



The Central Okanagan Parent Advisory Council

General Meeting Minutes

Date: November 4th, 2024, at 7pm

Location: Zoom

*The Central Okanagan Parent Advisory Council acknowledges that this meeting
is being held on the unceded, Traditional Territory of the Okanagan People*

COPAC Executive: Nicola Baker (**CLE**), Jeanette Watson, Leslie Atwell, Deannie Zahara, Simon Adams (**CMS**),
Nathan Hind (**BCE** alternate)

In Attendance: Kristina G.-**AME**, Danielle F.-**BHE**, Brittany C.-**BGE**, Jenny L.-**BME**, Ingeborg K.-**CAS**, Shannon T.-**CTE**,
Heather E.-**DRE**, Jennifer D.-**DWE**, **KLO**, Kellie G.-**GME**, Shan G.-**HRE**, Jill G.-**HGE**, Victoria T.-**OTS**, Briana R.-**PLE**, Madisyn P.-**PSE**,
Tim L.-**PGE**, Amanda D.-**QGE**, **SMS**, Jessica B.-**RVE**, Lisa S.-**RLE**, Roen J.-**SKE**, Tricia M.-**SRE**, Sabrina C.-**WAT**,
Amanda K.-**RMS**, **RSS**, Cadre S.-**KSS**, Julie N.-**MBSS**, Carmen K.-**OKM**, Camilla B.-**KSS** Sec

PARTNERS PRESENT:

Superintendent of Schools- Kevin Kardaal

Acting-Deputy Superintendent- Jon Rever

Board of Education: Trustee Julia Fraser

COTA (Central Okanagan Teachers Association)- Susan Bauhart

CUPE (Canadian Union of Public Employees)- no reps present.

DSC (District Student Council)- no reps present.

1.0 Call to Order -Greetings and Introductions Nicola Baker, COPAC President

2.0 Guest Speakers – Jon Rever (Acting-Assistant Superintendent) (see attached PowerPoint presentation)

As mentioned at the September COPAC meeting, SD23's [Framework for Enhancing Student Learning \(COFESL\)](#) includes School Community Student Learning Conversations (*They are posted to each schools website*). Principals should be sharing during their Principal's report and encourage PACs discuss these at your PAC meetings to learn, collaborate, support and be authentically engaged in your schools learning priorities.

-SD23 is a contributor to a global network through the Brookings Institute, research that focuses in on family and community engagement strategies. Rever shared research from the Brookings Institute, [COLLABORATING TO TRANSFORM AND IMPROVE EDUCATION SYSTEMS: A playbook for family-school engagement](#).

-Schools with strong family engagement are 10 times more likely to improve student learning outcomes.

-Deep dialogue with families and schools is needed to unlock systemwide transformational processes.

-Communicating with families can be one of the most highly cost-effective approaches.

3.0 Establish Quorum (10 Voting Members) Established with 31 school PACs.

AME	X	ASM		BHE	X	BGE	X	BCE	X	BME	X	CAS	X	CTE	X	CLE	X	DRE	X
DWE	X	ELE		GME	X	GRE		HGE	X	HRE	X	MJE		NGE		OTS	X	PLE	X
PSE	X	PGE	X	QGE	X	RAY		RVE		RLE	X	SLE		SKE	X	SRE	X	SVE	
WAT	X	WRE																	
CMS	X	CNB		DRK	X	GMS		HMS		KLO	X	RMS	X	SMS	X				
GESS		KSS	X	MBSS	X	OKM	X	RSS	X										

4.0 Agenda: Additions/Approval

Motion: To accept the November 4th, 2024, COPAC General Meeting Agenda as presented.

Motioned by Shannon T., seconded by Jeannette W.

All in favour: **Motion carried**

5.0 Minutes: Additions/Approval

- Motion: To accept the October 7th, 2024, minutes as circulated.
Moted by Simon A., seconded by Leslie A.
All in favour: **Motion caried**

6.0 SD23 PARTNER GROUP REPORTS

Trustee Update – Trustee Julia Fraser (elected Board Chair)

- Met with Peachland and West Kelowna City Council. Discussed many topics including sidewalks-safe routes to schools, youth council, transit for teens, public use of school fields and gyms among many other items that affect families and students.
- Congratulated Superintendent Kevin Kardaal on his upcoming retirement and gave thanks for many years of service.

Superintendent Update – Kevin Kaardal

- Positive investment in capital particularly with additions to schools in our district
- Currently in negotiations with the Capital Branch regarding additions to Webber Road elementary.
- Flags at schools will be flown at half mast for National Indigenous Veterans and Remembrance Day.
- Superintendent shared news of the passing of former Justice Murray Sinclair, last year Justice Sinclair spoke to MBSS students and spoke about education's responsibility in Truth and Reconciliation in a 4-part series. https://www.youtube.com/watch?v=c18C1EaTT_8
- Overall, our growth has been slower than projected, have been able to manage early budgetary pressure, but will have some difficult decisions to make. There will be many opportunities for parents and the public to engage in the budgeting process starting in February.

COPAC President shared that for the February COPAC meeting the public will be invited to engage in the budget development process and COPAC exec will be sharing parent feedback at the Finance and Facilities committee meeting in February, March, and April. Please reach out to copac.president@sd23.bc.ca to share your feedback as well.

Acting Deputy Superintendent Update- Jon Rever

- Shared that Learning Technology Department has an active working group on the use of Artificial Intelligence (AI) in education, doing a lot of learning on this and SD23 is working with consortia of groups.
- LTD is working on hosting a parent education opportunity for learning (*late Feb/early March*). *More details to follow*

COTA - Susan Bauhart

- Teachers continue to work hard on making students experience in classrooms the best that they can be.
- Local bargaining for this year is set to start this week and will wrap up by February, which will then be turned over to be discussed at the provincial level
- If anyone has questions COTA President Bauhart welcomes phone calls to chat about the process.

CUPE – No representative (Teri Wishlow sends regrets)

DSC – No representative

7.0 PAC 360 – Nicola Baker (A quick opportunity for PACs to briefly discuss topics they may need assistance with from COPAC or SD23 or topics that might be relevant to other PACs)

-PLE Rep shared gratitude for the Peachland community in donating all supplies for garden beds

-DWE Rep brought up question regarding French Immersion government funding and asked if SD23 has a French Advisory Council Committee, Superintendent Kardaal said he would look into this.

-Several Reps asked about the School Enhancement Agreements

This is an ongoing conversation with SD23 administration, and COPAC Exec is working closely with the Superintendent on this. There are over 40 requests on this list. *Discussion also occurred at [Oct 2023 COPAC meeting](#) (p.4 notes)*

Playgrounds/Enhancements [COPAC Survey](#) reminder: PAC projects in progress/in discussion; this is valuable information gathering opportunity for our district.

Question was asked about Principals sharing the schools Budget, Superintendent stated that Principals should be sharing the school based DISCRETIONARY budget annually with PAC membership so that PACs may consider how they can financially support their schools learning goals.

PAC Stories – An opportunity for COPAC reps to share positive stories from their school community of Authentic Parent Engagement. Looking for at least one each COPAC meeting.

Chief Tomat have a new classroom modular, which resulted in losing their Gaga Ball pit. CTE PAC is grateful to report that SD23 Operations Department was quick to address this issue and provided a temporary moveable Gaga Ball pit for the students at CTE.

No further Questions or Comments for Partner Groups, Nicola gave opportunity to leave meeting 8:55pm

8.0 COPAC 360

- Brief notes from District Committee Representatives (PEAC, Human Rights, HPS, Safe Schools, Early Years Partnership). *Reminder that, Past meeting minutes are posted to school district website; links to all the committees are on the [COPAC website](#) – Nothing Urgent to report*
- **Treasurer Report** – *Leslie Atwell* (see attached Treasurer Report)
 - Shared the bank statements showing that bank accounts for October aligned with reports.
 - Received the BC Gaming Grant
 - Motion: To accept the October 2024 Treasurers report as presented
 - Motioned by Shannon T., seconded by Simon A.
 - **All in favour: Motion carried.**
 - *Reminder to PACs to submit your PACs Gaming Account Summary Report to the Branch, within 90 days of your fiscal year end.*
- **Treasurer 101** – November 14th 7pm on zoom (*Open to any SD23 PAC Executive Members, encourage PAC treasurers to attend*) we will also be inviting PACs from other smaller school districts to attend.
- **PIE – Partners for Inclusive Education** Committee – Reminder November 18 zoom Meeting
 - (Agenda Topic: Managing complex health issues)
- **Academy Fees Reminder**– PAC Role & Timeline – Nicola Baker
 - The BC School Act requires that “Specialty Academy” fees are approved by PACs (*prior to a School Board establishing a schedule of fees and making this schedule available to the public on or before July 1*). If you have specialty academies at your school, please coordinate with your Principal to ensure this topic is set up in advance as a PAC agenda item in the coming months. See [Board Policy 425R](#) - Student Fees (Regulations), section 6.4
- **Provincial Voice** – Nicola/Simon (informal DPAC network)
amended Draft Motion: *“That Members of the COPAC Executive will engage in the work of a provincial DPAC network to support fellow DPACs, share our PAC support beyond our district borders and work with our fellow DPACs across the province to advocate for the needs of students and families and the BC Public School system at large.”*
 - Motioned by Kristina G., seconded by Cadre S.
 - **All in favour of amendment: Motion carried.**

District PAC Advocacy in the news:

- <https://www.cbc.ca/listen/live-radio/1-46-on-the-coast/clip/16100667-parents-eyes-education-ahead-election>
- <https://www.cbc.ca/news/canada/british-columbia/parents-plea-end-portables-1.7349237>

- **BCCPAC Updates – Simon/Nicola**

- Discussion occurred surrounding the BCCPAC organization, members expressed several concerns. *Recap: The value of PACs and DPACs paying their BCCPAC membership is that it gives PACs a vote at the BCCPAC AGM. BCCPAC considers itself to be the “collective voice of parents, guardians, and caregivers, as recognized by the provincial government and educational partners, to address issues within the public school system.” BCCPAC is currently the only organization that is considered an education partner representing Parents by the BC Provincial Government, regarding all items related to BC Public Education.*
- COPAC Executive is committed to holding BCCPAC accountable to its membership and increasing transparency and more opportunities of connection.
- In order for SD23 to be heard at the provincial level somebody needs to be present at the spring BCCPAC AGM to carry the proxy votes for 45 PACs, COPAC exec is committed to ensure that the voice of over 25,000 students’ families in SD23 are lifted and amplified.
- Last year COPAC President carried 40 SD23 proxy votes
- **If you plan to pay BCCPAC membership dues, Please PAY your BCCPAC membership fees ASAP,** PACs can use their Gaming funds to pay for this. **Deadline to pay is December 31** (Reminder Canada Post is on strike so may need to pay by credit card and seek refund)
if your PAC is in financial need -email copac.treasurer@sd23.bc.ca

- **Bylaws Template – Leslie A. and Cadre S.**

- This template will provide a general idea of what PAC Constitution & Bylaws should include, depending on your individual needs. Template will be circulated to PAC executives soon

- **Building a PAC purchases idea guide** – google doc created where PACs can share info regarding links to products purchased to support schools, ie technology-lego robotics, outdoor moveable play equipment
<https://docs.google.com/document/d/1qbdOhUWZMWf698IF6GNzeEBG9yBxrc5pQ5t7PTBskSU/edit?tab=t.0>

- **COPAC Executive Vacancy (Member-at-Large, Events Coordinator) – if interested, please email COPAC President.**

9.0 Other Business – None

10.0 In Camera- 1 item discussed

11.0 Adjournment – motioned by Danielle F. at 10:17pm

Future Meeting

COPAC General Meeting- Monday, December 2nd, 2024, 7:00pm via zoom.

COPAC Website: <http://copac.sd23.bc.ca>

Facebook: <https://www.facebook.com/sd23copac/>

Twitter: @COPACSD23

School Board and Board Standing Committee Meeting Information www.sd23.bc.ca

<http://www.sd23.bc.ca/Board/boardmeetinginfo/Pages/default.aspx#/=>

Recording Secretary: Deannie Zahara

COPAC President: Nicola Baker

Central Okanagan Parent Advisory Council Treasurer's Report

Account Balances as of **OCT 31/2024**

General Account:

Interior Savings

Balance Forward	\$ 2,263.33
Deposits ()	-
Cheques written ()	-
Interest	
Service Charges	10.00
Balance	\$ 2,253.33

Deposits to general acct

Description	Amount
Total	-

Cheques from general Account

Description	Amount	Chq #
Total	-	

Gaming Account:

Interior Savings

Balance Forward	\$ 933.42
Deposits ()	
Cheques written ()	-
Interest	
Service Charges	10.00
Balance	\$ 923.42

Cheques from Gaming Account

Description	Amount	Chq #
TOTAL	0.00	

Member Shares:

\$ 5.00

HSBC Gaming Account:

\$ 2,500.00

COPAC Account Summary:

\$ 5,681.75



Fraud Prevention and Financial Accountability

Charitable Gaming Information Bulletin

Fall 2024

Gaming Policy and Enforcement Branch

The Compliance Division of the Gaming Policy and Enforcement Branch (GPEB) has put together this information bulletin to provide best practices and controls to help charitable organizations minimize the risk of fraud and enhance their financial accountability.

Best Practices for Fraud Prevention

- **Regular Financial Reviews**
 - Board members should regularly review financial documentation, including statements, budgets, bank statements, and cleared cheques.
 - Ensure disbursements are reviewed so that payees do not also approve their own expenses.
- **Board Review and Oversight**
 - Present financial information to the board regularly, such as during monthly meetings. Address any questions or significant discrepancies promptly to maintain financial integrity.
 - Have bank statements and cancelled cheques sent to the President, or an equivalent officer, for review, provided they are not also the Treasurer.
 - Foster an environment of transparency where all board members can comfortably ask questions about financial matters.
- **Security of Assets**
 - Keep funds and records locked up and limit access to those on a need-to-know basis.
 - Use sign-in/out sheets for records taken off-site.
- **Segregation of Duties** - Involves dividing financial responsibilities among different individuals to reduce the risk of misuse. Key areas include:
 - **Authorization** - Separate individuals should be responsible for authorizing transactions and executing them. For example, the person who approves payments should not be the same person who processes them.

- **Record-Keeping** - Ensure those responsible for maintaining financial records are different from those who handle transactions. For example, the person who writes cheques should not also be responsible for reconciling bank statements.
- **Reconciliation** - The reconciliation of bank statements should be conducted by someone other than the person who manages the cash or cheques.
- **Training**
 - Provide training on financial controls, fraud prevention, and ethical practices. Informed board members and staff are better equipped to recognize and report suspicious activities.
- **Human Resource Practices**
 - Consider conducting background checks, including criminal record checks and reference checks, on new board members and staff with financial responsibilities. This help ensure that individuals in key financial roles are trustworthy and suitable for their positions.
 - Develop a conflict-of-interest policy.
- **Reporting Fraud**
 - Establish a plan detailing the actions to take if fraud is suspected, ensuring that all relevant parties are notified promptly.
 - Notify both the GPEB and Community Gaming Grants Branch, without delay, about any conduct, activity or incident that may be considered contrary to the Criminal Code of Canada, the Gaming Control Act or Gaming Control Regulations, or that may affect the integrity of gaming.

Gaming Account Financial Accountability

- Maintain a separate Gaming Account, specified in the organization's full name, for the exclusive purpose of receiving, holding and disbursing gaming funds.
- Cheques issued from the Gaming Account:
 - Must be signed by two unrelated individuals, one of whom must be a board member of the organization.
 - Must not be pre-signed.
- EFTs from the Gaming Account must be authorized in writing by two current, unrelated board members. Authorization documents must:
 - Identify the specific purpose of the transaction. General terms such as 'wages' are insufficient.
 - Specify the maximum dollar amount permitted.

- Ensure that the purpose and amount of each Gaming Account transaction can be explained and is supported by documentation.
 - Retain disbursement records including cancelled cheques, bank statements, bank transaction receipts, and invoices.
 - Retain sales receipts for a period of five years from the end of the fiscal year in which the revenue was disbursed.
- Retain documentation if an error is made:
 - Spoiled cheques should be marked “VOID” and retained in the cheque book.
 - Errors on deposit slips should be marked as “CANCELLED” and retained in the deposit book.
- Records can be stored physically or digitally; appropriate safeguards should be in place to ensure that they are kept confidential, readily available and secure from tampering.

Online Resources

Information about gaming event classes, types, and the Licensed Charitable Gaming Rules are available here: [Licensed Charitable Gaming](#)

Additional information, news and updates can be found on the Gaming Policy and Enforcement Branch website at: [Gambling and fundraising - Province of British Columbia \(gov.bc.ca\)](#)

This bulletin is for informational purposes only and is intended to enhance charitable compliance efforts.



**Ministry of Public Safety and
Solicitor General**
Gaming Policy and Enforcement Branch
Compliance Division

220 – 4370 Dominion Street
Burnaby BC V5G 4L7

www.gov.bc.ca/gambling



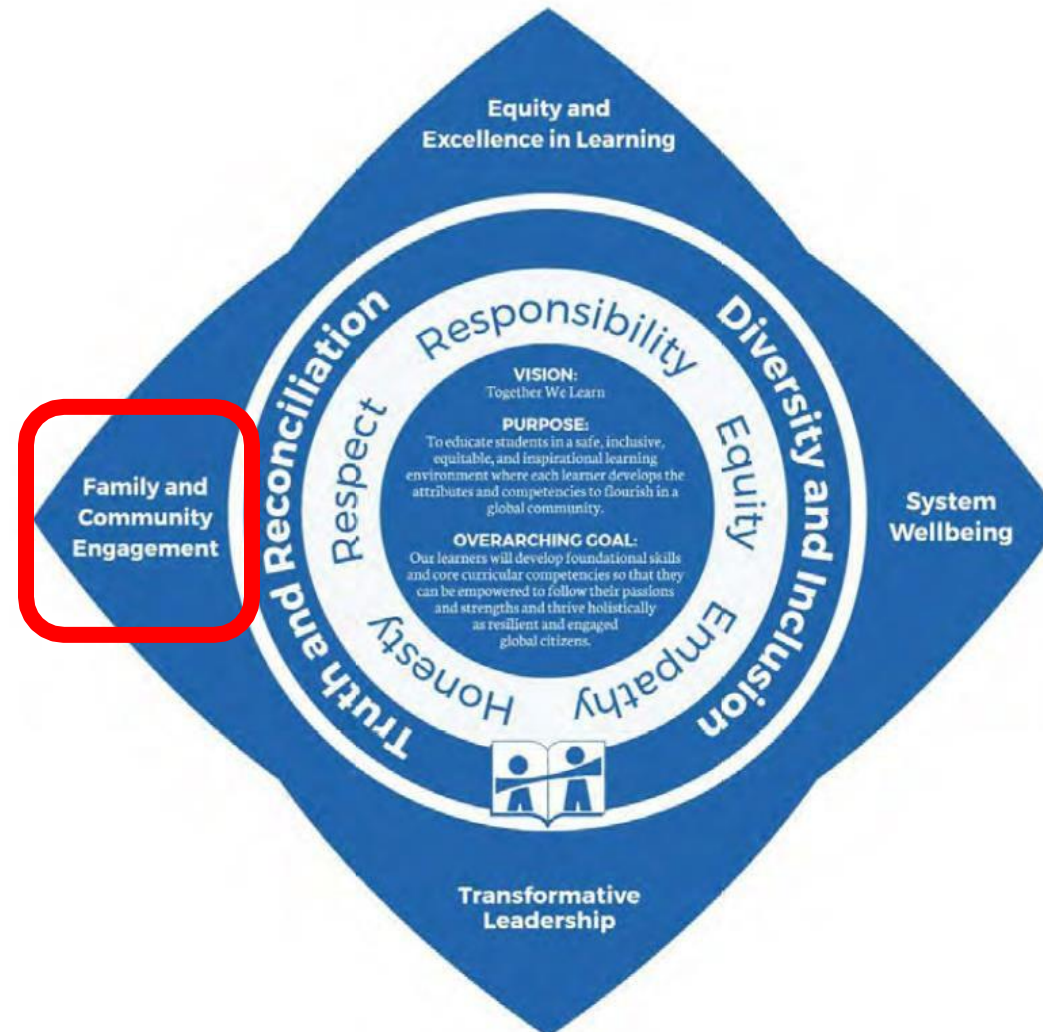
Central Okanagan Public Schools

Together We Learn

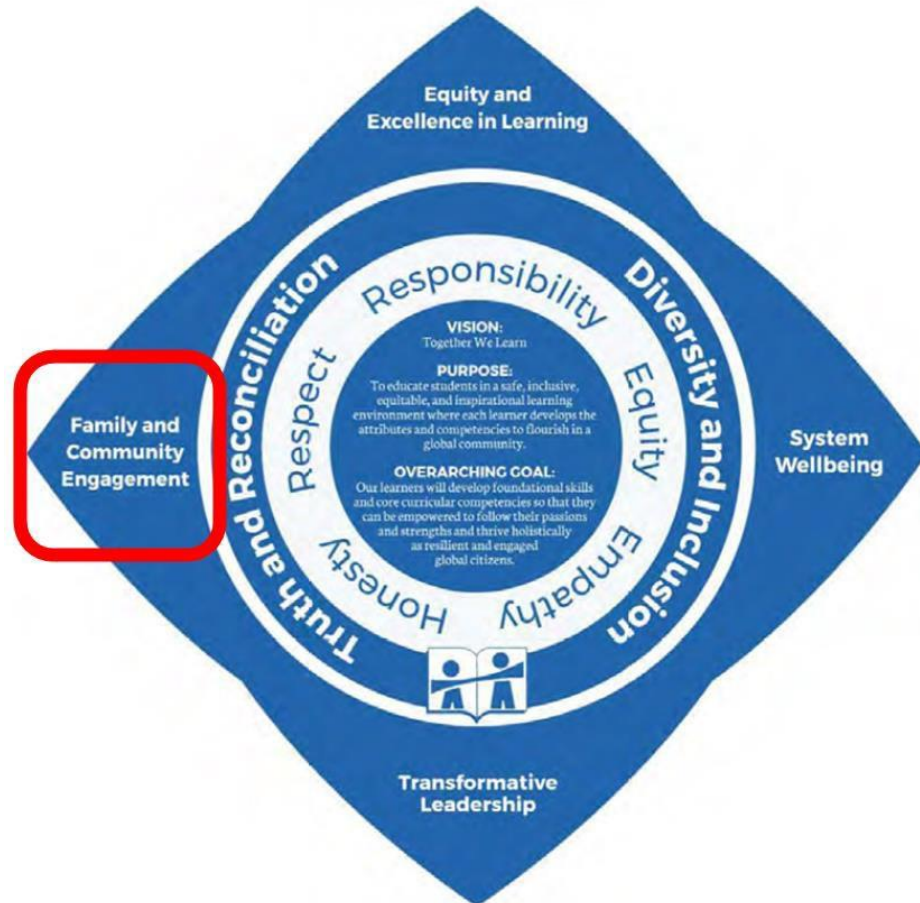
Family and Community Engagement

COPAC Meeting Nov 4th, 2024

Family and community engagement – a strategic direction



Family and community engagement – a strategic direction



FAMILY AND COMMUNITY ENGAGEMENT

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

We will achieve this through:

1. Authentic and Generative Family and Community Engagement
2. Value Added Community Partnerships
3. Assurance in Public Education

Family and community engagement – a strategic direction

AUTHENTIC AND GENERATIVE FAMILY AND COMMUNITY ENGAGEMENT



Focus on student learning and school improvement through relational trust.

Engage families early and often as partners alongside the school, strengthening the school and family's capacity to support their child's education and growth at any age.

Ensure opportunities to guide and provide mutual input on important decisions and planning.

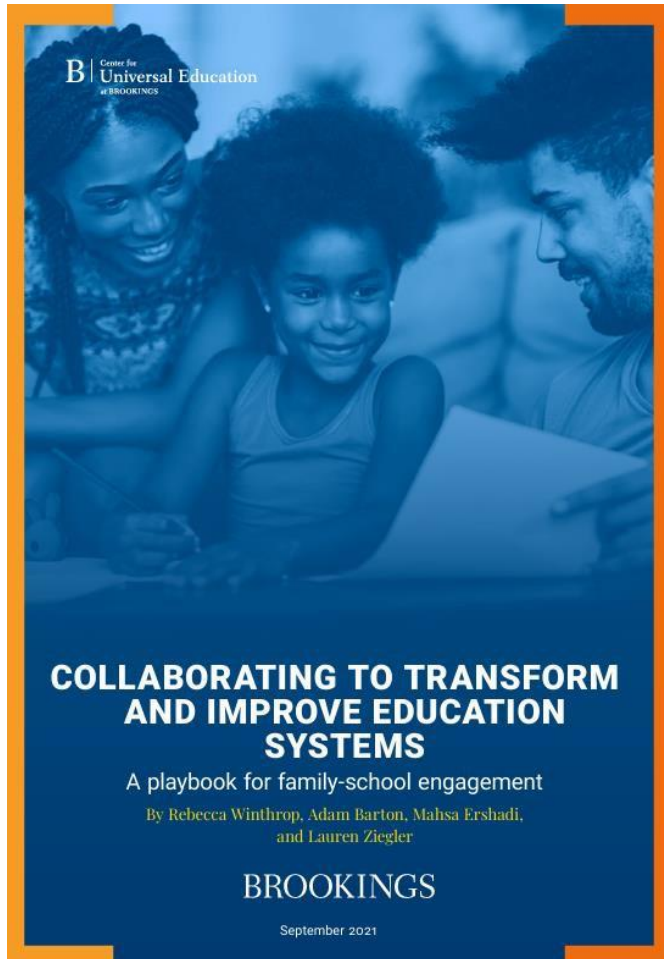
What are your thoughts about family and community engagement?

**What words come to mind
when you think of authentic
and generative family and
community engagement?**



Join at menti.com | use code 5292 0945

What does the research say?



Schools with strong family engagement are 10 times more likely to improve student learning outcomes.

Deep dialogue with families and schools is needed to unlock systemwide transformational processes.

Communicating with families can be one of the most highly cost-effective approaches.

What does the research say?

Six Global Lessons on How Family, School, and Community Engagement Can Transform Education

By Emily Markovich Morris and Laura Nóra
With Richaa Hoysala, Max Lieblich, Sophie Partington, and Rebecca Winthrop
June 2024



1

Begin with beliefs. Families, educators, and students often have different beliefs about the purpose of school, what makes a quality education, and preferred approaches to teaching and learning. Understanding families', educators', and students' beliefs and experiences in education is critical to building coherence in education systems and a shared vision of education.



2

Position families as partners. Families see themselves as involved and engaged in their children's learning in numerous ways; however, this involvement is not highly visible to educators. The vast majority of families are supporting learning at home, but educators often define family engagement as the level of families' participation in school events, committees, and activities that take place in the school.



3

Collectively break barriers. Families, educators, and students often agree that there are many structural and situational barriers impeding strong partnerships. Yet, educators tend to blame low family engagement on parents/caregivers without fully acknowledging the challenges they experience in trying to engage with schools.



4

Build at the speed of trust. School educators are reporting lower levels of trust with families than families and students are reporting with educators. Families, educators, and students agree that higher levels of trust will promote student and school outcomes and success, but it takes time to build trust. Understanding families', educators', and students' beliefs and experiences in education is critical to building relational trust and developing responsive strategies.



5

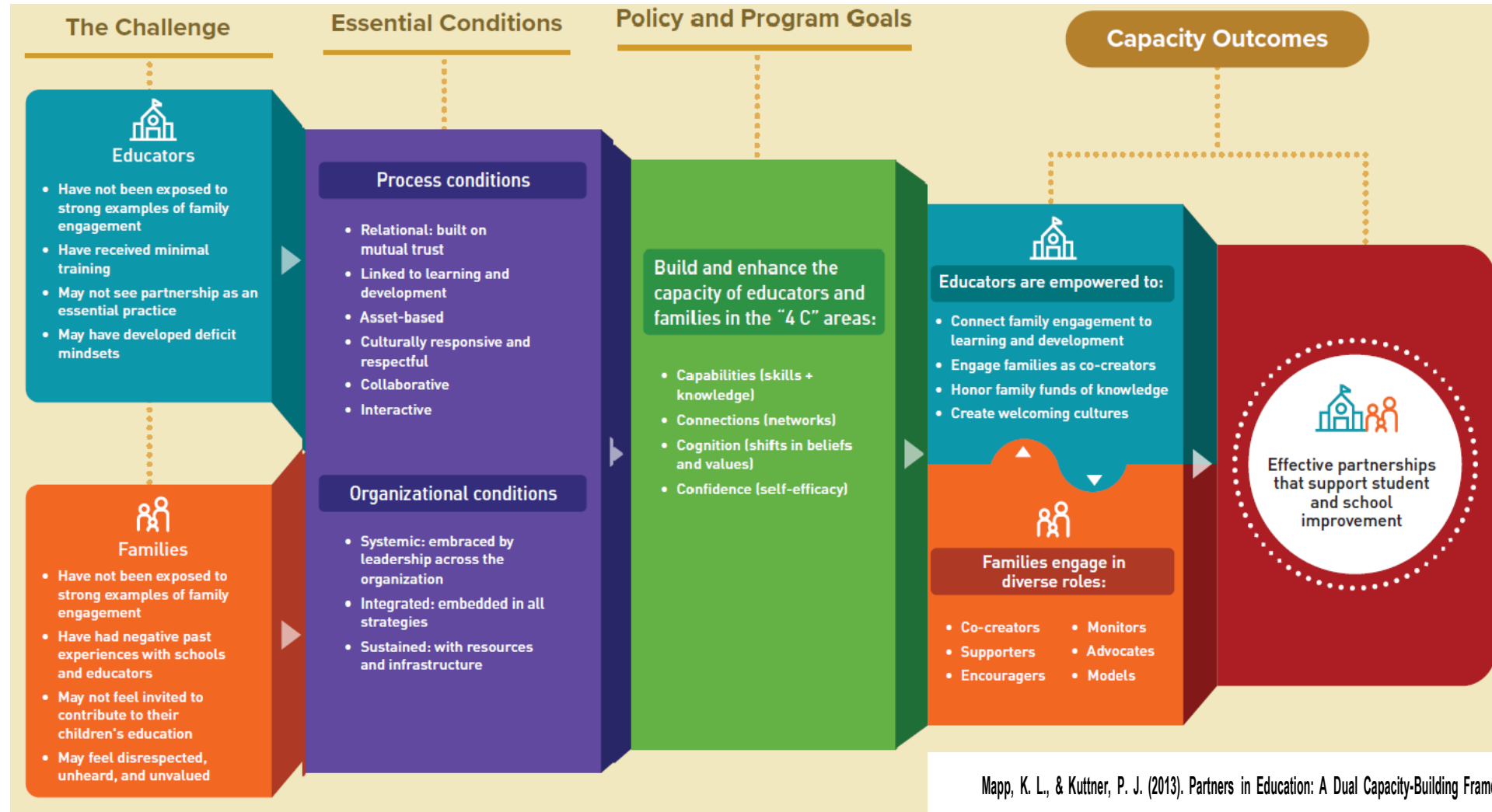
Make family, school, and community engagement a must. Many education systems frameworks envision a limited partnership role for families. Consistent and sustainable funding of family, school, and community engagement activities is critical for building strong partnerships.



6

Disrupt power dynamics through community-driven research. Community-driven and participatory research is a powerful way to build relational trust between families and schools, and to disrupt power dynamics. Through collaborative research, families, educators, and students can develop cohesive and coherent strategies to address the needs of their communities.

The Dual Capacity-Building Framework for Family-School Partnerships



Family and community engagement in central okanagan public schools - Building school communities

Schools & PACs host family events to build community

School assemblies to recognize and celebrate diversity, equity and inclusion in our schools

Parent and Caregiver School Volunteers

School Field Studies and Community Coaches

PAC and Community Fundraising to Enhance opportunities for students.

Family and community engagement in central okanagan public schools – families as partners in learning

Parent- Teacher Interviews and Student Led Conferences to better understand their child's progress.

School Community Learning Conversations

School Community Student Learning Plans and Principal's report on School Learning Priorities at PAC Meetings

School Community Learning Plan Engagement Strategies using digital tools (ThoughtExchange), family forums and empathy interviews.

What could the staff at NGE do to continue to support and improve numeracy for your child?

gJ,: Share

Here is an overview of tile results, J'on Rever

., |IFil'ters

Engagement

Review your current engagement statistics to understand how engaged participants are on this topic.

& Participants	Jlil Thoughts	* Ratings	,: Ratingsratio&	Alignment&
147	70	1,132	16	Low
Last activity: 30+ days ago	0.5 thoughts/participant	7.7 ratings/ participant	Ratings/ thought	

AI Summary

Summaries are automatically generated snapshotsof what participants said in the IIExdhange. They update daily in E.iKhanges with active participation.

Edit

To support and improve numeracy for children, respondents suggest decreasing class sizes for individualized instruction, incorporating fun and engaging math games, providing more one-on-one help, and sending home tests and worksheets for parental involvement. Tthey emphasize the importance of thorough explanations, practical applications, financial literacy,and differentiated !learning.Suggestions also indude maintaining consistent communication w1ith parents, offering math competitions, and ensuring math is integrated into everyday llearning. Respondents appreciate current efforts but stressthe need for continued engagement, clear instructions, and support for struggling students.

Family and community engagement in central okanagan public schools

What ideas do you
have?