

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

April 5, 2022, 3:30 pm

[Zoom Meeting](#)

Visit www.mpsd.ca > Governance > Meeting Information to connect remotely.

			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		
3.1.	MTU - Social Media	Information	1 - 9
4.	CURRICULUM		
4.1.	Speech-Language Department Service	Information	10 - 15
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6.	STAFF REPORTS		
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8.	MINUTES OF PREVIOUS MEETINGS		
8.1.	Special Committee of the Whole RE: 2022-23 Budget, February 22, 2022	Action	71 - 75
8.2.	Committee of the Whole Minutes, March 1, 2022	Action	76 - 81
9.	INFORMATION ITEMS		
10.	ADJOURNMENT		

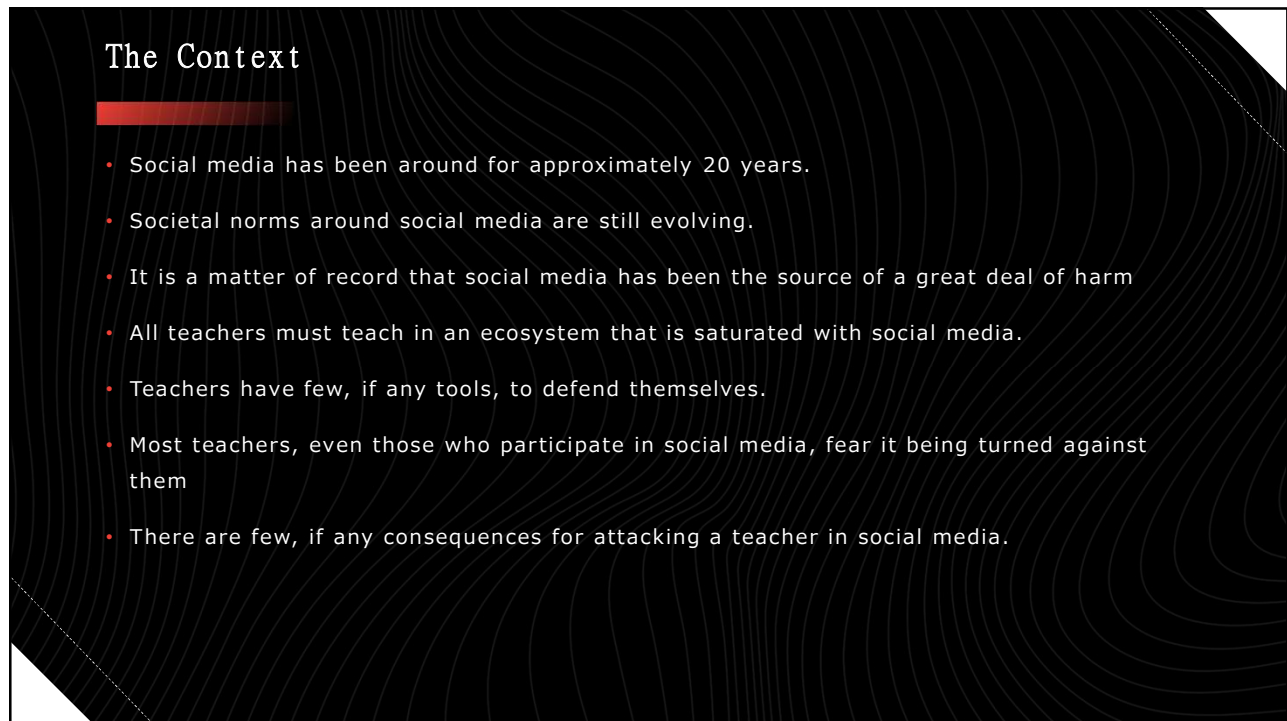
ITEM 3.1 Information File No.

TO: Committee of the Whole
FROM: Ryan McCarty, MTU President
SUBJECT: MTU presentation Social Media

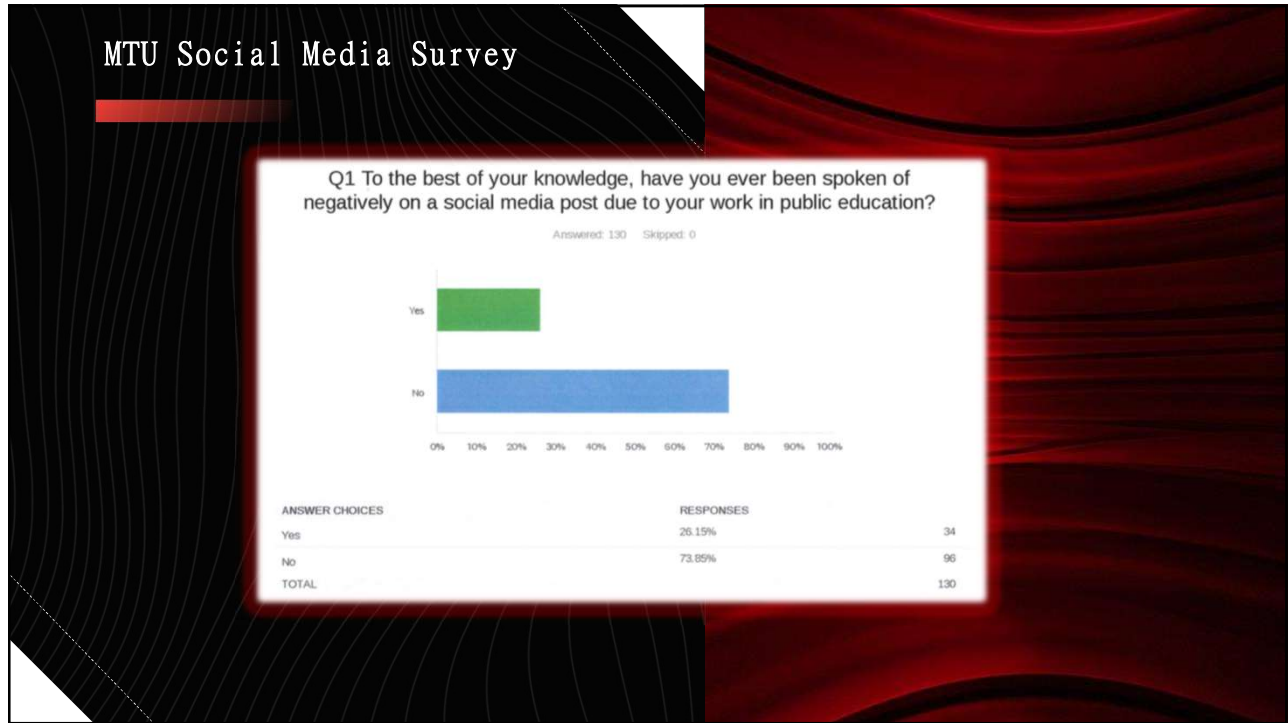
1. **Summary:** MTU will present on concerns related to Social Media use and provide recommendations for consideration.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** PPT Slides



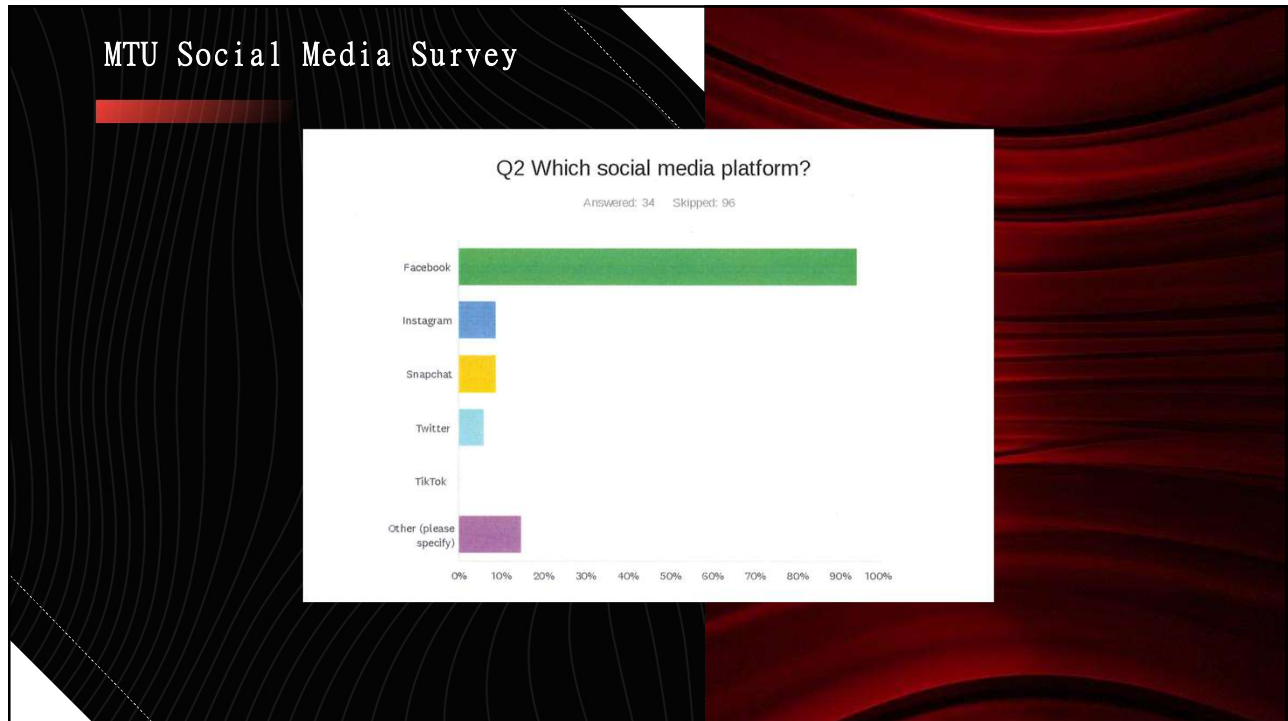
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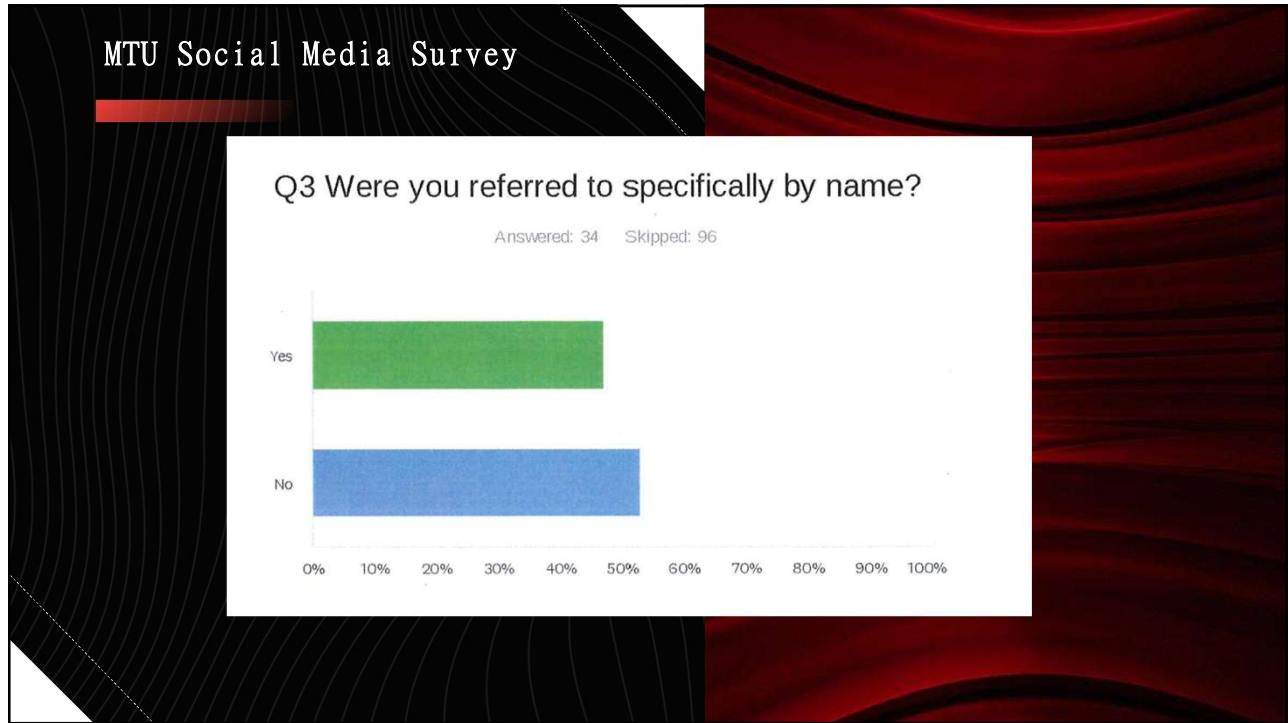
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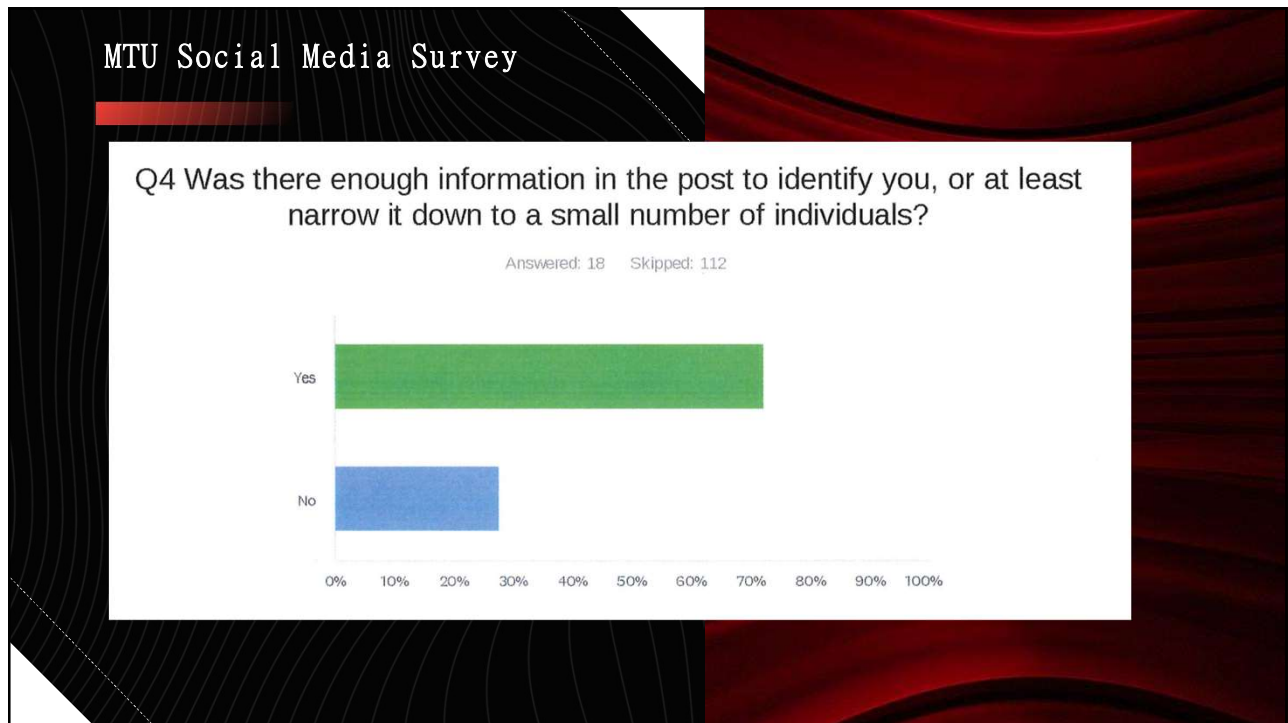
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MTU Social Media Survey

Q5 How did you become aware of the social media post?

group Another Friends Facebook parent colleagues teachers
comment students Principal saw

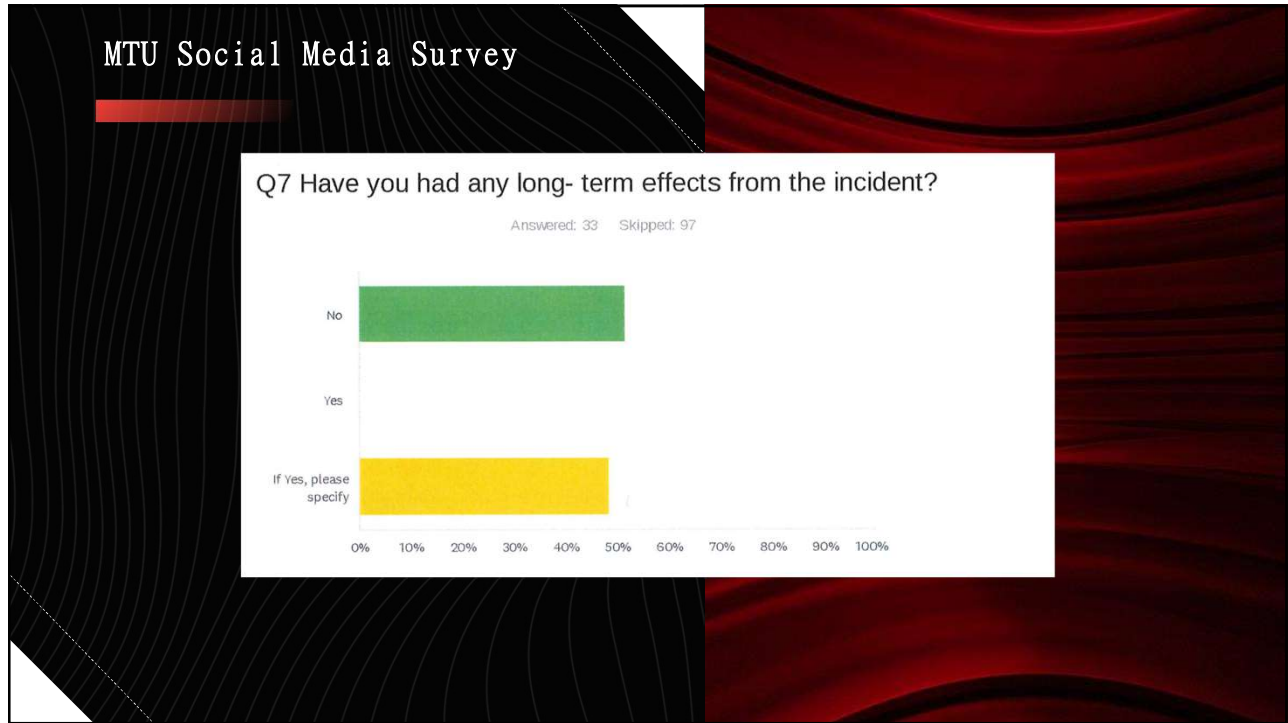
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MTU Social Media Survey

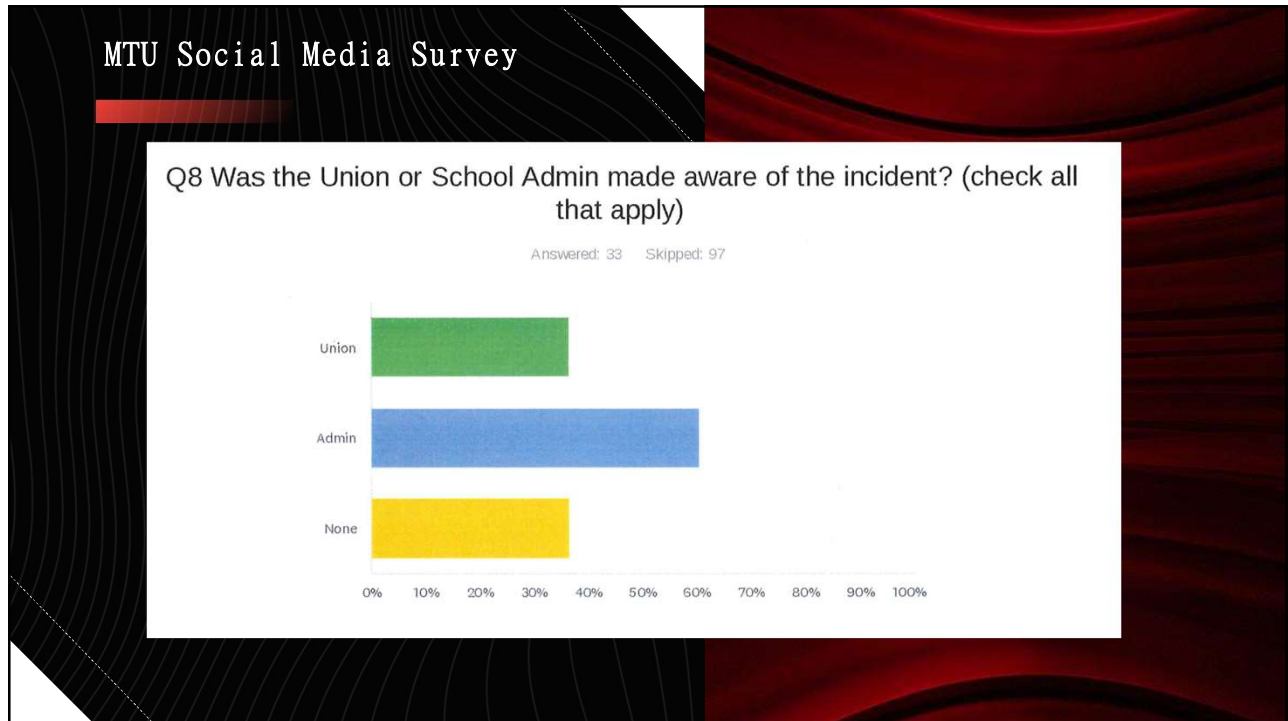
Q6 What was your initial reaction when you became aware of the post?

Hurt posted upset Horrified Shock anger

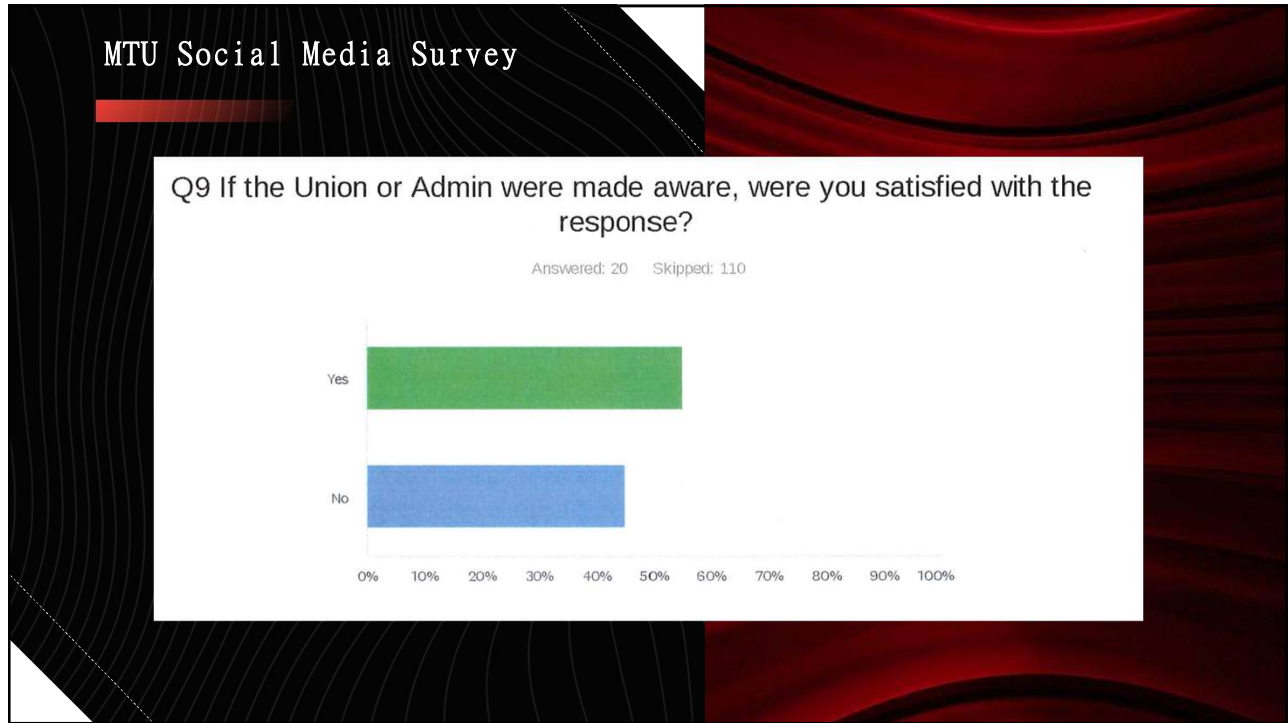
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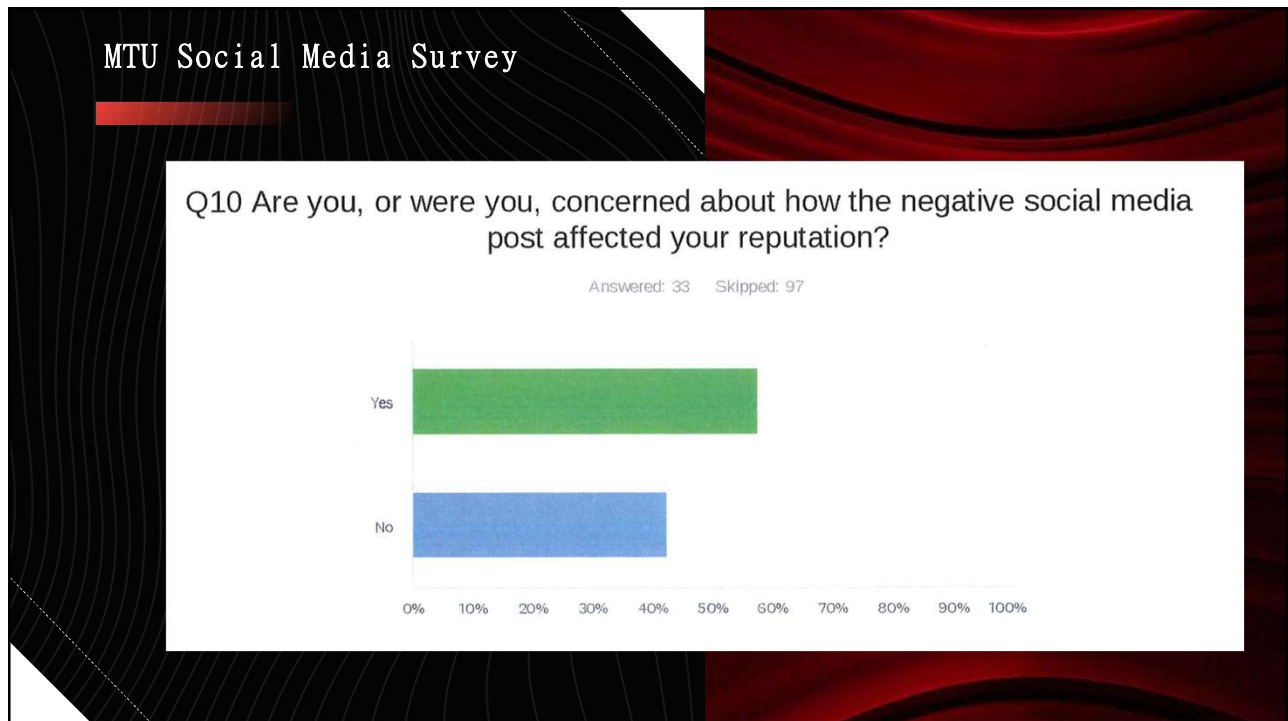
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Group by Mission BC & Neighbours

Mission BC & Neighbours

Private group · 25.1K members

Mission BC & Neighbours

- "It was an example of racism"
- "This is despicable"
- "Disgusting in every way"
- "I hope they send this teacher packing"
- "If that had been my granddaughter it would have gone very badly for everybody involved."

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More Comments

- "This is hurtful"
- "Hope this teacher is fired"
- "wtf were they thinking"
- "this makes me sick"
- "CRT alive in Canada. Stomp it out people."
- "this was not ok... I'm livid"
- "I don't know what that teacher was thinking"
- *Teacher's name was not used BUT*
- *School and assignment were specified*
- *There were knock-on effects throughout the district in the days that followed.*

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Conclusions

- There is a vibrant anti-teacher culture in Mission.
- Teachers go to work each day with a social media mob "at the ready".
- This was not the first incident on Mission Neighbours FB group.
- It is naïve to think it will be the last incident.
- This culture is causing harm to teachers, both professionally and personally.

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Reccommendations

- Continue to monitor FB posts informally
- Request a sit-down meeting with the moderators of the local FB group
- Reach out to parents who make hurtful/hateful comments
- Continue and expand efforts to encourage parents (and others with concerns) to bring them to the teacher/school admin/senior management
- Begin work immediately on a Social Media Policy that includes a means to address attacks on MPSD employees

"Facebook and Twitter are running our public square, and they are curating what passes for deliberation in our deliberative democracy. How's that going?"

-Jonathan Haidt, February 17th 2022

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ITEM 4.1

Information

File No.

TO: Committee of the Whole
FROM: C. Schmor, Director of Student Services, G. McCarty, Speech/Language Pathologist
SUBJECT: Speech-Language Department Support

1. **Summary:** The Speech-Language Department will present about the role of SLPs in schools, their service delivery model, and how SLPs can support literacy.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
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5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

Article: Scope of Practice Speech-Language Pathology

Scope of Practice for Speech-Language Pathology

Speech-Language and Audiology Canada

STATEMENT OF PURPOSE

This document defines and describes the scope of practice for the profession of speech-language pathology in Canada, highlighting the broad range of activities and services speech-language pathologists perform and provide. It is an informational resource for speech-language pathologists, audiologists, other health-care professionals, regulatory bodies, government agencies, third-party insurers, educators, consumers and the general public.

Speech-language pathology is a dynamic and changing profession. Practice activities that are related to emerging clinical, technological and scientific developments are not precluded from consideration as part of the scope of practice of a speech-language pathologist and such innovations and advances will result in periodic revision of this document.

It is recognized that speech-language pathologists may limit their practice by age, type of disorder or interest. This scope of practice document is not intended to be an exhaustive list of activities. Speech-language pathologists are ethically bound to provide services that are consistent with their competence, education and experience.

Speech-language pathologists working in regulated provinces and territories must meet regulatory requirements to practice. This scope of practice document does not supersede existing regulations of provincial or territorial regulatory bodies, nor should it affect the interpretation or implementation of such regulations.

DEFINITION

Speech-language pathologists are health professionals who identify, diagnose and treat communication and swallowing disorders across the lifespan.

EDUCATIONAL REQUIREMENTS

A master's degree in speech-language pathology (or equivalent) is required for current entry to practice in all jurisdictions in Canada.

ROLES AND RESPONSIBILITIES

Speech-language pathologists may practice independently or within an interprofessional framework, collaborating with other professionals such as audiologists, physicians, nurses, educators, dietitians, occupational therapists, physiotherapists, psychologists, child care staff and social workers, as well as communication health assistants. Speech-language pathologists provide a broad range of clinical and other professional services.

Clinical Services

- Screening of hearing, communication or swallowing for the purpose of determining whether or not a comprehensive assessment is needed. Follow-up from screenings may lead to referrals to speech-language pathologists, audiologists or other professionals for further assessment.
- Formal and informal assessment of communication and swallowing, which may involve evaluation, diagnosis and counselling.
- Intervention for communication and swallowing disorders, which may involve promotion, prevention, counselling, treatment, consultation, management, (re)habilitation and education.
- Measurement of patient or client outcomes for these services.
- Consultation with and referral to other professionals.
- Clinical areas of service may include, but are not limited to:
 - speech sound production;
 - resonance;
 - voice;
 - fluency;
 - pre-linguistic communication;
 - language comprehension and expression;
 - pre-literacy and literacy skills;
 - cognitive communication;
 - social (pragmatic) communication;
 - feeding and swallowing;
 - alternative and augmentative communication;
 - aural (re)habilitation
 - accent modification;

and the impacts of communication and swallowing disorders on everyday life.

Prevention, Promotion and Advocacy

- Prevention, counselling and education services to patients or clients, families, caregivers, other professionals and the public regarding all aspects of communication and swallowing function.
- Promotion of practices that optimize communication, swallowing and hearing health and development.
- Promotion of the profession of speech-language pathology.
- Advocacy on behalf of individuals with communication and swallowing disorders and populations that are at risk.
- Advocacy for the profession of speech-language pathology.

Education and Research

- Education, mentoring and training of communication health assistants, students and other professionals.
- University and/or college education and training pertaining to communication, swallowing and other related areas.
- Research in communication, swallowing and other related areas.

Administration

- Management and supervision of staff, students and communication health assistants.
- Development, implementation and evaluation of programs, policies, guidelines and standards.
- Maintenance of competency and quality improvement.
- Case management and coordination of service delivery.

Other Roles and Responsibilities

- Assessment and management of educational, workplace and other environments.
- Consultation with government, industry and community.
- Consultation with worker's compensation boards, Veterans Affairs Canada and other third-party insurers regarding criteria and determination of pension/benefits for individuals with communication and/or swallowing impairments. This may include completion of Canada Revenue Agency tax forms.
- Consultation regarding assessments of capacity and competency for those with communication impairments.
- Determining whether patients or clients have sufficient communication abilities to carry out their job-related duties, and what accommodations, if any, are needed.

- Testifying as an expert witness.
- Acting as a [communication intermediary](#) (i.e., assisting people with speech and language disabilities not caused by hearing loss to give accurate, complete and authentic evidence in all phases of the justice system).

PRACTICE SETTINGS

Speech-language pathologists work in a variety of settings, including but not limited to:

- hospitals
- public health units
- community health centres
- schools
- private practice
- nursing homes and long-term care facilities
- childcare centres
- patient or client homes
- corporate settings
- correctional facilities
- professional associations
- regulatory bodies
- universities and colleges
- government ministries

Speech-language pathologists may also provide services via telepractice when appropriate.

REFERENCES

- American Speech-Language-Hearing Association. (2007). *Scope of practice in speech-language pathology*. Retrieved from <http://www.asha.org/policy/SP2007-00283/>
- Communication Disabilities Access Canada. (n.d.). *Access to Justice*. Retrieved from <http://www.access-to-justice.org>
- Irish Association of Speech and Language Therapists. (2006). *Speech and language therapy scope of practice*. Retrieved from <http://www.iaslt.ie/docs/members/policy/IASLT%20Scope%20of%20Practice%20.pdf>
- New Zealand Speech-language Therapists' Association. (2012). *Scope of practice*. Retrieved from <http://www.speechtherapy.org.nz/wp-content/uploads/2013/09/NZSTA-Scope-of-Practice-2012.pdf>
- Royal College of Speech & Language Therapists. (2006). *Communicating Quality 3*. Retrieved from http://www.rcslt.org/speech_and_language_therapy/standards/professional_standards_cq3
- Speech-Language and Audiology Canada. (2008). *Scope of practice for speech-language pathology*. Retrieved from <http://sac-oac.ca/professional-resources/resource-library/scope-practice-speech-language-pathology-canada>
- Speech Pathology Australia. (2003). *Scope of practice in speech pathology*. Retrieved from <http://www.speechpathologyaustralia.org.au/professional-standards-ps/scope-of-practice>
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REVISED: February 29, 2016

ITEM 6.1 Information File No.

TO: Committee of the Whole
FROM: V. Searwar, District Principal of Indigenous Education
SUBJECT: Indigenous Education Department Update

1. **Summary:** The District Principal of Indigenous Education will provide an update on the department.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Funding Guidelines, Costing, & Budget Impact
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 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** Presentation Slides


Siwal Si'wes:
The Work of
2021- 2022

1

sqelá:w, the
beaver

shxwlheq'lomet,
wisdom

2



Staffing 2021-2022

- 22 Indigenous Liaison Workers
 - Site-Based
 - Halq'emeylem
 - Boy's Club
 - Cultural Presenters
 - Cultural Prep
- Two Indigenous Educational Assistants at HMS & HPMS (Special Purpose Funding not targeted funding - temporary)
- Two Indigenous Student Success Advocates
- Indigenous Student Outreach Teachers (.2 FTE from targeted funding; .2 FTE from Special Purpose Funding - temporary)
- One Indigenous Mentor Teacher (now from Core budget)
- One Teacher-Librarian (.4 FTE from targeted funds)
- One Administrative Assistant

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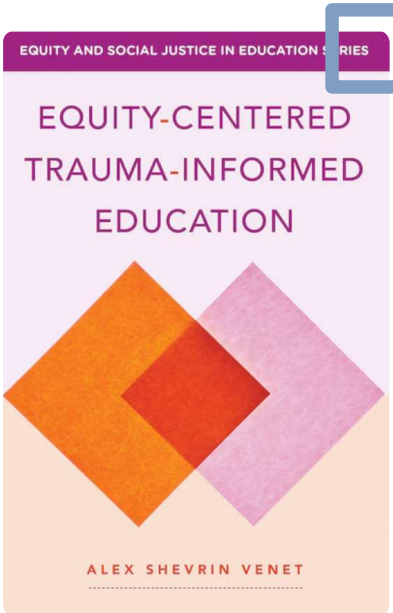


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Equity Learning Series



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Kevin Lamoureux



VS1

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Len Pierre

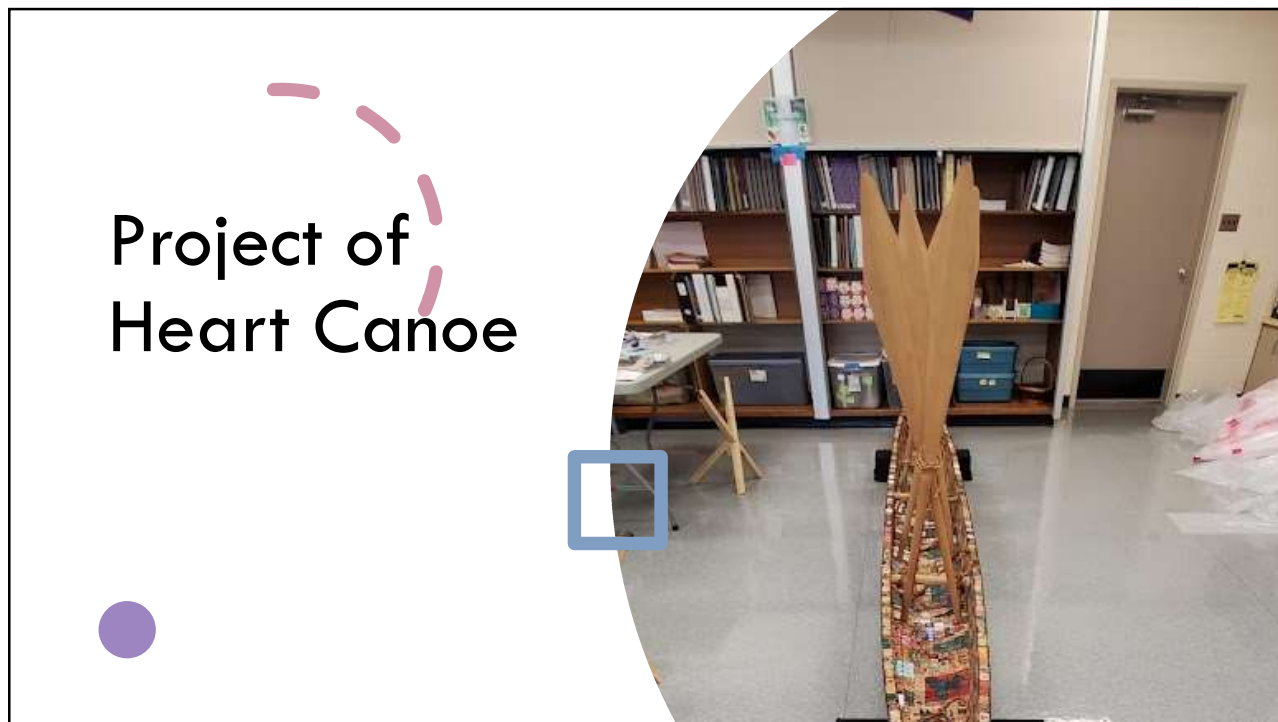


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February 18
Pro-D



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Project of Heart Canoe

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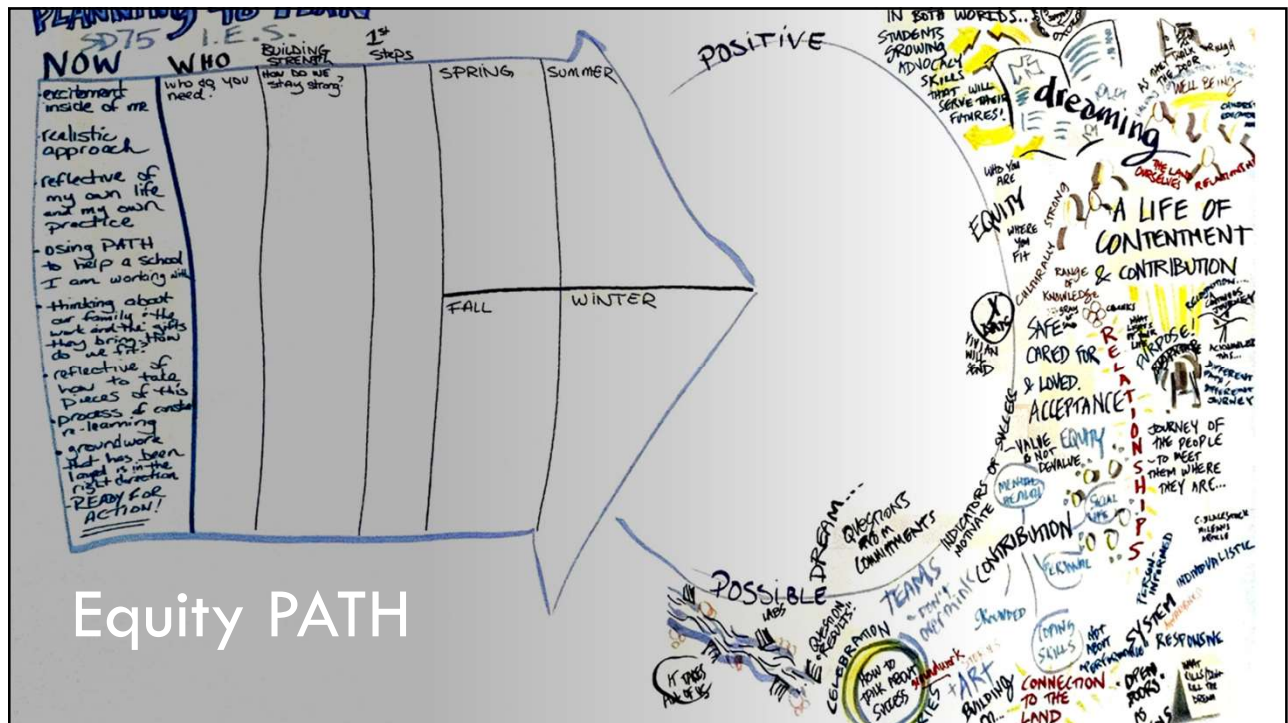
Secret Pocket Weaving

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Healing through Art Legacy Project



13




14

PACKAGE - NEW HIRE EXEMPT


Page Navigation

1. Welcome
2. Instructions
3. Demographic Information
4. Emergency Contact
5. Enrollment/Enrolment
6. MPP Form
7. Certification
8. Admittance
9. Health and Safety
10. Equity-Based Language
11. Other Documents
12. Required Documents

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Mission Public School District acknowledges that we work and learn on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Qwó:ll'el, Leq'á me!, Matheqwi, Sq'wílets, peoples of this land since time immemorial.



EQUITY BASED LANGUAGE

Please read and click on the resource links below


[Print Form](#)

Worn out words	Respectful terminology
Instead of...	Consider using this...
Vulnerable/At-risk learners	Priority learners
Marginalized families/students	Families/Students marginalized by the system
Issues	Barrier/condition/matter/challenges (depending on the context)
Has mental issues Suffer from i.e. They are bipolar <small>Having a mental health condition should not define the person</small>	People First Language: A person living with a mental health condition A person diagnosed with A person with lived experience of trauma
Has issues with substance abuse Has a concurrent disorder Substance abuse	A person who is experiencing mental health and co-existing challenges with substance abuse
Has challenging behaviours	May need to try alternat way of getting their needs met
Is non-compliant	Is choosing to
Is cooperating	Is working toward
Has no chance of passing/succeeding	Is expericing challenges with the course load of
Will not engage with	Seems to prefer to/not to We have failed to engage
Is high functioning	Is gifted/talented/good at
Minority (when speaking of people)	Global Majority

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Policy Engagement

- Childcare Policy
- Halq'emeylem Language Policy
- Equity, Diversity and Inclusion Policy
- Indigenous Students



Students and Instruction	
Section:	Mission Public Schools lies within the traditional, ancestral, unceded and shared lands of the Leq'á me!, Matheqwi, Qwó:ll'el, and Sq'wílets Nations, and operates on Stó:lō territory, of which the language is Halq'emeylem.
Title:	Halq'emeylem Language Policy 4.4

The Board of Education acknowledges its responsibility to partner and support the vitality of the Halq'emeylem language, story, and culture, and to *baboox* traditional territories by advancing the instruction of the language, story and culture. The Board also recognizes the interconnection between the land, the language, and Stó:lō history. Language acquisition occurs through cultural activity, frequently in land-based learning experiences.

Policy
The instruction of Stó:lō History, and the Halq'emeylem language, Story, and Culture is a foundational education program in Mission Public Schools.

General Guidelines

1. The school district will:
 - 1.1. Encourage all Trustees, staff and students to learn the Halq'emeylem language, through stories, culture, and land-based learning;
 - 1.2. Ensure that adequate and authentic resources are available to teach the Halq'emeylem language, story, and culture in Mission schools;
 - 1.3. Engage with Indigenous staff and Indigenous community members on an ongoing basis to maintain dynamic and rigorous Halq'emeylem language, story, and culture programming;
 - 1.4. In recognition that that the Halq'emeylem language curriculum used by Mission Public Schools

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Successes, Challenges & Wishes

Successes:

- Start of Equity PATH engagement
- Consistent connections with Indigenous families and learners despite continued challenges
- Increased creativity and flexibility when providing options for Indigenous learners
- Continued development and extension of the work with the Indigenous Student Success Advocates
- Indigenous Student Outreach Position
- Boy's Club
- Siwal Si'wes Library Transformation
- Policy Engagement with SWSW Advisory

Challenges:

- Attendance Barriers continue to exist for some Indigenous learners
- Staffing
- Ripple of Staff Fatigue
- Stability and continuity with Halq'emeylem Language Instruction
- Equity at a micro level

Wishes:

- Halq'emeylem Instructors
- System-wide awakening of equity for Indigenous learners - macro and micro levels

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ITEM 7.1 Discussion File No.

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: FESL Peer Review

1. **Summary:** The Board Chair will start a discussion of the FESL Peer Review held by the BCSTA and Ministry of Education. The Ministry is looking for common themes and ways the Boards are measuring and achieving their strategic goals.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
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5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

**FRAMEWORK FOR ENHANCING STUDENT LEARNING
PEER REVIEW PROCESS**

Focus Areas With *Most Relevant* Descriptive Statements:

Focus Area	Relevant Descriptive Statements <i>Effective Strategic Planning</i>	Relevant Descriptive Statements <i>Effective Continuous Improvement Planning</i>
<p>1) Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made</p>	<p>Effective strategic planning means continuing to scan for multiple sources of evidence that include:</p> <p>Information collected through engagement with local community, Indigenous Peoples, and First Nation communities to determine meaningful evidence, data, and stories that inform the Strategic Planning process;</p> <p>Evidence, data, and stories that are determined through Local Education Agreements, Enhancement Agreements, and Equity Scans;</p> <p>Quantitative, and qualitative sources of information and evidence;</p> <p>Provincial, district, and classroom-level evidence, including the data specific to the Framework Policy;</p> <p>An analysis of evidence, data, and stories to reveal inequities, with special attention to Indigenous students, children and youth in care and students with disabilities or diverse abilities;</p> <p>Trends over time and cohort data;</p> <p>Contextual information (e.g., current research, provincial direction such as Truth and Reconciliation); and,</p>	<p>Review, analyze, and interpret results to determine areas of focus for the annual implementation plan, ensuring:</p> <p>Engagement with Indigenous Peoples and communities, students, school communities and local communities;</p> <p>Data sets include evidence from LEAs and Equity Scans;</p> <p>The inclusion of quantitative and qualitative sources of information;</p> <p>Provincial, district, and classroom level evidence are used including the data specific to the Framework policy;</p> <p>Disaggregation of the data to understand inequities, with special attention to Indigenous students, Children and Youth in Care, and students with disabilities or diverse abilities;</p> <p>Trends over time and cohort data are analyzed;</p> <p>Current contextual information (eg. current research, provincial direction, Truth and Reconciliation, etc.) is considered;</p> <p>Consideration has been given to validity, reliability, completeness, and consistency; and,</p>

	<p>A description of how evidence, data, and stories are used to identify the strategic goals.</p>	<p>A description of the district's data analysis and area(s) of focus for the district's annual implementation plan.</p>
<p>2) Activated an effective Strategic Engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.</p>	<p>Effective strategic planning means continuing to design an inclusive and ongoing strategic engagement process which has:</p> <p>Been activated throughout the strategic planning process, as determined;</p> <p>Documented a clear and transparent process, purpose and scope, which are defined and communicated to the public a In a variety of ways and at multiple points, b To provoke further inquiry and curiosity;</p> <p>Been considerate of local and cultural contexts;</p> <p>Been communicated using clear, plain, jargon- free language;</p> <p>Utilized multiple communication platforms to encourage engagement and increase accessibility;</p> <p>Meaningfully involved students, stakeholders, Indigenous peoples and communities and other community members who represent the breadth and diversity of perspectives; and,</p> <p>A plan to assess the effectiveness of the engagement process.</p>	<p>Consult, Collaborate and Communicate iteratively throughout each stage of CIP Cycle</p> <p>Review and Interpret Results Stage: Engagement with Indigenous Peoples and communities, students, school communities and local communities;</p> <p>Adapt Strategies to Meet Objectives and Finalize School and District Adapted Plans Stages: Maintain a clear alignment with LEAs and Enhancement Agreements</p> <p>Strategy Effectiveness Stage: The district has an effective, strategic engagement and communication approach with Indigenous Peoples and Communities, community partners, families, staff, and students.</p>
<p>3) Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.</p>	<p>Effective strategic planning means continuing to establish strategies and measures that:</p> <p>Incorporate cycles of review and revision, using relevant evidence, data, and stories to measure the impact of the selected strategies on student</p>	<p>Use their annual review, analysis, and interpretation of findings to align school plans and operational plans (Financial, Human Resources, Information Technology) to:</p>

	<p>learning goal(s), in order to be responsive.</p> <p>Effective strategic planning means continuing to set and finalize multi-year strategic plan that includes:</p> <p>An ongoing continuous improvement cycle to monitor and evaluate progress.</p> <p>Effective strategic planning means continuing to align financial and operational plans that:</p> <p>Include an annual and multi-year budget development process that is driven by the strategic plan priorities;</p> <p>Include district annual operational plans (e.g.: Financial, Human Resources, Information Technology) and school plans that support the Board’s Strategic Plan; and,</p> <p>Monitor and adjust budgets through ongoing assessment.</p>	<p>Show a clear link to evidence of student learning;</p> <p>Maintain a clear focus on enhancing equity and inclusion;</p> <p>Support progress towards goals identified in the MOE Policy for Student Success;</p> <p>Maintain clear alignment with LEAs and EAs;</p> <p>Adequately allocate resources to implement the evolving educational implement plan; and,</p> <p>Align with local context (school and district level).</p>
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FRAMEWORK FOR ENHANCING STUDENT LEARNING PEER REVIEW PROCESS – EMERGING THEMES

Focus Area 1: DATA

Has the district reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made?

There was a noted pattern and an absence of cycles of review and revision, using relevant evidence, data, and stories to measure the impact of the selected strategies on student learning goal(s), in order to be responsive.

Professional learning related to how to triangulate data may be helpful for Senior Teams.

Focus Area 2: ENGAGEMENT

Has the district activated an effective Strategic Engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups?

Most districts have not clearly articulated their engagement plans, nor have they articulated how they will assess the effectiveness of the engagement process.

There appears to be differing understandings and use of words along a continuum of engagement. (e.g., consultation, engagement, partnership)

Focus Area 3: OPERATIONAL PLANS

Has the district adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan?

In almost every report, there was a lack of documented alignment between operational plans and the district direction. We believe the processes were likely in place, just not documented.

Purchasing

The Board of Education believes in purchasing competitively and seeking maximum educational value for every dollar expended, consistent with good purchasing practices.

The Board will establish procedures and guidelines for the purchasing function of the school district to ensure that:

- All services, supplies or equipment for the ongoing operations of the school district are acquired on the open market with probity and in accordance with competitive public sector purchasing practices.
- Appropriate ethical business practices are in place for managing all purchases.
- Goods, services and equipment purchased for the district maximize value.
- Considering quality, suitability, and all other things being equal, preference will be given to local firms within Mission, the Province of British Columbia and Canada.

Mission Public Schools will practice and implement purchasing procedures that support ethical and sustainable environmental practices.

Whenever reasonable, Mission Public Schools will conduct business with vendors who demonstrate environmentally responsible practice.

Sustainability

- Appliances and Electronic Devices - Any electrical device shall be EnergyStar rated and if applicable, have an EnergyStar rating in the top 33% of its category.
- Products - Product purchasing first choice will be for those products that have low environmental impact.
- Paper - General use and office paper shall contain a minimum of 30% recycled content.

General Guidelines

All items purchased, or donated, in the name of a school or the school district will become the property of Mission Public Schools (SD #75).

Supplies located within the school district's boundaries will be provided with a list of commodities the school district anticipates acquiring during the school year and, whenever possible or practicable, will be asked to bid or provide quotes on supplies and materials to be purchased.

Where practicable, the Purchasing Coordinator will coordinate "bulk purchases" for various commodities.

Use of the district's purchasing procedures to acquire goods and services for personal use will not be permitted except where specifically allowed by the Secretary-Treasurer (for example, the "Employee Computer Purchase Plan" program).

Whenever practicable, equipment and supplies will be standardized to achieve maximum purchasing economy and quality goods. Consideration will be given to future maintenance of equipment and availability of parts and services.

The purchase of any item or product from any person employed by the School District will not be affected until the purchase has been approved by the Secretary-Treasurer.

Equipment purchases, for new or replacement equipment, will be carried out in accordance with established purchasing procedures.

Disposal of surplus assets will be in accordance with the [Disposal of Assets Administrative Procedure #502](#).

All contracts must be signed by the Secretary-Treasurer.

Purchasing Methods

The school district employs various purchasing tools for the acquisition of goods and services as follows:

- **PETTY CASH** – used at the user level to expedite the acquisition of low value goods. A petty cash fund can be established by contacting the Secretary-Treasurer or designate. Receipts must be attached to a petty cash voucher and submitted to the Accounts Payable Department for reimbursement.
- **PURCHASING CARDS** – used for the procurement and payment of goods and services within established purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. With the written approval of the administrator or manager responsible for managing the accounts, an employee may make application to the Secretary-Treasurer or designate for a Purchasing Card.

The Purchasing Card may only be used by the person named on the front of the card. Limits on the card will not permit expenditures for hotels, restaurants, airlines and gas stations.

Receipts must be attached to the Purchasing Card monthly reporting log and submitted, along with the invoice to the Accounts Payable Department for payment.

- **CHEQUE REQUISITION** – used to request payment for goods and/or services where an invoice has been received and a purchase order was not issued (i.e. subscriptions, dues or fees, etc). Cheque Requisitions are not to be used to circumvent the Purchase Requisition/Purchase Order process.
- **PURCHASE REQUISITIONS** – used for purchase of goods and services over \$1,000.00.
- **OPEN ORDERS CONTRACTS** – used to make purchases from a sole source vendor over a period of time (i.e. building supply dealer or specialty store). An encumbered amount and start and end dates will always be established for 'Open Orders' contracts.
- **CONTINUOUS SUPPLY ORDER OR SYSTEMS CONTRACT** – for goods or services to be supplied over a period of time at fixed or negotiated prices (i.e. photocopy paper, garbage disposal, snow removal, etc). An encumbered amount and start and end dates will always be established for 'Continuous Supply Orders' or 'Systems' contracts.

- BULK ORDERS – used for the acquisition of commonly used goods by coordinating annual purchasing to achieve better pricing (i.e. administrative supplies, forms, first aid supplies, etc.)
- PRICE REQUEST / REQUEST FOR OFFER / TENDER / REQUEST FOR PROPOSAL – formal process used for the acquisition of supplies or services with a monetary value in excess of \$2,500.00

Purchasing Procedures

The Secretary-Treasurer assigns to the Purchasing Coordinator the authority to sign purchase orders in accordance with the procedures outlined in this procedure.

The Secretary-Treasurer assigns to the Purchasing Coordinator the authority, after consultation with the end user, to select the vendor and to award any contract up to the value of \$50,000.00 for goods and services.

The Secretary-Treasurer shall assign to individual employees the authority to initiate expenditures from accounts specifically assigned to them in accordance with the following:

- Under \$100.00 per transaction – purchases to be completed by the end user using Petty Cash.
- Up to \$1,000.00 – purchases to be completed by the end user using Purchasing Cards or Cheque Requisitions. Paper work submitted to the district's accounts payable department for processing of payment must include purchase receipts.
- Between \$1,000.00 and \$2,500.00 – purchases to be completed by purchasing department.
- Between \$2,500.00 and \$5,000.00 – purchases to be completed by the purchasing department. A minimum of two price quotations will be obtained from competing suppliers.
- Between \$5,000.00 and \$10,000.00 – purchases to be completed by the purchasing department. A 'Price Request' is sent to a minimum of five vendors asking for a written response for price quotations.
- Over \$25,000.00 – purchases to be completed by the purchasing department. A 'Request for Offer', 'Tender' or 'Request for Proposal' will be issued to competing suppliers.

All purchasing requests in excess of \$1,000.00 must be submitted on a 'Purchase Requisition' to the district's purchasing department for processing. Once the 'Purchase Requisition' is received, the purchasing department will proceed with procurement utilizing the appropriate purchasing method.

Tenders and Quotations

All responsible bidders will be given equal consideration and assurance of unbiased judgment in determining whether their product meets specifications and the needs of the school district.

The purchasing department will ensure that competition is maximized and that local vendors are given every reasonable opportunity to bid on school district contracts.

All tenders or sealed bids will be opened immediately after the closing time, in public with attendance from the department that issued the requisition and from the purchasing department. Information pertaining to the proposals will not be released until after the review process has been completed and the successful vendor(s) have been identified.

Tenders will be awarded to the lowest bid or quoted price, consistent with the quality and service. The school district reserves the right to accept or reject the whole or part of any tender.

The Secretary-Treasurer will be consulted prior to awarding a tender to other than the low bidder.

Records of all written or phone requests or quotations shall be retained for six years.

Tendering for major building projects will be in accordance with the requirements of the Ministry of Education.

Suppliers and Vendors

In considering the qualifications and performance of suppliers and vendors, consideration will be given to:

- Current business license.
- Minimum of \$2 million dollars liability insurance.
- WCB coverage (where applicable).
- Reputation and experience.
- Ability to deliver or perform within the time specified.
- Ability to provide after sales maintenance and service.
- Past experience on previous orders.

Inventories

The purchasing department will work with site managers and principals to establish site-based inventory lists and district-wide inventory lists.

- Inventories will include serial or other identifying numbers.
- Purchase dates.
- Site location.
- Funding source.

Date Adopted: October 2000

Date Amended: May 2011

Cross Reference: [Disposal of Assets Administrative Procedure #502](#)

Energy, Greenhouse Gas and Waste Reduction

The School District recognizes that:

1. Energy costs will continue to increase at rates much greater than the cost of living.
2. Energy use incurs additional costs through the annual Carbon Tax legislation.
3. The social and financial cost of waste removal continues to increase significantly, and;
4. The requirement for fresh water will continue to increase as the region grows.

It is therefore the School District's intention to reduce its carbon footprint and consumption in the course of its operations by reducing:

1. Energy costs through behavioural, physical plant and operation procedures.
2. GHG emissions.
3. Waste, and;
4. Water consumption.

To achieve these reductions the School District will set annual targets:

1. Mission Public Schools will establish, maintain and publish energy metrics on a quarterly basis.
2. Reduce consumption 5% annually over the next 4 years beginning from the established baseline metrics.
3. Targets will be reviewed annually and revised as required, and;
4. Meet GHG emission targets as set out by the District of Mission for the municipality (20% reduction in GHG from 2008 by 2020).
5. Solid waste cannot be tracked until such time as "disposal bins" are weighed.

On adoption of this procedure, the baseline metrics are:

⤴ Electricity (kWh) (CY2009)	4,791,093 kWh
⤴ Gas (natural and propane) (GJ) (CY2009)	34,960 GJ
⤴ Vehicle Fuel (diesel and gas) (L) (CY2009)	202,295 L
⤴ Water Consumption (m ³) (CY2009)	78,289 m ³
⤴ GHG emissions (tCO ₂ e) (CY2009)	2,358 tCO ₂ e

Date Adopted: May 2011

*Resources: BC Ministry of Education Green Schools
District of Mission Official Community Plan (OCP) Bylaw 5052-2008
BC Ministry of Environment Climate Action*

Grounds Irrigation

Mission Public Schools recognizes the need to work with provincial and regional government agencies to facilitate the move toward a more sustainable approach to managing water resources.

Landscaping

1. As a general practice Mission Public Schools will employ water-smart (xeriscape) landscaping techniques on all decorative lawns and gardens.
2. Plants used on school district landscaping will be selected from native or native-hybrid species that will require minimum maintenance.
3. Lawns and gardens will not be irrigated.

Sports Fields

1. Soil based sports and playing fields that have limited summer use will not be irrigated.
2. Irrigation management of heavily used soil based fields and sand based fields will conform to District of Mission irrigation regulations, except where joint use agreements are in place between the District of Mission and Mission Public Schools, or where capital investment maybe compromised.

Date Adopted: May 2011

Resources: District of Mission Water Bylaw 2196-1990

Environmental Sustainability

As a social institution, Mission Public Schools is dedicated to inspiring and practicing environmental stewardship and responsibility at the community, provincial, national and global levels.

Mission Public Schools is committed to the implementation of operational and educational activities that support, promote and practice environmental sustainability.

Key principles include:

- Promoting learning and leadership opportunities on sustainability;
- Supporting environmental stewardship for both students and staff;
- Creating and supporting an organizational culture that includes, where appropriate, environmental criteria in its decision-making process;
- Promoting energy and resource conservation;
- Adopting administrative and fiscal procedures that
 - a) are consistent with legislative and municipal directives,
 - b) embodies environmental considerations within its existing procedures, where appropriate, and
 - c) develops new procedures where warranted to support environmental sustainability;
- Supporting continuous monitoring and reporting of key environmental metrics.

Date of Board Approval: December 2010

ITEM 7.3	Action	File No.
TO:	Committee of the Whole	
FROM:	T. Loffler, Board Chair	
SUBJECT:	Indigenous-Focused Graduation Requirement Engagement	

Recommendation

THAT the Board of Education provides feedback to the Engagement site

- 1. Summary:** As part of the Province of British Columbia's commitments to truth, reconciliation, and anti-racism, the Ministry of Education will be implementing an Indigenous-focused graduation requirement for all students. The proposed model for the new requirement would allow secondary students to meet the requirement through a variety of existing and new course options, beginning in the 2023/24 school year.

To share thoughts on the proposed approach for the new graduation requirement, the [online feedback form](#) needs to be completed. The Board will have the opportunity to provide feedback on which courses could meet the new requirement as well as what resources and information students, families and schools will need moving forward.

- 2. Background:**
- 3. Options:** March 7, 2022 to April 22, 2022
Feedback will be compiled by an independent research firm into a "What We Heard" report which will be provided to the Ministry of Education. Feedback needed from students, parents/caregivers, classroom teachers, school/school district staff, Indigenous communities, and the public. Link: <http://engage.gov.bc.ca/govtogetherbc/consultation/indigenous-focused-graduation-requirements/>
- 4. Analysis and Impact:**
 - Strategic Plan Alignment
 - Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - Funding Guidelines, Costing, & Budget Impact
 - Policy, Legislation, Regulation
 - Organizational Capacity
 - Risks
 - Organizational
 - Reputational
 - Strategic
 - Benefits
 - Organizational
 - Reputational
 - Strategic
- 5. Public Participation:**
- 6. Implementation:**
- 7. Attachments:** Indigenous Grad Requirement Overview pdf

Indigenous-Focused Grad Requirement

OVERVIEW



Proposed Change to the B.C. Graduation Program

As part of the provincial government’s commitments to truth, reconciliation and anti-racism, the Ministry of Education is implementing a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in British Columbia. The new requirement will build on the education sector’s work to date, to integrate Indigenous content into the provincial K-12 curriculum, and support students to graduate with deeper understanding and knowledge of First Peoples perspectives, histories, and cultures.

The Ministry is seeking to engage with Indigenous communities, the education sector, and the public on a proposed model for implementing the new Indigenous-focused graduation requirement.

Background

In 2019, the B.C. government passed the [*Declaration on the Rights of Indigenous Peoples Act*](#) (*Declaration Act*) following the Government of Canada’s signing of the [United Nations Declaration on the Rights of Indigenous Peoples](#) (UNDRIP). UNDRIP establishes a universal framework of minimum standards for the survival, dignity and well-being of the Indigenous peoples of the world and elaborates on human rights standards and fundamental freedoms as they apply to the specific situation of Indigenous peoples. Canada’s signing of UNDRIP aligns with existing and longstanding federal legislation, including [Section 35 of the Constitution Act](#) that recognizes and affirms Indigenous rights, and further emphasises the federal government’s commitment to protecting and guaranteeing human rights for all.

Colonization drastically disrupted the self-determined lives and cultures of Indigenous peoples across Canada. The *Declaration Act* is both an acknowledgment of these histories and a commitment by the Government of B.C. to affirm and restore the human rights of Indigenous peoples. *B.C.’s Declaration Act* establishes UNDRIP as the Province’s framework for reconciliation, as called for by the Truth and Reconciliation Commission’s [Calls to Action](#). This historic legislation was developed in collaboration and consultation with Indigenous partners.



B.C.'s [Draft Action Plan](#) for the *Declaration Act* includes, as part of Action 3.3, a commitment to formally explore how to implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in British Columbia. Following up on this commitment, Government has directed the Ministry of Education to:



Implement a mandatory course or bundle of credits on First Peoples as a graduation requirement in B.C.



Engage with Indigenous communities, the education sector, and the public on how to implement this new graduation requirement.

Implementation of an Indigenous-focused graduation requirement is an important next step in the K-12 sector's ongoing journey towards truth and reconciliation, which has included integrating Indigenous perspectives, histories and cultures across the redesigned curriculum, professional development opportunities for educators and the B.C. Teachers' Council's Professional Standards for B.C. Educators. The new graduation requirement also aligns with ongoing provincial work on Indigenous-specific anti-racism and capacity building within school districts.



The First Nations Leadership Council, First Nations Education Steering Committee (FNESC), and education partners including the British Columbia School Trustees Association, British Columbia Teachers' Federation, and the British Columbia Association of Institutes and Universities, have previously expressed support for a new Indigenous-focused graduation requirement.

Proposed Model

The proposed change to the graduation program would require students to complete **4 credits** of Indigenous-focused coursework in order to graduate. Students could earn these credits by successfully completing:

1. One of the existing, Indigenous-focused provincial courses;
2. A First Nations language course at the Grade 10 to Grade 12 level; OR
3. A locally-developed, Indigenous-focused course (BAA)

* SEE APPENDIX A FOR MORE INFORMATION ON THESE OPTIONS.

No changes would be made to the total number of credits required to graduate (80), nor would there be any changes to the Adult Graduation Program. In some instances, an Indigenous-focused course may also partially satisfy the Language Arts, Social Studies, or elective course requirements of the graduation program.

A comparison of the current graduation requirements and the proposed requirements, including 4 credits of Indigenous-focused learning can be found in the table below.

Current Graduation Requirements	Proposed Changes (<i>highlighted</i>)
At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections	At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
<p>52 credits are required from the following:</p> <ul style="list-style-type: none"> ○ Career-Life Education (4 credits), and Career-Life Connections (4 credits) ○ Physical and Health Education 10 (4 credits) ○ Science 10 (4 credits), and a Science 11 or 12 (4 credits) ○ Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits) ○ A Language Arts 10, 11 and a required 12 (12 credits total) ○ An Arts Education 10, 11, or 12 <u>and/or</u> an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total) 	<p>52 credits are required from the following:</p> <ul style="list-style-type: none"> ○ Career-Life Education (4 credits), and Career-Life Connections (4 credits) ○ Physical and Health Education 10 (4 credits) ○ Science 10 (4 credits), and a Science 11 or 12 (4 credits) ○ Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits) ○ A Language Arts 10, 11 and a required 12 (12 credits total) ○ An Arts Education 10, 11, or 12 <u>and/or</u> an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)
At least 28 credits must be elective course credits	<p>4 credits required from an Indigenous-focused course(s)</p> <p>Potentially no change to elective course credits - student course choice combined with school/district course offerings would determine whether elective course credits would be used to meet the new requirement.</p>
<p>Three graduation assessments:</p> <ul style="list-style-type: none"> → Grade 10 Numeracy Assessment → Grade 10 Literacy Assessment → Grade 12 Literacy Assessment 	<p>Three graduation assessments:</p> <ul style="list-style-type: none"> → Grade 10 Numeracy Assessment → Grade 10 Literacy Assessment → Grade 12 Literacy Assessment

Ministry data indicates that most students graduate with more than 90 credits, having well exceeded the 80-credit requirement. In addition, a small but increasing number of B.C. students are taking the Indigenous-focused courses launched as part of the redesigned curriculum. While completing 4 credits of Indigenous-focused learning will be new for approximately 95% of students, data suggests that most students will be able to complete an Indigenous-focused course requirement without having to make significant adjustments to the rest of their graduation program. This is especially likely given that many of the provincial courses that are eligible for meeting the Indigenous-focused graduation requirement can also satisfy other existing graduation requirements.

Proposed Implementation Timeline

The proposed change to the graduation program includes a phased-in implementation:

2021-2022

- Consultation and communication with education partners about how best to implement the change to the graduation program
- School districts and independent schools begin to prepare for any necessary capacity building in school districts and schools

2022-2023

- Continued communication with education partners
- Where existing courses are in place, students in Grades 10 and 11 *may* complete courses that meet the Indigenous-focused graduation requirement
- School districts and independent schools increase capacity to offer the courses (*teacher professional learning and gathering of any needed resources*)

2023-2024

- The change to the Graduation Program would take **full effect** for students graduating beginning 2023-2024

* SEE APPENDIX B FOR MORE INFORMATION



Staged implementation ensures school districts and authorities can support teachers as they increase their capacity to teach Indigenous-focused courses, and that students have ample time to make choices about which courses they will choose to satisfy the new graduation requirement.



Consultation Process

The Ministry is seeking feedback from Indigenous communities, the K-12 sector and the public on how best to implement this new graduation requirement. Input gathered will inform further development of the model (*e.g. what kinds of courses may satisfy the requirement, parameters for developing local course options, etc.*), as well as what additional supports are needed, to help ensure successful implementation.



Consultation meetings with education partners will take place in March and April, in tandem with a broader engagement process with Indigenous communities and the public.



On completion of the consultations, the Ministry will produce a *'What We Heard'* report summarizing feedback on implementation of the change to the graduation program. The Ministry will look to finalize the approach for the new graduation requirement by August 2022, to enable the sector time to implement the new requirement in line with the timelines detailed within this document.

While feedback on the curriculum, the current graduation program, and the current course funding model is valuable, this engagement process is specifically focused on the implementation of a new, Indigenous-focused graduation requirement.

APPENDIX A

Course Options That Would Meet the New Requirement

Provincial courses

- BC First Peoples 12
- Contemporary Indigenous Studies 12
- English First Peoples – Literacy Studies 10*
- English First Peoples – New Media 10*
- English First Peoples – Spoken Language 10*
- English First Peoples – Writing 10*
- English First Peoples – Literary Studies + New Media 11
- English First Peoples – Literary Studies + Spoken Language 11
- English First Peoples – Literary Studies + Writing 11
- English First Peoples 12

* 2 CREDIT COURSES (would meet half of the requirement)

First Nations Language Courses

Any Grade 10-12 course from the following:

- Gitxsanimx ~ Gitxsanimax 5 to 12 and Introductory Gitxsanimx ~ Gitxsanimax 11
- Halq'eméylem 5 to 12 and Introductory Halq'eméylem 11
- Heiltsuk 5 to 12 and Introductory Heiltsuk 11
- Hul'q'umi'num' 5 to 12 and Introductory Hul'q'umi'num' 11
- Kwak'wala 5 to 12 and Introductory Kwak'wala 11
- Liqwala/Kwak'wala 5 to 12 and Introductory Liqwala/Kwak'wala 11
- nsíylxcən 5 to 12 and Introductory nsíylxcən 11
- Nte?kepmxcin 5 to 12 and Introductory Nte?kepmxcin 11
- Nuučaan'ut 5 to 12 and Introductory Nuučaan'ut 11
- Secwepemctsin (Shuswap Language) 5 to 12 and Introductory Secwepemctsin 11
- SENĆOŦEN 5 to 12 and Introductory SENĆOŦEN 11
- Shashishalhem (Sechelt Language) 5 to 12 and Introductory Shashishalhem 11
- Sim'algaxhl Nisga'a 5 to 12 and Introductory Sim'algaxhl Nisga'a 11
- Sm'algyax 5 to 12 and Introductory Sm'algyax 11
- St'át'yemcets 5 to 12 and Introductory St'át'yemcets 11
- Tsek'ene 5 to 12 and Introductory Tsek'ene 11
- Upper St'at'imcets 5 to 12 and Introductory Upper St'at'imcets 11
- Xaayda Kil / Xaad Kil Grades 5 to 12 and Introductory Xaayda Kil / Xaad Kil 11

Board/Authority Authorized Courses

School boards and independent school authorities could authorize an Indigenous-focused, locally developed course (or courses) totalling four or more credits to enable students to meet the requirement under the proposed model. Boards and authorities would be expected to engage local First Nations and/or Indigenous leaders in the development of such courses.

APPENDIX B

Implementation Timelines for Students During Transition

For students currently in Grade 9

- In 2021/22 (Grade 9) - *No requirement*
- In 2022/23 (Grade 10) - *May complete the requirement early*
- In 2023/24 (Grade 11) - *May complete the requirement before entering Grade 12*
- In 2024/25 (Grade 12) - *Must complete the requirement to graduate*

For students currently in Grade 10

- In 2021/22 (Grade 10) - *May complete the requirement early*
- In 2022/23 (Grade 11) - *May complete the requirement before entering Grade 12*
- In 2023/24 (Grade 12) - *Must complete the requirement to graduate*

For students currently in Grade 11

- In 2021/22 (Grade 11) - *No requirement*
- In 2022/23 (Grade 12) - *No requirement – if all other graduation requirements have been met by the end of the school year*

For students currently in Grade 12

- In 2021/22 (Grade 12) - *No requirement – if all other graduation requirements have been met by the end of the school year*
-

ITEM 7.4 Discussion File No.

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools C. Becker, Secretary-Treasurer
SUBJECT: Board Meeting Agenda Setting Procedure

1. Summary:

Staff have developed a procedure to guide the agenda setting committee to manage requests for items to be placed on board agendas.

The procedure was based on a review of current practices and other school district practices and has been approved by the Superintendent and placed on the District Website under Administrative Procedures - Governance. As this procedure intersects the responsibilities of staff and trustees, it is presented for review and discussion at the Committee of the Whole.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments: AP 1.4.1 Agenda Setting Committee Procedures

Section:	Governance	
Title:	Agenda Setting Committee Procedures	1.4.1

Purpose

To establish the procedure for the review and setting of meeting agendas.

Procedures

1. As per the Board Meeting Procedures, the Agenda Setting Committee reviews all items pertinent to the Business of the School District that is presented for inclusion on a Committee of the Whole or a Board Meeting. The Chair and the Vice-Chair of Advisory Committees are responsible for setting the agenda for the Advisory Committees.
2. The Agendas shall be set as follows:
 - a. Items for consideration are to be submitted by 4 pm at least seven days prior to the meeting, generally 4 pm on Tuesday before the regular committee and board meetings.
 - b. Delegation requests must be submitted on the approved request form as outlined in the AP 1.4.2 Guidelines for Delegations.
 - c. Items will be prioritized and placed on agendas in order to manage the work of the Board or Committee. Agendas will be set by considering the following information:
 - i. Any statutory deadline for Board approval;
 - ii. The emergent nature of the topic and any time constraints for response or consideration;
 - iii. The relevance of delegation requests to the business of the school district;
 - iv. The relevance of the item to a Committee meeting for discussion, or to a Board Meeting for a decision;
 - v. Items referred to a board meeting from a Committee meeting;
 - vi. The Board’s Annual Work Plan; and
 - vii. The volume of items presented for consideration, considering the time constraints of the meeting.
3. Items that are not placed on the agenda will be forwarded to the next Agenda Setting for consideration at a future meeting.

Superintendent Approval: March 2022

Date Amended:

Cross Reference:

ITEM 7.5	Discussion	File No.
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	C. Becker, Secretary-Treasurer
SUBJECT:	Delegations Procedure	

1. Summary:

Staff have developed a procedure to inform the public on the process to apply to be a delegation at a Board meeting.

The procedure was based on a review of current practices and other school district practices. As administrative procedures are approved by the Superintendent, it has been approved and placed on the District Website under Administrative Procedures - Governance. As this procedure intersects the responsibilities of staff and trustees, it is presented for review and discussion at the Committee of the Whole.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. AP 1.4.2 Guidelines for Delegations
- b. AP 1.4.2 Request to Appear as Delegation

AP 1.4.2
Request to appear as Delegation



Personal information is collected under the authority of the Freedom of Information and Protection of Privacy Act and the School Act. The information provided will become a matter of public record and will be published in meeting agendas and posted online. For enquiries about the use of information please contact the School District's Privacy Office (the Secretary-Treasurer, the Superintendent, or the [Executive Assistant to the Board](#)).

Meeting Date: _____

Meeting Requested: Public Committee of the Whole Meeting

Name of Presenter: _____

Name of Organization presenting on behalf of: _____

Home / Business / Cell Number : _____

Mailing Address: _____

Email: _____

Name of applicant if different than above: _____

Subject of Presentation: _____

Digital files for inclusion in the agenda package: _____

Will you be using PowerPoint Presentation? Yes No

Action which is being requested of the Board or Committee:

Executive Summary:

Delegations' presentations are limited to 10 minutes and must provide an executive summary for inclusion with the meeting agenda. Additional background materials, audio/visual presentations and/or correspondence may also be submitted with this form. Please email the package to the [Secretary-Treasurer](#) and CC the [Executive Assistant](#).

Section:	Governance	
Title:	Guidelines for Delegations	1.4.2

Purpose

To establish the procedure for requests to appear as a delegation or make a presentation at a Regular Board meeting, a Committee of the Whole meeting, or a Special Advisory Committee meeting.

Procedures

1. As per the Board Meeting Procedures, community groups, parents, students, stakeholders, or education partners, shall be provided with the opportunity to appear as a delegation and make a presentation to the Board or a Committee of the Board, on relevant public education issues.
2. Reports from Staff or the Financial Auditor are business of the Board, and as such, are not delegations.
3. A request to appear as a delegation must be submitted to the Secretary-Treasurer or designate by 4 pm at least seven days prior to the meeting, generally 4 pm on the Tuesday before the committee or board meeting. The request must be submitted on the approved form, and include the following information:
 - a. The date of the meeting you wish to appear;
 - b. The subject matter to be discussed;
 - c. The name of the spokesperson;
 - d. The phone number and email address of the representative of the delegation;
 - e. The specific action that is being requested of the Board or the Committee;
 - f. An executive summary and any additional background material or correspondence to include with the meeting agenda.
4. Requests to present may be refused if the subject matter addresses issues that are considered Closed Meeting items as per section 1.6.2 of the Board Meeting Procedures policy 1.4. Matters pertaining to personnel issues, individual students, or parent complaints will not be addressed by public delegation but rather through the District complaints process and finally through the appeals process pursuant to Section 11 of the School Act.
5. The Agenda Setting Committee shall decide whether the request will be granted. In the case of a refusal, the applicant may appeal to the Board in writing.
6. If the request to appear is approved, all information being provided during the presentation must be submitted to the Secretary-Treasurer or designate by noon on Thursday before the meeting. All information presented will be included on the published agenda.
7. As per the Board Meeting Procedures, all delegations at Public Board meetings will be limited to 10 minutes. Presentations that are expected to be more than 10 minutes will be referred to a Committee meeting.
8. Delegates should expect to answer questions following the presentation.

Personal information is collected under the authority of the Freedom of Information and Protection of Privacy Act and the School Act. The information provided will become a matter of public record and will be published in meeting agendas and posted online. For enquiries about the use of information please contact the School District's Privacy Office (the Secretary-Treasurer, the Superintendent, or the Executive Assistant to the Board).

Formalities during Board or Committee meetings

The following information is provided for assistance when preparing to address Board members at a Board or Committee meeting:

1. The Chair will invite delegations to make their presentation.
2. All delegation comments at the meeting should be directed to the Chair.
3. Before making comments, please introduce the delegation and any organization or group you are representing.
4. The Chair may be referred to as “Chair _____” and other Board members as “Trustee _____”.
5. Disruptive or disrespectful conduct by a delegation is prohibited.
6. Delegations are limited to ten (10) minutes.
7. Be aware that comments on some issues may be restricted by legal requirements or policy.
8. The Chair and Trustees may ask questions of the delegation in order to seek clarification.
9. The Chair and Trustees may ask questions of School District staff.
10. The Chair will indicate when the question period is complete, and the delegation session is over.
11. The delegation may return to their seat and watch the remainder of the meeting. If the delegation chooses to leave the meeting after the presentation, please do so in a quiet, orderly manner so as not to interrupt the proceedings.
12. At the close of the delegation, the Board may make a decision, refer the item to staff for further action, refer the item to a Committee meeting for further discussion and input, or consider an action if deemed emergent and time-sensitive.

Superintendent Approval: March 2022

Date Amended:

Cross Reference: Board Meeting Procedures Policy

ITEM 7.6	Action	File No.
TO:	Committee of the Whole	
FROM:	T. Loffler, Board Chair C. Becker, Secretary-Treasurer	
SUBJECT:	Trustee Code of Ethical Conduct Policy	

Recommendation

THAT the updated Draft Trustee Code of Ethical Conduct policy, be reviewed and revised as necessary, circulated to the public through the engagement site engage.mpsd.ca for further feedback, and returned with comments to the May Committee of the Whole meeting.

1. Summary:

At the March 8, 2022 Public Meeting of the Board of Education, Trustees directed staff to provide a draft update to the Trustee Code of Conduct Policy, and prepare Administrative Procedures.

The original policy was approved in 2008 and updated in 2017. Considering the upcoming election, staff were asked to review policies from other school district's and return a draft with suggested revisions. As such, the attached draft is presented for consideration.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments: Updated DRAFT: Trustee Code of Ethical Conduct Policy

Section:	Governance	
Title:	Trustee Code of Ethical Conduct	1.2

Purpose

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

Policy

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

Trustees will uphold the commitments of the Code of Ethical Conduct policy, the Respectful Workplaces policy, and the Safe, Caring, and Respectful Schools policy, and will address any violation of the Code or policy by a Trustee at a closed meeting of the Board.

Ethical Conduct Commitments

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

Behaviour:

- Trustees are expected to use respectful behaviour in all School District and community interactions.
- Trustees are expected to use behaviour that is not disrespectful of others or their opinions.
- Trustees are expected to maintain decorum during all meetings, respecting the protocols of the meeting process, and the authority of the Board Chair, and encourage full, open, and courteous discussions in all matters with other trustees.
- Trustees will endeavor to work cooperatively in spite of differences of opinion.
- Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.
- Information that may be of potential concern should not be concealed or withheld.

Decision making process:

- Trustees are expected to give the opinions and objectives of other trustees, staff, partner groups, and the public, their respect and full consideration.
- Trustees are expected to conclude discussions and reach decisions, only after considering all available information and opinions for each situation. Trustees shall remain open to altering a perspective or an opinion after considering other information received in the discussion process. Trustees shall not have an unreasonable bias or closed mind to an issue.
- Trustees must encourage full and open discussions in all matters. Trustees must not dismiss or disregard others when they submit an opinion that is different or contradicts their own opinion.

- Trustees must not withhold or conceal matters or information from other Trustees that would be of concern to the School District.

Communications:

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

Confidentiality:

- Confidential information, in any form, that Trustees receive during their elected term must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information.
- Trustees with care or control of personal or sensitive information, electronic media, or devices, must handle and dispose of them appropriately. Trustees who are in doubt as to whether certain information is confidential must ask the Superintendent or Secretary Treasurer before disclosing, releasing, or transmitting it.
- The proper handling and protection of confidential information is applicable both within and outside of the District, and continues to apply after the term of the Trustee ends.
- Confidential information that Trustees receive through their elected position must not be used by a Trustee for the purpose of furthering any private interest, or as a means of making personal gains.

Conflicts of Interest:

- Trustees are expected to adhere to all applicable legislation regarding conflicts of interest, including the *School Act, Part 5, Conflict of Interest*, and to avoid any actual, perceived, or potential conflicts of interest whenever possible. A conflict of interest exists when:
 - A trustee uses their position to advance the personal interests of the trustee, the trustee's families or the trustee's friends; or
 - A trustee accepts, directly or indirectly, any compensation, gratuity, gift, reward or benefit from an organization or individual that has dealing with the Board if a reasonable person would perceive this as influencing the trustee's exercise of their duties.
 - When a trustee becomes aware that they have a conflict of interest with respect to the matter coming before the Board, the trustee is expected to:
 - Disclose to the Board that they have an interest in the matter,
 - State the general nature of the trustee's interest,
 - Not take part in any discussion of the matter,
 - Abstain from voting on any question in respect of the matter,
 - Not attempt in any way to influence the voting on any question in respect of the matter before, during or after the meeting which could compromise the integrity of the School District,
 - Leave the meeting until the matter has been dealt with if the meeting is closed to the public.
- ~~Trustees are expected to declare any conflicts of interests to the Board.~~
- ~~Trustees are expected to be excused from participating in the decision making process if they are involved in a conflict of interest situation which could compromise the integrity of the School District.~~

Personal Gain:

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

Trustee Acknowledgment

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

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

Date Amended: May 23, 2017

 , 2022

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

Cross Reference: Trustee Election Protocol Administrative Procedure

DRAFT

ITEM 7.7

Discussion

File No.

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools C. Becker, Secretary-Treasurer
SUBJECT: Trustee Conduct Complaint Procedure

1. Summary:

At the March 2022 meeting of the Board of Education, Staff was directed to provide an update of the Trustee Code of Ethical Conduct policy and prepare Administrative procedures. The draft considered procedures from other school districts and is presented for preliminary consideration.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments: Trustee Conduct Complaint Procedure

Section:	Governance	
Title:	Trustee Conduct Complaint Procedure	1.2.1

Purpose

Trustees are required to conduct themselves in an ethical and respectful manner in accordance with the Trustee Code of Ethical Conduct, the Respectful Workplaces Policy, and the Safe, Caring and Respectful Schools Policy.

This procedure outlines the process for reporting an actual or perceived infraction, for addressing or investigating reported infractions, and for imposing sanctions if deemed appropriate.

Procedures

1. For contraventions of the Code or Policies that are seemingly minor or inadvertent due to an error in judgment made in good faith, a Trustee initiating a complaint is encouraged to seek resolution of a matter through the Informal Complaint Process, when possible. If resolution through the Informal Complaint Process is not possible, the Formal Complaint Process is to be followed.
2. Serious and/or recurring breaches by a Trustee, or complaints made by an employee or a member of the public regarding a Trustee's conduct, are to be investigated following the Formal Complaint Process.
3. Informal Complaint Process
 - a. The offended Trustee should alert the offending Trustee of the violation and the obligations required under the Code or Policies, by engaging the offending Trustee in a private conversation.
 - b. The Trustees shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand, with an openness to growth and improvement.
 - c. Failing resolution through a private conversation, the parties will engage the Board Chair, Vice Chair or a designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice Chair.
 - d. The Chair, or at the Chair's option the Chair and Vice Chair, will attempt to resolve the matter to the satisfaction of the Trustees involved.
 - e. If the parties are unable to gain resolution through the Informal Complaint Process, the matter will be referred to the Formal Complaint Process.
4. Formal Complaint Process
 - a. The Trustee, Employee, or Member of the Public who wishes to commence an official complaint under the Code or Policies, shall file a letter of complaint with the Board Chair, or Vice Chair if the complaint is against the Board Chair, within a reasonable period of time following the alleged event occurring or the knowledge of the alleged event. The letter of complaint must indicate the nature of the complaint and the section of the Code or Policy that is alleged to be violated by the Trustee.
 - b. The Board Chair shall convene a closed meeting of the Board as soon as is reasonable, to allow for a hearing and formal inquiry into the alleged violation of the Code or Policy.
 - c. A copy of the letter of complaint must be provided to each Trustee with the notice of the meeting, as soon as is reasonable. The letter of complaint, the filing of the complaint, the content and nature of the complaint, and the closed meeting agenda for the hearing and inquiry are to remain strictly confidential.

- d. A Trustees must make best efforts to attend the closed meeting of the Board for the hearing and inquiry, even in circumstances where Trustees may be in a conflict of interest or may otherwise wish to abstain.
- e. Procedural Fairness and the rules of natural justice shall govern the hearing and the formal inquiry.
- f. At the commencement of the meeting the Chair shall indicate the nature of the business to be transacted and outline the process for the hearing and inquiry in accordance with this procedure for the hearing.
 - i. The Board shall ensure fairness in dealing with the complaint by adhering to the following procedures:
 - ii. Preliminary matters will be considered, including altering the outlined procedures as necessary before the formal hearing begins;
 - iii. Review whether one (1) or more Trustees have a conflict of interest in making a decision regarding the complaint.
 - i. A conflict of interest is as defined in the Code and as may be determined by an individual or a majority of those Trustees present at the hearing.
 - ii. A conflict of interest is ordinarily raised only in circumstances where a Trustee has a personal interest or financial interest in the outcome. It would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interest of the School District.
 - iii. If it is determined that a Trustee is in a conflict of interest, the Trustee shall not participate in deliberations or vote in respect of any resolution; however, the Trustee shall be present as required to maintain quorum of the Board but shall not influence or vote on the matter.
 - iv. If any Trustees are excused from the hearing due to a conflict of interest, the remaining Trustees, if a quorum is still present, shall proceed with the hearing as the Voting Trustees;
 - iv. The complainant shall provide a presentation which may be written, oral, or both. The complainant may opt to rely on the written complaint in place of a presentation;
 - v. The respondent Trustee shall provide a presentation which may be written or oral or both;
 - vi. The complainant shall be provided an opportunity to reply to the Trustee's presentation;
 - vii. The respondent Trustee shall be provided a further opportunity to respond to the complainant's presentation and subsequent remarks;
 - viii. The Voting Trustees shall be given the opportunity to ask questions of both parties;
 - ix. The complainant shall be given the opportunity to make final comments;
 - x. The respondent Trustee shall be given the opportunity to make final comments.
- g. Following the presentation of the respective positions of the parties, the parties, and all persons, except the Voting Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from staff. The Board may, in its discretion, call upon legal advisors to assist them on points of law, or upon staff in respect of any points of information or to provide administrative direction or for assistant in the drafting of a resolution.
- h. If the Voting Trustees in deliberation require further information or clarification from the parties, the parties and staff will be invited to return to the hearing to receive the questions in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the hearing to a later date.
- i. If the Voting Trustees taking part in the deliberations request that an external party investigate the allegations, such investigation will be conducted in accordance with the procedures of natural justice. The Board may, in its discretion, call upon legal advisors to assist them in the event an investigation is requested. A report of the investigation findings will be provided to the Board at the reconvening of the hearing. The parties will be allowed the opportunity to provide additional submissions in respect of the report.

- j. The Voting Trustees in deliberation may draft a resolution (s) indicating what action, if any, may be taken regarding the complaint and any party.
 - k. The presiding Chair shall reconvene the hearing with the parties and staff returning and call for a resolution to be placed before the Board and a vote to be conducted. Only the Voting Trustees shall be able to vote on any resolution(s). If any of the Voting Trustees request that the vote occur by secret ballot, the vote will proceed by secret ballot for all Voting Trustees. The Board may request staff to assist with a secret ballot vote. At the conclusion of the vote, the presiding Chair shall declare closed Board meeting adjourned.
 - l. All documentation that is related to the hearing shall be returned to the Superintendent, the Secretary Treasurer, or designate, immediately upon adjournment or conclusion of the hearing, and shall be retained in accordance with legal requirements. This includes all notes taken by Trustees other than the parties in relations to the submissions or deliberations.
5. Sanctions
- a. Sanctions for a violation of the Code or Policies should be imposed in a remedial and restorative manner.
 - b. The Sanctions should reflect the seriousness of the breach, and the harm to others or to the School District.
 - c. Sanctions must be imposed by a resolution approved by the majority of the Voting Trustees.
 - d. Example sanctions include:
 - i. Having the offending Trustee write a letter of apology;
 - ii. Having the offending Trustee participate in a restorative justice process;
 - iii. Having the offending Trustee participate in specific training, coaching or counselling;
 - iv. Provide a letter of censure from the Board to the offending Trustee;
 - v. Provide another form of formal censure of the offending Trustee;
 - vi. Remove the offending Trustee from one, some, or all Committee or liaison appointments of the Board.
6. Public Disclosure
- a. Public disclosure of the complaint and any Board decision, including any sanctions imposed due to the complaint, may be disclosed by the Board Chair only at the direction of the Board following the disposition of the complaint.
7. Appeals Process
- a. Trustees who have been sanctioned or had other measures imposed upon them by the Board under this policy can appeal those decisions through the legal system, at their own expense.

Date of Original Approval:

Date Amended:

*Cross Reference: Code of Ethical Conduct Policy
Respectful Workplaces Policy
Safe, Caring, and Respectful Schools Policy*

ITEM 7.8 Discussion

File No.

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Schools of Choice and Busing

Recommendation

THAT the Transportation Services Policy be amended to clarify that:

- 1. Students choosing to attend a school of choice (Hillside Elementary or Edwin S Richards Elementary) will not receive regular busing services. Busing to these schools would only be available if a student is placed at a school of choice.**
- 2. The middle school catchment for Hillside Elementary is Heritage Park Middle School. However, busing will not be provided for students that attended Hillside Elementary whose regular catchment for middle school would be Hatzic Middle School.**
- 3. Busing for middle school students will generally only be provided to Hatzic Middle School. Therefore, the former school of choice students that require busing to attend a middle school would be bused to attend Hatzic Middle School.**

and THAT the motion be forwarded to the April 19th, 2022 Board Meeting for consideration.

1. Summary:

Staff recommend limiting busing for middle school to Hatzic Middle School only.

2. Background:

With the increasing number of students attending Mission Schools, busing is becoming a significant challenge. One of the biggest challenges is providing busing to Heritage Park Middle School. This school is generally an urban school. Most students from the regular catchment schools that attend Heritage Park are within walking distance. As such, busing is generally not provided to this school, with the exception of a few students on the western edge of the urban core. Hillside Elementary is a school of Choice that feeds into Heritage Park Middle School. Students from all over the school district attend Hillside Elementary.

More and more students are attending Hillside Elementary from areas that are well beyond the normal catchment for Heritage Park, such as Stave Falls, Silverdale, or Dewdney. Students from these areas are generally bused to Hatzic Middle School. Requiring additional busing to transport students from these to Heritage Park would require additional buses.

<u>Regular Catchment</u>	School of attendance	
	Hatzic	Heritage Park
Hatzic middle	634	167
Heritage Park	97	484

Students from Hatzic Middle School Boundary that would attend Heritage Park in 2022/2023

Albert McMahon	108
Cherry Hill	56
Hatzic Elementary	12
Dewdney	10
<u>Silverdale</u>	<u>9</u>
	195

3. Options:

Provide busing to Heritage Park for Hillside students

Do not provide busing to Heritage Park for Hillside students

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Catchment Areas, Cross-Boundary, Schools of Choice, and Programs of Choice
- b. Transportation Services

Section:	School Administration	
Title:	Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice	3.1

Purpose

To establish guidelines for student access to public education at a neighbourhood school, a School of Choice, or a Program of Choice.

Policy

Neighbourhood schools will generally be accessible to all school-age students in the neighbourhood, subject to enrolment capacity.

Neighbourhood schools may be accessible to school-age students outside of the neighbourhood, subject to a cross boundary school application and enrolment space availability.

Schools of Choice and Programs of Choice will be available to all students in the district, subject to an application and the enrolment space availability in the School or Program.

General Guidelines

In accordance with the *School Act*, schools will enroll students in the following descending order or priority:

- A catchment area student who, in the previous school year, attended the school.
- A student assigned by the Board to the school.
- A catchment area student.
- A non-catchment area student who, in the previous school year, attended the school.
- Siblings of non-catchment area students who, in the previous school year, attended the school.
- A non-catchment area student.
- A non-school district student.

Catchment Areas

An elementary school catchment area is a specified geographic area that surrounds a school. In determining a school catchment area, consideration will be given to the walk limits specified in Board Policy, and the number of students that would be attending the elementary school. The objective will be to consider the capacity of the schools and balance the enrolment amongst most elementary schools.

Information on the school catchment areas will be provided to parents and students, with additional information and details made available on the Mission Public School District website (www.mpsd.ca).

The School District may amend the catchment areas as needed.

Elementary Schools

The elementary school in each defined catchment area will be the neighbourhood school for that area. Residency in the elementary school catchment area qualifies an elementary school student to attend that school.

Middle Schools

The Middle School catchments are determined to equitably distribute the student population between the two middle schools. Elementary schools are assigned to a Middle School catchment based on the elementary school catchment, other than schools of choice which are as attended, as follows:

Hatzic Middle School Catchment Schools	Heritage Park Middle School Catchment Schools
Albert McMahon Elementary	École Christine Morrison Elementary
Cherry Hill Elementary	Hillside Traditional Academy
Deroche Elementary	École Mission Central Elementary
Dewdney Elementary	West Heights Community School
Edwin S. Richards Elementary	Windebank Elementary
Hatzic Elementary	
Silverdale Elementary	
Stave Falls Elementary	

Cross Boundary

The School District will consider cross boundary school applications for students to attend a school outside of their catchment area.

The School District will use a fair and equitable approach when considering cross boundary school applications.

Approval considerations

Applications to attend a cross boundary school will be considered when sufficient enrollment space is available at the cross boundary school.

Applications for students that have been displaced by the closure of a school will be given priority for a cross boundary school application for the school year immediately following the closure.

If approved, attending a cross boundary school will be for one school year only.

School District Cross Boundary Placement

The School District may find it necessary to enroll a student in a school other than the neighbourhood school due to the availability of special programs or enrollment restrictions. While such placements shall be expected to remain for the duration of the current school year, whenever possible students will be returned to their neighbourhood school effective the start of the next school year.

Schools of Choice

A School of Choice means an elementary school other than the neighbourhood school that parents choose to have their child(ren) attend. The School District has two Schools of Choice. These schools are not neighbourhood schools and do not have a defined catchment area. Any elementary student may apply to attend a School of Choice. The Schools of Choice are:

- Edwin S. Richards – Arts-Based Curriculum
- Hillside Traditional Academy – Curricular outcomes in an environment based on traditional values.

The School District will use a fair and equitable approach when considering applications to attend a School of Choice.

Programs of Choice

The School District offers Programs of Choice at four schools. Programs of Choice are a School District initiated program approved by the Board and designated to run in one or more school sites.

Programs of Choice are offered as follows:

- | | |
|-------------------------|--|
| • French Immersion | École Christine Morrison Elementary School |
| • French Immersion | École Mission Central Elementary School |
| • French Immersion | École Heritage Park Middle School |
| • French Immersion | École Mission Senior Secondary |
| • Intensive Core French | Windebank Elementary School |

The elementary school Program of Choice catchment area is aligned with the neighbourhood catchment area for the elementary schools listed below. The catchment boundaries for the Programs of Choice will be reviewed annually to ensure that each school is being utilized to its potential for the regular programs and to ensure the dual-track schools meet the Board's expectations. Students attending the Intensive Core French (ICF) program at Windebank Elementary will continue in the ICF program at Heritage Park Middle School in Grades 7, 8, and 9.

École Christine Morrison (West)	École Mission Central (East)
Cherry Hill Elementary	Albert McMahon Elementary
West Heights Community School	Deroche Elementary
Silverdale Elementary	Dewdney Elementary
Stave Falls Elementary	Windebank Elementary
	Hatzic Elementary

The School District will use a fair and equitable approach when considering applications to attend a Program of Choice.

Date of Original Board Approval: September 2008

Date Amended: January 24, 2017

October 15, 2019

Legal Reference: School Act, Section 74

Cross Reference: [Transportation Services Policy](#)

Administrative Procedures: [Student Registrations](#), [Cross Boundary Applications](#), [School of Choice Application](#)

Transportation Services

The Board of Education may provide transportation services, or a transportation allowance, for students living beyond the established walk limits.

The Board of Education believes transportation services should support the goals of the accountability contract within current fiscal constraints.

General Guidelines

Walk limits are as follows:

- Elementary students residing less than 3.2 km from a school by the nearest passable road.
- Middle school students residing less than 4.0 km from a school by the nearest passable road.
- Secondary school students residing less than 4.8 km from a school by the nearest passable road.
- All students living within 3.2 km of the nearest bus stop are responsible for getting to the bus stop.

Bus routes will be designed to accommodate students who live outside the walk limits to attend their neighborhood school. In establishing bus routes the primary consideration will be student safety, with other factors being costs, distances, road conditions, the number of students involved and timing problem. Bus stops will normally be established at least 1 km apart.

Bus routes and schedules will be designed to try and ensure that students will not arrive earlier than 20 minutes before classes begin and depart no later than 30 minutes after classes finish.

The school district will attempt to accommodate student riders on normally scheduled bus routes in the following descending order or priority:

- Eligible Riders
 - A catchment area student who lives outside the neighborhood school walk limits.
 - A student assigned by the board to the school.

- Courtesy Riders
 - A student attending a program of choice who lives outside the walk limits.
 - A catchment area student living within the neighborhood school walk limits.
 - A student attending a school of choice.

No persons other than students and authorized supervisory staff, volunteers or parents during an orientation ride are allowed to ride district school buses.

Students must be registered in order to ride the bus.

In the event that school buses are involved in situations that may result in schedule delays or cause potential danger to students (e.g. weather/road conditions, accidents, other road blockage), the driver will immediately notify the transportation supervisor (or alternate) who will notify all affected schools.

Transportation of Students with Special Needs

Special transportation services, including home to school service may be provided for students with disabilities living within the walk limits.

The specific service provided shall be determined by the degree of student disability.

Applicants for special transportation services should make arrangements with the Director of Instruction (student services).

Transportation Assistance Allowance

Parents may apply for transportation assistance allowance if their children are eligible for transportation services but the Board has determined that establishing bus service is neither economical or practical.

All transportation assistance allowance agreements terminate at the end of the school year, and new applications must be submitted for the new school year.

Transportation assistance allowance payments will be terminated should the applicant become ineligible. Transportation assistance allowance will be based upon the distance determined by the school district.

When the school district provides a transportation assistance allowance for regular home to school travel in lieu of providing school bus service, the full responsibility for safe transportation and insurance coverage rests with the vehicle owner.

Code of Conduct

The school-wide student conduct standards established in accordance with the [Student Conduct Standards and Behaviour Management Administrative Procedure #114](#) will apply to student conduct while riding on school district buses.

Emergency Procedures

The district shall provide instruction on safe boarding, riding, exiting and emergency procedures to school children transported by school bus.

Road and Weather Conditions

The decision to cancel or modify some or all of the regularly scheduled bus routes will be made in accordance with the [Temporary School Classroom Closure Administrative Procedure #317](#).

Community / Non School Use of Buses

The district's school buses are not available for rental by community groups.

Transportation Requests

Effective September 2009, all students requesting bus transportation are required to complete a [Student Transportation Request](#) form and submit it to their school for approval by the Transportation Department.

Bus Transportation Fees

The Board of Education approved the implementation of a user pay system for all 'courtesy riders'. Courtesy riders will be levied a fee of \$400 per student to a maximum of \$600 per family.

Complementary Service will be provided without fees to a courtesy rider catchment area student living within the neighborhood school walk limits if the student is at risk, is vulnerable, or does not have a safe walk route to school.

Date of Board Approval: September 2008
Revised: January 2011
May 2017

Definition:

- *Transportation Services for students living beyond walk limits means elementary students residing more than 3.2 km , middle school students residing more than 4.0 km and secondary school students residing more than 4.8 km from a school by the nearest passable road.*

*Cross Reference: Catchment Areas, Cross Boundary Applications and Programs of Choice Policy
Respectful Schools and Workplaces: Anti – Bullying, Harassment, and Discrimination Policy
Field Trips Administrative Procedure #209
Student Conduct Standards and Behaviour Management Administrative Procedure #114
Temporary School Classroom Closure Administrative Procedure #317
Respectful Schools Administrative Procedure #111*

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

February 22, 2022, 3:30 pm

- Members Present:** Board Chair, Tracy Loffler
Vice-Chair, Randy Cairns
Trustee, Shelley Carter
Trustee, Julia Renkema
Trustee, Rick McKamey
- Staff Present:** Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Secretary-Treasurer, Derek Welsh
Assistant Superintendent, Karen Alvarez
Director of Student Services Carolynn Schmor
Director of Operations, Dana MacLean
District Principal of International Education, Collen Hannah
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** Principal Angela Condon, Teacher Librarian Angela Bouts,
CUPE President, Nansy Gibson, MTU President, Ryan Mc Carty

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

MOVED and Seconded THAT the Agenda be adopted as presented.
CARRIED

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Enrolment Projections

There are some reductions in Riverside enrolment. Trustees would like to find out similar info as in 2017- long-range facilities plan - Ministry of education projected how many we may have now. We are working on a long-range enrolment forecast, which is to come later in the year.

Our info is more conservative than Baragar; however, the Ministry is projecting a decrease, contrary to what we see in reality.

6.2 2022-2023 Preliminary Budget Discussion

The Secretary-Treasurer would like to have a conversation about the preliminary items considered. Strategic priority is covering everything, but the budget is more detailed.

Mentor Teacher position: the work is important in developing literate, numerate citizens, and applying mental health initiatives. We have significant needs identified in the FSAs. We need to have someone available alongside teachers. Students need choice, and things need to be revisited. Teachers also need support.

A comment was made about the HAWD Report at Siwal Si'wes - Elders are also talking about more math support (possible future math camp)

MTU noted that the new positions are drawing teachers from a very limited pool. The Mentor teachers are an invaluable resource; however, during the Omicron wave, the Mentor Teachers were called in as TTOCs to teach classes at schools to cover absences.

Trustees acknowledge that when staff go to sites to teach, they are not able to properly do their jobs. The Mentor Teacher is a priority position

A suggestion was made to add a Math mentor for Middle to Secondary

Mental Health support: Emotion-focused school Support - Dr. Adele LaFrance, training next week with non-enrolling teachers. Learning for counsellors.

6-week series for all of CUPE staff: Trauma-informed strategies, peaceful schools, and more. These will likely be ongoing, repeated annually. We are short of counsellors at MSS. Some Elementary schools are short of counsellors, but we have been unable to recruit new counselling staff. New referrals are decreasing, but there is still an increased demand.

The Director of Student Services is working with complex care and intervention strategies. Looking at all areas of the brain that can be coming from previous childhood trauma. Presenting to Staff and working with individual students. Her skills are being spread out. Adults understand that if we are regulated, the kids will be regulated as well. This position has had a significant impact.

Wellness activities for staff: Walking Club after school; Cooking Club.

DPAC would like more low-barrier student support - to see more programs for kids, approachable by the general public, where there is not a \$120/hr price tag or clinicians screening who qualifies for help and who does not.

Social-Emotional Learning (SEL) is provided as a school-wide effort, trauma-informed practice is taught at the classroom level.

A question was asked about counselling upgrades for teachers. What can we offer people if they have a counselling background? Mental health needs to be championed and tools need to get into kids' hands.

BAA course on mental health - we may borrow from another area (Advisory class at HPMS addresses the basics of mental health)

School Level Administration: some smaller schools need more admin time. Two city schools do not have a VP (Cherry Hill and West Heights). The Superintendent suggested there is a need to consider adjustments. A question was asked about the option of splitting some time between other schools. When VP splits between teaching and admin, and commutes between sites, time on sites is lost.

The Secretary-Treasurer provided that we have called YCW and liaisons in to cover the shortage of counsellors. We are doing what we can to bridge the gaps. The Safety in Schools, Substance Use Liaison needs to be someone energetic, proactive, out and about with students. Some of the students are struggling in Middle and Secondary. Having a strong YCW team, we have been able to shift people around. The specialist provides direction, YCW provides the service. We are using the people we have to support as much as we can.

A question was asked about the roadblocks to having enough counsellors. There are simply not enough. SD counsellors also need to be teachers. Being a teacher is extremely important, so they can be on the same page with their colleagues.

Technology needs: adding more devices into the system. Every school requested more carts. Are there any specific devices we should consider? All should be vetted by IT before purchase.

Grounds: we have been hiring some of the additional grounds staff in the Summer for clean-up. Several schools have been in disrepair.

Additional space at Riverside: ITA certification for all the programs we offer is needed. We need more classroom and shop space. We are looking at different options. We need to relocate Facilities from the building. The growth seems to be quite steep, and we may have to look at even reopening Ferndale in the future in order to have enough space for students.

A suggestion was made that Riverside does not need to be all in one spot. Some of the Indigenous communities out east may be interested in offering some courses and may have space. Zoning/environmental requirements need to be considered.

Looking at enrolment growth for the next 10 years, we need to make significant investments into Facilities and possible necessary upgrades.

The Director of Operations provided that there are no facilities workers at Riverside anymore. They only use the shop, paint booth, and key cutting booth when needed. Everything else has moved to Ferndale.

Ongoing care for facilities: maintaining facilities - 2 foremen retired, and we have not back-filled the positions yet. We recognize that additional students, and fuller schools create more pressure on the Facilities staff. We are not doing the bare-bones minimum that we did several years ago, but we may need to add some positions back into the budget. Our buildings are aging, maintenance is becoming more intense. Our newest building has been built in 1996. There is an

increase in demand (ventilation, HVAC, electrical, plumbing). Redoing the entire lighting system adds a lot more work.

The Superintendent commented on sustainability and the need of finding the balance of the use of the buildings. (user groups cause wear & tear... BCSTA has put out a document about underfunding facilities, previously reviewed).

Future of Childcare facilities - we may be asked in the future to change. ECE should be in schools, but there needs to be proper funding available. If we had to provide childcare...what are the priorities we need to start with to provide childcare? Where do we see the biggest need?

We have been approached by a group with interest to put childcare on school land. We do not have the space. If interested, we can support, but they would need to provide funds to provide a portable, while we provide the land at Cherry Hill, WH, or Mission Central. The Ministry expects private, non-profit, as well as SDs to have their own childcare. A comment was made that Silverdale has a Childcare in school, and the children become are very comfortable there. The positive aspect has been recognized.

IT: the number of licenses has increased. Microsoft costs per license are also increasing.

Overall Sustainability needs to be built into the planning process.

MEDICAL Benefits, Worksafe premiums - all base premiums have been increased significantly, which have also impacted the planning of the budget.

We need to be able to balance the budget in the future as well. Some we can control, others we cannot. Inflation has increased significantly as well. If costs have increased by 6%, and our funding will be increased by 2.6%... we will not be able to balance the budget.

We have a scale for WCB - our access to WCB has increased, and our premium has also increased. The base rate for schools has gone up significantly. We are trying to hire a safety advisor position. There are a lot of slips, trips and falls.

Utility costs have also gone up (natural gas). With COVID, funding was provided to us by the government. We have a lot of cost savings as well because of Covid. Those will also swing back (field trips etc) as we normalize.

Partners were invited to share priorities. Bargaining - working relationships will improve student achievement. Bargaining - in substitute bucket.

A question was asked about restoring the teacher-librarian funding removed with Covid. Items to focus on:

- YCW / Special Education
- Dust Collector
- Settlement worker
- Navigator position
- Stop Arm Camera
- Additional blocks at MSS

Trustee Renkema suggested creating a needs-based budget, to see what it would look like. That way, we could take things away, that we do not absolutely need, and may enhance the budget discussion.

Needs-based budget - who is to decide what the need is? We have a collective agreement that is very prescriptive. We are watching the budget very cautiously. We are being very transparent about what we are adding, with notice for discussion ahead of time. A note was made that we did not take things away due to budgeting, we had to cut certain expenses due to Covid.

A comment was made that the Board has done a needs-based budget in the past. Is it going to change anything? It is a lot of work to generate... In the past, needs-based budgets have not worked. It would be nice to see how much we would need if we were to put all the items in

The Secretary-Treasurer suggested a current base for the budget, starting where we are right now, and adding/removing items as we go. It would give us an operating direction on where we are moving towards.

Moving forward, we should have a clearer picture of our new budget.

7. NEW BUSINESS

8. MINUTES OF PREVIOUS MEETINGS

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:30 pm.

Chair, Board of Education

Secretary-Treasurer

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

School District #75 (Mission)**Public Meeting of the Committee of the Whole Minutes****March 1, 2022, 3:30 pm
Zoom Meeting**

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

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Director of Student Services Carolynn Schmor
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana MacLean
District Principal of Indigenous Education, Vivian Searwar
District Principal of Student Services, Curriculum, Beth-Anne Cullen
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: ECME Vice-principal, Jasvir Gill, FLC Principal, Tom Nguyen, FLC & Student Services Counselor, Dan Thiessen, HTA Principal, Kevin Watrin, Celeste Coldwell, CUPE President, Nansy Gibson, MTU Vice President, Shannon Bowsfield, DPAC Chair, Cheryl Blondin, Youth Care Worker, Tami McLellan, Principal, Angela Condon, Lisa Stevens

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

**Moved and Seconded to add Item 7.1 Meetings in Person.
CARRIED**

**Moved and Seconded THAT the Agenda be adopted as amended.
CARRIED**

3. DELEGATIONS/PRESENTATIONS**3.1 Youth Housing Crisis in Mission**

The Assistant Superintendent introduced Principal of Fraserview Learning Centre Tom Nguyen, Ex-FLC Principal, now HTA Principal, Kevin Watrin, and Dan Thiessen (counsellor at FLC and District Counsellor for Student Services).

There has been a shortage of support services for youth for years. There is a 6-8-mth waitlist at CYMH after clinicians assess youth.

There are 6 mixed beds available for youth in Mission at the Diamondhead Hotel, in close proximity to adults. Some youth have been banned from there. There is unsupervised drug use happening in rooms. There are no youth engagement workers on site. Youth are exposed to multiple daily overdoses. Sites are often full, and there is a high risk of exploitation.

The real story of an existing student was shared. The student had a traumatic upbringing and was removed from her family. The student was placed in Abbotsford, as there was no space in Mission. Staff brought the student to Mission, being concerned about drug use. The student got connected with street people at the Diamondhead, and her drug use increased. Experience shows that at-risk youth require diverse, multifaceted support (shelters, housing, employment opportunities, etc).

Prevention, Emergency Response, Transition out of homelessness. This cannot be done without collaboration with the city and partners.

Prevention - District introduced Safe Schools Liaison - may be implemented into the existing system. Youth need to become more stable. They are not able to access the support because they are surrounded by adults who are much further entrenched in their drug use etc. Our emergency response for youth is not enough. Transition - integrating them into society - needs more work through Outreach.

A proposal was introduced:

- Extending hours at MYHouse
- Increased Mental Health Services
- Youth Housing - emergency and long term,
- More educational and employment opportunities,
- create a committee about youth shelter/housing crisis,
- increased collaboration with the City of Mission,
- Involve stakeholders including a partnership with Fraser Health.

A comment was made about Leq:a'mel facing similar issues. The Board should have this on the Agenda in the future. The intervention program is done by the health department. Everyone works within our roles/responsibilities. It is extremely difficult to know where to turn. No agency truly works together. We need to bring this up with the City. A more holistic approach is needed. Trustees will keep pushing for the supports for students. **Youth in Crisis Committee** is needed to bring awareness to the Ministry and everywhere possible. Maybe more services at Fraserview? We could target silo services, to try making them overlap. There is a new Youth Centre. Hopefully, the Safe Schools liaison will help.

The presentation came from a big collaborative effort. It came from conversations with community partners. The community is open to collaboration. Having K. Lamoreaux's words "shaming never caused any change" – the presentation is bringing to light the need for collaboration. The presenters would like to present this to the City.

3.2 Student Services Update/Inclusive Education

The Director of Student Services presented her Powerpoint and introduced Beth-Anne Cullen, Dan Thiessen, Jas Gill, Shannon Bowsfield (District Mentor Teacher), Celeste Coldwell, Lisa Stevens - Transitions, learning support teacher.

We are noticing data discrepancies in Indigenous and non-Indigenous data, and we are working on vetting the info timely.

2 grants were received for the Mental health in Schools Strategy. 17 main initiatives were listed. ECME was the one school that took the initiative.

Early Action Initiative Grant funds (Educational, Family, Students)

CUPE staff got a presentation about Equity

Staff being pulled in to teach have impacted the amount of support available to students.

CLEVR software utilization is in its early stages and will update the workflow of our tasks. Student services staff are identifying hiccups in the accessibility of sites (March 3, accessibility audit at HMS).

Triangle Community Services and Buxton Consulting - we want students graduating and participating in the community. We want to help and get pre-employment skills, to reduce barriers.

Psychologist reports have improved greatly.

AAC specialist is vacant. School support specialists have been teaching

The Board appreciates the links to the Strategic plan being very comprehensive and the Student voice (letter shared about accessibility).

Inclusion outreach: ONLY 15% of youth provincially with barriers to employment will go on to have meaningful employment. We need to prepare them for adulthood.

P. 6 - numbers do not change very much. Is it because of a lack of assessment? Assessments can lead to category Q, K, C. C is funded. We have universal supports, as long as it is documented. If there is persistent difficulty over time, Psych Ed assessment can be done.

Autism - multidisciplinary team determines assessment.

Learning disabilities - Cat Q - related to remedy. Q before was severe disability, Q of now is broader. New category J. Girls have not been assessed very often and more kids are getting recognized.

LST and ISP can better support students with more finely tuned interventions.

A question was asked about getting an elevator on a priority list - even if it is for one student. One student at Dewdney needs help to get upstairs. Can an EVAC chair be used? An inquiry was sent to engineering about follow-up. Waiting for parts for the elevator.

A question was asked about access to more funding for Transitions into the workplace.

TOC shortages have been enormous. Jas Gill: ECME got \$5000. How do you get students to want to come to school? People sometimes need to be pushed to take care of themselves. ECME utilized yoga, meditation, archway fitness - dance party outside. Craft hour. Cultural awareness. The grant was very appreciated and had a great effect. More of this needs to be appreciated by other staff.

District got \$120,000 (1st year got \$30,000). Some of the money has been spent on training that lasts. There are 41 of the district student support staff that got training, Emotion-focused Learning.

4. CURRICULUM

4.1 Monthly Curriculum Update

The District Principal of Student Services is spearheading Social-Emotional Learning in the District. Currently focusing on Adult well-being. If teachers are using SEL, they can protect themselves from burnout. 13 volunteered in schools to work with SEL.

Fraserview students will teach a lesson for Grade 5. Students will get tutor credits.

SEL & Curriculum competencies overlap.

Next year, schools are to complete a survey about their use of SEL pillars. Teachers have done the survey themselves. Will redo the survey in June, plus add student voice.

MindUp Curriculum is related to SEL. MindUp for educators, MindUp for adults are free, and available.

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.2 HAWD Report

The Siwal Si'wes Annual Report encompasses the highlights and lowlights of the HAWD report.

15.2% of students of SD75 are Indigenous, 110 are Nominal roll, living on reserve.

6-yr high school completion dropped by 10%. Adult Dogwood increased by 20%

Participation in Ministry surveys has been very low.

The report also showed a sense of belonging, friends. Stories from different schools.

Suspension rates are very high, especial for boys. Boys Club, an Indigenous mentor is being provided.

Comparison between Indigenous and Non-Indigenous students. Why do we need to compare?

High # of students take workplace math vs Pre-Calculus.

Success data shared was only for the Indigenous (not comparisons).

Halq'emeylem - it has been a challenge finding someone fluent enough to share.

The Superintendent provided that Adult Dogwood Diploma is easier to complete, and that may be the reason for having so many.

Outreach program last year - success was only keeping students attending and engaged.

All the work is a slow process of changing systems, as much as we try. Trustees are proud to share the show of hard work of our Indigenous Department staff. SD75 is recognized across the province.

The results are painful and disappointing, considering how much hard work and effort has been put in. Some other districts in the province had a similar dip as we have. (aware of 4, CHWK and a few smaller communities). We are similar in demographics. After March break, the District Principal of Indigenous Education will compare notes with their staff.

6.1 K-7 Summit Learning Center

The Superintendent followed up on changes to online learning and the development of regional centers, online HUBS. We would like to maintain some sort of online presence for our secondary students, to help with getting them a variety of courses. Abbotsford, Langley, Kelowna will have a HUB.

We need to make a move.

K-9 enrolled students in Summit: 83 FTE. K-7 enrolled: 39, K-6: 31 FTE

Drawing down the K-7 Summit decision should be made at the Public Board meeting. The Superintendent would like to hear some Q&A to see how to proceed and what recommendation to make. The Board would like to know what Staff is leaning towards.

The Superintendent suggested a gradual approach - Reduction in FTE of staffing, continue one more year, and recommend other options after that.

We are competing with districts that are 3-4x our size. We will lose students in this in the long run. Some of them may not return to "real" school.

Trustees would also like to see a cost comparison to the recommendation.

40 students = one teacher for online learning

7. **NEW BUSINESS**

7.1 Meeting Locations

The Board is considering meeting in person by April 2022. Partners prefer a hybrid format of meetings, to be able to participate from home. Future room restrictions will need to be considered.

Trustee Renkema would like to see if TTAC would like to meet in person.

We can wait until after spring break.

A comment was made that we do not have the luxuries of speakers, cameras, high-tech board room, and hybrid meetings may be difficult to facilitate.

We can start April COTW via zoom... and the Board meeting in person.

7.2 FESL Peer Review was referred to April COTW

7.3 Climate Change Policy was referred to April COTW

8. MINUTES OF PREVIOUS MEETINGS

8.1 Committee of the Whole Meeting Minutes, February 1, 2022

MOVED and Seconded that the Committee of the Whole minutes dated February 1, 2022, be approved.

CARRIED

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:26 pm.

Chair, Board of Education

Secretary-Treasurer

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