



**BOARD OF EDUCATION
PUBLIC MEETING
AGENDA**

**Wednesday, December 11, 2019, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

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

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

Pages

1. CALL TO ORDER

2. AGENDA

Additions/Amendments/Deletions

THAT: The Agenda for the Public Board Meeting of December 11, 2019 be adopted (as amended, if appropriate).

3. MINUTES

3.1 Public Board Meeting - November 27, 2019

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THAT: The Minutes of the Public Board Meeting of November 27, 2019 be adopted as presented.

4. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

4.1 Digital Wellness

In Attendance:

Jon Rever, Assistant Superintendent

Jordan Kleckner, District Principal - Learning Technology

John Morrone, Vice-Principal - Learning Technology

5. RECOGNITION

5.1 Premier's Awards for Indigenous Youth Excellence in Sport - Interior Regional Recipients

- Hanna Sault-Hartwick, Student at OKM Secondary, Brazilian Jiu Jitsu, Mississaugas of the Credit First Nation
- Jade Wynne, Student at KLO Middle, Karate (Kumite), Nlaka'pamux Nation
- Kanani Coon, Student OKM Secondary, Basketball, Enoch Cree Nation

5.2 KSS AAAA Girls Volleyball Team - Provincial Champions

5.3 KSS Girls Field Hockey Team - Provincial Silver Medalists

5.4 Premier's Awards for Excellence in Education Winner

Troy White, Principal, École Kelowna Secondary School

- School Leadership Category Winner

6. Meeting Recess (Five Minutes)

7. PUBLIC QUESTION/COMMENT PERIOD

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

8. TRUSTEES QUERIES/COMMENTS

9. ACTION ITEMS

9.1 2019-2020 Budget Timeline 16

*Recommendation of the Finance and Audit Committee - November 20, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the 2019-2020 Budget Timeline as presented at the December 11, 2019 Public Board Meeting.

9.2 Enhancement Agreement - École Dr. Knox Middle School for the Indigenous Garden/Outdoor Classroom – Snullusten 20

*Recommendation of the Planning and Facilities Committee - November 20, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education enter into an Enhancement Agreement with École Dr. Knox Middle School for the Indigenous Garden/Outdoor Classroom – Snullusten outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

9.3 Enhancement Agreement – École Dorothea Walker Elementary School - Mural 31

*Recommendation of the Planning and Facilities Committee - November 20, 2019
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education enter into an Enhancement Agreement with École Dorothea Walker Elementary School for the painting of an inspirational mural outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

- 9.4 Enhancement Agreement – Anne McClymont Elementary School – Outdoor Classroom 48
- Recommendation of the Planning and Facilities Committee - November 20, 2019*
(Attachment)
- RECOMMENDATION:**
- THAT:** The Board of Education enter into an Enhancement Agreement with Anne McClymont Elementary School PAC for the Outdoor Classroom outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.
- 9.5 Opening of H.S. Grenda Middle School 61
- Recommendation of the Planning and Facilities Committee - November 20, 2019*
(Attachment)
- RECOMMENDATIONS:**
- THAT:** The Board of Education open H.S. Grenda Middle School in September 2021 for Grades 6 and 7 catchment area students;
- AND THAT:** Grade 7 students already in attendance at George Elliot Secondary, and transitioning into Grade 8, complete their Grade 8 year at George Elliot Secondary in 2021;
- AND FURTHER THAT:** For September 2022, Lake Country schools complete grade reconfiguration (Elementary K-5, Middle 6-8 and Secondary 9-12).
- 9.6 Enrollment Application Dates for 2020/2021 School Year 64
- (Attachment)
- STAFF RECOMMENDATION:**
- THAT:** The initial enrollment application dates for the 2020/2021 school year be set as February 3, 2020 through to March 13, 2020;
- AND THAT:** The closing date of enrollment applications, in order to apply the Board's enrollment application priorities as established in Regulation 405R – *Student Placement (Regulations)*, be set as September 3, 2020.

10. PUBLIC QUESTION/COMMENT PERIOD

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

11. INFORMATION ITEMS

11.1 Superintendent's Emergent Issues

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

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(Attachment)

11.3 General Statement – November 27, 2019

81

(Attachment)

11.4 Report on the Status and Work of Schools' Diversity and Harmony Clubs in Support of LGBT2Q+ Inclusion

11.5 Financial Update - International Education Program

82

*Referred from the Finance and Audit Committee - November 20, 2019
(Attachment)*

11.6 Statement of Financial Information for June 30, 2019

87

*Referred from the Finance and Audit Committee - November 20, 2019
(Attachment)*

11.7 Funding Model Review Update

89

*Referred from the Finance and Audit Committee - November 20, 2019
(Attachment)*

11.8 Transportation Survey Results

144

*Referred from the Planning and Facilities Committee - November 20, 2019
(Attachment)*

11.9 Proposal for Educational Program with External Partnership - Westbank First Nation - Elders in Residence Program

Referred from the Education and Student Services Committee - November 6, 2019

12. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

13. BOARD CORRESPONDENCE

Sent:

District Student Council, November 25, 2019, Invite to Meet with the Board - Reminder

COPAC, November 25, 2019, Invite to Meet with the Board - Reminder

Indigenous Education Council, December 5, 2019, Trustee Representatives

Central Okanagan Early Years Partnership, December 5, 2019, Trustee Representative

Received:

RECOMMENDATION:

THAT: At the December 11, 2019 Public Board Meeting, the Board receive the correspondence listed above.

14. ITEMS REQUIRING SPECIAL MENTION

15. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

15.1 BCPSEA AGM

January 30-31, 2020

Vancouver, BC

Submission Deadline for Special and Ordinary Resolutions: December 11, 2019

16. BC SCHOOL TRUSTEES ASSOCIATION

16.1 BCSTA Provincial Council Meeting

Friday, February 21, 2020 to Saturday, February 22, 2020

Vancouver, BC

16.2 BCSTA Annual General Meeting

April 16-29, 2020

Vancouver, BC

- **Deadline for Extraordinary AGM Motions: February 6, 2020**
- **Deadline for Substantive AGM Motions: February 16, 2020**

17. FUTURE MEETINGS

17.1 Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, January 15, 2019, at 6:00 pm, Board Room Main at 1040
Hollywood Road South

Regular Public Board Meeting

Wednesday, January 29, 2019, at 6:00 pm, Board Room Main at 1040
Hollywood Road South

17.2 Board Standing Committee Meetings

Planning and Facilities Committee

Wednesday, January 8, 2019 at 4:00 pm, Board Room Main at 1040
Hollywood Road S.

Education and Student Services Committee

Wednesday, January 8, 2019 at 6:00 pm, Board Room Main at 1040
Hollywood Road S.

18. NOTICES OF MOTION

19. ITEMS FOR A FUTURE AGENDA

20. MEDIA QUESTIONS

21. ADJOURNMENT



**BOARD OF EDUCATION
PUBLIC MEETING
MINUTES**

**Wednesday, November 27, 2019, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

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

Absent: Trustee A. Geistlinger

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

Absent: Terry Beaudry, Deputy Superintendent of Schools

Partner Groups: Susan Bauhart, COTA President
Teri Wishlow, CUPE Vice-President
Scott Sieben, COPVPA President
Cherylee Morrison, COPAC Co-President

There were no representatives from the District Student Council.

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

CALL TO ORDER

The meeting was called to order at 6:02 pm.

AGENDA

Main 19P-162

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

THAT: The Agenda for the Public Board Meeting of November 27, 2019 be adopted.

CARRIED

MINUTES

Public Board Meeting - November 13, 2019

Main 19P-163

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Minutes of the Public Board Meeting of November 13, 2019 be adopted as presented.

CARRIED

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Raymer Elementary Learning Community

In attendance:

Terrilynn Nunes, Principal

Jody Crumb, Teacher

Kim Koch, Teacher

Students:

Fynn Hood, Grade 2

Winston Dalsvaag, Grade 2

Torrey Gillespie, Grade 2

The teachers spoke of their shift in teaching practices and the students shared how they ignite their own learning.

INTRODUCTION/RECOGNITION

Premier's Awards for Excellence in Education Finalists

Jordan Kleckner, District Principal – Learning Technology
District Leadership Category Finalist

Marie Kielpinski, CEA, Mount Boucherie Secondary School
Outstanding Support (Teaching Assistant) Category Finalist

The Premier's Awards for Excellence in Education was held on Friday, October 4, 2019 at the Government House in Victoria. The Premier's Awards for Excellence in Education were created to recognize the enormous contributions of B.C.'s exceptional teachers, administrators and support staff that are vital to the cultural, economic and social well-being of the province. The Premier's Awards provide students, parents, teachers and other members of the community with an opportunity to celebrate those who make a real difference in B.C. schools.

The Board of Education congratulated finalists Jordan Kleckner, District Principal – Learning Technology in the District Leadership category, and Marie Kielpinski, CEA at Mount Boucherie Secondary School in the Outstanding Support (Teaching Assistant) category.

Meeting Recess (Five Minutes)

6:31 pm: The meeting recessed.

6:39 pm: The meeting reconvened.

PUBLIC QUESTION/COMMENT PERIOD

There were no public questions/comments.

TRUSTEES QUERIES/COMMENTS

The Board Chair stated that the District appealed the recent Agricultural Land Commission's (ALC) decision regarding the Webber Road site. The ALC overturned their initial decision and has approved the District to construct a secondary school on the Webber Road Site. The Board has directed staff to proceed with obtaining a Project Definition Report on the Webber Road site.

ACTION ITEMS

Career Life Programs Review - Level 3

Main 19P-164

MOVED by Trustee Bowman

SECONDED by Trustee Desrosiers

**THAT: The Board of Education approve the Career Life Programs Review - Level 3, as attached to the Agenda and as presented at the November 27, 2019 Public Board Meeting.
CARRIED**

Proposal to Add the New Course, Gateway to Tech for Youth, to the District's Existing Suite of Courses with Okanagan College

Main 19P-165

MOVED by Trustee Bowman

SECONDED by Trustee Desrosiers

THAT: The Board of Education approve the proposal to add the new course, Gateway to Tech for Youth, to the District's existing suite of courses with Okanagan College, as attached to the Agenda and presented at the November 27, 2019 Public Board Meeting.

CARRIED

H.S. Grenda Middle School - Award of Tender

Main 19P-166

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

THAT: The Board of Education authorizes the award of contract to Maple Reinders Constructors Ltd. in the amount of \$27,405,768.00 plus GST for the completion of Project 127497: Construction of a new 600 student H.S. Grenda Middle School.

CARRIED

Appointment of Board Standing Committee Trustee Representatives

Main 19P-167

MOVED by Trustee Fraser

SECONDED by Trustee Cacchioni

THAT: The Board of Education approve the Board Representatives to Board Standing Committees as presented at the November 27, 2019 Public Board Meeting.

CARRIED

Appointment of Trustee Representatives to the Indigenous Education Council

Main 19P-168

MOVED by Trustee Cacchioni

SECONDED by Trustee Fraser

THAT: The Board of Education appoint Trustee Bowman and Trustee Fraser as representatives to the Indigenous Education Council and Trustee Desrosiers as the alternate representative to the Indigenous Education Council.

CARRIED

Appointment of Board Representatives to District Committees and Outside Committees/Organization/Agencies

Main 19P-169

MOVED by Trustee Cacchioni

SECONDED by Trustee Tiede

THAT: The Board of Education approve the Board Representatives to the District Committees as presented at the November 27, 2019 Public Board Meeting.

CARRIED

Main 19P-170

MOVED by Trustee Tiede

SECONDED by Trustee Fraser

THAT: The Board of Education approve the Board Representatives to Outside Committees/Organizations/Agencies as presented at the November 27, 2019 Public Board Meeting.

CARRIED

Setting Regular Board Standing Committee Dates and Times

Main 19P-171

MOVED by Trustee Tiede

SECONDED by Trustee Desrosiers

THAT: Board Standing Committee meetings be held according to the schedule attached to the agenda.

CARRIED

PUBLIC QUESTION/COMMENT PERIOD

There were no public questions/comments.

INFORMATION ITEMS

Superintendent's Emergent Issues

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

Level 4 and 5 Field Study Summary – 2019/2020

The Board reviewed the information.

General Statement - November 6, 2019

The Board reviewed the information.

General Statement – November 13, 2019

The Board reviewed the information.

District Student Council 2019-2020

The Board reviewed the information.

Canadian Union Public Employees Local 3523 Executive - November 2019 - November 2020

The Board reviewed the information.

Annual General Meeting - November 13, 2019

The Board reviewed the information.

The November 13, 2019 Annual General Meeting Minutes will be approved at the November 10, 2020 Annual General Meeting.

Agricultural Land Commission Appeal Decision - Webber Road Site

The Board reviewed the information.

Revised Board Meeting Schedule - January to December 2020

The Board reviewed the information.

BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS

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

BOARD CORRESPONDENCE

Sent:

Received:

T. Gray, November 20, 2019, Meeting with Central Okanagan Board of Education

Main 19P-172

MOVED by Trustee Bowman

SECONDED by Trustee Desrosiers

THAT: At the November 27, 2019 Public Board Meeting, the Board receive the correspondence listed above.

CARRIED

ITEMS REQUIRING SPECIAL MENTION

Trustees and the Superintendent of Schools/CEO reported on the following:

1. Trustees spoke of their attendance at events throughout the District including the Central Family of Schools Community Forum and the Rutland Middle School Town Hall hosted by the Rutland Resident's Association.

2. Congratulations to the **Senior AA Girls Volleyball team at George Elliot Secondary School** who recently won the Okanagan Valley Girls Tournament (first in more than 20 years). The Coyotes, ranked #2 in the Province, will be participating in the Provincial tournament taking place this weekend in Vernon.
3. The **Recognition Reception for Years of Service and New Employees** was hosted by the Human Resources Department on Monday, November 25, 2019. A total of 22 staff members have been with the District for 30 years and many of them attended the reception to receive their 30 year pin. New employees were also welcomed to the District.

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

BCPSEA AGM

January 30-31, 2020, Vancouver, BC

Submission Deadline for Special and Ordinary Resolutions: December 11, 2019

BC SCHOOL TRUSTEES ASSOCIATION

BCSTA - Trustee Academy 2019

November 28-30, 2019, Vancouver, BC

FUTURE MEETINGS

Regularly Scheduled Board Meetings

Regular Public Board Meeting

Wednesday, December 11, 2019, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Regular Public Board Meeting

Wednesday, January 15, 2020, at 6:00 pm, Board Room Main at 1040 Hollywood Road South

Board Standing Committee Meetings

Policy Committee Meeting

Wednesday, December 4, 2019, at 4:00 pm, Board Room Main at 1040 Hollywood Road South

NOTICES OF MOTION

There were no Notices of Motion.

ITEMS FOR A FUTURE AGENDA

There were no items for a future agenda.

MEDIA QUESTIONS

Connor Tremblay, Kelowna Capital News: Mr. Tremblay queried if the District's appeal to the ALC was to remove the lands from the ALR.

The Secretary-Treasurer/CFO advised that the District's appeal to the ALC was not to remove the Webber Road site from the ALR, but to build a secondary school on the site.

Mr. Tremblay requested information on the time frame of a Project Definition Report (PDR), the address of the site, and construction details.

The Secretary-Treasurer/CFO stated that the PDR is anticipated to be completed by Spring 2020 and the site is located at 2829 Iverness Road, West Kelowna. Once the PDR is submitted to the Ministry of Education's Capital Branch, the District awaits a funding announcement from the province for the project to proceed to the construction phase.

ADJOURNMENT

The Chairperson adjourned the meeting at 7:08 pm.

Chairperson

Secretary-Treasurer/CFO



Memorandum

Date: December 6, 2019
To: Board of Education
From: Finance and Audit Committee

Action: 2019-2020 Budget Timeline

1.0 ISSUE STATEMENT

Approval of 2019-2020 Budget Timeline and Budget Development Principles.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

The Budget timeline is provided as a guide for the Board, staff and the public to use in the ongoing development of the budget. It outlines the significant dates and deadlines pertaining to both the amendments of the current year's budget as well as the development of next year's budget.

4.0 POINTS FOR CONSIDERATION

- a) The timeline (*Appendix A*) has been developed based on previous years schedules as well as anticipated proposed board meeting dates.
- b) There are a number of uncertainties facing the budget development in the 2019-2020 which may require alternate plans to be implemented either during the development process or after it has been completed. These uncertainties include:
 - Funding available (funding formula review);
 - Classroom Enhancement Funding confirmation;
 - Staffing requirements including availability of specialty teachers;
 - Space requirements;
 - Impact on student course schedules;
 - Impact on other employee staffing levels;
- c) The Budget Principles were developed a number of years ago and serve as a guideline when making budget decisions (*Appendix B*).
- d) The public finance presentation will take place in February 2020 as an information session for the public providing them with the most up to date information we have at that time.

5.0 OPTIONS FOR ACTION

Approve the 2019-2020 Budget Timeline and Budget Development Principles as presented.

6.0 RECOMMENDATIONS

THAT: The Board of Education approve the 2019-2020 Budget Timeline as presented at the November 20, 2019 Finance and Audit Committee meeting.

7.0 APPENDICES

- A. 2019-2020 Budget Timeline
- B. 2019-2020 Budget Development Principles

Appendix A

Central Okanagan Public Schools				
Budget Development Timeline				
Fiscal Year Ending June 30, 2020				
Year	Date	Meeting	2019/2020 (Current Year)	2020/2021 (Next Year)
2019	Sept 18	Finance Committee	Review 2018/2019 Financial Statements	
	Sept 25	Board Meeting	Approve 2018/2019 Financial Statements	
	Sept 28		Forward 2018/2019 Financial Statements to Ministry	
	Nov 20	Finance Committee		Finalize Timeline/Discuss Consultation Process
2020	Jan 22	Finance Committee	Review 2019/2020 Amended Budget	Discussion of Budget Survey Questions / Presentation
(Proposed)				
	Feb 1			Provincial Funding Details / Request for Budget Input Begins
	Feb 3	Finance Presentation		7:00 pm HRES* (TBC)
	Feb 19	Finance Committee		Submissions From Partner Groups
	Feb 26	Board Meeting	Adopt 2019/2020 Amended Budget	
	Mar 1			2019/2020 Funding Details & Initial District Enrol Numbers Reviewed
	Mar 4	Finance Committee (if needed)		Submissions from Partner Groups
<i>March 16 - 27th, 2020 - SPRING BREAK</i>				
	Apr 1	Finance Committee		Superintendent/CEO Budget Report
	Apr 8	Board Meeting		Superintendent/CEO Budget Report (Information Item)
	Apr 15	Finance Committee		Superintendent/CEO Budget Report
	Apr 22	Board Meeting		Budget Recommendations / Tentative Budget Set
	May 20	Finance/Audit Committee	Preliminary Audit Planning Report	
	May 27			Final Day for Staff Adjustment / Teacher Layoff
	Jun 17	Finance Committee		Review 2020/2021 Budget
	Jun 24	Board Meeting		Adopt 2020/2021 Budget Bylaw
	Jun 30			2020/2021 Budget to Ministry
	Jun 30		Fiscal Year Complete	
<i>August 4 - 14, 2020 - YEAR END AUDIT</i>				
	Sept 16	Finance Committee	Review 2019/2020 Financial Statements	
	Sept 23	Board Meeting	Approve 2019/2020 Financial Statements	
	Sept 30		Forward 2019/2020 Financial Statements to Ministry	
* All Partner Groups and the general public will be invited to attend.				Page 3 of 4
Additional Budget Presentation/Information is available from the Assistant Superintendent upon request.				Page 18 of 147



Budget Development Principles

The underlying principles for all budget decision will be that:

- The student comes first.
- Every budget allocation will be aligned to meet the District's Mission, Vision and Values, and Goals. Consideration must also be given to the individual school goals.
- The District will obtain the most effective results for the dollars spent.
- The Board must meet legal requirements, therefore, the budget will be balanced and all statutory requirements will be met.



Memorandum

Date: December 6, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: **Enhancement Agreement – École Dr. Knox Middle School
(Indigenous Garden/Outdoor Classroom – Snullusten)**

1.0 ISSUE STATEMENT

École Dr. Knox Middle School wishes to install an Indigenous Garden/Outdoor Classroom – Snullusten and enter into an Enhancement Agreement with the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

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

3.0 BACKGROUND

École Dr. Knox Middle School has been working with student and staff for enhancements over the last few years. École Dr. Knox Middle School would like to install an Indigenous Garden/Outdoor Classroom – Snullusten.

4.0 POINTS FOR CONSIDERATION

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

5.0 OPTIONS FOR ACTION

1. Approve the Enhancement Agreement – École Dr. Knox Middle School (Indigenous Garden).
2. Do not approve Enhancement Agreement – École Dr. Knox Middle School (Indigenous Garden).
3. Request additional information.

6.0 FOLLOW-UP/REVIEW

Following approval from the Board and all funding secured by École Dr. Knox Middle School, the project would proceed.

7.0 DIRECTOR'S COMMENTS

No jurisdiction agreement is required with CUPE Local 3523, work will be carried out with the maintenance staff. Operations staff will coordinate this work project with the students.

8.0 RECOMMENDATION

THAT: The Board of Education enter into an Enhancement Agreement with École Dr. Knox Middle School for the Indigenous Garden/Outdoor Classroom – Snullusten outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

9.0 APPENDICES

- A. Schedule A, Project Costs
- B. Schedule B, Enhancement Agreement
- C. Schedule C, Sketch of garden location.

SCHEDULE 'A'

Project Costs

DRK Indigenous Garden/ Outdoor Classroom – Snullusten

EQUIPMENT & SUPPLIES

ITEM	COMPANY	ESTIMATED COST
Boulders (seating/garden beds)	Kettle Valley Stone	\$8,000.00
Soil/plants	Greenery	\$1,000.00
Plants/seeds/consultation	Growing Inspired	\$1,000.00
Ogogrow	City of Kelowna	\$2,500.00
Wood (plaques/story posts)	Home Hardware	\$500.00
Solar Lights	Home Hardware	\$250.00
Mower Strip	Operations	\$1,000.00
Total		\$14,250.00

DONATIONS IN KIND – Volunteer Hours

NAME	DATE	HOURS	\$ VALUE (\$12.65/hr)
Advocate and Students	On-going	City wkshps (2 hrs X 4 people X 4 wkshps=32)	\$404.80
Class Tour – OC Garden	Fall 2018	15 people X 2 hrs = 30	\$379.50
Class Discussions/Mtgs	On-going		
Time with Elder Grouse	On-going		

SUSTAINING OUTDOOR SPACE – Volunteer Hours

NAME	DATE	HOURS	
Advocate and Students	On-going	Weekly (4 hours/wk)	\$50.60

REVENUE

NAME	\$ VALUE (\$12.65/hr)
Youth Development and Engagement Grant – City of Kelowna	\$1,000.00
Fundraising	\$1,000.00
School-based funding	\$12,250.00

We will also continue to engage community partners for further donations and support.

*** Youth Development and Engagement Grant funds have to be spent by December 31, 2019.

Dr. Knox – Indigenous Leadership Legacy Project

Intention: To plan, develop and build an outdoor learning environment. This environment would include seasonal beds of local traditional plants and medicines and seating for up to 36 people in circle. This outdoor space will be built and maintained by the students and staff of École Dr. Knox Middle School for use by the school and community. We envision continued growth and enhancements to this outdoor space as future students/classes imagine.

Process: Our Indigenous Studies and Leadership 9 students have taken several steps towards beginning this legacy project at Dr. Knox.

One of the main partnerships we have established began with visiting and learning from the Indigenous Garden, Nakwulamen, at the Okanagan College KLO Campus. We met with the Indigenous Advocate, Jewell Gillies, and she toured us through the garden. Jewell shared the development, building and learning process of how they established the garden at OC. Our students were able to walk through the garden, help harvest some traditional plants, ask questions and learn some of the teaching protocols incorporated in the garden.

Our class has brainstormed and sketched a visual diagram of the proposed garden outdoor learning space. Through City of Kelowna, our students received information and instructions to apply for a City Of Kelowna Youth Development and Engagement Grant. One requirement of this grant is for a small cohort of students from the class to attend 4 workshops with the City Community Development Coordinator – to learn the steps and processes to achieve a successful community enhancement project. Our grant application was successful and we have received \$1000. We also plan to pursue additional donations for supplies and services – including soil, rocks, wood, plants, lighting, etc.

Our student involvement in this project is a key component to our learning intentions as well as respecting our grant guidelines. In following traditional Indigenous teachings, we intend to do as much of the hands-on building and preparations as possible. We want our students working on the land, getting their hands in the dirt, and taking ownership of this space!

Through connections with Westbank First Nation, we aspire to develop and maintain this outdoor space with respectful intentions and local teachings. Throughout this process to date and moving forward, we are sharing our wishes and learning from our Elder in Residence at Dr. Knox, Grouse Barnes.

Future & Sustainability:

Once the project is completed, our students and staff intend to maintain the space on an on-going basis. This will include harvesting some of the seasonal plants.

SCHEDULE 'B'

**SCHOOL SITE, FACILITIES OR EQUIPMENT
ENHANCEMENT PROJECT**

SCHOOL NAME: DRK Middle School

**PROJECT PLAN AND / OR
SCOPE OF WORK**

PROJECT NAME:

Snullustn - a place to gather

PROJECT SUMMARY:

See attached paper

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the 2 day of May, 2019

BETWEEN:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN), having an office at 1940 Underhill Street, Kelowna, British Columbia (hereinafter called the "School Board")

AND:

THE Dr. Knox Middle School
(hereinafter called the "Funding Agency") E.g. *THE "SCHOOL" PAC*

WHEREAS:

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

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

1. The Funding Agency, from its own resources, agrees to fund the capital cost of each School Enhancement Project described in the Schedules for installation at the named School.
2. The School Board agrees to assign all personnel necessary to supervise, install and maintain the School Enhancement project at the School, in compliance with its Collective Agreement(s), and at the cost of the funding agency, as detailed herein.
3. The Funding Agency further agrees to provide annually, such funds as determined by the School Board, acting reasonably, that may be required for the staff training, operation, maintenance and repair of the School Enhancement Project to ensure that it can be utilized in a safe, efficient and continuous manner by District students, staff and others, for the life of the School Enhancement Project.
4. The School Board, through its administrative personnel shall determine the standard and schedule of maintenance and repair work, and shall inspect, maintain and repair the enhancement on a regular basis in order to limit any liability to the School Board arising out of the use of the School Enhancement Project by the staff, students, or other persons at the School.
5. Upon accepting the School Enhancement Project the School Board assumes the liability associated with the project and agrees to save harmless the Funding Agency.
6. The School Board shall provide the Funding Agency with any estimated costs of operating, monitoring, maintenance and repair for the next school year annually, on or before May 1st in each year, during the life of the Project. The Funding Agency shall pay over to the School Board, the required funds by July 1st of the same calendar year.
7. In the event that the Funding Agency is unwilling or unable to provide the necessary funds for the operation, maintenance and repair of any School Enhancement project, the School Board may, at its sole option, decommission the Project, dismantle and dispose of any remaining assets, and retain any residual value from the Project as it sees fit, upon ninety (90) days written notice to the Funding Agency.

8. The School Board agrees that any breach by the Funding Agency of its obligation to fund the required costs associated with the use of a School Enhancement Project shall not be considered the personal obligation of an individual member of the Funding Agency or its executive or directors, and shall be limited to the current cash resources of the Funding Agency, notwithstanding the operation of any law to the contrary.

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

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

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


Signature: Secretary Treasurer /
Assistant Superintendent

Print Name:

THE _____
by its authorized signatory(ies):

Signature: PAC President

Print Name:


Signature: Principal of the School

Trent Dolgopel
Print Name:

DRK Indigenous Leadership Legacy Project

Intention: To plan, develop and build an outdoor learning environment, with rock beds of local traditional plants and medicines. This outdoor space will be built and maintained by the students of DRK, for the use of school members as well as community members. We envision continued growth and additions to this outdoor space as future students/classes of DRK imagine.

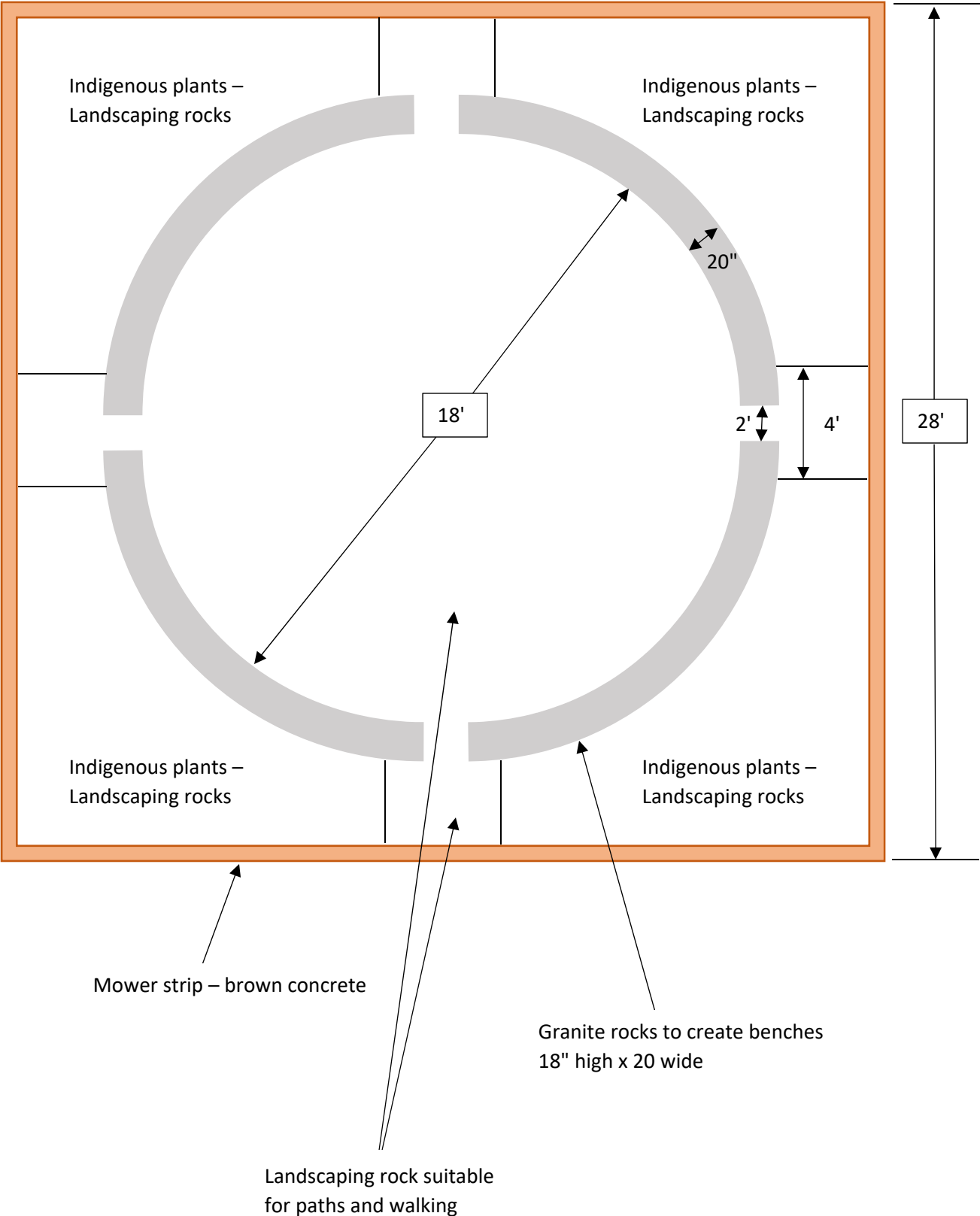
Process: Our Indigenous Studies and Leadership 9 students have taken several steps towards beginning this legacy project at DRK. One of the main partnerships we have established began with visiting and learning from the Indigenous Garden, Nakwulamen, at Okanagan College KLO Campus. We met with the Indigenous Advocate, Jewell Gillies, and she toured us through the garden. Jewell shared the development, building and learning process of how they established the garden at OC. Our students were able to walk through the garden, help harvest some traditional plants, ask questions and learn some of the teaching protocols incorporated in the garden. Our class has brainstormed and sketched a visual diagram of the proposed garden. Through City of Kelowna, our students received information and instructions to apply for a City Of Kelowna Youth Development and Engagement Grant for \$1000.00. One requirement of this grant is for a small cohort of students from the class to attend 4 workshops with the City Community Development Coordinator – to learn the steps and processes to achieve a successful community enhancement project. We plan to pursue securing donations for as many supplies/services as we can – including for soil, rocks, wood, plants, lighting, etc. In following traditional indigenous teachings, our students intend to do as much of the hands-on building and preparations as we can – this is part of our contract with the City grant monies. Through connections with Westbank First Nation, we aspire to develop and maintain this outdoor space with respectful intentions and local teachings and potential donations. Throughout this process to date and moving forward, we are sharing our wishes and learning from our Elder in Residence at DRK, Grouse Barnes.

Appendix C
SCHEDULE 'C'

École Dr. Knox Middle School – Indigenous Leadership Legacy Project



École Dr. Knox Middle School – Indigenous Leadership Legacy Project





Memorandum

Date: December 6, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: **Enhancement Agreement – École Dorothea Walker Elementary School - Mural**

1.0 ISSUE STATEMENT

The École Dorothea Walker Elementary School PAC wishes to paint a mural on the concrete parking lot barriers and enter into an Enhancement Agreement with the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

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

3.0 BACKGROUND

École Dorothea Walker Elementary School has been working with students, staff and the PAC for enhancements over the last few years. École Dorothea Walker Elementary School would like to paint an inspirational mural (Appendix D) on the concrete parking lot barriers.

4.0 POINTS FOR CONSIDERATION

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

5.0 OPTIONS FOR ACTION

1. Approve Enhancement Agreement – École Dorothea Walker Elementary School – Mural.
2. Do not approve Enhancement Agreement – École Dorothea Walker Elementary School – Mural.
3. Request additional information.

6.0 FOLLOW-UP/REVIEW

Following approval from the Board and all funding secured by – École Dorothea Walker Elementary School PAC the project would proceed. The project cost is attached (Appendix A).

7.0 DIRECTOR'S COMMENTS

A jurisdiction agreement is required with CUPE Local 3523 (Appendix E). All work will be carried out by the École Dorothea Walker Elementary School PAC and students.

8.0 RECOMMENDATION

THAT: The Board of Education enter into an Enhancement Agreement with Dorothea Walker Elementary School for the painting of an inspirational mural outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

9.0 APPENDICES

- A. Schedule A, Project Costs
- B. Schedule B, Enhancement Agreement
- C. Schedule C, PAC Meeting Minutes/Motion to Approve
- D. Schedule D, Sketch of inspirational mural
- E. Schedule E, Jurisdiction

APPENDIX A

SCHOOL DISTRICT NO. 23



CENTRAL OKANAGAN
"Together We Learn"

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

QUOTATION

Date:	November 12, 2019	WO#:	TBD
School:	Dorothea Walker Elementary		
PROJECT DESCRIPTION: To do a mural project which would involve painting the surfaces of the concrete girders which rim a playing area			
Description		Cost (\$)	
Materials		\$200	
Labour (student project)		0	
Equipment		0	
Total		200	
All Quotes / Estimates are valid for 90 days.			
Administrative Officer Signature:			
		Account No.: 10.1.02.59595.00_ _	
		Date:	

APPENDIX B

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the 23rd day of October, 2019.

BETWEEN:

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23
(CENTRAL OKANAGAN)**, having an office at 1940 Underhill Street,
Kelowna, British Columbia (hereinafter called the "School Board")

AND:

THE DOROTHEA WALKER ELEMENTARY SCHOOL PAC
(hereinafter called the "Funding Agency")

WHEREAS:

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

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

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

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

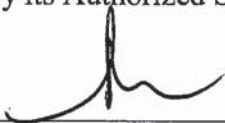
IN WITNESS WHEREOF the parties have hereunto executed this Agreement in the presence of their duly authorized signing officers on that behalf the day and year first above written.

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

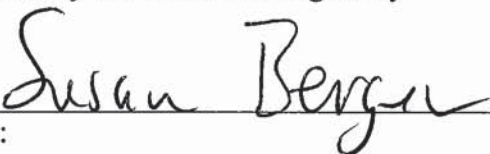
Secretary Treasurer/Deputy Superintendent

Name:

THE DOROTHEA WALKER SCHOOL
by its Authorized Signatory:




Signature by its Authorized Signatory



Name:

THE Dorothea Walker PAC _____
by its Authorized Signatory:

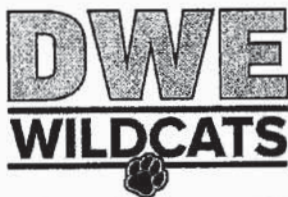


Signature by its Authorized Signatory



Name:

APPENDIX C



Dorothea Walker Elementary School Minutes of PAC General Meeting, October 23, 2019 Meeting Commenced at 6:00pm

Attendees:

DWE PAC Members: Simon Adams, Abbey Westbury, Renee Woolley, Darlene Atkinson, Stephanie Harland, Steve Walker, Jennifer Huber, Abbey Westbury, Shannon Wilson, Laura Lebbon

Parent Participants: Carley Bortolin, Martha Sirdevan, Gayle Grout, Hin Chong, Teresa Chong

DWE Administration & Speakers: Sue Bergen

Meeting Chaired by DWE PAC President, Simon Adams

1. Call to Order, Welcome & Approve previous meeting minutes

- Motion: To approve DWE PAC General Meeting Minutes from September 19th, 2019. Moved by Shannon Wilson, Seconded by Carly Bortolin. Passed by vote.
- Note: Attendance was lower than normal due to some members being unavailable at the meeting date/time, however min. quorum of 5 parent/guardians satisfied.

2. Administration Update

2.1. School Updates: Sue Bergen

- School facade renovations coming along. Currently installing aluminum fascia (woodgrain pattern) on front facade.
- Administration has vision of creating more innovative spaces. Utilizing gym, outdoor areas, etc. for learning environments. To implement, some more adaptable and progressive furniture solutions are required. Some teachers will be visiting other schools for inspiration, and to get feedback from other administrations regarding what is working, and will present to PAC. Some typical pricing of product was presented for benches, shelving with castors, and mobile tables.

2.2. Mural Project: (Sue Bergen and Shannon Wilson)

- Shannon Wilson presented the inspiration for the mural project. For concrete barriers around parking lot. The Buddy Bench also needs some refreshing (sand, colour, new graphic). Explanation of the buddy bench provided, and suggested the following wording be added, "Always be on the lookout for a new friend". Shannon Wilson donating some paint, and would like to check with paint stores for donations. If necessary, Shannon could spend a max upset limit of \$200 for materials.
- Motion: PAC support the creation of the mural and painting of the buddy bench to a maximum cost of \$200. Moved/Second: Secretary did not note names, however, the motion/vote passed unanimously.

3. Financial Update (Renee Woolley)

3.1. Canyon Falls gaming funds discussion

- Last year's english grade 5's have moved on to Canyon Falls. Schools typically request gaming grant funds in spring for following fall school year. CFMS has not had that opportunity to request funds. Discussion to see if PAC should contribute \$800 to CFMS PAC. Decision was to wait and see if CFMS requests any funds, as the new school is very well equipped and it wasn't anticipated by DWE PAC that CFMS PAC will be required to fund much.

3.2. Childminding

- Discussion on whether PAC wanted to fund child minding during PAC meetings. Most felt that paying one child to provide supervision was unfair to others that were helping or old enough to provide supervision themselves. Generally, it seems viable that kids will play nicely with a room full of parents nearby.
- Sue advised that the gym cannot be used in the future for this.
- Parents are welcome to bring children to the PAC meeting so they can attend, but will need to be responsible for their own child.
- Motion: PAC will not provide child minding for PAC meetings. Attendees will be responsible for their children. Darlene Atkinson moved, second by Shannon Wilson. Motion passed by vote.

3.3. COBBS Bursary

- Application required by Nov 5. \$750 bursary for a DWE student that has attended for a minimum of 3 years at any level within grades 3-7. Must allow picture and name released in school.
- Abbey advised that the \$750 can be funded by gaming funds, but the \$25 admin fee cannot.
- Motion: to approve the COBBS Bursary (\$775 total including \$25 admin fee) for the 2019/2020 school year.
- Stephanie Harland moved, Shannon Wilson seconded. Motion passed by vote.

3.4. Signing Authorities

- Motion: To remove Julie Haines, Cara Carpenter, Todd Knutson and Michelle Kershaw as authorized signing officers for the Dorothea Walker Elementary Parent Advisory Committee gaming and chequing bank accounts and to add Simon Adams (President), Kyla Van Eck (Vice President), Renee Woolley (Treasurer), Steve Walker (Secretary), Trudi Trask (Member at Large), and Jennifer Huber (Member at Large) as authorized signing officers for the Dorothea Walker Elementary Parent Advisory Committee gaming and chequing bank accounts.
- Moved by Abbey Westbury, second by Darlene Atkinson. Motion passed by vote.

3.5. Financial Statement

- As per attached.
- Laura Lebbon moved, Darlene Atkinson seconded to accept the financial statement.

4. Coordinator Updates

4.1. Welcome Back Dinner (Simon Adams)

- 290 meals sold at Pasta dinner. 7 teachers attended. Kindergartens got free ice cream.
- Was a sold-out event. Quantity of food prepared was for an estimated 300 plates. and based on last year's sales which were much lower, and resulted in a lot of leftover pasta.

4.2. Holiday Event Night (Steph Harland)

- Dec 9 for kids to bring their own ornament for tree.
- Dec 13 holiday event (waffle or pancake dinner with fresh fruit) some prizes for kids. 5:00 - 7:30pm. Activities for kids in music room including cookie decorating and colouring contest for Purdy's prizes. Santa will also visit and give out candy canes. Movie tentatively planned after, such as the Grinch or Charlie Brown Christmas.
- For inclusion on Poster: No unattended children. Reduce waste - Bring your own hot chocolate mug.
- Budget for event to be decided at November PAC General Meeting.
- Winter Concerts hosted by Administration: Feb 4 for primary students, Feb 6 for intermediate students.

4.3. Hot Lunch (Jennifer Huber)

- In general, we've had great volunteer turn-out, however volunteers for last Friday were low. If we can't get enough volunteers, we will have to cancel pizza Fridays.
- Hot Lunch has received a few requests for alternate vendors offering gluten free and healthy options. Menus for 2 places reviewed.
- Naked Cafe does have other lunches. Jen asked if Soups and Stews would be a possibility, since leftovers are not supposed to go in the garbage at school, but rather sent home. This can result in some messy lunch boxes and backpacks.
- AME has a parent rep that helps with the hot lunch delivery. Some felt that there isn't many parents that are available to do that on a weekly basis.
- Deli City had good options, but the work involved in putting together a 'pkg' meal with options is not very doable with present volunteer counts.
- Reminder that parents must cancel orders when their children are scheduled to attend field trips.
- Reminder that changes to ordering closes midnight the night and a week (8 days) before the hot lunch day.

4.4. COPAC and bussing (Andrea Van Niekerk)

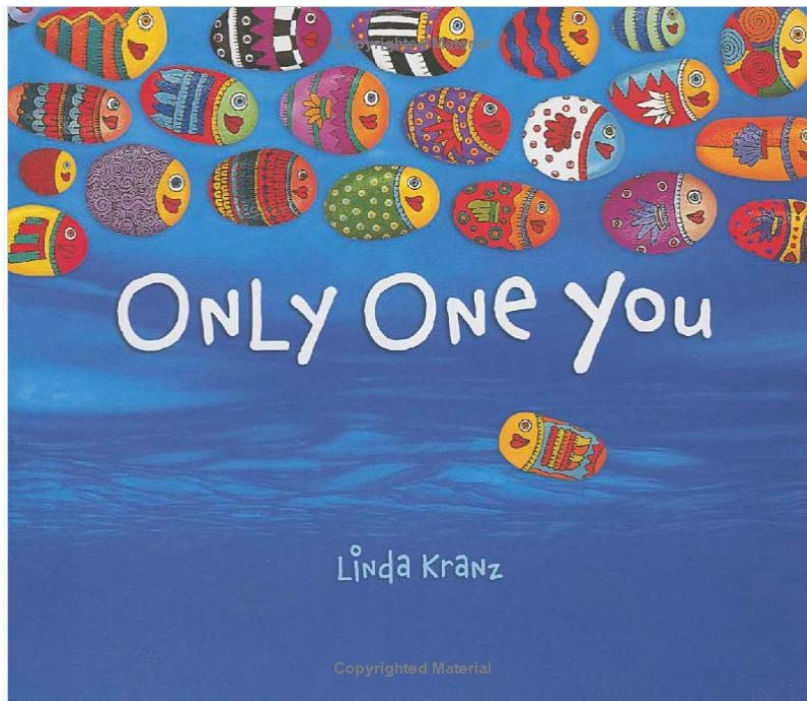
- No COPAC Updates
- Parent input on the SD23 Transportation Planning process is critical. There are a number of SD23 Parent Meetings scheduled to discuss transportation:
 - Canyon Falls Middle School – December 3 (6:00PM-7:30PM)
 - George Elliot Secondary School – December 5 (6:00PM-7:30PM)
 - Mount Boucherie Secondary School – December 9 (6:00PM-7:30PM)
 - Rutland Secondary School – December 10 (6:00PM-7:30PM)
 - Dr. Knox Middle School – December 12 (6:00PM-7:30PM)

- 4.5. FFN (Jen Widner)
- Jen could not attend. Deferred discussion to a future meeting.
- 4.6. Playground (Kyla Van Eck)
- In two weeks a meeting is scheduled with the Harold Schock with the district to confirm what is possible with respect to use of school space for playground enhancements.
 - Sue Bergen will look into the newest playground installed in Rutland.
 - Steph, Kyla, Raelyn are on the playground committee. Still could use more Committee members.
- 4.7. Purdy's (Steph Harland)
- Ordering of Purdy's starts November 9..
- 4.8. Art Cards (Michelle Kershaw and Shannon Wilson)
- Art cards being sent home from classroom +/- Oct 30.
 - Parents to return cards to class and order art by Nov. 5.
 - Visit www.CREATEDbyKIDS.ca for more information.
- 4.9. Save-On-More Cards (Jennifer Huber)
- Steph doing posters for the Save-On-More cards.
 - November 12 the notice goes out
 - November 29 last day to purchase
 - Cards arrive Dec 9-13
- 4.10. Family Photos & Spirit Wear (Renee Woolley)
- Some sitting fees already paid for Basil Cooper appointments
 - Spirit wear discussion deferred to a future meeting.
- 4.11. Education Events (Laura Lebbon)
- Possibilities presented and attached.
 - Consider child minding services for the education events. To be discussed further.
 - Likely looking at two events, one free, one \$350. To be held in new year, late January and later. Dates TBD.
5. **New Business & Events:**
- 5.1. Spring Dance
- Discussion deferred to a future meeting.
- 5.2. Pub Fundraiser Night
- Discussion deferred to a future meeting.
6. **Other Business / Adjournment of Meeting**
- 6.1. Next Meetings:
- General Meeting (Wish List, etc). November 13, 2019 6:00-7:30pm
 - Budget Meeting. November 27, 2019 6-7pm
- 6.2. Motion: to adjourn at 7:54pm.

- Martha moved. Abbey seconded.

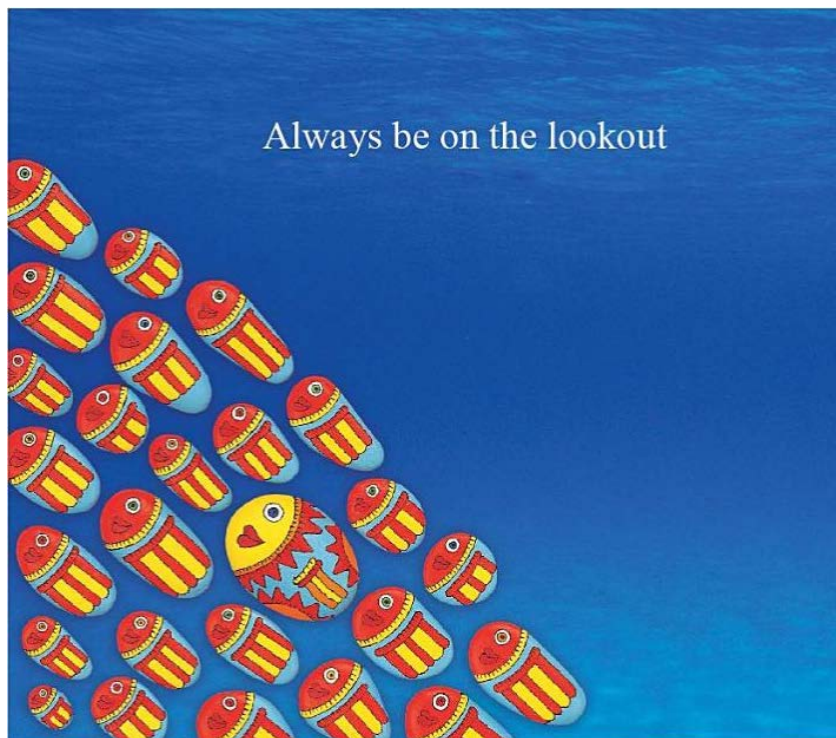
Steve Walker, DWE PAC Secretary

APPENDIX D





"It's time," Papa said.
"I think it is," Mama agreed.
"Time for what?" Adri asked.
Papa's voice softened,
"To share some wisdom."





Look for beauty wherever you are,
and keep the memory of it with you.



Blend in when you need to.
Stand out when you have the chance.



OPERATIONS

Ph: (250) 491-4000 Fax: (250) 870-5094

	JURISDICTION NO.	JA 43-19
Date:	November 12, 2019	
SCHOOL:	Dorothea Walker	
PROJECT:	Student mural project	

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Memorandum

Date: December 6, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: **Enhancement Agreement – Anne McClymont Elementary School – Outdoor Classroom**

1.0 ISSUE STATEMENT

The Anne McClymont Elementary School PAC wishes to install an Outdoor Classroom and enter into an Enhancement Agreement with the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

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

3.0 BACKGROUND

Anne McClymont Elementary School has been working with students, staff and the PAC for enhancements over the last few years. Anne McClymont Elementary School would like to install an Outdoor Classroom consisting of one gazebo, three garden beds, one sea-can and benches.

4.0 POINTS FOR CONSIDERATION

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

5.0 OPTIONS FOR ACTION

1. Approve Enhancement Agreement – Anne McClymont Elementary School – Outdoor Classroom.
2. Do not approve Enhancement Agreement – Anne McClymont Elementary School – Outdoor Classroom.
3. Request additional information.

6.0 FOLLOW-UP/REVIEW

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

7.0 DIRECTOR'S COMMENTS

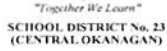
No jurisdiction agreement required with CUPE Local 3523, work will be carried out with the maintenance staff.

8.0 RECOMMENDATION

THAT: The Board of Education enter into an Enhancement Agreement with Anne McClymont Elementary School PAC for the Outdoor Classroom outlined in Appendix B, as attached to the Agenda and presented at the December 11, 2019 Public Board Meeting.

9.0 APPENDICES

- A. Schedule A, Project Costs
- B. Schedule B, Enhancement Agreement
- C. Schedule C, PAC Meeting Minutes/Motion to Approve
- D. Schedule D, Sketch of garden location.



PROJECT Anne McClymont Elemenary School

11/6/2019
Irrigation & Site work

SCHEDULE 'B'

**SCHOOL SITE, FACILITIES OR EQUIPMENT
ENHANCEMENT PROJECT**

**PROJECT PLAN AND / OR
SCOPE OF WORK**

SCHOOL ENHANCEMENT PROJECT FUNDING AGREEMENT

THIS AGREEMENT made as of the day of , 20 .

BETWEEN:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN), having an office at 1940 Underhill Street, Kelowna, British Columbia (hereinafter called the "School Board")

AND:

THE Annie McClymont Parent Advisory Council
(hereinafter called the "Funding Agency")

WHEREAS:

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

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

1. The Funding Agency, from its own resources, agrees to fund the capital cost of each School Enhancement Project described in the Schedules for installation at the named School.
2. The School Board agrees to assign all personnel necessary to supervise, install and maintain the School Enhancement project at the School, in compliance with its Collective Agreement(s), and at the cost of the funding agency, as detailed herein.
3. The Funding Agency further agrees to provide annually, such funds as determined by the School Board, acting reasonably, that may be required for the staff training, operation, maintenance and repair of the School Enhancement Project to ensure that it can be utilized in a safe, efficient and continuous manner by District students, staff and others, for the life of the School Enhancement Project.
4. The School Board, through its administrative personnel shall determine the standard and schedule of maintenance and repair work, and shall inspect, maintain and repair the enhancement on a regular basis in order to limit any liability to the School Board arising out of the use of the School Enhancement Project by the staff, students, or other persons at the School.
5. Upon accepting the School Enhancement Project the School Board assumes the liability associated with the project and agrees to save harmless the Funding Agency.
6. The School Board shall provide the Funding Agency with any estimated costs of operating, monitoring, maintenance and repair for the next school year annually, on or before May 1st in each year, during the life of the Project. The Funding Agency shall pay over to the School Board, the required funds by July 1st of the same calendar year.
7. In the event that the Funding Agency is unwilling or unable to provide the necessary funds for the operation, maintenance and repair of any School Enhancement project, the School Board may, at its sole option, decommission the Project, dismantle and dispose of any remaining assets, and retain any residual value from the Project as it sees fit, upon ninety (90) days written notice to the Funding Agency.

8. The School Board agrees that any breach by the Funding Agency of its obligation to fund the required costs associated with the use of a School Enhancement Project shall not be considered the personal obligation of an individual member of the Funding Agency or its executive or directors, and shall be limited to the current cash resources of the Funding Agency, notwithstanding the operation of any law to the contrary.

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

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

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT No. 23,
(CENTRAL OKANAGAN) by its
authorized signatory:

Secretary Treasurer/Assistant Superintendent

THE AME PAC
by its authorized signatory(ies):

Saskia Battersby
Name: AME PAC President

Name:

MINUTES

AME PAC MEETING

DATE: Oct 15, 2018, 6:00PM – 7:30PM/ Meeting called to order by Saskia Battersby

ATTENDEES:

Saskia Battersby, Kendal Shaw, Corey Anderson, Laura Hick, Brady Ibbetson, Jasmeet Virk, Nela Turner, Jeff Goreski, Andrea Locke, Alyse Franklin, Rebecca Dittmer, Julia Simpson, Adrienne Cescon, Trina Barretts, Michelle Bhatia, Laura Wilson, Nadine Bannister, Sheri Linquist, Kelly Anderson, Alisa Foster, Leah MacDonald,

WELCOME:

- Meeting called to order at 6:04pm
- Welcome and introductions by Saskia Battersby

APPROVAL OF MINUTES:

- Approval of minutes from Sep 17 meeting
- Kendal made motion to approve minutes, Adrienne second the motion, all approved

PRINCIPAL WORDS:

- It's been a good start to the school year, at this point no more new children arriving
- On November 8th Okanagan Mission Schools will be hosting a learning forum at OKM. Time TBC. This will be a showcase of what is happening in all the Mission schools.
- Our school will showcase: Leader in Me, Tech and Robotics, Learning by Choice.
- Everyone is welcome, parents and children, students will be presenting.
- New middle school is looking for a principal. Parents will have an opportunity to put in their input about the new principal (Brady will send out an email) There will also be a parent session in January or February regarding the new school.
- Next PAC meeting November 19, Rhonda Ovelson will be here to talk about the new middle school.
- Brady discussed the new reporting system. Changing over from letter grades to collaborative grading. At the November PAC meeting parents will have a chance to hear the input on this new system.
- We haven't confirmed the online system we will be using at this point. Options include: Fresh Grade, Google Classroom, My Blueprint, and Jupiter Grades. The school will be looking for parent and student input on this.
- We should have the new reporting system up and running by December depending on how things go and feedback from parents and PAC. Hopefully everything up and running by the end of the year.

BUDGET REVIEW:

BUDGET REVIEW BY KENDAL SHAW:

- Review of budget for 2018/2019
- Gaming grant has increased this year
- Student enrichment programs will include Parkour and Dance Play
- Athletics, we are hoping to purchase a pop up tent to be used at sporting events to cover from weather.
- Teacher request fund: one of the parents asked if we could make this amount per student due to the fact that some classes have more students than other classes. Brady's response: most of the items teachers purchase are for the entire classroom, so it doesn't matter how many students are in the class.
- This year there will be two grad classes, grades 5 and 6, so the amount was raised to \$2000
- Nadine Bannister inquired about another Cobs Bursary in Taiya Lloyd's name. She is going to look into this and get back to us at the next meeting.

- Going forward there will not be a Volunteer Appreciation Event paid for by the PAC, other than gifts. If everyone decides to do an event and pay their own way, we can do it this way.
- PAC does not need to pay for Leader in Me on November 8th, so the \$500 can be moved to Dance Play program
- PAC voted together on the gift for sister to school to go to Glenrosa Elementary. They recently lost \$22,000 from a theft. Laura Wilson also mentioned that they are looking for raffle baskets for a draw; so let her know if you have any prizes.
- We have budgeted \$13,000 for an outdoor learning center. Kendal presented the options that her and Brady investigated. These include: outdoor learning space at primary side, a greenhouse on intermediate side, an auditorium on intermediate side.
- After much discussion it was decided by the PAC that the \$13,000 would go towards an outdoor learning space on the primary side and the greenhouse and auditorium would be put on hold for now.
- A motion was put forward by Kendal for PAC to approve this, Andrea Locke second, all approved.
- * We also discussed the outdoor learning space would be called the "Taiya Lloyd Learning Center."
- Brady has talked to the district about parent volunteers helping with the construction and they said that this is ok.

OTHER BUSINESS

Family Photos: Andrea Locke

- Last year we raised \$800-\$1000 this year \$2075!
- Great turnout

Welcome Back Movie Night: Adriene Cescon

- The turnout was great
- Raised \$1700 in total from popcorn sales

Book Fair: Laura Hick

- Raised \$3151.68

Other items:

- We discussed the new water station. Brady said this can cost \$5400-\$6400. Keep in mind that this water will still not meet requirements if there is a water advisory.
- Brady will address the grad parents in regards to fundraising events, etc.
- Adrienne motioned for funds for popcorn/movie fundraiser to go to grad events, Michelle second, all approved
- Corey motioned to allocate \$1500 to Glenrosa Elementary, Adrienne second, all approved
- Alyse Foster motioned to approve the 2018/2019 budget, Michelle second, all approved
- Bobby Jo will be leaving next year, looking for parent or parents to take over. Laura will post on FB
- Welcome to Laura Wilson, VP of PAC and Michelle Bhatia for COPAC.
- Michelle motioned for Laura Wilson to be elected VP, Kendal Weiss second, all in favor
- Corey motioned for Michelle Bhatia be elected for COPAC, Laura Wilson second, all in favor
- Kendal will need to confirm the Executive Team for the bank for signing authority:
 - Saskia Battersby – continuing as President AME PAC
 - Kendal Weiss – continuing as Treasurer AME PAC
 - Corey Anderson – continuing Secretary AME PAC
 - Bobby Jo Brown – Hot Lunch Coordinator AME PAC

NEXT MEETING

- Next meeting is November 19, 6pm, babysitting available.
- Meeting adjourned at 7:35 pm.

Yvonne Brown

From: Harold Schock
Sent: Wednesday, November 6, 2019 8:01 AM
To: Brady Ibbetson
Cc: Stuart Kamstra; Mitch Vanaller; Yvonne Brown
Subject: AMES Outdoor Classroom

Hi Brady,

In the meeting minutes your PAC discussed the naming of the learning area. Mitch will take forward the naming enhancement separately for the Board to review and approve. Reg#625~ "All enhancements including plaques and signage intended to honour individuals or other entities, expected to be placed on the exterior of buildings and sites. (Enhancements for the interior of facilities may be approved by the site Principal or senior Administrator.) Please note that this does not apply to advertising and sponsorship in schools. (See Policy 735 - Advertising and Sponsorship in Schools.)"

Please supply written information on Taiya Lloyd that the Board can approve the naming of this space.

- We also discussed the outdoor learning space
- Brady has talked to the district about parent \

OTHER BUSINESS

Thank you in advance,

Harold Schock FSR
Energy & Sustainability Manager
Central Okanagan Public Schools
685 Dease Road, Kelowna, B.C., V1X 4A4
Tel: (250) 870-5150, ext. 7122
Fax: (250) 870-5094
Harold.Schock@sd23.bc.ca
Follow on Twitter [<http://twitter.com/SustainableSD23>]

"People may hear your words, but they feel your attitude." John C. Maxwell

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Yvonne Brown

From: Brady Ibbetson
Sent: Wednesday, November 6, 2019 8:21 AM
To: Harold Schock
Cc: Stuart Kamstra; Mitch Vanaller; Yvonne Brown
Subject: Re: AMES Outdoor Classroom

Hi Harold,

Actually we have decided not to name it as the Tayah Lloyd memorial space. It will not have a name.

Brady

On Nov 6, 2019, at 8:00 AM, Harold Schock <Harold.Schock@sd23.bc.ca> wrote:

Hi Brady,

In the meeting minutes your PAC discussed the naming of the learning area. Mitch will take forward the naming enhancement separately for the Board to review and approve. Reg#625~ "All enhancements including plaques and signage intended to honour individuals or other entities, expected to be placed on the exterior of buildings and sites. (Enhancements for the interior of facilities may be approved by the site Principal or senior Administrator.) Please note that this does not apply to advertising and sponsorship in schools. (See Policy 735 - Advertising and Sponsorship in Schools.)" Please supply written information on Taiya Lloyd that the Board can approve the naming of this space. <image001.png>

Thank you in advance,

Harold Schock FSR
Energy & Sustainability Manager
Central Okanagan Public Schools
685 Dease Road, Kelowna, B.C., V1X 4A4
Tel: (250) 870-5150, ext. 7122
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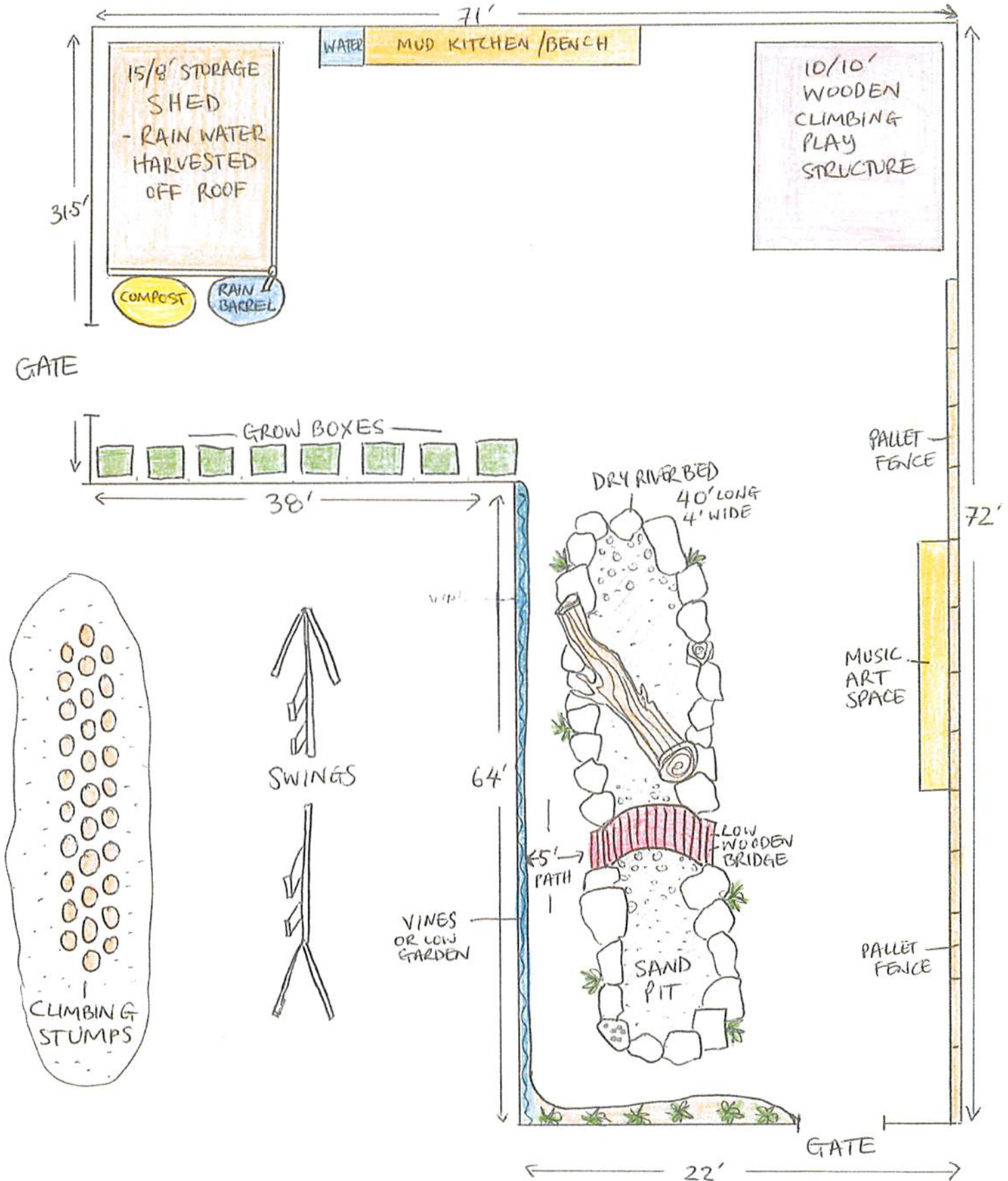
Imagery ©2019 Google, Map data ©2019 Google 10 m

PROPOSED 'OUTDOOR LEANING SPACE' - IN PINK - SITS BEHIND
EXISTING SWINGSET. CHAINLINK FENCE WOULD CONNECT
WITH EXISTING CHAINLINK FENCE ALONG PROPERTY LINE.

PROPOSED 'OUTDOOR LEARNING SPACE' FOR ANNE MCCLYMONT ELEMENTARY SCHOOL

Appendix D

APRIL 2019





Memorandum

Date: December 6, 2019
To: Board of Education
From: Planning and Facilities Committee

Action Item: Opening of H.S. Grenda Middle School

1.0 ISSUE STATEMENT

Central Okanagan Public Schools is entering the construction phase for H.S. Grenda Middle School. The school is scheduled to open September 2021.

2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – February 28, 2018

Main Motion 18P-025 as amended by 18P-026

THAT: The Board of Education approves the reconfiguration trigger point for Lake Country area schools to K to 5, 6 to 8, 9 to 12 is upon the opening of the new middle school in Lake Country in September of 2021.

Public Board Meeting – December 12, 2018

Main Motion 18P-162 as amended by Amendment 18P-164

THAT: The Board of Education name the new Lake Country Middle School H.S. Grenda Middle School.

3.0 BACKGROUND

In 2014 George Elliot Secondary School reconfigured to accommodate students in Grades 7-12. At this time, its three feeder schools (Oyama Traditional School, École Peter Greer and Davidson Road Elementary) also reconfigured to accommodate Lake Country area students in Kindergarten through to Grade 6.

4.0 POINTS FOR CONSIDERATION

In 2021, the School District is projecting that 340 Grades 5 and 6 students will transition to Grades 6 and 7 at H.S. Grenda Middle School. These numbers reflect students enrolled in the English program that are transitioning from the three feeder schools (Davidson Road, Peter Greer and Oyama Traditional), as well as, anticipated growth. Approximately 17 Grade 6 French Immersions students enrolled at École Peter Greer are not included in this number. Further consultation with the community in regards to transition of French Immersion students will occur in the Fall of 2020.

Approximately 188 Grade 7 students would remain at George Elliot for their Grade 8 year.

In 2022, the School District projects another 138 Grade 5 students would transition into Grade 6 at H.S. Grenda Middle School. In total, a projected 509 students in Grades 6-8 would be attending. Nominal capacity and operating capacity of the school is 600.

At this time, George Elliot Secondary School would then reconfigure to a Grades 9-12 Secondary School with a projected 700 students. Nominal and operating capacity of this school is 700.

5.0 OPTIONS FOR ACTION

1. Approve the recommended transition plan for school opening.
2. Approve an alternate transition plan for school opening.
3. Request additional information.

6.0 ASSISTANT SUPERINTENDENT'S COMMENTS

Opening the school as a Grade 6 and 7 school allows students to reside in the school for two or three years before transitioning to the high school. Staff feel that this would be less disruptive to student learning and more consistent with supporting the social emotional needs of adolescent learners.

7.0 RECOMMENDATIONS

THAT: The Board of Education open H.S. Grenda Middle School in September 2019 for Grades 6 and 7 catchment area students;

AND THAT: Grade 7 students already in attendance at George Elliot Secondary, and transitioning into Grade 8, complete their Grade 8 year at George Elliot Secondary in 2021;

AND FURTHER THAT: For September 2022, Lake Country schools complete grade reconfiguration (Elementary K-5, Middle 6-8 and Secondary 9-12).

8.0 APPENDIX

A. School Enrolment Projections for the Lake Country Schools

APPENDIX A

LAKE COUNTRY FAMILY PROJECTIONS: SD23 PROJECTIONS															
School	Nom Cap	Op Cap	Enrolment			Projections									
			2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
			<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>
Davidson Road Elementary	440	406	482	493	478	485	410	429	449	473	489	481	473	469	468
Oyama Traditional School	145	134	166	158	171	171	147	146	153	159	160	154	157	154	152
Peter Greer Elementary	435	402	445	465	464	482	424	442	435	438	449	422	412	402	397
Elementary Total			1,093	1,116	1,113	1,138	981	1,016	1,037	1,070	1,098	1,058	1,042	1,025	1,018
							<u>6-7</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>
H.S. Grenda Middle School	600	600					340	509	480	446	441	490	536	584	553
			<u>7-12</u>	<u>7-12</u>	<u>7-12</u>	<u>7-12</u>	<u>8-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>
George Elliot Secondary	700	700	834	849	883	954	647	700	765	807	794	767	722	690	757

Memorandum

Date: December 6, 2019
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Action Item: **Enrollment Application Dates for 2020/2021 School Year**

1.0 ISSUE STATEMENT

According to the *School Act*, Section 74.1 (4), Boards of Education are expected to establish an annual process to receive enrollment applications to enroll a person in an educational program. For the 2020/2021 school year, the proposed enrollment application dates are as follows:

Initial Enrollment Application Period:
Monday, February 3, 2020 to Friday, March 13, 2020*

Summer Enrollment Application Period:
Tuesday, September 1, 2020 to Thursday, September 3, 2020**

*The initial enrollment period helps school and district staff to project enrollment numbers and to determine staffing needs for the following year.

Board Policy 405 – Student Placement governs the acceptance of enrollment applications, giving priority to catchment area students, which remains in effect until the **closing date of Thursday, September 3, 2020. After that date, schools may accept applications from ‘out-of-catchment’ students, space permitting, based on the date and time that the application is received.

Once again this year, an online enrollment application process will be made available to parents to avoid the need for them to line-up at their school of choice.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

Each year the Central Okanagan Public Schools sets dates for student enrollment applications to facilitate planning for the following September. This is the opportunity for parents to either enroll their children for the first time in Central Okanagan Public Schools, or to submit an application to attend a school of choice (see attached Policy 405 and Regulation 405R – *Student Placement*).

The established dates for the application period are required to assist staff with enrollment priorities as per Board Policy 405 and Regulation 405R – *Student Placement*.

4.0 POINTS FOR CONSIDERATION

Enrollment application information for the Central Okanagan Public Schools will be forwarded to the media as soon as the Board has approved the application dates. School administration will also be publicizing application dates on their school websites, in upcoming school newsletters, and/or on their telephone call-out system. The application dates will be posted on the Central Okanagan Public Schools website as soon as they are approved.

5.0 OPTIONS FOR ACTION

1. Approve the recommendation as presented.
2. Approve an alternate set of application dates.

6.0 FOLLOW-UP/REVIEW

As soon as the dates for the enrollment application period are established, staff will begin a broad-based information campaign to ensure all parents (school and community) are aware of the specified dates. Central Okanagan Public School staff will also host information meetings to inform parents about the French Immersion Program. The dates of these meetings will be advertised once confirmed.

Schools will also begin planning to facilitate the enrollment application process at each site. Parents will be informed of enrollment application acceptance or wait listings as soon as possible following the close of the enrollment application periods. Out-of-catchment students wishing to enter schools that are close to their capacity, will have to wait until the final close of enrollment applications on September 3, 2020, before finding out if they are able to enroll in the school of their choice.

7.0 SUPERINTENDENT'S COMMENTS

Obtaining as much information regarding future student enrollment, as early as possible, helps both parents and staff plan for the new school year. An initial enrollment application process between February 3rd and March 13th will help to ensure that this information is available. Establishing a closing date for the application of the Board's enrollment application priorities of September 3, 2020, ensures that in-catchment students have the maximum opportunity to gain access to their neighbourhood school.

8.0 STAFF RECOMMENDATION

THAT: The initial enrollment application dates for the 2020/2021 school year be set as February 3, 2020 through to March 13, 2020;

AND THAT: The closing date of enrollment applications, in order to apply the Board's enrollment application priorities as established in Regulation 405R – *Student Placement (Regulations)*, be set as September 3, 2020.

9.0 APPENDIX

- A. Board Policy 405 – *Student Placement*
- B. Board Regulation 405R – *Student Placement (Regulations)*



Section Four: Students

“Together We Learn”

405 – STUDENT PLACEMENT

Introduction

A student may enroll in an educational program at any school in our district, providing there is space, as outlined by Sections 2(2) and 74.1 of the *School Act*, this Policy and its Regulations.

The Board of Education will designate school catchment areas in the School District in order to:

- meet the program needs of the students as much as possible;
- make the best use of facilities, staff and transportation; and if possible,
- enable the school to develop a unique identity.

Policy

1. The principles for setting/changing catchment areas should include the requirement for boundaries to:
 - reflect traditional neighbourhoods, subdivisions and regions;
 - minimize safety concerns for elementary students as a result of major roadways or other known hazards;
 - reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
 - maximize the efficiency of schools and the transportation system;
 - maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.
2. Where space permits, students should be allowed to remain in currently assigned schools and catchment area changes will apply only to new registrations.
3. In some situations it may be necessary and desirable to relocate students from one school to another. Except as specified in Board Policy 470 - *Transportation Services Management*, students are eligible for School District transport if they are directed to a school beyond the walk limits of their home. The two most common reasons for relocation are capping and reassigning.



Section Four: Students

“Together We Learn”

4. Capping occurs when a school, grade, class or program has reached the capacity as set by the Board. New students wishing to register in a capped school, grade, class or program will be directed to another school. When capping occurs:
 - 4.1 Students who have been directed to another school will have first option, based on a chronological list, of returning to their catchment area school when space becomes available during the year.
 - 4.2 Students will have the option of returning to their catchment area school at the beginning of the new school year if space is available, or remaining at the school to which they were directed.
5. Reassigning occurs when a student changes school catchment area as a result of a request by the parent, student or administration.
 - 5.1 A reassignment will be approved if the receiving school, grade or program has space to accommodate the student.
6. A student placement decision made by the Superintendent or designate may be appealed to the Board, under Board Policy 460 – *Appeals*.

Date Agreed: April 23, 1980

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

Date Reviewed/Amended: November 13, 2002

Date Amended: November 12, 2003; February 22, 2006; June 30, 2008;
May 8, 2013

Date Reviewed: February 12, 2014

Related Documents: 405R, Policy 460



Section Four: Students

“Together We Learn”

**405R – STUDENT PLACEMENT
(REGULATIONS)**

1. Placement

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

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

2. Enrolment Priorities

Priority shall be given to students on the following basis:

- catchment area students who, in the previous year, attended the school;
- catchment area students who, in the previous year, were ‘placed’ by the district in a different school;
- siblings of catchment area students;
- new catchment area students;
- siblings of non-catchment area students currently enrolled in the school;
- non-catchment area students who request to attend the school which is other than their catchment area school;
- non-district area students;
- international students.

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

3. Capping

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

- 3.1 Decisions related to capping of a school will be made by the Board of Education considering the advice of the Superintendent of Schools/CEO, and after consultation with the school community.



Section Four: Students

“Together We Learn”

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

4. Non-Catchment Area Student Registrations

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



Section Four: Students

“Together We Learn”

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

5. Reassignment Registrations

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

6. Transportation

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

7. Appeals

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

Date Agreed: April 23, 1980
Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
September 28, 1988; February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002
Date Amended: June 11, 2003; January 14, 2004; February 22, 2006; June 30, 2008;
May 8, 2013; January 27, 2016; February 22, 2017; June 26, 2019
Date Reviewed: February 12, 2014
Related Documents: Policy 405, Policy 460, Regulations 460.2R, Forms F405.1, F460

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

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

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
			Chute Lake Road, Kelowna, BC								
--	RSS	4	POSTPONED TO NOV. 21 Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	25-Oct-2019	29-Oct-2019	4
44	RSS	4	Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	5-Nov-2019	6-Nov-2019	1
45	MBSS	4	North Okanagan Fire Training Centre, Vernon, BC	Canada	Live Fire Training	MBSS Fire Academy Students	11 & 12	17	9-Nov-2019	9-Nov-2019	0
46	GMS & CNB	5	Chubu University Haruhigaoka Junior High School, Kasugai, Aichi	Japan	Cultural Scholarship Exchange Experience at Sister School, Assisting in English Classes	Student Scholarship Winners - 4 from GMS, 4 from CNB	8	8	9-Nov-2019	17-Nov-2019	8
47	OKM	4	Tofino, BC	Canada	Exploration of Pacific Rim Park and Indigenous Studies	Quest BC Students	11	24	12-Nov-2019	15-Nov-2019	3
48	RSS	4	CANCELLED Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	14-Nov-2019	15-Nov-2019	1

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
49	RSS	4	RESCHEDULED FROM OCT. 25 <i>Location Changed Due to Weather:</i> McCulloch Forestry Recreation Site, Kelowna, BC Goudie Road area	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	21-Nov-2019	22-Nov-2019	1
50	OKM	5	Helsinki and Jyväskylä	Finland	Cultural Hockey School and Cultural Tour	Hockey Academy Students	9 to 12	24	22-Nov-2019	1-Dec-2019	9
51	RSS	4	CANCELLED Goudie Road area, Kelowna, BC	Canada	Overnight Camping	Outdoor Education Students	9 to 12	24	28-Nov-2019	29-Nov-2019	1
52	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	1-Dec-2019	10-Dec-2019	9
53	KSS	5	Kasugai, Aichi	Japan	World Global Sustainable Development Conference	Japanese as a Second Language Students	11	2	11-Dec-2019	15-Dec-2019	4
54	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys	11 & 12	15	11-Dec-2019	15-Dec-2019	4
55	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys	11 & 12	15	26-Dec-2019	29-Dec-2019	3
56	MBSS	4	McCullough Lake, BC	Canada	Winter Camp	Outdoor Education Students	10 to 12	TBD Min. 18 Max. 40	17-Jan-2020	19-Jan-2020	2

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
57	OKM	4	McCullough Lake, BC	Canada	Winter Camp	Quest BC Students	11	24	20-Jan-2020	22-Jan-2020	2
58	KSS	5	Hawaii (Big Island and Oahu)	USA	Reinforce Marine Biology Course Material	Marine Biology Students	11	18	12-Feb-2020	21-Feb-2020	9
59	OKM	5	Rome, Assisi, Dubrovnik, Zadar, Zagreb, and Vienna	Italy, Croatia, Austria	Music Cultural Learning	Concert and Jazz Band Students	10 to 12	60 to 100	9-Mar-2020	21-Mar-2020	12
60	MBSS	5	Disneyland and Universal Studios, Los Angeles and Anaheim, CA	USA	Music Performances and Workshops	Senior Concert Band Students	10 to 12	41	13-Mar-2020	19-Mar-2020	6
61	KSS	5	Anaheim, Los Angeles, and Ontario, CA	USA	Leadership Education and Enrichment	Leadership Students	11 & 12	22	27-Mar-2020	5-Apr-2020	9
62	KSS	5	New York, NY	USA	Musical and Cultural Events, Activities and Experience	Music Students	10 to 12	54+	5-Apr-2020	12-Apr-2020	7
63	MBSS	5	Toronto and London, ON	Canada	Global Student Leadership Summit	Leadership Students	9 to 12	12	17-Apr-2020	22-Apr-2020	5
64	KLO	5	London, ON	Canada	Global Student Leadership Summit	Leadership Students	8 & 9	10	17-Apr-2020	22-Apr-2020	5

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2019/2020

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
65	OKM	5	London, ON	Canada	Global Student Leadership Summit	Leadership Students	10 to 12	10	17-Apr-2020	22-Apr-2020	5
66	OKM	4	Whistler, BC	Canada	Con Brio Music Festival	Music Students	9	50	23-Apr-2020	26-Apr-2020	3
67	DRK	5	Québec City and Charlevoix, QC	Canada	Linguistic, Cultural and Historical Exploration in a Francophone Setting	French Immersion Students	9	30	2-May-2020	8-May-2020	6
68	OKM	5	Calgary, AB	Canada	MusicFest Canada	Jazz Band Students	11 & 12	8	19-May-2020	22-May-2020	3
69	CTE	4	Gardom Lake Camp (near Enderby, BC)	Canada	Year-End Celebration Trip: Archery, Hiking, Canoeing, Kayaking, Climbing Wall	Grade 5 Students	5	50	3-Jun-2020	5-Jun-2020	2
70	GME	4	Silver Lake Forestry Camp, Peachland, BC	Canada	Outdoor Camp Year-End Celebration	Grade 6 Students	6	104	10-Jun-2020	12-Jun-2020	2



BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, November 27, 2019
Time: 3:32 pm to 5:31 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter, Chairperson
Trustee N. Bowman (*arrived at 4:13 pm*)
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger (*via teleconference*)
Trustee L. Tiede

In attendance:

Staff:

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

Absent:

T. Beaudry, Deputy Superintendent

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

The meeting was called to order at 3:32 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of November 27, 2019.
2. The Board adopted the Minutes as presented for the Incamera Meeting of November 13, 2019.
3. There was a provincial bargaining update. (*Trustee Bowman joined the meeting at 4:13 pm.*)
4. There was a local bargaining Action Item.
(*Trustees Baxter, Bowman, and Cacchioni declared potential conflict of interests and left the meeting. Trustee Tiede was appointed Acting Chairperson.*)
(*Trustees Baxter, Bowman, and Cacchioni rejoined the meeting. Trustee Baxter assumed her role as Chairperson.*)
5. There were four Human Resources Action Items.
6. There were two Action Items.
7. There were four Information Items.
8. There were several Board Correspondence Items received.
9. There were two Invitations (For Trustee Attendance).
10. There were three dates for Informal Board Sessions/Interchanges confirmed.
11. There was one BC Public School Employers' Association Item.
12. There was one BC School Trustee Association Item.
13. There was one item from the Incamera Meeting for the next Public Agenda.

The meeting was adjourned at 5:31 pm.

Ryan Stierman, Secretary-Treasurer/CFO



Memorandum

Date: December 6, 2019
To: Board of Education
From: Finance and Audit Committee

Information: **Financial Update – International Education Program**

1.0 BACKGROUND

The Board has requested information on the distribution of revenue from the International Education program on Central Okanagan Public Schools.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 INFORMATION STATEMENT

The International Education program continues to meet the mandate to generate revenue for the District with significant funds being utilized to support additional staffing, initiatives and programs within our District. Since inception, the International Education program has generated approximately \$23.5 million of net income to subsidize the District's operations.

Appendix A provides a 4 year report of the actual student FTE, total revenues, expenses and net income. It also illustrates the 13 year cumulative values that support the \$23.5 million of net income the International Education program has generated.

For the 2018/2019 school year, the program collected revenues of \$5,423,538, of which \$1,805,281 was required to operate the program. The remaining balance of \$3,618,257 was utilized to fund enhancements throughout the District including adding teachers to reduce class size, additional teaching time for support in our secondary schools and some discretionary funding for schools. With the revenue collected during the 2019 school year, the International Education program funded approximately 16 FTE CEAs and 24 FTE teachers in our system. *Appendix B* provides more detail.

The funding distributed to schools continues to enhance the student experience for all students including many of our most vulnerable.

- Secondary principals have asserted that the schools would not be able to offer the number of options and blocks, or the levels of support without the funding that is received through the International Education program.
- At middle and elementary schools, additional funds provide support, and/or create additional opportunities for field studies and activities for all students as funds are shared between schools and host classrooms.

Funding from the international program has also allowed the District to provide additional support for students with exceptional needs as well as those students and families who have recently arrived to Canada and our community.

We continue to see a significant number of students arriving in our District as a result of our ongoing marketing efforts. For the current year, the International Education program has 539 students registered for a total of 394 FTE and will easily reach the 400 FTE targeted for the year. Of this total, 438 students are new to the District and 101 are returning students from last year.

By design, Central Okanagan Public Schools continues to operate our International Education program as a mid-sized boutique program. This attracts students from many areas of the world. Students in our program represent 33 countries and jurisdictions for the 2019/2020 school year. This diversity supports the secondary objectives for the program of creating cultural awareness and enhancing diversity in our schools. This approach has provided a balance between generating funds and infusing culture into our District. Our approach is different than other similar sized districts where there is a heavy reliance on only 1 or 2 markets to create a large program. As shown in *Appendix B*, large programs do generate significant financial resources for those Districts.

4.0 STAFF COMMENTS

The Central Okanagan International Education Program continues to contribute financially to schools and the District, providing additional support and opportunities to all of our students. The balanced approach to the distribution of funds between schools and the district that has been adopted results in a very positive environment for local students with enhancements to opportunities and support. We continue to leverage the International Education program staff and services to support our schools and many of our most vulnerable students while continuing to operate a program that is highly regarded by international students and agents.

5.0 APPENDICES

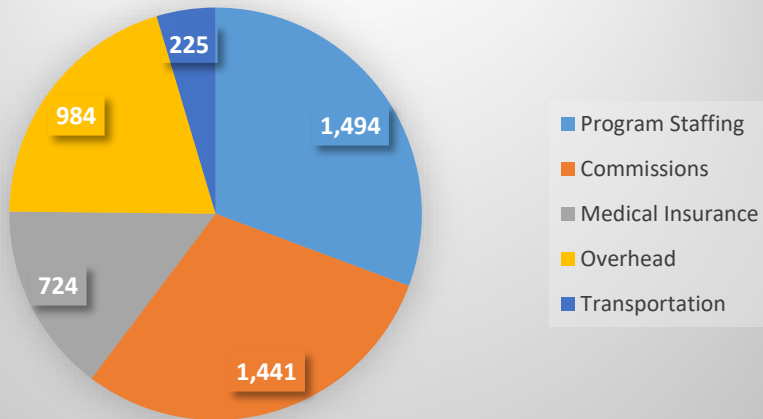
- A. Financial Summary of International Education Program
- B. Student Per Pupil Analysis (2019)
- C. District Funding Comparisons (2019)

APPENDIX A
Financial Summary of International Education Program

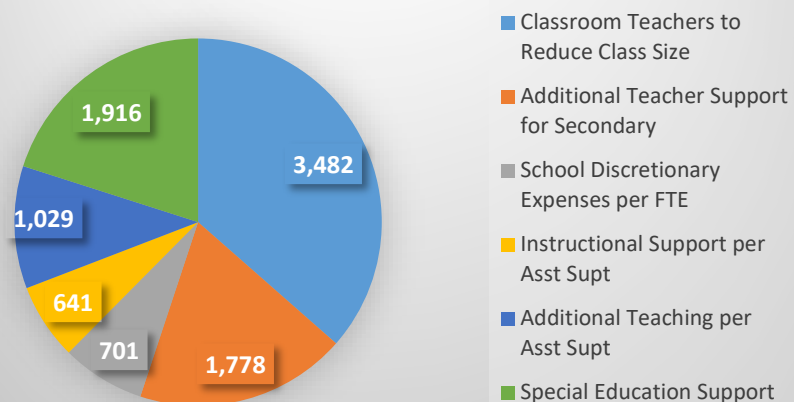
	Actuals				13 Year Cumulative
	2015-2016	2016-2017	2017-2018	2018-2019	
FTE	328	375	402	379	2749
Tuition	3,953,494	4,502,855	5,131,482	4,722,514	34,678,174
Application Fees	43,502	72,681	79,795	74,269	270,248
Homestay Application Fees	89,383	126,114	169,268	146,791	531,556
Student Insurance Fees	300,546	347,716	370,442	339,093	1,357,797
Optional Student Activity Fees	0	118,904	135,195	140,871	394,970
Total Revenue	4,386,925	5,168,270	5,886,182	5,423,538	37,232,745
Commissions	416,181	554,296	628,837	546,046	3,679,247
Recruitment	103,703	123,674	125,625	93,588	446,590
Services & Supplies	70,768	79,427	102,552	72,719	2,779,469
Student Activities	58,134	195,658	195,862	206,511	656,164
Student Insurance	237,123	279,691	285,004	274,566	1,076,383
Transportation (bussing)	62,481	74,249	61,341	45,790	243,861
Wages & Benefits	454,526	530,403	551,596	566,061	4,727,751
Total Expenses	1,402,915	1,837,398	1,950,817	1,805,281	13,609,465
Net Income	2,984,010	3,330,872	3,935,366	3,618,257	23,623,280

APPENDIX B Student Per Pupil Analysis

Total Required for Int'l Ed. Program (per FTE)



Total Enhancements from Int'l Ed. Program (per FTE)



	2019	
	Per FTE	Total
Program Staffing	1,494	566,061
Commissions	1,441	546,046
Medical Insurance	724	274,566
Overhead	984	372,818
Transportation	225	45,790
Total Required for Program	4,867	1,805,281

	Per FTE	Total
Classroom Teachers to Reduce Class Size	3,482	1,319,732
Additional Teacher Support for Secondary	1,778	673,727
School Discretionary Expenses per FTE	701	265,600
Instructional Support per Asst Supt	641	243,123
Additional Teaching per Asst Supt	1,029	390,000
Special Education Support	1,916	726,074
Total Enhancements from Program	9,547	3,618,256

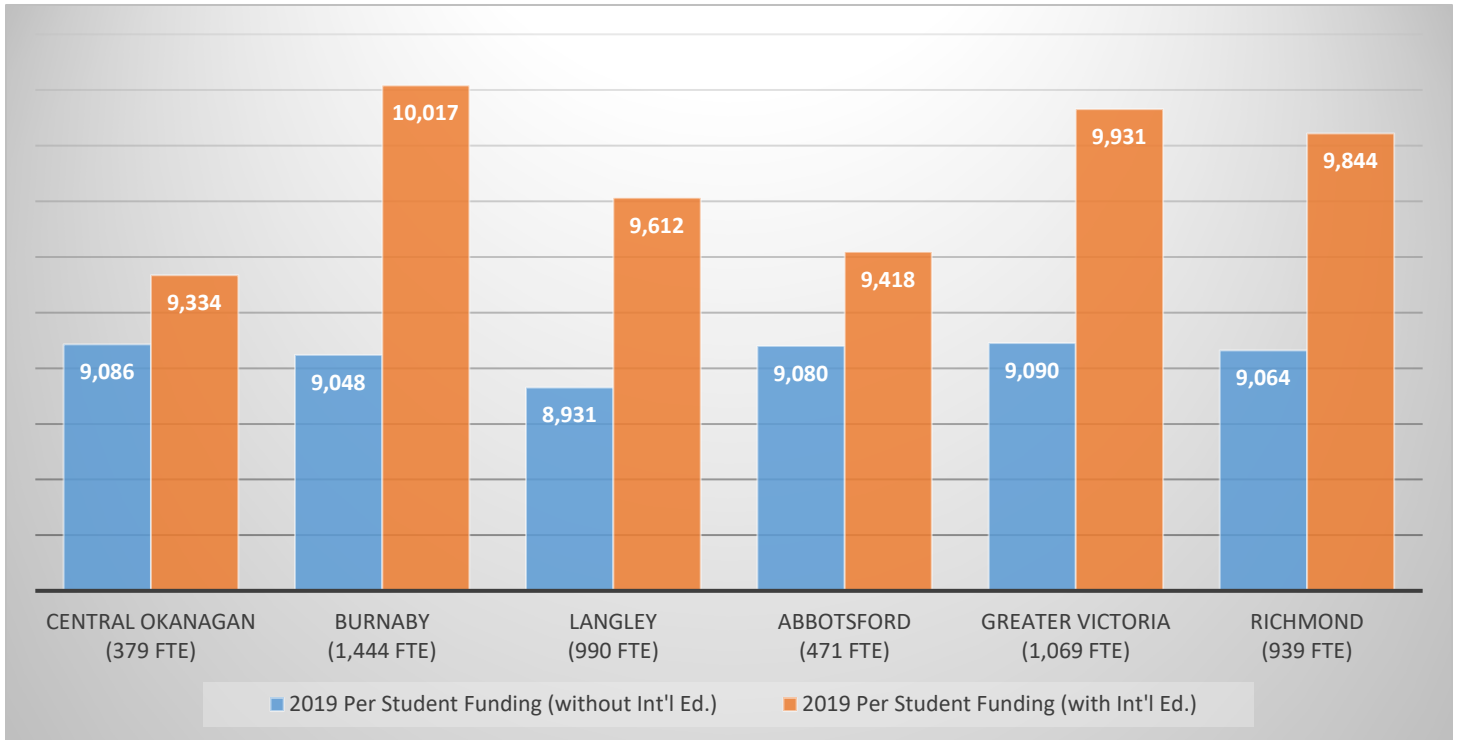
Total Average Fee Per Student FTE 14,414

Total Revenues Generated 5,423,538

The 2018/2019 annual student fees were set at \$14,500/year. This includes tuition, application and medical fees and where applicable, homestay placement fees.

APPENDIX C

District Funding Comparisons





Memorandum

Date: December 6, 2019
To: Board of Education
From: Finance and Audit Committee

Information: Statement of Financial Information for June 30, 2019

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

Per the Financial Information Act, the District must prepare, on an annual basis, a Statement of Financial Information (SOFI). This statement must be filed with the Ministry of Education by December 31st of each year and must include a schedule showing:

- i. in respect of each employee earning more than a prescribed amount, the total remuneration paid to the employee and total amount paid for the employee's expenses, and
- ii. a consolidated total of all remuneration paid to all other employees.

3.0 INFORMATION STATEMENT

Once the audited financial statements have been finalized, the District prepares the SOFI report (Appendix A) and has several processes in place to capture the appropriate information to support this report. The full SOFI report is available on the District's website (Board of Education – Committees – Finance and Audit).

4.0 NEXT STEP

The Statement of Financial Information for June 30, 2019 will be brought forward to the next Board of Education meeting as an information item. The report will then be signed and forwarded to the Ministry of Education before the December 31, 2019 deadline.

5.0 APPENDIX

- A. Statement of Financial Information for the Year Ended June 30, 2019

The entire SOFI Report is posted
to the District's website:
(Board of Education –
Committees – Finance and Audit).



**Central Okanagan
Public Schools**

Together We Learn

STATEMENT OF FINANCIAL INFORMATION

For the Year Ending
June 30, 2019





Memorandum

Date: December 6, 2019
To: Board of Education
From: Finance and Audit Committee

Information: **Funding Model Review Update**

1.0 BACKGROUND

In early 2018, an Independent Panel conducted a review of the BC K-12 Public Education Funding Model to ensure the education system receives stable and predictable funding. The Independent Funding Model Review panel presented a final report on December 18, 2018 with 22 recommendations in three key areas – equity, accountability and financial management. Four Working Groups were established to assess the implications of the Panel's recommendations with the goal of identifying any challenges and providing suggestions. These four working groups include:

- Financial Management;
- Adult and Continuing Education;
- Inclusive Education;
- Online Learning.

See *Appendix A through D* for the working group reports.

2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting - April 24, 2019

Main Motion 19P-058

THAT: The Board of Education approve the Central Okanagan Public Schools' summary report on the Funding Model Review Recommendations, as attached to the Agenda, and as presented at the April 24, 2019 Public Board Meeting.

3.0 INFORMATION STATEMENT

Financial Management (Appendix A)

The Financial Management Working Group Committee agrees with Recommendations 18, 19 and 20. In summary these recommendations include:

- Opportunity for sector partners and district stakeholders to consult in the formation of the annual provincial budget;

- The movement to a three-year budgeting and funding cycle for both the Ministry of Education and school districts to support broader transparency and assist districts in making informed and sustainable budgeting choices;
- Provide clear provincial policies on reserves and the utilization of these accumulated surpluses.

District staff supports the above comments from the committee. The opportunities for districts to consult on the formation of the annual provincial budget will provide the government with a better understanding of the challenges that districts are facing throughout the province.

The ability to budget with funding certainty for more than one year will allow districts to plan longer term, enabling better and more sustainable decisions that will benefit our students.

Lastly, clear guidelines on reserves would be beneficial as districts would have a better understanding of government expectations as it determines how to save for larger, long-term initiatives.

Adult and Continuing Education (Appendix B)

The Adult and Continuing Education Committee agreed with Recommendation 11. In summary this recommendation includes:

- Adult and continuing education continue to be funded on a course basis.

District staff supports the above comments from the committee as course basis funding reflects the nature of adult and continuing education, students not taking a full course load. District staff would also support a review of the differential between adult and school age student per pupil funding rate, as it also supports the committee's findings that a 50% differential is too high and does not accurately reflect the true cost of serving these students.

Inclusive Education (Appendix C)

Recommendation 6 recommends that the Province develop a single inclusive education supplement that incorporates the various allocations that support diverse needs. The Inclusive Education Committee brought forward the following considerations in developing a funding model to support inclusive education:

- Clear accountability and transparency on district procedures on assessment and the allocation of services and supports to students;
- Development of a new designation for complex needs that require high cost supports;
- Movement to a prevalence model instead of a per designation model;
- This prevalence model should be adaptable to reflect changing needs in districts;
- The audit procedures should be updated to reflect the new funding model.

District staff is concerned about the impact of this recommendation as shown in *Appendix E*, Central Okanagan Public Schools has the fastest growing designated student and students with an autism diagnosis population of any large British Columbia school district for the 5 years ending 2017/18.

In 2019/2020, special needs student designations now total 2,866 or 11.4% of the total population of the District and a 55.7% increase since the 2013/2014 school year. From 2013/2014 to 2019/2020, the autism designation has increased by 385 students to 700 students, this equates to a 82% increase. In the same period of time, special needs funding has only increased 26.6%. As a result, the Operating Fund top-up to support our special needs program has increased to \$11.4 million.

District staff is concerned that a prevalence model will not be responsive enough to reflect the significant growth that our District is experiencing as it will use historical and census data that is not necessarily updated in a timely manner. There is also a significant concern that the new prevalence model will continue to ignore increasing demands to ensure high incidence students are able to be successful, further increasing the amount of operating funding required to support our special needs program. An increase in the differential between funding and supports required will ultimately reduce services for all students.

Online Learning (Appendix D)

The Online Learning Committee provided the policy considerations that should be considered for Recommendation 10, Distance Learning. The committee also recommended that all methods of learning delivery should be funded equally.

District staff had no concerns with the recommendations of the committee and supports the concept that students throughout the province should be provided with equitable access to online education. However, if there is a shift to a Ministry developed policy and program delivery model, our concern is how this change will affect those districts with established programs and related staff. The District strongly supports a blended model of learning for Distributed Learning, providing both online and classroom support for these learners.

4.0 SECRETARY-TREASURER/CFO COMMENTS

There was no working group that considered Recommendation 9, which stated "The Ministry should base funding allocation for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/2021 school year".

District staff is concerned about the impact a move to headcount funding for secondary schools could have on the District's overall budget. In the previous 5 years, the District received the following course load funding over and above what would have been provided in a head count only model:

Year	Additional FTE	\$ at 19/20 rates
2019/20	372.43	2,770,134
2018/19	395.60	2,942,473
2017/18	258.69	1,924,118
2016/17	312.75	2,326,235
2015/15	389.44	2,896,636

Should this funding be eliminated in the 2020/21 budget year, it would represent an estimated equivalent of removing 196 blocks of teaching time. District staff is concerned that this would have a significant impact on fine arts, dual credit, apprenticeship and low enrollment offerings. Reducing the variety of courses offered could impact graduation rates.

5.0 APPENDICES

- A. Financial Management Working Group Report
- B. Adult and Continuing Education Working Group Report
- C. Inclusive Education Working Group Report
- D. Online Learning Working Group Report
- E. Student Designation Analysis

FUNDING MODEL IMPLEMENTATION

Financial Management

WORKING GROUP REPORT

OCTOBER 4, 2019

Background

The Financial Management Working Group (FMWG) was responsible for reviewing and discussing Recommendations 18, 19 and 20 of the Independent Review Panel's (the Panel) report and considering how this work aligns with the recommendations identified by the Panel under the Accountability theme. As such, the FMWG approached this work with the following agreed-upon parameters:

1. The FMWG respected the co-governance relationship between the Ministry of Education and boards of education and their respective roles and responsibilities.
2. The FMWG focused on how best to ensure transparency and accountability for the overall funding provided for public education (quantum) and the spending of the funding provided to each district.
3. The provincial government is solely responsible for establishing the annual quantum to be invested in public education. The sector wants an opportunity to inform and influence provincial decisions and better understand the quantum that is approved and provided through the provincial budget, including what costs are covered and any service expectations. As provincial funding reflects between 57 and 99 percent of school district operating revenues, the service expectation should be clear to all partners in education.
4. The FMWG focused on how to simply and transparently explain local spending decisions and services that can be expected by staff, students and parents as well as how resources are allocated to support students in improving their learning outcomes (goals in school district strategic plans).
5. The FMWG will look at better ways to understand how operating and capital reserves are funded and managed over time. Recognizing that capacity for administrative planning and reporting requirements differs among school districts, the FMWG will look at opportunities for more support at the provincial level.

The FMWG's advice is based on a financial accountability framework that includes the following components:

1. The goals and objectives of the Framework for Enhancing Student Learning are clarified and should form the basis for planning and financial accountability for the sector.
2. The Ministry of Education establishes goals in its strategic plan which will align with service expectations established in consultation with the sector and inform the total amount of operating funding made available to boards of education. The description of the quantum of funding will provide transparency and clarity for all parties to understand the components of the approved amount.
3. School districts will establish strategic plans with key goals and objectives that support student learning and achievement, with action plans that specify how services will be resourced in support of the plans.
4. Funding will be allocated to districts in a manner that recognizes the differences in costs to provide an equitable level of service to students across the province.
5. School districts will budget with transparent reporting on key decisions and how resources are used to address the needs of students and classrooms, in alignment with the goals and objectives that support student learning (outlined in #3 above).
6. There will be regular monitoring of expenditures against budgets throughout the year. Year-end financial statements and reports will provide clarity for local parties on how funding was spent and what was accomplished, relative to the goals and action plans established at the start of the year.
7. Evaluation at both the provincial and local level will inform future strategic and budget plans.

A more detailed overview of these components and timelines is depicted in Appendix B.

Recommendations

Recommendation 18 – *The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budget process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.*

The FMWG agrees with this recommendation and provides the following advice for implementation.

The FMWG acknowledges that Government retains responsibility for establishing the quantum through the annual provincial budgeting process, however FMWG advises that there be greater transparency in the process to determine the final amount and accountability for the services funded.

The FMWG suggests that sector partners be given opportunities to provide information to Government prior to decisions being made as input into the annual provincial budget process. Annually, the sector will provide input to Government in advance of the annual provincial budget process and include the cost of sustaining services, the cost of implementing known new initiatives and any cost reductions or savings that may be realized by the sector.

The costing work will be coordinated through the BC Association of School Business Officials (BCASBO) who will report this information to Government by October 31 each year for the following three school years (see potential example of an Information Document for Government in Appendix C).

The Ministry will supplement this information by clearly identifying any changes in provincial and local trends as identified by the data used to calculate components of the funding distribution model. Specifically, the Ministry will ensure that any changes to data that have cost implications, such as increasing numbers of students with health and mental health needs, children and youth in care and children acquiring language skills are considered. As well, geographic data, such as school size and capacity or weather conditions, is also communicated annually to Government for consideration when establishing the amount of funds to be invested in K-12 education.

Individual school districts, partner associations and other stakeholders can also provide input into funding and services for public education through established channels such as association submissions, ongoing liaison with the Ministry, meeting with local Members of the Legislative Assembly (MLA)s and presentations to the Select Standing Committee on the Finance and Government Services.

Once the provincial budget is approved, Ministry staff will translate it into school year components and be transparent with all sector partners on the funding included in the quantum. The Ministry should ensure a consistent process and format annually for sharing this information.

This implementation advice is supported by research and partner submissions:

- Forecasts and projections of future resource needs can be used by different entities across the budgeting process to ensure the education system's long-term fiscal sustainability and develop clear implementation paths for educational reforms (OECD, 2017).
- The effective planning of education funding strategies and reform initiatives requires not only the identification of future resource needs, but also the systematic mobilization of knowledge generated through research, programme evaluations, monitoring and audit activities (Fazekas and Burns, 2012).
- Strategic thinking and long-term planning are central to the successful governance of complex education systems (Burns, Köster and Fuster, 2016).

Recommendation 19 – *To support multi year financial planning:*

- *Government should issue three-year operating funding to boards of education, based on available funding and projected student enrolment; and*
- *School districts should be required to develop three-year financial plans.*

The FMWG agrees with this recommendation and provides the following advice for implementation.

Although the FMWG supports multi-year planning, the group notes the importance of clarifying and disclosing assumptions and risks involved in making financial projections over multiple years. The longer the planning horizon, the less accurate the projections. The FMWG envisions a three-year rolling cycle updated for the current and future two years.

To improve planning, Government should clearly announce what factors will be addressed in determining the annual quantum, such as regular enrolment, enrolment in higher cost programs, provincially approved labour settlements and government-imposed costs. The tool to estimate funding at a district level should be retained to assist in more accurate planning.

Three-year planning components should include simple schedules and background descriptions for regular operating costs, accumulated operating reserves and local capital (see Appendix D).

To support broader transparency, in addition to budget information currently provided, districts would be required to publicly provide a simple one-to two-page budget summary document for the annual budget which would outline key spending decisions and assumptions made for multi-year planning, as well as relevant risks to the plan (e.g., sensitivity analysis, see Appendices D and E).

The preparation of multi-year education budgets will assist districts in making informed and sustainable budgeting choices.

Recommendation 20 – *The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:*

- *Set clear provincial policies on what school districts may save for, directly related to their strategic plans;*
- *Establish acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);*
- *Ensure that school districts have specific plans attached to each item or initiative when setting reserves and provide clear reporting on how the funds were spent; and*
- *Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.*

The ability to accumulate operating surpluses over time allows districts to more effectively spend their grants without the risk of losing unspent annual funding at fiscal year end and allows districts to address unplanned expenditures and longer-term needs and costs. Local capital reserves provide funding that facilitates longer-term planning for costs without a dedicated funding source, such as technology and equipment.

Historically, local capital reserves fund the purchase of capital items (e.g., vehicles) and other local capital requirements not included in the capital plan, such as administrative facilities. Currently, local capital reserves often cover capital purchases to accommodate enrolment growth purchases (e.g., portable classrooms) and can contribute to major capital projects. The local capital reserve accounts for capitalized asset purchases, even if funded from operating grants, have accounting rules that require districts to transfer operating funding to local capital and record these items as purchased from local capital.

The FMWG agrees that greater transparency is needed around operating reserves. Transparency is especially needed to understand the restricted portion, including why funds are being restricted, how these restricted funds are intended to be spent and how they are actually utilized (must be updated annually as part of the district budget process to capture new additions or adjusted plans to fully spend over time). Improved transparency will better inform discussions about the amount of funding required for capital and operating budgets to meet strategic plans and deliver services for students.

To drive consistency, the FMWG supports a provincial reserve policy in which the Ministry specifies the factors to include and provides a standard reporting template aligned to a three-year planning cycle to be provided as part of the annual budget instructions (see Appendix D). The policy must provide clarity and consistency across districts on restricted items. The policy must also ensure reporting on the spending from reserves and prioritize spending on the goals outlined in strategic plans for improving student achievement. Enhanced reporting will improve transparency on how the reserve was accumulated, the initial spending plan and whether the plan was met.

Once consistent restriction categories and simplified reporting is established, the unrestricted portion of the accumulated reserve – as reported in the audited financial statement – is expected to range from one to four percent. School districts whose unrestricted balances surpass four percent should provide the Ministry with a detailed plan to use the excess funds within the three-year planning window and a quarterly report on how actual spending compares to their plan. This will ensure that all districts strive to be within the expected range and there is Ministry monitoring as recommended by the Panel. This process would have similar expectations to the Ministry monitoring of districts in deficit. Districts should also have a plan to maintain an unrestricted reserve balance should it fall below one percent.

Local capital transfers from operating for the purchase of capitalized assets must be clearly identified in the three-year plan (see Appendix D).

With good financial planning and monitoring, districts can be more accountable for effectively spending their operating grants, avoiding a deficit position and planning for any reserves. There is an expectation of sustainable services for students over the planning period. Greater transparency in the planned use of reserves will also assist the sector in more appropriately identifying whether any operating funding is available for funding major capital projects.

The FMWG discussed Recommendation 22 and agrees that operating funding should be used for operating and minor capital items and government should fully fund capital plan program expenditures.

This implementation advice is supported by the OECD results of their study, *The Funding of School Education – Connecting Resources and Learning* (2017):

- More flexibility in the budget planning and execution process can serve to increase its responsiveness to unforeseen circumstances and changing priorities as well as provide incentives for the more efficient use of school funding at the planning stage.
- The planning of education budgets should also be flexible enough to respond to new priorities and unforeseen circumstances, as well as providing incentives for efficiency, for example through the transparent regulation of carry-over rights for unspent resources.
- Relaxing central input controls and increasing budget flexibility has been a common strategy to enable education authorities to pursue their objectives more efficiently and effectively.

Accountability Recommendations of the Panel

The FMWG reviewed the Independent Review Panel's accountability recommendations and noted the need for strong alignment with the recommendations on financial management.

Accountability mechanisms will be driven by the Ministry's *Framework for Enhancing Student Learning*, which requires boards of education to develop multi-year strategic plans for school districts and individual schools. Strategic plans will focus on improving educational outcomes for all students, as well as promoting equity for Indigenous students, children in care and students with diverse abilities or disabilities. Flowing from strategic plans, boards of education will develop aligned service and financial plans to resource and operationalize key goals and objectives.

To support strategic planning, the FMWG determined that the sector will benefit from a guidebook that provides resources, advice and best practices on financial planning and reporting. A comprehensive and accessible single-source resource document will improve consistency across districts; transparent reporting for parents, staff and community; and ensure government understands the financial plans and fiscal position of school districts. The Ministry will need to engage a knowledgeable group of individuals from the sector to assist in developing the guidebook.

The guidebook would need to be supplemental to the technical Operating Fund Account Descriptions, Budget Instructions, Financial Statement instructions, Capital Planning Instructions and Operating Funding Manual as an additional technical resource for secretary-treasurers and their staff that are supporting boards of education around the stewardship of public resources. The guidebook should accompany clear policy direction from the Ministry on provincial reporting and local policy requirements for boards of education and should not be overly prescriptive but provide helpful advice to boards of education and senior staff to ensure good financial practices and procedures.

While considering the accountability recommendations, the FMWG concluded that there needs to be a balance between increasing administrative burden on school district staff and implementing the accountability framework and improving transparency. The FMWG noted that not all school districts have the same level of planning and reporting capacity. It is important that the Ministry streamlines or reduces existing reporting requirements when adding new requirements in response to the Panel's recommendations.

Accountability Recommendations 14 and 16 are also supported by the FMWG. The group commented that providing an annual report may not be possible along with financial statements due to availability of student data at that point in time, and so may need to come slightly later in the year. The implementation of this advice should be accompanied by professional development for the sector to build capacity of school district staff on an ongoing basis.

Conclusion

The FMWG appreciated the opportunity to review the Panel's financial accountability recommendations for public education. Implementation advice is intended to support accountability and transparency while considering capacity and workload expectations for school districts. There should be common understanding of the spending decisions of boards of education and a framework to align strategic goals for improving student outcomes with local spending. This report seeks to provide a framework with clear roles and responsibilities and more transparent reporting of the financial decisions made by the Province and local boards of education. As well, district staff should be supported with a guidebook to help build capacity and support consistent planning and reporting efforts across the province.

Indicators of success will include the following:

- More clarity for funding of operating and capital expenses both at the provincial and local level
- More local engagement on finances and financial information
- Planning and financial decisions that are aligned and focused on student achievement
- Enhanced understanding of school district reserves
- Better understanding of variance between forecast to actual spending

The FMWG is available to answer any questions on this report and is hopeful that the Minister of Education will consider this advice for improving financial accountability.

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Appendix A: Working Group Membership and Meeting Dates

Membership:

Name	Organization
Kim Horn (co-chair)	Ministry of Education
Joan Axford (co-chair)	Implementation Coordination Committee
Greg Frank	BC Association of School Business Officials
Cam McIntyre	BC Association of School Business Officials
Andrea Sinclair	BC Confederation of Parent Advisory Councils
Scott Sieben	BC Principals' & Vice-Principals' Association
Christine Perkins	BC School Superintendents Association
Mike Murray	BC School Trustees Association
Michal Rozworski	BC Teachers' Federation
Rob Zver	Canadian Union of Public Employees - BC
Jan Haugen	First Nations Education Steering Committee
Keith Miller	First Nations Education Steering Committee
Archie Johnston	Independent Advisor
Paul Lewkowich	Office of the Auditor General
Lawrence Tarasoff	Rural Education Advisory Committee
Ian Aaron	Ministry of Education

FMI Secretariat Support:

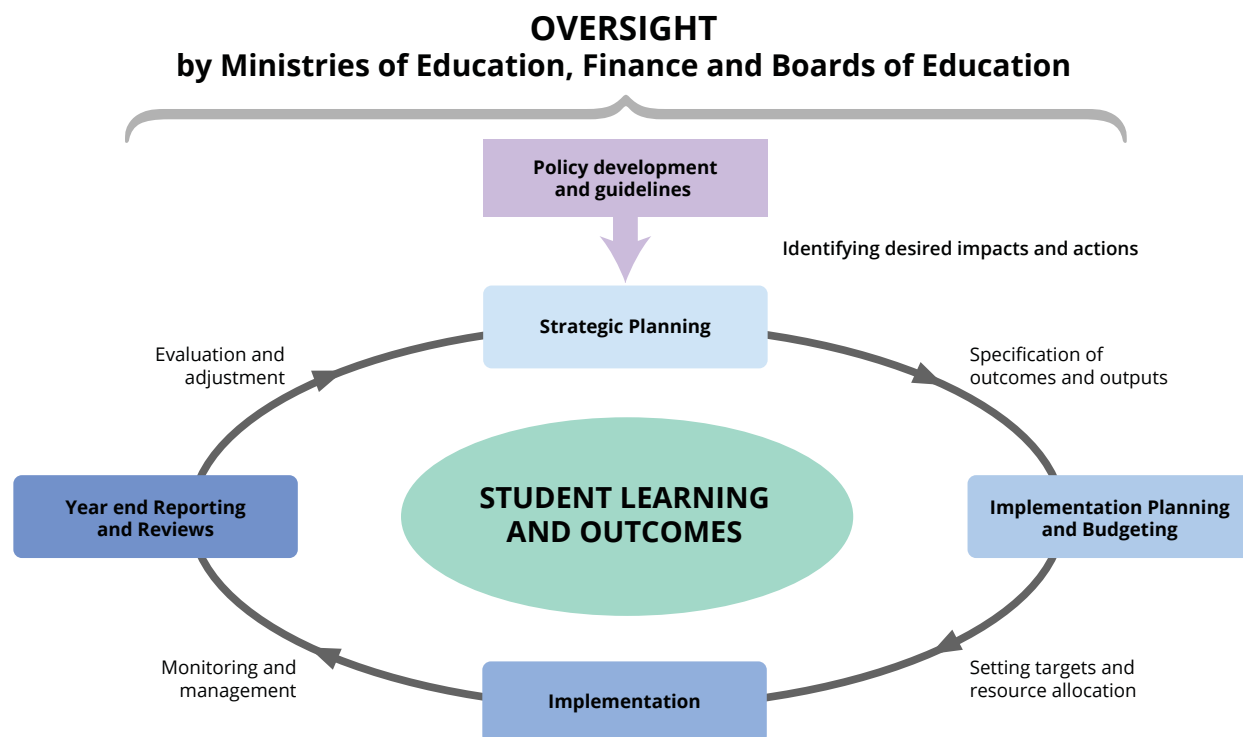
Alisha Olson	Ministry of Education
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Meetings:

- March 5, 2019 – Victoria
- April 2, 2019 – Victoria
- April 30, 2019 – Victoria
- May 28, 2019 – Victoria
- June 25, 2019 – Victoria

Appendix B: The Financial Accountability Components and Timelines

The proposed framework for financial accountability can be depicted as:



Timelines

- **Fall** – BCASBO provides cost and enrolment information to the province.
 - Ministry of Education updates its strategic plan goals and objectives in consultation with the sector and shares with school districts
 - Ministry prepares any budget documents for the Ministry of Finance and Treasury Board
 - Ministry reviews their policy documents for funding and financial budgeting and reporting and amends if required
- **December** - Amended funding for the current school year provides updated information to the province on the funding required.
- **February** - Provincial budget announced along with an information sheet on school year funding and commitments for the three-year plan (enrolment and compensation changes will be funded, etc.).
- **March** - Funding allocations to school districts for the following school year and budget instructions.
- **April - July** - School districts set their budget objectives in alignment with their strategic plan, approve and submit budgets. School district financial audits take place.
- **September** - School district financial statements that summarize school district financial health and progress to achieving their goals and objectives.
- Annual review and evaluation at all levels to inform updated strategic plans and future budgets which may involve an annual report, similar to a corporate report, that addresses student outcomes and includes financial information.

Appendix C: Example of Template for Tracking Sector Costs

LIST OF ESTIMATED COST PRESSURES					
Block Operating Grants required to cover Cost Pressures					
	2017/2018	2018/19	2019/20	2020/21	Comments
Cost of Enrolment Increases					
Cost Pressures Common to All School Districts					
Support staff wage increase					
Teacher Staff and TTOC wage increases					
Exempt Staff Increases					
Economic Dividend					
Labour Settlement Costs	-	-			
Upgraded New Generation Network Operating Cost					
Utilities					
Employee Benefits					
Liability Insurance					
New Programs					
General inflation -1.6%; 1.9% and 2% per year					
Other Cost Pressures	-	-			
Reductions in Costs					
New Procurement Entity, Insurance and Other					
Teachers Pension Plan Contributions					
Total Reductions					
TOTAL Cost Pressures	-	-			

Appendix D: Sample Reporting Templates for Three-Year Planning, Operating Reserves and Local Capital

Figure 1. Three-Year Operating Plan

Sample Three Year Operating Plan (Million \$)					Level of Risk (Conservative or Optimistic), Increasing or Decreasing over the Period
	Year 1	Year 2	Year 3	Assumptions	
Instruction	\$ 75.00	\$ 78.80	\$ 82.78	Enrolment is constant, inflation recognized	conservative -low risk as funding will increase with enrolment growth
District Administration	\$ 3.10	\$ 3.16	\$ 3.23	Compensation increases within	conservative - low risk
Operations and Maintenance	\$ 14.10	\$ 14.67	\$ 15.26	Inflation recognized	conservative - low risk
Transportation	\$ 1.88	\$ 1.94	\$ 1.99	Upgrade to add GPS to buses and cost	conservative - low risk
Total	\$ 94.08	\$ 98.57	\$ 103.27		
Salaries and Benefits	\$ 79.97	\$ 83.78	\$ 87.78	Salaries within mandate, benefits as projected by provider	low risk on compensation, high risk on cost of benefits
Supplies and Services	\$ 14.11	\$ 14.78	\$ 15.49	Increased by inflation	conservative low risk
Total	\$ 94.08	\$ 98.57	\$ 103.27		
Percent Change over Previous Year		4.77%	4.77%		
Revenue Projected	\$ 95.00	\$ 99.00	\$ 102.00		High risk that government will increase funding as projected and international students will continue to enrol and pay
Net Surplus/(Deficit)	\$ 0.92	\$ 0.43	(\$ 1.27)	District will draw on reserves in year 3 from the surplus in year 1 and 2	

Figure 2. Three-Year Plan for Accumulated Operating Surplus

Schedule of Operating Surplus Reserve	Opening Balance July 1	Planned Utilization Current School Year	Utilization Current School Year	Additions	Closing Balance June 30	Planned Next Year	Planned Year 2	Planned Year 3	Expected Balance	Comments
Internally Restricted due to Contractual Requirements										
Collective Agreements										
School Generated Funds										
Contracts with outside entities										
Contracts with Employees for Compensation and Benefits										
Internally Restricted by Board of Education due to Policy and Practice										
School Based Budget										
Department Based Budget										
Contingency										
Capital Plan										
Technology Plan										
Next Year's Operating Budget-included in Annual Budget to Balance										
Purchase Order and Contract Commitments										
Strategic Plan Goals (provide details of expected Use and Timeframe)										
Detail										
Detail										
Detail										
Total Fund Balance that is Restricted										
Unrestricted Operating Surplus										
Percentage Unrestricted is of the Operating Budget										

Figure 3. Three-Year Plan for Local Capital

Local Capital		Planned for	Planned for	Planned for
	Current Year	Year 1	Year 2	Year 3
Opening Balance				
Sale of Property-Board's Share				
Detail				
Detail				
Detail				
Total Sale of Property				
Net Expenses				
Transfer from Operating				
Assets Purchased				
Detail				
Detail				
Detail				
Total Assets Purchased				
Interest earned				
Closing Balance				

Appendix E: Potential Sections of a School District Budget Summary Document

Budget Summary

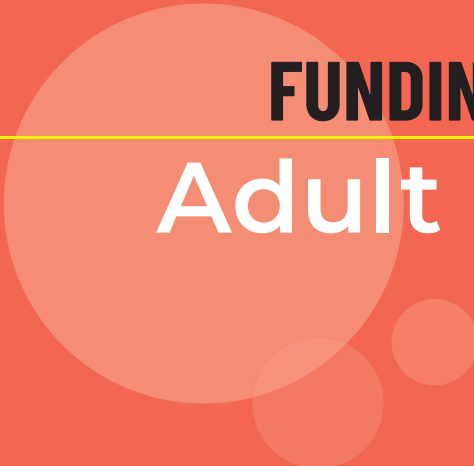
Key Decisions Made in the Budget

Strategic Plan Goals Addressed in this Budget

Use of Reserves

Comparison with Previous Year by Function

Three Year Plan by Function and Key Assumptions and Risks



FUNDING MODEL IMPLEMENTATION

Adult and Continuing Education

WORKING GROUP REPORT

OCTOBER 4, 2019

Background

The Adult and Continuing Education Implementation Working Group was tasked with assisting the Ministry of Education in determining the best approach to implementing Recommendation 11 of the Independent Review Panel's report:

Recommendation 11 – Notwithstanding Recommendation 9, funding for the following programs should remain course-based:

- *Graduated adults*
- *Non-graduated adults*
- *Continuing education (adult and school-age learners)*
- *Distributed learning (for adult learners only)*

While the Panel's original report included summer school as part of Recommendation 11, it is not related to Adult and Continuing Education and was therefore out of scope for the Working Group.

The Working Group agreed that there is a need for adult education programs in the K-12 sector. There are many reasons why some students do not complete and obtain their Dogwood in the regular timeframe, are unable to learn in the regular classroom setting or make life choices that require flexible scheduling of education. It is vital that the sector continue to provide adult education programs that ensure students are given the best opportunities so that they become or continue to be successful. This includes continuing to offer courses to adults through distributed learning.

The Working Group thoroughly discussed the need for adult programs, the delivery of those programs and how to better support students. The work included:

- Defining challenges and opportunities of existing program structures for Adult and Continuing Education;
- Revising the vision statement for Adult Education, as a foundation for program and funding policy;
- Reviewing relevant data, such as demographics of adult students and their educational outcomes, to articulate/provide stronger evidence on the current successes and challenges;
- Developing student profiles to better understand the range of learners in Adult Education programs, their learning needs, and their goals;
- Providing advice on key policy questions related to Adult Education, from system, district and school perspectives;
- Defining positive and negative implications for different funding approaches (i.e., course-based funding, program-based considerations and a combination/hybrid consideration);
- Suggesting mitigations for potential issues arising from different funding approaches; and
- Identifying possible indicators of success for adult programs and students, including completion and transition rates.

Meetings and Membership

The Working Group met four times between March and June 2019. The Working Group had 13 external members representing key partners in the BC K-12 education system and six members from the Ministry of Education, both from the Funding Model Implementation Team and the Adult Education program area. Emilie Hillier (Ministry of Education) and Deborah Jeffrey (Implementation Coordination Committee) co-chaired the Working Group. The Working Group's membership and meeting dates are listed in Appendix A.

Summary of Discussion Themes

Successes of current course-based funding model for adult and continuing education

- Non-graduated adults, including those who have struggled previously and other vulnerable adult students, have had success with current adult education programs.
- The Adult Dogwood provides a flexible pathway to graduation, employment and post-secondary studies for vulnerable students who are not able to complete the regular Dogwood and older adult learners who need a timely graduation credential.
- Elimination of tuition in 2017 for foundational and academic upgrading courses pursued by graduated adults has improved access to adult education.
- The current system provides the flexibility for adult students to enrol in the courses they need and when they need them (i.e., continuous entries throughout the year via distributed learning and Continuing Education centres).
- Course-based funding and multiple funding counts also enable districts to respond to increases in demand in adult education programs and at Continuing Education centres (adult and school-aged students).
- The current funding model is understood by current partners and stakeholders.

Diverse needs of adult learners

- Adult learners are diverse, and many are vulnerable students who have complex and unique learning needs.
- Some non-graduated adult students were not successful in achieving graduation as school-aged students and may face multiple barriers to education.
- In larger urban districts, many adult students are newcomers to Canada with language learning needs; some need additional supports (such as those from refugee backgrounds).
- While tuition may be free, many adult students face costs to attend school such as transportation, child care or foregone income.
- During their studies, some adults need a wide range of supports to be successful, such as counselling, learning support services or services for Indigenous students or English language learners. Under the current model, districts do not have access to supplemental funding for adults that re-enter the system.
- While it may cost less to educate adult students, the current funding differential between adult students and school-aged students and the lack of supplemental funding for adult students does not reflect all adult students' needs for supports.

Over-representation of Indigenous and young learners in adult education

- Indigenous learners, especially younger adults, are over-represented in adult education programs enrolment and in Adult Dogwood graduates.
- 18-year-olds also make up a significant proportion of adult learners and Adult Dogwood graduates.
- School-aged students should not be prematurely encouraged to pursue the Adult Graduation Program.
- If students are contemplating the Adult Dogwood, the student (and their parent/caregiver) should be fully informed of the implications, including how the credential differs from the regular Dogwood and the prerequisites needed for post-secondary study.

Continuing Education centres

- While many students at Continuing Education (CE) centres are adults, students aged 16 and up can also be enrolled in CE centres.
- Some school districts draw on the flexibility of CE centres to enrol school-aged students throughout the year to support career and trades programs that do not fit traditional school-year timelines.
- The current course-based funding model allows for innovative programming for school-aged students funded through CE centres, generating additional funding above the headcount funding.
- These programs are funded primarily in the second and third counts so should be considered in connection with the panel's Recommendation 9.

Other challenges and limitations of current funding model

- For some unique programs (e.g., in corrections centres or in rural/remote communities), course-based funding may not provide enough stability or consistency for a school district to offer adult education courses. In these circumstances, program-based funding could improve access to adult education.
- The 50/50 funding model for graduated adults poses financial planning challenges for school districts and may act as a disincentive for some districts to offer adult education courses.
- Students cross-enrolled in different districts are not eligible for funding in both locations, limiting the ability to take courses in neighbouring districts (e.g., adults at an Alternate Education school or school-aged students at a high school in one district are not funded for courses taken concurrently at a Continuing Education centre in another district).
- The restriction that students must be at least 16 to be funded through CE centres can limit access to career programs for younger students.
- The restriction that students claimed for funding at an Alternate Education school cannot be also claimed for funding at a CE centre limits vulnerable students' access to career programs in some districts.
- The differential in funding between courses for adults and school-aged students can limit the depth and complexity of the course design and delivery.

Proposed performance measures

- Completion rates for courses
- Time taken to complete courses
- At what levels courses are completed (e.g., what percent of students achieve C+ average or higher)
- Rates of transition from Foundations courses to high school completion courses
- Rates of transition from adult education programs to post-secondary institutions
- Positive feedback from post-secondary institutions, employers, local First Nations
- Feedback from students
- Fewer Indigenous students in the adult graduation programs
- Availability and variety of adult education programs throughout the province

Considerations

Funding model

- The group concurs with the Panel Recommendation to retain course-based funding for adult and continuing education and suggests maintaining multiple enrolment-count dates for funding.

Additional funding

- The group suggests that the Ministry consider adult students when deciding future directions for supplemental funding (e.g., for Indigenous learners, learners with special needs and English Language learners), as the course-based model does not include specific funding for support services.
- The group suggests addressing the funding differential between adults and school-aged students.

Other considerations

- The group suggests that accountability mechanisms be improved to focus on educational programming and student success.
- The group suggests that consideration be given to a process similar to the Quality Review process used previously for adult education programs.
- The group suggests that consideration be given for program-based funding for unique adult education programs (e.g., correctional facilities).

Related policy implications

- The group suggests that the needs of adult learners and continuing education programs be considered when examining the Independent Review Panel's Recommendations 4, 6, 9, 15 and 18 (see Appendix B for the full text of these recommendations).
- The group suggests that other issues raised through this process be further examined, with the potential to update relevant policies, including:
 - The premature shift of school-aged students and Indigenous students to the Adult Dogwood program;
 - Potential for the elimination of the 50/50 funding mechanism for tuition-free courses; and
 - Basing continuing education on course grade level instead of age.
- The group suggests that a final review of changes to the funding model be conducted in partnership between the Ministry data collection experts, partners and district leaders to examine unintended consequences.

Conclusion

Adult and continuing education play a critical role in BC's education system. It is vital to maintain adult education programs as options for learners. The decision to strike a full working group to examine Recommendation 11 speaks to the importance of adult and continuing education.

The Working Group appreciated the opportunity to thoroughly examine this recommendation with a wide group of partners beyond the usual stakeholders. Given the significant changes proposed as part of the funding model review, Working Group members appreciated the Ministry's approach of taking more time to consult and to establish multiple points of contact with partners. The Working Group felt that this was a useful model for future efforts to manage large-scale change to BC's education system.

Proposed approach	Implications of proposed approach	Mitigation strategies
Course-based Funding Model		
Course-based funding for all adult learners	<p>Positive</p> <ul style="list-style-type: none"> • Allows districts flexibility to respond to increases in demand • Allows adult learners flexibility to take classes they need, when they want • Allows adult learners flexibility to take courses in school or through distributed learning • Understood by current partners and stakeholders • Recognizes that most adults do not take a full course load (i.e., 8 courses concurrently) <p>Challenges</p> <ul style="list-style-type: none"> • May not provide enough support for unique or small programs (e.g., programs in correctional centres and rural/remote locations) • May not fully address the diverse needs of all adult learners 	<ul style="list-style-type: none"> • Investigate possible increase to per-course funding for adults to assist in addressing the diverse needs of adult learners • Consider adults in the prevalence calculation for inclusive education • Consider addition of targeted funds for Indigenous adult learners • Investigate possible program-based funding for adult education programs in correctional centres and potentially also programs in rural/remote locations

<p>Course-based funding at Continuing Education centres</p>	<p>Positive</p> <ul style="list-style-type: none"> • Provides adults with another location for taking courses • Continuous multiple counts of students allows school-age students on the standard graduation program to take additional courses at non-traditional times (e.g., career courses that do not start and end in line with the school calendar and timetable) • Allows school-age students to take additional courses not offered/available at their local school (e.g., career pathway courses and dual credit programs offered in partnership with local college) • Enables districts in funding protection to respond to the needs/requirements of their respective students (i.e., students wanting specific and new career-oriented programs which would be offered/operated through a Continuing Education centre) <p>Challenges</p> <ul style="list-style-type: none"> • Conflicts with Recommendation 9 for headcount funding for school-age students • Without reconciliation with Recommendation 9, districts may report school-age students for funding through Continuing Education centres, resulting in a cost pressure to overall public education funding 	<ul style="list-style-type: none"> • Investigate potential restrictions on the type of courses school-age students could take through a Continuing Education centre (e.g., only career pathway courses and dual credit programs) • Investigate potential restrictions on the number of courses school-age students could take through a Continuing Education centre • Ensure school-aged students at Continuing Education centres are there to supplement their learning (and not have it as their primary location for school) • Establish clear policies on dual credit and career programs
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Appendix A: Working Group Membership and Meeting Dates

Membership:

Name	Organization
Emilie Hillier (co-chair)	Ministry of Education
Deborah Jeffrey (co-chair)	Implementation Coordination Committee
Steve Hopkins	BC Association of School Business Officials
John Gaipman	BC Confederation of Parent Advisory Councils
Larry Mattin	BC Principals' & Vice-Principals' Association
Mike McGlenen	BC Principals' & Vice-Principals' Association
Geoffery McKay	BC School District Continuing Education Directors Association
Kevin Brandt	BC School Superintendents Association
Val Adrian	BC School Trustees Association
Michal Rozworski	BC Teachers' Federation
Loree Wilcox	Canadian Union of Public Employees - BC
Thane Bonar	First Nations Education Steering Committee
Barbara Binczyk	Ministry of Advanced Education, Skills and Training
Lynn Hauptman	Rural Education Advisory Committee
Sasha Gronsdahl	Ministry of Education
Janine Hannis	Ministry of Education
Brent Munro	Ministry of Education

FMI Secretariat Support:

Tammy Blair	Ministry of Education
Neal Dobinson	Ministry of Education

Meetings:

- March 7, 2019 – Victoria
- April 16, 2019 – Richmond
- May 15, 2019 – Richmond
- June 20, 2019 – Victoria

Appendix B: Additional Independent Review Panel Recommendations

Recommendation 4

The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential and relevant special grants outside the block into a single supplement, with the following two components:

Component 1: 'Unique School District' characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:

- The enrolment of a school district compared to the provincial median school district enrolment;
- The distance from communities containing schools to geographic centres containing basic services;
- The climate of a school district, characterized by the cost of providing heat and cooling for school; and the fuel utilized, and the amount and duration of snowfall in a school district;
- The distribution of students and schools across a school district, as characterized by:
 - The density of the student population in a school district, compared to the highest density school district in the province;
 - The average distance from each school to the school board office, including the effect of geographic features; and
- A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.

Component 2: 'Unique School' characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:

- The number of small schools within a school district, with different weightings and sizes used for elementary and secondary schools, and provide an increased contribution where a school is the only one in the community and is persistently under capacity; and
- The persistent over-capacity of schools at the school district level.

Recommendation 6

The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:

- Supplemental Special Needs Funding;
- English/French Language Learning;
- Supplement for Vulnerable Students;
- CommunityLINK;
- Ready Set Learn;
- Supplemental Student Location Factor; and
- Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.

This single Inclusive Education Supplement should allocate funding through the following two components:

Component 1: Students requiring high-cost supports should be funded, and school districts should continue to report and claim these students to the Ministry for funding. More specifically:

- Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students' learning; and
- All funding claims in this category should be based on a medical diagnosis and should be subject to compliance audits to verify that eligibility criteria have been met.

Component 2: The remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:

- Health factors (50%)
- Children in care (20%)
- Income and earnings (20%)
- English/French Language development (10%)

Recommendation 9

The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.

Recommendation 15

Consistent with the shift to supporting student improvement and learning, the Ministry should:

- Shift the focus of the Compliance Audit Program from purely financial to have a quality assurance emphasis that incorporates best practices-based recommendations regarding student outcomes, structure of programs and services, and overall management of school district operations.
- Defer the recovery of funding for one year, to allow school districts time to adopt compliance team recommendations. This one-year deferral would not be available if it is determined that there has been deliberate contravention of funding eligibility policies.

Recommendation 18

The Ministry should identify net cost pressures and new program expenditures and, as part of the provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.



FUNDING MODEL IMPLEMENTATION **Inclusive Education**

WORKING GROUP REPORT

OCTOBER 4, 2019

Overview

In early 2018, an Independent Panel (the “Panel”) performed a review of BC’s K-12 Public Education Funding Model with an emphasis on creating a system that is responsive, equitable, stable and predictable, flexible, transparent and accountable. The K-12 public education funding formula and allocation has not changed since 2002 and many stakeholders expressed the view that the system is not funded adequately.

While the current system meets the needs of the vast majority of students, the Panel found that there are a number of student populations, such as children and youth in care, Indigenous learners and students with unique learning needs whose educational needs could be better served. Service to these groups of students was found to be inconsistent and inequitable across the province and the Panel heard that the inability for school districts and communities to provide services was often linked to the funding model. Teachers and support staff expressed concerns about the level of resources and supports available and indicated that it is difficult to advocate for more help in classrooms. Parents/stakeholders identified that they were unsure of what to do or where to go if there were concerns about services.

The intent of the Panel’s recommendations was to provide a framework to strengthen equity of educational opportunity for a broader range of students by reducing service disparities across the province. The Panel wanted to maintain a student-focused approach that allows boards to focus on the timely provision of supports and services to students. The Panel’s goal was to ensure greater transparency on how funding is used and to improve the financial management and efficient utilization of funding. In addition, the Panel wanted to ensure funding was easier to access and that funding and funding rules are not a barrier, either real or perceived, to service provision.

After the report’s release in December 2018, four working groups were established with key education partners and stakeholders to assist the Ministry of Education in establishing implementation options. The Inclusive Education Working Group (the “Working Group”) was established to assist the Ministry of Education with determining the best approach for implementing Recommendation 6:

Recommendation 6:

The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:

- *Supplemental Special Needs Funding;*
- *English/French Language Learning;*
- *Supplement for Vulnerable Students;*
- *CommunityLINK;*
- *Ready Set Learn;*
- *Supplemental Student Location Factor; and*
- *Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs*

This single Inclusive Education Supplement should allocate funding through two components:

Component 1: Students requiring high-cost supports should be funded and school districts should continue to report and claim these students to the Ministry for funding. Specifically:

- Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students' learning; and
- All funding claims in this category should be based on a medical diagnosis and should be subject to compliance audits to verify that eligibility criteria have been met.

Component 2: The remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:

- Health factors (50%)
- Children/youth in care (20%)
- Income and earnings (20%)
- English/French Language development (10%)

While it was not the main recommendation of focus, the Working Group was also asked to ensure Recommendation 1 was considered from a global perspective as it has implications for the entire funding model.

Recommendation 1 stipulates that the Ministry should initially allocate funds to address students requiring additional supports and for unique school district characteristics as these areas represent the primary cost-drivers for school districts. All remaining funds would then be distributed per student.

Areas out of Scope but Important Considerations for Implementation of Recommendation 6

Over the course of the seven meetings, several important topics emerged that were deemed as out of scope for the Working Group. These should be considered when the funding system is finalized and are as follows:

Quantum: This particular topic was raised multiple times and comprised a significant portion of the dialogue. The Working Group was assured that the implementation of Recommendation 6 is not intended to reduce resources currently provided under the inclusive education supplement. The Working Group started from the premise that funding under a new model would support the same or improved services and if not, the Working Group's advice on implications would likely be different. The Working Group expressed significant concerns that funding in the current system is not meeting the needs of students and that any new model must contain sufficient funding as a baseline and the ability to increase over time if/when needs change. Members of the group reflected that many school districts currently spend more than their Special Education allocation provided due to the quantum and that the majority of school district annual budgets are allocated to staffing and benefits, which limits the flexibility to allocate additional funding to supports and services. The Working Group also assumed that if future costs to support student needs increase, the quantum would also increase.

Other panel recommendations: Although the Working Group did receive presentations from the leads of the Financial Management Working Group and the Advisory Committee for Enhancing Student Learning for context, some of the information and discussion was limited due to confidentiality concerns. In addition, the Group was asked not to consider or assess any of the recommendations beyond those it was tasked with.

Collective bargaining: The Working Group agreed to leave bargaining topics at the bargaining table and did not engage in a conversation or analysis of how a future funding model may impact collective bargaining conversations or future Collective Agreements. The Working Group does acknowledge and recognize that any changes in a funding model will likely impact future Collective Agreement negotiations.

Other ministries: There are clear linkages in Inclusive Education to other Ministries and Crown Corporations (e.g., Ministry of Children and Family Development, Ministry of Advanced Education, Skills & Training, Community Living BC) and the Ministry is aware that these Ministries will be impacted and will continue to work with them through the changes, however the Working Group agreed that discussing other Ministry programs and services were out of scope. The Working Group did however highlight that it is crucial in any implementation to ensure that other Ministries currently using Ministry of Education designations or school district completed assessments are aware of any future changes so that students do not lose services or access to programs and that there is a shared understanding of the value of student assessments to support learner success. The Working Group also acknowledged that the Ministry of Education will need to engage with other Ministries to ensure inter-ministerial protocols are updated as necessary.

Other Considerations

Economic modelling

Similarly to quantum, this particular topic was raised several times over the course of the seven meetings. Due to complexities and timing, the Working Group was not able to see modelling of a potential Inclusive Education supplement. The Working Group felt it would have benefitted from either a hypothetical model of a school district or an example comparing current funding and the proposed new funding. The Working Group understands that this work is still underway and that the Inclusive Education supplement must be modelled and considered within the framework of all the other funding pieces whilst ensuring improved service to diverse learners. However, the Working Group felt this impacted their ability to fully assess implementation implications. The Working Group expects their respective organizations to have an opportunity to be reconvened or to provide further feedback once the modelling is complete.

Future policy work

Although the Working Group was able to consider multiple implications and provide opportunities to address them, there are some outstanding pieces related to policy and program implementation. The organizations represented in the Working Group would like to be involved as the Ministry moves the policy work forward (e.g. to be able to review and have input into the final Complex Needs/High-Cost category). Many in the working Group also asked for an ongoing Committee on Inclusive Education to continue to build on the relationships established and to continue to have input into the Ministry's work in this area.

First Nations consultation

The Ministry of Education recognizes its unique consultation obligations to First Nations as rights holders separate and outside of this process. The Ministry will ensure that bilateral discussions, as committed to under the BC Tripartite Education Agreement (BCTEA), take place as part of commitments to support improved educational outcomes for First Nations students.

Background

The Working Group met seven times between March and August 2019. The Group was comprised of 20 external members representing key partners in the BC K-12 education system and four Ministry of Education staff from the Inclusive Education Branch (Learning Division) and Funding and Financial Accountability Branch (Resource Management Division). Co-chairs of the Working Group were Cloe Nicholls, Executive Director of Learning Supports from the Ministry of Education and Piet Langstraat, Implementation Coordination Committee. Names and affiliations of Working Group members are appended to this report (Appendix A). This report reflects what was discussed by the Working Group and is a Ministry document that is not endorsed by any of the organizations represented in the Working Group. Over its seven meetings, the Working Group spent considerable time talking about and understanding the current funding model and delineating the difference between a funding model and a spending model. Through further meetings, the Working Group identified and explored many implications and potential opportunities to address them.

Considerations for Potential Implementation

1. Accountability & Transparency

Implications related to accountability and transparency are relevant under a future hybrid model but would also create improvements if addressed under the current model.

Implication: Given that Recommendation 6 proposes that funding identified for specific purposes (e.g., Ready Set Learn, English Language Learners (ELL), CommunityLINK) be rolled up into a broader Inclusive Education supplement and for districts to continue to have full discretion of how to spend the funding across their district, the Working Group agrees that accountability is the fundamental underpinning of all the Funding Model work. The Working Group believes that for Recommendation 6 to be successfully implemented, a robust, transparent accountability structure is required. This accountability structure must be focused on more than just financial accountability and must include clear actions the Ministry will take to ensure equitable outcomes for all learners. The Ministry as well as boards of education have a shared responsibility to ensure financial and system accountability; various levels and forms of support are required to ensure accountability. However, many in the Working Group also articulated that accountability is fundamentally important in the current system as well, and that efforts to better demonstrate how boards assess students, allocate funding and provide services and supports would be expected in either model.

Opportunity: Ensure that any shifts in Inclusive Education funding are aligned and implemented in concert with the Framework for Enhancing Student Learning and the recommendations from the Financial Management Working Group. It must be clear to the public which factors are considered for funding, what can be considered as appropriate service expectations and how districts will budget to provide those services. The Ministry should ensure boards create a public, transparent process outlining how students will be assessed (e.g., diverse abilities, children/youth in care, ELL); the types of services and supports that are expected to be in place; the process that will be followed to ensure supports are in place; the funds budgeted for those supports and what recourse is available for parents, caregivers and students if the process is not followed, if they require more information or if they disagree with a board decision. There also needs to be a way for school districts to consult with the Ministry to ensure accuracy of the prevalence model data, thereby ensuring checks and balances for the amount of funding provided.

2. High Cost Component – Policy & Eligibility

Implication: A new complex needs/high-cost category will need to be developed. Confirmation is needed that full funding for the “high cost” category will be regularly monitored and adjusted based on actual costs of services and supports.

Although the Panel’s report refers to a “high-cost” category, the Working Group agreed that a more inclusive and appropriate term would be “complex needs and high-cost supports”. This recognizes the complexity of student needs without suggesting those students are “expensive” or a burden. This report will use the term “complex needs/high-cost supports” for clarity.

Opportunity: The Working Group discussed options for a new category and came to the following options:

- A. Create a new category that includes the current criteria for Category A (Deafblind) and B (Physically Dependent) and also expands the physically dependent criteria (currently feeding, dressing, toileting, mobility, personal hygiene) to include additional functional domains (social/emotional regulation and safety, self-determination and independent living, communication/language processing and cognitive). Students would need to have complex needs in multiple functional domains in order to qualify for this category.
- B. Keep Category A and B and add a third category that includes complex social/emotional behavioural needs. This third category would also need to meet the criteria as described in Category A.

Further assessment of options and related discussions for this category is attached in Appendix B. The Working Group did reach consensus that the current Level 1 category is not meeting the needs of all students, particularly those with complex socio-emotional or behavioural challenges and that it should be expanded slightly to ensure additional supports can be provided. This expansion should also be done thoughtfully and with clear criteria to ensure transparency for parents and school districts as well as to ensure that the category can be funded appropriately. The Working Group recognizes there is a possibility that this category could grow in a way that is ultimately unsustainable unless there are clear criteria and a review process in place.

Further work is required to finalize the criteria for this category, create system-wide understanding and look at options to address cost escalation as well as monitor/evaluate designations of students in these categories, with attention to the proportional designation of specific populations of students. Many of the organizations represented in the Working Group would like to take part in that future work.

3. Prevalence Component – Data & Modelling

Implication: Prior to the prevalence model being implemented, it will be essential to know the degree to which funding levels may change in school districts and share this information publicly as this may have staffing and resourcing implications. As stated above, the Working Group had a strong desire to see this modelling and provide input as a part of the process.

Opportunity: Ministry staff will begin work in Summer 2019 to create models and metrics for sample districts comparing the current system to a system based on prevalence. This modelling will provide greater understanding and certainty as well as transparency to school districts and will help to inform the Ministry of short-term transitional funding needs and any required funding policy adjustments. The Working Group emphasized the need for ongoing refinement of the formula to ensure the model continues to meet the needs of the students it is meant to support.

Funding for all seven areas of funding outlined in Recommendation 6 are collapsed into one and there needs to be examples through modelling and discussions with school districts.

Implication: The weighting assigned to each sub-component as recommended by the Funding Model Review Panel of the prevalence data calculation in Component 2 requires modelling to be evaluated.

Opportunity: The weighting of the prevalence data calculation as recommended by the Funding Model Review Panel; Health Factors (50%), Children/Youth in care (20%), Income and earnings (20%) and English/French Language Development (10%); will need to be reviewed and recalibrated as the process of modeling continues.

Implication: Under a potential prevalence model, the current 12 special needs designations will no longer be used to categorize students or to trigger supplemental funding and disaggregated data by designation may no longer be reported. Data on levels of support and outcomes for students with diverse needs and from diverse circumstances must continue to be collected and published to support student success. Individual confidentiality and masked data will need to continue to be respected.

Opportunity: The Ministry needs to establish a rigorous data collection method with a quality assurance component to ensure that school districts continue to track and report on students with diverse needs. Data by designation will continue to be available from the Ministry of Health and used as a part of establishing the prevalence formula; the Ministry should report out on all data used in the model as permitted by the Ministry of Health. Individual confidentiality and masked data will need to continue to be respected.

The Ministry has started an internal Data Quality Strategy team to generate options for data transitions. The Ministry would like to ensure that students who are currently designated in a specific category will not be lost and that there will be a transition with the current data. The Working Group supports this idea and many members in the Group are interested in being engaged in that work moving forward.

Implication: Census and some other data will not be current enough to recognize emerging needs, particularly in the case of data for English Language Learning (ELL) students and income and earnings census data may also lack accuracy in serving as a proxy for instructional need as questions related to language spoken in the home do not correlate with an established need for ELL services and supports. Census data may also lack relevance for quantifying the complexity of language diversity in school districts as census boundaries differ from school district boundaries.

Opportunity: The Working Group believes the Ministry should consider accessing additional data sources that may provide more recent evidence of emerging needs. The Working Group understands that the best available third-party data is the census, however other reliable and available data sources across the whole province should also be considered.

For example, school districts collect data through the 1701 process that could be used to create a new robust data source as this data includes information on primary home language for each registered student. This information is provided by parents on school registration forms and no additional 'incentive' is required to encourage school districts to collect the data.

Some working group members suggested data for Income and Earnings may come from the Ministry of Social Development or be determined through similar formulas used with the vulnerable student supplement (as a component of CommunityLINK).

Implication: Widely divergent levels of access to and utilization of local medical and other support services for children may impact the accuracy of the medical data used for prevalence. The Working Group specifically discussed the implications of access for rural/remote and First Nations communities and indicated that there will need to be a specific strategy to ensure that these populations as well as others who may not have access to or utilize supports and services are represented.

Opportunity: The Ministry will need to work with parent groups and other Ministries to help increase awareness of the proposed new model and its purpose. This should include ensuring that there is an understanding that this is not a move to a medical model and that privacy will be protected. As the model is a prevalence model (not an incidence model), not every student needs to be captured; there is an ability to scale up the data the Ministry does have and apply it to the whole school district. This ensures that students who do not have access to or do not utilize services for a range of different reasons are still represented in the model. The Ministry will also ensure a specific focus on rural/remote and First Nations communities in reviewing the prevalence data.

4. Supports & Services

Implications related to supports and services are relevant under a future hybrid model but would also create improvements if addressed under the current model.

Implication: Services and supports for students in the current system are not solely dependent on funding, for example students with designated learning disabilities are provided with supports through block funding. Continuing to assess students' needs in order to ascertain the services that best fit the needs of the learner is key in any funding system for Inclusive Education. The elimination of a requirement to assess, categorize and designate students to receive supplementary funding for the prevalence component of a hybrid model could result in decreased focus and effort to complete student assessments as the money will already have been provided to the school district. The Working Group agrees that there needs to be a way to ensure assessments to inform instruction, supports and services will continue with the proposed new model. The Working Group also believes quality Individual Education Plans (IEP) need to continue to be a part of planning and support for students with diverse abilities and disabilities.

Opportunity: Ministerial Orders and the Inclusive Education Policy and Guidebook will need to be updated to ensure schools and districts are aware of their continued responsibilities to assess student needs and provide supports and services. Such assessments must be commonly understood and transferrable so that students moving from one school or district to another, or outside the BC public school system, will be accompanied by a copy of the assessment (with parent permission) and supporting documentation to support their learning needs.

Implication: With some Inclusive Education funding no longer tied directly to assessments, Ministry designations and ELL service, parents will require assurances that their child's educational needs will be identified and met along with their child's human rights and that their parental rights and responsibilities as advocates for their children are not being lost with the implementation of a new model.

Opportunity: A *Parent Guide* will be developed collaboratively with parents and caregivers to describe the proposed new funding allocation system, the rights of parents and students and the responsibility of school districts to accommodate students with diverse abilities or disabilities and diverse language backgrounds. The Working Group also agrees (as above) that boards should be required to publicly outline how they plan to provide services to students within their budget, including how they will continue to assess student learning needs. The Working Group feels this strategy is relevant in any funding model moving forward and would also benefit the current model.

5. Transitions/Timing

Implication: Shifting to a new funding model is a complex and iterative process. There may be factors (such as student shifts in ELL student demographics) unique to school districts that are not accounted for within the initial prevalence model and weighting.

Opportunity: The Ministry should work with school districts to articulate a process whereby concerns or additional unique school district factors that impact student needs can be shared with the Ministry for funding consideration. For example, arrivals of significant numbers of refugees within a school year or increased diverse learners with complex needs and high-cost supports. A strong model may capture transient student populations in school districts as a variable and consider that some larger school districts may be able to absorb this variability while smaller school districts may experience a more significant impact.

Implication: The proposed new funding model will require local and provincial procedural changes to Ministry policy and a clearly communicated understanding of the factors considered in the prevalence funding calculation for each school district.

Opportunity: The Ministry will need to provide support through resources and tools for practitioners, particularly in the transition phase, to enhance understanding and to build operational capacity. This is also necessary to ensure that a similar level of support can be expected when a student transfers from one school district to another. School districts will need to be provided with clear information to understand the new funding model and how it strives to represent the diversity and complexity of the needs of students in their district and reflect the current practices in Inclusive Education. School districts will also need to understand what their options are to seek additional funding (if any) if they feel there are unmet needs.

Implication: The significant changes in funding model and implications related to service delivery are not yet well understood. There is a high degree of uncertainty and even fear of the unknown. Current Ministry Policy, Ministerial Orders and the Special Education Policy Manual will require updating and there will also be impacts on inter-ministerial agreements.

Opportunity: Ministry staff has and will continue to activate a comprehensive engagement and communication strategy to support the successful implementation of the new Inclusive Education funding model. Key elements will include:

- Clarity on how the new model allocates appropriate funding and helps to fulfill a commitment to prioritizing support for individuals and communities with the highest needs;
- Confirmation of the amount of funding that will be allocated to each school district, the rationale and formula used to determine the funding amount and clear processes that will be followed within each school district to spend the funding equitably on student services and supports;
- Explanation of how individual student and family confidentiality will be protected in the data gathering process;
- Confirmation that government will have a transparent process to provide adequate, sustainable and equitable funding for students with intensive supports including equipment and full-time support staff;
- Development of a *Parent Guide* and an *Inclusive Education Guidebook* to ensure a shared understanding of the operation of the new model and service delivery expectations;

- Engagement in comprehensive work with stakeholders (many already represented on the Working Group) to develop and pilot the details of the implementation strategies;
- Training for staff in the education sector to implement the new model and accompanying accountability mechanisms;
- A managed implementation to support the transition to the new model;
- Any shifts in Ministerial Orders, Policy or Guidebooks to be in place prior to implementation;
- Conducting a review of the new model one year after its full implementation and conducting ongoing and regular reviews of the model thereafter;
- Assurance to parents and Student Services staff that an individual student's diagnosis or designation – or absence of either – will not impact the provision of services;
- Assurance that individual school district assessments will not affect the prevalence model and that not being recognized in the prevalence model will not impact services and supports in the system; and
- Potential to engage with post-secondary institutions to update certification and degree program components to become more inclusive.

Ministry staff recently engaged in an intensive consultation and collaboration with education stakeholders and rights holders to update the Special Education Policy Manual. Further updates to the policy and related Ministerial Orders will need to be completed to align the final policy with the potential shifts in funding allocation. This work should involve members from this Working Group as well as Ministry partners.

6. Building Capacity

Implication: Senior leadership staff in the education sector will require ongoing new learning to implement the new model and its accompanying accountability mechanisms.

Opportunity: Increased and improved understanding of the model will support senior leadership staff to implement the model.

7. Audit & Compliance

Implications related to audit and compliance are relevant under a future hybrid model but would also create improvements if addressed under the current model.

Implication: The existing financial audit program will need to be changed so that it aligns with a new funding model.

Opportunity: New audit requirements should be developed and field tested. Such an initiative will allow for an additional emphasis on qualitative elements rather than audits confined to procedural compliance ("yes or no" evidence that services have been provided). Any new audit program will need to take into account the hybrid funding model for Inclusive Education and the potential to have different approaches between Component 1 (complex needs/high-cost supports) and Component 2 (prevalence).

The Working Group felt the current audit process in place would also benefit from an additional emphasis on qualitative elements and student outcomes, rather than a narrow focus on fiscal compliance. The Working Group also discussed the benefits of increasing program/policy compliance regardless of which funding model is in place (e.g., adherence to Special Education Policy Manual; quality of IEPs; monitoring of student well-being and outcomes) in addition to ensuring fiscal compliance remains in place.

8. Ongoing Monitoring of the Implementation

Implication: Monitoring success of the proposed new model and adjusting accordingly must take place to ensure adequate funding for direct service to children.

Opportunity: The Framework for Enhancing Student Learning is a tool that can be leveraged for accountability and will include requirements for school districts to share student results related to specific learner cohorts. Collecting this data, as well as other data, will allow for ongoing adjustments to the model and will establish accountabilities for appropriate use of resources to provide the necessary services and supports to ensure the success of all students. These outcomes should be reported on annually so that any necessary adaptations and improvements can be made in a timely manner. See Appendix B for summary notes related to various themes that were discussed by the Working Group.

Conclusion

- The Working Group agrees that this is an incredibly complex topic resulting in a range of viewpoints within the Working Group and beyond.
- A full analysis can be performed, or starting change management within respective organizations can begin and concerns about quantum can be addressed when modelling becomes available.
- There is a general agreement that the current Inclusive Education system is not providing adequate supports to students, families, school staff and communities due to a range of complex factors.
- There is also a general agreement that this new model is an opportunity to leverage to improve the Inclusive Education system.
- Increased and improved training for staff in the education sector will be needed for successful implementation of the new model.
- The Working Group supports the opportunities identified in this report but believes the Ministry should ensure there is on-going involvement with the education sector to inform and advise the policy and program implications, the operation of the new model and future assessments and evaluations of the funding system.
- The Working Group would like the Ministry to provide specific timelines for funding implementation moving forward, including stakeholder communication and engagement.

Attachments

Appendix A – Working Group Membership and Meeting Dates

Appendix B – Themes from Working Group sessions

Appendix A: Working Group Membership and Meeting Dates

Membership:

Name	Organization
Cloe Nicholls (co-chair)	Ministry of Education
Piet Langstraat (co-chair)	Implementation Coordination Committee
Darleen Patterson	BC Association of School Business Officials
Kim Currie	BC Confederation of Parent Advisory Councils
Lisa Gunderson	BC Confederation of Parent Advisory Councils
Dr. Bob Eslinger	BC Council of Administrators of Inclusive Supports in Education
Tracy Humphreys	BCEdAccess
Deena Buckley	BC Principals' & Vice-Principals' Association
Teresa Downs	BC School Superintendents Association
Stephanie Higginson	BC School Trustees Association
Donna Sargent	BC School Trustees Association
Clint Johnston	BC Teachers' Federation
Tracey Mathieson	Canadian Union of Public Employees - BC
Warren Williams	Canadian Union of Public Employees - BC
Satnam Chahal	English Language Learning Consortium
Angela Clancy	Family Support Institute of BC
Barbara Kavanagh	First Nations Education Steering Committee
Karen DeLong	Inclusion BC
Blair Mitchell	Representative for Children and Youth
Terry Taylor	Rural Education Advisory Committee
Patricia Kovacs	Ministry of Education

FMI Secretariat Support:

Sofie Grahn	Ministry of Education
Cara Williams	Ministry of Education

Meetings:

- March 8, 2019 - Victoria
- April 15, 2019 - Victoria
- May 9, 2019 - Victoria
- June 6 and 7, 2019 - Victoria
- July 4, 2019 - Victoria
- August 7, 2019 - Victoria

Appendix B: Themes Generated from Inclusive Education Funding Model Working Group

This document summarizes themes that were generated during an Inclusive Education Working Group meeting held on June 6, 2019. This document was created by Ministry of Education staff but is not considered a Ministry document outlining Ministry perspectives. The document is a summary of a discussion that took place during the Working Group meeting.

These themes were generated following a group brainstorm on the following questions:

1. Given what has been presented on how a possible prevalence funding model would work, what would the implications be?
2. What elements need to be in place to make the “spending plan” (supports and services) successful?
3. What most concerns you/your members about this situation?
4. What is unclear/needs more information?

Themes	Description of Implications – We will need to...	Mitigations – How could we address this?
Assessment	Establish a process to ensure continuation of assessments for supporting student learning.	<ul style="list-style-type: none"> Require that school districts establish a process to assess the needs of students and ensure the assessment process is transparent and publicly available. Factors that should be a part of the process include: <ul style="list-style-type: none"> Consultation with parents. Continuation of meaningful IEPs. Make it a plan to meet the needs of the child, not a driver of funding. Map out the diverse ways that student needs can be determined, that may lead to various kinds of assessments. If we are changing criteria for how we assess kids, we need to ensure cross-ministerial involvement (ministries of Children and Family Development, Health, Mental Health and Addictions, etc.).
	Provide clarity about the types, purposes, accessibility and timing of assessments to accurately assess student needs.	<ul style="list-style-type: none"> Identify best practice in a policy or handbook to ensure assessments are student focussed not spending focussed. Provide information on the different types of assessments available within the school district. Expand the notion of what an assessment is beyond psych-ed (i.e., behavioural, classroom teacher, parent, showing how assessments are flexible and responsive to student needs). Ensure there is clarity here on when/why we engage with level A, B, C assessment including language proficiency assessments. Ensure transfer of information from early childhood (CDCs, etc). Address regional concerns as they relate to assessment (especially Level C). This has implications for resourcing, training and timely accessibility.

Appendix B: Themes Generated from Inclusive Education Funding Model Working Group

Provision of Supports and Services	Identify the types of supports and services that can reasonably be expected to be in place, based on student needs and/or diagnosis.	<ul style="list-style-type: none"> Develop provincial guidelines that outline supports and services aligned to student needs. The guidelines should: <ul style="list-style-type: none"> Be broad enough to consider context Include examples that can be accessed and used to shape practice Align supports and services with other ministries (e.g., Health, Children and Family Development) Consider access based on geography Describe how to provide highly-qualified support staff to support kids, not one person assigned to one student Ensure there are clearly defined contacts/information on Ministry website. Include relevant provisions, decided between district and local First Nations.
	Improve families/caregivers support.	<ul style="list-style-type: none"> Develop a provincial handbook for parents/guardians as a resource to navigate the system. The handbook should include: <ul style="list-style-type: none"> A clear process for parents/guardians to access services Clear communication of supports/services available Language that is accessible to families Family advocate that follows up with families that works alongside the school district.
	Implement school-based teams or cohorts of supports for students and/or a Community of Practice Paradigm.	<ul style="list-style-type: none"> Describe processes for establishing school-based teams or cohorts. Ensure all members of the team know what they are doing to support the student. Ensure there is co-teaching and co-planning time imbedded into the school schedule.
	Address Children and Youth in Care (CYIC) needs.	<ul style="list-style-type: none"> Create a province-wide contact log for the school district CYIC contacts. Identify the additional supports and services that should be provided to CYIC.
Accountability	Develop a structure from the Framework for Enhancing Student Learning to ensure accountability.	<ul style="list-style-type: none"> Ensure the structure is informed by strong planning; linked to strategic plan. Include qualitative data and not only data from the warehouse. Require incident data reported out to Ministry/school districts. Strengthen the appeal/complaint process in place. Include a level of appeal beyond the district and board of trustees. Provide an advocate/representative. Ensure auditors have a background in special education and have recent field experience.

Appendix B: Themes Generated from Inclusive Education Funding Model Working Group

Accountability (Continued)		<ul style="list-style-type: none"> • Determine how to select students for audit purposes. • Include audits for a selection of IEPs to review for quality. • Compare district audit results to determine impact of the prevalence funding model. • Minimize school district paperwork. • Require public reporting that provides confidence for <u>all</u> stakeholders that is easy to access and understand (e.g., funds received and allocated for complex needs; funds received and allocated via prevalence model). • Require districts to report out on accountabilities. • Develop guidelines for how school districts are accountable to the students in the previous funding model.
	Ensure funding is allocated equitably within school districts and that prevalence funding is being directed appropriately to support student learning needs.	<ul style="list-style-type: none"> • Establish a process for ensuring IEPs are put in place including reporting requirements. • Align IEP accountability and reporting processes with school district reporting timelines. • Monitor beyond report cards to include student and parent surveys disaggregating responses (e.g., CYIC, Indigenous, ELL). • Require schools to look beyond just ensuring students are meeting expectations to providing comments that show how students are progressing. • Include target setting in administrative procedures for school districts. • Ensure supports are clearly identified for all students including those that can't meet grade level expectations.
	Monitor student outcomes/achievement/goals in IEPs and ensure regular progress reporting.	<ul style="list-style-type: none"> • Use the deliverables that are a part of BCTEA to ensure inclusive education supports are a part of LEA.
	Ensure inclusive education supports are a part of the Local Education Agreement (LEA) between school districts and First Nations.	

Appendix B: Themes Generated from Inclusive Education Funding Model Working Group

SD Capacity	Ensure capacity to implement the model equitably.	<ul style="list-style-type: none"> • Ensure leaders within the system support and understand the new model. • Ensure recruitment/retention of staff with proper training, across the province. • Build internal school district capacity by working with pre-service and in-service providers to ensure educators are supported to increase their capacities. • Provide guidelines on how teachers can effectively work with support workers to ensure collaboration. • Ensure unique geographic factors are considered when determining costs. • Ensure training resources are available for educators to support them to teach all students. • Provide more spaces for EA training and standards for EA training across the province.
	Address different requirements for IT supports.	<ul style="list-style-type: none"> • Access to technology, including supports and services in rural/remote areas. • Online access to education programs (e.g., Yorkeville and Athabasca).
	Promote diversity.	<ul style="list-style-type: none"> • Ensure diversity and culture are lenses through which support is provided, communication is messaged and how resources are developed.
Transition	Address obstacles for student transitions.	<ul style="list-style-type: none"> • Require school districts to use MyEducationBC and enable the system to hold all student information. • Align supports under the existing model with the new model.
	Ensure transitions between First Nations and provincial school systems include all relevant student information.	<ul style="list-style-type: none"> • Require school districts to use MyEducationBC and enable the system to hold all student information. • Use BCTEA to formalize a process for school district and First Nation schools to work together to develop strong relationships.

FUNDING MODEL IMPLEMENTATION **Online Learning**

WORKING GROUP REPORT

OCTOBER 4, 2019

Background

The Online Learning Implementation Working Group (the Working Group) was tasked with assisting the Ministry of Education in determining the best approach to implementing Recommendation 10 of the Independent Review Panel's report:

With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.

The Working Group agreed that Distributed Learning (DL) has long supported the province's commitment to serve every student and to provide access to education despite the challenges of geography or circumstance. The Working Group also agreed that the current DL model needs improvement to ensure that issues of quality, equity, accountability and access are addressed, regardless of any new funding model.

The Working Group suggested that term DL was not well understood, and the current legislative definition was outdated and restrictive. They offered a few alternatives, including e-Learning or online learning. Either term supports their view that DL be considered an integrated part of the continuum of learning, not necessarily a separate "program." For the purpose of this report, we will use the term "e-Learning."

The Working Group discussed thoroughly the need for e-Learning, its integration across the education system and its potential to better support students. The work included:

- Workshopping the 22 recommendations from the Independent Review Panel for a common understanding and identification of the connections with Recommendation 10, and to discuss the strengths and weaknesses of the recommendations;
- Defining challenges and opportunities that exist within the current model;
- Revising the vision statement for e-Learning, as a foundation for program and funding policy;
- Reviewing research, including a summary of current literature and promising practices in other jurisdictions;
- Collecting and reviewing samples of DL data from current DL program providers. This was compared to overall provincial data on course completion to articulate/provide evidence on the current successes and challenges;
- Developing student profiles (holograms) and the document "Student Journey" to better understand the range of learners served by DL, their learning needs and their goals;
- Analyzing and evaluating three potential service models for e-Learning, leading to the development of the proposed model;
- Identifying challenges and proposing mitigation strategies for the proposed model, including funding; and
- Providing advice on key policy questions from the perspectives of stakeholders.

Meetings and Membership

The Working Group met four times between March and July 2019. The Working Group has ten external members representing key partners in the BC K-12 education system and four members from the Ministry of Education, both from the Funding Model Implementation Team and the Distributed Learning program area. Eleanor Liddy (Ministry of Education) and Mike McKay (Implementation Coordination Committee) co-chaired the Working Group. The Working Group's membership and meeting dates are listed in Appendix A.

The Working Group also established an online "classroom" in MOODLE, one of the common learning management systems in use by K-12. This classroom was used for group discussion, posting questions and providing documents.

Summary of Discussion Themes

The current funding model and how it works

- Discussion of the current model included 1) the challenges associated with different funding for online vs. bricks and mortar learning, 2) the level of flexibility and choice inherent in both types of learning and 3) the challenges of cross-enrollment for funding.

The jurisdictional scan

- An overview of research on e-Learning and an international scan of best practices was completed.

Governance, quality assurance, capacity and looking to the future

- Both online and "traditional bricks and mortar" learning should focus on the student.
- Any new model must address the "competition" for students (i.e., funding) among various e-Learning providers (e.g., public, independent).
- Quality assurance reviews of programs should be rigorous and lead to improvement or change in practices if needed.
- Better data and information are needed to make informed decisions about student outcomes and effective programs.
- Blended learning (a combination of e-Learning and face to face delivery) is already being used in schools now and should be supported.

Accountability and funding

- There should be equitable funding regardless of how learning is delivered.
- There was considerable discussion about head-count vs course-based funding. Members of the Working Group raised some concerns about elements of both methods of funding. For example, the current model provides school districts with funding for each course and is seen as supporting students who take more than a traditional full load of eight. A move to the headcount model would potentially reduce that additional support, and limit choice for students.
- How can the Ministry address the loss of revenue due to students attending classes outside of their home districts?
- School districts should be accountable for their students, no matter where those students take some of their program choices.
- Audit and compliance requirements should be the same for all program delivery, regardless of online or bricks & mortar. This process could be linked to the Framework for Enhancing Student Learning and should emphasize program quality rather than only funding compliance.

Equity and access

- E-Learning must improve learning for students with diverse and unique needs, students in remote or rural regions (keeping in mind that not all school districts offer e-Learning), and those students who cannot access a course at their school.
- Equity cannot simply be determined by a dollar value.
- Any new model must maintain or improve flexibility and choice for students/families while focussing on improving student outcomes.
- All teachers will have access to a similar set of e-Learning tools and resources.

Independent e-Learning

- Independent e-Learning must align with changes in public e-Learning in order to ensure program quality for all learners.

Indicators of Success

There was also considerable discussion on how best to measure student success and outcomes in the e-Learning environment. The Working Group pointed out that the traditional metric of course completion within the school year painted an inaccurate picture, due to the continuous entry model.

Other metrics suggested were:

- Completion rates and timelines for courses (within 6, 10, 12 months from the active start date);
- A range of student achievement metrics beyond course completion rates;
- Learning Analytics to better inform student engagement, pulled from the Learning Management System (LMS);
- Rates of transition from Foundations courses to high school completion courses;
- Rates of transition to post-secondary institutions;
- Feedback from post-secondary institutions, employers, local First Nations;
- Feedback from students and parents;
- Availability and quality of e-Learning programs throughout the province;
- An accountability framework adhered to by all partners; and
- Regular assessment for quality assurance.

Considerations

Funding model

- The Working Group strongly endorsed the principle that all learning be funded equally irrespective of delivery model. They also noted that currently e-Learning courses are funded less than courses offered in brick & mortar schools.
- The service delivery model for e-Learning recommended by the Working Group could be adapted to align with a funding model that is either course-based or student-based (headcount). Risks and benefits were identified for adapting to both funding models.

Other considerations

- The Working Group recommended that accountability mechanisms be improved to focus on course quality in order to identify and share promising practices and intervene where evidence of quality is lacking.
- The Working Group recommended that all students should have a home school district before enrolling for courses outside of their home district. That home district will continue to hold primary responsibility for the student's learning journey.
- There is a need for a transition period to allow students to complete their courses, for school districts to adapt to the new model and for the Ministry to establish the infrastructure required.
- A change in the funding approach for students with diverse needs or for all supplemental funding could result in some specialized e-Learning schools closing. This could potentially limit student and family choice.

Related policy implications

- The Working Group recommended a single policy be created for e-Learning that recognizes:
 - Continuous entry;
 - The rise of blended learning to be supported by the new service-delivery model;
 - The need to address the new limits to cross-enrollments and access to the proposed provincial infrastructure for e-Learning; and
- The Working Group recommended that a final review of changes to both the funding and service delivery models be conducted with the Ministry of Education data analysts, subject matter experts including practicing teachers and school district leaders to consider potential unintended consequences and to recommend mitigation strategies beyond those identified by the Working Group.

Conclusion

A high quality 21st century e-Learning option is essential because all students must be able to access the courses they want and need, regardless of where they are located and their personal circumstances. For all students, urban and rural, their current and future realities will require skill and sophistication in navigating e-Learning environments to learn, exchange information and connect with the wider community for study, work and social engagement. A robust e-Learning environment will help learners develop those skills.

Quality e-Learning, supported by a skilled and engaging teacher, helps BC to achieve its commitment to equity. It means that students are able to access foundational and elective courses whether they live in a rural or urban area, whether they are working through health or social challenges and regardless of their particular learning needs or styles.

The Ministry's decision to create a Working Group to examine Recommendation 10 speaks to the importance of the service provided today and that which is needed for the future.

The Working Group appreciated the opportunity to thoroughly examine this recommendation with a wide group of partners. Given the significant changes proposed as part of the funding model review, the Working Group members valued the Ministry's commitment to allow for the necessary time to consult and to thoroughly investigate the original Recommendation 10, its potential application and the challenges and mitigations related to the various models that were explored. The Working Group felt that this was a useful approach for future efforts to manage large-scale change to BC's education system.

Proposed approach	Implications of proposed approach	Mitigation strategies
Universal Access Model		
Provincially supported and funded infrastructure (LMS, Course Resource Repository and Capacity Building)	<p>Positive</p> <ul style="list-style-type: none"> Provides a platform for consistency across the system (quality, student centred, student choice, inclusivity, accessibility) Allows for cost efficiencies Provides user equity Access to infrastructure to be provided to all teachers Provides access to entire education system Provides IT support system-wide (financial accountability, inclusivity, accessibility, future oriented, quality) Ensures tools and infrastructure provide a secure FOIPPA compliant environment <p>Challenges</p> <ul style="list-style-type: none"> Ensuring equitable oversight between provincial and local systems Perception of "lost autonomy" by school districts School district and educator capacity to utilize new infrastructure Funding implications 	<ul style="list-style-type: none"> Allow the ability to localize and personalize course content Review and reporting requirements linked to the District Accountability Framework Establish an on-going governance body including school district representatives to select and oversee the function of the LMS, assure course quality content and provide direction and advice Develop a transition plan to include funding and support for capacity building

Development of a Master Agreement to support the transition to the new model	<p>Positive</p> <ul style="list-style-type: none"> Establishes expectations of school districts that students have access to online courses either through a district-based e-Learning program and or the provincial service Will be linked to the Framework for Enhancing Student Learning Provides the ability to create standards for reporting student data Reinforces school district responsibility for their students, regardless of who is delivering the course <p>Challenges</p> <ul style="list-style-type: none"> Districts' ability to transition from existing infrastructure to the new provincial model 	<ul style="list-style-type: none"> Implement a transition plan Revise current policies
Approved Provincial e-Learning Service Providers	<p>Positive</p> <ul style="list-style-type: none"> Will ensure quality assurance as service providers will be viewed as the centre for expertise Will allow for consistency e.g. onboarding, delivery, experience Maintains choice for students where the local district cannot fully meet their needs <p>Challenge</p> <ul style="list-style-type: none"> Creation of a predictable funding flow to support the e-Learning service delivery May not fully address the diverse needs of all students 	<ul style="list-style-type: none"> Administer a provincial RFP allowing for the selection of more than one provider to support the diverse needs and requirements of students Develop the new funding model
Limited Cross-Enrollment	<p>Positive</p> <ul style="list-style-type: none"> Improved quality and accountability Reduction of "grade shopping" by students Clarifies school district responsibility for students <p>Challenges</p> <ul style="list-style-type: none"> May be perceived as a loss of choice for students due to no "district-to-district" or "public-to-independent" cross-enrollment 	<ul style="list-style-type: none"> <i>School Act</i> will need to be revised to clarify cross-enrollment and what entity is responsible for the student Alignment between public and independent e-Learning

Equitable Funding	<p>Positive</p> <ul style="list-style-type: none"> • Reinforces the message that e-Learning is part of the overall learning continuum • Reduction of service disparity across the province • Simplifies the funding and reduces administrative burden to school districts • E-Learning will be funded the same way as other learning <p>Challenges</p> <ul style="list-style-type: none"> • Potential downsizing or elimination of some current local programs • May lead to an expectation of an increase to the overall block 	<ul style="list-style-type: none"> • Providing a provincial infrastructure • Recommending a three-year implementation plan
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Appendix A: Working Group Membership and Meeting Dates

Membership:

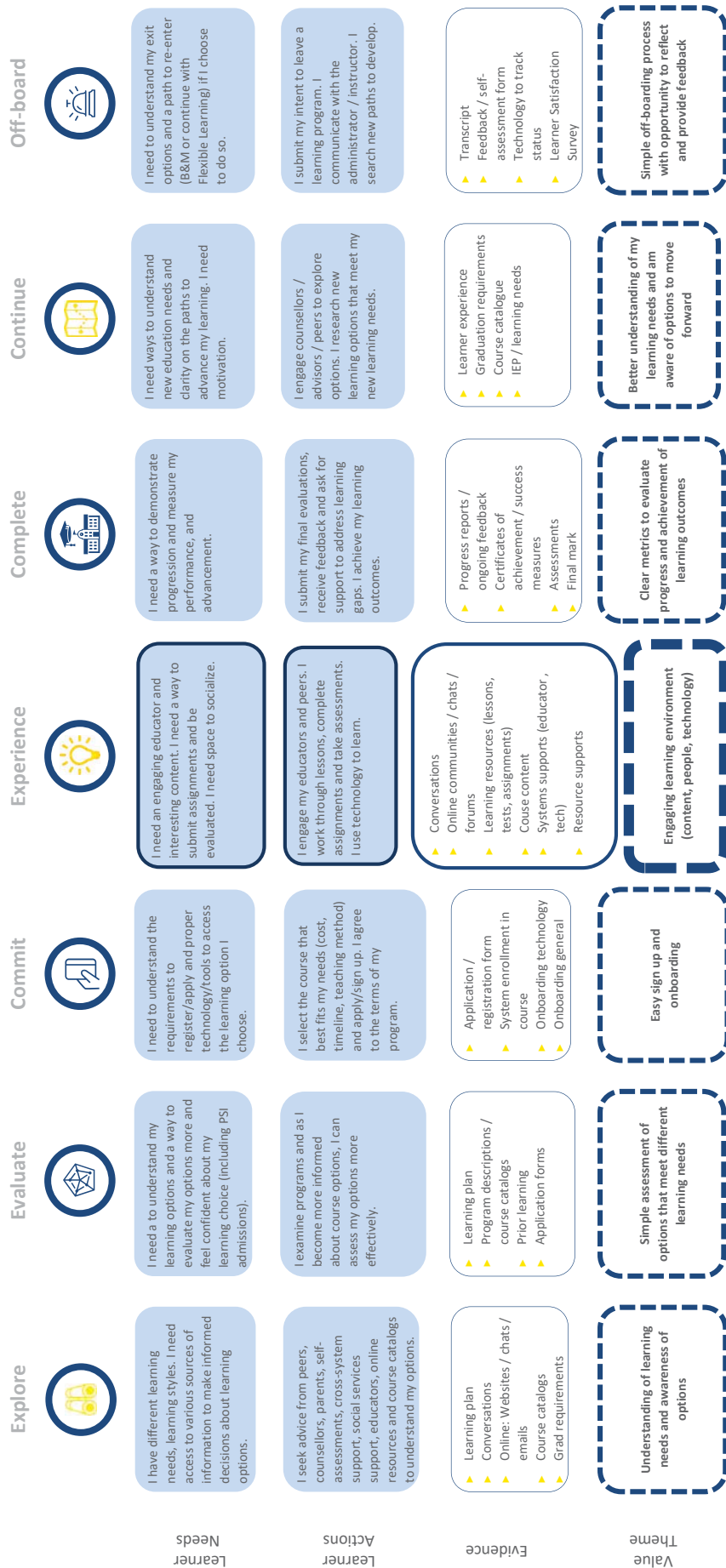
Name	Organization
Eleanor Liddy (co-chair)	Ministry of Education
Mike McKay (co-chair)	Implementation Coordination Committee
Sterling Olson	BC Association of School Business Officials
Rob Peregoodoff	BC Confederation of Parent Advisory Councils
David Truss	BC Distributed Learning Administrator's Association
Karen Fello	BC Principals' & Vice-Principals' Association
Andrew Holland	BC School Superintendents Association
Carolyn Broady	BC School Trustees Association
Larry Kuehn	BC Teachers' Federation
Tracey Mathieson	Canadian Union of Public Employees - BC
Jo Chrona	First Nations Education Steering Committee
Manu Madhok	Rural Education Advisory Committee
Teresa McClintick	Ministry of Education
Mario Miniaci	Ministry of Education

FMI Secretariat Support:

Delaney Chester	Ministry of Education
Jonathan Foweraker	Ministry of Education

Meetings:

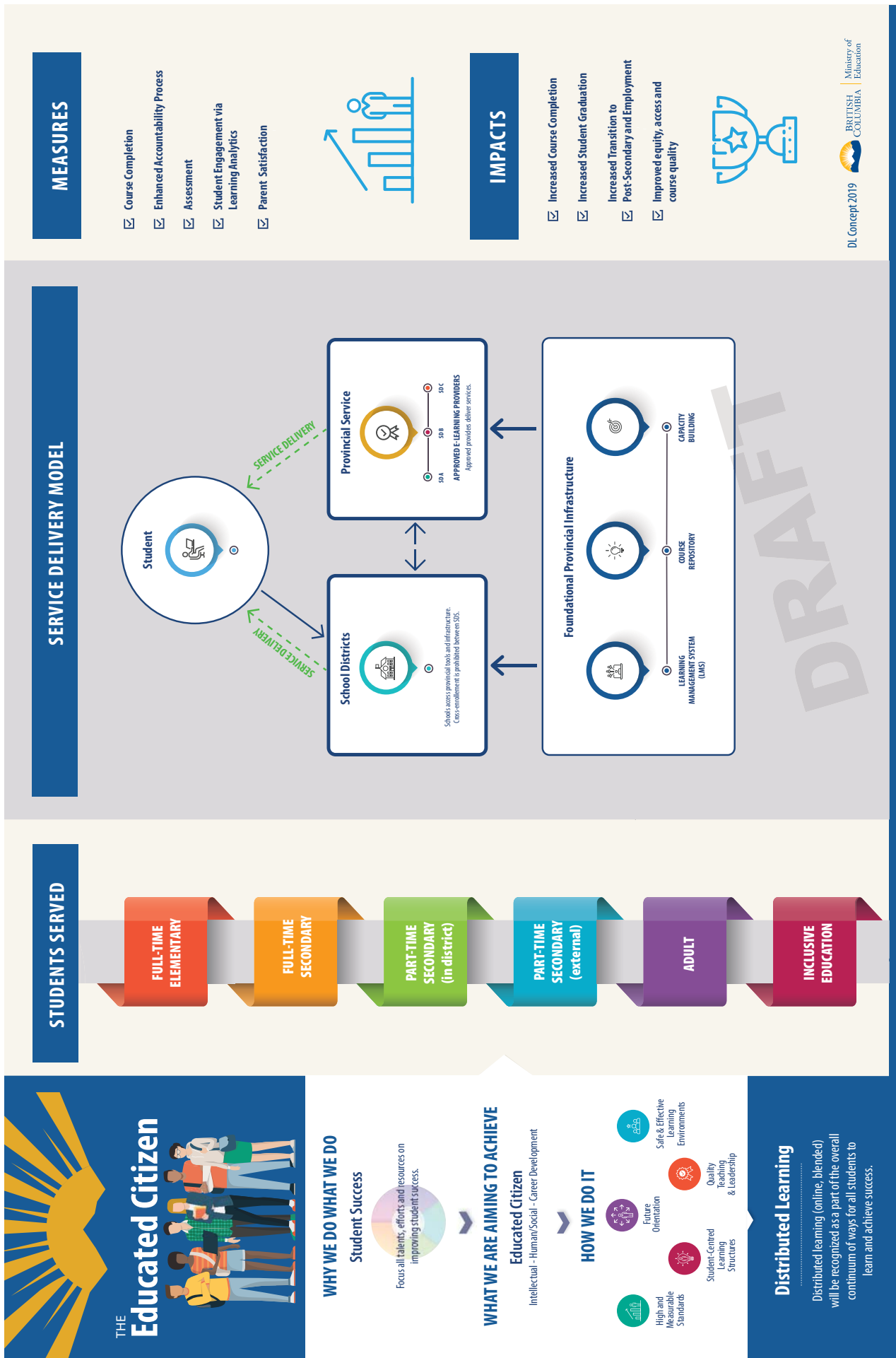
- March 8, 2019 – Victoria
- April 29, 2019 – Victoria
- May 27, 2019 – Victoria
- July 3, 2019 – Victoria



Line of interaction

The value theme refers to what the learner should feel as they progress through their learning experience





Appendix E – Student Designation Analysis

High and Low Incidence Enrolments						
	2013/14	2014/15	2015/16	2016/17	2017/18	5 year growth %
Coquitlam	4,861.00	4,891.00	5,065.73	4,978.00	5,113.00	5.2%
Delta	2,151.00	2,120.00	2,167.38	2,080.00	2,116.00	-1.6%
North Vancouver	1,745.00	1,718.00	1,749.04	1,878.00	1,985.00	13.8%
Greater Victoria	2,165.00	2,125.00	2,160.93	2,202.00	2,361.00	9.1%
Langley	2,176.00	2,242.00	2,332.48	2,392.00	2,515.00	15.6%
Surrey	6,994.00	7,030.00	7,249.54	7,433.00	7,762.00	11.0%
Vancouver	5,295.00	5,235.00	5,322.22	5,147.00	5,383.00	1.7%
Central Okanagan	1,841.00	1,898.00	1,926.81	2,200.00	2,349.00	27.6%
Burnaby	2,143.00	2,131.00	2,219.68	2,190.00	2,302.00	7.4%
Abbotsford	1,711.00	1,724.00	1,749.27	1,808.00	1,847.00	7.9%
Richmond	1,645.00	1,583.00	1,599.66	1,480.00	1,517.00	-7.8%

Low Incidence Enrolments						
	2013/14	2014/15	2015/16	2016/17	2017/18	5 year growth %
Coquitlam	1,031.00	1,067.00	1,179.00	1,220.00	1,302.00	26.3%
Delta	883.00	939.00	994.00	1,012.00	1,050.00	18.9%
North Vancouver	586.00	594.00	646.00	662.00	664.00	13.3%
Greater Victoria	929.00	980.00	1,021.00	1,117.00	1,216.00	30.9%
Langley	875.00	937.00	958.00	1,034.00	1,122.00	28.2%
Surrey	3,170.00	3,310.00	3,512.00	3,752.00	3,711.00	17.1%
Vancouver	2,361.00	2,373.00	2,376.00	2,267.00	2,473.00	4.7%
Central Okanagan	963.00	987.00	1,055.00	1,103.00	1,121.00	16.4%
Burnaby	945.00	959.00	1,040.00	1,062.00	1,124.00	18.9%
Abbotsford	881.00	894.00	953.00	1,067.00	1,104.00	25.3%
Richmond	751.00	720.00	701.00	702.00	731.00	-2.7%

Autism (G) Enrolments						
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	5 year growth %
Coquitlam	383.00	417.00	440.00	461.00	527.00	37.6%
Delta	177.00	192.00	193.00	207.00	244.00	37.9%
North Vancouver	194.00	196.00	200.00	214.00	217.00	11.9%
Greater Victoria	328.00	354.00	363.00	367.00	398.00	21.3%
Langley	240.00	272.00	297.00	346.00	375.00	56.3%
Surrey	802.00	841.00	966.00	1,083.00	1,226.00	52.9%
Vancouver	677.00	713.00	737.00	757.00	847.00	25.1%
Central Okanagan	315.00	368.00	444.00	496.00	525.00	66.7%
Burnaby	339.00	363.00	393.00	423.00	469.00	38.3%
Abbotsford	196.00	199.00	204.00	213.00	250.00	27.6%
Richmond	280.00	297.00	301.00	310.00	338.00	20.7%



Memorandum

Date: December 6, 2019
To: Board of Education
From: Planning and Facilities Committee

Information: **Transportation Survey Results**

1.0 BACKGROUND

From the period of October 14 to October 26, 2019, the Transportation Task Force Steering Committee conducted a survey that sought feedback from the community on what should be considered in the committee's recommendations to the Board of Education. The survey was directly emailed to parents and a reminder was sent halfway through the survey period to those parents who had not yet replied. The community was provided with both multiple choice, ranking and open ended questions to provide their feedback. An analysis of the survey results has been included in Appendix A. This analysis, plus all of the open responses have been provided on the District's Transportation Review website:

<https://sites.google.com/learn.sd23.bc.ca/sd23-transportation-review/home/survey-results/survey-1>

2.0 INFORMATION STATEMENT

Survey Highlights

- 2,550 responses.
- 55.6% of responses were from current riders and 44.4% were from non-riders.
- 71.3% of respondents believe that the current proportion of the budget that goes to transportation should remain the same. The majority of non-riders (61.9%) also believe this.
- Respondents were equally split on if courtesy riders should pay more than eligible riders.
- Reducing bus service, either for courtesy or all students was significantly lower ranked by respondents than increasing fees or utilizing transit service.
- 69.9% of respondents believed the Board should not provide busing service for programs of choice.
- 87.3% of respondents believe the current process of structuring routes for eligible should continue.
- 60.4% of respondents believe younger students should be prioritized for busing.
- 82.0% of respondents believe transit service is an age suitable alternative for secondary students (77.9% of secondary parents). Only 34.7% believe it would be age suitable for middle school students as well.

Open Response Themes [Number represents number of times mentioned]

What should the Board consider when setting transportation eligibility?

1. Distance to school [592]
2. Topography of areas and safety of walk route (roads, hills, wildlife, sidewalks) [485]
3. Age of rider, youngest riders should have priority [431]
4. Options for public transit [324]
5. Individual family needs such as parent work situation, family support and socio-economics [149]
6. Special Needs [62]
7. Bussing for French Immersion students [42]

What should the Board consider when setting the fee structure for transportation?

1. Fees should increase to cover costs and/or increase service [557]
2. Family's ability to pay should be considered (household income and allow payments) [420]
3. Higher fees for courtesy riders [260]
4. Fees similar to public transit [135]
5. Same fee for everyone [133]
6. Continue the multiple child discount [97]
7. Fees should be reduced or eliminated [48]
8. Government should be providing more funding [40]
9. Distance (furthest away pays higher fees) [36]

What should the Board consider when setting the criteria for allocating courtesy seats?

1. Distance (current eligibility limit is too far) [516]
2. Fill every seat available [330]
3. Age of rider, youngest riders should have priority [279]
4. Individual family needs such as parent work situation, family support and socio-economics [201]
5. Safety of route to school [177]
6. Options for public transit [126]
7. Topography of areas and safety of walk [105]
8. Special Needs [75]
9. Everyone who wants to ride should get a seat [72]
10. First come, first served [54]
11. Increase fees to increase number of buses [48]
12. Status Quo is working [36]
13. If siblings have received a seat [30]

What should the Board consider when investigating public transit as a factor to determine eligibility?

1. Transit availability in area [444]
2. Bus schedules compared to school bell times [300]
3. Distance of public bus stop from home [258]
4. Safety on buses [255]
5. Age of riders [219]
6. Cost of bus passes [213]
7. Number of transfers required [201]
8. Reliability of public transit [144]
9. Bus capacity [123]
10. Should not be considered as an option [93]

3.0 SECRETARY-TREASURER/CFO'S COMMENTS

The Transportation Task Force Steering Committee has reviewed the survey data and has used it to develop recommendations that it will be presenting to the public for feedback. These recommendations and the presentation boards that will be shown at the public consultation meetings will be posted on the transportation review website by December 3, 2019. The Transportation Task Force Steering Committee invites all interested parties to attend the consultation sessions:

- Canyon Falls Middle School – December 3 (6:00PM-7:30PM)
- George Elliot Secondary School – December 5 (6:00PM-7:30PM)
- Mount Boucherie Secondary School – December 9 (6:00PM-7:30PM)
- Rutland Secondary School - December 10 (6:00PM-7:30PM)
- Dr. Knox Middle School - December 12 (6:00PM-7:30PM)

During the month of December, another survey will be available for parents to provide their feedback on the recommendations. This feedback will be considered by the Transportation Task Force Steering Committee as it develops its final recommendations to the Board of Education.

4.0 APPENDIX

A. Survey Analysis

		Total	Extrapolated Based on Actual Ridership %	Ride the Bus		Eligibility			Grade Level			Community				
				Yes	No	Eligible	Courtesy	Both	Early	Middle	Secondary	Westside	Central	Lake Country	Mission	Rutland
Do you have a child that rides the bus?	Yes	55.6%	22.6%						49.2%	59.6%	58.8%	61.3%	53.2%	55.4%	52.8%	51.7%
	No	44.4%	77.4%						50.8%	40.4%	41.2%	38.7%	46.8%	44.6%	47.2%	48.3%
Are your children eligible or courtesy riders?	Eligible	57.0%							57.2%	58.1%	56.1%	55.0%	61.5%	59.1%	53.4%	56.0%
	Courtesy	31.1%							31.4%	30.7%	31.2%	31.2%	28.7%	25.0%	36.0%	32.7%
	Both	11.8%							11.5%	11.2%	12.7%	13.8%	9.8%	15.9%	10.7%	11.3%
When considering its annual budget and allocating funds, the Board of Education should	Increase educational and other services and decrease transportation service	15.2%	21.6%	6.4%	26.1%	7.0%	4.8%	7.7%	15.5%	15.3%	14.8%	14.4%	16.0%	15.9%	15.3%	14.5%
	Keep the current proportion of educational, transportation and other services	71.3%	65.7%	78.7%	61.9%	83.4%	71.2%	75.0%	70.2%	70.9%	72.9%	70.5%	69.6%	74.0%	71.8%	74.6%
	Increase transportation service and decrease educational and other services	13.5%	12.7%	14.9%	12.0%	9.6%	24.0%	17.3%	14.3%	13.7%	12.4%	15.0%	14.5%	10.1%	12.9%	10.9%
Should courtesy riders pay more than eligible riders?	Yes	48.0%	50.1%	44.8%	51.6%	57.3%	26.0%	34.0%	47.7%	48.8%	47.8%	46.6%	48.9%	45.7%	48.8%	48.8%
	No	52.0%	49.9%	55.2%	48.4%	42.7%	74.0%	66.0%	52.3%	51.2%	52.2%	53.4%	51.1%	54.3%	51.2%	51.2%
If transportation costs were to be reduced please rank the following alternatives. (Higher score means lower ranking)	Increase fees for courtesy riders	1(7423)	2(7643)	1(2799)	2(2635)	1(1431)	3(1040)	1(308)	2(3117)	1(1952)	1(2354)	1(2088)	1(2322)	2(544)	3(1472)	1(997)
	Eliminate service for older students in areas where public transit is a viable alternative	2(7918)	1(7463)	2(3340)	1(2395)	3(2050)	2(908)	3(366)	1(3049)	2(2116)	2(2753)	2(2366)	2(2520)	1(494)	2(1471)	2(1067)
	Increase fees for all riders	3(8803)	3(9014)	3(3369)	3(3087)	4(2287)	1(722)	2(340)	3(3699)	3(2215)	3(2889)	3(2482)	3(2918)	3(605)	1(1392)	4(1406)
	Reduce busing service for courtesy riders	4(9824)	4(9814)	4(3817)	4(3318)	2(1814)	4(1526)	4(463)	4(4162)	4(2621)	4(3041)	4(2691)	4(3012)	4(683)	4(2301)	3(1137)
	Reduce busing service for all riders	5(13531)	5(13565)	5(5350)	5(4565)	5(3188)	5(1579)	5(563)	5(5680)	5(3511)	5(4340)	5(3694)	5(4379)	5(901)	5(2729)	5(1828)
Should the Board maintain the practice of not providing transportation to a school or program of choice?	Yes	69.9%	66.5%	74.5%	64.1%	77.2%	68.6%	76.9%	66.5%	69.4%	74.7%	74.0%	65.4%	59.2%	73.9%	71.8%
	No	30.1%	33.5%	25.5%	35.9%	22.8%	31.4%	23.1%	33.5%	30.6%	25.3%	26.0%	34.6%	40.8%	26.1%	28.2%
Should routes continue to be structured to serve eligible riders, with courtesy riders filling available seats?	Yes	87.3%	84.8%	87.8%	83.9%	95.4%	75.8%	82.6%	86.6%	86.8%	88.5%	85.8%	91.7%	83.6%	80.7%	91.4%
	No	12.7%	15.2%	12.2%	16.1%	4.6%	24.2%	17.4%	13.4%	13.2%	11.5%	14.2%	8.3%	16.4%	19.3%	8.6%
Should the age of the student be considered when allocating courtesy seats?	Yes, transporting younger students should be prioritized	60.4%	68.0%	52.3%	72.6%	51.5%	53.7%	51.6%	70.0%	56.4%	51.8%	54.8%	61.7%	58.4%	66.8%	61.4%
	Yes, transporting older students should be prioritized	0.8%	0.6%	0.7%	0.5%	0.5%	1.2%	0.6%	0.6%	0.9%	0.9%	1.4%	0.5%	0.8%	0.7%	0.2%
	No, age should not be a factor	38.8%	31.4%	46.9%	26.9%	48.0%	45.1%	47.7%	29.4%	42.7%	47.3%	43.8%	37.8%	40.8%	32.5%	38.4%
What grade levels do you feel are appropriate to utilize Public Transit to get to school?	All students	12.7%	12.2%	13.0%	12.0%	12.8%	12.4%	14.7%	11.5%	13.0%	13.9%	13.4%	13.4%	8.2%	11.5%	13.7%
	Middle and Secondary	22.0%	26.6%	16.3%	29.7%	15.8%	17.4%	14.1%	23.4%	18.2%	23.5%	15.7%	27.6%	26.5%	21.7%	20.7%
	Secondary only	47.2%	47.7%	47.7%	47.8%	46.8%	50.0%	47.4%	52.2%	47.8%	40.5%	46.7%	42.1%	48.6%	54.7%	48.9%
	Transit is not appropriate for any grade level	18.0%	13.4%	23.1%	10.6%	24.6%	20.2%	23.7%	12.9%	21.0%	22.1%	24.3%	16.9%	16.7%	12.1%	16.7%