

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

November 5, 2019, 3:30 pm
District Education Office, 33046 4th Avenue, Mission, BC

			Pages
1.	CALL TO ORDER		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	ADOPTION OF AGENDA		
3.	DELEGATIONS/PRESENTATIONS		
4.	CURRICULUM		
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9. INFORMATION ITEMS

9.1 DPAC AGM Meeting Minutes for October 21, 2019

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10. ADJOURNMENT

ITEM 4.1 Information

TO: Committee of the Whole
FROM: Karen Alvarez, Assistant Superintendent
SUBJECT: Curriculum and Aboriginal Updates

Early Learning

- Community Connections
- Ministry Early Learning Summit – November 8, 2019

Literacy:

- October 25 pro-d day for Joyful Literacy and Novel Approach
 - Supporting the continuum of learning with common messages (learning intentions, explicit teaching, success criteria, formative assessment to guide instruction, use of mentor texts, oral language, etc.)
 - Approximately 140 educators (including classroom teachers, teacher-librarians, EAs, administrators) attended.

Numeracy

- Thinking Mathematically
 - Rebekaah Stenner will provide a short presentation to summarize the work being done at middle schools to support grade 7 and 8 students
- Building Fluency
 - Math Blitzes at MSS for elementary students

Aboriginal Learning

- Sacred Circle – Me to We
- Monique Gray-Smith
- Enhancement Agreement Update
- Visit to Leq'a:mel

Resources

- Novel Approach resources
- Canadian Digital Resource
 - NFB Campus - <https://www.nfb.ca/education/>
 - Purchased district wide for increased availability of Aboriginal resources; available in English and French.
 - Test group of TLs, Frank Chan, Peggy Janicki, and MSS English Department (originally requested it). Very positive feedback.
 - Link is available through “Learn 75”
- Reporting Tool
 - MyEdBC Family Portal
 - To be used for report cards at secondary and middle schools

ITEM 5.1 Action

File No. 0010

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: 2019-2022 Strategic Plan – Draft

Recommendation

THAT the comments received during the consultation process be reviewed and considered;
AND THAT the Draft Strategic Plan for 2019-2022 be forwarded to the Public Board meeting on November 19, 2019 for consideration.

Summary:

The draft plan was reviewed at the September Committee of the Whole meeting which then followed a public consultation process. 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. Final review November Committee of the Whole
2. Approval November 2019
3. Distribution / Review – School level

Attachments:

- a. Strategic Plan 2019 – 2022 Final Draft
- b. Summary of feedback



2019-2022 Strategic Plan

www.mpsd.ca

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

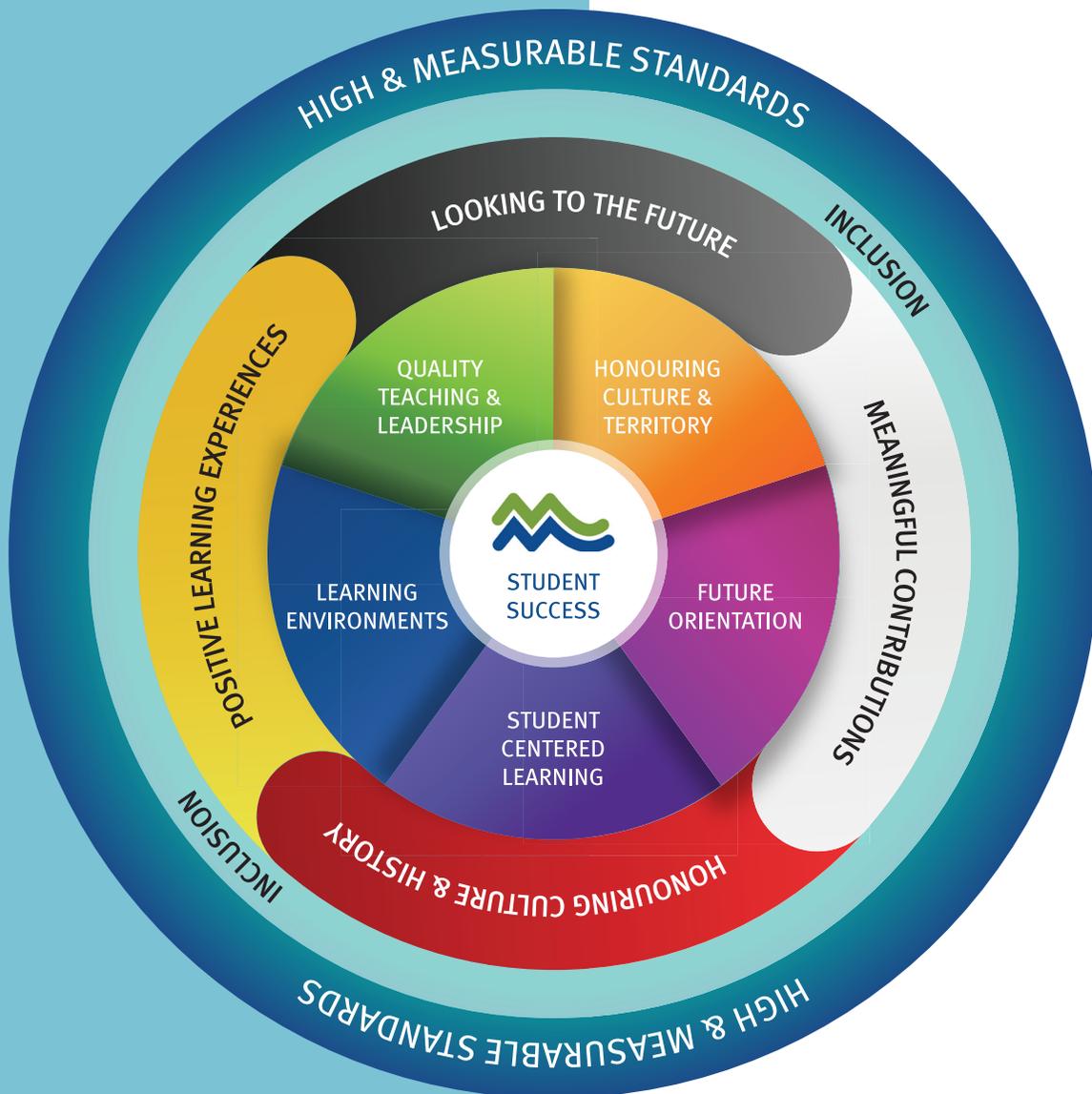
- Working Together*
- Lifelong Learning*
- Thinking Beyond Today*
- Doing the Right Thing*



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

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



33046 Fourth Ave
Mission BC, V2V 1S5
Phone: 604-826-6286
Fax: 604-826-4517
info.sd75@mpsdc.ca

*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.*

Feedback on the 2019-2022 Strategic Plan

Please specify your association with the School District (examples include: parent, student, teacher, principal, clerical, BSW, counsellor, partner group, etc.)

Only two people provided comments. Both were from teachers.

1. Read the vision and mission statements and share any comments that you may have about each statement.

Name	Responses
anonymous	They are clear.
anonymous	Regarding inclusive practices when implementing the inventory on accessibility ensure that there is exclusion data collected, especially in the case where a student may not be able to attend their class because their designated EA has been pulled and reassigned to other matters within the school.

2. Our values are: working together, lifelong learning, thinking beyond today, and doing the right thing.

What do you think of these four values?

Name	Responses
anonymous	I agree with them.

3. What are your thoughts about the overall design and layout of the plan?

Name	Responses
anonymous	It's easy to read and the overall layout looks good.

4. Provide any additional comments or suggestions.

Name	Responses
anonymous	Under "Future Orientation" it is important to highlight environmental sustainability. With the importance of the environment and climate change, our students should have a strong understanding that their current decisions will continue to have future impacts. The environment is an important feature of having a future orientation. In addition, the district can be a leader in promoting environmentally sustainable practices. It also fits with the stated values, particularly "doing the right thing" and "thinking beyond today."

ITEM 5.2 Information

File No. 1020

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Respectful Schools and Workplaces Policy

Summary:

The Respectful Schools and Workplaces Policy and Procedure was approved by the Board in September, and subsequently shared with employees, partner groups and Joint Occupational Health & Safety (JOHS) Committees. Comments regarding the policy and procedure were requested from the partner groups, JOHS committees and employees. One comment was received indicating agreement with the policy statement and the administrative procedure. No other comments were received.

The procedure has been updated to add a definition for a poisoned work environment.

The policy and updated procedure are provided for information.

Background:

In July 2019, the School District received an order from Worksafe BC to update the Anti-Bullying and Harassment policy and procedures, and to ensure all staff review the updated policy and procedures.

Policy, Regulation, Legislation:

WorksafeBC directs the provision of policies and procedures to address bullying and harassment in the workplace.

Attachments:

- a. Respectful Schools and Workplaces Policy
- b. Respectful Workplace Procedure

Section:	District Administration	
Title:	Respectful Schools and Workplaces Policy – Anti-Bullying, Harassment and Discrimination	110

Purpose

To mandate the expectation for a respectful operating environment.

Policy

Mission Public Schools will structure its schools and workplaces to provide a safe, personally secure, and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any person interacting with Mission Public Schools including elected officials, members of the public, parents, employees, and students.

Mission Public Schools will not condone, accept, or tolerate within its schools and workplaces, any bullying or harassing conduct, nor any acts of discrimination due to a persons’ race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) *Human Rights Code* and the *Workers Compensation Act*.

Mission Public Schools expects all individuals to show respect for others including respect for others’ rights, beliefs, ideas, and property.

General Guidelines

1. The Board, management, and employees share the responsibility of maintaining safe, personally secure, and respectful schools and workplaces that are free from bullying, harassment, or discrimination.
2. Mission Public Schools will ensure guidelines, procedures, and processes are in place to support respectful schools and workplaces and to:
 - a. provide support to address instances where students or employees are subjected to bullying, harassment, or discrimination, or
 - b. where members of the public interacting with Mission Public Schools feel bullied, harassed, or discriminated against due to actions of Mission Public Schools or its employees representing Mission Public Schools in an official capacity.
3. All employees and students are required to review this policy annually.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools – February 2016 (Policy 25)

Date Amended: **September 17, 2019**

Legal Reference: *Workers Compensation Act – Section 115, OHS Regulation*
Human Rights Code (RSBC 1996), Chapter 210

Cross Reference: *Sexual Minority Policy*

Procedure: Respectful Workplace: Anti-Bullying, Harassment, & Discrimination

Procedure: Respectful Schools: Student Codes of Conduct

Section:	Human Resources	
Title:	Respectful Workplace: Anti-Bullying, Harassment, & Discrimination	110-1

Purpose

To outline the procedures for reporting, investigating, and addressing incidents or complaints of workplace bullying, harassment, discrimination based on *discriminatory grounds*, or other incidents that impact a Workers’ right to work in a safe, personally secure and respectful workplace.

General Guidelines

1. These procedures apply to Workers of Mission Public Schools.
2. Workers have the right to work in an environment free from bullying, harassment, or discrimination, and to be treated with dignity and respect, including interpersonal and electronic communications.
3. Managers, supervisors, and Workers are responsible for creating and maintaining a work environment free of all forms of bullying, harassment, and discrimination.
4. Workers are responsible for understanding what bullying, harassment, and discrimination is.
5. Workers are responsible for conducting themselves in a respectful and appropriate manner at the workplace and at work-related gatherings.
6. Workers must not bully, harass, or discriminate against other Workers, Students, or others that interact with Mission Public Schools, and must comply with the Board policy and the administrative procedures addressing bullying, harassment and discrimination.
7. Workers must attempt to resolve personal differences in the workplace in a respectful manner.
8. Workers are encouraged to make known to other persons that any bullying, harassing or discriminatory conduct is unwelcome and that it should cease immediately. The Worker may engage the help of a co-worker or supervisor to advise the other person.
9. Workers must report incidents of bullying, harassing, or discriminatory actions and/or comments that they observe or experience.
10. Managers and supervisors are responsible for investigating incidents of bullying, harassment or discrimination they are informed of, whether a formal complaint has been submitted or not.
11. Managers and supervisors must take all incidents of bullying, harassment or discrimination seriously, addressing them in a timely manner, and assisting with the investigation and resolution as necessary.
12. Incident investigations must be conducted in a manner that is fair, timely and confidential to protect the personal security of others.
13. Nothing in this procedure is intended to reduce the rights and responsibility of a manager or supervisor, acting appropriately and in good faith, to manage the work performance of individuals in their workplace.
14. New Workers must review the Board Policy and the Administrative Procedures to address incidents of bullying, harassment and discrimination as they begin working for Mission Public Schools.
15. Every year, Workers must review the Board policy and the administrative procedures to address incidents of bullying, harassment and discrimination.

Other Guidelines – Students and non-employees

1. Complaints involving students will be addressed in accordance with the *Student Conduct Standards and Student Behaviour Management Administrative Procedures*.
2. Complaints involving individuals who are not employees such as contractors, parents etc. are to be treated just as seriously as harassment within the organization.
 - a. An employee feeling bullied or harassed by a non-employee is to report the situation to their direct manager. If the employee making the complaint is in the same physical area of the alleged bully or harasser, then they are to leave the area immediately, if possible, and notify their direct supervisor. The employee is not expected to not deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behavior stops, or the non-employee will be barred from Mission Public School District property.
 - b. A non-employee feeling bullied, harassed or discriminated against by a Mission Public School District employee is to report the situation to the manager of Mission Public Schools that they report to, or to the Secretary Treasurer or Superintendent. The non-employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behavior stops and will address the complaint in accordance with this procedure.

Definitions

1. *Bullying, Harassment and Discrimination (based on Discriminatory Grounds)* includes any inappropriate conduct or comment by a person towards a Worker that the person knew or reasonably ought to have known that would cause the worker to be humiliated or intimidated, is unwelcome and would deny the Worker individual dignity and/or respect. This includes any comment or conduct which serves no legitimate work-related purpose and has the effect of creating an intimidating, humiliating, hostile or offensive work environment. It also includes any comment or action that denies the other person individual dignity and/or respect that detrimentally affects Workers within the work environment, or has adverse job-related consequences, such as job security or career advancement.
2. A *Poisoned School/Work Environment* is where there is a focused pattern of bullying, harassment or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing or discriminatory behavior.
3. *Discriminatory Grounds* are, in accordance with the *BC Human Rights Code*, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to employment or intended employment.
4. *Worker* includes any employee, contractor or volunteer working for Mission Public Schools, including permanent, temporary, casual and student Workers.

Examples

General examples of conduct or comments that might constitute bullying, harassment or

discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing or initiation practices, isolating employees, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

1. Specific examples that constitute bullying, harassment, or discrimination

- Verbal abuse or threats, bullying, coercion, taunting.
- Unwanted physical contact such as touching, patting, pinching, punching, massaging.
- Sexual advances and or requests for sexual favours.
- Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
- Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling or slurs.
- Derogatory or demeaning posters, pictures, cartoons, graffiti or drawings.
- Practical jokes which cause awkwardness or embarrassment.
- Malicious gestures or actions such as leering, staring, tripping.
- Any inappropriate comment or action based upon discriminatory grounds.
- Disciplinary action or discrimination based on a criminal or summary conviction offence that is unrelated to employment or intended employment.

2. Behaviours that may not constitute bullying, harassment, or discrimination:

- Consensual Banter or Relationships – Two or more employees bantering back and forth is not harassment if everyone involved agrees. *However, if any employee feels uncomfortable with this behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment. This type of harassment can create a “poisoned work environment” where employees do not feel safe and feel consistently humiliated.*
- Employees flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. *However, if one of the employees changes their mind, and the other person persists in trying to continue the relationship, it is harassment.*
- Legitimate management interventions – appropriate performance reviews, counseling, coaching and discipline are not considered bullying, harassment, or discrimination.

Procedures

A. Reporting incidents of bullying, harassment, or discrimination.

1. When to report

Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly.

2. Who to Report to

Workers are to report incidents or complaints to their direct supervisor who is a Manager, Director, Principal, Vice-Principal, Secretary Treasurer or Assistant Secretary Treasurer, Superintendent or Assistant Superintendent.

If the complainant's direct supervisor is the person engaged in bullying, harassing or discriminating behavior, contact one of the following:

Director of Human Resources, Secretary Treasurer, or Superintendent
School District Office
33046 4th Ave Mission BC
V2V 1S5

3. How to Report

- a. Workers are obligated to report incidents or complaints of workplace bullying, harassment, or discrimination.
- b. The incident or complaint can be reported verbally or in writing.
 - i. When submitting a written complaint, the complaint should be submitted on the Workplace Bullying, Harassment and Discrimination Complaint Form.
 - ii. When reporting verbally, the reporting contact, along with the complainant, will fill out the Workplace Bullying, Harassment and Discrimination Complaint Form.

4. What to report

- a. Workers are to provide as much information as possible in the report, such as:
 - iii. the names of the people involved
 - iv. witnesses
 - v. where the event occurred
 - vi. when the event occurred
 - vii. what behavior and/or words led to the complaint
 - viii. physical evidence, such as vandalized belongings can be submitted
- b. To assist in completing the complaint form, Workers should make notes at the time an incident occurs or shortly thereafter, so that they can accurately report the incident. Refer to the Documenting Workplace Bullying, Harassment and Discrimination Form.

5. Processing the report

The reporting contact is to promptly submit the completed report to the Director of Human Resources.

B. Investigating incidents of bullying, harassment or discrimination

1. How and when investigations will be conducted

- a. Upon receipt of a complaint alleging bullying, harassment or discrimination, the Director of Human Resources will initiate a review of the complaint and determine the type, scope, and resources needed for an investigation.
- b. Most investigations will be conducted internally by the Human Resources Department. An external investigator may be contracted to conduct investigations that are complex or involve management employees including, managers, directors, principals, vice principals, and senior managers.
- c. Investigations will be:
 - i. undertaken promptly, diligently, and be as thorough as necessary given the circumstances.

- ii. be fair and impartial, providing both the complainant and the respondent equal treatment in evaluating the allegations.
 - iii. be sensitive to the interests of all parties involved and maintain confidentiality.
 - iv. be focused on finding facts and evidence, including interviewing the complainant, the target if different than the complainant, the respondent, and any witnesses.
 - v. incorporate, where appropriate, any need or request from the complainant or respondent for assistance during the investigation process, such as reassignment to a different site to work.
- d. Workers are expected to cooperate with investigators and provide details of incidents they have experienced or witnessed.

2. What will be included in the investigation

Investigations will include:

- a. Interviews with the complainant, the alleged target if the target is different than the complainant, the respondent, direct supervisors and managers, and any witnesses.
- b. Review of evidence such as emails, handwritten notes, photographs, video, or physical evidence such as vandalized objects.

3. Process for an investigation

- a. The complainant will be advised of:
 - i. the investigation process,
 - ii. who will be conducting the investigation,
 - iii. that the matter will be treated expeditiously and confidentiality, and
 - iv. that the complainant must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or other representative.
- b. The respondent will be advised of:
 - i. the allegation, along with a copy of the report and documents submitted with the complaint,
 - ii. who will be conducting the investigation,
 - iii. that the matter will be treated expeditiously and confidentially,
 - iv. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or other representative, and
 - v. that threats or reprisal against the complainant will not be tolerated.
- c. Workers have the right to have a union member, association member, or other representative assist them and provide support during the interviews, or during the meeting to review the findings of the investigation.
- d. The investigator is required to conduct interviews, gather and review evidence, and review the applicable legislation and policies, including Mission Public Schools policy and procedures, the *Workers Compensation Act* including regulations and policies, and the (BC) *Human Rights Code*.
- e. The investigator is to determine whether bullying, harassment, or discrimination occurred, or not, as defined with Mission Public Schools policies and procedures

and *WorksafeBC* legislation and regulations, and to make recommendations regarding remedies.

- f. The investigator is to prepare a final report on the investigation, including the findings and any recommendations for updating procedures. As the report will be disclosed to the complainant, the target if different than the complainant, and the respondent, pursuant to the Dorsey protocol, the final report should not use names and avoid identifying information unless it is necessary for reasoning. The report should only include documents necessary to support a finding.
- g. The final report is to be provided to the Secretary Treasurer, Superintendent, or designate.

4. Process for follow-up on findings

- a. The Superintendent, Secretary Treasurer or designate, will advise the alleged target and the respondent of the investigation findings, pursuant to the Dorsey protocol.
- b. Following an investigation, the Secretary Treasurer or designate is responsible for reviewing and revising workplace procedures to prevent any future incidents of bullying, harassment or discrimination in the workplace.
- c. Appropriate corrective actions are to be taken as soon as possible, within a reasonable timeframe.
- d. If the complaint is substantiated, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the respondent.
- e. If the complaint is not substantiated, and it is determined that the complainant deliberately made a false accusation or acted in a vexatious manner, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the complainant.
- f. Non-disciplinary or disciplinary action could include one or more of the following actions:
 - i. Education
 - ii. Counseling
 - iii. Verbal discussions
 - iv. Letter of Expectations
 - v. Letter of Discipline
 - vi. Transfer to another worksite
 - vii. Demotion
 - viii. A suspension without pay
 - ix. Termination of employment

Notations:

1. *Nothing in this procedure shall restrict an employee's legal or civil right to file a complaint with the BC Human Rights Tribunal, their respective Union, Worksafe BC, or any other legislative body.*
2. *This procedure must be followed in addition to any requirements within the Collective Agreements with CUPE Local 593 and MTU. Where the procedure and the collective agreement differ, the procedure outlined in the collective agreement will also be followed if required.*

Date Adopted: February 2007

Date Amended: April 2011 (procedure 405 Respectful Workplace)

Date Amended: September 17, 2019
November, 2019

Cross Reference: Conduct: Respectful Schools and Workplaces Policy
- Anti-bullying, harassment and discrimination.

Forms

- Workplace Bullying, Harassment, Discrimination Complaint Form*
- Documenting Workplace Bullying, Harassment, and Discrimination Form*

Resources: Worksafe BC - Workplace Bullying and Harassment Policy Guidelines
Policy D 3-115-2 Employer Duties
Policy D3-116-1 Worker duties
Policy D3-117-2 Supervisor duties

Human Rights Code (RSBC 1996), Chapter 210

ITEM 6.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Equity Scan

Summary:

Mission Public Schools has agreed to participate in the Equity Scan, a process to explore the District's support for, and success of, Indigenous students. The Equity Scan is a Ministry initiative under the direction and facilitation of Mr. Joe Heslip, our Principal of Aboriginal Education on secondment to the Ministry.

Background:

Superintendent Wilson will provide background information on the Equity Scan and our initial steps with it.

Strategic Priority:

Connects to all five quadrants of the Strategic Plan – Honouring Culture and Territory; Student Centred Learning; Learning Environments; Future Orientation; & Quality Teaching and Leadership.

ITEM 6.2 Information

File No. 1300.10 2019/2020

TO: Committee of the Whole
 FROM: C. Becker, Secretary Treasurer
 SUBJECT: September 1701 Enrolment Information

The following information was extracted from the enrolment reports submitted to the Ministry in October for the Sept 30th funding date (1701 report). The comparison shows that enrolment is on target with the budgeted enrolment submitted in February 2019 for the regular school enrolment.

The most significant change is the reduced number of students in the distributed learning program in the September count. The program will be monitored closely throughout the year, as additional enrolment information is reported in February and May. More information will be provided during the amended budget discussions scheduled for January 2020.

Student Enrollment Ministry Funded	2018/19 Interim	2019/20		Change from Budget
		Feb - Budget	Sept Actual	
September Enrolment Count - School-Age Basic Allocation				
K-12 Standard (Regular) Schools FTE (School-Age) *	5,889.9	5,935.0	5,932.9	-2.1
Continuing Education FTE (School-Age) **	10.5	10.0	18.3	8.3
Alternate Schools FTE (School-Age)	89	86	89	3
Distributed Learning FTE (School-Age)	83.1	77.0	61.6	-15.4
Distributed Learning FTE Grad Transitions	0.0	49.0	43.3	-5.8
Total Estimated School-Age Enrolment	6,072.5	6,157.0	6,145.0	-12.0
Change from Previous Year		84.5	72.5	-12.0
September Enrolment Count - Unique Student Needs				
Level 1 Special Needs FTE	7	6	7	1
Level 2 Special Needs FTE	319	330	332	2
Level 3 Special Needs FTE	77	82	90	8
English Language Learning FTE	340	340	312	(28)
Aboriginal Education FTE	1,073	1,073	1,112	39
Adult Education FTE (Non-Graduates only) *	2.4	2.4	3.0	0.6
* total - funded enrolment count regular schools	5,892.3	5,937.4	5,935.9	-1.5

** Increased Ministry funded enrollment may reduce tuition based enrollment

Additional detail regarding enrolment is summarized on the following pages. This information will be analyzed in greater detail as we begin the boundary review process.



2019/2020 Analysis

								Enrolment Summary			
	Available Rooms *	Nominal Capacity	Operational Capacity	Actual Sept 2015	Actual Sept 2016	Actual Sept 2017	Actual Sept 2018 (1701)	2019/2020 Projected Enrolment	Actual Sept 2019 (1701)	Change from Prior Year	Change from proj.
Elementary											
Albert McMahon	22	440	406	407	392	375	408	411	410	2	(1)
Cherry Hill **	17	365	337	226	246	269	250	265	272	22	7
Christine Morrison	23	440	406	468	438	426	416	390	387	(29)	(3)
<i>Regular</i>							171	156	163	(8)	7
<i>French Immersion</i>							245	234	224	(21)	(10)
Deroche **	7	145	134	73	77	81	81	76	84	3	8
Dewdney	13	195	180	94	131	155	147	147	135	(12)	(12)
ESR	19	340	314	376	382	371	364	365	365	1	0
Hatzic	14	265	245	304	292	301	296	316	300	4	(16)
Hillside	21	390	360	336	362	403	425	432	418	(7)	(14)
Mission Central **	21	415	383	201	228	250	259	271	301	42	30
<i>Regular</i>							153	159	160	7	1
<i>French Immersion</i>							106	112	141	35	29
Silverdale **	11	195	180	104	107	112	96	97	91	(5)	(6)
Stave Falls	8	170	157					34	47	47	13
West Heights **	15	315	291	198	224	241	236	234	230	(6)	(4)
Windebank **	20	415	383	285	314	367	363	358	364	1	6
	211	4090	3776	3072	3193	3351	3341	3396	3404	63	8
Middle											
Hatzic	47	1000	790	618	642	682	713	705	706	(7)	1
Heritage Park	32	800	731	661	645	627	613	651	633	20	(18)
<i>Regular</i>							508	539	529	21	(10)
<i>French</i>							105	112	104	(1)	(8)
	79	1800	1520	1279	1287	1309	1326	1356	1339	13	(17)
Secondary											
Mission	54	1250	1250	1311	1379	1357	1379	1329.4	1346.88	(32)	17.5
<i>Regular</i>							1311	1261.4	1285.9	(25.1)	24.5
<i>French</i>							68	68.0	61	(7.0)	(7.0)
	54	1250	1250	1311	1379	1357	1379	1329.4	1346.9	(32.1)	17.5
Subtotal	344	7140	6546	5662	5859	6017	6046	6081.4	6089.9	43.9	8.5
Less International				(127)	(145)	(149)	(156)	(144.0)	(154)	2.0	(10.0)
Total Regular Funded Enrollment				5535.3	5713.9	5868.0	5889.9	5937.4	5,935.9	45.9	(1.5)
Other											
Fraserview	8	200	212	100.00	100.00	87.00	89.00	86.0	89.00	0.0	3.0
Riverside - Funded	15	200	398	24.25	18.25	16.00	12.38	10.0	18.25	5.9	8.3
Summit - K - 9				87.00	89.00	76.00	73.00	65.0	45.00	(28.0)	(20.0)
Summit - 10 - 12 / adult				18.00	12.88	16.38	11.94	12.0	17.50	5.6	5.5
Summit Grade 12 transition (one time)								49.0	43.25		
	23	400	610	229	220	195	186	222.0	213.0	(16.6)	(3.3)
Total Enrollment	367	7540	7156	5892	6079	6212	6232	6303.4	6302.9	70.6	(0.5)

** includes a strong start program

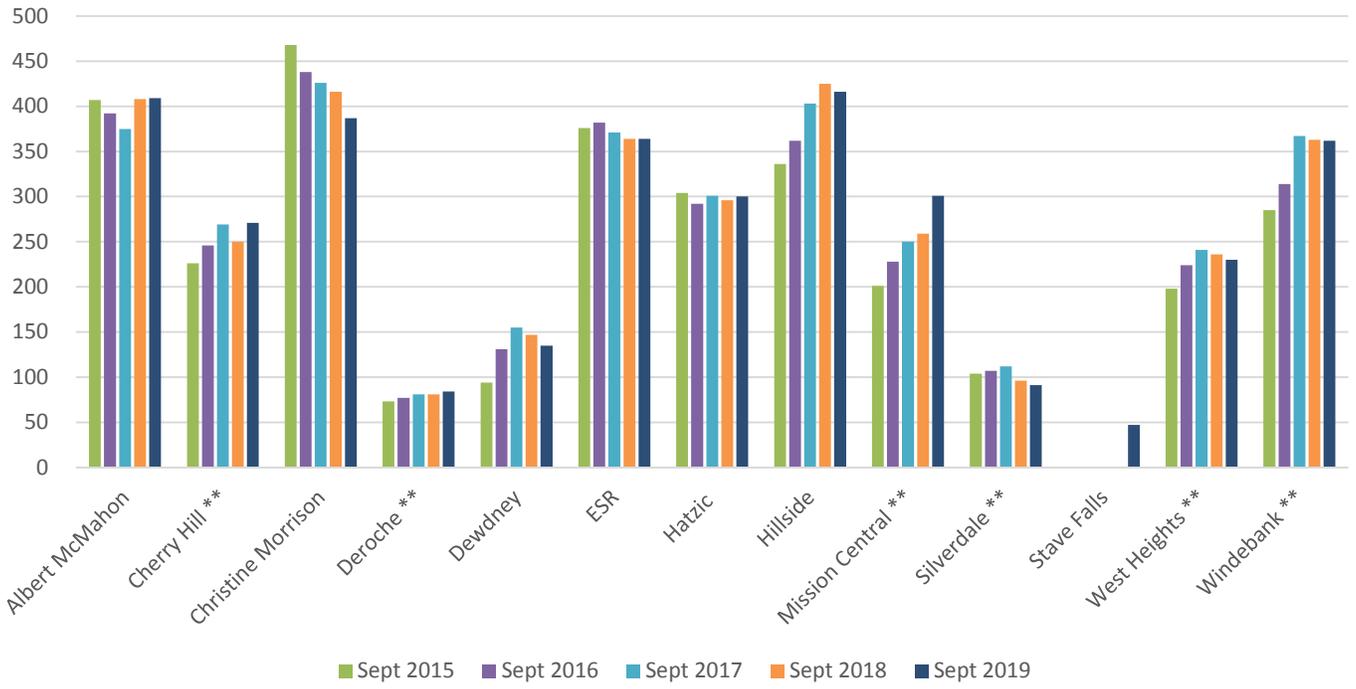
Less: International Students	(127)	(145)	(149)	(156)	(144)	(154)	2.0	(10.0)
Ministry funded enrolment	5,765	5,934.0	6,063.4	6,076.3	6,159.4	6,148.9	72.6	(10.5)
Prior Year		5,764.5	5,934.0	6,063.4	6,076.3	6,076.3		
Change from Prior Year		169.5	129.4	12.9	83.1	72.6		

								Composition Information				
 2019/2020 Analysis	Actual Sept 2019 (1701)	% of School Capacity Used	Divisions	Student spaces Available	Average Class Size	Divisions exceeding size or composition limits	% exceeding composition limits	Out of	Total	Total	Ab	Int'l
								Catchment	SPED	ELL	Ed	FTE
Elementary												
Albert McMahon	410	101.0%	19	22	21.58	13	68.42%	39	43	39	41	1
Cherry Hill **	272	80.7%	13	9	20.92	9	69.23%	44	30	26	54	4
Christine Morrison	387	95.3%	18	48	21.50	5	27.78%	71	26	13	81	1
<i>Regular</i>	163		7	0	23.29	5	71.43%	22	21	13	40	1
<i>French Immersion</i>	224		11	48	20.36	0	0.00%	49	5	0	41	0
Deroche **	84	62.7%	4	7	21.00	1	25.00%	0	7	19	44	0
Dewdney	135	75.0%	7	18	19.29	2	28.57%	61	15	10	25	0
ESR	365	116.2%	16	17	22.81	2	12.50%		26	9	42	2
Hatzic	300	122.4%	13	5	23.08	9	69.23%	59	29	17	45	0
Hillside	418	116.1%	19	24	22.00	7	36.84%		15	26	14	8
Mission Central **	301	78.6%	15	34	20.07	2	13.33%	42	18	20	67	1
<i>Regular</i>	160		8	20	20.00	2	25.00%	28	14	20	52	1
<i>French Immersion</i>	141		7	14	20.14	0	0.00%	14	4	0	15	0
Silverdale **	91	50.6%	4	(2)	22.75	2	50.00%	23	8	10	23	0
Stave Falls	47	29.9%	3	14	15.67	1	33.33%	22	5	1	6	0
West Heights **	230	79.0%	11	11	20.91	6	54.55%	25	24	31	47	3
Windebank **	364	95.0%	17	10	21.41	4	23.53%	59	32	26	70	3
	3404	90.1%	159	217	21.41	63	39.62%	445	278	247	559	23
Middle												
Hatzic	706	89.4%	37		19.08			68	91	21	114	21
Heritage Park	633	86.7%	30		21.10			64	103	11	131	2
<i>Regular</i>	529										115	
<i>French</i>	104										16	
	1339	88.1%	67		19.99	0		132	194	32	245	23
Secondary												
Mission	1346.88	107.8%	65		20.72			0	187	23	227	108
<i>Regular</i>	1285.9										219	108
<i>French</i>	61										8	
	1346.9	107.8%			0			0	187	23	227	108
Subtotal	6089.9	93.0%	291		20.93	63		577	659	302	1031	154
Other												
Fraserview	89.00								59	10	47	0
Riverside - Funded	18.25								26	0	18	0
Summit - K - 9	45.00								5	0	8	0
Summit - 10 - 12 / adult	17.50								3	0	8	0
Summit Grade 12 transition (one time)	43.25											
	213.0		0	0		0		0	93	10	81	0
Total Enrollment	6302.9		226			63		577	752	312	1112	154

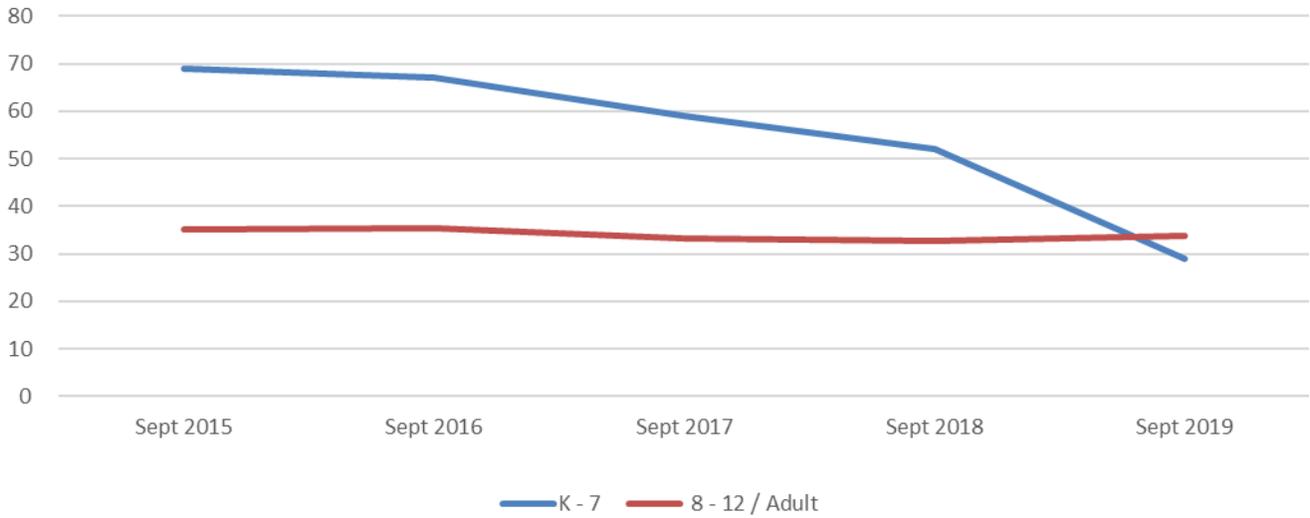
** includes a strong start program

over capacity

MPSD Elementary Students



Summit Enrolment - Elementary / Secondary



ITEM 6.3 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Summit Learning Centre Update

Summary:

The Superintendent will provide an update on Summit Learning Centre since its transition.

ITEM 7.1 Action

File No. 1020.10

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Policy Development and Review

Recommendation

THAT the following resolutions be forwarded to the November Board meeting for consideration:

1. 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.
2. 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. Budget Monitoring and Reporting (new)
 - f. Menstrual Products (new)
 - g. Gender Neutral Hiring practices (new)
 - h. Hiring Practices for Women in Trades (new)
 - i. Use of Technology (new)
 - j. Digital Citizenship (new)
 - k. Communications (new)
 - l. Employee Long Service Recognition (new)
 - m. Sexual Minority, Sexual Orientation, Gender Identity, Anti-homophobic (review)
 - n. Substance or Drug / Alcohol Use / Abuse (review – add medical cannabis use)
 - o. Animal in Schools, including Medical Service and Therapy Dogs (Review two policies)

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.

The review of the policy manual supports a reformatted structure.

The implementation provides a list of policies recommended to prioritize for review over the next year.

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. In addition, staff identified the need to restructure the policy format to provide clear direction including guidelines

when appropriate, as well as restructuring 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 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.

Attachments:

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

Section:	Governance	
Title:	Policy Development and Review	55

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.

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

Mission Public School District - Policy Review 2019 / 2020

Old #	Current Name	New Name	New #	New Format	Review	Approval in Principle	Final Approval	Action
Governance			0-99 Series					
		Board Responsibilities	20	Yes	Feb-17	May-17	23-May-17	Review in
		Trustee Code of Ethical Conduct	30	Yes	Feb-17	May-17	23-May-17	
4, 6, 7	Role of the Trustee Role of the Board Chair Role of the Vice-Chair	Board Roles: Chair, Vice-Chair, Trustees	40	Yes				Nov 2019, Rescind #4, #6, #7
10	Policy Development	Board Meeting Procedure	50	Yes			updated 2019	
9	Board Representatives	Policy Development & Review	55	Yes				Nov-19
28	formerly combined with staff	School District Representatives	60	Yes				Nov-19
		Trustee Professional Development	70	Yes				Nov-19
District Administration			100 Series					
15	School Closure	School Reconfiguration, Consolidation or Closure	102					2019/2019
26	Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	104					2019/2020
		Respectful Schools & Workplaces: Anti-bullying, Harassment, and Discrimination	110		Feb-17	Sep-19		Dec-19
19	District Code of Conduct	Combined with Respectful Schools & Workplaces						Rescind 2019
25	Respectful Schools, Harassment and Anti-Bullying	Combined with Respectful Schools & Workplaces						Rescind 2019
41	Protection of Confidential Information	Access to Information and Protection of Privacy	120				13-Mar-18	
38	Substance or Drug / Alcohol Use / Abuse	Substance or Drug / Alcohol Use / Abuse - Cannabis						2019/2020
39	Social Media	Digital Citizenship						2019/2020
		Use of Technology						2019/2020
		Health and Safety Policy	150					Sep-18
		Menstrual Products						2019/2020
23	Environmental Sustainability	Environmental Sustainability	160					2019/2020
24	Whistle Blower Protection	Whistle Blower Protection (legislated)	190					2019/2020
14	Concerns or Complaints	Concerns or Complaints	195					2019/2020
School Administration			200 Series					
17	Catchment Areas, Cross Boundary Applications and Programs of Choice	Catchment Areas, Cross Boundary Applications and Programs of Choice	200	yes		approved		Oct-19
		Learning Resources Policy	220	yes	5-Jun-17	Sep-19		Nov-19
		Service Animals in Schools	230					
37	Medical Therapy Dogs	Medical Therapy Dogs						2019/2020
36	Guide Dogs and Service Dogs - Approved Use							2019/2020
		Physical Restraint and Seclusion	280	Yes	Oct-16	Mar-17	23-May-17	
18	Transportation Services	Transportation Services						2019/2020
30	Volunteers in Schools	Volunteers in Schools	210					2020/2021
Students and Instruction			300 Series					
13	Student Appeals	Student Appeals						2020/2021
Human Resources			400 Series					
16	Recruitment, Selection, & Termination of Educational Leaders and Business Management Staff	Recruitment and Hiring	403	Yes	17-Feb	17-May	Jun-17	
35	Grievances and Investigations							2020/2021
28	Professional Development - Trustees and Management Staff	Management Professional Development						2020/2021
		Employee Long Service Recognition			17-Sep			2019/2020
Finance			500 - 519					
		Budget Monitoring & Reporting	504					2019/2020
		Disposal of equipment and assets						TBD
		Purchasing and Procurement	510					TBD
		Reserve Funds	505					15-May-18

ITEM 7.2 Action File No. 1020.10

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

Recommendation

That the following resolution be forwarded to the November 2019 Board meeting:

THAT the following policies be rescinded:

- Policy 1 – Direction
- Policy 3 – School Board Powers and Duties
- Policy 19 – District Code of Conduct
- Policy 20 – Board of Education Responsibilities
- Policy 25 – Respectful Schools and Anti-Bullying Policy
- Policy 110 – Respectful Schools and Workplaces

Background:

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 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.

Policy 19 and 25 – replaced by Policy 110 – Respectful Schools and Workplaces: Anti-Bullying Harassment and Discrimination.

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 20 – Board of Education Responsibilities (new policy)
- d) Policy 19 – District Code of Conduct
- e) Policy 25 – Respectful Schools and Anti-Bullying Policy
- f) Policy 110 – Respectful Schools and Workplaces (new 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

Section:	Foundation	
Title:	Board of Education Responsibilities	20

Purpose

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

Policy

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

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

Corporate Board

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

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

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

General Guidelines

The Board:

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

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

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

Date Amended: May 23 2017 (Policy 20)

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

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

Cross Reference: Policy 40, Board Member Roles and Responsibilities

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

Section:	District Administration	
Title:	Respectful Schools and Workplaces Policy – Anti-Bullying, Harassment and Discrimination	110

Purpose

To mandate the expectation for a respectful operating environment.

Policy

Mission Public Schools will structure its schools and workplaces to provide a safe, personally secure, and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any person interacting with Mission Public Schools including elected officials, members of the public, parents, employees, and students.

Mission Public Schools will not condone, accept, or tolerate within its schools and workplaces, any bullying or harassing conduct, nor any acts of discrimination due to a persons’ race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) *Human Rights Code* and the *Workers Compensation Act*.

Mission Public Schools expects all individuals to show respect for others including respect for others’ rights, beliefs, ideas, and property.

General Guidelines

1. The Board, management, and employees share the responsibility of maintaining safe, personally secure, and respectful schools and workplaces that are free from bullying, harassment, or discrimination.
2. Mission Public Schools will ensure guidelines, procedures, and processes are in place to support respectful schools and workplaces and to:
 - a. provide support to address instances where students or employees are subjected to bullying, harassment, or discrimination, or
 - b. where members of the public interacting with Mission Public Schools feel bullied, harassed, or discriminated against due to actions of Mission Public Schools or its employees representing Mission Public Schools in an official capacity.
3. All employees and students are required to review this policy annually.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools – February 2016 (Policy 25)

Date Amended: **September 17, 2019**

Legal Reference: *Workers Compensation Act – Section 115, OHS Regulation*
Human Rights Code (RSBC 1996), Chapter 210

Cross Reference: Sexual Minority Policy

Procedure: Respectful Workplace: Anti-Bullying, Harassment, & Discrimination

Procedure: Respectful Schools: Student Codes of Conduct

ITEM 7.3 Action File No. 1020.10

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Board Roles Policy

Recommendation

THAT the following resolution be forwarded to the November Board meeting for consideration:

 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 policies presented 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, the majority of the 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 have prioritized the continued restructuring of the policies and bringing them back to the Board for review and updating.

Options:

The revised policy can be forwarded to the Board meeting as presented, further revised and forwarded to the Board meeting. 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. Refer to Board Meeting – November 19, 2019
2. Update Website and policy directory – November 2019

Attachments:

- a) Revised Policy 40 – Board Roles: Trustees, Board Chair, and Vice-Chair
- 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	40

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.
- 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.
- Respect – Trustees and staff are respected as individuals and for their professional ability. In addition, staff will be supported by Trustees in public; 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 #110](#)
[Board Meeting Procedures Policy #50](#)*

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

Section:	Governance	
Title:	School District Representatives to External Organizations	60

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 Committee
- 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

ITEM 7.4 Action

File No. 1020.10

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: School District Representatives to External Organizations

Recommendation

1. **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 policy in its first draft form is to be reviewed and revised at the Committee of the Whole meeting, including suggestions from the 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.

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.

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

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

**October 1, 2019, 3:30 pm
District Education Office, 33046 4th Avenue, Mission, BC**

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

Members Absent: Trustee, Rick McKamey

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

Others Present: Rotary AM - Janet Chalmers, District Principal of Innovation - Colleen Hannah, Manager of International Department - Holly Mayo, MTU President – Janise Nikolic, MTU Vice President – Ryan McCarty, and Principal - Linda Ziefflie.

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

Two additions:

1. Item 6.4 - Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy
2. Item 9.2 - Women helping Women: Power of Mentorship

MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 Pathways to Employment, Sheri Montgomery and Students

Carolynn Schmor provided a brief overview of the Pathways to Employment program and acknowledged Sheri Montgomery for bringing the program to Mission. The program is a partnership with Douglas College. A student that participated in the program provided a presentation on his experience and goals of becoming an automotive shop helper.

3.2 Starfish Pack Program, Janet Chalmers

Janet Chalmers provided information about the Starfish Backpack Program in Mission. In 2018/19 the program supplied food for 60 children for the entire year. The Rotary Club fundraises throughout the year to support this initiative, as well as, many others that benefit students in the district.

The Superintendent left the meeting at 3:45 pm.

4. CURRICULUM

4.1 Early Learning Updates

The Assistant Superintendent informed that the School District is in the process of interviewing for two early learning positions which will be funded with the Early Years Grant.

4.2 Literacy Updates

The first session of the Novel Approach to Reading happened last week. It was well attended with approximately 75 attendees. Joyful Literacy started today (October 1, 2019) with approximately 80 participants in attendance.

4.3 Information Technology Update

The Secretary Treasurer advised that the School District has initiated a district wide password reset day. Other updates include re-imaging district computers and iPads, and improving workstations used by staff and students.

6. STAFF REPORTS

6.1 Medical Services Plan & International Students

MOVED and Seconded that the Board of Education write a letter to the Ministry of Health, Ministry of Education, Minister of Finance, and the MLAs that outlines the cost implications related to MSP health fees of international students.

CARRIED

The Manager for the International Program provided an overview on the medical insurance changes affecting all International Programs province wide. As of August 2019, International Programs are required to insure international students under MSP.

A request was made that International Program provide a report to the Board with cost implications to the budget by October 8, 2019.

6.2 Stave Falls Elementary Reopening Costs

Clarification was requested about the salary for the principal for 2018-19. Comments were provided that principals are often requested to participate in the interviews at the district office. Since the school site was closed for most of the year, the principal was able to participate in interviews and offer coverage at other schools.

A request was made for information on the items that are included in the Site General category under Capital costs.

The report does not include actual teacher costs as this information was unavailable at the time the report was produced. There are a total of three teachers and two EAs working at the school.

6.3 Musical Instrument Update

Majority of the musical instruments have been purchased by the fundraising of School PACs.

A request was presented for an updated list of musical instruments for all schools and that staff provide some recommendations on supplying instruments to the schools in need.

6.4 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 reviewed and forwarded to the Public Board meeting on October 15, 2019.

CARRIED

The policy has been revised to include the French Immersion and Middle School catchment for Stave Falls Elementary School. A conversation ensued regarding schools that offer a special focus versus a program of choice.

It was noted that Windebank offers the Intensive Core French Program. The policy will be amended to include the catchment for this school as well. This update will be made for review at the Public Meeting.

7. NEW BUSINESS

7.1 School District Hiring Practice for Women in Trades

MOVED and Seconded that the following motion be forwarded to the Public Board meeting on October 15, 2019;

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 Trade within School District.

CARRIED

A conversation ensued regarding opportunities for hiring practices within the School District for women in trades.

The MTU offers a scholarship for students pursuing a career in trades and each year they need applicants.

7.2 British Columbia School Trustee Association Membership

That the following motion be forwarded to the Public Board meeting on October 15, 2019 for consideration:

THAT the Mission Board of Education not renew membership with the British Columbia School Trustee Association.

FAILED

The motion was moved but not seconded. The motion will be referred to the Public Board meeting on October 15, 2019.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Committee of the Whole Meeting Minutes, September 10, 2019

MOVED and Seconded that the Committee of the Whole minutes dated September 10, 2019 be approved.

CARRIED

9. INFORMATION ITEMS

9.1 Special Committee of the Whole re: Boundary Review

MOVED and Seconded that the Committee of the Whole minutes dated September 10, 2019 be approved.

CARRIED

9.2 Women Helping Women - Power of Mentorship

This event is taking place on Saturday November 16, 2019 at the Heritage Park Cafetorium. The forum will feature a key note speaker and a panel of five women. It is a free interactive event and pre-registration is required as spots are limited. Tickets are available through eventbrite.

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:20 pm.

Chairperson

Secretary Treasurer

DPAC AGM Meeting Minutes September 16, 2019
Held at School Board Office

Meeting Commenced: 7:05pm

Meeting Facilitator: Karah Hutchison

Attendees Present: (See Bottom)

Acknowledgement that the meeting takes place within the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwi, Qwó:ltl'el and Sq'éwlets peoples.

Special Guest: Janice Walsh, Healthy Schools, Fraser Health

Participaction Community Better Challenge – Mission won \$10,000 BC award

- Microgrants available – applications available until Oct 30, 2019
- She is available to do parent education nights on vaping, Live 5-2-1-0, Healthy Living topics, Events and Parent Engagement Committee to Follow Up after October

Adoption of May Minutes:

Motion to bring the May minutes to the table for discussion as by Lori ,Chrystal seconds.

No changes required. Motion to accept May minutes by Lori , Dionne seconds.

Adoption of Agenda:

Motion to bring the September agenda to the table for discussion by Lori ,Dionne seconds

Additions

5. Introductions

8.b. Round Table

Motion to accept the amended September agenda by Lori, Chrystal seconds.

Correspondence:

Board Meeting Agenda

MPSD Phone Directory

Introductions

Superintendent's Report: Angus Wilson:

- Enrollment is up over roughly 100 students
 - o 5,900 in schools, 159 International, Riverside 36 non graduates (total 108)
Summit 15 K-6, 500 gr 7-12 (total over 6,200 in District)
- Teacher Shortage ongoing but less then previous year – French Immersion still a focus
- Mission Leisure Centre ongoing issues – regular meetings are being held (MSS Staff, District of Mission, Angus, RCMP) – Public Meeting coming soon
- New Policies – Health & Safety, Strategic Plan review, Resources Policy & Procedure
- New Assistant Superintendent – Karen Alvarez
- Trades Committee Meeting Next Week – open to public

Chair's Report & Communications Report – Karah Hutchison:

- Inclusion Committee met over the summer. All other committees on hold until after October elections
- We had a Table at Mission Fest – poster and handouts available.
- Co-chair Chantelle has left the district. She will be missed.
- Limited availability for Karah in the future

Communications Report:

- Facebook Page created for Mission DPAC/ Also a Group Page – currently held due to ownership issues
- Twitter Account Created - @missiondpac
- Inquiries from Stave Falls Elementary re- starting their PAC – directed to BCCPAC and sent resource information

Treasurer's Report:

- Chequing Account:
Opening Balance:\$3,553.53
Closing Balance: \$2,319.69
- Gaming Account:
Opening Balance: \$1,293.95
Closing Balance: \$1,391.53

*Funds reimbursed from Chequing to Gaming to cover BCCPAC reimbursements.
\$300 cheque for Samantha Strange.*

Gaming grant summary report sent in June along with application for this year's grant. We should hear about our grant at the end of September.

Ongoing Items:

- Future Planning & Committees – on hold until after AGM
 - Inclusion Meeting Update – Wall of Wonder – Reducing stigmas and negativity , promoting positivity on topics such as Autism, ADHD, Empathy, Kindness, Epilepsy, Cerebral Palsy
 - Working to get Wall(s) of Wonder into all schools in coming months
 - Contact: Lexie Van de Ligt for more information
- Elections at next meeting for Chair, Vice Chair, Treasurer, Secretary, Communications, Members at Large **Appendix A** for duties and descriptions

New Business:

Committee of the Whole Representative - Dionne Hairsine, Chrystal McCallum to attend meetings on DPACs behalf and reporting back at next meeting.

Roundtable

Christine Morrison – TaeKwonDo Fundraiser

MESS Fundraiser – CleanUp Fundraiser available. Contact Michele Chapman

West Heights – Inclusive Playground Fundraising

BC School Sports Update – currently moving forward with what we have. For more information email Angus

Adjournment:

Motion to adjourn by Dionne ,second by Jacquelyn . Adjourned at 8:34 pm.

Next Meeting: October 21, 2019 at Heritage Park Middle School

Attendees:

Christine Morrison:; Cherry Hill: Rachelle Paul, Chelsea Rowan; HPMS: , Alicia Hurd; Albert McMahon: Cheryl Blondin, Kerridan Dougan; MSS:Dionne Hairsine, Karah Hutchison,Lori McComish,; ESR: Veronica Ebbs-Canavan ;Dewdney Lexie Van de Ligt; Deroche; Chrystal McCallum; West Heights:Jacquelyn Wickham: Christine Morrison:Michele Chapman, Raegan Heidt: HMS: Kristine Matthysen: Angus Wilson , MPSD; Randy Cairns Trustee, Janice Walsh, Fraser Health

Interested in volunteering with the DPAC, find us at our website: www.dpacsd75.com or on Facebook.

Appendix A



Notice of **Amendment to the Constitution** at the next General Meeting of DPAC to be held on the 13th day of May, 2019 at the Mission School Board Office

In accordance with the Mission School DPAC constitution, 14 days notice is hereby given of the following motion to amend the DPAC constitution.

Change to the constitution:

Be it resolved by two-thirds (2/3) majority vote of those voting members present at the meeting, that:

SECTION V - MEETINGS

1. There shall be an Annual General Meeting for the purpose of election of Officers held in May or June of each year and additional general meetings shall be held at least once a month during the school year to conduct current business.

Shall be changed to:

SECTION V - MEETINGS

1. There shall be an Annual General Meeting for the purpose of election of Officers held in October of each year and additional general meetings shall be held at least once a month during the school year to conduct current business.

The rationale behind this being our member PACS, throughout the district, commonly hold their Annual General Meetings in May or June and even September of the current school year. This makes it difficult to have DPAC executive positions held by officially elected district parent advisory council representatives. The change allows for DPAC representatives newly elected to their PACS to hold a position on DPAC. This also creates proper continuity and clarity throughout PACS and DPAC.

Appendix B

BCCPAC AGM CO-CHAIRS REPORT

Chantelle Morvay-Adams

I was privileged once again to be able to attend the BCCPAC AGM for a second year in a row. Last time I was a novice, this time I was able to go with a bit more experience and I got to see a lot of friends I had met from last AGM and subsequent conferences. Mission is our little families adopted city and I am super proud to be able to represent us wherever I am.

The conference opened with keynote speaker Dr. Shimi King “The Dolphin way of raising healthy, Happy and Self-Motivated Kids. She had a great way of breaking down Fight Flight or Freeze responses in kids (and adults) and how we can work towards preparing them with Key future-ready skills like: communication, collaboration, critical thinking, creative thinking and contribution. What kind of parenting is best: the dolphin relationship which is flexible and collaborative vs the authoritarian (the shark) or permissive (the jellyfish). I’m not explaining it was well as she did, but it was great food for thought and I recommend looking her up.

We then had our break out sessions. I did “PAC A to Z -Everything you should know” with Andrea Sinclair. She better explained the role of PAC/DPACS from a school and district perspective. Of note:

PAC advises the school administration on any matter relating to public education, supports and parents. DPAC advises the school district on any matter relating to public education, support PAC’S.

BCCPAC is the provincial voice of parents on k-12 public education and related issues, supports DPAC and PAC members. We are not just here to fundraise.

DPAC Recognized in the School Act, Section 8.4, 8.5 is the official representative body of parents/guardians of children in the district. School Act provides DPACs the power to advise the board of education respecting any matter relating to education within the district including educational policy. Required to have Bylaws under which they operate-governing meetings, how business is carried dissolution. Composed of, run and managed by parents.

We are here to be the voice of parents for the benefit of our kids at the school and district level. How proper bylaws and constitutions are a living document, should be

reviewed yearly and made easily available to all members. She also touched on e-voting which, as we know, we don't have. I was heartened to hear a lot of PACS/DPACS were in the process of updating their bylaws and constitutions as well. Why communication and transparency are important and how easy it can be. How important it is to designate a spokesperson for social media. That's when I got the idea about committees and how important they can be. How to remain non-partisan when being political which kind of ties into the benefit of being involved at the DPAC level. BCCPAC can come out and do this workshop with us in the new school year, which is something I recommend we look into.

Next was the Plenary Session with Senior Officials from the Ministry of Education. First up was Reg Bawa and Kim Horn. It was interesting to hear about the funding model review. I know quite a bit about it already, but it was interesting to hear their perspective. For anyone who doesn't know, I urge you to look at the government website for more information. This can have significant impact on not just special needs students but those in Distributed Learning, children in care and how high school students are currently funded.

<https://news.gov.bc.ca/releases/2018EDUC0075-002457>

Of note: Andrea Sinclair, president, B.C. Confederation of Parent Advisory Councils -

"Parents have long been asking for greater equity in educational programs and services for all students, and greater accountability for how resources are used towards improving student outcomes. We are pleased to see such a strong focus on equity and accountability in this report. These were key elements of our submission to the panel and reflect what parents are seeking. This is a positive first step toward the creation of a new funding model that puts students' needs first and foremost."

This pretty much sums up my feelings on this as well. When it comes to the prevalence model, there were concerns from members about there being a reduction in assessments if there was no more need of designations for funding. However, as it currently sits, assessments still need to be made and there should be no excuse for not doing them. Staff still need to understand how to best support the child and a vague "they may have Autism" will not serve anyone. Accountability and equity were 2 words that were used frequently to describe the path with which we need to shape this new

system. We all know the old system isn't really working. Hopefully, we can iron out this new one enough for it to work better for all students. They certainly have many different stakeholder groups on the various working groups. BCCPAC is on all of them, as is Inclusion BC along with BCEdAccess being on the Inclusive Education working group, arguably the most contentious of them all. The working groups will be reporting out by fall 2019.

We also got to hear from Cloe Nichols-Executive Director of Learning Supports, Learning Division. It was heartening to hear them all speak passionately on what they are looking forward to. Cloe asked us to think about Mental health and student safety-what is our pacs and dpacs doing and what more can we do? Truth and Reconciliation-what role do Indigenous parents play in our current work, what are our relationships with first nations? Children and youth in Care-how can we support guardians in our district? Inclusive education-how can the Ministry provide the right information to parents and BCCPAC to support understanding of the Funding Model Review and broader Inclusive Education policy?

The ministry is also looking at collaborating with districts and the Ministry of State for Childcare to focus on refreshed early learning frameworks, changing results for young children, strengthening early years to kindergarten transitions. There was also talk about before and after school childcare spaces in schools.

We then got to hear from the Honorable Rob Fleming about the state of our education system today and what they are looking forward to in the future. The main thought again is that no kid should be excluded from attending school and they should have the best opportunities to become successful citizens. The ministry has invested in more seats in post-secondary, eliminated interest on student loans and are moving forward with the new curriculum. Indigenous grad rates are going up, they are not at parity yet, but they are almost there. He acknowledged that BCCPAC is a powerful parent voice and they will be increasing funding to BCCPAC so that more parents/guardians are able to attend the Summit and the AGM. There will be a Childcare Summit in the fall. They are recruiting more teachers from France and Belgium so that we can fill spots in French language learning. They are also looking at educational assistants and moving towards better retention strategies, acknowledging they play a vital role.

And that was all just in the first day.

The next day we held elections, John Gaipman CEO of BCCPAC and Rob Peregoodoff, Director of Learning Services of Sauder School of Business at UBC and

parent, reported out on some of the Funding Model Review working groups progress. There is just so much to speak on, but something stood out for me ...in their opinion: Parents should be asking for greater transparency for our child's data within the system (regardless of medium) not just summative but also formative. We need to better inform ourselves on what a future public education model can look like when we break free from the current model that treats children as "widgets" and look forward to a model that is more personalized and responsive to our children as individuals. We will need both patience and persistence, particularly as the DL service matures and all stakeholders can recalibrate their own perspectives for a new future, we need to begin to re-evaluate what equity means beyond just the dollars. *"Right services by the right service provider for the right student at the right time regardless of location."* A summary of reporting out can be found in the Annual General Meeting book if you want more information.

Andrea Sinclair was re-elected for another term. Which I am most happy about. She has been a knowledgeable and passionate advocate for parents in her role and I'm inspired by her drive and compassion.

All the while we voted on various resolutions and directors, which can be found now on the website. I became known as "the amender". We had some great resolutions put forward, just needed a little tweak here and there. All in all, a positive day collaborating with other parents and guardians on the best way to move forward.

We then got to hear from the Honorable Katrina Chen, Minister of Childcare.... about before and after school care and the 10\$/day childcare plan. It is evident that she cares deeply about quality and affordable childcare.

Sunday was more voting on various resolutions and then a committee of the whole at the end. It is always uplifting to hear from other PACs/DPAC's and what they are doing or striving for. Sharing information is key to strengthening our roles and I left feeling much more connected to others around the province.

Appendix C

Committees:

1. Events and Parent Engagement

- mental health (Dr. Vanessa Lapointe),
- sexual health (Samantha Strange)
- safety (School District Police liaison and other community members)
- advocate training thru BCCPAC
- BCCPAC - PAC101
- Outreach: tables at markets

Volunteers - Kerridan Dougan, Sheneal Anthony, Karah Hutchison, Chantelle Morvay Adams

2. Bylaws and Constitution

- update for September to be voted on in October AGM
- Employee and Union Rep discussion

Volunteers - Chantelle Morvay Adams, Erin Osterberg, Karah Hutchison, Dionne Hairsine, Chrystal McCallum, Lori McComish

3. Safety and Emergency Preparedness

- connect with district to see how DPAC can help play a role.
- connect with PACs to make sure they are prepared.
- safe school routes

Volunteers - Jacquelyn Wickham, Erin Osterberg

4. Inclusion Committee

- bringing a mindset of Inclusion to the community and events
- connect with PACs and schools to share inclusion ideas

Volunteers - Chrystal McCallum, Jacquelyn Wickham, Sheneal Anthony, Candace Koch