



**BOARD OF EDUCATION
PUBLIC MEETING
REVISED 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.

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

8

(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

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

19

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 22
- 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) 34
- 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) 41
- 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.

***9.6 International Field Studies**

(Late Item and Attachment)

STAFF RECOMMENDATION

THAT: The Board of Education cancel the following International Field Studies:

- Mount Boucherie Secondary School: Music Performances in Disneyland and Universal Studios, Southern California (March 13-March 19, 2020)
- Mount Boucherie Secondary, Okanagan Mission Secondary, Rutland Senior Secondary and Kelowna Senior Secondary France Exchange (March 14-April 25, 2020)
- Kelowna Senior Secondary School: Cultural and Historical Tour, Germany, France, and Belgium (March 18-April 1, 2020)
- Kelowna Senior Secondary School: Leadership Education and Enrichment, Southern California (March 27-April 5, 2020)
- Kelowna Senior Secondary School: Musical and Cultural Events, Activities and Experience, New York (April 5-April 12, 2020)

(Late Item and Attachment)

STAFF RECOMMENDATION

THAT: The Board of Education approve the proposed revision to the District's Indigenous Education Council's Terms of Reference, as attached to the Agenda, and as presented at the March 11, 2020 Public Board of Education Meeting.

10. PUBLIC QUESTION/COMMENT PERIOD

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

11. INFORMATION ITEMS

11.1 Superintendent's Emergent Issues

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

84

(Attachment)

11.3 General Statement – February 26, 2020

100

(Attachment)

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

101

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

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

114

(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

118

(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.**

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.

Chairperson

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:

Route	Addtl Driver Hrs/Day	Addtl Kms/ Day	Driver Costs	Operating Costs	Total
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**

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 21st, 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

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

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:

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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.

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

Frederick, Karen E. et al. "Not Just Horsing Around: The Impact Of Equine-Assisted Learning On Levels Of Hope And Depression In At-Risk Adolescents". *Community Mental Health Journal*, vol 51, no. 7, 2015, pp. 809-817. *Springer Science And Business Media LLC*, doi:10.1007/s10597-015-9836-x. Accessed 27 Nov 2019.

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<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. 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)**

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 21st, 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 21st, 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.

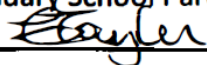
EVALUATION

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>	Total Revenue \$23,400
-----------------------------------------------------	-------------------------------

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.

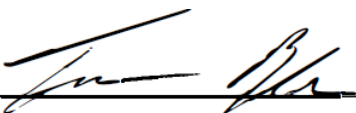
ACCESSIBILITY: The Golf Academy is an equity-based program and will provide access to students regardless of ability to pay for the program. As per Board Policy 425R, "*a student will not be excluded from any educational program due to financial hardship*". Where there are financial challenges, parents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

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

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 www.crownpub.bc.ca

Application of Regulation

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

Definitions

2 In this regulation:

"**Act**" means the *School Act*;

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

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

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

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

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

Prescribed minimum hours of instruction

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

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

(2) Subject to 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

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 19th but the last day of school is June 26th 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						
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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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25	26	27	28	29	30	

JUNE						
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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



Memorandum

Date: March 11, 2020
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Rhonda Ovelson, Assistant Superintendent
Action Item: **International Field Studies**

1.0 ISSUE STATEMENT

The World Health Organization (WHO) on March 11, 2020, declared COVID-19 a pandemic, pointing to the over 118,000 cases of the coronavirus illness in over 110 countries and territories around the world and the sustained risk of further global spread. In light of current world events, District staff have determined that there is a risk of harm to students and staff travelling internationally. The situation is fluid and changing daily. As the spread of COVID-19 continues to escalate concern from parents and staff around uncertainty of return travel, as well as, the potential for quarantine has increased. Associated risks with travel at this time include: disease contraction, returning to Kelowna infected and infecting others, travel interruption, effect of quarantine, costs associated with quarantine, availability of resources and medical system capacity, costs of foreign medical systems, as well as, willingness of employee supervisors to assume responsibility for large groups of students. In light of these circumstances, the District must act with an abundance of caution.

2.0 RELEVANT BOARD MOTION/DIRECTION

Policy 525 Field Studies-Curricular and Extra-Curricular states, "*The Board may cancel or modify a field study approved in accordance with this policy and regulations when unforeseen events occur*".

3.0 BACKGROUND

The following international field studies are scheduled for departure during the coming weeks:

- Mount Boucherie Secondary School: Music Performances in Disneyland and Universal Studios, Southern California (March 13-March 19, 2020)
- Mount Boucherie Secondary, Okanagan Mission Secondary, Rutland Senior Secondary and Kelowna Senior Secondary France Exchange (March 14-April 25, 2020)
- Kelowna Senior Secondary School: Cultural and Historical Tour, Germany, France, and Belgium (March 18-April 1, 2020)
- Kelowna Senior Secondary School: Leadership Education and Enrichment, Southern California (March 27-April 5, 2020)
- Kelowna Senior Secondary School: Musical and Cultural Events, Activities and Experience, New York (April 5-April 12, 2020)

4.0 POINTS FOR CONSIDERATION

Travel insurance may mitigate costs for families should the Board of Education cancel International field studies due to the unforeseen health risks cited above.

5.0 SUPERINTENDENT OF SCHOOLS/CEO'S COMMENTS

The health and safety of students and chaperones participating in field studies abroad is our primary concern. At this time, there is too much uncertainty surrounding international field studies. Therefore, it is recommended that the Board of Education cancel the listed International field studies travel due to the risk of harm to students and staff.

6.0 OPTIONS FOR ACTION

1. Board of Education supports the recommendation.
2. Board of Education delays decision until closer to departure date.
3. Board of Education supports the field studies moving forward as scheduled.

7.0 STAFF RECOMMENDATION

THAT: The Board of Education cancel the following International Field Studies:

- Mount Boucherie Secondary School: Music Performances in Disneyland and Universal Studios, Southern California (March 13-March 19, 2020)
- Mount Boucherie Secondary, Okanagan Mission Secondary, Rutland Senior Secondary and Kelowna Senior Secondary France Exchange (March 14-April 25, 2020)
- Kelowna Senior Secondary School: Cultural and Historical Tour, Germany, France, and Belgium (March 18-April 1, 2020)
- Kelowna Senior Secondary School: Leadership Education and Enrichment, Southern California (March 27-April 5, 2020)
- Kelowna Senior Secondary School: Musical and Cultural Events, Activities and Experience, New York (April 5-April 12, 2020)

8.0 APPENDICES

- A. Policy 525: Field Studies – Curricular and Extra-Curricular
- B. Itinerary for Mount Boucherie International Music Performances
- C. Itinerary for France Exchange
- D. Itinerary for Kelowna Senior Secondary Cultural and Historical Tour
- E. Itinerary for Kelowna Senior Secondary Leadership and Education and Enrichment International Field Study
- F. Itinerary for Kelowna Senior Secondary Musical and Cultural Events International Field Study



“Together We Learn”

Section Five: Instructional Programs

525 – FIELD STUDIES – CURRICULAR AND EXTRA-CURRICULAR

Introduction

The Board of Education believes that field studies can have educational value if they:

- are relevant to the prescribed BC curriculum; or
- directly address career exploration or the intellectual, physical, social and emotional development of students.

The Board may cancel or modify a field study approved in accordance with this policy and regulations when unforeseen events occur.

Policy

1. The Board believes field studies should supplement the curricular or extra-curricular programs and as they may utilize time from the instructional day, the public must be assured that the field studies:
 - are directly related to the tasks the school is expected to perform (given the limited instructional time in the school year);
 - have educational benefits that outweigh any time loss from school;
 - have been planned to achieve specific educational goals.
2. Most field studies can be accomplished without extended travel and overnight stays. The objectives of the curriculum should be addressed, where appropriate, without extended travel/overnight stays.
3. Education is a partnership involving the school and the home. In order to ensure that there is strong parental support for field studies being planned, the Board directs that:
 - 3.1 Informed consent forms for each student must be completed for every field study to ensure that parents are aware of the activity (including thorough descriptions of the study, transportation, any inherent risks, any unusual or potential hazards and the possible consequences) and are supportive of the student’s participation.



Section Five: Instructional Programs

“Together We Learn”

- 3.2 For a field study that has volunteer and staff drivers using private vehicles, each driver must complete Form 525.3 – Transportation of Central Okanagan Public Schools Students Vehicle Use and Authorized Driver's Statements, prior to transporting students on the field study.
- 3.3 Students that transport themselves in a private vehicle must complete Form 525.4 – Student Using Vehicle for Field Studies – Curricular and Extra-Curricular, and comply with the requirements as outlined on the Form. The BC Schools Protection Program (SPP) does not recommend the use of student volunteer drivers due to their limited driving experience. Therefore, a student is not permitted to drive other students to and from school field studies and extra-curricular activities during school hours.
- 3.4 There shall be five levels of field studies, depending upon the activities to be undertaken. For definitions of levels and requirements for each level, refer to Regulations 525R - Field Studies – Curricular and Extra-Curricular. For a listing of field studies activities subject to restrictions and those which are prohibited, refer to Appendix 525A - Field Studies Activities.
- 3.5 For field studies levels four and five, parents must be consulted well in advance of any study planning taking place with the students. Studies must be planned well in advance to ensure educational purposes, parental support and safety issues are addressed.
- 3.6 Schools must be extremely sensitive to the financial burden and the potential conflict between parents and students by possible expensive field studies; the ability of students to pay their share of the costs must not be a factor in determining participation. School personnel must ensure that financial requirements do not exclude students from participation on a field study. For further information, see Regulation 425R - Student Fees, Section 8 - Financial Hardship.
- 3.7 For all studies, an appropriate medical response plan must be in place.
4. The Board recognizes that these educational experiences require many additional hours of staff time, and affirms staff for organizing these studies while ensuring they are relevant to the curriculum and enhance learning opportunities for students.



Section Five: Instructional Programs

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5. If free travel tickets are provided as a result of bulk ticket purchases, the benefits must be shared by all those involved in the study and not taken solely by a supervisor or chaperone.
6. The Board neither approves nor sanctions any studies which are organized as vacations. The Board recognizes that there are some businesses which promote student travel and offer incentives of free airline tickets to adult supervisors who accompany students. If such studies occur, they are outside any recognized activity of the school district and the Board accepts no responsibility.
7. The school district will endeavour to provide an annual budget for extra-curricular activities.
8. The school district and school codes of conduct will apply to all field studies.

Date Agreed: April 23, 1980

Date Amended: February 13, 1985; October 26, 1994;
September 16, 1998;

Date Amended/Reviewed: November 13, 2002

Date Amended: June 9, 2004; October 27, 2004; January 26, 2011
June 24, 2015; February 27, 2019

Related Documents: 525R, 525A, Field Study Forms



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Mount Boucherie Band/Choir

California-Disneyland

March 13-19, 2020

Prepared for: Christopher Perry, Music Dept. November 2019 version 1

**Park entry, workshop, departure and arrival times pending. Details TBD*

Day 1 - March 13 Travel day

- 4:20AM - Group meets at YLW
 - ❖ Check-in at Air Canada counter
 - ❖ Clear security
 - ❖ Boarding gate TBD
- 5:40AM - Flight AC9411 departs for YVR
- 6:40AM - Arrival at YVR
 - ❖ 30 min allotted for students to eat/get take-out [\$] [S/L]
- 7:15AM - Proceed to boarding gate TBD
- 8:35AM - Flight AC550 departs for LAX
- 11:37AM - Arrival at LAX
 - ❖ Clear customs
 - ❖ Collect luggage
 - ❖ Proceed to Lux Bus pick-up point TBD
- 2:00PM - Approx. arrival time at Best Western Park Place Inn and Suites
 - ❖ Check-in, room assignment
- 2:30PM - Chaperone taxi/walk to U-Haul Anaheim office for Van pick-up
 - ❖ 626 S Anaheim Bl
 - ❖ Anaheim, CA 92805
 - ❖ Park in hotel lot
- 3:30PM - Leave for group dinner in Downtown Disney
 - ❖ 20-minute walk
- 4:00PM - Dinner at Ralph Brennan's Jazz Kitchen [D]
 - ❖ Meal and gratuity pre-paid
- 5:00PM - Dinner ends
 - ❖ Free time in Downtown Disney
 - ❖ Walk back to hotel



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Day 2 - March 14 Disneyland, LA Philharmonic

- 7:00AM - Hot Breakfast (included) at hotel [B]
7:30AM - Depart hotel for Disneyland Main Gate
 ❖ 10-minute walk
8:00AM - Approx. entry to Disneyland
12:00PM - Lunch in Disneyland
 ❖ (Dining card) [L]
TBD - ~~Soundtrack Recording Workshop~~
 ❖ AM workshop time requested
 ❖ Details pending-released 3 weeks prior
 ❖ ~~Instruments transported to Park by Van~~
 ❖ Percussion instruments provided by Disney-see PlanEars technical sheet
2:00PM - Free time in Disneyland/California Adventure
 ❖ (Dining card) [D]
 ❖ Suggest eating dinner before leaving Parks
5:30PM - Depart Disney Parks
 ❖ Return to hotel
6:30PM - ~~Depart hotel for Walt Disney Concert Hall~~
 ❖ Transport by school bus provided by U.S. Coachways
7:30PM - Arrival Walt Disney Concert Hall
 ❖ Proceed to Balcony section.
 Row A Seats 135-159
 Row B Seats 135-148
 Row C Seats 135-140
8:00PM - ~~Movie Music: Lee/Blanchard begins~~
10:00PM - ~~Depart Walt Disney Concert Hall~~
 ❖ Transport by school bus provided by U.S. Coachways

Day 3 - March 15 Disneyland

- 7:00AM - Hot Breakfast (included) at hotel [B]
7:30AM - Depart hotel for Disneyland Main Gate
 ❖ 10-minute walk
8:00AM - Approx. entry to Disneyland/California Adventure
TBD - ~~Performance~~
 ❖ Performance AFTER park opening requested
 ❖ Details pending-released 3 weeks prior
 ❖ ~~Instruments transported to Park by Van~~
 ❖ Percussion instruments provided by Disney-see PlanEars technical sheet
TBD - ~~Chaperone leaves Park after performance~~
 ❖ ~~Return van to U-Haul before 5PM~~
12:00PM - Lunch in Disneyland/California Adventure
 ❖ (Dining card) [L]
2:00PM - Free time in Disneyland/California Adventure
 ❖ (Dining card) [D]
10:00PM - California Adventure closes
12:00AM - Disneyland closes



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Day 4 - March 16 Grammy Museum, Hard Rock Café, Hollywood-LA Tour, Medieval Times

- 7:00AM - Hot Breakfast (included) at hotel [B]
- 8:00AM - Depart hotel for Grammy Museum
 - ❖ Transport with Lux Bus
- 9:30AM - Free time at Grammy Museum
- 11:00AM - Music Production Workshop
- 12:00PM - Depart Grammy Museum
 - ❖ Transport with Lux Bus
- 1:00PM - Reservation at Hard Rock Café
 - ❖ Meal and gratuity pre-paid [L]
- 2:30PM - Depart Hard Rock Café
 - ❖ Transport with Lux Bus
- 2:30PM - Tour of Hollywood/LA
 - ❖ Tour details pending
 - ❖ Guide not provided
- 5:00PM - Arrival at hotel
 - ❖ Freshen up for dinner
- 6:00PM - Depart hotel for Medieval Times
- 6:30PM - Arrival at Medieval Times
 - ❖ Meals, gratuity and entertainment pre-paid [D]
- 9:00PM - Depart Medieval Times
- 9:30PM - Arrival at hotel

Day 5 - March 17 Universal Studios

- *Departure times confirmed 60 days prior to Park entry
- 7:00AM - Hot Breakfast (included) at hotel [B]
 - 8:00AM - Depart hotel for Universal Studios Hollywood
 - ❖ Transport with Lux Bus
 - 10:00AM - Arrival at Universal Studios
 - 12:00PM - Lunch
 - ❖ [\$] [L]
 - 5:00PM - Dinner
 - ❖ Suggest eating prior to bus departure [\$] [D]
 - 7:00PM - Depart Universal Studios Hollywood
 - ❖ Transport with Lux Bus
 - 8:30PM - Arrival at hotel



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Day 6 - March 18 Disneyland

- 7:00AM - Hot Breakfast (included) at hotel [B]
- 7:30AM - Depart hotel for *Disneyland Main Gate*
 - ❖ 10-minute walk
- 8:00AM - Approx. entry to *Disneyland/California Adventure*
 - ❖ Lunch and dinner in *Disneyland/California Adventure*
 - ❖ (Dining card) [L] [D]
- 10:00PM - *California Adventure* closes
- 12:00AM - *Disneyland* closes

Day 7 - March 19 Travel day

- 8:00AM - ~~Depart hotel for LAX~~
 - ❖ Check-in at Air Canada counter
 - ❖ Clear security/customs
 - ❖ Boarding gate TBD
- 12:25PM - ~~Flight AC573 departs for YVR~~
- 3:31PM - Arrival at YVR
 - ❖ 30 min allotted for students to eat/get take-out [S] [S/L]
- 4:15PM - Proceed to boarding gate TBD
- 5:25M - ~~Flight AC848 departs for YLW~~
- 6:21PM - Arrival at YLW
 - ❖ Collect luggage

Meals included are indicated-B/L/D/S

\$-Money required for meal

Flight Details-All flights on Air Canada, master PNR #00705750

Hotel-Best Western Park Place Hotel and Mini-Suites

1544 S. Harbor Blvd. Anaheim, 92802, 714-716-4800

Transportation-provided by Lux Bus 714-939-9200 res#34624

Park Hours-released to public 60 days prior to entry

Trip to: LYON, FRANCE for **GRADE ELEVEN** FRENCH EXCHANGE



AIR CANADA AC Flight Number 8394
Operated by: /AIR CANADA EXPRESS - JAZZ
CONFIRMED

Saturday, 14 March

Departure: YLW KELOWNA 8:30AM
Arrival: YEG EDMONTON 10:54AM



AIR CANADA AC Flight Number 332
CONFIRMED

Saturday, 14 March

Departure: YEG EDMONTON 11:35AM
Arrival: YUL MONTREAL 5:34PM



AIR CANADA AC Flight Number 828
CONFIRMED

Saturday, 14 March -
Sunday, 15 March

Departure: YUL MONTREAL 8:45PM
Arrival: LYS LYON 9:00AM +1 day Terminal 1

25



AIR CANADA AC Flight Number 829
CONFIRMED

Saturday, 25 April

Departure: LYS LYON 12:00PM Terminal 1
Arrival: YUL MONTREAL 2:05PM



AIR CANADA AC Flight Number 309
CONFIRMED

Saturday, 25 April

Departure: YUL MONTREAL 6:30PM
Arrival: YVR VANCOUVER 8:45PM



AIR CANADA AC Flight Number 8422
Operated by: /AIR CANADA EXPRESS - JAZZ
CONFIRMED

Saturday, 25 April

Departure: YVR VANCOUVER 9:50PM
Arrival: YLW KELOWNA 10:46PM




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Trip to: LYON, FRANCE for **GRADE TEN FRENCH EXCHANGE**



AIR CANADA AC Flight Number 8394
Operated by: /AIR CANADA EXPRESS - JAZZ
CONFIRMED

Saturday, 14 March

Departure: YLW KELOWNA 8:30AM
Arrival: YEG EDMONTON 10:54AM



AIR CANADA AC Flight Number 332
CONFIRMED

Saturday, 14 March

Departure: YEG EDMONTON 11:35AM
Arrival: YUL MONTREAL 5:34PM



AIR CANADA AC Flight Number 828
CONFIRMED

Saturday, 14 March -
Sunday, 15 March

Departure: YUL MONTREAL 8:45PM
Arrival: LYS LYON 9:00AM +1 day Terminal 1



AIR CANADA AC Flight Number 829
CONFIRMED

Saturday, 11 April

Departure: LYS LYON 12:00PM Terminal 1
Arrival: YUL MONTREAL 2:05PM



AIR CANADA AC Flight Number 309
CONFIRMED

Saturday, 11 April

Departure: YUL MONTREAL 6:30PM
Arrival: YVR VANCOUVER 8:45PM



AIR CANADA AC Flight Number 8422
Operated by: /AIR CANADA EXPRESS - JAZZ
CONFIRMED

Saturday, 11 April

Departure: YVR VANCOUVER 9:50PM
Arrival: YLW KELOWNA 10:46PM




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KSS Battlefield Tour 2020

France/Belgium/Germany

Wednesday, March 18 - Day 1 – Departure from Kelowna to Frankfurt.

Thursday, March 19 – Day 2 – Upon arrival in Frankfurt, we will meet our coach driver, then travel on to France where you will have a tour of Fort Hackenburg, on the infamous Maginot Line. A short trip later, will land us in Verdun, where you will have time for a walk before dinner and overnight.

Friday, March 20 – Day 3 – After breakfast we tour the Verdun battlefields. Visits to the Trenches of the Bayonets, Fort Douamont and the Ossuary will be stark testaments to the violence of the struggle. In the afternoon we will relax along the River Meuse and the Place de Nations where some time is available for lunch and shopping. Our afternoon will be spent traveling to Arras with a brief stop in Rheims to visit the Cathedral.

Saturday, March 21 – Day 4 – Today we will travel to Vimy Ridge. After a trenches and tunnel tour and a visit to the famous memorial, we will take our coach to the Somme and visit Thiepval, then Beaumont-Hamel, scene of the disastrous attack by the Newfoundland Regiment during one of the Battles of the Somme in 1916. Dinner and overnight accommodation will be at Arras.

Sunday, March 22 – Day 5 – Our day begins with a trip to Iepers (Ypres), where we tour the Salient of WW I. Sites such as Essex Farm (where John McRae wrote his famous poem, In Flanders Fields), Hill 62, Sanctuary Wood, and the brooding soldier at St. Juliaan, will be visited. Soldiers' tunnel life will be evident during our Passchendaele Tunnel tour that afternoon. Chocolates from Belgium are famous and you will have an opportunity to purchase some while in Iepers. Following dinner at our hotel, we will witness the Last Post at the Menin Gate, a ceremony held daily since 1926.

Monday, March 23 – Day 6 – After breakfast we travel to Paris, with our first stop at the world famous Louvre, then take a river walk to the Notre Dame Cathedral. As the Cathedral is closed, there will be some free time to look around the building and spend time in local café's or souvenir shops close to the Cathedral. After dinner we will take an evening cruise on the River Seine to enjoy the City of Lights from the water.

Tuesday, March 24 – Day 7 – This morning we take the Metro to Trocadero, then a short walk to the Eiffel Tower for a view of this beautiful city. From the tower, we will walk to Les Invalides, formerly a military hospital and now the French War Museum. Our afternoon will be spent shopping and browsing along the Champs Elysee. Dinner will be at or near our hotel.

Wednesday, March 25 – Day 8 – We leave Paris this morning for the opulent Palace of Versailles including a tour of its manicured gardens. From there, we continue on to Normandy, where Allied troops gained a foothold in Fortress Europe on June 6, 1944. We stop at the Pegasus Memorial, a museum dedicated to the British 6th Airborne Division (which included the 1st Canadian Parachute Battalion). Dinner will be at our accommodation in Caen.

Thursday, March 26 – Day 9 – Our day begins with a visit to Le Memorial de Caen, a poignant illustration of the hardships endured during wartime, containing a message of peace. Then we travel along the beaches, stopping at Juno Beach Museum, built in memory of those Canadians who participated in the Normandy Landings. We conclude our day at the Abbaye d'Ardennes which reminds us of the brutality of war as we pay homage to the 20 Canadians murdered here by Kurt Meyer's teenage SS fanatics. Dinner and overnight at Caen.

Friday, March 27 – Day 10 – Today is a tour of most of the Normandy beach landing sites of 1944. Our first stop is at La Cambe, where 22,000 German soldiers are buried. From here we will head east, with stops at Pointe du Hoc where American Rangers had to scale cliffs to attack positions; at Omaha Beach, which contains the gravesite for 9,000 U.S. soldiers (the opening scene of "Saving Private Ryan"); to the huge guns at Batteries du Longues; capped with a visit to Arromanches where remnants of Churchill's Mulberry Harbors are still visible. After a short visit to the 360 Museum we end our day's tour at Beny sur Mer Canadian Cemetery, then return to Caen for dinner.


Saturday, March 28 – Day 11 – After breakfast we travel east along the coast to Dieppe, scene of the disastrous raid by Canadian troops on August 19, 1942. Stops at Green Beach in Pourville, and Blue Beach in Puys, will fill out our area visit. Our evening will be spent in this community.

Sunday, March 29 – Day 12 – This morning we depart Dieppe to follow the route of the Canadian Army as it moved to free the Channel Ports of France from German control. We visit La Coupole, building site of the V1 and V2 rockets which caused so much destruction on London, before traveling to the town of Brugge. "The Venice of Belgium" is our destination for dinner and overnight at our hotel, after visiting the beautiful town center.

Monday, March 30 – Day 13 – Our day will be spent entirely in the country of Belgium starting with a stop at Adegem Canadian Cemetery. We will then visit the Leopold Canal, site of the very costly crossing for men of the Canadian Scottish, Regina Rifles and Winnipeg Rifles Regiments. Nearby, there exists a bailey bridge erected by the Canadian Army in 1944 and still in use today. Dinner will be at or near our accommodation in Brugge.

Tuesday, March 31 – Day 14 – Our last full day will be spent travelling to Limburg prior to our flight back to Kelowna. However, we will make a stop at La Chapelle American Cemetery, a site where many of the victims of the Malmedy Massacre are buried. Dinner and overnite at the picturesque village of Limburg, a few miles from the Frankfurt Airport.

Wednesday, April 1 – Day 15 – We board our flight for home.

	<p>Initial Itinerary for Leadership Learning Exchange California March 27-April 5, 2020.</p> <p>Prices are subject to change. The final cost is dependant on the rate of exchange at the time of payment and on the number of students attending the exchange.</p>
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February 27, 2019

Initial Itinerary- Tentative dates and schedule:

*Please note that we are in the very early stages of planning. It is highly likely that some of the scheduled activities will shift and change as we move closer to our departure. A specific hour-by-hour itinerary will be released to all parents and students before our departure date.

Friday	Fly/ Shuttle to Ontario, California/Hotel
Saturday	California Association of Student Leaders Conference
Sunday	CASL day 2
Monday	CASL AM closing/ Charter to Anaheim/ Hotel/ Disney / California Adventure
Tuesday	Disney Education Series in Leadership/Disney / California Adventure
Wednesday	Disney Education Series in Leadership/Disney / California Adventure
Thursday	Transfer to Fairfax. Full learning exchange day with Fairfax students
Friday	Activities with Fairfax students: sightseeing tour, Visit Santa Monica Pier
Saturday	Transfer to Universal Studios / Hotel /
Sunday	Transfer to airport/Fly home

Please note: The school board can make the decision to cancel a field study trip for any purpose before or during the trip. Should any situation arise that results in students or staff being excluded from a field study trip across an international border, including being denied entry to another country despite having appropriate documentation, the field trip will be cancelled and the group as a whole will return home and not proceed. *Our school district is Multicultural and inclusive and these essential principles of our school system are integrated into all of our policies, programs, operations, and practices, including field study trips.*



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519-572-7029

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KELOWNA SECONDARY SCHOOL 8 DAY / 5 NIGHT MUSIC APPRECIATION TOUR TO NYC APRIL or MAY 2020

Note: It is the responsibility of all participants to be in possession of the correct documentation to travel out of the country. Failure to do so will result in participants being denied entry/boarding and returned home at the expense of the individual. Canadian Citizens require a valid passport (the Canadian Government recommends that passports are valid at least for the duration of your travel). Groups are advised to obtain witnessed letters of consent for persons under 18 years of age. NonCanadian travellers should contact Ellison Travel & Tours by filling in this request form: <https://www.ellisontravel.com/documentation> so we can check entry and transit requirements and confirm that they have the correct travel documentation and/or visa requirements.

Day 1 – Friday

M

- transportation to the school is the responsibility of the group
- 1:30pm - meet and load your 1x 56 passenger motorcoach at Kelowna Secondary School
- 2:00pm - depart for Vancouver, BC
- 7:45pm - arrive at Vancouver International Airport – Main Terminal, International Departures
- groups to arrive at airport 3hrs prior to departure
- 7:50pm - check-in for your overnight flight # CX888 at the Cathay Pacific counter
- in chaperoned groups proceed through security (have your passport and the boarding pass ready)
- once through security, in chaperoned groups proceed to the appropriate gate
- 10:55pm - scheduled departure to New York City (flight duration: 5hrs 5min)
- meal served inflight
- remember to turn your watches to local time of destination

Day 2 – Saturday

B/D

- 7:00am - scheduled arrival at the John F. Kennedy International Airport - Terminal 8; collect your luggage and clear customs
- 8:00am - meet your 1x 54 passenger motorcoach, and load your luggage
- 8:15am - board and depart for Manhattan
- 9:15am - arrive at the moderate hotel and check-in for 5 nights' accommodation
- rooms are guaranteed to be available by 3:00pm; please store your luggage for the day if your rooms are not ready
- time to purchase breakfast via \$10.00 USD meal allowance in local area in chaperoned groups
- group leader will distribute the 7 day MetroCard passes
- 11:00am - meet your local guide(s) from Beyond Times Square in your hotel lobby and depart for your 4hr guided Subway 101 Tour of Manhattan
- explore New York City's highlights with views of the Statue of Liberty, Battery park, Greenwich Village, Central Park and much more

- lunch at own expense
- 3:00pm - tour ends at your hotel; collect your room keys and luggage from the front desk
- 4:15pm - meet in the lobby
- 4:30pm - depart for Ellen's Stardust Diner
- 5:00pm - upon arrival, check-in for your reservation

Page

Day 2 – Saturday (continued...)

- 5:15pm - group dinner – you will enter this retro 1950s theme diner filled with nostalgic memorabilia. This unique diner features singing waitresses, feel free to join in!
- 6:45pm - after dinner, walk in chaperoned groups for TKTS traffic island (Duffy Square)
- 7:15pm - call Group Photos and he will meet you at the TKTS traffic island
- 7:30pm - meet as a group for your group photo, he is the official Macy's Parade photographer; group photo in Times Square (sun is schedule to set at 7:41pm)
enjoy the evening in chaperoned groups exploring Times Square
- Time Square – its animated, digital advertisements help create an incredibly exciting vibe contributing to times Square popularity (it is the only neighbourhood that actually requires building owners to display illuminated signs!!). Times Square is also home or adjacent to many of the Broadway theatres and cinemas. It is one of those places that make New York a city that never sleeps – as many as one thousand people in an hour cross the pedestrian island that runs between 45th and 46th Street where Broadway and 7th Avenue intersect
- when directed by your group leader, return to your hotel in chaperoned groups
- retire to your rooms for the evening; lights out

Day 3 – Sunday

B/L/D

- deluxe continental breakfast at your hotel (served: 7:00am – 10:30am)
- meet I the hotel lobby, and walk in chaperoned groups to the restaurant
- on arrival, check-in for your reservation (it is recommended to arrive at 10am to get decent seats)
- Gospel Brunch begins - enjoy! (or similar)
- after brunch, enjoy exploring the local area in chaperoned groups
- meet as a group at the Jazz Club; check-in for your reservation
- group dinner
- show begins – have fun! (running time: 1hr set)
- after the show, return to your hotel in chaperoned groups
- upon arrival, retire to your rooms for the evening; lights out

Day 4 – Monday

B/D

- deluxe continental breakfast at your hotel (served: 6:30am – 10:00am)
- after breakfast, depart for Radio City Music Hall
- 9:45am - upon arrival, check-in for reservation
- 10:00am - 60min guided tour begins
- final tour concludes; enjoy time at Rockefeller Center and take a self-guided tour of the complex which showcases some of America's finest architecture and art – highlights include majestic statues of *Prometheus and Atlas*, beautiful *Channel Gardens*, and more
- purchase lunch in chaperone groups (own expense)
- 1:30pm - meet as a group at the Top of the Rock and check-in for your reservation

- **Top of the Rock** - take the elevators known as Summit Shuttles to the top for a great view (the only public building in Manhattan that offers an unobstructed view of Central Park). The 67th and 69th floors include outdoor terraces which feature fully transparent, safety glass. The 70th floor, the uppermost level, provides a completely open air, unobstructed 360-degree view of New York City and beyond
- 2:00pm - **self-guided visit of the Observation Deck**
- 3:00pm - visit concludes; depart in chaperoned groups for **Central Park** for self-guided visit
- **Central Park** – this world famous urban park covers 843 acres, which is 6% of Manhattan. The Park stretches from Central Park South (59th St.) to 110th St. at the northern end and from 5th Ave. on the East Side to Central Park West (8th Ave.) on the West Side. Visit Strawberry Fields (a memorial for John Lennon), and Belvedere Castle
- meet as a group at the restaurant, and check-in for your reservation
- **group dinner**
- dinner concludes; walk in chaperoned groups to the Theatre
- on arrival, the group leader will pick up tickets at the Box Office and distribute; locate seats
- Broadway show begins - enjoy! (running time: TBA)

Day 4 Monday (continued...)

- after the show, return to your hotel in chaperoned groups, unless otherwise arranged by your group leader and/or chaperones
- upon arrival, retire to your rooms for the evening; lights out

Day 5 – Tuesday

B/D

- **deluxe continental breakfast** at your hotel (served: 6:30am – 10:00am)
- 8:45am - meet in the hotel lobby, and locate your guide
- 9:00am - board 1x 54 passenger motorcoach and depart for Harlem
- enjoy a **guided tour of Harlem**, including entry to the **National Jazz Museum of Harlem**
- please note that each coach/bus group will likely be on a different schedule today, as the entire group cannot all fit into the museum at one time
- **Harlem** - almost a city unto itself, Harlem is one of the most famous neighborhoods in the world. Founded by the Dutch in 1658, Harlem was once farmland and the first U.S. home of hundreds of thousands of European immigrants. The center of New York City's African American culture, Harlem is a diverse neighborhood with a vibrant and influential history.
- **Jazz & Other Giants** - outside of its native New Orleans, no community has nurtured jazz more than Harlem. Many greats like John Coltrane and Billie Holiday had their unique sounds reverberate through Harlem's fabled streets. Students will attend a live jazz performance, discussion and Q&A at the National Jazz Museum of Harlem before embarking on a historical tour of Harlem. The tour will infuse students with knowledge on jazz greats
- 12:00pm - entry to National Jazz Museum for a self-guided visit
- **National Jazz Museum** in Harlem is New York City's museum is dedicated to preserve, promote, and present jazz by inspiring knowledge, appreciation and celebration of jazz locally, nationally and internationally. Enjoy a multimedia presentation "Born in Harlem." and explore the rich cultural and musical history of Harlem, listen to classic recordings, watch historic videos. and conclude with a look at jazz in Harlem today
- enjoy lunch (own expense) as directed by your guide
- 3:00pm - tour concludes at your hotel; say goodbye to your driver and guide
- afternoon at leisure exploring **Macy's and/or Fifth Avenue** in chaperoned groups

- if you're a fashion-focused NYC Tourist, shopping at the New York stores on Fifth Avenue is a definite must during your stay in the Big Apple. NY shopping is an entirely different experience than shopping in another city, especially along this historical road. Located in the center of Manhattan, the best Fifth Avenue shopping takes place between 39th and 60th Street at NYC flagship stores. Whether you are searching for the latest fashions, NY souvenirs, or useful housewares, New York outlets on Fifth Ave caters to everyone
- meet as a group at restaurant, and check-in for your reservation
- group dinner
- dinner concludes; depart for the Lincoln Center
- on arrival, proceed to the David Geffen Hall; the group leader will go to the Box Office through the main doors to collect the tickets
- after tickets are collected and distributed, if time permits, enjoy walking through the lobby to view the architecture of the hall in chaperoned groups
- New York Philharmonic concert begins - enjoy! (TBA)
- after the show, return to your hotel in chaperoned groups, unless otherwise arranged by your group leader and/or chaperones
- upon arrival, retire to your rooms for the evening; lights out

Day 6 – Wednesday

B

- deluxe continental breakfast at your hotel (served: 6:30am – 10:00am) -
- day at leisure; areas suggested to explore (in chaperoned groups):
- Grand Central Terminal - beaux arts architecture, built in 1913, Grand Central has just completed extensive renovations. From outside, note the ornamental clock; inside, look up 12 stories to the vibrant blue ceiling, on which the stars of the zodiac are traced in 24-karat gold
- Greenwich Village - where NY's best-known writers and artists have lived and worked - check out the "quirky" architecture and the city's narrowest house

Day 6 Wednesday (continued...)

- New York Public Library in Bryant Park adjacent to Bryant Park and designed by Carrère & Hastings (1911), is one of the country's finest examples of Beaux Arts architecture, a majestic structure of white Vermont marble with Corinthian columns and allegorical statues: note the 2 famous guardian lions before climbing the steps to the entrance
- The High Line - the High Line is a public park built on a historic freight rail line 1.45-mile-long elevated above the streets on Manhattan's West Side, running from Gansevoort Street to West 34th Street. The High Line runs through three of Manhattan's most dynamic neighborhoods: the Meatpacking District, West Chelsea, and Hell's Kitchen/Clinton. When the High Line was built in the 1930s, these neighborhoods were dominated by industrial and transportation uses. Now many of the warehouses and factories have been converted to art galleries, design studios, retailers
- Staten Island Ferry, Whitehall Terminal; enjoy an crossing to view the Statue of Liberty and NYC skyline - the first business venture of Staten Islander Cornelius Vanderbilt, the ferry has operated since 1810 carrying commuters to and from the city and offering visitors an unforgettable view of an incredible skyline; disembark and re-board the next ferry at St. George Terminal bound for Manhattan and arrive back at Whitehall Terminal
- National September 11 Memorial (also known as the 9/11 Memorial) open until 9pm - is located at the World Trade Center site, on the former location of the Twin Towers, which were destroyed during the attacks. The names of every person who died in the terrorist attacks of February 26, 1993 and September 11, 2001 are inscribed in bronze around the twin memorial pools. View the exhibits, and installations which highlight the impact of the 102 minutes beginning at 8:46 a.m., when hijacked Flight 11 was crashed into the North Tower and its eventual collapse at 10:28 a.m. Between those events, hijacked Flight 175 struck the South Tower at 9:03 a.m., the Pentagon was struck by hijacked Flight 77 at 9:37 a.m., the South Tower collapsed at 9:59 a.m., and hijacked Flight 93 crashed in Somerset County, Pennsylvania at 10:03 a.m. The artifacts also speak to the role and sacrifices of first responders on 9/11
- when directed by your group leader, meet at Joe's Pub (as pre-arranged by your group leader) / 425 Lafayette St (bet. E. 4th St & Astor Pl) / closest metro stop: West Side: Take the R or W train to the 8th Street Station / East Side: Take the #6 train to Astor Place Station
- meet as a group at the restaurant, and check-in for your reservation
- group dinner
- dinner concludes; walk in chaperoned groups to the Theatre
- on arrival, the group leader will pick up tickets at the Box Office and distribute; locate seats
- Broadway show begins - enjoy! (running time: TBA)
- after the show, depart as a group for the Jazz Club - meet; check-in for your reservation
- Jazz set begins - enjoy!
- set concludes; depart for your hotel in chaperoned groups
- upon arrival, retire to your rooms for the evening; lights out

Day 7 – Thursday

B/M

- deluxe continental breakfast at your hotel (served: 6:30am – 10:00am)
- 8:15am - group leader to check-out the group; ensure any incidentals have been paid and store your luggage for the day
- 8:45am - meet as a group in the lobby
- 9:00am - take the metro in chaperoned groups to the Lincoln Center
- 9:30am - on arrival, meet as a group at Charles B. Benenson Grove (if raining/snowing, meet under awning of David Geffen Hall); group leader to check-in for your reservation at the Tour Desk in the David Rubenstein Atrium (name lists for each group required on arrival; group must be split into smaller groups including chaperones)
- proceed as directed
- 10:00am - 75min guided tour begins for all 3 groups – have fun!

- guided tour of the Lincoln Center - this center was built on 15 acres in the 1950's transforming slums into a giant cultural complex, the Lincoln Center houses the NY City Opera and Ballet, the NY City Philharmonic, NY State Theatre, Avery Fisher & Alice Tully halls, Metropolitan Opera House and the Juilliard School

Day 7 Thursday (continued...)

- 11:15am - after your tour, enjoy lunch (own expense) and the rest of your day exploring local sites:
 - Historic Orchard Street District on the Lower East Side, where you can purchase lunch at one of the many deli's or restaurants – suggest trying Katz's Deli – NY largest and oldest (since 1888) – “Where Harry Met Sally”
 - explore the Streets of Chinatown (closest Metro stop: Canal Street Station); whether characterized by their stores and restaurants or their unique size and shape, the streets of Chinatown provide a fascinating cultural experience. Often overlooked, Chinatown is the site of a rich history that not only tells the story of the Chinese-American experience, but also that of early Irish, Jewish and Italian immigrants. Today, remnants of the neighborhood's European-American ancestry stand side-by-side with more recent Asian-inspired landmarks
 - the Brooklyn Bridge (closest Metro stop: Fulton Street Station) connects two great New York City boroughs: Manhattan and Brooklyn. You can walk it, drive it, bike it, or just admire it. One way or the other, the Brooklyn Bridge soaring over the East River is one of New York City's most famous routes, both for tourists and born-and-bred New Yorkers
- 5:00pm - meet as a group at your hotel and collect your luggage
- 5:30pm - meet your 1x 54 passenger motorcoach and load your luggage
- 6:00pm - transfer to the John F. Kennedy International Airport - Terminal 8
- 7:00pm - check-in at Cathay Pacific for your evening flight to Vancouver, BC
 - groups to arrive at airport at least 3hrs prior to departure
 - in chaperoned groups proceed through security (have your passport and the boarding pass ready)
 - once through security, in chaperoned groups proceed to the appropriate gate
- 9:50pm - scheduled departure of flight # CX889 (flying time is 6hrs)
 - meal served in flight
 - *remember to turn your watches to local time of destination*

Day 8 – Friday

- 12:50am - scheduled arrival at Vancouver International Airport – Main Terminal, International Arrivals
 - go through Passport Control, collect your luggage, go through Customs into the Arrival Hall
 - head out the Exit doors and turn left; have a chaperone go to the white phone located on the wall to reach dispatch to call your coach down
- 2:00am - load your 1x 56 passenger motorcoach and depart for Kelowna, BC
- 8:00am - arrive at Kelowna Secondary School
 - Welcome Home!
 - *transportation from the school is the responsibility of the group*

**B - Breakfast / pB – Packed Breakfast / L – Lunch / pL – Packed Lunch / D - Dinner / M
– Airline Meal / S – Snack - denote meals included in tour cost**

Please advise your group leader in advance of any allergy and/or dietary restriction, so that we can advise our suppliers of the request. Not every location may be able to accommodate allergy and/or meal requirements for unique circumstances.

Itinerary is tentative and subject to final confirmation



Memorandum

Date: March 11, 2020
To: Board of Education
From: Terry-Lee Beaudry, Deputy Superintendent of Schools

Action Item: Indigenous Education Council Terms of Reference

1.0 RELEVANT BOARD MOTION/DIRECTION

As all Terms of Reference (TOR) for Board of Education established committees are the business of the Board, Terms of Reference must be reviewed and approved by the Board.

2.0 BACKGROUND

The Board of Education first approved the District's Aboriginal Education Committee's Terms of Reference on February 13, 2002. Since then, the Board of Education has reviewed and approved revisions to the District's retitled Indigenous Education Council's Terms of Reference on April 14th, 2010, February 26, 2014, March 9, 2016, and October 12, 2016.

3.0 POINTS FOR CONSIDERATION

Westbank First Nation Chief and Council has requested that the Board of Education amend the Council membership in regards to the Elder position. It is requested that the criteria requiring an Elder to be an Okanagan speaker be removed from the description of the Council membership. (See Appendix A)

4.0 OPTIONS FOR ACTION:

- a) Approve the proposed revision to the District's Indigenous Education Council's Terms of Reference.
- b) Amend the proposed revision to the District's Indigenous Education Council's Terms of Reference.
- c) Request additional information on the proposed revision to the District's Indigenous Education Council's Terms of Reference.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The proposed revision to the District's Indigenous Education Council's Terms of Reference will enable Westbank First Nation the opportunity to enable more Elders to consider applying for the currently vacant Elder representative position. An Elder representative is considered a valued Knowledge Keeper, providing sage cultural advice and guidance to the Council.

6.0. STAFF RECOMMENDATION

THAT: The Board of Education approve the proposed revision to the District's Indigenous Education Council's Terms of Reference, as attached to the Agenda, and as presented at the March 11, 2020 Public Board of Education Meeting.

7.0 APPENDIX

A. Indigenous Education Council – Terms of Reference



INDIGENOUS EDUCATION COUNCIL

CENTRAL OKANAGAN SCHOOL DISTRICT

TERMS OF REFERENCE

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

PURPOSE

The purpose of the Central Okanagan Indigenous Education Council is to support, enhance, and increase school success for all Indigenous students in the Central Okanagan School District.

STRUCTURE AND OPERATION OF THE COUNCIL

The Council will represent Indigenous interests in the design, implementation, and assessment of programs and services that will improve the school experience and academic achievement of Indigenous students.

The Council will:

- Oversee and evaluate the implementation of the Enhancement Agreement.
- Work to determine programming and shared funding initiatives related to the Ministry of Education's Indigenous Targeted Funding Policy.
- Make recommendations, to the Board of Education, on any Ministry or locally initiated changes to curriculum or services that will affect Indigenous students.
- Review District and Ministry of Education policies related to Indigenous students
- Recommend to the Board of Education, changes to District policies.
- Ensure that Okanagan (Syilx) language, history, culture, traditions and protocols are recognized and incorporated in the school curriculum at all grade levels.
- Ensure that Indigenous language, history, culture, traditions, and contributions of Indigenous people to Canadian society are recognized and incorporated in the school curriculum at all grade levels.
- Ensure current topics affecting Indigenous peoples are presented in the curriculum from an Indigenous perspective.
- Review annually the Indigenous Education programs and services for all Indigenous students and make recommendations to the Board of Education.
- Review annually the Targeted Funding budget and make recommendations to the Board of Education.
- Ensure that Indigenous student data are collected and reported annually.
- Inform, communicate, and engage with Indigenous communities and parents on an ongoing basis.
- Ensure that the interests of all Indigenous students in the District are met regardless of residency.

- Support and advocate for the hiring of Indigenous people within all District programs and services.
- Support and advocate ongoing research regarding Indigenous education issues.
- Promote Okanagan (Syilx) Protocol and Indigenous cultural awareness and understanding within all staff groups in the District.
- Provide direction to support the activities and initiatives of the District Indigenous Advisory Committee.

COUNCIL MEMBERSHIP

Voting Council members will be the appointed representatives or alternates as follows:

- Three representatives from Westbank First Nation (WFN) – one from Chief and Council, two appointed by Chief and Council
- One representative from Okanagan Nation Alliance
- One representative from Okanagan Indian Band
- Two representatives from Kelowna Métis Association
- Two representatives from Ki-Low-Na Friendship Society
- One representative from Lake Country Native Association
- Two representatives from the Indigenous Parent and Family Education Council
- One Elder representative from the Okanagan Territory ~~(who is an Okanagan speaker)~~ appointed by Westbank First Nation Chief and Council.
- Two Central Okanagan School District Trustees

REQUEST FOR MEMBERSHIP TO THE INDIGENOUS EDUCATION COUNCIL

An application for representation by a First Nation Band or Indigenous organization as a voting member will be made to the Indigenous Education Council using the respective First Nation Band or organization process (First Nation Band Council/Organization Resolution). The Indigenous Education Council will forward a recommendation to the Board of Education.

SCHOOL DISTRICT STAFF

To provide resources and support to the Council:

- Superintendent of Schools and/or designate
- District Principal of the Indigenous Education Program
- The Central Okanagan School District will appoint a person to the Indigenous Education Council to take attendance of Council members present and record and distribute minutes of the meeting

APPOINTMENT OF MEMBERS

Members representing a First Nation band or Indigenous organization will be appointed by using the respective First Nation Band or organization process (First Nation Band Council/Organization Resolution).

LENGTH OF TERM

Up to a three year renewable term, with a letter from the First Nation Band or respective organization, confirming the appointment or reappointment.

ROLES AND RESPONSIBILITIES OF MEMBERS

The Members of the Indigenous Education Council shall work together in the spirit of cooperation ensuring a safe, respectful environment for all voices to be heard.

Council members are expected to attend Council meetings.

Council members are expected to reflect the interests, concerns and perspectives of the organization on whose behalf they are speaking. Where they are unable to do so for any reason (e.g. their organization has not discussed the issue), but wish to offer a personal or professional observation, they should make any such observation with the added comment that they are doing so not on behalf of the organization, but in their personal capacity. Representatives should advise their organizations about such issues.

It is also expected that the representatives will provide the means through which these interested organizations be kept informed about the affairs and decisions of the Council.

CHAIR AND VICE-CHAIR

The Chairperson will be appointed by Westbank First Nation Council.

The Chairperson will be responsible for presiding at all meetings, maintaining order and must perform such other duties as may be assigned by the Council.

The Chairperson shall be responsible for making any Council recommendations and/or reporting to the Board of Education.

In the absence of the Chairperson, the Vice-Chairperson will act in the place of the Chairperson.

The Vice-Chairperson will be elected annually (June) by the Indigenous Education Council.

MEETINGS

In general, the Council will follow the Four Vital Voices of Community Enowkinwixw: A Syilx (Okanagan) Protocol of Respect to make decisions.

The Indigenous Education Council will meet five times during the school year and may meet at such other times as necessary to carry out its responsibilities.

A quorum is required to hold a meeting of the Indigenous Education Council. A quorum means 50% plus one additional voting member in attendance.

The Indigenous Council will meet with the Indigenous Education Advisory Committee at least once in each calendar year to discuss budget, staffing, and updates/reports of the Indigenous Education Program.

The IEC members and the Board of Education will meet annually to enhance their relationship and shared responsibilities.

CONFLICT OF INTEREST

Disclosure

Every IEC member who is in any way directly or indirectly interested in any existing or proposed contract, transaction or arrangement with the Central Okanagan School District and the IEC, or who otherwise has a conflict of interest, will declare the interest fully at IEC meetings and shall leave the meeting until such time as the conflict matter has been dealt with.

The IEC member may give a prepared statement regarding the conflict of interest, but shall leave the meeting for the decision-making process. The IEC reserves the right to recall the member to answer questions that would provide further clarification.

Time of Declaration

A member will disclose any conflict of interest at the first possible meeting when the issue will be discussed.

Effect of Declaration

If an IEC member has made a declaration of his or her conflict of interest and has refrained from discussion and decision-making, they are not accountable for the decision made by the IEC.

Non-Disclosure

When there is a perception of a conflict of interest, another member may request an agenda item to ask the member to declare the conflict. The IEC will decide whether the member is in conflict, and record its decision.

CONFIDENTIALITY

The following are not within the mandate of the Indigenous Education Council:

- Personnel matters
- Personal and confidential information on students, parents, teachers, other employees and members of the school community
- Performance or conduct of individual employees, students, parents and members of the school community
- Terms and conditions of employment contracts

As individual IEC members may have access to confidential information, IEC members will sign a Confidentiality Agreement.

REVIEWING AND AMENDING THE TERMS OF REFERENCE

The Indigenous Education Council will review the Terms of Reference at least once every three (3) years or one year prior to the signing of an Enhancement Agreement and make recommendations to the Board of Education.

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
29	MBSS	4	Boucherie Bluffs, West Kelowna, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	8-Oct-2019	8-Oct-2019	0
30	MBSS	4	Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	9-Oct-2019	9-Oct-2019	0
31	KSS	4	Kettle Valley Railway <i>(between Penticton & 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	CANCELLED Skaha Bluffs, Penticton, BC	Canada	Introduction to Top Rope Rock Climbing, Belaying, Rappelling	Outdoor Education Students	10 to 12	12	17-Oct-2019	17-Oct-2019	0

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	RESCHEDULED FROM OCT. 7 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	POSTPONED TO NOV. 21 Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	25-Oct-2019	29-Oct-2019	4

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	CANCELLED Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	14-Nov-2019	15-Nov-2019	1
49	RSS	4	RESCHEDULED FROM OCT. 25 Location Changed Due to Weather: McCulloch Forestry Recreation Site, Kelowna, BC Goudie Road area	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	21-Nov-2019	22-Nov-2019	1
50	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	22-Nov-2019	1-Dec-2019	9

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	CANCELLED Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	28-Nov-2019	29-Nov-2019	1
52	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	1-Dec-2019	10-Dec-2019	9
53	KSS	5	Kasugai, Aichi	Japan	World Global Sustainable Development Conference	Japanese as a Second Language Students	11	2	11-Dec-2019	15-Dec-2019	4
54	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys	11 & 12	15	11-Dec-2019	15-Dec-2019	4
55	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys	11 & 12	15	26-Dec-2019	29-Dec-2019	3
56	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	7-Jan-2020	7-Jan-2020	0
57	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	9-Jan-2020	9-Jan-2020	0
58	OKM	4	Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Quest BC Students	11	24	14-Jan-2020	14-Jan-2020	0
59	MBSS	4	CANCELLED DUE TO EXTREME COLD WEATHER FORECAST	Canada	Winter Camp	Outdoor Education Students	9	30	13-Jan-2020	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
			Silver Lake Forestry Camp								
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	CANCELLED DUE TO EXTREME COLD WEATHER FORECAST Silver Lake Forestry Camp	Canada	Winter Camp	Outdoor Education Students	9	24	17-Jan-2020	17-Jan-2020	1
62	MBSS	4	McCullough Lake, BC	Canada	Winter Camp	Outdoor Education Students	10 to 12	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	RESCHEDULED FROM FEBRUARY 12-21, 2020 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	RESCHEDULED TO FEBRUARY 5-13, 2020 Hawaii <i>(Big Island and Oahu)</i>	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	12-Feb-2020	21-Feb-2020	9
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	RESCHEDULED TO APRIL 1, 2020 Diving Dynamics, Kelowna, BC	Canada	Introduction to Scuba Diving	Outdoor Education Students	11 & 12	20	2-Mar-2020	2-Mar-2020	0
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	CANCELLED Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna	Italy, Croatia, and Austria	Music Cultural Learning	Concert and Jazz Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12
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, Chambéry & 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	RESCHEDULED FROM MARCH 2, 2020 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.

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

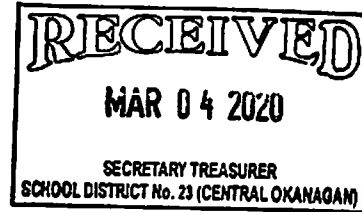
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Fax: 250-387-0198

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

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.

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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Toll-Free: 1-800-567-3247
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Quarterly report for School District 23 (Central Okanagan) for October 1 – December 31, 2019

Type of complaint closure	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	1
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	2
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	Total: 0
Reason for closing an Investigation:	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority - When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0

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

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

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

Sector-Specific Complaint Topics - All School Districts

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 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). 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.](#)