

Agenda

Committee of the Whole Meeting
March 7, 2017, 3:30 pm
District Education Office, 33046 – 4th Avenue, Mission, BC

1. CALL TO ORDER
The Board Chair will acknowledge that this meeting is being held on Traditional Territory.
2. ADOPTION OF AGENDA
3. DELEGATIONS/PRESENTATIONS
4. UNFINISHED BUSINESS Page
 - 4.1 Draft Physical Restraint and Seclusion Policy Action 1
 - 4.2 Draft Recruitment and Hiring Policy Action 10
5. STAFF REPORTS
 - 5.1 Quarterly Financial Report Information 15
6. NEW BUSINESS
7. MINUTES OF PREVIOUS MEETING
 - 7.1 Committee of the Whole Meeting Minutes: February 28, 2017 Action 18
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 - 8.1 Curriculum Update Information 21
 - 8.2 District Parent Advisory Council Information 43
9. ADJOURNMENT

ITEM 4.1 Action

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

Recommendation:

THAT the amended Physical Restraint and Seclusion policy be reviewed and forwarded to the March 2017 Regular Board meeting for consideration.

Executive Summary:

The draft Physical Restraint and Seclusion policy was presented to the Board for consideration in November 2016. The draft policy was referred to the public and partner groups for comment. The referral comments are summarized in the public consultation section. The policy has been significantly revised from the November version to simplify the language in the policy. The document that was presented to the Board in November is also attached.

A further review was conducted on February 28, 2017 at the Committee of the Whole meeting.

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

Background:

Policies provide the direction and guidelines necessary to deliver governance and services, and information for all who may be interested in, or connected with, the operation of the School District.

The Province had identified issues with the use of physical restraint in schools and provided recommendations for school district's to develop an appropriate policy. Staff conducted additional research on policies being used in other school districts and the needs of the Mission Public School District, and developed a policy for the Board's consideration. Public feedback and additional staff review completed the development of the policy.

Analysis and Impact:

The new policy clarifies when physical restraint or seclusion may be used to ensure the safety of staff, the student, or other students.

Strategic Priority:

The review aligns with the direction of the draft Strategic Plan to *Review, revise and create policy and committee structures that contribute to effective governance and operational direction. Policies will be reviewed and revised ensuring transparent participation.*

Policy, Regulation, Legislation:

The Ministry of Education created guidelines to help Boards maintain safe learning environments for all children and adults. They were developed in consultation with an advisory committee whose members included representatives from Inclusion BC, the Family Support Institute, the BC Council of Parent Advisory Committees, the BC School Trustees' Association, the BC Association of School Psychologies and the BC Council of Administrators of Special Education. Further information is attached to the Agenda.

Public Consultation:

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

1. Revise the second sentence in the second paragraph in the policy section to read:

The School District will provide positive educational/behavioural interventions supports for all students that are:

- As safe as possible;
- The least restrictive possible;
- The least intrusive and most respectful possible;
- Individualized to each student;
- Predicated on evidence and assessment of the student's needs and the degree of risk;
- Compliant with applicable law and standards;
- Applied consistently, and
- Regularly reviewed and revised."

2. Add: Restraint and seclusion are only ever used as approaches of last resort.**3. Add:** Definitions of restraint and seclusion (included in procedure)**4. Add:** Examples of restraint and exclusion (included in procedure).**5. Supplement** with a procedure.**6. Revise the third paragraph of the policy to read:**

Physical aggression or threats of a physical nature by students can compromise the safety of staff and students. In order to meet the responsibility of providing a safe environment for all students and staff, it may be necessary in exceptional emergent circumstances where the student's behavior poses imminent danger or serious physical harm to self or others, for trained staff members to use physical restraint and/or seclusion.

7. Add: "Anytime such approaches are used, staff is to report the incident to school administration as soon as it is safe to do so" (moved to the procedure).**8. Question:** Will all adults in the building be trained in non-violent crisis intervention and keep a current certification?**9. Comment:** For the safety of all students, every employee within the school district should have MVCI and keep certification current including casual staff.**10. Question:** Will there be a protocol for a time limit a student will be put in seclusion for?**Implementation:**

Final Approval – Board meeting March 2017

Staff Orientation – April 2017

MPSD Website – April 2017

PAC Notification – April 2017

Attachments:

A. Physical Restraint and Seclusion Policy – February 28, 2017

B. Physical Restraint and Seclusion Policy – Board December 2016 and COTW February 28, 2017

C. Physical Restraint and Seclusion Procedure – COTW February 28, 2017

D. Form AP180-1 – COTW February 28, 2017

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

Purpose

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

Policy

The School District is responsible for providing a safe, personally secure, and respectful working and learning environment for all employees and all students. Threats or acts of aggressive or violent behaviour by students compromise this environment.

The School District will structure the learning environment and learning supports in order to prevent or minimize aggressive or violent student behaviour.

When behaviour interventions are not working, and when a student's aggressive or violent behaviour is escalating to the point of compromising the safety of themselves or others, trained staff members may need to use physical restraint and/or seclusion to de-escalate the aggressive or violent behaviour.

Restraint and seclusion are to be used *only* as the last option and *only* until such time as the risk of serious harm to self or others is eliminated.

Physical restraint or seclusion is not to be used as an intervention or treatment procedure.

Respecting student's rights, maintaining student dignity and the safety of all involved is paramount.

Appropriate School District staff, the Superintendent, and the students' parents will be informed in a timely manner of any use of physical restraint or seclusion.

The use of physical restraint and seclusion must be handled in accordance with relevant provincial legislation and the School District's administrative procedures.

Date of Original Board Approval:

Date Amended:

Cross Reference: [Administrative Procedures: 180-1](#)

Physical Restraint and Seclusion

Policy #180

Purpose

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

General Policy

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

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

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

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

The use of physical restraint and seclusion must be handled in accordance with relevant provincial legislation and the School District’s administrative procedures.

See Administrative Procedure: 180-1

Date of Board Approval:

Date Amended:

Administrative Procedure



Section:	Health and Safety	
Title:	Physical Restraint and Seclusion Procedure	180-1

Purpose

The Board established a policy outlining the responsibility of providing a safe work environment, and when necessary, to use physical restraint and seclusion where a student's aggressive or violent behaviour may harm the student, staff or other students. This procedure outlines how physical restraint or seclusion will be managed.

General Guidelines

1. Physical Restraint and Seclusion should be used only as a last option when all other strategies for de-escalating the student's aggressive or violent behaviour have been tried.
2. *Physical Restraint* and *Seclusion* may only be used as a last option for securing safety when behaviour interventions have not worked and the harmful actions or threats continue to escalate.
3. *Physical Restraint* and *Seclusion* is only used until such time as the risk of serious harm to self or others is eliminated.
4. *Physical Restraint* and *Seclusion* may never be used as a punishment, discipline or to force compliance in an educational learning setting.

Definitions:

Physical Restraint is a "method of forcibly restricting, confining or controlling another person's freedom of movement or mobility, whether by use of an intervener's body, an object, or a medication."

Table 1: Restraints and Acceptable Use

	Not a Restraint	Restraint
Acceptable if compliant with this policy	<ul style="list-style-type: none"> • Handholding (person is free to let go) • Directing a person to stay in a position (e.g. seated) or place (e.g. in the room) • Blocking a person from hitting another • Blocking a person from self-injury (e.g. using a pillow as a barrier) • Directing a person to an incompatible behaviour (such as leaving the area or holding something) • Positioning one's self or an object between a person and a potential target 	<ul style="list-style-type: none"> • Holding a student's hands to avoid self-injury • Holding a student's arms to keep them from striking someone • Moving a person to a safe space by physically directing his body
Never Acceptable	<ul style="list-style-type: none"> • Striking a person 	<ul style="list-style-type: none"> • Mechanical restraints (usable only by police) • Use of medication against the person's will • Intentionally inducing pain or physical aversion

Seclusion is the “involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving”.

Table 2: Seclusion and Acceptable Use

	Not Seclusion	Seclusion
Acceptable if compliant with this policy	<ul style="list-style-type: none"> • Student leaves a space of own accord and is not immediately permitted to re-enter • Student is left alone in a space (with observation from a distance) while potential targets leave • Student is asked to go home, in abidance with other MPSD policy • Student is directed to a safe/calming area • Student is permitted to go outside or to an open space • Student is directed to office, medical area or similar for additional support • Potential targets lock themselves down from the inside of a secure area 	<ul style="list-style-type: none"> • Student is held in a room or space by being locked in • Student is held in a room by staff barring doorway or holding door knob/handle • Barricading a person into a space using objects
Never Acceptable	<ul style="list-style-type: none"> • Leaving a person unsupervised • Sending a person out of the school without abiding other MPSD policies. 	<ul style="list-style-type: none"> • Tying a person to an object that keeps them away from others

Procedures

The restraint or seclusion process involves four basic steps: *Physical Restraint or Seclusion, notification, debriefing, written documentation, and follow-up.*

1. *Physical Restraint or Seclusion* should:
 - Be conducted using calm, reassuring verbal and nonverbal communication with the student in the student’s primary language or mode of communication by trained school personnel who are present at all times.
 - Be done using the least amount of physical force to protect the student and the restrainer.
 - Never be conducted in a manner that could, in any way, cause harm to a student.
 - Have the least amount of disturbance to others.
 - Be in the presence of another adult when practical.
 - Be implemented in a space that is made as safe and dignified as possible for the student.
 - Ensure any student placed in seclusion is being continuously observed by an adult who is physically present throughout the period of seclusion. This observing could be done indirectly, such as through a mirror or window, if direct supervision is not possible.
 - Ensure all health and safety policies or regulations including WorkSafe BC regulations are followed.
 - Be discontinued once the risk of serious harm to self or others is eliminated.
2. Notification of the *Physical Restraint or Seclusion*:
 - Notification must be made to the Principal, Parents/Guardian, Director of Student Services or Assistant Superintendent, and the Superintendent or designate as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.

3. Debriefing meetings must:
 - Be designed to re-establish and maintain a safe learning environment.
 - Occur shortly after a student has been restrained or secluded, with the staff involved and students who witnessed the restraint or seclusion.
 - Occur with concerned parents, school personnel, parents or guardians of the student and where possible with the student, to discuss the restraint or seclusion incident, to examine what happened/caused the incident, and to determine what could be changed in the future and what strategies are needed to prevent the reoccurrence – to make use of physical restraint or seclusion unnecessary.

4. Written Documentation and follow-up:
 - Using the Restraint and Seclusion Report Form, provide as much information as possible on the restraint or seclusion. Note the time and location of the incident, names of all people involved or that have witnessed the incident, and written statements that lead to and describe the incident and the resolution.
 - All parents/guardians of the student and, where appropriate, students must be consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans. The student's behaviour plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, at least annually.
 - Notify the director of student services of the restraint or seclusion of a student prior to the end of the school day on which the incident occurred.
 - Review and revise prevention/intervention strategies when the repeated use of physical restraint and seclusion occurs for an individual student, multiple use of physical restraint and seclusion within the same classroom, or physical restraint and seclusion is repeatedly used by an individual.
 - Additional community supports and resources will be engaged whenever appropriate or available.

Approved by the Superintendent

Date Approved:

Physical Restraint and Seclusion Report Form



Student Name:		Date of Report:	
Teacher/Class:		School:	
Nature of Restraint/Seclusion:		Date of Incident:	
		Start/End of Incident:	
Staff Members Involved:			
Witnesses:			
<p>1. Describe the antecedents that lead to the use of restraint/seclusion including: location, what happened first, who else was present, and under what social and environmental conditions.</p>			
<p>2. Describe the problem behaviour of the student that lead to the use of the restraint/seclusion. Describe the imminent physical harm to themselves, others or property.</p>			
<p>3. Describe the procedures used in the attempt to de-escalate the student prior to using restraint/seclusion.</p>			
<p>4. Describe the incident of restraint/seclusion, and the student response after the incident.</p>			

Physical Restraint and Seclusion Report Form



5. What methods did or did not work in the situation?

6. Describe any follow-up with the student after the restraint/seclusion, including what was said or done?

7. Were parents/guardians informed? By Whom? What follow-up with parents is required?

8. What interventions can be used to prevent another case like this?

9. Is further follow-up required? (IEP meeting, de-briefing meeting, staff training, additional evaluation, Safety Plan)

10. Follow-up meeting date:

Date:

Time:

Location:

Form Completed by:

Name:

Date:

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

ITEM 4.2 Action

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

Recommendation:

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

Executive Summary:

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

Background:

The current policy provides direction for hiring exempt staff, and although authority is delegated to the Superintendent for hiring staff, the current policy directs that the Board must approve the final decision for hiring senior staff and education leaders. This is not only conflicting direction within the policy, it is contrary to good management / governance practices. It is also an impractical decision making process considering that hiring of critical positions can be time sensitive, and often during the summer months when the Board does not have regularly scheduled meetings.

Analysis and Impact:

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

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

Strategic Priority:

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

Policy, Regulation, Legislation:

The BC *School Act* governs the Mission Public School District. The policies of Mission Public School District must be consistent with the *School Act*. The School Board must also comply with the *Public Sector Employers Act*, which provides authority to the BC Public School Employers' Association (BCPSEA). BCPSEA provide direction to School Boards regarding exempt staff compensation, performance reviews, and exempt staff contracts. BCPSEA does not currently provide policy direction for recruitment or hiring.

Public Consultation:

The consideration of the policy at the Committee of the Whole meeting will begin the public participation in the review of the policy.

Tentative Implementation:

Approval in Principle – Board meeting March 28, 2017

Public Consultation review period – March 29 – April 28, 2017

Committee of the Whole review – May 9, 2017

Final Approval – Board meeting May 23, 2017

Attachments:

A. Draft Recruitment and Hiring Policy

B. Recruitment, Selection and Termination of Educational Leaders and Business Management Staff policy

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Section:	Human Resources	
Title:	Recruitment and Hiring	430

Purpose

To outline the goals, roles, and responsibilities for recruiting and hiring School District employees.

Policy

The School District will strive to recruit and hire highly qualified employees in order to provide exceptional leadership, educational services, and support services for the School District.

The School District will not permit any discriminatory processes or practices to influence the recruitment and hiring process, and will use processes that provide for the fair and equitable treatment of all candidates.

The Board of Education is responsible for the recruitment and selection of the Superintendent, subject to the requirements for a superintendent outlined in the *School Act*.

The Superintendent is responsible for the recruitment and selection of all other educational and business management exempt positions.

The Superintendent is responsible for the process to recruit and select all other positions for the School District, in accordance with any collective agreements with the School District.

General Guidelines

1. Senior Staff

- 1.1. The Superintendent will report vacancies to the Board and the Board will have an opportunity to discuss recruitment criteria before initiating the recruitment for a senior staff position. The Superintendent will consider any criteria established by the Board for the recruitment and selection of any senior staff position.
- 1.2. The Superintendent will request input from other education stakeholders, including student council when appropriate, prior to recruiting for a senior staff position.
- 1.3. Senior staff includes the Assistant Superintendent, Secretary Treasurer, Director of Instruction or other similar education Director position.

2. Education and Business Management Staff

- 2.1. The Superintendent will report vacancies to the Board and the Board will have an opportunity to discuss recruitment criteria before initiating recruitment for an Education or Business Management Position.
- 2.2. The Superintendent will request input from other education stakeholders, including student council when appropriate, prior to recruiting for education and business management positions.
- 2.3. The Superintendent is responsible for school assignments and will inform the Board of changes in assignments between schools as soon as reasonably practicable.

2.4. The Superintendent may delegate some or all of these responsibilities to other exempt staff.

3. Recruitment and Reporting Process

3.1. During the summer months, the Superintendent will report and solicit recruitment criteria suggestions from the Board via electronic means for Education management positions.

3.2. The Superintendent will establish a recruitment process that provides for multiple stakeholder involvement for senior staff, and education and business management positions, including unions, parent advisory groups, peer employees, and subordinate employees.

3.3. The Superintendent will establish a recruitment process for all other positions that provides for an unbiased and objective process.

3.4. The Superintendent shall provide a report to the Board informing of the appointment of the successful candidates for all senior staff and educational exempt positions, outlining the skills, experience and past performance of the selected candidate.

3.5. The Superintendent shall advise the Board on all other exempt staff appointments.

4. Hiring Matrix

Position Recruited	Recruitment Criteria Input	Shortlisting Approval	Potential Interviews	Hiring Approval	Additional Interview
Superintendent	Board, Senior Staff, PVPA, DPAC, MTU, CUPE	Board	Board	Board	Senior Staff, PVP, DPAC, MTU, CUPE
Senior Staff	Board, Superintendent, Senior Staff, PVPA, DPAC, MTU, CUPE	Superintendent	Trustee, Superintendent, Senior Staff, PVPA	Superintendent	DPAC, MTU, CUPE, Direct Reports
Principals, Vice Principals	Board, Senior Staff, PVPA, School Staff, School PAC, Student Council	Superintendent	Trustee, Superintendent, Assistant Superintendent, PVPA	Superintendent	School PAC, MTU, Student Council, Direct Reports
Other Exempt Staff	Superintendent, Senior Staff, Direct Reports	Senior Staff	Senior Staff, PVP	Superintendent, Assistant Superintendent, or Secretary Treasurer	Direct Reports
All Other Staff	Manager, other Managers	Manager	Exempt Staff, Supervisor	Manager	

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

**Date Amended: January 2012
2017**

Legal Reference:

Cross Reference:

Recruitment, Selection and Termination of Educational Leaders and Business Management Staff

The Board of Education is committed to employing the best staff available for leadership positions.

Superintendent of Schools

The Board of Education has sole responsibility for all aspects of employment of the superintendent subject to legal requirements.

The board may seek assistance from the secretary-treasurer or outside advisors with respect to matters relating to employment of the superintendent.

Senior Staff Selection

Senior staff (defined for the purpose of this policy as secretary-treasurer, assistant superintendent, and associate superintendent of human resources) shall be selected and appointed by the board from a shortlist of candidates submitted by the superintendent. In shortlisting candidates, the superintendent will take into account any criteria established by the board and may request input from trustees and other education stakeholders. The superintendent may provide advice to the board with respect to a preferred candidate.

Senior Staff Termination of Employment

Decisions to terminate or not renew the contracts of senior staff are made by the board on recommendation of the superintendent, subject to and in accordance with the requirements of such contracts.

Recruitment/Selection/Appointment of Other Educational and Business Leaders

The superintendent is responsible for recruitment and selection of educational and business management staff, subject to board approved regulations. The superintendent will report vacancies to the board and the board will have an opportunity to discuss recruitment and selection of candidates with the superintendent before selections are made. The appointment of the successful candidate will be submitted to the board for approval and the board will be provided with a report that includes a rationale for the appointment outlining the skills, experience and past performance of the selected candidate so that it has the necessary information to approve the recommendation. The superintendent may delegate some or all of these responsibilities to other exempt staff.

Assignments

The superintendent is responsible for decisions on assignments and will keep the board informed of changes in assignments between schools.

Termination of Other Educational and Business Leaders

The superintendent is authorized to make the decision to terminate or not renew the contracts of other exempt staff in positions of leadership in accordance with any requirements of such contracts. The superintendent shall report any such decisions and their rationale to the board. The affected staff member may within a reasonable period of time request a meeting with the board and the board, after hearing from the employee and the superintendent, on a 2/3 vote may overturn the decision of the superintendent.

Date of Board Approval: September 2008

Date Amended: January 2012

Without Amortization Including Labour Cost Summary	2016/17 Preliminary Budget	YTD Actuals	% of Budget 50% YTD
OPERATING REVENUE			
Grants			
MOE Operating Grants	56,636,217	\$ 26,067,429	46.0%
Other MOE General Grants less recoveries	1,141,073	204,163	17.9%
Other Grants	250,925	101,963	40.6%
Total Grants	58,028,215	26,373,555	45.4%
Other Revenue			
Tuition	1,780,000	1,913,631	107.5%
Other Revenue	2,133,013	719,003	33.7%
Rentals & Leases	135,000	91,274	67.6%
Investment Income	100,000	50,291	50.3%
Total Other Revenue	4,148,013	2,774,199	66.9%
TOTAL REVENUE	62,176,228	\$ 29,147,754	46.9%
OPERATING EXPENSES			
Instruction	51,736,019	\$ 20,133,284	38.9%
District Administration	2,291,866	1,151,893	50.3%
Operations and Maintenance	6,506,044	2,818,795	43.3%
Transportation and Housing	1,007,299	393,825	39.1%
TOTAL OPERATING EXPENSES	61,541,228	\$ 24,497,797	39.8%
Net Annual Operating Surplus (deficit) without amortization	635,000	\$ 4,649,957	
Transfer to Capital Fund	635,000	-	
Net Change to Reserves	-	\$ 4,649,957	
Operating surplus - start	1,526,408	1,526,408	
Deferred revenue - start	772,990	867,839	
Funds available for operations -Start	2,299,398	2,394,247	
Change to operating reserves	-	4,649,957	
Deferred revenue - received	3,721,582	1,938,853	
Deferred revenue - to income	(3,925,215)	(1,638,679)	
Funds available for operations -End	2,095,765	7,344,378	

Without Amortization Including Labour Cost Summary	2016/17 Preliminary Budget	YTD Actuals	% of Budget 50% YTD
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Expense by Object

Instruction

Salaries	47,627,459	\$ 15,067,202
Employee Benefits		\$ 3,141,330
Services & Supplies	4,108,560	1,924,752
	51,736,019	20,133,284

District Administration

Salaries	1,843,814	731,274
Employee Benefits		165,132
Services & Supplies	448,052	255,487
	2,291,866	1,151,893

Operations and Maintenance

Salaries	3,990,285	1,442,085
Employee Benefits		283,774
Services & Supplies	2,515,759	1,092,936
	6,506,044	2,818,795

Transportation and Housing

Salaries	796,099	241,528
Employee Benefits		51,308
Services & Supplies	211,200	100,989
	1,007,299	393,825

TOTAL OPERATING EXPENSES

61,541,228	\$ 24,497,797
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Summary

Salaries	\$ 54,257,657	\$ 17,482,089
Benefits	-	3,641,544
Services & Supplies	7,283,571	3,374,164
	\$ 61,541,228	\$ 24,497,797

2016 / 2017 Quarterly Financial Report - Capital - Dec 31, 2016

	2016/17 Preliminary Budget	Local Capital	Annual Facility Grant	SEP	Land Capital	Other Capital	2016/17 YTD Dec 31, 2016	% of Budget 50% YTD
CAPITAL FUNDING								
From Operations	635,000	560,000					560,000	88.2%
Provincial Funding	2,325,548		500,000	1,255,409			1,755,409	75.5%
Municipal Funding	-				89,110		89,110	
Other							-	
Local Capital	-						-	
	2,960,548	560,000	500,000	1,255,409	89,110	-	2,404,519	81.2%
CAPITAL EXPENDITURES								
General								
White Fleet	100,000	170,631					170,631	170.6%
Photocopiers	75,000	13,371					13,371	17.8%
Telecom	20,000	18,729					18,729	93.6%
Technology Upgrades	410,000	40,531					40,531	9.9%
Ferndale	-	21,050					21,050	
Stave Falls	5,577		-				-	0.0%
Bus Replacements	330,409			330,409			330,409	100.0%
Other / District Office	49,529		62,929				62,929	127.1%
Schools								
Albert McMahan	33,425		3,998				3,998	12.0%
Cherry Hill	87,837		53,197				53,197	60.6%
Christine Morrison	48,971		22,969				22,969	46.9%
Deroche	10,105		12,472				12,472	123.4%
Dewdney	11,660		22,397				22,397	192.1%
ESR	103,384		66,230				66,230	64.1%
Fraserview	15,546		-				-	0.0%
Hatzic E	5,441		223				223	4.1%
Hillside	254,184		175,506				175,506	69.0%
HMS	543,530		32,897	609,667			642,564	118.2%
HPMS	110,380	54,521	56,110	38,212			148,842	134.8%
Mission Central	5,441		6,015				6,015	110.5%
MSS	172,639	514,722	129,048				643,770	372.9%
Riverside	9,328		6,608				6,608	70.8%
Silverdale	2,721	95,459	7,247	(74,238)			28,469	1046.4%
West Heights	-		-				-	
Windebank	555,441		2,960	416,418			419,378	75.5%
TOTAL CAPITAL EXPENSES	2,960,548	929,014	660,808	1,320,468	-	-	2,910,290	98.3%
	-	(369,014)	(160,808)	(65,059)	89,110	-	(505,771)	
Capital reserve - start	1,012,000	1,012,000					1,012,000	
Deferred revenue - start	568,714			14,316	552,172	2,226	568,714	
	1,580,714	1,012,000	-	14,316	552,172	2,226	1,580,714	
Capital reserve - end	1,012,000	642,986					642,986	
Deferred revenue - end	568,714		(160,808)	(50,743)	641,282	2,226	431,957	
Funds available for operations - end	1,580,714	642,986	(160,808)	(50,743)	641,282	2,226	1,074,943	

Minutes

Committee of the Whole Meeting
February 28, 2017 3:30 pm
District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:

Acting Chair Tracy Loffler
Trustee Randy Cairns
Trustee Shelley Carter

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
Director of Student ServicesCarolynn Schmor
Executive Assistant Tracy Orobko (Recorder)

Absent:

Committee Chair, Rick McKamey
Trustee Jim Taylor

Participants:

MTU: Amber Chung, Anna Heavenor, Janise Nikolic

1. CALL TO ORDER

Trustee Loffler expressed regrets on behalf of Trustee McKamey who was unable to attend the meeting. Trustee Loffler assumed the position of Chair in Trustee McKamey's absence.

The meeting was called to order at 3:32 pm. The Chair acknowledged the meeting was being held on un-ceded territory of Stó:lō Nation People. There are four First Nation Bands within the boundaries of the Mission School District namely, Leq:a'mel First Nation, Sq'èwlets First Nation, Kwantlen First Nation, and Matsqui First Nation.

2. Adoption of Agenda

MOVED and seconded that the Agenda be adopted as presented.

CARRIED

3. Delegations/Presentations

4. Unfinished Business

5. Staff Reports

5.1 Draft Physical Restraint and Seclusion Policy

The Secretary Treasurer introduced the policy and procedures and turned the floor over to Director of Student Services, Carolynn Schmor. It was clarified that use of physical restraint is very last resort.

Proposed revisions:

- Incorporate language from page 25 of the Agenda: *The School District is responsible for providing safe, personally secure, and respectful working and learning environments for all employees and all students.*
- Ensure Canadian vs. U.S. spelling consistent;
- Remove "ventilate" under Table 2: Seclusion and Acceptable Use; and
- Ensure "him/her" changed to "their".

MOVED and seconded that the Draft Physical Restraint and Seclusion Policy be revised and return to the next Committee of the Whole meeting.

CARRIED

5.2 Draft Board of Education Responsibilities Policy

J. Nikolic exited the meeting at 3:59 pm.

The Superintendent exited the meeting at 4:00 pm.

Proposed revisions:

- Page 2: Change “regular basis” to “quarterly”;

MOVED and seconded that the draft Board of Education Responsibilities policy be forwarded to the March 2017 Regular Board meeting for consideration.

CARRIED

5.3 Draft Trustee Code of Ethical Conduct Policy

The Superintendent joined the meeting at 4:05 pm.

The Secretary Treasurer provided overview of the policy.

Proposed revisions:

- Under the title, “Behaviour”, remove words, “a spirit of harmony” and change “cooperation to “cooperatively”; and
- Remove the last bullet on page 1 of the policy, “Trustees must cast their vote with honest conviction, and not be influenced by a partisan bias of any kind.”

MOVED and seconded that the draft Trustee Code of Ethical Conduct policy be forwarded to the March 2017 Regular Board meeting for consideration.

CARRIED

5.4 Draft Recruitment and Hiring Policy

The Superintendent clarified the use, purpose and challenges of the existing policy.

Proposed revisions:

- Items 2.1 – 2.3 – may contain duplication;
- Add a “box” for Senior Staff and regular recruitment of other staff.

MOVED and seconded that the Draft Recruitment and Hiring Policy be revised and return to the next Committee of the Whole meeting.

CARRIED

A question was asked regarding termination provisions (covered off in either collective agreements or employment contracts); contracts trump policy.

5.5 Draft Respectful Schools and Codes of Conduct

The Secretary Treasurer provided an overview. The draft policy complies with WorkSafeBC and Human Rights legislation. This is the Board’s directive to staff ensuring the School District meets Federal legislation.

The administrative procedure will provide a guideline for all schools to have their own code of conduct. This is a framework reminder to schools that we have legislative mandates.

J. Nikolic joined the meeting at 4:45 pm.

A question was asked if it is replacing policy #25. Yes. However, there is no intent to replace existing Policy #26: *Sexual Minority (Sexual Orientation/Gender Identity) Anti-Homophobic*, at this time.

The Asst. Superintendent exited the meeting at 4:57 pm.

A concern was raised the draft policy does not address conduct of the role of the Trustees.

Discussion ensued and concerns raised regarding the affects new policy would have on #25 until all the wording is included.

A request was made the final approval be postponed until the revised Code of Conduct for the workplace is included.

MOVED and seconded that the Draft Respectful Schools and Codes of Conduct Policy be forwarded to the March 2017 Regular Board meeting for consideration.

CARRIED

The Asst. Superintendent joined the meeting at 5:06 pm.

5.6 Revised Policy Review Schedule 2016/2017

The Secretary Treasurer indicated due to the upcoming budget season, policy review will be reduced and resume post-budget.

A question was asked regarding a Whistle Blower policy to which it was clarified it must be consistent with legislation.

6. **New Business**

7. **Minutes of Previous Meetings**

MOVED and seconded that the Committee of the Whole Meeting Minutes dated February 14, 2017 be approved as presented.

CARRIED

8. **Information Items**

The Superintendent sought approval to miss the first ½ hour of March 28th Closed Board meeting to make a presentation at a school.

9. **Adjournment**

Moved and seconded to adjourn the meeting.

CARRIED

The meeting adjourned at 5:19 pm.

Chairperson

Secretary Treasurer

ITEM 8.1 Information

TO: Committee of the Whole

FROM: Larry Jepsen, Assistant Superintendent
 Jen Lane, K-12 Teacher Librarian, Curriculum Support
 Carolynn Schmor, Director of Student Services
 Amber Chung, President, Mission Teachers' Union

SUBJECT: Curriculum Update

Verbal updates will be provided at the meeting.

Attachments:

- A. Framework for Enhancing Student Learning – PowerPoint
- B. Curriculum Connections, Siwal Si'wes Digital Library and Elementary Virtual Learning Commons Excerpts

Mission School District #75: Framework for Enhancing Student Learning Annual Plan 2016-17



“Building Capacity from Within”

What has been happening with the development of your plan?

Skills and Attributes of Graduates from MPSD K-12 Schools





Curriculum Connections

WELCOME

CURRICULUM STARTING GUIDE

RESOURCES

ASSESSMENT

PLC

TECHNOLOGY

NEWS

CALENDAR

Follow

Curriculum Day Highlights

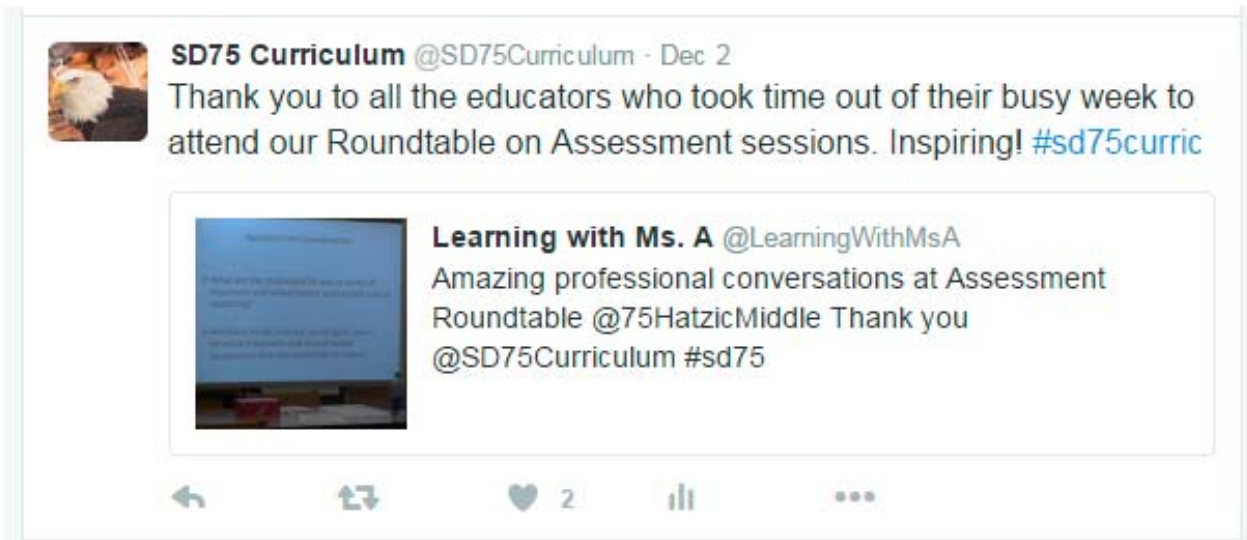


Siwal Si'wes:

- Peggy Janicki (SD34) presented an interactive Sto:lo government session to Grade 3 -12 educators.
- Siwal Si'wes and Three Crows Productions offered two tours of St. Mary's Residential School. Read about the experience in a [CBC article](#) outlining the Residential School Tours.
- Watch the CBC news coverage for Mission's Orange Shirt Day and Residential School Tour.



What new or reconfigured evidence is being collected to support the plan?



Feedback was gathered from small groups of educators (teachers and administrators) at each Roundtable on Assessment. They were asked to respond to two questions:

1. What are the challenges for you in terms of classroom and school-based assessment and/or reporting?
2. Are there things that are working for you in terms of classroom and school-based assessment that you would like to share?

Some of the common themes identified at the Roundtables include:

- The need for consistent and meaningful literacy and numeracy assessment practices;
- Self-assessment teaching strategies and meaningful self-assessment practices;
- Learning about different reporting options and how to engage the whole learning community in the process.

What are the priorities at the district/school level?

2016/2017 The Year of Truth





MissionPublicSchools

@MPSD75



Following

Yalh yexw kw'es hoy (TY for what you have done) Siwal Si'wes for ensuring the truth is at the center of our history



'Reconciliation tour' reveals dark history of Mission, B.C. ...

A 'reconciliation tour' of St. Mary's school in Mission, B.C., took people deep into the troubled past that generations of Indigenous children were forced to live through.

cbc.ca



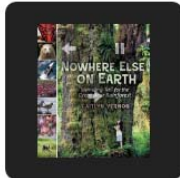
SIWAL SI'WES LIBRARY

Our Forefathers' Teachings

welcome: ey kw'ese xwe'i / meaningful contributions / positive learning experiences / culture and history / looking to the future
/ catalogue / ssws library offerings / student created videos

SEARCH

SWSW LIBRARY BOOKS



WELCOME: EY KW'ESE XWE'I

The Siwal Si'wes Library is honoured to share this digital collection of resources with the Mission Public School District learning community.

Our goal is to support teaching and learning by making connections to authentic Aboriginal resources and the new curriculum.

The site is organized around the four elements of the Aboriginal Enhancement Agreement. Please browse through the content or use the **Search*** tool. (*The Search tool will take you to the page where that resource is stored. Click on the page title, then scroll down the page to find the specific topic/resource.)

FOLLOW ME ON TWITTER

Tweets by @SWSWLibrary

Siwal Si'wes Library
@SWSWLibrary

Excellent @TheYee interview with Joe Chrona, FNEC.
theyee.ca/News/2016/11/0...

How to Bring First ...
If done right, 'we ca...
theyee.ca

2014/2019 SD 75 Aboriginal Enhancement Agreement



EDUCATIONAL BLOGS

- o School District 75 Elementary Virtual Learning Commons
- o Working Effectively with Indigenous Peoples
- o Siwal Si'wes Library
- o Portage & Main Press / Highwater Press – The Exchange
- o Our Voices (ta s'la:nf šx*q*alten)
- o American Indians in Children's Literature (AICL)
- o Math Catcher - Mathematics through Aboriginal Storytelling



School District 75 Elementary Virtual Learning Commons

[WELCOME](#) [BLOG](#) [SCHOOLS](#) [BOOKS](#) [RESEARCH](#) [TECH TOOLS](#) [CURRICULUM](#)

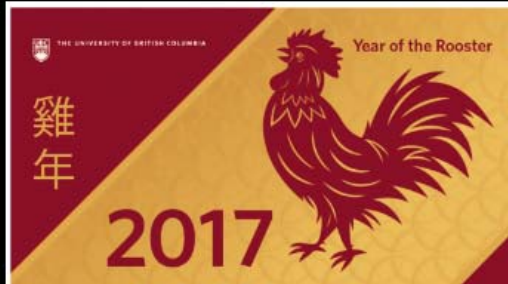
Learning for the 21st Century



TUMBLEBOOK OF THE DAY



WONDER OF THE DAY



EVENT, VIDEO
LUNAR NEW YEAR 2017



EVENT, VIDEO
PINK SHIRT DAY



EVENT, MEDIA
HAVE A HEART DAY 2017

Which areas require more focus/digging deeper?




Summit 17
VICTORIA
Jan 20-21, 2017
Victoria
Conference Centre

**When Struggling Readers Thrive
Dreams Come True**

NEW!
Keynote Speaker:
Dr. Tim Rasinski
*Fluency and Comprehension
International Expert*

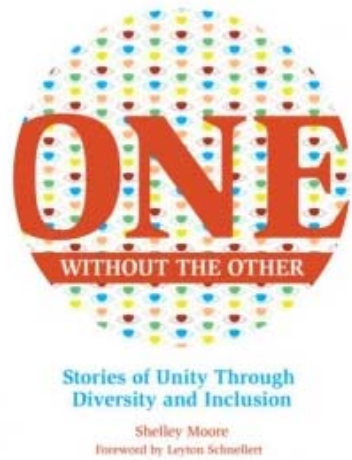
This Summit is designed for
Elementary and Middle School Teachers,
Literacy Leaders and Administrators

**Announcing
Dr. Tim Rasinski in Residence**



**Self Assessment of
Core Competencies**

What are the connections between the district and school plans?



STARRING JOE HESLIP, GREAT BEAR SEA CURRICULUM DEVELOPERS AND REBEKAH STENNER

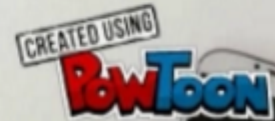
Join us on the Journey
Science/Math Superworkshop
Science First Peoples & JUMP Math

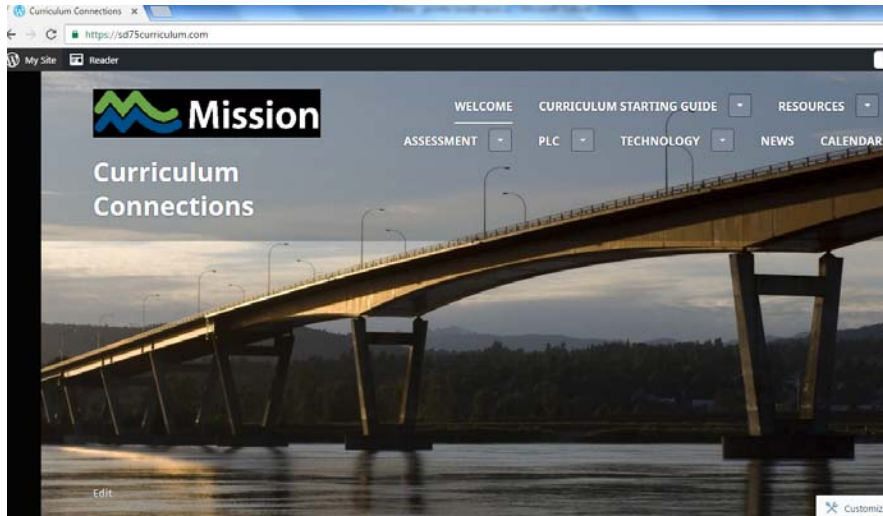
SCIENCE FIRST PEOPLES

Collaboration Days 2017



- Literacy
- Numeracy
- Assessment
- Inquiry





Welcome to Mission Public School District's 'Curriculum Connections' Learning Commons.

We would like to thank Matsqui First Nations for the use of their traditional territory and we recognize that our school district is on Sto:lo Traditional Territory. We would also like to further acknowledge that Kwantlen, Leq'a:mel and Scowlitz First Nations also hold traditional territory within the School District boundaries.

The goal of this site is to create an accessible digital resource that connects our learning community with the redesigned curriculum using innovative strategies and resources. The resources posted here support different ways of knowing and learning as we work to build student success. It is our hope that this collaboratively developed resource will support all members of the community in order to create the best possible opportunities and learning environments for our students.



NEWS

[Curriculum Day Highlights](#)




[October 24 District Curriculum Day](#)

[Welcome Back to Learning!](#)

[Resource Update](#)

Quotation Source: Canadian Library Association, Leading Learning, 2014, 4.

Mission Bridge Photo used with permission under Creative Commons Attribution Share-Alike license by B-columbia - Own work, GFDL, <https://commons.wikimedia.org/w/index.php?curid=10773313>

<p>MISSION PUBLIC SCHOOL DISTRICT</p> <p>33046 Fourth Ave. Mission, BC V2V 1S5 604-826-6286</p>	<p>TWITTER</p> <p>Tweets by @SD75Curriculum</p> <p>SD75 Curriculum Retweeted  FNEC @FNEC How to Bring First Peoples into BC Classrooms via @TheIyee theIyee.ca/voices/2016/11/9</p> <p> How to Bring First Peoples into... If done right, we can have a fu... theIyee.ca</p>	<p>DIGITAL RESOURCES</p> <p> ERAC achieving together</p> <p>Search ...</p>
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SIWAL SI'WES LIBRARY

Our Forefathers' Teachings

welcome: ey kw'ese xwe'i / meaningful contributions / positive learning experiences / culture and history / looking to the future / catalogue / sww library offerings

SEARCH

SWSW LIBRARY BOOKS



SD 75 ABORIGINAL

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Wherever possible, we are indicating recommended grade levels for the resources. This is a collaborative work-in-progress, so please visit often for updates and more information. Don't forget to follow us on Twitter @SWSW Library!

FOLLOW ME ON TWITTER

Tweets by @SWSWLibrary

Siwal Si'wes Library @SWSWLibrary
 Excellent @TheTye interview with Joe Chrona, FNEC.
theyee.ca/News/2016/11/0...

How to Bring First...
 If done right, 'we c...
 theyee.ca

[Embed](#) [View on Twitter](#)

SD 75 ABORIGINAL ENHANCEMENT AGREEMENT

2014/2019 SD 75 Aboriginal Enhancement Agreement



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School District 75 Elementary Virtual Learning Commons

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- [BOOKS](#)
- [RESEARCH](#)
- [TECH TOOLS](#)
- [CURRICULUM](#)

Learning for the 21st Century



TUMBLEBOOK OF THE DAY



EVENT, VIDEO
LUNAR NEW YEAR 2017



EVENT, VIDEO
PINK SHIRT DAY



EVENT, MEDIA
HAVE A HEART DAY 2017

ITEM 8.2 Information

TO: Committee of the Whole
FROM: District Parent Advisory Council ("DPAC")
SUBJECT: District Parent Advisory Council

As of the date of preparation of this Agenda, the monthly DPAC Report was not yet available for submission. Accordingly, the report will be provided at the meeting.