Mission Public Schools

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

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

Pages

1. **CALL TO ORDER**

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

2. **ADOPTION OF AGENDA**

3. **DELEGATIONS/PRESENTATIONS**

4. **CURRICULUM**

4.1	Digital Resources Update	Information	3:30 PM - 4:00 PM	1 - 7

5. **UNFINISHED BUSINESS**

5.1	Boundary Review Survey	Action	4:00 PM - 4:30 PM	8 - 12
5.2	Learning Resource Policy	Action	4:30 PM - 4:40 PM	13 - 30
5.3	Policy Development and Review Policy	Action	4:40 PM - 4:50 PM	31 - 34
5.4	School District Representatives Policy	Action	4:50 PM - 5:00 PM	35 - 37

6. **STAFF REPORTS**

6.1	Equity Scan Monthly Update	Information	5:00 PM - 5:10 PM	38
6.2	The Secret Pocket	Information	5:10 PM - 5:30 PM	39 - 40

7. **NEW BUSINESS**

7.1		Trustee Remuneration and Expense Reimbursement	Action	5:30 PM - 6:00 PM	41 - 46
	7.1.1	Trustee Professional Development Policy	Discussion	6:00 PM - 6:10 PM	47 - 52
7.2		Indigenous Language Education Policy	Action	6:10 PM - 6:20 PM	53

8. MINUTES OF PREVIOUS MEETINGS

8.1   Special Committee of the Whole
Meeting Minutes, November 26,
2019   Action   54 - 57

8.2   Committee of the Whole
Meeting Minutes, December 3,
2019   Action   58 - 63

9. INFORMATION ITEMS

Sp. Committee of the Whole re: Board Policies, Tuesday January 28, 2020, 1-3
PM

10. ADJOURNMENT

ITEM 4.1   **Information**

TO: Committee of the Whole
FROM: J. Lane, K-12 Virtual Teacher Librarian
SUBJECT: Digital Resources Update

1. **Summary:**
   We have a variety of meaningful digital resources available for use in K-12 classrooms. We will share updated and new resources for a variety of learning areas.

2. **Background:**
   Updated resources support implementation of the redesigned curriculum, including Indigenous and bilingual resources. Our technology infrastructure has been strengthened, which allows for the ability to support digital resources, including streaming services. The flexibility of some digital resources also supports differentiation to meet the needs of learners. For example, JUMP Math has recently provided digital access to their K-6 AP books so teachers can choose from various levels, depending on the needs of their learners.

3. **Options: n/a**

4. **Analysis and Impact:**

   a. Strategic Plan Alignment
      The use of these digital resources aligns with Future Orientation, Student Centred Learning, and Quality Teaching and Leadership

   b. Enhancement Agreement
      Some of the resources chosen provide access to authentic Indigenous resources.

   c. Funding Guidelines, Costing & Budget Impact
      Cost effective choices have been made to provide the greatest impact to the most learners. For example, the NFB Campus streaming service is more cost effective because it is district wide as opposed to a single department.

   d. Policy, Legislation, Regulation: n/a

   e. Organizational Capacity
      Mentor teachers and teacher-librarians are able to assist teachers in becoming familiar with the resources available.

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

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

5. **Public Participation:** n/a

6. **Implementation:** ongoing

7. **Attachments:** Resource Refresher list

Mission Public Schools
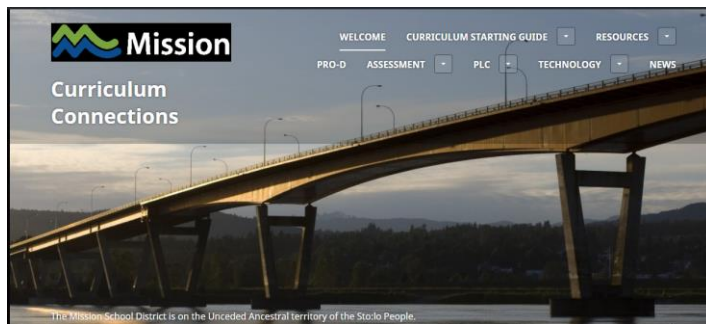
Digital Resource Refresher 2019/2020

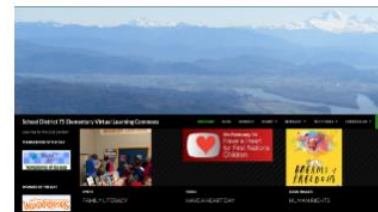## THALIT SQWELQWEL (K-12 RESOURCES)

SIWAL SI'WES DIGITAL LIBRARY (K-12 RESOURCES)

Curriculum Connections: (Early Learning-Gr 12 resources)

ELEMENTARY VIRTUAL LEARNING COMMONS (K-6 RESOURCES)

District Mentor Teacher Websites:

Peggy Janicki: District Indigenous Mentor Teacher

Rebekaah Stenner "Math in Mission": District Math Mentor Teacher

Frank Chan "IT in the Classroom": District Technology Mentor Teacher

Jennifer Lane: District Virtual Teacher Librarian

JUMP Math Digital Slides:

We are pleased to announce that JUMP Math has given MPSD permission to post all of the K-6 digital lesson slides in Learn 75 for educators to access. We hope that this will make it easier for you to access the most current edition of digital lessons to assist you with your lesson planning. Please note: access is for MPSD educators only.

JUMP Math Digital Slides: Grades K-6 New Editions

Jennifer Lane
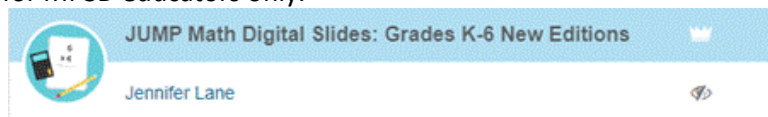
NFB CAMPUS:

MPSD has purchased a district K-12 license to access CAMPUS, the National Film Board's video streaming service for the classroom and the primary source for Canadian film and media content across a wide range of subject areas.

Educators and students can access thousands of films and other media simply by going to https://www.nfb.ca/education/ while using any school computer. (See icon in Learn75.)

Educators can access everything that students do, as well as all the tools and resources that make CAMPUS unique. Here are some of the educator features:
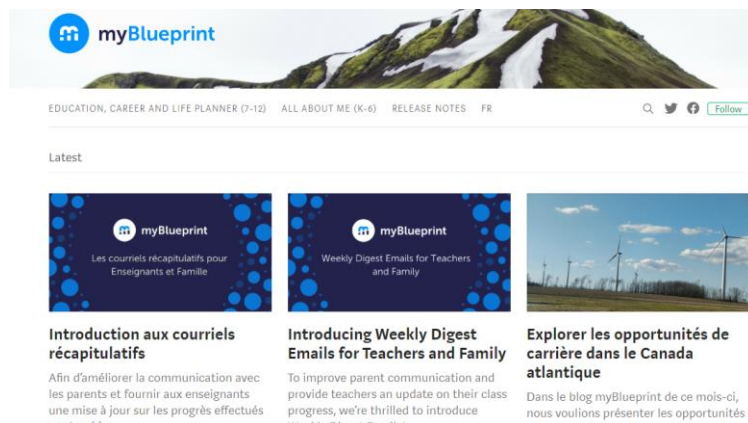
- Thousands of films and other media
- A curated library of Learning Bundles
- Tools to create and share your own chapters and playlists
- Educational summaries that draw links to Pan-Canadian curricula
- In-depth Educator's guides
- Search filters by subject area and age level

To access to the CAMPUS educator features, **MPSD educators need to activate their individual accounts**. Talk to your teacher librarian, Frank Chan, or Jen Lane for steps to activate your account.

MyBlueprint: All About Me (K-6), Education Planner (7-12)

MPSD has access to myBlueprint as a bilingual K-12 resource for Career Education.

- Start with the Career Education video, activities and more in the K-12 Career Education Digital Notebook.
- Talk to your teacher librarian, Frank Chan, or Jen Lane for help getting started with the resource.
- Visit the Support Page for webinars, lessons, and activities.
- See the myBlueprint Educator Blog for implementation ideas.

FNESC Teacher Resource Guides: *New* (Also posted on Curriculum Connections)
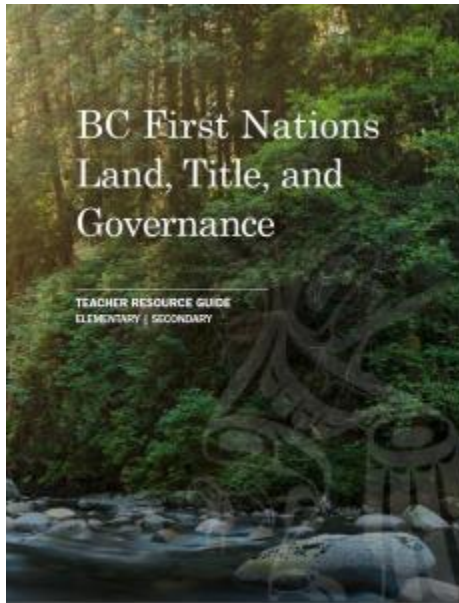
Mystery Science:

Free for MPSD Educators to pilot for 2019/2020

Click here to create an account: https://mysteryscience.com/start?district_id=89890

Critical Thinking Consortium (TC²):

SD 75 is a district partner with TC². This provides educators with access to **free digital resources** and a **discount of 20% on all print** resources.

Learn how to create your free account

Learn how to access thousands of resources

- Reference sheet with 10 small tweaks to the questions you ask every day to better invite quality thinking.
- Follow on Twitter @tc2thinks

Focused Education Resources: British Columbia Digital Classroom - New to Core Collection

- Talk to your Teacher Librarian to learn more about these new resources
- [BC Webinars](#) are ongoing and archived.

Canoe Kids (login required)

Kids Magazines

Teen Magazines

General Magazines

Educator Resources

TEENS 101
Varies: Grade 8 - Grade 10

tigtag
Varies: Grade 3 - Grade 6

- **Link to [BCDC Access page](#) (There is also an icon in Learn75)**

New Ministry of Education Phys. Ed and Health Resources:

- Also posted on Curriculum Connections, [Physical Education and Health page](#)
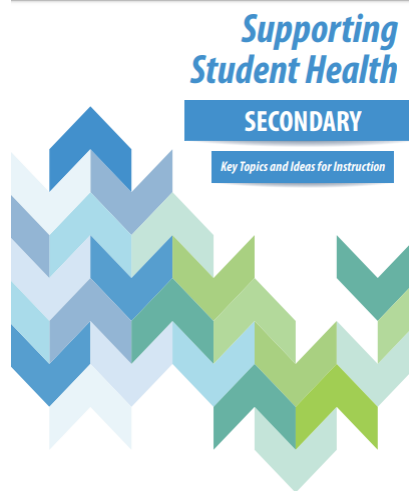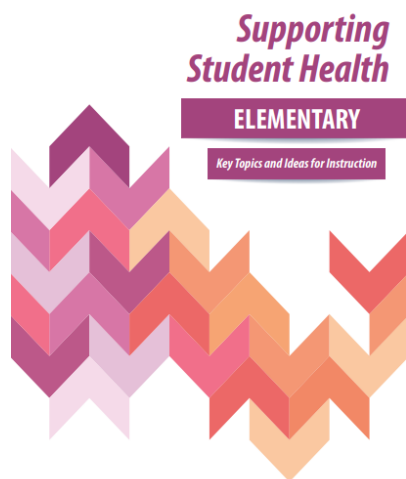
Core Competency Updates:

- See Curriculum Connections, Competencies page for links to the updates, videos, posters and more.

Core Competencies: **Resources below added October 2019.** (Source:Learn Magazine)

Video 1: Introduction Page
This video explores the Introduction page on BC's New Curriculum website, which provides an overview of the three Core Competencies and explains the lifelong development of competence in these areas.
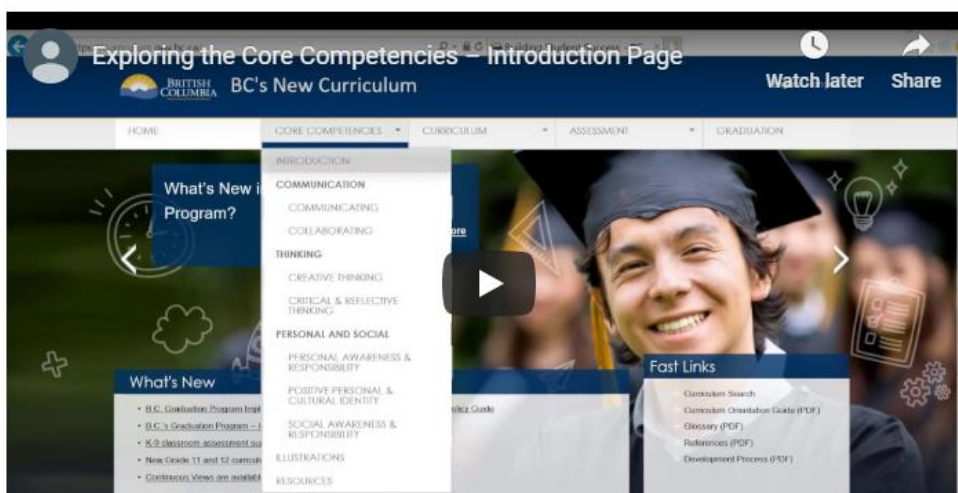
MediaSmarts:

MediaSmarts is a Canadian not-for-profit organization for digital and media literacy. Their vision is that **children and youth have the critical thinking skills to engage with media as active and informed digital citizens**. They support educators with information and tools so they can help children and teens develop the critical thinking skills they need for interacting with the media they love.

The public website offers over 3,000 free, Canadian-based, digital and media literacy resources based on our *Young Canadians in a Wired World* research program; the largest ongoing study of children and teens' Internet use in Canada. (http://mediasmarts.ca/)

Here are brief descriptions of several recent resources and research findings with links to them on the website. They are all freely available in French as well by clicking on the word *Français* in the upper right of each screen.

RESOURCES:

Break the Fake: MediaSmarts has brought back the House Hippo in a program that will help kids and adults learn how to find out whether online information is true through a series of lesson plans, quizzes, tip sheets, videos and a workshop. https://mediasmarts.ca/break-fake

Reality Check: Over the course of this two-year public awareness and education initiative, we have developed a series of lesson plans, videos, tip sheets and activities that give Canadians of all ages the tools they need to verify different kinds of online information and to help them understand why it's important to double-check before they share information online. http://mediasmarts.ca/digital-media-literacy/digital-issues/authenticating-information/reality-check

Digital Literacy Training Program for Canadian Educators: A series of workshops and videos that support teachers in implementing digital literacy into their teaching practice and to help them to develop digital literacy lessons and activities that suit their students' needs. . http://mediasmarts.ca/teacher-resources/digital-literacy-101

Use, Understand & Create: A framework that draws on seven key aspects of digital literacy – ethics and empathy, privacy and security, community engagement, digital health, consumer awareness, and finding and verifying – and provides K-12 teachers with supporting lesson plans and interactive resources that are linked to individual curriculum outcomes for every province and territory. http://mediasmarts.ca/teacher-resources/digital-literacy-framework/use-understand-create-digital-literacy-framework-canadian-schools-overview

RESEARCH:

Young Canadians Pushing Back Against Hate Online: MediaSmarts conducted a survey of 1,000 youth ages 12 to 16 years old to better understand their attitudes and experiences with casual prejudice online; specifically, the motivations and external factors that influence their decisions whether or not to intervene. This research is a call for more effective interventions that will prepare, engage, and empower youth to push back against hate online. http://mediasmarts.ca/research-policy

ITEM 5.1 **Action**

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

<u>Recommendation</u>

THAT the Boundary survey questions be reviewed.

1. **Summary:**

   The Board of Education is initiating a full review of school catchment areas. To begin the process, the Board would like to consult the public by way of a survey.

2. **Background:**

   As enrolment growth pressures continue to affect certain schools and a few schools already exceed their capacity, a change to some school catchment boundaries are expected. At the Special Committee of the Whole meeting on November 26, 2019, the Committee established the following themes for survey questions:

   - What is currently working for your catchment or what is not working
   - Balancing for planning for growth and projecting enrolment
   - Accessibility, inclusion and class size
   - What is the optimal capacity at middle schools?
   - Busing
   - What is the optimal capacity for educational value?
   - Walk Limits
   - Level of Grandfathering (Board consideration only)
   - Kindergarten Registration
   - Survey families in the Steelhead area about realigning the Stave Falls catchment area
   - Prepare separate targeted surveys for the following catchments areas of concern:
       Albert McMahon / Cherry Hill;
       Durieu / Dewdney / Hatzic; and
       Windebank / Mission Central.
   - Preference for boundaries change implementation: September 2020 or September 2021

3. **Options:**

   Finalize the questions in a timely manner to ensure that the survey can be circulated during parent-teacher interviews

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:** Draft surveys

Draft Surveys - All Schools

The enrolment projections for Mission Public Schools indicate that a few elementary schools will exceed their capacity in the next few years. As such, 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.

Responses to the following survey questions will provide information and help guide the decision.

Questions

1. Are you a student or a parent/ guardian?

   a. Student
   b. Parent/ guardian
   c. Other (please specify)

2. What is your current catchment school? (create drop down of catchments of provide a list)

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
   f. Access to Programs 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. If keeping Programs of Choice/ Schools of Choice in their current location limits access for catchment students to attend their catchment school, would you be in favour of re-evaluating their placement?
    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 do you think the School District should plan for enrolment growth at the schools?
11. How should the School District address accessibility and inclusion considering class sizes?
12. Currently Hatzic Middle School has _____ students (the school's capacity is_____ students), and Heritage Park Middle School has _____ students (the school's capacity is_____ students)
    The middle schools are currently grades 7 – 9 (ages ____ to _____
    From an education perspective, considering the age and grades of the middle schools, what is the maximum number of students that should be at each middle school?
13. The School District is contemplating capping elementary school enrolment. Currently, the larger elementary schools have enrolment that exceeds 400 students. 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 ___
    b. Middle ___
    c. Secondary ___
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. Do you have any ideas on how the School District should approach this 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 review the change 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 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 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. With the enrolment growth projected, the school will be over capacity in a few years. To manage this, 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 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. With the enrolment growth projected, the school will be over capacity in a few years. The School District is considering changing the catchment school for the Steelhead area from Albert McMahon Elementary to Stave Falls Elementary.

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

ITEM 5.2   **Action**   **File No.   1020**

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

Recommendation

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

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, are attached for consideration.

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 2020 Committee of the Whole
- Approval January 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
   4. Summary of comments received November 2019, with staff comments

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	• 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	• 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	• **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?

	• **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? **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)**
Privacy and Copyright Legislation	• Digital Resources: In British Columbia, educators are subject to the *Freedom of Information and Protection of Privacy Act ("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.
Instructional and/or Technical Design	• 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
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.	**No Restrictions**

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.	**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.
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.	**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).
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. **RESTRICTED** These are "adult motion pictures" and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the _Motion Picture Act, 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._ **FOREIGN MOVIES** – no BC classification	**EXPRESSLY CONTROLLED** 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: 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 sufficent 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

General Notes re: Feedback

- 5 respondents provided feedback, 4 teachers, 1 principal
- 2 of the respondents indicated minor changes and liked the policy and procedure based on the Focused Education Resources model.
- 3 of the respondents asked for further consideration, explanation and substantive changes to be made.

General Suggestions/Recommendations:

- Once approved, the district should provide annual training and clear direction about the expectations for selecting resources. This could be in-person or digitally available and should be clearly communicated and understood by all educators working with students in the district.

Respondent 1:

Feedback re: Policy

ERAC is now known as Focused Education Resources. The document should be edited to reflect this change.

Feedback Team Ideas:

- Yes, let's change it to the new name. Aleksandra/Corien, please can you amend all instances of ERAC to Focused Education Resources?

Feedback re: Procedure

I believe that using a model F.E.R makes sense, and is in line with what the Ministry of Education requires. I would like to see posters and infographics presented with this material.

Feedback Team Ideas:
- Great idea, maybe incorporate elements of Focused Education Resources educator guide into training and communicating the procedure?
- Jen is willing to present the process and how this procedure came to be at a future COTW if that would be helpful.

Respondent 2:

Feedback re: Policy

I am wondering about the following statement:

"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)."

From what understand, it is a direct quotation from the Ministry of Education Policy K-12 Funding
Indigenous Education (https://www2.gov.bc.ca/gov/content/education-training/k-
12/administration/legislation-policy/public-schools/k-12-funding-indigenous-education). The language
used by the ministry of education appears to indicate that the policy is directly relates to funding of
specific courses (BC First Nations Studies and English First Peoples) which in context refers to the
creation of curricular blocks and/or paying enrolling teacher salaries. As such, it does not appear to
preclude the purchasing of supplementary Indigenous-focused learning resource materials in particular.

Although my hope is that we are moving away from the "textbook paradigm", I do believe it is important
that a statement that "textbooks and required course materials ought not be purchased through
targeted funding" is necessary.

In educational practice, Indigenous-focused learning resources (i.e. books, posters, media, as well as
other materials) that are purchased for the classroom or school library are regularly used by classroom
teachers to support and bolster curricular education programming.

Feedback Team Ideas:

- Amend this section of the policy to read:

    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.

Feedback re: Procedure
In section 3 of the general guidelines:
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."

The "OR consult...." qualifier brings into question the qualifications of individuals being consulted as well as if/how that individual will be held accountable if unintended outcomes were to occur related to that consultation.

In section 2 of the Procedures, it indicates that the Learning Resource Form is to be submitted to an administrator or teacher librarian (depending on the resource). The form itself, does not indicate who is making the determination if the learning resource is acceptable or not. I believe it out to be required.

Also, I believe that the "Alternately they must consult a recognized source prior to using or purchasing the
learning resource (see General Guidelines)." ought to be removed for the reasons given above.

<mark>Feedback Team Ideas:</mark>
- Amend section 2 of Procedure to indicate that the Evaluation Form must be submitted to a Principal for approval. Consider adding "in consultation with the teacher librarian". This would also resolve the issue identified by Respondent 5 (below) re: preventing Code of Ethics conflicts.
- Recommend further training/conversation with regards to recognized sources, and providing student choice to prevent any 'unintended outcomes'. See Respondent 3 (below) for how they feel about the freedom to consult recognized sources when the resources have not been reviewed by Focused Education Resources.
- Note from General Guidelines re: student choice and personalization:

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)

Respondent 3:

Feedback re: Policy
I think this updated policy reflects and addresses current issues related to finding appropriate resources for using with students. I think this policy is solid.

Feedback re: Procedure
Includes guidelines for choosing indigenous resources, links to reputable resource reviewing sources, and guidelines for consultation if a reputable review cannot be found. This allows teachers and teacher librarians to work together in locating appropriate curriculum and age specific resources without tying any MPSD staff's hands. I like the breadth included with these guidelines.

Feedback Team Ideas:
- We should value this feedback as much as the other respondents. This is positive and shows that some colleagues appreciate the choice and fluidity of the procedure.

Respondent 4:

Feedback re: Policy
It is incredibly important that teachers retain professional autonomy in selecting resource materials. I fear that the policy allows for circumstances where peers can veto resource choices based on personal beliefs. The policy is highly interpretive in the section entitled Social Considerations and leaves room for conflict.

As an educator, I may choose to use a book that does NOT reflect current social views under at least two circumstances that come to mind. First, I may want to encourage critical reflection about a resource that is not "up to date". An example of this might be asking students to reflect on a passage by Trutch that describes colonial views of indigenous people and asking students to compare it to a more current piece.

Another example would be the introduction of a resource that is "ahead of its time". In Surrey, when educators attempted to introduce books about families with gay parents, the board blocked the book saying it was not in keeping with local views. That book would no longer be considered controversial and the educator who introduced it was being progressive.

Feedback Team Ideas:
- Ministry of Education has determined the selection criteria, they are not based on personal beliefs. The social consideration guidelines come directly from the ERAC evaluation process along with additional authenticity prompts shared by Siwal Si'wes Aboriginal Education Department.
- The Surrey example above highlights even more reason to review materials carefully, conduct research and/or engage in collaborative conversations with colleagues when selecting resources to use with learners. This is how change happens.
- Refer to procedure 5 re: resources that may have bias or stereotypes:

  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.

Feedback re: Procedure
The procedure indicates that a reference should be read in its entirety before it can be used, but educators do not always use an entire book.

It is not acceptable to have a peer teacher determine if a resource is socially valid based on a personal interpretation of "authenticity" or currency. This is sure to lead to conflict. Deeper questions need to be asked of the educator as to why they choose a resource; how they intend to use it; and how they will ensure that learners are not exposed to troubling content. The procedure should describe a mechanism for these things to occur. It should encourage learning and dialogue, rather than be about one party or group approving the professional choices of another.

Feedback Team Ideas:

- Educators should review resources in its entirety. In addition, even if ERAC approved, they should read the evaluation in its entirety to determine if the resource is suitable for the learners in their classes.
- Ministry of Education has determined the selection criteria, they are not based on personal beliefs. The social consideration guidelines come directly from the ERAC evaluation process along with additional authenticity prompts shared by Siwal Si'wes Aboriginal Education Department.
- The process outlined in this procedure is intended to promote the same qualities that this respondent is looking for:
  "Deeper questions need to be asked of the educator as to why they choose a resource; how they intend to use it; and how they will ensure that learners are not exposed to troubling content. The procedure should describe a mechanism for these things to occur. It should encourage learning and dialogue…"

Respondent 5:

Feedback re: Policy
-Vague Language: Not enough is done to clarify what constitutes a Learning Resource and a Supplemental Resource. Eg. Is a storybook a Learning Resource or a Supplemental Resource? Is a reproducible a Learning Resource or a Supplemental Resource? Are classroom materials such as toys, games, supplies, etc. considered Learning Resources, Supplemental Resources, or neither?
-Categories: No resource will satisfy all of the criteria. Is every resource expected to satisfy criteria from each category? Eg. Do teachers need to worry about Social criteria for a Math Program? Should a streaming video about counting to 100 be vetted for gender inclusivity? If a resource does not hit on any of these categories but is still valuable in teaching a specific skill, can it be used?
-Authenticity: The expectation that teachers should research the author of every story that may represent a cultural viewpoint to ensure the author is qualified to speak to that viewpoint is unreasonable. Every story comes from someone's viewpoint, and nearly every story involving humans would therefore require vetting. It is possible that the result of this expectation is teachers being less likely to utilize cultural stories and lessons.
-Release Time: This is an exhaustive procedure. Are teachers expected to evaluate these resources in their own time; or will they be provided with time?

Feedback Team Ideas:
- Refer to definition of learning resource in the policy and procedure:

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.

- Under this definition, if toys and games are being used for a specific learning intention that is connected to the curriculum, educators should apply the selection criteria in this procedure. E.g. math games to teach mental math: refer to BCAMT or Rebekaah Stenner for guidance about the best resources to use.
- Educators can use prep time to select learning resources and collaborate with colleagues or consult other recognized sources.
- In the Social Consideration section, refer to note at the end:

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)

Feedback re: Procedure
-Approved Recognized Source: The classroom teacher has at least two university degrees and specialized training which qualifies them to act as an approved recognized source. They are also entitled to autonomy in their professional practice, of which resources are an integral part. Are classroom teachers not trusted to use their extensive training and experience to recognize appropriate resources? What qualifies the other "approved recognized sources" over the classroom teachers to judge their practice and selected materials?
-Challenges: It should be included that teachers facing a challenge to their resources should have a Union Representative present in any meeting.

-Code of Ethics: Teacher Librarians are BCTF members and therefore unable to stand in judgement of another members practice. Judgement on and evaluation of the Learning Resources and Supplemental Resources used by a fellow member in their professional practice could be viewed as unethical if those resources are considered a part of or representative of the teacher's practice.

<mark>Feedback Team Ideas:</mark>

- The process of this procedure is open-ended to allow educators to use ERAC reviewed resources or those that they have reviewed on their own, using the selection criteria as mandated by the Ministry of Education. They have the option to consult a recognized source or complete the evaluation form.
- Challenge Procedure Reference: the reconsideration committee is at the discretion of the Superintendent and is outlined below

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.

ITEM 5.3   Action   **File No.**   **1020**

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Policy Development and Review Policy

Recommendation

THAT the Policy Development and Review Policy be forwarded to the January Board meeting for final approval.

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 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:	**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 5.4   Action   **File No.   1020**

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: School District Representative Policy

Recommendation

THAT the School District Representative Policy be forwarded to the January Board meeting for final approval.

1. **Summary:**
   The School District Representative 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 6.1   **Information**

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

Summary:

An Equity Scan meeting is scheduled for Monday January 27, 2019, 2:00 – 4:30 PM. The group will be meet as a whole for the first hour, and then in the four groups afterwards.

ITEM 6.2   **Information**

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

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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, Siyamiyateliyot, 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 7.2   Action   File No.   1020

TO: Committee of the Whole
FROM: Trustee Remuneration Task Force; C. Becker, Secretary Treasurer, staff liaison
SUBJECT: Trustee Remuneration and Expense Reimbursement

_____

Recommendation

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.**

1. **Summary:**
    The Trustee Remuneration Task Force completed the review of Trustee remuneration and recommends that a policy be developed for Trustee Remuneration and Expense Reimbursement. The recommendation is for Trustee 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.

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 approval, implementation direction.
    2. January 24, 2020 - Update website
    3. Process salary adjustments for January 31 payroll.

7. Attachments:
    1. Mini Survey – other school districts
    2. Trustee Survey

Trustee Remuneration Survey Summary

	Tracy	Randy	Julia
1. Approximately, how many hours a month (September to June) do you:			
a. Review, forward, and/or respond to emails related to your role as a trustee?	20	20 - 30 hrs	8 - 12
b. Review journals, on-line articles, and other materials related to your role as a trustee?'	10	5 - 6	10 - 15
c. Review agenda materials and research information for Board Meetings and Committee meetings? *	7.5	6 - 8	3 - 6 hours per meeting
d. Attend other meetings or events as a trustee or a trustee representative?	60 hours for 8 months, 20 hours, March, December, 3 hours in July / August	10 hours	2 - 3 day conferences a year + several hours to prepare
e. Meet with, or speak to, parents, school staff, or others related to your role as a trustee?	2 hours per month excluding travel time	varies	10 - 25 hours a month
2. Did you have to reduce your other work opportunities to take on the role of a trustee, and if so, what was the amount of time available for work given up, and the	Yes, see detailed explanation	10 m to 20 hrs a week	n/a
3. Approximately, how many Kilometers a month do you travel to attend meetings as a trustee that you are not reimbursed for (meetings in the School District)?	at least 313 km January 2018 - Dec 2019	100 - 200 km ?	not tracked
4. How much time to you use your personal phone for the work of being a trustee?	30 - 60 minutes a day, 10 - 20 a month	no idea, quite a bit	not tracked - use at least five days a week
5. Do you have expenses related to meals for your role as a trustee?	yes. Not a lot, but an additional expense	sometimes	do not claim meal expenses
6. Do you claim expenses related to having an office in your home?	yes - as a home based business	no.	no
7. Do you use a computer or tablet that the School District purchased for your work as a trustee, or do you use your own equipment?	personal laptop. Received an Ipad from the SD 5 yrs ago	use my own equipment	I have both
8. Do you have any other out of pocket expenses related to the role of the trustee that you are not being reimbursed?	Professional clothing, see additional narrative	sometimes	Fuel, Office Supplies
9. What was the impact of the tax change on your semi-monthly pay check?	$480 a month	$400 a month	$450 a month
	See note regarding additional work being chair		

* Regular meetings a month, plus an additional 10 - 15 a year. Estimate an averageof 3.5 meetings a month

Note: no response from other Trustees

Mini Survey - Other School Districts

	Cranbrook SD5	Campbell River SD 72	Summer SD 67	Peace River N SD 60
1. What is the current salary for:				
Chair	17,210	14,688	16,317	16,830
Vice-Chair	no info	13,099	15,003	15,300
Trustees	14,850	12,167	13,039	13,464
2. Was this increased this year?	2%	no response	yes	Yes
3. Was the remuneration adjusted for the change to the tax exempt allowance being eliminated? And if so, how much was the adjustment, and when was it implemented?	no	no response	appears so	yes
4. Do you have a policy regarding trustee remuneration increases?	yes, committee review	yes, see calculation	CPI, previous 12 months	CPI less 1%

ITEM 7.1.1   **Discussion**   **File No.   1020.**

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Trustee Professional Development Policy

___

Recommendation

THAT the Trustee Professional Development Policy be considered, and direction regarding changes be provided;

AND THAT the revised policy be returned to the January 28th Sp. CotW for further consideration.

1. **Summary:**

   The draft Trustee Remuneration Policy was reformatted from the former policy that was for both Trustees and Management Staff and is presented for preliminary review and discussion. A revised policy regarding management professional development is also presented in a separate report.

2. **Background:**

   The previous policy regarding trustee professional development was combined with the policy for management employee professional development. While elements of the two policies are similar, each group has a different accountability structure.

   Trustees are accountable to the Board and to the Public, and as such, a public reporting of the use of the funds by trustees aligns with the Taxpayer accountability framework. Management Employees are accountable to the Superintendent. The Superintendent directs the specific reporting and accountability requirements for employee professional development. This may need to be defined in administrative procedures, to align with the revised policies. Financial accountability occurs annually for both trustees and employees with the annual statement of financial information that lists the remuneration and expenses for both groups – although employee reporting is only for employees earning more than $75,000 a year. The policy has been separated to a trustee policy and a management policy to enable the Board to define the appropriate level of reporting and oversight measures for Trustee accountability.

3. **Options:**

   1. Include attendance at conferences within the scope of this policy. Staff recommend this approach, based on the analysis.

   2. Include only professional development within the policy. This is the structure of the policy as attached. Staff have not put more effort into defining what changes could be considered, as direction from the Board is required.

   3. Retain the existing policy.

4. **Analysis and Impact:**

   a. Strategic Plan Alignment

      No specific strategies are related to the professional development of Trustees. However, attending conferences, seminars, and other professional development activities support contemporary thinking practices that will support the organization, and will ensure trustees are well versed in the issues, options, and alternatives to effectively lead the organization.

Figure 1- Strategic Plan Priorities

Honouring Culture & Territory | Future Orientation | Student Centred Learning | Learning Environments | Quality Teaching & Leadership

b. Enhancement Agreement

Participating in professional development activities will enable trustees to support the Aboriginal students we serve and support the goals of the Enhancement Agreement.

Taking part in professional development opportunities that relate to supporting the success of aboriginal students will support the entire organization.

Figure 2 Enhancement Agreement Themes

Looking to the Future | Meaningful Contributions | Honouring Culture & History | Positive Learning Experiences

c. Funding Guidelines, Costing, & Budget Impact

The trustee professional development budget is $7,500 ($1,500 each), plus $10,000 for attendance at meetings and conferences (total $17,500). In 2019/2020, no specific funds were used for professional development, while the total spent on meetings and conferences was $21,438. In previous years, some of the expenses were allocated to professional development if a trustee attended a non BCSTA/BCPSEA conference. As it is difficult to know which conferences are for professional development and which are related to the role of the trustee, all conferences are now included in the meetings and conferences budget. The Statement of Financial Information summarizes the total expenses per trustee.

From a financial management perspective, it would be better to plan and budget attendance at conferences in accordance with policy guidelines – such as -all trustees, or only a few trustees, based on budget, and Board priorities. There is no formal policy direction regarding the allocation of the meetings and conferences budget. The conferences budget has not increased in recent years to reflect the actual attendance cost. This will need to be adjusted with the amended budget.

When the meeting and conferences budget is exceeded, funds are reallocated from other areas of the governance budget (such as supplies).

d. Policy, Legislation, Regulation

The current policy is a blended policy for Trustees and Management staff. The current policy is attached to this report.

e. Organizational Capacity

The organization currently supports trustees to attend conferences, and participate in professional development training, through the Executive Assistant. Revisions to the policy are not expected to create additional work for the position.

f. Risks

  i. Organizational

  When policy is not clear on funding for Trustees, it puts staff in an awkward position. This can compromise the relationship between staff and Trustees.

  ii. Reputational

  If the policy is vague, there is significant reputational risk for Trustees. The public expects transparency from elected officials, with budgets, reporting, and accountability of funding that is spent directly on trustees participating in professional development or attending conferences. This is the area of governance that receives the highest degree of public scrutiny.

  iii. Strategic

  No strategic risks were identified.

g. Benefits

  i. Organizational

  Well defined policy ensures staff are able to draft accurate budgets with clear guidelines, and to process requests for funding to attend conferences or other professional development activities.

  ii. Reputational

  A well-defined policy that supports transparency can improve the reputation of the Board.

 iii. Strategic

  No strategic benefits were identified.

5. **Public Participation:**

The public participation process includes involving the educational community through discussion and development of a revised policy at a Committee of the Whole, with further public participation through consultation once a final draft of the policy is circulated.

Figure 3 IAP2 Spectrum of Public Participation
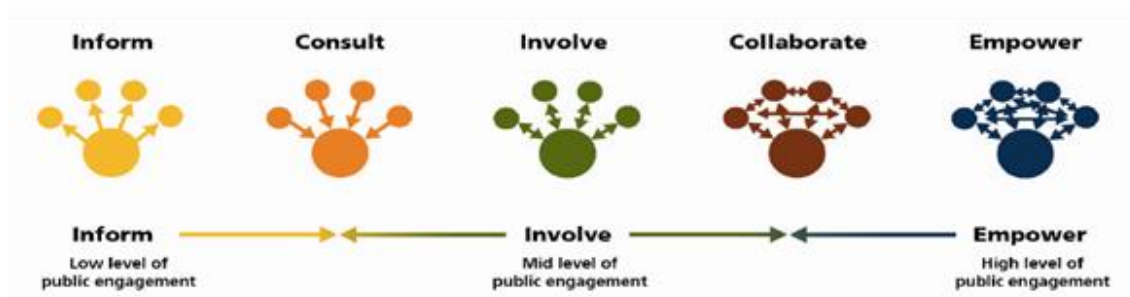
6. **Implementation:**

January 2020	CotW review / discussion
January 2020	CotW review / discussion – 2nd draft
February	Board Meeting – approval in principle
February	Solicit comments from educational community
March	CotW review comments
April	Final approval

7. **Attachments:**

1. Draft Trustee Professional Development Policy
2. Current Trustee and Management Staff Professional Development Policy

Section:	**Governance**	
Title:	**Trustee Professional Development**	**1.7**

Purpose
To support professional development opportunities for Trustees.

Policy
The Board values Lifelong Learning and expects Trustees to engage in learning opportunities that enhance the Trustee's ability to serve the School District.

Trustees may participate in programs and activities, or acquire technology, which lead to professional growth, enhancement of skills and abilities, and increased overall competencies related to board governance, public education systems, or issues that are unique to Mission Public Schools.

Trustees are to report out to the Board on their professional development activity.

Guidelines
1. The professional development must promote and support professional learning, growth, and development in the knowledge, skills, and attributes that lead to improved performance and practices related to board governance and/or public education, based on the educational needs of the Trustee.

2. An annual professional development budget will be allocated for each Trustee.

3. Trustees may use the funds for a broad range of professional development activities and/or the purchase of technological devices or equipment.

4. The use of the funds to purchase technology is subject to the following:
   a. The device must comply with current district standards.
   b. The device will be fully owned by the School District for three (3) years.
   c. The device will be depreciated over three (3) years.
   d. The device may be returned to the School District after the three (3) year ownership period or retained by the Trustee for their future personal use.
   e. If the Trustee leaves the position prior to the end of the three (3) year ownership period, the device must either be returned to the School District or purchased by the Trustee at the cost of the un-depreciated value.

Date of Board Approval:

Professional Development – Trustees and Management Staff

UNDER REVIEW – 2019/2020

Philosophy

The Board of Education recognizes the importance and desirability of maintaining, developing and extending the professional skills and abilities of all members of the Board and school district management staff.   The Board, therefore, encourages all trustees and personnel to participate in programs and activities which will lead to professional growth, enhancement of skills and abilities, and increased overall competencies. The Board will make provision in the annual operating budget for professional development funding.

The school district will endeavor to provide such professional development opportunities for trustees and management staff as may be practicable within financial and the individual's time constraints.

The Board has set high expectations for professional development activities and participation by the trustees and management staff to meet its goals of continuous performance improvement in their respective leadership roles by providing its commitment to programs which broadens the exposure to professional studies, theories, methods and strategies that relate to their area of expertise and interest.

Goals of Professional Development

The Board recognizes the value of professional development activities to enhance each individual's professional growth as the areas of work are increasingly more demanding and complex. To be fully prepared and knowledgeable in their respective leadership roles, trustees and management staff should routinely engage in professional development opportunities and conversations within the broader education community at seminars, workshops, conventions and similar appropriate meetings.

Use of Professional Development Funds

The Board supports the use of professional development funds by trustees and management staff for a broad range of activities that can provide opportunities for growth in knowledge, skills, and attributes leading to improved performance and practices. These activities will increase the effectiveness of all persons involved and should be incorporated into the operations of the Board, if beneficial to both the educational and business operations of the school district.

Funds for professional development are available to support a broad area of professional development activities, as well as, the purchase of technological devices or equipment that promote and support professional learning, growth, and development within the annual operating allocation for the individual.

Any purchase of technological devices or equipment will be subject to the ownership by the Board for a period of three (3) years at which time the individual can return any device or equipment to the school district or retain for their future personal use.   During this three (3) year period, the technological devices or equipment will be depreciated to a net value of zero from the date of purchase.   If the device or equipment is not returned to the school district during this time, the ownership will only transfer to the trustee or management staff when any un-depreciated value has been paid to the school district.

The expectations for the use of professional development funds are for only activities that reflect the goals of the Board, as well as, the educational needs of the individual.

Date of Board Approval: April 16, 2013

ITEM 7.2   **Action**

TO: Committee of the Whole
FROM: R. Cairns, Vice-Chair
SUBJECT: Indigenous Language Education Policy

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Recommendation

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

1. **Summary:**

   As we already have Halq'eméylem being taught in our School District but no policy supporting it. I believe that the 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:**

School District #75 (Mission)

Special Committee of the Whole Meeting Minutes

November 26, 2019, 3:30 pm
District Education Office, 33046 4th Avenue, Mission, BC

Members Present:	**Board Chair, Tracy Loffler**
	Trustee Shelley Carter
	Vice Chair Randy Cairns
	Trustee, Julia Renkema
Members Absent:	**Trustee Rick McKamey**
Staff Present:	**Superintendent of Schools, Angus Wilson**
	Secretary Treasurer, Corien Becker
	Assistant Superintendent, Karen Alvarez
	Executive Assistant, Aleksandra Zwierzchowska (Recorder)
Others Present:	**MTU President - Janise Nikolic, MTU VP - Ryan McCarty,**
	CUPE President - Faye Howell, DPAC – Dionne Hairsine,
	PVPA Representative- Principal Robert Clarke

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 presented.
CARRIED

5.   UNFINISHED BUSINESS

5.1   Boundary Review Process

MOVED and Seconded that the School District initiate a formal review of school catchment boundaries as follows:

a. November 2019 Review 2019/2020 school catchment and school capacity information.
b. Dec – Jan 30, 2020 Conduct survey regarding school catchment boundaries.
c. February Consultation meetings: Students, Educational Community, General Public
d. Feb – Mar Draft formal options for boundary changes considering all feedback.
e. April Provide communication on options to all parents / educational community.

Consultation Meetings - Present formal options and gather feedback.

f. May 5 CotW Mtg Discuss options and feedback and select preferred options.
g. May 19 Board Mtg Approve in principle the preferred options and initiate final consultation, including communication to all parents.
h. June 2 CotW Mtg Review feedback from final consultation.
i. June 16 or September Board Mtg

Approve boundary changes for September 2021 June or September 2020, and prepare communication for all parents / educational community.

AMENDMENT
Add "review" to the bullet b.

AMENDED RESOLUTION
MOVED and Seconded that the School District initiate a formal review of school catchment boundaries as follows:
a. November 2019 Review 2019/2020 school catchment and school capacity information.
b. Dec – Jan 30, 2020 Review and conduct survey regarding school catchment boundaries.
c. February Consultation meetings: Students, Educational Community, General Public
d. Feb – Mar Draft formal options for boundary changes considering all feedback.
e. April Provide communication on options to all parents / educational community.

Consultation Meetings - Present formal options and gather feedback.

f. May 5 CotW Mtg Discuss options and feedback and select preferred options.

2

g. May 19 Board Mtg Approve in principle the preferred options and initiate final consultation, including communication to all parents.

h. June 2 CotW Mtg Review feedback from final consultation.

i. June 16 or September Board Mtg
Approve boundary changes for September 2021, in June or September 2020 and prepare communication for all parents / educational community.

<u>CARRIED</u>

The Secretary Treasurer advised that the purpose of today's meeting is to provide a high-level review of the school catchment areas and capacity information within the Baragar software. The live demonstration also included reviewing enrolment data for the 2018-2019 school year. The data for 2019-2020 is being updated.

A discussion ensued regarding the consultation process for boundary review criteria and considerations. The Board would like to engage the public by issuing a survey.

The survey should include questions on the following themes and be as simple as possible (concern regarding length)
- What is currently working for your catchment or what is not working
- Balancing for planning for growth and projecting enrolment
- Accessibility, inclusion and class size
- What is the optimal capacity at middle schools?
- Busing
- What is the optimal capacity for educational value:
- Walk Limits
- Level of Grandfathering (Board to consideration only)
- Kindergarten Registration
- Survey families in the Steelhead area regarding attendance at Stave Falls
- Prepare separate targeted surveys for the following catchments areas of concern:
   Albert McMahon / Cherry Hill;
   Durieu / Dewdney / Hatzic; and
   Windebank / Mission Central.
- Preference for boundaries change implementation: September 2020 or September 2021

It was recommended that the survey be shared during parent-teacher interviews during completion of satisfaction surveys which happens during January 15 - April 3, 2020.

The draft survey is to be reviewed at the January 7, 2020 committee meeting.

10.   ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.
<u>CARRIED</u>

The meeting adjourned at 4:49 pm.

_____

Chairperson

_____

Secretary Treasurer

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

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

Members Present:	**Board Chair, Tracy Loffler** **Trustee, Shelley Carter** **Trustee, Julia Renkema**
Members Absent:	**Vice-Chair, Randy Cairns** **Trustee, Rick McKamey**
Staff Present:	**Superintendent of Schools, Angus Wilson** **Secretary Treasurer, Corien Becker** **Assistant Superintendent, Karen Alvarez** **Executive Assistant, Aleksandra Zwierzchowska (Recorder)**
Others Present:	MTU President - Janise Nikolic, MTU VP - Ryan McCarty, CUPE President - Faye Howell, DPAC – Dionne Hairsine, PVPA Rep and Principal - Linda Ziefflie, Principal Jim Pearce, Principal Kevin Watrin, District Psychologist – Lori Patterson, District Inclusion Mentor Teacher- Shannon Bowsfield, Counsellor – Susan Curror, Youth & Childcare Worker (YCW) – Barb Iverson, and Counsellor – Dan Thiessen.

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**

   Move item 6.1 up to item 3.2.

   MOVED and Seconded that the Agenda be adopted as amended.
   CARRIED

3. **DELEGATIONS/PRESENTATIONS**

3.1 District Flight Team | Carolynn Schmor

The Director of Student Services provided an overview of the District Flight Team and introduced the team members and volunteers. The purpose of the Flight Team is to assess and respond to critical incidents.

3.2 MSS Reconfiguration Update

The principal of MSS advised that configuring to one secondary school has allowed the district to provide more learning opportunities to students. The principal highlighted the various courses that the school is now able to offer as a result of the reconfiguration.

A question was asked about the six-year graduation rate. The principal expressed that one key focus area is the transition from grade 9 to grade 10. There has been significant work completed around improving the transition process and it remains a continued focus area for the school.

4. **Curriculum**

An update will be provided at the January Committee of the Whole meeting.

5. **UNFINISHED BUSINESS**

5.1 Learning Resource Policy & Procedure

The Chair advised that this policy is being presented as information. The revised draft policy will be reviewed at the January Committee of the Whole meeting. No questions or comments were presented.

5.2 Policy Development and Review Policy

The Chair advised that this policy is being presented as information and will be reviewed at the January Committee of the Whole meeting. No questions or comments were presented.

5.3 School District Representatives Policy

The Chair advised that this policy is being presented as information and will be reviewed at the January Committee of the Whole meeting. No questions or comments were presented.

5.4 Stave Falls Elementary Reopening Costs

The Secretary Treasurer advised that the year to date costs are being presented as information. A question was asked about the costs for the

1

Water Treatment item. Staff are not familiar with the specific work related to this item.

Clarification was provided that revenue for child care is not site specific. It goes in to one general account and used by the School District as needed.

6. STAFF REPORTS

6.1 Equity Scan Monthly Update

The Superintendent advised that there some updates to the members participating in the Equity Scan. A new list will be shared at a future meeting. An initial meeting is tentatively scheduled for January. The focus for this year is to establish a plan for next year focusing on equitable outcomes for all students.

7. NEW BUSINESS

7.1 Ab Ed Advisory Council - Draft ToR

A discussion ensued regarding the School District reviewing the Enhancement Agreement, Equity Scan, the Calls to Action for Truth and Reconciliation. All these items are of importance and require extensive work by the School District.

A suggestion was presented to complete the process for the Equity Scan with an objective to build a working framework for the future. Comments included not wanting to rush anything or to create any redundancy.

7.2 Teacher Coaches

A conversation ensued regarding the challenges involved with being a coach. Teachers are not covered under WCB, transportation to and from games is an issue, coaches require additional auto insurance, there are league issues for students in middle school, and games usually conflict with instruction. A discussion ensued about the possibility of incorporating coaching into a teaching position.

The Board discussed acknowledging teacher coaches by issuing a thank you letter. Furthermore, coaches could be recognized at awards ceremonies.

The School District also struggles to find volunteers for other after-school activities.

2

7.3   Annual Report 2018-2019

MOVED and Seconded that the 2019 Annual Report, including the 2018-2019 Financial Statements, be forwarded as amended to the Public Board meeting on December 17, 2019 for consideration.

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 Secretary Treasurer advised that the annual report is a work in progress and is improving each year.

MTU emailed questions to the Board and Staff this morning. The Secretary Treasurer provided some information related to the questions. The remainder of the information is being pulled together by the Assistant Secretary Treasurer. Staff will prepare a report for the Public agenda. It was noted that the questions presented are good to discuss and Staff will consider how to add more information with future financial statements.

A comment was provided that Support Staff are not acknowledged in the message from the Superintendent.

7.4   Trustee Professional Development Policy

MOVED and Seconded that the Trustee Professional Development be considered, and direction regarding changes be provided;

AND THAT the revised policy be returned to the January CotW for further consideration.

AMENDMENT
Remove the words "revised" and replace with "information and draft policy".

AMENDED RESOLUTION
MOVED and Seconded that the Trustee Professional Development be considered, and direction regarding changes be provided;

AND THAT the revised information and draft policy be returned to the January CotW for further consideration.

CARRIED

This policy is being brought forward for consideration. The Board agreed that the conversation regarding revisions should occur when all five trustees are present.

3

7.5   Management Professional Development

MOVED and Seconded that the Management Professional Development Policy be considered, and direction regarding changes be provided;

AND THAT the revised policy be returned to the January CotW for further consideration.

AMENDMENT
Remove the words "revised" and replace with "information and draft policy".

AMENDED RESOLUTION
MOVED and Seconded that the Management Professional Development be considered, and direction regarding changes be provided ;

AND THAT the revised information and draft policy be returned to the January CotW for further consideration.

CARRIED

7.6   Communications Policy

MOVED and Seconded that staff draft a Communication Policy that considers the following criteria:

1. Roles of Spokesperson
2. Annual Report
3. Key messaging for target audience
4. Forms of mediums and related purpose
5. Communication for critical incidents and school closures
6. Good news stories
7. What impacts will the policy have on the budget?
8. Pushing information out before misleading information is shared
9. Strategic Plan
10. FIPPA
11. Bridging between partner groups and stakeholders
12. Timelines
13. Board and Committee meeting schedule

AND THAT the draft Communication Policy be returned to the January 2020 CotW for further discussion.

CARRIED

1

7.7   Employee Long Service Recognition

MOVED and Seconded that staff draft an Employee Long Service Recognition Policy that considers the following criteria:

1. Frequency and timing
2. Gift considerations/ options
3. Budget impact
4. Survey employees
5. Consider renaming the policy to "Employee Service Recognition"

AND THAT the draft Employee Long Service Recognition Policy be returned to the January 2020 CotW for further discussion.
        CARRIED

8.   MINUTES OF PREVIOUS MEETINGS

8.1   Special Committee of the Whole Meeting Minutes, October 29, 2019

MOVED and Seconded that the Special Committee of the Whole minutes dated October 29, 2019, be approved.
        CARRIED

8.2   Committee of the Whole Meeting Minutes, November 5, 2019

MOVED and Seconded that the Committee of the Whole minutes dated November 5, 2019, be approved.
        CARRIED

10.   ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.
CARRIED

The meeting adjourned at 6:35 pm.

                                        _____

                                        Chairperson

                                        _____

                                        Secretary Treasurer