

School District #75 (Mission)
Public Meeting of the Board of Education
Agenda

May 18, 2021, 6:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > [Meeting Information](#) to connect remotely.

Pages

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1. Reporting out from Closed Meeting

5.1.1. Strategic Plan Update

Information 1 - 2

5.2. COVID Update

Information 3

5.3. 2021 / 2022 Capital Bylaw

Action 4 - 12

5.4. MSS Project Design Report (PDR)

Information 13 - 16

5.5. Hatzic Elementary

Action 17 - 41

5.6. Summit

Discussion 42 - 45

5.7. Quarterly Financial Report ending March 31, 2021

Action 46 - 48

5.8. Year-end Financial Position Projection

Information 49 - 53

6. NEW BUSINESS

7. MINUTES OF PREVIOUS MEETINGS

7.1. Board of Education Public Meeting Minutes, April 20, 2021

Action 54 - 57

8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

10.1. Trades Training Advisory Committee Minutes, April 13, 2021 Information 58 - 60

11. ANNOUNCEMENTS

12. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

13. ADJOURNMENT

- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.2 Information

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: COVID-19 Update – May 2021

1. **Summary:** Staff will share this month's update on the COVID-19 situation in SD75, including vaccination process, isolation and closure experiences, and Fraser Health reports on infections.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

c. Funding Guidelines, Costing, & Budget Impact

The projects are expected to be funded within the approved Ministry Funding, and not impact the School District's operating budget. The most recent quote for the roof replacement of Stave Falls Elementary approximately double what the funding is, and as such, the roof replacement will be phased.

d. Policy, Legislation, Regulation

e. Organizational Capacity

The projects are managed within the existing employee complement in Operations.

f. Risks

- i. Organizational
- ii. Reputational
- iii. Strategic

g. Benefits

- i. Organizational
- ii. Reputational
- iii. Strategic

3. Public Participation:

4. Implementation:

The District will be issuing the project tenders and awarding contracts as soon as possible. The work is to be completed by March 31, 2022. The Bus must be ordered by June 15th, 2021.

5. Attachments:

- a. Capital Bylaw 2021/22-CPSD75-01
- b. Capital Response Letter dated May 11, 2021.
- c. Five-Year Capital Plan 2021/2022-2025/2026 summary submitted

SCHOOL DISTRICT NO. 75 (Mission)

BYLAW No. 2021/22-CPSD75-01

CAPITAL PLAN 2021/22

A Bylaw of the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

The Board:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, will commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) will observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) will maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

The Board, in open meeting assembled, enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of May 11, 2021 from the 2021/22 Five-Year Capital Plan as summarized in Schedule 1 attached to and forming part of this bylaw, is hereby adopted.
- 2. This Bylaw may be cited as School District No. 75 (Mission) Capital Bylaw No. 2021/22-CPSD75-01.

READ A FIRST TIME THE ___ DAY OF ____, 2021;
 READ A SECOND TIME THE ___ DAY OF ____, 2021;
 READ A THIRD TIME, PASSED AND ADOPTED THE ___ DAY OF ____, 2021

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Capital Bylaw No. 2021/22-CPSD75-01 adopted by the Board the ___ day of _____, 2021.

Secretary-Treasurer

SCHOOL DISTRICT NO. 75 (Mission)

BYLAW No. 21/22-CP-SD75-01

CAPITAL PLAN 2021/22

Schedule 1

Capital Projects			
Mission Secondary	Seismic	TBD	Submit outstanding draft Concept Plan by Sept 1, 2021
Stave Falls Elementary	SEP – Roof Upgrades	\$800,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Ecole Heritage Park Middle	CNCP – Electrical Upgrades	\$60,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Mission Central Elementary	CNCP – Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Windebank Elementary	CNCP – Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Deroche Elementary	CNCP – Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Edwin S. Richards Elementary	PEP – New – Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Bus replacement Fleet # 1751	New Bus D(80+RE)	\$178,448	Proceed to ordering between May 10, 2021 and June 15, 2021 from the list of approved vendors.



May 11, 2021

Ref: 246842

To: Secretary-Treasurer and Superintendent
School District No. 75 (Mission)

Capital Plan Bylaw No. 2021/22-CPSD75-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

This letter is in response to your School District’s 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts’ Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
127813	Mission Secondary	Seismic	Submit outstanding draft Concept Plan by September 1, 2021

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after PDRs and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Stave Falls Elementary	SEP - Roofing Upgrades	\$800,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Ecole Heritage Park Middle	CNCP - Electrical Upgrades	\$60,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Mission Central Elementary	CNCP - Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Windebank Elementary	CNCP - Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Deroche Elementary	CNCP - Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Edwin S. Richards Elementary	PEP - Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
1751	D (80+RE) with 0 wheelchair spaces	\$178,448	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:

- **Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021**
- **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021**

Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Acting Executive Director
Capital Management Branch

pc: Capital Management Branch
Michael Nyikes, Director, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch
Mora Cunningham, Regional Director, Capital Management Branch
Nancy Dube, Planning Officer, Capital Management Branch
Travis Tormala, Planning Officer, Capital Management Branch

Mission Public School District #75
Five Year Capital Plan 2021/2022 - 2025/2026 Summary Report
June-20

2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
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ADDITIONS

1	McMahon	Addition - Eight Rooms		\$1,000,000	\$5,810,000	\$4,000,000	
2	Mission Secondary	Addition - Eight Rooms			\$1,000,000	\$4,325,000	\$3,000,000

SITE ACQUISITIONS

1	Mission Secondary	for Expansion	\$5,000,000				
2	Hatzic Elementary	Replacement - Current Site is small	\$10,000,000				

SEISMIC

1	Mission Secondary	- studies in progress	\$1,000,000	\$5,000,000	\$20,000,000	\$25,000,000	\$31,000,000
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SCHOOL REPLACEMENT

1	Mission Secondary		2,000,000	25,000,000	40,000,000	23,000,000	
2	Hatzic Elementary				1,000,000	11,800,000	15,000,000

BUILDING ENVELOPE PROGRAM

1	Ferndale	<i>(Information provided by Ministry)</i>	900,000				
2	Albert McMahon	<i>(Information provided by Ministry)</i>		1,600,000			

SCHOOL ENHANCEMENT PROGRAM

1	Stave Falls	Building Enclosure Upgrades - SBS Roof - Design	800,000				
2	Stave Falls	Septic System Replacement	250,000				
3	Mission Central	Building Enclosure Upgrades - replace area	105,000				
4	Mission Central	Mechanical Upgrades - replace 2 AHUs	330,000				
5	Mission Sec	Replace 70T condensing unit B wing - Design	320,000				

CARBON NEUTRAL CAPITAL PROGRAM

1	Heritage Park	LED Lighting	60,000				
2	Mission Central Elementary	LED Lighting	35,000				
3	Windebank Elementary	LED Lighting	35,000				
4	Deroche Elementary	LED Lighting	35,000				

BUS ACQUISITION PROGRAM

1	Bus Replacements	year 1					
2	Bus Replacements		Year 2				
3	Bus Replacements			Year 3			
4	Bus Replacements				Year 4		
5	Bus Replacements					Year 5	

PLAYGROUND EQUIPMENT PROGRAM

1	Edwin S. Richards	Replace East Playground	125,000				
2	Silverdale	Replace old blue IMP Structure	125,000				
3	West Heights Elementary	Replace North Playground for accessibility	125,000				

ITEM 5.4 Information

File No. 11210.10.MSS PDR 2020

TO: Board of Education
 FROM: C. Becker, Secretary Treasurer
 SUBJECT: MSS Project Design Report (PDR)

1. Summary:

Attached is a summary report from Jim Alkins, of MAKE PM, for the MSS Project Design Review submission.

2. Background:

The Ministry approved a seismic upgrade project / review for MSS. The preparation of the project design plans for seismic upgrades include the preparation of options, one of which is the full replacement of the building. The attached report provides more detailed information on the status of the project design plans - work that has been completed, and work yet to be completed.

The funding for the project so far has come from Local Capital and the Annual Facilities Grant. The Facilities contract services budget has been reserved so that additional funding could be transferred to local capital if needed. Once the project is approved, the costs for the project design plans will be reimbursed to the School District.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

The following table summarizes the costs to March 17, 2021, and future costs to complete the PDR for the seismic / replacement of MSS.

Firm	Expended	Future	Total
MAKE PM	\$ 41,146	\$ 30,000	\$ 71,146
Architect - Station One	\$ 7,525	\$ 7,000	\$ 14,525
Structural - Omega	\$ 59,572	\$ 30,000	\$ 89,572
Mechanical - Rocky Point	\$ 4,572	\$ 1,500	\$ 6,072
Electrical - Jarvis		\$ 5,000	\$ 5,000
Civil - KM Civil		\$ 9,500	\$ 9,500
Cost QS - JBA	\$ 7,290	\$ 5,000	\$ 12,290
Land Survey - Onderwater		\$ 13,900	\$ 13,900
Geotechnical - GeoWest	\$ 762	\$ 16,000	\$ 16,762
OCF's - Terra Firm	\$ 5,740	\$ -	\$ 5,740
Hazmat - Sure Hazmat	\$ -	n/c	\$ -
Education Advisor - Stan W	\$ 3,265	\$ 500	\$ 3,765
Total	\$ 129,871	\$ 118,400	\$ 248,271

The project is reported as work in progress on our financial statements.

- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

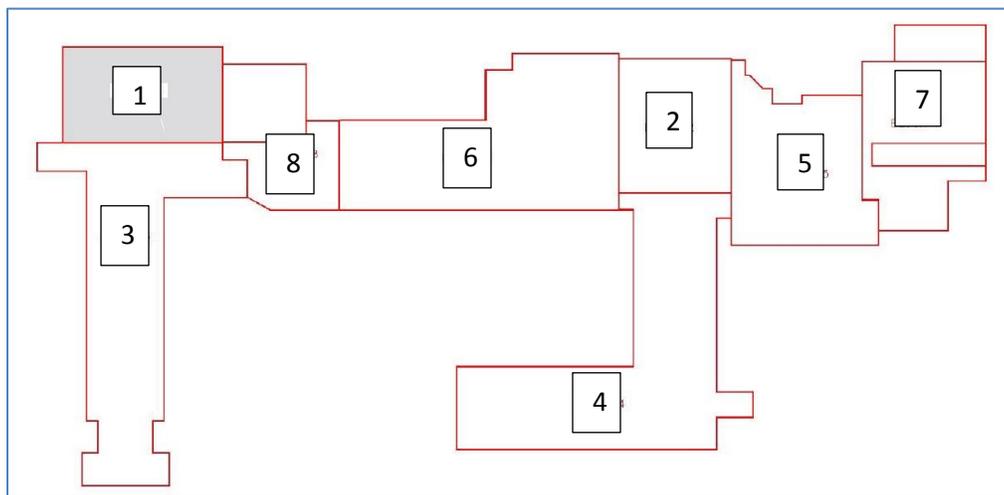
7. Attachments:

**Mission Public Schools Board of Education
Mission Secondary School Seismic Upgrade Project
Project Update May 2021**

Background:

As a result of the risk assessments the Ministry gave preliminary support for the Mission Secondary Seismic Upgrade Project and requested the School District proceed with development of the business case, Project Definition Report, (PDR).

The PDR identifies the preferred scope of work, schedule, budget and risks based on the review of at least 3 options. The benchmark option is the structural upgrade of the school.



The Ministry has implemented a two-stage approach for the business case. The first stage is the Concept Plan in which three options are being examined including the following:

1. Seismic upgrade of the high risk blocks 3, 5, 6, 7 and 8;
2. Seismic upgrade of blocks 5, 6, 7 and 8 and replacement of block 3.
3. Full replacement of the school with current 1250 capacity;

The Ministry has requested that the Concept Plan also consider in options 1 and 2, the cost to upgrade the existing building systems so that a compatible comparison can be presented relative to full replacement in option 3. They also acknowledge the requirement for increased capacity from 1250 to 1450 and asked for a separate premium for expansion in the three options.

In effect the concept plan will present a range of options and sub-options and the cost of each for consideration by the Ministry. The outcome from the concept plan is the identification of the preferred option.

Status of the Concept Plan:

We have been in regular discussion with the Ministry of Education staff on the requirements of the Concept Plan. Based on these discussions the following work has been undertaken.

- The structural analysis of the 5 high risk blocks has been completed and the Technical Review Board representative is completing the final approval.
- The assessment of hazardous materials through out the school has been completed.
- The assessment of non-structural components through out the school has been completed.
- The review of programs and class size was completed
- The geotechnical testing of the site has been completed and the final report is being reviewed.
- The topographical survey of the site has been completed and the plan is being reviewed.
- The civil review of the site services and discussions with the City Engineering Department staff on the scope of work and costs related to the options has been completed.
- The mechanical review of the existing building systems and recommended upgrades has been completed.
- The electrical review of the existing building systems and recommended upgrades has been completed.
- The architectural review of the existing school and the upgrade of the building systems and deficiencies relative to 21st Century Learning have been identified.
- The concept plan for each of the three options has been prepared by the architect identifying the area of renovation and area of new space so the costing can be completed.
- The enrolment projection has been completed by Baragar with school district staff input and the projections confirm the future requirement for the 1450 capacity school.

Next Steps:

The cost consultant will update the previous cost estimates based on the more detailed scope of work and provide the cost estimate and the life cycle cost estimate for each option and sub-option.

The Concept Plan will be revised to reflect the option and sub-option capital and life cycle costs, the project schedule, the preferred procurement method and the risks associated with each option. The Concept Plan will be submitted in June.

Increase in the capacity from 1250 to 1450 is not part of the seismic program so the school district will be required to resubmit the request for the expansion funding through the 2022/2023 Capital Plan.

Following the Ministry support of one option or possibly 2 options, the final business case will be drafted incorporating the pertinent information from the Concept Plan and the NLC allocation, energy performance requirements and other items as directed by the Ministry. The cost estimate will be updated accordingly.

The negotiations of the Capital Funding Project Agreement between the Board and the Ministry will be the final stage in the project approval process and is anticipated to occur in the fall.

ITEM 5.5 Action File No.

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Hatzic Elementary Update

Recommendation

THAT the excess enrolment at Hatzic Elementary be managed as follows:

- a. by limiting the number of cross boundary students allowed to attend Hatzic Elementary,**
- b. by allowing students from the Durieu area to attend Dewdney Elementary as their catchment school, with busing if necessary.**

1. Summary:

As the Mission Public School District plans for September 2021, we have determined that the Hatzic Elementary School will be over capacity in September, if changes are not made.

2. Background:

3. Options:

At the May Committee Of The Whole meeting, staff introduced the need to discuss options for the September enrolment for Hatzic Elementary. This report summarizes options for discussion and direction.

If no changes are made and the students who have applied to attend Hatzic Elementary School attend the school, there will be class size violations in 11/13 classes. The class size violations would not be over the Ministry's hard cap but would result in remedy for almost all teachers in the building. The school district is obligated to use best efforts to eliminate the need for remedy. To eliminate the need for remedy to teachers for the class size violations, the school district would need to either:

- 1) reduce the number of students in the school; or
- 2) increase the capacity of the school.

The first part of this analysis considers enrolment for September 2021. The enrolment pressures are due to pressure from the current catchment students, and pressure from cross-boundary students. There are currently six in-catchment students on a waitlist for September 2021. To reduce the number of students in the school so that it better matches the capacity of the school, the school district would need to either remove cross boundary students from the school, or change the boundary of the school so that students had a different catchment school.

1. Options for reducing the number of students at Hatzic Elementary

a. Cross Boundary Students.

The current policy for Catchment, Cross Boundary, Schools of Choice, and Programs of Choice, provides for consideration of cross boundary applications based on the availability of space. The policy indicates that the cross-boundary approvals are considered annually and are for one year only – see page 2 of the policy. This part of the policy has been in effect since 2008.

If approved, attending a cross boundary school will be for one school year only

Although this is the policy and the application approvals are done annually, we have not needed to deny the annual cross boundary application once a student is enrolled in the school. This is the first time in at least 5 years that this clause has needed to be considered.

A summary of the cross-boundary student movement throughout the district is attached for further review. Currently, there are 31 cross-boundary applications to attend Hatzic Elementary for September 2021: Dewdney – 7; Windebank – 3; Cherry Hill – 7; Albert McMahon – 9; Silverdale – 2; Deroche – 1.

In reviewing the cross-boundary applications at Hatzic Elementary, it is not possible to return all cross-boundary students to their regular catchment school. Albert McMahon has almost eliminated all cross-boundary applications, and even with a portable, they are still at or over capacity regularly. Approximately 50% of the students living in the Albert McMahon catchment area do not attend Albert McMahon. Albert McMahon would have capacity for a few students though, in a few grades, based on enrolment as of May.

We note that the other five schools could absorb the additional students, although some of this may require the addition of another classroom, but generally, the other schools have capacity. However, every division would need to be reviewed for capacity before any students could be confirmed at their catchment school too. As such, the following options could be considered for addressing the over capacity by reducing the number of accepted cross boundary applications.

- i. *Do not accept any cross-boundary students in the school.* This resolves the capacity concerns and class size violations at Hatzic. This would cause class size violations at Albert McMahon, and possibly other schools that cannot absorb additional enrolment. Staff are continually reviewing the capacity issues at other schools and have identified 3 – 5 schools that could add a division to assist with capacity issues: These schools are Cherry Hill, Dewdney, Silverdale, West Heights, Windebank. This option is consistent with the Board Policy and the annual notifications provided to the parents, that the approval is for one year only. Parents are advised that they will receive preliminary notification in June, but that the cross-boundary would not be confirmed until September. This option, however, could be the most challenging for the students needing to move to a different school.
- ii. *Only accept continuing cross-boundary students for grades 4 – 6.* This would reduce some of the pressure and support continuity of learning for the intermediate students. This option recognizes that there are a few more years for the primary students to transition to their new school before they would need to transition into a middle school. This option could mean that siblings would need to attend different schools.
- iii. *Accept continuing cross-boundary students for grades 1 – 6, but no cross-boundary K requests (including siblings).* This option would reduce by a very small number this year.

- iv. *Only accept cross boundary requests if there is no space in a division at their catchment school.* As there are a few spaces available in certain divisions at Albert McMahon, not all students can be returned to this catchment school. This situation is evident with a few other requests as well. As such, each cross-boundary request should be considered on its own depending on the space.
- v. Accepting all cross-boundary students will result in remedy being paid for class size violations, or a portable will need to be added to avoid the remedy.

Staff note that the acceptance of cross boundary requests are to be confirmed in September. As such, even if a few cross-boundary applications are preliminarily accepted in June, the placement may still have to change in September due to additional enrolment growth.

b. Boundary Students

Staff have been monitoring housing developments within the Hatzic Elementary catchment area and the boundary for elementary catchments have been under review. In 2019 and 2020 surveys were conducted regarding the possible restructuring of the Hatzic catchment.

The Board was considering the movement of the Durieu area from the Hatzic Elementary Catchment to the Dewdney Elementary catchment.

Adjusting the boundary of a catchment school generally takes a few years to transition, as MPSD has provided some form of grandfathering for students to remain at the existing school, with or without bussing options. The board had requested more in-depth consultation and planning for the Hatzic Elementary School catchment. In the meantime the board requested information from Durieu parents on their interest in Dewdney Elementary being their catchment school. Attached is a summary of the survey that was conducted in 2020, and a summary of a survey conducted in May 2021 asking if parents would consider transferring their child from Hatzic to Dewdney if Dewdney was their catchment school.

As adjusting boundaries generally takes a significant amount of time, the board could consider the following options:

- i. Begin the consultation process to remove the Durieu area from the Hatzic Elementary catchment and include it in the Dewdney Elementary catchment, effective September 2022. This option could include a transition measure for Durieu area parents to choose their catchment school as either Dewdney Elementary or Hatzic Elementary until the transition is complete.
 - At the time this report was presented, three parents of Durieu students like this option of choosing Dewdney as their catchment school, while the majority would like to remain where they are.
 - This would have transportation implications and would likely mean adding a bus to the afternoon run.

- ii. Conduct other reviews for minor adjustments to the catchment for Hatzic Elementary.

2. Options for Increasing the capacity of the school

Increasing the capacity of the school can be accomplished by either purchasing a portable or expanding the school.

- a. Purchasing a portable is a relatively straight forward process.
 - i. The cost of the portable is expected to be around \$200,000.
 - ii. The portable would need to be fixed with fire sprinklers and connected to the water system in the school, due to District of Mission building regulations.
 - iii. A platform for the portable is on site.
 - iv. It will take approximately 10 – 14 weeks for a portable to arrive, and staff would need approximately 4 more weeks for installation / permits / inspections.

The advantage of addition a portable is that there is minimal impact on students, and it can happen relatively quickly to support school in September. There may be a few challenges, but it can be in place for the 2020/2021 school year.

The disadvantages of using this approach is that actual long-term portable need is greater in other schools where the catchment enrolment is more difficult to reallocate – such as Albert McMahon and Windebank. The growth in the Albert McMahon catchment is expected to require support for a few hundred students in the next few years. And, although Windebank has the ability to add another classroom this year, with a few hundred housing units being constructed in this area, up to three additional classrooms will be needed in the next few year.

Although a portable could be moved to a new location in a few years (enrolment pressure is not expected to be long term), there is a cost of about \$20,000 to place/move the unit.

If the replacement of the Hatzic Elementary school is ever approved, a portable on site would compromise the use of the site for the replacement. The portable would need to be moved to manage new construction on the site.

Finance staff are concerned with putting resources into a portable that is not necessary for long-term enrolment planning, especially when resources for other local capital projects are delayed.

1. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity

- f. Risks
 - i. Organizational
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 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- 2. Public Participation:**
- 3. Implementation:**
- 4. Attachments:**
 - a. Boundary Review – Hatzic Elementary Report (COTW 05/04/2021)
 - b. Durieu, Dewdney, Hatzic Elementary Survey Results, 05/14/2021
 - c. Q1 – Q8 Responses to Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments (February/March 2020)
 - d. Elementary Cross Boundary 2021-2022 Report

ITEM 5.1 Discussion

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Boundary Review – Hatzic Elementary

1. Summary:

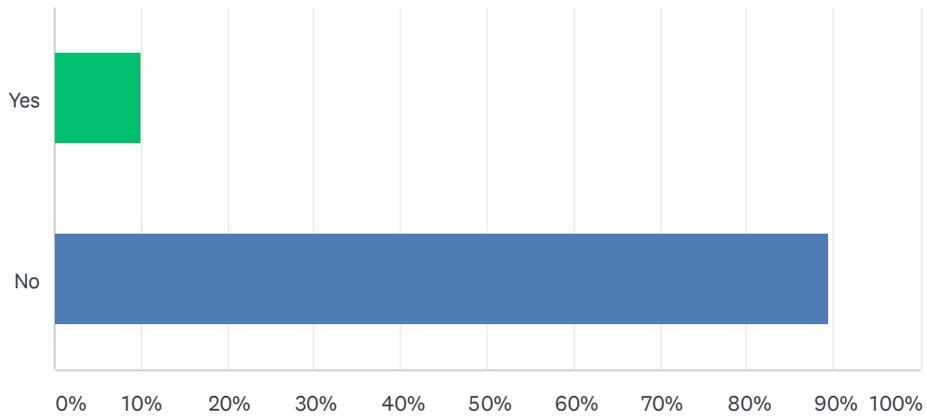
Hatzic Elementary is over capacity for September 2021, based on the current enrolments at the school. The following are thoughts staff are considering. Staff would like to discuss the options / challenges with the Committee of the Whole, in order to get direction for additional research. The information requested and formal options would be presented at the May Board meeting.

Options being considered:

- Stop accepting any cross boundary requests
 - Current action being taken – however, some parents are pressuring for reconsideration
 - Would still leave significant remedy costs. Size violations in 11/13 classes (not over hard cap in any classes).
- Send all cross boundary students attending Hatzic back to their regular catchment school.
 - This would resolve Hatzic overcrowding, but would transfer some students back to overcrowded schools (DEW 7; WDB 3; CH 7; AME 9; Central 2; Silverdale 2; DER 1)
- Offer Dewdney to Durieu families
 - optional to move and see if people take it
 - Durieu families could choose their catchment school as Dewdney or Hatzic
 - the Board could direct a change to the boundary – Durieu area to Dewdney – no grandfathering
 - Consultation with Durieu families should be done asap if considered.
 - Potential transportation costs – currently researching
- Add a portable
 - Platform is there – portable would take 10 – 14 weeks to arrive, and approximately 4 more weeks for installation / permits / inspections.
 - Hatzic Elementary has significant asbestos on site - tie-ins for the portable could be challenging.
 - Cost would be expected to be around \$200,000 including installation and plumbing for sprinkler system
 - With enrolment as is, there would be 6 spaces for new registrants
 - Could compromise site for future school replacement
- Use other sites for new families moving into the area
 - Keep Dewdney as an overflow site for Hatzic – don't reduce divisions at Dewdney (If students don't relocate to Dewdney, Dewdney could be reduced by 1 division based on enrolment);
 - Increase Windebank by one division – would allow Windebank to take overflow students;
 - Would cause transportation costs.

Q1 Would you be interested in having your elementary age child bussed to attend Dewdney Elementary as a catchment school for September 2021?

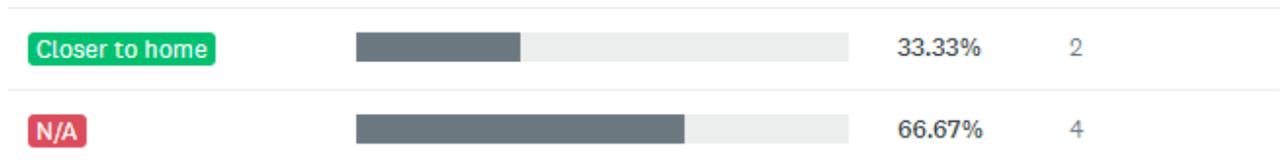
Answered: 19 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	15.79%	2
No	84.21%	17
TOTAL		19

Q2 If yes, why does this option interest you?

Answered: 7 Skipped: 13



* N/A - answered no above

Q3 If no, why does this option not interest you?

Answered: 17 Skipped: 3

- My son has learning issues and the school is aware and I can't get him to Dewdney because I have to work. The bus for Hatzic stops at our house.
- Because my child has now attended school at Hatzic for 3 years and I don't wish to uproot her.
- My child just adjusted to kindergarten and I would like to keep him with his friends.
- The kids have formed friendships with students and teacher. My daughter would be VERY upset to be separated from her friends.... especially with the difficulty of the last year and a half with Covid.
- We attend Hillside Traditional Academy
- My child has anxiety and after dealing with covid there is no way I would want her to have to deal with a school change as well.
- His older sister went to Hatzic. The teachers know our son and are familiar with him and his needs. We have come to know the staff there and would far prefer him to finish there.
- I have already arranged before and after school child care for Hatzic for my daughter at the same daycare as my younger child and will not be able to get the childcare needed if she switches schools. Her cousins also attend Hatzic and sometimes will go to school with them. I cannot switch out of Hatzic.
- My eldest child will be going into grade 2 and has settled nicely in Hatzic. It would be traumatic to leave his close friends.
- I have three children who have developed strong friendships at Hatzic. We feel comfortable with the teachers & education they have provided. My kids have blossomed at Hatzic and I would hate to change them.
- Both of my children now attend Hatzic Elementary and love it there. Being a child who moved quite often I feel like taking them and switching schools would not benefit in their learning. With COVID-19 already playing havoc in their young lives I feel a change this big (having to start their social and learning lives) over would only set them back further.
- My child has attended Hatzic Elementary all of his Elementary years. He is going into grade 5 next year and for him to switch schools would be heartbreaking! He has so many friends at Hatzic. He has made many connections, friendships and relationships with many staff, parents and students. I would not switch schools because I believe it would not be in my son's best interest.
- This would be very disruptive to children that are already attending Hatzic elementary school
- We have a wonderful school in Durieu that can be used. New students can be bussed over if needed. Kids with long term attendance should remain. The board needs to do a better job with the assets it has
- My child has been going to Hatzic for five years and loves his friends and the school. It would be very upsetting for him to move schools.
- My daughter really struggled while at Dewdney, it isn't a great school if I'm being honest. Since moving to Windebank she's doing dramatically better in every way

Q1 School catchment reviews include factors like considering the geographic area, minimizing safety concerns for students, maximizing the efficiency, and long-term sustainability of the school. Do you have any ideas how the School District should approach this catchment review?

Answered: 27 Skipped: 14

#	RESPONSES	DATE
1	Be mindful of those already enrolled with up coming siblings & utilizing after school supports if the same supports aren't available at other schools	3/12/2020 8:02 PM
2	Not at this time	3/11/2020 7:01 PM
3	Open schools that once closed done. Don't force students to move schools unless they elect to, only change for new enrollments	2/29/2020 10:30 AM
4	Consider the families and children being affected. Especially ones going to Dewdney whose parents have specifically chosen this school to help their children	2/25/2020 7:11 PM
5	If there was more funding more schools could be built or larger schools could be built. More funding will also allow for more teachers to be hired.	2/25/2020 9:20 AM
6	try to fill the schools more equally to prevent overcrowding in the classrooms	2/24/2020 11:07 AM
7	I wrote earlier that the catchment should be created based upon student numbers in that geographic area.	2/23/2020 11:38 AM
8	School district should stop allowing cross boundary applications, everyone should attend their catchment or a private school	2/22/2020 1:53 PM
9	I think the school district should look at projected growth in our communities and base the catchments off that. For Dewdney catchment, it might be beneficial for the relief of hatzic elementary that looks like there is no room to expand, to move Durieu catchment to Dewdney which will in turn give a wider catchment to Dewdney and hopefully sustain the school for long period of time. However with Dewdney's CORE program, I don't think existing students that come from out of catchment should be affected. They should be grandfathered. But moving forward look at that differently	2/22/2020 8:15 AM
10	Re open derieu	2/21/2020 7:13 PM
11	Add portables	2/21/2020 5:34 PM
12	There has been many parents who by pass deroche and dewdney schools because they feel they are insuperior Finding away to ether increase public awareness of the schools current situation may help those other schools	2/21/2020 5:14 PM
13	Consider needs of local residents in catchment first.	2/21/2020 5:03 PM
14	safety first	2/21/2020 4:00 PM
15	None that I can think of	2/21/2020 1:59 PM
16	Move the boundaries. All Durieu kids should be going to Dewdney, it makes no sense for them to be heading to Hatzic Elementary when Hatzic Island kids all go to Dewdney. We have been telling the school board this for years. Please listen.	2/21/2020 1:48 PM
17	Logically and with purpose. Take the students view about distances to walk, and parents choice to send their kids where they want to	2/21/2020 1:28 PM
18	Available space at the neighboring schools & enlarging all the schools including hatzic. It's popular because it's well run with excellent teachers, this should occur in the other nearby schools as well	2/21/2020 1:17 PM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

19	Catchments should consider both proximity to schools and the density of populations within surrounding areas. The Dewdney catchment should be much larger and the Hatzic catchment smaller. In addition, cross boundary applications should be less readily approved.	2/21/2020 1:12 PM
20	I know a few people that would be happy about the school reopening as they live out in the durieu area out in the backend of Sylvester.	2/21/2020 12:24 PM
21	Find out why everyone prefers one school over others?	2/21/2020 11:52 AM
22	Definitely take long-term sustainability into consideration. With both Hatzic and Dewdney reaching their max.	2/21/2020 11:26 AM
23	If the enrolment will continue to grow, we need another school to open. Dewdney is not a big school either, that characteristic school position is not supported to hold a lot of students as well. At least that what parents expect from Dewdney.	2/21/2020 11:12 AM
24	Are the schools that are available to take more students adequate? Hopefully that would be addressed as my experience so far is that there are huge differences school to school.	2/21/2020 11:08 AM
25	It is always best to send children to the school closest to their home. Could the schools be split into k thru 4 the other 5 to 7. It is a thought that might work	2/21/2020 11:00 AM
26	Consider building an additional school. Adding onto Hatzic Elementary	2/21/2020 10:58 AM
27	Agree with the factors stated above	2/21/2020 10:51 AM

Q2 What concerns do you have with changing the boundary for Hatzic Elementary?

Answered: 36 Skipped: 5

#	RESPONSES	DATE
1	That existing students could be asked to leave , causing emotional distress amongst deeply rooted peer groups and established connections with staff	3/12/2020 8:02 PM
2	Walking distances to school may be longer	3/11/2020 7:01 PM
3	I would not want my child to be moved to another school.	2/29/2020 10:30 AM
4	relationships our son has made in the school to help us settle into Mission will disappear.	2/29/2020 10:30 AM
5	Unsure	2/25/2020 7:11 PM
6	No concerns	2/25/2020 9:20 AM
7	none	2/24/2020 11:07 AM
8	I think it may change the "character" of the school. Changing boundaries changes dynamics of the school based upon the types of students attending (ie. Low income, farm kids, and/or cultural diversity)	2/23/2020 11:38 AM
9	Kids that are already settled will be disrupted and the cost for additional bussing	2/22/2020 1:53 PM
10	That other schools will become over crowded / over capacity	2/22/2020 12:11 PM
11	No concerns I think it would relieve some stress off the school that is too small to accommodate such a large catchment, especially with the projected growth	2/22/2020 8:15 AM
12	Allowing families that are already in the school to stay so that they don't have siblings in two schools.	2/21/2020 7:04 PM
13	Would hate to have kids start over at a new school after making friends.	2/21/2020 5:34 PM
14	None, currently I drive my step son from Agassiz to Hatzic and I know I'm not the only one from this direction doing this, it's brutal and if schools closer could step up that would be great	2/21/2020 5:14 PM
15	None, I think it should be changed. That school seems to be at capacity. My daughters best friend lives on Sylvester only a few hours from us and yet her catchment is hatzic and ours is dewdney. It doesn't make much sense.	2/21/2020 5:11 PM
16	None	2/21/2020 5:03 PM
17	Maintaining a small enough class size.	2/21/2020 4:13 PM
18	I don't want to see the school over-enrolled	2/21/2020 4:00 PM
19	With one child in grade 1 from the Durieu catchment and another set to start Kindergarten in 2022, changing boundaries could mean the eldest child would either have to leave her established school environment to join her sister at a new school, or my two children would have to attend different schools, which is ridiculous. We also utilize the school bus, so would feel a lot of disruption with changes to catchment areas. I feel strongly that siblings should be grandfathered in and that students who are currently attending Hatzic should not be forced to leave.	2/21/2020 2:30 PM
20	None	2/21/2020 2:03 PM
21	None	2/21/2020 1:59 PM
22	That you ensure Dewdney is filled to capacity.	2/21/2020 1:48 PM
23	None	2/21/2020 1:28 PM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

24	Full neighboring schools and unhappy parents as the hatzic school is amazing	2/21/2020 1:17 PM
25	No concerns. Hatzic is overflowing	2/21/2020 1:14 PM
26	No concerns, it is best to have kids that live near the school at that school and kids further away at other schools. Reduces busing costs for one school, improves safety at the busier school, and evens out enrollment. This will result in more even funding among schools as well.	2/21/2020 1:12 PM
27	The students that would want to finish there last year or maybe 2 years in the school that they are use to.	2/21/2020 12:24 PM
28	Limiting the options for rural students or changing the status of a student already enrolled.	2/21/2020 12:01 PM
29	I feel fine with it. I live down the street and doubt we would be changed	2/21/2020 11:52 AM
30	That neighbours' kids who are friends with my youngest who will go to Hatzic due to older sibling already being there won't go to the same school.	2/21/2020 11:26 AM
31	I think this will work but only for future enrolments. It would not be fair or just to move students already attending at Hatzic Elementary (residing in the Durieu catchment) to Dewdney Elementary because of a boundary change. For future it could work but you have to look at the population growth in the Durieu area. Would it even make much of a difference?	2/21/2020 11:17 AM
32	We would like to see downsizing of its catchment to avoid overcapacity.	2/21/2020 11:12 AM
33	That my son will no longer be able to attend Hatzic Elementary whole we live in Hatzic. The difference between the education provided at Hatzic and Dewdney is substantial (in my experience as we have attended both)	2/21/2020 11:08 AM
34	Children feeling that they have lost their friends	2/21/2020 11:00 AM
35	I do not want to be cut out of the catchment. It is a necessity to have all my children the same school.	2/21/2020 10:58 AM
36	We are in the catchment, no concerns	2/21/2020 10:51 AM

Q3 What changes to the boundary do you see that could work? Click here to view the current boundary areas.

Answered: 29 Skipped: 12

#	RESPONSES	DATE
1	Deroche catchment should be moved further west .	3/12/2020 8:02 PM
2	No ideas at this time	3/11/2020 7:01 PM
3	Not sure	2/29/2020 10:30 AM
4	I am not a professional at this. But maybe we need another school to be built especially with all the approvals of new housing to be built in Mission	2/29/2020 10:30 AM
5	Hatzic Elementary schools boundary looks to big. I'm not sure how to answer this question	2/25/2020 9:20 AM
6	could probably move the Dewdney and deroche boundaries all west	2/24/2020 11:07 AM
7	Trying to maintain Hatzic as a "school in the country" would be something of great importance I believe.	2/23/2020 11:38 AM
8	Re open durieu and ferndale	2/22/2020 1:53 PM
9	It never made sense to me why Silvester area was attending hatzic but Shook road area attended dewdney elementary	2/22/2020 12:11 PM
10	I think opening Durieu to Dewdney would help Dewdney and hatzic	2/22/2020 8:15 AM
11	Stop the boundary north of dewdney trunk rd, aprox. The densely populated neighborhood surrounding the building should be in catchment.	2/21/2020 7:13 PM
12	Taking the top of the catchment and moving it to Dewdney/Deroche. And/or maybe the left lower portion that sticks out could be shaved off to Albert MacMahon, move some of AM to Silverdale to make up the difference.	2/21/2020 7:04 PM
13	Maybe the new developments moving to a choice school ?	2/21/2020 5:34 PM
14	I don't think it's just a boundary issue	2/21/2020 5:14 PM
15	I'm not sure what the options are, I need more info.	2/21/2020 5:11 PM
16	Not sure... broad map overviews do not equate to demographics.	2/21/2020 5:03 PM
17	The hatzic section farther out should all go to Dewdney	2/21/2020 2:03 PM
18	Move dewdney catchment border closer to town	2/21/2020 1:59 PM
19	Again, move the boundaries. All students bussing from up Sylvester/Farms area should be at Dewdney. Stop the cross boundaries for Hatzic.	2/21/2020 1:48 PM
20	None	2/21/2020 1:28 PM
21	Shift dewdney boundary into Deroche and then move hatzic out towards dewdney	2/21/2020 1:17 PM
22	Include Durieu in Dewdney catchment but keep Stave Rd. southern areas in Hatzic catchment. Really the catchment should result in a more even distribution of populations at schools and allow for efficient bus routes.	2/21/2020 1:12 PM
23	not sure	2/21/2020 12:24 PM
24	I don't know, less students?	2/21/2020 11:52 AM
25	Re-open Durieu school or build a bigger school where Hatzic Elementary is	2/21/2020 11:26 AM
26	There will be more housing in the north side of Dewdney trunk road and in the long run Durieu too. Need more school.	2/21/2020 11:12 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

27	Unsure	2/21/2020 11:00 AM
28	Albert McMahon could take a bit less of the in town area. Cherryhill could widen its catchment. Dewdney Elementary could take a bit of Hatzic's area. Having more schools that offer French Immersion would be a benefit as well.	2/21/2020 10:58 AM
29	Not sure	2/21/2020 10:51 AM

Q4 What advantages do you see with changing the boundary for Hatzic Elementary?

Answered: 33 Skipped: 8

#	RESPONSES	DATE
1	Unsure	3/12/2020 8:02 PM
2	None	3/11/2020 7:01 PM
3	Over crowding, do not want portables	2/29/2020 10:30 AM
4	Our son would possibly not be in a split class	2/29/2020 10:30 AM
5	Less children attending, looks like that boundary needs another school	2/25/2020 9:20 AM
6	n/a	2/24/2020 11:07 AM
7	It may bring down numbers or equalize numbers at other schools	2/23/2020 11:38 AM
8	smaller class sizes	2/22/2020 1:53 PM
9	Less crowding at hatzic elementary and evening out the enrolment between hatzic and dewdney to match their capacity levels	2/22/2020 12:11 PM
10	Relieving stress on the school, making it more of a neighbour hood school. Dewdney is rural so it makes sense having more rural kids go to one school. Similar lifestyles	2/22/2020 8:15 AM
11	Smaller class size. Less ppl in building. Safer in and out.	2/21/2020 7:13 PM
12	Our school doesn't have much room to grow or put portables, it really needs to be kept at capacity but not over.	2/21/2020 7:04 PM
13	None	2/21/2020 5:34 PM
14	Having manageable class sizes would be more beneficial for both teachers and students	2/21/2020 5:14 PM
15	Balance out hatzic and dewdney	2/21/2020 5:11 PM
16	Not sure.	2/21/2020 5:03 PM
17	Maintaining or reducing class sizes.	2/21/2020 4:13 PM
18	Spreads population growth out	2/21/2020 2:03 PM
19	Smaller class sizes in Hatzic	2/21/2020 1:59 PM
20	Less students filling up Hatzic and more students utilizing excellent programs at Dewdney.	2/21/2020 1:48 PM
21	Higher enrolment	2/21/2020 1:28 PM
22	More opportunity and possible funding for dewdney & Deroche	2/21/2020 1:17 PM
23	Helps with the overflow at hatzic and helps fill up the surrounding schools	2/21/2020 1:14 PM
24	Less busy school, safer drop offs and pick ups, less need for portables, even distribution of students and funding	2/21/2020 1:12 PM
25	not really its just that there are so many cross boundaries which is not good but some people don't own homes and have to move a few times and sometimes that means they move out of catchment but fill out the cross boundaries form. It's hard because I have been on both ends.	2/21/2020 12:24 PM
26	Bringing the numbers down a bit. The school from what I understand is a bit crowded.	2/21/2020 12:01 PM
27	Building the Dewdney community	2/21/2020 11:52 AM
28	No oversize classes and maybe a spare room as a quiet place for kids to go.	2/21/2020 11:26 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

29	I'm not sure it's going to help. Dewdney Does not have many extra classrooms (2 classrooms extra currently used as a music room and multi-purpose room). I believe a lot of the pressure could have been alleviated from Hatzic Elementary, Windebank Catchment, Albert McMahon catchment if a school such as Ferndale was re-opened instead of Stave Falls :(2/21/2020 11:17 AM
30	Downsizing a size of classroom.	2/21/2020 11:12 AM
31	Easing congestion in the school	2/21/2020 11:00 AM
32	It worries me. I believe we need to make more schools or build on the existing schools. The number of children will only grow.	2/21/2020 10:58 AM
33	Keeping class sizes as small as possible	2/21/2020 10:51 AM

Q5 What concerns do you have with Durieu students attending Dewdney Elementary?

Answered: 35 Skipped: 6

#	RESPONSES	DATE
1	None for those not currently enrolled in the schooling system. However I don't feel it is appropriate to ask those with established roots in school to move as it could be traumatic for students	3/12/2020 8:02 PM
2	None	3/11/2020 7:01 PM
3	No concerns but this should not affect current enrolled students or their siblings that will attend the same school.	2/29/2020 10:30 AM
4	na	2/29/2020 10:30 AM
5	As long as my daughter who we're hoping can attend Dewdney for kindergarten in Sept (catchment is Christine Morrison, older sister already attends Dewdney)	2/25/2020 7:11 PM
6	No concerns unless you are closing Durieu Elementary School	2/25/2020 9:20 AM
7	none	2/24/2020 11:07 AM
8	dewdney has ALOT of cross boundary kids with alot of challenges, worried the new students will NOT receive proper attention	2/22/2020 1:53 PM
9	No concern	2/22/2020 12:11 PM
10	My only concern would be those students currently enrolled in Dewdney that are out of catchment. I don't think they should be affected. I believe they should be grandfathered.	2/22/2020 8:15 AM
11	Durieu needs to be reopened	2/21/2020 7:13 PM
12	None	2/21/2020 7:04 PM
13	My kids are already established and doing so well. We bought this house because the school fit in boundary at time. We did not want to send kids to Dewdney	2/21/2020 5:34 PM
14	I think in the lowermainland in the year 2020 our public schools should all be equal, I don't think it should matter to much As long as kids that are close enough to walk are given that opportunity also	2/21/2020 5:14 PM
15	Capacity issues already exist.	2/21/2020 5:03 PM
16	Re: Dewdney Elementary The lack of sidewalks, crosswalks or supervision while children are crossing the busy road with speeding dump trucks are my main concerns for Dewdney.	2/21/2020 3:44 PM
17	Uprooting established Hatzic students, or separating sibling groups.	2/21/2020 2:30 PM
18	Bussing? Problem is it has to start at oldest students in the family are kindergarten otherwise people will have kids at multiple schools or have to remove say a grade 5 for just one year in order to keep families together	2/21/2020 2:03 PM
19	None	2/21/2020 1:59 PM
20	None. They never should have been sent to Hatzic in the first place.	2/21/2020 1:48 PM
21	None	2/21/2020 1:28 PM
22	Funding , capacity, EA's are well over worked in dewdney with everyone thinking that their child will thrive with an outdoor program dewdney is overloaded with high energy/ attitude children. Inclusion is absolutely necessary but I'm unsure of the distraction among other children and their safety.... (Pertaining to certain events at dewdney elem)	2/21/2020 1:22 PM
23	None	2/21/2020 1:17 PM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

24	No concerns I think it is a great idea	2/21/2020 1:14 PM
25	Dewdney may not have the space and the goal is to avoid portables. In addition, there is quite a bit of industrial traffic at the school which could be a safety concern with more students. If space allows for classrooms and more water fountains are installed then more students would be appropriate.	2/21/2020 1:12 PM
26	Nothing	2/21/2020 12:24 PM
27	Students who are already attending Hatzic may experience difficulties if they need to change schools.	2/21/2020 12:01 PM
28	None, I'm not in that area to know of any but I know the roads are dangerous in the winter	2/21/2020 11:52 AM
29	We are Durieu and oldest goes to Hatzic but youngest is not in school yet so he'd be somewhere other than his friends or his brother and the parents that know each other would be split between the 2 schools.	2/21/2020 11:26 AM
30	There is no concerns but is there room? Would you be moving current Durieu catchment students, already attending Hatzic Elementary to Dewdney? Or is this for future enrolments only? For future enrolling I have no concerns. For students already attending, It is not fair to move them to a different school when they have already built their sense of belonging at their school.	2/21/2020 11:17 AM
31	Not everybody wants to send their kids to school of choice.	2/21/2020 11:12 AM
32	My son has attended Dewdney in the past and it is not even comparable to the education he receives at Hatzic. Dewdney would need work to both the facility and the focus on education. We initially went there because of the environmental education element that was emphasized as being added to the education curriculum. We then came to the conclusion was there was no environmental education at all but possibly agricultural content.(we aren't farmers).	2/21/2020 11:08 AM
33	Those who are already at Hatzic will have friends who they have made no longer in their classes	2/21/2020 11:00 AM
34	Not applicable to me	2/21/2020 10:58 AM
35	Not applicable to us	2/21/2020 10:51 AM

Q6 What advantages do you see with Durieu students attending Dewdney Elementary?

Answered: 34 Skipped: 7

#	RESPONSES	DATE
1	It makes more sense based on proximity	3/12/2020 8:02 PM
2	None	3/11/2020 7:01 PM
3	Avoiding over populated school	2/29/2020 10:30 AM
4	na	2/29/2020 10:30 AM
5	None	2/25/2020 7:11 PM
6	Dewdney Elementary School is an amazing school the students would be lucky to attend.	2/25/2020 9:20 AM
7	n/a	2/24/2020 11:07 AM
8	zero	2/22/2020 1:53 PM
9	Brings more students to a smaller School environment which may help funding for the school to have more teachers or sporting activities	2/22/2020 12:11 PM
10	Relieving stress on hatzic. I guess it depends on the amount of students that would then come into Dewdney, more neighborhood children would be nice	2/22/2020 8:15 AM
11	None. Temporary solution. Reopen derieu	2/21/2020 7:13 PM
12	Closer for some.	2/21/2020 5:34 PM
13	More job opportunities	2/21/2020 5:14 PM
14	Durieu and Dewdney are more rural communities and this the residents may align their common interests and community mindset better.	2/21/2020 5:03 PM
15	Maintaining our reducing class sizes.	2/21/2020 4:13 PM
16	We love the small school feeling of Dewdney	2/21/2020 3:44 PM
17	I don't see an advantage. We adore Hatzic elementary and don't want to have to change schools for our existing grade 1 student, or for our future (2020) Kindergarten student.	2/21/2020 2:30 PM
18	Outdoor ed	2/21/2020 2:03 PM
19	No advantages or disadvantages	2/21/2020 1:59 PM
20	Dewdney stays open, increases it's pool of parents, kids from the same community are in the same schools.	2/21/2020 1:48 PM
21	Friendships	2/21/2020 1:28 PM
22	"Larger" class sizes	2/21/2020 1:22 PM
23	Less travel for them; more bus route options	2/21/2020 1:17 PM
24	It would help full Dewdney and help students attend a school in their community	2/21/2020 1:14 PM
25	Less hectic, similar transportation time, nice large school yard, outdoor curriculum.	2/21/2020 1:12 PM
26	nothing really my kid goes to hatzic	2/21/2020 12:24 PM
27	Don't know	2/21/2020 11:52 AM
28	None as Dewdney is already getting full so what happens to the Durieu students when Dewdney reaches it's max?	2/21/2020 11:26 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

29	It takes the exact same amount of time for a student living in the Durieu area to drive to either Hatzic Elementary or Dewdney Elementary. I don't see any certain "advantage".	2/21/2020 11:17 AM
30	Closer. Smaller classroom.	2/21/2020 11:12 AM
31	Possibly for those in the agricultural business	2/21/2020 11:08 AM
32	Unsure	2/21/2020 11:00 AM
33	Not applicable to me	2/21/2020 10:58 AM
34	N/a	2/21/2020 10:51 AM

Q7 What other things should the School District consider as it reviews changes to the boundary?

Answered: 29 Skipped: 12

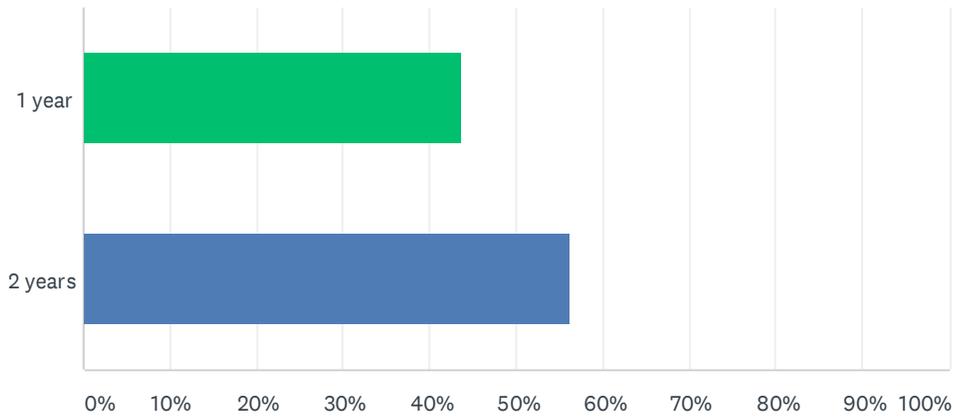
#	RESPONSES	DATE
1	That there will need to be leniency over the first few years , when considering siblings , so that they aren't being split between multiple schools	3/12/2020 8:02 PM
2	Planning for new schools or opening closes ones	2/29/2020 10:30 AM
3	making sure we dont have mixed grade classes. my son is currently in a 3/4 split class	2/29/2020 10:30 AM
4	Opening Ferndale school Building another school in this quickly growing area or you'll be in the same situation in a couple of years again	2/25/2020 7:11 PM
5	Length of time to get to the school. Sizes of classrooms, more staff will help with larger classes	2/25/2020 9:20 AM
6	n/a	2/24/2020 11:07 AM
7	Allowing cross boundary or those students already enrolled at schools to be "Grandfathered" as students to that school	2/23/2020 11:38 AM
8	re open durieu and ferndale	2/22/2020 1:53 PM
9	Not overcrowding dewdney elementary	2/22/2020 12:11 PM
10	Projected growth!!!	2/21/2020 7:13 PM
11	Keep the siblings together and let them ride out duration of grades.	2/21/2020 5:34 PM
12	Having the adiquit space for students no matter where they end up Hatzic elementary parking is a nightmare at pick up time	2/21/2020 5:14 PM
13	Consider the needs of local residents and ensure that parents in catchment and new siblings are given priority access to their catchment schools.	2/21/2020 5:03 PM
14	Grandfathering in siblings.	2/21/2020 2:30 PM
15	Least impact to families already in the system	2/21/2020 2:03 PM
16	Buses may get crowded at dewdney considering elementary and high school take the same bus in the mornings	2/21/2020 1:59 PM
17	Bussing needs to be addressed as the community grows.	2/21/2020 1:48 PM
18	None	2/21/2020 1:28 PM
19	Class sizes not to be at limit unless sufficient TA's available for the better learning of all students	2/21/2020 1:17 PM
20	Changes to the boundary should be proposed along with changes to out of catchment approval processes. Based on what I have heard it is pretty easy to get approved to be in an out of catchment school or to lie about where you live.	2/21/2020 1:12 PM
21	People that have to move due to there houses are being sold that they are renting or demolished and they want there kids to stay that last year or 2 in there current school	2/21/2020 12:24 PM
22	Mission is growing. Don't just put a Band-Aid to accomadate current numbers. Expect the growth to continue. Make hatzic elementary larger and prepare to need another school. We need our middle schools to have smaller numbers too. It's a disaster right now.	2/21/2020 11:52 AM
23	Re-opening Durieu for the Durieu Students or re-build Hatzic elementary to keep up with the growing population in Hatzic Area. Dewdney and Hatzic are getting full, can't just keep moving the boundary back and forth.	2/21/2020 11:26 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

24	The choice schools opened up options for students ACROSS the district but in the meantime, it filled schools such as Windebank, Albert McMahon and Hatzic Elementary because the choice Schools don't have any boundaries, it disperses things throughout the district but if you are concentrating on certain schools/areas, i believe this is why some are so full. Ferndale Elementary is close enough to alleviate some pressures in all of the choice school areas where people live but may not be attending.	2/21/2020 11:17 AM
25	Accurate prediction of a population growth in each groups.	2/21/2020 11:12 AM
26	How each school measures to the other. I wouldn't have thought there would be such a big difference between elementary schools.	2/21/2020 11:08 AM
27	Unsure	2/21/2020 11:00 AM
28	Need more schools, need to add structure to existing schools. There is no other solution.	2/21/2020 10:58 AM
29	Less cross border transfers	2/21/2020 10:51 AM

Q8 How much notice do you think the School District should provide prior to making a change?

Answered: 32 Skipped: 9



ANSWER CHOICES	RESPONSES	
1 year	43.75%	14
2 years	56.25%	18
TOTAL		32

Mission Public Schools Cross Boundary Analysis	Cross Boundary School														TOTAL X BOUNDARY IN
	AME	CHE	CME	CME FI	DER	DEW	HAT	MCE	MCE FI	SIL	SFE	WHE	WIN	Out of Dist	
Catchment School															
ALBERT MCMAHON		10	1		0	0	1	1		1	0	5	9	3	31
CHERRY HILL	22		7		1	0	1	6		0	0	7	6	2	52
C MORRISON English	0	8			0	0	0	4		1	0	6	2	6	27
C MORRISON FI									38						38
DEROCHE	0	0	0			2	0	0		0	0	0	0	1	3
DEWDNEY	8	3	3		13		17	10		0	0	2	2	1	59
HATZIC EL.	11	9	0		2	7		3		3	0	0	2	0	37
CENTRAL English	5	2	4		0	1	1			0	0	0	0	0	13
CENTRAL FI				15										0	15
SILVERDALE	1	0	3		0	0	3	0			8	10	1	0	26
STAVE FALLS	4	1	1		0	0	1	2		3		8	4	8	32
WEST HEIGHTS	12	8	8		0	1	3	4		0	0		4	3	43
WINDEBANK	9	4	4		0	1	6	17		0	1	9		1	52
TOTALS X BOUNDARY OUT	72	45	31	15	16	12	33	47	38	8	9	47	30	25	428

	In	Out	Net Impact	Net impact without out of district
ALBERT MCMAHON	31	72	(41)	(44)
CHERRY HILL	52	45	7	5
C MORRISON English	27	31	(4)	(10)
C MORRISON FI	38	15	23	23
DEROCHE	3	16	(13)	(14)
DEWDNEY	59	12	47	46
HATZIC EL.	37	33	4	4
CENTRAL English	13	47	(34)	(34)
CENTRAL FI	15	38	(23)	(23)
SILVERDALE	26	8	18	18
STAVE FALLS	32	9	23	15
WEST HEIGHTS	43	47	(4)	(7)
WINDEBANK	52	30	22	21
	428	403	25	0

ITEM 5.6 Information File No.

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Summit Grade 8 & 9 Parents Survey Update

1. Summary:

Staff will share the results of a small survey sent out to Summit Parents with regards to moving Grades 8 and 9 to MSS Summit.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

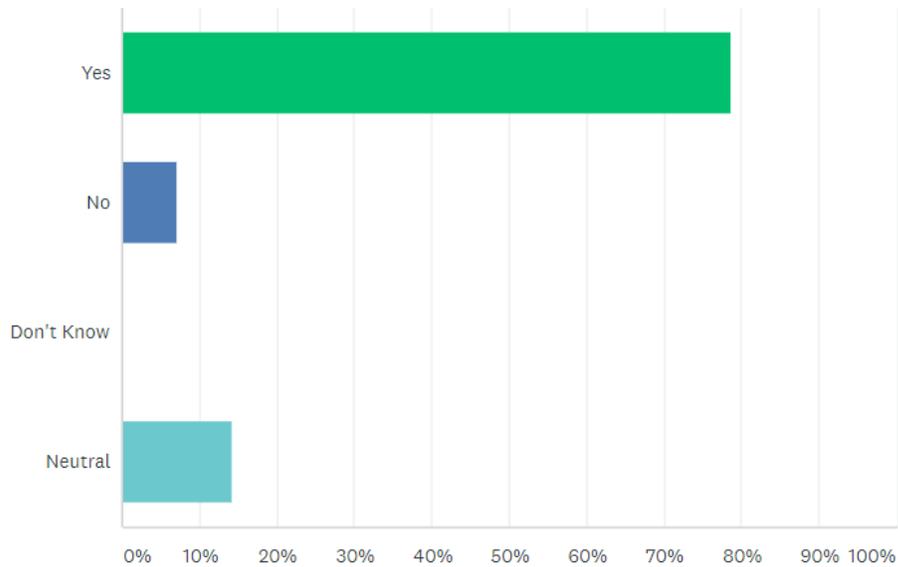
- a. Survey Results

Summit Learning Centre Students' Transition to MSS

Question 1

Should grades 8 and 9 for Summit Learning Centre move to Mission Secondary School?

Answered: 14 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	78.57% 11
No	7.14% 1
Don't Know	0.00% 0
Neutral	14.29% 2
TOTAL	14

Question 2

If you answered yes above, please list reasons below why it works for your family or child.

Closer to home		45.45%	5
Untagged		54.55%	6

Untagged responses:

It gives our child more exposure to 'normal' school environment, and makes them feel a bit more like they are not in elementary. Also, I hope our child can make use of the high school campus occasionally?

4/29/2021 1:39 PM

[View respondent's answers](#) [Add tags](#) ▼

in grade 8 and 9 they don't really want to go to an elementary school for their learning environment. My son that has disabilities almost runs the little ones down when he leaves cause he is excited and it's around their break

4/29/2021 1:24 PM

[View respondent's answers](#) [Add tags](#) ▼

So on line kids can access alternative classes such as wood working, shop, metal work, etc.

4/29/2021 1:51 PM

[View respondent's answers](#) [Add tags](#) ▼

More exposure to high school setting. Closer proximity for us personally

4/30/2021 6:28 AM

[View respondent's answers](#) [Add tags](#) ▼

The secondary school teachers are far more helpful.

4/29/2021 9:32 PM

[View respondent's answers](#) [Add tags](#) ▼

Because students in Grade 8 & 9 don't belong/like to go to a K-6 elementary school

4/29/2021 5:31 PM

[View respondent's answers](#) [Add tags](#) ▼

Question 3

If you answered no above, please suggest why this idea is not helpful for your family or child.

Answered: 2 Skipped: 12

But there needs to be more than one high school in mission. The city is growing rapidly.

4/29/2021 1:51 PM

Don't think mixing with older students would be helpful

4/29/2021 1:09 PM

Question 4

Do you have any other suggestions or ideas for Summit Learning Centre?

Answered: 8 Skipped: 6

Putting online lessons on something other than YouTube so that this website could be blocked from usage.

4/30/2021 6:28 AM

[View respondent's answers](#)

[Add tags](#) ▼

As long as my child's iep support moves where summit moves to us it doesn't matter where summit is.

4/29/2021 5:00 PM

[View respondent's answers](#)

[Add tags](#) ▼

My daughter is adhd and does better at home then in a classroom. She has severe test anxiety and needs things read verbally a lot. so an option for students writing tests with these limitations would be great.

4/29/2021 2:56 PM

[View respondent's answers](#)

[Add tags](#) ▼

Summit needs more outdoor school options. And shop classes.

4/29/2021 1:51 PM

[View respondent's answers](#)

[Add tags](#) ▼

Our child is having a difficult time with time management. It would be great if their courses had fixed "due dates" for assignments. This way, she would know exactly what is due and WHEN it's due. Otherwise, she just leaves it all to the last minute a few days before term ends.. and we're worried she might not pass some courses due to missed assignments. Having a clear due date for each assignment would make things easier for her, since she then knows what it is and can work to the deadline.

4/29/2021 1:39 PM

[View respondent's answers](#)

[Add tags](#) ▼

We've been very happy with Summit Learning Centre so I don't have any suggestions!

4/29/2021 1:09 PM

[View respondent's answers](#)

[Add tags](#) ▼

Have a counsellor available.

4/29/2021 1:09 PM

[View respondent's answers](#)

[Add tags](#) ▼

Putting online lessons on something other than YouTube so that this website could be blocked from usage.

4/30/2021 6:28 AM

[View respondent's answers](#)

[Add tags](#) ▼

ITEM 5.7 Information

File No. 7610.10

TO: Board of Education
FROM: C. Becker, Secretary Treasurer, D. Welsh, Assistant Secretary Treasurer
SUBJECT: Quarterly Financial Report ending March 31, 2021

1. Summary:

The attached reports provide a summary of the financial activity of the School District to March 31, 2021. This information is used to analyze the financial activity year-to-date, to project the financial activity to June 30, 2021.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

March 31, 2021 - Financial Summary Report

March 31, 2021 – Financial Summary Detail Report

2020 / 2021 Financial Summary - Mar 31, 2021 Year To Date

7 of 10 months = 70.00%

9 of 12 months = 75.00%

	Amended Budget	Actuals - YTD	% of Budget Expensed
OPERATING REVENUE			
Total Grants	75,970,157	52,920,527	69.66%
Tuition	1,270,400	1,350,120	106.28%
Other Revenue, Leases, Investments	2,305,017	950,436	41.23%
TOTAL OPERATING REVENUE	79,545,574	55,221,083	69.42%
Amortization of Deferred Capital	3,007,060	2,199,686	73.15%
STATEMENT 2 REVENUE	82,552,634	57,420,769	69.56%
OPERATING EXPENSE			
Total Salaries and Benefits	69,854,102	43,660,133	62.50%
Total Services and Supplies	10,185,642	5,716,615	56.12%
Total Amortization	4,033,435	2,919,823	72.39%
TOTAL OPERATING EXPENSE	84,073,179	52,296,571	62.20%
Net Operating Surplus (Deficit)	(1,520,545)	5,124,198	
Budgeted allocation of Surplus	694,170	408,159	
Operating Surplus/(Deficit)	(826,375)	5,532,357	

2020 / 2021 Financial Summary - Mar 31, 2021 Year To Date

Summary without amortization

7 of 10 months = 70.00%

9 of 12 months = 75.00%

	Amended Budget	Actuals - YTD	% of Budget Expensed
TOTAL OPERATING REVENUE	79,545,574	55,221,083	69.42%
TOTAL OPERATING EXPENSE	80,039,744	49,376,748	61.69%
Net Operating Surplus (Deficit)	(494,170)	5,844,335	
Budgeted allocation of Surplus	694,170	408,159	
Allocation to (from) Capital	(200,000)	(200,000)	
Operating Surplus/(Deficit)	0	6,052,494	



7 of 10 months = 70.00%

9 of 12 months = 75.00%

2020 / 2021 Financial Summary - Mar 31, 2021 Year To Date

	Amended Budget					Actuals - YTD					% of Budget Expended				
	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total
OPERATING REVENUE															
Grants															
Ministry of Education - Operating	62,360,877	10,368,412	72,729,289		72,729,289	44,285,778	6,490,624	50,776,402		50,776,402	71.02%	62.60%	69.82%		69.82%
Other Ministry of Education	2,813,687		2,813,687		2,813,687	1,678,986		1,678,986		1,678,986	59.67%		59.67%		59.67%
Provincial - Other	305,318	121,863	427,181		427,181	362,317	102,822	465,139		465,139	118.67%	84.38%	108.89%		108.89%
Total Grants	65,479,882	10,490,275	75,970,157	-	75,970,157	46,327,081	6,593,446	52,920,527	-	52,920,527	70.75%	62.85%	69.66%		69.66%
Tuition	1,270,400		1,270,400		1,270,400	1,350,120		1,350,120		1,350,120	106.28%		106.28%		106.28%
Other Revenue	279,417	1,770,000	2,049,417		2,049,417	173,233	552,352	725,585		725,585	62.00%	31.21%	35.40%		35.40%
Rentals & Leases	190,600		190,600		190,600	172,235		172,235		172,235	90.36%		90.36%		90.36%
Investment Income	65,000		65,000		65,000	52,616		52,616		52,616	80.95%		80.95%		80.95%
TOTAL OPERATING REVENUE	67,285,299	12,260,275	79,545,574	-	79,545,574	48,075,285	7,145,798	55,221,083	-	55,221,083	71.45%	58.28%	69.42%		69.42%
Amortization of Deferred Capital				3,007,060	3,007,060				2,199,686	2,199,686				73.15%	73.15%
STATEMENT 2 REVENUE	67,285,299	12,260,275	79,545,574	3,007,060	82,552,634	48,075,285	7,145,798	55,221,083	2,199,686	57,420,769	71.45%	58.28%	69.42%	73.15%	69.56%
OPERATING EXPENSE															
Salaries															
Teachers	27,087,854	5,403,808	32,491,662		32,491,662	18,926,309	3,844,393	22,770,702		22,770,702	69.87%	71.14%	70.08%		70.08%
Principals and Vice-Principals	4,164,471	64,200	4,228,671		4,228,671	3,105,065	50,819	3,155,884		3,155,884	74.56%	79.16%	74.63%		74.63%
Education Assistants	6,373,800	690,354	7,064,154		7,064,154	3,729,769	368,341	4,098,110		4,098,110	58.52%	53.36%	58.01%		58.01%
Support Staff	7,541,170	748,506	8,289,676		8,289,676	5,044,194	419,749	5,463,943		5,463,943	66.89%	56.08%	65.91%		65.91%
Other Professionals	2,007,624		2,007,624		2,007,624	1,485,694	7,059	1,492,753		1,492,753	74.00%		74.35%		74.35%
Substitutes	2,315,144	117,942	2,433,086		2,433,086	1,364,596	129,103	1,493,699		1,493,699	58.94%	109.46%	61.39%		61.39%
Total Salaries	49,490,063	7,024,810	56,514,873	-	56,514,873	33,655,627	4,819,464	38,475,091	-	38,475,091	68.00%	68.61%	68.08%		68.08%
Employee Benefits	11,647,133	1,692,096	13,339,229		13,339,229	4,158,523	1,026,519	5,185,042		5,185,042	35.70%	60.67%	38.87%		38.87%
Total Salaries and Benefits	61,137,196	8,716,906	69,854,102	-	69,854,102	37,814,150	5,845,983	43,660,133	-	43,660,133	61.85%	67.06%	62.50%		62.50%
Services and Supplies															
Services	1,906,090		1,906,090		1,906,090	1,341,340	197,802	1,539,142		1,539,142	70.37%		80.75%		80.75%
Student Transportation	19,000		19,000		19,000	8,659		8,659		8,659	45.57%		45.57%		45.57%
Prof Development and Travel	593,840		593,840		593,840	236,966		236,966		236,966	39.90%		39.90%		39.90%
Rentals & Leases	260,158		260,158		260,158	183,766		183,766		183,766	70.64%		70.64%		70.64%
Dues & Fees	88,100		88,100		88,100	68,601		68,601		68,601	77.87%		77.87%		77.87%
Insurance	160,000		160,000		160,000	156,407		156,407		156,407	97.75%		97.75%		97.75%
Supplies	2,430,938	3,543,369	5,974,307		5,974,307	1,492,266	1,102,013	2,594,279		2,594,279	61.39%	31.10%	43.42%		43.42%
Utilities	1,184,147		1,184,147		1,184,147	928,795		928,795		928,795	78.44%		78.44%		78.44%
Amortization				4,033,435	4,033,435				2,919,823	2,919,823				72.39%	72.39%
Total Services and Supplies	6,642,273	3,543,369	10,185,642	4,033,435	14,219,077	4,416,800	1,299,815	5,716,615	2,919,823	8,636,438	66.50%	36.68%	56.12%	72.39%	60.74%
TOTAL OPERATING EXPENSE	67,779,469	12,260,275	80,039,744	4,033,435	84,073,179	42,230,950	7,145,798	49,376,748	2,919,823	52,296,571	62.31%	58.28%	61.69%	72.39%	62.20%
Net Operating Surplus (Deficit)	(494,170)	0	(494,170)	(1,026,375)	(1,520,545)	5,844,335	-	5,844,335	(720,137)	5,124,198					
Budgeted allocation of Surplus	694,170		694,170		694,170	408,159		408,159		408,159					
Allocation to (from) Capital	(200,000)		(200,000)	200,000	-	(200,000)		(200,000)	200,000	-					
Operating Surplus/(Deficit)	0	0	0	(826,375)	(826,375)	6,052,494	-	6,052,494	(520,137)	5,532,357					

ITEM 5.8 Information

File No. 7610.10

TO: Board of Education
FROM: C. Becker, Secretary Treasurer & D. Welsh, Assistant Secretary Treasurer
SUBJECT: Year-end Financial Position Projection

1. Summary:

After completing the quarterly financial report for presentation with this agenda, staff also prepared a preliminary projection of the annual surplus for the 2020/2021 school year. The financial information will be monitored closely for the next month so that a report can be presented in June in accordance with the Reserve Funds Policy. At this point, the summary indicates a potential unrestricted surplus of approximately \$1 million. Considering this surplus, and the funds currently in the unrestricted surplus account, the expected balance in the unrestricted funds for 2020 / 2021 is approximately \$2.1 million.

2. Background:

In May 2018, the Board approved the Reserve Funds Policy. This policy includes the requirement for the Board to consider transferring potential surplus into reserve funds with the preparation of the Annual Financial Statements. The statements will be prepared over the summer months and will include the allocations to the reserve funds in accordance with the Reserve Funds Policy and direction from the Board in June 2020.

3. Options:

Staff will continue to monitor the annual operating surplus and will provide a report to the board regarding direction for the allocation of the unrestricted funds in accordance with the Board Policy. Options for transfers include contingency, local capital, and strategic initiatives.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

The Reserve Fund policy directs that surplus funds are to be placed into the contingency fund first, until a minimum of 2% of operating revenue is reached – with a minimum of 1% remaining in the contingency. The following information provided for information, is based on the total projected operating revenue for the 2020/2021 year.

Minimum contingency	1% of annual operating revenue	\$ 679,554
Target contingency	2% of operating revenue	\$1,359,107
Maximum contingency	5% of operating revenue	\$3,397,768

d. Policy, Legislation, Regulation

Board Reserve Fund Policy provides guidance for the allocation of operating surplus.

e. Organizational Capacity

f. Risks

- i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

Summary of projected Surplus
Reserve Funds Policy

2020/21 Forecast - Operating Fund

May 13, 2021

	<u>Forecast</u>	<u>2020/21 Budget</u>	<u>Variance</u>
Operating Revenue:			
Ministry of Education - Operating	62,810,753	62,360,877	449,876
Ministry of Education - Other	2,813,687	2,813,687	-
Provincial - Other	362,317	305,318	56,999
Tuition	1,383,120	1,270,400	112,720
Other Revenue	287,057	279,417	7,640
Rentals	217,305	190,600	26,705
Interest	81,116	65,000	16,116
Total Operating Revenue	67,955,356	67,285,299	670,057
Operating Expense:			
Salaries			
Teacher	27,056,187	27,087,854	31,667
PVP	4,150,034	4,164,471	14,437
EA	6,018,418	6,373,800	355,382
Support	7,402,085	7,541,170	139,085
Other Prof	1,974,406	2,007,624	33,218
Substitutes	1,959,113	2,315,144	356,031
Benefits	11,388,529	11,647,133	258,604
Services	1,771,688	1,906,090	134,402
Student Transport	7,019	19,000	11,981
PD & Travel	474,866	593,840	118,975
Rentals & Leases	249,917	260,158	10,241
Dues & Fees	73,773	88,100	14,327
Insurance	150,460	160,000	9,540
Supplies	2,243,154	2,430,939	187,785
Utilities	1,209,059	1,184,147	(24,912)
Total Operating Expense	66,128,708	67,779,470	1,650,762
Transfer to Local Capital	239,500	200,000	(39,500)
Annual Operating Surplus	1,587,148	(694,171)	2,281,319

Forecast Operating Surplus

	<u>\$</u>
Opening Operating Surplus - June 30, 2020:	
Restricted Surplus - Indigenous Ed	157,976
Restricted Surplus - Schools	250,183
Restricted Surplus - Equity Scan	16,777
Unrestricted Surplus	1,090,663
	1,515,599
Use of Accumulated Operating Surplus for 2020/21:	
Use of Accumulated Unrestricted Surplus	-
Use of Accumulated Restricted Surplus - Indigenous Ed	(157,976)
Use of Accumulated Restricted Surplus - Schools	(250,183)
Use of Accumulated Restricted Surplus - Equity Scan	(16,777)
	(424,936)
Forecast Annual Operating Surplus for 2020/21:	
Restricted Surplus for the year - Indigenous Ed	259,058
Restricted Surplus for the year - Schools	314,741
Unrestricted Surplus for the year	1,013,349
	1,587,148
Forecast Accumulated Operating Surplus - June 30, 2021:	
Restricted Surplus - Indigenous Ed	259,058
Restricted Surplus - Schools	314,741
Unrestricted Operating Surplus	2,104,012
	2,677,811

Section:	Finance	
Title:	Reserve Funds Policy	6.2

Purpose

To guide the accumulation and use of annual operating surplus funds.

Policy

The School District strives to expend the annual operating budget as planned.

When the annual operating budget is not fully expended at the end of the school year, resulting in an annual operating surplus, the unexpended funds will be accumulated and used in accordance with the guidelines established with this policy.

In June, a review of the projected operating surplus and recommendations for potential restricted operating reserves shall be presented to the Board for consideration for the annual financial statement reporting. Any allocation of surplus funds will be confirmed by the Board with the annual financial statements.

Guidelines

1. Contingency Reserve:
 - 1.1. Surplus funds shall first be used to establish a contingency reserve for emergency purposes.
 - 1.2. The contingency reserve shall have an accumulation target of 2% of total annual operating revenues.
 - 1.3. The contingency reserve may accumulate to a maximum of 5% of total annual operating revenues.
 - 1.4. The contingency reserve should maintain a minimum balance of 1% of total annual operating revenues.

2. Restricted Operating Reserve:
 - 2.1. Once the contingency reserve reaches the target accumulation (2% of revenue), additional surplus funds may be placed into a restricted operating reserve for a specific purpose for use within the next three school years.

3. Local Capital:
 - 3.1. Once the contingency reserve reaches the target accumulation (2% of revenue), additional surplus funds may be placed into local capital for a specific identified purpose for use within the next three school years.

4. Unrestricted Reserve:
 - 4.1. Once surplus funds have been set aside for the contingency reserve, restricted reserve, or local capital, any additional surplus funds shall be held in an unrestricted operating reserve.
5. Board approval is required to draw from the contingency, restricted, local capital, or unrestricted reserves with the annual or amended budget bylaw, or by board resolution if immediate action is necessary.
6. Funds held in the contingency reserve shall be used to cover an operating deficit, if necessary.

Date of Original Board Approval: May 15, 2018

Date Amended:

Legal Reference:

Cross Reference:

School District #75 (Mission)

Public Meeting of the Board of Education Minutes

**April 20, 2021, 6:30 pm
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler
Vice-Chair, Shelley Carter
School Trustee, Randy Cairns
Trustee, Julia Renkema
- Members Absent:** Trustee, Rick McKamey
- Staff Present:** Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** MTU President – Ryan McCarty, MTU Vice-President –
Janise Nikolic, CUPE President – Faye Howell, DPAC Chair
– Cheryl Blondin, DPAC Treasurer – Jacquelyn Wickham,
MSS PAC Rep – Dionne Hairsine, Teacher – Angela Bout,
Siansariix

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is 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.

Trustee McKamey is sending his regrets for not attending.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

At the Closed Meeting of the Board of Education on April 20, 2021, Property and Personnel matters were discussed.

5.2 COVID Update

Staff shared the newest resources and information on recent exposures (CHE, AME, ESR, MSS). Fraser Health has increased the number of times when self isolation occurs. If fewer than 5 individuals are affected, Fraser Health will only send notifications to the individuals. Where more than 5 people get exposed, they send request to isolate the larger group. Kindergarten classes interact the most and are most likely to get the most isolated at once.

Vaccines: CMO for FH prioritized vaccines - they distribute vaccines by hot spots. Surrey, North Delta, Coquitlam, first etc. Mission has not had significant incidents of positive COVID19 cases. Staff is to register for any vaccine available as they become available. Mask usage is very compliant in all schools but 1 (over 90%).

A question was asked about how to proceed if children have known allergies and sneeze/sniffle a lot. Schools need to proceed with caution given the circumstances, but if it is known a student has chronic allergies, we need to be understanding.

5.3 Student Safety Follow up

The staff has been working with Safer Schools Together, and several district staff have attended SST Mental Health Session on Substance Use and Addiction in Youth presented by Dr. Bill MacEwan on April 13th. District staff is training on Violence Threat Risk Assessments.

Schools are developing Student Working Groups, and HMS is working on a Virtual Student Forum. The Superintendent and the Board would like to get constructive feedback from all groups before the end of the school year.

5.4 Budget 2021/22 Update

The original budget planning has been delayed slightly, as the Ministry funding has been in progress. This is the upcoming schedule:

- February 2021 Preliminary discussion of budget priorities
- March / April Preliminary staffing planning based on enrolment
- April / May Preliminary budget forecasts developed based on enrolment / Preliminary staffing plans
- April / May Confirmation of funding from the Ministry of Education

- May 11, 2021 Committee of the Whole – review enrolment projections for September and preliminary staffing needs, preliminary options
- June 8, 2021 Committee of the Whole – draft Budget Bylaw
- June 22, 2021 Special Board Meeting – to approve Budget Bylaw, and to present supplementary information document

6. NEW BUSINESS

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, March 9, 2021

MOVED and Seconded that the Board of Education Public meeting minutes dated March 9, 2021, be approved.

CARRIED

Trustees shared that SD75 got support at the BCSTA for the Motion to better coordinate conference dates.

8. INFORMATION ITEMS

8.1 BC STA Advocacy: Moving Forwards after COVID-19

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

Chair Loffler reported taking part in these events:

- March 11. Canadian School Board Association Indigenous Leaders Panel
- March 31. Board Chairs zoom with Dr. Gustafson
- April 8. All candidates meeting for Mission mayoral race
- April 13. Siwal Si'wes
- April 15-17. BCSTA AGM
- Elected to BCSTA Board of Directors
- April 20. BCPSEA update on teacher bargaining

Vice-Chair Carter attended via Zoom

- Trades and Training Advisory Committee
- BCSTA Provincial Council
- BCSTA AGM - congratulates Trustee Loffler for being elected into BCSTA Board of Directors
- DPAC event: Ted Leavitt: Understanding the link between brain and behaviour
- Fraser Valley Branch meeting
 - Items were CUPE Seamless Day Childcare

- Trustee Pro D on Mental Health (Kate Patten)
- Women in Leadership invited through Columbia Institute

Trustee Renkema took part in

- Strategic Plan Meeting
- Trades Training Advisory Committee - working on the Report to the Board. The Trades Survey has been extended till April 30.
- Anti-Racism Series #3 with Vivian Searwar
- BCSTA AGM April 16 - 17th
- FV Branch Meeting during AGM

10.1 Transit Committee Liaison Report

Notes from the Committee meeting have been shared by Trustee Cairns. He has also attended several of the meetings mentioned above by other trustees (BCSTA AGM, Anti-Racism, and Siwal Si'wes).

11. ANNOUNCEMENTS

12. QUESTION PERIOD

A question was asked about the COVID effect on Staff. SD75 has had fewer staff away than before, but when they go away, they go for longer periods of time. There have been shortages in the last 2-3 weeks. TTOC shortage was significant for a few days. The Ministry anticipates the next month being rough but times should get better with vaccination rollout reaching more people.

A comment was made that disabled voices need to be included in safety input. The Superintendent confirmed that he has requested representation from all groups.

A question was asked about Motion 15 from BCSTA - Restraint was passed with an amendment. Will there be reporting? BCSTA will publish everything shortly and the Board will prepare a Liaison Report, hopefully by May.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:02 pm

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on
[DATE] at the [NAME] meeting.

School District #75 (Mission)
Trades Training Advisory Committee
Meeting Minutes

April 13, 2021, 4:00 pm
Zoom Meeting

- Members Present:** Chair, Trustee, Julia Renkema
Trustee, Randy Cairns
- Superintendent, Angus Wilson
Member at Large, Dan Schubert
Principal, Jim Pearce
Principal, Wade Peary
Member at Large, Michael Jackson
- Members Absent:** Member at Large, Chad Umlah
Member at Large, Chris Gruenwald

1. CALL TO ORDER

The meeting was called to order at [4:02pm] by the Chairperson. The Chair acknowledged that Mission Public Schools is 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

4. UNFINISHED BUSINESS

4.1 Trades Survey Results

Staff has sent out a Career Path Survey to Grade 10-12 Students, to get a sense of student plans for Post-Secondary studies. Progress results have

been shared and discussed. To date, 190 responses have been received from MSS and Fraserview and 45 from Riverside (4/12).

The survey will close April 30.

SD75 faces a challenge of growth at Riverside College and 'maxed out' programming at MSS. There is a need for more elementary exposure. Summer school Applied Skills?

4.2 Gravity Car Competition and next year Enrollment (MSS)

MSS Principal shared information about Gravity Car Competition and 2021/2022 Enrollment. The Gravity Car Competition event started several years ago and has been well attended each year. Prizes and goodies were handed out during the outdoor event. The pictures and video showed how engaged the students were in this event.

5. **NEW BUSINESS**

5.1 ADST Trades trailer and kits

A picture of an ADST trailer was sent to the committee members. The Principal of Riverside College, Wade Peary discussed details. Nanaimo has been using trailers for trades days at elementary schools. They have also started to make smaller carts for the elementary schools. The Committee would like to consider utilizing similar concept in SD75. The Trailer may not be possible at this time, so the discussion was redirected towards acquiring Trades carts stocked with tools and materials. Principal Peary shared information about the 'Elementary Woodshop' program. Donations and sponsorships were also discussed. ITA will not be funding; but ITA could be applied to materials students build with.

5.2 Outline of the Final Report to the Board of Education

The Committee Chair presented a draft outline of the Final Report to the Board of Education. Everyone is invited to provide their input to the document. Each of the principals will be ensuring that the information that relates to their school is accurate and reflects the internal connections that are in place between MSS, Riverside, Fraserview and the Middle Schools. The Superintendent will be providing information about the two Middle Schools.

School District capacity issues will be expanded to provide a clearer picture of our facility constraints compared to student demand for Trades programs.

The experts in local trades will comment on their needs and support for the school district initiatives. Principal Wade Peary will be contributing to

the section on Educational partnerships to bring more trades programs to the school district. The Funding and sponsorship opportunities section will evolve as more options are explored.

6. MINUTES OF PREVIOUS MEETINGS

6.1 Minutes from TTAC Meeting, February 9, 2021

7. INFORMATION ITEMS

7.1 SD75 Letter to Minister Whiteside RE: Funding Reinstatement for Trades

8. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:15 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on
[DATE] at the [NAME] meeting.