

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

April 7, 2020, 3:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect virtually.

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	Curriculum Update - Continuity of Learning	Information	1 - 20
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5. UNFINISHED BUSINESS

5.1	Boundary Review	Information	21
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5.2	École Mission Senior Secondary – Seismic Report	Information	22 - 23
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6. STAFF REPORTS

6.1	Budget	Discussion	24
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7. NEW BUSINESS

7.1	Municipal and School District Coordination	Information	25
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7.2	Deferring of Non-essential Items	Action	26
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8. MINUTES OF PREVIOUS MEETINGS

8.1	Special Committee of the Whole Meeting Minutes dated February 4, 2020	Action	27 - 30
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8.2 Committee of the Whole
Meeting Minutes dated March 3,
2020

Action

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9. INFORMATION ITEMS

9.1 DPAC Meeting Minutes, March 9, 2020

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10. ADJOURNMENT

ITEM 4.1 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Curriculum Update - Continuity of Learning

1. Summary:

On March 17, 2020 the B.C. government announced face-to-face classes would be suspended indefinitely due to COVID-19. We have created a Framework for Continuity of Learning to provide guidance to educators in finding new ways to support students and families. We have also added new digital resources to Curriculum Connections to support learning at home. Just as it always has, learning will look different in different grades, and in different classes but everyone will have access to learning opportunities.

2. Background:

3. Options:

4. Analysis and Impact:

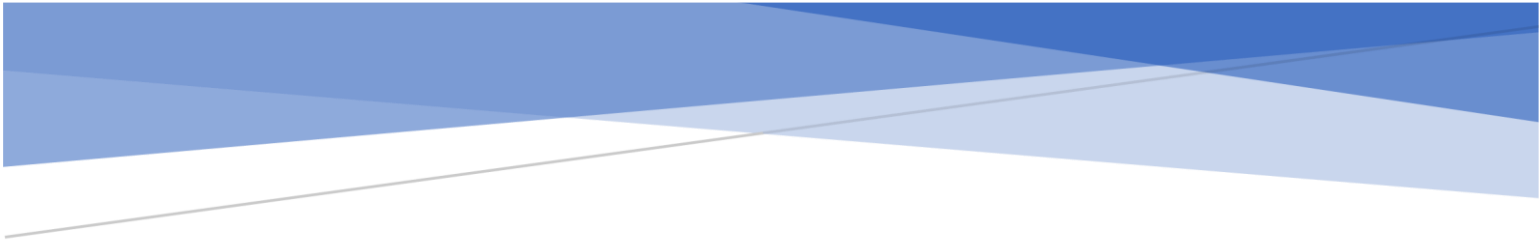
- a. Strategic Plan Alignment
 - i. The Guiding Principles reference our mission, which is committed to a safe, equitable, and inclusive educational system for all students.
- b. Enhancement Agreement
 - i. Equity is one of the guiding principles of our Framework and the Indigenous teaching of “Learning takes patience and time” (First Peoples Principles of Learning, FNESC) is highlighted. Indigenous teachings will continue to be highlighted in our weekly communications with staff.
- c. Funding Guidelines, Costing & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Learning Framework for Elementary
- b. Learning Framework for Middle School
- c. Learning Framework for Secondary



FRAMEWORK FOR CONTINUITY OF LEARNING - ELEMENTARY



Updated March 28, 2020

SD75 - Framework for Continuity of Learning

We humbly work, learn and play on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Qwó:ltl'el, Leq'á:mel, Matheqwi, Sq'éwlets, who have been inhabitants of this land since time immemorial.

Ministry of Education Guiding Principles:

1. Maintain a healthy and safe environment for all students, families, and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

The following guiding principles provide a framework for continuity of learning opportunities in SD75. They are aligned with our district's mission, which is committed to a safe, equitable, and inclusive educational system for ALL students.

Safety: We must ensure a safe working environment for staff, students, and families. School plans for continuity of learning must reflect appropriate social distancing and universal precautions.

Relationships: Maintaining strong, caring relationships is paramount. The tools and approaches we use will support ongoing positive personal interactions between students/families and staff.

Care: Schools are central to our community and we can play an important role in bringing a sense of normalcy, calm, and hope to our students and their families, as well as to our colleagues. It is important that staff maintain and document regular personal contact with each student/parent throughout this time of uncertainty. Maintaining positive contact with colleagues is also important.

Equity: Our continued learning framework must be equitable and consider the needs of underserved learners. School plans must include provisions for students without access to technology. Equitable does not mean the same. We strive to ensure every student is safe, connected, and learning.

Meaning/Purpose: The learning opportunities we provide to students will continue to be meaningful and connected to the provincial curricular learning standards, including connections to Indigenous worldviews, perspectives, and knowledges.

Manageable: The plan recognizes the need for balance, to simultaneously build the capacity of staff to deliver instruction remotely, but also ensure that educational services are reasonable under our current circumstances. Our plans must also be respectful of and manageable for families.

Predictable: While we recognize our school contexts are different, and that things may change over time, it is important to provide a sense of predictability about the educational experience for families.

Supported: A community of professionals support the learning needs of students, and this framework will utilize the expertise and care of all our staff, wherever possible. As well, mentor teachers and teacher-librarians are available to support the learning and access the resources teachers may need as they implement a new framework.

[Adapted with gratitude from SD 34]

SD75 Framework for Continuity of Learning– Getting Started in Elementary

"Learning involves patience and time" - First Peoples Principles of Learning, FNEC

As we begin the process of planning for continued learning, remember to reach out to colleagues (including mentor teachers, non-enrolling teachers, Indigenous liaisons, etc.) so you are supported and so we can work together to support our learners. The most important work we can do with students and families is to ensure caring relationships and a sense of belonging are nurtured. Your work can provide a sense of normalcy and calm to our families during this unusual time. Here are some considerations as you begin your planning.

Communicating with Students/Families:

- Platform - Determine the best way to communicate with students and families. Which families have access to technology and Internet (and what kind of technology)? Some students may require low-tech options to access learning opportunities. How will you receive input from families about their preferred method of communication?
- Predictability - How will you provide structure for communication, so families have a sense of predictability? (Please coordinate with your school team so families are not overwhelmed by too many contacts or platforms.)
- Structure - How will families contact you to ask questions and share learning? Are there certain times they can reach you?

Providing Learning Opportunities:

- Relationships and Well-Being – Educator/student relationships are central to student learning, particularly at this time of uncertainty. Please begin by re-establishing connection with your students. How will you maintain positive relationships with students and ensure they maintain a sense of belonging? How can we support students' social and emotional learning needs and physical well-being?
- Equity – Learning opportunities need to be accessible to everyone and may take different forms. Not all students will have equal access to technology or Internet. All students must have access to continued learning. Remember that IEPs for students with diverse needs must still be followed. (For support for students with special needs continue to reach out to the LST, ISP, LSAT, or student services staff. Many of these families will be under considerable stress right now.)
- Focus and Start Small - We are not replicating the classroom experience on-line. It will take you and your students time to become accustomed to this new learning format. Begin by determining where students are at with their learning and identifying essential elements for completing the year, with an emphasis on literacy and numeracy. In older grades you may want to eventually incorporate inquiry projects based on student interest. Think about providing suggestions for a possible schedule and routine and ways to incorporate play and movement into learning opportunities.
- Clarity - Specific and clear instructions and explicitly communicated learning intentions will assist families. It will also be helpful to link current learning opportunities to past learning and provide clear success criteria (where applicable).

- Time - Average 5-7 hours of work per student per week (taking age and unique circumstances into account). Each family will be managing their own individual situations, and we don't want to overwhelm them with an excessive number of assignments.
- Quality – Less is More - Learning opportunities must be manageable and meaningful (quality over quantity). If you direct students to a website, please ensure the link goes directly to the page you are referencing and that the website is directly related to the learning opportunity you are providing (as opposed to creating lists of websites and apps for parents to filter through).
- Supplies - Learning opportunities need to consider supplies families have available. How can you incorporate everyday objects or regular family daily life in your learning opportunities?

Assessment:

- We will continue to provide formative feedback to move learning forward. Consider how you can do that with tools available to you (email, phone, myBlueprint, Office 365, Scholantis, etc.).
- Continue to scaffold and support student self-assessment practices to ensure students are actively engaged in their own learning process.
- Teachers will prepare end of year reports in June, based on work completed to date and the assessment of participation in learning opportunities that will occur over the coming months. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards which students are able to complete at home (Ministry of Education).
- More information on assessment will follow.

Supporting Your Own Learning:

- What learning do you need in order to carry out this plan? Who will you reach out to for support? Our mentor teachers are here to support you – access their information here: <https://flipgrid.com/8dd442> password: MPSD (all caps)
 - Curriculum:
 - Jen Lane (print and digital resources)
 - Frank Chan (technology)
 - Rebekah Stenner (math)
 - Camille Anderson (math/science)
 - Lori Caviggia (humanities)
 - Indigenous teachings:
 - Peggy Janicki
 - Student Services
 - Shannon Bowman
 - Sheri Montgomery
- What plan do you have for taking care of your own wellness?

You do not need to have everything figured out right away. Start small – establish communication with your students and focus on one or two elements as you and your students get used to this new learning format.

SD75 - Communicating with Students and Colleagues

Platform	What it does	Instructional links
Microsoft 365 Teams	Remote Collaboration – allows for online meetings (video and/or audio) with colleagues within and outside your organization. Highly integrated with Office 365 for easy collaboration with your Word, One Note, Excel, Office 365 files.	Getting Started with Remote Learning in Office 365 IT in the Classroom
Zoom	Remote Collaboration - allows for online meeting (video and/or audio) with colleagues in and outside. Can exchange files through the program.	IT in the Classroom
Scholantis	An online class communication tool for assignments, videos, blogs and portfolios. Integrated with Office 365 and is supported by the district.	Tutorials
My Blueprint	An online class communication tool for career education, activities and portfolios.	myBlueprint Career Education Notebook (K-12 resources and customized MPSD Getting Started Guides) Remote Learning with myBlueprint
Flipgrid	A social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a “web” of discussion. **REQUIRES PARENTAL CONSENT!	IT in the Classroom
Microsoft 365 OneNote	A free-form information gathering and multi-user collaboration program. Notes and information can be shared and edited with other users.	How to Create a OneNote OneNote video tutorials
Microsoft 365 Forms	A tool that lets you quickly create a form (quizzes, surveys polls, etc.), collect responses in real time and create charts to visualize data.	How to Create a Form
Microsoft 365 Outlook	An email application, calendar and contact manager. Mainly used to send and receive emails. If you send to a group (ie your class), please use ‘bcc’ to protect the privacy of individuals and reduce ‘reply all’ being used and filling inboxes.	Outlook Training Page



FRAMEWORK FOR CONTINUITY OF LEARNING – MIDDLE SCHOOL



Updated March 28, 2020

SD75 - Framework for Continuity of Learning

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Ministry of Education Guiding Principles:

1. Maintain a healthy and safe environment for all students, families, and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

The following guiding principles provide a framework for continuity of learning opportunities in SD75. They are aligned with our district's mission, which is committed to a safe, equitable, and inclusive educational system for ALL students.

Safety: We must ensure a safe working environment for staff, students, and families. School plans for continuity of learning must reflect appropriate social distancing and universal precautions.

Relationships: Maintaining strong, caring relationships is paramount. The tools and approaches we use will support ongoing positive personal interactions between students/families and staff.

Care: Schools are central to our community and we can play an important role in bringing a sense of normalcy, calm, and hope to our students and their families, as well as to our colleagues. It is important that staff maintain and document regular personal contact with each student/parent throughout this time of uncertainty. Maintaining positive contact with colleagues is also important.

Equity: Our continued learning framework must be equitable and consider the needs of underserved learners. School plans must include provisions for students without access to technology. Equitable does not mean the same. We strive to ensure every student is safe, connected, and learning.

Meaning/Purpose: The learning opportunities we provide to students will continue to be meaningful and connected to the provincial curricular learning standards, including connections to Indigenous worldviews, perspectives, and knowledges.

Manageable: The plan recognizes the need for balance, to simultaneously build the capacity of staff to deliver instruction remotely, but also ensure that educational services are reasonable under our current circumstances. Our plans must also be respectful of and manageable for families.

Predictable: While we recognize our school contexts are different, and that things may change over time, it is important to provide a sense of predictability about the educational experience for families.

Supported: A community of professionals support the learning needs of students, and this framework will utilize the expertise and care of all our staff, wherever possible. As well, mentor teachers and teacher-librarians are available to support the learning and access the resources teachers may need as they implement a new framework.

[Adapted with gratitude from SD 34]

SD75 Framework for Continuity of Learning– Getting Started in Middle School

"Learning involves patience and time" - First Peoples Principles of Learning, FNESC

As we begin the process of planning for continued learning, remember to reach out to colleagues (including mentor teachers, non-enrolling teachers, Indigenous liaisons, etc.) so you are supported and so we can work together to support our learners. The most important work we can do with students and families is to ensure caring relationships and a sense of belonging are nurtured. It is very important that we maintain connection with each student. Your work can provide a sense of normalcy and calm. Here are some considerations as you begin your planning.

Communicating:

- Platform - Determine the best way to communicate with your students and families. Who has access to technology and Internet (and what kind of technology)? Some students may require low-tech options to access learning opportunities.
- Predictability - How will you provide structure for communication so families have a sense of predictability? (Please coordinate with your school team so families are not overwhelmed by too many contacts or platforms.)
- Structure - How will students contact you to ask questions and share learning? Are there certain times they can reach you? (You may want to consider scheduling tutorial times by department to avoid conflicts for students.)

Providing Learning Opportunities:

- Relationships and Well-Being - Educator/student relationships are central to student learning and are paramount during this time of uncertainty. Please begin by re-establishing connection with your students. How will you maintain positive relationships with them and ensure they maintain a sense of belonging? How can we support students' social and emotional learning needs and physical well-being?
- Equity – Learning opportunities need to be accessible to everyone and may take different forms. Not all students will have equal access to technology or Internet. All students must have access to continued learning. Remember that IEPs for students with diverse needs must still be followed. (For support for students with special needs continue to reach out to the LST, ISP, LSAT, or student services staff. Many of these families will be under considerable stress right now.)
- Focus and Start Small - We are not replicating the classroom experience on-line. It will take you and your students time to become accustomed to this new learning format. Begin by determining where students are at with their learning and identifying the *essential elements* for learning until June. Where applicable, consider using big ideas to guide inquiry or problem-based projects. Consider providing suggestions around a possible schedule/routine and practicing on-line safety.
- Clarity - Specific instructions, explicit learning intentions, and clear success criteria will be more important than ever. It will also be helpful to link current learning opportunities to past learning.
- Time: As each family will be managing their own unique situation and struggles, we do not want to overwhelm them with an excessive number of assignments. Consider an average of about 10 hours of work per student per week, with emphasis of that time on core subjects (mathematics, language/literacy, science, social studies). Please be flexible to unique circumstances for learners.

- Quality – Less is More - Learning opportunities must be manageable and meaningful (quality over quantity). If you direct students to a website, please ensure the link goes directly to the page you are referencing and that the website is directly related to the learning activity you are providing (as opposed to creating lists of websites and apps for students or students and parents to filter through).
- Supplies - Learning opportunities need to consider supplies families have available. How can you incorporate every day objects or regular family daily life in your learning opportunities?

Assessing Learning:

- We will continue to provide formative feedback to move learning forward. Consider how you can do that, using tools available to you (email, phone, myBlueprint, Office 365, Scholantis, etc.).
- Continue to scaffold and support student self-assessment practices to ensure students are actively engaged in their own learning process.
- Teachers will prepare end of year reports in June, based on work completed to date and the assessment of participation in learning opportunities that will occur over the coming months. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards which students are able to complete at home (Ministry of Education).
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FRAMEWORK FOR CONTINUITY OF LEARNING – SECONDARY SCHOOL



Updated March 28, 2020

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[Adapted with gratitude from SD 34]

SD75 Framework for Continuity of Learning– Getting Started in Secondary

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Providing Learning Opportunities:

- Relationships and Well-Being - Educator/student relationships are central to student learning and are paramount during this time of uncertainty. Please begin by re-establishing connection with your students. How will you maintain positive relationships with students and ensure they maintain a sense of belonging? As a school team, how can we support students' social and emotional learning needs and physical well-being?
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- Clarity - Specific instructions, explicit learning intentions, and clear success criteria will be more important than ever. It will also be helpful to link current learning opportunities to past learning.
- Time: As each family will be managing their own unique situation and struggles, we do not want to overwhelm students with an excessive number of assignments. Consider an average of 3 hours of work per course per week, with emphasis on core courses required for graduation. Content from other courses will be delivered where possible and should provide fewer than 3 hours per week. Please be flexible to unique circumstances for learners.
- Learning opportunities must be manageable and meaningful (quality over quantity).
- Remember learning opportunities need to consider supplies students have available.
- *See attached Ministry information regarding graduation program.*

Assessing Learning:

- We will continue to provide formative feedback to move learning forward. Consider how you can do that, using tools available to you (email, phone, myBlueprint, Office 365, Scholantis, etc.).
- Continue to scaffold and support student self-assessment practices to ensure students are actively engaged in their own learning process.
- Teachers will prepare end of year reports in June, based on work completed to date and the assessment of participation in learning opportunities that will occur over the coming months. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards which students are able to complete at home (Ministry of Education).
- More information on assessment will follow.
- *See attached Ministry information about summative assessments for graduation.*

Supporting Your Own Learning:

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 - Lori Caviggia (humanities)
 - Indigenous teachings:
 - Peggy Janicki
 - Student Services
 - Shannon Bowman
 - Sheri Montgomery
- What plan do you have for taking care of your own wellness?

You do not need to have everything figured out right away. Start small – establish communication with your students and focus on one or two elements as you and your students get used to this new learning format.

Ministry of Education - Graduation Program

Information for All Grade 10-12 Students and Adult Learners

The health and safety of students, staff, and their families is the highest priority during this unique time. The Ministry is committed to ensuring continuity of learning leading to final marks for all students, and graduation for those eligible.

For students in grades 10 and 11, school districts and independent school authorities should focus on courses in the subject areas required for graduation. For students in grade 12 on track to graduate this year, the focus should be on the total 80 credits needed for graduation. For adults pursuing the Adult Dogwood, the focus should be on the 20 required credits.

Information on graduation requirements are available online. As stated in the Minister's letter to all parents, guardians and school/school district staff, it is expected that schools will implement a variety of measures to ensure continued learning for students. The suspension of in-class instruction means learning will continue in a different form for most students. The Ministry has provided guidelines to help educators provide learning opportunities that are not in person.

The Ministry is not mandating or specifying the minimum number of hours that must be completed for a student to receive credit for a grade 10, 11, or 12 course. Hours do not necessarily reflect the actual learning that occurs. The focus is on determining if, and how, *sufficient learning* has taken place during these exceptional circumstances.

Sufficient learning will be determined by teachers using their professional judgement. Grounded in the curriculum, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether *sufficient learning* has taken place to enable the student to pursue further learning in the curricular and content area. To do this, teachers should prioritize which learning standards can be learned from home, with particular emphasis on the development of a student's literacy, numeracy, and Core Competencies.

Teachers are empowered to determine a final grade for students based on work completed to-date and the assessment of participation in learning opportunities that will occur over the coming months. Teachers will work with students to fulfill course requirements according to their school/school district plans during the suspension of in-class instruction. In doing so, they will consider those students whose learning needs or circumstances may require unique approaches.

The Ministry is looking for opportunities to continue to support teachers, schools and school districts in developing effective assessment techniques in these unique circumstances.

Elective Courses

Elective courses are still of significant importance to students, though continued delivery of some courses may be more difficult (e.g., courses with required equipment or unique environments that may not be possible for students to access at home, such as band, work experience, trades and technology, etc).

For elective courses with unique challenges, teachers have the discretion to provide a passing grade if *sufficient learning* has been achieved. For elective courses where a student's receipt of an "incomplete" grade

would result in the student not graduating, teachers are encouraged to support and appropriately assess the student's achievement in that subject to ensure suitable credit is awarded.

Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority, new information on assessments and programming for these courses is available online:

<http://youth.itabc.ca/covid-19-youth/>.

Information Specific to All Graduating Students

Every student eligible to graduate this year will graduate. To be eligible to graduate means that if a student were to successfully complete courses underway and in progress for completion this June, they would satisfy all graduation requirements. This does not mean that students will graduate "no matter what". Students are expected to continue their learning and complete the assignments set out by their teachers in order to graduate.

Teachers will work with students to fulfill the requirements of Career Life Connections, including the capstone project, according to their school/school district plans for continuity of student learning during the suspension of in-class instruction. Teachers will use their professional judgement in determining student marks and the granting of graduation credit for these requirements.

For the specific requirement of 30 hours of work experience or career-life experience, students can be given many opportunities to fulfil these requirements in alternative ways. For example, students could do work around their home such as babysitting younger siblings, household cleaning, yard maintenance, food preparation, maintenance work or household accounting. With this stated, student safety is paramount and normal mentorship requirements may not be possible.

For capstone projects, students should be able to complete many aspects of the self-assessment and critical analysis, as well as the planning for capstone representation. Recognizing they may not have access to specific samples of work or other important elements needed for their capstone presentations, efforts to innovate under the current circumstances should be recognized. Students can be given many different options and significant flexibility regarding how to design and present a more limited capstone via alternative methods such as videoconference or teleconference.

Graduation Assessments

The previously scheduled April 2020 graduation assessment administration is cancelled. The Ministry is committed to ensuring the success of all students and is weighing many factors to minimize the impact of this cancellation on students. Particular attention is being paid to assessing a range of alternatives for those grade 12 students who have not completed the Numeracy 10 Assessment required for graduation but who are otherwise on track to graduate this school year.

In addition, the Ministry is closely monitoring the evolving COVID 19 situation to consider how the scheduled final administration of the Language Arts 12 exams in June may be impacted for the small number of students in the province to whom the exams apply. These exams are only for students who completed the corresponding course prior to June 2019, or are in a Distributed Learning school and started the corresponding course by June 2019, and have yet to write the exam or wish to re-write the exam. The Ministry will again

consider a range of alternative mechanisms in the event that this exam is cancelled or offered via alternative means in June, and will work to ensure students are not negatively impacted.

Transition to Post-Secondary Studies

Students must be able to continue their learning, complete their courses, and move successfully to the next grade, to post-secondary studies or to the world of work. For students looking to pursue post-secondary studies next school year, the Ministry will ensure transcripts reflect all final course marks submitted by schools to enable postsecondary institutions to proceed with their admission processes under the current circumstances. Furthermore, the Ministry will continue to work with the Ministry of Advanced Education, Skills and Training and with post-secondary institutions to ensure the smooth transition of graduating students in this extraordinary year.

SD75 - Communicating with Students and Colleagues

Platform	What it does	Instructional links
Microsoft 365 Teams	Remote Collaboration – allows for online meetings (video and/or audio) with colleagues within and outside your organization. Highly integrated with Office 365 for easy collaboration with your Word, One Note, Excel, Office 365 files.	Getting Started with Remote Learning in Office 365 IT in the Classroom
Zoom	Remote Collaboration - allows for online meeting (video and/or audio) with colleagues in and outside. Can exchange files through the program.	IT in the Classroom
Scholantis	An online class communication tool for assignments, videos, blogs and portfolios. Integrated with Office 365 and is supported by the district.	Tutorials
My Blueprint	An online class communication tool for career education, activities and portfolios.	myBlueprint Career Education Notebook (K-12 resources and customized MPSD Getting Started Guides) Remote Learning with myBlueprint
Flipgrid	A social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a “web” of discussion. **REQUIRES PARENTAL CONSENT!	IT in the Classroom
Microsoft 365 OneNote	A free-form information gathering and multi-user collaboration program. Notes and information can be shared and edited with other users.	How to Create a OneNote OneNote video tutorials
Microsoft 365 Forms	A tool that lets you quickly create a form (quizzes, surveys polls, etc.), collect responses in real time and create charts to visualize data.	How to Create a Form
Microsoft 365 Outlook	An email application, calendar and contact manager. Mainly used to send and receive emails. If you send to a group (ie your class), please use ‘bcc’ to protect the privacy of individuals and reduce ‘reply all’ being used and filling inboxes.	Outlook Training Page

ITEM 5.1 Information

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

1. Summary

The boundary surveys closed on March 20, 2020.

Staff would like to defer preparing the summary report with the survey feedback until later this year, until the changes due to the COVID-19 pandemic have been sorted out.

The hope would be to have the information reviewed and summarized for September at the latest.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.2 Information

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: École Mission Senior Secondary – Seismic Report

1. Summary:

The development of the project information options for Mission Secondary is currently underway. The School District hired a consultant to assist with developing the plan so that the project report could be submitted to the Ministry this year. The consultant is working on the project, however, with everything else going on and uncertainty around future capital funding due the significant deficits anticipated in response to the COVID19 pandemic, it is an appropriate time to pause, and consider options.

2. Options:

The consultant is waiting for the formal cost projections for the project options. A cost consultant does this work. The very rough estimates indicate that actual project costs with escalation would be between \$25 and 30 million for seismic upgrades or a partial replacement with seismic upgrades, while the full replacement cost would be between \$70 and \$80 million. The project needs to complete a review of the building systems as well, before the final cost estimates are determined. If systems need upgrading too.

The Ministry has also changed how it is approaching Capital Projects. For the past eight years or so, they have focused on seismic upgrade projects. They have now split the capital projects into seismic upgrades and other major capital buildings. As such, the options are considered under two different approval processes.

With the significant difference in costs for the seismic upgrade options and the full replacement option, it will be challenging for the province to support full replacement, without additional costs / risks identified. This would take additional consulting costs to ascertain.

With the financial situation of the province changing so rapidly with the pandemic response, we cannot be certain that we would receive funding approval for the full project, nevermind the project design costs that we are hoping to be reimbursed. As such, it is prudent to at least review where we are at and decide whether we continue to develop the project cost estimate sheets for the Ministry or not.

In addition, if the School District is required to decide which funding stream we would need to apply for (full replacement or partial replacement with the seismic upgrades) the Board would need to provide direction on which funding stream to pursue. It may be too early in the process to make this determination.

3. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact

The preparation of the project design sheets to provide to the Ministry has a cost estimate of approximately \$160,000 in the 2019/2020 budget. This is in addition to the preliminary costs incurred in 2018/2019.

Summary of costs to date:

\$42,427.45	2018/19 AFG (prior to becoming a provincial capital project)
\$42,976.03	2019/20 Local Capital
\$ 5,740	additional committed PO's to date.

Total spent \$85,403.48 to date, between 2018-19 and current year

- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

4. Public Participation:

5. Implementation:

6. Attachments:

ITEM 6.1 Discussion

File No. 8010.20

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Budget

1. Summary:

To discuss the status of the 2019/2020 Budget monitoring, and the 2020/2021 budget preparation process in light of the COVID19 pandemic, and the impact the pandemic response is having on the organization.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 7.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Municipal and School District Coordination

1. Summary:

The School District has been involved with the District of Mission in two significant ways since the beginning of the Covid Pandemic.

- A) Covid 19 Task Group: The Superintendent sits on this along with representatives from first responders and municipal officials. School District support for the Task Group has primarily focused on providing food surpluses to community organisations, potential space to operate food preparation facilities, and potential provision of physical space for emergency conditions.
- B) Childcare: The request for school districts to provide childcare for HCWs and other essential workers is a complex one; we have been coordinating with the District of Mission (DoM) on roll out of childcare support, as well as other community organisations. We are planning to have DoM operations out of CMES and AMES; this will be followed by MPSD operations at WES and eventually HPMS.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 7.2 Action

TO: Committee of the Whole
FROM: R. Cairns, Vice-Chair
SUBJECT: Deferring of Non-essential Issues

Recommendation

That all policy reviews, the boundary review, strategic planning meetings, and non-essential issues, be deferred until the September CotW, or until the COVID-19 pandemic period is resolved.

1. Rationale

For the next 3 months the Board and Senior administration should only be dealing with budget, students, curriculum, personnel, safety, and essential governance. At this time, the Board and Senior Administration need to focus on the ever changing, difficult, and complex dynamics of education. Senior staff need to be able to focus on current and emergent issues and the budget. Extra meetings and contacts will draw resources away from the task at hand. This motion gives Staff and the Board support to accomplish objectives of governance and education on this new, uncharted process.

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

February 4, 2020, 1:00 pm
District Education Office, 33046 4th Avenue, Mission, BC

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

Staff Present: Superintendent of Schools Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent, Karen Alvarez
Assistant Secretary Treasurer, Derek Welsh
Director of Student Services Carolynn Schmor
Acting District Principal of Aboriginal Education, Vivian Searwar
Executive Assistant Aleksandra Zwierzchowska (Recorder)

Others Present: Janise Nikolic - MTU President, Ryan McCarty MTU VP, Faye Howell – CUPE President, Dionne Hairsine - DPAC, Linda Ziefflie – Principal/ PVPA, and Lynn Cummings - Vice-Principal/ PVPA.

1. CALL TO ORDER

The meeting was called to order at 1:00 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

3. UNFINISHED BUSINESS

3.1 Amended Budget 2019/2020

MOVED and Seconded that the Amended budget be reviewed and discussed, including options to reduce the budget and avoid a projected deficit.

CARRIED

MOVED and Seconded that the Board direct Staff to prepare the Amended Budget Bylaw to include the identified cost savings items less the salary of AB ED PVP;

and include the savings amounts for Uncommitted Local Capital, Substitute Costs, SOGI, and ELL Program.

CARRIED

The Secretary Treasurer mentioned that since the last meeting (January 28, 2020) additional information was requested regarding the Indigenous Education Program and the International Education Program. This information is included in the agenda package. An additional handout was distributed regarding 2019-20 Aboriginal Education Program Costs vs Budget.

A separate request was provided by CUPE requesting a list of contracted services. The School District has many small contracts and this information will take some time to collect.

The International Program Contribution vs Budget is dated fiscal year to December 2019. A question was asked about the position of the International Department in June/ July 2020. Staff will have to prepare a schedule for a future meeting.

A discussion ensued regarding the salary of AB ED PVP positions coming out of targeted funding. The School District moved away from using targeted funding for these positions. If the funds came out of targeted funding it would negatively impact AB ED students. The Secretary Treasurer advised that this was only a suggestion and the amount can be removed off the cost savings list. In doing that, the remaining balance would come from Local Capital.

This item will be discussed at the next Aboriginal Advisory Council Gathering.

A comment was provided regarding exempt staff positions/ hours. The Secretary Treasurer is working on a formula to determine what needs to be considered for admin supports. This mechanism will demonstrate where some changes can be considered.

A question was asked about the SD purchasing or leasing photocopiers. All photocopiers are currently owned. For the renewal, the SD would need to lease.

A discussion ensued regarding MTU's Report on School District #75 Deficit and how some of the suggestions can assist with cost savings. For

example, eliminating colour photocopies, adjusting the mileage reimbursement, and considering in-house arbitration and investigations at the School level.

A question was asked about the Cost Savings listed for Supplies/ Services for Summit & Riverside. For Summit, the savings are related to the Arts Smarts Program. For Riverside, there will be a reduction in the School's Supplies Budget by 15%.

The School District needs to control spending between now and June 2020. The Budget By-law needs to be adopted for February 28, 2020. Decisions and direction need to be provided to meet the needs of the amended budget by-law.

Another motion can be prepared for the Public meeting for cost savings and further reduction on SD spending.

Moving forward updates will be provided at upcoming meetings regarding the financial position of the budget. Another meeting has been scheduled for February 11, 2020 at 4:00 pm to review the Budget Bylaw.

4. MINUTES OF PREVIOUS MEETINGS

4.1 Special Committee of the Whole Meeting Minutes, January 28, 2020

An amendment was requested to revise the statement provided by Trustee Renkema regarding her budget concerns. The statement captured in the minutes didn't reflect the essence of what was stated.

Amended statement to read, "Trustee Renkema stated that the concerns she expressed over the last year about the weakening financial state of the School District have been mostly ignored. She requested that, going forward, the Board and Senior Staff work more closely together to find a way out of this downward trend and take ongoing steps to monitor the financial health of the School District."

The January 28, 2020 minutes are to be amended and returned to the Board for approval on February 11, 2020.

Trustee Cairns commented on the original statement outlined on page 14 of the agenda package regarding the January 28th minutes, "Not sure what is meant by the statement. In my view the Board works closely with Staff. The Board requests information and Staff are proactive in providing information of any issues we should have concerns about."

5. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 2:37 pm.

Chairperson

Secretary Treasurer

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

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

**Members Present: Vice Chair, Randy Cairns (Meeting Chair)
Trustee, Rick McKamey
Trustee, Julia Renkema**

**Members Absent: Board Chair, Tracy Loffler
Trustee, Shelley Carter**

**Staff Present: Superintendent of Schools, Angus Wilson
Secretary Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
Director of Student Services,Carolynn Schmor
Acting District Principal of Indigenous Education, Vivian Searwar
District Principal, International Education, Collen Hannah
Executive Assistant, Aleksandra Crescenzo (Recorder)**

**Others Present: Mentor Teacher – Frank Chan, School Principal/
PVPA Representative – Linda Ziefflie, School Principal
PVPA Representative – Lynn Cummings, MTU President – Janise
Nikolic, MTU VP – Ryan McCarty, and DPAC – Dionne Hairsine.**

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

Vice-Chair Cairns noted that item 7.3 is a discussion item, not an action item.

4. CURRICULUM

4.1 Monthly Curriculum Update

Mentor Teacher, Frank Chan provided a presentation on Applied Design, Skills, and Technologies (ADST) and the work that is being done in the district to support the learning environments for students in K-12.

6. STAFF REPORTS

6.1 Equity Scan Monthly Update

The next Equity Scan meeting is taking place Thursday March 5, 2020 between 1-3 pm. The meeting will include a PowerPoint presentation, followed by a discussion period and a breakout session.

6.2 Aboriginal Report - How Are We Doing?

Vivian Searwar, Acting District Principal of Indigenous Education shared the meaning behind acknowledging the shared territories at the start of a meeting or event. A presentation was provided on staffing, learning opportunities, school events, and initiatives offered by Siwal Si'wes. Lastly, an update was provided on the findings of the 2018-2019 Ministry Report "How Are We Doing."

6.3 2020-21 District Calendar Draft

MOVED and Seconded that the draft 2020-2021 District Calendar be considered for review.

CARRIED

The Superintendent advised that school is not in session on January 4, 2021 due to the winter holiday. School resumes on Tuesday January 5th, 2021.

The Superintendent noted that it is a shorter year which requires an extension of one minute a day at the secondary level and two minutes a day at the middle school.

A question was asked if Parent Teacher conference dates are set in stone for individual schools or can conferences be moved around? The Superintendent advised that changes would complicate things. Consideration needs to be made with items like busing.

6.4 Boundary Survey Update

The School District received inquiries about allowing responders to submit more than one survey response. The Secretary Treasurer explained that the survey is designed with many open-ended questions to allow the public to provide their opinion without limitations. The survey is an information gathering process. If the survey indicates that a deeper dive is required, the Board will make that consideration once the responses are reviewed.

6.5 Novel Coronavirus (COVID-19)

Staff are updating the website as we receive information from the Health Minister. The Superintendent is monitoring travel bans. If necessary, consideration will be made about cancelling certain international field trips.

A question was asked about closing schools. If there is an influx of people who become infected there will be consultation with health officials and closures may be site specific.

7. **NEW BUSINESS**

7.1 Cost Cutting Ideas

This item is presented to consider and discuss the way the School District conducts business every day. No cost cutting ideas were shared by the committee members.

7.2 Meetings with local First Nations Bands

MOVED and Seconded that the following motion be discussed and forwarded to the Public meeting on March 10, 2020:

THAT the Board of Education Mission Public Schools endeavor to meet with local First Nations Bands on an annual basis.

CARRIED

A discussion ensued regarding the Board's commitment to reconciliation and fulfilling obligations on governance and education with indigenous partners.

A request was presented that the Committee consider adding Sumas First Nations to be part of future dialogues once that land becomes inhabited.

7.3 2020/2021 BCSTA Draft Budget

The Chair noted this item is presented for discussion. Comments were provided about:

- encouraging Canadian guest speakers;
- cancelling pre-conference for AGM;
- limiting Board Chair meetings as meetings should be conducted with School Districts;
- how will BCSTA budget increases impact the School District budget?;
- concerns about how BCSTA is arriving at increased figures;
- what are the costs of certain committees to meet?; and
- how often and how many days are members in town for meetings?

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole Meeting Minutes, February 4, 2020

The minutes were not approved. A conversation ensued about the statements provided under item 4.1 detailed on page 37 of the agenda. It was requested that Staff review item 4.1 to ensure proper sequence of order is taking place with minutes.

8.2 Committee of the Whole Meeting Minutes, February 4, 2020

Moved and Seconded that the Committee of the Whole meeting minutes dated February 4, 2020, be approved.

CARRIED

8.3 Special Committee of the Whole Meeting Minutes, February 11, 2020

Moved and Seconded that the Special Committee of the Whole meeting minutes dated February 11, 2020, be approved.

CARRIED

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:14 pm.

Chairperson

Secretary Treasurer

DPAC Meeting Minutes March 9, 2020 at Silverdale Elementary

Meeting Commenced: 7:02

Meeting Facilitator: Cheryl Blondin

Attendees Present: (See Bottom)

Acknowledgment by the chair that the meeting takes place within the traditional, ancestral, unceded Sto:lo territory. There are four first nations band within the boundaries of the Mission School District: the Leq'a:mel, Matheqwi, Qwo:lt'l'el and Sq'ewlets peoples.

Adoption of February minutes:

No Changes required. Motion to accept January minutes by Dionne, Kerridan seconds.

Adoption of Agenda:

Add presentation by principal Rob Clark. Motion to accept agenda as updated by Dionne, Veronica seconds.

Presentation – Rob Clark (Principal of Silverdale Elementary)

- Weekly videos of different character traits
- Extending invite to the community for presentations on Accessing Digital Resources
 - March 11, 2020 from 3:00pm-6:00pm
 - Email librarian to set up invite

Superintendent's Report: Angus Wilson

- Special Education Audit
 - Has been completed
 - No loss for the District
 - Report will be sent out once received
- Comments made by auditors
 - Admired level of care and concern
 - Commendable process
- Staff and Budget:
 - Budgets will be checked at next COTW meeting

COVID19

- No cases in Mission school district as of today
- Will comply with directions of the health officers
- Affects people aged 60+ worse than younger people
- Practice proper hygiene (hand washing, cover mouth when coughing etc.)
- Will be in constant communication regarding updates
- International Students
 - Cannot leave to visit family over Spring break
 - Families cannot come to visit

DPAC Meeting Minutes March 9, 2020 at Silverdale Elementary

- Trips
 - 2 trips planned, Belize (low risk) and London/Paris (high risk)
 - Possible quarantine
 - Will monitor trip advisories and reports for the next week and a half to see if trips will be cancelled
- Bus/School cleaning process
 - Time spent cleaning outside the schools and buses now dedicated to cleaning inside

Correspondence: Cheryl Blondin

- Homestay application forms
 - Host international students
- Renewal for Domain name
- Summary of enrollment for February 8
- Agenda for February 11 & 18 and March 3 COTW
- Invite to MTU
 - April 17 & 18
 - Will pay for 1 person to attend
 - Advocacy works conference in Richmond
 - Kerridan will go
- Inquiry from Abbotsford DPAC asking if we can film John Gateman presentation
- Proxy forms from BCCPAC
 - 2 people from DPAC to sign giving permission to speak and vote on DPACs behalf

Chairs Report: Cheryl Blondin

- John Gaipman – BCCPAC CEO
 - March 12 at the Cafetorium
 - Parent Advocacy
 - Abbotsford and Maple Ridge DPAC will contribute \$150.00 each towards fee
- Gmail issues fixed
- DPAC Keurig
 - Motion to donate to Myhouse
 - Dionne has compostable K-Cups to donate
 - All agreed
- Ted Levitt
 - 25 tickets sold so far
 - Link on website to purchase

Treasurer's Report: Dionne Hairsine

- Budget amended with votes from last meeting
- Chequing \$2158.37 with \$480.44 available
- Gaming \$3223.61 with \$241.52 available
- Cheque to incorporate has cleared

DPAC Meeting Minutes March 9, 2020 at Silverdale Elementary

Communications: Steph Wallbank

Insight reports on social media pages from Feb 10 – Mar 9

- Twitter
 - 25 Followers
- Facebook
 - 3654 People reached by posts
 - 296 Post engagement
 - 8 New page likes
 - 1 Website click
 - 2 Event tickets sold
 - 0 Check ins
- Website
 - 134 Views
- DPAC reps to review their schools Constitutions and Bylaws on the DPAC website to ensure an updated copy has been submitted

Committee of the Whole: Dionne

- Draft of calendar voted on and brought to School Board meeting to vote on
- No big changes
- Boundary survey
 - Questions regarding the questions on the survey
 - 600+ responses so far
- March 31 – Special COTW
 - Next years budget
- April 7 next COTW

Sub Committees:

Events and Parent Engagement:

- Ted Leavitt – Presenter for parent education
- Presentation from Autism BC
 - What to do if waiting for an assessment
 - May 9 from 9:00am-12:00pm
 - Cafetorium at Heritage Park
- May 20 - Vaping
- Feb 19 - Cyber Safety
- Mar 18 - Personal Safety
- April 15 - Gender Diversity

Safety:

- Angus will send info after next meeting on emergency kit requirements
- Still working on ideas

DPAC Meeting Minutes March 9, 2020 at Silverdale Elementary

Constitution and Bylaws:

- Proposed changes
 - Change requirements on being a DPAC rep or chair to vote to DPAC rep, chair or DPAC Exec
 - Clearer voting members
 - In the event of a vacancy chair appoints someone to fill. Change to holding a vote to fill position
 - Update duties of officers
 - Change terminology
 - Gaming grant information added to file
 - Finances – no 2 family members in same house can sign
 - Cheques cannot be signed by recipient
 - Page 15 section 4 – add additional step as we are incorporated
- Vote changes at next meeting
- Will post and email proposed changes

Inclusion:

- Facebook group created
 - By invite only
 - 16 Boards created so far
 - Posted by units in PDF form
 - Full and half size available
- Stave Falls and Hatzic set up
- Hillside and Albert McMahon are interested

Funding Request: Joelle Reynolds (Stave Falls)

- Requesting funding for Foodsafe training
- Only one parent certified at the moment
- Discussed as a group
 - Does not fall under equitable access if only given to 1 school
 - North Valley Baptist Church may offer course/funding
 - If school has the Health Foods Program 1 person can get certified through them
 - Angus will speak to principal to get school to pay for 1 person

Adjournment:

Meeting adjourned at 8:05 pm

Next meeting April 6 at Deroche Elementary

Attendees:

Cherry Hill: Andrea Patton; Cherry Hill: Rachelle Paul; Hillside: Angela Manno; Fraser Health: Janice Walsh; Stave Falls: Joelle Reynolds; ESR: Veronica Ebbs Caravan; HMS: Kerridan Dougan; Albert McMahon: Cheryl Blondin; MSS: Dionne Hairsine; Silverdale: Rob Clark; District: Angus Wilson; District: Karen Alvarez; District: Randy Cairns; Albert McMahon: Steph Wallbank; Christine Morrison: Raegan Heidt; Windebank/HPMS: Alicia Hurd; Dewdney: Lexie VandeLigt