



**BOARD OF EDUCATION  
PUBLIC MEETING  
AGENDA**

**Wednesday, March 11, 2020, 6:00 pm**

**School Board Office**

**1040 Hollywood Road S**

**Kelowna, BC**

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

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

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**Pages**

**1. CALL TO ORDER**

**2. AGENDA**

Additions/Amendments/Deletions

THAT: The Agenda for the Public Board Meeting of March 11, 2020 be adopted (as amended, if appropriate).

**3. MINUTES**

**3.1 Public Board Meeting - February 26, 2020**

**7**

*(Attachment)*

THAT: The Minutes of the Public Board Meeting of February 26, 2020 be adopted as presented.

**4. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**

**4.1 Oyama Traditional School and Lake Country Art Gallery**

5. RECOGNITION

5.1 École Dr. Knox Middle School Grade 9 Girls Volleyball Team – Provincial Silver Medalists

5.2 École Dr. Knox Middle School Grade 9 Girls Basketball Team – Provincial Champions

6. Meeting Recess (Five Minutes)

7. PUBLIC QUESTION/COMMENT PERIOD

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

8. TRUSTEES QUERIES/COMMENTS

9. ACTION ITEMS

9.1 Review of School of Choice Bus Runs

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*Recommendations of the Planning and Facilities Committee - March 4, 2020*  
(Attachment)

**COMMITTEE RECOMMENDATIONS:**

**THAT:** The Board of Education approve the continuation of the accommodation of French Immersion students travelling from École George Pringle Elementary to École Glenrosa Middle as eligible riders on a bus route for the 2020-2021 school year.

**THAT:** The Board of Education approve the elimination of the South Kelowna to École Casorso Elementary run on Route 314.

**STAFF RECOMMENDATION:**

*Deferred from the Planning and Facilities Committee - March 4, 2020*

**THAT:** The Board of Education approve the elimination of the Upper Mission to École Dorothea Walker Elementary run on Route 320.

- 9.2 Board/Authority Authorized (BAA) Course Proposal - Equine Learning 12 21
- Recommendation of the Education and Services Committee - February 19, 2020  
(Attachment)*
- RECOMMENDATION:**
- THAT:** The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Equine Learning 12 (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the March 11, 2020 Public Board Meeting.
- 9.3 Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School) 33
- Recommendation of the Education and Services Committee - February 19, 2020  
(Attachment)*
- RECOMMENDATION:**
- THAT:** The Board of Education approve the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the March 11, 2020 Public Board Meeting.
- 9.4 Proposal for Substantive Change - Golf Academy (Rutland Senior Secondary School) 40
- Recommendation of the Education and Services Committee - February 19, 2020  
(Attachment)*
- RECOMMENDATION:**
- THAT:** The Board of Education approve the Proposal for Substantive Change - Golf Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the March 11, 2020 Public Board Meeting.

*(Attachment)*

**RECOMMENDATION:**

**THAT:** The Board of Education adopt a Local School Calendar for the 2020-2021 school year as identified in the attached calendar proposal and make the calendar available to the District and the Ministry of Education by March 31, 2020;

**AND THAT:**

1. The Superintendent of Schools/CEO direct school Principals, in consultation with staff and parents, to establish a site-based calendar for the 2020-2021 school year.
2. In establishing such calendars, principals must:
  - a. Conform to the School Act and Regulations, applicable Collective Agreements, and School District No. 23 (Central Okanagan Public Schools) Board Policy.
  - b. Schedule school parent/teacher conference times.
  - c. Schedule their school's calendar and bell schedule.

**10. PUBLIC QUESTION/COMMENT PERIOD**

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

**11. INFORMATION ITEMS**

**11.1 Superintendent's Emergent Issues**

**11.2 Level 4 and 5 Field Study Summary – 2019/2020**

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*(Attachment)*

**11.3 General Statement – February 26, 2020**

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*(Attachment)*

**11.4 School Fees Discussion (Ministry of Education School Fee Guidelines)**

74

*Referred from the Finance and Audit Committee - February 19, 2020*  
*(Attachment)*

11.5 The Office of the Ombudsperson Quarterly Report: October - December 31, 2019

87

*(Attachment)*

12. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

13. BOARD CORRESPONDENCE

Sent:

Received:

Minister R. Fleming, February 26, 2020, Education Statutes Amendment Act, 2020

RECOMMENDATION:

THAT: At the March 11, 2020 Public Board Meeting, the Board receive the correspondence listed above.

14. ITEMS REQUIRING SPECIAL MENTION

15. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

16. BC SCHOOL TRUSTEES ASSOCIATION

16.1 BCSTA Provincial Council Report

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*(Attachment)*

16.2 BCSTA AGM

April 16-19, 2020  
Vancouver, BC

17. FUTURE MEETINGS

17.1 Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, April 8, 2020, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting

Wednesday, April 22, 2020, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

**17.2     Board Standing Committee Meetings**

Finance and Audit Committee Meeting

Wednesday, April 1, 2020, at 4:00 pm, Board Room Main at 1040 Hollywood Road South

Planning and Facilities Committee Meeting

Wednesday, April 1, 2020, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

**18.     NOTICES OF MOTION**

**19.     ITEMS FOR A FUTURE AGENDA**

**20.     MEDIA QUESTIONS**

**21.     ADJOURNMENT**



**BOARD OF EDUCATION  
PUBLIC MEETING  
MINUTES**

**Wednesday, February 26, 2020, 6:00 pm  
School Board Office  
1040 Hollywood Road S  
Kelowna, BC**

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

Absent: Trustee J. Fraser

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

Partner Groups: Susan Bauhart, COTA President (*arrived at 6:39 pm*)  
David Tether, CUPE President (*arrived at 6:39 pm*)  
Jill Voros, COPVPA Social Representative  
Cherylee Morrison, COPAC Co-President  
James Ropotar, DSC Co-President - Grade 12 at OKM Secondary  
Zijun Meng, DSC - Grade 12 at OKM Secondary  
Sebastian Sharma, DSC - Grade 11 at OKM Secondary  
Tristan Voros, DSC - Grade 11 at Kelowna Secondary

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

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**CALL TO ORDER**

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

## **AGENDA**

***ADD:*** Material for scheduled Action Item 8.5 New Policy 437 – Managing Students with Diabetes and New Regulations 437R – Managing Students with Diabetes (Regulations)

***ADD:*** New Action Item 8.9 Okanagan Mission Secondary School (OKM) Band Field Study through Europe

***Replacement Pages 113-116 for Information Item – Level 4 and 5 Field Study Summary – 2019/2020***

### **Main 20P-035**

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

THAT: The Agenda for the Public Board Meeting of February 26, 2020 be adopted as amended.

**CARRIED**

## **MINUTES**

### **Public Board Meeting - February 12, 2020**

#### **Main 20P-036**

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

THAT: The Minutes of the Public Board Meeting of February 12, 2020 be adopted as presented.

**CARRIED**

## **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**

### **KSS Indigenous Academy - Blanketing Exercise**

In attendance:

Troy White, Principal, École KSS

Ryan Mansley, Vice-Principal, École KSS

Rob Bennett, Teacher, École KSS

Dawn Dionne, Indigenous Advocate

École KSS Students:

Camille Arellano

Nicole Spletzer

Emmy Carlyle

The students of the Indigenous Leadership and English First Peoples 2019 spoke of the opportunities they have had since the inception of the Indigenous Leadership Program at École KSS last year. These opportunities included visiting a residential school, constructing a teepee,



cutting and curing deer meat, filleting and smoking of salmon, Moosehide Campaign/Awareness and the Missing and Murdered Indigenous People Campaign.

### **Meeting Recess (Five Minutes)**

*6:37 pm: The meeting recessed.*

*6:39 pm: The COTA President and CUPE President arrived.*

*6:41 pm: The meeting reconvened.*

### **PUBLIC QUESTION/COMMENT PERIOD**

**Charlotte Collingwood:** Ms. Collingwood stated that the original recommendations for the transportation eligibility limits were more realistic and requested that the District look at how they determine the distance from home to school when assessing a bus rider's eligibility.

*The Board Chair stated that when the Board of Education reviewed the Steering Committee's recommendations they had to look at the budget as well as the feedback received. The Board tried to make recommendations that were suitable for the majority of students.*

### **ACTION ITEMS**

#### **Transportation Recommendations from the February 12, 2020 Public Board Meeting**

Trustee Desrosiers stated that at the February 12, 2020 Public Board Meeting, the Board discussed the eligibility walk limits and the amount they were willing to allocate to subsidize transportation. As a result, the Board determined that (based on feedback received) the eligibility walk limit for elementary students was the primary concern.

The Secretary-Treasurer/CFO stated that the approved changes to transportation will be communicated to parents via school messenger and there will be a media release as well.

#### **Main 20P-037**

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

**THAT: The Board of Education set the eligibility walk limits as 3.0 km for elementary students, 4.0 km for middle students, and 4.8 km for secondary students.**

**CARRIED**

#### **Main 20P-038**

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

**THAT: The Board of Education set the transportation fee of \$300 using the no route cap scenario, as attached to the Agenda and presented at the February 12, 2020 Public Board Meeting.**

**Amendment 20P-039**

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

**THAT: The Board of Education set the transportation fee of \$300 using the route cap scenario, as attached to the Agenda and presented at the February 12, 2020 Public Board Meeting.**

**CARRIED**

**Opposed:** Trustees Bowman and Geistlinger

**The question was called on MAIN MOTION 20P-038 as amended by 20P-039.**

**CARRIED**

**Opposed:** Trustee Bowman

**Main 20P-040**

MOVED by Trustee Desrosiers

SECONDED by Trustee Cacchioni

**THAT: The Board of Education set the transportation registration opening date to March 2, 2020 and closing date of May 31, 2020.**

**CARRIED**

**Main 20P-041**

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

**THAT: The Board of Education approves the amendments to Regulation 425R – Student Fees (Regulations), as attached to the Agenda and makes the following substantive changes to the existing regulation:**

**Addition of a new criteria to also allow for a subsidy under income thresholds.**

**CARRIED**

**Main 20P-042**

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

**THAT: The Board of Education approves the rewrite to Regulation 470R – Transportation Services Management (Regulation) Guiding Principles for Transportation in Central Okanagan Public Schools, as attached to the Agenda and makes the following substantive changes to the existing regulation:**

**Registration deadline set to May 31. Late applications for eligible students will be accommodated if there is an empty seat.**

**Eligibility for secondary students can be removed if the area they reside in has been deemed to have adequate transit service.**

**Courtesy seats will not be provided to students that reside less than 2.0 kms from their catchment school.**

**Courtesy seats will first be provided to elementary and middle school students based on distance. Any remaining seats will be provided to secondary students based on distance.**

**The practice to remove courtesy riders from a seat during the year to accommodate new eligible riders is discontinued.**

**An additional fee will be charged for students that require more than one route.**

**The restriction on bus transfers and bus stop limits is eliminated.**

**Increase of ride time guideline to 60 minutes.**

**All outstanding fees must be paid, arranged for payment or subsidized to receive busing service.**

**CARRIED**

**Enhancement Agreement – École KLO Middle School – Modular Farm**

Trustee Desrosiers stated that École KLO Middle School received \$250,000 from President Choice Charities for a Modular Farm project. The total cost of the project is \$299,764, the additional fees are related to the installation of the Modular Farm.

Trustee Tiede declared a conflict of interest as she works for the company that provided the \$250,000 grant.

**Main 20P-043**

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

**THAT: The Board of Education enter into an Enhancement Agreement with the École KLO Middle School PAC for a Modular Farm, outlined in Appendix B, as attached to the Agenda and presented at the February 26, 2020 Public Board Meeting;**

**AND THAT: The Board of Education approve a \$49,764 loan be provided to the KLO Middle School PAC to assist with the fees and installation of a Modular Farm, as attached to the Agenda and presented at the February 26, 2020 Public Board Meeting.**

**CARRIED**

**Abstained:** Trustee Tiede

**Annual Facility Grant (AFG) Plan for 2020/2021 through 2024/2025**

**Main 20P-044**

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

**THAT: The Board of Education approve the Annual Facility Grant Plan for 2020/2021 through 2024/2025, as attached to the Agenda and presented at the February 26, 2020 Public Board Meeting.**

**CARRIED**

**Amendments to Policy 386 - Employee Use of Electronic and Social Media Communication**

**Main 20P-045**

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

**THAT: The Board of Education approve the amendments to Policy 386 - Employee Use of Electronic and Social Media Communication, as attached to the Agenda and as amended at the February 26, 2020 Public Board Meeting.**

**CARRIED**

**New Policy 437 - Managing Students with Diabetes and New Regulations 437R - Managing Students with Diabetes (Regulations)**

**Main 20P-046**

MOVED by Trustee Tiede

SECONDED by Trustee Geistlinger

**THAT: The Board of Education approve new Policy 437 - Managing Students with Diabetes and new Regulations 437R - Managing Students with Diabetes (*Regulations*) as presented at the February 26, 2020 Public Board Meeting.**

**CARRIED**

**Amendments to Policy 208 - Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity**

**Main 20P-047**

MOVED by Trustee Tiede

SECONDED by Trustee Cacchioni

**THAT: The Board of Education approve the amendments to Policy 208 - Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity, as attached to the Agenda and as presented at the February 26, 2020 Public Board Meeting.**

**CARRIED**

**Affirmation of Policy 168 - Policy Committee**

**Main 20P-048**

MOVED by Trustee Tiede

SECONDED by Trustee Bowman

**THAT: The Board of Education affirm Policy 168 - Policy Committee, as attached to the Agenda and as presented at the February 26, 2020 Public Board Meeting.**

**CARRIED**

**Amendments to Policy 706 - District Student Council and Regulations 706R - District Student Council (Regulations)**

**Main 20P-049**

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

**THAT: The Board of Education approve the amendments to Policy 706 - District Student Council and Regulations 706R - District Student Council (*Regulations*), as attached to the Agenda and as presented at the February 26, 2020 Public Board Meeting.**

**CARRIED**

### **Okanagan Mission Secondary School (OKM) Band Field Study through Europe**

The Superintendent of Schools/CEO stated that there is an emerging health issue in the world regarding the COVID-19 outbreak. The District receives updates regularly and was recently informed that Italy has sustained rapid spreading of the COVID-19 virus. This is a potential safety issue and for insurance purposes, the Board must determine if the trip should be cancelled.

Bruce McKay, Principal at Okanagan Mission Secondary School (OKM), stated that staff have been monitoring the trip and are concerned for the safety of both students and staff scheduled to go on the Field Study. As Italy is one of the countries that the scheduled School Band Field Study is required to go through, staff are recommending that the Board cancel the OKM Field Study through Europe that is scheduled to take place March 8-21, 2020.

### **Main 20P-050**

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

**THAT: The Board of Education cancel the Okanagan Mission Secondary School Band Field Study through Europe that was scheduled to take place March 8-21, 2020.**

**CARRIED**

### **INFORMATION ITEMS**

#### **Superintendent's Emergent Issues**

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

#### **Level 4 and 5 Field Study Summary – 2019/2020**

The Superintendent of Schools/CEO stated that District staff are monitoring each Field Study based on travel advisories for the countries they are visiting and may need to bring forward other Field Study cancellations to ensure the safety of students and staff.

The Board reviewed the information.

#### **General Statement – February 12, 2020**

The Board reviewed the information.

### **BOARD CORRESPONDENCE**

#### **Received:**

Coalition of Child Care Advocates of BC, January 30, 2020, \$10aDay Child Care Plan

M. Edwards, February 8, 2020, 2020-2021 School Bus Fee Increase

R. Volk, February 17, 2020, Copy of Letter to Interior Health Re Complaints at Rutland Middle School

J. Fitzsimons, February 19, 2020, Pot Shop Opening Very Close to Elementary School

## **Main 20P-051**

MOVED by Trustee Geistlinger

SECONDED by Trustee Tiede

**THAT: At the February 26, 2020 Public Board Meeting, the Board receive the correspondence listed above.**

**CARRIED**

## **ITEMS REQUIRING SPECIAL MENTION**

Trustees, the Superintendent and Deputy Superintendent reported on the following:

1. Trustees spoke of their attendance at events throughout the District including the Westside Learning Forum held at Mount Boucherie Secondary.
2. On Thursday, February 20, 2020, over 200 guests witnessed a historic step forward with the signing of the **Equity in Action for Truth and Reconciliation Agreement**. This celebration continues the journey to ensure the practice of equity for all learners throughout the school system. Congratulations to Deputy Superintendent, Terry Beaudry, and District Principal of Indigenous Education, Joanne De Guevara, and the Equity Scan Committee members, for their work on achieving this Agreement.
3. The **Pink Shirt Day Breakfast** was held this morning at the Laurel Building and sponsored by Okanagan Boys & Girls Clubs. The theme this year is "Lift each other up".
4. **Haruhigaoka Junior High School Student Exchange - Kasugai, Japan** - Students and staff from Central Okanagan Public Schools sister school Haruhigaoka Junior High School arrived today and will be in Kelowna until Monday, March 2, 2020. They will be attending classes with students at Constable Neil Bruce Middle and Glenrosa Middle Schools. Next year will mark the 30th anniversary of this student exchange.
5. On Friday, February 21, 2020, CUPE and COTA members attended professional development opportunities. The CUPE Pro-D was held at École Dr. Knox Middle School and organized by the Employee Wellness Committee and the Social Emotional Learning Team. The Okanagan Zonal Professional Day was hosted by the Central Okanagan Teachers' Association at Rutland Senior and Rutland Middle Schools and organized by Joe Jamison, COTA Pro-D Chairperson and the Professional Development Day Planning Committee, along with representatives from our neighbouring School Districts.
6. **Harmony Day – February 19, 2020** - Various school events were held on Wednesday, February 19, 2020 in honour of Harmony Day.

## **BC SCHOOL TRUSTEES ASSOCIATION**

Trustee Bowman shared that she attended the BCSTA Provincial Council Meeting on February 22, 2020 and provided a verbal report. Trustee Bowman will provide a written report to be included on the March 11, 2020 Public Board Meeting Agenda.

### **Thompson Okanagan Branch BCSTA Meeting**

Friday, March 6, 2020 to Saturday, March 7, 2020  
Chase, BC

### **BCSTA Leadership Series**

Wednesday, April 8, 2020  
Vernon, BC

### **BCSTA AGM**

April 16-19, 2020  
Vancouver, BC

## **BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS**

### **Joint Board of Education and City of West Kelowna Meeting**

Friday, February 28, 2020  
10:00 am - 12:00 pm  
Board Room Main at 1040 Hollywood Road South

The Board Chair stated that the Joint Board of Education and City of West Kelowna Meeting is open to the public as per the municipal charter.

## **FUTURE MEETINGS**

### **Regularly Scheduled Board Meetings**

Regular Public Board Meeting  
Wednesday, March 11, 2020 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting  
Wednesday, April 8, 2020 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

### **Board Standing Committee Meetings**

General Affairs Committee Meeting - **CANCELLED**  
~~Wednesday, March 4, 2020 at 4:00 pm, Board Room Main at 1040 Hollywood Road South~~

Planning and Facilities Committee Meeting (**Please note new start time of the meeting.**)  
Wednesday, March 4, 2020 at **4:00 pm**, Board Room Main at 1040 Hollywood Road South

## **ITEMS FOR A FUTURE AGENDA**

- BCSTA Provincial Council Report



## **MEDIA QUESTIONS**

There were no media representatives at the time of this agenda item.

## **ADJOURNMENT**

The Chairperson adjourned the meeting at 8:26 pm.

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Chairperson

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Secretary-Treasurer/CFO

DRAFT



## Memorandum

**Date:** March 6, 2020  
**To:** Board of Education  
**From:** Planning and Facilities Committee

**Action Item:** Review of School of Choice Bus Runs

### 1.0 ISSUE STATEMENT

At the April 24, 2019 Public Board meeting, the Board of Education agreed that the special runs on routes 320 and 411 would be reviewed once the transportation review was completed.

### 2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – April 24, 2019

#### **Main 19P-066**

**THAT: The Board of Education approve the following recommendation, subject to a full transportation review in the Spring of 2020: notwithstanding the previous motion, to support the viability of the new French Immersion programs on the Westside, to accommodate French Immersion students travelling from École George Pringle Elementary to Glenrosa Middle as eligible riders on a bus route.**

#### **Main 19P-068**

**THAT: The Board of Education approve the following recommendation, subject to a full transportation review in the Spring of 2020: continue rerouting Route 320 past École Dorothea Walker Elementary for the 2019-2020 school year.**

Board Regulation 470R

**Transportation will not be provided to a school or program of choice outside a student's English catchment area unless approved by the Board (e.g. French Immersion or locally developed courses).**

### 3.0 BACKGROUND

The following three bus routes that are operating to service students to attend a French Immersion program at a school other than their English catchment school:

- Route 314, which transports students from the South Kelowna area to École Casorso Elementary. A review of Board minutes cannot find an approval for this route, which has been operating for many years.
- Route 320, which is currently being rerouted to drop off French Immersion students at École Dorothea Walker Elementary.
- Route 411, which currently has a shuttle at the end of its route to take students from École George Pringle Elementary to Glenrosa Middle.

At the March 4, 2020 Planning and Facilities Committee meeting, the Committee passed recommendations on Routes 314 and 411 but deferred a recommendation on Route 320 to the March 11, 2020 Public Board meeting so that the Board could receive more information on the historical background of Route 320.

#### **4.0 POINTS FOR CONSIDERATION**

##### **4.1 Costing**

Currently, the District is paying the following costs for this additional service:

<b>Route</b>	<b>Addtl Driver Hrs/Day</b>	<b>Addtl Kms/ Day</b>	<b>Driver Costs</b>	<b>Operating Costs</b>	<b>Total</b>
314 (CAS)	1 hrs	30 kms	\$5,165	\$9,765	\$14,930
320 (DWE)	1.5 hrs	60 kms	\$7,748	\$19,530	\$27,278
411 (GMS)*	0 hrs	0 kms	\$0	\$0	\$0

\*The shuttle run will continue to have capacity in 2020-2021 school year and will be required to shuttle English students to GMS.

##### **4.2 Additional Information Requested**

Route 320 pre-dates the opening of Chute Lake Elementary School and was created to provide busing to students in the Upper Mission that were directed to École Dorothea Walker Elementary as Anne McClymont Elementary was capped. Once Chute Lake Elementary opened, this route continued to provide service to those directed students. As there was space on the bus when French Immersion was established at École Dorothea Walker Elementary, French Immersion students were permitted to ride the bus as courtesy riders.

As time has passed, all students that were directed to École Dorothea Walker Elementary are now in other schools and Route 320 is now operating exclusively to provide service to students that attend École Dorothea Walker Elementary as a school of choice.

#### **5.0 SECRETARY –TREASURER/CFO COMMENTS**

The survey results from the Transportation consultation found that 70% of respondents were not in support of providing eligible service to schools of choice. It is important to ensure that all students that attend a school other than their school of choice are treated equally. The elimination of the two runs that solely serve school of choice students will allow for these resources to be reallocated to provide a greater level of service to students that are eligible for transportation under Board policy.

The shuttle run from École George Pringle Elementary to École Glenrosa Middle is required to serve English catchment students and has capacity to accommodate the French Immersion students. This recommendation costs the District nothing, increases revenues and continues to support the viability of a newer French Immersion program.

## **6.0 COMMITTEE RECOMMENDATIONS:**

**THAT: The Board of Education approve the continuation of the accommodation of French Immersion students travelling from École George Pringle Elementary to École Glenrosa Middle as eligible riders on a bus route for the 2020-2021 school year.**

**THAT: The Board of Education approve the elimination of the South Kelowna to École Casorso Elementary run on Route 314.**

## **7.0 STAFF RECOMMENDATION:**

**THAT: The Board of Education approve the elimination of the Upper Mission to École Dorothea Walker Elementary run on Route 320.**



## Memorandum

**Date:** March 6, 2020  
**To:** Board of Education  
**From:** Education and Student Services Committee  
**Action Item:** **Board/Authority Authorized (BAA) Course Proposal – Equine Learning 12**

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### **1.0 RELEVANT BOARD MOTION/DIRECTION**

A new Board/Authority Authorized Course - Equine Learning 12 has been developed for approval by the Board of Education.

### **2.0 BACKGROUND**

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

### **3.0 INFORMATION STATEMENT**

The Equine Learning 12 course, open to students in Grades 10-12, provides learners with the opportunity to develop life skills, employment skills, relationship building skills and communication skills, through an experiential approach to working with horses. This unique course supports the development of increased skills of empathy, resilience, and confidence. Taking Equine Learning 12 enables students to follow a passion and pursue learning while developing healthy lifestyle habits for life.

### **4.0 ADDITIONAL INFORMATION**

This new opportunity was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on January 21<sup>st</sup>, 2020. The parents present at this meeting strongly endorsed the offering of this course at Rutland Senior Secondary School.

### **5.0 OPTIONS FOR ACTION**

- a) Approve the new BAA Equine Learning 12 course as presented.
- b) Amend the proposed BAA Equine Learning 12 course.
- c) Request additional information on the proposed BAA Equine Learning 12 course.

### **6.0 NEXT STEPS**

If the Board of Education approves the proposed BAA Equine Learning 12 course, schools wishing to offer the BAA Equine Learning 12 course in the 2020/2021 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

## **7.0 RECOMMENDATION**

**THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Equine Learning 12 (Rutland Senior Secondary School) as attached to the Agenda, and as presented at the March 11, 2020 Public Board of Education Meeting.**

## **8.0 APPENDIX**

A. Board/Authority Authorized Course Equine Learning 12



**Central Okanagan  
Public Schools**  
Together We Learn

## Board/Authority Authorized Course Equine Learning 12

<b>School District/Independent School Authority Name:</b> Central Okanagan Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD#23
<b>Developed by:</b> Angela Kendall	<b>Date Developed:</b> December 2, 2019
<b>School Name:</b> Rutland Senior Secondary	<b>Principal's Name:</b> Mr. Hugh Alexander
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> RSS Equine Learning	<b>Grade Level of Course:</b> Grade 12
<b>Number of Course Credits: 4</b>	<b>Number of Hours of Instruction: 120</b>

**Board/Authority Prerequisite(s):** n/a

**Special Training, Facilities or Equipment Required:**

Equine Learning 12 requires a classroom within a secondary school coupled with land-based learning at a local Equine Learning facility. A supervising teacher and certified equine learning facilitator is also needed for this course.

**Course Synopsis:** Students will work on their own personal development, employment and life skills through learning activities with the horses at the equine center. This is not mounted instruction. Equine learning includes basic background knowledge about horses including, safety protocols and procedures, grooming, leading, parts of the horse, veterinary care, and equipment and tack. Horses also provide feedback for youth that enhances learning and growth. The building block learning model helps effectively guide youth through lessons in an engaging experiential learning environment. Along with the skills learned in the lessons, other additional advantages to the program are enhanced empathy, resilience, confidence, empowerment and improved emotional stability.

## Goals and Rationale:

Equine Learning 12 is an innovative and unique form of experiential learning, where students develop new insight and learn new skills via relational experiences with horses. The goal of the Equine Learning 12 course is to help provide **life skills, employment skills, relationship-building skills, communication skills**, increased empathy, and resilience, reduce anxiety and increase self-confidence for high school students. By focusing on these skills and using hands on, interactive activities with the animals, students will **reduce anxiety** and **increase self-confidence**, allowing them to be more **successful and confident** moving forward in their current educational studies and future post-secondary endeavors.

Equine Learning is a learner established educational, experiential program facilitated within a group format and focuses on ground activities rather than horseback riding. More specifically, Equine Learning is a hands-on course, which promotes individual and/or group growth. Students participate in objectively driven exercises/activities with the animals and find themselves learning valuable life skills in an outdoor atmosphere. Equine Learning is useful, strong, positive, educational, and creative. An Equine Learning program highlights a curriculum of 12 weeks of contact with the horses and includes 15 + exercises of facilitating life skills through positively augmented interaction with horses. The remainder of the course is classroom and community based for a total of 120 hours.

The animals' job is speaking to the student through their bodies to help bring about the changes the students need to make. The activities and exercises are developed to encourage self-confidence through validated, hands-on experiences. Students are permitted to find answers to their own lives and move forward with newly acquired skills. Equine Learning functions uniquely because the horses are the teachers.

**Target audience** - Students with anxiety, students who need to build self-confidence, those needing life skills, coping mechanisms for stressful situations, resources students, ADD/ADHD students, and autistic students. This opportunity reaches across all students who may have an interest in learning more about themselves and/or horses. This opportunity can open the door for future careers working in the horse industry and in helping others.

**Core Competencies** - A course like this touches ALL aspects of the new core competencies including: communication, critical thinking, creative thinking, social responsibility, positive personal and cultural self-identity, personal awareness and responsibility. For example, students will use skills and processes to ask questions, gather, interpret and analyze situations and issues with the horses and course facilitators. Students will communicate findings and decisions through conversations, journaling and observation of their activities with the animals. Students will assess and compare their previous self-knowledge with their present self after a session with the horses, analyze the continuities and changes in their skill sets, build relationship skills and communication skills, listen actively in a variety of situations, practice empathy with humans and animals and practice effective communication skills, with the horses, teachers and course facilitators. Students will also explain how the horses in the program help guide their learning. They will develop conflict resolution awareness and skills with the horses, practice critical thinking and decision-making skills, and conduct themselves with empathy, maturity and responsibility.



## **Indigenous Worldviews and Perspectives:**

The First Peoples Principles of Learning are woven explicitly throughout the fabric of this course.

### Declaration of Indigenous Principle of Learning:

- The learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Through the developing relationship with the horses, students create connection to the land and increase their own well-being. This supports the development of self in support of connecting with others.
- Learning is holistic, reflexive, reflective, experiential, and relational because of the hands on nature of this experience and learning.
- Learning recognizes the role of Indigenous knowledge through learning and understanding the relationship with horses.
- Learning is embedded in memory, history and story. Students relate equine history and connect to their own lives.
- Learning requires exploration of one's identity and personal identity development through their relationships with the horses. This program involves learning from mentors (horses and humans).

### Declaration of Indigenous Worldviews and Perspectives:

- The First Peoples Principles of Learning are inherent in the aspects included in Equine Assisted Learning. These are inseparable from connectedness and relationships; specifically:
  - Community involvement (process and protocols)
  - The power of story
  - Experiential learning
  - Flexibility
  - Leadership and teamwork
  - A positive learner centered approach
  - The role of teacher (leader) and students (learner)

## BIG IDEAS

**Self Confidence** is key to personal development and takes time to build, foster and improve.

**Resiliency** is a foundational skill for life and must be taught, developed and practiced in order to be effective.

**Strong Life and Employment Skills** are developed over time and must be updated and improved upon. Leadership and teamwork are the building blocks.

**Healthy Relationship Building** is a skill that must be developed, practiced and continually revisited in order for healthy skills to be practiced successfully.

**Good Communication** is a critical skill that must be taught and practiced. It is at the forefront of human and animal interaction.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Use skills and processes to ask questions, gather, interpret and analyze situations and issues</p> <p>Communicate findings and decisions</p> <p>Assess and compare their previous self-knowledge with their present self</p> <p>Analyze the continuities and changes in their skill sets, relationship skills and communication skills</p> <p>Listen actively in a variety of situations</p> <p>Practice empathy with humans and animals</p> <p>Practice effective communication skills</p> <p>Explain how the horses in the program help guide their learning</p> <p>Conflict resolution awareness</p> <p>Practice critical thinking and decision making skills</p> <p>Conduct themselves with empathy, maturity and responsibility</p>	<p><i>Students are expected to know the following:</i></p> <p>Basic anatomy of the horse</p> <p>Basic horse handling skills and how to conduct themselves safely around horses</p> <p>Understand basic body language and communication with the horses</p> <p>Basic grooming, feeding and veterinary care of the horses and occasionally other farm animals</p> <p>Understand their own personality, self-awareness (personality testing)</p> <p>How to increase and improve their own confidence and self esteem</p> <p>How to navigate interpersonal relationships with increased confidence</p> <p>Have a practical skill set that will help with team building and leadership skills</p> <p>How to access and develop the skills in reading body language and posture of both human and equine partners</p>

## Big Ideas – Elaborations

1. **Self Confidence** is key to personal development and takes time to build, foster and improve. Working with horses develops this naturally. Students can see the progression of their learning as they learn more and move through the course.
2. **Resiliency** is a foundational skill for life and must be taught, developed and practiced in order to be effective. Working with animals, in particularly horses, teaches students to observe, learn and try again. (Horses forgive mistakes easily and help us learn how to rebound from failure on a daily basis.)
3. **Life and Employment Skills** are developed over time, and must be continually updated, and improved upon in order to grow. Leadership and teamwork are the building blocks of this skill set. This course will provide students with the opportunity to develop practical skills through experiential learning, team building and leadership roles. Students will learn to communicate effectively and problem solve through challenging situations. Students will develop their sense of work ethic and empathy, learning responsibility for other people and animals.
4. **Healthy Relationship Building** is a skill that must be taught, developed and continually revisited in order for healthy skills to be practiced successfully. Drawing boundaries, developing empathy and understanding of body language and horse psychology are examples. Parallels between human-to-horse and human-to-human relationships will be explored to achieve course objectives.
5. **Communication** is a critical life skill that must be taught and practiced. It is at the forefront of healthy human and animal interaction. Practice of basic communication skills with the horses is a unique way to develop skills that will follow students through their lifetime. (For example, we place an emphasis on the roll that body language plays in communication. Horses communicate through body language. Through group activities, there will be optimal opportunity for all students to practice active communication skills.)

## Curricular Competencies – Elaborations

1. **Communication** – Students practice relationship building with horses, develop empathy, sympathy, compassion, communication skills effectively and organically. Reading the **body language** of the horses amplifies these skills and their development.
2. **Creative and Critical Thinking** – Students develop creative and critical thinking skills as the students use problem solving, leadership, reading body language, and team work to accomplish tasks and reach goals with the horses.
  - a) **Creative thinking** – Students are continually creating and innovating, generating and incubating ideas and questions, evaluating and developing their thinking. Students must think "outside the box" to be successful in some challenges with the horses.
  - b) **Critical and Reflective thinking** – Students practice analyzing, critiquing, questioning, investigating, developing, reflecting, and assessing their thinking skills. Students will see development of their abilities through their work with the horses.
3. **Social Responsibilities** – Students practice and learn about the care of animals. These skills have the potential to translate later to family members and friends. Students show responsibility to care for others, to maintain balance in their own life and the environment around them. They develop awareness of sustainability, ethics, and resource management. Students examine the moral belief where we as individuals have a responsibility toward society and not just our own well-being. Being socially responsible is about all **individuals behaving ethically and sensitively towards social, economic and environmental issues.**
4. **Positive Personal and Cultural Self Identity** – Students are able to develop their own personal courage, self-care, and self-awareness. Students will learn to work through their insecurities and experience success through the **experiential learning with the horses.** Challenges that students work through with the horses will help them understand the importance of courage and self-care and self-awareness. Students are able to develop their understanding of relationships, cultural contexts, personal values and choices, identify their own strengths and weaknesses.
5. **Personal Awareness and Responsibility** – Horses are excellent teachers and help students become **self-advocating, self-regulating** and improve their **overall well-being.** Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions and advocate for themselves.

## Content – Elaborations

### Classroom Sessions

Students will gain knowledge and understanding about:

#### **Basic Horsemanship and handling skills**

- Basic background knowledge about horses
- Basic safety protocols and procedures
- Basic grooming, leading, parts of the horse
- Basic veterinary care
- Knowledge of basic horse equipment and tack

#### **Personal self-awareness and well-being**

- Personality tests
- Self reflection
- Personal self development, self confidence, reduce anxiety, increased empathy, resilience, empowerment and emotional stability
- Development of practical life skills (i.e: communication and relationship building)

### Equine Assisted Learning Sessions:

1. Orientation - Objective: **Understanding the teachers** (the horses)  
Students learn about the horses, how to work around them. Safety guidelines are comprehensive and enforced.
2. Starting the Journey - Objective: **Building Relationships**  
Students practice creating a relationship and building trust with the horses.
3. Circuit Training - Objective: **Skill Development**  
Students will work on increasing and developing their horsemanship skills and handling a horse safely, including listening and practicing how to safely approach horses.
4. Push Me Pull You – Objective: **Communication**  
Students practice communicating with the horses through a variety of obstacles and activities.
5. Common Sense - Objective: **Problem Solving**  
Students work through a series of problems with the horses to develop their problem solving skills.
6. Silent Communication - Objective: **Body Language**  
Students learn, "How do we speak without using our voice?"
7. Red Light Green Light - Objective: **Focus**  
Students will work through a course simulating road hazards found in every day life and they will be challenged to follow the rules of the road. Their horses become their vehicles, which they had to navigate through roadway obstacles as a team.

## Content – Elaborations

8. Match that Horse - Objective: **Negotiation**  
Students learn how to work with the horse to achieve a common goal.
9. It's All Up To You - Objective: **Choices**  
Students learn to make choices for themselves and with the horses to achieve a goal.
10. Horse in the Pocket – Objective: **Leadership**  
This exercise is about working together as a team using leadership skills, plan formulation and communication.
11. Building your own course – Objective: **Team Building and Leadership**  
Students will be challenged to work together to construct and deliver an Equine learning exercise; this team building project encourages discovering the increased effectiveness teams experience when they value and utilize each member's strengths.

### Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Student in role
- Peer teaching
- Experiential learning
- Reflective writing

### Recommended Assessment Components:

- Daily Self-Assessment
- Self-Reflection and assessment
- Daily work ethic self-assessment
- Peer assessment
- Quizzes
- Oral presentations
- Research assignment

## **Learning Resources for classroom:**

BC, Horse. "HCBC Basic Horse Care Booklet". *Issuu*, 2019, [https://issuu.com/hcbcmarketing/docs/bhcb\\_-\\_online\\_edition](https://issuu.com/hcbcmarketing/docs/bhcb_-_online_edition). Accessed 2 Dec 2019.

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"Mel Robbins | Speaker, CNN Contributor, Creator: 5 Second Rule". *Mel Robbins*, 2019, <https://melrobbins.com/>. Accessed 4 Dec 2019.

## **Academic research and supporting literature for Equine Learning**

*Bravehorse.ca*, 2019, <http://bravehorse.ca/wp-content/uploads/2016/04/The-Helping-Horse.pdf>. Accessed 4 Dec 2019.

Dell, Colleen Anne et al. "A Healing Space: The Experiences Of First Nations And Inuit Youth With Equine-Assisted Learning (EAL)". *Child & Youth Care Forum*, vol 40, no. 4, 2011, pp. 319-336. *Springer Science And Business Media LLC*, doi:10.1007/s10566-011-9140-z. Accessed 4 Dec 2019.

"Equine Connection: The Academy Of Equine Assisted Learning". *Horse Journals*, 2016, <https://www.horsejournals.com/popular/careers-education/equine-connection-academy-equine-assisted-learning>. Accessed 4 Dec 2019.

"Equine Connection | Home - Equine Connection". *Equineconnection.ca*, 2019, <https://www.equineconnection.ca/>. Accessed 4 Dec 2019.

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Hannah Louise Burgon (2011) 'Queen of the world': experiences of 'at-risk' young people participating in equine-assisted learning/therapy, *Journal of Social Work Practice*, 25:02, 165-183, DOI: [10.1080/02650533.2011.561304](https://doi.org/10.1080/02650533.2011.561304)

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*Robinrisso.Org*, 2019,  
<https://www.robinrisso.org/New%20age%20or%20old%20sage%20A%20review%20of%20equine%20assisted%20psychotherapy.pdf>.  
Accessed 4 Dec 2019.

"The First Dance". *Integrative Horsemanship*, 2019, [https://integrativehorsemanship.wordpress.com/2019/05/13/the-first-dance/?fbclid=IwAR0niPv6zy\\_SVR47q-Erbdyx1wSVhyFX1gio0gDixV0kSNhiqUaFol7TQVU](https://integrativehorsemanship.wordpress.com/2019/05/13/the-first-dance/?fbclid=IwAR0niPv6zy_SVR47q-Erbdyx1wSVhyFX1gio0gDixV0kSNhiqUaFol7TQVU). Accessed 4 Dec 2019.





## Memorandum

**Date:** March 6, 2020  
**To:** Board of Education  
**From:** Education and Student Services Committee  
**Action Item:** **Proposal for Substantive Change - Equine Learning Academy  
(Rutland Senior Secondary School)**

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### 1.0 ISSUE STATEMENT

A substantive change proposal for an Equine Learning Academy at Rutland Senior Secondary School has been developed for approval by the Board of Education.

### 2.0 BACKGROUND

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

### 3.0 INFORMATION STATEMENT

The Equine Learning Academy is open to students in Grades 10-12 and provides learners with the opportunity to develop life skills, employment skills, relationship building skills and communication skills through an experiential approach to working with horses. This unique academy proposal at Rutland Senior Secondary supports the development of increased skills of empathy, resilience, and confidence and enables students to follow a passion and pursue learning while developing healthy lifestyle habits for life.

Courses offered in the Academy include:

- Equine Learning 12 (pending Board of Education approval)
- BAA Resiliency 11
- Independent Directed Studies (IDS) 12 – Equine Learning

### 4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on January 21<sup>st</sup>, 2020. The parents present at this meeting strongly endorsed the offering of this academy at Rutland Senior Secondary School.

### 5.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School).
- b) Amend the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School).
- c) Request additional information on the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School).

## **6.0 NEXT STEPS**

If the Board of Education approves the substantive change proposal, registration will open for students to enroll in the Equine Learning Academy for January of 2021 at Rutland Senior Secondary School.

## **7.0 RECOMMENDATION**

**THAT: The Board of Education approve the Proposal for Substantive Change – Equine Learning Academy (Rutland Senior Secondary School) as attached to the Agenda, and as presented at the March 11, 2020 Public Board of Education Meeting.**

## **8.0 APPENDIX**

A. Proposal for Substantive Change – Equine Learning Academy (Rutland Senior Secondary School)



**Central Okanagan  
Public Schools**

Together We Learn

**PROPOSAL FOR SUBSTANTIVE CHANGE**

December 5, 2019

**Rutland Senior Secondary School**

**Equine Learning Academy**

**Rutland Senior Secondary**



**Voodoos**

**Rutland Senior School Planning Council**

Chris Tayler – PAC President

Teresa Banka – PAC Vice President

Kim Ito – PAC Member

Angela Kendall - Teacher

Hugh Alexander – Principal

## VISION:

Students in Grades 10-12 will work in the classroom and with horses in unmounted sessions, to improve their own personal development, employment and life skills. This is not mounted instruction. Horses are unique because they provide amazing accurate feedback for youth that enhances learning and growth and the building block learning model helps effectively guide youth through lessons in an experiential learning environment. Along with the skills learned in the lessons, other additional advantages to the program are the development of enhanced empathy, resilience, confidence, empowerment and improved emotional stability.

## COURSES OFFERED IN ACADEMY

### Equine Learning 12

The Equine Learning course will be added to the Academy upon receiving Board Authority Authorization.

### Equine Learning 12

### BAA Resiliency 11

### Independent Directed Studies (IDS) 12 – Equine Learning

The goal of the Equine Learning Academy is to help provide **life skills, employment skills, relationship-building skills, communication skills**, increased empathy, and resilience, reduce anxiety and increase self-confidence for high school students in SD#23. By focusing on these skills and using hands on, interactive activities with the animals, students will **reduce anxiety** and **increase self-confidence**, allowing them to be more **successful and confident** moving forward in their educational careers within SD23 and all future post-secondary endeavors. Equine learning is an innovative form of experiential learning – where students develop new insight and learn new skills via relational experiences with horses. This academy will be offered in semester two with Resiliency 11 and Independent Studies embedded in the program. Through an Independent Directed Studies structure, students are empowered to extend their learning by developing personal goals for learning associated with the Equine Course.

## RATIONALE:

At Rutland Senior Secondary School, staff endeavor to provide an opportunity for students to participate in learning opportunities that foster active living to help promote their own personal well-being. Equine Learning is a learner established educational, experiential program facilitated within a group format and focuses on ground activities rather than horseback riding. More specifically, Equine Learning is a hands-on course, which promotes individual and/or group growth. Participants participate in objectively driven exercises/activities with the animals and find themselves learning valuable life skills in a fun, safe and exciting atmosphere. Equine Learning has been developed to be beneficial, strong, positive, educational, and creative. An Equine Learning program highlights a curriculum of 12 weeks of contact with the horses and includes 15 + exercises of facilitating life skills through positively augmented interaction with horses. The remainder of the course is classroom and community based for a total of 120 hours.

The animals' role is to speak to the student through their bodies to help bring about the changes the students need to make. Exercises are developed to encourage self-confidence through validated, hands-on experiences. Students are permitted to find answers to their own lives and move forward with newly acquired skills. Equine Learning functions uniquely because in this situation, the horses are the teachers.

**Target audience** – All students in Grades 10-12 including students with anxiety, students who need to build self-confidence those needing life skills, and coping mechanisms for stressful situations. This opportunity reaches across all students who may have an interest in learning more about themselves and/or horses. This opportunity can open the door for future careers working in the horse industry and in helping others.

**Core Competencies** - A course like this touches ALL aspects of the new core competencies, including communication, critical thinking, creative thinking, social responsibility, personal and cultural self-identity, personal awareness and responsibility.

## **SUMMARY**

The following outlines a proposal for a substantive change with the addition of an Equine Learning Academy at Rutland Senior Secondary School. This program is intended to provide students with an opportunity to experience the unique learning opportunity that experiential learning through horses offers.

When students are able to pursue their personal interests, it can provide:

- improved self-confidence, resilience, empathy and self esteem
- higher academic achievement
- improved leadership and employment skills
- increased connection to the school
- a sense of responsibility to the community

The addition of an Equine Academy will provide our students with:

- a valuable set of life and employment skills
- an opportunity to develop their own confidence, communication and relationship building skills.
- an understanding of the value of animals as teachers

The addition of the Equine Learning Academy will benefit our students by providing more choice to focus on their own personal well-being and enjoy the benefits of an active outdoor lifestyle, improving their physical well-being also. It will also benefit the community by encouraging students to care for their personal well-being. Helping students develop themselves into healthy, strong individuals will foster a stronger, productive and healthier community.

## **OPERATIONS**

Students will enroll in the Equine Learning Academy Program as an elective course. A minimum of 20 students will be required to offer the program with one block of teaching time allocated per semester. To ensure a high quality program, a qualified Equine Assisted Learning Facilitator and a classroom teacher will provide instruction for the program. Participants in the Equine Learning Academy will receive instruction and learning both on and off the school campus with instruction provided during the school day. Students will enroll in the Equine Learning Academy as they would for a regular elective class. Rutland Senior Secondary is able to accommodate the Equine Learning Academy within the existing facility and require no upgrades for implementation.

Instruction for the Equine Learning Academy will be provided in an experience, reflect, analyze, and apply format. As students will have varied skill levels, the teaching professionals will differentiate instruction to meet the needs of each learner.

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

## **EXPECTATIONS**

The following benefits are expected because of implementing the Equine Learning Academy:

1. improved school climate as a result of meeting the needs of individual learners
2. improved attendance as a result of enhancing connections between students and their school
3. increased number of students involved in 'active living' through healthy choices
4. increased level of community involvement as volunteers, instructors, and role models
5. increased parent involvement and parent satisfaction with the variety of courses offered

## **IMPACT ANALYSIS**

All students enrolling in the Equine Learning Academy will be attending Rutland Senior Secondary School during the 2020/21 school year as a full time RSS student, or a cross-enrolled student from another Central Okanagan Public Schools secondary school. The program will be open to any student in grades 10 through 12. A minimum of 20 participants will be required per section.

## **FINANCIAL IMPLICATIONS (approximate)**

### **Expenditures for Equine Learning Academy:**

Huckleberry Hollow Horse Co. (20 students x \$45/session x 12 sessions)	\$10,800
Transportation via school bus (12 trips)	\$ 1,800
Ancillary costs (clothing, journals and workbooks)	\$ 1,400

**Total Expenditures \$14,000**

**Revenue - 20 students x \$700 per participant**

**Total Revenue \$14,000**

The Equine Learning Academy is an equity-based program and will provide access to students who cannot meet the costs of the program. Families will be made aware of the District's Policy and Procedure 'Regulation - 425R Student Fees Regulations Section 8 - Financial Hardship' at parent information meetings and in the Rutland Senior Secondary School Course Selection Handbook. Any future increase in fee structure will need to be forwarded to the Board of Education for approval.

## **CONSULTATION/PROMOTION**

Rutland Senior Secondary School has put considerable time and effort towards consultation with teacher Angela Kendall from Rutland Senior Secondary and Mary Anderson from Huckleberry Hollow Horse Co, in an effort to provide a unique program geared towards students who want to pursue their own personal well-being and personal growth through an Equine Learning Academy.

The Equine Learning Academy proposal was discussed at the January 21<sup>st</sup>, 2020 Rutland Senior Secondary Parent Advisory Council meeting. The Parent Advisory Council supports the Equine Learning Academy and supports the Academy beginning in January of 2021 at Rutland Senior Secondary School, pending Board of Education approval. The Equine Learning Academy will be promoted through parent information evenings, and the Course Selection Handbook, once approved by the Board of Education. Information will also be included on the school's website and in the school newsletter.

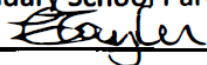
## **EVALUATION**

The success and continuation of the program will be reviewed annually based on the following:

- a) feedback from staff, participants, parents and community
- b) enrollment within the Academy
- c) the impact of cost / expenses for the program
- d) the number of students who pursue volunteering, work, and participation in the equine community as a result of their experience in the program

## **CONSULTATION**

The Equine Learning Academy was discussed and unanimously endorsed at the Jan 21, 2020, Rutland Secondary School Parent Advisory Council meeting. Approval from the PAC was received at that meeting.



\_\_\_\_\_, Rutland Senior Secondary, Parent Advisory Council

Chris Tayler



# Memorandum

**Date:** March 6, 2020  
**To:** Board of Education  
**From:** Education and Student Services Committee  
**Action Item:** **Proposal for Substantive Change – Golf Academy  
(Rutland Senior Secondary School)**

---

## 1.0 ISSUE STATEMENT

A substantive change proposal for a Golf Academy at Rutland Senior Secondary School has been developed for approval by the Board of Education.

## 2.0 BACKGROUND

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

## 3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the substantive change proposal, registration will open for students to enroll for second semester of the 2020/21 school year.

## 4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School).
- b) Amend the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School).
- c) Request additional information on the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School).

## 5.0 DEPUTY SUPERINTENDENT'S COMMENTS

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

## 6.0 RECOMMENDATION

**THAT: The Board of Education approve the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School), as attached to the Agenda, and presented at the March 11, 2020 Public Board of Education Meeting.**

## 7.0 APPENDIX

- A. Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School)





**Central Okanagan  
Public Schools**

Together We Learn

**PROPOSAL FOR SUBSTANTIVE CHANGE**

January 21, 2020

**Rutland Senior Secondary**



**Voodoos**

Rutland Senior Secondary  
Golf Academy  
Central Okanagan School District

Alex Reid – Teacher

Russ Bischoff, Jarret Atkins, Sarah Watson – Vice Principals

Hugh Alexander – Principal

## **VISION:**

Students will develop a passion for active living and health by increasing their knowledge and skills in the sport of golf through the Golf Academy. Students will be expected to play golf outside of school time, be positive role models and representatives of Rutland Senior Secondary School, Central Okanagan School District, and themselves. They will be encouraged to work/volunteer at local facilities involved in golf, and to mentor/assist younger or more inexperienced players.

## **COURSES OFFERED IN ACADEMY**

BAA Golf 10  
BAA Golf 11  
BAA Golf 12

At each level, student instruction will be differentiated to the individual student's skill level, with a progression in both skill development and knowledge of the golf game, its rules, etiquette, and how golf contributes to a healthy lifestyle.

## **RATIONALE:**

Typically, Physical Health Education focuses on team sports rather than individual endeavors. With the introduction of a Golf Academy, students have the opportunity to take an additional physical education class that is focused on a sport that students are passionate about. This encourages students to participate in a life-long sport.

## **ACADEMY SUMMARY:**

The following outlines the proposal for a program addition to the Physical Education program at Rutland Senior Secondary School through the delivery of a Golf Academy. The program is intended to provide students with the opportunity to be introduced to the sport or to continue developing existing skills in golf. The Golf Academy is designed to:

- improve self-confidence during individual golf practice and play
- improve leadership skills during group practice and warm-up
- increase connection with the entire school's golf program
- foster a sense of responsibility/ownership to the utilized golf facilities
- improve fine motor skills during putting and wedge play
- improve success on the course due to golf specific mental training and instruction, as well as on course game management techniques
- develop an understanding of the mechanics of a golf swing and its impact on ball flight
- provide an opportunity to develop future skills (as players, coaches, instructors, entrepreneurs, retailers, golf course architects/designers, volunteers, and more)
- foster an understanding of the personal etiquette required in golf and life
- provide an opportunity to pursue the sport of golf and potential employment opportunities within the field

The Curricular Competencies addressed by a Golf Academy include:

- improving the set of abilities that students use to impart and exchange information
- participating in a lifelong physical activity
- understanding that healthy choices influence physical and emotional well being
- understanding that healthy relationships can lead to rewarding and fulfilling lives
- developing, refining and applying fundamental movement skills in a variety of physical activities and environments (golf, stretching, weights, flexibility)
- developing and demonstrating safety, fair play, and leadership in physical activities
- participating in daily physical activity designed to enhance and maintain health
- identifying and applying strategies to pursue personal healthy living goals
- proposing strategies for developing and maintaining healthy relationships
- exploring and describing factors that shape personal identities, including social and cultural factors

### **OPERATIONS:**

Students will enroll in the Golf Academy Program as an elective course. A minimum of 24 students will be required to offer the program with one block of teaching time allocated. To ensure a high quality program, along with the school appointed teacher, two qualified golf professionals will provide instruction for the program. Participants in the Golf Academy will have teaching and training both on and off campus with instruction provided during the school day. Rutland Senior Secondary will be able to accommodate the school portion of the Golf Academy within the existing facility. Instruction for the Golf Academy will be provided in a *Learn, Practice, Play* format. ***As students will have varied skill levels, the instruction will be differentiated by the teaching professionals to meet each student's existing ability.*** Throughout the academy, students will learn the history of golf, etiquette, rules and how golf contributes to a healthy lifestyle.

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

### **EXPECTATIONS:**

The following benefits are expected as a result of implementing the Golf Academy:

- improved school climate as a result of meeting the needs of individual learners
- improved attendance as a result of enhancing connections between students and their school
- increased number of students involved in 'active living' through healthy choices
- increased level of community involvement as volunteers, instructors, and role models
- increased parent involvement and parent satisfaction with the variety of courses offered

### **IMPACT ANALYSIS:**

All students enrolling in the Golf Academy will be attending Rutland Senior Secondary School during the school year. The program will be open to any student in grades 9 - 12. A minimum of twenty-four participants will be required per section.

## **FINANCIAL IMPLICATIONS (approximate)**

### **Expenditures**

Two Certified Canadian Professional Golf Association Instructors (at 44 days)	\$10,440
Transportation: 31 days @ \$130	\$ 4,030
Facility and Course Fees (including fifteen 9 hole rounds of golf) (value added Jr. Membership at The Okanagan Golf Club)	\$ 7,800
Equipment (mats/hitting net)	\$ 290
Kit – golf shirts and hat x 24	\$ 840

**Total Expenditures \$23,400**

### **Revenue**

24 students at <u>\$975 per academy participant</u>	<b>Total Revenue \$23,400</b>
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The academy will run under the instruction of two certified Canadian Professional Golf Association (CPGA) Instructors, each CPGA Professional will be instructing groups of 12 students, while 12 students are playing on a course.

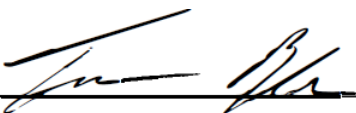
**ACCESSIBILITY:** The Golf Academy is an equity-based program and will provide access to students regardless of ability to pay for the program. As per Board Policy 425R, "*a student will not be excluded from any educational program due to financial hardship*". Where there are financial challenges, parents are asked to contact the Principal directly and confidentially.

**COLLABORATION:** Rutland Senior Secondary consulted with Tim Frechette from George Elliot Secondary, Paul Janke from Okanagan Mission Secondary School, Clay Stothers, Connor Kozak, James Grassie, and Dan Matheson from The Okanagan Golf Club, as well as local golf businesses to establish a comprehensive program for the Academy. The Golf Academy will be promoted through the Parent Advisory Council, Parent Information Evenings, and the course selection handbook. Information will also be included on the school's website and in the school newsletter.

**EVALUATION:** The success and continuation of the program will be reviewed annually based on the following:

1. feedback from staff, students, parents and community
2. enrollment within the Academy
3. the impact of cost / expenses for the program

**CONSULTATION:** The Golf Academy was discussed and unanimously endorsed at the January 21, 2020, Rutland Secondary School Parent Advisory Council meeting. Approval from the PAC was received at that meeting.



PAC Vice-President - Teresa Banka



# Central Okanagan Public Schools MEMORANDUM

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**Date:** March 5, 2020  
**To:** Board of Education  
**From:** Kevin Kaardal, Superintendent of Schools/CEO  
(Prepared by Bob McEwen, Executive Director of Human Resources)

## **Action Item: 2020-2021 School Calendar**

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### **1.0 ISSUE STATEMENT**

On November 8, 2012, Bill 36, the School Amendment Act (School Calendar Regulation) was passed by the government of British Columbia. Bill 36 outlines regulations which eliminate the standard school calendar. The new regulation is intended to provide more flexibility for Boards of Education to offer more creative scheduling options to better meet the needs of the students.

### **2.0 RELEVANT BOARD MOTION/DIRECTION**

As per Board Policy 715 - Consultation with Partners in Education, and section 87.01 (7) of the School Act, the Board of Education is to take into consideration all partner group input in order to make a decision on the school calendar for the 2020-2021 school year.

### **3.0 BACKGROUND**

Previous to Bill 36, the School Act provided the framework in which the annual school calendar would be established. The School Act recognized a Standard School Calendar and the opportunity for school districts to develop a Local School Calendar. Over the past many years, the Central Okanagan Public Schools has deviated from the Standard School Calendar and has adopted a Local School Calendar while meeting the total number of instructional hours for students as outlined in the School Act. With the enactment of Bill 36, and to meet the requirements of Board Policy 715, the Calendar Committee met on three occasions (December 3, 2019, February 4, 2020, and March 3, 2020) to expedite the review of the calendar proposed for the 2020-2021 school year.

### **4.0 POINTS FOR CONSIDERATION**

For the 2020-2021 school year, the School Act prescribes:

1. A minimum hours of instruction must be offered for:
  - Kindergarten 853 hours
  - Grades 1-7 878 hours
  - Grades 8-12 952 hours
- *Note: The minimum hours requirement is lower for Kindergarten students to allow for the gradual entry process at the beginning of each school year.*

2. School Calendars must:

- Provide the number and dates of the days in session;
- The number and dates of each day of instruction;
- The vacation periods and the statutory holidays;
- The dates of each non-instructional day; and,
- The number of hours of instruction offered to students in each grade group (per year).

3. Consultation must:

- Provide opportunities for parents of students enrolled to provide input; and,
- Provide representatives of employees to provide input.

A Board must make public a proposed school calendar one month before submitting it to the Ministry of Education. During the consultation period, a Board must provide parents and employees the opportunity to comment on the proposed calendar. The proposed calendar was circulated to the community on February 3, 2020. The 2020-2021 school calendar must be submitted to the Minister of Education by March 31, 2020.

A Calendar Committee, with partner groups, was established with the following mandate:

- To consult with all partner groups on a proposed local school calendar for 2020-2021; and,
- To provide partner group information to the Board of Education for consideration when determining the 2020-2021 school calendar.

The following information regarding the proposed 2020-2021 local school calendar was provided by the partner groups:

- COPAC: In support of the proposed 2020-2021 school calendar. All schools were provided with an information letter which was sent to the community inviting input through the online survey.
- COTA: In support of the proposed 2020-2021 school calendar. Teachers were invited to complete an online survey.
- CUPE: Not in support of a two-week spring break (letter attached). CUPE members were invited to complete an online survey.
- COPVPA: In support of proposed calendar. Principals and Vice-Principals were invited to complete the online survey.

Most partner groups were in agreement to support the adoption of the Local School Calendar as proposed. CUPE does not support the proposed School Calendar due to the lost wages for 10 month employees that result from the additional one week layoff at spring break. CUPE expressed concern for the potential financial hardship on the single parent families and increased daycare expense. As in previous years, there are funds available to compensate clerical staff to perform meaningful work at their facility during the second week of spring break. The savings by having a two week spring break is estimated at approximately \$670,000 for 2020-2021.

Partner groups, parents and guardians, and community members were invited to participate in a four-question survey with the following results:

	Oppose or Strongly Oppose	Support or Strongly Support	Responses
To what degree do you support the continuation of a two-week spring break?	%	%	number
Parents/Guardians	26.43	73.57	551
CUPE	18.45	81.55	273
COTA	0.3	99.7	334
Administrators	0	100	68
Community Members/Others	6	94	15
To what extent do you support returning to a one-week spring break?	%	%	number
Parents/Guardians	61.28	38.72	551
CUPE	71.69	28.31	273
COTA	98.19	1.81	334
Administrators	100	0	68
Community Members/Others	94	6	15
To this point, a one-year calendar has been proposed. To what extent do you support the planning of a multi-year calendar to support planning over multiple years?	%	%	number
Parents/Guardians	18.03	81.97	551
CUPE	19.85	80.15	273
COTA	25.15	74.84	334
Administrators	2.94	97.06	68
Community Members/Others	26	74	15
To what extent do you support a non-instructional day with a holiday long weekend?	%	%	number
Parents/Guardians	9.98	90.01	551
CUPE	13.34	86.66	273
COTA	12.38	87.62	334
Administrators	8.82	91.18	68
Community Members/Others	6	94	15

## 5.0 OPTIONS FOR ACTION

1. Adopt the 2020-2021 Local School Calendar as proposed.
2. Propose an alternate recommendation for further consideration.

## 6.0 FOLLOW-UP/REVIEW

This is an annual process of consultation. Due to the change in timeline outlined in Bill 36, the cycle of review for the 2021-2022 school year will begin in September 2020. In addition, because of the overall data indicating the support of a multi-year calendar, the Committee will have a mandate to consider this for 2021-2022 for a two or three year calendar proposal submission to the Board of Education.

## **7.0 SUPERINTENDENT OF SCHOOLS/CEO'S COMMENTS**

The Superintendent of Schools/CEO recommends that the Board of Education adopt the Committee's proposed School Calendar for 2020-2021. The additional week of spring break saves the District approximately \$670,000. In addition, CUPE's objection to the two week spring break has centered on the economic impact to a relatively small number of employees. Survey results indicate that 81% of CUPE members surveyed favour the two week break.

The district does have opportunities for an additional week of meaningful work for some 10 month employees.

Over the past sixteen years that a two week spring break has been in place, community programs have developed to support parents in childcare such as sports camps, UBC/OC children's programs, and other week long community camps.

## **8.0 RECOMMENDATION**

**THAT: The Board of Education adopt a Local School Calendar for the 2020-2021 school year as identified in the attached calendar proposal and make the calendar available to the District and the Ministry of Education by March 31, 2020;**

**AND THAT:**

- 1. The Superintendent of Schools/CEO direct school Principals, in consultation with staff and parents, to establish a site-based calendar for the 2020-2021 school year.**
- 2. In establishing such calendars, principals must:**
  - a. Conform to the School Act and Regulations, applicable Collective Agreements, and School District No. 23 (Central Okanagan Public Schools) Board Policy.**
  - b. Schedule school parent/teacher conference times.**
  - c. Schedule their school's calendar and bell schedule.**

## **9.0 APPENDIX**

1. School Calendar Regulations
2. Letter Representing Partner Group Input: CUPE Local 3523
3. 2020-2021 Draft Local School Calendar Proposal
4. 2020-2021 Draft 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

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 <a href="http://www.crownpub.bc.ca">www.crownpub.bc.ca</a>
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### 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 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 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.

(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 ]

### 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 (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).

## SCHOOL CALENDAR REGULATION

(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.

[am. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18]

### 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.

### 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.

## SCHOOL CALENDAR REGULATION

(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]



CANADIAN UNION OF PUBLIC EMPLOYEES LOCAL 3523

CENTRAL OKANAGAN SCHOOL EMPLOYEES' UNION

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January 22, 2020

Mr. Bob McEwen  
Director of Human Resources  
Central Okanagan Public Schools  
1940 Underhill Street  
Kelowna, BC V1X 5X7

Dear Mr. McEwen

**RE: 2020-2021 School Calendar**

Further to our discussion at the Calendar Committee meeting, CUPE 3523's position remains that losing pay for the extra week of spring break is a serious hardship for our 10-month members and, thus, we cannot support the extra week of spring break unless School District 23 is willing to support extra minutes per working day to 10-month employees.

CUPE is well aware that the majority of our members who respond to surveys and questionnaires favour the two-week break. We will be encouraging all our members to take the survey. There are many 10-month employees who are single parents and work two or more jobs to support their families. When their children are not in school, parents may be unable to cover the cost of childcare so they can work elsewhere.

CUPE put out a survey a few years ago asking how many of our 10-month employees reach out for food bank help because of 2 weeks' Christmas break, 2 weeks' spring break, and 2 months summer break and over 40% said that they either used the food bank or went to their family members for help during layoffs. This is very concerning for the Union. Many of our 10-month employees are hesitant to voice their opinion about the extra week of spring break as it is popular with teachers, management and 12-month employees.

CUPE 3523 understands that School District 23 saves approximately \$300,000 per school year with the extra week off at spring break. Calculating the savings at a reduced approximation of \$250,000 per year for approximately 19 years, (the number of years the 2 week spring break has been in effect) the total savings to the school district has totaled more \$4,750,000. In previous years, most CEA assignments for middle and secondary schools finished working on the last day of school. In recent years, however, they finish work up to 2 weeks before schools close. This year, for example, many CEAs are laid off on June 19<sup>th</sup> but the last day of school is June 26<sup>th</sup> saving even more money for the district.

Some school districts in British Columbia have added extra minutes to each working day throughout the school year to 10-month employees' hours, allowing them to bank the extra time to cover the extra week of spring break. This eases their financial hardship considerably which CUPE 3523 supports.

The Union formally requests that our members be made whole by either cancelling one week of spring or adding minutes to every day for 10 month employees to cover the extra week of spring break.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Tether', with a long horizontal flourish extending to the right.

David Tether, President  
CUPE Local 3523

# SCHOOL CALENDAR FORM - GENERAL

2020/2021 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						
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29	30					

JANUARY						
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31						

MARCH						
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28	29	30	31			

MAY						
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30	31					

AUGUST						
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30	31					

OCTOBER						
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DECEMBER						
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28						

APRIL						
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JUNE						
S	M	T	W	T	F	S
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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 2020-2021 School Calendar

DESIGNATION	SCHOOL DISTRICT NO. 23 Local Calendar 2020/2021
Days in session	189 (3 summer Pro Days August 31 - September 2)
Number of days of instruction	182
Number of non-instructional days	7
Schools open	Tuesday, September 8
Administrative Implementation Day	Friday, October 9
Thanksgiving Day (schools closed)	Monday, October 12
Teacher Professional Day	Friday, October 23
Remembrance Day (schools closed)	Wednesday, November 11
Winter vacation period (schools closed)	Monday, December 21 – Friday, January 1
Statutory holiday (schools closed)	Friday, January 1
Schools reopen after Winter vacation	Monday, January 4
Teacher Professional Day (Support Staff In-Service Day)	Friday, February 12
Family Day	Monday, February 15
Spring vacation period (schools closed)	Monday, March 15 – Friday, March 26
Schools reopen after Spring vacation	Monday, March 29
Good Friday (schools closed)	Friday, April 2
Easter Monday (schools closed)	Monday, April 5
Victoria Day (schools closed)	Monday, May 24
Administrative Day (students do not attend)	Wednesday, June 30

The Calendar for 2020-2021 complies with Bill 36 - School Amendment Act (School Calendar Regulation).

The minimum hours of instruction are:

- Kindergarten 853 hours
- Grade 1-6 878 hours
- Grades 7-12 952 hours

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



## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	SMS	5	University of California, Santa Barbara, CA	USA	CADA Leadership Camp	Hockey Academy Students	9 to 12	22	6-Jul-2019	11-Jul-2019	5
2	KSS	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Team Building/ Breakaway Activity	Football Team	10 to 12	45	26-Aug-2019	28-Aug-2019	2
3	OKM	4	Victoria and The Gulf Islands, BC	Canada	S.A.L.T.S. Sailing and Life Training	Quest BC Students	11	24	8-Sep-2019	14-Sep-2019	6
4	SMS	4	Kelowna Paddle Centre, Kelowna, BC	Canada	Paddleboard Training	Outdoor Education Students	7 & 8	40	9-Sep-2019	9-Sep-2019	0
5	GESS	4	Oyama Zipline Adventure Park, Oyama, BC	Canada	Grad 2020 Retreat	Grade 12 Students	12	150	13-Sep-2019	13-Sep-2019	0
6	KSS	4	Gardom Lake Camp (near Enderby, BC)	Canada	Leadership Retreat	Leadership Students	11 & 12	80	15-Sep-2019	16-Sep-2019	1
7	OKM	4	Banff, Yoho, and Kootenay National Parks, AB	Canada	Hiking and Backpacking in National Parks	Grade 12 Students	12	141	15-Sep-2019	21-Sep-2019	6
--	RSS	4	<b>POSTPONED – DATE TBD</b> Coquihalla Summit (Coquihalla Mountain area, BC)	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	17-Sep-2019	20-Sep-2019	3
8	DRK	4	Eagle Bay Camp, Eagle Bay, BC	Canada	Community Building	Learning Community	8	37	18-Sep-2019	20-Sep-2019	2

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
9	KSS	4	Twin Peaks (near Cherryville, BC)	Canada	Outdoor Education Co-Curricular Trip	Grade 12 Students	12	24	19-Sep-2019	21-Sep-2019	2
10	MBSS	5	Wenatchee High School, Wenatchee, WA	USA	Participating in Football Games	Varsity and Junior Varsity Football Teams	9 to 12	55	19-Sep-2019	21-Sep-2019	2
11	KSS	5	University of Calgary, Calgary, AB	Canada	Volleyball Tournament	Grade 11 & 12 Students	11 & 12	14	19-Sep-2019	22-Sep-2019	3
12	DRK	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Activing Living & Connection to the Community	Grade 7 Learning Community	7	70 to 80	20-Sep-2019	20-Sep-2019	0
13	RSS	4	<b>CANCELLED</b> Glacier National Park, BC (Illecillewaet Campground)	Canada	Hiking and Camping Skills	Outdoor Education Students	9 to 12	24	24-Sep-2019	27-Sep-2019	3
14	SMS	4	<del>Fintry Provincial Park*</del> <del>E.C. Manning Provincial</del> <del>Park, Princeton, BC</del> <del>(between Hope and</del> <del>Princeton, BC)</del>  *Location changed due to weather.	Canada	Hiking and Camping Skills	Grade 8 Students	8	40	25-Sep-2019	27-Sep-2019	2
15	OKM	4	<b>CANCELLED</b> Okanagan Mountain Park, Kelowna, BC	Canada	Indigenous Studies on Land and Water	Quest BC Students	11	24	25-Sep-2019	27-Sep-2019	2

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
16	OKM	4	<b>CANCELLED</b> Okanagan Mountain Park, Kelowna, BC	Canada	Hiking and Camping Skills	Quest BC Students	11	24	26-Sep-2019	27-Sep-2019	1
17	KSS	4	Finlayson Lakes above Mabel Lake (near Lumby, BC)	Canada	Outdoor Education Co-Curricular Trip	Grade 11 Students	11	48	26-Sep-2019	28-Sep-2019	2
18	MBSS	4	Kettle Valley Railway to Arlington Lakes, Kettle River and Westbridge, BC	Canada	Introduction to Cycle Touring, Camping	Outdoor Education Students	10 to 12	30	26-Sep-2019	28-Sep-2019	2
19	CNB	4	E.C. Manning Provincial Park, BC (between Hope and Princeton, BC)	Canada	Outdoor Education, Camping, Hiking	Outdoor Education Students	8	50 to 60	30-Sep-2019	2-Oct-2019	2
20	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	1-Oct-2019	1-Oct-2019	0
21	RSS	4	Skaha Provincial Park, Penticton, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	20	1-Oct-2019	1-Oct-2019	0
22	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	3-Oct-2019	3-Oct-2019	0

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
29	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	8-Oct-2019	8-Oct-2019	0
30	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	9-Oct-2019	9-Oct-2019	0
31	KSS	4	Kettle Valley Railway <i>(between Penticton &amp; Osprey Lake area, behind Summerland, BC)</i>	Canada	Outdoor Education Co-Curricular Trip	Outdoor Education Students	11	24	9-Oct-2019	10-Oct-2019	1
32	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Activities, Rope Course	CLC Health and Medicine Students	11	28	10-Oct-2019	10-Oct-2019	0
33	MBSS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building Activities, Rope Course	Tourism 12 Students	12	20	10-Oct-2019	10-Oct-2019	0
34	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	10-Oct-2019	10-Oct-2019	0
35	KSS	5	New York City, NY	USA	Fine Arts/Media Cultural Tour	Fine Arts/Media Students	11 & 12	26 to 30	14-Oct-2019	18-Oct-2019	4
36	MBSS	4	<b>CANCELLED</b> <del>Skaha Bluffs, Penticton, BC</del>	Canada	<del>Introduction to Top Rope Rock Climbing, Belaying, Rappelling</del>	<del>Outdoor Education Students</del>	<del>10 to 12</del>	<del>12</del>	<del>17-Oct-2019</del>	<del>17-Oct-2019</del>	<del>0</del>

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
37	RSS	4	Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	17-Oct-2019	17-Oct-2019	0
38	KSS	4	Gulf Islands, BC	Canada	"Sailing A Tall Ship"	Outdoor Education and Rec Leadership Students	11 & 12	27	20-Oct-2019	25-Oct-2019	5
39	MBSS	5	Smith Rock, OR	USA	Rock Climbing: Top Rope, Rappel, Rope Traverse	Outdoor Education Students	10 to 12	24	20-Oct-2019	25-Oct-2019	5
40	GPE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
41	MBSS	4	Okanagan Mountain Park, Kelowna, BC	Canada	Leadership Skills, Hiking and Camping	Outdoor Education Students	9	30	21-Oct-2019	23-Oct-2019	2
42	SVE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	5	5	21-Oct-2019	23-Oct-2019	2
43	RSS	4	<b>RESCHEDULED FROM OCT. 7</b> Lonely Boy Crag, Chute Lake Road, Kelowna, BC	Canada	Top Rope Rock Climbing	Outdoor Education Students	9 to 12	25	23-Oct-2019	23-Oct-2019	0
--	RSS	4	<b>POSTPONED TO NOV. 21</b> <del>Goudie Road area, Kelowna, BC</del>	<del>Canada</del>	<del>Overnight Camping</del>	<del>Outdoor Education Students</del>	<del>9 to 12</del>	<del>24</del>	<del>25-Oct-2019</del>	<del>29-Oct-2019</del>	<del>4</del>

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
44	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	5-Nov-2019	6-Nov-2019	1
45	MBSS	4	North Okanagan Fire Training Centre, Vernon, BC	Canada	Live Fire Training	MBSS Fire Academy Students	11 & 12	17	9-Nov-2019	9-Nov-2019	0
46	GMS & CNB	5	Chubu University Haruhigaoka Junior High School, Kasugai, Aichi	Japan	Cultural Scholarship Exchange Experience at Sister School, Assisting in English Classes	Student Scholarship Winners - 4 from GMS, 4 from CNB	8	8	9-Nov-2019	17-Nov-2019	8
47	OKM	4	Tofino, BC	Canada	Exploration of Pacific Rim Park and Indigenous Studies	Quest BC Students	11	24	12-Nov-2019	15-Nov-2019	3
48	RSS	4	<del>CANCELLED</del> <del>Goudie Road area, Kelowna, BC</del>	<del>Canada</del>	<del>Overnight Camping</del>	<del>Outdoor Education Students</del>	<del>9 to 12</del>	<del>24</del>	<del>14-Nov-2019</del>	<del>15-Nov-2019</del>	<del>1</del>
49	RSS	4	<del>RESCHEDULED</del> <del>FROM OCT. 25</del> Location Changed Due to Weather: McCulloch Forestry Recreation Site, Kelowna, BC <del>Goudie Road area</del>	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	21-Nov-2019	22-Nov-2019	1
50	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	22-Nov-2019	1-Dec-2019	9

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
51	RSS	4	<del>CANCELLED</del> <del>Goudie Road area,</del> <del>Kelowna, BC</del>	<del>Canada</del>	<del>Overnight Camping</del>	<del>Outdoor Education Students</del>	<del>9 to 12</del>	24	<del>28-Nov-2019</del>	29-Nov-2019	1
52	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	1-Dec-2019	10-Dec-2019	9
53	KSS	5	Kasugai, Aichi	Japan	World Global Sustainable Development Conference	Japanese as a Second Language Students	11	2	11-Dec-2019	15-Dec-2019	4
54	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys	11 & 12	15	11-Dec-2019	15-Dec-2019	4
55	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys	11 & 12	15	26-Dec-2019	29-Dec-2019	3
56	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	7-Jan-2020	7-Jan-2020	0
57	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	9-Jan-2020	9-Jan-2020	0
58	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	14-Jan-2020	14-Jan-2020	0
59	<del>MBSS</del>	4	<del>CANCELLED DUE TO EXTREME COLD WEATHER FORECAST</del>	<del>Canada</del>	<del>Winter Camp</del>	<del>Outdoor Education Students</del>	9	30	<del>13-Jan-2020</del>	14-Jan-2020	1



## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
			<del>Silver Lake Forestry Camp</del>								
60	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	16-Jan-2020	16-Jan-2020	0
61	MBSS	4	<b>CANCELLED DUE TO EXTREME COLD WEATHER FORECAST</b> <del>Silver Lake Forestry Camp</del>	<del>Canada</del>	<del>Winter Camp</del>	<del>Outdoor Education Students</del>	9	24	<del>17-Jan-2020</del>	<del>17-Jan-2020</del>	1
62	MBSS	4	McCullough Lake, BC	Canada	Winter Camp	Outdoor Education Students	10 to 12	17	17-Jan-2020	19-Jan-2020	2
63	OKM	4	McCullough Lake, BC	Canada	Winter Camp	Quest BC Students	11	24	20-Jan-2020	22-Jan-2020	2
64	WAT	4	Gardom Lake Camp (near Enderby, BC)	Canada	Outdoor Education and Team Building	Grade 6 Students	6	89	29-Jan-2020	31-Jan-2020	2
65	GMS	5	Québec City, QC	Canada	Language and French Cultural Immersion	French 9 Students	9	10	5-Feb-2020	10-Feb-2020	5
66	KSS	5	<b>RESCHEDULED FROM FEBRUARY 12-21, 2020</b> Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	5-Feb-2020	13-Feb-2020	8

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
67	OKM	4	Hydraulic Lake, BC	Canada	Outdoor Education	Outdoor Education Students	11 & 12	37	10-Feb-2020	11-Feb-2020	1
	KSS	5	<b>RESCHEDULED TO FEBRUARY 5-13, 2020</b> Hawaii <i>(Big Island and Oahu)</i>	USA	<del>Reinforce Marine Biology Course Material</del>	<del>Marine Biology Students</del>	<del>11</del>	<del>18</del>	<del>12-Feb-2020</del>	<del>21-Feb-2020</del>	<del>9</del>
68	KSS	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Outdoor Education Co-Curricular	Outdoor Education Students	11	30	13-Feb-2020	14-Feb-2020	1
69	GMS	4	Vancouver, BC	Canada	Attend Canucks Game Day Skate, Tour Arena, Science World, Canucks Game	GMS Hockey Academy Students	6 & 7	17	18-Feb-2020	20-Feb-2020	2
70	RSS	4	McCulloch Lake Area, Kelowna, BC	Canada	Snowshoeing and Overnight Snow Camping	Outdoor Education	10 to 12	24	18-Feb-2020	20-Feb-2020	2
71	OKM	4	Bamfield Marine Sciences Centre, Bamfield, BC	Canada	Marine Biology Exploration	Marine Biology Students	10 to 12	24	24-Feb-2020	28-Feb-2020	4
72	KSS	4	Headwaters Lake Camp <i>(near Peachland, BC)</i>	Canada	Outdoor Education Co-Curricular	Outdoor Education Students	12	30	27-Feb-2020	29-Feb-2020	2
73	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Outdoor Education	Outdoor Education Students	11 & 12	20	28-Feb-2020	28-Feb-2020	0

## LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
	OKM	4	<b>RESCHEDULED TO APRIL 1, 2020</b> <del>Diving Dynamics, Kelowna, BC</del>	<del>Canada</del>	<del>Introduction to Scuba Diving</del>	<del>Outdoor Education Students</del>	<del>11 &amp; 12</del>	<del>20</del>	<del>2-Mar-2020</del>	<del>2-Mar-2020</del>	<del>0</del>
74	GMS	4	Vancouver, BC	Canada	Attend Canucks Game Day Skate, Tour Arena, Science World, Canucks Game	GMS Hockey Academy Students	8 & 9	24	9-Mar-2020	11-Mar-2020	2
75	KSS, MBSS	5	Winnipeg, MB	Canada	National Human Rights Leadership Program	Genocide Studies Students	12	24	9-Mar-2020	12-Mar-2020	3
	OKM	5	<b>CANCELLED</b> <del>Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna</del>	<del>Italy, Croatia, and Austria</del>	<del>Music Cultural Learning</del>	<del>Concert and Jazz Band Students</del>	<del>10 to 12</del>	<del>60 to 100</del>	<del>9-Mar-2020</del>	<del>21-Mar-2020</del>	<del>12</del>
76	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Outdoor Education Students	11 & 12	20	11-Mar-2020	11-Mar-2020	0
77	MBSS	5	Disneyland and Universal Studios, Los Angeles and Anaheim, CA	USA	Music Performances	Senior Concert Band Students	10 to 12	41	13-Mar-2020	19-Mar-2020	6
78	KSS, MBSS, OKM & RSS	5	Annecy, Chambéry & Rumilly	France	4 Week Reciprocal Exchange Program	Grade 10 FIMM & Core French Students	10	15	14-Mar-2020	14-Apr-2020	31

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
79	KSS, MBSS, OKM & RSS	5	Annecy, Chambery & Rumilly	France	6 Week Reciprocal Exchange Program	Grade 10 & 11 FIMM and Core French Students	11 & 12	19	14-Mar-2020	25-Apr-2020	42
80	KSS	5	Battlefields of WWI and WWII	Germany, France, Belgium	Cultural and Historical Tour	Grade 11 & 12 Students	11 & 12	40	18-Mar-2020	1-Apr-2020	14
81	KSS	5	Anaheim, Los Angeles, and Ontario, CA	USA	Leadership Education and Enrichment	Leadership Students	11 & 12	22	27-Mar-2020	5-Apr-2020	9
82	KLO	5	Edmonton, AB	Canada	NHL Game Day Experience: Watch NHL Game, Stadium Tour, HCSA Ice Session	KLO Hockey Academy	8 & 9	30	30-Mar-2020	2-Apr-2020	3
83	MBSS	4	Bamfield Marine Sciences Centre, Bamfield, BC	Canada	Enhance Biology Program by Gaining Experience in a Marine Lab Environment	Biology Students	11 & 12	22	30-Mar-2020	3-Apr-2020	4
84	OKM	4	<b>RESCHEDULED FROM MARCH 2, 2020</b> Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Outdoor Education Students	11 & 12	20	1-Apr-2020	1-Apr-2020	0
85	RSS	5	Edmonton, AB	Canada	Participate in a Cantando Music Festival	Concert Jazz Band Choir & Vocal Jazz Students	9 to 12	48	5-Apr-2020	8-Apr-2020	3

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
86	KSS	5	New York City, NY	USA	Musical & Cultural Events, Activities and Experience	Music Students	10 to 12	54+	5-Apr-2020	12-Apr-2020	7
87	KSS	4	Halfway River Hot Springs, BC	Canada	Outdoor Ed Co-curricular Trip	Outdoor Education Students	12	24	5-Apr-2020	7-Apr-2020	2
88	GMS	5	Toronto and London, ON	Canada	Global Student Leadership Summit	Leadership Students	7 to 9	8	17-Apr-2020	22-Apr-2020	5
89	KLO	5	London, ON	Canada	Global Student Leadership Summit	Leadership Students	8 & 9	10	17-Apr-2020	22-Apr-2020	5
90	KSS	5	Toronto/London, ON	Canada	Global Student Leadership Summit	Leadership Students	10 to 12	10	17-Apr-2020	22-Apr-2020	5
91	MBSS	5	Toronto and London, ON	Canada	Global Student Leadership Summit	Leadership Students	9 to 12	12	17-Apr-2020	22-Apr-2020	5
92	OKM	5	London, ON	Canada	Global Student Leadership Summit	Leadership Students	10 to 12	10	17-Apr-2020	22-Apr-2020	5
93	KSS	4	Halfway River Hot Springs, BC	Canada	Outdoor Ed Co-curricular Trip	Outdoor Education Students	11	24	19-Apr-2020	21-Apr-2020	2
94	OKM	4	Victoria and the Gulf Islands, BC	Canada	Sailing and Life Training	Quest Students	8 to 12	28	19-Apr-2020	24-Apr-2020	5
95	MBSS	4	Clayoquot Sound, BC (Alternate: Gulf Islands)	Canada	Intro to Sea Kayaking & Sea Kayak Tripping	Outdoor Education Students	10 & 12	15	21-Apr-2020	26-Apr-2020	5
96	OKM	4	Whistler, BC	Canada	Con Brio Music Festival	Music Students	9	56	23-Apr-2020	26-Apr-2020	3
97	ELE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Outdoor Experience	Grade 5 Students	5	29	29-Apr-2020	1-May-2020	2

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
98	DRK	5	Québec City and Charlevoix, QC	Canada	Linguistic, Cultural and Historical Exploration in a Francophone Setting	French Immersion Students	9	30	2-May-2020	8-May-2020	6
99	KSS	4	Glen Lake (near Peachland, BC)	Canada	Outdoor Education Co-Curricular Field Study	Outdoor Education Students	11	48	7-May-2020	9-May-2020	2
100	RLE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Outdoor Experience	Grade 5 Students	5	74	11-May-2020	12-May-2020	1
101	KLO	5	Royal Tyrrell Museum, Drumheller, AB	Canada	Learning about Fossils, Evolution, Changing Earth Climate	Grade 7/8 Students	7 & 8	32	11-May-2020	13-May-2020	2
102	KLO	4	Rockridge Canyon, Princeton, BC	Canada	Performance Retreat: Dragon Boating, Canoeing, Hiking, Soccer, Basketball, Volleyball	Concert Band and Choir Students	8 & 9	67	12-May-2020	15-May-2020	3
103	DWE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Celebration - Archery, Hiking, Canoeing, Kayaking, Climbing Wall	Grade 5/6 Students	5 & 6	61	13-May-2020	15-May-2020	2
104	OKM	5	Calgary, AB	Canada	MusicFest Canada	Jazz Band Students	11 & 12	8	19-May-2020	22-May-2020	3
105	SKE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End/Alternative PE/Outdoor Ed	Grade 6 Students	6	46	25-May-2020	27-May-2020	2
106	MBSS	4	Juan De Fuca Marine Trail Vancouver Island, BC	Canada	Intro to Coastal Backpacking, Hiking, Wilderness Camping	Outdoor Education Students	10 & 12	25	26-May-2020	30-May-2020	4

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
107	OTS and PGE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Celebration - Archery, Hiking, Canoeing, Kayaking, Climbing Wall.	Grade 6 Students	6	103	27-May-2020	29-May-2020	2
108	CTE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year End Celebration - Archery, Hiking, Canoeing, Kayaking, Climbing Wall.	Grade 5 Students	5	50	3-Jun-2020	5-Jun-2020	2
109	GPE	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Year End Celebration - Hiking, Canoeing, Kayaking, Paddle Boarding, Archery, Swimming	Grade 5 Students	5	64	4-Jun-2020	5-Jun-2020	1
110	KSS	4	Mabel Lake (near Lumby, BC)	Canada	Outdoor Ed Co- curricular Trip	Outdoor Education Students	11	22	4-Jun-2020	6-Jun-2020	2
111	GME	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Outdoor Camp Celebration	Grade 6 Students	6	104	10-Jun-2020	12-Jun-2020	2
112	AME	4	Sunnybrae Camp, Tapen BC	Canada	Year-End Camping Trip	Grade 5 Students	5	105	17-Jun-2020	18-Jun-2020	1
113	DRK	4	Gardom Lake Camp (near Enderby, BC)	Canada	End of Year Celebration	Grade 8 Students	8	56	17-Jun-2020	19-Jun-2020	2
114	KLO	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Leadership Development, Reflection and Celebration	WEB Leaders	9	60	17-Jun-2020	19-Jun-2020	2
115	MJE	4	Camp Owaisi, West Kelowna, BC	Canada	Year-End Celebration - Hiking, Canoeing, Paddle Boarding, Swimming, Archery	Grade 5 Students	5	77	17-Jun-2020	19-Jun-2020	2

### LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
116	KLO	5	Montréal and Quebec City, QC	Canada	To provide a culturally and linguistically relevant experience in a Francophone setting & to learn aspects of Canadian history.	French Immersion and Core French Students	8 & 9	30	20-Jun-2020	26-Jun-2020	6
117	OKM	4	Rockridge Canyon, Princeton, BC	Canada	Year-End Team Building	Grade 9 Students	4	122	22-Jun-2020	24-Jun-2020	2





**Central Okanagan  
Public Schools**  
Together We Learn

## **BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT**

**Date:** Wednesday, February 26, 2020  
**Time:** 3:19 pm to 5:05 pm  
**Location:** School Board Office  
1040 Hollywood Road S.  
Kelowna, BC

**In attendance:**

**Board of Education:**

Trustee M. Baxter, Chairperson  
Trustee N. Bowman Trustee R. Cacchioni  
Trustee C. Desrosiers  
Trustee A. Geistlinger  
Trustee L. Tiede

**Absent:**

Trustee J. Fraser

**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 (*arrived at 3:24 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 3:19 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of February 26, 2020.
2. The Board adopted the Minutes as presented for the Incamera Meeting of February 12, 2020.
3. There was one Human Resources Information Item. (*The Director of Labour Relations joined the meeting at 3:24 pm*)
4. There were three Human Resources Action Items.  
*3:54 pm: The Executive Director of Human Resources and Director of Labour Relations left the meeting.*
5. There was one Trustee query/comment.
6. There were two Action Items.
7. There were two Superintendent Emergent Issues
8. There was one Information Item.
9. There was one Board Committee Report.
10. There were three Items Requiring Special Mention.
11. There were two Board Meetings with Partner and Community Groups listed.
12. There were two dates for Informal Board Sessions/Interchanges listed.
13. There were three BC School Trustee Association Items.

The meeting was adjourned at 5:05 pm.

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Ryan Stierman, Secretary-Treasurer/CFO



# Memorandum

**Date:** March 6, 2020  
**To:** Board of Education  
**From:** Finance and Audit Committee

**Information:** **School Fees Discussion (Ministry of Education School Fee Guidelines)**

---

## 1.0 BACKGROUND

The Finance and Audit Committee requested to review the Ministry of Education School Fee Guidelines as well as a list of District school fees, by school.

## 2.0 RELEVANT BOARD MOTION/DIRECTION

None.

## 3.0 INFORMATION STATEMENT

Under section 82(1) of the Ministry of Education School Act (*Appendix A*), Boards of Education must provide, free of charge to school age students resident in British Columbia, instruction in an educational program sufficient to meet the general requirements for graduation and the educational resource materials necessary to participate in the educational program.

There are some exceptions: Boards of Education may charge fees for certain programs, such as specialty academies, international baccalaureate, and trades programs, as well as for musical instruments. Under section 82(3) of the Act (*Appendix A*), boards may also charge fees for “goods and services” (see *Appendix B – School Regulation, section 1 for definition*) such as school supplies (i.e. exercise books, paper, writing tools), and optional field trips or special events.

Any board that charges fees must have a financial hardship policy in place to help students who are in financial need. *Appendix C* outlines this policy.

## 4.0 ASSISTANT SECRETARY-TREASURER COMMENTS

Currently, fees charged in Central Okanagan Public Schools are divided into four categories:

### i. Standard Fees (Optional School Supply, Cultural, Student Activity Fees)

- a. **School Supply Fee (\$35/student)** - all elementary schools offer a supply package that provides for any personal school supplies needed throughout the year.

- b. **Cultural Fee (\$10/student)** - all elementary schools provide optional cultural performance opportunities made available through the schools for the benefit of students.
- c. **Student Activity Fee (\$30/student)** – all middle and secondary schools collect student activity fees to support a variety of opportunities and initiatives including:
  - Cultural performances;
  - Leadership (i.e. partner community support, school wide events);
  - Athletics (i.e. reduce athletic fees to parents, replacement of team uniforms & equipment);
  - Field studies busing costs.
- ii. **Transportation Fees** - to recover a portion of the cost to transport students to and from school as per Policy 470 – Transportation Services Management.
- iii. **Academy Fees** - to support academies at middle and secondary schools that have been approved as part of the substantive change process. These include sport and cultural academies as well as dual credit programs. These fees are outlined in the Standardized Student Fee Summary (*Appendix D*).
- iv. **Goods and Services Fees** - Vary by school depending upon the offerings. These include but are not limited to yearbooks, uniforms, field studies, and musical instrument rental and graduation ceremonies.

## 5.0 APPENDICES

- A. School Act, section 82 to 82.4
- B. School Regulation, section 1
- C. Regulation 425R - Student Fees, section 8
- D. Standardized Student Fee Summary - DRAFT

# Appendix A

## *SCHOOL ACT*

- (3) Despite section 79 (1), if a student is enrolled
- (a) in an independent school, but takes one or more courses through a school or francophone school by means of distributed learning, or
  - (b) in a school or francophone school, but takes one or more courses through an independent school by means of distributed learning,

each board, francophone education authority and authority of an independent school with which the student is enrolled must provide to the other access to information in those student records and permanent student records that is necessary for the other board, francophone education authority or authority of the independent school to satisfactorily perform its obligations under this Act or the *Independent School Act*, as applicable.

[1997-52-12 effective Aug. 1/97, BC Reg. 287/97, 2006-21-13 effective June 30/06, BC Reg 195/06]

### **Achievement contracts**

#### **79.2 REPEALED 2015-11-14, effective July 1, 2015**

[2002-3-21 effective May 30/02; 2007-20-16, effective November 1/07, BC Reg 229/07; 2015-11-14, effective July 1/15]

### **Report on student achievement**

#### **79.3 REPEALED 2015-11-14, effective July 1, 2015**

[2007-20-17, effective July 1/07, BC Reg 229/07; 2015-11-14, effective July 1/15]

### **Administrative directives**

#### **79.4 REPEALED 2015-11-14, effective July 1, 2015**

[2007-20-17, effective July 1/07, BC Reg 229/07; 2015-11-14, effective July 1/15]

### **Annual reports**

#### **80 REPEALED 2002-53-22, effective May 30, 2002**

### **Reports**

**81** A board must prepare and submit to the minister reports and statements in the form, with the information and at the time required by the minister.

[2002-53-23, effective May 30/02]

### **District literacy plans**

#### **81.1 REPEALED 2015-11-14, effective July 1, 2015**

[2007-20-18, effective July 16/07, BC Reg 229/07; 2015-11-14, effective July 1/15]

### **Fees and deposits**

**82 (1)** A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board,

- (a) instruction in an educational program sufficient to meet the general requirements for graduation,
- (b) instruction in an educational program after the student has met the general requirements for graduation, and
- (c) educational resource materials necessary to participate in the educational program.

## ***SCHOOL ACT***

(2) For the purposes of subsection (1), a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.

(2.1) Subject to subsection (2.2), if a board permits a student who is older than school age and is ordinarily resident in British Columbia to enrol in an educational program leading to graduation, the board must provide free of charge to that student

- (a) instruction in an educational program sufficient to meet the general requirements for graduation, and
- (b) educational resource materials necessary to participate in the educational program.

(2.2) Subsection (2.1) does not apply to a student who has

- (a) already met the general requirements for graduation, or
- (b) completed the requirements for graduation from a secondary school or high school in another jurisdiction.

(3) Subject to subsections (1) and (2.1), section 82.4 and to the orders of the minister, a board may charge fees for goods and services provided by the board.

(4) A board may require a deposit for educational resource materials provided to students and to children registered under section 13.

(5) If a board requires a deposit under subsection (4), it must refund all or part of the deposit to the student or child on return of the educational resource materials.

(6) A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under section 13 and to the parents of those students and children before the beginning of the school year.

(7) Except as provided in an agreement under section 75 (4.1), a board is not responsible to pay for any educational activity undertaken by a student that is not provided by the board.

[1998-27-6 effective Oct. 23/98, BC Reg. 371/98; 2000-9-55, effective July 7, 2000, B.C. Reg. 243/00; 2002-53-24, effective July 1/03, 2006-21-14 effective June 30/06, BC Reg 195/06; 2007-20-219, effective July 1/07, BC Reg 229/07; am 2011-16-443, effective March 18/13]

### **Specialty academies**

**82.1** (1) In this section, "**specialty academy**" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.

(2) A board may offer a specialty academy if

- (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
- (b) the board is of the opinion that there is sufficient demand for the specialty academy.

(3) A board that offers a specialty academy must

## ***SCHOOL ACT***

- (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
- (b) continue to offer a standard educational program in the school district.

(4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.

- (5) On or before July 1 of each school year, a board that offers a specialty academy must
- (a) establish a schedule of fees to be charged under subsection (4), and
  - (b) make the schedule of fees available to the public.

- (6) Before establishing a schedule of fees under subsection (5), a board must
- (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
  - (b) obtain the approval of that parents' advisory council for the schedule of fees.

[2007-20-20, effective July 1/07, BC Reg 229/07; effective January 1, 2009, BC Reg 219/2008; am 2012-36-5, effective July 1/12; 2015-11-15, effective July 1/15]

### **Trades programs**

**82.2** (1) In this section, "**trades program**" means an educational activity that is designed to certify a student for a particular occupation, and includes an apprenticeship for students registered with the Industry Training Authority under the *Industry Training Authority Act*.

(2) Despite section 82, but subject to section 82.4, a board may do the following in relation to a student enrolled in an educational program that has a trades program component:

- (a) charge fees for the purchase or rental of tools, equipment and materials necessary for the student's participation in the trades program;
- (b) require the student to provide his or her own tools, equipment and materials necessary for the student's participation in the trades program.

[2007-20-20, effective July 1/07, BC Reg 229/07]

### **Musical instruments**

**82.3** (1) Despite section 82, but subject to section 82.4, a board may do the following in relation to a student described in subsection (2) of this section:

- (a) charge fees for the purchase or rental of a musical instrument for the student's personal use;
- (b) require the student to provide his or her own musical instrument.

- (2) Subsection (1) applies to a student participating in, as part of an educational program,
- (a) a music class, course or program, or
  - (b) a fine arts class, course or program with a music component.

[2007-20-20, effective July 1/07, BC Reg 229/07]

## ***SCHOOL ACT***

### **International Baccalaureate**

**82.31(1)** In this section and section 178, "**International Baccalaureate program**" means an educational program based on a curriculum developed and standards set by the International Baccalaureate Organization, a registered extraprovincial non-share corporation as defined in section 167 of the *Societies Act*.

- (2) A board that offers an International Baccalaureate program must
- (a) make available sufficient instruction for students enrolled in the International Baccalaureate program to meet the general requirements for graduation, and
  - (b) continue to offer a standard educational program in the school district.

(3) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in an International Baccalaureate program fees relating to the direct costs incurred by the board in providing the International Baccalaureate program that are in addition to the costs of providing a standard educational program.

- (4) If a board that offers an International Baccalaureate program charges fees under subsection (3), the board must, on or before July 1 of each school year,
- (a) establish a schedule of fees to be charged under subsection (3), and
  - (b) make the schedule of fees available to the public.

[am 2012-36-6, effective July 1/12; am 2015-24-351, effective Nov 28/16]

### **Requirement for financial hardship policy**

**82.4** Sections 82 (3), 82.1 (4), 82.2, 82.3 and 82.31 (3) apply only to a board that has established policies and procedures to facilitate participation by students of school age ordinarily resident in British Columbia who would otherwise be excluded from the course, class or program because of financial hardship.

[2007-20-20, effective July 1/07, BC Reg 229/07; am 2012-36-7, effective July 1/12]

### **Financial assistance**

- 83** (1) A board may
- (a) assist in paying the cost of transportation, board or lodging of a student, or
  - (b) subject to the orders of the minister, assist in paying the cost of transportation, board, lodging or tuition fees of a person attending an educational institution outside of British Columbia.

(2) If a student is enrolled in an educational program that is delivered, in whole or in part, through distributed learning, the board may provide any financial assistance to the student that is authorized under an agreement under section 75 (4.1).

[2002-53-24, effective May 30/02, 2006-21-15 effective June 30/06, BC Reg 195/06]

### **Insurance**

- 84** (1) A board must maintain insurance in accordance with this Act and the regulations.

## ***SCHOOL ACT***

(2) A board may maintain insurance, other than insurance referred to in subsection (1), that the board considers necessary.

(3) Subject to the regulations, if the board maintains insurance, the board must be the named beneficiary of the insurance.

### **Power and capacity**

**85** (1) For the purposes of carrying out its powers, functions and duties under this Act, a board has the power and capacity of a natural person of full capacity.

(1.1) Without limiting subsection (1), a board must, subject to this Act and the regulations, and in accordance with Provincial standards established by the minister, establish a code of conduct for students enrolled in educational programs provided by the board.

(2) Without limiting subsection (1), a board may, subject to this Act and the regulations, do all or any of the following:

- (a) determine local policy for the effective and efficient operation of schools in the school district;
- (b) subject to the orders of the minister, approve educational resource materials and other supplies and services for use by students;
- (c) make rules
  - (i) *REPEALED 2007-22-4, effective September 4, 2007*
  - (ii) respecting suspension of students and the provision of educational programs for suspended students,
  - (iii) respecting attendance of students in educational programs provided by the board,
  - (iv) respecting the establishment, operation, administration and management of
    - (A) schools operated by the board and educational programs provided by the board, and
    - (B) transportation equipment used for the purposes of the board,
  - (v) respecting the provision of volunteer services,
  - (vi) respecting the management of student housing facilities and the supervision of students accommodated in them, and
  - (vii) respecting any other matter under the jurisdiction of the board;
- (d) suspend students, in accordance with the rules under paragraph (c) (ii), so long as the board continues to make available to those students an educational program;
- (e) if approved by the council of the municipality in which the school is located, provide a system of traffic patrols to assist in the control of motor vehicle traffic on highways or elsewhere in that municipality so far as the traffic may affect students going to or from school;
- (f) provide housing accommodation for students;
- (g) subject to the orders of the minister, permit persons other than students to utilize board facilities, equipment and personnel;



# Appendix B

## SCHOOL REGULATION

13. General interest course
14. Indian language instruction
15. Referendum
16. Deemed residence
17. Deemed number of hours of instruction

### Appendix:

#### Form of Oath of Non-Disclosure

[en BC Reg. 266/13 effective Dec 19/13]

### Interpretation

- 1 (1) In this regulation:

"Act" means the *School Act*;

"**Required Graduation Program Examination**" means a Required Graduation Program Examination as defined in the Graduation Program Order, M302/04.

- (2) The following expressions are defined for the purposes of the Act:

"**educational resource materials**" means

- (a) information, represented or stored in a variety of media and formats, that is used for instruction in an educational program including, without limitation, the materials referred to in section 3 of Ministerial Order 333/99, the Educational Program Guide Order, and
- (b) materials and equipment necessary to meet the learning outcomes or assessment requirements of an educational program provided by a board

but does not include

- (c) paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computers used for distributed learning, computer storage media and other school supplies and equipment for a student's personal use,
- (d) appropriate personal clothing for school activities such as gym strip, footwear, outerwear and personal safety equipment;

"**goods and services**" includes, but is not limited to,

- (a) materials and equipment of a nature, or of a quality or quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board,
- (b) paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computer storage media and other school supplies and equipment for a student's personal use,
- (c) *REPEALED am BC Reg. 264/07, effective July 19, 2007*
- (d) the payment of expenses, including expenses for transportation, accommodation, meals, entrance fees and equipment rentals, in respect of optional field trips or special events that are not necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board.

"**hour of instruction**" means, in respect of any school, an hour in which students of the school receive instruction in an educational program, and does not include recesses, lunch periods and other scheduled breaks between classes;

# Appendix C



School District No. 23 (Central Okanagan)

Policies And Procedures

## Section Four: Students

*“Together We Learn”*

### 425R – STUDENT FEES

Schools may assess and collect the goods and services fees, distinct schools, unique programs and specialty academy fees, rentals, deposits, and charges described below, providing that the ability to pay is not a prerequisite to taking an educational program and that the charge is not for an activity that directly relates to achieving the prescribed learning outcomes of a course or program except where permitted by legislation. All goods, services, distinct schools, unique programs and specialty academy fees and supplies referred to in these Regulations shall be optional to students. The financial hardship policy (section 8) applies to all student fees.

The Board may assess and collect a Student Transportation Charge for students requesting access to the District transportation system.

#### Interpretation

For the purpose of these Regulations:

#### *Goods and Services*

Include but are not limited to:

- Materials and equipment of a nature, or of a quality or quantity, beyond that which is necessary to meet the required outcomes or assessment requirements of an educational program,
- Paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computer storage media and other school supplies and equipment for a student's individual use,
- The provision of a musical instrument for a student's individual use, and
- The payment of expenses in respect of field trips or special events including expenses for transportation, accommodation, meals, entrance fees and equipment rentals.
- Student bus passes or replacement bus passes.

#### *Student Transportation Charge*

Representing a portion of the cost to transport the student to and from school as per Policy 470.

#### *Supplies*

Items which are purchased and used personally by the student; (examples: school supplies available through the bulk purchase plan, gym strip, exercise books, binders, loose-leaf refills, blank computer diskettes, home economics and technology education projects)



## Section Four: Students

*“Together We Learn”*

<i>Educational Resource Materials</i>	Information, represented or stored in a variety of media and formats, that is used for instruction in an educational program and materials and equipment necessary to meet the learning outcomes or assessment requirements of an educational program provided by the Board of Education.
<i>Musical Instruments</i>	School District owned musical instruments used in the curricular and extracurricular school-based music programs.
<i>Merchandise</i>	Merchandise of a non-educational nature available through the schools for the benefit of its students (examples: personal foods and beverages, T-shirts and book fairs).
<i>Activities</i>	Optional activities of a non-educational or supplemental nature that are made available through the schools for the benefit of students (example: co-curricular programs).
<i>Distinct School</i>	A school that provides a curriculum with a specific school-wide educational focus (e.g. traditional or fine arts), or creates a unique school identity (e.g. mandatory uniforms).
<i>Unique Program</i>	A program that fulfills a recognized educational need separate from existing programs and services, but within the parameters of provincially prescribed and/or Board authorized curriculum, and provides educational options for students, parents and staff (e.g. International Baccalaureate, Advanced Placement or Elementary/Middle School Okanagan Language).
<i>Specialty Academy</i>	An educational program that emphasizes a particular sport, activity or subject area, and meets the prescribed criteria set out in the regulations (BC Ministry of Education Specialty Academy Criteria Regulation 219/08 dated October 15, 2009).

### 1. Goods and Services and Supplies

The Superintendent of Schools may approve the charging of specific fees and levies to students for goods and services and supplies not normally provided free-of-charge by the district's schools.

### 2. Student Transportation Charge

The Board may approve the charging of a portion of the cost to transport the student to and from school as per policy 470.



## Section Four: Students

*“Together We Learn”*

### 3. Educational Resource Materials

Secondary and middle schools may require a deposit (caution fee) for equipment or materials on the following basis:

- 3.1 individual fee
- 3.2 family fee

Upon the return of such equipment or materials in working order and good condition, all of the deposit shall be refunded to the student.

### 4. Activity Charges

Schools may collect an activity charge (student council/supplemental field trips/extra-curricular activities/cultural performance) providing the charge for the activity or resources does not relate directly to a prescribed outcome. Also, alternative activity must be provided to non-participating students. Activity charges should be on a cost-recovery basis or, where common among schools, shall be applied consistently and shall reflect reasonable cost recovery.

### 5. Approval and Publication

- 5.1 Applications for the charging of goods and services fees activity charges, and the requiring of deposits referred to in subsections 1 to 3 above, shall be submitted to the Superintendent of Schools or his designate for approval.
- 5.2 Upon receiving approval of the applicable goods and services fees, student transportation charge, charges, and deposits, each school shall publish a schedule of such fees, charges and deposits, and shall make the schedule available to students and children registered under Section 13 of the School Act, and to the parents of those students before the beginning of the school year.

### 6. Merchandise and Activities

#### 6.1 Merchandise:

Schools will be free to sell a wide range of merchandise beyond the Goods and Services and supplies, a general list of such known merchandise must be approved by the principal and filed with the office of the Superintendent of Schools or his designate for information purposes.

#### 6.2 Band instruments:

Schools may charge a nominal fee (below market rate) for the rental of School District owned band instruments. The rental fee will be established by the school principal.

#### 6.3 Activities:

Although schools will be free to undertake a number of activities beyond those required in the educational program, a list of such known activities with estimated



## Section Four: Students

*“Together We Learn”*

charges is to be approved by the principal and filed with the office of the Superintendent of Schools or his designate for information purposes.

### 6.4 **Specialty Academy Fees:**

A school may charge a fee for an authorized academy to recover supplementary instruction and resource costs (e.g. professional coaches, facility rentals) provided that Academy and associated fees are approved by the school’s School Planning Council on a yearly basis. Authorized Secondary School Apprenticeship specialty academies and Dual Credit Program specialty academies may charge for tools, equipment and materials directly related to the academy.

## 7. **Accounting**

All monies collected and distributed by a school are public funds and are subject to an audit by the office of the Secretary-Treasurer.

7.1 Proper accounting procedures shall be maintained at each school.

7.2 The principal shall be responsible for authorizing all expenditures.

7.3 Separate accounts shall be maintained for each approved specialty academy.

## 8. **Financial Hardship**

8.1 Principals shall annually notify parents through newsletters, notices to parents, and at the time of registration, that a student will not be excluded from any educational program due to financial hardship.

8.2 Principals shall facilitate participation in courses by fully or partially waiving the schedule for payment of goods, services, supplies, project fees, distinct schools, unique programs, specialty academies and charges for students unable to pay because of financial hardship. Where fees are fully or partially waived, the principal may explore with the student options to recover the fees through school-sponsored fundraising, other school funds or community sources. Parents of other participating students are not expected to fund financial hardship.

8.3 Principals shall facilitate exemption requests for the student transportation charge by meeting with the parents seeking the exemption and completing the student transportation fee Subsidy Request form. The form must be submitted confidentially to the Secretary-Treasurer for final approval.

8.4 Principals are directed to establish a procedure in each school which will allow for the private and confidential consideration of financial circumstances of individual students and families. Such procedures will preserve the dignity of families who may be unable to pay.

Date Agreed: April 23, 1980

Date Amended: February 11, 1981; April 21, 1992; April 22, 1998;

Date Reviewed/Amended: November 13, 2002

Date Amended: June 27, 2007; June 30, 2008; May 27, 2009; October 13, 2010

Date Reviewed: June 11, 2014

Related Document: School Board Fees Order

## Appendix D

New Fee in 2020/2021 School Year

School District Fee	Description	Notes	Elem	MIDDLE SCHOOLS							HIGH SCHOOLS				
				CNB	Knox	GMS	KLO	RMS	SVM	CMS	GESS	KSS	MBSS	OKM	RSS
Cultural/Activity		Last increased fr \$7 to \$10 in Sept 08	10												
School Supplies		Last increased fr \$30 to \$35 in May 19	35												
Student Activities		Last increased fr \$25 to \$30 in Sept 06		30	30	30	30	30	30	30	30	30	30	30	30
Academy Program	Baseball												130		1,200
Academy Program	Basketball	Student Services in the spring					350								
Academy Program	Golf				350						675		150	975	
Academy Program	Hockey (Junior)					1,600								2,300	
Academy Program	Hockey (RSS-Advanced)														
Academy Program	Hockey (RSS-Basic)	CMS - Jan 8, 2020 - Ed. & Student Services recommended acamedy for Board approval								1,100			850	1,100	1,000
Academy Program	Hockey (RSS-MML)														
Academy Program	Hockey (Senior)						1,100								
Academy Program	Hockey Skills										600				
Academy Program	Soccer				450						350		200	550	678
Academy Program	Swimming													550	
School Program	Dance										225				
School Program	Outdoor Ed			225					225			85			
Dual Credit Program	Auto Service Tech'n											500			
Dual Credit Program	BCIT														250
Dual Credit Program	Culinary Arts												150		
Dual Credit Program	Emerg Medical Resp														240
Dual Credit Program	Fire Fighting												300		
Dual Credit Program	Forestry														750
Dual Credit Program	Hairdressing												850		



The Office of the  
**Ombudsperson**

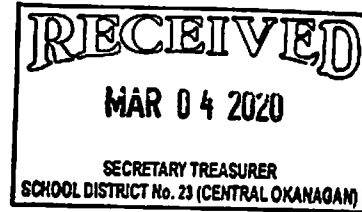
2nd floor – 947 Fort Street  
PO Box 9039 STN PROV GOVT  
Victoria BC V8W 9A5

[www.bcombudsperson.ca](http://www.bcombudsperson.ca)

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

February 24, 2020



Dear Ms. Baxter,

**RE: Quarterly Report: October 1 – December 31, 2019**

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 23 (Central Okanagan) between October 1 and December 31, 2019. This package does not include information about complaint files that are currently open with our office. As required by the *Ombudsperson Act*, this report provides information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

Enclosed you will find a detailed report containing the following:

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



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

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Jay Chalke', written in a cursive style.

Jay Chalke  
Ombudsperson  
Province of British Columbia

Enclosures





# The Office of the Ombudsperson

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## Quarterly report for School District 23 (Central Okanagan) for October 1 – December 31, 2019

Type of complaint closure	# closed
<b>Enquiries</b> – 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
<b>Complaints with No Investigation</b> – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	2
<b>Early Resolution Investigations</b> – 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
<b>Complaint Investigations</b> – 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
<b>Reason for closing an Investigation:</b>	
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
<b>Complaint settled in consultation with the authority</b> - 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
<b>Ombudsperson Initiated Investigations</b> – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0

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

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

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

#### **Sector-Specific Complaint Topics - All School Districts**

Enrolment/Registration	5	16%
School Closures	2	6%
Special Education	5	16%
Student Suspension or Exclusion	4	13%
Student Safety	2	6%
Other	13	42%

#### **General Complaint Topics - All School Districts**

Decision/Outcome - Disagreement with	15	25%
Accessibility	2	3%
Delay	4	7%
Administrative error	2	3%
Treatment by staff	4	7%
Communication	8	14%
Process/Procedure	14	24%
Complaint/Review/Appeals Process	6	10%
Employment/Labour Relations	2	3%
Other	2	3%

## **BCSTA Provincial Council – February 2020: Trustee Bowman's Summary**

### **DM, ADMs.**

Overall, funding to BC schools is status quo. Any increases over previous years are growth and CEF.

Noted that wages are not keeping up, overall, with increases in cost of living.

I asked whether funding for transportation would be restored so that we would not be taking funding out of operating. The answer from the ADM was that this might be our SD's problem, but not all SDs have this problem. Some have other problems, like heating. There was no indication that funding for transportation would be restored.

Similar questions were asked about AFG funding, and the answer was similar.

### **CSBA News**

Quebec has just eliminated all French school boards, English school boards exist only until November 2020.

Only Manitoba has boards with the capacity to tax.

PEI is reinstating school boards, originally lost due to lack of community input and low performing schools.

BC School Boards should focus on community relationships and involved governance in order to remain important and politically relevant.

### **IEC Report**

Recommendation that boards "deep dive" into the BC Tripartite Education Agreement, make sure that we all understand it.

Recommendation that boards understand and discuss UNDRIP as it has now been adopted by the BC government. It includes reference to language, culture, identity, education, and land title. It will affect, for example, disposition of crown lands and potentially other land use and land ownership decisions that may be relevant to some boards' land acquisitions.

### **Reports from Working Groups**

#### **1. Branch Structure Working Group**

Noted that shifting a board to another region requires a process and criteria.

That such a move should not happen on the floor of the AGM, but should require greater consultation and process.

Such a process would involve an explanation for why the board wants to move, etc.

Motion to this effect will come to AGM.

#### **2. Capital Working Group.**

"Capital Program Slippage," in which capital budgets were not used by boards, has been a concern in the past, not this past year, and not seeming a problem anymore.

Changing school capacity formulas to accommodate child care: a challenge if a district wants the space back.

Portables: addressed the problem that we use operating dollars on portables because we don't have capital \$ to expand or replace schools; when students are accommodated thus via our operating dollars then we do not access capital for growth or replacement. Survey is coming from BCSTA to all boards to help us make the case for portables to be capital funded.

Insufficient AFG: building lifecycle contributions are insufficient

### 3. Criteria for new standing committees working Group

Recommendation is that BCSTA develop a bylaw asking that before a motion comes to an AGM for the creation of a new standing committee that a proposal come to the board of directors explaining the goals, budget, etc of proposed committee. A Board of Directors might instead recommend an ad hoc committee or working group. The motion can still come to the floor for a standing committee if the board of directors does not approve it; but that disapproval would be expressed to the BCSTA membership.

This motion will come to the AGM.

### BCSTA Finance and Audit Committee

Report and slides coming in email. Per Diem dinner went up one dollar. Small surplus due to higher attendance at academies because of 45% new trustees after election.

*NOTES from president of BCASBO, which is the Secretary-Treasurer association for BC*

\*New protocol is in place between M of Ed and MCFD regarding communication about children in care, but how and where to see that protocol BCSTA President did not know. She just said it exists at high level. WE SHOULD ASK?

### New Priority Student Supplement from Budget


- For trauma counseling, Community Link, transportation for vulnerable students, etc; these were to all be one budget item. This may come in future budgets.
- Recommendation that boards prepare for this funding by being aware of our spending and needs on these items now

### School Board Reserves

- new policies coming re: guidelines for boards about how much, for how long, and for what purpose boards can keep reserves

### Child Care centers

- BCASBO talking to MCFD to ask that school districts be considered partners in child care rather than like other non-profits, so that our application process to include a child care center in new buildings is less onerous.



February 2020

# SYNOPSIS

## BCSTA Provincial Council Summary

This is a summary of the February 2020 Provincial Council (PC) meeting, which took place at the Morris J. Wosk Centre for Dialogue in Vancouver. Login to the [BCSTA HUB](#) to access and view linked documents. Click [here](#) to view draft PC minutes. Contact BCSTA CEO Mike Roberts at [mroberts@bcsta.org](mailto:mroberts@bcsta.org) for more details.

### President's Report

President Stephanie Higginson touched on BCSTA's recent initiatives and focus areas, including an update on BCSTA advocacy, provincial bargaining, the funding model review, recruitment and retention, BCSTA's Leadership Series workshops and upcoming AGM. [Download the report.](#)

### CEO's Report

CEO Mike Roberts' report featured a presentation on the historical shifts in power between governments, boards of education, teachers and other education stakeholders. [See the slides here.](#)

### CSBA Report

Vice-President Carolyn Broady delivered a report on the activity of the Canadian School Boards Association (CSBA), including news from Quebec on proposed legislation that will eliminate French-language school boards, news from other provinces, the work of CSBA's Indigenous education committee and upcoming events. [Download the report.](#)

### Professional Learning Committee Report

Julie-Anne Runge, PLC Chair, delivered the committee's report focusing on upcoming BCSTA AGM plans, the Leadership Series, and future professional development to meet the needs of all trustees. [Download the report here.](#)

### Indigenous Education Committee Report

Rick McKamey delivered a report with updates on their collaboration with the First Nations Education Steering Committee (FNSEC), their joint committee meeting with PLC and their plans for AGM. [Download the report.](#)

### Legislative Committee Report

The committee examines motions submitted to PC; they received one motion by the motion submission deadline, which was approved for debate. [Download the report.](#)

### Finance & Audit Committee Report

The committee presented BCSTA's draft 2020/2021 budget and requested feedback from boards. The final budget will be presented at the April 18 PC meeting. Feedback can be provided before Friday, March 20, 2020 c/o Jodi Olstead ([jolstead@bcsta.org](mailto:jolstead@bcsta.org)). The committee recommended an increase in per diem expense rates. [Download the report.](#)

### Director Term of Office Working Group Report

Linda Dolen submitted a summary report on behalf of the working group. There was no consensus on director terms of office which the group concluded should be put to AGM via motion. The group made some recommendations on the process of moving to two-year terms. [Download the report.](#)

## Capital Working Group Report

The capital working group presented a slideshow with updates on the groups activities and the status of their work on area / space formulas, capital funding for portable classrooms, school site land acquisition, and government requiring capital funding from reserves.

[Download the slides.](#)

## Branch Structure Working Group Report

The branch structure working group presented their recommendations. A motion based on the recommendations will be brought forward at AGM.

A subcommittee was is analyzing the results of a survey to branch presidents. [Download the report.](#)

## Funding Model Review Presentations

Deputy Minister Scott MacDonald and BC Association of School Business Officials President Flavia Coughlan delivered presentations on the funding model review recommendations. Download the ministry's presentation [here](#); download BCASBO's presentation [here](#).

## Disposition of Motions

The following motion was carried by PC:

9.1. New Funding Model

[Download the motion here.](#)