



**BOARD OF EDUCATION
PUBLIC MEETING
AGENDA**

Wednesday, June 22, 2022, 6:00 pm

School Board Office

1040 Hollywood Road S

Kelowna, BC

Public Board Meeting agendas can be accessed through the following electronic Board Meeting site: <https://pub-sd23.escribemeetings.com/>

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

Pages

1. CALL TO ORDER

2. AGENDA

Additions/Amendments/Deletions

THAT: The Agenda for the Public Board Meeting of June 22, 2022 be adopted (as amended, if appropriate).

3. MINUTES

3.1. Public Board Meeting - June 8, 2022

8

(Attachment)

THAT: The Minutes of the Public Board Meeting of June 8, 2022 be adopted as presented.

4. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

4.1. Nature Based Learning

4.2. Westside Kindergarten Students' Advice to Graduates

5. RECOGNITION

5.1. Years of Coordinating the Elementary District Track Meet - Extraordinary Leadership

Dean Sader, Retiring Teacher, Shannon Lake Elementary School
Jim Bradshaw, Retired Teacher

5.2. BC Association of Physics Teachers - Gordon Gore Award Winner

Michael Hagan, Science Teacher at Mount Boucherie Secondary School

6. PRESENTATIONS

6.1. Sanctuary Schools

Presenter: Amy Cohen, Volunteer Organizer, RAMA Okanagan and Professor of Anthropology, Okanagan College

7. STAFF PRESENTATIONS

7.1. Superintendent of Schools/CEO Report on Student Achievement 2022

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

7.2. Superintendent of Schools/CEO Year in Review

Presenter: Kevin Kaardal, Superintendent of Schools/CEO

8. 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 Action items on the agenda. The total time for this period shall normally be up to 15 minutes, with each speaker being allocated up to 3 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.

9. ACTION ITEMS

9.1. Sanctuary Schools Policy

Notice of Motion by Trustee Bowman at the Public Board Meeting - June 8, 2022

THAT: Central Okanagan Public Schools develop a Sanctuary Schools Policy to support students living with precarious immigration status.

9.2. 2022/2023 Annual Budget Bylaw

19

Recommendation from the Finance and Audit Committee - June 15, 2022
(Attachment)

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762 on the 22nd day of June 2022.

9.3. Board/Authority Authorized (BAA) Course Proposals - Mountain Biking 10, 11, and 12

40

Recommendations from Education and Student Services Committee - June 15, 2022

(Attachment)

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Mountain Biking 10 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Mountain Biking 11 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Mountain Biking 12 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting.

9.4. Proposal for Substantive Change - Mountain Biking Academy (Mount Boucherie Secondary School)

80

Recommendation from Education and Student Services Committee - June 15, 2022

(Attachment)

THAT: The Board of Education approve the Proposal for Substantive Change - Mountain Biking Academy (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting.

9.5. Board/Authority Authorized (BAA) Course Proposal - Parks and Recreation 12

88

Recommendation from Education and Student Services Committee - June 15, 2022

(Attachment)

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Parks and Recreation 12 (Okanagan Mission Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting.

9.6. Proposal for Substantive Change - Academy for Parks and Recreation (Okanagan Mission Secondary School)

98

Recommendation from Education and Student Services Committee - June 15, 2022

(Attachment)

THAT: The Board of Education approve the Proposal for Substantive Change - Academy for Parks and Recreation (Okanagan Mission Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting.

9.7. School District No. 23 (Central Okanagan) Bylaw No. 19 - Election 2022

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(Attachment)

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District No. 23 (Central Okanagan) Bylaw No. 19 - Election 2022 at the June 22, 2022 Public Board Meeting.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District No. 23 (Central Okanagan) Bylaw No. 19 - Election 2022 at the June 22, 2022 Public Board Meeting.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District No. 23 (Central Okanagan) Bylaw No. 19 - Election 2022 at the June 22, 2022 Public Board Meeting.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District No. 23 (Central Okanagan) Bylaw No. 19 - Election 2022 at the June 22, 2022 Public Board Meeting.

10. PUBLIC QUESTION/COMMENT PERIOD

This public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any matter pertaining to public education. The total time for this period shall normally be up to 15 minutes, with each speaker being allocated up to 3 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.

11. INFORMATION ITEMS

11.1. Superintendent's Emergent Issues

11.2. Level 4 and 5 Field Study Summary – 2021/2022 and 2022/2023

111

(Attachment)

11.3.	<u>General Statement – June 8, 2022</u>	125
	<i>(Attachment)</i>	
11.4.	<u>General Statement - June 14, 2022</u>	126
	<i>(Attachment)</i>	
11.5.	<u>District Student Council 2022-2023 Co-Presidents</u>	
	Zach Johnson, Student at École Kelowna Secondary School Mehak Parihar, Student at Rutland Senior Secondary School	
11.6.	<u>COPVPA Executive 2022-2023</u>	127
	<i>(Attachment)</i>	
11.7.	<u>2021/2022 Estimated Accumulated Operating Surplus</u>	128
	Referred by the Finance and Audit Committee - June 15, 2022 <i>(Attachment)</i>	
11.8.	<u>Trustee Candidate Information Session</u>	
	Thursday, August 11, 2022 at 6:30 pm, Board Room, 1040 Hollywood Road South	

12. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

13. BOARD CORRESPONDENCE

Sent:

West Kelowna Mayor and Council, June 9, 2022, Comments Made at May 24, 2022
West Kelowna Council Meeting

Received:

A. Cohen, RAMA Okanagan, June 10, 2022, Support for Sanctuary Schools Policy
S. Shawlee, June 15, 2022, Bonks on the head

RECOMMENDATION:

THAT: At the June 22, 2022 Public Board Meeting, the Board receive the
correspondence listed above.

14. ITEMS REQUIRING SPECIAL MENTION

15. FUTURE MEETINGS

15.1. Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, September 14, 2022 at 6:00 pm, Board Room Main at 1040
Hollywood Road South

Regular Public Board Meeting

Wednesday, September 28, 2022 at 6:00 pm, Board Room Main at 1040
Hollywood Road South

15.2. Board Standing Committee Meetings

General Affairs Committee Meeting

Wednesday, September 7, 2022 at 4:00 pm, Board Room Main at 1040
Hollywood Road South

Planning and Facilities Committee Meeting

Wednesday, September 7, 2022 at 6:00 pm, Board Room Main at 1040
Hollywood Road South

16. NOTICES OF MOTION

17. ITEMS FOR A FUTURE AGENDA

18. MEDIA QUESTIONS

19. ADJOURNMENT



**BOARD OF EDUCATION
PUBLIC MEETING
MINUTES**

**Wednesday, June 8, 2022, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

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

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

Partner Groups: Susan Bauhart, COTA President
David Tether, CUPE President (*arrived at 6:22 pm*)
Jeremy Sanbrooks, COPVPA Secretary
Simon Adams, COPAC President
Zach Johnson, DSC - Grade 11 at KSS

**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 6:02 pm.

AGENDA

*Add: Additional Material for Information Item 10.4 École Bellevue Creek Elementary School
and École Dorothea Walker Elementary School Traffic Planning*

The Chair stated that the order of the agenda was changed to have the recognition items before the Inside 23 presentation to accommodate other commitments of individuals being recognized.

Main 22P-098

MOVED by Trustee Broughton

SECONDED by Trustee Fraser

THAT: The Agenda for the Public Board Meeting of June 8, 2022 be adopted as amended.

CARRIED

MINUTES

Public Board Meeting - May 25, 2022

Main 22P-099

MOVED by Trustee Geistlinger

SECONDED by Trustee Desrosiers

THAT: The Minutes of the Public Board Meeting of May 25, 2022 be adopted as presented.

CARRIED

RECOGNITION

16U Barn Owls Boys' Volleyball Team - National Bronze Medalists

In attendance: Mike Sodaro, Teacher, École KLO Middle School and Coach of the 16U Barn Owls Boys' Volleyball Team

The Board of Education congratulated the 16U Barn Owls Boys' Volleyball Team who recently won a bronze medal at the 2022 Volleyball Canada Nationals in Edmonton. The team was coached by Mike Sodaro, teacher at École KLO Middle School and consisted of students from both Okanagan Mission Secondary School and École Kelowna Secondary School.

Kelowna Civic and Community Award Winners - Recognition of Central Okanagan Public Schools Teacher/Coach and Students

In attendance: Troy White, Principal, École Kelowna Secondary School
Derek Lea, Principal, Okanagan Mission Secondary School
Jeff Saunders, Teacher, Rutland Senior Secondary School

The Board of Education congratulated the following individuals/teams on receiving a Kelowna Civic and Community Award:

Bob Giordano Memorial Award – Coach/Sport Administrator of the Year

Mike Sodaro, Teacher at École KLO Middle School and Head Coach of the École Kelowna Secondary School Owls Boys' Volleyball Team

Bryan Couling Memorial Award – Athletic Team of the Year

École Kelowna Secondary School Owls Boys Volleyball Team

Augie Ciancone Memorial Award – Young Female Athlete

Tatum Wade, Grade 12 student at Okanagan Mission Secondary School

Augie Ciancone Memorial Award – Young Male Athlete

Everett Schmuland, Grade 12 student at École Kelowna Secondary School (not in attendance) and Nathan Loo, Grade 12 student at Okanagan Mission Secondary School

Teen Honour in the Arts Award

Dryden Bennett, Grade 12 student at Rutland Senior Secondary School

6:22 pm: The CUPE President joined the meeting.

Young Citizen of the Year Award

David Withler, Grade 12 student at École Kelowna Secondary School

18U Junior Heat Boys' Volleyball Team - National Silver Medalists

In attendance: Paul Thiessen, Athletic Director at Okanagan Mission Secondary and President of Okanagan Central School Athletics Association

The Board of Education congratulated the 18U Junior Heat Boys' Volleyball Team who recently won a silver medal at the 2022 Volleyball Canada Nationals in Edmonton. The Heat players come from three local schools: École Kelowna Secondary, Okanagan Mission Secondary and Mount Boucherie Secondary. This is the first time a Kelowna boys' team has medaled in the Tier 1 Division and finished second in the nation. A huge accomplishment for a district the size of the Central Okanagan. All other teams in the top eight came from cities with over a million people.

6:28 pm: Trustee Fraser and the Deputy Superintendent of Schools left the meeting.

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Student Empowerment Through a Decolonized Approach to Learning

6:29 pm: Trustee Fraser rejoined the meeting.

In attendance: Jordan Kleckner, Acting Director of Instruction: Learning and Innovation
Kristi Langlois, Instructional Leadership Team/Collaborative Learning Services Team
Janine Chabot, Teacher, École Dr. Knox Middle School
Grade 9 École Dr. Knox Middle Students:

Ava Cudmore

Kaylie Gross

Libby Reis

6:30 pm: The Deputy Superintendent of Schools/CEO rejoined the meeting.

Students from École Dr. Knox Middle School shared their experiences in their Indigenous Studies and Leadership class, some of their key learning, and their future steps.

DECLARATION

National Indigenous History Month - June and National Indigenous Peoples Day - June 21, 2022

The Board of Education recognized June as 'National Indigenous History Month' and declared June 21, 2022 as 'Indigenous Peoples Day' in the Central Okanagan Public Schools.

Government of Canada's website:

"National Indigenous History Month is held in June to recognize the rich history, heritage, resilience and diversity of First Nations, Inuit and Métis peoples across Canada."

"June 21 is National Indigenous Peoples Day. This is a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of First Nations, Inuit and Métis peoples."

PUBLIC QUESTION/COMMENT PERIOD

The following members of the public expressed their support of livestreaming Public Board Meetings:

- Shane Styles
- Lisa Aschenbrenner

ACTION ITEMS

Livestreaming of Public Board / Board Standing Committee Meetings

Notice of Motion by Trustee Broughton at the Public Board Meeting - May 25, 2022

Main 22P-100

MOVED by Trustee Broughton

SECONDED by Trustee Geistlinger

THAT: An appropriate technical implementation be established so that public meetings of the Board of Education, and public meetings of Board Committees at the discretion of the Committee Chair, will be livestreamed and recorded online beginning in Fall 2022.

Amendment 22P-101

MOVED by Trustee Geistlinger

SECONDED by Trustee Bowman

Remove 'and recorded'

Amendment 22P-102

MOVED by Trustee Bowman

SECONDED by Trustee Geistlinger

Further amend to remove 'online' and replace 'livestreamed' with 'webcast'

THAT: An appropriate technical implementation be established so that public meetings of the Board of Education, and public meetings of Board Committees at the discretion of the Committee Chair, will be ~~livestreamed-webcast and recorded online~~ beginning in Fall 2022.
CARRIED

OPPOSED: Trustees Baxter and Geistlinger

MAIN MOTION 22P-100 AS AMENDED BY AMENDMENTS 22P-101 AND 22P-102

THAT: An appropriate technical implementation be established so that public meetings of the Board of Education, and public meetings of Board Committees at the discretion of the Committee Chair, will be webcast beginning in Fall 2022.
CARRIED

Amendments to Policy 135 - School Board Operation

Recommendation from the Policy Committee - June 1, 2022

Main 22P-103

MOVED by Trustee Tiede

SECONDED by Trustee Geistlinger

THAT: The Board of Education approve the amendments to Policy 135 - School Board Operation, as attached to the Agenda and as presented at the June 8, 2022 Public Board Meeting.
CARRIED

Amendments to Policy 390 - Conflict of Interest and Confidentiality

Recommendation from the Policy Committee - June 1, 2022

Main 22P-104

MOVED by Trustee Tiede

SECONDED by Trustee Bowman

THAT: The Board of Education approve the amendments to Policy 390 - Conflict of Interest and Confidentiality, as attached to the Agenda and as presented at the June 8, 2022 Public Board Meeting.
CARRIED

Amendments to Policy 625 - Sites, Facility and Equipment Enhancements

Recommendation from the Policy Committee - June 1, 2022

Main 22P-105

MOVED by Trustee Tiede

SECONDED by Trustee Geistlinger

THAT: The Board of Education approve the amendments to Policy 625 - Sites, Facility and Equipment Enhancements, as attached to the Agenda and as presented at the June 8, 2022 Public Board Meeting.

CARRIED

Amendments to Policy 190 - Trustee Expenses

Recommendation from the Policy Committee - June 1, 2022

Main 22P-106

MOVED by Trustee Tiede

SECONDED by Trustee Geistlinger

THAT: The Board of Education approve the amendments to Policy 190 - Trustee Expenses, as attached to the Agenda and as presented at the June 8, 2022 Public Board Meeting.

CARRIED

2023/2024 Five Year Capital Plan Submission

Recommendation from the Planning and Facilities Committee - June 1, 2022

Main 22P-107

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

THAT: The Board of Education approve the Capital Plan Resolutions for the 2023/2024 Capital Plan as outlined on the attached summary, as attached to the Agenda, and presented at the June 8, 2022 Public Board Meeting.

CARRIED

Enhancement Agreement - Watson Road Elementary School Outdoor Learning Space

Recommendation from the Planning and Facilities Committee - June 1, 2022

Main 22P-108

MOVED by Trustee Desrosiers

SECONDED by Trustee Geistlinger

THAT: The Board of Education enter into an Enhancement Agreement with the Watson Road Elementary School PAC for the Outdoor Learning Space, outlined in Appendix B, as presented at the June 8, 2022 Public Board Meeting.

CARRIED

**Property Bylaw No. 156 - BC Hydro and TELUS Statutory Right-of-Way on Webber Road
Elementary School Site**

Recommendations from the Planning and Facilities Committee - June 1, 2022

Main 22P-109

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to School District No. 23 (Central Okanagan) Property Bylaw No. 156 (registration of a Statutory Right-of-Way), for registration of a Statutory Right-of-Way in favour of the BC Hydro and TELUS on Lot 96 District Lot 3481 Osoyoos Plan 20022, known as Webber Road Elementary School.

CARRIED

Main 22P-110

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to School District No. 23 (Central Okanagan) Property Bylaw No. 156 (registration of a Statutory Right-of-Way), for registration of a Statutory Right-of-Way in favour of the BC Hydro and TELUS on Lot 96 District Lot 3481 Osoyoos Plan 20022, known as Webber Road Elementary School.

CARRIED

Main 22P-111

MOVED by Trustee Desrosiers

SECONDED by Trustee Tiede

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to School District No. 23 (Central Okanagan) Property Bylaw No. 156 (registration of a Statutory Right-of-Way), for registration of a Statutory Right-of-Way in favour of the BC Hydro and TELUS on Lot 96 District Lot 3481 Osoyoos Plan 20022, known as Webber Road Elementary School at the June 8, 2022 Public Board Meeting.

CARRIED UNANIMOUSLY

Main 22P-112

MOVED by Trustee Desrosiers

SECONDED by Trustee Fraser

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and grant approval for registration of a Statutory Right-of-Way in favour of the BC Hydro and TELUS on Lot 96 District Lot 3481 Osoyoos Plan 20022, known as Webber Road Elementary School.

CARRIED

Letter to West Kelowna Mayor and Council - Comments about Central Okanagan Public Schools at May 24, 2022 Council Meeting

Recommendation from the Planning and Facilities Committee - June 1, 2022

Main 22P-113

MOVED by Trustee Desrosiers

SECONDED by Trustee Fraser

THAT: The Board of Education write a letter to the City of West Kelowna Mayor and Council regarding comments made at the May 24, 2022 West Kelowna Council Meeting regarding a school site in Goat's Peak and the District's planning for school sites.

CARRIED

PUBLIC QUESTION/COMMENT PERIOD

Juanita Neufeld expressed concerns that students aren't taught typing or handwriting in schools and requested that these courses be mandatory courses for students.

The Superintendent of Schools/CEO stated that teachers have autonomy to emphasize typing and handwriting in class; however, they are no longer part of the provincial curriculum. The Superintendent of Schools/CEO will bring forward the feedback to the province.

Lori Ann Harsent commented that technology can be used to password protect access to webcasted Public Board Meetings and expressed concerns with potential editing of webcasted meetings.

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 – 2021/2022 and 2022/2023

The Board reviewed the information.

General Statement – May 25, 2022

The Board reviewed the information.

École Bellevue Creek Elementary School and École Dorothea Walker Elementary School
Traffic Planning

The Board reviewed the information.

Financial Update - International Education Program

The Board reviewed the information.

Grant Thornton Report to Finance and Audit Committee - Initial Communication on
Audit Planning for the Year Ended June 30, 2022

The Board reviewed the information.

Updated Sustainability Initiatives for the 2021/2022 School Year

The Board reviewed the information.

Trustee Candidate Information Session

Thursday, August 11, 2022 at 6:30 pm, Board Room, 1040 Hollywood Road South

The British Columbia School Trustees Association website (www.bcsta.org) contains resources for individuals interested in running in the next election, including a guide for school trustee candidates "Putting Students First".

BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

There were no Board/District Committee queries/comments or reports.

BOARD CORRESPONDENCE

Sent:

COPAC, May 26, 2022, Congratulations and Invite to Meet with the Board of Education

Received:

Mar Jok Elementary School PAC, June 1, 2022, Support for motion regarding livestreaming of meetings

R. Kufeldt, June 1, 2022, Notice of Motion for Livestreamed Meetings

Main 22P-114

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: At the June 8, 2022 Public Board Meeting, the Board receive the correspondence listed above.

CARRIED

ITEMS REQUIRING SPECIAL MENTION

The Board Chair, Trustees and the Superintendent of Schools/CEO spoke of the following:

- Attendance at events at Oyama Traditional School, Mar Jok Elementary Learning in Depth Showcase and the Peachland Elementary Carnival.
- On Saturday, June 11, 2022, Central Okanagan Public Schools will have a booth in City Park celebrating the **Kelowna Pride Festival** and welcomes families and community members to visit. The booth will be open from 11 am to 3 pm with a Pride march/parade at 10 am.
- A team of amazing music teachers and various members of the community have organized a powerful project to **aid the Ukrainian relief effort**. On Sunday, June 26, 2022, from 12:00 pm to 2:30 pm at Prospera Place, music students from Okanagan Mission, École KSS, Mount Boucherie, Rutland Senior, George Elliot, Canyon Falls, Rutland Middle, École Glenrosa Middle, Springvalley Middle, Constable Neil Bruce Middle and École Dr. Knox Middle, will perform as part of a mass band of over 450 students. The students will be performing a special piece of music called "Kyiv", which was written by American composer, Brian Balmages, and will be led by guest conductor, Dennis Colpitts. This piece is a tribute to the Ukrainian people and all proceeds from the sale of this music is going towards the Canadian-Ukrainian Foundation. To date, more than \$50,000 has been raised and the piece has been performed in over 200 different cities, across 5 countries. Admission is by donation and there will also be a vendor fair with local artisans, crafters, business, and food trucks also donating a portion of their proceeds to the fundraising effort. A variety of bands and choirs will also be performing during the vendor fair.
- Thank you to the Central Okanagan Bursary and Scholarship Society (COBSS) for their support for our graduates over the years. This year 532 awards were presented for a total of \$496,725.
- Congratulations to the students, staff and community of Okanagan Mission Secondary School for raising \$34,500 in the Relay for Life school-wide fundraiser. Nineteen teams and over 130 students and staff participated. The top individual fundraiser, Kate Alcantara, raised \$2,225 and the top team 'Where There's a Will There's a Way' raised over \$4,000.
- Also, congratulations to the students, staff and community of École Dr. Knox Middle School who recently held their Bald Falcon Day. Their final fundraising total was \$20,227 for the BC Children's Hospital.
- The Indigenous Graduation ceremonies are being held at each of the secondary schools, using traditional honouring ceremonies including blanketing, drumming, singing, smudging and traditional food.

FUTURE MEETINGS

Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, June 22, 2022 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting

Wednesday, September 14, 2022 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Board Standing Committee Meetings

Finance and Audit Committee Meeting

Wednesday, June 15, 2022 at 4:00 pm, Board Room Main at 1040 Hollywood Road South

Education and Student Services Committee Meeting

Wednesday, June 15, 2022 at 6:00 pm, Board Room Main at 1040 Hollywood Road South

NOTICES OF MOTION

Trustee Norah Bowman:

THAT: Central Okanagan Public Schools develop a Sanctuary Schools Policy to support students living with precarious immigration status.

ITEMS FOR A FUTURE AGENDA

There were no items for a future agenda.

MEDIA QUESTIONS

There were no media questions.

ADJOURNMENT

The Chair adjourned the meeting at 8:37 pm.

Chair

Secretary-Treasurer/CFO



Memorandum

Date: June 17, 2022
To: Board of Education
From: Finance and Audit Committee
Prepared by: Delta Carmichael, Secretary-Treasurer/CFO

Action: 2022/2023 Annual Budget Bylaw

1.0 ISSUE STATEMENT

The Ministry of Education requires that the Annual Budget be prepared, adopted by Bylaw and submitted by June 30, 2022.

2.0 RELEVANT BOARD MOTION/DIRECTION

22P-079 (May 11, 2022 Public Board Meeting)

THAT: The Board of Education approve the Central Okanagan Public Schools Superintendent of Schools/CEO Budget Recommendations, as attached to the Agenda, and as presented at the May 11, 2022 Public Board Meeting.

3.0 BACKGROUND

Following the consultation and deliberation cycle as outlined in the budget timeline, recommendations were made for adjustments to the 2022/2023 Annual Budget Bylaw. These recommendations have been reflected in the attached Annual Budget Bylaw, *Appendix A*.

4.0 POINTS FOR CONSIDERATION

Statement 2 – Revenues

- a) The Annual Budget is based on a projected enrolment of 23,713 school age full-time equivalent (FTE) and 430 International student FTE. The District has conservatively projected student enrolment growth for the 2022/2023 Annual Budget; however, any additional student enrolment growth in the Fall will be reflected in the 2022/2023 Amended Budget Bylaw.
- b) To balance the 2022/2023 Annual Budget and per the Superintendent of Schools/CEO 2022/2023 Budget Recommendations, an additional 30 International students (from 400 to 430 FTE) was added to the International Education program next year. This generates approximately \$435,000 in revenues.

- c) A student enrolment increase from the prior year caused an overall increase in the District's operating grant of \$3.875 million. This increase in the operating grant is comprised of:

2022-2023 Annual Budget						
	FTE			Funding		
	F23 Annual	F22 Amended	FTE Change	Rate Change	Enrolment Change	Total \$
<u>General</u>						
Student Enrolment	23,713.4110	23,432.6875	280.7235	0	2,213,505	2,213,505
Alternate Education	230.0000	230.0000	0.0000	0	0	0
Distributed Learning	230.0000	248.0000	(18.0000)	0	(114,480)	(114,480)
Adult	13.5000	13.5000	0.0000	0	0	0
<u>Special Education</u>						
- Level 1	17.0000	17.0000	0.0000	0	0	0
- Level 2	1,213.0000	1,163.0000	50.0000	0	1,064,000	1,064,000
- Level 3	240.0000	225.0000	15.0000	0	161,250	161,250
<u>Other</u>						
ELL	951.0000	901.0000	50.0000	0	79,250	79,250
Summer Learning	225.0000	381.0000	(156.0000)	0	(42,392)	(42,392)
Indigenous	3,062.0000	3,022.0000	40.0000	0	62,600	62,600
	29,894.9110	29,633.1875	261.7235	0	3,423,733	3,423,733
FEB/MAY Mid Yr DL Funding				0	(146,817)	(146,817)
Curriculum and Learning Support Fund				6,939	0	6,939
Equity of Opportunity Supplement				7,362	0	7,362
Unique Geographic Factors				542,288	0	542,288
Salary Differential				41,638	0	41,638
Adjustments				598,227	(146,817)	451,410
Total Change				598,227	3,276,916	3,875,143

- d) Surplus carryforwards from the current year are not finalized until after June 30th; however, in order to provide for more accurate planning, carryforward balances have been estimated and form a portion of this budget (*Appendix B*). The estimated surplus is approximately \$5.807 million. Of this \$5.807 million, \$4.807 million is internally restricted and \$1.0 million is unrestricted surplus. Of the \$4.807 internally restricted balance, \$275,000 was funded from the 2021/2022 unspent school discretionary surplus discussed in the Superintendent of Schools/CEO 2022/2023 Budget Recommendations report. The unrestricted surplus of approximately \$1.0 million is significantly lower than prior years due to increased costs such as staff illness, long term replacement costs, custodial costs etc. Any adjustments that are required for these surpluses will be made with the Amended Annual Budget in February 2023.
- e) Similar to prior years, it is expected that some program surpluses will carry forward to supplement next year's budget.
- f) In the current year, districts are now permitted to record 100% of the prior year's funding for wages, benefits and overhead in the Annual Budget Bylaw with respect to the Classroom Enhancement Fund (CEF). Remedy will be budgeted in the Amended Annual Budget in February 2023 once an announcement is made. *Appendix C* outlines the projected teaching FTE, including the CEF teacher FTE, for the 2022/2023 year.

- g) The Provincial Return to School Safe funding (\$557,683) received during the current school year is not expected for the 2022/2023 school year. This has resulted in a decrease in revenue in the Special Purpose Fund (Schedule 3 of the Annual Budget Bylaw).
- h) For the 2022/2023 school year, the collection of school fees have not yet rebounded to pre COVID-19 pandemic levels. Therefore, the school generated funds (Special Purpose Fund) has been reduced by \$1.3 million.
- i) The 2022/2023 Annual Budget Bylaw for \$303,663,762 is due for submission to the Ministry of Education by June 30, 2022.

Statement 2 – Expenses

Instruction

- a) Average teacher salary and benefits increased by approximately \$1,294/FTE or \$1.954 million in total costs.
- b) Non enrolling ratios (library, counselling, learning assistance, English language learners, resource) costs increased as student FTE increased.
- c) An increase in Inclusive Education student FTE generated a need for more CEA FTE to support more vulnerable students.
- d) Several Inclusive Education teaching positions were added to the budget including psychology, speech and resource.
- e) Overall employee illness and replacement budgets were increased to address increased costs due to the COVID-19 pandemic and the 5 paid sick days recently awarded, through the Employee Standards Act, to teachers teaching on call and casual employees.
- f) The Provincial Return to School Safe funding (\$557,683) received during the current school year is not expected for the 2022/2023 school year. This has resulted in a decrease in expenses in the Special Purpose Fund (Schedule 3 of the Annual Budget Bylaw).
- g) For the 2022/2023 school year, school spending have not yet rebounded to pre COVID-19 pandemic levels. Therefore, the school generated expenses (Special Purpose Fund) has been reduced by \$1.3 million.
- h) The District has shifted its mental health support model from Child and Youth Mental Health clinicians to ARC clinicians to provide a more proactive service at middle schools resulting in a savings of \$150,000.
- i) Rapid Response Team costs related to the administration of the COVID-19 pandemic are not expected for the 2022/2023 school year (costs in 2021/2022 was \$100,381).

District Administration

- j) Ministry of Education and Child Care recently announced funding (\$175,000) to the District to hire 1 FTE District Principal to support new Early Learning & Care initiatives.

Operations and Maintenance

- k) Net relocation costs of additional portables for the 2022/2023 school year was added to the 2022/2023 Annual Budget Bylaw (\$330,200).
- l) Per the Superintendent of Schools/CEO 2022/2023 Budget Recommendations, custodial staff was to be reduced by 7 FTE; however; after further discussion, custodial staff is being reduced by 4 FTE.

Transportation

- m) Due to the increase in fuel costs, \$150,000 was added to the diesel fuel budget.
- n) Field study recovery budget has been increased by \$100,000 to better reflect expected recoveries from schools and departments.

5.0 OPTIONS FOR ACTION

- 1. Approve the Annual Budget and Bylaw as presented.
- 2. Make recommendations for adjustments to the budget.

6.0 SECRETARY-TREASURER/CFO'S COMMENTS

The Annual Budget Bylaw presented is recommended based on the current fiscal situation. Priority is being given to maintaining the integrity of the educational program in classrooms and to the achievement of the District's goals and strategic priorities.

7.0 RECOMMENDATIONS

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2022/2023 in the amount of \$303,663,762 on the 22nd day of June 2022.

8.0 APPENDICES

- A. 2022/2023 Annual Budget Bylaw
- B. 2022/2023 Estimated Surplus Appropriation Analysis
- C. 2022/2023 Projected Teacher Staffing

Annual Budget

School District No. 23 (Central Okanagan)

June 30, 2023

School District No. 23 (Central Okanagan)

June 30, 2023

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 23 (Central Okanagan) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$303,663,762 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 22nd DAY OF JUNE, 2022;

READ A SECOND TIME THE 22nd DAY OF JUNE, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 22nd DAY OF JUNE, 2022;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 23 (Central Okanagan) Annual Budget Bylaw 2022/2023, adopted by the Board the 22nd DAY OF JUNE, 2022.

Secretary Treasurer

School District No. 23 (Central Okanagan)**Statement 2**

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	24,335.688	24,112.688
Adult	33.500	33.500
Total Ministry Operating Grant Funded FTE's	24,369.188	24,146.188
Revenues	\$	\$
Provincial Grants		
Ministry of Education	265,499,259	262,138,958
Other	567,463	627,463
Federal Grants	293,728	153,150
Tuition	6,235,000	5,800,000
Other Revenue	10,301,270	11,723,700
Rentals and Leases	603,750	575,000
Investment Income	625,000	425,000
Amortization of Deferred Capital Revenue	9,764,607	9,764,607
Total Revenue	293,890,077	291,207,878
Expenses		
Instruction	245,345,875	243,699,037
District Administration	7,824,737	7,842,813
Operations and Maintenance	39,822,079	39,627,012
Transportation and Housing	5,162,148	5,105,463
Total Expense	298,154,839	296,274,325
Net Revenue (Expense)	(4,264,762)	(5,066,447)
Budgeted Allocation (Retirement) of Surplus (Deficit)	4,807,376	5,902,262
Budgeted Surplus (Deficit), for the year	542,614	835,815
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	542,614	835,815
Budgeted Surplus (Deficit), for the year	542,614	835,815

School District No. 23 (Central Okanagan)

Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	253,442,886	249,715,947
Operating - Tangible Capital Assets Purchased	1,988,235	2,222,521
Special Purpose Funds - Total Expense	29,906,037	31,752,462
Special Purpose Funds - Tangible Capital Assets Purchased	721,935	722,781
Capital Fund - Total Expense	14,805,916	14,805,916
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,798,753	2,856,822
Total Budget Bylaw Amount	303,663,762	302,076,449

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary/Treasurer	Date Signed

DRAFT

School District No. 23 (Central Okanagan)**Statement 4**

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	(4,264,762)	(5,066,447)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(2,710,170)	(2,945,302)
From Local Capital	(2,798,753)	(2,856,822)
From Deferred Capital Revenue	(25,000,000)	(25,000,000)
Total Acquisition of Tangible Capital Assets	(30,508,923)	(30,802,124)
Amortization of Tangible Capital Assets	14,805,916	14,805,916
Total Effect of change in Tangible Capital Assets	(15,703,007)	(15,996,208)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(19,967,769)	(21,062,655)

School District No. 23 (Central Okanagan)**Schedule 2**

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	240,898,857	236,963,715
Other	567,463	627,463
Federal Grants	293,728	153,150
Tuition	6,235,000	5,800,000
Other Revenue	4,273,700	4,423,700
Rentals and Leases	603,750	575,000
Investment Income	550,000	350,000
Total Revenue	253,422,498	248,893,028
Expenses		
Instruction	215,439,838	211,946,575
District Administration	7,824,737	7,842,813
Operations and Maintenance	25,016,163	24,821,096
Transportation and Housing	5,162,148	5,105,463
Total Expense	253,442,886	249,715,947
Net Revenue (Expense)	(20,388)	(822,919)
Budgeted Prior Year Surplus Appropriation	4,807,376	5,902,262
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,988,235)	(2,222,521)
Local Capital	(2,798,753)	(2,856,822)
Total Net Transfers	(4,786,988)	(5,079,343)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 23 (Central Okanagan)**Schedule 2A**

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	240,199,234	236,324,092
ISC/LEA Recovery	(1,298,700)	(1,298,700)
Other Ministry of Education Grants		
Pay Equity	1,238,323	1,238,323
Funding for Graduated Adults	100,000	100,000
Student Transportation Fund	600,000	600,000
Child Care Funding	60,000	
Total Provincial Grants - Ministry of Education	240,898,857	236,963,715
Provincial Grants - Other	567,463	627,463
Federal Grants	293,728	153,150
Tuition		
International and Out of Province Students	6,235,000	5,800,000
Total Tuition	6,235,000	5,800,000
Other Revenues		
Other School District/Education Authorities	575,000	575,000
Funding from First Nations	1,298,700	1,298,700
Miscellaneous		
Technology Fees	150,000	300,000
Transportation Fees	1,200,000	1,200,000
Wage Recoveries	450,000	450,000
Miscellaneous	600,000	600,000
Total Other Revenue	4,273,700	4,423,700
Rentals and Leases	603,750	575,000
Investment Income	550,000	350,000
Total Operating Revenue	253,422,498	248,893,028

School District No. 23 (Central Okanagan)**Schedule 2B**

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	111,272,009	110,115,493
Principals and Vice Principals	13,831,815	13,742,711
Educational Assistants	20,765,135	20,219,534
Support Staff	22,923,593	23,076,288
Other Professionals	4,103,886	3,961,869
Substitutes	8,494,661	7,404,168
Total Salaries	181,391,099	178,520,063
Employee Benefits	45,514,988	44,827,464
Total Salaries and Benefits	226,906,087	223,347,527
Services and Supplies		
Services	7,401,058	7,664,912
Student Transportation	386,800	370,800
Professional Development and Travel	2,173,164	2,175,248
Rentals and Leases	974,108	615,000
Dues and Fees	453,845	453,845
Insurance	714,600	702,600
Supplies	10,508,946	10,413,647
Utilities	3,924,278	3,972,368
Total Services and Supplies	26,536,799	26,368,420
Total Operating Expense	253,442,886	249,715,947

School District No. 23 (Central Okanagan)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	89,287,048	1,617,978	77,678	1,317,296		7,513,232	99,813,232
1.03 Career Programs	641,303			419,805		12,000	1,073,108
1.07 Library Services	2,235,462	235,043		1,403,365	224,858	14,286	4,113,014
1.08 Counselling	3,493,679					15,000	3,508,679
1.10 Special Education	12,845,843	414,889	17,914,287	1,062,278		610,000	32,847,297
1.30 English Language Learning	1,271,664			52,325		46,429	1,370,418
1.31 Indigenous Education	1,042,404	270,970	2,773,170	56,886		40,000	4,183,430
1.41 School Administration		10,244,135		3,958,915		50,714	14,253,764
1.62 International and Out of Province Students	454,606	288,454		90,012	294,729	20,000	1,147,801
Total Function 1	111,272,009	13,071,469	20,765,135	8,360,882	519,587	8,321,661	162,310,743
4 District Administration							
4.11 Educational Administration		369,809		121,561	690,405	128,000	1,309,775
4.40 School District Governance					156,919		156,919
4.41 Business Administration		390,537		1,015,722	1,563,033	45,000	3,014,292
Total Function 4	-	760,346	-	1,137,283	2,410,357	173,000	4,480,986
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				220,485	663,796		884,281
5.50 Maintenance Operations				9,726,564	193,547		9,920,111
5.52 Maintenance of Grounds				871,984			871,984
5.56 Utilities				104,886	107,616		212,502
Total Function 5	-	-	-	10,923,919	964,959	-	11,888,878
7 Transportation and Housing							
7.41 Transportation and Housing Administration				149,380	208,983		358,363
7.70 Student Transportation				2,352,129			2,352,129
Total Function 7	-	-	-	2,501,509	208,983	-	2,710,492
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	111,272,009	13,831,815	20,765,135	22,923,593	4,103,886	8,494,661	181,391,099

School District No. 23 (Central Okanagan)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	99,813,232	24,264,883	124,078,115	8,687,740	132,765,855	132,105,328
1.03 Career Programs	1,073,108	274,181	1,347,289	578,500	1,925,789	1,899,152
1.07 Library Services	4,113,014	1,055,473	5,168,487	497,671	5,666,158	5,438,515
1.08 Counselling	3,508,679	873,420	4,382,099	12,000	4,394,099	4,166,199
1.10 Special Education	32,847,297	8,744,628	41,591,925	969,500	42,561,425	40,650,836
1.30 English Language Learning	1,370,418	331,520	1,701,938	52,200	1,754,138	1,687,597
1.31 Indigenous Education	4,183,430	1,196,861	5,380,291	405,321	5,785,612	5,767,532
1.41 School Administration	14,253,764	3,320,926	17,574,690	91,600	17,666,290	17,329,580
1.62 International and Out of Province Students	1,147,801	267,990	1,415,791	1,504,681	2,920,472	2,901,836
Total Function 1	162,310,743	40,329,882	202,640,625	12,799,213	215,439,838	211,946,575
4 District Administration						
4.11 Educational Administration	1,309,775	320,259	1,630,034	372,200	2,002,234	1,896,438
4.40 School District Governance	156,919	9,415	166,334	193,300	359,634	327,465
4.41 Business Administration	3,014,292	716,977	3,731,269	1,731,600	5,462,869	5,618,910
Total Function 4	4,480,986	1,046,651	5,527,637	2,297,100	7,824,737	7,842,813
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	884,281	211,080	1,095,361	462,000	1,557,361	1,517,264
5.50 Maintenance Operations	9,920,111	2,851,181	12,771,292	4,014,208	16,785,500	16,631,943
5.52 Maintenance of Grounds	871,984	185,116	1,057,100	457,000	1,514,100	1,514,100
5.56 Utilities	212,502	36,422	248,924	4,910,278	5,159,202	5,157,789
Total Function 5	11,888,878	3,283,799	15,172,677	9,843,486	25,016,163	24,821,096
7 Transportation and Housing						
7.41 Transportation and Housing Administration	358,363	86,905	445,268	49,000	494,268	478,084
7.70 Student Transportation	2,352,129	767,751	3,119,880	1,548,000	4,667,880	4,627,379
Total Function 7	2,710,492	854,656	3,565,148	1,597,000	5,162,148	5,105,463
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	181,391,099	45,514,988	226,906,087	26,536,799	253,442,886	249,715,947

School District No. 23 (Central Okanagan)**Schedule 3**

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	24,600,402	25,175,243
Other Revenue	6,027,570	7,300,000
Total Revenue	30,627,972	32,475,243
Expenses		
Instruction	29,906,037	31,752,462
Total Expense	29,906,037	31,752,462
Net Revenue (Expense)	721,935	722,781
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(721,935)	(722,781)
Total Net Transfers	(721,935)	(722,781)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 23 (Central Okanagan)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year		63,743	20,000	3,400,000			135,549	96,453	
Add: Restricted Grants									
Provincial Grants - Ministry of Education	768,786	817,636			256,000	75,950	341,855	1,258,789	549,237
Other				6,000,000					
	768,786	817,636	-	6,000,000	256,000	75,950	341,855	1,258,789	549,237
Less: Allocated to Revenue	768,786	881,379	20,000	6,000,000	256,000	75,950	477,404	1,355,242	549,237
Deferred Revenue, end of year	-	-	-	3,400,000	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	768,786	881,379	20,000		256,000	75,950	477,404	1,355,242	549,237
Other Revenue				6,000,000					
	768,786	881,379	20,000	6,000,000	256,000	75,950	477,404	1,355,242	549,237
Expenses									
Salaries									
Teachers						42,429	138,963	24,244	
Principals and Vice Principals									
Educational Assistants		683,239			159,993				
Substitutes							58,650		546,237
	-	683,239	-	-	159,993	42,429	197,613	24,244	546,237
Employee Benefits		198,140			47,998	10,607	33,034	6,061	
Services and Supplies	66,851			6,000,000	48,009	22,914	246,757	1,324,937	3,000
	66,851	881,379	-	6,000,000	256,000	75,950	477,404	1,355,242	549,237
Net Revenue (Expense) before Interfund Transfers	701,935	-	20,000	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(701,935)		(20,000)						
	(701,935)	-	(20,000)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 23 (Central Okanagan)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Provincial Resource Program	Early Learning & Care	Strengthening Early Years Kindergarten	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		50,000	10,000					3,775,745
Add: Restricted Grants								
Provincial Grants - Ministry of Education	19,704,665	50,000	10,000	50,000	206,739	175,000	20,000	24,284,657
Other				27,570				6,027,570
	19,704,665	50,000	10,000	77,570	206,739	175,000	20,000	30,312,227
Less: Allocated to Revenue	19,704,665	50,000	10,000	77,570	206,739	175,000	20,000	30,627,972
Deferred Revenue, end of year	-	50,000	10,000	-	-	-	-	3,460,000
Revenues								
Provincial Grants - Ministry of Education	19,704,665	50,000	10,000	50,000	206,739	175,000	20,000	24,600,402
Other Revenue				27,570				6,027,570
	19,704,665	50,000	10,000	77,570	206,739	175,000	20,000	30,627,972
Expenses								
Salaries								
Teachers	15,763,728				99,547			16,068,911
Principals and Vice Principals						143,592		143,592
Educational Assistants				59,795				903,027
Substitutes		50,000	10,000		175			665,062
	15,763,728	50,000	10,000	59,795	99,722	143,592	-	17,780,592
Employee Benefits	3,940,937			16,775	24,399	31,408		4,309,359
Services and Supplies				1,000	82,618		20,000	7,816,086
	19,704,665	50,000	10,000	77,570	206,739	175,000	20,000	29,906,037
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	721,935
Interfund Transfers								
Tangible Capital Assets Purchased								(721,935)
	-	-	-	-	-	-	-	(721,935)
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 23 (Central Okanagan)**Schedule 4**

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		75,000	75,000	75,000
Amortization of Deferred Capital Revenue	9,764,607		9,764,607	9,764,607
Total Revenue	9,764,607	75,000	9,839,607	9,839,607
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	14,805,916		14,805,916	14,805,916
Total Expense	14,805,916	-	14,805,916	14,805,916
Net Revenue (Expense)	(5,041,309)	75,000	(4,966,309)	(4,966,309)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	2,710,170		2,710,170	2,945,302
Local Capital		2,798,753	2,798,753	2,856,822
Total Net Transfers	2,710,170	2,798,753	5,508,923	5,802,124
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	2,798,753	(2,798,753)	-	
Total Other Adjustments to Fund Balances	2,798,753	(2,798,753)	-	
Budgeted Surplus (Deficit), for the year	467,614	75,000	542,614	835,815

School District No. 23 (Central Okanagan)
Surplus Appropriation Analysis
5 Year Period from 2018 to 2022

Description	Projected				
	2022	2021	2020	2019	2018
Internally Restricted Surplus					
School Budgets	1,427,623	1,602,287	1,595,126	712,309	963,384
Operating Budget	2,443,410	2,427,575	1,866,565	2,643,656	3,034,268
Additional Operating Budget Surplus	275,000	0	0	0	0
Operating Holdback Funds	0	721,327	0	0	0
Indigenous Program	498,843	456,806	360,736	288,040	402,302
Net COVID Savings to Contingency Fund	0	0	1,317,766	0	0
Trustee Travel	32,500	32,500	26,500	21,528	33,928
<i>Speciality Grants</i>					
- Apprenticeship program	0	0	0	37,430	0
- CUPE Training	100,000	97,871	120,162	121,161	164,119
- Electric Bus District Contribution	0	313,266	503,898	0	0
- International Student Exchange	0	32,450	0	0	0
- Learning Support & Resources	0	85,835	0	0	0
- Mental Health Support	0	0	18,100	0	0
- Privacy and Scurity Audit	0	0	0	0	100,000
- Professional Development	0	22,920	0	0	0
- Roots of Empathy Program	0	0	6,716	0	0
- Shared Energy Manager	0	0	0	150,370	82,204
- Site Renovations	0	79,424	0	0	0
- Trades Grant	0	0	0	0	27,075
- International Field Trip	0	0	0	0	23,400
- WCB - CORE Audit Funds	30,000	30,000	47,000	49,000	39,000
Total Internally Restricted Surplus	4,807,376	5,902,261	5,862,569	4,023,494	4,869,680
% Internally Restricted to Operating Expenses	1.93%	2.50%	2.59%	1.86%	2.37%
SUGGESTION BY MOE TOOLKIT	2.5 - 5%				
Unrestricted Surplus	1,000,000	2,443,410	2,427,575	1,866,565	2,519,656
% Unrestricted to Operating Expenses	0.40%	1.03%	1.07%	0.86%	1.23%
SUGGESTION BY MOE TOOLKIT	0.5 - 1%				

School District No. 23 (Central Okanagan)**Teacher FTE Analysis****3 Year Period from 2021 to 2023**

Description	2023 Projected			2022 Amended			2021 Amended		
	Pre CEF	CEF	Total	Pre CEF	CEF	Total	Pre CEF	CEF	Total
Regular Instruction *	1,095.2928	153.1158	1,248.4086	1,091.0112	153.1158	1,244.1270	1,066.6004	142.1770	1,208.7774
COVID-19 Pandemic Funded	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	33.4300	0.0000	33.4300
Career Programs	7.2572	0.0000	7.2572	7.4965	0.0000	7.4965	7.1429	0.0000	7.1429
Library Services	26.1829	8.3600	34.5429	25.1113	8.3600	33.4713	24.4078	8.3600	32.7678
Counselling	37.6712	3.5000	41.1712	36.0142	3.5000	39.5142	35.8713	3.5000	39.3713
Special Education **	111.7274	29.8870	141.6144	114.3131	29.8870	144.2001	113.0702	27.8870	140.9572
English Language Learner	14.9859	5.3000	20.2859	14.9466	5.3000	20.2466	14.3215	5.3000	19.6215
Indigenous Education	12.0429	0.0000	12.0429	12.0000	0.0000	12.0000	9.8000	0.0000	9.8000
International Education	5.3573	0.0000	5.3573	5.4287	0.0000	5.4287	2.0001	0.0000	2.0001
Totals	1,310.5176	200.1628	1,510.6804	1,306.3216	200.1628	1,506.4844	1,306.6442	187.2240	1,493.8682

* Does not include 12.6000 FTE of enrolling Classroom Enhancement Fund FTE allocated to support students during the 2022/2023 staffing meetings.

** Does not include 3.4714 FTE of non enrolling Classroom Enhancement Fund FTE allocated to support students during the 2022/2023 staffing meetings.



Memorandum

Date: June 17, 2022
To: Board of Education
From: Education and Student Services Committee

Action Item: Board/Authority Authorized (BAA) Course Proposals – Mountain Biking 10, 11, and 12

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Courses Mountain Biking 10, 11, and 12 have been developed and are awaiting 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

Mountain Biking 10, 11, and 12 are new BAA courses that have been developed by Mount Boucherie Secondary School as several students expressed interest in Mountain Biking as an alternative to other physical education programs. The courses have been designed to introduce students to the sport of mountain biking and help them develop their personal fitness, technical and tactical skills, teamwork and communication, and an understanding of their role in the natural environment. The program will give students the opportunity to follow a passion for the outdoors, which will hopefully be part of a healthy lifestyle into their future. Mountain Biking 10, 11, and 12 have been created to align with the 2018 redesigned curriculum and the Ministry of Education Requirements and follows the "Know-Do-Understand" curriculum model.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Mount Boucherie Secondary School Parent Advisory Council Meeting held on November 22, 2021. The parents present at this meeting strongly endorsed the offering of this course at Mount Boucherie Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Authorized Courses as presented.
- b) Amend the proposed Mountain Biking 10, 11, and 12 courses.
- c) Request additional information on the proposed Mountain Biking 10, 11, and 12 courses.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Mountain Biking 10, 11, and 12, schools wishing to offer the BAA Mountain Biking 10, 11, and 12 courses in the 2022/2023 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 – Mountain Biking 10 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Mountain Biking 11 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting;

AND THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Mountain Biking 12 (Mount Boucherie Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting.

8.0 APPENDICES

- A. Board/Authority Authorized Course Mountain Biking 10
- B. Board/Authority Authorized Course Mountain Biking 11
- C. Board/Authority Authorized Course Mountain Biking 12

APPENDIX A



**Central Okanagan
Public Schools**
Together We Learn

Board/Authority Authorized Course – Mountain Biking 10

School District Name: Central Okanagan Public Schools	School District Number: SD23	
Developed by: Julian Green	Date Developed: December 2021	
School Name: Mount Boucherie Secondary School	Principal's Name: Scott Sieben	
Superintendent Approval Date (for School Districts only):	Superintendent Name: Kevin Kaardal	Signature:
Board/Authority Approval Date:	Board/Authority Chair Name: Moyra Baxter	Signature:
Course Name: Mountain Biking 10	Grade Level of Course: 10	
Number of Course Credits: 4	Number of Hours of Instruction: 120	

Board/Authority Prerequisite(s):

The student athlete must have experience riding mountain bikes on mountain terrain and be riding at least at an intermediate level recognized as prescribed by the International Mountain Bike Association criteria (Appendix A). The student athlete will be assessed on a closed, safe, level, predetermined course using the criteria before being allowed into the course.

Mountain Biking Experience Intermediate Level:

- 10-20 days experience on green and easy blue trails.
- Comfortable at slower speeds on technical blue trails with roots and loose rocks and tight single track. Must have experience on a Cross Country Mountain bike (front suspension) or Full Suspension Mountain bike.
- Can ride, maintain balance, change gears and brake without thinking about it.

APPENDIX A

Special Training, Facilities or Equipment Required:

The supervising teacher should be a mountain bike specialist who has an outdoor education background or training, mountain bike equipment maintenance experience, and outdoor first aid training. The program will be delivered by the individual on their own or with the assistance of external mountain bike professionals and volunteers authorized by Central Okanagan Public Schools Administration. The number of instructors will be determined by the size of the class.

The program will take place in indoor and outdoor facilities. A trailer will be required to transport the bikes to trails.

A Cross Country (Front Suspension) or Full Suspension Mountain bike will be required. A few student athletes can rent a mountain bike monthly from Mount Boucherie Secondary School. A mountain biking helmet will be required. The City of Kelowna has donated helmets to the program as part of their active transportation promotion for those unable to afford a helmet. Elbow pads, and knee/leg pads will be recommended, but not required.

Course Synopsis:

Mountain Biking 10 is designed as an introduction to Mountain Biking and to develop Mountain Biking skills and knowledge up to an intermediate level. The class will build on a variety of sport specific movement, skills, systems and strategies related to mountain biking. It will focus on the fundamentals of the sport:

- Prioritizing safety, safety guidelines, and riding safely.
- Equipment checks and safety.
- Self-assessment of skill level and safe warm up activities.
- Clear communication skills.
- Choosing safe and appropriate terrain for student ability level.
- Riding with knowledge of upcoming terrain and maintaining a safe riding pace.
- Consistent position and balance skills through the 'Climbing', "Neutral" and "Ready" Positions, combined with a good range of movement.
- Consistently maintaining an efficient cadence and straight chain line.
- Braking without skidding on loose terrain, using both brakes.
- Climbing (riding uphill) and descending (riding downhill) on technical, single track (beginner and intermediate) terrain.
- Riding on banked and flat corners on various terrain surfaces.
- Maintaining chosen line (trail to be ridden) in technical ("rooty"/"rocky"/uneven) terrain.
- Learning how to use front and rear wheel lifts – standing (to navigate rooty/rocky/or uneven terrain).
- Seated front wheel lift, using a pedal stroke (to navigate "rooty"/"rocky"/or uneven terrain).
- Learn how to ride switchbacks - slow, tight turns.

The sport of Mountain Biking will include a variety of drills and "mini-rides" to help develop aspects of trail riding and navigation. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle.

APPENDIX A

Student athletes will also take part in goal setting and reflection activities using technology and data collection. Self-evaluations will provide students with immediate reflection and feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress. Time will also be devoted to flexibility and sport specific strength training.

Goals and Rationale:

A significant number of students have expressed an interest in Mountain Biking as an alternative to other physical education programs. The Mountain Biking 10 program will allow young people to participate in a sport in which they are an integral part of a team and experience the benefits of team sports, such as having a coach, teammates and a network of support and camaraderie. Mountain biking is also an individual sport in which the main goal is to become a better, stronger rider. In contrast to other team sports in which only a handful of athletes participate at one time on the court or field, in mountain biking everyone can be on their bikes, improving their abilities at the same time. Also, currently in BC, every High School Mountain Biking team is automatically eligible for Provincials as long as they have participated in at least one Mountain Biking competition within BC. This will allow every student the opportunity to experience going to a provincial competition, something they might not have the opportunity to do in other sports.

The Mountain Biking 10 program will give students the opportunity to follow a passion and love for the outdoors, which will hopefully be part of a healthy lifestyle well into their future.

Indigenous Worldviews and Perspectives:

The Mountain Biking program is about the support and development of the individual athlete as a person and athlete, providing them with an opportunity to be connected to the community. The class will spend time training outside for engagement with land and nature. The class will offer groupings allowing the individual students to feel part of something bigger through a learner-centered approach that is experiential by nature and aligned with the Indigenous perspectives and knowledge. The role of the teacher in the Mountain Biking Academy is one of support, learning side-by-side with the student athletes helping to develop a love for Mountain Biking and the outdoors. In particular, we will focus on and adopt the following guiding principles prepared by the British Columbia Aboriginal Sport, Recreation and Physical Activity Partners Council:

- Indigenous peoples possess significant traditional knowledge and cultural teachings, which recognize the positive influence of physical activity and sports/games have on holistic personal development.
- Indigenous people in British Columbia live in complex geographical environments and, as such, experience unique living conditions and social realities.
- Indigenous peoples hold personal dignity and well-being as the foundation of their cultures and maintain the inherent right to live healthy and active lives.

APPENDIX A

We will also be following the First Peoples Principles of learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Following proper training guidelines and techniques help us to improve our skill in mountain biking.

Spending time outdoors allows us to develop an understanding of the natural environment and ourselves.

Participating safely in mountain biking activities requires the development of communication, teamwork, and collaboration skills.

Improving overall fitness will enhance athlete development.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Mountain Biking activity skills and healthy living</p> <ul style="list-style-type: none"> • Participate in a variety of Mountain Biking activities • Develop and demonstrate a variety of introductory skills for Mountain Biking activities • Identify and explain basic repairs on their Mountain Bike • Explain how developing competence in Mountain Biking activities can increase confidence and encourage lifelong participation • Understand their strengths and areas for growth <p>Social responsibility</p> <ul style="list-style-type: none"> • Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations <p>Collaboration, teamwork, and safety</p> <ul style="list-style-type: none"> • Collaborate with others in a variety of Mountain Biking activities • Use applicable communication skills when interacting with others • Demonstrate responsibility for personal safety and the safety of others • Assess and manage risks during different types of outdoor activities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Health benefits of Mountain Biking activities • Develop basic Mountain Biking activity knowledge and skills • First Peoples traditional practices and ecological knowledge related to activities in the local environment • The role of environmental awareness and stewardship in outdoor recreation and conservation

APPENDIX A

Big Ideas – Elaborations

- **Technical skills development:** Controlling speed, making power, riding through technical terrain, climbing terrain, managing drops/jumps, avoiding injuries, strengthening mental capacity, maintaining discipline, and matching line and speed to skills to maximize bike flow.
- **Tactical development:** Monitoring cardio and physical exertion to achieve realistic goals, learning to ride according to varying conditions.
- **Learning to be active and live in the outdoors:** Learning and being active outdoors is holistic, reflexive, reflective, experiential, and relational in nature, learning to be active supports the well-being of the self, the family, the community, and the land.
- **Personal growth:** Cooperation with others in group settings, communicating effectively and with mutual respect for others and helping to build a positive community. Understanding that learning involves patience and time.
- **Healthy lifestyle:** Living a life with proper nutrition, sleep, exercise, and hydration.

Curricular Competencies – Elaborations

- **Technical skills:** Safely ride single track mountain bike trails under control in uphill and downhill situations under various terrain and trail conditions.
- **Personal health:** Monitor health, cardio, nutrition, sleep, exercise, and hydration to achieve realistic goals when Mountain biking.
- **Trail preparation:** Manage food (e.g., food preparation, storage, and transportation; nutrition, leave-no-trace principles, hygiene) and water (e.g., transportation, treatment, sources).
- **Personal growth:** Demonstrate belonging to a community through individual and team leadership cooperating with others and using effective communication. Ride safely, within limits, while acquiring new mountain biking skills.
- **Mental aspects:** Express motivation to live a healthy lifestyle involving exercise, overcoming nervousness, being in a team, being accountable, and exhibiting leadership on the trail.
- **Social and cultural responsibility:** Show understanding of cultural and place-based sensitivities: recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship.

Content – Elaborations

- **Skill Development:**

- Controlling speed (know stopping distances, brake with intention, battle braking bumps).
- Cornering (basics of turns).
- Riding down terrain (coasting hills, rolling berms or ledges).
- Riding up terrain (common climbing errors, modeling easy climbing, pedal geometry).
- Controlling bike in the air (bumps, drops, jumps – various techniques for body and bike geometry for safe control).
- Avoiding injuries (chronic injuries, acute injuries, staying out of trouble, common mistakes and fixes, injury prevention, ride for a lifetime).
- Riding under varying conditions (roughness, slippery/wet, soft/deep/loose dirt, avoiding the rut).

- **Health**

- Benefits of Mountain Biking activities
- Nutrition (diet, lifelong sport)

- **Preparation for Mountain Biking activities**

- Introductory bike maintenance (cleaning, chain repair, lubrication)

- **Outdoor awareness**

- First Peoples traditional practices and ecological knowledge related to activities in the local environment
- The role of environmental awareness and stewardship in outdoor recreation and conservation
- Strategies for adapting and responding to changing conditions and emergencies
- Basic outdoor first aid skills for responding to emergencies
- Bear awareness

APPENDIX A

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Journal Entries
- Student participation in the setting of criteria and the design of inquiries, and self- and peer-assessment.
- Monthly Self-Assessment using technology – Strava (Regulatory APP for monitoring health and goals in Mountain Biking)
- Mountain Biking Class Interim Reflection and Goal Setting
- Assessment on technical and riding skills by teacher (ongoing)
- Assessment on bike maintenance/knowledge/skills by teacher (ongoing)

APPENDIX A

Learning Resources:

Zinn & the Art of Mountain Bike Maintenance: The World's Best-Selling Guide to Mountain Bike Repair

Publisher: VeloPress; 6 edition (Feb. 7 2018)

ISBN-10: 1937715477

ISBN-13: 978-1937715472

Mastering Mountain Bike Skills 3rd Edition

Publisher: Human Kinetics; 3 edition (July 24 2017)

ISBN-10: 1492544493

ISBN-13: 978-1492544494

International Mountain Biking Association <https://www.imba.com/>

Trail rating system: <https://www.imba.com/resource/trail-difficulty-rating-system>(Appendix B)

Additional Information:

The course is a Cross Country/Enduro Mountain Biking course. Therefore, the class will only be riding blue or green runs as outlined by the International Mountain Biking Association which is in alignment with other school mountain bike programs. There will be uphill and downhill riding involved in the mountain bike course on single track dirt/grass/gravel/tree root/ and rocky terrain.






APPENDIX A

Perception:

There is an overall impression that all Mountain Biking is dangerous. Forget what you've seen on T.V. and in magazines. Mountain biking is not all about daredevils careening down hills. The average speed attained on a mountain bike ride rarely exceeds 16 kilometers per hour. Cross Country Mountain biking is a sport that gets young people into the woods and away from the dangers of automobile traffic associated with road cycling. There are risks associated with Cross Country Mountain Biking, but with proper skills instruction and sound risk management practices many of those risks can be proactively managed and mitigated in a cross-country mountain biking program. The risks associated with Cross Country Mountain Biking are no worse than the risks of other High School sports such as football, with common injuries very similar to injuries associated with cross country running.

APPENDIX A: Trail Rating system

IMBA is the International Mountain Biking Association that was formed in British Columbia and is now the internationally recognized authority on Mountain Biking policies including the Mountain Bike Trail Rating system:

IMBA Trail Difficulty Rating System					
	 EASIEST WHITE CIRCLE	 EASY GREEN CIRCLE	 MORE DIFFICULT BLUE SQUARE	 VERY DIFFICULT BLACK DIAMOND	 EXTREMELY DIFFICULT DBL. BLACK DIAMOND
TRAIL WIDTH	72" (1,800 mm) or more	36" (900 mm) or more	24" (600 mm) or more	12" (300 mm) or more	6" (150 mm) or more
TREAD SURFACE	Hardened or surfaced	Firm and stable	Mostly stable with some variability	Widely variable	Widely variable and unpredictable
AVERAGE TRAIL GRADE	Less than 5%	5% or less	10% or less	15% or less	20% or more
MAXIMUM TRAIL GRADE	Max 10%	Max 15%	Max 15% or greater	Max 15% or greater	Max 15% or greater
NATURAL OBSTACLES AND TECHNICAL TRAIL FEATURES (TTF)	None	Unavoidable obstacles 2" (50 mm) tall or less Avoidable obstacles may be present Unavoidable bridges 36" (900 mm) or wider	Unavoidable obstacles 8" (200 mm) tall or less Avoidable obstacles may be present Unavoidable bridges 24" (600 mm) or wider TTF's 24" (600 mm) high or less, width of deck is greater than 1/2 the height	Unavoidable obstacles 15" (380 mm) tall or less Avoidable obstacles may be present May include loose rocks Unavoidable bridges 24" (600 mm) or wider TTF's 48" (1,200 mm) high or less, width of deck is less than 1/2 the height Short sections may exceed criteria	Unavoidable obstacles 15" (380 mm) tall or less Avoidable obstacles may be present May include loose rocks Unavoidable bridges 24" (600 mm) or narrower TTF's 48" (1,200 mm) high or greater, width of deck is unpredictable Many sections may exceed criteria

APPENDIX A

APPENDIX B: BC High School Mountain Biking

BC High School sports Mountain Biking Provincials information. <https://bchsmtnbikingchampionships.weebly.com/>

BC High Schools that have Cross Country Mountain Bike Teams as of the 2018-19 School year (most programs did not run during Covid):

Don Ross Middle School	Ecole Belmont Secondary School
Whistler Secondary	Vernon Christian school
Pemberton Secondary School	Chatelech Secondary School
Marl Isfeld Secondary School	Gleneagle Secondary
Windsor Secondary	Fort St. James Secondary School
Coast Mountain Academy	Rockridge Secondary School
JL Jackson	Clearwater Secondary School
Argyle	Lakes District Secondary School
Howe Sound Secondary School	Selkirk Secondary
Valleyview Secondary School	Carson Graham Secondary
Salmon Arm Secondary	Highland Secondary
Revelstoke secondary school	Brooks Secondary School
G.P. Vanier Secondary School	Elphinstone Secondary
Handsworth Secondary	

Financial Implications:

There is a \$265 student fee associated with this course to cover transportation, bike maintenance supply items, and riding jersey.


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.

Course Alignment: Within all aforementioned coursework, anti-discrimination and anti-racist resources and initiatives will be embedded into curricula to reflect social justice issues and reconciliation practices.

APPENDIX A

Consultation Process:

This proposed BAA course was presented at the Mount Boucherie Secondary School Parent Advisory Council Meeting held on November 22nd, 2021. The parents at this meeting endorsed the offering of this course at Mount Boucherie Secondary School. This BAA will be reviewed at the June 13, 2022 MBSS PAC meeting as part of the proposal for the MBSS Mountain Biking Academy.



Principal Signature (Name here)

Parent Advisory Council Signature (Name here)

APPENDIX B



**Central Okanagan
Public Schools**
Together We Learn

Board/Authority Authorized Course – Mountain Biking 11

School District Name: Central Okanagan Public Schools	School District Number: SD23	
Developed by: Julian Green	Date Developed: December 2021	
School Name: Mount Boucherie Sr. Sec.	Principal's Name: Scott Sieben	
Superintendent Approval Date (for School Districts only):	Superintendent Name: Kevin Kaardal	Signature:
Board/Authority Approval Date:	Board/Authority Chair Name: Moyra Baxter	Signature:
Course Name: Mountain Biking 11	Grade Level of Course: 11	
Number of Course Credits: 4	Number of Hours of Instruction: 120	

Board/Authority Prerequisite(s):

The student athlete must have experience riding mountain bikes on mountain terrain and be riding at least at an intermediate level recognized as prescribed by the International Mountain Bike Association (Appendix A). The student athlete will be assessed on a closed, safe, level, predetermined course using the criteria before being allowed into the course.

Mountain Biking Experience Intermediate Level:

- 10-20 days experience on green and easy blue trails.
- Comfortable at slower speeds on technical blue trails with roots and loose rocks and tight single track. Must have experience on a Cross Country Mountain bike (front suspension) or Full Suspension Mountain bike.
- Can ride, maintain balance, change gears and brake without thinking about it.

APPENDIX B

Special Training, Facilities or Equipment Required:

The supervising teacher should be a mountain bike specialist who has an outdoor education background or training, mountain bike equipment maintenance experience, and outdoor first aid training. The program will be delivered by the individual on their own or with the assistance of external mountain bike professionals and volunteers authorized by Central Okanagan Public Schools Administration. The number of instructors will be determined by the size of the class.

The program will take place in indoor and outdoor facilities. A trailer will be required to transport the bikes to trails.

A Cross Country (Front Suspension) or Full Suspension Mountain bike will be required. A few student athletes can rent a mountain bike monthly from Mount Boucherie Sr. Sec. School. A mountain biking helmet will be required. The City of Kelowna has donated helmets to the program as part of their active transportation promotion for those unable to afford a helmet. Elbow pads, and knee/leg pads will be recommended, but not required.

Course Synopsis:

Mountain Biking 11 is designed to develop Mountain Biking skills and knowledge from an intermediate level to an advanced level. The class will build on a variety of sport specific movement, skills, systems and strategies related to mountain biking. It will focus on the fundamentals of the sport:

- Prioritizing safety, safety guidelines, and riding safely.
- Equipment check and safety.
- Self-assessment of skill level and safe warm up activities.
- Clear communication skills.
- Choosing safe and appropriate terrain for student ability level.
- Riding with knowledge of upcoming terrain and maintaining a safe riding pace.
- Consistent position & balance skills through the 'Climbing', 'Neutral' and 'Ready' Positions, combined with a good range of movement.
- Consistently maintaining an efficient cadence and straight chain line.
- Braking without skidding on loose terrain, using both brakes.
- Climbing (riding uphill) and descending (riding downhill) on technical, single track (beginner and intermediate) terrain.
- Riding on banked and flat corners on various terrain surfaces.
- Maintaining chosen line (trail to be ridden) in technical ("rooty"/"rocky"/uneven) terrain.
- Learning how to use front & rear wheel lifts – standing (to navigate rooty/rocky/or uneven terrain).
- Seated front wheel lift, using a pedal stroke (to navigate "rooty"/"rocky"/or uneven terrain).
- Learn how to ride switchbacks - slow, tight turns.

APPENDIX B

The sport of Mountain Biking will include using a variety of drills and "mini-rides" to help develop aspects of trail riding and navigation. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. Student athletes will also take part in goal setting and reflection activities using technology and data collection. Self-evaluations will provide students with immediate reflection and feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress. Time will also be devoted to flexibility and sport specific strength training.

Goals and Rationale:

A significant number of students have expressed an interest in Mountain Biking as an alternative to other physical education programs. The Mountain Biking 11 program will allow young people to participate in a sport in which they are an integral part of a team and experience the benefits of team sports, such as having a coach, teammates and a network of support and camaraderie. Mountain biking is also an individual sport in which the main goal is to become a better, stronger rider. In contrast to other team sports in which only a handful of athletes participate at one time on the court or field, in mountain biking everyone can be on their bikes, improving their abilities at the same time. Also, currently in BC, every High School Mountain Biking team is automatically eligible for Provincials as long as they have participated in at least one Mountain Biking competition within BC. This will allow every student the opportunity to experience going to a provincial competition, something they might not have the opportunity to do in other sports.

The Mountain Biking 11 program will give students the opportunity to follow a passion and love for the outdoors, which will hopefully be part of a healthy lifestyle well into their future.

Indigenous Worldviews and Perspectives:

The Mountain Biking program is all about the support and development of the individual athlete as a person and athlete, providing them with an opportunity to be connected to the community. The class will spend time training outside for engagement with land and nature. The class will offer groupings allowing the individual students to feel part of something bigger through a learner-centered approach that is experiential by nature and aligned with the Indigenous perspectives and knowledge. The role of the teacher in the Mountain Biking Academy is one of support, learning side-by-side with the student athletes helping to develop a love for Mountain Biking and the outdoors. In particular, we will focus on and adopt the following guiding principles prepared by the British Columbia Aboriginal Sport, Recreation and Physical Activity Partners Council:

- Indigenous peoples possess significant traditional knowledge and cultural teachings, which recognize the positive influence of physical activity and sports/games have on holistic personal development.
- Indigenous people in British Columbia live in complex geographical environments and, as such, experience unique living conditions and social realities.
- Indigenous peoples hold personal dignity and well-being as the foundation of their cultures and maintain the inherent right to live healthy and active lives.

APPENDIX B

We will also be following the First Peoples Principles of learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Participation in mountain biking activities allows for the development of skills in a complex and dynamic environment.

Spending time outdoors allows us to understand our role in environmental awareness and stewardship in outdoor recreation and conservation.

Participating safely in mountain biking activities requires first aid skills, refinement of communication, teamwork, and collaboration.

Maintaining equipment in mountain biking improves our understanding of the bike and increases our awareness in the use of Mountain Biking technology.

Personal Fitness can be maintained and improved through regular participation in physical activities and through using technology to monitor improvement.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Mountain Biking activity skills and healthy living</p> <ul style="list-style-type: none"> • Participate in a variety of Mountain Biking activities • Develop and demonstrate a variety of skills for Mountain Biking activities • Monitor exertion levels and energy levels during Mountain Biking activities • Monitor environmental conditions during Mountain Biking activities • Explain nutritional considerations and other requirements for preparation for and participation in Mountain Biking activities • Explain how developing competence in Mountain Biking activities can increase confidence and encourage lifelong participation • Understand their strengths and areas for growth 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Health benefits of Mountain Biking activities • Mountain Biking activity knowledge and skills • Preparation for Mountain Biking activities • Environmental conditions • First Peoples traditional practices and ecological knowledge related to activities in the local environment • The role of environmental awareness and stewardship in outdoor recreation and conservation • Strategies for adapting and responding to changing conditions and emergencies • First aid skills for responding to emergencies • Communication in emergency situations

APPENDIX B

Social responsibility

- Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations

Collaboration, teamwork, and safety

- Collaborate with others in a variety of Mountain Biking activities
- Use applicable communication skills when interacting with others
- Demonstrate appropriate responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others
- Assess and manage risks during different types of outdoor activities

- Management of group dynamics and conflict in an outdoor environment

APPENDIX B

Big Ideas – Elaborations

- **Technical skills development:** Controlling speed, making power, riding through technical terrain, climbing terrain, managing drops/jumps, avoiding injuries, strengthening mental capacity, maintaining discipline, and matching line and speed to skills to maximize bike flow.
- **Tactical development:** Monitoring cardio and physical exertion to achieve realistic goals, learning to ride according to varying conditions.
- **Learning to be active and live in the outdoors:** Learning and being active outdoors is holistic, reflexive, reflective, experiential, and relational in nature, learning to be active supports the well-being of the self, the family, the community, and the land.
- **Personal growth:** How to be a leader in the environment using strategies for individual and team leadership, cooperation with others in group settings, communicating effectively and with mutual respect for others and helping to build a positive community. Understanding that learning involves patience and time.
- **Healthy lifestyle:** Living a life with proper nutrition, sleep, exercise, and hydration.

Curricular Competencies – Elaborations

- **Bike maintenance:** Properly maintain and service basic components of the bike to be able to ensure ride safety on the trail.
- **Technical skills:** Safely ride single track mountain bike trails under control in uphill and downhill situations under various terrain and trail conditions.
- **Personal health:** Monitor health, cardio, nutrition, sleep, exercise, and hydration to achieve realistic goals when Mountain biking.
- **Trail preparation:** Manage food (e.g., food preparation, storage, and transportation; nutrition, leave-no-trace principles, hygiene) and water (e.g., transportation, treatment, sources).
- **Personal growth:** Demonstrate belonging to a community through individual and team leadership cooperating with others and using effective communication. Ride safely, within limits, while acquiring new mountain biking skills.
- **Mental aspects:** Demonstrate motivation to live a healthy lifestyle involving exercise, overcoming nervousness, working in a team, being accountable, and exhibiting leadership on the trail.
- **Social and cultural responsibility:** Demonstrate understanding of cultural and place-based sensitivities: recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship.

Content – Elaborations

• Skill Development:

- Controlling speed (know stopping distances, brake with intention, battle braking bumps).
- Cornering (basics of turns, bike geometry in turns, changing direction, ride smart lines through corners).
- Riding down terrain (coasting hills, rolling berms or ledges, drops).
- Riding up terrain (common climbing errors, modeling easy climbing, pedal geometry).
- Controlling bike in the air (bumps, drops, jumps – various techniques for body and bike geometry for safe control)
- Avoiding injuries (chronic injuries, acute injuries, staying out of trouble, common mistakes and fixes, injury prevention, ride for a lifetime).
- Riding under varying conditions (roughness, slippery/wet, soft/deep/loose dirt, avoiding the rut).

• Health

- Benefits of Mountain Biking activities
- Nutrition (diet, lifelong sport)

• Preparation for Mountain Biking activities

- Bike maintenance (cleaning, chain repair, tire repair (tube tires), lubrication)

• Outdoor awareness

- First Peoples traditional practices and ecological knowledge related to activities in the local environment
- The role of environmental awareness and stewardship in outdoor recreation and conservation
- Strategies for adapting and responding to changing conditions and emergencies
- Basic outdoor first aid skills for responding to emergencies
- Bear awareness

• Communication in emergency situations

- Management of group dynamics and conflict in an outdoor environment

APPENDIX B

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Journal Entries
- Student participation in the setting of criteria and the design of inquiries, and self- and peer-assessment.
- Monthly Self-Assessment using technology – Strava (Regulatory APP for monitoring health and goals in Mountain Biking)
- Mountain Biking Class Interim Reflection and Goal Setting
- Assessment on technical and riding skills by teacher (ongoing)
- Assessment on bike maintenance/knowledge/skills by teacher (ongoing)

APPENDIX B

Learning Resources:

Zinn & the Art of Mountain Bike Maintenance: The World's Best-Selling Guide to Mountain Bike Repair

Publisher: VeloPress; 6 edition (Feb. 7 2018)

ISBN-10: 1937715477

ISBN-13: 978-1937715472

Mastering Mountain Bike Skills 3rd Edition

Publisher: Human Kinetics; 3 edition (July 24 2017)

ISBN-10: 1492544493

ISBN-13: 978-1492544494

International Mountain Biking Association <https://www.imba.com/>

Trail rating system: <https://www.imba.com/resource/trail-difficulty-rating-system>(Appendix B)

Additional Information:

The course is a Cross Country/Enduro Mountain Biking course. Therefore, the class will only be riding blue or green runs as outlined by the International Mountain Biking Association which is in alignment with other school mountain bike programs. There will be uphill and downhill riding involved in the mountain bike course on single track dirt/grass/gravel/tree root/ and rocky terrain.






APPENDIX B

Perception:

There is an overall impression that all Mountain Biking is dangerous. Forget what you've seen on T.V. and in magazines. Mountain biking is not all about daredevils careening down hills. The average speed attained on a mountain bike ride rarely exceeds 16 kilometers per hour. Cross Country Mountain biking is a sport that gets young people into the woods and away from the dangers of automobile traffic associated with road cycling. There are risks associated with Cross Country Mountain Biking, but with proper skills instruction and sound risk management practices many of those risks can be proactively managed and mitigated in a cross-country mountain biking program. The risks associated with Cross Country Mountain Biking are no worse than the risks of other High School sports such as football, with common injuries very similar to injuries associated with cross country running.

APPENDIX A: Trail Rating system

IMBA is the International Mountain Biking Association that was formed in British Columbia and is now the internationally recognized authority on Mountain Biking policies including the Mountain Bike Trail Rating system:

IMBA Trail Difficulty Rating System					
	 EASIEST WHITE CIRCLE	 EASY GREEN CIRCLE	 MORE DIFFICULT BLUE SQUARE	 VERY DIFFICULT BLACK DIAMOND	 EXTREMELY DIFFICULT DBL. BLACK DIAMOND
TRAIL WIDTH	72" (1,800 mm) or more	36" (900 mm) or more	24" (600 mm) or more	12" (300 mm) or more	6" (150 mm) or more
TREAD SURFACE	Hardened or surfaced	Firm and stable	Mostly stable with some variability	Widely variable	Widely variable and unpredictable
AVERAGE TRAIL GRADE	Less than 5%	5% or less	10% or less	15% or less	20% or more
MAXIMUM TRAIL GRADE	Max 10%	Max 15%	Max 15% or greater	Max 15% or greater	Max 15% or greater
NATURAL OBSTACLES AND TECHNICAL TRAIL FEATURES (TTF)	None	Unavoidable obstacles 2" (50 mm) tall or less Avoidable obstacles may be present Unavoidable bridges 36" (900 mm) or wider	Unavoidable obstacles 8" (200 mm) tall or less Avoidable obstacles may be present Unavoidable bridges 24" (600 mm) or wider TTF's 24" (600 mm) high or less, width of deck is greater than 1/2 the height	Unavoidable obstacles 15" (380 mm) tall or less Avoidable obstacles may be present May include loose rocks Unavoidable bridges 24" (600 mm) or wider TTF's 48" (1,200 mm) high or less, width of deck is less than 1/2 the height Short sections may exceed criteria	Unavoidable obstacles 15" (380 mm) tall or less Avoidable obstacles may be present May include loose rocks Unavoidable bridges 24" (600 mm) or narrower TTF's 48" (1,200 mm) high or greater, width of deck is unpredictable Many sections may exceed criteria

APPENDIX B

APPENDIX B: BC High School Mountain Biking

BC High School sports Mountain Biking Provincials information. <https://bchsmtnbikingchampionships.weebly.com/>

BC High Schools that have Cross Country Mountain Bike Teams as of the 2018-19 School year (most programs did not run during Covid):

Don Ross Middle School
Whistler Secondary
Pemberton Secondary School
Marl Isfeld Secondary School
Windsor Secondary
Coast Mountain Academy
JL Jackson
Argyle
Howe Sound Secondary School
Valleyview Secondary School
Salmon Arm Secondary
Revelstoke secondary school
G.P. Vanier Secondary School
Handsworth Secondary

Ecole Belmont Secondary School
Vernon Christian school
Chatelech Secondary School
Gleneagle Secondary
Fort St. James Secondary School
Rockridge Secondary School
Clearwater Secondary School
Lakes District Secondary School
Selkirk Secondary
Carson Graham Secondary
Highland Secondary
Brooks Secondary School
Elphinstone Secondary

Financial Implications:

There is a \$265 student fee associated with this course to cover transportation, bike maintenance supply items, and riding jersey.


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.

Course Alignment: Within all aforementioned coursework, anti-discrimination and anti-racist resources and initiatives will be embedded into curricula to reflect social justice issues and reconciliation practices.

APPENDIX B

Consultation Process:

This proposed BAA course was presented at Mount Boucherie Secondary School. Parent Advisory Council Meeting held on November 22nd, 2021. The parents at this meeting endorsed the offering of this course at Mount Boucherie Secondary School. This BAA will be reviewed at the June 13, 2022 MBSS PAC meeting as part of the proposal for the MBSS Mountain Biking Academy.



Principal Signature (Name here)

Parent Advisory Council Signature (Name here)

APPENDIX C



**Central Okanagan
Public Schools**
Together We Learn

Board/Authority Authorized Course – Mountain Biking 12

School District Name: Central Okanagan Public Schools	School District Number: SD23	
Developed by: Julian Green	Date Developed: December 1, 2021	
School Name: Mount Boucherie Sr. Sec.	Principal's Name: Scott Sieben	
Superintendent Approval Date (for School Districts only):	Superintendent Name: Kevin Kaardal	Signature:
Board/Authority Approval Date:	Board/Authority Chair Name: Moyra Baxter	Signature:
Course Name: Mountain Biking 12	Grade Level of Course: 12	
Number of Course Credits: 4	Number of Hours of Instruction: 120	

Board/Authority Prerequisite(s):

The student athlete must have taken Mountain Biking 11 and must be able to ride their mountain bike on mountain terrain and be riding at least at an intermediate level recognized as prescribed by the International Mountain Bike Association (Appendix A).

Mountain Biking Experience Intermediate Level:

- 10-20 days experience on green and easy blue trails.
- Comfortable at slower speeds on technical blue trails with roots and loose rocks and tight single track. Must have experience on a Cross Country Mountain bike (front suspension) or Full Suspension Mountain bike.
- Can ride, maintain balance, change gears and brake without thinking about it.

APPENDIX C

Special Training, Facilities or Equipment Required:

The supervising teacher should be a mountain bike specialist who has an outdoor education background or training, mountain bike equipment maintenance experience, and outdoor first aid training. The program will be delivered by the individual on their own or with the assistance of external mountain bike professionals and volunteers authorized by Central Okanagan Public Schools Administration. The number of instructors will be determined by the size of the class.

The program will take place in indoor and outdoor facilities. A trailer will be required to transport the bikes to trails.

A Cross Country (Front Suspension) or Full Suspension Mountain bike will be required. A few student athletes can rent a mountain bike monthly from Mount Boucherie Sr. Sec. School. A mountain biking helmet will be required. The City of Kelowna has donated helmets to the program as part of their active transportation promotion for those unable to afford a helmet. Elbow pads, and knee/leg pads will be recommended, but not required.

Course Synopsis:

Mountain Biking 12 is designed to develop Mountain Biking skills and knowledge from an intermediate level to an advanced level. The students that have taken Mountain Biking 11 will further build on a variety of sport specific movements, skills, systems and strategies related to mountain biking. They will also be given a leadership role on the trail under the supervision of the Mountain Biking Teacher. They are still responsible for and are to improve on:

- Prioritizing safety, safety guidelines, and riding safely.
- Equipment check and safety.
- Self-assessment of skill level and safe warm up activities.
- Clear communication skills.
- Choosing safe and appropriate terrain for student ability level.
- Riding with knowledge of upcoming terrain and maintaining a safe riding pace.
- Consistent position & balance skills through the 'Climbing', "Neutral" and "Ready" Positions, combined with a good range of movement.
- Consistently maintaining an efficient cadence and straight chain line.
- Braking without skidding on loose terrain, using both brakes.
- Climbing (riding uphill) and descending (riding downhill) on technical, single track (beginner and intermediate) terrain.
- Riding on banked and flat corners on various terrain surfaces.
- Maintaining chosen line (trail to be ridden) in technical ("rooty"/"rocky"/uneven) terrain.
- Learning how to use front & rear wheel lifts – standing (to navigate rooty/rocky/or uneven terrain).
- Seated front wheel lift, using a pedal stroke (to navigate "rooty"/"rocky"/or uneven terrain).
- Learn how to ride switchbacks - slow, tight turns.

APPENDIX C

They will also be responsible for leading small groups of student riders (under the supervision of the Mountain Biking Teacher) as follows:

- helping to prepare the ride and participants
- checking bikes and equipment before the ride
- running skills games to identify and support participants riding development
- communicate effectively and support participants
- being in the right place at the right time to help the ride run smoothly - finding stopping points and helping with leader positions
- sorting minor maintenance and navigation issues
- helping with incidents and obtaining specialist assistance
- helping to finish and review the ride and put equipment away
- review own contributions to the ride or session

The sport of Mountain Biking will include a variety of drills and "mini-rides" to help develop aspects of trail riding and navigation. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. Student athletes will also take part in goal setting and reflection activities using technology and data collection. Self-evaluations will provide students with immediate reflection and feedback. Mid-term and term end assessments will be used to help assess overall student learning and progress. Time will also be devoted to flexibility and sport specific strength training.

Goals and Rationale:

A significant number of students have expressed an interest in Mountain Biking as an alternative to other physical education programs. The Mountain Biking 12 program will allow young people to participate in a sport in which they are an integral part of a team and experience the benefits of team sports, such as having a coach, teammates and a network of support and camaraderie. At the Mountain Biking 12 level, they will also be responsible for leadership duties that will extend well into their working career. Mountain biking is also an individual sport in which the main goal is to become a better, stronger rider. In contrast to other team sports in which only a handful of athletes participate at one time on the court or field, in mountain biking everyone can be on their bikes, improving their abilities at the same time. Also, currently in BC, every High School Mountain Biking team is automatically eligible for Provincials as long as they have participated in at least one Mountain Biking competition within BC. This will allow every student the opportunity to experience going to a provincial competition, something they might not have the opportunity to do in other sports.

The Mountain Biking 12 program will give students the opportunity to follow a passion and love for the outdoors, which will hopefully be part of a healthy lifestyle well into their future.

APPENDIX C

Indigenous Worldviews and Perspectives:

The Mountain Biking program is all about the support and development of the individual athlete as a person and athlete, providing them with an opportunity to be connected to the community. The class will spend time training outside for engagement with land and nature. The class will offer groupings allowing the individual students to feel part of something bigger through a learner-centered approach that is experiential by nature and aligned with the Indigenous perspectives and knowledge. The role of the teacher in the Mountain Biking Academy is one of support, learning side-by-side with the student athletes helping to develop a love for Mountain Biking and the outdoors. In particular, we will focus on and adopt the following guiding principles prepared by the British Columbia Aboriginal Sport, Recreation and Physical Activity Partners Council:

- Indigenous peoples possess significant traditional knowledge and cultural teachings, which recognize the positive influence of physical activity and sports/games have on holistic personal development.
- Indigenous people in British Columbia live in complex geographical environments and, as such, experience unique living conditions and social realities.
- Indigenous peoples hold personal dignity and well-being as the foundation of their cultures and maintain the inherent right to live healthy and active lives.

We will also be following the First Peoples Principles of learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Refining riding skills and improving technical lines builds more speed and results in a safer ride.

Spending time outdoors allows us to understand our role in environmental awareness and stewardship in outdoor recreation and conservation.

Taking on a leadership role on the trail improves collaboration, teamwork and communication skills while building confidence in oneself.

Working with young riders to maintain equipment helps to better understand the equipment usage while building relationships within the MBSS Mt. Bike community.

Personal Fitness can be maintained and improved through regular participation in physical activities and through using technology to monitor improvement.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Mountain Biking activity skills and healthy living</p> <ul style="list-style-type: none"> • Participate in a variety of Mountain Biking activities • Refine and apply a variety of intermediate and advanced skills for Mountain Biking activities • Monitor exertion levels and energy levels during Mountain Biking activities • Monitor environmental conditions during Mountain Biking activities and adjust ride and group leadership to meet changing conditions • Explain nutritional considerations and other requirements for preparation for and participation in Mountain Biking activities • Maintain and do basic and advanced repairs on the Mountain Bike • Explain how developing competence in Mountain Biking activities can increase confidence and encourage lifelong participation • Understand their strengths and areas for growth 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Health benefits of Mountain Biking activities • Refine and apply Mountain Biking activity knowledge and skills • Preparation for Mountain Biking activities • Environmental conditions • First Peoples traditional practices and ecological knowledge related to activities in the local environment • The role of environmental awareness and stewardship in outdoor recreation and conservation • Strategies for adapting and responding to changing conditions and emergencies • First aid skills for responding to emergencies • Communication in emergency situations

APPENDIX C

Social responsibility

- Plan and implement ways to reduce potential impacts of outdoor activities on the local environment (Trail building and maintenance).
- Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations

Collaboration, teamwork, and safety

- Collaborate with others in a variety of Mountain Biking activities
- Use applicable communication skills when interacting with others
- Demonstrate appropriate responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others
- Assess and manage risks during different types of outdoor activities
- Refine and Apply leadership lessons for Mountain Biking

- Mountain Bike group leadership skills

APPENDIX C

Big Ideas – Elaborations

- **Technical skills development:** Controlling speed, making power, riding through technical terrain, climbing terrain, managing drops/jumps, avoiding injuries, strengthening mental capacity, maintaining discipline, and matching line and speed to skills to maximize bike flow.
- **Tactical development:** Monitoring cardio and physical exertion to achieve realistic goals, learning to ride according to varying conditions.
- **Learning to be active and live in the outdoors:** Learning and being active outdoors is holistic, reflexive, reflective, experiential, and relational in nature, learning to be active supports the well-being of the self, the family, the community, and the land.
- **Personal growth:** How to be a leader in your environment using strategies for individual and team leadership, cooperating with others in group settings, communicating effectively and with mutual respect for others and helping to build a positive community. Understanding that learning involves patience and time.
- **Healthy lifestyle:** Living a life with proper nutrition, sleep, exercise, and hydration.

Curricular Competencies – Elaborations

- **Advanced Bike maintenance:** Properly maintain and service basic components of your bike to be able to ensure ride safety on the trail.
- **Advanced Trail maintenance:** Properly create and build trail features including; berms, drops, track, and other various features using trail design technique.
- **Technical skills:** Safely ride single track mountain bike trails under control in uphill and downhill situations under various terrain and trail conditions.
- **Personal health:** Monitor health, cardio, nutrition, sleep, exercise, and hydration to achieve realistic goals when Mountain biking.
- **Trail preparation:** Manage food (e.g., food preparation, storage, and transportation; nutrition, leave-no-trace principles, hygiene) and water (e.g., transportation, treatment, sources).
- **Personal growth:** Demonstrate belonging to a community through individual and team leadership cooperating with others and using effective communication. Ride safely, within your limits, while acquiring new mountain biking skills.
- **Mental aspects:** Demonstrate motivation to live a healthy lifestyle involving exercise, overcoming nervousness, working in a team, being accountable, and exhibiting leadership on the trail.
- **Social and cultural responsibility:** Demonstrate understanding of cultural and place-based sensitivities: recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship.

Content – Elaborations

• Skill Development:

- Controlling your speed (know your stopping distances, brake with intention, battle braking bumps).
- Making power (attention to posture, seated pedalling, standing pedaling, pedaling drills, sprinting, power tips).
- Cornering (basics of turns, bike geometry in turns, changing direction, ride smart lines through corners, foot down and foot level, inside foot in or out, rail berms, flat turns, off camber turns, switchbacks, loose cornering, drift).
- Riding down terrain (coasting hills, rolling berms or ledges, drops, "wheelie" drops).
- Riding up terrain (common climbing errors, modeling easy climbing, pedal geometry, transitioning flat to steep – steep to flat, floating up ledges).
- Controlling bike in the air (bumps, drops, jumps – various techniques for body and bike geometry for safe control)
- Avoiding injuries (chronic injuries, acute injuries, staying out of trouble, common mistakes and fixes, injury prevention, ride for a lifetime).
- Riding under varying conditions (roughness, slippery/wet, soft/deep/loose dirt, avoiding the rut).
- Trail flow (see better lines, picking lines, dialing in your speed, ride with reserve, committing, matching line speed to your skills, state of flow).

• Health

- Benefits of Mountain Biking activities
- Nutrition (diet, lifelong sport)

• Preparation for Mountain Biking activities

- Advanced bike maintenance (cleaning, chain repair, tire repair (tubes and tubeless tires), lubrication, bleeding brakes, bleeding dropper posts, replacing crank sets, replacing drivetrains)

• Outdoor awareness

- First Peoples traditional practices and ecological knowledge related to activities in the local environment
- The role of environmental awareness and stewardship in outdoor recreation and conservation
- Strategies for adapting and responding to changing conditions and emergencies
- Basic outdoor first aid skills for responding to emergencies
- Bear awareness

• Communication in emergency situations

- Management of group dynamics and conflict in an outdoor environment

APPENDIX C

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student in Role
- Peer Teaching
- Video Analysis
- Experiential Learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Journal Entries
- Student participation in the setting of criteria and the design of inquiries, and self- and peer-assessment.
- Monthly Self-Assessment using technology – Strava (Regulatory APP for monitoring health and goals in Mountain Biking)
- Peer Performance Assessment
- Mountain Biking Class Interim Reflection and Goal Setting
- Assessment on technical and riding skills by teacher (ongoing)
- Assessment on bike maintenance/knowledge/skills by teacher (ongoing)

APPENDIX C

Learning Resources:

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International Mountain Biking Association <https://www.imba.com/>

Trail rating system: <https://www.imba.com/resource/trail-difficulty-rating-system>(Appendix B)

Additional Information:

The course is a Cross Country/Enduro Mountain Biking course. Therefore, the class will only be riding blue or green runs as outlined by the International Mountain Biking Association which is in alignment with other school mountain bike programs. There will be uphill and downhill riding involved in the Mountain Bike course on single track dirt/grass/gravel/tree root/ and rocky terrain and drops of no more than one meter.







APPENDIX C

Perception:

There is an overall impression that all Mountain Biking is dangerous. Forget what you've seen on T.V. and in magazines. Mountain biking is not all about daredevils careening down hills. The average speed attained on a mountain bike ride rarely exceeds 16 kilometers per hour. Cross Country Mountain biking is a sport that gets young people into the woods and away from the dangers of automobile traffic associated with road cycling. There are risks associated with Cross Country Mountain Biking, but with proper skills instruction and sound risk management practices many of those risks can be proactively managed and mitigated in a cross-country/enduro mountain biking program. The risks associated with Cross Country Mountain Biking are no worse than the risks of other High School sports such as football, with common injuries very similar to injuries associated with cross country running.

APPENDIX A: Trail Rating system

IMBA is the International Mountain Biking Association that was formed in British Columbia and is now the internationally recognized authority on Mountain Biking policies including the Mountain Bike Trail Rating system:

IMBA Trail Difficulty Rating System 					
	 EASIEST WHITE CIRCLE	 EASY GREEN CIRCLE	 MORE DIFFICULT BLUE SQUARE	 VERY DIFFICULT BLACK DIAMOND	 EXTREMELY DIFFICULT DBL. BLACK DIAMOND
TRAIL WIDTH	72" (1,800 mm) or more	36" (900 mm) or more	24" (600 mm) or more	12" (300 mm) or more	6" (150 mm) or more
TREAD SURFACE	Hardened or surfaced	Firm and stable	Mostly stable with some variability	Widely variable	Widely variable and unpredictable
AVERAGE TRAIL GRADE	Less than 5%	5% or less	10% or less	15% or less	20% or more
MAXIMUM TRAIL GRADE	Max 10%	Max 15%	Max 15% or greater	Max 15% or greater	Max 15% or greater
NATURAL OBSTACLES AND TECHNICAL TRAIL FEATURES (TTF)	None	Unavoidable obstacles 2" (50 mm) tall or less Avoidable obstacles may be present Unavoidable bridges 36" (900 mm) or wider	Unavoidable obstacles 8" (200 mm) tall or less Avoidable obstacles may be present Unavoidable bridges 24" (600 mm) or wider TTF's 24" (600 mm) high or less, width of deck is greater than 1/2 the height	Unavoidable obstacles 15" (380 mm) tall or less Avoidable obstacles may be present May include loose rocks Unavoidable bridges 24" (600 mm) or wider TTF's 48" (1,200 mm) high or less, width of deck is less than 1/2 the height Short sections may exceed criteria	Unavoidable obstacles 15" (380 mm) tall or less Avoidable obstacles may be present May include loose rocks Unavoidable bridges 24" (600 mm) or narrower TTF's 48" (1,200 mm) high or greater, width of deck is unpredictable Many sections may exceed criteria

APPENDIX C

APPENDIX B: BC High School Mountain Biking

BC High School sports Mountain Biking Provincials information. <https://bchsmtnbikingchampionships.weebly.com/>

BC High Schools that have Cross Country Mountain Bike Teams as of the 2018-19 School year (most programs did not run during Covid):

Don Ross Middle School
Whistler Secondary
Pemberton Secondary School
Marl Isfeld Secondary School
Windsor Secondary
Coast Mountain Academy
JL Jackson
Argyle
Howe Sound Secondary School
Valleyview Secondary School
Salmon Arm Secondary
Revelstoke secondary school
G.P. Vanier Secondary School
Handsworth Secondary

Ecole Belmont Secondary School
Vernon Christian school
Chatelech Secondary School
Gleneagle Secondary
Fort St. James Secondary School
Rockridge Secondary School
Clearwater Secondary School
Lakes District Secondary School
Selkirk Secondary
Carson Graham Secondary
Highland Secondary
Brooks Secondary School
Elphinstone Secondary

Financial Implications:

There is a \$265 student fee associated with this course to cover transportation, bike maintenance supply items, and riding jersey.

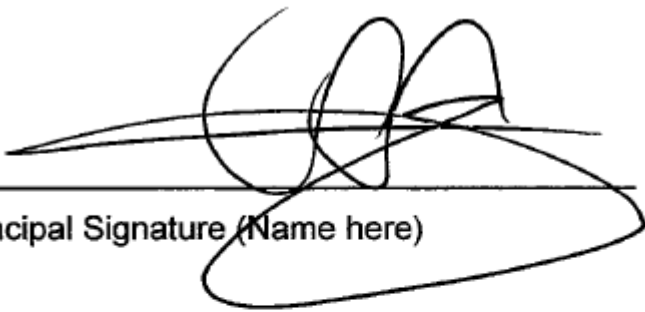
As per Board Policy 425R, "a student will not be excluded from any educational program due to financial hardship". Where there are financial challenges, parents are asked to contact the Principal directly and confidentially.

Course Alignment: Within all aforementioned coursework, anti-discrimination and anti-racist resources and initiatives will be embedded into curricula to reflect social justice issues and reconciliation practices.

APPENDIX C

Consultation Process:

This proposed BAA course was presented at Mount Boucherie Secondary School. Parent Advisory Council Meeting held on November 22nd, 2021. The parents at this meeting endorsed the offering of this course at Mount Boucherie Secondary School. This BAA will be reviewed at the June 13, 2022 MBSS PAC meeting as part of the proposal for the MBSS Mountain Biking Academy.



Principal Signature (Name here)



Parent Advisory Council Signature (Name here)



Memorandum

Date: June 17, 2022
To: Board of Education
From: Education and Student Services Committee
Action Item: **Proposal for Substantive Change – Mountain Biking Academy
(Mount Boucherie Secondary School)**

1.0 ISSUE STATEMENT

A substantive change proposal for a Mountain Biking Academy at Mount Boucherie 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 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 the 2022-2023 school year.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change –Mountain Biking Academy (Mount Boucherie Secondary School).
- b) Amend the Proposal for Substantive Change – Mountain Biking Academy (Mount Boucherie Secondary School).
- c) Request additional information on the Proposal for Substantive Change – Mountain Biking Academy (Mount Boucherie 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 – Mountain Biking Academy (Mount Boucherie Secondary School), as attached to the Agenda and presented at the June 22, 2022 Public Board Meeting.

7.0 APPENDIX

- A. Proposal for Substantive Change – Mountain Biking Academy (Mount Boucherie Secondary School)



**Central Okanagan
Public Schools**

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

June, 9th 2022

BE RS

MOUNTAIN BIKING

Mount Boucherie Secondary School
Mountain Biking Academy

Julian Green – Teacher
Scott Sieben – Principal

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VISION:

The Mountain Biking Academy at MBSS will allow young people to participate in a sport in which they are an integral part of a team and experience the benefits of team sports, such as having a coach, teammates and a network of support and camaraderie. The Mountain Biking Academy will also focus on mountain biking as an individual sport in which the main goal is to become a better, stronger rider, supporting and developing the individual as a person and athlete connecting to a larger mountain biking community and building individual confidence in life.

COURSES OFFERED IN ACADEMY

BAA Mountain Biking 10
BAA Mountain Biking 11
BAA Mountain Biking 12

Student instruction will be differentiated to the individual student's skill level, with a progression in both skill development and knowledge of Mountain Biking principles, technical skills, equipment maintenance, and leadership.

RATIONALE:

A significant number of students have expressed an interest in Mountain Biking as an alternative to other physical education programs. The Mountain Biking Academy will allow young people to participate in a sport in which they are an integral part of a team and experience the benefits of team sports, such as having a coach, teammates and a network of support and camaraderie. Mountain biking is also an individual sport in which the main goal is to become a better, stronger rider. In contrast to other team sports in which only a handful of athletes participate at one time on the court or field, in mountain biking, everyone can be on their bikes, improving their abilities at the same time.

The Mountain Biking Academy will give students the opportunity to follow a passion and love for the outdoors, which will hopefully be part of a healthy lifestyle well into their future.

ACADEMY SUMMARY:

The following outlines the proposal for a program addition to the Physical Education program at Mount Boucherie Secondary School through the delivery of a Mountain Biking Academy.

The sport of Mountain Biking will include a variety of drills and "mini-rides" to help develop aspects of trail riding and navigation. Nutrition, personal planning and the relationship between athletics and academic achievement will be considered as a part of an overall healthy lifestyle. Student athletes will also take part in goal setting and reflection activities using technology and data collection. Self-evaluations will provide students with immediate reflection and feedback.

The Mountain Biking Academy is designed to develop Mountain Biking skills and knowledge from an intermediate level to an advanced level. The class will build on a variety of sport specific

APPENDIX A

movement, skills, systems and strategies related to mountain biking. It will focus on the fundamentals of the sport:

- Prioritizing safety, safety guidelines, and riding safely.
- Equipment check and safety.
- Self-assessment of skill level and safe warm up activities.
- Clear communication skills.
- Choosing safe and appropriate terrain for student ability level.
- Riding with knowledge of upcoming terrain and maintaining a safe riding pace.
- Consistent position and balance skills through the ‘Climbing’, “Neutral” and “Ready” Positions, combined with a good range of movement.
- Consistently maintaining an efficient cadence and straight chain line.
- Braking without skidding on loose terrain, using both brakes.
- Climbing (riding uphill) and descending (riding downhill) on technical, single track (beginner and intermediate) terrain.
- Riding on banked and flat corners on various terrain surfaces.
- Maintaining chosen line (trail to be ridden) in technical ("rooty"/"rocky"/uneven) terrain.
- Learning how to use front and rear wheel lifts – standing (to navigate rooty/rocky/or uneven terrain).
- Seated front wheel lift, using a pedal stroke (to navigate "rooty"/"rocky"/or uneven terrain).
- Learn how to ride switchbacks - slow, tight turns.

The Curricular Competencies for the Mountain Biking Academy will include:

- **Advanced Bike maintenance:** Properly maintain and service basic components of the bike to be able to ensure ride safety on the trail.
- **Advanced Trail maintenance:** Properly create and build trail features including; berms, drops, track, and other various features using trail design technique.
- **Technical skills:** Safely ride single track mountain bike trails under control in uphill and downhill situations under various terrain and trail conditions.
- **Personal health:** Monitor personal health, cardio, nutrition, sleep, exercise, and hydration to achieve realistic goals when Mountain biking.
- **Trail preparation:** Manage food (e.g., food preparation, storage, and transportation; nutrition, leave-no-trace principles, hygiene) and water (e.g., transportation, treatment, sources).
- **Personal growth:** Be able to belong to a community through individual and team leadership cooperating with others and using effective communication. Ride safely within your limits as you constantly learn and improve in your mountain bike riding.
- **Mental aspects:** Express motivation to live a healthy lifestyle involving exercise, overcoming nervousness, being in a team, being accountable, and exhibiting leadership on the trail.

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• Skill Development:

- Controlling speed (know your stopping distances, brake with intention, battle braking bumps).
- Making power (attention to posture, seated pedaling, standing pedaling, pedaling drills, sprinting, power tips).
- Cornering (basics of turns, bike geometry in turns, changing direction, ride smart lines through corners, foot down and foot level, inside foot in or out, rail berms, flat turns, off camber turns, switchbacks, loose cornering, drift).
- Riding down terrain (coasting hills, rolling berms or ledges, drops, "wheelie" drops).
- Riding up terrain (common climbing errors, modeling easy climbing, pedal geometry, transitioning flat to steep – steep to flat, floating up ledges).
- Controlling bike in the air (bumps, drops, jumps – various techniques for body and bike geometry for safe control).
- Avoiding injuries (chronic injuries, acute injuries, staying out of trouble, common mistakes and fixes, injury prevention, ride for a lifetime).
- Riding under varying conditions (roughness, slippery/wet, soft/deep/loose dirt, avoiding the rut).
- Trail flow (see better lines, picking lines, dialing in your speed, ride with reserve, committing, matching line speed to your skills, state of flow, know why you ride).

• Health

- benefits of Mountain Biking activities
- nutrition (diet, lifelong sport)

• Preparation for Mountain Biking activities

- Advanced bike maintenance (cleaning, chain repair, tire repair (tubes and tubeless tires), lubrication, bleeding brakes, bleeding dropper posts, replacing crank sets, replacing drivetrains)

• Outdoor awareness

- First Peoples traditional practices and ecological knowledge related to activities in the local environment
- understanding of cultural and place-based sensitivities: recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship.
- the role of environmental awareness and stewardship in outdoor recreation and conservation
- strategies for adapting and responding to changing conditions and emergencies
- basic outdoor first aid skills for responding to emergencies
- bear awareness

• Communication in emergency situations

- management of group dynamics and conflict in an outdoor environment

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OPERATIONS:

Students will enroll in the Mountain Biking 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. The course will be taught by an experienced Mountain Bike Teacher. Participants in the Mountain Bike Academy will have teaching and training both on and off campus with instruction provided during the school day. Mount Boucherie Secondary School will be able to accommodate the school portion of the Mountain Biking Academy within the existing facility. Instruction for the Mountain Biking Academy will be provided in a Learn, Practice, Ride format. As students will have varied skill levels, the instruction will be differentiated by the teacher to meet each student's existing ability. Throughout the academy, students will learn how to improve their riding skills with a priority on safety, how to maintain their mountain bike and how mountain biking contributes to a healthy lifestyle.

A cross country (front suspension) or full suspension mountain bike will be required. A few student athletes will be able to rent a mountain bike monthly from Mount Boucherie Secondary School. Our goal is to add another bike to our school rental pool next year. A mountain biking helmet will be required. The City of Kelowna has donated helmets to the program as part of their active transportation promotion for those unable to afford a helmet. Elbow pads and knee/leg pads will be recommended, but not required.

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 Mountain Biking 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 Mountain Biking Academy will be attending Mount Boucherie Secondary School during the school year. The program will be open to any student in grades 10 - 12. The academy will be able to enroll a maximum of twenty-nine participants per section based on logistics with the transportation of mountain bikes.

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FINANCIAL IMPLICATIONS (approximate)

Expenditures

Transportation: 35 days @ average of \$120.00/trip (based on 2020/21 amount approximated to this year's increase in bus costs)

\$ 4,200.00

Bike maintenance and equipment/consumable costs based on 2021/22 cost (including maintenance equipment replacement, oils/lube/brake fluid/hydraulic fluid/tubeless fluid, bike tubes, seals, etc.)

\$ 1,270.00

Dress (MBSS riding jersey) x 29

\$ 2,215.00

Total Expenditures \$7685.00

Revenue

29 students at \$265 per academy participant

Total Revenue \$7,685.00

There are no costs incurred by Mount Boucherie Secondary School and District #23.

ACCESSIBILITY: The Mountain Biking 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: The Mountain Biking Academy will bring in instructors for equipment maintenance and instruction. The Mountain Biking Academy is also in collaboration with various trail maintenance societies including the District of West Kelowna and the West Kelowna Trails Crew (Society). The Mountain Biking 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:

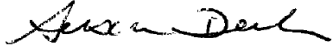
1. feedback from staff, students, parents, and community
2. enrollment within the Academy
3. the impact of cost / expenses for the program

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CONSULTATION:

The Mount Boucherie Secondary School (MBSS) Mountain Biking Academy was discussed and unanimously endorsed at various MBSS Parent Advisory Council (PAC) meetings throughout the 2021-2022 school year, and then was signed off at the June 13, 2022 PAC meeting.

Unanimous approval from the PAC was received at this meeting.



Susan Derickson, PAC President



Memorandum

Date: June 17, 2022
To: Board of Education
From: Education and Student Services Committee

Action Item: Board/Authority Authorized (BAA) Course Proposal – Parks and Recreation 12

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Course Parks and Recreation 12 has been developed and awaiting 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

Parks and Recreation 12 is a new BAA that has been developed by Okanagan Mission Secondary School to address the question – What can I learn about myself by learning about others and my environment? Students will participate in small groups in conjunction with a teacher mentor and a community member to plan, prepare, and participate in backcountry leadership and team building experiences. The main project objectives include students gaining real world experiences, problem solving skills, coping skills, and environmental awareness. Parks and Recreation 12 has been created to align with the 2018 redesigned curriculum and the Ministry of Education Requirements and follows the "Know-Do-Understand" curriculum model.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Okanagan Mission Secondary School Parent Advisory Council Meeting held on April 12, 2022. The parents present at this meeting strongly endorsed the offering of these courses at Okanagan Mission Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Authorized Course as presented.
- b) Amend the proposed Parks and Recreation 12 course.
- c) Request additional information on the proposed Parks and Recreation 12 course.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Parks and Recreation 12, schools wishing to offer the BAA Parks and Recreation 12 course in the 2022/2023 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 – Parks and Recreation 12 (Okanagan Mission Secondary School), as attached to the Agenda, and as presented at the June 22, 2022 Public Board Meeting.

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A. Board/Authority Authorized Course Parks and Recreation 12

APPENDIX A



**Central Okanagan
Public Schools**
Together We Learn

Board/Authority Authorized Course – Parks and Recreation 12

School District Name: Central Okanagan Public Schools	School District Number: SD23
Developed by: Kirsten Mulleney and Amber Otke	Date Developed: April 6th 2022
School Name: OKM	Principal's Name: Derek Lea
Superintendent Approval Date (for School Districts only):	Superintendent Name: Kevin Kaardal
Board/Authority Approval Date:	Signature:
	Board/Authority Chair Name: Moyra Baxter
	Signature:
Course Name: Parks and Recreation 12	Grade Level of Course: 12
Number of Course Credits: 2-4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): n/a

Special Training, Facilities or Equipment Required:

- campsites reserved through Canada or BC Parks
- proper camping and hiking equipment
- back country knowledge

Course Synopsis:

This course is an exciting and vigorous opportunity for students to explore the outdoors and learn about the intricacies of backcountry camping and hiking. This course is available to grade 12 students only. Students will participate in small groups in conjunction with a teacher mentor and a community member to plan, prepare, and participate in a week-long backcountry leadership and team building experience in a National or Provincial Park. The main project objectives include students gaining real world experiences, problem solving skills, coping skills, and

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environmental awareness. Students also build their leadership, interpersonal, and communication skills. The guiding question for this course is - *What can I learn about myself by learning about others and my environment?*

Goals and Rationale:

Students will:

- gain real world experiences
- develop problem solving skills
- learn coping skills
- practice environmental awareness
- build leadership, interpersonal, and communication skills

Indigenous Worldviews and Perspectives:

This course is a decolonized approach to learning based in First Peoples principles of land management and environmental stewardship. Students will connect to land-based learning practices and develop their connections to nature.

BIG IDEAS

Planning and preparing for physical well-being and overall fitness to enhance quality of living

Promoting personal and social interactions to reach a common goal

Being a role model for land stewardship and demonstrating best practices for interacting with the land and community

Developing an understanding of the natural environment, ourselves, and others

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • demonstrate positive leadership in the school and community • initiate and plan activities to prepare physically • communicate respectfully and responsibly with group members, adults, and the community • Students will develop ecological knowledge of their local environment in Canadian and BC National Parks • Students will understand that physical activity is an important part of overall health and well-being, and they will develop the skills, including personal safety and injury prevention, to be able to safely participate in hiking and/or backpacking opportunities independently • Students will practice and demonstrate environmental stewardship, including risk management and ways to reduce potential impacts of outdoor activities on the environment • Students will refine and reflect upon interpersonal skills, such as, communication, teamwork, and collaboration in a dynamic environment • Students will refine and reflect on their own character development and participation in outdoor activities, including self-confidence, endurance, empathy, and transferable skills • Students will reach beyond their own perceived capabilities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • how to prepare themselves for camping and hiking <ul style="list-style-type: none"> ◦ packing, equipment, food, storage, and safety • how to interact with the land respectfully <ul style="list-style-type: none"> ◦ setting up and leaving no trace • how to prepare physically for backcountry expeditions <ul style="list-style-type: none"> ◦ evaluating physical fitness, increasing strength, endurance, and balance • how to communicate effectively with their peers, adults, and community members • how to set goals and plan steps to execute their goals • how to acknowledge the land they are on and understand the protocols for land stewardship • understanding one's own culture and how it connects to the land • ways to assure and model that land is still viable for 7 generations in the future

APPENDIX A

Big Ideas – Elaborations

Physical and Mental Well-Being: ensuring students are physically and mentally prepared to undertake rigorous and extensive backcountry travels

Communication: students need to have thorough and punctual communications with a variety of stakeholders and platforms

Stewardship: assuring the land is utilized in a way that allows it to continue being viable

Natural Environment: understanding weather patterns, geological formations, animal behaviour

Curricular Competencies – Elaborations

- **Prepare physically:** understand your cardiovascular level and physical literacy
- **Ecological knowledge:** understand the components of the natural and physical environment you are in
- **Environmental stewardship:** the regenerations patterns, the natural environment and how to care for it
- **Outdoor activities:** land-based; in varied terrain and changing weather, temperature, and conditions

Essential Teachings:

- **7 generation sustainability:** based on Indigenous teachings ensuring that the land is still usable in the future
- **Protocols for land stewardship:** leaving no trace when camping, respecting the environment, not disrupting the environment, leaving nothing behind
- **Backcountry expeditions:** hiking routes through various mountain passes and ecological areas

APPENDIX A

Content – Elaborations

Content and Hours:

Through in-person full- and small-group meetings, independent Google Classroom assignments, and experiential, land-based learning, students will learn the following:

- Navigating the parks system (maps, trailhead markers)
- Packing and maintaining gear and personal items
- Backcountry cooking (food prep, storage, disposal, and sanitation)
- Utilizing communication platforms
- Best practices for interacting with the land and the environment
- Basic First Aid and Self Care
- Safety presentation by National Park Ranger, including bear safety
- Practice local hikes – fitness and personal wellness
- Co-operative group work
- Personal reflection

The instructional time for this course is divided into the following components (hours are approximate):

- | | |
|--|----------|
| • Direct instruction (full- and small-group meetings) | 15 hours |
| • Google Classroom assignments | 10 hours |
| • Experiential land-based learning (practice hikes) | 35 hours |
| • Experiential land-based learning (back-country experience) | 60 hours |

Timeline:

- | | |
|----------------|---|
| • February: | Student course selection |
| • March: | Initial Parent & Student meeting
Introduction and learning synopsis |
| • April: | Chaperone meetings
Begin group meetings for learning and planning
Begin Google Classroom lessons
Begin equipment and gear collection |
| • May: | Continue Google Classroom lessons
Experiential land-based learning – practice hikes |
| • June: | Complete Google Classroom lessons
Continue experiential land-based learning – practice hikes |
| • July-August: | Continue experiential land-based learning – practice hikes |

2 Credits* (60 hours)

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Content – Elaborations (continued)

- **September:** Final gear check
Final planning meeting
Experiential land-based learning – back-country experience



2 Credits* (60 hours)

The two credits of this course earned in the spring are based locally and not dependent on the week-long back-country experience. Students will receive these 2 credits for completing the spring work. To receive the 2 credits for the fall portion, students must complete the week-long, back-country experience. **Students may not participate in the fall portion without completing the spring learning.*

Assessment Components:

- Mandatory completion of all required assignments, including food preparation, gear preparation, safety plans/inherent risks, practice hike(s) and final reflection
- Student tracking of practice hikes including location, duration, and reflections
- Self-Assessment of preparations, participation, and reflections
- Teacher assessment of assignments, participation, and final reflection

Learning Resources:

- teachers
- community members/chaperones
- guest speakers/park rangers
- Website: Plan your visit to a National Park <https://www.pc.gc.ca/en/voyage-travel>
- Indigenizing the Curriculum Resources from SD23 Instructional Leadership Team: [Land](#) and [Ethnobotany](#)

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Additional Information:

This is an outside of the timetable course that can span an entire year or continue over two school calendars. Available locations for outdoor studies are dependent on the number of students enrolled.

Financial Implications:

There is a \$425 student fee associated with this course.

Costs associated with this program may include:

- Transportation
- TOC coverage
- Campsite reservations
- Food and materials
- Legacy Fund to support students in need
- Camping and outdoor equipment - Available to borrow, rent locally or purchase

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.

Course Alignment:

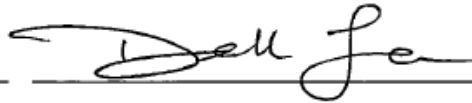
Within all aforementioned coursework, anti-discrimination and anti-racist resources and initiatives will be embedded into curricula to reflect social justice issues and reconciliation practices.

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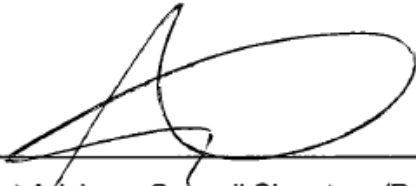
Consultation Process:

This proposed BAA course was presented at OKM's Parent Advisory Council Meeting held on April 12, 2022.
The parents at this meeting endorsed the offering of this course at OKM.

Derek Lea



Principal Signature (Print Name & Sign)



Kayla Chappell

Parent Advisory Council Signature (Print Name & Sign)



Memorandum

Date: June 17, 2022
To: Board of Education
From: Education and Student Services Committee
Action Item: **Proposal for Substantive Change – Academy for Parks and Recreation (Okanagan Mission Secondary School)**

1.0 ISSUE STATEMENT

A substantive change proposal for an Academy for Parks and Recreation at Okanagan Mission 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 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 the 2022-2023 school year.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change – Academy for Parks and Recreation (Okanagan Mission Secondary School).
- b) Amend the Proposal for Substantive Change – Academy for Parks and Recreation (Okanagan Mission Secondary School).
- c) Request additional information on the Proposal for Substantive Change – Academy for Parks and Recreation (Okanagan Mission 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 – Academy for Parks and Recreation (Okanagan Mission Secondary School), as attached to the Agenda and presented at the June 22, 2022 Public Board Meeting.

7.0 APPENDIX

- A. Proposal for Substantive Change – Academy for Parks and Recreation (Okanagan Mission Secondary School)

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**Central Okanagan
Public Schools**

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

June 15, 2022



Okanagan Mission Secondary School
Academy for Parks and Recreation

Kirsten Mulleney, Amber Otke – Teachers

Michael Dornian, Stephanie Gerber – Vice Principals

Derek Lea – Principal

APPENDIX A

VISION:

The Academy for Parks and Recreation is an exciting and vigorous opportunity for students to explore the outdoors and learn about the intricacies of backcountry camping and hiking. This academy is available to grade 12 students only. Students will participate in small groups in conjunction with a teacher mentor and a community member to plan, prepare, and participate in a week-long backcountry leadership and team building experience in a National or Provincial park. The main project objectives include students gaining real world experiences, problem solving skills, coping skills, and environmental awareness. Students also build their leadership, interpersonal, and communication skills. The guiding question for this academy is: *What can I learn about myself by learning about others and my environment?*

COURSES OFFERED IN ACADEMY

BAA Parks and Recreation 12

RATIONALE:

Students will:

- gain real world experiences
- develop problem solving skills
- learn coping skills
- practice environmental awareness
- build leadership, interpersonal, and communication skills

Indigenous Worldviews and Perspectives:

This academy is a decolonized approach to learning based in First Peoples principles of land management and environmental stewardship. Students will connect to land-based learning practices and develop their connections to nature.

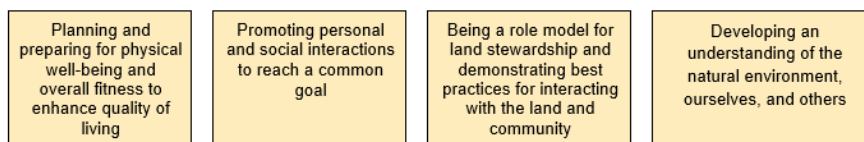
ACADEMY SUMMARY:

Originally referred to as "Lake O'Hara", the Academy for Parks and Recreation was founded on principles of environmental stewardship originally developed by Doug Gillette, an OKM teacher, in 1976. Doug's goal was to get students outside of the traditional classroom so they could challenge themselves in different ways. Education has shifted to student centered learning and a focus on self-assessment. The driving force behind this academy is that students will be motivated to get involved in land-based learning. They will challenge themselves to meet the learning outcomes and personal goals.

Students will develop their core competencies including problem solving, personal and social responsibility, and communication.

APPENDIX A

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • demonstrate positive leadership in the school and community • initiate and plan activities to prepare physically • communicate respectfully and responsibly with group members, adults, and the community • Students will develop ecological knowledge of their local environment in Canadian and BC National Parks • Students will understand that physical activity is an important part of overall health and well-being, and they will develop the skills, including personal safety and injury prevention, to be able to safely participate in hiking and/or backpacking opportunities independently • Students will practice and demonstrate environmental stewardship, including risk management and ways to reduce potential impacts of outdoor activities on the environment • Students will refine and reflect upon interpersonal skills, such as, communication, teamwork, and collaboration in a dynamic environment • Students will refine and reflect on their own character development and participation in outdoor activities, including self-confidence, endurance, empathy, and transferable skills • Students will reach beyond their own perceived capabilities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • how to prepare themselves for camping and hiking <ul style="list-style-type: none"> ◦ packing, equipment, food, storage, and safety • how to interact with the land respectfully <ul style="list-style-type: none"> ◦ setting up and leaving no trace • how to prepare physically for backcountry expeditions <ul style="list-style-type: none"> ◦ evaluating physical fitness, increasing strength, endurance, and balance • how to communicate effectively with their peers, adults, and community members • how to set goals and plan steps to execute their goals • how to acknowledge the land they are on and understand the protocols for land stewardship • understanding one's own culture and how it connects to the land • ways to assure and model that land is still viable for 7 generations in the future

OPERATIONS:

Students will enroll in BAA Parks and Recreation 12 as an out-of-the-timetable, elective course. To ensure a high-quality program, along with the school appointed teachers, a team of volunteer staff and parents are trained as chaperones to guide small groups of students on their hikes.

Participants in this Academy will begin preparing for their culminating event in March of the previous school year. Once hiking groups are determined, students complete lessons on planning, packing, back-country safety and teamwork in addition to beginning their practice hikes. Through the summer, students build their fitness levels and back-country knowledge to prepare for their September backcountry field studies.

Hikes, routes, and itineraries are designed to accommodate students with varied skill levels. The instruction and preparation will be differentiated by the teaching professionals to meet each student's goals and existing abilities.

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

APPENDIX A

Content and Hours:

Through in-person full- and small-group meetings, independent Google Classroom assignments, and experiential, land-based learning, students will learn the following:

- Navigating the parks system (maps, trailhead markers)
- Packing and maintaining gear and personal items
- Backcountry cooking (food prep, storage, disposal, and sanitation)
- Utilizing communication platforms
- Best practices for interacting with the land and the environment
- Basic First Aid and Self Care
- Safety presentation by National Park Ranger, including bear safety
- Practice local hikes – fitness and personal wellness
- Co-operative group work
- Personal reflection

The instructional time for this course is divided into the following components (hours are approximate):

• Direct instruction (full- and small-group meetings)	15 hours
• Google Classroom assignments	10 hours
• Experiential land-based learning (practice hikes)	35 hours
• Experiential land-based learning (back-country experience)	60 hours

Timeline:

- **February:** Student course selection
- **March:** Initial Parent & Student meeting
Introduction and learning synopsis
- **April:** Chaperone meetings
Begin group meetings for learning and planning
Begin Google Classroom lessons
Begin equipment and gear collection
- **May:** Continue Google Classroom lessons
Experiential land-based learning – practice hikes
- **June:** Complete Google Classroom lessons
Continue experiential land-based learning – practice hikes
- **July-August:** Continue experiential land-based learning – practice hikes
- **September:** Final gear check
Final planning meeting
Experiential land-based learning – back-country experience

2 Credits*
(60 hours)

2 Credits*
(60 hours)

APPENDIX A

The two credits of this course earned in the spring are based locally and not dependent on the week-long back-country experience. Students will receive these 2 credits for completing the spring work. To receive the 2 credits for the fall portion, students must complete the week-long, back-country experience. **Students may not participate in the fall portion without completing the spring learning.*

Assessment Components:

- Mandatory completion of all required assignments, including food preparation, gear preparation, safety plans/inherent risks, practice hike(s) and final reflection
- Student tracking of practice hikes including location, duration, and reflections
- Self-Assessment of preparations, participation, and reflections
- Teacher assessment of assignments, participation, and final reflection

Learning Resources:

- teachers
- community members/chaperones
- guest speakers/park rangers
- Website: Plan your visit to a National Park <https://www.pc.gc.ca/en/voyage-travel>
- Indigenizing the Curriculum Resources from SD23 Instructional Leadership Team: [Land](#) and [Ethnobotany](#)

EXPECTATIONS:

The following benefits are expected as a result of implementing the Academy for Parks and Recreation:

- improved school climate as a result of meeting the needs of individual learners
- improved comradery and leadership from our Grade 12 participants
- 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 Academy for Parks and Recreation will be attending Okanagan Mission Secondary School during the school year. The program will be open to any student in grade 12, although space may be limited by BC Parks and Parks Canada site availability.

APPENDIX A

FINANCIAL IMPLICATIONS:

Expenses: Spring Instruction, Planning and Preparation (2 Credits)	
Transportation: (3 trips x 3 hours x 3 busses x \$75/hr)	\$2,025.00
TTOC Coverage: (15 teachers x 0.5 day @ \$405)	\$3,037.50
Consumables & Equipment: <ul style="list-style-type: none"> ● Maintenance & replacement of shared equipment ● Consumables (camp fuel, first aid, etc.) 	\$2,000.00
Total Expenditures	\$7,062.50
<i>Price per student: (\$7,062.50 / 144 students)</i>	<i>\$49.05</i>

Expenses Fall Final Preparation and Back-Country Experience (2 Credits)	
Transportation: (6 days x 8 hrs x 3 busses x \$75/hr)	\$10,800.00
TTOC Coverage (15 teachers x 5 days @ \$405)	\$30,375.00
Campsite reservations	\$10,000.00
Consumables & Equipment: <ul style="list-style-type: none"> ● Maintenance & replacement of shared equipment ● Consumables (camp fuel, first aid, etc.) 	\$2,961.92
Total Expenditures	\$54,136.92
<i>Price per student: (\$54,136.902 / 144 students)</i>	<i>\$375.95</i>

Total Expenditures (Spring \$7,062.50 + Fall \$54,136.92)	\$61,199.42
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APPENDIX A

Revenue	
Spring Instruction, Planning and Preparation (2 Credits):	\$7,062.50
Fall Final Preparation and Back-Country Experience (2 Credits):	\$54,136.92
Total Revenue (Spring + Fall)	\$61,199.42
<i>144 students at <u>\$425 per academy participant</u> (Spring+Fall)</i>	<i>\$61,200</i>

Additional Costs to Students

Food and consumable materials	\$150 - \$200
Camping and outdoor equipment (available to borrow, rent, or purchase)	Varies

Cost may vary from year to year depending on the number of students participating, the availability of suitable sites and routes, and the transportation costs associated with the available routes.

Historically, there has also been strong community support for this program in the form of donations, equipment sharing, parent transportation, and volunteered expertise and time. Any savings from these community partnerships will be passed on to students.

ACCESSIBILITY: The Academy for Parks and Recreation 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.

OKM is also exploring a partnership with CRIS Adaptive Adventures with the intent of making this program available to all students – including those with accessibility challenges.

CONSULTATION: The Academy for Parks and Recreation program has a long history of collaborating with staff, students, families, and the community. The 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.

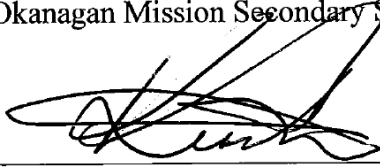
EVALUATION: The success and continuation of the program will be reviewed annually based on the following:

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

APPENDIX A

CONSULTATION:

The Academy for Parks and Recreation was discussed and unanimously endorsed with the Okanagan Mission Secondary School Parent Advisory Council at the meeting on April 12, 2022.

A handwritten signature in black ink, appearing to be 'K. Smith', written over a horizontal line.

(signature of PAC Vice-President or President)



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN)

BYLAW No. 19 – Election

A bylaw to provide for the determination of various procedures
for the conduct of trustee elections.

PREAMBLE:

In School District No. 23 (Central Okanagan), trustee elections in the trustee electoral areas of the School District are the responsibility of the following authorities:

Trustee Electoral Area	No. of Trustees	Responsibility
Area 1. Zone 1*	One	District of Lake Country and Regional District of Central Okanagan
Area 2. Zone 2**	One	Corporation of the District of Peachland and Regional District of Central Okanagan
Area 3. City of Kelowna	Four	City of Kelowna
Area 4. District of West Kelowna	One	City of West Kelowna
*	District of Lake Country and Central Okanagan East Electoral Area of the Regional District of Central Okanagan.	
**	The Corporation of the District of Peachland, Central Okanagan West Electoral Area of the Regional District of Central Okanagan, Tsinstikeptum Indian Reserve 9 and Tsinstikeptum Indian Reserve 10.	

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the Board enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act* except as the context indicates otherwise.

“Board” or **“school board”** means the Board of Education of School District No. 23 (Central Okanagan).

“By-election” means a trustee election to fill a vacancy on the Board in any of the circumstances described in Section 36 of the *School Act*.

“Election” means a trustee election.

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

“Minister” means the Minister of Education and Child Care.

“Regional District” means the Regional District of Central Okanagan.

2. Application

This bylaw applies to both general school elections and by-elections, except as otherwise indicated.

3. Order of Names on the Ballot

The order of the names of candidates on the ballot will be alphabetical.

4. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the Local Government Act.

5. Application of Local Government Bylaws

Where all or part of a school trustee election is conducted by a local government, the elections bylaws of the local government, as they may be amended from time to time, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not apply to a trustee election, apply to the trustee election to the extent authorized by the *School Act*, in accordance with the following:

- 5.1 Trustee Electoral Area 1: The elections bylaws of the District of Lake Country apply for the purposes of school trustee elections and electors of the District of Lake Country. The elections bylaws of the Regional District apply for the purposes of school trustee elections and electors of the Central Okanagan East Electoral Area of the Regional District.
- 5.2 Trustee Electoral Area 2: The elections bylaws of the Corporation of the District of Peachland, apply for the purposes of school trustee elections and electors of the Corporation of the District of Peachland. The elections bylaws of the Regional District, apply for the purposes of school trustee elections and electors of the Central Okanagan West Electoral Area of the Regional District, Tsinstikeptum Indian Reserve 9 and Tsinstikeptum Indian Reserve 10.
- 5.3 Trustee Electoral Area 3: The elections bylaws of the City of Kelowna apply to trustee elections conducted by the City of Kelowna.
- 5.4 Trustee Electoral Area 4: The elections bylaws of the City of West Kelowna apply to trustee elections conducted by the City of West Kelowna.

6. Voting Machines

The use of automated voting machines, voting recorders, or other devices for voting in a school trustee election conducted in conjunction with a local government election is authorized in accordance with the procedures for voting, the form of ballot, and the procedures, rules, and requirements for counting of votes which are established by the bylaw adopted by that local government pursuant to the *Local Government Act*.

7. Required Advance Voting Opportunities

- 7.1 Unless the Board is exempted from the requirement by Order of the Minister of Education and Child Care, an advance voting opportunity will be held on the tenth day before General Voting Day.
- 7.2 Unless the Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister of Education and Child Care, a second advance voting opportunity will be held as follows:
 - 7.2.1 For the general school elections where the Board is conducting the election, three days before general voting day;
 - 7.2.2 Where a local government is conducting the election in accordance with section 5, the date specified in the bylaws of the local government conducting the election as they may be amended from time to time.
 - 7.2.3 For by-elections, three days before General Voting Day.

8. Additional Advance Voting Opportunities

The Chief Election Officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

9. Mail Ballot Voting

Mail ballot voting in a school trustee election will be conducted in conjunction with a local government election and is authorized in accordance with the procedures, rules, and requirements for mail ballot voting which are established by the bylaw adopted by the local government pursuant to the *Local Government Act*.

10. Election Officers

Where there is an agreement with a local government for the conduct by the local government of trustee elections as part of a general school election, the Chief Election Officer and Deputy Chief Election Officer appointed by the local government shall be deemed to be the Chief Election Officer and Deputy Chief Election Officer for the conducting of those trustee elections.

11. Nomination of Candidates

The required number of qualified nominators for a trustee candidate in all electoral areas is two.

12. Nomination Deposit

A nomination for the office of Trustee must be accompanied by a refundable deposit in the amount of \$100.00 (One Hundred Dollars).

13. Title

This Bylaw may be cited as:

“School District No. 23 (Central Okanagan) Bylaw No. 19 – Election”.

14. Repeal

School District No. 23 (Central Okanagan) Trustee Election Bylaw No. 18 is hereby repealed.

Read a first and second time the 22nd day of June, 2022.

Read a second time the 22nd day of June, 2022.

Read a third time and finally adopted this 22nd day of June, 2022.

Board Chair

Secretary-Treasurer/CFO

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
1.	GESS	4	Oyama Zipline	Canada	Teambuilding, connections with Grad class	Grade 12	12	85	Sept. 16, 2021	Sept. 16, 2021	1
2.	GESS	4	Oyama Zipline	Canada	Teambuilding, connections with Grad class	Grade 12	12	85	Sept. 17, 2021	Sept. 17, 2021	1
3.	SVM	4	Kelowna Paddle Club	Canada	Outdoor canoe and paddleboard lessons	Outdoor Ed	8	40	Sept 17, 2021	Sept 17	1
4.	CNB	4	Manning Provincial Park	Canada	Outdoor exploration, camping & hiking	Outdoor Ed	8	26	Sept 20, 2021	Sept 22, 2021	3
5.	SVM	4	Manning Provincial Park	Canada	Outdoor Ed camping trip	Outdoor Ed	8	40	Sept 22, 2021	Sept 24	3
6.	CNB	4	Manning Provincial Park	Canada	Outdoor exploration, camping & hiking	Outdoor Ed	8	55	Sept 27, 2021	Sept 29, 2021	3
7.	KSS	4	Finlayson Lakes above Mabel Lake (Lumby)	Canada	Outdoor Ed camping trip	Outdoor Ed	12	24	Sep 28, 2021	Sep 30, 2021	3
8.	OKM	4	Okanagan Mount Park	Canada	Outdoor Education camping trip	Outdoor Ed	10-12	30	Sept. 30, 2021	Oct. 1, 2021	2
9.	OKM CANCELLED	4	Glacier National Park	Canada	Outdoor Education camping trip	Outdoor Ed	10-12	24	Sept 30, 2021	Oct 2, 2021	3
10.	KSS	4	Finlayson Lakes above Mabel Lake (Lumby)	Canada	Outdoor Ed camping trip	Outdoor Ed	11	48	Oct 6, 2021	Oct 8, 2021	3

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
11.	OKM	4	Okanagan Mountain Park— Commando Bay (Kelowna)	Canada	Outdoor Ed Camping Trip	Outdoor Ed	10-12	30	Oct. 15, 2021	Oct. 16, 2021	2
12.	MBS	4	Okanagan Mountain Park (Kelowna)	Canada	Outdoor Education Camping Trip	Outdoor Ed	9	30	Oct 19, 2021	Oct 20, 2021	2
13.	KSS	4	Beaver Lake Chain near Winfield	Canada	Outdoor Ed camping trip	Outdoor Ed	12	14	Oct 21, 2021	Oct 22, 2021	2
14.	MBS	4	KVR June Springs Kelowna to Beaverdell, BC	Canada	Introduction to cycling	Outdoor Ed	10-12	50	Oct. 22, 2021	Oct. 23, 2021	2
15.	OKM	4	Kettle Valley Railway: Myra Canyon to Penticton	Canada	Outdoor Ed camping trip	Outdoor Ed	10-12	30	Oct. 22, 2021	Oct. 23, 2021	2
16.	KSS	4	Osprey Lake (Penticton)	Canada	Outdoor Ed camping trip	Outdoor Ed	11	24	Oct 26, 2021	Oct 27, 2021	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
17.	MBS	4	Okanagan Mountain Park (Kelowna)	Canada	Outdoor Education Camping Trip	Outdoor Ed	9	30	Oct 27, 2021	Oct 28, 2021	2
18.	MBS	4	Myra Canyon Adventure Park	Canada	Introduction To Aerial Rope Adventure and Team Building	Outdoor Ed	10-12	Up to 60	Nov 5, 2021	Nov 5, 2021	1
19.	KSS	5	Calgary, AB	Canada	Basketball Tournament	Sr Girls Basketball Team	11-12	9	Dec 8, 2021	Dec 11, 2021	4
20.	KSS	5	Calgary, AB	Canada	Basketball Tournament	Sr Boys Basketball Team	11-12	15	Dec 8, 2021	Dec 12, 2021	5
21.	MBS	4	McCullough Lake, Kelowna, BC	Canada	Winter Camping / Snowshoeing / Snow Shelter	Outdoor Ed	10-12	30	Jan 28, 2022	Jan 29, 2022	1
22.	KSS	4	Silver Lake, Peachland BC	Canada	Winter Camping / Snowshoeing / Snow Shelter Building	Outdoor Ed	12	24	Feb 11, 2022	Feb 12, 2022	1

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
23.	KSS	4	Silver Lake, Peachland BC	Canada	Winter Camping / Snowshoeing / Snow Shelter Building	Outdoor Ed	12	36	Feb 25, 2022	Feb 26, 2022	2
24.	CEN	4	Big White Ski Resort	Canada	Skiing, tubing, snowshoeing/team building	Gateway Program	10-12	18	Mar 2, 2022	Mar 4, 2022	3
25.	KSS	4	Silver Lake, Peachland BC	Canada	Snowshoeing / Snow Shelter Building	Outdoor Ed	11	28	Mar 8, 2022	Mar 8, 2022	1
26.	KSS	4	Silver Lake, Peachland BC	Canada	Snowshoeing / Snow Shelter Building	Outdoor Ed	12	28	Mar 14, 2022	Mar 14, 2022	1
27.	KSS	4	Halfway River Hot Springs, Revelstoke, BC	Canada	Snowshoeing / Camping / Hot springs	Outdoor Ed	11/12	28	April 10, 2022	April 12, 2022	3
28.	KSS	5	Edmonton, AB	Canada	Cantando Music Festival	Band students	10-12	99	April 10, 2022	April 13, 2022	4

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
29.	MBS	4	Discovery Islands Read Island (alternate - Gulf Islands S. of Nanaimo)	Canada	Introduction to sea kayaking and sea kayaking tripping	Outdoor Ed Students	10-12	15 max.	April 26, 2022	May 1, 2022	6
30.	OKM	4	Whistler BC	Canada	Con-Brio Music Festival	Music	9-10	80	April 28, 2022	May 1, 2022	4
31.	ELE	4	Gardom Lake Camp, Enderby, BC	Canada	Grade 5 campout	Grade 5	5	30	May 4, 2022	May 6, 2022	3
32.	KSS	4	Skaha Bluffs, Penticton	Canada	Rock Climbing	Outdoor Ed	Gr 11/12	24	May 6, 2022	May 6, 2022	1
33.	MBS	4	Boucherie Bluffs, Skaha Bluffs	Canada	Introduction to climbing	Outdoor Ed Gr. 10-12	10-12	Max 12	May 6, 12 & 16 Non consecutive days	May 6, 12 & 16	3
34.	RSS Cancelled	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education	10-12	25	May 10	May 12	3

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
35.	KSS	4	Silver Lake, Peachland	Canada	Hiking/shelter building	Outdoor Ed	Gr 12	26	May 12, 2022	May 13, 2022	2
36.	OKM	4	Skaha Bluffs	Canada	Sport Climbing, top-roping, rappelling	Outdoor Ed	Grade 10-12	8	May 12	May 12	1
37.	MBS	4	Okanagan Mountain Provincial Park, east side of Okanagan Lake opposite Peachland on Hwy #97	Canada	Overnight hiking adventure	Outdoor Ed (Block 7/8) Gr.9	9	30	May 16	May 18	3
38.	NGE	4	Gardom Lake Camp, Enderby, BC	Canada	Grade 6 campout	Grade 6	6	80	May 16	May 18	3
39.	RSS Cancelled	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education	10-12	25	May 17	May 18	2
40.	OKM Cancelled	5	Niagara Falls, ON and Toronto, ON	Canada	MusicFest Canada	Jazz and Concert Band	11-12	41	May 17	May 21	5

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
41.	MBSS Cancelled	5	Niagara Falls, ON and Toronto, ON	Canada	MusicFest Canada	Gr 12 Combo	10-12	6	May 17	May 21	5
42.	OKM	5	Niagara Falls, ON and Toronto, ON	Canada	Music Students travel to Toronto/University of Toronto Faculty of Music	Jazz and Concert Band	11-12	41	May 17	May 21	5
43.	MBSS	5	Toronto & Niagara Fall, ON. (MUSICFEST CANADA)	Canada	Students will travel to Toronto for various music based clinics and performances	Gr 12 combo	10-12	6	May 17	May 21	5
44.	OTS	4	Gardom Lake Camp, Enderby, BC	Canada	Grade 5 Campout	Grade 5	5	33	May 18	May 20	3
45.	KSS	4	Silver Lake, Peachland	Canada	Hiking/shelter building	Outdoor Ed	Gr 11	26	May 19, 2022	May 20, 2022	2
46.	CTE	4	Green Bay Camp, West Kelowna, BC	Canada	Grade 5 Campout	Grade 5	5	54	May 19	May 20	1

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
47.	RLE	4	Green Bay Camp, West Kelowna, BC	Canada	Grade 5 Year End Trip	Grade 5	5	85	May 24	May 24	1
48.	MBS	4	Juan De Fuca Marine Trail, Vancouver Island	Canada	Provide students with an introduction to costal backpacking, development of backpacking, hiking, wilderness camping skills.	Outdoor Ed class Grades 10-12	10-12	Up to 30	May 24	May 28	5
49.	CAS	4	Eagle Bay Camp, Eagle Bay, BC	Canada	Gr 6 year end celebration/team building campout	Grade 6's	6	76	May 25	May 27	3
50.	MBS	4	Okanagan Mountain Provincial Park, east side of Okanagan Lake opposite Peachland on Hwy #97	Canada	Overnight hiking adventure	Outdoor Ed (Block 5/6) Gr.9	9	30	May 25	May 27	3
51.	DRE	4	Gardom Lake Bible Camp	Canada	Outdoor Education Camping	Grade 5	5	65	May 25	May 27	3

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
52.	KSS	4	Silver Lake, Peachland, BC	Canada	Outdoor Ed trip, hiking and shelter building	Outdoor Ed class	11/12	26	May 26	May 27	2
53.	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education	10-12	25	May 26	May 27	2
54.	OKM	4	Conkle Lake Provincial Park	Canada	Camping Trip	Outdoor Education	10-12	28	May 27	May 29	3
55.	CMS	4	Manning Park	Canada	Outdoor Education—Hiking/Fishing	Outdoor Education (Enrichment)	6-8	60	May 30	June 1	3
56.	CNB	4	E.C. Manning Park—Lone Duck group site at Lightning Lake Campground	Canada	Outdoor Education—Wilderness Leadership Experience (Camp/Hike)	Outdoor Education Program	8	28	June 1	June 3	3
57.	GRE	4	Green Bay Camp, West Kelowna	Canada	Grade 5 Year End Trip	Grade 5	5	29	June 2	June 3	2
58.	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education	10-12	25	June 2	June 3	2

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LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
59.	SRE	4	Gardom Lake Enderby, BC	Canada	Curricular Extensions and Year-End Activities	Grade 5	5	30	June 6	June 7	2
60.	CNB	4	E.C. Manning Park —Lone Duck group site at Lightning Lake Campground	Canada	Outdoor Education— Wilderness Leadership Experience (Camp/Hike)	Outdoor Education Program	8	55	June 6	June 8	3
61.	BHE	4	Camp Owaissi, Okanagan Lake, BC	Canada	Year-End Celebration	Grade 6	6	57	June 8	June 8	1
62.	OKM Cancelled	4	Okanagan Mountain Park	Canada	Outdoor Education— teamwork, collaboration	Outdoor Education	10-12	15	June 10	June 11	2
63.	KSS	4	Enderby, Perry River, Enchanted Forest	Canada	Hiking, camping, ropes course	Outdoor Ed	12	24	June 10	June 11	2
64.	SLE	4	Camp Owaissi, Okanagan Lake, BC	Canada	Outdoor education and team building in preparation for transition to middle school	Year-End Science and Nature Field Study Grade 5	5	71	June 13	June 14	2
65.	CNB	4	From Penticton City Beach embarkment to	Canada	Okanagan RCMP / CNB Middle School Indigenous	Indigenous Drum- Making	Combine Grades of 6, 7 and 8	17	June 13	June 15	3

Submitted to Board of Education Meeting – JUNE 22, 2022

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
			WFN Reservation dis-embarkment		Youth Leadership Canoe Journey	and Leadership Students					
66.	MJE	4	Camp Owaissi, Okanagan Lake, BC	Canada	Year end celebration of Outdoor Learning	Grade 5	5	74	June 15	June 17	3
67.	MBS	5	Oregon State University (Corvallis, Oregon)	USA	To participate in a football camp	JV and Varsity Football players	9-12	52	June 16	June 21	6
68.	GME	4	Myra Canyon Adventure Park	Canada	Year End Celebration Activity	Grade 6	6	57 1 st group	June 20	June 20	1
69.	HRE	4	Gardom Lake Camp, Enderby, BC	Canada	Year End Field Trip / Outdoor Education	Grade 4 & 5	4/5	72	June 20	June 22	3
70.	GME	4	Camp Owaissi, Okanagan Lake, BC	Canada	Team building activities, swimming, water play	Grade 6	6	109	June 21	June 21	1
71.	QGE	4	Gardom Lake, Enderby, BC	Canada	Year End Celebration	Grade 5	5	45	June 22	June 22	1
72.	GME	4	Myra Canyon Adventure Park	Canada	Year End Celebration Activity	Grade 6	6	56 2 nd group	June 23	June 23	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2021/2022

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
73.	RVE	4	Camp (OAC) Owaissi, Okanagan Lake, BC	Canada	Year End Celebration	Grade 5	5	47	June 23	June 23	1
74.	PLE	4	Maple Springs Camp, Peachland, BC	Canada	Outdoor Education, Core Competencies development	Grade 5	5	19	June 24	June 24	1
75.	KSS	4	Beaver Lake Chains, Winfield	Canada	Outdoor Ed paddle to camp destination and set up tents for one night stay	Outdoor Ed	11	22	June 27	June 28	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2022/2023

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
1.	OKM	5	Yoho National Park, Banff/Kootenay National Park	Canada	backpacking and hiking trip	Parks and Recreation 12	12	112	Sep 18, 2022	Sep 23, 2022	6
2.	GESS	4	Oyama Zipline	Canada	Teambuilding, Grad Class	Grad Class	12	90	Sep. 22, 2022	Sept. 22, 2022	1
3.	MBS	4	Monashee Mountains	Canada	Outdoor Education Class	Outdoor Ed Students	Grades 10-12	30	Sep. 22, 2022	Sep. 24, 2022	3
4.	GESS	4	Oyama Zipline	Canada	Teambuilding, Grad Class	Grad Class	12	90	Sep. 23, 2022	Sep. 23, 2022	1
5.	CNB	4	E.C. Manning Park –	Canada	Outdoor Education – Wilderness Leadership Experience (Camp/Hike)	Outdoor Education Class	8	25	Sep 26, 2022	Sep 28, 2022	3
6.	OKM	4	Okanagan Mountain Park – Commando Bay	Canada	Hiking and camping	Outdoor Education Class	10-12	30	Sep. 30, 2022	Oct. 1, 2022	2
7.	CNB	4	E.C. Manning Park –	Canada	Outdoor Education – Wilderness Leadership Experience (Camp/Hike)	Outdoor Education Class	8	55	Oct 3, 2022	Oct 5, 2022	3

LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2022/2023

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
8.	HMS	4	Gardom Lake	Canada	Outdoor activities	Outdoor Ed	6-8	150	October 4, 2022	October 6, 2022	3
9.	KSS	4	Victoria & the Gulf Islands	Canada	Learn to sail with the S.A.L.T.S	Outdoor Ed	11/12	30	October 16, 2022	October 21, 2022	6



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, June 8, 2022
Time: 4:00 pm to 5:05 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter, Chair
Trustee N. Bowman (*arrived at 4:03 pm*)
Trustee W. Broughton
Trustee C. Desrosiers (*arrived at 4:04 pm*)
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede

In attendance:

Staff:

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

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

The meeting was called to order at 4:00 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of June 8, 2022.
2. The Board adopted the Minutes as amended for the Incamera Meeting of May 25, 2022.
4:03 pm: Trustees Bowman joined the meeting.
3. There were two Human Resources Information Items. (*4:04 pm: Trustee Desrosiers joined the meeting.*)
4. There were two Human Resources Action Items.
4:11 pm: The Executive Director of Human Resources and the Director of Labour Relations left the meeting.
5. There were three Trustees Queries/Comments discussed.
6. There was one Action/Discussion Item.
7. There were three Information/Discussion Items.
8. There were two items of Board Correspondence received.
9. There were two Items Requiring Special Mention.
10. There were eight Invitations (For Trustee Attendance) listed.
11. There was one Board Meeting with Partner and Community Groups listed.
12. There was one item from the Incamera Meeting listed for the next Public Agenda.

The meeting was adjourned at 5:05 pm.

Delta Carmichael, Secretary-Treasurer/CFO



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION SPECIAL INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Tuesday, June 14, 2022
Time: 4:01 pm to 4:08 pm
Location: Via Zoom

In attendance:

Board of Education:

Trustee M. Baxter, Chair
Trustee N. Bowman
Trustee C. Desrosiers
Trustee L. Tiede

Absent:

Trustee W. Broughton
Trustee J. Fraser
Trustee A. Geistlinger

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
D. Carmichael, Acting Secretary-Treasurer
T. Beaudry, Deputy Superintendent
B. McEwen, Executive Director of Human Resources
M. DesRochers, Executive Assistant (*recorder*)

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

The meeting was called to order at 4:01 pm.

1. The Board adopted the Agenda for the Special Incamera Meeting of June 14, 2022.
2. There was one Human Resources Action Item.
3. There was one Trustee Query/Comment discussed.

The meeting was adjourned at 4:08 pm.

Delta Carmichael, Secretary-Treasurer/CFO

COPVPA Executive for 2022-2023

President:	Scott Sieben
Vice-President:	Jared Birkeland
Acting Past President:	Derek Lea
Contract Advisory Chair:	Derek Lea
Treasurer:	Bryce Owens
Secretary:	Jeremy Sanbrooks
Elementary Liaison:	Jennifer Adamson / Tim Vanbrummelen
Middle Liaison:	Jesse Bruce
Secondary Liaison:	Darryl Smith / Christey Hughes
Pro-D Programs:	Jim Laird / Brenda Kirsch
Pro-D Finance:	Wynter Oakes
Social:	Jill Voros
Climate:	Michelle Kaupp / Laurie Fraser
BCPVPA Chapter Council Representative:	Leeann Yapps / Barrie McLeod
Members-at-Large:	Jasmine Lemon / Kyla Babcock / Gurp Hayher / Jodi Everett



Memorandum

Date: June 17, 2022
To: Board of Education
From: Finance and Audit Committee
Prepared by: Delta Carmichael, Secretary-Treasurer/CFO

Information: **2021/2022 Estimated Accumulated Operating Surplus**

1.0 RELEVANT BOARD MOTION/DIRECTION

21P-184 (December 15, 2021 Public Board Meeting)

THAT: The Board of Education approve the amendments to *Policy 161 – Accumulated Operating Surplus*, as attached to the Agenda as presented at the December 15, 2021 Public Board Meeting.

Since *Policy 161 – Accumulated Operating Surplus* was updated in December 2021, the date under Management Responsibilities, Section 1, has been amended to say before June 30th instead of May 31st to provide more accurate and timely information to the Board of Education on the estimated accumulated operating surplus. This housekeeping item is reflected in *Appendix A* and will be uploaded to the District's website accordingly.

2.0 BACKGROUND

On July 1, 2021, in collaboration with the education sector, the K-12 Public Education Accumulated Operating Surplus Policy (*Appendix B*) was developed. The purpose of this policy is to provide boards of education with guidelines and resources to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. It also allows boards to restrict portions of their operating surplus for future use to address board priorities. This policy outlines circumstances in which boards can restrict operating surplus, transfer available operating surplus to local capital and defines the limits of these restrictions.

3.0 INFORMATION STATEMENT

Internally Restricted Operating Surplus – to support financial planning, boards can restrict operating surplus for use in future years. To increase transparency, appropriations require board motion. The three streams of internally restricted operating surplus are described below:

1. **Restricted due to the nature of constraints on the funds** – Boards receive Ministry of Education and Child Care special purpose grants for targeted purposes or have access to other revenue. Where these funds are not spent, the balance is internally

restricted to be used for specific use in future years. These internal restrictions could be for categories such as:

- a) Contractual obligations (i.e. professional development)
 - b) Funding required to meet the Indigenous education spending target; and
 - c) School generated funds (not externally restricted)
2. **Restricted for anticipated unusual expenses identified by the board** – to support effective planning, there will be situations identified as one time or intermittent projects that will not be funded by revenues in that year or where, if they are funded from the annual operating grants, may cause reductions in educational service levels. These one-time expenses may include:
- a) Staffing needs that are short term and variable in nature
 - b) Implementation of new initiatives; and
 - c) Impact of emerging events (i.e. COVID-19 pandemic, refugee students)
3. **Restricted for operations spanning multiple school years** – to support effective operational planning, there will be situations where operating surplus funds may need to be carried over to future years. These situations could include:
- a) Future years' operations or budget
 - b) Schools and departments surplus/carry forward balances
 - c) Operating projects in progress
 - d) Technology, utilities, equipment, capital projects
 - e) Purchase order commitments, and
 - f) Educational programs spanning multiple years

Unrestricted Operating Surplus (Contingency) – to support effective planning, that includes risk mitigation, boards should maintain a reasonable amount of unrestricted operating surplus. This contingency may be required for unexpected increases in expenses and/or decreases in anticipated revenues.

Restricted for Future Capital Cost Sharing – to support major capital projects identified in the Board of Education's 5 year capital plan, boards may restrict operating surplus to fulfil capital project cost sharing expectations.

Local Capital – transfers from operating funds to local capital (*Appendix E*) should be made for:

- a) Specific initiatives that are tied to the board's strategic plan (*Appendix C*)
- b) Address capital asset investment; and
- c) Meet specific needs of the district

4.0 SECRETARY-TREASURER/CFO'S COMMENTS

The above guidelines have been applied to the 2021/2022 estimated accumulated operating surplus and local capital fund (*Appendix D and Appendix E*).

5.0 NEXT STEPS

The Secretary-Treasurer/CFO will provide the Board of Education with a final report for approval, detailing the internally restricted operating surplus and unrestricted surplus, including inter-fund transfers, by September 30, 2022.

6.0 APPENDICES

- A. Amended Policy 161 - Accumulated Operating Surplus
- B. K-12 Public Education Accumulated Operating Surplus Policy – Companion Guide
- C. Central Okanagan Public Schools 2021-2026 Strategic Plan
- D. Estimated 2021/2022 Accumulated Operating Surplus Planning & Reporting Template
- E. Estimated 2021/2022 Local Capital Surplus Planning & Reporting Template



Section One: Board of Education

"Together We Learn"

161 – ACCUMULATED OPERATING SURPLUS

Introduction

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact District operations and the education of our students while ensuring that the District's resources are spent as much as possible on the current year's programs and services. To discharge this responsibility, the Board have established an accumulated operating surplus policy.

Accumulated operating surplus allows the District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

Definitions

The following terms used in this Policy are defined as follows:

Accumulated Operating Surplus – means the accumulated excess of operating revenues over operating expense from prior years.

Internally Restricted Operating Surplus – means a portion of the accumulated operating surplus that has been set aside through a Board of Education motion for specified use in future years.

Unrestricted Operating Surplus – means the accumulated operating surplus built up in a School District's Operating Fund that has not been designated for specific uses.

Inter-Fund Transfers – means the transfer of funds from one fund to another (i.e. Operating fund to Capital fund).

Policy

Use of the internally restricted portion of the Board's accumulated operating surplus may be used under the following circumstances, subject to the Board of Education's approval:

1. The elimination of any deficit arising at the end of a fiscal year of operations.
2. The incurring of new cost pressures in a fiscal year that were not known during the budget development process.
3. The settlement of any legal action that is not covered by the School Protection Program.
4. Initial one-time cost outlays for new education programs or operational needs.
5. Coverage for disaster recovery expenditures.
6. To support unspent allocations that are required by outside agencies or collective agreements to be carried forward.
7. To support unspent school discretionary resource budgets committed to future years or dedicated to enhancing staff allocations.



Section One: Board of Education

“Together We Learn”

8. To assist in balancing future years' budgets.

Objectives

The District's objectives are set out in this Accumulated Operating Surplus Policy. With a clear understanding of the accumulated operating surplus monitoring objectives and continually measuring process to achieve those objectives, the District can attain greater fiscal stability and better support students.

To fulfill this responsibility, the Board will:

1. Maintain and replenish restricted and unrestricted accumulated operating surplus as outlined below:
 - a. Unrestricted Operating Surplus – an unrestricted operating surplus of .5% to 1.5% of the total Amended Budget (Operating Expenses).
 - b. Restricted Operating Surplus – a restricted operating surplus of 2% to 3.5% of that year's total Amended Budget (Operating Expenses).
2. Monitor potential operating deficit by reducing expenses and/or applying unrestricted surplus where policy allows.

Board Responsibilities

1. The Board of Education must comply with the Ministry of Education's expectations regarding financial governance and accountability.
2. The Board of Education is required by legislation to prepare an annual balanced budget which may include the use of restricted surplus funds.
3. The Board of Education must follow Public Sector Accounting Standards.

Management Responsibilities

1. The Secretary-Treasurer/CFO will provide the Board of Education with a preliminary report for review detailing the recommended internally restricted operating surplus and anticipated unrestricted surplus ~~by May 31st~~ *before June 30th* of each year.
2. The Secretary-Treasurer/CFO will provide the Board of Education with a final report for approval, detailing the internally restricted operating surplus and unrestricted surplus, including inter-fund transfers, by September 30th of each year.

In recognizing the use of the restricted portion of its accumulated operating surplus represents a one-time use of funding, the Board of Education will incorporate into its future budget planning process, strategies to re-establish the accumulated operating surplus. Such strategies may be implemented over several years.

Date Agreed: June 27, 2018
Date Amended: December 15, 2021
Date Reviewed:
Related Document: Policy 160; Policy 140

K-12 Public Education Accumulated Operating Surplus Policy

COMPANION GUIDE



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Purpose of the Companion Guide to the Accumulated Operating Surplus Policy

The BC School Trustees Association (BCSTA) and the Ministry of Education (ministry) have committed to working together to develop provincial policies and guidelines for operating surplus that are consistent with the BC Funding Model Review and recommendations. The ministry implemented the **K-12 Public Education Accumulated Operating Surplus Policy** (Policy) on July 1, 2021 to ensure that there is consistency, transparency and accountability for the use of educational operating funding that is not used in the year in which it was provided.

The Policy outlines the process for the reasonable accumulation, spending and reporting of operating surplus funds and boards of education (boards) engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic. It requires boards to monitor and report on their management of operating surplus and provides information and guidelines around operating surplus categories.

The Policy explains that it is appropriate for boards to maintain reasonable operating surplus to manage financial risk and maintain services for students for more than one year. The Policy also ensures that when boards restrict surplus funds it is done for specific purposes with identified timelines. It also creates a mechanism for boards to set aside funding for approved capital projects after other priorities have been addressed.

This Companion Guide (CG) to the Policy provides information and resources that will help boards to understand and meet the requirements in the Policy. The CG should be read in conjunction with the Policy—the Policy contains the main requirements that boards must comply with. The ministry will consult with BCSTA, as needed, when making changes to the Policy and this CG.

Appendix A in this CG provides an example of an operating surplus planning and reporting template (multi-year) that boards may use in the development of their own reporting document. Appendix B provides an example of a multi-year Local Capital surplus planning and reporting template that boards may use to develop their own reporting documents.

Definitions

- ▶ **Accumulated Operating Deficit:** means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- ▶ **Accumulated Operating Surplus:** means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. Accumulated Operating Surplus is a term defined by the Public Sector Accounting Standards (PS1201). While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus should be used.
- ▶ **Annual Operating Deficit:** is the amount by which a fiscal year's Operating Expenses and Interfund Transfers exceed that same fiscal year's Operating Revenues.
- ▶ **Annual Operating Surplus:** is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses and Interfund Transfers.
- ▶ **Inter-Fund Transfers:** means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- ▶ **Internally Restricted Operating Surplus:** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- ▶ **Local Capital:** is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- ▶ **Operating Expenses:** are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- ▶ **Operating Revenue:** is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- ▶ **Special Purpose Fund:** consists of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the [School Act](#), each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'. Special purpose fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program.
- ▶ **Unrestricted Operating Surplus (Contingency):** means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

Managing Accumulated Operating Surplus

A board achieves an operating surplus when its annual revenue exceeds annual expenditure. Transfers of operating surplus can then be made for the purpose of acquiring capital assets or supplementing Local Capital. An operating surplus means that a board has financial resources that can be used to fund school district operations for a period longer than one year. The ability to carry forward unspent funds (with certain restrictions) enables boards to effectively plan for future years.

The ***School Act*** enables the Minister of Education (minister) to establish guidelines and rules to help boards maintain an operating surplus while continuing to meet the needs of students in the province.

The Board Budget Process

Boards are required by the ***School Act*** to prepare a balanced budget. For a Board to achieve an operating balanced budget, operating revenues, plus any operating surplus, must fully fund the following:

- annual operating expenses;
- tangible capital asset acquisitions from operating funds; and
- any planned reduction of prior years' deficits.

For a Board to achieve a special purpose fund (SPF) balanced budget, SPF revenues plus any deferred revenues must fully fund annual SPF expenses and tangible capital asset acquisitions from SPF. The Capital Fund is not part of a Board's operating balanced budget and may be in deficit. As such a board may incur an annual deficit for the portion of amortization expense that exceeds amortization of deferred capital contributions.

The Policy requires boards to develop, publish and maintain a local policy that describes how they will engage with their local community, education partners and local First Nations and Métis Nation BC on the management of board operating surplus. As part of the annual budget process, all boards should plan to engage in public discussions with stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students.

The current policies of a specific school district may be accessed by going to that district's website.

As part of this public planning process, and to promote transparency, boards should also review historical accumulation and usage of operating surplus to identify patterns that will assist them in more effective long-term financial planning.

Internally Restricted Operating Surplus

An accumulated operating surplus indicates that a school district has net resources that can be used to provide future services or acquire assets. It is achieved by spending less than the revenue from all sources. The board may approve restrictions on spending of surplus. Boards of education are required by legislation to prepare balanced annual operating budgets and this may include appropriation of prior year accumulated surplus.

Boards can set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, boards must ensure that the restrictions are made only for defined operational needs with defined timelines, including services or purchases that are directly related to a boards' strategic plan, operational needs and enhanced educational outcomes for students.

To increase transparency, appropriations require a board motion. It is appropriate for some motions to be made in a closed board meeting (i.e., related to land, legal or personnel) but in most cases it will be at a public meeting. The Policy establishes three categories of Internally Restricted Operating Surplus:

1. Restricted Due to the Nature of Constraints on the Funds

Boards receive grants from the ministry for specific or targeted purposes (section 106.4 and s. 115 of the [*School Act*](#)). Boards may also have access to other revenue. If these grants and funds are not spent, the balance is internally restricted to be used for specific use in future years.

The board may have commitments to spend certain operating funds, in future years, on identified activities. These commitments may be legally binding (e.g., professional development funds outlined in collective agreements). They may also be implied (but not legally binding) commitments such as funds donated to a school but not explicitly restricted by the donor. The board may internally restrict operating surplus to enable boards to meet these obligations. These internal restrictions could be for categories such as:

- ▶ contractual obligations (e.g., professional development);
- ▶ funding required to meet the Indigenous education spending target; and
- ▶ school generated funds (not externally restricted).

2. Restricted for Anticipated Unusual Expenses Identified by the Board

To support effective planning, there will be situations where management has identified one-time and intermittent projects that will not be funded by revenues in that year or where if they are funded from annual Provincial Operating grants this may cause fluctuations or reductions in educational service levels. These one-time expenses may include:

- ▶ staffing needs that are short term and variable in nature;
- ▶ self-insurance for minor equipment loss and breakage;
- ▶ implementation of new initiatives; and
- ▶ the impact of emerging events (i.e., COVID-19 pandemic, refugee students).

3. Restricted for Operations Spanning Multiple School Years

To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years. These situations could include:

- ▶ future years' Operations/Budget (not beyond the next two fiscal years);
- ▶ schools and department surplus/carry-forwards (not beyond the next two fiscal years);
- ▶ operating projects in progress;
- ▶ technology, utilities, equipment, and Capital projects (includes amounts to be transferred to Local Capital that have not yet been identified for specific initiatives);
- ▶ purchase order commitments; and
- ▶ educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).

Restricted For Future Capital Cost Share

To support major capital projects that are identified in the board's 5-year Capital Plan, and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the **Capital Planning Instructions**.

Unrestricted Operating Surplus (Contingency)

Boards should consider maintaining reasonable unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, boards may require emergency funds, or contingency funds for unexpected increases in expenses and/or decreases in anticipated revenues. In these situations, boards need to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. Unrestricted operating surplus includes funds that may be used for budgets beyond the next two fiscal years. Examples of the use of unrestricted operating surplus funds include the following situations.

- ▶ **Emergent Operating Issues** – a school district may be faced with major non-recurring costs related to emergency events or situations (e.g., severe inclement weather, forest fires, etc.). These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
- ▶ **To Offset Unrealized Revenues** – some of the school district's revenue sources (e.g., international and out-of-province student enrolment, rentals, etc.) are cyclical in nature and subject to downturns in the economy and other factors. While districts try to anticipate economic downturns by budgeting for a base dollar amount of these revenues in general operations, they can still face unrealized revenues and/or declines in base revenues from year to year. Boards cannot always count on budgetary savings or other revenues to offset these shortfalls. In these types of situations, boards can use unrestricted operating surplus (contingency) to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Accumulated Deficits

Under section 156(12) of the **School Act**, a board must not incur a deficit of any kind unless the board has the approval of the minister or meets criteria prescribed by order of the minister. The criteria for incurring a deficit is prescribed in Section 3 of the **Accounting Practices Ministerial Order**.

Consistent with this primary and secondary legislation, under ministry policy, a request to incur an accumulated operating deficit will only be approved if it is submitted by the board chair, or on a motion from the board and only if the board can explain why the accumulated deficit has been incurred. The board must not have a history of multi-year accumulated deficits, must have retired any previous accumulated deficits as required by the ministry, and must:

- ▶ indicate the nature of the accumulated deficit;
- ▶ demonstrate how the accumulated deficit will be repaid (generally within one to 3 years);
- ▶ indicate the percentage that the accumulated operating deficit is under budgeted expenditures;
- ▶ have appropriated, to the current year, all accumulated operating surplus from prior years; and
- ▶ submit a deficit retirement plan.

The minister may seek additional information to evaluate a board's request if the board does not meet the above criteria. Approval will be considered on a case-by-case basis. The minister may specify terms or conditions directly related to the retirement of the deficit prior to approving the request (e.g., that a debt be retired at a minimum of 1/3 the total debt over a three-year period). The minister will require audited financial statements to approve the accumulated deficit.

Ministry Oversight

To ensure accountability, board budget allocation decisions will align the use of operating surplus and Local Capital with educational and operational objectives contained in the school district's strategic plan. The ministry may request boards to provide written evidence that stakeholders have been informed about how and why funds were restricted (i.e., approved board motion).

If the ministry has concerns about board accumulated operating surplus policies and processes, it may take corrective actions.

Operating Surplus Reporting and the Financial Statement Discussion and Analysis

The ***Budget Transparency and Accountability Act*** directs boards to follow public sector accounting standards, (excluding the PS4200 series) and the Treasury Board Restricted Contribution Regulation 198/2011 (accessed from the Act above). Boards, as government reporting entities, must prepare audited financial statements and other reporting in compliance with this Act. The ***School Act*** and the ***Notes to the Financial Statements*** should be referred to when itemizing the internal restrictions boards have placed on their operating surplus.

However, these financial statements alone do not provide stakeholders with all the information necessary to assess the boards' financial planning, performance and management of operating surplus. To ensure the ministry receives all information relevant to the Policy, boards can provide additional narrative-type of information explaining how the funds were accumulated, and how the operating surplus will be used, through the ***Financial Statement Discussion and Analysis*** (FSD&A).

The FSD&A can also be used to explain how operating surplus was used to support board strategic plans, other operational needs of the school districts, and enhanced educational outcomes for students.

Appendix B

Appendix A: Sample Multi-Year Operating Surplus Planning and Reporting Template

[illegible]

Appendix B: **Sample Multi-Year Local Capital Surplus Planning and Reporting Template**

Local Capital	Prior Year	Current Year	Planned for Year 1	Planned for Year 2	Planned for Year 3
Opening Balance					
Sources of Local Capital					
Sale of Property-Board's Share					
Detail					
Detail					
Detail					
Total Sale of Property					
Transfer from Operating					
Investment Income					
Uses of Local Capital					
Assets Purchased					
Detail					
Detail					
e.g., High School Track Upgrade					
e.g., ERP System Upgrade					
e.g., Middle School Roof Replacement					
Total Assets Purchased					
Closing Balance					

CENTRAL OKANAGAN PUBLIC SCHOOLS
2021-2026 STRATEGIC PLAN



Vision

Together We Learn

Purpose

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Equity and Excellence in Learning

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths. We will achieve this through:

Inclusive Learning Cultures

- Value the unique identities and diverse contributions of each learner.
- Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community.
- Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning.

Intentional Design of Learning

- Reflect the belief that each learner is capable, competent, and full of curiosity.
- Empower each learner and co-create experiences from their questions, passions, and interests.
- Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.

Collaborative Professionalism

- Implement effective job-embedded professional learning opportunities.
- Utilize inquiry approaches to build cultures of reflective and culturally responsive practices.
- Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.

Transformative Leadership

We believe in an ever-changing world, transformative leadership is a powerful catalyst for continuous improvement and growth that positively impacts our system, each school community, and ultimately each learner. We will achieve this through:

Coherence around powerful transformative leadership

- Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built.
- Use evidence and research to guide decisions, routines and practices that support all learners.
- Embed Indigenous ways of learning and knowing.

Leaders' agency as learners

- Connect leaders to reflective professional learning that responds to the needs of their community.
- Use inquiry to support continuous professional learning that responds to the needs of all leaders and learners.
- Understand how our values and beliefs impact our mindsets, routines and practices as leaders.

Collaborative leadership networks

- Connect leaders within an inclusive culture of trust, inquiry, innovation, and exploration.
- Share new learning from research and practice to deepen collective understanding and knowledge.
- Establish systems to set goals, examine progress, and analyze learning targets for continuous improvement and growth.

Family and Community Engagement

We honour the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career. We will achieve this through:

Authentic and generative family and community engagement

- Focus on student learning and school improvement through relational trust.
- Engage families early and often as partners alongside the school, strengthening the school and family's capacity to support their child's education and growth at any age.
- Ensure opportunities to guide and provide mutual input on important decisions and planning.

Value added community partnerships

- Nurture culturally responsive, reciprocal relationships over time, benefitting each child, each school, and the greater community.
- Co-create opportunities to enrich student learning out in the community and alongside educators in schools.
- Build collective efficacy with organizations to enhance student supports and wraparound services.

Assurance in Public Education

- Develop a welcoming culture built on relationships, mutual trust, openness, and transparency.
- Effectively communicate with families and partners.

System Wellbeing

We believe in sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, in a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners. We will achieve this through:

Innovative and sustainable operating practices

- Utilize environmentally sustainable practices.
- Empower a culture of innovation and continuous improvement.
- Support equitable access to sustainable, inspirational learning opportunities.

A culture of staff wellness and engagement

- Ensure a culture of health and safety.
- Implement wellness initiatives for all staff.
- Increase staff engagement by empowering employees and fostering supportive relationships.

Effective use of District resources

- Allocate resources, equitably, to ensure the greatest impact to student learning.
- Achieve optimal value from District resources.
- Advocate for predictable, sustainable, and sufficient funding.

Glossary

Adaptive Expertise

Constantly seeking new learning and understanding, actively exploring alternative solutions, thinking evaluatively and checking impact, and welcoming different perspectives.

Co-creation

A form of collaborative innovation: ideas are shared, developed and improved together.

Collective Efficacy

A shared belief that we can positively influence student outcomes and improve student learning each day through collective actions. Collective efficacy is evident when everyone sees themselves as part of a team working for students.

Core Competencies

Sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. The BC Ministry of Education core competencies are: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility.

Culturally Responsive

Research-based approach that makes meaningful connections between what students learn in school and their culture. Being culturally responsive encourages students to feel a sense of belonging and helps create a safe place where they feel respected, heard, and empowered.

Job-embedded professional development

To provide authentic, contextualized opportunities for staff to engage in inquiry learning that is grounded in day-to-day practice and is designed to enhance practices with the intent of improving performance.

Learning agency

The capacity to set a goal, reflect, and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. (*oecd.com*)

Thrive Holistically

Each learner is nurtured to be cultural, confident, and courageous.

	Opening Balance	Planned Use	Actual Use		Ending Balance		
	Jul 1 (2021)	Current School Year (2022)	Current School Year (2022)	Additions (2022)	Jun 30 (2022)	Strategic Plan Reference	Comments
Internally Restricted Surplus Due to Nature of Constraints on Funds							
CUPE Training & Pro-D Fund	97,871	75,000	67,871	70,000	100,000	System Wellbeing	Letter of Understanding #18 of the CUPE Collective Agreement
Indigenous Education Program	456,806	350,000	182,963	225,000	498,843	Equity & Excellence in Learning	Targeting supplemental Indigenous funding carry forward
Professional Development	22,920	22,920	22,920	0	0	System Wellbeing	One time professional development training for staff
Trustee Travel	32,500	25,000	17,500	17,500	32,500	System Wellbeing	Unspent personal professional development & travel carry forward per Policy 190 Trustee Expenses
	610,097	472,920	291,254	312,500	631,343		
Percentage of Operating Budget	0.26%	0.20%	0.12%	0.13%	0.25%		
Internally Restricted for Anticipated Unusual Expenses Identified							
Operating Holdback Funds	721,327	721,327	721,327	0	0	Family & Community Engagement	One time funding to assess learning impact of COVID-19 pandemic
Unspent School Discretionary	0	0	0	275,000	275,000	System Well Being	Unspent school discretionary funds in current year carried forward to balance the 2022/2023 Annual Budget per the Superintendent of Schools/CEO 2022/2023 Budget Recommendations
Unspent School Discretionary Carry Forward	1,602,288	1,602,288	1,602,288	1,427,623	1,427,623	Equity & Excellence in Learning & Transformative Leadership	Unspent school discretionary funds in current year carried forward to next year for staffing (55%) & resources (45%)
	2,323,615	2,323,615	2,323,615	1,702,623	1,702,623		
Percentage of Operating Budget	0.98%	0.98%	0.98%	0.72%	0.68%		
Internally Restricted for Operations Spanning Multiple School Years							
Electric Bus District Contribution	313,266	313,266	313,266	0	0	System Wellbeing	Electric school bus purchased and received
International Student Exchange	32,450	32,450	32,450	0	0	Equity & Excellence in Learning	Funding received from 3rd party to support student exchange. Unable to spend due to pandemic. Plan to spend in fiscal 2022
Learning Support & Resources	85,835	85,835	85,835	0	0	Equity & Excellence in Learning	Additional one time staffing & learning resources
Operating Budget	2,427,575	2,427,575	2,427,575	2,443,410	2,443,410	Equity & Excellence in Learning & System Wellbeing	Fiscal 2021 unrestricted surplus used to balance budget in fiscal 2023
Site Renovations	79,424	79,424	79,424	0	0	Equity & Excellence in Learning	Site renovations for multiple learning spaces, spanning 2 years
WCB - CORE Audit Funds	30,000	30,000	30,000	30,000	30,000	System Wellbeing	Annual WCB audit generates funding for the District. Schools/depart that participate receive a share of the funding each year
	2,968,550	2,968,550	2,968,550	2,473,410	2,473,410		
Percentage of Operating Budget	1.26%	1.26%	1.26%	1.05%	0.99%		
Unrestricted Operating Surplus							
Unrestricted Operating Surplus	2,443,410	0	0	(1,443,410)	1,000,000	System Wellbeing	Fiscal 2022 unrestricted surplus used to balance budget in fiscal 2024
	2,443,410	0	0	(1,443,410)	1,000,000		
Percentage of Operating Budget	1.03%	0.00%	0.00%	-0.61%	0.40%		
Total Internally Restricted Surplus	5,902,262	5,765,085	5,583,419	4,488,533	4,807,376		
Total Unrestricted Operating Surplus	2,443,410	0	0	(1,443,410)	1,000,000		
	8,345,672	5,765,085	5,583,419	3,045,123	5,807,376		
Total Restricted Surplus as % of Operating Budget	3.53%	2.44%	2.36%	1.29%	2.33%		

School District No. 23 (Central Okanagan)
Local Capital Planning & Reporting Template
Estimated to June 30, 2022

Appendix E

	Prior Year (2021)	Current Year (2022)	Planned Year 1 (2023)
Opening Balance	2,788,745	2,810,972	3,106,632
<u>Sources of Local Capital</u>			
- Sale of property (board share)	0	0	0
Total Sale of Property	0	0	0
Transfer of Operating	3,573,907	2,856,822	2,798,753
Total Transfers to Local Capital	3,573,907	2,856,822	2,798,753
Investment Income	46,916	45,000	40,000
Other	14,379	6,830	10,000
Total Other Income	61,295	51,830	50,000
Total Sources of Local Capital	3,635,202	2,908,652	2,848,753
<u>Uses of Local Capital</u>			
- Computer Refresh Program	2,219,667	2,185,922	2,000,000
- Departmental Capital Purchases	269,796	290,168	375,000
- Portable Costs	1,123,511	136,903	520,000
Total Uses of Local Capital	3,612,975	2,612,992	2,895,000
Ending Balance	2,810,972	3,106,632	3,060,385