



**BOARD OF EDUCATION
PUBLIC MEETING
AGENDA**

**Wednesday, January 15, 2020, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

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

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.

Pages

1. CALL TO ORDER

2. AGENDA

Additions/Amendments/Deletions

THAT: The Agenda for the Public Board Meeting of January 15, 2020 be adopted (as amended, if appropriate).

3. MINUTES

3.1 Public Board Meeting - December 11, 2019

7

(Attachment)

THAT: The Minutes of the Public Board Meeting of December 11, 2019 be adopted as presented.

4. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

4.1 Presentations of Learning - Watson Road Elementary School

5. INTRODUCTIONS

5.1 Introductions of New COPVPA and COSBO Staff

- Naim Cardinal, District Vice-Principal of Indigenous Education
- Rita Millikin, Assistant Custodial Manager
- Lori Lambert, Assistant Transportation Manager

6. Meeting Recess (Five Minutes)

7. 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 their name and provide, if possible, a written copy of the comments.

8. TRUSTEES QUERIES/COMMENTS

9. ACTION ITEMS

9.1 Equity in Action Agreement for Truth and Reconciliation 2020-2025

16

*Referred from the Education and Student Services Committee - January 8, 2020
(Attachment)*

RECOMMENDATION:

THAT: The Board approve the Equity in Action Agreement for Truth and Reconciliation 2020-2025, as attached to the Agenda, and as presented at the January 15, 2020 Public Board of Education Meeting.

9.2 Review of Policy 345 – Violence in the Workplace and Amendments to Regulations 345R – Violence in the Workplace (Regulations)

41

*Referred from the Policy Committee - December 4, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education review Policy 345 – Violence in the Workplace and approve the amendments to Regulations 345R – Violence in the Workplace (*Regulations*), as attached to the Agenda and as presented at the January 15, 2020 Public Board Meeting.

9.3 Amendments to Policy 352 – Discrimination Towards and by Staff as it Pertains to Sexual Orientation and Gender Identity

50

*Referred from the Policy Committee - December 4, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the amendments to Policy 352 – Discrimination Towards and by Staff as it Pertains to Sexual Orientation and Gender Identity, as attached to the Agenda and as presented at the January 15, 2020 Public Board Meeting.

9.4 Amendments to Regulation 450R - Discrimination Towards and by Students (Regulations)

53

*Referred from the Policy Committee - December 4, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the amendments to Regulation 450R – Discrimination Towards and by Students (Regulations) , as attached to the Agenda and as presented at the January 15, 2020 Public Board Meeting.

9.5 Amendments to Policy 452 – Discrimination Towards and by Students as it Pertains to Sexual Orientation and Gender Identity

56

*Referred from the Policy Committee - December 4, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the amendments to Policy 452 – Discrimination Towards and by Students as it Pertains to Sexual Orientation and Gender Identity, as attached to the Agenda and as presented at the January 15, 2020 Public Board Meeting.

10. PUBLIC QUESTION/COMMENT PERIOD

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

11. INFORMATION ITEMS

11.1 Superintendent’s Emergent Issues

11.2	<u>Level 4 and 5 Field Study Summary – 2019/2020</u>	59
	<i>(Attachment)</i>	
11.3	<u>General Statement - Appeal Meeting December 11, 2019</u>	71
	<i>(Attachment)</i>	
11.4	<u>General Statement – December 11, 2019</u>	72
	<i>(Attachment)</i>	
11.5	<u>General Statement - December 16, 2019</u>	73
	<i>(Attachment)</i>	
11.6	<u>Board Policy and Regulation 631 - School Closures/Consolidation</u>	74
	<i>(Attachment)</i>	
11.7	<u>Board Policy and Regulation 632 - School Reconfiguration</u>	78
	<i>(Attachment)</i>	
11.8	<u>Scholarship Summary Information</u>	83
	<i>(Attachment)</i>	
11.9	<u>The Office of the Ombudsperson Quarterly Report: July 1 to September 30, 2019</u>	84
	<i>(Attachment)</i>	
11.10	<u>French Immersion Information Open Houses for Early or Late Entry 2020-2020</u>	
	Wednesday, January 22, 2020	
	<ul style="list-style-type: none"> • École Casorso Elementary (Kindergarten) from 12:15 pm to 1:15 pm • École Glenmore Elementary (Kindergarten) from 6:00 pm to 7:00 pm 	
	Thursday, January 23, 2020	
	<ul style="list-style-type: none"> • École George Pringle Elementary (Kindergarten) from 5:15 pm to 6:00 pm 	
	Tuesday, January 28, 2020	
	<ul style="list-style-type: none"> • École Glenrosa Middle from 6:00 pm to 7:00 pm 	

12. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

13. BOARD CORRESPONDENCE

Sent:

City of Kelowna, January 2, 2020, Invite to Meet with the Board - Reminder

Received:

L. Anderson, December 22, 2019, Transportation Review Observations

RECOMMENDATION:

THAT: At the January 15, 2020 Public Board Meeting, the Board receive the correspondence listed above.

14. ITEMS REQUIRING SPECIAL MENTION

15. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

15.1 BCPSEA AGM

January 30-31, 2020

Vancouver, BC

16. BC SCHOOL TRUSTEES ASSOCIATION

16.1 BCSTA Provincial Council Meeting

Friday, February, 21, 2020 to Saturday, February 22, 2020

Vancouver, BC

Submission Deadline for Provincial Council Motions: January 17, 2020

16.2 BCSTA Annual General Meeting

April 16-19, 2020

Vancouver, BC

- **Deadline for Extraordinary AGM Motions: February 6, 2020**
- **Deadline for Substantive AGM Motions: February 16, 2020**

17. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

17.1 Joint Board of Education and District Student Council Meeting

Monday, January 20, 2020

4:30 pm - 6:00 pm

18. FUTURE MEETINGS

18.1 Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, January 29, 2020, at 6:00 pm, Board Room Main at 1040
Hollywood Road South

Regular Public Board Meeting

Wednesday, February 12, 2020 , at 6:00 pm, Board Room Main at 1040
Hollywood Road South

18.2 Board Standing Committee Meetings

Finance and Audit Committee Meeting

Wednesday, January 22, 2020, at 4:00 pm, Board Room Main at Hollywood
Road South

General Affairs Committee Meeting

Wednesday, January 22, 2020, at 6:00 pm, Board Room Main at Hollywood
Road South

19. NOTICES OF MOTION

20. ITEMS FOR A FUTURE AGENDA

21. MEDIA QUESTIONS

22. ADJOURNMENT



**BOARD OF EDUCATION
PUBLIC MEETING
MINUTES**

**Wednesday, December 11, 2019, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

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

Staff: Kevin Kaardal, Superintendent of Schools/CEO
Ryan Stierman, Secretary-Treasurer/CFO
Terry Beaudry, Deputy Superintendent of Schools
Michelle DesRochers, Executive Assistant (recorder)

Partner Groups: Michael Kormany, COPVPA Pro-D Finance
Cherylee Morrison, COPAC Co-President
Grace Mallette, DSC, Grade 10 at RSS (*arrived at 6:36 pm*)

There were no representatives from the COTA or CUPE Local 3523.

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

CALL TO ORDER

The meeting was called to order at 6:02 pm.

AGENDA

*Move: Agenda Item 5 Recognition before Agenda Item 4 Central Okanagan Public Schools -
"Inside 23"*

Main 19P-173

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Agenda for the Public Board Meeting of December 11, 2019 be adopted as amended.

CARRIED

MINUTES**Public Board Meeting - November 27, 2019****Main 19P-174**

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

THAT: The Minutes of the Public Board Meeting of November 27, 2019 be adopted as presented.

CARRIED

ABSTAINED: Trustee Geistlinger

RECOGNITION**Premier's Awards for Indigenous Youth Excellence in Sport - Interior Regional Recipients**

- Hanna Sault-Hartwick, Student at OKM Secondary, Brazilian Jiu Jitsu, Mississaugas of the Credit First Nation
- Jade Wynne, Student at KLO Middle, Karate (Kumite), Nlaka'pamux Nation
- Kanani Coon, Student OKM Secondary, Basketball, Enoch Cree Nation

The Board of Education congratulated the above recipients for each receiving a Premier's Award for Indigenous Youth Excellence in Sport – Interior Region. The Regional Awards were presented during a formal celebration held at the Nicola Valley Institute of Technology in Merritt, BC on November 3, 2019.

KSS AAAA Girls Volleyball Team - Provincial Champions

In attendance:

Troy White, Principal
Kelly Hettinga, Head Coach
Sam Temme, Assistant Coach

Team Members:

Emily Daum	Sibby Bos
Hannah Greene	Madelyn Hettinga
Sela Ringer	Amelia Anderson
Lexi Prefontaine	Madison Shanks
Danjela Graves	Anya Pemberton
Sophie LaChapelle	

The Board of Education congratulated the KSS Owls AAAA Senior Girls Volleyball Team who recently won the provincial championship (2nd consecutive year). The Owls defeated the Lord Tweedsmuir Panthers 3-0 in the final game.

KSS Girls Field Hockey Team - Provincial Silver Medalists

In attendance:

Troy White, Principal
Arnar Bernhardsson, Head Coach
Brian Demug, Assistant Coach

Team Members:

Krysha Czenczek	Emma Cannan
Asia Hansen	Kyra Molen
Cadence Cameron	Georgia Insley
Leah Metvedt	Teagan Wright
Ann Demug	Kennedy Cederholm
Kassidy Day	Alivia Brown

The Board of Education congratulated the KSS Owls Girls Field Hockey Team, who recently won the silver medal at the recent provincial tournament.

Premier's Awards for Excellence in Education Winner

In Attendance:

Troy White, Principal, École Kelowna Secondary School

The Board of Education congratulated Troy White, Principal at École Kelowna Secondary School, for winning the Premier's Awards for Excellence in Education, School Leadership Category. The Premier's Awards for Excellence in Education was held on Friday, October 4th at the Government House in Victoria. The Premier's Awards for Excellence in Education were created to recognize the enormous contributions of B.C.'s exceptional teachers, administrators and support staff that are vital to the cultural, economic and social well-being of the province. The Premier's Awards provide students, parents, teachers and other members of the community with an opportunity to celebrate those who make a real difference in B.C. schools.

Meeting Recess (Five Minutes)

6:25 pm - The meeting recessed.

6:33 pm - The meeting reconvened.

6:36 pm - The District Student Council representative joined the meeting.

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Digital Wellness

In Attendance:

Jon Rever, Assistant Superintendent

Jordan Kleckner, District Principal - Learning Technology

John Morrone, Vice-Principal - Learning Technology

Chris Velasco, Digital Media Specialist

The Digital Wellness for Students, Schools & Families presentation provided the Board of Education with a brief description of the background and learning journey of the team that created the Digital Wellness Guide for Students, Schools & Families. The presentation highlighted "key digital wellness ideas" that include exploring learning, practicing mindfulness, critical thinking, spreading positivity, and personal safety.

PUBLIC QUESTION/COMMENT PERIOD

There were no public questions/comments.

TRUSTEES QUERIES/COMMENTS

There were no Trustee queries/comments.

ACTION ITEMS

2019-2020 Budget Timeline

Main 19P-175

MOVED by Trustee Cacchioni

SECONDED by Trustee Tiede

THAT: The Board of Education approve the 2019-2020 Budget Timeline as presented at the December 11, 2019 Public Board Meeting.

CARRIED

Enhancement Agreement - École Dr. Knox Middle School for the Indigenous Garden/Outdoor Classroom – Snullusten

Main 19P-176

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Board of Education enter into an Enhancement Agreement with École Dr. Knox Middle School for the Indigenous Garden/Outdoor Classroom – Snullusten outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

CARRIED

Enhancement Agreement – École Dorothea Walker Elementary School - Mural

Main 19P-177

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Board of Education enter into an Enhancement Agreement with École Dorothea Walker Elementary School for the painting of an inspirational mural outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

CARRIED

Enhancement Agreement – Anne McClymont Elementary School – Outdoor Classroom

Main 19P-178

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Board of Education enter into an Enhancement Agreement with Anne McClymont Elementary School PAC for the Outdoor Classroom outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.
CARRIED

Opening of H.S. Grenda Middle School

Main 19P-179

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Board of Education open H.S. Grenda Middle School in September 2021 for Grades 6 and 7 catchment area students;

AND THAT: Grade 7 students already in attendance at George Elliot Secondary, and transitioning into Grade 8, complete their Grade 8 year at George Elliot Secondary in 2021;

AND FURTHER THAT: For September 2022, Lake Country schools complete grade reconfiguration (Elementary K-5, Middle 6-8 and Secondary 9-12).

CARRIED

Enrollment Application Dates for 2020/2021 School Year

Main 19P-180

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

THAT: The initial enrollment application dates for the 2020/2021 school year be set as February 3, 2020 through to March 13, 2020;

AND THAT: The closing date of enrollment applications, in order to apply the Board's enrollment application priorities as established in Regulation 405R – *Student Placement (Regulations)*, be set as September 3, 2020.

CARRIED

PUBLIC QUESTION/COMMENT PERIOD

There were no public questions/comments.

INFORMATION ITEMS

Superintendent's Emergent Issues

The Superintendent of Schools/CEO stated that he had no emergent issues to report.

Level 4 and 5 Field Study Summary – 2019/2020

The Board reviewed the information.

General Statement – November 27, 2019

The November 27, 2019 General Statement will be amended to indicate the time that Trustee Geistlinger left the meeting.

Report on the Status and Work of Schools' Diversity and Harmony Clubs in Support of LGBT2Q+ Inclusion

Information will be provided to Trustees via the Superintendent's Office.

Financial Update - International Education Program

The Board reviewed the information.

Statement of Financial Information for June 30, 2019

The Board reviewed the information.

Funding Model Review Update

The Board reviewed the information.

Transportation Survey Results

The Board reviewed the information.

Proposal for Educational Program with External Partnership - Westbank First Nation - Elders in Residence Program

The Superintendent of Schools/CEO stated that the proposal has been deferred to January 2020 and will come forward with a draft Memorandum of Understanding.

BOARD CORRESPONDENCE

Sent:

District Student Council, November 25, 2019, Invite to Meet with the Board - Reminder

COPAC, November 25, 2019, Invite to Meet with the Board - Reminder

Indigenous Education Council, December 5, 2019, Trustee Representatives

Central Okanagan Early Years Partnership, December 5, 2019, Trustee Representative

Received:

Main 19P-181

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: At the December 11, 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:

1. Trustees spoke of their attendance at events throughout the District including the Transportation Public Consultation Meetings.
2. Through the **2019 Central Okanagan Sports Hall of Fame Induction Ceremony**, the Partnership with KidSport Kelowna has helped almost 300 youngsters get involved in sport who otherwise would never have had the chance. The Central Okanagan Public Schools provides an outstanding honour roll of student-athletes who excel on the field, in the classroom and in the community.
3. Thank you to the many schools in the District who are hosting music concerts and drama presentations to celebrate the holiday season.
4. Thanks, congratulations and best wishes were extended to all CUPE, COTA and District staff who are retiring from their roles at the end of December.

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

BCPSEA AGM

January 30-31, 2020

Vancouver, BC

Submission Deadline for Special and Ordinary Resolutions: December 11, 2019

BC SCHOOL TRUSTEES ASSOCIATION

BCSTA Provincial Council Meeting

Friday, February 21, 2020 to Saturday, February 22, 2020

Vancouver, BC

BCSTA Annual General Meeting

April 16-19, 2020

Vancouver, BC

- **Deadline for Extraordinary AGM Motions: February 6, 2020**
- **Deadline for Substantive AGM Motions: February 16, 2020**

FUTURE MEETINGS

Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, January 15, 2019, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting

Wednesday, January 29, 2019, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Board Standing Committee Meetings

Planning and Facilities Committee

Wednesday, January 8, 2019 at 4:00 pm, Board Room Main at 1040 Hollywood Road S.

Education and Student Services Committee

Wednesday, January 8, 2019 at 6:00 pm, Board Room Main at 1040 Hollywood Road S.

ITEMS FOR A FUTURE AGENDA

- Proposal for Educational Program with External Partnership – Westbank First Nation – Elders in Residence Program

MEDIA QUESTIONS

Connor Tremblay, Kelowna Capital News: Mr. Tremblay requested confirmation on the catchment area grades for H.S. Grenda Middle School.

The Board Chair stated that when H.S. Grenda Middle School opens in September 2021, catchment area students in grades 6 and 7 will attend the school. In September 2022, the school will welcome catchment area students in grades 6, 7, and 8.

ADJOURNMENT

The Chairperson adjourned the meeting at 7:38 pm.

Chairperson

Secretary-Treasurer/CFO



Memorandum

Date: January 10, 2020
To: Board of Education
From: Terry-Lee Beaudry, Deputy Superintendent of Schools

Action Item: **Equity in Action Agreement for Truth and Reconciliation 2020-2025**

1.0 ISSUE STATEMENT

An Equity in Action Agreement for Truth and Reconciliation 2020-2025 has been developed for approval by the Board of Education.

2.0 BACKGROUND

On December 11, 2006, the District signed the first Aboriginal Education Enhancement Agreement 2006-2011.

On January 15, 2014, the District signed the second Aboriginal Education Enhancement Agreement 2014-2019.

In August 2016, the BC Ministry of Education embarked on the co-creation of an 'Equity Scanning Tool' to support School Districts in identifying barriers that are impacting Indigenous student achievement in response to the Report of the Office of the Auditor General, United Nations' Declaration on the Rights of Indigenous People and the Truth and Reconciliation Calls to Action. The Central Okanagan Public School District was one of six Districts invited to pilot the Ministry's Equity Scanning tool. The District's involvement in the Equity Scan Project lead to the development of the Equity in Action Agreement.

3.0 POINTS FOR CONSIDERATION

The collaborative phase, including extensive school/community consultations, was completed from 2017-2019. A framework has been developed to guide the vision that ***empowers each learner to thrive holistically***. The Equity in Action Agreement provides direction at the District, school and classroom level and is focussed on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.

4.0 OPTIONS FOR ACTION

- a) Approve the Equity in Action Agreement for Truth and Reconciliation 2020-2025.
- b) Amend the Equity in Action Agreement for Truth and Reconciliation 2020-2025.
- c) Request additional information on the Equity in Action Agreement for Truth and Reconciliation 2020-2025.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The District's Equity in Action Agreement provides comprehensive multi-year goals and priorities to foster Indigenous student success (K-12).

6.0 RECOMMENDATION

THAT: The Board approve the Equity in Action Agreement for Truth and Reconciliation 2020-2025, as attached to the Agenda, and as presented at the January 15, 2020 Public Board of Education Meeting.

7.0 APPENDIX

A. Equity in Action Agreement for Truth and Reconciliation 2020-2025

Equity in Action Agreement for Truth & Reconciliation

2020 - 2025



Lifeline - Sqilxw Resilience
Sheldon Louis / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity

Together We Learn



**Central Okanagan
Public Schools**

Indigenous Education



“Life Line - Sqilxw Resilience”

Before the collaborative mural project saw brush put to canvas, Dixon Terbasket and I sat with Kelowna Secondary School Art Classes to share the pre- and post contact history of the sqilxw people located in traditional Syilx territory. We shared our personal experiences and the impact colonialism has had on Indigenous peoples, in particular the loss of language and culture through Residential School Systems, the oppression of the Indian Act and Potlatch Ban, the Truth and Reconciliation Calls to Action and other topics shaping the lives of the Indigenous Peoples of Canada today.

By sharing the darker history of Canada's relations with Indigenous Peoples, we were able to help frame the theme of "Resilience" for the mural. Although the history of our Indigenous Peoples has been burdened with post-contact struggles, we are still fighting to regain, reclaim and revitalize our languages, our cultures and our ceremonies. Even though it has been a difficult struggle to this point, I wanted to showcase the resilience of our People, our Youth and our Elders. It is through the struggles of our ancestors that we inherit resistance and resilience. This mural captures the strength and knowledge of our Tmixw, our Elders, our Survivors, and our Youth. It shows/reflects a transition from winter to spring, signifying the shift in our history and our lives.

The various elements of the mural emerged from a few days of discussion with high school youth. I then created the rough design from the ideas they felt best conveyed the resilience of our People. It was amazing to watch the mural come to life as students painted; each day it took on new meaning. Each element has special significance:

The spitsin (tether or bond) wrapped around the hands signifies the tradition of sitting around winter fires learning from our Elders; it also signifies the strength of the people, the lifeline or bloodline that connects us to each and every one of our ancestors.

The Salmon are a true representation of the meaning of resilience, the strength and determination embodied in our Ancestors and passed on to our Elders and Residential School survivors.

The winter and summer lodges represent connectedness to the land. The winter home speaks to how our Elders would share captikwl (traditional stories) with our young ones, teaching about our laws and responsibilities. The tulle mat lodge represents the transition from a dark past into a brighter future.

The speetlum (bitterroot) speaks to the need of our Youth to find their "roots" and to reconnect with the land, for it will be they who lead our People forward.

The students used the bridge in the background to represent the bridging of new generations, the bridging of communities.

I am so honoured to have been part of this great project.

Sheldon Louis

Central Okanagan Public Schools

Equity in Action Agreement

The Indigenous Education Council and Central Okanagan Public Schools acknowledge and honour the traditional territory and history of the Okanagan (Syilx) People and Westbank First Nation as our host band. We also acknowledge the traditional teachings of all our Elders and the wisdom of their Indigenous culture.

EQUITY IN ACTION AGREEMENT IS BETWEEN

Central Okanagan Public Schools

AND

Westbank First Nation, the Okanagan Indian Band, Okanagan Nation Alliance,
Ki-Low-Na Friendship Society, Lake Country Native Association, Kelowna Métis Association
Indigenous Parent and Family Education Council

AND

The Ministry of Education in the Province of British Columbia



We would like to acknowledge the Committee members who contributed to the development of this Agreement during the meetings held in 2017 - 2019; and, the work of the members of the Equity Scan Committee.

Fernanda Alexander - Councillor, Westbank First Nation	Kevin Kaardal - Superintendent of Schools / CEO
Rose Alexis - Indigenous Student Advocate	Kevin Kaiser - Indigenous Education Resource Teacher
Jarret Atkins - DRE Vice-Principal	Brad Kuhn - MBS Vice-Principal
Pamela Barnes - Westbank First Nation Elder	Steven Labrie - CLE Vice-Principal
Terry Beaudry - Deputy Superintendent of Schools	David Lafontaine - Teacher
Ann Bell - Lake Country Native Association	Rick Oliver - Assistant Superintendent of Schools
Deb Butler - Former Trustee, Central Okanagan Public Schools	Roberta Robin Dods - Board Member, Kelowna Friendship Society
Laurie Campbell - Teacher	Shannondee Rigby - Teacher
Denise Clough - Education Services Manager, Westbank First Nation	Darryl Smith - GES Vice-Principal
Joanne De Guevara - District Principal, Indigenous Education	Raquel Steen - District Principal, International Education
Trent Dolgopol - DRK Principal	Sue Stevenson - SVE Principal
Nina Ferguson - OKM Vice-Principal	Holly Toews - Teacher
Simone Gauthier - Indigenous Student Advocate	Monique West - ASM Vice-Principal
Greg Hyslop - Teacher	Maureen Ziprick - Okanagan Indian Band Elder



Central Okanagan Public Schools

Equity in Action Agreement – Part 1 - Introduction

TRUTH & RECONCILIATION CALLS TO ACTION

Why Equity?

In 2015, the Truth and Reconciliation Commission (TRC) released its final report including 94 Calls to Action. The TRC spent six years travelling across Canada and documenting the narratives of First Peoples forcibly taken from their families as children and placed in Residential Schools. The focus of the TRC centered on unveiling the TRUTH about the abuse suffered by Indigenous children by acknowledging this long-ignored segment of Canada's history. The Commission's emphasis on truth determination was intended to lay the foundation for the important question of reconciliation.

As a result of the TRC report, educational institutions were tasked with responding to the 'Calls to Action'. In keeping with this context, the following Calls for Actions specifically focus on the work ahead for educators:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Indigenous peoples, and educators, to:
 - i. Make age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Indigenous schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Indigenous education issues, including:
 - i. Developing and implementing Kindergarten to Grade 12 curriculum and learning resources on Indigenous peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Indigenous history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.

The TRC's "Calls to Action" spark an urgency for colonized K-12 educational institutions to prioritize the reconceptualization of curriculum, embedding holistic understandings of Canada's past with contemporary perspectives of Indigenous peoples, to co-construct new pathways towards truth and reconciliation. This marks a time in Canada's history where educators are being called upon to reimagine teaching and learning with a shared responsibility for inspiring social justice through the understanding of truths and commitment to reconciliation.

Together, we will foster Indigenous student success through the lens of equity.

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

Why Equity?

B.C. Declaration on the Rights of Indigenous Peoples Act

In 2007, the United Nations General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration). It includes 46 articles covering all facets of human rights of Indigenous peoples such as **culture, identity, religion, language, health, education and community**.

The UN Declaration emphasizes the Indigenous peoples' rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures and traditions and to pursue self-determined development, in keeping with Indigenous needs and aspirations.

B.C.'s Implementation of the UN Declaration

The provincial government passed legislation in November, 2019 to implement the UN Declaration, which the Truth and Reconciliation Commission confirms as the framework for reconciliation.

The B.C. [*Declaration on the Rights of Indigenous Peoples Act*](#) aims to create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together.

The legislation sets out a process to align B.C.'s laws with the UN Declaration. It mandates government to bring provincial laws into harmony with the UN Declaration. It requires development of an action plan to achieve this alignment over time – providing transparency and accountability. It also requires regular reporting to the Legislature to monitor progress.

(Source: Government of British Columbia)

Professional Standards for BC Educators - Standard 9

In August, 2019, a ninth Standard was added for BC educators. This professional standard requires educators to embed indigeneity within their pedagogy.

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

(Source: Government of British Columbia)

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

EQUITY SCAN PROJECT

In August 2016, the BC Ministry of Education embarked on the co-creation of an 'Equity Scanning Tool' to support School Districts in identifying barriers that are impacting Indigenous student achievement in response to the Report of the Office of the Auditor General, United Nations' Declaration on the Rights of Indigenous People and the Truth and Reconciliation Calls to Action. The Central Okanagan Public School District was one of six Districts invited to pilot the Ministry's Equity Scanning tool.

The collaborative phase, including extensive school/community consultations, was completed from 2017-2019. A framework has been developed to guide the vision for equity and collaborative work towards a systemic scanning tool. The Equity Scan concept provides direction at the District, school and classroom level and is focussed on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.



The District's Equity in Action Committee responding to the Ministry of Education's Guided Inquiry Questions
"Shaping our Vision for Equity"
2017

Central Okanagan Public Schools

Equity in Action Agreement- Part 1

JOURNEY TO EQUITY

A District Equity Scan Committee, comprised of Elders, District Administrators, Teachers, Indigenous Student Advocates, and community members was formed and the first meeting was held at the Westbank First Nation Youth Centre. The Committee met bi-monthly, in homogenous and heterogeneous groups, to navigate through the initial 72 questions proposed by the Ministry of Education Equity Scan Team. Seven key questions were identified and used to facilitate community discussions at community forums and to receive survey feedback. In addition to feedback received from community forums, feedback was also received from District meetings, student voice, and surveys. The District Equity Scan Committee reviewed all the information collected to establish common belief statements, recommendations, and priorities. The District Equity Scan Committee was then able to use this feedback to set direction, goals, and priorities for the District's Equity in Action Agreement.

This journey has created a shared understanding of equity for Indigenous students to thrive in Central Okanagan Public Schools.



Equity Scan Committee



Talking about Truth & Reconciliation



Kelowna Métis Association Community Dinner Forum

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

DISTRICT VISION & RESPONSIBILITIES FOR EQUITY

Each school in Central Okanagan Public Schools has a responsibility to report-out continued growth and success in their School Learning Plans. Equity in Action plans are a part of this process. The Equity in Action Agreement prioritizes a responsibility to Indigenous learners at all levels. Schools report through their Learning Plans addressing specific priorities in all quadrants: Policy and Governance, Learning Environment, Learning Profiles, and the Pedagogical Core.

"Each Central Okanagan Public School student, Kindergarten to Grade 12, has a right and responsibility to learn." In addition to developing the core competencies and attributes of the Learner, the role of a Central Okanagan Public Schools' student is to respect the Okanagan territory and the Okanagan people on whose land we reside and respect diversity. (Policy 401 – Role of the Student).

The District's Equity in Action Agreement emphasizes the importance of supporting the role of each student, in particular, establishing pathways to support the growth and well-being of the District's 2900 Indigenous learners (K-12). As school communities use the Spirals of Inquiry to scan their learners and develop hunches in order to co-create and implement School Community Learning Plans, a focus on equity of opportunity is important to set the conditions for all students to thrive.

With a shared focus on equity, each school's multi-year Learning Plan will reflect how the school is addressing equity and the progress achieved to support Indigenous learners will be reflected in our school and District's Achievement indicators. The Superintendent's Annual Report on Achievement will include the District's collaborative efforts to implement equitable opportunities to support Indigenous student well-being and success as well as our District's efforts to nurture culturally-responsive learning and racism-free learning environments.

The following definition has been co-written by the District's Equity in Action Committee after speaking with hundreds of staff, students and community members and reviewing feedback from surveys, written responses and community forums:

Equity empowers each learner to thrive holistically

Central Okanagan Public Schools

Equity in Action Agreement- Part 1

IF WE BELIEVE...

That equity is everyone's responsibility

That equity fuels the art of possibility for each Indigenous learner

**That equity requires transformative change through partnerships with
Indigenous Knowledge Keepers and reciprocal learning**

And, that equity is about nurturing the spirit

THEN...

**Together, we will create the conditions that empower each Indigenous learner
to be cultural, confident, and courageous.**



Primary Winter Gathering



Indigenous Graduation Ceremony Dancers

Central Okanagan Public Schools

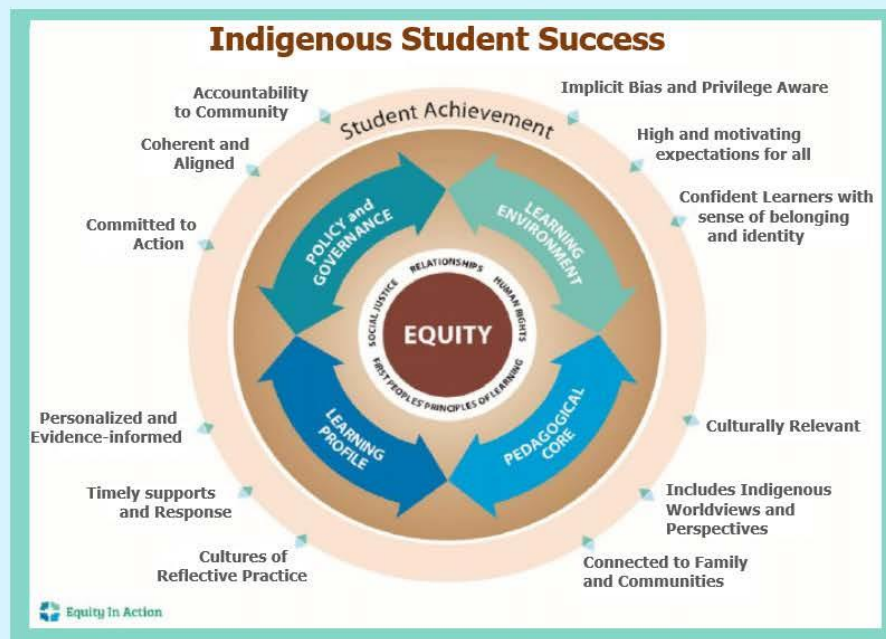
Equity in Action Agreement – District Responsibilities 2020-2025

Policy and Governance

- Maintain a District Multi-year Equity Committee
- Request the Board of Education review policies to support equity
- Request the Superintendent to review administrative procedures to support equity
- Provide annual reports on the goals of the Equity in Action Agreement

Learning Environment (School Culture)

- Implement and expand Elders in Residence programs, ensuring access to Elder wisdom
- Reflect a strong culturally-appropriate Indigenous presence in each school
- Ensure quality, culturally relevant space or Gathering Rooms in every school



Learning Profiles

- Continue to develop a holistic definition of success for each learner, with a focus on personalizing the learning journey
- Develop a timely response plan for 5th & 6th year, Grade 12 and year after Grade 12
- Collaborate to implement culturally responsive interventions and alternatives to suspension

Pedagogical Core

- Embed Truth & Reconciliation in teaching and learning K-12
- Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture
- Create understanding with ALL students through authentic Indigenous presence
- Continue to foster partnerships between Indigenous Knowledge Keepers and non Indigenous educators through reciprocal learning opportunities
- Continue to foster community relationships through ongoing collaboration
- Incorporate culturally relevant land-based learning for all students

EACH SCHOOL'S JOURNEY TOWARDS EQUITY WILL BE EMBEDDED WITHIN THE SCHOOL COMMUNITY LEARNING PLAN, UPDATED REGULARLY AND SHARED WITH PARENTS.

Central Okanagan Public Schools

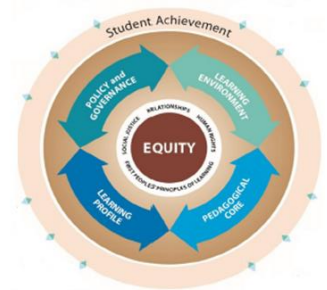
Equity in Action Agreement – Part I

Our Shared Responsibility

POLICY AND GOVERNANCE

We believe:

- "Each Central Okanagan Public School student, Kindergarten to Grade 12, has a right and responsibility to learn" (Policy 401).
- Creating a District culture of equity will affirm our commitment to inclusiveness and appreciation and respect for our District's diverse learners.



Therefore, we are committed to the following:

- Maintain a District Equity Committee (including representation from all stakeholders) to support the implementation of equitable practices at the school and District level, to review the District's progress in achieving equitable practices, and to provide recommendations for deepening the District's focus on equity in action;
- Review Central Okanagan Public Schools' Policies and Regulations to support equity;
- Review Central Okanagan Public Schools' Administrative Procedures to support equity;
- Ensure annual District reports reflect the shared responsibility toward achieving equity.



Indigenous Family Fun Night
Hoop Dancer



Plant Harvesting with Little Warriors

Central Okanagan Public Schools

Equity in Action Agreement – Part I

Our Shared Responsibility

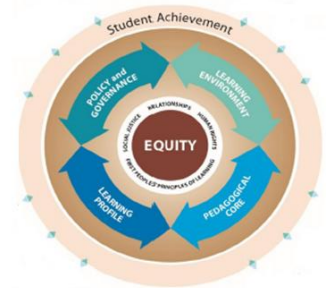
LEARNING ENVIRONMENT – SCHOOL CULTURE

We believe:

- Confident learners will have a strong sense of belonging and identity within each learning environment.

Therefore, we are committed to the following:

- Provide opportunities to discuss, acknowledge and educate about implicit bias and privilege awareness;
- Implement and expand an Elders in Residence Program to provide opportunities for schools to have access to Elders to share cultural wisdom and deepen relationships with students, families and staff;
- Reflect a strong culturally-appropriate Indigenous presence in each school. Incorporate appropriate physical representation of Indigenous culture with the learning and teachings around those artifacts both embedded in school cultural values and understood by the school community;
- Acknowledge Okanagan Syilx Territory as a regular practice including assemblies, meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site;
- Ensure Nsyilxcen, local Indigenous language presence in all schools;
- Display local Nation flags at each District site;
- Ensure quality, culturally relevant space or Gathering Rooms in every school for both students and families to foster belonging, identity and connection to school.
- Engage in cultural sensitivity processes for all District employees which includes local, provincial and national relevant topics, including but not limited to the:
 - Local Education Agreement with Westbank First Nation;
 - B.C. Tripartite Agreement;
 - Truth and Reconciliation Commission (TRC) of Canada's Calls to Action, and
 - United Nation's Declaration on the Rights of Indigenous Peoples



Little Warriors Harvesting Plants

Central Okanagan Public Schools

Equity in Action Agreement – Part I

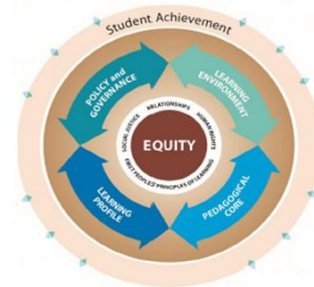
LEARNING PROFILES

We believe:

- Learner success is achieved through personalized learning, timely supports and culturally relevant interventions.

Therefore, we are committed to the following:

- Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic);
- Use multiple points of evidence to assess the learning needs of Indigenous learners;
- Utilize Ministry data from the Indigenous Learning Profile tool in order to be responsive to the learning needs of each student in Grades 10 – 12;
- Develop a District tracking system for non-graduating Indigenous students and explore opportunities for success in their 6th year (the year after Grade 12);
- Collaborate to implement culturally responsive interventions and alternatives to suspension focusing on the personalized needs of each student.



Teepee Presentation at Central
Programs & Services



Grade 12 Retreat

Central Okanagan Public Schools

Equity in Action Agreement – Part I

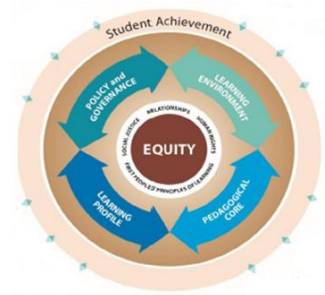
PEDAGOGICAL CORE

We believe:

- Reimagining teaching and learning with a shared responsibility for inspiring social justice and equity, understanding truths, and commitment to reconciliation.
- Integration of Indigenous world views and perspectives and First People's Principles of Learning are at the core of instruction, assessment and learning.
- Incorporation of local culturally-relevant curriculum builds understanding with ALL children through an authentic Indigenous presence.

Therefore we are committed to the following:

- Embed the First Peoples Principles of Learning (K-12);
- Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture;
- Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being;
- Provide time and space to understand how implicit bias and racism impacts the nature of instruction, assessment and learning for Indigenous learners;
- Create a centralized Indigenous resource portal on the District dashboard enabling all staff to have access to authentic Indigenous resources and pedagogies, cultural guidelines, workshops and professional development opportunities;
- Foster Nsyilxcen language instruction in schools.
- Continue to foster partnerships between Indigenous Knowledge Keepers and non-Indigenous educators through reciprocal learning opportunities;
- Continue to foster community relationships through ongoing collaboration;
- Support a teacher representative as an Indigenous Curriculum Lead at every school;



Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Indigenous Education Responsibilities



FOUR FOOD CHIEFS GRAPHIC SUMMARY

We would like to acknowledge Okanagan Nation Alliance for the collaborative work and effort in creating the Four Food Chiefs Graphic. The image on the graphic originated from the Okanagan Nation Alliance for Central Okanagan Public Schools to use for graphic purposes only. We would like to recognize Krystal Lezard from Westbank First Nation, for the Four Food Chiefs write ups, and Coralee Miller from Westbank First Nation, whose Four Food Chiefs images are utilized in Part 2 of this Agreement.

We continue to work toward Truth and Reconciliation, and the "Calls to Action" for Education. Integration of Indigenous Worldview and Perspective and the First Peoples Principles of Learning have been mandated throughout the curriculum. This project and graphic is a result of the need to assist educators in Indigenizing processes and content throughout the school system. Understanding teaching through story, and connecting it with contemporary, colonial views and perspectives on Education, help to provide understanding from a local Indigenous perspective. Learning is embedded in story and history and through our connections and relationships, we can support all of our students to experience success through the lens of Indigenous teachings.

The Center of the graphic portrays the Four Food Chiefs, who come from the Syilx, Okanagan captikw, "How Food Was Given." "Captikw today explores how these traditional stories can guide our thoughts and actions in the present." (Back to the Root, Pg. 8) "The perspectives of the Four Food Chiefs cover the spectrum from tradition to innovation, from action to relationships. As individuals, we tend to identify more strongly with one of the four perspectives. Differing perspectives of the Four Food Chiefs were brought together to inform discussion, solve problems, and provide decision making on an action plan." (Back to the Root, Pg. 12)

In addition to the Four Food Chiefs picture, the four coloured areas include the First Peoples Principles of Learning and Indigenous Ways of Knowing that guide how we walk through our experiences.

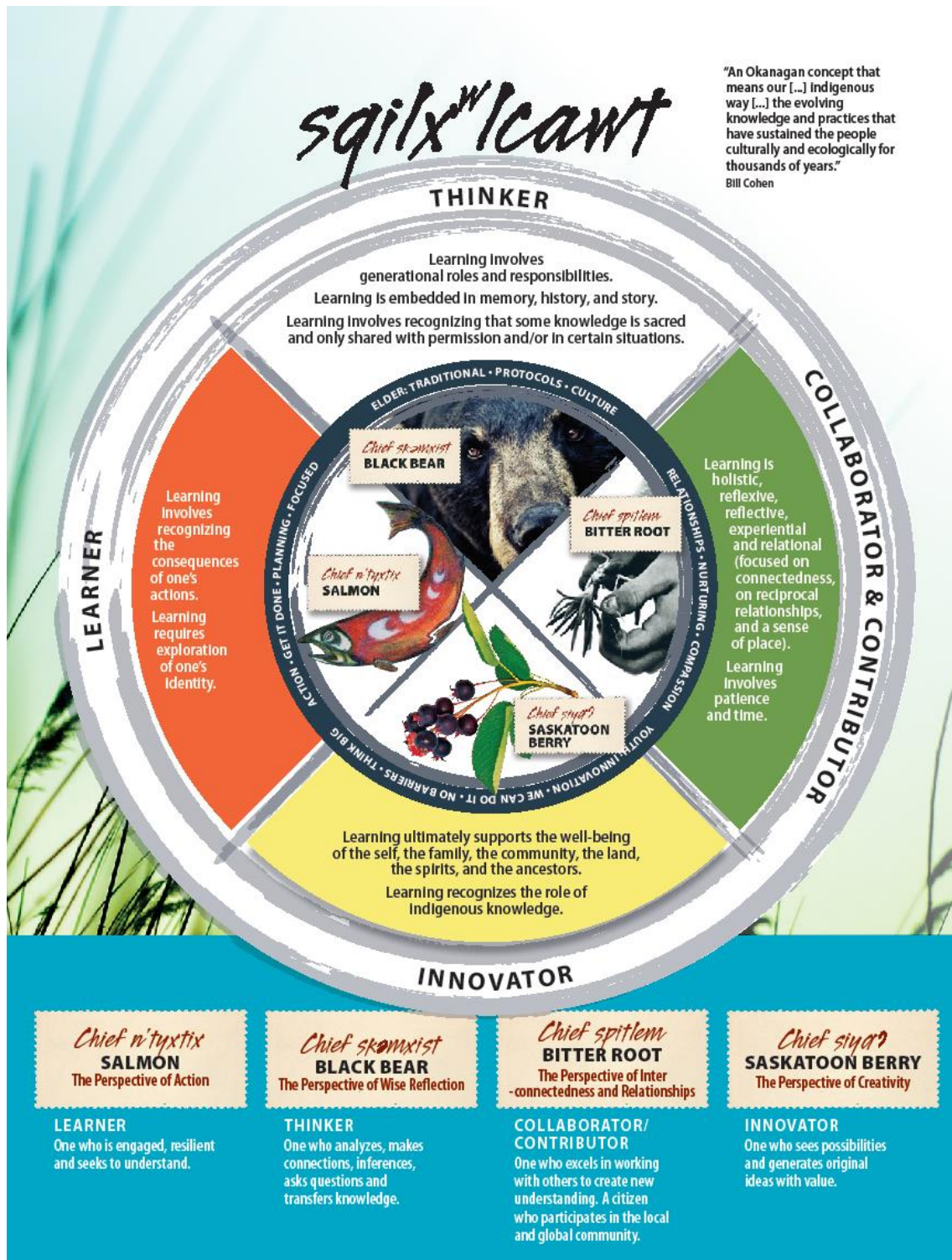
The outside of the graphic reflects the District's Attributes of the 21st century learner. These attributes are very similar to those of the Four Food Chiefs, thus, providing an Indigenous Perspective to the work being done at the District level. In understanding and attaining these Attributes, both from a colonial and Indigenous perspective, will allow all students in the District to experience success.

The Four Food Chiefs teachings can be utilized at all levels of Education, from Leadership to student voice. These teachings have been used since time immemorial by the Okanagan Syilx people.

Central Okanagan Public Schools

Equity in Action Agreement - Indigenous Education

Responsibilities – Part 2



FOUR FOOD CHIEFS ATTRIBUTES OF THE 21ST CENTURY LEARNER



Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief spitlem Bitter Root

Chief spiłəm commemorates our occupation of the land since time immemorial. spiłəm offered her life and gave the sqilx^w people access to everything that grows underground for medicine and food. Her roots represent preservation of the land and continuance of understanding the need to protect the diverse territory we live in. During the spring season, she is the one who prioritizes health, wellness and guides with unconditional love. Chief spiłəm promotes the feminine aspects of new life that create nurturing relationships.



Our Commitment:

Relationships, nurturing, compassion

We are committed to fostering reciprocal relationships for the health and wellbeing of each Indigenous learner, inspiring confidence and a sense of connectedness to others.

Our Priorities:

1. Each Indigenous learner will be able to identify at least two caring adults within the school community.

Evidence: Students are able to identify two caring adults within the school community over and above the Indigenous Advocate.

2. Each Indigenous learner will be engaged in fostering healthy peer-to-peer relationships.

Evidence: Students are able to identify two or more positive peer relationships.

3. Each Indigenous learner will have access to multiple pathways for emotional support and wellbeing inclusive of Indigenous wellness perspective.

Evidence: Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e. Jordan's Principle).



Belgo Students Making Talking Feathers

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief siya? - Saskatoon Berry

Chief siya? gave the sqilx^w people the ability to harvest all fruit bearing plants for medicine and food throughout the summer. We emulate her teachings by providing service to our children, Elders and Nation. We offer many thanks for her gifts in helping us become attentive to the needs of others. She is the food chief responsible for our ability to be innovative and make our dreams a reality.



Our Commitment:

Innovation, we can do it, no barriers, think big

We are committed to co-creating cultural opportunities that strengthen home, school, and community connections.

Our Priorities:

1. Each Indigenous learner will participate in classroom-based cultural activities.

Evidence: Data will be collected to determine the number of Indigenous learners participating in classroom-based cultural presentations.

2. Each Indigenous learner will participate in school-based cultural activities.

Evidence: Data will be collected to determine the number of Indigenous learners participating in school-based cultural presentations initiated by Indigenous Student Advocate(s).

3. Each Indigenous learner will participate in District-based cultural activities.

Evidence: Data will be collected to determine the number of Indigenous learners participating in District-based cultural presentations.

4. Each Indigenous family will be connected to school community.

Evidence: Data will be collected to determine student and family participation in District initiatives.

5. Each Indigenous learner will participate in Okanagan Language activities.

Evidence: Data will be collected to determine student participation in language activities.

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief n'tyxtix - Salmon

ntytyix represents perseverance, working against the current to obtain prosperity. His male energy teaches us that water is our most valued resource and we must take action in a confident and focused manner. ntytyix offered the sqilx[™] people his life and gave us access to everything that lives in the water for medicine and food. Chief ntytyix offers remarkable teachings about life cycles in the fall season and the importance of taking care of one another in a good way.



Our Commitment:

Action, get it done, focused

We are committed to empowering each Indigenous learner to take action to explore and strengthen their personal identity.

Our Priorities:

1. Each Indigenous learner will set personalized learning goals that reflect a holistic growth mindset.

Evidence: Indigenous learners will self assess their learning through reflection and culturally responsive protocols.

2. Each Indigenous learner will engage in learning opportunities that strengthen their identity.

Evidence: Data will be collected to determine the number of Indigenous learners participating in extra-curricular activities, community involvement, leadership programs and community cultural gatherings.

3. In recognizing the consequences of one's actions, Indigenous learners will have the opportunity to engage in culturally-responsive interventions.

Evidence: Data will be collected to determine the number of Indigenous learners accessing culturally-responsive interventions.



Making Dream Catchers at Belgo



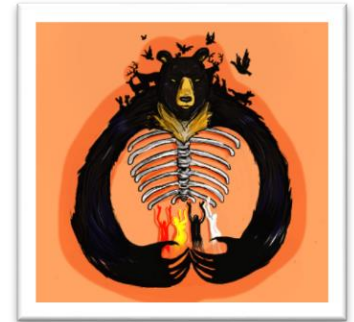
Orange Shirt Day Chief Tomat Elementary

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief skəmxiŋst - Black Bear

Chief skəmxiŋst was the first to offer his life for the sqilx^w people. Chief skəmxiŋst granted the sqilx^w people access to all living things, so that we would have protection and nutriment. He is eldest Chief and with his significant wisdom he is the true holder of where our traditions and protocols come from. During the winter season is when we are responsible for sharing knowledge with one another. A true leader wouldn't ask of his followers something he wouldn't be willing to do himself. We offer thanks to the timx^w for offering their lives so we could create tools to thrive and survive on our land in a sustainable way to ensure generations to come are provided for.



Our Commitment:

Traditional, protocols, culture

We are committed to fostering intellectual and culture growth through an Indigenous mindset.

Our Priorities:

1. Each Indigenous Grade 12 learner will experience academic success and will graduate with dignity, purpose and options.

Evidence: Central Okanagan Public Schools will reach parity in graduation rates between non Indigenous and Indigenous students.

2. Indigenous learners will garner a deep understanding of Indigenous histories, cultural knowledge, and language.

Evidence: Students will engage in an annual self-assessment of their cultural competencies.



SIYA Potato Dance winners

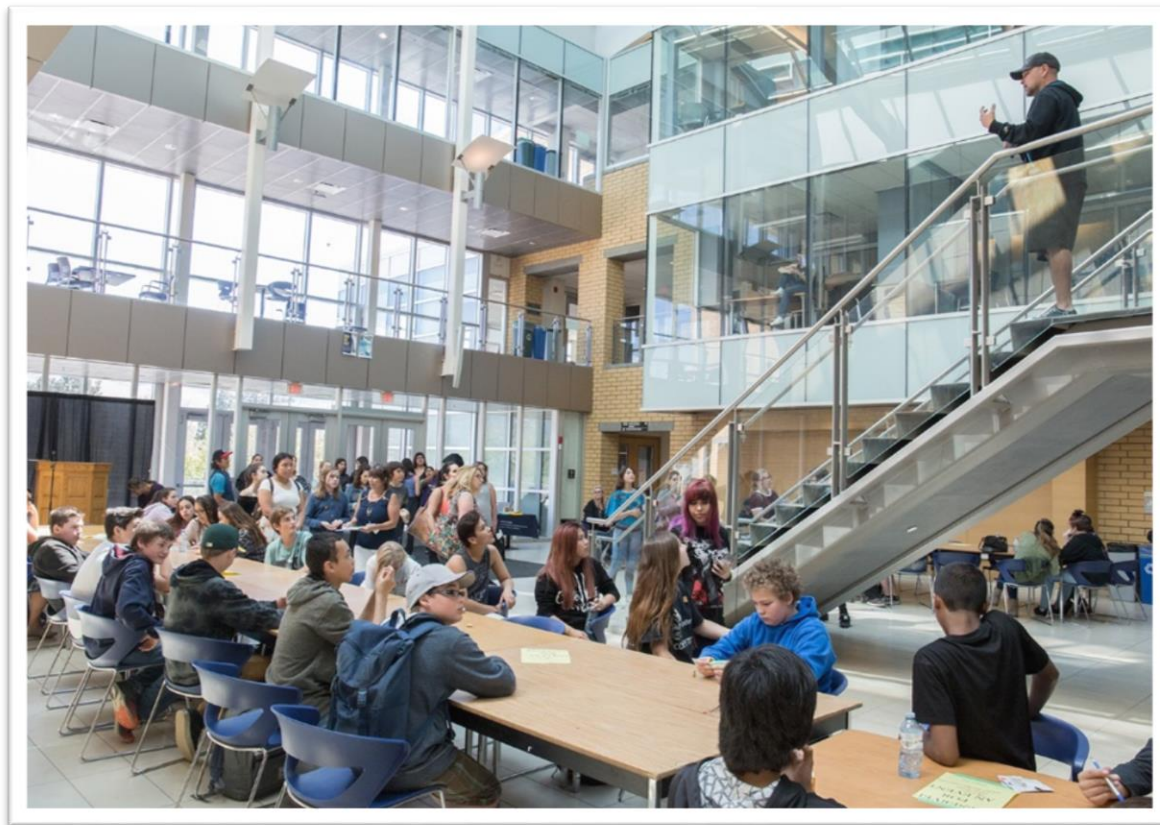
Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Monitoring our Progress – A Shared Responsibility

Progress towards attaining the District's Equity in Action goals, as reflected in Central Okanagan Public Schools' Equity in Action Agreement, will be reported in the Superintendent's Annual Report on Achievement and each school's Learning Plan.

Evidence of Indigenous student success will be collected annually through Ministry and District achievement data, students' presentations of learning, student feedback, parent and family forums, survey data and the District's Indigenous Information Management System. Progress towards achieving the Indigenous Education Department goals will be reflected in the annual Indigenous Education Department Report on Equity in Action.



Grade 9 students attend "Geering Up" Science Event at UBCO

Mission Statements



Central Okanagan Public Schools

"To educate students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and healthy productive member of our global society."



Westbank First Nation

"To provide and develop local community governmental services that are created in an efficient, effective, and distinctive manner for the overall betterment of our People and our Community."



Okanagan Indian Band

"The Okanagan Indian Band is supportive to ensure the future of our Indigenous peoples exceed the highest standard of education in order to encourage and promote ourselves individually and as peoples of a distinct culture for a better future culturally, socially and economically."



Okanagan Nation Alliance

"We are the unconquered Aboriginal people of this land, our mother; The creator has given us our mother, to enjoy, to manage and to protect; we, the first inhabitants, have lived with our mother from time immemorial; our Okanagan governments have allowed us to share equally in the resources of our mother; we have never given up our rights to our mother, our mother's resources, our governments and our religion; we will survive and continue to govern our mother and her resources for the good of all for all time."



Ki-Low-Na Friendship Society

"The Ki-Low-Na Friendship Society will provide support for the mental, emotional, physical and spiritual well-being of all people through the development of community-based services, while encouraging the community to preserve, share and promote Indigenous cultural distinctiveness."



Lake Country Native Association

"Lake Country Native Association provides support to local Indigenous families to participate in culturally appropriate activities and programs that encompass cultural knowledge and identity, life skills and self-esteem, substance abuse prevention, and Indigenous arts and crafts."



Kelowna Métis Association

"An Aboriginal Society that services the Central Okanagan through awareness and sharing of the Métis Culture, History, Language, Genealogy and by cultivating the pride of their Métis ancestry."

Central Okanagan Public Schools

Equity in Action Agreement

Acknowledgements

A special thank you to the Indigenous students, parents, and families. Their invaluable responses to surveys and consultation groups, during the review of the Indigenous Education Program, shaped the goals of the 2020 - 2025 Equity in Action Agreement.

Sincere thanks to the Indigenous Education Council, District staff, and community members who gave so freely of their time to develop Central Okanagan Public Schools' Equity in Action Agreement.

Indigenous Education Council

Fernanda Alexander	Councillor, Westbank First Nation
Ann Bell	Project Director, Lake Country Native Association
Norah Bowman	Trustee, Board of Education, Central Okanagan Public Schools
Denise Clough	Education Services Manager, Westbank First Nation
Jordan Coble	Westbank First Nation Alternate
Chantelle Colthorp	Kelowna Métis Association
Roberta Robin Dods	Treasurer and Board Member, Ki-Low-Na Friendship Society
Julia Fraser	Trustee, Board of Education, Central Okanagan Public Schools
Jennifer Lewis	Wellness Manager, Okanagan Nation Alliance
Kelly L'Hirondelle	Executive Director, Métis Community Services Society of B.C.
Sheldon Louis	Councillor, Okanagan Indian Band
Cherylee Morrison	Parent Representative, Indigenous Parent and Family Education Council
Roberta Shaw	Parent Representative, Indigenous Parent and Family Education Council
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society

Staff support for the Indigenous Education Council

Terry-Lee Beaudry	Deputy Superintendent, Central Okanagan Public Schools
Joanne De Guevara	District Principal of Indigenous Education, Central Okanagan Public Schools
Kevin Kaardal	Superintendent of Schools / CEO, Central Okanagan Public Schools



Section Three: Staff

"Together We Learn"

345 – VIOLENCE IN THE WORKPLACE

Introduction

The Occupational Health and Safety Regulation issued by WorksafeBC requires that employees have a right to work in an environment free from intimidation and violence. Acts or threats of violence toward an employee by non-employees, including students, shall not be tolerated.

Policy

1. The Board of Education directs that the Superintendent of Schools ensure that the Occupational Health and Safety Regulation relating to protection of workers from violence in the workplace is adhered to.
2. In particular, the Superintendent shall ensure that:
 - 2.1 risk assessments are undertaken;
 - 2.2 risks are eliminated or minimized;
 - 2.3 procedures are in place for reporting, investigating and documenting violent incidents;
 - 2.4 employees who may be exposed to risks of violence are informed of the nature and extent of the risk;
 - 2.5 employees at risk are trained to recognize, respond to, and report violent incidents.
3. Every employee is expected to report to his/her immediate supervisor any violent incident or threat of violence.

Date Agreed: September 13, 1995

Date Amended: May 13, 1998

Date Reviewed/Amended: November 13, 2002

Date Amended: December 13, 2006

Date Reviewed: April 6, 2011; November 26, 2014

Related Documents: 345R and WCB Regulations



Section Three: Staff

“Together We Learn”

**345R – VIOLENCE IN THE WORKPLACE
(REGULATIONS)**

1. For greater clarification, the following definitions are used to describe behaviours that would be considered to be a breach of this Policy:

Threat:	An expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted electronically or made by gesture.
Violence:	An attempt or actual exercise by a person <u>other than a worker</u> of any physical force so as to cause injury to another person or persons <u>a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.</u>
Intimidation:	An act of instilling fear in someone as a means of controlling that person.
Harassment:	An unwelcome or unwanted act or comment that is hurtful, degrading, humiliating or offensive to another person. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

2. All employees shall be informed by their principal/supervisor of any known risks of violence that they may encounter while performing their duties.
3. Appropriate training shall be provided at the district and/or work site to enable employees to recognize potential risks of violence and how to take preventive measures.
4. All incidents of violence shall be responded to, with appropriate action taken to minimize or prevent a recurrence.
5. When an employee believes they are at risk due to an act or threat of violence, they shall:
 - 5.1 use whatever means necessary to escape from the situation;
 - 5.2 ensure, within reasonable limits, the safety of students under their supervision;
 - 5.3 report the incident on Form F345 Violence Threat Intimidation Harassment (VTIH) Form to their principal/supervisor as soon as possible but within 24 hours.



Section Three: Staff

“Together We Learn”

6. Upon receipt of a report, the principal/supervisor shall:
 - 6.1 ensure the employee(s) is no longer at risk;
 - 6.2 ensure, within reasonable limits, the safety of students under their supervision;
 - 6.3 if deemed necessary, report the incident to the local law enforcement authority, seeking appropriate assistance to eliminate the immediate risk;
 - 6.4 complete an investigation into the incident;
 - 6.5 file a written report on ~~the appropriate~~ Form F345 Violence Threat Intimidation Harassment (VTIH) Form and follow the protocol outlined on the Form to the District Health and Safety Manager without delay; the District Health and Safety Manager will distribute copies to the Superintendent and appropriate Directors who will review the report and determine if recommendations should be made to the Superintendent;
 - 6.6 ~~refer the employee(s) for post incident trauma counselling~~ advise the employee(s) that post incident trauma counselling is available.
7. When, in the opinion of the principal/supervisor or employee involved, any threat of violence/violent act may result in potential hazard to any other employee/person, the principal shall advise the other person without delay. That person shall be informed of the nature of the potential hazard and the identity of the persons involved (if known).
8. When, in the opinion of the principal/supervisor or the employee, the potential for violence is imminent or a threat uttered is credible, the principal, the supervisor and employee shall determine whether the local police should be informed of the incident. In addition, the Superintendent or designate may determine that notification to the police is required and may do so after advising the employee(s) involved in the incident.
9. Final determination of response and/or action shall reside with the Superintendent or designate.

Date Agreed: September 13, 1995

Date Amended: May 13, 1998

Date Reviewed/Amended: November 13, 2002

Date Amended: December 13, 2006; May 25, 2011;

March 27, 2013

Date Reviewed: November 26, 2014

Related Documents: Policy 345, Form F345 and WCB

Regulations

345R - Violence in the Workplace (Regulations)

Page 2 of 2

Violence/Threat/Intimidation/Harassment (VTIH) Form

Step 1. Reporting (to be completed within 24 hours of incident)

Incident Details: Worker to Complete:

General Information	
District Facility (School):	Date of Incident:
Employee's Last Name:	First: Employee #:
Exact Location of Incident:	Time of Incident:

Definition of Terms and Disclosure (check all that apply)	
Threat:	An expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture.
Violence:	WorkSafeBC: The attempted or actual exercise by a person other than a worker of any physical force so as to cause injury to a worker and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.
Intimidation:	The act of instilling fear in someone as a means of controlling that person.
Harassment:	Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.
This is a report of: <input type="checkbox"/> Threat <input type="checkbox"/> Violence <input type="checkbox"/> Intimidation <input type="checkbox"/> Harassment	

1. Person Committing Act (if known)	
Last Name:	First:
If not known provide description:	
2. Witnesses (if any)	
Describe the Incident:	
Description of injury (if any): <input type="checkbox"/> Injured worker has reported to First Aid	

Step 2. Immediate Interim Corrective Action

Worker to Complete with Manager, and worker rep if applicable:

Identify immediate, interim actions to make scene and worker safe
Scheduled Date of Part 1A Evaluation (within 5 working days): _____

By signing below, I acknowledge interim action(s) are in place and an evaluation by the site team will occur **within 5 working days**.

_____ Employee's Signature	_____ Date Signed
_____ Management Signature	_____ Date Signed

*Review incident and interim actions with JOHSC at next meeting

Step 3. Site-based Solutions (Evaluation, Re-evaluation, Follow-up)

Part 1

Part 1A: Evaluation (identify interventions to be trialed. To be completed within 5 working days)

Worker to Complete with Manager, and worker rep if applicable, with input from appropriate site personnel:

Were you able to identify a site-based solution(s) to this concern? ☐ **Yes** ☐ **No - If no, proceed to part 2**

Provide a summary of the agreed upon site-based solution generated by appropriate site-based personnel (if no agreed upon site-based solution, proceed to Part 2)

☐ Has a Staff Communication Plan been addressed

Scheduled Date of Part 1B Re-evaluation (within 5 student contact days): _____

Names of persons involved (Administrator, Resource Teacher, Counsellor, CEA, SRO-RCMP, etc.)

By signing below, I acknowledge a site-based solution has been agreed upon.

Re-assess **within 5 student contact days** and complete the *Re-evaluation (Part 1B)* section below at that time.

If no site-based solution can be agreed upon do not sign here and proceed to Part 2.

Employee's Signature

Date Signed

Management Signature

Date Signed

**Review Part 1A with JOHSC at next meeting*

Part 1B: Re-evaluation (what has worked, not worked, necessary revisions, etc. To be completed **within 5 student contact days** after the Part 1A site-based solution date.)

Worker to Complete with Manager, and worker rep, if applicable with input from appropriate site personnel:

Date: _____

If re-evaluation identifies the situation remains unresolved, provide additional/alternate site-based solution(s) here. If no additional/alternate site-based solution(s) identified go to Part 2.

By signing below, I acknowledge the site-based solution has either ☐ been revised or ☐ has been successful in resolving the issue.

If no site-based solution is identified do not sign here and proceed to Part 2.

Employee's Signature

Date Signed

Management Signature

Date Signed

**Review Part 1B with JOHSC at next meeting*

Part 1C: Final Follow Up, if necessary (what has worked, not worked, etc. To be completed **within 5 student**

contact days after the Part 1B re-evaluation date.)

Worker to Complete with Manager, and worker rep, if applicable with input from appropriate site personnel:

Date: _____

If follow up identifies the situation remains unresolved, go to Part 2.

By signing below, I acknowledge the site-based solution has been successful in resolving the issue.

If site-based solution is unsuccessful do not sign here and proceed to Part 2.

_____	_____
Employee's Signature	Date Signed
_____	_____
Management Signature	Date Signed

*Review Part 1C with JOHSC at next meeting

Part 2

Step 4. Referral to District via the Health and Safety Department (to be completed when no site-based solution is possible or has not been successful)

To Be Completed by Worker and Manager, and worker rep if applicable, with input from appropriate site personnel:

Summary of Case/Comments/Requests (example of requests: risk assessment, training, supports, etc.)

By signing below, I acknowledge the incident occurred as stated in incident details and acknowledge the comments/request in Part 2

_____	_____
Employee's Signature	Date Signed
_____	_____
Management Signature	Date Signed

NOTE: You are required to forward a copy of Incident Details, Interim Corrective Action and Part 1 and 2 to the District Health & Safety Manager, for distribution accordingly

*Review with site JOHSC at next meeting.

Step 5. Distribution of Part 2 to Appropriate District Staff

To Be Completed by Health and Safety Manager, or designate: (Action to be initiated **upon receipt** of documentation)

Date received: _____

Summary of Action taken

- ☐ District Personnel notified (list names) _____
- ☐ Contact Made with Site (list names) _____

Notes/Comments:

Manager of Health & Safety

Date Signed

Step 6. Summary of Action(s) Taken

To be completed by District Personnel, as identified by District Safety Manager: (To be completed within **5 working days**.)

(Indicate what is to be done, by whom, and by when)

Step 7. Feedback to reporting staff, site manager and site JOHSC

To Be Completed by District Personnel, as identified by District Safety Manager:

(This must include providing feedback to the reporting person, the site manager and the site-based JOHSC within time frame specified in Step 6 being implemented.)

☐ Contact Made with Site (list names) _____

☐ Notification date: _____

☐ cc: H&S Manager Date: _____

District Personnel Signature

Date Signed

CC: Superintendent of Schools

Instructions for Completing VTIH Form

The following report is to be completed by any staff member who believes that a student, parent or community member has committed an act or acts of violence, intimidation, and/or harassment towards them or have uttered a threat as defined below:

Threat: A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture.

Violence: The attempted or actual exercise by a person other than a worker of any physical force so as to cause injury to a worker and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury. (WorkSafe)

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person.

Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

SCHOOL LEVEL STEPS

STEP 1. [Reporting of incident details]

Staff member completes the top portion of the VTIH form as soon as possible following the incident but **within 24 hours** of the incident **then** initiates contact with manager (Principal/Site Supervisor) to implement **Immediate Interim Corrective Action**.

STEP 2. [Immediate Interim Corrective Action]

As soon as possible but **within 2 hours** of receiving the incident details, staff member and manager will identify immediate actions to make the scene and worker safe.

Worker keeps a copy for their records.

STEP 3. [Site-based Solutions – Evaluation, Re-evaluation, and Follow-Up]

Part 1A - Evaluation

As soon as possible but **within five (5) working days** of the interim action, staff member and manager complete **Part 1 collaboratively** to identify a site-based solution, if possible. **[*If not possible, go immediately to Step 4 Part 2]** If a site-based solution has been identified and **mutually** agreed upon, a re-evaluation date must be established within 5 student contact days and both parties sign Part 1A.

Worker keeps a copy of Incident details, Interim Corrective Action and Part 1 for their records.

The VTIH form will be filed at the site:

- A. Original in the site's Joint Occupational Health & Safety Committee management co-chair's file
- B. Incident will be recorded in MyED as necessary.

Part 1 forms must be brought to the Joint Occupational Health & Safety Committee each time the parties involved sign the document. JOHSC will track each incident.

Instructions for Completing VTIH Form

Part 1B – Re-evaluation

A re-evaluation meeting **must** be held **within 5 student contact days** of the initial incident. If the site-based solution has been successful, both parties sign Part 1B. If the site-based solution has been unsuccessful the plan will be adjusted and trialled for up to an additional 5 student contact days.

Worker keeps a copy of Part 1 for their records.

The revised VTIH form will be filed at the site and brought to the Joint Occupational Health & Safety Committee for review and tracking as per Step 3 (above).

Part 1C – Follow Up

If necessary, a follow up meeting must be held **within 5 student contact days** of the re-evaluation meeting. If the site-based solution has been successful, both parties sign Part 1C. If the site-based solution has been unsuccessful Part 2 must be completed.

Worker keeps a copy of Part 1 for their records.

STEP 4. [Referral to District]

Part 2

***If a site-based solution cannot be identified or agreed upon at any point in Part 1 do not sign the applicable Part and proceed directly to Part 2.**

Staff member and supervisor complete Part 2 collaboratively.

Worker keeps a copy of Parts 1 and 2 for their records.

The revised VTIH form with Part 2 will be filed at the site and brought to the Joint Occupational Health & Safety Committee for review and tracking as per Step 2.

A copy of Part 1 and 2 are forwarded to the District Health & Safety Manager who will forward to the appropriate Assistant Superintendent, the Director of Student Support Services and appropriate DSAC.

DISTRICT LEVEL STEPS

Step 5. [Distribution to Appropriate District Staff]

Upon receipt of documentation the District Health and Safety Manager will assess and distribute documents to the appropriate district staff. Contact will be made with site.

Step 6. [Summary of Actions Taken]

To be completed by district personnel as determined by District Health and Safety Manager **within 5 working days**. This must include what is to be done, by whom, and by when.

Step 7. [Feedback to reporting staff, site manager, and site JOHSC]

To be completed by district personnel as determined by District Health and Safety Manager.

Final outcome/action will be reported back to the reporting staff member, site-based JOHSC and DSAC within time frame specified in Step 6 being implemented.



Section 3: Staff

“Together We Learn”

352 – DISCRIMINATION TOWARDS AND BY STAFF AS IT PERTAINS TO SEXUAL ORIENTATION AND GENDER IDENTITY

Introduction

The Board of Education is committed to a safe, positive and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity. The letter and spirit of the *Canadian Charter of Rights and Freedoms* and the *B.C. Human Rights Code* ("the Code") are observed, enforced, and supported in this policy so that all members of the school community may learn and work together in an atmosphere of respect and safety, free from discrimination, harassment and/or exclusion.

The purpose of this policy is to define appropriate behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to their negative effects. This policy will also help to ensure that homophobic complaints are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures. The policy will also raise awareness and improve understanding of the lives of people who identify themselves on the basis of sexual orientation or gender identity.

Policy

1. The Board prohibits any form of discrimination, intimidation or harassment against any person based on gender or sexual orientation as outlined in the definitions that follow.
2. The Board expects members of the school community to welcome, include and support all others regardless of their gender or sexual orientation.
3. This policy is intended to address issues where the cause of the conflict or behaviour is based on a personal characteristic that is protected under the BC Human Rights Code. Board Policy 350 – Human Rights will govern both the application and resolution process.
4. The superintendent is responsible for ensuring that the provisions of the Code and this policy are communicated and understood.



Section 3: Staff

“Together We Learn”

Definitions

For the purpose of this policy, the following definitions are used:

Discrimination is defined as:

- (a) a distinction, whether intentional or not, that is based on grounds identified in the Code relating to the personal characteristics or an individual or group, and
- (b) the distinction has the effect of imposing burdens, obligations, or disadvantages on an individual or group that are not imposed on others, or withholds or limits access to opportunities, benefits, and advantages available to others, and
- (c) the distinction is not based on a bona fide occupational requirement.

Harassment is defined as behaviour that occurs while conducting or participating in activities related to the learning or working environment that:

- (a) is based on or related to a prohibited ground of discrimination as set out in the *Human Rights Code*: race, sex, marital status, family status, ancestry, place of origin, sexual orientation, gender identity or expression, age, colour, religion, political belief, criminal conviction unrelated to employment, or mental or physical disability, and
- (b) is unwelcome or is of such a nature that it would be reasonable to assume that it is unwelcome, and
- (c) detrimentally affects the learning and working environment or leads to adverse consequences for the victim of the harassment.

Harassment is unacceptable at School District functions and activities during normal hours of operation or during non-operational hours.

The victim or the alleged harasser may be a School District employee, parent, volunteer, a Board member, or a third party doing business with the District.

Common Terms

This list is not exhaustive and could include many more terms. It is intended to be as inclusive as possible.



Section 3: Staff

“Together We Learn”

Gay can refer to a man who is romantically, emotionally and/or sexually involved with men.

Lesbian can refer to a woman who is romantically, emotionally and/or sexually involved with women.

Bisexual can refer to people who are romantically, emotionally and/or sexually involved with ~~women or men~~ people with any gender.

Transgender can refer to people who do not identify with the gender roles assigned to them by society based on their biological sex.

Transsexual can refer to people who use hormone therapy and/or surgery to alter their sex.

Two-Spirit can refer to Aboriginal or Indigenous people who identify themselves based on sexual orientation or gender identity.

Queer can refer to people who identify themselves based on sexual orientation or gender identity or who resist these categories as too simple.

Sexual Orientation can cover the range of human sexuality including Gay and Lesbian, Bisexual, Transgender, and Heterosexual orientations.

Gender Identity can refer to the way a person defines and acts out their gender.

Heterosexism refers to the assumption that all people are heterosexual and that heterosexuality is the norm by which all other sexual orientations and gender identities are measured.

Homophobia is the irrational fear or hatred of, aversion to, and discrimination against people based on an actual or assumed sexual orientation or gender identity.

LGBTQ+ is an acronym for Lesbian, Gay, Bisexual, Transgender, ~~and~~ Questioning, plus other terms, and it is meant to be an inclusive term for a very diverse group of people.



Section Four: Students

“Together We Learn”

**450R – DISCRIMINATION TOWARD AND BY STUDENTS
(REGULATIONS)**

1. Reporting Procedure/Investigation

Step 1

- 1.1 The complainant or advocate may choose to speak or correspond directly with the alleged offender to express ~~his/her~~ their feelings about the situation.
- 1.2 Before proceeding to Step 2, the complainant must approach the principal/supervisor (or other appropriate school district official), to discuss potential means of resolving the complaint and to request assistance.
- 1.3 The principal is responsible for notifying the parents/guardians of the student complainant, and of the alleged offender where ~~he/she is~~ they are a student.
- 1.4 If the matter is resolved to the complainant's satisfaction, the matter is deemed to be resolved.
- 1.5 Where appropriate, the resolution shall be put in writing and given to the complainant and the offender.

Step 2

- 1.6 If no agreement for resolution of the complaint has been reached or an agreement for resolution has been breached by the alleged offender, a complaint may be filed with the Superintendent of Schools or designate.
- 1.7 Where the alleged offender is the Superintendent, the complaint may be filed with the Board of Education Chairperson.
- 1.8 The school district shall notify, in writing, the alleged offender of the complaint and provide notice of investigation.



Section Four: Students

“Together We Learn”

Step 3

- 1.9 The school district shall investigate the complaint. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of discrimination.
- 1.10 The investigation shall be conducted as soon as is reasonably possible, and shall be completed within 30 days, if possible.
- 1.11 The investigator shall determine if discrimination has occurred and, if so, shall make recommendations regarding appropriate remedy.
- 1.12 The investigator shall submit a written report to the Superintendent, or to the Board Chairperson if the Superintendent is the alleged offender.

2. Enforcement

Each principal/supervisor has the responsibility for maintaining a work and/or educational environment free from discrimination. Principals and department supervisors shall take appropriate actions to reinforce this policy. This will include taking:

- 2.1 prompt action to report and participate in the resolution or investigation of complaints;
- 2.2 appropriate disciplinary action, as needed.

3. Consequences

- 3.1 An employee who engages in or permits discrimination toward a student in the school setting may be subject to disciplinary action up to and including dismissal. An employee who receives a complaint of discrimination from a student and who does not act promptly to forward that complaint to the principal/supervisor may be disciplined.
- 3.2 A student who engages in discrimination toward anyone in a school setting will be subject to disciplinary action up to and including suspension and/or expulsion.



Section Four: Students

“Together We Learn”

- 3.3 An employee who retaliates against any individual who made a complaint of discrimination, or participated in a discrimination investigation, will be subject to disciplinary action up to and including dismissal.
- 3.4 A student who retaliates against any individual who made a complaint of discrimination, or participated in a discrimination investigation, will be subject to suspension and/or expulsion.
- 3.5 A student making false accusations in bad faith, or with malice, will be subject to suspension or expulsion.
- 3.6 The school district’s ability to take corrective measures with respect to a non-employee will be limited by the degree of control the school district has over the alleged offender or the employer of the alleged offender.
- 3.7 A non-employee doing business with the school district who retaliates against any individual who either made a complaint of discrimination or participated in an investigation of a complaint of discrimination, will be subject to corrective measures to the extent that the school district has control over the non-employee or ~~his/her~~ their employer.

4. Notifications

Information regarding this discrimination policy shall be:

- 4.1 included in the notifications that are sent to parents/guardians at the beginning of each school year;
- 4.2 included in student handbooks and parent/guardian handbooks prepared by individual schools;
- 4.3 provided as part of any orientation program conducted for new students.

5. Legal Status of the Regulations

These regulations are subject to the requirements of the Child, Family and Community Service Act and to the Interministerial Protocols regarding abuse of children.

Date Agreed: February 23, 2000

Date Agreed: November 13, 2002

Date Amended: N/A

Related Documents: Human Rights Code of BC,
Policy 455, Child, Family and Community Service
Act, Interministerial Protocols

450R Discrimination Toward and by Students (Regulations)

Page 3 of 3



Section 4: Students

“Together We Learn”

452 – DISCRIMINATION TOWARDS AND BY STUDENTS AS IT PERTAINS TO SEXUAL ORIENTATION AND GENDER IDENTITY

Introduction

The Board of Education is committed to a safe, positive and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity. The letter and spirit of the *Canadian Charter of Rights and Freedoms* and the *B.C. Human Rights Code* (*"the Code"*) are observed, enforced, and supported in this policy so that all members of the school community may learn and work together in an atmosphere of respect and safety, free from discrimination, harassment and/or exclusion.

The purpose of this policy is to define appropriate behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to their negative effects. This policy will also help to ensure that homophobic complaints are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures. The policy will also raise awareness and improve understanding of the lives of people who identify themselves on the basis of sexual orientation or gender identity.

Policy

1. The Board prohibits any form of discrimination, intimidation or harassment against any person based on gender or sexual orientation as outlined in the definitions that follow.
2. The Board expects members of the school community to welcome, include and support all others regardless of their gender or sexual orientation.
3. This policy is intended to address issues where the cause of the conflict or behaviour is based on a personal characteristic that is protected under the BC Human Rights Code. Board Policy 450 – Discrimination Toward and By Students will govern both the application and resolution process.
4. The superintendent is responsible for ensuring that the provisions of the Code and this policy are communicated and understood.



Section 4: Students

“Together We Learn”

Definitions

For the purpose of this policy, the following definitions are used:

Discrimination is defined as:

- (a) a distinction, whether intentional or not, that is based on grounds identified in the Code relating to the personal characteristics or an individual or group, and
- (b) the distinction has the effect of imposing burdens, obligations, or disadvantages on an individual or group that are not imposed on others, or withholds or limits access to opportunities, benefits, and advantages available to others, and
- (c) the distinction is not based on a bona fide occupational requirement.

Harassment is defined as behaviour that occurs while conducting or participating in activities related to the learning or working environment that:

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- (b) is unwelcome or is of such a nature that it would be reasonable to assume that it is unwelcome, and
- (c) detrimentally affects the learning and working environment or leads to adverse consequences for the victim of the harassment.

Harassment is unacceptable at School District functions and activities during normal hours of operation or during non-operational hours.

The victim or the alleged harasser may be a School District employee, parent, volunteer, or a third party doing business with the District.

Common Terms

This list is not exhaustive and could include many more terms. It is intended to be as inclusive as possible.



Section 4: Students

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Bisexual can refer to people who are romantically, emotionally and/or sexually involved with ~~women or men~~ people with any gender.

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Transsexual can refer to people who use hormone therapy and/or surgery to alter their sex.

Two-Spirit can refer to Aboriginal or Indigenous people who identify themselves based on sexual orientation or gender identity.

Queer can refer to people who identify themselves based on sexual orientation or gender identity or who resist these categories as too simple.

Sexual Orientation can cover the range of human sexuality including Gay and Lesbian, Bisexual, Transgender, and Heterosexual orientations.

Gender Identity can refer to the way a person defines and acts out their gender.

Heterosexism refers to the assumption that all people are heterosexual and that heterosexuality is the norm by which all other sexual orientations and gender identities are measured.

Homophobia is the irrational fear or hatred of, aversion to, and discrimination against people based on an actual or assumed sexual orientation or gender identity.

LGBTQ+ is an acronym for Lesbian, Gay, Bisexual, Transgender, ~~and~~ Questioning, plus other terms, and it is meant to be an inclusive term for a very diverse group of people.

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	SMS	5	University of California, Santa Barbara, CA	USA	CADA Leadership Camp	Hockey Academy Students	9 to 12	22	6-Jul-2019	11-Jul-2019	5
2	KSS	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Team Building/ Breakaway Activity	Football Team	10 to 12	45	26-Aug-2019	28-Aug-2019	2
3	OKM	4	Victoria and The Gulf Islands, BC	Canada	S.A.L.T.S. Sailing and Life Training	Quest BC Students	11	24	8-Sep-2019	14-Sep-2019	6
4	SMS	4	Kelowna Paddle Centre, Kelowna, BC	Canada	Paddleboard Training	Outdoor Education Students	7 & 8	40	9-Sep-2019	9-Sep-2019	0
5	GESS	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Grad 2020 Retreat	Grade 12 Students	12	150	13-Sep-2019	13-Sep-2019	0
6	KSS	4	Gardom Lake Camp (near Enderby, BC)	Canada	Leadership Retreat	Leadership Students	11 & 12	80	15-Sep-2019	16-Sep-2019	1
7	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
--	RSS	4	POSTPONED – DATE TBD Coquihalla Summit (Coquihalla Mountain area, BC)	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	17-Sep-2019	20-Sep-2019	3
8	DRK	4	Eagle Bay Camp, Eagle Bay, BC	Canada	Community Building	Learning Community	8	37	18-Sep-2019	20-Sep-2019	2

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
9	KSS	4	Twin Peaks (near Cherryville, BC)	Canada	Outdoor Education Co-Curricular Trip	Grade 12 Students	12	24	19-Sep-2019	21-Sep-2019	2
10	MBSS	5	Wenatchee High School, Wenatchee, WA	USA	Participating in Football Games	Varsity and Junior Varsity Football Teams	9 to 12	55	19-Sep-2019	21-Sep-2019	2
11	KSS	5	University of Calgary, Calgary, AB	Canada	Volleyball Tournament	Grade 11 & 12 Students	11 & 12	14	19-Sep-2019	22-Sep-2019	3
12	DRK	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Activating Living & Connection to the Community	Grade 7 Learning Community	7	70 to 80	20-Sep-2019	20-Sep-2019	0
13	RSS	4	CANCELLED Glacier National Park, BC (Illecillewaet Campground)	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	24-Sep-2019	27-Sep-2019	3
14	SMS	4	<u>Fintry Provincial Park*</u> E.C. Manning Provincial Park, Princeton, BC (between Hope and Princeton, BC) *Location changed due to weather.	Canada	Hiking and Camping Skills	Grade 8 Students	8	40	25-Sep-2019	27-Sep-2019	2
15	OKM	4	CANCELLED Okanagan Mountain Park, Kelowna, BC	Canada	Indigenous Studies on Land and Water	Quest BC Students	11	24	25-Sep-2019	27-Sep-2019	2

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
16	OKM	4	CANCELLED Okanagan Mountain Park, Kelowna, BC	Canada	Hiking and Camping Skills	Quest BC Students	11	24	26-Sep-2019	27-Sep-2019	1
17	KSS	4	Finlayson Lakes above Mabel Lake (near Lumby, BC)	Canada	Outdoor Education Co-Curricular Trip	Grade 11 Students	11	48	26-Sep-2019	28-Sep-2019	2
18	MBSS	4	Kettle Valley Railway to Arlington Lakes, Kettle River and Westbridge, BC	Canada	Introduction to Cycle Touring, Camping	Outdoor Education Students	10 to 12	30	26-Sep-2019	28-Sep-2019	2
19	CNB	4	E.C. Manning Provincial Park, BC (between Hope and Princeton, BC)	Canada	Outdoor Education, Camping, Hiking	Outdoor Education Students	8	50 to 60	30-Sep-2019	2-Oct-2019	2
20	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	1-Oct-2019	1-Oct-2019	0
21	RSS	4	Skaha Provincial Park, Penticton, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	20	1-Oct-2019	1-Oct-2019	0
22	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	3-Oct-2019	3-Oct-2019	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
23	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	3-Oct-2019	3-Oct-2019	0
24	KSS	4	Beaver Lakes Chain (above Winfield, BC)	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	12	24	3-Oct-2019	4-Oct-2019	1
25	OKM	4	Ottawa, ON	Canada	Cultural and Regional Studies	Quest BC Students	11	24	3-Oct-2019	10-Oct-2019	7
26	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Exercise on Ropes Course, Frisbee Golf	International / Leadership Students	9 to 12	100	4-Oct-2019	4-Oct-2019	0
27	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	7-Oct-2019	7-Oct-2019	0
28	MBSS	4	Okanagan Mountain Park, Kelowna, BC	Canada	Leadership Skills, Hiking and Camping	Outdoor Education Students	9	30	7-Oct-2019	9-Oct-2019	2
--	RSS	4	CHANGED TO LONELY BOY CRAG FIELD STUDIES OCT 3, 7, (Postponed to 23), 10, 17, 23 Goudie Road area, Kelowna, BC	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	25	7-Oct-2019	11-Oct-2019	4

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
29	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	8-Oct-2019	8-Oct-2019	0
30	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	9-Oct-2019	9-Oct-2019	0
31	KSS	4	Kettle Valley Railway (between Penticton & Osprey Lake area, behind Summerland, BC)	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11	24	9-Oct-2019	10-Oct-2019	1
32	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Activities, Rope Course	CLC Health and Medicine Students	11	28	10-Oct-2019	10-Oct-2019	0
33	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Activities, Rope Course	Tourism 12 Students	12	20	10-Oct-2019	10-Oct-2019	0
34	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	10-Oct-2019	10-Oct-2019	0
35	KSS	5	New York City, NY	USA	Fine Arts/Media Cultural Tour	Fine Arts/Media Students	11 & 12	26 to 30	14-Oct-2019	18-Oct-2019	4

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
36	MBSS	4	CANCELLED Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	17-Oct-2019	17-Oct-2019	0
37	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	17-Oct-2019	17-Oct-2019	0
38	KSS	4	Gulf Islands, BC	Canada	"Sailing A Tall Ship"	Outdoor Education and Rec Leadership Students	11 & 12	27	20-Oct-2019	25-Oct-2019	5
39	MBSS	5	Smith Rock, OR	USA	Rock Climbing: Top Rope, Rappel, Rope Traverse	Outdoor Education Students	10 to 12	24	20-Oct-2019	25-Oct-2019	5
40	GPE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
41	MBSS	4	Okanagan Mountain Park, Kelowna, BC	Canada	Leadership Skills, Hiking and Camping	Outdoor Education Students	9	30	21-Oct-2019	23-Oct-2019	2
42	SVE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
43	RSS	4	RESCHEDULED FROM OCT. 7 Lonely Boy Crag,	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	23-Oct-2019	23-Oct-2019	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
			Chute Lake Road, Kelowna, BC								
--	RSS	4	POSTPONED TO NOV. 21 Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	25-Oct-2019	29-Oct-2019	4
44	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	5-Nov-2019	6-Nov-2019	1
45	MBSS	4	North Okanagan Fire Training Centre, Vernon, BC	Canada	Live Fire Training	MBSS Fire Academy Students	11 & 12	17	9-Nov-2019	9-Nov-2019	0
46	GMS & CNB	5	Chubu University Haruhigaoka Junior High School, Kasugai, Aichi	Japan	Cultural Scholarship Exchange Experience at Sister School, Assisting in English Classes	Student Scholarship Winners - 4 from GMS, 4 from CNB	8	8	9-Nov-2019	17-Nov-2019	8
47	OKM	4	Tofino, BC	Canada	Exploration of Pacific Rim Park and Indigenous Studies	Quest BC Students	11	24	12-Nov-2019	15-Nov-2019	3
48	RSS	4	CANCELLED Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	14-Nov-2019	15-Nov-2019	1

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
49	RSS	4	RESCHEDULED FROM OCT. 25 <i>Location Changed Due to Weather:</i> McCulloch Forestry Recreation Site, Kelowna, BC Goudie Road area	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	21-Nov-2019	22-Nov-2019	1
50	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	22-Nov-2019	1-Dec-2019	9
51	RSS	4	CANCELLED Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	28-Nov-2019	29-Nov-2019	1
52	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	1-Dec-2019	10-Dec-2019	9
53	KSS	5	Kasugai, Aichi	Japan	World Global Sustainable Development Conference	Japanese as a Second Language Students	11	2	11-Dec-2019	15-Dec-2019	4
54	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys	11 & 12	15	11-Dec-2019	15-Dec-2019	4
55	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys	11 & 12	15	26-Dec-2019	29-Dec-2019	3
56	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	7-Jan-2020	7-Jan-2020	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
57	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	9-Jan-2020	9-Jan-2020	0
58	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	14-Jan-2020	14-Jan-2020	0
59	MBSS	4	Silver Lake Forestry Camp	Canada	Winter Camp	Outdoor Education Students	9	30	13-Jan-2020	14-Jan-2020	1
60	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	16-Jan-2020	16-Jan-2020	0
61	MBSS	4	Silver Lake Forestry Camp	Canada	Winter Camp	Outdoor Education Students	9	24	17-Jan-2020	17-Jan-2020	1
62	MBSS	4	McCullough Lake, BC	Canada	Winter Camp	Outdoor Education Students	10 to 12	TBD Min. 18 Max. 40	17-Jan-2020	19-Jan-2020	2
63	OKM	4	McCullough Lake, BC	Canada	Winter Camp	Quest BC Students	11	24	20-Jan-2020	22-Jan-2020	2
64	WAT	4	Gardom Lake Camp (near Enderby, BC)	Canada	Outdoor Education and Team Building	Grade 6 Students	6	89	29-Jan-2020	31-Jan-2020	2
65	OKM	4	Hydraulic Lake, BC	Canada	Outdoor Education	Outdoor Education Students	11 & 12	37	10-Feb-2020	11-Feb-2020	1

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
66	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	12-Feb-2020	21-Feb-2020	9
67	OKM	4	Bamfield Marine Sciences Centre, Bamfield, BC	Canada	Marine Biology Exploration	Marine Biology Students	10 to 12	24	24-Feb-2020	28-Feb-2020	4
68	OKM	5	Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna	Italy, Croatia, Austria	Music Cultural Learning	Concert and Jazz Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12
69	MBSS	5	Disneyland and Universal Studios, Los Angeles and Anaheim, CA	USA	Music Performances and Workshops	Senior Concert Band Students	10 to 12	41	13-Mar-2020	19-Mar-2020	6
70	KSS	5	Anaheim, Los Angeles, and Ontario, CA	USA	Leadership Education and Enrichment	Leadership Students	11 & 12	22	27-Mar-2020	5-Apr-2020	9
71	KSS	5	New York, NY	USA	Musical and Cultural Events, Activities and Experience	Music Students	10 to 12	54+	5-Apr-2020	12-Apr-2020	7
72	GMS	5	Toronto and London, ON	Canada	Global Student Leadership Summit	Leadership Students	7 to 9	8	17-Apr-2020	22-Apr-2020	5
73	MBSS	5	Toronto and London, ON	Canada	Global Student Leadership Summit	Leadership Students	9 to 12	12	17-Apr-2020	22-Apr-2020	5

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
74	KLO	5	London, ON	Canada	Global Student Leadership Summit	Leadership Students	8 & 9	10	17-Apr-2020	22-Apr-2020	5
75	OKM	5	London, ON	Canada	Global Student Leadership Summit	Leadership Students	10 to 12	10	17-Apr-2020	22-Apr-2020	5
76	OKM	4	Whistler, BC	Canada	Con Brio Music Festival	Music Students	9	50	23-Apr-2020	26-Apr-2020	3
77	DRK	5	Québec City and Charlevoix, QC	Canada	Linguistic, Cultural and Historical Exploration in a Francophone Setting	French Immersion Students	9	30	2-May-2020	8-May-2020	6
78	OKM	5	Calgary, AB	Canada	MusicFest Canada	Jazz Band Students	11 & 12	8	19-May-2020	22-May-2020	3
79	CTE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year-End Celebration Trip: Archery, Hiking, Canoeing, Kayaking, Climbing Wall	Grade 5 Students	5	50	3-Jun-2020	5-Jun-2020	2
80	GPE	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Year End Celebration: Hiking, Archery, Canoeing, Kayaking, Paddle Boarding.	Grade 5 Students	5	64	4-Jun-2020	5-Jun-2020	1

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
81	GME	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Outdoor Camp Year-End Celebration	Grade 6 Students	6	104	10-Jun-2020	12-Jun-2020	2
82	KLO	5	Montreal and Québec City, QC	Canada	Cultural / Linguistic Experience in a Francophone Setting and Canadian History	French Immersion and Core French Students	8 & 9	30	20-Jun-2020	26-Jun-2020	6



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION SPECIAL INCAMERA APPEAL MEETING GENERAL STATEMENT

Date: Wednesday, December 11, 2019
Time: 1:42 pm to 4:15 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

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

In attendance:

Staff:

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

Absent:

Trustee N. Bowman

**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 1:42 pm.

1. The Board heard an Appeal under Policy 460 – Appeals.

The meeting was adjourned at 4:15 pm.

Ryan Stierman, Secretary-Treasurer/CFO



BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, December 11, 2019
Time: 4:22 pm to 5:33 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter, Chairperson
Trustee N. Bowman (*arrived at 4:25 pm*)
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
R. Stierman, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
B. McEwen, Executive Director of Human Resources
K. Cormier, Director of Labour Relations
M. DesRochers, Executive Assistant (*Recorder*)

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

The meeting was called to order at 4:22 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of December 11, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of November 27, 2019.
3. There were two Human Resources Information Items. (*Trustee Bowman joined the meeting at 4:25 pm*)
4. There was one presentation.
5. There was one Action Item.
6. There was one Information Item.
7. There was one Board Correspondence Item received.
8. There were two Invitations (For Trustee Attendance).
9. The date for the Board Meeting with District Student Council was confirmed.
10. There were two dates for Informal Board Sessions/Interchanges confirmed.
11. There was one BC Public School Employers' Association Item.
12. There were two BC School Trustee Association Items.
13. There was one Human Resources Action Item.

The meeting was adjourned at 5:33 pm.

Ryan Stierman, Secretary-Treasurer/CFO



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION SPECIAL INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Monday, December 16, 2019
Time: 1:32 pm to 2:25 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter, Chairperson
Trustee R. Cacchioni
Trustee C. Desrosiers (*via teleconference*)
Trustee J. Fraser
Trustee A. Geistlinger (*arrived at 1:52 pm via teleconference*)
Trustee L. Tiede (*arrived at 1:36 pm*)

Absent:

Trustee N. Bowman

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
R. Stierman, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
B. McEwen, Executive Director of Human Resources
M. DesRochers, Executive Assistant (*Recorder*)

Absent:

K. Cormier, Director of Labour Relations

**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 1:32 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of December 16, 2019.
2. There was one Human Resources Information Item.
(*Trustee Tiede joined the meeting at 1:36 pm*)
3. There were two Human Resources Action Items.
(*The Superintendent of Schools/CEO recused himself for the Appeal Discussion/Decision*)
4. The Board discussed and made a decision regarding a recent appeal. (*Trustee Geistlinger joined the meeting at 1:52 pm via teleconference*)

The meeting was adjourned at 2:25 pm.

Ryan Stierman, Secretary-Treasurer/CFO



Memorandum

Date: January 8, 2020
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO

Information Item: Board Policy and Regulation 631 – School Closures/Consolidation

1.0 RELEVANT BOARD MOTION/DIRECTION

Board Policy 631 – *School Closures/Consolidation* states:

“By the last meeting of the Board in November, the Superintendent will present an analysis to the Board on any recommendations for school closure or consolidation.”

2.0 BACKGROUND

Board Policy 631 – *School Closures/Consolidation* states:

“The Board of Education has a responsibility to provide school facilities throughout the school district that will allow for program effectiveness for all students, health and safety of all occupants and operational efficiency. At times, the Board may have to consider consolidation or closure of schools.”

3.0 INFORMATION STATEMENT

To determine a school for evaluation for closure or consolidation, the criteria as stated in Regulation 631R – *School Closures/Consolidation (Regulations)* was reviewed.

4.0 SUPERINTENDENT’S COMMENTS

There are no school closures recommended for the 2020/2021 school year. Central Okanagan Public Schools continues to operate at enrolment levels above the capacity of the available permanent space.

5.0 NEXT STEP

Staff will continue to monitor enrolment distribution and budget pressures in the District to determine whether school consolidations or closures should be considered in the future.

6.0 APPENDIX

- A. Board Policy 631 – *School Closures/Consolidation*
- B. Board Regulation 631R – *School Closures/Consolidation (Regulations)*



631 – SCHOOL CLOSURES/CONSOLIDATION

Introduction

The Board of Education has a responsibility to provide school facilities throughout the school district that will allow for program effectiveness for all students, health and safety of all occupants and operational efficiency. At times, the Board may have to consider consolidation or closure of schools.

Policy

By the last meeting of the Board in November, the Superintendent will present an analysis to the Board on any recommendations for school closure or consolidation.

By no later than January, subsequent to agreeing to consider the Superintendent's recommendation, the Board will initiate a process of discussion and consultation with parents, staff and the community. The consultation process shall be in accordance with the attached regulations.

Consultation will be meaningful, and fair consideration will be given to all public input prior to the Board making its final decision. Fair consideration includes the concept that the Board's proposal to close a school could be changed or reversed.

In March, based on the preceding process, the Board will make a decision on the reorganization of schools so that any necessary school closure/school consolidation could be effective June 30th of that same year.



Section Six: School District Facilities

631R – SCHOOL CLOSURES/CONSOLIDATION (REGULATIONS)

1. Prior to the end of November each year, the Superintendent will determine which schools will be evaluated for closure or consolidation, considering the following criteria:
 - 1.1 educational effectiveness
 - 1.2 class composition
 - 1.3 capacity/usage of the building
 - 1.4 the present and three-to-five year enrolment projection
 - 1.5 how the proposed closure would affect the catchment areas of affected schools and the general effect on surrounding schools
 - 1.6 the number of children in the catchment area that do not attend the school
 - 1.7 the number of children attending the school from outside the catchment area
 - 1.8 impact on transportation
 - 1.9 the condition of the facility and the need for capital expenditures to keep the building operational
 - 1.10 financial considerations
 - 1.11 impact on school boundaries
 - 1.12 alternative configuration options
 - 1.13 community impact
2. By the last Board of Education meeting in November, the Superintendent will present an analysis to the Board of the above-noted criteria, or will inform the Board that no closure or consolidation is recommended for the next school year.
3. The Board will review the information provided by the Superintendent and either instruct staff to:
 - 3.1 take no further action;
 - 3.2 begin the consultation process.

Consultation Process

1. The Superintendent will notify the school principal and the PAC Executive in writing that the school has been identified for possible closure/consolidation.
2. Local governments and First Nations will be specifically notified in writing and invited to provide input through the public consultation.



Section Six: School District Facilities

3. The Superintendent will meet with the principal and representatives from the school community, including the PAC, teaching staff and support staff, to review the analysis and supporting documentation that will later be presented at a public meeting.
4. The public meeting will be advertised in local news media.
5. The public consultation meeting will include the following information:
 - 5.1 educational effectiveness
 - 5.2 class composition
 - 5.3 capacity/usage of the building
 - 5.4 the present and three-to-five year enrolment projection
 - 5.5 how the proposed closure would affect the catchment areas of affected schools and the general effect on surrounding schools
 - 5.6 the number of children in the catchment area that do not attend the school
 - 5.7 the number of children attending the school from outside the catchment area
 - 5.8 impact on transportation
 - 5.9 the condition of the facility and the need for capital expenditures to keep the building operational
 - 5.10 financial considerations
 - 5.11 impact on school boundaries
 - 5.12 alternative configuration options
6. At the first Board meeting in March, the Board will consider the feasibility and acceptability of the proposed closure/consolidation as part of the Board's budget deliberations.
7. Prior to June 30th, a bylaw shall be adopted should the Board approve the closure of a school.



Memorandum

Date: January 8, 2020
To: Board of Education
From: Ryan Stierman, Secretary-Treasurer/CFO

Information Item: Board Policy and Regulation 632 – School Reconfigurations

1.0 RELEVANT BOARD MOTION/DIRECTION

Board Policy 632 – *School Reconfigurations* states:

“By the last meeting of the Board in November, the Superintendent will present an analysis to the Board on any recommendations for reconfiguration.”

2.0 BACKGROUND

Board Policy 632 – *School Reconfigurations* states:

“The Board of Education supports the long-term goal of phasing in a consistent grade configuration in all areas of the District with K - 5 elementary, Grade 6 - 8 middle and Grade 9 - 12 senior secondary schools.”

“The Board of Education has a responsibility to provide school facilities throughout the school district that will allow for program effectiveness for all students, health and safety of all occupants and operational efficiency. At times, the Board may have to consider alternate configuration options.”

3.0 INFORMATION STATEMENT

To determine which schools will be evaluated for reconfiguration of grades, the criteria as stated in 632R – *School Reconfigurations (Regulations)* was reviewed.

4.0 NEXT STEPS

The District continues to grow at a rapid rate in most of its communities and many schools are significantly over capacity.

Currently, multiple schools throughout the District are required to redirect students that live in their catchment to other schools due to a lack of space. As portables are not funded by the Ministry of Education, the District continues to add portables from its operating dollars at a cost of over \$1.2 million per year. Lack of space in District schools is expected to continue over the next year with a projected increase of over 260 students.

Beginning in Fall 2020, the District, through the Long-Term Facilities Planning Steering Committee, will be engaging all of its communities to establish a plan that addresses the short, medium and long-term facility challenges that the District is facing. The following challenges have been flagged as needing to be addressed for the upcoming consultation and in addition,

through the consultation process, the community will also be provided an opportunity to identify other challenging issues in the District.

- Capacity issues at Davidson Road Elementary
- Capacity issues at Rutland Middle School
- Facility condition of Rutland Middle School
- Capacity issues at all Glenmore valley elementary schools
- Capacity issues at École Dr. Knox Middle School
- Facility condition of École Glenmore Elementary School
- Capacity issues at École Kelowna Secondary School
- Capacity issues at West Kelowna elementary schools on the east side of the community
- Capacity issues at Constable Neil Bruce Middle School
- Capacity issues at Mount Boucherie Secondary School

5.0 SECRETARY-TREASURER/CFO'S COMMENTS

There are no schools recommended for the 2020/2021 school year for reconfiguration of grades.

The District is committed to communicating, engaging, and working with its community to develop solutions to address its facility challenges.

6.0 APPENDICES

- A. Board Policy 632 – School Reconfigurations
- B. Board Regulation 632R – School Reconfigurations (Regulations)



632 – SCHOOL RECONFIGURATIONS

Introduction

The Board of Education supports the long-term goal of phasing in a consistent grade configuration in all areas of the District with K - 5 elementary, Grade 6 - 8 middle and Grade 9 - 12 senior secondary schools.

The timing of changes to the grade configuration structure will be based upon:

- The best needs of the students
- The unique needs of communities within the Central Okanagan Public Schools
- The need to manage growth and the best use of existing school buildings
- Financial considerations
- Extraordinary circumstances

The Board of Education has a responsibility to provide school facilities throughout the school district that will allow for program effectiveness for all students, health and safety of all occupants and operational efficiency. At times, the Board may have to consider alternate configuration options.

Policy

By the last meeting of the Board in November, the Superintendent will present an analysis to the Board on any recommendations for reconfiguration.

By no later than January, subsequent to agreeing to consider the Superintendent's recommendation, the Board will initiate a process of discussion and consultation with parents, staff and the community. The consultation process shall be in accordance with the attached regulations.

Consultation will be meaningful, and fair consideration will be given to all public input prior to the Board making its final decision.

At the first Board Meeting in March, the Board will consider the feasibility and acceptability of the reconfiguration as part of the Board's budget deliberations.

Prior to April 30th, based on the preceding process, the Board will make a decision on the reorganization of schools so that any reconfiguration could be effective in September of that same year.

Date Agreed: December 12, 2018

Date Amended:

Date Reviewed:

Related Documents: Regulation 632R

632 – School Reconfigurations

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Section Six: School District Facilities

632R – SCHOOL RECONFIGURATIONS (REGULATIONS)

1. Prior to the end of November each year, the Superintendent will determine which schools will be evaluated for reconfiguration of grades, considering the following criteria:
 - 1.1 educational effectiveness
 - 1.2 learner equity
 - 1.3 class composition
 - 1.4 capacity/usage of the building
 - 1.5 the present and three-to-five year enrolment projection
 - 1.6 how the proposed change could affect the catchment areas of affected schools
 - 1.7 impact on transportation
 - 1.8 financial considerations
 - 1.9 alternative configuration options
 - 1.10 community impact
2. By the last Board of Education meeting in November, the Superintendent will present an analysis to the Board of the above-noted criteria, or will inform the Board that no reconfiguration of schools is recommended for the next school year.
3. The Board will review the information provided by the Superintendent and either instruct staff to:
 - 3.1 take no further action;
 - 3.2 begin the consultation process.

Consultation Process

1. The Superintendent will notify the school principals and the PAC Executives in writing that their family of schools has been identified for possible reconfiguration of grades.
2. Local governments and Indigenous communities will be specifically notified in writing and invited to provide input through the public consultation.
3. The Superintendent, or designate, and trustee(s) will meet with the principals and representatives from the school communities involved, including the members of PACs, representatives of the teaching staff and support staff, to review the analysis and supporting documentation that will later be presented at a public meeting.
4. The public meeting will be advertised in local news media.



Section Six: School District Facilities

5. The public consultation will use traditional forms of engagement as well as digital technologies.
6. The public consultation meeting will include the following information:
 - 6.1 educational effectiveness
 - 6.2 learner equity
 - 6.3 class composition
 - 6.4 capacity/usage of the building
 - 6.5 the present and three-to-five year enrolment projection
 - 6.6 how the proposed change could affect the catchment areas of affected schools
 - 6.7 impact on transportation
 - 6.8 financial considerations
 - 6.9 alternative configuration options
 - 6.10 community impact
7. At the first Board meeting in March, the Board will consider the feasibility and acceptability of the proposed reconfiguration of schools as part of the Board’s budget deliberations.
8. Prior to April 30th, based on the preceding process, the Board will make a decision on the reorganization of schools so that any reconfiguration could be effective in September of that same year.



Memorandum

Date: December 29, 2019
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
(Prepared by Vianne Kintzinger, Assistant Superintendent)

Information Item: Scholarship Summary Information

School	BC Achievement Scholarship	District/Authority Scholarship	Youth Work in Trades Scholarship
Central		3	
GESS	27	19	
KSS	113	62	
MBSS	74	41	
OKM	83	26	
RSS	64	53	
Dual Credit			25
Total	361	194	25

SCHOLARSHIP & AWARD SUMMARY CENTRAL OKANAGAN PUBLIC SCHOOLS					
	Grad Program Exam Scholarship	District/Authority Scholarship	Youth Work in Trades Scholarship	BC Achievement Scholarship	BC Excellence Scholarship
2010-2011	31	96	5	n/a	n/a
2011-2012	332	98	4	n/a	n/a
2012-2013	145	176	4	n/a	n/a
2013-2014	154	172	8	n/a	n/a
2014-2015	152	184	1	n/a	n/a
2015-2016	134	160	7	144	n/a
2016-2017	n/a	186	2	351	3
2017-2018	n/a	173	7	341	1
2018-2019	n/a	194	25	361	2



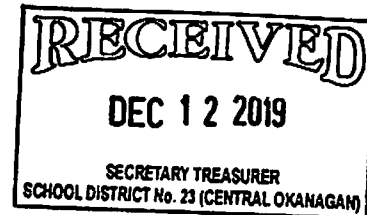
The Office of the
Ombudsperson

2nd floor – 947 Fort Street
PO Box 9039 STN PROV GOVT
Victoria BC V8W 9A5
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General Inquiries: 250-387-5855
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Fax: 250-387-0198

Ms. Moyra Baxter
Chair
School District 23 (Central Okanagan)
1040 Hollywood Road S
KELOWNA BC V1X 4N2

December 5, 2019



Dear Ms. Baxter,

RE: **Quarterly Report: July 1 – September 30, 2019**

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 23 (Central Okanagan) between July 1 and September 30, 2019. This package does not include information about complaint files that are currently open with our office. As required by the *Ombudsperson Act*, this report provides information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

Enclosed you will find a detailed report containing the following:

- The number of files our office closed in the last quarter regarding your organization and the category under which these files were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under his or her jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/gr-glossary>.
- If applicable, copies of all closing summaries from investigated files that were closed during the last quarter. Our office produces closing summaries for *investigated* files only, and not for enquiries or those we choose not to investigate. These summaries provide an overview of the complaint received, our investigation and the outcome.
- If applicable, a summary of the topics identified in all complaints that were closed in the last quarter for your organization. Our office tracks the topics of complaints we investigate and those we close without investigation (we do not track this information for enquiries). We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Because complaints are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

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B.C.'s Independent Voice for Fairness



If you have questions about our quarterly reports, or if you would like to sign up for our mailing list to be notified of educational opportunities provided by our Prevention Initiatives Team, please contact us at 250-508-2950 or consult@bcombudsperson.ca.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Jay Chalke".

Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures



The Office of the Ombudsperson

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Toll-Free: 1-800-567-3247
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Quarterly report for School District 23 (Central Okanagan) for July 1 – September 30, 2019

Type of complaint closure	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	2
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	Total: 0
Reason for closing an Investigation:	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0

For more detailed information about the complaint closing categories used by our office, please see our glossary of terms at: <https://www.bcombudsperson.ca/resources/information-public-bodies/fairness-quick-tips>. To obtain a more detailed breakdown of the complaints closed for your authority for the quarter, please contact us at consult@bcombudsperson.ca.

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B.C.'s Independent Voice for Fairness

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Prevention Initiatives Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics - All School Districts

Special Education	10	32%
Student Suspension or Exclusion	3	10%
Student Safety	2	6%
Other	16	52%

General Complaint Topics - All School Districts

Decision/Outcome - Disagreement with	13	24%
Accessibility	2	4%
Delay	6	11%
Administrative error	3	5%
Treatment by staff	8	15%
Communication	8	15%
Process/Procedure	7	13%
Complaint/Review/Appeals Process	6	11%
Employment/Labour Relations	1	2%
Other	1	2%