



**Central Okanagan
Public Schools**
Together We Learn

**BOARD OF EDUCATION
PUBLIC MEETING
REVISED AGENDA**

Wednesday, September 15, 2021, 6:00 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 Board Meeting 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.**

Public Board Meeting agendas can be accessed through the following electronic Board Meeting site:

<https://pub-sd23.escribemeetings.com/>

Alternatively, copies are available on request at the District Administration Office.

Pages

1. CALL TO ORDER

2. AGENDA

Additions/Amendments/Deletions

THAT: The Agenda for the Public Board Meeting of September 15, 2021 be adopted (as amended, if appropriate).

3. MINUTES

3.1. Public Board Meeting - June 23, 2021

12

(Attachment)

THAT: The Minutes of the Public Board Meeting of June 23, 2021 be adopted as presented.

4. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

4.1. Virtual Choir Sister School Collaboration

4.2. What Does a Beginning Teacher Hope For?

5. INTRODUCTION/RECOGNITION

5.1. Introductions of Newly Appointed Principals and Vice-Principals

- Steve Cann, District Principal of International Education
- John Morrone, Principal at eSchool23
- LeeAnn Yapps, Principal at École Belgo Elementary School
- Lindsey Hamilton, Principal at Hudson Road Elementary School
- Elise Saraceni, Principal at Constable Neil Bruce Middle School
- April Strickland, Vice-Principal of Indigenous Education
- Allison Goreas, Vice-Principal at École Dr. Knox Middle School
- Lisa Wilson, Vice-Principal at Mar Jok Elementary School
- Tonia MacGregor, Acting Vice-Principal at École George Pringle Elementary School

6. DECLARATIONS

6.1. Truth and Reconciliation Week: September 27 - October 1, 2021

The Central Okanagan Board of Education declares the week of September 27, 2021 through to October 1, 2021 as 'Truth and Reconciliation Week' in Central Okanagan Public Schools.

6.2. National Day for Truth and Reconciliation - September 30, 2021

The Central Okanagan Board of Education recognizes that Thursday, September 30, 2021 has been designated as the 'National Day for Truth and Reconciliation' and will be observed as a Federal Statutory Holiday.

7. STAFF PRESENTATIONS

7.1. Equity in Action Agreement for Truth and Reconciliation 2020-2025 - 1st Annual Report 2020/2021

24

(Attachment)

Presenters:

Terry-Lee Beaudry, Deputy Superintendent of Schools
Joanne De Guevara, District Principal of Indigenous Education

RECOMMENDATION:

THAT: The Board of Education receive the Equity in Action Agreement for Truth and Reconciliation 2020-2025 - 1st Annual Report.

7.2. Superintendent of Schools/CEO: 2021 School Opening Report - Part 1

58

(Late material attached)

Presenter:

Kevin Kaardal, Superintendent of Schools/CEO

RECOMMENDATION:

THAT: The Board of Education receive the Superintendent of Schools/CEO: 2021 School Opening Report - Part 1.

8. Meeting Recess (Five Minutes)

9. PUBLIC QUESTION/COMMENT PERIOD

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

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

10. ACTION ITEMS

10.1. Reaffirming Commitment to Equity in Action for Truth and Reconciliation

Recommendation of the Coordinating Committee - September 7, 2021

(Revised Motion included)

THAT: The Board of Education acknowledges the harm that was caused with the recent confirmation of unmarked graves of children on residential school grounds across Canada;

AND THAT: The Board of Education reaffirms its commitment to the goals of the District's Equity in Action for Truth and Reconciliation Agreement.

10.2. Enhancement Agreement - Davidson Road Elementary School Outdoor Learning Space

68

Recommendation of the Planning and Facilities Committee - September 1, 2021

(Attachment)

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 15, 2021 Public Board Meeting.

10.3. Enhancement Agreement - Springvalley Middle School GaGa Ball Court

83

Recommendation of the Planning and Facilities Committee - September 1, 2021

(Attachment)

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 15, 2021 Public Board Meeting.

10.4. Timeline for Okanagan Mission Catchment and School Reopening Review

94

Recommendation of the Planning and Facilities Committee - September 1, 2021

(Attachment)

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 15, 2021 Public Board Meeting.

10.5. Timeline for Westside Catchment and French Immersion Programming Review

97

Recommendation of the Planning and Facilities Committee - September 1, 2021

(Attachment)

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 15, 2021 Public Board Meeting.

10.6. Amended Regulation 405R - Student Placement (Regulations)

100

Recommendation of the Coordinating Committee - September 7, 2021

(Attachment)

THAT: Regulations 405R - Student Placement (Regulations) be amended as follows:

1. **Enrolment Priorities**

Priority shall be given to students on the following basis:

- catchment or French Immersion catchment area students who, in the previous year, attended the school;
- catchment or French Immersion catchment area students who, in the previous year, were 'placed' by the district in a different school;
- siblings of catchment or French Immersion catchment area students;
- ~~returning catchment area students that have transferred into the school or program they previously attended from eSchoolBC;~~
- new catchment or French Immersion catchment area students;
- siblings of non-catchment or non-French Immersion catchment area students currently enrolled in the school;
- non-catchment area or non-French Immersion catchment area students who request to attend the school which is other than their catchment area school;
- non-district area students;
- international students.

11. **Meeting Recess (Five Minutes)**

12. PUBLIC QUESTION/COMMENT PERIOD

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

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

13. INFORMATION ITEMS

13.1. Superintendent's Emergent Issues

13.2. Central Okanagan Public Schools Communicable Disease Plan - September 2, 2021 104

Referred by the Planning and Facilities Committee - September 1, 2021
(Attachment)

13.3. Special Incamera Board Meeting Motions - Board Support for COVID-19 Measures/Mandates 129

(Attachment)

13.4. 2021-2022 School Calendar - National Day for Truth and Reconciliation 130

(Attachment)

13.5. Operations Summer Projects Update 137

Referred by the Planning and Facilities Committee - September 1, 2021
(Attachment)

13.6. Level 4 and 5 Field Study Summary – 2021/2022 142

(Attachment)

13.7. General Statement – June 23, 2021 146

(Attachment)

13.8. General Statement - September 1, 2021 147

(Attachment)

13.9. General Statement - September 3, 2021 148

(Attachment)

13.10.	<u>The Office of the Ombudsperson Quarterly Reports: April 1 - June 30, 2021</u> (Attachment)	149
13.11.	<u>Trustee Attendance at District Student Council Meetings - 2021-2022</u> (Attachment)	153
13.12.	<u>Trustee Attendance at COPAC Meetings - 2021-2022</u> (Attachment)	154
13.13.	<u>Trustee Attendance at Kelowna Pride Festival & March - Saturday, October 30, 2021</u>	
13.14.	<u>Budget 2022 Consultation</u> Wednesday, September 29, 2021	
13.15.	<u>Board Standing Committees September 2021 - November 2021: Updated Trustee Representatives</u> (Attachment)	155

14. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

15. BOARD CORRESPONDENCE

Sent:

Response to C. Broughton, June 25, 2021, Re Deadnaming of students in yearbook

Response to U. Malhotra, June 29, 2021, Re Disturbing Developments

Message to All Staff, June 30, 2021, Board Year End Message

Gold Trail Board of Education, July 6, 2021, Thinking of You

Response to T. Lum, August 13, 2021, Re National Day for Truth and Reconciliation - September 30

Response to J. Chase, August 23, 2021, Re Letter from concerned parent of Indigenous students

Response to J. Friesen, August 24, 2021, School Sports - a mental health key for our kids

Message to All Families, August 30, 2021, Restart 2021

Response to C. Adderley, August 31, 2021, SD23 Transportation issues for the 2021-22 School Year

Responses to K. Mitchell, September 5, 2021, School Bus Routes

Message to All Staff, September 7, 2021, Welcome Back Message

Received:

C. Broughton, June 24, 2021, Deadnaming of students in yearbook

Minister of Education, June 25, 2021, Gratitude for Extraordinary and Challenging Year

D. and A. Elliot, June 26, 2021, Vaccination of Children against COVID-19

U. Malhotra, June 28, 2021, Disturbing Developments

U. Malhotra, June 28, 2021, Process

U. Malhotra, June 29, 2021, Re Disturbing Developments

Assistant Deputy Minister - Learning Division, June 30, 2021, Response to Board Re Six RCY Recommendations

N. Khoo, June 30, 2021, Copy of email sent to City of West Kelowna Re Board of Education, City and WFN working together

N. Rempel, July 7, 2021, Gold Trail Board of Education Co-Chair, Re Thinking of you

V. Adrian, July 7, 2021, Gold Trail Board of Education Co-Chair, Re Thinking of you
Minister of Education, July 13, 2021, Funding Approval for Wilden Elementary School
Site Acquisition

T. Lum, August 13, 2021, National Day of Truth and Reconciliation - September 30
Copy of Superintendent's Response to T. Lum, August 13, 2021, Re National Day of
Truth and Reconciliation - September 30

S. Doncom, August 13, 2021, SD23 COVID Protocol Concerns

Ancient Holistics, August 21, 2021, The Supreme Court in the U.S. has ruled that
COVID Pathogen is not a vaccine

N. Yanik, August 22, 2021, Children and Covid Vaccine

T. Beeharry, August 22, 2021, Back to school 2021-2022

J. Chase, August 23, 2021, Letter from concerned parent of Indigenous students

J. Friesen, August 24 - 25, 2021, School Sports - a mental health key for our kids

Jaime, August 24, 2021, School Sports

R. Robertson, August 24, 2021, COVID Passports

L. Lalonde, August 29, 2021, Return to School

C. Adderley, August 30, 2021, SD23 Transportation issues for the 2021-22 school year

D. Leonard, August 30, 2021, Student Vaccination and Masking

B. DiMaggio, August 31, 2021, False information regarding COVID-19 vaccination

B.P., September 1, 2021, Clarification on Mask Mandate

J. Garrett, September 1, 2021, Request for Information regarding school cohorts 2021-
22

D. Zinc, September 2, 2021, Masking in schools

M. Atherton, September 2, 2021, Re Welcome Letter

K. Mitchell, September 5-6, 2021, School Bus Routes

K. Schuppener, September 7, 2021, Bus Service for Courtesy Riders

S. Tourigny, September 7, 2021, COVID Vaccinations are vital

RECOMMENDATION:

THAT: At the September 15, 2021 Public Board Meeting, the Board receive the correspondence listed above.

16. ITEMS REQUIRING SPECIAL MENTION

17. BC SCHOOL TRUSTEES ASSOCIATION

17.1. BCSTA Board Chairs Meeting

Thursday, October 14, 2021

17.2. BCSTA/Ministry of Education Joint Partner Liaison Meeting

Friday, October 15, 2021

17.3. BCSTA Thompson Okanagan Branch Fall Meeting

October 15-16, 2021

17.4. BCSTA Provincial Council Meeting

October 23, 2021

Deadline to submit Provincial Council motions is September 20, 2021.

17.5. BCSTA Trustee Academy

December 2 - 4, 2021

18. FUTURE MEETINGS

18.1. Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, September 29, 2021 at 6:00 pm, Board Room Main at 1040
Hollywood Road South

Regular Public Board Meeting

Wednesday, October 13, 2021 at 6:00 pm, Board Room Main at 1040
Hollywood Road South

18.2. Board Standing Committee Meetings

Finance and Audit Committee Meeting

Wednesday, September 22, 2021 at 4:00 pm, Board Room Main at 1040
Hollywood Road South

Education and Student Services Committee Meeting

Wednesday, September 22, 2021 at 6:00 pm, Board Room Main at 1040
Hollywood Road South

19. NOTICES OF MOTION

20. ITEMS FOR A FUTURE AGENDA

21. MEDIA QUESTIONS

22. ADJOURNMENT



**BOARD OF EDUCATION
PUBLIC MEETING
MINUTES**

**Wednesday, June 23, 2021, 6:00 pm
Via Zoom**

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

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

Partner Groups: Susan Bauhart, COTA President
David Tether, CUPE President
Mehak Parihar, DSC - Grade 10 at RSS

There were no representatives from COPVPA or COPAC.

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

CALL TO ORDER

The meeting was called to order at 6:01 pm.

AGENDA

The Board Chair stated that there was a late presentation request from École George Pringle Elementary School French Immersion parents which can be added to the Agenda by a majority vote of the Board.

Main 21P-095

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

THAT: The Board of Education add new agenda item 6. Public Presentation regarding École George Pringle Elementary School.

CARRIED

Main 21P-096

MOVED by Trustee Tiede

SECONDED by Trustee Bowman

THAT: The Agenda for the Public Board Meeting of June 23, 2021 be adopted as amended.

CARRIED

MINUTES

Public Board Meeting - June 9, 2021

Main 21P-097

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Minutes of the Public Board Meeting of June 9, 2021 be adopted as presented.

CARRIED

RECOGNITION

Mount Boucherie Secondary School Junior Concert Band - MusicFest Canada Virtual Festival Silver Medalists

Participating via Zoom: Scott Sieben, Principal

Chris Perry, Teacher

Rya Verbickas, Grade 10 Student (won outstanding performer at the Festival)

The Board of Education congratulated the Mount Boucherie Secondary School Junior Concert Band who won a silver medal at the recent MusicFest Canada Virtual Festival.

MusicFest Canada is an invitation only festival where bands and choirs from across the country perform. At the Festival, the Mount Boucherie Secondary School Junior Concert Band performed Bay Shore by Joseph Compello, Chasing Sunlight by Cait Nishimura, and Our Kingsland Spring by Samuel R. Hazo. To listen to their performances, please click on the following link: <https://www.youtube.com/watch?v=b5hjVxCx2KA>

Mount Boucherie Secondary School Senior Concert Band - MusicFest Canada Virtual Festival Silver Medalists

Participating via Zoom: Scott Sieben, Principal

Chris Perry, Teacher

Aki Smith, Grade 12 Student (won outstanding performer at the Festival)

The Board of Education congratulated the Mount Boucherie Secondary School Senior Concert Band who won a silver medal at the recent MusicFest Canada Virtual Festival.

At the Festival, the Mount Boucherie Secondary School Senior Concert Band performed Manhattan Beach by John Phillip Sousa and Ross Roy by Jacob de Hann. To listen to their performances, please click on the following link: <https://www.youtube.com/watch?v=tDi1URCEof4>

Renay Willier, Grade 12 Student, Mount Boucherie Secondary School - Recipient of NCAA Division 1 Fastball Scholarship

Participating via Zoom: Scott Sieben, Principal

Renay Willier, Grade 12 Student

The Board of Education congratulated Renay Willier for recently accepting a scholarship to play Division 1 fastball with Seattle University. Renay is one of the top fastpitch players in Western Canada, and has received a four-year scholarship worth \$80,000 US to Seattle University, one of the top ranked NCAA schools for women's fastpitch.

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Virtual Choir Sister School Collaboration

École Glenrosa Middle School and Haruhigaoka High School Virtual Choir Project

Unable to attend from École Glenrosa Middle School, because of Graduation Activities at the same time: Jesse Bruce, Principal

Kimberley Gorman, Band Teacher and Music Director

École Glenrosa Middle School Band teacher and Music Director, Kimberley Gorman, has gone above and beyond in her efforts to keep the connection with the École Glenrosa Middle School sister school – Haruhigaoka High School in Kasugai, Japan. The video showed a collaborative virtual choir produced by Ms. Gorman.

PUBLIC PRESENTATION

École George Pringle Elementary School

Presenter: Dr. Unjali Malhotra

Dr. Malhotra, representing the 76 parents who have signed the "Make West Kelowna French Immersion a Priority" petition, provided the Board with the parent's proposal to have a pre-K, K to Grade 12 dual track school located on the École George Pringle Elementary School site.

STAFF PRESENTATIONS

Superintendent of Schools/CEO Report on Student Achievement 2021

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

The Superintendent of Schools/CEO provided a summary PowerPoint presentation of the Report on Student Achievement 2021. To view the full Report on Student Achievement 2021 please visit the Central Okanagan Public Schools website at www.sd23.bc.ca under Documents and Publications.

Superintendent of Schools/CEO Year in Review

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

The Superintendent of Schools/CEO provided an overview of the 2020/2021 school year identifying student achievements, special events, challenges and business involving the Board of Education. The Superintendent of Schools/CEO thanked the Board of Education, all staff members, partner groups, and the community for their efforts to support student achievement this year. The Superintendent of Schools/CEO 'Year in Review' is available on the Central Okanagan Public Schools website at www.sd23.bc.ca under Documents and Publications.

PUBLIC QUESTION/COMMENT PERIOD

Linda Dueck: Ms. Dueck queried when the Board will be considering introducing new course curriculum for 2021-2022. The Superintendent of Schools/CEO stated that most courses are approved at the provincial level; however, the Board does have the option to provide Board Authority/Authorized (BAA) Courses. BAA course proposals typically come forward to the Education and Student Services Committee annually in the Spring. Any further questions can be sent to either the Superintendent of Schools/CEO or the Deputy Superintendent.

ACTION ITEMS

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

Recommendation from the Planning and Facilities Committee Meeting - June 2, 2021

Main 21P-098

MOVED by Trustee Desrosiers

SECONDED by Trustee Fraser

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

CARRIED

Main 21P-099

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

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

CARRIED

Main 21P-100

MOVED by Trustee Desrosiers

SECONDED by Trustee Fraser

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.

CARRIED UNANIMOUSLY

Main 21P-101

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

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

CARRIED

2022-2023 Five Year Capital Plan Submission

Recommendation from the Planning and Facilities Committee - June 2, 2021

Main 21P-102

MOVED by Trustee Desrosiers

SECONDED by Trustee Fraser

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 23, 2021 Public Board Meeting.

CARRIED

Enhancement Agreement - Mar Jok Elementary School Picnic Tables

Recommendation from the Planning and Facilities Committee Meeting - June 2, 2021

Main 21P-103

MOVED by Trustee Desrosiers

SECONDED by Trustee Bowman

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 23, 2021 Public Board Meeting.

CARRIED

2021/2022 Annual Budget Bylaw

Recommendation from the Finance and Audit Committee - June 16, 2021

Main 21P-104

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2021/2022 in the amount of \$292,680,128.

CARRIED

Main 21P-105

MOVED by Trustee Tiede

SECONDED by Trustee Fraser

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2021/2022 in the amount of \$292,680,128.

CARRIED

Main 21P-106

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2021/2022 in the amount of \$292,680,128.

CARRIED UNANIMOUSLY

Main 21P-107

MOVED by Trustee Tiede

SECONDED by Trustee Fraser

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2021/2022 in the amount of \$292,680,128 on the 23rd day of June 2021. CARRIED

Board/Authority Authorized (BAA) Course Proposals - Indigenous Art Studio 11 and 12

Recommendation from the Education and Student Services Committee - June 16, 2021

Main 21P-108

MOVED by Trustee Bowman

SECONDED by Trustee Geistlinger

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Indigenous Art Studio 11 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 23, 2021 Public Board of Education Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Indigenous Art Studio 12 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 23, 2021 Public Board of Education Meeting.

CARRIED

PUBLIC QUESTION/COMMENT PERIOD

Linda Dueck: Ms. Dueck expressed concerns regarding information shared with students regarding the Residential School mass grave in Kamloops and queried what kind of instruction is given to teachers about sharing sensitive information with students.

Both the Board Chair and Superintendent of Schools/CEO suggested that specific concerns be brought forward to the teacher and/or school Principal. It was also shared that teachers do receive training on how to deliver sensitive material to students.

Justin Dueck: Mr. Dueck queried if children are being asked to consent to a COVID-19 vaccine without parental notification.

The Superintendent of Schools/CEO stated that the administration of vaccinations is not within the School District's purview. The District did forward a letter to parents on behalf of Interior Health but recommends that any questions regarding vaccinations be sent to Interior Health directly. Interior Health has reported to the District that when administering a vaccine to a minor, they are asking the student to inform the parent.

INFORMATION ITEMS

Superintendent's Emergent Issues

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

Superintendent's COVID-19 Update

The Superintendent of Schools/CEO reported that in collaboration with Interior Health, a staff and community vaccination clinic has been scheduled for three days at École Kelowna Secondary School for first and second vaccines. The last day of the clinic is Thursday, June 24, 2021 and starts at 1:00 pm.

Level 4 and 5 Field Study Summary – 2020/2021 and 2021/2022

The Board reviewed the information.

General Statement – June 9, 2021

The Board reviewed the information.

School District Portable Information

Referred by the Planning and Facilities Committee - June 2, 2021

The Board reviewed the information.

In response to a query, the Secretary-Treasurer/CFO stated that the District is looking at options to add another portable to Mount Boucherie Secondary School due to higher than expected enrolment.

Updated Sustainability Initiatives

Referred by the Planning and Facilities Committee - June 2, 2021

The Board reviewed the information.

Trustee Desrosiers, Chair of the Planning and Facilities Committee, commended the Sustainability Manager and Operations Department for all their hard work to reduce Greenhouse Gas Emissions and for winning FortisBC's 2020 Efficiency in Action Award.

The Office of the Ombudsperson Quarterly Reports: January 1 - March 31, 2021

The Board reviewed the information.

Westside Catchment Review Consultation Process

The Board reviewed the information.

Okanagan Mission Catchment Review Consultation Process

The Board reviewed the information.

Supporting Students (K-12) - Summer 2021

Referred by the Education and Student Services Committee - June 16, 2021

Trustee Bowman, Chair of the Education and Student Services Committee, shared that the additional supports for students over the summer are exciting opportunities for families. An update on the uptake and outcomes of the additional supports will be provided to the Education and Student Services Committee in the Fall.

New Trustee Swearing in Ceremony

Date: Tuesday, July 13, 2021

Time: 5:00 pm

Location: Board Room or Board Office Court Yard (*depending on COVID-19 restrictions*), 1040 Hollywood Road South

COPAC Executive 2021-2022

The Board of Education congratulated the members of the COPAC Executive for 2021-2022:

President:	Simon Adams
Treasurer:	Susan Derickson
Secretary:	Roseanne Kufeldt
Members-at-Large:	Sarena Smith and Nicola Baker

BOARD CORRESPONDENCE

Sent:

Letter of Support, June 10, 2021, Chefs in the Classroom

Response to N. Khoo, June 15, 2021, More Questions for this Evening

COPAC, June 16, 2021, Congratulations and Invite to Meet with the Board of Education

Response to U. Malhotra, June 16, 2021, Programs

Received:

L. Adderley, June 5, 2021, Music Program at Glenrosa Middle School

Copy of J. Bruce's Response to L. Adderley, June 7, 2021, Music Program at Glenrosa Middle School

U. Malhotra, June 7, 2021, Quote and BIPOC Board Members

D. Bee, June 8, 2021, Dr. Prabhat Jha - Rapid Testing Should be Expanded in Hotspots Such as Schools and Workplaces

A. Gorman, June 9, 2021, Re Land Acquisition Criteria

Copy of Secretary-Treasurer's Response to A. Gorman, June 9, 2021, Re Land Acquisition Criteria

Copy of A. Gorman's Response to Secretary-Treasurer, June 11, 2021, Re Land Acquisition Criteria

L. Guderyan, June 11, 2021, École George Pringle Elementary School

J. Hoffman, June 13, 2021, Copy of letter sent to BC Minister of Education Re Why have children with EHS been denied their right to inclusion in their home school

N. Khoo, June 15, 2021, More Questions for this Evening

U. Malhotra, June 16, 2021, Programs

N. Khoo, June 17, 2021, Re More Questions for this Evening

Main 21P-109

MOVED by Trustee Fraser

SECONDED by Trustee Geistlinger

THAT: At the June 23, 2021 Public Board Meeting, the Board receive the correspondence listed above.

CARRIED

ITEMS REQUIRING SPECIAL MENTION

- The final 10 teams in the **iGen Challenge** showed courage and grace under fire in the live pitch in front of three judges held on Thursday, June 17, 2021 at the Okanagan Innovation Centre on Doyle Avenue. Congratulations to:
 - 1st Place – N.A. Productions – Rutland Senior Secondary School
Owen Brunt and Trent Swetlishoff
 - 2nd Place – Sagebrush Sticker Co. – Rutland Senior Secondary School
Megan Vogt, Neha Bagri and Reese Wiebe
 - 3rd Place – The Shoe B&B – Okanagan Mission Secondary School
Ben Hebert and Riley Kalesnikoff
- Congratulations to **Christina Hidalgo**, a teacher at Canyon Falls Middle School, who was recognized for her dedication and promotion of excellence in teaching mathematics by receiving the **British Columbia Association of Mathematics Teachers Outstanding Middle School Teacher Award**.
- Congratulations to Dave Cavezza, District Health and Safety Manager, and the entire Health & Safety Department, on completion of the **2020 Certificate of Recognition Safety Audit**. With the successful completion of the COR audit, the District received \$149,634. Certificate of Recognition (COR) is a certification that BC organizations can obtain by voluntarily undergoing a WorkSafeBC sponsored safety audit. Only one other BC school district has COR certification. What this means is that our Occupational Safety Management System exceeds the WorkSafeBC regulatory requirement. Organizations who pass COR receive an incentive payment from WorkSafeBC. The incentive payment is 10% of the annual premiums paid to WorkSafeBC.
- **Thank you** to all Graduation Coordinators, staff and parents who have done so much to support the virtual graduation activities this year.

- **National Indigenous People's Day – June 21, 2021** - Schools throughout the Central Okanagan Public Schools celebrated National Indigenous People's Day on June 21, 2021.
- Trustees and senior staff recently participated in a tour of the new **École H.S. Grenda Middle School** which will open in September.
- Trustees and the Superintendent reflected on the 2020/2021 school year and expressed gratitude to all 4,000 employees, 23,000+ students and their families, for their efforts that resulted in an accomplishment that few jurisdictions in the world achieved during the pandemic. We kept schools open and offered a world class education.
- It is expected that, starting in September, Board Meetings will be held in person. Thanks were expressed to the Board Office Executive Assistants who have managed the "remote" meetings for the past 15 months. The Board looks forward to welcoming everyone, in person, to the Public Board and Committee Meetings.

FUTURE MEETINGS

Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, September 15, 2021 at 6:00 pm, Board Room Main at 1040 Hollywood Road South (TBC)

Regular Public Board Meeting

Wednesday, September 29, 2021 at 6:00 pm, Board Room Main at 1040 Hollywood Road South (TBC)

Board Standing Committee Meetings

Planning and Facilities Committee Meeting

Wednesday, September 1, 2021 at 4:00 pm, Board Room Main at 1040 Hollywood Road South (TBC)

Finance and Audit Committee Meeting

Wednesday, September 22, 2021 at 4:00 pm, Board Room Main at 1040 Hollywood Road South (TBC)

Education and Student Services Committee Meeting

Wednesday, September 22, 2021 at 6:00 pm, Board Room Main at 1040 Hollywood Road South (TBC)

NOTICES OF MOTION

There were no Notices of Motion.

ITEMS FOR A FUTURE AGENDA

There were no items for a future agenda.

MEDIA QUESTIONS

There were no media questions submitted.

ADJOURNMENT

The Chairperson adjourned the meeting at 8:31 pm.

Chairperson

Secretary-Treasurer/CFO

Equity in Action Agreement for Truth & Reconciliation 2020 – 2025

1st ANNUAL REPORT 2020/2021



*Elder Maureen Ziprick and Central Programs and Services students paddling in the canoe they helped to carve through the Land Based Learning Program.
June 2021*

Equity empowers each learner to thrive holistically



**Central Okanagan
Public Schools**
Indigenous Education



Central Okanagan Public Schools

Equity in Action Agreement 2020-2025

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

EQUITY IN ACTION AGREEMENT IS BETWEEN

Central Okanagan Public Schools

AND

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

AND

The Ministry of Education in the Province of British Columbia



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Central Okanagan Public Schools

Equity in Action for Truth and Reconciliation

Our First Year (2020-2021)

Way' [Hello] everyone,

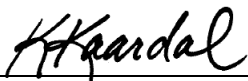
The 2020-2021 school year marked a time in world history when we all had to adapt and shift our behaviours and habits to respond to the challenges of the global pandemic. It has taken slx^{wa}?sp?ús [courage] each day/every day to stay safe, healthy, and ready to support each learner (K-12), staff member, parent, and community member.

Over the past year, we have been reminded of the importance of human connection as well as the necessity to advocate for the dignity, respect, and human rights of all peoples. Since the February 20, 2020 signing of the Equity in Action Agreement for Truth and Reconciliation, we have remained committed to implementing the first year of the Equity in Action Agreement.

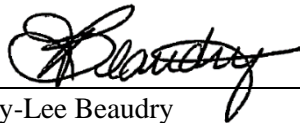
This report reflects our shared responsibility and progress during the 2020-2021 school year towards equitable opportunities for our District's Indigenous, First Nation, Métis and Inuit K-12 learners.

May the stories and images, embedded within this report, inspire us with mus'ls [hope] as our journey toward equity is just beginning.

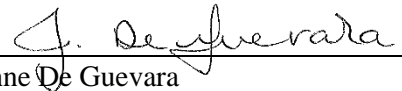
Limlmt [Thank-you],



Kevin Kaardal
Superintendent of Schools/CEO



Terry-Lee Beaudry
Deputy Superintendent of Schools



Joanne De Guevara
District Principal of Indigenous Education



Please Note: Each school and workplace, in Central Okanagan Public Schools, is on a journey towards equity. This report reflects only some of the work being done in each of the goal areas.

Central Okanagan Public Schools

How Are Our Indigenous Learners Doing?

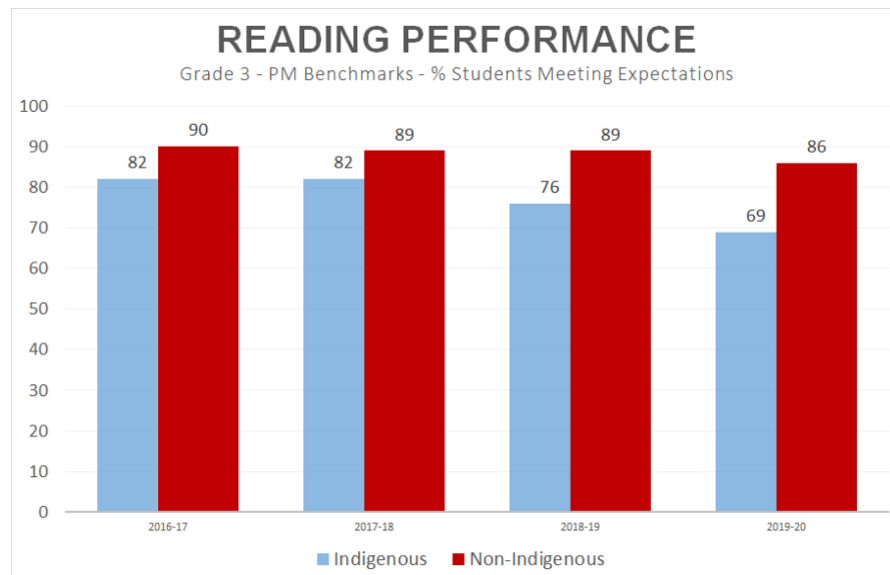
Within Central Okanagan Public Schools, more students, each year, identify as having Indigenous ancestry. The Ministry of Education's How Are We Doing Report reflects a growth rate of over 800 Indigenous students in the past ten years.

In the 2010/11 school year, 2,208 students claimed Indigenous ancestry. In 2020, Central Okanagan Public Schools enrolled 3,077 Indigenous students (K-12), representing 13.3% of the District's student population.



Reading Performance

The following reflects reading performance of Grade 3 Indigenous and non-Indigenous early learners:



To address disparity of literacy results, the Collaborative Learning Services Team (Early Learning, Instructional Leadership, Indigenous Education, Student Support Services) are focusing efforts to provide additional classroom support in schools with the highest priority students. The 2021 Literacy Summer Camps offered at 7 regional sites served to target interventions for striving readers. Early learning support for priority Indigenous students will continue to be a focus in the 2021 – 2022 school year.

"EQUITY EMPOWERS EACH LEARNER TO THRIVE HOLISTICALLY"

Central Okanagan Public Schools

How Are Our Indigenous Learners Doing?

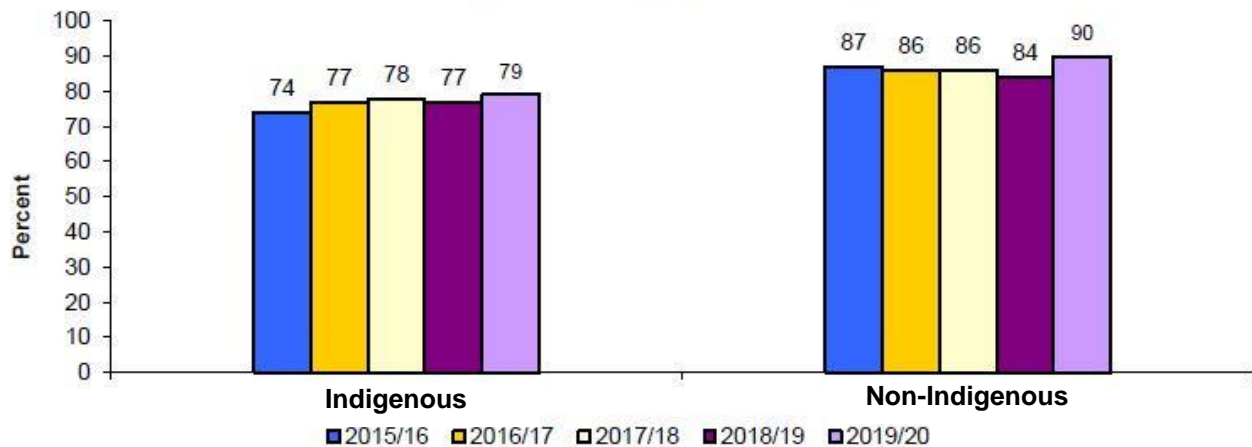
SIX-YEAR COMPLETION RATE: 2015/16 – 2019/20

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 6 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

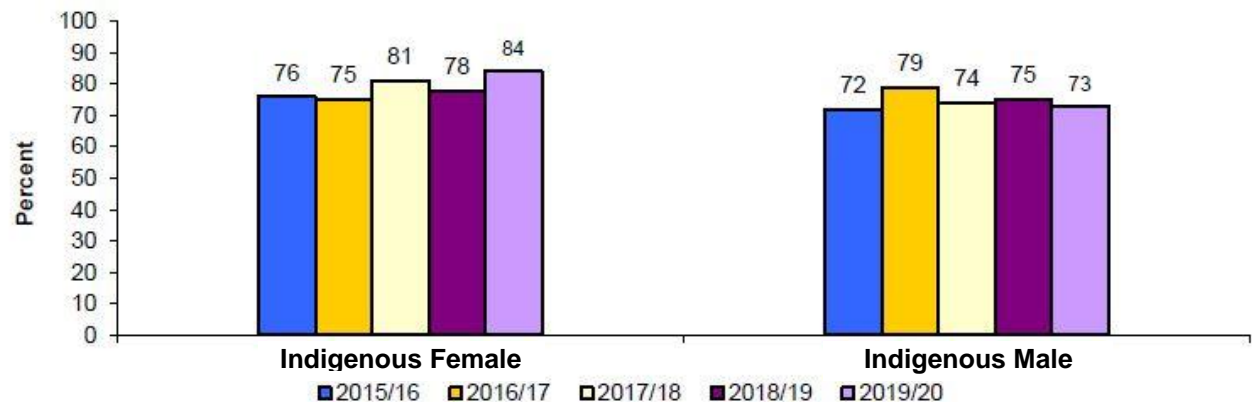
SIX-YEAR COMPLETION RATE

School Year	Indigenous			Non-Indigenous		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	74	76	72	87	89	85
2016/17	77	75	79	86	87	85
2017/18	78	81	74	86	86	85
2018/19	77	78	75	84	85	83
2019/20	79	84	73	90	92	89

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



Central Okanagan Public Schools

How Are Our Indigenous Learners Doing?

In celebration of this year's **230** Indigenous student graduates, individual blanket ceremonies were held at all secondary schools and at Central Programs and Services during the latter part of June. This is the largest number of Indigenous students graduating in the District's history.

(In 2020, the six year completion rate was over 80%. 100% of all Indigenous students living on reserve met all graduation requirements.)



"Being wrapped in a blanket is one of the highest honours one can receive in Indigenous communities and is a custom that is shared by many nations across Turtle Island. This recognition is a reminder of one's responsibility within their community and throughout life's journey." (Jordan Coble, Westbank First Nation)

Please refer to the Ministry of Education's "How Are We Doing" Report for all Indigenous student achievement results (<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports/ab-hawd/ab-hawd-school-district-023.pdf>).

Central Okanagan Public Schools

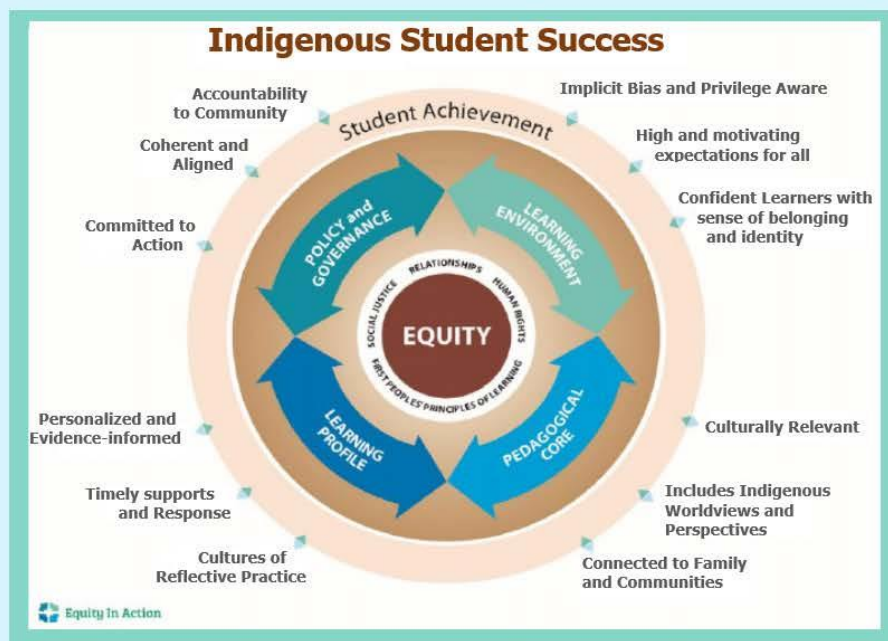
Equity in Action Agreement – District Responsibilities 2020-2025

Policy and Governance

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

Learning Environment (School Culture)

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



Learning Profiles

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

Pedagogical Core

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

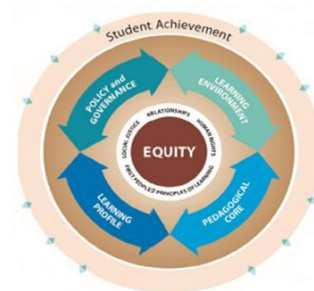
EACH SCHOOL'S JOURNEY TOWARDS EQUITY WILL BE EMBEDDED WITHIN THE SCHOOL COMMUNITY LEARNING PLAN, UPDATED REGULARLY AND SHARED WITH PARENTS.

Central Okanagan Public Schools

Our Year One Progress – Policy and Governance

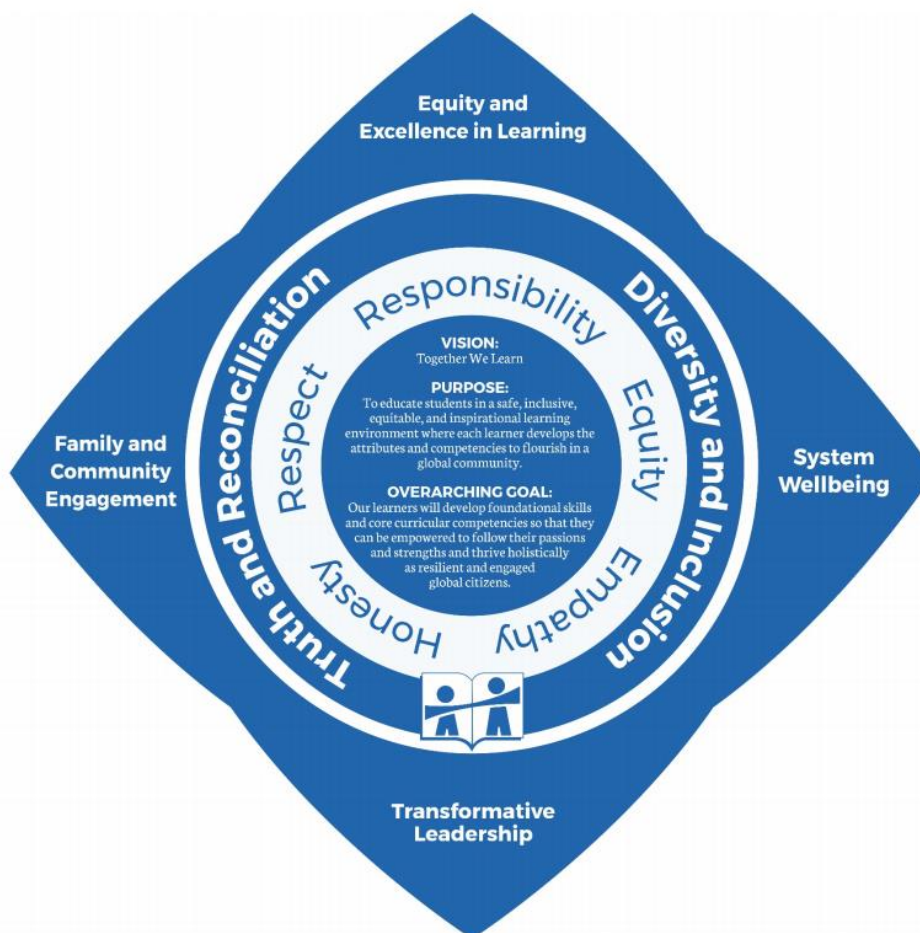
We believe:

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



Our Progress:

One of the greatest areas of success this year was the engagement of a District-wide process to revise the **District's Strategic Plan**. After a comprehensive consultation process with all stakeholders, staff, and community members, the District's revised Strategic Plan includes a focus on: **Truth and Reconciliation, Diversity, and Inclusion** with the added core value of **equity**. The District's Strategic Plan now aligns with the Equity in Action for Truth and Reconciliation Agreement.



"It is heartwarming to see that Truth and Reconciliation is a prominent part of the District's new Strategic Plan."

(Chief Chris Derickson, Westbank First Nation)

"EQUITY EMPOWERS EACH LEARNER TO THRIVE HOLISTICALLY"

Central Okanagan Public Schools

Our Year One Progress – Policy and Governance

During the 2020-2021 school year, the Board of Education also approved the following motion (20P-112):

THAT: The Central Okanagan Public Schools Board of Education put in place a process to assess and support education throughout the School District regarding systemic racism; anti-racist education; and historic and contemporary content by and about Black, Indigenous, and People of Colour.

Additionally, the following Board Policies include new language specific to equity:

Policy 540 – Proposals for Substantive Change (Distinct Schools, Unique Programs, and Specialty Academies) and Policy 541 – Board Authority/Authorized (BAA) Courses include the following language:

- *Curricula that upholds the Truth and Reconciliation Calls to Action and the inclusion of indigeneity*
- *Learning resources that are inclusive of anti-discrimination and anti-racism initiatives*

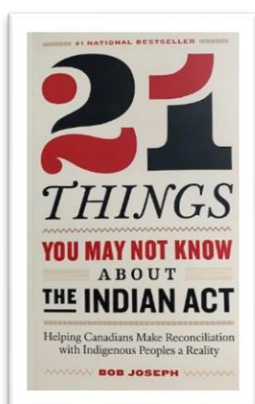
The revisions to the two aforementioned Board Policies ensure that all new proposals for substantive change and Board Authority/Authorized Courses include discrimination-free and anti-racism learning resources and equitable practices.

The Board of Education also approved the following proposals for substantive change, reflecting indigeneity, equity and reconciliation:

- [Academy of Indigenous Studies \(George Elliot Secondary School\)](#)
- [District Academy of Land-Based Learning for Middle School Indigenous Students](#)
- Board Authority/Authorized (BAA) [Indigenous Leadership 10, 11, and 12](#)
- Board Authority/Authorized (BAA) [Indigenous Art Studio 11 and 12](#)

"The Board of Education, assuming the responsibility for policy and governance, continues to review all Board Policies and practices through the lens of equity and reconciliation."

Moyra Baxter, Board Chairperson
Central Okanagan Public Schools



Resources shared with Central Okanagan Public Schools administration and staff to be discussed with site-based staff.

"EQUITY EMPOWERS EACH LEARNER TO THRIVE HOLISTICALLY"

Central Okanagan Public Schools

Our Year One Progress – Learning Environment

We believe:

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

What we are doing:

- Central Okanagan Public Schools is committed to providing opportunities for staff and administration to acknowledge, discuss and learn deeply about implicit bias and racism. Discussing implicit bias and privilege with the Equity in Action Committee led to deeper understanding. The District also invited guest speaker, Kevin Lamoureux, who spoke on Equity and Deconstructing Otherness, continuing the discussion on allyship and awareness through personal reflection, broadened perspectives.



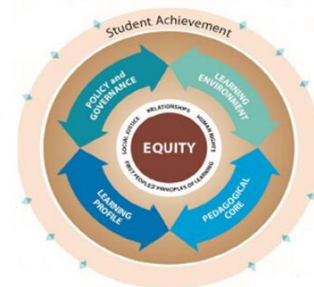
In conjunction with the District's Harmony Day, Kevin Lamoureux spoke to middle/secondary students, teachers, administrators, and the District Leadership Team.

- Truth and Reconciliation and Equity are at the forefront of the Central Okanagan Public Schools Strategic Plan. Over the school year, the School District's commitment to the Calls to Action was evident as school teams shared the ongoing learning through Community Learning Plans and shared and captured pictures that told their story and journey. Time and space was provided for site-based staff to critically examine their own biases, attitudes, beliefs, values and practices to facilitate change.



Davidson Road Elementary School staff responses after reading the Equity in Action Agreement.

Vice-Principal of Chute Lake Elementary School, Steve Labrie, encourages educators to [See Through Two Eyes](http://flip.matrixgroupinc.net/bcsb/2021/spring/#page=12) (<http://flip.matrixgroupinc.net/bcsb/2021/spring/#page=12>) when designing inclusive learning environments.



Central Okanagan Public Schools

Our Year One Progress – Learning Environment

- Central Okanagan Public Schools understands the importance of acknowledging the territory on which we learn, live and play each day. As a regular practice, acknowledgement of territory is included in all District meetings, assemblies and events to honour the First Peoples who have been on these lands since time immemorial. Some schools have students acknowledge the local territory on morning announcements. Acknowledgement signs have also been installed at the entrance of every School District site, inclusive of the local nsyilxcen language, and recognizing the Okanagan, syilx peoples.



Principals/Vice-Principals and staff may access the recording of the Okanagan Song, sung by Westbank First Nation, Phoenix Prince (to be included in assemblies and events).

- Revitalization and presence of Indigenous Language and culture is evident throughout many Central Okanagan Public Schools. The School District works closely with our host nation, Westbank First Nation, to ensure the implementation of Indigenous Language and Culture is done in an appropriate and respectful manner. Teaching of the nsyilxcen language, a fully credited course, is included as part of the Academy of Indigenous Studies offered at secondary schools. Nsyilxcen is seen in school offices and throughout school sites incorporating place and room names. Many schools have had the opportunity to have nsyilxcen language speakers visit classroom and implement language learning. Partnerships with syilx Language House enabled Kindergarten students to participate in language learning and activities.

Teachers from the Syilx Language House visited Kindergarten classrooms at Chief Tomat Elementary School, once a week, until the end of June 2021 to teach students some of the Syilx language.



Welcome sign at Okanagan Mission Secondary School.

"EQUITY EMPOWERS EACH LEARNER TO THRIVE HOLISTICALLY"

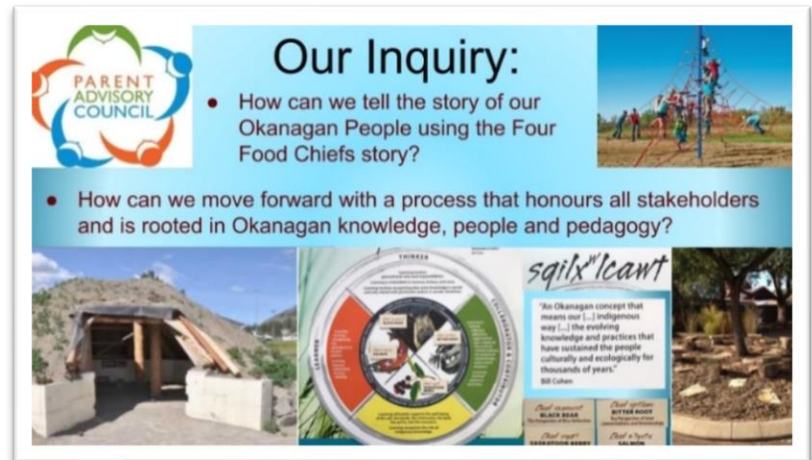
Central Okanagan Public Schools

Our Year One Progress – Learning Environment

- Reflecting a strong culturally appropriate Indigenous presence in each school is important to build a sense of belonging and identity for Indigenous students and families. School entrances, classrooms and common areas celebrate Indigenous peoples across Canada with a strong presence of the local, Okanagan, syilx people's artifacts and teachings.



We would like to acknowledge artist, Coralee Miller, for her beautiful representation of the local syilx teaching of the Four Food Chiefs. Schools around the District have the images displayed on office windows, walls and bulletin boards.



Rose Valley Elementary School Playground Project. Elders and Knowledge Keepers from Westbank First Nation, staff, students, and community collaboratively designed a new playground reflective of local Indigenous teachings.



George Elliot Secondary School honouring Métis Peoples.



Artist, Sheldon Louis, painting four pillars at Constable Neil Bruce Middle School. Students assisted in painting the Four Food Chiefs at the entrance of the school.

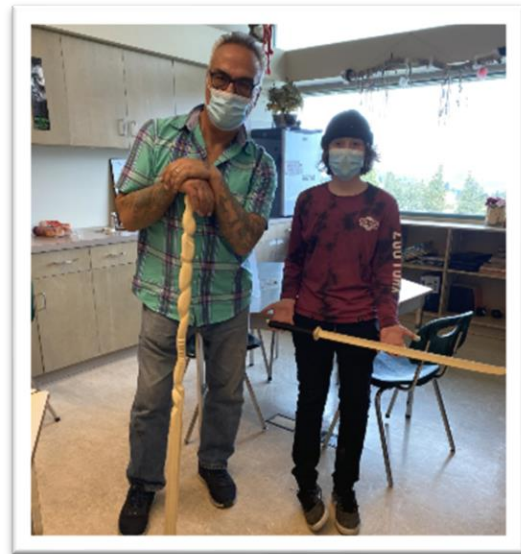
Central Okanagan Public Schools

Our Year One Progress – Learning Environment

- Central Okanagan Public Schools' Elders in Residence Program continues to be in early stages of development. The School District fully respects and understands that through this challenging year due to COVID, and for the protection of our Elders, the program was not in full swing. However, we honour the wisdom and contribution of the few Elders that were able to come alongside students, educators and families in and out of schools. Elders assisted in event openings, worked alongside students in groups as well as worked on a one-to-one basis when needed. The importance and appreciation of our Elders' presence was easily witnessed through the many interactions with both students and staff.



Elder Bonnie Coble providing traditional teachings and guidance at Constable Neil Bruce Middle School.



Elder / carver, Darren McKenzie, sharing his skills with students at École Glenrosa Middle School.

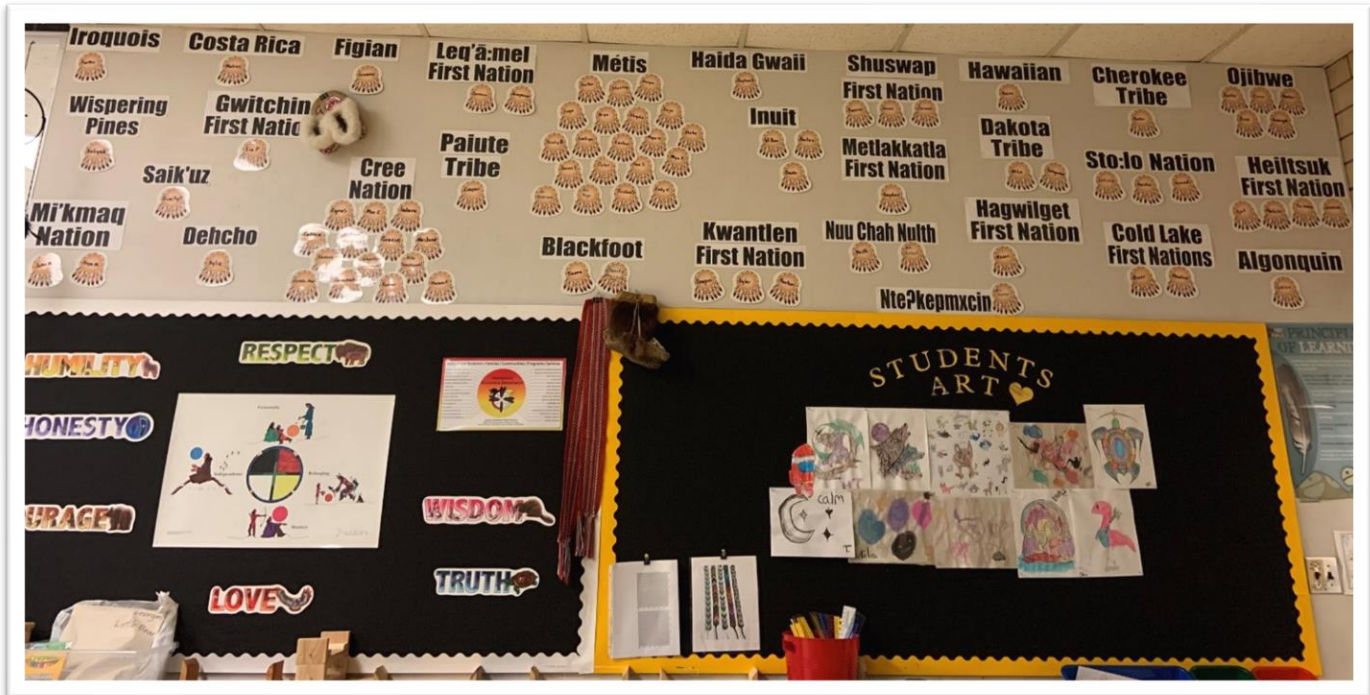


Elder Maureen Ziprick practicing the Okanagan Song with students and staff at George Elliot Secondary school in preparation for Remembrance Day.

Central Okanagan Public Schools

Our Year One Progress – Learning Environment

- Indigenous students experience more success having a strong sense of belonging and connection to school. Schools throughout the District provide gathering spaces for Indigenous students to access support with academic and social/emotional needs. Indigenous culture is present and reflected both visibly throughout the gathering spaces and through the teachings of the Indigenous Education Department. The Indigenous Student Advocates and Indigenous Program secondary teacher tutors provide welcoming, supportive spaces where both students and families can experience a strong sense of place and identity.



Gathering Room space at Springvalley Elementary School.
Indigenous Student Advocate honouring students in the school from all Nations.



Gathering Room signs are in each school Gathering Room, shown in both
syilx and English.

Central Okanagan Public Schools

Our Year One Progress – Learning Profiles

We believe:

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

What we are doing:

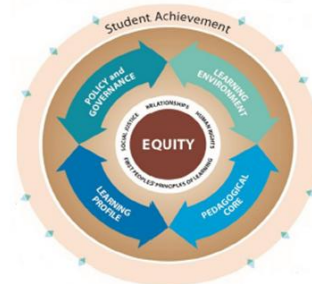
In the 2020-2021 school year, the Administrative Procedure – [Student's Adjusted School Schedule Plan](#) was edited to include:

- For students with a Ministry designation, the appropriate District Consultant must be a member of the team assessing and planning for the adjusted schedule, and must liaise with the District Principal of Indigenous Education for Indigenous students being considered for an adjusted school schedule.

The District continues to develop a definition of success which focuses on the personalized learning journey for Indigenous students. We understand the importance and power of culture and connection and relationship to the land as our teacher. Many opportunities and programs were put in place to respond to Indigenous Learners' interests and learning styles, including multiple ways of assessing learning.

Jordan's Principle

Jordan's Principle is named in honour of Jordan River Anderson, a young First Nations child from Norway House Cree Nation in northern Manitoba, who spent his entire life in hospital while caught in a jurisdictional dispute between the governments of Canada and Manitoba. The ongoing dispute prevented Jordan from returning to his home community to receive in-home care. Through advocacy efforts, Jordan's Principle has now become a legal requirement, resulting from the Orders of the Canadian Human Rights Tribunal. Jordan's Principle is a child-first principle with a primary purpose to eliminate inequities and delays for First Nations children. The principle states that any public service ordinarily available to all other children must be made available to First Nations children without delay or denial.



A number of Central Okanagan Public Schools have applied for support, through Jordan's Principle, and received funding to assist in assessment support, health care, and school-related resources.

Central Okanagan Public Schools

Our Year One Progress – Pedagogical Core



The Healing Garden at Springvalley Middle School, created by Indigenous Elders, Knowledge Keepers, students, and staff, is used as a place for self-reflection and opportunities to engage in culturally-responsive interventions.



Elder Maureen Ziprick, working with Indigenous students in the Land Based Learning Program.

On June 11, 2021, students and staff from around the District had the opportunity to launch the Central Programs & Services Canoe. This project began in January of 2021. In consultation with our Indigenous Education Department, Indigenous Elders, and Master Carver Frank Marchand, students and staff began chipping away at a 20-foot, snow-covered cottonwood log. Six months later, after the contributions of many throughout the District and community, the canoe was completed and launched into the water after a special ceremony lead by William Poitras. A huge thanks goes out to Westbank First Nation Elder Grouse Barnes, Master Carver Frank Marchand, Cultural presenter William Poitras, the Indigenous Education Department, Principal Randy Horne and Vice-Principal Nathen Elliott of Central Programs and Services, and all who contributed to this project. The journey was long and the process was meaningful. What a powerful land-based learning opportunity for our students, staff and all involved.



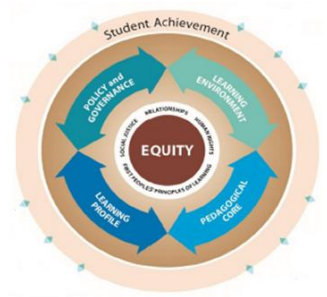
"EQUITY EMPOWERS EACH LEARNER TO
THRIVE HOLISTICALLY"

Central Okanagan Public Schools

Our Year One Progress – Pedagogical Core

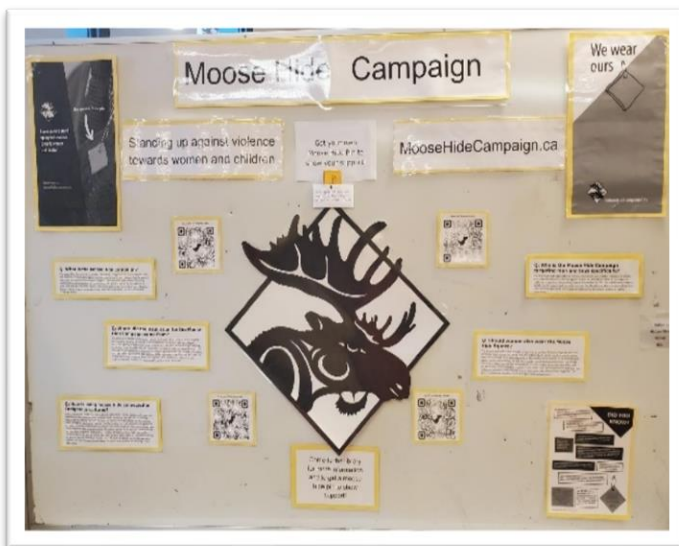
We believe:

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



What we are doing:

- Throughout the year, schools deeply engaged in activities that honoured and celebrated Indigenous Peoples. School wide initiatives and classroom learning included Orange Shirt Day, teachings on Missing and Murdered Indigenous Women (Red Dress Project), Moosehide Campaign, National Indigenous Peoples Awareness Day, Indigenous Role Models, and ongoing acknowledgements of contributions of Indigenous Peoples.



Moose Hide Campaign,
George Elliot Secondary School



Red Dress Project,
Rutland Senior Secondary School

Central Okanagan Public Schools

Our Year One Progress – Pedagogical Core



Orange Shirt Day,
École George Pringle Elementary School



North Glenmore Elementary honouring
the 215 Indigenous children's graves
located at Kamloops Residential
School.

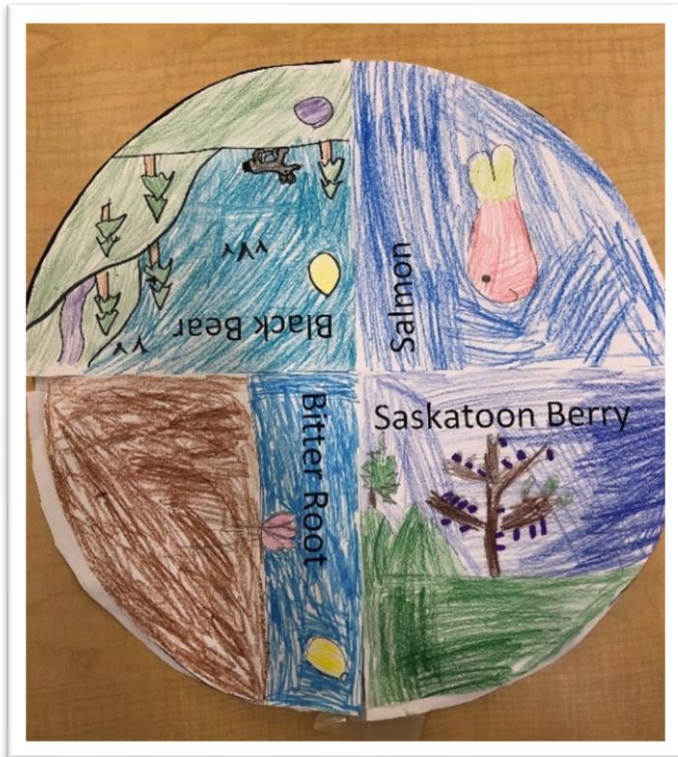
- Central Okanagan Public Schools upholds the BC Standards for BC Educators and Standard 9 to foster a deeper understanding of ways of knowing and being, and the histories and cultures of First Nations, Inuit and Métis peoples. Professional Development opportunities, workshops, ongoing collaboration and modelling Indigenous pedagogical practises, created environments of learning for educators to feel confident in the decolonizing, integrating and implementation of Indigenous perspectives, ways of knowing and curriculum content. A strong focus has been on local teachings perspectives. Along with the ongoing work in Indigenous Education throughout the schools, the District dedicated the October Implementation Day entirely to focusing on Indigenous Education. A centralized Indigenous Resource portal was created so educators have access to authentic [Indigenous resources and pedagogies](#).



At Davidson Road Elementary, many classes participated in Land Based Learning. Teachers attended Land Based Learning activities on the District Implementation Day and collaborated with Indigenous Student Advocate, Cara Koebel, to provide teachings of and on the land.

Central Okanagan Public Schools

Our Year One Progress – Pedagogical Core



Rose Valley Elementary School students learning about identity and the teachings of the Four Food Chiefs.



Students in Ms. White's grade 2/3 classroom at Pearson Road Elementary School worked with Deanna Necan, Cultural Coordinator for the Indigenous Education Department, to learn about the Medicine Wheel and the teachings of the four quadrants. The students made beaded necklaces that they wore proudly for the rest of the school year. This session resonated so much with the students that they asked to share the Medicine Wheel teachings and matching beaded necklaces with their pen pals in Winnipeg, Manitoba. A Teams Meeting online with their pen pals revealed that the Winnipeg students had also been learning about the Medicine Wheel in their classroom and they were thrilled to receive the necklaces to wear. It was a powerful experience for the students both in Kelowna and Winnipeg to connect on the medicine wheel teachings and their own learning.

Central Okanagan Public Schools

Our Year One Progress – Pedagogical Core



All Grade 10 students from École Kelowna Secondary School participated in a Blanket Exercise facilitated by trained students and staff from the Indigenous Education Department. The Blanket Exercise brought powerful teachings and awareness about Residential Schools and the impact on Indigenous Peoples across Canada.



Outdoor Classroom Inquiry

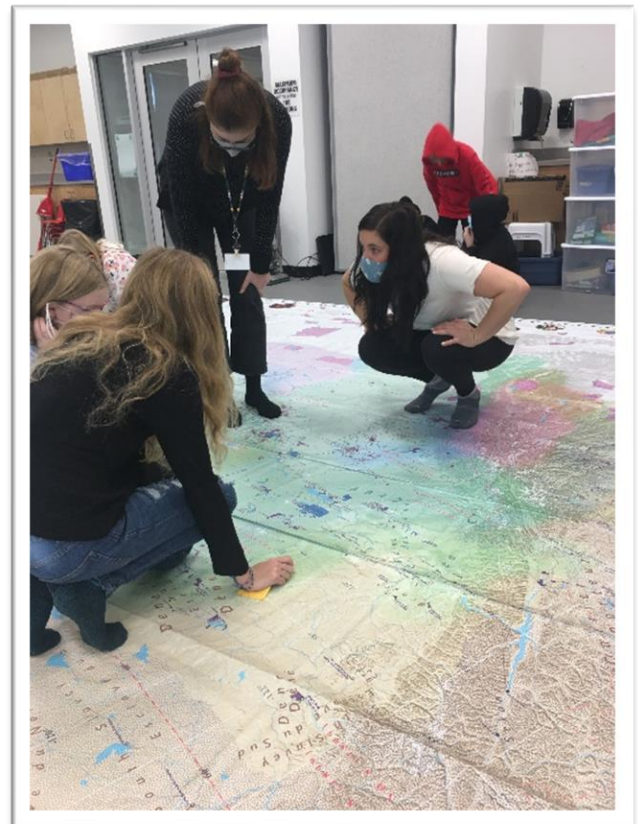
Staff at École Kelowna Secondary School (KSS) collaborating with Indigenous Community Partners and the Indigenous Education Team to begin designing an outdoor classroom on site at KSS.

Central Okanagan Public Schools

Our Year One Progress – Pedagogical Core



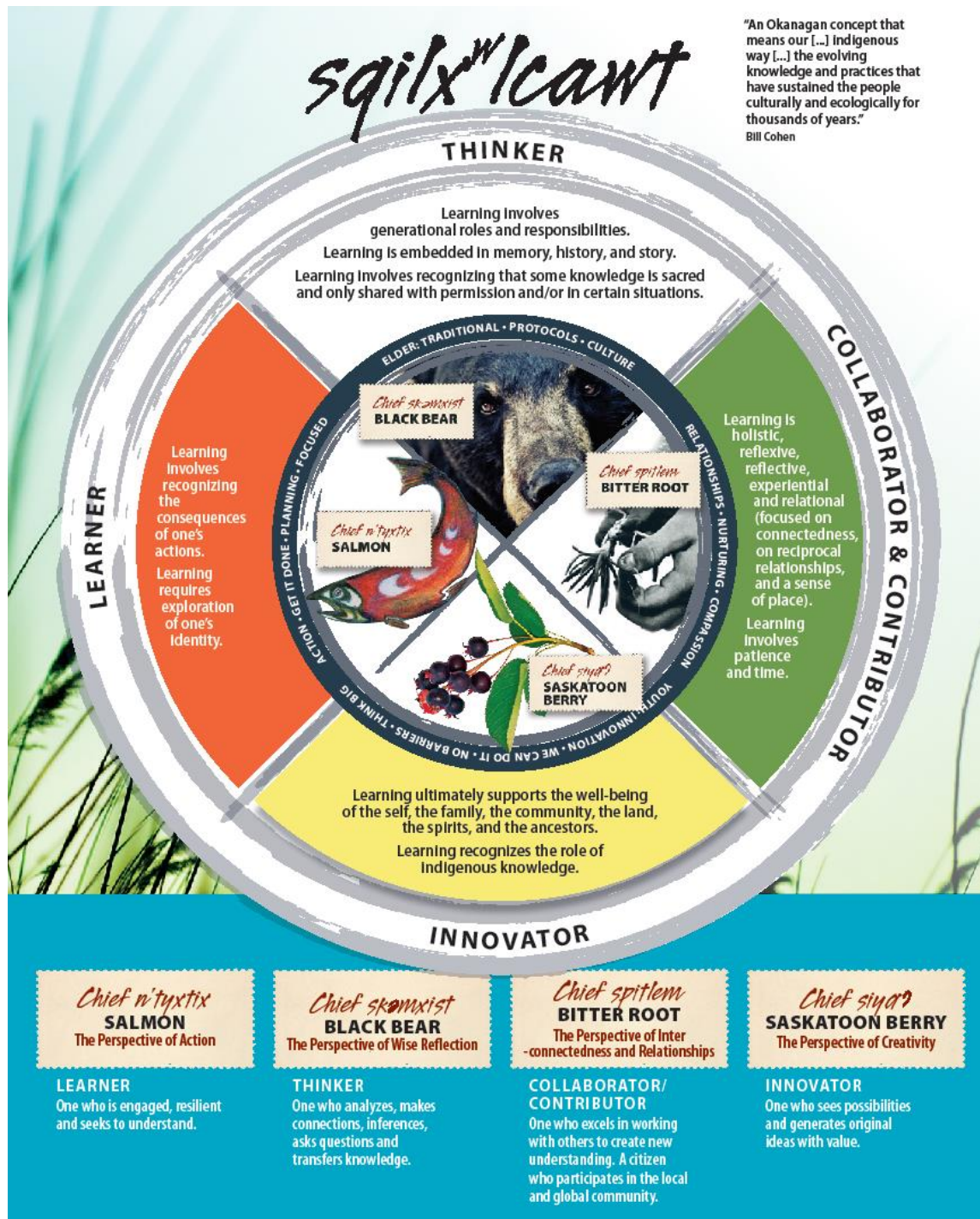
Oyama Traditional School's Grade 3 class visited Clint George's Feather sculpture with Indigenous Advocate Rose Alexis after having a zoom visit with the artist and learning about the significance and meaning of the sculpture.



The District's Instructional Leadership Team worked collaboratively with the Indigenous Education Department to bring awareness and understanding to students and staff throughout the District using the Indigenous Peoples of Canada floor map.

Central Okanagan Public Schools

Equity in Action Agreement – Our Indigenous Education Responsibilities



"An Okanagan concept that means our [...] Indigenous way [...] the evolving knowledge and practices that have sustained the people culturally and ecologically for thousands of years."
Bill Cohen

FOUR FOOD CHIEFS ATTRIBUTES OF THE 21ST CENTURY LEARNER



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With grateful acknowledgment to the Okanagan Nation/Sylix People for these Four Food Chiefs images and concepts.
For more resources that reflect the First Peoples Principles of Learning, visit the First Nations Education Steering Committee at www.fnesc.ca/learningfirstpeoples.

"EQUITY EMPOWERS EACH LEARNER TO THRIVE HOLISTICALLY"

Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities

Chief spitlem Bitter Root

Our Commitment:

Relationships, nurturing, compassion

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



What we are doing:

- The Indigenous Education Department's 75-member staff (Indigenous Student Advocates, teacher tutors, Indigenous Youth Wellness workers, Indigenous Resource/Support teachers, Cultural presenters and administration) strive to support all Indigenous students in a compassionate and nurturing manner. Strong connections and relationships foster emotional well being. Support in and out of the school is provided through Indigenous wellness perspectives and practises.

Land Based Learning

Land based learning provides students with an opportunity to be on *tmx^wulax^w* (the land) with teachers, Elders, and Knowledge Keepers, to complete course assignments. Indigenous students experience local Indigenous culture known as *na'ʔk^wulamən* (the things that we do) and are exposed to ways of knowing that have been in the area since time immemorial. This is a unique and innovative opportunity for students to gain a greater sense of how their interaction with local Indigenous culture can provide confidence in their ability to tackle new learnings and coursework.



Constable Neil Bruce Middle School students making arrows.

For further information, please read Kevin Kaiser's article [Equity Through Land-Based Learning in 2020](http://flip.matrixgroupinc.net/bcsb/2020/fall/#page=8) (<http://flip.matrixgroupinc.net/bcsb/2020/fall/#page=8>), recently published in *InspirEd*.

Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities

Horseworks – Equine Assisted Learning

Many students had the opportunity to participate in sessions, alongside horses and Horseworks facilitators, in the Equine Assisted Learning program (EAL). This is a youth-centered program that identifies needs and strengths as a basis for building skills and competencies in the youth. The goal is to support all youth with their social skills development and to foster strategies that will lead to a happy and productive life.



Students alongside Indigenous Student Advocate, Raquel Michaud, from Springvalley Middle School, participating in Equine Assisted Learning.



Central Programs & Services student Arne Gairdner Loe.



Elder Maureen Ziprick, Indigenous Student Advocates Jackie Garbitt and Melissa Madden, with elementary Indigenous kindergarten students wearing the ribbon skirts and shirts made by students at Central Programs and Services.

Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities

Chief sīya? - Saskatoon Berry

Our Commitment:

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

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

What we are doing:

- Indigenous students at all grade levels have the opportunity to participate in a variety of cultural opportunities throughout the school year. In and out of the school, students participate in classroom presentations, lunch and after school programs. (District-wide events, inclusive of family participation, will be rescheduled when appropriate.) The Indigenous Education Department strives to strengthen home, school and community connections through cultural teachings.



Grade 12 Indigenous students at all secondary schools had an opportunity to design a paddle.
Mount Boucherie Senior Secondary student Breezie Meeches.



Lisa Middleton, Advocate, South Rutland Elementary School, storytelling to Grade one students.

Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities



Rutland Senior Secondary School students designing paddles.

Grade 12 Indigenous students design paddles as part of the Grade 12 annual Grad Retreat. This activity helps prepare them "paddle through" challenges they may face post-graduation.

Students at Hudson Road Elementary School making dreamcatchers alongside Indigenous Early Learning Support Teacher Erin Reid.



École KLO Middle School Indigenous students, alongside Cultural Presenter and Land Based Learning teacher, Will Poitras.

Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities

Chief n'tyxtix - Salmon

Our Commitment:

Action, get it done, focused

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

What we are doing:

- The Indigenous Education Department is committed to empowering each Indigenous learner to take action to explore and strengthen their personal identity.

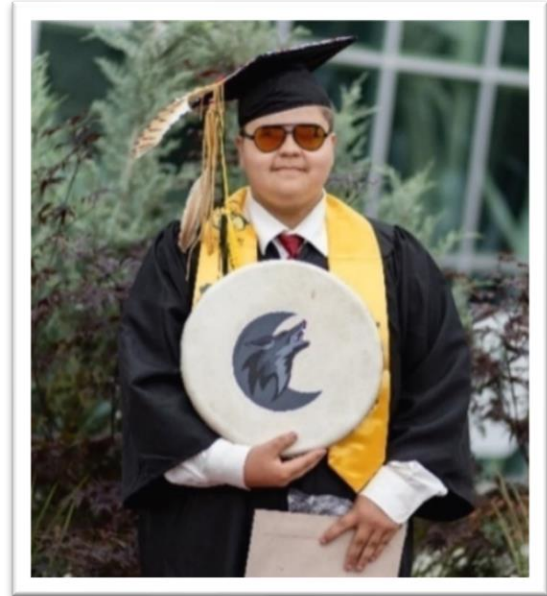


Constable Neil Bruce Middle School Implementation Day – Students shared with staff traditional dance. A former CNB student spoke to staff about trauma informed practices and intergenerational trauma. The student shared her experiences as an Indigenous learner and ways to ensure classrooms and schools are safe and inclusive spaces for Indigenous youth.

Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities

Hayden Wilson, Honour Drum Recipient, George Elliot Secondary School. Students are chosen by their Indigenous Student Advocates taking into consideration their participation in cultural activities, leadership and/or academic achievements.



Indigenous students at Peachland Elementary School participated in a Harmony Day/Anti-Bullying activity with the school.



Nicole Spletzer, École Kelowna Secondary School, proudly posing with her Blanket Exercise Training certificate.



Central Okanagan Public Schools

Equity in Action – Our Indigenous Education Responsibilities

Chief skəmxist - Black Bear

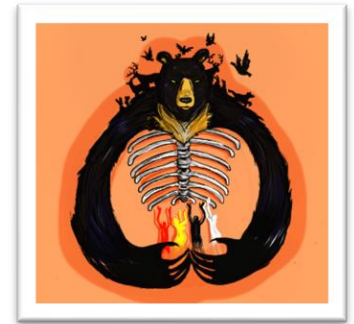
Our Commitment:

Traditional, protocols, culture

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

What we are doing:

- The Indigenous Education department provides academic support to Indigenous learners K-12, in a variety of ways:
 - Indigenous Student Advocates provide support in and out of classrooms, attend academic support meetings fostering home and school connections, and provide one to one academic assistance in Indigenous Gathering spaces at all school sites.
 - Secondary School Indigenous Education Teacher Tutors provide academic support to all Indigenous Students grades 9-12. Secondary Indigenous students are tracked on an ongoing basis to ensure we are responsive to ongoing needs and responding in a timely manner.
 - Indigenous Education Early Learning Support teachers provide early literacy support to Indigenous Learners K-6, with a strong emphasis on early Literacy intervention for Indigenous Learners K-3.
 - Academy of Indigenous Studies at secondary schools provide opportunities for Indigenous students to receive credit in courses such as English First Peoples, BC First Peoples, and Indigenous Leadership with Indigenous curricular content taught through Indigenous ways of knowing and being.



Constable Neil Bruce Middle School
Indigenous Leadership Class learning
on the land.

Central Okanagan Public Schools

Equity in Action– Our Indigenous Education Responsibilities



Indigenous Academy Leadership students at Mount Boucherie Secondary School actively promoted Indigenous Knowledge and Understanding throughout the school year. Awareness campaigns included, but were not limited to, projects on Residential Schools and the recent discovery of the 215 unmarked graves,

Orange Shirt Day, Red Dress Project and sharing the Okanagan Language. The Red Dress project was included in the following Daily Courier Article: https://www.kelownadailycourier.ca/news/article_dfd82bf0-a796-11eb-b37c-6f772445d816.html?utm_medium=social&utm_source=twitter&utm_campaign=user-share



Indigenous Education Early Learning Support Teacher, Erin Reid, working with Indigenous Learners at Hudson Road Elementary School on Literacy and Identity.



Erin Reid providing early learning support to students at Chief Tomat Elementary School.

Central Okanagan Public Schools

Establishes New Partnership to Support Equity in Action

As Canada seeks responses to the Truth and Reconciliation Commission Calls to Action, university researchers and local partners have come together to seek respectful ways for educators to align their teaching practices toward reconciliation.

UBC Okanagan is receiving a \$1 million Social Sciences and Humanities Research Council (SSHRC) grant to establish a partnership research initiative for the next five years.

The project—**Co-Curricular-Making: Honouring Indigenous Connections to Land, Culture and the Relational Self**—is led by Margaret Macintyre Latta, Director of UBC Okanagan's School of Education. Community partners include the Okanagan Nation Alliance, Central Okanagan Public Schools, IndigenEYEZ, Kelowna Art Gallery, Kelowna Museums Society and the universities of Alberta and Ottawa.

The partnership will bring local Elders and Knowledge Keepers together with participating educators and the extended community. By the end of the five-year project, teachers and their students will have gained deeper understandings of Syilx culture with teachings that connect land, culture and understandings of self in the world.

University and community partners will design and deliver learning opportunities that will help teachers in confronting and challenging the colonizing practices that have influenced education.

These experiences will study the education conditions that challenge participation in reconciling conversations, grapple with personal narratives, and grow understandings of the histories of colonized and colonizers.

Over 75 educators have expressed interest in being a part of the year one research project. The university will also employ a research assistant who will work closely with the Indigenous Education Department to document the progress towards reconciliation and equity in action. The goals of the SSHRC grant align with the goals of the Equity in Action Agreement, enabling further advancement of the Equity in Action for Truth and Reconciliation Agreement.



Central Okanagan Public Schools

Our Seven Priorities for the 2021/2022 School Year

The following seven priorities will be a focus during Year 2 of Equity in Action for Truth and Reconciliation:

- Implementing targeted interventions for priority students with a focus on Indigenous early learners.
- Implementing the Academy of Land-Based Learning for Indigenous Middle School students.
- Broadening the Elder in Residence Program to include more schools.
- Expanding culturally-responsive interventions as an alternative to students on suspensions.
- Implementing Year One of the Social Sciences and Humanities Research Council Grant Project – [Co-Curricular Making: Honouring Indigenous Connections to Land, Culture and the Relational Self \(https://drive.google.com/file/d/1uYmyPOly7S8GOhYU3E2iY1oO1_0m0I9M/view\)](https://drive.google.com/file/d/1uYmyPOly7S8GOhYU3E2iY1oO1_0m0I9M/view).
- Co-partnering with the Kelowna Art Gallery, Kelowna Museums, and Sncewips Heritage Museum to support the [Witness Blanket Exhibition Implementation \(https://drive.google.com/file/d/146z1_d2T-oExHw05E37jkwM1CzN_vu0k/view\)](https://drive.google.com/file/d/146z1_d2T-oExHw05E37jkwM1CzN_vu0k/view).
- Continuing to support cultural competency learning for staff and students.

IF WE BELIEVE...

That equity is everyone's responsibility

That equity fuels the art of possibility for each Indigenous learner

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

And, that equity is about nurturing the spirit

THEN...

**Together, we will create the conditions that empower each Indigenous
learner**

to be cultural, confident, and courageous.

Central Okanagan Public Schools

Acknowledgements

The District's Equity in Action Working Committee met, virtually, four times during the 2020-2021 school year to deepen shared understandings of equity, deconstructing otherness, allyship, and reconciliation.

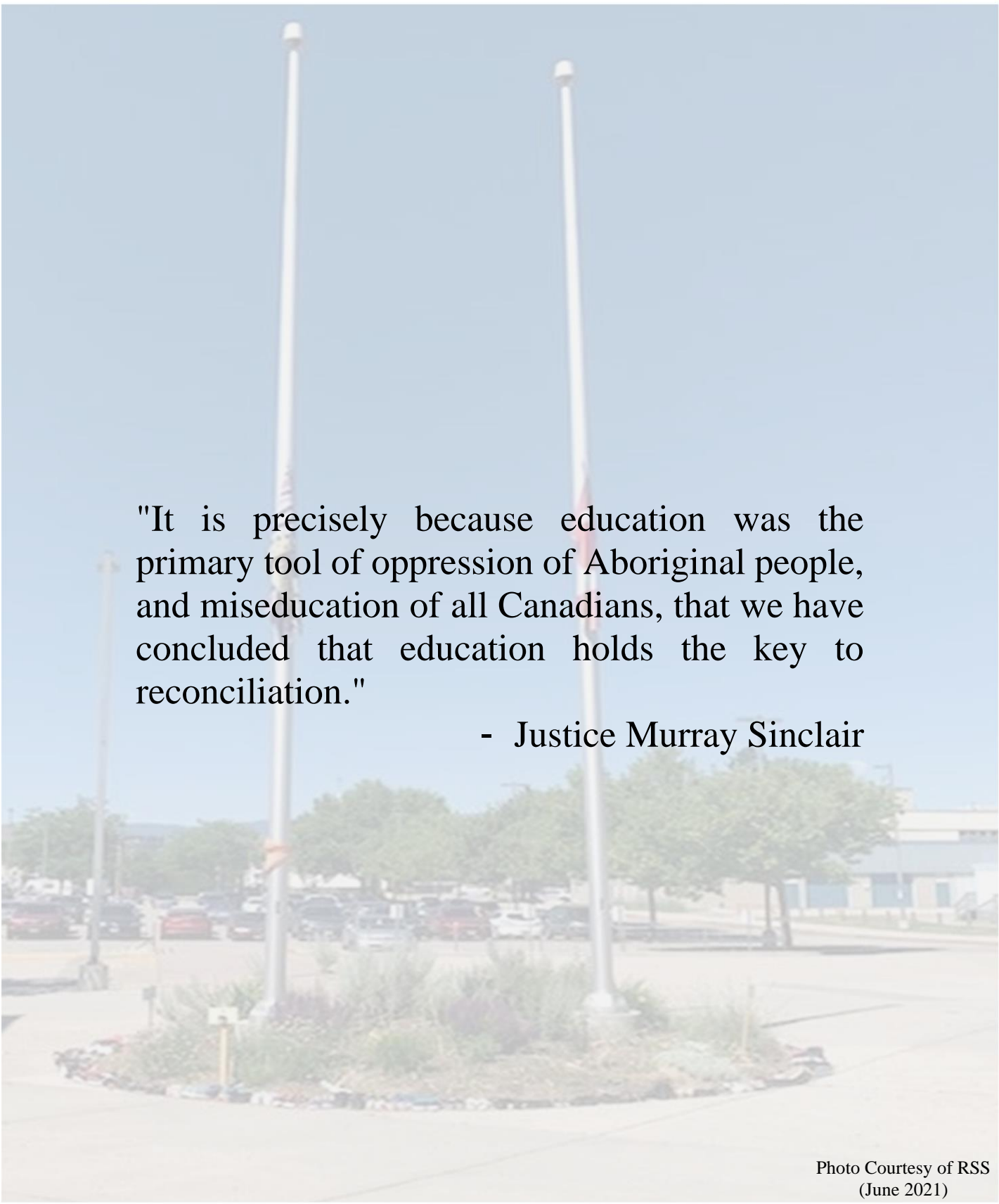
Limlœmt (Thank you) to all involved in supporting and coordinating the District's journey towards equity.

Equity in Action Working Committee

Adrian Zuyderduyn – BME Vice-Principal	Kevin Kaiser – Indigenous Education Resource Teacher
Amanda Berry – Indigenous Youth Wellness Worker	Kyle Hamilton – University of British Columbia
Ann Bell – Lake Country Native Association	Lori Dawson Bedard – COTA 1 st Vice President
April Mercereau – Indigenous Student Advocate	Margaret Macintyre Latta – University of British Columbia
Brad Kuhn – ELE Principal	Michael Ross – Teacher
Bill Cohen – University of British Columbia	Misty Smith – Teacher
Christey Hughes – Vice-Principal, École Kelowna Secondary School	Monique West – AME Principal
Christina Pulice-Smith - Teacher	Nathen Elliott – CPS Vice-Principal
Darryl Smith – Vice-Principal, George Elliot Secondary School	Nina Ferguson – PSE Principal
Denise Clough – Education Services Manager, Westbank First Nation	Pamela Barnes – Westbank First Nation Elder
Deanna Necan – Indigenous Student Advocate	Raquel Steen – Assistant Superintendent
Erin Reid – Indigenous Education Resource Teacher	Roberta Robin Dods – Kelowna Friendship Society
Fernanda Alexander – Councillor, Westbank First Nation	Ryan Mansley – MBS Vice-Principal
Greg Hyslop – Teacher	Sherri McKinnon – District Principal, Learning Support Services
Harley Johnson – Indigenous Youth Wellness Worker	Simone Gauthier – Indigenous Student Advocate
Jarret Atkins – RSS Vice-Principal	Stephanie Mason – Indigenous Student Advocate
Jasmeet Virk – SMS Vice-Principal	Steven Labrie, CLE Vice-Principal
Jeremy Sanbrooks – PGE Vice-Principal	Sue Stevenson – NGE Principal
Joanne De Guevara – District Principal, Indigenous Education	Terry Beaudry – Deputy Superintendent of Schools
Kelly Terbasket - IndigenEYEZ	Tracy Cramer – Teacher
Kevin Kaardal – Superintendent of Schools/CEO	Violeta Malfair – District Administrator, International Education and Welcome Centre
	Wynter Oakes – MBS Vice-Principal

1st Annual Report Prepared By

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

A photograph of two tall, silver flagpoles standing in a paved area, likely a parking lot. The flagpoles are positioned on either side of a small, circular landscaped area with low-lying plants. In the background, there are several parked cars, trees, and a building under a clear blue sky. A rainbow gradient bar is visible at the top of the page.

"It is precisely because education was the primary tool of oppression of Aboriginal people, and miseducation of all Canadians, that we have concluded that education holds the key to reconciliation."

- Justice Murray Sinclair

Photo Courtesy of RSS
(June 2021)



Memorandum

Date: September 14, 2021
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Re: **2021 School Opening Report – Part 1**

1. RELEVANT BOARD MOTION/DIRECTION

Annual report requested by the Board.

2. BACKGROUND

This report covers the time period of September 7, 2021 through to September 14, 2021 (unless otherwise noted) and provides an update regarding the first days of the 2021/2022 school year. There will be additional adjustments and refinements in the coming weeks, and these will be reported at the next Public Board Meeting on September 29, 2021. It is also important to note that data coming from the middle and secondary schools is subject to significant variation at this time. Elementary school enrolment information is more accurate; however, several schools still have new registration issues to resolve which will impact enrolment numbers at neighbouring schools. Once school enrolments are confirmed, individual school information will be provided.

3. SUPERINTENDENT'S COMMENTS

School Opening

The District has had a great start to the 2021/2022 school year. The opening of École H.S. Grenda Middle School has been a tremendous success. Congratulations to Principal Michelle Relova, Vice-Principal Sarah Watson and all of the staff (teachers and support staff) who made this possible, working over the summer. A special thank you to our Purchasing Manager, Lloyd Pendleton and his team who made sure furniture and supplies arrived. Congratulations to Director of Operations, Mitch Van Aller and his team, as well as Learning Technology Manager, David Swystun and his team.

COVID-19

A Communicable Disease Plan has been prepared and School Safety Plans are in place.

Health & Safety Measures	Approach for 2021/2022
New	<ul style="list-style-type: none">• Vaccinations• Extra curricular activities and sports resume• Regional health measures, as needed• Gatherings and events can occur in alignment with PHO orders• Visitors and community use welcome (follow H&S Plan)• Limited notifications determined by Interior Health
To Continue	<ul style="list-style-type: none">• Mask requirement for grades 4 - 12• Health & Safety Checklist• Daily Health Check and attendance management• Not coming to school when sick• Enhanced cleaning (1x/day)• Hand hygiene• Ventilation• Case and contact management
No longer recommended	<ul style="list-style-type: none">• Cohorts• Physical distancing of 2m

We are excited and hope to offer a world class education. I am pleased to see school sports, fine arts and other co-curricular and extra-curricular activities get underway.

4. INFORMATION STATEMENT

District Enrolment Trends

In the spring of 2021, the projected headcount for September 30, 2021 was 22,714, which represented an anticipated increase of 1% of students from the same time last year. As of September 14, 2021, 23,179 students were registered in our system, representing an increase of 2% over projections and 2.6% over last year's September 30, 2020 numbers (22,581). These numbers do not include International students or Alternate Education students. Having noted this, it is important to recognize that schools are continuing to accept registrations and following up with student absences/withdrawals. A more accurate count of student enrolment will be provided in Part 2 of the 2021 School Opening Report at the September 29, 2021 Public Board Meeting, as well as following the September 30th 1701 submission to the Ministry of Education.

Currently 98% of students are attending in-class instruction with 2% attending eSchoolBC.

International Education Program and The Welcome Centre

The Central Okanagan Public Schools' International Education Program continues to be attractive to students from around the world due to the outstanding efforts of our staff, our quality schools, and welcoming community. Despite the challenges of the past year and half, the International Education Program has been able to return enrolment to pre-pandemic levels.

We have 525 students confirmed to come to the Central Okanagan during the 2021/22 school year. To date we have 423 fee paying students who have arrived and another 9 coming over the next week for the beginning of the 2021/2022 school year. Presently we have 93 students planning to arrive for the second half of the school year.

The long-term and short-term program students currently in Canada represent approximately 359 FTE. Those students who are planning to arrive in semester 2 this school year would bring the total to 406 FTE for the 2021/2022 school year.

The students attending in the International Program for the 2021/2022 school year represent 29 countries and jurisdictions including: Austria, Bangladesh, Belgium, Brazil, China, Columbia, Czech Republic, Denmark, France, Germany, Hong Kong, Italy, Iran, Japan, Luxembourg, Macau, Malaysia, Mexico, Portugal, Republic of Korea, Slovakia, Spain, Switzerland, Taiwan, Thailand, Turkey, United Kingdom, United States, and Vietnam.

The Central Okanagan Public Schools' Welcome Centre helped to settle 229 students and their families into the District and community in 2020/2021. The number was lower than the previous year of 307 in 2019-2020 due to border restrictions. However, with eased travel restrictions, we are seeing an increase in enrolments for school opening this year. Our Welcome Centre staff have welcomed 199 students and their families from 36 countries to the Central Okanagan compared to last year's new registrations in September of 89 students. There are currently 1,613 newly immigrated children attending Central Okanagan Public Schools - all of whom are supported through the Welcome Centre and the Settlement Workers in Schools (SWIS) Program. This is over double the number of new students that we registered in September 2020.

The Central Okanagan has become a settlement destination and has seen a steady influx of families from an ever-growing number of countries around the world. Students from 84 different countries are currently attending Central Okanagan Public Schools. The countries represented include: Afghanistan, Argentina, Armenia, Australia, Austria, Bahamas, Bangladesh, Barbados,

Belgium, Brazil, Burkina, Burundi, Cambodia, Cayman Islands, Chile, Colombia, Congo, Costa Rica, Croatia, Cuba, Dominican Republic, Ecuador, Egypt, El Salvador, Ethiopia, France, Germany, Ghana, Greece, Haiti, Honduras, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Lebanon, Libya, Mexico, Moldova, Morocco, Myanmar, Nepal, Netherlands, New Zealand, Nigeria, Pakistan, Peru, Philippines, Poland, Portugal, Republic of China, Republic of Korea, Romania, Russia, Saudi Arabia, Serbia, Singapore, Slovakia, South Africa, Spain, Sri Lanka, Sudan, Switzerland, Syria, Thailand, Turkey, Ukraine, United Arab Emirates, United Kingdom, United States, Venezuela, Vietnam, Wales, and Yemen.

The large numbers of newly arrived students and their families continue to have a positive impact creating a much more culturally diverse and globally aware local community. Our students, teachers and schools are enriched through the exchange of ideas and infusion of culture from around the world.

Human Resources Recruitment

The Human Resources Department has completed the initial placement of teaching staff for school start-up. To date, additional staff has been added to Constable Neil Bruce Middle School, George Elliot Secondary School, École Kelowna Secondary School, Mount Boucherie Secondary School, Okanagan Mission Secondary School, and Rutland Senior Secondary School.

Staffing at the elementary, middle and secondary levels has surpassed projections. With classes starting on September 7th, the secondary schools are still working to balance class size and composition requirements.

With the requirements for staffing outlined in the Letter of Understanding 17 with respect to District ratios, we are still working to recruit an Occupational Therapist.

During the months of May and June, a total of 263 teacher postings were processed. This summer approximately 174 full-time temporary contracts were awarded to teachers. There were 196 part-time temporary contracts and additions awarded. The majority of these temporary assignments were created due to unfilled postings or teachers taking a leave of absence for a variety of reasons (maternity and parental leaves, medical leaves, leaves to participate in job share assignments and self-funded leaves). Since September 2020, approximately 195 new teachers were hired into temporary contracts or placed on our Teachers Teaching on Call (TTOC) list. We anticipate continued recruitment with an emphasis on French Immersion, Library, Learning Assistance, Resource, Counselling, Occupational Therapist, and School Psychology.

In addition to other universities within and outside of our province, our partnership with the Teacher Education Program at the University of British Columbia-Okanagan (UBC-O) continues to provide our District with high quality beginning teachers throughout K-12. We expect a graduating class of approximately 112 elementary, middle and secondary teachers in December 2021. We are currently hosting a large majority of the teacher candidates from UBC-O, as well as student teachers from the University of Victoria, University of Calgary, Vancouver Island University, Thompson Rivers University, and University of British Columbia – Vancouver.

Over the months of September and October, we will be recruiting CEA's, Bus Drivers, Student Support Service staff and Teachers.

During the 2020/2021 school year, the Human Resources Department processed:

- 334 support staff postings, which included 71 CEA postings

- 263 teacher postings during the Spring staffing period
- 65 senior staff, Principal and Vice-Principal, and Management changes (retirements, resignations, appointments, reassignments)

The selection process for the following senior staff and management positions were concluded:

- Assistant Superintendent
- District Principal of International Education Program
- District Administrator: International Education and Welcome Centre Program
- Principals
- Principal of eSchool23
- Vice-Principals
- Vice-Principal of Indigenous Education
- District Health and Safety Manager
- Health and Safety Manager – Worksafe Injury Management
- Learning Technology Department Assistant Manager – IT Project Management
- Executive Assistant – Human Resources/Labour Relations
- International Education Homestay Coordinator

We now employ close to 3,693 employees (head count) which includes 7 Trustees, 41 (District-Level Senior Administration/District-Level Exempt Staff), 94 administrators (Principals/Vice-Principals), 1,867 teachers/teachers teaching on call and 1,684 support staff. Hiring teachers teaching on call or Certified Education Assistants for vacant positions is continuing.

Financial

The external auditors have concluded their year-end review of the District's financial reports. The fiscal and accounting and control processes were once again found to be comprehensive and appropriate.

Facility Updates

Throughout the summer season, the Operations Department was very busy completing numerous projects. This work was in addition to the normal summer 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. See 'Appendix A' for a description of the summer work which was completed. There was no, or very little, disruption for the start of the 2021/2022 school year.

Technology

Over the summer, the Learning Technology team completed the following projects and upgrades to support education and business operations and to empower staff and students in their work:

- technology "refresh" for 8 schools and device upgrades for 14 schools that included 1,500 chromebooks , 5 computer labs, 650 laptops and 200 ipads
- technology "set-up" for the new École Hank Grenda Middle School
- network and internet bandwidth upgrades to 5 middle schools, 1 secondary school and 1 elementary school
- continued development and preparation to implement SparkEd Enterprise Resource Management (ERP) system that will enhance business operations in finance, payroll, human resources, operations and employee services (launch January 2022)
- continue to support families with options to purchase personal learning devices for their students (170 chromebooks, 49 laptops)
- upgrade to FreshGrade Connect and the introduction of Minga, the school community communication platform

In alignment with the District's Revised Strategic Plan, the Learning Technology Department has prioritized the following projects for 2021-2022 school year:

Equity & Excellence in Learning

- Digital Equity for all students and families
- Support for Personal Learning Devices in all Secondary Schools
- Deployment of Digital Training options for all Central Okanagan employees

Family & Community Engagement

- Development of a parent portal that provides a "one-stop-shop" experience for all parent/guardian digital services.
- Partnership with COPAC to provide learning opportunities for parents on Digital Wellness for Families.
- Implementation of the Minga School Community communication platform.

System Wellbeing

- Co-creation of Digital Wellness Strategies - Design Thinking Network with K-12 Educators.
- Continued enhancements to the District Privacy and Security Framework providing safe, secure, and reliable network services for students, staff, and community members.

Transformative Leadership

- Establish a Technology Client Services Team to enhance and support technology through a continuous improvement model.
- Support Learning Technology Lead Teachers in schools to enhance learning environments through the integration of technology.

Transportation

On February 26, 2020, after an extensive review, the Board of Education approved changes to Regulations 425R – Student Fees (Regulations) and 470R – Transportation Services Management (Regulations) Guiding Principles for Transportation in Central Okanagan Public Schools.

Transportation Projects and Accomplishments

Transportation Services has implemented several significant processes and changes which support the vision and goals of the Department and Board, which is reflected in the recently updated Transportation Policies.

- a) Providing Transportation Services under contract to Westbank First Nations Sensisyusten School
- b) Implemented Traversa Routing Software
- c) Managing Transportation fees in the District's School Cash Online Account
- d) Developing a process to ensure transportation data is consistent with student data in MyEducation BC
- e) Worked with International Education for transportation of our International students and required number of seats are reserved for these students
- f) Implemented procedures with Student Support Services to ensure all students have the opportunity to ride the school bus and benefit from inclusive education and supports available on our special needs bus routes
- g) Ongoing bus route reviews to ensure we are operating in an efficient manner and bus stops are placed in a safe and accessible location
- h) Purchase of 1 Electric Special Needs School Bus
- i) Ongoing School Bus Driver Training for 105 school bus drivers

School Bus Transportation Application Process

- a) The application for transportation process was moved to the District's fee system which enables families to register their students all in one form

- b) A Transportation timeline was developed and has been very successful in terms of communicating transportation processes and expectations for parents, schools and stakeholders
- c) The timeline and policies related to transportation have been the foundation of how the Department is managed and when important information is communicated
- d) To be considered for transportation service in the 2021-2022 school year, parents or caregivers were required to submit an application for transportation before May 31, 2021
- e) A majority of bus routes are operating at full capacity with 84% of the riders being eligible
- f) Reserved seats for late eligible applicants have been assigned and we currently have 21 late eligible applicants across the District, waiting for a seat assignment

Transportation Summary – September 10, 2021

5,335 Processed Applications

- 1360 Other processed applications – less than 2kms, School of Choice, Second Pass, No Transportation provided (no transportation service provided to the school)
- 332 Applications received since September 7, 2021, which are currently being processed
- 7027 Total applications received since February 16, 2021

Transported Students – September 10, 2021

- 69 School Bus Routes
- 4307 Assigned Seats
- 3608 Eligible students assigned to a bus route
- 563 Courtesy riders assigned to a bus route
- 100 Special Education students assigned on 10 SPED routes
- 36 Special Needs students assigned to a regular bus route

Communications

- a) The Transportation Services website contains information regarding Timelines, links to Transportation Policies, Eligibility for Transportation, Fee and Payment information and School Bus Safety.
- b) The transportation application form contains information regarding service levels, bus rider rules, transporting students during COVID, privacy and protection information, in which all must be acknowledged before the application can be submitted.
- c) Every application processed receives a reply with information regarding the student's eligibility, confirmation if a seat has been assigned and assignment of fees.
- d) General reminders regarding application for transportation opening date, closing date and timelines are sent to parents throughout the school year.

COVID-19 Restart in Transportation

The Communicable Disease Plan - Appendix 2 outlines service levels for transportation. Some of the key items include:

- a) Bus drivers 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) on the school bus, except while driving.
- b) 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. No child is refused a ride and masks are provided and offered to students who do not have one.
- c) Touchpoint cleaning between bus runs will continue on all school bus routes.
- d) Daily disinfecting of the school bus continues.
- e) Hand sanitizer will be available on the bus for drivers and students.
- f) Seats inside the school bus are numbered and students will have assigned seating.
- g) No food or beverages permitted on the school bus (except a personal water bottle).

h) No guest riders will be permitted, only registered students may ride.

5. NEXT STEP

An update will be provided at the next meeting of the Board of Education on September 29, 2021.

6. APPENDIX

A. Description of Operations 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.



Memorandum

Date: September 10, 2021
To: Board of Education
From: Planning and Facilities Committee
Prepared By: Mitch Van Aller, Director of Operations

Action Item: **Enhancement Agreement – Davidson Road Elementary School 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 RECOMMENDATION

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 15, 2021 Public Board 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

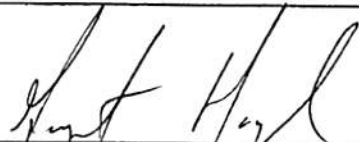
school contribution	\$	-
PAC contribution	\$	25,000.00
Balance	\$	-
Loan Request from District	\$	-

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

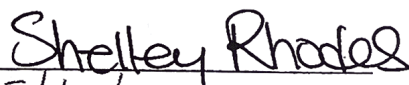


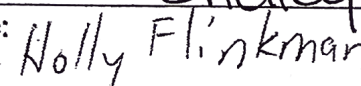
Name:

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

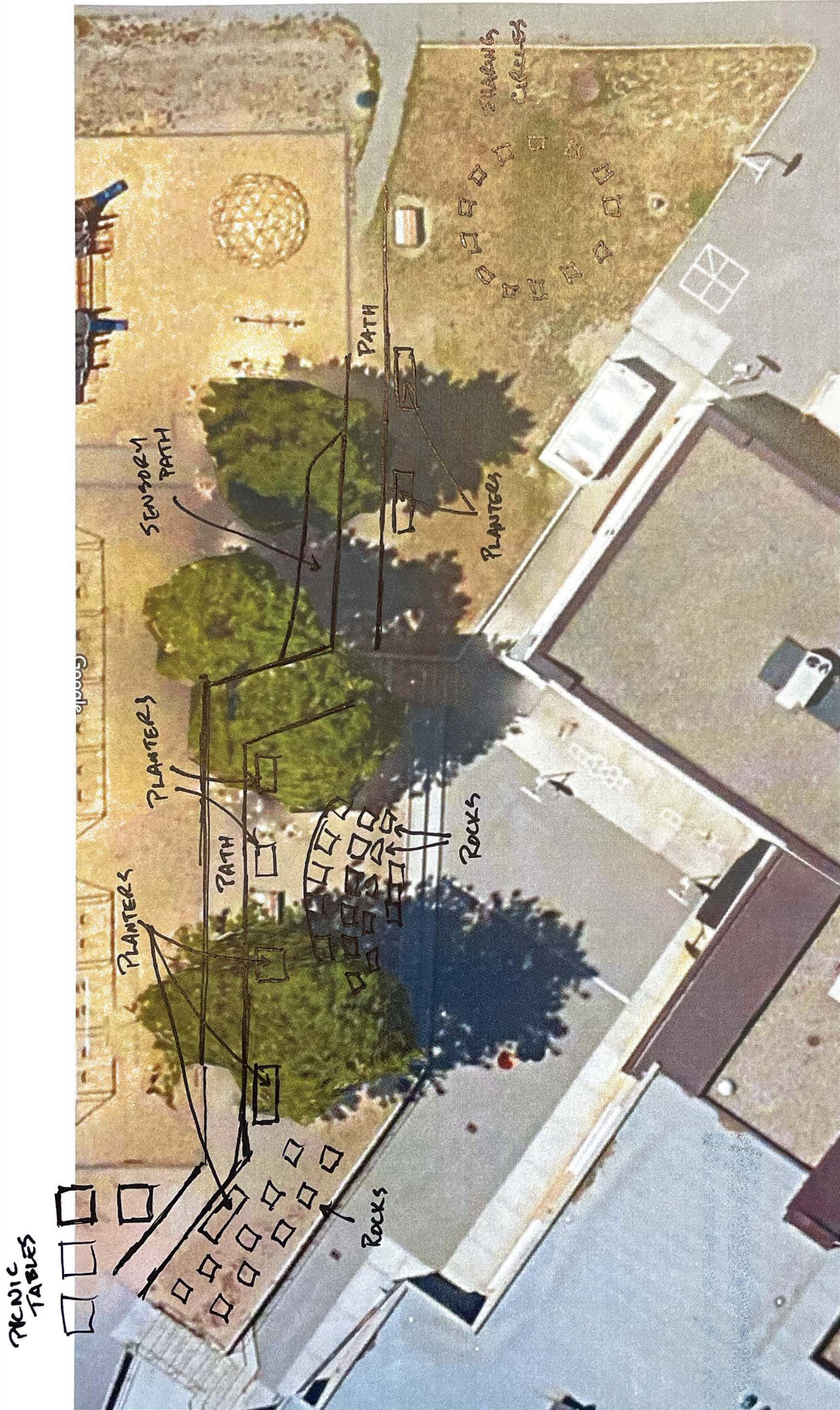
Parking spot draw for May:

Shelley R

8 Adjournment

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

APPENDIX D



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.



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

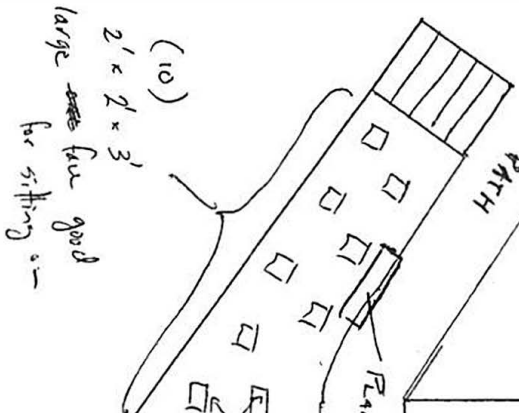
Vinyl-coated steel design provides comfort, style and durability.

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



17

Picnic TABLES



(10)
2' x 2' x 3'
large area for sifting

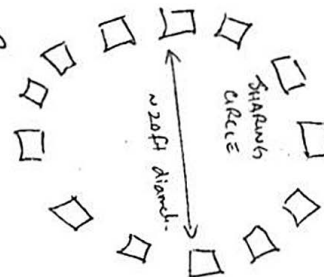
(16) = 2' x 3' and four good for sifting on (flat) area

large slabs

very flat.
3' x 3' x 8"
(3) approx depth

(16) = 2' x 2' x 3'
large area for sifting

Fire Hydrant



20ft diam.

Shallow circle



Memorandum

Date: September 10, 2021
To: Board of Education
From: Planning and Facilities Committee
Prepared By: 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 RECOMMENDATION

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 15, 2021 Public Board 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.

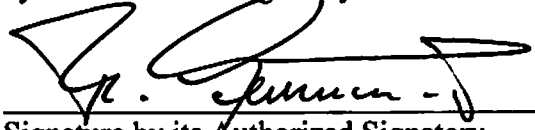
IN WITNESS WHEREOF the parties have hereunto executed this Agreement in the presence of their duly authorized signing officers on that behalf the day and year first above written.

**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

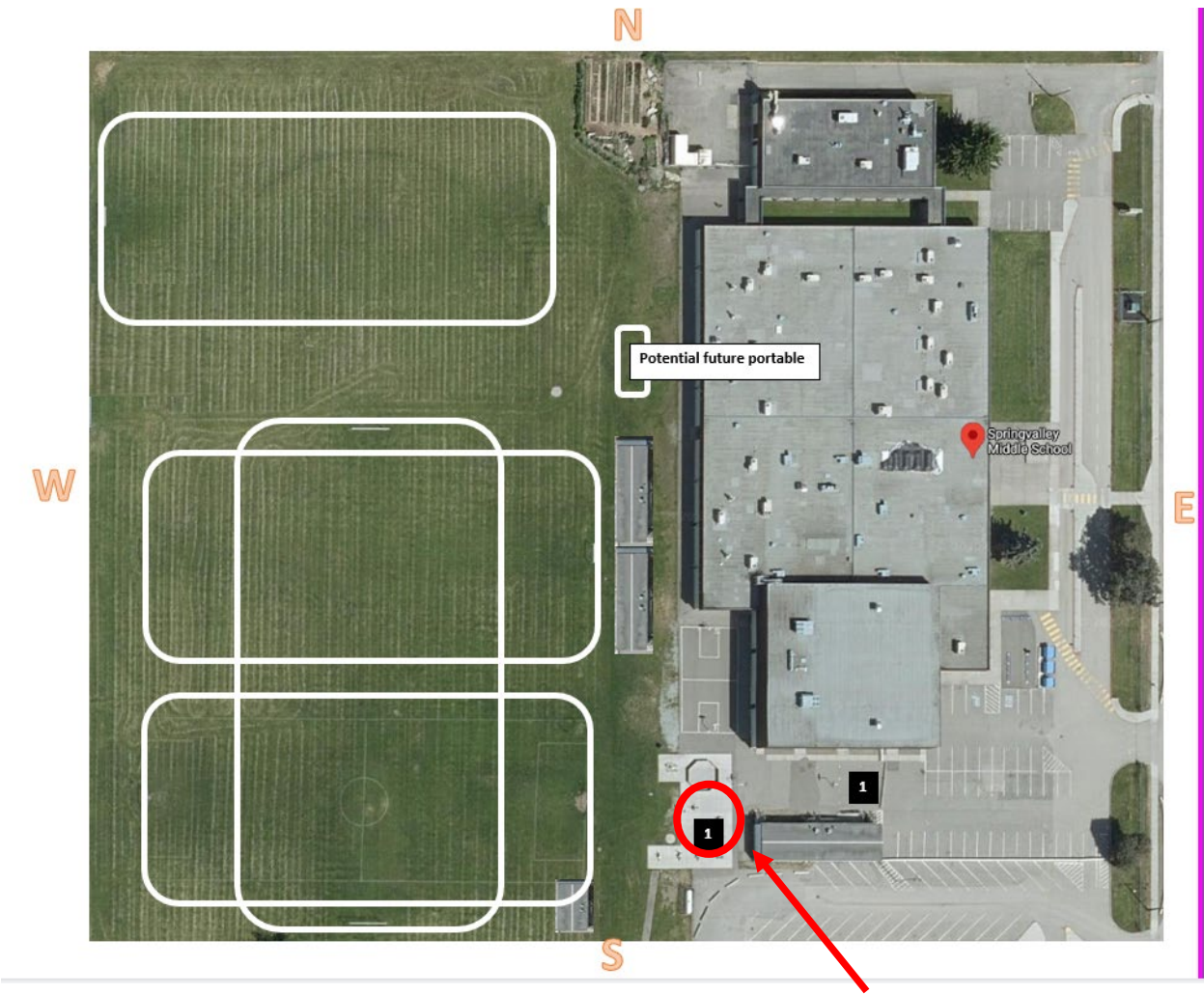
**THE SPRINGVALLEY MIDDLE
SCHOOL PAC**
by its Authorized Signatory:



Signature by its Authorized Signatory

Megan Elmhurst, PAC President

APPENDIX C



New Gaga ball pit location. Outdoor exercise equipment currently in that location will need to be relocated in the same area.

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

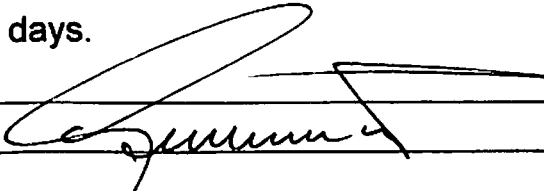
Funding Sources

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: September 10, 2021
To: Board of Education
From: Planning and Facilities Committee
Prepared By: 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 RECOMMENDATION

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 15, 2021 Public Board Meeting.



Memorandum

Date: September 10, 2021
To: Board of Education
From: Planning and Facilities Committee
Prepared By: 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 RECOMMENDATION

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 15, 2021 Public Board Meeting.



Section Four: Students

“Together We Learn”

405R – STUDENT PLACEMENT (REGULATIONS)

1. Placement

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

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

2. Enrolment Priorities

Priority shall be given to students on the following basis:

- catchment or French Immersion catchment area students who, in the previous year, attended the school;
- catchment or French Immersion catchment area students who, in the previous year, were ‘placed’ by the district in a different school;
- siblings of catchment or French Immersion catchment area students;
- ~~returning catchment area students that have transferred into the school or program they previously attended from eSchoolBC;~~
- new catchment or French Immersion catchment area students;
- siblings of non-catchment or non-French Immersion catchment area students currently enrolled in the school;
- non-catchment area or non-French Immersion catchment area students who request to attend the school which is other than their catchment area school;
- non-district area students;
- international students.

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

3. Capping

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



Section Four: Students

“Together We Learn”

- 3.1 Decisions related to capping of a school will be made by the Board of Education considering the advice of the Superintendent of Schools/CEO, and after consultation with the school community.
- 3.2 Decisions related to capping of a grade will be made by the appropriate family of schools Assistant Superintendent, in consultation with the parent(s)/guardian(s)/student(s), the two Principals involved, those affected in the school community, and the Director of Operations or designate if necessary.
- 3.3 Decisions related to reassigning a student to a school other than their catchment area school will be made by the appropriate family of schools Assistant Superintendent, in consultation with the parent(s)/guardian(s)/student, the two Principals involved and the Director of Operations or designate if necessary.
- 3.4 The Assistant Superintendent will provide to the Principals a form letter to communicate to parent(s)/guardian(s) the relocation of the student to another school and explaining the procedure.
- 3.5 The home catchment area Principal will place students on a chronological waiting list and will notify the parent(s)/guardian(s)/student when space becomes available.
- 3.6 When notified that space is available, parent(s)/guardian(s) will have the option of returning the student to the catchment area school, either immediately or at the beginning of the new school year, or have the student remain at the school to which they were relocated through capping. If the latter is chosen, the parent(s)/guardian(s)/student will be responsible for transportation.

4. Non-Catchment Area Student Registrations

- 4.1 Each year, the Board will establish a formal registration period during which time a parent/guardian (or a student who is living independently) may seek to be enrolled at a school or program outside their catchment area in the following school year. Applications for enrolment will be considered in accordance with the Enrolment Priorities set out in Section 2 above, provided there is space in the school. Applications received after the formal registration period will be considered in September following the procedures identified in 4.2, 4.3 and 4.4 of these Regulations.
- 4.2 Applications for students from outside the school's catchment area will be placed on a chronological waiting list, based on the date and time the



Section Four: Students

“Together We Learn”

registration is received. After the students from within the catchment area have been placed into classes, non-catchment area students may be accepted into the school from the established Registration Priority waiting list.

- 4.3 The receiving Principal will notify the parent(s)/guardian(s) of the acceptance/rejection of the registration and of the student's position on the waiting list by the end of the first week in September.
- 4.4 Once a student is accepted into a school outside of their catchment area, siblings of this student will be accepted by established registration priorities and according to space being available.
- 4.5 Applications for transfers of non-catchment area students who are currently enrolled in the Central Okanagan Public Schools will be considered on a case-by-case basis taking into account the considerations set out in Section 5.1 of these Regulations. Applications for transfers will not be used to circumvent the Enrolment Priorities for non-catchment area student registration in this Section.

5. Reassignment Registrations

- 5.1 A reassignment of a student may occur if it is deemed to be in the best interest of the student and the school, after consultation with the receiving Principal and the parent(s)/guardian(s)/student.
- 5.2 The receiving Principal should notify the parent(s)/guardian(s)/student of the decision, at the earliest possible date.

6. Transportation

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



Section Four: Students

"Together We Learn"

7. Appeals

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

AMENDMENT

Date Agreed: April 23, 1980

Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
September 28, 1988; February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002

Date Amended: June 11, 2003; January 14, 2004; February 22, 2006; June 30, 2008;
May 8, 2013; January 27, 2016; February 22, 2017; June 26, 2019
September 2, 2020; January 27, 2021;

Date Reviewed: February 12, 2014

Related Documents: Policy 405, Policy 460, Regulations 460.2R, Forms F405.1, F460



**Central Okanagan
Public Schools**

Together We Learn

Central Okanagan Public Schools

Communicable Disease Plan

September 2, 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.

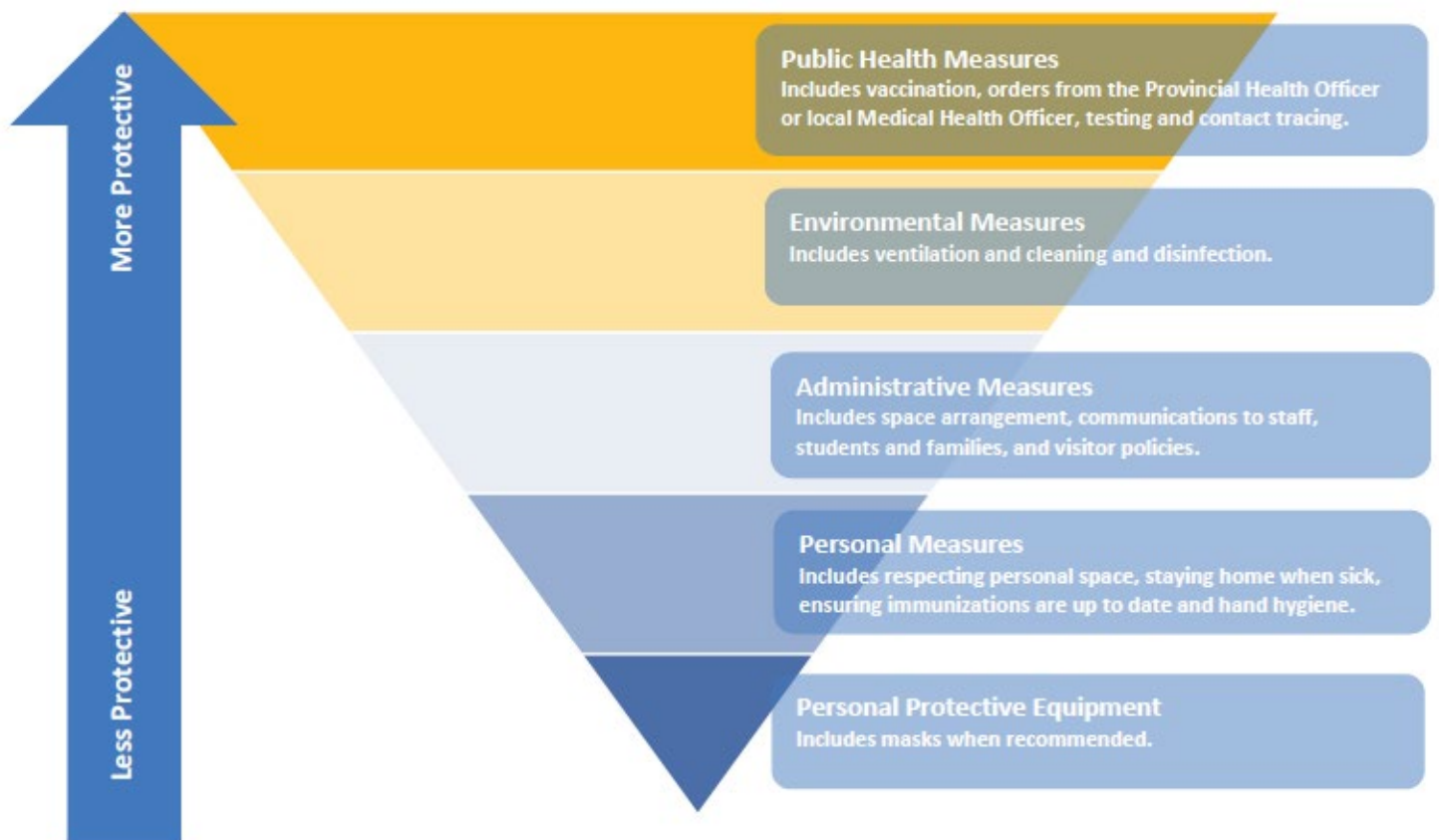
With the BC population highly immunized, there is a significantly greater community protection against COVID-19, including against the [Delta variant](#). Variants spread the same way as the original COVID-19, which means established prevention measures continue to protect against it. Emerging evidence 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, etc.); 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


Schools: In areas exclusively for staff (e.g. break rooms, photocopy rooms, school office) follow the guidelines outlined in this document.

Non-instructional Facilities: Non-instructional facilities (e.g. School Board Office, Hollywood Road Educational Services, maintenance/operations facilities, Dehart) will follow [WorkSafeBC guidance for workplaces](#).

In non-instructional facilities 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 (*See [Appendix 10](#) for current additional measures, recommendations, or Orders, if any), 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.

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](#).

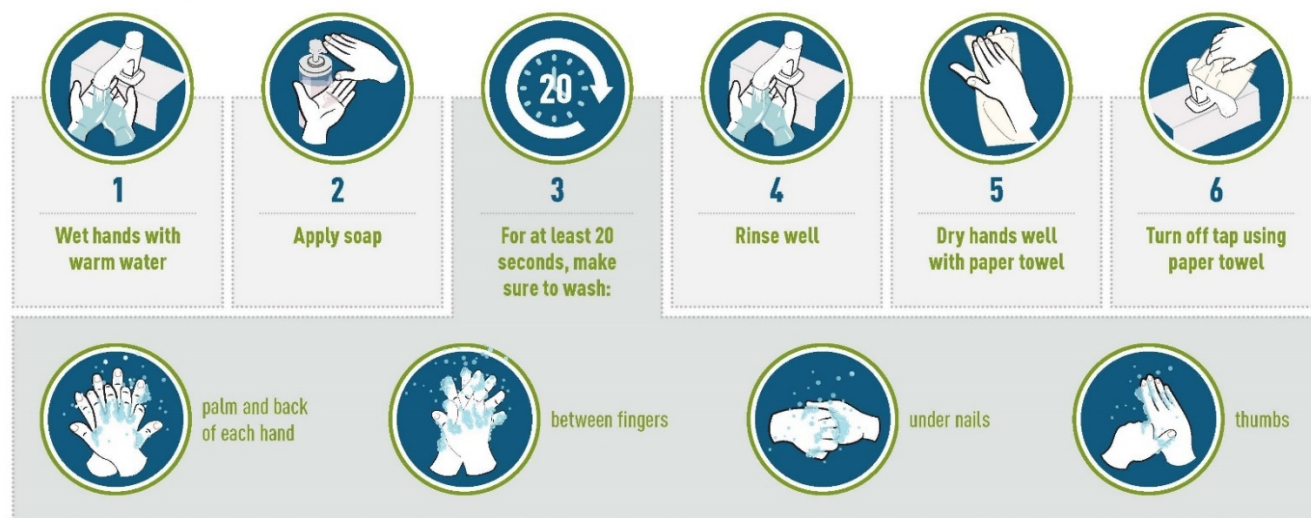
 DAILY HEALTH CHECK	
KEY SYMPTOMS OF ILLNESS	WHAT TO DO
Fever (above 38°C) Chills Cough Difficulty breathing Loss of sense of smell or taste	If yes to 1 or more of these symptoms: Stay home and get a health assessment. Contact a health care provider or 8-1-1 about your symptoms and next steps.
OTHER SYMPTOMS	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.

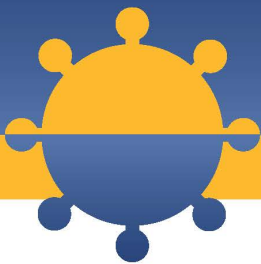


6. Dispose of the gloves following safe work procedures. Do not reuse the gloves.




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:



September 1, 2021

Dear School District Superintendents and Principals,

The new school year is around the corner and we are committed to supporting your efforts in welcoming students and staff back to school. Schools play an essential role in communities. Allowing children to return to closer-to-normal learning, recreational and social activities is important for their wellbeing during the pandemic.

In light of increased COVID-19 activity across the Interior Region, Medical Health Officers are recommending additional prevention measures above and beyond those included within the [Public Health Communicable Disease Guidance for K-12 Schools](#) and [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#). These measures should be implemented starting September 7th:

- Indoor assemblies are limited to 50 people or two classes (whatever is larger), in a single space.
- Visitors entering the school should be limited to those supporting activities that are of benefit to student learning and wellbeing (e.g. teacher candidates, immunizers, meal program volunteers, etc.).
- Extracurricular school sports should follow the [Interior Health Order](#) for Gatherings & Events, where sports and tournaments are allowed. Spectators should be limited to 50 people indoors and 100 people outdoors.

We will provide written notice when these additional prevention measures can be removed.

Ensuring everyone eligible has two doses of COVID-19 vaccine is the most effective protective measure. Everyone eligible who is entering a school is strongly encouraged to get fully vaccinated.

Public Health will continue to conduct contact tracing for every case of COVID-19. The Interior Health Communicable Disease Unit will connect with any student or staff who tests positive for COVID-19 to determine whether they were infectious at school. Individuals identified by public health as [close contacts](#) will be directly provided with information on what actions they should take, including whether they should self-monitor or self-isolate. School district Superintendents will be made aware when an exposure at school is suspected to have resulted in school transmission. In these situations, it is anticipated that self-isolation will be recommended for close contacts who are unvaccinated, which may be larger groupings of students and staff, including entire classrooms.

The K-12 Pandemic Recovery Team (formerly Rapid Response Team) will continue to provide support to all IHA schools, including independent and First Nations schools.

Please include this information where relevant in your communications to staff, parents/caregivers and students in advance of school starting.

Sincerely,

Dr. Sue Pollock
Interim Chief Medical Health Officer

Dr. Carol Fenton
Medical Health Officer

Dr. Karin Goodison
Medical Health Officer

Dr. Shobhit Maruti
Medical Health Officer

Dr. Silvina Mema
Medical Health Officer

Dr. Fatemeh Sabet
Medical Health Officer

We recognize and acknowledge that we are collectively gathered on the traditional, ancestral, and unceded territories of the seven Interior Region First Nations, where we live, learn, collaborate, and work together. This region is also home to 15 Chartered Métis Communities. It is with humility that we continue to strengthen our relationships with First Nation, Métis, and Inuit peoples across the Interior.



Memorandum

Date: September 10, 2021
To: Board of Education
From: Ryan Stierman, Secretary-Treasurer/CFO

**Information Item: Special Incamera Board Meeting Motions – Board Support for
COVID-19 Measures/Mandates**

1.0 RELEVANT BOARD MOTION/DIRECTION

Special Incamera Board Meeting – September 3, 2021

Main 21C-075

Moved by Trustee Fraser, Seconded by Trustee Bowman

THAT: The Board of Education supports all current Ministry of Education K-12 Health & Safety Guidelines (Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings).

CARRIED

Main Motion 21C-078 as amended by 21C-079

Moved by Trustee Bowman, Seconded by Trustee Desrosiers

THAT: The Board of Education encourages vaccinations in all eligible people.

CARRIED

OPPOSED: Trustees Tiede and Geistlinger

Main Motion 21C-082

Moved by Trustee Geistlinger, Seconded by Fraser

THAT: The Motions passed at the Incamera Board Meeting of September 3, 2021 be added to the Public Board Meeting Agenda for September 15, 2021.

CARRIED

2.0 BACKGROUND

At the Special Incamera Board Meeting on September 3, 2021, the Board of Education made the above noted motions.

3.0 SECRETARY-TREASURER/CFO'S COMMENTS

At the request of the Board, this information has been provided as part of the September 15, 2021 Public Board Meeting Agenda Package.



Central Okanagan Public Schools MEMORANDUM

Date: September 10, 2021
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
(Prepared by Bob McEwen, Executive Director of Human Resources)

Information Item: 2021-2022 School Calendar-National Day for Truth and Reconciliation

1.0 ISSUE STATEMENT

On August 12, 2021, the Minister of Education, the Honourable Jennifer Whiteside, issued Ministerial Orders that amend the School Calendar Regulation.

These Ministerial Orders provide the required hours of instruction for students in the 2021/2022 school year. These changes were made as a result of the federal government's newly proclaimed National Day for Truth and Reconciliation on September 30, and the recent provincial government announcement that it has advised public sector employers to honour this day and therefore that most schools will be closed that day.

2.0 IMPACT

The required hours of instruction have been reduced by 5 hours for the 2021/2022 school year as follows:

For students in kindergarten, the required hours of instruction have been reduced from 853 to 848 in the 2021/2022 school year

For students in grades 1 to 7, the required hours of instruction have been reduced from 878 to 873 in the 2021/2022 school year

For students in grades 8 to 12, the required hours of instruction have been reduced from 952 to 947 in the 2021/2022 school year

In addition, the School Calendar Regulation provisions were amended. The requirement for a board to make proposed amendments to a school calendar publicly available at least one month before making the amendments does not apply to a board that amends the school calendar in 2021/2022 to include the National Day for Truth and Reconciliation.

The Executive Director of Human Resources has contacted the Calendar Committee to inform of the updated Ministerial Orders. A memo was sent to all staff updating the school calendar and recognizing September 30 as the National Day for Truth and Reconciliation.

3.0 APPENDICES

- A. School Calendar Regulations (Updated August 12, 2021)
- B. Updated School Calendar
- C. Updated School Calendar Table

SCHOOL CALENDAR REGULATION

Authority: *School Act*, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

B.C. Reg. 314/12	Deposited November 8, 2012
Amended by B.C. Reg. 203/2015.....	Deposited November 4, 2015
Amended by B.C. Reg. 211/2016.....	Deposited August 3, 2016
Amended by B.C. Reg. 033/2018.....	Deposited February 1, 2018
Amended by B.C. Reg. 138/2019.....	Deposited April 17, 2019
Amended by B.C. Reg. 221/2021.....	Deposited August 12, 2021

NOTICE: The following regulation is not the official version. To obtain an official version of this regulation please contact Crown Publications, Queens Printer, Telephone (250) 387-6409, Fax (250) 387-1120 or Internet www.crownpub.bc.ca

Application of Regulation

1 This regulation applies to the school calendar for the 2013/2014 school year and subsequent school years.

Definitions

2 In this regulation:

"Act" means the *School Act*;

"day of instruction" means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;

"days in session" means, in respect of any school, the days in a school calendar year on which the principal, vice principals, directors of instruction and teachers of the school are scheduled to be available for instructional, non-instructional or administrative activities;

"non-instructional day" means, in respect of any school, a day in session in a school calendar year that is not a day of instruction;

"non-instructional period" means, in respect of any school, a period of time in a day in session in a school calendar year during which students do not receive instruction.

[am. BC Reg. 203/15, effective Nov 4/15]

Prescribed minimum hours of instruction

3 (1) Subject to subsection (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in each of the 2017/2018 and 2018/2019 school years:

- (a) 848 hours of instruction for students in kindergarten;
- (b) 873 hours of instruction for students in grades 1 to 7;
- (c) 947 hours of instruction for students in grades 8 to 12.

(2) Subject to subsections (2.1) and (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2019/2020 school year and subsequent school years:

SCHOOL CALENDAR REGULATION

- (a) 853 hours of instruction for students in kindergarten;
- (b) 878 hours of instruction for students in grades 1 to 7;
- (c) 952 hours of instruction for students in grades 8 to 12.

(2.1) Subject to subsection (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2021/2022 school year:

- (a) 848 hours of instruction for students in kindergarten;
- (b) 873 hours of instruction for students in grades 1 to 7;
- (c) 947 hours of instruction for students in grades 8 to 12.

(3) There are no prescribed minimum hours of instruction that a board must offer to students enrolled in a distributed learning school.

[en. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18; am. BC Reg. 221/21, effective Aug 12, 2021]

Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [*school calendar*] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:

- (a) subject to subsection (3), the number and dates of the days in session;
- (b) subject to subsection (3), the number and dates of each day of instruction;
- (c) the vacation periods and the dates of statutory holidays;
- (d) the dates of each non-instructional day;
- (e) the number of hours of instruction offered to students in each grade.

(2) For the purposes of section 87.01(3) (b) of the Act, the following information is prescribed in respect of a school calendar for a distributed learning school:

- (a) the number and dates of the days in session;
- (b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;
- (c) the vacation periods and the dates of statutory holidays.

(3) A board is not required to include in a school calendar the information described in subsection (1) (a) and (b) if the days are for optional or remedial learning activities scheduled during vacation periods.

Consultations

5 (1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01

SCHOOL CALENDAR REGULATION

(5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

(2) The board must provide an opportunity to

- (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
- (b) representatives of employees of the board assigned to the school

to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

(3) For certainty, subsections (1) and (2) do not apply in respect of a school calendar that has been amended based on comments previously provided under subsection (2).

Amending a school calendar

6 (1) For the purposes of section 87.02 [*school calendar – amendment*] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

(2) A board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act, provide the minister with the amended school calendar.

(3) Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to

- (a) the parents of the students enrolled in the school to which the proposed change is to apply, and
- (b) the representatives of employees of the board assigned to the school.

(4) *REPEALED. [B.C. Reg. 6/2018, s. 2.]*

(5) Subsection (1) does not apply to a board that amends a school calendar for the 2021/22 school year to include the National Day for Truth and Reconciliation.

[am. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18; am. BC Reg. 221/21, effective Aug 12, 2021]

Form of school calendar

7 A board must use the school calendar forms published by the minister to

- (a) submit one or more school calendars to the minister under section 87.01 [*school calendar*] of the Act, and
- (b) provide an amended school calendar to the minister under section 6 (2) of this regulation.

SCHOOL CALENDAR REGULATION

Designation of purpose for non-instructional days and periods

8 (1) A board must schedule the following in the 2018/2019 school year:

- (a) one or more non-instructional periods totalling 5 hours for the purpose of providing teachers with an opportunity to participate in discussions and activities that develop evidence-based approaches to the implementation of the curriculum documents listed in section 2 and Appendix 1 of the Educational Program Guide Order, M333/99, and
- (b) one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that, in the board's opinion, develop evidence-based approaches to one or more of the following:
 - (i) Indigenous education;
 - (ii) implementation of curriculum;
 - (iii) sexual orientation and gender identity;
 - (iv) student mental health.

(2) In each of the 2019/2020, 2020/21, 2021/2022 and 2022/2023 school years, a board must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus on both of the following:

- (a) enhancing Indigenous student achievement;
- (b) integrating Indigenous world views and perspectives into learning environments.

(3) For certainty, the non-instructional periods referred to in subsection (1) (a) may be scheduled on different days.

(4) For certainty, nothing in subsection (1) or (2) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional day or periods described in that subsection.

[en. BC Reg. 192/13, effective June 28/13; am. BC Reg. 80/14, effective July 1/14; am. BC Reg. 119/15, effective July 1/15; en. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 211/16, effective Aug 3/16; am. BC Reg. 033/18, effective Feb 1/18; am. BC Reg. 138/19, effective April 17/19]

SCHOOL CALENDAR FORM - GENERAL

2021/2022 CALENDAR

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional

Non-Instructional

Vacation Period

Statutory Holiday



Ministry of
Education

CENTRAL OKANAGAN PUBLIC SCHOOLS 2021-2022 School Calendar

DESIGNATION	SCHOOL DISTRICT NO. 23 Local Calendar 2021/2022
Days in session	188 (3 summer Pro Days August 30 - September 1)
Number of days of instruction	181
Number of non-instructional days	7
Schools open	Tuesday, September 7
National Day of Truth and Reconciliation (schools closed)	Thursday, September 30
Administrative Implementation Day	Friday, October 8
Thanksgiving Day (schools closed)	Monday, October 11
Teacher Professional Day	Friday, October 22
Remembrance Day (schools closed)	Thursday, November 11
Winter vacation period (schools closed)	Monday, December 20 – Monday, January 3
Statutory holiday (schools closed)	Monday, January 3
Schools reopen after Winter vacation	Tuesday, January 4
Teacher Professional Day (Support Staff In-Service Day)	Friday, February 18
Family Day	Monday, February 21
Spring vacation period (schools closed)	Monday, March 21 – Friday, April 1
Schools reopen after Spring vacation	Monday, April 4
Good Friday (schools closed)	Friday, April 15
Easter Monday (schools closed)	Monday, April 18
Victoria Day (schools closed)	Monday, May 23
Administrative Day (students do not attend)	Thursday, June 30

The Calendar for 2021-2022 complies with Bill 36 - School Amendment Act (School Calendar Regulation).

The minimum hours of instruction are:

- Kindergarten 848 hours (based on 290 minutes X 181)
- Grade 1-6 873 hours (based on 290 minutes X 181)
- Grades 7-12 947 hours (based on 314 minutes X 181)

Provides the:

- Number and dates of the days in session
- The number and dates of each day of instruction
- Vacation Periods and the Statutory Holidays
- The dates of each Non-Instructional Day
- The number of hours of instruction offered students in each grade group



Memorandum

Date: September 10, 2021
To: Board of Education
From: Planning and Facilities Committee
Prepared By: 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.

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

Field Studies update (OCT 2020):

- **ELEM**
 - Busses for elementary field studies will not be available until after Christmas. At that time, the district will review the bussing situation and provide further direction.
- **MID/SEC**
 - Busses for most field studies will not be available until after Christmas. However, some Academies and Outdoor Education Programs require travel to meet their learning outcomes. Therefore, schools can request bus services for these programs that require travel. Please note that bussing is very limited and the Transportation Department may not be able to meet all of your requests.

Field Studies update (SEP 2020):

- Field Studies that are within walking distance from the school and involve an outside activity are encouraged
- Field Studies that involve a bus during the day are currently suspended, as buses will not be available during the month of September and October. Buses require additional cleaning and some Bus Drivers will be providing additional cleaning services. Also, additional routes are required for KSS and MBSS at lunch. Volunteer parent drivers of students are not permitted. This will be reviewed in October.
- Field Studies that require students and staff to enter and work/learn in another building must follow the outside site safety plans and the District/School Safety plan.
- Overnight trips and international trips are currently suspended.
- Although several schools have provided paperwork for Outdoor Education Trips throughout the year, during the month of September and October buses will not be available for these trips.

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
1.	GESS	4	Oyama Zipline	Canada	Teambuilding, connections with Grad class	Grade 12	12	85	Sept. 16, 2021	Sept. 16, 2021	1
2.	GESS	4	Oyama Zipline	Canada	Teambuilding, connections with Grad class	Grade 12	12	85	Sept. 17, 2021	Sept. 17, 2021	1
3.	SVM	4	Kelowna Paddle Club	Canada	Outdoor canoe and paddleboard lessons	Outdoor Ed	8	40	Sept 17, 2021	Sept 17	1
4.	CNB	4	Manning Provincial Park	Canada	Outdoor exploration, camping & hiking	Outdoor Ed	8	26	Sept 20, 2021	Sept 22, 2021	3
5.	SVM	4	Manning Provincial Park	Canada	Outdoor Ed camping trip	Outdoor Ed	8	40	Sept 22, 2021	Sept 24	3
6.	CNB	4	Manning Provincial Park	Canada	Outdoor exploration, camping & hiking	Outdoor Ed	8	55	Sept 27, 2021	Sept 29, 2021	3
7.	OKM	4	Glacier National Park	Canada	Outdoor Education camping trip	Outdoor Ed	10-12	24	Sept 30, 2021	Oct 2, 2021	3
8.	KSS	4	Finlayson Lakes above Mabel Lake (Lumby)	Canada	Outdoor Ed camping trip	Outdoor Ed	11	48	Oct 6, 2021	Oct 8, 2021	3
9.	KSS	4	Beaver Lake Chain near Winfield	Canada	Outdoor Ed camping trip	Outdoor Ed	12	14	Oct 21, 2021	Oct 22, 2021	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

10.	KSS	4	Osprey Lake (Penticton)	Canada	Outdoor Ed camping trip	Outdoor Ed	11	24	Oct 26, 2021	Oct 27, 2021	2
11.											
12.											
13.											
14.											
15.											

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

16.											
17.											
No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, June 23, 2021
Time: 3:30 pm to 5:21 pm
Location: Via Zoom

In attendance:

Board of Education:

Trustee M. Baxter, Chairperson
Trustee N. Bowman
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
R. Stierman, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
B. McEwen, Executive Director of Human Resources (*left at 3:48 pm*)
K. Cormier, Director of Labour Relations (*left at 3:48 pm*)
M. DesRochers, Executive Assistant (Recorder)

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

The meeting was called to order at 3:30 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of June 23, 2021.
2. The Board adopted the Minutes as presented for the Incamera Meeting of June 9, 2021.
3. There was one Human Resources Information Item.
4. There were two Human Resources Action Items.
3:48 pm: The Executive Director of Human Resources and Director of Labour Relations left the meeting.
5. There were two Trustees Queries/Comments discussed.
6. There were four Action/Discussion Items.
7. There were eight Information/Discussion Items.
8. There was one Invitation (for Trustee attendance) listed.
9. There were two items for a future Incamera Agenda.

The meeting was adjourned at 5:21 pm.

Ryan Stierman, Secretary-Treasurer/CFO



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION SPECIAL INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, September 1, 2021
Time: 2:04 pm to 3:56 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter, Chairperson
Trustee N. Bowman
Trustee W. Broughton
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

In attendance:

Staff:

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

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

The meeting was called to order at 2:04 pm.

1. The Board adopted the Agenda as amended for the Special Incamera Meeting of September 1, 2021.
2. The Board adopted the Minutes for the Incamera Meeting of June 23, 2021.
3. There were three Trustee queries/comments discussed.
4. There was one Human Resources Action Item.
5. There were five Human Resources Information Items.
6. There were two Action/Discussion Items.
7. There was one Information/Discussion Item.

The meeting was adjourned at 3:56 pm.

Ryan Stierman, Secretary-Treasurer/CFO



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION SPECIAL INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Friday, September 3, 2021
Time: 1:12 pm to 3:10 pm
Location: Via Zoom

In attendance:

Board of Education:

Trustee M. Baxter, Chairperson (arrived at 1:16 pm)
Trustee N. Bowman
Trustee W. Broughton
Trustee C. Desrosiers, Vice-Chairperson
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
R. Stierman, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
M. Essler, Executive Assistant (*recorder*)

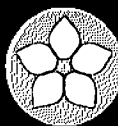
**The following general statement is prepared and issued in accordance with
Section 72 (3) of the School Act RSBC 1996**

The meeting was called to order at 1:12 pm by the Vice-Chairperson in the absence of the Chairperson.

1. The Board adopted the Agenda for the Special Incamera Meeting of September 3, 2021.
1:16 pm: The Chairperson joined the meeting.
2. There was one Trustee query/comment discussed.
3. There was one Action/Discussion Item.

The meeting was adjourned at 3:10 pm.

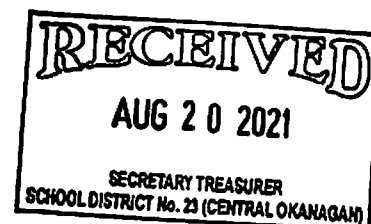
Ryan Stierman, Secretary-Treasurer/CFO



OMBUDSPERSON
BRITISH COLUMBIA

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

August 9, 2021



Dear Ms. Baxter,

RE: Quarterly Reports: April 1 – June 30, 2021

This package of documents details the complaint files the Office of the Ombudsperson closed for **School District 23 (Central Okanagan)** between April 1 and June 30, 2021. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- *If applicable:* Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for *investigated* files only, and not for enquiries or those complaints we chose not to investigate.
- *If applicable:* A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the

complainants' anonymity.

If your organization received too few complaints to produce a summary of complaint topics but you would like further information about the complaints our office received about your organization, our Public Authority Consultation and Training (PACT) Team can provide further details upon request.

Finally, we have been tracking complaints related to the COVID-19 pandemic under the general heading of "COVID-19." If you would like more detailed information about those complaints, please contact our PACT Team.

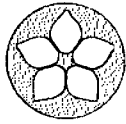
If you have questions about our quarterly reports, or if you would like to sign up for our mailing list to be notified of educational opportunities provided by our Public Authority Consultation and Training Team, please contact us at 250-508-2950 or consult@bcombudsperson.ca.

Yours sincerely,

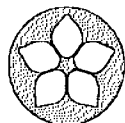
A handwritten signature in black ink, appearing to read 'Jay Chalke', with a stylized, cursive-like script.

Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures



Type of complaint closure	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	1
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	0
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	Total: 0
Reason for closing an Investigation:	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority - When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0



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

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

Sector-Specific Complaint Topics - All School Districts

Enrolment/Registration	1	6%
School Closures	1	6%
Special Education	1	6%
Student Suspension or Exclusion	1	6%
Student Safety	6	33%
Other	8	44%

General Complaint Topics - All School Districts

Disagreement with Decision or Outcome	10	24%
Administrative Error	1	2%
Treatment by Staff	12	29%
Communication	6	14%
Process or Procedure	8	19%
Review or Appeal Process	2	5%
Employment or Labour Relations	1	2%
Other	2	5%

District Student Council (DSC)

DSC Meetings 2021 – 22

~ 1st Monday each month ~

4:15 - 5:45 pm @ School Board Office (Board Room #1)

DATE	TRUSTEE	ALTERNATE TRUSTEE
September 20 th	n/a	n/a
October 4 th	Trustee Bowman	Trustee Broughton
November 1 st	Trustee Broughton	Trustee Desrosiers
December 6 th	Trustee Desrosiers	Trustee Fraser
January 10 th	Trustee Fraser	Trustee Geistlinger
February 7 th	Trustee Geistlinger	Trustee Tiede
March 7 th	Trustee Tiede	Trustee Baxter
April 4 th	Trustee Baxter	Trustee Bowman
May 2 nd	Trustee Bowman	Trustee Broughton
June 6 th	Trustee Broughton	Trustee Desrosiers

TRUSTEE ATTENDANCE COPAC MEETINGS SEPTEMBER 2021 TO JUNE 2022

Meetings will be held as follows:

**Hollywood Road Education Services
7:00 p.m. – 9:00 p.m.
Virtual (unless otherwise communicated)**

DATE	TRUSTEE
Monday September 13, 2021	Trustee Baxter (Alternate: Trustee Bowman)
Monday October 4, 2021	Trustee Bowman (Alternate: Trustee Broughton)
Monday November 1, 2021	Trustee Broughton (Alternate: Trustee Desrosiers)
Monday December 6, 2021	Trustee Desrosiers (Alternate: Trustee Fraser)
Monday January 10, 2022	Trustee Fraser (Alternate: Trustee Geistlinger)
Monday February 7, 2022	Trustee Geistlinger (Alternate: Trustee Tiede)
Monday March 7, 2022	Trustee Tiede (Alternate: Trustee Baxter)
Monday April 4, 2022	Trustee Baxter (Alternate: Trustee Bowman)
Monday May 2, 2022	Trustee Bowman (Alternate: Trustee Broughton)
Monday June 6, 2022	Trustee Broughton (Alternate: Trustee Desrosiers)

BOARD STANDING COMMITTEES

September 2021 – November 2021

CHAIRPERSON: Trustee Baxter

VICE-CHAIRPERSON: Trustee Desrosiers

Note: The Board Chairperson is an ex-officio member of all Board Committees.

Board Standing Committees:

▪ **General Affairs Committee:**

Committee of the Whole

Chairperson: The Vice-Chairperson

Senior Staff Member: Superintendent of Schools/CEO – Kevin Kaardal

▪ **Coordinating Committee:**

Board Chairperson and the Vice-Chairperson

Senior Staff Members: Superintendent of Schools/CEO – Kevin Kaardal

Secretary-Treasurer/CFO – Ryan Stierman

▪ **Education and Student Services Committee:**

Chairperson: Trustee Bowman

Two Members: Trustee Desrosiers Trustee Geistlinger

Senior Staff Member: Deputy Superintendent – Terry-Lee Beaudry

Note: The Chairperson of the Education and Student Services Committee also attends Education Committee Meetings of the BCSTA Branch (held the afternoons of Branch meetings).

▪ **Finance and Audit Committee:**

Chairperson: Trustee Tiede

Two Members: Trustee Broughton Trustee Fraser

Senior Staff Member: Assistant Secretary-Treasurer – Delta Carmichael

▪ **Planning and Facilities Committee:**

Chairperson: Trustee Desrosiers

Two Members: Trustee Broughton Trustee Tiede

Senior Staff Member: Director of Operations – Mitch Van Aller

▪ **Policy Committee:**

Chairperson: Trustee Fraser

Two Members: Trustee Bowman Trustee Geistlinger

Senior Staff Member: Superintendent of Schools/CEO – Kevin Kaardal

▪ **Human Resources and Staff Services Committee:** *(suspended for 2020-2021)*
(Dissolved January 13, 2021 – Public Board Meeting)

▪ **Executive Staff Management Committee:**

Chairperson: Trustee Fraser

Two Members: Board Chairperson, Trustee Baxter
and Trustee Desrosiers