

Board of Education Meeting (Public)

Agenda



Board of Education Meeting

June 20, 2017, 6:30 pm

École Mission Central Elementary – Library, 7466 Welton Street, Mission, BC

1. CALL TO ORDER
The Board Chair will acknowledge that this meeting is being held on Traditional Territory.
2. ADOPTION OF AGENDA
3. DELEGATIONS/PRESENTATIONS
 - 3.1 Student Presentation
4. UNFINISHED BUSINESS Page
 - 4.1 Physical Restraint and Seclusion Policy Action 1
 - 4.2 Recruitment and Hiring Policy Action 8
 - 4.3 IT Strategic Plan Action 12
5. STAFF REPORTS
 - 5.1 Field Trip: La Paz, Baja Peninsula, École Mission Secondary Action 26
 - 5.2 Field Trip: Quebec, École Heritage Park Middle School Action 36
 - 5.3 2017-2018 Preliminary Annual Budget Bylaw Action 45
 - 5.4 2017-2018 Committee/Board Meeting Schedule Action 65
 - 5.5 2017-2018 School Growth Plans Action 66
 - 5.6 2017-2018 Fee Schedule Action 67
 - 5.7 2018-2019 Capital Budget Submission Action 69
 - 5.8 Reporting out from Closed Board Meeting Information N/A
6. NEW BUSINESS
7. MINUTES OF PREVIOUS MEETING
 - 7.1 Board of Education Meeting Minutes: May 23, 2017 Action 72
8. INFORMATION ITEMS
 - 8.1 Superintendent Report for 2016-2017 76
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9. CORRESPONDENCE Information
10. COMMITTEE MINUTES/LIAISON REPORTS
 - 10.1 Committee of the Whole Meeting Minutes: May 23, 2017 125
 - 10.2 Committee of the Whole Meeting Minutes: May 30, 2017 129
 - 10.3 Committee of the Whole Meeting Minutes: June 6, 2017 136
11. ANNOUNCEMENTS
12. QUESTION PERIOD
Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.
13. ADJOURNMENT

ITEM 4.1 Action

TO: Board of Education
FROM: Secretary Treasurer
SUBJECT: Physical Restraint and Seclusion Policy

Recommendations:

THAT the *Physical Restraint and Seclusion policy* be approved as presented.

Executive Summary:

The final draft Physical Restraint and Seclusion policy was approved in principle in April. The draft policy was referred to the public and partner groups for final comment. No additional comments were received. The policy is now presented for final approval.

Background:

Policies provide the direction and guidelines necessary to deliver governance and services, and information for all who may be interested in, or connected with, the operation of the School District.

The Province had identified issues with the use of physical restraint in schools and provided recommendations for school districts to develop an appropriate policy. Staff conducted additional research on policies being used in other school districts and the needs of the Mission Public School District, and developed a policy for the Board's consideration. Public feedback and additional staff review completed the development of the policy.

Analysis and Impact:

The new policy clarifies when physical restraint or seclusion may be used to ensure the safety of staff, the student, or other students.

Strategic Priority:

The review aligns with the direction of the draft Strategic Plan to *Review, revise and create policy and committee structures that contribute to effective governance and operational direction. Policies will be reviewed and revised ensuring transparent participation.*

Policy, Regulation, Legislation:

The Ministry of Education created guidelines to help Boards maintain safe learning environments for all children and adults. They were developed in consultation with an advisory committee whose members included representatives from Inclusion BC, the Family Support Institute, the BC Council of Parent Advisory Committees, the BC School Trustees' Association, the BC Association of School Psychologies and the BC Council of Administrators of Special Education. Further information is attached to the Agenda.

Public Consultation:

Quite a few suggested changes have been incorporated into the policy. The final draft considers all the suggested changes and feedback to-date.

Implementation:

Update Website
Staff Orientation – September 2017

Attachments:

- A. Physical Restraint and Seclusion Policy
- B. Physical Restraint and Seclusion Procedure
- C. Form AP180-1

Section:	Health and Safety	
Title:	Physical Restraint and Seclusion	180

Purpose

To outline the responsibility of providing a safe environment, and when necessary, to manage instances where a students’ aggressive or violent behaviour may harm the student, staff or other students.

Policy

The School District is responsible for providing a safe, personally secure, and respectful working and learning environment for all employees and all students. Threats or acts of aggressive or violent behaviour by students compromise this environment.

The School District will structure the learning environment and learning supports in order to prevent or minimize aggressive or violent student behaviour.

When behaviour interventions are not working, and when a student’s aggressive or violent behaviour is escalating to the point of compromising the safety of themselves or others, trained staff members may need to use physical restraint and/or seclusion to de-escalate the aggressive or violent behaviour.

There may be situations where physical restraint may be appropriate even though more moderate measures to de-escalate the behaviour have not been used (example: a student in the act of causing harm to another person).

Any employee acting reasonably (whether trained or not) may need to use reasonable force to protect students, other persons, or themselves from an imminent assault or serious physical harm.

Restraint and seclusion are to be used *only* as the last option and *only* until such time as the risk of serious harm to self or others is eliminated.

Physical restraint or seclusion is not to be used as an intervention or treatment procedure.

Respecting student’s rights, maintaining student dignity and the safety of all involved is paramount.

Appropriate School District staff, the Superintendent, and the students’ parents will be informed in a timely manner of any use of physical restraint or seclusion.

The use of physical restraint and seclusion must be handled in accordance with relevant provincial legislation and the School District’s administrative procedures.

Date of Original Board Approval:

Date Amended:

Cross Reference: [Administrative Procedures: 180-1](#)

Section:	Health and Safety	
Title:	Physical Restraint and Seclusion Procedure	180-1

Purpose

The Board established a policy outlining the responsibility of providing a safe work environment, and when necessary, to use physical restraint and seclusion where a student’s aggressive or violent behaviour may harm the student, staff or other students. This procedure outlines how physical restraint or seclusion will be managed.

General Guidelines

1. Physical Restraint and Seclusion should be used only as a last option when all other strategies for de-escalating the student’s aggressive or violent behaviour have been tried.
2. *Physical Restraint* and *Seclusion* may only be used as a last option for securing safety when behaviour interventions have not worked and the harmful actions or threats continue to escalate.
3. *Physical Restraint* and *Seclusion* is only used until such time as the risk of serious harm to self or others is eliminated.
4. *Physical Restraint* and *Seclusion* may never be used as a punishment, discipline or to force compliance in an educational learning setting.

Definitions:

Physical Restraint is a “method of forcibly restricting, confining or controlling another person’s freedom of movement or mobility, whether by use of an intervener’s body, an object, or a medication.”

Table 1: Restraints and Acceptable Use

	Not a Restraint	Restraint
Acceptable if compliant with this policy	<ul style="list-style-type: none"> • Handholding (person is free to let go) • Directing a person to stay in a position (e.g. seated) or place (e.g. in the room) • Blocking a person from hitting another • Blocking a person from self-injury (e.g. using a pillow as a barrier) • Directing a person to an incompatible behaviour (such as leaving the area or holding something) • Positioning one’s self or an object between a person and a potential target 	<ul style="list-style-type: none"> • Holding a student’s hands to avoid self-injury • Holding a student’s arms to keep them from striking someone • Moving a person to a safe space by physically directing his body
Never Acceptable	<ul style="list-style-type: none"> • Striking a person 	<ul style="list-style-type: none"> • Mechanical restraints (usable only by police) • Use of medication against the person’s will • Intentionally inducing pain or physical aversion

Seclusion is the “involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving”.

Table 2: Seclusion and Acceptable Use

	Not Seclusion	Seclusion
Acceptable if compliant with this policy	<ul style="list-style-type: none"> • Student leaves a space of own accord and is not immediately permitted to re-enter • Student is left alone in a space (with observation from a distance) while potential targets leave • Student is asked to go home, in abidance with other MPSD policy • Student is directed to a safe/calming area • Student is permitted to go outside or to an open space • Student is directed to office, medical area or similar for additional support • Potential targets lock themselves down from the inside of a secure area 	<ul style="list-style-type: none"> • Student is held in a room or space by being locked in • Student is held in a room by staff barring doorway or holding door knob/handle • Barricading a person into a space using objects
Never Acceptable	<ul style="list-style-type: none"> • Leaving a person unsupervised • Sending a person out of the school without abiding other MPSD policies. 	<ul style="list-style-type: none"> • Tying a person to an object that keeps them away from others

Procedures

The restraint or seclusion process involves four basic steps: *Physical Restraint or Seclusion, notification, debriefing, written documentation, and follow-up.*

1. *Physical Restraint or Seclusion* should:
 - Be conducted using calm, reassuring verbal and nonverbal communication with the student in the student’s primary language or mode of communication by trained school personnel who are present at all times.
 - Be done using the least amount of physical force to protect the student and the restrainer.
 - Never be conducted in a manner that could, in any way, cause harm to a student.
 - Have the least amount of disturbance to others.
 - Be in the presence of another adult when practical.
 - Be implemented in a space that is made as safe and dignified as possible for the student.
 - Ensure any student placed in seclusion is being continuously observed by an adult who is physically present throughout the period of seclusion. This observing could be done indirectly, such as through a mirror or window, if direct supervision is not possible.
 - Ensure all health and safety policies or regulations including WorkSafe BC regulations are followed.
 - Be discontinued once the risk of serious harm to self or others is eliminated.

Note: Non-trained personnel may be required to use reasonable physical force to restrain a student when the student threatens serious physical harm to the student or others, and trained personnel are not immediately available.

2. Notification of the *Physical Restraint or Seclusion*:

Notification must be made to the Principal, Parents/Guardian, Director of Student Services or Assistant Superintendent, and the Superintendent or designate as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.

3. Debriefing meetings must:

- Be designed to re-establish and maintain a safe learning environment.
- Occur shortly after a student has been restrained or secluded, with the staff involved and students who witnessed the restraint or seclusion.
- Occur with concerned parents, school personnel, parents or guardians of the student and where possible with the student, to discuss the restraint or seclusion incident, to examine what happened/caused the incident, and to determine what could be changed in the future and what strategies are needed to prevent the reoccurrence – to make use of physical restraint or seclusion unnecessary.

4. Written Documentation and follow-up:

- Using the Restraint and Seclusion Report Form, provide as much information as possible on the restraint or seclusion. Note the time and location of the incident, names of all people involved or that have witnessed the incident, and written statements that lead to and describe the incident and the resolution.
- All parents/guardians of the student and, where appropriate, students must be consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans. The student's behaviour plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, at least annually.
- Notify the director of student services of the restraint or seclusion of a student prior to the end of the school day on which the incident occurred.
- Review and revise prevention/intervention strategies when the repeated use of physical restraint and seclusion occurs for an individual student, multiple use of physical restraint and seclusion within the same classroom, or physical restraint and seclusion is repeatedly used by an individual.
- Additional community supports and resources will be engaged whenever appropriate or available.
- The circumstances may require a further internal or external investigative process, as determined by the Superintendent or Director of Student Services.

Note: Non-trained personnel acting reasonably to physically restrain a student to contain an imminent threat of assault or serious physical harm will not be subject to discipline for their use of physical restraint.

Approved by the Superintendent

Date Approved:

Physical Restraint and Seclusion Report Form



Student Name:	Date of Report:
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Teacher/Class:	School:
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Nature of Restraint/Seclusion:	Date of Incident:
	Start/End of Incident:

Staff Members Involved:

Witnesses:

1. Describe the antecedents that lead to the use of restraint/seclusion including: location, what happened first, who else was present, and under what social and environmental conditions.

2. Describe the problem behaviour of the student that lead to the use of the restraint/seclusion. Describe the imminent physical harm to themselves, others or property.

3. Describe the procedures used in the attempt to de-escalate the student prior to using restraint/seclusion.

4. Describe the incident of restraint/seclusion, and the student response after the incident.

Physical Restraint and Seclusion Report Form



5. What methods did or did not work in the situation?

6. Describe any follow-up with the student after the restraint/seclusion, including what was said or done?

7. Were parents/guardians informed? By Whom? What follow-up with parents is required?

8. What interventions can be used to prevent another case like this?

9. Is further follow-up required? (IEP meeting, de-briefing meeting, staff training, additional evaluation, Safety Plan)

10. Follow-up meeting date:

Date:

Time:

Location:

Form Completed by:

Name:

Date:

Form Distribution: Original: Student file Copies: Superintendent, Student Services

ITEM 4.2 Action

TO: Board of Education
FROM: Secretary Treasurer
SUBJECT: Recruitment and Hiring Policy

Recommendation:

THAT the *Recruitment and Hiring policy* be approved as presented.

Summary:

The attached draft Recruitment and Hiring policy was approved in principle in April. The revised policy includes a matrix, and adds the requirement for Board approval of short-listed candidates for the Principal and Vice-Principal positions. The policy was then posted to the School District website for thirty (30) days for public consultation. To date, no feedback has been received.

Background:

The current policy provides direction for hiring exempt staff, and although authority is delegated to the Superintendent for hiring staff, the current policy directs that the Board must approve the final decision for hiring senior staff and education leaders.

The proposed policy includes the addition of the requirement for Board approval of short-listed candidates provides a procedural difficulty for recruitment that typically occurs during the summer months, when the Board does not meet. As such, the policy drafted an option for consideration to ensure the recruitment activities occur in a timely manner. In addition, as the language and direction has changed significantly with the addition of the table, the body of the policy and guidelines were updated to reflect these changes.

Implementation:

Update Website
Staff Orientation – September 2017

Attachment:

A. Recruitment and Hiring Policy

Section:	Human Resources	
Title:	Recruitment and Hiring	430

Purpose

To outline the goals, roles, and responsibilities for recruiting and hiring School District employees.

Policy

The School District will strive to recruit and hire highly qualified employees in order to provide exceptional leadership, educational services, and support services for the School District.

The School District will not permit any discriminatory processes or practices to influence the recruitment and hiring process, and will use processes that provide for the fair and equitable treatment of all candidates.

The Board of Education is responsible for the recruitment and selection of the Superintendent, subject to the requirements for a superintendent outlined in the *School Act*.

The Superintendent is responsible for the recruitment and selection of all principals and vice-principals, and other management exempt positions.

The Board approves the short-listed candidates for senior staff positions and for principals and vice-principals, prior to interviewing.

The Superintendent is responsible for the process to recruit and select all other positions for the School District, in accordance with any collective agreements with the School District.

General Guidelines

1. Senior Staff

- 1.1. The Superintendent will report senior staff vacancies to the Board and the Board may provide input on recruitment criteria for the position, prior to the recruitment being initiated.
- 1.2. The Superintendent will request input from stakeholders on recruitment criteria for the position, including students when appropriate, prior to the recruitment being initiated.
- 1.3. The Superintendent will submit for Board approval the candidate(s) short-list.
- 1.4. The Superintendent approves the hiring of the successful candidate.
- 1.5. Whenever possible, all recruitment processes will be conducted during the school year. During the summer months, in extenuating circumstances, a special Board meeting may be called to initiate the recruitment process.
- 1.6. Senior staff includes the Assistant Superintendent, Secretary Treasurer, Director of Instruction or other similar education director position(s).

2. Principals and Vice-Principals

- 2.1. The Superintendent will report principal and vice-principal vacancies to the Board and the Board may provide input on recruitment criteria for the position, prior to the recruitment being initiated.
- 2.2. The Superintendent will request input from stakeholders on recruitment criteria for the position, including students when appropriate, prior to the recruitment being initiated.
- 2.3. The Superintendent will submit for Board approval the candidate(s) short-list.
- 2.4. The Superintendent approves the hiring of the successful candidate.
- 2.5. Whenever possible, all recruitment processes will be initiated during the school year. During the summer months the process may be modified in accordance with Section 3, in order to ensure positions are filled in a timely manner.
- 2.6. The Superintendent approves school assignments and will provide a report to the Board, informing of the changes in assignments.
- 2.7. The Superintendent may delegate some or all of these responsibilities to other exempt staff.

3. Recruitment and Reporting Process

3.1. Input into selection criteria

- 3.1.1. During the school year, the Superintendent will report to the Board, and the Board will have the opportunity to provide input on recruitment criteria for senior staff, and principals and vice-principals.
- 3.1.2. For principal and vice-principal positions, each June the Superintendent will report to the Board any potential vacancies anticipated over the summer months and to solicit Board input on recruitment criteria for the vacancies.
- 3.1.3. For unanticipated principal and vice-principal vacancies during the summer months, the Superintendent will gather recruitment criteria input from individual Trustees via electronic means, and the Superintendent will compile and approve the recruitment criteria. **Board approval of the recruitment criteria is waived during the summer months.** In September, the Superintendent will report to the Board on the recruitment criteria used for these unanticipated vacancies.

3.2. Short-list Approval

- 3.2.1. During the school year, the Superintendent will submit to the Board the candidate(s) short-list for approval.
- 3.2.2. For principal and vice-principal positions, each June the Superintendent will report to the Board on candidate(s) short-lists for interviewing in the summer months.
- 3.2.3. For unanticipated principal and vice-principal vacancies during the summer months, the Superintendent will gather input on the candidate(s) short-list from individual Trustees via electronic means, and the Superintendent will approve the short-list. **Board approval of the candidate(s) short-list is waived during the summer months.** In September, the Superintendent will report to the Board on any short-lists the Superintendent approved during the summer months.

- 3.3. The Superintendent will establish a recruitment process that provides for multiple stakeholder involvement.

- 3.4. The Superintendent will establish a recruitment process for all other positions that provides for an unbiased and objective process.
- 3.5. The Superintendent will provide a report to the Board informing of the appointment of the successful candidates for all senior staff, principal, and vice-principal positions, outlining the skills, experience and past performance of the selected candidate.
- 3.6. The Superintendent will advise the Board on all other exempt staff appointments.

4. Hiring Matrix and Stakeholder Participation

Position Recruited	Recruitment Criteria Input	Shortlisting Approval	Potential Interviews	Hiring Approval	Additional Interview
Superintendent	Board, Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep	Board	Board	Board	Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep
Senior Staff	Board, Superintendent, Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep	Superintendent and Board	Trustee, Superintendent, Senior Staff, PVPA	Superintendent	DPAC, MTU, CUPE, Aboriginal Rep, Direct Reports
Principals, Vice Principals	Board, Senior Staff, PVPA, School Staff, School PAC, Student Council, Aboriginal Rep	Superintendent and Board	Trustee, Superintendent, Assistant Superintendent, PVPA	Superintendent	School PAC MTU, CUPE, Aboriginal Rep, Student Council, Direct Reports
Other Exempt Staff	Superintendent, Senior Staff, Direct Reports	Senior Staff	Senior Staff, PVP	Superintendent, Assistant Superintendent, or Secretary Treasurer	Direct Reports
All Other Staff	Manager, other Managers	Manager	Exempt Staff, Supervisor	Manager	

Date of Original Board Approval: September 2008 (Policy 16)

**Date Amended: January 2012
2017**

Legal Reference:

Cross Reference:

ITEM 4.3 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: I.T. Strategic Plan

Recommendation:

THAT the *Information Technology (IT) Strategic Plan* be approved as presented.

Summary:

The Information Technology Strategic Plan 2017 – 2020 is the product of a detailed and methodical review of the Mission Public School District (MPSD) Information Technology (IT) infrastructure and software that supports the education and business processes of MPSD. The Consultants (Opus Consulting), with input from a steering committee, completed a detailed analysis of the state of MPSD information technology, a review of the current direction for information technology in the education sector, and developed a plan for improving the IT infrastructure and software to support the organization. This information is documented in the IT Strategic Plan.

The plan provides a framework for implementing the improvements over the next few years.

Background:

The January 2017 the School District No. 75 IT review began with the purpose to create an IT Strategic Plan that will eliminate the risk level and dysfunction that we are currently in and create a responsive, collaborative, multimedia environment for staff, teachers and students. This new infrastructure will deliver access to modern global education resources that support the new K-12 curriculum.

The Review and Strategic Plan was done through Opus Consulting. The review involved meetings with teachers and staff throughout the district at 9 meetings. In addition, the Technology Committee, consisting of members from CUPE, MTU, MPVPA, Senior Administration have been an active part in the creation and review of the IT Strategic Plan. The plan was approved in principle in April, and submitted for further feedback from the public and partner groups. No additional feedback was received.

Options:

1. Approve the IT strategic plan in principle as presented,
2. Modify the time lines for implementing the IT strategic plan, and then approve in principle,
3. Refer the IT strategic plan back to staff for further review and analysis

Analysis and Impact:

The review identified significant issues with the current information technology, and recommends updates and improvements over the next 4 years, resulting in a complete change of IT infrastructure, WIFI, staff devices, and student devices. It also recommends updates to software programs and Educational environment. Supporting these physical changes will be a comprehensive IT In-service model.

Estimated Financial impact:

Capital Costs over 4 years	-	\$2,175,000
Increased operational Maintenance and Software over 4 years	-	\$ 343,500*

* this is currently dispersed throughout schools and district and needs

Strategic Priority:

The Board's Strategic Priorities for 2016 – 2018 includes the following:

Plan for Technology

The Board recognizes the need for a plan to address the acquisition and use of technology to support the School District.

Goal:

In a fiscally responsible manner, use technology to provide more efficient support for student learning and more efficient business processes.

Action:

Develop a plan to upgrade and expand the use of technology in order to enhance student learning and improve business processes. The plan must include funding and implementation.

Policy, Regulation, Legislation:

A significant legislative requirement that applies to MPSDs use technology is the Freedom of Information and Protection of Privacy Act. The review identified a number of improvements needed to the SDs use of technology in order to be compliant with this legislation. In order to implement the improvement, upgrades to both IT hardware and software is needed.

In addition, IT updates are needed in order to implement elements of the new curriculum.

Public Participation:

The development of the IT Strategic Plan was developed in consultation with a Technology Committee that was comprised of a cross section of School District employees. The draft plan was introduced at a Committee of the Whole meeting. Once approved in principle, the plan will be put out for formal public input and feedback. Comments from the public feedback process will be returned to a Committee of the Whole for consideration prior to returning the IT Strategic Plan to the Board for final approval. In the meantime, elements of the IT Strategic Plan will be presented and discussed during the budget deliberation process.

Implementation:

Update Website

Staff Orientation – September 2017

PAC Notification – June/September 2017

Attachment:

A. Information Technology Strategic Plan



Information Technology Review

IT Strategic Plan 2017 to 2020

March 2017

Prepared for: Mission Public School District #75

Prepared by: OPUS Consulting Group Ltd.

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Scan Date: 2017-02-24

Project Objective

1. To perform a review of the SD75 Board's Network and Educational Information Technology Infrastructure as it pertains to:
 - a. computer hardware
 - b. system hardware
 - c. system applications
 - d. security protection
 - e. business services
 - f. software applications
2. Identify gaps and opportunities for the use of technology in a sustainable and long term manner to better support:
 - a. the delivery of educational programs
 - b. business processes
3. Identify improvements that should be made to optimize the use of technology to support educational and business processes, so that Mission Public School District becomes a leader in the use of technology that supports K-12 education in a fiscally responsible.
4. Be at the forefront of educational innovation.

Project Deliverables

Documents delivered by this project will include:

1. IT Configuration and Inventory Report
2. 3 to 5 year IT Strategic Plan
3. IT Gap Analysis
4. Tactical Implementation Plan

This document is the IT Strategic Plan 2017 to 2020.

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Background

The viability of the IT Strategic Plan for 2017 to 2020 rests on using industry-standard methodologies and structures in the evaluation, planning, and implementation stages. This process ensures that all aspects of future IT Services are examined, balanced and prioritized to fit the organization. Researched based IT management models have been used to prepare this plan to ensure a solid administrative base for this changing world.

As recorded in the IT Review Configuration and Inventory Report dated 31 January 2017, most of the technology base and the software programs currently delivered by the School District internal infrastructure are several years old and at high risk of failure. Management, staff and teachers believe the delivery of services and functionality to be slow and unreliable.

Over the last 5 years, SD75 departments have taken advantage of new 'cloud applications' to upgrade functions such as HR/ Payroll and Accounting. Taking advantage of the recent BC Ministry of Education NGN upgrade, Mission Public School District has been able to deliver most of the basic administrative functions in this fashion by relegating the internal computers, systems and network to a gateway function to the Internet. The BC Government delivers the MyEdBC student information system to school districts in the same way.

In large part, capital investment has been avoided and operating costs have risen slowly from the subscriptions to those application services. This approach is not necessarily incorrect; indeed 'Cloud' applications represent very good value and also avoid the expense of a large internal staff creating and running programs as well as infrastructure.

The new IT Strategic Plan will be implemented in stages over the four year period to manage the project activities and investment required. This stepped-approach was chosen because the replacement of the central infrastructure, upgrades to software programs, and the replacement of computers in all schools is disruptive if attempted too quickly and is more expensive than can be supported in a single year. Further, the project requires extensive training and support through Professional Learning opportunities for all educational stakeholders of the Mission Public School District to facilitate the effective use of new technology and the functional changes that come with it.

Executive Summary

The primary objective, over the next 4 years, is to continue to expand the role that ‘subscribed-cloud- based’ application services play in the deliver up-to-date IT services. An emphasis will be on improving services that directly improve student learning. The District understands that not all services can be migrated to the Cloud.

In order to take advantage of new applications that will achieve the vision and goals of the organization, the current infrastructure on the school and administrative sites must first be replaced with modern systems and network technologies.

Goals for onsite improvements in schools include upgraded and universal WIFI networks serving a new population of modern workstations for use by staff and students. This creates a responsive, collaborative, multimedia environment for staff, teachers and students. This new infrastructure will deliver access to modern global education resources that support the new K-12 curriculum.

IT Strategy

The delivery of educational and administrative services rely heavily on Information Technology in the 21st Century. The IT solutions that will be recommended as a result of this process are always changing rapidly.

A Strategic Plan is a process that:

- Assesses the needs and resources of the organization
- Defines the environment to be addressed
- Creates a prioritized list of goals and objectives
- Designs coordinated strategies to achieve those goals
- Measures and evaluates the outcome of the activities taken to achieve the goals

The IT Strategic Plan contains the following eight elements.

1) Vision

The Mission Public School District vision for IT Services can be stated as:

- 1) Technology is a positive component in creating a successful learning environment.
- 2) We actively promote and support the use of technology in the district at all levels.
- 3) We will provide in-service to employees in the effective use of the technological tools and software.
- 4) We will create an environment that is device friendly and allows for universal access.

2) SWOT Analysis

The environmental scan for February 2017 for the IT Services is shown below.

<p>Strengths</p> <p>2006 Design is Good 4 Member Technical Team NGN Network Base Student Growth New Senior Staff</p>	<p>Weaknesses</p> <p>Obsolete Equipment Old entries in AD Lack of IT Training No IT management No central IT budget Little Policy</p>
<p>Opportunities</p> <p>New Policy and Procedure New Financial Planning New Admin Support New Curriculum New Technology Apps</p>	<p>Threats</p> <p>Operational failures Lack of Belief Network Bottlenecks Electrical power</p>

3) IT Mission Statement

In a fiscally responsible manner, use technology to provide more effective support for student learning and more efficient business services.

There are four primary initiatives that ensure the Vision and Mission are achieved:

1. Modernizing classroom and school site technology that enrich the learning environment. A universal network of workstations delivering highly interactive collaborative programs connected to reliable, high speed services and applications, including the Internet will be established.
2. Standardizing the delivery of IT equipment and services across all sites reducing the complexity and cost of IT. The platform will deliver the full range of educational and administrative functions regardless of location.
3. WIFI will become the primary network connection for workstations in all district sites. All sites will have increased WIFI speed, coverage, and reliability.
4. The organization will facilitate improved IT management and services including the hiring of additional IT staff, training and in-service, resource acquisition and replacement, as well as security and the appropriate use of IT.

4) Priorities

The following priorities have been identified in creating the strategies and action plans.

1. Modernize and improve the internal IT infrastructure.
2. All staff are offered the opportunity to access IT In-Service on a continual basis.
3. Improve the responsiveness of all operations that deliver IT Services. This will include the automation of information updates and records management for staff and students, improved response times for physical infrastructure and staff services, and the introduction of a new Service Desk toolset and management system.
4. Development of policy and operational management of IT to ensure the long-term fiscally-responsible viability of district technology.
5. Standardize technology throughout the district.

5) Strategies

- 1) The new IT Service design will build on the strengths of the current design. Windows Servers and the Active Directory will control the access to, maintenance and security of the data and applications in the SD75 network.
- 2) Automated integration of the Active Directory with the applications that are the sources of staff and student identities will greatly reduce the manual effort to populate and direct the IT Services.
- 3) Use new technologies such as hyper-converged server and storage appliances to reduce operational and financial overhead and free staff resources to support the primary goal of improving student learning.
- 4) Use the power of the new NGN data network connections to reduce the complexity of IT at school sites and remove staff-movement IT usage issues.
- 5) The cost, size and timeframe to upgrade the IT Services are reduced and made manageable by centralizing, automating and standardizing application services, school IT environment and the devices used to access the IT services at all sites across the School district.
- 6) Use new WIFI technologies to replace the cabled data networks and deliver comprehensive IT Service capability at all sites.
- 7) Introduce a technology refresh cycle to ensure all components of the IT Service delivery platform are kept up to a coordinated level of compatible service function.
- 8) Design and implement a new IT in-service model within the School District. This will be available for Staff, teachers, students and IT Staff according to their requirements.

6) Rationale for the Strategies Chosen

- 1) The basic foundation for delivery of the modernized learning environment is the integrity and integration of the central Active Directory. The new central IT Service Windows platform will be upgraded and entries that prevent efficient Active Directory integration will be removed with all the applications including but not limited to MyEdBC, SRB AtrieveERP and security and file management functions.
- 2) All departments with an identity role must work to automate administrative processes into the integrated directory. Additional professional services and software contracts may be needed to complete this.
- 3) A new learning environment that enables personalization, flexibility, collaboration and communication through appropriate software must be identified, procured and implemented to deliver function to the new school site technology.
- 4) Improved wireless classroom networks need to be deployed along with modern computers for students, staff and teachers. The goal is to deliver a learning environment that is 'Always On – Always Available – Always Responsive'.
- 5) A new IT in-service model will improve the effective use of new Technologies. Success will not be achieved if no-one uses the new IT.

7. Goals and Objectives

The following goals have been set for achievement by 2020.

1) The Technology Refresh Cycle¹ for the IT infrastructure and peripheral devices is:

Assets	Refresh Cycle
Workstations	4 years
Servers	5 years
Wireless	6 years
Switches	10 years
Software	Updated within 1 year maintenance cycles

This cycle will be reviewed annually to ensure the refresh continues to support the goals of the IT Strategic Plan.

¹Printers and Multifunctional Devices are not part of this refresh cycle as Multifunction printing is under contract to Ricoh Canada.

- 2) All school classrooms have standard workstations for students and teachers, supported by modern Wi-Fi technology that is designed for the School District's learning and administrative environment.
- 3) The IT in-service model delivers basic knowledge to all teachers and staff.
- 4) IT department provides managed services and support at all sites.
- 5) Financial resource plans that achieve the long term IT capability to support the improvement of student learning are created by the School District.
- 6) The goals of the Strategic Plan for IT will be reviewed and adjusted annually.

8) Evaluation Criteria

All successful IT Strategic Plans contain an evaluation process that reviews the effectiveness of both the planning process itself and the activities undertaken therein to achieve the Mission, Vision as well as Goals and Objectives of the plan in the time frame chosen.

The following guiding questions will be asked:

- 1) Are there observable differences in Student Learning?²
- 2) Has the reliability and uniformity of IT service improved?
- 3) Are IT services being optimized for automated integration?
- 4) Are there more modern workstations in classrooms for teachers and for student use as set out by the targets and refresh cycles?
- 5) Is there an improved response time for IT installations that require integration of service departments?
- 6) Do the SD75 staff and teachers know how to use IT resources?
- 7) Is their targeted ongoing IT in-service to improve participation of staff in learning IT and services?
- 8) Are there policies and procedures in place to govern IT services, purchases, security and usage?
- 9) Are the policies and procedures being regularly reviewed for effectiveness?
- 10) Is the IT service being reviewed regularly to ensure that it continues to meet the needs of the changing education system?
- 11) Are the budgetary needs the District IT being met?
- 12) Is there a consistent District IT budget to meet the refresh criteria?

²Criteria will be developed

Phase 3 IT Review - Immediate Action Plan (Gap Analysis)

The immediate actions will define the items and methodology to upgrade IT Services. This is the Phase 3 Gap Analysis of the IT Review process being conducted by Opus Consulting.

Detailed design and procurement choices are scheduled in the Opus Consulting IT Review project in Phase 4, producing the Tactical Implementation Plan.

The main elements in the immediate actions plans are infrastructure items, administrative changes, software standardization, and the integration of choice for school environments.

1. IT Infrastructure
 - a) Upgrade Data Centre servers and power
 - i) Identify options and procurement vehicle
 - ii) Prepare functional specifications
 - iii) Shortlist candidate programs and vendors
 - b) Central Windows Server Platform installed at Dlugosh IT Facilities site
 - c) Data Protection (Backups) installed - professional services
 - d) Active Directory Cleanup achieved – professional services
 - e) Centralize, expand and modernize File services for all staff and teachers
 - i) professional services to integrate
 - f) Disaster Recovery Site installed at School Board Office
 - i) professional services
 - g) eMail and Office platform
 - i) Send eMail to Cloud - Office365
 - ii) Upgrade MS Office to 2016 version
- 2) Active Directory Integration with AtrieveERP, MyEdBC, School Environment software
- 3) WIFI Network Upgrade pilot sites chosen
- 4) Policy and Procedures introduced as a management framework
- 5) Legislation and regulation compliance achieved by adding security rules
- 6) Workstation standards - Admin , School, Classroom configurations active for delivery to pilot sites
 - a) Identify options and procurement vehicle
 - b) Prepare functional specification
 - c) Shortlist candidate product and vendors
- 7) Planning completed for telephone system upgrade to Unified Communication system
 - a) Identify options and procurement vehicle
 - b) Prepare functional specification
 - c) Shortlist candidate product and vendors

IT Review Project Phase 3 gap analysis functions that will be led by Opus Consulting include:
Software Standardization and Integration

- 1) List applications that work – e.g. AtrieveERP, Exchange, MS Office
- 2) List Applications that will be replaced e.g. Alexandria LMS, Adobe Contribute
- 3) For Applications that stay:
 - a) List features that need be added, can be added or improved
 - b) AD Integration and automation identified
 - c) Policy and Procedures that will help standardize processes, systems, services and use
 - d) Identify costs to upgrade
- 4) For Applications that will go:
 - i) Identify replacement options and procurement vehicle
 - ii) Prepare functional specification
 - iii) Shortlist candidate programs and vendors
- 5) Plan a new IT Training methodology and structure
- 6) Plan a new IT support structure for schools and teachers
- 7) Draft a new Service Catalogue for goal clarity

To provide an understanding of the context of the IT Strategy Plan and the Phase 3 Gap Analysis, the items and steps that will follow on from the Phase 3 work are

Phase 4 IT Review – Tactical Implementation Planning

Planning functions that will be led by Opus Consulting include:

- 1) Design a new IT architecture to deliver IT Services to all sites
- 2) Design the new Active Directory structure
- 3) Build Project Plan to upgrade infrastructure
- 4) Build Project Plan to upgrade current applications
- 5) Build Project Plan to pilot the new school environment solutions
- 6) Build Project Plan to design the new IT Training service methodology and service

ITEM 5.1 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Field Trip Application: La Paz, Baja Peninsula – Jim Pearce, Principal
 École Mission Senior Secondary School

Recommendation

THAT École Mission Senior Secondary School's field trip application for approximately sixteen (16) grade 11 and 12 students to travel to La Paz, Baja Peninsula, from June 29 – July 6, 2018, be approved.

Background:

Approximately sixteen (16) Grade 11 and 12 students are participating with two (2) teachers supervising.

The date of travel: June 29 – July 6, 2018.

The total cost: \$60,000; cost per student: \$3,595 totaling \$57,520.

The field trip organizers have coordinated a liability insurance medical plan and have discussed an emergency response plan / First Aid arrangements. Principal Pearce will be the primary contact person in Canada and will be available 24/7 during the trip.

Further details are outlined on the attached application.

Attachment:

A. Field Trip Application

**Extended or International Travel
Application Form**

Date Submitted: May 2017

1. Sponsoring School: École Mission Secondary School

2. Destination: La Paz, Baja Pennisula

3. Departure and arrival times: Depart Vancouver Thursday, June 29th, 2018
Arrive Vancouver Thursday, July 6th, 2018

(exact time to be confirmed)

4. Dates of Excursion and Number of Instructional Days Used (if any):

Thursday, June 29th, 2018 until Thursday, July 6th, 2018
No instructional days used.

5. Description of Activity (name of event if known; program/team involved; etc):

Day 1 - Thursday, June 29th, 2018 - Depart from Vancouver, BC and arrive in La Paz

The group will arrive at the Cabo International Airport (SJD) where they will be greeted by our drivers. The group will then be driven by 12-seater passenger vans, a beautiful 2.5 hour ride, to La Paz where the ship, the MV Adventure, is docked. Once onboard, the program will begin with a safety and orientation briefing, accommodation assignment, followed by the first of many authentic Mexican suppers. We will anchor for the night in a quiet bay at the entrance to the Sea of Cortez.

DAY 2 – 7 - Friday, June 30th, 2018 - Wednesday, July 5, 2018

We begin our journey exploring areas in the Sea of Cortez. Some of the islands to be explored include Isla Espiritu Santos, Isla San Francisco, Isla San Jose, Isla Partida and mainland Baja. Due to wind, tide, current and sea conditions, accessibility of some of the areas may be limited or simply not possible.

PLANNED ACTIVITIES:

Snorkeling - Crystal clear waters offer an amazing diversity of undersea life. The Sea of Cortez is known as the world's largest aquarium offering world class snorkeling.

Kayaking - Kayak through mangrove lagoons, over coral reefs, and in quiet bays. The kayaks are amateur "sit-on" type boats that are made of high impact plastic, requiring no previous kayak experience. They should not be confused with the seagoing type.

Desert Island Nature Hikes - Explore and venture through many different environments. Hike through cactus forests observing the flora and fauna and the amazing adaptations they have made to the harsh environment. Take a walk back in time as layers of fossilized rock beds reveal the area's geological past. Visit actively mined salt pans and beachcomb along miles of sandy white beaches.

Marine Life Encounters - The Sea of Cortez is known for its abundance of marine life. Observe and interact with some of the largest whales on earth. Marvel at the antics of hundreds of dolphins as they escort us on our journey. Explore a sea lion habitat where males jostle for dominance and females nurture their young. Discover an array of bird types that can be found wading, nesting and feeding along the shoreline or soaring high above looking for their next meal. Explore at low tide, where life beneath the sea is exposed for a very short period of the day, revealing some of the most bizarre, yet beautiful marine life imaginable.

Evening Activities - As the sun sets and the night falls upon us one of the most beautiful things you can do is stargaze. When possible, we will also set up the "nightlight" to observe the food chain in action. This is also the time we take to work on the Expedition Workbook/Logbook.

Cultural Interactions - As part of the expedition it is important to blend both educational and cultural experiences. We accomplish this by visiting remote communities and working alongside fishermen and scientists in the wildlife conservation programs. We may also spend a late afternoon playing volleyball with the remote communities we visit.

Wildlife Conservation - Designed into the program are two wildlife conservation projects; a sea turtle monitoring program and assisting a whale shark scientist with their research. Both projects offer hands-on experience and the opportunity to assist in the collection of data on a global level. The projects are based on date of trip, weather conditions and the scientist availability.

Day 7 - Wednesday, July 5, 2018

We arrive back at the docks, in La Paz, at approx. 4:00 pm and spend the afternoon shopping. For dinner, we will venture out to one of the local restaurants.

DAY 8 - Thursday, July 6, 2018 – Depart from La Paz and arrive in Vancouver, BC

6. Number and Grade Level of Students: 16 grade 11 and 12 students

7. Plans for curricular/instruction/assignment make-up:

No instructional time will be missed.

8. Names of Supervisors:

Lindsay Colosie (Biology and Environmental Science Teacher, MSS)
Jim Davies (Science/Math Teacher, MSS)

9. Outline past experiences of supervisors(s):

This will be Mrs. Colosie's first trip to a foreign destination with students. However, she has experience in supervising local field trips and has experience travelling with her own four young children including a trip with them to Mexico.

Mr. Davies has taken groups of high school students on trips with Panterra Eco-Expeditions at least 12 times since 2000 including 9 trips to La Paz.

10. Method of Travel and Name of Carrier(s):

West Jet Air
Arrangements to be made by Panterra Eco-Expeditions, Sidney, BC (250) 655-1915

11. APPROPRIATE FUNDRAISING PRACTICES

a) Total cost per pupil for the package excursion, based on 16 students and 2 staff: \$3595/student maximum

Package costs includes:

- airfare
- accommodation
- in-country travel
- most meals
- travel insurance

Cost does not include:

- Day 1 and Day 8 meals while in transit & Day 7 evening meal out
- Spending money & personal expenses

b) Pupil required to pay: 100% less that which is fundraised

c) Source of funds when there is a difference between a & b: fundraising to be coordinated by parent committee.

d) **Total supervising staff is required to pay:** There will be no cost for the supervising staff as the touring company will finance the cost of 1 chaperone for every 8 students.

e) **Total cost of the excursion:** 16 X \$3595 = \$57,520

f) **Name of travel agency and contact:**

Lela Sankeralli, Panterra Eco-Expeditions
9601 Sixth Street, Sidney, BC, V8L 2W1
Phone: (250) 655-1915
Email: info@panterra.com

g) **Other agencies:** N/A

12. APPROPRIATE LIABILITY COVERAGE

a) **Arrangements will be made through travel agent for:**

- i) **accident insurance – YES**
- ii) **health insurance – YES**
- iii) **cancellation insurance – YES**

13. Emergency Response Plans/First Aid arrangements in place:

Panterra Eco-Expeditions will provide additional in-country emergency contacts and information. A satellite phone is available on the “MV Adventure” and supervisors will have cell phones with them. Students will be provided with the names and phone numbers of local emergency contact numbers. Parents will be provided with emergency contact information for us, as well as be provided with a regular contact number to get hold of us.

The Sea of Cortez is a very sheltered area subject to very calm conditions. The “MV Adventure” is equipped with all necessary safety equipment including life jackets, first aid supplies and life boats. All ship personnel, along with Mr. Davies, have valid first aid certification. The ship will remain within 4 – 7 hours of La Paz at all times and in case of urgent emergencies, the boat can radio for more immediate assistance.

Medical forms will be filled in by students with allergy information and special needs.

14. APPROPRIATE ACCOMADATION ARRANGEMENTS

Description of the accommodation arrangements:

Accomodations will be aboard the "MV Adventure". The "MV Adventure" is a 117' aluminum hull ship. As a certified passenger vessel, all crew, vessel paperwork, safety and navigation equipment meet the legal requirements under the "Nacional de Seguridad Maritima" laws. The multiple decks are ideal for wildlife viewing and accomodations are private staterooms with upper/lower single berths, double occupancy, vanity, sink and drawers and cupboard space to unpack in. Each stateroom will be occupied by either two females or two males with no co-ed accommodation. Shared shower/bathroom facilities for each gender are separate to the staterooms. See attached ship layout for more information.

15. APPROPRIATE SUPERVISION ARRANGEMENTS

a) Supervisor to student ratio: 1 to 8

b) Strategies planned to assure the safety and appropriate supervision of the students:

No unsupervised travel or activities will be permitted. The students will only leave the ship on supervised expeditions to the surrounding research sites. A 10:00 pm curfew will be enforced on the ship requiring students to be in their staterooms after that time. On the last day, students will be permitted to do some shopping in La Paz and eat at a local restaurant but will be supervised at all times and restricted to staying on the malecon. We will follow the Mission Secondary School Field Study Guidelines and Regulations. These include the prohibition of drinking, drugs and smoking. Partaking in such activities will mean the automatic termination of the students' participation in the trip at his or her own cost.

16. Provisions regarding proof of citizenship or immigration status:

Students will be required to obtain a valid Canadian passport, if they do not already have one.

17. APPROPRIATE PARENT INPUT

a) Parents surveyed regarding their support for the trip – Yes

A letter will be sent home with interested students, to be returned indicating that the student had parental support before the application process can be started.

b) Parents will be asked to contribute their time or funds – Yes

Parents will be asked to help with fundraising, as a parent fund raising committee will be formed.

18. APPROPRIATE STUDENT ACCESS

a) Qualifying factors required of participating students:

- Student of Mission Secondary School
- Enrolled in or has already taken Biology 11 or Environmental Science 12
- Current academic achievement is at an acceptable level (No F/C-)
- Attitude, effort and work habits are at an acceptable level (No N's)
- No unexcused absences (No classes skipped)
- No suspensions or withdrawals from school events due to disciplinary reasons
- Should be able to swim
- Parental permission
- Completed application form

b) Students excluded because of inability to pay – No

Sufficient time has been allotted to allow students the opportunity to fund raise.

c) Arrangements made for students who require financial assistance:

A fundraising campaign has been planned for the students to participate in. However, the amount of funds raised is determined by the students' willingness to take advantage of fundraising strategies.

19. ALL STUDENTS MUST FOLLOW THE SCHOOL CODE OF CONDUCT ON THE TRIP.

20. SIGNATURES FOR THE APPLICATION

Principal: _____

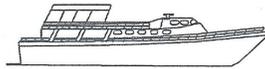
Teacher Sponsor(s): _____

Board / Approval : _____

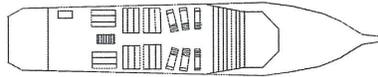
Date: _____

DISCOVER THE WORLD OF PANTERRA

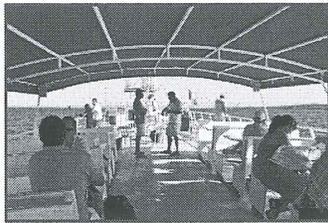
The MV Adventure – Ship Layout



THE UPPER DECK



The upper deck is ideal for wildlife viewing, relaxing with cocktails and hors d'oeuvres, watching sunrises and sunsets, and general group gatherings.



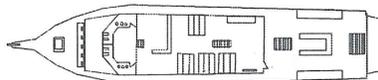
Half the upper deck is covered so guests can be sheltered from the sun.



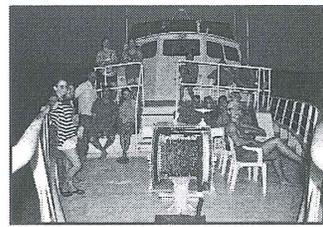
The other half is not covered so guests can enjoy the sun.

THE MAIN DECK

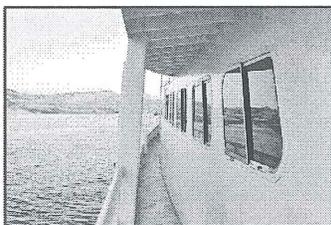
(from Bow to Stern)



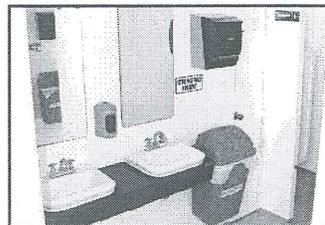
The bow offers a spacious area for a spectacular view of the sea and wildlife.



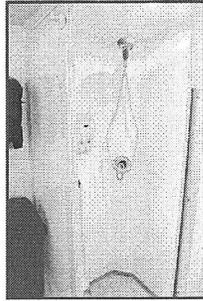
Comfortable seating provides for a relaxing experience while underway.



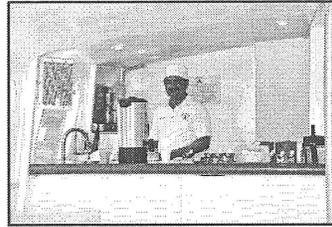
The companionway allows easy access to the bathrooms/showers, salon and stern.



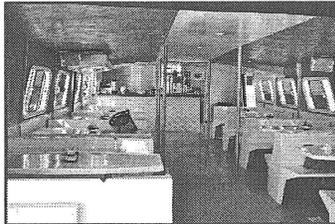
There are 2 separate bathroom facilities, one set for men and one set for women.



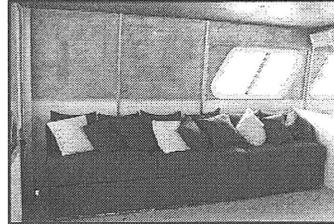
Two showers are conveniently located in each bathroom facility.



Omar, the ship's chef, prepares a variety of international dishes. However, his specialty is Mexican cuisine and each day offers fresh meats, vegetables, fruits and flavors from around the world. We won't even mention his fresh seafood dishes!



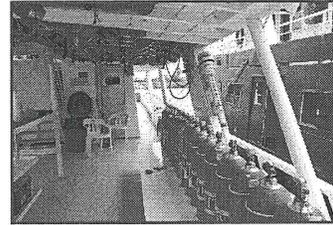
The salon is spacious, comfortable and inviting.



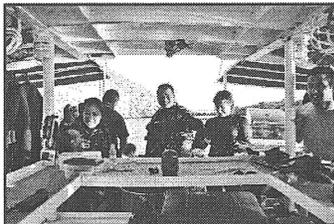
The entertainment area offers the comfort of home.



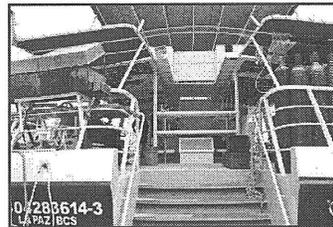
A flat screen TV can be used to review the photos shot of the day or to offer presentations.



The aft deck is designed for diving and snorkeling with benches and storage bins for guests.



Thoughtfully designed to accommodate the needs of divers and snorkelers.



Steps from the aft deck leading down to the swim grid makes it easy for getting on and off the ship.

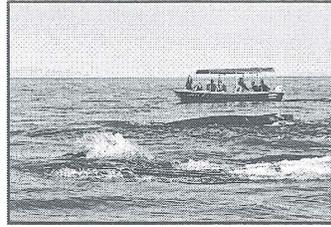
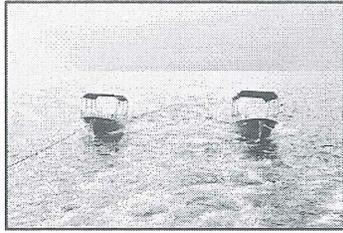


The swim grid also features 2 dive ladders.



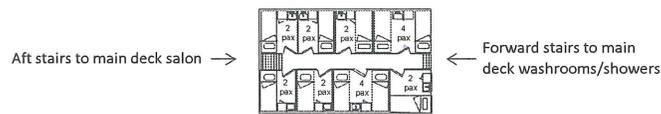
Ideally designed for divers and snorkellers.

SHIP TO SHORE TRANSPORT - pangas

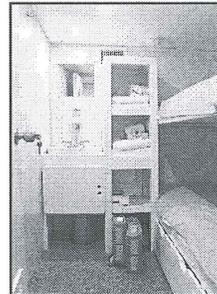


The MV Adventure tows 2 x 28' pangas complete with lifejackets and 4 stroke engines to minimize the noise of the engines during close up encounters with the wildlife.

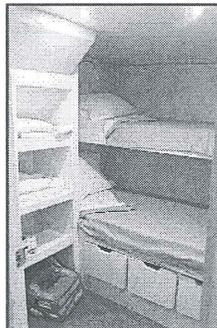
THE LOWER DECK – accommodations



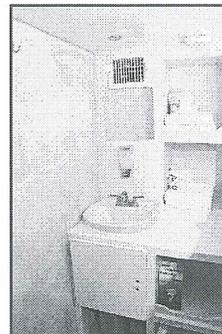
Stairs leading from the main deck salon to the lower deck cabins.



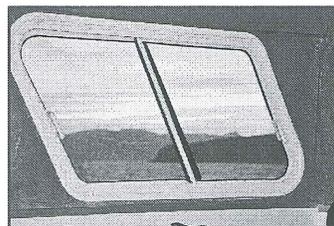
The staterooms come equipped with air conditioning, sink, vanity, drawers and cupboards for unpacking your belongings.



Each stateroom bunk has its own plug ins, reading lamp and the mattresses are made of memory foam.



Sink, vanity and cupboards.



Imagine going to work every day with a view like this from your office window.

Looking forward to sharing my office with you, see you onboard!

ITEM 5.2 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Field Trip Application: Quebec – Linda Ziefflie, Principal
 École Heritage Park Middle School

Recommendation

THAT École Heritage Park Middle School's field trip application for approximately sixteen (16) grade 11 and 12 students to travel to Quebec, from June 24 – 31, 2018, be approved.

Background:

Approximately thirty-five (35) Grade 8/9 French program students are participating with four (4) teachers supervising.

The date of travel: June 24 – 31, 2018.

The total cost: \$65,188.

The cost per student: \$1,856.

The field trip organizers have coordinated a group insurance medical plan and have discussed an emergency plan.

Further details are outlined on the attached field trip application.

Attachments:

- A. Field Trip Application
- B. Field Trip Itinerary – Brightspark Travel

Field Trip Application Long Trip



For trips involving 4-5 days within BC and Washington State, or, any travel outside BC but within Canada. Approved by Superintendent or designate.

Date Submitted: May 25, 2017

1. Sponsoring School(s): École Heritage Park Middle School
2. Destination: Quebec City and Region
3. Departure and arrival times: June 24, 2018 - 8:30 am ; arrive 11:00 Eastern Time
4. Dates of Excursion and Number of Instructional Days Used (if any): June 24-31, 2018, "4" days, but
5. Description of activity (name of event if known; program/team involved; etc): A historical, cultural language tour of Quebec and its region students not in session?
6. Number and Grade Level of Students: 35-40 Grade 8-9 French Program Students
7. Plans for curricular/instruction/assignment make-up: Students should not be missing classes.
8. Names of Supervisors (indicate whether parent or teacher): Lani Vetter, Mylene Normandin, Greg McNeill, Frank Chan - teachers
9. Outline past experiences of supervisor(s) / coach(es): Past trip to Quebec, 2016, coaching of basketball trips locally & internationally, coaching of local school & community teams
10. Method of Travel and Name of Carrier(s): Plane - Air Canada, bus - Bright Spark Tours
11. Appropriate Funding Practices
 - a) What is the total per pupil cost for the excursion? \$ 1799.00 + 57.00 baggage fees
 - b) Of the total per pupil cost, how much is each pupil required to pay? \$ 1856.00
 - c) What is the source of funds when there is a difference between (a) & (b)?

 - d) How much is each supervising staff required to pay? Baggage fees of \$57.00
 - e) What is the total cost of the excursion? \$ 65,188.00
 - f) If a tour or travel agency has been used to assist in the arrangements, what is the name of that agency?
Who is the contact person? Bright Spark Tours, Scott Munro

g) If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.

12. Appropriate Liability Coverage

a) Have arrangements been made to assure that all students and supervising staff have:

- i) Accident insurance? extra is available through Brightspark
- ii) Health insurance? extra is available through Brightspark
- iii) Cancellation insurance? Available through Brightspark

13. Describe the Emergency Response Plans / First Aid arrangements in place.

All teachers have had past first aid training, the company guide is trained, SD75 processes and protocols will be in place

14. Appropriate Accommodation Arrangements

Describe the accommodation arrangements. (If your students are being billeted, a contact name is needed for each billet.)

We would stay in Hotel Plaza Ste foy.

15. Appropriate Supervision Arrangements

a) What is the ratio of supervisor/student? 1:8, 75, plus a guide

b) What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students?

Students will be numbered and counted, grouped appropriately, meeting places, maps and contact information will be clear and available to all.

16. If traveling out of the country, what provisions have been made regarding proof of citizenship or immigration status?

17. Appropriate Parent Input

a) Have parents been surveyed regarding their support for this trip? (Give details)

Yes letters home have been sent to verify interest.

b) Will parents be asked to contribute either time or funds? (Please explain)

Parents will be asked to contribute funds. Time will be encouraged but optional.

18. Appropriate Student Access

a) What are the qualifying factors (if any) required of participating students?

Students must be in good academic and behavioral standing in the school. They must be enrolled in a French language program (Core, Intensive or Immersion.)

b) Have any students been excluded because of an inability to pay? Some may be, but other future options are offered with the ministry of education.

c) What arrangements have been made for students who require financial assistance? Some fundraising may be undertaken by parents. Bursary and exchange options are available for other programs.

d) If substitute time is required, how will the cost be borne?

If the calendar is similar to this year, no TOC will be required.

(Note: The following does not need to be completed for Athletic Competition Trips)

19. Appropriate Use of Instructional / Learning Time

a) What specific section of the curriculum is related to this excursion?

French language communication for all French, Core competencies of personal and social responsibility, Social Studies 9-Canadian nation building

b) What are the learning outcomes planned for this excursion?

Students will use target language to comprehend and interact. Students will understand Canadian nation building and the role of culture in identity.

c) How will the students' success in achieving the outcomes be measured?

Student participation in multiple workshops will show comprehension of language and content.

Field Trip Application Long Trip



d) Describe the educational preparation students will receive prior to the excursion.

Team-building (personal and social responsibility of core competencies) - Lunch hour and after school meetings to practice/learn/engage in what the experience will be, in-class (language instruction).

e) What follow-up educational activities are planned for the students?

Students will continue in French language instruction in class, and post-trip evaluation from students, as well as a post-trip afterschool meeting to evaluate, validate and consider future trips.

f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended?

There will be 4 teachers plus a guide who will be present and engaged with students in the learning activities at historical and cultural sites. Constant "checking in" and communication with students will occur.

20. Appropriate Use of Staff Time

a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended?

Mylene Normandin & Lani Vetter are French immersion teachers and Frank Chant Greg McNeill are coaches who have team travelling experience that help ensure diverse & informed perspectives. As well Greg McNeill has past French language experience.

b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable?

We are planning this trip on dates in which no student will miss instructional time with these teachers. If at year end a student needs extra time, we would work to pre-empting that with careful monitoring of time and success earlier in the year.

21. Signatures for the Application

Principal: [Signature]
Teacher Sponsor(s): [Signature] [Signature]
Superintendent (or Designate) Approval: _____ Date: _____

NOTE: A copy of the proposed itinerary of student activities and schedules MUST be provided with the application.

Please sign and pass to the next person on the list. Frank, when you have signed, could you please put in Linda's mailbox. merci beaucoup.

- Sil vous plaît, signez le document, et faites passer au suivant... merci mille fois ☺.

Greg McNeill

Mylene Normandin

Frank Chan

Day One - Sunday, June 24, 2018

This is your preliminary itinerary. The order of activities of your actual tour may vary based on the availability of attractions and restaurants.

- 8:35 AM Group arrives at the local airport 2 hours prior to departure to check in for your flight.
- 10:35 AM Depart for Quebec City connecting in Toronto on your flight! Bon Voyage!
- 10:34 PM Approximate time of arrival in your destination. Proceed to the baggage counter to collect your luggage.
- 11:00 PM Transfer by Autobus Laval motor coach.
- 11:30 PM **Hotel Check In**
Approximate time of arrival at Hotel Plaza Quebec.
Night Security by Securite Sirois - 6 hrs
Night Security will patrol hallways between 10:00pm - 4:00am

Day Two - Monday, June 25, 2018

- 8:30 AM Transfer by school bus to your accommodations.
- 9:00 AM **Breakfast at Bistro 1640**
- 10:00 AM **Guided Walking Tour of Old Quebec With Local Guides**
Old Quebec is a living museum where fine old buildings and proud monuments line winding streets, picturesque lanes, and steep winding staircases. It is a fabulous outdoor classroom for students who enjoy history and mystery at every turn. Your guided tour will include sights in both Upper and Lower Town.
- 12:00 PM Lunch on your own and time to explore Old Quebec.
- 1:00 PM **Guided tour of the Citadelle/Royal 22e Régiment Museum**
Built by the British following the war of 1812, La Citadelle is the fortress home of the Royal 22e Régiment. A guided tour introduces students to the Citadelle's history and that of the "Vandoos".

- 3:30 PM **Soldier of the Martello Tower**
Accompanied by British officers, learn all about the conditions of the soldiers living in the Martello Towers. Soldier of the Tower will introduce you to the 1812 military lifestyle through competitions and games.
- 6:00 PM **Plated Dinner at Cotes a Cotes**
- 7:00 PM Meet your school bus and depart for Galeries de la Capitale and an evening at Cinema Cineplex Imax.
- 8:00 PM **Galeries de la Capitale - IMAX Theatre**
If the 6-story-high screen doesn't make your jaw drop it must be wired shut. Combined with the bone-rattling sound system, this state-of-the-art theatre will immerse the group in the on-screen action.
Night Security by Securite Sirois - 8 hrs
Night Security will patrol hallways between 10:00pm - 6:00am
- 10:00 PM Board your school bus and return to your accommodations.

Day Three - Tuesday, June 26, 2018

- 7:45 AM Meet your 48 passenger local school bus at XXXXX. DURATION: 14 hour charter.
- 8:00 AM **Crepe Breakfast at Au Petit Coin Breton**
- 9:00 AM **Guided Tour at the Observatoire de la Capitale**
Located in the heart of Parliament Hill, at an altitude of 725 feet above the sea level, the Observatoire de la Capitale dominates the capital and surrounding area. Like a life-size model, this breathtaking panoramic view reveals the capital's history.
- 10:45 AM **Sound and light presentation at Musee du Fort**
The Musee du Fort takes you on an extraordinary journey in time with a sound and light show that recounts the military history of Quebec City. A giant model helps bring the story alive with the help of some spectacular special effects. You will gradually come to understand how the geography of the area around Quebec City shaped the military strategies of the time. Following the show, you will take part in our very popular interactive game and have the chance to win a prize!
- 12:30 PM Lunch on your own and time to explore Old Quebec.



2:00 PM **Guided tour at Musee de la Civilisation**
In the Vieux-Port, near the historic site of Place-Royale, the Musee de la civilisation presents four permanent and six temporary thematic exhibitions at a time. The museum emphasizes learning through participation and interaction.

4:00 PM **Artillery Park National Historic Site -Costume Workshop**
Participants dress in period costumes during the Artillery Park: Costume Workshop to learn more about the day-to-day life of a French and English soldier. As well, volunteers will become acquainted with the customs of New France and the tools that were used by the military.

5:00 PM Board your school bus and depart for your next activity.

5:30 PM **Italian Buffet at Pizza Royale**

7:00 PM **Cosmic Bowling at Quillorama Frontenac**
Have a magical night of bowling under the black lights while enjoying music. Includes 2 hours of bowling.

9:30 PM Board your motor coach and return to your accommodations.

Night Security by Securite Sirois - 8 hrs
Night Security will patrol hallways between 10:00pm - 6:00am

Day Four - Wednesday, June 27, 2018

8:00 AM **Beaupre Coast Driving Tour**
Board your motor coach and depart for the Beaupre Coast. En route your Tour Leader conducts a driving tour of the Beaupre Coast. In this rural area of Quebec, you will see the seigneurial system first hand.

8:30 AM **Breakfast at Chez Marie - Menu 1**

9:45 AM **Visit Montmorency Falls**
Stop at one of the most spectacular natural wonders of the Beaupre Coast. Make sure to take a breathtaking picture from the middle of the bridge spanning the top of the falls!

11:30 AM Lunch on your own as a group at St Hubert.

1:00 PM **Village Vacances Valcartier - Water Park**
With over 35 waterslides, this park is one of the largest water parks in Canada. Watersliding at Village Valcartier is one sure way to beat the heat!

5:00 PM **Depart for Sugar Shack**
Board your motor coach and depart for the Sugar Shack.

6:00 PM **French Canadian Dinner at Erabliere du Lac Beauport**
Enjoy a traditional sugar shack meal followed by folk music, dancing and maple taffy served on snow. You will also visit the maple sugar museum and the Trapper camp - an interpretation centre about the wildlife in Quebec.

Evening Walk, Bonfire and Marshmallows
Enjoy an evening walk and bonfire with marshmallows.

8:30 PM Board your motor coach and return to your accommodations.

Night Security by Securite Sirois - 8 hrs
Night Security will patrol hallways between 10:00pm - 6:00am

Day Five - Thursday, June 28, 2018

7:30 AM Meet your 48 passenger local school bus at XXXXX. DURATION: 14 hour charter.

8:00 AM **Breakfast at Cafe Buade - Menu 1**

9:00 AM **Historical fact-finding rally**
Participate in an historical fact-finding rally, conducted by your Tour Leader.

10:30 AM **Military Program - National Battlefield**
Along with General Wolfe and General Montcalm, go over the great strategies of the Siege of Quebec City which occurred in the summer of 1759. This hands on class teaches military strategies along with the opportunity to load and fire a "cannon" in the classroom!

11:30 AM Lunch on your own.

12:30 PM Board your school bus and depart for your next activity.

1:00 PM **Ecole de Cirque de Quebec**
Let's go to the Circus! Learn to fly the trapeze, juggle, jump on the trampoline, and take a general lesson on clowning around. You will find yourself enrolled in a school unlike any other you have ever been in at École de Cirque de Québec.

5:00 PM **Traditional Meal and Huron Games**
The visit includes a guided tour and traditional meal at the Huron Village.



8:00 PM Board your school bus and depart for your next activity.

Night Security by Securite Sirois - 6 hrs
Night Security will patrol hallways between
10:00pm - 4:00am

Day Six - Friday, June 29, 2018

3:30 AM Transfer by Autobus Laval motor coach.

4:40 AM Board your flight home.

9:55 AM **Welcome Home!**
Approximate time of arrival at your school.



Board of Education Meeting (Public)

June 20, 2017



ITEM 5.3 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: 2017-2018 Preliminary Annual Budget Bylaw

Recommendation:

THAT the following resolutions be approved:

THAT the required three (3) readings and adoption of School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018 be carried out in one meeting.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018 be approved as read a first time.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018 be approved as read a second time.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018 be approved as read a third time and finally adopted.

Summary:

The 2017/2018 Annual Budget was developed over the past few months with the final review conducted at the COTW meeting on June 13, 2017. The budget is based on student enrolment projections and current available information. This budget reflects a significant change from the prior year budget, due to the restoration of contract language with the Mission Teachers Union.

The additional teacher costs related to the restored language has been funded by increased special purpose funds. Once the calculations were complete for regular operations, and staffing and administrative changes to support the restored language, a balance of approximately \$800,000 was available for allocation to special projects and initiatives. The COTW recommendation included a draw of approximately \$200,000 from the contingency fund in order to proceed with critical projects with the understanding that these funds will be replaced from any surplus generated from the 2016/2017 school year prior to the funds being considered for other purposes.

Background:

The 2017/2018 Annual Budget Bylaw is based on the enrolment estimate of approximately 75 students more than the 2016/2017 year. The major changes in the 2017/2018 budget compared to the 2016/2017 amended budget include the addition of teaching staff in accordance with restoring class size and composition language, two Halq'emeylem teachers, increased staffing in student services, adjustments to support staff (HR, BSWs, Secretaries, EAs), and wage increases for all employee groups as per the collective agreements or approval from BCPSEA. In addition, \$45,000 of the District Principal Aboriginal Education salary and benefits will be funded from general operations and not targeted funds. Capital purchases of \$734,000 are also funded from operations, providing \$500,000 for new technology, plus equipment, facility improvements, and solar panels at one school.

The following table summarizes the changes from the 2017/2018 annual budget from the 2016/2017 amended budget. The most significant change is the increase of special purpose funding from the Ministry of Education to support additional teachers to address classroom size and composition requirements. The first column in each year is the total operating budget, including special purpose funds. The Capital column is separated, as these are accounting entries and are not from the budget funding decisions, other than the purchasing of new capital assets.



Annual Budget for Fiscal Year 2017/18

June 14, 2017

	2017 / 2018 Preliminary			2016 / 2017 Amended			Operating / Special Change	
	Operating / Special	Capital	Total	Operating / Special	Capital	Total	\$	%
OPERATING REVENUE								
Grants								
Ministry of Education - Operating	57,057,905		57,057,905	55,266,975		55,266,975	1,790,930	3.24%
Other Ministry of Education	7,290,582		7,290,582	3,326,510		3,326,510	3,964,072	119.17%
Provincial - Other	295,625		295,625	300,925		300,925	(5,300)	-1.76%
Total Grants	64,644,112	-	64,644,112	58,894,410	-	58,894,410	5,749,702	9.76%
Tuition	2,164,500		2,164,500	2,060,500		2,060,500	104,000	5.05%
Other Revenue	2,072,177		2,072,177	2,072,177		2,072,177	-	0.00%
Rentals & Leases	190,000		190,000	215,000		215,000	(25,000)	-11.63%
Investment Income	110,000		110,000	110,000		110,000	-	0.00%
TOTAL OPERATING REVENUE	69,180,789	-	69,180,789	63,352,087	-	63,352,087	5,828,702	9.20%
Amortization of Deferred Capital	-	2,809,873	2,809,873	-	2,739,587	2,739,587		
STATEMENT 2 REVENUE	69,180,789	2,809,873	71,990,662	63,352,087	2,739,587	66,091,674	5,828,702	9.20%
OPERATING EXPENSE								
Salaries								
Teachers	28,623,724		28,623,724	24,534,700		24,534,700	4,089,024	16.67%
Principals and Vice-Principals	3,527,472		3,527,472	3,415,183		3,415,183	112,289	3.29%
Education Assistants	6,033,800		6,033,800	5,740,200		5,740,200	293,600	5.11%
Support Staff	6,510,260		6,510,260	6,099,939		6,099,939	410,321	6.73%
Other Professionals	1,927,445		1,927,445	1,659,010		1,659,010	268,435	16.18%
Substitutes	2,034,750		2,034,750	1,996,300		1,996,300	38,450	1.93%
Total Salaries	48,657,451	-	48,657,451	43,445,332	-	43,445,332	5,212,119	12.00%
Employee Benefits	11,944,255		11,944,255	10,982,720		10,982,720	961,535	8.75%
Total Salaries and Benefits	60,601,706	-	60,601,706	54,428,052	-	54,428,052	6,173,654	11.34%
Services and Supplies								
Services	4,000,734		4,000,734	4,037,720		4,037,720	(36,986)	-0.92%
Student Transportation	22,500		22,500	22,500		22,500	-	0.00%
Professional Development and Travel	429,400		429,400	402,100		402,100	27,300	6.79%
Rentals & Leases	1,000		1,000	1,000		1,000	-	0.00%
Dues & Fees	85,100		85,100	89,800		89,800	(4,700)	-5.23%
Insurance	200,000		200,000	184,000		184,000	16,000	8.70%
Supplies	2,127,004		2,127,004	2,069,158		2,069,158	57,846	2.80%
Utilities	1,179,589		1,179,589	1,188,732		1,188,732	(9,143)	-0.77%
Amortization	-	3,821,781	3,821,781	-	3,689,096	3,689,096		
Total Services and Supplies	8,045,327	3,821,781	11,867,108	7,995,010	3,689,096	11,684,106	50,317	0.63%
TOTAL OPERATING EXPENSE	68,647,033	3,821,781	72,468,814	62,423,062	3,689,096	66,112,158	6,223,971	9.97%
Net Operating Surplus (Deficit)	533,756	(1,011,908)	(478,152)	929,025	(949,509)	(20,484)	(395,269)	
Use of Surplus / Contingency Funds	200,244		200,244	574,822		574,822	(374,578)	
Capital Assets Purchased	(734,000)	734,000	-	(1,503,847)	1,503,847	-	-	
Projected Operating Surplus/(Deficit)	-	(277,908)	(277,908)	-	554,338	554,338	(769,847)	
	Budgeted	Accounting	Bylaw	Budgeted	Accounting	Bylaw		

In accordance with the requirements of the School Act, before it is passed, a Bylaw of the Board of Education ("Board") must be given three (3) distinct readings. The Board may not give a Bylaw more than two (2) 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. The 2017/2018 Annual Budget must be approved prior to June 30, 2017.

A Bylaw may be provided in written or printed copy and be in the possession of each Trustee and be available to each member of the public in attendance at the meeting at which the Bylaw is to be read. The Bylaw must consist of a description of the Bylaw by (a) its title, and (b) a summary of its contents. If copies are not available to Trustees and the public, then the Bylaw must be read out in full at each reading of the Bylaw.

Options:

1. The budget could be approved as presented. If amendments are required the amendments could be deferred to the Amended Budget, which must be approved by February 28, 2018.
2. Additional amendments could be made. Depending on what was amended, the bylaw would need to be referred to staff to make the amendments, and the Annual Budget Bylaw would need to be returned to the Board for approval at a special meeting. The bylaws must be approved before June 30, 2017.

Analysis and Impact:

The Committee of the Whole meetings reviewed the budget information over the past few weeks, and the proposed budget bylaw on June 13, 2017. The approval of the budget enables staff to conclude planning processes for the 2017/2018 school year.

The operating and special purpose revenue increased in the 2017/2018 annual budget by 9.2% over the 2016/2017 amended budget. This increase is primarily for the classroom enhancement fund to hire teaching staff. With the need for thirty more classrooms in the next school year, tenant occupiers of school district space have needed to vacate, reducing revenue in the next year of approximately \$25,000. The revenue projections include increases to tuition for both Riverside and the international program.

General operating and special purpose operating costs increased by 9.97%. This has reduced the amount of funding from \$929,000 in 2016/2017 that is available for capital or special projects to \$533,756

Strategic Priority:

The Budget Bylaw assists in meeting the Boards objectives regarding economic sustainability in that the budget is balanced. It also allocates resources for technology and student learning, as per the plan.

Policy, Regulation, Legislation:

The Province regulates the preparation of the Budget Bylaw. As such, the Budget Bylaw is presented in the format required by the Ministry.

Public Participation:

The recommendations for the Annual Budget were reviewed at the Committee of the Whole with staff and the partner organizations. In addition, the Superintendent met with Students to determine their objectives for student learning, which was presented at the June 6 COTW meeting. A summary of the feedback from students is attached.

Implementation

1. Provide a copy of the Bylaw to the Ministry
2. Update budget information in the general ledger
3. Review the approved budget with managers and principals and implement

Attachments:

- A. School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018
- B. Student Feedback

Annual Budget

School District No. 75 (Mission)

June 30, 2018

School District No. 75 (Mission)

June 30, 2018

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$74,202,814 for the 2017/2018 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE 20th DAY OF JUNE, 2017;

READ A SECOND TIME THE 20th DAY OF JUNE, 2017;

READ A THIRD TIME, PASSED AND ADOPTED THE 20th DAY OF JUNE, 2017;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Annual Budget Bylaw 2017/2018, adopted by the Board the _____ DAY OF _____, 2017.

Secretary Treasurer

School District No. 75 (Mission)

Statement 2

Annual Budget - Revenue and Expense
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,128,000	6,037,375
Adult	7,000	14,625
Total Ministry Operating Grant Funded FTE's	6,135,000	6,052,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education	64,348,487	58,593,485
Other	295,625	300,925
Tuition	2,164,500	2,060,500
Other Revenue	2,072,177	2,072,177
Rentals and Leases	190,000	215,000
Investment Income	110,000	110,000
Amortization of Deferred Capital Revenue	2,809,873	2,739,587
Total Revenue	71,990,662	66,091,674
Expenses		
Instruction	57,902,223	52,017,021
District Administration	2,612,848	2,461,011
Operations and Maintenance	10,918,649	10,592,412
Transportation and Housing	1,035,094	1,041,714
Total Expense	72,468,814	66,112,158
Net Revenue (Expense)	(478,152)	(20,484)
Budgeted Allocation (Retirement) of Surplus (Deficit)	200,244	574,822
Budgeted Surplus (Deficit), for the year	(277,908)	554,338
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(277,908)	554,338
Budgeted Surplus (Deficit), for the year	(277,908)	554,338

School District No. 75 (Mission)

Annual Budget - Revenue and Expense

Year Ended June 30, 2018

	2018	2017 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	60,715,221	58,453,722
Operating - Tangible Capital Assets Purchased	734,000	1,503,847
Special Purpose Funds - Total Expense	7,931,812	3,969,340
Capital Fund - Total Expense	3,821,781	3,689,096
Capital Fund - Tangible Capital Assets Purchased from Local Capital	1,000,000	
Total Budget Bylaw Amount	74,202,814	67,616,005

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 75 (Mission)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2018

	2018	2017 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(478,152)</u>	<u>(20,484)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(734,000)	(1,503,847)
From Local Capital	(1,000,000)	
From Deferred Capital Revenue	(3,444,238)	(2,445,326)
Total Acquisition of Tangible Capital Assets	<u>(5,178,238)</u>	<u>(3,949,173)</u>
Amortization of Tangible Capital Assets	3,821,781	3,689,096
Total Effect of change in Tangible Capital Assets	<u>(1,356,457)</u>	<u>(260,077)</u>
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	126,052
	<u>-</u>	<u>(73,948)</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(1,834,609)</u></u>	<u><u>(354,509)</u></u>

School District No. 75 (Mission)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	58,158,956	56,366,426
Other	245,625	250,925
Tuition	2,164,500	2,060,500
Other Revenue	379,896	379,896
Rentals and Leases	190,000	215,000
Investment Income	110,000	110,000
Total Revenue	<u>61,248,977</u>	<u>59,382,747</u>
Expenses		
Instruction	50,256,275	48,354,785
District Administration	2,576,496	2,424,659
Operations and Maintenance	6,847,356	6,632,564
Transportation and Housing	1,035,094	1,041,714
Total Expense	<u>60,715,221</u>	<u>58,453,722</u>
Net Revenue (Expense)	<u>533,756</u>	<u>929,025</u>
Budgeted Prior Year Surplus Appropriation	<u>200,244</u>	<u>574,822</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(734,000)	(1,503,847)
Total Net Transfers	<u>(734,000)</u>	<u>(1,503,847)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 75 (Mission)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	57,057,905	55,266,975
INAC/LEA Recovery	(156,896)	(156,896)
Other Ministry of Education Grants		
Pay Equity	725,901	725,901
Transportation Supplement	188,900	188,900
Carbon Tax Grant	50,000	50,000
Return of Administrative Savings	280,146	280,146
FSA	13,000	11,400
Total Provincial Grants - Ministry of Education	58,158,956	56,366,426
Provincial Grants - Other	245,625	250,925
Tuition		
Continuing Education	289,500	230,500
International and Out of Province Students	1,875,000	1,830,000
Total Tuition	2,164,500	2,060,500
Other Revenues		
LEA/Direct Funding from First Nations	156,896	156,896
Miscellaneous		
Pay for Service - Riverside	35,000	35,000
District of Mission - Clarke Theatre	110,000	110,000
Other	78,000	78,000
Total Other Revenue	379,896	379,896
Rentals and Leases	190,000	215,000
Investment Income	110,000	110,000
Total Operating Revenue	61,248,977	59,382,747

School District No. 75 (Mission)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$
Salaries		
Teachers	24,733,498	23,805,500
Principals and Vice Principals	3,486,671	3,377,983
Educational Assistants	5,622,100	5,232,000
Support Staff	6,357,620	6,039,020
Other Professionals	1,927,445	1,659,010
Substitutes	2,034,750	1,996,300
Total Salaries	44,162,084	42,109,813
Employee Benefits	10,867,450	10,635,851
Total Salaries and Benefits	55,029,534	52,745,664
Services and Supplies		
Services	1,641,093	1,750,768
Student Transportation	22,500	22,500
Professional Development and Travel	429,400	402,100
Rentals and Leases	1,000	1,000
Dues and Fees	85,100	89,800
Insurance	200,000	184,000
Supplies	2,127,004	2,069,158
Utilities	1,179,590	1,188,732
Total Services and Supplies	5,685,687	5,708,058
Total Operating Expense	60,715,221	58,453,722

School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	20,266,298	518,024	47,300	393,100		1,652,400	22,877,122
1.03 Career Programs	448,100	119,277	28,900	322,500		4,400	923,177
1.07 Library Services	918,300						918,300
1.08 Counselling	888,000						888,000
1.10 Special Education	1,957,400	12,000	4,576,400	410,620	124,800	183,400	7,264,620
1.30 English Language Learning	173,500		302,800				476,300
1.31 Aboriginal Education	81,900	106,832	636,500	32,700		20,656	878,588
1.41 School Administration		2,575,361		1,025,800	118,800	72,400	3,792,361
1.62 International and Out of Province Students			30,200	90,800	130,600		251,600
1.64 Other				14,000	137,700		151,700
Total Function 1	24,733,498	3,331,494	5,622,100	2,289,520	511,900	1,933,256	38,421,768
4 District Administration							
4.11 Educational Administration		119,277		87,800	354,700		561,777
4.40 School District Governance					86,213		86,213
4.41 Business Administration		35,900		287,800	703,966	5,000	1,032,666
Total Function 4	-	155,177	-	375,600	1,144,879	5,000	1,680,656
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				46,500	196,466	3,000	245,966
5.50 Maintenance Operations				2,857,800		75,200	2,933,000
5.52 Maintenance of Grounds				225,500			225,500
5.56 Utilities							-
Total Function 5	-	-	-	3,129,800	196,466	78,200	3,404,466
7 Transportation and Housing							
7.41 Transportation and Housing Administration				29,500	74,200		103,700
7.70 Student Transportation				533,200		18,294	551,494
Total Function 7	-	-	-	562,700	74,200	18,294	655,194
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	24,733,498	3,486,671	5,622,100	6,357,620	1,927,445	2,034,750	44,162,084

School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,877,122	5,484,580	28,361,702	1,117,570	29,479,272	27,627,803
1.03 Career Programs	923,177	180,650	1,103,827	178,570	1,282,397	1,123,900
1.07 Library Services	918,300	222,250	1,140,550	40,000	1,180,550	1,214,400
1.08 Counselling	888,000	214,900	1,102,900	5,500	1,108,400	1,158,390
1.10 Special Education	7,264,620	1,879,340	9,143,960	145,400	9,289,360	9,630,669
1.30 English Language Learning	476,300	121,590	597,890	18,000	615,890	512,350
1.31 Aboriginal Education	878,588	219,860	1,098,448	288,632	1,387,080	1,305,752
1.41 School Administration	3,792,361	946,520	4,738,881	227,300	4,966,181	4,880,781
1.62 International and Out of Province Students	251,600	61,190	312,790	435,125	747,915	712,900
1.64 Other	151,700	22,330	174,030	25,200	199,230	187,840
Total Function 1	38,421,768	9,353,210	47,774,978	2,481,297	50,256,275	48,354,785
4 District Administration						
4.11 Educational Administration	561,777	144,160	705,937	148,500	854,437	810,570
4.40 School District Governance	86,213	27,600	113,813	60,500	174,313	167,404
4.41 Business Administration	1,032,666	248,280	1,280,946	266,800	1,547,746	1,446,685
Total Function 4	1,680,656	420,040	2,100,696	475,800	2,576,496	2,424,659
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	245,966	56,410	302,376	125,200	427,576	419,752
5.50 Maintenance Operations	2,933,000	803,990	3,736,990	1,100,100	4,837,090	4,658,280
5.52 Maintenance of Grounds	225,500	62,100	287,600	115,500	403,100	365,800
5.56 Utilities	-	-	-	1,179,590	1,179,590	1,188,732
Total Function 5	3,404,466	922,500	4,326,966	2,520,390	6,847,356	6,632,564
7 Transportation and Housing						
7.41 Transportation and Housing Administration	103,700	24,500	128,200	6,200	134,400	133,270
7.70 Student Transportation	551,494	147,200	698,694	202,000	900,694	908,444
Total Function 7	655,194	171,700	826,894	208,200	1,035,094	1,041,714
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	44,162,084	10,867,450	55,029,534	5,685,687	60,715,221	58,453,722

School District No. 75 (Mission)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2018

	2018	2017 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	6,189,531	2,227,059
Other	50,000	50,000
Other Revenue	1,692,281	1,692,281
Total Revenue	7,931,812	3,969,340
Expenses		
Instruction	7,645,948	3,662,236
District Administration	36,352	36,352
Operations and Maintenance	249,512	270,752
Total Expense	7,931,812	3,969,340
Budgeted Surplus (Deficit), for the year	-	-

School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Service Delivery Transformation	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			100,000	36,352	587,586				
Add: Restricted Grants									
Provincial Grants - Ministry of Education	249,512	228,253				160,000	29,400	97,953	386,475
Other			50,000		1,600,000				
	249,512	228,253	50,000	-	1,600,000	160,000	29,400	97,953	386,475
Less: Allocated to Revenue	249,512	228,253	80,000	36,352	1,600,000	160,000	29,400	97,953	386,475
Deferred Revenue, end of year	-	-	70,000	-	587,586	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	249,512	228,253		36,352		160,000	29,400	97,953	386,475
Provincial Grants - Other			80,000		1,600,000				
Other Revenue									
	249,512	228,253	80,000	36,352	1,600,000	160,000	29,400	97,953	386,475
Expenses									
Salaries									
Teachers							12,400		
Principals and Vice Principals								40,800	
Educational Assistants		180,700							231,000
Support Staff	56,140					96,500			
	56,140	180,700	-	-	-	96,500	12,400	40,800	231,000
Employee Benefits	18,713	47,553				25,500	3,001	9,180	60,753
Services and Supplies	174,659		80,000	36,352	1,600,000	38,000	13,999	47,973	94,722
	249,512	228,253	80,000	36,352	1,600,000	160,000	29,400	97,953	386,475
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	Coding and Curriculum Implementation	Priority Measures	Classroom Enhancement Fund	BEST	District Literacy	Riverside Electrical	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	35,000	149,069		20,000	12,281	50,000	990,288
Add: Restricted Grants							
Provincial Grants - Ministry of Education			4,817,517				5,969,110
Other							1,650,000
	-	-	4,817,517	-	-	-	7,619,110
Less: Allocated to Revenue	35,000	149,069	4,817,517	-	12,281	50,000	7,931,812
Deferred Revenue, end of year	-	-	-	20,000	-	-	677,586
Revenues							
Provincial Grants - Ministry of Education	35,000	149,069	4,817,517				6,189,531
Provincial Grants - Other						50,000	50,000
Other Revenue					12,281		1,692,281
	35,000	149,069	4,817,517	-	12,281	50,000	7,931,812
Expenses							
Salaries							
Teachers		119,255	3,758,571				3,890,226
Principals and Vice Principals							40,800
Educational Assistants							411,700
Support Staff							152,640
	-	119,255	3,758,571	-	-	-	4,495,366
Employee Benefits		29,814	882,291				1,076,805
Services and Supplies	35,000		176,655		12,281	50,000	2,359,641
	35,000	149,069	4,817,517	-	12,281	50,000	7,931,812
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 75 (Mission)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2018

	2018 Annual Budget			2017 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	2,809,873		2,809,873	2,739,587
Total Revenue	2,809,873	-	2,809,873	2,739,587
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,821,781		3,821,781	3,689,096
Total Expense	3,821,781	-	3,821,781	3,689,096
Net Revenue (Expense)	(1,011,908)	-	(1,011,908)	(949,509)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	734,000		734,000	1,503,847
Total Net Transfers	734,000	-	734,000	1,503,847
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	1,000,000	(1,000,000)	-	
Total Other Adjustments to Fund Balances	1,000,000	(1,000,000)	-	
Budgeted Surplus (Deficit), for the year	722,092	(1,000,000)	(277,908)	554,338

Annual Budget for 2017 /2018 – Student Feedback

	Elementary School	Middle School	Senior Secondary School
Athletics			
	<ul style="list-style-type: none"> • Specialized P.E. Teacher; not your classroom teacher • More sports equipment • More focus on certain sports; variety • Focus on health and nutrition 	<ul style="list-style-type: none"> • Up-dated Weight Room; afterschool hours for students • More sports equipment 	<ul style="list-style-type: none"> • Academies: Basketball, Soccer, Baseball, Track and Field; Swimming • Up-dated Weight Room • More sports equipment
Facilities:			
	<ul style="list-style-type: none"> • Some schools needs better fields 	<ul style="list-style-type: none"> • Students felts both Middle Schools were in fairly good shape 	<ul style="list-style-type: none"> • Better fields; turf field • More washrooms (working locks on washroom doors) • More water bottle fountains • New lockers • More parking
Support:			
	<ul style="list-style-type: none"> • Extra one-on-one support in core academics – English, Socials, Math, and Science (to prepare for Middle School) • Counselor available not classroom teacher, or support staff 	<ul style="list-style-type: none"> • Extra one-on-one support in core academics – English, Socials, Math, and Science (to prepare for Senior Secondary School) • Peer Tutor in key academics afterschool; no fee 	<ul style="list-style-type: none"> • Set times for teacher to be available for support...ex. Wednesday morning Math; Thursday afterschool Science • Peer Tutor in key academics afterschool; no fee • E.A. support in Academics should be know something about the subject...ex. EA in Math should know some Math

Elementary School	Middle School	Senior Secondary School
Academics:		
<ul style="list-style-type: none"> • New (modern) textbooks • Make sure all subjects are covered • Equipment for Science 	<ul style="list-style-type: none"> • New (modern) textbooks • Equipment for Science labs • Students felts Academic Excellence course was not beneficial • More funding for Field Trips 	<ul style="list-style-type: none"> • New (modern) textbooks • Science labs needs to be up-dated to include better equipment; more labs in Science • Class Wish list: <ul style="list-style-type: none"> ○ Horticultural ○ Equestrian ○ Philosophy ○ Cooking and Nutrition (not foods - healthy cooking) ○ Sounds Boards ○ Software ○ Astronomy • Planning 10 – needs to be up-dated to include such things as how to do income tax, university scholarship etc. • More funding for Field Trips
Technology:		
<ul style="list-style-type: none"> • Each school should have a Computer of Wheels 	<ul style="list-style-type: none"> • Student felt both Middle Schools were fairly up-to-date; other then perhaps more computers 	<ul style="list-style-type: none"> • Internet that works • More computer labs • More computers; more tablets • More specialized class • Computer classes have to be better. Ex. “Art and Animation” is the same class both years; no progression. Most computer classes are the same. Need more specialized teachers; more variety.

Board of Education Meeting (Public)

June 20, 2017



ITEM 5.4 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: 2017-2018 Board Meeting Schedule

Recommendation

THAT the 2017–2018 Committee / Board Meeting Schedule be approved as presented.

Background/Rationale

Committee of the Whole meetings are typically held on the first Tuesday of each month.
Closed and Public Board Meetings are typically held on the third Tuesday of each month.
Some dates have been adjusted to reflect scheduled and approved school/statutory holidays.

Committee of the Whole Meetings – Open to the Public

September 12, 2017
October 3
November 7
December 5
January 16, 2018
February 6
March 6
April 10
May 1
June 5

Board of Education (Closed and Public) Meetings

September 19, 2017	Hillside Traditional Academy
October 17	Fraserview Learning Centre
November 21	Cherry Hill Elementary
December 19	Dewdney Elementary
January 23, 2018	Edwin S. Richards Elementary
February 20	West Heights Community School
March 13	Windebank Elementary
April 17	Albert McMahon Elementary
May 15	Deroche Elementary
June 19	Riverside College

Board of Education Meeting (Public)

June 20, 2017



ITEM 5.5 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: 2017-2018 School Growth Plans

Recommendation

THAT the 2017–2018 School Growth Plans be approved as presented.

Background/Rationale

Under Section 8.3 (1) of the *School Act*, “*In each school year, a board must approve a school plan for every school in the school district.*”

In order to save on printing multiple copies of large documents for the meeting, the School Growth Plans have been made into one binder that will be accessible to view at any time.

The binder was presented at the Committee of the Whole meeting on June 13, 2017. At that time, Trustees had the opportunity to review each plan in detail.

The binder with all growth plans will be available for public review at the public Board meeting. Additionally, an electronic copy is available on the Mission Public Schools website: www.mpsd.ca

Attachments:

A. School Growth Plans

Board of Education Meeting (Public)

June 20, 2017



ITEM 5.6 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: 2017-2018 Fee Schedule

Recommendation:

THAT the 2017-2018 Fee Schedule be approved as presented.

Background:

The Board of Education reviews and approves this schedule annually.

Public Consultation:

At the end of each school year, this annual fee schedule is presented to the public prior to implementation for the following school year.

Implementation:

Each School will be provided with a copy of the updated schedule on a timely basis.

Attachments:

- A. 2017-2018 Fee Schedule

2017-2018 Fee Schedule

	HMS	HPMS	MSS
Athletic Contract (members of athletic teams only)			
Grade 7	\$35	\$35	
Grade 8	\$75	\$75	
Grade 9	\$125	\$125	
Grades 10-12	\$125	\$125	\$125
Band Rental (outside agency)	-	-	-
Cafeteria Uniform Purchase	-	-	\$30
Coaching (optional)			
Level 1 manuals and certification	-	\$50	-
Football Fee	Grade 8 \$300	Grade 8 \$300	Sr. Varsity \$300 Jr. Varsity \$300
Grad Fee (Grade 12's only attending Commencement Ceremony)	-	-	\$60
Hockey Academy Fee (Monthly)	\$60	-	-
Package (Optional)			
Roadrunner Pkg. (APP/Planner, locker, ID) non-refundable	\$25	\$25	\$25
Textbook Deposit (refundable at withdrawal upon return of textbooks)	\$100	\$100	\$100
Food Safe Certificates (Grade 10, 11 and 12 optional)			\$25
Yearbook (optional)	\$50	\$50	\$50
Lacrosse Academy Fee			\$525

ITEM 5.7 Action

TO: Board of Education
FROM: Secretary Treasurer
SUBJECT: 2018-2019 Five Year Capital Plan

Recommendation:

THAT the 2018-2019 Five Year Capital Plan dated June 2017 be approved and submitted to the Ministry of Education.

Executive Summary:

The Ministry of Education directed School Districts to develop five year capital plans. The capital plans should eventually be based on a Long Range Facilities Plan (LRFP). This Mission Public School District's LRFP is currently being developed, and is expected to be finalized shortly. Once the draft plan is prepared, it must be sent to the Province for approval, prior to Board approval.

The 2018-2019 five year capital plan is to be submitted to the Province by June 30, 2016. The plan is put together considering the draft LRFP.

Background:

Mission Public School District is required to submit a five-year capital plan to the Minister of Education. The School Act requires the School District to prepare a capital plan that sets out proposed sites and facilities and the renovation of existing facilities, other than plans for local capital projects or the annual facility projects. The capital plan must include the amount of financial resources needed for the projects.

All capital funding programs (with the exception of the Annual Facility Grant (AFG)) are to be included in the submission. These programs are:

- SMP - Seismic Mitigation Program
- EXP - New Schools, Additions, Site Acquisition
- REP - School Replacement
- BEP - Building Envelope
- SEP - School Enhancement Program
- CNCP - Carbon Neutral Capital Program
- BUS - Bus Replacement & Inventory

A new Project Request Fact Sheet (PRFS) must be submitted if projects are for seismic upgrades, additions to schools, replacement schools or new schools within the first three years of the five year capital plan submission.

Only building envelope projects currently on the Ministry list can be submitted under the BEPs program; Albert McMahon and Dewdney are on this list. Other building envelope projects would be submitted under the School Enhancement Program.

Options:

The 2017/2018 Five Year Capital Plan must be submitted to the Ministry before June 30th, 2017. The plan is based on the draft LRFP that is currently being developed.

Analysis and Impact:

This report provides details on projects to submit to the Province to fund capital for the school district. At this point it provides basic information on what projects could be considered acceptable by the Province. Failure to submit the plan to the Province by June 30th 2017 may compromise the District's ability to access capital funds to improve existing facilities.

Strategic Priority:

MPSD Strategic Priorities identifies the need to be economically sustainable, including developing short and long-term plans for the optimal use of School District assets and resources. The LRFP assists with establishing priorities for the optimal use of assets. The Capital Plan helps achieve the goals of the LRFP.

Policy, Regulation, Legislation:

The Province is regulating the form and manner to prepare and submit requests for funding for capital improvements for school district facilities. This report provides the information in a format that is summarized for board use and is not in the format that the Province requires.

Public Consultation:

Section 142 (2) of the *School Act* requires the School District to review and consider any community plans prepared that include any part of the School District and to consult with those local governments that prepared those community plans. School District staff met with the District of Mission in 2016 to review development activity within the District of Mission to consider the potential impact of this development on school enrolment.

Information from the District of Mission indicates that significant development is occurring in the Hatzic and Albert McMahon catchment areas. These schools exceed 100% utilization, and as such, realigning the catchment areas, expanding these schools, or building a new school in the central area is expected to be needed in the near future.

Staff also met with the Fraser Valley Regional District regarding the growth plans around the rural schools. Both rural schools have significant capacity for growth at this time.

Once the LRFP draft is complete, it will be brought to a committee of the whole meeting for consultation with stakeholder groups.

The draft plan was reviewed at the May 30, 2017 Committee of the Whole meeting.

Implementation:

The plan will be input into the Province's system set up to capture and collate the capital plan requests of school districts.

The Ministry will provide a written response to the five year capital plan submission once the assessment of all submissions is complete and the funding for fiscal year 2018/19 is announced. Once the Province has reviewed the plans, and advised, the District will prepare any necessary bylaws for approved capital projects, and initiate the projects if possible for construction in July / August 2018.

Attachment:

- A. Mission Public School District No. 75 - 2018 / 2019 to 2022 / 2023 Five Year Capital Plan

Appendix "A"
Mission Public School District #75
Five Year Capital Plan 2018/2019 - 2022/2023
May 25, 2017

			2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
SMP - SEISMIC MITIGATION							
1	Mission Secondary - shop wing only. Risk = High 3					tbd	
NEW SCHOOL, ADDITIONS, & SITE ACQUISITION (EXP)							
1	McMahon Addition					tbd	
2	Mission Secondary Addition						tbd
SCHOOL REPLACEMENT (REP)							
1	Hatzic Elementary						tbd
BUILDING ENVELOPE PROGRAM (BEP)							
1	McMahon Elementary	<i>(Information provided by Ministry)</i>				\$1,900,000	
2	Dewdney Elementary	<i>(Information provided by Ministry)</i>					\$600,000
SCHOOL ENHANCEMENT PROGRAM (SEP)							
1	Silverdale Elem	East wall building envelope and roof above	\$490,000				
2	Mission Sec	Replace 20T CU-2 condensing unit including plenum modifications over admin and 15T CU-3 condensing unit over library	\$290,000				
3	Heritage Park Middle	Replace condensing units main clrms/ admin (A wing)		\$205,000			
4	Hatzic Middle	Replace roof section H (2B)		\$425,000			
5	West Heights Elem	Replace old furnaces with unit ventilators			\$260,000		
6	Edwin S. Richards Elem	Replace roof sections A (7), I (6), S (9) and T (6A)			\$340,000		
7	Hatzic Middle	Replace roof sections K (3) and Z (1)			\$570,000		
8	Hatzic Middle	Replace roof section B (2A)				\$245,000	
9	Mission Sec	Replace 70T condensing unit B wing				tbd	
CARBON NEUTRAL CAPITAL PROGRAM (CNCP)							
1	Dewdney Elem	Replace boiler and DHW	\$345,000				
2	West Heights Elementary	Upgrade exterior wall and parking lights to LED	\$13,000				
3	Hatzic Middle	Upgrade exterior wall and parking lights to LED	\$42,000				
BUS REPLACEMENT PROGRAM (BUS)							
1	Bus Replacement	No busses qualify for replacement at this time	Costs are assigned by the Ministry as per the provincial contract				

Board of Education Meeting

May 23, 2017 6:30 pm

Ecole Mission Secondary – Library, 32939 7th Avenue, Mission, BC

Members Present:

Chair Rick McKamey
Trustee Randy Cairns
Trustee Shelley Carter
Trustee Tracy Loffler
Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen (part)
Executive Assistant Tracy Orobko (Recorder)

1. Call to Order

The meeting was called to order at 6:32 pm by the Acting Chairperson. The Chair acknowledged the meeting was being held Sto:lo Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel First Nation, Sq'èwlets First Nation, Kwantlen First Nation, and Matsqui First Nation.

2. Adoption of Agenda

**MOVED and Seconded that the Agenda be approved as presented.
CARRIED**

3. Delegations/Presentations

Board chair read a statement thanking both the District of Mission and School District staff for their collaboration in working together on the Joint Use Agreement.

Mayor Hawes and the Board Chair signed the Agreement jointly with members of Council present.

4. Unfinished Business

4.1 Board of Education Responsibilities Policy

**MOVED and Seconded that the Board of Education Responsibilities policy be approved.
CARRIED**

4.2 Trustee Code of Ethical Conduct Policy

**MOVED and Seconded that the *Trustee Code of Ethical Conduct* policy be approved.
CARRIED**

5. Staff Reports

5.1 Student Transportation

MOVED and Seconded that the Transportation Policy be amended as follows:

That the walk limits for elementary schools be reduced to 3.2 kms;

That the walk limits for middle schools be reduced to 4.0 kms;

That Courtesy riders be levied a fee of \$400 per student to a maximum of \$600 per family.

THAT Staff be directed to develop a procedure to ensure that all students register in order to ride the bus. The process should include a warning that students not registered for bus service as

directed will not be transported, and that after two such warnings, students will not be picked up and transported to school until registered.

That Staff be directed to develop a process to provide complementary service for students within the walk limits that are at risk or vulnerable or that do not have a safe walk route to school.

CARRIED

5.2 2017/18 Annual Facility Grant Expenditure Plan

THAT the draft Annual Facility Grant Expenditure Plan for 2017/18 be approved and forwarded to the Ministry of Education's Planning Officer.

CARRIED

5.3 Reporting out from the Closed Meeting

The Superintendent reported on the May 23rd Closed Board meeting: Personnel Matters were discussed.

6. New Business

7. Minutes of Previous Meeting

MOVED and Seconded that the Board of Education meeting minutes of April 25, 2017, be approved as presented.

CARRIED

8. Information Items

8.1 2017-2018 Preliminary Budget

The next Committee of the Whole meeting addressing budget is Tuesday, May 30, 2017, at 1:00 pm.

The final budget must be approved by the end of June and will be brought with the Bylaw to the next public Board meeting.

8.2 District Parent Advisory Council

N/A

9. Correspondence

April 27, 2017: Ministry of Education – *Education Resource Acquisition Consortium (ERAC)*

April 13, 2017: School District No. 23 (Central Okanagan) – *Approval of Memorandum of Agreement*

April 26, 2017: School District No. 42 (Maple Ridge-Pitt Meadows) – *Child and Mental Health*

10. Committee Minutes/Liaison Reports

Committee of the Whole Meeting minutes: April 18, 2017

Committee of the Whole Meeting minutes: May 9, 2017

Trustees Reported on:

- Lifetime Learning AGM Meeting – Fraserview Learning Centre – Intergeneration Program
- Aboriginal Family School of Dinners at MSS – Over 30 grads were honoured
- Riverside All-Candidates meeting at Riverside College – well attended by students
- DPAC Event at Clarke Theatre – presentation on Self-regulation

- Community Foundation Awards
- Cycling for Diversity Event
- Wetland Conservation
- Regional Reading Link Challenge – Kwantlen Polytechnic
- Elementary District Track Meet at Albert McMahon Elementary
- Siwal Si'wes Council Meeting
- Superintendent Wilson's Leadership Group

11. Announcements

A reminder of upcoming events: Riverside College, Summit Learning Centre, Fraserview Learning Centre, and Mission Secondary Commencements; Cooke and Community Foundation Awards.

Special Committee of the Whole Meeting – June 6, 2017

Stave Falls School Site – Public Meeting

When: June 6, 2017

Time: 6:00 pm

Where: Fraserview Learning Centre

32444 – 7th Avenue

Mission, BC

12. Question Period

Questions asked must be related to items discussed on the Agenda and related to the Agenda. Personnel, land and legal issues will not be discussed.

- CUPE Social – June 14th

Clarification was made regarding the Annual Facility Grant (“AFG”). Response: It is referenced from the *School Act*. It is an administrative policy – Ministry of Education website.

Clarification was made regarding correspondence on the Agenda and how it is added.

Question: Regarding correspondence from SD23 (Okanagan) – would our Board consider writing a letter regarding having representation on the BCPSEA Board? Response: At the BCSTA AGM, the association passed a motion regarding this and having elected Trustees back on the BCPSEA Board. SD75 has representation on BCPSEA (Trustee Carter).

Question: Do letters that go from our Board of Education land on the Agenda? Yes.

Clarification was made regarding (committee) minutes. They have already been approved by the committee and are added to this Agenda simply as information for the public.

Question: How many schools are composting? Response: Approximately seven are doing composting with the aim that next year, the district will have all schools involved. The Superintendent has met with the recycling representatives as well as adopt-a-block. The Director of Facilities is reviewing school needs.

13. Adjournment

**MOVED and seconded that the meeting adjourn at 7:24 pm.
CARRIED**

Minutes



Chairperson

Secretary Treasurer

Board of Education Meeting (Public)

June 20, 2017



ITEM 8.1 Information

TO: Board of Education
FROM: Superintendent of Schools
SUBJECT: Superintendent Report for 2016-2017

The Superintendent has prepared a report to the Board of Education as well as additional attachments which cover international education, curriculum highlights, and provincial data on School District No. 75 (Mission).

Attachments:

- A. Report to the Board of Education
- B. International Education - Year End Report
- C. Curriculum Highlights 2016/2017
- D. Teacher Librarians Collaborative Curriculum
- E. Provincial Data on School District No. 75 (Mission)

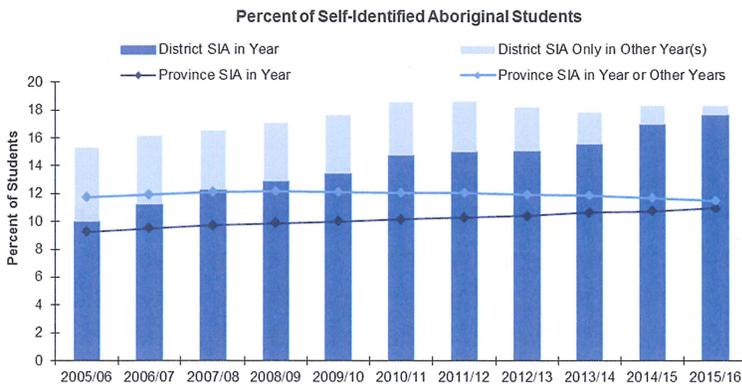
**Report to the Board of Education
June 2017**

Please see attached appendix for information from International & Curriculum Departments, as well as provincial data on SD75 (Mission).

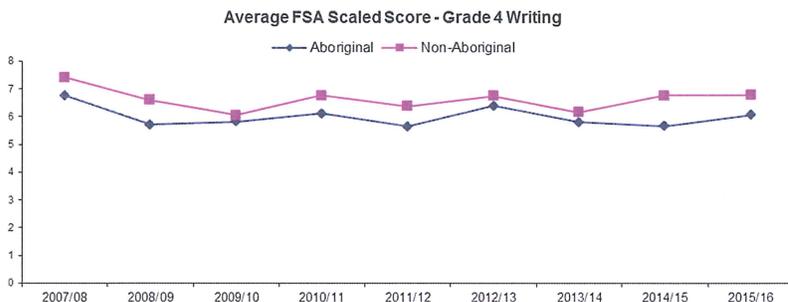
Please find below a report on Mission Public Schools at this time. It has been a privilege to navigate the District through my first year, and I am very pleased with the fantastic work teachers, principals, support workers, and district staff have put in to help ensure that our students have lives filled with choice, dignity, and contentment.

Successes

- MPSD continues to be fiscally solvent. This is becoming more difficult with the restored language placing a demand for both more physical spaces and more staff
- Strategic Plan in place and being implemented
- Technology Refresh underway
- Improved communication with the District of Mission
- Improved articulation between Middle and Secondary Schools
- Restructure of Learning Support with implementation of restored language



- It is encouraging to see an ever increasing number of students comfortable with their identity.



- Student performance on FSAs is near parity; completion rate gap for Aboriginal students has narrowed considerably over the last decade.
- 86% of elementary and 100% of secondary parents that responded to satisfaction surveys reported feeling welcome in our schools.
- Our International Program continues to be a success; we have effectively set a cap on the program at 150FTE in order to a) ensure the quality of the Mission approach (not a mass program) and b) not overwhelm our school infrastructure.

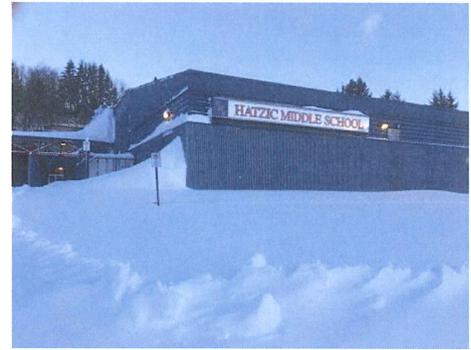
International Enrollment Trends

ENROLLMENT	2017 2018	FTE	2016 2017	FTE	2015 2016	FTE	2014 2015	FTE	2013 2014	FTE
Final (2017-18 Projected)	200	150	195	138	182	125	133	89	126	79
TOP COUNTRIES:										
Chile	8	4	23	9.5	13	5.1	9	3.3	10	
China	55	54.5	41	38.5	45	41.3	27	25	13	12
Germany	20	13.6	20	14	43	24.8	29	15.4	24	
Italy	5	4	10	5.5					1	
Japan	10	9.5	11	10.2	5	5	6	5	5	
Korea	69	50	74	52.4	61	41.3	51	28.1	58	
TOP AGENT/PARTNER:										
Y.E.S. Academy: June 2017	To									
	45	29	42	28	36	22.2	38	25.6	48	31.3

Challenges

- Overall 6 year completion rate was 75%; the aboriginal rate was 65%. The overall eligible grad rate was 89%, and 88% for aboriginal students. While these are not declines, our completion rates are relatively low for the Fraser Valley - lower than Abbotsford or Maple Ridge, on par with Chilliwack, and above Fraser Cascade.
- Significant issues in the gr 9 -10 and gr 10-11 transitions. These rates were not improving in the 15/16 year; the 2015/16 transition to grade 12 was the lowest since 2012. We are working on better communication and planning between the Middle Schools and Mission Secondary as part of the reaction to this; but a major focus is in connecting students with their teachers and counsellors.
- Growth, and the restoration of collective agreement language, has meant that many of our buildings are at or near capacity. Suitable expansions to existing sites or new buildings will be required within the decade unless there is another demographic shift.
- A related issue is, of course, recruitment. We are continuing to work on recruiting and retaining staff. This last year we began using retired teachers, as well as offering a number of continuing TTOC positions. However, the reality is that with the expansion in the teaching force, this will be an ongoing issue for the foreseeable future.

- Another interesting event this year was not of our own making. We certainly muddled through, but it is an area for further discussion with the District of Mission. Mission's readiness for heavy snowfall has an impact on the ability of schools to be open due to safety issues.



Programmes and Plans for the coming year

- The District is expanding vocational opportunities via the Riverside Electrical programme. However, significant alterations are required at the College to ensure this continues next year on site. A broader plan for the layout of the building will need to be considered.
- In academics, support of JUMP Math will be in place for elementary classes. A comprehensive review of reporting practices is underway, and the implementation of the new curriculum at the 10-12 years will be in full swing for 2017/18. There are many 'up in the air' issues with the new curriculum that will unfold and require adaptation as they arise. One area of particular consideration is reporting; the Ministry is watching what Districts are doing with reporting student learning to parents before making any Orders in relation to the future shape and purpose of report cards.
- A new initiative to have Halq'emeylem language and culture at the Middle School level has been undertaken. It is vital that the Board and District support this measure as a way to demonstrate the importance and value of Halq'emeylem to our community, and as a way to help improve indigenous student success.
- A dramatic restructuring of Board policies and district procedures has been underway in the last year, and will likely be near completion this time next year. Our focus on openness and transparency, and modern policy and procedure, will make Mission Public Schools a leader in this area.
- As noted previously, planning to expand our capacity for students is a key reality for the next five years. We will be working on this extensively in the coming year.

Closing Observations

Mission Public Schools is a fantastic organisation with both tremendous staff and even greater potential. A number of significant changes in the last few years hold much promise for the ongoing support and success of our students. The Board and the District are functioning well, and now it is time to move from good to great.

Finally, I want to acknowledge the hard work, commitment, and intelligence of the District team, each has contributed enormously to this direction for the District and our schools.

Angus Wilson
Superintendent of Schools

International Education – Year End Report
Holly Mayo
June 2017

Five Year Overview

International Enrollment Trends

ENROLLMENT	2017 2018	FTE	2016 2017	FTE	2015 2016	FTE	2014 2015	FTE	2013 2014	FTE
Final (2017-18 Projected)	200	150	195	138	182	125	133	89	126	79
TOP COUNTRIES:										
Chile	8	4	23	9.5	13	5.1	9	3.3	10	
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Germany	20	13.6	20	14	43	24.8	29	15.4	24	
Italy	5	4	10	5.5					1	
Japan	10	9.5	11	10.2	5	5	6	5	5	
Korea	69	50	74	52.4	61	41.3	51	28.1	58	
TOP AGENT/PARTNER:										
Y.E.S. Academy: To June 2017	45	29	42	28	36	22.2	38	25.6	48	31.3

Current Enrollments:

- Austria, Chile, China, Germany, Hong Kong, Italy, Japan, Korea, Mexico, Spain, Switzerland, Uruguay, Vietnam

Recruiting Strategy:

Focus on Diversification and Strategic Use of Marketing Budget

- Identified the top markets for BC Schools: China, Korea, Germany, Japan, Mexico, Brazil
- Focused on establishing local presence and frequent face to face with agencies and potential students in target markets; Visited all target markets (except Mexico because of conflicting dates)
- Added new markets: Thailand, Vietnam, Hungary
- Targeted continuing students for Graduation Program to improve Student/FTE ratio
 - 2016-17: 69 Long Term Grad Program students
 - 81 students returning in September 2017

2016-2017 Recruiting:

August – September: China

- Chinese agent visits and staff training
- Partner school support and staff training
 1. Changyi School, Shandong Province
 2. Guangrao School, Shandong Province
 3. Panjin School, Liaoning Province
 4. Kedi School, Beijing

September – October: Korea

- IGE Student Fair
- Korean agent visits and staff training
- Y.E.S. Academy - Fall Road Show and Seminars (Seoul, Busan, Ulsan, Pohang, Daegu, Daejeon)

October - November: Germany and Europe

- ALPHE Agent Fair, Frankfurt
- ICEF Agent Fair, Berlin
- German agent roadshows: Do it! Sprachreisen; EC.SE
- German agent visits and staff training
- Hungary agent visit and staff training

February: Thailand, Japan, Korea

- ALPHE Agent Fair, Bangkok, Thailand
- ICEF Agent Fair, Tokyo, Japan
- ICEF Agent Fair, Seoul, Korea

March: Brazil and Chile

- ALPHE Agent Fair, Sao Paulo, Brazil
- ExpoEstudios Student Fair, Santiago Chile
- Agent visits, staff training, school visits, Chile

April: Korea

- Y.E.S. Academy - Spring Roadshow and Seminars

June: Thailand and Vietnam

- Agent visits and staff training, Thailand
- ICEF Agent Fair, Vietnam

Program Development:

- Expanded international services for students at MSS by increasing number of counselling and ELL blocks
- Added EN 10 for ELL students; EN 11 Adapted for ELL students; 3 levels of ELL for 2017-18
- Provided Pre-Arrival English assessment for secondary ELL students, and continued to provide early assessment at both, the elementary and secondary level to facilitate proper ELL placements based on early assessments.

The International Department would like to extend a warm thank you to all our teachers and administrators and homestay families for the huge part they play in the success of our international program.

Curriculum Highlights 2016/2017

CALM: A self-regulation curriculum developed by the Fraser Valley Child Development Centre. Training was provided to Kindergarten teachers and Strong Start Coordinators on September 9th.

Pulling Together Conference: Mission Public School District assisted with conference coordination for the annual Pulling Together conference. This year's theme was anxiety and self-regulation. We continue to assist in the planning of the 2017/2018 conference, led by the CYC and LAT committees.

Report Card Committee: We established an assessment committee in spring 2017. Teachers and administrators are reviewing report card templates with plans to pilot new report card formats in 2017/2018 school year. The goal of this committee will be to share assessment practices, gather resources and co-develop community goals for assessment tools that support the redesigned curriculum.

Core Competencies:



- **Self-Assessment of Core Competencies:** Mission Public School District has sent a team of educators to two provincial Curriculum and Assessment Network meetings. The most recent meeting focused on the Core Competencies and how to design meaningful assessments that promote student ownership of the Core Competencies as a reflection of their learning.
- **Share-out and resources:** Curriculum facilitators and administrators from each school participated in a learning session this winter. Resources included presentation slides and sample prompts that could be used to design meaningful self-assessment templates.
- We continue to add resources to the [Competencies](#) page to support learning around Self-Assessment of the Core Competencies. Teachers have requested that a **common introduction to the self-assessment** be provided by the district. Please see **your administrator** for the introduction developed with feedback from educators that can be used on **K-9 report cards** to introduce the self-assessment.

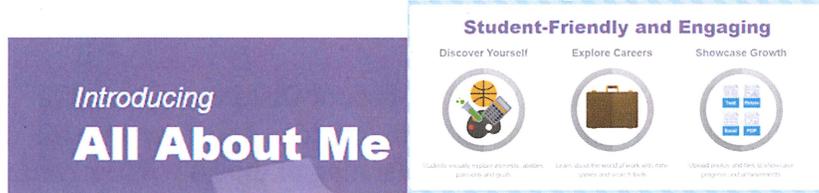
JUMP Math K-6:



District-funded resources for all K-6 teachers and students have been ordered and are on the way! Mark your calendar for **training on September 22nd** for all K-6 teachers.

Career Education K-12 Resource Announcement: Mission Public School District has purchased the following two digital resources for the new K-12 Career Education curriculum. Stay tuned for learning opportunities in the 2017/2018 school year.

All About Me: Career Education Kindergarten-Grade 6



myBlueprint: Career Education Grade 7-12



Early Literacy:

- Mission Public School District sent a team of six schools to the January 2017 Joyful Literacy conference in Victoria. Teachers and administrators attended a pre-Summit meeting on Monday, January 9th. Every teacher was given a copy of Joyful Literacy Interventions Part One and Part Two as a resource. A shared learning session took place in April and we received positive feedback from educators who attended the conference.

Below are some of the responses from educators trying out the strategies and expressing their needs moving forward:

IT WOULD BE WONDERFUL IF THERE WERE TWO ADULTS IN EVERY KINDERGARTEN CLASSROOM FOR EARLY LITERACY.

THE LONG TERM BENEFITS INCLUDE A REDUCTION IN THE PRISON POPULATION.

The conference helped me to see that it's not so complicated.

Kids don't realize that the day is done.

GUIDED READING RESOURCES NEED TO BE AVAILABLE IN EACH SCHOOL. WE NEED A WAY TO ENSURE EQUAL ACCESS AND THE ELIMINATION OF 'HAVE' AND 'HAVE NOT' CLASSROOMS.

People and relationships are key. We are on the right track. We just need some consistent standards and language and then we can plan how to get there.

~~WE WANT A COMMON, DISTRICT-WIDE EXPECTATION THIS JUNE SO THAT WE CAN START WORKING TOWARDS THIS GOAL FROM THE FIRST DAY OF SCHOOL IN SEPTEMBER.~~

- K-3 Early Literacy Meetings: We are continuing the conversation about establishing common goals for reading expectations to support early literacy in our school district.
- K-3 educators met at our Early Literacy meeting at the School Board Office on Tuesday, May 16th, 2:45-4:15. This was an opportunity to participate in the decision-making process to establish common, district-wide standards for reading levels K-Grade 3 which will be implemented September 2017. We reviewed sample resources, past standards/expectations or any other resources that might be useful to the conversation. We are meeting again on Monday, May 29th to discuss resources. A representative from Nelson Education will present the newest edition of the PM Benchmark Reading Assessment kit.
- Literacy Professional Development Opportunity:



Congratulations to the MPSD educators who applied to attend the **Joyful Writing Summit June 2-3** in Vancouver. Applications were due on May 5th to participate in this professional development opportunity.

Teacher Librarians:

Teacher librarians in MPSD now have curriculum support time as part of their role in each school. They have been sharing resources at staff meetings and on the October 24th curriculum day. These included: ERAC resources, Siwal Si'wes Digital Library, SD 75 Elementary Virtual Learning Commons and Curriculum Connections. They are also collaborating with classroom teachers to implement the redesigned curriculum.

The following schools have recently created Virtual Learning Commons of their own! **Congratulations to the teacher librarians** for their creative efforts and perseverance! Visit the digital libraries at:

École Christine Morrison

- Twitter: @CMorrisonTL
 - Website: C. Morrison Library Links
- ### Hillside Traditional Academy
- Blog: Library Looking
- ### Silverdale
- Twitter: @SilverdaleLib
 - Website: Silverdale Elementary Library

Professional Learning Session:

Teacher Librarians had the opportunity to learn from Stefan Stipp, Prime Minister's Award-winning teacher & consultant for The Critical Thinking Consortium, at a professional learning session in December. Talk to your teacher librarian about the TC2 resources available through our district partnership and how they connect with the **curricular and core competencies**.



Stefan Stipp
Surrey, BC

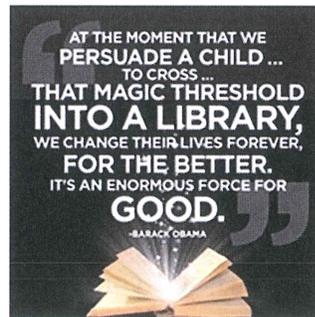
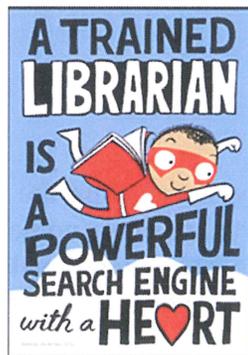
Stefan teaches at an inner-city school in Surrey, BC, using the TC² model to help students become thoughtful, active citizens. Currently he's pioneering a global perspectives program which uses an inquiry-based approach to integrate psychology, history, film studies and social justice courses. Stefan has taught and mentored students as a faculty associate with Simon Fraser University. He received the Prime Minister's Award for Teaching Excellence. Stefan's work with TC² includes authoring and contributing to various publications. He facilitates workshops on promoting self-regulated learning, student engagement, critical thinking and historical thinking. Stefan's work is grounded in his day to day experience with students in the classroom.

New In your School Library: Siwal Si'wes Digital Library [Catalogue](#) is now accessible from all locations and devices!

Teacher Librarians Celebrating Success: Please see the attached PowerPoint presentation. This reflects a compilation of professional development opportunities and use of curriculum collaboration time in 2016/2017.



Teacher Librarians Collaborative Curriculum Partners



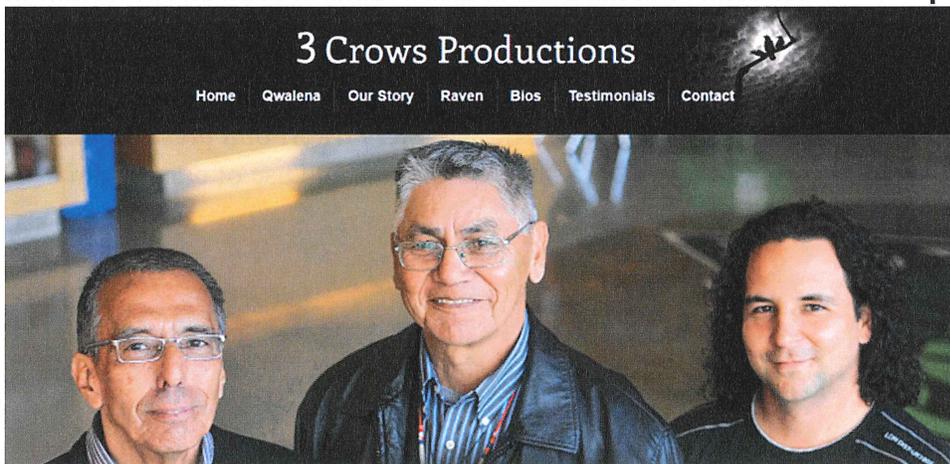
Celebrating Success 2016/2017

MPSD Professional Development 2017: As a result of teacher feedback we organized some great professional development opportunities for Mission educators, beginning in the January 2017. Based on roundtable discussions, plans for further sessions were developed. These include:

- The re-designed curriculum and assessment
- Infusing indigenous perspectives in the classroom
- Inclusion and meeting the needs of all learners
- Core Competencies
- Early Literacy Programs
- Jump Math
- Coding
- Common Assessments
- Reporting

Professional Learning Series – January/February 2017:

1. Three Crows Productions: Residential School Professional Development



Thursday, **19 January 2017**, 3:30 – 6:00
Edwin S. Richards School, 33419 Cherry Avenue, Mission, BC

“With recent and growing recognition of the history surrounding the Indian residential school system in Canada, three unique First Nations storytellers have come together to raise public awareness of the residential school experience and the intergenerational impact these experiences have had on the personal lives and communities of Aboriginal people today.” Source: [Three Crows Productions](#)

2. Naryn Searcy: Assessment Professional Development



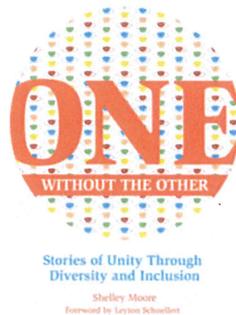
Tuesday, **31 January 2017**, 3:30 – 6:00

Clarke Foundation Theatre, 33700 Prentis Ave, Mission, BC

Naryn Searcy teaches English First Peoples 10 & 12 and is a district helping teacher in Aboriginal Education, Okanagan-Skaha. This professional learning opportunity is designed for K-12 teachers interested in learning more about formative assessment approaches that can be used effectively with the revised BC curriculum.

Read "*Transformative Shift: Naryn Searcy reflects on the power of Aboriginal content and pedagogy*" in Learn Magazine's Winter 2016 issue.

3. Shelley Moore: Inclusion and BC's Renewed Curriculum



Tuesday, **7 February 2017**, 3:30 – 6:00

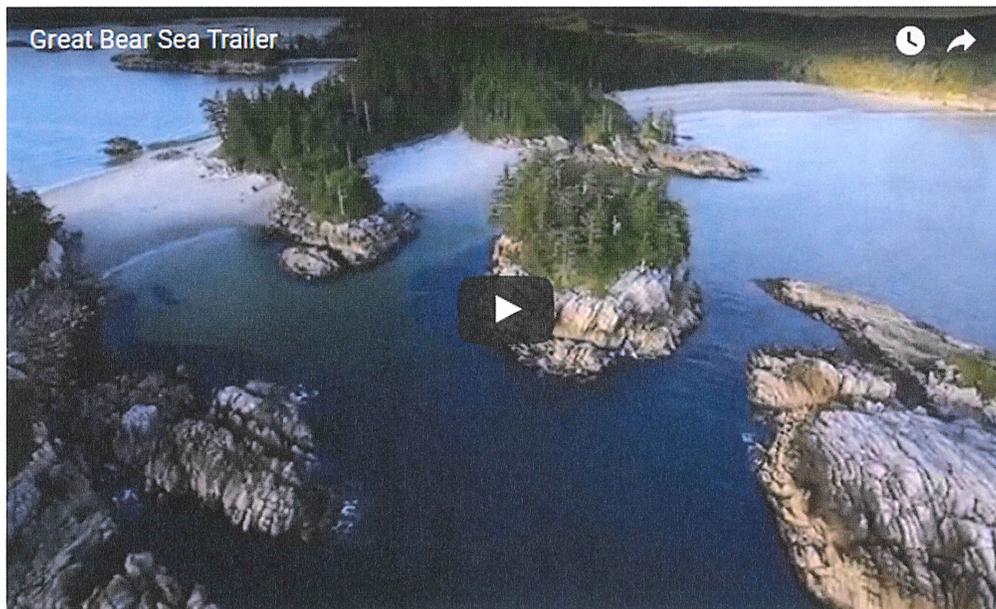
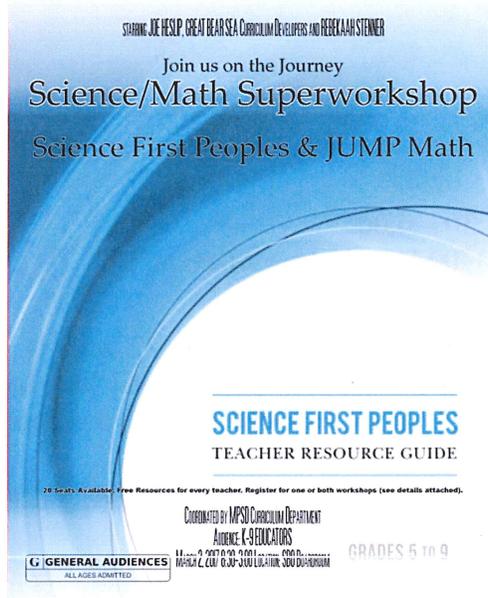
Clarke Foundation Theatre, 33700 Prentis Ave, Mission, BC

From Portage and Main Press: "SHELLEY MOORE is an inclusive-education consultant supporting access to education for every learner. She presents at conferences both nationally and internationally, and has developed courses at Simon Fraser University and University of British Columbia. Shelley has worked in both elementary and secondary schools supporting students with and without special needs. A PhD student at the University of British Columbia, her research focus is on the interactions of inclusive education, curriculum, and teacher professional development."

This professional learning opportunity is intended for MPSD educators interested in adopting inclusive strategies that benefit all learners and fit within the framework of the redesigned curriculum.

New sessions will be added to our [Calendar](#) as they are confirmed.

Science/Math Superworkshops: Due to high demand, the Curriculum Department offered two Science/Math Superworkshops, one in March and one in May. Both sessions were well attended by K-12 educators.



Superworkshop Background Information:

Science First Peoples (FNEC): Released in November, you can access this guide **digitally** for free. In addition, our school district has purchased print copies for every school and they will be in libraries by spring!

Local Workshop: Joe Heslip, District Principal of Aboriginal Education, offered two workshops to introduce the resource and strategies for using this with students. This highly

adaptable guide can be used with students K-12. Every teacher who attended this session will be given a copy of Science First Peoples.

Great Bear Sea: Every school library has a copy of the print and digital files of the **Great Bear Sea Science** resource for their school community. The digital files include the full length feature film and are also available on the **Great Bear Sea** website.

Local Workshop: A workshop by the curriculum developers was offered in conjunction with Joe Heslip's Science First Peoples workshop.

JUMP Math: Rebekah Stenner, JUMP Math Educational Consultant, offered a half day workshop to introduce teachers who want an introduction to JUMP Math earlier than September and who may want to pilot the resource. Every teacher who attended received JUMP Math teaching resources at the session.

October Curriculum Day:

We would like to take this opportunity to thank all educators and guest presenters for your energy and active participation on the October 24th Curriculum Day. There were many diverse learning events that took place in various locations across Mission Public School District.

Here are some highlights:



Siwal Si'wes:

- Peggy Janicki (SD34) presented an interactive Sto:lo government session to Grade 3 -12 educators.
- Siwal Si'wes and Three Crows Productions offered two tours of St. Mary's Residential School. Read about the experience in a [CBC article](#) outlining the Residential School Tours.
- Watch the CBC news coverage for Mission's Orange Shirt Day and Residential School Tour.





MissionPublicSchools
@MPSD75



Following

Yalh yexw kw'es hoy (TY for what you have done) Siwal Si'wes for ensuring the truth is at the center of our history



'Reconciliation tour' reveals dark history of Mission, B.C. ...

A 'reconciliation tour' of St. Mary's school in Mission, B.C., took people deep into the troubled past that generations of Indigenous children were forced to live through.

cbc.ca



POPARD

Helping Schools Help Students
www.popard.ca

School District 75 (Mission) presents:

Self-Regulation Skills for School
a POPARD super-workshop

POPARD Super-Workshop: Self-Regulation Skills for School

- This two-day learning session was offered to Educational Assistants, LST, ISP, High and Low incidence support Teachers.

Mission Secondary School:

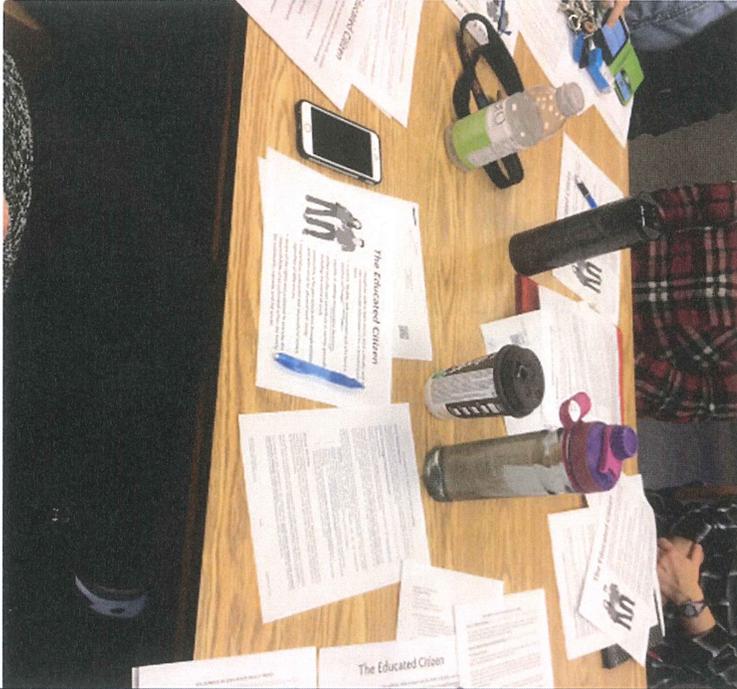
- Grade 10-12 teacher facilitators at MSS planned a comprehensive agenda for colleagues to begin exploring the redesigned curriculum. Please read their [agenda](#) and [presentation](#) for a glimpse of the learning opportunities that were offered.

K-9 Highlights:

You Retweeted



Christine Abbot @cabbotstrails · Oct 24
#HatzicMiddle Non-Instructional Day engaging discussions on
#EducatedCitizen #FirstPeoplesPrincipals
#7PrincipalsOfLearningOECD #SD75



SD75 Curriculum @SD75Curriculum · Oct 24
Ditto at Heritage Park this morning! #sd75curric



Christine Abbot @cabbotstrails
#HatzicMiddle Non-Instructional Day exploring resources
on #sd75 curriculum connections and @bcerac resources



Attention: All CUPE members
Non Instructional Day St. Mary's Opt In form

After last year's Residential School tour there was sufficient interest to organize a CUPE focused, guided tour of St. Mary's Residential School. This tour will commence at **12:00pm** and will end at **2:00pm**, October 24th 2016.

Click and print: [CUPE Opt In form](#)



Attention: All Teachers

Non Instructional Day **St. Mary's** Opt In form

After last year's Residential School tour there was sufficient interest to organize another guided tour of St. Mary's Residential School. This tour will commence at **1:00pm** and will end at **3:00pm**, October 24th 2016.

Click and print: [Teachers Opt In form](#)



Attention: All Teachers

Non Instructional Day **Interactive Sto:lo Government Presentation**

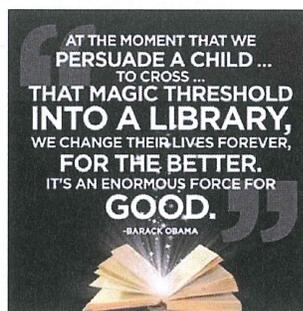
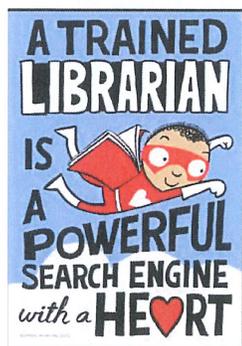
Siwal Si'wes is organizing an Interactive Sto:lo Government Presentation with Peggy Janicki from school district 34, on October 24th from **8:30 – 12:00** at **Ecole Heritage Park Middle School Drama Room**.

This interactive presentation is designed for teachers of Grades 3 through 12. Learning outcomes: Pre-Contact Sto:lo history, Consensus, Contact, Reservation Law, Indian Residential School, Civilization Act and Present day. This presentation will provide teachers with lesson plans (including handouts) and a greater understanding of the Sto:lo people.

Click and print: [Sto:lo Government Presentation Opt In form](#)



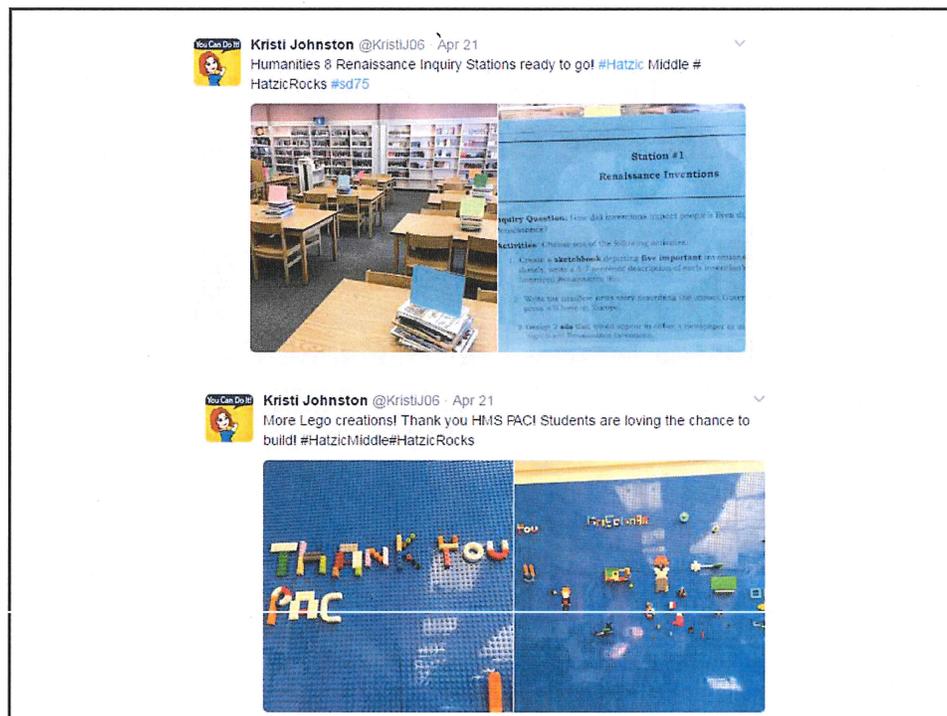
Teacher Librarians Collaborative Curriculum Partners



Celebrating Success 2016/2017

Hatzic Middle School

- Created **text sets for Humanities 7** topics: Ancient Greece, Ancient Rome, Ancient Egypt
- Added to our **Literature circle sets** that focus on the themes
- **Collaborated with teachers to create Inquiry questions** to go with our Library Research units
- Continued to develop research units for Humanities 7 & 8
- **Collaborated with Science 8 teachers** to create a Pandemic research unit
- Collaborated with SS 9 teachers to build up resources for Inquiry units on Industrial Revolution & French Revolution
- Created lists of **Digital resources** to add to website



Heritage Park Middle School

- It's exciting to see all the **powerful resources available for examining First Nations issues**. One class viewed the film 8th Fire which presents a concise and thoughtful examination of the history of the First Nations in Canada.
- Another class examined the issue of white privilege with two compelling documentaries: A Classed Divided with Jane Elliott and Indecent Exposure. **Ann's steady stream of recommendations has been of great value.**
- The grade 9 art classes invited **First Nations' artist Peter Going in** to teach the students about First Nations design and have them try their hands at **carving**. The students produced amazing works of art which will eventually become part of a larger project.

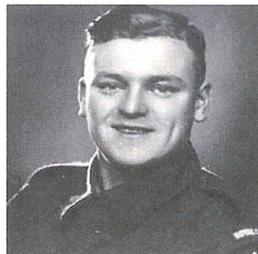
Mission Secondary School

Inquiry into the World Wars

Name: George Schulze

Date of birth: July 31, 1919

Hometown: Morse, Saskatchewan



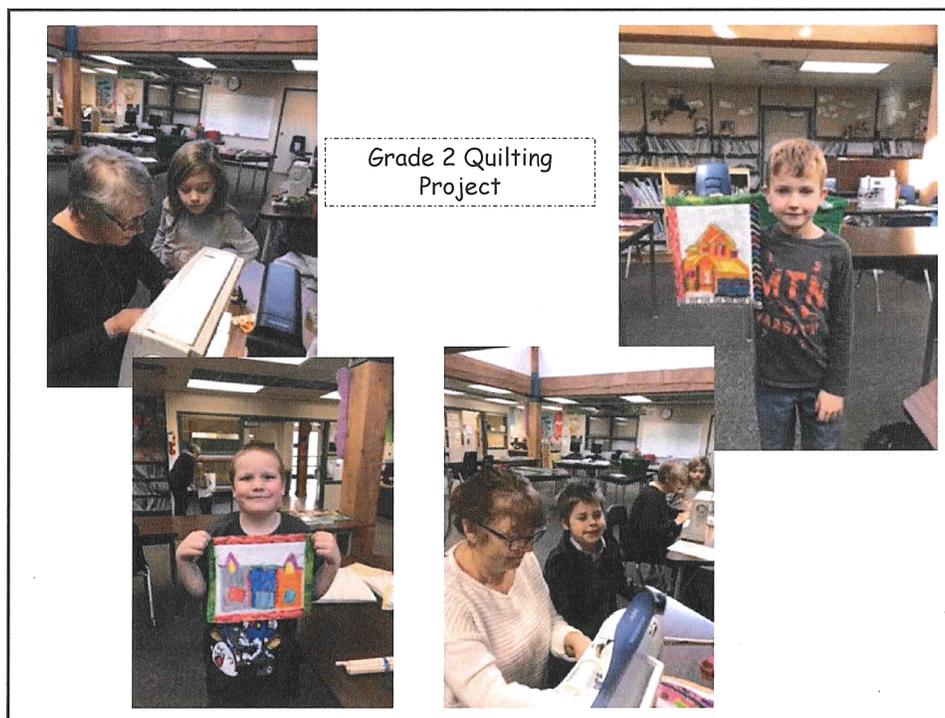
George was raised on a large wheat farm in Saskatchewan. His parents left Germany in 1904, so he and his six older siblings were born in Canada. George speaks fluent German, so he is an agent at Camp X.

SUMMARY OF UNIT

- The above is a **sample of two inquiry units for Socials 10 and 11**. Using TC2 as my inspiration, I created **dozens of character cards (fictional)** like the one above. I **lead the students through the research process** with the goal of having them write a letter from the character's point of view.
- After writing the letter in class, the students come back to the library for their character's "Fate" letter. Something happens to their character that will require further research. For example, George Schulze parachutes into France and is assisted by the French Resistance. He then writes another letter, or a diary entry.
- This is a **very involved unit, but has been well received by students**. They get very excited about their fate. Of course, this is a work in progress!

ESR Elementary

- worked with several classes on **online resources using our VLC and ERAC databases** to support research for several areas of the curriculum.
- worked with a **grade 5/6 class to make bracelets in the style of Metis sashes** while studying Festival Du Bois
- worked with a kindergarten class on two art projects (one painting and one clay) for the spring celebration.
- supported the grade 3 class with their **drama production** for the spring presentation.
- **coordinated grade 2 quilting project** integrating Math, Social Studies, Art and Literacy.
- **time to find more resources, both print and digital, to support the new curriculum.**
- Building a **makerspace** to support a growth mindset, the core competencies and critical thinking though out the various strands of the curriculum.

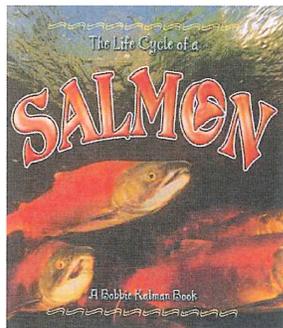


- Hosted **Skype with the artist**. The grade 2 classes are studying his work and did a directed drawing.
- Co-planned **field trip to the rock and gem show** with students in grade 4, 5 and 6 during a unit on the rock cycle.



École Mission Central

- Collaboration with primary and grade 4 classes on salmon and community garden and planting.
- We have had parent volunteers in working with us. Our purchase of additional materials in these areas has been made to enhance our library and classrooms.
- Our upper intermediate teachers have been more reluctant to participate.



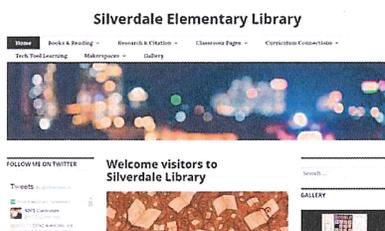
FARM & GARDEN | Victory Gardens
for Bees: A DIY Guide to Saving the
Bees | TheGreenGazette
www.thegreengazette.ca • farm-garden-v...

Windebank

- Creating a **makerspace** in our library and have used funds from the PAC, Book Fair profits, and District to purchase materials to start a makerspace and am hoping to be ready to go in September.
- I have also been dipping my toe in **Coding** - I have done coding activities with the Grade 2-3 classes and am hoping to expand to the intermediate grades in the fall when we have more iPads to work with - **I'm hoping I can keep up with the intermediate students!** Our PAC has been very supportive in this area and are willing to help purchase more makerspace resources next year.
- I have also been encouraging teachers to develop **collaborative units** with me - it has mostly been me pulling resources for them or having their class work on projects they have assigned but that is a positive start.
- Several classes are doing **Genius Hour** here this year and I am doing my best to support them but the topics are often beyond our library resources.

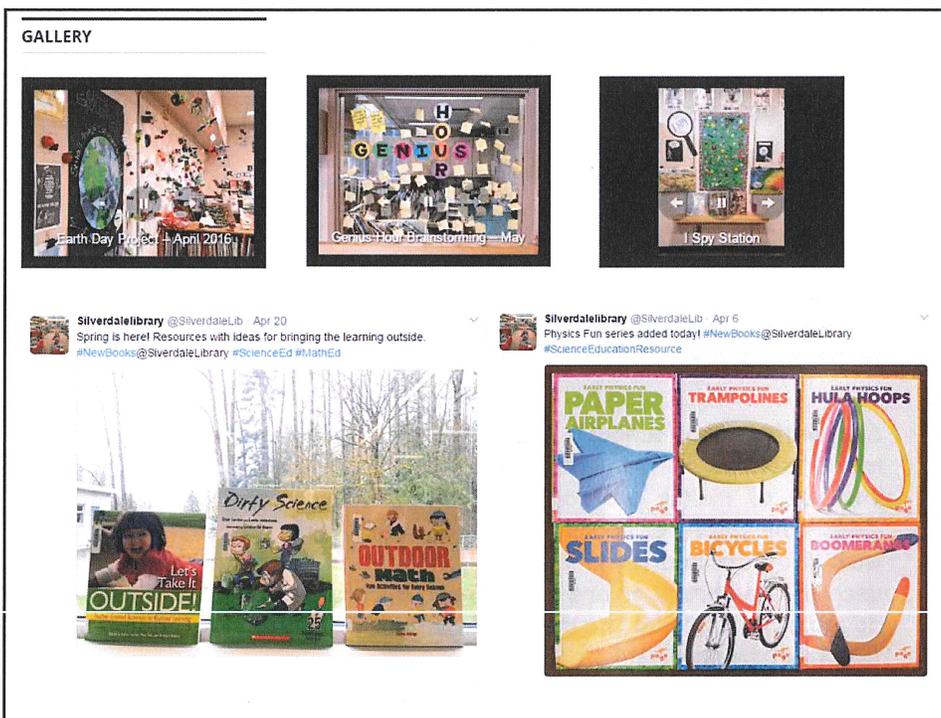
Silverdale

- Sharing and connecting curriculum resources through a new library website and on Twitter.
- **'Fresh Express Cart'** - this is a double sided book cart that I have dubbed the 'Fresh Express' that I keep in the staff room. Here I put all the awesome new freshly cataloged resources we have available in the library for the teachers to peruse. The books also contain signage or sticky notes that let teachers know at a glance for who, for what and why they might want to use this item. *I also share these new items at staff meetings.



- **Connect with teachers and pull resources to support their current areas curricular focus.**
- **Share digital links to ERAC resources via email.**
- **Create and share Pinterest boards with teachers to support their current areas curricular focus. Example of one such board:** <https://www.pinterest.com/qanda1978/k1-community-helpersleaders/>
- **Supporting our school's budding makerculture by creating a maker section in the library that includes: resources to support the use of maker projects in our school Makerspace and in the classroom, picture books that promote a maker mindset, books with projects and ideas for our students and 8 maker bins to be used in the library or are available to borrow for classroom use. I do my best to model the ways in which making can be included in all facets of the curriculum.**

- **Collaborative lesson planning and/or ideas sharing with classroom teachers.** While we have not found the time to collaborate on a unit plan from top to bottom, often I will meet more informally with teachers to get an idea of what they are working on and how I can help. What I then try to do is carry this content into our library programming.
- **Example 1 - we have one class who is just getting started on poetry so I decided to do a bit of a mini unit on Similes in the library as these are often used in Poetry.**
- **Example 2 - Another teacher is working on a Community Helper/Community Leadership Unit. We met on a number of occasions to discuss ways to include a more inquiry based approach to this unit.**



Hatzic Elementary

- Found new **resources to support core competencies** of the new curriculum
- **Prepared presentations** of these resources for staff meetings
- Spent time on adding **new online resources** that will support the new curriculum to my systaloo
- Created a **First Peoples section in the library** to support First Peoples in the new curriculum
- **Collaborated with gr.5 and gr.5/6 teachers** on their classes **inquiry projects**: body systems and solar system. This included using online resources like, Alexandria database for print resources, **ERAC databases**, our **VLC** and **Curriculum Connections**.
- **Helped teachers to use new technology** in their classrooms - apple tv, projectors, ipads
- Researched makerspaces resources and collaborated with admin, on how to purchase and implement a **portable makerspace**. This is a work in progress.
- Supported several classes with their music presentations for Christmas concert



Hillside Traditional School

Storytelling Apps:



Heather Brooks @ribbit6464 · 9 Sep 2016

My Ks use geo blocks to build a storyboard and then tell their story using 30hands app creating class video



Carrie Bourne @bourne_carrie

Amazing how oral storytelling with loose parts can help build community in a classroom @MmeVeilleux #sd38

Dewdney

- Since teacher resources were scattered throughout the school, I have been gathering and checking them for suitability. I have placed them in a small room that is separate from the library, and is central to the school. I have created a **teacher-friendly resource room** equipped to aid teachers. It now has a foundation from which it can expand and grow.
- If I had not been given this curriculum time, I would have found it challenging to develop a resource section on top of addressing the other deficiencies in the library. I had inherited a 'broken library' to quote my predecessor. I have been working hard to fill the needs of all my patrons and my staff. There is still a long way to go in my vision; however, I am excited to see how **improving the library has helped inspire a new love of books and learning in Dewdney's students.**

Albert McMahon

- Started an '**Inventor's Club**' and built a series of electric cars with students from scratch!



West Heights

- we worked at weeding old resources to make room for new materials, the **goal is to make teacher resources centrally located**, and easily accessible
- we also really needed to update many of our materials
- we had more time to **collaborate with classroom teachers** to acquire new materials to support the curriculum
- coordinated the Christmas concert, this was a great experience for us all
- Supported the classroom teachers with their programs such as, **salmon enhancement, butterfly hatching, class science fair, passion projects, Carnival and story publishing.**
- We have focused on purchasing iPads for the school and we look forward to having a complete classroom set for next year. It should really further our learning through an **enhanced digital experience.**

Cherry Hill

- Coordinated with administrator to purchase **Science First Peoples** Teacher Resource for all staff and bring Joe Heslip to offer a learning session to staff.

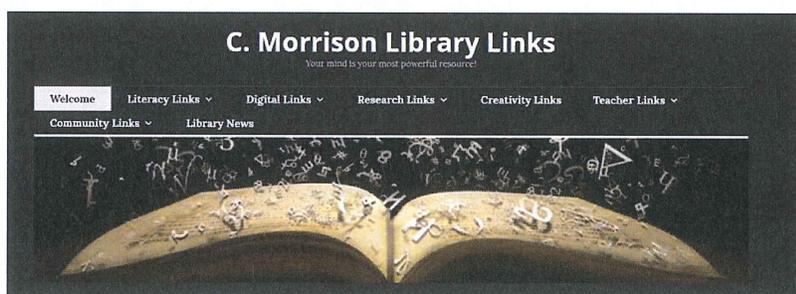


Deroche

- One focus area for Deroche Elementary School this school year has been developing our outdoor education space and outdoor education resources. **Curated digital and print resources to support classroom learning** as needed.
- Offered **teaching support** and suggestions as to how we might work together.
- A portion of new resource purchases have focused on **outdoor education**, and library prep classes have focused on **traditional stories** showing connections to land and it's abundant life.
- Deroche staff are at the beginning of developing a strong **place-based education focus** for students, and **positive student learning engagement** results are beginning to show.

École Christine Morrison

My main focus this year was to try and bring a digital presence into the Morrison library. To that end I created the C.Morrison Library Links webpage



I use this site to share recent additions to our collection, promote literacy & inquiry and to connect teachers with digital resources that will support their units of study.

Each term I ask teachers for an outline of their units so that I can make curricular connections through my library classes and see what resources I can share/purchase that would support their programs.

- I also created a C.Morrison library twitter account @CMorrisonTL

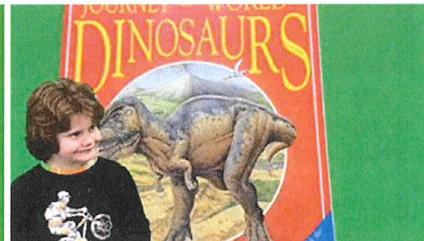
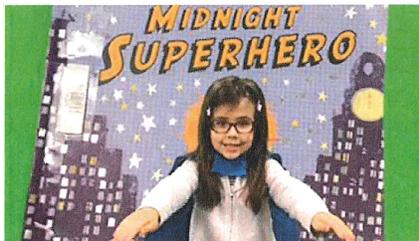
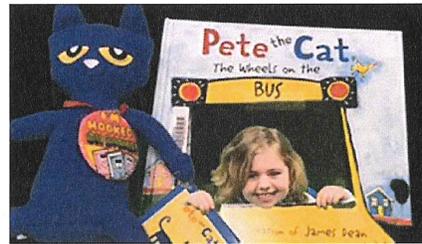


CMorrisonLibrary
@CMorrisonTL
Your mind is your most powerful resource

- We received an iPad for the library this year! I have been using the Green Screen by DoInk app on the iPad with all of our 18 classes and our Little Reader preschoolers.

Following is a sample of our Green Screen efforts:

Get inside my favourite picture books:



Habitat Diorama Project:



Salmon in the Library

- All of our 428 K to Gr 6 students learned about the life cycle of the salmon, salmon habitat & how salmon are sensitive to changes in their environment.





Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

Our mandate for education: A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.

Reading, Writing, and Numeracy	3
Grade-to-Grade Transitions	5
Provincial Examinations	5
Completion Rates	6



Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Early Development	7
Student Satisfaction	8



Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Preparation	9
Transition to B.C. Post-Secondary Education . . .	9

About Your School District

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to <http://www.mpsd.ca>



Current Headcount

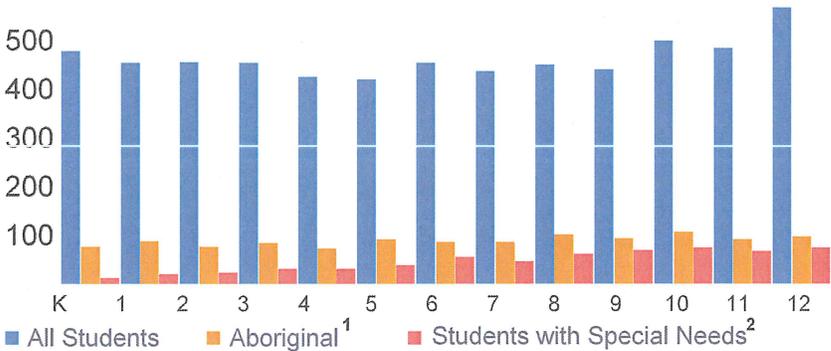
6,072

Projected change over next 10 years

800



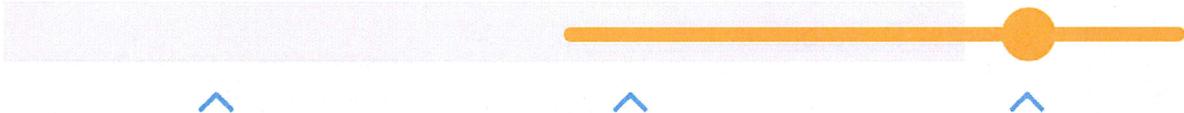
Total Students Across All Grades (2016/17)



Community Demographics³

	EI Percent of 15-24 year-olds receiving Employment Insurance	Percent of 25-54 year-olds without Post-Secondary Credentials	Percent of Lone-Parent Families	Percent of Participation in Labour Force	Average Family Income
Province	1.5%	35.2%	15.3%	64.6%	\$91,967
District: Mission	2.0%	44.4%	17.5%	66.1%	\$82,627

How to Read the Charts in This Report



The grey band represents **typical performance** for school districts across British Columbia (the range of results for the middle 50% of school districts).

The orange line shows this district's **results over time** (for the last 5 years, unless otherwise noted).

The orange dot shows the **most recent results** for this school district.

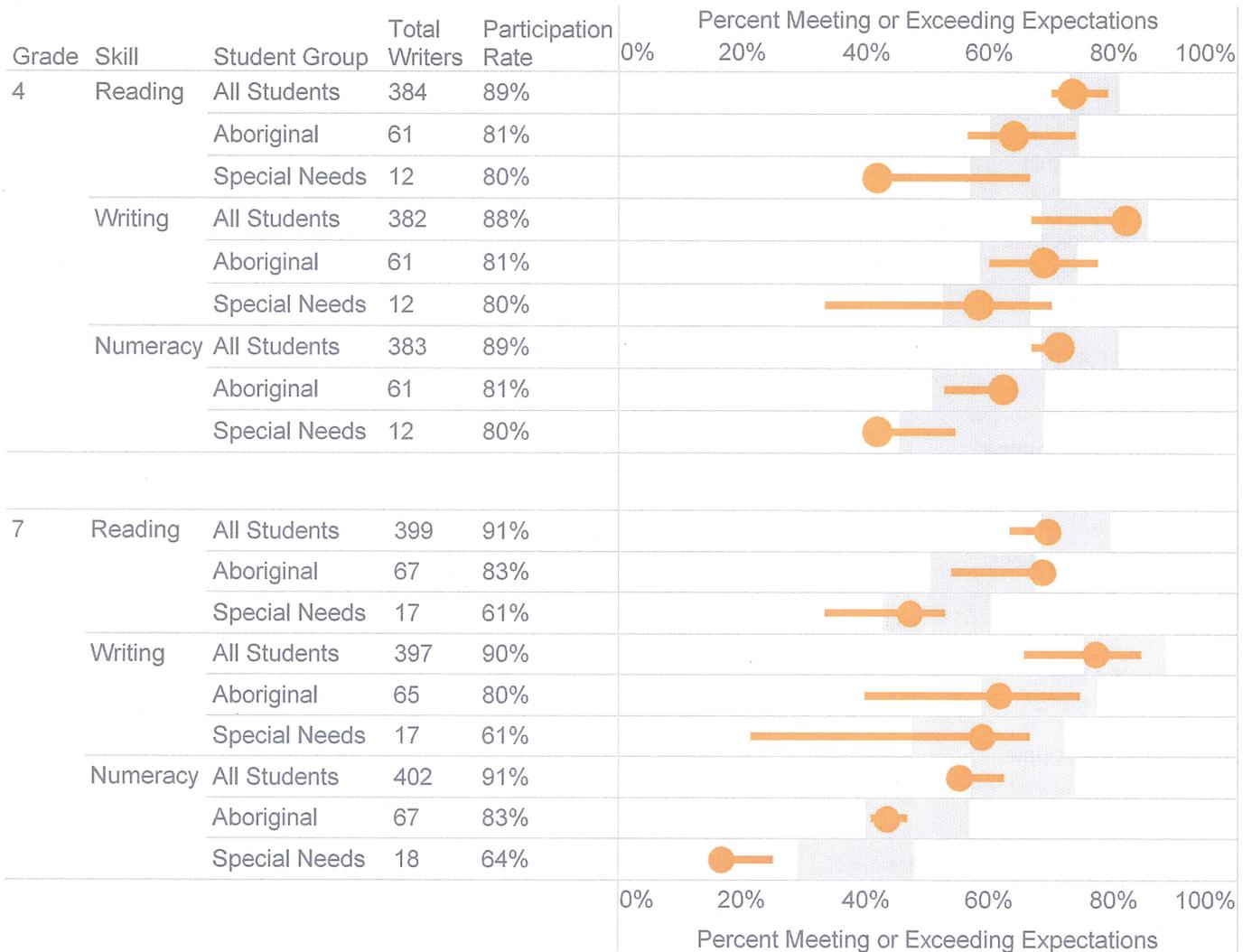
Intellectual Development

A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Reading, Writing, and Numeracy (2015/16)

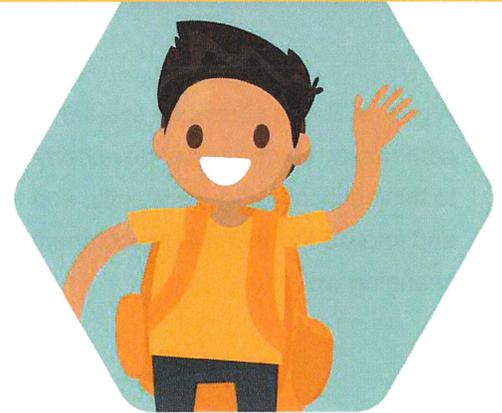
The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in grades 4 and 7. The FSA is a valuable indicator of where students might have challenges in reading, writing, and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.



Student Growth Over Time

These charts follow the performance of a single group of students on their grade 4 and 7 FSA reading and numeracy assessments.

See <http://www.bced.gov.bc.ca/reporting/systemperformance> for comparable results for the writing assessments.



Reading

Students' 2015/16 Results in Grade 7, Compared to their Grade 4 Results

Student Performance Levels in Grade 4 (2012/13)	Number of Students	Exceeds Expectations	Meets Expectations	Not Yet Within Expectations	Did Not Participate
Exceeds Expectations	33	39%	52%	6%	3%
Meets Expectations	231	4%	71%	22%	3%
Not Yet Within Expectations	69		29%	61%	10%
Did Not Participate	33		39%	27%	33%

Numeracy

Students' 2015/16 Results in Grade 7, Compared to their Grade 4 Results

Student Performance Levels in Grade 4 (2012/13)	Number of Students	Exceeds Expectations	Meets Expectations	Not Yet Within Expectations	Did Not Participate
Exceeds Expectations	19	11%	89%		
Meets Expectations	208	1%	63%	34%	2%
Not Yet Within Expectations	107		23%	69%	7%
Did Not Participate	32		34%	31%	34%

Percent of students with the same level of performance in grade 4 and 7

Percent of students with a higher level of performance in grade 7 than 4

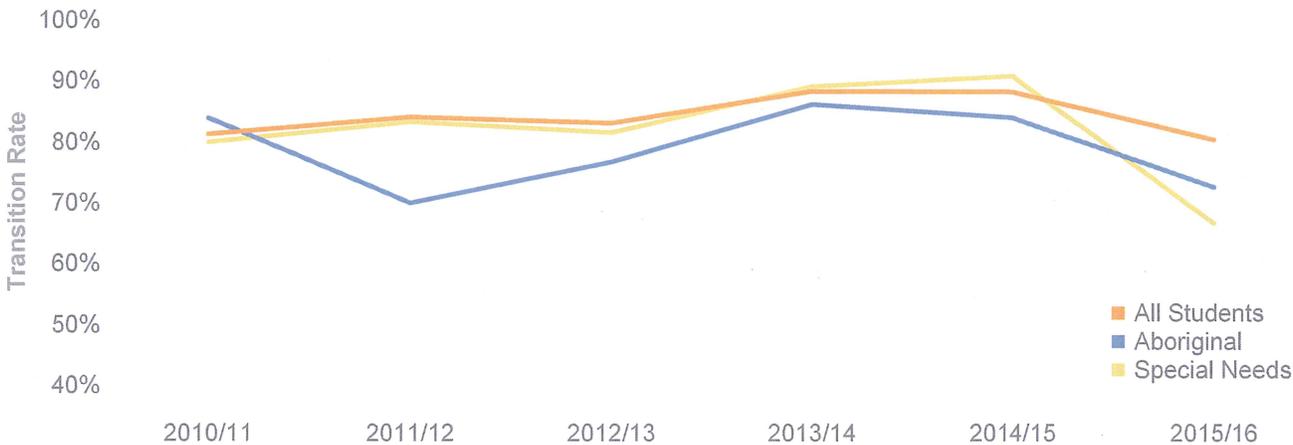
Percent of students with a lower level of performance in grade 7 than 4

Intellectual Development

Grade-to-Grade Transitions (2015/16)

Grade-to-grade transition is the percent of students who make a successful transition to a higher grade the following year.

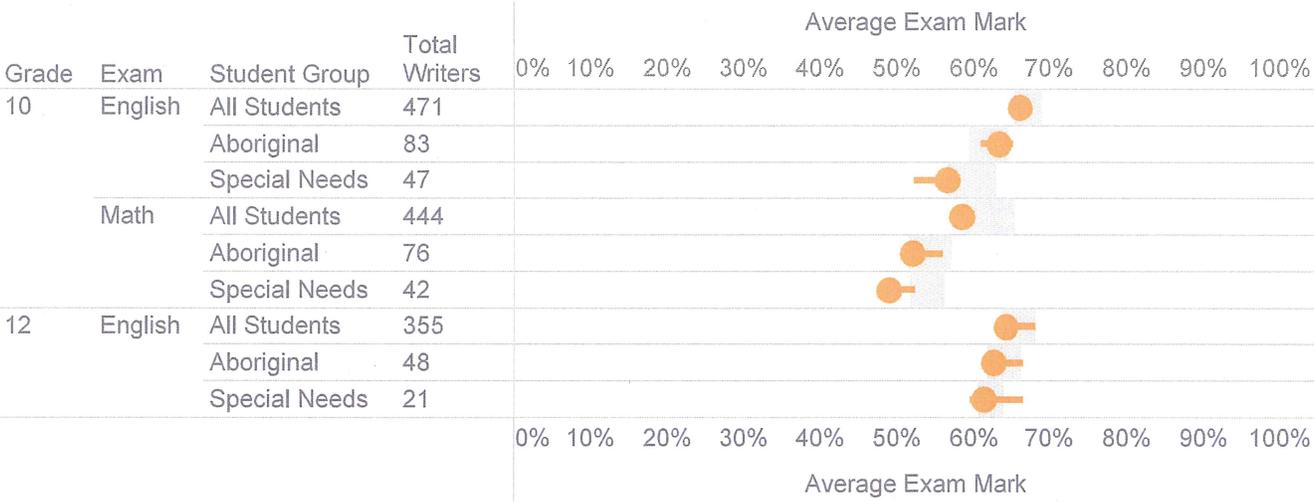
Shown here are the percent of students in the district making a successful transition from grade 11 to grade 12.



Provincial Examinations (2015/16)

To graduate in B.C., students must complete provincial examinations in:

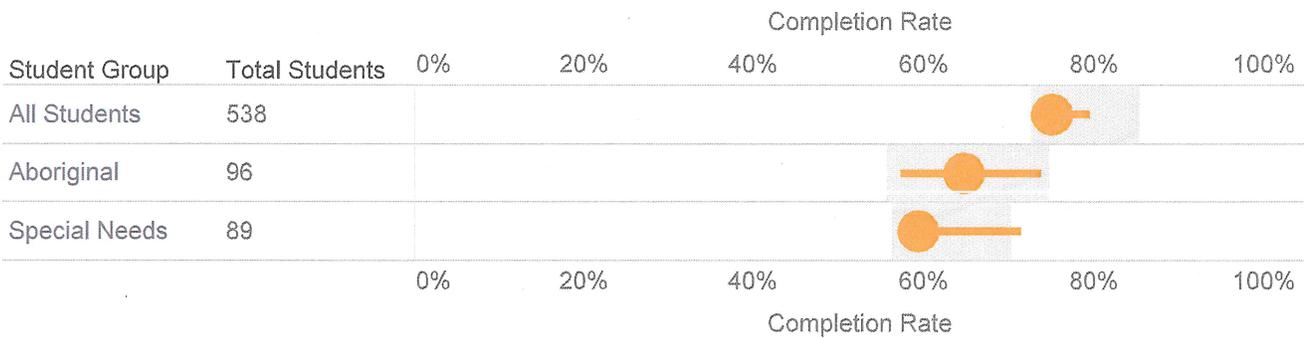
- » Language Arts 10 and 12 (English)
- » Mathematics 10 (Math)



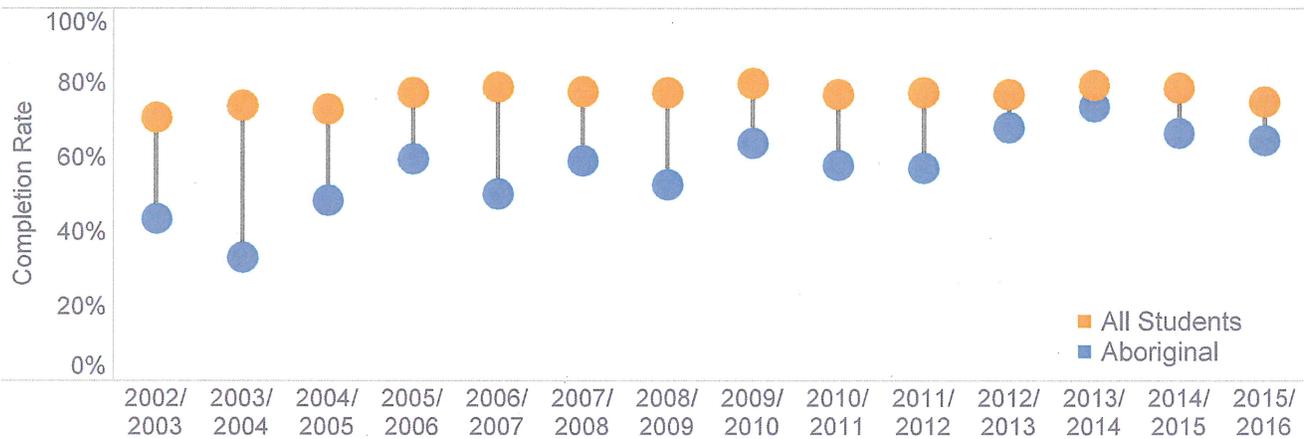
Intellectual Development

Completion Rates (2015/16)

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



Completion Rates Over Time for Aboriginal and All Students



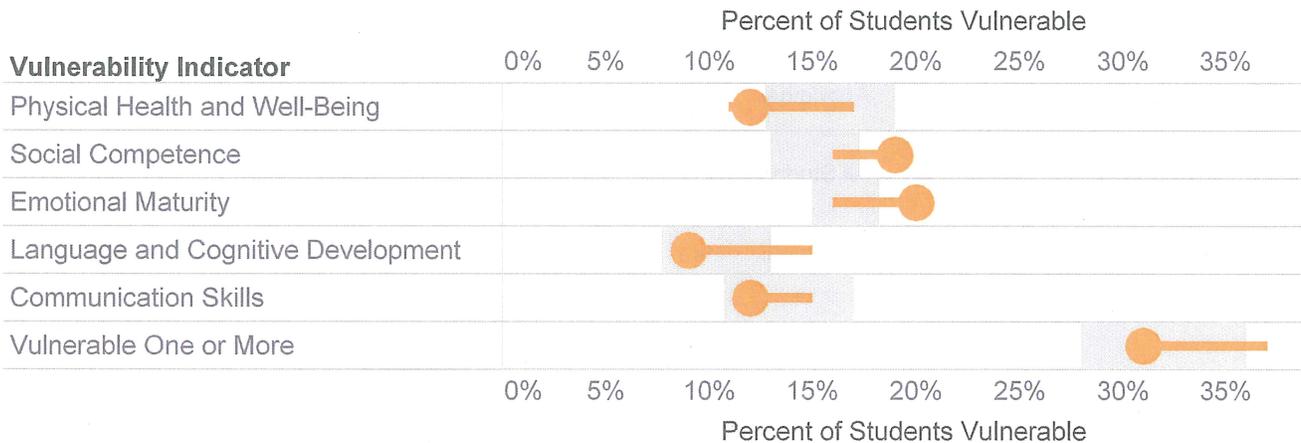
Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



Early Development

The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages of students considered vulnerable in each of these core areas. Learn more about the EDI at <http://earlylearning.ubc.ca/edi>

- 436** Total number of students assessed (2013/14 - 2015/16)
-  Typical range across B.C. (middle 50% of districts)
-  Selected district's most recent results (2013/14 - 2015/16)
-  Range of district's results over time (2001/02 - 2015/16)



Student Satisfaction (2015/16)

Every year, the B.C. Ministry of Education invites students in grades 4, 7, 10 and 12 to complete an online survey about their school experience. Results for elementary students (grades 4 and 7) and secondary students (grades 10 and 12) are provided.



Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"					
				0%	20%	40%	60%	80%	100%
Do you feel welcome at your school?	Elementary	All Students	712	[Progress bar showing ~75%]					
		Aboriginal	142	[Progress bar showing ~80%]					
Are you satisfied with what you are learning at school?	Elementary	All Students	712	[Progress bar showing ~50%]					
		Aboriginal	139	[Progress bar showing ~35%]					
At school, are you learning about how to stay healthy?	Elementary	All Students	714	[Progress bar showing ~55%]					
		Aboriginal	143	[Progress bar showing ~65%]					
At school, do you respect people who are different from you (for example, think, ..	Elementary	All Students	718	[Progress bar showing ~95%]					
		Aboriginal	144	[Progress bar showing ~90%]					



Career Development

Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.



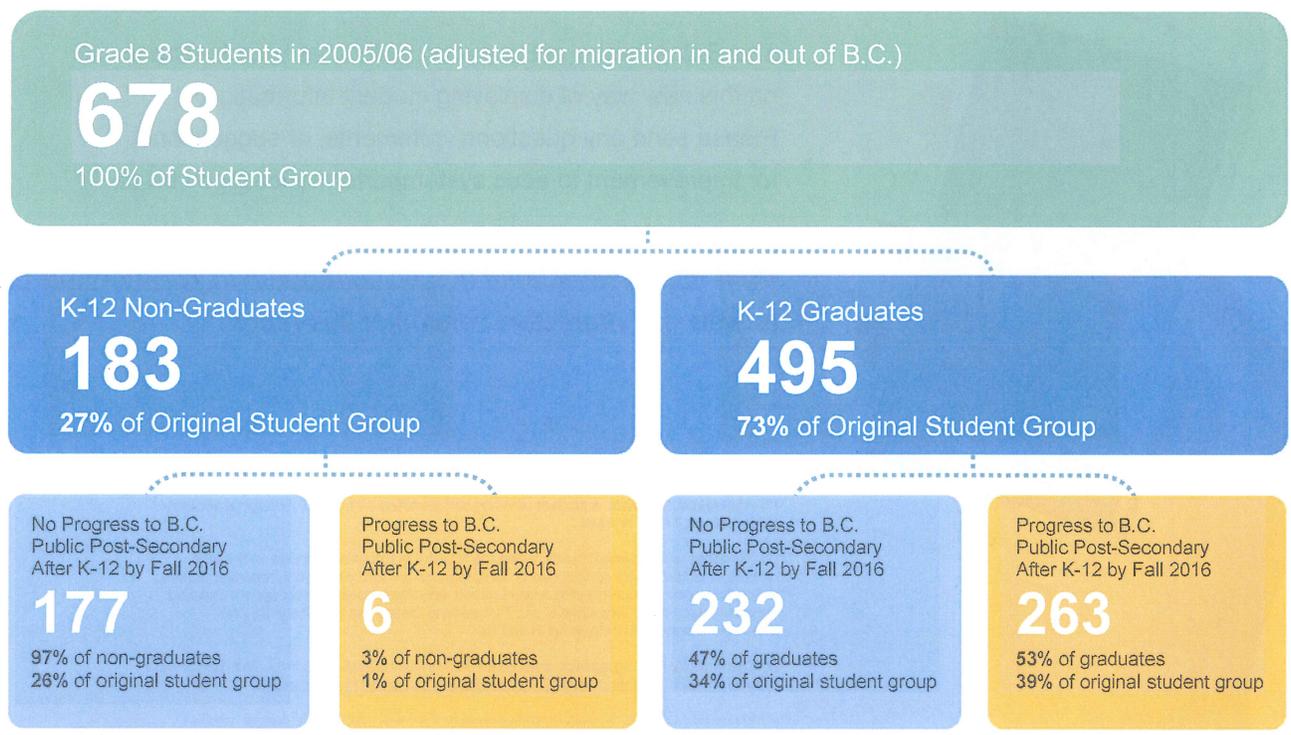
Post-Secondary and Career Preparation (2015/16)

Transition to B.C. Public Post-Secondary Education (2015/16)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2016; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2016⁴

*Note, these results do not include those students who enrolled in post-secondary institutions outside of B.C.



About This Report

This report provides an overview of information collected by the B.C. Ministry of Education for all school districts across the province. It complements new planning and reporting efforts that are underway to enhance student learning in every school and school district in British Columbia.

A complete and interactive version of this report is available at <https://www.bced.gov.bc.ca/reporting/systemperformance>



Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

- » To what extent do the results align with what you expected to see?
- » How do the results compare with other information that exists?
- » What are areas of strength?
- » What areas may need further attention?
- » Where do you see growth over time?
- » What patterns do you see across particular groups of students?
- » What efforts are underway to support student success, and what role can you play?



We Value Your Feedback

The B.C. Ministry of Education welcomes your feedback on this new way of displaying student information. Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Visit <https://www.bced.gov.bc.ca/reporting/systemperformance> to view the interactive version of this report.

(1) **Aboriginal Students:** a student who has self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit)

(2) **Students with Special Needs:** when the Ministry of Education reports on the total number of students with special needs, all categories are included. When reporting out on the performance of students with special needs, only the following groupings are included: Sensory Disabilities (Categories E and F), Learning Disabilities (Category Q), and Behaviour Disabilities (Categories H and R)

(3) **Community Demographics:** these data comes from Statistics Canada, and reflects data collected in 2010/11 (<http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/>)

(4) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

DPAC Meeting Minutes (AGM) May 29th 2017
Held at Silverdale Elementary

Meeting Commenced: 7:01 PM

Attendees Present: (See far bottom)

Welcome: Cyndi welcomed everyone to the AGM

Presentation by Rob Clark, principal of Silverdale Elementary

Presentation by Stave Falls Community Association, followed by Q&A

Adoption of Minutes: Dionne motions; seconded by Lori Motion passed

Adoption of Agenda: Dionne motions; seconded by Raymond Motion passed

Correspondence: BC Teachers Magazine, Agenda from Committee of the Whole (COTW)

Superintendent report:

- Main budget meetings in action - The board has to go through and choose from the requested budget additions
- Administrative shift in action for the new year
 - Tina Phelps moving from West Heights to Christine Morrison
 - Darran Forrest from Cherry Hill to West Heights
 - Shane Sliziak from Hillside to Cherry Hill
 - Trisha Alderson from Windebank to Hillside
 - Jordan Klassen to Windebank from Cherry Hill
 - Posting Principal position for ESR as Melinda is retiring
- Right now not much more happening as we are waiting on the GP/NDP Coalition // see what happens to Christy Clark's government - Everything is on pause; Ministry of Education is in limbo
- Spoke with Mission Secondary Principal regarding awards and they will be revisiting the awards model for the school while also keeping in-class awards.
- Busing problem has been resolved, it will change a bit for September:
 - Re-doing walk limits for Elementary (4.0 to 3.2 km) and middle schools from 4.8 to 4.0 km
 - Courtesy riders will pay starting in September and only students on the manifest can ride the bus; all others will be declined boarding.
 - Cost: Courtesy ridership will be \$40 a month per student/ \$60 per month for a family.
 - Public buses will adjust their schedules to cater more to students in the 2018 year so that is always possible for students.

Chair Report:

(Attached below)

Treasurers Report:

- \$1747.95 in CHQ; \$ 4740.33 in gaming
- We are able to do e-transfer next year
- Babysitting cheques have cleared; we are waiting for the speaker cheque and Clarke theatre cheque to clear.
- \$2000.00+ in gaming to be left over.
- **JUNE 30TH – GET YOUR PAC GRANT SUBMISSIONS IN**

Communications report:

- Will be sending out a survey for the event brite attendees, **(annual report at bottom)**

COTW Report:

- Committee discussing:
 - Respectful schools (policy not ready)
 - Transportation Policy
 - Five Year Capital Plan, Annual Facilities Grant Expenditure Plan
 - Preliminary 2017/2018 budget
 - Curriculum update
 - new report card templates, reading levels targets for students
- Elders + 2 events for National Aboriginal Day- Local Bands joining in

- There is not a huge pot of money for the wish list items because Teaching Staff and facilities costs take up a huge chunk. The trustees have a wish list – they will prioritize and then bring back to the board for approval

Movie Ad Hoc Committee report:

- We need someone to take over for next year – it is a very simple job
- Hardest part is the pre-release coordination (don't know when and what is coming out)
- Best deal for schools is to do a group buy in the beginning of the year

YEAR END REPORTS (SEE ATTACHED)

Old Business:

- Gabor Mate must qualify us first (We have applied to hire him and he needs to accept us.)
- Oct 4th is tentative date @ Clarke theatre – they have held this date for us
- We should send out a survey to parents to find out what kind of DPAC events they want
- Karah will message admins on Facebook Mission groups to request ideas
- Essentially: *What kind of Parent Education Events do we want to see in Mission?*
- A satisfaction survey has gone out in Mission for grades 4, 7, 10 + 12

Nominations:

- Chair - Trisha Hansen Bell nominated by Cyndi Polovina; Trisha accepts nomination; no other nominations brought forth. Acclaimed.
- Vice Chair: No nominations/volunteers – position will remain vacant until September.
- Treasurer: no nominations received - Jessica will continue but if someone else can step up, that is great.
- Secretary: Karah Hutchison nominated by Dionne; Karah accepts nomination; no other nominations. Acclaimed.
- Communications: Clare Seeley nominated by everyone. Clare accepts nomination; no other nominations received. Acclaimed.
- Members at Large: Destiny + Sheneal agreed to stay on. No other volunteers/ nominations.
- Positions to begin in July 2017:
 - Chair: Trisha Hansen-Bell
 - Vice Chair: VACANT; REVISIT SEPT 2017
 - Treasurer: Jessica Weismiller; REVISIT SEPT 2017
 - Secretary: Karah Hutchison
 - Communications: Clare Seeley
 - Members at Large: Destiny Cunningham and Sheneal Anthony
 - Past Chair: Cyndi Polovina

Thank you to all our past and present volunteers! Special thanks to Laura Wilson for attending so many meetings on our behalf. Thanks also to Dionne Hairsine for attending Board meetings on our behalf. And a big thank you to Raymong Kwong for all his hard work on the movie committee.

New Business:

- Draw Winner: Karah Hutchison

Motion to Adjourn: Dionne, seconded by Lori; motion passed

Upcoming Events:

******* JUNE 30TH – PAC GRANT SUBMISSION DEADLINE*******

- June 4th Community picnic
- June 11th Circus
- June 18th Father's Day Old Car Sunday 9am-5pm

Executive:

Past President: Nikki Hawes
Vice Chair: Trisha Hansen-Bell
Treasurer: Jessica Weismiller
Members at Large: Sheneal Anthony, Destiny Cunningham, Raymond Kwong

Chair: Cyndi Polovina
Secretary: Karah Hutchison
Communications: Clare Seeley

Attendance:

Hillside: Jessica Weismiller, Cyndi Polovina(PAC) Riverside: Laura Wilson; Hatzic Middle School: Dionne Hairsine, Lori McComish (MSS&HMS); Mission Secondary: Clare Seeley; Christine Morrison: Karen Thompson (PAC);ESR: Sheneal Anthony (PAC), Raymond Kwong; Silverdale: Shannon Haig, Ashley Hopkins (PAC), Leah Todd (PAC), Katie White (PAC), Tiffany Bishop (PAC), Deanna Zgrablic (PAC);Dewdney: Destiny Cunningham(PAC); McMahan: Niki Rosche, Heritage Park: Karah Hutchison(PAC) ; Mission Central: Trisha Hansen-Bell(PAC); Special Guests: Angus Wilson (Super), Julia Renkema (SFCA), Courtney Cardy(SFCA), Brooke Christensen(SFCA), Trustee Randy Cairns

2016 - 2017 Chair's Report

My goals for this year were to:

- 1) follow the constitution more fully and amend it to reflect what is being practised if necessary. We succeeded in meeting each month, as per the constitution, and in amending the constitution to allow presidents as voting members, which had been in practice.
- 2) to host an education event in the fall AND one in the spring/ late winter. Done!
- 3) To keep records and email list updated. I was able to keep the website mostly up to date each month. Thank you to Karah for keeping our records current, thank you Jessica for keeping our accounting records in order, and thank you Clare for keeping the email list current and for creating and maintaining the Facebook page!

Some things done as Chair this year:

I attended Education Committee Meetings and COTW meetings when Laura Wilson was unable. Thanks to all the others who stepped up when we were both unable! Thank you Laura Wilson for attending so many meetings on our behalf! Special thanks also to Dionne Hairsine who attended and reported out of many School Board meetings on our behalf.

I attended the BCCPAC Summit in Richmond on November 18/19, 2016. Present at the Summit were DPAC Chairs from around the province, as well as several staff members from the BC Ministry of Education, including Minister Mike Bernier and Deputy Minister Dave Byng. Highlights:

- ❖ About 1 in 3 children, or about 14,000 kindergarten students in the province, are starting school with vulnerabilities in one or more areas that are critical to their healthy development. Child vulnerability in the province has meaningfully increased over the last decade. Early diagnosis and intervention is critical to get the best results for vulnerable students.
- ❖ Many parents have completed the online survey at: engage.gov.bc.ca/yourkidsprogress with regards to student report card changes that will come with the implementation of the new curriculum.
- ❖ Support safe, inclusive, supportive schools. A culture of belonging and acceptance must be cultivated for students to thrive. Inclusiveness starts with us (modelling behaviour).
- ❖ PACs are not merely tasked with fundraising. The role of PAC is to inform and empower parents as the best advocates for their students.
- ❖ Mental Health: Emerging Trends in Schools: Screen time is a reward / privilege. Less than 2 hours per day is good practice. No cell phones in bedrooms at night!!! Sleep deprivation harms emotional as well as physical well-being and most “problem” activities occur between 3 and 5 am. While the system we have isn't “everything for everyone”, the Ministry recognizes that more supports in the classrooms in the early years will be the foundation to success in later years. They know that 50% of mental health

concerns take root by the age of 15 and 75% by age 24.

I helped with the planning and implementation of the two education events we held, but Sheneal did most of the hard planning for the 2nd event, so thank you Sheneal. And the volunteers on our executive supported both events so that child care, registration, advertising, food bank donations, theatre arrangements and speaker arrangements all pulled together. So thanks to everyone who was able to help.

In February DPAC received an email from Stave Falls Community Association asking for our help with regards to their ongoing efforts to have the Board of Education re-open Stave Falls Elementary School. I gathered information on the phone from Julia Renksma of the Association, from Joanne Anderson of BCCPAC and from Superintendent Wilson of MPSD. In addition, our constitution was reviewed to determine what assistance is allowed in this case. It appeared to be something that needed a level of care and attention that was not possible with my schedule, so I asked at our meetings, and asked our executive if anyone was able to help out on this project. There were unfortunately no takers. As much as I was able, I continued to first try and determine if there is an opportunity for DPAC to be helpful, aligned with our purpose as set out in the constitution. Seeing that there was an angle that aligned, I gathered more information and acted briefly as a go-between (albeit in a very minimal way, due to time constraints.) I gave what information I had to the SFCA, clarified some disputed facts by going to the source, and made sure the information was communicated back to the SFCA. I also made sure that the SFCA was aware of the meeting format planned for June 6th, and that if they wanted to be on the agenda, they needed to request that of the Superintendent.

Aside from the above specific items, I generally just coordinated the actions of the fabulous group of volunteers on the executive. Once again, thank you all for everything you do to support public education!

I also want to thank Trisha who was an excellent support to me all year.

Cyndi Polovina
Chair, Mission DPAC

DPAC Communications Report 2016/17

E mail:

- 76 people are signed up to our regular e mail list
- An average three e mails are distributed each month.
- Content included DPAC Minutes, Ministry of Education correspondence, School District information and PAC event notifications.

Social Media:

- A Facebook page was created in October, 2016 – Mission Parent Advisory Council.
- 93 followers, 88 page likes
- DPAC members are encouraged to share events and information regarding their schools.
- Several parents/groups reached out for DPAC assistance as a direct result of this page.

Events:

- We took a new approach to communicating for the second event (May 3, 2017) and created registration via Eventbrite. Using Social media to boost the profile. This saw attendance increase to approximately 93 attendees.

DPAC Secretary Report/ Position Outlines

SECRETARY shall:

- keep accurate and official minutes of the Council
- distribute minutes to Council members as soon as possible after the last meeting
- keep an accurate copy of the Constitution and Bylaws and if and when changes are made they shall be done so in red and the copy amended shall be dated and initialed
- Make available on request, to any member of the Council, a copy of the Constitution and Bylaws
- Be responsible for maintaining files
- Conduct the outgoing correspondence of the Council under the direction of the President (or Co-Chairs) and the Executive
- Cooperate with the President (or Co-Chairs) in providing information to the local news media
- Submit an annual report
- Take attendance at all meetings
- Mail to members of the Council, any material approved by the President(or Co-Chairs) and the Executive

Karah's notes:

As Secretary, I kept in a Binder a Copy of All Minutes, both rough copy and the final draft as well as a copy of any handouts given out (event posters, agenda, printed enrollment reports etc.)

Once the meeting is over it is best to try and type out the minutes right away so that the President has an abridged copy of the minutes for the next School Board Meeting which this year was always the day after the DPAC Meeting.

You must keep hold of the attendance records from every month → VERY IMPORTANT

You must email the minutes and all related docs to the minutes to the Communications person for distribution.

Volunteered items:

For the 2nd DPAC event, I volunteered to do the handout sheets/posters for the event using templates found online and MS Paint to edit. During meetings and via email I requested and accepted constructive criticism for the posters to make sure they had all necessary information on the posters.

Mission DPAC Executive Member-At-Large 2016/17 Annual Report for Raymond Kwong

Per Mission DPAC bylaw section ix (f) an executive member-at large is to:

- 1) serve in a capacity to be determined by the Council at the time of their election, and at other times throughout their tenure as the needs of the Council might require
- 2) submit an annual report

Beyond being on the executive, attending executive and general meetings, participating in seminars and such, I was asked to oversee our movie license agreement with ACF Films (Montreal). This is our second agreement which ends November 14, 2017.

It begins after September, when we receive a) our FTE head count of each public school in the district from Mission Public Schools District, and b) contact information of each member PAC. We then ask for interest from each PAC. As movie nights and Club Kidz are associated with elementary schools, all the elementary school PACs this year participated.

We then contact Audio Cine Films (Montreal) for a quote. They had asked in October 2015 for a two year commitment to get the \$0.75 per FTE per year licensing fee which ends this November 14, 2017. Change of contact information, which we use MPSD office as our mailing address and my personal email address and phone number as primary contacts. Contract is then sent out. From there, costs are sent out to each participating PAC.

You must work with treasurer to ensure proper accounting of money. Mission DPAC is a conduit, and not a lender, for this process.

After that, you must ensure each PAC lets you know what released film has been shown (outside curriculum) and when and report it. The license cover most popular English speaking children's films (e.g. Disney). You then must enter it onto ACF's reporting website. I generally ask Mission District Parks department in early June for their list (from Club Kidz).

The hard part. Pre-release.

ACF reports on their website and twitter feed on pre-releases available for rental. (Their streaming service doesn't seem to work for us yet). It has been decided that we charge per FTE on participating PACs, but ACF charges per showing. Cost savings is found if we share the DVD, but the turnaround time is short which is why it did not work well this academic year.

Recommend we plan for movie night mid-September to early October and ask for near full or full participation to receive the maximum discount for each PAC, and it would allow the smaller schools to realize this potential.

Since about December 2016, I have had some issues on my end which did not allow me to fully operate this program like I did the previous year. I hope that future members may better utilize this.

Committee of the Whole Meeting

May 23, 2017 1:00 pm

District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:

Acting Chair Tracy Loffler
Board Chair Rick McKamey
Trustee Randy Cairns
Trustee Shelley Carter
Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
Assistant Secretary Treasurer Derek Welsh
Director, Student Services,Carolynn Schmor
Director, Technology and Innovation, Colleen Hannah
District Principal, Joe Heslip
Executive Assistant Tracy Orobko

Partner Groups Present:

CUPE: George Forsythe, Faye Howell
DPAC: Cyndi Polovina, Laura Wilson
MTU: Amber Chung, Anna Heavenor

1. CALL TO ORDER

The meeting was called to order at 1:05 pm by the Acting Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. Adoption of Agenda

One Additional Item:

8.1 Information Item: Joint Use Agreement with the District of Mission

MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

3. Delegations/Presentations

4. Unfinished Business

5. Staff Reports

5.1 2017-2018 Preliminary Budget

The Secretary Treasurer provided a handout and introduced the general operating budget. This budget does not address special purpose funds ie: restoring contract language.

Goal today is to walk through the budget and have staff members clarify certain items. This is provided for information only.

If any questions, the committee was requested to send in to staff by Friday and they can be answered next Tuesday. The ST provided line by line explanations. Updates already made to the budget: BSW, HR Support, math mentor teacher, Noon hour support, school secretaries (formula based calculations).

Assistant Superintendent reflected on the Math mentor teacher and purpose.

School secretarial time has been reviewed and accounted for. This is based on a review of some of the larger schools, adjusting secretarial support to be better aligned.

Noon hour support is formula driven and have also taken into account crossing guard supports. There is an ability to adjust based on unique circumstances.

Occupational therapist increase: .1 FTE additional contract time to better assist students with complex medical needs - looking at increasing ½ day to meet the needs of the kids.

Question was asked about budget amounts/totals to which the Secretary Treasurer indicated the wishlist is \$1.7 million. We have a surplus of \$916,290.

Discussion ensued regarding when the SD will know the surplus for next year to which staff indicated they could not answer that. When the amount is realized, staff will come back to the Board for release(s) of funds.

Discussion ensued regarding LGBTQ2S and the process for attaining funds at the school level. Gay/Straight alliance at the school will make some decisions.

The Secretary Treasurer and Staff reviewed line by line recommendations for discussion.

Program for hungry children (Deroche/Chehalis): Discussion ensued around existing programs at Chehalis and the need to enhance the program.

Youth Care Worker: Proposed to be moved up to 35 hours/week. Q: If recommended, do the increased designations offset the costs? Staff indicated it would be hard to judge at this time - would have to look at a calendar one year from now. There are more comparisons that could be made.

Dewdney renovations are upfront one-time costs but overall, will have a financial benefit (rent of \$30K).

MTU joined the meeting at 1:38 pm.

Speech/language Path. Assistant: SD is fully staffed in speech/language dept. on the teaching side. However, similar to OT referrals, there are more needs in the school than what the SD is able to provide. An SLPA could assist with classroom help and in investment in kids. This is a proactive approach. The position would be a 1.0 FTE EA (25.5 hours/week).

International EA at MSS: Challenges have been expressed. Would like to find an EA with Korean language.

Discussion ensued around the International Program's operating costs/expenses. The ST confirmed monies flow through the operating budget. It was proposed that this would make good conversation to have possibly at amended budget – using international funds for just the program or the whole department.

Two components of budget scenario: International program and rental groups in our system. Looking at removing all tenants out of the HPMS Annex. A potential loss of \$55K.

Funding sources next year may change when relying on sources such as International and rental revenues. The SD will not run as “growth at all costs”.

District Principal Aboriginal Education: Changes to how the salary is funded must entail a transition plan. Discussion ensued on past practice whereby operating went to targeted due to enrolment issues.

Solar Panels: One (not all buildings). A question was asked if the approved \$10K previously allocated, has been spent. Staff confirmed the Facilities Dept. is conducting a long-range facility plan and does

not think the money was used. This \$55K may incorporate an additional \$10K. Discussion ensued on the bid process. Staff confirmed they have not yet spent money on a consultant. Conversations with partner groups is key; setting cost efficient energy examples for kids.

White Fleet Replacing two vehicles. Next year, would like to review district use of all vehicles. A proposal was made to develop policy on vehicles / district manager use.

Facilities Equipment: Carpentry equipment; tools; skyjack lifts; auto scrubbers; snowplow. Adding each year will help offset a larger challenge down the road.

Facility Enhancements: Maintenance budgets are used for facilities in current state; it is not for adding new equipment; new windows. Staff would like to create a budget line for each school to determine what they need for improvements in order to support enhancements. This would create a line item for each school. Concerns were raised regarding oversight and accountability of funds. The starting line will equate to \$5K per school. Clarification was provided whereby funds would only be used for enhancements. If PACs wish to fundraise install costs would fall into this category.

Discussion ensued around equipment and supplies purging. Staff is holding conversations with schools.

Concerns were raised regarding the sharing of financial information by Administrators at the school level; some staff have never seen the school's budget. If there are no processes yet, would like to see them in place. *Duly noted.*

Discussion ensued around the movement of facilities to Ferndale: Still ongoing. Phase 3 will be happening this summer.

CUPE exited the meeting at 2:36 pm.

A proposed central station of supplies was discussed. It will cost time to do inventory. Some desks are coming back into use due to increased classrooms.

Temporary District Admin.: The SD is conducting aggressive recruitment and will continue to do so in to meet future needs; recruitment / retention of teachers. This would be a .6 category – not a permanent position. HR staff are there late at night and still not reaching targets. Paperlog comes with recruitment. We have a volume problem with HR. Discussion ensued on the qualifications of the position. Staff feels strongly that it should be someone with an educational background.

Halq'emeylem Teachers: Staff would like to see this language spoken in the buildings and in our community; an actual academic program that is vigorous and vital. Two language teachers - one in each of the middle schools with an eventual look at secondary school. Staff are aware of individuals qualified for the teaching positions. Discussion ensued regarding 2 vs. 1 teacher. As phased in, this is an implementation year. These positions are for both middle schools. Each school's schedule is different and does not allow for one person to attend both. Halq'emeylm is Coast Salish and is recognized by Universities.

CEF funding deficit (specialist teachers): Shortfall to implement restored language. We have applied for these funds from the ministry. We are obligated to fund this.

Technology Plan: Phased implementation; some purchased, some leased. Challenge is leases are in perpetuity. However, the SD will receive a robust infrastructure that maintains itself; looking at a four year cycle. Total cost is \$2.3 to 2.5 Million to renew computer systems.

The committee requested a prioritization of budget items from staff for the next meeting.

Minutes



A suggestion was made to reduce cost of Clarke Theatre to 23.5%.

A Riverside College query was made.

6. New Business

Discussion ensued regarding the signing of the Joint Use Plan.

7. Minutes of Previous Meetings

8. Information Items

9. Adjournment

**Moved and Seconded to adjourn the meeting.
CARRIED**

The meeting adjourned at 3.25 pm.

Chairperson

Secretary Treasurer

Committee of the Whole Meeting
May 30, 2017 1:00 pm
District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:

Chair Tracy Loffler
Trustee Rick McKamey
Trustee Randy Cairns
Trustee Shelley Carter
Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
Assistant Secretary Treasurer Derek Welsh
Director, Student Services,Carolynn Schmor
Director, Technology and Innovation, Colleen Hannah
Executive Assistant Tracy Orobko

Partner Groups Present:

CUPE: George Forsythe, Faye Howell
DPAC: Cyndi Polovina, Laura Wilson
MTU: Amber Chung, Anna Heavenor
PVPA: Brian Barber, Jim Pearce (part)

1. CALL TO ORDER

The meeting was called to order at 1:05 pm by the Acting Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. Adoption of Agenda

One Amendment:

3.1 *Forest Friday Program*: Moved down the Agenda allowing time for the teacher presenter, Terra Warmerdam, Teacher at Silverdale.

MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

3. Delegations/Presentations

3.1 *Moved down the Agenda*

3.2 Field Trip Application: La Paz, Baja Peninsula – J. Pearce, Principal, Mission Secondary

Principal Pearce presented the field trip: Fully guided 10 day tour over summer break conducting environmental studies. The group is motivated to fundraise; there will be two instructors travelling with the group. Further details found in the application package.

It was proposed to change the recommendation to “approval in principle” and a question was asked regarding levels of first aid training.

MOVED and Seconded that the Field Trip Application be reviewed and forwarded to the June 20, 2017 Public Board meeting for approval in principle.

CARRIED

3.2 Field Trip Application: Quebec – L. Ziefflie, Principal, and Mme Lani Vetter, enseignante, immersion française, française, Langue seconde, École Heritage Park Middle School

Principal Ziefflie introduced instructional leader for languages, Lani Vetter who introduced the field trip for cultural and linguistic experiences. These trips support retention of students in the program.

It was proposed to change the recommendation to “approval in principle” and a question was asked regarding levels of first aid training. It was further requested to receive a more detailed daily itinerary prior to approval in principle.

MOVED and Seconded that the Field Trip Application be reviewed and forwarded to the June 20, 2017 Public Board meeting for approval in principle.

CARRIED

Unfinished Business

5. Staff Reports

5.1 2017-2018 Preliminary Budget

The Secretary Treasurer highlighted one change on page 18: *Projected Operating Surplus/(Deficit)* – from \$916,291 to \$892,391. The Superintendent provided a handout: *2017/18 Preliminary Budget Draft Recommended for Discussion* and proceeded to highlight each area of priority.

Top five:

- Technology Plan
- Halq'emeylem Teachers (x2)
- Dewdney Renovations
- Facilities Equipment
- Youth Care Workers – 30 – 35 hrs for 4 FTE

CEF = Classroom Enhancement Funding

SD has requested the Province fund specialist teachers. If not funded, the SD will have to review the numbers as then \$400K will not be included within the budget.

Discussion turned to the Clarke Theatre:

A handout was provided. The SD has agreed to leave the Clarke Theatre in the budget and will be a *next agreement* priority.

Agreed to include \$110K (Operating grant – District of Mission), on the budget with the hopes that the DoM will pick up that piece. Clarification was sought around the DoM funding. Discussion ensued around the rental fees – Community and operating grant.

Salary expense was clarified of the SD employee.

A question was asked about *Supplies & Services*: Does \$20K include hydro, cleaning, repairs? A: It would be costs directly related to the Clarke Theatre.

Clarification was made: Main page is operating costs. Not special purpose funds. Revenue from ticket sales is included in the operating revenue.

A comment was made expressing an interest in knowing what the cost of janitorial breakdown, cost/benefit ratio in the future. Currently the accounting does not capture the breakdown of costs for the Theatre.

Staff needs to conduct a space utilization plan so the School District can reach a fair allocation. This will form part a new agreement.

Property sales:

SD submitted a request to dispose of the properties however, has not received any correspondence from the Ministry to date. This may take up to two years. The two properties could never be re-opened (Nicomen and Cade Barr). To date, Ministry has not even asked questions. Funds would be used as restricted capital. A quarter of it may not be, but the SD will not know until it hears back from the Ministry.

Electrical:

Still in planning phases and to date, there are no figures with certainty. Principal Peary had done preliminary calculations based on Riverside's reserve funds. It is expected the SD will bring a full accounting back at the time of the amended budget in February, 2018.

Committee members reminded staff the Board passed a motion, indicating it would have a program to be housed in an ITA approved facility for September. The use of Riverside's reserve funding caused concern. It was confirmed there will be some district support and there are grant funds. It was confirmed the SD will have an electrical program for September as long as there are students. Tentatively at this point, it should be proceeding.

External Management and Project Costs:

Management costs of capital programs run through the Facilities Dept. The SD does have consultants. Consultant fees year-to-date: \$22K (11 for operational projects; 11 for capital projects) operating budget includes approx. \$15K.

Questions were asked regarding consultants. Due to workload pressures, one consultant has taken the place of managers who used to work in the SD. This avenue is more cost effective than hiring a full-time employee; SD contracts out for work that is unable to be provided internally. Discussion ensued regarding consultant fees; cost comparisons and RFPs.

RFP = Request for Proposal

The ST indicated RFPs generally enter into longer terms (ie: up to 5 years) providing stability. The SD has essentially been operating that way. Changing contractors in the middle of the work can be challenging. RFPs will be going out in the Fall.

It was confirmed there are other contractors to date and would have to look into them. It was further confirmed this is not the only contractor the SD has had; Concerns raised regarding specifically targeting one contractor and some indicated they would rather the committee focus 'across the board' views rather.

BCSTA Costs:

- Annual membership: \$34,633;
- Conferences: \$4800;
- Budget includes \$40K for dues and fees;
- Business meetings: \$3000
- Trustee Pro-D: \$1500.

The budget includes other related costs as well.

Q: Hotels included? The ST indicated she would have to conduct a more detailed analysis.

The ST will be working on a Trustee travel/business policy. Currently, there are no parameters or accountability.

At the last Provincial Council meeting, a directive was given that BCSTA memberships be increased by the recent price index.

Confirmation was provided that Trustees are funded from existing budgets; part of the funding formula.

Comments of confusion were expressed as to how items get on 'the list'.

Committee returned to the Superintendent's handout: Provided an overview of his list of priorities.

Concerns raised how the 'Halq'emeylem teachers' item was presented. The Superintendent offered to bring information to the next meeting.

Clarification was made around CEF. It may get paid for by the Ministry. Fraser Cascade shortfall is \$900K; some districts have too much \$. CEF is needed in order to restore language, the District needs CEF.

Questions were asked regarding Q: Halq'emeylem – could it not be split to be put into one school? A: How does it impact long range?

The Superintendent indicated that all items listed under the top five are categorized all the same.

The committee was informed of a recent initiative for next year: School Snack Program including Deroche, West Heights, Cherry Hill and Windebank – free snacks next year.

Questions regarding Halq'emeylem teachers: The SD would have to put out a posting(s) and are aware of several qualified individuals. Both middle schools are aware of potential reality.

Comments made that Trustees asked for a priority list but that one item does not belong – solar panels – as the Board made it clear we would instal a solar panel. A finite amount was not set on it and that the Board's intent was clear it would have a viable solar array implemented next year and will come down to Board debate if needed.

Discussion ensued around Halq'emeylem, enrolment, Ab. Ed. funding, and CUPE Aboriginal language workers who are conducting language presentations. This course would meet full academic program recognized by post-secondary institutions (similar to Japanese / French).

Discussions have occurred with the District Principal, Aboriginal Education, regarding a program for hungry children; the Halq'emeylem teachers, and ensuring the Deroche community that they are getting fair opportunity. Targeted funds cannot be used for a teacher.

Discussion ensued regarding greater need for occupational therapy for incoming Kindergarten kids.

The Secretary Treasurer read a list of priorities:

- Would change Halq'emeylem teachers from two to one;
- Reduce facility enhancements from \$150K to \$75k;
- White fleet: could reduce from two to one but if need be, could eliminate both.

Technology is still the single most urgent issue to the Secretary Treasurer: Network security; contingency plans; business continuity plans – are discussions amongst BCASBO memberships.

There is no expected timeline of notification of receiving CEF funding. The ST has not received any indication to date.

Raw increases get dealt with on September 30th (1701s). Budget shortfall also are a result of discovered complications in each Local's language. The Ministry has a contingency fund.

Discussion ensued on technology fund reduction; student devices and technology needs for special needs students.

Concerns were expressed regarding the technology plan approval prior to hiring of the I.T. Manager and the hiring of an I.T. Manager.

The Ministry has provided a commitment for funding eight portables.

Discussion ensued around families and technology support. The sub-committee has considered steps and critical pieces. The next 2 -3 years - adding labs and devices and pieces for special education.

It was agreed that not everything has to be funded in September. There will be considerations made during the amended budget phase.

The committee Chair asked if partner groups have further input.

- Face enhancements;
- Equipment – Have fallen behind with equipment - major expenditure to replace; has been neglected over time; white fleet needs to be an ongoing project;
- Dewdney renovations – good intentions for another user group;
- Confusion on the technology plan and Manager hire.

Responses:

- I.T. Manager will save money over time;
- Dewdney Elementary space clarified: Revenue generates \$30K annually - *in perpetuity*.
- Tech plan @ MSS – A 'must' to have infrastructure for students to go global. Have to answer your "why". To have it supports educational infrastructure. Educational journey.
- The SD is also evicting some user groups due to space issues.

The SD has become dependent on revenue streams that are subject to change. Comments referencing the International Department and an assessment of the program: it is not a profit centre per se. The benefit is somewhat less than what the School District would receive for funding for from the Province.

The committee recessed at 3:08 pm.

The committee reconvened at 3:20 pm.

3.1 Forest Friday Program – Terra Warmerdam, Teacher, Silverdale Elementary, Jen Lane, K-12 Teacher Librarian, Curriculum Support, Mrs. Mallow, Parent

The program assists in improving mental health through access to nature. Mrs. Mallow, a parent, discussed her child's experience in nature, and physical exercise.

Budget Conversation Resumed

Comments were made to see the ST's list. Priorities from MTU are things that service students. All items on the list impact students; technology – we have to have it. A question was asked regarding the possibility of taking out a loan on a project as big as the technology plan is.

Response:

- Leasing option is essentially doing that; funding phases of technology. The leasing option explored provides a 'kick back' and will save approximately \$400K.

Questions were asked regarding the occupational therapist - \$10K line on budget, students bring in that funding, is there an obligation to have a certain staffing level? When a student has a need, there is never enough. The Ministry sees it as when they provide \$7300/student, it includes the broad support.

A question was asked when the Board will have its 50 page book for budget to which it was confirmed there will not be one this year.

Discussion needs to occur regarding 1:1 needs of special needs students.

The proposal is for two Halq'emeylem teachers but could have one. The idea is to have one at each middle school. If every gr. 7 were to take Halq'emeylem, Options and considerations were discussed in order to provide a Halq'emeylem program.

Committee Chair indicated if there are more questions, that all are welcome to email staff directly.

The Secretary Treasurer asked the committee for their preferred list of items to be included in the bylaw.

By the 13th, need to bring back options for the budget bylaw. This body makes decisions based on recommendations provided to them. It was proposed to step back, make deliberations. The challenge is, in order to pass the bylaw, need it in bylaw format: Must have everything in there, except what is in / out.

Next meeting dates:

Tuesday, June 6th 1:00 – 3:00 pm.

Tuesday, June 13th 1:00 – whenever

A question was asked if there is any other information needed from staff before next Tuesday. The Superintendent will present requested information regarding the Halq'emeylem item.

A question was asked regarding student input on the budget. The Superintendent is meeting with students from MSS May 31st.

5.2 2017-2018 Fee Schedule

Revisions:

- Change, "2016-2017" to "2017-2018";
- Add "Grade 9 - \$125" in the "Athletic Contract" box; and
- Change, "(includes referee fees and ice time)" to "(Monthly)"

Discussion ensued costs of football vs. lacrosse.

MOVED and Seconded that the 2017-2018 Fee Schedule be received and forwarded to the June 20, 2017, Public Board meeting as revised.

CARRIED

5.3 2018-2019 Capital Budget Submission/Long-Range Facility Plan

Discussion ensued regarding asbestos in schools; labeling sites; assessment; renovation cost increases; maintenance projects vs. major projects; future development; land swaps for leverage and future school development plan. The Director of Facilities has asked employees to delay vacations.

Minutes



MOVED and Seconded that the 2018-2019 Five Year Capital Plan dated, June 2017 be reviewed and forwarded to the June 20, 2017 Board meeting for consideration.

CARRIED

6. New Business

7. Minutes of Previous Meetings

MOVED and Seconded that the Committee of the Whole Meeting Minutes dated May 16, 2017 be approved as presented.

CAR

8. Information Items

8.1 Curriculum Update (Standing Item)

No report at this time.

8.2 District Parent Advisory Council (Standing Item)

Meeting was held last evening. New executive elected. New Chair: Trisha Hansen-Bell.

8.3 April Enrolment Charts

Provided in the Agenda.

9. Adjournment

Moved and Seconded to adjourn the meeting.

CARRIED

The meeting adjourned at 5:00 pm.

Chairperson

Secretary Treasurer

Committee of the Whole Meeting

June 6, 2017 1:00 pm

District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:

Chair Tracy Loffler
Trustee Rick McKamey
Trustee Randy Cairns
Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
Assistant Secretary Treasurer Derek Welsh
Director Student Services, Carolynn Schmor
District Principal Technology and Innovation, Colleen Hannah
District Principal, Aboriginal Education, Joe Heslip
Executive Assistant Tracy Orobko

Absent: Trustee Shelley Carter

Partner Groups Present:

DPAC: Cyndi Polovina, Laura Wilson
MTU: Amber Chung
PVPA: Brian Barber

Regrets: Trustee Shelley Carter

1. CALL TO ORDER

The meeting was called to order at 1:00 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. Adoption of Agenda

Three Additions:

- 6.1 Riverside Electrical and Budget Implications –
- 6.2 French Immersion Balance and Cross Boundary
- 6.3 Trustee Public Communications

A concern was raised regarding the solar array item and the motion was read from the January 2017 Public Board meeting where Board gave Staff direction: ***THAT the purchase and installation of an initial solar photovoltaic electrical generation system be approved; AND THAT the Board of Education direct the Secretary Treasurer to include a line in the budget from the 2016/2017 amended budget and/or the 2017/2018 budget.*** From the motion passed there was an assumption that 1) the Board said it will purchase a solar array; 2) will be in either this budget or 2016/2017 amended budget.

The Secretary Treasurer indicated that whatever the committee moves forward to the Board, it is still the Board's decision. The Committee of the Whole makes recommendations to the Board; not decisions. All expenditures are approved with the budget. If recommendation(s) cross over to a new Board, the new Board has to have the ability to modify and adopt a budget. At this point, the motion is not in the budget – it is 'not law'. The Board always has the ability to address issues affecting circumstances.

Concerns were raised around process. Objection was expressed that solar arrays are to be included in the 'want list' of budget items as they had already been approved by the Board.

This is a body to make a recommendation to the Board.

The Board ensures monies are spent to the best ability for the best interests of the School District. Gives opportunity for discussion. At the next public Board meeting (June 20), the Board will move into passing the budget for 2017/18 and will make that decision as a Board of five. Options are available to ensure it maintains fiduciary responsibility.

Comments included:

- External factors beyond the School District's control (ie: Collective Agreements);
- List of items on the original draft budget - are discretionary and were highlighted;
- End of the day, this is the Board's budget and Trustees direct what is in/out;
- Ultimately the Board's decision.

There was strong objection to solar array's inclusion in the Budget presented for consideration.

The Committee reached agreement to move the solar arrays item from the budget line for consideration to be included in the budget, at a cost of \$55,000.

The Committee Chair introduced Aleksandra Zwierzchowska, Executive Assistant to the Board of Education, Secretary Treasurer and Superintendent of Schools. Aleksandra will be assisting while Tracy Orobko moves into the Human Resources department on a temporary basis.

**MOVED and Seconded that the Agenda be adopted as amended.
CARRIED**

3. Delegations/Presentations

4. Unfinished Business

5. Staff Reports

5.1 Halq'ejmeylem Teachers Information

The Superintendent provided overview of indigenous references. In particular language instruction. Referred to the report in the Agenda and opened the floor to questions.

Discussion ensued regarding the hiring of aboriginal language teachers, risk of losing existing students, culture, learning ability/opportunity. This course will bring comfort to our aboriginal kids allowing them to be in/out of classroom in their own communities.

Questions were asked regarding salaries.

Clarification was made to the positions. HMS .2 FTE Halq'emeylem for Deroche: 7 blocks - should be .714.

Discussion ensued around Halq'emeylem teachings and teacher time. Comparisons to French, Spanish classes were made. All Gr. 7 students would be exposed to the language. Language and culture is the key. The District Principal, Aboriginal Education thanked the committee for the interest in this conversation. There are two teachers with the ability to reach out to other districts already introducing these programs.

Concerns were raised around students continuing with the language at secondary level. This is not an immersive program. There is always vulnerability.

Looking at adding two teachers is a significant commitment and is in the spirit of the committee of the whole.

5.2 Student Input – Budget Feedback

The Superintendent has not yet received written feedback. When he attended the MSS leadership class, students provided their thoughts. Approximation as he heard it:

- Computers and computer technology, wireless;
- Experiential learning – field trips;
- Books – fiction esp. at secondary level; middle schools are great; secondary not;
- “Non-regular sports equipment” – not soccer, football, floor hockey (Physical ed.) – ‘different things to do’;
- Support levels for middle school for academics;
- Support for elementary students – counseling behavioural support; and
- Smaller class sizes at elementary to provide more academic support for students.

Next year, would like to start engaging students earlier, and at the middle school level.

5.3 2017-2018 Preliminary Budget

The Secretary Treasurer introduced three options. Trustee Cairns provided a handout reflecting a fourth option.

It was proposed to look at the larger items first and prioritizing.

Clarification was made around technology infrastructure. The foundation investment of \$500K is required for the work to be performed over the summer months.

Question: Is there always a surplus at amended budget? Response: No. Not always. Just to replace what we currently have: \$2.2 million.

Clarification was provided regarding facilities enhancements. The amended budget included \$175K to address backlog of work orders. It is still not addressing school demands. The current maintenance budget does not include all improvements. There are also unknown factors such as depreciation.

Ministry is proposing policy regarding contingency funds / reserves and determining suitable amounts.

There was support for a phased in move of contingency funds.

If the Board does not set aside \$500K in the budget, I.T. work will not happen over summer. Discussion ensued around purchase vs. leasing.

It was posed for the committee to consider its commitment to technology and the organization. If it is a minimalist tool, then purchase and not replace for 10 years: Security risks. Either we invest in technology and improve, or maintain status quo. The Secretary Treasurer is in favour of leasing right now as the system is in dire need of repair or replacement.

Question: If we were to lease, can we wait for part until we get to January or February and pull from contingency or go with amended budget? Response: It is about \$365K to kick off leasing plan. We could defer the next part until after the amended budget is done. This does not change the fact that we need \$500K to start the infrastructure part.

If we enter lease agreements for the next three years, we would be committed financially.

Discussion ensued around the disposal of two properties. Sales from properties could be put back into local capital.

There is no legal requirement to have a contingency fund at this time. It is suggested from the Ministry that Boards consider having one but not a legal requirement. Conservatism comes in to protect against deficits. A proposal was put forward to pull funds from contingency to start the technology process with agreement to repay.

The committee agreed to work with Option 1 which includes already pulling \$100K out of contingency.

Classroom enhancement fund of \$400K is still unknown.

Agree to not pull white fleet from contingency and defer to amended budget discussion.

Facilities equipment – some will be required to assist with the move of facilities to Ferndale. Balance deferred to amended budget. The Secretary Treasurer proposed to do a partial: \$60K

Temporary District Admin. for Recruitment – SD has applied for funding to partly assist with this. Agreed to move \$40K (of the \$80K) for recruitment to the amended budget.

An estimate for remedies is already included in the budget. Classroom enhancement fund \$4.5 million for all new hires for class composition and size. The district has submitted a report to the Ministry. Based on preliminary math, it was included in that fund.

Today 17 TOCs shortages in the district. It is not uncommon for Principals/VPs to be in classrooms 2 – 3 days/week. Worry about wellness of the group. Emergent situations; stress is now the #1 cause of health concerns.

Supreme Court decision affects: 30 more classrooms; 60 more people coming into our system. Support teachers, EAs for the classrooms.

Agreed to reduce Facility Enhancements from \$150K to \$49K.

<u>The following items are to be included in the budget bylaw:</u>	Amount
Technology plan	500,000
Halq'emeylem teachers at HMS/HPMS (2 FTE)	187,500
Temporary district admin for recruiting	40,000
DP ABED to Operating (3 yr transition?)	45,000
International EA at MSS (1 FTE)	38,000
Speech/language pathologist assistant	38,000
Youth care workers - 30 to 35 hrs for 4 FTE	20,000
Program for hungry children (Deroche/Chehalis)	10,000
LGBTQ2S community needs	10,000
Additional contract occupational therapist time (.1 FTE)	10,000
Dewdney Renovations	30,000
Facilities Equipment	60,000
Facility Enhancement	49,000
	1,037,500

Minutes



Funding Available for Allocation	<u>837,391</u>
Shortage	<u>(200,109)</u>

The following items are to be deferred to consider with the amended budget discussion:

Facility Enhancements	100,000
Facilities Equipment	15,000
White Fleet	60,000
Temporary Recruiting	40,000

The Budget Bylaw will be presented at the June 13th Committee of the Whole meeting.

6. New Business

6.1 Riverside Electrical Program

Concerns were raised regarding the site for the program.

The Superintendent reported on discussions held with the Director of Facilities. It is easier to last forever at Hatzic Middle. Estimated costs incurred to move equipment at the Hatzic Middle School site back to an automotive shop from the electrical program, would be \$100K.

Discussion ensued on Riverside Electrical and facilities costs/expenses and efficiencies. Staff is waiting for details of a potential move to Hatzic Middle and how it will be funded. Potentially a \$50K lease debt.

6.2 French Immersion Balance and Cross Boundary

Concerned that families are finding loopholes to enter either schools. The School District has sibling clauses. Discussion ensued around past and current policy and each school's culture and the need for equalization.

6.3 Trustee Public Communications

All parents, students, staff have the ability to speak with Trustees at any time with no negative consequences.

7. Minutes of Previous Meetings

**MOVED and Seconded that the Committee of the Whole Meeting Minutes dated May 23, 2017 be approved as presented.
CARRIED**

**MOVED and Seconded that the Committee of the Whole Meeting Minutes dated May 30, 2017 be approved as presented.
CARRIED**

8. Information Items

Reminder of the Special Committee of the Whole meeting scheduled for this evening at Fraserview Learning Centre at 6:00 pm.

9. Adjournment

Minutes



**Moved and Seconded to adjourn the meeting.
CARRIED**

The meeting adjourned at 3:45 pm.

Chairperson

Secretary Treasurer