

Agenda

Committee of the Whole Meeting
February 28, 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 Page
5. STAFF REPORTS
 - 5.1 Draft Physical Restraint and Seclusion Policy Action 1
 - 5.2 Draft Board of Education Responsibilities Policy Action 10
 - 5.3 Draft Trustee Code of Ethical Conduct Policy Action 14
 - 5.4 Draft Recruitment and Hiring Policy Action 18
 - 5.5 Draft Respectful Schools and Codes of Conduct Action 23
 - 5.6 Revised Policy Review Schedule 2016/2017 Information 32
6. NEW BUSINESS
7. MINUTES OF PREVIOUS MEETING
 - 7.1 Committee of the Whole Meeting Minutes: February 14, 2017 Action 33
8. INFORMATION ITEMS
9. ADJOURNMENT

ITEM 5.1 Action

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

Recommendation:

THAT the amended Physical Restraint and Seclusion policy be reviewed and forwarded to the March 2017 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.

The administrative procedures that guide implementing the policy are also presented for the Board's review.

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:

The following summarized comments were received. Appropriate amendments to the policy and procedure were made, and are included in the documents presented.

1. **Revise the second sentence in the second paragraph in the policy section to read:**
The School District will provide positive educational/behavioural interventions supports for all students that are:
 - As safe as possible;
 - The least restrictive possible;
 - The least intrusive and most respectful possible;
 - Individualized to each student;
 - Predicated on evidence and assessment of the student's needs and the degree of risk;
 - Compliant with applicable law and standards;
 - Applied consistently, and
 - Regularly reviewed and revised.”
2. **Add:** Restraint and seclusion are only ever used as approaches of last resort.
3. **Add:** Definitions of restraint and seclusion (included in procedure)
4. **Add:** Examples of restraint and exclusion (moved to the staff training guidelines).
5. **Supplement** with a procedure.
6. **Revise the third paragraph of the policy to read:**
Physical aggression or threats of a physical nature by students can compromise the safety of staff and students. In order to meet the responsibility of providing a safe environment for all students and staff, it may be necessary in exceptional emergent circumstances where the student's behavior poses imminent danger or serious physical harm to self or others, for trained staff members to use physical restraint and/or seclusion.
7. **Add:** “Anytime such approaches are used, staff is to report the incident to school administration as soon as it is safe to do so” (moved to the procedure).
8. **Question:** Will all adults in the building be trained in non-violent crisis intervention and keep a current certification?
9. **Comment:** For the safety of all students, every employee within the school district should have MVCI and keep certification current including casual staff.
10. **Question:** Will there be a protocol for a time limit a student will be put in seclusion for?

Implementation:

Final Approval – Board meeting March 2017

Staff Orientation – April 2017

MPSD Website – April 2017

PAC Notification – April 2017

Attachments:

- A. Physical Restraint and Seclusion Policy – January 23, 2017
- B. Physical Restraint and Seclusion Policy – Board December 2016
- C. Physical Restraint and Seclusion Procedure
- D. Form AP180-1

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

Purpose

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

Policy

The School District is responsible for providing a safe, personally secure, and respectful environment for all students and staff. 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 behavior.

When behavior interventions are not working, and when a student's aggressive or violent behavior 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.

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](#)

Physical Restraint and Seclusion

Policy #180

Purpose

To outline the responsibility of providing a safe work environment, and when necessary, to manage instances where physical aggression of a student poses a danger to staff and other students.

General Policy

The Mission Public School District is responsible to provide and maintain a safe, personally secure, and respectful environment for all students and staff.

The School District recognizes that preventing escalating aggressive behaviour is the best method of maintaining a safe, personally secure, and respectful environment. The School District will provide positive educational/behavioural interventions supports for all students in the least restrictive environment, which is considered to be “best practice” for reducing aggressive behavior. Every effort will be made to structure the learning environment and to provide learning supports that make seclusion or physical restraint unnecessary.

In order to meet the responsibility of providing a safe environment for all students and staff, it may be necessary in exceptional emergent circumstances to physically restraint and/or seclude a student. The use of physical restraint or seclusion should only occur where the student’s behaviour poses imminent danger or serious physical harm to self or others. Only staff members who are trained in crisis intervention and the safe use of physical restraint and/or seclusion should conduct the physical restraint and seclusion. To support this, appropriate staff members will be trained in de-escalation, prevention, and intervention techniques.

The decision to use reasonable physical restraint or seclusion must be guided by professional judgment of staff only in exceptional emergent circumstances. Physical restraint or seclusion is not to be used as an intervention or treatment procedure. Appropriate School District staff, the Superintendent, and the 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.

See Administrative Procedure: 180-1

Date of Board Approval:

Date Amended:

Administrative Procedure



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 behavior 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 behavior have been tried.
2. *Physical Restraint* and *Seclusion* may only be used as a last option for securing safety when behavior 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Holding a student's hands to avoid self-injury • Holding a student's arms to keep him from striking someone • Moving a person to a safe space by physically directing his body
Never Acceptable	<ul style="list-style-type: none"> • Striking a person 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 open space to ventilate • Student is directed to office, medical area or similar for additional support • Potential targets lock themselves down from the inside of a secure area 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Leaving a person unsupervised • Sending a person out of the school without abiding other MPSD policies. 	<ul style="list-style-type: none"> • Tying a person to an object that keeps him 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.
2. Notification of the *Physical Restraint or Seclusion*:
 - Notification must be made in a timely manner 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.

Approved by the Superintendent

Date Approved:

Physical Restraint and Seclusion Report Form



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

Physical Restraint and Seclusion Report Form



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:

Form Distribution: Original: Student file Copies: Superintendent, Student Services

ITEM 5.2 Action

TO: Committee of the Whole
FROM: Secretary Treasurer
SUBJECT: Draft Policy – Board of Education Responsibilities

Recommendation:

THAT the draft Board of Education Responsibilities policy be reviewed and forwarded to the March 2017 Board meeting for consideration.

Executive Summary:

The attached draft of the Board of Education Responsibilities policy is a revision of the School Board Powers and Duties policy. The revised policy restructures the policy into the format being used for other policies, including the purpose, and revised policy statement, with guidelines.

Background:

The current policy provides direction for the Mission Public School District, as outlined in the School Act. The revised policy updates this direction to provide greater clarity for the Board and the public.

Analysis and Impact:

The revised policy does not materially alter the direction outlined in the School Board Powers and Duties policy, however, it does alter the language to better reflect what the scope of the Board from the lens of responsibilities rather than powers.

Strategic Priority:

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

Policy, Regulation, Legislation:

The BC *School Act* governs the Mission Public School District, including the activities of the Board. The policies of Mission Public School District must be consistent with the *School Act*. The policy highlights the primary responsibilities of the Board.

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 March 28, 2017
Public Consultation review period – March 29 – April 28, 2017
Committee of the Whole review – May 9, 2017
Final Approval – Board meeting May 23, 2017

Attachments:

- A. Draft Board of Education Responsibilities Policy
- B. School Board Powers and Duties Policy

Section:	Foundation	
Title:	Board of Education Responsibilities	20

Purpose

To summarize the responsibilities of the Board of Education of the Mission Public School District.

Policy

The Board of Education of the Mission Public School District provides the governance direction and oversight for the activities of the School District in accordance with the specified powers delegated to the School District by the *School Act*. This includes:

- ensuring the Mission Public Schools provide students with the opportunity for quality public education.
- setting education policies that reflect the aspirations of the community, considering the overall provincial guidelines.
- being accountable to parents, taxpayers, the community and the Province for the public education system for students in the Mission Public School District, including:
 - accountability for the implementation of provincial and local education programs,
 - student access and achievement,
 - employee performance, and
 - the fiscally responsible provision of services.
- securing adequate funding to support quality public education in Mission.

Corporate Board

The Board of Education of Mission Public Schools (School District No. 75 Mission) is a publicly elected group of five Trustees, elected for a four year term. Four Trustees are elected from the District of Mission electoral area and one Trustee is elected from the Fraser Valley Regional District.

Trustees elected or appointed in accordance with the *School Act* form a corporation under the name “Board of Education, School District No. 75 (Mission)” also known as the Mission Public School District (MPSD).

The Board, as a body, holds the rights, powers, duties and liabilities as prescribed in the *School Act*.

General Guidelines

The Board:

- carries out legislated responsibilities as set forth in the *School Act*.
- sets direction for the School District, reflecting community values.

- sets policy and bylaws to support its goals and provide a framework for the superintendent of Schools to fulfill his/her responsibilities.
- provides direction for communication with education partners and community at large.
- is responsible to oversee and review the governance and administration of the School District on a regular basis.

Date of Original Board Approval: September 2008 (Policy 3)

Date Amended:

Legal Reference: School Act, Part 6, Division 2 - Powers and Duties

Provincial Policy: "Mandate for the School System in the Province of British Columbia" approved by Order in Council 1280/89

Cross Reference: Policy 40, Board Member Roles and Responsibilities

DRAFT

School Board Powers and Duties

The Board of Education is a publicly elected group of five trustees, which derives its authority from the *School Act*.

The Board of Education will maintain close contact with its educational and electoral community, keep informed of provincial and federal educational policies and be attentive to representation and recommendations from employee groups and delegations of concerned citizens.

The Board of Education will concern itself primarily with broad questions of policy rather than with administrative details.

Corporate Board

The Board of Education of School District No. 75 (Mission) is composed of five trustees elected for a four year term. Four trustees are elected from the District of Mission electoral area and one trustee is elected from the Fraser Valley Regional District.

Trustees elected or appointed in accordance with the *School Act* form a corporation under the name “Board of Education, School District No. 75 (Mission)”.

The corporate board and not individual trustees have the rights, powers, duties and liabilities as prescribed in the *School Act*.

Board of Education Responsibilities

- Carry out legislated duties as set forth in the *School Act*.
- Make decisions as a corporate body.
- Set direction (mission, beliefs and goals) for the school district which reflects community values.
- Develop policy and bylaws which support its mission, beliefs and goals and which provide a framework within which the superintendent of schools can discharge his/her duties.
- Establish effective open communication links with its education partners and community at large.

Date of Board Approval: September 2008

Legal Reference: School Act, Part 6, Division 2 - Powers and Duties

ITEM 5.3 Action

TO: Committee of the Whole
FROM: Secretary Treasurer
SUBJECT: Draft Policy – Trustee Code of Ethical Conduct

Recommendation:

THAT the draft Trustee Code of Ethical Conduct policy be reviewed and forwarded to the March 2017 Board meeting for consideration.

Executive Summary:

The attached draft of the Trustee Code of Ethical Conduct policy is a revision of the Trustee Code of Ethics policy. The revised policy restructures the policy into the format being used for other policies, including the purpose, and revised policy statement, with ethical conduct commitments for Trustees.

Background:

The current policy provides direction for the ethical conduct of Mission Public School District Trustees, as outlined in the School Act. The revised policy updates this direction to provide greater clarity for the Board and the public.

Analysis and Impact:

The revised policy does not materially alter the direction for the ethical conduct of Trustees, however, it does alter the language to be better reflect the conduct expected from each Trustee.

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, including the activities of the Board. The policies of Mission Public School District must be consistent with the *School Act*. The policy highlights the need for ethical conduct of Trustees to support good governance.

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 March 28, 2017
Public Consultation review period – March 29 – April 28, 2017
Committee of the Whole review – May 9, 2017
Final Approval – Board meeting May 23, 2017

Attachments:

- A. Draft Trustee Code of Ethical Conduct Policy
- B. Trustee Code of Ethics Policy

Section:	Governance	
Title:	Trustee Code of Ethical Conduct	30

Purpose

To provide guidance and direction for the ethical behaviour and professionalism of Trustees in the fulfilment of their roles and responsibilities.

Policy

Critical trust is invested in the Board by the electorate to govern the affairs and business of the Mission Public School District. Recognizing this, the Trustees commit to conducting the business of the Board in a fair, respectful, and professional manner. This commitment includes using respectful authority and decorum when interacting with other trustees, staff, partner groups, and the community, or when representing the Board of Education or the Mission Public School District.

Trustees will uphold the commitments of the Code of Ethical Conduct policy, and will address any violation of the Code by a Trustee at a closed meeting of the Board.

Ethical Conduct Commitments

Trustees will fulfill their roles and responsibilities as a Trustee of the School District considering the following ethical conduct commitments.

Behaviour:

- Trustees are expected to use respectful behaviour in all School District and community interactions. Trustees are expected to use behaviour that is not disrespectful of others or their opinions.
- Trustees are expected to maintain decorum during all meetings, respecting the protocols of the meeting process and the authority of the Board Chair.
- Trustees will endeavor to work with a spirit of harmony and cooperation in spite of differences of opinion.

Decision making process:

- Trustees are expected to give the opinions and objectives of other trustees, staff, partner groups, and the public, their respect and full consideration.
- Trustees are expected to conclude discussions and reach decisions, only after considering all available information and opinions for each situation. Trustees shall remain open to altering a perspective or an opinion after considering other information received in the discussion process. Trustees shall not have an unreasonable bias or closed mind to an issue.
- Trustees must encourage full and open discussions in all matters. Trustees must not dismiss or disregard others when they submit an opinion that is different or contradicts their own opinion.
- Trustees must not withhold or conceal matters or information from other Trustees that would be of concern to the School District.
- Trustees must cast their vote with honest conviction, and not be influenced by a partisan bias of any kind.

Communications:

- After decisions are reached, Trustees are expected to abide by, uphold, and support the final majority decision of the board. Trustees must not undermine the decisions of the Board, even if the Trustee was opposed to a decision.
- Trustees must not discuss the confidential business of the Board outside of a board or committee meeting.

Conflicts of Interest:

- Trustees are expected to adhere to all applicable legislation regarding conflicts of interest, including the *School Act, Part 5, Conflict of Interest*, and to avoid any actual, perceived, or potential conflicts of interest whenever possible.
- Trustees are expected to declare any conflicts of interests to the Board.
- Trustees are expected to be excused from participating in the decision making process if they are involved in a conflict of interest situation which could compromise the integrity of the School District.

Personal Gain:

- Trustees must not use the schools, any part of the school program, or their position as a Trustee, for personal advantage or for the advantage of friends or family.
- Trustees must declare any gifts received by virtue of holding the office of Trustee of the Board of Education.

Trustee Acknowledgment

Upon being elected to a term as a Trustee for the Mission School District, at the Inaugural Board Meeting, Trustees will be asked to commit to this Code of Ethical Conduct.

Date of Original Board Approval: September 2008 (Policy #5)

Date Amended:

Legal Reference: School Act, Part 5, Conflicts of Interest

Cross Reference: Trustee Election Protocol Administrative Procedure

Trustee Code of Ethics

Policy #5

The Board of Education and trustees will operate in an ethical and businesslike manner. This commitment includes proper use of authority and appropriate decorum when acting on behalf of the Mission Board of Education.

Trustees will:

- Devote time, thought and study to the duties and responsibilities so that they may render effective and credible service.
- Endeavor to work with fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. Observe proper decorum and behavior; encourage full and open discussions in all matters with fellow trustees; treat them with respect and consideration; and not withhold or conceal from them any information or matter with which they should be concerned.
- Base individual personal decision upon all available facts in each situation; vote with honest conviction in every case, unswayed by partisan bias of any kind; and thereafter, abide by and uphold the final majority decision of the board.
- Not use the schools or any part of the school program for personal advantage or for the advantage of friends; do everything possible to maintain the integrity, confidence and dignity of the office of school trustee; and resist every temptation and outside pressure to use the position as a trustee to benefit either themselves or any other individual or agency.
- Remember at all times that as an individual, trustees have no legal authority outside the meetings of the board, unless the board has so delegated. Trustee relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.
- Not discuss the confidential business of the board outside of a school board meeting or a committee meeting thereof.
- Always bear in mind that the primary function of the board is to establish the policies by which the schools are to be administered, and that the daily administration of the educational program and conduct of school business shall be the responsibility of the superintendent of schools and his/her staff.
- Recognize that the expenditure of school funds is a public trust, and endeavor to see that all such funds shall be expended efficiently, economically and for the best interest of the students.
- Attempt to understand the needs and aspirations of the entire school system and to support effective educational programs for the students.

Upon being elected to a term as trustee for the Mission School District, and as part of the Inaugural Meetings, trustees will be asked to commit to these statements by formally signing a Code of Ethics.

Date of Board Approval: September 2008

Cross Reference: Trustee Election Protocol Administrative Procedure #409

ITEM 5.4 Action

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

Recommendation:

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

Executive Summary:

The attached draft of the Recruitment and Hiring policy is a revision of the Recruitment, Selection and Termination of Educational Leaders and Business Management Staff policy. The revised policy is in the new policy format, and includes the purpose of the policy, a revised policy statement, and guidelines that include reporting to the Board to ensure public accountability for hiring decisions. The termination provision of the policy was removed. Termination processes are covered in employment contracts, and would be considered by the Board separately if necessary.

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. This is not only conflicting direction within the policy, it is contrary to good management / governance practices. It is also an impractical decision making process considering that hiring of critical positions can be time sensitive, and often during the summer months when the Board does not have regularly scheduled meetings.

Analysis and Impact:

The draft revised policy alters the approval process for hiring exempt positions and delegates the responsibility for hiring exempt positions to the Superintendent. The Board would be responsible for decisions to hire the Superintendent.

The revised policy separates the governance and management functions by delegating the authority for hiring to the superintendent. Governance oversight is provided through accountability reporting to the Board.

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 March 28, 2017
Public Consultation review period – March 29 – April 28, 2017
Committee of the Whole review – May 9, 2017
Final Approval – Board meeting May 23, 2017

Attachments:

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

Z:\Secretary Treasurer\B 1000 - 1999 Administration\1020 District Board Policies\20 Draft Policies\#430 Recruitment and Hiring\5.4 COTW Cover Report Feb '17.docx

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 other educational and business management exempt positions.

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 request input from Trustees and other education stakeholders, including student council when appropriate, prior to the initiation of the recruitment process for a senior staff position.
- 1.2. The Superintendent will consider any criteria established by the Board for the recruitment and selection of any senior staff position.
- 1.3. Senior staff include the Assistant Superintendent, Secretary Treasurer, Directors, and District Principals.

2. Education and Business Management Staff

- 2.1. The Superintendent will request input from Trustees and other education stakeholders including student council when appropriate, prior to the initiation of the recruitment process for education and business management positions.
- 2.2. The Superintendent may delegate some or all of these responsibilities to other exempt staff.
- 2.3. The Superintendent will report vacancies to the Board and the Board will have an opportunity to discuss recruitment criteria before recruitment is initiated.

- 2.4. During the summer months, the Superintendent will report and solicit recruitment criteria suggestions from the Board via electronic means.
- 2.5. The Superintendent is responsible for school assignments and will inform the Board of changes in assignments between schools as soon as reasonably practicable.

3. Recruitment and Reporting Process

- 3.1. The Superintendent will establish a recruitment process that provides for multiple stakeholder involvement for senior staff and education and business management staff positions, including unions, parent advisory groups, peer employees, and subordinate employees.
- 3.2. The Superintendent will establish a recruitment process for all other positions that provides for an unbiased and objective process.
- 3.3. The Superintendent shall provide a report to the Board informing of the appointment of the successful candidates for all senior staff and educational exempt positions, outlining the skills, experience and past performance of the selected candidate.
- 3.4. The Superintendent shall advise the Board on all other exempt staff appointments.

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

**Date Amended: January 2012
2017**

Legal Reference: (legislation)

Cross Reference: (other policies, and procedures)

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

ITEM 5.5 Action

TO: Committee of the Whole
FROM: Secretary Treasurer
SUBJECT: Draft Policy – Respectful Schools and Codes of Conduct

Recommendation:

THAT the draft Respectful Schools and Codes of Conduct policy be reviewed and forwarded to the March 2017 Board meeting for consideration.

Executive Summary:

School Boards have been directed to include in Codes of Conduct a statement that harassment or discrimination based on sexual orientation or gender identity or expression will not be tolerated. The Respectful Schools, Harassment and Anti-discrimination policy and the Code of Conduct policy are combined, and amended to include this direction. The new policy is in the new policy format, including the purpose of the policy, a revised policy statement, and guidelines.

Background:

The Respectful Schools and Code of Conduct policy directs how codes of conduct are to be developed, based on inclusion, respect, and dignity. It considers Ministerial Order M276/07 regarding codes of conduct, and explicitly outlines what is required in code of conduct policies. The Board policy was revised to include the direction from the Respectful Schools policy to eliminate the duplication.

Analysis and Impact:

The updated policy provides direction for all school codes of conduct, considering the respectful schools, harassment and anti-bullying directive. The policy will require most schools to significantly revise their codes of conduct. The employee code of conduct will also need revision.

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* and Provincial direction.

MPSD currently has a policy statement to address sexual orientation or gender identify in the Boards Sexual Minority – Sexual Orientation – Gender Identity – Anti-Homophobic policy, which is far more explicit than the statement in the Code of Conduct. However, the Province has advised that the School District must still also include the Code of Conduct policy a statement on sexual orientation or gender identity or expression.

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 March 28, 2017
Public Consultation review period – March 29 – April 28, 2017
Committee of the Whole review – May 9, 2017
Final Approval – Board meeting May 23, 2017

Attachments:

- A. Draft Respectful Schools and Codes of Conduct
- B. District Code of Conduct Policy
- C. District Respectful Schools, Harassment and Anti-bullying Policy

Z:\Secretary Treasurer\B 1000 - 1999 Administration\1020 District Board Polies\20 Draft Policies\#110 Code of Conduct\5.5 Draft Policy COTW Cover Report Feb 28 '17.docx

Section:	Administration	
Title:	Respectful Schools and Codes of Conduct	112

Purpose

To provide direction for employee and student Codes of Conduct in accordance with the *Provincial Standards for Codes of Conduct Order* and *Worksafe BC regulation*.

Policy

The School District is responsible for providing safe, personally secure, and respectful working and learning environments for all employees and all students.

The School District will structure the learning and operating environments to support a safe, personally secure, and respectful environment that is free from harassment, bullying, and discrimination, and where the individual differences of all employees and all students are valued and respected.

The School District will not condone or tolerate any harassing or discriminatory behaviour that undermines dignity, self-esteem or respect of any person interacting with the School District, including members of the public, parents, employees or students.

The School District will not condone or tolerate any harassing, bullying, or discriminatory behavior directed to any person that interacts with the School District due to the persons' race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.

The School District supports respectful schools and a respectful workplace through codes of conduct to guide the behavior of students and employees.

General Guidelines

1. The Board, employees, and students share the responsibility of maintaining a safe, personally secure, and respectful environment that is free from harassment or discrimination.
2. Student Codes of Conduct:
 - a. Each school must develop a student code of conduct.
 - b. The code of conduct must be developed in consultation with employees, parents and students.
 - c. The code of conduct must include:
 - i. A purpose statement that provides the rationale for the code of conduct, focusing on providing a safe, caring, respectful, and orderly school environment;
 - ii. A statement regarding acceptable behaviours;
 - iii. A statement regarding unacceptable behaviours, including bullying, cyberbullying, harassing intimidation, threatening or violent behavior; include unacceptable discriminatory behaviours with respect to the prohibited grounds

- set out in section 7 and 8 of the Human Rights Code, as well as sexual orientation, gender identity or expression;
- iv. A statement that the student code of conduct is applicable while at school, at a school-related activity, or in other circumstances that would have an impact on the school environment;
 - v. A statement specifying consequences for unacceptable behaviour. The consequences must consider the students ages, maturity, or special needs and
 - 1. focus on consequences that are restorative rather than punitive; and
 - 2. include special considerations for students with special needs who are unable to comply with the code of conduct due to disability of an intellectual, sensory, emotional or behavioural nature.
 - vi. A procedure for investigating any reported violations of the code of conduct.
 - vii. Reasonable steps to prevent retaliation against a student who has filed a complaint of a breach of the code of conduct.
- d. The code of conduct must be:
- i. Displayed in a prominent place in the school
 - ii. Available to the public;
 - iii. Distributed to students, parents of students, and employees of the school at the beginning of every school year;
 - iv. Be provided to new students and employees who transfer to the school partway through the year.
- e. The code of conduct must be reviewed annually to assess the effectiveness of the code in addressing school safety issues.
3. Employee Code of Conduct
- a. The School District must develop an employee code of conduct
 - b. The code of conduct must be developed in consultation with the District Joint Occupational Health and Safety Committee, the Mission Teachers Union (MTU) and the Canadian Union of Public Employees Local 593 (CUPE).
 - c. The code of conduct must be consistent with the collective agreements between School District No. 75 (Mission), and MTU and CUPE.
 - d. The code of conduct must include:
 - i. A purpose statement that provides the rationale for the code of conduct, focusing on providing a safe and healthy work environment;
 - ii. A statement regarding acceptable behaviour;
 - iii. A statement regarding unacceptable behaviours, including bullying, cyberbullying, harassing intimidation, threatening or violent behavior; include unacceptable discriminatory behaviours with respect to the prohibited grounds set out in section 7 and 8 of the Human Rights Code, as well as sexual orientation, gender identity or expression;
 - iv. A statement regarding a safe work environment and compliance with the *Workers Compensation Act* and regulations;
 - v. A statement that the code of conduct is applicable while at work, at a work-related activity, or in other circumstances that would have an impact on the work environment;
 - vi. A statement specifying consequences for unacceptable behaviour.
 - vii. A procedure for investigating and dealing with any reported violations of the code of conduct.

- viii. Reasonable steps to prevent retaliation against an employee who has filed a complaint of a breach of the code of conduct.
- e. The code of conduct must be:
 - i. Available to the public;
 - ii. Distributed to all employees;
- f. The code of conduct must be reviewed annually, considering the steps taken to prevent or minimize workplace bullying and harassment, the reporting procedures, and the processes used to deal with incidents and complaints.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools, Harassment and Anti-bullying - June 2013 (Policy 25)

Date Amended: , 2017

Legal Reference: Provincial Standards for Codes of Conduct Order – (M276/07)
Workers Compensation Act – Section 115
OHS Regulation

Cross Reference: [Sexual Minority Policy](#)
[Respectful Workplace Procedure](#)
[Employee Code of Conduct](#)
[Specific School Code of Conduct](#)

District Code of Conduct

The Board of Education expects that all individuals within the school community will conduct themselves in an appropriate manner at all times modeling communication that is respectful, responsible; mindful of individual rights, beliefs, view-points and cultures inherent in a democratic and pluralistic society.

Specifically, the Board of Education expects and encourages the following behavior:

RESPECT – that all individuals show respect for others including respects for their rights, beliefs, ideas and property.

RESPONSIBILITY – that all individuals act responsibly and assume responsibility for their actions.

QUALITY – that all individuals strive for high standards of achievement and behavior.

HONESTY – that all individuals act toward each other in an open and honest manner that stresses truth, justice and fair-play.

ATTITUDES – that all individuals approach their responsibilities with a positive, caring and diligent attitude.

Further, the Board of Education is committed to providing a working and learning environment free from discrimination and harassment in which the individual differences of all employees and students are valued and respected. The Board of Education believes that discrimination and harassment can be prevented through respectful communication. All staff and students share responsibility in maintaining this type of environment. The Board of Education will not condone or tolerate any discrimination or harassment that undermines dignity, self-esteem and respect of any staff member or student. The Board of Education has adopted a set of procedures for dealing with harassment in the workplace and schools.

The Board of Education believes that it is a responsibility of the school district in partnership with the family and community-at-large to modify unacceptable student behavior. In this regard, the Board of Education has adopted a set of standards and guidelines for student conduct and behavior management.

Date of Board Approval: February 2009

*Cross Reference: [Respectful Schools Administrative Procedure #111](#)
[Respectful Workplace Administrative Procedure #405](#)
[Student Conduct Standards and Behavior Management Administrative Procedure #114](#)*

Respectful Schools Harassment and Anti-Bullying

The Board of Education mandates the purpose of this policy is to ensure to all students, staff, volunteers, parents, contractors, elected officials and employees work and attend Mission Public Schools are provided with an educational or work environment which is free from any form of discrimination, harassment or bullying. It is also the Board's expectation that all parties will be treated with dignity and respect. The policy also underlines the seriousness of inappropriate behaviours in our schools or work sites. The Board strongly urges all parties to work toward the elimination of harassment or inappropriate behaviours. It is further declared the Board believes there is no acceptable level of inappropriate behavior or actions by any party.

In the context of this policy, the person filing a complaint shall be referred to as the complainant and the alleged harasser (sometimes referred to as bully) shall be referred to as the respondent.

This policy shall apply to all Mission Public School buildings, worksites, vehicles, and includes areas like cafeterias, sport fields, gyms, events, or any other school activity. This policy also covers harassment (at times referred to as bullying) that happens away from the school setting or workplace or by way of social or electronic media if it has a negative effect on school or work relationships.

The Board of Education believes violation of any prohibited grounds of discrimination will not be tolerated.

Types of School Environment Harassment

1. Harassment (at times referred to as bullying) within the Human Rights Code

- Race
- Place of origin
- Colour
- Ancestry
- Political belief – in employment only, employment ads. and membership in a union or occupational association
- Religion
- Age (if you're 19 and above)
- Sex (Including pregnancy and childbirth)
- Sexual orientation
- Marital status
- Family status
- Criminal or summary convictions – in employment only
- Physical disability (Including dependence on alcohol or drugs, HIV & Aids)
- Mental disability
- Retaliation (taking action against a person who complained to the Tribunal, was named in a complaint, was a witness, or helped someone with a complaint)

2. Harassment (at times referred to as bullying) outside of the Human Rights Code

Harassment is any comment or conduct that is known or ought reasonably to be known to be unwelcome, which serves no legitimate school or work related purpose and which:

- Denies individual dignity and respect
- Detrimentially affects students or employees within the school environment
- Has adverse job related consequences

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation.

3. Poisoned School/Work Environment

Where there is a focused pattern of behaviour or a broader systemic problem that exists and is tolerated, participated in, or condoned by those employees, students or others in the school district, and that created an environment that harasses or causes persons in the environment to be treated with disrespect or discrimination as prohibited by 1 and 2 above, and the administration participates and/or condones and/or takes no action to end the harassment it shall be acknowledged as a poisoned school/work environment.

While the following is not an exhaustive list, harassment (at times referred to as bullying) under all definitions may include:

- Verbal abuse or threats
- Unwelcome remarks, jokes, innuendoes or taunting about a person's body, attire, age, marital status, ethnic or national origin, religion, sexual orientation, mental characteristics, etc.
- Displaying pornographic, racist, or other offensive or derogatory pictures
- Practical jokes which cause awkwardness or embarrassment
- Unwelcome invitations or requests, whether indirect or explicit or intimidation
- Leering or other gestures
- Unnecessary physical contacts such as touching, patting, pinching, punching
- Physical assault
- Abuse of authority
- Social media abuse or harassment

Guidelines for Dealing with Harassment (at times referred to as bullying)

- Keep a record (noting dates, times, locations, witnesses and number of incidences).
- Advise the respondent to stop or have someone else advise him or her verbally or in writing.
- To initiate a complaint or for information contact: your principal, district superintendent, union representative or school counselor.

These are only guidelines and should not prohibit complaints being made that have failed to follow any or all of the above.

Complaint Procedure

An investigation will take place immediately, commencing in all cases no later than ten days subsequent to a complaint. This may include interviews of the complainant, the respondent and any witnesses, with information being shared in confidence by administrator or an independent investigator assigned to the policy with persons deemed necessary. Interview time and location will recognize the need to maintain confidentiality.

1. Procedure for Dealing with Complainant

- Listen to complaint
- Take the matter seriously
- Find out what the complainants expectation is (what do they want to have happen)
- Obtain permission to go forward (if appropriate)
- Explain what is going to happen next (depends on expectations)
- Contact administrator responsible for policy to initiate investigation

2. Procedure for Dealing with Respondent

- Administrator/councilor to talk to respondent
- Advise of the right of union representation for bargaining unit
- Advise of right to provide explanation and to be given proper consideration of those explanations
- Advise not to discuss the matter with anyone outside the complaint (this includes electronic or social media)
- Discuss the allegation(s)
- Listen to the respondent
- Talk about aspects of retaliation
- Determine a plan of action
- Inform both parties, their supervisors, parents and the administrator responsible for the policy.

3. Procedure for Dealing with Poisoned School Environment

- A complainant, administrator/manager, or a co-worker, or fellow student, or any combination thereof may initiate a complaint:
- Contact school principal, manager or administrator responsible for the policy, who will initiate an investigation
- There may be a requirement for involvement of higher levels of management or administration and the union to set up an action plan.

The administrator responsible for the policy or the district superintendent may identify a poisoned school/work environment through either a series of complaints or through ongoing monitoring in a school or workplace setting after an individual complaint has been resolved.

This policy in no way denies an individual the right to access legal counsel or in the case of criminal situations the aid of police and justice services.

(The policy should have a trained designated administrator or in case of perceived conflict an independent investigator to perform investigative and perform education duties to employees and students so all in the Mission School District understand the policy and impacts of harassment/bullying in schools and workplaces.)

Date of Board Approval: June 2013

Date Amended: February 16, 2016

Mission Public School District - Policy Review 2016 / 2017

Revised Plan

Old #	Current Name	New #	New Name	Review	Tentative Approval
Foundation		0 - 29 Series			
1	District Direction	1	Mission, Vision, Values Statement		
		5	Strategic Priorities	approved	
3	School Board Powers & Duties	20	Board of Education Responsibilities	Feb-17	May-17
Governance		30-99 Series			
5	Trustee Code of Ethics	30	Trustee Code of Ethical Conduct	Feb-17	May-17
6	Role of the Board Chair	40	Board Roles and Responsibilities	Sep-17	
7	Role of the Vice Chair		- Board Chair, Vice Chair, Trustees		
4	Role of the Trustee				
8	Board Governance and Operations (bylaw	50	Board Meeting Procedure	approved	
		55	Board Correspondence	Sep-17	
9	Board Representatives	60	Liaison Appointments	Sep-17	
		62	Board Memberships	Sep-17	
		64	Trustee Professional Development	Oct-17	
10	Policy Development	80	Policy Development	Oct-17	
2	Trustee Elections	90	Trustee Elections (Bylaw #2)	Oct-17	
Administration		100 -149 Series			
		100	Delegation of Authority	Nov-17	
12	Role of the Superintendent	105	Administration Roles and Responsibilities - Superintendent, Secretary Treasurer	Nov-17	
19	District Code of Conduct	110	Respectful Schools & Codes of Conduct	Feb-17	May-17
25	Respectful Schools, Harassment and Anti-Bullying	111	Respectful Schools, Harassment and Anti-Bullying	replaced	
26	Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	112	Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	Nov-17	
			Information Technology	Sep-17	
39	Social Media	??	Social Media and Communication	Sep-17	
41	Protection of Confidential Information	??	FIPPA (legislated)	Sep-17	
23	Environmental Sustainability	130	Environmental Sustainability		
14	Concerns or Complaints	145	Addressing Parent Concerns or Complaints	Dec-17	
24	Whistle Blower Protection	??	Whistle Blower Protection (legislated)	Dec-17	
Health and Safety		150 - 199 Series			
		180	Physical Restraint and Seclusion	Oct-16	Mar-17
38	Substance or Drug / Alcohol Use / Abuse		Substance or Drug / Alcohol Use / Abuse		
School Administration		300 Series			
17	Catchment Areas, Cross Boundary Applications and Programs of Choice	300	Catchment Areas, Cross Boundary Applications and Programs of Choice	approved	
Human Resources		400 Series			
16	Recruitment, Selection, & Termination of Educational Leaders and Business Management Staff	430	Recruitment and Hiring	17-Feb	17-May
			Employee Recognition	17-Sep	

Committee of the Whole Meeting (open to the public)

Minutes



Committee of the Whole Meeting
February 14, 2017 3:30 pm
District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:

Chair Rick McKamey
 Vice-Chair Tracy Loffler
 Trustee Randy Cairns
 Trustee Shelley Carter
 Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
 Secretary Treasurer Corien Becker
 Assistant Secretary Treasurer Derek Welsh
 Executive Assistant Tracy Orobko (Recorder)

Participants:

CUPE: George Forsythe
 DPAC: Laura Wilson
 MTU: Amber Chung, Anna Heavenor

Absent: Assistant Superintendent Larry Jepsen

1. **CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Committee Chairperson. 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**

3. **Delegations/Presentations**

N/A

4. **Unfinished Business**

4.1 2016/2017 Amended Budget

The Secretary Treasurer continued reviewing the amended budget from the January 31st meeting:

Occupational Health & Safety

- Compliance with WorkSafe BC;
- Consensus reached funds be set aside to assist with resources;
- Option proposed: 2 - 3 people could share responsibilities;
- Consensus reached to change wording from "Coordinator" to "funding".

Solar Energy

Comments were made regarding infrastructure and long-range planning.

- Currently no long-term plan to proceed with solar energy;
- Currently conducting a long-range facility plan;
- Dewdney/Deroche are not on natural gas;
- Facility analysis will be brought back to the Board;
- Recommendation is to leave \$10K in the amended budget for planning;

- Consensus reached to move forward with \$10K however, not specifically targeting Dewdney and/or Deroche.

Facilities Equipment.

- Secretary Treasurer referred to page 2 (d)(i)(4) of the Agenda;
- Recognize the need to replace equipment sooner than later;
- Managed by Facilities Department.

Confirmed: Move forward.

Grounds Equipment

Discussion ensued regarding demands/needs for expansion of crews and mechanical abilities.

Confirmed: Move forward.

School Improvements (Security, Safety)

- Work order backlogs (approx. 1300);
- Seeking additional funds to help with backlogs and school enhancements;
- Without a budget, unable to seek resources to aid backlog;
- Goal is to get them down to a rotating or manageable number of work orders.

Confirmed: Move forward.

Portables

- Anticipated capacity pressures;
- Minimally six portables required and would like to commence the process of ordering (three in amended; three in preliminary budget);
- Average cost is \$100k each;
- Tendering is required.

Confirmed: Move forward.

Future further philosophical discussion of the Board: Schools of Choice and capacity.

Ferndale Phase 3/3A

- Questions regarding moving costs to Ferndale;
- To reopen Ferndale, where would facilities be placed?
- Costs to refurbish the facility for educational use vs. use for Facilities Dept.;
- Joining the workers together under one roof; morale issues.

Confirmed to move forward.

Technology improvements

- I.T. infrastructure requires resources;
- I.T. improvement plan will be brought to the Board;
- Priority: Organizational backbone.

Confirmed to move forward.

The Secretary Treasurer requested a summary of consensus:

Item 1: Counselor – Move forward;

Item 2: Labourer – Move forward;

Item 3: District Principal, Ab. Ed. – Deferred to a future COTW meeting; will form 2017/2018 preliminary budget deliberations;

Item 4: I.T. Manager - Move forward: Hire in May.

It was further agreed the District Principal, Aboriginal Education funding (\$35K) will be moved down to I.T. improvements.

The Secretary Treasurer reminded the committee of the amended budget process. The committee Chair proposed to bring the Bylaw forward as three readings.

4.2 2017/2018 Preliminary Budget

The format has been left somewhat unstructured in order to have more discussions and to determine the Board priorities. May wish to align more with the Strategic Plan?

It was proposed:

- Add formal student input;
- Solar Arrays (Scope how funding will be allocated after we get the report back);
- Hungry children: Deroche / Chehalis;
- Meetings with gay/straight alliances;
- Budget lines for teacher recruitment/qualifications assistance/building capacity to fill voids; attraction/retention; and
- Communication with staff and public regarding the pending technology improvements plan.

4.3 Amendments to the BC School Act

Consensus was reached to move the following resolution to the February 21st Regular Board meeting:

THAT the following resolution be submitted to the BC School Trustees' Association ("BCSTA"):

THAT the Provincial Government revise the British Columbia School Act to reflect that in the event a Board of Education or individual is removed or fired, that a By-Election will be held within six (6) months of the removal or termination.

5. **Staff Reports**

2017/2018 School Calendar

The Superintendent introduced the calendar. Three proposed revisions were received to which it was agreed will be made prior to the February 21st Regular Board meeting:

- Add *Stat in Lieu of Good Friday*;
- Re-align the order of calendar dates; and
- Add "Friday" to one of the calendar dates.

Minutes



Confirmed: Move forward and also bring the Distributed Learning calendar.

6. New Business

N/A

7. Minutes of Previous Meetings

Discussion ensued regarding the approval of minutes and placement of order on the Agenda.

Anna Heavenor exited the meeting at 5:48 pm.

Consensus was reached that partners may not have a voting right at the meetings however do have a voice on topics, errors and/or omissions.

MOVED and seconded that the Committee of the Whole Meeting Minutes dated January 10, 2017 be approved as presented.

CARRIED

MOVED and seconded that the Committee of the Whole Meeting Minutes dated January 31, 2017 be approved as presented.

CARRIED

8. Information Items

Curriculum Update

MTU President reported on the work of core competency discussions: Teachers are submitting names for discussions however they have not formally scheduled date(s).

District Parent Advisory Council

The minutes of the January 23, 2017, meeting were attached at to the Agenda.

December Enrolment Chart

The enrolment chart was attached to the Agenda.

9. Adjournment

Moved and seconded to adjourn the meeting.

CARRIED

The meeting adjourned at 6:00 pm.

Chairperson

Secretary Treasurer