



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BOARD MEETING AGENDA

Date: Wednesday, October 21, 2020
Time: 6:00 p.m.
Venue: **DESC – Shuswap Lake Room**

A copy of the Agenda with attachments is available on the School District website at:
<https://sd83.bc.ca/board-meetings/> Board Meeting Agendas.
Alternatively, copies are available on request from the Executive Assistant to the Secretary-Treasurer.

Item	Description	
1.	CALL TO ORDER	
2.	WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY We open the meeting with the acknowledgement that the Board holds its meeting on the traditional territory of the Secwepemc people.	
3.	ADOPTION OF AGENDA – CHANGES / ADDITIONS <u>Recommendation</u> <i>That the Board of Education adopt the October 21, 2020 Regular Board Meeting Agenda as presented.</i>	
4.	ADOPTION OF BOARD MEETING MINUTES A. Regular Board Meeting Minutes – September 22, 2020 <u>Recommendation</u> <i>That the Board of Education adopt the Regular Board Meeting Minutes of September 22, 2020 as presented.</i>	Pg.5
5.	ADOPTION OF IN-CAMERA MEETING SUMMARY A. Summary of In-camera Meeting – September 22, 2020 <u>Recommendation</u> <i>That the Board of Education adopt the Summary of the In-camera Meeting of September 22, 2020 as presented.</i>	Pg.12

6. BUSINESS ARISING

6:10 pm A. District of Sicamous delegation – verbal update **Pg.15**
Secretary-Treasurer: Alanna Cameron

6:15 pm B. Procedural Bylaw – Amendment September 2020 - Third Reading **Pg.17**
Board Chair: Amanda Krebs

Recommendation

That the amended Procedural Bylaws of the Board of Education of School District No. 83 (North Okanagan-Shuswap) be read a third and final time, passed and adopted on this 21st day of October 2020.

7. ANNOUNCEMENTS

6:20 pm Peter Jory, Superintendent

A. i. COVID-19 **Pg.31**
Superintendent's Written Annual Report **Pg.33**

6:35 pm B. Trustees

8. DELEGATIONS

6:40 pm A. DPAC – Diverse Abilities Advocacy Committee – Survey Results **Pg.39**
DPAC Vice-President: Christy Wright

9. EDUCATION COMPONENT

6:50 pm A. Updates

i. **Equity Scan** **Pg.43**

ii. **Truth and Reconciliation**

District Principal Indigenous Education: Anne Tenning **Pg.57**

7:00 pm B. Update – Inclusive Education

Director of Instruction (Inclusive Education): Carol-Ann Leidloff **Pg.59**

Link : [Inclusive Education Snapshot - Lloyd/Baumbusch report](#)

10. DISCUSSION ITEMS

A. None

11. COMMITTEE REPORTS

7:10 pm A. Education Directions

Committee Chair: Trustee Marianne VanBuskirk **Pg.65**

B. Finance & Facilities / Audit

Committee Chair: Trustee Amanda Krebs

7:15 pm i. **Financial Impact re: September 30th 1701 Student Enrolment and Draft Spending Plans of COVID-19 special purpose grants.**

Secretary/Treasurer: Alanna Cameron **Pg.67**

Board Information

- 13. BCSTA UPDATE**
8:15 pm **Board Chair: Amanda Krebs**
- A. **North West Branch meeting reports** **Pg.85**
Trustee: Marianne VanBuskirk
- B. **Provincial Council updates** **Pg.89**
Vice-Chair: Tennile Lachmuth
- C. **Board Chairs Meeting updates**
Chair: Amanda Krebs
- 14. BCPSEA UPDATE**
None
- 15. FNEC UPDATE**
8:25 pm Trustee: Marty Gibbons
- 16. INFORMATION ITEMS**
A. None
- 17. OTHER**
- 18. QUESTION PERIOD**
8:30 pm *The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations.*
- Question Period is not a platform for presentations or personal statements.*
- 19. UPCOMING DATES / EVENTS**
Regular Board Meeting – Wednesday, November 18, 2020 – 6:00pm
BCTSA Provincial Council Meeting – Saturday, October 24, 2020 - Online
- 20. ADJOURNMENT**

**The Board of Education of School District No. 83
(North Okanagan-Shuswap)**

Minutes of the Regular Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held at the District Education Support Centre, on Tuesday, September 22, 2020. The meeting was live streamed and recorded via Microsoft Teams.

Present:

A. Krebs	Board Chairperson	P. Jory	Superintendent
T. Lachmuth	Vice-Chairperson	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	R. Brennan	Assistant Superintendent (HR)
M. VanBuskirk	Trustee	C. Leidloff	Director of Instruction – Inclusive Education
Q. Bruns	Trustee	T. Bettcher	Director of Operations

1. CALL TO ORDER

Board Chairperson Krebs acknowledged that a quorum was present and called the meeting to order at 6:00 p.m.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chairperson Krebs opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA - ADDITIONS / CHANGES

**083/2020
CARRIED**

"That the Board of Education adopt the September 22, 2020 Regular Board Meeting Agenda as amended with the following additions:

- *Move Item 11B.i. before Item 7.*
- *16A. Addition of Active Transportation Task Force*
- *17B. Addition of Education Outreach Support for Diverse Learners*
- *17C. Addition of Provincial Elections*

4. ADOPTION OF BOARD MEETING MINUTES

A. Regular Board Meeting Minutes – June 16, 2020

**084/2020
CARRIED**

"That the Board of Education adopt the Regular Board Meeting Minutes of June 16, 2020 as presented."

B. Special Board Meeting Minutes – August 31, 2020

**085/2020
CARRIED**

"That the Board of Education adopt the Special Board Meeting Minutes of August 31, 2020 as presented."

5. ADOPTION OF IN-CAMERA MEETING SUMMARY

A. Summary of In-camera Meeting – June 16, 2020

**086/2020
CARRIED**

"That the Board of Education adopt the Summary of the Board Meeting of June 16, 2020 as presented."

B. Peter Jory, Superintendent

Update included above.

C. Trustees**8. DELEGATIONS****A. District of Sicamous**

Operations Manager, District of Sicamous Joe McCulloch

Joe McCulloch presented a proposal in which the District of Sicamous are applying for grant monies to develop a multi-sport court complex, adjacent to Eagle River Secondary School. This would require a financial commitment of \$81,000 from School District No. 83 (North Okanagan-Shuswap). Mr McCulloch received and answered questions from the Board. The Board requested that staff look at the proposal and return to the Board with a recommendation.

9. EDUCATION COMPONENT

None

10. DISCUSSION ITEMS

None

11. COMMITTEE REPORTS**A. Education Directions**

Committee Chair: Trustee Marianne VanBuskirk

Trustee VanBuskirk advised the Education Directions Board Committee did not meet in September as there were no agenda items, and to be respectful of start-up time pressures.

B. Finance & Facilities / Audit

Committee Chair: Trustee Amanda Krebs

i. School District No. 83 Financial Statement & Discussion Analysis and School District No. 83 2019-20 Year End Financial Statements

Director of Finance: Gary Greenhough

KMPG Partner: Murray Smith

KPMG Partner, Murray Smith shared KPMG's "clean audit opinion" and reviewed the financial statements, along with the supplemental handout "School District No 83 (North Okanagan-Shuswap) Financial Statement & Discussion Analysis" report, which identifies key trends and information contained in the financial statements. Questions from the Board were received and answered on revenues, budget enhancements, indigenous education underspend and surplus.

**088/2020
CARRIED**

"That the Board of Education approve Version 8835-8090-6107 of the 2019-20 Annual Financial Statements, as presented".

ii. 2019-20 Underspent Targeted Aboriginal Education Funding

Secretary-Treasurer: Alanna Cameron

Secretary-Treasurer Cameron reviewed the briefing note and supporting letter to be sent to Minister Fleming to formally request approval to underspend the District's targeted Aboriginal Education allocation.

iii. Summer 2020 Facilities Projects - Presentation

Director of Operations: Trevor Bettcher

Director Bettcher presented a slideshow highlighting some of the major projects that the Operations department have undertaken during the summer months, some of which were to prepare for a safe return to school.

iv. Board Internal Calendar

Secretary-Treasurer: Alanna Cameron

Secretary-Treasurer Cameron reviewed the briefing note, which highlights the amendments to the Board Internal Calendar, namely, to move the date of the scheduled Board meetings in October and November, from Tuesday October 20th, and Tuesday November 17th, to Wednesday October 21st and Wednesday November 21st respectively.

**089/2020
CARRIED**

"That the Board of Education adopt the 2020-21 Revised Internal Administrative Calendar, as presented".

v. Risk Assessment - Reputation

Secretary-Treasurer: Alanna Cameron

Secretary-Treasurer Cameron reviewed the two potential risks identified by KPMG, with recommended corrective measures. The remaining risks and being reviewed by the Finance and Facilities/Audit Committee.

C. Labour Relations

Committee Chair: Trustee Quentin Bruns

Trustee Bruns inquired as to what funds are available to support the districts Wellness program and welcomes suggestions on how to support staff.

D. Partner Group Liaison

Committee Chair: Trustee Marty Gibbons

Trustee Gibbons advised that the Partner Group Liaison meeting takes place this week, after this Board meeting.

E. Policy Committee

Committee Chair: Tennile Lachmuth

090/2020
CARRIED**i. Policy 138 – Livestreaming and Electronic Board Meetings – First Reading***“That the Board of Education approve the first reading of Policy 138 – Livestreaming and Electronic Board Meetings.”*091/2020
CARRIED**ii. Policy 160 – Policy Development – First Reading**

Policy 160 has been approved at first reading previously, but as significant changes were made, the Policy Committee opted to bring it back to a first reading.

*“That the Board of Education approve the first reading of Policy 160 – Policy Development”.*092/2020
CARRIED**iii. Policy 220 – Inquiries and Concerns – Second Reading***“That the Board of Education approve the second reading of Policy 220 – Inquiries and Concerns”.*093/2020
CARRIED**iv. Policy 240 – Volunteers in Schools – Second Reading***“That the Board of Education approve the second reading of Policy 240 – Volunteers in Schools”.***12. COMMITTEE OF THE WHOLE**

None

13. BCSTA UPDATE

None

14. BCPSEA UPDATE

None

15. FNEC UPDATE

None

16. INFORMATION ITEMS**A. City of Salmon Arm Active Transportation Task Force (ATTF)**

Trustee: Marianne VanBuskirk

Trustee VanBuskirk advised that the City of Salmon Arm had requested the formation of an Active Transportation Task Force, and requested that a Trustee sit on the

committee. The group will meet two times a month, and Trustee VanBuskirk welcomes questions and information that she can share on behalf of the Board.

17. **OTHER**

A. **Board Working Session**

Board Chair: Amanda Krebs

i. **Procedural Bylaws – Amendment September 2020**

**094/2020
CARRIED**

“That the amended Procedural Bylaws of the Board of Education of School District No. 83 (North Okanagan-Shuswap) be read a first time on the 22nd day of September 2020.”

**095/2020
CARRIED**

“That the amended Procedural Bylaws of the Board of Education of School District No. 83 (North Okanagan-Shuswap) be read a second time on the 22nd day of September 2020.”

ii. **2020-21 Board Work Plan**

**096/2020
CARRIED**

“That the Board of Education adopt the 2020-21 Board Annual Work Plan, amended as follows:

- *October BCSTA Branch Meeting should read October 3, 2020*
- *LRFP next steps be moved to a future month from September*
- *January SOGI/LGBTQ recognition should be renamed SOGI/LGBTQ2+, and be for planning for Pride Month in June*
- *February Pink Shirt Day event date be corrected to February 24, 2021”*

iii. **Board Evaluation**

Board Chairperson Krebs provided an update on the Board Charter and the self-assessment that Trustees did at the Summer Board Working Session.

iv. **Board Committees**

Board Chairperson Krebs advised that all Board Committees will continue with the same Chair and Alternate Chair for the 2020/21 year, as in the 2019/20 year.

B. **Education Outreach Diverse Learners**

Trustee: Marty Gibbons

Trustee Gibbons relayed some concerns he has received regarding the funding available to support diverse learners participating in Education Outreach. Director Leidloff clarified the funding process for funding diverse learners who are currently registered with Education Outreach program, either temporarily or long-term.

C. **Provincial Elections – Voting in Schools**

Trustee: Marianne VanBuskirk

Trustee VanBuskirk commented that with the Provincial ‘Snap’ Election occurring in October, are the Board comfortable with some schools being opened to the public

for voting purposes during the current pandemic situation.

18. QUESTION PERIOD

The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations.

Question Period is not a platform for presentations or personal statements.

Questions were received and answered on the Education Outreach Program students who require learning supports, and the funding allocations for same, BCTF and CUPE advocacy for Provincially funded COVID (sick) days, and the lack of opportunity for a "blended program" as was delivered in June.

19. UPCOMING DATES / EVENTS

Regular Board Meeting – October 21, 2020 – 6:00pm

20. ADJOURNMENT

The meeting was adjourned at 8:49 p.m.

Certified Correct:

Amanda Krebs
Board Chairperson

Alanna Cameron
Secretary-Treasurer

**The Board of Education of School District No. 83
(North Okanagan-Shuswap)**

Summary of an In-Camera Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap) on Tuesday, September 22, 2020 at the District Education Support Centre.

Present:

A. Krebs	Board Chairperson	P. Jory	Superintendent/CEO
T. Lachmuth	Vice-Chairperson	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	R. Brennan	Assistant Superintendent (HR)
M. VanBuskirk	Trustee		
Q. Bruns	Trustee		

1. CALL TO ORDER

Board Vice-Chairperson Lachmuth acknowledged that a quorum was present and called the meeting to order at 3:31 p.m.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Vice-Chairperson Lachmuth opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

The Board of Education adopted the Agenda of the In-camera Board Meeting of September 22, 2020, moving one item to earlier in the agenda.

4. ADOPTION OF BOARD MEETING MINUTES

The Board of Education adopted the Minutes of the In-camera Board Meeting of June 16, 2020 as presented.

The Board of Education adopted the Minutes of the Special In-Camera Board Meeting of June 18, 2020 as presented.

5. BUSINESS ARISING

The Board of Education discussed two matters.

6. LAND/LABOUR/LAW

The Board discussed two labour matters, and two personnel matters.

6. LABOUR RELATIONS – COMMITTEE REPORT

Labour Relations Committee update.

8. OTHER

The Board tabled two matters to the next In-Camera Board meeting.

9. UPCOMING DATES / EVENTS

In-camera Board Meeting – October 21, 2020 – 3:30pm @ District Education Support Centre
Regular Board Meeting – October 21, 2020 – 6:00pm @ District Education Support Centre
BCSTA Thompson-Okanagan Branch Meeting – October 3, 2020 - virtual

10. ADJOURNMENT

The meeting was adjourned at 5:31 p.m.

Certified Correct:

Amanda Krebs
Board Chairperson

Alanna Cameron
Secretary-Treasurer

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**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

341 Shuswap Street SW, Box 129, Salmon Arm, BC, V1E 4N2

Phone: (250) 832 2157 Fax: (250) 832 9428

September 30, 2020

District of Sicamous
446 Main Street
PO Box 210
Sicamous, BC V0E 2V0

VIA EMAIL

Attn: Manager of Operations

Dear Mr. McCulloch,

Re: Funding Application for Community Multi-Use and Multi-Age Sports Court

I am writing on behalf of the Board of Education of School District No. 83 (North Okanagan-Shuswap) to express our full support for the District of Sicamous with their application for the Community, Culture and Recreation Program funding intended to subsidize the construction of a Multi-Use and Multi-Age Sports Court in the community of Sicamous.

The Multi-Use and Multi-Age courts will provide access to quality recreational space for community members, including School District No. 83 students and their families. The proposed courts also support School District No. 83's Strategic Goal; to develop a culture of health and wellness.

The location of the proposed site is adjacent to Eagle River Secondary School, and therefore will enhance the physical education program options for our students.

Thank you for your consideration of supporting our staff and students, as well as community with their recreational activities.

Sincerely,

Amanda Krebs, Chairperson
Board of Education of School District No. 83 (North Okanagan-Shuswap)

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The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education **DATE:** 13 October 2020
FROM: Alanna Cameron, Secretary-Treasurer
RE: **Procedural Bylaws - Amendment September 2020**

Background

The following is a summary of amendments made to the Procedural Bylaws of the Board of Education of School District No. 83 (North Okanagan-Shuswap):

<u>Article</u>	<u>Comment</u>
3.4	Order of Business updated to more accurately reflect current practice
3.6	Clarification
6.1	Chairperson is permitted to participate in normal debate; may vacate chair in unusual circumstances, or to move or second a motion
6.4	To align with revised election date for trustees
6.6	Clarification
12.2	To update Committees to be consistent with adopted Committee Terms of Reference and Mandates
Code of Conduct for Trustees	Updated to be consistent with new policies.

Supporting Documentation

DRAFT Procedural Bylaws – Amended 2020-09-22 is attached.

Recommendation

That the amended Procedural Bylaws of the Board of Education of School District No. 83 (North Okanagan-Shuswap) be read a third and final time, passed and adopted on the 21st day of October, 2020

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer



**The Board of Education of
School District No. 83
(North Okanagan-Shuswap)**

PROCEDURAL BYLAWS

ADOPTED: 1985-11-12

AMENDED: 1987-11-10

AMENDED: 1987-12-08

AMENDED: 1989-01-09

AMENDED: 1990-04-10

AMENDED: 1992-06-09

AMENDED: 1993-05-11

AMENDED: 1994-04-12

AMENDED: 1995-10-10

AMENDED: 1998-05-12

AMENDED: 2000-12-12

AMENDED: 2003-02-11

AMENDED: 2005-06-14

AMENDED: 2009-03-10

AMENDED: 2014-04-08

AMENDED: 2018-10-16

AMENDED: 2020-XX-XX

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP) PROCEDURAL BYLAWS

Inaugural Meeting

- 1.1 The Board shall meet in November following each general trustee election at a time, place and location as determined by the Board.
- 1.2 The Chairperson of the inaugural meeting shall be the Secretary Treasurer until such time as the Board Chairperson has been elected.
- 1.3 The Secretary Treasurer or the local Provincial Court Judge shall administer the two oaths of office; the Declaration by Trustee and the Oath of Confidentiality.
- 1.4 The Interim Chairperson shall announce results of trustee elections.
- 1.5 The Interim Chairperson shall call for nominations for Board Chairperson three times and declare nominations closed. A secret ballot shall be held and the person receiving more than one half of the total number of votes cast shall be declared elected. If no person receives a clear majority, that person with the least number of votes shall be dropped from the nominees and a further ballot conducted. Any vote involving only two trustees that ends in a tie vote shall result in the appointment of an Interim Chairperson to serve until a (special) meeting is held at which time the nomination and election process will be repeated. The Interim Chairperson shall be selected from the first available trustee in the following order:
 - a) The most recent Chairperson;
 - b) The most recent Vice Chairperson;
 - c) The two remaining trustees nominated for chairperson by drawing lots.
- 1.6 Following the election of Board Chairperson, the Vice Chairperson shall be elected.

Annual Election of Officers of the Board

- 2.1 In years when inaugural meetings are not necessary, the Board shall meet at a time, place and location as determined by the Board to elect the officers of the Board. This will normally be done annually; however, the *School Act* allows an election at any time.
- 2.2 The Chairperson of the meeting shall be the Secretary-Treasurer until such time as the Board Chairperson has been elected.

- 2.3 The Interim Chairperson shall call for nominations for Board Chairperson three times and declare nominations closed. A secret ballot shall be held and the person receiving more than one half of the total number of votes cast shall be declared elected. If no person receives a clear majority, that person with the least number of votes shall be dropped from the nominees and a further ballot conducted. Any vote involving only two trustees that ends in a tie vote shall result in the appointment of an Interim Chairperson to serve until a (special) meeting is held at which time the nomination and election process will be repeated. The Interim Chairperson shall be selected from the first available trustee in the following order:
- a) The most recent Chairperson;
 - b) The most recent Vice Chairperson;
 - c) The two remaining trustees nominated for Chairperson by drawing lots.
- 2.4 Following the election of Board Chairperson, the Vice Chairperson shall be elected.

Regular Public Meetings

- 3.1 During the period September to June in each school year, a regular meeting should be held at least once per month. The time and location will be determined by the agenda setting committee.
- 3.2 The quorum for a regular meeting shall be a majority of trustees holding office at that time.
- 3.3 At the appointed time for commencement of a meeting, the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.

If, prior to the meeting, the Chair and/or the Secretary Treasurer have received information suggesting there will not be a quorum, the meeting may be cancelled and attempts will be made to contact all Trustees.

- 3.4 The Order of Business at all regular board meetings shall cover the following items, the order of which will be determined by the agenda setting committee:
- a. Approval of the agenda;
 - b. Approval of minutes of prior meetings;
 - c. Approval of general statement regarding in-camera meetings;
 - d. Business Arising;
 - e. Receiving delegations;
 - f. Superintendent's Report;
 - Announcements;
 - g. Educational Component;

- ~~Receiving delegations;~~
- ~~Business Arising;~~
- ~~Discussion items;~~
- h. New Business;**
- i. Committee Reports;
- ~~Policy;~~
- j. Board Correspondence**
- ~~Information items;~~
- k. Trustee Reports**
- ~~Other business;~~
- l. Public Question Period. ~~(To be placed into the order of business by the —
—agenda setting committee.)~~

- 3.5 A change to the prescribed order of business may be proposed by any trustee and shall require majority consent, without debate.
- 3.6 The **written** agenda and notice of meetings shall be prepared by the Secretary Treasurer under the direction of the Chairperson. Written notice of each meeting, together with the proposed agenda, must be given at least 48 hours in advance to each trustee by delivery to the place designated by him/her.
- 3.7 Minutes shall be kept by the Secretary of the Board of all proceedings of the Board, with the minutes to be concise and to detail proceedings of the Board, but not the contents of speeches.
- 3.8 All meetings shall stand adjourned at three hours after their commencement.
- 3.9 All Regular Public meetings of the Board shall be open to the public and no person shall be excluded except for improper conduct. ~~If, in the opinion of the Board, the public interest so requires, the Board may order a meeting or part thereof to be closed to discuss topics pertinent to that meeting and may exclude persons other than trustees and officers.~~
- 3.10 The presiding officer may expel and exclude from a Board meeting, any person whom he or she considers has been guilty of improper conduct.
- 3.11 Fifteen minutes will be set aside on each regular Board Meeting Agenda to give members of the public an opportunity to put one or two questions to the Board. The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations. The Question Period is not a platform for presentations or personal statements. The Chairperson may refer the question to a senior staff member or to the appropriate Board Committee Chairperson. Whenever possible, the questions will be answered immediately. If not, it will be deferred to a later date when all the information is available.

- 3.12 A review of Board operations, procedures and Procedural Bylaws will be conducted at a time and place to be determined by the Board.

Closed In-Camera Session

- 4.1 The Board may convene a meeting without the public, or without the public and staff present, at which matters of a confidential nature shall be discussed. No trustee shall disclose to the public, the proceedings of a closed meeting unless a resolution has been passed at the closed meeting to allow disclosure.
- 4.2 Minutes of a closed meeting shall be kept in the same manner as a regular meeting but shall be approved only by the Board in a closed meeting and shall not be filed with the minutes of the regular meetings.
- 4.3 A general summary of matters discussed and the nature of decisions made at in-camera meetings shall be prepared following each meeting and, after approval of the in-camera meeting minutes, this statement will be attached to the agenda of the regular meeting immediately following.
- 4.4 Unless otherwise determined by the Board, the following matters shall be considered in closed session:
- a. Student disciplinary cases;
 - b. Information regarding appointment, employment or dismissal of an employee;
 - c. Matters of collective negotiations with employees;
 - d. Matters related to the purchase or sale of land;
 - e. Matters of a personal nature that are subject to the Freedom of Information and Protection of Privacy Act;
 - f. Other matters as deemed necessary by the Board.
- 4.5 Confidential information of in-camera meetings shall be maintained and information that is to be conveyed from an in-camera meeting shall be done by the district administration. The first time in a trustee's career that he or she discloses confidential information; the Board will discuss the violation at an in-camera meeting. If the offence is repeated, the Board will discuss the violation at a public meeting, and in keeping with the new educational philosophy, the chair may publicly reprimand the offending trustee. The trustee may also be barred from future in-camera meetings, as per the *School Act*.

Special Meetings

- 5.1 A special meeting of the Board, either Public or In-Camera, may be called by the Chairperson, or upon written request of a majority of the trustees, by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 5.2 Written notice of a special meeting and an agenda shall be given to each trustee at least 48 hours in advance of the meeting. Delivery of a written notice and the agenda

may be waived by a majority vote, provided all reasonable steps have been taken to notify all trustees of the meeting.

Chairperson, Vice Chairperson and Presiding Officers

- 6.1 The Chairperson shall preside at all meetings of the Board but may vacate the chair in order to **substantially** enter debate or ~~propose~~ **move** or second a motion.
- 6.2 The Vice Chairperson shall preside in the absence of the Chairperson or when the Chairperson vacates the chair.
- 6.3 In the event that neither the Chairperson nor the Vice Chairperson are able or willing to take the chair, the presiding officer shall be such person as the Board may elect for that meeting.
- 6.4 The Chairperson and Vice Chairperson shall be elected for a term of one year at the first meeting after **October** ~~November 31~~ 30 each year. Elections may be called by simple majority vote on motion, and any one of them may be replaced before their terms expire.
- 6.5 The presiding officer shall rule on all points of order and shall state his reasons and the authority for ruling when making a ruling. The presiding officer's ruling shall be subject to appeal to the Board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 6.6 In discussing matters with a delegation, the Chairperson of the Board shall act as spokesperson. Trustees should **restrict their questions, through the chair**, ~~address themselves~~ to clarification of the content of the submission or request.

Rules of Order

- 7.1 These bylaws are to apply and take precedence over any other rules of order or procedural rules, unless they are in conflict with the *School Act* or other provincial law. Where these bylaws appear to conflict with any other Rules of Order, these bylaws shall apply. The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the *School Act* or in these bylaws.
- 7.2 To the extent that is reasonable, the sections of these bylaws concerning the conduct of meetings are intended to facilitate meetings, rather than to restrict meetings. The primary intent is that the spirit of these bylaws be followed. Therefore, with the tacit agreement of the board, minor deviations from these procedural bylaws may be allowed by the presiding officer in order to facilitate meetings.
- 7.3 At the explicit request of any one or more board members, the presiding officer must enforce these bylaws strictly, either for the duration of a meeting or in dealing with the motion in question, according to the request. These bylaws can not be applied

retroactively, and there are to be no consequences from, or recourse because of, deviations before the explicit request for strict enforcement was made.

- 7.4 The Board may adopt a procedural rule for one meeting by resolution of a majority of two-thirds of the trustees present at the meeting. A rule other than the requirement for notice of meetings may be suspended by unanimous consent of the trustees present.
- 7.5 These procedural bylaws may be amended by resolution of at least two-thirds (2/3) of the entire board approving the amendment. Notice of intention to propose the amendment must be given at the previous meeting and Trustees must be given at least 48 hours' notice.
- 7.6 The presiding officer's ruling on a point of order shall be based on these procedural rules, as stated in Article 8.1 herein.
- 7.7 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of trustees present. When an appeal is successful it does not necessarily set a precedent.
- 7.8 All motions shall be decided by a vote; neither the mover nor the seconder shall be recorded in the minutes.
- 7.9 A copy of the Board's procedural bylaws and all amendments thereto shall be filed with the Ministry of Education.

Motions

- 8.1 Motions shall be phrased in a clear and concise manner so as to express an opinion or achieve a result. A preamble does not form part of a resolution when passed.
- 8.2 The presiding officer may divide a motion containing more than one subject if he or she feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
- 8.3 No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the rescinding process.
- 8.4 All motions shall be seconded.
- 8.5 All motions are debatable except the following:
 - a. Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
 - b. Motion to fix time for adjournment of a meeting;
 - c. Motion to proceed to the next business;
 - d. Motion to go into committee of the whole or closed session;

- 8.6 All motions shall be subject to amendment except the following:
- a. Motion that the question be now put;
 - b. Motion for adjournment of debate or adjournment of a meeting;
 - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled;
 - d. Motion to refer to committee;
 - e. Motion to proceed to next business.
- 8.7 An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

Reconsideration and Rescind

- 9.1 A motion to reconsider can only be made the day on which the original motion was voted upon, and by a member who voted on the prevailing side. It may be seconded by any member. It is debatable if the motion proposed to be reconsidered is debatable. No question can be reconsidered twice. A two-thirds (2/3) vote is required for approval.
- 9.2 Motions to rescind a motion previously adopted can be considered only if notice of motion has been given at a previous meeting where trustees were given at least 48 hours' notice, and if no action has been taken which it is too late to undo. Such motions are debatable. There is no time limit for these motions, and they can be moved by any member. A two-thirds (2/3) vote is required for approval.

Debate

- 10.1 Debate shall be strictly relevant to the motion before the meeting and the presiding officer shall warn speakers who violate this rule.
- 10.2 No trustee shall speak until recognized by the Chairperson.
- 10.3 After posing a question during debate and receiving an initial response to the question, a trustee may ask up to two additional questions in order to clarify matters of concern to the trustee.
- 10.4 The mover of a motion shall have the right to open and close debate. Unless authorized by the Chair, no trustee shall speak for a period in excess of three minutes at one time. The Chairperson may caution a trustee who persists in tedious and repetitious debate and may direct him/her to discontinue if he/she persists.

- 10.5 A point of privilege (a matter dealing with the rights or interests of the Board as a whole or of a trustee personally), may be raised at any time and shall be dealt with forthwith before resumption of business.
- 10.6 No trustee shall interrupt another trustee who has the floor except to raise a point of order or a point of privilege.

Voting

- 11.1 All trustees present at a meeting must vote although a trustee must abstain from voting in the event that he/she has a conflict of interest by reason of having a direct pecuniary interest in a vote. A trustee may also abstain from voting if he/she states at the meeting his/her reasons thereon.
- 11.2 The Chairperson may vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chairperson shall so declare.
- 11.3 All questions shall be decided by a majority of the votes of the trustees present and voting, save as otherwise provided by these bylaws or the *School Act*.

Committees

- 12.1 The Chairperson after consulting with the Vice Chairperson shall appoint the members to each committee as soon as practical after each election of officers. The appointments to those committees and organizations that are regional and provincial will be made after consultation with the Board as a whole.
- 12.2 There shall be the following standing committees:
 - a. Policy
 - b. Labour Relations
 - c. Education Directions
 - d. Finance & Facilities/Audit
 - . Audit
 - e. Partner Group Liaison (2 members of each partner group)

An advisory Budget Committee shall be struck annually, and will report recommendations to the Board through the Finance & Facilities/Audit Committee.

- 12.3 Members of the Board may attend meetings of any of its committees and may be allowed to take part in any discussion or debate with the prior permission of the Committee Chairperson prior to the meeting.
- 12.4 If a trustee not on the committee wishes an item discussed at a committee session, he/she will bring the matter to the attention of the Chairperson of that committee, who will decide either to speak on the matter or invite the trustee to speak on the matter.

The trustee will speak only on the matter and participate in the debate to provide any clarification requested by committee members.

- 12.5
 - a. The rules applying in regular or special meetings shall be observed in committee of the whole and in standing committees so far as they may be applicable.
 - b. Debate in committee of the whole must be strictly relevant to the item or clause under consideration.
- 12.6 On completion of deliberations on matters referred to it, a committee shall report its findings to the whole Board.
- 12.7 Committees shall take attendance and provide minutes of meetings, or reports, or a summary of topics discussed to the entire Board.

Bylaws and Resolutions

- 13.1 All matters shall be dealt with by resolution or bylaw. A resolution may have only one reading but a bylaw shall have three readings.
- 13.2 The following matters shall only be resolved by bylaw:
 - a. Amendments to bylaws;
 - b. The rules of procedure of the Board and rules relative to the organization of meetings of the Board;
 - c. Regulation and control of the use of property owned and administered by the Board;
 - d. Where required by the *School Act*.

Procedure on Bylaws

- 14.1 Written notice of intention to propose a procedural bylaw or amend a procedural bylaw shall be given at the meeting prior to the first reading. Trustees are to be given at least 48 hours' notice.
- 14.2 Every bylaw shall be given three readings.
- 14.3 The board may not give a bylaw more than two readings at any one meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw all three readings at that meeting. (*School Act* s.68.4)
- 14.4 The Secretary shall certify on a copy of each bylaw, the readings and the times thereof and the context of any amendment passed.
- 14.5 The trustee who introduces a bylaw may withdraw the same at any stage with unanimous consent.

Code of Conduct for Trustees

The following Policies are relevant to Board responsibilities and conduct:

- Policy 130 - Roles and Responsibilities of the Board
- Policy 131 - Roles and Responsibilities of the Board Chairperson
- Policy 132 - Roles and Responsibilities of Individual Trustees
- Policy 133 - Trustee Code of Conduct
- Policy 134 - Trustee Conflict of Interest
- Policy 135 - Trustee Attendance
- Policy 136 - Trustee Remuneration and Expenses
- Policy 137 - Roles and Responsibilities of the Vice-Chairperson
- Policy 140 - Board Delegation of Authority
- Policy 170 - Monitoring Board Performance
- Policy 180 - Trustee Professional Learning
- Policy 190 - Budget Monitoring and Reporting

This Bylaw may be cited for all purposes as 'School District No. 83 Procedural Bylaws' and is in all respects in accordance with the provisions of the *School Act*.

READ A FIRST TIME THE 22nd day of September, 2020

READ A SECOND TIME THE 22nd day of September, 2020

READ A THIRD AND FINAL TIME XX day of XX, 2020

Board Chair

Secretary Treasurer

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School Age Enrolment Recap For September 2020 as of Sept 30th					
Facility Name	Sept 2020 Actual	Soft Start and EOP Temp	2020-21 Budget	Change From Budget	Sept 2019 Actual
Armstrong Elementary	259	14	267	-8	270
Bastion Elementary	373	22	387	-14	382
Carlin Elementary Middle	273	11	269	4	268
Falkland Elementary School	117	15	110	7	103
Hillcrest Elementary School	302	13	306	-4	315
Highland Park Elementary	311	34	365	-54	368
Grindrod Elementary School	113	3	122	-9	127
M.V. Beattie Elementary	284	15	288	-4	295
North Canoe Elementary School	77	4	79	-2	78
North Shuswap Elementary	105	7	102	3	106
Parkview Elementary School	191	13	183	8	188
Ranchero Elementary School	151	15	133	18	132
Salmon Arm West Elementary	90	6	91	-1	94
Silver Creek School	76	11	79	-3	83
Sorrento Elementary School	211	8	213	-2	210
South Broadview Elementary	203	14	202	1	208
South Canoe Elementary	131	5	138	-7	106
Sub Total (Elementary)	3267	210	3334	-67	3333
Len Wood Middle School	314	16	337	-23	315
Shuswap Middle School	634	50	669	-35	666
Sub Total (Middle School)	948	66	1006	-58	981
A L Fortune Secondary	298	8	307	-9	291
Eagle River Secondary	151	11	160	-9	166
Pleasant Valley Secondary	424	18	430	-6	420
SAS - Sullivan Campus	574	21	572	2	560
SAS - Jackson Campus	669	16	660	9	630
Sub Total (Secondary)	2116	74	2129	-13	2067
Salmon Arm Storefront	32	0	34	-2	40
Sub Total (Storefront)	32	0	34	-2	40
School Totals	6363	350	6503	-140	6421
Educational Outreach Program	64	x	14	50	12
TOTAL ENROLLMENT	6427	350	6517	-90	6433

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Superintendent's Report to the Board

July 2020

Preamble

Dear Trustees,

This report is intended to give you an overview on progress specific to the District Strategic Plan and ongoing related projects, as well as some recommendations for possible adjustments or changes in strategic direction. It will also provide some general updates and next steps coming from our departments.

The Strategic Plan Tracking Form is also attached for your further consideration. Note that each set of Outcomes and Strategies comes with Notes/Details where senior staff has commented on District progress. As well, each item's Status has been assessed by senior staff on a four-point scale as follows:

Not started/needing attention=1 Introduced=2 Approaching success=3 Success=4

The intention of the scale is to capture relative progress between Goals, and is not an indicator of true value or outcome completion. Most concepts on the list are abstract in nature and are therefore difficult to assess in this way, and some should not be deemed to be a "Success" because the standard for success should be constantly moving.

It should also be noted that focusing the organization on improving student outcomes in the most effective and efficient way gives employees a true sense of purpose, which positively impacts morale, which then in turn positively impacts both staff and student wellness. Conversely, improved wellness leads to more effective working and learning conditions, which in turn promote efficiency and encourage student growth. For these reasons, the three goal areas were designed to be interlocking and in full support of each other, and were not intended to be considered separately or in a particular rank order.

The 2019-20 School Year

I will start by saying that 2019-20 was quite a year. In addition to the so-called "normal operations", there were several significant events requiring our full attention. Right away in September there were several building issues, the most profound being the appearance of a mysterious odour in Parkview, which required the temporary closing of the school and the relocation of 190 students to available learning spaces in three other District school sites. This was followed by the transition to the provincial demographic system known as MyEducationBC, which on its own, is enough of a challenge for a school district to absorb in a given year. January found us immersed in the Long Term Facility Plan consultation process, with more than 30 public events to attend and volumes of stakeholder feedback to absorb. Then, of course, the COVID-19 arrived, vacations were cancelled, and staff poured themselves into preparing for Stage 5, Stage 4, and then Stage 3 in successive months, with all of the related communications between government, district, schools, and parents.

As much as this was a distraction from our regular work and the overall impact to student learning will take years to understand, there were some takeaways that will inform our practice going forward. First, we quickly got better at technology use. Even teachers who had been reluctant to use email were on-boarded to Teams and meeting with students online within a week. Second, our assessment conversations improved dramatically across the school district, especially at secondary. Teachers grappled with the new expectations and were soon reflecting on evidence of learning from a holistic and student-centered perspective, rather than just considering which tasks were completed and calculating what they were numerically worth. Third, the phone calls home at the beginning of Stage 5 were an incredible boon to relationships between schools and families. Some parents have reported that these were the longest conversations they had ever had with an educator. As one of our FNEC reps stated, “It’s too bad it took a pandemic to make that happen.” My hope is that the practice of calling homes becomes normalized across the District throughout all age groups, and not just something that happens in the primary years.

We are all heading into the summer break in a state of unknown. As mentioned in my various communications, we will be watching the pandemic evolve over the next several weeks and waiting for direction from the PHO and the Ministry of Education, at which point we will begin more specific planning and messaging. Each school has already undergone initial sessions to consider what Stage 2 and Stage 1 will look like, and if conditions in British Columbia remain intact, I am confident that we will be back to something approaching regular learning for most of next year. However, with neighbours to the south continuing to respond poorly to the crisis, many more variables remain in play, and it will be critical for us to stay flexible in our thinking.

Students First

The distraction of the pandemic (as well as the other fore-mentioned items) kept staff from getting at a number of initiatives in a more focussed manner. Still, there has been some progress in the Student’s First Goal area, with a revised current numerical rating of 3.0. The specific Outcomes have been mentioned in the spreadsheets, and recent revisions appear in green.

However, the stakeholder support for how much the District puts students first showed a strong gain over previous years, with 15% more responses appearing in the more favourable “Much and All” categories for a total of 78% of respondents indicating that we put Students First in our actions and decisions. It is likely that our more invitational Home Learning Opportunity strategy, coupled with thoughtful and supportive communications with students and parents, all helped move these perceptions forward.

Strategic Plan Survey Responses 2020

	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Total Much and All
Students First	3.01%	19.19%	45.02%	32.78%	78%

There have been some encouraging gains in regard to student achievement. As described in the Strategic Plan Tracking Tool and on the Education Plan website, our [District results](#) vary depending on the Target. Six-Year Graduation Rates in the All Student category moved up slightly but remain below the provincial averages. The calculation metric was changed for this year to only include students who are residents of

British Columbia, which eliminated the thousands of international students who came to BC and did not graduate, effectively buoying the rest of the province by about 4%. This also at least partially explains why previous Grad Rates were at or above the provincial Graduation Rates as they were previously presented; we did not have enough foreign students to interfere with our results! On a very positive note, the Six-Year Graduation Rate for Indigenous students showed a nice gain, as did our Rate for Students with Special Needs, so that those local results are currently both above the provincial average.

Support for student reporting on Core Competencies will continue through the MyBlueprint program. Additional structures and strategies continue to be in place for literacy and numeracy, including the numeracy team and a full-time numeracy principal, and we remain optimistic about making gains in all areas due to improvements shown in our local assessments. It is too bad that the COVID-19 interrupted this year's learning progress, as we believe that the next round of FSA tests had the potential to be a breakout session for our students.

For the second year in a row (and for probably much longer than that), Inclusive Education was a category of interest during the budget conversations and beyond. Again, I believe the appropriate path for the Board to take would be to make specific revisions to the Strategic Plan that will help guide the District going forward in regard to Inclusive Education.

Again, the Education Plan will need to be updated to be in line with the Ministry expectations when these are published, and any specific assessments required should be included as well. Remember that the intention to also have local assessments included in our Plan, as these are easier to use formatively and therefore typically preferred by educators.

Recommendation: Changes to the Strategic Plan impacting Inclusive Education should be considered for the 2020-2021 school year.

Recommendation: Include the specific assessment strategies in the next iteration of the Education Plan.

Organizational Efficiency

This goal area has improved incrementally to an average score of 3.4. This was the area where we improved most dramatically over the last two years, therefore it makes sense that progress would taper for this year, especially with other pressing concerns so much at the forefront.

Again, Communication was deemed to be a strength in the most recent survey, with responses in the "Much and All" categories now up to 79%. In addition to our social media presence, the new websites, and the use of Constant Contact as key tools, there was an increased emphasis on getting the

word out regarding Parkview through the fall, and then again in the spring through the COVID-19 stages, which the stakeholders seemed to have noticed.

Decision-making also improved in the stakeholders' eyes, perhaps again due to heightened awareness and sensitive risk management in response to COVID-19 as well as the extensive consultation process in support of the Long Range Facilities Plan. Giving staff and the public a chance to meet the Board and staff goes a long way to building a relationship that is founded in trust. Considering where the District was in this regard not that long ago, getting 71% of responses in the "Much and All" category is an achievement.

Strategic Plan Survey Responses 2020

	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Total Much and All
Information	2.22%	18.99%	40.40%	38.38%	79%
Decisions	3.12%	26.27%	49.53%	21.08%	71%

Other endeavours deserve mention. We have transitioned to MyEducationBC, which was a massive undertaking. The clean-up of the GL Coding has improved our understanding of actual costs. Several new Atrieve modules have been introduced. Operational plans for Education, Education Technology, and Communications has been joined Wellness Plan, and work on the Long-Term Facilities Plan has progressed. After dabbling with Teams as a communication tool during the MyEd transition and for much of the COVID-19 remote work, staff is considering adopting the platform for all internal communications, so that work files, emails, and texts would be housed in one place and easily organized and accessible. Note that the computer in the Mable Lake room is being replaced, as this is the most likely source of the recent Teams teleconferencing glitches.

The Board now has an approved Charter, and may wish to consider continuing with branding work recommended in the Strategic Plan now that stakeholder perceptions have moved forward. We are a new School District now and it may be time to think about a new identity.

The changes to the Budget Consultation Process were appreciated by most involved. Starting earlier and streamlining the process further may pay dividends, though this may also prove to be challenging if significant reductions are necessary due to the newly struggling economy.

Recommendation: Commence with branding work in the spring of 2021.

Recommendation: Move the Budget Consultation Meetings to earlier in the year, then streamline further if possible.

Culture of Health and Wellness

This goal area had seen the least amount of progress of the three prior to this year, but it has gained relative ground over the last twelve months for a current score of 2.8. The Wellness Plan has now been completed and approved. The formation of a District Wellness Committee has helped focus attention on this topic, and that committee is going to split into a Staff Committee and a Student Committee so each area of focus can get the full attention of its members. Activities have been ongoing to support staff, including expanded onboarding and mentorship activities, increased awareness of EFAP, the recent PATH workshop, as well as new staff appreciation events. There will be a second round the Guarding Minds Surveys this coming winter for all employee groups.

The LRFP may net some changes that will help improve student wellness. Currently, a typical Salmon Arm student will attend different schools for K-5, 6-8, 9-10, and 11-12, a series of transitions which leads to additional student anxiety and forces staff and students to constantly recreate supportive relationships. Further to this, space pressures in the Salmon Arm area resulting from increased enrollment and restored contract language will need to be addressed within the next two years, and this too will help alleviate anxiety.

Data from the most recent McCreary study confirms a number of concerns around student mental health. Of particular interest is the possible relationship between technology, sleep, and student wellness, all mentioned in the Technology Plan more than a year ago as an area of concern and future focus. It is time we design and initiate a cohesive District response to this issue.

Health and Wellness saw the biggest increase in the Strategic Plan Quick Survey. Making student wellness a priority rose 15% to 76% in the “Much and All” response categories. Again, this was likely a result of the thoughtful invitational approach to Home Learning opportunities, as well as the phone calls home and the overall sensitivity shown by the school staffs in regard to their COVID-19 supports and interactions with students. Making staff wellness a priority was the biggest growth area this year, with a whopping 26% increase up to 66% of responses in the “Much and All” categories. Again, it was likely that the pandemic responses, messaging, our accommodation processes, and a strong commitment to the “Gold Standard” safety plan developed by our Health and Safety Committee may have helped to move these perceptions forward in a dramatic fashion.

Strategic Plan Survey Responses 2020

	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Total Much and All
Student Wellness	2.98%	21.25%	44.46%	31.31%	76%
Staff Wellness	5.97%	27.65%	40.32%	26.07%	66%

Recommendation: Continue to review the school configuration in the Salmon Arm area as part of the Long Range Facility Plan.

Recommendation: Create a comprehensive approach in support of online behaviour and sleep patterns for students.

In closing, after having two years with just lukewarm stakeholder recognition of District growth in response to the Strategic Plan, it seems a little ironic that after such a challenging year responses would look so vastly different. Distribution in the two previous years followed a normal curve with only a slight positive skew, which I had attributed to three factors. The first was the notion that, in the words of my statistics professor, “the universe reverts to the normal curve whenever it can.” The second was human nature and how difficult it is for people to change their mind. In our case, it would seem that the perception of the District after the DESC scandal and dismissal of the previous Board had been burned into stakeholders’ perceptions to the degree that incremental gains over time were not going to move the needle, and that it was going to take something incredibly profound to change people’s minds. The third, of course, is that we simply weren’t there yet, which is a possibility we must always consider in an organization that serves the public interest.

I am speculating that reasonable handling of an incredibly challenging scenario brought more participants to the survey to give their support, and that accounts for some of the difference. I am also speculating that these new results indicate that in the minds of many of our stakeholders, we are finally turning the corner as a School District.

Strategic Plan Survey Responses 2020

	Rarely or Never	Some of the time	Much of the time	All/nearly all of the time	Total Much and All
Total	3.46%	22.67%	43.95%	29.92%	74%

The Superintendent’s Report and Strategic Plan Tracking form are being shared with the Board of Education in DRAFT form to review at your leisure. I look forward to your questions and comments when we reconvene after summer break.

Sincerely,



Peter Jory

*Superintendent of Schools/CEO
School District No.83 (North Okanagan-Shuswap)*

DPAC Diverse Abilities Advocacy Committee Survey

*DAAC Survey, Dec 2019 to March 2020
June 2020 to Oct 2020*

1

BACKGROUND

- ▶ Parent concerns raised at DPAC meeting in spring 2019 regarding education of diverse learners
- ▶ DPAC formed Diverse Abilities Advocacy Subcommittee (DAAC)
 - Met and identified parent concerns and sent letter to School District Leadership outlining those concerns

2

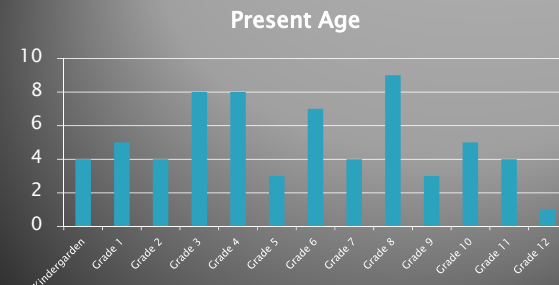
DAAC SURVEY

Survey Monkey 21 questions

- ... confirming concerns by parents raised at DPAC and DAAC meetings
- ... assessing how well the School District was meeting components of its Inclusive Education Vision Statement
- ▶ The survey was conducted from Dec–March 2020 and July–Oct 2020
- ▶ Open to all parents, targeting parents of diverse learners.

3

Respondent Description



4

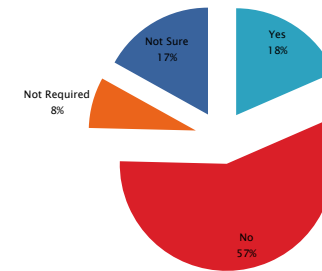
Priorities Among Parents

Ranking	Concern	Score (0-5)
1	Availability of LRTs and CEAs	4.0
2	Access to SD83 specialists	3.7
3	Availability of resources in middle and high schools	3.4
4	Access to school psych ed assessments	2.8
5	Other (sensory rooms ...)	1.1

5

Q Does your child have adequate access to SD83 Specialists

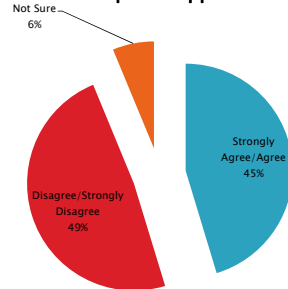
Access to SD83 Specialists



6

Q Do you believe [LRT and CEA] support is adequate to help your child to succeed in school?

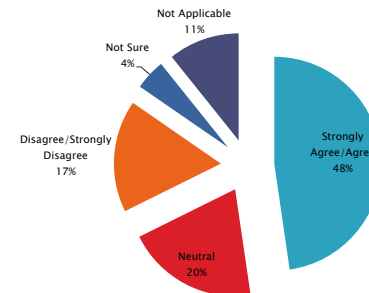
Adequate Support?



7

Q Do you feel your IEP is effective for your child?

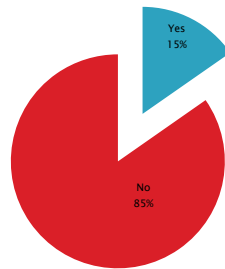
Effective IEPs



8

Q Do you feel there is adequate access for your child to receive a Psych Ed assessment from the SD?

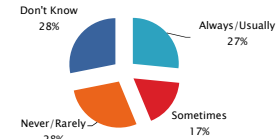
Adequate Access to SD Assessments?



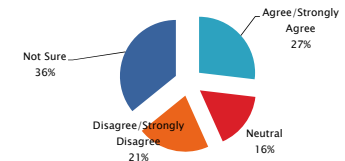
9

Vision Statement

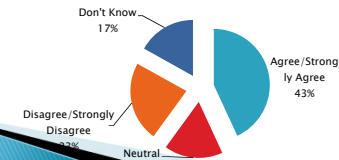
Schools Utilizes Community Agencies



Home-School Partnerships



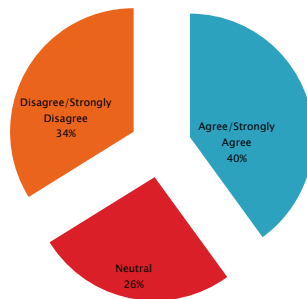
Student Active Participant?



10

Q Do you believe your child is receiving an equitable and meaningful education experience?

Equitable Education?



11

Parent Comments are Concerning

"I feel like my son could only have succeeded at school with **full time one-on-one EA support. This ... wasn't available** and as a result he was working far below his academic potential. I felt forced to pull him out of school mid-year to **homeschool** him to prevent him from falling behind academically and also to protect his emotional well-being.

"My son no longer sees a speech pathologist because of high number of students needing assistance ... my son also hasn't seen an OT to help his sensory needs."

"My child is Category D which provides \$18,000 of funding but he has **no access to the OT and PT service** which are the only ones he needs."

*"Our child behaves well in class, but academically he really needs help. So our child, that has a diagnosis [and is funded], **isn't getting the support he needs** because a handful of kids ... [can be] disruptive, so 'steal' the CEAs..."*

12

Discussion

This survey confirms many of the concerns previously identified in meetings and letters to the school district senior administration.

1. 'In School Supports*' is a major concern.
2. 'Access to Specialists' is a major concern,
3. 'Availability of resources in high schools and middle schools' became a major concern with summer survey.

*There were parents that felt that this survey did not capture questions around CEAs and LRTs adequately or in enough detail.

13

Petition Sept 2020

- ▶ We call on SD83 to commit to providing **equal services** to designated students whose families choose to enroll in **EOP**. This includes using the designated funding these students bring into the district.
- ▶ We request **full IEPs**.
- ▶ We further request access to a **CEA for online classes** to support the IEPs.
- ▶ Further to this mandate to provide educational programs for all students, we require SD83 to **provide a blended model** of schooling for families that require it. As outlined in the Ministry of Education's public announcement; school districts are to be flexible and supportive of family's needs during this time. We feel that the options of: Full Time in School, EOP (possible 4-12), or Homeschool are not sufficient for families with diverse needs. Mandating a blended model would alleviate anxieties and safety concerns for those families that do not consider EOP or Homeschool an option.
- ▶ EOP program must provide **educational supports IEP CEA OT, BA, SLP Blended Model** option
- ▶ To ignore the rights of the students impedes their right to an education equal to that given to non-designated students.

This petition received 67 signatures in 5 days.

14

Recommendations

1. A breakdown of the support resources required to meet the needs of the designated children in this district and reported on a school wide basis. *The UN Convention Rights Article 24 states "persons with disabilities receive the support required to facilitate their effective education".*
 - Determining how many specialist are needed (#days for BA, OT, PT, SLP for each school)
2. Monitor program quality for students with special needs.

15

Recommendations (p2)

3. 'CHECKLIST' BC Special Education Services; Manual of Policies, Procedures'
 - SCHOOL ADMINISTRATION functions include;
 - ❑ Establishing and maintaining effective ways of **identifying and assessing** students ...
 - ❑ Determining, planning and organising the kinds of **service and programs which are required** ...
 - ❑ Obtaining and coordinating the fiscal and human resource needed ... for special needs students
 - ❑ Planning and coordinating **staff development** programs for personnel
 - ❑ Involving community representatives
 - ❑ **Monitor program quality for student with special needs**

16

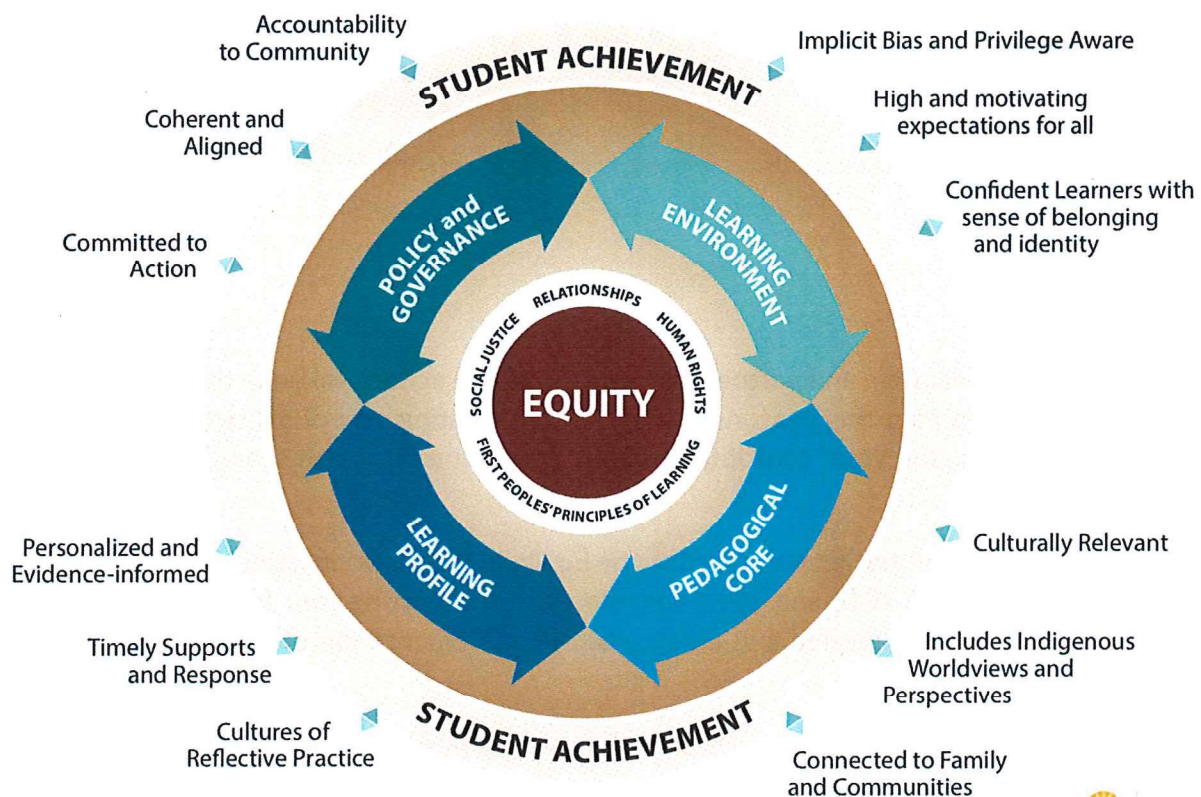
**EQUITY ACTION PLAN
IMPLEMENTATION REVIEW TEMPLATE**

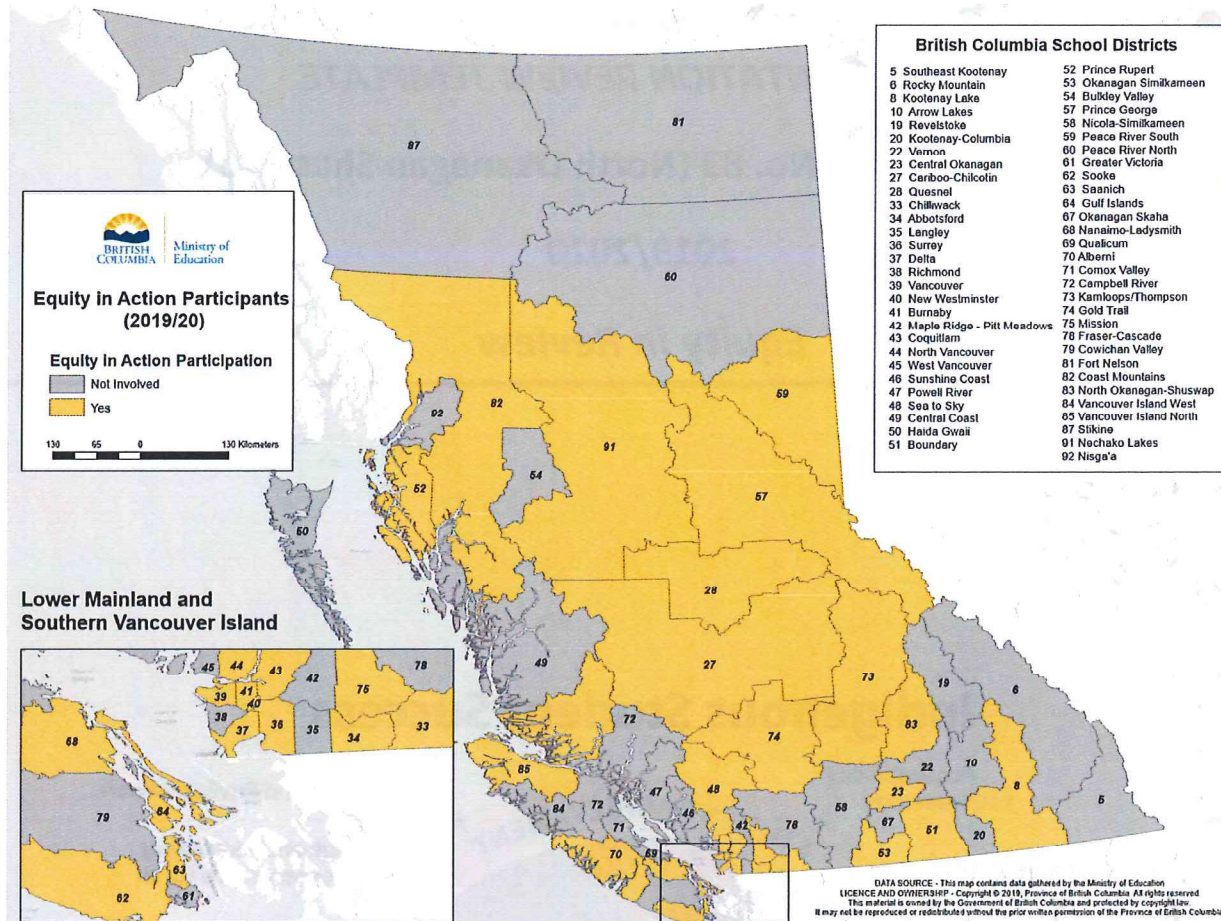
School District No. 83 (North Okanagan Shuswap)

2019/2020

Equity in Review

Indigenous Student Success





Introduction

Thank you to school districts and partners for your collective actions taken in the implementation of your Equity Action Plan this year. As one of 31 participating school districts, the Ministry of Education is grateful for your contributions and commitments to this ongoing collaborative process.

Please consider using this template (as well as the Equity in Action Orientation document provided at regional meetings, Fall 2018 and 2019) for reference in reporting your feedback on this year's growth, progress, lessons learned and efficacy of the implementation of your 2019-2020 Action Plan.

This Action Plan evaluation submission is part of a growing base of knowledge and practice that is having a positive impact on equity. This emerging collection of wisdom will be used to inform and inspire equity in communities across the province.

Equity Action Plan Development

Last year, your District Equity Team submitted an Equity Action Plan. The Plan emerged from your collective processes, engagement across learning communities, findings based on the Equity Scan guiding questions, and the 'Learning Profile' district data profile (provided via the Ministry of Education). Your approaches and actions to address equity gaps were identified in your Action Plan.

COVID-19 Considerations

The COVID-19 pandemic has impacted many initiatives and programs across British Columbia this school year. With this in mind, we are aware that many Equity focussed gatherings and events planned from March 2020 onwards have been greatly impacted. Therefore, please submit your findings and Action Plan evaluation to the best of your ability. Further, please respond to the questions ("**Equity During a Pandemic**") that relate specifically to the provision of Equity of opportunity for Indigenous learners during the COVID-19 pandemic.

Gilakas'la.

Thank you.

Ch'íthométsel

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1. Action Plan Implementation:

1.1 Describe the approach to implementing your Equity Action Plan this school year.

- We learned from and reflected upon our experiences last year and worked to create some district-wide and site-specific initiatives to address equity considerations. (Details are shared later in this report)

1.2 How did you engage the process and how was the experience received in your district?

- The process was designed to be collaborative and included many departments in the district, as well as Indigenous community partners

2. Community Engagement:

2.1 How have you utilized the grant monies provided by the Ministry of Education to work alongside Rightsholders (First Nations), and key partners in your district to encourage meaningful community engagement?

- District funds were used to support some meetings costs (teacher/admin release time) – For TRC Ally meetings, LEA meetings, site visits to Alt programs outside of SD83

- The grant funds from the Ministry of Education were used to purchase educational equipment for Indigenous students that would have been incentives for participation in student gatherings – but these plans were disrupted by the COVID pandemic, so we will be reengaging with this plan in the new school year; examples of what we purchased: tablets (with cases) and art supplies

2.2 Please indicate if meetings occurred in community, on district property, etc.

- The meetings mostly occurred on district property. Several community engagement sessions did not happen as originally planned

2.3 How did you communicate and bring people to the table?

- We engaged with Indigenous community representatives using existing meeting structures – including our FNEC and LEA meetings; this was easier than trying to schedule separate meetings as most of our Indigenous community representatives are attached to two districts
- Indigenous students and families were invited to gatherings using newsletters, email, and electronic newsletters
- Some gatherings were hosted on school sites – such as evening dinners for Indigenous students & families; a larger session we planned to host at Quaaout Lodge was postponed due to low enrollment numbers (a meeting at the end of January, 45-minutes outside of town was not feasible for many families at this time of year due to road conditions)

2.4 What key strategies did you employ in maintaining community Equity in Action team members' voices, and what were the results?

- Knowledge Keepers were engaged at district Knowledge Keeper gatherings
- Indigenous students: were heard through our Indigenous Youth Voice program (there is a Youth Voice group at every secondary site)
- Teachers: through the TRC Ally Program; there is a TRC teacher ally at every school site and they are brought together for 3 days of professional in-service per year (though there were some disruptions due to COVID; on-site workshops were shifted to online gatherings through Teams)
- District educational leaders: were engaged through a collaborative working group called 83 Learns
- The result: an ongoing evolution of school/district practices and learning initiatives designed to address equity observations and concerns

3. Lessons Learned:

3.1 Outline what practices have changed in your district since the implementation of your 2018-2019 Equity Action Plan.

- Creation of a district Secwepemc Language and Culture teaching position: to make local Indigenous language and cultural teachings available to students from local Indigenous communities (but also available to entire classes)
- Creation of a middle-years Indigenous Literacy Intervention teaching position – a pilot project this year at Lenwood Middle School: to target a population of students that are often missed from elementary literacy intervention programs
- Creation of a district Numeracy Principal position: to address inequities in numeracy results

3.2 Describe the impact of your Equity Action Plan specific to each of the four Equity in Action Framework quadrants:

3.2(i) Policy and Governance -

- The FNEC Terms of Reference were substantially updated – the first time since 2010; a Trustee was brought back to this table to foster greater connection between the Board and Indigenous Community partners
- The structure of LEA meetings was changed as a response to feedback from Indigenous community partners and school-based educational leaders to make the process more effective and to give everyone involved more voice and ability to speak to the unique contexts and data at a localized level

3.2(ii) Learning Environment -

- A substantive review of Learning Alternative programs was conducted this year, and a major driving force was to help make these programs more responsive to the needs of Indigenous learners. District and school-based Learning Alternatives / Inclusive Education staff made site-based visits to programs in other districts, including the Four Directions program in SD73, Eslha7an Learning Centre and Mountainside Secondary School in SD44; additional visits were planned but not completed due to COVID.
 - Some recommendations made as a result of this review:
 - Consider infusing Indigenous perspectives, First Peoples' Principles of Learning and aspects of the Circle of Courage into all Alternate Education programs; There is significant research that indicates that all students, regardless of their ancestry, benefit from a program that enhances mastery, belonging, independence and generosity. Programs that work with an Indigenous worldview are impactful
 - Consider having a "Knowledge Keeper in Residence" for each off-site program
 - Build vibrant, off-site programs that are engaging, land-based, honor cultural

diversity, and are inquiry focused

- This year: every school was required to report out on how they acknowledged Orange Shirt Day – and a district-wide newsletter was created to summarize these acknowledgements and shared with Indigenous community partners; previously, OSD acknowledgements only happened at a few schools, including a “host school”
- SD83 started year one of the Indigenous Student Transitions Project (with NOIIE); this is a multi-year project that focuses on improving Indigenous transition rates – and ultimately improving graduation rates. The SD83 project is focused at Shuswap Middle School, and also includes Salmon Arm Secondary and Okanagan College as transitions partners
- Staffing and budget allocation of the Indigenous Education program was reviewed and adjusted to ensure great equity of supports across all school sites. The review showed us that some tremendous inequities existed

3.2(iii) Pedagogical Core -

- With careful guidance from Indigenous community partners, the SD83 Knowledge Keepers Program was substantially revamped to make specific connections to curriculum. A Knowledge Keeper Handbook was created to bring district-wide consistency to the program and to maintain important protocols. The rates of pay were greatly improved. This program is designed to benefit the learning of Indigenous students in the classroom, though all students who are involved benefit
- District and Indigenous community representatives worked together to host a hugely successful district-wide Pro-D day on Nov. 12th, 2019 that brought all teachers and administrators in the district together for an incredible day of learning, including keynote addresses, a panel, and 30+ workshops – most of which were facilitated by Indigenous community partners

3.2(iv) Learning Profile -

- Superintendent Peter Jory and District Principal of Indigenous Education, Anne Tenning, met with the principals at every secondary site to review this year’s data for prospective graduates, paying particular attention to Indigenous graduates, and working with school teams to come up with strategies/solutions for students at risk of not graduating

3.3 How successful was your Equity Action Plan in maintaining momentum and ensuring that equity remains a key focus?

- Momentum was disrupted part-way through the school year, but equity became a very important focus during the pandemic, particularly for Indigenous and other priority learners.

4. Promising Practices:

4.1 What were the greatest areas of success from this year’s Action Plan?

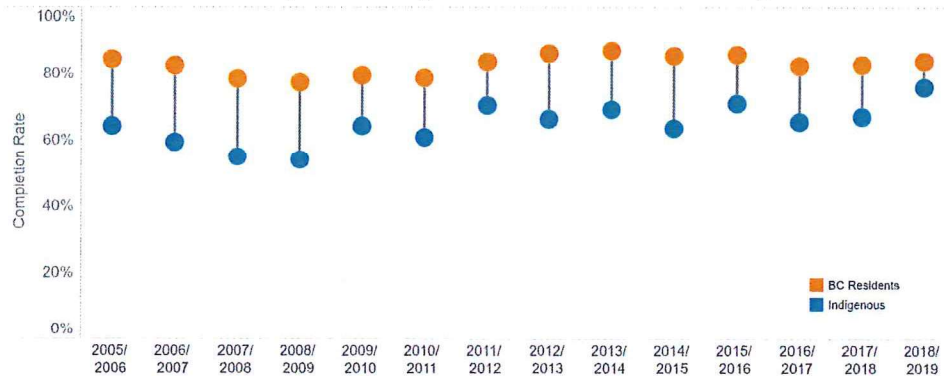
- One of our biggest highlights was the introduction of the Secwepemc Culture & language program. The majority of elementary schools in SD83 received this program (12/17 schools), giving all students in those schools a foundation of local Secwepemc language and greater exposure to local, traditional knowledge in the classroom. We are expanding this program next year
- The Indigenous Transitions project brought some rich collaborations for the Indigenous learners at Shuswap Middle School, with multiple connections made to SMS's secondary feeder school (Salmon Arm Secondary – Jackson – gr. 9/10 and Sullivan – gr. 11/12) – as well as Okanagan College. Through this program, an innovative lunch program was started at SMS – based in local Indigenous culture and Worldviews, which made the local paper!
<https://www.saobserver.net/news/xqwiylitem-community-soup-hut-opens-at-shuswap-middle-school/>
- Through our collaboration with local Indigenous and community organizations, many students from throughout SD83 became involved in the Secwepemc Landmarks Project – in collaboration with the Shuswap Trail Alliance. This project started, and was put on pause during the pandemic, but we are excited to reengage with this in the new school year. Students are creating/carving 100 trail-posts that will include local Indigenous knowledge, history, and landmarks – under the guidance of local Knowledge Keepers
- From student feedback, we greatly expanded upon the Indigenous Student transitions day at Thompson Rivers University. Instead of going for half a day, students and staff spent two full days at TRU learning about programs, admissions, participating in hands-on learning activities, listening to current TRU students of Indigenous ancestry. This initiative was made possible by a financial partnership between SD83 and TRU. Approximately 50 Indigenous students from grades 10-12 participated. Also noteworthy: one of these days was a Pro-D day, so students participated on what would have been a day off for them
- Also based on positive student feedback, we expanded upon our Indigenous Middle Years Wellness Conference. We partnered with Okanagan College. The Inclusive Education department from here in SD83 also contributed funds. This event was planned for the first week of May, and was to be hosted at the local Okanagan College campus, but was sadly cancelled due to COVID.

4.2 How do you know that these practices addressed parity and equity gaps for Indigenous learners? *Please include qualitative/quantitative data* used to assess the efficacy of your Action Plan.

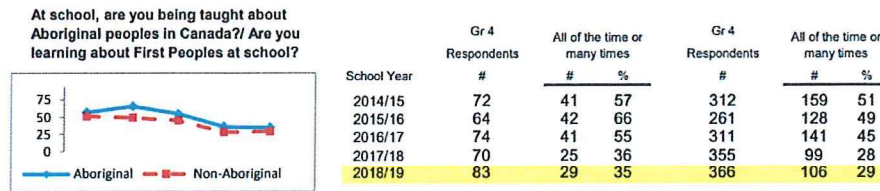
- In looking at SD83's data, some of our new support initiatives are addressing gaps in academic performance:
 - The District's increased support of numeracy is addressing numeracy data that is low for all students, but even more so for Indigenous students (FSA results for grade 4 and 7)



- Our most recent 6-year completion rate data showed the most positive gain ever for Indigenous graduates. The overall 6-year completion rate in SD83 was 84% in 2018-19, and it was 76% for Indigenous students. The average for Indigenous graduates the previous 13 years was 58%. The rate for the past several years has hovered in the mid 60's to low 70's range. We hope to not only sustain but improve the graduation results for Indigenous learners.



- The Student Learning Survey results over the past several years have indicated that the majority of Indigenous student respondents did not agree with the questions, "At school, are you being taught about Aboriginal peoples in Canada? Are you learning about First Peoples at school?" We are hoping to change this with the expansion of our Knowledge Keepers Program and with the introduction of the Secwepemc Culture and Language teaching position. In addition, the district-wide Pro-D days with a focus on Indigenous curriculum is also expected to make a difference.



4.3 What findings and learning have emerged through this process that will contribute to growth and progress for your organization?

- The results of our pilot literacy project at Lenwood Middle School were very positive – and it was noted that this program needs to expand to more students/sites. The District is adding a new Indigenous Literacy teacher for 2020-21.
- Teacher's mid-year report (from Lenwood Middle School):

"I just wanted to update you on some results from our Literacy Intervention Pilot Program. I have been busy the last couple of weeks re-testing some of our students who have been regular readers in our program and the results are as follows:

- X.-Moved 1 level
- M.-Has reached grade level reading and has graduated from the program!
- C.-Has reached grade level reading and has graduated from the program!
- T.-Moved 3 levels
- K.-Moved 4 levels
- B.-Moved 2 levels
- S.-Moved 3 levels
- KS.- has been the most reliable reader in the program and has moved forward a whopping 5 levels!!!!

These results were so exciting to see and they could not happen for our students without all of your hard work in the classroom! Allowing the flexibility to have these students come to the Indigenous room and read has the potential to build a life changing skill set and I am so thankful to be a part of this process with you all!"

4.4 Sometimes it is difficult to assess the progress of equity work, because it is felt rather than indicated by traditional assessment measures. What, if any, shifts have you noticed in staff's personal awareness of their own biases and/or openness to conversations about privilege?

- Awareness of staff's personal biases/privilege is becoming increasingly more apparent through the hiring of employees in all positions throughout the district, as we ask questions relevant to this in the interview process. In addition, Indigenous community representatives are a part of the interview panel for all senior leadership positions, PVP positions, and all positions in the Indigenous Education department
- Repeat exposure to the topics of equity and bias/privilege through professional learning opportunities at the district and school levels is also keeping the discussion fresh and evolving.

- There is a greater sense that the success of Indigenous learners is incumbent upon everyone in the system, not just Indigenous Education.

5. Equity During a Pandemic:

5.1 How are you ensuring the delivery of equitable services and direct supports to Indigenous learners during the COVID-19 pandemic?

- Classroom teachers were required to check in with all students to do a needs assessment and to develop learning plans. This work was not handed over to the Indigenous Education staff for Indigenous students. As individual needs were determined, these were addressed at the school, district, and community levels – collaboratively.
- Indigenous Education staff were an essential part of school-based staff meetings – advocating for equitable treatment and assessment of Indigenous learners
- The Indigenous Education department conducted a check-in survey with all Indigenous students and parents/guardians after 6 weeks of the pandemic to adjust support plans, and to provide greater assistance as necessary.
 - <https://forms.office.com/Pages/ShareFormPage.aspx?id=pP-hhz-WDkWNkBVd542b5Qs77Z8m0ehLqvCdsJvBWxtURU43TkwxWkQxWklzQkxQNUpYRE9ZN1hHOS4u&sharetoken=Tuk6xh1vxmHCnltaS3KL>
 - <https://forms.office.com/Pages/ShareFormPage.aspx?id=pP-hhz-WDkWNkBVd542b5Qs77Z8m0ehLqvCdsJvBWxtURUhRMVVZUEhNQTc0UDJUTExLSEIRSkJIMy4u&sharetoken=ZxdEoU8OcCv9KptzscMB>
- The Principal of Indigenous Education created a video for staff on important considerations of equity for Indigenous learners during the pandemic, along with an extensive list of resources where staff could deepen their understandings.
 - <https://vimeo.com/417670020>
- Additional teacher staffing was provided to secondary sites to ensure greater access of academic support for Indigenous students working on graduation requirements.
- The Indigenous Outreach Workers created a website for SD83 staff and Indigenous parents, with lots of support information to help during the pandemic: <https://sites.google.com/view/indigenousoutreach/resources>
- In the absence of a regular Indigenous graduation dinner and celebration, the First Nations Education Council of SD83 passed a motion to equally divide the budget for this event amongst all of this year's confirmed graduates of Indigenous ancestry
 - School-based principal's confirmed graduation eligibility, and grads will be mailed a cheque for \$150 in July
 - This was designed to be low-barrier: if the student graduated, they received the gift; it was not tied to proof of post-secondary enrollment and students did not have to fill out an application to receive the funds; staff at several secondary sites said that this grad gift proved to be a meaningful incentive for some grads in June that were growing weary of remote learning – and gave them some extra motivation to complete their courses

5.2 How is your district communicating, planning and reporting out continuity of learning plans with First Nations and Indigenous parents?

- The Superintendent and District Principal of Indigenous Education met with Indigenous community partners online every two weeks to provide updates and to answer questions, and to take recommendations on moving forward.
- Schools had the responsibility of reporting out to parents, and communicating directly with First Nations community representatives about the responsibilities of the LEA during the pandemic.

5.3 How are you ensuring that Indigenous worldviews and perspectives are included in the continuity of learning plans with Indigenous parents, students and First Nations?

- Indigenous Education was a specific part of the Home Learning Opportunities district team – providing lesson plans, cultural activities, and language lessons to teachers to be shared with students/families who were learning from home.
 - One example: <https://youtu.be/VBOlpHWO4Jc>
- Indigenous Education staff continued to provide cultural enrichment opportunities for students, including language lessons, drum groups, and young men's/young women's support groups – as well as academic support.
 - One example: <https://youtu.be/VBOlpHWO4Jc>

5.4 How are you ensuring that Indigenous language and cultural experiences continue in a remote learning environment?

- See above.

6. Moving Forward:

6.1 Reflecting upon this year's Equity Action Plan implementation, what changes will your team make to your plan for next year's implementation?

- Our Equity Committee is going to reconvene in the new school year to plan the next stage of our scan and to review our data to inform next steps.
- We are expanding the Secwepemc Culture and Language program to include more schools
- The Indigenous Literacy program is being expanded
- We are going to seek out greater Indigenous student voice and engagement to inform our work

6.2 What intentional strategies, actions and goals have you identified for next year's Equity Action Plan to address inequities and systemic barriers that may still exist for Indigenous learners?

- See 6.1. This work will be done once our committee has a chance to reconvene after what has been a very strange and disrupted school year.

6.3 What barriers or challenges need to be overcome to ensure the maintenance of a successful iterative Equity Action Plan in your district?

- The Senior Leadership Team and District Principals in SD83 will all have a responsibility for reporting out on Indigenous equity throughout the school year, and to share data at the end of the school year. This will foster greater collective responsibility for this essential work. The quadrants of the Equity in Action model will be reviewed with SLT and District PVPs so that they can track relevant qualitative and quantitative data in the quadrant areas throughout the year
- It is recognized that there should also be great accountability for this work at the school-level through school-based PVPs

6.4 What supports might be useful in addressing these barriers?

- The Superintendent has already given his support to this new level of accountability for SLT and District PVPs
- Site-based accountability can be built in through school-based Indigenous Education yearly plans

7. Recommendations/Additional Comments:

7.1 How can the Ministry improve our collaborative and co-constructive approaches to the Equity in Action Project moving forward?

- One idea is to develop a portal where Equity districts can go to see samples of work that other districts are doing
- Ask Equity districts for feedback on the annual reporting structure/format
- How can reporting be structured to be quarterly or bi-annually, so that is more real-time in terms of responsiveness, and more manageable?

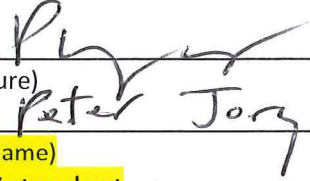
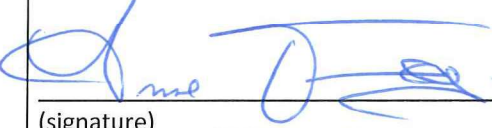
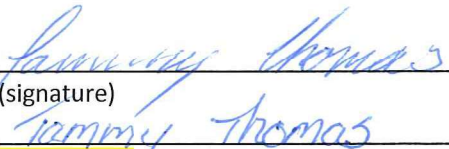
7.2 What advice do you have for districts who are new to the Equity in Action Project or other Equity in Action districts?

- The Equity in Action Project is a huge commitment of time and energy. Your district leadership must recognize this and allow those leading the work in their district's to have the time necessary to focus on this work
- Buy-in and commitment from stakeholders throughout the district is necessary for this work to be impactful
- Indigenous community partners must have a guiding voice in designing and implementing this work
- Districts must be prepared to be honest with themselves in order to authentically assess equity for Indigenous learners
- Indigenous student voice is also essential throughout this project

7.3 What questions do you have for the Ministry?

- None

8. **Appendices:** Please consider sharing any artifacts as part of your report submission, i.e. student/family/community surveys, presentations, resources, pictures of inclusive practices in your schools, videos of interviews with students/staff, learning tools and other locally developed sources.

SIGNED AND DELIVERED on the <u>6</u> day of <u>July</u>, 2020, on behalf of the Superintendent	SIGNED AND DELIVERED on the <u>6</u> day of <u>July</u>, 2020, on behalf of the Indigenous District Lead
(signature)  (print name) <u>Peter Jorg</u> Superintendent School District No. ____	(signature)  (print name) <u>Anne Tinning</u> District Principal of Indigenous Education School District No. ____
SIGNED AND DELIVERED on the <u>7</u> day of <u>July</u>, 2020, on behalf of Equity in Action Community Member	SIGNED AND DELIVERED on the ____ day of _____, 2020, on behalf of the Province by its duly authorized signatory
(signature)  (print name) <u>Tommy Thomas</u> Equity in Action Community Member	Kaleb Child Director, Indigenous Education Learning Division Ministry of Education



SD 83 Indigenous Program

Roles and Responsibilities of Truth and Reconciliation Allies

Receive and share with teachers at their schools, information regarding Indigenous content, professional development and other relevant information.

Attend the three gatherings/workshops sponsored by the school district.



Work with school Indigenous Education Worker(s) to plan days specific to Indigenous People such as Orange Shirt Day, Red Dress Day, and National Indigenous Day.

Engage teacher colleagues in special days and professional development.

Create or share opportunities for colleagues to expand learning around race inequities, local Indigenous knowledge, Indigenous content specific to their grade level curriculum, and truth and reconciliation.

Be part of creating safe and inclusive learning spaces for Indigenous students.

TRC/ TRC Allies

TRC

Indigenous Advisory includes TRC, correct (?) next meeting Thursday, November 5

TRC- developed booklet for Orange Shirt Day

Continually updating resources around TRC in the District Resource Centre.

TRC Allies for every school location except for Ranchero (at this time). About half of them are new.

Three gatherings set for this year; Allies have been placed into 2 groups and given option of meeting online (COVID plan including TTOC shortage).

- October 25/ 27
- February 25/ March 1
- April 21/ May 12

Involvement in Ministry Designated Day, November 20: facilitate workshops, share information with staff, host discussions, etc.

General goals/outcomes for TRC Allies at/from gatherings:

- Encourage teachers at their schools to participate in, recognize, or assist in the organization of various events during the year (applicable to grade level) including Orange Shirt Day (Sept. 30), National Aboriginal Veterans Day (Nov 8), Moose Hide Campaign (Feb 11), Have a Heart Day (Feb 14), Red Dress Day for MMIGW (May 5), and National Indigenous Day (June 21).
- Learn and work towards **BC Teachers' Council Standard number 9:**
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, histories, and cultures of First Nations, Inuit, and Métis.
Educators critically examine their own biases, attitudes, beliefs, and 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.
- Explore and share (with teachers at their school) recommended Indigenous resources
- Learn to ways to disrupt the status quo and create equity of Indigenous ways of knowing and being within the school district.

INCLUSIVE EDUCATION

Prevalence over Time of Students with Diverse Abilities

October, 21, 2020



1

Inclusive Education Snapshot: Prevalence over Time of BC's K-12 Students with Learning Exceptionalities and Disabilities

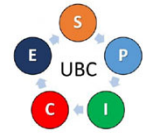
Jennifer E.V. Lloyd, Ph.D.
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Supporting Progressive Inclusive Child-centred Education (SPICE) Research Lab

Suggested citation
Lloyd, J.E.V., & Baumbusch, J.L. (August 3, 2020). *Inclusive Education Snapshot: Prevalence over Time of BC's K-12 Students with Learning Exceptionalities and Disabilities*. Vancouver, BC: Supporting Progressive Inclusive Child-centred Education (SPICE) Lab, School of Nursing, University of British Columbia.

Report available at:
<http://spice.nursing.ubc.ca/>



Inclusive Education Snapshot: Prevalence over Time of BC's K-12 Students with Learning Exceptionalities and Disabilities
August 3, 2020 / Page 1 of 31

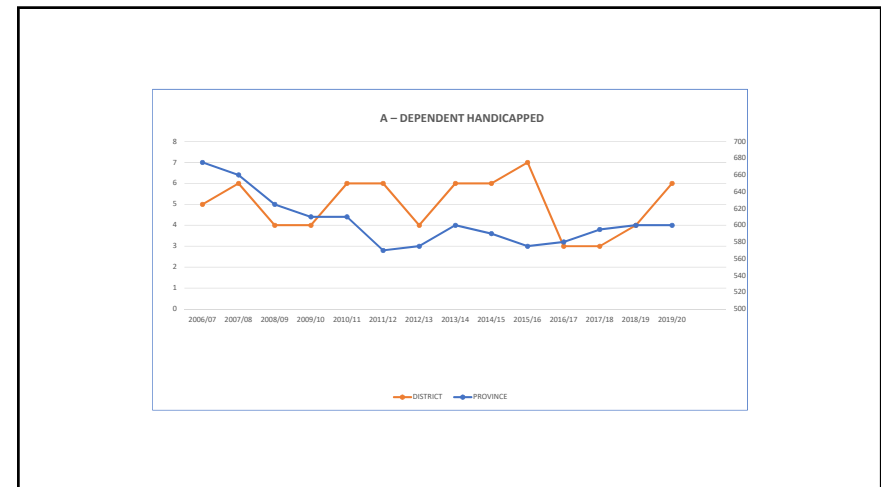
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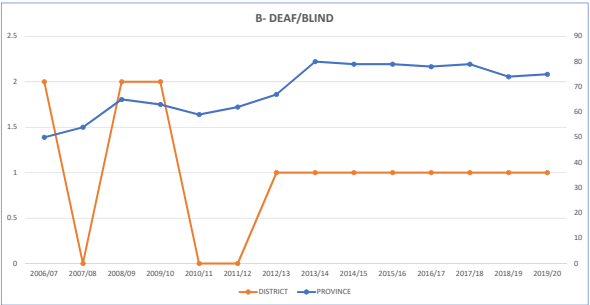
What you will see...

- Two "Y" axis' with different scales – District (left), Province (right)
- One slide per designation
- Broad trends
- *Speculation* about changes to account for trends.

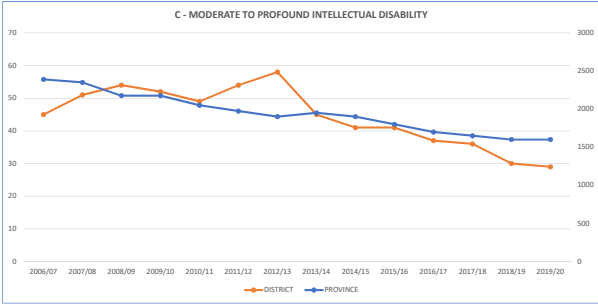
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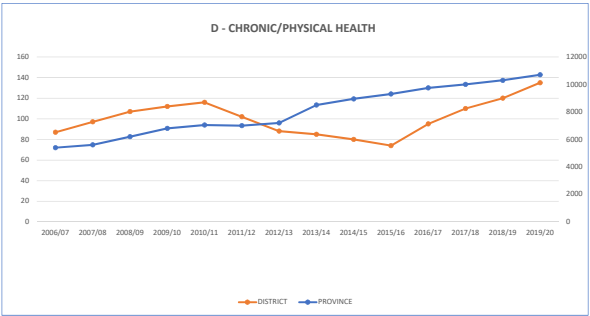
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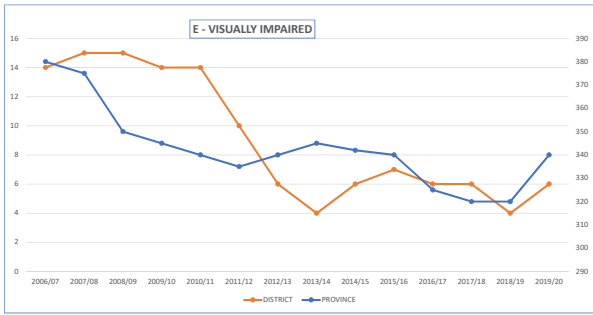
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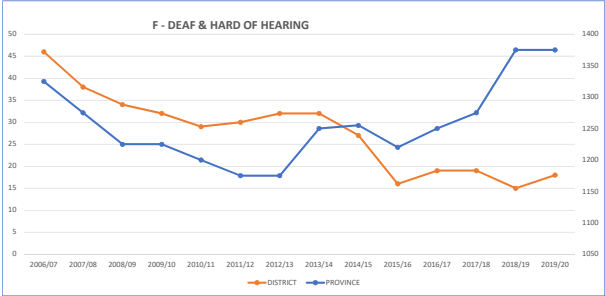
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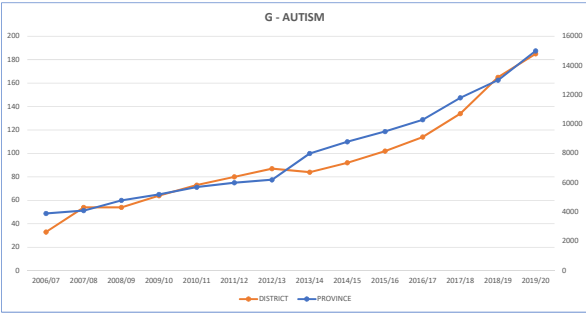
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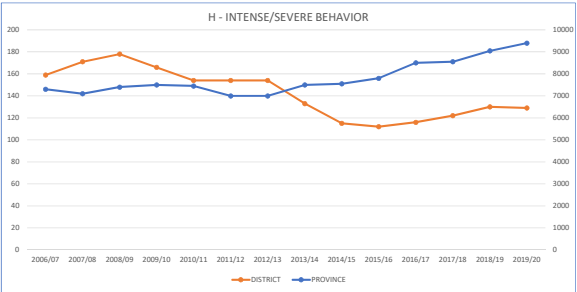
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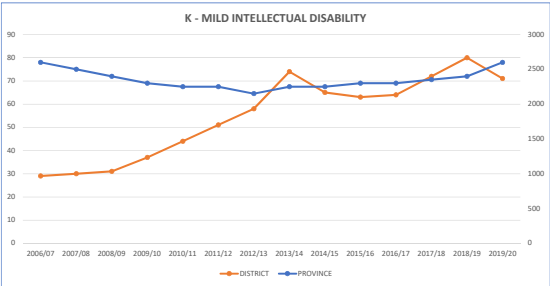
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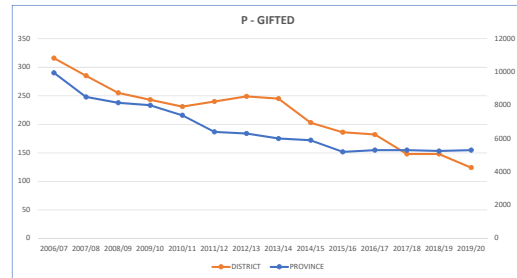
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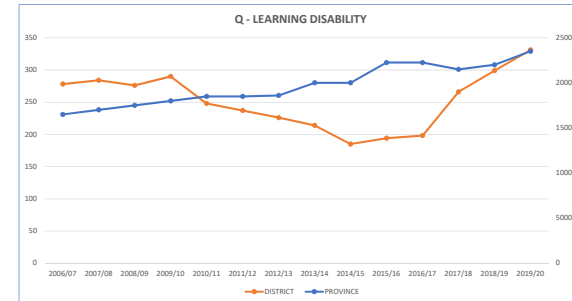
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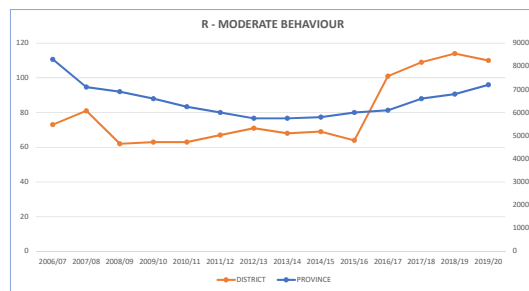
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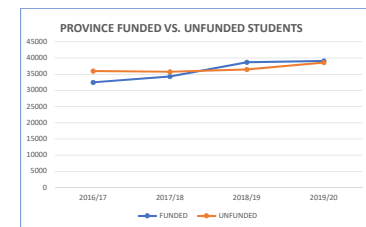
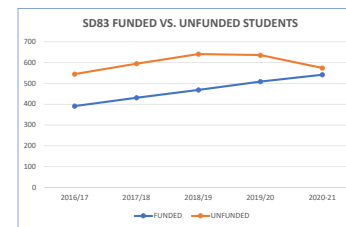
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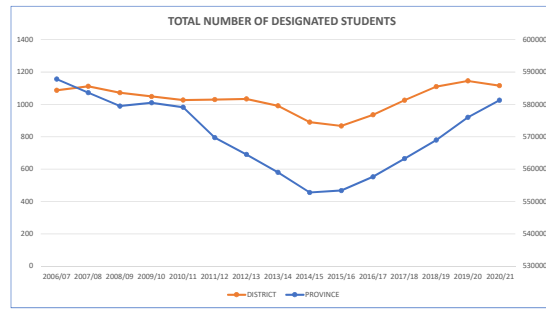
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15



16



17

CATEGORY	SEPT. 2019	FEB. 2020	JULY 2020	SEPT. 30 2020
A	6	6	5	5
B	1	1	1	1
C	29	30	31	31
D	135	139	145	133
E	6	7	7	5
F	18	22	25	20
G	185	188	205	201
H	129	138	154	146
K	71	72	71	67
P	124	125	123	100
Q	331	356	370	322
R	110	107	100	86
	1145	1191	1237	1117
TOTAL FUNDED	509	531	566	542
TOTAL UNFUNDED	636	660	666	575

Where did we land?

While the overall number of designated students is less, the number of funded students has increased.

18

The Financial Picture

FEBRUARY PROJECTIONS FOR 2020/21:			2020-21 Revised Projection (COVID-19 impact)		03-Jul	30-Sep
LEVEL 1	7	\$301,000	6	258,000	6	6
LEVEL 2	425	\$8,670,000	408	8,323,200	413	390
LEVEL 3	145	\$1,493,500	145	1,493,500	154	146
	577	\$10,464,500	559	10,074,700	573	542

SEPT. 2020/21 ACTUALS:			FEB RECOUNT	
LEVEL 1	6	\$258,000		--
LEVEL 2	390	\$7,956,000		
LEVEL 3	146	\$1,503,800		
	542	\$9,717,800		

-\$746,700 difference

19

SCHOOL	2019/20 Ministry Generated	2019/20 Allocation (INADS)	Funding in Place	2020/21 Ministry Generated	2020/21 Allocation (INADS)	Funding Currently in Place	
AES	\$233,050	\$300,570	\$291,250	\$224,600	\$244,850	\$223,175	
ALP	\$607,800	\$401,940	\$352,413	\$654,200	\$444,330	\$458,590	
BASTION	\$242,850	\$168,925	\$158,564	\$245,000	\$178,180	\$178,259	
CARLIN	\$182,400	\$175,914	\$183,488	\$337,100	\$277,300	\$248,225	Short 1 x 25 hr posting
EOP				\$10,300	\$0	\$0	
ERS	\$283,400	\$116,500	\$121,743	\$124,700	\$171,690	\$182,440	
FALKLAND	\$121,200	\$131,645	\$128,150	\$163,200	\$188,800	\$183,075	
GRINDROD	\$212,250	\$167,760	\$174,750	\$275,500	\$174,320	\$159,900	
HILLCREST	\$305,300	\$262,125	\$262,125	\$234,900	\$224,200	\$190,550	Short 1 x 25 hr posting
HPE	\$569,550	\$504,440	\$448,900	\$411,200	\$401,172	\$366,110	Short 1 x 25 hr posting
JACKSON	\$778,150	\$330,860	\$320,375	\$796,600	\$426,570	\$397,320	
LWMS	\$552,175	\$177,379	\$166,975	\$551,800	\$401,790	\$179,260	Short 1 x 26.25 hr posting
MVB	\$189,175	\$132,025	\$123,475	\$429,000	\$353,640	\$347,960	
N.CANOE	\$192,050	\$205,040	\$206,975	\$132,700	\$123,900	\$119,200	
N.SIUSWAP	\$177,275	\$181,157	\$141,625	\$143,000	\$153,400	\$152,975	
PARKVIEW	\$288,050	\$253,969	\$291,250	\$306,200	\$278,480	\$284,780	
PDS	\$659,250	\$451,172	\$462,617	\$921,200	\$533,590	\$496,385	Short 1 x 27.5 hr posting
PANCHERO	\$171,700	\$113,875	\$116,500	\$124,300	\$248,200	\$190,600	Short 1 x 25 hr posting
SAWEST	\$202,130	\$143,877	\$119,600	\$173,500	\$127,440	\$120,400	
SMS	\$693,575	\$430,753	\$438,984	\$838,000	\$595,900	\$527,231	Short 2 x 25 hr postings
SILVER CR	\$229,925	\$265,628	\$297,900	\$176,100	\$171,100	\$169,430	
SORENTO	\$394,800	\$436,875	\$446,470	\$357,500	\$418,540	\$394,975	Short 1 x 25 hr posting
S.BROADVIEW	\$301,525	\$308,725	\$324,764	\$266,000	\$239,540	\$230,100	
S.CANOE	\$298,475	\$244,651	\$260,709	\$177,700	\$195,880	\$210,100	
SULLIVAN	\$813,000	\$630,522	\$576,675	\$995,500	\$679,680	\$611,480	Short 2 x 27.5 hr postings
STOREFRONT	\$203,950	\$0	LINK	\$154,300	\$0	LINK	
TEEN HOUSE	\$126,925	\$0	LINK	\$112,700	\$0	\$43,140	
TOTAL	\$6,188,750	\$7,695,227	\$6,715,680	\$9,717,800	\$7,245,652	\$6,798,828	Short 12 postings (\$341,635)
PRELIMINARY INCLUSIVE ED BUDGET (school allocations)							Jun-20
2020/21 Budget							\$6,798,828
Contingency							1718.25
TOTAL BUDGET							\$6,800,546

The School Support Picture

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Budget Snapshot

	2016/17 (Actual)	2017/18 (Actual)	2018/19 (Actual)	2019/20 (Actual)	2020/21 (Budget)
School Supports (CEA & extra LRT time)	\$ 5,082,169	\$ 5,446,143	\$ 6,123,701	\$ 6,648,259	\$ 6,800,546
CEA Replacement Cost (sick time)	\$ 483,543	\$ 509,047	\$ 544,431	\$ 410,445	\$ 501,400
Staff (LRTs, Itinerants , Excluded, Clerical, Bus Monitors, Other Professionals)	\$ 5,565,712	\$ 5,955,190	\$ 6,668,132	\$ 7,058,704	\$ 7,301,946
Inclusive Ed Operating Funds	\$ 244,484	\$ 252,691	\$ 353,971	\$ 177,323	\$ 244,501
TOTAL INCLUSIVE ED BUDGET	\$ 9,531,260	\$ 10,490,458	\$ 11,506,697	\$ 12,433,641	\$ 13,009,830
Supplemental Funding Generated	\$ 6,549,400	\$ 7,267,800	\$ 7,967,000	\$ 9,188,750	\$ 9,717,800
District Operating Funds	\$ 2,981,860	\$ 3,443,197	\$ 3,664,022	\$ 3,247,409	\$ 3,286,030
LRTs (ratio = 169:1)			32.7 FTE	36.620 FTE	38.3 FTE
Itinerant Staff			28.069 FTE	29.869 FTE	29.41 FTE

*LRTs, school psychologists, SLPs, physiotherapist – funded through the Basic Allocation not Supplemental Funding, but are included as part of the overall Inclusive Education budget.

ENHANCING STUDENT LEARNING REPORTING ORDER

Authority: *School Act*, sections 81 and 168 (2) (t)

Ministerial Order 302/20 (M302/20)..... Effective September 1, 2020
Orders of the Minister of Education

Interpretation

- 1** In this order,
“board” includes a francophone education authority;
“Indigenous peoples” has the same meaning as “aboriginal peoples of Canada”, as defined in section 35 of the *Constitution Act, 1982*;
“Indigenous student” means an individual who self-identifies as a member of an Indigenous people, is of school age and meets the definition of student under section 1 of the *School Act*; and
“reserve” means a reserve as defined in the *Indian Act*, R.S.C. 1985, c. I-5.

Annual enhancing student learning report

- 2** Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister.
- 3** A report completed under section 2 must include the following information regarding student performance, including outcomes and measures as set out below:

(a) Intellectual Development

Educational Outcome 1	Students will meet or exceed literacy expectations for each grade level.
Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.
Educational Outcome 2	Students will meet or exceed numeracy expectations for each grade level.
Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and

ENHANCING STUDENT LEARNING REPORTING ORDER

	percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time

(b) Human and Social Development

Educational Outcome 3	Students will feel welcome, safe and connected to their school.
Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

(c) Career Development

Educational Outcome 4	Students will graduate.
Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
Educational Outcome 5	Students will have the core competencies to achieve their career and life goals.
Measure 5.1	Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

4 The report prepared in accordance with sections 2 and 3 must establish categories for each of the following student populations and report on those categories separately:

(a) Indigenous students

(i) living on reserve, and

(ii) living off reserve;

(b) children and youth in care; and

(c) students with disabilities or diverse abilities.

5 The report completed under section 2 will also include information relating to the board's approach to continuous improvement of student achievement.

6 The report completed under section 2 must not exceed 10 pages in length.

September 30, 2020 1701 Student Enrolment - DRAFT Financial Impact

OPERATING FUNDS

Revenues

	Projected Feb 2020		Sept 30 DRAFT		Variance	
	FTE	\$	FTE	\$	FTE	\$
Enrolment-based Funding	6,517.0	49,288,520	6,363.2	48,105,698	- 153.8	- 1,182,823
Special Needs						
Level 1	7.0	301,000	6.0	258,000	- 1.0	- 43,000
Level 2	425.0	8,670,000	390.0	7,956,000	- 35.0	- 714,000
Level 3	145.0	1,493,500	144.0	1,483,200	- 1.0	- 10,300
EOP	10.5	64,050	64.4	392,688	53.9	328,638
ELL	40.0	60,800	43.0	65,360	3.0	4,560
Adult Education	0.6	3,014	0.5	2,412	- 0.1	- 603
		59,880,884		58,263,357		- 1,617,528

Enrolment Decline Funding

6,431.00	2019-20
6,427.56	2020-21
3.44	from 2019-20
no supplement unless over 1% drop	

Expenses

	Increase		Decrease	
	FTE	\$	FTE	\$
Staffing Impacts				
REDUCE: contingency classroom teacher @ N. Canoe not required			1.000	- 100,000
ADD: classroom teacher @ Bastion - June 2020 (post preliminary budget adoption)			1.000	100,000
TRANSFER: decrease CEF classroom teaching positions			7.902	790,000
TRANSFER: decrease CEF non-enrolling support teaching positions			0.287	30,000
		820,000		
				- 2,437,528

increased enrolment related expense

net impact

Deficit Mitigation Strategy to date

REDUCE: classroom teacher Shuswap Middle	1.000	- 100,000
REDUCE: classroom teacher MV Beattie	1.000	- 100,000
REDUCE: classroom teachers Highland Park	2.000	- 200,000
REDUCE: classroom teacher South Broadview	1.000	- 100,000
REDUCE: classroom teacher Bastion	0.850	- 85,000
REDUCE: District ILT	1.400	- 140,000
TRANSFER: surplus allocated to custodial cleaning supplies (Federal \$)		- 50,000
TRANSFER: 2020-21 operating funds to auto scrubbers (Provincial \$)		- 25,100
increase/(decrease) in expenses to date		- 800,100

Contingency Preliminary Budget	355,000
Contingency 2019-20 Year End	199,984
	554,984

Operating shortfall effective 10/16/20 - 1,082,444

DRAFT SPENDING PLAN - COVID-19 SPECIAL PURPOSE GRANTS 2020-21

as at October 16, 2020

Special Purpose - Provincial Safe Return to School Grant

reusable masks/face shields/sneeze guards	Revenue
computers and assistive technology	26,635 fully spent
cleaning supplies	48,713 \$7,000 electronic Library, Chrome Books
cleaning frequency	70,537 1 fogger, 7 sprayers, 9 auto-scrubbers, specialised cleaning supplies
improved hand hygiene/water fill stations	318,109 15-20% increase on custodial time, full-time replacement
	126,829 including 30 hand sanitization stations
	- Unallocated
	<u><u>590,823</u></u>

Special Purpose - Federal Safe Return to Class Fund

EOP Teacher Staffing	2,283,080 1st draw 50% Oct 2020, 2nd draw TBA
increased clerical time EOP	485,000 support "soft-start" and increased EOP enrolment
Education Outreach Worker	32,000 increased EOP enrolment
Chrome Books for Indigenous and on-reserve support	52,000 requirement to support off-site Indigenous Learners
Increased cleaning frequency and product	8,000 requirement to support off-site Indigenous Learners
Increased Lunch Hour Supervisors	200,000 15-20% increase in regular hours
Increased Crossing Guard LMS	119,000 17 positions
increased bus driver time	3,500 1/2 hr/day
trades staff OT and contracting fees	60,000 to allow for time to clean between runs
H&S Training and orientation	100,000 installation barriers/plexiglass and room modifications
absence replacement - all ee groups	30,000 custodians, bus drivers, casuals and TTOCs
paper and handwashing product and disposal	400,000 immune compromised, safety "stay home" protocols
Reusable Masks/Face Shields/sneeze guards	200,000 based on estimated usage to date
Mental Health and Wellness Support	150,000 including installing plex-glass/barrier supplies
Admin Days in lieu (Sec - 2 Mid - 1)	50,000 TBD
	5,000 estimated 11 TTOC days
	<u><u>388,580</u></u> unallocated



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education
FROM: Alanna Cameron, Secretary-Treasurer
RE: Risk Assessment

DATE: October 20, 2020

Purpose

This briefing note is to update the Board of Education on the action plan undertaken by District staff to address the key risks identified in the KPMG Enterprise Risk Management (ERM) Assessment Summary Report and Risk Register for School District No. 83.

Background

In the spring/summer of 2017, the District engaged KPMG to complete an Enterprise Risk Management (ERM) Assessment for School District No. 83. The assessment was designed to help the District identify significant risks, prioritize the risks, and provide guidance on appropriate risk mitigation strategies and monitoring procedures. ERM is founded on the premise that risks are not merely hazards, but can present opportunities to create value.

The assessment process was completed in five phases over a number of months which included stakeholder interviews and an ERM workshop facilitated by KPMG. The final deliverables of the ERM project comprised of a Summary Report (presented to the Official Trustee at the June 19, 2018 Regular Board Meeting) and a high-level Risk Register which included the risk ranking, potential risk drivers and a summary of current mitigation activities/compensating controls for each risk.

Based on the information in the Risk Register, over the past 12 months, district staff have reviewed each of the 24 identified risks and provided summaries of the mitigation and compensation controls that are currently in place. Departments will commit to ongoing monitoring of these risks as well as others that may arise. All mitigation strategies have been reviewed, documented and discussed at the Audit Committee.

Attached for information, is a summary of the final six risks that identify both systematic and operational potential risk drivers, along with details of the current mitigation/compensating controls and their status.

Recommendation

No action; for information only.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

Risk Ref	Risk Type / Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation / Compensating Controls	complete/ on-going/ in progress	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order
11	Operations	Regulatory compliance	The risk that School District No. 83 does not adequately comply with regulatory requirements (e.g., OH&S rules, changing building codes, union requirements for staff; etc.).	- Lack of internal reviews to detect compliance breaches - Lack of employee awareness regarding policies / procedures / controls - Compliance-related policies may not reflect current practice - Increase in external regulatory and procedural requirements (e.g., building code, life safety, privacy protection, CASL)	- Full review of Board Policies underway	on-going	Compliance (Regulatory / Safety / Legal / Contractual)	3.00	3.70	11.10	12
					- District SuperSheet Staffing Report clearly identifies how to follow the "old language" for staff ratios re: LRT, <u>Counselling, F.I.L. re: the SCC ruling</u>	complete					
					- Continuing assessment of Preventive Maintenance Program to ensure compliance requirements are <u>addressed through this program</u>	on-going					
					- Regular training and communication with staff to address <u>changing compliance requirements</u>	on-going					
					- Regular communication with regulatory bodies and <u>consultants to ensure compliance</u>	on-going					
12	Operations	Business continuity	The risk that School District No. 83 may not be able to provide appropriate educational continuity or emergency response to manage plausible events (hazards, catastrophes, pandemics) while managing the cost of continuity <u>planning</u>	- Aging facilities and lack of funding for initiatives such as continuity planning - Lack of staff training around continuity planning	- Principal /Vice Principal pool established to support <u>succession planning for school leadership</u>	on-going	Operational Efficiency & Effectiveness (includes IT-related risks)	3.50	3.70	12.95	10
					- Established Learning Resource Teacher mentorship program, and new teacher and new PVP induction <u>program</u>	complete					
					- On-going assessment of facilities to determine maintenance and capital upgrades needs with a focus on <u>sites identified by ministry</u>	on-going					
13	Operations	Managerial accountability	The risk that School District No. 83's organizational alignment—including lines of authority and accountability, decision making structure and holding people accountable for <u>results</u>	- Lack of formal performance management reviews - Lack of defined performance expectations	- All management staff, including Senior Leadership and Principals and Vice Principals, have regular performance appraisals, and teacher performance appraisals are conducted regularly by Principals and Vice Principals	on-going	Operational Efficiency & Effectiveness (includes IT-related risks)	3.50	4.30	15.05	5
					Job Descriptions for all excluded positions have recently <u>been updated and will be kept current</u>	on-going					
14	Operations	Student & faculty safety risk	The risk that incidents regarding the safety of students & faculty within School District No. 83's care, including violence and threats, takes significant resources to prevent and manage, and could result in reputational damage, financial costs or legal action.	- Aging facilities - Lack of employee awareness around health and safety policies/procedures/controls - Lack of staff training around health and safety - Inadequate understanding of external health and safety requirements - Lack of effective coordination around health and safety and risk management issues	- Revised/streamlined Threat-Violence reporting and <u>investigation process</u>	complete	Strategic / Reputation	3.80	3.30	12.54	11
					Staff have been trained and training is on-going re: Violent <u>Risk Threat Assessment</u>	on-going					
					- Strategic Maintenance Plan under development, including an updated Preventive Maintenance Plan, a 10 year Capital Plan, and an evaluation of IE Shop needs and safety <u>requirements</u>	in progress					
					- Reinstatement of a Facilities and Grounds Manager to ensure capacity to train staff on safety policies and <u>procedures</u>	complete					
					- Addition of a dedicated safety professional to address <u>safety issues and compliance</u>	complete					
15	Operations	Alternative delivery	The risk that School District No. 83 may not take sufficient advantage of distance education or alternative learning methods to manage its increasingly diverse student population with broader support needs.	- Increase in alternative delivery methods/models of education - Increased diversity within the student population - Aging facilities - Geographic distance to schools in certain regions - High number of potential students currently being home-schooled in the region	- Expansion of EOP program (now K-12), with inclusive <u>education supports</u>	in progress	Strategic / Reputation	3.00	3.20	9.60	17
					- Established a range of programs from K-12 to support students who need alternative learning settings (Bridge Programs, After School Program, SPARK Program, StoreFront School, Teen House, Individual Achievement Program, Career Connections Program)	on-going					
					- Increased programming and awareness around SOGI and <u>at all levels of our system</u>	on-going					
					- Increased focus and training re: inclusive practices in <u>schools and teaching to diversity/UDL</u>	on-going					
16	Operations	Lack of defined processes	The risk that School District No. 83 has not effectively instituted defined, uniformed processes in key areas throughout the School District.	Lack of capacity to develop key policies/processes	Complete Policy renovation underway; 30+ Policies/Regulations have been reviewed/updated/adopted <u>to date</u>	in progress	Operational Efficiency & Effectiveness (includes IT-related risks)	3.00	3.50	10.50	13
					Recently updated the Boards Procedural Bylaws	complete					
					Administration Guidelines review, update and assembly <u>process underway</u>	in progress					

IN THIS PLACE, WE BELIEVE: Item 11D

LEARNING IS VITAL

INDIGENOUS RIGHTS

ARE HUMAN RIGHTS

LOVE IS LOVE

BLACK LIVES MATTER

NATURE IS IMPORTANT

OUR COLLECTIVE BEAUTY IS IN OUR DIVERSITY

MENTAL HEALTH COUNTS

KINDNESS WINS

YOU ARE ENOUGH

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**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Board of Education
FROM: Peter Jory, Superintendent of Schools/CEO
RE: **Policy 230 – Parent Advisory Councils**

DATE: 21 October 2020

Background

Policy 230 – Parent Advisory Councils has been reviewed by the Policy Committee as part of a policy review process. The Board of Education approved first reading of Policy 230 on September 17, 2019.

Policy 230 – Parent Advisory Councils is being presented to the Board of Education for second and final reading at this time.

Recommendation

That the Board of Education approve the second and final reading of Policy 230 – Parent Advisory Councils as presented.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

230 PARENT ADVISORY COUNCILS

The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that the educational program in each school is enhanced by strong community-school liaison. The School Parent Advisory Council should serve to provide input ~~enhance attitudes~~ which will ~~impact~~ favourably ~~impact~~ ~~on student learning~~ student learning and well-being.

Parent Advisory Councils have the right to establish their own by-laws. The creation of these by-laws are best done within a spirit of ~~close~~ co-operation between the Principal and the Parent Advisory Council.

Guidelines

1. Parent Advisory Councils ~~should be under the guidance of~~ should work in collaboration with the School Principal with the Principal being an ex-officio of the Council.
2. Where a Parent Advisory Council does not already exist, the School Principal will inform the parents of the manner in which the School's Parent Advisory Council can be established.
3. Parent Advisory Councils should elect a Chairperson or President from its membership and include the principal as an ex-officio member of the council.
4. School Principals and Parent Advisory Councils are requested to jointly develop by-laws for the operation of the Parent Advisory Councils and the following terms of reference may be considered in drafting these by-laws:
 - a. Every parent/guardian has the right to belong to the Parent Advisory Council at their child's school.
 - b. The Parent Advisory ~~C~~ouncil is to provide a form of liaison between the school and community.
 - c. The Parent Advisory ~~C~~ouncil should aid the school in communicating with the community regarding educational programs and such other matters as may be appropriate.
 - d. The advice of the Parent Advisory Council should be channeled directly through the School Principal from the P.A.C. Executive.
 - e. The Agenda for the Parent Advisory Council meeting should be ~~jointly set~~ shared in advance with the School Principal and elected officers of the Council for consideration of additional agenda items.

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)
Policy Manual

- f. Since the Parent Advisory Council does not have direct administrative authority, it should not be used as vehicle to criticize individual school personnel, students or parents.
- g. The School Principal or designate ~~has the right~~ will be invited to attend all meetings of the Parent Advisory Council. Representatives from other employee groups are encouraged to attend regular meetings.
- h. Parent Advisory Councils should not advise on individual student or employee personnel matters. Such discussions should be conducted with the teacher or Principal by individual parents or guardians. ~~Representatives from other employee groups are encouraged to attend.~~ Refer to the information booklet about resolving your questions/concerns – re Policy 220.

230 PARENT ADVISORY COUNCILS

The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that the educational program in each school is enhanced by strong community-school liaison. The School Parent Advisory Council should serve to provide input, which will favourably impact student learning and well-being.

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THE BOARD OF EDUCATION
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Policy Manual

- g. The School Principal or designate will be invited to attend all meetings of the Parent Advisory Council. Representatives from other employee groups are encouraged to attend regular meetings.
- h. Parent Advisory Councils should not advise on individual student or employee personnel matters. Such discussions should be conducted with the teacher or Principal by individual parents or guardians. Refer to the information booklet about resolving your questions/concerns – re Policy 220.

DRAFT

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	SCHOOL DISTRICT NO. 83 (North Okanagan-Shuswap)	POLICY INITIATION AND REVISION REQUEST FORM
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TO: Policy Committee
School District No. 83 (North Okanagan-Shuswap)
PO Box 129, Salmon Arm, BC V1E 4N2

Date: June 17, 2020

Purpose of Form: This form is to be used if an individual wishes to have a new policy considered or an existing policy reviewed or revised.

Use of Form: Parents, SD No. 83 employees, students, or community partners who are interested in changing or improving School District Policy are welcome to submit this form for consideration.

1. Which policy do you feel should be revised or added to School District Policy?

Our district currently does not have a uniform approach to training students on the use of Naloxone. We need a policy to guide our approach.

2. Why do you feel the policy should be either revised or added to District Policy Manual?

Teens today are at a greater risk of overdose. Fentanyl is prevalent in many street drugs and can cause an accidental overdose, killing unprepared users. We hand out naloxone kits without providing training.

3. What special features or wording should the revised policy contain?

We should focus on the appropriate age for training and the parameters around who should teach it and what should be taught.

4. Name of person (group) submitting form?

Address: _____ Telephone number: _____

Response of Policy Committee to suggestion?



- [OUR DISTRICT](#)
- [RESOURCES](#)
- [ADMISSIONS](#)
- [DISTRICT PROGRAMS](#)
- [SCHOOLS](#)
- [BOARD OF EDUCATION](#)
- [CALENDAR](#)

OPIOID OVERDOSE RECOGNITION AND RESPONSE GUIDELINES – NALOXONE USE

PURPOSE

To respond to a possible opioid overdose at West Vancouver Schools.

SCOPE

These guidelines and procedure apply to West Vancouver Schools staff who have been trained by the Vancouver Coastal Health Authority to recognize and respond to signs of student opioid overdose during school sponsored events on school sites.

DEFINITIONS

Naloxone: An antidote to an opioid overdose. Naloxone can restore breathing following an opioid overdose and can be given by injection or intranasally. Naloxone is unscheduled in British Columbia meaning emergency use naloxone can be sold anywhere (including outside pharmacies) and purchased by anyone. Under BC law, anyone is able to administer naloxone in an emergency situation outside of a hospital setting.

Opioid: A class of drug, sometimes called opiates. Includes drugs derived from the poppy such as morphine, heroin and codeine ('opiates') as well as synthetic or partially synthetic formulas such as oxycodone, methadone, fentanyl. Opioids are often used to treat pain.

Opioid Overdose: An acute life threatening condition caused by the use of too much opioids. Opioids can slow or stop a person's breathing.

School Administrator: The individual in charge of the daily operations of a school.

Staff: Any employee or volunteer at the organization

Trained Overdose Responder: Any employee of the organization who has completed training in Overdose Prevention, Recognition and Response, including administration of naloxone.

1. Minimum Standard

- a. If a school reports concerns that students are in a high risk category of using opioids or if there have been reports of opioid use on school property. An identified staff (voluntary) can be trained to identify opioid overdose, and respond by doing rescue breathing and phoning 911.
- b. In addition, staff trained in naloxone administration may choose to give naloxone in addition to rescue breathing and calling 911, depending on the circumstances and their comfort level. Naloxone kits will be made available through Student Support Services, by permission of the Assistant Superintendent.
- c. Students who have self-identified with significant drug use histories or concerns should be referred to Vancouver Coastal Health for support.

2. Education and Training

a. Initial Training of Staff

- i. Training for identified staff will include
 - 1. Overdose Recognition
 - 2. Overdose Response without naloxone (rescue breathing and 911)
 - 3. Overdose Response with naloxone as per this guideline and procedure
- ii. Training for staff will be provided by Vancouver Coastal Health.
- b. School sites that continue to identify a need will be required to attend annual refresher training provided by Vancouver Coastal Health Authority.

3. Overdose Response Supplies

- a. Naloxone kits should be stored with other emergency medical supplies for easy access when required.
- b. School administration is responsible for confirming available supplies, monitoring expiry dates and ensuring unused medication that expires will be disposed of at a pharmacy.

4. Overdose Response

- a. Process: The Protocol for overdose response (both with and without naloxone) is found in Appendix 1. Staff will not be requested to leave their school site to respond to overdoses.
- b. Documentation of Overdose Response and Naloxone Administration:
All staff who respond to an overdose will submit a critical incident summary to the school administrator and the administrator of Student Support Services.
- c. Staff have been advised and understand that there may be some health and safety issues involved in responding to overdose. Some overdoses involve drug use and handling syringes require following a health and safety protocol. If there are drugs on site they also must be handled carefully (gloves required). Finally some individuals may be violent and angry upon revival via opioid inhibitor. Staff should be prepared to de-escalate these situations.

Click each image below to view more information.



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education
FROM: Alanna Cameron, Secretary-Treasurer
RE: Long Range Facilities Plan (LRFP)

DATE: October 21, 2020

Purpose

Each board of education is expected to have a Long-Range Facilities Plan (LRFP) in place for its school district that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals.

The LRFP is expected to be developed in accordance with all Regulations, Orders-In-Council, School Act Ministerial Orders as well as Ministry Policies, Instructions and Guidelines provided by the Ministry.

This briefing note is to request that Board of Education adopt the LRFP, as required, in order to align with the Ministry of Education's Capital Planning Guidelines.

Background

The *School Act* provides that the Minister of Education may require a board of education to prepare and submit a capital plan for its school district to the Ministry. The Ministry also requires additional supporting information when it considers whether to provide funding support for any proposed Minor Capital Program project or Major Capital Program project included in a Five-Year Capital Plan submission. Detailed project information is currently provided through the submission of templated forms and documents. The Ministry also depends on other longerterm capital planning information upon which a board of education may make decisions for its school district.

Each board of education is expected to have an LRFP in place for its school district that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals. Although a current LRFP is not required to be included as part of a Five-Year Capital Plan submission, the Ministry may request a school district to reference relevant sections of the LRFP to help inform its capital plan review process.

An LRFP should not just serve to identify capital projects needed in a school district in the same manner that the Five-Year Capital Plan Summary provides a prioritized list of all capital projects requested for funding consideration. The LRFP should instead present a wide-ranging vision for the use of a board's current and potential future inventory of capital assets, providing broad strategies for the most-effective delivery of education programs.

As a comprehensive planning tool, an LRFP is expected to cover a 10-year timeframe, at a minimum, and outline how a board of education intends to manage an inventory of existing facilities and planned new facilities during that time. A LRFP should be realistic in terms of expectations for the Ministry's allocation of capital funding for the replacement of existing schools and the creation of new space through the construction of new schools and additions to existing schools.

Focusing on schools, a board of education has the flexibility to develop a LRFP that compares the current situation in a school district to a number of possible future scenarios. Close consideration should be given to a variety of known variables along with possible future influences.

The LRFP is a mechanism for school districts to effectively demonstrate that proper facility planning is taking place in support of the district's educational plan over a 10-year window.

LRFPs remain valid until they are changed and are not required to be revised or re-submitted annually. However, as part of the Board's annual Five Year Capital Plan submission, we will be required to certify that no significant changes have occurred within the district that warrant revision of the LRFP.

LRFP Development Process

February 2019	Board engaged services of Mr. Bill Lowe, Cascade Facilities Management Consultants Ltd. to assist in the development of a 10-year Long Range Facilities Plan
May - August 2019	Data gathering stage: district organizational structure (grade configuration, catchment areas, and special programs), enrolment and demographic data, and facility information (school capacity, age and condition)
September 2019	Consultant presented initial draft of LRFP to trustees
October 2019	DRAFT 2020-2029 LRFP adopted by the Board
November 2019	Board adopted the LRFP Consultation Timeline
January – March 2020	Numerous public consultation meetings held with staff, partner groups and local government
April – September 2020	Board added/deleted proposed options, by motion, to conclude a final list of options and recommendations, an implementation strategy and a conclusion

Supporting Documentation

School District 83 North Okanagan Shuswap Long Range Facilities Plan 2020-2029 at [School District No. 83 LRFP 2020-2029](#)

Recommendation

THAT: The Board of Education adopt the 2020-2029 Long Range Facilities Plan as presented at [School District No. 83 LRFP 2020-2029](#)

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer



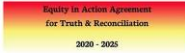
MARIANNE VANBUSKIRK – ATTENDANCE REPORT TO THE BOARD

BC SCHOOL TRUSTEES' ASSOCIATION, THOMPSON-OKANAGAN BRANCH, FALL MEETINGS

Event Dates: Thurs. Oct. 1st 7:00pm - 8:30pm (Indigenous Education)

Saturday OCT. 3rd 8:30am - 12:00pm (Branch meeting, guest, business meeting)

Sessions:

Speaker	Background/Title	Highlight
Larry Casper	Trustee, Gold/Trail SD#74, facilitator of Indigenous Education Committee.	Sharing of highlights of region regarding Indigenous Education. Due to technical difficulties, only two districts were able to present. Central Okanagan SD#23 presented its publication "Equity in Action Agreement for Truth & Reconciliation 2020-2025."   SD83 shared an update thanks to Indigenous Education Principal Anne Tenning. The update included the hiring of an Indigenous Outreach Worker to assist soft-start/EOP students, Chromebook provisions, improving food security to Indigenous families and the gracious donation of a \$15,000 grant from the Shuswap Food Action Society which benefits many students/families.
Anona Kampe	Storyteller, educator, Penticton SD#67	Ms. Kampe shared the Sylix story "The Four Food Chiefs". Please see Marianne's attached notes. Main message: Let everyone's voice be heard.
Nancy Rempel	Co-chair, Trustee Gold/Trail SD#74, President Thompson Okanagan Branch	Networking session and business portion of the meeting. Congratulations to Trustee Tennile Lachmuth for being elected as Director-at-large for the Thompson Okanagan Branch.



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

PO Box 129 ~ 341 Shuswap St. S.W. ~ Salmon Arm, BC, V1E 4N2 ~ Phone: (250) 832-2157

Value of Conference/meeting:

Quite good sharing/networking with other trustees in the region. Some noted similarities on how school districts are managing during pandemic times. Particular challenges with rural, more isolated districts especially those with limited bandwidth or internet availability.

Good sharing of ideas/resources during the short time that the Indigenous Education Committee was able to meet.

Excellent session with guest speaker Anona Kampe. The story of "The Four Food Chiefs" has an important message for children, families, support staff, administrators, district staff, educators, trustees alike.

Materials available for other trustees (upon request)

YES

Recommendation or follow-up:

It might be prudent to inquire more about Central Okanagan SD#23's publication "Equity in Action Agreement for Truth & Reconciliation 2020-2025." We didn't have enough time to thoroughly explore this document and SD83 officials have offered to share this with other school districts.

Submitted by: _____ Marianne VanBuskirk _____

Date: _____ Oct. 9, 2020 _____



BCSTA Branch Meeting Oct. 3, 2020 – submitted by Marianne VanBuskirk

Guest Speaker: Anona Kampe – Storyteller: The Four Food Chiefs – Penticton Indian Band & Penticton SD#67

Traditionally, stories were told in the winter and now, even though it's not winter, her elders have told her that it's important to share stories whenever she can.

The Four Food Chiefs are:

- Chief Black Bear – chief of all animals living on the land. He represents the elders in our community.
- Chief Saskatoon Berry – chief of all the plants that grow above the ground. The youngest of the chiefs (seeds of growth within the berries).
- Chief Bitter Root – she is chief of all the foods that grow under the ground. Rooted in the ground are our women. Deeply connected to their communities.
- Chief Spring Salmon – chief of all the things in the water that we can eat for food. Think of the salmon and the difficulty of the upstream swim – this represents the men who are strong and resilient.

In order for a community to thrive, it is very important to include all voices. This is how your community will be successful. Some people can be a combination of these groups. These characteristics can change as we grow.

The Creator called on the four food chiefs and said that they are all perfect. These four representatives are born with the knowledge to thrive and survive. The Creator said “I’m going to create people.” Think of how a baby is born (naked, can’t eat, can’t keep warm, could not survive in the wild, etc.) However, it has the ability to dream. Theory – some dreams allowed for chiefs to visit people in their dreams – to give advice, etc. Also, the gift of memory was given to people. The Creator said it will be up to the four food chiefs to be responsible for how the being would survive. Three of the chiefs looked to the oldest chief, Chief Black Bear for guidance. He said that he would lay his life down and sacrifice for this new being. (Fur, teeth, claws, meat - for the best chance of survival.)

The four chiefs established the following protocols:

1. Only take what you need from the land.
2. Try to use as much of what you take as possible – so there is no waste.
3. What you don’t use – give back for reciprocity. A reciprocal relationship with the land is important.

The other chiefs said that they will also do what Chief Black Bear did (lay his life down for sacrifice.) Chief Black Bear said that he would go first. He laid down to sacrifice himself and others came together for the Winter Dance.

Winter Dance – since, dance, feast, visit – highest form of prayer. Giving thanks for what we have. Everyone participated except Fly. Others would regularly shoo flies away but Fly said, let me in and said, “I must sing my song.” Chief Black Bear was dead but only came to life when the fly began to use Chief Black Bear’s sacrifice (his body) to clean up all the remaining tissue, etc. so that there was no waste.

Message/moral – all voices matter (even those of the flies.) Try to think of which food chiefs you relate to. Sometimes you can be a combination. (This is applicable to governance and more. Classroom groups, meetings, etc.)

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The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

FROM: Tennile Lachmuth, Vice-Chair, BCSTA Provincial Council representative

DATE: September 22, 2020

RE: BCSTA Provincial Council updates

Provincial Council will take place on Saturday, October 23, 2020 and I will attend virtually as our Board's PC Representative. Provincial Councillors will vote on Motions carried over from 2020 AGM (cancelled) and Emergent Motions. I am seeking direction from the Board for voting on the attached Motions:

Motions to Provincial Council from AGM 2020

9.1 Climate Change Working Group

9.2 Video Option for Winter Meetings

9.3 Safe Routes to Schools as part of the Provincial Active Transportation Strategy

9.4 Funding for Trades

9.5 Provincial Funding to Improve Access to Educational Programming in Correctional Facilities

9.6 Additional Supports for Letter of Permission Teachers and Non-Certified Teachers Teaching On-Call

9.7 Timelier Response from Teacher Regulation Branch

9.8 Aligning School Construction with Enrolment Projection

Emergent Motions to Provincial Council

10.1 An Enhanced Co-Governance Approach for the Recovery Stage of the COVID-19 Global Pandemic

10.2 Action on Anti-Black Racism

10.3 Public Sector Executive Wage Freeze

Thank you,

Tennile Lachmuth

9.1 Climate Change Working Group

SUBMITTED BY: *Metropolitan Branch and SD62 (Sooke)*

BE IT RESOLVED:

That BCSTA establish a Climate Change Working Group comprised of staff and trustees to:

- inform the BCSTA Board of Directors about the ability of school districts, under the provincial government's current capital funding programs (including the Carbon Neutral Capital Program (CNCP)), to meet the CleanBC goal for public buildings to reduce emissions by 50% by 2030;
- consider examples of schools that demonstrate low/no emissions;
- provide recommendations on how the 50% emissions reduction target could be achieved; and,
- assist BCSTA in collaborating with the relevant provincial ministries to create and implement a plan to achieve the 50% emissions reduction target.

RATIONALE:

At the 2019 BCSTA AGM, the following motion was passed:

- (1) That BCSTA urge the Minister of Education and Minister of Environment and Climate Change Strategy to uphold the mandated standards set by CleanBC by implementing aligned capital funding for new school construction and the retrofitting of district buildings and facilities; and,
- (2) That BCSTA request the Ministries develop and provide, in a timely manner, operational guidelines to help school districts to meet CleanBC's 2032 standards to reduce emissions.

CleanBC's climate change accountability process outlines that ministries are to "reflect commitment to CleanBC funded and approved policies and programs and implement funded and approved policies and programs" in their annual service plans.

Under the *Climate Change Accountability Act* "a public sector organization must manage the risks to the public sector organization that could reasonably be expected to result from a changing climate and minimize the public sector organization's adverse environmental effects" (section 6.1). Districts have an obligation to meet the emissions targets set by CleanBC and the *Climate Change Accountability Act*. The October 21, 2019 letter from Minister George Heyman to BCSTA President Stephanie Higginson refers school districts to the Carbon Neutral Capital Program (CNCP). As the minister states, the province's CNCP has an annual allotment of \$14.5 million, with only \$5.0 million allocated to the Ministry of Education. This level of funding is not adequate for the province's 60 school districts to meet the CleanBC reductions targets. The 2020 provincial budget indicates that the school district portion of the CNCP has increased to \$17.2 million.

An initial analysis for SD39 is that under current capital funding programs available, including the CNCP, the SMP and incentive funding from utilities, the 50% reduction target by 2030

would be very challenging. It would be even more difficult for school districts without seismic replacement projects to achieve these reduction targets.

A climate change working group would create an opportunity for districts to share best practices on climate action; identify issues in implementing strategies to reach CleanBC's emissions targets; advocate for resources and funding to reduce emissions; and build partnerships to create opportunities. The climate change working group can offer the opportunity for districts to share the financial and operational burdens inherent in working to achieve the goals set by CleanBC and the *Climate Change Accountability Act*. The working group may wish to invite representatives from BC Ministry of Environment and Climate Change and the BC Ministry of Education to meet with it.

REFERENCES:

- [Government of British Columbia: CleanBC – Our Nature, Our Power, Our Future](#)
- [Government of British Columbia: Carbon Neutral Capital program](#)
- [CleanBC Highlights Report](#)
- [Climate Change Accountability Act](#)
- [Government of BC News Release, March 9, 2020 "Greener, more energy efficient schools, buses for BC students"](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.2 Video Options for Winter Meetings

SUBMITTED BY: *Kootenay Boundary Branch*

BE IT RESOLVED:

That BCSTA consider enabling meeting participants to attend meetings by video conference if meetings, such as Provincial Council, must be held from November to February.

RATIONALE:

This motion is needed because delegates to Provincial Council who travel from the Northern and Interior districts are often travelling in dangerous road conditions to either get to the Lower Mainland or to the closest airport. Some airports are difficult to fly out of due to the weather conditions during the winter.

For delegates from outside the Lower Mainland, a video conference option would offer them a chance to participate in the meeting without the potential danger of travel on winter roads.

Also, a delegate who opts for a video link would be reducing their environmental footprint.

The cost to hold Provincial Council in person is approximately \$50,000. It is unknown what the cost would be to hold Provincial Council with some delegates participating in-person and some delegate participating remotely. Some travel costs would be saved by allowing some delegates to attend Provincial Council online. There would also be some IT costs associated with allowing online participation.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.3 Safe Routes to Schools as part of the Provincial Active Transportation Strategy

SUBMITTED BY: *SD39 (Vancouver)*

BE IT RESOLVED:

That BCSTA work with the Ministry of Education and Ministry of Transportation and Infrastructure on opportunities to include and improve Safe Routes to Schools recommendations as a part of the new provincial Active Transportation Strategy.

RATIONALE:

The Province of British Columbia, on June 17, 2019, released its [Active Transportation Strategy](#). The Strategy both (a) "provide(s) incentives that encourage safe active transportation for all ages and abilities" and (b) "encourage(s) communities, non-profits, health partners and educational institutions to share data with the Province and to conduct research and data collection to track increase in mode shift."

The program will address infrastructure as a barrier to active transportation. An Active Transportation Strategy addresses ALL forms of active transportation – **schools are just a part of the broad focus**. BCSTA should advocate for government to ensure a focus on active transportation to and from public schools is a priority. Some school districts have already reached out to the province.

A quote on the BC website states, "Active Transport is a great way for me to spend time with my family; getting the kids to school and activities."

REFERENCES:

- [BC Active Transportation Strategy](#)
- [CleanBC Move. Commute. Connect. BC's strategy for cleaner, more active transportation](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.4 Funding for Trades

SUBMITTED BY: *SD42 (Maple Ridge-Pitt Meadows)*

BE IT RESOLVED:

That BCSTA advocate for the Ministry of Education and the Ministry of Advanced Education to provide funding for all students under the age of 19 years who have graduated from secondary school to enable them to continue the trades program in which they were enrolled prior to graduation.

RATIONALE:

This motion is needed because in 2014, it was identified that lack of funding after secondary school graduation was a barrier to students completing the trades program that they started in a secondary school. School districts were encouraged to enroll trades students in Grade 13 and funding for Youth Apprentices was provided by the Ministry of Education.

Recently, the Industry Training Authority (ITA) changed the definition of Youth Apprentice, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the Ministry of Education to complete the trades programs that they started before graduation.

- 2014 Definition: The ITA defines "Youth Apprentices" as apprentices between the ages of 15 and 19 years of age. Active Youth Apprentices are converted to adult apprenticeship status on their 20th birthday, or on their graduation date plus 150 days, whichever occurs first.
- 2019 Definition: The ITA defines "Youth Apprentices" as apprentices who are school-age (i.e., up to completion of the school year in which the student turns 19) for the purposes of receiving Ministry of Education funding.

REFERENCE:

- [2016/17 K-12 Regular Enrolment Audit Program](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.5 Provincial Funding to Improve Access to Educational Programming in Correctional Facilities

SUBMITTED BY: *SD42 (Maple Ridge-Pitt Meadows)*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and Ministry of Public Safety and Solicitor General allocate special-purpose funding to school districts to provide year-round educational services in provincial correctional facilities based on the level of service required in each community.

RATIONALE:

This motion is needed because low literacy can be a key contributor to the root causes of crime. BC Corrections works with local school districts and literacy organizations to help people under supervision make a new start by teaching them to read, write and learn the skills they need to live independently.

The programs help them to:

- obtain their high school or high school equivalency diplomas;
- earn certificates and accreditation to aid in their future job searches; and,
- prepare for college.

Currently funding is provided following the funding model for continuing education. This does not allow school districts to maintain a consistent level of staffing to provide the educational services required.

In school districts where a correctional facility is located, access to a provincial resource program is required to improve the current levels of educational programming to all detainees, regardless of time spent in the facility.

REFERENCES:

- [Government of BC, Corrections – Literacy and Education](#)
- [Ministry of Education Policy: Adult Funding](#)
- [Funding Model Implementation: Adult and Continuing Education Working Group Report, October 4, 2019](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.6 Additional Supports for Letter of Permission Teachers and Non-Certified Teachers Teaching On-Call

SUBMITTED BY: *SD60 (Peace River North)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education for additional funding for districts to support teachers with Letters of Permission and non-certified teachers teaching on call by providing resources such as classroom management assistance, education assistants, and professional development.

RATIONALE:

This motion is needed because given the recruitment and retention issues across the province, teachers are being hired who require extra supports and districts are incurring higher costs related to these employees. Additional support provided to teachers with Letters of Permission and non-certified teachers teaching on call may include:

- classroom management assistance from school principals and vice-principals;
- professional development and training;
- assistance from education assistants;
- assistance to develop supporting professional networks within and beyond the district.

For example, School District 60 has 15 teachers on Letters of Permission and 47 non-certified teachers on call.

There needs to be a recognition that districts are facing increased costs to provide support on an ongoing basis.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.7 Timelier Response from Teacher Regulation Branch

SUBMITTED BY: *SD60 (Peace River North)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis.

RATIONALE:

This motion is needed because the current wait times contribute to recruitment and retention challenges. 25% of the province's new teachers are coming from out of province. The TRB website indicates that people wanting to come to the province should apply six months to one year ahead of when they want to teach in BC. This wait is not an attractant.

As a northern district, we recruit heavily out of province (46% of our new teachers). In some cases, it is taking the TRB more than one year to complete credential reviews for teachers.

Once the TRB process is complete, documentation goes to the Teacher Qualification Service (TQS). While new hires are waiting for these processes to complete, they are paid at a base scale that is not consistent with their training and experience. In some cases, the teacher will not get retroactive pay back to the date when they started working.

In addition to being frustrating for the teachers, the workload for school district's human resources and accounting departments is increased by the delays.

Ideally, the TRB can complete most credential reviews within three months.

REFERENCE:

- [Government of BC – Applying for a B.C. Teaching Certificate](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.8 Aligning School Construction with Enrollment Projection

SUBMITTED BY: *SD57 (Prince George)*

BE IT RESOLVED:

That BCSTA urge the Minister of Education and the Minister of Finance to request that capital funding for new schools and expansions be consistently provided on the basis of a five year projection for enrollment rather than on the current enrollment.

RATIONALE:

Capital projects are typically being approved based on the existing enrollment in buildings being replaced, or the actual number of students currently residing in the catchment area for a new development.

In some instances, there is supportable evidence showing that districts, neighbourhoods and feeder schools are growing. However, despite this enrollment growth, construction projects are approved at capacities which result in newly opened schools being at or over capacity.

REFERENCE:

- [Area Standards](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

10.1 An Enhanced Co-Governance Approach for the Recovery Stage of the COVID-19 Global Pandemic

SUBMITTED BY: *The Board of Education of School District No. 68 (Nanaimo-Ladysmith)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education, in collaboration with BCSTA, to implement an enhanced co-governance approach which:

- will strengthen communication and collaboration between the Ministry of Education, and boards of education; and,
- will provide additional opportunities with manageable timelines for boards of education to contribute input during the recovery phase of the COVID-19 emergency management cycle.

RATIONALE:

Our motion is emergent due to the COVID-19 global pandemic. A comprehensive, coordinated and responsive approach to education through collaboration between the Ministry of Education and boards of education will allow for increased responsiveness during the recovery stage. The COVID-19 global pandemic will continue for an indeterminate amount of time. Implementing an enhanced co-governance approach at this time ensures that boards of education are well-positioned to be proactive with a coordinated approach to the COVID-19 emergency management cycle.

The COVID-19 global pandemic is constantly evolving and unpredictable. The Provincial State of Emergency has been further extended and the number of confirmed COVID-19 cases is currently on the rise.

The current environment for decision-making in the education sector has been moving at a rapid pace since the declaration of the global pandemic. Boards should have enhanced opportunities to participate in providing feedback for both the planning and implementation of the provincial COVID-19 strategy so that there is alignment with the BCSTA co-governance principles (see 2.2.1P Co-Governance Principles). The motion is also consistent with the BCSTA policy on Roles and Responsibilities (see 2.1.2P Roles and Responsibilities) as the motion would provide an enhanced opportunity for boards of education to more efficiently implement provincial requirements in locally responsive ways.

Implementing an enhanced co-governance approach allows boards of education the opportunity to more adequately address the unique needs of our school communities during this pandemic.

Finally, there are no cost implications associated with this emergent motion.

REFERENCES:

- [BCSTA Policy Book](#)
- [BC Emergency Management System 2016](#)
- [EmergencyInfoBC – Provincial State of Emergency: COVID-19 Information and Resources](#)
- [Government of BC News, July 29, 2020, Plan to safely bring K-12 students back to class full time](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement No. 2.1FS (Co-governance).

10.2 Action on Anti-Black Racism

SUBMITTED BY: *The Board of Education of School District No. 39 (Vancouver) and the Board of Education of School District No. 41 (Burnaby)*

BE IT RESOLVED:

That BCSTA advocates that the Ministry of Education:

- Investigate the root structural causes of anti-Black racism in the education system.
- Develop and implement mandatory anti-racism education for staff and students alike.
- Create a database to keep track of all incidents of racism in BC Schools against students and staff.
- Take immediate action to incorporate Canadian Black history into the BC K-12 curriculum for the next school year. The revised curriculum would include contributions of Black Canadians and a recognition of the adverse effects of policies and racism on Black Canadians. The curriculum development process would involve fulsome and meaningful consultation with Black-led organizations.

RATIONALE:

This motion is emergent because the Ministry of Education has created the Community Roundtable on Anti-Racism in education that will support the development of an anti-racism action plan for K-12 and it had its first meeting in July of 2020.

This motion is needed because structural racism exists in the BC education system. All 60 BC school districts have codes of conduct or policies in place that align with the BC *Human Rights Code* to ensure schools remain free of discrimination against a person based on **race, colour, ancestry, place of origin**, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

In recent months, the Ministry of Education has commented on provincial support for curriculum and resources relating to Canadian Black history. There is great potential to collaborate at the provincial level to support all students, and in particular Black students, families and staff, across British Columbia in having Black history and the contributions made by Black Canadians better reflected in their learning.

Creating a database of incidents of racism in BC schools will enable us to be better informed about what our students are experiencing. With province-wide information about incidents of racism, provincial agencies as well as school districts will be better able to provide anti-racism education aimed at prevention and better prepared to respond to incidents when

they occur. In addition, a provincial database would provide an important barometer of the extent and range of racism in the education system.

While our districts have started this anti-racism work, there is a need for greater support with these initiatives and the ability to engage the rest of the province in this work.

Meaningful change will take place when all students see positive representations of themselves in the curriculum; teachers and staff learn how to be anti-racist; and, school districts are able to track and address incidents of racism in BC schools.

REFERENCES:

- [BC Human Rights Code](#)
- [Community Roundtable on Anti-Racism](#)
- [Vancouver School Board Statement: Addressing Systemic Racism, June 22, 2020](#)
- [Action on Racism: Burnaby Board of Education](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 9.1FS (Safe Environment)

This motion relates to Policy Statements 4.2.7P (Bullying) and 5.4.1P (Multiculturalism: Goals and Objectives)

10.3 Public Sector Executive Wage Freeze

SUBMITTED BY: *The Board of Education of School District No. 45 (West Vancouver)*

BE IT RESOLVED:

That BCSTA advocate to the BC Public School Employers' Association, Public Sector Employers' Council and the Ministry of Finance to exempt the K-12 sector from the Public Sector Executive Compensation Freeze Policy.

RATIONALE:

On August 31, 2020, the Minister of Finance announced a public sector executive compensation freeze policy. The bargaining units in the K-12 sector achieved wage increases of 2% per year through to 2022. Executive leaders have played a critical role in leading education through the pandemic and should not be excluded from performance driven wage considerations.

REFERENCES:

- [BCPSEA Exempt Staff Bulletin, August 31, 2020](#)
- [PSEC, Public Sector Bargaining Mandates and Agreements](#)
- [BCPSEA Exempt Staff Overview](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.