

# Committee of the Whole – Public Meeting

# Agenda



Committee of the Whole - Public Meeting  
June 5, 2018 commencing at 3:30pm  
District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC

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|---|-------------|----|
| <b>1. CALL TO ORDER</b>   |             |    |
| <i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i> |             |    |
| <b>2. ADOPTION OF AGENDA</b>  |             |    |
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**ITEM 3.1      Action**

TO:                Committee of the Whole  
FROM:            Jim Pearce, Principal, École Mission Secondary School  
SUBJECT:        International Travel Application: Chile

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**Recommendation:**

**THAT the International Travel Application be reviewed and forwarded to the June 19, 2018 Public Board meeting for approval.**

**Background:**

Destination: Chile

Purpose of travel: Global Education Course – building a community centre/ learning centre in a village called Puerto Aldea.

Approximately 30 students from Grades 11, and 12 with 4 supervising teachers.

Departure and arrival dates: March 14 – March 29, 2019.

Additional details are outlined on the attached application.

**Attachments:**

A. Field Travel Application Form



## ÉCOLE MISSION SENIOR SECONDARY SCHOOL

SCHOOL DISTRICT NO. 75 (MISSION)  
32939 SEVENTH AVENUE, MISSION, B.C. V2V 2C5  
mss.mpsd.ca

TELEPHONE: 604-826-7191  
FACSIMILE: 604-826-8187

### EXTENDED OR INTERNATIONAL TRAVEL APPLICATION FORM

Date Submitted: May 16th, 2018

1. Sponsoring School(s): *Mission Secondary School*

2. Destination: *Chile*

3. Departure and arrival times:

**Outbound:**

1 AC 110 TH 14MAR Vancouver -Toronto HK50 - 1030 - 1756  
2 AC 92 TH 14MAR Toronto - Santiago Chile HK50 - 2025 - 0745

**Inbound:**

3 AC 93 FR 29MAR Santiago Chile -Toronto HK50 - 0925 - 1850  
4 AC 33 FR 29MAR Toronto -Vancouver HK50 - 2015 - 2209

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

Dates March 14th - March 29th, 2019

# of Days 15

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

*Global Education Course. - Building a community center / learning center in a village called Puerto Aldea. This village is on the west coast of Chile. Note: This will be a combined effort with Teachers and Students from Richmond Secondary School.*

6. Number and Grade Level of Students:

*Currently there are 30 students. Grades 11 and 12*

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

*As this is a locally developed course, there was no existing curriculum. It was created by Kevin Matheny. (see attached course outline that was distributed to the students).*

8. Names of Supervisors (names and indicate whether parent or teacher):

*Kevin Matheny - Teacher  
Peter Anderson - Teacher  
Lorraine Mar - Teacher  
Alison Fyles - Teacher*

9. Outline past experiences of supervisor(s) / coach(es):

*Kevin Matheny - projects completed in Dominican Republic, Guatemala, Nigeria-(2), Lao, Fiji-(3), Morocco, Malaysia, Paraguay, Mongolia, Botswana, Sri Lanka, Jamaica, Samoa, Bhutan, India, Tonga, Cambodia (June 2018)*

*Peter Anderson - Fiji, (June 2018)  
Lorraine Mar - Habitat for Humanity (Hatzic)  
Alison Fyles - Fiji*

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

*Airplane – Air Canada  
Reputable Tour Company – Via Flight Center  
Local Hired Bus – Via a reputable tour company*

11. APPROPRAITE FUNDING PRACTICES

- a) What is the total per pupil cost for the excursion?  
*at present approximately- \$3800. Every effort is being made to lower the cost for students.*
- b) Of the total per pupil cost, how much is each pupil required to pay?  
*\$3800*
- c) What is the source of funds when there is a difference between (a) & (b)?  
*Students will engage in fundraising activities to help offset the cost of their trip.*
- d) How much is each supervising staff required to pay?  
*\$1000*
- e) What is the total cost of the excursion?  
*The total cost is not entirely determined at the moment of presentation. (note: there are some variables that can not be determined at this time ie water, food in the village)*
- 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?  
*Flight Center – Belinda Nijjar (604-495-8581)*
- g) If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.  
*Will be approaching Rotary Club as well as Mission Foundation. Others community supporters to be determined. Have already received a donation for all the medical and cancelation insurance.*

12. APPROPRAITE LIABILITY COVERAGE

- a) Have arrangements been made to assure that all students and supervising staff have:
  - i) accident insurance? *Yes*
  - ii) health insurance? *Yes*
  - iii) cancellation insurance? *Yes*

13. APPROPRIATE ACCOMMODATION ARRANGEMENTS

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

*In the first week, we will be in a village stay. The location of the village is on the west coast of Chile. We are considering staying in cabins which are located on in this village.*

#### 14. APPROPRIATE ACCOMMODATION ARRANGEMENTS

- a) What is the ratio of supervisor/student? **7.5 to 1 (The final number of students may not be final at this time but we will not take more than 30).**
- b) What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students? **Students will remain in groups at all times. They will not be able to move around or spend time by themselves. There will be regular attendance taken at multiple times of the day and the guidelines of all activities will be clearly stated. The traffic patterns will be stressed to the students on many occasions as roadways in Chile can be unpredictable at times.**

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

**Each student and supervisor will have a valid passport, which will allow them to travel abroad. Preparations of permission to enter Chile will be done well in advance. That said, there is no tourist visa required for Canadians to enter Chile.**

**Quoted from immigration website: "Canadian nationals using Canadian passports do not need a visa to visit Chile as a tourist or business traveller."**

#### 16. APPROPRIATE PARENT INPUT

- a) Have parents been surveyed regarding their support for this trip? **Yes -Parent Meeting occurred on Tuesday May 8<sup>th</sup>, 2018. There will be further meetings as we approach the departure date.**
- b) Will parents be asked to contribute either time or funds? (please explain) **Yes - we are asking Parents to help their sons and daughters will raising funds through their network.**

#### 17. APPROPRAITE USE OF THE INSTRUCTIONAL/LEARING TIME

- a) What specific section of the curriculum is related to this excursion? **The curriculum was developed by Kevin Matheny. It is included in the course outline (see attached). This course would be closely related to Social Justice as well as Sociology and Geography.**
- b) What are the learning outcomes planned for this excursion? **The curriculum was developed by Kevin Matheny. The learning outcomes are included in the course outline.**
- c) How will the students' success in achieving the outcomes be measured? **Through various means. This information is included in the course outline.**
- d) Describe the educational preparation students will receive prior to the excursion **The contact minutes will be achieved through two classes per week. Usually classes will be on Monday and Tuesday's. This may change on occasion through the school year. The contact minutes are extensive while in Chile. Consider Chile a mobile classroom.**
- e) What follow-up educational activities are planned for the students? **Presentations will be made by all students through various avenues both within the school and in the community and an exit interview will occur for each student to determine what they have learned. The students in this class will be required to show younger grades what they learned through their experiences.**

- f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended? ***Blogs will be completed by each student that show what they are learning throughout the school year. There will be interviews and small group work as well as other monitoring activities. All of these methods are available in the course outline, which is enclosed.***

18. 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? ***Kevin Matheny has been teaching this course for many years and has taken students to on many humanitarian trips. He also has a Post Graduate Diploma from Simon Fraser University in Global Education.***
- 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? ***Alternative assignments will be provided for students that are unable to participate in the excursion.***

19. APPROPRIATE STUDENT ACCESS

- a) What are the qualifying factors (if any) required of participating students? ***Students must attend this curricular course regularly. The School Administration must also be comfortable with the students selected for this type of learning and travel. Students will need to participate in the fundraising efforts in order to raise enough money for the project (and some of their own expenses) we are building in Chile.***
- b) Have any students been excluded because of an inability to pay?  
***No***
- c) What arrangements have been made for students who require financial assistance? ***Students are able to fundraise in various ways to help offset the overall cost.***
- d) If substitute time is required, how will the cost be borne? ***School Fund and fundraising. There are two school days that will need to be covered for the four teachers.***

**(NOTE: Please attach a copy of the itinerary)**

20. SIGNATURES FOR THE APPLICATION

Principal: \_\_\_\_\_

Teacher Sponsor(s): \_\_\_\_\_ Kevin Matheny \_\_\_\_\_ *Kevin Matheny*

\_\_\_\_\_ Peter Anderson \_\_\_\_\_

\_\_\_\_\_ Lorraine Mar \_\_\_\_\_

\_\_\_\_\_ Alison Fyles \_\_\_\_\_

Board / Superintendent (or Designate) Approval: \_\_\_\_\_

Date: \_\_\_\_\_

**Global Education**  
**Mission Secondary School**  
**Mr. K. Matheny**  
**kevmatheny@gmail.com**  
**Roadrunners to Chile -2018-2019**  
***Course Outline***

Welcome to Global Education! As you are already aware, this class and journey is like no other.

The course has been designed to address the concerns facing the developing world as well as our own and to better understand the interconnectedness of all human beings. It was created to teach about global citizenship, which is:

- A way of understanding---how the world works, links between our own lives and those of people throughout the world.
- A way of seeing--- social justice and equity, other people's reality, diversity, interconnectedness, and the way that people can make a difference.
- A way of acting---exercising political rights, critical thinking, and challenging injustice

The aim of this curriculum is:

- It helps prepare students to be active, responsible citizens
- It helps engage students in the democratic process and to be aware of other cultures and different political ideas.
- To help others become aware of their capacity to effect change in their communities, society and the world.

Each of the three terms will be weighted equally. And the evaluation in each of these three terms will come in the form of:

1. Journal submissions
2. Short research projects
3. Oral Presentation
4. Written exams both subjective and objective
5. Article reviews
6. Video documentary reviews
7. Practicum - \*Students must complete the June Practicum and report on it in September\*

Below is a rough course outline: REPORTING PERIOD 1

Unit 1 - UNDERSTANDING THE CONCEPT OF GLOBAL EDUCATION AND THE STUDY OF THE UNIVERSAL CURRICULUM

Unit 2 - THE GEOGRAPHY OF DESIGNATED COUNTRY

REPORTING PERIOD 2

Unit 3 - HISTORY AND ECONOMICS

Unit 4 - RELIGION

Unit 5 - SOCIOLOGY AND ANTHROPOLOGY

**REPORTING PERIOD 3**

Unit 6 - STUDY OF INTERNATIONAL RELIEF ORGANIZATIONS

Unit 7 - FIELD TRIP PREPARATION Medical review Documentation review (visas/passports) Conduct and group responsibilities Culture shock Establish a human support system PRACTICUM: June

Unit 8 - COURSE ASSESSMENT

**MESSAGE TO PARENT(S)/GUARDIAN(S):**

Should you have any questions or concerns during the school year please contact me directly via email kevmatheny@gmail.com or call me at the school (604-462-7191). I will reply to your email or return your call promptly. There is also an opportunity to speak at various Global Education events as well as parent meetings.

**STUDENT UNDERSTANDING:**

I have read and understood the above information.

**Student Name** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent /Guardian Reflection:**

I have read and understood the above information.

**Parent(s)/Guardian(s) Signature** \_\_\_\_\_

Email contact: \_\_\_\_\_

**Parent(s)/Guardian(s) Signature** \_\_\_\_\_

Email contact: \_\_\_\_\_

**Date** \_\_\_\_\_

**BIG IDEAS**

The causes of poverty are compounded by many issues

Social interaction with others is vital to the development of society

All human beings are interconnected

Interacting with societies different from our own will make us broaden our perspectives

**Learning Standards**

**Curricular Competencies**

*Students will be expected to be able to do the following:*

- Analysis and compare the significance of poverty in our world
- Show empathy for other people in their own community and the world
- Assess the complex global problem and provide solutions
- Use inquiry processes and skills to gather information on foreign lands and draw comparisons both positively and negatively to their own country.
- Compare and assess the ever-changing landscape of our world with a cause and effect understanding.
- Determine the long and short term effects of changes in a community and society
- Assess and compare the impact of people with influence in society
- Create and implement an action plan to tackle social issues both locally and internationally

**Content**

*Students are expected to know the following:*

- key demographics of various countries such as birth rate, death rate, literacy rate, geography, history, economics and others
- role and values of volunteerism as a well as humanitarian
- Canada’s role as a wealthy nation in the world
- mechanisms that allow for social change
- roles of government and other organizations in developing change
- how to promote social change in a positive manner
- what their connection and role is to community and society

## Roadrunners to Chile – March 14<sup>th</sup> – March 29<sup>th</sup>, 2019

| Date                       | Destination                               | Transport  | Schedule                            | Accommodations                        | Meal   |
|----------------------------|---|--|-------------------------------------|---------------------------------------|--|
| Thursday<br>2019 -03 - 14  | Meet @ WCE<br>- 5:00am Mission<br>Flights | West Coast Express<br><br>Air Canada<br>AC 110 TH 14MAR<br>Vancouver -Toronto<br>HK50 - 1030 - 1756 - (Note<br>time zone change)<br><br>AC 92 TH 14MAR<br>Toronto - Santiago<br>Chile HK50 - 2025 -<br>0745 (Next Day) | In transit                          | In Transit                            | Lunch – Vancouver Airport**<br>Paid by student and not<br>included in overall price<br><br>Dinner – Flight<br><br>Breakfast - Flight |
| Friday<br>2019 - 03 - 15   | Santiago, Chile<br>Puerto Aldea Village   | Local Bus (Tour Company)   | In transit<br>Welcoming<br>Ceremony | Cabin stay in Puerto<br>Aldea Village | Bfast – In transit<br>Lunch – in transit<br>Dinner – Puerto Aldea  |
| Saturday<br>2019 - 03 - 16 | Puerto Aldea Village                      | Walk to worksite   | Work Day #1                         | Cabin stay in Puerto<br>Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea  |

|                             |                      |                        |                                  |                                    |   |
|-----------------------------|----------------------|------------------------|----------------------------------|------------------------------------|---|
| Sunday<br>2019 – 03 - 17    | Puerto Aldea Village | N/A – Walk to worksite | Work Day #2                      | Cabin stay in Puerto Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea |
| Monday<br>2019 – 03 - 18    | Puerto Aldea Village | N/A – Walk to worksite | Work Day #3                      | Cabin stay in Puerto Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea |
| Tuesday<br>2019 – 03 - 19   | Puerto Aldea Village | N/A – Walk to worksite | Cultural Activities with village | Cabin stay in Puerto Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea |
| Wednesday<br>2019 – 03 - 20 | Puerto Aldea Village | N/A – Walk to worksite | Work Day #4                      | Cabin stay in Puerto Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea |
| Thursday<br>2019 – 03 - 21  | Puerto Aldea Village | N/A – Walk to worksite | Work Day #5                      | Cabin stay in Puerto Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea |
| Friday<br>2019 – 03 - 22    | Puerto Aldea Village | N/A – Walk to worksite | Work Day #6                      | Cabin stay in Puerto Aldea Village | Bfast – Puerto Aldea<br>Lunch – Puerto Aldea<br>Dinner – Puerto Aldea |

|                             |  |                                |   |                                    |   |
|-----------------------------|--|--------------------------------|---|------------------------------------|---|
| Saturday<br>2019 - 03 - 23  | Puerto Aldea Village                   | N/A - Walk to worksite         | Work Day #7<br>Project closing ceremony and hand over | Cabin stay in Puerto Aldea Village | Bfast - Puerto Aldea<br>Lunch - Puerto Aldea<br>Dinner - Puerto Aldea |
| Sunday<br>2019 - 03 - 24    | Puerto Aldea Village<br>Tour locations | Local transportation<br>- Tour | Tour Starts - Day 1                                   | TBD                                | Bfast - TBD<br>Lunch - TBD<br>Dinner - TBD                            |
| Monday<br>2019 - 03 - 25    | Tour locations                         | Local transportation<br>- Tour | Tour - Day 2  | TBD                                | Bfast - TBD<br>Lunch - TBD<br>Dinner - TBD                            |
| Tuesday<br>2019 - 03 - 26   | Tour locations                         | Local transportation<br>- Tour | Tour - Day 3  | TBD                                | Bfast - TBD<br>Lunch - TBD<br>Dinner - TBD                            |
| Wednesday<br>2019 - 03 - 27 | Tour locations                         | Local transportation<br>- Tour | Tour - Day 4  | TBD                                | Bfast - TBD<br>Lunch - TBD<br>Dinner - TBD                            |
| Thursday<br>2019 - 03 - 28  | Tour locations -<br>Arrive in Santiago | Local transportation<br>- Tour | Tour - Day 5  | TBD                                | Bfast - TBD<br>Lunch - TBD<br>Dinner - TBD                            |

|                                  |                 |  |                   |                   |   |
|----------------------------------|-----------------|--|-------------------|-------------------|---|
| <p>Friday<br/>2019 - 03 - 29</p> | <p>Santiago</p> | <p>Inbound:<br/>AC 93 FR 29MAR Santiago<br/>Chile-Toronto HK50 - 0925 -<br/>1850<br/>AC 33 FR 29MAR Toronto -<br/>Vancouver HK50 - 2015 -<br/>2209</p> | <p>In Transit</p> | <p>In transit</p> | <p>Bfast - TBD<br/>Lunch - TBD<br/>Dinner - TBD</p> |
|----------------------------------|-----------------|--|-------------------|-------------------|---|

**ITEM 3.2      Action**

TO:                Committee of the Whole  
FROM:            Principal Jim Pearce, École Mission Secondary School  
SUBJECT:        International Travel Application: China

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**Recommendation:**

**THAT the International Travel Application to China be reviewed and forwarded to the June 19, 2018 Public Board meeting for approval.**

**Background:**

Destination: China

Purpose of travel: Reciprocal travel with our international partner including a Chinese Volleyball tour.

Grade level: Grades 10, 11, and 12 with 3 supervising teachers.

Departure and arrival dates: March 14 – March 25, 2019.

Additional details are outlined on the attached application.

**Attachments:**

A. Field Travel Application Form

# Field Trip Application Extended or International Travel



For trips greater than 5 days within Canada, or, any travel outside of Canada and Washington State. Approved by the Board of Education.

**NOTE: Fundraising MUST NOT commence until the application has been approved in principle by the Board.**

Date Submitted: May 15, 2018

1. Sponsoring School(s): Mission Senior Secondary
2. Destination: China
3. Departure and Arrival times: March 14 – March 25
4. Dates of Excursion and Number of Instructional Days Used (if any): March 14 & 15 (2 days instructional)
5. Description of Activity (name of event if known; program/team involved; etc) \_\_\_\_\_  
Chinese Volleyball tour. A reciprocal travel with our international partner school.
6. Number and Grade Level of Students: Grade 10 – 12
7. Plans for Curricular / Instruction / Assignment make-up: To meet with teachers prior to departure
8. Names of Supervisors (names and indicate whether parent or teacher): Jim Pearce, Principal  
Andrew Hale, Coach Cheryl Pearce, Secretary
9. Outline Past Experiences of Supervisor(s) /coach(es): Many National and international trips with students
10. Method of Travel and Name of Carrier(s): \_\_\_\_\_  
Air & Bus Charter
11. Appropriate Funding Practices
  - a) What is the total per pupil cost for the excursion? \$2,500.00
  - b) Of the total per pupil cost, how much is each pupil required to pay? \$2,500.00
  - 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? NIL
  - e) What is the total cost of the excursion? \$30,000.00
  - 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?  
International Department - Holly Mayo

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

NONE

12. Appropriate Liability Coverage

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

i) accident insurance? GUARD ME STUDENT TRAVEL INSURANCE

ii) health insurance? \_\_\_\_\_

iii) cancellation insurance? YES

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

Jim Pearce has first aid and there will be local hospitals available.

14. Appropriate Accommodation Arrangements

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

See attached itinerary

15. Appropriate Supervision Arrangements

a) What is the ratio of supervisor/student? 4 to 1

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

Our group will be hosted by our local Chinese partners. We will be on tour together for most of the Trip. We will be involved in many competitions.

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

Passports – Travel Visa

17. Appropriate Parent Input

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

Yes. Parent meeting.

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

Explore fundraising opportunities.

18. Appropriate Use of Instructional / Learning Time

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

Global perspectives. This is a reciprocal trip and it is expected that we travel to China if we are in a partnership.

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

Contribute significantly to Global Education and historic perspectives for our students. Many site seeing trips planned over the course of the trip – Great Wall, Forbidden City, Chinese Museums. Light show, local parks.

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

Conversations with the group. This will also enhance their knowledge with courses at MSS. Video & Photo presentations will be done.

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

Meetings to explain criteria and Chinese cultural expectations.

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

To bring back experience to the District. Invite reciprocal sports teams from China.

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

All members of the group will participate in all activities

19. 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?

I have personally taken students on many trips and have been involved with the International group over the years.

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?

(NA) Supervising Staff are not classroom teachers. All will attend the outings.

# Field Trip Application Extended or International Travel



20. Appropriate Student Access

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

Academic standing \_\_\_\_\_  
Attendance record \_\_\_\_\_  
\_\_\_\_\_

b) Have any students been excluded because of an inability to pay? No

c) What arrangements have been made for students who require financial assistance?

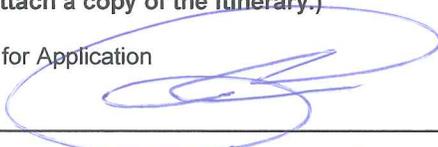
Fundraising \_\_\_\_\_  
Support from home \_\_\_\_\_  
\_\_\_\_\_

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

NONE \_\_\_\_\_  
\_\_\_\_\_

(NOTE: Please attach a copy of the itinerary.)

21. Signatures for Application

Principal:  \_\_\_\_\_

Teacher Sponsor(s): JIM PEARCE CAROL PEARCE \_\_\_\_\_  
ANDREW HALE MRS HALE

Board Approval: \_\_\_\_\_

Date: May 28/18

NOTE: A copy of the proposed itinerary of student activities and schedules MUST be provided with the application. If required, the Board will request the final itinerary three months prior to the trip.

| Date   | City             | May 23, 2018 - Proposed Schedule<br>Spring Break 2019 Volley Ball Tour  | Transportation                    | Accommodation                |
|--------|------------------|---|-----------------------------------|------------------------------|
| Day 1  |                  | Vancouver to Beijing  |                                   |                              |
| Day 2  | Beijing          | Check into Hotel and Have Dinner  |                                   | Holiday Inn Downtown Beijing |
| Day 3  | Beijing          | Great Wall Shopping   | Bus in Beijing                    | Holiday Inn Downtown Beijing |
| Day 4  | Beijing to Jinan | Tian'an Men Square; Forbidden City<br>Train Station<br>Visit Daming Lake Light Show After Dinner                                | From Beijing to Jinan<br>by Train | Jinan All Seasons Hotel      |
| Day 5  | Jinan to Linzi   | Morning:<br>Mount Qianfo – Thousand Buddha Mountain<br>Afternoon:<br>Volleyball game with Qilu University of Technology         | Bus                               | Xicheng Quanying Hotel       |
| Day 6  | Linzi            | Morning:<br>Linzi Foreign Language school; Meet Students<br>Mandarin Class<br>Afternoon: Visit Qi Museum                        | Bus                               | Homestay                     |
| Day 7  | Guangrao         | Visit Guangrao No.1 High School<br>Activity with students; Study TaiChi<br>Volleyball Game<br>Visit Local Company or Sunzi Park | Bus                               | Junlin Tianxia Hotel         |
| Day 8  | Changyi          | Visit Changyi No.1 High School<br>Volleyball Game<br>Study Traditional Chinese Art/Calligraphy                                  | Bus                               | Changyi Jinling Hotel        |
| Day 9  | Zhucheng         | Visit Zhucheng No.1 High School<br>Volleyball Game<br>Dinosaur Museum   | Bus                               | Zhucheng Huaxi Hotel         |
| Day 10 | Qingdao          | Visit Qingdao<br>Qingdao Polar Ocean World; 2008 Olympic Venue<br>Free time on the beach  | Bus                               |                              |
| Day 11 | Qingdao          | Back to Canada  |                                   |                              |

# March 2019

| March 2019 |    |    |    |    |    |    | April 2019 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa | Su         | Mo | Tu | We | Th | Fr | Sa |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  | 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 | 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 | 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 | 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 31         |    |    |    |    |    |    | 28         | 29 | 30 |    |    |    |    |

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|---------|-----------|----------|--------|----------|
| Feb 24 | 25     | 26      | 27        | 28       | Mar 1  | 2        |
| 3      | 4      | 5       | 6         | 7        | 8      | 9        |
| 10     | 11     | 12      | 13        | 14       | 15     | 16       |
| 17     | 18     | 19      | 20        | 21       | 22     | 23       |
| 24     | 25     | 26      | 27        | 28       | 29     | 30       |
| 31     | Apr 1  | 2       | 3         | 4        | 5      | 6        |

Day 1

2

7

6

5

4

8

9

10

11

## 2018 / 2019 School District Calendar

|           |                            |  |
|-----------|----------------------------|--|
| September | Tuesday September 4, 2018  | Schools Open – ½ Day for Students – <i>Students attend AM only (All Schools) (Organizational ½ Day)</i>  |
|           | Friday September 21, 2018  | <i>Non Instructional Day – Students not in session (District Professional Development Day)</i>           |
| October   | Friday October 5, 2018     | <i>Non Instructional Day – Students not in session (Curriculum Implementation Day)</i>                   |
|           | Monday October 8, 2018     | Thanksgiving   |
|           | Friday October 19, 2018    | <i>Non Instructional Day - Students not in session (Provincial Professional Development Day)</i>         |
| November  | Friday November 9, 2018    | <i>Non Instructional ½ Day – Students attend AM only (Middle / Secondary) (Assessment/ Evaluation)</i>   |
|           | Monday November 12, 2018   | Stat Holiday in Lieu of Remembrance Day  |
|           | Friday November 23, 2018   | <i>Non Instructional ½ Day – Students attend AM only (Elementary) (Assessment/ Evaluation)</i>           |
| December  | Friday December 7, 2018    | <i>Non Instructional Day – Students not in session (All Schools) (P/T Conferences)</i>                   |
|           | Dec 24, 2018 – Jan 4, 2019 | Winter Break   |
| January   | Monday January 7, 2019     | Schools reopen after Winter Break  |
| February  | Friday February 15, 2019   | <i>Non Instructional Day - Students not in session (District Professional Development Day)</i>           |
|           | Monday February 18, 2019   | Family Day   |
| March     | Friday March 1, 2019       | <i>Non Instructional ½ Day – Students attend AM only (Elementary only) (Assessment / Evaluation)</i>     |
|           | Friday March 1, 2019       | <i>Non Instructional Day – Students not in session (Secondary, Middle only) (P/T Conferences)</i>        |
|           | Friday March 15, 2019      | <i>Non Instructional Day - Students not in session (Elementary only) (P/T Conferences)</i>               |
|           | March 18 – March, 29 2019  | Spring Break   |
| April     | Monday April 1, 2019       | Schools reopen after Spring Break  |
|           | Friday April 12, 2019      | <i>Non Instruction ½ day – Students attend AM only (Secondary, Middle only) (Assessment/ Evaluation)</i> |
|           | Friday April 19, 2019      | Good Friday  |
|           | Monday April 22, 2019      | Easter Monday  |
| May       | Friday May 17, 2019        | <i>Non Instructional Day - Students not in session (District Professional Development Day)</i>           |
|           | Monday May 20, 2019        | Victoria Day   |
| June      | Thursday June 27, 2019     | Last Day of School for all Students  |
|           | Friday June 28, 2019       | <i>Non Instructional Day – Students not in session (Administrative Day)</i>                              |

**ITEM 3.3      Action**

TO:                Committee of the Whole  
FROM:            Superintendent of Schools  
SUBJECT:        High Risk Field Trip: Paddle Expo, Rendall Park

---

**Background:**

Destination: Rendall Park, Harrison Lake

Purpose of travel: Aboriginal Youth from the Valley will participate as a Day of Wellness. To promote healthy living, students will receive the opportunity to experience paddle sports with various watercrafts.

Supervising teacher: Peggy Janicki, Indigenous Mentor Teacher with SWSW

Date: June 21, 2018

Additional details are outlined on the attached application.

**Attachments:**

A. High Risk Field Trip Form

Paddle EXPO JUNE 21, 2018

High Risk Field Trip Info Sheet

By Peggy Janicki

*Angus,  
For your consideration.  
+ permission  
JOB ☺*

| Item # | INFO:                       | Info DETAILS   |
|--------|-----------------------------|--|
| 1.     | Date:                       | June 21, 2018  |
| 2.     | Time:                       | 8:45-2:30  |
| 3.     | Location:                   | Rendall Park, Harrison Lake, BC near boat launch<br>Corner of Lilloet Avenue and Spruce Street<br>Closest business address is 511 Lilloet Avenue, Harrison Lake, BC  |
| 4.     | Partners:                   | <ol style="list-style-type: none"> <li>1. SD33 Chilliwack Secondary School</li> <li>2. Seabird Island Community School</li> <li>3. SD35 Langley Warrior Club</li> <li>4. ISPARC, Indigenous Sport + Rec Council</li> <li>5. SD75 Mission Secondary School</li> </ol>   |
| 5.     | Agenda:                     | <p>9:00 - arrive/check-in<br/>           9:30 - Welcome/Acknowledgement<br/>           9:45-10:00 Safety Demo<br/>           10:30-12:00 - Paddle expo: kayaks, cedar-strip canoes, paddle boards, outriggers, ocean-travelling canoes, and dragon boats are all on water.<br/>           Students choose which ever they want.<br/>           Paddle Talk with Elders/Knowledge Holders<br/>           12:00-12:30 - LUNCH BBQ Salmon provided and potluck by school/dist.<br/>           12:30-2:00 - Mini Sprint races with, dragon boat, outrigger, and war canoe<br/>           2:00-2:30 - Wrap up and Optional raffle for CSS Paddle Club</p> |
| 6.     | Transportation to/from MSS: | 3 SD75 Staff Cars (Peggy Janicki, Robbie Williams, and Suhki Pangli).  |
| 7.     | Rationale:                  | Aboriginal Youth from the Valley will participate as a Day of wellness: A day to promote healthy living using paddle sports students will get the opportunity to try out various watercrafts. Also, to align with local First Nations' seasonal round of Coast Salish War Canoe season.  |
| 8.     | Water Safety:               | Members of the Fraser Valley Paddle Club and 2 certified Life Guards.  |
| 9.     | SD75Teacher in charge       | Peggy Janicki, Indigenous Mentor Teacher with SWSW   |
| 10.    | Students need:              | High risk waiver<br>Extra change of clothes. Please wear shorts, shirt, and water shoes or flip flops.   |
| 11.    | Food:                       | Lunch Provided; plain BBQ Salmon, buns, raw vegetables and fruits.<br>Unable to provide allergy-sensitive food at this time  |
|        |                             |  |

**Consent and Waiver Notice to Parents -  
High Risk Field Trip**



Date: May 29, 2018

This form must be read, each paragraph initialed where appropriate and signed at the bottom by a parent or legal guardian.

Mission Sr Sec (Name of School) is arranging a Paddle Expo (name of high risk activity) field trip activity for students at Rendall Park, Harrison L. (location) on JUNE 21, 18 (dates).

In consideration of the Mission School District offering my child, \_\_\_\_\_, an opportunity to participate in a Paddle Expo (name of high risk activity) field trip to Rendall Park, Harrison L. (location) on JUNE 21 (date), I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District No. 75 (Mission) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the Paddle Expo (name of activity), arising out of any cause whatsoever.

\_\_\_\_\_ Initial

Mission Sr. Sec. (Name of School) students will be going to Rendall Park Harrison LAKE (location), and will be away from the school from JUN 21, 8:30am (date/time) to JUN 21, 3:45 pm (date/time). Students will be traveling by individual SD75 cars (transportation method).

Students will be supervised by 2 Teachers 2 Liasonworkers 2 certified Life Guards 2 or more Fraser Valley PADDLE CLUB MEMBERS (state supervisory arrangements, i.e. number of school employees and number of parent volunteers). Your child will not necessarily be supervised by an adult at all times.

\_\_\_\_\_ Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as described as follows:

\_\_\_\_\_ Initial

For parents/guardians of elementary students: N/A

British Columbia's Child Seating and Restraint Systems Regulations (Division 36 of the Motor Vehicle Act) requires that all children weighing less than 18 kg (40 lbs) be transported in a CSA approved child seat when travelling in a vehicle equipped with seat belts, AND, all children weighing over 18 kg (40 lbs) up their 9<sup>th</sup> birthday OR they reach 145 cm (4'9") tall, whichever comes first, be transported in a booster seat. Please tick one of the following:

- My child is over 9 years of age OR over 4'9" – no booster seat required.
- My child is over 18kg/40lbs AND under 4'9" – booster seat required.
- My child is less than 18kg/40lbs – CSA approved child seat required.

\_\_\_\_\_ Initial

If a child seat or booster seat is required, it is my responsibility as the child's parent or guardian to provide this.

\_\_\_\_\_ Initial

**Consent and Waiver Notice to Parents -  
High Risk Field Trip**



Accidents may occur while participating in these activities and these accidents may cause personal injury, illness, death or property damage or loss. The dangers and risks may include, but are not limited to:

| Risk                       | Injury   |
|----------------------------|--|
| unplanned entry into water | cut(s)/abrasion(s),<br>concussion, shock, drowning |
|                            |  |
|                            |  |

(Consideration must be given to any and all risks or injuries associated with this activity) \_\_\_\_\_ Initial

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for this activity or possible weather conditions. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. example: extra change of clothes, shorts, shirt, water shoes / Flip Flops, + sunscreen. \_\_\_\_\_ Initial

My child and I understand that the school's Code of Conduct applies during this field trip. Specifically no drinking of alcoholic beverages, use of tobacco products at any time or consumption of drugs for any reason other than approved medical purposes with prior consent given on your medical form. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home. Students are subject to the District Code of Conduct Policy #19, Student Conduct and Behaviour Management Administrative Procedure #114 and Respectful Schools Administrative Procedure #111 during this field trip. \_\_\_\_\_ Initial

By choosing to allow my child to participate in this activity, I will assume the risk of an accident occurring and agree that this activity as described is suitable for my child. \_\_\_\_\_ Initial

The Mission School District does not provide any accidental disability, dismemberment, medical expenses or death insurance on behalf of students participating. The school district recommends that you check your medical coverage through work or purchase the Student Accident Insurance. \_\_\_\_\_ Initial

In signing this Consent and Waiver, I am not relying on any oral or written representation of statement by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent and Waiver. \_\_\_\_\_ Initial

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

PERMISSION

I give \_\_\_\_\_ (name of student) permission to participate in the PADDLE EXPO (description of activity) at Rendall Park, Harrison Lake (location) on JUNE 21, 8:30-3:45 (dates).

Parent Signature: \_\_\_\_\_



### STUDENT FIELD EXPERIENCE AND SPECIAL ACTIVITIES PARENTAL CONSENT FORM (Routine)

Please Return This Completed Form by: June 20, 2018

Name of School: CSS Activity Date: Thursday June 21st, 2018

The Board of Education requires completion of this consent form for students participating in any school field experience outside of the school and activities of a special nature held on school district property. Regularly scheduled events such as basketball games require a one time approval only. Students who do not participate in field trips will be provided with supervised study.

Purpose: Youth Paddle Expo: Explore a variety of water crafts, learn about importance of the Canoe to First Nations People. Dragon Boat, Outrigger, Ocean Canoe, Kayak and Paddle Board

Departure Time: 8:30am Return Time: 5:30PM Lunch will be provided.

Destination(s): Rendall park ,Harrison Hot Springs

Travel Arrangements: Bus Cost to student: Students must be part of Spirit of the Fraser valley paddle group or provide Red Cross Swim Ability assessment

Students will need to bring: Dress for weather, Dress for Paddling in variety of water crafts.

Sponsor Teacher(s): Mr. Joe Supervision Provided by: Mr. Joe , CSS staff

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

[Signature]  
Principal signature

[Signature]  
Sponsor Teacher(s) signature(s)

I give \_\_\_\_\_ (full name of student) permission to participate in the field trip to \_\_\_\_\_ on \_\_\_\_\_ (mm/dd/yy). I understand that my child may be exposed to certain risks while participating in this activity and that accidents and injuries may occur.

Student's Care Card Number: \_\_\_\_\_

Medical Information (please include any medical or health concerns): \_\_\_\_\_

|                                       |  |
|---------------------------------------|--|
| Signature of Parent/Guardian _____    | Date _____   |
| Printed name of Parent/Guardian _____ | Home Phone # _____ / Work Phone # _____ / Cell Phone # _____ |
| Alternate (Local) Contact Name _____  | Home Phone # _____ / Work Phone # _____ / Cell Phone # _____ |

*\* Please have attached swim kids form complete by certified lifeguard.  
- you will need to complete swim skills at a local public pool.*



NOTE: Instructors—keep swimmers active and well  
NOTE: Swimmers will demonstrate skill or stroke 3 times correctly in one lesson set.

## FITNESS ACTIVITIES

NOTE: Must incorporate one item from below into each lesson.

### DOLPHIN KICK DRILL 3 × 5M (IN ONE LESSON)

NOTE: Proper techniques are encouraged and practised but NOT evaluated.  
NOTE: Can be performed with or without fins, swimming at surface or underwater.

- Maintains streamlined body position
  - Movement starts from head, and legs kick together from the hips
  - Knees lead legs during downbeat of the kick (power phase), with relaxed feet
  - Moves in a continuous motion
- DISTANCE SWIM 50M**
- NOTE: Proper techniques are encouraged and practised but NOT evaluated.
- Swims 50m continuously, using any stroke or combination of strokes, including legs or arms only
  - Completes distance

## SKILLS AND WATER SAFETY

*Prepare/ Stay Safe/ Survival*

### HOW TO BE A SAFE BOATER

- Shows how to prepare before getting into a boat
  - Chooses and puts on an appropriate PFD/lifejacket, and knows why a whistle should be attached
  - Knows to never overload a boat, and enters stabilized craft slowly (one at a time), staying low and balanced, with each hand on a stable position
  - Demonstrates staying safe: kneels or sits low and centred, doesn't stand up, makes no sudden movements, avoids leaning over edges, and doesn't show off
  - Exits stabilized boat slowly (one at a time), staying low and balanced, with each hand on a stable position
  - Identifies when and where it is safe: with adult permission and supervision
- STAYING WARM**
- Shows the major heat-loss areas (head, neck, sides of chest, and groin) and how to keep them warm by curling up or huddling
  - Describes at least 2 ways to stay warm while boating, e.g., wear a PFD/lifejacket, be a safe and dry boater
  - Describes at least 2 ways to stay warm during activities on the ice, e.g., wear a hat, wear warm layers of clothing, know the weather

### COLD WATER HELP/Huddle

- Explains what Heat Escape Lessening Posture (HELP) does: prevents heat loss from core body areas
- States what exposure to cold water can do and why it is essential to keep the head and neck above water and get the body out as soon as possible
- Performs an individual HELP (1 min): wearing PFD/lifejacket holds knees close to chest, arms tight to body, head out of water (may need to scull to maintain balance)
- Performs a group HELP/Huddle (1 min): wearing PFD/lifejacket, huddles with other swimmers with chest close, arms around each other, legs squeezed together, with the smallest person in the middle of the huddle
- Explains why PFDs/lifejackets must be worn to be able to effectively maintain a HELP in the water
- Identifies situations when HELP (including the Huddle) may be needed

### INTRO TO SCULLING, SHALLOW WATER

- Explores how to feel, manipulate, and move the water by sculling with lower arms and hands
- Puts lower arms/hands underwater, with fingers together, palms facing down
- Moves palms (fingers) in various directions (palms up, down, one up and one down)
- Swings lower arms/hands out and in with even pressure
- Body can be in different positions (standing, floating, sitting/leaning on buoyant aid)
- Movement over a distance is not required

### TREAD WATER 1 MIN

- Treads water (1 min): vertical body position, head stays above water, uses any large slow movements of the arms and legs, and stays in one place
- Attempts to maximize efficiency by minimizing movement

### STRIDE DIVE

NOTE: Ensure safe depth and width of site.

- Demonstrates Self-Safety and describes why site area is (or is not) safe for diving
- Where site permits, performs front dive from side position into the water
- Enters water with extended hands/arms above head, followed by head, shoulders, trunk, legs, and feet
- Keeps hands/arms extended above head throughout dive path, to protect head

## SWIMMING

### RHYTHMIC BREATHING 15 TIMES (2 WAYS)

- Exhales through mouth and/or nose underwater, inhales through mouth just above surface
- Performs rhythmic and relaxed breathing with noticeable and effective exhalation and inhalation on EACH repetition
- Performs 15 repetitions, at least 2 different ways, e.g., deep-water bobbing, while holding on to wall or other assists, and/or one-arm front crawl

### FRONT CRAWL 3 × 15M (IN ONE LESSON)

- Maintains near-horizontal body position, face in the water, keeping head straight
- Flutter kick is at or near surface with relaxed feet
- Extends hand entry forward of head
- Recovers arms above water in a controlled, alternating manner
- Keeps elbows high during recovery
- Extends pull past hips
- Takes one breath to the side as needed (no pause), exhaling underwater
- Propulsion is continuous

### BACK CRAWL 3 × 15M (IN ONE LESSON)

- Maintains near-horizontal body in streamlined position with neck in line with spine
- Rolls body from side to side, keeping head stationary
- Kick is at or near surface with relaxed feet
- Kicks in a continuous manner
- Kicks from hips, knees below surface
- Recovers arms high above water in alternating manner
- Arms may pause for up to 2 seconds (one arm above head, one arm at hips)
- Breathes in a relaxed manner
- Co-ordinates body roll with arm recovery

### INTRODUCTION TO WHIP KICK ON BACK 3 × 5M (IN ONE LESSON)

- NOTE: Proper technique is taught and encouraged, but slight whip/scissor kick is acceptable.
- Body is in horizontal back glide position
  - Keeps back, hips, and thighs nearly straight
  - Recovers legs symmetrically by bending and separating knees
  - Pulls heels back
  - Flexes feet and rotates outward
  - Feet lead the movement drawing a circle (kick can be wide or narrow)
  - Relaxed feet
  - Breathes in a relaxed manner
  - Glides until forward momentum slows

# HOME OF THE ROADRUNNERS

Absence from Class for Field Studies/Athletic Events

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Activity: Youth Paddle Expo with <sup>1. Chilliwack Secondary</sup> <sup>2. Seabird Isk. School</sup> <sup>3. Langley SD</sup> <sup>4. ISPAKE Ind Sport + Rec Council</sup>

Date & Periods to be missed: June 21, 8:30am - 3:45 pm

Sponsor Teacher: Peggy Janicki: Indigenous Mentor Teacher w/ SCSU

Date due to Sponsor Teacher: MON? JUNE 18, 2018

| Block | Subject | Teacher | Assignment | Approved | Not Approved |
|-------|---------|---------|------------|----------|--------------|
|       |         |         |            |          |              |
|       |         |         |            |          |              |
|       |         |         |            |          |              |
|       |         |         |            |          |              |

- All teachers of classes to be missed must approve the absence before the student may participate in the activity.
- It is the responsibility of the student to make up the missed work.

Student Signature: \_\_\_\_\_

**ITEM 4.1      Information**

TO:                Committee of the Whole  
FROM:            Assistant Superintendent of Schools and District Librarian  
SUBJECT:        Curriculum Update

---

The Assistant Superintendent, Larry Jepsen will provide the committee with a verbal update on the school district's curriculum progress.

The District Librarian, Jennifer Lane will share highlights regarding Teacher Librarian Curriculum initiatives accomplished throughout the 2017-18 school year.

**ITEM 4.2 Information**

TO: Committee of the Whole  
FROM: Assistant Superintendent of Schools and District Librarian  
SUBJECT: Draft Learning Resources Policy

---

**Recommendation**

**THAT the draft Learning Resources Policy be considered;**

**AND that the Learning Resources Policy be submitted to the Board for consideration at the June Board meeting.**

**Executive Summary:**

The Ministry of Education has revised the provinces policies regarding learning resources. As of July 2017, the Board is responsible for developing policies and procedures that outline the process for selecting the recommended learning resources. This would include adding and removing resources from the list, ensuring resources are up to date and that resources align with curriculum changes.

**Background:**

School Boards may use learning resources specified in educational program guides published before 2016. For courses developed from 2016 onwards, most educational programs will not include a list of Ministry recommended resources. In some instances, the Ministry may recommend the use of specific resources for certain courses and grades.

**Policy, Regulation, Legislation:**

BC Ministry of Education Learning Resources Policy, 2017

**Implementation:**

|               |  |
|---------------|--|
| May 2018      | Draft policy prepared by Curriculum team |
| June 5, 2018  | Committee of the Whole Consideration     |
| June 19, 2018 | Board of Education consideration         |

**Attachments:**

a. #220 Learning Resources Policy - DRAFT

|                 |                                 |            |
|-----------------|---------------------------------|------------|
| <b>Section:</b> | <b>Students and Instruction</b> |            |
| <b>Title:</b>   | <b>Learning Resources</b>       | <b>220</b> |

**Purpose**

To fulfil the board's responsibility for determining how learning resources are chosen for use in schools.

This includes;

- A) a process for ensuring that learning resources are inclusive, aligned with changes in curriculum, and support Reconciliation;
- B) procedures to challenge the use of a learning resource.

**Policy**

Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, specified in an educational program guide, or are recommended by the Minister of Education.

For curricula implemented from 2016 onwards, most educational program guides will not include a list of Ministry recommended resources. Boards may continue to use learning resources specified in educational program guides published before 2016, as appropriate. For certain courses or grades, the Ministry may still recommend the use of specific learning resources.

Mission Public School District will select learning resources in accordance with provincial policy and the school district's administrative procedures. Mission Public School District uses the services of the Educational Resource Acquisition Consortium (ERAC) to assist in choosing or approving learning resources. ERAC maintains a collection of evaluated K-12 resources for the BC school system. In addition to ERAC approved resources, evaluation procedures have been developed to ensure that learning resources chosen for use in schools;

- support the learning standards or learning outcomes of the curriculum
- assist students in making connections between what they learn in school and real life applications
- are developmentally and age appropriate
- have effective instructional and technical design
- meet the requirements set by copyright and privacy legislation as well as traditional knowledge protocols.
- are suitable based on social considerations.

Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials used in their classroom. (Source: [ERAC](#), 2017)

Note: Targeted Aboriginal education funding must not be used:

- to replace other funded programs such as Special Education or English Language Learning;
- for the delivery of the provincial curriculum (including courses such as BC First Nations Studies and English First Peoples).

Any concerns or challenges to the use of a learning resource should be dealt with at the district level, according to the School District's administrative procedures. (Source: [BC Ministry of Education](#))

**Date of Original Board Approval:**

**Date Amended:**

*Legal Reference:* [BC Ministry of Education Learning Resource Policy, 2017](#)

*Cross Reference:* [Administrative Procedures: 212 \(Selection of Learning Resource Materials\)](#)

[Administrative Procedures: 204 \(Challenge of Learning Resource Materials\)](#)

DRAFT

**ITEM 5.1      Discussion**

TO:                Committee of the Whole  
FROM:            Kevin Watrin, Principal, Fraserview Learning Centre  
SUBJECT:        Self Efficacy

---

The Principal of Fraserview Learning Centre will discuss the schools Self Efficacy course.

**Attachments:**

- a. BAA Self Efficacy

## Self-Efficacy 10 Board/Authority Authorized Course

|  |  |
|--|--|
| <b>School District/Independent School Authority Name:</b><br>Mission | <b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b><br>SD 75 |
| <b>Developed by:</b><br>Kevin Watrin                                 | <b>Date Developed:</b> March 2018<br><b>Amended:</b>   |
| <b>School Name:</b><br>Fraserview Learning Centre                    | <b>Principal's Name:</b><br>Kevin Watrin   |
| <b>Superintendent Approval Date (for School Districts only):</b>     | <b>Superintendent Signature (for School Districts only):</b>                                     |
| <b>Board/Authority Approval Date:</b>                                | <b>Board/Authority Chair Signature:</b>  |
| <b>Course Name:</b><br>Self-Efficacy                                 | <b>Grade Level of Course:</b><br>10  |
| <b>Number of Course Credits:</b><br>4                                | <b>Number of Hours of Instruction:</b><br>120  |

**Board/Authority Prerequisite(s):**

Students would be recommended by the District Referral Committee

**Special Training, Facilities or Equipment Required:**

**Course Synopsis:**

This course is designed to expose students to ways in which they can develop and enhance their self-efficacy. Helping students to explore the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By exposing students to diverse situations and interaction, students will begin to develop personal values. Students will be exposed to strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and begin to consider how they can create new possibilities for themselves.

**Goals and Rationale:**

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

**Aboriginal Worldviews and Perspectives:**

“Connectedness and Relationships”

“Encourage student self- awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity ‘markers’. Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during their K-12 schooling”

(taken from FNEESC website)

**BIG IDEAS**

Self-Awareness & Recognition

Self-Management & Organization

Social Awareness & Communication

Building Positive Relationships

Decision Making & Responsibility

**Learning Standards**

| Curricular Competencies   | Content  |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>It is expected that students will:</p> <ul style="list-style-type: none"> <li>- Explore different emotions and how emotions can influence daily living</li> <li>- Explore different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values</li> <li>- Explore personal interests and dis-interests to work towards being able to describe themselves</li> <li>- Explore different strategies to manage impulse control</li> <li>- Explore a variety of strategies to manage stress and anxiety</li> <li>- Explore strategies to aid organizational and time management</li> <li>- Explore strategies to aid in planning and goal setting</li> <li>- Demonstrate ownership of their behaviour</li> <li>- Recognize the importance of treating others with respect</li> <li>- Explore a variety of social norms</li> <li>- Challenge themselves by exploring perspectives that are different from their own</li> <li>- Explore different appropriate communication skills (verbal and non-verbal)</li> <li>- Explore making positive contributions to the establishment of group goals</li> <li>- Develop the ability to positively contribute to reaching group goals</li> <li>- Demonstrate ways to appropriately seek and provide help</li> </ul> | <p><i>Students are expected to know the following:</i></p> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>➤ goal setting strategies</li> <li>➤ personal strengths and needs</li> <li>➤ strategies to manage stress, anxiety and impulse control</li> <li>➤ where to seek help for emotional needs</li> <li>➤ time management</li> </ul> <p><b>Connections to Community</b></p> <ul style="list-style-type: none"> <li>➤ importance of respect toward others</li> <li>➤ variety of societal norms (cultural/religious/lifestyle)</li> <li>➤ how to work toward a group goal</li> </ul> |

## Big Ideas – Elaborations

### **Self-Awareness & Recognition**

- Students will be introduced to and guided activities that require them to be reflective. In doing so, students will work to develop a greater understanding of themselves as an individual.

### **Self-Management & Organization**

- Students will be introduced to and guided through activities that require them to be reflective. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

### **Social Awareness & Communication**

- Both individually and in groups, students will be introduced to and guided through activities that require them to be reflective when working with and considering others. In doing so, students will be exposed to different ways of thinking and acting, and work to develop a greater understanding of the people around them.

### **Building Positive Relationships**

- Both individually and in groups, students will be introduced to and guided through activities that challenge them to react to both formal and informal social settings. In doing so, students will be exposed to positive relationship development skills and strategies, and work to develop a greater understanding of appropriate relationship interactions.

### **Decision Making & Responsibility**

- Both individually and in groups, students will be introduced to and guided through activities that require them to reflect on the decisions they make. In doing so, students will be exposed to different decision-making strategies, and work to understand how decisions impact outcomes.

## Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem-Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates
- Visual Journals
- The Explosive Child (2006), Lost at School, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker
- Teaching Self-Efficacy through Personal projects:

[http://www.ascd.org/publications/educational\\_leadership/may12/vol69/num08/Teaching\\_Self-Efficacy\\_with\\_Personal\\_Projects.aspx](http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx)

- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: [http://www.bie.org/tools/online\\_resources/pbl-online](http://www.bie.org/tools/online_resources/pbl-online)
- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) Reclaiming Youth At Risk: Our Hope for the Future. Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.

#### **Recommended Instructional/Assessment Components:**

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

**ITEM 5.2      Action**

TO:                Committee of the Whole  
FROM:            Trustee Loffler  
SUBJECT:        Student Safety

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**Recommendation:**

That the Superintendent of Schools provide the Committee with a verbal update on the school districts efforts regarding student safety initiatives; and

That staff prepare year to date statistics related to the total number of behaviour incidents, suspensions, and expulsions at the middle/ secondary levels over a three year average; and

Compare the data to the number of behaviour incidents, suspensions and expulsions when the district had three secondary schools in comparison to the numbers with just one secondary school.

**ITEM 5.3      Action**

TO:                Committee of the Whole  
FROM:            Trustee Loffler  
SUBJECT:        Growth and Capacity

---

**Recommendation:**

That staff prepare statistics related to the number of students who have returned to MPSD from other districts after the reconfiguration and the number of students who have left the district since the reconfiguration. In addition, that staff inquire how many students did not get the courses they wanted due to over-crowding (if available) and the total number of students enrolled in courses at MSS that the district struggled with offering prior to the reconfiguration.

**Attachments:**

- a. Enrolment Summary

| School Information                       |                      | Enrolment Summary                       |   |                                       |                   |                   |                           |            |                          |
|--|----------------------|---|---|---------------------------------------|-------------------|-------------------|---------------------------|------------|--------------------------|
|  | Operational Capacity | April 2018 Actual 2017/18 Enrolment FTE | 2018/2019 Projected Enrolment (Min Rpt Feb) | 2018/2019 Projected Student FTE (May) | Change from April | Change from proj. | % of School Capacity Used | Divisions  | Student spaces Available |
| <b>Elementary</b>                        |                      |   |   |                                       |                   |                   |                           |            |                          |
| Albert McMahon                           | 360                  | 381                                     | 399   | 399                                   | 18                | 0                 | 110.8%                    | 19         | 31                       |
| Cherry Hill **                           | 360                  | 272                                     | 256   | 240                                   | (32)              | (16)              | 66.7%                     | 12         | 19                       |
| Christine Morrison                       | 360                  | 413                                     | 432   | 415                                   | 2                 | (17)              | 115.3%                    | 19         | 36                       |
| Deroche **                               | 134                  | 85                                      | 87  | 86                                    | 1                 | (1)               | 64.2%                     | 5          | 36                       |
| Dewdney                                  | 180                  | 147                                     | 150   | 147                                   | 0                 | (3)               | 81.7%                     | 8          | 29                       |
| ESR                                      | 337                  | 371                                     | 353   | 343                                   | (28)              | (10)              | 101.8%                    | 16         | 30                       |
| Hatzic                                   | 249                  | 293                                     | 303   | 295                                   | 2                 | (8)               | 118.5%                    | 13         | 6                        |
| Hillside                                 | 295                  | 409                                     | 431   | 427                                   | 18                | (4)               | 144.7%                    | 20         | 24                       |
| Mission Central **                       | 383                  | 244                                     | 268   | 295                                   | 51                | 27                | 77.0%                     | 14         | 18                       |
| Silverdale **                            | 180                  | 110                                     | 113   | 93                                    | (17)              | (20)              | 51.7%                     | 5          | 19                       |
| West Heights **                          | 291                  | 244                                     | 248   | 233                                   | (11)              | (15)              | 80.1%                     | 13         | 63                       |
| Windebank **                             | 383                  | 368                                     | 395   | 385                                   | 17                | (10)              | 100.5%                    | 18         | 31                       |
|  | <b>3512</b>          | <b>3337</b>                             | <b>3435</b>                                 | <b>3358</b>                           | <b>21</b>         | <b>(77)</b>       | <b>95.6%</b>              | <b>162</b> | <b>342</b>               |
| <b>Middle</b>                            |                      |   |   |                                       |                   |                   |                           |            |                          |
| Hatzic                                   | 1000                 | 668                                     | 715   | 718                                   | 50                | 3                 | 71.8%                     | 30         |                          |
| Heritage Park                            | 800                  | 617                                     | 632   | 606                                   | (11)              | (26)              | 75.8%                     | 26         |                          |
|  | <b>1800</b>          | <b>1285</b>                             | <b>1347</b>                                 | <b>1324</b>                           | <b>39</b>         | <b>(23)</b>       | <b>73.6%</b>              | <b>56</b>  |                          |
| <b>Secondary</b>                         |                      |   |   |                                       |                   |                   |                           |            |                          |
| Mission                                  | 1250                 | 1238                                    | 1402  | 1328                                  | 90                | (74)              | 106.2%                    | 68         |                          |
| <b>Subtotal</b>                          | <b>6562</b>          | <b>5860</b>                             | <b>6184</b>                                 | <b>6010</b>                           | <b>150</b>        | <b>(174)</b>      | <b>91.6%</b>              | <b>286</b> |                          |
| <b>Other</b>                             |                      |   |   |                                       |                   |                   |                           |            |                          |
| Fraserview                               |                      | 96                                      | 87  | 100                                   | 4                 | 13                |                           | 8          |                          |
| Riverside                                |                      | 86                                      | 18  | 86                                    | (0)               | 68                |                           | 5          |                          |
| Summit                                   |                      | 133                                     | 90  | 125                                   | (8)               | 35                |                           | 4          |                          |
|  |                      | <b>315</b>                              | <b>195</b>                                  | <b>311</b>                            | <b>(4)</b>        | <b>116</b>        |                           | <b>17</b>  |                          |
| <b>Totals</b>                            | <b>6562</b>          | <b>6175</b>                             | <b>6379</b>                                 | <b>6321</b>                           | <b>146</b>        | <b>(58)</b>       |                           | <b>303</b> |                          |
| ** includes a strong start program       |                      |   |   |                                       |                   |                   | over                      | +          |                          |
| <b>Ministry Reporting Reconciliation</b> |                      |   |   |                                       |                   |                   |                           | -          |                          |
| Less: International Students             |                      | (162.00)                                | (178.00)                                    | (160.00)                              | (2.00)            | int. change       |                           |            |                          |
| Ministry funded enrolment                |                      | 6,013.1                                 | 6,201.0                                     | 6,161.000                             |                   |                   |                           |            |                          |
| Prior Year                               |                      |   | 6,057.8                                     |                                       |                   |                   |                           |            |                          |
| February 2018 Projections:               |                      |   |   | 6,201.0                               |                   |                   |                           |            |                          |
| Growth                                   |                      |   | 143.250                                     | (40.000)                              |                   |                   |                           |            |                          |

**ITEM 5.4      Action**

TO:                Committee of the Whole  
FROM:            Secretary Treasurer  
SUBJECT:        Worksafe Update

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The Secretary Treasurer will provide the Committee with a verbal update on the school districts progress with the Worksafe PACE audit.

**ITEM 6.1      Action**

TO:                Committee of the Whole  
FROM:            Wade Peary, Principal, Riverside College  
SUBJECT:        Installation of Cameras

---

**Recommendation**

**That the following resolution be forwarded to the June 19, 2018 Board of Education meeting for consideration:**

**That up to seven (7) cameras be installed at Riverside College for monitoring the inside of the school, including the entrances to the building, and the back outside areas where the remainder of the maintenance staff park the white fleet vehicles**

**Summary:**

Riverside College has been expanding over the last several years. The number of programs are increasing, the enrollment in Continuing Education is growing and we are actively seeking other educational programs that would like to rent space at our facility. With the increased number of students, we have found an increase in the vandalism at the school. Riverside College is also concerned about the safety and security of its students. With the addition of security cameras, we would be able to track the movement of our students if ever there was an issue regarding student safety. It should also be noted that Riverside College is the closest facility to the two prisons in town (one of which does not have a fence to keep its clients inside).

**Background:**

The school has experienced a moderate amount of vandalism to the inside areas of the building. With the increase in foot traffic in the building through our expanded enrollment, rentals and our resale customers, the cameras would be a small deterrent for students who would want to vandalize the school.

In accordance with the School Act, Board approval is required to install the cameras. In addition, an annual review is required, which will be submitted to the Superintendent each year.

**Options, Analysis and Impact:**

The cost of installing the cameras is estimated at \$8,700 +GST. Installing video surveillance may deter future vandalism, but there is no guarantee. The cameras would add an extra level of safety and security for the students who attend Riverside College. The funding for this project has been approved by the Board through the District Facility Improvement Fund.

If cameras are not installed, the current hidden areas of the building would continue to be subjected to vandalism, without any means of identifying who is causing the damage.

**Policy, Regulation, Legislation:**

Section 74.01 of the *School Act* regulates the installation and monitoring of surveillance cameras in a school facility, or on school land for the purposes of protecting the safety of individuals, individual's belongings, or school property. All cameras installed after September 2010 requires the prior approval of the school's parent advisory committee to install and operate a video surveillance camera.

An annual review is also required.

**Public Participation:**

Riverside College does not have a Parent Advisory Committee. The Principal of Riverside College presented a recommendation to the District Parent Advisory Council (DPAC) for the installation of cameras. DPAC passed the motion unanimously.

**Implementation:**

- |                  |  |
|------------------|--|
| 1. May 14, 2018  | Recommendation presented to the District Parent Advisory Council |
| 2. June 5, 2018  | Committee of the Whole consideration                             |
| 3. June 19, 2018 | Board of Education consideration                                 |

**Attachment:**

- a. DPAC AGM Meeting Minutes, May 14, 2018

# Committee Of the Whole Meeting (Public)

## June 5, 2018



### ITEM 6.2 Action

TO: Board of Education  
FROM: Secretary Treasurer  
SUBJECT: 2018-2019 Board Meeting Schedule

---

### Recommendation

**THAT the 2018–2019 Committee of the Whole/ Board of Education Meeting Schedules be reviewed and forwarded to the June 19, 2018 Public Board Meeting for consideration.**

### 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. The inaugural meeting will be held on November 20, 2018 for the newly elected Trustees.

### Committee of the Whole Meetings – Open to the Public

September 11  
October 2  
November 6  
December 4  
January 8  
February 5  
March 5  
April 9  
May 4  
June 5

### Board of Education (Closed and Public) Meetings

September 18 *Fraserview Learning Centre and Summit Learning Centre*  
October 16 *École Mission Secondary School*  
November 20 *Heritage Park Middle School*  
December 18 *Hatzic Middle School*  
January 22 *Christine Morrison Elementary*  
February 19 *Hatzic Elementary*  
March 12 *Silverdale Elementary*  
April 16 *Dewdney Elementary*  
May 21 *Cherry Hill Elementary*  
June 18 *Mission Central Elementary*

**ITEM 7.1      Action**

TO:                Committee of the Whole  
FROM:            Trustee Cairns  
SUBJECT:        Motion to BCSTA Provincial Council

---

**Recommendation:**

**THAT the Committee of the Whole forward the following to the Board meeting for consideration to submit to BCSTA Provincial Council**

That BCSTA be requested to develop policy guidelines and templates for preventing, and/or addressing discrimination, harassment, and poisoned work environments of Boards of Education and individual trustees.

**Rationale:**

Have seen, read, or been told of instances of harassment or poisoned work environments experienced by trustees. Without knowing the details, this should not be any elected trustees experience. Censuring should be done in public not in closed meetings then used to ostracize, or hold over ones head with no public knowledge. Trustees should not be experiencing post-traumatic stress.

Poisoned work environments are those where harassment, discrimination, unfair treatment is known, condoned and those in authority take no action to end. In British Columbia school districts this does happen and needs to end.

In the past and currently, this is accepted and defended under the guise of political license. Yet we are leaders of students and should lead by example.

# Committee of the Whole Meeting (public)

# Minutes



## Committee of the Whole Meeting

May 1, 2018

District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC

### Members Present:

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

### Staff Present:

Superintendent Angus Wilson  
Secretary Treasurer Corien Becker  
Assistant Superintendent Larry Jepsen  
District Principal Information & Technology Colleen Hannah  
Executive Assistant Aleksandra Zwierzchowska (Recorder)

### Partner Groups Present:

District Parent Advisory Committee, Principal Vice-Principal Association, Mission Teachers' Union, and Stave Falls Community Association.

### Guests:

#### 1. CALL TO ORDER

The meeting was called to order at 3:30 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

**MOVED and Seconded that the Agenda be adopted as presented.**

### CARRIED

#### 3. Delegations/Presentations

##### 3.1 Summit Learning Centre, Distance Learning Program

Principal Lynn Cummings introduced Summit Learning Centre staff: Sandra Norum, Julie Baker, Becky Nelson, and Christine Beeby who presented information about the distributed learning program offered by the school.

Summit Learning Centre offers home learning and on-line courses for students in grades K – 12, an adult diploma program, and cross enrolment options for students in grades 10 – 12.

##### 3.2 École Mission Secondary School, International Field Trip to France and Spain

Principal Jim Pearce introduced Sarah a student from MSS who presented information about her learning experiences while on the international field trip. The trip allowed students to engage in an authentic language experience and to learn about the culture and history of France and Spain.

#### 4. Curriculum Update – Standing Item

##### 4.1 Monthly Curriculum Update

The Assistant Superintendent of Schools reported on the following items:

- 1) The Joyful Literacy initiative will complete in May.
- 2) Peter Liljedahl, a Professor from Simon Fraser University completed an engaging math workshop with 50 teachers; another session will be offered in May.

- 3) An email went out to teachers to complete a survey regarding feedback for planning future professional development days.
- 4) The province has recognized greatspirithand.com as a very successful Aboriginal Education resource website.
- 5) Indian Residential School History and Dialogue Centre recognized the video regarding St. Mary's residential school and requested that MPSD facilitate tours.
- 6) Students from Christine Morrison Elementary participated in the Reading Link challenge and were awarded a bronze medal. The students will be competing at the provincial level.
- 7) District staff have logged over 10,000 student logins for myBlueprint since September, half of which are for K – 6 students. The district is surpassing neighbouring school districts some of which are in their third year of the programs integration.

The Superintendent reported that Mission students placed 1<sup>st</sup> in the multi-district Halq'emeylem Translation competition last week at Seabird Island.

#### 4.2 Board/ Authority Authorized Courses

**MOVED and Seconded that the following Board / Authority Authorized courses be reviewed and forwarded to the June Committee of the Whole meeting for consideration:**

**Basketball Training Competing and Officiating 10**  
**Community Recreation 10**  
**English Language for Learners – Level 1**  
**Football 10**  
**Hockey Skills 10 – 12**  
**Lacrosse Academy 10**  
**Leadership 10**  
**Rugby 10**  
**Self-Efficacy 10**  
**Volleyball Intelligence and Officiating 10**

#### **CARRIED**

Every district has BAA courses that must be approved by the Boards of Education. The courses address the redesigned curriculum and provide choice and flexibility to students.

Trustee Loffler referred to page 27 of the agenda for details about Football 10 course and noted that volleyball should be replaced with football.

Trustee Loffler recommended adding sportsmanship as a core competency for all the BAA courses as it relates to personal awareness and responsibility under the new curriculum.

Principal Jim Pearce reported that all courses are four (4) credits and are offered in a linear timetable.

The Board requested to follow-up on the Self Efficacy course at the next Committee of the Whole meeting.

## **5. Unfinished Business**

### 5.1 Summer School Update

The Superintendent of Schools announced that summer school courses will be offered in July at École Mission Secondary School. Students will undertake a 40-hour course to support their academic transition to the next grade. The course offering includes English 9, Math 9, English 10, Apprenticeship and Workplace Math 10, Social Studies 10, and Science 10. Courses are free, but there is a \$50 deposit required that will be refunded at the successful completion of the course.

The Ministry does provide some funding for summer school courses but administrative support is not included. The estimated cost to run the summer school program is approximately \$12,000.

Riverside College will offer a trades summer camp for grades 10-12 from July 3 – July 20 2018. Students will be learning carpentry, plumbing, and electrical wiring and will receive four credits towards graduation. A fee of \$150 will be charged to cover consumables and other associated costs. Registration is available through Riverside College. In addition, a girl's middle school camp will be offered and more information will be available in the future.

### 5.2 MSS Replacement

Trustee Loffler referred to the draft letter addressed to the Minister of Education Rob Fleming and recommended to share the letter with the District of Mission Mayor and Council, local MLAs, Dan Davies, Student Leadership groups, Indigenous partners and district partner groups.

The letter will be updated with the committees' suggestions and mailed out by the end of the week.

### 5.3 Draft Reserve Funds Policy

**MOVED and Seconded that the Draft Reserve Funds Policy be reviewed and forwarded to the May Board Meeting for approval.**

The draft Reserve Funds Policy was presented to the Committee on April 10, 2018 and forwarded to the April 17, 2018 Board meeting where it was approved in principle. The draft policy was uploaded to the district website and emailed to partner groups to solicit comments. No feedback was received.

BCSTA is recommending that accumulated surplus remain in the title of the policy. It is not a legislative requirement and therefore the school district will proceed with calling the policy a reserve funds policy.

## 6. **Staff Reports**

### 6.1 Draft Work Plan- Stave Falls Elementary School Reopening

The Secretary Treasurer advised the committee that staff prepared a work plan to begin the preparation for the reopening of Stave Falls School for September 2019. The listed items are not an exhaustive list but a high-level overview of the planned work.

It was noted that there is a date error for hiring the school's principal. Staff plan to hire the principal much sooner than September 2019.

A recommendation was made by the Missions Teachers' Union President to consider installing telephones in classrooms at Stave Falls. Currently, there is no way for administrators to communicate with teachers in classrooms at many school sites.

The preliminary planned work includes:

Roof

Damage to the roof is more extensive than anticipated. Once an assessment is complete, staff will issue a tender for the work and design. The project is expected to be completed during the summer/ fall of 2018.

### Building Exterior

Upper exterior walls will be prepped and painted during the roofing project this will include the soffit and fascia repairs. Wood timbers to be clean and sealed summer 2018. Window coverings to be removed, walls, window and door casings repaired/ painted spring 2019. Exterior building lighting summer 2018 and parking lot lighting spring 2019.

### Site:

Site repairs and preparation for playground equipment summer 2018. Paving repairs June 2019. Septic field repairs in spring/ summer 2019.

### Electrical/ Mechanical

HVAC controls summer/ fall 2018, heating valves late 2018, interior lighting and replacement of controls system, IT wiring, NGN connection and WiFi access points fall 2018. The internet/ phones/ PA and Bell systems to be installed spring 2019. Staff will apply for capital funding in 2019/2020 for the boiler replacement.

### Interior

Once all the wiring is complete, ceiling tiles will be installed December 2018. Cleaning, repairs, and flooring spring 2019.

Resources will be purchased spring 2019. The building will be furnished with technology onsite summer 2019.

### 7. New Business

### 8. Minutes of Previous Meetings

**MOVED and Seconded that the Committee of the Whole meeting minutes dated April 10, 2018 be approved.**

### **CARRIED**

### 9. Information Items

#### 9.1 District Parent Advisory Council (Standing Item)

DPAC meeting minutes are provided as information.

#### 9.2 Fraser Health Letter re: Support for health benefits of Ministries SOGI 123 initiative

The letter is provided as information.

The Superintendent made an announcement regarding an upcoming information session for Raising Digitally Responsible Youth. The session will be offered to parents of school-aged children on May 22, 2018 at Heritage Park Middle School. For more information, contact the Superintendent.

# Minutes



**10. Adjournment**

**MOVED and Seconded that the Board adjourn the meeting.**

**CARRIED**

The meeting adjourned at 5:21 pm.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary Treasurer

# Committee of the Whole – Special Public Meeting

# Minutes



**Committee of the Whole – Special Public Meeting**  
**May 8, 2019 at 3:30pm**  
**District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC**

**Members Present:**

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

**Staff Present:**

Superintendent Angus Wilson  
Secretary Treasurer Corien Becker (Recorder)  
Assistant Superintendent Larry Jepsen  
Assistant Secretary Treasurer Derek Welsh  
District Principal Aboriginal Education, Joseph Heslip  
Director, Student Services, Carolyn Schmor

**Partner Groups Present:**

District Parent Advisory Committee, Mission Teachers' Union, Canadian Union of Public Employees and Stave Falls Community Association.

**Guests:**

**1. CALL TO ORDER**

The meeting was called to order at 3:30 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**

**MOVED and Seconded that the Agenda be adopted as presented.**

**CARRIED**

**3. Staff Reports**

**3.1 Student Recommendations: 2018-2019 Budget**

The Superintendent provided an overview of the feedback received from students regarding the budget priorities. The information will be shared with the principals, as much of the feedback is related to purchasing supplies and materials within the school budgets.

Question: In reviewing the comments regarding safety in schools, how often is the RCMP Liaison officer in the schools?

Response: Every two or three days.

Comment: The Board considered the comment regarding the ventilation in the metal shop, and noted that the recent capital program included funding for the ventilation system in the shops.

**3.2 2018-2019 Preliminary Budget**

The Secretary Treasurer provided an overview of the budget information presented. She noted that the draft budget was prepared based on the student enrolment projections provided to the Ministry in February, which included an increase in enrolment of approximately 140 students. At the time the budget information was prepared, the student enrolment projections have not demonstrated this level of growth. As such, the budget needs to be flexible so that expenses can be reduced if the students do not show up in September.

Trustee Taylor arrived at 4:18 pm.

# Committee of the Whole – Special Public Meeting

# Minutes



The draft budget had \$413,069 yet to be allocated. Staff put together a recommended list from the discretionary items. The board wanted to see the funding for the DP ABED to come from operations as opposed to targeted funding.

Question: Does the budget include revenue from daycare operation at Silverdale? Response: No, as it is not certain at this point. We can always add it with the amended budget.

**MOVED and Seconded that the following items be included in the budget,**

|   |                  |
|---|------------------|
| ABED DP to operating (.6 FTE)                 | \$90,000         |
| Speech Language Pathologist (.1 FTE increase) | 12,569           |
| Youth Care Worker                             | 40,000           |
| Counsellor (.4 FTE additional middle schools) | 40,000           |
| HMS Admin Time (.4 FTE additional)            | 73,000           |
| Windebank Admin time (.1 FTE additional)      | 9,500            |
| ABED Curriculum teacher to operating (.5 FTE) | 47,500           |
| ABED Program Area Leaders (3)                 | 8,000            |
| Stave Falls Principal                         | <u>72,500</u>    |
|   | <u>\$413,069</u> |

**AND THAT the draft budget bylaw be returned to the special Committee of the Whole meeting scheduled for May 29, 2018.**

## **CARRIED**

Staff indicated that they are hopeful that more information on enrolment and staffing will be summarized for the meeting on May 29<sup>th</sup> as well.

The Committee requested that staff provide a report to the next regular Committee of the Whole meeting that includes information from the partner groups regarding the impacts of the pace of innovation and change on the organization due to the new curriculum and technology upgrades.

## **4. Adjournment**

**MOVED and Seconded that the Board adjourn the meeting.**

## **CARRIED**

The meeting adjourned at 5:06 pm.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary Treasurer

**DPAC Annual General Meeting Minutes May 14, 2018**  
**Held at School Board Office**

**Meeting Commenced:** 7:03pm

**Meeting Facilitator:** Karah Hutchison

**Attendees Present:** (See Bottom)

- ❖ Presentation by Wade Perry, Riverside College re: Installation of Security Cameras at Riverside College
- ❖ Must obtain PAC permission to move forward to COTW and Board to install; School Board to fund the cameras
- ❖ Monitored locally by Principal/Secretary in local front office
- ❖ Motion to support 7 cameras installed at Riverside by Lori seconded by Dionne. Passed unanimously.

**Adoption of April Minutes:** Motion by Clare, Lori Seconds

Additions to Agenda:

- ❖ Under New Business
- ❖ Discussion of Protocol & DPAC members when approached by School Trustees for campaign support
- ❖ Acknowledgement of traditional territory before meetings
- ❖ Update to Event Timing: Raising Digitally Responsible Youth start time to change to 7pm

**Adoption of Agenda(as updated):** Motion by Lori, Clare Seconds

**Correspondence:**

- ❖ Prospera Credit Union Bank Statement
- ❖ Letter to Hon. Rob Fleming
- ❖ MPSD Phone Directory
- ❖ Summary of Enrollment
- ❖ COTW Agenda May 1
- ❖ Board of Education Agenda April 17
- ❖ ACF Revised Invoice

**Superintendents Report - Angus Wilson:**

- ❖ Fraser Health Healthy Schools Program - collaborating on comprehensive health and wellness programs for students - trial starting with Cherry Hill Elementary and Mission Central School
- ❖ Parenting in The Digital Age Workshop - time changed to 7pm start
- ❖ There are a variety of reasons which have caused students to be ineligible to attend prom this year
- ❖ Summer School at MSS - July - Grade 9 and 10 variety of classes - registration upcoming - with success will be expanded in the future
- ❖ Cherry Hill Elementary mural unveiled

**BCCPAC Conference Report - Chantelle Morvay Adams**

- ❖ Summary of BCCPAC AGM and presentations
- ❖ DPAC and Hatzic Elementary PAC are only voting members from Mission SD

**Chair's Report:** Karah Hutchison

- ❖ DPAC to provide support for district PACs on a regular basis - ongoing communication throughout the year including deadline for Gaming Grant submission by June 30 and email update in September regarding appropriate spending of gaming grant money
- ❖ More detailed position information and guidelines for executive roles: ie. Treasurer duties and with point by point information to be posted and available online on new DPAC website - coming soon

#### **Treasurer's Report:**

- ❖ Chequing Account:
  - Opening Balance \$3612.80 Closing Balance \$3535.80
- ❖ -BCCPAC reimbursed us for attending summit in November, reimbursed to attendee
- ❖ Gaming Account:
  - No Change Balance \$5466.61
- ❖ Outstanding:
- ❖ MSS cheque for February event refreshments, sent to school Via Angus
- ❖ Cheque for BCCPAC AGM attendant

#### **Movie Committee Report:**

- ❖ New ACF invoice received
- ❖ Discussion regarding future years involvement - responsibility back to the schools PACs
- ❖ Motion put forward that schools will pay and administer on their own to ACF for movie licensing starting 2018/19 school year. Passed unanimously.

#### **Communications Report: Clare Seeley**

- ❖ Post removal and report of a hate post on Facebook - re: SOGI educational event

#### **COTW Report:**

##### May 1st Meeting

- ❖ Joyful Literacy update,
- ❖ Mission Curriculum Website recognized,
- ❖ Hatzic Middle School 1st place in Halqeméylem,
- ❖ Letter to Hon. Rob Flemming from SD75 re: Visit to view our school district for more capital investment,
- ❖ New Board policy on contingency funds

##### May 8th Meeting:

- ❖ Details regarding funding for Stave Falls Elementary schools reopening budget
- ❖ Student recommendations for funding for future years - draft preliminary budget

#### **Ongoing Items:**

##### October 2018 event:

- ❖ Viewing of Screenagers followed up by panel with Q&A including RCMP liaison, Child & Youth Mental Health
- ❖ To be followed up by a second event in November with a presentation by Jesse Miller

- ❖ Motion to book the Clarke theatre for joint event October 23rd for Screenagers viewing and Panel discussion and a TBD date in November for Jesse Miller presentation by Lori, second Karah. Motion passed.

#### **New Business:**

- ❖ Protocol on School Trustees running in current campaign approaching DPAC members
  - As DPAC constitution states we will not support any partisan individual
- ❖ Motion to have DPAC to look into scheduling a School Trustee Candidates Q&A at the end of September with Moderator by Lori, second Dionne. Motion Passed
- ❖ Acknowledgement of traditional territory before all DPAC meetings
- ❖ Motion to acknowledge traditional territory at start of all DPAC meetings by Destinee, second Clare. Motion passed

#### **Nomination and Elections for 2018/2019**

- ❖ Nominations:
  - ❖ Chair: Karah Hutchison
  - ❖ Co-Chair: Chantelle Morvay-Adams
  - ❖ Secretary/Treasurer: Cheryl Blondin
  - ❖ Communications Director: Vacant
  - ❖ Members at Large: Jason Elliot, Christie Lindgren
  - ❖ Vote passed to accept executive nominations.
- 
- ❖ DPAC Wrap Up on Friday, June 15 at 6pm location TBD

#### **Adjournment:**

- ❖ Motion to adjourn by Cheryl, second by Jason. Adjourned at 9:07pm

#### **Attendees:**

*HPMS:* Karah Hutchison, Jason Elliot; *Albert McMahon:* Cheryl Blondin; *MSS:* Clare Seeley, Dionne Hairsine; *Christine Morrison:* Chantelle Morvay-Adams; *HMS:* Lori McComish; *ESR:* Kirstin Heise, Sheneal Anthony; *Dewdney* Christie Lindgren, Destiny Cunningham; Laura Wilson, ECC; Angus Wilson, MPSD;

## *Independent Review Panel – Report Out on What We Heard From School Districts*

### Introduction

This paper provides a brief summary of what the Independent Review Panel (the Panel) has heard from school districts so far as part of the K-12 public education sector funding model review process. The Panel met with all 60 school districts between mid-March and early May 2018, through 10 face-to-face meetings and one teleconference meeting. This paper does not include feedback from stakeholder/partner meetings and it should not be read as the views or conclusions of the Panel.

### Themes and Issues

#### **Part I: Overarching Themes – Independence, Funding and Certainty**

We have heard a range of different comments and suggestions on many specific issues, but also heard some consistent messages. Overall, it is clear that British Columbia is a large and diverse province, and the issues faced by individual school districts reflect this – growing or declining enrolment, recruitment and retention issues, access to services, weather, transportation, and facilities condition were identified in meetings as examples of challenges that vary significantly from district to district. For this reason, there is not a great deal of consensus amongst districts on the most pressing issues/challenges that need to be resolved.

In general, Boards of Education agreed that they:

- Do not want to lose funding through reallocation of existing funding or have a “win” at the expense of another district.
- Want the ability to plan for the future, which means some certainty of funding for several years.
- Are concerned that any move to performance-based funding would punish districts (and students) that need the support the most.
- Appreciate additional funding that shows up from the Ministry, but expressed frustration about the timing and administration of some grants. In the past, some special grants have come too late in the school year to be spent effectively.
- Believe that surpluses and cash balances are needed to deal with uncertainty and cover unfunded items.

However, there were some differences that we observed as well. Specifically:

- Some Boards of Education and school district staff have an in-depth understanding of the funding model and its reporting processes, while others do not.
- Boards and staff are protective of their independence, and there are a range of perspectives on how accountable they should be to the Ministry, ranging from not at all to fulsome.

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- Funding levels, which are outside of this Panel’s mandate, are an issue for many, but a few indicated that their current funding level is sufficient.

### **Part II: Specific Issues Identified**

#### *1. Special Education*

Special education funding was a topic at all meetings. All school districts are committed to meeting the diverse learning needs of students despite a number of concerns expressed about how difficult and expensive it is to diagnose and report them to the Ministry, especially within the parameters of strict funding eligibility policies. Other issues identified included out of date linkages to collective agreement language; diagnoses that create expectations for service that may not be required to meet student learning needs; spending far in excess of supplemental funding; lack of access to specialists (especially for rural and remote districts); and some parental resistance to assessment due to concerns about labelling.

A number of districts suggested moving to a prevalence model based on the incidence of special needs in the population as an alternative to the current assessment and reporting-driven funding model. While concerns were raised about data sources, all agreed that this approach would reduce the administrative burden and provide districts with more time and resources to deliver services to students.

#### *2. Collective Agreements*

Each school district has its own collective agreement which includes different class size and composition limits. This is a source of frustration and is leading to service inequities across districts, and is being exacerbated by the implementation of the restored collective agreement language and the Classroom Enhancement Fund (CEF) process, which is complex, time consuming and has a high administrative burden.

#### *3. Targeted Funding for Indigenous Students*

A few school districts said that funding should not be targeted, while most said that the current model works well. Not all supports that are needed by students can be funded from the targeted funding in its current form.

#### *4. Unique School District Features*

Rural and remote school districts highlighted a number of characteristics that increase their operating costs, including the delivery of goods to remote locations, transporting students across expansive areas, accessing professional development or specialist services and higher utility costs. The requirement for a certain level of administrative support does not change with

## *Independent Review Panel – Report Out on What We Heard From School Districts*

smaller schools. These examples were used to support continuation of the unique district feature of the current funding model.

As well, districts experiencing rapid enrolment growth or decline may require constant reorganization of school boundaries, putting significant pressure on school facilities as districts try to ‘right size’ their facilities and operations to match enrolment. Some districts commented that there should be more incentives for regional shared services.

### *5. Recruitment and Retention*

Virtually all school districts cited challenges with recruitment and retention of staff. Barriers included high costs of housing in urban and metro areas and lifestyle in rural and remote districts. Specialist teachers are difficult to attract to small, rural, or remote districts. One-time grant funding provided to assist with recruitment and retention in rural districts has worked well.

### *6. Learning Transformation and Choice for Students*

There was no agreement of whether funding by course or by individual student better supports the curriculum changes underway. On the one hand, per course funding can support student engagement, but smaller schools struggle to offer enough courses to maintain flexibility and choice for students under this approach. Some of the suggestions put forward included base funding up to a certain amount and per course funding over the base, or providing higher per course funding for secondary schools with smaller student populations.

The current model of funding distributed learning (DL) is not working for most school districts. There is an artificial division in the current model between ‘bricks-and-mortar’ and DL which should not exist, especially in the context of the new curriculum.

### *7. Community Use of Facilities*

In many rural and remote school districts, schools are community resources, but there is no reimbursement of costs. In urban districts, there are more opportunities to recover costs.

### *8. Special Grants (outside of Operating Grants)*

Government has provided school districts funding outside of operating grants to meet specific needs or requirements. There were a number of comments on these grant programs including:

- The CommunityLINK formula is out of date.
- The level of government support for the Strong Start program is not clear.

### *Independent Review Panel – Report Out on What We Heard From School Districts*

- Provincial Resource Programs are insufficient, unpredictable, and the pre-existing programs may not align with new challenges that have emerged.
- REEF program was welcomed by school districts that use it, but those that had previously closed schools felt disadvantaged.
- Annual Facilities Grant does not meet the needs of many school districts, which means that they have to supplement this grant with surpluses to address facility maintenance issues, which can be costlier in the context of older and/or underutilized facilities.

The timing of these grants, which often come too late in the school year to use effectively, was also an issue for many districts.

#### *9. Capital*

Though out of scope for this review, most Boards of Education and school district staff expressed frustration with the capital program. In larger, faster-growing districts, new space is not coming online fast enough, while smaller, rural districts struggle with higher costs to operate older inefficient buildings, deferred maintenance, and ‘right-sizing’ their operations. All districts pointed out the need to use accumulated surpluses to deal with these and other capital issues – buying portables, undertaking renovations, and making minor capital purchases such as white fleet and IT infrastructure.

#### *10. Funding Protection*

School districts not in funding protection tended to criticize it. Their view is that it allows those districts to postpone the difficult decisions needed to ‘right size’ their operations. Districts in funding protection indicated that, although it has some design issues, it provides the means to continue to offer a reasonable level of service to students over time. One design issue highlighted was that, for districts coming out of funding protection it is difficult when overall enrolment continues to decline, but the number of students with special or additional needs increases without a resulting increase in funding to account for the higher cost of these students. It is also a challenge for districts coming out of funding protection if regular enrolment increases because there is no new funding for that either.

#### *11. Locally-Generated Revenues*

Locally-generated revenues are an important source of revenue for a number of school districts. However, not all districts have the same ability to generate revenues. While there were some suggestions for some sort of equalization to account for this, most districts felt that these revenues should remain outside the funding model.

## *Independent Review Panel – Report Out on What We Heard From School Districts*

### *12. Compliance Audits*

Ministry compliance audits, whether for special needs funding, enrolment or targeted grants were criticized by most school districts. They are not seen as a learning opportunity, were characterized as punitive and time consuming, and are sometimes viewed as a barrier to innovative education practice.

### *13. Implementation Issues*

Two quite different perspectives were presented on implementing any changes to the funding formula. Some school districts were in favour of an immediate implementation, while others supported a phased approach over multiple years with assurances that no funding decreases would occur. Any changes to special education funding may require more focused consultation.

There was agreement that the funding model should be reviewed on a regular cycle.

### *14. Other Provincial Services Supporting Youth*

Over time, school districts have had to deal with complex socio-economic issues such as poverty, mental health, and addictions. These issues can require additional social services and supports for students which are not always readily available in their community. Districts often step in to provide these services even though they are not directly within scope of their educational mandate and are not recognized in the current model. Some concerns were expressed about the offloading of services by other provincial Ministries on to districts. A number of districts asked for greater coordination between Ministries to support the increasing complexity of issues being dealt with in schools.

### *15. Accumulated Surpluses*

School districts are protective of their annual and accumulated operating surpluses, noting that surpluses are needed to fund portables for enrolment growth, renovate facilities (funds often saved over multiple years), or pay for other minor capital items that are not funded through the capital program. Districts are also frustrated that they are expected to contribute to capital projects, as requested by Treasury Board.

### *16. Unpredictable Funding*

A number of school districts felt that it was difficult to plan properly because of the lack of predictability in costs and/or funding. Specific examples cited include:

- Fluctuations in the salary differential supplement, which does not recognize all employee groups.

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- Changes in what gets funded from year to year (e.g. move from head count to per course, DL per-pupil not increased to recognize labour settlement costs, move to completion-based funding for graduated adults, etc.).
- Federal/Provincial changes to the cost base that are not specifically recognized (e.g. Employer Health Tax, Canada Pension Plan and EI premiums, exempt staff compensation, etc.).
- Administrative savings exercise, which meant cuts that impacted school districts and students.

Many districts were supportive of having three year rolling budgets.

*Members of the Independent Review Panel:*

- *Chris Trumpy (Chair)*
- *Philip Steenkamp*
- *Kelly Pollack*
- *Piet Langstraat*
- *Angus Wilson*
- *Flavia Coughlan*
- *Lynda Minnabarriet*