

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

June 4, 2019, 3:30 pm
District Education Office, 33046 4th Avenue, Mission, BC

Pages

| | | | |
|--|---|-------------|----------|
| 1. CALL TO ORDER | | | |
| | <i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i> | | |
| 2. ADOPTION OF AGENDA | | | |
| 3. DELEGATIONS/PRESENTATIONS | | | |
| 4. CURRICULUM UPDATE | | | 1 |
| 4.1 | Teacher Librarian Presentation | | |
| 4.2 | Joyful Literacy Presentation | | |
| 4.3 | Teacher Survey | | |
| 5. UNFINISHED BUSINESS | | | |
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| 5.2 | Inclusive Playgrounds - Feasibility and Cost | Information | 35 - 40 |
| 6. STAFF REPORTS | | | |
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| 7. NEW BUSINESS | | | |
| 8. MINUTES OF PREVIOUS MEETINGS | | | |
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9. INFORMATION ITEMS

9.1 District Parent Advisory Council meeting minutes, May 13, 2019

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10. ADJOURNMENT

ITEM 4.0 Information

TO: Committee of the Whole
FROM: Curriculum Staff
SUBJECT: Monthly Curriculum Update

Summary:

The Curriculum update will include:

- 4.1** Teacher Librarian Presentation
- 4.2** Joyful Literacy Presentation
- 4.3** Teacher Surveys

ITEM 5.1 Information

File No. 0010

TO: Committee of the Whole
FROM: Board of Education
SUBJECT: Strategic Plan - DRAFT

Recommendation

That the draft Strategic Plan for 2019-2022 be reviewed, comments considered, and discussed.

Summary:

The Board received feedback that is attached for review and consideration. No changes have been made to the plan with respect to formatting or design. Once all feedback has been reviewed, the Board may determine the need to schedule a meeting to revise the contents of the plan.

Attachments:

- a. Strategic Plan 2019 – 2022 DRAFT
- b. District of Mission response to referral
- c. C. Morvay-Adams comments – Inclusion
- d. J. Wickham Comments



2019 – 2022
strategic plan

DRAFT

We begin our Strategic Plan by acknowledging and honouring the traditional territory and history of the Stó:lō people. We also acknowledge and honour the four traditional territories of the following First Nation communities:

Qwó:ltl'el First Nation

Matheqwí First Nation

Leq'á:mel First Nation

Sq'éwlets

Mission Public School District also appreciates the vital role of all Indigenous peoples, groups and associations, residing within the school district, or involved in, or connected to Fraser Valley Métis Association, Lower Stat'limx Nations Métis Nation of British Columbia, and the Mission Friendship Centre.

We also acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.



The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the operating and governance framework for the organization and is accountable to the Ministry of Education, the public, and education partners.

The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing high quality inclusive learning

environments that will result in greater success for our students.

This document details the Board's objectives for Mission Public Schools to:

- Support *Honouring Culture & Territory*;
- Promote *Student Centred Learning*;
- Build *Quality Teaching & Leadership*;
- Create *Effective Learning Environments*; and
- Focus on being *Future Oriented*.

The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.

The Board's specific goals for each objective can be found further on in this Strategic Plan and are intended to ensure that Mission Public Schools continues to be a fantastic place to learn, work, and grow.

Our Vision

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

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 VALUES

WORKING TOGETHER



LIFELONG LEARNING



THINKING BEYOND TODAY



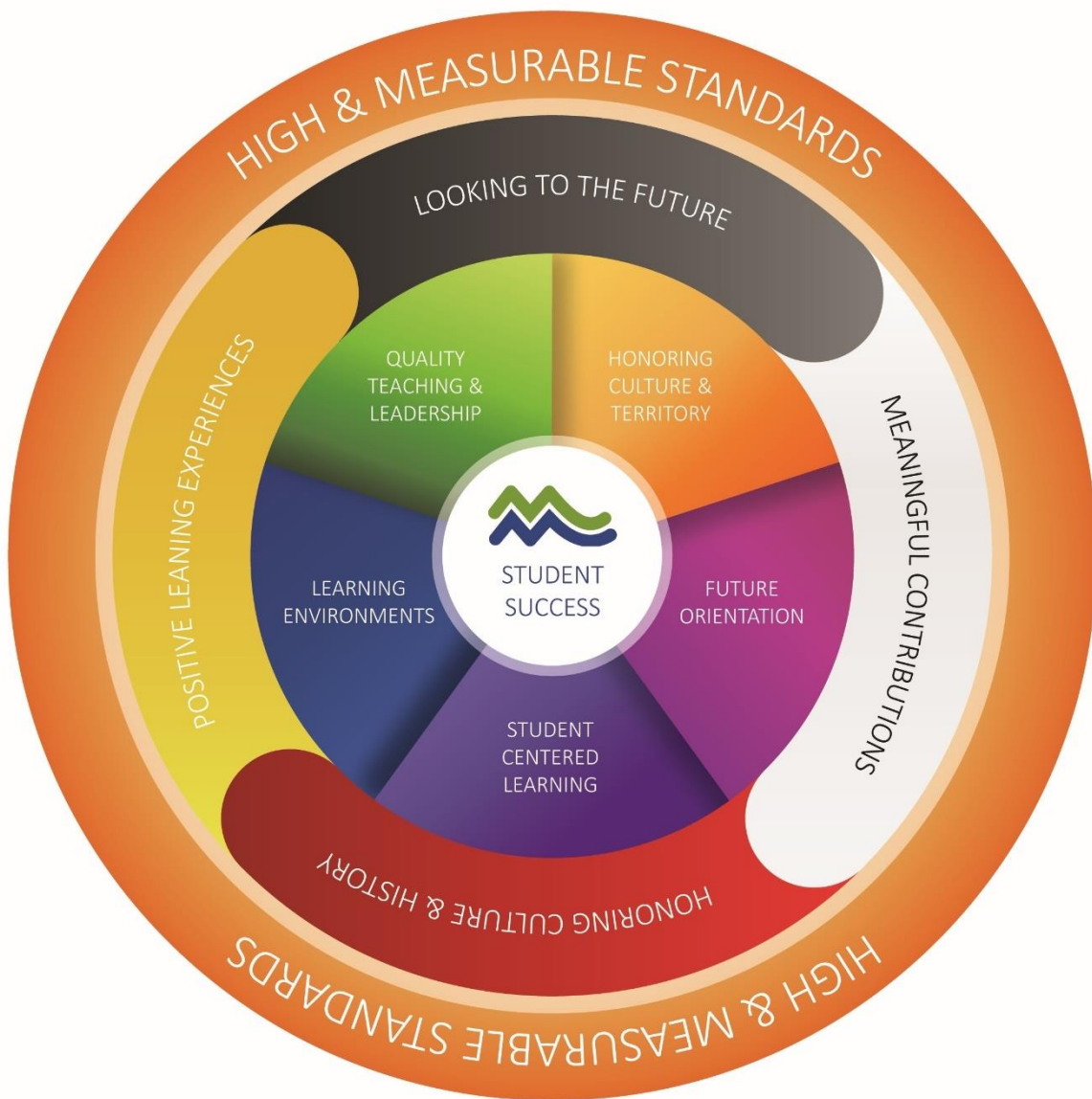
DOING THE RIGHT THING



Strategic Priorities

The Mission Public School District supports the development of the educated citizen, to “enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.” (Ministry of Education, 2019)

The Board has aligned its strategic priorities with the Ministry’s vision for student success.



Objective: Honouring Culture & Territory

Mission Public Schools is privileged to exist on the unceded, traditional, and shared territories of the Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets peoples. We are cognisant of this debt, and our obligations to work with First Nations partners to work in the best interests of their culture and people. Mission Public Schools is also conscious of the presence of a former residential school, St Mary's, in the area, adding a further obligation to our duties to reconcile with Indigenous communities.

| | |
|------------|--|
| Goals | <ol style="list-style-type: none"> 1. Equitable education outcomes for all Indigenous students in Mission Public Schools 2. Halq'emeylem language expanded 3. Stó:lō Culture integrated into all schools |
| Strategies | <ol style="list-style-type: none"> 1. Embed Indigenous Worldviews and Perspectives, specifically of the Stó:lō, into the curriculum using best pedagogical practices 2. Provide a variety of supports for students of Aboriginal ancestry 3. Ongoing support for our Enhancement Agreement 4. Local Education Agreements, as requested |
| Measures | <ol style="list-style-type: none"> 1. Increase in % of students exposed to Halq'emeylem 2. Six-year completion rates 3. Student surveys |

Objective: Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning. (Ministry of Education, 2019)

- Goals:**
1. Positive Learning Experiences
 2. Provide choice of how, when, and where student learning takes place
 3. Students and Teachers collaborate in the learning environment
- Strategies:**
1. Encouraging Student Engagement and Feedback
 2. Offer financial support for programs of choice - personalised learning
 3. Community engagement and program oversight
- Measures:**
1. Annual surveys of student satisfaction on flexibility and choice; various student engagement opportunities
 2. Enrolment statistics in varied programs / courses

Objective: Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student’s life will be constantly evolving to adapt to the rapidly changing context in children’s lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. (Ministry of Education, 2019)

- Goals:**
1. Highly competent staff in all positions in the School District
 2. Teachers adapt to the rapidly changing educational environment and needs of students
 3. Teachers act as guides and coaches for all students.

- Strategies:**
1. Financial support of curriculum
 2. Providing professional learning and collaboration opportunities for staff to support students
 3. High standards for recruitment and retention
 4. Ongoing quality evaluation processes for all educational staff
 5. Growth Plans for Educational Leaders

- Measures:**
1. Engagement/participation in Learning Series
 2. Financial commitment to teacher mentoring, leadership, collaboration, and professional learning opportunities
 3. Continued implementation of Technology plan
 4. Review of Growth Plans

Objective: Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong - physically and emotionally - and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition. (Ministry of Education, 2019)

- Goals:**
1. Welcoming, healthy, and safe working and learning environments
 2. Students and employees embrace physical, mental, and emotional wellness
 3. Every school is inclusive
 4. Every school is accessible
- Strategies:**
1. Foster empathy and understanding in staff and students for diverse learners
 2. Develop mental health programs in collaboration with external organizations
 3. Incorporate physical literacy and health programs
 4. Inventory accessibility issues at every site, and develop plan to remedy as necessary
 5. Continue to advocate for new facilities
 6. Full implementation of any/all Worksafe recommendations
- Measures:**
1. Continuous review of Facilities renewal
 2. Mental Health Initiatives

Objective: Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, the use of technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.

- Goals:**
1. Students are flexible, adaptable, and resilient
 2. Students embrace diversity in a complex and pluralistic society
 3. Learning environments provide contemporary tools to assist learning and skill development
- Strategies:**
1. Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility
 2. Application of technology to enhance learning across curricular areas
 3. Encourage programming that exposes students to the local and global community
- Measures:**
1. Degree of technology used in the learning environment
 2. Graduation rates and post-secondary participation
 3. Student Survey on community engagement

Corien Becker

From: Christine Brough <cbrough@mission.ca>
Sent: Thursday, May 23, 2019 3:10 PM
To: Aleksandra Zwierzchowska
Cc: Christine Brough
Subject: Feedback on the Strategic Plan for Mission Public Schools

Dear Aleksandra,

On behalf of the CAO, I have been asked to thank you for the opportunity for Council and staff to read and comment on the strategic plan for Mission Public Schools. Mr. Younie found the document interesting and said that he would consider incorporating some of its aspects into future District strategic plans. We value our relationship with the School District and look forward to working with you on future strategic planning so that both the municipality and the School District will be well-equipped to deal with the growth and the changes that are to come.

I expect that some members of Council may have responded to you directly rather than go through me as I did not receive any feedback from them to consolidate on their behalf.

Best wishes,

Christine

Christine Brough
Executive Assistant

District of Mission
Corporate Administration
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Email: cbrough@mission.ca
Website: mission.ca
Twitter: twitter.com/mission_bc
Facebook: facebook.com/DistrictofMission
Instagram: instagram.com/mission_bc



From: Aleksandra Zwierzchowska [mailto:Aleksandra.Zwierzchowska@mpsd.ca]
Sent: May 9, 2019 10:42 AM
To: Christine Brough
Subject: FW: Feedback on the Strategic Plan for Mission Public Schools
Importance: High

With the attachment.....

From: Aleksandra Zwierzchowska
Sent: Thursday, May 9, 2019 10:42 AM
To: 'Christine Brough' <cbrough@mission.ca>

Subject: Feedback on the Strategic Plan for Mission Public Schools

Importance: High

Good morning Christine,

The Board has completed a draft Strategic Plan for 2019 - 2022 and is seeking feedback from partner groups and stakeholders.

On behalf of the Board of Education, please share this plan with Mayor & Council and provide feedback by May 24, 2019.

Thank you 😊

Kindest Regards,

Aleksandra Zwierzchowska, Executive Assistant
Board of Education, Superintendent of Schools, and
Secretary Treasurer



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I acknowledge that I work and learn within the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwi, Qwó:ltl'el, and Sq'ewlets peoples

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From: cmorvay@telus.net <cmorvay@telus.net>
Sent: Thursday, May 16, 2019 3:27 PM
To: Rick McKamey; Julia Renkema; Shelley Carter; Tracy Loffler; Randall Cairns
Subject: re:Strategic Plan-Inclusion

Hello Trustees,

Please see letter attached regarding my thoughts on inclusion for the Strategic Plan.

I have also attached some resource pages, albeit from Ontario, but still relevant, that reports on Inclusive Classrooms.

Here is also a link to the letter to Premier John Horgan regarding the UN Special Rapporteur visit.

https://equitableaccesstoeducation.wordpress.com/2019/05/15/open-letter-to-the-bc-premier-on-the-un-special-rapporteur-visit/?fbclid=IwAR2cBNVr5Qst0Ls_EMHtYXaoemn_62RNR7LXW_Yji_hNJVAMyIiKE5pApe4

Thank you for your time and consideration of my letter.

Chantelle Morvay-Adams

May 16th, 2019

Dear Trustees,

I was so heartened to hear your concern and questions regarding Inclusion and what that looks like at the committee of the whole re:strategic draft planning, I got up at 3:30 am that night thinking about it and couldn't get back to sleep.

You see, Inclusion is my passion. It's what keeps me up at night. I wear lots of hats that involve inclusion. I not only started an Inclusion Subcommittee at my kids school, but also have a radio show all about inclusion called All In. Friday's at noon 101.7 CIVL FM if you are interested. I am also on the board of directors for BCEdAccess, a grassroots, parent led, non-profit society that has over 1700 members. We started in 2014 around the time of the teachers strike. We came together for a common goal. To help each other advocate for equitable access to education for our children. For our 4th conference this past March, we had Shelly Moore come and even the Minister of Education. We are in it for the long haul. Why? Because our kids need us. They have been falling through the cracks of the education system for too long. It's a crisis. It's been a crisis for years, so no one person or organization is to blame.

I want to unpack inclusion for a minute. I will speak only about "disability and neurodiversity (Autism, ADHD, FASD etc)" for the purpose of inclusion because self-advocates are choosing that language. We are slowly moving away from using the term Special Needs. Those with disabilities and/or neurodiverse intersect with ALL other marginalized groups like LGBTQ2S+, Indigenous and persons of color, thus creating even more challenges and complexity. They are also most likely to be bullied, excluded from accessing an education, and the majority of complaints to the Teacher Regulation Branch involve those with disabilities and neurodiversities.

I am proud of our board for wanting to delve into inclusion. Families have been in crisis for a long time trying to journey through a system that is like fitting a square peg into a round hole. We know that the hole shape needs to change. There has been lots of push back for various reasons. I think, mostly because it's hard to really see how to do inclusion right (lack of resources) without adding to workloads (lack of properly trained personnel and resources). Us parents, we've

had to know since day 1...or lose our child. We have worked really hard to meet all the specialists, learn new techniques and move through the system with diplomacy and courage. There is the saying “parents know their kids the best” and 99% of the time that’s true (some are still being assessed). We do...we are our kids specialists. That’s why when we speak about inclusion we have to have the parent voice. We know when inclusion isn’t working. We have to deal with the fall out when our child comes home. We have to take time off work if things go sideways-if we ‘can’ work at all. We interact with ALL the ministries and systems to help our children. I and many others have been working towards helping parents understand how to navigate the systems. How to positively push for change, how to bring a mindset of inclusion. Because first and foremost we must believe that inclusion can be done. And if the board can do that, believe in it, then we can do great things. We have amazing staff in our district, I’ll name 2 in particular; Carolynn Schmoor who is honestly a miracle worker. What she has created in the short time she’s been here for our kids is incredible. And Larry Jepsen, what he has done in his long career is an example to live up to. These are only 2 amongst hundreds. We have the right people to do this right. Even though Larry is retiring-his legacy will live on and hopefully grow.

How to do Inclusion?

I am attaching a report mentioned in this CBC Article:

https://www.cbc.ca/radio/thecurrent/the-current-for-may-7-2019-1.5124875/inclusive-education-isn-t-living-up-to-its-name-former-special-ed-teacher-says-1.5124891?_vfz=medium%3Dsharebar&fbclid=IwAR1sDtzbnTxR3f3NoXEzU7Lg3QSANvpzdwx2OqnGDLV021RJ3s9tswWiOW8

The research study was conducted as a collaborative involving Community Living Ontario, Western University, Brock University, ARCH Disability Law Centre, Brockville and District Association for Community Involvement, and Inclusive Education Canada. Please see attached.

This gives great insight into what can be done to create this environment.

BCEdAccess can also come and present the Exclusion Tracker that we developed in this province or other workshops that can help families and teachers to find positive solutions. Boards around the province are starting to do their own tracking, as I’m sure you know. If we don’t name the problems, we can’t fix the

problems. This isn't about singling anyone out. It's about moving forward with the mindset of inclusion. Of creating a path for all children to reach their full potential, whatever that may look like for them.

We are all very excited to hear from so many different parts of this province, from the Ministry of Education, BCCPAC, BCSTA, BCTF, BCSPA and groups all around this country actively move towards inclusion. We have a lot to discuss and hammer out and collaborate on. We still have a lot of work to do. I'm deeply happy that this board is willing to do it.

We do ask that parents be involved in these discussions surrounding Inclusion. We are here to step up and offer our experience and knowledge for the benefit of not just our kids but all kids and staff in the Mission School District, perhaps even on a task force or working group?

Looking forward to collaborating with this board on developing strategies to support inclusion for all,

Chantelle Morvay-Adams

Co-Chair Mission District Parent Advisory Council

Secretary, BCEdAccess Society

Mom of 2 extraordinary boys

If Inclusion Means Everyone,
**WHY NOT
ME?**





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Executive Summary

This Report identifies barriers that students labelled with intellectual disabilities and their parents and guardians face in Ontario's public school system and sets out some key

insights into their experiences. The authors identified various factors that influence the quality of a student's education.

OF NOTE WERE:

-  **THE ROLE OF ATTITUDINAL BARRIERS** and how they often limit the academic and social opportunities available to students;
-  **THE POSITIVE ROLE THAT INCLUSIVE EDUCATIONAL PRACTICES** could play for students who have an intellectual disability;
-  **THE IMPORTANCE OF GOOD AND PRODUCTIVE RELATIONSHIPS** with educational service providers;
-  **THE NEED FOR BETTER CONFLICT RESOLUTION PROCESSES** and better adherence to existing processes; and
-  **THE IMPORTANCE OF STRONG AND POSITIVE LEADERSHIP** at the level of school and school board administration.

These elements all play a key role in creating either an inclusive learning environment or an environment filled with ableist barriers.

Despite a shift in special education delivery in recent years, students who have an intellectual disability still face barriers to public education in elementary and secondary schools across Ontario. In particular, these students face attitudinal barriers, which limit their academic

opportunities, social barriers which limit their access to the school community and disproportionate rates of exclusion from school.

Families of students who have an intellectual disability also face barriers such as high rates of conflict with schools at various levels, as well as additional financial and emotional strain brought on by the numerous obstacles that are part of their child's school experience.

About Our Partnership

The research study was conducted as a collaborative involving Community Living Ontario, Western University, Brock University, ARCH Disability Law Centre,

Brockville and District Association for Community Involvement, and Inclusive Education Canada. The authors of the report are:

Luke Reid

(Lawyer, ARCH Disability Law Centre)

Dr. Shelia Bennett

(Faculty of Education, Brock University)

Dr. Jacqueline Specht

(Faculty of Education, Western University)

Rebecca White

(Brock University)

Dr. Monique Somma

(Faculty of Education, Brock University)

Dr. Xiaobin Li

(Faculty of Education, Brock University)

Robert Lattanzio

(Executive Director, ARCH Disability Law Centre)

Kimberley Gavan

(Brockville and District Association for Community Involvement)

Gord Kyle

(Director of Policy Analysis, Community Living Ontario)

Dr. Gordon Porter

(Inclusive Education Canada)

Amina Patel

(Project Coordinator, Community Living Ontario)



Research Methodology

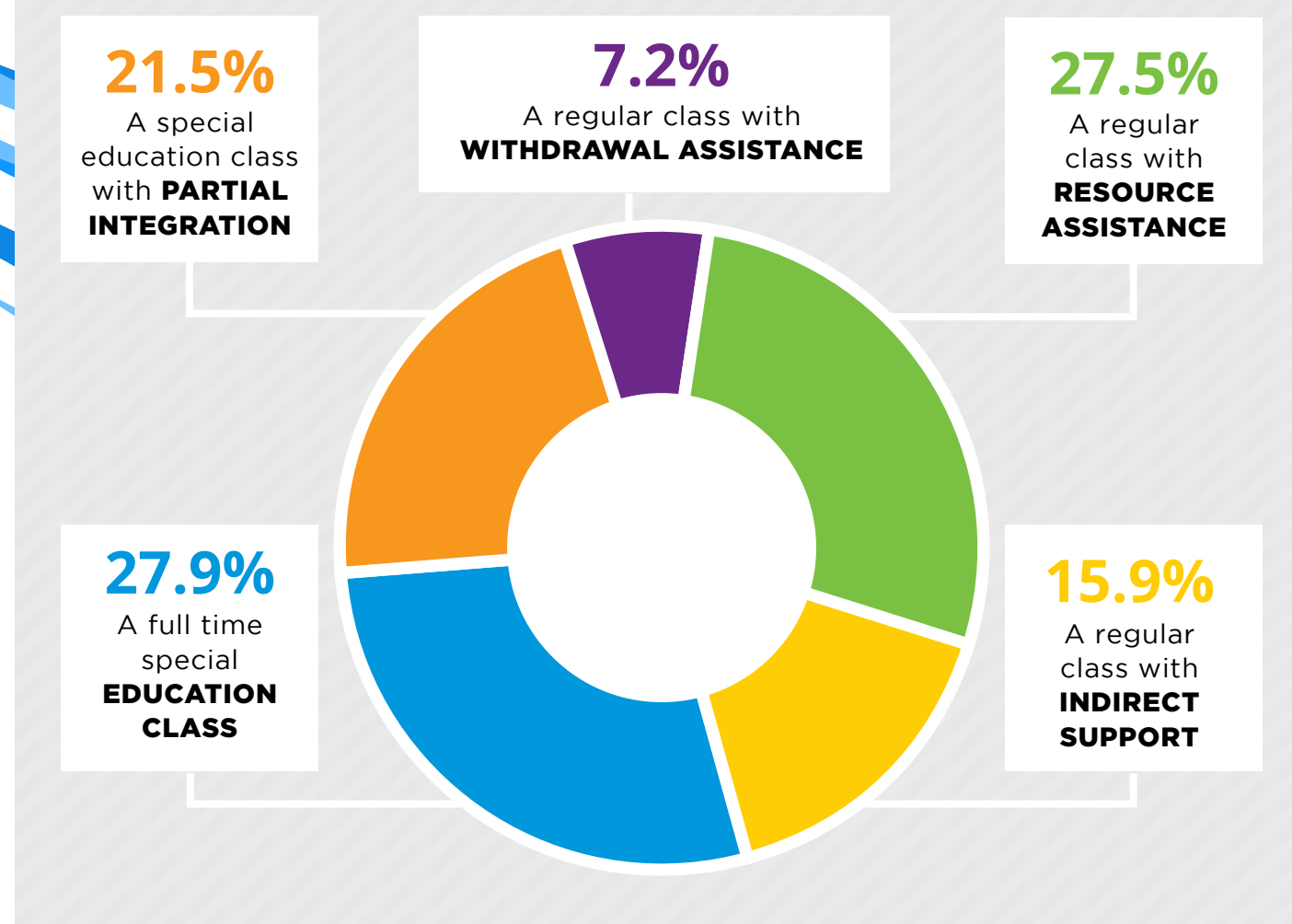
Quantitative Methodology

The questionnaire in the current report was based on known issues in the research literature as well as knowledge from professionals working in the area of intellectual disabilities. The target audience was parents or guardians of students who have an intellectual disability. The questionnaire was designed to assess parent/guardian perceptions of their child's schooling.

The questionnaire was piloted with parents to ensure language was appropriate and questions were understood. There were 14 questions related to demographic information such as gender, ethnicity, level of education, household income, child's identified disability, and school placement. There were 60 questions related to the broad areas of academic and social experiences in school and parental reporting of absences and involvement with the IPRC/IEP process.

In February 2017, parents of children of who have an intellectual disability in Ontario were asked to participate in a survey examining students' experiences in schools. 701 surveys were begun in Qualtrics, an online survey environment. Of those received, 307 were excluded from the analyses for this report because they had not completed 90% of the survey. We wanted people to have completed most of the survey to ensure we were getting the overall picture from the same respondents. In addition, many people completed the survey thinking of students who did not have an intellectual disability. These survey responses were also excluded for this report. Investigations of the demographic representation do not indicate differences between those included and those excluded from analyses. The total number of surveys included for the analyses was 280. Representation of different school placements was achieved.

Placement of Survey Participants



We consider a regular class with direct and indirect support as more inclusive placements (43.4%) and a special education class full time or with partial integration as more segregated placements (49.4%).

Overall, the demographic responding to the questionnaires was overwhelmingly Caucasian (83%), female (91%) and formally educated (90% completed college or university). The demographic makeup of this population points to a need for further investigation into the experiences of minority populations with less education and the need for additional outreach efforts to these populations. As we know through our work, those who identify

with characteristics that are protected by the Human Rights Code, can experience multiple layers of intersecting disadvantage and discrimination.

It is also of note that, due to practical study design considerations, the authors of this report relied solely on the responses of parents and guardians to questions about their child's education. This indicates a need for further investigations into perceptions of the children themselves. Further exploration of this issue will help bolster the extent to which the voice of the students themselves can shape the discussion in this important area.



The Legal Framework

Qualitative Methodology

The qualitative research for this project consisted of 35 interviews with parents of children who have an intellectual disability who were currently enrolled in Ontario's public education system, or who had graduated in the last five years. This provided researchers with a current look at special education systems across Ontario school boards. Researchers began by emailing all participants who indicated on the survey that they would be willing to be interviewed and provided contact information. The email invitation was sent out three times, to ensure all participants who wanted to partake had a chance. Interviews took place in September and October of 2017. Participants were asked the same 14 questions about their child's experiences in school. The questions were designed to give parents a chance to discuss all aspects of their child's education, including academic, social and extracurricular opportunities, as well as various aspects of their relationship with the school.

Data analysis began with each researcher reading all 35 transcripts. At this point,

2 interviews were eliminated from further analysis, as they were outside of the parameters for our research. From here, the transcripts were first sorted into children in an inclusive school environment and children in a segregated school environment, and then divided by question. Each question was then read by a researcher who pulled out relevant quotes and examples from each transcript, to give context around how parents from both sub-categories answered each question. Each summary of the question was then read by each researcher to look for reoccurring themes. Once the themes were established, the summaries were shortened to two page summaries including pertinent quotes and examples from all 33 transcripts to ensure each participant voice was still heard. Each two page summary was then analyzed and highlighted, and the quotes were moved from being sorted by question to the theme they best fit. These sorted themes were then put into two reports, one containing the experiences of those in an inclusive school environment, and those experiences in a segregated school environment.

The full inclusion of students who have a disability remains an unmet goal for our education system. As recently as the early 1980s, students who had a disability could be denied access to education on the basis of their disability. Since that time, there have been developments in law that support more inclusive service delivery for special education. In particular, school boards have clear obligations to provide individualized accommodations for students who have a disability to the point of undue hardship.

In 2012, the Supreme Court of Canada in *Moore v. British Columbia* clearly articulated the legal requirements that education service providers have towards students who have disabilities pursuant to human rights legislation. The Court underscored the importance of an individualized approach to accommodating students who have a disability, and set a very high threshold for education service providers to meet when proving that accommodating a student would be undue hardship. The Court also framed the human rights

obligations of schools and school boards as one of providing "meaningful access" to education for students who have a disability and ensuring that students can fully access the benefits of the education system.¹

These obligations are reinforced by Canada's international commitments. In 2010, Canada ratified the *Convention on the Rights of Persons with Disabilities*, which included an obligation to implement inclusive educational practices geared towards ensuring that students who have a disability do not remain marginalized or excluded from the benefits of our education system. Article 24 requires all Canadian provinces to have fully accessible and inclusive educational services designed to maximize the academic and social development of students who have a disability.²

The results of this research, outlined below, demonstrate that significant measures need to be taken in order to ensure that these obligations are met.

1 - *Moore v. British Columbia (Education)* 2012 SCC 61, [2012] 3 S.C.R. 360

2 - General Comment No. 4 (2016) on the right to inclusive education, Committee on the Rights of Persons with Disabilities, 71st Session, UN Doc CRPD/C/GC/4 (25 November 2016).

Overview of Our Research

Our research highlighted a number of significant barriers and problems that students who have an intellectual disability experience when accessing the education

system. Broadly speaking, we have grouped our findings into the following separate categories:



ACADEMIC AND SOCIAL BARRIERS – Students who have an intellectual disability often do not have access to the appropriate curriculum or the supports required to make the curriculum accessible to them. They often do not participate in school activities, which limits social engagement.



EXCLUSION – Students who have an intellectual disability still continue to be excluded from school or the classroom for disability related reasons.



CONFLICT – Families report high levels of conflict with schools or school boards and say that they have very limited recourse to appropriate dispute resolution mechanisms.



PLANNING AND COMMUNICATION – Students who have an intellectual disability are entitled to careful and thorough planning that is collaboratively developed. For many, the process of program planning is stagnant and parents report feeling disregarded or left out of the process.



LEADERSHIP – Students who have an intellectual disability and their families are often dependent on the style, belief systems and interpretation of service delivery of school leadership.



Academic and **Social Barriers**

Students who have a disability face significant academic and social barriers at school. Parents reported that their children do not receive proper accommodations and/or supports for their disabilities to enable them to participate in class or various school and extracurricular activities.

a.

53% of parents reported that their child was not receiving proper academic accommodations;

b.

67% of parents reported that their child had been excluded from the appropriate curriculum based on their level of learning;

c.

62.7% reported that their child had been excluded from extracurricular activities; and

d.

32% of parents reported that their child did not have access to additional support staff when it was needed by their child (e.g. Educational Assistants etc.). This is comparable to similar statistics reported by People for Education in 2016, which reported that 26% of elementary schools did not have the recommended levels of support available.³

Parents reported that they often had to shoulder the additional burden of getting their son or daughter the additional support they need to fully engage with their academics. In order to have their children participate in a school related activity, 63.8% of parents had to leave work; 50% of parents said they had to provide separate transportation for their child, 71.9% said

they had to accompany them to school or on a trip to allow them to participate and approximately 38% said that they had to pay for additional supports for their child. These statistics were supported in the interviews, where many parents stated they had to attend field trips with their child, or the child would not be allowed to go.

³ - People for Education, *The geography of opportunity: What's needed for broader student success*, (Annual Report on Ontario's Publicly Funded Schools, 2016) (Toronto: People for Education, 2016) online: People for Education <<https://peopleforeducation.ca/category/pfe-reports/>>.



WHAT DOES THE LAW SAY: The *Human Rights Code* in Ontario mandates that students who have a disability have a right to receive the accommodations necessary to ensure that they can access the full benefits of their education. This includes receiving an appropriate curriculum, getting access to the appropriate supports to enable learning, and to participate in extracurricular activities.

With these statistics in mind, it is perhaps unsurprising that 68.2% of parents reported that schools were meeting half or less than half of their child's academic needs. In their interviews, parents

emphasized the effects of low expectations and a lack of opportunities for fulsome engagement in the school community as part of the driving force behind many of these academic barriers.

"Academically, [things were] not very good. It started out well and as time deteriorated or school deteriorated, they used to just stick him in a sensory room and [he] received less and less education along the whole time and became more agitated. He wasn't allowed outside, he wasn't allowed in recess or to see other students, he was isolated, locked in a room with rubber mats"

"[My child] was right up there counting all the way up into the 20s and yet on his report card, it said he can only count to five. So there's a disconnect there."

"She hit grade nine, they immediately wanted to put her in a self-contained class because all of a sudden this kid is hitting high school and we've just pushed her through all the elementary grades and not provided her, you know with basic reading and math skills."

"I feel like they really don't understand inclusion. I'm happier that she's there than in a self-contained classroom, but I know they're struggling and that they don't understand universal design and they don't understand true inclusion in the classroom."

"Right so when I pushed for that (co-op) it just seemed like [my child] was put

on the back burner and finally in her last [year] I met with the head of spec. ed. and I said 'you know I think we've done a disservice for [my child] in the fact that we did not have a co-op experience' "

"So there is a tendency more to limit the work, it's understandable in a way because they don't want to probably frustrate him but sometimes it's also a sign of not presuming the competence that is there"

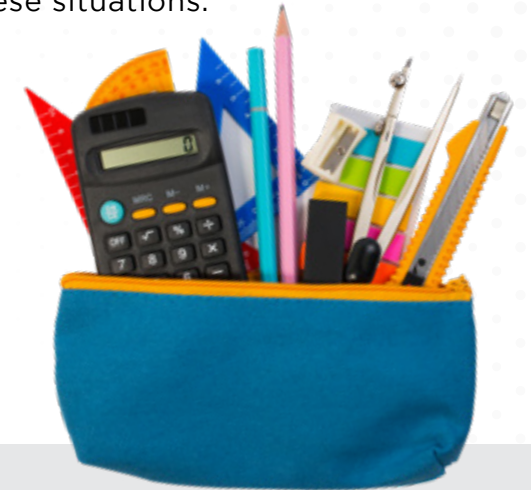
"Sometimes there's an assumption that students are going to plateau with their learning, so they kind of stop teaching them to read and write and do basic math skills because they start pushing the life skills"

"My youngest son has said things, when he was little 'they don't like me, the principal won't talk to me, I'm not allowed to leave my classroom"

"She is in grade two now and it seems like she's in this loop where every year she does the same thing. There is absolutely no progress or move forward in any way and the expectations are not being raised, she's just the same and it seems like she's going to graduate in grade five and just be doing the same thing every day"

Academic and social barriers may lead to students experiencing bullying. Despite recent initiatives by the Ministry of Education to create a safe and diverse space in the classroom, many students continue to be bullied at school. Students who have intellectual disabilities are no different in that 64.9% of parents surveyed reported that their children experienced some form of bullying related to their disability. Parents reported that this was often done by other students, parents and, at times, even school staff. A number of parent interviews emphasized the important

role of school administrators in ensuring the proper response to bullying and the positive role they can play in resolving these situations.



"There were children that were bullying my child to the point that other children were going home and telling their parents 'oh my god this is absolutely horrible. They're tormenting him so he loses it and then the teachers are blaming him and they won't stop. They do it relentlessly and the teachers don't do anything' to the point where other parents started calling the school and telling me this is wrong, what they're doing to this kid is really wrong."

"[He has not been bullied] to my knowledge but he always had good social contacts. He had a couple of really good friends and one of the girls still goes to high school but she's in grade 10 and suspect that they stood up for him if anything ever came up."

"Yep [he has been bullied]. The school was amazing"

"I do tend to find if it's between a neurotypical child and someone like my son, they do tend to focus in on the behaviours more of my son than the neurotypical child kind of thing. [...]Um so I think that is something that needs to be addressed as well, zero tolerance for bullying should be for everybody, not

just focusing in on our kids behavior kind of thing."

"so no bullying I don't think I've seen, a few people calling her names, I don't think I've seen a lot more than say my more typical son has seen in terms of being bullied, in terms of peers right. My thing, I think it's the structure, the EAs and the school system that's being the bully, not so much the other kids"

"I think it was probably normal kids, it wasn't like he was pushed or yelled at or called names or anything like that. He was just laughed at and he took it that way."

"I would say the principal definitely bullied him."

"If the child who's bullied is willing to run to the office every single time, and they're able to articulate who is bullying them and exactly what happened, then the school can step in. However, kids are smart and they tend to pick on the kid that maybe can't articulate it very well, which happened to be my son."

"Well they had this thing called restorative justice in the public school system, which is useless for a kid who can't process things very well"



Exclusions

Despite the legal obligations requiring students who have a disability to have meaningful access to education, our research indicates there is still much work to be done to meet these obligations. The first barrier some families face is simply getting their child access to an education. Our quantitative findings indicate that those children who have a disability experience barriers so significant that they are unable to attend school; 45% of parents reported that at one time or another, they had to keep their child home as a result of a lack of accommodations and/or other services.

Additionally, approximately 11% of parents surveyed reported that their child had been expelled from school for disability-related reasons and 23% of parents reported that their child had been suspended for similar reasons. This is consistent with statistics released by the Ministry of Education in 2015-2016, which reported high levels of suspensions for students who have a

disability generally. Approximately 47% of all suspensions and 48% of all expulsions involved a student who has a disability.⁴

In addition, it appears that many children who have disabilities are still excluded from school in a number of other ways. In many cases, children are excluded from school outside of the normal suspension and expulsion process. Approximately 25% of parents surveyed reported that they had simply been told not to bring their child to school. This raises a number of questions, notably whether a school board actually has the statutory authority to tell a parent to keep their child home from school outside of the regular process. Of these parents, 76% reported that informal exclusions were communicated to parents verbally, rather than in writing, and 41% reported that the rationale for the exclusion was not clearly stated. These statistics demonstrate the troubling practice of denying full access to students who have disabilities.

WHAT DOES THE LAW SAY: There are several ways in which students generally may be excluded from school within the *Education Act* framework:

- 1. SUSPENSIONS AND EXPULSIONS** – Part XIII of the *Education Act* and Regulations sets out a process for disciplinary measures, which include some procedural protections for parents and students.
- 2. EXCLUSIONS** – The *Education Act* in section 265(1)(m) states that it is the duty of a principal to remove someone from the school if they are “detrimental to the physical or mental well-being of the pupils”.
- 3. SHORTENED SCHOOL DAYS** – The *Education Act* permits a reduction of the length of the school day in certain circumstances.



These provisions are not intended to specifically address students who have disabilities and can be inappropriately and discriminatorily applied.

It is important to note that under all of these processes, Ontario’s *Human Rights Code* mandates that students must be accommodated to the point of undue hardship.

Parents also reported that their children experienced “partial” exclusions in the form of shortened school days. Approximately 54% of parents reported that their child had to leave school early and 39% reported that their child was required to arrive late.⁵ Reasons include their child’s fatigue level; however, a number of other issues such as transportation scheduling, staffing shortages at key times and behavioural support plans not being in place were all reported as reasons why the school day was shortened. These are not appropriate reasons to prevent a child from going to school, especially when on average,

children lost over half their school day, approximately 3.86 hours out of their 6 hour school day.

The personal narratives of parents in their interviews highlighted the significant additional hardships that all forms of exclusion exerted on families and students. They described the painful loss of educational and social opportunities their child experienced, as well as their own issues; which included loss of work time, enhanced stress levels, financial strain and frequent disruptions. It was clear from our work that exclusion was one of the most painful and trying instances for parents.

“Yes, [my child has been excluded] for 11 months consecutively now. They said that he is excluded him under section 265 (1) (m). There needs to be some sort of governance to stop the abuse of power that allows principals to all of a sudden exclude children.”

“Well whenever there was any issue, anything at all, he was sent home...there’s only so much as a parent you can say in this situation, don’t do A, B, and C and then they proceed to do A, B and C and then it leads to coming home and it makes you wonder whether they do this on purpose just so they don’t have to deal with him, right?”

“Oh sure, there’s times where I’ve kept him home. There’s been times I’ve kept him home over different things or if the teacher’s missing from school and there’s no supports, I have kept him home. He has missed a lot of days to his life because it’s easier to keep him home than send him to school, especially if the teacher was going to be absent.”

“Just the calls [that my child] ‘is having an off day or he’s upset’ and we would get to the school and we live about 12

minutes away and he would be sitting there fine and doing his work ‘well take him home, he’s having an off day’.”

“Yes I haven’t been able to work. When [my child] was put on a three day week, he was home 68 days and I had to be available for him and then, as I said, for eight years he was on a half day schedule or less”

“I’ve been asked to miss work, I was a single parent for several years of my kids’ education and I was called at work, I was called to leave work, daily.”

“He only goes for two and half hours, then I have to pick him up, but if I’m on day shift then I don’t have anybody to pick him up. He can’t go to school then.”

“When you use exclusionary practices with students who are already struggling, it sets them further behind and I know that the statistics show that people, that students with learning challenges are suspended and expelled at a way higher rate than the normal population but it only adds to their sense of not belonging and not having a place.”

4 - Government of Ontario. “Safe Schools - Suspension and expulsion facts, 2015-2016”, (12 December 2017), online: Ministry of Education / Ministère de l’Éducation <<http://www.edu.gov.on.ca/eng/safeschools/facts1516.html>>

5 - The length of this school day was calculated by adding the mandatory 5 hours of instructional time that students must receive under O. Reg. 298 and an additional hour for lunch and recess.



Planning and **Communication**

There are many complex processes in the education system geared towards identifying children who have disabilities and supporting their educational needs. Parents reported in interviews that these processes are often bureaucratic and confusing, and discussed how they often did not feel well informed about the process. For example, approximately 40% reported that they were not told that they had a right to initiate an IPRC meeting to determine their child's identification and placement. Even more troubling, 34% of parents reported that the school had discouraged them from attending a scheduled IPRC meeting, despite the fact that the purpose of an IPRC is to make important decisions about their child's education.

The complexity of the process was often exacerbated by the fact that many parents reported that they did not feel that they had been provided with an opportunity to be involved in their child's education. For instance, although most respondents indicated that they had an Individual Education Plan (IEP), about 32% of parents reported that they did not feel that they had been involved in the development of their child's IEP. This is especially

concerning given that school boards have a legal obligation to consult with parents with respect to the development of an accommodation plan for their child.

In light of the above, it is unsurprising that parents often reported high levels of conflict with the school over a variety of matters related to their child's education. As noted in the introduction, parents reported a high degree of conflict at all levels of our education system. They often felt that they did not have access to proper dispute resolution mechanisms. This feeling may be related to the fact that there are no formal and impartial dispute resolution mechanisms for accommodation issues under the Education Act. School boards are required to develop their own processes and they often fall short in the eyes of parents.

Overall, the experiences reported by parents suggest a greater need for outreach by schools to involve them in the education of their children. It also suggests a need to create a broader and impartial dispute resolution process with simplified procedure that parents can access to resolve any complaints about accommodations for their child.

"I think kid's IEPs are, if we looked at them all collectively, I think they all kind of look the same, not very individual, kind of standard. You put goals in place, but it never, it's never shown if he's reached those goals or not"

"I think sometimes they thought I went in there enough that we talked about stuff that those things would be in the IEPs but they didn't plan meetings

with families unless families specifically asked for them. Um so as he got older, his IEP got less and less, like there was very little on it."

"I would say the IEP as a whole, like I said because the bar is so low from the legal perspective, I think the school sets its bar pretty low in terms of what it needs to do. I can tell you up until last year, every comment I ever provided on an IEP was ignored"



WHAT DOES THE LAW SAY: The *Education Act* and its Regulation sets out a process to identify children who have certain disabilities and to determine appropriate placements. Students who have disabilities are often identified and placed in a particular classroom setting by an Identification, Placement and Review Committee (IPRC). Parent/guardians and students have a number of participatory rights at meetings of the IPRC Committee and can appeal its decision. Furthermore, once students have been identified by an IPRC, an Individual Education Plan (IEP), which outlines their child's learning needs and accommodations, must be developed for them in consultation with parents. Development and review of the IEP can be a very involved process. Human Rights law considers IEPs to be akin to accommodation plans.



Conflict

A consistent and concerning theme that emerged from this study was the high level of conflict between families and their children's schools at various levels. The majority of parents reported that there had been conflict with the school over their child's education. Approximately 67% of parents reported conflict at the classroom level and 74% reported conflict with school administrators. Additionally, 56% of parents reported that they had been in conflict with their School Board.

Parents expressed frustration that there was not an appropriate conflict resolution mechanism available to them when dealing with schools. Almost half of parents reported that they did not have access to a proper conflict resolution mechanism to deal with an accommodation issue. When parents did have access to a conflict resolution mechanism, it often appeared to

fall short in many ways. For instance, 69% of parents involved in a conflict reported that they were not given access to necessary information during the process and 64% of parents reported that their knowledge of their own child was not recognized by decision-makers.

A theme that emerged from the interviews was parents having to take on a leadership roles in the relationship with schools. Parents who had good relationships with their child's school, as well as parents in conflict with the school, discussed how it was often up to them to initiate communication and information sharing. Further, parents discussed how often the onus was on them to request meetings regarding academic accommodations and the development of IEPs.

"I guess because we constantly advocate for our son, we are sort of seen as trouble makers or as extremely demanding parents when we really aren't demanding anything extraordinary. We're just asking that he gets the support that he's entitled to, but we often run up against road blocks."

In light of the ubiquitous conflict with schools that parents reported, it is important to note that another consistent theme that emerged was the value that many parents placed on a good relationship with educators. While parents frequently expressed exhaustion and frustration with their school, many reported positive relationships or at least the desire to preserve these important relationships. Part of this desire stemmed from the recognition among parents that the educators they were meeting were going to be involved with their child for a long period of time and that it was a necessity to ensure that the

relationship was productive. Despite these efforts, many parents (45%) reported that they often felt that they were not treated respectfully when they had a disagreement with the school.

Despite their negative experiences, many parents remained committed to ensuring a productive relationship with their school and reiterated the central role these relationships have regarding the delivery of education services. Indeed, without a good relationship, the coordination required to effectively educate students who have disabilities is essentially impossible.

"So they'll sit down and listen but they don't really listen and they don't follow through with anything."

"I tried speaking with the superintendent, I tried speaking with the associate director, tried contacting the director, I got no response. I had to contact lawyers"

"Well I had to go all the way up the school board, like right up to the top, I've had a lot of issues. I think I've had to do that twice. I started off internally, I went to the teachers, I went to the

special education teacher, I went to the people that kind of float in and out of the schools and try to help. The principal was pretty nasty [laughs] so, yeah so I worked my way up the chain."

"Okay so what I found I had to do, I needed to make sure that I had more information about special needs and education than the educators had. I got my masters of science in education. I did that so that I could be a better advocate for my daughter."

"Every year was different, it just depended on the principal, who the EA was, who the teacher was. It was never a consistent thing."

"Being not adversarial but clear and direct and educated has been, you know, I do a lot of coaching with other parents and I said 'getting threatening is not going to get you what you want, they'll just circle the wagons and then there'll be no communication'. So communication, good communication has probably been the best"

"It's been a positive experience so far. They're a very upfront school and I find they're always leaving voice messages just saying, you know, this is happening at class this week and I don't know, I

think it's pretty good actually."

"It's not rocket science at the end of the day it's how are we to treat each other right? You don't keep people on the fringes and then invite them in only when it's convenient and then you know, make them cross the stage and then leave."

"Went above the principal, called the school board, called meetings. I had professionals come in from to advocate with us, it's a different conversation when you bring someone in with you and just kept verbally telling them what my expectations of them were. If you rollover, you'll lose the game, so you really have to advocate"

“So it’s exhausting as a parent, it’s exhausting. And I do feel bad for the parents who don’t have the energy or just can’t be bothered fighting the system, it just gets worse, like in high school it’ll just get worse”

“Most of the resolution has been writing letters, talking to people, whether it’s the principal or the teacher or even the

director, it’s like going up to the steps you have to go up but doing it in a, it’s a fine line eh? You need to maintain relationships, but you also need to advocate for your son’s sake.”

“I had a very good relationship I think that made a big difference because I was involved with SEAC and the superintendent”



Leadership

Leadership by school authorities was consistently identified by parents in interviews as being crucial to the quality of the education that students received. Parents frequently noted that school principals in particular could have an especially profound effect on the school culture and the quality of their child’s education.

Indeed, the issue of shortened days provides an excellent example of the impact that school administration, both at the school level and the board level, can have on a student’s education. For those children who had their day shortened, parents reported in 60% of cases that it was administration that broached the idea of shortening a child’s day and in 62% of cases, it was administration who made the

actual decision to shorten it. As described previously, the motives for these shortened days often related to administrative issues, such as staffing difficulties, rather than whether a shortened day was for the benefit of the child. This finding suggests a worrying tendency among school boards, in some cases, to prioritize administrative convenience over the right of a child to go to school.

Other examples of the role of leadership abounded among the interviews. It was clear from parental interviews that good leadership at the administrative level was often crucial in conflict resolution. Given the endemic nature of conflict between school and families in this area, the importance of positive leadership in this area cannot be understated.

“Last year it definitely would have been a no [he was not made to feel welcome], an absolute flat out no [laughs] because the principal told me flat out that he wasn’t welcome. This year, we now have certain people in place that make him feel more welcome...”

“One school is more welcoming than another. It all really depends on who the principal is so you know, like I said

things have improved once I said ‘we’re coming and you’ll have to make it work’, I really should not have been put into the position where I had to even say that.”

“So yeah the school’s supportive, I don’t feel that board really is and the board will complain about the province but I don’t care because someone has to stop passing the buck”



Moving forward...

These results paint a stark picture of how the education system fails to serve students who have intellectual disabilities. While commitments to diversity and student excellence abound, students who have an intellectual disability are clearly not included.

The voices of parents provided crucial insights in terms of current practices. Moving forward, the data collected may provide a pathway for educators and

systems to re-examine the quality of experiences that these students access during their school years.

Additional themes were raised by the results of this study. Set out below is a selection of those themes that shed further insight into the relationships and power dynamics that students and parents are confronted with when attempting to access appropriate education services.

Attitudes and **beliefs matter:**

A pervasive theme that emerged in the survey of parents and their interviews was related to the role of attitudinal barriers within the school system and the negative impact that these could have on students who have an intellectual disability. In the survey, many parents reported the existence of these attitudinal barriers within

the school environment and in interviews discussed the countless ways that these could subvert student learning. Parents often suggested that low expectations for students who have intellectual disabilities and stereotypical beliefs about their abilities limited their success.



Parents reported that low expectations often contributed to a failure to provide students with academic opportunities because school staff did not believe that their sons or daughters could handle the additional expectations. The fact that almost two thirds of all parents surveyed reported that their child was being excluded from the appropriate curriculum for their level of learning is indicative of the impact of these low expectations and the widespread nature of this problem.

The presence of attitudinal barriers was one of the most prevalent themes in parental responses. Parents often cited attitudinal barriers as reasons for social isolation and bullying, in addition to limiting students academically. The overriding message from the data gathered in this study is that these barriers are a significant factor in the continuing marginalization of students who have intellectual disabilities in the school system and that systematic efforts are needed to address this issue.

“One of the courses that she took, she took applied science and she really enjoyed that because the teacher actually worked with me in coming up with concrete things that she could do”

Access matters:

It is clear that students who have intellectual disabilities are excluded physically, academically and socially. While some parents reported successful partnerships and inclusive practices that made their child’s school experience robust and meaningful, this was not the case for many. Many parents reported that exclusion and lack of access creates barriers to

learning and relationship building. More importantly, it creates real hardship for families and students. Practically, financial disruptions in terms of missed work, intensified stress from unpredictable schedules, onus of problem solving on the shoulders of parents and multiple conflicts create exhaustion and frustration for families.

“She does feel welcome in her community but her community is almost this little dark hallway down the hall where nobody else goes right? But in that cluster, the teachers like her and they hang out with her and they seem to know her but as far as being part of the larger school community, like I really don’t feel that. I’ve never been made to feel that, when we get letters or invitations to like school-wide events, there’s never any kind of mention of how, of what kind of accommodations are going to be provided, never ever. It’s like these students don’t even exist”

Relationships matter:

Communication, planning and the provision of meaningful and robust educational and social experiences can all hinge on the quality of the relationships that are formed between families and educational providers. For some, these relationships are successful and contribute to an overall positive

school experience for students. However, many parents report a pattern of poor communication and lack of follow through on the part of the school.

These types of relationships often lead to a more confrontational style of communication than a collaborative one.

“You know the dukes are up all the time, all the time, So you carry on again until the next time, until the next time and that’s kind of where you’re at, you leave no stone unturned and um and all of a sudden there’s another boulder in the way and you think gosh I thought we already got through this but no there’s something else. And that’s kind of been the experience all along through school.”

Leadership matters:

Leadership can take many forms. Within this dataset, much of the discussion on leadership referred to the role of principal and or school board personnel. Despite this focus, there was also recognition that teachers and educational assistants can play

a key leadership role in terms of success and inclusive practices. These key roles are important in the development of successful educational and social experiences for students who have intellectual disabilities in Ontario’s school system.

“By the kids, I’d say yes [child was made to feel welcome], by the administration, I’d say no.”

“Our principal didn’t go to bat for us, she batted against us, always. She did not want us there, she was not pleased.”

One area of concern certainly was the importance of personal belief systems and attitudes. Even to parents it was clear that whether a student had a successful

experience or a negative one often came down to something as fundamental as attitude.

“One school is more welcoming than another. It all really depends on who the principal is.”



Belonging matters:

Responses to the survey indicated that, in many ways, parents were equally dissatisfied with many aspects of their children's education in both inclusive and segregated placements. However, despite the general dissatisfaction, there were some notable benefits that accrued to students in more inclusive settings.

For instance, students in inclusive settings were far more likely to be included in extracurricular and unstructured school activities, meaning that they had a much greater opportunity to socialize with their peers outside of the traditional classroom. Furthermore, it was evident among respondents that those students in an inclusive high school setting were far more likely to be enrolled in for-credit courses, allowing them to more fully reap the benefits of our education system.

In interviews, parents often spoke of the benefits of being in a welcoming and inclusive school environment, especially when it came to the morale of their child and their feelings about school generally. Inclusive environments were often seen to promote more engagement with school and provide opportunities to establish more meaningful relationships with peers.

These benefits strongly highlight the value of an inclusive approach to education and point to its potential to remediate some of the barriers described in our research. However, despite the value of an inclusive approach, the survey results suggest that deeper issues in our education system may be subverting the effectiveness of special education programs, whether they are inclusive or not.

“So the school must be very welcoming because he doesn't mind going to school, he's excited to go to school, the school counselor just called me right before you and she said he's doing fantastic. So I don't know what they're doing, I think they're including him in a lot of stuff, which I think is great because he's never had that before.”

Conclusion

Overall, it is clear that students who have intellectual disabilities continue to experience overwhelming barriers when it comes to accessing their education. However, some important lessons can be gleaned from the experiences of families regarding the areas that might be targeted to address these barriers and improve the quality of special education programs for students who have disabilities. In particular, significant reforms to the *Education Act* are needed, as well as a new strong and responsive education standard pursuant to the *Accessibility for Ontarians with Disabilities Act*.

The results of this study also make clear that further research is necessary to provide additional insight into many of the issues raised in this report. The authors of this report encourage the Provincial Government and local school boards to undertake similar efforts to better understand the experiences and challenges

of students who have disabilities generally. Even rudimentary efforts to systematically track issues like the exclusion of students who have disabilities has the potential to improve both our knowledge of the practice and its use, and to implement appropriate policies to prevent unjustified instances of this practice.

The authors of this study are optimistic that improvements to the education system are possible, despite the daunting barriers that continue to exist. However, as parents throughout this study repeatedly emphasized, real leadership is necessary to address these barriers. This leadership needs to begin within schools and school boards and at the Provincial Government level. Without this sort of leadership we are doomed to perpetuate the type of systemic disadvantage that has plagued persons who have intellectual disabilities since the inception of our education system.

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Corien Becker

From: Jacquelyn Wickham
Sent: Wednesday, May 15, 2019 12:14 PM
To: Aleksandra Zwierzchowska
Subject: 2019-2022 Strategic Plan Feedback

In reading the strategic plan, the strategies and measures for the objectives are incomplete and are not capturing all that encompasses the objective and goals. Below are some recommendations and comments on the strategic plan.

2) Student Centred Learning

First, this objective seems to only be relevant for schools of choice and is not addressing the majority of the schools in the district.

Goal 2. Provide a choice of how, when, and where student learning takes place.

This seems to only address schools of choice. If this is a truly important goal, then there needs to be strategies to address waitlists for these programs. Strategies could be: increasing the number of students that can be served in these programs (which seems unlikely); or alternatively, adding additional programs/resources to regular catchment schools. For example, if the Fine Arts Elementary waitlists are increasing, an option could be to increase fine arts education in some of the under populated regular catchment schools. A measurement of success could be a reduction in number of waitlisted students (25%; a 50% reduction for example).

Adding in surveys for parents of elementary school children to give feedback could be beneficial. Particularly, the goal collaborative learning environment, could be enriched and measured by getting both quantitative and qualitative data.

4) Effective Learning Environments

Goal 3. Every school is inclusive

There needs to be strategies and measures for this goal, or this is simply lip service. The board needs to ensure that all students have full access to full days and that no student or students are missing time due to lack of resources and/or staffing. This is currently rampant and problematic. We can measure this goal by seeing an increase in transition rates (elementary to middle; middle to high school) and graduation rates for special needs students. This needs to be funded and be a priority. Programs of choice are mentioned that they will be funded, but no mention of funding to support inclusion.

The Abbotsford and Chilliwack school districts currently supporting a research project through UFV for the purpose of transitioning children receiving interventions from the Fraser Valley Child Development Centre into kindergarten.

Participation in this project could help understand needs and methods to support diverse learners from an early age.

The project is being conducted by Mark Littlefield and Nancy Norman

(mark.littlefield@ufv.ca and nancy.norman@kpu.ca) Abbotsford School District has done a tremendous job in increasing graduation rates among students with special needs (2017-2018 year they were at 70% graduation rates, while Mission is lagging behind 10% for this cohort).

Goal 4. Every School is Accessible

There needs to be a measure here. A measurement for accessibility could be: no child(ren) need to be relocated to a school outside their catchment school or school of choice due to the school's facilities being unable to accommodate.

Strategy 1. Foster empathy and understanding in staff and students for diverse learners

How will this be accomplished, this is more a goal than a strategy. What is the strategy to do this?

Measures 2. Mental Health Initiatives

This is not a measure. An increase in utilization of mental health initiatives? Increasing access to mental health initiatives? There needs to be clarification and then a measurable measure.

5) Future Orientation

Measures

Transition rates to secondary school should be included.

In closing, the overall impression of the strategies seem to be biased towards secondary school and programs of choice and that especially regular catchment elementaries are of the least concern. It would also be great to see something address the needs of early childhood education, specifically emotional regulation, since this is so important for kindergarten readiness and success in later years.

I appreciate the consideration of my feedback by the Mission Board of Education and look forward to seeing the finalized Strategic Plan.

Best Regards,

Jacquelyn Wickham

ITEM 5.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent & C. Schmor, Director of Student Services
SUBJECT: Inclusive Playgrounds – Feasibility and Cost

Background:

The Board of Education has requested further information about the possibility of building Inclusive Playgrounds at MPSD sites. Attached is some information from our Student Services Department relating to different types of equipment and considerations in the design of playgrounds.

Analysis and Impact:

The (very) approximate cost of an Inclusive Playground addition at a school is \$100,000. While there are some grants available, this is a considerable cost when applied over the entirety of the District. Of particular note is the surfacing, as this drives the design and location of the equipment. The Board could consider a plan to add Inclusive equipment and surfacing on an incremental plan, with School Principals reporting projections of need and current practice.

Attachments:

1. Universal playground equipment recommendations

May 2019

Playground equipment considerations:

Fall space/zone- If you have climbing equipment there is a requirement that ensures the materials below are safe in case a student falls.

There is even a certain radius around swings and gliders that is required for safe fall.

Surfacing is a big consideration. What do you want to use as your base ground? What equipment and supports do students have now and in the future, who will be using the playground space; and how many kids do we want to use the surface?

You need to know this before you plan what you are putting on it.

- Engineered wood chips are supposed to be an accessible surface for chairs but this is not proven. Try it out.
- Rubberized surfaces (large piece) seem to be the best, don't form bumps and are wheelchair friendly
- Rubberized mat surfaces (small ones linked together like a jig saw puzzle) do not accommodate for a smooth wheel chair ride and often separate over time
- No pee gravel for obvious reasons
- Consider multi surface areas, tree roots, and the natural landscape. Consider planning in an area that may be already cleared
- If you want to build skills for independence you have to consider the surface (ex. students with visual, physical support needs). You want a smooth transition from one surface to the other ex. Ash fault to playground rubberized mat to grassy area toward trees, to ash fault walkway to rubberized mat etc.
- You might not want visual or physical barriers in between spaces that define different areas

Contacts:

They will come out look at areas, if you know your budget in advance – they can work with the budget... have two agencies consult.

1) Habitat playgrounds www.habitatsystems.com

Dave Warner- extremely good at what he does; works with a playground architect on a design- ideal to give him a ball park budget and your priorities; he will visit and give a quote and look at inside and outside building; great support and follow up.

dave@**habitat**-systems.com

Suttle game time <https://www.gametime.com/suttle>

seem to have more American based product, will come out and quote as well

Todd- todd@suttle-recreation.com

Inclusive playgrounds (Universally accessible)

Grants:

<http://jumpstart.canadiantire.ca/content/microsites/jumpstart/en/community-accessibility-grants.html>

<https://www.rickhansen.com/schools-communities>

<https://www.rickhansen.com/.../sch-35913-guide-creating...>

<https://www.rickhansen.com/.../downloads/letsplaytoolkit.pdf>

<https://parknplaydesign.com/.../john-dolan-inclusive.../>

<https://www.playlsi.com/.../plan-your.../accessibility/>

<https://www.bcaaplayhere.com/>

<https://www.tsbc.ca/grant.php> This is the link to the rubberized surface grant that we got for the Cultus Lake Main Beach playground area. It is open to applications now, but is based on a first come, first served basis

<https://www.fcc-fac.ca/en/in-your-community/giving-back/fcc-agrispirit-fund.html> This is the link to the FCC AgriSpirit fund. It looks like the deadline for applications is March 29, 2019. You'll notice when you look at past funding projects, they do have playgrounds listed.

https://www.vancouverfoundation.ca/grants/search-grants?search_api_views_fulltext=playground

<https://www.variety.bc.ca/grants/organizational-grants/organizational/> (not accepting grant proposals at this time, but possibly in the future)

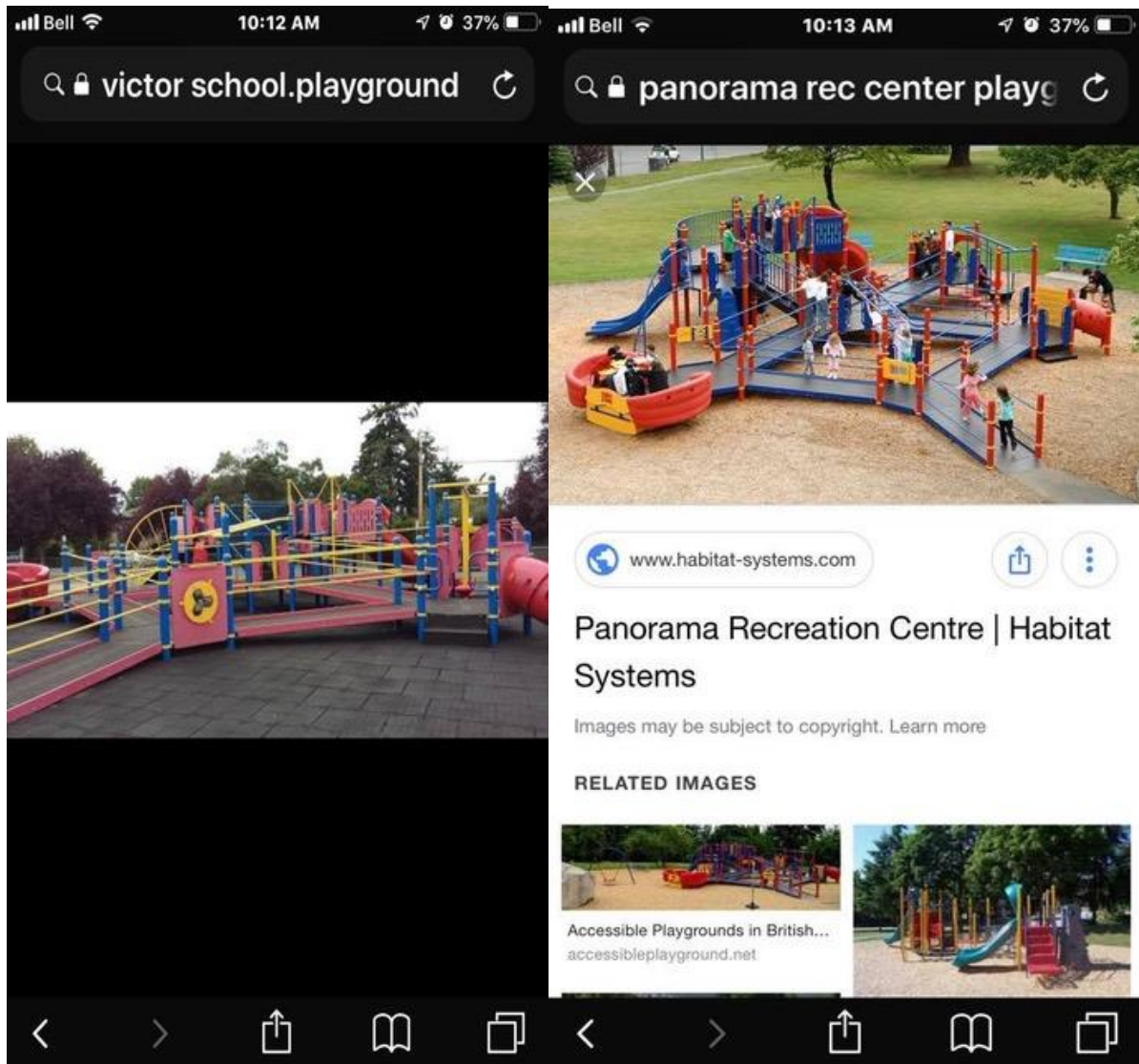
Playground examples:

Whistler (might be a good example for Stave Falls nature program)

<https://walkingontravels.com/whistler-inclusive-playground-serves-up-plenty-of-fun/>

Whistler Resort– One of the three accessible playgrounds built in honor of the 2010 Winter Olympic Games. This one is located at Celebration Plaza. Themed “**Nature Play, Play with Nature,**” the new playground touches on Whistler’s resort history, outdoor recreation culture and 2010 Winter Games competition environments. The inclusive playground features a wooden play house for children aged up to six years old, and a tree house play structure for those aged seven to 12 years old. Both have weather protection to offer 12 months of safe and sheltered play.

Key design features of the Whistler accessible playground include a multi-sensory wall, which takes its inspiration from the skyline of the Whistler and Blackcomb Mountains, and a large, accessible tree house inspired by the region's forests. Other elements include a rope climber similar to the existing rope climber, swings, slide, rubberized surfacing and other equipment. Seating integrated into the design allows parents and kids to sit comfortably, gaze at the mountain views and take it all in.



https://dailyhive.com/vancouver/surrey-universally-accessible-playground-unwin-park?fbclid=IwAR3GwLhtnV9UQjgy29f0HCEEbHK4hutZQsqXQEe0ztGfjOtJMu_t4FVloyg

https://www.accessibleplayground.net/canada/british-columbia/?doing_wp_cron=1557786341.2229800224304199218750

Playground equipment:

https://www.miracle-recreation.com/products/playground-solutions/inclusive-playground-equipment/?gclid=EAlaQobChMI7ouRw4GZ4gIVCnNkCh0qZQXeEAAYASAAEglyFvD_BwE&lang=can&fbclid=IwAR2E-h51M02rIYqWa5GhG8E6geGSJmCQa_m5AbDN-iCnpWS68sJ5SVfyqmw

<https://www.habitat-systems.com>



(be aware something like this is great, but a wheelchair has a hard time accessing it in bark mulch)

<https://www.playlsi.com/en/playground-design-ideas/inclusive-play/>

<http://www.libertyswing.com.au/>



ITEM 6.1 Action File No. 1020

TO: Committee of the Whole
FROM: J. Lane, K-12 Teacher Librarian
SUBJECT: Learning Resources Policy

Recommendation

THAT the Draft Learning Resource Policy be reviewed, referred to partner groups for consultation, and returned to the September Committee of the Whole meeting for further consideration.

Summary:

The Ministry of Education transferred responsibility for the review and approval of Learning Resource Materials to local Boards of Education. The proposed policy outlines the responsibility and the process for approving resources. The corresponding administrative procedures for the approval of resources and the challenge of resources are also attached for review.

Analysis and Impact:

The draft policy has been developed over a year and a half by K-12 Teacher Librarians and the Indigenous Mentor Teacher in the District. The policy considers the direction from the Ministry, the requirement to have a list of the approved resources, and the need for the opportunity to challenge the use of the resources. The development process also included consultation with the Aboriginal Education Department.

The policy is not a static document, but a process. Once fully implemented, staff will monitor the process to ensure it is meeting the needs of teachers and is transparent for parents, while meeting the requirements of the Ministry.

Policy, Regulation, Legislation:

The change to provincial legislation transferring the responsibility for approval of resources by the Local Board came into force in July 2017. While staff have followed the requirement for local approval, it is a good practice to ensure Board policy identifies the requirements for staff to consider when reviewing resources for approval.

Public Participation:

The policy is introduced at the Committee of the Whole meeting. The report recommends referral to partner groups for formal consideration, and then return to the Committee for further review / discussion prior to forwarding to the Board for formal consideration. As such, there is time for public involvement in the review of the policy.

Implementation:

1. Preliminary Review – June Committee of the Whole
2. Referral to Partner Groups / Teachers / public: June 5 – Sept 6, 2019
3. Further review and consideration of comments considered September Committee of the Whole
4. Further consultation as needed
5. Final review October Committee of the Whole
6. Approval October 2019
7. Distribution / Review – School level

Attachments:

- a) Draft Learning Resources Policy # 220
- b) Draft Selection of Learning Resource Materials Procedure #220-1
- c) Draft Learning Resources Evaluation Form
- d) Draft Consent form for Films
- e) Draft Challenge of Learning Resource Materials
- f) Draft Request for Reconsideration of Learning Resources Form
- g) Learning Resources Policy – Province of British Columbia
- h) Current Supplemental Learning Resources Procedures #AP212
- i) Current Challenge of Learning Resource Materials Procedure #AP204

| | | |
|-----------------|---------------------------------|------------|
| Section: | Students and Instruction | |
| Title: | Learning Resources | 220 |

Purpose

To ensure learning resources for use in Mission Public Schools supports the Board’s and the Ministry of Education’s educational goals and objectives.

Policy

- 1) Mission Public School District will ensure that learning resources are selected and approved for use in educational programs, prior to introducing the learning resources to MPSD students. Resources must be:
 - a) A Ministry recommended specific learning resource; or
 - b) A K-12 learning resource approved by the Educational Resources Acquisition Consortium (ERAC) or equivalent; or
 - c) A learning resource approved through a District established evaluation process that ensures the resource:
 - i) supports the learning standards or learning outcomes of the BC K-12 curriculum.
 - ii) assists students in making connections between what they learn in school and real-life applications.
 - iii) is developmentally and age appropriate.
 - iv) has effective instructional and technical design.
 - v) meets the requirements set by copyright and privacy legislation as well as traditional knowledge protocols.
 - vi) is suitable based on social considerations (see Administrative Procedure 220-1 for details)
 - vii) is inclusive, aligned with curriculum and supports Reconciliation.
- 2) MPSD approved resources are publicly available from the following sites:
 - i) ERAC K-12 Resource Collection (<https://k12.bcerac.ca/>)
 - ii) Mission Public School Libraries (<https://mpsd.follettdestiny.ca/>)
- 3) Targeted Aboriginal funding must not be used:
 - to replace other funded programs such as Special Education or English Language Learning;
 - for the delivery of the provincial curriculum (including courses such as BC First Nations Studies and English First Peoples).
- 4) Administrative procedures must outline the process for challenging the use of a learning resource. This challenge procedure must include a process to appeal a final decision to the Board for reconsideration.

Background information

The Ministry of Education implemented a policy July 2017, that specifies that Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, is specified in an educational program guide, or are recommended by the Minister of Education.

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

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

Date of Original Board Approval:

Date Amended:

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

Cross Reference: [Administrative Procedures: 220-1 \(Selection of Learning Resource Materials\)](#)

Administrative Procedures: 204 (Challenge of Learning Resource Materials)

DRAFT

| | | |
|-----------------|---|--------------|
| Section: | Students & Instruction | |
| Title: | Selection of Learning Resource Materials | 220-1 |

Purpose

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for choosing and approving learning resources for use in schools.

General Guidelines

1. In accordance with the *BC School Act*, educators must use resources the Ministry of Education recommended or resources that have been evaluated and approved for use through a local, board-approved process. Mission Public School District provides "Locally Approved" status to all ERAC-evaluated and selected learning resources. ([ERAC](#), 2017)
2. For ERAC approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom. ([ERAC](#), 2017)
3. Educators may consider using resources that have not been evaluated by ERAC, however, they must apply the following selection criteria and complete the Learning Resource Evaluation Form **OR** consult a recognized source prior to using or purchasing the learning resource.
A recognized source could be a teacher librarian, district Indigenous or Inclusion mentor teacher, subject area specialist, professional association (i.e. [FNESC](#), [BCAMT](#), [ISTE](#)), or selection aids such as [Novelist](#), [Canadian Review of Materials](#), [Association of Book Publishers of British Columbia](#), [School Library Journal](#), [American Indians in Children's Literature](#), [YALSA](#), [AASL](#) etc.
4. Donated materials must be evaluated using the selection criteria outlined and submitted for approval prior to using the materials.
5. Internet resources must also meet the regulations in accordance with the Internet Access for Students & Staff - Safe Practices Administrative Procedure #107.

Definitions

Learning Resources means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

Procedures

1. All learning resources must be read and/or reviewed prior to teaching use.
2. If the learning resource is not ERAC approved, educators must apply the following selection criteria by completing and submitting the Learning Resource Evaluation Form to an administrator or teacher librarian, depending on the resource. Alternately they must consult a recognized source prior to using or purchasing the learning resource (see General Guidelines).
3. Where possible, educators will provide choice in reading materials to promote student interest and personalization as mandated by the BC redesigned curriculum. Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials in their classroom. (Source: [ERAC](#), 2017)
4. Emphasis will be placed on the selection of Canadian learning resources where appropriate.

5. Learning resources should be fair, objective, and free from inappropriate images, bias, propaganda, discrimination and stereo-typing, except where a teaching/learning situation requires illustrative material to develop critical thinking.
6. Where the classroom use of learning resources is judged to be controversial, students will be given alternate learning resource choices and/or families will be notified of the intended use. However, the ability to 'opt out' or challenge materials due to personal values is not sufficient; the resource must fail to fulfill other aspects of this procedure and /or Policy #220.
7. All resources must be evaluated considering the supplemental information criteria within this procedure.

Supplemental Information

A. Selection Criteria:

| | Considerations |
|------------------------------|--|
| Curriculum Fit | <ul style="list-style-type: none"> • Does the resource support the learning standards or learning outcomes of the curriculum? • Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught? |
| Content | <ul style="list-style-type: none"> • Is the content appropriate for the emotional maturity and cognitive level of students? • Is the content engaging, accurate, and current for the intended curriculum and grade? • Does the resource assist students in making connections between what they learn in school and real-life applications? • How does this resource represent different perspectives (Indigenous, diverse cultures, BC-context)? • Do the multiple perspectives represent balanced views on the issue? • How will this resource add to the breadth of resources that are being used in the classroom? How does this resource add to the mix? • Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: ERAC, 2017) |
| Social Considerations | <ul style="list-style-type: none"> • Indigenous Peoples: Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's biography. If the author/illustrator is non-Indigenous, check their biography using questions such as: What are the author's qualifications as a voice for/with Indigenous peoples? What is their connection to specific Indigenous communities? Has/have the Indigenous community/communities contributed to this work? If so, in what way? • Multiculturalism: Is there authentic representation of cultural diversity? • Gender Roles: Are gender identities represented in diverse roles and relationships that avoid stereotypes? • Gender Identity and Sexual Orientation: Is there representation of individuals and groups across the full range of gender identity and sexual orientation? • Ability/Disability: Is there representation of individuals and groups along the continuum of ability-disability? • Age: Is there representation of individuals at various ages that avoid stereotypes? • Belief System: Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another? • Socio-Economic: Is the full range of the social-economic realities of BC represented? • Violence: Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies? |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Ethical and Legal: Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking? • Humour: Is humour used in a positive, effective manner to engage student interest? • Safety: Does the story model safe practices and common sense? • Language: Is there disrespectful or defamatory language used that detracts from audience engagement? • Sustainability: Does the story reflect an awareness of issues and promote a culture of conservation? <p>**Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (ERAC, 2017)**</p> |
| <p>Privacy and Copyright Legislation</p> | <ul style="list-style-type: none"> • Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year in order to use these programs or applications. (Source: SD75 Consent form) • Educators are required to respect copyright legislation and should refer to the Council of Ministers of Education, Canada (CMEC) for current copyright guidelines for K-12 institutions. |
| <p>Instructional and/or Technical Design</p> | <ul style="list-style-type: none"> • Does the resource promote the active engagement of the learner by visual and/or auditory stimulus? • Does the resource make effective use of the medium? • Does the resource contain overt advertising or promotional information? • For digital content delivery, is it responsive to a variety of devices and easily navigable? • Do instructional suggestions and assessment tools add value to the resource? (Source: ERAC, 2017) |

B. Use of Streaming Services, Commercial Feature Film Videos and Audio files:

Selection and use of feature films must be in accordance with the criteria established in this procedure.

- Feature film videos, streaming services and audio files must be previewed prior to use and be used in accordance with [copyright legislation](#).
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications: (see Film Consent form for required information)

| BC Rating (Source: Consumer Protection BC) | SD 75 Requirements |
|--|-------------------------------|
| <p>General May contain occasional violence, swearing and coarse language, and the most innocent of sexually suggestive scenes and nudity. Suitable for viewers of all ages.</p> | <p>No Restrictions</p> |

| | |
|--|---|
| <p>Parental Guidance May contain less subtle sexually suggestive scenes and nudity and a more realistic portrayal of violence than in the General category; coarse language may occur more often than in the General category. Theme or content may not be suitable for all children though there is no age restriction. Parental discretion is advised.</p> | <p>Teachers should screen and edit-age sensitive material. This will normally apply to elementary, middle and secondary situations. An information letter and parental consent form, particularly for younger children, is necessary.</p> |
| <p>14A May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for viewers 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.</p> | <p>Teachers must screen and edit/delete inappropriate or age-sensitive material and receive approval from the Principal and individual parents. Parental consent forms should include the rationale (connection to learning standards) for the use of a movie, the nature of the movie and a commentary on edited/deleted material (if any).</p> |
| <p>18A Will contain horror, explicit violence, frequent coarse language or scenes that are more sexually suggestive than in the 14A category, or any combination of them. Suitable for viewers 18 years of age or older. Viewers under 18 years of age must be accompanied by an adult.</p> <p>RESTRICTED These are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <i>Motion Picture Act</i>, or any combination of them. The director assigns this category to motion pictures if the director considers that the theme, subject matter or plot of the adult motion picture is artistic, historical, political, educational or scientific. Restricted to viewers 18 years of age and over. Persons under 18 years of age are not permitted to attend under any circumstances.</p> <p>FOREIGN MOVIES – no BC classification</p> | <p><u>EXPRESSLY CONTROLLED</u></p> <p>In exceptional circumstances where a movie classified as 18A, Restricted, or Foreign is deemed to be the most suitable material for a course for educational purposes, segments or portions of the film will be shown when appropriate. The following requirements must be followed if segments of the film are to be used:</p> <ol style="list-style-type: none"> 1. The movie may only be used for Gr. 10-12 senior courses. Pre-film classroom conversation and preparation is required. 2. Only senior students with parental/guardian consent forms may attend the showing of such a movie. |

Date of Original Superintendent Approval:
Date Amended:

Cross Reference: (MPSD Learning Resource Evaluation form, Generic Film Consent Form, other policies, procedures, legislation etc)

MPSD Learning Resource Evaluation Form (Draft: 2018/2019)

| | | |
|---|--|---|
| | <p>school year to use these programs or applications. (Source: SD75 Consent form)</p> | |
| <p>Instructional and/or Technical Design</p> | <ul style="list-style-type: none"> • Does the resource promote the active engagement of the learner by visual and/or auditory stimulus? • Does the resource make effective use of the medium? • Does the resource contain overt advertising or promotional information? • For digital content delivery, is it responsive to a variety of devices and easily navigable? • Do instructional suggestions and assessment tools add value to the resource? (Source: <u>ERAC</u>, 2017) | <p>Specify:</p> <div style="display: flex; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> |

DRAFT

MPSD Consent Form for Films

Part A: To be completed by the educator (You may use a different format, but the following five pieces of information must be included.)

| | |
|--|--|
| Film Title: | |
| Rating: | |
| Rational for using the film: (Connection to learning standards) | |
| Nature of the Film: (describe the type of film and main ideas) | |
| Commentary on sensitive material: | |

Part B: To be completed by parents/guardians if permission is denied

Please fill out the bottom of this form **ONLY if you do not grant permission** for your child to view the film. Alternate arrangements will be made at school for students who do not have permission to watch this film.

I, _____ **DO NOT** give permission for my child _____
 Parent/Guardian Name (print) Student's Name (print)

to view _____ at school. _____
 Movie Title Parent/Guardian Signature

| | | |
|-----------------|---|--------------|
| Section: | Students & Instruction | |
| Title: | Challenge of Learning Resource Materials | 220-2 |

Purpose

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for challenging the prescribed and supplementary learning resources.

General Guidelines - Challenge Criteria

1. Any member of the district’s educational community may challenge the appropriateness of resources used in the district’s educational programs.
2. No individual has the right to determine reading, viewing, or listening material for students other than for their own children. Notwithstanding this, personal values alone is not a sufficient reason to challenge a learning resource.
3. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

Definitions:

Learning Resources means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

Procedures for Challenges of Learning Resources

Boards of Education are responsible for selection and withdrawal of learning resources. The Mission Public School District will consider challenges or formal appeals regarding learning resources in accordance with the following procedure:

A. First Appeal - School Level

1. The questioner sets up an appointment to meet with the staff member and a school administrator to discuss the learning resource at a mutually agreeable time. The staff member may decide to invite an additional educator to the meeting.
2. The staff member(s) explains the learning resource selection procedure to the questioner including the district selection criterion that are applied to all learning resources.
3. The staff and questioner will attempt to resolve the challenge.
4. If the challenge is not resolved at the school level the questioner may file a district level challenge by completing the **Request for Reconsideration of Learning Resources Form** and follow the district level procedures (below).

B. Second Appeal - District Level

1. All district level challenges to learning resources must be submitted to the school principal (or designate) who will then forward the **Request for Reconsideration of Learning Resources Form** to the Superintendent.
2. The Superintendent of Schools may render a decision on the challenge or establish a 'reconsideration' committee to consider and make recommendations on the challenge.
3. Reconsideration Committee Procedures (at the discretion of the Superintendent):
When appropriate, members of the committee should include:
 - a) Superintendent (or designate);
 - b) the school principal;
 - c) one member of the school staff;
 - d) one teacher-librarian;
 - e) one district level educator.
4. The reconsideration committee may choose to consult additional district educators and/or community persons with related professional knowledge.
5. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.
6. The reconsideration committee shall:
 - a) review the challenged resource in its entirety;
 - b) consider the written submission of the questioner;
 - c) determine professional acceptance by reading critical reviews of the resource;
 - d) weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context;
 - e) prepare a written report that includes:
 - i) the procedures followed;
 - ii) the minutes of the meeting;
 - iii) the rationale for the decision made by the reconsideration committee;
 - f) send a copy of the report to the
-questioner
-all appropriate principals.

C. Third and Final Appeal - Board of Education level

1. If the Superintendent or Reconsideration Committee's recommendations are unacceptable to either the principal or the questioner, the challenge and all documentation will be submitted to the Board of Education for reconsideration.
2. The decision of the Board is final.
3. Affected parties will be advised as appropriate.

Date Adopted: November 2001 (AP 204)

Date Amended: 2019

Cross Reference: [Selection of Learning Resource Materials Procedure #220-1, MPSD Request for Reconsideration of Learning Resources Form](#)

Mission Public School District (75): Request for Reconsideration of Learning Resources Form

Name of School: _____

Phone #: _____

School Contact Name: _____

Name of Person Initiating Challenge: _____

Role of Person Initiating Challenge: District Employee Parent/Guardian Other (please specify)

Telephone numbers: Home _____ Work _____ Cell _____

Address: _____

Title of Resource: _____

Author(s): _____

Publisher/Year: _____

Type of Resource (book, film, please specify): _____

Please complete each of the sections below:

1. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed this resource with: (circle yes or no)
 - the teacher-librarian? Yes No
 - the classroom teacher? Yes No
 - the school principal? Yes No

2. Have you read reviews of this resource? Yes No

3. Having reviewed the entire resource, my objections are:

a) Page/section(s) _____ Specific Objection _____

b) Page/section(s) _____ Specific Objection _____

Mission Public School District (75): Request for Reconsideration of Learning Resources Form

c) Page/section(s) _____ Specific Objection _____

4. From your point of view, what do you think is the purpose of the resource?

5. How do you feel this resource will affect your child?

6. Please indicate what action you would like the school to take regarding this learning resource:

Note to questioner: Complete form and forward one copy to Superintendent, one copy to Principal of school concerned. Please keep a copy for your records.

Signed: _____

Dated: _____

Additional information may be attached.



Learning Resources

Date came into force or revised

July 1, 2017

Status

New

Policy Statement

Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, specified in an educational program guide, or are recommended by the Minister of Education from time to time. Boards must have policies and procedures for approving the learning resources chosen for use in schools.

Rationale or purpose of the policy

This policy explains changes in how learning resources are chosen and approved in British Columbia school districts. It clarifies the roles and responsibilities of the Ministry of Education and boards with respect to the evaluation and selection of learning resources.

Authority

Under the authority of the [School Act \(PDF\)](#).

Section 168 (2): The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders...

(e) ... governing educational resource materials in support of educational programs

See Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.

Policy in full

Boards of education have responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources. For curricula implemented from 2016 onwards, most educational program guides will not include a list of Ministry recommended resources. Boards may continue to use learning resources specified in educational program guides published before 2016, as appropriate. For certain courses or grades, the Ministry may still recommend the use of specific learning resources from time to time.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources. This responsibility now rests with boards. Board policies and procedures should include a process for ensuring the list of recommended learning resources is up to date and aligned with changes in curriculum. This would include adding and removing resources from the list.

Any concerns or challenges to the use of a learning resource should be dealt with at the district level. Boards/authorities should also develop policy and procedures to challenge the use of a learning resource.

Boards may choose to use the services of the [Educational Resource Acquisition Consortium \(ERAC\)](#) to assist them in choosing or approving learning resources. ERAC maintains a collection of evaluated K-12 resources for the B.C. school system.

Procedures related to policy

Local policies and evaluation procedures for selecting learning resources should involve practicing educators.

The evaluation procedures should establish criteria to ensure that learning resources chosen for use in schools

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

Evaluating resources from the perspective of social considerations can be one of the most challenging aspects of the evaluation process. It must take into account many considerations within a context of community, societal values and standards, to determine the suitability of the resource for instructional use in B.C. schools. Factors to consider may include approaches to multiculturalism, First Nations learning, gender and gender identity, among others.

Educators are best suited for determining the resources that are most appropriate for use in their classrooms. Boards should ensure that their educators are informed of board policy and criteria for the selection of learning resources.

For more information on evaluating learning resources, districts and independent schools may wish to consult with [Educational Resource Acquisition Consortium \(ERAC\)](#).

Related

- [Educational Resource Acquisition Consortium learning resources](#)
- [K-12 Resource Collection](#)
- [Learning Resource Selection for K12 Educators Course](#)

Contact Information

If you have any questions relating to the Learning Resources Policy, please contact the Ministry at:

Email:

curriculum@gov.bc.ca

Selection of Supplementary Learning Resource Materials

The Board of Education will establish procedures to ensure learning resources will be those that best assist in teaching the provincially prescribed and locally approved curricula and programs.

Selection criteria – to be applied to both curricular and extra-curricular activities

- Supplementary Learning Resources should support or enhance curricula and be relevant to the learning outcomes and content of the course.
- Whenever possible, priority will be given to resources developed and produced in Canada.
- Resources must be appropriate in content and presentation to the subject area and to the emotional development, ability level, learning style, social development, and chronological age of the students.
- Resources should be selected to stimulate growth in knowledge, literary appreciation, aesthetic values and societal standards.
- Resources must have a physical format and appearance that is suitable for their intended use.
- Resources should foster respect for and an understanding of the contributions made to our civilization by minority and ethnic groups.
- Resources should avoid reflecting negative stereotypes.
- Resources should provide a stimulus for creativity.
- Resources should represent different points of view with the goal of providing a balanced collection or argument.
- Professional education personnel will evaluate resources and curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
- Prior to purchasing and whenever possible, the learning resource should be examined or reviewed and approved by a recognized source (a recognized source could be a person like a subject area specialist, teacher or teacher-librarian, or selection aids such as the School Library Journal, Booklist, HornBook, Science Materials, etc).
- In selecting supplementary learning resources, the professional education personnel will consider recommendations from students, parents, teachers and administrators.
- Gift materials will be judged by the criteria outlined and will be accepted or rejected in accordance with those criteria.
- Supplementary resources should not supplant or replace any provincially prescribed content of a course
- Internet resources must meet the regulations in accordance with the [Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#).
- Selection and/or use of supplementary learning resources must be in accordance with copyright laws (see Copyright Act and Cancopy License Policy).

Procedures for Using Supplementary Learning Resources

- All supplementary materials/resources must be read and/or reviewed prior to teaching use.
- Learning resources should be fair, objective, and free from inappropriate language and images, bias, propaganda, discrimination and sex-role stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking.
- Where the classroom use of supplementary resource is judged to be potentially controversial the teacher should notify the parents of the intended use.

Use of Commercial Feature Film Videos and Audio CD's

- Selection and use of feature films must be in accordance with the criteria established in this procedure.
- Feature film videos and audio CDs must be previewed prior to use.
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications:
 - GENERAL (G): Suitable for all ages.
 - PARENTAL GUIDANCE (PG): Some Material May Not Be Suitable for Children.
 - PARENTS STRONGLY CAUTIONED (PG13): Some Material May Be Inappropriate For Children Under 13.
 - 14A: Suitable for persons 14 years of age or older. (Similar to the high end of the PG-13 rating and the lower end of the R rating in the U.S.)
- Prior to the showing of feature film videos, movies, DVDs, and music categorized as PG, 14A and PG13, the following procedures must be followed:
 - For titles rated as PG, teachers must screen and edit age-sensitive material and receive approval from the Principal.
 - For titles rated 14A and PG13 teachers must screen and edit/delete inappropriate, controversial, and/or age sensitive material and receive approval from the Principal. For students aged 13 and under, approval is required from individual parents.
 - Parental consent forms should include the nature of the material and a commentary on the edited and/or deleted materials (if any).

Date Adopted: November 2001

Date Revised: March 2014

Definitions:

- *Learning Resources include textbooks, other books, computer software, Internet information, video recordings, supplementary reading and informational materials, optical formats (including CD ROM, CD Interactive laser disks), audio tapes, information services such as computer software, charts, community resource people, agencies and organizations, dioramas, film strips, flash cards, games, gloves, kits, machine readable data files, maps, micro films, models, motion pictures, periodicals, pictures, slides, records, cassettes, transparencies, music CDs or cassettes, and resource based information retrieved by any communication systems.*
- *Provincially Prescribed means the legal status granted to a learning resource that has been evaluated and approved by the Ministry for use in all BC schools.*
- *Supplementary means educational resource materials that are considered appropriate for individual students or groups of students (3.1(e) Educational Program Guide Order) (for example, Library books, classroom teaching aides, etc).*

Cross Reference: [Copyright Act and Cancopy License Administrative Procedure #304](#)
[Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#)
[Internet & E-mail Access for All Users Administrative Procedure #210](#)

Resources: *Educational Program Guide Order; Policy Circular Withdrawal of Learning Resources*

Challenge of Learning Resource Materials

The Board of Education will establish procedures to enable the challenge of prescribed and supplementary learning resources.

Challenge Criteria

- Any member of the district's educational community may challenge the appropriateness of resources used in the district's educational programs.
- No individual has the right to determine reading, viewing, or listening material for students other than his or her own children.
- Access to challenged material shall not be restricted during the reconsideration process.
- The major criterion for the final decision is the appropriateness of the material for its intended educational use.

Procedures for Challenges of Learning Resources

- The Ministry of Education is responsible for delisting and withdrawal of provincially prescribed learning resources. Challenges or formal complaints of provincially prescribed learning resources will be considered by the Ministry's Educational Resources Advisory Committee.
- Supplemental Learning Resources – Informal Resolution

Informal Challenge Procedures

- a) The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
- b) The principal (or designate) shall explain to the questioner the school's selection procedure and criteria and the qualifications of those persons selecting the resources.
- c) The principal (or designate) shall explain the particular place the questioned resource occupies in the educational program, its intended education usefulness, and additional information regarding its use.
- d) If the challenge is not resolved at the school level and the complainant wishes to file a formal challenge, a copy of this policy and a [Request for Reconsideration of Learning Resources](#) form.

Formal Resolution

- All formal challenges to learning resources must be submitted to the school principal (or designate) on the [Request for Reconsideration of Learning Resources](#) form.
- The Superintendent of Schools shall be informed of the formal complaint.
- The Superintendent of Schools may render a decision on the challenge or establish a 'reconsideration' committee to consider and make recommendations on the challenge.

Reconsideration Committee Procedures

- When appropriate, members of the committee should include:
 - a) Superintendent (or designate);
 - b) the school principal;
 - c) one member of the school staff;

- d) one teacher-librarian;
- e) one member of the school's parent advisory council;
- f) one student.
- The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
- The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.
- The reconsideration committee shall:
 - a) examine the challenged resource;
 - b) determine professional acceptance by reading critical reviews of the resource;
 - c) weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context;
 - d) discuss the challenged item with the individual complainant when appropriate;
 - e) prepare a written report;
 - f) discuss the written report with the complainant if requested;
 - g) send a copy of the report to the
 - Principal
 - Superintendent of Schools.
- If the Committee's recommendations are unacceptable to either the principal or the complainant, the challenge will be advanced to the Board of School Trustees for decision.
- The Board's decision shall be final.

Date Adopted: November 2001

Definition:

- *Prescribed means the legal status granted to a learning resource that has been evaluated and approved by the Ministry of Education for use in all schools.*
- *Supplementary means educational resource materials that are considered appropriate for individual students or groups of students.*

Cross Reference: [Selection of Supplementary Learning Resource Materials Administrative Procedure #212](#)

ITEM 6.2 Action

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer & D. Welsh Assistant Secretary Treasurer
SUBJECT: Draft Annual 2019/2020 Budget

Recommendation

THAT the following resolutions forwarded to the June 18, 2019 Board meeting for consideration:

THAT the required three (3) readings and adoption of School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be carried out in one meeting.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a first time.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a second time.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a third time and finally adopted.

The 2019/2020 Annual Budget was developed over the past few months, and is based on student enrolment projections, and cost and revenue estimates based on currently available information. The budget is under significant constraint due to factors including increased costs and low enrolment growth.

Background:

The 2019/2020 Annual Budget Bylaw is based on an enrolment estimate of approximately 35 students more than the 2018/2019 year. The attached report summarizes the major changes in the budget.

The enrolment increase projection from February is lower than estimated in the prior year. As of May 24, 2019, the enrolment projection appears to be reasonable. As the budget is extremely tight, with no contingency fund, staff will be expected to monitor and control expenditures accordingly. If the projected student enrolment does not materialize in September, or if any other significant revenue or expense changes materialize, adjustments will be needed early in the school year to balance the amended budget.

In accordance with the requirements of the School Act, before it is passed, a Bylaw of the Board of Education ("Board") must be given three (3) distinct readings. The Board may not give a Bylaw more than two (2) readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the Bylaw all three readings at that meeting. The 2019/2020 Annual Budget must be approved prior to June 30, 2019.

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

Options:

1. The budget could be approved as presented. If amendments are required, the amendments could be deferred to the Amended Budget, which must be approved by February 29, 2020.
2. Additional amendments could be made. Depending on what was amended, the bylaw would need to be referred to staff to make the amendments, and the Annual Budget Bylaw would need to be returned to the Board for approval at a special meeting. The bylaw must be approved before June 30, 2019.

Analysis and Impact:

The Committee of the Whole reviewed the budget information over the past few weeks. The approval of the budget enables staff to conclude preliminary planning processes for the 2019/20 school year.

Details of the budget are presented in the attached report.

Strategic Priority:

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

Policy, Regulation, Legislation:

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

Public Participation:

The recommendations for the Annual Budget were reviewed at the Committee of the Whole with staff and the partner organizations.

Implementation

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

Attachments:

1. Profit & Loss Summary – Operating
2. Changes – Operating Revenue
3. Changes – Operating Expense
4. Profit & Loss Summary – Operating, Special Purpose, and Capital
5. Additional Needs Summary
6. Ministry Annual Budget Submission (draft) for fiscal year 2019/20

19/20 Preliminary Budget

June 4, 2019

| | 2019/20 Preliminary | 2018/19 Amended | \$ Change | % Change | 2017/18 Actuals | \$ Change | % Change |
|--|------------------------|--------------------|------------------|-----------------|--------------------|------------------|-----------------|
| OPERATING REVENUE | | | | | | | |
| Grants | | | | | | | |
| Ministry of Education - Operating Grants | 60,308,728 | 58,799,771 | 1,508,957 | 2.57% | 57,063,995 | 3,244,733 | 5.69% |
| Other Ministry of Education Grants | 1,602,341 | 890,269 | 712,072 | 79.98% | 1,244,102 | 358,239 | 28.79% |
| Provincial Grants - Other | 298,881 | 261,034 | 37,847 | 14.50% | 357,150 | (58,269) | -16.31% |
| Total Grants | 62,209,950 | 59,951,074 | 2,258,876 | 3.77% | 58,665,247 | 3,544,703 | 6.04% |
| Tuition | 2,432,000 | 2,432,000 | - | 0.00% | 2,517,026 | (85,026) | -3.38% |
| Other Revenue | 340,532 | 390,532 | (50,000) | -12.80% | 451,227 | (110,695) | -24.53% |
| Rentals & Leases | 262,040 | 150,000 | 112,040 | 74.69% | 200,241 | 61,799 | 30.86% |
| Investment Income | 145,000 | 145,000 | - | 0.00% | 201,829 | (56,829) | -28.16% |
| TOTAL OPERATING REVENUE | 65,389,522 | 63,068,606 | 2,320,916 | 3.68% | 62,035,570 | 3,353,952 | 5.41% |
| OPERATING EXPENSE | | | | | | | |
| Salaries | | | | | | | |
| Teachers | 25,189,164 | 24,613,020 | 576,144 | 2.34% | 24,207,317 | 981,847 | 4.06% |
| Principals and Vice-Principals | 3,988,890 | 3,922,400 | 66,490 | 1.70% | 3,584,352 | 404,538 | 11.29% |
| Education Assistants | 6,113,100 | 5,992,600 | 120,500 | 2.01% | 5,940,501 | 172,599 | 2.91% |
| Support Staff | 7,308,240 | 7,045,200 | 263,040 | 3.73% | 6,439,228 | 869,012 | 13.50% |
| Other Professionals | 2,175,031 | 2,019,313 | 155,718 | 7.71% | 1,895,993 | 279,038 | 14.72% |
| Substitutes | 3,073,096 | 3,200,782 | (127,687) | -3.99% | 2,595,388 | 477,708 | 18.41% |
| Total Salaries | 47,847,520 | 46,793,315 | 1,054,205 | 2.25% | 44,662,779 | 3,184,741 | 7.13% |
| Employee Benefits | 11,260,568 | 10,905,830 | 354,738 | 3.25% | 10,372,238 | 888,330 | 8.56% |
| Total Salaries and Benefits | 59,108,088 | 57,699,145 | 1,408,943 | 2.44% | 55,035,017 | 4,073,071 | 7.40% |
| Services and Supplies | | | | | | | |
| Services | 1,915,839 | 1,953,839 | (38,000) | -1.94% | 1,768,973 | 146,866 | 8.30% |
| Student Transportation | 19,000 | 19,000 | - | 0.00% | 52,642 | (33,642) | -63.91% |
| Professional Development and Travel | 490,200 | 492,400 | (2,200) | -0.45% | 535,668 | (45,468) | -8.49% |
| Rentals & Leases | 260,158 | 264,040 | (3,882) | -1.47% | 111,457 | 148,701 | 133.42% |
| Dues & Fees | 88,100 | 88,100 | - | 0.00% | 74,434 | 13,666 | 18.36% |
| Insurance | 155,277 | 155,277 | - | 0.00% | 198,501 | (43,224) | -21.78% |
| Supplies | 2,166,155 | 2,631,368 | (465,213) | -17.68% | 2,539,120 | (372,965) | -14.69% |
| Utilities | 1,186,705 | 1,134,000 | 52,705 | 4.65% | 1,055,529 | 131,176 | 12.43% |
| Total Services and Supplies | 6,281,434 | 6,738,024 | (456,590) | -6.78% | 6,336,324 | (54,890) | -0.87% |
| Total Operating Fund Expenses | 65,389,522 | 64,437,169 | 952,353 | 1.48% | 61,371,341 | 4,018,181 | 6.55% |
| NET OPERATING FUND SURPLUS (DEFICIT) | 0 | (1,368,563) | 1,368,563 | -100.00% | 664,229 | (664,229) | -100.00% |
| Capital Assets Purchased from Operating | - | (600,000) | 600,000 | -100.00% | 2,379,137 | (2,379,137) | -100.00% |
| NET SURPLUS (DEFICIT) | 0 | (768,563) | 768,563 | -100.00% | (1,714,908) | 1,714,908 | -100.00% |
| Prior Year Unrestricted Surplus | 0 | 768,563 | (768,563) | -100.00% | 2,225,720 | (2,225,720) | -100.00% |
| Projected Operating Surplus/(Deficit) | 0 | 0 | 0 | | 510,812 | (510,812) | -100.00% |

19/20 Preliminary Budget
Operating Revenue Changes
June 4, 2019

| Revenue Category | \$ Change |
|---|----------------------|
| Operating Grant | |
| Operating grant - SPED enrolment | (\$223,600) |
| Operating grant - SPED rates | (\$325,175) |
| Operating grant - general enrolment | (\$271,537) |
| Operating grant - general rate | (\$278,883) |
| Operating grant - ELL rate | (\$25,500) |
| Operating grant - ABED rate | (\$236,060) |
| Operating grant - geographic factors | (\$148,201) |
| Other MOE Grant | |
| DL grad transitions one-time funding | (\$300,000) |
| Employer health tax grant | (\$515,072) |
| Remove prior year economic stability dividend | \$70,000 |
| Remove prior year mental health grant | \$33,000 |
| Other Provincial | |
| ITA grants | (\$35,000) |
| UFV operating agreement | (\$2,847) |
| Other Revenue | |
| Fortis rebates | \$50,000 |
| Rental Revenue | |
| Classroom leases | (\$112,040) |
| Grand Total | (\$2,320,915) |

19/20 Preliminary Budget
Operating Expense Changes
June 4, 2019

| Expense Category | \$ Change |
|--|------------------|
| Teacher | |
| FTE change | \$321,600 |
| Remove prior year severance | (\$85,000) |
| Wage increases | \$339,644 |
| PVP | |
| FTE change | (\$25,295) |
| Wage increases | \$91,786 |
| EA | |
| FTE change | \$24,100 |
| Wage increases | \$96,400 |
| Support | |
| FTE change | \$133,350 |
| Wage increases | \$129,690 |
| Other Prof | |
| FTE change | \$99,700 |
| Wage increases | \$56,018 |
| Substitute | |
| Contract TTOC FTE change | (\$200,000) |
| H&S - JOHS committee educational entitlement | \$15,000 |
| Wage increases | \$56,214 |
| Benefits | |
| Due to wage, FTE, and other benefit changes | \$405,538 |
| EHT increase | \$400,000 |
| MSP reduction | (\$150,000) |
| Pension contribution reduction | (\$300,000) |
| Services | |
| DL internet reimbursement program | (\$15,000) |
| Remove prior year mental health grant budget | (\$15,000) |
| Software maintenance one-time costs | (\$8,000) |
| PD & Travel | |
| Due to wage and FTE changes and adjustments | (\$2,200) |
| Rentals & Leases | |
| Computer leases | \$35,000 |
| Riverside electrical lease | (\$38,882) |
| Supplies | |
| ABED - offset for increased funding and wage increases | \$53,872 |
| Curriculum - allocation to Stave Falls | (\$5,000) |
| Fuel increase - transportation | \$40,000 |
| Recycling program one-time costs | (\$70,000) |
| Schools - prior year carry-over removed | (\$346,086) |
| Stave Falls - enrolment based budget | \$12,200 |
| Stave Falls - remove prior year start-up funding | (\$130,000) |
| Summit - Art Smarts | (\$20,000) |
| Utilities | |
| Electricity | \$19,466 |
| Garbage/recycling/organics | \$15,000 |
| Heating | \$10,000 |
| Next generation network (NGN) | \$3,238 |
| Water/sewer | \$5,000 |
| Grand Total | \$952,353 |

19/20 Preliminary Budget

| | 2019 / 2020 Preliminary | | | | | 2018 / 2019 Amended | | | | | Change Operating / Special | |
|--|-------------------------|------------------|---------------------|--------------------|--------------------|---------------------|------------------|---------------------|--------------------|--------------------|----------------------------|----------------|
| | Operating | Special | Operating / Special | Capital | Total | Operating | Special | Operating / Special | Capital | Total | \$ | % |
| OPERATING REVENUE | | | | | | | | | | | | |
| Grants | | | | | | | | | | | | |
| Ministry of Education - Operating | 60,308,728 | 5,692,352 | 66,001,080 | | 66,001,080 | 58,799,771 | 6,766,243 | 65,566,014 | | 65,566,014 | 435,066 | 0.66% |
| Other Ministry of Education | 1,602,341 | | 1,602,341 | | 1,602,341 | 890,269 | | 890,269 | | 890,269 | 712,072 | 79.98% |
| Provincial - Other | 298,881 | - | 298,881 | | 298,881 | 261,034 | - | 261,034 | | 261,034 | 37,847 | 14.50% |
| Total Grants | 62,209,950 | 5,692,352 | 67,902,302 | | 67,902,302 | 59,951,074 | 6,766,243 | 66,717,317 | | 66,717,317 | 1,184,985 | 1.78% |
| Tuition | 2,432,000 | | 2,432,000 | | 2,432,000 | 2,432,000 | | 2,432,000 | | 2,432,000 | - | 0.00% |
| Other Revenue | 340,532 | 1,670,000 | 2,010,532 | | 2,010,532 | 390,532 | 1,670,000 | 2,060,532 | | 2,060,532 | (50,000) | -2.43% |
| Rentals & Leases | 262,040 | | 262,040 | | 262,040 | 150,000 | | 150,000 | | 150,000 | 112,040 | 74.69% |
| Investment Income | 145,000 | | 145,000 | | 145,000 | 145,000 | | 145,000 | | 145,000 | - | 0.00% |
| TOTAL OPERATING REVENUE | 65,389,522 | 7,362,352 | 72,751,874 | | 72,751,874 | 63,068,606 | 8,436,243 | 71,504,849 | | 71,504,849 | 1,247,025 | 1.74% |
| Amortization of Deferred Capital | | | | 2,969,194 | 2,969,194 | | | | 2,893,787 | 2,893,787 | | |
| STATEMENT 2 REVENUE | 65,389,522 | 7,362,352 | 72,751,874 | 2,969,194 | 75,721,068 | 63,068,606 | 8,436,243 | 71,504,849 | 2,893,787 | 74,398,636 | 1,247,025 | 1.74% |
| OPERATING EXPENSE | | | | | | | | | | | | |
| Salaries | | | | | | | | | | | | |
| Teachers | 25,189,164 | 3,409,099 | 28,598,263 | | 28,598,263 | 24,613,020 | 3,785,621 | 28,398,641 | | 28,398,641 | 199,622 | 0.70% |
| Principals and Vice-Principals | 3,988,890 | 43,050 | 4,031,940 | | 4,031,940 | 3,922,400 | 42,000 | 3,964,400 | | 3,964,400 | 67,540 | 1.70% |
| Education Assistants | 6,113,100 | 423,800 | 6,536,900 | | 6,536,900 | 5,992,600 | 424,500 | 6,417,100 | | 6,417,100 | 119,800 | 1.87% |
| Support Staff | 7,308,240 | 245,300 | 7,553,540 | | 7,553,540 | 7,045,200 | 243,800 | 7,289,000 | | 7,289,000 | 264,540 | 3.63% |
| Other Professionals | 2,175,031 | | 2,175,031 | | 2,175,031 | 2,019,313 | | 2,019,313 | | 2,019,313 | 155,718 | 7.11% |
| Substitutes | 3,073,096 | 141,594 | 3,214,690 | | 3,214,690 | 3,200,782 | 141,594 | 3,342,377 | | 3,342,377 | (127,687) | -3.82% |
| Total Salaries | 47,847,520 | 4,262,844 | 52,110,364 | | 52,110,364 | 46,793,315 | 4,637,515 | 51,430,831 | | 51,430,831 | 679,534 | 1.32% |
| Employee Benefits | 11,260,568 | 1,067,213 | 12,327,781 | | 12,327,781 | 10,905,830 | 1,157,165 | 12,062,995 | | 12,062,995 | 264,786 | 2.20% |
| Total Salaries and Benefits | 59,108,088 | 5,330,058 | 64,438,146 | | 64,438,146 | 57,699,145 | 5,794,681 | 63,493,826 | | 63,493,826 | 944,320 | 1.49% |
| Services and Supplies | | | | | | | | | | | | |
| Services | 1,915,839 | | 1,915,839 | | 1,915,839 | 1,953,839 | | 1,953,839 | | 1,953,839 | (38,000) | -1.94% |
| Student Transportation | 19,000 | | 19,000 | | 19,000 | 19,000 | | 19,000 | | 19,000 | - | 0.00% |
| Professional Development and Travel | 490,200 | | 490,200 | | 490,200 | 492,400 | | 492,400 | | 492,400 | (2,200) | -0.45% |
| Rentals & Leases | 260,158 | | 260,158 | | 260,158 | 264,040 | | 264,040 | | 264,040 | (3,882) | -1.47% |
| Dues & Fees | 88,100 | | 88,100 | | 88,100 | 88,100 | | 88,100 | | 88,100 | - | 0.00% |
| Insurance | 155,277 | | 155,277 | | 155,277 | 155,277 | | 155,277 | | 155,277 | - | 0.00% |
| Supplies | 2,166,155 | 2,032,294 | 4,198,449 | | 4,198,449 | 2,631,368 | 2,641,562 | 5,272,930 | | 5,272,930 | (1,074,480) | -20.38% |
| Utilities | 1,186,705 | | 1,186,705 | | 1,186,705 | 1,134,000 | | 1,134,000 | | 1,134,000 | 52,705 | 4.65% |
| Amortization | | | | 4,042,811 | 4,042,811 | | | | 3,953,977 | 3,953,977 | | |
| Total Services and Supplies | 6,281,434 | 2,032,294 | 8,313,728 | 4,042,811 | 12,356,539 | 6,738,024 | 2,641,562 | 9,379,586 | 3,953,977 | 13,333,563 | (1,065,858) | -11.36% |
| TOTAL OPERATING EXPENSE | 65,389,522 | 7,362,352 | 72,751,873 | 4,042,811 | 76,794,684 | 64,437,169 | 8,436,243 | 72,873,412 | 3,953,977 | 76,827,389 | (121,538) | -0.17% |
| Net Operating Surplus (Deficit) | 0 | - | 0 | (1,073,617) | (1,073,617) | (1,368,563) | - | (1,368,563) | (1,060,190) | (2,428,753) | 1,368,563 | |
| Budgeted allocation of Surplus | 0 | | 0 | | 0 | 768,563 | | 768,563 | | 768,563 | (768,563) | |
| Allocation to (from) Capital | - | | - | | - | 600,000 | | 600,000 | (600,000) | - | (600,000) | |
| Projected Operating Surplus/(Deficit) | 0 | - | 0 | (1,073,617) | (1,073,617) | 0 | - | 0 | (1,660,190) | (1,660,190) | 0 | |
| Reconciliation to budget bylaw (Exp) | Operating | Special | Sub Total | Capital | Total | Operating | Special | Sub Total | Capital | Total | | |
| Total Operating Expenses | 65,389,522 | 7,362,352 | 72,751,873 | 4,042,811 | 76,794,684 | 64,437,169 | 8,436,243 | 72,873,412 | 3,953,977 | 76,827,389 | | |
| Capital Purchases from Oper (Sch 4) | | | | - | - | | | | - | - | | |
| Capital Purchases from LC (Sch 4) | | | | | | | | | 800,000 | 800,000 | | |
| | 65,389,522 | 7,362,352 | 72,751,873 | 4,042,811 | 76,794,684 | 64,437,169 | 8,436,243 | 72,873,412 | 4,753,977 | 77,627,389 | | |

19/20 Preliminary Budget
Summary of Additional Needs

June 4, 2019



| Additional Needs Identified (Not Included in Budget) | Amount | Budget |
|---|------------------|-------------------|
| Grounds equipment - large mower | 90,000 | Local Capital |
| Shutters - Albert McMahan | 60,000 | Local Capital/AFG |
| Special needs washroom - Albert McMahan | 15,000 | Local Capital/AFG |
| Carpeting - Clarke Theatre | 40,000 | Local Capital |
| IT - Replacement of district network switches | 80,000 | Technology |
| Theatre capital improvements | 50,000 | Local Capital |
| Window replacements - Transportation | 20,000 | Local Capital |
| White fleet additions | 100,000 | Local Capital |
| ISP teacher (1 FTE) | 100,000 | Student Services |
| Facilities manager (1 FTE) | 106,250 | Facilities |
| Add back school budget reductions (15%) | 140,000 | School Operating |
| School PA, telecom, photocopier replacements | 25,000 | Local Capital/AFG |
| School furniture & equipment (incl workplace assessments) | 25,000 | Local Capital |
| Contingency (1% of operating revenue) | 650,000 | |
| SUB-TOTAL ADDITIONAL NEEDS IDENTIFIED | 1,501,250 | |

Annual Budget

School District No. 75 (Mission)

June 30, 2020

School District No. 75 (Mission)

June 30, 2020

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2019/2020 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020.
3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$76,794,685 for the 2019/2020 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2019/2020.

READ A FIRST TIME THE 18th DAY OF JUNE, 2019;

READ A SECOND TIME THE 18th DAY OF JUNE, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 18th DAY OF JUNE, 2019;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Annual Budget Bylaw 2019/2020, adopted by the Board the 18th DAY OF JUNE, 2019.

Secretary Treasurer

School District No. 75 (Mission)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

| | 2020 Annual Budget | 2019 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| Ministry Operating Grant Funded FTE's | | |
| School-Age | 6,243,000 | 6,207,500 |
| Adult | 7,375 | 7,375 |
| Total Ministry Operating Grant Funded FTE's | <u>6,250,375</u> | <u>6,214,875</u> |
| Revenues | \$ | \$ |
| Provincial Grants | | |
| Ministry of Education | 67,603,421 | 66,456,283 |
| Other | 298,881 | 261,034 |
| Tuition | 2,432,000 | 2,432,000 |
| Other Revenue | 2,010,532 | 2,060,532 |
| Rentals and Leases | 262,040 | 150,000 |
| Investment Income | 145,000 | 145,000 |
| Amortization of Deferred Capital Revenue | 2,969,194 | 2,893,787 |
| Total Revenue | <u>75,721,068</u> | <u>74,398,636</u> |
| Expenses | | |
| Instruction | 60,555,007 | 60,994,807 |
| District Administration | 3,017,525 | 2,883,384 |
| Operations and Maintenance | 12,061,770 | 11,817,216 |
| Transportation and Housing | 1,160,383 | 1,131,982 |
| Total Expense | <u>76,794,685</u> | <u>76,827,389</u> |
| Net Revenue (Expense) | <u>(1,073,617)</u> | <u>(2,428,753)</u> |
| Budgeted Allocation (Retirement) of Surplus (Deficit) | | 768,563 |
| Budgeted Surplus (Deficit), for the year | <u>(1,073,617)</u> | <u>(1,660,190)</u> |
| Budgeted Surplus (Deficit), for the year comprised of: | | |
| Operating Fund Surplus (Deficit) | | |
| Special Purpose Fund Surplus (Deficit) | | |
| Capital Fund Surplus (Deficit) | (1,073,617) | (1,660,190) |
| Budgeted Surplus (Deficit), for the year | <u>(1,073,617)</u> | <u>(1,660,190)</u> |

School District No. 75 (Mission)

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

| | 2020 Annual Budget | 2019 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| Budget Bylaw Amount | | |
| Operating - Total Expense | 65,389,522 | 64,437,169 |
| Special Purpose Funds - Total Expense | 7,362,352 | 8,436,243 |
| Capital Fund - Total Expense | 4,042,811 | 3,953,977 |
| Capital Fund - Tangible Capital Assets Purchased from Local Capital | | 800,000 |
| Total Budget Bylaw Amount | <u>76,794,685</u> | <u>77,627,389</u> |

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 75 (Mission)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2020

| | 2020 | 2019 Amended |
|---|----------------------|---------------|
| | Annual Budget | Annual Budget |
| | \$ | \$ |
| Surplus (Deficit) for the year | (1,073,617) | (2,428,753) |
| Effect of change in Tangible Capital Assets | | |
| Acquisition of Tangible Capital Assets | | |
| From Local Capital | | (800,000) |
| From Deferred Capital Revenue | (2,147,620) | (2,801,054) |
| Total Acquisition of Tangible Capital Assets | (2,147,620) | (3,601,054) |
| Amortization of Tangible Capital Assets | 4,042,811 | 3,953,977 |
| Total Effect of change in Tangible Capital Assets | 1,895,191 | 352,923 |
| Acquisitions of Prepaid Expenses | (200,000) | (200,000) |
| Use of Prepaid Expenses | 200,000 | 252,336 |
| | - | 52,336 |
| (Increase) Decrease in Net Financial Assets (Debt) | 821,574 | (2,023,494) |

School District No. 75 (Mission)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2020

Schedule 2

| | 2020 Annual Budget | 2019 Amended Annual Budget |
|--|-----------------------|-------------------------------|
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education | 61,911,069 | 59,690,040 |
| Other | 298,881 | 261,034 |
| Tuition | 2,432,000 | 2,432,000 |
| Other Revenue | 340,532 | 390,532 |
| Rentals and Leases | 262,040 | 150,000 |
| Investment Income | 145,000 | 145,000 |
| Total Revenue | 65,389,522 | 63,068,606 |
| Expenses | | |
| Instruction | 53,609,458 | 52,974,096 |
| District Administration | 2,934,835 | 2,801,964 |
| Operations and Maintenance | 7,684,846 | 7,529,127 |
| Transportation and Housing | 1,160,383 | 1,131,982 |
| Total Expense | 65,389,522 | 64,437,169 |
| Net Revenue (Expense) | - | (1,368,563) |
| Budgeted Prior Year Surplus Appropriation | | 768,563 |
| Net Transfers (to) from other funds | | |
| Local Capital | | 600,000 |
| Total Net Transfers | - | 600,000 |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 75 (Mission)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2020

| | 2020 Annual Budget \$ | 2019 Amended Annual Budget \$ |
|--|-----------------------------|-------------------------------------|
| Provincial Grants - Ministry of Education | | |
| Operating Grant, Ministry of Education | 60,308,728 | 58,799,771 |
| DISC/LEA Recovery | (195,532) | (195,532) |
| Other Ministry of Education Grants | | |
| Pay Equity | 725,901 | 725,901 |
| Transportation Supplement | 188,900 | 188,900 |
| Economic Stability Dividend | | 70,000 |
| Carbon Tax Grant | 50,000 | 50,000 |
| FSA | 13,000 | 13,000 |
| Skills Training | 5,000 | 5,000 |
| Early Action Initiative | | 33,000 |
| Employer Health Tax | 515,072 | |
| Increased Enrolment - Summit | 300,000 | |
| Total Provincial Grants - Ministry of Education | 61,911,069 | 59,690,040 |
| Provincial Grants - Other | 298,881 | 261,034 |
| Tuition | | |
| Continuing Education | 309,000 | 309,000 |
| International and Out of Province Students | 2,123,000 | 2,123,000 |
| Total Tuition | 2,432,000 | 2,432,000 |
| Other Revenues | | |
| LEA/Direct Funding from First Nations | 195,532 | 195,532 |
| Miscellaneous | | |
| Pay for Service - Riverside | 20,000 | 20,000 |
| District of Mission - Clarke Theatre | 100,000 | 100,000 |
| Other | 25,000 | 75,000 |
| Total Other Revenue | 340,532 | 390,532 |
| Rentals and Leases | 262,040 | 150,000 |
| Investment Income | 145,000 | 145,000 |
| Total Operating Revenue | 65,389,522 | 63,068,606 |

School District No. 75 (Mission)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2020

| | 2020 Annual Budget | 2019 Amended Annual Budget |
|-------------------------------------|------------------------------|-------------------------------|
| | \$ | \$ |
| Salaries | | |
| Teachers | 25,189,164 | 24,613,020 |
| Principals and Vice Principals | 3,988,890 | 3,922,400 |
| Educational Assistants | 6,113,100 | 5,992,600 |
| Support Staff | 7,308,240 | 7,045,200 |
| Other Professionals | 2,175,030 | 2,019,313 |
| Substitutes | 3,073,096 | 3,200,782 |
| Total Salaries | 47,847,520 | 46,793,315 |
| Employee Benefits | 11,260,568 | 10,905,830 |
| Total Salaries and Benefits | 59,108,088 | 57,699,145 |
| Services and Supplies | | |
| Services | 1,915,839 | 1,953,839 |
| Student Transportation | 19,000 | 19,000 |
| Professional Development and Travel | 490,200 | 492,400 |
| Rentals and Leases | 260,158 | 264,040 |
| Dues and Fees | 88,100 | 88,100 |
| Insurance | 155,277 | 155,277 |
| Supplies | 2,166,155 | 2,631,368 |
| Utilities | 1,186,705 | 1,134,000 |
| Total Services and Supplies | 6,281,434 | 6,738,024 |
| Total Operating Expense | 65,389,522 | 64,437,169 |

School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

| | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries |
|---|----------------------|---|---------------------------------------|------------------------------|------------------------------------|-------------------------|-------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | | |
| 1.02 Regular Instruction | 20,870,764 | 682,342 | 49,200 | 344,200 | | 2,554,396 | 24,500,902 |
| 1.03 Career Programs | 538,500 | 126,690 | 30,700 | 296,600 | | | 992,490 |
| 1.07 Library Services | 984,200 | | | | | | 984,200 |
| 1.08 Counselling | 948,700 | | | | | | 948,700 |
| 1.10 Special Education | 1,332,000 | | 4,897,500 | 529,640 | | 198,680 | 6,957,820 |
| 1.30 English Language Learning | 307,400 | 12,710 | 356,000 | | | | 676,110 |
| 1.31 Aboriginal Education | 207,600 | 228,370 | 744,300 | 33,800 | | 10,000 | 1,224,070 |
| 1.41 School Administration | | 2,938,778 | | 1,202,500 | 55,043 | 93,340 | 4,289,661 |
| 1.62 International and Out of Province Students | | | 35,400 | 98,100 | 229,395 | | 362,895 |
| 1.64 Other | | | | 18,000 | 145,725 | | 163,725 |
| Total Function 1 | 25,189,164 | 3,988,890 | 6,113,100 | 2,522,840 | 430,163 | 2,856,416 | 41,100,573 |
| 4 District Administration | | | | | | | |
| 4.11 Educational Administration | | | | 100,100 | 507,886 | | 607,986 |
| 4.40 School District Governance | | | | | 86,213 | | 86,213 |
| 4.41 Business Administration | | | | 425,900 | 784,535 | 5,000 | 1,215,435 |
| Total Function 4 | - | - | - | 526,000 | 1,378,634 | 5,000 | 1,909,634 |
| 5 Operations and Maintenance | | | | | | | |
| 5.41 Operations and Maintenance Administration | | | | 87,200 | 288,640 | 25,000 | 400,840 |
| 5.50 Maintenance Operations | | | | 3,228,800 | | 186,680 | 3,415,480 |
| 5.52 Maintenance of Grounds | | | | 289,200 | | | 289,200 |
| 5.56 Utilities | | | | | | | - |
| Total Function 5 | - | - | - | 3,605,200 | 288,640 | 211,680 | 4,105,520 |
| 7 Transportation and Housing | | | | | | | |
| 7.41 Transportation and Housing Administration | | | | 27,100 | 77,593 | | 104,693 |
| 7.70 Student Transportation | | | | 627,100 | | | 627,100 |
| Total Function 7 | - | - | - | 654,200 | 77,593 | - | 731,793 |
| 9 Debt Services | | | | | | | |
| Total Function 9 | - | - | - | - | - | - | - |
| Total Functions 1 - 9 | 25,189,164 | 3,988,890 | 6,113,100 | 7,308,240 | 2,175,030 | 3,073,096 | 47,847,520 |

School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

| | Total Salaries | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2020 Annual Budget | 2019 Amended Annual Budget |
|---|-------------------|-------------------|-----------------------------|-----------------------|--------------------|----------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | |
| 1.02 Regular Instruction | 24,500,902 | 5,689,273 | 30,190,175 | 1,504,456 | 31,694,631 | 32,504,746 |
| 1.03 Career Programs | 992,490 | 239,350 | 1,231,840 | 256,978 | 1,488,818 | 1,415,600 |
| 1.07 Library Services | 984,200 | 234,230 | 1,218,430 | 42,000 | 1,260,430 | 1,061,600 |
| 1.08 Counselling | 948,700 | 225,790 | 1,174,490 | 5,500 | 1,179,990 | 1,336,220 |
| 1.10 Special Education | 6,957,820 | 1,732,260 | 8,690,080 | 155,000 | 8,845,080 | 8,132,210 |
| 1.30 English Language Learning | 676,110 | 163,930 | 840,040 | 8,000 | 848,040 | 684,380 |
| 1.31 Aboriginal Education | 1,224,070 | 289,970 | 1,514,040 | 180,598 | 1,694,638 | 1,455,190 |
| 1.41 School Administration | 4,289,661 | 942,920 | 5,232,581 | 171,600 | 5,404,181 | 5,323,210 |
| 1.62 International and Out of Province Students | 362,895 | 87,280 | 450,175 | 528,200 | 978,375 | 847,750 |
| 1.64 Other | 163,725 | 23,350 | 187,075 | 28,200 | 215,275 | 213,190 |
| Total Function 1 | 41,100,573 | 9,628,353 | 50,728,926 | 2,880,532 | 53,609,458 | 52,974,096 |
| 4 District Administration | | | | | | |
| 4.11 Educational Administration | 607,986 | 144,650 | 752,636 | 164,500 | 917,136 | 1,049,510 |
| 4.40 School District Governance | 86,213 | 27,600 | 113,813 | 66,500 | 180,313 | 180,313 |
| 4.41 Business Administration | 1,215,435 | 283,430 | 1,498,865 | 338,521 | 1,837,386 | 1,572,141 |
| Total Function 4 | 1,909,634 | 455,680 | 2,365,314 | 569,521 | 2,934,835 | 2,801,964 |
| 5 Operations and Maintenance | | | | | | |
| 5.41 Operations and Maintenance Administration | 400,840 | 82,220 | 483,060 | 258,276 | 741,336 | 699,127 |
| 5.50 Maintenance Operations | 3,415,480 | 834,325 | 4,249,805 | 1,002,700 | 5,252,505 | 5,172,900 |
| 5.52 Maintenance of Grounds | 289,200 | 74,600 | 363,800 | 140,500 | 504,300 | 523,100 |
| 5.56 Utilities | - | - | - | 1,186,705 | 1,186,705 | 1,134,000 |
| Total Function 5 | 4,105,520 | 991,145 | 5,096,665 | 2,588,181 | 7,684,846 | 7,529,127 |
| 7 Transportation and Housing | | | | | | |
| 7.41 Transportation and Housing Administration | 104,693 | 22,990 | 127,683 | 6,200 | 133,883 | 130,900 |
| 7.70 Student Transportation | 627,100 | 162,400 | 789,500 | 237,000 | 1,026,500 | 1,001,082 |
| Total Function 7 | 731,793 | 185,390 | 917,183 | 243,200 | 1,160,383 | 1,131,982 |
| 9 Debt Services | | | | | | |
| Total Function 9 | - | - | - | - | - | - |
| Total Functions 1 - 9 | 47,847,520 | 11,260,568 | 59,108,088 | 6,281,434 | 65,389,522 | 64,437,169 |

School District No. 75 (Mission)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2020

| | 2020 | 2019 Amended |
|---|----------------------|---------------|
| | Annual Budget | Annual Budget |
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education | 5,692,352 | 6,766,243 |
| Other Revenue | 1,670,000 | 1,670,000 |
| Total Revenue | 7,362,352 | 8,436,243 |
| Expenses | | |
| Instruction | 6,945,549 | 8,020,711 |
| District Administration | 82,690 | 81,420 |
| Operations and Maintenance | 334,113 | 334,112 |
| Total Expense | 7,362,352 | 8,436,243 |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

| | Annual Facility Grant | Learning Improvement Fund | Scholarships and Bursaries | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP | CommunityLINK | Classroom Enhancement Fund - Overhead |
|--|-----------------------------|---------------------------------|----------------------------------|------------------------------|-----------------|-------------------------|--------|---------------|---|
| | \$ | \$ | \$ | \$ | \$ | | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | | | 100,000 | 705,481 | | | | | |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education | 249,513 | 226,311 | | | 160,000 | 29,400 | 96,454 | 393,607 | 292,193 |
| Other | | | 70,000 | 1,600,000 | | | | | |
| | 249,513 | 226,311 | 70,000 | 1,600,000 | 160,000 | 29,400 | 96,454 | 393,607 | 292,193 |
| Less: Allocated to Revenue | 249,513 | 226,311 | 70,000 | 1,600,000 | 160,000 | 29,400 | 96,454 | 393,607 | 292,193 |
| Deferred Revenue, end of year | - | - | 100,000 | 705,481 | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education | 249,513 | 226,311 | | | 160,000 | 29,400 | 96,454 | 393,607 | 292,193 |
| Other Revenue | | | 70,000 | 1,600,000 | | | | | |
| | 249,513 | 226,311 | 70,000 | 1,600,000 | 160,000 | 29,400 | 96,454 | 393,607 | 292,193 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | | | | | | 13,200 | | | |
| Principals and Vice Principals | | | | | | | 43,050 | | |
| Educational Assistants | | 181,400 | | | | | | 242,400 | |
| Support Staff | 56,140 | | | | 97,000 | | | | 92,160 |
| Substitutes | | | | | | | | | 141,594 |
| | 56,140 | 181,400 | - | - | 97,000 | 13,200 | 43,050 | 242,400 | 233,754 |
| Employee Benefits | 18,713 | 44,911 | | | 24,000 | 3,142 | 9,040 | 59,994 | 58,439 |
| Services and Supplies | 174,660 | | 70,000 | 1,600,000 | 39,000 | 13,058 | 44,364 | 91,213 | |
| | 249,513 | 226,311 | 70,000 | 1,600,000 | 160,000 | 29,400 | 96,454 | 393,607 | 292,193 |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |

School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

| | Classroom Enhancement Fund - Staffing | Best | TOTAL |
|--|--|-------------|--------------|
| | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | | 20,000 | 825,481 |
| Add: Restricted Grants | | | |
| Provincial Grants - Ministry of Education | 4,244,874 | | 5,692,352 |
| Other | | | 1,670,000 |
| | 4,244,874 | - | 7,362,352 |
| Less: Allocated to Revenue | 4,244,874 | - | 7,362,352 |
| Deferred Revenue, end of year | - | 20,000 | 825,481 |
| Revenues | | | |
| Provincial Grants - Ministry of Education | 4,244,874 | | 5,692,352 |
| Other Revenue | | | 1,670,000 |
| | 4,244,874 | - | 7,362,352 |
| Expenses | | | |
| Salaries | | | |
| Teachers | 3,395,899 | | 3,409,099 |
| Principals and Vice Principals | | | 43,050 |
| Educational Assistants | | | 423,800 |
| Support Staff | | | 245,300 |
| Substitutes | | | 141,594 |
| | 3,395,899 | - | 4,262,843 |
| Employee Benefits | 848,975 | | 1,067,214 |
| Services and Supplies | | | 2,032,295 |
| | 4,244,874 | - | 7,362,352 |
| Net Revenue (Expense) | - | - | - |

School District No. 75 (Mission)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2020

| | 2020 Annual Budget | | | 2019 Amended Annual Budget |
|---|--|------------------|--------------------|-------------------------------|
| | Invested in Tangible Capital Assets | Local Capital | Fund Balance | |
| | \$ | \$ | \$ | \$ |
| Revenues | | | | |
| Amortization of Deferred Capital Revenue | 2,969,194 | | 2,969,194 | 2,893,787 |
| Total Revenue | 2,969,194 | - | 2,969,194 | 2,893,787 |
| Expenses | | | | |
| Amortization of Tangible Capital Assets | | | | |
| Operations and Maintenance | 4,042,811 | | 4,042,811 | 3,953,977 |
| Total Expense | 4,042,811 | - | 4,042,811 | 3,953,977 |
| Net Revenue (Expense) | (1,073,617) | - | (1,073,617) | (1,060,190) |
| Net Transfers (to) from other funds | | | | |
| Local Capital | | | - | (600,000) |
| Total Net Transfers | - | - | - | (600,000) |
| Other Adjustments to Fund Balances | | | | |
| Total Other Adjustments to Fund Balances | - | - | - | |
| Budgeted Surplus (Deficit), for the year | (1,073,617) | - | (1,073,617) | (1,660,190) |

ITEM 6.3 Action

File No. 11210

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Draft Five Year Capital Plan 2020-2021

Recommendation

THAT the 2020-2021 Five Year Capital Plan dated June 2019 be reviewed and forwarded to the June 18, 2019 Board meeting for consideration.

Summary:

The Ministry of Education directed School Districts to develop a five-year capital plan. The capital plan should be based on a Long Range Facilities Plan (LRFP). While the Mission Public School District's LRFP is still in draft form, it is considered for the development of the Five Year Capital Plan.

Background:

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

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

- Additions
- New Schools
- Site Acquisitions
- Seismic
- Replacements
- Building Demolitions
- Building Envelope Program
- School Enhancement Program
- Carbon Neutral Capital Program
- Bus Replacement & Inventory
- Playground Equipment Program

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

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

Options:

The 2020/2021 Five Year Capital Plan must be submitted to the Ministry before June 30th, 2019. The plan is based on the draft LRFP and other capital needs identified by the Facilities department. The Board had requested that the replacement of Mission Secondary be included on the Capital Plan. As such, it is noted in the plan. Additional work will be required to support the proposed project, including the review of the seismic upgrades, and other equipment upgrades.

Analysis and Impact:

This report summarizes the projects identified to submit to the Province to fund capital for the school district. At this point it provides basic information on what projects could be considered acceptable by the Province. Failure to submit the plan to the Province by June 30, 2019 may compromise the District's ability to access capital funds to improve existing facilities.

Policy, Regulation, Legislation:

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

Public Consultation:

Section 142 (2) of the *School Act* requires the School District to review and consider any community plans prepared that include any part of the School District and to consult with those local governments that prepared those community plans. School District staff meet with the District of Mission staff regularly to review development activity within the District of Mission, and to consider the potential impact of this development on school enrolment. In addition, the Board of the School District, and the Council of the District of Mission meet regularly and discuss growth and development and the impact of the growth of the community on schools.

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

Staff also review growth in the Fraser Valley Regional District areas to consider growth plans around the rural schools. Both rural schools have significant capacity for growth at this time.

Implementation:

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

The Ministry will provide a written response to the five-year capital plan submission once the assessment of all submissions is complete and the funding for fiscal year 2019/20 is announced. Once the Province has reviewed the plans, and advised, the School District will prepare any necessary bylaws for approved capital projects and initiate the projects if possible for construction in July / August 2020. A response from the Province would be expected in the Spring of 2020.

Attachment:

- A. Mission Public School District No. 75 - 2020/2021 to 2024/2025 Five Year Capital Plan

Attachment "A"
Mission Public School District #75
Five Year Capital Plan 2020/2021 - 2024/2025 Summary Report
June-19

| 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|-----------|-----------|-----------|-----------|-----------|
|-----------|-----------|-----------|-----------|-----------|

ADDITIONS

| | | | | | | |
|-----------|------------------------|--|--|-----|--|--|
| 1 McMahan | Addition - Eight Rooms | | | tbd | | |
|-----------|------------------------|--|--|-----|--|--|

SITE ACQUISITIONS

| | | | | | | |
|---------------------|-------------------------------------|--|--|-----|--|--|
| 1 Hatzic Elementary | Replacement - Current Site is small | | | tbd | | |
|---------------------|-------------------------------------|--|--|-----|--|--|

SEISMIC

| | | | | | | |
|---|--|-----|--|--|--|--|
| 1 Mission Secondary - shop wing only. Risk = High 3 | | tbd | | | | |
|---|--|-----|--|--|--|--|

SCHOOL REPLACEMENT

| | | | | | | |
|---------------------|--|--|--|-----|-----|--|
| 1 Mission Secondary | | | | tbd | | |
| 2 Hatzic Elementary | | | | | tbd | |

BUILDING ENVELOPE PROGRAM

| | | | | | | |
|------------------|---|--|--|---------|-----------|--|
| 1 Dewdney | <i>(Information provided by Ministry)</i> | | | 600,000 | | |
| 2 Albert McMahan | <i>(Information provided by Ministry)</i> | | | | 1,900,000 | |

SCHOOL ENHANCEMENT PROGRAM

| | | | | | | |
|-------------------|--|-----------|--|--|--|--|
| 1 Stave Falls | Mechanical Upgrades - Boiler, DHW, Water Well - Tender Ready | \$300,000 | | | | |
| 2 West Heights | Mechanical Upgrades - Furnace Replacement - Design | \$260,000 | | | | |
| 3 Hatzic Middle | Building Enclosure Upgrades - SBS Roof - Tender Ready | \$440,000 | | | | |
| 4 Mission Sec | Replace 70T condensing unit B wing - Design | \$320,000 | | | | |
| 5 Mission Central | Building Enclosure Upgrades - replace area | \$105,000 | | | | |
| 6 Mission Central | Mechanical Upgrades - replace 2 AHUs | \$120,000 | | | | |

CARBON NEUTRAL CAPITAL PROGRAM

| | | | | | | |
|-----------------|--------------|----------|--|--|--|--|
| 1 Heritage Park | LED Lighting | \$50,000 | | | | |
|-----------------|--------------|----------|--|--|--|--|

BUS ACQUISITION PROGRAM

| | | | | | | |
|--------------------|-------------------|--------|--------|--------|--------|--------|
| 1 Bus Replacements | Units: 4750, 5751 | year 1 | | | | |
| 2 Bus Replacements | Units: 2753, 6751 | | Year 2 | | | |
| 3 Bus Replacements | Units: 7751, 7752 | | | Year 3 | | |
| 4 Bus Replacements | Units: 6750 | | | | Year 4 | |
| 5 Bus Replacements | Units 8751, 9750 | | | | | Year 5 |

PLAYGROUND EQUIPMENT PROGRAM

| | | | | | | |
|---------------------|-------------------------------------|----------|--|--|--|--|
| 1 Stave Falls | Reopened School - playground needed | \$90,000 | | | | |
| 2 Edwin S. Richards | Replace East Playground | \$90,000 | | | | |
| 3 Silverdale | Replace old blue IMP Structure | \$90,000 | | | | |

ITEM 6.4 Action

File No. 2900

TO: Committee of the Whole
FROM: A. Wilson, Superintendent
SUBJECT: 2019-2020 School Growth Plans

Recommendation

THAT the 2019-2020 school growth plans be reviewed and forwarded to the June 18, 2019 Public Board meeting for consideration.

Summary:

Each school is required to prepare a School Plan that develops, monitors, and reviews the school's goals for improving student achievement. Please be advised that Albert McMahon and Hatzic Middle requested extensions on submission of the school's plan. Also, with the changes in administration, there is no plan available at this time for West Heights.

Policy, Regulation, Legislation:

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

Attachments:

Due to the total size of the combined agenda package, the plans will not be attached to the printed agenda. The School Growth Plan package will be uploaded online and emailed electronically.

ITEM 6.5 Action

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: 2019-2020 Board Meeting Schedule

Recommendation

THAT the 2019-2020 Committee of the Whole/ Board of Education Meeting Schedules be reviewed and forwarded to the June 18, 2019 Public Board Meeting for consideration.

Summary:

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

The Trades & Training Advisory Committee will meet a minimum of 3 (three) times per year. The meetings are tentatively scheduled to commence at 4 pm at the District Education Office. The Committee may change the start time and meeting location as needed.

Special or Regular Committee of the Whole Meetings – Open to the Public

September 10, 2019
October 1, 2019
October 29, 2019 – Sp CotW re: Boundary Review
November 5, 2019
December 3, 2019
January 7, 2020
January 14, 2020 – Sp CotW re: Amended Budget
February 4, 2020
March 3, 2020
March 31, 2020 – Sp CotW re: 2020-21 Budget
April 7, 2020
April 14, 2019 – Sp CotW re: 2020-21 Budget
May 5, 2020
May 12, 2019 – Sp CotW re: 2020-21 Budget
June 2, 2020

Trades Training Advisory Committee – Open to the Public

September 24, 2019
January 28, 2019
May 26, 2019

Board of Education (Closed and Public) Meetings

| | |
|--|------------------------------|
| September 17, 2019(Election of Chair & Vice-Chair) | Hillside Traditional Academy |
| October 15, 2019 | Albert McMahon Elementary |
| November 19, 2019 | Deroche Elementary |
| December 17, 2019 | Edwin S. Richards Elementary |
| January 21, 2020 | Stave Falls Elementary |
| February 18, 2020 | West Heights Elementary |
| March 10, 2020 | Windebank Elementary |
| April 21, 2020 | Fraserview LC & Summit LC |
| May 19, 2020 | Hatzic Elementary |
| June 16, 2020 | Heritage Park Middle School |

ITEM 6.6 Information

TO: Committee of the Whole
FROM: S. McLeod, Principal
SUBJECT: Stave Falls Update

Summary:

- We are pleased to welcome Elena Di Giovanni as our new principal of Stave Falls Elementary School. Sue is retiring.
- Brandon Gabriel (KFN) has agreed to create a logo for SFES – it will be used in signs, letterheads, websites, etc. We are gathering a team of interested members in collaborating with him using our “owl” logo (Chit:mexw) with our forest and nature focus.
- We are looking forward and planning has begun for our September events – Sept 4th opening, Sept 27 10 am; Mission Cultural days opening and Sept 27 after school Homecoming for former students, families, staff, community members and whomever wants to see the school and celebrate together.

Upcoming Forest and nature program Meet and Greet Days at Stave Falls School. Meet on the field.

1. Monday, June 3rd , from 6pm-7pm Nature Walk – Exploring bugs and slugs
 2. Monday, Jun 10, from 6-7 pm – At Ease with Trees
- SATURDAY, JUNE 15th 11am-3pm. The Stave Falls Community Association is hosting another community event to celebrate the re-opening of Stave Falls elementary Parent/Community.
 - MEETINGS: Parent meetings are beginning in June to discuss school start up items.
 - Stave Falls has a primary teacher. She has visited the school and is super excited about the outdoor and cultural focus. She has seen her classroom and helped decide where to put whiteboards. She also planted pumpkin seeds and is expecting a gi-normous pumpkin for the fall!
 - We are waiting for the vinyl planks and carpet tile. The rooms are painted in our chosen school colours gray and neon orange. We are accessing furniture and working on the IT plan and resources.
 - We are writing more grants for the outdoor classroom areas design – we are using the large overhangs and adjacent property. The plan is to have natural timbers, rocks and wood cookies brought in and restore the trails.
 - We are also writing a grant for an inclusive playground.
 - Registration is at 40 as of May 29, 2019.

Year to Date Operating Expenses – Stave Falls Elementary

2018-19 YTD Operating Expenses - Stave Falls
May 31, 2019

| | 2018-19 YTD |
|--------------|---------------------|
| | May 31, 2019 |
| Salaries | 110,872.08 |
| Benefits | 22,711.17 |
| Services | 2,243.89 |
| Supplies | 1,950.39 |
| Utilities | 12,319.11 |
| Total | 150,096.64 |

Facilities progress Update

The Director of Facilities is on holidays and returning Monday June 3, 2019. Additional information regarding progress work may be provided at the meeting.

**School District #75 (Mission)
Public Meeting of the Committee of the Whole Minutes**

**May 7, 2019, 3:30 pm
School District Administration Office
32865 Cherry Avenue, Mission, BC**

Members Present: Trustee Tracy Loffler
Trustee Shelley Carter
Trustee Randy Cairns
Trustee Rick McKamey
Julia Renkema

Staff Present: Secretary Treasurer Corien Becker
Superintendent of Schools Angus Wilson
Assistant Superintendent Larry Jepsen
Executive Assistant Aleksandra Zwierzchowska (Recorder)
K-12 District Virtual Teacher Librarian Jennifer Lane
Director of Student Services Carolyn Schmor
District Principal of Aboriginal Education Joseph Heslip

Others Present: Teacher - Kevin Matheny, French Coordinator - Shauna Nero, Math
Mentor Teacher - Rebekah Stenner, MTU President - Janise Nikolic,
MTU VP - Ryan McCarty, CUPE President - Faye Howell, DPAC Co-
Chair - Chantel Morvay-Adams, Principal Susan McLeod, Principal
Linda Ziefflie, District Principal Colleen Hannah, Transportation
Manager Jodi Marshall, Principal Andrew Merry, and Stave Falls
Association Member- Brooke Christensen.

1. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

One addition: Item 7.4, \$10aday Childcare

Moved item 4.1 to the top of the agenda (Item 3.1).

3. DELEGATIONS/PRESENTATIONS

3.1 French Immersion - Shauna Nero + Students

The presentation included highlights about the school's Applied Design, Skills, and Technologies (ADST) project which incorporated the Carnival theme. The focus was building community and raising funds for books for school classrooms and the library. Total raised \$2378.85.

Comments of appreciation regarding the team work and creativity that went into planning the projects and the evolution of education were provided.

3.2 Post Field Trip Presentation: Puerto Aldea, Chile

A PowerPoint played and presented pictures and highlights of the students building the community centre in Puerto Aldea, Chile.

3.3 International Field Trip Application: Zambia and Botswana

MOVED and Seconded that the International Travel Application be reviewed and forwarded to the Public Board Meeting on May 21, 2019 for consideration.

CARRIED

A question was asked regarding the amount that needs to be raised to build the well. The amount is approximately \$4000.

A comment was provided that the students are traveling to a safe part of Africa; no safety or travel advisories have been issued. Students will receive several vaccinations prior to going on the trip.

The Board requested that a Mr. Matheny return to a Committee of the Whole next year to provide a presentation on the trip to Zambia.

4. CURRICULUM

4.1 JUMP Math & Thinking Classrooms

Ms. Stenner provided a presentation on the principles and techniques used in JUMP Math and Thinking Classrooms for solving math problems.

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Superintendent's Update

The Superintendent advised that:

- the Electrical Program will move to Riverside over the summer;
- a total of nine (9) parking spots have been added at Dewdney Elementary;
- the Inclusion Walkway painting will begin sometime next week; and
- the Boundary Review discussions will take place in the Fall as staff have a series of tasks that need to be completed before proceeding with the meeting.

6.2 Stave Falls Elementary Update

A question was asked about the tentative opening date of the daycare at Stave Falls Elementary. Clarification was provided that the daycare operator can open in August; however, it needs to address some licensing requirements. The daycare will occupy a total of four (4) rooms. There are 4 (four) rooms remaining for student learning. The teacher postings need to be finalized with HR and will likely go out with the next round of postings.

Mrs. McLeod advised that the school received grant monies for outdoor learning equipment for the school.

A question was asked about a breakdown of costs for Stave Falls to date. The Secretary Treasurer will provide this information for the next Committee Meeting.

6.3 Stave Falls Bus Route

The Transportation Manager advised that the School District is able to accommodate the busing service for Stave Falls without any additional staffing costs.

A question was asked about the pickup time for courtesy rides in the Steelhead area. The pick-up time would be approximately 7:10 am.

The Drop-off time for students at Stave Falls Elementary would be around 7:50 am. Staff are discussing the idea of starting school sooner similar to Deroche Elementary.

The Board expressed concerns regarding students walking along Dewdney Trunk Road. The Board will bring up concerns with the District of Mission at the next joint meeting.

Mrs. McLeod will share the Bus Route information with parents via the News Letter and other mediums to communicate the established bus routes.

6.4 My Ed

The Assistant Superintendent provided background information about the Myed attendance module which is used to complete attendance at the two middle schools and the secondary school. The application is efficient and easy to use.

A comment was provided that the module allows Teachers to use their smart phone to take attendance as well.

A question was asked regarding activation of the parent portal on Myed. Now that all the Teachers have their own device, the School District needs to synchronize the system.

In addition to the attendance module, Myed offers an IEP module. Staff have the ability to upload IEPs into the system. When Elementary Teachers start using Myed, this will allow student information to be available across all education levels.

6.5 Strategic Plan - DRAFT

That the draft Strategic Plan for 2019-2022 be reviewed and discussed;

That feedback on the Strategic Plan be solicited from partner groups, students, and the public;

That the Strategic Plan and the feedback received be returned to the June Committee of the Whole for further consideration.

CARRIED

The Chair advised that the Board is soliciting feedback on the plan and the meaning of inclusion in the School District so that it can be incorporated into the plan.

The Board renewed the Mission, Vision, and Values. The Mission supports the Vision and the Values guide the organization and culture. The statements that are provided at the top of each strategic priority are copied from the Ministry's vision for student success with the exception of Honouring Culture & Territory, this objective is authentic to MPSD.

The Board requested that the plan be shared with First Nations partners. The Secretary Treasurer advised that the plan will be posted to the website and emailed to partner and community groups.

7. **NEW BUSINESS**

7.1 Motion re: School Playgrounds

MOVED and Seconded that the following motion be considered and forwarded to the Public Board meeting on May 21, 2019 for consideration:

THAT Staff determine the feasibility and cost of upgrading all Mission Public School playgrounds to be accessible for "All" students and return a report to the Board for consideration.

AMENDMENT

To return the report to the Committee of the Whole in June.

AMENDED MOTION

MOVED and Seconded that Staff determine the feasibility and cost of upgrading all Mission Public School playgrounds to be accessible for "All" students and return a report to the Committee of the Whole in June for consideration.

CARRIED

The objective behind the motion is to establish a plan that will modernize school playgrounds to be accessible by all members of the community.

Staff will engage the appropriate parties to provide a feasibility report to the Committee of the Whole in June.

7.2 Extending the CotW meeting time

MOVED and Seconded that the following motion be considered and forwarded to Public Board meeting on May 21, 2019:

That the Board amend Policy #50, section 1.5.5 from meetings will not proceed past 6:00 pm to meetings will not proceed past 6:30 pm unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present."

AMENDMENT

Remove the words, "unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present."

Opposed: Trustee Cairns and Trustee McKamey

AMENDED MOTION

MOVED and Seconded that the following motion be considered and forwarded to Public Board meeting on May 21, 2019:

That the Board amend Policy #50, section 1.5.5 to read, "meetings will not proceed past 6:30 pm."

CARRIED Opposed: Trustee Cairns and Trustee McKamey

Revising the meeting end time will allow members to plan in advance. A discussion ensued to extend the CotW meeting until 6:30 pm to allow more time for discussion and to provide an opportunity for members of the public to join the meeting after work. Clarification was provided by Trustee Carter that the meeting would conclude at 6:30 pm without the option to extend the meeting.

The Secretary Treasurer advised that if the policy is amended to finish the meeting at 6:30 pm, then the meeting will immediately stop at 6:30 pm.

7.3 Emergency Preparedness

The Superintendent reported that the School District has an excellent Critical Response Program; however, the SD is lacking an official Emergency Plan for planning, responding to and recovering from all types of emergencies.

MOVED and Seconded to extend the meeting past 6:00 pm.

CARRIED

Staff have started conversations regarding creating a business continuity plan. A request was made that an update be provided to the Board semi-annually to identify the needs and short comings with developing an emergency response plan.

The Human Resources Manager provided an overview about the history for the Emergency Planning Committee for the District of Mission. There was a committee in the past; however, over time as people left their roles, the committee dissolved. The Health & Safety Manager advised that a brief survey was provided to Principals, all schools identified plans are in place, but the School District is barely meeting the Worksafe legislation. The School District needs to prepare an extensive plan that would outline emergency designates, procedures and resources.

7.4 \$10aDay Child Care Plan

MOVED and Seconded that the letter regarding \$10aDay Child Care Plan be forwarded to the Public Meeting on May 21, 2019.

CARRIED

The Board received a letter requesting support for the \$10aDay Child Care campaign.

DPAC reviewed the letter and does not support the letter because of the way it is written and stated that the School District should focus on initiatives that are SD driven.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Committee of the Whole meeting minutes, April 9, 2019

MOVED and Seconded that the Committee of the Whole minutes dated April 9, 2019 be approved as amended.

CARRIED

To amend 4.1 of the minutes to include that, "Sportsmanship is included in some BAA courses. The Board requests that Sportsmanship be included as a core competency in all the courses."

9. INFORMATION ITEMS

9.1 DPAC Meeting Minutes, April 8, 2019

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:30 pm.

Chairperson

Secretary Treasurer

DPAC AGM Meeting Minutes May 13, 2019
Held at School Board Office

Meeting Commenced: 7:02pm

Meeting Facilitator: Chantelle Morvay Adams

Attendees Present: (See Bottom)

Acknowledgement that the meeting takes place within the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwí, Qwó:ltl'el and Sq'ewlets peoples.

Adoption of April Minutes:

Motion to bring the April minutes to the table for discussion as by Karah, Destiny seconds.

No changes required. Motion to accept April minutes by Laura, Dionne seconds.

Adoption of Agenda:

Motion to bring the May agenda to the table for discussion by Erin, Laura seconds

Note by the Chair - Non Parents and District staff will be asked to leave before new business.

Motion to accept the May agenda by Destiny, Shannon seconds.

Amendment to the Constitution - Appendix A

Move to bring Amendment to the Constitution to the floor for discussion by Dionne, Candace seconds

Motion to vote on Amendment to the Constitution as presented by Lori, Second by Karah

Vote - 11 in favour, 0 against, 0 abstained. Motion passed

Meeting begins as a regular DPAC meeting at 7:13pm

Correspondence:

- Rick Hansen Foundation - online resource follow-up email

Superintendent's Report: Angus Wilson:

- Bargaining with CUPE and MTU currently in progress
- Special COTW on Budget happening this week
- BC School Sports AGM - vote on Playing up with older grades happened and was lost. School District will continue to work on getting this changed in the future
- Cougars sighting recently near a school - threat is assessed and then the district will decide on an action plan for student safety. Further discussion scheduled to happen at a higher level about large scale emergency preparedness during a major event.
- Middle and Secondary school regular classes end June 21. June 24-26th for assessment and exams. Buses running as normal for final week.

- Question was raised about timing of the COTW meetings - the 3:30pm start is hard for working parents to attend. Who do we address scheduling changes with. Trustee Cairns addressed the question: the Board is cognisant of the timing issues, and acknowledged that there are many partner groups involved. The current timing has been extended to end at 6:30pm.
- Stave Falls Bus Route - two existing buses are being used to bus in the Stave Falls catchment area. There will be no bussing from outside the catchment area to Stave Falls.
- Current registration at Stave Falls Elementary for 2019/20 is 45

Chair's Report – Chantelle Morvay Adams:

- BCCPAC AGM report Appendix B - attached
- Special COTW Budget Meetings this week

Treasurer's Report:

- Chequing Account:
 Opening Balance:\$3,553.53
 Closing Balance: \$3,553.53
- Gaming Account:
 Opening Balance: \$2,726.53
 Closing Balance: \$1,293.95
BCCPAC Reimbursement Outstanding - \$466.30

Remaining Gaming Grant - \$827.65

There will be funds reimbursed to the gaming account due to cheques written out of it in error. The remaining grant funds will be used to pay for Vanessa LaPointe education event for Fall 2019.

Motion made to cover travel costs to BCCPAC AGM of \$100 for Julie Bond by Lori, Chrystal Seconds

Vote - 11 in favour, 0 against, 0 abstain. Motion Passed.

Communications Report: No report given

Ongoing Items:

- Parent Education Seminars
 - May 29 - Samantha Strange - Hatzic Middle School 6:30-8:30pm

New Business:

Future Planning and Committees Discussion - Appendix C

Round Table:

Motion put forward to pay a deposit for Vanessa Lapointe for Fall Parent Education Event Booking of \$1,500 by Chrystal, Second by Lori.

Vote - 11 in favour, 0 against, 0 abstained. Motion passed

Events and Parent Engagement Committee to contact Vanessa Lapointe to book.

June DPAC Social Date - Wednesday, June 12th - 14th Avenue Pub - 6pm

Adjournment:

Motion to adjourn by Lori, second by Candace. Adjourned at 8:58pm.

Next Meeting: September 2019

Attendees:

Christine Morrison: Chantelle Morvay-Adams; Cherry Hill: Julie Bond, Shannon Duplissie; HPMS: Karah Hutchison, Sheneal Anthony; Albert McMahon: Cheryl Blondin, Kerridan Dougan; MSS: Dionne Hairsine; HMS: Lori McComish, Candace Koch; ESR: Kirstin Heise; Dewdney Destiny Cunningham; Deroche; Chrystal McCallum Mission Central: Laura Jenkins; Mission Central: Erin Osterberg; West Heights: Jacquelyn Wickham; Summit: Sonya Squirrell; Angus Wilson, MPSPD; Gina McCarty, MTU; Randy Cairns Trustees

Interested in volunteering with the DPAC, find us at our website: www.dpacsd75.com or on Facebook.

Appendix A



Notice of **Amendment to the Constitution** at the next General Meeting of DPAC to be held on the 13th day of May, 2019 at the Mission School Board Office

In accordance with the Mission School DPAC constitution, 14 days notice is hereby given of the following motion to amend the DPAC constitution.

Change to the constitution:

Be it resolved by two-thirds (2/3) majority vote of those voting members present at the meeting, that:

SECTION V - MEETINGS

1. There shall be an Annual General Meeting for the purpose of election of Officers held in May or June of each year and additional general meetings shall be held at least once a month during the school year to conduct current business.

Shall be changed to:

SECTION V - MEETINGS

1. **There shall be an Annual General Meeting for the purpose of election of Officers held in October of each year and additional general meetings shall be held at least once a month during the school year to conduct current business.**

The rationale behind this being our member PACS, throughout the district, commonly hold their Annual General Meetings in May or June and even September of the current school year. This makes it difficult to have DPAC executive positions held by officially elected district parent advisory council representatives. The change allows for DPAC representatives newly elected to their PACS to hold a position on DPAC. This also creates proper continuity and clarity throughout PACS and DPAC.

Appendix B

BCCPAC AGM CO-CHAIRS REPORT

Chantelle Morvay-Adams

I was privileged once again to be able to attend the BCCPAC AGM for a second year in a row. Last time I was a novice, this time I was able to go with a bit more experience and I got to see a lot of friends I had met from last AGM and subsequent conferences. Mission is our little families adopted city and I am super proud to be able to represent us wherever I am.

The conference opened with keynote speaker Dr. Shimi King “The Dolphin way of raising healthy, Happy and Self-Motivated Kids. She had a great way of breaking down Fight Flight or Freeze responses in kids (and adults) and how we can work towards preparing them with Key future-ready skills like: communication, collaboration, critical thinking, creative thinking and contribution. What kind of parenting is best: the dolphin relationship which is flexible and collaborative vs the authoritarian (the shark) or permissive (the jellyfish). I’m not explaining it was well as she did, but it was great food for thought and I recommend looking her up.

We then had our break out sessions. I did “PAC A to Z -Everything you should know” with Andrea Sinclair. She better explained the role of PAC/DPACS from a school and district perspective. Of note:

PAC advises the school administration on any matter relating to public education, supports and parents. DPAC advises the school district on any matter relating to public education, support PAC’S.

BCCPAC is the provincial voice of parents on k-12 public education and related issues, supports DPAC and PAC members. We are not just here to fundraise.

DPAC Recognized in the School Act, Section 8.4, 8.5 is the official representative body of parents/guardians of children in the district. School Act provides DPACs the power to advise the board of education respecting any matter relating to education within the district including educational policy. Required to have Bylaws under which they operate-governing meetings, how business is carried dissolution. Composed of, run and managed by parents.

We are here to be the voice of parents for the benefit of our kids at the school and district level. How proper bylaws and constitutions are a living document, should be reviewed yearly and made easily available to all members. She also touched on e-voting which, as we know, we don't have. I was heartened to hear a lot of PACS/DPACS were in the process of updating their bylaws and constitutions as well. Why communication and transparency are important and how easy it can be. How important it is to designate a spokesperson for social media. That's when I got the idea about committees and how important they can be. How to remain non-partisan when being political which kind of ties into the benefit of being involved at the DPAC level. BCCPAC can come out and do this workshop with us in the new school year, which is something I recommend we look into.

Next was the Plenary Session with Senior Officials from the Ministry of Education. First up was Reg Bawa and Kim Horn. It was interesting to hear about the funding model review. I know quite a about it already, but it was interesting to hear their perspective. For anyone who doesn't know, I urge you to look at the government website for more information. This can have significant impact on not just special needs students but those in Distributed Learning, children in care and how high school students are currently funded.

<https://news.gov.bc.ca/releases/2018EDUC0075-002457>

Of note: Andrea Sinclair, president, B.C. Confederation of Parent Advisory Councils -

"Parents have long been asking for greater equity in educational programs and services for all students, and greater accountability for how resources are used towards improving student outcomes. We are pleased to see such a strong focus on equity and accountability in this report. These were key elements of our submission to the panel and reflect what parents are seeking. This is a positive first step toward the creation of a new funding model that puts students' needs first and foremost."

This pretty much sums up my feelings on this as well. When it comes to the prevalence model, there were concerns from members about there being a reduction in assessments if there was no more need of designations for funding. However, as it currently sits, assessments still need to be made and there should be no excuse for not

doing them. Staff still need to understand how to best support the child and a vague “they may have Autism” will not serve anyone. Accountability and equity were 2 words that were used frequently to describe the path with which we need to shape this new system. We all know the old system isn’t really working. Hopefully, we can iron out this new one enough for it to work better for all students. They certainly have many different stakeholder groups on the various working groups. BCCPAC is on all of them, as is Inclusion BC along with BCEdAccess being on the Inclusive Education working group, arguably the most contentious of them all. The working groups will be reporting out by fall 2019.

We also got to hear from Cloe Nichols-Executive Director of Learning Supports, Learning Division. It was heartening to hear them all speak passionately on what they are looking forward to. Cloe asked us to think about Mental health and student safety-what is our pacs and dpacs doing and what more can we do? Truth and Reconciliation-what role do Indigenous parents play in our current work, what are our relationships with first nations? Children and youth in Care-how can we support guardians in our district? Inclusive education-how can the Ministry provide the right information to parents and BCCPAC to support understanding of the Funding Model Review and broader Inclusive Education policy?

The ministry is also looking at collaborating with districts and the Ministry of State for Childcare to focus on refreshed early learning frameworks, changing results for young children, strengthening early years to kindergarten transitions. There was also talk about before and after school childcare spaces in schools.

We then got to hear from the Honorable Rob Fleming about the state of our education system today and what they are looking forward to in the future. The main thought again is that no kid should be excluded from attending school and they should have the best opportunities to become successful citizens. The ministry has invested in more seats in post-secondary, eliminated interest on student loans and are moving forward with the new curriculum. Indigenous grad rates are going up, they are not at parity yet, but they are almost there. He acknowledged that BCCPAC is a powerful parent voice and they will be increasing funding to BCCPAC so that more parents/guardians are able to attend the Summit and the AGM. There will be a Childcare Summit in the fall. They are recruiting more teachers from France and Belgium so that we can fill spots in French

language learning. They are also looking at educational assistants and moving towards better retention strategies, acknowledging they play a vital role.

And that was all just in the first day.

The next day we held elections, John Gaipman CEO of BCCPAC and Rob Peregoodoff, Director of Learning Services of Sauder School of Business at UBC and parent, reported out on some of the Funding Model Review working groups progress. There is just so much to speak on, but something stood out for me ...in their opinion: Parents should be asking for greater transparency for our child's data within the system (regardless of medium) not just summative but also formative. We need to better inform ourselves on what a future public education model can look like when we break free from the current model that treats children as "widgets" and look forward to a model that is more personalized and responsive to our children as individuals. We will need both patience and persistence, particularly as the DL service matures and all stakeholders can recalibrate their own perspectives for a new future, we need to begin to re-evaluate what equity means beyond just the dollars. *"Right services by the right service provider for the right student at the right time regardless of location."* A summary of reporting out can be found in the Annual General Meeting book if you want more information.

Andrea Sinclair was re-elected for another term. Which I am most happy about. She has been a knowledgeable and passionate advocate for parents in her role and I'm inspired by her drive and compassion.

All the while we voted on various resolutions and directors, which can be found now on the website. I became known as "the amender". We had some great resolutions put forward, just needed a little tweak here and there. All in all, a positive day collaborating with other parents and guardians on the best way to move forward.

We then got to hear from the Honorable Katrina Chen, Minister of Childcare.... about before and after school care and the 10\$/day childcare plan. It is evident that she cares deeply about quality and affordable childcare.

Sunday was more voting on various resolutions and then a committee of the whole at the end. It is always uplifting to hear from other PACs/DPAC's and what they are doing or striving for. Sharing information is key to strengthening our roles and I left feeling much more connected to others around the province.

Appendix C

Committees:

1. Events and Parent Engagement

- mental health (Dr. Vanessa Lapointe),
- sexual health (Samantha Strange)
- safety (School District Police liaison and other community members)
- advocate training thru BCCPAC
- BCCPAC - PAC101
- Outreach: tables at markets

Volunteers - Kerridan Dougan, Sheneal Anthony, Karah Hutchison, Chantelle Morvay Adams

2. Bylaws and Constitution

- update for September to be voted on in October AGM
- Employee and Union Rep discussion

Volunteers - Chantelle Morvay Adams, Erin Osterberg, Karah Hutchison, Dionne Hairsine, Chrystal McCallum, Lori McComish

3. Safety and Emergency Preparedness

- connect with district to see how DPAC can help play a role.
- connect with PACs to make sure they are prepared.
- safe school routes

Volunteers - Jacquelyn Wickham, Erin Osterberg

4. Inclusion Committee

- bringing a mindset of Inclusion to the community and events
- connect with PACs and schools to share inclusion ideas

Volunteers - Chrystal McCallum, Jacquelyn Wickham, Sheneal Anthony, Candace Koch