. A stressful event becomes traumatic when it overpowers an individual's ability to cope and causes them to fear for their physical or mental well-being. Some characteristics that may cause an event to be traumatic include, the event being spontaneous or unplanned, the individual felt ill-equipped to deal with the event, and the individual was unable to prevent the event.

II. Being Trauma-Informed

Being trauma-informed begins with understanding how trauma affects individuals, and tailoring a response that accounts for the effects of trauma. The focus of trauma-informed practice is not to treat the effects of trauma, but rather, to reduce the likelihood of causing further harm. There is no specific framework to becoming trauma-informed, it is a generalized perspective towards individuals who have potentially experienced trauma.

Agencies or individuals who are not trauma educated may accidentally hinder the healing of traumatized individuals, causing secondary victimization. For example, a sexual assault survivor may experience further traumatization by being blamed for their victimization or repeatedly re-telling their assault in order to receive services. Trauma-informed environments create a space that feels safe, both emotionally and physically. Being trauma-informed fosters connection, builds trust, and provides a strength-based perspective that focuses on survival, coping, and resiliency. Trauma-informed response focuses on the survivor, aims to understand their perspective, and responds in a way that best supports them.

III. Biological Response to Trauma

Trauma can manifest physiologically in the body. In potentially life-threatening situations, the Sympathetic Nervous System prepares the body to fight or take flight, but if the perceived threat is too ominous the body may also freeze—being unable to move, unable to speak, and feeling mentally removed from the body. Because of the extreme stress and fear experienced during sexual assault, it is common for survivors to react with fight, flight or freeze response. This is an automatic biological response to a perceived threat.

IV. The After-effects of Trauma

Being affected by trauma may cause a hyperactive nervous system that misinterprets safe situations as life-threatening, and thus activates the fight, flight or freeze response. Triggers may be any sort of stimulus a touch, sound, smell or object that activate the fight, flight, or freeze survival mode. Regardless of whether the trigger poses an actual threat, the body perceives the threat as real. Every survivor differs in their ability stabilize and self-regulate their nervous system activation. Some survivors with high-self regulation and adaptive mindsets may be more resilient to symptoms of trauma, but for others, the sexual assault may cause a complete disruption of their life.

V. Individual Differences in Trauma

A traumatic event is perceived differently by every survivor. During fight, flight, or freeze response, the nervous system automatically perceives the level of threat, but there are several factors that may affect this perception. For example, even instances of minor sexual misconduct may be perceived as extreme danger if the nervous system is hypervigilant to stressful situations. Some factors that affect threat perception may include, but not be limited to the following: the amount of force used, the extent of physical or emotional injury, prior

relationship with the attacker, other people's response to the assault, whether the survivor intended to fight the attacker, or the survivor's life history prior to the assault (i.e. emotional and physical health, and prior assaults/abuse or other traumas). The extent of perceived threat subsequently affects the severity of trauma experienced by the survivor.

VIII. Responding to Trauma

Believing disclosures of sexual assault is vital, as any hesitation or doubt regarding the survivor's truthfulness can have a lasting harmful impact on their well-being. Not being believed or subject to scrutiny from their community, family, or friends may lead to secondary victimization and cause further hardship for the survivor.

Early identification, intervention, and support is critical to reduce the suffering and begin healing. Seeking counselling immediately after the sexual assault will aid the survivor in deactivating their nervous system, which notifies the brain that it is no longer in a life-threatening situation. Deactivating the nervous system is imperative to avoid worsening symptoms of physical trauma, dissociation, anxiety, intrusive thoughts, and ultimately to prevent the development of Post-Traumatic Stress Disorder. Seeking counselling may also aid the survivor to identify triggers and effectively regulate their body's response without activating fight, flight, or freeze survival mode. When responding to sexual violence, it is essential to recognize trauma and provide survivors with a nonjudgmental, safe environment to receive information and support.

Appendix C: Survivors of Sexual Assault

I. Demographics of Sexual Assault Survivors

Any person can be a victim of sexual assault. Sexual assault does not occur exclusively to individuals of a certain age, sex, sexual orientation, gender, diversity, socioeconomic status, cultural/ethnic background, or other social identity. Although sexual assault can happen to anyone, statistics have shown that certain individuals may be at a higher risk of experiencing sexual assault. Sexual violence is highly gendered, with the vast majority of victims being female. Young women are especially vulnerable to sexual violence; women ages fifteen to twenty-four are at the highest risk of being sexually assaulted. Additionally, individuals within a minority population, such as a visible minority (i.e. indigenous girls and women), are more vulnerable to sexual violence. Finally, individuals who have experienced past trauma may be more vulnerable to future traumatic experiences such as sexual assault.

II. Emotional Responses to Sexual Assault

A sexual assault survivor will likely experience a wide range of emotional reactions to the assault. Sexual violence is an extremely dehumanizing experience because the survivor was treated as a sexual object rather than an autonomous human being. Some survivors may experience anger, aggression, and violent urges, while other survivors experience sadness, tearfulness, and depression. They may appear calm and composed or anxious and distraught. A survivor may go through stages of shock, confusion, denial or disbelief about the sexual assault. Other common emotional responses include, shame, anxiety, guilt, or self-blame. Some survivors may struggle with powerlessness, fear, mistrust of others, or feeling unsafe. A survivor may also describe feeling numb with no emotional response. The emotional range will vary from individual to individual, and within an individual over time. Each survivor has their own way of emotionally coping with the sexual assault. Remember, whether a survivor reacts differently than societal expectations has no relation to the validity of the assault.

III. Physical Responses to Sexual Assault

A survivor can feel the effects of the sexual assault physically in their body. Depending on the nature of the assault, a survivor may need medical attention for various physical injuries. Following the assault, a survivor may experience shaking, soreness, pain, or tension in their body. It is also common for survivors to experience episodes of nausea, disorientation, fatigue, headaches or physical exhaustion. Other physical side-effects may involve unwanted pregnancy or STIs. For more information on the body's biological response to trauma refer to *Appendix B: Trauma-informed Response*.

IV. Cognitive Responses to Sexual Assault

Neurobiology has demonstrated that excessive stress and fear affect the brain's ability to encode information into long-term memory. During a sexual assault, the survivor's brain is focused on survival; however, the brain's reflexive response affects the survivor's ability to recall the sexual assault in a logical and systematic fashion. A survivor may recall aspects of the assault in extreme detail while having no memory or disorganized fragments for other aspects of the assault. Trauma may also impact the survivor's cognitive abilities on a day-to-day basis. Survivors may have difficulties managing daily tasks, retaining information, or articulating what happened to them. They may feel easily overwhelmed, indecisive, forgetful, disorientated or confused.

V. Behavioural Responses to Sexual Assault

After the sexual assault, the survivor may voluntarily or involuntarily alter their behaviour during their day-to-day life. A survivor's behavioural reaction varies greatly as it is shaped by complex side-effects, unique barriers, and methods of coping. Emotional, cognitive or physical side-effects may urge the survivor to drastically change their life (i.e. changing jobs, residence, or communities). Many survivors struggle with re-living the sexual assault through nightmares, flashbacks, or intrusive memories. Without effective coping mechanisms, excessive fear can develop into anxieties, paranoia, or phobias, such as being alone, leaving their home, or confronting situations similar to the assault. A survivor may struggle with compulsive behaviours, hyper-vigilance, low startle response, or difficulties with boundaries. Some survivors may cope with the assault by self-isolation, avoidance or detachment. Other survivors may display behavioural changes, such as disturbances in focus, self-control, sexual activities as well as sleeping, eating, or socializing. As a result of the assault, some survivors are drawn to seek out dangerous situations and engage in high risk behaviours. These risk-taking behaviours may include the use of alcohol, drugs, or self-harm to regain control or numb emotions. If a survivor feels too overwhelmed and unable to cope, they may have thoughts of suicide. Every survivor copes with sexual assault differently.

VI. Supporting Sexual Assault Survivors

Without trauma-informed intervention, youth may be vulnerable to life-long physical, emotional, and behavioural consequences. Support services are imperative to assist survivors in recognizing their coping skills, establishing healthy emotional boundaries, and processing their experience without self-blame or judgment. The assistance of a trauma counsellor will aid a survivor in healing from their experience. It is vital to be mindful of concrete or perceived barriers survivors face when seeking support. In fact, individuals who are supporting the survivor may experience vicarious trauma that entails side-effects similar to those of the survivor. It may be helpful for the survivor's support network to also receive professional support to aid in processing their own emotions as well as learning how to best support the survivor.

VII. Reporting Sexual Assault

The overwhelming majority of sexual assaults are not reported to the police. There are a variety of barriers that may inhibit a survivor from reporting their sexual assault, such as issues of self-blame, fear, uncertainty, guilt, shame, or safety. Many survivors do not report their assault because they fear they will not be believed or will be blamed for their victimization. However, in reality, false reports of sexual assault are no higher than false reports of other criminal activity, both of which are extremely low. Crown prosecutors also face challenges to successfully convict a perpetrator and only a small percentage of reported sexual assaults result in a criminal conviction. Although the rate of conviction is low (under 5%), social climate around sexual assault is changing and several high-profile cases have revealed the stigmatization survivors face.

Appendix D: Perpetrators of Sexual Assault

I. Demographics of Sexual Assault Perpetrators

Any person is capable of committing sexual violence, however, research has shown that there is a higher likelihood for certain populations to perpetrate sexual assault. Sexual violence is primarily committed by males. The majority of perpetrators are known by their victims (e.g. an acquaintance, friend, family member, past or current intimate partner). Additionally, individuals who have certain past experiences, such as childhood trauma, may be more likely to commit sexual violence. For example, research has demonstrated links between individuals exposed to violence (both physical or sexual) and committing sexual violence. Experiencing trauma during critical periods of brain development can affect future brain functioning, such as improper emotional regulation, dysregulation, and dysfunction. Individuals who commit sexual violence may also demonstrate behaviours such as, delinquency, impulsivity, antisocial tendencies, interpersonal issues, or alcohol/drug use. Sexual offenders commonly begin sexual misconduct in adolescence and progress into adulthood, initiating a lifetime of predation and criminality. Conversely, it is noteworthy that the overwhelming majority of individuals who demonstrate some of the aforementioned behaviours or past experiences will not go on to commit sexual violence.

II. Tactics used by Sexual Assault Perpetrators

Some perpetrators may only commit sexual assault once, however, many perpetrators continue to commit sexual violence throughout their life. Most sexual assaults are committed by a small portion of males who are repeat offenders. In fact, a study of undetected rapists indicated that the majority of college sexual assaults were perpetrated by serial offenders who, on average, each committed 5.8 assaults. Some sexual assaults are unplanned and opportunistic, while other sexual assaults are meticulously premeditated, targeting and grooming specific victims. Perpetrators may use tactics of psychological weapons, physical force, and/or intoxication to make victims more vulnerable to sexual assault. Some perpetrators may intentionally target an acquaintance or use coercion that doesn't show visible injuries to decrease the likelihood of a survivor to report and increase difficulty for prosecutors to produce a successful conviction.

III. Development of Sexual Violence

Contrary to popular belief, most sexual assaults are not driven by sexuality or lust, but there may be several indications that an individual has the capacity or propensity to commit sexual assault. The path to sexual offending may differ from perpetrator to perpetrator, however, the research has identified typical indications that may lead to sexual offending. Some sexual assault perpetrators may commit sexual violence because of their anger and hostility towards women. Using aggression and coercion as means to achieve a goal can be a learnt behaviour. For example, growing up in an abusive home shows an individual that abuse, aggression, and violence are acceptable. This behaviours may also be understood from pornography that reinforces gender stereotypes, male dominance, and focus on male pleasure. Specifically, pornography that depicts aggression and violence is concerning as it links sexual gratification and violence. Other individuals who feel a loss of control in their life may resort to committing sexual assault to regain control. For these perpetrators, power over another person allows the perpetrator to feel in control of their own life and emotions. Additionally, it is common for perpetrators to be motivated by a combination of power and control as well as anger towards women.

IV. Environmental Risk Factors & Sexual Violence

In a community, longstanding beliefs and attitudes shape the social environment and communicate acceptable behaviours. Individuals within a community are influenced by their social environment, particularly adolescences whose brains are still undergoing development. For example, a community that believes hostility towards women is acceptable is more likely to have individuals who act aggressively towards women. Likewise, research has identified several social factors linked to the likelihood of sexual violence. Harmful social environments may be characterized by male entitlement, hyper-masculinity, lack of empathy, female hostility, and acceptance of coercive sexual tactics (i.e. physical or verbal coercion and deliberate alcohol or drug consumption). Another damaging belief is token resistance, as it perpetuates the idea that women who initially deny sexual advances, in reality, do want to have sex if the male is persistent. Environments characterized by these factors pose a significant risk to women and perpetuate the acceptance of rape culture. Community tolerance or acceptance of sexual violence can be extremely damaging to influential youth and their understanding of sexuality. Individuals who endorse sexism or rape culture create a social environment where the perpetrator's actions are not challenged nor questioned, but accepted or even encouraged. Combatting sexual violence begins with empowering both males and females to dispel harmful beliefs and attitudes to create a social environment characterized by equality and respect.

V. Facilitating Behavioural Change

Given the possibility of past trauma, longevity of offending, and widespread harmful repercussions, it is imperative that all individuals accused of sexual violence receive intervention. Being more responsive to treatment, adolescence is a critical time to reframe harmful behaviours before the sexual misconduct becomes entrenched. In light of this knowledge, it is extremely important to remain vigilant to any indications of sexual violence, including coercive beliefs or harassment, and intervene immediately. It is vital for the accused to receive nonjudgmental intervention to understand the consequences of their actions, challenge their sexual misconceptions, and build their understanding of healthy sexuality. Professional counselling may be essential to aid a perpetrator in understanding the root cause of their behaviour, learn healthy emotional regulation, and coping techniques.

Appendix E: Child, Family and Community Service Act
Part 3: Child Protection, Division 1: Responding to Reports

Section 13: When protection is needed

1. A child needs protection in the following circumstances:
 - a. if the child has been, or is likely to be, physically harmed by the child's parent;
 - b. if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
 - c. if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
 - d. if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
 - e. if the child is emotionally harmed by
 - i. the parent's conduct, or
 - ii. living in a situation where there is domestic violence by or towards a person with whom the child resides;
 - f. if the child is deprived of necessary health care;
 - g. if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
 - h. if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
 - i. if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
 - j. if the child's parent is dead and adequate provision has not been made for the child's care;
 - k. if the child has been abandoned and adequate provision has not been made for the child's care;
 - l. if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.

- 1.1 For the purpose of subsection 1. b. and c. but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,
 - a. encouraged or helped to engage in prostitution, or
 - b. coerced or inveigled into engaging in prostitution.

- 1.2 For the purpose of subsection 1. a. and c. but without limiting the circumstances that may increase the likelihood of physical harm to a child, the likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with whom the child resides.
2. For the purpose of subsection 1. e., a child is emotionally harmed if the child demonstrates severe
- a. anxiety,
 - b. depression,
 - c. withdrawal, or
 - d. self-destructive or aggressive behaviour.

Section 14: Duty to report need for protection

1. A person who has reason to believe that a child needs protection under section 13 must promptly report the matter to a director or a person designated by a director.
2. Subsection 1 applies even if the information on which the belief is based
 - a. is privileged, except as a result of a solicitor-client relationship, or
 - b. is confidential and its disclosure is prohibited under another Act.
3. A person who contravenes subsection 1 commits an offence.
4. A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.
5. No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.
6. A person who commits an offence under this section is liable to a fine of up to \$10 000 or to imprisonment for up to 6 months, or to both.
7. The limitation period governing the commencement of a proceeding under the *Offence Act* does not apply to a proceeding relating to an offence under this section.

Appendix F: Criminal Code of Canada

I. Sexual Assault

The *Criminal Code* defines “assault” as the intentional application of force to another person without their consent. Canadian courts interpret sexual assault as an assault committed in sexual circumstances that violate an individual’s sexual integrity.

Canada’s *Criminal Code* contains three levels of sexual assault, from the least serious (Level 1) to the most serious (Level 3):

Level 1 Sexual Assault [s.271]

Occurs when any form of sexual activity is forced upon another person without that person’s consent; Carries a ten-year maximum sentence (if prosecuted as an indictable offence); or Carries an 18-month maximum sentence (if prosecuted as a summary conviction offence).

Level 2 Sexual Assault with a Weapon, Threats to a Third Party, or Causing Bodily Harm [s.272]

Occurs when a person is sexually assaulted by someone who has a weapon or threatens to use a weapon (an imitation or real weapon), threatens to cause bodily harm to a third person (for example, a child or friend), causes bodily harm to the victim, or is a party to the offence with any other person; Carries a 14-year maximum sentence; and carries a four-year minimum sentence if a firearm was used.

Level 3 Aggravated Sexual Assault [s.273]

Occurs when a person wounds, maims, disfigures, brutally beats or endangers the life of the victim during a sexual assault; Carries a maximum sentence of life imprisonment; and Carries a four-year minimum sentence if a firearm was used.

II. Consent

Consent [s.273.1]

For the purposes of sexual assault conviction, the *Criminal Code* defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question.

No consent is obtained where:

- a. the agreement is expressed by the words or conduct of a person other than the complainant;
- b. the complainant is incapable of consenting to the activity;
- c. the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority;
- d. the complainant expresses, by words or conduct, a lack of agreement to engage in the activity; or
- e. the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

III. Sexual Offences

Consent No Defence [s.150.1]

When an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant under the age of 16 years, it is not a defence that the complainant consented to the activity that forms the subject-matter of the charge.

- Exception — complainant aged 12 or 13

When an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant who is 12 years of age or more but under the age of 14 years, it is a defence that the complainant consented to the activity that forms the subject-matter of the charge if the accused

- a. is less than two years older than the complainant; and
- b. is not in a position of trust or authority towards the complainant, is not a person with whom the complainant is in a relationship of dependency and is not in a relationship with the complainant that is exploitative of the complainant.

- Exception — complainant aged 14 or 15

If an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant who is 14 years of age or more but under the age of 16 years, it is a defence that the complainant consented to the activity that forms the subject-matter of the charge if the accused

- a. is less than five years older than the complainant; and
- b. is not in a position of trust or authority towards the complainant, is not a person with whom the complainant is in a relationship of dependency and is not in a relationship with the complainant that is exploitative of the complainant.

Sexual Interference [s.151]

Every person who, for a sexual purpose, touches, directly or indirectly, with a part of the body or with an object, any part of the body of a person under the age of 16 years is guilty of an indictable offence or of an offence punishable on summary conviction and is liable to imprisonment.

Voyeurism [s.162]

Every one commits an offence who, surreptitiously, observes — including by mechanical or electronic means — or makes a visual recording of a person who is in circumstances that give rise to a reasonable expectation of privacy, if

- a. the person is in a place in which a person can reasonably be expected to be nude, to expose his or her genital organs or anal region or her breasts, or to be engaged in explicit sexual activity;
- b. the person is nude, is exposing his or her genital organs or anal region or her breasts, or is engaged in explicit sexual activity, and the observation or recording

is done for the purpose of observing or recording a person in such a state or engaged in such an activity; or

- c. the observation or recording is done for a sexual purpose.

Printing, publication, etc., of voyeuristic recordings

Every one commits an offence who, knowing that a recording was obtained by the commission of an offence under subsection (1), prints, copies, publishes, distributes, circulates, sells, advertises or makes available the recording, or has the recording in his or her possession for the purpose of printing, copying, publishing, distributing, circulating, selling or advertising it or making it available.

Publication, etc., of an intimate image without consent [s.162.1]

Every one who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty of an indictable offence or of an offence punishable on summary conviction.

Child Pornography [s.163.1]

In this section, *child pornography* means

- a. a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means,
 - i. that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or
 - ii. the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years;
- b. any written material, visual representation or audio recording that advocates or counsels sexual activity with a person under the age of eighteen years that would be an offence under this Act;
- c. any written material whose dominant characteristic is the description, for a sexual purpose, of sexual activity with a person under the age of eighteen years that would be an offence under this Act; or
- d. any audio recording that has as its dominant characteristic the description, presentation or representation, for a sexual purpose, of sexual activity with a person under the age of eighteen years that would be an offence under this Act.

Every person who makes, prints, publishes or possesses for the purpose of publication any child pornography is guilty of an indictable offence and liable to imprisonment.

Every person who transmits, makes available, distributes, sells, advertises, imports, exports or possesses for the purpose of transmission, making available, distribution, sale, advertising or exportation any child pornography is guilty of an indictable offence and liable to imprisonment.

Every person who possesses any child pornography is guilty of an indictable offence or an offence punishable on summary conviction and is liable to imprisonment.

Every person who accesses any child pornography is guilty of an indictable offence or an offence punishable on summary conviction and is liable to imprisonment.

IV. Misleading Justice

Obstructing Justice [s.139]

Every one who wilfully attempts in any manner to obstruct, pervert or defeat the course of justice in a judicial proceeding,

- a. by indemnifying or agreeing to indemnify a surety, in any way and either in whole or in part, or
- b. where he is a surety, by accepting or agreeing to accept a fee or any form of indemnity whether in whole or in part from or in respect of a person who is released or is to be released from custody,

is guilty of

- c. an indictable offence and is liable to imprisonment
- d. an offence punishable on summary conviction.

Appendix G: Sexual Assault Myths vs. Truths

Myth: Sexual assaults occur in cities at night in dark alleys.

Truth: Sexual assault can happen anywhere, any time.

Myth: It could never happen to me.

Truth: There is the possibility of anyone being sexual assaulted – men, women or children.

Myth: Sexual assault is perpetrated by strangers.

Truth: Most sexual assaults are perpetrated by someone the victim knows. 85% of victims reported knowing the person who assaulted them.

Myth: Women do not perpetrate sexual assault.

Truth: While it is uncommon for women to be a perpetrator, both men and women are capable of perpetrating sexual assault.

Myth: Once a guy is turned on, it is too late to say “no”.

Truth: Consent is continuous and can be withdrawn at any point in time. A person can say “no” any time the sexual activity becomes unwanted.

Myth: Women who wear revealing clothing are “asking for sex.”

Truth: Women have the right to wear whatever they like. Clothing choice has no relation to whether a person wants to have sex.

Myth: A husband cannot be charged with sexual assault towards his wife.

Truth: It is a crime for anyone to sexually assault another person including, husbands, boyfriends/girlfriends, intimate partners, etc.

Myth: If a man spends a lot of money on a woman, then he is entitled to sex.

Truth: No one is ever entitled to sex, regardless of the situation.

Myth: All victims of sexual assault are frantic and upset.

Truth: Someone who has experienced a sexual assault may react in a variety of ways. They may appear anywhere on a continuum from calm and collected to frantic and distraught. All are ways of coping. There is no inappropriate or wrong way to react to sexual assault.

Myth: If a person doesn't fight, then it isn't really sexual assault.

Truth: People react to violence in many different ways. If a person does not fight, it does not mean they consent. A person may react by fighting back, trying to get away, or feeling frozen — unable to move, unable to speak, and feeling mentally removed from their bodies. The fight, flight or freeze response is a common biological response to a traumatic event.

Myth: There is a high rate of false reports to sexual assaults.

Truth: The rate of false reporting is 4% – the same rate for all other crimes.

Myth: If a person has been drinking or using drugs it's their fault for not protecting themselves.

Truth: It is never okay to coerce, force, or threaten a person to have sex. Being intoxicated is not a crime. Forcing someone to have sex is a crime.

Appendix H: Safety and Academic Accommodations in a School Setting

If sexual assault disclosure is received in a school setting, the school authorities may consider the following accommodations to ensure the safety and well-being of both the survivor and accused.

I. Safety Accommodations

The safety of the survivor is the priority. Ideally, safety accommodations should be issued immediately after the school has been notified of the sexual assault. Some safety accommodations issued may include the following:

- i. no direct or indirect contact between the survivor and the accused youth;
- ii. temporary leave, suspension, or expulsion of the accused youth;
- iii. restricted access of the accused youth from school locations; or
- iv. restricted contact between the survivor and any individual who engages in harassment/bullying towards the survivor.

II. Academic Accommodations

Considering the effect of trauma on learning, focus, and social relationships, academic accommodations may be considered to aid the well-being of both the survivor and the accused youth. Some accommodations issued may include the following:

- i. alterations of class schedule,
- ii. excused absences from class or extracurricular activities without penalties,
- iii. exemption from late-assignment penalties,
- iv. extensions on assignments,
- v. unrestricted access to school counselling, or
- vi. changing locker locations.

Appendix I: Short-term Safety Planning

Refer the survivor to Specialized Victim Services for long-term safety planning. In the interim, you may discuss their safety and protection.

Safety planning should be individually tailored to the unique needs of each survivor. Ask open-ended questions to identify risks and create a safety plan.

It is important to recognize why the survivor is disclosing the sexual assault. Is the assault recent or in the past? If the assault was recent, you have the opportunity assist the survivor in getting timely support to prevent future harm. If the assault is in the past, the survivor may be experiencing negative side-effects, you have the opportunity to mitigate these side-effects and assist the survivor in getting timely support.

The following list of questions may assist in short-term safety planning for survivors.

Physical Safety Planning

- Is there an immediate risk to their safety?
- Do they feel safe?
 - Where do they feel safe?
 - When are they alone?
 - Who do they feel safe with?
 - Who can they call if they feel unsafe?
- Do they have access to medical services?
- Do they have access to Specialized Victim Services, RCMP, or MCFD?
 - Do they have safe transportation?
 - Do you have a support person to accompany them to appointments?

Emotional Safety Planning

- Is there any immediate risk to their emotional safety?
 - Are they at risk to hurt themselves?
- Do they have an emotional support system?
 - Do they have someone they can talk to?
- Do they have access to emotional support services?

Issues in relation to the accused

- Does the accused have access to them?
 - Discuss safety strategies if the accused contacts them
- Is there risk of bullying or harassment?
 - Who can they talk to if they experience bullying or harassment?

Appendix J: Youth Resources for Sexual Violence

Local Sexual Assault Centre: Central Okanagan Elizabeth Fry Society	
Phone: 250-763-4613	Website: www.coefs.ca
Elizabeth Fry Society is a non-profit organization that supports and empowers those affected by sexual abuse, sexual assault, exploitation or violence in a relationship. Services are free and confidential. We offer specialized victim services and counselling services to sexual assault survivors.	
Phone: 250-763-4613 Email: info.efry@coefs.ca Office Hours: Monday – Friday, 8:30am – 4:30pm *closed between 12:00pm – 1:00pm Location: 649 Leon Avenue, Kelowna, BC, V1Y 9S3 Website: www.coefs.ca	

24-Hour Support Services			
VictimLink BC	Toll-free, 24/7, confidential, information and referral services to all victims of crime and crisis support to victims of family and sexual violence	Call: 1-800-563-0808 Text: 604-836-6381 TTY: 604-875-0885 Email: VictimLinkBC@bc21.ca	
Youth Against Violence	24/7 anonymous support for youth	Call: 1-800-680-4264 Text: 604-836-6381 TTY: 604-875-0885 Email: info@youthagainstviolceline.com	
Kids Help Phone	Free telephone counselling for children and youth	Call: 1-800-668-6868 Online Chat: Wed-Sun, 3 – 11pm www.kidshelpphone.ca	
Local Crisis Line	24/7 telephone crisis intervention	Call: 1-888-353-CARE (1-888-353-2273)	
Suicide Crisis Line	emotional support, suicide intervention and resources	Call: 1-800-SUICIDE (1-800-784-2433) TTY: 1-866-872-0113 Online Chat: Every night, Noon – 1am www.youthinbc.com	
Mental Health Crisis Line	emotional support, information and resources specific to mental health	310-6789 (no area code)	
Youth Space *not 24-hr service	Provides a safe place for Canadian youth under 30 years of age to access emotional support, resources, and crisis response.	SMS Text Chat: 778-783-0177 Online Chat: Every night, 6pm – 12am www.youthspace.ca	
Youth Online Resources: www.needhelpnow.ca www.cybertip.ca www.legalrightsfor youth.ca www.bullyingcanada.ca www.loveisrespect.org www.drugcocktails.ca	Youth Mental Health Resources: www.mindcheck.ca www.mindyourmind.ca www.heretohelp.bc.ca www.keltymentalhealth.ca www.youth.anxietybc.com	Safety Apps: Aspire bSafe Circleof6	Wellness Apps: Mindshift Happify Healthy Minds Mental Workout Insight Timer Simply Being

Central Okanagan Elizabeth Fry Society Counselling for Sexual Assault Survivors	
Phone: 250-763-4613	Website: www.coefs.ca
Counselling for Sexual Assault Survivors The Central Okanagan Elizabeth Fry Society offers free counselling services to youth sexual assault survivors. Call to make an appointment with our specialized trauma counsellors. Girls United Group Girls United is an in-school 8-week program specifically designed to meet the unique needs of pre-teen and adolescent girls. Our goal is to foster the safe and healthy emotional development of young girls by strengthening their sense of connection, belonging, and resiliency. This program provides an opportunity for girls to live safe, healthier lives and fulfill their rights to freedom from violence, exploitations and abuse. Tough Guise Group Tough Guise is a school-based primary prevention and intervention program designed for adolescent boys. It will explore the dominant features of pop culture and its steady stream of images that define manhood as being connected to dominance, violence, and control. The goal is to empower the next generation of boys to challenge the myths of what it means to be a real man and to develop healthy relationships throughout their lives.	
Phone: 250-763-4613 Email: info.efry@coefs.ca Office Hours: Monday – Friday, 8:30am – 4:30pm *closed between 12:00pm – 1:00pm Location: 649 Leon Avenue, Kelowna, BC, V1Y 9S3 Website: www.coefs.ca	

Ministry of Children and Family Development Child Protection and Youth Mental Health Services	
Phone: 250-712-7586	Website: www2.gov.bc.ca
Child Protection Services Child protection services in BC are intended to safeguard children from harm. Where there is reason to believe a child has been abused or neglected, or is otherwise in need of protection, child protection social workers have the delegated authority to investigate and take appropriate action to ensure that child's safety. If a child is in immediate danger, call police (call 9-1-1 or your local police) to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection. If you think a child or youth under 19 years of age is being abused or neglected, you have the legal duty to report your concern to a child welfare worker. Phone 1 800 663-9122 at any time of the day or night. Your call will be answered by the Provincial Centralized Screening team (PCS) and their primary role is to receive and assess child protection reports and initial requests for ministry service across the province, 24 hours a day, 365 days a year. Provincial Centralized Screening can be reached at the following numbers: 1-800-663-9122 or 604-660-4927 (Lower Mainland & outside BC).	

BC Child and Youth Mental Health

As part of the provincial government's Ministry of Children and Family Development, we are a free and voluntary service. In each area of the province, Child and Youth Mental Health (CYMH) services are offered to infants, children and youth up to 18 years of age who are experiencing mental health challenges. We also have specialized teams in the province who focus on Aboriginal children and youth.

Walk-in Services: Tuesday & Thursday, 9:00am – 11:00am

Parents and youth can access community mental health assessments, supports and services at walk-in intake clinics for children, youth and their families, where children and youth can receive a same-day initial assessment by a trained professional in a confidential environment.

BC Child and Youth Mental Health

Phone: 250-861-7301

Ministry of Children and Family Development

Phone: 250-712-7586

Office Hours: 9:00am – 4:00pm *closed between 12:00pm – 1:00pm

Location: 260 Harvey Ave, Kelowna, BC, V1Y 7S5

Website: www2.gov.bc.ca

Kelowna Family Centre

Counselling for Sexually Intrusive Behaviour

Phone: 250-860-3181

Website: www.kfscs.com

The Kelowna Family Centre provides affordable and professional counselling services to adults, seniors, children and families. We offer counselling to groups, individuals and couples to meet community needs. All counselling services are strictly confidential and are provided by qualified and experienced clinical counsellors with a Master's degree in counselling. The Kelowna Family Centre strives to be a safe, open, inclusive, non-discriminatory space for everyone no matter their sexual orientation or gender identity.

Counselling for Sexually Intrusive Behaviour

Kelowna Family Centre offers counselling services at no cost for children, youth, and families who may be experiencing challenges in several areas, including sexually intrusive behavior (for age 12 and under).

If you are interested in counselling, please consult the Child and Youth Mental Health team for a referral at 250-861-7301. Family and individual counselling is available without a referral through the Fee for Service program.

Phone: 250-860-3181

Referral Services, Child and Youth Mental Health Phone: 250-861-7301

Office Hours: Monday – Friday 8:30am - 4:30pm *closed between 12:00pm – 1:00pm

Location: 347 Leon Ave, Suite 204, Kelowna, BC

Website: www.kfscs.com

Kelowna General Hospital Sexual Assault Care	
Phone: 250-862-4000 Toll Free: 1-888-877-4442	Website: www.interiorhealth.ca
Your local Emergency Department can provide care to anyone (male/female/transgendered) who is 13 years of age or older (including visitors to Canada), and who has been sexually assaulted within the past seven days. The care received will be confidential, compassionate and culturally sensitive. If an assault happened more than seven days ago, medical care for physical and/or mental health is available from: • Family Physician • Nurse Practitioner • Local Community Health Clinic • Walk-in or youth clinics • Your local Emergency Department The nurse or physician providing the survivors care will explain several options and choices in order to assist him/her to make an informed decision about his/her health and/or forensic care. For more information about Sexual Assault Care visit www.interiorhealth.ca	
Phone: 250-862-4000 Toll Free: 1-888-877-4442 Office Hours: Emergency Services operates 24 hours/day; 7 days/week Address: 2268 Pandosy Street, Kelowna, BC V1Y 1T2 Website: www.interiorhealth.ca	

Kelowna Community Resources Assistance in Navigating Local Resources	
Phone: 250-763-8008	Website: www.kcr.ca
Phone: 250-763-8008 Office Hours: Monday – Friday 8:30am – 4:30pm Address: 620 Leon Avenue, Kelowna BC, V1Y 9T2 Website: www.kcr.ca	



Memorandum

Date: October 5, 2018
To: Board of Education
From: Terry-Lee Beaudry, Deputy Superintendent of Schools

Information Item: Central Okanagan Public Schools Admin Procedures (Public)

1.0 BACKGROUND

In 1994, Sandra Sellick, then a principal in the District, established the District's first Administrative Procedures binder. The binder was created to enable Principals and Vice-Principals to source administrative information easily in order to ensure compliance with District policies and protocols. Over the years, the District's Administrative Procedures have continued to provide direction for those in supervisory positions. Today, school Principals and Vice-Principals can access over 100 Administrative Procedures online via the District's portal.

When senior staff revise procedures or develop new ones, this information is communicated through the Deputy Superintendent's office to Principals, Vice-Principals, and the District's school business officials. Historically, Administrative Procedures were confidential and, therefore, not available to the public.

2.0 INFORMATION STATEMENT

The Administrative Procedures Manual, currently confidential, is being updated and will increase transparency by designating procedures as public documents where safety and privacy are not compromised.

The new Administrative Procedures Manual has a revised organizational framework, which includes three levels of access (Public, Staff, and Administration) and the following eight sections:

- Business/Finance
- Community Partnerships
- Critical Incidents
- Human Resources
- Instructional Programs
- Operations/Facilities
- Students
- Technology

3.0 DEPUTY SUPERINTENDENT'S COMMENTS

To date, the following public Admin Procedures have been approved and uploaded to the District's website:

- Access to Students and Student Records

- Automated External Defibrillation Devices
- Early Literacy and Numeracy Essentials Skills Profile (ELP) Administration
- Enrolment Application and Wait List Procedure for Students
- Field Study Forms and Driver Abstracts
- Identification of Gifted Students
- Library Learning Commons
- Parent Advisory Council Liability Coverage
- September Start-Up Directive – Appeals and Financial Hardship Processes
- Student's Adjusted School Schedule Plan (SASSP)
- Student and District Enhancing Student Learning Requirements
- Volunteers in Schools
- Volunteers in Schools – Checklist – Form
- Volunteers in Schools – Volunteer Code of Conduct

4.0 NEXT STEP

Finalized public Admin Procedures will be posted on the District's website under District Information – Admin Procedures:

<http://www.sd23.bc.ca/DistrictInfo/adminprocedures/Pages/default.aspx>

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
11	DRK	4	Eagle Bay Camp (near Sicamous, BC)	Canada	Camping, Kayaking, Climbing Wall, Archery	Grade 8 Students	8	75	26-Sep-2018	28-Sep-2018	2
12	SVM	4	E.C. Manning Provincial Park, BC	Canada	Camping and Hiking	Outdoor Education Students	8	42	26-Sep-2018	28-Sep-2018	2
13	KLO	4	Myra Canyon Adventure Park Kelowna, BC	Canada	Team Building, Ropes, and Ariel Treetop Courses	WEB Leadership Classes	9	53	27-Sep-2018	27-Sep-2018	0
14	KSS	4	Gulf Islands, BC	Canada	SALTS Tall Ship Sailing	Outdoor Education and Rec Leadership Students	11 & 12	27	30-Sep-2018	5-Oct-2018	5
15	DRK	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Ropes and Ariel Treetop Courses	Grade 7 Students	7	65	1-Oct-2018	1-Oct-2018	0
16	OKM	4	Okanagan Mountain Park, BC	Canada	Canoe Trip and Environmental Science Inquiry	OKM Quest BC Class	11 & 12	23	1-Oct-2018	3-Oct-2018	2
17	MBSS	4	Boucherie Bluffs, BC	Canada	Climbing, Rappelling, Belaying, Hiking	Outdoor Education Students	10 to 12	17	2-Oct-2018	2-Oct-2018	0
18	OKM	5	Ashland, OR	USA	Attending the Oregon Shakespeare Festival	OKM Theatre Company	10 to 12	17	2-Oct-2018	6-Oct-2018	4
19	KLO	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Ropes and Ariel Treetop Courses	Grade 7 Students	7	50	3-Oct-2018	3-Oct-2018	0
20	MJE	4	CANCELLED Silver Lake Camp (near Peachland, BC)	Canada	Community Celebration and Team Building	All Grade 5 Students	5	90	4-Oct-2018	4-Oct-2018	0

000067

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
21	KSS	5	Washington, DC and New York City, NY	USA	Fine Arts, Media and Cultural Tour	Fine Arts and Media Students	10 to 12	38	8-Oct-2018	12-Oct-2018	4
22	MBSS	4	Skaha Bluffs Provincial Park, BC	Canada	Outdoor Leadership Development, Assisting Beginners' Rock Climbing	Leadership Students	11 & 12	12	09-Oct-2018	14-Oct-2018	5
23	MBSS	4	Okanagan Mountain Park, BC	Canada	Hiking	Outdoor Education Students	9	30	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	10 to 24	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
31	KLO	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	9	16	18-Oct-2018	21-Oct-2018	3

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
32	DRK	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	8 & 9	10	18-Oct-2018	21-Oct-2018	3
33	MBSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Junior Firefighter Academy Students	11 & 12	17	18-Oct-2018	21-Oct-2018	3
34	MBSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	10 to 12	20	18-Oct-2018	21-Oct-2018	3
35	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
36	OKM	4	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
37	RSS	4	Bamfield, BC	Canada	Marine Biology Field Studies and Lab Work	Biology Students	11 & 12	20	19-Oct-2018	23-Oct-2018	4
38	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
39	MBSS	4	Okanagan Mountain Park, BC	Canada	Hiking	Outdoor Education Students	9	30	24-Oct-2018	26-Oct-2018	2
40	KSS	4	Beaver Lake (near Winfield, BC)	Canada	Camping and Canoeing	Outdoor Education Students	12	22	25-Oct-2018	26-Oct-2018	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
41	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
42	MBSS	4	Vernon, BC	Canada	Live Fire Training, North Okanagan Fire Training Centre	MBSS Junior Fire Academy	11 & 12	28	3-Nov-2018	3-Nov-2018	0
43	OKM	5	CANCELLED Jyväskylä and Helsinki	Finland	Curricular School-/ Hockey & Cultural Tour	OKM Hockey Canada Skills Academy	9 to 12	24	30-Nov-2018	9-Dec-2018	9
44	CPS	4	Big White Ski Resort, BC	Canada	Team Building	Gateway Class	10 to 12	20	11-Dec-2018	13-Dec-2018	2
45	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys' Basketball Team	10 to 12	15	12-Dec-2018	16-Dec-2018	4
46	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys' Basketball Team	10 to 12	15	26-Dec-2018	29-Dec-2018	3
47	MBSS	5	Moscow, Idaho	USA	Music Festival	Music Students	10 to 12	40 to 50	21-Feb-2019	24-Feb-2019	3
48	MBSS	5	Honolulu, Hawaii	USA	Soccer Games and Tournament	AAA Girls' Soccer Team	9 to 12	20	7-Mar-2019	15-Mar-2019	8
49	OKM	5	Ottawa, ON	Canada	Participate in MusicFest	Jazz Students	10 to 12	43	14-May-2019	18-May-2019	4
50	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

Submitted to Board of Education Meeting - October 10, 2018

000070



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, September 26, 2018
Time: 3:32 pm to 4:20 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

Trustees in Attendance: Trustee M. Baxter (Chairperson)
Trustee D. Butler
Trustee R. Cacchioni (*via teleconference*)
Trustee J. Fraser
Trustee L. Tiede

Absent: Trustee C. Gorman
Trustee L. Mossman

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

Absent: K. Cormier, Assistant Director of Human Resources

**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 3:32 pm.

1. The Board adopted the Agenda as presented for the Incamera Meeting of September 26, 2018.
2. The Board adopted the Minutes as presented for the Incamera Meeting of September 12, 2018.
3. There was one Human Resources Information Item.
4. There were no Human Resources Action Items.
5. There were no Action Items.
6. There were four Information Items.
7. There were three Items Requiring Special Mention.

The meeting was adjourned at 4:20 pm.

Eileen Sadlowski, Secretary-Treasurer