



**PLANNING AND FACILITIES COMMITTEE
PUBLIC MEETING
REVISED AGENDA**

**Wednesday, September 1, 2021, 4:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

Due to limited space availability, members of the public who wish to attend the Public Planning and Facilities Committee must pre-register by contacting the Secretary-Treasurer's office at 250-470-3216 or Secretary.Treasurer@sd23.bc.ca by noon on the day of the meeting.

As per Health Orders, masks are required.

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

Pages

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1. Planning and Facilities Committee Public Meeting Report - June 2, 2021

5

(Attachment)

3. PUBLIC QUESTION/COMMENT PERIOD

In-person attendance is required for members of the public to ask questions and/or make comments.

4. COMMITTEE MEMBERS QUERIES/COMMENTS

5. DISCUSSION/ACTION ITEMS

5.1. Enhancement Agreement - Davidson Road Elementary Outdoor Learning Space

11

(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education enter into an Enhancement Agreement with the Davidson Road Elementary School PAC for the Outdoor Learning Space outlined in Appendix B, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee meeting.

5.2. Enhancement Agreement - Springvalley Middle School GaGa Ball Court

26

(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education enter into an Enhancement Agreement with Springvalley Middle School PAC for the creation of a GaGa Ball Court, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee Meeting.

5.3. Timeline for Okanagan Mission Catchment and School Reopening Review

37

(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education approve the timeline for Okanagan Mission catchment and school reopening review, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee Meeting.

5.4. Timeline for Westside Catchment and French Immersion Programming Review

40

(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education approve the timeline for Westside catchment and French Immersion programming review, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee Meeting.

6. DISCUSSION/INFORMATION ITEMS

6.1. Operations Summer Projects Update

43

(Attachment)

6.2. September Restart Plan - Communicable Disease Plan

48

(Late Material Attached)

7. COMMITTEE CORRESPONDENCE

8. ITEMS REQUIRING SPECIAL MENTION

9. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

10. ITEMS FOR FUTURE PLANNING AND FACILITIES COMMITTEE MEETINGS

- School Bus Safety Including: Seat Belts

October

- Annual Integrated Pest Management Report
- Transportation Services Update

January

- Annual Review of Committee's Mandate, Purpose and Function

February

- Annual Facility Grant (AFG) Plan

May

- Transportation Update
- Capital Plan Submission

June

- Energy & Sustainability Presentation

11. FUTURE PLANNING AND FACILITIES COMMITTEE MEETINGS

All meetings start at 6:00 pm unless otherwise noted.

October 6, 2021 and November 3, 2021

12. MEDIA QUESTIONS

13. ADJOURNMENT



CENTRAL OKANAGAN PUBLIC SCHOOLS - BOARD COMMITTEE REPORT

Planning and Facilities Committee Public Meeting

**Wednesday, June 2, 2021, 6:00 pm
Via Zoom**

Board of Education: Trustee C. Desrosiers, Chairperson
Trustee L. Tiede, Committee Member
Trustee N. Bowman, Committee Member
Trustee M. Baxter

Staff: Mitch Van Aller, Director of Operations
Ryan Stierman, Secretary-Treasurer/CFO
David Widdis, Planning Manager
Terry Beaudry, Deputy Superintendent of Schools
Harold Schock, Energy and Sustainability Manager (*left at 6:29 pm*)
Michelle DesRochers, Executive Assistant (recorder)

Absent: Kevin Kaardal, Superintendent of Schools/CEO

Partner Groups: Susan Bauhart, COTA President (*left at 7:21 pm*)
David Tether, CUPE President
Ryan Ward, COPVPA Middle School Representative
Zachary Johnson, DSC - Grade 10 at KSS
There was no representative from the COPAC.

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

AGENDA

June 2, 2021 Committee Agenda - approved as presented.

REPORTS/MATTERS ARISING

Planning and Facilities Committee Public Meeting Report - May 5, 2021

May 5, 2021 Committee Report - received as distributed.

RECOGNITION/PRESENTATIONS/DELEGATIONS

Updated Sustainability Initiatives

Harold Schock, Energy and Sustainability Manager, provided a PowerPoint presentation on the 2020 energy and sustainability initiatives related to the government requirements for Greenhouse Gas Emissions. The B.C. Climate Change Accountability Act requires government operations (including school districts) to reduce their Greenhouse Gas Emissions by 2030 to at least 40 percent below 2007 levels, 60 percent below 2007 levels by 2040, and 80 percent below 2007 levels by 2050. The District is on target to meet the 40 percent reduction by 2030.

The Energy and Sustainability Manager shared that FortisBC is currently looking into submitting a Federal Grant proposal to install electric vehicle charging stations at schools sites and further information will be provided once confirmed. He also shared that the District has purchased three electric school buses, from which the District obtains 50 carbon neutral tax credits per bus. The District also has nine geoexchange systems and three solar panel systems. Planning for the continuation of reducing the District's Greenhouse Gas Emissions is ongoing and includes lowering operating costs, increasing safety and environmental health for staff and students, improving learning conditions, reducing landfill waste, increasing awareness and educational opportunities, and setting a good example of environmental responsibility and sustainable behaviour.

The Committee Chair thanked the Energy and Sustainability Manager for his presentation.

6:29 pm: The Energy and Sustainability Manager left the meeting.

PUBLIC QUESTION/COMMENT PERIOD

There were no public questions/comments.

COMMITTEE MEMBERS QUERIES/COMMENTS

There were no queries/comments from Committee members.

DISCUSSION/ACTION ITEMS

Long Term Facilities Plan

The Secretary-Treasurer/CFO stated that the Long Term Facilities Plan is the result of public consultation process conducted over the 2020-2021 schools via six townhall meetings and four surveys. The Plan acts as a guidance document for future consultation and Board decisions. The next planned public consultation will occur in the Fall of 2021 regarding catchment area reviews for both the Westside and Mission Family of Schools. The Secretary-Treasurer/CFO responded to questions.

The Committee discussed the information provided in the Long Term Facilities Plan regarding single track French Immersion schools and amended page 13 to remove the statements made regarding the educational research related to single track French Immersion schools.

The Committee Chair commended the Secretary-Treasurer/CFO, the Director of Operations, and the Planning Manager for the thorough, transparent process in developing the Long Term Facilities Plan.

Outcome:

The Planning and Facilities Committee recommended to the Board:

THAT: The Board of Education receive and approve the Long Term Facilities Plan, as attached to the Agenda, and as presented at the June 2, 2021 Planning and Facilities Committee Meeting, with the deletion of the latter half of the French Immersion section on page 13.

Secondary French Immersion Program on the Westside

The Secretary-Treasurer/CFO shared that the Committee deferred this item at the January 6, 2021 Planning and Facilities Committee Meeting. Since the January 6, 2021 Committee meeting, the staff recommendation has been amended to say 'effective the 2023-24 school year' vs 2022-2023. The deferment by one year is based on the operational impact of operating a program with twelve students at Mount Boucherie Secondary School as well as the clear community preference for this delay. Therefore, the current grade 8 French Immersion students at École Glenrosa Middle School will attend École Kelowna Secondary School when they enter grade 10.

The Committee discussed the timeline on which a decision is required for a secondary French Immersion program on the Westside. As the effective date has been deferred to the 2023-24 school year and a public consultation on the Westside will occur in the Fall of 2021, the Committee decided that the secondary French Immersion program on the Westside will be included in the Fall consultation process.

Outcome:

The Planning and Facilities Committee recommended the following to the Board:

THAT: Public Consultation occur in the Fall of 2021 as to whether a secondary French Immersion program be offered on an interim basis at Mount Boucherie Secondary, effective the 2023-24 school year, with a permanent location for the program in West Kelowna to be determined upon completion of a second secondary school in West Kelowna.

Capital Plan Bylaw No. 2021/22-CPSD23-01

The Director of Operations shared that the District received the Ministry of Education's response letter to the 2021-2022 Five Year Capital Plan submitted in June 2020 and overviewed the approved projects. He also confirmed that the Project Definition Report is underway for the addition to École Dr. Knox Middle School and the District is working on acquiring land in the Wilden area. The District is required to submit the Annual Capital Plan Submission - Capital

Bylaw in order to access the funding outlined in the Ministry's Capital Plan response letter included in the agenda package.

Outcome:

The Planning and Facilities Committee recommended the following to the Board:

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to Capital Bylaw No. 2021/22-CPSD23-01.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to Capital Bylaw No. 2021/22-CPSD23-01.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to Capital Bylaw No. 2021/22-CPSD23-01 at the June 23, 2021 Public Board Meeting.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt Capital Bylaw No. 2021/22-CPSD23-01.

2022-2023 Five Year Capital Plan Submission

The Director of Operations stated that the five year Capital Plan must be submitted to the Ministry of Education, Capital Branch by July 31, 2021 and provided an overview of each project being submitted. The Director of Operations and the Planning Manager responded to questions.

Outcome:

The Planning and Facilities Committee recommended the following to the Board:

THAT: The Board of Education approve the Capital Plan Resolution for the 2022/2023 Capital Plan as outlined on the attached summary, as attached to the Agenda, and presented at the June 2, 2021 Planning and Facilities Committee Meeting.

Enhancement Agreement - Mar Jok Elementary School Picnic Tables

The Director of Operations stated that the Mar Jok Elementary School Parent Advisory Council (PAC) wishes to install picnic tables and enter into an Enhancement Agreement with the Board of Education. The PAC has raised funds for the supply and installation of three picnic tables and will contribute \$8,800 to the project. The remainder \$3,600 will be paid by the school. All work will be completed by District maintenance staff.

The Committee recommended that the picnic tables have the capability of holding an umbrella. The Director of Operations will forward this recommendation to Mar Jok Elementary School staff for consideration.

Outcome:

The Planning and Facilities Committee recommended the following to the Board:

THAT: The Board of Education enter into an Enhancement Agreement with the Mar Jok Elementary School PAC for the installation of three picnic tables, as attached to the Agenda, and as presented at the June 2, 2021 Planning and Facilities Committee Meeting.

DISCUSSION/INFORMATION ITEMS

School District Portable Information

The Director of Operations stated that the required portables for the 2021-2022 school year have been determined based on enrolment projects. The District acquired five portables from the Vernon School District and has already placed them in the following locations:

Number of New Portables	To:
1	Mount Boucherie Secondary
1	North Glenmore Elementary
1	Anne McClymont Elementary
2	École Dr. Knox Middle

Work will continue over the summer to ensure the portables are ready for the 2021-2022 school year.

RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

Public Board Meeting - June 9, 2021

- Long Term Facilities Plan (*Action Item*)
- Secondary French Immersion Program on the Westside (*Action Item*)

Future Board Meeting

- Capital Plan Bylaw No. 2021/22-CPSD23-01 (Action Item)
- 2022-2023 Five Year Capital Plan (Action Item)
- Enhancement Agreement - Mar Jok Elementary School Picnic Tables (Action Item)
- School District Portable Information (*Information*)

ITEMS FOR FUTURE PLANNING AND FACILITIES COMMITTEE MEETINGS

- School Bus Safety Including: Seat Belts

September

- Summer Projects Update

October

- Annual Integrated Pest Management Report

January

- Annual Review of Committee's Mandate, Purpose and Function

February

- Annual Facility Grant (AFG) Plan

May

- Transportation Update
- Capital Plan Submission

June

- Energy & Sustainability Presentation

FUTURE PLANNING AND FACILITIES COMMITTEE MEETINGS

All meetings start at 6:00 pm unless otherwise noted.

September 1, 2021 (4:00 pm), October 6, 2021, November 3, 2021

MEDIA QUESTIONS

There were no media questions submitted.

ADJOURNMENT

The meeting adjourned at 8:01 pm.

Questions - Please Contact:

Trustee Desrosiers, Chairperson at 250-718-6303 or Chantelle.Desrosiers@sd23.bc.ca

Mitch Van Aller, Director of Operations at 250-870-5150 or Mitch.Vanaller@sd23.bc.ca

Chantelle Desrosiers, Chairperson



Memorandum

Date: August 27, 2021
To: Planning and Facilities Committee
From: Mitch Van Aller, Director of Operations

Action Item: **Enhancement Agreement – Davidson Road Elementary Outdoor Learning Space**

1.0 ISSUE STATEMENT

Davidson Road Elementary School Parent Advisory Council (PAC) wishes to install an Outdoor Learning Space and enter into an Enhancement Agreement with the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

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

3.0 BACKGROUND

Davidson Road Elementary School has been working with students, staff and the PAC for enhancements over the last few years. Davidson Road Elementary would like to install an Outdoor Learning Space consisting of four picnic tables, benches, planters and a sharing circle.

4.0 POINTS FOR CONSIDERATION

1. Maintenance will be minimal.
2. School will maintain, replace and repair gardens.

5.0 OPTIONS FOR ACTION

1. Approve Enhancement Agreement.
2. Do not approve Enhancement Agreement.
3. Require additional information.

6.0 FOLLOW-UP/REVIEW

Following approval from the Board and all funding secured by Davidson Road Elementary School PAC the project would proceed.

7.0 DIRECTOR'S COMMENTS

No jurisdiction agreement required with CUPE Local 3523, work will be carried out with the maintenance staff.

8.0 STAFF RECOMMENDATION

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education enter into an Enhancement Agreement with the Davidson Road Elementary School PAC for the Outdoor Learning Space outlined in Appendix B, as attached to the Agenda, and as presented at the September 1, 2021, Planning and Facilities Committee meeting.

9.0 APPENDICES

- A. Project Costs
- B. Enhancement Agreement
- C. PAC Meeting Minutes/Motion to Approve
- D. Sketch of Outdoor Learning Space location.
- E. Project Plan and Scope of Work

APPENDIX A

Estimate for Project Costs

Davidson Road Outdoor Learning Space

Description	unit(s)	\$/unit
Materials		\$ 12,200.00
SD23 Labour		\$ 12,800.00

Total	\$ 25,000.00
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Funding Sources

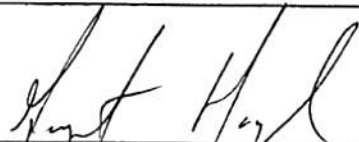
school contribution	\$	-
PAC contribution	\$	25,000.00
Balance	\$	-
Loan Request from District	\$	-

SCHOOL DISTRICT NO. 23

CENTRAL OKANAGAN
"Together We Learn"

OPERATIONS
 685 Dease Road, Kelowna, BC V1X 4A4
 Ph: 250.870.5153
 Fax: 250.870.5091

QUOTATION

Date:	April 30, 2021	WO#:	940610190
School:	Davidson Road Elementary School		
PROJECT DESCRIPTION: Enhancement Agreement – Outdoor Learning Space			
Does not include purchase of rocks and picnic tables			
Approved:	<input checked="" type="checkbox"/>		
Not Approved:	<input type="checkbox"/>		
Please check Approved or Not Approved. The School Administrator must sign this quote before sending it to Operations.			
Email: yvonne.brown@sd23.bc.ca			
For our new Quote / Estimate system, we are giving high/low range estimates.			
Estimated Cost Range:	Low \$23,000.00	High \$25,000.00	
Estimators Initials:	RL		
All Quotes / Estimates are valid for 90 days.			
Administrative Officer Signature:			
	10.1.02.59595.0017		
	Account No.: Recoverable Account		
	Date:	June 4/21	

APPENDIX B

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the 8 day of June, 2021.

BETWEEN:

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23
(CENTRAL OKANAGAN)**, having an office at 1040 Hollywood Road,
Kelowna, British Columbia (hereinafter called the "School Board")

AND:

DAVIDSON ROAD ELEMENTARY SCHOOL PAC
(Hereinafter called the "Funding Agency")

WHEREAS:

- A. The Funding Agency wishes to apply its independently obtained funding to assist Davidson Road Elementary School in achieving School Enhancement Projects described in the Schedules attached hereto (the "School Enhancement Project").
- B. The School Board agrees that each School Enhancement Project described in the Schedules is appropriate for the School and provides a significant and desirable benefit to the students of the School.
- C. The School Board has advised the Funding Agency that its budget priorities and requirements prevent the ongoing allocation by the School Board of funds for the necessary staff training, operation and/or maintenance of each School Enhancement Project during the life of the enhancement and has requested the Funding Agency to fund, on an annual basis, the training, operating costs, maintenance and repairs necessary for the use of the enhancement by the students, staff or others at the School.

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

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

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

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

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

Secretary Treasurer

Name:

DAVIDSON ROAD ELEMENTARY
by its Authorized Signatory:



Signature by its Authorized Signatory

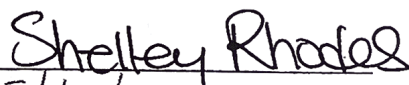


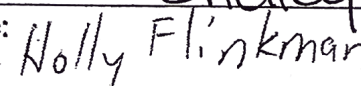
Name:

DAVIDSON ROAD ELEMENTARY PAC
by its Authorized Signatory:




Signature by its Authorized Signatory



Name: 

APPENDIX C

MAY MINUTES

Davidson Road Elementary PAC Meeting

May 5, 2021 (Time: 6:00pm via zoom)

Meeting called to order by Holly Flinkman

Attendees:

Holly F (President), Jensine M (Vice-President), Kristen L (CO-PAC), Shelley R (Treasurer), Jeannette L (Co-Secretary), Bretta L & Tara S (Hot Lunch), Tara S (Movie Night), Gurprlt Hayher (Principal), Jennifer Adamson (Vice-Princlpal), Kim M (Teacher Representative), Trlstlan G

Regrets:

Sam B (Co-Secretary), Jill N (flower fund raisers)

Item

1 Adoption of Agenda

Motioned: Kristen L 2nd: Jensine M

2 Approval of Minutes

For April- Motioned: Kristen L 2nd: Shelley R

Budget review:

Review of budget for 2020/2021. We have budgeted \$33,000 to go toward the Outdoor Learning Space project.

Motion: Bretta Lawton moved to approve up to \$33,000 for PAC to approve the Outdoor Learning Space project, contingent on Davidson Road Elementary PAC funds available. Shelley Rhodes seconded. All In Favour.

3 Executive Reports:

4.1 President's Report

- Thank you all attending meeting and PAC executives and parents for another great year
- Thank you to teachers, support staff, admln and parents for getting our children through another COVID 19 year with ever changing protocols
- Thank you Amber H for putting PAC Information PDF together for social media
- Put forward the Sunshine Fund draft changes
- Holly F and Shelley R met to discuss GESS Grad 2021 award - info to be released in June

4.2 Treasurer's Report

Gaming - \$13,629.85
Hot lunch - \$19,776.19
General - \$3654.52
Sunshine - \$2126.06

MAY MINUTES

4.3 COPAC Report

Community Updates:

Miriam D (CAS) would like to get word out about the 2040 OCP (Official Community Plan) and to encourage PACS to engage in dialogue.

<https://getInvolved.kelowna.ca/ocp/widgets/75200/documents>

Deanne Z (RAY) asked if bussing for field trips are still suspended, Kevin K answered that they are going through a process of finding out if bussing can proceed.

There was a townhall last night to present the draft Strategic Plan and answer any questions.

The District Invites all parents, staff, and Interested community members to review the draft plan and provide feedback. This survey will allow you the opportunity to submit your Ideas and review the Ideas submitted by others. The survey is now open and **will** close on May 12, 2021.

BCCPAC Updates:

BCCPAC parent conference is being held on May 28-29; website below to register

<https://bccpac.bc.ca/Index.php/conferences/conference>

Gaming grant rules have changed, update can be found online

<https://bccpac.bc.ca/images/Documents/Resources/2021-guide-pac.pdf>

Trustee Updates:

By-election to be held June 26th; info on sd23 website re: candidate packages, voting, etc.

Superintendent

Kevin K. shared that they are planning for a near normal start to the fall depending on conditions, which will all be discussed at the provincial level.

Attached updates:

Board of Education Meeting highlights from April 28th

Family Navigator: Presentation regarding mental health Thursday, May 13th at 7PM via zoom

Presentation by Melody Brewer

Email Copac.Treasurer@sd23.bc.ca to pre-register & get the zoom link

4.4 Hot Lunch/ Fruit & Vegetable Program

N/A

4. **Principal's Report**

See Attached

MAY MINUTES

s New Business

- Janice K- watercolor artist to come in September for Christmas card fund raiser -
Action: Jennifer A to book
Motioned: Bretta L 2nd: Shelley R Carried
- Yearbook progress and sales
Will be submitted May 24th for printing late June delivery to school
108 sold and approximately 14 yearbooks for donation to date
Sales closing May 20th
- Sunshine Fund Policy Draft
See attached
Motion to pass the Sunshine Fund Policy: Tara S 2nd: Jenslne M Carried
- Gurprit H to help start a PAC file on the school digital drive to store all PAC documents/policies and notes
- Voting for PAC executives
President: Holly F nominated by: Tara S Accepted: Holly F Carried
Vice-President: Kristen L nominated by: Holly F Accepted: Kristen L Carried
Treasurer: Jenslne M nominated by: Holly F Accepted: Jenslne M Carried
Secretary: Jeannette L nominated by: Holly F Accepted: Jeannette L Carried
Sam B to be nominated at next meeting for co- secretary
Hot Lunch: Bretta L & Tara S nominated by: Holly F Accepted: Bretta L & Tara S Carried
Member at Large: Shelley R nominated by: Holly F Accepted: Shelley R Carried
CO-PAC representative position available
- Tara S to look after sunshine fund requests and documentation

6 Old Business

- Lower crosswalk update - solutions
Still waiting for update from the city
- Pizza dinner for grade 5/6 graduates
Cookie quote has been received and Gurprtt H to speak to teachers regarding suggested costs
Motion to cover any remaining cost associated with pizza/cookies: Bretta L 2nd: Shelley R Carried
- Playground enhancement update: Outdoor Learning Space
Action: Gurprit H to follow up on invoicing/receipt of money transfer

7. Announcements

Next meeting: June 2, 2021

Parking spot draw for May:

Shelley R

8 Adjournment

Motioned: Bretta L
2nd: Shelley R
Time: 7:23 pm

Hand-drawn site plan overlaid on an aerial photograph of a courtyard. The plan includes the following labels and features:

- PATH**: Multiple lines indicating the layout of paths throughout the courtyard.
- PLANTERS**: Rectangular boxes indicating the locations of planters.
- ROCKS**: Clusters of small squares representing rock installations.
- SENSORY PATH**: A specific path highlighted with a different line style.
- SMALL TREES**: A circular arrangement of small squares representing a grove of small trees.

PICNIC
TABLES

APPENDIX E



DAVIDSON ROAD
ELEMENTARY
SCHOOL

PROJECT PLAN AND/OR SCOPE OF WORK

Project Name: DRE Outdoor Learning Space

Project Summary:

Davidson Road Elementary School and the DRE PAC are requesting approval to build an outdoor learning space that will support and engage children in learning opportunities that develop the Core Competencies and the Attributes of a Learner.

Research indicates that outdoor learning spaces:

- create additional opportunities for integrated, cross-curricular studies
- have a positive impact on an individual's overall health and social/emotional well-being
- have a positive effect on motivation and behaviour
- encourage problem solving and help children negotiate risk

For reference a diagram is included with this package. This final design was developed by combining information gathered from classroom visits, student submissions, consultation with school staff, consultation with the DRE PAC and consultation with SD23 Operations staff.

Working with SD23 Operations, Pier Mack Quarry, and Diggin' 4 U, we hope to enhance an area adjacent to our playground by creating three areas (picnic tables and stone seating, amphitheater stone seating, and sharing circle) all accessible by a connecting path. The connecting path is augmented with seven irrigated planters made of composite material. A sensory path (adjacent to the main path) allows learners to explore natural materials and textures.

The picnic tables will be purchased from Barco Products and rocks for seating will be purchased from Pier Mack Quarry. A local company, Diggin' 4 U, is donating time and equipment to deliver rocks from Pier Mack Quarry to Davidson Road Elementary School.

Costs:

Item	Cost	
Path and sensory path, planters, concrete pads for picnic tables, site prep, placement of materials, installation of picnic tables, irrigation to planters, placement of rocks	low - \$23,000 High - \$25,000	SD23 Operations
Rocks	\$1100 (Discount of \$20/ton)	Pier Mac Quarry
Delivery of Rocks	Comp	Digg'n 4 U
Picnic Tables	\$6,225	Barco Products
Total:	Low - \$30,325 High - \$32,325	

PAC will fund up to \$33,000

Pedestal Picnic Table

- OVERVIEW

Model Number

PK-162

Length

1.5m (5')

Accessible Design

order with longer 2.1 m (7') top for easy wheelchair access

Colour Options

vinyl-coating in blue, green, tan or brown

Installation Options

in-ground, surface-mount

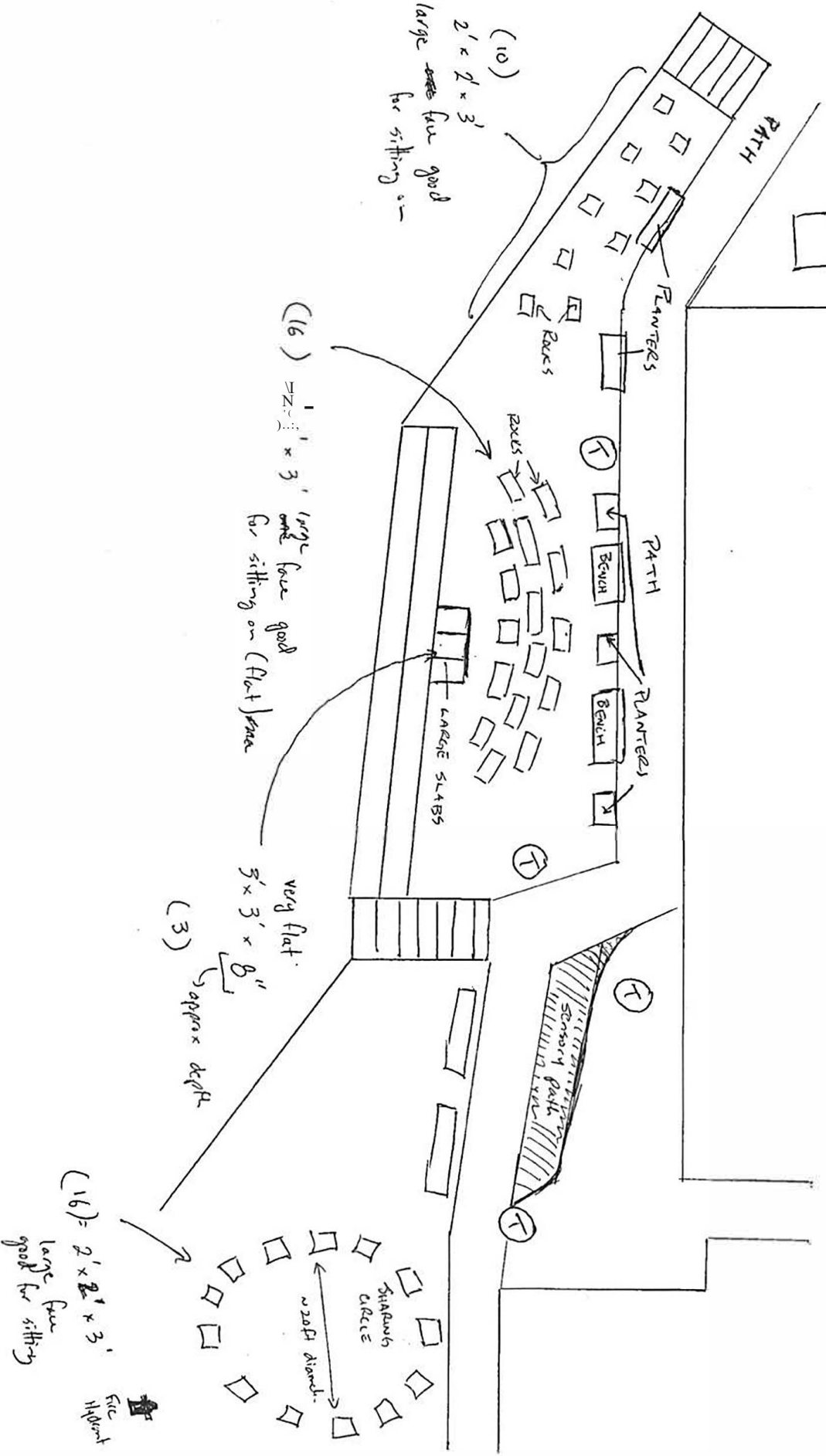
Vinyl-coated steel design provides comfort, style and durability.

- vinyl-coated perforated steel
- heavy-duty powder-coated steel frames
- tamper-resistant hardware
- virtually maintenance-free



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Picnic TABLES





Memorandum

Date: August 27, 2021
To: Planning and Facilities Committee
From: Mitch Van Aller, Director of Operations

Action Item: Enhancement Agreement – Springvalley Middle School GaGa Ball Court

1.0 ISSUE STATEMENT

Springvalley Middle School PAC wishes to install a GaGa Ball Court and enter into an Enhancement Agreement with the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

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

3.0 BACKGROUND

Springvalley Middle School has been working with the Parent Advisory Council (PAC) to plan and develop playground enhancements. The PAC will contribute \$5,000.00 towards this project and Springvalley Middle School will contribute the balance of costs towards the installation of a GaGa Ball Court.

4.0 POINTS FOR CONSIDERATION

1. Maintenance will be minimal.
2. School will maintain the equipment.

5.0 OPTIONS FOR ACTION

1. Approve the Enhancement Agreement – Springvalley Middle School GaGa Ball Court.
2. Do not approve the Enhancement Agreement – Springvalley Middle School GaGa Ball Court.
3. Request additional information.

6.0 FOLLOW-UP/REVIEW

Following approval from the Board and all funding secured by Springvalley Middle School, the project will proceed.

7.0 DIRECTOR'S COMMENTS

A Jurisdiction is not required as all work will be carried out by maintenance staff.

8.0 STAFF RECOMMENDATION

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education enter into an Enhancement Agreement with Springvalley Middle School PAC for the creation of a GaGa Ball Court, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee Meeting.

9.0 APPENDICES

- Appendix A - Project Plan/Scope of Work
- Appendix B - Enhancement Agreement
- Appendix C - Sketch of Gaga Ball Court Location
- Appendix D - Project Costs
- Appendix E – May 17, 2021 PAC Meeting Minutes.

APPENDIX A

PROJECT PLAN AND/OR SCOPE OF WORK

Springvalley Middle School



Project Name: GaGa Ball Court at Springvalley Middle School

Project Rational: Gaga ball is a physical activity that students of all ages can engage in without a lot of prior knowledge or equipment during their unstructured outdoor time.

Educational Value:

The BC Physical and Health Education student development can be supported through gaga ball by:

- Developing and understanding of the many aspects of well-being, including physical, mental and social development
- Develop the movement knowledge, skills and understandings needed for lifelong participation in a range of physical activities
- Develop knowledge, skills, and strategies for building respectful relationships, positive self-identity, self-determination, and mental well-being



APPENDIX B

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the 14th day of June, 2021.

BETWEEN:

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23
(CENTRAL OKANAGAN)**, having an office at 1040 Hollywood Road,
Kelowna, British Columbia (hereinafter called the "School Board")

AND:

THE SPRINGVALLEY MIDDLE SCHOOL SCHOOL PAC
(hereinafter called the "Funding Agency")

WHEREAS:

- A. The Funding Agency wishes to apply its independently obtained funding to assist Springvalley Middle School in achieving School Enhancement Projects described in the Schedules attached hereto (the "School Enhancement Project").
- B. The School Board agrees that each School Enhancement Project described in the Schedules is appropriate for the School and provides a significant and desirable benefit to the students of the School.
- C. The School Board has advised the Funding Agency that its budget priorities and requirements prevent the ongoing allocation by the School Board of funds for the necessary staff training, operation and/or maintenance of each School Enhancement Project during the life of the enhancement and has requested the Funding Agency to fund, on an annual basis, the training, operating costs, maintenance and repairs necessary for the use of the enhancement by the students, staff or others at the School.

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

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

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

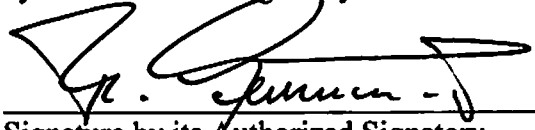
IN WITNESS WHEREOF the parties have hereunto executed this Agreement in the presence of their duly authorized signing officers on that behalf the day and year first above written.

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

Secretary Treasurer

Name:

SPRINGVALLEY MIDDLE SCHOOL
by its Authorized Signatory:



Signature by its Authorized Signatory

Thomas Gruenenwald, Principal

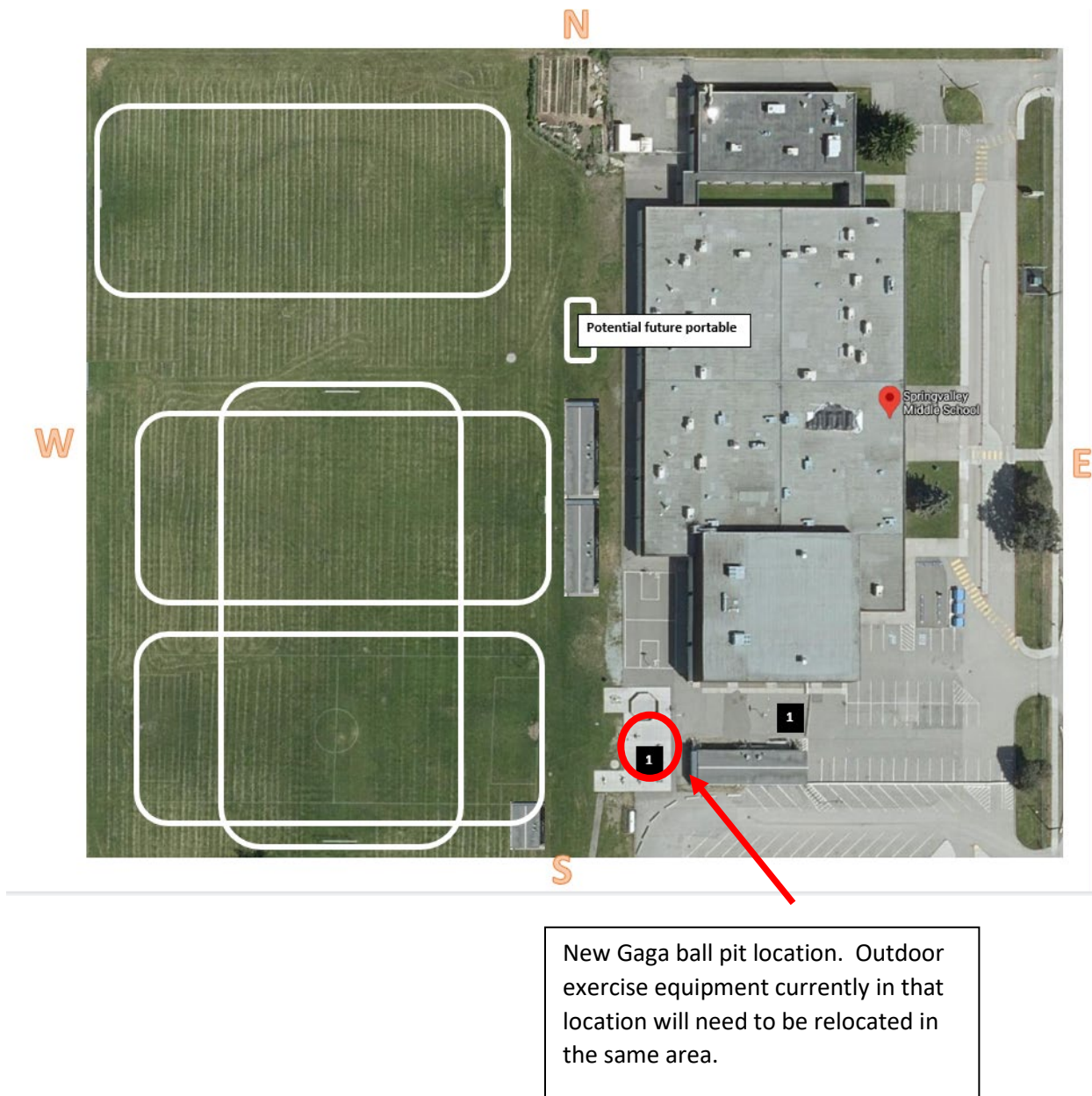
**THE SPRINGVALLEY MIDDLE
SCHOOL PAC**
by its Authorized Signatory:



Signature by its Authorized Signatory

Megan Elmhurst, PAC President

APPENDIX C



APPENDIX D

Project Costs

Springvalley Middle School Gaga Ball Pit

Description	unit(s)	\$/unit		
Gaga Ball Pit materials	1	4,200.00	\$	4,200.00
SD23 Labour	16	50.00	\$	800.00
SD23 Labour to relocate existing outdoor gym equipment	20	50.00	\$	1,000.00
SD23 Labour to recycle 1 unit (exercise equip.)	1	500.00	\$	500.00
Total			\$	6,500.00

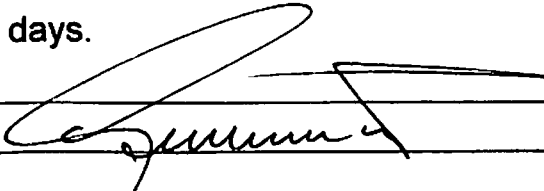
Funding Sources

school contribution	\$	1,500.00	
PAC contribution	\$	5,000.00	
Balance	\$	-	
Loan Request from District	\$	-	



OPERATIONS
 685 Dease Road, Kelowna, BC V1X 4A4
 Ph: 250.870.5153
 Fax: 250.870.5091

QUOTATION

Date:	June 17, 2021	WO#:	940610207
School:	Springvalley Middle School		
PROJECT DESCRIPTION: Enhancement Agreement – remove old outdoor gym equipment and supply materials and labour to install a wheel chair accessible gaga ball court.			
Approved:	<input checked="" type="checkbox"/>		
Not Approved:	<input type="checkbox"/>		
Please check Approved or Not Approved. The School Administrator must sign this quote before sending it to Operations.			
Email: operations.accounts@sd23.bc.ca			
For our new Quote / Estimate system, we are giving high/low range estimates.			
Estimated Cost Range:	Low \$5,500.00	High \$6,500.00	
Estimators Initials:	RL		
All Quotes / Estimates are valid for 90 days.			
Administrative Officer Signature:			
	Account No.: 10.1.02.59595.0011		
	Date:	June 17/2021	

APPENDIX E

Minutes of Meeting

Springvally Middle School PAC Meeting

Date: May 17 2021, 6:18 to 7:42pm

Held VIA ZOOM – Hosted by *Thomas Gruenenwald*

Meeting called to Order by Megan Elmhurst

Attendees:

Thomas Gruenenwald	Bonnie-Lee Gorda	Dawn Douglas	Carmelle McGarry
Jasmeet Virk	Jammie Paterson	Janelle Schultz	Jessica Bauer
Natalie Corbett	Lacey Dolman	Julee Richmond	Linette Sandor
Megan Elmhurst			

Megan Elmhurst called the meeting to order at 6:18pm.

Introduction: Jasmeet Virk as new Vice Principal at SMS

Round table introductions

Call for nominations: No new nominations

Approval of the Agenda:

Approval of agenda for May 17 meeting - Lacey Dolman made motion to approve agenda, Dawn Douglas seconded the motion, all approved.

Approval of Minutes:

Approval of minutes from April 19 meeting - Lacey Dolman made motion to approve minutes, Jammie Paterson seconded the motion, all approved.

Presidents Report: presented by ***Megan Elmhurst***, President
Megan has nothing to report at this time.

Treasurers Report: presented by ***Jessica Bauer***, Treasurer

Review of April Financials

- Gaming account: no change
- General Account: hot lunch costs
- Both verified against banks statements

Approval of April 2021 Financial Report – Dawn Douglas made motion to approve minutes, Jammie Paterson seconded the motion, all approved

COPAC Report: presented by ***Jammie Paterson***, COPAC Representative

Check out the COPAC and District websites – surveys around facilities and long term planning

Mad Hatter coming back to the district – June 17th.

Administration Report: presented by **Thomas Gruenenwald**, Principal
Please see attached Principal's report; SMS Admin Report.

Grade 7 student/parent/staff survey: Sue Forster – winner of pizza dinner draw prize

Looking to add wheelchair accessible entry at SW door with key fob access (photo of doorway shared).
Request to add camera facing the door and move existing camera further down the hallway.

- No questions or concerns raised. All approved.

Rutland area vaccination outreach clinic – would this be helpful to the local community?

- Suggestion to the Superintendent that it would be helpful

Hot Lunch Report:

- Labels being provided, minimal hand contact. Dominos pizza day coming. Making small profit.

Old Business

Budget Review by Megan Elmhurst: Review of budget and reallocation of additional funds for 2020/2021.

We have budgeted \$5000 to go toward "Gaga Ball Pit", and up to \$5000 to go toward "Outdoor Seating"

MOTION: Jammie Paterson moved to approve up to \$5000 for PAC to approve "Gaga Ball Pit",
contingent on Springvalley Middle School PAC funds available. Lacey Dolman seconded. All in favour.

MOTION: Natalie Corbett moved to approve up to \$5000 for PAC to approve "Outdoor Seating",
contingent on Springvalley Middle School PAC funds available. Julee Richmond seconded. All in favour.

New Business:

Funding request for sections 7.3 and 7.4 to attend Class Sailing Trips. Executive had approved \$100 previously for this. Looking for approval of additional \$400 to cover the balance of the cost.

MOTION: Julee Richmond moved to approve up to \$400 for PAC to approve "Class Sailing Trips",
contingent on Springvalley Middle School PAC funds available. Bonnie Lee Gorda seconded. All in favour.

2021-2022 Elections

Secretary – Natalie Corbett, no other nominations, elected by acclamation

Treasurer– Jessica Bauer, no other nominations, elected by acclamation

COPAC – Jammie Paterson, no other nominations, elected by acclamation

President and Vice President roles are still open

Next Meeting: June 21st 2021 at 6:15pm via ZOOM <https://sd23.zoom.us/j/68274294371>

Meeting Adjourned at 7:42pm



Memorandum

Date: August 27, 2021
To: Planning and Facilities Committee
From: Ryan Stierman, Secretary-Treasurer/CFO
Action Item: **Timeline for Okanagan Mission Catchment and School Reopening Review**

1.0 ISSUE STATEMENT

As recommended in the Long Term Facilities Plan (LTFP) that was approved by the Board of Education on June 9, 2021, a catchment review is being proposed for the Board of Education for the Okanagan Mission family of schools.

This review would engage the community and conclude with the Board of Education making decisions on the English and French Immersion elementary, middle and secondary school catchments for the Okanagan Mission Family of Schools as well as deciding on the reopening of Bellevue Creek Elementary School.

This review is being proposed due to the following considerations that were highlighted in the LTFP:

- The three mission elementary schools were at 129% utilization for the 2020/21 school year and continue to grow, are 320 students over their operating capacities, and have nine portables. All three sites are very constrained and have significant parking and traffic congestion concerns.
- Canyon Falls Middle School is currently at 96% utilization and does not have the ability to be expanded due to site constraints.
- Currently, the District owns the Bellevue Creek Elementary building, which has twelve classrooms and can accommodate over 300 students.
- The District owns two parcels of land in the Crawford Estates area; however, government approval of a new school is unlikely while the District is not utilizing a viable school building that it owns.
- The LTFP is recommending that Single Track Elementary French Immersion schools be considered in areas where elementary schools are in close proximity to one another and facility space can no longer sustain dual programs.

The catchment review has the following goals:

- Ensure that the community is provided the opportunity to understand the situation and to provide feedback and contribute to the Board's decisions.
- Ensure that catchments enable school enrolments to be sustainable for the medium to long-term and reduce the need for capping and redirecting.
- Ensure that the District is effectively utilizing its buildings and portables to best support educational programming.

The proposed timelines for the consultation will enable the community multiple opportunities to provide feedback to support the Board's decision on the catchment areas.

2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – June 9, 2021

Main 21P-089

THAT: The Board of Education receive and approve the Long Term Facilities Plan, as attached to the Agenda, and as presented at the June 9, 2021 Public Board Meeting.

3.0 BACKGROUND

Staff has developed an [information website](#), which provides the community with detailed information on the District's facility situation, including school capacities, population forecasts, boundaries and facility condition. The public can use this website to keep informed on the progress of the consultation and to review survey results and public presentations.

September 1, 2021:	Timelines reviewed by the Planning and Facilities Committee and recommendations made to the Board of Education.
September 15, 2021:	Timelines approved by the Board of Education
September 16 - 30, 2021:	ThoughtExchange survey for staff, students, parents and community members.
November 3, 2021:	Considerations provided to the Planning and Facilities Committee.
November 16, 2021 :	Public engagement session on considerations at Okanagan Mission Secondary School (subject to public health restrictions). Additional sessions may be scheduled.
November 3 - 24, 2021:	Survey on considerations.
December 1, 2021:	Staff recommendations provided to the Planning and Facilities Committee.
December 1 - 15, 2021:	Survey on recommendations
January 5, 2022:	Staff recommendations reviewed by the Planning and Facilities Committee in order to make committee recommendations to the Board of Education.
January 12, 2022:	Recommendations reviewed by Board of Education.
January 26, 2022:	Board of Education to make decisions on catchments and school reopening and the timelines for changes.

4.0 OPTIONS FOR ACTION

1. Approve the Timeline for Okanagan Mission Catchment and School Reopening Review.
2. Amend the Timeline for Okanagan Mission Catchment and School Reopening Review.
3. Request additional information.

5.0 SECRETARY TREASURER'S COMMENTS

As one of the province's fastest growing school districts, Central Okanagan Public Schools will be faced with numerous decisions to navigate facilities challenges while it awaits government funding for its capital priorities. Staff is hopeful to resume in-person consultation practices for this review and is committed to providing the Board of Education with the best information possible to support its decision.

6.0 STAFF RECOMMENDATION

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education approve the timeline for Okanagan Mission catchment and school reopening review, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee Meeting.



Memorandum

Date: August 27, 2021
To: Planning and Facilities Committee
From: Ryan Stierman, Secretary-Treasurer/CFO

Action Item: **Timeline for Westside Catchment and French Immersion Programming Review**

1.0 ISSUE STATEMENT

As approved by the Board of Education at the May 26, 2021 Public Board Meeting, a catchment review will be occurring for the Board of Education to engage the community and make decisions on:

- the catchments, starting in the 2022/23 school year, for the elementary, middle and secondary schools for the Westside Family of Schools;
- program locations and catchments for French Immersion programming;
- as well as catchments for when the new secondary school opens subject to Ministry approval (expected September 2025).

This review has been approved due to the following considerations:

- Subject to Ministry approval, École George Pringle Elementary has been approved to be repurposed, effective September 2022, for construction of the new secondary school. As a result:
 - The English program for École George Pringle Elementary will be moved to Webber Road Elementary for the 2022/23 school year.
 - The Elementary French Immersion program will need to be relocated.
 - The new secondary school will require changes to secondary catchments when it opens.
- Elementary and middle schools in the Constable Neil Bruce Middle School catchment are significantly over utilized, while there is space in the schools in the École Glenrosa Middle School catchment.

The proposed timelines for the consultation will enable the community multiple opportunities to provide feedback to support the Board's decision on the catchment areas.

The catchment review has the following goals:

- Ensure that the community is provided the opportunity to understand the situation and to provide feedback and contribute to the Board's decisions.
- Ensure that catchments enable school enrolments to be sustainable for the medium to long-term and reduce the need for capping and redirecting.
- Ensure that the District is effectively utilizing its buildings and portables to best support educational programming.

2.0 RELEVANT BOARD MOTIONS/DIRECTION

Public Board Meeting – May 26, 2021

Main 21P-075

THAT: Subject to funding approval by the Ministry of Education that the École George Pringle Elementary School site be repurposed for a new Secondary school.

Main 21P-076

THAT: The Board of Education relocates the École George Pringle Elementary School English program to the Webber Road Elementary School site effective September 2022.

Main 21P-077

THAT: The Board of Education conducts a comprehensive community consultation starting in the Fall of 2021 to establish the elementary French Immersion Program site(s) on the Westside for the start of September 2022.

Main 21P-078

THAT: The Board of Education conducts a comprehensive community consultation starting in the Fall of 2021 to establish new elementary, middle and secondary catchments for the Westside family of schools.

Main 21P-079

THAT: The Board of Education develops a clear and measurable plan to address the needs of students transitioning from George Pringle Elementary School prior to the relocation.

Public Board Meeting – June 9, 2021

Main 21P-089

THAT: The Board of Education receive and approve the Long Term Facilities Plan, as attached to the Agenda, and as presented at the June 9, 2021 Public Board Meeting.

Main 21P-090

THAT: Public consultation occur in the Fall of 2021 as to whether a Secondary French Immersion program be offered on an interim basis at Mount Boucherie Secondary School, effective the 2023-24 school year, with a permanent location for the program in West Kelowna to be determined upon completion of a second secondary school in West Kelowna.

3.0 BACKGROUND

Staff has developed an [information website](#), which provides the community with detailed information on the District's facility situation, including school capacities, population forecasts, boundaries and facility condition. The public can use this website to keep informed on the progress of the consultation and to review survey results and public presentations.

September 1, 2021:	Timelines reviewed by Planning and Facilities Committee.
September 15, 2021:	Timelines approved by Board of Education.
September 16 - 30, 2021:	ThoughtExchange survey for staff, students, parents and community members.
November 3, 2021:	Considerations provided to Planning and Facilities Committee.
November 9, 2021:	Public engagement session on considerations at Mount Boucherie Secondary School (subject to public health restrictions). Additional sessions may be scheduled.
November 3 - 17, 2021:	Survey on considerations.
December 1, 2021:	Staff recommendations provided to Planning and Facilities Committee.
December 1 - 15, 2021:	Survey on recommendations
January 5, 2022:	Staff recommendations reviewed by the Planning and Facilities Committee in order to make committee recommendations to the Board of Education.
January 12, 2022:	Recommendations reviewed by Board of Education.
January 26, 2022:	Board of Education to make decisions on catchments and timelines for changes.

4.0 OPTIONS FOR ACTION

1. Approve the Timeline for Westside Catchment and French Immersion Programming Review.
2. Amend the Timeline for Westside Catchment and French Immersion Programming Review.
3. Request additional information.

5.0 SECRETARY-TREASURER/CFO'S COMMENTS

The Board of Education was faced with an extremely difficult decision to repurpose École George Pringle Elementary in light of the lack of alternative options. The proposed timelines will provide the community the opportunity to be informed and to provide their ideas and feedback. Staff is hopeful that consultation will be able to occur in person and is committed to providing the Board of Education with the best information possible to support its decision.

6.0 STAFF RECOMMENDATION

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education approve the timeline for Westside catchment and French Immersion programming review, as attached to the Agenda, and as presented at the September 1, 2021 Planning and Facilities Committee Meeting.



Memorandum

Date: August 27, 2021
To: Planning and Facilities Committee
From: Mitch Van Aller, Director of Operations

Information: **Operations Summer Projects Update**

1.0 RELEVANT BOARD MOTION/DIRECTION

To provide the Planning and Facilities Committee with an update on the 2021 Summer work completed by the Operations Department.

2.0 BACKGROUND

Projects that have a major disruption to a facility are preferred to be carried out throughout the summer months to attempt to minimize interruption of the learning environment, to complete the creation of new learning spaces and the projects approved by the Board of Education as outlined in the Ministry Annual Facilities Grant (AFG), Carbon Neutral Capital Program (CNCP), School Enhancement Program (SEP) and Playground Enhancement Projects (PEP), regular maintenance and school requested projects.

3.0 INFORMATION STATEMENT

Throughout the summer season, the Operations Department was very busy completing numerous projects (Appendix A). This work was in addition to the normal custodial clean-up that took place at every school in the District. During this same period, routine maintenance of facilities, grounds and custodial summer cleaning was carried out.

Budgets provided to us from the Ministry of Education to carry out these projects were \$3,860,494.00 for the Annual Facilities Grant (AFG), \$747,000.00 for the Carbon Neutral Capital Program (CNCP), \$2,800,000.00 for School Enhancement Projects (SEP), \$330,000.00 for the Playground Enhancement Project (PEP) and \$141,841.00 for bus procurement.

4.0 DIRECTOR'S COMMENTS

The list of projects this year was extensive and many complex in design. All staff provided outstanding leadership and workmanship in achieving the completion of all the major projects within the District.

There will be little or no disruption for the start of the 2021/22 school year.

5.0 NEXT STEP

Operations staff will focus on completing all emergent and deficient items from these projects. Staff will continue working on other projects approved by the Board and continued requests from Schools.

6.0 APPENDIX

Appendix A – Description of 2021 Summer Work

APPENDIX "A"

Location	Description 2021 Summer Work
AFG – Flooring Replacements – Various Locations	Canyon Falls Middle – Theatre floor replacement Okanagan Mission Secondary – two classrooms George Elliot Secondary – 2 classrooms Black Mountain Elementary – staff room and staff washroom
AFG – Handicap Accessibility – Various Locations	<ol style="list-style-type: none"> 1. Install automatic door opener at Springvalley Middle 2. Install automatic door opener at École Kelowna Secondary 3. Install handicap curbs at Springvalley Middle music room 4. Install automatic door opener at Helen Gorman Elementary 5. Install grab bar at Bankhead Elementary 6. Install asphalt at Black Mountain Elementary for wheelchair access to Oodle swing. 7. Install rubber surfacing under the Oodle swing at Black Mountain Elementary 8. Install asphalt at Rutland Middle for wheelchair access to portables 9. Install handicap accessible sidewalk/ramp and one parking stall at Helen Gorman Elementary
AFG – Portable Roof Replacements – Various Locations	Oyama Traditional – one portable École Kelowna Secondary – three portables Rutland Middle – three portables Black Mountain Elementary – one portable École KLO Middle – four portables Glenmore Elementary – two portables
Transportation	Summer maintenance on all buses and white fleet.
Anne McClymont Elementary	<ol style="list-style-type: none"> 1. One used portable placed at this location to accommodate student growth. Site preparation was completed to provide electrical & gas services, security, phone/PA and the walkway. Construct ramps & stairs. Cleaning of room. Installation of projector/white board, phone, and student required items (table/chairs, etc.). New HVAC unit was installed on used portable. Disconnect of all utilities, site clean-up, level off area after removal from Vernon School District.
A.S. Matheson Elementary	<ol style="list-style-type: none"> 1. Washroom Renovation. One boys, one girls and one accessible. Demolition of existing washroom and renovated with new partitions, paint, floor, sinks, faucets and lighting.
École Belgo Elementary	<ol style="list-style-type: none"> 1. Interior painting of gym and corridors.
Davidson Road Elementary	<ol style="list-style-type: none"> 1. Installed handicap device and card access on Level 2 for staff member to access building.
Dease Road	<ol style="list-style-type: none"> 1. Electrical Upgrade – final phase 2. HVAC Upgrade – six new units 3. Parking Lot Reconfiguration and paving 4. CCTV camera upgrade
École Dorothea Walker Elementary	<ol style="list-style-type: none"> 1. Washroom Renovation. One boys, one girls. Renovation of partitions, paint, floor, sinks faucets and lighting.

École Dr. Knox Middle	<ol style="list-style-type: none"> 1. Two used portables placed at this location to accommodate student growth. Site preparation was completed to provide electrical & gas services, security, phone/PA and the walkway. Construct ramps & stairs. Cleaning of rooms. Installation of projector/white boards, phones, and student required items (table/chairs, etc.). New HVAC units installed on two used portables. Disconnect of all utilities, site clean-up and level off area after removal from Vernon School District.
Enhancement Agreements – Various Locations	<p>École Dorothea Walker Elementary – install playground equipment Mar Jok Elementary – picnic tables Bankhead Elementary – GaGa ball court Pearson Road Elementary - GaGa ball court Glenrosa Elementary – GaGa ball court École Dr. Knox Middle – Indigenous garden Helen Gorman Elementary – 2nd Phase outdoor classroom Pearson Road Elementary – greenhouse final additional work École Casorso Elementary – GaGa ball court</p>
George Elliot Secondary	<ol style="list-style-type: none"> 1. Bus Compound – New 10 stall secured bus parking compound. 2. Dangerous tree removal. 3. Gym floor refinishing.
Glenrosa Elementary	<ol style="list-style-type: none"> 1. 6 Roof Top Unit replacement project – replaced six RTU with heat pumps.
Glenrosa Middle	<ol style="list-style-type: none"> 1. Gym floor refinishing.
Hudson Road Elementary	<ol style="list-style-type: none"> 1. Roofing Replacement. Replacement of roof Area A, B, C and E. Scope of work includes: new roofing and flashings. 2. Gym projector/screen install.
École Kelowna Secondary	<ol style="list-style-type: none"> 1. Basketball Hoops Winches – replaced due to wear. 2. Gym projector/screen install. 3. Gym floor finish.
École KLO Middle	<ol style="list-style-type: none"> 1. HVAC Upgrade – Multi-zone roof top unit #3 is on order. Project is still ongoing. 2. Pump house removal.
Ministry – Child Care Spaces - Various Locations	<ol style="list-style-type: none"> 1. Architectural Agreement signed with SOA Architects. Schematic design and tender documents for seven new Daycare Locations. Anne McClymont Elementary, Black Mountain Elementary, Ellison Elementary, George Elliot Secondary, Hudson Road Elementary, North Glenmore Elementary and Okanagan Mission Secondary.
Mount Boucherie Secondary	<ol style="list-style-type: none"> 1. One used portable placed at this location to accommodate student growth. Site preparation was completed to provide electrical & gas services, security, phone/PA and the walkway. Construct ramps & stairs. Cleaning of room. Installation of projector/white board, phone, and student required items (table/chairs, etc.). New HVAC unit is installed in used portable. Disconnect of all utilities, site clean-up level off area after removal from Vernon School District. 2. Hair Salon Renovation. New hair stations, floor, paint and lighting. 3. Lighting Upgrade. Phase 2 Zones 2, 5, 6, 7, 10, 12, 13A and 14 are being upgraded to LED and controllable lighting system to reduce energy use

	<p>and reduce maintenance costs. Includes motion and occupancy sensors, new light fixtures, control panels and switches.</p> <ol style="list-style-type: none"> Gym floor refinishing. Woodshop floor refinishing.
North Glenmore Elementary	<ol style="list-style-type: none"> One used portable placed at this location to accommodate student growth. Site preparation was completed to provide electrical & gas services, security, phone/PA and the walkway. Construct ramps & stairs. Cleaning of room. Installation of projector/white board, phone, and student required items (table/chairs, etc.). New HVAC unit is installed in used portable. Disconnect of all utilities, site cleanup level off area after removal from Vernon School District.
OKM Secondary	<ol style="list-style-type: none"> Land Based learning Project – Electrical, Ground, Plumbing and Carpentry work required to convert a non-used portable classroom into a learning space. Purchase and placement of a 20ft storage container. Installation of a bottle filler station. Gym floor refinish. Geothermal well maintenance.
Oyama Traditional	<ol style="list-style-type: none"> Accessible washroom/copy room Renovation. Create office and a new accessible washroom in the old copy room space. Relocate the copy room adjacent to the staff room and add a first aid room. Gym projector/screen install.
Peachland Elementary	<ol style="list-style-type: none"> School Enhancement Project (SEP) – Replacement of sixteen Roof Top Units in Phase 1. Roofing Replacement. Replacement of roof Area A and D. Scope of work includes: new roofing and flashings in Phase 1.
Pearson Road Elementary	<ol style="list-style-type: none"> Painting of gym and corridors.
Quigley Elementary	<ol style="list-style-type: none"> Roofing Replacement. Replacement of roof Area E, I and H. Scope of work includes: new roofing and flashings.
Rutland Middle	<ol style="list-style-type: none"> Ramps and stairs to Portable 140.
Rutland Senior Secondary	<ol style="list-style-type: none"> Gym floor refinishing. New dishwasher and counter for cafeteria.
South Kelowna Elementary	<ol style="list-style-type: none"> New PEP – Playground Enhancement Project – planning & tender process.
South Rutland Elementary	<ol style="list-style-type: none"> Phase 2 completion of the Indigenous Garden in conjunction with the Métis Community Services Society of BC. Further work to be completed. Installation of a new swing set. Ground work preparation, irrigation work, placement of concrete border and play chips. Six Roof Top Unit Replacement Project, Phase 2 of 2. Replaced with six heat pumps. Remove computer millwork from the computer lab, paint, relocate whiteboards and tack boards. Add sink unit and storage cabinets for the breakfast program.
Watson Elementary	<ol style="list-style-type: none"> New Playground Enhancement Project (PEP) – planning & tendering process.



**Central Okanagan
Public Schools**

Together We Learn

Central Okanagan Public Schools

Communicable Disease Plan

September 1, 2021

Communicable Disease Plan Overview

The Ministry of Education's [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) is the source of information for communicable disease planning for K-12 school settings. The Ministry of Education guidance document has been developed from information in the BCCDC's [Public Health Communicable Diseases Guidance for K-12 Schools](#) document. In case of any variance between these two Guidance documents, the School District will follow the Ministry of Education document. [WorkSafeBC](#) guidelines have also been incorporated into this Communicable Disease Plan for staff-only spaces. This document will be updated regularly to incorporate new information and direction from the Ministry of Education, Public Health and WorkSafeBC. The authority to implement the safety plan at each site is with the site Administrator in consultation with the site Joint Occupational Health and Safety Committee (JOHSC).

Risk Identification

Two primary routes of transmission have been identified for Communicable Diseases such as seasonal influenza and COVID-19. These include contact transmission and droplet transmission:

Droplet Transmission (Direct)

COVID-19 is mainly spread by liquid droplets that come out of the mouth and nose when a person with the virus breathes, coughs, sneezes, talks, or sings. Droplets come in a wide range of sizes, and they behave differently depending on their size. Larger droplets are heavier, and they usually fall to the ground within two meters. Smaller droplets, also known as aerosols, are lighter and they can float in the air for longer. Smaller droplets can collect in enclosed spaces when there is not enough fresh air. Indoor accumulation is greater when more people share a space, spend more time together, or exercise, sing, shout, or speak loudly. These conditions can lead to COVID-19 transmission.

Most COVID-19 infections are spread from one person to another through respiratory droplets deposited directly into the eyes, nose, and mouth.

Contact Transmission (Indirect)

COVID-19 can also spread by touching a contaminated surface and then touching your eyes, nose, and mouth. Even though COVID-19 can survive for hours or days on different surfaces, infection from contact with contaminated surfaces appears to be rare.

Signs and Symptoms

The key symptoms of COVID-19 include fever, chills, cough, difficulty breathing, loss of sense of taste or smell. Other symptoms may include sore throat, loss of appetite, extreme fatigue or tiredness, headache, body aches, nausea/vomiting, diarrhea. Children may show symptoms differently than adults. For example, fatigue may show in children as poor feeding, decreased activity, or changes in behavior. Symptoms can appear up to 14 days after exposure.

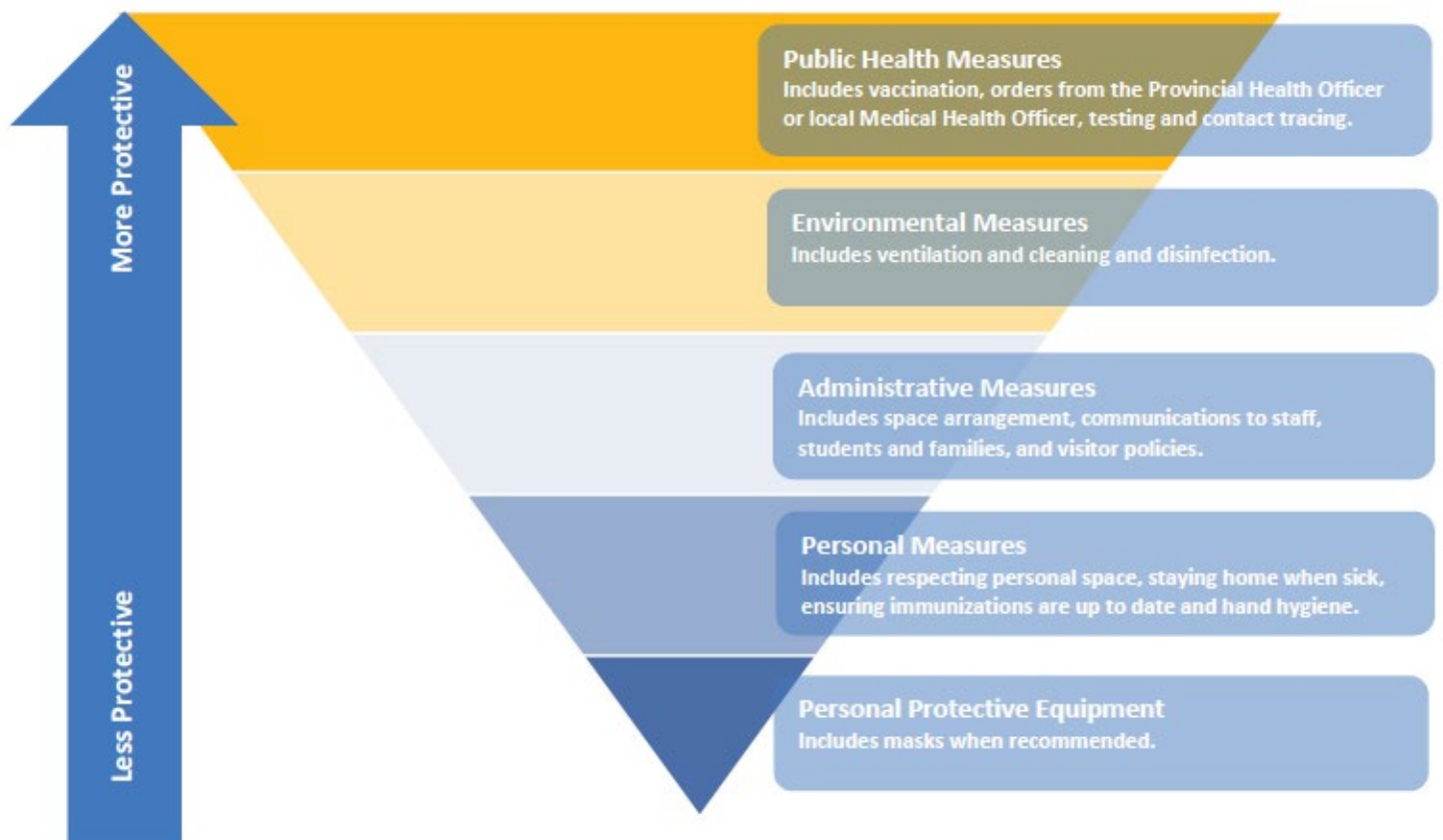
With the BC population highly immunized, there is a significantly greater community protection against COVID-19, including against the [Delta variant](#). Variants spread the same way as the original COVID-19, which means established prevention measures continue to protect against it. Emerging evidence shows it presents the greatest risk to unvaccinated adults, with risk increasing with age. Currently, it does not appear that the Delta variant results in a greater risk of serious outcomes for children. Children continue to be at low risk for serious outcomes from COVID-19, including variants of concern detected in B.C

Infection Prevention and Exposure Control Measures

Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in settings such as schools where there is a relatively consistent grouping of people and multiple measures of various effectiveness can be routinely implemented, including:

- Robust illness policies for students and staff;
- Reinforcement and adoption of effective personal practices (e.g. hand hygiene, respiratory etiquette);
- Various environmental measures (e.g., enhanced cleaning and disinfecting practices, ensuring HVAC systems are operating properly, etc.).

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease describes measures that should be taken to reduce the transmission of communicable diseases in schools. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of communicable diseases is substantially reduced.



1. Vaccination (Public Health measure)

Vaccines are the most effective way to reduce the risk of COVID-19 in schools and communities. Central Okanagan Public Schools recognizes the public health benefits of vaccination programs to reduce illness, disability and death from community acquired diseases and will support Public Health messaging for vaccinations against communicable diseases; and may collaborate with Public Health to offer vaccination clinics. Seasonal influenza vaccinations will be offered to staff each fall season.

2. Following Public Health Orders and Guidance (Public Health measure)

The Ministry of Education's [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#) is the source of information about COVID-19 for K-12 school setting. Local, regional, provincial, or federal Public Health recommendations and orders may be put in place for individual schools, groups of schools, a school district, a local community, or an entire region. These recommendations and orders, if they apply to school districts, will be followed by Central Okanagan Public Schools.

3. Contact Tracing and School Notifications (Public Health measure)

Public Health performs contact tracing when a positive COVID-19 testing occurs. In order to assist Public Health with contact tracing efforts, school districts must keep occupant lists for 45 days including classroom lists, busing and classroom seating arrangements, and visitor lists. Consider keeping student seating arrangements consistent.

4. Stay Home if Ill – (personal measure)

If individuals show symptoms compatible with COVID-19 (fever, cough, shortness of breath, loss of taste/smell), they should not go to school or work until they seek health guidance (see item 5, Returning After Illness). Parents/caregivers and students can use the [K-12 Health Check app](#). Staff and other adults can refer to the Daily Health Check (see [Appendix 4](#)).

Individuals may attend school if a member of their household develops symptoms compatible with COVID-19 (fever, cough, shortness of breath, loss of taste/smell) provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise whether the asymptomatic student/staff must remain on self-isolation depending on their vaccination status, and when they may return to school.

If individuals begin to experience symptoms while attending a school, the symptomatic individual will be promptly sent home. If the individual cannot be sent home immediately, they will be separated from others (at least 2m) and provided with a medical mask. Schools must provide supervision for younger children. Supervising staff should wear a medical mask and face shield if they are unable to maintain physical distance. Avoid touching bodily fluids as much as possible, and practice diligent hand hygiene. Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the symptomatic person's bodily fluids may have been in contact with (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. Cleaning/disinfecting the entire room the person was in (a “terminal” clean) is not required in these circumstances. School Administrators must develop procedures for students and staff who become sick while at school.

Individuals who experience symptoms consistent with a previously diagnosed health condition (e.g., seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal.

5. Returning After Illness (personal measure)

When a staff, student or other adult can return to school depends on the type of illness. If they had COVID-19 or another communicable disease, they can return according to the guidance provided to them from Public Health. For other illnesses, generally, the person can return when their symptoms have

improved and they feel well enough to participate in all school-related activities. The school district will not require a health-care provider note (i.e. a doctor's note) to confirm the health status of an individual, beyond those required as per usual practices (i.e. required by Collective Agreements, to support medical accommodation, etc.).

6. Communicable Disease Plan Orientation (administrative measure)

Early and ongoing health and safety orientation will be provided for staff (including newly hired staff and staff who change worksites), parents/caregivers, students and other adults in the school (e.g. teacher candidates in practicums, volunteers) to ensure all members of the school community are well informed of their responsibilities and resources available. Health and safety orientation for staff will follow WorkSafeBC guidelines and will involve frontline workers, joint health and safety committees, and supervisors in identifying protocols for their workplaces. The School District will ensure the following:

- Everyone entering the workplace, including workers from other employers, will receive information about the workplace's measures, practices, and policies for managing communicable disease.
- All workers understand the measures in place at the workplace.
- Supervisors are knowledgeable about the measures, practices, and policies in place, and incorporate these into supervision practices at the workplace.
- Workers know how to raise health and safety concerns.

7. Site Entry Procedures (administrative measure)

Designated Entrance: Visitors and visiting staff must enter school district facilities at designated entrance(s). Wayfinding signage should be used outside of district facilities guiding visitors to the designated entrance(s). Sanitize hands prior to entry (see item 8, Hand Hygiene).

Sign-in/Check-in: Visitor and visiting staff designated entrance(s) must have a District sign-in book, site Communicable Disease Plan posted, Daily Health Check posted, and hand sanitizer available. Visitors must check-in at reception. Visitors must display a visitor's ID badge if going beyond reception. Visiting staff must display their District ID badges. Visitor sign-in information must be kept for 45 days.

Daily Health Check: Staff, students, and invited visitors (parents, caregivers, health-care providers, volunteers and other non-staff adults) entering the school must perform daily self-checks each day attending the site for symptoms of illness prior to entering the site. Site Administrators must clearly communicate with parents and caregivers their responsibility to assess their children daily for illness before sending them to school. For more information on Daily Health Checks see item 4.

Limiting Visitors: Consider limiting visitors from schools. Site entry should be limited to those individuals that are required to be on the premises. Site Administrators will decide which individuals (staff, students and visitors) to allow on to the site.

8. Hand Hygiene (personal measure)

Rigorous hand-washing with plain soap and water is the most effective way to reduce the spread of illness (antibacterial soap is not needed for COVID-19). Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change the effectiveness of washing hands with plain soap and water). Use portable hand-washing sites and/or alcohol-based hand sanitizer dispensers containing at least 60% alcohol, where sinks are not available. Schools should use [commercial hand sanitizer products that have met Health Canada's requirements and are authorized for sale in Canada.](#) Students may bring their own sanitizer or plain soap if they are on the list authorized by Health Canada or have a medical condition that requires specialized soaps. If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

When Student Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none"> When they arrive at school. Before and after any breaks (e.g., recess, lunch). Before and after eating and drinking (excluding drinks kept at a student's desk or locker). Before and after using an indoor learning space used by multiple cohorts (e.g., the gym, music room, science lab, etc.). After using the toilet. After sneezing or coughing into hands. Whenever hands are visibly dirty. 	<ul style="list-style-type: none"> When they arrive at school. Before and after any breaks (e.g., recess, lunch). Before and after eating and drinking. Before and after handling food or assisting students with eating. Before and after giving medication to a student or self. After using the toilet. After contact with body fluids (i.e., runny noses, spit, vomit, blood). After cleaning tasks. After removing gloves. After handling garbage. Whenever hands are visibly dirty.

For more information on hand washing see [Appendix 5](#).

9. Cough/Sneeze Etiquette (personal measure)

Cough/sneeze etiquette includes:

- Cover your mouth and nose with a tissue when coughing or sneezing. Or cough and sneeze into the bend of your arm, not your hands.
- Use tissues to contain secretions and dispose of used tissues promptly. Wash hands immediately.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

10. Physical Distancing and Spacing Recommendations (administrative measure)

Strict physical distancing (2m) is not required but attempt to create space and spread people out whenever possible. There are a number of strategies to consider to create space between people and to support students and staff in returning to school using a trauma-informed approach:

- Remind students and staff about respecting others personal space using visual supports, signage, prompts, video modelling, etc. as necessary.
- Use available space to spread people out, both in learning environments and gathering and event, where possible. Consider establishing and posting [occupancy limits](#) for spaces.
- Implement strategies that prevent crowding at pick-up and drop-off times focusing on entry and exit areas, and other places where people may gather and crowd.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through using floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors.

When carpooling, spread out occupants as much as possible, set the vehicle's ventilation to bring in fresh outside air, open windows when weather allows. Non-medical masks must be worn by vehicle occupants.

Ensure high-touch points such as steering wheel, seat belts, driving controls, gear lever, windows, keys, and door handles are cleaned regularly. Sanitize hands before and after the trip.

11. Gatherings and Events (administrative measure)

School gatherings and events can occur in line with those permitted as per relevant local, regional, or provincial Public Health recommendations and Orders. Central Okanagan Public Schools will follow any applicable local, regional, or provincial Public Health recommendations and Orders pertaining to gatherings and events. (*See [Appendix 10](#) for current additional measures, recommendations, or Orders, if any). Organizers should apply a trauma-informed lens to their planning, including respecting student and staff comfort levels regarding personal space, using available space to spread people out as much as possible, respecting [room occupancy limits](#), and ensuring enough space is available to prevent involuntary physical contact between attendees. Consider starting with virtual or smaller in-person options and shorter sessions before considering larger gatherings.

Examinations or assessments are not considered school gatherings, however, they must still be delivered in accordance with the safety guidelines outlined in this document.

After hours community use of facilities is allowed in alignment with relevant local, regional, provincial, and federal Public Health recommendations and Orders. Central Okanagan Public Schools will follow any applicable local, regional, or provincial Public Health recommendations and Orders pertaining to community use of facilities (*See [Appendix 10](#) for current additional measures, recommendations, or Orders, if any). Health and safety measures include participant's following hand hygiene, respiratory etiquette, staying home if ill and where possible, limiting building access to only those areas required for the purpose of the activity. Community users are responsible for collecting names and contact information of participants to support contact tracing.

12. Cleaning and Disinfecting (environmental measure)

Schools will be cleaned and disinfected in accordance with the BCCDC's [Cleaning and Disinfectants for Public Settings](#) document. See [Appendix 7](#) for more information.

Cleaning is the physical removal of visible soiling (e.g., dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth.

Disinfection is the killing of viruses and bacteria. A disinfectant is only applied to objects, never on the human body.

Cleaning and disinfecting of high-touch surfaces used by larger numbers of students and staff (e.g. door handles, light switches, faucet handles, toilet handles, hand railings, water fountains, keyboards, toys, service counters, appliances) at least 1x/day. Otherwise, only cleaning of surfaces touched by fewer people (e.g. desks used by a few students, manipulatives) is required 1x/day. Other general cleaning should occur in line with regular practices. Frequently-touched items that are not easily cleaned do not need to be limited (fabrics, paper products, carpet, upholstery) but users should sanitize hands often.

There is no need for textbooks, laminated or glossy paper-based products (e.g. children's books or magazines) and items with plastic covers (e.g. DVDs) to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

Laundry should be placed in a laundry basket with plastic liner. Do not shake dirty items. Wearing gloves is optional. If choosing to wear gloves, ensure hand hygiene is performed before and after use. No other PPE is required. Clean hands with soap and water immediately after removing gloves (see [Appendix 6](#)). Wash with regular laundry soap and hot water (60-90°C).

13. **Ventilation** (environmental measure)

At this time, there is no evidence that a building's ventilation system, in good operating condition, would contribute to the spread of the virus. Good indoor air ventilation alone cannot protect people from exposure to COVID-19; however, it may reduce risk when used in addition to other preventive measures. School districts are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort of workers ([Part 4 of the OHS Regulation](#)). HVAC systems should be regularly maintained for proper operation and ensure that schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible, and that schools with fresh air intake systems increase their average air exchanges as detailed on the [ASHRAE website](#) and the [Rocky Point Engineering Ltd website](#).

Consider moving activities outdoors when possible and consider moving classrooms outside when space and weather permit, increasing air exchanges by adjusting the HVAC system, managing air distribution through building automation control systems, and, where possible, opening windows if weather permits and the HVAC system function will not be negatively impacted. If opening windows and doors consider site security issues. Provisions for when a school/worksite's ventilation systems is temporarily compromised (e.g., partial power outage, ventilation break down) should be developed.

When using air conditioners and fans in ventilated spaces, air should be moved from high places to lower places instead of blowing air directly from one person's breathing zone to another's. Avoid horizontal crass breezes. Use of portable air conditioners and fans in unventilated spaces with doors and windows closed should be avoided, except when necessary during high or excessive heat events. Communicable disease prevention measures need to be balanced against the risk of excessive heat events in warmer months. Schools are encouraged to use BCCDC resources, including on [Heat Event Response Planning](#) and [Wildfire Smoke](#), in planning for excessive heat events.

See the [WorkSafeBC website](#) and [ASHRAE Reopening of Schools and Universities Guidance](#) for more information on ventilation and air exchange.

14. **Personal Protective Equipment (PPE)**

Personal Protective Equipment (PPE), such as gloves, is not needed for staff beyond that used as part of routine practices for the hazards normally encountered in their regular course of work. With regards to masks, there are several categories of masks.

N95 respirators: N95 respirators properly fit-tested to the individual will protect the wearer from COVID-19. Individuals who have not been fit-tested for N95 respirator should not be wearing one. As well, N95 respirators should be reserved for healthcare workers as much as possible. Therefore N95s should not be used, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work (i.e.: maintenance staff, custodial staff, etc.). For more information on N95 respirators visit the [BCCDC website](#).

Medical grade disposable masks: If a person shows symptoms of COVID-19, these types of masks are an appropriate barrier to help stop cough or sneeze droplets from spreading. Schools will be provided with a limited supply of medical disposable masks for First Aid rooms/kits and as an option for individuals who show symptoms while at the site. Otherwise, medical masks should be reserved for healthcare workers as much as possible. Medical masks will be located in the office and First Aid rooms.

Non-medical cloth masks or face covering: If a person shows symptoms of a communicable disease like COVID-19, these types of masks are an appropriate barrier to help stop cough or sneeze droplets from

spreading. They provide some protection to the wearer and to those around them. A properly fitted non-medical mask or face covering sits closely over the mouth, nose, cheeks, and chin of the person wearing it. The mask will be less effective if the shape or the material has gaps around the perimeter.

Non-medical masks or face coverings are required to be used indoors in schools and on school buses by all K-12 staff and students grade 4-12, except when:

- there is a barrier in place; or
- eating and drinking; or
- a person is unable to wear a mask because they do not tolerate it (for health or behavioural reasons); or
- a person is unable to put on or remove a mask without the assistance of another person; or
- the mask is removed temporarily for the purposes of identifying the person wearing it; or
- the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. actively playing a wind instrument, high-intensity physical activity, instructing at a distance); or
- while providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment), where visual cues, facial expressions and/or lip reading/movements are important

Students in grades K to 3 are encouraged to wear a mask indoors in schools and on school buses, but are not required to do so - mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

Masks are not required outdoors.

Exceptions will also be made for staff and students who cannot tolerate masks (e.g., health or behavioural reasons). Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff and students cannot wear a mask. In situations where staff and students cannot tolerate wearing a mask due to health or behavioural reasons, the site administrator or department supervisor must be informed and will work with the staff, student, or parent/caregiver to identify other measures, if any. No student should be prevented from attending or fully participating at school if they do not wear a mask. Schools should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature. The use of masks should not reduce or replace the other infection prevention and exposure control measures mentioned previously.

It is important to wear a non-medical mask correctly. How to put on and take off a non-medical mask can be found [here](#). Visit the [BCCDC website](#) for information on proper use of masks.

Additional guidance for mask use during specific educational programs (e.g., music, physical education, sports) is detailed in [Appendix 1](#), and for supporting students with disabilities/diverse abilities or medical complexity see [Appendix 8](#). In addition to a non-medical mask, those providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine if additional PPE is required, in accordance with routine practices.

When working with students where seeing facial expressions and/or lip movement is important, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth.

Additional relevant local, regional and provincial public health recommendations and Orders may apply. (*See [Appendix 10](#) for current additional measures, recommendations, or Orders, if any).

Face Shield: Face shields protect the wearer from direct transmission exposure by protecting the wearer from other people's cough and sneeze droplets. Staff have the option of wearing a face shield and will be provided one upon request. Schools will have face shields available for staff. If choosing to wear a face shield, a non-medical mask or face covering must also be worn.

Mouth Shields: A properly fitted non-medical mask sits closely over the mouth, nose, cheeks, and chin of the person wearing it. The mask will be less effective if the shape has gaps around the perimeter. For this reason mouth shields are not adequate by themselves. They must be worn with a non-medical mask.

Site Communicable Disease Plans

Site Administrators must assess their workplaces in order to identify places where there is risk of transmission. This process must involve consultation with the site safety committee and/or worker representatives. To understand the risk at your workplace, consider the following:

- where do people congregate, such as break rooms, or meeting rooms (if applicable);
- what job tasks or processes require workers to come into close proximity with others;
- what tools, machinery, and equipment do people come into contact with in the course of their work;
- what surfaces are touched often (see item 12, Cleaning and Disinfecting);
- what emergency procedures need to be revised (evacuation, lockdown, etc.), if at all.

See [Appendix 9](#) for considerations when planning school Communicable Disease Plans. Continually assess the workplace after operations resume to ensure risks continue to be identified and managed.

Site-Based Joint Occupational Health and Safety Committee (JOHSC)

JOHSCs have an important function during this pandemic. Not only will JOHSCs continue to perform their duties according to their committee's Terms of Reference, but also:

- familiarize themselves with the district's Communicable Disease Plan;
- be consulted in the development of the site Communicable Disease Plan;
- support and assist with implementation of the site Communicable Disease Plan;
- provide feedback on the effectiveness of implemented control measures.

A JOHSC must meet regularly at least once each month, but because of the fluid situation of the pandemic, JOHSCs will need to meet on a more frequent and as-needed basis to ensure consultation on safety processes are continually occurring. Some examples of when JOHSCs should connect include:

- when a new version of the district's Communicable Disease Plan is released;
- when changes in site operations occur;
- when new safety procedures are developed or existing safety procedures are adjusted.

Documentation of consultations must occur.

Supportive School Environments

Schools can support students to practice personal preventative measures by:

- having staff model these behaviours;
- sharing reliable information to parents, families, and caregivers;
- promoting safety measures in the school through the use of visual aids like floor markings and signage.

Staff should utilize positive and inclusive approaches to engage students in preventative practices and should not employ measures that are punitive or stigmatizing in nature. Staff should also utilize a trauma-informed lens when planning school activities and interacting with other staff and students, including considerations around respecting others personal space. Trauma-informed practice is an informed way of approaching your practice through a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events. Trauma-informed practice includes providing inclusive and compassionate learning environments, understanding coping strategies, supporting independence, and helping to minimize additional stress or trauma by addressing individual student needs.

Appendix 1 – Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with Provincial K-12 Health and Safety Guidelines, including school-led activities held off campus (e.g., sports academies, community-based programs/courses). Students and staff are required to follow the safety protocols required by the off-campus facility. Where there is a conflict, the safety protocols required by the off-campus facility should be followed. Schools should continue to implement ongoing communicable disease prevention practices (e.g. cleaning and disinfecting, hand hygiene, respiratory etiquette) specific to the activity. Equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines outlined in this document.

Dual Credit

Students may earn "dual credit" towards graduation by enrolling in and successfully completing courses at specific post-secondary institutions. For students taking dual credit courses taken in secondary schools, the guidelines outlined in this document apply. For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to the communicable disease plans set out by post-secondary institutions. Information on COVID-19 measures in post-secondary institutions can be found on the [B.C. Government website](#) and on individual institution websites.

Field Studies

When planning field trips, staff should follow existing District policies and procedures as well as the guidance in this document. Additional measures specific to field trips should be taken, including for transportation, including school bus transportation, public transit and carpooling. See guidance in the transportation section in this document. Schools must ensure that volunteers providing supervision are trained in and strictly adhere to required health and safety guidelines. Alignment with relevant local, regional, provincial and federal public health recommendations and Orders, including for international travel. Schools should consider guidance provided for overnight camps from [BCCDC](#) and the [BC Camps Association](#) when planning overnight trips that include group accommodation.

Food/Culinary Programs

Schools can continue to include food preparation as part of learning programs for students. The following guidelines should be applied:

Food Safety - In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it continue to follow normal food safety measures and requirements and implement the cleaning and disinfecting measures outlined in the [Cleaning and Disinfecting](#) section of this document. FOODSAFE Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food safety practice.

Hand Hygiene and Cleaning Protocols - Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. Students and staff should wash their hands in alignment with normal food safety measures and requirements. Refer to the [Cleaning and Disinfecting](#) section for cleaning/disinfecting protocols. For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section of these guidelines.

Food Services

Schools can continue to provide food services, including for sale. Some schools offer food services that are regulated under the [Food Premises Regulation](#). These are typically cafeterias, though may include some meal programs. If food service is provided that is regulated under the Food Premises Regulation, no additional measures beyond those articulated in this document and regular requirements outlined in the regulation need to be implemented (e.g. a FOODSAFE trained staff member, a food safety plan, etc.). [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant. For food contact surfaces, schools should ensure any sanitizers or disinfectants used are approved for use in a food service application and are appropriate for use against

COVID-19. These may be different than the products noted in this document for general cleaning and disinfection. Additional information is available on the [BCCDC website](#). Schools can continue to accept food donations to support learning and the delivery of meal programs, breakfast clubs and other food access initiatives. Schools should continue to emphasize that food and beverages should not be shared. School meal programs should follow regular operating practices.

Fundraisers

Schools can continue to offer fundraisers that can be implemented in line with the guidelines outlined in this document. If the fundraisers involve the sale of food items, they should also align with the [Guidelines for Food and Beverage Sales in B.C. Schools](#).

Kindergarten Program and Entry

Include information about communicable disease prevention measures that will be in place as part of communications to students and their families prior to school start. Parents/caregivers must follow guidelines for visitors. Provide opportunities for Kindergarten students to learn and practice respecting personal space, recognizing they are unlikely to be able to do this at all times. Gently remind students of the expectations throughout the day and encourage students to kindly support one another. Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g. for circle time activities) can also be used.

Music

K-12 staff and students in Grades 4 to 12 must wear masks when indoors and a barrier is not present. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument), but must be worn while singing. Shared equipment should be cleaned and disinfected as per cleaning and disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after music equipment use. Equipment that touches the mouth (e.g. instrument mouth pieces) should not be shared unless cleaned and disinfected in between uses. The B.C. Music Educators' Association and the Coalition for Music Education in B.C. have also developed [Guidance for Music Classes in BC During COVID-19](#). In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines.

Physical Education and Outdoor Programs

Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible. K-12 staff and students in Grades 4 to 12 are required to wear masks during PHE/outdoor program classes when they are indoors and a barrier is not present. Students are not required to wear masks during high intensity physical activities (e.g., stationary bike, weightlifting, basketball, soccer); masks use during these activities is left to student's personal choice. Staff are encouraged to move high-intensity physical activities outdoors whenever possible.

For low intensity activities (e.g. yoga, walking), students grade 4-12 are required to wear masks when they are indoors and a barrier is not present.

Why are masks not required during high intensity physical activity in middle & secondary schools? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document. Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette. Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected between uses.

Playgrounds

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds. Ensure appropriate hand hygiene practices before and after outdoor play. Attempt to minimize unintentional physical contact between students. Sand and water can be used if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough.

School Libraries/Learning Commons

At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper, or other paper-based products. As such, there is no need to limit the distribution or sharing/return of books or paper-based educational resources to students because of COVID-19. Laminated or glossy paper-based products (e.g., books, magazines, worksheets, etc.) and items with plastic covers (e.g., DVDs) are low risk items. Regular book browsing and circulation processes can occur as normal. There is no need to clean, disinfect or quarantine these items for any period of time. For information on cleaning, including technological devices, see the guidelines in the Cleaning and Disinfecting section. The BC Teacher Librarians Association has developed [Recommendations for Access to Library Learning Commons Resources to Meet COVID-19 Requirements](#). In the case of any discrepancy in guidance, schools and districts are expected to follow the Ministry of Education guidelines in this document.

School Sports

Intra- and inter-school programs, activities (e.g. intramurals, sports team practices, games), sports academies and events can continue in alignment with the following guidance. Requirements of relevant local, regional and provincial public health recommendations and Orders for community gatherings and events (*See [Appendix 10](#) for current additional measures, recommendations, or Orders, if any). Central Okanagan Public Schools will follow any applicable local, regional, or provincial Public Health recommendations and Orders pertaining to school sports. Masks are worn by K-12 staff, other adults and students in grades 4 to 12 when they are indoors and a barrier is not present. Students are not required to wear masks during high-intensity sport activities (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to students personal choice. Staff are encouraged to move high-intensity sport activities outdoors whenever possible. For low intensity sport activities (e.g. stretching, golf), students are required to wear masks when they are indoors and a barrier is not present. Use all available space to spread students and staff out as much as possible. Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document. Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette. Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses. Sport activities should be held outside whenever possible. See the [Return to School Sports Plan from BC School Sports](#) for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines.

Trades in Training Programs

Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial. Ensure that staff and students in the K-12 school and the post-secondary institution are aware of communicable disease prevention measures in place. Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution. Given the unique structure

of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online. Information for workers is available on the [WorkSafeBC Communicable Disease Prevention](#) webpage, including [COVID-19 and communicable disease information for workers](#).

Theatre, Film, Dance Programs

Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible. K-12 staff are required to wear masks during these programs when they are indoors, and a barrier is not present. Students in Grades 4 to 12 are required to wear masks during these programs when they are indoors and a barrier is not present, except during high-intensity physical activity. Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfection guidelines in this document and students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment. The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information. In the case of any discrepancy in guidance, schools and districts are expected to follow the Ministry of Education guidelines.

Work Experience

The work environment has changed due to the impacts of COVID-19 and employers will need to follow current guidelines from the [Provincial Health Officer](#) and [WorkSafeBC](#). Students can still engage in work placements in accordance with the following guidance. Schools and school districts must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines. Information for workers is available on the WorkSafeBC [Communicable Disease Prevention](#) webpage, including [COVID-19 and communicable disease information for workers](#). For current, and any new placements, standards in the ministry [Work Experience Program Guide](#) must be followed. *Note: As part of setup and monitoring, worksite visits can now be conducted virtually if needed.* Schools and school districts will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering [Provincial Health Officer](#) and [WorkSafeBC](#) guidance regarding COVID-19. To ensure awareness and support for placements under these conditions, it is recommended that school districts and schools obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic. Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the communicable disease prevention plan of the workplace including wearing PPE if required.

Emergency and Evacuation Drills

Schools should continue to practice various emergency procedures including six school fire evacuation drills, required annually by [BC Fire Code 2.8.3.2](#).

- Staff should be notified in advance of emergency/evacuation drills (i.e. no “surprise” drills).
- The BC Fire Code requires schools to conduct “total evacuation fire drills” involving all occupants in the building. Partial building evacuations involving smaller groups of students would not comply with the fire drill requirements of the BC Fire Code.
- Schools must continue to review their fire safety plans on a minimum annual basis, as per the BC Fire Code, to “ensure it takes account of the changes in use and other characteristics of the building” (such as pandemic-related protocols). Changes to school fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department.
- Emergency procedures may require modification to adhere to communicable disease plans (e.g. designating additional muster locations to reduce crowding where required). Schools may also need to consult with their local medical health officer for guidance on current public health Orders, which may affect site specific emergency and evacuation procedures.
- In the event of an actual emergency, procedure modifications may be suspended to ensure for a timely, efficient and safe response.

Appendix 2 – Transportation Safety Plan (as of August 31, 2021)

Employees are required to review the *Central Okanagan Public Schools* Communicable Disease Plan and follow all instructions and signage posted in District schools and buildings.

1. The following information is in addition to the District's Communicable Disease Plan and drivers are required to practice the procedures as set out below.
2. Wash stations and restroom facilities are available at each school.

THE BUS DRIVER:

1. Must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school or worksite and complete the Daily Health Check form.
2. Will wash their hands often, including before and after completing trips.
3. If no wash station is available, hand sanitizer will be available and used by the driver when entering the bus.
4. Required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) on the school bus, except while driving.

THE PASSENGER:

1. Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. If a child has any symptoms, they must follow the directions specified in the Daily Health Check.
2. Students in Grades 4 to 12 are required to wear non-medical masks or face covering when they are loading, unloading and riding on the school bus. Students in Grades K to 3 are encouraged to wear a non-medical mask or face covering on school buses but are not required to do so.
3. If the grade 4 through 12 student is not wearing a mask or is not willing to wear a mask, they may be denied access onto the school bus.
4. Students should clean their hands before and after taking the bus. Hand sanitizer is available and students may use upon loading or unloading the school bus.
5. All students will have assigned seats and may not switch or move seats unless permitted to do so by the driver.
6. Only registered riders may be transported on the school bus, no guest passengers are permitted to ride.
7. Other than a student's water bottle, food or beverages may not be consumed while riding on the school bus and lunch/snacks must remain in the student's backpack or lunch kit.

EXCEPTIONS FOR STAFF and STUDENTS:

The guidance outlined above regarding mask requirements does not apply to staff, students and visitors in the following circumstances:

- a) to a person who cannot tolerate wearing a mask for health or behavioral reasons;
- b) to a person who is unable to put on or remove a mask without the assistance of another person;
- c) if the mask is removed temporarily for the purposes of identifying the person wearing it;
- d) if a person is drinking;
- e) if a person is behind a barrier; or
- f) while providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

SCHOOL BUS TRANSPORTATION PROCEDURE:

1. Elementary students may be assigned 3 per seat.
2. Middle and secondary students shall be assigned 2 per seat.
3. The assigned seating plan will be available in the bus.
4. To reduce the number of close in-person interactions on school buses, the following strategies are required:
 - a) Open windows when the weather permits.
 - b) If space is available, students should each have their own seat (unless sharing with a member of their

household) and sit separated side to side and front to back.

- c) The seating arrangement can be altered whenever necessary to support student health and safety (e.g., accommodating children with a physical disability, responding to behavioral issues, etc.)
5. The Bus driver, students and staff will practice respiratory etiquette while riding on the school bus.

TRANSPORTING STUDENTS WITH DISABILITIES/DIVERSE ABILITIES:

Transporting students with disabilities/diverse abilities may require drivers to provide support services and be in close physical proximity or in physical contact with a student.

1. When drivers are working with a student inside the bus they are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield).
2. When working with students where seeing facial expressions and/or lip movement is important, options include the driver wear a mask with a transparent section to enable visualization of the mouth.
3. To minimize the number of close proximity encounters between the student and driver, whenever possible, the parent or CEA should assist with securing the student in the seatbelt.
4. Parents and CEAs are required to wear a non-medical mask when assisting the student on the school bus.

FIELD STUDIES:

When performing work on Field Studies drivers shall follow the existing guidelines and procedures contained in this document and as outlined in the Communicable Disease Plan. Additional measures specific to field studies shall include:

1. Staff and volunteers riding on the school bus will be required to wear a non-medical mask.

THE SCHOOL BUS:

Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. School buses should be cleaned and disinfected in accordance with the Disinfectants for Public Settings document.

PRODUCTS & PROCEDURES:

Cleaning: the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.

Disinfection: the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

Oxivir: Product in use for cleaning and disinfecting the school bus.

1. When used for cleaning, the product shall be sprayed on a cloth or paper towel and used for wiping or cleaning touchpoints in the school bus.
2. When used for disinfecting the bus the product will be dispensed using the Electrostatic Victory Handheld Sprayer.

In addition to the District's regular school bus cleaning schedule:

1. Drivers will be required to clean touch points inside the bus, between each run or after completing field study work.
2. Drivers will ensure the bus is disinfected each day by placing the "Disinfecting Required" card in the front window of the school bus.
3. Driver's personal items will be removed from the bus each day.
4. Waste containers will be lined with bags and removed each day.
5. The above procedures will apply any time a spare bus is being used.

Personal Protective Equipment:

1. Gloves will be provided for cleaning touchpoints inside the school bus.
2. Non-medical masks and face shields will be available for bus drivers.

Appendix 3 – Staff Only Spaces


Staff-only spaces for non-school spaces operated by a school district (e.g. School Board Office, maintenance/operations facilities, etc.) will follow [WorkSafeBC guidance for workplaces](#).

Utilize floor markings and signage to direct traffic flow and prevent crowding (e.g. in the break room, by the photocopier, etc.). For gatherings (e.g. meetings, training, pro-d, etc.), respect room occupancy limits, use available space to spread people out, and consider virtual options. Gatherings must also occur in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders and any related WorkSafe BC guidance. Central Okanagan Public Schools will follow any applicable local, regional, or provincial Public Health recommendations and Orders pertaining to gatherings and events.

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Appendix 4 – Daily Health Check – Individual Self Screening

The following [Daily Health Check](#) will be used by staff, visitors, parents/caregivers to complete prior to they or their child(ren) coming to school. Students can also use the [K-12 Health Check App](#).

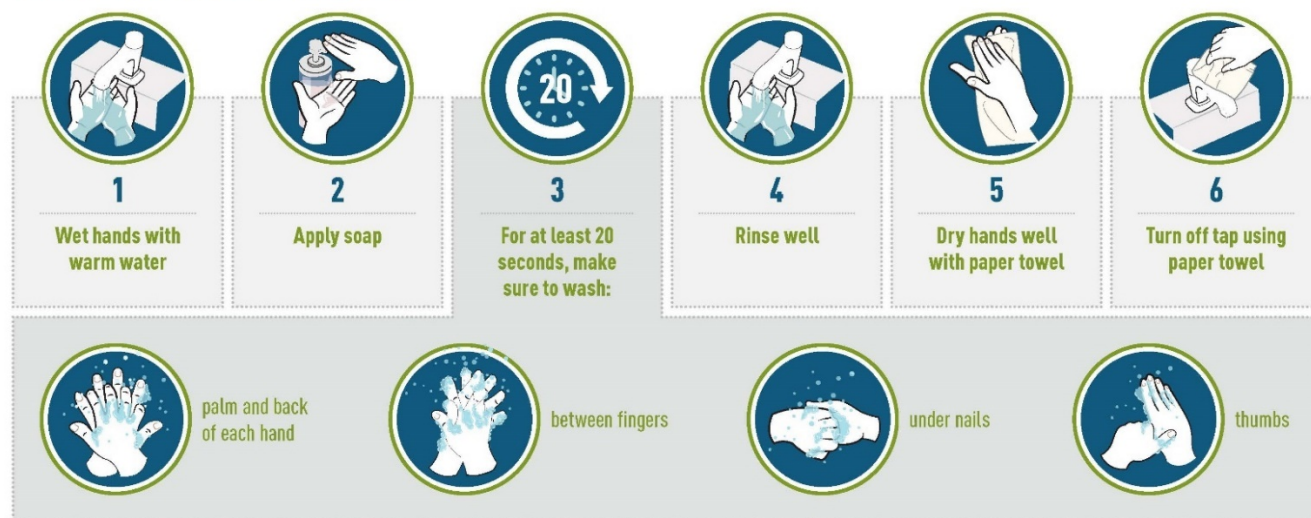
 DAILY HEALTH CHECK	
KEY SYMPTOMS OF ILLNESS	WHAT TO DO
Fever (above 38°C) Chills Cough Difficulty breathing Loss of sense of smell or taste	If yes to 1 or more of these symptoms: Stay home and get a health assessment. Contact a health care provider or 8-1-1 about your symptoms and next steps.
OTHER SYMPTOMS	WHAT TO DO
Sore throat Loss of appetite Headache Body aches Extreme fatigue or tiredness Nausea and vomiting Diarrhea	If yes to 1 symptom: Stay home until you feel better. If yes to 2 or more of these symptoms: Stay home for 24 hours. If symptoms don't get better or get worse, get a health assessment; contact a health care provider or 8-1-1 about your symptoms and next steps.
INTERNATIONAL TRAVEL:	WHAT TO DO
Have you returned from travel outside Canada in the last 14 days?	If yes: All students and staff who have travelled outside of Canada are required to self-quarantine for 14 days after arrival under both provincial and federal orders. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before they are scheduled to attend school to adhere to the self-quarantine orders. Additional information is available here .
CLOSE CONTACT	WHAT TO DO
Have you been contacted by public health and notified that you are a close contact of a person confirmed to have COVID-19?	If yes: Please follow the instructions provided by Public Health. You can call 8-1-1 anytime to get advice about how you are feeling and what to do next. Pay attention to how you are feeling. If it becomes harder to breathe, you can't drink anything or feel much worse, seek urgent medical care at an urgent care clinic or emergency department.

Check your symptoms with the [K-12 Health Check](#). If you have any questions, or the symptoms get worse, contact your healthcare provider, or call 8-1-1. For more information on COVID-19, please go to www.bccdc.ca. If you develop severe symptoms, such as difficulty breathing (e.g. struggling to breathe or speaking in single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.

Please check BCCDC's [Symptoms of COVID-19](#) regularly to ensure the list is up to date.

Appendix 5 - Handwashing

REDUCE THE SPREAD OF COVID-19. WASH YOUR HANDS.



1-833-784-4397

@canada.ca/coronavirus

Public Health
Agency of Canada

Agence de la santé
publique du Canada

Canada

When Students Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none"> When they arrive at school. Before and after any breaks (e.g., recess, lunch). Before and after eating and drinking (excluding drinks kept at a student's desk or locker). Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.). After using the toilet. After sneezing or coughing into hands. Whenever hands are visibly dirty. 	<ul style="list-style-type: none"> When they arrive at school. Before and after any breaks (e.g. recess, lunch). Before and after eating and drinking. Before and after handling food or assisting students with eating. Before and after giving medication to a student or self. After using the toilet. After contact with body fluids (i.e., runny noses, spit, vomit, blood). After cleaning tasks. After removing gloves. After handling garbage. Whenever hands are visibly dirty.

Appendix 6 – Glove Removal



Glove removal procedure

To protect yourself from exposure to contamination, you must take your gloves off safely.

How to remove gloves safely



1. With both hands gloved, grasp the outside of one glove at the top of your wrist.



2. Peel off this first glove, peeling away from your body and from wrist to fingertips, turning the glove inside out.



3. Hold the glove you just removed in your gloved hand.



4. With your ungloved hand, peel off the second glove by inserting your fingers inside the glove at the top of your wrist.



5. Turn the second glove inside out while tilting it away from your body, leaving the first glove inside the second.

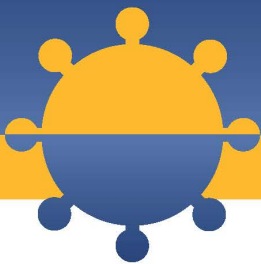


6. Dispose of the gloves following safe work procedures. Do not reuse the gloves.




7. Wash your hands thoroughly with soap and water as soon as possible after removing the gloves and before touching any objects or surfaces.

Appendix 7 – Cleaning and Disinfecting



Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health




CLEANING AND DISINFECTANTS FOR PUBLIC SETTINGS


Good cleaning and disinfection are essential to prevent the spread of COVID-19 in BC.

This document provides advice to public groups, transit, schools, universities, child care and other institutions in BC on cleaning for non-health care settings.

Make sure to wash hands with plain soap and water after cleaning or use an alcohol-based hand sanitizer.



OR



Cleaning: the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth.

Disinfection: the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

All visibly soiled surfaces should be cleaned before disinfection.

Cleaning for the COVID-19 virus is the same as for other common viruses. Cleaning products and disinfectants that are regularly used in households are strong enough to deactivate coronaviruses and prevent their spread.

Recommendations:


- General cleaning and disinfecting of surfaces should occur at least once a day.
- Clean and disinfect highly touched surfaces at least twice a day and when visibly dirty (e.g. door knobs, light switches, cupboard handles, grab bars, hand rails, tables, phones, bathrooms, keyboards).
- Remove items that cannot be easily cleaned (e.g. plush toys).

Cleaning


For cleaning, water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes should be used, along with good physical cleaning practices (i.e. using strong action on surfaces).

Disinfection

For disinfection, common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed) can be used. Use the figure and table below for guidance. Always follow the manufacturer's instructions printed on the bottle.




Ministry of Health



BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1888-268-4319) or text 604-630-0300



IPC v3.2

Appendix 8 – Students with Disabilities/Diverse Abilities

School districts and independent schools are expected to implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.

Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19. For guidelines specific to [children with immune suppression](#) (e.g., children who have had a recent organ transplant, who are receiving chemotherapy, those with an illness impacting their immune system) refer to the [K-12 Education Recovery Plan](#) (p.5).

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student. When staff are working with a student indoors, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

Students in Grades 4 to 12 are also required to wear a non-medical mask or face covering when receiving services indoors and a barrier is not present. For students in Grades K to 3, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE when receiving services in close physical proximity.

When working with students where seeing facial expressions and/or lip movement is important, and the service cannot be provided from behind a barrier, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth.

If a person providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine what PPE is needed for general communicable disease prevention in accordance with routine practices.

Community Resources and Supports

Families are encouraged to seek support from agencies they are familiar with and have accessed prior to the pandemic. Supports from Ministry of Children & Family Development, Child & Youth with Special Needs Services, Interior Health Nursing Support Services (for students requiring delegated nursing tasks), Autism funding and respite can be found here: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/resources-parents-caregivers-of-children-with-disabilities-diverse-abilities.pdf>.

Students who were not considered vulnerable before the pandemic may now experience challenges that affect their sense of safety, and their emotional and mental well-being. Both Child & Youth Mental Health (CYMH) and the Foundry (youth ages 12-24) are offering mental health support and treatment options. They can be accessed by a self-referral in-take system. <https://foundrybc.ca/kelowna>
<https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health>

Adjusted Schedules, Supplemental Support Plans and Response Plans

Students who require or are currently on adjusted schedules, supplemental support plans or response plans will be supported on their plans. Students' needs will continue to be assessed on a case-by-case basis to ensure the safety and well-being for all.

Staff working with students who have adjusted schedules, supplemental support plans or response plans should review these plans before students return to school in collaboration with School Administrators and families.

Appendix 9 – Communicable Disease Plan Orientation Checklist

This checklist is intended to support school districts and independent school authorities in planning ongoing communicable disease orientation for staff (including newly hired staff and staff who changed worksites), other adults (including volunteers and teacher candidates in practicums) and students. Orientation sessions should provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

- Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings
- Public Health Communicable Disease Guidance for K-12 Schools
- WorkSafeBC Communicable Disease Prevention: A Guide for Employers
- School/district communicable disease plan

Schools and school districts should ensure their Joint Health and Safety Committee is established prior to the orientation session. At the beginning of the school year, schools/school districts are encouraged to hold Joint Health and Safety Committee meetings more frequently to help identify and address any safety concerns in a timely manner.

CONSIDERATIONS FOR STAFF AND STUDENTS

- ☐ Adopt a trauma-informed approach:
 - o where possible, have an employee trained in trauma-informed practice deliver some of the orientation
 - o conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports
 - o provide information on how to access counselling services during school start up
 - o for staff: consider sharing the *Building Compassionate Communities in a New Normal* webinar link. This free webinar developed by the Ministry of Education is intended to provide teachers, education assistants, and administrators with information, ideas and strategies that they can use to create compassionate spaces for students.
- ☐ Highlight the process used to develop the school/district plan (e.g., alignment with provincial direction, engagement at the local level) and the provincial guidelines:
 - o Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K-12 students can safely participate in full-time, in-class instruction in accordance with current public health guidelines for schools.
 - o The Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the BC Centre for Disease Control, Indigenous rightsholders and education partners, including district/school leaders, teachers, support staff, and parents.
 - o These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control.
- ☐ Discuss the importance of implementing communicable disease prevention measures that promote equity and inclusion, and outline how these principles are reflected in the school/district plan

- ☐ Review the provincial K-12 guidelines and school/district plan, and describe what a school day will look like with the new guidelines (e.g. interactions between peers and staff, traffic flow throughout the school, transition time, recess/lunch, etc.)
- ☐ Outline how prevention and exposure control measures are being implemented in schools to ensure student and staff safety (see the Infection Prevention and Exposure Control Measures section for more information)
- ☐ Discuss measures for gatherings and events; provide opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events)
- ☐ Discuss preparation for potential transitions (e.g. regional public health order)
- ☐ Review school emergency and evacuation procedures (e.g., fire drill) considering relevant guidelines (see the Emergency and Evacuation Drills section for more information)
- ☐ Outline individual responsibilities (e.g., daily health check, stay home if sick, etc.) and remind everyone to do their part (e.g., practice diligent hand hygiene on a regular basis)
- ☐ Outline measures in place to support students and staff who are immune compromised
- ☐ Implement strategies to ensure staff and students who cannot attend orientation are made aware of communicable disease protocols (e.g., provide a booklet/a video on communicable disease plans)
- ☐ Provide enough time and space for staff, students and families to review the school/district communicable disease plan, ask questions, and provide input; provide contact information for any future questions that may arise
- ☐ Describe the process to address concerns and suggestions regarding the communicable disease plan (e.g., suggestions to support continuous improvement)
- ☐ Outline the process in place to assess and revise the school/district safety plan on an ongoing basis as well as how staff, students and families will be made aware of any changes in the plan
- ☐ Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students and families are informed in a timely manner
- ☐ Provide a list of resources and links for more information (e.g., BCCDC resources, resources from the Government of Canada, guidelines developed by provincial associations, Ministry-developed trauma-informed practice resources or other resources such as videos from the BC Health Emergency Services)

CONSIDERATIONS SPECIFIC TO STAFF

- ☐ Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through what the first days of school will look like to welcome students back
 - o If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise
- ☐ Ensure orientation includes specific communicable disease protocols for itinerant staff and specialists (e.g., teachers teaching on call, counsellors, education assistants, teacher candidates)
- ☐ Include itinerant staff as well as on call and auxiliary staff in orientation sessions
- ☐ Implement strategies to ensure staff who work at multiple sites are made aware of communicable disease protocols in each of the sites (e.g., provide a booklet/a video on communicable disease plans for different schools)
- ☐ Share procedures and contact information in case of emergencies
- ☐ Introduce members of the Joint Health and Safety Committee or any other safety representative (along with ing maintain a healthy and safe workplace
- ☐ Outline existing processes to address requests, concerns or accommodations related to communicable disease prevention measures.

Appendix 10 – Current Additional Prevention Measures

Additional prevention measures are measures added by the Medical Health Officer (MHO) or the Provincial Health Officer (PHO) during a period of elevated risk. These measures will be based on local epidemiology and in proportion to the MHO's or PHO's assessment of risk. Current additional local, regional or Provincial recommendations and Orders include:

- No assemblies larger than 50 people indoors in single spaces or two classes max (even if it exceeds 50 people)
- Limiting visitors to schools
- Request that volunteers be fully vaccinated
- School sports will follow the recent Interior Health Order, sports and tournaments are allowed.
Recommendation for spectator limit at school sports is 50 indoor and 100 outdoor to be in alignment with the current IHA's Gatherings and Events Order.

(MHO correspondence pending).