

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

**September 10, 2019, 3:30 pm  
District Education Office, 33046 4th Avenue, Mission, BC**

**Pages**

<b>1. CALL TO ORDER</b>			
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
<b>2. ADOPTION OF AGENDA</b>			
<b>3. DELEGATIONS/PRESENTATIONS</b>			
3.1 Children and Youth in Care (CYIC)			
	Jody Shaw andCarolynn Schmor		
<b>4. CURRICULUM</b>			
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9.1	Mental Health Literacy & Curriculum Training - Feedback	Information	74 - 76
<b>10.</b>	<b>ADJOURNMENT</b>		

**ITEM 4.1      Information**

TO:                Committee of the Whole  
FROM:           K. Alvarez, Assistant Superintendent  
SUBJECT:       Joyful Literacy

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Presenting information on the Joyful Literacy Program

- Novel Approach

**ITEM 4.2      Information**

TO:                Committee of the Whole  
FROM:            K. Alvarez, Assistant Superintendent  
SUBJECT:        Novel Approach Numeracy Pilot

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Information will be provided regarding a numeracy pilot for students in grades 7 or 8.

**ITEM 5.1      Action      File No.    1020**

TO:                Committee of the Whole  
FROM:            J. Lane, K-12 Teacher Librarian  
SUBJECT:        Learning Resources Policy

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**Recommendation**

**THAT the Draft Learning Resource Policy be forwarded to the September Board Meeting:**

- 1. to approve the policy in principle;**
- 2. to request comments from partner groups, parents, and the general public;**
- 3. and to direct that the policy with any comments received be returned to the November 2019 Committee of the Whole meeting for further consideration.**

**Summary:**

The Ministry of Education transferred responsibility for the review and approval of Learning Resource Materials to local Boards of Education. The proposed policy outlines the responsibility and the process for approving resources. The corresponding administrative procedures for the approval of resources and the challenge of resources are also attached for review.

**Analysis and Impact:**

The draft policy has been developed over a year and a half by K-12 Teacher Librarians and the Indigenous Mentor Teacher in the District. The policy considers the direction from the Ministry, the requirement to have a list of the approved resources, and the need for the opportunity to challenge the use of the resources. The development process also included consultation with the Aboriginal Education Department.

The policy is not a static document, but a process. Once fully implemented, staff will monitor the process to ensure it is meeting the needs of teachers and is transparent for parents, while meeting the requirements of the Ministry.

**Policy, Regulation, Legislation:**

The change to provincial legislation transferring the responsibility for approval of resources by the Local Board came into force in July 2017. While staff have followed the requirement for local approval, it is a good practice to ensure Board policy identifies the requirements for staff to consider when reviewing resources for approval.

**Public Participation:**

The policy was introduced in June 2019, with direction to return the policy to the September 2019 Committee of the Whole meeting. No formal comments were received at the time this report was prepared.

**Implementation:**

1. Preliminary Review – June Committee of the Whole
2. Referral to Partner Groups / Teachers / public: June 5 – Sept 6, 2019
3. Further review and consideration of comments - September Committee of the Whole
4. Further consultation as needed
5. Final review November Committee of the Whole
6. Approval November 2019
7. Distribution / Review – School level

**Attachments:**

- a) Draft Learning Resources Policy # 220
- b) Draft Selection of Learning Resource Materials Procedure #220-1
- c) Draft Learning Resources Evaluation Form
- d) Draft Consent form for Films
- e) Draft Challenge of Learning Resource Materials
- f) Draft Request for Reconsideration of Learning Resources Form
- g) Learning Resources Policy – Province of British Columbia
- h) Current Supplemental Learning Resources Procedures #AP212
- i) Current Challenge of Learning Resource Materials Procedure #AP204

<b>Section:</b>	<b>Students and Instruction</b>	
<b>Title:</b>	<b>Learning Resources</b>	<b>220</b>

**Purpose**

To ensure learning resources for use in Mission Public Schools supports the Board’s and the Ministry of Education’s educational goals and objectives.

**Policy**

- 1) Mission Public School District will ensure that learning resources are selected and approved for use in educational programs, prior to introducing the learning resources to MPSD students. Resources must be:
  - a) A Ministry recommended specific learning resource; or
  - b) A K-12 learning resource approved by the Educational Resources Acquisition Consortium (ERAC) or equivalent; or
  - c) A learning resource approved through a District established evaluation process that ensures the resource:
    - i) supports the learning standards or learning outcomes of the BC K-12 curriculum.
    - ii) assists students in making connections between what they learn in school and real-life applications.
    - iii) is developmentally and age appropriate.
    - iv) has effective instructional and technical design.
    - v) meets the requirements set by copyright and privacy legislation as well as traditional knowledge protocols.
    - vi) is suitable based on social considerations (see Administrative Procedure 220-1 for details)
    - vii) is inclusive, aligned with curriculum and supports Reconciliation.
- 2) MPSD approved resources are publicly available from the following sites:
  - i) ERAC K-12 Resource Collection (<https://k12.bcerac.ca/>)
  - ii) Mission Public School Libraries (<https://mpsd.follettdestiny.ca/>)
- 3) Targeted Aboriginal funding must not be used:
  - to replace other funded programs such as Special Education or English Language Learning;
  - for the delivery of the provincial curriculum (including courses such as BC First Nations Studies and English First Peoples).
- 4) Administrative procedures must outline the process for challenging the use of a learning resource. This challenge procedure must include a process to appeal a final decision to the Board for reconsideration.

### Background information

The Ministry of Education implemented a policy July 2017, that specifies that Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, is specified in an educational program guide, or are recommended by the Minister of Education.

For curricula implemented from 2016 onwards, most educational program guides will not include a list of Ministry recommended resources. Boards may continue to use learning resources specified in educational program guides published before 2016, as appropriate. For certain courses or grades, the Ministry may still recommend the use of specific learning resources.

Any concerns or challenges to the use of a learning resource should be dealt with at the district level, according to the School District's administrative procedures. (Source: [BC Ministry of Education](#))

**Date of Original Board Approval:**

**Date Amended:**

*Legal Reference:* [BC Ministry of Education Learning Resource Policy, 2017](#)

*Cross Reference:* [Administrative Procedures: 220-1 \(Selection of Learning Resource Materials\)](#)

[Administrative Procedures: 204 \(Challenge of Learning Resource Materials\)](#)

DRAFT



<b>Section:</b>	<b>Students &amp; Instruction</b>	
<b>Title:</b>	<b>Selection of Learning Resource Materials</b>	<b>220-1</b>

## Purpose

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for choosing and approving learning resources for use in schools.

## General Guidelines

1. In accordance with the *BC School Act*, educators must use resources the Ministry of Education recommended or resources that have been evaluated and approved for use through a local, board-approved process. Mission Public School District provides "Locally Approved" status to all ERAC-evaluated and selected learning resources. ([ERAC](#), 2017)
2. For ERAC approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom. ([ERAC](#), 2017)
3. Educators may consider using resources that have not been evaluated by ERAC, however, they must apply the following selection criteria and complete the Learning Resource Evaluation Form **OR** consult a recognized source prior to using or purchasing the learning resource.  
*A recognized source could be a teacher librarian, district Indigenous or Inclusion mentor teacher, subject area specialist, professional association (i.e. [FNESC](#), [BCAMT](#), [ISTE](#)), or selection aids such as [Novelist](#), [Canadian Review of Materials](#), [Association of Book Publishers of British Columbia](#), [School Library Journal](#), [American Indians in Children's Literature](#), [YALSA](#), [AASL](#) etc.*
4. Donated materials must be evaluated using the selection criteria outlined and submitted for approval prior to using the materials.
5. Internet resources must also meet the regulations in accordance with the Internet Access for Students & Staff - Safe Practices Administrative Procedure #107.

## Definitions

*Learning Resources* means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

## Procedures

1. All learning resources must be read and/or reviewed prior to teaching use.
2. If the learning resource is not ERAC approved, educators must apply the following selection criteria by completing and submitting the Learning Resource Evaluation Form to an administrator or teacher librarian, depending on the resource. Alternately they must consult a recognized source prior to using or purchasing the learning resource (see General Guidelines).
3. Where possible, educators will provide choice in reading materials to promote student interest and personalization as mandated by the BC redesigned curriculum. Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials in their classroom. (Source: [ERAC](#), 2017)
4. Emphasis will be placed on the selection of Canadian learning resources where appropriate.

5. Learning resources should be fair, objective, and free from inappropriate images, bias, propaganda, discrimination and stereo-typing, except where a teaching/learning situation requires illustrative material to develop critical thinking.
6. Where the classroom use of learning resources is judged to be controversial, students will be given alternate learning resource choices and/or families will be notified of the intended use. However, the ability to 'opt out' or challenge materials due to personal values is not sufficient; the resource must fail to fulfill other aspects of this procedure and /or Policy #220.
7. All resources must be evaluated considering the supplemental information criteria within this procedure.

## Supplemental Information

### A. Selection Criteria:

	Considerations
<b>Curriculum Fit</b>	<ul style="list-style-type: none"> <li>• Does the resource support the learning standards or learning outcomes of the curriculum?</li> <li>• Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Is the content appropriate for the emotional maturity and cognitive level of students?</li> <li>• Is the content engaging, accurate, and current for the intended curriculum and grade?</li> <li>• Does the resource assist students in making connections between what they learn in school and real-life applications?</li> <li>• How does this resource represent different perspectives (Indigenous, diverse cultures, BC-context)?</li> <li>• Do the multiple perspectives represent balanced views on the issue?</li> <li>• How will this resource add to the breadth of resources that are being used in the classroom? How does this resource add to the mix?</li> <li>• Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: <a href="#">ERAC</a>, 2017)</li> </ul>
<b>Social Considerations</b>	<ul style="list-style-type: none"> <li>• <b>Indigenous Peoples:</b> Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's biography. If the author/illustrator is non-Indigenous, check their biography using questions such as: What are the author's qualifications as a voice for/with Indigenous peoples? What is their connection to specific Indigenous communities? Has/have the Indigenous community/communities contributed to this work? If so, in what way?</li> <li>• <b>Multiculturalism:</b> Is there authentic representation of cultural diversity?</li> <li>• <b>Gender Roles:</b> Are gender identities represented in diverse roles and relationships that avoid stereotypes?</li> <li>• <b>Gender Identity and Sexual Orientation:</b> Is there representation of individuals and groups across the full range of gender identity and sexual orientation?</li> <li>• <b>Ability/Disability:</b> Is there representation of individuals and groups along the continuum of ability-disability?</li> <li>• <b>Age:</b> Is there representation of individuals at various ages that avoid stereotypes?</li> <li>• <b>Belief System:</b> Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another?</li> <li>• <b>Socio-Economic:</b> Is the full range of the social-economic realities of BC represented?</li> <li>• <b>Violence:</b> Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies?</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Ethical and Legal:</b> Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking?</li> <li>• <b>Humour:</b> Is humour used in a positive, effective manner to engage student interest?</li> <li>• <b>Safety:</b> Does the story model safe practices and common sense?</li> <li>• <b>Language:</b> Is there disrespectful or defamatory language used that detracts from audience engagement?</li> <li>• <b>Sustainability:</b> Does the story reflect an awareness of issues and promote a culture of conservation?</li> </ul> <p>**Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (<a href="#">ERAC</a>, 2017)**</p>
<p><b>Privacy and Copyright Legislation</b></p>	<ul style="list-style-type: none"> <li>• Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year in order to use these programs or applications. (Source: SD75 Consent form)</li> <li>• Educators are required to respect copyright legislation and should refer to the <a href="#">Council of Ministers of Education, Canada (CMEC)</a> for current copyright guidelines for K-12 institutions.</li> </ul>
<p><b>Instructional and/or Technical Design</b></p>	<ul style="list-style-type: none"> <li>• Does the resource promote the active engagement of the learner by visual and/or auditory stimulus?</li> <li>• Does the resource make effective use of the medium?</li> <li>• Does the resource contain overt advertising or promotional information?</li> <li>• For digital content delivery, is it responsive to a variety of devices and easily navigable?</li> <li>• Do instructional suggestions and assessment tools add value to the resource? (Source: <a href="#">ERAC</a>, 2017)</li> </ul>

**B. Use of Streaming Services, Commercial Feature Film Videos and Audio files:**

Selection and use of feature films must be in accordance with the criteria established in this procedure.

- Feature film videos, streaming services and audio files must be previewed prior to use and be used in accordance with [copyright legislation](#).
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications: (see Film Consent form for required information)

BC Rating ( <a href="#">Source: Consumer Protection BC</a> )	SD 75 Requirements
<p><b>General</b> May contain occasional violence, swearing and coarse language, and the most innocent of sexually suggestive scenes and nudity. Suitable for viewers of all ages.</p>	<p><b>No Restrictions</b></p>

<p><b>Parental Guidance</b> May contain less subtle sexually suggestive scenes and nudity and a more realistic portrayal of violence than in the General category; coarse language may occur more often than in the General category. Theme or content may not be suitable for all children though there is no age restriction. Parental discretion is advised.</p>	<p><b>Teachers should screen and edit-age sensitive material.</b> This will normally apply to elementary, middle and secondary situations. An information letter and parental consent form, particularly for younger children, is necessary.</p>
<p><b>14A</b> May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for viewers 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.</p>	<p><b>Teachers must screen and edit/delete inappropriate or age-sensitive material and receive approval from the Principal and individual parents.</b> Parental consent forms should include the rationale (connection to learning standards) for the use of a movie, the nature of the movie and a commentary on edited/deleted material (if any).</p>
<p><b>18A</b> Will contain horror, explicit violence, frequent coarse language or scenes that are more sexually suggestive than in the 14A category, or any combination of them. Suitable for viewers 18 years of age or older. Viewers under 18 years of age must be accompanied by an adult.</p> <p><b>RESTRICTED</b> These are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <i>Motion Picture Act</i>, or any combination of them. <i>The director assigns this category to motion pictures if the director considers that the theme, subject matter or plot of the adult motion picture is artistic, historical, political, educational or scientific. Restricted to viewers 18 years of age and over. Persons under 18 years of age are not permitted to attend under any circumstances.</i></p> <p><b>FOREIGN MOVIES</b> – no BC classification</p>	<p><b><u>EXPRESSLY CONTROLLED</u></b></p> <p>In exceptional circumstances where a movie classified as 18A, Restricted, or Foreign is deemed to be the most suitable material for a course for educational purposes, segments or portions of the film will be shown when appropriate. The following requirements must be followed if segments of the film are to be used:</p> <ol style="list-style-type: none"> <li>1. The movie may only be used for Gr. 10-12 senior courses. Pre-film classroom conversation and preparation is required.</li> <li>2. Only senior students with parental/guardian consent forms may attend the showing of such a movie.</li> </ol>

**Date of Original Superintendent Approval:**  
**Date Amended:**

*Cross Reference: (MPSD Learning Resource Evaluation form, Generic Film Consent Form, other policies, procedures, legislation etc)*

MPSD Learning Resource Evaluation Form (Draft: 2018/2019)

Teacher Name:

Grade Level:

Title of Resource:

Subject Area:

Author:

Number of Copies required:

Cost:

Selection Criteria	Considerations	Notes
<b>Curriculum Fit</b>	<ul style="list-style-type: none"> <li>Does the resource support the learning standards or learning outcomes of the curriculum?</li> <li>Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught?</li> </ul>	Specify:  <input type="checkbox"/> <input type="checkbox"/>
<b>Content</b>	<ul style="list-style-type: none"> <li>Is the content appropriate for the emotional maturity and cognitive level of students?</li> <li>Is the content engaging, accurate, and current for the intended curriculum and grade?</li> <li>Does the resource assist students in making connections between what they learn in school and real-life applications?</li> <li>How does this resource represent different perspectives (Indigenous, diverse cultures, BC-context)?</li> <li>Do the multiple perspectives represent balanced views on the issue?</li> <li>How will this resource add to the breadth of resources that are being used in the classroom? How does this resource add to the mix?</li> <li>Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: <a href="#">ERAC</a>, 2017)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Social Considerations</b>	<ul style="list-style-type: none"> <li><b>Indigenous Peoples:</b> Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's biography. If the author/illustrator is non-Indigenous, check their biography using questions such as: What are the author's qualifications as a voice for/with Indigenous peoples? What is their connection to specific Indigenous communities? Has/have the Indigenous community/communities contributed to this work? If so, in what way?</li> <li><b>Multiculturalism:</b> Is there authentic representation of cultural diversity?</li> </ul>	<b>Check all that apply:</b> <input type="checkbox"/>          <input type="checkbox"/>

	<ul style="list-style-type: none"> <li>• <b>Gender Roles:</b> Are gender identities represented in diverse roles and relationships that avoid stereotypes?</li> <li>• <b>Gender Identity and Sexual Orientation:</b> Is there representation of individuals and groups across the full range of gender identity and sexual orientation?</li> <li>• <b>Ability/Disability:</b> Is there representation of individuals and groups along the continuum of ability-disability?</li> <li>• <b>Age:</b> Is there representation of individuals at various ages that avoid stereotypes?</li> <li>• <b>Belief System:</b> Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another?</li> <li>• <b>Socio-Economic:</b> Is the full range of the social-economic realities of BC represented?</li> <li>• <b>Violence:</b> Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies?</li> <li>• <b>Ethical and Legal:</b> Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking?</li> <li>• <b>Humour:</b> Is humour used in a positive, effective manner to engage student interest?</li> <li>• <b>Safety:</b> Does the story model safe practices and common sense?</li> <li>• <b>Language:</b> Is there disrespectful or defamatory language used that detracts from audience engagement?</li> <li>• <b>Sustainability:</b> Does the story reflect an awareness of issues and promote a culture of conservation?</li> </ul> <p>**Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (ERAC, 2017)**</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Copyright and Privacy Legislation</b></p>	<ul style="list-style-type: none"> <li>• Educators are required to respect copyright legislation and should refer to the <a href="#">Council of Ministers of Education, Canada (CMEC)</a> for current copyright guidelines for K-12 institutions.</li> <li>• Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current</li> </ul>	<p>Indicate copyright date:</p> <input type="checkbox"/> <input type="checkbox"/>

MPSD Learning Resource Evaluation Form (Draft: 2018/2019)

	<p>school year to use these programs or applications. (Source: SD75 Consent form)</p>	
<p><b>Instructional and/or Technical Design</b></p>	<ul style="list-style-type: none"> <li>• Does the resource promote the active engagement of the learner by visual and/or auditory stimulus?</li> <li>• Does the resource make effective use of the medium?</li> <li>• Does the resource contain overt advertising or promotional information?</li> <li>• For digital content delivery, is it responsive to a variety of devices and easily navigable?</li> <li>• Do instructional suggestions and assessment tools add value to the resource? (Source: <a href="#">ERAC</a>, 2017)</li> </ul>	<p>Specify:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

DRAFT

MPSD Consent Form for Films

**Part A: To be completed by the educator (You may use a different format, but the following five pieces of information must be included.)**

Film Title:	
Rating:	
Rational for using the film: (Connection to learning standards)	
Nature of the Film: (describe the type of film and main ideas)	
Commentary on sensitive material:	

**Part B: To be completed by parents/guardians if permission is denied**

Please fill out the bottom of this form **ONLY if you do not grant permission** for your child to view the film. Alternate arrangements will be made at school for students who do not have permission to watch this film.

-----

I, \_\_\_\_\_ **DO NOT** give permission for my child \_\_\_\_\_  
 Parent/Guardian Name (print) Student's Name (print)

to view \_\_\_\_\_ at school. \_\_\_\_\_  
 Movie Title Parent/Guardian Signature



<b>Section:</b>	<b>Students &amp; Instruction</b>	
<b>Title:</b>	<b>Challenge of Learning Resource Materials</b>	<b>220-2</b>

**Purpose**

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for challenging the prescribed and supplementary learning resources.

**General Guidelines - Challenge Criteria**

1. Any member of the district’s educational community may challenge the appropriateness of resources used in the district’s educational programs.
2. No individual has the right to determine reading, viewing, or listening material for students other than for their own children. Notwithstanding this, personal values alone is not a sufficient reason to challenge a learning resource.
3. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

**Definitions:**

*Learning Resources* means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

**Procedures for Challenges of Learning Resources**

Boards of Education are responsible for selection and withdrawal of learning resources. The Mission Public School District will consider challenges or formal appeals regarding learning resources in accordance with the following procedure:

**A. First Appeal - School Level**

1. The questioner sets up an appointment to meet with the staff member and a school administrator to discuss the learning resource at a mutually agreeable time. The staff member may decide to invite an additional educator to the meeting.
2. The staff member(s) explains the learning resource selection procedure to the questioner including the district selection criterion that are applied to all learning resources.
3. The staff and questioner will attempt to resolve the challenge.
4. If the challenge is not resolved at the school level the questioner may file a district level challenge by completing the **Request for Reconsideration of Learning Resources Form** and follow the district level procedures (below).

## B. Second Appeal - District Level

1. All district level challenges to learning resources must be submitted to the school principal (or designate) who will then forward the **Request for Reconsideration of Learning Resources Form** to the Superintendent.
2. The Superintendent of Schools may render a decision on the challenge or establish a 'reconsideration' committee to consider and make recommendations on the challenge.
3. Reconsideration Committee Procedures (at the discretion of the Superintendent):  
When appropriate, members of the committee should include:
  - a) Superintendent (or designate);
  - b) the school principal;
  - c) one member of the school staff;
  - d) one teacher-librarian;
  - e) one district level educator.
4. The reconsideration committee may choose to consult additional district educators and/or community persons with related professional knowledge.
5. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.
6. The reconsideration committee shall:
  - a) review the challenged resource in its entirety;
  - b) consider the written submission of the questioner;
  - c) determine professional acceptance by reading critical reviews of the resource;
  - d) weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context;
  - e) prepare a written report that includes:
    - i) the procedures followed;
    - ii) the minutes of the meeting;
    - iii) the rationale for the decision made by the reconsideration committee;
  - f) send a copy of the report to the  
-questioner  
-all appropriate principals.

## C. Third and Final Appeal - Board of Education level

1. If the Superintendent or Reconsideration Committee's recommendations are unacceptable to either the principal or the questioner, the challenge and all documentation will be submitted to the Board of Education for reconsideration.
2. The decision of the Board is final.
3. Affected parties will be advised as appropriate.

**Date Adopted: November 2001 (AP 204)**

**Date Amended: 2019**

*Cross Reference: [Selection of Learning Resource Materials Procedure #220-1, MPSD Request for Reconsideration of Learning Resources Form](#)*

**Mission Public School District (75): Request for Reconsideration of Learning Resources Form**

Name of School: \_\_\_\_\_

Phone #: \_\_\_\_\_

School Contact Name: \_\_\_\_\_

---

Name of Person Initiating Challenge: \_\_\_\_\_

Role of Person Initiating Challenge: District Employee  Parent/Guardian  Other (please specify)

Telephone numbers: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

Address: \_\_\_\_\_

---

Title of Resource: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher/Year: \_\_\_\_\_

Type of Resource (book, film, please specify): \_\_\_\_\_

Please complete each of the sections below:

1. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed this resource with: (circle yes or no)
  - the teacher-librarian?      Yes      No
  - the classroom teacher?      Yes      No
  - the school principal?      Yes      No

2. Have you read reviews of this resource?      Yes      No

3. Having reviewed the entire resource, my objections are:

\_\_\_\_\_  
\_\_\_\_\_

a) Page/section(s) \_\_\_\_\_ Specific Objection \_\_\_\_\_

\_\_\_\_\_

b) Page/section(s) \_\_\_\_\_ Specific Objection \_\_\_\_\_

\_\_\_\_\_

**Mission Public School District (75): Request for Reconsideration of Learning Resources Form**

c) Page/section(s) \_\_\_\_\_ Specific Objection \_\_\_\_\_

\_\_\_\_\_

4. From your point of view, what do you think is the purpose of the resource?

\_\_\_\_\_  
\_\_\_\_\_

5. How do you feel this resource will affect your child?

\_\_\_\_\_  
\_\_\_\_\_

6. Please indicate what action you would like the school to take regarding this learning resource:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note to questioner:** Complete form and forward one copy to Superintendent, one copy to Principal of school concerned. Please keep a copy for your records.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

**Additional information may be attached.**



## Learning Resources

### Date came into force or revised

July 1, 2017

### Status

New

### Policy Statement

Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, specified in an educational program guide, or are recommended by the Minister of Education from time to time. Boards must have policies and procedures for approving the learning resources chosen for use in schools.

### Rationale or purpose of the policy

This policy explains changes in how learning resources are chosen and approved in British Columbia school districts. It clarifies the roles and responsibilities of the Ministry of Education and boards with respect to the evaluation and selection of learning resources.

### Authority

Under the authority of the [School Act \(PDF\)](#).

Section 168 (2): The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders...

(e) ... governing educational resource materials in support of educational programs

See Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.

### Policy in full

Boards of education have responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources. For curricula implemented from 2016 onwards, most educational program guides will not include a list of Ministry recommended resources. Boards may continue to use learning resources specified in educational program guides published before 2016, as appropriate. For certain courses or grades, the Ministry may still recommend the use of specific learning resources from time to time.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources. This responsibility now rests with boards. Board policies and procedures should include a process for ensuring the list of recommended learning resources is up to date and aligned with changes in curriculum. This would include adding and removing resources from the list.

Any concerns or challenges to the use of a learning resource should be dealt with at the district level. Boards/authorities should also develop policy and procedures to challenge the use of a learning resource.

Boards may choose to use the services of the [Educational Resource Acquisition Consortium \(ERAC\)](#) to assist them in choosing or approving learning resources. ERAC maintains a collection of evaluated K-12 resources for the B.C. school system.

## Procedures related to policy

Local policies and evaluation procedures for selecting learning resources should involve practicing educators.

The evaluation procedures should establish criteria to ensure that learning resources chosen for use in schools

- support the learning standards or learning outcomes of the curriculum
- assist students in making connections between what they learn in school and real life applications
- are developmentally and age appropriate
- have effective instructional and technical design
- meet the requirements set by [copyright](#) and privacy legislation
- are suitable based on social considerations.

Evaluating resources from the perspective of social considerations can be one of the most challenging aspects of the evaluation process. It must take into account many considerations within a context of community, societal values and standards, to determine the suitability of the resource for instructional use in B.C. schools. Factors to consider may include approaches to multiculturalism, First Nations learning, gender and gender identity, among others.

Educators are best suited for determining the resources that are most appropriate for use in their classrooms. Boards should ensure that their educators are informed of board policy and criteria for the selection of learning resources.

For more information on evaluating learning resources, districts and independent schools may wish to consult with [Educational Resource Acquisition Consortium \(ERAC\)](#).

## Related

- [Educational Resource Acquisition Consortium learning resources](#)
- [K-12 Resource Collection](#)
- [Learning Resource Selection for K12 Educators Course](#)

## Contact Information

If you have any questions relating to the Learning Resources Policy, please contact the Ministry at:

### Email:

[curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca)

## Selection of Supplementary Learning Resource Materials

The Board of Education will establish procedures to ensure learning resources will be those that best assist in teaching the provincially prescribed and locally approved curricula and programs.

### Selection criteria – to be applied to both curricular and extra-curricular activities

- Supplementary Learning Resources should support or enhance curricula and be relevant to the learning outcomes and content of the course.
- Whenever possible, priority will be given to resources developed and produced in Canada.
- Resources must be appropriate in content and presentation to the subject area and to the emotional development, ability level, learning style, social development, and chronological age of the students.
- Resources should be selected to stimulate growth in knowledge, literary appreciation, aesthetic values and societal standards.
- Resources must have a physical format and appearance that is suitable for their intended use.
- Resources should foster respect for and an understanding of the contributions made to our civilization by minority and ethnic groups.
- Resources should avoid reflecting negative stereotypes.
- Resources should provide a stimulus for creativity.
- Resources should represent different points of view with the goal of providing a balanced collection or argument.
- Professional education personnel will evaluate resources and curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
- Prior to purchasing and whenever possible, the learning resource should be examined or reviewed and approved by a recognized source (a recognized source could be a person like a subject area specialist, teacher or teacher-librarian, or selection aids such as the School Library Journal, Booklist, HornBook, Science Materials, etc).
- In selecting supplementary learning resources, the professional education personnel will consider recommendations from students, parents, teachers and administrators.
- Gift materials will be judged by the criteria outlined and will be accepted or rejected in accordance with those criteria.
- Supplementary resources should not supplant or replace any provincially prescribed content of a course
- Internet resources must meet the regulations in accordance with the [Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#).
- Selection and/or use of supplementary learning resources must be in accordance with copyright laws (see Copyright Act and Cancopy License Policy).

### Procedures for Using Supplementary Learning Resources

- All supplementary materials/resources must be read and/or reviewed prior to teaching use.
- Learning resources should be fair, objective, and free from inappropriate language and images, bias, propaganda, discrimination and sex-role stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking.
- Where the classroom use of supplementary resource is judged to be potentially controversial the teacher should notify the parents of the intended use.



## Use of Commercial Feature Film Videos and Audio CD's

- Selection and use of feature films must be in accordance with the criteria established in this procedure.
- Feature film videos and audio CDs must be previewed prior to use.
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications:
  - GENERAL (G): Suitable for all ages.
  - PARENTAL GUIDANCE (PG): Some Material May Not Be Suitable for Children.
  - PARENTS STRONGLY CAUTIONED (PG13): Some Material May Be Inappropriate For Children Under 13.
  - 14A: Suitable for persons 14 years of age or older. (Similar to the high end of the PG-13 rating and the lower end of the R rating in the U.S.)
- Prior to the showing of feature film videos, movies, DVDs, and music categorized as PG, 14A and PG13, the following procedures must be followed:
  - For titles rated as PG, teachers must screen and edit age-sensitive material and receive approval from the Principal.
  - For titles rated 14A and PG13 teachers must screen and edit/delete inappropriate, controversial, and/or age sensitive material and receive approval from the Principal. For students aged 13 and under, approval is required from individual parents.
  - Parental consent forms should include the nature of the material and a commentary on the edited and/or deleted materials (if any).

**Date Adopted: November 2001**

**Date Revised: March 2014**

### Definitions:

- *Learning Resources include textbooks, other books, computer software, Internet information, video recordings, supplementary reading and informational materials, optical formats (including CD ROM, CD Interactive laser disks), audio tapes, information services such as computer software, charts, community resource people, agencies and organizations, dioramas, film strips, flash cards, games, gloves, kits, machine readable data files, maps, micro films, models, motion pictures, periodicals, pictures, slides, records, cassettes, transparencies, music CDs or cassettes, and resource based information retrieved by any communication systems.*
- *Provincially Prescribed means the legal status granted to a learning resource that has been evaluated and approved by the Ministry for use in all BC schools.*
- *Supplementary means educational resource materials that are considered appropriate for individual students or groups of students (3.1(e) Educational Program Guide Order) (for example, Library books, classroom teaching aides, etc).*

**Cross Reference:** [Copyright Act and Cancopy License Administrative Procedure #304](#)  
[Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#)  
[Internet & E-mail Access for All Users Administrative Procedure #210](#)

**Resources:** *Educational Program Guide Order; Policy Circular Withdrawal of Learning Resources*

## Challenge of Learning Resource Materials

The Board of Education will establish procedures to enable the challenge of prescribed and supplementary learning resources.

### Challenge Criteria

- Any member of the district's educational community may challenge the appropriateness of resources used in the district's educational programs.
- No individual has the right to determine reading, viewing, or listening material for students other than his or her own children.
- Access to challenged material shall not be restricted during the reconsideration process.
- The major criterion for the final decision is the appropriateness of the material for its intended educational use.

### Procedures for Challenges of Learning Resources

- The Ministry of Education is responsible for delisting and withdrawal of provincially prescribed learning resources. Challenges or formal complaints of provincially prescribed learning resources will be considered by the Ministry's Educational Resources Advisory Committee.
- Supplemental Learning Resources – Informal Resolution

#### Informal Challenge Procedures

- a) The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
- b) The principal (or designate) shall explain to the questioner the school's selection procedure and criteria and the qualifications of those persons selecting the resources.
- c) The principal (or designate) shall explain the particular place the questioned resource occupies in the educational program, its intended education usefulness, and additional information regarding its use.
- d) If the challenge is not resolved at the school level and the complainant wishes to file a formal challenge, a copy of this policy and a [Request for Reconsideration of Learning Resources](#) form.

#### Formal Resolution

- All formal challenges to learning resources must be submitted to the school principal (or designate) on the [Request for Reconsideration of Learning Resources](#) form.
- The Superintendent of Schools shall be informed of the formal complaint.
- The Superintendent of Schools may render a decision on the challenge or establish a 'reconsideration' committee to consider and make recommendations on the challenge.

#### Reconsideration Committee Procedures

- When appropriate, members of the committee should include:
  - a) Superintendent (or designate);
  - b) the school principal;
  - c) one member of the school staff;

- d) one teacher-librarian;
- e) one member of the school's parent advisory council;
- f) one student.
- The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
- The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.
- The reconsideration committee shall:
  - a) examine the challenged resource;
  - b) determine professional acceptance by reading critical reviews of the resource;
  - c) weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context;
  - d) discuss the challenged item with the individual complainant when appropriate;
  - e) prepare a written report;
  - f) discuss the written report with the complainant if requested;
  - g) send a copy of the report to the
    - Principal
    - Superintendent of Schools.
- If the Committee's recommendations are unacceptable to either the principal or the complainant, the challenge will be advanced to the Board of School Trustees for decision.
- The Board's decision shall be final.

**Date Adopted: November 2001**

*Definition:*

- *Prescribed means the legal status granted to a learning resource that has been evaluated and approved by the Ministry of Education for use in all schools.*
- *Supplementary means educational resource materials that are considered appropriate for individual students or groups of students.*

*Cross Reference: [Selection of Supplementary Learning Resource Materials Administrative Procedure #212](#)*

**ITEM 5.2      Action**

**File No. 0010**

TO:                Committee of the Whole  
FROM:            Board of Education  
SUBJECT:        Strategic Plan – Final Draft

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**Recommendation**

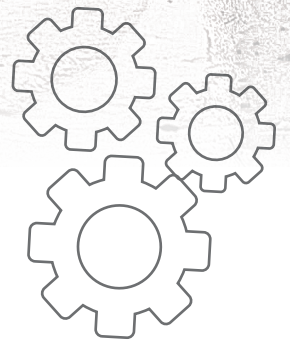
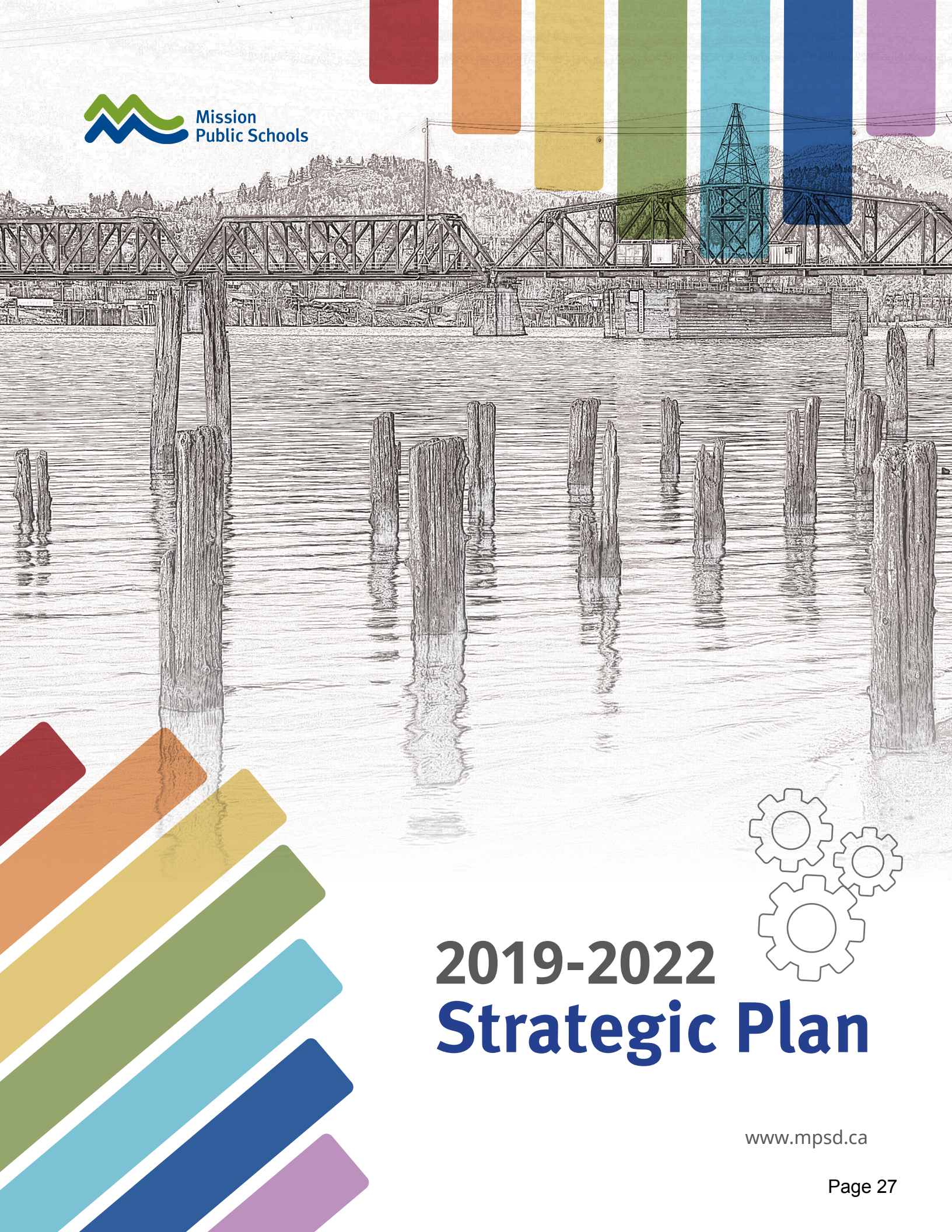
**That the Final Draft of the Strategic Plan for 2019-2022 be reviewed and forwarded to the September 2019 Board Meeting for consideration.**

**Summary:**

The Board received feedback that is attached for review and consideration. The plan has been formatted as per previous recommendations, and is presented in a format suitable for publication.

**Attachments:**

- a. Strategic Plan 2019 – 2022 Final Draft



# 2019-2022 Strategic Plan

[www.mpsd.ca](http://www.mpsd.ca)

# Acknowledgement

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

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

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

Leq'á:mel First Nation



Matheqwí First Nation



Qwó:ltl'el First Nation



Sq'éwlets



# Board of Education



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

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

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

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

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

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

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

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

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

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

# Our Vision

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

# Our Mission

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

# Our Values

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

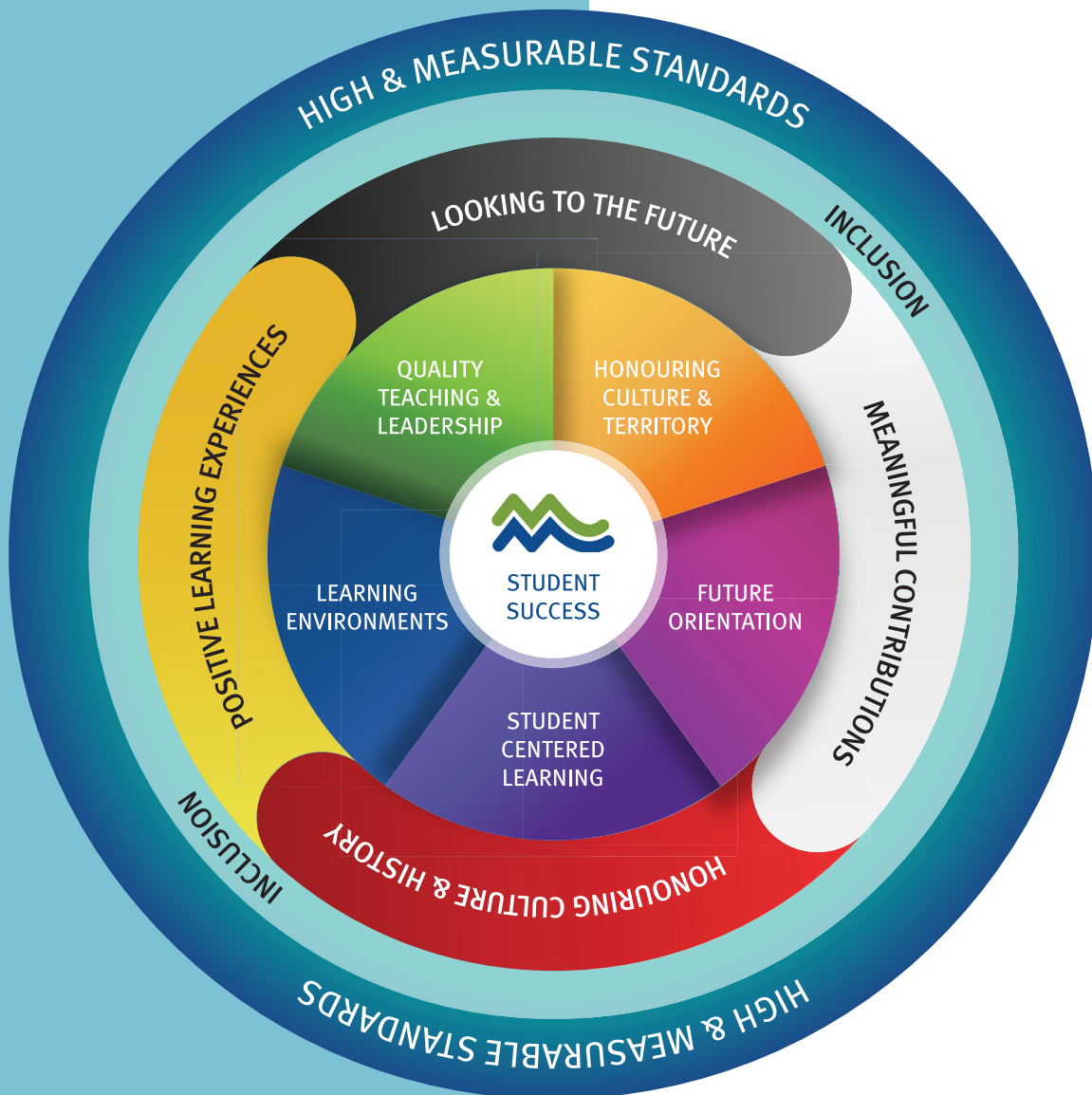




# Strategic Priorities

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

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



# Honouring Culture & Territory

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

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

## GOALS

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

## STRATEGIES

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

## MEASURES

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

# Future Orientation

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

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

## GOALS

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

## STRATEGIES

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

## MEASURES

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

# Student Centred Learning

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



## GOALS

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



## STRATEGIES

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



## MEASURES

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

# Effective Learning Environments

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

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

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

## GOALS

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

## STRATEGIES

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

## MEASURES

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

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

# Quality Teaching and Leadership

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



## GOALS

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



## STRATEGIES

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



## MEASURES

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



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Mission BC, V2V 1S5  
Phone: 604-826-6286  
Fax: 604-826-4517  
info.sd75@mpsd.ca

# Committee of the Whole Meeting

## Tuesday, September 10, 2019



### ITEM 5.3 Information

TO: Committee of the Whole  
 FROM: A. Wilson, Superintendent of Schools  
 SUBJECT: Stave Falls Elementary School Update

#### Opening ceremony summary:

The event was well attended, and a very powerful and positive message was sent about the role of the Kwantlen in and for the school. Definitely a beginning 'in a good way.'

Some other comments are warranted on the re-opening of SFES. First, the hard work put in by Facilities to get it not just up and running but 'better than new', which can be a challenge in an already existing site. Second, Little Willows Childcare is also part of that – their pod is just as beautiful as the rest of the building. Third, the Mission Archives did an excellent job with their display of the past history of previous Stave Falls schools. Finally, it would be remiss to fail to mention the children, who were so respectful of all the speeches and ceremony connected to the opening. It was an excellent start to the year!

Class Configuration (choose from pick list)	K	1	2	3	4	5	6	Total	SPACE	ADJUSTED CLASS SIZE	MAX Class Size
K	13							13	7	20	20
1/2/3		5	4	8				17	4	21	22
4/5/6					9	5	3	17	5	22	23

#### 2019-20 YTD Operating Expenses - Stave Falls Aug 31, 2019

	2019-20 YTD Aug 31, 2019
Salaries	24,231.84
Benefits	4,180.78
Services	1,989.74
Supplies	10,061.23
Utilities	119.60
<b>Total</b>	<b>40,583.19</b>



**ITEM 5.4      Action**

**File No.    11210**

TO:                Committee of the Whole  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Revised Five Year Capital Plan 2020-2021

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**Recommendation**

**THAT the 2020-2021 Five Year Capital Plan dated September 2019 be reviewed and forwarded to the September 17, 2019 Board meeting for consideration.**

**Summary:**

The Ministry of Education directed School Districts to develop a five-year capital plan. The Ministry requested that the plan submitted in June be updated to include the costing estimates.

**Background:**

In July staff worked with the Ministry of Education staff to update the Five-Year capital plan submitted in June for 2020-2021. The recent review of the seismic concerns at MSS has sparked the Ministry to gather additional information on options for the building. In order to consider the options, funding calculations needed to be submitted. The revised report includes these funding options.

In addition, due to the draft seismic reports, Staff were asked to prepare PDR sheets to submit for the upgrades at MSS. This document will cost approximately \$100,000 to prepare. If the report is completed by March, we would be able to be reimbursed the cost of the report from the project approval. Staff are currently working with the Ministry's staff and other consultants to begin preparing the report.

**Attachment:**

- a.        Mission Public School District No. 75 - 2020/2021 to 2024/2025 Five Year Capital Plan Summary
- b.        Capital Plan 2020/2021 Request Summary (extract from formal submission to the Ministry)
- c.        Original summary from June 2019 Report

**Attachment "A"**  
**Mission Public School District #75**  
**Five Year Capital Plan 2020/2021 - 2024/2025 Summary Report**  
**September-19**

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Total
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**ADDITIONS**

1	McMahon Addition - Eight Rooms		\$1,000,000	\$5,810,000	\$4,000,000		\$10,810,000
2	Mission Secondary Addition - Eight Rooms		\$1,000,000	\$4,325,000	\$3,000,000		\$8,325,000

**SITE ACQUISITIONS**

1	Mission Secondary for Expansion	\$10,000,000					\$10,000,000
2	Hatzic Elementary Replacement - Current Site is small	\$5,000,000					\$5,000,000

**SEISMIC**

1	Mission Secondary - studies in progress	\$1,000,000	\$5,000,000	\$20,000,000	\$25,000,000	\$31,000,000	\$82,000,000
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**SCHOOL REPLACEMENT**

1	Mission Secondary	2,000,000	25,000,000	40,000,000	23,000,000		\$90,000,000
2	Hatzic Elementary			1,000,000	11,800,000	15,000,000	\$27,800,000

**BUILDING ENVELOPE PROGRAM**

1	Dewdney <i>(Information provided by Ministry)</i>			600,000			\$600,000
2	Albert McMahon <i>(Information provided by Ministry)</i>				1,900,000		\$1,900,000

**SCHOOL ENHANCEMENT PROGRAM**

1	Stave Falls Mechanical Upgrades - Boiler, DHW, Water Well - Tender Ready	\$350,000					\$350,000
2	West Heights Mechanical Upgrades - Furnace Replacement - Design	\$260,000					\$260,000
3	Hatzic Middle Building Enclosure Upgrades - SBS Roof - Tender Ready	\$440,000					\$440,000
4	Mission Sec Replace 70T condensing unit B wing - Design	\$320,000					\$320,000
5	Mission Central Building Enclosure Upgrades - replace area	\$105,000					\$105,000
6	Mission Central Mechanical Upgrades - replace 2 AHUs	\$330,000					\$330,000

**CARBON NEUTRAL CAPITAL PROGRAM**

1	Heritage Park LED Lighting	\$50,000					\$50,000
2	Mission Central LED Lighting	\$27,000					\$27,000
3	Windebank LED Lighting	\$27,000					\$27,000
4	Deroche LED Lighting	\$25,000					\$25,000

**BUS ACQUISITION PROGRAM**

1	Bus Replacements Units: 4750, 5751	year 1					\$0
2	Bus Replacements Units: 2753, 6751		Year 2				\$0
3	Bus Replacements Units: 7751, 7752			Year 3			\$0
4	Bus Replacements Units: 6750				Year 4		\$0
5	Bus Replacements Units 8751, 9750					Year 5	\$0

**PLAYGROUND EQUIPMENT PROGRAM**

1	Stave Falls Reopened School - playground needed	tbd					\$0
2	Edwin S. Richards Replace East Playground	tbd					\$0
3	Silverdale Replace old blue IMP Structure	tbd					\$0
		<b>\$19,934,000</b>	<b>\$31,000,000</b>	<b>\$68,410,000</b>	<b>\$70,025,000</b>	<b>\$49,000,000</b>	<b>\$238,369,000</b>

## Ministry of Education Capital Plan 2020/21 Request Summary

School District Number	75
School District Name	Mission
Long Range Facility Plan Last Updated:	Friday, February 1, 2019

**SD #** 75

Program	Total or Estimated Project Cost
Addition	\$19,135,000
Site Acquisition	\$8,000,000
Seismic	\$0
Replacement	\$117,800,000
BEP	\$2,500,000
SEP	\$1,805,000
CNCP	\$129,000
<b>Grand Total</b>	<b>\$149,369,000</b>

*\*PEP and BUS not included*

Program Name	Project Priority	Facility or Project Name	Project Description	Total/Estimated Project Cost	SD #	SD Name
Addition	1	Mission Secondary	eight room addition	\$10,810,000	75	Mission
Addition	2	Albert McMahan	eight room addition	\$8,325,000	75	Mission
Site Acquisition	1	Mission Secondary	Land Acquisition for replacement	\$3,000,000	75	Mission
Site Acquisition	2	Hatzic Elementary	Land Acquisition for replacement	\$5,000,000	75	Mission
Seismic	1	Mission Secondary	Seismic Replacement	\$0	75	Mission
Replacement	1	Mission Secondary	Replace existing School with a 1500 capacity Secondary School	\$90,000,000	75	Mission
Replacement	2	Hatzic Elementary	Replace existing School with a 400 capacity Elementary School	\$27,800,000	75	Mission
BEP	1	Dewdney Elementary	Building envelope upgrade	\$600,000	75	Mission
BEP	2	Albert McMahan Elementary	Building envelope upgrade	\$1,900,000	75	Mission
SEP	1	Stave Falls Elementary	Boiler,DHW and well water system replacement	\$350,000	75	Mission
SEP	2	West Heights Elementary	Removing two NA gas fired downflow furnaces and replacing with three hydronic Unit Ventilators	\$260,000	75	Mission
SEP	3	Hatzic Middle School	SBS Roof Replacement H (2B)	\$440,000	75	Mission
SEP	4	Mission Secondary School	AHU#7 Condensing Unit Replacement	\$320,000	75	Mission
SEP	5	Mission Central Elementary	SBS Roof Replacement Area A (1)	\$105,000	75	Mission
SEP	6	Mission Central Elementary	AHU#1and2 Condensing Unit Replacement	\$330,000	75	Mission
CNCP	1	Heritage Park Middle School	LED lighting upgrade	\$50,000	75	Mission
CNCP	2	Mission Central Elementary	LED lighting upgrade	\$27,000	75	Mission
CNCP	3	Windebank Elementary	LED lighting upgrade	\$27,000	75	Mission
CNCP	4	Deroche Elementary	LED lighting upgrade	\$25,000	75	Mission
PEP	1	Stave Falls Elementary	Universally Accessible Playground Equipment		75	Mission
PEP	2	Edwin S. Richards Elementary	Universally Accessible Playground Equipment		75	Mission
PEP	3	Silverdale Elementary	Universally Accessible Playground Equipment		75	Mission
<b>Total</b>				<b>\$149,369,000</b>		

**Attachment "A"**  
**Mission Public School District #75**  
**Five Year Capital Plan 2020/2021 - 2024/2025 Summary Report**  
**June-19**

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
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**ADDITIONS**

1 McMahon	Addition - Eight Rooms			tbd		
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**SITE ACQUISITIONS**

1 Hatzic Elementary	Replacement - Current Site is small			tbd		
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**SEISMIC**

1 Mission Secondary - shop wing only. Risk = High 3		tbd				
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**SCHOOL REPLACEMENT**

1 Mission Secondary				tbd		
2 Hatzic Elementary					tbd	

**BUILDING ENVELOPE PROGRAM**

1 Dewdney	<i>(Information provided by Ministry)</i>			600,000		
2 Albert McMahon	<i>(Information provided by Ministry)</i>				1,900,000	

**SCHOOL ENHANCEMENT PROGRAM**

1 Stave Falls	Mechanical Upgrades - Boiler, DHW, Water Well - Tender Ready	\$300,000				
2 West Heights	Mechanical Upgrades - Furnace Replacement - Design	\$260,000				
3 Hatzic Middle	Building Enclosure Upgrades - SBS Roof - Tender Ready	\$440,000				
4 Mission Sec	Replace 70T condensing unit B wing - Design	\$320,000				
5 Mission Central	Building Enclosure Upgrades - replace area	\$105,000				
6 Mission Central	Mechanical Upgrades - replace 2 AHUs	\$120,000				

**CARBON NEUTRAL CAPITAL PROGRAM**

1 Heritage Park	LED Lighting	\$50,000				
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**BUS ACQUISITION PROGRAM**

1 Bus Replacements	Units: 4750, 5751	year 1				
2 Bus Replacements	Units: 2753, 6751		Year 2			
3 Bus Replacements	Units: 7751, 7752			Year 3		
4 Bus Replacements	Units: 6750				Year 4	
5 Bus Replacements	Units 8751, 9750					Year 5

**PLAYGROUND EQUIPMENT PROGRAM**

1 Stave Falls	Reopened School - playground needed	\$90,000				
2 Edwin S. Richards	Replace East Playground	\$90,000				
3 Silverdale	Replace old blue IMP Structure	\$90,000				

**ITEM 6.1      Information**

TO:                Committee of the Whole  
FROM:            A. Wilson, Superintendent  
SUBJECT:        School Opening

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**Summary:**

School opening for 2019/20 has been largely smooth. Some notable phenomenon include: more or less completion of the 'rebalancing' of French Immersion between MCES and CMES; modest overall enrollment growth; continued stability at Riverside College; first year of Summit K-9 and 10-12; and increasing demand for bussing has kept pressure on that system. The most obvious new item is the re-opening of Stave Falls, with approximately 45 students and 3 teachers in place. It is notable that most of these students are a 'gain' as they are either entering Kindergarten or arriving to us from outside of the MPSD system, and relatively few were formerly Silverdale students.

MPSD has hired about a dozen more EAs this year, and over 20 more teachers.

**Attachments:**

1. MPSD Enrolment Information

Item 6.1 – Attachment 1

5-Sep-19			
ENROLMENT	PROJECTED 2019-20 FTE enrolment	FTE Enrolment Sept 30, 2018	FTE Change from 2018
Elementary			
ALBERT McMAHON.	411	408	<b>3</b>
- International Students	-	0	<b>0</b>
CHERRY HILL	269	245	<b>24</b>
- International Students	4	5	<b>-1</b>
C. MORRISON	162	171	<b>-27</b>
- French Immersion	227	245	
- International Students	1	0	<b>1</b>
DEROCHE	85	81	<b>4</b>
DEWDNEY	135	147	<b>-12</b>
EDWIN S. RICHARDS	364	363	<b>1</b>
- International Students	2	1	<b>1</b>
HATZIC	301	296	<b>5</b>
- International Students	-	0	<b>0</b>
HILLSIDE	407	414	<b>-7</b>
- International Students	10	11	<b>-1</b>
MISSION CENTRAL	157	153	<b>40</b>
- French Immersion	142	106	
- International Students	6	0	<b>6</b>
SILVERDALE	91	95	<b>-4</b>
- International Students	-	1	<b>-1</b>
STAVE	47	0	<b>47</b>
WEST HEIGHTS	232	230	<b>2</b>
- International Students	3	6	<b>-3</b>
WINDEBANK	361	360	<b>1</b>
- International Students	3	3	<b>0</b>
	-		<b>0</b>
TOTAL ELEMENTARY - Funded	3,391.00	3314	<b>77</b>
TOTAL ELEMENTARY - International	29	27	<b>2</b>
Secondary			
HATZIC	692	688	<b>4</b>
- International Students	21	25	<b>-4</b>
HERITAGE PARK	529	506	<b>22</b>
-French Immersion	104	105	
- International Students	1	1	<b>0</b>
MISSION	1148	1129	<b>16</b>
- French Immersion	65	68	
- International Students	110	103	<b>7</b>
Fraserview Learning Centre	92	89	<b>3</b>
TOTAL SECONDARY - Funded	2,630.00	2585	<b>45</b>
TOTAL SECONDARY - International	132	129	<b>3</b>

**ITEM 6.2 Information**

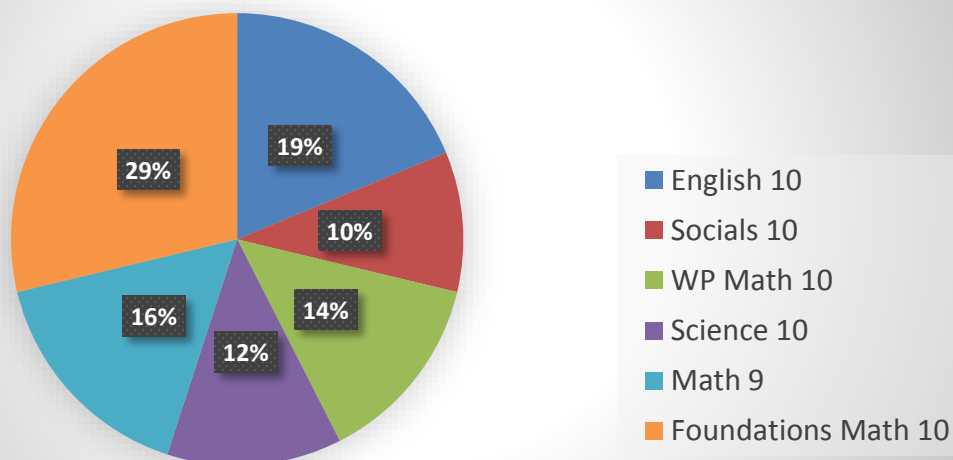
TO: Committee of the Whole  
 FROM: A. Wilson, Superintendent  
 SUBJECT: Summer Learning Program Update

**Summer School Summary Data 2019**

Summer School ran from Tuesday, July 2<sup>nd</sup> to Friday, July 26, 2019 with classes running from 8:30-10:30 am and 10:45-12:45 pm at Mission Secondary School with a staff of 5 (3 instructors, 1 administrator and 1 clerical support worker). Report cards were handed into the Board Office at 3:20 pm to be mailed home and 3 copies were kept for filing (counsellors, admin and G4files). In addition, all eligible \$50 deposits have also been returned as of July 26th.

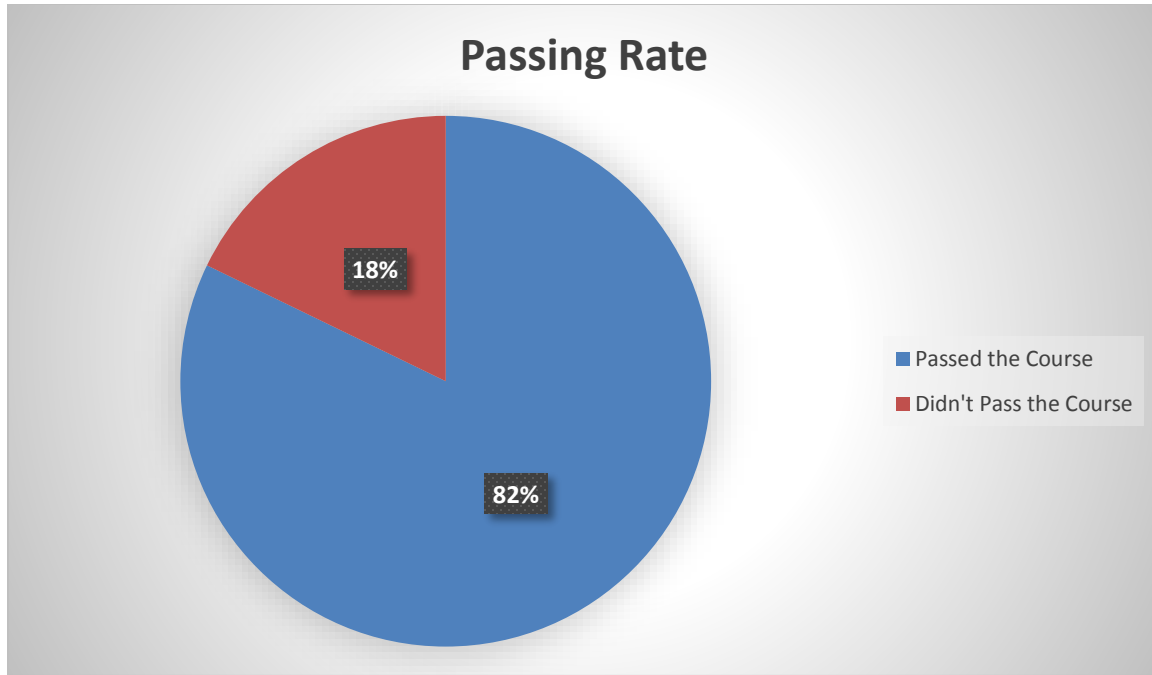
<b>Class</b>	<b>July 2nd</b>	<b>July 5th</b>	<b>July 26th</b>
English 10	15	15	14
Social Studies 10	7	8	7
Workplace Math 10	8	11	9
Science 10	16	16	12
Math 9	11	13	9
Foundations/Pre-Calc 10	21	23	22
<b>Total Students</b>	<b>62</b>	<b>68</b>	<b>58</b>
<b>Total Courses</b>	<b>78</b>	<b>86</b>	<b>73</b>

**Class Enrollment**



**Twelve students were removed from classes due to poor attendance and academic standing:**

1. Four students taking Science 10 and English 10
2. Three students taking Math 10
3. Four students taking May 9
4. One student taking Socials 10



Course	Passed Course	Didn't Pass Course
English 10	13	1
Socials 10	6	1
Science 10	9	3
WP Math 10	6	3
Foundations Math 10	19	3
Math 9	7	2
<b>TOTALS</b>	<b>60</b>	<b>13</b>

**Recommendations for 2020 Summer Program:**

- a. Based on this year's middle schools' data, continue to offer English 9 next year (37 students achieved 0-47%, 20 achieved 50% during the Sept-June school year)
- b. In addition to 40% pre-requisite, include an attendance pre-requisite to enroll in Summer School
- c. As there were acts of vandalism and poor behaviour during the program, consider relocating the program to a different facility such as Riverside or Fraserview to reduce the comfort level of some of the grade 10 students that caused issues



**ITEM 7.1      Action**

**File No.    1020**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Respectful Schools and Workplaces Policy

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**Recommendation**

**THAT the Respectful Schools and Workplaces Policy - Anti-Bullying, Harassment and Discrimination, be reviewed and forwarded to the September Board meeting for approval.**

**Summary:**

The Respectful Schools and Workplaces Policy: Anti-Bullying, Harassment, and Discrimination has been updated to include the recommendations from Worksafe BC, as well as direction from the current related policies. The corresponding procedure provides direction to employees on what is/isn't bullying, harassment, or discrimination, and provides guidance to report instances of inappropriate conduct.

**Background:**

In July 2019, the School District received an order from Worksafe BC to update the Anti-Bullying and Harassment policy and procedures, and to ensure all staff review the updated policy and procedures. The Draft policy was submitted to WorksafeBC in July. However, the order remains open until the policy is approved.

The draft policy was structured to combine relevant policies (respectful schools, anti-bullying/Harassment, employee code of conduct) into one document for employees and students to review for guidance, rather than having multiple policies with similar direction. The updated policy covers the respectful schools and workplaces and is structured similar to a code of conduct. The intent is to meet the requirements of worksafeBC, while still reflecting the previous policy guidance.

During the review of recent complaints regarding bullying and harassment, WorksafeBC determined that the school district's policy and procedures were not guiding staff in accordance with the regulations. In addition, staff were not reviewing the documents annually as required. The process for the annual review is being updated, and all staff will be oriented on the new policy and procedure at the first staff meeting of the year. If changes are made during the approval process, staff will be reoriented to the updated policy and procedures shortly after the changes are made.

**Policy, Regulation, Legislation:**

WorksafeBC directs the provision of policies and procedures to address bullying and harassment in the workplace. While the updated policy directs respectful workplaces incorporating the anti-discrimination component from the human rights code, it also meets the WorksafeBC requirements for an anti-bullying and harassment policy. The procedure more specifically addresses the detailed information WorksafeBC requires to address complaints of bullying and harassment.

**Public Participation:**

The draft policy and procedures will be reviewed by all the Joint Occupational Health and Safety (JOHS) Committees, the District Health and Safety Advisory Committee, and both Unions this fall. Any recommended revisions to the policy will be returned to the Board for consideration.

**Attachments:**

- a. Draft Policy
- b. Draft Respectful Workplace Procedure and forms

**Implementation:**

1. Sept 2019 - Review draft policy, procedure, and forms with all employees
2. Sept – Oct 2019 – Review draft policy, procedure, and forms with all JOHS committees, the District Health and Safety Advisory Committee, the two employee unions, and the Mission Principals and Vice-Principals Association.
3. October / November – Staff update any changes to the procedure and forms based on feedback.
4. November / December – Staff return the policy with any recommended changes based on the feedback, along with the changes to the procedure and forms to a Committee of the Whole meeting for consideration.

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

**Purpose**

To mandate the expectation for a respectful operating environment.

**Policy**

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

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

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

**General Guidelines**

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

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

**Date Amended:** , 2019

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

*Cross Reference:      Sexual Minority Policy  
                                 Respectful Workplace: Anti-Bullying, Harassment, & Discrimination  
                                 Respectful Schools: Student Codes of Conduct*

**DRAFT**

<b>Section:</b>	<b>Human Resources</b>	
<b>Title:</b>	<b>Respectful Workplace: Anti-Bullying, Harassment, &amp; Discrimination</b>	<b>XXX-1</b>

**Purpose**

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

**General Guidelines**

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

## Other Guidelines – Students and non-employees

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

## Definitions

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

## Examples

General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing or initiation practices, isolating employees, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

1. Specific examples that constitute bullying, harassment, or discrimination
  - Verbal abuse or threats, bullying, coercion, taunting.

- Unwanted physical contact such as touching, patting, pinching, punching, massaging.
  - Sexual advances and or requests for sexual favours.
  - Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
  - Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling or slurs.
  - Derogatory or demeaning posters, pictures, cartoons, graffiti or drawings.
  - Practical jokes which cause awkwardness or embarrassment.
  - Malicious gestures or actions such as leering, staring, tripping.
  - Any inappropriate comment or action based upon discriminatory grounds.
  - Disciplinary action or discrimination based on a criminal or summary conviction offence that is unrelated to employment or intended employment.
2. Behaviours that may not constitute bullying, harassment, or discrimination:
- Consensual Banter or Relationships – Two or more employees bantering back and forth is not harassment if everyone involved agrees. *However, if any employee feels uncomfortable with this behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment. This type of harassment can create a “poisoned work environment” where employees do not feel safe and feel consistently humiliated.*
  - Employees flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. *However, if one of the employees changes their mind, and the other person persists in trying to continue the relationship, it is harassment.*
  - Legitimate management interventions – appropriate performance reviews, counseling, coaching and discipline are not considered bullying, harassment, or discrimination.

## Procedures

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

#### 1. When to report

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

#### 2. Who to Report to

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

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

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

### 3. How to Report

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

### 4. What to report

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

### 5. Processing the report

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

## B. Investigating incidents of bullying, harassment or discrimination

### 1. How and when investigations will be conducted

- a. Upon receipt of a complaint alleging bullying, harassment or discrimination, the Director of Human Resources will initiate a review of the complaint and determine the type, scope, and resources needed for an investigation.
- b. Most investigations will be conducted internally by the Human Resources Department. An external investigator may be contracted to conduct investigations that are complex or involve management employees including, managers, directors, principals, vice principals, and senior managers.
- c. Investigations will be:
  - i. undertaken promptly, diligently, and be as thorough as necessary given the circumstances.
  - ii. be fair and impartial, providing both the complainant and the respondent equal treatment in evaluating the allegations.
  - iii. be sensitive to the interests of all parties involved and maintain confidentiality.



- iv. be focused on finding facts and evidence, including interviewing the complainant, the target if different than the complainant, the respondent, and any witnesses.
- v. incorporate, where appropriate, any need or request from the complainant or respondent for assistance during the investigation process, such as reassignment to a different site to work.
- d. Workers are expected to cooperate with investigators and provide details of incidents they have experienced or witnessed.

## 2. What will be included in the investigation

Investigations will include:

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

## 3. Process for an investigation

- a. The complainant will be advised of:
  - i. the investigation process,
  - ii. who will be conducting the investigation,
  - iii. that the matter will be treated expeditiously and confidentiality, and
  - iv. that the complainant must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or other representative.
- b. The respondent will be advised of:
  - i. the allegation, along with a copy of the report and documents submitted with the complaint,
  - ii. who will be conducting the investigation,
  - iii. that the matter will be treated expeditiously and confidentially,
  - iv. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or other representative, and
  - v. that no threats or reprisal against the complainant will be tolerated.
- c. Workers have the right to have a union member, association member, or other representative assist them and provide support during the interviews, or during the meeting to review the findings of the investigation.
- d. The investigator is required to conduct interviews, gather and review evidence, and review the applicable legislation and policies, including Mission Public Schools policy and procedures, the *Workers Compensation Act* including regulations and policies, and the (BC) *Human Rights Code*.
- e. The investigator is to determine whether bullying, harassment, or discrimination occurred, or not, as defined with Mission Public Schools policies and procedures and *WorksafeBC* legislation and regulations, and to make recommendations regarding remedies.
- f. The investigator is to prepare a final report on the investigation, including the findings and any recommendations for updating procedures. As the report will be disclosed to the complainant, the target if different than the complainant, and the

respondent, pursuant to the Dorsey protocol, the final report should not use names and avoid identifying information unless it is necessary for reasoning. The report should only include documents necessary to support a finding.

- g. The final report is to be provided to the Secretary Treasurer, Superintendent, or designate.

#### 4. Process for follow-up on findings

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

#### Notations:

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

**Date Adopted: February 2007**

**Date Amended: April 2011** (procedure 405 Respectful Workplace)

**Date Amended: July 2019**

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

*Forms*

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

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

*Human Rights Code (RSBC 1996), Chapter 210*

DRAFT

**Name and contact information of complainant**

**Name of alleged bully or bullies**

**Personal statement**

Please describe in as much detail as possible the bullying and harassment incident(s), including:

- the names of the parties involved
- any witnesses to the incident(s)
- the location, date, and time of the incident(s)
- details about the incident(s) (behaviour and/or words used)
- any additional details that would help with an investigation

Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.

**Signature**

**Date**

OHS Policy D3-116-1: **Workers must report if bullying and harassment is observed or experienced in the workplace.**

Date, time, location	People involved (include witnesses)	Describe the situation (words, tone, actions, etc.) and the impact (humiliated, intimidated, etc.)

# Committee of the Whole Meeting

## Tuesday, September 10, 2019



### ITEM 7.2 Discussion

TO: Committee of the Whole  
FROM: T. Loffler, Board Chair  
SUBJECT: Board Communications

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A discussion will take place regarding a communication plan for sharing Board of Education news, meeting highlights, and other significant information.

**ITEM 7.3      Action**

TO:                Committee of the Whole  
FROM:           R. Cairns, Vice-Chair  
SUBJECT:        Minister of Education, Rob Fleming

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**Recommendation**

**THAT Minister Rob Fleming be invited to visit Mission Public Schools.**

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

**May 14, 2019, 3:30 pm**  
**District Education Office, 33046 4th Avenue, Mission, BC**

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

**Staff Present:** Superintendent of Schools, Angus Wilson  
Assistant Superintendent, Larry Jepsen  
Secretary Treasurer, Corien Becker  
Executive Assistant, Aleksandra Zwierzchowska (Recorder)  
K-12 District Virtual Teacher Librarian Jennifer Lane  
Director of Student Services, Carolynn Schmor  
District Principal of Aboriginal Education, Joseph Heslip

**Others Present:** MTU President – Janise Nikolic, MTU VP – Ryan McCarty  
Faye, George, Ryan, Janise, Holly, Joe, Carolynn, Jim,  
Colleen

**1. CALL TO ORDER**

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

**2. ADOPTION OF AGENDA**

MOVED and Seconded that the Agenda be adopted as presented.

**CARRIED**



### 3. STAFF REPORTS

#### 3.1 2019-2020 Preliminary Budget

MOVED and Seconded that the draft preliminary budget information for the 2019-2020 school year be discussed and returned to the May 28, 2019 Special Committee of the Whole for further consideration.

#### **CARRIED**

The Assistant Secretary Treasurer referred to page two (2) of the agenda and advised that the Projected Operating Surplus has changed to \$9,558 from the last preliminary budget report.

A question was asked about the transportation funding for First Nations students. The District Principal of Aboriginal Education advised that no new monies are being received by the School District. Funding details were shared with Trustees via email.

Clarification was provided regarding calculation for Teacher Salaries. The School District uses the average teacher salary of approximately \$75,000 to calculate the figure which is submitted to the Ministry.

A question was asked regarding the Principal/ Vice-Principal group appearing in different areas of the budget. Clarification was provided that this group can appear under different functions.

The overview continued summarizing that the only change with the Operating Revenue is with Rental Revenue for classroom leases.

The Secretary Treasurer stated that the School District will be hiring a Payroll Clerk which increased the line cost for Support FTE. With an increase in employees, the SD needs to hire additional support to assist with processing payroll.

In summary, there is approximately \$100,000 in Operating Expense changes from the last meeting. More changes to come as the budget report is in a draft status.

The Assistant Secretary Treasurer provided a summary of the Special Purpose Funds and advised that the Annual Facilities Grant comes from the Ministry. Most of the funds are in the form of Capital and some is received as Special Purpose Funds.

Clarification was provided regarding the Classroom Enhancement Fund. The School District reports on the remedy throughout the year and the

Ministry allocates the funds at the end of the school year. It was noted that the amended budget will reflect more accurate figures.

A question was asked about funding for Strong Start and Ready Set Learn. The Ministry provides some funding and the SD is responsible for covering any extra costs. The funding for Ready Set Learn is received from the Ministry goes to the school that offers the program.

A question was asked about the revenue and expenses for the Clarke Theatre. The Assistant Secretary Treasurer stated that the revenue would be included under Rental & Leases and the contribution from the District is recognized under Other Revenue. Staff are discussing the operations of the theatre with the District of Mission.

A comment was provided about the Curriculum Learning Resources for School Supply Budgets for middle schools and the secondary school. The revenue stream for middle schools is very different than the secondary school. MSS has a cafeteria and this is why they are not proportionally receiving a greater reduction. Last year, the secondary school shared a total of \$10,000 with elementary schools allowing each school to receive between \$500-\$1500 to spend on supplies and resources.

The Secretary Treasurer confirmed that Riverside College is budgeted as a standalone item.

Concerns were raised regarding the decrease in the School Supply Budgets and that it directly impacts student learning. The Assistant Superintendent stated that Staff are being mindful of offering a fair amount of funding to all schools for their School Library. As a team, we are trying to work around the reductions to school supply budgets. The goal is to return the budgets back to normal as soon as possible. Staff have been creative with Pro D items which has presented the SD with some savings.

The Board requested a summary of financials for the Clarke Theatre that can be reviewed at the joint meeting with the DoM.

There is an error on page eight of the agenda. The ISP Teacher amount should read \$100,000 not \$200,000.

A discussion ensued regarding the Sp Needs Washroom. The SD received a donation of a lift and the cost may be adjusted. The Board would like to move this item to the top of the priority list. The Secretary Treasurer advised that this is something that Staff have been pushing for and will advise facilities that this item was brought forward again at this meeting.

### 3.2 Additional Information

#### Aboriginal Education Funding

A question was asked about the anticipated revenue for AB ED. The Assistant ST clarified that this is targeted funding and the amount allocated for expenditures is the revenue figure as well.

A question was asked about the items included in contract services. This line item includes any contracted services like catering for events and meetings.

#### Special Education Funding

A question was asked about the Salary-Teacher for Vision. The Director for Student Services clarified that this line includes 5 teachers and they are not all full time.

Clarification was provided about the Hearing Teacher salary and that it is not reflected accurately. This salary is reported as an average cost across the district.

Trustee McKamey left the meeting at 5:09 pm.

A discussion ensued regarding preparing a needs budget.

The Assistant Superintendent provided commentary about the district's procedure on absenteeism. We need to consider our messaging regarding missing work and establish how to best support all departments. A request was made to schedule a Special CotW to discuss Health & Wellness. Additional comments were provided regarding having preliminary conversations at the managerial level.

A question was asked about the meaning of a Needs Based Budget. The Secretary Treasured advised that the term is a Zero-Based Budget. You start at zero and add needs on the budget. The exercise allows a manager to understand all the costs.

The Board Chair advised that the IT Update on items set out in the IT Strategic Plan 2017-2020 is provided an information.

## **5. INFORMATION ITEMS**

### 5.1 Summary of Student Budget Priorities

A suggestion was provided regarding prioritizing the maintenance pieces discovered during the consultation process with the students.

A question was asked about the plan for installing water bottle filling stations in schools. When replacing fountains, the goal is to add a water bottle filling station. The SD allocated additional funds last year so that schools could invest in this initiative.

A question was asked about the redesigned curriculum allowing for the use of digital resources? Digital resources are offered but some students may be unable to access the resources from home. There are challenges with the redesigned curriculum. Parents request the use of text books. There is are many ways to deliver a lesson and each teacher presents different strategies. One strategy is to organize a school fair to demonstrate to parents the different applications for learning in classrooms today.

MOVED and Seconded that meeting be extended until 6:15 pm.

**CARRIED**

A question was asked about how the music program is supported in the SD. Each school receives a budget and they have oversight on expenditure of their funds. Some PACs have opted to fundraise for music instruments.

A request was made to check in with the 12 Elementary schools to determine if there are any disparities with generic music instruments/supplies.

**5.2 International Program Tuition Fees**

A question was asked if the increase to international fees will affect the ability to recruit international students. Clarification was provided that Mission offers competitive rates and a quality program. There is no concern about raising rates. Many SDs have increased their rates.

A question was asked about the "recommended" note beside Orientation Week. The Manager for the International Program advised that this includes an ELL assessment, tour of schools, timetabling information and it is very useful for new students.

**6. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

**CARRIED**

The meeting adjourned at 6:12 pm.

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Chairperson

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Secretary Treasurer

**School District #75 (Mission)**

**Public Meeting of the Committee of the Whole Minutes**

**June 4, 2019, 3:30 pm**

**District Education Office, 33046 4th Avenue, Mission, BC**

**Members Present:** Board Chair, Tracy Loffler  
Trustee, Shelley Carter  
Vice Chair, Randy Cairns  
Trustee, Rick McKamey  
Trustee, Julia Renkema  
Superintendent of Schools, Angus Wilson  
Secretary Treasurer, Corien Becker  
Assistant Superintendent, Larry Jepsen  
Assistant Secretary Treasurer, Derek Welsh  
Director of Student Services, Carolynn Schmor  
District Principal of Aboriginal Education, Joseph Heslip  
Executive Assistant, Aleksandra Zwierzchowska (Recorder)

**Others Present:** K-12 District Virtual Teacher Librarian - Jennifer Lane,  
Teacher Librarians: Leslie Caine, Shawna Cariou, and Janet Kaszonyi. Teachers: Chelsea Reist, Nathan Reist and Rhona Macintosh. District Vice-Principal for Aboriginal Education - Vivian Searwar, Principal Linda Ziefflie, Principal Susan McLeod, MTU Vice President - Ryan McCarty, Speech/  
Language Pathologist - Gina McCarty, and PAC Member – Dionne Hairsine.

**2. ADOPTION OF AGENDA**

MOVED and Seconded the Agenda be adopted as amended.

**CARRIED**

Three agenda items were re-ordered. The changes include reordering of the following items:

- 4.4 Learning Resource Policy
- 5.1 Inclusive Playgrounds
- 5.2 Strategic Plan

## 4. CURRICULUM UPDATE

### 4.1 Teacher Librarian Presentation

The K-12 District Virtual Teacher Librarian introduced Teacher Librarians Mrs. Caine of Ecole Christine Morrison, Mrs. Cariou of Ecole Mission Secondary School, and Mrs. Kaszonyi of Cherry Hill. The Teacher Librarians provided a presentation highlighting the different curriculum support and learning initiatives happening in school libraries across the district.

The Board thanked the teacher Librarians for their time and efforts with the evolution of school libraries.

### 4.2 Joyful Literacy Presentation

The Assistant Superintendent provided a brief overview about the Joyful Literacy initiative happening in the School District and introduced Mr. and Mrs. Riest. A presentation was provided highlighting the different activities and games that students engage in which are related to letter and sound recognition. It was noted that a big part of Joyful Literacy is tracking and assessing each student's progress and providing early intervention to students that require extra help.

Mrs. Macintosh demonstrated some of the games that are used in her classroom and thanked the School District for providing her class with a budget to purchase supplies to support student learning related to Joyful Literacy.

In summary the Teachers expressed that classrooms are in need of parent volunteers who can assist inside and outside of the classroom with extending the success of Joyful Literacy. Other challenges include time and budget constraints.

The Board thanked the presenters for their time and efforts with the Joyful Literacy initiative.

### 4.3 Teacher Survey

The K-12 District Virtual Teacher Librarian noted that this is the third year that the School District has surveyed teachers for input on professional development. The survey is shared with teachers and any Staff members who may spend time in a classroom.

### 4.4 Learning Resource Policy

MOVED and Seconded that the Draft Learning Resource Policy be reviewed, referred to partner groups for consultation, and returned to the September Committee of the Whole meeting for further consideration.

### **CARRIED**

The Secretary Treasurer advised that the K-12 Teacher Librarians worked on developing the revised draft policy and procedure. One challenge was not being able to compile a district resource directory; however, each school site will have one directory of resources available at their school. The K-12 Teacher Librarian provided an overview on the draft Learning Resources Policy.

The Board Chair advised that next steps include soliciting the public for feedback and including the policy on the agenda in September for final review and approval. Once the policy is approved, the old policy will be rescinded.

## **5. UNFINISHED BUSINESS**

### **5.1 Inclusive Playgrounds - Feasibility and Cost**

The Director of Student Services shared information about the various options for building inclusive school playgrounds. The Superintendent advised that the Board can implement a plan that can fund one to two schools per year to re-build/ adapt the playground.

Clarification was requested about PACs fundraising for a playground and the process for having the park installed. The Secretary Treasurer recommended that the PAC schedule a meeting to discuss this item in-person.

The Board requested a copy of the PPT provided by the Director of Student Services.

### **5.2 Strategic Plan**

The Board Chair explained that the next step is for the Board to schedule a meeting to review the recommendations and determine how to incorporate them into the plan.

## **6. STAFF REPORTS**

### **6.1 Draft Annual 2019/2020 Budget**

MOVED and Seconded that the following resolutions forwarded to the June 18, 2019 Board meeting for consideration:



THAT the required three (3) readings and adoption of School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be carried out in one meeting.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a first time.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a second time.

THAT School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a third time and finally adopted.

**CARRIED**

The Assistant Secretary Treasurer provided an overview of the draft annual budget. A snap shot of the 2019-20 Preliminary Operating Budget is outlined on page 66 of the agenda. One notable change with Operating Revenue is that the Ministry confirmed \$300,000 in funding for the DL grad transitio. The allocation of the AB ED targeted funds have been finalized by the District Principal of AB ED. Under the Supplies for the Operating Expense Changes, there is an offset for increased funding and wage increase for two additional AB ED teachers.

A question was asked about the Rental & Leases under Services and Supplies line on page 66. The Assistant Secretary Treasurer explained that the cost did not decrease by much with the Electrical Program moving back to Riverside because there was a cost increase for laptop leases.

The Assistant Secretary Treasurer confirmed that the School District is running a balanced budget.

A discussion ensued regarding the summary of additional needs and prioritizing the installation of the Special Needs washroom at Albert McMahon. Staff confirmed that the work is being prioritized.

A question was asked about the literacy programs that were on the additional needs list? The Assistant Superintendent advised that staff have found other creative ways to save on costs and opportunities to implement literacy programs.

A question was asked about including the contingency fund on the summary of additional needs. The Secretary Treasurer explained that a contingency fund is required in order to manage operations in case of an emergency and it is included in the summary so that Staff do not lose sight of it.

A request was made by DPAC for information of capital expenditures YTD for Stave Falls.

6.2 Draft Five Year Capital Plan

MOVED and Seconded that the 2020-2021 Five Year Capital Plan dated June 2019 be reviewed and forwarded to the June 18, 2019 Board meeting for consideration.

**CARRIED**

The Secretary Treasurer provided an overview of the projects included in the five-year capital plan and noted that the cost for the School Enhancement Agreement #6 Mission Central has changed to \$330,000.

A conversation ensued regarding Ecole Mission Senior Secondary School. The Ministry needs to complete a seismic assessment of the property to determine if it will be categorized as an expansion or a replacement. The expansion could be approximately a dozen classrooms; however, the property also has 16 portals. The Ministry would have to consider the cost and benefit related to an expansion versus a replacement giving the current circumstances.

6.3 2019-2020 School Growth Plans

MOVED and Seconded THAT the 2019-2020 school growth plans be reviewed and forwarded to the June 18, 2019 Public Board meeting for consideration.

**CARRIED**

The Superintendent advised that Albert McMahon Elementary & Hatzic Middle requested extensions. West Heights received an exemption for this year. The Board Chair provided the Executive Assistant with a list of grammar and spelling errors which will be updated for the Public Board meeting.

A suggestion was provided to include the enhancement agreement pillars into the SGP in the future.

6.4 2019-2020 Board Meeting Schedule

MOVED and Seconded that the 2019-2020 Committee of the Whole/ Board of Education Meeting Schedules be reviewed and forwarded to the June 18, 2019 Public Board Meeting for consideration, as amended.

**CARRIED**

It was requested that Stave Falls Elementary trade places with Windebank Elementary for the Public Board meeting.

6.5 Stave Falls Elementary Update

The Principal of Stave Falls confirmed that Elena Di Giovanni will be the Principal for the school in September 2019. Brandon Gabriel will be creating the owl logo for the school and will be collaborating with a team of volunteers with logo design.

A comment was provided regarding a large lift in the parking lot of the school. The Director of Facilities advised that the lift belongs to the roofing company and a second lift may be onsite soon. The lift is too large to store at the facilities yard. Caution tape may be added.

A request was made to include capital expenditures for Stave Falls possibly at the Public Board meeting.

**8. MINUTES OF PREVIOUS MEETINGS**

8.1 Committee of the Whole meeting minutes, May 7, 2019

MOVED and Seconded that the Committee of the Whole minutes dated May 7, 2019 be approved as amended.

**CARRIED**

To amend item 3.1 to include Ecole Mission Central as the school that organized the ADST inquiry project.

**10. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

The meeting adjourned at 6:05 pm.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary Treasurer

## **MENTAL HEALTH LITERACY & CURRICULUM TRAINING FEEDBACK - Results & Comments:**

*\*15 Feedback forms received in total.*

**1. Overall how would you rate the training:**

The majority (10) of the respondents indicated that the training was “very good”. Four respondents said it was “excellent” and one said it was “good”. No “fair” or “poor” responses.

**2. How clearly did the core trainers explain the mental health literacy and curriculum materials?**

Out of the responses, 8 indicated that the core trainers were “extremely knowledgeable” and 7 indicated the core trainers were “very knowledgeable”. No “somewhat knowledgeable” or “not so knowledgeable” responses.

**3. Was the speed with which the core trainers presented the materials too fast, too slow, or about right?**

Majority (9) of the respondents indicated that the training was presented at about the right speed. Four respondents indicated that it was “too fast”. Two respondents indicated it was too fast on the first day, especially in the afternoon and one respondent indicated that on Day 2 not enough time was given for the groups to present.

**7. As a result of this training, I feel that I am better able to make a positive impact on the mental well-being of students in my school.**

7 – Strongly Agree, 6 – Agree, 2 – neither agree/disagree, 0 -disagree, 0 – strongly disagree

**8. As a result of this training, I am more confident in being able to appropriately refer a student for mental health care.**

7 – Strongly Agree, 6 – Agree, 1 – neither agree/disagree, 1 -disagree, 0 – strongly disagree

**9. As a result of this training I think I am able to reduce stigma about mental disorders in the school population.**

6 – Strongly Agree, 8 – Agree, 1 – neither agree/disagree, 0 -disagree, 0 – strongly disagree

**10. As a result of this training I am better able to share knowledge about mental health with my colleagues.**

7 – Strongly Agree, 7 – Agree, 1 – neither agree/disagree, 0 -disagree, 0 – strongly disagree

**11. As a result of this training I think that I am better able to meet the needs of the students in my classroom.**

4 – Strongly Agree, 9 – Agree, 2 – neither agree/disagree, 0 -disagree, 0 – strongly disagree

**COMMENTS:**

**What did you like best about the training:**

- Day 2 – deconstructing training, collaborating with school team.
- Lesson planning time.
- The collaboration as a staff – the time to review and work with the curriculum in multi-school and school site formats. Also the presentation style and expertise in the training.
- The instructors, their openness, FOOD 😊. Time to plan
- Getting together to explore the modules and share out to the larger group. The binder – The powerpoint notes.
- The ease to follow the modules in the binder. The fantastic presenters and the amount of support and knowledge they provided.
- The collaboration time. Mental Health Literacy. Looking into the modules.
- Binder resource and online version. Slide Handout for notes. Trainers have recent ST/classroom experiences and share them. Able to answer questions – supportive.
- I like the knowledge component. There was a lot to wrap my brain around, but a lot of very good information.
- Day 2 – work with curriculum; Day 1 – working with people from other schools.
- Materials ready (binder, etc.). Opportunity for group work. LUNCH!
- Group activities.
- Getting a chance to work in groups and report out.
- Collaboration.

**What did you like least about the training?**

- A lot of information – need time to look at it.
- Long periods of power point.
- Overload of information re: specific mental illnesses. Need more “Coles” notes versions.
- Day 1 – too many details about “less” prevalent issues.
- I did not like breaking into groups for the modules; its just not my thing.
- Too much sitting; time to chat/break out to move
- Presenting (that’s one of my bugaboo)
- That the presenters only had two days to provide a huge amount of information.
- Day one was a bit “heavy” but not sure how else this could be done without adding another day.
- Need more time to plan. Earlier in the year so I can use my Pro-D to plan for it.

**What did you like least about the training? Cont'd...**

- End of June was a little rough, but also provided the opportunity to gather.
- Amount of information given in one day.
- Emphasis on low incidence mental illnesses.

**What recommendations do you have for the trainers for future training sessions?**

- Teach more coping mechanisms.
- Role Play? Q & A as if from student's perspective in the classroom. How to answer difficult questions that may arise.
- I would like to spend more time on addressing the questions that may arise when we are teaching. The modules – do they address self-medication?
- More frequent breaks and activity.
- What about CBT? This really worked for me. I suffer with anxiety, depression and PTSD. Perhaps touch on “thinking errors” so that students know whether they are thinking correctly, i.e., catastrophizing, black and white thinking.
- The 3 trainers are excellent. Maybe 3 days and not 2 days for this workshop so they aren't racing the clock and the audience doesn't become overloaded.
- Longer workshop. I am inspired! Summertime now.
- Keep up the great work – so thankful.
- Possibly more time to plan entire, all 6 modules with school team.
- Change delivery of illness – felt rushed, especially since AM seemed more relaxed.

**What other recommendations do you have to enhance the mental health literacy among students, parents, and teachers?**

- A lot more parent involvement. They need to also make a greater effort and team with us.
- Teach shortened version as Pro-D workshop.
- More dialogue with staff members who are not here.
- More follow-up training in the district as a session 2 to the session this week.
- Information shared out regularly in newsletter, HMS app, parent workshops, etc. Focus days, etc.
- Obviously, school district wide buy-in. More great mental health assemblies to make it a regular topic.
- Continued inter-school conversations; continued connection with community supports.
- Community workshops – try to get families to attend. Bring community help into classrooms to target a larger group.