



**Central Okanagan  
Public Schools**  
Together We Learn

**EDUCATION AND STUDENT SERVICES COMMITTEE  
PUBLIC MEETING  
AGENDA**

**Wednesday, January 8, 2020, 6:00 pm**

**School Board Office**

**1040 Hollywood Road S**

**Kelowna, BC**

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

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**Pages**

**1. AGENDA**

*Additions/Amendments/Deletions*

**2. REPORTS/MATTERS ARISING**

**2.1 Education and Student Services Committee Report - November 6, 2019**

**5**

*(Attachment)*

**3. PUBLIC QUESTION/COMMENT PERIOD**

**4. COMMITTEE MEMBERS QUERIES/COMMENTS**

## 5. DISCUSSION/ACTION ITEMS

### 5.1 Proposal for Substantive Change - Hockey Canada Skills Academy (Canyon Falls Middle School)

8

*(Attachment)*

Presenter: Jim Laird, Principal - Canyon Falls Middle School

#### **STAFF RECOMMENDATION:**

**THAT:** The Education and Student Services Committee recommends to the Board:

**THAT:** The Board of Education approve the Proposal for Substantive Change - Hockey Canada Skills Academy (Canyon Falls Middle School), as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.

### 5.2 Proposal to Conduct the Canadian Index for Adolescent Health Upstream Project Survey as Developed by the Canadian Observatory on Homelessness (CoH) at York University

14

*(Attachment)*

Presenters:

Vianne Kintzinger, Assistant Superintendent  
Sarah Mackinnon, Centre Director, Okanagan Boys and Girls Club  
Dr. Kyleen Myrah, Co-Chair, Journey Home Task Force

#### **STAFF RECOMMENDATION:**

**THAT:** The Education and Student Services Committee recommends to the Board:

**THAT:** The Board of Education approve Grade 8 participation from two middle schools in the Canadian Index for Adolescent Health Upstream Project Survey, as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.

*(Attachment)*

Presenters:

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

**STAFF RECOMMENDATION:**

**THAT: The Education and Student Services Committee recommends to the Board:**

**THAT: The Board of Education approve the Equity in Action Agreement for Truth and Reconciliation 2020-2025, as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.**

**6. DISCUSSION/INFORMATION ITEMS**

**6.1 Advance Placement (AP) Programs in Central Okanagan Public Schools**

50

*(Attachment)*

Presenter: Vianne Kintzinger, Assistant Superintendent

**7. COMMITTEE CORRESPONDENCE**

**8. ITEMS REQUIRING SPECIAL MENTION**

**9. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**

**10. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS**

February 19, 2020

- Proposals for Substantive Change

April 15, 2020

- Proposals for Board Authority/Authorized Courses
- Report on the K-12 Assessment Plan

May 20, 2020

- Draft Program Review Cycle and Meeting Schedule 2020/2021 *Deputy Superintendent (T. Beaudry)*

June 17, 2020

- Enhancing Student Learning Framework *Superintendent of Schools/CEO (K. Kaardal)*

**REVIEW LEGEND**

**Level One Review**

- District-wide surveys involving all stakeholders
- Focus Groups
- Interviews with key staff and clients

**Level Two Review**

- Surveys to a representative sample group of stakeholders
- Optional Focus Groups and personnel interviews as appropriate

**Level Three Review**

Limited or no surveying and/or interviews to gather informal feedback

**11. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS**

February 19, 2020, April 15, 2020, May 20, 2020, June 17, 2020

**12. MEDIA QUESTIONS**

**13. ADJOURNMENT**

## CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Education and Student Services DATE: November 6, 2019

CHAIRPERSON: Trustee Norah Bowman STAFF CONTACT: Vianne Kintzinger, Assistant Superintendent

*The Committee Chairperson acknowledged that the meeting was being held on the  
Traditional Territory of the Okanagan People.*

### Board Attendees:

Trustee N. Bowman – Chairperson  
Trustee A. Geistlinger – Committee Member  
Trustee C. Desrosiers – Committee Member  
Trustee M. Baxter

### Staff:

K. Kaardal, Superintendent of Schools/CEO  
V. Kintzinger, Assistant Superintendent  
Y. Hildebrandt, Executive Assistant (Recorder)

### Absent:

T. Beaudry, Deputy Superintendent of Schools

### Partner Group Representation:

COPAC	Cherylee Morrison, Co-President
COPVPA	Brady Ibbetson, Member-at-Large
COTA	Lori Dawson Bedard, 1 <sup>st</sup> Vice-President
CUPE	No Representative
District Student Council	Zijun Meng, Grade 12, Okanagan Mission Secondary

### Agenda – Additions/Amendments/Deletions

Vianne Kintzinger attended in place of regular staff representative, Terry-Lee Beaudry.

*Agenda Item 5.3 – New Presenter - Kevin Kaardal, Superintendent of Schools/CEO*

*Agenda Item 6.1 – New Presenter - Vianne Kintzinger, Assistant Superintendent*

Public Education and Student Services Committee Agenda – November 6, 2019 – approved as amended.

### Reports/Matters Arising

Public Education and Student Services Committee Report – October 2, 2019 – received as presented.

### Discussion/Action Items

#### 1. **Proposal to add the new course, Gateway to Tech for Youth, to the District's existing suite of courses with Okanagan College**

Vianne Kintzinger, Assistant Superintendent, shared that the purpose of the presentation was to introduce the new course, Gateway to Tech for Youth, proposed to be added to the District's existing suite of courses with Okanagan College. The Gateway to Tech course would provide Central Okanagan Public Schools' secondary students with employment and skills preparatory training in the Information Communication and Technology (ICT) sector.

Troy Berg, Instructor – Okanagan College, and Kara Kazimer, Instructor – Okanagan College, provided a presentation outlining the Gateway to Tech for Youth course. Students will be introduced to a variety of careers and occupations in the ICT sector, gain skills and training required for potential employment in these occupations, and participate in career planning workshops. The course is divided into two learning sequences: Information Technology (IT) Essentials and Introduction to Coding. Completion of the Gateway to Tech for Youth will enable students to challenge industry certifications or transition into the Computer Information Systems program.

#### Outcome:

The Committee recommended 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 6, 2019 Education and Student Services Committee Meeting.

#### 2. **Career Life Programs Review – Level 3**

Vianne Kintzinger, Assistant Superintendent, and Sarah Wood, Bob Boback and Chris Ovelson, Career Life Programs Teachers, presented the Career Life Programs Level 3 Review. As part of the Career Life Programs Level 3 Review, a survey on program delivery was conducted that involved over 400 students and parents from all District secondary schools, and solicited feedback and input from teachers, principals and vice-principals. The key themes and recommendations from the surveys were shared with the Education and Student Services Committee.

Through education, exploration, and experiences, it is the vision of Career Life Programs to support each student to discover their unique skills and competencies as they transition towards a healthy and purposeful life.

**Outcome:**

The Committee recommended that the Board of Education approve the Career Life Programs Review – Level 3, as attached to the Agenda, and as presented at the November 6, 2019 Education and Student Services Committee Meeting.

**3. Proposal for Educational Program with External Partnership – Elders in Residence Program**

The Superintendent of Schools/CEO shared a brief outline of the Elders in Residence Program Proposal. The purpose of the Central Okanagan Public Schools' Elders in Residence Program is to foster understanding and respect for Indigenous worldviews and perspectives, culture, language and local protocols through engagement with Elders in schools. Connections with Elders provide opportunities for Indigenous students to learn more about Indigenous cultures and languages, instill within students a sense of cultural pride and connectedness to school and community, as well as empower students to be resilient, courageous, and to live a balanced and healthy lifestyle. Furthermore, Elders will provide a connection to Indigenous culture, language, and traditions for all students, staff and school community members, fostering equity, respect for diversity and inclusivity within school communities.

**Outcome:**

The Committee recommended that the Board of Education approve the Proposal for Educational Program with External Partnership - Westbank First Nation - Elders in Residence Program, as attached to the Agenda, and as presented at the November 6, 2019 Education and Student Services Committee Meeting. Staff will bring forward a Memorandum of Agreement with Westbank First Nation to the Board of Education.

**Discussion/Information Items**

**1. How Are We Doing? Children and Youth in Government Care and Youth on Youth Agreements**

Vianne Kintzinger, Assistant Superintendent provided a brief overview of the October 2017 report from the Representative for Children and Youth, and the six key recommendations in the Room for Improvement report to improve education outcomes for children and youth in government care.

**2. Update on the Aquatic Studies – Pre-Lifeguarding Program**

Vianne Kintzinger, Assistant Superintendent, provided a video update on the Aquatic Studies – Pre-Lifeguarding Program, highlighting student testimonies on the value of this new Board Authority Authorized (BAA) course.

**Recommendations/Referrals to the Board/Coordinating Committee/Other Committees**

**Public Board Meeting Action Items**

- Proposal to add the new course, Gateway to Tech for Youth, to the District's existing suite of courses with Okanagan College
- Career Life Programs Review – Level 3
- Proposal for Educational Program with External Partnership – Elders in Residence Program

**Items for Future Education and Student Services Committee Meetings**

- *Presentation: Healthy Relationships Education*

January 8, 2020	February 19, 2020	April 15, 2020
<p>Report on Advanced Placement (AP) Programs in Central Okanagan Public Schools</p> <p>Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School)</p> <p>Central Okanagan Public Schools Equity in Action Agreement 2020-2025 (J. De Guevara/T. Beaudry)</p>	<p>Proposals for Substantive Change</p>	<p>Proposals for Board Authority/Authorized Courses</p>

May 20, 2020	June 17, 2020	
Draft Program Review Cycle and Meeting Schedule 2020/2021 <i>Deputy Superintendent</i> <i>(T. Beaudry)</i>	Enhancing Student Learning Framework <i>Superintendent/CEO</i> <i>(K. Kaardal)</i>	
<b>REVIEW LEGEND</b>		
<b><u>LEVEL ONE REVIEW</u></b> <ul style="list-style-type: none"> <li>• District-wide surveys involving all stakeholders</li> <li>• Focus Groups</li> <li>• Interviews with key staff and clients</li> </ul> <b><u>LEVEL TWO REVIEW</u></b> <ul style="list-style-type: none"> <li>• Surveys to a representative sample group of stakeholders</li> <li>• Optional Focus Groups and personnel interviews as appropriate</li> </ul> <b><u>LEVEL THREE REVIEW</u></b> <p>Limited or no surveying and/or interviews to gather informal feedback</p>		

#### **Future Education and Student Services Committee Meetings**

- January 8, 2020, February 19, 2020, April 15, 2020, May 20, 2020, June 17, 2020

#### **Questions – Please Contact:**

Trustee Norah Bowman, Chairperson

Terry-Lee Beaudry, Deputy Superintendent of Schools

E-mail: [Norah.Bowman@sd23.bc.ca](mailto:Norah.Bowman@sd23.bc.ca)

Phone: 250.470.3225 e-mail: [Terry.Beaudry@sd23.bc.ca](mailto:Terry.Beaudry@sd23.bc.ca)

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Norah Bowman, Chairperson



# Memorandum

**Date:** December 20, 2019  
**To:** Education and Student Services Committee  
**From:** Terry-Lee Beaudry, Deputy Superintendent of Schools  
**Prepared by:** Jim Laird, Principal, Canyon Falls Middle School  
**Action Item:** Proposal for Substantive Change - Hockey Canada Skills Academy  
(Canyon Falls Middle School)

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## 1.0 ISSUE STATEMENT

A substantive change proposal for a Hockey Canada Skills Academy at Canyon Falls Middle School has been developed for approval by the Board of Education. Providing this opportunity at Canyon Falls Middle School ensures grade seven and next year's grade eight students have equitable access to this program and, upon transitioning to Okanagan Mission Secondary School in grade nine, students will have the option to continue in the Okanagan Mission Secondary School Hockey Canada Skills Academy.

## 2.0 BACKGROUND

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

The Hockey Canada Skills Academy at Okanagan Mission Secondary School was approved by the Board of Education at the February 11, 2004 public Board meeting. This Academy has operated successfully since 2004 with the same vision, program expectations, and fee structure (see Appendix A). In the 2018-2019 school year, 48 grade 7 and grade 8 students enrolled in the Hockey Canada Skills Academy and 74 grade 9 to 12 students enrolled in the Advanced Hockey Canada Skills Academy.

An interim proposal to continue the existing grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy at Canyon Falls Middle School for the fall of 2019 was developed and supported by the Board of Education. This provided students, enrolled at Canyon Falls Middle School, the opportunity to participate in a Hockey Canada Skills Academy for the fall of 2019.

## 3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School), the Academy will continue for the remainder of this school year and beyond.

## 4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School).
- b) Amend the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School).
- c) Request additional information on the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School).



**5.0 DEPUTY SUPERINTENDENT’S COMMENTS**

The Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) aligns with the existing Board-approved Academy structure and program expectations as well as provides equitable access to students enrolled at Canyon Falls Middle School.

**6.0 STAFF RECOMMENDATIONS**

**THAT: The Education and Student Services Committee recommends to the Board of Education:**

**THAT: The Board of Education approve the Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School), as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting;**

**7.0 APPENDIX**

A. Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School)



**Central Okanagan  
Public Schools**

Together We Learn

## **PROPOSAL FOR SUBSTANTIVE CHANGE**

December 2019

### **Canyon Falls Middle School**

### **Hockey Canada Skills Academy**

Canyon Falls Middle School

Tanya Cunanan – PAC President

Ryan Ward – Vice Principal

Jim Laird – Principal

Kurt Corman – District HCSA Coordinator

## APPENDIX A

### **VISION**

Students will be able to pursue a passion for active living and giving back to the community by developing their knowledge and skills in the sport of hockey through the Canyon Falls Middle School Hockey Canada Skills Academy. Participants in the program will be able to pursue hockey activities outside of school as volunteer coaches of younger players or as officials at local games.

### **RATIONALE**

Students in grade 7 and grade 8 (in 2020) attending Canyon Falls Middle School will have access to the Central Okanagan Public Schools Hockey Canada Skills Academy as did previous grade 7 and 8 students at Okanagan Mission Secondary School. Canyon Falls Middle School students will have the opportunity to participate in the Hockey Canada Skills Academy program if they so choose.

### **SUMMARY**

The following document outlines the proposal for a substantive change with the addition of a Hockey Canada Skills Academy at Canyon Falls Middle School. This program is intended to provide students with an opportunity to further enhance their hockey skills and personal growth in the sport of hockey. When students are able to fulfill their personal interests in a school environment, it will promote:

- Improved self confidence
- Motivation for learning
- Increased connection to the school
- Increase interpersonal skills

The addition of Canyon Falls Middle School Hockey Canada Skills Academy will provide students with:

- a healthy life style;
- an opportunity to develop hockey skills; and,
- an opportunity to pursue their sport of passion at school.

Participants in the Academy will receive approximately 50 hours of on-ice instruction at the Kelowna Capital News Centre along with regular physical health education at school.

The Physical Health Education Core Competencies directly impacted by a Hockey Academy include:

- participating in a lifelong physical activity;
- understanding that healthy choices influence physical and emotional well-being;
- understanding that healthy relationships can help us to lead rewarding and fulfilling lives;
- developing, refining and applying fundamental movement skills of hockey;
- developing and demonstrating safety, fair play, and leadership in physical activities; and,
- participating in daily physical activity designed to enhance and maintain health.

## APPENDIX A

### **OPERATIONS**

Students enroll in the hockey program as in any other elective course. A minimum of 26 students will be required to offer the program. To ensure a high-quality program, a qualified Physical Health Education teacher and additional highly qualified Hockey Canada trained staff will provide instruction for the program.

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

### **EXPECTATIONS**

The following benefits are expected as a result of implementing the Canyon Falls Hockey Canada Skills Academy:

1. Improved school climate as a result of meeting the needs of individual learners;
2. Improved attendance as a result of making strong connections to the school;
3. Increased number of students involved in 'active living' through healthy choices;
4. Increased level of community involvement as coaches / minor officials; and,
5. Increased student and parent satisfaction levels with the variety of course offerings.

### **IMPACT ANALYSIS**

The program would be open to any student in grades 7 or 8. Twenty-six participants will be required per section. In subsequent years, preference will be given to grade 8 students, then grade 7 students.

### **FINANCIAL IMPLICATIONS (approx.)**

#### **Expenditures**

Ice \$6,500 for the 50 hours	\$6,500.00
Transportation (School district bus @ \$65.00/trip)	\$2,210.00
Equipment	\$860.00
Jerseys, socks, \$80.00 x 26.00	\$2,080.00
Hockey Canada/BC Hockey Registration and Insurance/player	\$900.00
Coordinator expenses	\$500.00
Hockey Canada License fee	\$500.00
Summer seminar travel	\$400.00
Instructor wages \$225.00/session x 34 classes =	\$7,650.00
District Coordinator time	<u>\$7,000.00</u>
	\$28,600.00

#### **Revenue**

26 students at \$1100 per Academy Participant	\$28,600.00
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<b>Total Expenditures</b>	<b>\$28,600.00</b>
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The proposed fee and expenditures will ensure the Academy remains financially viable, and any remaining funds will be added to next year's Hockey Canada Skills Academy.

## APPENDIX A

Please Note: Board Policy 425 and Regulation 425R are in place to ensure participation for those who would otherwise be excluded by financial constraints. To ensure that fees and deposits do not prohibit student participation, the school will facilitate fair and confidential procedures to allow participation by students who would otherwise be excluded.

### **CONSULTATION/PROMOTION**

The Hockey Canada Skills Academy at Canyon Falls Middle School will be promoted through parent information evenings and in Parent Advisory Council meetings. Information about the Academy will also be included on the school website and in future school newsletters.

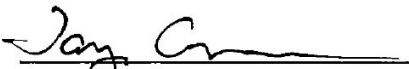
### **EVALUATION**

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

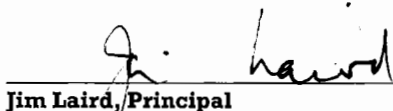
- a) enrollment within the Academy;
- b) the impact of expenses for the program;
- c) the number of program participants involved in voluntary community hockey programs; and,
- d) feedback from participants, parents and community.

### **CONSULTATION**

The Hockey Canada Skills Academy was discussed on May 15, 2019 with future Canyon Falls parents from Okanagan Mission elementary schools. This proposal was taken forward to the newly-established Canyon Falls Middle School Parent Advisory Council on November 5, 2019. Support from the PAC was received at the meeting.



Canyon Falls Middle School, Parent Advisory Council President

  
Jim Laird, Principal



## Memorandum

**Date:** December 20, 2019  
**To:** Education and Student Services Committee  
**From:** Terry-Lee Beaudry, Deputy Superintendent of Schools  
**Prepared by:** Vianne Kintzinger, Assistant Superintendent  
**Action:** Proposal to Conduct The Canadian Index for Adolescent Health  
Upstream Project Survey as developed by the Canadian Observatory on  
Homelessness (CoH) at York University

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### 1.0 RELEVANT BOARD MOTION/DIRECTION

None.

### 2.0 BACKGROUND

The Journey Home Strategy is Kelowna's 5-year plan to address homelessness with a focus on ensuring everyone has a place to call home. The City of Kelowna, working in partnership with the Foundry-Kelowna, ARC Programs, The Bridge, and the Okanagan Boys and Girls Club are committed to ensuring a coordinated and easy to access system of care for those in Kelowna who have lost, or are at risk of losing, their home. As part of the Journey Home Strategy work, the City of Kelowna is working with The Upstream Project Canada to identify youth who are at-risk of homelessness. This identification is done by using the Canadian Index for Adolescent Health Survey, developed by the Canadian Observatory on Homelessness (CoH) at York University.

The survey has a focus on the students' feelings on friends, family, teachers and school. The only identifier on this survey is a school determined student number that school staffs can use to assist students who are determined vulnerable. The CoH will provide school staff with a list of ID numbers for the students who are at risk. School staff will reach out to students to share information about services for them and their family. It will be up to students and their family to decide if they want those services.

The Upstream Project Canada is an innovative initiative aimed to prevent, rather than respond to, youth homelessness in Canada. Using a population-screening tool, the project identifies at-risk youth and connects them to supports that help them remain in school and maintain stable housing. Ultimately, the goals are to:

1. Improve student's overall health and mental well-being
2. Increase school engagement
3. Decrease youth homelessness

In partnership with schools, community assistance will be provided to ensure that all students who are identified as vulnerable for homelessness are supported.

### **3.0 POINTS FOR CONSIDERATION**

If the Board of Education approves the distribution of the survey (with parent approval) to two schools, The Upstream Project through the Okanagan Boys and Girls Club, will collaborate with District staff to prepare an instruction sheet to accompany the study as well as a parent letter and opt-out form.

### **4.0 OPTIONS FOR ACTION**

- a) Approve the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey with Grade 8 students at two middle schools.
- b) Amend the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey with Grade 8 students at two middle schools.
- c) Request additional information on the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey.

### **5.0 DEPUTY SUPERINTENDENT'S COMMENTS**

The Journey Home Strategy has the potential to transform the landscape of our community. By early identification of students at-risk of homelessness, supports can be put in place that will mitigate this trajectory for our vulnerable youth. Surveying grade 8 students at two middle schools will provide an initial review of students' vulnerability and will enable staff to begin developing a comprehensive early intervention program.

### **6.0 STAFF RECOMMENDATION**

**THAT: The Education and Student Services Committee recommends to the Board:**

**THAT: The Board of Education approve Grade 8 student participation from two middle schools in the Canadian Index for Adolescent Health Upstream Project Survey, as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.**

### **7.0 APPENDIX**

A. The Canadian Index for Adolescent Health Upstream Project Survey

## Student Needs Assessment

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*On any given night, between 35,000 – 45,000 youth in Canada don't have a stable place to live and over 53% of homeless youth drop out of school.*

*[School district name], in partnership with [lead community based organization] wants to provide more resources and supports to its students and their families.*

***Please complete the survey to help [School district & lead CBO] understand what resources and supports young people and their families in the community need.***

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### **Purpose**

The Upstream Project Canada identifies students at risk of homelessness and school disengagement and connects them with resources and supports. It is a collaboration between your school and community service providers.

This Student Needs Assessment asks questions about your life inside and outside of school. Some questions on the survey might seem a little personal, but **please answer them honestly**. This way, your school and community will be able to better understand how to provide supports to students who need them.

There is a small chance you will feel uncomfortable when completing the survey. If you feel distressed at any point, please reach out to the support staff available today, or you can reach out to the resources listed on the form your teacher distributed.

You can change your mind about completing the assessment at any point in time and there will not be any negative consequences. If you finish the survey and change your mind later, you can cancel your consent and your survey answers will be deleted.

### **Use of Your Data**

The Canadian Observatory on Homelessness (CoH) at York University will use the assessment data to identify students who are at risk of homelessness or school disengagement. Because the survey will ask for your student ID number but not your name, the CoH will provide school staff with a list of ID numbers for the students who are at risk. If your ID number is on the list, school staff might reach out to you to share information about services for you and your family. It will be up to you and your family to decide if you want those services.

### **Data Confidentiality**

Only the the Canadian Observatory on Homelessness (CoH) at York University researchers will know how you answer the survey questions – and only based on student ID number. Your responses to the survey questions will not be shared with your school, parents, guardians, or anyone else. However, the CoH is required to notify the appropriate school authorities if you report that you are being harmed or that you are going to harm yourself or someone else.

Student ID Number: \_\_\_\_\_



## APPENDIX A

*If your survey responses indicate that you are at risk for homelessness or school dropout, someone from your school might reach out to talk with you about services for you or your family. Or, you might prefer that a case manager from a community organization that is part of community connects with you directly.*

Who would you like to learn about those services from?

- ☐ School counselor  
Option to name: \_\_\_\_\_
- ☐ School social worker  
Option to name: \_\_\_\_\_
- ☐ School psychologist  
Option to name: \_\_\_\_\_
- ☐ School nurse  
Option to name: \_\_\_\_\_
- ☐ Case manager (community organization)
- ☐ Other  
[specify: \_\_\_\_\_ ]

As you complete the survey, you will notice that the **response options are different for different questions**. Please be aware of this and read each question carefully!

## APPENDIX A

### 1. Age:

- ☐ 12
- ☐ 13
- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18
- ☐ 18 +

### 2. How would you describe your race (ethnicity)? Select all that apply

- ☐ Aboriginal (Inuit, Metis, North American Indian)
- ☐ Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
- ☐ Black (E.g., African, Haitian, Jamaican, Somali)
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ South Asian
- ☐ South East Asian
- ☐ White (Caucasian)
- ☐ Other [please specify]: \_\_\_\_\_
- ☐ Don't know
- ☐ Refuse to answer

### 3. The first set of questions asks about your current living arrangement

#### a) During the past 30 days, where did you usually sleep?

- ☐ In my parents' or guardians' home
- ☐ In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
- ☐ In a shelter or emergency housing
- ☐ In a motel or hotel
- ☐ In a car, park, campground, or other public place
- ☐ I do not have a usual place to sleep
- ☐ Somewhere else [please specify] \_\_\_\_\_
- ☐ Don't know
- ☐ Refuse to answer

#### a) Over the past 30 days, at any time, did you ever sleep away from your parents or guardians because you were kicked out, ran away, or were abandoned?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Refuse to answer

## APPENDIX A

### b) Your family

Which adult(s) do you live with all or most of the time currently?

- ☐ Both parents together
- ☐ Shared or joint custody – both parents but at different times
- ☐ One parent
- ☐ One parent and a step-parent/live-in partner
- ☐ Sometimes with parent(s), sometimes with another relative
- ☐ Foster parent(s)
- ☐ Relative(s) (e.g., grandparents, aunts, uncles)
- ☐ Brother(s)/sister(s)/sibling(s)
- ☐ Friend(s)
- ☐ Other non-related person(s)
- ☐ Life alone

### c) Indicate what you think is the best answer to describe your home life – on a scale from strongly disagree to strongly agree.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
a. I feel safe in the place where I live now					
b. I would like to move out of the place where I am living					
c. There is a lot of conflict in the place where I am living					

### d) In the last year, how often did you/your family worry that food would run out?

- a. Very often
- b. Somewhat often
- c. Not very much
- d. Not at all
- e. Don't know
- f. Refuse to answer

### e) In the last year, how often have you (or your family) experienced having phone, electricity or other utilities cut off because the bill(s) were unpaid?

- a. Never
- b. 1-2 times
- c. 3 or more times
- d. Don't know
- e. Refuse to answer

### f) Was there a time in the past year when you or your family could not pay the rent or mortgage because you did not have enough money?

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

## APPENDIX A

- g) **In the past year, was there a time when you or your family were evicted from your apartment, lost your home, or were asked to leave where you were living because you did not have enough money to pay the rent or mortgage?**
- ☐ Yes
  - ☐ No
  - ☐ Don't know
  - ☐ Refuse to answer
- h) **Are you worried that you might run away or be asked to leave home sometime this year?**
- ☐ Yes
  - ☐ No
  - ☐ Don't know
  - ☐ Refuse to answer
- i) **Are you worried that you or your family might not have a stable or safe place to stay sometime this year?**
- a. **Yes**
  - b. No
  - c. Don't know
  - d. Refuse to answer
- j) **Have you ever experienced the death of a parent or a guardian?**
- a. Yes
  - b. No
  - c. Don't know
  - d. Refuse to answer
- k) **Have you ever experienced a parent or guardian leaving your life because of separation or divorce?**
- a. Yes
  - b. No
  - c. Don't know
  - d. Refuse to answer
- l) **Have you ever experienced a parent or guardian going to prison or jail?**
- a. Yes
  - b. No
  - c. Don't know
  - d. Refuse to answer

## APPENDIX A

**m) Have you ever been in foster care?**

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

**n) Have you ever been arrested or convicted?**

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

**The next set of questions is about your current and recent experiences at Compared to other students in. your school, what kind of student would you say you are?**

- ☐ One of the best
- ☐ Far above the middle
- ☐ A little above the middle
- ☐ In the middle
- ☐ A little below the middle
- ☐ Far below the middle
- ☐ Don't know
- ☐ Refuse to answer

**o) During the past year, how often were you bullied, picked on, or excluded by other students**

- a. Never (in the past 12 months)
- b. 1-2 times (in the past 12 months)
- c. 1-2 times per month
- d. 1-2 times per week
- e. Almost every day
- f. Don't know
- g. Refuse to answer

**p) Have you ever been held back or repeated a grade?**

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

**q) Have you ever been suspended from school?**

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

## APPENDIX A

**r) Have you ever been expelled from school?**

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

**s) Are you worried that you might stop going to school sometime this year?**

- a. Yes
- b. No
- c. Don't know
- d. Refuse to answer

**t) Indicate what you think is the best answer to describe your school life – on a scale from *strongly disagree* to *strongly agree***

	<i>Strongly disagree</i> 1	<i>Disagree</i> 2	<i>Neutral</i> 3	<i>Agree</i> 4	<i>Strongly agree</i> 5
a. I enjoy going to school every day					
b. If I were able to get a job, I would leave school now					
c. I regularly skip school (in other words, miss school without permission)					
d. I get along well with most of my teachers					
e. I get into a lot of trouble at school					

**u) The following statements are about you. please use the answer choices to tell us how much each statement is – or is not – like you. The answer choices are *not at all like me, a little like me, sort of like me, a lot like me, or very much like me*.**

	<i>Not at all like me</i> 1	<i>A little like me</i> 2	<i>Sort of like me</i> 3	<i>A lot like me</i> 4	<i>Very much like me</i> 5
a. I learn from my mistakes					
b. I believe I will be ok even when bad things happen					
c. I do a good job of handling problems in my life					
d. I try new things even if they are hard					
e. when I have a problem, I come up with ways to solve it					
f. I give up when things get hard					
g. I deal with my problems in a positive way (like asking for help)					

## APPENDIX A

h. I keep trying to solve problems even when things go my way					
i. failure just makes me try harder					
j. no matter how bad things get, I know the future will be better					

**v) The following statements are about how you relate to your teacher, your friends, your parents(s) or guardian(s), and how you get by at school. Please use the answer choices to tell us how much each statement is – or is not – like you. The answer choices are *not at all like me, a little like me, sort of like me, a lot like me, or very much like me.***

	<i>Not at all like me</i> 1	<i>A little like me</i> 2	<i>Sort of like me</i> 3	<i>A lot like me</i> 4	<i>Very much like me</i> 5
a. There are people in my life who encourage me to do my best					
b. I have someone who I can share my feelings and ideas with					
c. I have someone in my life who I look up to					
d. I have someone in my life who doesn't judge me					
e. I feel lonely					
f. I have someone I can count on for help when I need it					
g. I have someone who supports me in developing my interests and strengths					
h. I have a friend or family member to spend time with on holidays and special occasions					
j. I know for sure that someone really cares about me					

**w) The following statements are about how you relate to your teacher, your friends, your parent(s) or guardian(s), and how you get by at school. Please use the answer choices to tell us how much each statement is – or is not – like you. The answer choices are *not at all like me, a little like me, sort of like me, a lot like me, or very much like me.***

	<i>Not at all like me</i> 1	<i>A little like me</i> 2	<i>Sort of like me</i> 3	<i>A lot like me</i> 4	<i>Very much like me</i> 5
a. I have someone in my life who is proud of me					

## APPENDIX A

b. there is an adult family member who is there for me when I need them (for example, my birth or adoptive parent, spouse, adult sibling, extended family member, legal guardian, non-biological chosen family)					
d. I have friends who stand by me during hard times					
e. I feel that no one loves me					
f. My spiritual or religious beliefs give me hope when bad things happen					
g. I try to help other people when I can					
h. I do things to make the world a better place like volunteering, recycling, or community service					

**x) The following questions ask about how you have been feeling during the past 30 days. For each question, please circle the number that best describes how often you had this feeling – on a scale from *all of the time* to *none of the time***

<b>During the past 30 days, how often did you feel....</b>	<i>None of the time 0</i>	<i>A little of the time 1</i>	<i>Some of the time 2</i>	<i>Most of the time 3</i>	<i>All of the time 4</i>
a. ...nervous?					
b. ...hopeless?					
c. ...restless or fidgety?					
d. ... so depressed that nothing could cheer you up?					
e. ... that everything was an effort?					
f. ... worthless?					





# Memorandum

**Date:** December 20, 2019  
**To:** Education and Student Services  
**From:** Terry-Lee Beaudry, Deputy Superintendent of Schools  
**Action Item:** Equity in Action Agreement for Truth and Reconciliation 2020-2025

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## 1.0 ISSUE STATEMENT

An Equity in Action Agreement for Truth and Reconciliation 2020-2025 has been developed for approval by the Board of Education.

## 2.0 BACKGROUND

On December 11, 2006, the District signed the first Aboriginal Education Enhancement Agreement 2006-2011.

MOVED by Trustee Fraser, SECONDED by Trustee Butler,  
THAT: The Board of Education approve the 2014 - 2019 Enhancement Agreement - Final Draft, as attached to the agenda and as presented at the October 9, 2013 Public Board Meeting. CARRIED  
On January 15, 2014, the District signed the second Aboriginal Education Enhancement Agreement 2014-2019.

In August 2016, the BC Ministry of Education embarked on the co-creation of an 'Equity Scanning Tool' to support School Districts in identifying barriers that are impacting Indigenous student achievement in response to the Report of the Office of the Auditor General, United Nations' Declaration on the Rights of Indigenous People and the Truth and Reconciliation Calls to Action. The Central Okanagan Public School District was one of six Districts invited to pilot the Ministry's Equity Scanning tool. The District's involvement in the Equity Scan Project lead to the development of the Equity in Action Agreement.

## 3.0 POINTS FOR CONSIDERATION

The collaborative phase, including extensive school/community consultations, was completed from 2017-2019. A framework has been developed to guide the vision that *empowers each learner to thrive holistically*. The Equity in Action Agreement provides direction at the District, school and classroom level and is focussed on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.

## 4.0 OPTIONS FOR ACTION

- a) Approve the Equity in Action Agreement for Truth and Reconciliation 2020-2025.
- b) Amend the Equity in Action Agreement for Truth and Reconciliation 2020-2025.
- c) Request additional information on the Equity in Action Agreement for Truth and Reconciliation 2020-2025.

**5.0 DEPUTY SUPERINTENDENT’S COMMENTS**

The District's Equity in Action Agreement provides comprehensive multi-year goals and priorities to foster Indigenous student success (K-12).

**6.0 STAFF RECOMMENDATION**

**THAT: The Education and Student Services Committee recommends to the Board:**

**THAT: The Board of Education approve the Equity in Action Agreement for Truth and Reconciliation 2020-2025, as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.**

**7.0 APPENDIX**

A. Equity in Action Agreement for Truth and Reconciliation 2020-2025

# Equity in Action Agreement for Truth & Reconciliation

2020 - 2025



*Lifeline - Sqilxw Resilience*  
*Sheldon Louis / KSS Art Students / Timothy Mayer, Art Teacher*  
*KSS Mural Project*

**Fostering Indigenous student success through the lens of equity**

Together We Learn



**Central Okanagan  
Public Schools**

Indigenous Education



*“Life Line - Sqilxw Resilience”*

*Before the collaborative mural project saw brush put to canvas, Dixon Terbasket and I sat with Kelowna Secondary School Art Classes to share the pre- and post contact history of the sqilxw people located in traditional Syilx territory. We shared our personal experiences and the impact colonialism has had on Indigenous peoples, in particular the loss of language and culture through Residential School Systems, the oppression of the Indian Act and Potlatch Ban, the Truth and Reconciliation Calls to Action and other topics shaping the lives of the Indigenous Peoples of Canada today.*

*By sharing the darker history of Canada's relations with Indigenous Peoples, we were able to help frame the theme of "Resilience" for the mural. Although the history of our Indigenous Peoples has been burdened with post-contact struggles, we are still fighting to regain, reclaim and revitalize our languages, our cultures and our ceremonies. Even though it has been a difficult struggle to this point, I wanted to showcase the resilience of our People, our Youth and our Elders. It is through the struggles of our ancestors that we inherit resistance and resilience. This mural captures the strength and knowledge of our Tmixw, our Elders, our Survivors, and our Youth. It shows/reflects a transition from winter to spring, signifying the shift in our history and our lives.*

*The various elements of the mural emerged from a few days of discussion with high school youth. I then created the rough design from the ideas they felt best conveyed the resilience of our People. It was amazing to watch the mural come to life as students painted; each day it took on new meaning. Each element has special significance:*

*The spitsin (tether or bond) wrapped around the hands signifies the tradition of sitting around winter fires learning from our Elders; it also signifies the strength of the people, the lifeline or bloodline that connects us to each and every one of our ancestors.*

*The Salmon are a true representation of the meaning of resilience, the strength and determination embodied in our Ancestors and passed on to our Elders and Residential School survivors.*

*The winter and summer lodges represent connectedness to the land. The winter home speaks to how our Elders would share captikwl (traditional stories) with our young ones, teaching about our laws and responsibilities. The tulle mat lodge represents the transition from a dark past into a brighter future.*

*The speetlum (bitterroot) speaks to the need of our Youth to find their "roots" and to reconnect with the land, for it will be they who lead our People forward.*

*The students used the bridge in the background to represent the bridging of new generations, the bridging of communities.*

*I am so honoured to have been part of this great project.*

***Sheldon Louis***

# Central Okanagan Public Schools

## Equity in Action Agreement

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

EQUITY IN ACTION AGREEMENT IS BETWEEN

Central Okanagan Public Schools

AND

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

AND

The Ministry of Education in the Province of British Columbia



*We would like to acknowledge the Committee members who contributed to the development of this Agreement during the meetings held in 2017 - 2019; and, the work of the members of the Equity in Action Agreement Development Team.*

Fernanda Alexander - Councillor, Westbank First Nation	Kevin Kaardal - Superintendent of Schools / CEO
Rose Alexis - Indigenous Student Advocate	Kevin Kaiser - Indigenous Education Resource Teacher
Jarret Atkins - DRE Vice-Principal	Brad Kuhn - MBS Vice-Principal
Pamela Barnes - Westbank First Nation Elder	Steven Labrie - CLE Vice-Principal
Terry Beaudry - Deputy Superintendent of Schools	David Lafontaine - Teacher
Ann Bell - Lake Country Native Association	Rick Oliver - Assistant Superintendent of Schools
Deb Butler - Former Trustee, Okanagan Public Schools Board	Roberta Robin Dods - Board Member, Kelowna Friendship Society
Laurie Campbell - Teacher	Shannondee Rigby - Teacher
Denise Clough - Education Services Manager, Westbank First Nation	Darryl Smith - GES Vice-Principal
Joanne De Guevara - District Principal, Indigenous Education	Raquel Steen - District Principal, International Education
Trent Dolgopol - DRK Principal	Sue Stevenson - SVE Principal
Nina Ferguson - OKM Vice Principal	Holly Toews - Teacher
Simone Gauthier - Indigenous Student Advocate	Monique West - ASM Vice-Principal
Greg Hyslop - Teacher	Maureen Ziprick - Okanagan Indian Band Elder

# Central Okanagan Public Schools

## Equity in Action Agreement – Part 1 - Introduction

### TRUTH & RECONCILIATION CALLS TO ACTION

#### Why Equity?

In 2015, the Truth and Reconciliation Commission (TRC) released its final report including 94 Calls to Action. The TRC spent six years travelling across Canada and documenting the narratives of First Peoples forcibly taken from their families as children and placed in Residential Schools. The focus of the TRC centered on unveiling the TRUTH about the abuse suffered by Indigenous children by acknowledging this long-ignored segment of Canada's history. The Commission's emphasis on truth determination was intended to lay the foundation for the important question of reconciliation.

As a consequence of the TRC report, educational institutions were tasked with responding to the 'Calls to Action'. In keeping with this context, the following Calls for Actions specifically focus on the work ahead for educators:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Indigenous peoples, and educators, to:
  - i. Make age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students.
  - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
  - iii. Provide the necessary funding to Indigenous schools to utilize Indigenous knowledge and teaching methods in classrooms.
  - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Indigenous education issues, including:
  - i. Developing and implementing Kindergarten to Grade 12 curriculum and learning resources on Indigenous peoples in Canadian history, and the history and legacy of residential schools.
  - ii. Sharing information and best practices on teaching curriculum related to residential schools and Indigenous history.
  - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
  - iv. Identifying teacher-training needs relating to the above.

The TRC's "Calls to Action" spark an urgency for colonized K-12 educational institutions to prioritize the reconceptualization of curriculum, embedding holistic understandings of Canada's past with contemporary perspectives of Indigenous peoples, to co-construct new pathways towards truth and reconciliation. This marks a time in Canada's history where educators are being called upon to reimagine teaching and learning with a shared responsibility for inspiring social justice through the understanding of truths and commitment to reconciliation.

***Together, we will foster Indigenous student success through the lens of equity.***



# Central Okanagan Public Schools

## Equity in Action Agreement – Part 1

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### Why Equity?

#### B.C. Declaration on the Rights of Indigenous Peoples Act

In 2007, the United Nations General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration). It includes 46 articles covering all facets of human rights of Indigenous peoples such as **culture, identity, religion, language, health, education and community**.

The UN Declaration emphasizes the Indigenous peoples' rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures and traditions and to pursue self-determined development, in keeping with Indigenous needs and aspirations.

#### B.C.'s Implementation of the UN Declaration

The provincial government passed legislation in November, 2019 to implement the UN Declaration, which the Truth and Reconciliation Commission confirms as the framework for reconciliation.

The B.C. [\*Declaration on the Rights of Indigenous Peoples Act\*](#) aims to create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together.

The legislation sets out a process to align B.C.'s laws with the UN Declaration. It mandates government to bring provincial laws into harmony with the UN Declaration. It requires development of an action plan to achieve this alignment over time – providing transparency and accountability. It also requires regular reporting to the Legislature to monitor progress.

(Source: Government of British Columbia)

#### Professional Standards for BC Educators - Standard 9

In August, 2019, a ninth Standard was added for BC educators. This professional standard requires educators to embed indigeneity within their pedagogy.

**Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

(Source: Government of British Columbia)

# Central Okanagan Public Schools

## Equity in Action Agreement – Part 1

### EQUITY SCAN PROJECT

In August 2016, the BC Ministry of Education embarked on the co-creation of an 'Equity Scanning Tool' to support School Districts in identifying barriers that are impacting Indigenous student achievement in response to the Report of the Office of the Auditor General, United Nations' Declaration on the Rights of Indigenous People and the Truth and Reconciliation Calls to Action. The Central Okanagan Public School District was one of six Districts invited to pilot the Ministry's Equity Scanning tool.

The collaborative phase, including extensive school/community consultations, was completed from 2017-2019. A framework has been developed to guide the vision for equity and collaborative work towards a systemic scanning tool. The Equity Scan concept provides direction at the District, school and classroom level and is focussed on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.



The District's Equity in Action Committee responding to the Ministry of Education's Guided Inquiry Questions  
"Shaping our Vision for Equity"  
2017



# Central Okanagan Public Schools

## Equity in Action Agreement- Part 1

### JOURNEY TO EQUITY

A District Equity Scan Committee, comprised of Elders, District Administrators, Teachers, Indigenous Student Advocates, and community members was formed and the first meeting was held at the Westbank First Nation Youth Centre. The Committee met bi-monthly, in homogenous and heterogeneous groups, to navigate through the initial 72 questions proposed by the Ministry of Education Equity Scan Team. Seven key questions were identified and used to facilitate community discussions at community forums and to receive survey feedback. In addition to feedback received from community forums, feedback was also received from District meetings, student voice, and surveys. The District Equity Scan Committee reviewed all the information collected to establish common belief statements, recommendations, and priorities. The District Equity Scan Committee was then able to use this feedback to set direction, goals, and priorities for the District's Equity in Action Agreement.

This journey has created a shared understanding of equity for Indigenous students to thrive in Central Okanagan Public Schools.



Equity Scan Committee



Talking about Truth & Reconciliation



Kelowna Métis Association Community Dinner Forum

# Central Okanagan Public Schools

## Equity in Action Agreement – Part 1

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### DISTRICT VISION & RESPONSIBILITIES FOR EQUITY

Each school in Central Okanagan Public Schools has a responsibility to report-out continued growth and success in their School Learning Plans. Equity in Action plans are a part of this process. The Equity in Action Agreement prioritizes a responsibility to Indigenous learners at all levels. Schools report through their Learning Plans addressing specific priorities in all quadrants: Policy and Governance, Learning Environment, Learning Profiles, and the Pedagogical Core.

"Each Central Okanagan Public School student, Kindergarten to Grade 12, has a right and responsibility to learn." In addition to developing the core competencies and attributes of the Learner, the role of a Central Okanagan Public Schools' student is to respect the Okanagan territory and the Okanagan people on whose land we reside and respect diversity. (Policy 401 - Role of the Student).

The District's Equity in Action Agreement emphasizes the importance of supporting the role of each student, in particular, establishing pathways to support the growth and well-being of the District's 2900 Indigenous learners (K-12). As school communities use the Spirals of Inquiry to scan their learners and develop hunches in order to co-create and implement School Community Learning Plans, a focus on equity of opportunity is important to set the conditions for all students to thrive.

With a shared focus on equity, each school's multi-year Learning Plan will reflect how the school is addressing equity and the progress achieved to support Indigenous learners will be reflected in our school and District's Achievement indicators. The Superintendent's Annual Report on Achievement will include the District's collaborative efforts to implement equitable opportunities to support Indigenous student well-being and success as well as our District's efforts to nurture culturally-responsive learning and racism-free learning environments.

**The following definition has been co-written by the District's Equity in Action Committee after speaking with hundreds of staff, students and community members and reviewing feedback from surveys, written responses and community forums:**

**Equity empowers each learner to thrive holistically**

# Central Okanagan Public Schools

## Equity in Action Agreement- Part 1

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### IF WE BELIEVE...

**That equity is everyone's responsibility**

**That equity fuels the art of possibility for each Indigenous learner**

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

**And, that equity is about nurturing the spirit**

### THEN...

**Together, we will create the conditions that empower each Indigenous learner  
to be cultural, confident, and courageous.**



Primary Winter Gathering



Indigenous Graduation Ceremony Dancers



# Central Okanagan Public Schools

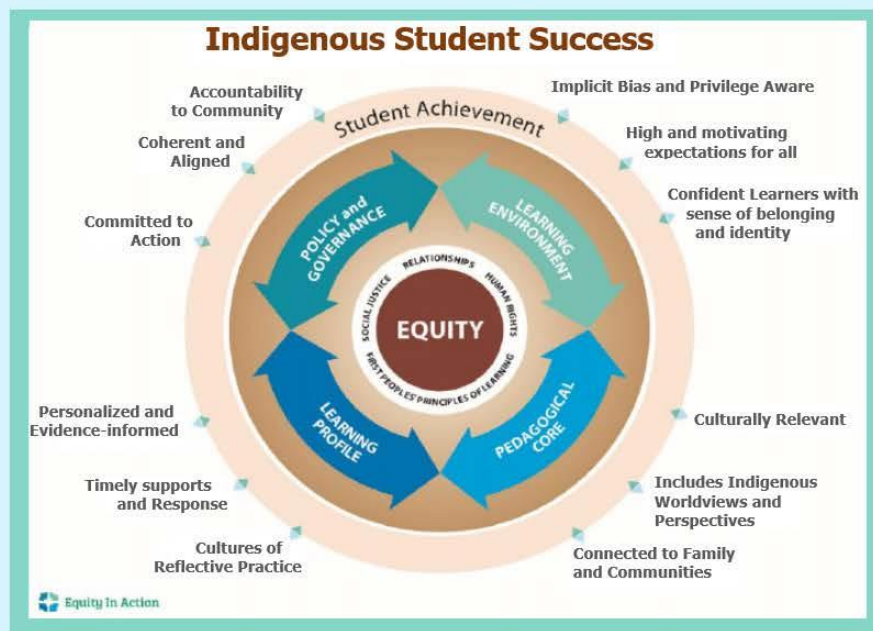
## Equity in Action Agreement – District Responsibilities 2020-2025

### Policy and Governance

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

### Learning Environment (School Culture)

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



### Learning Profiles

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

### Pedagogical Core

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

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

# Central Okanagan Public Schools

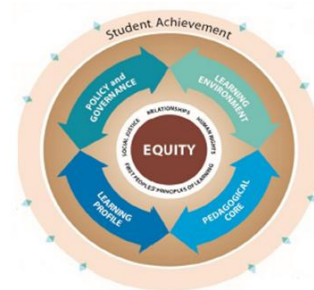
## Equity in Action Agreement – Part I

### Our Shared Responsibility

#### POLICY AND GOVERNANCE

##### We believe:

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



##### Therefore, we are committed to the following:

- Maintain a District Equity Committee (including representation from all stakeholders) to support the implementation of equitable practices at the school and District level, to review the District's progress in achieving equitable practices, and to provide recommendations for deepening the District's focus on equity in action;
- Review Central Okanagan Public Schools Policies and Procedures to support equity;
- Establish a process for cultural sensitivity training for all District employees which includes local, provincial and national relevant topics, including but not limited to:
  - Local Education Agreement with Westbank First Nation;
  - B.C. Tripartite Agreement;
  - Truth and Reconciliation Commission (TRC) of Canada's Calls to Action, and
  - United Nation's Declaration on the Rights of Indigenous Peoples.
- Ensure annual District reports reflect the shared responsibility toward achieving equity.



Indigenous Family Fun Night  
Hoop Dancer



Plant Harvesting with Little Warriors

# Central Okanagan Public Schools

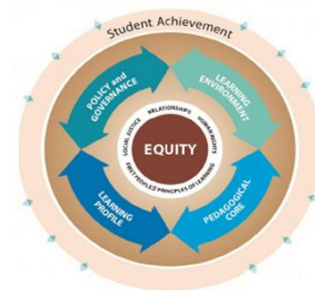
## Equity in Action Agreement – Part I

### Our Shared Responsibility

#### LEARNING ENVIRONMENT – SCHOOL CULTURE

##### We believe:

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



##### Therefore, we are committed to the following:

- Provide opportunities to discuss and address implicit bias and privilege awareness;
- Implement and expand an Elders in Residence Program to provide opportunities for schools to have access to Elders to share cultural wisdom and deepen relationships with students, families and staff;
- Reflect a strong culturally-appropriate Indigenous presence in each school. Incorporate appropriate physical representation of Indigenous culture with the learning and teachings around those artifacts both embedded in school cultural values and understood by the school community;
- Acknowledge Okanagan Syilx Territory as a regular practice including assemblies, meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site;
- Ensure Nsyilxcen, local Indigenous language presence in all schools;
- Display local Nation flags at each District site;
- Provide culturally relevant space or Gathering Rooms in every school for both students and families to foster belonging, identity and connection to school.



Grade 12 Retreat



Orange Shirt Day  
Chief Tomat Elementary



# Central Okanagan Public Schools

## Equity in Action Agreement – Part I

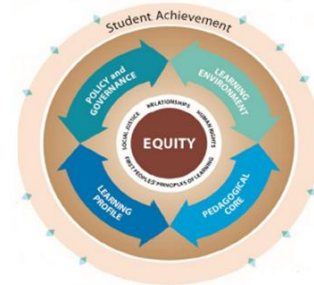
### LEARNING PROFILES

#### We believe:

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

#### Therefore, we are committed to the following:

- Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic);
- Use multiple points of evidence to assess the learning needs of Indigenous learners;
- Utilize Ministry data from the Indigenous Learning Profile tool in order to be responsive to the learning needs of each student in Grades 10 – 12;
- Develop a District tracking system for non-graduating Indigenous students and explore opportunities for success in their 6<sup>th</sup> year (the year after Grade 12);
- Collaborate to implement culturally responsive interventions and alternatives to suspension focusing on the personalized needs of each student.



Teepee Presentation at Central



Little Warriors Harvesting Plants

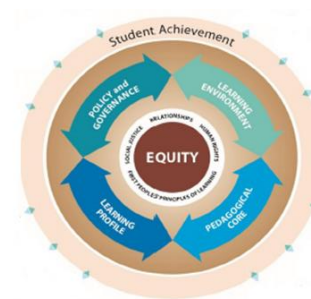
# Central Okanagan Public Schools

## Equity in Action Agreement – Part I

### PEDAGOGICAL CORE

#### We believe:

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



#### Therefore we are committed to the following:

- Embed the First Peoples Principles of Learning (K-12);
- Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture;
- Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being;
- Provide time and space to understand how implicit bias and racism impacts the nature of instruction, assessment and learning for Indigenous learners;
- Create a centralized Indigenous resource portal on the District dashboard enabling all staff to have access to authentic Indigenous resources and pedagogies, cultural guidelines, workshops and professional development opportunities;
- Foster Nsyilxcen language instruction in schools.
- Continue to foster partnerships between Indigenous Knowledge Keepers and non-Indigenous educators through reciprocal learning opportunities;
- Continue to foster community relationships through ongoing collaboration;
- Support a teacher representative as an Indigenous Curriculum Lead at every school;



# Central Okanagan Public Schools

## Equity in Action Agreement – Part 2

### Indigenous Education Responsibilities

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#### FOUR FOOD CHIEFS GRAPHIC SUMMARY

We would like to acknowledge Okanagan Nation Alliance for the collaborative work and effort in creating the Four Food Chiefs Graphic. The image on the graphic was originated by the Okanagan Nation Alliance, who has granted permission for Central Okanagan Public Schools, to use for graphic purposes only. We would like to recognize Krystal Lezard from Westbank First Nation, for the Four Food Chiefs write ups, and Coralee Miller from Westbank First Nation, whose Four Food Chiefs images are utilized in Part 2 of this Agreement.

We continue to work toward Truth and Reconciliation, and the "Calls to Action" for Education. Integration of Indigenous Worldview and Perspective and the First Peoples Principles of Learning have been mandated throughout the curriculum. This project and graphic is a result of the need to assist educators in Indigenizing processes and content throughout the school system. Understanding teaching through story, and connecting it with contemporary, colonial views and perspectives on Education, help to provide understanding from a local Indigenous perspective. Learning is embedded in story and history and through our connections and relationships, we can support all of our students to experience success through the lens of Indigenous teachings.

The Center of the graphic portrays the Four Food Chiefs, who come from the Syilx, Okanagan captikw, "How Food Was Given." "Captikw today explores how these traditional stories can guide our thoughts and actions in the present." (Back to the Root, Pg. 8) "The perspectives of the Four Food Chiefs cover the spectrum from tradition to innovation, from action to relationships. As individuals, we tend to identify more strongly with one of the four perspectives. Differing perspectives of the Four Food Chiefs were brought together to inform discussion, solve problems, and provide decision making on an action plan." (Back to the Root, Pg. 12)

In addition to the Four Food Chiefs picture, the four coloured areas include the First Peoples Principles of Learning and Indigenous Ways of Knowing that guide how we walk through our experiences.

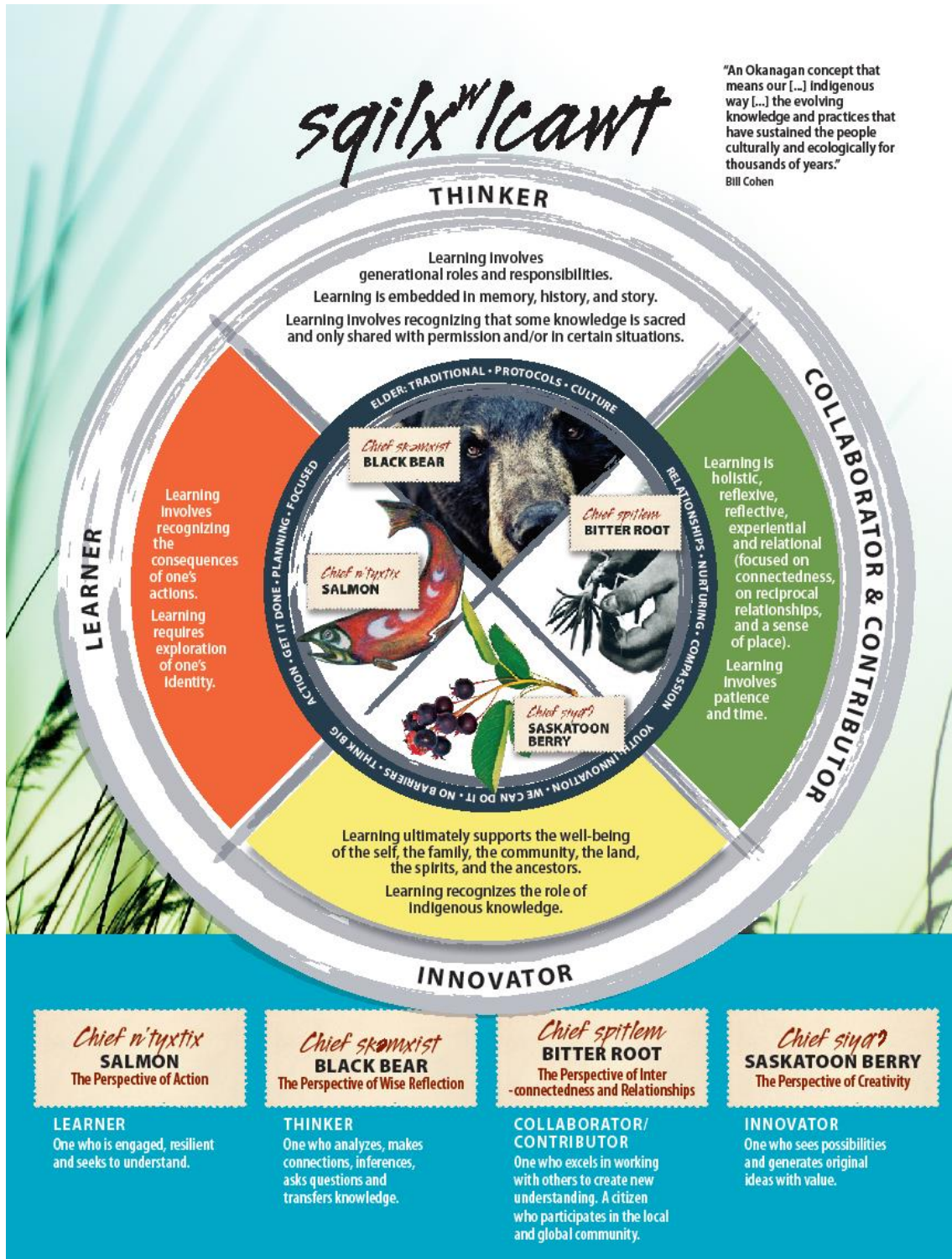
The outside of the graphic reflects the District's Attributes of the 21<sup>st</sup> century learner. These attributes are very similar to those of the Four Food Chiefs, thus, providing an Indigenous Perspective to the work being done at the District level. In understanding and attaining these Attributes, both from a colonial and Indigenous perspective, will allow all students in the District to experience success.

The Four Food Chiefs teachings can be utilized at all levels of Education, from Leadership to student voice. These teachings have been used since time immemorial by the Okanagan Syilx people.

# Central Okanagan Public Schools

## Equity in Action Agreement - Indigenous Education

### Responsibilities – Part 2



#### FOUR FOOD CHIEFS ATTRIBUTES OF THE 21<sup>ST</sup> CENTURY LEARNER



# Central Okanagan Public Schools

## Equity in Action Agreement – Part 2

### Chief spitlem Bitter Root

Chief spiłəm commemorates our occupation of the land since time immemorial. spiłəm offered her life and gave the sqilx<sup>w</sup> people access to everything that grows underground for medicine and food. Her roots represent preservation of the land and continuance of understanding the need to protect the diverse territory we live in. During the spring season, she is the one who prioritizes health, wellness and guides with unconditional love. Chief spiłəm promotes the feminine aspects of new life that create nurturing relationships.



### Our Commitment:

*Relationships, nurturing, compassion*

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

### Our Priorities:

1. Each Indigenous learner will be able to identify at least two caring adults within the school community.

**Evidence:** Students are able to identify two caring adults within the school community over and above the Indigenous Advocate.

2. Each Indigenous learner will be engaged in fostering healthy peer-to-peer relationships.

**Evidence:** Students are able to identify two or more positive peer relationships.

3. Each Indigenous learner will have access to multiple pathways for emotional support and wellbeing inclusive of Indigenous wellness perspective.

**Evidence:** Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e. Jordan's Principle).



Belgo Students Making Talking Feathers



# Central Okanagan Public Schools

## Equity in Action Agreement – Part 2

### Chief siya? - Saskatoon Berry

Chief siya? gave the sqilx<sup>w</sup> people the ability to harvest all fruit bearing plants for medicine and food throughout the summer. We emulate her teachings by providing service to our children, Elders and Nation. We offer many thanks for her gifts in helping us become attentive to the needs of others. She is the food chief responsible for our ability to be innovative and make our dreams a reality.



### Our Commitment:

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

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

### Our Priorities:

1. Each Indigenous learner will participate in classroom-based cultural activities.

**Evidence:** Data will be collected to determine the number of Indigenous learners participating in classroom-based cultural presentations.

2. Each Indigenous learner will participate in school-based cultural activities.

**Evidence:** Data will be collected to determine the number of Indigenous learners participating in school-based cultural presentations initiated by Indigenous Student Advocate(s).

3. Each Indigenous learner will participate in District-based cultural activities.

**Evidence:** Data will be collected to determine the number of Indigenous learners participating in District-based cultural presentations.

4. Each Indigenous family will be connected to school community.

**Evidence:** Data will be collected to determine student and family participation in District initiatives.

5. Each Indigenous learner will participate in Okanagan Language activities.

**Evidence:** Data will be collected to determine student participation in language activities.

# Central Okanagan Public Schools

## Equity in Action Agreement – Part 2

### Chief n'tyxtix - Salmon

ntytyix represents perseverance, working against the current to obtain prosperity. His male energy teaches us that water is our most valued resource and we must take action in a confident and focused manner. ntytyix offered the sqilx<sup>™</sup> people his life and gave us access to everything that lives in the water for medicine and food. Chief ntytyix offers remarkable teachings about life cycles in the fall season and the importance of taking care of one another in a good way.



### Our Commitment:

*Action, get it done, focused*

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

### Our Priorities:

1. Each Indigenous learner will set personalized learning goals that reflect a holistic growth mindset.

**Evidence:** Indigenous learners will self assess their learning through reflection and culturally responsive protocols.

2. Each Indigenous learner will engage in learning opportunities that strengthen their identity.

**Evidence:** Data will be collected to determine the number of Indigenous learners participating in extra-curricular activities, community involvement, leadership programs and community cultural gatherings.

3. In recognizing the consequences of one's actions, Indigenous learners will have the opportunity to engage in culturally-responsive interventions.

**Evidence:** Data will be collected to determine the number of Indigenous learners accessing culturally-responsive interventions.



Making Dream Catchers at Belgo



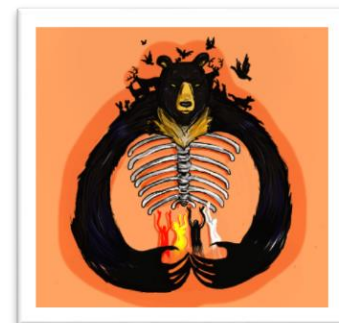
SIYA Potato Dance winners

# Central Okanagan Public Schools

## Equity in Action Agreement – Part 2

### Chief skəmxiŋst - Black Bear

Chief skəmxiŋst was the first to offer his life for the sqilx<sup>w</sup> people. Chief skəmxiŋst granted the sqilx<sup>w</sup> people access to all living things, so that we would have protection and nutriment. He is eldest Chief and with his significant wisdom he is the true holder of where our traditions and protocols come from. During the winter season is when we are responsible for sharing knowledge with one another. A true leader wouldn't ask of his followers something he wouldn't be willing to do himself. We offer thanks to the timx<sup>w</sup> for offering their lives so we could create tools to thrive and survive on our land in a sustainable way to ensure generations to come are provided for.



### Our Commitment:

*Traditional, protocols, culture*

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

### Our Priorities:

1. Each Indigenous Grade 12 learner will experience academic success and will graduate with dignity, purpose and options.

**Evidence:** Central Okanagan Public Schools will reach parity in graduation rates between non Indigenous and Indigenous students.

2. Indigenous learners will garner a deep understanding of Indigenous histories, cultural knowledge, and language.

**Evidence:** Students will engage in an annual self-assessment of their cultural competencies.

# Central Okanagan Public Schools

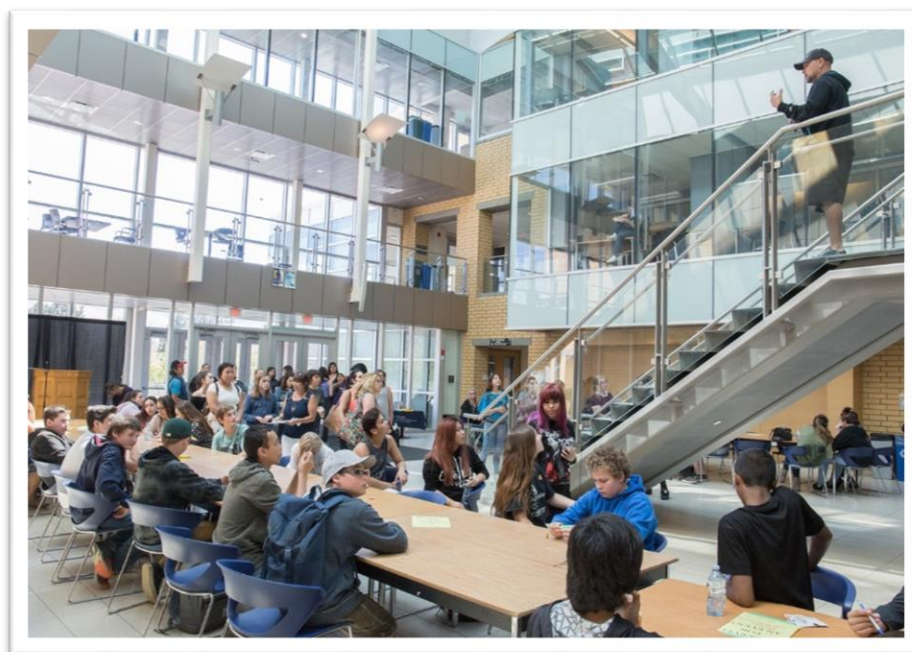
## Equity in Action Agreement – Part 2

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### Monitoring our Progress – A Shared Responsibility

Progress towards attaining the District's Equity in Action goals, as reflected in Central Okanagan Public Schools' Equity in Action Agreement, will be reported in the Superintendent's Annual Report on Achievement and each school's Learning Plan.

Evidence of Indigenous student success will be collected annually through Ministry and District achievement data, students' presentations of learning, student feedback, parent and family forums, survey data and the District's Indigenous Information Management System. Progress towards achieving the Indigenous Education Department goals will be reflected in the annual Indigenous Education Department Report on Equity in Action.



Grade 9 students attend "Geering Up" Science Event at UBCO

# Mission Statements



## Central Okanagan Public Schools

"To educate students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and healthy productive member of our global society."



## Westbank First Nation

"To provide and develop local community governmental services that are created in an efficient, effective, and distinctive manner for the overall betterment of our People and our Community."



## Okanagan Indian Band

"The Okanagan Indian Band is supportive to ensure the future of our Indigenous peoples exceed the highest standard of education in order to encourage and promote ourselves individually and as peoples of a distinct culture for a better future culturally, socially and economically."



## Okanagan Nation Alliance

"We are the unconquered Aboriginal people of this land, our mother; The creator has given us our mother, to enjoy, to manage and to protect; we, the first inhabitants, have lived with our mother from time immemorial; our Okanagan governments have allowed us to share equally in the resources of our mother; we have never given up our rights to our mother, our mother's resources, our governments and our religion; we will survive and continue to govern our mother and her resources for the good of all for all time."



## Ki-Low-Na Friendship Society

"The Ki-Low-Na Friendship Society will provide support for the mental, emotional, physical and spiritual well-being of all people through the development of community-based services, while encouraging the community to preserve, share and promote Indigenous cultural distinctiveness."



## Lake Country Native Association

"Lake Country Native Association provides support to local Indigenous families to participate in culturally appropriate activities and programs that encompass cultural knowledge and identity, life skills and self-esteem, substance abuse prevention, and Indigenous arts and crafts."



## Kelowna Métis Association

"An Aboriginal Society that services the Central Okanagan through awareness and sharing of the Métis Culture, History, Language, Genealogy and by cultivating the pride of their Métis ancestry."



# Central Okanagan Public Schools

## Equity in Action Agreement

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### Acknowledgements

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A special thank you to the Indigenous students, parents, and families. Their invaluable responses to surveys and consultation groups, during the review of the Indigenous Education Program, shaped the goals of the 2020 - 2025 Equity in Action Agreement.

Sincere thanks to the Indigenous Education Council, District staff, and community members who gave so freely of their time to develop Central Okanagan Public Schools' Equity in Action Agreement.

### Indigenous Education Council

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Fernanda Alexander	Councillor, Westbank First Nation
Terry-Lee Beaudry	Deputy Superintendent, Central Okanagan Public Schools
Ann Bell	Project Director, Lake Country Native Association
Norah Bowman	Trustee, Board of Education, Central Okanagan Public Schools
Denise Clough	Education Services Manager, Westbank First Nation
Jordan Coble	Westbank First Nation Alternate
Chantelle Colthorp	Kelowna Métis Association
Joanne De Guevara	District Principal of Indigenous Education, Central Okanagan Public Schools
Roberta Robin Dods	Treasurer and Board Member, Ki-Low-Na Friendship Society
Julia Fraser	Trustee, Board of Education, Central Okanagan Public Schools
Kevin Kaardal	Superintendent of Schools / CEO, Central Okanagan Public Schools
Jennifer Lewis	Wellness Manager, Okanagan Nation Alliance
Kelly L'Hirondelle	Executive Director, Métis Community Services Society of B.C.
Sheldon Louis	Councillor, Okanagan Indian Band
Cherylee Morrison	Parent Representative, Indigenous Education Council
Roberta Shaw	Parent Representative, Indigenous Education Council
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society



## Memorandum

**Date:** December 20, 2019  
**To:** Education and Student Services Committee  
**From:** Terry-Lee Beaudry, Deputy Superintendent of Schools  
**Prepared by:** Vianne Kintzinger, Assistant Superintendent  
**Information Item:** Advanced Placement (AP) Programs in Central Okanagan Public Schools

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### 1.0 ISSUE STATEMENT

The Advanced Placement (AP) program makes college and university courses available for students to take while they are still in secondary school. Courses offered in this program are administered by the College Board which is recognized for advanced credit or placement in many Canadian and American universities and colleges. AP courses are granted credit through the External Credential program and may be used towards district and Ministry scholarships.

Students can earn external credentials by taking courses, programs or activities that fall outside the normal B.C. school curriculum.

Because these courses are developed and offered outside the B.C. school system, they must meet specific criteria in order to be authorized as an external credential course. This includes the same (or greater) level of depth, breadth, and rigour as would be found in Ministry-developed Grade 10, 11 or 12 courses, as well as an evaluation component that assesses the intended learning outcomes. Organizations offering these kinds of courses must also:

- Be governed by a provincial, national or international body;
- Have certified instructors; and,
- Be non-discriminatory and offer credentials that are available to a significant number of students throughout B.C.

Secondary students engage in a program of study and complete their Advanced Placement course at their high school and can earn four credits for each course.

The following is how the courses will appear on a student's BC Diploma Verification.

Course				Credit		Percentage			
ABIO-12H4L	19-Jun-20	AP BIOLOGY 12	NDC	4		92			

## 2.0 ADDITIONAL INFORMATION

The following provides an overview of the AP courses offered at each secondary school and the enrolment in each course.

### Central Okanagan Public Schools

2019-2020 AP Courses & Enrollment Numbers	
<b>KSS</b>	
AP Biology 12	37
AP Calculus 12	40
AP Chemistry	34
AP Computer Science 12 (attached to Computer Programming 12 course)	5
AP English Literature & Composition 12	45
AP Human Geography 12	42
AP Music Theory 12 (split with Music Theory 11 AP Prep)	10
AP Physics Honors 12	53
AP Psychology 12	57
<b>Total for KSS</b>	<b>323</b>
<b>MBS</b>	
AP Biology 12	16
AP Chemistry 12	5
<b>Total for MBS</b>	<b>21</b>
<b>OKM</b>	
AP Biology 12	23
AP English 12 - Not offered this year	0
<b>Total for OKM</b>	<b>23</b>
<b>RSS</b>	
AP 2D Design or Drawing 12	19
AP Biology 12	9
AP Calculus 12	19
AP Chemistry	16
AP Comparative Government & Politics 12	23
AP English Literature 12	17
AP Physics 12	19
<b>Total for RSS</b>	<b>122</b>
<b>TOTAL FOR SD23</b>	<b>489</b>

The AP courses are offered as independent classes or embedded within a course offered at the school. For example, the AP Computer Science course at Kelowna Secondary is embedded within the computer science course. On completion of the advanced placement course, students may choose to write a College Board examination each year in May. The completed examinations are submitted to the AP College Board for assessment where the exam is marked on a scale of one to five. If students earn a score of three or greater on the exam, post-secondary schools will consider the student eligible for receiving course credit toward their first year in a program of study or permission to advance to the next level. These examinations are not mandatory for course credit; however, they are required by post-secondary schools for a student's application to achieve post-secondary recognition.

## 3.0 DEPUTY SUPERINTENDENT'S COMMENTS

The Advanced Placement programs offered at secondary schools in the Central Okanagan has enabled students to explore a post-secondary course(s) prior to pursuing an academic program of study at a college or university. This opportunity has also enabled students to transition to a second year post-secondary course as well as provided a greater sense of readiness for post-secondary course work.