

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

**January 21, 2020, 6:30 pm
Windebank Elementary
33570 11th Avenue, Mission, BC**

Pages

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1 Windebank Elementary Intensive Core French (ICF) Program

3.2 Childcare | Sharon Gregson

4. UNFINISHED BUSINESS

4.1 Learning Resource Policy Action 1 - 10

4.2 Policy Development and Review Policy Action 11 - 14

4.3 School District Representatives to External Organizations Policy Action 15 - 17

4.4 Trustee Remuneration Policy Recommendations Action 18 - 21

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

6. NEW BUSINESS

6.1 Borrowing Resolution Action 22

6.2 Indigenous Language Education Policy Action 23

6.3 Coaches Action 24

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, December 17, 2019 Action 25 - 28

8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

11.1 Boundary Review Survey Update

11.2 Special Committee of the Whole, January 28, 2020 re: Amended Budget

12. QUESTION PERIOD

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

13. ADJOURNMENT

ITEM 4.1 Action

File No. 1020

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Learning Resources Policy

Recommendation

THAT the amended Learning Resources Policy be approved.

1. 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.

The Learning Resources Policy was approved in principle and submitted to the Educational Community for comments. Staff have reviewed the comments and processed a few updates to the policy and procedure based on the comments. The revised policy and procedure, with the comments from the Educational Community was reviewed at the Committee of the Whole on January 14, 2020.

2. Background:

The following summarizes the recommendations and comments that resulted in changes to the policy and procedure. Please review the attachment for the full summary of comments received, and the comments from the team of employees that worked on the policy and procedure.

1. Recommendation: Change ERAC to Focused Education Resources:

Staff Comment: Change made.

2. Recommendation: The Policy should note that that targeted Aboriginal funding must not be used to purchase any textbooks and required course materials or any other indigenous related curriculum resources.

Staff Comment: Change made.

3. Recommendation: Clarify who is making the decision on the acceptability of learning resources, and remove the statement that “Alternatively they must consult a recognized source...”

Staff Comment: Changes made

- a. Amend section 2 of the procedure to clarify the form is submitted to the Principal for approval. Alternately, educators may consult a recognized source as outlined in the general guidelines.
- b. Staff will consider additional training / discussion regarding recognized sources and student choice as the policy and procedure is implemented.

3. Options:

The Learning Resource policy can be approved as presented or referred for further consultation.

4. Analysis and Impact:

a. Strategic Plan Alignment

The policy has been developed 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.

b. Enhancement Agreement

c. Funding Guidelines, Costing, & Budget Impact

d. Policy, Legislation, Regulation

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.

e. Organizational Capacity

f. Risks

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

g. Benefits

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

5. Public Participation:

The policy was introduced at the Committee of the Whole in June 2018 and referred to partner groups for consultation. In September, the policy was submitted to the Educational Community for further feedback.

6. Implementation:

- Final review January 14, 2020 Committee of the Whole
- Approval January 21, 2020 – Public Board Meeting
- Distribution / Review – School level

7. Attachments:

1. 4.1 Learning Resources Policy
2. 4.1.1 Selection of Learning Resources Procedure
3. 4.1.2 Challenge of Learning Resources Procedure

Section:	Students and Instruction	
Title:	Learning Resources	4.1

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;
 - b) A K-12 learning resource approved by the Focused Education Resources; 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 for details).
 - vii) Is inclusive, aligned with curriculum and supports Reconciliation.
- 2) MPSD approved resources are publicly available from the following sites:
 - i) *Focused Education Resources K-12 Resource Collection* (<https://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);
 - to purchase textbooks and required course materials or any other Indigenous related curriculum resources.
- 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:](#)

[Selection of Learning Resource Materials](#)

[Challenge of Learning Resource Materials](#)

Section:	Students & Instruction	
Title:	Selection of Learning Resource Materials	4.1.1

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 Focused Education Resources-evaluated and selected learning resources.
2. For Focused Education Resources approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom.
3. Educators may consider using resources that have not been evaluated by Focused Education Resources, however, they must apply the following selection criteria and approval process 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 Focused Education Resources approved, educators must apply the following selection criteria by completing and submitting the Learning Resource Evaluation Form to a Principal for approval. 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: Focused Education Resources)
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: Focused Education Resources)
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. (Focused Education Resources)**</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: Focused Education Resources)

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. <i>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.</i></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)

Section:	Students & Instruction	
Title:	Challenge of Learning Resource Materials	4.1.2

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](#)

ITEM 4.2 Action

File No. 1020

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Policy Development and Review Policy

Recommendation

THAT the Policy Development and Review Policy be approved.

1. Summary:

The policy regarding Policy Development and Review is presented for a final review and consideration. The policy has been reformatted and updated for the Board's consideration. The policy review is recommended, as per the practice the Board has considered for the past three years.

2. Background:

Policies are the primary governance tool the Board uses to guide an organization. To be effective, policies require a regular review to ensure they guide the organization in accordance with the Board's direction. The process a Board uses to develop policies is designed to be inclusive of public input, and to consider the Board's strategic direction. The policy was referred to the Educational Community and reviewed at the Committee of the Whole on January 14, 2020. No comments were received.

3. Options:

4. The policy can be approved as presented or referred for further consultation.

5. Analysis and Impact:

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

6. Public Participation:

The policy was reviewed at the Committee of the Whole meeting and referred to the Educational Community for further review and feedback. No comments were provided to the School District regarding this policy.

7. Implementation:

Board review and approval – January 21, 2020

Update policy on the website - January 2020

8. Attachments:

1. Policy

Section:	Governance	
Title:	Policy Development and Review	1.5

Purpose

To provide guidance for the development and review of School District policies.

Policy

School District policies are to provide an appropriate balance between the responsibility of the Board to develop the broad guidelines for the School District and the opportunity for the Superintendent to exercise professional judgment in the administration of the district.

The development of School District policies outlining the goals, objectives, direction and guidelines for the School District will be developed in an open and transparent process including consultation or collaboration with stakeholders.

School District policies must support or be consistent with the objectives of the Strategic Plan.

All Policies are to be reviewed during the Trustees term of office.

Guidelines

Board approved policies will be developed and reviewed in a thorough and consultative manner to ensure the broad interests of the educational community are considered. The educational community includes students and student associations, parents and parent associations, employees and employee organizations. Whenever possible, applicable administrative procedures will be reviewed at the same time the policy is considered.

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy or overarching goals for the policy to be developed.

2. Development

The Board may develop the initial draft of the policy itself or delegate the responsibility for initial development of the policy to the Superintendent.

The superintendent may seek legal advice on the intent and the wording of the policy.

3. Consultation and approval process

The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.

The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principal.

The approved-in-principle policy is to be forwarded to the educational community and the general public for feedback.

The approved-in-principal policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.

The final draft of the policy is to be forwarded to the public Board meeting for final approval.

4. Implementation

The Board is responsible for the implementation of policies governing its own processes.

The Board and Superintendent share the responsibility for implementation of policies relating to the Corporate Organization.

The Superintendent is responsible for the implementation of all administrative procedures related to the Board approved policies.

The Secretary Treasurer is responsible for tracking the review of the policies and reporting to the Board.

The Secretary Treasurer is responsible to ensure the policies are publicly available.

5. Evaluation

The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine its effectiveness in meeting its intended purpose.

Date of Original Board Approval: January 2012

Date Amended: November 10, 2019, approved in principle

Legal Reference: School Act, Section 85

ITEM 4.3 Action

File No. 1020

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: School District Representatives to External Organizations Policy

Recommendation

THAT the School District Representatives to External Organizations Policy be approved.

1. Summary:

The School District Representatives to External Organizations policy is presented for final review and consideration. The policy has been reformatted and updated for the Board's consideration. The policy review is recommended, as per the practice the Board has considered for the past three years.

2. Background:

Policies are the primary governance tool the Board uses to guide an organization. To be effective, policies require a regular review to ensure they guide the organization in accordance with the Board's direction. The process a Board uses to develop policies is designed to be inclusive of public input, and to consider the Board's strategic direction. The policy was referred to the Educational Community for feedback. No comments were received.

3. Options:

4. The policy can be approved as presented or referred for further consultation.

5. Analysis and Impact:

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

6. Public Participation:

The policy was reviewed at the Committee of the Whole meeting and referred to the Educational Community for further review and feedback. No comments were provided to the School District regarding this policy.

7. Implementation:

Board review and approval – January 21, 2020

Update policy on the website - January 2020

8. Attachments:

1. Policy

Section:	Governance	
Title:	School District Representatives to External Organizations	1.6

Purpose

To ensure the School District’s interests are represented on external organizations whenever possible or relevant.

Policy

The Board will consider appointing representatives to external organizations or external committees for the exchange of information on matters of mutual concern and/or to discuss possible agreements between the School District and other organizations.

Guidelines:

Representation is established at the discretion of the Board.

The Board appointed representatives are expected to:

- a. Attend meetings of the other organization or committee.
- b. Provide input from the School District’s perspective.
- c. Solicit input from the Board on issues of the other organization when the School District’s perspective is not clear.
- d. Communicate with the Board and the Superintendent on the work of the external organization or external committee and any impact this work may have on the School District.
- e. Bring recommendations to the Board when necessary.

Organizations with appointed representatives:

- 1. Aboriginal Education Advisory Council
- 2. BC Public School Employers Association (BCPSEA)
- 3. BC School Trustees Association (BCSTA)
- 4. BC School Trustees Association Provincial Council (BCSTA PC)
- 5. Mission Literacy in Motion
- 6. University of the Fraser Valley Community Council
- 7. Mission Community Foundation

Date of Original Board Approval: February 2009

Date of Amendment: November 19, 2019, approved in principle

Legal Reference: School Act, Section 65, 85

ITEM 4.4 Action

File No. 1020

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Trustee Remuneration Policy Recommendations

Recommendation

THAT the Trustee Remuneration Policy recommendations be considered:

That a policy be developed that includes:

- a. Trustee remuneration with an annual inflationary adjustment equal to the BC CPI adjustment from the prior year.**
- b. An external review of the trustee remuneration to be conducted every five years.**

1. Summary:

The Trustee Remuneration Task Force completed the review of Trustee remuneration and provided the Board with some recommendations. The recommendations were reviewed by the Board at the Committee of the Whole on January 14, 2020 and discussed possible options.

2. Background:

The Board approved the terms of reference for a Trustee Remuneration Task Force in March 2019. Staff solicited individuals from the community to serve on the task force. One person put their name forward, so additional names were solicited. The Task Force was formed in November 2019. The full Task Force has a range of experience, including business, management, board of directors, and legal. One Task Force member was involved in the review of Trustee Remuneration approximately 20 years ago.

The Task Force:

Sean Melia – Chair
Carlo Billinger
Jonathon Fowler
Paul Hockridge
Corien Becker, staff liaison

A. The Task Force reviewed the following information:

1. Board Remuneration and expense policies, regulations or bylaws from the following School Districts:
 - a. SD 20, Kootenay – Columbia
 - b. SD 60, Gulf Islands
 - c. SD 48, Sea to Sky

- d. SD 33, Chilliwack
 - e. SD 73, Kamloops/Thompson
 - f. SD 78, Fraser-Cascade
 - g. SD 52, Prince Rupert
 - h. Greater Victoria SD
 - i. SD 57, Prince George
 - j. SD 27, Cariboo-Chilcotin
2. BCASBO Feedback – Trustee Stipends and Taxation Change Summary – January 2019
 3. News articles regarding Trustee remuneration
 - a. Campbell River
 - b. North Okanagan-Shuswap
 4. Report to the Committee of the Whole – Sept 11, 2018, and background information for the report
 5. Report to the Committee of the Whole – June 12, 2018
 6. Board of Education Responsibilities Policy 1.1
 7. Board Roles Policy 1.3
 8. Board Meeting Procedures Policy 1.4
 9. Trustee Remuneration – Administrative Procedure #513
 10. Minutes – March 12, 2019 Board Meeting
 11. Task Force Terms of Reference
- B. The Task force met on December 4, 2019 to review the materials. The Task Force requested additional information including:
- a. A survey of current trustees regarding the amount of time Trustees put into being a Trustee, the KM they travel for SD business, any cost for meals not covered, or for use of a personal phone / computer, is a home office is being claimed for tax purposes and any other out of pocket expenses. A summary of the findings is attached.
 - b. A survey of SD#5, SE Kootenay, SD72 Campbell River, SD67 Okanagan Skaha, and SD60 Peace River regarding current salaries, any change in the last year, any adjustment for the change to the tax-exempt allowance portion, and information on their policy regarding changes to remuneration. A summary of the findings is attached.
- C. The Task Force met on December 19th to review the information from the surveys and to discuss recommendations. The Task Force made the following comments and recommendations.
- a. The current compensation seems to be fair in comparison with neighbouring school districts, and on the mid to high range compared to other comparably sized SDs.
 - b. A small increase seems reasonable.
 - c. Develop a policy for future increases that
 - i. are based on the BC CPI of the previous year, and
 - ii. include an external review every five years, or if student enrolment increases or decreases by 4% or more from the previous year's enrolment.
 - d. Budget an amount for reimbursable expenses, meals, and mileage for conducting SD business:
 - i. Chair, up to \$1,500 a year
 - ii. Vice Chair / Trustees, up to \$1,000 a year
- D. The task force met for a final meeting on January 9th, 2020 to finalize the report to the Board.
- E. Summary of options for the implementation of the remuneration adjustment.

Calculation BC CPI Increase

- December 2017 to December 2018 – 3% - for a July 1, 2019 adjustment
- November 2018 to November 2019 – 2.2% (December information not yet available) for 2020 adjustments.

Increase options for consideration:

	Current	July 1, 2019 or Jan 1, 2020	July 2020	July 2020 no 2019 increase
		Increase 3%	Estimated increase 2.20%	Estimated increase 2.20%
Board Chair	\$19,426	\$ 20,009	\$ 20,449	\$ 19,853
Vice Chair	\$17,611	\$ 18,139	\$ 18,538	\$ 17,998
Trustee	\$16,392	\$ 16,884	\$ 17,255	\$ 16,753

3. Options:

1. Develop the policy and process a compensation adjustment as noted in the analysis
 - a. with a retroactive adjustment to July 1, 2019, or
 - b. with an effective date of January 1, 2020, or
 - c. with an effective date of July 1, 2020.
2. Develop the policy, with revisions on how inflationary adjustments are processed.
3. Develop the policy without the provision for reimbursement of expenses.
4. Develop the policy with the reimbursement of all expenses (including BCSTA and other out of town expenses), health and dental benefits, and professional development – so one policy covers all expenses directly attributable to Trustees. Either include the amount for expense reimbursement in the policy or tie the amounts to the budget review and approval process.
5. Do not develop a remuneration policy. Consider inflationary adjustments at the Board's direction.

4. Analysis and Impact:

- a. Strategic Plan Alignment – n/a
- b. Enhancement Agreement – n/s
- c. Funding Guidelines, Costing, & Budget Impact - The cost impact of the policy implementation is outlined with three options.

Remuneration	Budget Year	
	2019/2020	2020/2021
1-Jul-19	\$2,587	\$4,539
1-Jan-20	\$1,294	\$4,539
1-Jul-20	-	\$1,897
Expenses		
1-Jul-19	\$5,500	\$5,500
1-Jan-20	\$2,750	\$5,500
1-Jul-20	-	\$5,500
Total Budget Impact		
1-Jul-19	\$8,087	\$10,039
1-Jan-20	\$4,044	\$10,039
1-Jul-20	-	\$7,397

- d. Policy, Legislation, Regulation – see draft policy
- e. Organizational Capacity – n/a
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
Simplifies the process for budgeting and managing trustee remuneration and expenses
 - ii. Reputational
Compensation process for Trustees is clear prior to the next election
 - iii. Strategic

5. Public Participation:

An independent Task Force was established to review the remuneration and expense reimbursements for Trustees. This involvement falls in the higher end of public engagement. Additional consultation could be considered during the budget process.

6. Implementation:

1. January 21st Board meeting – policy direction and implementation discussion.

7. Attachments:

ITEM 6.1 Action

File No. 7210.60

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Borrowing Resolution

Recommendation

THAT the Superintendent and Secretary Treasurer be authorized to borrow on behalf of Mission Public School District (School District #75) from the Scotia Bank for the 2019 / 2020 operating year:

- a) \$1,500,000 for an Operating Line of Credit
- b) \$750,000 for a revolving term / Scotia leasing

1. Background:

The Bank of Nova Scotia requires an updated resolution for the operating line of credit and the leasing program every school year.

2. Options:

The current agreement with the Scotia Bank regarding borrowing is expiring. Should the timing of payments from the Ministry of Education ever be late, the School District would need to draw upon the line of credit in order to manage the payment for supplies or employees. With the School District's reserves almost depleted, the risk of needing to draw on the line of credit increases. As such, the document with the Scotia Bank must be updated.

3. Analysis and Impact:

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

4. Public Participation:

5. Implementation:

6. Attachments:

ITEM 6.2 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Indigenous Language Education Policy

Recommendation

That Staff develop an Indigenous Language Education Policy and bring back to the Board for consideration.

1. Summary:

As we already have Halq'eméylem being taught in our School District a policy will fulfill that shortcoming. It also falls in line with the United Nations Declaration on the Rights of Indigenous Peoples Act (UNDRIP) and aligns with our Strategic Plan. The Ministry is looking at mandating such policy support. As we are already taking steps with Indigenous language in our district, we should develop our own policy to support our initiatives.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.3 Action

TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: Acknowledgement of Thanks – Staff Coaches & Extra-Curricular Leaders

Recommendation

THAT the Board send an acknowledgement of thanks to all staff coaches and extra-curricular leaders at the end of each school year.

1. Summary:

The School District struggles to find enough volunteers for extra-curricular activities, such as sports, music, clubs, or event supervision. There are challenges regarding being a teacher coach, including organizing games, funding for transportation, and finding prep coverage.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

School District #75 (Mission)

Public Meeting of the Board of Education Minutes

**December 17, 2019, 6:30 pm
Edwin S Richards Elementary
33419 Cherry Avenue, Mission, BC**

Members Present: Board Chair, Tracy Loffler
Vice Chair Randy Cairns
Trustee Rick McKamey
Trustee, Julia Renkema

Members Absent: Trustee Shelley Carter

Staff Present: Superintendent of Schools Angus Wilson
Assistant Superintendent, Karen Alvarez
Secretary Treasurer, Corien Becker
Executive Assistant Aleksandra Zwierzchowska (Recorder)

1. CALL TO ORDER

The meeting was called to order at 6:30 PM by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

4. UNFINISHED BUSINESS

4.1 IAP2 Framework

The International Association of Public Participation (IAP2) has designed a framework to help organizations plan for and manage public participation in the decision-making process. The framework includes 5 levels of public participation: inform, consult, involve, collaborate, and empower.

4.2 MSS International Travel Application to Belize

MOVED and Seconded that École Mission Secondary School's field trip application for students in grades 10,11, and 12 to travel to Belize, from March 13, 2020 to March 28, 2020, be approved.

CARRIED

The Superintendent received notification from Mr. Matheny (MSS Global Education Teacher) that African Airways was placed under bankruptcy protection. The group was scheduled to travel to Zambia for their Global Education trip. Mr. Matheny was approached to sign a waiver that would allow the airline to cancel flights without compensation. A decision was made to change the location from Zambia to Belize where the students will help build a community library.

5. **STAFF REPORTS**

5.1 2019 Annual Report

MOVED and Seconded that the 2019 Annual Report, including the 2018-2019 Financial Statements, be approved.

CARRIED

The annual report includes information on the School District activities for the 2018/ 2019 school year, the June 30, 2019 financial statements with auditor's report, and discussion on financial activities.

The report was presented to the Committee of the Whole on December 3, 2019, revisions have been made to the report and responses to questions from the meeting have been included as well.

5.2 Statement of Financial Information 2019

MOVED and Seconded that the pursuant to the *Financial Information Act* (the "Act") the Statement of Financial Information be approved.

CARRIED

The 2018-2019 Statement of Financial Information (SOFI) report contains all the information as prescribed by the Financial Information Act. The information includes details on employees earning more than \$75,000 a year, including their expenses, payments to suppliers of more than \$25,000 a year, and the audited financial statements.

5.3 Financial Summary Report - October 31, 2019

The Financial Summary Report contains budget information that is 1/3 of the way through the fiscal year (4 of 12 months), and some budget lines are 1/5 of the way through (2 of 10 months). Most budgets are on track with the preliminary budget, although there are a few items of concern that will require a deeper analysis for the amended budget discussion.

A question was asked about the costs that are being spent on repairs on MSS. The Ministry has advised that if the SD does not follow through with repairs, the Ministry will not consider any options for the school.

A question was asked about the remedy costs for class size composition violations. The SD has not yet received confirmation from the Ministry that the additional costs will be covered.

5.4 Reporting out from Closed Meeting

The Superintendent reported that on November 19, 2019 the Board discussed property, personnel, and the SD Facebook page; and that on December 17, 2019 personnel matters were discussed.

6. **NEW BUSINESS**

6.1 January 2020 Committee of the Whole Meeting - Date Change

MOVED and Seconded that the Committee of the Whole meeting scheduled for January 7th, 2020 be changed to January 14th, 2020;

AND THAT the special Committee of the Whole meeting for the amended budget be scheduled for January 14th from 1 to 3 pm.

CARRIED

In preparation for next year's calendar, the Board will consider scheduling a meeting for the second week back from Winter Break (instead of the first week).

7. **MINUTES OF PREVIOUS MEETINGS**

7.1 Board of Education Public Meeting Minutes, November 19, 2019

MOVED and Seconded that the Board of Education Public meeting minutes dated November 19, 2019 be approved.

CARRIED

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustees reported on:

First Nations Education Steering Committee - Annual Ed. Conference, Edge of the Knife film spoken in Haida language, visiting schools, BCSTA Working Group, Joe Heslip - Honouring Ceremony in Langley, Follow-up meeting for Women Helping Women Event, BCSTA Fall Academy, MSS Global Ed. Leadership Turkey Dinner for Lunch, Siwal Si'wes Christmas Luncheon and Honouring ceremony for Marnie F., Intergenerational Christmas lunch at Fraserview with Lifetime Learners, Chamber of Commerce Christmas Lunch, and drafting letters re: School Site Acquisitions and FMR Working Group Report.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:21 pm.

Chairperson

Secretary Treasurer