

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

**May 21, 2019, 6:30 pm
Cherry Hill Elementary
32557 Best Avenue, Mission, BC**

Pages

| | | | |
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| 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 | Bike to Work/ School Week | | |
| 3.2 | Mission in Motion | | |
| 3.3 | International Field Trip Application: Zambia and Botswana | Action | 1 - 14 |
| 4. UNFINISHED BUSINESS | | | |
| 5. STAFF REPORTS | | | |
| 5.1 | Reporting out from Closed Meeting | | |
| 5.2 | BAA Courses | Action | 15 - 36 |
| 6. NEW BUSINESS | | | |
| 6.1 | Extending the CotW meeting time | Action | 37 - 46 |
| 6.2 | \$10aDay Child Care Plan | Action | 47 - 48 |
| 6.3 | Minerva Foundation | Action | 49 |
| 7. MINUTES OF PREVIOUS MEETINGS | | | |
| 7.1 | Board of Education Public Meeting Minutes, April 16, 2019 | Action | 50 - 54 |
| 8. INFORMATION ITEMS | | | |
| 8.1 | 2019-2020 School Fees (Middle + Secondary) | | 55 |
| 9. CORRESPONDENCE | | | |

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

12. QUESTION PERIOD

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

13. ADJOURNMENT

ITEM 3.3 Action

TO: Board of Education
FROM: Kevin Matheny, Teacher
SUBJECT: Field Trip Application for travel to Zambia and Botswana

Recommendation:

THAT the International Travel Application for up to thirty (30) students in Grades 10, 11 and 12 to travel to Zambia and Botswana between March 11, 2019 and March 29, 2019, be approved.

Summary:

Sponsoring school: École Mission Senior Secondary

Travel Dates: March 11 – 29, 2020 (there will be 3 (three) missed instructional days: March 11,12 and 13)

Number of Students: 25-30 students in grades 10-12 (priority provided to grade 12 students)

Purpose of Travel: Global Education with Humanitarian practicum

Attachments:

- a. International Travel Application Form



ÉCOLE MISSION SENIOR SECONDARY SCHOOL

SCHOOL DISTRICT NO. 75 (MISSION)
32939 SEVENTH AVENUE, MISSION, B.C. V2V 2C5
mss.mpsd.ca

TELEPHONE: 604-826-7191
FACSIMILE: 604-826-8187

EXTENDED OR INTERNATIONAL TRAVEL APPLICATION FORM

Date Submitted:

1. Sponsoring School (s): Mission Secondary School
2. Destination: Zambia and Botswana
3. Departure and arrival times: March 11th- 29th 2020 – Flights to be determined
4. Date Excursion and Number of Instructional Days (if any): March 11th-29th, 2020 – there will be three missed instructional days (March 11th, 12th, and 13th)
5. Description of Activity (name of event if known; program / team involved; etc.): Global Education is a class with and humanitarian practicum. The core values of poverty are explored and an infrastructure project is planned in a location somewhere in the world. A cultural exchange will take place.
6. Number and Grade Level of Students: 25-30 students (class list still being finalized), Grades 10-12. Priority is given to grade 12 students first.
7. Plans for Curricular / Instruction / Assignment make-up: Assignments and curricular activities will take place while on the trip. Assignments will also occur during class time once the trip is completed.
8. Names of Supervisors (name and indicate whether parent of teacher):

Teachers : Kevin Matheny, Peter Anderson, Cyndie Anderson, Alison Fyles, Lorraine Mar, Mark Arends

No Parents are going on this trip.

9. Outline Past Experience of Supervisor(s) / Coach(es):

Kevin Matheny: 21 past Global Education Trips

Peter Anderson: 3 past Global Education Trips

Cyndie Anderson:

Alison Fyles: 2 past Global Education Trips

Lorraine Mar: 2 past Global Education Trips

Mark Arends: Has travelled to Africa before

Don Furugori (Richmond Teacher): 11 past Global Education Trips

10. Method of Travel and Names of Carrier(s): Airplane (TBD), Local Transportation, River Boat

11. APPROPRAITE FUNDING PRACTICES

- a. What is the total per pupil cost for the excursion? \$4000 approximately
- b. Of the total per person cost, how much is each pupil required to pay? \$4000
- c. What is the source of funds when there is a difference between (a) & (b)? Fundraising efforts will attempt to offset the overall costs.
- d. How much is each supervising staff required to pay? \$2000
- e. What is the total cost of the excursion? Project (a grade 3 classroom) \$8000. Travel costs for group \$140,000 overall costs for group expenses.
- f. If a tour agency has been used to assist in the arrangements, what is the name of the agency? Who is the contact person? Flight Center-Belinda (Phone) 604 495 8581
- g. If other agencies are contributing to costs of the excursion, please identity agencies and their estimated contributions. TU Insurance will donate insurance for the group (about \$3000). Flight Center will

be making a donation of a \$1500 gift card to support our fundraising efforts.

12. APPROPRAITE LIABILITY COVERAGE

a. Have arrangements been made to assure that all students and supervising staff have :

- i. Accident Insurance? Yes
- ii. Health Insurance? Yes
- iii. Cancellation Insurance? Yes

13. APPROPRIATE ACCOMMODATION ARRANGEMENTS

Describe the accommodation arrangements. (If your students are being billeted, a contact name is needed for each billet). Students will be staying in dorms, hotels and in mobile safari accommodations. No billeting will occur on this trip. Adult supervisors will be in the same accommodations as the students throughout the trip.

14. APPROPRIATE ACCOMMODATION ARRANGEMENTS

- a. What is the ratio of supervisor to student? 2.5 to 1
- b. What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students? Appropriate clothing will be mandatory to avoid prolonged exposure to the sun. Regular water breaks will occur. Move in groups. Strength in numbers. Try not to move around at night. Regular group meeting. Teachers also will have smaller groups (small groups within the large group). Students will not swim without a parent around. Students will be in groups while in shopping areas and adults will be present.

15. If travelling out of the country, what provisions have been made regarding proof of citizenship or immigration status? Students will have valid

passports and supervisors are given copies of passports as well as district permission forms signed by parents. The group will have direct contact with Canadian embassy.

16. APPROPRAITE PARENT INPUT

- a. Have parents been surveyed regarding their support for the trip? First Parent meet will occur before the end of the current school year.
- b. Will parents be asked to contribute either time or funds? (please explain). Parents will be asked to supply both. Global Education requires the full support of families in order to raise the needed funds for our project. We have numerous fundraising events that parents will participate in and support. The largest event will be in November 2019 when we host our annual dinner and auction.

17. APPROPRAITE USE OF THE INSTRUCTION / LEARNING TIME

What specific section of the curriculum is related to the excursion? This locally developed course has many cross curricular avenues to explore. Specifically, this course closely falls under Social Justice. The course has been designed to address the concerns facing the developing world as well as our own and to better understand the interconnectedness of all human beings. It was created to teach about global citizenship, which is:

- A way of understanding—how the world works, links between our own lives and those of people throughout the world.
- A way of seeing— social justice and equity, other people’s reality, diversity, interconnectedness, and the way that people can make a difference.
- A way of acting—exercising political rights, critical thinking, and challenging injustice

The aim of this curriculum is:

- It helps prepare students to be active, responsible citizens

- It helps engage students in the democratic process and to be aware of other cultures and different political ideas.
- To help others become aware of their capacity to effect change in their communities, society and the world.

- a. What are the learning outcomes planned for the excursion? To understand the idea of poverty and how it is connected throughout the world. To understand that we are all part of a global village and the interrelationships are critical to open-mindedness and compassion for other human beings.
- b. How will the students' success in achieving the outcomes be measured? There consistent and accurate evaluation included post trip interviews and reporting.
- c. Describe the educational preparation students will receive prior to the excursion. This class will meet on a regular bases to cover various topics (see course outline).
- d. What follow-up educational activities are planned for the students? Interviews, peer to peer presentations, community presentations and written response to questions about their international experience.
- e. What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended? We have several ways that this will occur. Informally through discussions. Group circle sharing, journaling, Rooming assignments that allow for students to discuss the events occurring around them.

18. APPROPRIATE USE OF STAFF TIME

- a. What evidence is there that the supervising staff has experience to assist the students in the educational outcomes intended? Kevin Matheny has done 21 past trips and has already been to both Zambia and Botswana. He also has completed his graduate diploma under the topic of Global Education. Two past trips from Mission Secondary have already occurred. The teaching staff that are also supervising

this trip have already had several experiences doing Global Education trips.

- b. If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable? This will not occur. Students going on this trip will participate in all activities.

19. APPROPRAITE STUDENT ACCESS

- a. What are the qualifying factors (if any) required of participating students? Proper behavior in school and in society.
- b. Have any students been excluded because of an inability to pay? No. All students are made aware of the cost well in advance of their commitment to the class.
- c. What arrangements have been made for students who require financial assistance? Sponsorship with individuals in he community.
- d. If substitute (TTOC) time is required, how will the cost be borne? Teachers will access Pro-D and Discretionary Days and the remaining will be covered within Mission Secondary School.

(NOTE: PLEASE ATTACH A COPY OF THE ITINERARY)

20. Signatures of the application



Principal:



Teacher Sponsor (s): (Name) – signature

Board / Superintendent (or Designate) Approval:

Date:

Global Education

Mission Secondary School
Mr. K. Matheny
Roadrunners to Zambia (and Botswana) -2019-2020
Course Outline

Welcome to Global Education at Mission Secondary! As you are already aware, this class and journey is like no other. Classes will be at lunch on Monday and Tuesday. There will also be some Saturday classes when we have a group fundraiser to complete.

The course has been designed to address the concerns facing the developing world as well as our own and to better understand the interconnectedness of all human beings. It was created to teach about global citizenship, which is:

- A way of understanding---how the world works, links between our own lives and those of people throughout the world.
- A way of seeing--- social justice and equity, other people's reality, diversity, interconnectedness, and the way that people can make a difference.
- A way of acting---exercising political rights, critical thinking, and challenging injustice

The aim of this curriculum is:

- It helps prepare students to be active, responsible citizens
- It helps engage students in the democratic process and to be aware of other cultures and different political ideas.
- To help others become aware of their capacity to effect change in their communities, society and the world.

Each of the three terms will be weighted equally. And the evaluation in each of these three terms will come in the form of:

1. Journal submissions (blogs)
2. Short research projects
3. Oral Presentation
4. Fundraising efforts
5. Article reviews
6. Video documentary reviews
7. Practicum - *Students must complete the March Practicum*

Below is a rough course outline: REPORTING PERIOD 1

Unit 1 - UNDERSTANDING THE CONCEPT OF GLOBAL EDUCATION AND THE STUDY OF THE UNIVERSAL CURRICULUM

Unit 2 - THE GEOGRAPHY OF DESIGNATED COUNTRY

REPORTING PERIOD 2

Unit 3 - HISTORY AND ECONOMICS

Unit 4 - RELIGION

Unit 5 - SOCIOLOGY AND ANTHROPOLOGY

Unit 6 - FIELD TRIP PREPARATION Medical review Documentation review (visas/passports) Conduct and group responsibilities Culture shock Establish a human support system PRACTICUM: MARCH

REPORTING PERIOD 3

Unit 7 - POST EXPERIENCE REPORTING, EVALUATION AND PRESENTATION

Unit 8 - STUDY OF INTERNATIONAL RELIEF ORGANIZATIONS

Unit 9 - COURSE ASSESSMENT

MESSAGE TO PARENT(S)/GUARDIAN(S):

Should you have any questions or concerns during the school year please contact me directly via email Kevin.Matheny@mpsd.ca or contact me at the school. I will reply to your email or return your call promptly. There is also an opportunity to speak at various Global Perspectives events as well as parent meetings.

STUDENT UNDERSTANDING:

I have read and understood the above information.

Student Name _____

Student Signature _____

Date _____

Parent /Guardian Reflection:

I have read and understood the above information.

Parent(s)/Guardian(s) Signature _____

Email contact: _____

Parent(s)/Guardian(s) Signature _____

Email contact: _____

Date _____

Roadrunners to Zambia (& Botswana) – March 11th – March 29th, 2020

Outbound: TBD

Inbound: TBD

| Date | Destination | Transport | Schedule | Accommodations | Meal |
|---------------------------------------|--------------------------------|--------------------|--|------------------------|---|
| 2020-03-11 th Wednesday | YVR to | Train? Plane? Car? | In transit | In transit | Vancouver Airport** In flight |
| 2020-03-12 th Thursday | In transit Zambia | In transit – bus | Arrive in Livingstone, Zambia | Jollyboy's Guest House | Bfast – In transit** Lunch – In Transit Dinner – Jollyboy's |
| 2020-03-13 th Friday | Livingstone, Victoria Falls | Walk | Walking tour of Victoria Falls | Jollyboy's Guest House | Bfast – Jollyboy's Lunch – Zambezi Café** Dinner – Jollyboy's |
| 2020-03-14 th Saturday | Mwandi Village | Local Bus | Transit to Mwandi Village – Welcoming Ceremony | Mwandi Village | Bfast – Jollyboy's Lunch – On Route Dinner – Mwandi Village |

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|---|----------------|-----|--|----------------|---|
| 2020 - 03 - 15 th Sunday | Mwandi Village | N/A | Work Day (1) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 16 th Monday | Mwandi Village | N/A | Work Day (2) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 17 th Tuesday | Mwandi Village | N/A | Work Day (3) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 18 th Wednesday | Mwandi Village | N/A | Work Day (4) OR Cultural Day - Activates in the village | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 19 th Thursday | Mwandi Village | N/A | Work Day (4) OR Cultural Day - Activates in the village | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 20 th Friday | Mwandi Village | N/A | Work Day (5) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |

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| 2020 - 03 - 21st Saturday | Mwandi Village | N/A | Work Day (6) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 22 nd Sunday | Mwandi Village | N/A | Work Day (7) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 23 rd Monday | Mwandi Village | N/A | Final Work Day (8) | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 24 th Tuesday | Mwandi Village | N/A | Dance Party with local community - snacks Pack and Closing Ceremony | Mwandi Village | Bfast - Mwandi Village Lunch - Mwandi Village Dinner - Mwandi Village |
| 2020 - 03 - 25 th Wednesday | Chobe National Park | Bus / River Boat | Transfer to Thebe River Safari Safari | Thebe River Safari | Bfast - Mwandi Village Lunch - en route Dinner - Thebe River Safari |
| 2020 - 03 - 26 th Thursday | Chobe National Park | Jeep / River Boat | Safari | Thebe River Safari | Bfast - Thebe River Safari Lunch - Thebe River Safari Dinner - Thebe River Safari |

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| 2020 - 03 - 27th Friday | Livingstone | Local bus | Day shopping / Sightseeing | Fawity Towers in Livingstone | Bfast - Thebe River Safari Lunch - In Livingstone** Dinner - Fawity Towers |
| 2020 - 03 - 28th Saturday | In Flight | Flights: ??? | In Transit | In Transit | Bfast - Fawity Towers Lunch - In flight |
| 2020 - 03 - 29th Sunday | In Flight | Flights: ??? | In Transit | In Transit | On route |

Emergency Contact Procedures:

1. Questions to ask yourself in an emergency.
 - A. Is it a true emergency?
 - B. Do I want this to disrupt my child's trip to Zambia?
 - C. By contacting my child will it solve the emergency?
2. Contact Mission Secondary School - Office Staff - 604-826-8187
3. The office staff can get in touch with the Administration for the school who can contact Mr. Matheny in Zambia.
4. Contact Kevin Matheny - kevmatheny@gmail.com or through WhatsApp - 604-312-7283

5. Be aware of the fact that it might take time to receive an answer. It is a different time zone and the internet is not set up the same way it is here. Remember – It is not an instant world everywhere.
6. Don't panic if you don't hear back. The teaching staff will be checking messages regularly.
7. If there is a problem in Zambia we will get in touch with you (best option contact list).

ITEM 5.2 Action

File No. 2000.2700

TO: Board of Education
FROM: L. Jepsen, Assistant Superintendent
SUBJECT: Board Authority Authorized Courses

Recommendation

THAT the following Board / Authority Authorized courses be approved, as amended by incorporating the recommendations from the Indigenous Mentor Teacher.

**Basketball 11 and 12 – Training, Competing and Officiating
Business Law
Criminology 12
Community Support Worker 12A, 12B, 12C
ELL Level 2 Course and ELL Level 3 Course
Football 11 and 12
Hockey 11 and 12
Human Services 2B, 2C
Human Services 12A
Lacrosse 11 and 12
Leadership 11 and 12
Peer Tutoring 11 and 12
Post-Secondary Preparation
Psychology 11 and 12
Rugby 11 and 12
Self-Efficacy 11 and 12
Volleyball Intelligence and Officiating 11
Yearbook 11 and 12**

Summary:

1. Staff are reviewing the recommendations provided by the Indigenous Mentor Teacher and updating the BAA courses with the recommendations. Due to the Professional Development Day and the Victoria Day holiday, teachers require extra time to update the course documents. The final BAA Course package will be available on or before May 24, 2019.

Attachments:

2. Indigenous Mentor Teacher Course Recommendations

Mission Public Schools: BAA Courses for 2019/2020
Indigenous Mentor Teacher notes

| | | | |
|--------------------------------|---------------------------|---|--|
| Developed by: Brodie Pearce | Mission Secondary | Basketball 11: Training Basketball 12: Training, Competing, and Officiating | |
| pp. 1-9 | | | |
| | BOOK recommendation | Forsyth, J., & Giles, A. R. (Eds.). (2012). Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues. UBC Press. | “Two-Eyed Seeing: Physical Activity, Sport, and Recreation Promotion in Indigenous Communities” by Lynn Lavalee and Lucie Levesque P. 206-228 |
| | ARTICLE recommendation | “It’s more than just performing well in your sport. It’s also about being healthy physically, mentally, emotionally, and spiritually’: Indigenous women athletes’ meanings and experiences of flourishing in sport” by Leah Ferguson, | |
| | | Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 http://www.fnha.ca/wellnessContent/Wellness/FNHA TraditionalWellnessStrategicFramework.pdf | |
| | Worksheet recommendations | Compete 1st of the R’s of “The 5 R’s of Indigenous Research”, which is to Self-Locate (see attached document titled “5 R’s of Indigenous Research” | |
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| Developed by: Diana Purser | Mission Secondary | Business Law 12 | |
| pp. 10-19 | | | |
| | BOOK recommendation | “Canadian Aboriginal Law in 2018: Essays & Case Summaries” www.firstpeopleslaw.com | One of the articles, “The Age of Recognition: the Significance of the Tshilhqot’in Decision” |
| | | “Law’s Indigenous Ethics” by John Burrows | |
| | WEBSITE recommendation | https://fncaringsociety.com/welcome | Investigate “Jordan’s Principle Case” (under “Human Rights Tribunal” p. 17) |
| | | | |
| Developed by: Jivan Dhaliwal | Mission Secondary | Criminology 12 | |
| pp. 20-26 | | | |
| | BOOK recommendation | “Canadian Aboriginal Law in 2018: Essays & Case Summaries” www.firstpeopleslaw.com | One of the articles, “The Age of Recognition: the Significance of the Tshilhqot’in Decision” |
| | | “Law’s Indigenous Ethics” by John Burrows | |
| | WEBSITE recommendation | https://fncaringsociety.com/welcome | Investigate “Jordan’s Principle Case” |
| | | First Peoples Law WEBSITE “First Peoples Law is dedicated to defending and advancing Indigenous peoples' Aboriginal title, rights and Treaty rights” https://www.firstpeopleslaw.com/ | It has multiple blogs on many Indigenous law topics across Canada |
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| Developed by: Paul Horn | Riverside College | Community Support Worker 12A (YCPA-1A) Foundation Skills | |
| pp. 27-35 | | | |
| Modules 103, 104, 113, 115, 117 | | | |
| | ARTICLE recommendations | “Identity lost and Found: Lessons From the the Sixties Scoop” by Dr Raven Sinclair www.journals.sfu.ca/fpcfr/ index.php/FPCFR/article/ view/25 | |
| | | First Nations Health Authority uses “Cultural Humility” for figuring out how to interface with Indigenous families/ communities http://www.fnha.ca/ wellness/cultural-humility | |
| | WEBSITE recommendation | “The First Peoples Child & Family Review” www.journals.sfu.ca/fpcfr/ index.php/FPCFR/index | |
| | | (although not Canadian, the resource is quite applicable to the Canadian experience) Schools Resource Kit Healing Foundation: https:// healingfoundation.org.au/ schools/ | |
| | Worksheet recommendations | Compete 1st of the R’s of “The 5 R’s of Indigenous Research”, which is to Self- Locate (see attached document titled “5 R’s of Indigenous Research” | |
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| Developed by: Paul Horn | Riverside College | Community Support Worker 12B (YCPA-2B) Social & Cognitive Development | |
| pp. 36-45 | | | |
| Modules 102, 107A, 107B, 111 | | | |
| | ARTICLE recommendation | “Rethinking Indigenous Suicide” by Jeffrey Ansloos https:// jps.library.utoronto.ca/ index.php/ijih/article/ view/32061 | |
| | | Continue with: First Nations Health Authority uses “Cultural Humility” for figuring out how to interface with Indigenous families/ communities http://www.fnha.ca/ wellness/cultural-humility | |
| | | | |
| Developed by: Paul Horn | Riverside College | Community Support Worker 12C (YCPA-2C) Behavioural Methods & Reporting | |
| pp. 46-53 | | | |
| Modules 119, 121, 123 | | | |
| | | See above | |
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| Developed by: Sherry Li | Mission Secondary | English for Language Learners Level 2 & 3 | |
| pp. 54-67 | | | |
| | WEBSITE recommendation | https://greatspirithand.com/4-6/worldviews-4-6/elders-corner/ | |
| | BOOK recommendation | “I am Sto:lo” by Keith Thor Carlson, Albert (Sonny) McHalsie | |
| | ARTICLE recommendation | “Teaching Immigration for Reconciliation: A Pedagogical Commitment with a Difference” by Soma Chatterjee: York University https://journals.library.mun.ca/ojs/index.php/IJ/article/download/1867/1566 | |
| | | “Indigenization in the ESL classroom” by Amy Abe, NorQuest College Found on Teachers of English as a Second Language Association of Ontario http://contact.teslontario.org/wp-content/uploads/2017/08/Abe-Indigenization.pdf | |
| | | “First Peoples: A Guide for Newcomers” https://vancouver.ca/files/cov/first-peoples-a-guide-for-newcomers.pdf | Project Coordination: Social Policy Authors: Kory Wilson and Jane Henderson Advisory: Welcoming Communities & Dialogues Working Groups |
| | | https://www.vancouverimmigrationpartnership.ca/media/1070/growing-roots-newcomers-guide-vancouver.pdf | Pp. 9-13 have youtube links and info regarding First Peoples |
| | | | |

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| Developed by: Daniel Jakobs | Mission Secondary | Football 11 & 12 | |
| pp. 68-81 | ARTICLE recommendation | <p>“The Seahawks’ Indigenous Connection: 5 Natives on Why They Just Can’t Get Enough” by Gyasi Ross</p> <p>https://newsmaven.io/indiancountrytoday/archive/the-seahawks-indigenous-connection-5-natives-on-why-they-just-can-t-get-enough-ombLdkMwCUKuw94pEbZa7g/</p> | |
| | | <p>Ryba, T. V., & Stambulova, N. B. (2013). The turn towards a culturally informed approach to career research and assistance in sport psychology. In N. Stambulova & T.V. Ryba (Eds.) Athletes’ careers across cultures (pp. 1-16). London: Routledge</p> <p>https://www.researchgate.net/publication/259481756_Ryba_T_V_Stambulova_N_B_2013_The_turn_towards_a_culturally_informed_approach_to_career_research_and_assistance_in_sport_psychology_In_N_Stambulova_TV_Ryba_Eds_Athletes'_careers_across_cultures_pp_1-16</p> | |
| | BOOK recommendation | <p>“The Cultural Turn in Sport Psychology” Eds. Dr. T. Ryba, Dr. R. Schinke, and Dr. G. Tenenbaum</p> | |

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| | ARTICLE recommendation | <p>Putting culture into context: Cultural and cross –cultural perspectives in career development and transition research and practice</p> <p>Article in International Journal of Sport and Exercise Psychology · February 2011 DOI: 10.1080/1612197X.2009.9671911</p> | <p>From pg 303: “Cultural sport psychologists emphasize the diversity of athletic population in terms of age, gender, race, national identity, ethnicity, religion, etc., and urge other sport psychology colleagues to be aware of their own cultural background and the cultural backgrounds of their athletic clientele”</p> |
| | | | <p>Pg. 305: “According to Mio, Barker-Hackett, and Tumambing (2006), the basic multicultural competencies include the awareness of one’s own cultural values and biases, understanding of the client’s worldview, and the development of the culturally appropriate intervention strategies”</p> |

From article “Putting culture into context:...” students are to create/consider their worldview in a lesson to discover their self-location (biases, age, gender, race, national identity, ethnicity, religion, etc.).

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| Developed by Matt Szydowski | Mission Secondary | Hockey Skills 11 & 12 | |
| pp. 82-97 | ARTICLE recommendation | <p>“The Seahawks’ Indigenous Connection: 5 Natives on Why They Just Can’t Get Enough” by Gyasi Ross</p> <p>https://newsmaven.io/indiancountrytoday/archive/the-seahawks-indigenous-connection-5-natives-on-why-they-just-can-t-get-enough-ombLdkMwCUKuw94pEbZa7g/</p> | |
| | | <p>Ryba, T. V., & Stambulova, N. B. (2013). The turn towards a culturally informed approach to career research and assistance in sport psychology. In N. Stambulova & T.V. Ryba (Eds.) Athletes’ careers across cultures (pp. 1-16). London: Routledge</p> <p>https://www.researchgate.net/publication/259481756_Ryba_T_V_Stambulova_N_B_2013_The_turn_towards_a_culturally_informed_approach_to_career_research_and_assistance_in_sport_psychology_In_N_Stambulova_TV_Ryba_Eds_Athletes'_careers_across_cultures_pp_1-16</p> | |
| | BOOK recommendation | <p>“The Cultural Turn in Sport Psychology” Eds. Dr. T. Ryba, Dr. R. Schinke, and Dr. G. Tenenbaum</p> | |

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| | ARTICLE recommendation | Putting culture into context: Cultural and cross –cultural perspectives in career development and transition research and practice Article in International Journal of Sport and Exercise Psychology · February 2011 DOI: 10.1080/1612197X.2009.9671911 | From pg 303: “Cultural sport psychologists emphasize the diversity of athletic population in terms of age, gender, race, national identity, ethnicity, religion, etc., and urge other sport psychology colleagues to be aware of their own cultural background and the cultural backgrounds of their athletic clientele” |
| | | | Pg. 305: “According to Mio, Barker-Hackett, and Tumambing (2006), the basic multicultural competencies include the awareness of one’s own cultural values and biases, understanding of the client’s worldview, and the development of the culturally appropriate intervention strategies” |

From article “Putting culture into context:...” students are to create/consider their worldview in a lesson to discover their self-location (biases, age, gender, race, national identity, ethnicity, religion, etc.).

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| Developed by: Paul Horn | Riverside College | HS - Care & Counselling Skills (MHS-2B) | |
| pp. 98-108 | | | |
| *caution: please remove 2 books: “7. Wilson — Medicine Wheels” And “8. Callahan — The Path of the Medicine Wheel” | Wilson, is not claimed by the Cowlitz community as shared on the biography. A tertiary search has found that the author is a fraud Callahan - is non-Indigenous and follows <i>psychic</i> Edgar Cayce. So, is HIGHLY likely not to be an authentic resource on the matter. | | |
| | ARTICLE recommendation | Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf | |
| Developed by: Paul Horn | Riverside College | Human Services 12C (MHS-2C). Planning Processes | |
| pp. 109-117 | ARTICLE to <i>augment</i> book “Baskin - Strong Helpers’ Teachings” | https://www.casw-acts.ca/sites/default/files/attachments/CSWJournal_Fall2018_V20_N1_SCE.pdf | |
| Developed by: Paul Horn | Riverside College | Human Services 12A (MHS-2A) Applied Psychology | |
| Module 201, 207, & 215 | | | |
| pp. 118-125 | | | |

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|---|----------------------------------|---|--|
| Developed by Mike Miller adapted by Tania Symons | Mission Secondaire/ Secondary | Lacrosse Academy 11 & 12 | |
| pp. 126-139 | | | |
| | BOOK recommendation | The Creator's Game Lacrosse, Identity, and Indigenous Nationhood By <u>Allan Downey</u> UBC Press | |
| | | "The Cultural Turn in Sport Psychology" Eds. Dr. T. Ryba, Dr. R. Schinke, and Dr. G. Tenenbaum | |
| | | Ryba, T. V., & Stambulova, N. B. (2013). The turn towards a culturally informed approach to career research and assistance in sport psychology. In N. Stambulova & T.V. Ryba (Eds.) Athletes' careers across cultures (pp. 1-16). London: Routledge https:// www.researchgate.net/ publication/ 259481756_Ryba_T_V_S tambulova_N_B_2013_T he_turn_towards_a_cultur ally_informed_approach to_career_research_and_a ssistance_in_sport_psych ology_In_N_Stambulova _TV_Ryba_Eds_Athletes' careers_across_cultures pp_1-16 | |

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|--|------------------------|--|--|
| | ARTICLE recommendation | <p>Putting culture into context: Cultural and cross –cultural perspectives in career development and transition research and practice Article in International Journal of Sport and Exercise Psychology · February 2011 DOI: 10.1080/1612197X.2009.9671911</p> | <p>From pg 303: “Cultural sport psychologists emphasize the diversity of athletic population in terms of age, gender, race, national identity, ethnicity, religion, etc., and urge other sport psychology colleagues to be aware of their own cultural background and the cultural backgrounds of their athletic clientele”</p> |
| | | | <p>Pg. 305: “According to Mio, Barker-Hackett, and Tumaming (2006), the basic multicultural competencies include the awareness of one’s own cultural values and biases, understanding of the client’s worldview, and the development of the culturally appropriate intervention strategies”</p> |
| | | <p>Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53</p> <p>http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf</p> | |

From article “Putting culture into context:...” students are to create/consider their worldview in a lesson to discover their self-location (biases, age, gender, race, national identity, ethnicity, religion, etc.).

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| Developed by: Mike Schneider/Teena Brown | Mission Secondary | Leadership 11 | |
| pp. 140-146 | ARTICLE to <i>augment</i> "student self-awareness" | "5 R's of Indigenous Research", specifically, self-location. | |
| | BOOK recommendation | Indigenous Storywork Educating the Heart, Mind, Body, and Spirit By <u>Jo-Ann Archibald</u> UBC Press | |
| | Video recommendation | Allan Luke - Know Your Own Story First https://vimeo.com/136250472 | |
| | ARTICLE recommendation | IAHA Mentoring Program workbook https://iaha.com.au/get-involved/mentoring/about/ Although not Canadian and uses Carl Jung for Personal Style, it is a wonderful resource. | Pg. 16 "Culturally safe & Responsive Environment" pg.17 "Using Strength-Based Approaches" pg. 42 "Conflict Management" Pg. 48 "Senge's Ladder of Inference" |

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| Developed by: Lynn Cummings | Mission Secondary | Peer Tutoring 11 & 12 | |
| pp. 147-156 | ARTICLE recommendation. To add information to “Explore leadership styles and characteristics of a strong leader” | “Indigenous Peace-Making Versus the Liberal Peace” by Roger Mac Ginty https://postdevelopmentworkshop.files.wordpress.com/2010/03/indigenous-peacemaking-vs-liberal-peace.pdf | p. 149 “Common features of traditional and indigenous peace-making are, and were, consensus decision-making, a restoration of the human/resource balance, and compensation or gift exchange designed to ensure reciprocal and ongoing harmonious relations between groups.” |
| | ARTICLE to <i>augment</i> “student self-awareness” | Compete 1st of the R’s of “The 5 R’s of Indigenous Research”, which is to Self-Locate (see attached document titled “5 R’s of Indigenous Research” | |
| | ARTICLE recommendation | IAHA Mentoring Program workbook https://iaha.com.au/get-involved/mentoring/about/ Although not Canadian and uses Carl Jung for Personal Style, it is a wonderful resource. | Pg. 16 “Culturally safe & Responsive Environment” pg.17 “Using Strength-Based Approaches” pg. 42 “Conflict Management” Pg. 48 “Senge’s Ladder of Inference” |

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| Developed by: Carol Fissel | Mission Secondary | Post Secondary Preparation 11/12 | |
| pp. 157-160 | ARTICLE to augment “will explore content from many perspectives including the Principles of Learning” | Complete 1st of the R’s of “The 5 R’s of Indigenous Research”, which is to Self-Locate (see attached document titled “5 R’s of Indigenous Research” | |
| | | <p>IAHA Mentoring Program workbook</p> <p>https://iaha.com.au/get-involved/mentoring/about/</p> <p>Although not Canadian and uses Carl Jung for Personal Style, it is a wonderful resource.</p> | <p>Pg. 16 “Culturally safe & Responsive Environment”</p> <p>pg.17 “Using Strength-Based Approaches”</p> <p>pg. 42 “Conflict Management”</p> <p>Pg. 48 “Senge’s Ladder of Inference”</p> |

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| Developed by: Bad Lidder/ Camille Anderson | Mission Secondary | Psychology 11 & 12 | |
| pp. 161-185 | ARTICLE to augment “Use knowledge of scientific concepts to draw conclusions that are consistent with evidence” | Rethinking Indigenous Suicide by Jeffrey Ansloos, PhD | p. 14: “Assumptions of Mainstream Suicidology” This article although centred on Suicide is highly current on TRC’s Calls to Action, Indigenous Psychology & Scholarship, and social concepts. |
| | ARTICLE to augment “will explore content from many perspectives including the Principles of Learning” | Complete 1st of the R’s of “The 5 R’s of Indigenous Research”, which is to Self-Locate (see attached document titled “5 R’s of Indigenous Research” | |
| | ARTICLE recommendation | IAHA Mentoring Program workbook https://iaha.com.au/get-involved/mentoring/about/ Although not Canadian and uses Carl Jung for Personal Style, it is a wonderful resource. | Pg. 16 “Culturally safe & Responsive Environment” pg.17 “Using Strength-Based Approaches” pg. 42 “Conflict Management” Pg. 48 “Senge’s Ladder of Inference” |

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| Developed by: Sandy Chambers & David Chambers, adapted by Jordan Drouillard | Ecole Mission Secondaire/ Secondary | Rugby 11 & 12 | |
| | BOOK recommendation | Forsyth, J., & Giles, A. R. (Eds.). (2012). Aboriginal peoples and sport in Canada: Historical foundations and contemporary issues. UBC Press. | “Two-Eyed Seeing: Physical Activity, Sport, and Recreation Promotion in Indigenous Communities” by Lynn Lavalee and Lucie Levesque P. 206-228 |
| | ARTICLE recommendation | “It’s more than just performing well in your sport. It’s also about being healthy physically, mentally, emotionally, and spiritually’: Indigenous women athletes’ meanings and experiences of flourishing in sport” by Leah Ferguson, | |
| | | Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 http://www.fnha.ca/wellnessContent/Wellness/FNHA TraditionalWellnessStrategicFramework.pdf | |
| | Worksheet recommendations | Compete 1st of the R’s of “The 5 R’s of Indigenous Research”, which is to Self-Locate (see attached document titled “5 R’s of Indigenous Research” | |

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| Developed by Kevin Watrin | Fraserview Learning Centre | Self-Efficacy 11 & 12 | |
| pp. 198-210 | | | |
| | Worksheet recommendations | Compete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate (see attached document titled "5 R's of Indigenous Research") | This will augment Aboriginal Worldviews and Perspectives: Encourage student self-awareness..." |
| | WEBSITE recommendation | Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf | |
| | ARTICLE recommendation | IAHA Mentoring Program workbook https://iaha.com.au/get-involved/mentoring/about/ Although not Canadian, it is a wonderful resource. | Pg. 16 "Culturally safe & Responsive Environment" pg.17 "Using Strength-Based Approaches" pg. 42 "Conflict Management" Pg. 48 "Senge's Ladder of Inference" |

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| Developed by Carolyn Chezzi, Adapted by Lorraine Mar | Ecole Mission Secondaire/ Secondary | Volleyball Intelligence and Officiating 11 | |
| pp. 211-215 | | | |
| | | <p>Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53</p> <p>http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf</p> | |
| | Worksheet recommendations | <p>Compete 1st of the R's of "The 5 R's of Indigenous Research", which is to Self-Locate (see attached document titled "5 R's of Indigenous Research")</p> | |
| | ARTICLE recommendation | <p>Putting culture into context: Cultural and cross-cultural perspectives in career development and transition research and practice Article in International Journal of Sport and Exercise Psychology February 2011 DOI: 10.1080/1612197X.2009.9671911</p> | <p>From pg 303: "Cultural sport psychologists emphasize the diversity of athletic population in terms of age, gender, race, national identity, ethnicity, religion, etc., and urge other sport psychology colleagues to be aware of their own cultural background and the cultural backgrounds of their athletic clientele"</p> |
| | | | <p>Pg. 305: "According to Mio, Barker-Hackett, and Tumambing (2006), the basic multicultural competencies include the awareness of one's own cultural values and biases, understanding of the client's worldview, and the development of the culturally appropriate intervention strategies"</p> |

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| Developed by Alison Fyles | Ecole Mission Secondary | Yearbook 11 &12 | |
| pp. 216-228 | | | |
| | BOOK recommendations | <p>“Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit” by Dr. Jo-Ann Archibald</p> <p>“The Truth About Stories: A Native Narrative”</p> | |
| | PODCAST recommendation | <p>“The Truth About Stories: A Native Narrative”</p> <p>https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870</p> | |
| | ARTICLE recommendation | <p>“Our Community in Focus: The Use of Photovoice for Youth-Driven Substance Abuse Assessment and Health Promotion” by Brazg, Bekemeier, Spigner, & Huebner.</p> <p>https://pdfs.semanticscholar.org/fa87/8cef8ac9b7e0e8ea76010f1dbbfa2c14b252.pdf</p> | <p>p. 503 defines “Photovoice [as] a process</p> <p>And asks a Research Question of the project. p. 504</p> |
| | WORKSHEET recommendation | <p>“5 R’s of Indigenous Research”, specifically, self-location.</p> | |

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| Developed by Rick Harrison | Riverside College | Warehousing 12A | |
| pp. 229-233 | | | |
| p. 229 & 231 possible spelling errors —> | “Bills of lading, ...” to “Bills of landing...” yes? no? | p. 231 possible spelling error —> | “...and he or she con explain these choices” to “...can...”. |
| | | Please consider First Nations Health Authority Traditional Wellness Strategic Framework: See Appendix C: pp. 48-53 http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf | |
| | ARTICLE recommendation | Community, Circles, and Collaboration: The First 10 Days https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-First_10_Days_1.pdf | This is an intro to sharing circles that comes from a larger document by Restorative Circles It is a wonderful tool for assessment and building a Sto:lo theme of “One Heart, One Mind” for the classroom |
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ITEM 6.1 Action

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Extending the CotW meeting time

Recommendation:

That Board Meeting Procedure Policy #50, be amended to read as follows:

Section 1.5.5

Change the following:

from "meetings will not proceed past 6:00 pm"
to "meetings will not proceed past 6:30 pm"

Delete the following:

"unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present."

Rationale:

The timeline that we have in place is not sufficient for meaningful and thorough discussions with certain agenda items. There will be instances where discussion will be short, and the meeting will finish early. Increasing the meeting time to three (3) hours can relieve time constraints when considering feedback from partner groups and members of the public.

Implementation:

The policy will be changed as follows, noting that a revision was made in May 2019:

Summary of the change:

1.5.5 Committee of the Whole meetings will not proceed past 6:30 6:00 p.m. ~~unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.~~

To read as amended:

1.5.5 Committee of the Whole meetings will not proceed past 6:30 p.m.

Attachments:

1. Policy #50 Board Meeting Procedures

| | | |
|-----------------|---------------------------------|-----------|
| Section: | Governance | |
| Title: | Board Meeting Procedures | 50 |

Purpose

The provisions of this policy outline the conduct and procedures for meetings of the Board of Education and Committees of the Board.

General Policy

The business of the Board of Education will be conducted in accordance with the procedures outlined in this policy in an open and transparent manner whenever possible, with the exception of issues that are to be discussed in a Closed meeting as outlined in this policy.

Procedures

1. Meetings

1.1 Inaugural

- 1.1.1 The inaugural meeting of the Board of Education (the “Board”) will be open to the public and be held on the third Tuesday in November of an election year (every four years);
- 1.1.2 The purpose of the Inaugural meeting is for the Trustees;
 - 1.1.2.1 To make a prescribed oath of office, by oath or solemn affirmation; and
 - 1.1.2.2 To elect the Chairperson (“Chair”) and Vice-Chairperson (“Vice-Chair”) of the Board.
- 1.1.3 The Secretary Treasurer will give notice of the Inaugural meeting.
- 1.1.4 Each Trustee will take the oath of office immediately after the meeting is called to order.
- 1.1.5 The Secretary Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.2 Organizational

- 1.2.1 The organizational meeting of the Board will be open to the public and be held at the Regular Board meeting in December other than in an election year.
- 1.2.2 The purpose of the organizational meeting is to elect the Chair and Vice-Chair of the Board for the following year.
- 1.2.3 The Secretary Treasurer will give notice of the organizational meeting.
- 1.2.4 The Secretary Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.3 Regular

- 1.3.1 The purpose of the Regular Board meeting is to conduct the business of the Board.
- 1.3.2 All Regular meetings will be open to the public.
- 1.3.3 Regular Board meetings are held according to a schedule approved by the Board each June, generally to be held at 6:30 p.m. on the third Tuesday of a month.
- 1.3.4 The Board may, by motion, alter the schedule as deemed appropriate.
- 1.3.5 Meetings will not proceed past 9:00 p.m. unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.

1.4 Special

- 1.4.1 Occasionally, unanticipated or emergent issues require immediate attention and/or action. The Board Chair, the majority of the Trustees in writing, or the Superintendent in consultation with the Chair, may call a Special meeting of the Board.
- 1.4.2 The Board may, by unanimous consent of all the Trustees, waive notice and hold a meeting at any time. Such consent will be noted in the minutes of the meeting.
- 1.4.3 Unless considering an issue that is subject to being dealt with in a Closed meeting, all Special meetings are open to the public.
- 1.4.4 No business other than that for which the meeting was called will be discussed without unanimous consent of the Trustees.
- 1.4.5 All Trustees must be notified at least forty-eight (48) hours in advance of a Special meeting.
- 1.4.6 Whenever practicable, the notice of the meeting should contain an Agenda, as well as supporting documentation for the items to be discussed.

1.5 Committee of the Whole

- 1.5.1 Committee of the Whole meetings are to seek clarification on issues, to obtain input from the public, or to provide information to the public. The Committee of the Whole will make recommendations to the Board for consideration and decision.
- 1.5.2 All Trustees are members of the Committee of the Whole.
- 1.5.3 Unless considering an issue that is subject to being dealt with in a Closed meeting, all Committee of the Whole meetings are open to the public.
- 1.5.4 Committee of the Whole meetings are held according to a schedule approved by the Board each June, generally to be held at 3:30 p.m. on the first Tuesday of a month.
- 1.5.5 Committee of the Whole meetings will not proceed past 6:00 p.m. unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.

1.6 Closed

- 1.6.1 As per Section 69 of the *School Act*, if, persons other than Trustees may be excluded from a meeting. The Secretary Treasurer or designate must be present at the time that a decision of the Board is rendered and must record any decision.
 - 1.6.2 Unless otherwise determined by the Board, meetings will be closed to the public:
 - 1.6.2.1 For legal issues when confidentiality is necessary;
 - 1.6.2.2 For student and personnel issues where information related to specific identifiable individuals is presented;
 - 1.6.2.3 For property issues where negotiations in the public could harm the interest of the School District;
 - 1.6.2.4 For the provision of services where negotiations in the public could harm the interest of the School District; and
 - 1.6.2.5 To discuss with the Auditor the Auditor's report on the annual financial audit.
 - 1.6.3 The Board will only discuss the matter which gave rise to the Closed meeting.
 - 1.6.4 Closed Board meetings are held as needed, prior to a Regular or Committee of the Whole meeting.
 - 1.6.5 No Trustee or staff will disclose the proceedings of a Closed meeting unless a resolution has been passed at the Closed meeting allowing disclosure of a particular motion or action.
 - 1.6.6 In accordance with Section 72(3) of the *School Act*, the Board will prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a Closed meeting.
- 1.7 Advisory Committees
- 1.7.1 The Board may establish advisory committees for specific purposes.
 - 1.7.2 Advisory committees must have at least five members comprised of at least one Trustee, members of the public or partner groups, or others as determined by the Board. Any and all Trustees may attend any or all Advisory Committee meetings.
 - 1.7.3 The Advisory Committee members will elect a Chair and Vice Chair at the first meeting of the committee.
 - 1.7.4 A staff member will be appointed by the Superintendent as a staff liaison for the committee.
 - 1.7.5 All advisory committees must operate under terms of reference approved by the Board and the meeting procedures outlined in this policy.

2 Election of Chair and Vice-Chair

- 2.1 At its inaugural meeting following a general local election, and for each organizational meeting in December of the following three years, the Board will elect one of its members to serve as Board Chair and one of its members to serve as Vice-Chair for the following year.
- 2.2 Process for Election of Chair and Vice-Chair:
 - 2.2.1 The Secretary Treasurer will call three times for nomination for the position of Board Chair.

- 2.2.2 Any Trustee may be nominated by any Trustee. No seconder is required.
- 2.2.3 After all nominations have been received the Secretary Treasurer will ask for a motion for nominations to cease.
- 2.2.4 Nominees will be asked in alphabetical order if they accept their nomination.
- 2.2.5 If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
- 2.2.6 The Secretary Treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
- 2.2.7 If more than two nominations are received, the person receiving a clear majority of votes will be elected Board Chair for the ensuing year.
- 2.2.8 Balloting will continue until one Trustee receives a clear majority of votes. The name of the Trustee receiving the least votes will be dropped from the list of nominees for each succeeding ballot. In the event that two Trustees are tied for the least number of votes and there is not a clear majority of votes, a special ballot will be taken for the purpose of determining which name is to be dropped.
- 2.2.9 If no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw.
- 2.2.10 Upon completion of the voting for the Chair, the Chair will continue with the same process for the election of Vice-Chair.
- 2.2.11 A motion to destroy the ballots following any voting will be requested.

3. Agenda

- 3.1 Items may be placed on the Agenda in one of the following ways:
 - 3.1.1 By notifying the meeting Chair at least seven (7) days prior to the meeting.
 - 3.1.2 By notice of motion at the previous meeting.
 - 3.1.3 As a request from a committee of the Board.
 - 3.1.4 As outlined in items 3.3, 3.4 and 3.5.
- 3.2 The Agenda Setting Committee, consisting of the meeting Chair, Vice-Chair, Superintendent and Secretary Treasurer, will review items and establish the Agenda for each meeting. The Agenda items will be generally set as follows:
 - 3.2.1 Approval of Agenda
 - 3.2.2 Acknowledgment of First Nations Territory
 - 3.2.3 Delegations / Presentations
 - 3.2.4 Unfinished Business
 - 3.2.5 Staff Reports
 - 3.2.8.1 Education
 - 3.2.9.2 Business

- 3.2.6 New Business
- 3.2.7 Minutes of previous meeting(s),
- 3.2.8 Information Items
- 3.2.9 Correspondence
- 3.2.10 Committee Minutes and Liaison Reports
- 3.2.11 Announcements
- 3.2.12 Question Period
- 3.2.13 Adjournment

- 3.3 Issues that require action may arise after the Agenda has been prepared. The meeting Chair will ask for additions to and/or deletions from the Agenda prior to asking for a motion to approve the Agenda. Changes to the Agenda are to be approved by the majority of those Board or Advisory Committee members present.
- 3.4 The meeting will follow the order of business set by the Agenda unless the order is altered or new items are added by agreement of the Board or Committee Members.
- 3.5 During the course of the meeting, the majority of Trustees or Committee members present may request that items be placed before the Board or Committee for discussion and / or action or to provide direction.
- 3.6 The Agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business of the Board or Committee.
- 3.7 The Agenda information package, containing the Agenda and supporting information, will be distributed to each Trustee and Committee members at least four days in advance of meetings.

4 Notice of Meetings

- 4.1 Notice of meetings will be posted on the School District website at least seven (7) days before a regularly scheduled meeting and, if possible, at least forty-eight (48) hours before a Special meeting.
- 4.2 Agendas for meetings that are open to the public will be posted on the School District website at least 48 hours before a meeting.

5 Quorum

- 5.1 A meeting quorum is three (3) of the five (5) Trustees, the majority of the Trustees holding office at the time of the meeting of the Board if less than five (5) Trustees are on the Board, or the majority of Committee members present.
- 5.2 If a quorum is not present thirty (30) minutes after the time appointed for the meeting, then the meeting will stand adjourned to a date to be fixed by the Chair, or until the next scheduled meeting. The Secretary Treasurer or recorder will record the names of the Trustees or Committee members present at the expiration of the thirty minutes.

6 Electronic Participation in Meetings

- 6.1 To ensure quorum is achievable, electronic participation in Board, Committee of the Whole, and Advisory Committee meetings will be supported when voting and non-voting members are unable to attend in person.
- 6.2 Electronic participation includes telephone, video, audio, or other electronic conferencing devices.

7 Rules of Order

- 7.1 In all meetings of the Board, this policy governs points of order and procedures not provided for or specified by the *School Act*. Where there is an inconsistency, the *School Act* will apply. For situations not addressed by the *School Act* or policy, 'Robert's Rules of Order' will prevail.

8 Motions

8.1 Notice of Motion

- 8.1.1 The notice of motion serves to put an item on the Agenda of the next or a future Regular meeting and gives notice to all Trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2 General

- 8.2.1 Before a motion is made, an opportunity will be provided for questions and clarification.
- 8.2.2 All matters for decisions will be by a motion that has been moved and seconded before debating.
- 8.2.3 All comments and discussion are to be addressed to the meeting Chair.
- 8.2.4 Motions are to be phrased in a clear and concise manner to express an opinion or to achieve a result. A preamble does not form part of a resolution.
- 8.2.5 The Chair or recording secretary may request that the mover put the motion in writing.
- 8.2.6 The meeting Chair may divide a motion containing more than one subject if the Chair believes this would produce a fairer or clearer result. The divided motion will be voted on in the form in which it is divided.
- 8.2.7 A motion to table is not debatable other than as to propriety. There is no set time limit.
- 8.2.8 A motion to postpone is debatable. It can be postponed indefinitely or to a certain time.
- 8.2.9 Before the motion is stated by the Chair, a motion may be withdrawn or modified by the mover without the consent of anyone. Once the motion has been stated by the Chair, it belongs to the assembly and a majority vote is needed to withdrawal the motion.
- 8.2.10 An amendment to a motion does not require notice. Only one amendment to an amendment will be allowed. The amending motion must be dealt with before the original amendment is decided. An amendment may not change the intent of the original motion.
- 8.2.11 All motions to amend Board policy will be submitted in writing to the Secretary Treasurer and presented to the Board at the Regular meeting immediately preceding the meeting at which they are to be discussed (Notice of Motion). The written Notice of Motion to amend Board policy will contain the proposed action and rationale.

8.3 Reconsideration and rescinding

- 8.3.1 No motion other than to postpone consideration of a question, or a procedural motion, will be repeated during the school year (July to June) except by the reconsideration or rescinding process.
- 8.3.2 A motion to reconsider cannot be applied to an action that cannot be reversed; for example, entering into a contract.
- 8.3.3 A motion to reconsider a motion must be made within thirty (30) days of the original motion being voted upon and by a member who voted on the prevailing side.
- 8.3.4 No motion can be reconsidered twice in a school year.
- 8.3.5 A motion to rescind will be considered only if a notice has been given at the previous meeting or in the call for the present meeting. A motion to rescind may be moved by any Trustee, regardless of the original vote.

9 Debate

- 9.1 Debate must be strictly relevant to the motion.
- 9.2 No person will speak until recognized by the Chair.
- 9.3 A motion must be made by a Trustee who has the floor while no question on a motion is pending. The maker of the motion, if he/she desires may speak first.
- 9.4 No Trustee will speak for a period in excess of five (5) minutes at one time.
- 9.5 Subject to the discretion of the Chair, no person will speak to a motion more than twice unless a motion to extend the debate is carried, except the mover of the motion who will have the right to reply after all Trustees who wish to speak have spoken.
- 9.6 No Trustee will interrupt another Trustee who has the floor except to raise a point of order or a point of privilege.
- 9.7 A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and will be dealt with before resuming business.
- 9.8 Debate may be closed by a motion to end debate. The motion must be seconded, it is not debatable, and it must be passed by a minimum two-thirds (2/3) majority vote.

10 Voting

- 10.1 No decision of the Board will be valid or binding unless voted on during a Regular, Closed, or Special Board meeting.
- 10.2 All Trustees present at a meeting are expected to vote; although, a Trustee must abstain from voting if he/she has a conflict of interest by reason of having a direct pecuniary interest in a vote (*School Act*, Section 58). A Trustee may also abstain from voting if he/she states at the meeting her/his reasons thereon prior to a vote being taken.
- 10.3 Voting will be conducted by a show of hands. Only the results will be recorded, unless a Trustee requests that names be recorded. If a record of names is requested, only negative votes and abstentions will be recorded. Upon request, where a conflict exists, the reason(s) for an abstention will be recorded.
- 10.4 All questions will be decided by a majority of the votes of the Trustees present and voting except as otherwise provided by this policy or the *School Act*.

- 10.5 In the case of a tie vote for and against a motion, the motion fails.
- 10.6 Where an interpretation is required, the question on the motion will be postponed until the following meeting or, if emergent, to the end of the meeting to allow staff to research the appropriate interpretation based on 'Robert's Rules of Order'. The resulting interpretation may require a change to this policy and, if so, this will be done by notice of motion. A notice of motion to update this policy will be made subsequent to the question at hand being dealt with.

11 Public Participation

11.1 Delegations

- 11.1.1 The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the Agenda.
- 11.1.2 Requests to present will be made in writing to the Secretary Treasurer or designate seven (7) days prior to a board meeting. In order to assist delegations with their presentations, "Guidelines for Delegations", will be made available at the time the request to present is made. Delegations may be referred to a Committee of the Whole or a Closed meeting if necessary.
- 11.1.3 The delegation must identify a contact and spokesperson to present the information to the Board.
- 11.1.4 Regular meeting delegations and presentations will be limited to ten (10) minutes. Information presentations greater than ten (10) minutes will be scheduled for a Committee of the Whole meeting.
- 11.1.5 Any presentations will be taken under advisement. The Board may take action after due deliberation, refer the item to the Committee of the Whole, an advisory committee, or to staff for review or action.
- 11.1.6 At the discretion of the Board, an individual or group may appear before the Board at a Regular meeting without prior notice
- 11.1.7 The Board or Committee reserves the right to limit the number of delegations appearing at a particular meeting.

11.2 Questions

- 11.2.1 Questions that relate to Regular meeting Agenda items may be asked by members of the public and the media. Question period will be restricted to questions only - statements and debate will not be permitted.
- 11.2.2 At the discretion of the Board Chair, questions will be limited to one (1) minute per person.
- 11.2.3 At the discretion of the Board, questions may be answered or referred to staff for review and response. The Board will not debate questions.

11.3 Committees

- 11.3.1 Committee meetings are less formal meetings designed to facilitate greater public participation and discussion on important issues. The meeting Chair will manage the conduct of the committee meetings to support public participation in the discussions.

12 Minutes

- 12.1 The Board will maintain and preserve a record of its proceedings and resolutions. The recording of minutes will include:
 - 12.1.1 Date, time and place of meeting;
 - 12.1.2 Type of meeting (Regular, Special, Closed, Committee of the Whole or Advisory Committee);
 - 12.1.3 Name of meeting Chair;
 - 12.1.4 Names of those Trustees and District Education Office staff in attendance;
 - 12.1.5 Approval of preceding minutes;
 - 12.1.6 Resolutions and recommendations;
 - 12.1.7 Points of order and appeals;
 - 12.1.8 Approval of committee minutes and reports;
 - 12.1.9 Summary of Board liaison appointment reports;
 - 12.1.10 Announcements; and
 - 12.1.11 Trustee declaration pursuant to section 56, 57, or 58 of the *School Act*.
- 12.2 The minutes will:
 - 12.2.1 Be prepared as directed by the Secretary Treasurer;
 - 12.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 12.2.3 Be the official and sole record of the Board's business, upon adoption by the Board.
- 12.3 The Secretary Treasurer will:
 - 12.3.1 Ensure, upon acceptance by the Board, that appropriate signatures are affixed to the concluding page of the minutes;
 - 12.3.2 Establish and maintain a file of all Board minutes and maintain a record of all motions.
- 12.4 All committees of the Board, unless otherwise directed, will prepare and submit minutes to the Board.
- 12.5 Upon adoption by the Board, the minutes will be open to public scrutiny at the Board office at all reasonable times.
- 12.6 Copies of the minutes adopted by the Board will be added to the School District website.

Date of Board Approval: **December 13, 2016**

Date Amended:

Legal Reference: *School Act, Sections 65 – 72*

ITEM 6.2 Action

TO: Board of Education
FROM: R. Cairns, Trustee
SUBJECT: \$10aDay Child Care Plan

Recommendation

THAT the Board of Education Mission Public Schools SD #75 philosophically support the concept of affordable child care such as a \$10.00 a day plan, similar to the one proposed by the Coalition of Child Care Advocates of BC. We also believe there should be more support and educational aspects under ministerial governance in any plan initiated.

Rationale:

While supporting \$10.00 a day child care advocacy, there should be more structure around ministerial oversight and governance beyond simply child care. The Education Ministry K-12 should be expanded, governance and regulation by the Minister of Education on early childhood learning, early detection of physical, mental and or neurological vulnerability in young children.

All Public Schools should include Early Learning sites similar to Strong Start. We know this benefits parents and children and makes for strong transition into Kindergarten with greater success in social and academics in later school years. We can and should do more than so called "child care."

Attachments:

1. \$10aDay Child Care Letter

Chairperson Tracy Loffler and Board of Trustees
Mission Public School District

Dear Chairperson Loffler and Trustees,

As you may know, in 2011 the Coalition of Child Care Advocates of BC and the Early Childhood Educators of BC proposed the **\$10aDay Child Care Plan** - *the Community Plan for a Public System of Integrated Early Care and Learning* - which has garnered unprecedented support and is providing the template for BC's government to implement Child Care BC.

Our 'made in BC' Plan provides a concrete strategy to meet the needs of BC children, women, families, and employers with quality \$10 a day child care, no-user fees for families who earn less than \$45,000 a year, increased number of licensed spaces, including for children with special needs, \$25 an hour average wages for Early Childhood Educators, and new investments in Indigenous child care.

Supporters of the \$10aDay Plan now represent **2 million** British Columbians. **55 local governments, 31 school boards**, community organizations, labour unions, medical health officers, credit unions, businesses, politicians, academics, media, plus thousands of parents and grandparents from across the province.

Importantly, the Plan advocates for Indigenous peoples to have the power and resources to govern and design their own early care and learning services to meet the vital cultural needs of their communities as affirmed by the United Nations Declaration on the Rights of Indigenous Peoples.

Child care is necessary for parents, especially mothers, to participate in the work-force or to further their education. Because you're aware of how important quality child care services are for healthy children, women's equality, families, businesses, vibrant communities and the economy, **we are writing to ask you to add the Mission Public School District to the long list of those supporting the \$10aDay Plan.**

We, Mission Public School District, support the \$10aDay Child Care Plan. This Plan is making a real difference for BC children, women, families and the economy. We urge the provincial government to continue working with communities to implement this quality affordable child care system for BC.

More information on the Plan is available at www.10aDay.ca. Don't hesitate to contact us at info@10aday.ca if you have questions, or would like a presentation, and to let us know if you support the \$10aDay Plan.



Sharon Gregson
\$10aDay Child Care Campaign
PO Box 43008 CASCADE, Burnaby BC V5G 4S2

ITEM 6.3 Action

TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: Minerva Foundation

Recommendation

THAT the School District endorse the work of the Board Chair and the Mayor of the District of Mission on the initiative of the Minerva Foundation promoting leadership and mentoring opportunities for young women in the community.

Rationale:

Mission is in the unique position to have a woman as both Mayor and School Board Chair. We would like to highlight women in leadership roles with a focus on mentorship.

The Minerva Foundation has directed over \$10 million towards leadership and career programming for young women since 2001 and is committed to supporting women achieve equity in all aspect of their life.

Resources: <https://minervabc.ca/>

Please see Item 20 Notices of Motion: <https://www.mission.ca/wp-content/uploads/2019-04-15-Regular-Council-1.pdf>

20. NOTICES OF MOTION

RC19/248
APR. 15/19

Moved by Mayor Alexis, seconded by Councillor Davies, and

RESOLVED:

1. That the Mayor be authorized to work with the Chair of the Board of Mission Public Schools on an initiative, supported by the Minerva Foundation, to promote leadership and mentoring opportunities for young women in the community; and
2. That an expenditure of up to \$1,000 from the Mayor's contingency budget to assist in funding an event to support said initiative be approved.

CARRIED

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

April 16, 2019, 6:30 pm
Dewdney Elementary
37151 Hawkins-Pickle (Box 101), Dewdney, BC

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

Members Absent: Trustee, Rick McKamey

Staff Present: Superintendent of Schools, Angus Wilson
Assistant Superintendent, Larry Jepsen
Acting Secretary Treasurer, Derek Welsh
Executive Assistant, Aleksandra Zwierzchowska (Recorder)

Staff Absent: Secretary Treasurer, Corien Becker

1. CALL TO ORDER

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

1.1 Appointing Acting Secretary Treasurer

MOVED and Seconded that Derek Welsh be appointed as the Acting Secretary Treasurer for the Public Board meeting of April 16, 2019.

CARRIED

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

Principal Jordan Klassen provided a PowerPoint presentation highlighting the various academic initiatives that students engage in at Dewdney Elementary.

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1 Capital Bylaw 19/20-CP-SD75-01

MOVED and Seconded that the following resolutions be approved:

MOVED and Seconded that the required three (3) readings for Capital Bylaw No. 19/20-CP-SD75-01, a bylaw for the 2019/2020 Capital Plan, be carried out at one meeting.

MOVED and Seconded that the first reading of Capital Bylaw No. 19/20-CP-SD75-01, a bylaw for the 2019/2020 Capital Plan, be approved.

MOVED and Seconded that the second reading of Capital Bylaw No. 19/20-CP-SD75-01, a bylaw for the 2019/2020 Capital Plan, be approved.

MOVED and Seconded that the third and final reading of Capital Bylaw No. 19/20-CP-SD75-01, a bylaw for the 2019/2020 Capital Plan, be approved.

CARRIED

The Acting Secretary Treasurer provided an overview on the Capital Bylaw and advised that the funding must applied to the projects that are listed in the summary.

A question was asked about items not listed in the summary and if they will be considered with future bylaws? It was noted that this question be deferred to the Secretary Treasurer.

MOVED and Seconded that the Board of Education direct staff to include Mission Secondary School Replacement in the five-year capital plan in Attachment A, Appendix A.

CARRIED

The Board requested that Mission Secondary School Replacement be included in Appendix A under the school replacement list.

5.2 Financial Summary Report

The Acting Secretary Treasurer provided a summary on the information outlined on the Annual Facilities Grant, Local Capital and Bylaw Capital.

A question was asked about the submission of the AFG for next year. The application documents have not been issued by the Ministry; however, the Director of Facilities is working on the items to be submitted.

5.3 Reporting out from Closed Meetings

The Superintendent reported that the Board discussed the Strategic Plan and personnel matters at the Special Closed Board meeting on April 4, 2019;

and that personnel matters were discussed at the Closed Board meeting on April 16, 2019;

and that the Public Board meeting on June 18, 2019 start time has changed to 3:30 pm.

6. **NEW BUSINESS**

6.1 Inclusion Walkway

MOVED and Seconded that Mission Public Schools paint the entrance area in front of the Administration Building as an 'Inclusion Walkway' (rainbow colours) similar to many crosswalks and sidewalks in other communities.

CARRIED

This District Education Office is a focal point of Leadership and it is an ideal location to display support of inclusion and SOGI 123.

As a future initiative, the Board is considering painting the rear entrance at the office and the entrances of school sites.

6.2 Menstrual Products in Schools

MOVED and Seconded that MPSD provide free feminine hygiene products in all schools in the district and remove pay for dispensaries.

CARRIED

The Superintendent advised that schools provide menstrual products to students upon request. The Province has mandated that all School Districts provide free menstrual products for students in washrooms by the end of 2019. Funding will be provided by the Ministry.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, March 12, 2019

MOVED and Seconded that the Board of Education Public meeting minutes dated March 12, 2019 be approved.

CARRIED

9. CORRESPONDENCE

9.1 Letter issued to Premier Horgan, Minister Fleming and MLA Bob D'Eith

Trustee Cairns provided commentary on the letter that was mailed to Premier Horgan, Minister Fleming, and Bob E'Detih inviting Minister Fleming to visit Mission Public Schools.

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustee reported on the following:

- Judge for event at Hatzic Middle School
- Attended first Board meeting for Mission Community Foundation
- Mission Environmental Sustainable Society AGM
- Attended Columbia Institute Conference
- Presented at Columbia Institute Conference workshop
- A report was provided to the Board regarding the various speakers and workshops provided at the Columbia Institute
- DPAC Dyslexia Event at MSS
- Attended event for the Mayor's Birthday
- Autism Spectrum Event
- See Ya Later Chum at Deroche
- Cops for Cancer event at Hayward Lake
- Mission Literacy in Motion AGM
- Tour of Ecole Christine Morrison
- Open House at Riverside
- Enhancement Agreement Meeting
- Meeting with Mayor re: Mentorship event for Women
- Si'wal Si'Wes Meeting

11. ANNOUNCEMENTS

12. QUESTION PERIOD

A comment was provided regarding the letter that was mailed to the Minister regarding an invitation to visit Mission Public Schools. The Mission Teachers' Union is supportive of the letter and offered to draft a separate letter to provide additional support.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:20 pm.

Chairperson

Secretary Treasurer

| Fees Summary | | | HMS | HPMS | MSS |
|-------------------------|---|--------------|------------|-------------|------------|
| Textbook Deposit | (Refundable at withdrawal upon return of all textbooks) | | \$100 | \$100 | \$100 |
| Student Activity Fee | (App/planner, locker/lock & student ID) | | \$25 | \$25 | \$25 |
| Foods workbook | | | | \$20 | |
| Grad Fee | | | | | \$60 |
| Athletic Fee | (on athletic team or extra curricular) | Grade 7 | \$75 | \$35 | |
| | | Grade 8 | \$75 | \$75 | |
| | | Grade 9 - 12 | \$125 | \$125 | \$125 |
| Team Uniform Rental Fee | (refundable) | | | | \$50 |
| Football Fee | (yearly) | | \$250 | \$250 | |
| Hockey Academy Fee | (yearly) | | \$600 | | |
| Yearbook | (before Dec 31 HPMS/HMS - Feb MSS) | | \$50 | \$50 | \$50 |
| Yearbook | (after Dec 31 MPMS/HMS - Feb MSS) | | \$50 | \$55 | \$55 |