

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

November 19, 2019, 6:30 pm

Deroche Elementary School

Deroche Elementary School, 10340 N Deroche Road, Deroche BC

Pages

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

| | | | |
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| 4.1 | Strategic Plan | Action | 1 - 12 |
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5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

6. NEW BUSINESS

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| 6.1 | Policy Review Prioritization | Action | 13 - 15 |
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| 6.2 | Policy Development and Review Policy | Action | 16 - 20 |
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| 6.3 | Board Roles Policy | Action | 21 - 31 |
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| 6.4 | School District Representatives | Action | 32 - 34 |
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| 6.5 | Policies to be Rescinded | Action | 35 - 44 |
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7. MINUTES OF PREVIOUS MEETINGS

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| 7.1 | Board of Education Public Meeting Minutes, October 15, 2019 | Action | 45 - 48 |
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8. INFORMATION ITEMS

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| 8.1 | Letter to Minister Fleming re MSP for International Students | | 49 - 50 |
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| 8.2 | Letter to Minister Fleming re FMR Working Group Reports | | 51 - 52 |
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| 8.3 | Letter re BCSTA Discussion Paper on School Site Land Acquisitions | | 53 - 54 |
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9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

12. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

13. ADJOURNMENT

ITEM 4.1 Action

File No. 0010

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: 2019-2022 Strategic Plan – Draft

Recommendation

THAT the Strategic Plan for 2019-2022 be approved.

Summary:

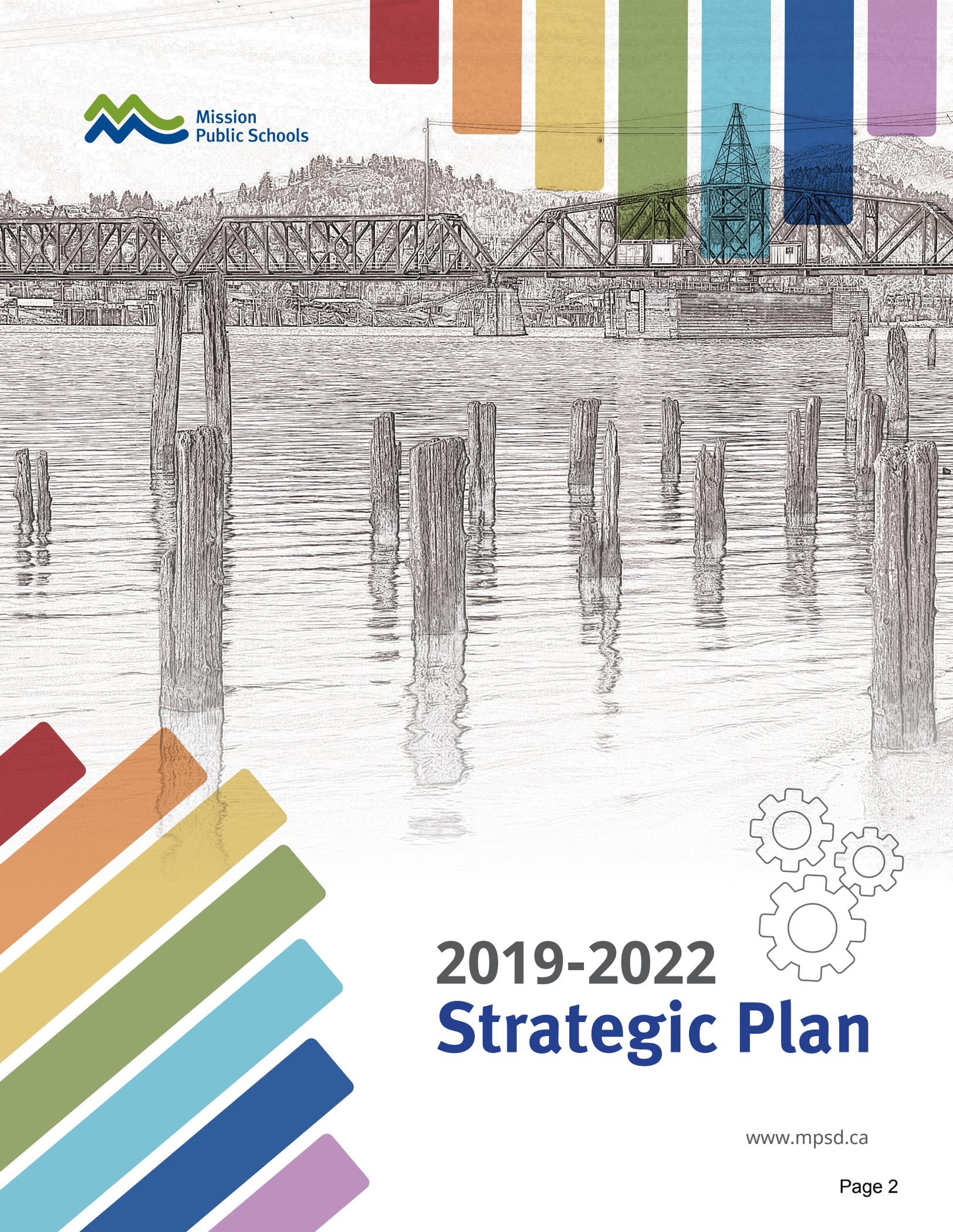
The final draft strategic plan was reviewed at the September Committee of the Whole meeting, followed with a public consultation process, and a final review at the November Committee of the Whole meeting. The draft policy and survey was emailed to all district staff, partner and community groups, and shared with student leadership groups. The plan was also presented to the Mission Sunrise Rotary Club and shared at the BCSTA Board Chairs meeting.

Implementation:

1. Translate the document to be available in French and Halq'eméylem
2. Print document for distribution
3. Print book marks for distribution
4. Publish on Website
5. Distribution / Review – School level
6. Monthly feature: highlight one priority per month and engage schools to share their efforts
7. Create opportunities for students and staff to share stories about how they embody the four values

Attachments:

- a. Strategic Plan 2019 – 2022 Final Draft



2019-2022 Strategic Plan

Acknowledgement

We begin our Strategic Plan by **acknowledging and honouring** the traditional territory and history of the Stó:lō people. **We acknowledge and honour** the four traditional territories of the following First Nation communities:

Leq'á:mel First Nation
Matheqwí First Nation
Qwó:ltl'el First Nation
Sq'éwlets

Mission Public School District **appreciates the vital role of All First Nations, Inuit, and Metis** peoples, groups, and associations, residing within the school district. **We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.**

Leq'á:mel First Nation



Matheqwí First Nation



Qwó:ltl'el First Nation



Sq'éwlets



Board of Education



Back Row (L-R)
Trustee Julia Renkema
Trustee Tracy Loffler
Trustee Shelley Carter

Front Row (L-R)
Trustee Randy Cairns
Trustee Rick McKamey

The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the operating and governance framework for the organization and is accountable to the Ministry of Education, the public, and education partners. The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing high

quality inclusive learning environments that will result in greater success for our students.

This document details the Board's objectives for Mission Public Schools to:

- Support Honouring Culture & Territory;
- Promote Student Centred Learning;
- Build Quality Teaching & Leadership;
- Create Effective Learning Environments;
- Focus on being Future Oriented.

The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.

The Board's specific goals for each objective can be found further on in this Strategic Plan and are intended to ensure that Mission Public Schools continues to be a fantastic place to learn, work, and grow.

Our Vision

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history. We are dedicated to honouring student voice and empowering our students to reach their potential.

Our Values

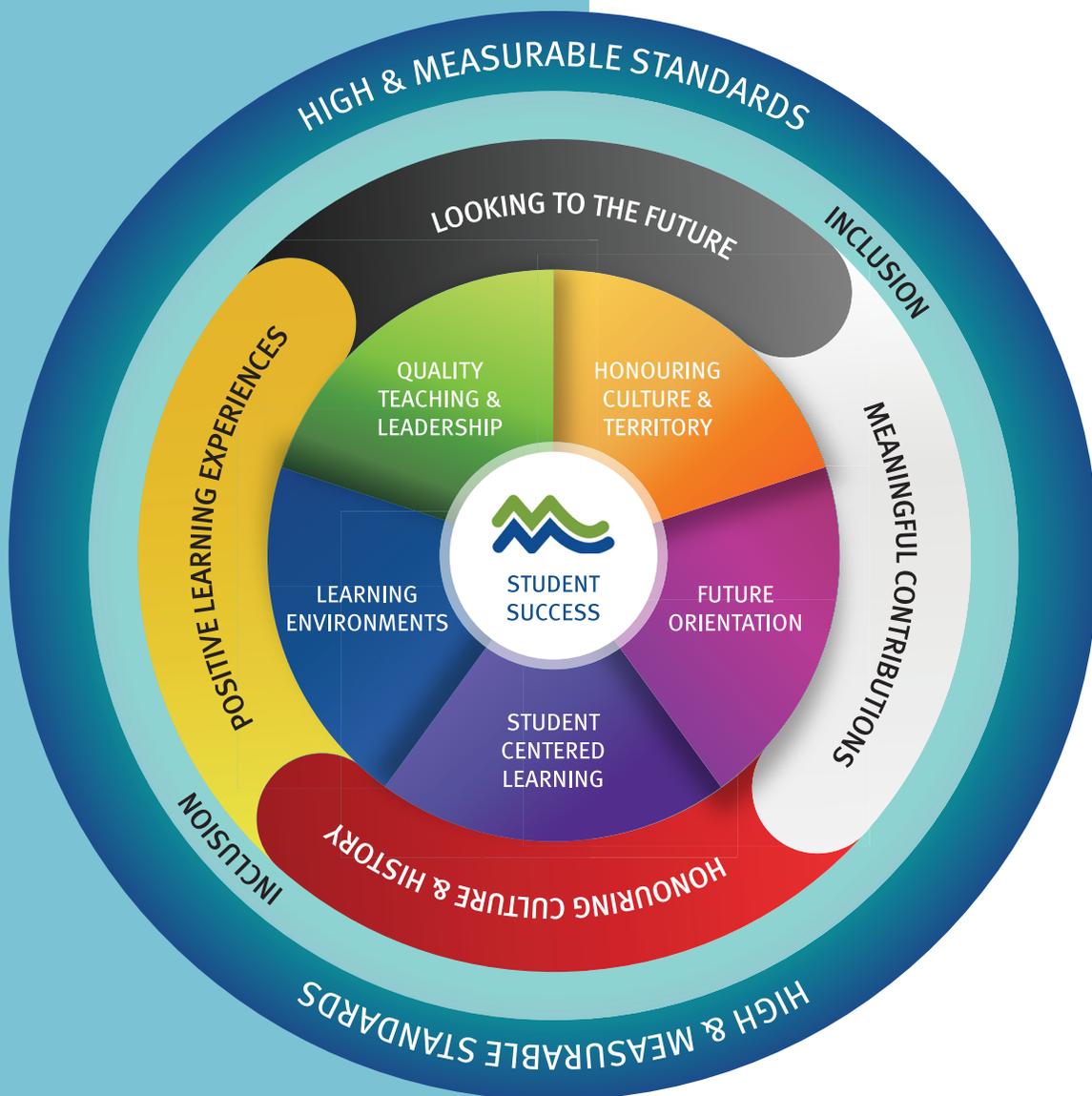
- Working Together*
- Lifelong Learning*
- Thinking Beyond Today*
- Doing the Right Thing*



Strategic Priorities

The Mission Public School District supports the development of the educated citizen, to “enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.” (Ministry of Education, 2019)

The Board has aligned its strategic priorities with the Ministry’s vision for student success.



Honouring Culture & Territory

Mission Public Schools is privileged to exist on the unceded, traditional, and shared territories of the **Leq'á:mel**, **Matheqwí**, **Qwó:ltl'el**, and **Sq'éwlets** peoples. We are cognisant of this debt, and our obligations to work with First Nations partners to work in the best interests of their culture and people.

Mission Public Schools is also conscious of the presence of a former residential school, St Mary's, in the area, adding a further obligation to our duties to reconcile with Indigenous communities.

GOALS

1. Equitable education outcomes for all Indigenous students in Mission Public Schools
2. Halq'emeylem language expanded
3. Stó:lō Culture integrated into all schools

STRATEGIES

1. Embed Indigenous Worldviews and Perspectives, specifically of the Stó:lō, into the curriculum using best pedagogical practices
2. Provide a variety of supports for students of Aboriginal ancestry
3. Ongoing support for our Enhancement Agreement
4. Local Education Agreements, as requested

MEASURES

1. Increase in % of students exposed to Halq'emeylem
2. Six-year completion rates
3. Student surveys



Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment.

Our education system will enhance our efforts to prepare all students for lifelong learning, the use of technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.

GOALS

1. Students are flexible, adaptable, and resilient
2. Students embrace diversity in a complex and pluralistic society
3. Learning environments provide contemporary tools to assist learning and skill development
4. Promoting environmental stewardship and sustainability

STRATEGIES

1. Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility
2. Application of technology to enhance learning across curricular areas
3. Encourage programming that exposes students to the local and global community

MEASURES

1. Degree of technology used in the learning environment
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Student Survey on community engagement

Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.
(Ministry of Education, 2019)



GOALS

1. Positive Learning Experiences
2. Provide choice of how, when, and where student learning takes place
3. Students and Teachers collaborate in the learning environment



STRATEGIES

1. Encouraging Student Engagement and Feedback
2. Offer financial support for programs of choice/personalised learning
3. Community engagement and program oversight



MEASURES

1. Annual surveys of student satisfaction on flexibility and choice; various student engagement opportunities
2. Enrolment statistics in varied programs/courses

Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests.

To offer healthy learning environments where students, families, and educators can focus

on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition. (Ministry of Education, 2019)

GOALS

1. Welcoming, healthy, and safe working and learning environments
2. Students and employees embrace physical, mental, and emotional wellness
3. Every school is inclusive
4. Every school is accessible

STRATEGIES

1. Foster empathy and understanding in staff and students for diverse learners
2. Develop mental health programs in collaboration with external organizations
3. Incorporate physical literacy and health programs
4. Inventory accessibility issues at every site, and develop plan to remedy as necessary
5. Continue to advocate for new facilities
6. Full implementation of any/all Worksafe recommendations

MEASURES

1. Continuous review of Facilities renewal
2. Review of Mental Health Initiatives

We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something... Inclusive education relies on the diversity of its ecosystem, to not only promote coexistence and tolerance, but to thrive on the learning and interaction of each person in the community
— Shelley Moore



Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs.
(Ministry of Education, 2019)



GOALS

1. Highly competent staff in all positions in the School District
2. Teachers adapt to the rapidly changing educational environment and needs of students
3. Teachers act as guides and coaches for all students.



STRATEGIES

1. Financial support of curriculum
2. Providing professional learning and collaboration opportunities for staff to support students
3. High standards for recruitment and retention
4. Ongoing quality evaluation processes for all educational staff
5. Growth Plans for Educational Leaders



MEASURES

1. Engagement/participation in Learning Series
2. Financial commitment to teacher mentoring, leadership, collaboration, and professional learning opportunities
3. Continued implementation of Technology plan
4. Review of Growth Plans



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*Mosaic River of Belonging displayed at Heritage Park Middle School.
Salmon Carvings created by Squamish Carver **Peter Gong**.
Art work and design created by students and staff.*

ITEM 6.1 Action

File No. 1020.10

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Policy Review Prioritization

Recommendation

THAT the policies for development and review be prioritized for action for the 2019/2020 school year as follows:

- a. Board Roles: Trustees, Board Chair, and Vice-Chair (review / combine multiple policies)
- b. Policy Development and Review (review)
- c. School District Representatives (review)
- d. Trustee Professional Development (review)
- e. Trustee Remuneration (new)
- f. Communications (new)
- g. Employee Long Service Recognition (new)
- h. Budget Monitoring and Reporting (new)
- i. Menstrual Products (new)
- j. Gender neutral hiring practices (new)
- k. Hiring Practices for Women in Trades (new)
- l. Use of Technology (new)
- m. Digital Citizenship (new)
- n. Sexual Minority, Sexual Orientation, Gender Identity, Anti-homophobic (review)
- o. Substance or Drug / Alcohol Use / Abuse (review – add medical cannabis use)
- p. Animal in Schools, including Medical Service and Therapy Dogs (Review two policies)

Background:

Policies are the primary governance tool the Board uses to guide an organization. To be effective, policies require a regular review to ensure they guide the organization in accordance with the Board's direction. Staff are also working to restructure the manual to provide a more user-friendly approach for searching for policy direction.

Options:

The policy can be approved as presented or amended (attachment a) or remain as currently drafted (attachment b).

The implementation provides a list of policies for review in a draft order of priority for the Board's consideration. The Board may be interested in reprioritizing this list or adding additional policies to be developed.

Analysis and Impact:

The Secretary Treasurer is setting aside one day a week to work on reviewing and revising policies and procedures. This should provide time for the development or review of up to four policies a month. This would also require approximately one hour at each Committee of the Whole meeting dedicated to policy review for the next year.

Strategic Priority:

This policy and prioritization is not linked to a specific strategic priority.

Policy, Regulation, Legislation:

Board approved Policies provide direction for the organization.

Public Participation:

As per the recommended policy on policy development:

1. The policy in its first draft form is to be reviewed and revised at the Committee of the Whole meeting, including suggestions the from educational partners that participate at the meeting; and
2. The draft policy will be circulated to the educational community for feedback and comment prior to final approval.

Implementation:

The policies as prioritized for the next year will be returned to the Committee of the Whole for further review. A few of the policies will be relatively straight forward to review and revise into the new template, while others will take more effort and consultation.

Three bylaws are currently listed as policies. These will be drafted as bylaws, and included as a bylaw on the website.

Bylaws

- Student Appeals Bylaw
- Use of School Sites
- School Site Acquisition Charge

Attachments:

- Draft Policy Manual Structure

Draft Policy Manual Structure – November 2019

1. Governance

- 1.1 Board Responsibilities
- 1.2 Trustee Code of Ethical Conduct
- 1.3 Board Roles: Chair, Vice-Chair, Trustees
- 1.4 Board Meeting Procedure
- 1.5 Policy Development & Review
- 1.6 School District Representatives
- 1.7 Trustee Professional Development
- 1.8 Trustee Remuneration

2. District Administration

- 2.1 Role of the Superintendent
- 2.2 Respectful Schools & Workplaces: Anti-bullying, Harassment, and Discrimination
- 2.3 Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic
- 2.4 Access to Information and Protection of Privacy
- 2.5 Health and Safety Policy
- 2.6 Whistle Blower Protection (legislated)
- 2.7 Environmental Sustainability
- 2.8 Use of Technology
- 2.9 Digital Citizenship
- 2.10 Substance or Drug / Alcohol Use / Abuse - Cannabis
- 2.11 School Reconfiguration, Consolidation or Closure
- 2.12 Communication

3. School Administration

- 3.1 Catchment Areas, Cross Boundary Applications and Programs of Choice
- 3.2 Transportation Services
- 3.3 Service and Therapy Animals in Schools
- 3.4 Menstrual Products
- 3.5 Physical Restraint and Seclusion
- 3.6 Volunteers in Schools
- 3.7 Concerns or Complaints

4. Students and Instruction

- 4.1 Learning Resources Policy
- 4.2 Student Attendance
- 4.3 Ordinarily Resident Student

5. Personnel

- 5.1 Recruitment and Hiring
- 5.2 Employee Long Service Recognition
- 5.3 Management Professional Development
- 5.4 Grievances and Investigations

6. Finance

- 6.1 Budget Monitoring & Reporting
Delegation of Authority Finance
- 6.2 Reserve Funds
- 6.3 Purchasing and Procurement
- 6.4 Authorized Signing Officers
- 6.5 Disposal of Land or Improvements
- 6.6 Disposal of Equipment and other Assets
- 6.7 Childcare Spaces in School District Property

7. Operations

ITEM 6.2 Action

File No. 1020.10

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Policy Development and Review Policy

Recommendation

THAT the Policy Development and Review Policy be approved in principle;

AND THAT the Policy Development and Review Policy be referred to the educational community for comments;

AND THAT the Policy Development and Review Policy, along with comments from the educational community consultation be returned to the December Committee of the Whole meeting for further consideration.

Summary:

The policy regarding policy development has been reformatted and updated for the Board's consideration. The policy review is recommended, as per the practice the Board has considered for the past three years.

Background:

Policies are the primary governance tool the Board uses to guide an organization. To be effective, policies require a regular review to ensure they guide the organization in accordance with the Board's direction. The process a Board uses to develop policies is designed to be inclusive of public input, and to consider the Board's strategic direction.

Options:

The policy can be approved as presented or amended (attachment a) or remain as currently drafted (attachment b).

Analysis and Impact:

The process for developing and reviewing policies will take more time, but will result in better policies to guide the organization.

Strategic Priority:

This policy and prioritization is not linked to a specific strategic priority.

Policy, Regulation, Legislation:

Board approved Policies provide direction for the organization.

Public Participation:

As per the recommended policy on policy development, the draft policy will be circulated to the educational community for feedback and comment prior to final approval.

Implementation:

Once the policy is approved, it will be updated to the website.

Attachments:

- a) Draft Policy Development and Review Policy
- b) Current Policy 10 – Policy Development Policy

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|-----------------|--------------------------------------|------------|
| Section: | Governance | |
| Title: | Policy Development and Review | 1.5 |

Purpose

To provide guidance for the development and review of School District policies.

Policy

School District policies are to provide an appropriate balance between the responsibility of the Board to develop the broad guidelines for the School District and the opportunity for the Superintendent to exercise professional judgment in the administration of the district.

The development of School District policies outlining the goals, objectives, direction and guidelines for the School District will be developed in an open and transparent process including consultation or collaboration with stakeholders.

School District policies must support or be consistent with the objectives of the Strategic Plan.

All Policies are to be reviewed during the Trustees term of office.

Guidelines

Board approved policies will be developed and reviewed in a thorough and consultative manner to ensure the broad interests of the educational community are considered. The educational community includes students and student associations, parents and parent associations, employees and employee organizations. Whenever possible, applicable administrative procedures will be reviewed at the same time the policy is considered.

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy or overarching goals for the policy to be developed.

2. Development

The Board may develop the initial draft of the policy itself or delegate the responsibility for initial development of the policy to the Superintendent.

The superintendent may seek legal advice on the intent and the wording of the policy.

3. Consultation and approval process

The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.

The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principal.

The approved-in-principle policy is to be forwarded to the educational community and the general public for feedback.

The approved-in-principal policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.

The final draft of the policy is to be forwarded to the public Board meeting for final approval.

4. Implementation

The Board is responsible for the implementation of policies governing its own processes.

The Board and Superintendent share the responsibility for implementation of policies relating to the Corporate Organization.

The Superintendent is responsible for the implementation of all administrative procedures related to the Board approved policies.

The Secretary Treasurer is responsible for tracking the review of the policies and reporting to the Board.

The Secretary Treasurer is responsible to ensure the policies are publicly available.

5. Evaluation

The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine its effectiveness in meeting its intended purpose.

Date of Original Board Approval: January 2012

Date Amended:

Legal Reference: School Act, Section 85

Policy Development

Policy development is a key responsibility of the board. Policies constitute the will of the board in determining how the district will be operated. Policies provide effective direction and guidelines for the action of the board, superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the district. Adoption of new board policies or revision of existing policies is solely the responsibility of the board.

The board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and other provincial legislation. Further, the board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the board to develop the broad guidelines to guide the district and the opportunity for the superintendent to exercise professional judgment in the administration of the district.

The board shall adhere to the following stages in its approach to policy making:

- Planning

The board, in cooperation with the superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

- Development

The board may develop the policy itself or could delegate the responsibility for development to the superintendent. The process for the development and review of policies will allow for the participation of interested and concerned groups and individuals as appropriate to their circumstances.

- Implementation

The board is responsible for the implementation of policies governing its own processes. The board and superintendent share the responsibility for implementation of policies relating to the board-superintendent relationship. The superintendent is responsible for the implementation of all administrative procedures which will take effect upon approval by the board.

- Evaluation

The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

Specifically, policy development and approval will occur over a series of regular board meetings where direction and/or opportunities for a consultation process may be provided, with review and possible amendment as follows:

- Proposals to adopt, amend, or rescind a policy shall be initiated by notice of motion at a regular board meeting. Such notice of motion will be accompanied by relevant background information and, as appropriate, recommendations for a consultative process which may include staff groups; or, school and community representatives.

- At a subsequent meeting trustees, staff, or other groups, as appropriate, may offer input and reactions towards a draft policy. In addition, the draft policy will be circulated to the educational community, including all administrators and managers, employee groups, parent advisory councils, and the Mission District Parent's Advisory Council for review and comment, using the [Draft Policy Response](#) form.
- Once input and reactions have been received, the board will give direction on a timeline for a final draft policy to be brought forward to a regular board meeting for:
 - Final adoption, or;
 - Referral for additional amendments with adoption at a future meeting.
- When appropriate, the superintendent shall seek legal advice on the intent and the wording of the policy.
- Adoption of a policy statement shall be by board motion.
- In the absence of existing policy, the board may make decisions, by resolution, on matters affecting the administration, management, and operation of the district. Such decisions carry the weight of policy until such time as specific written policy is developed.
- The board may request the superintendent to change an administrative procedure to a draft board policy, and will provide the rationale for the same.
- The board may also repeal a policy and subsequently delegate the superintendent authority over this area.
- All board policies and administrative procedures shall be posted on the district's website and distributed electronically to all principals and central office staff. A hard copy of board policies and administrative procedure changes shall be sent to all work sites.
- The board shall review each policy as and when required.

Date of Board Approval: September 2008

Date Amended: January 2012

Legal Reference: School Act, Section 85

ITEM 6.3 Action

File No. 1020.10

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Board Roles Policy

Recommendation

THAT the Board Roles Policy: Trustees, Board Chair, and Vice Chair be approved; and

THAT Policy 4 - Role of the Trustee, Policy 6 – Role of the Board Chair, and Policy 7 – Role of the Vice-Chair be rescinded.

Summary:

The review and organizing the various policies of the School District identified the need to simplify and coordinate various policies. The three current policies are similar in nature, with some overlap. As such, the three policies were combined to provide a cohesive review of the various roles of the Boards. While some of the language was simplified when possible, most of the new policy is consistent with the three previously approved policies.

Background:

In 2016 and 2017 the process of restructuring the policies and procedures was initiated. Staff are now able to continue the restructuring of the policies and bringing them to the Board for review and updating.

Options:

The revised policy can be approved as presented, or further revised. Further consultation could be considered as well if the Board thinks additional information could be provided from the educational community.

Analysis and Impact:

The policy outlines the responsibility and roles of Trustees, the Board Chair and the Vice-Chair. The proposed revisions to the policy is not substantially different than the previous policies. The most significant change is the structure, and the consolidation with other related policies.

Strategic Priority:

No strategic priority was identified.

Policy, Regulation, Legislation:

The Board is authorized to provide policy for its governance structure. These policies do not contradict the School Act.

Public Participation:

As the change to the policy is not substantive, no additional consultation is recommended beyond the partner groups participating at the Committee of the Whole meeting.

Implementation:

1. Update Website and policy directory – November 2019

Attachments:

- a) 1.3 Board Roles: Trustees, Board Chair, and Vice-Chair Policy
- b) Policy 4 – Role of the Trustee
- c) Policy 6 – Role of the Board Chair
- d) Policy 7 – Role of the Vice-Chair

| | | |
|-----------------|---|------------|
| Section: | Governance | |
| Title: | Board Roles: Trustees, Board Chair, and Vice-Chair | 1.3 |

Purpose

To delineate the roles of Trustees, the Board Chair, and the Vice-Chair.

Policy

The role of the Trustee is to contribute to the processes of the Board as it carries out its mandate.

The role of the Board Chair is to preside over all meetings of the Board, to safeguard the integrity of the Board’s processes, and to represent the Board to the broader community.

The role of the Vice-Chair is to perform the role of the Board Chair in the Board Chair’s absence, and to be sufficiently appraised of issues in order to step into the role of Board Chair with minimal notice.

Guidelines

The Board of the Mission Public School District provides the governance direction and oversight for the School District in accordance with the specified powers delegated to the School District by the *School Act*. The governance direction and oversight are carried out through the Trustees, including the Board Chair and Vice Chair.

Trustees contribute to the Board as it carries out its mandate to achieve its mission and goals related to student success and the development of an improved learning environment. The Trustee’s primary task is to act as a member of a corporate Board. The oath of office taken by each trustee when they assume office binds that person to work diligently and faithfully in the cause of public education.

The School Act gives no individual authority to trustees. Trustees are accountable to the public for the collective decisions of the Board and for the delivery and quality of educational services. Trustees serve the community as an elected representative.

The decisions of the Board in a properly constituted meeting are those of the School District. A Trustee who is given authority to act on behalf of the Board may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board. The Board is then responsible for the actions of the Trustee.

The Role of Trustees

Responsibilities of all individual trustees include:

- Being familiar with School District policies and procedures, meeting agendas, and reports in order to participate in Board business.

- Attending meetings of the Board to participate in and contribute to the decisions of the Board in order to provide the best solutions possible for the education of children within the School District.
- Participating in Board/Trustee development sessions so that the quality of leadership and service in the district can be enhanced.
- Supporting the decisions of the Board and monitoring progress to ensure decisions are implemented.
- Providing the Superintendent with counsel and advice, giving the benefit of the Trustee's judgment, experience, and familiarity with the community.
- Striving to develop a positive and respectful learning and working culture both within the Board and the School District.
- Exercising delegated responsibility within the defined limits in a responsible, effective way.
- Sharing materials and ideas gained from a Trustee development activity with fellow Trustees at the next available opportunity.
- Informing the Board and the Superintendent in a timely manner of matters coming to their attention that might affect the School District.
- Referring governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
- Referring queries, issues or problems raised by a parent or community member about a school or school policy to the principal and, where appropriate, inform the Superintendent or designate.
- Being current with provincial, national and international educational issues and trends.
- Attending School District or school functions when invited and when possible.
- Being familiar with, and adhering to, the Trustee Code of Ethical Conduct.
- Reporting a violation of the Trustee Code of Ethical Conduct to the Board during a closed meeting.

The Role of the Board Chair

Responsibilities of the Board Chair include:

- Presiding over all Board meetings and ensuring that such meetings are conducted in accordance with the *School Act* and the policies and procedures as established by the Board and where those are silent, Robert's Rules of Order, including:
 - Conducting meetings in accordance with the Board Meeting Procedures Policy.
 - Maintaining order, civil conduct and decorum.
 - Displaying firmness, courtesy, tact, impartiality and willingness to give Trustees an opportunity to speak on the subject under consideration.
 - Ensuring that debate is relevant. The Chair, in keeping with their responsibility to ensure that debate is relevant to the question, shall remind members that they must speak to the question.
 - Determining questions of order and procedure, subject to an appeal by the rest of the Board. The chair may speak to points of order in preference to other members.

- Submitting motions or other proposals to the final decision of the meeting by a formal show of hands.
- Extending hospitality to other Trustees, officials of the Board, the press, and members of the public.
- Maintaining regular connection with the superintendent to have a working knowledge of current issues and events.
- Conveying directly to the Superintendent concerns from other Trustees, parents, students or employees which may affect the administration of the district.
- Keeping informed of significant developments within the School District
- Keeping other Trustees informed of significant developments within the School District.
- Bringing all matters requiring a decision of the Board to meetings of the Board.
- Acting as the chief spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group.
- Being an ex-officio member of all committees appointed by the Board.
- Being a signing officer for the School District.
- Representing the Board, or arrange alternative representation, at official meetings or other public functions.
- Bringing concerns of inappropriate behavior on the part of a Trustee to a closed Board meeting.
- Ensuring that the Board engages in regular assessments of its effectiveness as a Board.

The Role of the Board Vice-Chair

The Vice-Chair is responsible for:

- Acting on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
- Assisting the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
- Taking on other duties and responsibilities as assigned by the Board Chair.

Guidelines for Effective Relationships

Trustee Relationships

- Openness – Communication in an open, honest manner is critical to success. Personal or hidden agendas are to be brought forward for discussion. Be respectful and prepared to say in meetings what is said privately.
- Seek Consensus – Ideally, decisions will be made by finding common ground and using the consensus approach whenever possible. Consensus decision-making operates best in an environment based on trust, patience, good nature and being non-judgmental. Once a decision is made it is a decision of the corporate board. All Trustees will support the decision of the Board to the public.

- Consideration – Be respectful of the start and end times of meetings. Be prepared for the meeting. Speak clearly, concisely, and with complete details, in a manner that is understood. At meetings of the Board, Trustees will direct all comments and questions through the chair to the fellow Trustees. Trustees are to declare when they are not prepared.
- Responsiveness – Be considerate of community needs, encouraging the community to become more involved in public education.
- Adherence – If any Trustee believes another Trustee is not adhering to the guidelines in this policy, they should first bring the matter to the other Trustee's attention in a respectful manner. Where a matter of this nature remains unresolved, either party may seek the assistance of the Board Chair and the Superintendent.

Trustee and Staff Relationships

- Management Team – Trustees and staff operate as a management team. This requires an environment of trust, confidentiality, patience and responsiveness. As a result of working together, all Trustees will be treated equally and will be well informed.
- Openness – Trustees and staff are open, honest and freely share information.
- Protocols – Staff should feel free to contribute to discussions in closed meetings. In public meetings staff will contribute to discussions at the request of the Chair. Any criticisms will be raised in private. All individuals must be considerate of time as it relates to punctuality and brevity.
- Accountability – Staff are accountable to the Board. Staff must be prepared to set the example of presenting and owning the solution to identified problems and issues.
- Adherence – In relation to the above, should any Trustee believe another member is not adhering to these expectations, they should first bring the matter to this individual's attention in a respectful manner. Where a matter of this nature remains unresolved, either party may seek the assistance of the Board Chair and the Superintendent.

Date of Board Approval: February 2009 (Policy 4, 6, and 7 consolidated in this policy)

Date Amended:

Legal Reference: School Act, Section 50

*Cross Reference: [Respectful Schools and Workplaces: Anti Bullying, Harassment and Discrimination Policy](#)
[Board Meeting Procedures Policy](#)*

Role of the Trustee

The role of the trustee is to contribute to the board as it carries out its mandate in order to achieve its mission and goals related to student success and the development of an improved learning environment. The oath of office taken by each trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education.

The *School Act* gives no individual authority to trustees. As members of the corporate board, trustees are accountable to the public for the collective decisions of the board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board.

The decisions of the board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the board may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the trustee are those of the board that is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the district.

Responsibilities of individual trustees include:

- Becoming familiar with district policies and procedures, meeting agendas, and reports in order to participate in board business.
- Referring governance queries, issues and problems not covered by board policy to the board for corporate discussion and decision.
- Referring queries, issues or problems raised by a parent or community member about a school or school policy to the principal and, where appropriate, inform the superintendent or designate.
- Keeping the board and the superintendent informed in a timely manner of all matters coming to his/her attention that might affect the district.
- Providing the superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
- Attending meetings of the board; participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
- Supporting the decisions of the board and monitoring progress to ensure decisions are implemented.
- When delegated responsibility, exercising such authority within the defined limits in a responsible, effective way.
- Participating in board/trustee development sessions so that the quality of leadership and service in the district can be enhanced.
- Sharing the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
- Staying current with respect to provincial, national and international educational issues and trends.
- Striving to develop a positive and respectful learning and working culture both within the board and the district.
- Acting as a liaison to assigned schools.
- Attending district or school functions when invited and when possible.
- Becoming familiar with, and adhere to, the Trustee Code of Ethics.
- Reporting any violation of the Trustee Code of Ethics to the board during a closed session.

Relationships

Trustee Relationships

- Openness – Communication in an open, honest manner is critical to our success. Personal or hidden agendas must be placed on the table. We must be respectful of each other, and be prepared to say in meetings what is said privately.
- Confidentiality – Confidential discussions regarding land, legal and labour issues must stay “in the room”.
- Seeking Consensus – Our decisions will be made by finding common ground and using the consensus approach whenever possible. We are reminded that consensus decision-making operates best in an environment based on trust, patience, good nature and being non-judgmental. Once a decision is made it is a decision of the corporate board.
- Consideration – Trustees honour the starting and finishing times of our meetings. Being prepared for the meetings, speaking clearly, concisely, and with complete details and in a manner that is understood by all is important. At meetings of the board trustees will direct all comments and questions through the chair to the fellow trustees. Trustees will declare when they are not prepared.
- Responsiveness – Trustees are committed to consideration of community needs and encouraging the community to become more involved in public education.
- Adherence – In relation to the above, should any trustee believe another member is not adhering to these expectations, she/he should first bring the matter to this individual’s attention in a respectful manner. Where a matter of this nature remains unresolved, either party may seek the assistance of the Board Chair and the Superintendent.

Trustee and Staff Relationships

- Management Team – Trustees and staff operate as a management team. This requires an environment of trust, confidentiality, patience and responsiveness. As a result of working together, all trustees will be treated equally and will be well informed.
- Openness – Trustees and staff are open, honest and freely share information.
- Protocols – Staff feel free to contribute to discussions in private meetings. In public meetings staff will contribute to discussions at the request of the chair. Respect – Trustees and staff are respected as individuals and for their professional ability. In addition, staff will be supported by trustees in public and any criticisms will be raised in private. All individuals must be considerate of time as it relates to punctuality and brevity.
- Accountability – Staff are accountable to the board. Staff must be prepared to set the example of presenting and owning the solution to identified problems and issues.
- Adherence – In relation to the above, should any trustee believe another member is not adhering to these expectations, she/he should first bring the matter to this individual’s attention in a respectful manner. Where a matter of this nature remains unresolved, either party may seek the assistance of the Board Chair and the Superintendent.

Date of Board Approval: February 2009

Legal Reference: School Act, Section 50

*Cross Reference: [Respectful Schools Administrative Procedure #111](#)
[Respectful Workplace Administrative Procedure #405](#)*

Role of the Board Chair

At its inaugural meeting following a general local election, and for the following two years, at the regular December meeting, the board shall elect one of its members to serve as board chair, to hold office at the pleasure of the board.

Notwithstanding the above, in the event of emergent circumstances and in consultation with the incumbent, a majority of the Board may elect a new Chair at any time.

The board entrusts to its chair primary responsibility for safeguarding the integrity of the board's processes and representing the board to the broader community.

The board delegates to the chair the following powers and duties:

- Preside over all board meetings and ensure that such meetings are conducted in accordance with the *School Act* and the policies and procedures as established by the board and where those are silent, Robert's Rules of Order.
- Prior to each board meeting, consult with the trustees and confer with the superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
- Perform the following duties during board meetings:
 - Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - Ensure that all issues before the board are well-stated and clearly expressed.
 - Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that collective opinion can be developed and a corporate decision reached.
 - Ensure that debate is relevant. The chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when she/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - Decide questions of order and procedure, subject to an appeal to the rest of the board. The chair may speak to points of order in preference to other members.
 - Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
 - Extend hospitality to other trustees, officials of the board, the press and members of the public.
- Keep informed of significant developments within the district.
- Keep the board and the superintendent informed in a timely manner of all matters coming to his/her attention that might affect the educational opportunities in the district.
- Be in regular contact with the superintendent to maintain a working knowledge of current issues and events.
- Convey directly to the superintendent such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the district.
- Bring to the board all matters requiring a decision of the board.
- Act as the chief spokesperson for the board except for those instances where the board has delegated this role to another individual or group.
- Act as an ex-officio member of all committees appointed by the board.
- Act as a signing officer for the district.
- Represent the board, or arrange alternative representation, at official meetings or other public functions.

- Address inappropriate behavior on the part of a trustee.
- Ensure that the board engages in regular assessments of its effectiveness as a board.

Date of Board Approval: February 2009

Legal Reference: School Act, Section 67

Role of the Vice-Chair

At its inaugural meeting following a general local election, and for the following two years, at the regular December meeting, the board shall elect one of its members to serve as vice-chair, to hold office at the pleasure of the board.

Notwithstanding the above, in the event of emergent circumstances and in consultation with the incumbent, a majority of the Board may elect a new Vice-chair at any time.

Specific Responsibilities

- The vice-chair shall act on behalf of the board chair, in the latter's absence and shall have all the duties and responsibilities of the board chair.
- The vice-chair shall assist the board chair in ensuring that the board operates in accordance with its own policies and procedures and in providing leadership and guidance to the board.
- The vice-chair may be assigned other duties and responsibilities by the board chair.

Date of Board Approval: February 2009

Legal Reference: School Act, Section 67

ITEM 6.4 Action

File No. 1020.10

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: School District Representatives to External Organizations

Recommendation

THAT the School District Representatives to External Organizations Policy be approved in principle; and

THAT the School District Representatives to External Organizations Policy be referred to the educational community for comments; and

THAT the School District Representatives to External Organizations Policy, along with comments from the educational community consultation be returned to the December Committee of the Whole meeting for further consideration.

Background:

Policies are the primary governance tool the Board uses to guide an organization. To be effective, policies require a regular review to ensure they guide the organization in accordance with the Board's direction. The policy has been updated to the new format and is presented for the Board's consideration.

Options:

The policy can be approved as presented or amended (attachment a) or remain as currently drafted (attachment b).

Analysis and Impact:

The policy provides clarity for School District representation to boards and committees external to the School District.

Strategic Priority:

The policy is not linked to a specific strategic priority.

Policy, Regulation, Legislation:

Board approved Policies provide direction for the organization. There is no specific legislation or regulation governing the Board representation to external organizations.

Public Participation:

1. The draft policy will be circulated to the educational community for feedback and comment prior to final approval.

Attachments:

- a) Draft School District Representatives to External Organizations Policy.
- b) Board Representatives Policy

Implementation:

The Board would be responsible for implementing updates to this policy.

| | | |
|-----------------|--|------------|
| Section: | Governance | |
| Title: | School District Representatives to External Organizations | 1.6 |

Purpose

To ensure the School District’s interests are represented on external organizations whenever possible or relevant.

Policy

The Board will consider appointing representatives to external organizations or external committees for the exchange of information on matters of mutual concern and/or to discuss possible agreements between the School District and other organizations.

Guidelines:

Representation is established at the discretion of the Board.

The Board appointed representatives are expected to:

- a. Attend meetings of the other organization or committee.
- b. Provide input from the School District’s perspective.
- c. Solicit input from the Board on issues of the other organization when the School District’s perspective is not clear.
- d. Communicate with the Board and the Superintendent on the work of the external organization or external committee and any impact this work may have on the School District.
- e. Bring recommendations to the Board when necessary.

Organizations with appointed representatives:

- 1. Aboriginal Education Advisory Council
- 2. BC Public School Employers Association (BCPSEA)
- 3. BC School Trustees Association (BCSTA)
- 4. BC School Trustees Association Provincial Council (BCSTA PC)
- 5. Mission Literacy in Motion
- 6. University of the Fraser Valley Community Council
- 7. Mission Community Foundation

Date of Original Board Approval: February 2009

Date of Amendment:

Legal Reference: School Act, Section 65, 85

Board Representatives

In response to requests from external organizations or agencies, the board will give consideration to naming representatives to various external boards or committees. Such representation is established at the discretion of the board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the board and other organizations.

Date of Board Approval: February 2009

Legal Reference: School Act, Section 65, 85

ITEM 6.5 Action

File No. 1020.10

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Rescinding policies

Recommendation

THAT the following policies be rescinded:

- Policy 1 – Direction
- Policy 3 – School Board Powers and Duties
- Policy 19 – District Code of Conduct
- Policy 25 – Respectful Schools and Anti-Bullying Policy

Background:

Policy 1 – Direction, outlines the mission, vision, and values for the organization, and the broad direction for the organization. With the new strategic plan approved in principle, it changes this direction and redefines the mission, vision and values for the organization. To avoid confusion, the policy can be rescinded.

In May 2017, the Board approved Policy 20, Board of Education Responsibilities. This policy was based on Policy 3, School Board Powers and Duties. Policy 3 should have been rescinded at the time.

Policy 19 and 25 were replaced with the Respectful Schools and Workplaces: Anti-Bullying Harassment and Discrimination Policy.

Implementation:

Once the policies are rescinded, the documents will be removed from the website, and archived.

Attachments:

- a) Policy 1 – Direction
- b) Policy 3 – School Board Powers and Duties
- c) Policy 19 – District Code of Conduct
- d) Policy 25 – Respectful Schools and Anti-Bullying Policy

District Direction

Our Mission

Mission Public Schools is dedicated to inspiring a passion for learning and developing the attitudes, skills and knowledge that will enable all students to maximize their potential as positive, responsible participants in our democratic society and the global community.

We believe that:

- Public education is the key to enabling students to become leaders and socially responsible citizens.
- Student learning is the central focus of our collective efforts.
- Relational trust is essential to developing strong, vibrant and diverse communities of learners.
- Safe and caring schools provide a sense of belonging that is conducive to learning.
- Learning is an active, developmental and social process that is continuous, lifelong and unique to the individual.
- Curriculum should be relevant, engaging and provide alternate pathways to student success.
- Assessment should be comprehensive, multi-faceted and inform instruction.
- Developing parent and community partnerships is integral to student learning.
- The student, the family, the school staff and the community create the educational partnership and share responsibility for learning success.
- Success is contagious and should to be regularly celebrated.

We value:

- The uniqueness of each child entrusted to our care.
- Relationships with students, parents, colleagues and the community based on trust, mutual interest and mutual respect.
- A diverse and inclusive community that supports the development of the whole child.
- An environment that supports healthy risk taking by students and staff.
- Opportunities for dialogue that enable transparent, collaborative decision making and problem solving.
- The dedication and professionalism of our employees.
- The involvement of parents in supporting learning.
- The contribution of our students and staff to the greater community.

Our Vision

Mission Public Schools is an adaptive, forward-thinking public school district dedicated to inspiring a passion for learning within all our students. Our highly skilled employees are motivated by a deep and unwavering commitment to improving the life chances of every child. The achievement of our core purpose is driven by the desire to develop and maintain ethically-based, inclusive and collaborative processes for decision making and program implementation.

Our Graduate Profile is the vision for Mission Public Schools. The student who graduates from Mission Public Schools will be able to demonstrate the following characteristics:

Seeks Knowledge and Understanding

- Initiates own learning
- Has a foundation in core academic areas
- Knows of and appreciates the arts and humanities

- Uses effective learning techniques to acquire and apply knowledge
- Applies numerical reasoning strategies to problems
- Understands world issues and current events
- Takes intellectual risks in learning
- Exhibits enthusiasm for learning in life

Thinks Critically and Solves Problems

- Defines problems, hypothesizes, and becomes actively involved in creative problem solving
- Organizes and processes information productively
- Generates new ideas
- Analyzes and adapts to changing environments
- Makes decisions based on facts

Communicates Effectively

- Exchanges ideas and information clearly in writing, verbally, and visually
- Listens reflectively

Uses Technology as a Tool

- Selects appropriate tools and procedures to accomplish tasks and create products
- Uses technology to access, analyze, organize, and process information
- Consistently applies technical reasoning skills

Interacts Effectively with Others

- Develops and maintains positive relationships with others
- Works successfully in teams
- Leads by communicating ideas and motivating others
- Works collaboratively with persons of different beliefs, interests and backgrounds to build consensus
- Plans and acts as a system thinker
- Knows and appreciates cultural and linguistic diversity

Exhibits Strong Personal Qualities

- Demonstrates initiative and perseverance
- Identifies personal goals
- Accepts responsibility for his/her own actions
- Maintains wellness and balance in life
- Recognizes and responds to societal needs
- Values and participates in the democratic process
- Has an interest in issues of social justice and equity

The goals and strategic directions will be updated by each new Board of Education. The updated goals and strategic directions will be provided in Appendix A of this policy.

Date of Board Approval: September 2008

Date Amended: October 2012

Appendix A

Goals

Throughout our term of office the Board of Education for Mission Public Schools will:

- Ensure success for every child by Focusing on what’s important for students’ learning; Acting in their best interests and by Monitoring and Adjusting our practice to improve results.
- Exercise leadership that demonstrates a commitment to Diversity, Ethically-based decision making, Inclusion, Integrity, Respect and Transparency in all relationships with staff, our education partners, and the greater community.
- Promote two-way communication with education partners and the community that builds trust and instills confidence in public education.

Strategic Directions

Our Strategic Directions reflect a core purpose of ensuring success for every child and recognizes the importance of building community capacity to foster continuous improvement.

Strategic Directions illustrate the type of future-focused system we want and our Graduate Profile is the vision for all students who graduate from Mission schools. These primary commitments by the Board are integrated strategies that will enable the achievement of our goals.

Our Strategic Directions recognize the need for contributions by all employees, formal education partners and the broader community. We cannot do it alone and we invite all to share in the pursuit of our future success.

Inherent in our Strategic Directions is the notion that everyone can contribute to sustaining and enhancing a high-performing public school system. Individuals, groups, voluntary organizations, and governments all have a stake in the future of children in Mission. Their actions, commitments, investments and creativity are critical to achieving these goals and objectives.

Strategic Directions are about setting priorities – priorities to guide choices. Strategic Directions provide a context for considering priorities around programs and services and around resource allocations.

The considerations outlined within our Strategic Directions reflect a set of choices and strategies that the Board of Education deems important but are not ranked in any particular order.

Strategic Direction 1: Ensuring Success for Every Child

We believe that public education is the key to enabling students to become leaders and socially responsible global citizens. Student learning is the central focus of our work.

Objectives

- Broaden access to quality programs that encourage career exploration and prepare students for post-secondary success.
- Continue progress toward meeting the goals of our Aboriginal Enhancement Agreement.
- Develop partnerships that increase opportunities for early learning.
- Encourage a deeper understanding of the need for environmental stewardship.
- Enhance the development of literacy throughout all areas of the curriculum.
- Focus greater support for our most vulnerable learners.
- Involve more students in the decision making process.

- Maintain a safe and respectful learning environment for all students.
- Support the effective application of technology to student learning.
- Support reading success for all children in the primary grades.

Strategic Direction 2: Sustaining Quality Education

Success in Mission Public Schools, both for our students and our employees alike, is contagious and should to be regularly celebrated. Our ability to sustain this success will be based upon the decisions we make now to assure that financial, human, and physical resources are available into the future.

Objectives

- Continue our inclusive and transparent approach to objectives-based decision making, project planning and implementation.
- Demonstrate fiscal responsibility to the community by optimizing the use of government funding.
- Ensure consistent academic standards within and between schools.
- Examine ways in which school and district business can encourage and reflect sustainable environmental practices.
- Maintain a safe and respectful workplace in all schools and facilities.
- Maintain a comprehensive workforce plan that recognizes the success of all employees, ensures their connection to our core purpose, and builds succession throughout the system.

Strategic Direction 3: Strengthening Community Connections

Mission Public Schools values the relationships it has developed with its formal education partners and the community. We respect our partnership with parents in supporting learning and the contribution of our students and staff to the greater community. Mission is a diverse and inclusive community that works hard together to support the development of our children and our neighborhoods.

Objectives

- Create connections with service clubs and community organizations that deepen appreciation for the critical importance of public education to a just and democratic society.
- Provide opportunities for students to practice the values of equity and social justice and develop the necessary skills for global citizenry.
- Ensure the long-term viability of existing community partnerships that support literacy, early learning and vulnerable students.
- Explore opportunities for the further integration of services that support child and family development in schools and neighborhoods.
- Provide scheduled opportunities for respectful professional dialogue with all formal education partners.
- Promote a greater appreciation for the importance of healthy living for both students and staff.
- Regularly communicate plans to solidify our facilities, transportation, and technology infrastructure.
- Sustain our commitment to collaborate with key stakeholders to improve literacy within our community.

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

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

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

October 15, 2019, 6:30 pm
Albert McMahon Elementary
32865 Cherry Avenue, Mission, BC

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

Staff Present: Superintendent of Schools Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent, Karen Alvarez
Executive Assistant Aleksandra Zwierzchowska (Recorder)

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

The Board Chair advised that the Closed meeting did not complete and that the items will be reported out at a future meeting.

5.2 Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy

MOVED and Seconded that the Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy be approved.

CARRIED

The policy has been revised to include the French Immersion and Middle School catchment for Stave Falls Elementary School, as well as the Middle School catchment for students attending the Intensive Core French program at Windebank Elementary.

6. NEW BUSINESS

6.1 MSP Health Fees of International Students & Budget Implications

MOVED and Seconded that the Board of Education send letters to the Ministry of Health, Ministry of Education, Minister of Finance, and the MLAs that outline the cost implications related to changes with the MSP health fees of international students.

CARRIED

The final paragraph should include stronger narrative requesting that the Province include School Districts in the consultation process.

The Board agreed to have Staff update the letter with the mentioned recommendations and to include the letter on the next Public agenda as an information item.

6.2 School District Hiring Practice for Women in Trades

MOVED and Seconded that Staff look at School District policies and hiring practices for gender neutral language;

and that Staff provide some recommendations on policies for hiring practices for Women in Trades within the School District.

CARRIED

Staff will review opportunities for practices and policies for hiring Women in Trades. The Superintendent advised that one starting point is to update job postings to include gender neutral language.

6.3 British Columbia School Trustee Association Membership

MOVED and Seconded that the Mission Board of Education not renew membership with the British Columbia School Trustee Association.

DEFEATED

Opposed: Chair Loffler, Trustee Carter, Trustee McKamey, and Trustee Renkema

It was mentioned that in past the Board agreed to review this item on an annual basis. The majority of the Board acknowledged that there are many benefits to the BCSTA membership and that being a part of the association gives School Districts a stronger collective voice.

6.4 British Columbia School Trustee Association, Trustee Academy

MOVED and Seconded that the Board of Education recommend that BCSTA in the future move the dates of the BCSTA Academy Conference in November, so it does not conflict with the FNEESC Conference dates.

CARRIED

The Board recognized that it is difficult for associations to coordinate dates when they need to book venues one to two years out.

It was requested that the recommendation be forwarded to the Fraser Valley Branch followed by the BCSTA AGM.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, September 17, 2019

MOVED and Seconded that the Board of Education Public meeting minutes dated September 17, 2019 be approved.

CARRIED

7.2 Trades Training Advisory Committee Meeting Minutes, September 24, 2019

MOVED and Seconded that the Trades Training Advisory Committee minutes dated September 24, 2019 be approved.

CARRIED

The minutes need to be updated to include Trustee Carter as an attendee at the meeting.

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustees reported on:

Cultural Days, 30 year anniversary of Mission Archives, Orange Shirt Day, Trades Training Committee Advisory, LTL Open House, planning of Women Helping Women Forum, World of Teachers' Breakfast, Tour of MSS with Minister Rob Fleming, Stave Falls PAC meeting, Mission Community Foundation Board meeting, Mission Literacy in Motion, Welcome BBQ at Dewdney, ELL Consortium, Sunrise Morning Rotary Club and presentation of the Strategic Plan, Cops for Cancer, the loss of community members, Conference call with the Deputy Minister regarding the Funding Model Review, and Federal All Candidates meeting.

12. QUESTION PERIOD

A question was asked about two members of the Trades Training Advisory Committee. Clarification was provided that one member works in the forestry department at the District of Mission and the other is a local business owner.

The president of the Mission Teachers' Union thanked the School District for donating door prizes to the World Teachers' Day breakfast.

13. ADJOURNMENT

MOVED and Seconded that the meeting be adjourned.

CARRIED

The meeting adjourned at 7:20 pm.

Chairperson

Secretary Treasurer

October 15th, 2019

Method of distribution: mailed

Hon Adrian Dix
Minister of Health
PO BOX 9050
STN PROV GOVT
Victoria BC
V8W9E2

RE: MSP Insurance for International Students

Honourable Minister:

The Board of Education of School District 75 (Mission) is concerned with the recent decision to require international students studying in British Columbia to pay medical insurance. While we understand the rationale behind this decision, we are disappointed in the process through which it occurred.

As you are aware, school boards must run balanced budgets with minimal surpluses. This means when an unexpected cost arrives, it is easiest to deal with when there is considerable warning on its implementation and leeway on ways to respond. In the past two years, school districts have had to contend with the sudden arrival of corporate premiums (a cost in the hundreds of thousands here in Mission) and now the news that we must finance the BC medical insurance of our international students. While the rationale for having these students pay is reasonable, we would like to note that there has been no consultation with boards, nor has there been any consideration of an implementation timeline. In the case of our mid-sized district, this is an immediate additional cost of \$67,762.50. While districts can increase fees to students to compensate, being good business partners we will not download that cost onto students that are already part of our system, and future years can bear that increase. A final consideration is that this cost is not equitably dispersed amongst districts, as it only impacts those with international programming.

It is our expectation that in the future, when the government determines to create an expense for school boards, they consider both consultation with the affected districts and as much delay before implementation as possible. Thank you for your consideration of this issue.

Sincerely,

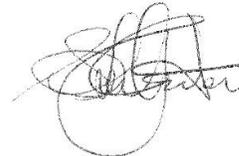
Board of Education, SD 75 (Mission)



Chair, Tracy Loffler



Vice-Chair, Randy Cairns



Trustee, Shelley Carter



Trustee, Rick McKamey



Trustee, Julia Renkema

Ec A Wilson, Superintendent
 C Becker, Secretary Treasurer
 R Fleming, Minister of Education
 S Higginson, President, BCSTA
 B D'Eith, MLA

November 8, 2019

Honourable Rob Fleming
Minister of Education
rob.fleming.mla@leg.bc.ca

Delivery method: Email

Mr. Fleming:

Mission's Board of Education has been actively engaged throughout the Funding Model Review process. We have recently reviewed the Funding Model Review Working Group Report and we present our feedback below.

Our Board recommends that the reporting requirements provide relevant, useful information to Boards of Education, without being an extra burden for Staff. We recommend that any new templates or reporting structures be a part of the Board's reporting process to the Ministry of Education.

If Health Factors are going to influence 50% of a school district's funding, we would encourage the Ministry of Education to work closely with the other Ministries, specifically the Ministry of Health and the Ministry of Mental Health and Addictions. The same principle applies to Children and Youth in Care (20%) Income and Family Earnings (20%) and English/French Language development (10%)

Equity of Online Learning is a concern for our Board, specifically for First Nations students living on reserve, where internet access is not always consistent. We expect that funding for IT infrastructure throughout the province will be fully funded.

These Working Group Reports have left us with more questions than answers. While we appreciate the extensive consultation process over the past two years, without the opportunity to model exactly how these changes to the Funding Model will impact our school district specifically, it is extremely difficult to provide informative feedback. In this regard, our Board fully supports the BCSTA's Provincial Council's Motion 10.1, dated October 26, 2019 which reads, *"That BCSTA urge the Ministry of Education to ensure all Boards of Education are provided the opportunity to model and / or pilot the new funding formula recommendations prior to implementation in order to provide feedback on the positive and negative implications of the proposed recommendations, the impact on the ability of our districts to strengthen success for all students and the ability to ensure a system that is equitable, predictable and fair for all school districts."*

We request that a mechanism for ongoing feedback and disputes be put in place as an opportunity for boards to participate in fine tuning the funding formula once it is implemented. With a mechanism for feedback and disputes, the formula can be refreshed and kept current over the long term.

With the Funding Model Review and Framework for Enhancing Student Learning focusing so much on data, we wish to express our concern with the Ministry of Education's data sources. For example, when it comes to student enrolment growth, our Board noticed extreme variances in forecasts. For the period of 2016-2026 the Ministry of Education predicted student enrolment growth of 236 students. For the same period, BC Statistics predicted 594, the District of Mission predicted 826 and Baragar Systems predicted 639. (Source: *2019 SD 75 Mission Long Range Facilities Plan, prepared by Cascade Facilities Management Consultants Ltd.*) It is clear that these numbers do not align, so we encourage the Ministry of Education to use multiple data sources when formulating funding structures and forecasts.

Further, while we recognize that the Funding Model Review was not focused on quantum it is our belief that funding for Education sector does not meet the needs of our students. It is our expectation that the Ministry of Education fully fund the implementation of any new funding model.

Sincerely,



Chair, Tracy Loffler



Vice-Chair, Randy Cairns



Trustee, Shelley Carter



Trustee, Rick McKamey



Trustee, Julia Renkema

Board of Education, SD 75 (Mission)

Ec:

Angus Wilson, Superintendent, SD 75
Bob D'Eith, MLA, Maple Ridge - Mission
Stephanie Higginson, President, BCSTA
Kim Horn, Executive Director, Funding and Financial Accountability, MoE
Reg Bawa, Assistant Deputy Minister, MoE

November 6, 2019

BC School Trustees Association
Mike Murray, BCSTA Director
1580 W. Broadway, 4th Floor
Vancouver, B.C. V6J 5K9

Method of distribution: email

Re: Capital Working Group discussion paper on School Site Acquisition

Dear Mike,

The Mission Board of Education has reviewed the discussion paper and also received input from our municipality's Chief Administrative Officer. Our collective comments are as follows:

Recommendations to Government

1. We concur that SSACs need to be reviewed more regularly and the maximum amounts collectible should be increased each year to at least keep pace with CPI.
2. We are concerned with tying the SSACs to the rates for municipal parkland. Some parkland is undevelopable and costs much less than developable land. School Sites are developable land, and as such, have a higher value than park land. SSACs / Land value can be valued by appraisers very easily for small cost, although appraisals can be speculative.
3. Our municipality already includes the cost of servicing schools in DCCs. We support the introduction of legislative and regulatory changes at the provincial level to include the cost of off-site servicing of new schools in their municipal development cost charges. It was also brought to our attention that not every municipality has DCCs and this would also need to be addressed at the provincial level.
4. Our municipality currently collects SSAC's through the District of Mission.
5. We agree that the SSACs need to be updated regularly to reflect current land values.
6. While we agree with reducing the amount of provincial funding for SSAC's, the term, "as little as possible" lacks strength and clarity. We would prefer to see a definitive alternative.
7. We agree that school site acquisitions continue to be approved by the provincial government. However, we would also like the provincial government to fund the approvals.

8. We do not support the notion of purchasing land as identified in an OCP, until it's for sure known that it is needed. Community OCPs change based on development direction. We certainly would not want to be holding land that is not needed, particularly as OCP's often identify potential land use needs 20 to 25 years out.
9. We agree with the concept of allowing developers to continue to have the option of dedicating designated school sites to the school district in return for the payment of SSACs being forgiven. Although we agree in theory, this may be difficult to accomplish when land costs millions but the SSACs for the subdivision may amount to \$50,000. Our municipality would prefer that this remain under the purview of school districts and the provincial government. The concern revolves around what this process would look like and the additional administrative costs to support the process.

Overall, our Board supports the idea that developers, not taxpayers, should be paying for DCCs and SSACs. It would be our expectation that any savings the province is able to accrue would be put back into the Education budget and not another ministry.

Sincerely,



Chair, Tracy Loffler



Vice-Chair, Randy Cairns



Trustee, Shelley Carter



Trustee, Rick McKamey



Trustee, Julia Renkema

Board of Education, SD 75 (Mission)