

School District #75 (Mission)
Special Committee of the Whole Meeting Agenda

September 29, 2020, 3:30 pm

In-person: Heritage Park Middle School - Cafetorium, 33700 Prentis Avenue

Via-video conference: Email aleksandra.crescenzo@mpsd.ca for details

	Pages
1. CALL TO ORDER	
<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>	
2. ADOPTION OF AGENDA	
3. STAFF REPORTS	
3.1 Boundary Review	1 - 41
4. NEW BUSINESS	
4.1 BCSTA COVID-19 Response Working Group Survey	42 - 51
5. ADJOURNMENT	



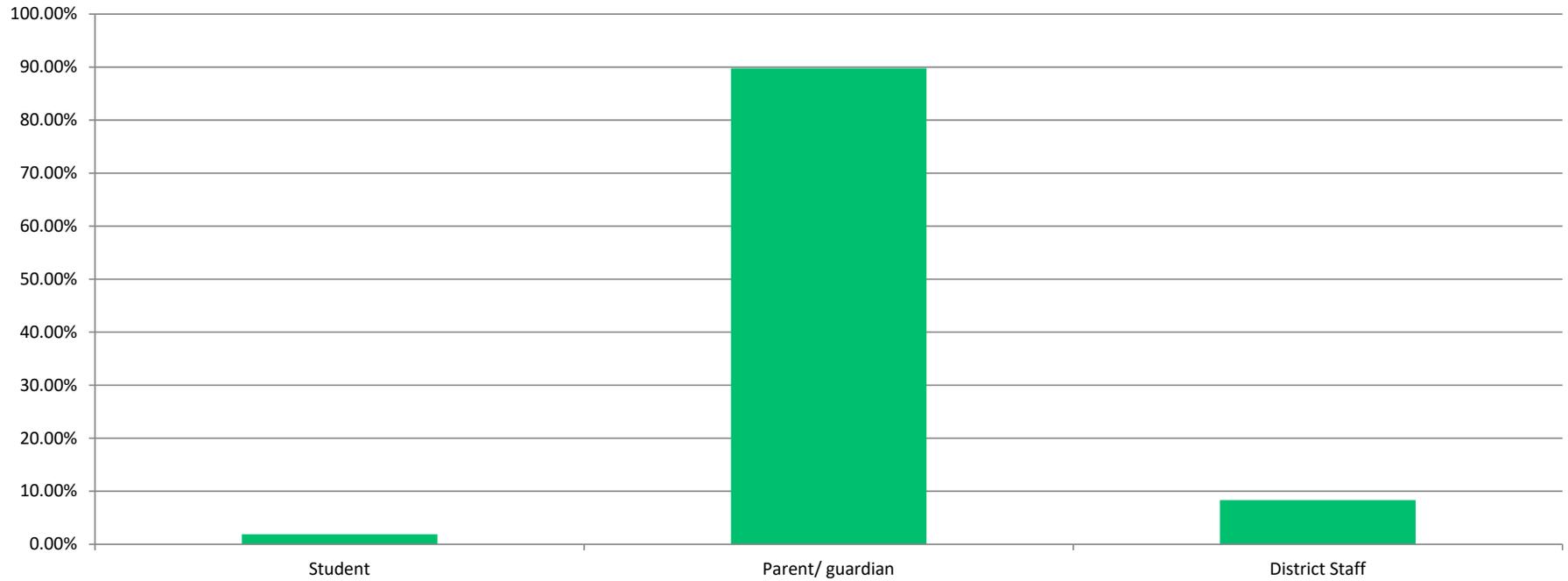
2020 School Boundary Survey

Summary of Responses
September 29, 2020



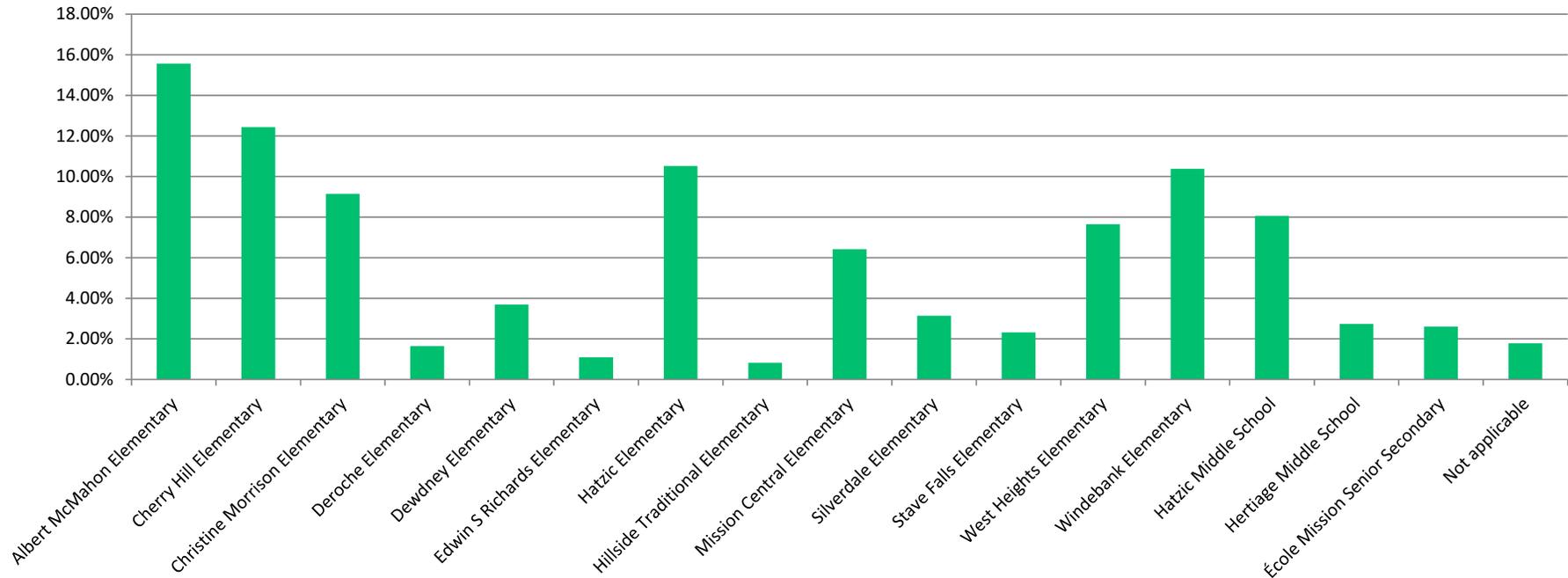
Q1 - Respondents

Are you a student or a parent/ guardian?



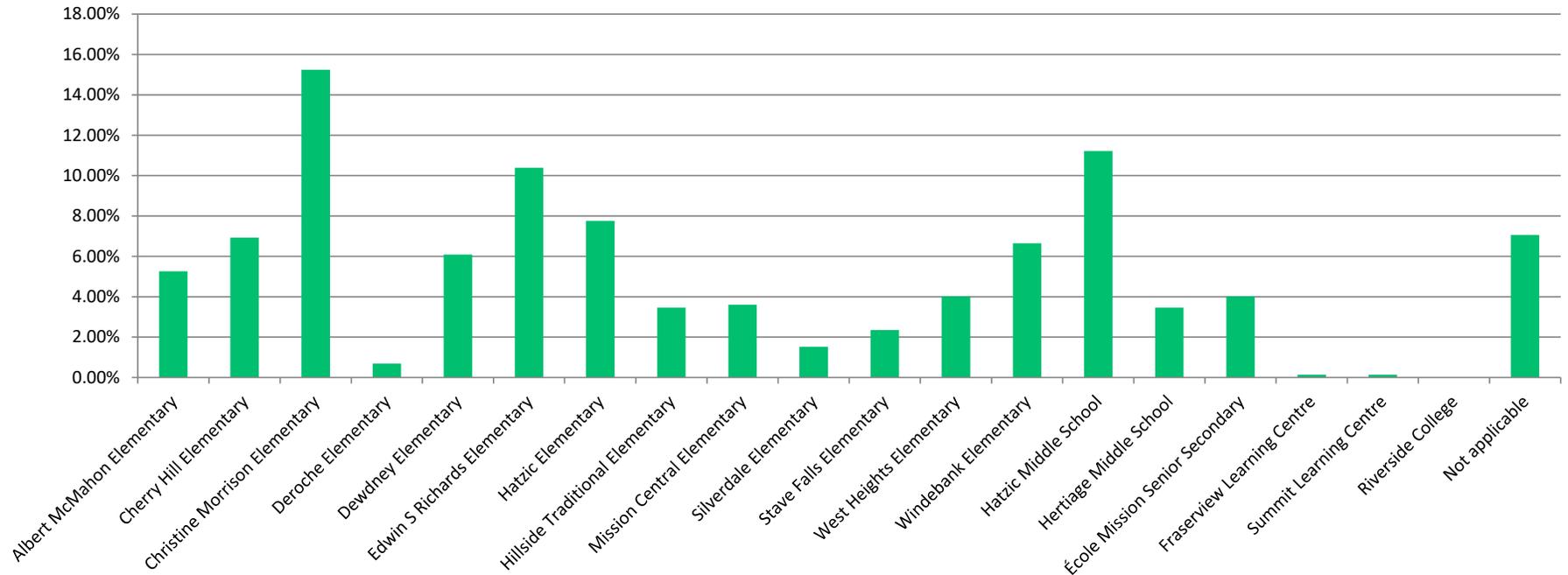
Q2 - Catchment School

What is your current catchment school?



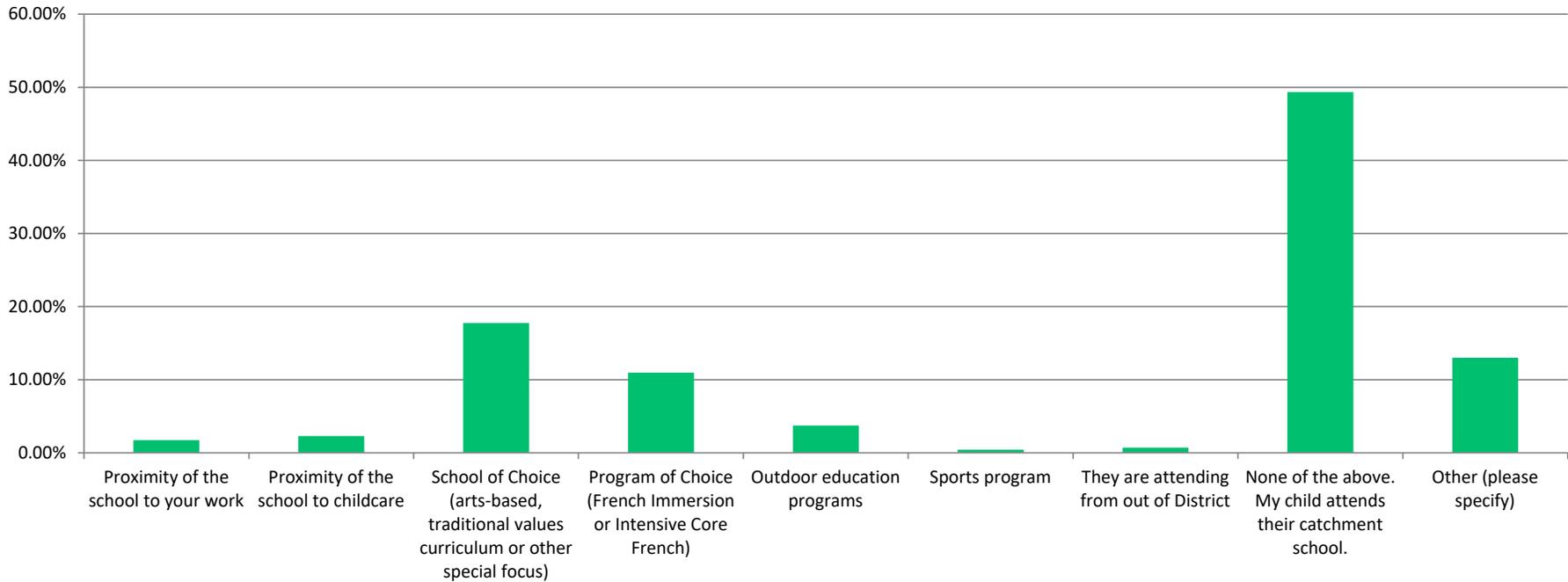
Q3 - School of Attendance

What school does your child (or children) attend?



Q4 - Reason for attending specific school

If your child (or children) attend a school other than your catchment school, why?



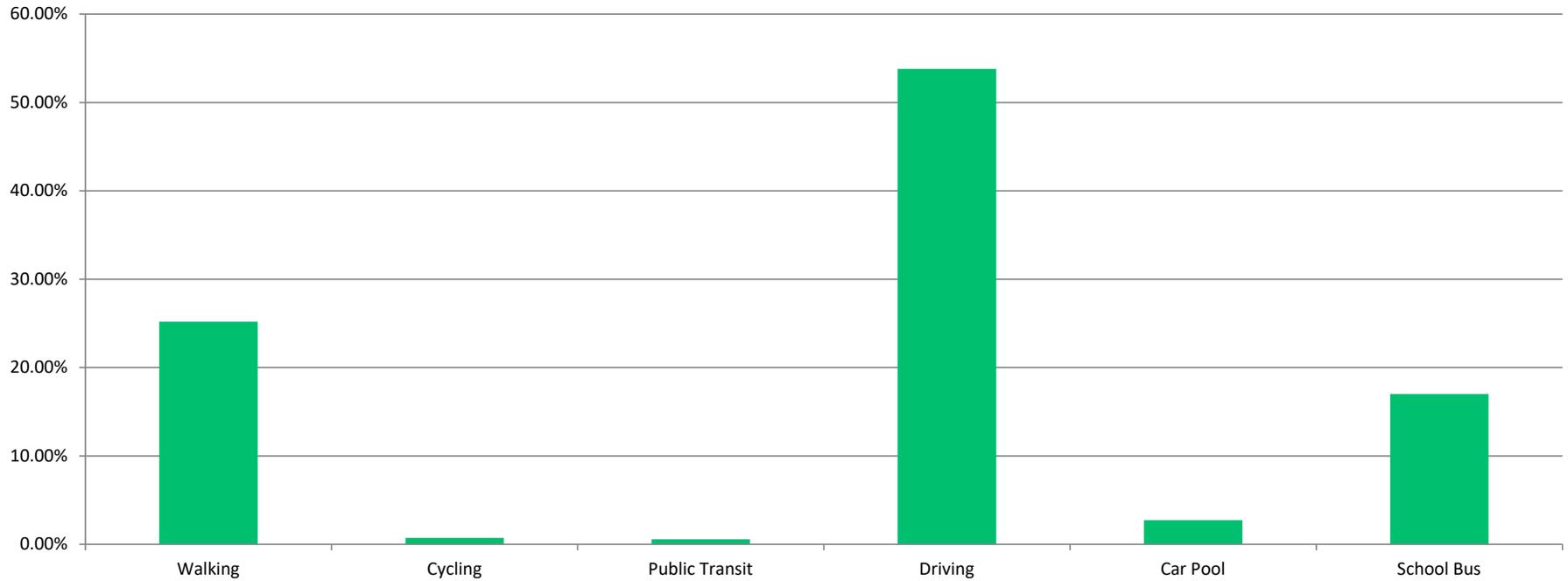
Q4 – Attending other than catchment

- Themes
 - Moved and didn't want to change schools
 - Programming
 - Proximity to school
 - No room at catchment school
 - Staff at school
 - Support for special needs



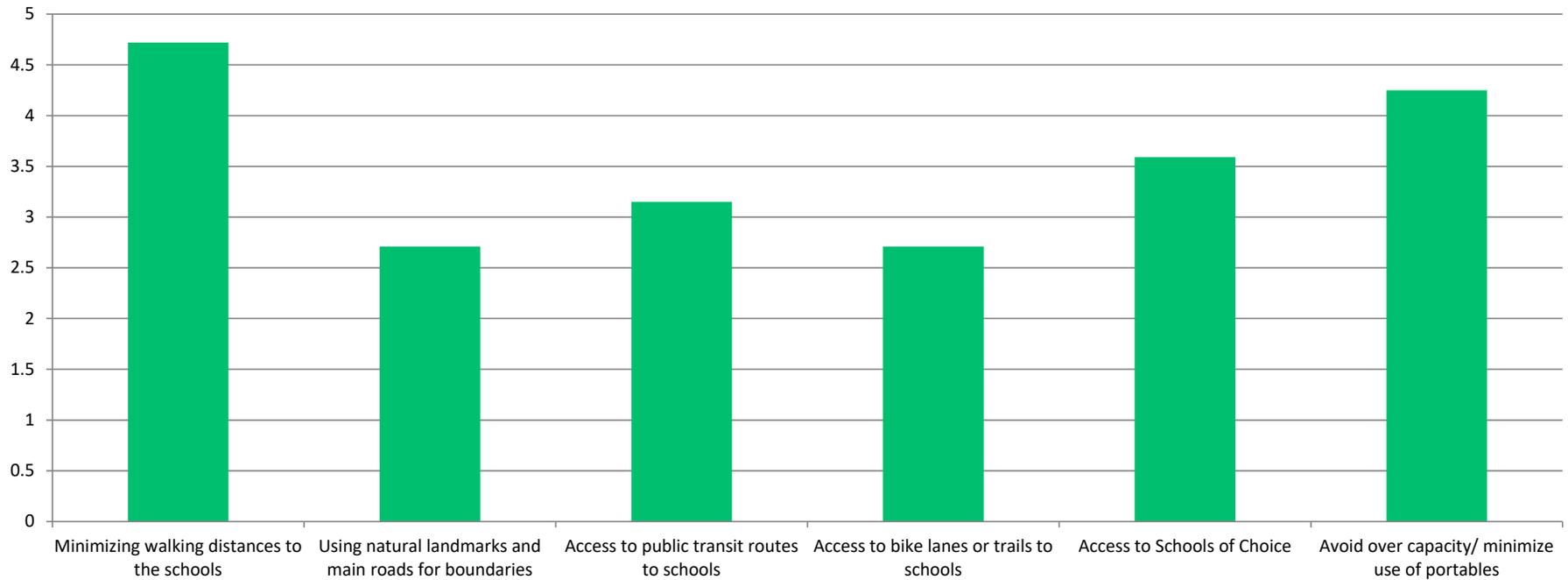
Q5 - Getting to School

How does your child (or children) travel to school?



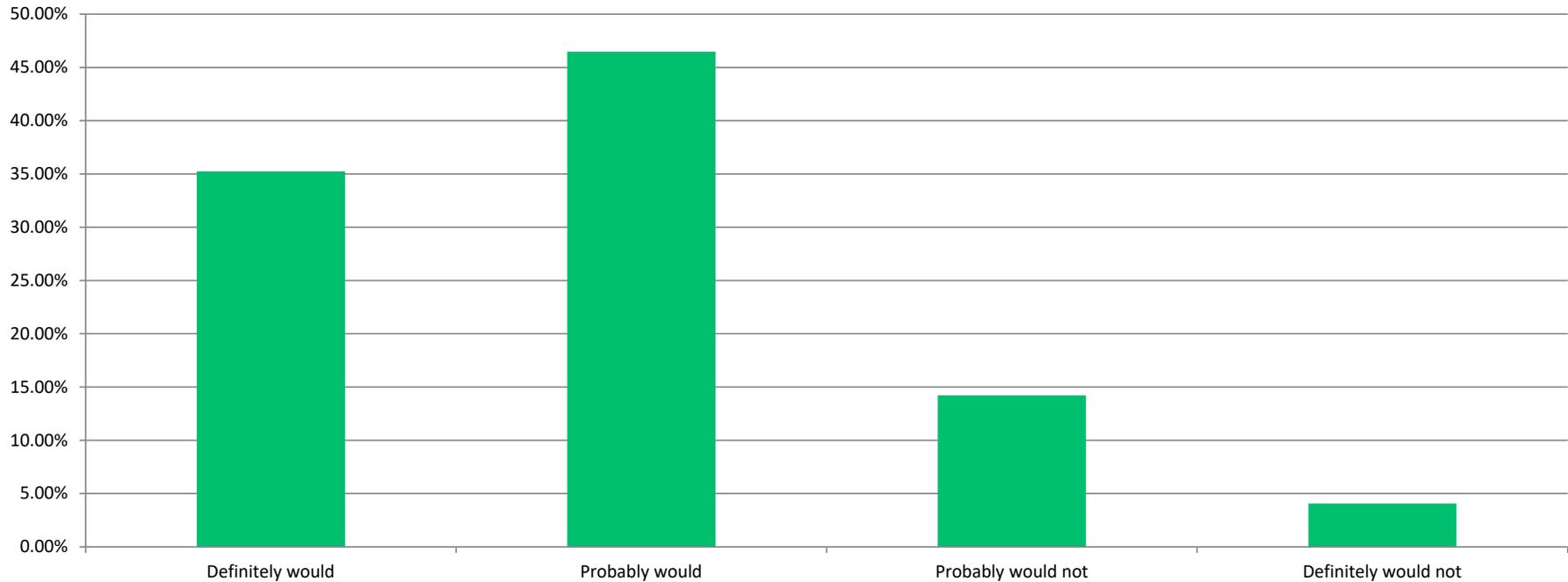
Q6 - Importance of Issues to Consider

Considerations for the review of catchment boundaries



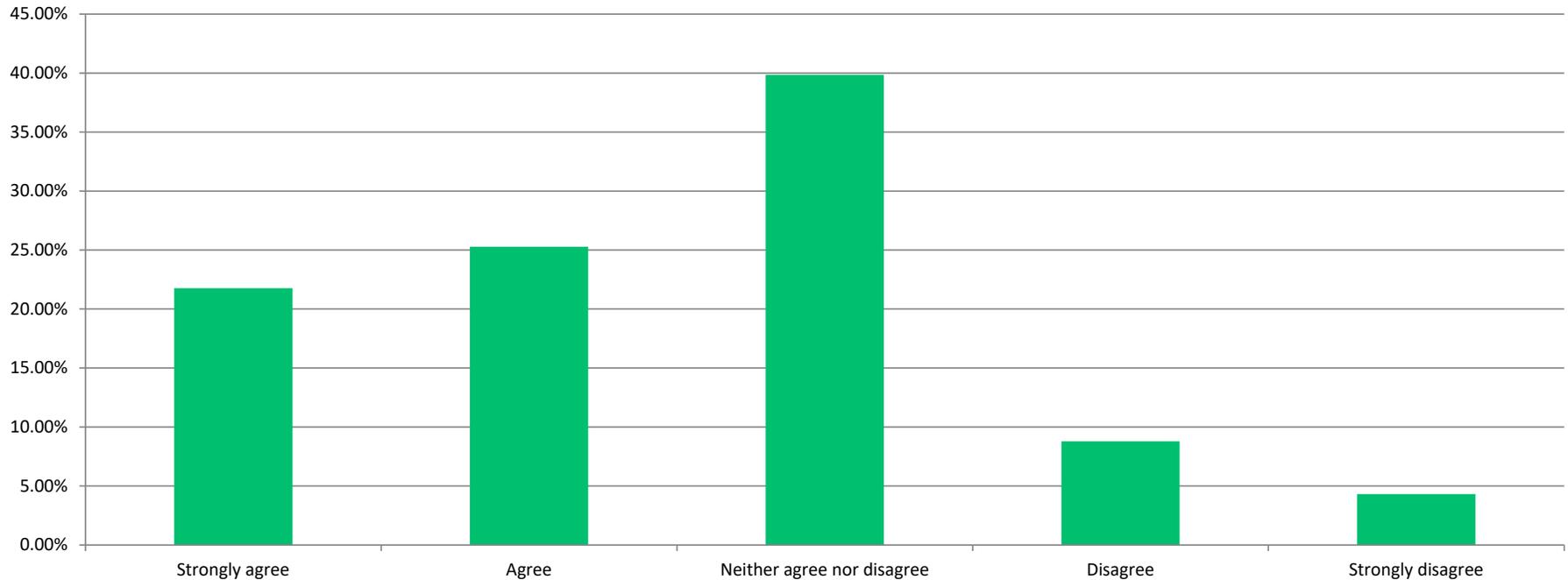
Q7 - Support for limiting use of portables

Support for reconfiguring boundaries to limit use of portables



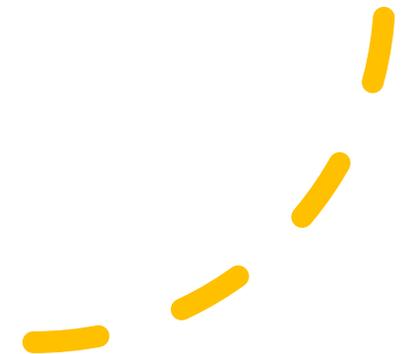
Q8 - Schools of Choice Impact on Neighbourhood School

Do Schools of Choice limit a student's access to a neighbourhood school?



Q9 – What is Working

- Themes:
 - Prefer the smaller schools
 - The staff
 - Equipment at some schools / outdoor space
 - Variety of programs / outdoor programs
 - Some schools provide priority for siblings at schools
 - Support for special needs student
 - Overall satisfaction that the system works well/no problems
 - Mission schools prepares kids for life
 - Location/proximity



Q9 – What is Not Working

- Themes:
 - Distance from school to walk / bus
 - Transportation issues
 - Issues with road safety on route to school
 - School too full / overcrowded
 - Can't get into catchment school
 - Bullying
 - Perception of inequity with cross boundary applications
 - Lack of funding
 - Parking
 - Need a larger or second high school
 - Would like middle school catchment based on location, not elementary school
 - Many concerns regarding French Immersion boundary – others think it is fine
 - Access to childcare

Q10 – Addressing Inclusion

- Themes
 - Smaller / reconfigured class sizes
 - More special needs teachers and Education Assistants
 - Specialized support teams
 - More funding/schools/staffing
 - More specialized programming, eg Gifted, Low Incidence
 - Limit cross boundary



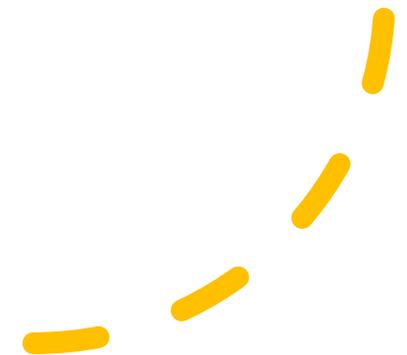
Q11 – Addressing Accessibility

- Themes
 - Smaller class sizes
 - Each school is different with unique needs – and solutions
 - Improved transportation options
 - Priority enrolment
 - Build wheelchair ramps
 - Consider flexible options for students – based on their needs
 - More support in classrooms
 - Be flexible when considering cross boundary applications
 - Wheelchairs - crowded / mobility issues in classrooms – reduce class size
 - Build more schools



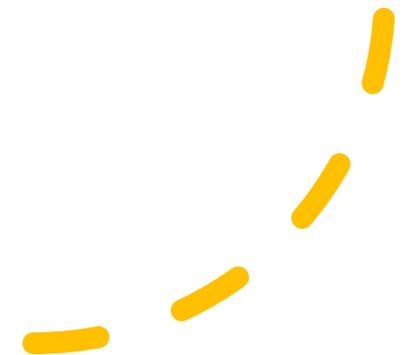
Q12 - Suggested Maximum Middle School Size

- fewest students 260
- most students 800
- Average # of students 638
- Median # of students 651



Q13 - Suggested Maximum Elementary Size

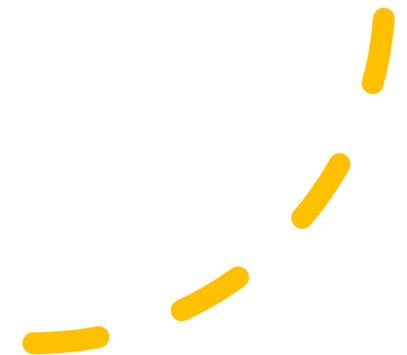
- fewest students 151
- most students 500
- average # of students 381
- median # of students 394



Q14 - Suggested Walk Limits

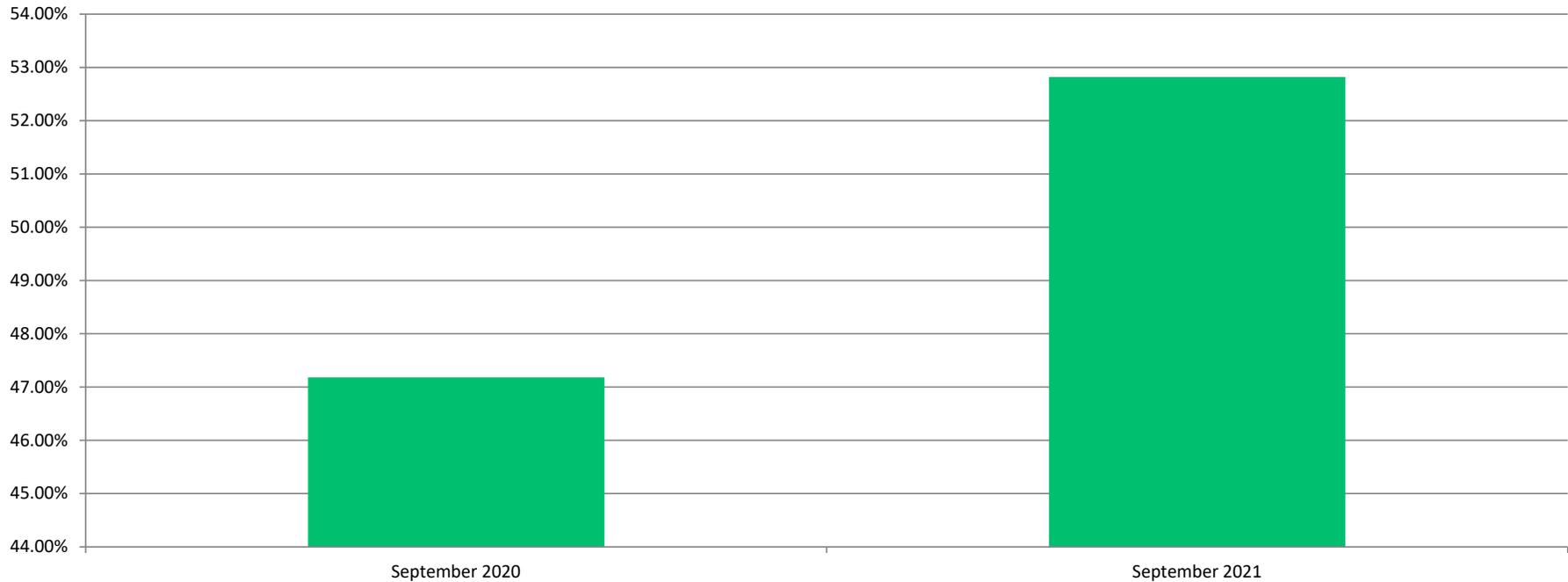
-
before
busing
students

- Shortest Distance 1 km
- Longest Distance 5 km
- Average Distance 2 km
- Median Distance 2 km



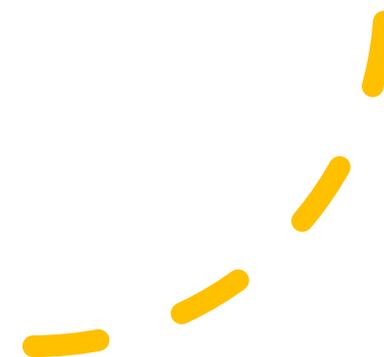
Q15 - Preference for any boundary change

To take effect September 2020 or September 2021?



Q16 - How long should students be allowed to attend current school vs adjusted boundary school

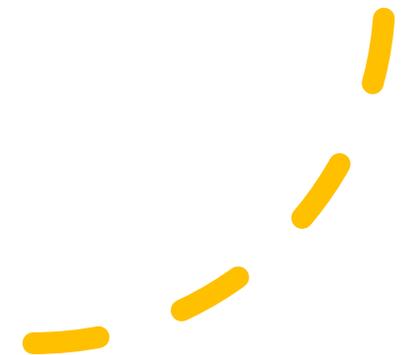
	# of Respondents
• 0 years	32
• 1 year	89
• 2 years	71
• 3 years	52
• 4 years	16
• 5 years	441



Q17 – Additional Comments

Themes:

- Build and renovate schools/crowding
- Need for more secondary schools and/or replacement
- Transportation to Schools of Choice
- Walk limits
- Steelhead
- Staffing/funding

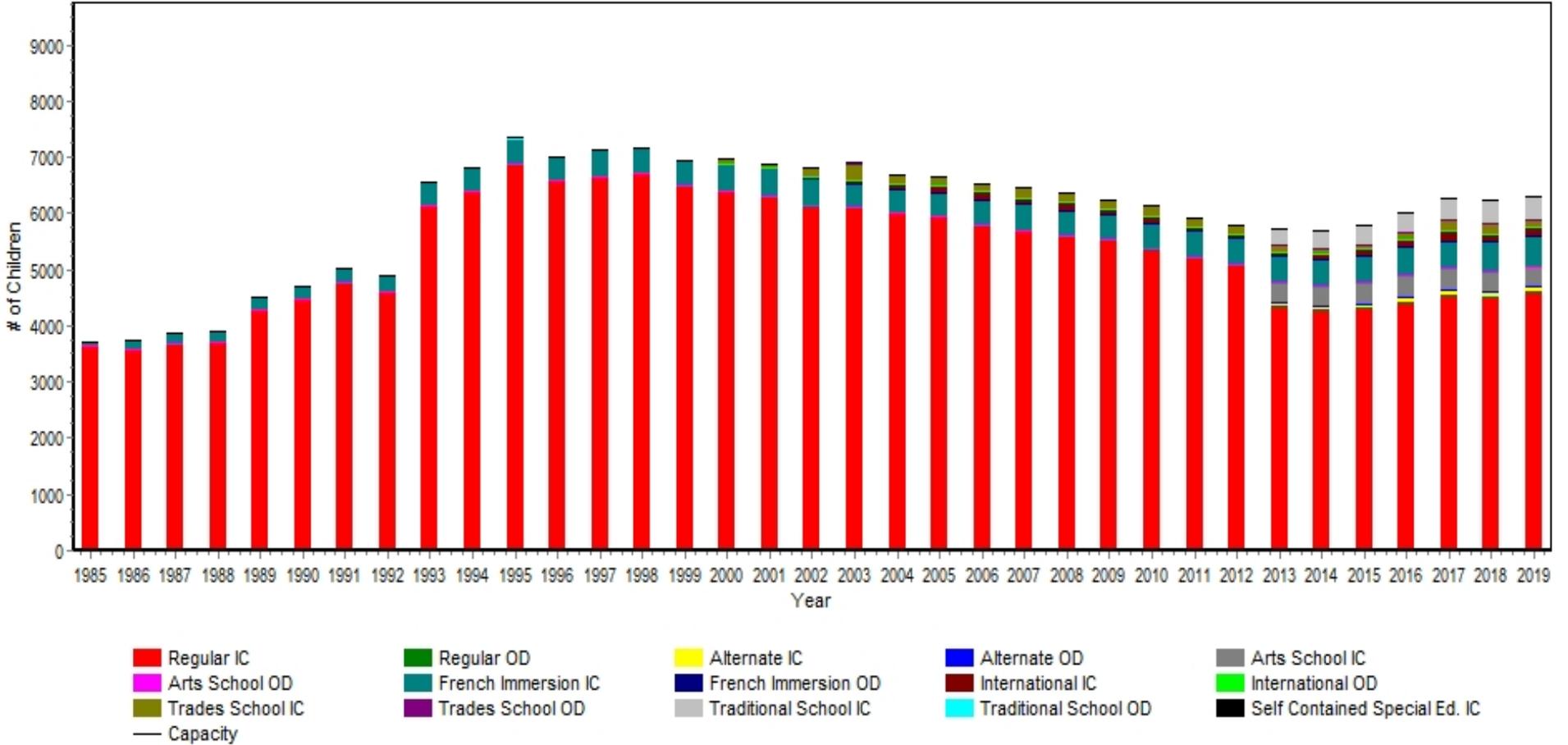


2019/2020 Enrolment Summaries

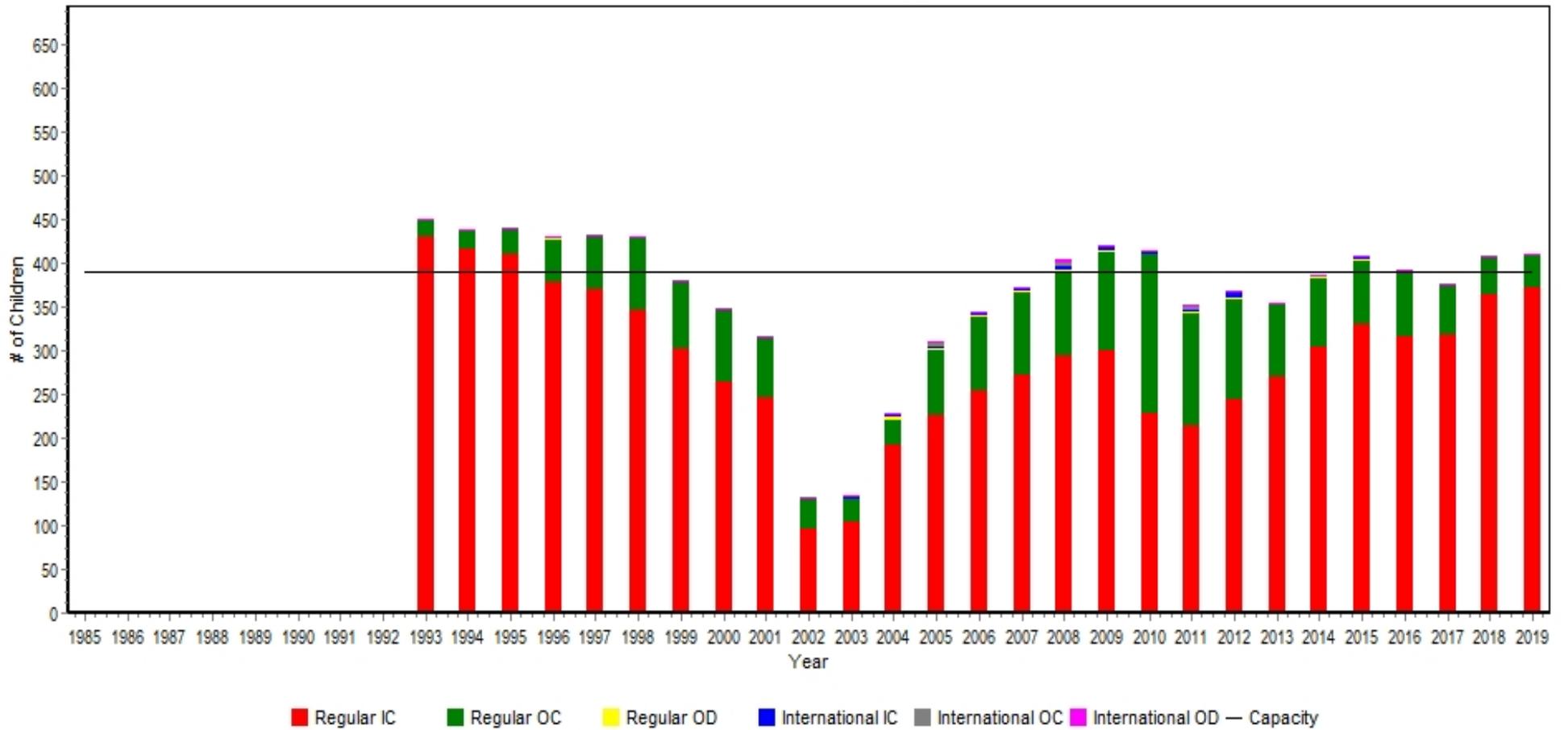
Boundary Review
September 2020



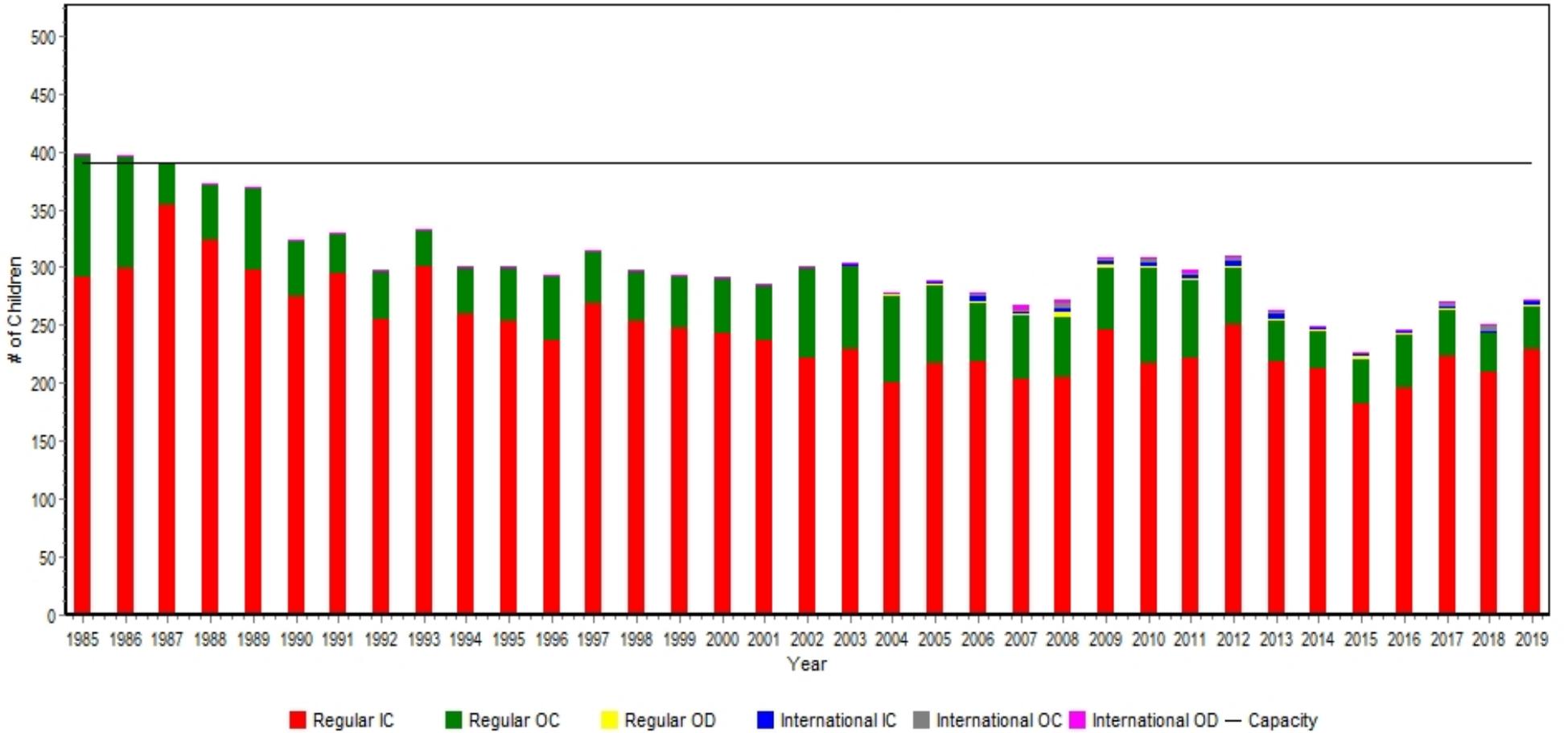
Total Enrolment Patterns 1985 - 2019
District as a School



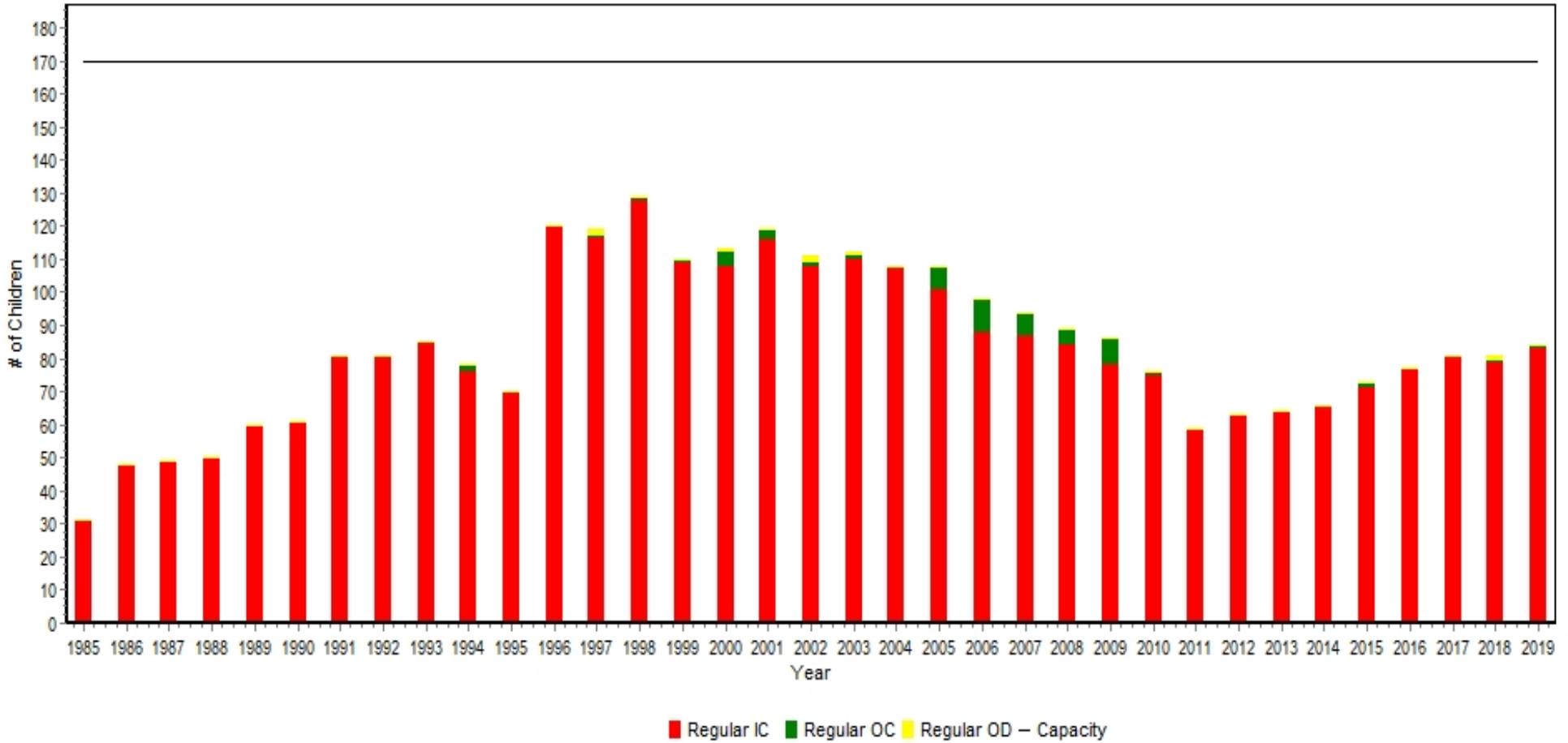
Total Enrolment Patterns 1985 - 2019
Albert McMahon Elementary



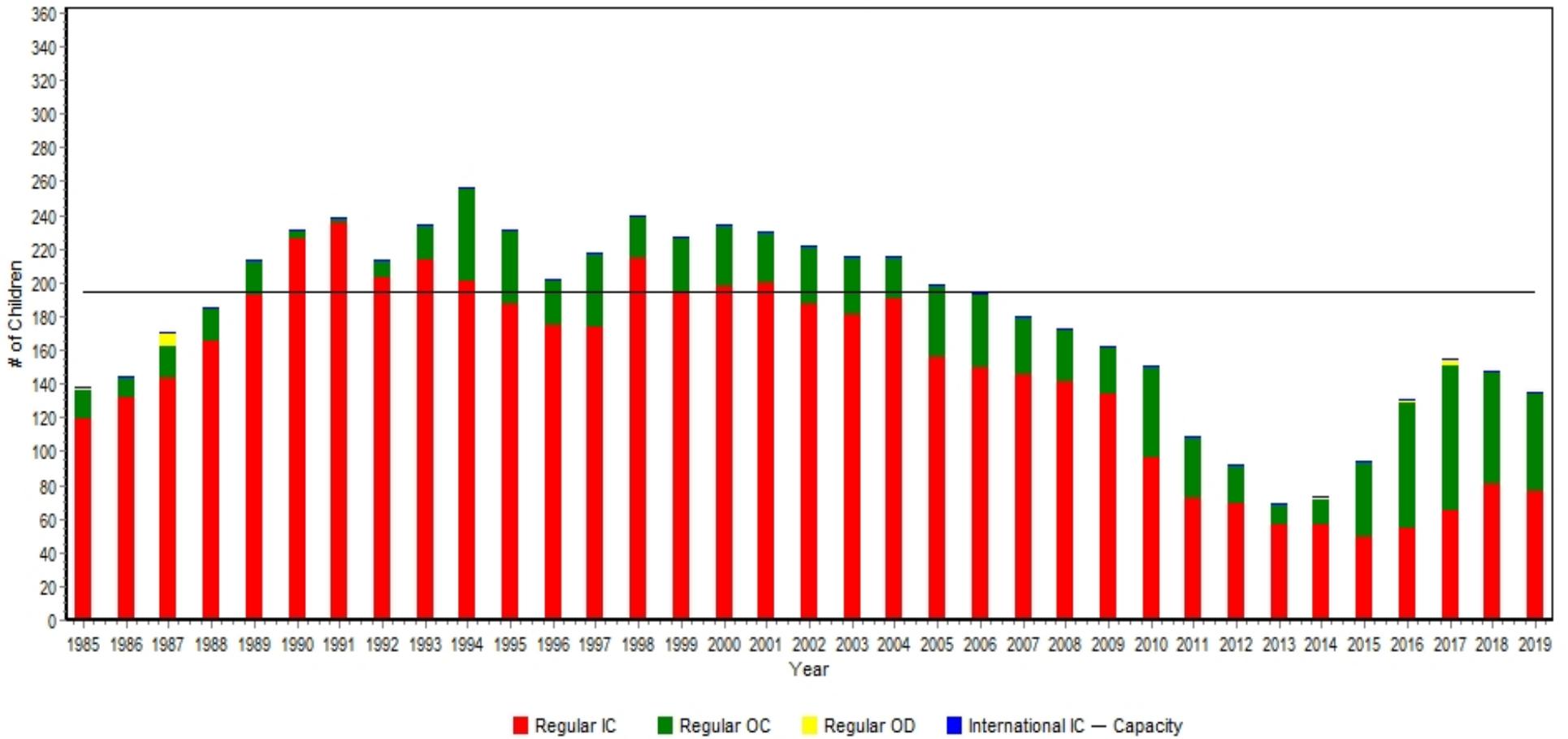
Total Enrolment Patterns 1985 - 2019
Cherry Hill Elementary



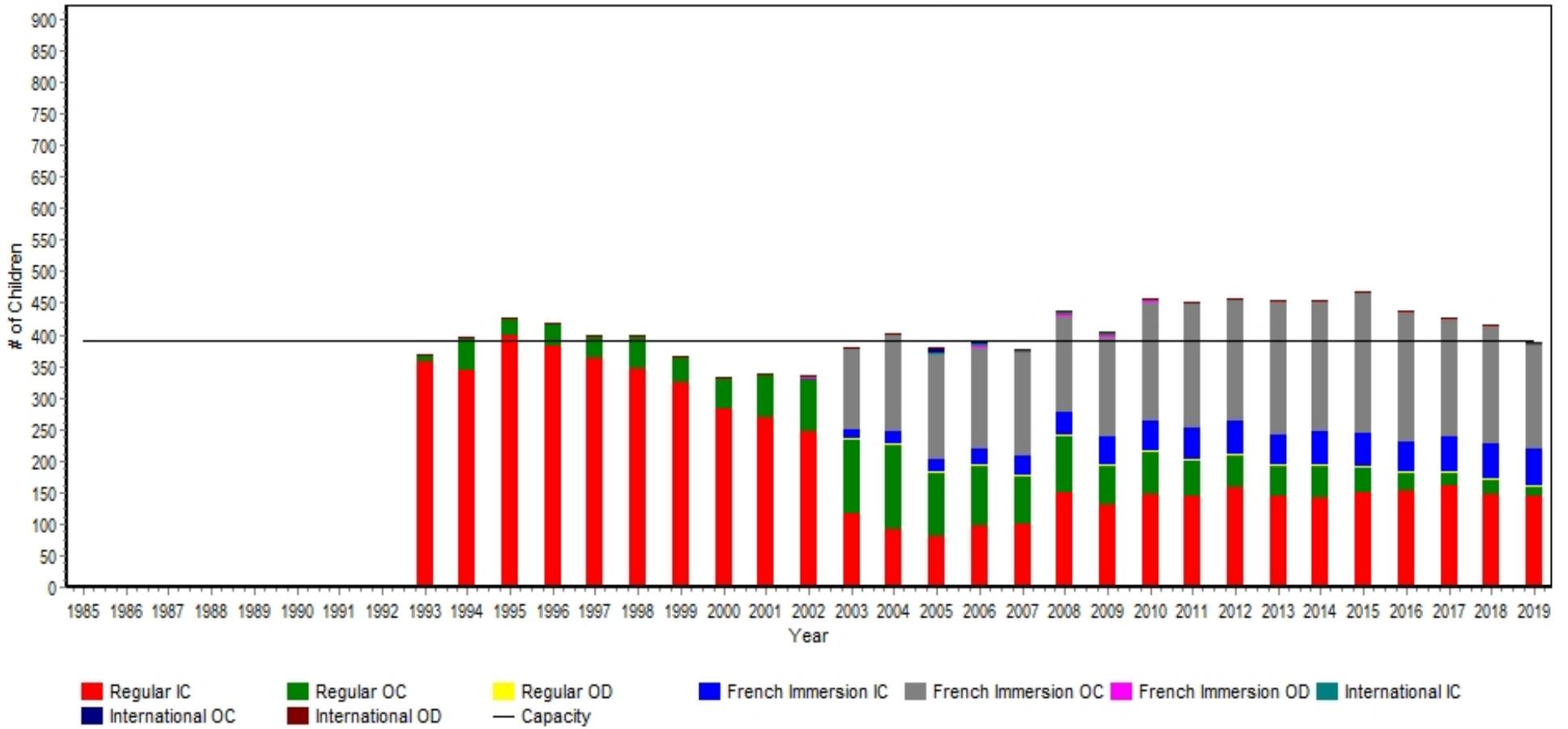
Total Enrolment Patterns 1985 - 2019
Deroche Elementary



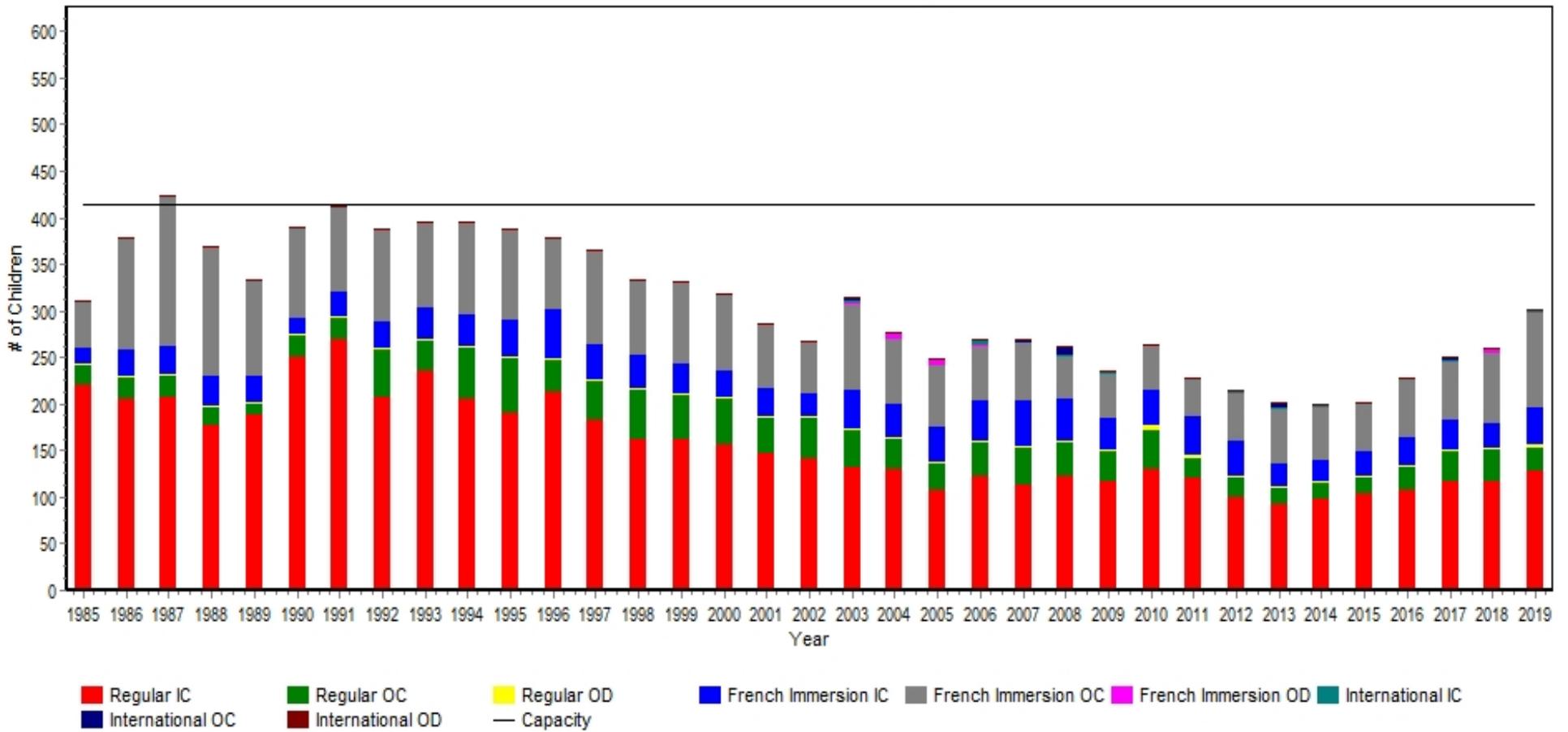
Total Enrolment Patterns 1985 - 2019
Dewdney Elementary



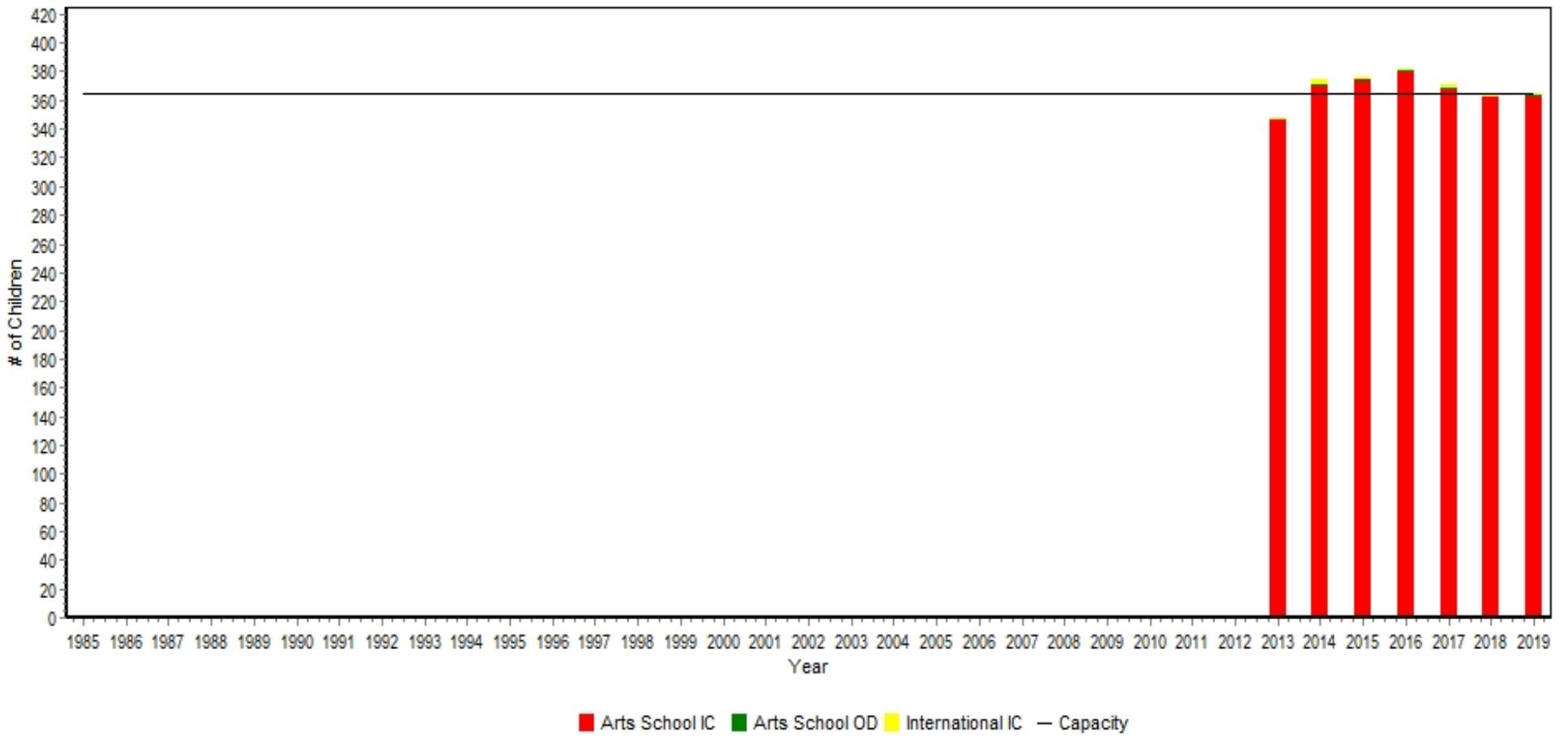
Total Enrolment Patterns 1985 - 2019
Ecole Christine Morrison Elementary



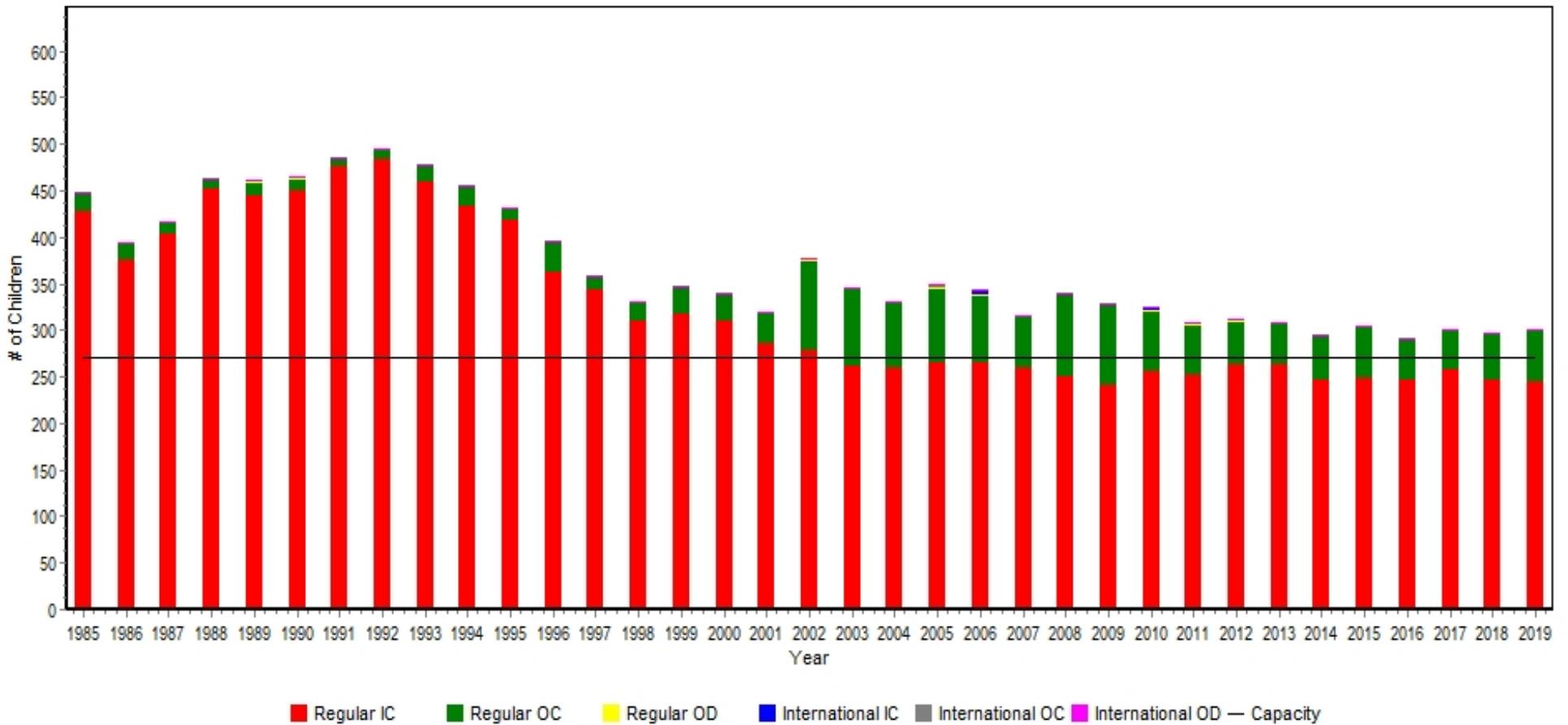
Total Enrolment Patterns 1985 - 2019
Ecole Mission Central Elementary



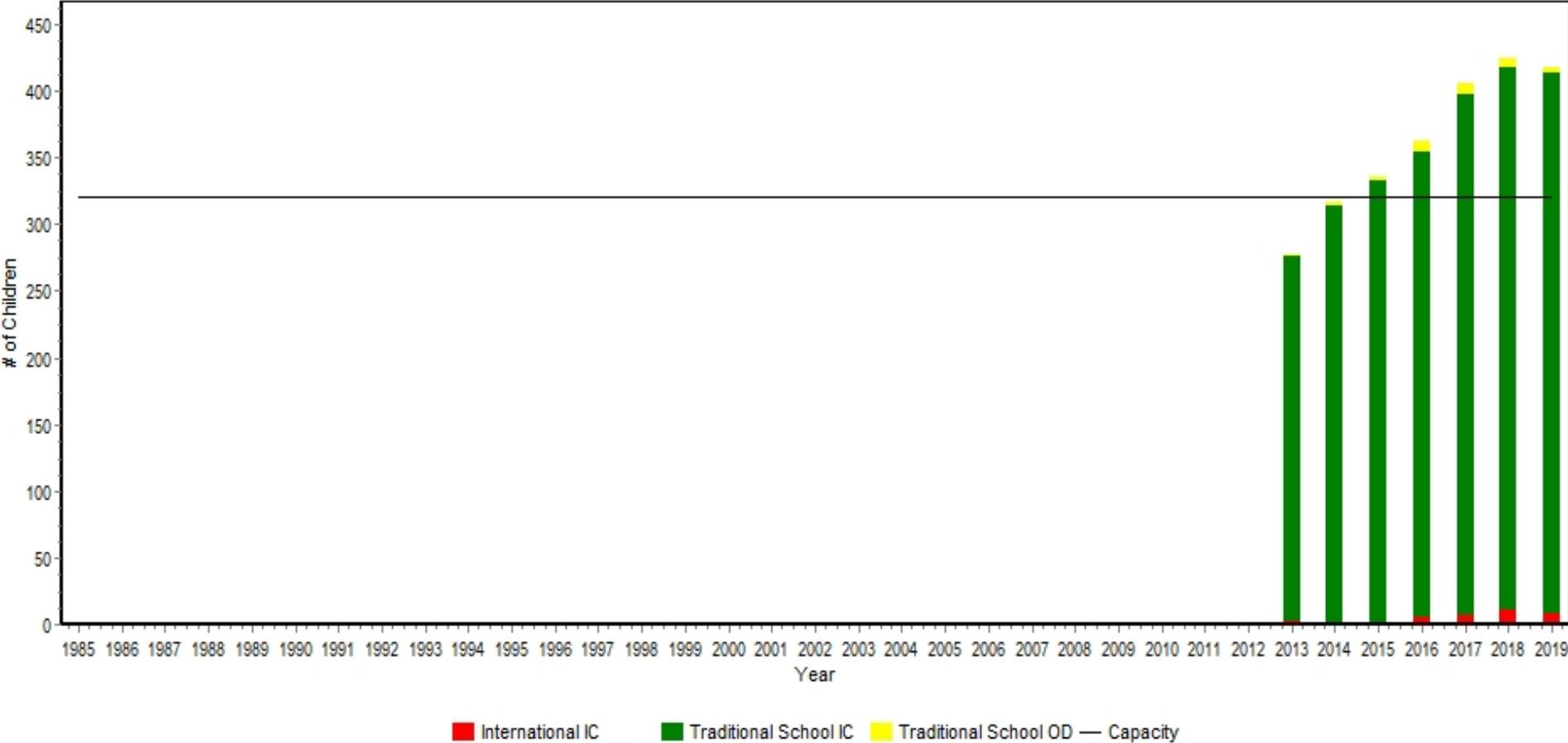
Total Enrolment Patterns 1985 - 2019
Edwin S. Richards Elementary



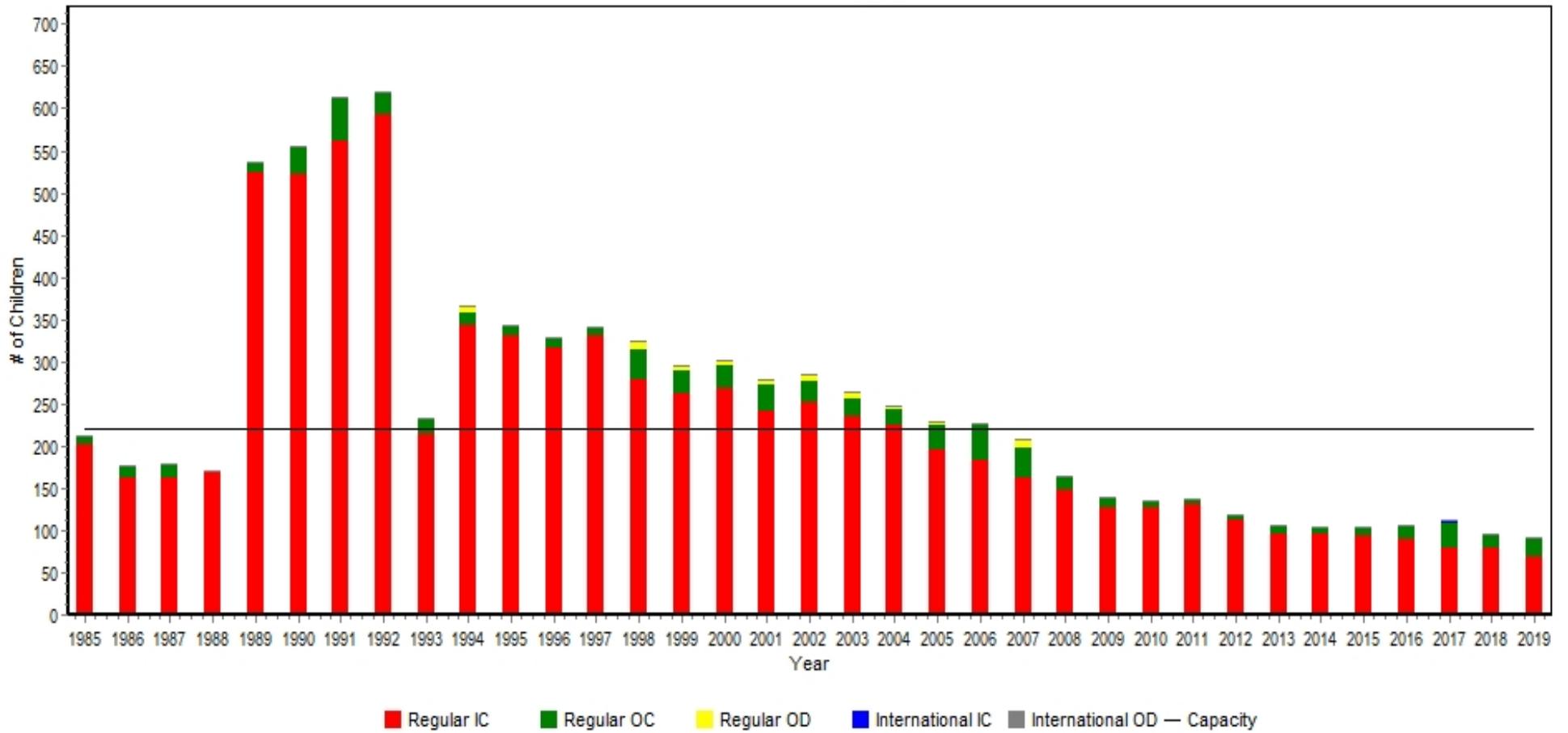
Total Enrolment Patterns 1985 - 2019
Hatzic Elementary



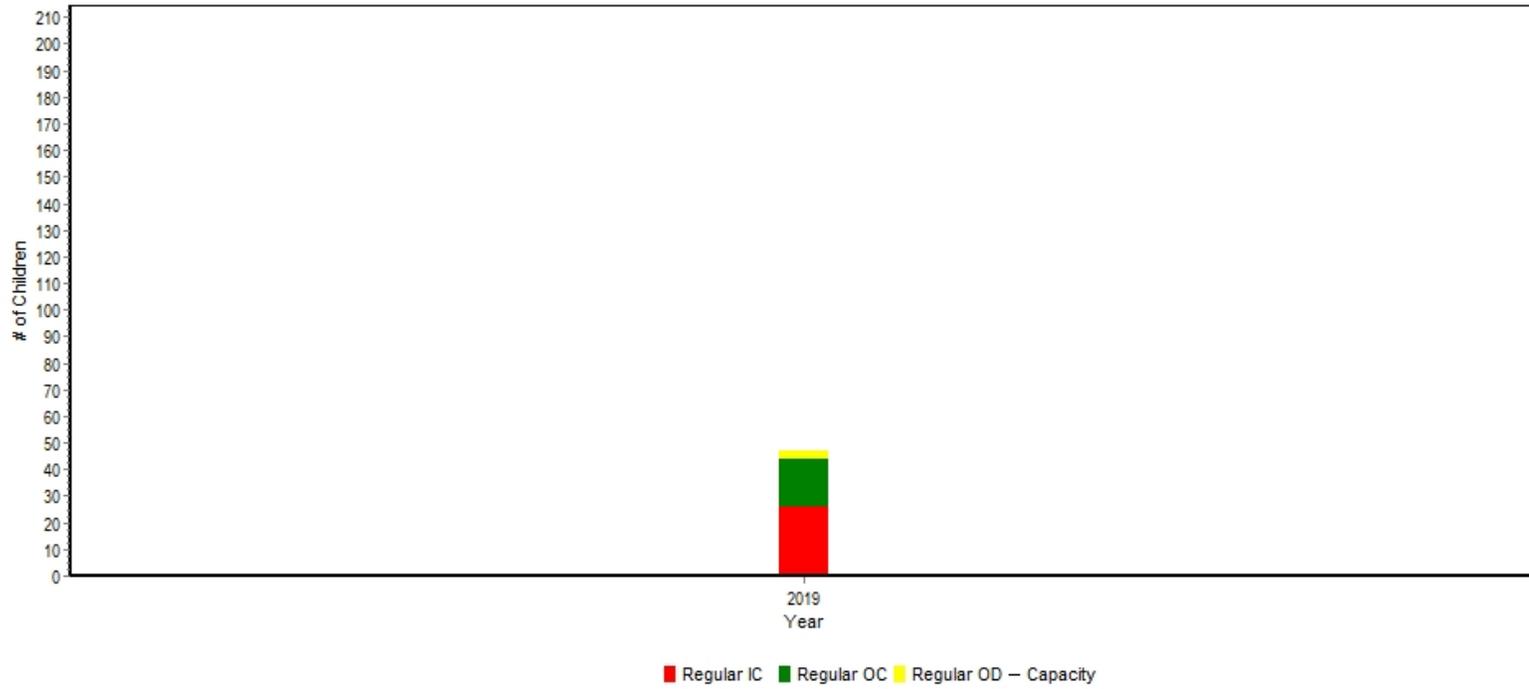
Total Enrolment Patterns 1985 - 2019
 Hillside Traditional Academy



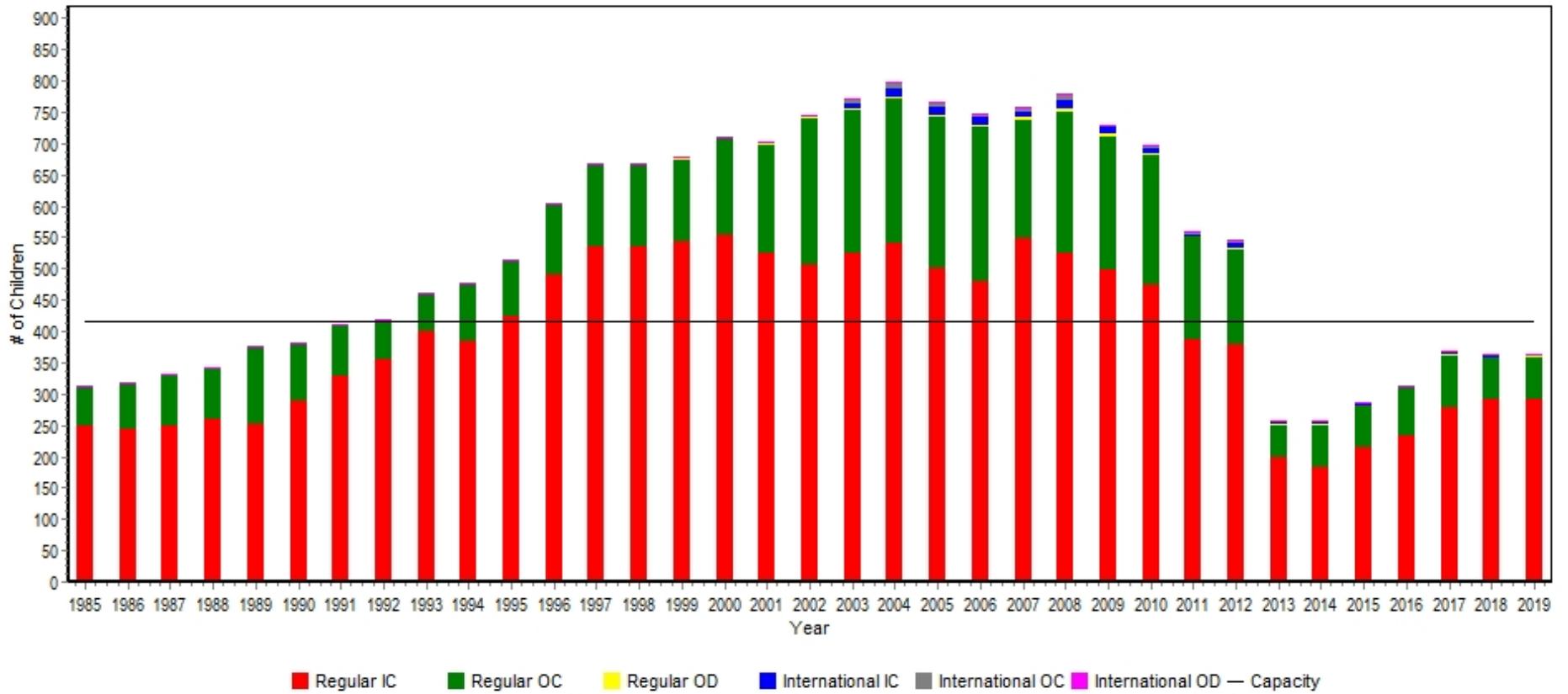
Total Enrolment Patterns 1985 - 2019
Silverdale Elementary



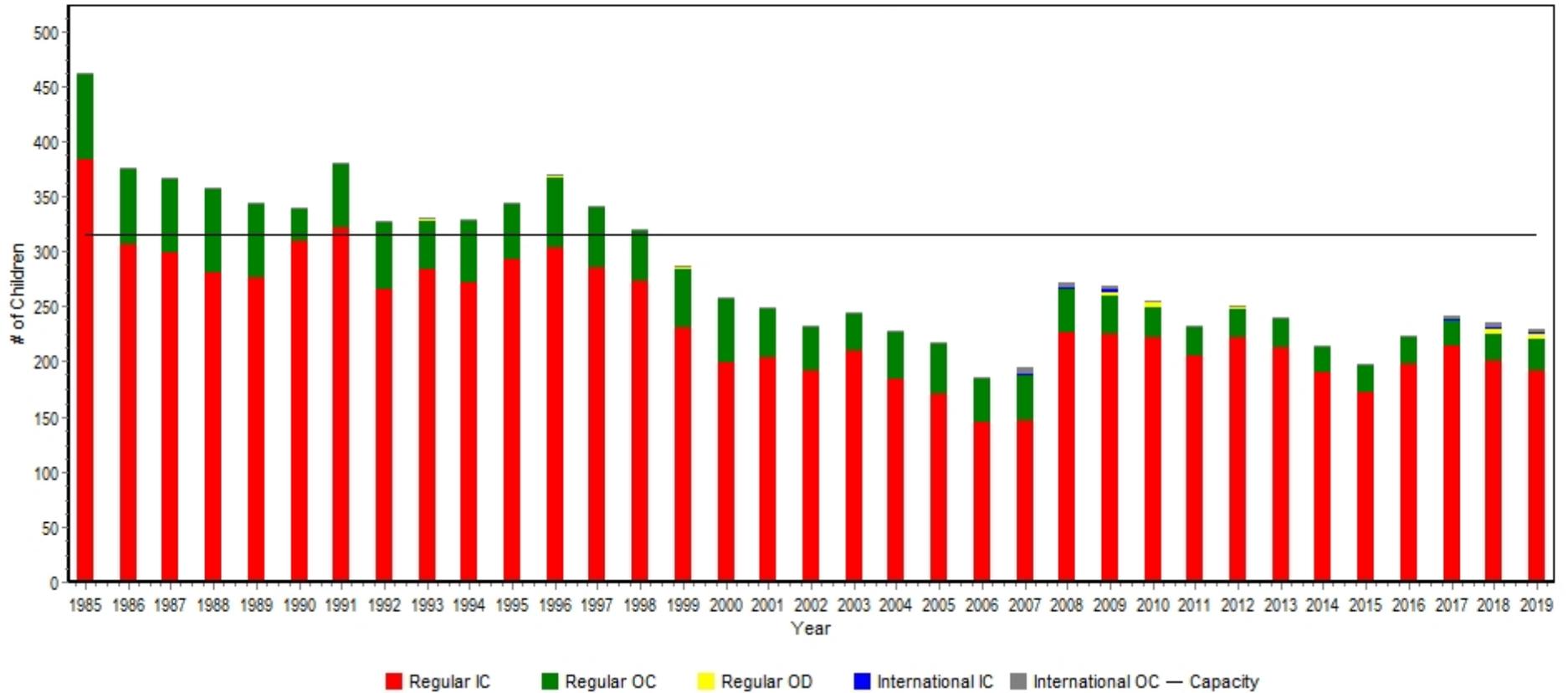
Total Enrolment Patterns 2019 - 2019
Stave Falls Elementary



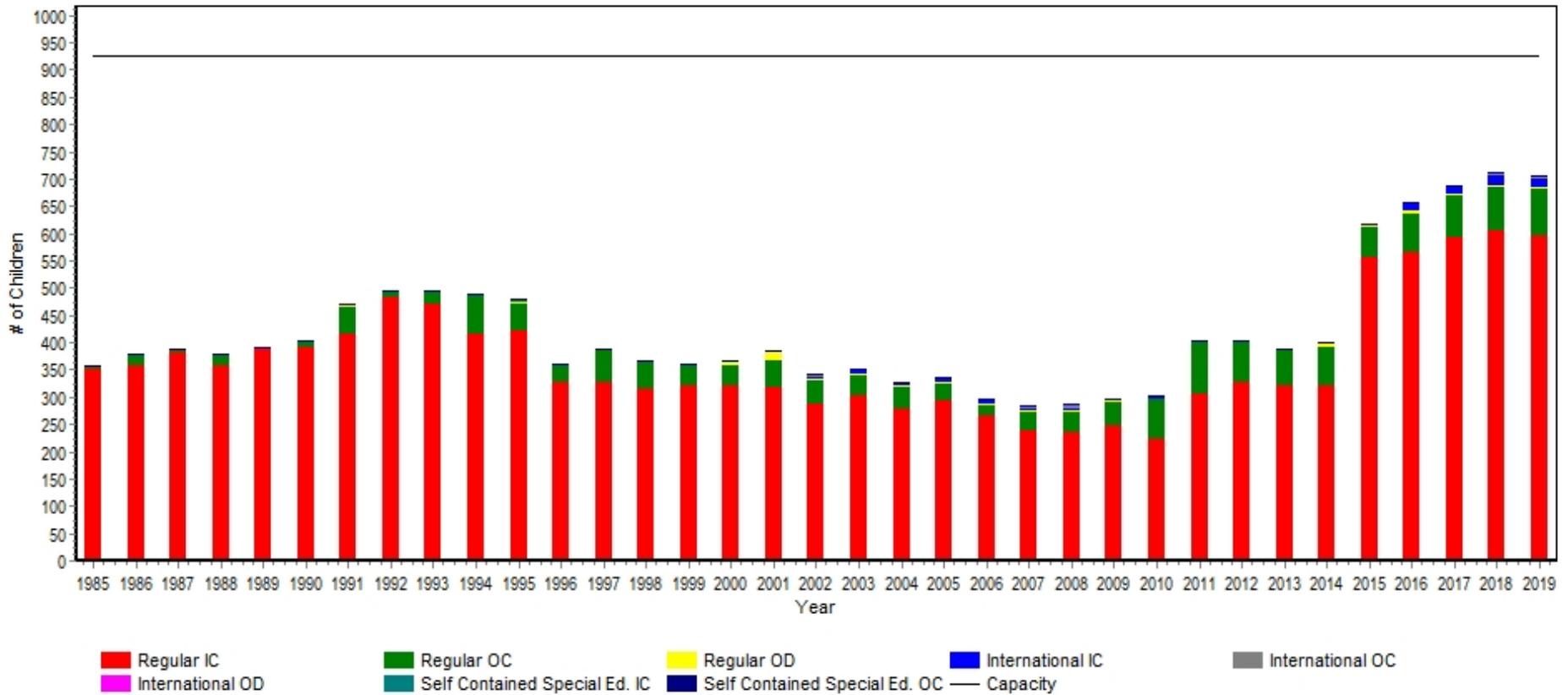
Total Enrolment Patterns 1985 - 2019
Windebank Elementary



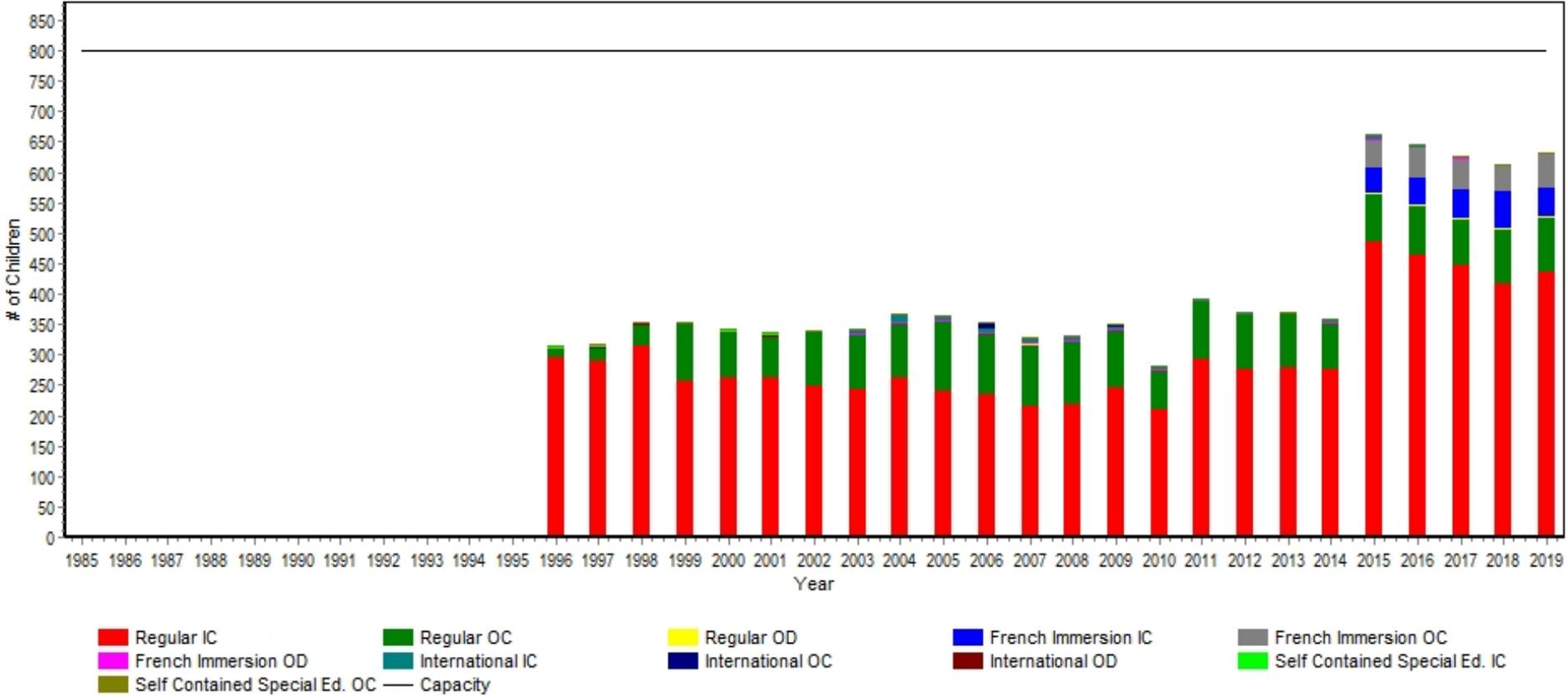
Total Enrolment Patterns 1985 - 2019
West Heights Elementary



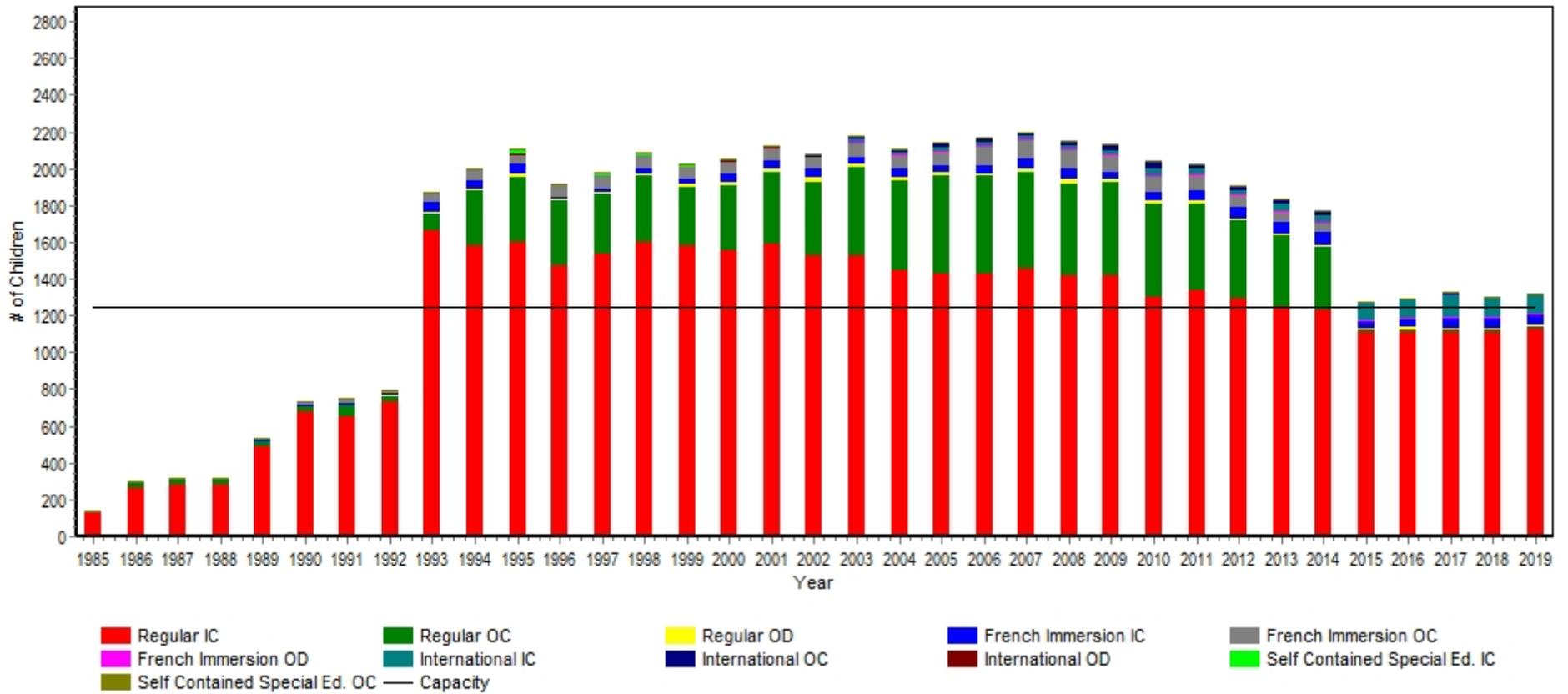
Total Enrolment Patterns 1985 - 2019
Hatzic Middle



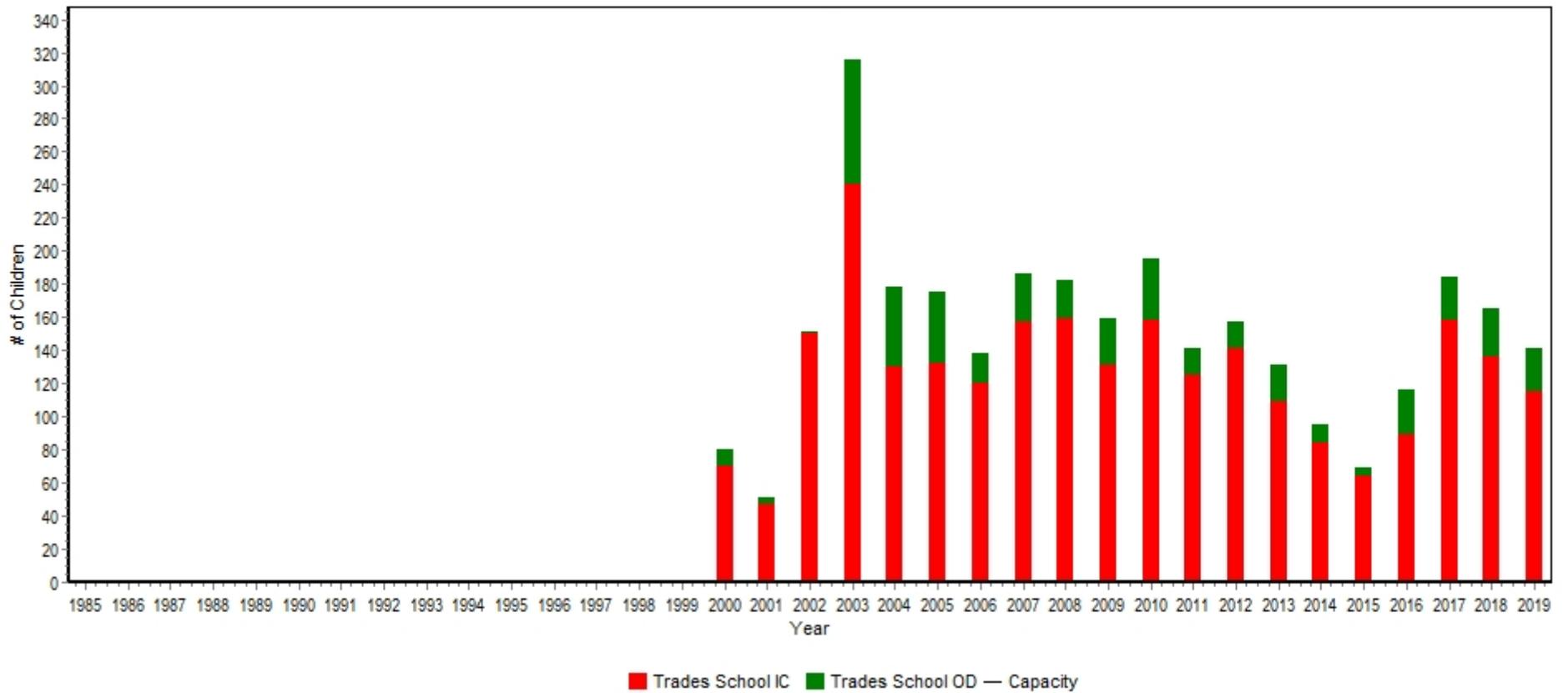
Total Enrolment Patterns 1985 - 2019
Ecole Heritage Park Middle



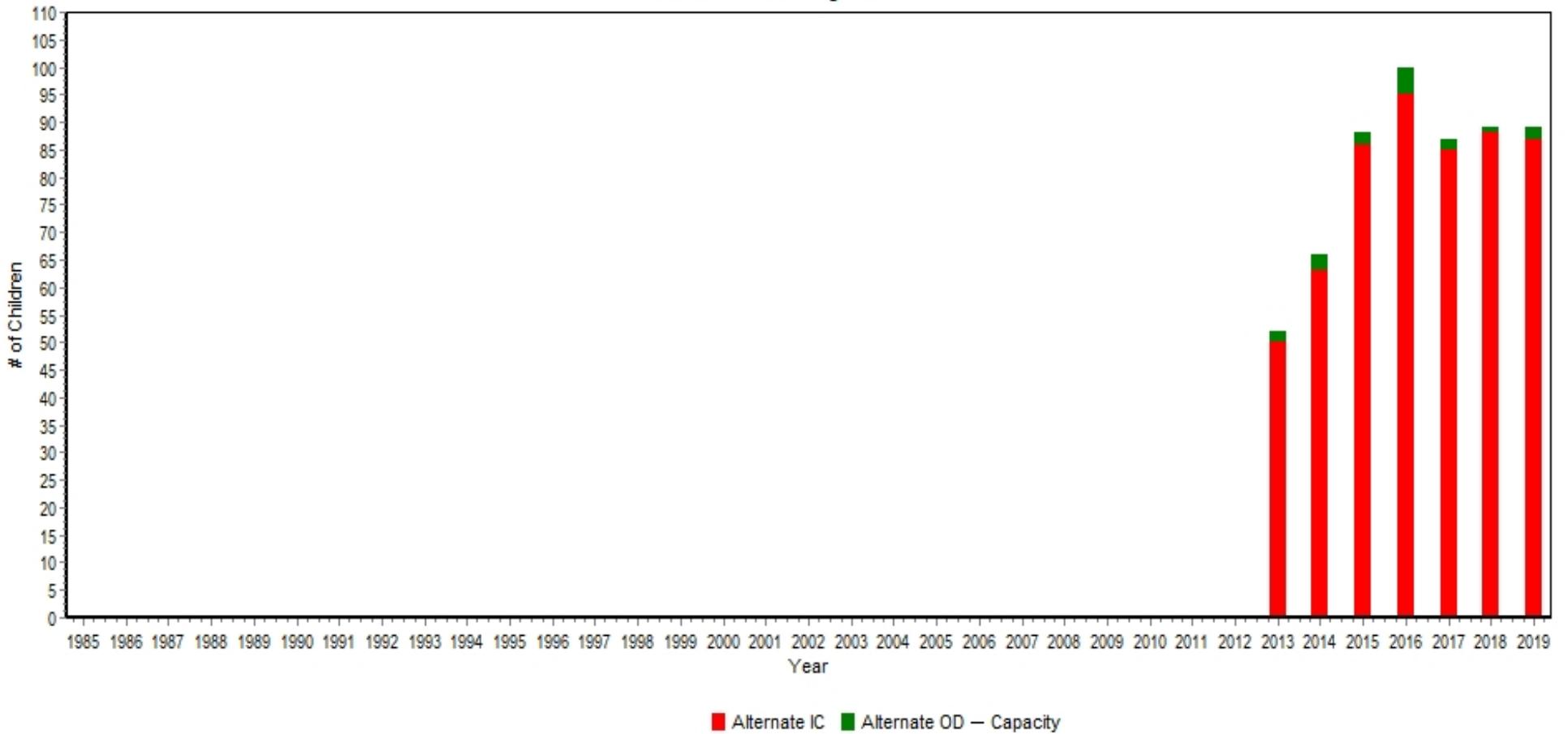
Total Enrolment Patterns 1985 - 2019
Mission Senior Secondary



Total Enrolment Patterns 1985 - 2019
Riverside College



Total Enrolment Patterns 1985 - 2019
Fraserview Learning Centre



ITEM 4.1 Discussion

TO: Committee of the Whole
FROM: Board of Education
SUBJECT: BCSTA COVID-19 Response Working Group Survey

1. Summary:

BCSTA's COVID-19 Response Working Group has met weekly through the summer to gather information pertaining to COVID-19 and K-12 education, both in British Columbia, as well as other jurisdictions across Canada and around the world. BCSTA issued a governance-focused COVID-19 survey to board chairs, asking them to work with their boards and senior teams to answer the following questions. The goal is to gather information that will help us better support boards during these challenging times and to assist in identifying the areas where our advocacy around COVID-19 is best focused.

2. Background:

Senior staff members have reviewed the survey and provided responses where applicable.

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. BCSTA Survey

BCSTA COVID-19 Working Group Survey**Introduction**

BCSTA's COVID-19 Response Working Group has met weekly through the summer to gather information pertaining to COVID-19 and K-12 education, both in British Columbia, as well as other jurisdictions across Canada and around the world.

Today we are sending out a governance-focused COVID-19 survey to board chairs, asking them to work with their boards and senior teams to answer the following questions. The goal is to gather information that will help us better support boards during these challenging times and to assist in identifying the areas where our advocacy around COVID-19 is best focused.

We would ask that you complete the survey no later than October 2 to allow BCSTA's board to collect the data and to continue to work on your behalf.

Thank you,

Tim Bennett (BOD and SD57)

Carolyn Broady (BOD and SD45)

Korleen Carrerras (SD42)

Bob Holmes (SD36)

Bill MacFarlane (SD19)

Jordan Watters (SD61)

BCSTA COVID-19 Working Group Survey

Impact on students

1. Your school district: Mission Public Schools, SD No. 75 (Mission)

2. How is your district addressing the following issues, and how can BCSTA support you?

Social isolation / youth mental health

1. For youth mental health we are continuing to work with administrators and teachers to raise awareness of trauma informed practices, as well as developing an understanding of proactive social emotional strategies to help build resilience and wellness.
2. Indigenous Healing Practices (i.e. healing circle, smudge) to staff.
3. We have teacher counsellors, youth care workers seeking out students who need support. This a direct and targeted intervention for students with serious mental illness and behaviour, students with suicidal ideation and those suffering from anxiety.
4. Middle Schools are providing Dialectical Behavioural Therapy (DBT) to students in partnership with CYMH.
5. We have partnered with Child and Youth Mental Health to promote FREE evening workshops for parents as well as educators for school opening.
6. Our student services staff are focusing on their work with a lens of Trauma informed practice, knowing it is safe to assume all have suffered some level of trauma during this time. The TIP approach is beneficial for all. We are also focused on promoting general wellness and an awareness and focus on social emotional learning.
7. We are offering teletherapy for students who cannot meet face to face with YCW or counselling staff.
8. We provide additional support and careful planning to all children and youth in care in our system.
9. Mental Health Literacy and the UBC MOOC is on the agenda for implementation of the curriculum at our two middle schools and alternate school this school year.

Food insecurity

Starfish Backpack Program and Mission Community Services.

School based supports for vulnerable students / priority learners (i.e. counselling, student support services.)

Counselling (short on counselling at Elementary schools)

Digital inequality:

Device provision (students in need received laptops/ tablets). Through Telus we provided reduced cost internet to families in need.

3. What percentage of students have returned to school in-person? **81-90%**

4. How is your district working with families who are hesitant to return to in-person learning?

Select all that apply.

- District distributed learning program
- School based remote learning model (transitional)
- Home schooling
- One-on-one meetings between parents and admin focused on gradual return
- Other (please specify) Outreach for First Nations (FN)**

5. Are you working with Indigenous communities and rightsholders on return to school plans?

Yes

How? Indigenous outreach teacher + FN Liaison Worker working on Reserve with Students

6. Are there areas of support for vulnerable learners during COVID-19 that BCSTA should advocate for?

Yes, counselling/ mental health.

Governance and engagement

7. How is your board communicating with students, unions and parents?

- Emails
- Town hall meeting
- Public board / committee meetings
- Surveys
- Broadcast advertising
- Print advertising
- Social media
- Videos
- Phone calls
- Other (please specify)

8. Has your board been meeting with the following groups?

- Indigenous rightsholders
- Municipal
- Provincial
- Federal
- Local health authority
- None
- Other (please specify) The Board has not been meeting with all the above groups, but district staff have.

9. What is the most important way BCSTA can support your board with governance?

- Offer more resources
- Offer more professional development
- Other (please specify)

10. How can BCSTA best support your board with engagement?

Rank in order of importance, 1 being most important and 3 being least important.

,



Offer more resources

,



Offer more professional development

,



Hold more trustee town halls

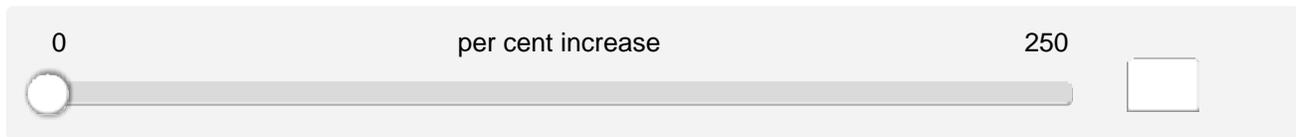
14. What will you be using your federal and provincial funds for?

- TTOC costs
- Custodial costs
- Remote learning
- Building upgrades
- Additional staffing
- Training
- Mental health supports
- Transportation
- Before and after school care
- Other (please specify)
Cleaning Resources

15. Have you budgeted for increased TTOC costs? No

16. How much has your TTOC budget increased due to COVID-19?

0 per cent increase 250



17. How can BCSTA support or advocate for your board on COVID-19 related budget issues?

For question #16: as it is just the start of the school year, the School District is unable to provide a figure for increased TTOC costs due to COVID-19.

BCSTA COVID-19 Working Group Survey

International students

18. What is the financial impact of the loss of international student revenues on your district operating budget?

- We don't have an international program
- <5 per cent of the overall budget
- 5-10 per cent of the overall budget
- 10+ per cent of the overall budget

19. How can BCSTA support or advocate for your district's international program?
Advocate for the Federal Government to allow new international students to enter the country.

BCSTA COVID-19 Working Group Survey**Mental health**

20. As a result of COVID-19, our district anticipates some impacts for student well-being and we will be gathering evidence and discussing how to plan for this at my board table.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- N/A

21. In light of COVID-19, our district has established a need to build additional supports for resilience and recovery for our students.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- N/A



BCSTA COVID-19 Working Group Survey

Finally

22. What are the biggest challenges your district faces in the coming school year due to COVID-19?

Budget unknowns