

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

**February 4, 2020, 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		
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7.	NEW BUSINESS		
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9.	INFORMATION ITEMS		
10.	ADJOURNMENT		

ITEM 3.1 Presentation

TO: Committee of the Whole
FROM: V. Searwar, Acting District Principal of Aboriginal Education
SUBJECT: The Secret Pocket

1. Summary:

Peggy Janicki from Dakelh First Nation, Indigenous Mentor Teacher of SD75 and MTU Aboriginal Chair, will present *The Secret Pocket*, to SD75 graduates. *The Secret Pocket* is a story of strength-based Indigenous resilience.

2. Background:

Peggy Janicki's mother, Mary O-Connal was taken forcibly from her family and required to attend Lejac Indian Residential School at Fraser Lake, BC, along with several other Indigenous children. While recovering in the hospital from a broken hip, she shared stories of the near-starvation experience while at the school. Many of the girls would steal food from the kitchen and hide the food in a secret pocket, which they had sewn into their petticoats, with Mary's help.

The idea is to provide a graduation stole to each graduate at convocation. A secret pocket will have been sewn on the inside of the stole. Inside the pocket will be the story behind *The Secret Pocket* and the Halq'emeylem word (provided by the last fluent speaker of Halq'emeylem, Siyamiateliyot, Dr. Elizabeth Phillips) "mi'emhoelh", meaning "blanket" and "pocket that is filled". This aligns with UFV's initiative, and Peggy Janicki was granted permission to bring to SD75. Additionally, as the BCTF is a social justice union, the initiative was accepted as a motion from the MTU.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment – This initiative aligns closely with the following objectives:
 - i. Honouring Culture & Territory (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).
 - ii. Future Orientation (Students are flexible, adaptable, and resilient & Students embrace diversity in a complex and pluralistic society).
 - iii. Student Centred Learning (Positive Learning Experiences)
 - iv. Effective Learning Environments (Every school is inclusive)
- b. Enhancement Agreement – This initiative responds to all parts of the current Enhancement Agreement.
- c. Funding Guidelines, Costing & Budget Impact – Ideas to be discussed
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

- g. **B n Benefits**
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

- 5. **Public Participation:** Local Elders, Families
- 6. **Implementation:** Projected for June 2020 Graduation
- 7. **Attachments:** None

ITEM 4.1 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Early Learning Framework

1. Summary:

The Ministry of Education has published a revised *Early Learning Framework, Play Today: BC Handbook*, and *Let's Play! Activities for Families*. These documents are intended to support learning from birth to age 8. A short presentation of the Early Learning Framework will be provided.

2. Background:

3. Options:

4. Analysis and Impact:

a. Strategic Plan Alignment

The Early Learning Framework is closely aligned with the vision set out in the Strategic Plan. For example,

-The Framework's focus on a holistic view of learning is similar to the SP goal that "students and employees embrace physical, mental, and emotional wellness."

-"Quality Teaching and Leadership" is aligned with the image of the educator and the image of the child in the ELF, which is intended to support quality teaching, learning, and leadership.

b. Enhancement Agreement

c. Funding Guidelines, Costing, & Budget Impact

The Ministry has provided \$2486 of targeted funds to assist in building awareness and understanding of the Framework.

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: [Click here](#) to access the Early Learning Framework

ITEM 5.1 Information

File No. 0110

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Catchment Boundary Review – Survey Questions

1. Summary:

The Board is initiating a full review of school catchment areas and will begin the process by issuing a survey.

2. Background:

At the Committee of the Whole on January 14, 2020, the Committee reviewed the draft survey questions. Staff have updated the questions with the recommended changes. The revised questions were shared with DPAC at their last meeting. A few additional changes were recommended. The survey questions are presented for consideration and final review.

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Catchment Boundary Survey Questions

Catchment Boundary Review – Draft Survey Questions (all schools)

The School District is reviewing the school catchment boundaries. Prior to determining the details for boundary changes, the School District is interested in obtaining feedback and ideas from the Educational Community.

This is an information gathering process. Responses to the survey questions will provide information that will guide the development of options for consideration.

No decisions have been made.

Questions

1. Are you a student or a parent/ guardian?
 - a. Student
 - b. Parent/ guardian
 - c. District Staff
 - d. Other (please specify)
2. What is your current catchment school? (provide a link to a map on the website displaying SD catchment areas.)
3. What is the current school your child (or children) attend?
4. If your child (or children) attend a school other than your catchment school, why? Select all that apply.
 - a. Proximity of the school to your work
 - b. Proximity of the school to childcare
 - c. School of Choice (arts-based, traditional values curriculum or other special focus)
 - d. Program of Choice (French Immersion or Intensive Core French)
 - e. Outdoor education programs
 - f. Sports program
 - g. They are attending from out of District
 - h. Other (please specify)
5. How does your child (or children) travel to school? Select all modes of transportation that apply.
 - a. Walking
 - b. Cycling
 - c. Public Transit
 - d. Driving
 - e. Car Pool
 - f. School Bus
 - g. Other (please specify)
6. What are important considerations for you as the School District reviews catchment boundaries? Rank in order of importance (#1 being the HIGHEST level of importance and #6 being the LOWEST):
 - a. Minimizing walking distances to the schools
 - b. Using natural landmarks and main roads for boundaries
 - c. Access to public transit routes to schools
 - d. Access to bike lanes or trails to schools
 - e. Access to Schools of Choice

7. The School District has been using portables in some growing areas to accommodate the catchment students at these schools. If the School District could reconfigure enrolment to limit the use of portables in the future, would you support it?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
8. The School District has two Schools of Choice with registration open to all students in the School District – Hillside Traditional Academy and ESR Arts Based Curriculum. Do you think that the current locations of these Schools of Choice limit student access to a neighbourhood school?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
9. What is currently working or not working for your catchment?
10. How should the School District address inclusion considering class sizes?
11. How should the School District address accessibility considering class sizes?
12. Currently Hatzic Middle School has 706 students (the school's operational capacity is 790 students), and Heritage Park Middle School has 633 students (the operational school's capacity is 731 students). The middle schools are currently grades 7 – 9 (ages 12 to 14). Considering the age and grades of the middle schools, what is the maximum number of students that should be at each middle school?
13. Currently, the larger elementary schools have enrolment that exceeds 400 students. If the School District considers capping elementary school enrolment, what is the maximum number of students that should attend an elementary school?
14. What do you think is the appropriate walk limit for children to access busing? Students that live closer than the walk limits cannot access busing. The current walk limits are:
 - a. Elementary school students residing less than 3.2 km from a school by nearest passable road
 - b. Middle school students residing less than 4 km from a school by nearest passable road
 - c. Secondary school students residing less than 4.8 km from a school by the nearest passable road.
15. What are the benefits of adjusting catchment boundaries?
16. What are the concerns with adjusting catchment boundaries?
17. Do you prefer a boundary change to take effect September 2020 or September 2021?
 - a. September 2020
 - b. September 2021
 - c. Other (please specify)
18. If the School District changes the boundaries for a school, how long should existing students be allowed to continue to attend their current school as their catchment school (Grandfathering)?
19. What other things should the School District consider as it reviews changes to the School boundaries?
20. Is there anything else you would like to share about the catchment boundary review?

Targeted to Windebank / Central catchments

School enrolment for Windebank Elementary continues to grow. The enrolment growth projections for the school indicate that the school will be over capacity in a few years. The School District is considering changes to the catchment boundaries for Windebank and Mission Central Elementary Schools in order to transfer some student enrolment from the Windebank catchment to the Mission Central catchment.

1. School catchment reviews include factors like considering the geographic area that surrounds the school, minimizing safety concerns for students, maximizing the efficiency of the school, and long-term sustainability of the school. Do you have any ideas how the School District should approach this catchment review?
2. What changes to the boundary do you see that could work?
3. What concerns do you have with changing the boundary for Windebank, or Mission Central?
4. What advantages do you see with changing the boundary for Windebank, or Mission Central?
5. How much notice do you think the School District should provide prior to making a change?
6. What other things should the School District consider as it reviews changes to the boundary?

Targeted Durieu / Dewdney / Hatzic catchments

School enrolment for Hatzic Elementary continues to grow, with additional housing development in the Hatzic area. The school is currently overcapacity, and the continued enrolment growth projections for the school will only make the school more crowded or restrict students from attending their catchment school. The School District is considering changes to the catchment boundaries for Hatzic Elementary to transfer some student enrolment to other schools, such as transferring Durieu students to Dewdney Elementary.

1. Do you have any ideas on how the School District should approach this review?
2. What concerns do you have with changing the boundary for Hatzic Elementary?
3. What changes to the boundary do you see that could work?
4. What advantages do you see with changing the boundary for Hatzic Elementary?
5. What concerns do you have with Durieu students attending Dewdney Elementary?
6. What advantages do you see with Durieu students attending Dewdney Elementary?
7. What other things should the School District consider as it reviews the change to the boundary?

Targeted to Albert McMahon / Cherry Hill catchments

School enrolment for Albert McMahon Elementary continues to grow. The school is currently overcapacity, and the continued enrolment growth projections for the school will only make the school more crowded or restrict students from attending their catchment school. The School District is considering changes to the school catchment boundaries for Albert McMahon and Cherry Hill Elementary Schools in order to transfer some student enrolment from the Albert McMahon catchment to the Cherry Hill catchment.

1. Do you have any ideas on how the School District should approach this review?
2. What concerns do you have with changing the boundary for Albert McMahon, or Cherry Hill?
3. What changes to the boundary do you see that could work?
4. What advantages do you see with changing the boundary for Albert McMahon / Cherry Hill?
5. What concerns do you have with changing the boundary for Albert McMahon / Cherry Hill?
6. What other things should the School District consider as it reviews the change to the boundary?

Steelhead

School enrolment for Albert McMahon Elementary continues to grow. The Albert McMahon school is currently overcapacity, and the continued enrolment growth projections for the school will only make the school more crowded or restrict students from attending their catchment school. The School District is considering changing the catchment school for the Steelhead area from Albert McMahon Elementary to Stave Falls Elementary.

1. What advantages do you see with changing the Steelhead catchment to Stave Falls?
2. What concerns do you have with Stave Falls Elementary being the catchment school for Steelhead?
3. What other things should the School District consider as it reviews the change?

ITEM 6.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Equity Scan

Summary:

The Superintendent will provide an update on the recent Equity Scan meeting and plans for the next event.

ITEM 6.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Indigenous Language Education Policy

1. Summary:

The Board of Education directed staff to draft an Indigenous Education Policy. As there is no existing policy in any District, this should be viewed as an extremely draft item at this time. The purpose of the policy is to establish a long view of the Board's dedication to supporting Halq'emeylem.

2. Background:

3. Options: Review and discuss policy draft.

4. Analysis and Impact:

- a. Strategic Plan Alignment: Honouring culture & territory.
- b. Enhancement Agreement: Looking to the future and honouring culture & history.
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
 - UNDRIP, Articles 8, 11, and 13*
 - TRC, Calls to Action 13, 14, and 62*
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Indigenous Language Education Policy - DRAFT

Section:	Students and Instruction	
Title:	Indigenous Language Education Policy	4.4

Purpose

To ensure that Halq’emeylem continues to be a recognised language and language credit in the view of both the secondary and post-secondary educational systems, with an equal right to space and resources as other languages taught in Mission Public Schools.

Policy

Mission Public Schools lies within the traditional, ancestral, unceded and shared land of the Leq’á:mel, Matheqwí, Qwó:lt’el, and Sq’éwlets peoples, and recognises that it operates on the territory of the Halq’emeylem speaking Stó:lō people. It is said that the upriver dialect of the language originates from the Xá:ytem area, just outside of the city of Mission. The District therefore acknowledges its responsibility to partner and support the vitality of the Halq’emeylem language and treat it as a foundational part of educational programming in Mission schools.

General Guidelines

1. Ensure adequate resources are available to teach the Halq’emeylem language in Mission schools as much as is practicable.
2. Consult with Indigenous staff and Indigenous community members on an ongoing basis to maintain Halq’emeylem language programming is dynamic and rigorous.
3. Consult with Seabird Island First Nation authorities whenever necessary in further developments of the curriculum.

Other Headings

Sub headings

Date of Original Board Approval:

Date Amended:

*Legal Reference: UNDRIP, Articles 8, 11, and 13
TRC, Calls to Action 13, 14, and 62*

Cross Reference: (other policies, and procedures)

ITEM 6.3 Information

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Summit Enrolement Analysis

1. Summary:

At the November 5, 2019 Committee of the Whole meeting, the Superintendent provided an update on the Summit Learning Centre since its transition. During the meeting, the Committee requested information about the number of students in the district who returned to a regular classroom and the number of students that are attending the DL program out of district.

2. Background:

As of September 2019, the distributed learning program for students in grades K-9 is being offered through Silverdale Elementary and the 10-12 program is being offered through MSS.

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
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5. Public Participation:

6. Implementation:

7. Attachments:

- a. Summit FT Students from Out of District (as of Jan. 27, 2020)
- b. Summit Student withdrawals 2019-2020 School Year

SUMMIT LEARNING

K-12 FULL TIME STUDENTS from OUT OF DISTRICT as at 27 JAN 2020

Grade	Total Enrolled	# Out of District	% Out of District
K	5	1	20%
1	1	0	0%
2	2	2	100%
3	3	1	33%
4	2	0	0%
5	2	1	50%
6	4	1	25%
7	12	4	33%
8	11	0	0%
9	15	3	20%
10	20	2	10%
11	28	2	7%
12	23	3	13%
	<u>128</u>	<u>20</u>	<u>16%</u>

Home School District		
Maple Ridge		
Abbotsford		
Abbotsford		
Agassiz		
Chilliwack		
Abbotsford	Maple Ridge	
Maple Ridge	Surrey	Kelowna
Abbotsford	Maple Ridge	
Abbotsford	Pitt Meadows	
Abbotsford	Maple Ridge	Chilliwack

SUMMIT LEARNING 2019-20 SCHOOL YEAR

FULL TIME K - 12 WITHDRAWALS (since Sept 2019)

GRADE	Total	Public School In District	Public School Out of District	DL School Out of District	Independent School Out of District	Home Schooling	Discontinued Schooling
1	1				1		
3	1				1		
5	5		2	1	2		
6	3	2 (CME) (WHE)	1				
7	4		1		3		
8	6	1 (HPMS)	1	1		1	2
9	4	2 (Fraserview) (HMS)	1				1
10	5	4 (MSS)			1		
11	5	2 (MSS, Riverside)	1	1			1
12	1		1				
Totals	35	11	8	3	8	1	4

22.86% 8.57% 22.86% 2.86% 11.43%

ITEM 7.1 Discussion

TO: Committee of the Whole
FROM: J. Renkema, School Trustee
SUBJECT: Board Assessments and Effectiveness

1. Summary:

A discussion will take place regarding Board assessments and effectiveness.

2. Background:

Since the Local Election, Trustees have not engaged in assessments of their effectiveness as Board.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact
- d. Policy, Legislation, Regulation: [Policy 1.3 – Board Roles: Chair, Vice-Chair, Trustees](#)
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
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 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 7.2 Discussion

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Strategic Plan – Monitoring & Reporting

1. Summary:

Discuss a plan for monitoring and reporting on activities related to the Strategic Plan.

2. Background:

The Strategic Plan includes five strategic priorities. Each priority identifies goals, strategies, and measures as a means to set direction and evaluate activities. The Board would like to take the opportunity to discuss monitoring and reporting on the strategic priorities.

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. [Click here](#) to view the 2019-2022 Strategic Plan.

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

**January 14, 2020, 3:30 pm
District Education Office, 33046 4th Avenue, Mission, BC**

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

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

4. CURRICULUM

4.1 Digital Resources Update

The Assistant Superintendent provided an overview on digital resources that align with the re-designed and are available for use in K-12 Classrooms.

5. UNFINISHED BUSINESS

5.1 Boundary Review Survey

MOVED and Seconded that the Boundary survey questions be reviewed.

CARRIED

Based on the discussions that were shared back in November, Staff have prepared the draft survey questions. The following changes were requested:

1. First paragraph replace "will exceed" replace with "have exceeded"
2. Rephrase Question #8 and include wording about a neighbourhood school instead
3. Question #12 remove the sentence regarding, "from an education....."

4. Question #13 change the wording to read something like "should the district consider capping..."
5. Targeted Catchment question #1 provide an example like by route, area...etc
6. Ensure that respondents don't need to answer all survey questions
7. Delete #10 from survey

It was requested that the survey be shared with DPAC at their upcoming meeting. The revised draft survey will come back to the next Committee of the Whole.

5.2 Learning Resource Policy

MOVED and Seconded that the amended Learning Resources Policy be reviewed and forwarded to the January Board meeting for final approval.

CARRIED

Staff have considered all the feedback and revised the policy to include amendments.

5.3 Policy Development and Review Policy

MOVED and Seconded that the Policy Development and Review Policy be forwarded to the January Board meeting for final approval.

CARRIED

5.4 School District Representatives Policy

MOVED and Seconded that the School District Representative Policy be forwarded to the January Board meeting for final approval.

CARRIED

6. **STAFF REPORTS**

6.1 Equity Scan Monthly Update

A meeting has been scheduled with all the equity scan representatives for January 27, 2020.

7. **NEW BUSINESS**

7.1 Trustee Remuneration and Expense Reimbursement

MOVED and Seconded that the Trustee Remuneration and Expense Reimbursement Policy recommendation be forwarded to the January Board meeting for consideration:

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, or if student enrolment increases or decreases by 4% or more in any year from the prior year's student enrolment.
- c. A provision for expense reimbursement up to an approved limit for conducting the work of a Trustee.

AMENDMENT

Remove "or if student enrolment increases or decreases by 4% or more in any year from the prior year's student enrolment" from bullet B. Remove bullet C completely; and remove Expense Reimbursement from the motion.

AMENDED MOTION

MOVED and Seconded the Trustee Remuneration Policy recommendation be forwarded to the January Board meeting for consideration:

That a policy be developed that includes:

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

CARRIED

The Task Force completed a review of Trustee remuneration. The recommendation is for remuneration to be updated annually to incorporate an annual inflationary adjustment, equal to the BC CPI adjustment from the prior year, as well as include the provision for expense reimbursement up to an approved limit for conducting the work of a Trustee. The Task Force recommends an increase in accordance with the BC CPI adjustment – with implementation options presented in the budget analysis and impact section of this report.

A discussion ensued regarding the new income tax rule that came into effect January 2019 and affects the remuneration for Trustees. It was decided that recommendation for expense reimbursement be removed from the recommendation.

The policy needs to be drafted. Once it is ready, it will be presented for review with request for an implementation time frame.

7.2 Indigenous Language Education Policy

MOVED and Seconded that Staff develop an Indigenous Education Policy and bring back to the Board for consideration.

AMENDMENT

Include "Language" in the motion.

AMENDED MOTION

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

CARRIED

An Indigenous Language Education Policy would align with UNDRIP and the SD Strategic Plan. Support was shared by all the Trustees. This item will be forwarded to the Public Meeting for consideration.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole Meeting Minutes, November 26, 2019

MOVED and Seconded that the Special Committee of the Whole minutes dated November 26, 2019, be approved.

CARRIED

8.2 Committee of the Whole Meeting Minutes, December 3, 2019

MOVED and Seconded that the Committee of the Whole minutes dated December 3, 2019 be approved.

CARRIED

It was recommended that the item regarding Teacher Coaches be added to the January 21, 2020 Public Board meeting.

Chairperson

Secretary Treasurer