



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING AGENDA

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

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

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

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

1. **AGENDA**
Additions/Amendments/Deletions
2. **MINUTES**
 - 2.1 **Public Board Meeting – March 13, 2019**
(Attachment)
3. **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**
 - 3.1 **Ellison Elementary School – Association of Learning Environments \$5,000 Grant**
 - 3.2 **École Dr. Knox Middle School – Teaching Math Within the Redesigned Curriculum**
4. **INTRODUCTION/RECOGNITION**
 - 4.1 **KSS Owls Girls Curling Team – Provincial Champions**
 - 4.2 **KSS Owls Senior Boys AAAA Basketball Team – Provincial Silver Medalists**
 - 4.3 **KSS Owls Junior Girls Basketball Team – Provincial Silver Medalists**

Meeting Recess (Five Minutes)

5. **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.
6. **TRUSTEES QUERIES/COMMENTS**

7. ACTION ITEMS

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

Pg. 11

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

RECOMMENDATION:

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

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

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

Pg. 39

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

RECOMMENDATION:

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

8. 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.

9. INFORMATION ITEMS

9.1 Superintendent's Emergent Issues

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

Pg. 48

(Attachment)

9.3 General Statement – March 13, 2019

Pg. 62

(Attachment)

10. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

11. BOARD CORRESPONDENCE

Sent:

Received: RMS PAC, March 20, 2019, Letter to Ministries Re Minister R Fleming's February 15, 2019 Letter to the Board of Education

Assistant Deputy Minister R. Bawa, March 28, 2019, Funding for Local Education Agreements

RECOMMENDATION:

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

12. ITEMS REQUIRING SPECIAL MENTION

13. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

14. BC SCHOOL TRUSTEES ASSOCIATION

14.1 BCSTA Leadership Development Program Workshop

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

Location: Hollywood Road Education Services - Gym

14.2 BCSTA Annual General Meeting and Provincial Council

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

Location: Sheraton Vancouver Airport Hotel

14.3 Thompson Okanagan Branch Annual General Meeting

Date: Friday, April 26, 2019

Location: Sheraton Vancouver Airport Hotel, Richmond, BC

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

15. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

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

Date: Tuesday, April 16, 2019

Location: School Board Office – Board Room

15.2 Meeting with City of Kelowna

Date: Tuesday, April 23, 2019

Location: City of Kelowna – City Hall

15.3 Meeting with City of West Kelowna

Date: Monday, May 13, 2019

Location: City of West Kelowna – City Hall

16. FUTURE MEETINGS

16.1 REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting

Wednesday, April 24, at 6:00 p.m., School Board Office

Regular Public Board Meeting

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

16.2 BOARD STANDING COMMITTEE MEETINGS

Finance and Audit Committee

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

Planning and Facilities Committee

Wednesday, April 17, 2019 at 6:00 p.m., School Board Office

17. NOTICES OF MOTION

18. ITEMS FOR A FUTURE AGENDA

19. MEDIA QUESTIONS

20. ADJOURNMENT



Central Okanagan
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BOARD OF EDUCATION PUBLIC MEETING MINUTES

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

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

DATE: Wednesday, March 13, 2019
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter (Chairperson)
Trustee N. Bowman
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser *(via teleconference)*
Trustee A. Geistlinger
Trustee L. Tiede

In attendance:

Staff:

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

Absent:

T. Beaudry, Deputy Superintendent

Partner Group Representatives Attending:

COPAC Nicole Garcia, Vice-President
COPVPA No representative
COTA Susan Bauhart, President *(arrived at 6:17 pm)*
CUPE Margaret Varga, Vice-President
DSC Logan Braun, Co-President

ORDER

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

AGENDA

Add: Material for Scheduled Action Item 7.6 2019-2020 School Calendar

Add: Replacement Pages 032-033 for Action Item 7.4 Public Education Awareness Committee – Terms of Reference

Add: New Information Item 9.4 Central Okanagan Early Years Partnership Update

Main

19P-036 MOVED by Trustee Geistlinger, SECONDED by Trustee Tiede,
THAT: The Agenda for the March 13, 2019 Public Board Meeting be adopted as amended.
CARRIED

MINUTES

Public Board Meeting – February 27, 2019

Main

19P-037 MOVED by Trustee Desrosiers, SECONDED by Trustee Geistlinger,
THAT: The Minutes of the Public Board Meeting of February 27, 2019 be adopted as presented.
CARRIED

6:17 pm – The COTA President joined the meeting.

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

The Welcome Center

In attendance:

Dr. Rick Oliver, Assistant Superintendent
Renate Lutz, Settlement Worker
Chris Neufeld, Settlement Work
Members of the Al Mustafa family

The Welcome Centre welcomes all new students and their families who are not Canadian Citizens to the Central Okanagan. The Settlement Workers in Schools (SWIS) assist families in getting settled in the community, including finding housing and childcare. Upon arrival, students are assessed, provided with the school supports they require, and transportation to and from schools is arranged. This year, The Welcome Centre has received 244 students from 34 different countries. There are currently 1,163 students from 73 countries within the District, including 98 refugee students.

The Al Mustafa family, including mother Kifaa, father Nader, and their ten children, arrived in Kelowna in September of 2017 from Syria. The school-aged children in attendance provided a brief overview of their experiences settling into their schools.

6:24 pm: The meeting recessed.

6:26 pm: The meeting reconvened.

National Volunteer Week – April 7-13, 2019

The Central Okanagan Board of Education declared April 7-13, 2019 as National Volunteer Week and recognized all volunteers in the Central Okanagan Public Schools.

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

TRUSTEES QUERIES/COMMENTS

Trustee Cacchioni queried if there are any updates regarding a decision on seat belts for school buses.

The Secretary-Treasurer/CFO stated that there isn't any new information. The federal government has implemented a task force to review seat belts on school buses.

The Board Chair advised that the Board of Education submitted a Substantive Motion for the upcoming BCSTA AGM regarding this matter.

ACTION ITEMS

Amendments to Policy 160 – Finance and Audit Committee

(Recommendation from the Finance and Audit Committee – February 20, 2019)

Main
19P-038

MOVED by Trustee Cacchioni, SECONDED by Trustee Tiede,

THAT: The Board of Education approve the amendments to Policy 160 – Finance and Audit Committee, as attached to the Agenda, and as presented at the March 13, 2019 Public Board Meeting.

CARRIED

Amendments to Policy 190 – Trustee Expenses

(Recommendation from the Finance and Audit Committee – February 20, 2019)

Main

19P-039

MOVED by Trustee Cacchioni, SECONDED by Trustee Fraser,

THAT: The Board of Education approve the amendments to Policy 190 – Trustee Expenses, as attached to the Agenda, and as presented at the March 13, 2019 Public Board Meeting.

The Board reviewed the amendments to Policy 190 – Trustee Expenses and recommended that the reference to Revenue Canada Agency on page one be amended to say 'Canada Revenue Agency' and that the list of items Trustees will be responsible for keep items two and four.

Amendment

19P-040

MOVED by Trustee Cacchioni, SECONDED by Trustee Geistlinger,

THAT: The Board of Education approve the amendments to Policy 190 – Trustee Expenses as amended at the March 13, 2019 Public Board Meeting.
CARRIED

MAIN MOTION 19P-039 AS AMENDED BY AMENDMENT 19P-040

THAT: The Board of Education approve the amendments to Policy 190 – Trustee Expenses as amended at the March 13, 2019 Public Board Meeting.
CARRIED

Annual Facility Grant (AFG) Plan for 2019/2020 through 2023/2024

(Recommendation from the Planning and Facilities Committee – February 20, 2019)

Main

19P-041

MOVED by Trustee Fraser, SECONDED by Trustee Cacchioni,

THAT: The Board of Education approve the Annual Facility Grant Plan for 2019/2020 through 2023/2024 as attached to the Agenda, and as presented at the March 13, 2019 Public Board Meeting.
CARRIED

Public Education Awareness Committee – Amended Terms of Reference

(Recommendation from the Public Education Awareness Committee – January 22, 2019)

Main

19P-042

MOVED by Trustee Tiede, SECONDED by Trustee Bowman,

THAT: The Board of Education approve the amended Public Education Awareness Committee's Terms of Reference, as attached to the Agenda, and as presented at the March 13, 2019 Public Board Meeting.
CARRIED

Transportation Task Force – Terms of Reference

The Secretary-Treasurer/CFO stated that following the Board's decision at the Public Board Meeting on February 27, 2019 to strike a Transportation Task Force, a Steering Committee met to develop Terms of Reference for the Transportation Task Force. Due to timelines, the Steering Committee will review and make recommendations at the April 17, 2019 Planning and Facilities Committee Meeting regarding routes for the fall of 2019-2020, procedures regarding redirected students due to school enrolment capping, transportation for schools/programs of choice, and the definition of eligible versus courtesy riders (Phase 1). An expanded committee will engage subject matter experts to address specific topic areas as well

as gather input to bring forward recommendations to the January, 2020 Planning and Facilities Committee Meeting (Phase 2). The Secretary-Treasurer/CFO responded to Trustee queries.

The Board Chair requested that future agendas for the Steering Committee be forwarded to all Trustees. The Secretary-Treasurer/CFO agreed to this request.

Main
19P-043

MOVED by Trustee Fraser, SECONDED by Trustee Desrosiers,

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

CARRIED

2019-2020 School Calendar

The Director of Instruction – Human Resources stated that staff met with partner groups in order to create the 2019-2020 School Calendar. The Central Okanagan Parent Advisory Council (COPAC) and Central Okanagan Teachers' Association (COTA) were in support of the proposed calendar. The Canadian Union of Public Employees (CUPE) Local 3523 were not in support of a two-week spring break as their position was that losing pay for the extra week of spring break is a serious financial hardship for 10-month members. A survey was also conducted across the entire District with survey results showing the majority of respondents supported the two week spring break.

The Director of Instruction – Human Resources also stated that an amendment to Appendix D – 2019-2020 Draft Calendar Table is required as the January 1st Statutory Holiday is actually on a Wednesday not a Tuesday.

Main
19P-044

MOVED by Trustee Bowman, SECONDED by Trustee Geistlinger,

THAT: The Board of Education adopt a Local School Calendar for the 2019-2020 school year as identified in the attached calendar proposal and as amended at the March 13, 2019 Public Board Meeting, and make the calendar available to the district and the Ministry of Education by March 31, 2019;

AND THAT:

- 1. The Superintendent direct school Principals, in consultation with staff and parents, to establish a site-based calendar for the 2019-2020 school year.**
- 2. In establishing such calendars, principals must:**
 - a. Conform to the School Act and Regulations, applicable Collective Agreements, and School District No. 23 (Central Okanagan Public Schools) Board Policy.**
 - b. Schedule school parent/teacher conference times.**
 - c. Schedule their school's calendar and bell schedule.**

CARRIED

PUBLIC QUESTIONS/COMMENTS

There were no public questions/comments.

INFORMATION ITEMS

Superintendent's Emergent Issues

The Superintendent of Schools/CEO stated the following:

- A letter was sent home to parents/guardians in the Central Okanagan Public Schools regarding the Student Strike 4 Climate 2019, which will be taking place on Friday, March 15, 2019 at 1:00 pm. The letter stated that although the District supports the rights that citizens of the age of majority have in a democratic society to freely assemble and to express their view on issues, this Student Strike 4 Climate Change is not a

District sanctioned event. Student safety and loss of instructional time is a concern of the District.

- In response to the recent decision of the Province of Ontario to ban cell phones from school classrooms, the Superintendent of Schools/CEO reminded the Board of the BC Government and the Ministry of Education Policy on Student Success, District Policy 486 - Student Use of Electronic and Social Media Communication, and School Codes of Conduct regarding cell phone use in schools.

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

The Board reviewed the information.

General Statement – February 13, 2019

The Secretary-Treasurer/CFO stated that the February 27, 2019 General Statement will be amended to reflect that there were three Human Resources Information Items and that there was a Bargaining Update (Trustee Baxter, Trustee Bowman, and Trustee Cacchioni declared a potential Conflict of Interest and the left the meeting while that item was being discussed.)

Trustee Tiede stated that she attended the February 27, 2019 Incamera Board Meeting and the General Statement requires an amendment to reflect this.

The Board accepted the General Statement as amended.

Central Okanagan Early Years Partnership Update

Trustee Cacchioni advised that the Central Okanagan Early Years Partnership will cease to exist as a provincially funded imitative, effective March 31, 2019. A community table may continue and further information will be provided accordingly.

BOARD CORRESPONDENCE

Sent:

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

Main
19P-045

MOVED by Trustee Tiede, SECONDED by Trustee Bowman,
THAT: At the March 13, 2019 Public Board Meeting, the Board receive the correspondence listed above.
CARRIED

ITEMS REQUIRING SPECIAL MENTION

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

- Constable Neil Bruce and Glenrosa Middle Schools welcomed students and administrators from **Haruhigaoka Junior High School**, Kasugai, Japan. Quigley Elementary welcomed student teachers from **Chubu University** also from Kasugai, Japan.
- The Board of Education recently met with the Mayor and Council of the **District of Lake Country** to discuss matters of mutual interest.
- On March 1st and 2nd, trustees attended the **BCSTA Thompson-Okanagan Branch Meeting**.
- The **H.S. Grenda Middle School Community Presentation** was held on Tuesday, March 5th at George Elliot Secondary School. The community was able to review the drawings for the new school presented by the architects.
- **Rutland Senior Secondary School Drama Department** recently presented the *High School Musical*.

- On Wednesday, March 6, 2019, Central Okanagan Public Schools hosted the **4th Annual Sumobot Robotics** event at Hollywood Road Education Services.
- The **KSS Owls Girls Curling** team won the provincial championships and brought home the Provincial banner.
- Central Okanagan Public Schools basketball teams recently competed at the **Provincial Tournaments**. We are so very proud of all the players and coaches of their participation and placement in the tournaments:
 - o KSS Owls Senior Boys AAAA Basketball Team – Silver Medalists
 - o GESS Coyotes Senior Boys AA Basketball Team – Silver Medalists
 - o KSS Owls Junior Girls Basketball Team – Silver Medalists
 - o KSS Owls Senior Girls AAA Basketball Team – Fourth
 - o OKM Huskies Junior Boys Basketball Team – Sixth
 - o OKM Huskies Senior Girls AAA Basketball Team – Eighth
 - o KSS Owls Junior Boys Basketball Team – Eleventh

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

There were no BC Public School Employers' Association items.

BC SCHOOL TRUSTEES ASSOCIATION

BCSTA Leadership Development Program Workshop

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

Location: Kelowna, BC

BCSTA Annual General Meeting and Provincial Council

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

Location: Sheraton Vancouver Airport Hotel

BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

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

Date: Tuesday, April 16, 2019

Location: School Board Office – Board Room

Meeting with City of Kelowna

Date: Tuesday, April 23, 2019

Location: City of Kelowna – City Hall

Meeting with City of West Kelowna

Date: Monday, May 13, 2019

Location: City of West Kelowna – City Hall

FUTURE MEETINGS

REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting

Wednesday, April 10, 2019 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

Regular Public Board Meeting

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

BOARD STANDING COMMITTEE MEETINGS

Finance and Audit Committee

Wednesday, April 3, 2019 at 4:00 p.m., School Board Office

Education and Student Services Committee Meeting:

Wednesday, April 3, 2019 at 6:00 pm

Board Room Main at 1040 Hollywood Road

MEDIA QUESTIONS

There were no media questions.

ADJOURNMENT: The Chairperson adjourned the meeting at 7:43 pm.

Chairperson

Secretary-Treasurer



Memorandum

Date: April 5, 2019
To: Board of Education
From: Education and Student Services Committee
Prepared By: Jon Rever - Assistant Superintendent
Jordan Kleckner - District Principal of Learning Technology
John Morrone - Vice-Principal of Learning Technology
Action Item: Central Okanagan Public Schools eSchoolBC: Distributed Learning Program Review - Level 3

1.0 ORGANIZATION OF THIS REVIEW

eSchoolBC operates within the governance and policy structure for Distributed Learning (DL) in BC; however, the organization of individual eSchoolBC programs varies greatly. In order to reflect the uniqueness of each program, this review will first provide a broad overview of eSchoolBC and Distributed Learning Programs in general, followed by a brief review of each individual program.

Individual program summary reviews will identify:

- a program description and current goals
- strengths of the program
- current challenges
- considerations

2.0 OVERVIEW OF DISTRIBUTED LEARNING IN BC

Distributed learning (DL) is the term used to describe a method of instruction that relies primarily on indirect communication between students and teachers – via the Internet or a blend of some classroom instruction. It is an approach that offers flexibility and opportunity for students to learn outside of the traditional classroom setting or schedule. In this style of learning, students can connect with their teacher from anywhere in the world on their own schedule and their own terms. Program options vary greatly between DL schools, including instructional delivery models and calendaring options.

Teachers use a wide variety of electronic tools to teach their students including, but not limited to, voice and video conferencing over the Internet, email and telephone calls. Every DL school provides a teacher who works with each student to:

- plan and deliver a course of study
- provide access to learning resources
- assess student progress and communicate student learning

Students can choose to complete an entire program via distributed learning or partner it with other learning options such as in-person classes, blended classrooms or homeschooling.

The following table offers a comparison between traditional homeschooling, publically-funded distributed learning and independent school distributed learning.

	Traditional Homeschooling (a family member delivers the entire educational program to children at home)	Public School Distributed Learning 	Independent School Distributed Learning
Must follow B.C. curriculum	No	Yes	Yes
Learning must be supervised by a B.C. teacher	No	Yes	Yes
Students must use district or school-approved resources	No	Yes	Yes
Student progress must be evaluated by a teacher following the Ministry of Education Student Progress Report Order	No	Yes	Yes
Must participate in provincial assessments (provincial exams and Foundation Skills Assessments)	No	Yes	Yes
Religious texts / resources may be used	Yes	No	Yes
Status of student with school	Registered (HS in MyEdBC)	Enrolled	Enrolled
Meets Ministry of Education Requirements for Dogwood Graduation Certificate	No	Yes	Yes

3.0 DESCRIPTION OF eSCHOOLBC

eSchoolBC is a distributed learning program within Central Okanagan Public Schools. It operates according to the BC Ministry of Education Distributed Learning Policy and according to the Distributed Learning Agreement between the local Board of Education and the Ministry of Education. eSchoolBC is able to offer students flexible schedules while sustaining access to teaching and learning opportunities provided by public school teachers; however, eSchoolBC is not a traditional “homeschooling” program. eSchoolBC offers a number of different programming options for students in grades 5-12, including graduated and ungraduated adult learners. Current programs include:

- Blended Learning Community Program for students in grades 5-9
- Middle School Transitions for students in grades 7-9
- Blended Learning 10 for students in grade 10

- Blended Digital Communications 11/Career Life Education which is offered in partnership with all local secondary schools
- Self-Paced/Online Learning for students in grades 10-12 including adult learners
- Distributed learning courses for students in the Canadian Sport School in partnership with PacificSport Okanagan.

Please see **Appendix A** for more information about each of these programs.

eSchoolBC follows the standard school district calendar with classes/courses beginning in September and closing at the end of June.

Distributed Learning in Central Okanagan Public Schools strives to offer students in unique circumstances with flexible schedules while sustaining access to teaching and learning opportunities provided by public school teachers. Our current goals are to work in partnership with our schools and our district and being reflective of the learning therein. As a program under the Learning Technology Department, the focus is on innovating and designing learning that is meaningful and student-centred.

4.0 RELEVANT BOARD MOTION/DIRECTION

Central Okanagan Public Schools is currently in the final year of a three year Distributed Learning Agreement between the Ministry of Education and the Board of Education (2016-2019). The following language is an excerpt from the current Distributed Learning Agreement for Central Okanagan Public Schools:

- A. Pursuant to section 75 (4.1) of the School Act, a board may provide all or part of an educational program by means of distributed learning only with the prior agreement of the Minister of Education;
- B. The Board wishes to provide an educational program by means of Distributed Learning; and
- C. This Agreement constitutes the Minister of Education's agreement for the Board to provide an educational program by means of distributed learning during the Term of this Agreement.

5.0 BACKGROUND

Distributed learning in Central Okanagan Public Schools began as a partnership with Southern Interior Distance Education School (SCIDES) from Merritt (SD58). At the time, only 9 distributed learning providers were available across the province. Those schools offered traditional correspondence courses that consisted primarily of printed resources that were exchanged between students and teachers. Learning was most exclusively self-paced. Learners taking those correspondence courses began seeking support from teachers locally as they worked independently on course materials, so teachers in Central Okanagan Public Schools started to work with learners who were registered out of district in the correspondence schools.

By 1999, some online courses were starting to be used in lieu of printed materials. An online platform known as WebCT, became a digital learner management tool for students to access materials and submit assignments to teachers, thereby improving the time associated with learning and feedback from teachers. The organizational architecture remained inconsistent between DL providers in the province and within the school district; however, around 2000, DL providers in the Okanagan area combined efforts to create and share learning resources. Districts including Central Okanagan, Vernon, Salmon Arm and Kamloops created a consortium known as COOL School (Central Okanagan Online Learning, which later became the Consortium Of Online Learning). This enabled teachers and students to share and access readily available learning resources to simplify the content distribution process. Materials

were created locally and funded primarily through grants from local industry and educational services. Provincially, a similar structure emerged known as the British Columbia Learning Network (BCLN), which has now expanded to include Alberta and has rebranded as the Western Canadian Learning Network (WCLN).

By 2006, the Ministry of Education acknowledged the progression of online learning services emerging around the province and it officially recognized distributed learning as an option for school districts. Policy was developed provincially that established operating governance for distributed learning. Boards of Education were provided the option to enter into an agreement with the Minister of Education to operate their own distributed learning programs and funding was issued to districts according to the developed policies. “eSchoolBC” was established in Central Okanagan Public Schools in 2006 in alignment with the new Ministry policy development.

Within Central Okanagan Public Schools, the Distributed Learning staff worked as part of Central Programs and Services and DL was offered as an alternate education program. Most of the resource development occurred through Storefront schools sites and program growth reflected increased availability of offerings, local teacher support and emerging models that included blended instruction with teacher-paced virtual instruction. Funding models were also favourable to school districts, so many DL schools were able to generate local revenue.

In 2016/2017, supervision of DL programs was shifted from Central Programs and Services to the Learning Technology Department. With the movement to online platforms and the increasing complexity of technology therein, DL programs require elaborate technology foundations to function, operationally and instructionally. Moreover, Ministry requirements and policy for Alternate Education Programs made DL a challenging fit to support students who were seeking an alternate path for learning, but did not meet Ministry criteria for Alternate Education schooling. The Human Resources Department is currently finalizing the proposal for separation of eSchoolBC staff from Central Programs and Services. eSchoolBC and Central Programs and Services will exist as separate staffs beginning in the 2019/2020 school year. This finalization process has included collaboration with the Central Okanagan Teachers’ Association to create two separate seniority lists. Operationally and financially, eSchoolBC and Central Programs and Services has functioned independently for the past two years.

eSchoolBC program staff currently includes seventeen continuing contract teachers, six temporary contract teachers, two clerical staff, one program administrator and one district administrator. Program growth has increased location pressures and staff are working from four different locations around the district, namely, Central Programs and Services, the McWilliams Centre, Hollywood Road Education Services and various sites in the community to facilitate the Canadian Sport School.

6.0 FUNDING FOR DISTRIBUTED LEARNING

Funding for Distributed Learning Programs is allocated to districts in accordance with Ministry of Education Distributed Learning Funding Policy. Unlike typical schools which are funded based on the number of students enrolled by September 30th, funding for DL is based on student enrolment counts conducted in September, February, and May. This accounts for student enrolment at varying times of the year.

For full-time Grades K-9

- Every student enrolled in Grades K-7 who becomes active in an eligible DL program by September 30 will be funded at 1.0 FTE (full time equivalent). The 2018 rate is \$6100. It is important to note that the per pupil funding allocation for DL learners is less than the amount given for students enrolled in traditional school settings. The 2018 rate per student is \$7301 based on the September 1701 count.

- Students in Grades 8 and 9 will be funded at 0.5 FTE plus 0.125 FTE per eligible four-credit course to a maximum of 1.0 FTE per school year. Each student must have a learning plan that shows all the courses the students will take during the school year. Additional courses taken after the September 30 enrolment data submission that are not included in the plan will not be included in the funding calculation for that student.
- For Grades K - 9 students new to a particular DL school and who become active by the February student enrolment count, additional funding will be allocated to the Board of Education operating the DL school at half the FTE rate for that school year (pro-rated to reflect half the school year). Based on the 2018 school year, students counted in February are funded at \$3050. Similarly, newly active Grades K - 9 students at the May enrollment count will be pro-rated at 1/3 of the FTE rate. Based on the 2018 school year, students counted in May are funded at \$2013.
- If a student enrolled in Grades K-7 chooses to take part of an educational program through more than one school, boards of education may make their own arrangements for shared services as long as no tuition fees are charged to the student.

For Grades 10-12 school-age students

- Students may enrol any time during the calendar year, although eSchoolBC typically closes enrolment in mid-March to allow sufficient time for course completion by the end of June.
- DL courses taken by students in Grades 10 - 12 are funded at 0.1250 FTE for each eligible four-credit course in which a student becomes active. This equates to \$750 per course.
- A student enrolling only in Grade 10 – 12 courses in a DL school, who is also enrolled in Grades K-9 in another school, is counted as a Grade 10 - 12 student for DL funding purposes.
- Students may combine Grade 10 - 12 courses in DL schools with courses in non-distributed learning schools (regular, alternate, continuing education). To aid students taking DL courses, non-DL schools may claim one funded support block per student per year (the combined total number of support blocks and courses cannot exceed a maximum of eight for these students – as per the Form 1701 Instructions).

Adult Education

- Ungraduated adults are funded the same as “Grades 10-12 school-age students” above.
- Graduated adults are eligible for tuition-free foundation courses as listed by the Ministry of Education (see [Appendix B](#)).
- Graduated adults are funded 50% for activation and 50% for completion.
 - For all schools, 50% of course funding will be based on eligible enrolments reported through 1701 data collection; 50% of course funding will be based on course completions reported through SADE data collection.
- Understandably, it is difficult to assign staff based on this funding formula. Adult learners lead busy lives, often balancing full-time work and family responsibilities, so completion rates for this segment of our learner population are lower than other grade 10-12 learners who are under the age of 18. In accordance, staffing allocations are based on trends rather than projections.

Factors Impacting Distributed Learning Budgets Locally

Funding for Distributed learning flows from the Ministry of Education and to School Districts for distribution. There are a variety of factors that impact the overall operating budget for eSchoolBC. It is worth noting some of those factors for clarity.

- As described previously, DL schools claim funding three times per year to account for ongoing enrollment. Projected enrollment is not an accurate predictor of actual enrollment and activation funding in DL; however, we are able to identify yearly trends from which we can make reasoned judgments. Please see [Appendix C](#) for trends in the last three school years. As a result of this unpredictability, eSchoolBC may operate at a surplus when demand for programming is high, or at a deficit when demand does not reach anticipated levels.
- The Ministry of Education funding amount for DL students is \$6100 per FTE based on the September 1701 count, and those numbers are reduced for each subsequent claiming period. To compare, the 2018/19 student-funding rate for traditional school is \$7423 per FTE. Certainly, the cost to offer students a purely DL course is less than the costs associated with a traditional brick and mortar school, but it is important to note that the Ministry of Education accounts for this in the given funding formula.
- Distributed Learning schools are not funded for students who are dropped from courses or programs. Inevitably, time and resources are committed in the process of trying to establish active engagement. This includes clerical time to register learners and create user accounts for record keeping and course materials access, as well as teachers who work to engage learners as they get started.
- The 50/50 funding model for adult learners presents challenges for staffing and budget predictability. Adult learners are historically some of our most vulnerable learners and current data suggests half of all adults who register for a course do not complete it; therefore, eSchoolBC absorbs the costs associated with staffing and resource allocation for this group.
- eSchoolBC pays for the addition of DL support blocks at each of our local secondary schools as a strategy to support local students in our secondary schools who may be cross-enrolled with eSchoolBC. In 2018/2019, eSchoolBC committed to staffing one block per secondary school in second semester to support student success and course completion, but this comes at an operational expense of approximately \$70,000.
- Virtual Field Trips (VFT) have become an exciting and innovative instructional practice in schools all across the district, however, that program exists because eSchoolBC has chosen to release one teacher part-time to facilitate District learning opportunities. No additional funding is available to account for this investment outside of eSchoolBC. Additional technical support is also provided by technicians in the Learning Technology Department.
- International Education students who enroll in a Distributed Learning programs do not qualify for additional funding from the Ministry of Education as they are fee paying students.

We present these factors to help illustrate the additional pressures that impact the local DL operating budgets as well to inform about additional district services offered by eSchoolBC staff and programs.

Potential Funding Model Changes

It is important to recognize that an Independent Funding Review Panel, as appointed by the Ministry of Education, recently published a report reviewing the funding model for education in British Columbia (December 2018). Within the report, the panel outlined 22 recommendations with a call to action for implementation in the 2020/2021 school year. At this point, the recommendations are not binding, but it is important to note that 3 of the 22 recommendations directly relate to Distributed Learning, and alterations to the funding model as described, may have significant implications for Distributed Learning schools across the province, including eSchoolBC. Those recommendations include:

- **Recommendation 9** - The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.

- **Recommendation 10** - With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.
- **Recommendation 11** - Notwithstanding Recommendation 9, funding for the following programs should remain course-based:
 - Graduated adults
 - Non-graduated adults
 - Continuing education (adult and school-age learners)
 - Distributed learning (for adult learners only)
 - Summer school (school-age learners)

7.0 STAFFING FOR eSCHOOLBC

eSchoolBC currently has a staff of 17 continuing contract teachers plus an additional 6 teachers assigned on temporary contracts. eSchoolBC is unable to staff using the familiar formulas used to staff traditional schools, namely projected and actual enrollment numbers. Rather, eSchoolBC operates on trend data. In years when demand for services is higher, teaching staff are added. Conversely, when demand for programming is less, eSchoolBC must adjust staffing levels to meet the demand. This is further complicated by the most recent funding model for adult learners as described previously.

8.0 METHODOLOGY FOR CONDUCTING REVIEW

The methodology for conducting this review included the following actions:

- Survey data, feedback, and input from all stakeholders
- Conversations with learners from eSchoolBC programs
- One-on-one conversations with all current eSchoolBC staff members
- Soliciting feedback and input from all school administrators
- Review of governance structure and related policies
- Review of 3 years Enrollment Data Trends (2016-17, 2017-18, 2018-19) - **Appendix C**
- Review of 3 year completion rate data (2015-16, 2016-17, 2017-18) - **Appendix D**

9.0 INDIVIDUAL DL PROGRAM REVIEWS

The following sections of this review will summarize the various programs that operate within eSchoolBC. Individual program summary reviews will identify:

- program description and current goals
- strengths of the program
- current challenges
- considerations

9.1 BLENDED LEARNING COMMUNITY (GR. 5-9)

Program Description and Current Goals:

Community mindedness is a central component of this learning environment. eSchoolBC staff believe that students who feel a sense of belonging within a group are more confident, more inclined to take risks with their learning and more able to acquire the knowledge, skills and dispositions required of our curriculum. Community is developed in this context in a virtual, online environment, but it also includes regular face-to-face collaboration that is mutually respectful, supportive and safe. Regular face-to-face attendance is a requirement of this program.

Students in the Blended Learning Community are organized in a multi-aged cohort (Grades 5-9) that is subdivided into smaller groupings as needed. The primary curricular areas that teachers draw from include English Language Arts, Mathematics, Social Studies and Science; however, learning is primarily focussed on cross-curricular objectives and themes, where students have voice and choice over the focus of their learning, while continuing to develop strong foundational skills in literacy and numeracy.

This is an optional program for all Gr. 5-9 students in Central Okanagan Public Schools. Intake includes an in-person meeting between the student, parent/guardian and an eSchoolBC teacher program coordinator. Currently, approximately 30 students are enrolled in this program. Additional staffing was allocated in anticipation of higher enrollment, but also to support implementation and innovation in the first year of this program model.

Strengths of the Program:

- Overall feedback from parents and students indicate value in the community orientation of the program and appreciation of the flexibility with scheduling.
- The current strategies and program activities are designed to foster community and provide students with authentic and meaningful learning opportunities to develop their competencies. Staff and families have indicated that opportunities to learn in person as well as online has contributed to a greater sense of community and further opportunities to engage in inquiry-based, collaborative learning. Students are engaged, and have become a tight-knit, multi-graded community. Teachers in the program have also expressed the value of collaborative efforts in regards to their instructional practice.
 - One parent shared her praise for the program stating, “[My child] is, for the first time in his school career, loving all his teachers and every aspect of the program!!!”
- Teachers shared that they are exploring new methods of communicating student learning that reflect new methods of teaching and learning.
- Opportunities for exploratory learning beyond core academic (physical activity programs, robotics, drama, art, etc.) continues to be well-received by students and families.

Current Challenges:

- Staff have noticed that many students are presenting with high social emotional learning needs, in particular, in relation to anxiety, independence and social skills.

- Staff has expressed that balancing flexible schedules with opportunities for in-person collaboration has been challenging. This is reflected by inconsistent regular attendance for some students.
- Unpredictable enrollment from year to year presents challenges to district staff for resource allocation and staffing assignments

District staff have identified the following considerations:

- This is the first year of this program in its current model. It will take time to continue to build culture around the redesigned objectives and structures of this program.
- Knowing the emotional needs of the students, staff should seek to incorporate more opportunities to foster social emotional skill development into the learning program for students.
- District staff will engage middle schools across Central Okanagan Public Schools in an inquiry approach to consider how we might best meet the needs of vulnerable learners in our system and use those ideas and that feedback to further evolve this program.
- Schools are often in a position of recommending alternative learning options for families who are seeking something other than a traditional school. Therefore, staff need to continue to educate schools about the goals and intentions of this program so suitable options are presented to families.

9.2 MIDDLE SCHOOL TRANSITIONS (GR. 7-9)

Program Description and Current Goals:

The intention of this program is to provide an academic program for students who are having difficulty attending at their neighbourhood school. This is not a long term option and students pre-transition back to their neighbourhood school for the start of the subsequent school year.

Students enroll with eSchoolBC as the primary school in MyEdBC in the core subject areas (English, Social Studies, Math and Science). Students work at their own pace (asynchronously) with the support of an eSchoolBC teacher to facilitate the academic programming. Students remain connected to their current neighbourhood school with the support of a school-based case-manager and additional student supports (i.e. counselling, behaviour support, learning assistance, resource, Aboriginal advocacy). Schools enroll students in at least one course at the school level. This may include a support block and/or key courses/electives that work best for the given student. The program is accessible to all students Gr. 7-9 through school-based referral only.

Currently, approximately 36 students are enrolled in this program. This program has currently reached capacity based on the available staff assigned to support this service.

Strengths of the Program:

- Schools and families have expressed appreciation for a flexible program for students who are struggling with regular school attendance for a variety of reasons such as anxiety, depression, ongoing medical illness, scheduling conflicts, prolonged travel and other conflicting time commitments.
 - One principal said, “I think the diverse programming options benefit our learners. The new Transitions 7-9 program has been successful for approximately 6/8 of the students we currently have cross-enrolled. This means 6 students are now being successful that were not in the past.”
- Local school district staff have mentioned that they appreciate the opportunity this program affords to sustain school-based connections and support structures for students (peers, trusted teachers and support staff, administrators, specialist teachers such as Learning Assistance, Resource, Behaviour Support, Counsellors, Aboriginal Advocates etc.) with the addition of eSchoolBC teaching staff to offer flexible programming and academic materials.
- District staff stated that this program model sustains existing staffing assigned by Student Support Services as allocated based on the September 1701 count for students with a Ministry of Education Designation for Special Needs.

Current Challenges:

- Teaching staff have identified inconsistencies with active and consistent school-based case management that works to support learners with readiness skills outside of the academic subjects.
- Teaching staff at eSchoolBC and local schools have expressed that online programming is not an ideal learning model for some learners and this is particularly the case when students present with large learning gaps.
- Staff responsible for coordinating intakes have shared that it has become difficult to manage the volume of incoming school referrals as demand for the program is high.

District staff have identified the following considerations:

- This is the first year of this pilot program and it is too early to determine the long term effectiveness towards the specified goals and objectives. Early indications suggestion that students who were otherwise not engaged in their learning or not attending school have demonstrated an increase in their overall engagement in their education. Referrals from schools are exceeding the current capacity to deliver service, so staff will continue to review and revise this new district program going into the 2019/2020 school year.
- There is a continued need to strengthen the partnership with all local schools to ensure that case managers at each location are actively supporting learners through their unique challenges (i.e. social-emotional skill development and other lagging skills).
- District staff will engage middle schools across Central Okanagan Public Schools in an inquiry approach to consider how we might best meet the needs of vulnerable learners in our system and use those ideas and that feedback to further evolve this program.
- The Middle School Transitions Program has provided a unique structure in partnership with local middle schools that has shown early success in this first pilot year. District staff will continue to work with partner schools to align efforts and enhance the quality of this program for learners.

9.3 BLENDED SECONDARY (GR. 10)

Program Description and Current Goals:

This program makes use of a Blended Learning model, where students work from home as well as in person and virtually as a part of our regular program. This includes scheduled instruction online, with broadcast virtual lessons. It also includes optional weekly in-person activities such as robotics, coding, visual arts, drama and outdoor education activities. This is a synchronous model of learning, where students participate within a community of grade-grouped learners.

Strengths of the Program:

- Many of the students in our Blended Secondary (Gr. 10) program continued from our Blended Middle Program in previous years. Students and families expressed that they appreciate the opportunity to be part of small community of learners that engage in both face-to-face and online learning as they complete courses towards their graduation.
 - One student shared, “I like that there are other people doing this program with me, so I am not alone every time.”
- Students and families said that they like the flexibility to learn outside of a traditional school setting but they also appreciate the guided structure of the blended model versus a self-paced program.

Current Challenges:

- District staff are concerned about sustained student demand. This program has undergone a decrease in enrollment and currently has 15 students in the cohort with 2 half-time teachers. Less than 50% of the grade 9 students in the blended learning program the year prior chose to continue into grade 10.
- Teachers and district staff have expressed that students within the program continue to experience varying levels of success. Staff noticed that this model appears to work well for students with a predictable learning environment at home to support the online schedule, but for others where the home learning environment is not clearly established and consistently monitored, active engagement is challenging to sustain.
- Staff have shared that very few students in the grade 10 program attend the available community-building activities offered each week, so building the sense of community within the cohort is more difficult.
- Students and families have expressed that they would like more elective options; however; the program has a limited ability to offer students choice in elective subjects. All students take the same 8 courses over the course of two semesters.

District staff have identified the following considerations:

- Administration will monitor enrollment and interest to determine program sustainability at this grade level.
- Students in Gr. 10 have many options with Central Okanagan Public Schools. Students looking for flexible, online options are still able to access the self-paced courses offered through our eSchoolBC 10-12 program (in addition to cross-enrolling with local high schools).

9.4 BLENDED LEARNING DIGITAL COMMUNICATIONS 11/CAREER EDUCATION

Program Description and Current Goals:

Students cross-enrolled in this unique course have an opportunity to earn elective credits for Digital Communications 11 while also learning within the context of the Career Education curriculum. A Distributed Learning teacher works collaboratively with a school-based Careers teacher to co-teach these courses simultaneously and students earn credits for both. The DL teacher works both face-to-face and from afar (online) and students gain experience working in a distributed learning model within the timetable of their local school.

All students in Central Okanagan Public Schools can access this program through their local high school.

Strengths of the Program:

- Students expressed that this program provides opportunities to engage in both career exploration and to develop digital literacy skills in an online learning environment.
 - One student shared, “I enjoy this program, because it really does teach you useful things to know such as cover letters and resumes. It also focuses on job readiness, which is important for students - to help us figure out what we want to do later on in life.”
- District Career Life Programs has included this course as a central component of the scope and sequence for Career Education Curriculum for students in grades 10-12.
- Career teachers from schools and Digital Communications teachers from eSchoolBC have joined an optional committee to revisit the course in light of the redesigned curriculum and are working to design authentic, meaningful learning opportunities for our students.
- Teachers and district staff recognize the unique opportunity this program presents to create collaborative teaching and learning environments for students and teachers in schools.

Current Challenges:

- The original goal of the program was to have students explore their future careers, while gaining digital literacy skills as a participant in an online class. As schools continue to observe a significant shift in the adoption of technology in all classrooms across the district, schools are expressing less interest in an exclusively online delivery of the program. As a result, schools and district staff continue to express a desire to shift towards a more collaborative approach to program delivery.
- Teaching staff have expressed the need to promote this program to schools to sustain program viability. Currently the program is offered in partnership with all our local high schools. Next year, 4 of the 5 high schools have expressed an interest to continue with the program/partnership. The sustainability of this program is inherently dependant on school relationships and interest. If schools choose to design their own programming for the delivery of the Careers curriculum, this program cannot be sustained in its current iteration.

District staff have identified the following considerations:

- Staff continues to explore program development and redesign. As mentioned previously, a district working group including eSchoolBC teachers, school-based Career teachers and school and district-level administrators has already begun exploring this process collaboratively. The redesign should consider the following elements:
 - Examine the model of shared teaching that currently exists in practice between eSchoolBC teachers and Careers teacher and redesign this collaborative program to better reflect authentic opportunities to co-plan, co-teach and co-assess student learning.
 - Incorporate a structure to facilitate student mentorship as outlined the the Careers curriculum as well as create alignment with the Graduation Capstone process.
 - Continue to explore a diverse mix of pedagogies to engage students in meaningful learning that more closely reflects the First Peoples' Principles of Learning and The OECD 7 Principles of Learning.
 - Create structures and resources that enable teachers to personalize the learning for individual students but also unique school cultures and goals.

9.5 DISTRIBUTED LEARNING (GR. 10-12)

Program Description and Current Goals:

Full-time or part-time students work at their own pace online (asynchronously). Many students are cross-enrolled with local schools. Students have regular access to teacher support either by phone, video conference, email or in person. Each secondary school in the district also has a local eSchoolBC teacher contact for additional school-based support during second semester.

Courses are free for residents of BC and count fully towards graduation and university/college prerequisites.

Current course offerings for 2018-19:

Careers 10	FPC Math 10	English (ELA) 10	
Physical Education 10	Science 10	Social Studies 10	
Apprenticeship & Workplace Math 11	Biology 11	English 11	
Pre-Calculus Math 11	Physics 11	Social Studies 11	
Foundations Math 11	Chemistry 11	Psychology 11	
Sci & Tech 11	Forensics 11	Foods 11	
English 12	PC Math 12	Chemistry 12	Communications 12
Work Experience 12	Foundations Math 12	Law 12	Forensics 12
Geography 12	Biology 12	Social Media 12	First Nations 12
Calculus 12	Physics 12	Foods 12	World Religions 12
Digital Photography 12	Tourism 12		

Strengths of the Program:

- Students and families commonly share the appreciation for flexible learning options within Central Okanagan Public Schools. Learners often supplement local school schedules, take additional courses to create space in their existing timetable for other school-based courses, or to take a full or partial program of study for a wide variety of reasons. Some reflections from students and parents include:
 - “That I am able to work at my own pace. This really helps me because it is very difficult for me to work with a tight schedule as I have chronic health issues. The flexibility helps me a lot.” - Student
 - “You can work at times that work best for you and it's easily accessible.” - Student
 - “We really appreciate the flexibility of online courses, because my daughter has many activities going on in her life, with music, theatre and performance so she can pace herself. She can work a lot one week and then accommodate her other commitments the following week by not handing in as much.” - Parent
 - “Our child can take a course that she could not take at the time she wanted at her school. Our daughter is self motivated and liked the challenge.” - Parent

- It is an online program and it is self-paced. This is perfect for someone with social anxiety disorders who find it extremely difficult to attend a school.” - Parent
- Creates options for schools that do not have enough demand to offer specific courses in their existing timetable. For example, Foundations Math 12 was requested by a local secondary school to accommodate student interest, but not enough students in the building requested the course to warrant a timetabled option at the school level. Those students were able to cross-enroll between eSchoolBC and their local school to engage in that learning.
- Secondary school administrators and eSchoolBC teachers have expressed that they value the support block teachers which have been funded by eSchoolBC to offer students a local, school-based contact to support their learning with Distributed Learning courses. This also supports student accountability to maintain adequate progress towards course completion.
- Students have shared that they appreciate the flexible hours of support for students to access teachers, either in person or virtually for additional support. eSchoolBC staff work varied shifts from 9:00am - 7:00pm Monday to Thursday and 9:00am - 3:00pm on Fridays. Students can drop in for one-on-one support or to write tests, or they can reach teachers by phone, direct message or video conference. Some staff also expressed that they like working the evening as they are more likely to reach learners outside the standard school and work-day schedule. This is especially important for adult learners.

Current Challenges:

- Teachers shared ongoing challenges with student time management and task completion. Self-paced learning requires a level of independence and time management that can be challenging for some students. Although course completion rates exceed the provincial average in DL, eSchoolBC continues to focus on appropriate interventions to support course completion rates.
- Teachers have expressed some difficulty transitioning to collaborative models of learning with greater student agency and competency development in an asynchronous model. The redesigned curriculum presents new challenges for DL courses that were historically designed to deliver content.

District staff have identified the following considerations:

- Continue to work with local schools to grow meaningful partnerships. This includes further development for communication strategies and learning options and supports for students.
- Continue to explore strategies to implement the revised curriculum in the context of self-paced courses, including revisiting student assessment strategies.
- Consider strategies that will support learners to more effectively engage with course materials and manage time to sustain progress.

9.6 DISTRIBUTED LEARNING ADULTS (GRADUATED AND UNGRADUATED)

Program Description and Current Goals:

Graduated and ungraduated students work at their own pace online (asynchronously). Students have regular access to teacher support either by phone, video conference, email or in person.

Ungraduated adults can access all courses offerings for free as residents of BC and these courses count fully towards graduation and university/college prerequisites.

Graduated adults can access the following courses tuition-free (all other courses require adults to pay tuition):

****Graduated adults are funded 50% upon activation and 50% upon course completion***

Literacy Foundations Math 60	English 11	Foundations of Math 11
Literacy Foundations Math 70	English 12	Foundations Math 12
Apprenticeship and Workplace Math 11	First Peoples English 12	Physics 11
Apprenticeship and Workplace Math 12	Biology 11	Physics 12
Literacy Foundations English 70	Biology 12	Pre-Calculus 11
Communications 11	Chemistry 11	Pre-Calculus 12
Communications 12	Chemistry 12	Calculus 12
Communications 12	Physics 11	

Strengths of the Program:

- eSchoolBC is the only local option for adult learners that does not require face-to-face attendance. Many adults lead busy lives with work and family commitments, and they have expressed gratitude for the flexibility afforded by taking self-paced courses.
 - One student shared, “I really appreciate the the flexible schedule so that I do not have to miss work for school”.
- eSchoolBC has a dedicated registrar who case manages all adult learners. This offers the opportunity to make connections to other community services that may be helpful to support learner success. The teacher has indicated the importance of the service offered to adult learners. For example, some young adults are referred to Foundry Kelowna or Project Literacy to further develop skills or access support.
- Students have shared that they appreciate the flexible hours of support for students to access teachers, either in person or virtually for additional support. eSchoolBC staff work varied shifts from 9:00am - 7:00pm Monday to Thursday and 9:00am - 3:00pm on Fridays. Students can drop in for one-on-one support, write tests, as well as reach teachers by phone, direct message or video conference. Some staff also expressed that they like working the evening as they are more likely to reach learners outside the standard school and work-day schedule. This is especially important for adult learners.
 - One student shared, “I love that you can work at times that work best for you and that the program is easily accessible.”

Current Challenges:

- Teachers have shared that it can be difficult to identify the most appropriate level of support to get learners started. Many adult learners have large learning gaps and that is often compounded by anxiety and previously unsuccessful experiences with formal education.
- Staff have also expressed that getting started is often the biggest challenge for adult learners. Current data suggests only one in two adults who enroll for a course, see it through to completion.
- District staff have noted the added complexity with the unpredictability of funding based on 50% for activation and an additional 50% for completion. This makes staffing difficult to determine and sustain.

District staff have identified the following considerations:

- Explore strategies to more successfully engage adult learners. For example, one teacher is holding regularly scheduled drop in classes in the evening specifically for adults to support skill development such as scheduling and time management, technology tutoring and online course navigation.
- Explore additional options for learner support including academic readiness and community connections for additional services.
- Continue to explore strategies to implement the revised curriculum in the context of self-paced courses, including revisiting student assessment strategies.

9.7 CANADIAN SPORT SCHOOL (GR. 9-12)

Program Description and Current Goals:

The Canadian Sport School (CSS) Program is designed for high performing student athletes. Students balance academic course work with the support of an eSchoolBC teacher in addition to participating in a multi-sport program. This program is offered in partnership with PacificSport Okanagan.

Students in the Canadian Sport School attend their local secondary school part time, and the remaining time includes face-to-face learning with an eSchoolBC teacher to support both academic course work and physical and health education oriented courses. Instruction follows a blended model with in-person teaching and self-paced course work. The Canadian Sport School courses operate according to Board of Education Policy 541: Board Authority/Authorized (BAA) Courses.

2018/2019 CSS Student Learning Plan					
Grade 10		Grade 11		Grade 12	
Home School Courses	Credits		Credits		Credits
*ENGLISH 10 FRAL 10 (French Immersion only)	4	*ENGLISH 11 FRAL 11 (French Immersion only)	4	*ENGLISH 12 FRAL 12 (French Immersion only)	4
SCIENCE 10	4	SCIENCE 11 or 12	4	GRADE 12	4
MATH 10	4	MATH 11	4	GRADE 12	4
SOCIAL STUDIES 10	4	SOCIAL STUDIES 11	4	GRADE 12	4
Canadian Sport School Courses	Credits		Credits		Credits
ATHLETE TRAINING 10	4	ATHLETE TRAINING 11	4	ATHLETE TRAINING 12	4
HUMAN PERFORMANCE 10	4	HUMAN PERFORMANCE 11	4	HUMAN PERFORMANCE 12	4
CAREER LIFE EDUCATION	4	IND. SPORTS TRAINING 11	4	IND. SPORTS TRAINING 12	4
PE 10	4	SPORTS MARKETING 11 (Business Computer Applications 11)	4	PE 12	4
		PE 11	4		

Students in Central Okanagan Public Schools must apply to participate in the Canadian Sport School. Applications are completed online and include a coach reference, teacher reference, Provincial or National Sport reference followed by an in person interview. Fees for 2018/2019 were \$2000 plus optional transportation fees. All operating expenses are managed by PacificSport Okanagan. eSchoolBC provides one teacher to facilitate learning.

Strengths of the Program:

- Students and parents have shared that they appreciate the flexible schedule to support student athletes who are often travelling for competition and training.
- Staff and students celebrate the unique community of learners that has been formed as students come together as a cohort to engage in holistic, multi-sport learning.
 - A grade 12 Canadian Sport School student shared while presenting at the Rutland Family Community Forum, “I don’t want Sport School to end!”, even though she was excited about her post-secondary plans.

- Families have said they value the opportunity to have their child attend their neighbourhood school part-time and also attend the Sport School program for the remaining time. This program presents a unique opportunity to partner with local schools and offer students a model of learning that benefits from cross-enrollment.

Current Challenges:

- District staff are working to manage growth based on community demand. For the first time since the Canadian Sport School started, the program has reached capacity based on staff allocations and facility space.
- Due to space limitations within the school district, district staff have been unable to secure classroom space within close proximity to the associated athlete training facilities.

District staff have identified the following considerations:

- Continue to redesign courses in accordance with Board of Education Policy 541: Board Authority/Authorized (BAA) Courses.
- Seek options to facilitate learning on premise within Central Okanagan Public Schools facilities.

10.0 ASSISTANT SUPERINTENDENT’S COMMENTS

Distributed learning programs offered by eSchoolBC are designed to meet unique student learning needs and serve to supplement a student’s educational program. The viability and sustainability of program offerings and services are inherently driven by student and parent educational needs and demand. In order to ensure that eSchoolBC continues to be funded and staffed at current levels, it will be critical that program offerings and services are responsive and adaptable to the changing needs our learners and are aligned with the new BC Curriculum and the learning directions of the school district. This will require the eSchoolBC staff to address the considerations described in this review.

11.0 RECOMMENDATION

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

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

12.0 APPENDICES

- A. Overview of Programs
- B. Graduated Adults Tuition-Free Courses
- C. 3 yr Enrollment Data Trends (2016-17, 2017-18, 2018-19)
- D. 3 yr Course Completion Trends (2016-17, 2017-18, 2018-19)

Appendix A - Overview of Programs



Distributed Learning Programs

Central Okanagan Public Schools



c/o Central School
1825 Richter Street
Kelowna, BC, V1Y 2M8

Phone: (250) 870-5120

Fax: (250) 870-5020

Web: www.eschoolbc.com

District Principal: Jordan Kleckner

Vice Principal: John Morrone

What is eSchoolBC?

eSchoolBC is a distributed learning program within Central Okanagan Public Schools. We are able to offer students flexible schedules while sustaining access to teaching and learning opportunities provided by public school teachers; however, we are not a traditional “homeschooling” program. We follow the standard school district calendar with classes/courses beginning in September and closing at the end of June. It is important to note that eSchoolBC is no longer a service with Central Programs and Services, but rather, eSchoolBC is part of the [Learning Technology Department](#) in Central Okanagan Public Schools.

Our Programs	Location	Program Description	
K-4: Not Available	N/A	eSchoolBC does not offer programs for students in grades K-4. Families seeking an alternative to traditional elementary schools may choose to enroll with another distributed learning program. www.learnnowbc.ca is a provincial site that allows families to search for suitable programs. Alternatively, they may choose to homeschool their child(ren) in accordance with BC Ministry of Education Homeschool Policy.	
Blended Learning Community (Gr. 5-9)	McWilliams Centre Find Us	Community mindedness is a central component of our learning environment. We know that students who feel a sense of belonging within a group are more confident, more inclined to take risks with their learning and more able to acquire the knowledge, skills and dispositions required of our curriculum. Community is developed in our context in a virtual, online environment, but it also includes regular face-to-face collaboration that is mutually respectful, supportive and safe. Regular face-to-face attendance is a requirement of this program. Students in our Blended Learning Community are organized in a multi-aged cohort that is subdivided into smaller groupings as needed. The primary curricular areas that our teachers will draw from include English Language Arts, Mathematics, Social Studies and Science; however, our learning will be focussed on cross-curricular objectives and themes, where students have voice and choice over the focus of their learning. Of course, all our learning will continue to develop strong foundational skills in literacy and numeracy. See our revised Student and Parent Handbook for more detailed information.	Online In person

 Middle School Transitions (Gr. 7-9)	Cross Enrolled with eSchoolBC @ Central Programs Find Us	The intention of this program is to provide an academic program for students who are having difficulty attending at their neighbourhood school. This is not a long term option and students will pre-transition back to their neighbourhood school for the start of the subsequent school year. Students will enroll with DL as the primary school in MyEdBC in the core subject areas (English, Social Studies, Math and Science). Students will work at their own pace (asynchronously) with the support of an eSchoolBC teacher to facilitate the academic programming. Students will also cross-enroll with their current neighbourhood school (secondary school in MyEdBC) to secure a case-manager and additional school level supports (i.e. counselling, behaviour support, learning assistance, resource, Aboriginal advocacy). Schools will enroll students in at least one course at the school level. This may include a support block and/or key courses/electives that work best for the given student. See our Handbook for Students, Families and Schools for more detailed information. Please note: This program is only available by school referral. Please contact our registrar to receive a referral form.	 Online  Optional in person
Blended Secondary (Gr. 10)	McWilliams Centre Find Us	We use a Blended Learning model, where students work from home as well as in person and virtually as a part of our regular program. This includes scheduled instruction online, with broadcast virtual lessons. It also includes weekly in-person activities such as robotics, coding, visual arts, drama and outdoor education activities to name a few. This is a synchronous model of learning, where students participate within a community of grade-grouped learners. Please contact us to learn more about course offerings and other details.	 Online  In person
Blended Learning Digital Communications 11/Career Education	McWilliams Centre in Partnership with all local Secondary Schools	Students cross-enrolled in this unique course have an opportunity to earn elective credits for Digital Communications 11 while also learning within the context of the Career Education curriculum. A Distributed Learning (DL) teacher works collaboratively with a school-based Careers teacher to co-teach these courses simultaneously and students earn credits for both. The DL teacher works both face-to-face and from afar (online) and students gain experience working in a distributed learning model within the timetable of their local school.	 Online  In person
Distributed Learning (Gr. 10-12)	eSchoolBC Room @ Central Programs Find Us	Full-time or part-time students work at their own pace online (asynchronously). Many of our students are cross-enrolled with local schools. Students have regular access to teacher support either by phone, video conference, email or in person. Each of our secondary schools also has a local eSchoolBC teacher contact for additional school-based support	 Online 

Adults (Graduated and Ungraduated)		during second semester. Courses are free for residents of BC and count fully towards graduation and university/college prerequisites. See our Drop-in Support Schedule for in-person availability.	Optional in person
Canadian Sport School (Gr. 10-12) 	Various Sites	The Canadian Sport School Program is designed for high performing athletes. Students balance academic course work with the support of an eSchoolBC teacher in addition to participating in a multi-sport program. This program is offered in partnership with Pacific Sport Okanagan. Please visit www.thecanadiansportschool.com/kelowna for more information.	 Online  In person

Why might a student and/or family choose distributed learning with eSchoolBC?

This program is great for students who are academically motivated but are not able to attend a traditional academic setting due to travel, health conditions, athletic commitments or other pertinent reasons. Students in secondary schools may also choose to enroll in eSchoolBC courses to supplement courses that they are currently taking at their home school.

How do students access support?

Students enrolled in eSchoolBC courses have ongoing access to teachers who design instruction, offer assessment feedback and guide the learning. Students can easily connect with eSchoolBC teachers via email, phone, instant message/private message during online classes, video conferencing (like Skype, Zoom etc) and in person. Teachers in our Blended Learning 5-10 program maintain office hours for in-person or virtual support. In addition, self-paced learners in our 10-12 program can also visit their teacher(s) during their office hours or by appointment between 9:00am-7:00pm Monday to Thursday and 9:00am-3:00pm on Friday. Each of our local secondary schools also has a school-based support teacher on site during second semester for any student who might be cross-enrolled. Please visit [our website](#) for a list of local school contacts.

What's the difference between "homeschooling" and "distributed learning"?

 Learn more here .	*Traditional Homeschooling (a family member delivers the entire educational program to children at home)	Public School Distributed Learning 	Independent School Distributed Learning
Must follow B.C. curriculum	No	Yes	Yes
Learning must be supervised by a B.C. teacher	No	Yes	Yes
Students must use district or school-approved resources	No	Yes	Yes

Student progress must be evaluated by a teacher following the Ministry of Education Student Progress Report Order	No	Yes	Yes
Must participate in provincial testing (provincial exams and Foundation Skills Assessments)	No	Yes	Yes
Religious texts / resources may be used	Yes	No	Yes
Status of student with school	Registered (HS in MyEdBC)	Enrolled	Enrolled

[*Click here for Responsibilities of Public Schools for all registered homeschooling students.](#)

How does a student register?

Blended Learning Community (5-9):

eSchoolBC is an optional program and although it's a great choice for some students, it's not for everyone. Therefore, student registration begins with an information meeting with our program coordinator. Schools may also be asked to complete a referral form to provide important background information.

Please contact our coordinator for questions about intake and registration:

Sarah Wood

sarah.wood@sd23.bc.ca

250-870-5120 ext. 8116



Self-Paced Distributed Learning, Grades 10-12, including Adult Learners:

Please visit [our website](#) to register. Once the online form has been completed, users will receive an automatic email and within one working day, users typically receive a second email which contains account information.



Middle School Transitions, 7-9:

The Middle School Transitions Program is available by school referral only. Please contact our registrar for more information and a referral form.

Please contact our Registrar for questions about intake and registration:

Suzanne Callaghan

suzanne.callaghan@sd23.bc.ca

250-870-5120 ext. 7545

Cell: (250) 470-8402

Appendix B - Graduated Adults Tuition-free Courses

High School Courses for Students Already Graduated

The following high school courses are available tuition-free through the school districts to adults that already have graduated. School districts offer these courses using flexible delivery methods that could include face-to-face, self-paced and/or online learning.

Tuition Free Foundations Courses

- English Level 1/2: Companion-Reading
- LF English Level 1/2: Companion-Speaking & Listening
- English Level 1: Core
- English Level 2: Core
- English Level 3/4: Companion -Reading
- English Level 3/4: Companion -Writing
- English Level 3: Core
- English Level 4: Core
- English Level 5/6/7: Companion -Writing
- English Level 5: Core
- English Level 6: Core
- English Level 7: Core
- Information & Communications Technology
- Math Level 1
- Math Level 2
- Math Level 3
- Math Level 4
- Math Level 5
- Math Level 6: Apprenticeship & Workplace
- Math Level 6: Math Foundations
- Math Level 7: Apprenticeship & Workplace
- Math Level 7: Math Foundations
- Science: Biology
- Science: Chemistry
- Science: Physics
- Social Studies

Academic Upgrading Courses

As of September 1, 2017 these courses are now tuition free.

- First Peoples English 12
- Communications 11
- Communications 12
- English 11
- Français langue première 11
- English 12
- Français langue première 12

- Biology 11
- Biologie 11
- Biology 12
- Biologie 12
- Chemistry 11
- Chimie 11
- Chemistry 12
- Chimie 12
- Physics 11
- Physique 11
- Physics 12
- Physique 12

Math 11

- Apprenticeship and Workplace Math 11
- Mathématiques pour les métiers et le milieu de travail 11
- Foundations of Math 11
- Fondements mathématiques 11
- Pre-Calculus 11
- Pré-calcul 11

Math 12

- Apprenticeship and Workplace Math 12
- Apprenticeship and Workplace Math 12
- Mathématiques pour les métiers et le milieu de travail 12
- Foundations of Math 12
- Fondements mathématiques 12
- Pre-Calculus 12
- Pré-calcul 12
- Calculus 12
- Calcul différentiel et intégral 12

Appendix C - 3yr Enrollment Data Trends (2016-17, 2017-18, 2018-19)

	2016-17	2017-18	2018-19
Sept 1701 Count	195.125 FTE	86.75 FTE	156.125 FTE
Feb 1701 Count	179.125 FTE	295.125 FTE	222.6875 FTE
May 1701 Count	77.875 FTE	66.125 FTE	TBD (estimate =~80)
Overall	452.125	448	TBD (estimate =~450)

*FTE = full time equivalent student (note: each 10-12 course is the equivalent of 0.125 ($\frac{1}{8}$) FTE).

Appendix D - 3yr Course Completion Trends (2016-17, 2017-18, 2018-19)

	ALL	Grades 10-12*	Blended Grade 10	Blended Grades 4-9	Digital Communications /Careers
% Completion (2015-16) n = 2,844	76.2%	63.6%	72.5%	61.9%	90.9%
% Completion (2016-17) n = 3,359	76.2%	62.8%	64.3%	83.2%	91.0%
% Completion (2017-18) n = 3,365	80.1%	71.4%	93.0%	89.8%	91.0%

**Gr.10-12 includes graduated and ungraduated adult learners
n = number of total courses taken by students*



Memorandum

Date: April 5, 2019
To: Board of Education
From: Education and Student Services Committee
Action Item: Proposal for Substantive Change – Academy of Indigenous Studies
(Kelowna Secondary School)

1.0 ISSUE STATEMENT

A substantive change proposal for an Academy of Indigenous Studies at Kelowna Secondary School has been developed for approval by the Board of Education.

2.0 BACKGROUND

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

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the substantive change proposal, registration will open for students to enroll for second semester of the 2019-2020 school year.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change –Academy of Indigenous Studies (Kelowna Secondary School).
- b) Amend the Proposal for Substantive Change – Academy of Indigenous Studies (Kelowna Secondary School).
- c) Request additional information on the Proposal for Substantive Change – Academy of Indigenous Studies (Kelowna Secondary School).

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

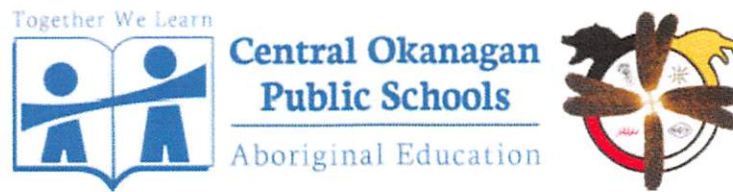
The proposal presented to the Education and Student Services Committee is in compliance with the guidelines provided by the Ministry of Education as well as the criteria set out in Board Policy 540 Proposals for Substantive Change (Distinct Schools, Unique Programs and Specialty Academies).

6.0 RECOMMENDATION

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

7.0 APPENDIX

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



PROPOSAL FOR SUBSTANTIVE CHANGE

Kelowna Secondary School
ACADEMY OF INDIGENOUS STUDIES

March 6, 2019



Planning Committee

Joanne De Guevara – District Principal, Indigenous Education

Troy White – Principal, KSS

Ryan Mansley – Vice Principal, KSS

Steve Labrie – Vice Principal, KSS

SUMMARY

The Academy of Indigenous Studies is a full 20-credit program that can be taken by all Central Okanagan Public School students throughout grades 10 through 12. While a broad focus on British Columbia's Indigenous culture is examined, students will experience a more holistic approach with the local Okanagan culture. Students will participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local culture while making a positive contribution to the community. This is a unique and innovative opportunity for students to gain a greater sense of how their interaction with local Indigenous culture has an effect on future generations of British Columbians.

EXPECTATIONS

The following benefits are expected as a result of implementing the Kelowna Secondary School Academy of Indigenous Studies.

1. Improved attendance as a result of making strong connections to the school
2. Increased number of Indigenous students enrolled in academic programs
3. Increased number of students involved in the Indigenous Academy program
4. Increased parent satisfaction levels with the variety of course offerings
5. Improve the school climate as result of Indigenous Academy presentations
(Improved Cultural Awareness)
6. Improve school climate as a result of meeting the needs of individual learners
(Stronger Sense of Belonging)

The process for enrollment into the Academy will occur during the regular course selection time, and students will follow the same procedures.

All non-school district personnel involved in this program would be required to obtain a criminal record check.

VISION

The Indigenous Education Department would like to acknowledge that we are on the traditional territory of the Okanagan Nation – The Syilx People. With this in mind, the Academy of Indigenous Studies is a program that has Okanagan teachings at the core of the outcomes for each course.

Following Central Okanagan Public Schools Mission, “To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society,” the Academy of Indigenous Studies provides a rigorous program with high academic goals and strong cultural connections to the Okanagan people and territory.

The Indigenous Education system is an ever growing program that attempts to suit the needs of the students, schools and communities of the Okanagan. In order to accommodate the needs of our Indigenous community, we must ensure that both non-Indigenous and Indigenous students are benefitting from Indigenous instruction. This instruction needs to be both holistic and academic in order to teach to a wider audience.

The Academy of Indigenous Studies will allow grades 10-12 students from all over the School District to come together during designated blocks of time, to receive instruction from Indigenous and non-Indigenous teachers, and local Indigenous presenters. This will create a strong connection with our school and community, within a timetable that works. Students will be guided in their course selection planning, so their academic goals are prioritized and well supported.

COURSES OFFERED IN ACADEMY

*****These courses will be added to the Academy upon receiving Board Authority Authorization.**

*****• Indigenous Leadership 10, 11, 12**

Indigenous Leadership provides youth with leadership experience in and out of school by providing local and global citizenship opportunities. This course emphasizes understanding of Indigenous culture, history and language and development of well-rounded individuals with a sense of belonging and spiritual understanding to pursue ambitions in life that enhance cultural understanding and community connections. The learning outcomes for this course align with BAA Leadership 12. This is a 4 credit course.

- **English 10 First Peoples**

English First Peoples is intended for both Indigenous and non-Indigenous students. It represents an invitation to all learners to explore and discover First Peoples world views through the study of literary, informational and media text with local, Canadian and international First Peoples content. English 10 First Peoples provides opportunities for all students to engage with First Peoples creative expression and enter the worlds of First Peoples provincially, nationally, and internationally. This course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (non-fiction and fiction). English 10 First Peoples is the academic equivalent of English 10. Students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements. English 10 First Peoples has a Graduation Program examination worth 20% of the final course mark.

- **English 11 First Peoples**

English 11 First Peoples continues the study of language and literature and builds upon those skills learned in English 10 First Peoples. English 11 First Peoples is intended for both Indigenous and non-Indigenous students. It represents an invitation to all learners to explore and discover First Peoples world views through the study of literary, informational and media text with local, Canadian and international First Peoples content. English 11 First Peoples provides opportunities for all students to engage with First Peoples creative expression and enter the worlds of First Peoples provincially, nationally, and internationally. This course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (non-fiction and fiction). English 11 First Peoples is the academic equivalent of English 11. Students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

- **English 12 First Peoples**

English 12 First Peoples is an academic alternative English 12 course that is based on the study of literature that represents authentic First Peoples voices. Such text includes oral, visual, and film texts as well as written works. The course is designed to appeal to students who are interested in gaining a background in First Peoples world views as well as an understanding of the interaction between First Peoples and European cultures. It takes a thematic approach to First Peoples literature and addresses a variety of topics important to First Peoples.

As an English 12 equivalent, English 12 First Peoples also focuses on the practice and improvement of students' written and oral communication skills. Furthermore, all English 12 First Peoples students are required to write the provincial examination which is worth 40% of their final grade.

- **BC First Peoples 12**

This cross-curricular course is offered to all students who wish to expand their knowledge and understanding of British Columbia's Indigenous people, their cultures, history and current situation. Areas of study include: prejudice and discrimination, leadership and self-determination, land and relationships, contact and colonialism, cultural expressions, oral traditions, literature, arts and crafts and current events and issues. This course has a provincial exam.

- ***• **Introductory Nsyilxcən (Okanagan Language) INTRO OK11**

Prerequisite: None (Previous Okanagan Language experience would be beneficial)

Students of grade 10, 11, or 12 will enter the Nsyilxcən-speaking world through written, oral cultural and visual works. A fundamental aim of Okanagan language education is to enable students to communicate with others in Okanagan. Introductory Nsyilxcən 11 is designed for students who are wishing to learn the Okanagan language. Through the integration of local culture and traditions, students will develop a level of competence to successfully participate in the Nsyilxcən 11 course.

This course embraces a variety of communication skills—listening, reading, speaking, writing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds. It emphasizes authentic language-learning experiences and the application of a range of language learning strategies. Introductory Nsyilxcən 11 is a 4 credit grade 11 course.

- ***• **Nsyilxcən (Okanagan Language 11) OK11**

Okanagan Language 11 is designed for students who have successfully completed Introductory Okanagan Language class. Through exploring the Okanagan language and its cultural context students will develop an understanding through daily activities and interactions as well as assignments they complete. Nsyilxcən 11 is a 4 credit grade 11 course.

- **FIRST NATIONS ART 10, 11, 12**

This hands-on course is open to all grade 10, 11 and 12 students and will explore the rich and diverse First Nations historic and modern art traditions through drawing, painting, printmaking and sculpture. This is currently a 4 credit Board Authority Authorized course in Central Okanagan Public Schools.

PROMOTION

The Academy of Indigenous Studies will be promoted by the school in the school calendar, and the course selections handbook. Information will also be included on the school website and in our parent newsletters. The teachers will promote this opportunity within their classes to ensure students are aware of this Academy. Information will also be provided middle schools during grade 9 presentation times.

RECOGNITION

ACADEMIC RECOGNITION CRITERIA

At the end of each term students may be placed on the Principal's List, Honour Roll and/or Work Ethic List, for outstanding achievement.

GPA is calculated on all courses, and students are excluded if they have an "N" work habit.

PRINCIPAL'S LIST OF DISTINCTION *3.70-4.00 GPA*

HONOUR ROLL *3.00-3.69 GPA*

WORK ETHIC LIST *5 G's*

GRADUATION RECOGNITION – Diploma of Indigenous Studies

- a) Work Ethic List of Distinction – A letter of recommendation is awarded to a student who has made the Work Ethic List of Distinction in all Academy courses (totaling 20 credits).
- b) Honour Roll – A certificate is presented to a student who has achieved Honour Roll or a combination of Principal's Honour Roll and Honour Roll in each of the Academy courses (excluding final exams/totaling 20 credits).
- c) Principal's Honour Roll – A medallion is presented to a student who has achieved Principal's Honour Roll in 20 credits of Academy courses (excluding final exams) at Kelowna Secondary School.
- d) 4.0 Recognition of Excellence – An honour drum is awarded to a student who has achieved a GPA of 4.0 in 20 credits of Academy courses (excluding final exams) at Kelowna Secondary School.

FINANCIAL IMPLICATIONS

COSTS

- Supplemental or Enhancement Resources will be covered through the Indigenous Education targeted funding dollars.
- Kelowna Secondary School will supply funding to the Academy of Indigenous Study courses as any other courses offered in the school.

Academy of Indigenous Studies						Credits
Grade 10	Intro Okanagan Language	Indigenous Leadership	First Peoples English 10		First Nations Art	Possible 16
Grade 11	Okanagan Language 11	Indigenous Leadership	First Peoples English 11	BC First Peoples 12	First Nations Art	Possible 20
Grade 12	Okanagan Language 11	Indigenous Leadership	First Peoples English 12	BC First People 12	First Nations Art	Possible 20 or 12 if already completed
* Okanagan Language 11 may be taken once * BC First Peoples may be taken once * Indigenous Leadership can be taken three times * First Nations Art may be taken once * Students must successfully complete 20 (or more) credits to fulfill the Academy of Indigenous Studies requirements						Total of 40 Credits in three years.

CONSULTATION

The Academy of Indigenous Studies program was discussed at the February 12, 2019, Kelowna Secondary School Parent Advisory Council meeting. Approval from the PAC was recieved at that meeting.



Brenda Maier, President, Kelowna Parent Advisory Council

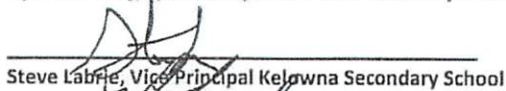
Planning Committee Signatures



Troy White, Principal Kelowna Secondary School



Ryan Mansley, Vice Principal Kelowna Secondary School



Steve Labrie, Vice Principal Kelowna Secondary School



Barb Leclair, Vice Principal Kelowna Secondary School

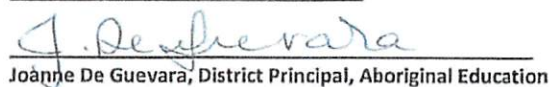
CONSULTATION

The Central Okanagan Public Schools Academy of Indigenous Studies program is strongly supported by the Central Okanagan Public Schools Aboriginal Education Council. This Council strongly endorses the implementation of the Academy of Indigenous Studies at all secondary schools in the District.



Fernanda Alexander, Aboriginal Education Council Chairperson

Planning Committee Signatures



Joanne De Guevara, District Principal, Aboriginal Education

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
11	DRK	4	Eagle Bay Camp, Eagle Bay, BC (Shuswap Lake)	Canada	Camping, Kayaking, Climbing Wall, Archery	Grade 8 Students	8	75	26-Sep-2018	28-Sep-2018	2
12	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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
87	KSS	5	Kyoto City, Kyoto Prefecture	Japan	Cultural Tour	Students in Japanese Class	11 & 12	22	13-Apr-2019	23-Apr-2019	10
88	KLO	4	Big White Ski Resort; Myra Canyon Trestles, BC; Osoyoos, BC; and H2O Adventure Centre, Kelowna, BC	Canada	Cultural Tour	Exchange Students from Winkler Prins School, Veendam, Netherlands	8 & 9	49	15-Apr-2019	23-Apr-2019	8
89	MBSS	4	Gulf Islands, BC	Canada	Sea Kayaking, Wilderness Camping	Outdoor Education Students	10 to 12	15	23-Apr-2019	28-Apr-2019	5
90	GESS	5	Anaheim, California	USA	Leadership and Team Building Workshops	Leadership Students	10 to 12	16	29-Apr-2019	4-May-2019	2
91	ELE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	38	1-May-2019	3-May-2019	2
92	OKM	4	Whistler, BC	Canada	Participate in the Whistler Music Festival	Grade 9 Concert Band Students	9	70	2-May-2019	5-May-2019	3
93	KLO	5	Royal Tyrrell Museum, Drumheller, AB	Canada	Visit the Royal Tyrrell Museum of Palaeontology	Grade 7 and 8 Students	7 & 8	32	6-May-2019	8-May-2019	2
94	RLE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	84	13-May-2019	14-May-2019	1
95	CNB	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	8	30	13-May-2019	17-May-2019	4
96	MBSS	5	Edmonton, AB	Canada	Band Performance Tour and Clinics	Band Students	9	15	13-May-2019	17-May-2019	4
97	OKM	5	Ottawa, ON	Canada	Participate in MusicFest	Jazz Students	10 to 12	43	14-May-2019	18-May-2019	4
98	DWE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 and 6 Students	5 & 6	126	15-May-2019	17-May-2019	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
99	KSS	5	San Francisco, CA	USA	Curricular Enhancement	Humanities Students	11 & 12	50	19-May-2019	25-May-2019	6
100	MBSS	4	Juan De Fuca Marine Trail, Vancouver Island, BC	Canada	Backpacking in a Coastal Environment, Hiking, Wilderness Camping Skills	Outdoor Education Students	10 to 12	30	28-May-2019	1-Jun-2019	4
101	AME	4	Eagle Bay Camp, Eagle Bay, BC (<i>Shuswap Lake</i>)	Canada	Year End Camping Trip	Grade 5 Students	5	95	29-May-2019	31-May-2019	2
102	CAS	4	Eagle Bay Camp, Eagle Bay, BC (<i>Shuswap Lake</i>)	Canada	Experience Outdoor Education Camp and Build Leadership Skills	All Grade 6 Students	6	88	29-May-2019	31-May-2019	2
103	GRE	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Canoeing, Swimming, Archery, Paddle Boarding, Indoor Rock Wall Climbing	Grade 5 Students	5	32	29-May-2019	31-May-2019	2
104	SVM	5	Yorkton, SK	Canada	Historical and Cultural Travel Exchange	Grade 7 and Grade 8 Students	7 & 8	25	31-May-2019	7-Jun-2019	7
105	CLE	4	Gardom Lake Camp (<i>near Enderby, BC</i>)	Canada	Year End Camping Trip	Grade 6 Students	6	73	3-Jun-2019	5-Jun-2019	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
106	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
107	CTE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Camping Trip	Grade 5 Students	5	56	5-Jun-2019	7-Jun-2019	2
108	GPE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Canoeing, Kayaking, Swimming, Orienteering	All Grade 5 and Grade 6 Students	5 & 6	96	6-Jun-2019	7-Jun-2019	1
109	GME	4	Silver Lake Camp (near Peachland, BC)	Canada	Canoeing, Kayaking, Zip Lining, Hiking, Archery, Rock Wall Climbing	Grade 6 Students	6	80	12-Jun-2019	14-Jun-2019	2
110	BHE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Experience Alternative PE, Natural Sciences, Art, and Team Building	Grade 6 Students	6	37	12-Jun-2019	14-Jun-2019	2
111	SLE	4	Camp Owaissi, Kelowna, BC	Canada	Outdoor Education and Team Building to prepare for transition to CNB Middle School	Grade 5 Students	5	61	17-Jun-2019	18-Jun-2019	1
112	DRK	4	Silver Lake Camp (near Peachland, BC)	Canada	Year End Learning Community Celebration	French Immersion Learning Community Students	8	67	17-Jun-2019	19-Jun-2019	2
113	KLO	4	Cathedral Provincial Park (near Keremeos, BC)	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students (Group 1)	8	35	17-Jun-2019	21-Jun-2019	4

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
114	MJE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Geocaching, Canoeing, Kayaking, Swimming	Grade 5 Students	5	87	19-Jun-2019	21-Jun-2019	2
115	KLO	4	Cathedral Provincial Park (near Keremeos, BC)	Canada	Camping, Hiking, Fishing, Building Fires	Grade 8 Students (Group 2)	8	35	24-Jun-2019	27-Jun-2019	3
116	AME	4	Sunnybrae Camp (near Shuswap, BC)	Canada	Year End Camping Trip	Grade 6 Students	6	95	19-Jun-2019	20-Jun-2019	1
117	MBSS	5	Western Oregon University, Monmouth, Oregon	USA	Football Camp	MBSS Football Team	9 to 12	50	19-Jun-2019	23-Jun-2019	4
118	KLO	5	Montreal and Québec City, QC	Canada	French Language and French Canadian Cultural Experience	Grade 8 and Grade 9 Students	8 & 9	32	22-Jun-2019	28-Jun-2019	6

Submitted to Board of Education Meeting – April 10, 2019

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	OKM	4	Banff, Yoho, and Kootenay National Parks, AB	Canada	Hiking and Backpacking in National Parks	Grade 12 Students	12	141	15-Sep-2019	21-Sep-2019	6
2	OKM	5	Helsinki and Jyraskyla, Finland	Europe	Cultural Hockey School and Cultural Tour	Grade 9-12 Hockey Academy Students	9 to 12	24	29-Nov-2019	8-Dec-2019	9
3	OKM	5	Italy, Croatia, Austria	Europe	Music Cultural Learning	Grade 10-12 Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12

Submitted to Board of Education Meeting – April 10, 2019



BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, March 13, 2019
Time: 3:31 pm to 5:34 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

Trustees in Attendance: Trustee M. Baxter (Chairperson)
Trustee N. Bowman
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser (*via teleconference*)
Trustee A. Geistlinger
Trustee L. Tiede

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

Absent: T. Beaudry, Deputy Superintendent

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

The meeting was called to order at 3:31 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of March 13, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of February 27, 2019.
3. There was a Bargaining Update
(*Trustee Baxter, Trustee Bowman, and Trustee Cacchioni declared a potential Conflict of Interest and left the meeting while that item was being discussed.*)
4. There were three Human Resources Information Items.
5. There were no Human Resources Action Items.
6. There were four Action Items.
7. There were two Information Item.
8. There was one Item Requiring Special Mention.
9. There were ten Invitations (For Trustee Attendance).
10. There were four Board Meetings with Partner and Community Groups items.
11. There were no BC Public School Employers' Association items.
12. There were two BC School Trustee Association items.
13. There were two Future Incamera Agenda items.

The meeting was adjourned at 5:34 pm.

Eileen Sadlowski, Secretary-Treasurer