Committee of the Whole Meeting (Public)

Agenda

Mission
Public Schools

Committee of the Whole Meeting
April 4, 2017, 3:30 pm
District Education Office, 33046 – 4th Avenue, Mission, BC

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   <u>Page</u>

5. STAFF REPORTS

6. NEW BUSINESS

7. MINUTES OF PREVIOUS MEETING

8. INFORMATION ITEMS

9. ADJOURNMENT

ITEM 4.1   **Action**

TO: Committee of the Whole
FROM: Director of Student Services
SUBJECT: Physical Restraint and Seclusion Policy

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Recommendation:

THAT the amended Physical Restraint and Seclusion policy be reviewed and forwarded to the March 2017 Regular Board meeting for consideration.

Executive Summary:

The draft Physical Restraint and Seclusion policy was presented to the Board for consideration in November 2016. The draft policy was referred to the public and partner groups for comment. The referral comments are summarized in the public consultation section. The policy has been significantly revised from the November version to simplify the language in the policy. The document that was presented to the Board in November is also attached.

A further review was conducted on February 28, 2017 at the Committee of the Whole meeting, and again on March 7, 2017. The recommendation from the last COTW meeting was to include a "good Samaritan" type clause.

The administrative procedures that guide implementing the policy were also presented for the Board's review, and include a "good Samaritan" language.

Background:

Policies provide the direction and guidelines necessary to deliver governance and services, and information for all who may be interested in, or connected with, the operation of the School District.

The Province had identified issues with the use of physical restraint in schools and provided recommendations for school district's to develop an appropriate policy. Staff conducted additional research on policies being used in other school districts and the needs of the Mission Public School District, and developed a policy for the Board's consideration. Public feedback and additional staff review completed the development of the policy.

Analysis and Impact:

The new policy clarifies when physical restraint or seclusion may be used to ensure the safety of staff, the student, or other students.

Strategic Priority:

The review aligns with the direction of the draft Strategic Plan to _Review, revise and create policy and committee structures that contribute to effective governance and operational direction. Policies will be reviewed and revised ensuring transparent participation._

Policy, Regulation, Legislation:

The Ministry of Education created guidelines to help Boards maintain safe learning environments for all children and adults. They were developed in consultation with an advisory committee whose members included representatives from Inclusion BC, the Family Support Institute, the BC Council of Parent Advisory

Committees, the BC School Trustees' Association, the BC Association of School Psychologies and the BC Council of Administrators of Special Education. Further information is attached to the Agenda.

Public Consultation:
Quite a few suggested changes have been incorporated into the policy. The final draft considers all the suggested changes and feedback to-date.

A full public consultation and feedback process would be initiated after the Board gives the policy approval in principle.

Implementation:
Final Approval – Board meeting April 2017
Staff Orientation – May 2017
MPSD Website – May 2017
PAC Notification – May 2017

Attachments:
A. Physical Restraint and Seclusion Policy – March 17, 2017
B. Physical Restraint and Seclusion Procedure – COTW February 28, 2017
C. Form AP180-1 – COTW February 28, 2017

Section:	**Health and Safety**	
Title:	**Physical Restraint and Seclusion**	**180**

Purpose

To outline the responsibility of providing a safe environment, and when necessary, to manage instances where a students' aggressive or violent behaviour may harm the student, staff or other students.

Policy

The School District is responsible for providing a safe, personally secure, and respectful working and learning environment for all employees and all students. Threats or acts of aggressive or violent behaviour by students compromise this environment.

The School District will structure the learning environment and learning supports in order to prevent or minimize aggressive or violent student behaviour.

When behaviour interventions are not working, and when a student's aggressive or violent behaviour is escalating to the point of compromising the safety of themselves or others, trained staff members may need to use physical restraint and/or seclusion to de-escalate the aggressive or violent behaviour.

There may be situations where physical restraint may be appropriate even though more moderate measures to de-escalate the behaviour have not been used (example: a student in the act of causing harm to another person).

Any employee acting reasonably (whether trained or not) may need to use reasonable force to protect students, other persons, or themselves from an imminent assault or serious physical harm.

Restraint and seclusion are to be used *only* as the last option and *only* until such time as the risk of serious harm to self or others is eliminated.

Physical restraint or seclusion is not to be used as an intervention or treatment procedure.

Respecting student's rights, maintaining student dignity and the safety of all involved is paramount.

Appropriate School District staff, the Superintendent, and the students' parents will be informed in a timely manner of any use of physical restraint or seclusion.

The use of physical restraint and seclusion must be handled in accordance with relevant provincial legislation and the School District's administrative procedures.

Date of Original Board Approval:

Date Amended:

Cross Reference: *Administrative Procedures: 180-1*

Section:	Health and Safety	
Title:	Physical Restraint and Seclusion Procedure	180-1

Purpose

The Board established a policy outlining the responsibility of providing a safe work environment, and when necessary, to use physical restraint and seclusion where a student's aggressive or violent behaviour may harm the student, staff or other students. This procedure outlines how physical restraint or seclusion will be managed.

General Guidelines

1. Physical Restraint and Seclusion should be used only as a last option when all other strategies for de-escalating the student's aggressive or violent behaviour have been tried.
2. *Physical Restraint* and *Seclusion* may only be used as a last option for securing safety when behaviour interventions have not worked and the harmful actions or threats continue to escalate.
3. *Physical Restraint* and *Seclusion* is only used until such time as the risk of serious harm to self or others is eliminated.
4. *Physical Restraint* and *Seclusion* may never be used as a punishment, discipline or to force compliance in an educational learning setting.

Definitions:

Physical Restraint is a "method of forcibly restricting, confining or controlling another person's freedom of movement or mobility, whether by use of an intervener's body, an object, or a medication."

Table 1: Restraints and Acceptable Use

	Not a Restraint	Restraint
Acceptable if compliant with this policy	• Handholding (person is free to let go) • Directing a person to stay in a position (e.g. seated) or place (e.g. in the room) • Blocking a person from hitting another • Blocking a person from self-injury (e.g. using a pillow as a barrier) • Directing a person to an incompatible behaviour (such as leaving the area or holding something) • Positioning one's self or an object between a person and a potential target	• Holding a student's hands to avoid self-injury • Holding a student's arms to keep them from striking someone • Moving a person to a safe space by physically directing his body
Never Acceptable	• Striking a person	• Mechanical restraints (usable only by police) • Use of medication against the person's will • Intentionally inducing pain or physical aversion

Seclusion is the "involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving".

Table 2: Seclusion and Acceptable Use

	Not Seclusion	Seclusion
Acceptable if compliant with this policy	• Student leaves a space of own accord and is not immediately permitted to re-enter • Student is left alone in a space (with observation from a distance) while potential targets leave • Student is asked to go home, in abidance with other MPSD policy • Student is directed to a safe/calming area • Student is permitted to go outside or to an open space • Student is directed to office, medical area or similar for additional support • Potential targets lock themselves down from the inside of a secure area	• Student is held in a room or space by being locked in • Student is held in a room by staff barring doorway or holding door knob/handle • Barricading a person into a space using objects
Never Acceptable	• Leaving a person unsupervised • Sending a person out of the school without abiding other MPSD policies.	• Tying a person to an object that keeps them away from others

Procedures

The restraint or seclusion process involves four basic steps: *Physical Restraint* or *Seclusion, notification, debriefing, written documentation, and follow-up.*

1. *Physical Restraint* or *Seclusion* should:
   - Be conducted using calm, reassuring verbal and nonverbal communication with the student in the student's primary language or mode of communication by trained school personnel who are present at all times.
   - Be done using the least amount of physical force to protect the student and the restrainer.
   - Never be conducted in a manner that could, in any way, cause harm to a student.
   - Have the least amount of disturbance to others.
   - Be in the presence of another adult when practical.
   - Be implemented in a space that is made as safe and dignified as possible for the student.
   - Ensure any student placed in seclusion is being continuously observed by an adult who is physically present throughout the period of seclusion. This observing could be done indirectly, such as through a mirror or window, if direct supervision is not possible.
   - Ensure all health and safety policies or regulations including WorkSafe BC regulations are followed.
   - Be discontinued once the risk of serious harm to self or others is eliminated.

   Note: Non-trained personnel may be required to use reasonable physical force to restrain a student when the student threatens serious physical harm to the student or others, and trained personnel are not immediately available.

2. Notification of the *Physical Restraint* or *Seclusion*:

   Notification must be made to the Principal, Parents/Guardian, Director of Student Services or Assistant Superintendent, and the Superintendent or designate as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.

3. Debriefing meetings must:
   - Be designed to re-establish and maintain a safe learning environment.
   - Occur shortly after a student has been restrained or secluded, with the staff involved and students who witnessed the restraint or seclusion.
   - Occur with concerned parents, school personnel, parents or guardians of the student and where possible with the student, to discuss the restraint or seclusion incident, to examine what happened/caused the incident, and to determine what could be changed in the future and what strategies are needed to prevent the reoccurrence – to make use of physical restraint or seclusion unnecessary.

4. Written Documentation and follow-up:
   - Using the Restraint and Seclusion Report Form, provide as much information as possible on the restraint or seclusion. Note the time and location of the incident, names of all people involved or that have witnessed the incident, and written statements that lead to and describe the incident and the resolution.
   - All parents/guardians of the student and, where appropriate, students must be consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans. The student's behaviour plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, at least annually.
   - Notify the director of student services of the restraint or seclusion of a student prior to the end of the school day on which the incident occurred.
   - Review and revise prevention/intervention strategies when the repeated use of physical restraint and seclusion occurs for an individual student, multiple use of physical restraint and seclusion within the same classroom, or physical restraint and seclusion is repeatedly used by an individual.
   - Additional community supports and resources will be engaged whenever appropriate or available.
   - The circumstances may require a further internal or external investigative process, as determined by the Superintendent or Director of Student Services.

   Note: Non-trained personnel acting reasonably to physically restrain a student to contain an imminent threat of assault or serious physical harm will not be subject to discipline for their use of physical restraint.

Approved by the Superintendent

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Date Approved:

Physical Restraint and Seclusion Report Form

Mission Public Schools

Student Name:	Date of Report:
Teacher/Class:	School:

Nature of Restraint/Seclusion:	Date of Incident:
	Start/End of Incident:

Staff Members Involved:

Witnesses:

1. **Describe the antecedents that lead to the use of restraint/seclusion including: location, what happened first, who else was present, and under what social and environmental conditions.**

2. **Describe the problem behaviour of the student that lead to the use of the restraint/seclusion. Describe the imminent physical harm to themselves, others or property.**

3. **Describe the procedures used in the attempt to de-escalate the student prior to using restraint/seclusion.**

4. **Describe the incident of restraint/seclusion, and the student response after the incident.**

Mission Public Schools – Forms: Restraint and Seclusion Report form
Administrative Procedure #180-1
Form dated – January 2017

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5. **What methods did or did not work in the situation?**

6. **Describe any follow-up with the student after the restraint/seclusion, including what was said or done?**

7. **Were parents/guardians informed? By Whom? What follow-up with parents is required?**

8. **What interventions can be used to prevent another case like this?**

9. **Is further follow-up required? (IEP meeting, de-briefing meeting, staff training, additional evaluation, Safety Plan)**

10. **Follow-up meeting date:**

    Date: Time: Location:

Form Completed by:

Name: Date:

Mission Public Schools – Forms: Restraint and Seclusion Report form
Administrative Procedure #180-1
Form dated – January 2017

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ITEM 4.2   Action

TO: Committee of the Whole
FROM: Superintendent of Schools
SUBJECT: Draft Policy – Recruitment and Hiring

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Recommendation:

THAT the draft Recruitment and Hiring policy be reviewed and forwarded to the April 2017 Board meeting for consideration.

Executive Summary:
The attached draft of the Recruitment and Hiring policy is a further revision of the policy that was considered March 7, 2017. The revised policy includes the matrix, and adds the requirement for Board approval of short-listed candidates for the Principal and Vice-principal positions.

Background:
The current policy provides direction for hiring exempt staff, and although authority is delegated to the Superintendent for hiring staff, the current policy directs that the Board must approve the final decision for hiring senior staff and education leaders.

The proposed policy incudes the addition of the requirement for Board approval of short-listed candidates provides a procedural difficulty for recruitment that typically occurs during the summer months, when the Board does not meet. As such, the policy drafted an option for consideration to ensure the recruitment activities occur in a timely manner. In addition, as the language and direction has changed significantly with the addition of the table, the body of the policy and guidelines were updated to reflect these changes.

Analysis and Impact:
The draft revised policy includes significant changes from those reviewed on March 7, 2017, and as such, it warrants an additional review at the committee of the whole, prior to beginning the public process.

Strategic Priority:
The Strategic Plan directs the review and revision of policies to contribute to effective governance and operational direction and for policies to be reviewed and revised ensuring transparent participation.

Policy, Regulation, Legislation:
The BC *School Act* governs the Mission Public School District. The policies of Mission Public School District must be consistent with the *School Act.* The School Board must also comply with the *Public Sector Employers Act*, which provides authority to the BC Public School Employers' Association (BCPSEA). BCPSEA provide direction to School Boards regarding exempt staff compensation, performance reviews, and exempt staff contracts. BCPSEA does not currently provide policy direction for recruitment or hiring.

Public Consultation:
The consideration of the policy at the Committee of the Whole meeting will begin the public participation in the review of the policy.

Tentative Implementation:
Approval in Principle – Board meeting April, 2017
Public Consultation review period – May, 2017

Committee of the Whole review – June 6, 2017
Final Approval – Board meeting June 20, 2017

Attachments:
A. Draft Recruitment and Hiring Policy
B. Recruitment, Selection and Termination of Educational Leaders and Business Management Staff policy

Corporate Policy

Section:	Human Resources	
Title:	Recruitment and Hiring	**430**

Purpose

To outline the goals, roles, and responsibilities for recruiting and hiring School District employees.

Policy

The School District will strive to recruit and hire highly qualified employees in order to provide exceptional leadership, educational services, and support services for the School District.

The School District will not permit any discriminatory processes or practices to influence the recruitment and hiring process, and will use processes that provide for the fair and equitable treatment of all candidates.

The Board of Education is responsible for the recruitment and selection of the Superintendent, subject to the requirements for a superintendent outlined in the *School Act*.

The Superintendent is responsible for the recruitment and selection of all principals and vice-principals, and other management exempt positions.

The Board approves the short-listed candidates for senior staff positions and for principals and vice-principals, prior to interviewing.

The Superintendent is responsible for the process to recruit and select all other positions for the School District, in accordance with any collective agreements with the School District.

General Guidelines

1. Senior Staff

1.1. The Superintendent will report senior staff vacancies to the Board and the Board may provide input on recruitment criteria for the position, prior to the recruitment being initiated.

1.2. The Superintendent will request input from stakeholders on recruitment criteria for the position, including students when appropriate, prior to the recruitment being initiated.

1.3. The Superintendent will submit for Board approval the candidate(s) short-list.

1.4. The Superintendent approves the hiring of the successful candidate.

1.5. Whenever possible, all recruitment processes will be conducted during the school year. During the summer months, in extenuating circumstances, a special Board meeting may be called to initiate the recruitment process.

1.6. Senior staff includes the Assistant Superintendent, Secretary Treasurer, Director of Instruction or other similar education director position(s).

2. Principals and Vice-Principals

2.1. The Superintendent will report principal and vice-principal vacancies to the Board and the Board may provide input on recruitment criteria for the position, prior to the recruitment being initiated.

2.2. The Superintendent will request input from stakeholders on recruitment criteria for the position, including students when appropriate, prior to the recruitment being initiated.

2.3. The Superintendent will submit for Board approval the candidate(s) short-list.

2.4. The Superintendent approves the hiring of the successful candidate.

2.5. Whenever possible, all recruitment processes will be initiated during the school year. During the summer months the process may be modified in accordance with Section 3, in order to ensure positions are filled in a timely manner.

2.6. The Superintendent approves school assignments and will provide a report to the Board, informing of the changes in assignments.

2.7. The Superintendent may delegate some or all of these responsibilities to other exempt staff.

3. Recruitment and Reporting Process

3.1. Input into selection criteria

3.1.1. During the school year, the Superintendent will report to the Board, and the Board will have the opportunity to provide input on recruitment criteria for senior staff, and principals and vice-principals.

3.1.2. For principal and vice-principal positions, each June the Superintendent will report to the Board any potential vacancies anticipated over the summer months and to solicit Board input on recruitment criteria for the vacancies.

3.1.3. For unanticipated principal and vice-principal vacancies during the summer months, the Superintendent will gather recruitment criteria input from individual Trustees via electronic means, and the Superintendent will compile and approve the recruitment criteria. ***Board approval of the recruitment criteria is waived during the summer months.*** In September, the Superintendent will report to the Board on the recruitment criteria used for these unanticipated vacancies.

3.2. Short-list Approval

3.2.1. During the school year, the Superintendent will submit to the Board the candidate(s) short-list for approval.

3.2.2. For principal and vice-principal positions, each June the Superintendent will report to the Board on candidate(s) short-lists for interviewing in the summer months.

3.2.3. For unanticipated principal and vice-principal vacancies during the summer months, the Superintendent will gather input on the candidate(s) short-list from individual Trustees via electronic means, and the Superintendent will approve the short-list. ***Board approval of the candidate(s) short-list is waived during the summer months.*** In September, the Superintendent will report to the Board on any short-lists the Superintendent approved during the summer months.

3.3. The Superintendent will establish a recruitment process that provides for multiple stakeholder involvement.

3.4. The Superintendent will establish a recruitment process for all other positions that provides for an unbiased and objective process.

3.5. The Superintendent will provide a report to the Board informing of the appointment of the successful candidates for all senior staff, principal, and vice-principal positions, outlining the skills, experience and past performance of the selected candidate.

3.6. The Superintendent will advise the Board on all other exempt staff appointments.

4. Hiring Matrix and Stakeholder Participation

Position Recruited	Recruitment Criteria Input	Shortlisting Approval	Potential Interviews	Hiring Approval	Additional Interview
Superintendent	Board, Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep	Board	Board	Board	Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep
Senior Staff	Board, Superintendent, Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep	Superintendent and Board	Trustee, Superintendent, Senior Staff, PVPA	Superintendent	DPAC, MTU, CUPE, Aboriginal Rep, Direct Reports
Principals, Vice Principals	Board, Senior Staff, PVPA, School Staff, School PAC, Student Council, Aboriginal Rep	Superintendent and Board	Trustee, Superintendent, Assistant Superintendent, PVPA	Superintendent	School PAC MTU, CUPE, Aboriginal Rep, Student Council, Direct Reports
Other Exempt Staff	Superintendent, Senior Staff, Direct Reports	Senior Staff	Senior Staff, PVP	Superintendent, Assistant Superintendent, or Secretary Treasurer	Direct Reports
All Other Staff	Manager, other Managers	Manager	Exempt Staff, Supervisor	Manager	

Date of Original Board Approval: September 2008 (Policy 16)

Date Amended: January 2012

**   2017**

Legal Reference:

Cross Reference:

Recruitment, Selection and Termination of Educational Leaders and Business Management Staff

The Board of Education is committed to employing the best staff available for leadership positions.

Superintendent of Schools

The Board of Education has sole responsibility for all aspects of employment of the superintendent subject to legal requirements.

The board may seek assistance from the secretary-treasurer or outside advisors with respect to matters relating to employment of the superintendent.

Senior Staff Selection

Senior staff (defined for the purpose of this policy as secretary-treasurer, assistant superintendent, and associate superintendent of human resources) shall be selected and appointed by the board from a shortlist of candidates submitted by the superintendent. In shortlisting candidates, the superintendent will take into account any criteria established by the board and may request input from trustees and other education stakeholders. The superintendent may provide advice to the board with respect to a preferred candidate.

Senior Staff Termination of Employment

Decisions to terminate or not renew the contracts of senior staff are made by the board on recommendation of the superintendent, subject to and in accordance with the requirements of such contracts.

Recruitment/Selection/Appointment of Other Educational and Business Leaders

The superintendent is responsible for recruitment and selection of educational and business management staff, subject to board approved regulations. The superintendent will report vacancies to the board and the board will have an opportunity to discuss recruitment and selection of candidates with the superintendent before selections are made. The appointment of the successful candidate will be submitted to the board for approval and the board will be provided with a report that includes a rationale for the appointment outlining the skills, experience and past performance of the selected candidate so that it has the necessary information to approve the recommendation. The superintendent may delegate some or all of these responsibilities to other exempt staff.

Assignments

The superintendent is responsible for decisions on assignments and will keep the board informed of changes in assignments between schools.

Termination of Other Educational and Business Leaders

The superintendent is authorized to make the decision to terminate or not renew the contracts of other exempt staff in positions of leadership in accordance with any requirements of such contracts. The superintendent shall report any such decisions and their rationale to the board. The affected staff member may within a reasonable period of time request a meeting with the board and the board, after hearing from the employee and the superintendent, on a 2/3 vote may overturn the decision of the superintendent.

Date of Board Approval: September 2008

Date Amended: January 2012

Information Technology Review

IT Strategic Plan 2017 to 2020

March 2017

Prepared for: Mission Public School District #75
Prepared by: OPUS Consulting Group Ltd.

Scan Date: 2017-02-24

Project Objective

1. To perform a review of the SD75 Board's Network and Educational Information Technology Infrastructure as it pertains to:
    a. computer hardware
    b. system hardware
    c. system applications
    d. security protection
    e. business services
    f. software applications

2. Identify gaps and opportunities for the use of technology in a sustainable and long term manner to better support:
    a. the delivery of educational programs
    b. business processes

3. Identify improvements that should be made to optimize the use of technology to support educational and business processes, so that Mission Public School District becomes a leader in the use of technology that supports K-12 education in a fiscally responsible.

4. Be at the forefront of educational innovation.

Project Deliverables

Documents delivered by this project will include:

1. IT Configuration and Inventory Report
2. 3 to 5 year IT Strategic Plan
3. IT Gap Analysis
4. Tactical Implementation Plan

This document is the IT Strategic Plan 2017 to 2020.

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Background

The viability of the IT Strategic Plan for 2017 to 2020 rests on using industry-standard methodologies and structures in the evaluation, planning, and implementation stages. This process ensures that all aspects of future IT Services are examined, balanced and prioritized to fit the organization. Researched based IT management models have been used to prepare this plan to ensure a solid administrative base for this changing world.

As recorded in the IT Review Configuration and Inventory Report dated 31 January 2017, most of the technology base and the software programs currently delivered by the School District internal infrastructure are several years old and at high risk of failure. Management, staff and teachers believe the delivery of services and functionality to be slow and unreliable.

Over the last 5 years, SD75 departments have taken advantage of new 'cloud applications' to upgrade functions such as HR/ Payroll and Accounting. Taking advantage of the recent BC Ministry of Education NGN upgrade, Mission Public School District has been able to deliver most of the basic administrative functions in this fashion by relegating the internal computers, systems and network to a gateway function to the Internet. The BC Government delivers the MyEdBC student information system to school districts in the same way.

In large part, capital investment has been avoided and operating costs have risen slowly from the subscriptions to those application services. This approach is not necessarily incorrect; indeed 'Cloud' applications represent very good value and also avoid the expense of a large internal staff creating and running programs as well as infrastructure.

The new IT Strategic Plan will be implemented in stages over the four year period to manage the project activities and investment required. This stepped-approach was chosen because the replacement of the central infrastructure, upgrades to software programs, and the replacement of computers in all schools is disruptive if attempted too quickly and is more expensive than can be supported in a single year. Further, the project requires extensive training and support through Professional Learning opportunities for all educational stakeholders of the Mission Public School District to facilitate the effective use of new technology and the functional changes that come with it.

Executive Summary

The primary objective, over the next 4 years, is to continue to expand the role that 'subscribed-cloud- based' application services play in the deliver up-to-date IT services. An emphasis will be on improving services that directly improve student learning. The District understands that not all services can be migrated to the Cloud.

In order to take advantage of new applications that will achieve the vision and goals of the organization, the current infrastructure on the school and administrative sites must first be replaced with modern systems and network technologies.

Goals for onsite improvements in schools include upgraded and universal WIFI networks serving a new population of modern workstations for use by staff and students. This creates a responsive, collaborative, multimedia environment for staff, teachers and students. This new infrastructure will deliver access to modern global education resources that support the new K-12 curriculum.

IT Strategy

The delivery of educational and administrative services rely heavily on Information Technology in the 21st Century. The IT solutions that will be recommended as a result of this process are always changing rapidly.

A Strategic Plan is a process that:

- Assesses the needs and resources of the organization
- Defines the environment to be addressed
- Creates a prioritized list of goals and objectives
- Designs coordinated strategies to achieve those goals
- Measures and evaluates the outcome of the activities taken to achieve the goals

The IT Strategic Plan contains the following eight elements.

1) Vision

The Mission Public School District vision for IT Services can be stated as:

1) Technology is a positive component in creating a successful learning environment.
2) We actively promote and support the use of technology in the district at all levels.
3) We will provide in-service to employees in the effective use of the technological tools and software.
4) We will create an environment that is device friendly and allows for universal access.

2) SWOT Analysis

The environmental scan for February 2017 for the IT Services is shown below.

Strengths	*Weaknesses*
2006 Design is Good	Obsolete Equipment
4 Member Technical Team	Old entries in AD
NGN Network Base	Lack of IT Training
Student Growth	No IT management
New Senior Staff	No central IT budget
	Little Policy
Opportunities	*Threats*
New Policy and Procedure	Operational failures
New Financial Planning	Lack of Belief
New Admin Support	Network Bottlenecks
New Curriculum	Electrical power
New Technology Apps	

3) IT Mission Statement

In a fiscally responsible manner, use technology to provide more effective support for student learning and more efficient business services.

There are four primary initiatives that ensure the Vision and Mission are achieved:

1. Modernizing classroom and school site technology that enrich the learning environment. A universal network of workstations delivering highly interactive collaborative programs connected to reliable, high speed services and applications, including the Internet will be established.
2. Standardizing the delivery of IT equipment and services across all sites reducing the complexity and cost of IT. The platform will deliver the full range of educational and administrative functions regardless of location.
3. WIFI will become the primary network connection for workstations in all district sites. All sites will have increased WIFI speed, coverage, and reliability.
4. The organization will facilitate improved IT management and services including the hiring of additional IT staff, training and in-service, resource acquisition and replacement, as well as security and the appropriate use of IT.

4) Priorities

The following priorities have been identified in creating the strategies and action plans.

1. Modernize and improve the internal IT infrastructure.
2. All staff are offered the opportunity to access IT In-Service on a continual basis.
3. Improve the responsiveness of all operations that deliver IT Services. This will include the automation of information updates and records management for staff and students, improved response times for physical infrastructure and staff services, and the introduction of a new Service Desk toolset and management system.
4. Development of policy and operational management of IT to ensure the long-term fiscally-responsible viability of district technology.
5. Standardize technology throughout the district.

5) Strategies

1) The new IT Service design will build on the strengths of the current design. Windows Servers and the Active Directory will control the access to, maintenance and security of the data and applications in the SD75 network.
2) Automated integration of the Active Directory with the applications that are the sources of staff and student identities will greatly reduce the manual effort to populate and direct the IT Services.
3) Use new technologies such as hyper-converged server and storage appliances to reduce operational and financial overhead and free staff resources to support the primary goal of improving student learning.
4) Use the power of the new NGN data network connections to reduce the complexity of IT at school sites and remove staff-movement IT usage issues.
5) The cost, size and timeframe to upgrade the IT Services are reduced and made manageable by centralizing, automating and standardizing application services, school IT environment and the devices used to access the IT services at all sites across the School district.
6) Use new WIFI technologies to replace the cabled data networks and deliver comprehensive IT Service capability at all sites.
7) Introduce a technology refresh cycle to ensure all components of the IT Service delivery platform are kept up to a coordinated level of compatible service function.
8) Design and implement a new IT in-service model within the School District. This will be available for Staff, teachers, students and IT Staff according to their requirements.

6) Rationale for the Strategies Chosen

1) The basic foundation for delivery of the modernized learning environment is the integrity and integration of the central Active Directory. The new central IT Service Windows platform will be upgraded and entries that prevent efficient Active Directory integration will be removed with all the applications including but not limited to MyEdBC, SRB AtrieveERP and security and file management functions.
2) All departments with an identity role must work to automate administrative processes into the integrated directory. Additional professional services and software contracts may be needed to complete this.
3) A new learning environment that enables personalization, flexibility, collaboration and communication through appropriate software must be identified, procured and implemented to deliver function to the new school site technology.
4) Improved wireless classroom networks need to be deployed along with modern computers for students, staff and teachers. The goal is to deliver a learning environment that is 'Always On – Always Available – Always Responsive'.
5) A new IT in-service model will improve the effective use of new Technologies. Success will not be achieved if no-one uses the new IT.

7. Goals and Objectives

The following goals have been set for achievement by 2020.

1) The Technology Refresh Cycle[1] for the IT infrastructure and peripheral devices is:

Assets	Refresh Cycle
Workstations	4 years
Servers	5 years
Wireless	6 years
Switches	10 years
Software	Updated within 1 year maintenance cycles

This cycle will be reviewed annually to ensure the refresh continues to support the goals of the IT Strategic Plan.

[1]Printers and Multifunctional Devices are not part of this refresh cycle as Multifunction printing is under contract to Ricoh Canada.

2) All school classrooms have standard workstations for students and teachers, supported by modern Wi-Fi technology that is designed for the School District's learning and administrative environment.

3) The IT in-service model delivers basic knowledge to all teachers and staff.

4) IT department provides managed services and support at all sites.

5) Financial resource plans that achieve the long term IT capability to support the improvement of student learning are created by the School District.

6) The goals of the Strategic Plan for IT will be reviewed and adjusted annually.

8) Evaluation Criteria

All successful IT Strategic Plans contain an evaluation process that reviews the effectiveness of both the planning process itself and the activities undertaken therein to achieve the Mission, Vision as well as Goals and Objectives of the plan in the time frame chosen.

The following guiding questions will be asked:

1) Are there observable differences in Student Learning?[2]

2) Has the reliability and uniformity of IT service improved?

3) Are IT services being optimized for automated integration?

4) Are there more modern workstations in classrooms for teachers and for student use as set out by the targets and refresh cycles?

5) Is there an improved response time for IT installations that require integration of service departments?

6) Do the SD75 staff and teachers know how to use IT resources?

7) Is their targeted ongoing IT in-service to improve participation of staff in learning IT and services?

8) Are there policies and procedures in place to govern IT services, purchases, security and usage?

9) Are the policies and procedures being regularly reviewed for effectiveness?

10) Is the IT service being reviewed regularly to ensure that it continues to meet the needs of the changing education system?

11) Are the budgetary needs the District IT being met?

12) Is there a consistent District IT budget to meet the refresh criteria?

[2]Criteria will be developed

Phase 3 IT Review - Immediate Action Plan (Gap Analysis)

The immediate actions will define the items and methodology to upgrade IT Services.
This is the Phase 3 Gap Analysis of the IT Review process being conducted by Opus Consulting.

Detailed design and procurement choices are scheduled in the Opus Consulting IT Review project in Phase 4, producing the Tactical Implementation Plan.

The main elements in the immediate actions plans are infrastructure items, administrative changes, software standardization, and the integration of choice for school environments.

1. IT Infrastructure
   a) Upgrade Data Centre servers and power
      i) Identify options and procurement vehicle
      ii) Prepare functional specifications
      iii) Shortlist candidate programs and vendors
   b) Central Windows Server Platform installed at Dlugosh IT Facilities site
   c) Data Protection (Backups) installed - professional services
   d) Active Directory Cleanup achieved – professional services
   e) Centralize, expand and modernize File services for all staff and teachers
      i) professional services to integrate
   f) Disaster Recovery Site installed at School Board Office
      i) professional services
   g) eMail and Office platform
      i) Send eMail to Cloud - Office365
      ii) Upgrade MS Office to 2016 version
2) Active Directory Integration with AtrieveERP, MyEdBC, School Environment software
3) WIFI Network Upgrade pilot sites chosen
4) Policy and Procedures introduced as a management framework
5) Legislation and regulation compliance achieved by adding security rules
6) Workstation standards - Admin , School, Classroom configurations active for delivery to pilot sites
   a) Identify options and procurement vehicle
   b) Prepare functional specification
   c) Shortlist candidate product and vendors
7) Planning completed for telephone system upgrade to Unified Communication system
   a) Identify options and procurement vehicle
   b) Prepare functional specification
   c) Shortlist candidate product and vendors

IT Review Project Phase 3 gap analysis functions that will be led by Opus Consulting include:
Software Standardization and Integration

1) List applications that work – e.g. AtrieveERP, Exchange, MS Office
2) List Applications that will be replaced e.g. Alexandria LMS, Adobe Contribute
3) For Applications that stay:
    a) List features that need be added, can be added or improved
    b) AD Integration and automation identified
    c) Policy and Procedures that will help standardize processes, systems, services and use
    d) Identify costs to upgrade
4) For Applications that will go:
    i) Identify replacement options and procurement vehicle
    ii) Prepare functional specification
    iii) Shortlist candidate programs and vendors
5) Plan a new IT Training methodology and structure
6) Plan a new IT support structure for schools and teachers
7) Draft a new Service Catalogue for goal clarity

To provide an understanding of the context of the IT Strategy Plan and the Phase 3 Gap Analysis, the items and steps that will follow on from the Phase 3 work are

Phase 4 IT Review – Tactical Implementation Planning

Planning functions that will be led by Opus Consulting include:

1) Design a new IT architecture to deliver IT Services to all sites
2) Design the new Active Directory structure
3) Build Project Plan to upgrade infrastructure
4) Build Project Plan to upgrade current applications
5) Build Project Plan to pilot the new school environment solutions
6) Build Project Plan to design the new IT Training service methodology and service

Committee of the Whole Meeting (open to the public)

Minutes

Mission
Public Schools

Committee of the Whole Meeting
March 7, 2017 3:30 pm
District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:	**Staff Present:**
Acting Chair Tracy Loffler	Superintendent Angus Wilson (part)
Trustee Randy Cairns	Secretary Treasurer Corien Becker
Trustee Shelley Carter	Assistant Superintendent Larry Jepsen
Trustee Jim Taylor	Director of Student Services Carolynn Schmor
	District Principal, Aboriginal Education Joe Heslip
	Executive Assistant Tracy Orobko (Recorder)

Absent: Committee Chair, Rick McKamey

Partner Groups Present:
CUPE: Janet Chambers, Faye Howell
DPAC: Laura Wilson
MTU: Amber Chung, Anna Heavenor

1. CALL TO ORDER

Trustee Loffler expressed regrets on behalf of Trustee McKamey who was unable to attend the meeting and reminded the committee the Superintendent will arrive at approximately 4:00 pm.

The meeting was called to order at 3:30 pm. The Chair acknowledged the meeting was being held on un-ceded territory of Stó:lō Nation People. There are four First Nation Bands within the boundaries of the Mission School District namely, Leq:a'mel First Nation, Sq'èwlets First Nation, Kwantlen First Nation, and Matsqui First Nation.

2. Adoption of Agenda

MOVED and seconded that the Agenda be adopted as presented.
CARRIED

3. Delegations/Presentations
N/A

4. Unfinished Business

4.1 Draft Physical Restraint and Seclusion Policy

The Director of Student Services and the Secretary Treasurer provided background on revisions made pursuant to discussions at the last meeting.

A concern was raised regarding the omission of an overriding statement stating or reference to staff acting in good faith". The concern is that employees could receive discipline if they use physical restraint without the having the appropriate training; would like to see protection for staff if they are acting reasonably and felt that they needed to use physical restraint for the protection of themselves or other students.

Discussion:
- Only "trained staff members may need to use…" - What about office staff? Bus drivers?
- "acting in good faith" vs. "last resort";
- Training for all staff (including BSWs and Bus Drivers);

- Collective Agreement language identifying members/staff;
- Professional development opportunities vs. in-service training;
- Human Resources involvement with training;
- Avoid "mandated" training; do not want staff members feeling obligated to take training
- "0" tolerance for lack of or incomplete documentation.
- two different types of training:
  o Orientation to all staff regarding this specific policy; and
  o Employees interested in non-violent crisis intervention training.

The Superintendent joined the meeting at 4:11 pm.

Summary Direction:

Add a *Good Samaritan* type phrase that would protect staff acting reasonably from disciplinary action.

Do not add directive regarding staff training in the policy or procedure: Staff should be invited to training.

Bring the revised policy back to the COTW meeting in April.

MOVED and seconded THAT the draft Physical and Seclusion Policy be amended and forwarded to the April 2017 Committee of the Whole meeting for review.
CARRIED

4.2   Draft Recruitment and Hiring Policy

The Superintendent referred to the new hiring matrix and provided rationale for the criteria development or input on "potential" interviews – If, for example, the district has an Acting Principal, and the determination is to make them Principal, an interview process is not required.

- The grey zone of the matrix is decisions made by the Superintendent;
- Note: the need to add *CUPE* to the matrix on the "Principals, Vice-Principals" line for other interviews;
- The mechanism for Student Council input is yet to be determined.

Questions were asked regarding Board oversight/*School Act* regulations. Each School District is different depending on size/scale of the District.

Comments were made to add *Board* to the matrix under "Shortlisting Approval\Senior Staff", and "Shortlisting Approval\Principals, Vice-Principals".

It was proposed to add wording regarding the Superintendent's need for emergent 'appointments'. The Secretary Treasurer clarified the wording will be added.

CUPE wished to have it recorded and expressed objection to senior staff being present in their interview processes, as happened in the past.

Enhancement Agreement – discussed adding representation on the matrix; J. Heslip will provide the Superintendent with Sq'èwlets language regarding hiring processes.

Summary:
- Shortlisting Approval:
  o Senior Staff: Superintendent and Board;
  o Principals/VPs: Superintendent and Board;
- CUPE and Aboriginal representation to be added to other interviews;

MOVED and Seconded that the draft Recruitment and Hiring policy by amended and forwarded to the March 2017 Board meeting for consideration.
CARRIED

5.   Staff Reports

5.1   Quarterly Financial Report

The Secretary Treasurer introduced and reviewed the report attached to the Agenda and indicated she is open to inquiries and questions, or emails after reviewed.

6.   New Business
N/A

7.   Minutes of Previous Meetings

MOVED and Seconded that the Committee of the Whole Meeting Minutes dated February 28, 2017 be approved as presented.
CARRIED

Trustee Loffler exited the meeting at 5:26 pm. Trustee Carter assumed the role of committee Chair for the duration of the meeting.

Comment: The unions would like their voices recorded, and those voices from other public participants.

Response: The Secretary Treasurer advised that minutes capture the general sentiments of the meeting and provide direction; minutes are not a verbatim recording of the meeting or a recording of who made comments or asked questions; the minutes balance the general direction of the conversation for the consideration of any motions or direction.

Question: Is a requirement to indicate who moves and seconds motions?

Response: Once a motion is moved, it is owned by the board, and not by the mover or seconder, as such, recording this information is irrelevant. Omitting names eliminates any sense of ownership by the mover. Parliamentarians recommend refraining from recording movers and seconders from motions in the minutes.

Question: It is not a requirement to indicate who has passed or opposed a motion?

Response: It is not a requirement. Trustees may ask that their vote opposing a motion be recorded. The District records votes of opposition when it is not unanimous. This practice has been in place and the Regular Board meeting minutes are available for review at any given time.

Comment: There is no requirement to record members of the public.

Response: Staff will consider options for recording public participants in the minutes.

8.   Information Items

8.1   Curriculum Update

L. Jepsen, C. Schmor and J. Heslip referred to the Agenda and provided a PowerPoint presentation on the annual plan for *Framework for Enhancing Student Learning* which included:

- Spirals of Inquiry;
- Curriculum Connections;
- Siwal Si'wes Digital Library;

- Elementary Virtual Learning Commons;
- Video on Pink Shirt Day / Residential School Tour;
- Canoe magazine;
- Jump Math, collaboration days, literacy, numeracy, self-assessment of core competencies and technology priorities.

Closing comments included:

- Positive feedback provided to staff who have collaborated for the sake of the district;
- Technological influence on jobs;
- Collaboration days;
- Access to trades;
- Senior Staff's collaborative approaches;
- Express thanks to J. Lane for her efforts.

8.2   District Parent Advisory Council

L. Wilson reported on two upcoming events:

March 29, 2017 @ 6:30 pm: *Resiliency and how early childhood adversity has long-life impact.*
Register online via Eventbrite.

May 3, 2017 @ 7:00 pm: *Calm, Alert and Learning.*
Location: Clarke Theatre

9.   Adjournment

Moved and seconded to adjourn the meeting.
CARRIED

The meeting adjourned at 6:00 pm.

_____
Chairperson
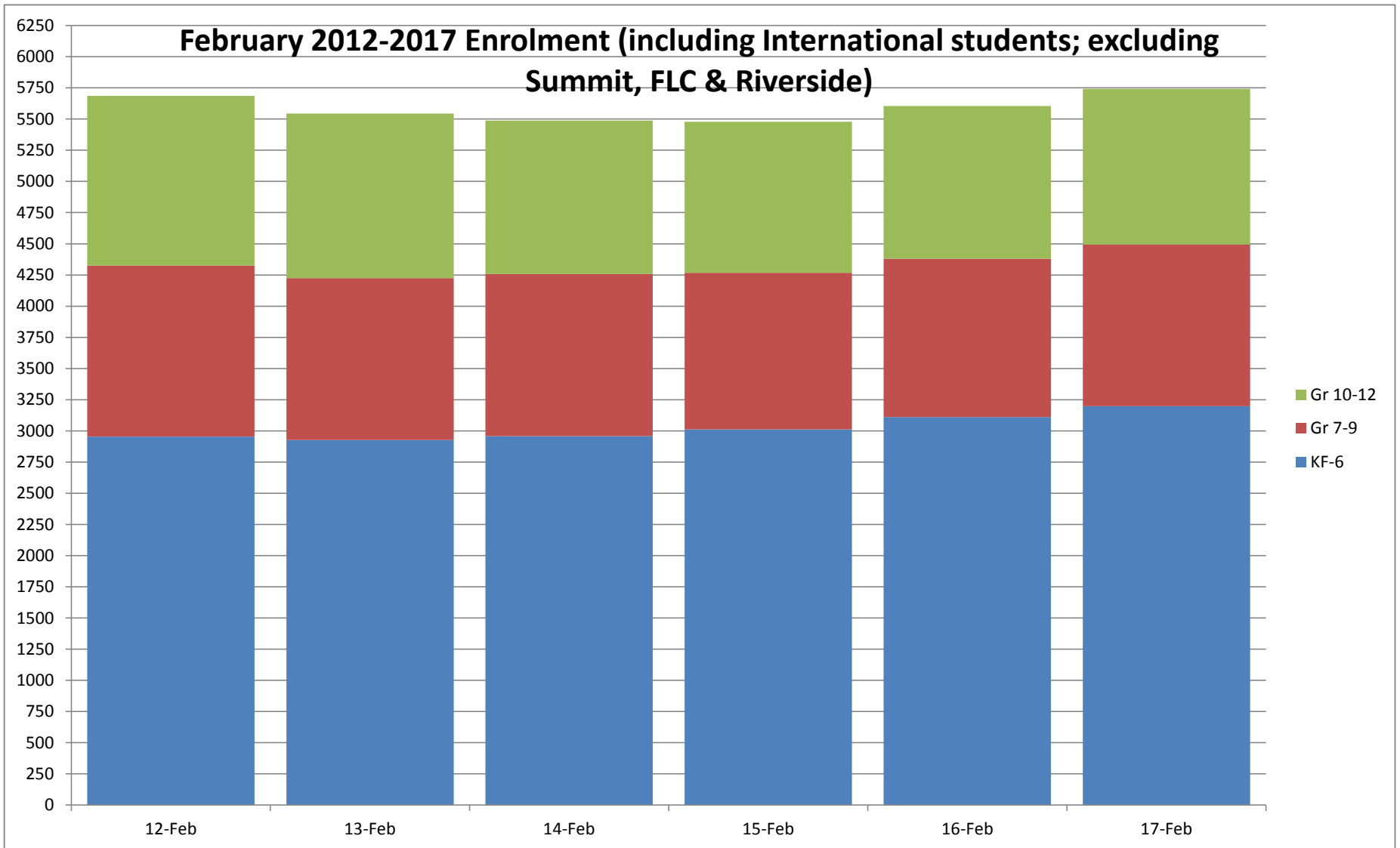
_____
Secretary Treasurer

ITEM 8.1 **Information**

TO: Committee of the Whole

FROM: Larry Jepsen, Assistant Superintendent
      Amber Chung, President, Mission Teachers' Union
      Carolynn Schmor, Director of Student Services
      Joe Heslip, District Principal, Aboriginal Education
      Jen Lane, K-12 Teacher Librarian, Curriculum Support

SUBJECT: Curriculum Update

_____

Verbal updates will be provided at the meeting.

February 2012-2017 Enrolment (including International students; excluding Summit, FLC & Riverside)

Legend:
- Gr 10-12
- Gr 7-9
- KF-6

X-axis: 12-Feb, 13-Feb, 14-Feb, 15-Feb, 16-Feb, 17-Feb

REPORT out of DPAC Meeting, March 27th 2017
Location: Dewdney Elementary School

Introduction of Dewdney Elementary School by Sue McLeod, Principal.

Correspondence: BC Teacher Magazine, Bank Statement, Agenda for School Board Meeting
Adoption of Minutes
Adoption of Agenda

Superintendent's Report
- In the planning process for school usages for next year. Class composition is a big piece (only allowed up to 3 IEP's per class); they are having meetings with the MTU to work out the details. Example: International Students – do they count as ELL's? In tough situations, compensations may need to be made (extra release time, other allowances) to allow more than 3 IEP's. (Must be negotiated.)
- 'Modular Educational Facilities' will be needed at schools that are already at capacity.
- 3 already ordered. There may be a problem with supply of these as most Districts will be ordering several MEF's (a.k.a. portables)
- Some non-District users (community service providers) in schools may need to be moved as the classrooms are needed by students
- The government has provided some money to compensate for class size and composition
- The District will do the best job it possibly can by September 2017
- "Out in Schools" was presented to counsellors and administrative staff
- Safety of all students is paramount. A bathroom policy may be coming – would a forum be useful in educating parents about it? One parent said the students don't generally have issues about it, it is the parents that have reservations/fears. Another said a forum may be useful to make sure that there is clear communication on the matter so that no unnecessary backlash occurs by quietly implementing a policy.

Chair's Report:
- DPAC received an email from Stave Falls Community Association asking for our help with regards to their ongoing efforts to have the Board of Education re-open Stave Falls Elementary School. Cyndi has gathered information on the phone from Julia Renksma of the Association, from Joanne Anderson of BCCPAC and from Superintendent Wilson of MPSD. In addition, our constitution was reviewed to determine what assistance is allowed in this case. Is anyone able to help out on this project? No takers. - Cyndi to discuss with the executive to determine if there is an opportunity for DPAC to be helpful, aligned with our purpose as set out in the constitution.

Treasurers Report:
- Bank balances reported by Cyndi from the received statement

Communications Report:
- no report

Committee of the Whole Report:
- Laura Wilson updated us on the last meetings. Refinement of multiple policies continues in the District, some going back to COTW, some to the Board for approval. Framework for enhancing student learning; curriculum connections site.

Parent Education Committee Update:
Sheneal has found information for a speaker for this fall, Gabor Mate, author of "Hold Onto Your Kids". Discussion ensued about whether or not it was responsible to tie next year's executive to a large budget item like this. Since there is no down payment to book him, Sheneal is to find dates and times available at the Clarke Theatre and find out if the speaker is available any of those nights. It was also agreed that we can plan to charge $10 per ticket

as he is a very well-attended speaker. There also may be some appetite from other community groups to partner with us in putting the event on (cost-sharing).

HOC Movie Committee:
- There has been a complaint about the lack of Pre-Release Info. This information is available online and by Twitter feed.
- Need to have some redundancy in this committee, please step forward to volunteer to train with Raymond. If it comes to no one being willing to train and Raymond steps down, we will not be able to continue with the District Movie License next year.
- Destiny is considering training on it. Any others?

New Items:

Round table of what's going on at schools around the District

Ongoing Items
- Parent Event Poster draft - Karah to send to Sheneal and Cyndi for review before having copies made.

AGM to vote new executive in MAY: invite your friends, volunteer! Stand for a position!

Draw winner: Heather Burke
Meeting adjourned

Upcoming events:

Next Committee of the Whole meeting: 3:30PM April 4th 2017 at School Board Office

Next DPAC Meeting: 7:00PM April 24th, 2017 at Hatzic Elementary School

Parent Education Event at the Clarke Theatre May 3rd, 2017 at 7:00PM "Calm, Alert & Learning: An Introduction to Self-Regulation Theory" with Speaker Paula Jurczak of the MEHRIT Centre.

Contact us at: DPAC@mpsd.ca Web site: dpac.mpsd.ca.

Executive:

Past President: Nikki Hawes   Chair: Cyndi Polovina dpac@mpsd.ca

Vice Chair: Trisha Hansen-Bell   Secretary: Karah McLean

Treasurer: Jessica Weismiller   Communications: Clare Seeley

Members at Large: Sheneal Anthony, Destiny Cunningham, Raymond Kwong

Attendance:

ESR: Sheneal Anthony, Raymond Kwong; Heritage Park: Karah McLean; Hatzic Elementary: Heather Burke; Hillside: Cyndi Polovina, Riverside: Laura Wilson; Dewdney: Destiny Cunningham, Raven Arcand; Windebank: Michelle Masse; Albert McMahon Niki Rosche; West Heights: Ilona Schmidt; Sue McLeod Principal of Dewdney Elementary; Superintendent Angus Wilson.

PARENT EDUCATION EVENT

WEDNESDAY
MAY 03
7PM

MISSION DPAC

CALM, ALERT & LEARNING

PRESENTED BY PAULA JURCZAK

5/03/2017
DOORS OPEN AT 6:30PM

FREE EVENT

dpac mpsd.ca
CLARKE THEATRE

MORE INFO

FREE ON-SITE CHILD CARE

FOOD BANK DONATIONS WELCOME

PosterMyWall.com