

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

December 14, 2021, 6:30 pm
Zoom Meeting

Visit www.mpsd.ca > Governance > Meeting Information > Agendas & Minutes to connect remotely. 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. UNFINISHED BUSINESS

4.1.	Trustee Professional Development Policy	Action	1 - 4
4.2.	Menstrual Products Policy	Action	5 - 7
4.3.	Trustee Remuneration and Benefits Policy	Action	8 - 10
4.4.	Communications and Public Participation Policy	Action	11 - 14
4.5.	Public Interest Disclosure Policy	Action	15 - 27
4.6.	Management Professional Development Policy	Action	28 - 31

5. STAFF REPORTS

5.1.	Reporting out from Closed Meeting		
5.2.	COVID Update	Information	32

6. NEW BUSINESS

6.1.	Stave Falls Catchment Boundary Adjustment to include Steelhead Area	Action	33 - 38
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6.3.	Procurement to purchase electric vehicle replacement	Action	59

6.4.	Exploring placing of a House Post to the SBO	Action	60
6.5.	Provincial Online Learning Hub	Action	61 - 62
7.	MINUTES OF PREVIOUS MEETINGS		
7.1.	Board of Education Public Meeting Minutes, November 16, 2021	Action	63 - 69
8.	INFORMATION ITEMS		
8.1.	FNLC Letter to Minister Whiteside Regarding FSA	Information	70 - 72
9.	CORRESPONDENCE		
10.	COMMITTEE MINUTES/LIAISON REPORTS		
11.	ANNOUNCEMENTS		
12.	QUESTION PERIOD		
	<i>Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.</i>		
13.	ADJOURNMENT		

ITEM 4.1 Action File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Trustee Professional Development Policy

Recommendation

THAT the Trustee Professional Development Policy be approved.

1. Summary:

The Trustee Professional Development policy was reformatted from the former policy that was for both Trustees and Management Staff and is presented for consideration. The draft policy was reviewed at the October 12, 2021 committee meeting, and approved in principle at the October 19, 2021 Board Meeting. Public engagement occurred in October and November and the engagement comments were reviewed at the November 23rd special committee of the whole. The committee recommended revising the policy to change the purchase of technology to a four year cycle to align with the election cycle.

2. Background:

The existing 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 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 into 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:

- a. Approve the policy as presented;
- b. Amend the policy and approve;
- c. Refer the policy back for additional public comments.
- d. Do not approve the policy.

4. Analysis and Impact:

- a. Strategic Plan Alignment

No specific strategies are related to the professional development of Trustees.

- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
Participating in professional development activities will enable trustees to support the Indigenous students we serve and the goals of the Framework. Taking part in professional development opportunities that relate to supporting the success of Indigenous students will also support the entire organization.
- c. Funding Guidelines, Costing, & Budget Impact
The trustee professional development budget is \$7,500 (\$1,500 each). In 2020/2021 very little was spent on professional development.
- d. Policy, Legislation, Regulation
The existing policy is a blended policy for Trustees and Management staff.
- e. Organizational Capacity
The organization currently supports trustees to 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 a difficult position.
 - ii. Reputational
If the policy is vague, there is a 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.
 - iii. Strategic
No strategic risks were identified.
- g. Benefits
 - i. Organizational
The well-defined policy ensures staff can draft accurate budgets with clear guidelines, and process requests for funding for 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:

In addition to participation at the Committee of the Whole meetings where the draft policy is reviewed, the public engagement process includes placement on the <http://engage.mpsd.ca> website. 112 people visited the site, 23 reviewed documents, 11 engaged. Information and feedback from the engagement website showed that 3 people agreed with the policy as is and 3 people did not agree. Comments/Ideas submitted:

- I would think a policy like this would not list "options" for development, but some form of process for how to identify what needs work. Even a statement like "board will discuss and review professional development objectives annually before approving the budget required". This way, the funding is commensurate with the approved goals. It also just reads like a policy that allows board members to buy a laptop or tablet and keep it after 3 years. I agree board members should be provided with the technology needed for the position, and that after 3-4 years, that technology will be obsolete, but this policy means board members get faster technology refresh rates than the students and I think that is fundamentally flawed.
- The money would be better spent on developing the people that actually work with children.

6. Implementation:

December 2021 Final approval

7. Attachments:

1. Trustee 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 four (4) years.
 - c. The device will be depreciated over four (4) years.
 - d. The device may be returned to the School District after the four (4) 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 four (4) 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: October 19, 2021 Approved in Principle

_____, final approval

ITEM 4.2 Action File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Menstrual Products Policy

Recommendation

THAT the Menstrual Products Policy be approved.

1. Summary:

The Menstrual Products Policy was first reviewed at the the October 12, 2021 committee meeting, and approved in principle at the October 19, 2021 Board Meeting. Public engagement occurred in October and November and the engagement comments were reviewed at the November 23rd special committee of the whole. The committee recommended revising the policy to remove “all” from 1.1 of the policy.

2. Background:

In April 2019, the province amended the school act to require school districts to establish, maintain, and make publicly available a policy and procedures for the provision of menstrual products to all students who require them. A policy template was provided by the BCSTA in October 2019.

The policy meets the requirements of the School Act and provides direction for schools to regularly consult with students and consider feedback. The policy applies mostly to Mission Secondary, Riverside, Fraserview Learning Centre, Hatzic Middle, and Heritage Park Middle, with some applicability to elementary schools.

3. Options:

- a. Approve the policy as presented;
- b. Amend the policy and approve;
- c. Refer the policy back for additional public comments.
- d. Do not approve the policy.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

Ministerial Order M149/89 - Provision of Menstrual Products

- 7 (a) Each board must establish, maintain and make publicly available a policy and procedures for the provision of menstrual products to all students who may require them.
- (b) The policy and procedures must:
 - i. Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
 - ii. Provide barrier-free, easily accessible menstrual products at no cost to students;
 - iii. Provide for consistent availability and supply of menstrual products in school washrooms; and
 - iv. Incorporate student feedback with respect to the provision of menstrual products.

- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website: In the Survey (5) and Quick Poll (5), all respondents agreed with the policy as presented.

One question was received: Is this policy intended to place menstrual products in boys' washrooms too?

6. Implementation:

The board approved the provision of Menstrual products by resolution in 2019, and as such, the products are already available. The formal policy will be publicly shared on the school district's website. The policy will be shared with the schools, directing that they include consultation with students to ensure the provision of the products is meeting the needs of the students.

7. Attachments:

- a. Menstrual Products Policy

Section:	School Administration	
Title:	Menstrual Products	3.4

Purpose

To provide direction regarding the provision of Menstrual products in schools.

Policy

The Board of Education of School District No. 75 (Mission) is committed to providing menstrual products to students who may require them.

General Guidelines

1. Menstrual products are to be supplied and made consistently available at no costs to students:
 - 1.1. in school washrooms;
 - 1.2. to students of all gender identities or expressions in a manner that protects student privacy and is non-stigmatizing; and
 - 1.3. barrier free and accessible.
2. Schools are to regularly consult with students and consider their feedback regarding the provision of menstrual products.

Date of Original Board Approval: October 19, 2021 Approved in Principle
_____, Final approval

Date Amended:

Legal Reference: Support Services for Schools Ministerial Order (M149/89)

Cross Reference:

ITEM 4.3 Action File No. 1020.20

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

Recommendation

THAT the Trustee Remuneration and Benefits Policy be approved.

1. Summary:

The Trustee Remuneration and Benefits Policy policy was reviewed at the the October 12, 2021 committee meeting, and approved in principle at the October 19, 2021 Board Meeting. Public engagement occurred in October and November and the engagement comments were reviewed at the November 23rd special committee of the whole.

The policy was updated from the draft presented in 2019, to remove the expense reimbursement as per the board motion. The draft policy includes an increase of 2.93% (2.09% 2019-2020 adjustment plus .84% 2020-2021 adjustment) effective July 1, 2021. The budget impact for the 2021-2022 budget is \$2,525.

2. Background:

A draft Trustee Remuneration Policy was considered in 2019 after a full review of Trustee remuneration by an independent committee of community members. The committee recommendation was presented in 2019, and a draft policy was prepared. A recommendation to remove the expense allowance portion of the draft policy was made. The revised draft policy was not returned to the Board for consideration in 2020, due to the budget challenges identified late in the 2019/2020 school year, and the direction to postpone all policy reviews due to the pandemic.

The draft policy is now presented to have in place prior to the next election, incorporating the primary recommendation from the review committee. Options were considered, and the calculations for the options are presented in the analysis section.

3. Options:

- a. Approve the policy as presented;
- b. Amend the policy and approve;
- c. Refer the policy back for additional public comments.
- d. Do not approve the policy.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact

The policy implements a regular updating of the remuneration provided to Trustees, based on the BC CPI. The BC CPI provides regular increases based on an independent and highly stable rate

system. The following calculations are based on the calculation of the BC Consumer Price Index. The calculation compares options for consideration.

The following table summarizes the actual BC CPI Index, the # change to the index and the percentage change to the index.

BC CPI	Index	change	% change
31-Dec-16	122.7		
31-Dec-17	125.2	2.5	2.04%
31-Dec-18	129.0	3.8	3.04%
31-Dec-19	131.7	2.7	2.09%
31-Dec-20	132.8	1.1	0.84%
combined 2019 + 2020 %			2.93%

The policy provides for a retroactive calculation to July 2021.

- i. With the 2020-2021 CPI rate increase of .84% with a budget impact of \$720.
 - ii. With a combined increase rate of both the 2019-2020 and the 2020-2021 CPI rate increase of 2.93% with a budget impact of \$2,525.
- d. Policy, Legislation, Regulation
Compensation for Trustees is not regulated and falls within the purview of the Board
- e. Organizational Capacity
- f. Risks
- i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
- i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website. The Public Engagement site quick poll showed 2 people did not agree, and 3 people agreed with the policy as presented. A comment was made: Yes, cost of inflation raises are a necessity for everyone in the education sector, not just trustees.

6. Implementation:

Payroll would require a few days to process the changed remuneration rates, and as such, approval in December would result in any retroactive adjustments being processed in January 2022, and the 2022 adjustments being processed in July 2022.

7. Attachments:

- a. Trustee Remuneration and Benefits Policy

Section:	Governance	
Title:	Trustee Remuneration and Benefits	1.8

Purpose

To outline Remuneration and Benefits for Trustees.

Policy

1. Effective July 1, 2021, the annual remuneration for each trustee is as follows:

Chair	\$ 19,995
Vice Chair	\$ 18,127
Trustee	\$ 16,872

The remuneration will be adjusted annually, beginning July 1, 2022, by the percentage change to the BC Consumer Price Index at December 31 for the previous year.

Example the July 1, 2022 rate adjustment will be the change in the BC Consumer Price Index between December 2021 and December 2020.

2. The Board of Education can suspend the increases, should it find that the financial health of the School District is declining.
3. Trustees may obtain extended health and dental benefits as follows:
 - a. Pacific Blue Cross, Blue Choice – Core Extended, Enhanced Prescription Drug Option, and Enhanced Dental Option.
 - b. Trustees pay 20% of the premiums and Mission Public Schools pays 80% of premiums.

Guidelines

1. The rate for the annual adjustment is the Canadian Consumer Price Index for BC, by geography, all-items, monthly percentage change, not seasonally adjusted for the December xxx1 to December xxx2.

Date of Board Approval: October 19, 2021 Approved in Principle

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

5. Public Participation:

Consideration with the Committee meetings, and the [public engagement website](#):

In the Survey, 4 people agreed with the policy as presented. In the Quick Poll, 3 people agreed with the policy as presented.

A comment was made: It has become clear in recent PAC meetings that when we want to engage the students to solicit feedback and input on amenity development and other things, that there isn't a clear mechanism for that - other than good old fashioned PA announcements. This policy is to govern how the District communicates in the event of crisis or other event, I see that. However, I'd like to see either addition of student and parent communication methods to this policy, or another policy that gives the framework for how parents can communicate with the rest of the parent body, how a parent can communicate with the school, how students can communicate with the administration, etc. Putting some thought into how we can all work closer together will help ensure everyone gets input on our collective direction.

6. Implementation:

Once approved, all staff would be updated on the policy, to align school communications with the policy as well. It may take a few months to fully implement the policy.

7. Attachments:

- a. Communications and Public Participation Policy

Section:	District Administration	
Title:	Communications and Public Participation	2.12

Purpose

To promote effective and open communication and dialogue with the Mission School District community, the individual school communities, and stakeholders.

Policy

Mission Public School District will foster effective communications and the building of positive relationships with the school community and stakeholders through proactive communications and public participation in decision-making processes.

Mission Public Schools supports public participation in decision-making, and will:

- Inform, consult, involve, collaborate and/or empower the Mission school community and stakeholders in decisions regarding proposals, programs, activities, initiatives, or policies and procedures that impact the school district, individual schools, students, employees, trustees, or other stakeholders;
- Provide opportunities for the Mission school community and stakeholders to exchange information and ideas and participate in decision-making processes using a variety of interactive communication processes; and
- Gather public feedback through proactive and interactive public participation processes, acknowledge input, and inform stakeholders of decisions made and the reasoning behind those decisions,

Guidelines

1. The Board and Schools will post all publicly available school district and school-specific information on the appropriate website. Information that is protected from public disclosure in accordance with the *Freedom of Information and Protection of Privacy Act* will not be made available.
2. The Board will provide information regarding participation in decision-making on projects, initiatives, new or updated policies and procedures, or other significant issues that require public engagement through websites and other electronic means in addition to requesting participation at public meetings.
3. Schools are expected to engage the school community and parents in decisions regarding programs, procedures, and other guidelines that affect the school and students. Schools are also expected to inform the public, parents, and stakeholders of school-related activities, events, and programs through various means, in addition to the school website.
4. Promotion of school achievements, projects, and special events are encouraged and may be shared through social media, media releases and other correspondence as well as school websites.

5. The Board shall establish and maintain positive relationships with media and respond to media requests in a timely manner.
6. The Board Chair, or in the absence of the Chair the Vice-Chair, is the official spokesperson on issues relating to the Board and political matters. The Chair may appoint a designate to speak in place of the Chair.
7. When the Board Chair, Vice-Chair, or designate, communicates on behalf of the Board or the School District, they will ensure that all statements made are true and accurate and comply with privacy legislation, school district policies and procedures, and notify Trustees of the communications or statements in a timely manner.
8. The Board Chair will ensure Trustees are apprised of requests or communications with other political entities in a timely manner.
9. Trustees are to refer all media requests regarding school district business or Board decisions to the Board Chair.
10. The Superintendent, or designate, is the official spokesperson on all matters relating to operations. The Superintendent or designate will represent the Board and the school district generally.
11. When the Superintendent or other school district staff speak for the school district, it will be the individual's responsibility to ensure that all statements made are true and accurate and comply with privacy legislation, school district policies and procedures, and notify Trustees of pertinent communications with or statements made to the media, in a timely manner.
12. Principals or designates are to refer all media requests received directly at the school to the Superintendent.
13. School Principals are to advise the Superintendent of issues that are serious in nature that may impact the school or the School District or generate public or media interest.
14. Communication processes within Schools and Departments are the responsibility of all employees. Processes shall be clear, consistent, responsible, and supportive of the Board's plans, strategies, and priorities.

Date of Original Board Approval: October 19, 2021 Approved in Principal

Date Amended:

Legal Reference: Freedom of Information and Protection of Privacy Act

Cross Reference: (other policies, and procedures)

ITEM 4.5 Action

File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Public Interest Disclosure Policy

Recommendation

THAT the Public Interest Disclosure Policy be approved.

1. Summary:

The Public Interest Disclosure Policy was reviewed at the the October 12, 2021 committee meeting, and approved in principle at the October 19, 2021 Board Meeting. Public engagement occurred in October and November and the engagement comments were reviewed at the November 23rd special committee of the whole. The policy has been developed to consider the Public Interest Disclosure Act, restructured from the original Whistle Blower policy. The draft documents were developed considering the draft templates provided by the BCSTA to support school districts.

2. Background:

The Province approved the *Public Interest Disclosure Act*. Although the legislation currently does not apply to school districts, there has been an inquiry to determine the ability of school districts to implement the directives of *the Act*. As the school district's Whistle Blower Protection policy is similar to the direction from *the Act*, incorporating the new legislation into policy for Mission Public Schools is possible.

The draft policy is based on the BCSTA templates, with minor adjustments, including suggestions from the review at the Committee of the Whole meeting of October 12, 2021. Staff have also prepared the procedure to support the policy if approved.

3. Options:

- a. Approve the policy as presented;
- b. Amend the policy and approve;
- c. Refer the policy back for additional public comments.
- d. Do not approve the policy.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

It is expected that the school district will be required to comply with the legislation at some point in the near future.

- e. Organizational Capacity
- f. Risks

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website: The Survey showed 5 people agreeing with the policy as presented, and the Quick Poll showed 3 people agreeing with the policy as presented. No further comments were made.

6. Implementation:

Once the policy is approved, the policy and procedure will need to be rolled out to all staff.

7. Attachments:

- a. Public Interest Disclosure Policy
- b. Public Interest Disclosure Procedure

Section:	Administration	
Title:	Public Interest Disclosure Policy	2.6

Purpose

To establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

Scope of Policy

This Policy applies to alleged wrongdoing related to the School District’s operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

Policy

Mission Public School District (“School District”) is committed to supporting ethical conduct, honesty, integrity, and accountability in its operations, programs, and services, and to promoting a culture of openness and transparency.

The School District seeks to foster a culture in which Employees and Trustees are encouraged to disclose Wrongdoing, including by receiving, investigating, and responding to Disclosures and by providing information and training about the PIDA, this Policy and the Procedures.

The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.

The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

The School District will not commit or tolerate Reprisals against any Employee or Trustee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation, or makes a complaint under this Policy.

Definitions

In this Policy and the Procedures, the following capitalized terms are defined as indicated:

“**Advice**” means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA;

“**Discloser**” means an Employee or Trustee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal;

“**Discloser**” means an Employee or Trustee who makes a Disclosure;

“**Disclosure**” means a report of Wrongdoing made under this Policy;

“**Employee**” refers to a past and present employee of the School District;

“**FIPPA**” means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto;

“**Investigation**” means an investigation undertaken by the School District under this Policy or by the Ombudsperson under the PIDA;

“**Personal Information**” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;

“**Personnel**” means Employees and Trustees;

“**PIDA**” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto;

“**Procedure**” means the School District’s Administrative Procedure associated with this Policy, as amended;

“**Reprisal**” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a member of Personnel because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;

“**Trustee**” means a past or present member of the School District’s Board of Education; and

“**Wrongdoing**” refers to:

- a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;

- b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- c) a serious misuse of public funds or public assets;
- d) gross or systematic mismanagement;
- e) knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

Privacy and Confidentiality

All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

Reporting

Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

Responsibility

The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees and Trustees concerning this Policy, the Procedures and the PIDA.

In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of Personnel.

Date of Original Board Approval: November 2012 (Whistleblower Protection)

Date Amended: December 15, 2020 (Whistleblower Protection)

Date Amended: October 19, 2021 Approved in Principle

*Cross Reference: Public Interest Disclosure Procedure
Concerns and Complaints Policy
Respectful School and Workplaces District Code of Conduct
Employee Conflict of Interest Administrative Procedure
Disposal of Assets Administrative Procedure
Education Business Community Partnerships Administrative Procedure
Purchasing Administrative Procedure*

Section:	Administration	
Title:	Public Interest Disclosure Procedure	AP 2.6.1

Purpose

To provide a process for reporting and investigating the misconduct or wrongdoing of any employee or others performing work on behalf of the School District, in accordance with the School District's Public Interest Disclosure policy and the *Public Interest Disclosure Act*.

1. Definitions

Capitalized terms in this Procedure have the meanings set out in the Policy, and the following additional terms shall have the following meanings.

- 1.1. **“Designated Officer”** means the Chair of the Board of Education, the Secretary-Treasurer, or the Superintendent.
- 1.2. **“Disclosure Form”** means the form attached to this Procedure as Appendix 1.
- 1.3. **“Ombudsperson”** means the Ombudsperson of British Columbia.
- 1.4. **“Policy”** means the School District's Public Interest Disclosure Policy.
- 1.5. **“Protection Official”** means:
 - a. in respect of a health-related matter, the provincial health officer,
 - b. in respect of an environmental matter, the agency responsible for the *Emergency Program Act, or*
 - c. in any other case, a police force in British Columbia.
- 1.6. **“Referral”** refers to a referral of allegations of Wrongdoing received from the Ombudsperson or another government institution for Investigation by the School District in accordance with the PIDA.
- 1.7. **“Respondent”** means a person against whom allegations of Wrongdoing or a complaint of reprisal is made.
- 1.8. **“School”** means
 - a. a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice-principal or director of instruction,
 - b. the teachers and other staff members associated with the unit, and

- c. the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board.

1.9. “Supervisor” includes

- a. an Employee’s direct management supervisor,
- b. for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned, and
- c. for Trustees, the Board Chair or the Superintendent.

1.10. “Urgent Risk” arises when a member of Personnel reasonably believes that a matter constitutes an imminent risk of substantial and specific danger to the life, health, or safety of persons or to the environment.

2. Who May Make a Disclosure

2.1. Any Employee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Employee was employed or engaged by the School District.

2.2. Any Trustee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Trustee was holding office.

2.3. Complaints or reports received from members of the public or from Employees or Trustees who were not engaged by the School District at the time that Wrongdoing occurred or is alleged to have occurred are outside the scope of the Policy and this Procedure.

3. How to Make a Disclosure

3.1. An Employee or Trustee who reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:

- a. that person’s Supervisor;
- b. the Superintendent;
- c. the Secretary-Treasurer;
- d. the Board Chair; or
- e. The Ombudsperson.

3.2. A Disclosure should be submitted in writing using the Disclosure Form or in other written form, and include the following information if known:

- a. a description of the Wrongdoing;
- b. the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing;
- c. the date or expected date of the Wrongdoing;
- d. if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and
- e. whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.

3.3. A Disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair Investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit Investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to a Discloser under this Policy or the PIDA will not be provided to an anonymous Discloser, except at the discretion of the Designated Officer and where the Disclosure has provided contact information.

3.4. A Discloser who is considering making a Disclosure may request Advice from any of their union representative or employee association representative, a lawyer, their Supervisor, a Designated Officer, or the Ombudsperson.

3.5. A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to Wrongdoing by that person, and any person who receives a Disclosure or Referral and reasonably believes that the allegations of Wrongdoing relate to their own acts or omissions must refer the allegations of Wrongdoing to another person under this Policy with responsibility for receiving a Disclosure.

4. How to Make a Disclosure About Urgent Risk

4.1. The PIDA permits Employees and Trustees to make public disclosures if the Employee or Trustee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of substantial and specific danger to the life, health or safety of persons or to the environment.

4.2. Before making a public disclosure of an Urgent Risk the Employee or Trustee must:

- a. consult with the relevant Protection Official (public health officer, Emergency Management BC, or police);
- b. receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure;

- c. refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk;
 - d. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege; and
 - e. seek appropriate advice if the Employee is uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.
- 4.3. An employee who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their Supervisor or the Superintendent about the public disclosure or submit a Disclosure in accordance with section III. above.
- 4.4. If the Employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

5. Referral of Disclosure to Designated Officer

- 5.1. Each Supervisor or other Personnel who receives a Disclosure or Referral under this Policy must promptly refer the Disclosure or Referral, including all Disclosures Forms and other materials supplied, to the appropriate Designated Officer as follows:
- a. Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure or Referral shall first be referred to the Superintendent, Secretary-Treasurer, or the Chair of the Board of Education who may delegate their duties under the Policy and this Procedure to any other Designated Officer,
 - b. If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure or Referral should be referred to the Chair of the Board of Education who shall act as the Designated Officer,
 - c. if the allegations made in a Disclosure or Referral concern alleged Wrongdoing by both the Superintendent and the Secretary-Treasurer, then the Disclosure or Referral should be referred to the Chair of the Board of Education as the Designated Officer or any other Designated Officer,
 - d. If the allegations made in a Disclosure or Referral concern Wrongdoing by all of the Designated Officers listed in subparagraphs a., b., and c. above, then the Disclosure or Referral should be referred to the Ombudsperson.

6. Responsibilities of the Designated Officer

6.1. The Designated Officer is responsible to:

- a. Receive and respond to any Disclosure or Referral;
- b. Receive and respond to reports made by Personnel about Urgent Risks;
- c. If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official;
- d. Review allegations of Wrongdoing in a Disclosure or Referral and determine if they fall within the scope of the PIDA or the Policy;
- e. Refer disclosures or allegations falling outside the scope of the PIDA or this Policy to the appropriate authority or dispute resolution process, as applicable;
- f. If a Disclosure relates to Wrongdoing at another government body that is subject to the PIDA, refer the Disclosure to that institution;
- g. Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed;
- h. If appropriate, initiate an Investigation into allegations of Wrongdoing in accordance with section 8 below;
- i. Assess the risk of any Reprisal to the Discloser, and take appropriate action, if any, to mitigate that risk;
- j. Manage communications with the Discloser and Respondent;
- k. Notify the Discloser and the Respondent of the outcome of the Investigation in accordance with section 8.7; and
- l. Ensure that, in accordance with section 9 of this Procedure, all Personal Information received by the School District related to the Disclosure, Referral, request for Advice or any Investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

7. Responsibilities of Employees

7.1. All Employees and Trustees are responsible to:

- a. make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur;
- b. refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and the PIDA;

- c. maintain the confidentiality of Personal Information received in connection with a Disclosure, Referral, request for Advice or Investigation in accordance with the Policy, this Procedure, and the PIDA;
- d. provide their reasonable cooperation with Investigations by the School District or the Ombudsperson;
- e. seek appropriate advice if an Employee is uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk; and
- f. comply with the requirements of this Procedure and the PIDA concerning Urgent Risks.

8. Investigations

- 8.1. Every person involved in receiving, reviewing and investigating Disclosures, Referrals or complaints of Reprisals must carry out those functions in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
- 8.2. The School District shall seek to complete all Investigations within 30 calendar days of receipt of a Disclosure or Referral or complaint of Reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.
- 8.3. The Designated Officer may expand the scope of any Investigation beyond the allegations set out in the Disclosure or Referral to ensure that any potential Wrongdoing discovered during an Investigation is investigated.
- 8.4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation.
- 8.5. The Designated Officer may consult with the Ombudsperson regarding a Disclosure or Referral or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable Discloser.
- 8.6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:
 - a. the Disclosure or Referral does not provide adequate particulars of the Wrongdoing;
 - b. the Disclosure or Referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure or Referral under the Policy or the PIDA, or does not deal with Wrongdoing;
 - c. the Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure or Referral;
 - d. the Disclosure relates solely to a public policy decision;

- e. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;
- f. the Investigation may compromise another Investigation; or
- g. the PIDA otherwise requires or permits the School District to suspend or stop the Investigation.

8.7. Subject to the School District's obligations under FIPPA and section 3.3. above, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:

- a. notice of any finding of Wrongdoing;
- b. a summary of the reasons supporting any finding of Wrongdoing;
- c. any recommendations to address findings of Wrongdoing.

9. Rights of the Respondent

9.1. The respondent is to be advised:

- a. of the allegation and the Investigation process;
- b. that the matter will be treated expeditiously and confidentially;
- c. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, legal representative, or other representative; and
- d. that threats or reprisal against the complainant will not be tolerated.

9.2. The Respondent has the right to have a union member, association member, legal representative, or other representative assist them and provide support during the interviews, or during the meeting to review the findings of the Investigation.

9.3. While the complaint is being investigated, the respondent may be placed on administrative leave, either paid or unpaid, depending on the evidence presented with the complaint.

10. Privacy and Confidentiality

10.1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, Referral, or request for Advice, or an Investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the Policy, the Procedures and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.

- 10.2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure, a request for Advice, a Referral, or a complaint of a Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.
- 10.3. Any person who, in their capacity as an employee or trustee of the School District, receives information about the identity of a Discloser shall maintain the identity of the Discloser in confidence, and may only use or share that information for the purposes described in this Policy or the PIDA, except with the consent of the Discloser or as authorized or required by the PIDA or other applicable laws.
- 10.4. The School District shall ensure there are reasonable security measures in place to protect all Personal Information that the School District collects or uses in the course of receiving or responding to a Disclosure, a request for Advice, a Referral, or complaint of a Reprisal or conducting an Investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

11. Reprisals

- 11.1. The School District will not tolerate Reprisals against Employees or Trustees.
- 11.2. Any member of Personnel who believes that they have been the subject of a Reprisal may make a complaint to:
 - a. the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA; or
 - b. to a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Procedure.
- 11.3. Any member of Personnel who engages in any Reprisals shall be subject to disciplinary action up to and including dismissal.

Date of Original Superintendent Approval: **December 15, 2020**
(formerly Whistleblower Protection Procedure)

Date Amended: _____, 2021

*Cross Reference: Policy 2.6 Public Interest Disclosure Policy
Public Interest Disclosure Act*

ITEM 4.6 Action File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Management Professional Development Policy

Recommendation

THAT the Management Professional Development Policy be approved.

1. Summary:

The Management Professional Development policy was reformatted from the former policy that was for both Trustees and Management Staff and is presented for consideration. The draft policy was reviewed at the October 12, 2021 committee meeting, and approved in principle at the October 19, 2021 Board Meeting. Public engagement occurred in October and November and the engagement comments were reviewed at the November 23rd special committee of the whole.

2. Background:

The previous policy regarding management 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.

Management is accountable to the Superintendent, and most terms of professional development are outlined within management employee employment contracts. 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 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 into a trustee policy and a management policy.

3. Options:

- a. Approve the policy as presented;
- b. Amend the policy and approve;
- c. Refer the policy back for additional public comments.
- d. Do not approve the policy.

4. Analysis and Impact:

- a. Strategic Plan Alignment
This policy aligns with being prepared for the future and having competent staff in all positions.
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
Leadership training for staff is not specifically identified within the Framework. However, professional development is future-oriented and will help lead the organization and advance the goals of the Framework.
- c. Funding Guidelines, Costing, & Budget Impact

All professional development funding is included in department budgets, considering employment contracts. The policy does not require any additional funding. Information on the total amount spent on professional development will be included in the annual budget information package.

Currently, Principals and Vice-Principals receive \$1,000 per year, which is transferred to the MPVPA to coordinate/manage the professional development and training opportunities for this employee group. Unused funds are carried forward by the Association for future use.

The four senior management positions receive an annual allowance for professional development of \$6,000 per employee. Unused funds are forfeited.

The remaining exempt employee group receives an annual allowance of 1.5% of their annual salary. Unused funds are carried for up to three years, and if unused after three years, are forfeited. On June 30, 2021, \$26,662 was held as an accrued liability (\$26,915 in 2020).

- 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:

Consideration with the Committee meetings, and the public engagement website. In the quick poll, 3 people did not agree with the policy as presented. A comment was made: Same notes re: devices for board: I would think a policy like this would not list "options" for development, but some form of process for how to identify what needs work. Even a statement like "board will discuss and review professional development objectives annually before approving the budget required". This way, the funding is commensurate with the approved goals.

It also just reads like a policy that allows board members to buy a laptop or tablet and keep it after 3 years. I agree board members should be provided with the technology needed for the position, and that after 3-4 years, that technology will be obsolete, but this policy means board members get faster technology refresh rates than the students and I think that is fundamentally flawed. My comment here though is to ask: is there a policy for teacher prof. development guidelines? If not, there should be one. If so, where would the public review something like that? I'd like to see teachers find an easier path to more applicable and accessible prof. development - specifically when we have so many Pro-D days and as a result, so many good opportunities for teachers, administration, and the board to learn and grow.

6. Implementation:

The policy is currently in place, albeit combined with the Trustee Professional Development Policy. As such, little will be needed to implement the policy, as no changes are being proposed.

7. Attachments:

Management Professional Development Policy.

Section:	Personnel	
Title:	Management Professional Development	5.3

Purpose

To support professional development opportunities for management employees.

Policy

The Board values Lifelong Learning and expects all managers, including principals, vice-principals, and other exempt employees, to engage in learning opportunities that enhance their ability to serve the School District.

Management employees 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 their current employment, future employment opportunities in the education sector, or a learning opportunity related to issues that are unique to Mission Public Schools.

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 their field of employment in the public education system or growth in the public education system, based on the educational needs of the employee and their growth plan.
2. An annual professional development budget will be allocated for each employee in accordance with their contract of employment.
3. Employees 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 Employee for their future personal use.
 - e. If the Employee leaves the employ of the School District 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 Employee at the cost of the un-depreciated value.
5. Funds made available for the senior management positions in accordance with their contracts of employment are to be used within the school year. Unused funds are generally forfeited if not used. With the approval of the Superintendent, funds may be carried forward for one year in special circumstances for a specific professional development opportunity.

6. Funds made available to Principals and Vice-Principals in accordance with their contracts of employment are to be provided to the Mission Principals and Vice-Principals Association in accordance with an agreement with the Association to manage the professional development funding for this employee group. Unused funds are carried forward to future years, as tracked by the Association. The Association is to provide an annual report to the School District summarizing the use of these funds.
7. Funds made available to all other excluded employees in accordance with their contracts of employment are to be used within three years. Unused funds may be carried forward for use within the three-year period. With the approval of the Secretary Treasurer, funds may be carried forward for one additional year in special circumstances for a specific professional development opportunity.

Date of Board Approval: October 19, 2021 Approved in Principle

Approved in Principle

ITEM 5.2 **Information** **File No.**

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Covid Update, December 2021

1. **Summary:** The Superintendent will provide an update on Covid19 situation in SD75.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - 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:**

2. What concerns do you have with Stave Falls Elementary being the catchment school for Steelhead?
 - None!
 - No concerns. It is a good idea.
 - None
 - Not enough classrooms, not enough staff to support.
 - Childcare issues, too early bus pickups, having to drive kids to bus stop as there are no sidewalks, kids are already situated in their schools and family involved with PAC. Further from work or family members in the event the child needs to be picked up from school.
 - None
 - Seriously how do people get there in bad weather
 - None
3. What other things should the School District consider as it reviews the change?
 - Stave needs students, Albert is maxed out..... that's all you need to consider in my opinion.
 - Albert McMahon school will only get more crowded as a lot of development is going on in that area. I see no reason why Steelhead residents shouldn't go to Stave Falls school
 - Bussing
 - Bussing being offered at a decent time, after school care. Perhaps a public input meeting at the community hall.
 - Lack of classrooms and teachers for the students. Building a new school in the cedar valley area, opening Ferndale elementary....
 - Forest based school for rural kids is fantastic
 - The outdoor school is so privileged. To pay to get there to pay for the gear etc. But you've built it. So maximize it. Make it as amazing as Maple Ridge that has a wait list
 - Bus service for steelhead to stave falls

As noted in the comments, the school district will need to consider bussing needs to make the change viable. If this change is approved in principle, staff will have additional information on bussing options for consideration at the January Committee meeting. In addition, the January meeting would provide additional information regarding long-range enrolment forecasts, and a more detailed review of the boundary cutoff near Dewdney and Keystone, to ensure the most appropriate boundary is set considering parent interest, and bussing needs.

It is expected that a formal consultation meeting with stakeholders, including parents, will identify additional issues that need to be considered.

3. Current situation

The following table summarizes the enrolment at Stave Falls and analyzes the enrolment in Steelhead and the students residing in the Steelhead area that would change from attending Albert McMahon to Stave Falls.

Stave Fall Enrolment Analysis - Steelhead - Nov. 2021

<u>Current - Without Steelhead</u>	<u>Students</u>	<u>Classrooms</u>	<u>Avg Class Size</u>
Stave Falls Catchment - current	58		
Steelhead Area Students	4		
Other MPSD students	29		
Other non MPSD students	14		
Total Stave Falls Enrolment	105	5	21
<u>Revised - With Steelhead</u>			
Stave Falls Catchment - current	58		
Steelhead Area Students	37		
Other MPSD students	29		
Other non MPSD students	14		
Total Stave Falls Projected Enroment	138	7	20
Stave Falls Capacity	157	8	20

Additional information is attached regarding current student catchment and schools attending that affect Stave Falls. There are currently 14 students from outside MPSD that are attending Stave Falls – 12 of these students are from Maple Ridge.

If the Steelhead area from just North of the turn at Dewdney and Keystone is changed from the Albert McMahon Catchment area and if all the current eligible students from this area that are currently attending Albert McMahon were to change to Stave Falls, there would be an additional 33 students attending Stave Falls school. However, staff note that it may take a few years before the impact of the change to the catchment boundary is fully realized.

Other information to consider is the size of the school. Stave Falls elementary has 8 classrooms. Five rooms are currently used by the school as classrooms, and three are currently occupied by daycare/childcare facilities. If a boundary change was implemented for September 2022, staff expect that one additional classroom would need to be changed from a childcare facility to a classroom for 2022/2023. As there are a significant number of students from outside of the Stave Falls catchment, there is also the ability to restrict the cross-boundary students to manage the enrolment at the site. The cross boundary and out of district students (43) generally contribute to the use of 2 classrooms.

A shift of 33 students out of Albert McMahon would help with some of the space issues the school is expected to experience in the next few years.

4. Options:

5. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact

There may be additional busing costs associated with the realigned catchment boundary.

- 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 recommendation includes additional consultation and engagement with the parent community. It is expected that additional information from the consultation may affect the decision, and any logistics for implementation.

7. Implementation:

The preliminary discussion has suggested a target date of September 2022 for the change. As such, the public engagement, and changes to the catchment boundaries should be made as soon as possible. Parents registering their children for kindergarten in January should be advised of the potential change, should this be approved in principle.

8. Attachments:

- 1. Stave Falls Enrolment Analysis – November 2021**
- 2. Map of area used for the analysis**

Attachment 1

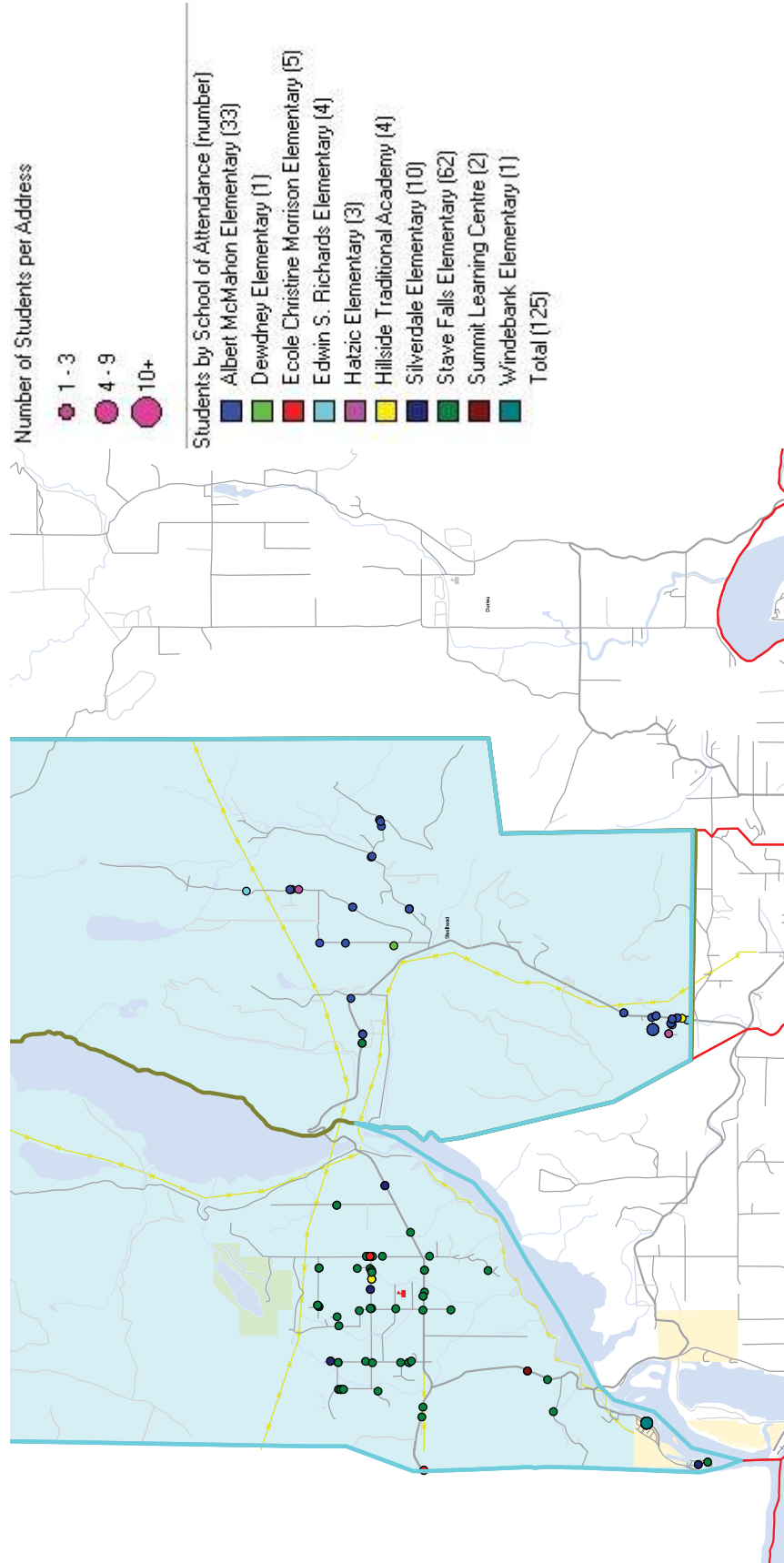
Stave Falls Enrolment Analysis - November 2021

Stave Falls Student Residency	k	1	2	3	4	5	6	Total
Stave Falls Elementary	13	8	10	9	4	4	10	58
Albert McMahon (inc. Steelhead)	3	3	1	0	2	4	1	14
Maple Ridge	4	5	-	3	-	-	-	12
West Heights	2	4	-	1	-	-	2	9
cherry Hill	2	-	-	-	-	-	1	3
Windebank	-	-	1	-	1	-	1	3
Hatzic E	-	-	-	-	-	1	1	2
Silverdale	-	2	-	-	-	-	-	2
Abbotsford	-	-	-	1	-	-	-	1
Surrey	1	-	-	-	-	-	-	1
	<u>25</u>	<u>22</u>	<u>12</u>	<u>14</u>	<u>7</u>	<u>9</u>	<u>16</u>	<u>105</u>

Steel Head Residency	k	1	2	3	4	5	6	Total
Albert McMahon	7	6	3	2	3	6	6	33
ESR	1	0	0	1	1	1	-	4
Stave Falls	1	1	0	0	0	2	0	4
Hatzic E	-	-	-	-	-	2	1	3
Dewdney	-	-	-	-	1	-	-	1
Hillside	-	-	-	-	1	-	-	1
	<u>9</u>	<u>7</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>11</u>	<u>7</u>	<u>46</u>

SF Adj to include Steelhead	k	1	2	3	4	5	6	Total
Stave Falls Elementary	21	15	13	11	7	12	16	95
Albert McMahon (exc. Steelhead)	2	2	1	0	2	2	1	10
Maple Ridge	4	5	-	3	-	-	-	12
West Heights	2	4	-	1	-	-	2	9
cherry Hill	2	-	-	-	-	-	1	3
Windebank	-	-	1	-	1	-	1	3
Hatzic E	-	-	-	-	-	1	1	2
Silverdale	-	2	-	-	-	-	-	2
Abbotsford	-	-	-	1	-	-	-	1
Surrey	1	-	-	-	-	-	-	1
	<u>32</u>	<u>28</u>	<u>15</u>	<u>16</u>	<u>10</u>	<u>15</u>	<u>22</u>	<u>138</u>

Steelhead / Stave Falls Analysis



ITEM 6.2 Action File No. 0110

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Dewdney Catchment Boundary Adjustment to include Durieu Area

Recommendation

THAT the proposed school catchment boundary change to move the Durieu area from the Hatzic Elementary School catchment to the Dewdney Elementary School catchment be approved in principle;

AND THAT additional consultation and engagement with the Durieu and Dewdney area school community regarding the school catchment boundary change be initiated;

AND THAT a Committee of the Whole meeting be scheduled in January for further consultation and engagement with the school community regarding the school catchment boundary change.

1. Summary:

With the enrolment at Hatzic Elementary continuing to increase due to the new developments in the Hatzic Area, the School District initiated a review of the catchment boundary in 2019/2020. The 2019/2020 review indicated the need to reconsider the current catchment boundary for Hatzic Elementary with the view of altering the school catchment for Dewdney to include students from the Durieu area. A survey of parents indicated general support of this boundary realignment. This report summarizes the student enrolment information for 2021-22, and the impact this change would have on the schools.

2. Background:

As part of the school catchment boundary review, a preliminary survey was conducted – asking the following questions of Durieu, Dewdney, and Hatzic parents. The detailed responses are attached to this report.

- Q1 School catchment reviews include factors like considering the geographic area, minimizing safety concerns for students, maximizing the efficiency, and long-term sustainability of the school. Do you have any ideas how the School District should approach this catchment review?
- Q2 What concerns do you have with changing the boundary for Hatzic Elementary?
- Q3 What changes to the boundary do you see that could work?
- Q4 What advantages do you see with changing the boundary for Hatzic Elementary?
- Q5 What concerns do you have with Durieu students attending Dewdney Elementary?
- Q6 What advantages do you see with Durieu students attending Dewdney Elementary?
- Q7 What other things should the School District consider as it reviews change to the boundary?
- Q8 How much notice do you think the School District should provide prior to making a change?

Additional information that will also be needed prior to final approval is busing impacts of the change. If this boundary change is approved in principle, staff will bring additional information on busing options for consideration at the January Committee of the Whole meetings. In addition, the January meeting would provide additional information regarding long-range enrolment forecasts, and a more detailed review of the boundary cutoff in Durieu to ensure the most appropriate boundary is set considering parent interest and busing needs.

It is expected that a formal consultation meeting with stakeholders, including parents, will identify additional issues that need to be considered.

3. Current Situation

The following table summarizes the enrolment at Dewdney and analyzes the enrolment in Durieu and the students residing in the Durieu area that would change from attending Hatzic Elementary to Stave Falls.

<u>Dewdney Enrolment Analysis - Durieu - Nov. 2021</u>			
<u>Current - Without Durieu</u>	<u>Students</u>	<u>Classrooms</u>	<u>Avg Class Size</u>
Dewdney Catchment - current	78		
Durieu Area Students	7		
Other MPSD students	52		
Other non MPSD students	1		
Total Current Enrolment	138	7	20
<u>Revised - With Durieu</u>			
Dewdney Catchment - current	78		
Durieu Area Students	46		
Other MPSD students	52		
Other non MPSD students	1		
Total Dewdney Projected Enrolment	177	8	22
Dewdney Capacity	180	9	20

Additional information is attached regarding current student catchment and schools attending that affect Dewdney. There is currently 1 student from outside MPSD that is attending Dewdney.

If the Durieu area is changed from the Hatzic Elementary catchment and if all the eligible students from this area that are attending Hatzic Elementary were to change to Dewdney, there would be an additional 39 students attending Dewdney Elementary. However, staff note that it may take a few years before the impact of the change to the catchment boundary is fully realized.

Other information to consider is the size of the school. Dewdney has 10 classrooms. Seven of the rooms are currently used by the school as classrooms, and two are currently occupied by daycare/childcare facilities, and the 10th classroom is used for educational supports. If a boundary change was implemented for September 2022, staff expect that one additional classroom would need to be added. As there are a significant number of students from other MPSD school catchments, there is also the ability to restrict the cross-boundary students to manage the enrolment at the site. The cross-boundary and out-of-district students (53) generally contribute to the use of 2+ classrooms.

A shift of 39 students out of Hatzic Elementary would help with the space issues the school is experiencing. Hatzic Elementary is currently operating with 308 students, at 125% of capacity. The Ministry-approved operating capacity of Hatzic Elementary is 245 students.

4. Options:

5. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- 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:

7. Implementation:

8. Attachments:

1. Durieu / Dewdney Enrolment Analysis – November 2021
2. Map of area used for the Analysis
3. Q1 – Q8 Survey with responses

Attachment 1:

Dewdney Enrolment Analysis - November 2021

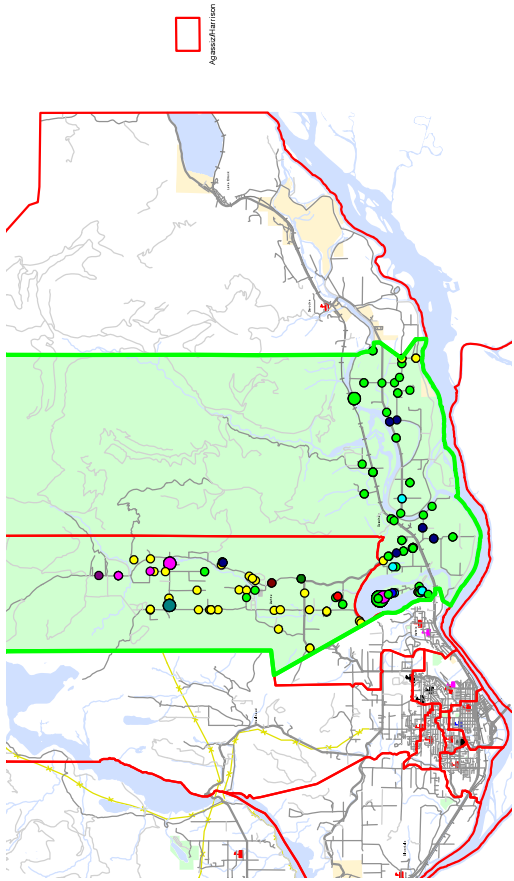
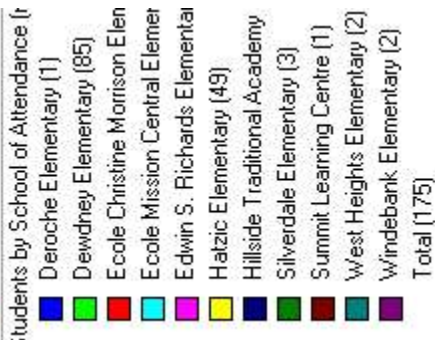
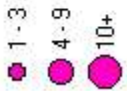
Dewdney Student Residency	k	1	2	3	4	5	6	Total
Dewdney	3	15	12	11	17	7	13	78
Hatzic E	1	0	2	2	3	5	2	15
Deroche	1	3	-	1	3	4	1	13
Mission Central	2	-	4	1	-	4	-	11
Albert McMahon	-	-	2	1	2	2	1	8
Windebank	-	1	1	-	1	-	1	4
Cherry Hill	1	-	-	-	-	2	-	3
Christing Morrison	-	1	-	-	-	-	2	3
West Heights	1	-	1	-	-	-	-	2
Abbotsford	-	-	-	-	1	-	-	1
	<u>9</u>	<u>20</u>	<u>22</u>	<u>16</u>	<u>27</u>	<u>24</u>	<u>20</u>	<u>138</u>

Durieu Residency	k	1	2	3	4	5	6	Total
Hatzic E	6	6	5	6	3	7	6	39
Dewdney	1	0	0	1	2	2	1	7
ESR	1	1	-	1	-	1	2	6
Silverdale	1	1	-	1	-	-	-	3
Christine Morrison	-	1	-	1	-	-	-	2
Hillside	1	-	-	-	-	1	-	2
West Heights	-	-	1	-	-	1	-	2
Summit	-	-	-	-	-	-	1	1
Windebank	-	-	-	-	1	-	-	1
	<u>10</u>	<u>9</u>	<u>6</u>	<u>10</u>	<u>6</u>	<u>12</u>	<u>10</u>	<u>63</u>

Dewdney Adj to include Durieu	k	1	2	3	4	5	6	Total
Dewdney	10	21	17	18	22	16	20	124
Hatzic E (excluding Durieu)	0	0	2	1	1	3	1	8
Deroche	1	3	-	1	3	4	1	13
Mission Central	2	-	4	1	-	4	-	11
Albert McMahon	-	-	2	1	2	2	1	8
Windebank	-	1	1	-	1	-	1	4
Cherry Hill	1	-	-	-	-	2	-	3
Christing Morrison	-	1	-	-	-	-	2	3
West Heights	1	-	1	-	-	-	-	2
Abbotsford	-	-	-	-	1	-	-	1
	<u>15</u>	<u>26</u>	<u>27</u>	<u>22</u>	<u>30</u>	<u>31</u>	<u>26</u>	<u>177</u>

Dewdney with Durieu

Number of Students per Address



Q1 School catchment reviews include factors like considering the geographic area, minimizing safety concerns for students, maximizing the efficiency, and long-term sustainability of the school. Do you have any ideas how the School District should approach this catchment review?

Answered: 27 Skipped: 14

#	RESPONSES	DATE
1	Be mindful of those already enrolled with up coming siblings & utilizing after school supports if the same supports aren't available at other schools	3/12/2020 8:02 PM
2	Not at this time	3/11/2020 7:01 PM
3	Open schools that once closed done. Don't force students to move schools unless they elect to, only change for new enrollments	2/29/2020 10:30 AM
4	Consider the families and children being affected. Especially ones going to Dewdney whose parents have specifically chosen this school to help their children	2/25/2020 7:11 PM
5	If there was more funding more schools could be built or larger schools could be built. More funding will also allow for more teachers to be hired.	2/25/2020 9:20 AM
6	try to fill the schools more equally to prevent overcrowding in the classrooms	2/24/2020 11:07 AM
7	I wrote earlier that the catchment should be created based upon student numbers in that geographic area.	2/23/2020 11:38 AM
8	School district should stop allowing cross boundary applications, everyone should attend their catchment or a private school	2/22/2020 1:53 PM
9	I think the school district should look at projected growth in our communities and base the catchments off that. For Dewdney catchment, it might be beneficial for the relief of hatzic elementary that looks like there is no room to expand, to move Durieu catchment to Dewdney which will in turn give a wider catchment to Dewdney and hopefully sustain the school for long period of time. However with Dewdney's CORE program, I don't think existing students that come from out of catchment should be affected. They should be grandfathered. But moving forward look at that differently	2/22/2020 8:15 AM
10	Re open derieu	2/21/2020 7:13 PM
11	Add portables	2/21/2020 5:34 PM
12	There has been many parents who by pass deroche and dewdney schools because they feel they are insuperior Finding away to ether increase public awareness of the schools current situation may help those other schools	2/21/2020 5:14 PM
13	Consider needs of local residents in catchment first.	2/21/2020 5:03 PM
14	safety first	2/21/2020 4:00 PM
15	None that I can think of	2/21/2020 1:59 PM
16	Move the boundaries. All Durieu kids should be going to Dewdney, it makes no sense for them to be heading to Hatzic Elementary when Hatzic Island kids all go to Dewdney. We have been telling the school board this for years. Please listen.	2/21/2020 1:48 PM
17	Logically and with purpose. Take the students view about distances to walk, and parents choice to send their kids where they want to	2/21/2020 1:28 PM
18	Available space at the neighboring schools & enlarging all the schools including hatzic. It's popular because it's well run with excellent teachers, this should occur in the other nearby schools as well	2/21/2020 1:17 PM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

19	Catchments should consider both proximity to schools and the density of populations within surrounding areas. The Dewdney catchment should be much larger and the Hatzic catchment smaller. In addition, cross boundary applications should be less readily approved.	2/21/2020 1:12 PM
20	I know a few people that would be happy about the school reopening as they live out in the durieu area out in the backend of Sylvester.	2/21/2020 12:24 PM
21	Find out why everyone prefers one school over others?	2/21/2020 11:52 AM
22	Definitely take long-term sustainability into consideration. With both Hatzic and Dewdney reaching their max.	2/21/2020 11:26 AM
23	If the enrolment will continue to grow, we need another school to open. Dewdney is not a big school either, that characteristic school position is not supported to hold a lot of students as well. At least that what parents expect from Dewdney.	2/21/2020 11:12 AM
24	Are the schools that are available to take more students adequate? Hopefully that would be addressed as my experience so far is that there are huge differences school to school.	2/21/2020 11:08 AM
25	It is always best to send children to the school closest to their home. Could the schools be split into k thru 4 the other 5 to 7. It is a thought that might work	2/21/2020 11:00 AM
26	Consider building an additional school. Adding onto Hatzic Elementary	2/21/2020 10:58 AM
27	Agree with the factors stated above	2/21/2020 10:51 AM

Q2 What concerns do you have with changing the boundary for Hatzic Elementary?

Answered: 36 Skipped: 5

#	RESPONSES	DATE
1	That existing students could be asked to leave , causing emotional distress amongst deeply rooted peer groups and established connections with staff	3/12/2020 8:02 PM
2	Walking distances to school may be longer	3/11/2020 7:01 PM
3	I would not want my child to be moved to another school.	2/29/2020 10:30 AM
4	relationships our son has made in the school to help us settle into Mission will disappear.	2/29/2020 10:30 AM
5	Unsure	2/25/2020 7:11 PM
6	No concerns	2/25/2020 9:20 AM
7	none	2/24/2020 11:07 AM
8	I think it may change the "character" of the school. Changing boundaries changes dynamics of the school based upon the types of students attending (ie. Low income, farm kids, and/or cultural diversity)	2/23/2020 11:38 AM
9	Kids that are already settled will be disrupted and the cost for additional bussing	2/22/2020 1:53 PM
10	That other schools will become over crowded / over capacity	2/22/2020 12:11 PM
11	No concerns I think it would relieve some stress off the school that is too small to accommodate such a large catchment, especially with the projected growth	2/22/2020 8:15 AM
12	Allowing families that are already in the school to stay so that they don't have siblings in two schools.	2/21/2020 7:04 PM
13	Would hate to have kids start over at a new school after making friends.	2/21/2020 5:34 PM
14	None, currently I drive my step son from Agassiz to Hatzic and I know I'm not the only one from this direction doing this, it's brutal and if schools closer could step up that would be great	2/21/2020 5:14 PM
15	None, I think it should be changed. That school seems to be at capacity. My daughters best friend lives on Sylvester only a few hours from us and yet her catchment is hatzic and ours is dewdney. It doesn't make much sense.	2/21/2020 5:11 PM
16	None	2/21/2020 5:03 PM
17	Maintaining a small enough class size.	2/21/2020 4:13 PM
18	I don't want to see the school over-enrolled	2/21/2020 4:00 PM
19	With one child in grade 1 from the Durieu catchment and another set to start Kindergarten in 2022, changing boundaries could mean the eldest child would either have to leave her established school environment to join her sister at a new school, or my two children would have to attend different schools, which is ridiculous. We also utilize the school bus, so would feel a lot of disruption with changes to catchment areas. I feel strongly that siblings should be grandfathered in and that students who are currently attending Hatzic should not be forced to leave.	2/21/2020 2:30 PM
20	None	2/21/2020 2:03 PM
21	None	2/21/2020 1:59 PM
22	That you ensure Dewdney is filled to capacity.	2/21/2020 1:48 PM
23	None	2/21/2020 1:28 PM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

24	Full neighboring schools and unhappy parents as the hatzic school is amazing	2/21/2020 1:17 PM
25	No concerns. Hatzic is overflowing	2/21/2020 1:14 PM
26	No concerns, it is best to have kids that live near the school at that school and kids further away at other schools. Reduces busing costs for one school, improves safety at the busier school, and evens out enrollment. This will result in more even funding among schools as well.	2/21/2020 1:12 PM
27	The students that would want to finish there last year or maybe 2 years in the school that they are use to.	2/21/2020 12:24 PM
28	Limiting the options for rural students or changing the status of a student already enrolled.	2/21/2020 12:01 PM
29	I feel fine with it. I live down the street and doubt we would be changed	2/21/2020 11:52 AM
30	That neighbours' kids who are friends with my youngest who will go to Hatzic due to older sibling already being there won't go to the same school.	2/21/2020 11:26 AM
31	I think this will work but only for future enrolments. It would not be fair or just to move students already attending at Hatzic Elementary (residing in the Durieu catchment) to Dewdney Elementary because of a boundary change. For future it could work but you have to look at the population growth in the Durieu area. Would it even make much of a difference?	2/21/2020 11:17 AM
32	We would like to see downsizing of its catchment to avoid overcapacity.	2/21/2020 11:12 AM
33	That my son will no longer be able to attend Hatzic Elementary whole we live in Hatzic. The difference between the education provided at Hatzic and Dewdney is substantial (in my experience as we have attended both)	2/21/2020 11:08 AM
34	Children feeling that they have lost their friends	2/21/2020 11:00 AM
35	I do not want to be cut out of the catchment. It is a necessity to have all my children the same school.	2/21/2020 10:58 AM
36	We are in the catchment, no concerns	2/21/2020 10:51 AM

Q3 What changes to the boundary do you see that could work? Click here to view the current boundary areas.

Answered: 29 Skipped: 12

#	RESPONSES	DATE
1	Deroche catchment should be moved further west .	3/12/2020 8:02 PM
2	No ideas at this time	3/11/2020 7:01 PM
3	Not sure	2/29/2020 10:30 AM
4	I am not a professional at this. But maybe we need another school to be built especially with all the approvals of new housing to be built in Mission	2/29/2020 10:30 AM
5	Hatzic Elementary schools boundary looks to big. I'm not sure how to answer this question	2/25/2020 9:20 AM
6	could probably move the Dewdney and deroche boundaries all west	2/24/2020 11:07 AM
7	Trying to maintain Hatzic as a "school in the country" would be something of great importance I believe.	2/23/2020 11:38 AM
8	Re open durieu and ferndale	2/22/2020 1:53 PM
9	It never made sense to me why Silvester area was attending hatzic but Shook road area attended dewdney elementary	2/22/2020 12:11 PM
10	I think opening Durieu to Dewdney would help Dewdney and hatzic	2/22/2020 8:15 AM
11	Stop the boundary north of dewdney trunk rd, aprox. The densely populated neighborhood surrounding the building should be in catchment.	2/21/2020 7:13 PM
12	Taking the top of the catchment and moving it to Dewdney/Deroche. And/or maybe the left lower portion that sticks out could be shaved off to Albert MacMahon, move some of AM to Silverdale to make up the difference.	2/21/2020 7:04 PM
13	Maybe the new developments moving to a choice school ?	2/21/2020 5:34 PM
14	I don't think it's just a boundary issue	2/21/2020 5:14 PM
15	I'm not sure what the options are, I need more info.	2/21/2020 5:11 PM
16	Not sure... broad map overviews do not equate to demographics.	2/21/2020 5:03 PM
17	The hatzic section farther out should all go to Dewdney	2/21/2020 2:03 PM
18	Move dewdney catchment border closer to town	2/21/2020 1:59 PM
19	Again, move the boundaries. All students bussing from up Sylvester/Farms area should be at Dewdney. Stop the cross boundaries for Hatzic.	2/21/2020 1:48 PM
20	None	2/21/2020 1:28 PM
21	Shift dewdney boundary into Deroche and then move hatzic out towards dewdney	2/21/2020 1:17 PM
22	Include Durieu in Dewdney catchment but keep Stave Rd. southern areas in Hatzic catchment. Really the catchment should result in a more even distribution of populations at schools and allow for efficient bus routes.	2/21/2020 1:12 PM
23	not sure	2/21/2020 12:24 PM
24	I don't know, less students?	2/21/2020 11:52 AM
25	Re-open Durieu school or build a bigger school where Hatzic Elementary is	2/21/2020 11:26 AM
26	There will be more housing in the north side of Dewdney trunk road and in the long run Durieu too. Need more school.	2/21/2020 11:12 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

27	Unsure	2/21/2020 11:00 AM
28	Albert McMahon could take a bit less of the in town area. Cherryhill could widen its catchment. Dewdney Elementary could take a bit of Hatzic's area. Having more schools that offer French Immersion would be a benefit as well.	2/21/2020 10:58 AM
29	Not sure	2/21/2020 10:51 AM

Q4 What advantages do you see with changing the boundary for Hatzic Elementary?

Answered: 33 Skipped: 8

#	RESPONSES	DATE
1	Unsure	3/12/2020 8:02 PM
2	None	3/11/2020 7:01 PM
3	Over crowding, do not want portables	2/29/2020 10:30 AM
4	Our son would possibly not be in a split class	2/29/2020 10:30 AM
5	Less children attending, looks like that boundary needs another school	2/25/2020 9:20 AM
6	n/a	2/24/2020 11:07 AM
7	It may bring down numbers or equalize numbers at other schools	2/23/2020 11:38 AM
8	smaller class sizes	2/22/2020 1:53 PM
9	Less crowding at hatzic elementary and evening out the enrolment between hatzic and dewdney to match their capacity levels	2/22/2020 12:11 PM
10	Relieving stress on the school, making it more of a neighbour hood school. Dewdney is rural so it makes sense having more rural kids go to one school. Similar lifestyles	2/22/2020 8:15 AM
11	Smaller class size. Less ppl in building. Safer in and out.	2/21/2020 7:13 PM
12	Our school doesn't have much room to grow or put portables, it really needs to be kept at capacity but not over.	2/21/2020 7:04 PM
13	None	2/21/2020 5:34 PM
14	Having manageable class sizes would be more beneficial for both teachers and students	2/21/2020 5:14 PM
15	Balance out hatzic and dewdney	2/21/2020 5:11 PM
16	Not sure.	2/21/2020 5:03 PM
17	Maintaining or reducing class sizes.	2/21/2020 4:13 PM
18	Spreads population growth out	2/21/2020 2:03 PM
19	Smaller class sizes in Hatzic	2/21/2020 1:59 PM
20	Less students filling up Hatzic and more students utilizing excellent programs at Dewdney.	2/21/2020 1:48 PM
21	Higher enrolment	2/21/2020 1:28 PM
22	More opportunity and possible funding for dewdney & Deroche	2/21/2020 1:17 PM
23	Helps with the overflow at hatzic and helps fill up the surrounding schools	2/21/2020 1:14 PM
24	Less busy school, safer drop offs and pick ups, less need for portables, even distribution of students and funding	2/21/2020 1:12 PM
25	not really its just that there are so many cross boundaries which is not good but some people don't own homes and have to move a few times and sometimes that means they move out of catchment but fill out the cross boundaries form. It's hard because I have been on both ends.	2/21/2020 12:24 PM
26	Bringing the numbers down a bit. The school from what I understand is a bit crowded.	2/21/2020 12:01 PM
27	Building the Dewdney community	2/21/2020 11:52 AM
28	No oversize classes and maybe a spare room as a quiet place for kids to go.	2/21/2020 11:26 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

29	I'm not sure it's going to help. Dewdney Does not have many extra classrooms (2 classrooms extra currently used as a music room and multi-purpose room). I believe a lot of the pressure could have been alleviated from Hatzic Elementary, Windebank Catchment, Albert McMahon catchment if a school such as Ferndale was re-opened instead of Stave Falls :(2/21/2020 11:17 AM
30	Downsizing a size of classroom.	2/21/2020 11:12 AM
31	Easing congestion in the school	2/21/2020 11:00 AM
32	It worries me. I believe we need to make more schools or build on the existing schools. The number of children will only grow.	2/21/2020 10:58 AM
33	Keeping class sizes as small as possible	2/21/2020 10:51 AM

Q5 What concerns do you have with Durieu students attending Dewdney Elementary?

Answered: 35 Skipped: 6

#	RESPONSES	DATE
1	None for those not currently enrolled in the schooling system. However I don't feel it is appropriate to ask those with established roots in school to move as it could be traumatic for students	3/12/2020 8:02 PM
2	None	3/11/2020 7:01 PM
3	No concerns but this should not affect current enrolled students or their siblings that will attend the same school.	2/29/2020 10:30 AM
4	na	2/29/2020 10:30 AM
5	As long as my daughter who we're hoping can attend Dewdney for kindergarten in Sept (catchment is Christine Morrison, older sister already attends Dewdney)	2/25/2020 7:11 PM
6	No concerns unless you are closing Durieu Elementary School	2/25/2020 9:20 AM
7	none	2/24/2020 11:07 AM
8	dewdney has ALOT of cross boundary kids with alot of challenges, worried the new students will NOT receive proper attention	2/22/2020 1:53 PM
9	No concern	2/22/2020 12:11 PM
10	My only concern would be those students currently enrolled in Dewdney that are out of catchment. I don't think they should be affected. I believe they should be grandfathered.	2/22/2020 8:15 AM
11	Durieu needs to be reopened	2/21/2020 7:13 PM
12	None	2/21/2020 7:04 PM
13	My kids are already established and doing so well. We bought this house because the school fit in boundary at time. We did not want to send kids to Dewdney	2/21/2020 5:34 PM
14	I think in the lowermainland in the year 2020 our public schools should all be equal, I don't think it should matter to much As long as kids that are close enough to walk are given that opportunity also	2/21/2020 5:14 PM
15	Capacity issues already exist.	2/21/2020 5:03 PM
16	Re: Dewdney Elementary The lack of sidewalks, crosswalks or supervision while children are crossing the busy road with speeding dump trucks are my main concerns for Dewdney.	2/21/2020 3:44 PM
17	Uprooting established Hatzic students, or separating sibling groups.	2/21/2020 2:30 PM
18	Bussing? Problem is it has to start at oldest students in the family are kindergarten otherwise people will have kids at multiple schools or have to remove say a grade 5 for just one year in order to keep families together	2/21/2020 2:03 PM
19	None	2/21/2020 1:59 PM
20	None. They never should have been sent to Hatzic in the first place.	2/21/2020 1:48 PM
21	None	2/21/2020 1:28 PM
22	Funding , capacity, EA's are well over worked in dewdney with everyone thinking that their child will thrive with an outdoor program dewdney is overloaded with high energy/ attitude children. Inclusion is absolutely necessary but I'm unsure of the distraction among other children and their safety.... (Pertaining to certain events at dewdney elem)	2/21/2020 1:22 PM
23	None	2/21/2020 1:17 PM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

24	No concerns I think it is a great idea	2/21/2020 1:14 PM
25	Dewdney may not have the space and the goal is to avoid portables. In addition, there is quite a bit of industrial traffic at the school which could be a safety concern with more students. If space allows for classrooms and more water fountains are installed then more students would be appropriate.	2/21/2020 1:12 PM
26	Nothing	2/21/2020 12:24 PM
27	Students who are already attending Hatzic may experience difficulties if they need to change schools.	2/21/2020 12:01 PM
28	None, I'm not in that area to know of any but I know the roads are dangerous in the winter	2/21/2020 11:52 AM
29	We are Durieu and oldest goes to Hatzic but youngest is not in school yet so he'd be somewhere other than his friends or his brother and the parents that know each other would be split between the 2 schools.	2/21/2020 11:26 AM
30	There is no concerns but is there room? Would you be moving current Durieu catchment students, already attending Hatzic Elementary to Dewdney? Or is this for future enrolments only? For future enrolling I have no concerns. For students already attending, It is not fair to move them to a different school when they have already built their sense of belonging at their school.	2/21/2020 11:17 AM
31	Not everybody wants to send their kids to school of choice.	2/21/2020 11:12 AM
32	My son has attended Dewdney in the past and it is not even comparable to the education he receives at Hatzic. Dewdney would need work to both the facility and the focus on education. We initially went there because of the environmental education element that was emphasized as being added to the education curriculum. We then came to the conclusion was there was no environmental education at all but possibly agricultural content.(we aren't farmers).	2/21/2020 11:08 AM
33	Those who are already at Hatzic will have friends who they have made no longer in their classes	2/21/2020 11:00 AM
34	Not applicable to me	2/21/2020 10:58 AM
35	Not applicable to us	2/21/2020 10:51 AM

Q6 What advantages do you see with Durieu students attending Dewdney Elementary?

Answered: 34 Skipped: 7

#	RESPONSES	DATE
1	It makes more sense based on proximity	3/12/2020 8:02 PM
2	None	3/11/2020 7:01 PM
3	Avoiding over populated school	2/29/2020 10:30 AM
4	na	2/29/2020 10:30 AM
5	None	2/25/2020 7:11 PM
6	Dewdney Elementary School is an amazing school the students would be lucky to attend.	2/25/2020 9:20 AM
7	n/a	2/24/2020 11:07 AM
8	zero	2/22/2020 1:53 PM
9	Brings more students to a smaller School environment which may help funding for the school to have more teachers or sporting activities	2/22/2020 12:11 PM
10	Relieving stress on hatzic. I guess it depends on the amount of students that would then come into Dewdney, more neighborhood children would be nice	2/22/2020 8:15 AM
11	None. Temporary solution. Reopen derieu	2/21/2020 7:13 PM
12	Closer for some.	2/21/2020 5:34 PM
13	More job opportunities	2/21/2020 5:14 PM
14	Durieu and Dewdney are more rural communities and this the residents may align their common interests and community mindset better.	2/21/2020 5:03 PM
15	Maintaining our reducing class sizes.	2/21/2020 4:13 PM
16	We love the small school feeling of Dewdney	2/21/2020 3:44 PM
17	I don't see an advantage. We adore Hatzic elementary and don't want to have to change schools for our existing grade 1 student, or for our future (2020) Kindergarten student.	2/21/2020 2:30 PM
18	Outdoor ed	2/21/2020 2:03 PM
19	No advantages or disadvantages	2/21/2020 1:59 PM
20	Dewdney stays open, increases it's pool of parents, kids from the same community are in the same schools.	2/21/2020 1:48 PM
21	Friendships	2/21/2020 1:28 PM
22	"Larger" class sizes	2/21/2020 1:22 PM
23	Less travel for them; more bus route options	2/21/2020 1:17 PM
24	It would help full Dewdney and help students attend a school in their community	2/21/2020 1:14 PM
25	Less hectic, similar transportation time, nice large school yard, outdoor curriculum.	2/21/2020 1:12 PM
26	nothing really my kid goes to hatzic	2/21/2020 12:24 PM
27	Don't know	2/21/2020 11:52 AM
28	None as Dewdney is already getting full so what happens to the Durieu students when Dewdney reaches it's max?	2/21/2020 11:26 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

29	It takes the exact same amount of time for a student living in the Durieu area to drive to either Hatzic Elementary or Dewdney Elementary. I don't see any certain "advantage".	2/21/2020 11:17 AM
30	Closer. Smaller classroom.	2/21/2020 11:12 AM
31	Possibly for those in the agricultural business	2/21/2020 11:08 AM
32	Unsure	2/21/2020 11:00 AM
33	Not applicable to me	2/21/2020 10:58 AM
34	N/a	2/21/2020 10:51 AM

Q7 What other things should the School District consider as it reviews changes to the boundary?

Answered: 29 Skipped: 12

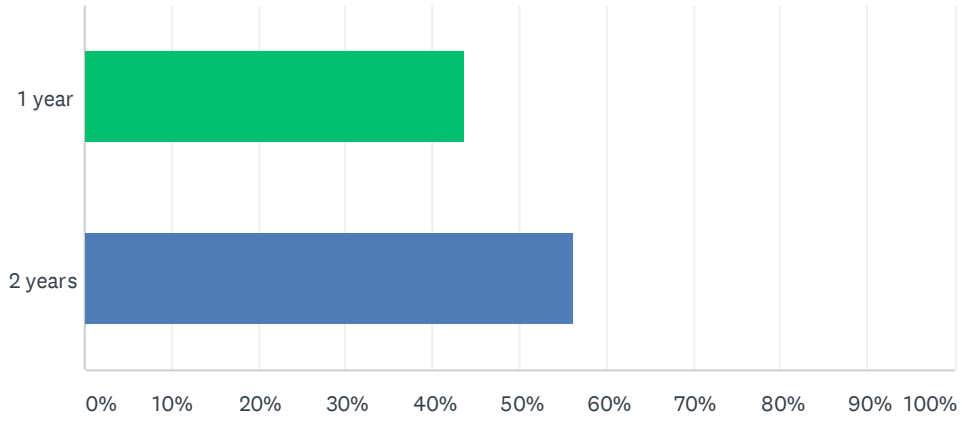
#	RESPONSES	DATE
1	That there will need to be leniency over the first few years , when considering siblings , so that they aren't being split between multiple schools	3/12/2020 8:02 PM
2	Planning for new schools or opening closes ones	2/29/2020 10:30 AM
3	making sure we dont have mixed grade classes. my son is currently in a 3/4 split class	2/29/2020 10:30 AM
4	Opening Ferndale school Building another school in this quickly growing area or you'll be in the same situation in a couple of years again	2/25/2020 7:11 PM
5	Length of time to get to the school. Sizes of classrooms, more staff will help with larger classes	2/25/2020 9:20 AM
6	n/a	2/24/2020 11:07 AM
7	Allowing cross boundary or those students already enrolled at schools to be "Grandfathered" as students to that school	2/23/2020 11:38 AM
8	re open durieu and ferndale	2/22/2020 1:53 PM
9	Not overcrowding dewdney elementary	2/22/2020 12:11 PM
10	Projected growth!!!	2/21/2020 7:13 PM
11	Keep the siblings together and let them ride out duration of grades.	2/21/2020 5:34 PM
12	Having the adiquit space for students no matter where they end up Hatzic elementary parking is a nightmare at pick up time	2/21/2020 5:14 PM
13	Consider the needs of local residents and ensure that parents in catchment and new siblings are given priority access to their catchment schools.	2/21/2020 5:03 PM
14	Grandfathering in siblings.	2/21/2020 2:30 PM
15	Least impact to families already in the system	2/21/2020 2:03 PM
16	Buses may get crowded at dewdney considering elementary and high school take the same bus in the mornings	2/21/2020 1:59 PM
17	Bussing needs to be addressed as the community grows.	2/21/2020 1:48 PM
18	None	2/21/2020 1:28 PM
19	Class sizes not to be at limit unless sufficient TA's available for the better learning of all students	2/21/2020 1:17 PM
20	Changes to the boundary should be proposed along with changes to out of catchment approval processes. Based on what I have heard it is pretty easy to get approved to be in an out of catchment school or to lie about where you live.	2/21/2020 1:12 PM
21	People that have to move due to there houses are being sold that they are renting or demolished and they want there kids to stay that last year or 2 in there current school	2/21/2020 12:24 PM
22	Mission is growing. Don't just put a Band-Aid to accomadate current numbers. Expect the growth to continue. Make hatzic elementary larger and prepare to need another school. We need our middle schools to have smaller numbers too. It's a disaster right now.	2/21/2020 11:52 AM
23	Re-opening Durieu for the Durieu Students or re-build Hatzic elementary to keep up with the growing population in Hatzic Area. Dewdney and Hatzic are getting full, can't just keep moving the boundary back and forth.	2/21/2020 11:26 AM

Boundary Survey for Durieu/ Dewdney/ Hatzic Catchments

24	The choice schools opened up options for students ACROSS the district but in the meantime, it filled schools such as Windebank, Albert McMahon and Hatzic Elementary because the choice Schools don't have any boundaries, it disperses things throughout the district but if you are concentrating on certain schools/areas, i believe this is why some are so full. Ferndale Elementary is close enough to alleviate some pressures in all of the choice school areas where people live but may not be attending.	2/21/2020 11:17 AM
25	Accurate prediction of a population growth in each groups.	2/21/2020 11:12 AM
26	How each school measures to the other. I wouldn't have thought there would be such a big difference between elementary schools.	2/21/2020 11:08 AM
27	Unsure	2/21/2020 11:00 AM
28	Need more schools, need to add structure to existing schools. There is no other solution.	2/21/2020 10:58 AM
29	Less cross border transfers	2/21/2020 10:51 AM

Q8 How much notice do you think the School District should provide prior to making a change?

Answered: 32 Skipped: 9



ANSWER CHOICES	RESPONSES	
1 year	43.75%	14
2 years	56.25%	18
TOTAL		32

ITEM 6.3	Action	File No.
TO:	Board of Education	
FROM:	Committee of the Whole	
SUBJECT:	Procurement to purchase electric vehicle replacement	

Recommendation

THAT the Board direct staff in future procurements to purchase electric vehicle replacement for Bus and Fleet whenever feasible.

1. **Summary:** Vice Chair Cairns presents a motion for the Board to support climate change mitigation and reduce greenhouse gas amounts. With effects of global warming, atmospheric rivers and recent events, this direction seems very relevant. Such direction would make SD75 to be a leader in reducing environmental footprint and show students we are taking action where we can. This resolution was forwarded to the Board of Education for consideration by the Committee of the Whole on December 7, 2021.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

ITEM 6.5	Action	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Provincial Online Learning Hub - Future of Distance Learning	

Recommendation

That Mission Public Schools submit to the Ministry of Education an expression of interest for Mission Public Schools to become a Provincial On-Line Learning School.

1. Summary:

The Superintendent will discuss the future of distance learning and how it will be available to students.

2. Background:

Earlier this year the Ministry indicated a shift to a new platform for DL to accompany a model with 'provincial hubs' that will require applications with standards for school districts. Schools can continue to offer alternate programming to their own students but cannot enroll out of district students unless they operate as a provincial hub.

If MPSD wanted to apply to be a Provincial Hub for on-line learning, then MPSD would need to provide an expression of interest by December 17th, 2021, and then by January '22 provide additional information to demonstrate that MPSD has the systems and processes in place to support a provincial on-line school. The system would need to be distinctly separate from MSS and Silverdale and would also need to use the D2L on-line learning platform (we would no longer be able to use Moodle). The province wants to ensure that K – 9 on-line service are offered as well. This means that to have the systems and processes in place to support a Provincial on-line learning hub, we would need to reinstate Summit as a stand-alone on-line learning school for K – 12.

It is interesting to note that the curriculum created for the on-line courses must be shared with other provincial on-line programs; the Provinces perspective is that the curriculum is created while employed in a public school for a public school, and as such, the curriculum is "owned" by the school district and must be shared as a condition of being a provincial on-line school.

We can continue to offer MPSD catchment student's on-line courses, and based on information received to-date, the current per course funding will not be impacted. However, we would no longer be able to enroll students from outside of the Mission SD75 catchment.

3. Options:

1. MPSD could apply to be a Provincial on-line learning Hub
2. MPSD could continue to offer on-line courses with the current structure, or a changed structure.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity

- f. Risks
- i. Organizational
- ii. Reputational
- iii. Strategic
- g. Benefits**
- i. Organizational
- ii. Reputational
- iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments

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

**November 16, 2021, 6:30 pm
Zoom Meeting**

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

Members Absent Trustee, Rick McKamey

Staff Present: Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Executive Assistant, Ilona Schmidt (Recorder)
MTU President, Ryan McCarty, Principal, Angela Condon,
DPAC Chair, Cheryl Blondin, guest: Esra

1. CALL TO ORDER

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

Trustee McKamey sent his regrets for not attending due to inclement weather.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

4.1 Indigenous Liaison

MOVED and Seconded that the Board appoint a Trustee liaison (Rick McKamey and Randy Cairns as alternate) to the local First Nations Communities of Leq:amel, Sq'ewlets, Kwantlen, and Matsqui.

CARRIED

The Board decided to appoint Trustee McKamey as the first Liaison, and Trustee Cairns as an alternate. Having an Indigenous Board member with knowledge of the First Nation communities, Treaties, and protocol is an

asset and Trustee McKamey has already been doing this liaison work. In the future, this position will have a placeholder, no matter who gets elected.

4.2 SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses

MOVED and Seconded that the Board of Education send correspondence to Minister Whiteside requesting that going forward, the Ministry of Education fund school bus replacements at the full cost of electric school buses.

CARRIED

The Board discussed writing to the Ministry of Education for funding of the cost of electric buses in the future or providing incentives. The government should help the procurement and support the electric no-emission option.

A question was asked about the status of our bus order from June. Will there be issues with batteries? The bus order status will be provided. We need to refer to the carbon-neutral program, as the electric bus helps the province achieve their goals.

4.3 Trades Training Advisory Committee

MOVED and Seconded that the Board of Education approves the Trades Training Advisory Committee updated draft of Terms of Reference and THAT the Trades Training Advisory Committee mandate be extended to June 30, 2022

Motion to amend the resolution

MOVED and Seconded to remove “and THAT the Trades Training Advisory Committee mandate be extended to June 30, 2022”.

CARRIED.

New Motion

MOVED and Seconded to amend the Terms of Reference. One Board member is to be a Chair, and one Board member is to be a Vice-Chair.

CARRIED.

Motion as Amended

MOVED and Seconded that the Board of Education approves the Trades Training Advisory Committee updated Terms of Reference, as amended.

CARRIED.

The Committee Chair Renkema and Vice-Chair Cairns have updated the Trades Training Advisory Committee Terms of Reference and provided their report to the Board from 2020/2021 as provided in May 2021 for background information. Anyone can attend meetings of the committee. Item 6 – as an advisory committee, recommendations should be by consensus.

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

At October 26, 2021, Special Closed Meeting of the Board of Education of SD75, Covid-19 Vaccine mandate was discussed.

At November 9, 2021, Special Closed Meeting of the Board of Education of SD75: Covid-19 Vaccine Mandate decision was discussed. Trustee Loffler removed herself from the discussion, as she is in conflict with having a sibling employed by the district.

At November 16, 2021, Closed Meeting of the Board of Education of SD75: Personnel matters were discussed.

5.2 COVID Update

The Superintendent provided an update on the current COVID situation throughout SD75. Recent exposures seem to be small children. Some classes had to isolate recently (CME, Dewdney). There is a community outbreak in Deroche, and Fraser Health had a response team attend.

5.3 Quarterly Report - September 30, 2021

The Board reviewed the Quarterly Report from SD75 departments. We are up by approximately 100 students, compared to the original budgeted number. We will receive more funding for regular students, as compared to distance students last year.

A question was asked about the number of new bus drivers. Information will be provided.

5.4 Capital Plan Bylaw No. 2021/22-CPSD75-02

MOVED and Seconded that the following resolutions be approved:

THAT the required three (3) readings for Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/2022 Capital Plan, be carried out at one meeting.

CARRIED

MOVED and Seconded that the first reading of Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/22 Capital Plan, be approved.

CARRIED

MOVED and Seconded that the second reading of Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/22 Capital Plan, be approved.

CARRIED

MOVED and Seconded that the third and final reading of Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/22 Capital Plan, be approved.

CARRIED

Original Bylaw needed amending to include an electric charging station for the electric bus.

A question was asked if the wishlist is exhaustive if we can we ask for more? The listed items were approved by the Ministry, and we were limited by what we can ask for. We only put forward the top requested items.

A question was asked about the charging station. Is it fast charging? Information will be provided.

5.5 District Class Size Averages

The Superintendent provided the Class Size averages for the School District based on October 2021 1701 data for information. Staff will review a comparison of 5 years and provide a summary to be included in the Quarterly report. Final report will be uploaded to the MPSD website.

6. NEW BUSINESS

6.1 Child Care Policy

MOVED and Seconded that the draft Child Care Facilities Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

SD75 would like to engage directly with the providers for input. There is a lot of discussion about affordable childcare. Quebec has a combination of for-profit and non-profit childcare services. In 2016, only 18.6 childcare spaces per 100 children were available. We need more childcare. Vice-Chair Cairns requested to record that he prefers non-profit providers. By 2023, childcare will be under our purview, and we need help from the Province.

6.2 Student Clothing Policy

MOVED and Seconded that the revised draft Student Clothing Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

A suggestion was made for section 4.1 that examples would provide clarity. A suggestion was made to create a District-wide policy to be adopted by every school, which should be shared in Student handbooks. Guidelines can be incorporated in the Procedure and can be distributed at a later date.

A suggestion was made to add language to ensure students do not lose out on learning time.

MOVED and Seconded to amend the draft Student Clothing Policy policy and add “or loss of learning time” to Guideline 4, after “shame for the student”.

CARRIED.

Amended Motion

MOVED and Seconded that the revised draft Student Clothing Policy as amended be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED.

6.3 Employee Service Recognition Policy

MOVED and Seconded that the draft Employee Service Recognition Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

This year, there will be a larger cost, as we are including 5 years at once. Appreciation for employees goes a long way, creating loyalty. Estimate of the cost was based on all employee anniversaries.

6.4 Financial Planning, Financial Progress & Performance Reporting Policy

MOVED and Seconded that the draft Financial Planning, Progress, and Performance Reporting Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

Budget and reporting are becoming more transparent and provide clarity. It was noted that multi-year planning will be more work and will require more staff.

6.5 FSA - Letter to Parents

MOVED and Seconded that the Board of Education send a letter to parents outlining the benefits of the Foundation Skills Assessment (FSA) from the perspective of First Nations Education Steering Committee (FNESC), for data to support Indigenous students.

CARRIED

FNESC needs data for Grade 4 and Grade 7 and is a big supporter of the FSA, which is a valuable system-wide measurement from FNESC's perspective. There was literature sent by the Mission Teachers' Union (MTU), encouraging parents NOT to let children take the FSA. The Board discussed writing a letter to parents asking them to let their children take the FSA. FNESC needs about 80% participation to get some meaningful data. FNESC indicated that it is extremely important to have data on how the children are doing. Fraser Institute uses FSA the wrong way, rating Mission schools based on the FSA.

SD75 rate for FSAs is quite low, around 50%, which is not a satisfactory sample. We need to improve information gathering. FSA is not the only data, it needs to be used in conjunction with other information. It may be used to identify the need for help.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, October 19, 2021

MOVED and Seconded that the draft Board of Education Public meeting minutes dated October 19, 2021, be amended to remove the last sentence in 5.1 "mandate not recommended".

CARRIED.

MOVED and Seconded that the Board of Education Public meeting minutes dated October 19, 2021, be approved as amended.

CARRIED

8. INFORMATION ITEMS

8.1 Board of Education Vaccine Mandate Statement, November 10, 2021

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustees provided a list of activities/events they attended last month:

- BCSTA Professional Learning meetings
- BCSTA Provincial Council
- FESL meetings
- DPAC
- Fraser Valley Branch Meeting
- Vaccine mandate decision
- Info regarding Mission Community Foundation Fund Facts
- Riverside Soup Sales
- Kevin Lamoureux presentation

- Nov 1st: Anti-racism Workshop with Bakau Consulting
- Nov 9th: Siwal Si'wes
- Nov 11th: Remembrance day
- Meeting with BCSTA Board of Directors
- BCSTA Branch Presidents meeting
- 2-day BCPSEA Symposium
 - Outside commitments:
 - Mission Community Foundation meeting
 - Mission District Heritage Commission meeting
- Nov 10th: Transit Committee
 - 10.1 Transit Committee Liaison Report

11. ANNOUNCEMENTS

12. QUESTION PERIOD

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:50 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on
[DATE] at the [NAME] meeting.

FIRST NATIONS LEADERSHIP COUNCIL



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November 18, 2021

Hon. Jennifer Whiteside
Minister of Education
Via email only: Educ.Minister@gov.bc.ca

Re: Foundation Skills Assessment

Dear Minister Whiteside:

The education of First Nations children is a high priority among BC First Nations. With that in mind, we write to express our serious concerns regarding the ongoing targeted attack campaign, in particular by the BC Teachers' Federation, to have the Foundation Skills Assessment (FSA) cancelled in BC public schools. The First Nations Leadership Council strongly disagrees with and is alarmed by actions that erode public confidence in province-wide assessments necessary for addressing inequities within K-12 education. Cancelling the FSAs would be contrary to the clearly expressed views of First Nations leadership and to the legal commitments of the Province in BCTEA.

As you know, FSA outcomes were identified as a key measure of progress in the *Transformative Change Accord* (2005-2015) between the Government of British Columbia, the Government of Canada, and the First Nations Leadership Council.

The sharing of FSA data is also an existing commitment in the *BC Tripartite Education Agreement* (2018-2023) signed by the BC Ministry of Education, Indigenous Services Canada, and the First Nations Education Steering Committee (FNESC). Specifically, the Province commits in Schedule I of BCTEA to provide aggregate data to FNESC including the "percentage of students who are meeting or exceeding expectations for reading, writing and numeracy in grades 4 and 7 in the Foundation Skills Assessment" as well as "participation rates for the Foundational Skills Assessment." BCTEA also includes a commitment for the Ministry to release the annual *How Are We Doing?* report, of which the FSAs are an integral component, and to consult with FNESC regarding "any proposed changes to the structure" of the report.

These commitments are based on the recognition that literacy and numeracy results are important indicators of the educational success of First Nation learners, and are informed by legal commitments and obligations to meet the objectives of the *United Nations Declaration on the Rights of Indigenous Peoples* required under the *Declaration on the Rights of Indigenous Peoples Act*.

According to the Auditor General of British Columbia's *Audit of the Education of Aboriginal Students in the BC Public School System* (2015), the Ministry of Education "has identified Aboriginal student participation in the FSA as a strong predictor of graduation." The BC Office of the Human Rights Commissioner's *Disaggregated Demographic Data Collection in British Columbia: The Grandmother Perspective* further clarifies that "The collection of disaggregated data is a human rights issue and can be used as a powerful tool in advancing human rights." Eliminating this process and access to this data would undermine our collective ability to meet the needs of First Nation students in the provincial school system and runs counter to the Province's commitment to introduce anti-racism data legislation in the spring as a key tool to understand the impacts of systemic racism across all sectors of society.

Importantly, the Truth and Reconciliation Commission of Canada, which examined the "education policy" and legacy of the Indian residential school program, identified the gap in educational outcomes between First Nation and non-First Nation students as a "persisting legacy of colonialism." Recent provincial data demonstrates that these disparities, and the systemic racism underpinning them, continue in BC public schools.

In the 2019-20 school year only 27% of Grade 7 Indigenous students living on reserve were on track or extending numeracy expectations, compared to 67% of their non-Indigenous peers. The FSAs confirm the persisting legacy of colonialism and that our students are still not receiving education that meets their needs to result in improved outcomes. As noted by the Auditor General in their 2015 report, gaps in educational outcomes do not imply "any failure by Aboriginal students, but rather, a failure of the education system to meet their needs." We still have much collective work to do.

Given this important context, the First Nations Leadership Council is deeply disturbed by the continued anti-FSA campaign, including the "call" for parents to withdraw their children from the assessments, as this undermines the quality and reliability of information that is intended to inform system-wide interventions to support the needs of populations underserved and marginalized by public education systems. Further, this public "call" may produce divisions between families who rely on the FSA data to advocate educational equity for their children, and those who do not.

The First Nations Leadership Council calls on you to uphold the Province's legal commitments to First Nations and ensure the continued administration of FSAs. These assessments and data are needed at least until such a time that there is a parity of learning outcomes between First Nation and non-First Nation learners. Any willful misuse of FSA results for the purposes of unscientific school "rankings," or misrepresentations of impacts on First Nation students that are contrary to the messaging by First Nations and our advocacy organizations, cannot distract us from our collective focus and commitment to improving the education outcomes of our children and youth.

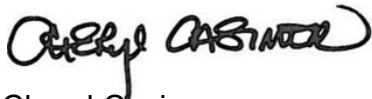
It is our full expectation that the Province will honour its obligation to First Nations and exercise its discretion to continue the administration of the FSAs. The First Nations Leadership Council seeks an opportunity to discuss this important matter with you as soon as possible.

We look forward to your timely response.

Sincerely,

FIRST NATIONS LEADERSHIP COUNCIL

On behalf of the FIRST NATIONS SUMMIT



Cheryl Casimer



Robert Phillips



Lydia Hwitsum

On behalf of the UNION OF BC INDIAN CHIEFS



Grand Chief Stewart Phillip



Chief Don Tom



Kukpi7 Judy Wilson

On behalf of the BC ASSEMBLY OF FIRST NATIONS:



Regional Chief Terry Teegee

CC: Scott MacDonald, Deputy Minister, Ministry of Education
BC Association of School Business Officials
BC Confederation of Parent Advisory Councils
BC Office of the Human Rights Commissioner
BC Principals' & Vice-Principals' Association
BC School Superintendents Association
BC School Trustees Association
BC Teachers' Federation
First Nations Education Steering Committee