

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

**May 17, 2022, 6:30 pm  
Heritage Park Middle School  
33700 Prentis Avenue, Mission, BC**

**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	Verbal	
5.2.	COVID Update	Information	1
5.3.	Capital Plan Bylaw No. 2022/23-CPSD75-02	Action	2 - 9
5.4.	School Bus Replacements - Electric Bus Option	Action	10 - 12
5.5.	2022-23 Enrolment Projections	Information	13 - 15
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**6. NEW BUSINESS**

6.1.	Amending Board Meeting Procedures	Action	28 - 31
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**7. MINUTES OF PREVIOUS MEETINGS**

7.1.	Board of Education Public Meeting Minutes, April 19, 2022	Action	58 - 61
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**8. INFORMATION ITEMS**

**9. CORRESPONDENCE**

9.1. Dewdney Name

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**10. COMMITTEE MINUTES/LIAISON REPORTS**

**11. ANNOUNCEMENTS**

**12. QUESTION PERIOD**

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

**13. ADJOURNMENT**



**ITEM 5.3      Action      File No.      6000.20.Capital**

TO:              Board of Education  
 FROM:          C. Becker, Secretary-Treasurer  
 SUBJECT:      Amended Capital Plan Bylaw no. 2022/23-CPSD75-02

**Recommendation**

**THAT the following resolutions be approved:**

**THAT the required three (3) readings for Amended Capital Bylaw No. 2022/23-CPSD75-02, a bylaw for the Amended 2022/2023 Capital Plan, be carried out at one meeting.**

**THAT the first reading of Amended Capital Bylaw No. 2022/23-CPSD75-02, a bylaw for the Amended 2022/2023 Capital Plan, be approved.**

**THAT the second reading of Amended Capital Bylaw No. 2022/23-CPSD75-02, a bylaw for the Amended 2022/2023 Capital Plan, be approved.**

**THAT the third and final reading of Amended Capital Bylaw No. 2022/23-CPSD75-02, a bylaw for the Amended 2022/2023 Capital Plan, be approved.**

**1. Summary:**

Following the approval of the Capital Plan Bylaw, the Ministry reissued an amended Capital Plan approval letter. As such, the Capital Plan is amended – the changes are highlighted. The amount funded increased from \$203,315 to \$207,074

Riverside College	SEP – Dust Collection System Upgrading	\$690,000
Albert McMahon	SEP – HVAC Upgrades	\$110,000
Christine Morrison	SEP – HVAC Upgrades	\$300,000
Bus Replacement – unit 2753	D (80+RE) with 1 wheelchair space	<b>\$207,074</b>
Bus Replacement – unit 1750	A2 over 6350 Kg (24-33) with 3 wheelchair spaces	\$114,776
Bus Replacement – unit 6750	A2 over 6350 Kg (1-24) with 3 wheelchair spaces	\$120,914

**2. Background:**

The Ministry requires all projects the Ministry Funds to be approved by Bylaw. The original bylaw was approved on April 19, 2022. The amended bylaw will be funded through a certificate of approval. In order to release the funding, the Ministry requires the bylaw amended and a revised funding agreement.

**3. Options:**

Not approving the bylaw would mean the school district would not receive the full amount of funding for the bus replacement – a shortage of \$3,759.

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact

The agreement provides an additional \$3,759 for the School District.

- 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:**

- a. Submit the approved Bylaw to the Ministry
- b. Sign Agreement
- c. Receive Certificate of Approval

**7. Attachments:**

- a. Bylaw
- b. May 6, 2022, updated letter from the Ministry

**SCHOOL DISTRICT NO. 75 (Mission)**

**BYLAW No. 2022/23-CPSD75-02**

**AMENDED CAPITAL PLAN 2022/2023**

A Bylaw of the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") to adopt an Amended 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 Projects and proceed diligently and use 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 Amended Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of May 6, 2022 from the 2022/23 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) Amended Capital Bylaw No. 2022/23-CPSD75-02.

READ A FIRST TIME THE \_\_\_\_ DAY OF \_\_\_\_, 2022;  
READ A SECOND TIME THE \_\_\_\_ DAY OF \_\_\_\_, 2022;  
READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_ DAY OF \_\_\_\_, 2022.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Chair

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

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Amended Capital Bylaw No. 2022/23-CPSD75-02 adopted by the Board the \_\_\_\_ day of \_\_\_\_, 2022.

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

**SCHOOL DISTRICT NO. 75 (Mission)**

**BYLAW No. 2022/23-CP-SD75-02**

**AMENDED CAPITAL PLAN 2022/2023**

**Schedule 1**

<b>Capital Projects</b>			
Riverside College	SEP – Interior Construction Dust Collector System	\$690,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.
Albert McMahon	SEP – HVAC Upgrades	\$110,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.
Christine Morrison	SEP – HVAC Upgrades	\$300,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.
Bus replacement Fleet # 2753	New Bus D(80+RE)	\$207,074	Proceed to ordering between March 21, 2022 and June 10, 2022 from the list of approved vendors.
Bus replacement Fleet # 1750	New Bus A2 Over 6350 Kg (24-33)	\$114,776	Proceed to ordering between March 21, 2022 and June 10, 2022 from the list of approved vendors.
Bus replacement Fleet # 6750	New Bus A2 Under 6350 Kg (1-24)	\$120,914	Proceed to ordering between March 21, 2022 and June 10, 2022 from the list of approved vendors.



May 6, 2022

Ref: 280802

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

**Capital Plan Bylaw No. 2022/23-CPSD75-02**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2022/23

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This letter is in response to your School District's 2022/23 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

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

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- 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 are able to proceed to procurement.

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

Project #	Project Name	Project Type	Comments
127813	Mission Secondary	Seismic	Project has been deferred. District to resubmit alongside other capital priorities as part of their next 5-year Capital Plan Submission.

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

Below are tables for the minor capital projects that are approved. The table identifies 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.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Riverside College	SEP – Interior Construction	\$690,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.
Albert McMahon Elementary	SEP – HVAC Upgrades	\$110,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.
Christine Morrison Elementary	SEP – HVAC Upgrades	\$300,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2023.

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
2753	D (80+RE) with 1 wheelchair space	\$207,074	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the

			<b>ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a></b>
1750	A2 Over 6350Kg (24-33) with 3 wheelchair spaces	\$114,776	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
6750	A2 Under 6350Kg (1-24) with 3 wheelchair spaces	\$120,914	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>

**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 2022/23 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 Bylaw Number provided at the beginning of this document) for its approved 2022/23 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 Mary-Anne North at [mary-anne.north@gov.bc.ca](mailto:mary-anne.north@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.**

With the 2022/23 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2023/24 Annual Five-Year Capital Plan submission process (using the Ministry’s 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 2023/24 fiscal year, using the CAPS online platform, will be as follows:

- Major Capital Programs (SMP, EXP, REP, RDP, BEP) – June 30, 2022
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2022 deadline.

Please refrain from proactively reaching out to media regarding approved projects until the Province has made public announcements regarding minor capital approvals and playgrounds. Procurement and operational disclosure can continue.

When preparing public announcements pertaining to these approvals after the provincial announcements, please have District communications staff contact Meghan McRae, Communications Director, Government Communications and Public Engagement, at (250) 952-0622

Additionally, the Annual Facility Grant (AFG) project requests for the 2022/23 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2022.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2022/23.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any general questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,



Francois Bertrand, Executive Director  
Capital Management Branch

pc: Rob Drew, Director, Major Capital Projects, Capital Management Branch  
Damien Crowell, A/Director, Minor Capital Programs and Finance Unit, Capital Management Branch

# Public Meeting of the Board of Education

## Tuesday, May 17, 2022



ITEM 5.4      Action      File No.      6010.10.2022/2023

TO:              Board of Education  
 FROM:          C. Becker, Secretary-Treasurer  
 SUBJECT:      School Bus Replacement – Electric Bus Option

### Recommendation

**THAT a resolution regarding purchasing electric school buses be considered:**

**THAT Bus Unit # \_\_\_\_\_ be replaced in the 2022/2023 budget year with an electric bus;**

**AND THAT the additional cost for the electric bus of \$ \_\_\_\_\_ be funded from surplus.**

#### 1. Summary:

The Board has directed staff to consider replacing all buses and fleet vehicles with electric vehicles in the future. As we have received funding to replace three buses, staff have investigated the cost to upgrade the buses with electric buses. The cost and capacity differences are summarized below for consideration. If all three buses are replaced with electric buses, the additional cost would be approximately \$475,000 to purchase the buses. The electric supply would need to be updated as well. A detailed budget for the electrical upgrade has not been completed at this time.

A type D electric bus is available in the Fraser Valley this year – without the Webasto Heater - allowing for the full 84-seat capacity bus in the larger buses.

The bus must be ordered by June 10<sup>th</sup>, 2022. Delivery is expected in January 2023.

#### 2. Background:

The following buses are approved for replacement, with the funding to consider electric upgrades:

	Diesel / Gas Capacity	Electric / Other Capacity	Cost – Includes 8% tax	Ministry Funding diesel/gas	Supplemental Electric Bus Funding	School District funding
<b>Unit 2753 – Diesel vs electric</b>	84	84	\$547,049 (electric)	\$207,074	\$180,000	\$160,000
Unit 1750	24	24	\$354,716 (electric)	\$114,776	\$128,385	\$111,500
Unit 6750 No electric under 6350 available	24	24	\$354,716 (electric)	\$114,776	\$128,385	\$111,500

With Lift Options for comparisons (not required at this time)						
With Lift – rear diesel engine	84	66	\$213,736 (diesel)	\$207,074		
With lift – front diesel engine	84	78	\$203,002 (diesel)	\$203,002		

**3. Options:**

The Board could consider approving the replacement of one, two, or all three buses with electric buses. The two smaller buses can only be replaced with gas or electric buses. No diesel buses are available. If all three buses are approved for replacement with electric buses, additional funds would need to be included in the budget for the capital upgrades needed to the electrical supply to support the purchase. The high-level estimate of cost for the electrical upgrade is \$125,000. The electrical supply to the property would need to be upgraded to support the increased capacity.

**4. Analysis and Impact:**

a. Strategic Plan Alignment

Future Orientation:

Goals: Advance and embrace environmental stewardship and sustainability.

Promote environmental stewardship, sustainability, and Indigenous world views.

b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity

c. Funding Guidelines, Costing, & Budget Impact

There are no funds available within local capital for electric buses. As such, the additional funding for electric buses would need to come from surplus. With the 22/23 budget process currently underway, staff have projected a surplus of approximately \$1 million at the end of 21/22.

If this is funded from Surplus, staff would modify recommendations for the 22/23 budget recommendations to ensure funding remains set aside as contingency – at least until the 21/22 year is complete, and the actual funding is known with certainty.

The current surplus is projected to be approximately \$3 million at the end of the school year.

d. Policy, Legislation, Regulation

The Board has indicated support for replacing vehicles with electric options.

- e. Organizational Capacity
- f. Risks
  - i. Organizational  
the electric buses have a significantly reduced operating range. The current bus must be charged between the morning and afternoon runs. As such, it cannot be used for field trips.
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational  
Reduced fuel costs
  - ii. Reputational  
Reducing carbon footprint
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

**ITEM 5.5                      Information    File No.**

TO:                      Board of Education  
FROM:                  K. Alvarez, Assistant Superintendent  
SUBJECT:              2022-23 Enrolment Projections

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**1. Summary:**

The Assistant Superintendent will discuss the enrolment projections for the regular schools for this September considering the current new enrolment and registrations. Notably, enrolment is up in middle and secondary schools, while it is lower in elementary resulting in a shift in staffing to accommodate the changes.

**2. Background:**

The attached summary includes the current projection for September 2022/2023, with comparative information from the prior year, as well as a summary of the Kindergarten projections.

From January to June each year, staff closely monitor the student enrolment and new registrations for the following year in order to plan for September.

The detailed planning process allows the schools to prepare for September, and for HR to effectively plan and coordinate the hiring processes and job postings for the following year. As the enrolment in elementary is significantly below what was projected, staff have reduced the number of divisions in elementary to adjust for the reduced enrolment. We closely monitor the number of student spaces available at each elementary school, as well as the space available within each grade. Staff try to ensure that space is available in each school and grade in the school district whenever possible, without creating too many unfilled available spaces.

Staff also monitor clusters of schools to ensure that if space is not available at a specific catchment school, that space is at least available reasonably close. For example, staff review West Heights, Christine Morrison, and Cherry Hill as a group, or Albert McMahon and Cherry Hill together, or Mission Central, Windebank and Christine Morrison.

Approximately 50% of the reduced enrolment in elementary schools is in the Kindergarten projections. Staff will review the attached summary during the meeting.

In addition to the reductions at the elementary schools, staff note an increase in the number of students in the middle and high schools.

The current planned reduction of four divisions overall in the Elementary schools is offset by an increase of blocks at the middle and high schools. In addition, staff are anticipating an increase in enrolment in Riverside and Summit from the original projections. The budget impacts of the changes in enrolment will be reviewed during the budget deliberations.

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- 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. **Enrolment Summary**

Mission Public Schools	Data Entry																		
	September 2021/2022	Divisions	2022/2023 Enrollment Estimate (Feb)	Regular Enrollment	International Enrollment	Projected Enrollment 2022/2023	% of School Capacity Used	Divisions	Average Class Size	Student spaces available	Change from Prior Year	Change from Projected	Change to Divisions from Prior Year	K registrations 2021	Projected K registrations 2021	K registrations 2022	K change from prior year	K change from projected	
<b>May 13, 2022</b>																			
<b>Elementary</b>																			
Albert McMahon	435	20	440	421		421	93%	20	21.1	12	(14)	(19)	0	65	73	59	(6)	(14)	
Cherry Hill **	276	13	281	270		270	80%	12	22.5	1	(6)	(11)	1	39	38	38	(1)	0	
Christine Morrison	362	17	363	324	0	324	76%	15	21.6	19	(38)	(39)	2	50	53	42	(8)	(11)	
Deroche **	84	4	80	100		93	59%	5	18.6	16	9	13	(1)	12	9	17	5	8	
Dewdney	138	7	133	145		145	81%	7	20.7	16	7	12	0	9	16	16	7	0	
ESR	369	16	367	367		367	109%	16	22.9	8	(2)	0	0	40	42	40	0	(2)	
Hatzic	308	14	317	278		278	96%	12	23.2	(1)	(30)	(39)	2	46	43	24	(22)	(19)	
Hillside	417	19	420	435		435	121%	19	22.9	5	18	15	0	60	63	58	(2)	(5)	
Mission Central **	342	17	361	349	0	349	86%	17	20.5	24	7	(12)	0	56	63	44	(12)	(19)	
Silverdale **	113	6	124	106		116	57%	6	19.3	19	3	(8)	0	22	17	15	(7)	(2)	
Stave Falls	104	5	115	97		97	54%	5	19.4	5	(7)	(18)	0	24	30	18	(6)	(12)	
West Heights **	251	12	252	244		244	84%	11	22.2	3	(7)	(8)	1	34	36	26	(8)	(10)	
Windebank **	378	17	391	364		364	95%	18	20.2	19	(14)	(27)	(1)	47	50	56	9	6	
	3577	167	3644	3500	0	3503	87%	163	21.5	146	(74)	(141)	4	504	533	453	(51)	(80)	
<b>Middle</b>																			
Hatzic	735	29	772	749	24	773	84%	30.3	25.6		38	1	(1.5)						
Heritage Park	660	27	707	686	0	686	86%	28.6	24.0		26	(21)	(1.5)						
	1395	56	1479	1435	24	1459	85%	58.9	24.8		64	(20)	(3.0)						
<b>Secondary</b>																			
Mission	1324	51	1343	1281	85	1366	109%	53.1	25.7		42	23	(1.8)						
	1324	51	1343	1281	85	1366	109%	53.1			42	23	(1.8)						
<b>Subtotal - Regular Schools</b>	6296	274	6466	6216	109	6328	91%	275	23.0		32	(138)	(0.8)						



# QUARTERLY BOARD REPORT

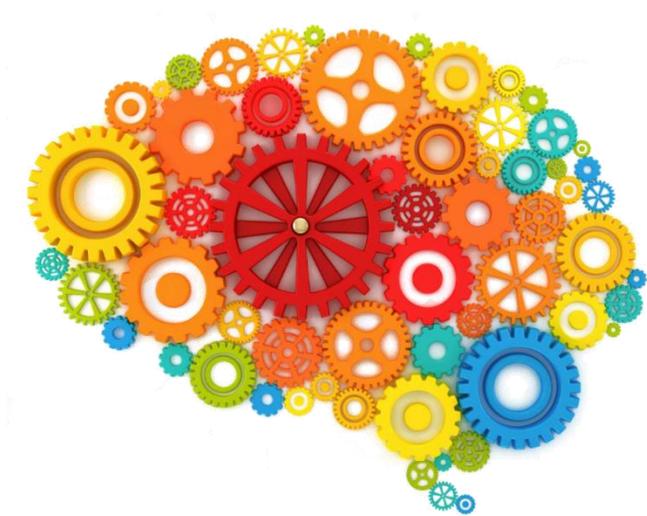
MARCH 31, 2022

**Strategic priorities:** Honouring Culture and Territory, Future Orientation, Student-Centred Learning, Effective Learning Environments, Quality Teaching and Leadership. ([Strategic Plan for reference](#))

## SUPERINTENDENT'S REPORT

The first part of 2022 saw Mission, and BC as a whole, contend with repeated waves of Covid, and late in this cycle the beginning of a return to something resembling normalcy. For our school district, we faced significant absences and a few functional closures, but recent changes in procedures have meant the opening up of things like sporting events, student musicals, theatre, Indigenous ceremonies, and other events that students and staff get joy and fulfillment from. That said, we continue to face shortages that impact students' education and the overall performance of the system.

In addition to continuing to support various mental health initiatives, we have recently hired two safe school coordinators to assist at the middle and secondary levels. These coordinators are connecting with students and helping to prevent some of our most serious safety concerns as well as support students facing a variety of safety and social challenges.



I am pleased to report that, despite the various shortages the district faced, we managed to have no fewer than ten administrators successfully take and complete Compassionate Systems Leadership. One of them wrote the following:

*It was an incredible opportunity during this time of isolationism to learn with educators around the world on something that has researched the depths of what change can be for human systems. When I would return to the walls of the school after each session, I could begin to practice the tools, and the*

*impact was immediate for myself, and for others I was working with. I look forward to what will come as I hope to continue to practice approaching my work with these seminal concepts. It will be to have the community of educators from Mission who were also in that conference to work alongside. Of the many conferences, strategies, approaches and recommendations I have had through the years, this learning has had the most impact on a shift and strengthening of my work and life practice.*

To me, this sums up the positive approach to leadership and support that we have in Mission. It suggests the way we work with our students is right and forward-looking. I am confident more good will come from this in the future.

## SECRETARY TREASURER'S REPORT

Financially, the school district is three quarters of the way through the school year. This time of year, the organization reviews the plans for the year and updates the budget in February considering the final approved enrolment revenue from the Ministry. As such the following table, updated with actuals to March 31, 2022, is tracking is updated to reflect the amended budget. The amended budget also includes an increased transfer from surplus. Staff have used the summary financial position as of March 31<sup>st</sup> to project the year-end financial position. The costs year to date are tracking as expected and, staff have not identified any significant concerns regarding the year-end financial position of the School District. Staff are projecting that the school district will be in a surplus at the end of the year. The anticipated surplus is primarily due to significant vacancies in teaching and Education Assistant positions where replacement staff were not available.

The summary includes amortization consistent with the year-end financial reports.

<b>2021 / 2022 Financial Summary - Mar 31, 2022 Year To Date</b>			
	<b>Amended Budget</b>	<b>Actuals - YTD</b>	<b>% of Budget Expensed</b>
<i>7 of 10 months = 70.00%</i>			
<i>9 of 12 months = 75.00%</i>			
<b>OPERATING REVENUE</b>			
<b>Total Grants</b>	78,155,694	54,443,209	69.66%
Tuition	2,175,000	2,254,446	103.65%
Other Revenue, Leases, Investments	2,263,567	1,062,804	46.95%
<b>TOTAL OPERATING REVENUE</b>	<b>82,594,261</b>	<b>57,760,459</b>	<b>69.93%</b>
Amortization of Deferred Capital	3,042,025	2,237,768	73.56%
<b>STATEMENT 2 REVENUE</b>	<b>85,636,286</b>	<b>59,998,227</b>	<b>70.06%</b>
<b>OPERATING EXPENSE</b>			
Total Salaries and Benefits	72,413,356	48,566,122	67.07%
Total Services and Supplies	10,614,578	6,861,877	64.65%
Total Amortization	4,093,231	2,984,353	72.91%
<b>TOTAL OPERATING EXPENSE</b>	<b>87,121,165</b>	<b>58,412,352</b>	<b>67.05%</b>
<b>Net Operating Surplus (Deficit)</b>	<b>(1,484,879)</b>	<b>1,585,875</b>	
Budgeted allocation of Surplus	1,459,345	1,021,542	
<b>Operating Surplus/(Deficit)</b>	<b>(25,534)</b>	<b>2,600,482</b>	

The following table removes the amortization from the summary and is a better representation of actual revenue and spending. Similarly, the report suggests that the school district will be in a surplus position at the end of the year.

<b>2021 / 2022 Financial Summary - Mar 31, 2022 Year To Date</b>			
<b>Summary without amortization</b>			
7 of 10 months = 70.00%			
9 of 12 months = 75.00%			
	<b>Amended Budget</b>	<b>Actuals - YTD</b>	<b>% of Budget Expended</b>
<b>TOTAL OPERATING REVENUE</b>	82,594,261	57,760,459	69.93%
<b>TOTAL OPERATING EXPENSE</b>	83,027,934	55,427,999	66.76%
<b>Net Operating Surplus (Deficit)</b>	(433,673)	2,332,460	
Budgeted allocation of Surplus	1,459,345	1,021,542	
Allocation to (from) Capital	(1,025,672)	(992,607)	
<b>Operating Surplus/(Deficit)</b>	-	2,361,395	

In addition to monitoring the financial health of the school district, staff have worked to support the board this quarter, with approved policy amendments. Approved updated policies include the Policy Development and Review Policy, the Child Care Policy, the Employee Service Recognition Policy, the Financial Planning and Reporting Policy, and the Board Meeting Procedures Policy. A draft amendment to the Trustee Code of Ethical Conduct was also reviewed.

Staff continue to work with the Siwal Si'wes Advisory Council to review the Halq'emeylem Language Policy. A draft of the updated policy is expected to be presented to the Board in the next few months. In addition, staff have engaged the committee to help develop the Equity, Diversity, and Inclusion policy. This too is expected to be presented to the Board in the next few months. Policy and Procedure work will continue to be a primary focus for the Secretary Treasurer's office, as policies help support the work of the board, while procedures support staff work.

In addition to policy work, staff worked on the Boundary Reviews for Dewdney and Stave Falls. The boundary changes will affect the school catchments beginning September 2022.

## EDUCATION

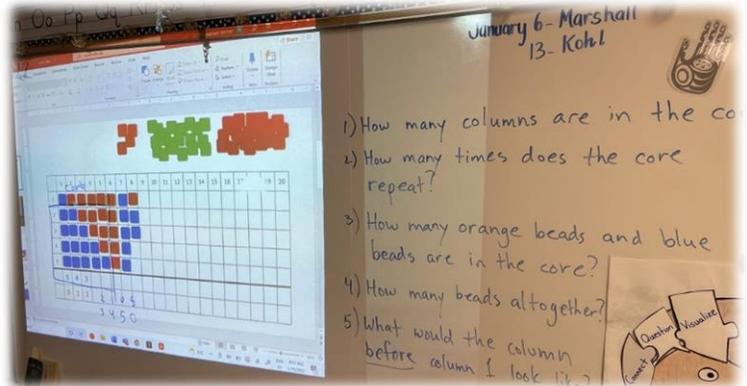
### STRATEGIC PRIORITY:

- Achieve equitable education outcomes for all Indigenous students in MPSD
- Strengthen support and services for learners to address shifting learning requirements
- Create positive learning experiences that support literate and numerate students
- Maintain welcoming, healthy, safe, and inclusive working and learning environments
- Support all staff to adapt to the rapidly changing educational environment and students' needs

## HIGHLIGHTS

We continued with learning initiatives that began in the Fall and were outlined in the previous quarterly report. During this quarter, the following learning opportunities also occurred:

- Numeracy and Indigenous Learning – The Math Mentor Teacher and Indigenous Learning Mentor Teacher collaborated on a beading project at CME that authentically combined math (number sense, patterning) with cultural teachings as students worked to create their own beaded bracelets. Students were engaged, challenged, and supported through the process and were extremely proud of their learning.



- Social and Emotional Learning – The District Principal is working with school leads to embed SEL in classroom instruction. One of the initiatives she started has Fraserview students learn about SEL and then go to elementary schools to teach younger students. Not only are FLC students learning social and emotional skills for themselves, they are taking a leadership role in assisting younger students and contributing to their well-being.



- Assessment – Jennifer Moroz (SD53) presented assessment strategies and portfolios at the District pro-d day in February. Jennifer has also returned to work with assessment pilot participants on developing Learning Ladders and criteria so we are clear with learning objectives and students understand the steps in their learning.

- MSS Studio – In person studio opportunities began again, where teachers sign up with their classes to work with the Secondary Mentor Teacher and Indigenous Learning Mentor Teacher. Students engage in meaningful learning, and teachers see new ideas in action.
- Collaborative inquiry groups working with the Literacy Mentor teacher continued and grew since January. They are using practical, hands-on strategies to increase phonological awareness and reading fluency in primary classrooms.

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## CHALLENGES:

All professional development is after school, due to a lack of TTOCs to cover classes during the day (except where mentor teachers work side-by-side with classroom teachers).

## FINANCE

### STRATEGIC PRIORITY: FUTURE ORIENTATION AND EFFECTIVE LEARNING ENVIRONMENTS

Finance strives to be future-oriented by looking for opportunities to integrate system enhancements, continuing to improve financial reporting, and planning for potential risks and challenges. Accuracy, attention to detail, a solid understanding of the various district operations, and awareness of the district needs, help to strengthen the underlying structure for effective learning environments.

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## HIGHLIGHTS:

The payroll and benefits department completed year-end responsibilities, including T4 processing and pension reporting. The team also continues to navigate the significant level of employee leaves and other changes that have become commonplace over the last couple of years. And they are working closely with HR to incorporate processes related to the recent legislation around sick days for TTOCs and Casual employees. The purchasing and accounts payable department continues to support the schools, facilities, and other departments with recurring services and new needs as they arise. And accounting services continue to spend time supporting, mentoring, and training school clerical and administrative staff, in addition to the recurring monthly accounting tasks. For budgeting, along with completing the 2021/22 amended budget, significant time was spent preparing the 2022/23 preliminary budget.

The following financial reports were completed during Q3:

- 2021 Pension Reporting
- 2021/22 Amended Budget
- 2022/23 Enrolment Forecasting
- 2021/22 Q2 Board Financial Report
- 2021/22 Q2 Event-Driven Reporting (Covid / Extreme weather)
- 2021/22 Q2 Employment Data and Analysis Report (EDAS)

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## CHALLENGES:

We continue to have challenges in payroll related to the number of employee changes (leaves, additions, assignment changes). School finance mentoring and support continues to be in high demand due to the needs at various schools. The increasing demands related to financial reporting and budgeting continue to be a challenge.

## HUMAN RESOURCES

### STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

The Human Resources department supports the employment life cycle where efficiency and effectiveness are under regular review.

#### HIGHLIGHTS:

Five out of six positions are filled as approved by the Office of the Human Rights Commissioner-SD75 Mission-Preferential Hiring of Self-identified Indigenous Teachers.

Since March 2021, 13 teachers have been hired along with 11 education assistants and 8 supervision assistants. Newly created Safe Schools and Substance Abuse Liaison positions and Manager of Facilities were also filled.



Joint Job Evaluation Committee(JJEC) for Support Staff continues to review every support staff job description which most recently resulted in the restructuring of the IT department and reclassifying a clerical position at the high school.

Implementation of new technology workflow and EDocs modules for Atrieve will assist in streamlining data for HR and payroll departments

Communication of Employee & Family Assistance Program (EFAP). The program remains highly used by staff and their family members most often for counselling.

Local bargaining with the teachers' union has been completed. Local bargaining with CUPE has not yet commenced.

Commencement of implementation of Employee Long Service Recognition policy 5.2

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## CHALLENGES:

Providing sufficient staffing, in particular teachers, during unpredictable rates of illnesses due to COVID-19 above typical reasons for absence, resulting at times in functional school closure. This has resulted in school administrators and district staff teaching or filling in for absent school administrators across the district. Casual/TTOC staff continue to be unavailable due to illness or their preference to limit their availability even in light of the removal of provincial restrictions such as the mask mandate.

Increased time needed to support sites with investigations and performance management.

New Employment Standards Act 5 days Paid illness and injury leave now includes casual staff and TTOCs effective March 31, 2022, resulting in increased data tracking and impact on financial resources due to the possibility of funding one absence three times.

Remedy minutes data for teachers who have a class size or composition violations is calculated monthly. During February and June, professional development and resource dollar amounts are distributed.

## INDIGENOUS EDUCATION

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### STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

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#### HIGHLIGHTS

This year, we have provided several Equity, Anti-Racism and Mental Health learning opportunities for SD75 staff.

We invited Alex Shevrin Venet, author of the book *Equity Centre Trauma-Informed Education* for a series of five-session two-hour virtual learning experiences. The sessions are attended by various SD75 staff, including Senior Leadership, School and District Administrators, Student Services, and Siwal Si'wes Staff Education Coordinators from the Nations.

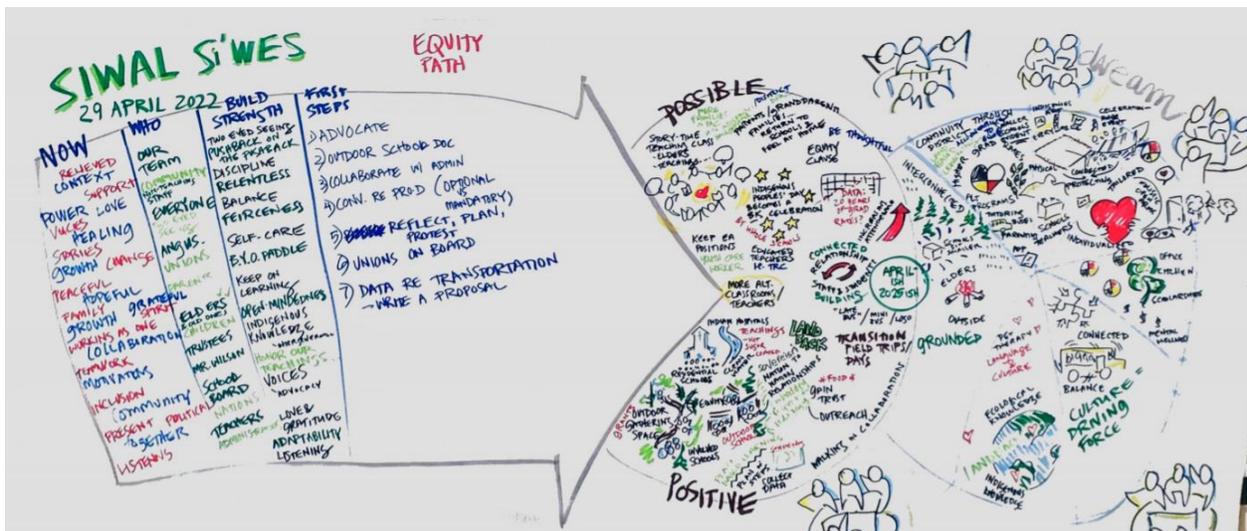
Additionally, Siwal Si'wes staff have been learning alongside Len Pierre (Coast Salish from Katzie (kate-zee) First Nation). Len is an educator, consultant, TEDx Speaker, social activist, traditional knowledge keeper, and cultural practitioner. Len shares his wisdom and knowledge on *Mental Health through an Indigenous Lens*.

Jo Chrona, (Ganhada of Waap K'oom of the Kitsumkalum First Nation, a Ts'msyen Community in British Columbia), Indigenous curriculum expert, educator and author, led a fascinating and thought-provoking virtual learning session on *Bias, Privilege & Anti-Racism in Education*. We are looking forward to the publication of her first book, *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*.

The District Principal of Indigenous Education, members of the Siwal Si'wes Indigenous Education Advisory Council and the Secretary-Treasurer of SD75 have been collaborating on a number of SD75 policies. We created a Policy Working Group among interested Advisory Members, who meet regularly to provide guidance and feedback. So far, we have completed the Child Care Policy, and are currently completing the Halq'emeylem Language Policy. A grand Kwás'hoiy to Advisory members who contributed to this important and necessary work.

Through the *Addressing Learning Impacts* funding, a few new temporary staff members joined Siwal Si'wes. We now have two Educational Assistants supporting Indigenous middle school students and two .2 FTE Indigenous Student Outreach Teachers. Working closely with the families, with Siwal Si'wes Staff and with School Staff, the role of the Indigenous Student Outreach Teacher is to connect with Indigenous learners experiencing attendance barriers. In a short time, they have made great strides, with many learners returning to school.

On Friday, April 29, 2022, Siwal Si'wes Staff came together with two PATH facilitators from *Imagine a Circle* to co-create an Equity PATH for SD75. This gave us time to dream, and time to collaborate on a positive and possible way forward, for equity for Indigenous learners of SD75. This process will be completed with various groups, including Nation members and SD75 staff over the next couple of years.



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## CHALLENGES:

Many Indigenous learners continue to experience attendance barriers (chronic absenteeism). Siwal Si'wes and School Staff are working hard to provide service to learners who do not attend school in person regularly.

Staffing continues to be a great challenge, specifically when trying to fill positions for staff who are on leave for specific brief periods of time. Hiring Halq'emeylem-speaking individuals prove to be a continued great challenge.

SD75's Equity Scan is now in its third year. Although we have done foundational work, the next step is to ensure that all work done at both macro and micro levels, (i.e., the district, school and classroom levels), is done through an equity and anti-racist lens.

## OPERATIONS

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### STRATEGIC PRIORITY:

Operations Department is focused on providing strengthened support and services for learners to address shifting learning requirements, advance and embrace environmental stewardship and sustainability and maintain a welcoming, modern, healthy, safe and inclusive working and learning environment.

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### HIGHLIGHTS:

This quarter the Facilities department has tackled a number of projects including the completion of a UV water filtration system at Stave Falls Elementary, HVAC and Mechanical improvements at Hatzic Elementary, Hatzic Middle School, Heritage Park Middle School and Mission Secondary and energy-efficient lighting upgrades at several sites and completed approximately 1050 site requested and preventative maintenance work orders.

Transportation has been busy as there has been an increase in travel with the opening up of field trips and an ever-increasing number of students requiring busing. The Transportation Department has also received and introduced the district's first electric school bus into our fleet.



The IT department has embraced the evolving technology requirements for the district. This quarter has seen the beginning of a district-wide computer upgrade program with the replacement of 250 staff and student laptops, upgrades to wifi at several sites, firewall upgrades at Mission Secondary and security camera upgrades at both Mission Secondary and Heritage Park Middle School.



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#### CHALLENGES:

Staff shortages for our BSWs and bus drivers have been a concern for several years. Covid has been a challenge for everyone contributing to staff shortages, but it has been very challenging for the Health and Safety department with ever-changing regulations and increased claims. Our aging facilities and increased student population has put increased demand on our staff and budgets.

### STUDENT SERVICES

#### STRATEGIC PRIORITY: STUDENT-CENTRED LEARNING AND EFFECTIVE LEARNING ENVIRONMENTS

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#### HIGHLIGHTS:

Students began working with Triangle Community Services and Buxton Consulting for our students' Youth Employment training.

Work has begun to support the transition to Kindergarten, as we hosted a parent information night for new kindergarten registrations and begun our staffing plan for next school year for all students with support considerations.

Conducted our first full school accessibility audit at Hatzic Middle School and are working with Facilities on prioritizing upgrades at the site.



## Futures for Youth RITE Program

Reaching Independence Through Employment

Supporting Youth with flexible and holistic services to gain the confidence, skills and experience needed to find and sustain meaningful employment.



Supporting You to Find Your Purpose



**Triangle Community  
Resources Inc.**

For Information or To Register:  
Email: [info@triangleresources.com](mailto:info@triangleresources.com)  
Visit: [www.triangleresources.com](http://www.triangleresources.com)



Trained our critical incident response team, known as our “Flight Team” through 10 on-line sessions with the Crisis Management Institute. The “Flight Team” is the name given to Staff who have permission to “Fly at a moment’s notice” to where they are needed. The Flight Team responds to critical incidents at schools, such as, in the case of death or serious injury, suicide, murder, missing child, terminally ill or medically frail student or staff member, and trauma (natural disaster, accidents).

Trained counsellors, Siwal Si'wes staff, and youth care workers in Emotion-Focused school support strategies to promote emotion-focused techniques to support emotion processing in the classroom to promote engagement and learning. The training will also assist in adapting the approach to challenging dynamics with parents/caregivers while increasing awareness of strengths, triggers and patterns.

Ordered three more emergency evacuation chairs for the upper floors at HMS, MSS, and HPMS.



### CHALLENGES:

Counselling and inclusive support teacher shortages continue to impact services to students at several schools.



In some schools, non-enrolling Student Services staff are needed to cover for the shortages which impact services to students.

It has been difficult to provide consistency for students with the impacts of COVID-19 affecting personnel.

**ITEM 6.1      Action**

**File No.    1020**

TO:                Board of Education  
FROM:            C. Becker, Secretary-Treasurer  
SUBJECT:        Board Meeting Procedures Amendment – Inaugural Meeting

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**Recommendation**

**THAT the Board Meeting Procedures be amended to replace “Section 1.1.1.” as follows:**

1.1.1    The inaugural meeting of the Board of Education (the “Board”) will be open to the public and be held on the Tuesday in November that is immediately after the first Monday in November of an election year (every four years);

**1. Summary:**

After the 2018 Election, the new Board noted the delay in holding the Inaugural meeting. The Inaugural meeting was scheduled in accordance with the then approved Board Meeting Procedures. This report provides information and background on the process and recommends amending the Board Meeting Procedure Policy to move the inaugural meeting earlier in November.

**2. Background**

The Inaugural meeting cannot occur before the term of the office of the new trustees begins. The new term of office begins the first Monday in November, and after the elected trustees make their oath of office or allegiance.

Trustees take office upon taking the oath of office / allegiance, after the beginning of the term, within the timeline for taking the oath of office / affirmation. Typically, the oath of office has been made prior to opening the inaugural meeting as a ceremonial process. The inaugural meeting then proceeds with the election of the board chair and vice-chair. Inaugural meetings generally do not conduct any business of the school district, unless trustees determine at the meeting to conduct business. The Board Meeting Procedures have been approved with this intent.

The oath of office / allegiance must be made within 45 days following the declaration of official results – by December 8, 2022 (declared October 19, 2022).

If the inaugural meeting is held on a Tuesday after the term of office begins, it can occur on the Tuesday immediately following the first Monday in November. Some years, this Tuesday is the first Tuesday in the month, and some years, it is the second Tuesday in the month. As such, the proposed language allows for the inaugural meeting to occur on the day following the beginning of the term of office.

**3. Options:**

1. Change the inaugural meeting to the Tuesday immediately following the first Monday in November, as per the drafted resolution. This allows the meeting to occur as soon as Trustees are entitled to take office. For example, if the first Monday in November is the 1<sup>st</sup>, the inaugural meeting would be held on the 2<sup>nd</sup>.
2. Change the inaugural meeting to the second Tuesday in November. This may provide less confusion to understand the intent of the policy. It may in some years; however, delay the inaugural meeting

by an additional week. For example, if the first Monday in November falls on the 6<sup>th</sup>, the inaugural meeting would be held on the 14<sup>th</sup>.

3. Do not change the policy. In some years, the inaugural meeting could be delayed until November 21<sup>st</sup>.

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

Part 4, Division 1 of *The School Act* legislates the establishment of Boards of Education. Sections 49, and 50 are excerpted and attached to this report.

[School Act, Part 4, Division 1](#)

- 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:**

1. School Act Excerpt
2. Section 1.1 Board Meeting Procedures

**Item 6.1 Board Meeting Procedures Amendment Report – Inaugural Meeting**

**Attachment 1 - School Act – Excerpt, May 12, 2022**

[School Act, Part 4, Division 1](#)

**General term of office**

**49** The term of office of a trustee elected at a general school election

- (a) begins on the first Monday after November 1 following the election or when the person takes office in accordance with section 50 (3), whichever is later, and
- (b) ends immediately before the first Monday after November 1 in the year of the next general school election or when at least 3 trustees elected at or appointed following that election have taken office, whichever is later.

**Oath of office**

**50** (1) A person elected or appointed as a trustee must make a prescribed oath of office, by oath or solemn affirmation, within the following applicable time limit:

- (a) in the case of a person elected by acclamation, within 50 days after the date set for general voting day had an election by voting been required;
- (b) in the case of a person elected by voting, within 45 days after the declaration of the results of the election;
- (c) in the case of a person appointed to office, within 45 days after the effective date of the appointment.

(2) The oath must be made before a judge of the Court of Appeal, Supreme Court or Provincial Court, a justice of the peace, a local government corporate officer or the secretary-treasurer of a board, and the person making the oath must obtain the completed oath or a certificate of it from the person administering it.

(3) A person takes office as trustee

- (a) at the time the term of office begins if, at this time, the person produces or has produced the completed oath or certificate to the secretary-treasurer, or
- (b) at any later time that the person produces the completed oath or certificate to the secretary-treasurer.

(4) A person taking office as a trustee may also make an oath of allegiance.

**Item 6.1 Board Meeting Procedures Amendment Report – Inaugural Meeting**

Attachment 2 – Board Meeting Procedures Excerpt – Current Policy

**Procedures**

**1. Meetings**

1.2 Inaugural

- 1.2.1 The inaugural meeting of the Board of Education (the “Board”) will be open to the public and be held on the third Tuesday in November of an election year (every four years);
- 1.2.2 The purpose of the Inaugural meeting is for the Trustees;
  - 1.2.2.1 To make a prescribed oath of office, by oath or solemn affirmation; and
  - 1.2.2.2 To elect the Chairperson (“Chair”) and Vice-Chairperson (“Vice-Chair”) of the Board.
- 1.2.3 The Secretary-Treasurer will give notice of the Inaugural meeting.
- 1.2.4 Each Trustee will take the oath of office immediately after the meeting is called to order.
- 1.2.5 The Secretary-Treasurer will act as the Chair of the meeting until the Board Chair is elected.



FVRD, it could make the election process challenging for the City and the FVRD, as they would have to manage two separate processes.

3. The school district could choose to create its own procedures for the election and manage the election process independent of the City or the FVRD. This would be unique, as most school districts have local governments manage the election of trustees for school districts.

#### 4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

Section 45 (6) In order for a bylaw under this Part, or under Part 3 of the [Local Government Act](#) or Part I of the [Vancouver Charter](#) as those Parts apply to trustee elections, to apply to a trustee election, the board must adopt the bylaw at least 4 weeks before the first day of the nomination period for the trustee election.

Section 45 (8) For the purpose of harmonizing a trustee election with a local government election being conducted at the same time, a board may, by bylaw, provide that the bylaws of the local government under Part 3 of the [Local Government Act](#) or Part I of the [Vancouver Charter](#) apply to the trustee election.

- e. Organizational Capacity

The school district does not currently have the capacity to manage trustee elections without the support of the local governments.

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

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

#### 5. Public Participation:

#### 6. Implementation:

#### 7. Attachments:

- a. Trustee Election Bylaw No. 2022-3

**SCHOOL DISTRICT NO. 75 (Mission)**

**TRUSTEE ELECTIONS BYLAW**

**BYLAW No. 2022-3**

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (Mission), in accordance with the *School Act*, to establish various procedures and requirements to be applied in the conduct of general school elections and other trustee elections.

Whereas in School District #75 (Mission) trustee elections are held in the following trustee electoral areas:

<b>Trustee Electoral Area</b>	<b>Trustee Electoral Area Description</b>	<b>Number of Trustees</b>
#1 (City)	Municipality of the City of Mission	Four
#2 (FVRD)	Electoral Areas F, G, and a portion of Area C of the Fraser Valley Regional District	One

Therefore, the Board, in open meeting assembled, enacts as follows:

**1. Definitions:**

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

“Board” means the Board of Education of School District No.75 (Mission)

“by-election” means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.

“election” means a trustee election.

“Regional District” means the Fraser Valley Regional District.

**2. Application**

(a) This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

**3. Application of Local Government Bylaws**

(a) In Trustee Electoral Area #1 (City) the election bylaws of the Municipality of the City of Mission apply to trustee elections conducted by the Municipality of the City of Mission, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

(b) In Trustee Electoral Area #2 (FVRD) the election bylaws of the Regional District apply to trustee elections conducted by the Regional District, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

**4. Resolution of Tie Vote after Judicial Recount**

(a) In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

**5. Title:**

This bylaw may be cited as School District No.75 (Mission) Trustee Elections Bylaw No. 2022-3.

**6. Repeal**

School District No 75 (Mission) Trustee Elections Bylaw No 2018-4 is hereby repealed.

READ A FIRST TIME THE \_\_\_\_ DAY OF \_\_\_\_ 20\_\_;

READ A SECOND TIME THE \_\_\_\_ DAY OF \_\_\_\_ 20\_\_;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_ DAY OF \_\_\_\_ 20\_\_.

\_\_\_\_\_  
Chairperson of the Board

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

**ITEM 6.3      Action      File No.    1105**

TO:            Board of Education  
FROM:        C. Becker, Secretary-Treasurer  
SUBJECT:     2022 Election Officials Appointment

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**Recommendation**

**THAT the following resolutions be approved:**

**That Jennifer Russell be appointed as Chief Election Officer for the purpose of conducting the 2022 Trustee Elections for School District No. 75 (Mission) within the City of Mission; and**

**That Christine Brough and Connie Cooper be appointed as Deputy Chief Election Officers for the purpose of conducting the 2022 Trustee Elections for School District No. 75 (Mission) within the City of Mission; and**

**That Jaime Van Nes be appointed as the Chief Election Officer for the purpose of conducting the 2022 Trustee Elections for School District No. 75 (Mission) within Areas F, G, and a portion of C of the Fraser Valley Regional District; and**

**That Pam Loat, Lauren Olynick, and Shayla Berthelet be appointed as Deputy Chief Election Officers for the purpose of conducting the 2022 Trustee Elections for School District No. 75 (Mission) within Areas F, G, and a portion of C of the Fraser Valley Regional District; and**

**That the Secretary-Treasurer be authorized to execute agreements with the City of Mission and the Fraser Valley Regional District for conducting the Trustee Elections on behalf of School District #75 (Mission).**

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**1. Summary:**

The election for the Trustees of School District 75 will be held in October 2022. The elected trustees will serve a four-year term beginning in November 2022. The election process must be conducted in accordance with the School Act and the Local Government Act.

To prepare for the election, the School District must appoint the chief and deputy election officers for the two election areas and approve agreements with the City of Mission and the Fraser Valley Regional District to conduct the election. As the election process begins in August, the bylaws and appointments must be prior to the end of June.

**2. Background:**

The School District electoral boundaries encompass the City of Mission and a portion of the Fraser Valley Regional District. The election process has been previously coordinated by the City of Mission for the election of trustees from within the City boundaries, and by the Fraser Valley Regional District for the trustee from the electoral area.

As in prior years, staff recommend that the School District enter into agreements with the City of Mission (City) and the Fraser Valley Regional District (FVRD) to run the elections for School District 75 trustees in the 2022 local elections. This is a process that occurs in most school districts throughout the province.

### 3. Options:

1. Conduct the elections as recommended – by contracting with the City and FVRD.
2. Manage the election by appointing a Chief election officer and manage the process – through staff, or through an external consultant – at a significantly greater cost than through the City and FVRD. It would take significant effort and time to manage the process.

### 4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

The Election of School Trustees is conducted in accordance with the *BC School Act* and the *Local Government Act*.

- e. Organizational Capacity

Current staff do not have the capacity to take on running the election, nor the current knowledge to manage the process. A significant effort would be needed to manage the election.

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

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

### 5. Public Participation:

The election process is ultimately about public participation in the election of Trustee representatives to govern the School District.

### 6. Implementation:

Agreements will be finalized in the next month - allowing the City and FVRD to incorporate information on the School District election process into all documents and communications of the Chief Election Officers.

August 2, 2022	Last Day to Adopt Election Bylaw
August 30, 2022	Nomination Period Begins
September 9, 2022	Nomination Period Ends & Declaration of Candidates
September 16, 2022	Candidate Nomination Withdrawal Deadline
September 17, 2022	Campaign Period Begins
October 5, 2022	Required Advance Voting Day
October 15, 2022	General Voting Day / End of Campaign
October 19, 2022	Official Results Declaration Deadline
November ____, 2022	Inauguration of New Board

### 7. Attachments:





1

## Trustee Orientation Overview

*We are honoured to work and learn within the traditional, ancestral, unceded and shared lands of the Stó:lo people, which include Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:tl'el First Nations.*

2



3



4

## District Context

### OUR MISSION

- Mission Public School District is committed to a safe, equitable, and inclusive educational system for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history. We are dedicated to honouring student voice and empowering our students to reach their potential.

### OUR VISION

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

5

## Our Values

- Working Together
- Lifelong Learning
- Thinking Beyond Today
- Do the Right Thing



6

## District Context

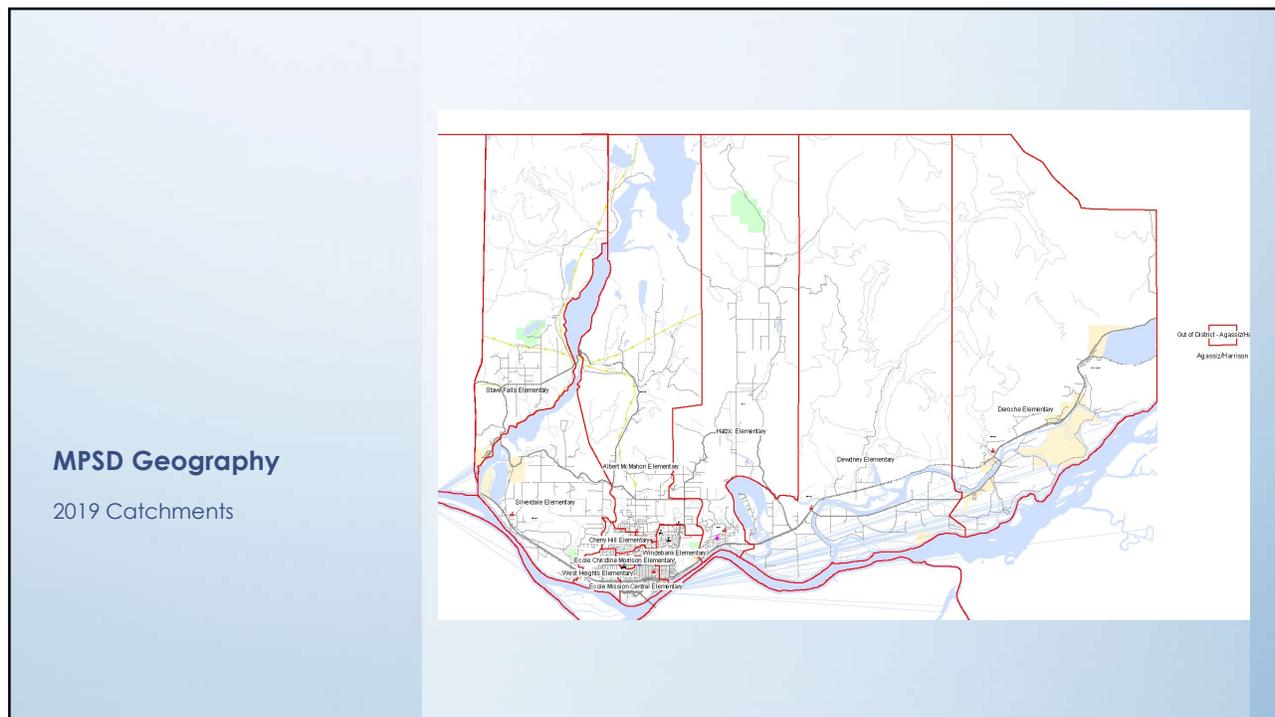
- Mission Public Schools (School District No 75) enrolls approximately 6500 FTE students plus International Students. This puts Mission squarely in the 'Medium-Large' District pool – Districts range in size from 180 to 76000.
- The District was in decline for many years, but began growing in 2015. In 2018 there was a modest decline in enrolment; however, there has been growth observed ever since, with the influx of new residents.
- Mission is a combination of rural and core urban schools. 13 Elementary Schools, 2 7-9 Middle Schools, an Alternate School, a Senior Secondary, and a Vocation-focused Riverside College.
- Just under 20% of students are of Indigenous ancestry. The last five years have seen a significant increase in students arriving in the district with diverse needs as we continue to grow.

7

## Community Context

- Mission is a growing community; we were projected to add 800 students in the next decade, and have already surpassed this number. In 2021, we saw a 3.8% increase in students; the province saw 2%.
- Mission faces some socio-economic challenges. For example, our average education levels (44% of adults w/o post secondary; 35% provincially) and youth on welfare (about 30% higher than the provincial average) are significantly divergent from provincial averages.
- Mission's varied geography poses transportation challenges.
- Geography also influences a number of environmental difficulties over the past few years – higher than average snow days, as well as heat domes, smoke, and floods!

8



9

## District Operations

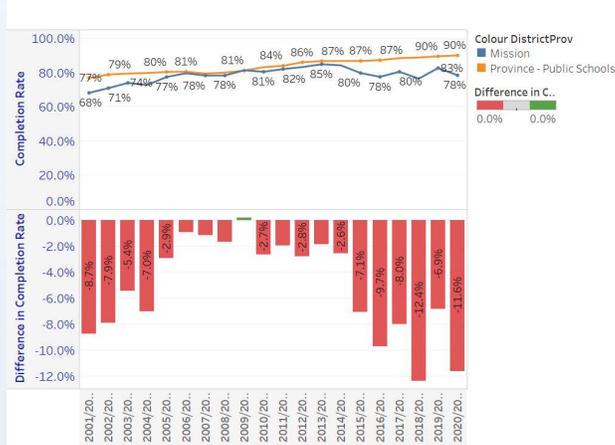
- 13 Elementary schools, of which two are 'schools of choice' (ESR and HTA), and two of which offer 'programmes of choice' (French Immersion at ECMES and EMCES)
- 2 Middle Schools
- 1 10-12 Senior Secondary
- FLC, SLC, Riverside
- Ferndale Facilities
- SD75 also has closed schools. Two have been demolished; one has been converted into our Facilities Department. Durieu remains potentially functional in the future.

10

### Student Success Indicators

SD75 performs slightly below provincial averages for school completion

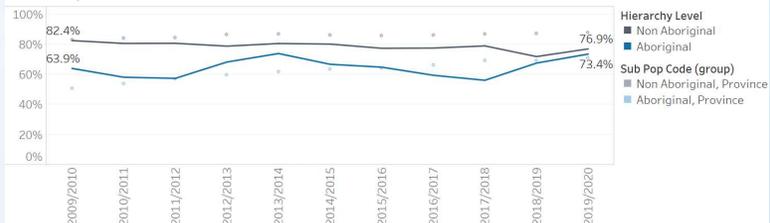
Completion Rate: 6 Year Model



The trends of Completion Rate Filter and Difference in Completion Rate Filter for School Year. For pane Completion Rate Filter: Color shows details about Colour DistrictProv. For pane Difference in Completion Rate Filter: Color shows Difference in Completion Rate Filter. Details are shown for District Name. The data is filtered on Resident, Special Needs, Gender, ELL and Indigenous Ever. The Resident filter keeps Resident. The Special Needs filter keeps Non Special Needs and Special Needs. The Gender filter keeps Female and Male. The ELL filter keeps ELL and Non ELL. The Indigenous Ever filter keeps Indigenous and Non Indigenous. The view is filtered on School Year, which keeps 20 of 20 members.

11

CR History

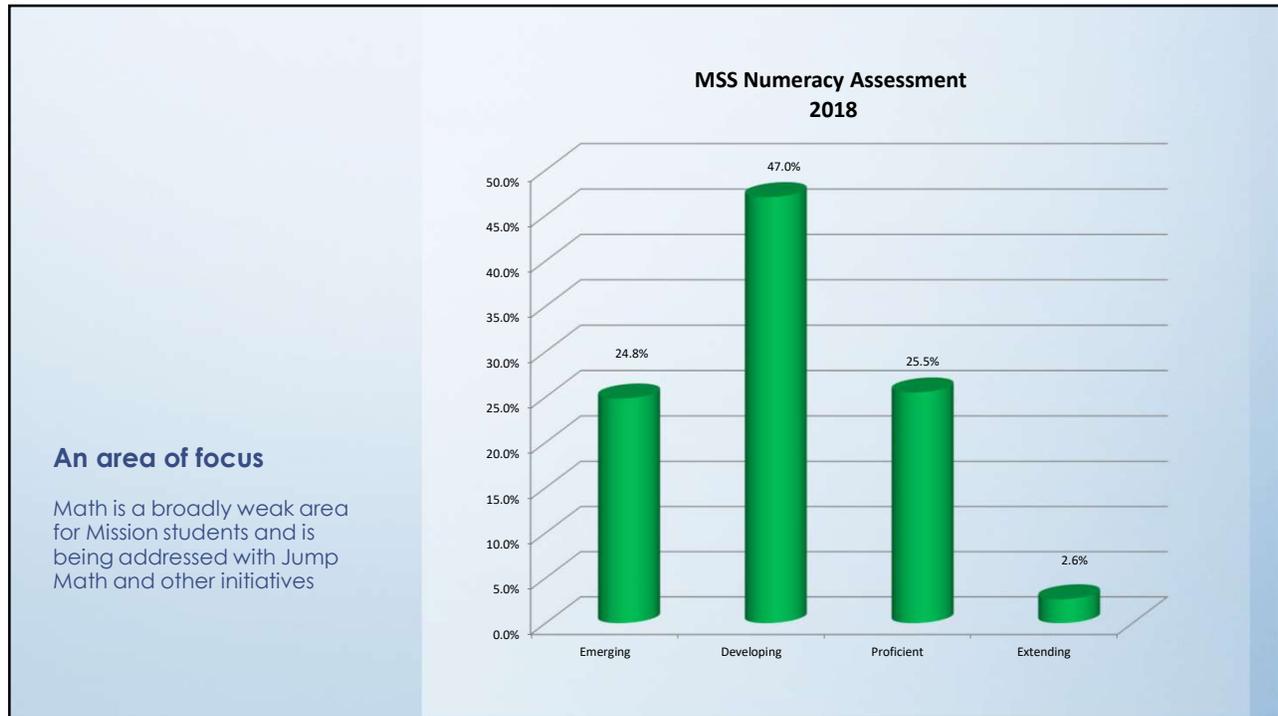


The trends of sum of Provincial Rate and 6-year Completion Rate for School Year. For pane Sum of Provincial Rate: Color shows details about Sub Pop Code (group). For pane 6-year Completion Rate: Color shows details about Hierarchy Level. The data is filtered on School District, which keeps Mission (75). The view is filtered on Action (Sub Pop Code (group)), which keeps 2 members.

### Student Success

However we are closing the gap between Indigenous and Non-Indigenous students currently

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## Budget and Scale

- One of the primary responsibilities of the Board of Education is approval of the annual budget, approximately \$65 Million.
- Approximately 85% of our budget, like all school districts, is targeted to staffing
- As with most school districts, Mission Public Schools is Mission's largest employer, with about 1000 employees.
- MPSD has over 400 teachers, 500 support staff, and about 50 exempt positions

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## Governance

- The Board of Education is a publicly elected group of five trustees, which derives its authority from the *School Act*.
- The Board of Education will maintain close contact with its educational and electoral community, keep informed of provincial and federal educational policies and be attentive to representation and recommendations from employee groups and delegations of concerned citizens.
- The Board of Education will concern itself primarily with broad questions of policy rather than with administrative details. This is often referred to as 'Governance vs Operations'

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## Governance

- Governance is the prerogative of the board of education as a whole.
- No individual school trustee or minority group of trustees has any authority or power unless expressly directed by the majority of the board.
- Once the majority has made a decision, all board members are expected to support it, or at least not impede the implementation of the decision.

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## Role of the Board

- In British Columbia, boards of education are responsible for public schools (K – 12), early learning, and adult literacy. Recent developments suggest they are potentially involved with childcare as well.
- They share these responsibilities as co-governors with the provincial Ministry of Education and Child Care. Broadly speaking, boards provide district-level policy leadership that enhances student achievement.
- Hire and work with the superintendent of schools.
- Ensure the prudent use and control of the district's resources.
- Locally elected boards provide the local autonomy and work to increase community confidence in public education in BC.

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## Role of the Board

- Delegate responsibility for administration and day-to-day matters consistent with those descriptions and objectives, and monitor staff and district performance on a regular basis.
- Working within the policies, regulations and directives set by the provincial government, trustees act as co-governors of the provincial education system by setting the local direction for achievement, allocating available resources, and monitoring local performance.
- Boards MUST pass a balanced budget annually.

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## Responsibilities - Review

- Overall authority for implementing and maintaining the School Act
- Fiduciary & Financial
- Strategic & Educational Vision
- Employer Oversight
- Community Engagement

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## Community Engagement

- Interact with the community on a semi-regular basis – your trustee hat is always on!
- Use caution in agreeing with community ideas—bring the idea to the Board, rather than speaking on behalf of the Board
- Parental Complaints and Commentary: remind them to first follow the process, eg speak to the teacher >> Principal >> Superintendent. If you are too deeply involved in the issue, you may not be able to hear the appeal
- Broad commentary is good, specific commentary may violate Privacy of a particular student or staff member

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## The Board Chair

The Board Chair does not have 'more vote' or say than other trustees, however they do have several special duties:

1. Chairing meetings
2. Acting as the spokesperson of the Board, signatory, and occasionally as the representative of the Board with dignitaries, some civil functions, and the like
3. Organizes Board Meeting agendas and facilitates other similar items

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## Meetings

- Trustees meet monthly for public Board Meetings, Closed Board Meetings, and (mostly) monthly for Committee of Whole meetings.
- Committee of the Whole discusses a broad range of topics, but can only recommend items to a true Board Meeting, where a decision can be made on an issue.
- Attendance at Board Meetings is expected. Absence at three consecutive meetings means under the School Act that you are removed from trusteeship.
- Conflict of Interest – is defined in the School Act. Trustees cannot participate in decision making if they are in conflict.

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## Regular Meetings

- Robert's Rules
- 'Action Items' require a motion and a seconder; information items do not require a motion
- In order for a Board Meeting to be official, it must have quorum and must have the Secretary Treasurer in attendance. Note that the role of secretary may be temporarily assigned to the Superintendent or other member of staff.



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## Closed Meetings

- Closed, or 'In Camera' meetings, are held before most public Board Meetings.
- Closed sessions discuss confidential matters – specific student concerns, employee issues, and property items. The individuals being discussed have a right to privacy. These items are not to be discussed with anyone – family, members of the public, etc.



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## The Big Advice

Although a trustee has been elected as an individual, they must now work as a team member to accomplish district goals by:

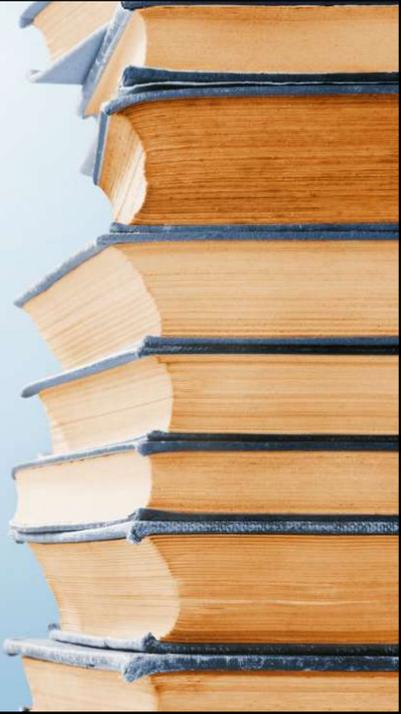
- Creating a climate of trust by working through political and personal differences in the interests of healthy debate and good decision-making;
- Working closely and respectfully with district staff and employees;
- Actively engaging parents and the public in board processes and decisions;
- Providing leadership by approving policies and making decisions that guide the work of the district and clearly describe what the district should accomplish.

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## Fundamental Practice of the Board

- As noted, once the Board makes a decision, that is a decision of the Board. Individual opinion is not policy.
- Trustees, and especially the board chair, must remember to maintain an appropriate relationship with principals, teachers, and other district staff. If individual trustees start responding to or directing staff without involving the whole board and the senior administration team, communication breakdowns, conflicts, and confusion will arise.

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## Administration

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## Admin: Superintendents and Secretary Treasurers

The Superintendent and Secretary Treasurer are the board's two corporate executive officers and, as a team, guide the implementation of all decisions of the board through the education and business services of the district. Basically, to be a District you need a Superintendent, and to be a Board you need a Secretary Treasurer.

### Superintendent of Schools

Section 22 of the *School Act* - A Board must appoint a Superintendent of Schools who as chief executive officer, under the general direction of the board, is responsible for:

- The entire organization and supervision of all staff;
- Standards of conduct and achievement in a district;
- Serving as the senior education officer and the executive administrator who in most cases is responsible for the implementation of curricula and programs.

The Superintendent is the Chief Executive Officer and is also a certified teacher. The Superintendent is the directly hired agent of the Board of Education.



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## The 'ST'

### Secretary-Treasurer

The Secretary-Treasurer is the statutory corporate financial officer of the board of education, responsible to the board and the Ministry of Education for financial statements, corporate records, minutes and procedural documents of the district.

- The ST is the chief business official.
- The ST attends all board meetings and officially endorses all corporate minutes, documents, and financial transactions.

The Secretary-Treasurer, Superintendent, and Board work together closely to prepare agendas, schedule meetings and ensure that the board and its administrative staff execute their responsibilities effectively.

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## Other District Staff

- The other District staff, both exempt and unionized, fulfill a variety of roles in the organization. There is no School Act requirement in this area, but the Collective Agreement with the Mission Teachers' Union (MTU) does have requirements around certain ratios for some teacher positions.
- MPSD has an Assistant Superintendent, a Director of Student Services, a Director of HR, a Director of Operations, a Director of Finance, a District Principal of Indigenous Education, and a number of other positions in Finance, HR, Curriculum, Indigenous Education Ed, and Student Services.

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## Funding



- The vast majority of funding is student driven, eg FTE and through some student designations. Further funds are calculated through an algorithm based on unique geographic factors. Local taxes have no impact on School District funding.
- Almost all of our funding derives from the provincial government; though we also receive small amounts of funds through special grants, federal funding, rentals, tuition, and interest.
- The budget process begins early in the calendar year, and is approved before the summer (June 30) for the following school year. The budget MUST be balanced.

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### Overview of the 2022/23 Operating Grant Allocation Formula

#### Allocation of the total Operating Block and Enrolment counts (2022/23 estimated as at March 2022)

**Funding Adjustments:**

- Districts' preliminary allocations are adjusted after each of the enrolment counts; September 29<sup>th</sup>, February and May;
- A district's preliminary allocation will increase if actual enrolment is higher than district estimated enrolment; and consequently decline if actual enrolment is lower than district estimated enrolment;
- Funding Protection is calculated following the September enrolment count only – this supplemental grant is calculated last and ensures that districts do not experience a funding decline of greater than 1.5% compared to the previous year for the September count;
- The full operating block must be allocated to districts by June 30 of the current school year;
- Funding is disbursed in a "just in time" manner to closely match district cash needs.

**Provincial Totals**

- 76%** allocated through the Basic Allocation
 

Basic Allocation	
Standard School: \$7,852 per school age FTE	Continuing Education: \$7,852 per school age FTE
Alternate School: \$7,883 per school age FTE	Online Learning: \$6,360 per school age FTE
- 16%** allocated to recognize unique student enrolment
 

Unique Student		
Level 1 Special Needs: \$44,930 per student	Level 2 Special Needs: \$21,250 per student	Level 3 Special Needs: \$10,750 per student
English/French Language Learning: \$1,585 per student	Indigenous Education: \$1,963 per student	Adult Education: \$5,030 per FTE
Equity of Opportunity: Mental health; youth in care		
- 8%** allocated to recognize unique district factors
 

Unique District				
<b>Small Community:</b> for small schools located a distance away from the next nearest school	<b>Low Enrolment:</b> for districts with low total enrolment	<b>Rural Factors:</b> located some distance from Vancouver and the nearest large regional population centre	<b>Climate Factors:</b> on colder/warmer climates additional heating or cooling requirements	<b>Sparseness Factors:</b> operate schools that are spread over a wide geographic area
Student Location Factors based on population density of school communities		Supplemental Student Location: Level 1 and 2 special needs enrolment		
Salary Differential: Funding to districts that have higher average educator salaries				
- 0.2%** allocated to buffer the effects of declining enrolment
 

Funding Protection / Enrolment Decline	
<b>Enrolment Decline:</b> funding to districts experiencing enrolment decline of at least 1% when compared to the previous year	<b>Funding Protection:</b> funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September

CSF Supplement – district receives a 15% funding premium on allocated funding

All Funding information estimated for the 2022/23 School Year

## Sample Operating Grant

2022 Example

33

# Capital Funding

District Funding for our Buildings comes from two sources.

Capital funding for our District. This is earmarked for seismic upgrades, new buildings, etc. Please note this is rarely a large amount, eg enough to actually build a school.

Annual Facilities Grant of ~\$1,200,000 is targeted for mechanical upgrades, building upkeep and functional changes to the existing buildings.

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# Upcoming Issues

- Capital Plans/School Replacements
- Boundary Reviews
- Strategic Plan Review
- LEAs
- Educational Outcomes and Initiatives



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

**April 19, 2022, 6:30 pm  
ZOOM Videoconference**

**Members Present:** Board Chair, Tracy Loffler  
Vice-Chair, Randy Cairns  
Trustee, Shelley Carter  
Trustee, Julia Renkema

**Members Absent:** Trustee, Rick McKamey

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Assistant Superintendent, Karen Alvarez  
Director of Operations, Dana Maclean  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** DPAC Chair, Cheryl Blondin, MTU Vice President, Shannon Bowsfield, CUPE President, Nansy Gibson, DPAC Treasurer, Jacquelyn Wickham, Teacher, Lindsey Colosie, Principal, Angela Condon,

**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 sends his regards 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 April 19, 2022, Closed meeting of the Board of Education of School District 75 Mission, property and personnel matters were discussed.

**5.2 COVID Update**

No restrictions on anything in place anymore. In Mission, there is no plan to change the GRAD plans.

5.3 Capital Plan Bylaw No. 2022/23-CPSD75-01

**MOVED and Seconded THAT the following resolutions be approved:**

**THAT the required three (3) readings for Capital Bylaw No. 2022/23-CPSD75-01, a bylaw for the 2022/2023 Capital Plan, be carried out at one meeting.**

**THAT the first reading of Capital Bylaw No. 2022/23-CPSD75-01, a bylaw for the 2022/2023 Capital Plan, be approved.**

**THAT the second reading of Capital Bylaw No. 2022/23-CPSD75-01, a bylaw for the 2022/2023 Capital Plan, be approved.**

**THAT the third and final reading of Capital Bylaw No. 2022/23-CPSD75-01, a bylaw for the 2022/2023 Capital Plan, be approved.**

**CARRIED**

SD75 received formal notification from the Ministry about delay of funding for MSS replacement. We had the MSS Seismic upgrades on the list in the past, but the Ministry is not committing funds to it now due to significant capital costs the Province is facing due to natural disasters.

A comment was made that the 2-year delay will likely push the new MSS at least 6 years into the future. MLAs have been working on our side, and we will discuss this with them at the nearest meeting. Buses - we should still embark on creating a smaller carbon footprint. With proper support from the government, we could get more electric buses added to our fleet.

**MOTION: THAT the Board writes to MLAs advising that MSS has been removed from the approved capital projects.**

**CARRIED.**

\*Will discuss with MLAs on May 26

**6. NEW BUSINESS**

6.1 Costa Rica Trip District Proposal

**MOVED and Seconded THAT the International Travel Application for up to 30 students in grades 11 and 12 to travel to Costa Rica between 03/13-03/21/2023 be approved.**

**CARRIED**

Trustees would like a presentation from the students after the trip.

A question was asked if all the students and staff be required to be vaccinated? At the moment, it is required for all travelers. So far, only one student is unvaccinated, and has been advised.

A question was asked if there was any discussion about any possible future quarantine, and which staff has the First aid certification. So far, none of the staff have updated certification. Four teachers have signed up for the trip. There is a First aid attendant from Explorica on site all the time.

A question was asked about contingency with this Explorica. Updated cancellation policy. We can cancel a day before the trip, and we would get our money back. Illness while down there - would likely create a delay in return.

6.2 Indigenous Graduation Requirements BCSTA Survey

**Moved and Seconded THAT the Board submits responses to the BCSTA Indigenous Graduation Requirements Survey.**

**CARRIED**

MSS is flexible with the courses and has them available. Some teachers may need some Pro-D (Social Studies 12 vs First Nations 12)

It is an exciting move towards alignment & Equity. Halq'emeylem may take longer to engage.

A comment was made to consider local elders/knowledge keepers for support.

6.3 Hybrid meetings options

Several aspects to consider. It is far easier and cheaper to stream a meeting than to have it interactive.

Whichever way we go with hybrid option - location may play a difference, as we lose the mobility. We need to have a microphone to be heard. Cost wise - streaming service has a subscription cost of \$100-\$200/mth. There is a cost of microphones, and camera may not be as difficult to acquire. Sound is the more difficult one.

Trustees believe that COTW is good on ZOOM. The partners have their voice there. HPMS is a central, convenient location, and may work well. Other districts stream and the public can send a question via email.

A comment was made that in-person meetings at the schools would make it possible for the trustees to see the students and what they are working for.

A comment was made that holding Board of Education meetings via zoom may be easier for staff etc at night.

SD75 has 2 more Board meetings this year: we should stay at HPMS for May, June, September, and October (until after the elections).

TTAC meeting was held in person on April 14, 2022. It generated a good conversation. The following meeting will also be in-person.

**7. MINUTES OF PREVIOUS MEETINGS**

7.1 Board of Education Public Meeting Minutes, March 8, 2022

**MOVED and Seconded that the Board of Education Public meeting minutes dated March 8, 2022, be approved.**

**CARRIED**

**8. INFORMATION ITEMS**

**9. CORRESPONDENCE**

**10. COMMITTEE MINUTES/LIAISON REPORTS**

Trustees attended various events last month:

- ELL consortium
- Meeting with Branch liaison Carmen Batista
- Mission community foundation - looking at expanding scholarship program

- Heritage commission
- Branch president meeting
- Branch Constitution and Bylaws meeting
- Sports park - soccer event
- VBSO concert in Squamish
- BCSTA voting seminars
- March 10 - presented to BC Electoral Boundaries Commission
- April 4 - province-wide FESL peer review process overview
- April 5 - FESL self-review meeting
- April 11 - Siwal Si'wes policy working group (language)
- April 14 - TTAC meeting
- April 19 - FESL self-review meeting
- BCSTA AGM coming up

**11. ANNOUNCEMENTS**

**12. QUESTION PERIOD**

A comment was made that the move to have the meetings half in person and half virtually is an appreciated compromise.

**13. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 7:26 pm.

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Chair, Board of Education

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Secretary-Treasurer

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

**ITEM 9.1      Discussion      File No.**

TO:                Board of Education  
FROM:            A. Wilson, Superintendent of Schools  
SUBJECT:        Dewdney Name

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1. **Summary:** The Superintendent has received correspondence concerned about the name of Dewdney Elementary School and will start a discussion about how the Board would like to proceed.
2. **Background:**
3. **Options:** The Board could potentially review the names of various schools in the District and determine a process for changes if necessary.
4. **Analysis and Impact:**
  - a. Strategic Plan Alignment
  - b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
  - 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. Renaming Dewdney Elementary email
  - b. Student Letters

**From:** [Corien Becker](#)  
**To:** [Ilona Schmidt](#)  
**Cc:** [Angus Wilson](#); [Tracy Loffler](#); [Randall Cairns](#)  
**Subject:** FW: Renaming Dewdney Elementary  
**Date:** Friday, April 29, 2022 11:03:13 AM  
**Attachments:** [dewdney elementary letters.pdf](#)

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**From:** Angus Wilson <angus.wilson@mpsd.ca>  
**Sent:** Friday, April 29, 2022 10:15 AM  
**To:** Trustees <trustees@MPSD.CA>  
**Cc:** Tracy Loffler <tracy.loffler@mpsd.ca>; Randall Cairns <Randy.cairns@mpsd.ca>; Rick McKamey <rick.mckamey@mpsd.ca>; Karen Alvarez <karen.alvarez@MPSD.CA>; Corien Becker <corien.becker@mpsd.ca>; Ilona Schmidt <Ilona.Schmidt@mpsd.ca>  
**Subject:** Re: Renaming Dewdney Elementary

Hi everyone,

Let me know if you'd like me to respond or if the Board wants to initiate this.

Cheers

Angus

Sent from my iPad

On Apr 29, 2022, at 10:05 AM, Leslie, Megan <[mleslie@sd43.bc.ca](mailto:mleslie@sd43.bc.ca)> wrote:

Hello,

I'm writing on behalf of my students. We have been looking into the importance of place names and reconciliation. We discovered that Dewdney Elementary school holds the name of Edgar Dewdney, the notorious Indian Agent responsible for the displacement of Indigenous peoples, the set up of residential schools and the coercion of First Nations to sign unfair treaties through threat of famine.

Please see the attached letters for your consideration to re-visit the name of Dewdney Elementary. We look forward to hearing from you.

Hay čxʷ qə (thank you),  
Ms. Leslie  
Social Studies Teacher  
SOGI Lead  
Dr Charles Best Secondary School  
@BestGSA  
@mslesliesaurus  
Pronouns: her/she/hers

I respectfully acknowledge that I live, learn and work on the unceded core traditional territory of the kʷikʷə́łəm (Kwikwetlem) First Nation, which lies within the shared territories of the Səlilwətał (Tsleil-Waututh), sqəciyaʔtəməxʷ (Katzie), xʷməθkʷəyəm (Musqueam), qiqéyt (Qayqayt), Skwxwú7mesh Úxwumixw (Squamish), and 'stə:ləw (Sto:lo) First Nations. I am grateful for the opportunity and privilege to raise my children on lands that continuously provide for my family.

I am writing to you as a grade 11 student who wants change, specifically regarding changing the name of Dewdney Elementary school.

Dewdney Elementary is a school that motivates children to be in touch with nature and their community, similar to the teachings of indigenous people. They have a discovery-based curriculum. The school's name does not represent this. The man the school is named after, Edgar Dewdney, was a racist Lieutenant and commissioner of Indian Affairs. His time was problematic and led to many deaths. He put policies in place that promised indigenous communities' food but would later adjust them to only provide rations to those who would accept a treaty. His torment didn't stop there, he also made new rules for the way indigenous people could live and practice their culture, saying anyone with a following of 100 people was recognized as a chief. Bands whose chiefs had chosen reserves in a different region would not get any annuities until they had returned to those reserves. He also implemented a starvation policy which made indigenous people leave their areas and walk hundreds of kilometers. The death toll was high. Is this the kind of person we want representing our schools?

Multiple schools have already faced and fixed similar problems to this, such as A.W. Neill middle school in Port Alberni, and Begbie Elementary and David Lloyd George Elementary in Vancouver. These schools were also named after controversial figures from the past. School district 70 voted to change the name of A.W. Neill to Tsuma-as, a Nuu-chah-nulth name. I think that we should follow their lead and rename Dewdney in a way that will honour the indigenous groups in the area.

The 2019-2022 mission public schools board office policy clearly states, "We care cognisant of this debt, and our obligations to work with First Nations partners to work in the best interests of their culture and people." They want to honour the best interests of indigenous people, and we want reconciliation. If they want to respect the culture and communities, they can start by removing reminders of harmful political figures. As an indigenous person I am disturbed that this has not been addressed or investigated sooner. Please work to make the changes I want to see in my area and my country, they are long overdue.

Thank you,

Cassidy Gestrin



2525 Como Lake Avenue,  
Coquitlam, BC.  
V3J 3R8

April 19, 2022

To Whom It May Concern:

I am writing this letter to advocate for the renaming of Dewdney Elementary. The Vancouver School Board mentions that “many Vancouver School District schools and facilities received names of prominent historical figures of the time they were built. The legacies of some of these historical figures may no longer align with the values of school communities today.” The problem with the school being named after Edgar Dewdney is that his past actions had created many deaths of Indigenous Peoples. Dewdney was the Commissioner of Indian Affairs and Lieutenant Governor of the North-West Territories, and he was in control of quelling the disagreement between the Chiefs.

Dewdney also forced the Indigenous Peoples away from the area by implementing a starvation policy that has caused many deaths of Indigenous Peoples because he was concerned that a large group of Indigenous Peoples could scare future settlers from making the trek west. Historians believes the death toll was high.

According to the *Declaration on the Rights of Indigenous Peoples Act Action Plan*, under Theme 3 of *Ending Indigenous-specific Racism and Discrimination*, a British Columbia where “Indigenous learners feel welcomed, respected, and comfortable learning and being Indigenous in schools and other educational institutions.” Having a school named after someone who has caused many deaths of the ancestors of Indigenous Peoples is extremely inappropriate.

The Government of British Columbia claims that “together, in consultation and cooperation with Indigenous Peoples, we will advance reconciliation in tangible and measurable ways in B.C. – today and into the future.” With the name of Dewdney Elementary, I afraid the reconciliation process between the Government and Indigenous Peoples will be more difficult. Therefore, I believe renaming Dewdney Elementary will be more beneficial towards the reconciliation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ariel Song'. The signature is stylized with a large, circular initial 'A' and a long, sweeping underline.

Ariel Song

Student of Dr. Charles Best Secondary School