Mission Public Schools

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

June 1, 2021, 3:30 pm
Zoom Meeting
Visit www.mpsd.ca > Board of Education > Meeting Information to connect remotely.

Pages

1. **CALL TO ORDER**

   The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. **ADOPTION OF AGENDA**

3. **DELEGATIONS/PRESENTATIONS**

   3.1.   DPAC: Mental Health and Technology Survey Results   Information   1 - 11

4. **CURRICULUM**

   4.1.   Monthly Curriculum Update   Information   12

5. **UNFINISHED BUSINESS**

   5.1.   Strategic Plan   Information   13 - 24

6. **STAFF REPORTS**

   6.1.   Halq'emeylem Program Update   Information   25

   6.2.   Safer Schools   26 - 54

   6.3.   MDI Results Review   Information   55

7. **NEW BUSINESS**

   7.1.   2021/2022 Draft Board Meeting Calendar   Information   56 - 57

8. **MINUTES OF PREVIOUS MEETINGS**

   8.1.   Minutes of the Committee of the Whole Meeting, May 4, 2021   Action   58 - 65

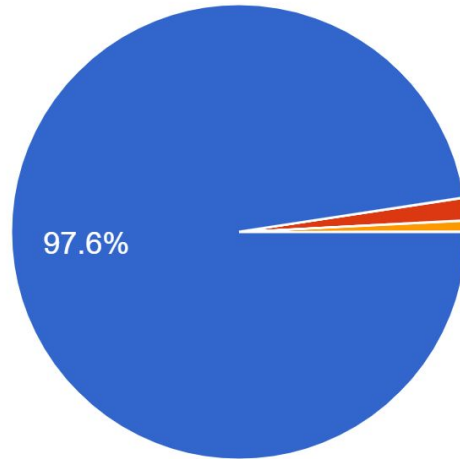9. **INFORMATION ITEMS**

10. **ADJOURNMENT**

DPAC Mental Health and Technology Survey

Results Presentation

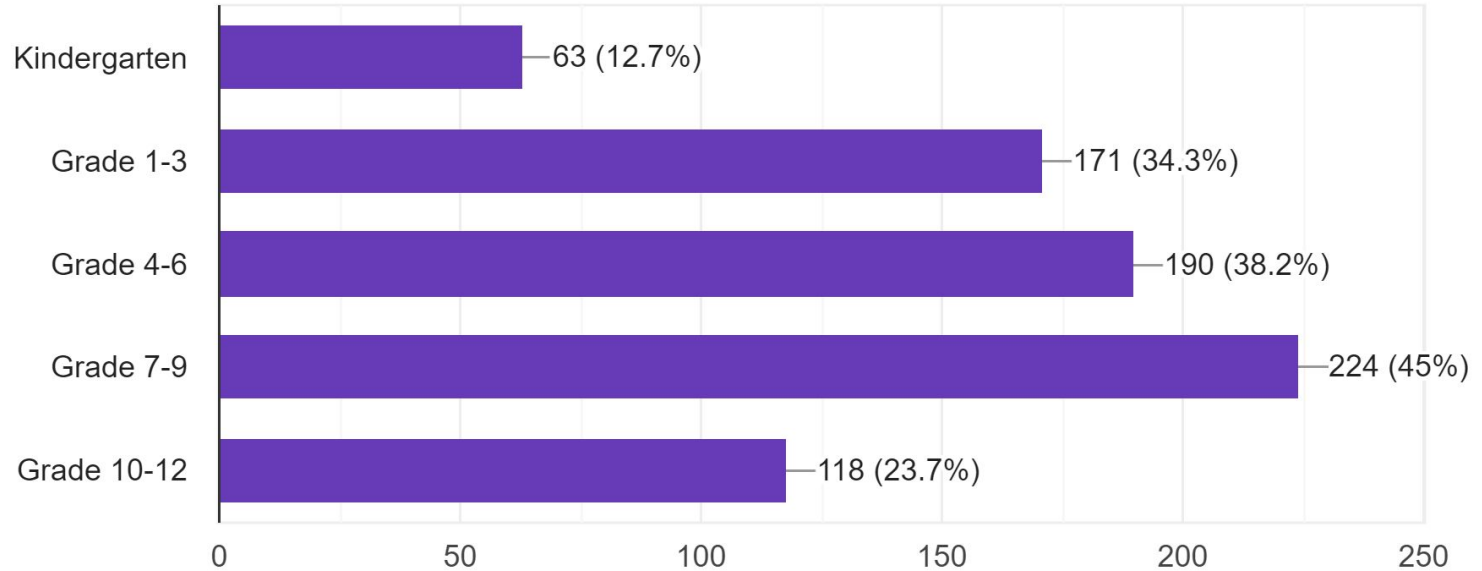# Are you the parent or caregiver of a student; or a student attending school within School District 75?

498 responses

- Yes, I am a parent
- Yes, I am a student
- No, I am neither a parent/caregiver or student within SD75.
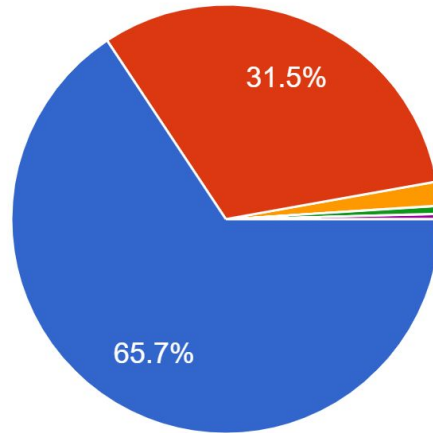
97.6%

What is the age group of the student(s)?

498 responses

According to the Mission School District, suicide risk assessments have doubled from 2019/2020 to 2020/2021 school year*. With this information a...al health supports available within the community?

498 responses

- ● Very important- it should be a top priority
- ● important- it should be one of the priorities
- ● neutral- unsure whether it is a priority
- ● unimportant- not a priority
- ● very unimportant - not a priority and not necessary

31.5%

65.7%

What mental health issues need services in Mission? 498 responses
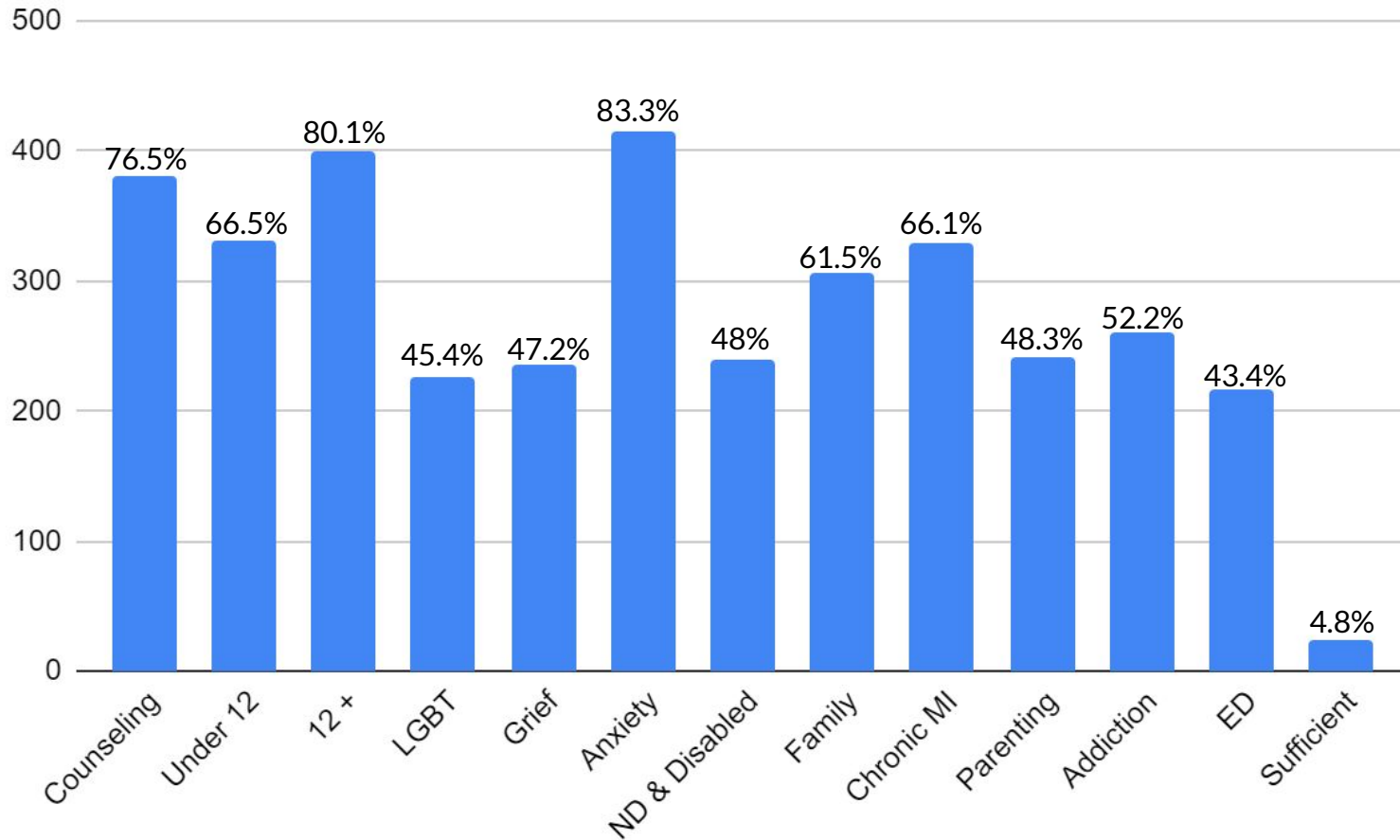
If your child (or yourself, in the case of students), had to travel to another community outside of Mission to receive mental health supports, would th...tively impact your ability to receive said support?

498 responses

● Yes
● No

36.9%

63.1%
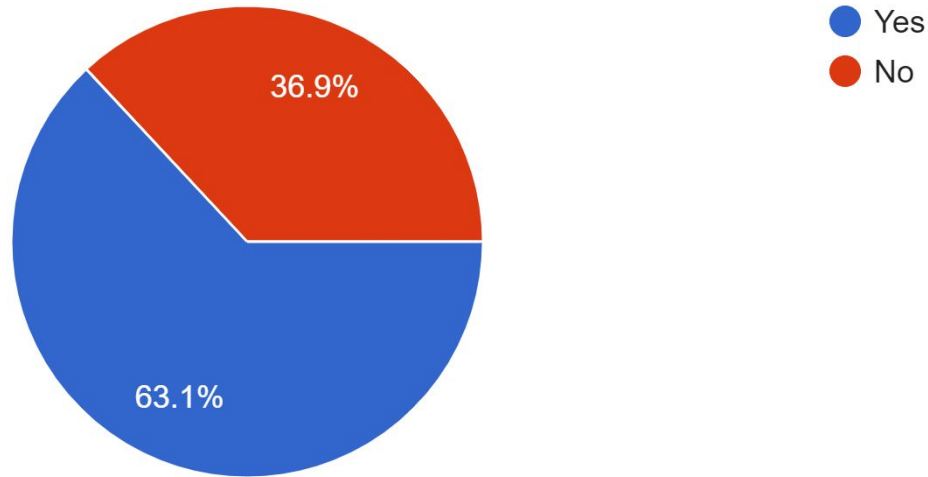
Do you have any feedback or suggestions regarding needs for mental health supports in the community?
Themes of answers:

- More available supports needed in schools themselves
- Long wait times - up to a year is mentioned
- Difficulty accessing, and lack of knowledge around how to access supports
- Costs are prohibitive
- Supports for younger children needed for mental health and as they age
- Bullying prevention and support
- More supervised activities and programs for youth.

Technology

What platform does the student use as a part of access to school district learning most frequently?

498 responses

- Scholantis
- MS Team
- My Ed
- Zoom
- Epic
- None
- Google
- In school learning

29.1%
16.5%
8.8%
20.9%
8.4%

△ 1/8 ▽
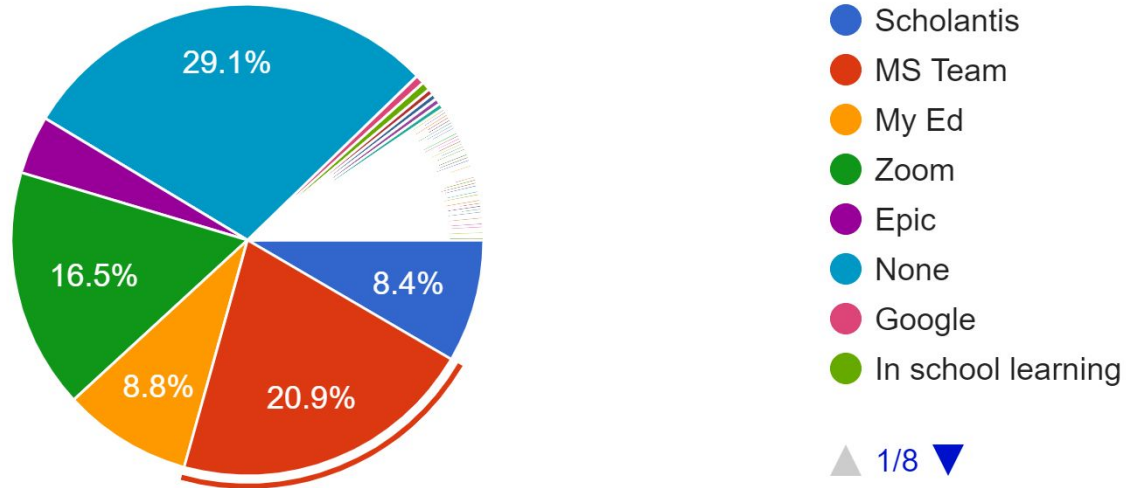
What effect has the use of online learning platforms had for the student and/or family?

- Students struggles to see it as something to be respected; treated more like a leisure activity or game
- Positive - available for kids with anxiety and allowed them to stay home and keep up, convenient to learn at home, think all learning should be done online
- Negative - students struggling with online learning, creating disinterest and frustration, increase anxiety due to lack of social interactions
- Added stress to household due to parent involvement required

Do you or your student have any barriers to accessing technology?

498 responses
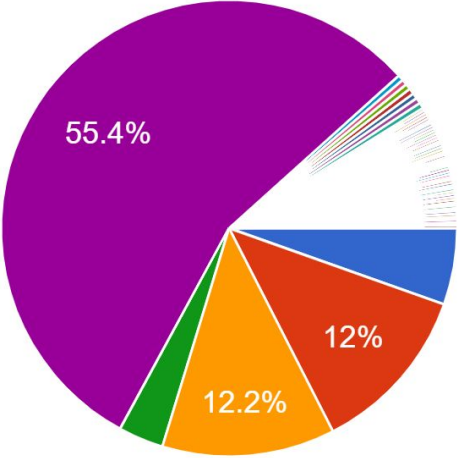
- 🔵 unreliable internet
- 🔴 not enough technology for the number…
- 🟠 platforms are difficult to navigate
- 🟢 technology that does not meet the nee…
- 🟣 No barriers
- 🔵 Different platforms for each class mak…
- 🔴 Lack of communication and teaching
- 🟢 There has been zero special educatio…

△ 1/7 ▽

Moving Forward

Mission as a whole has an immense need for further mental health supports of children and youth of all ages. We hope to be able to work with the District of Mi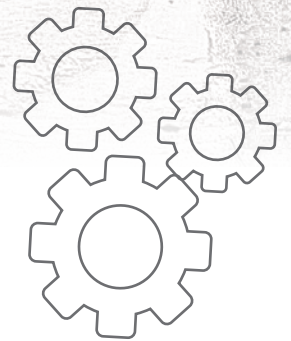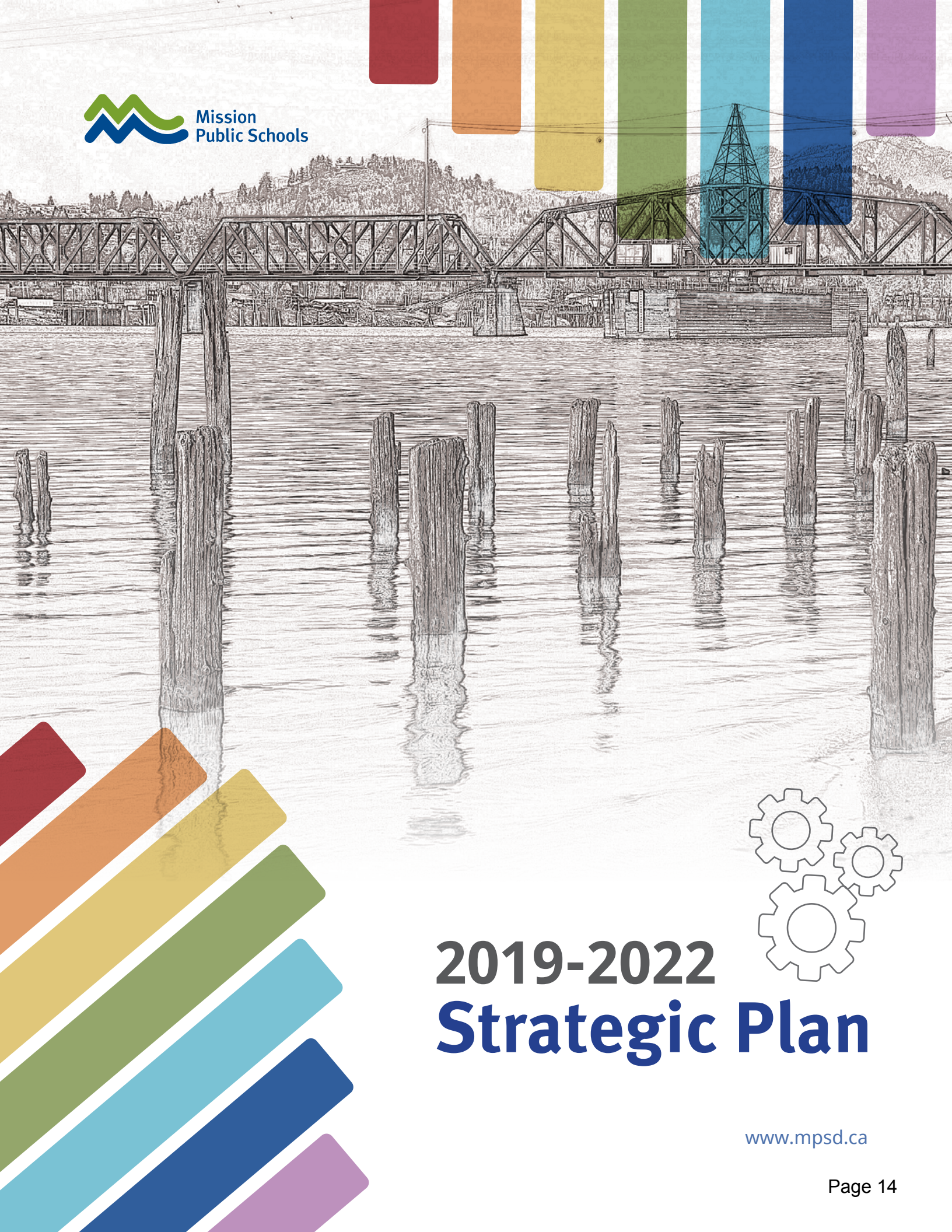ssion and the School Board to engage with parents and provide links to existing resources, as well as to advocate for further resources in our town.

Thank you!

ITEM 4.1   **Information**   **File No.**

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Monthly Curriculum Update: Year End Summary

1. **Summary:** Despite the unique challenges of this year, there were wonderful learning opportunities that took place. We will review curriculum highlights from the year.

2. **Background:**
3. **Options:**
4. **Analysis and Impact:**

    a. Strategic Plan Alignment

        i. Future Orientation – "Learning environments provide contemporary tools to assist learning and skill development"

            1. Strategy: Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility.

        ii. Student Centred Learning – "Positive learning experiences"

        iii. Effective Learning Environments – "Students and employees embrace physical, mental, and emotional wellness" and "every school is inclusive"

        iv. Quality Teaching and Leadership – "Highly competent staff in all positions" and "teachers adapt to the rapidly changing educational environment and needs of students"

            1. Strategy: Providing professional learning and collaboration opportunities for staff to support students.

    b. Enhancement Agreement

    c. Funding Guidelines, Costing, & Budget Impact

    d. Policy, Legislation, Regulation

    e. Organizational Capacity

    f. Risks
        i. Organizational
        ii. Reputational
        iii. Strategic

    g. Benefits
        i. Organizational
        ii. Reputational
        iii. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

ITEM 5.1   **Information**   **File No.**

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Strategic Plan June 2021

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1. **Summary:** The Board of Education has been working for several months on updating the Strategic Plan. The final draft version of the document is presented to partner groups today.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

   a. Strategic Plan Alignment

   b. Enhancement Agreement

   c. Funding Guidelines, Costing, & Budget Impact

   d. Policy, Legislation, Regulation

   e. Organizational Capacity

   f. Risks
      i. Organizational
      ii. Reputational
      iii. Strategic

   g. Benefits
      i. Organizational
      ii. Reputational
      iii. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

   a. Strategic Plan

![Mission Public Schools logo]

2019-2022
Strategic Plan

www.mpsd.ca

Acknowledgement

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

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

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

***NOTE** We are currently collaborating with Halq'eméylem speakers to translate this acknowledgement.*

Leq'á:mel First Nation

Matheqwí First Nation

Qwó:ltl'el First Nation

Sq'éwlets

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

Board of Education

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 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 and Territory
- Focus on being Future Oriented
- Promote Student Centred Learning
- Create Effective Learning Environments
- Build Quality Teaching and Leadership

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. This includes the Framework for Enhancing Student Learning (FESL) and other initiatives. The Board has also sought to embed the learnings from the Equity Scan in this document.

Honouring Culture and 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 in the best interests of their culture and people.

Mission Public Schools understands that it has additional obligations for reconciling with Indigenous communities as we are conscious of the presence of a former residential school, St Mary's, in Mission.

GOALS

1. Achieve equitable education outcomes for all Indigenous students in Mission Public Schools
2. Expand Halq'eméylem language and embed it throughout the school system
3. Embed Stó:lō Culture into all schools
4. Expand knowledge of contributions made by Metis and Inuit communities, community members and Knowledge Keepers

STRATEGIES

1. Provide resources and professional growth to develop an understanding of Indigenous history, worldviews, and perspectives
2. Provide a variety of opportunities, resources, and/or supports for students of Indigenous ancestry
3. Continue to participate in the in the Equity Scan
4. Continue to work with rights holders
5. Continue the work to develop an Indigenous Language Education Policy
6. Embed Indigenous world views and tools in future decision making

MEASURES

1. Percentage of students learning Halq'eméylem
2. Six-year completion rates
3. Siwal Si'wes Sense of Belonging Survey
4. Student connection data collected through AIMS
5. Indigenous **How Are We Doing?** report and the Siwal Si'wes Annual Report

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.

Mission Public Schools recognizes that students need the skills to be flexible, adaptable, and resilient in the real world. 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. Strengthen support and services for learners to address shifting learning requirements
2. Embrace diversity in a complex and ever-changing global society
3. Advance and embrace environmental stewardship and sustainability
4. Promote environmental stewardship, sustainability, and Indigenous World Views

STRATEGIES

1. Utilize contemporary teaching practices to encourage student critical and creative thinking
2. Embed Indigenous world views in future decision making
3. Provide contemporary technology and tools to assist and enhance learning and skill development across all curricular areass
4. Encourage programming that exposes students to the local and global community
5. Collaborate with community partner organizations, agencies, and Elders

MEASURES

1. Report how technology is used in the learning environment
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Middle Years Development Instrument (MDI) Survey
5. Report on environmental stewardship and sustainability

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)

We believe in the importance of educating the whole student "where a student has the right to manage decisions and choices, to control positive outcomes in their learning."
— *Leyton Schnellert and Shelley Moore 2020*

GOALS

1. Create positive learning experiences that support literate and numerate students
2. Provide choice of how, when, and where student learning takes place
3. Foster collaborative learning environments

STRATEGIES

1. Develop student understanding and ownership of their learning process
2. Provide resources for personalized learning/programs of choice
3. Support social and emotional learning (social awareness, self-awareness, responsible decision making, self-management, relationship skills)
4. Apply trauma informed practices

MEASURES

1. Utilize appropriate academic assessments
2. Evidence of student participation in their learning, satisfaction on flexibility of choice; various student engagement opportunities (What am I learning and why is it important? How is my learning going? Where to next with my learning?)
3. Enrolment statistics
4. EDI/MDI Reports
5. Indigenous Student Connectivity Survey
6. Presentations or reports on how diverse learners are being supported

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. We recognize that everyone can make meaningful contributions to the school community.

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

GOALS

1. Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments
2. Recognize that diversity in the school community benefits all and ensure students are meaningfully included in the learning environment
3. Ensure every school is accessible so that ordinary spaces are available for full participation
4. Build an environment that respects differences in gender, family structures, worldviews, and abilities

STRATEGIES

1. Further the progress of inclusive teaching strategies
2. Develop a district wide mental health strategy (Trauma Informed Practice, Social Emotional Learning, and Mental Health Literacy) in collaboration with external organizations
3. Create a plan to assess and improve physical accessibility and inclusivity at every site
4. Improve technology and resources to foster modern learning environments

MEASURES

1. Inclusive Education *How Are We Doing?* Report
2. Accessibility Certifications (External, Internal, and Student Rated)
3. Evidence of student voice in the planning of their Individual Education Plan
4. Evidence of collaboration between classroom teachers and resource teachers and therapists
5. Report on the use of resource rooms and learning structures

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. Hire and retain highly competent and diverse staff in all positions in the School District
2. Increase employment of persons of Indigenous ancestry in all positions of the School District
3. Support all staff to adapt to the rapidly changing educational environment and students' needs

STRATEGIES

1. Maintain high standards for recruitment and retention
2. Utilize Special Program of the Office of the BC Human Rights Commissioner
3. Support Growth Plans for Educational Leaders
4. Provide professional learning and collaboration opportunities for all staff
5. Continue staff mentoring, leadership, collaboration, and professional learning opportunities

MEASURES

1. Participation in Professional Learning Opportunities
2. Ongoing Professional Growth Plans and/or staff evaluations
3. Reporting on hiring, retention rates for staff
4. Annual Employee Feedback

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info.sd75@mpsd.ca

Mosaic River of Belonging displayed at Heritage Park Middle School.
Salmon Carvings created by Squamish Carver **Peter Gong***.*
Art work and design created by students and staff.

ITEM 6.1 **Information** **File No.**

TO: Committee of the Whole
FROM: V. Searwar, District Principal of Indigenous Education, A. Wilson, Superintendent
SUBJECT: Halq'eméylem Program Update

1. **Summary:** Staff will provide an update on the program.

   Elementary Schools: We currently lack a Halq'emeylem speaking liaison at the elementary schools

   Middle Schools: A decision has been made to reconfigure the Halq'eméylem teaching position into an Indigenous Humanities & Language Teaching position, with a focus on Stó:lō History, Halq'emeylem Language, Story, & Culture and an added element of land-based learning.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

   - Strategic Plan Alignment

   - Enhancement Agreement

   - Funding Guidelines, Costing, & Budget Impact

   - Policy, Legislation, Regulation

   - Organizational Capacity

   - Risks
     i. Organizational
     ii. Reputational
     iii. Strategic

   - Benefits
     i. Organizational
     ii. Reputational
     iii. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

ITEM 6.2	Information	File No.

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

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1. **Summary:** Staff will discuss several aspects of SD75 plans with regards to Safe Schools.

    a. SST Report Summary

    b. Plans for September

    c. Student Feedback

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

    a. Strategic Plan Alignment

    b. Enhancement Agreement

    c. Funding Guidelines, Costing, & Budget Impact

    d. Policy, Legislation, Regulation

    e. Organizational Capacity

    f. Risks
        i. Organizational
        ii. Reputational
        iii. Strategic

    g. Benefits
        i. Organizational
        ii. Reputational
        iii. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

    a. Safe Schools Update

    b. SST Report on Mission Public Schools

SCHOOL SAFETY REPORT June 2021

In January of 2021, an incident occurred at HPMS that led to a significant need for reflection on our processes to ensure students' safety at our schools. The incident in question involved three middle school girls, with two attacking the third. It also revealed the use of social media to promote fights and bullying in Mission and beyond. A series of actions were undertaken to address this concern for not just that school but the broader community.

Immediate Steps

A VTRA (Violent Threat Assessment) with Safer Schools Together (SST) support of the specific situation, as well as adding supervisory support to the school in question.

The superintendent reached out to a variety of institutions and organisations to consider responses to the broader issues of violence, bullying, and hate. He also met with the Pride students at HPMS to seek their recommendations going forward.

The ERASE contact form and link was moved to a more visible section on our website for students seeking help from bullying or concern for classmates and friends.

School Safety Forum

This February 18 online event brought together a collection of educators, community representatives, parents, and experts to discuss and explore issues at both the school and community level. Power Point: https://www.mpsd.ca/Board/SafeSchools/Documents/Safe%20Schools%20February%2018%2c%202021b.pdf A series of recommendations and ideas were generated by break out groups. Link: https://www.mpsd.ca/Board/SafeSchools/Documents/Safe%20Schools%20Forum%20-%20February%2018%2c%202021%20-%20Notes.pdf
In short, there was much consideration given to student voice, safe community spaces, community activities, and more time for staff to supervise and interact with students. There was recognition that Covid had made some of this much more challenging too.

School Liaison Officer

Ongoing contact with the RCMP and our SLO has been a key part of our work since the incident. The RCMP has been a tremendous asset with tracking down worrisome online behaviours and threats of violence. Communication and ongoing training are key aspects of our work with the RCMP and other organisations.

Out in Schools

The organisation Out in Schools did workshops for all grade 7s; they also did a 3 hour pro d for staff to promote LGBTQ+ inclusive language and pedagogy. SD75 staff are also doing workshops for older elementary students currently.

Ongoing work on establishing GSAs, parent support, and training is occurring via our SOGI team.

Admin Forums

Meetings with Principals and Vice Principals in February and March focussed on their recommendations for improved security and safety at schools, as well as their observations and insights of student conduct and mental health challenges for this year.

Student Working Groups

Principals were directed to consult with students on safety around the school and community. Depending on the school's size and composition, this could be online forums, visits to classrooms, or the creation of a student council. By mid May most schools had done this work and reported specific observations and concerns of students for their school. The concerns ranged from routes home to particular corners of the playground. In the fall an inter school forum for Middle and Secondary will be formed for a similar purpose at the community level.

Safer Schools Together

A key partner has been SST. SST met with senior district officials to review our overall processes and practices; they met with SD75 Principals and Vice Principals the following week to review their understandings of procedures, areas of strength or concern, and so on; and they reviewed SD75's policy manual. Following this they have produced a report on Mission Public Schools, which can be found here: .

A short summary of their findings: Mission is working on a policy review, and SST has a series of recommendations connected to this. They recommended refresh training for all PVP and the RCMP on VTRA and DTRA, as well as a series of workshops for students and parents. They also commended Mission Public Schools for several areas, in particular our Critical Incident Response work (aka Flight Team), our work with Indigenous partners and communities, and our communications with our parent community on Critical Incidents.

Initial DTRA has been done with our PVP group. The next sessions will occur on August 23rd.

Student Feedback

Below is some selected Middle School Feedback:
If we are seen as a part of the school, which can be seen as more visibility of representation

Have diverse representation in curriculum/history/stories in classes (Gender, cultural diverse representation)

Have culturally significant food choices in the cafeteria for community celebrations or just every day – why just cheeseburger and chicken wraps? (Diwali, Eid El-Fitr, etc)

Graffiti wall

Student ideas – instead of fish painted on a fence, a quilt idea where students paint wooden tiles for fences that are representative of themselves

Paint over names from 20 years ago in the gym, art room with current names

A better name than Crusaders

Have more connections with the school:

Student/staff sport and club connections at lunch (COVID impacted much of this)

Connect with the families – Family paint night, family trivia night

Playground to play = for community during and after schools, complete with seating area and heaters if students are going to be outside

SCHOOL DISTRICT 75 (MISSION)

District Review Report - April 2021

SST | SAFER SCHOOLS TOGETHER

Table of Contents

Attention: Angus Wilson
Superintendent of Schools
School District 75 (Mission)

INTRODUCTION

Safer Schools Together (SST) is pleased to provide the Mission Public School District (MPSD) with a report regarding:

- A comprehensive review of district policies and administrative procedures that pertain to ensuring student and staff safety and well-being.
- A review of current structures for responding to worrisome and threat-related behaviour including:

  o Administrative structure and supports.
  o Training needs, supports and post-incident response to worrisome and threat-related incidents.
  o Communication procedures.
  o Community agency involvement/support for addressing worrisome and threat-related behaviour – Royal Canadian Mounted Police (RCMP) and Child & Youth Mental Health (CYMH).
  o Consultation as required in support of recent Violence Threat Risk Assessment (VTRA) related incidents with district team to identify what worked well and what lessons were learned.
  o Exemplary district practices.

SECTION 1: REVIEW OF BOARD OF EDUCATION POLICIES AND PROCEDURES

SST acknowledges that the Board of Education is currently reviewing, updating and revising some of its policies and administrative procedures. This work is timely as it provides the Board of Education with the opportunity to consider policies that best fit under the Board's mandate for Governance, and redefine/update other policies as administrative procedures that provide guidance and direction to staff and the community regarding School District operations. Comments and recommendations regarding specific policies and administrative procedures are included in the body of the report, along with a summary of the recommendations for consideration at the end of this section of the report.

Review of Board Policies

Board Policies are currently classified under the following sections:

- Governance
- District Administration
- School Administration
- Students and Instruction
- Personnel
- Finance
- Operations

For this report's purpose, SST reviewed policies that pertain to ensuring student and staff safety and well-being. The following policies in particular highlight the Board's commitment to ensuring student and staff safety and well-being.

Section 1 - Governance

Policy 1.1 - Board of Education Responsibilities

- Provides the governance direction and oversight for the activities of the School District in accordance with the specified powers delegated to the School District by the *School Act.*

Date Amended: May 2017

Policy 1.5 - Policy Development and Review

- States "Board approved policies will be developed and reviewed in a thorough and consultative manner to ensure the broad interests of the educational community are considered."

Date Amended: January 21, 2020
Legal Reference: *School Act, Section 85*

Section 2 - District Administration

Policy 2.1 - Role of the Superintendent
(listed as "to be updated")

- Updating this Policy will help to reinforce the distinction in the School District between the Board's responsibility to govern and the Superintendent's executive or administrative duties.

Approved: February 2009

Policy 2.2 - Respectful Schools and Workplace Anti-Bullying, Harassment and Discrimination
(also referenced as Policy 110)

- Promotes *"* Safe, personally secure, and respectful environment that values and respects individual differences."

Date Amended: September 17, 2019
Cross References: AP 111- Respectful Schools and 2.2.1 - Respectful Workplace: Anti-Bullying, Harassment and Discrimination (note this AP is currently listed in a section titled Human Resources)

Policy 2.2.2 - Anti-Racism
(listed as "draft – currently seeking feedback")

- Purpose "To provide supplemental information and direction regarding Anti-Racism."

Recommendation #1 – Policy 2.2.2

- Consideration be given to broaden the Policy: Anti-Racism and Non-Discrimination with a goal to eradicate ethnocentrism, prejudice, stereotyping, discrimination, hate and racism in any form.

Policy 2.3 – Sexual Minority – Sexual Orientation Gender Identity - Anti-Homophobic
(also referenced as Policy 26 / listed as "policy is currently under review")

Date Approved: April 2014

Recommendation #2 – Policy 2.3

- Consideration be given to incorporating best practices on this topic. (reference: SOGI 123 website - section on policies and procedures)

Policy 2.4 - Access to Information and Protection of Privacy
(also referenced as Policy 120)

- The Information Guide accompanying this Policy outlines the process for accessing information that is not publicly available and also lists categories of records appropriate for disclosure without the need to file an access request.

Date Amended: March 13, 2018
Legal Reference: *Freedom of Information and Protection of Privacy Act*

Policy 2.5 - Health and Safety
(also referenced as Policy 150)

- Commitment to "Promoting a safe and healthy workplace and environment for all employees, volunteers, workers of other employers as well as students and the public."

Date Amended: September 2018
Cross Reference: AP 180-1 Physical Restraint and Seclusion
Legal reference: Workers Compensation Act, Worksafe BC

Policy 2.8 - Use of Technology and Policy 2.9 - Digital Citizenship
(listed as "new policies in development")

Recommendation #3 – Policies 2.8 and 2.9

- Consideration be given to combining Policies 2.8 and 2.9 as one Policy or as an Administrative Procedure.

Policy 2.10 - Substance or Drug/Alcohol Use/Abuse - Cannabis
(policy is currently under review – "add medical cannabis use")

Date Approved: December 2015

Recommendation #4 - Policy 2.10

- Consideration be given to updating Administrative Procedure 300 – Alcohol Consumption at School District Activities at the same time.

Policy 2.12 - Communication
(listed as "new policy in development")

Section 3 - School Administration

Policy 3.2 – Transportation Services
(listed as "to be updated")

Revised: May 2017
Cross Reference: Policy 2.2 - Respectful Schools and Workplace Anti-Bullying, Harassment and Discrimination, Policy, AP 209 - Field Trips, AP 111 - Respectful Schools and AP 114 - Student Conduct Standards and Behaviour Management

Policy 3.5 - Physical Restraint and Seclusion

- Outlines the responsibility for providing a safe environment and when necessary, to manage instances where a student's aggressive or violent behaviour may harm the student, staff or other students.

Date Approved: May 2017
Cross Reference: AP 180-1 Section Health and Safety – Physical Restraint and Seclusion

Policy 3.6 - Volunteers in Schools (to be updated)

- Use of volunteers "assist schools in providing enriching learning experiences and extracurricular programs and strengthens lines of communication among the school, home and community".

Date Amended: May 2014

Policy 3.7 – Concerns or Complaints
(also referenced as Policy 14 / listed as "to be updated")

Date Approved: September 2008
Cross Reference: Student Appeals Policy #13

Other Policies Reviewed but Not Listed Under the Previous Sections:

Policy 13 - Student Appeals Bylaw 4 – 2008: Under Section 11 of the School Act

Recommendation #5 – Policy 13

- Consideration be given to:

    o Updating the Policy to include information regarding Informal Dispute Resolution. (refer to Ministry of Education website)
    o Updating the document - *Practices and Procedures for Appeals under Section 11 of the School Act.'*
    o Developing an Information Pamphlet for parents/guardians that clarifies the difference between a Section 11 Appeal and a Conflict Resolution Process for School-Based Concerns.

Date Approved: September 2008

Policy 27 – Child Protection

- States "The Board requires that all school officials, employees, volunteers, and contract service providers receive training on how to recognize signs of child abuse or neglect."

Date Approved: Not clearly stated
Cross Reference: AP 110 – Reporting Child Abuse and Neglect

Policy 29 – Safe, Caring and Healthy Schools
(Marked as draft with no date of approval)

- States a commitment to "Providing safe, caring and socially responsible school environments in which all learners can achieve academic excellence, personal growth and responsible citizenship".
- The draft policy includes the following information:

    o District-Wide Code of Conduct.
    o School Code of Conduct/Implementation and Guidelines.
    o Safety and Security – references Threat Assessment Protocol.

Recommendation #6 – Policy 29

- Consideration be given to:

    o Updating the draft Policy to denote the Board's governance role in ensuring safe, caring and healthy schools.
    o Developing Administrative Procedures for Violence Threat Risk Assessment/Fair Notice.

REVIEW OF ADMINISTRATIVE PROCEDURES

Administrative Procedures should be consistent with Board Policies and provide guidance and direction to staff and the community regarding District operations.

Administrative Procedures are currently classified under the following sections:

- Safe and Healthy Schools
- Students and Instruction
- School Administration
- Personnel
- Finance and Public Relations
- Facilities, Transportation and Equipment
- Environmental Sustainability

The following Administrative Procedures that pertain to ensuring student and staff safety and well-being were reviewed:

100 – Safe and Healthy Schools

Administrative Procedure 107 – Internet Access for Students and Staff: Safe Practices
(listed as under review and pending changes)

- States "The Board of Education provides guidelines for the safe an educational use of the internet."

Date Adopted: February 2000
Cross Reference: Administrative Procedure 601 – Computer Network, Administrative Procedure 210 – Internet & Email Access for all Users of the School District Computer Network, Administrative Procedure 111 – Respectful Schools, Administrative Procedure 114 – Student Conduct Standards and Behaviour Management & Administrative Procedure 405 – Respectful Workplace

Administrative Procedure 109 – Police Interviews of Student

- Purpose "To protect the rights of pupils while at school."

Date Adopted: February 2001

Recommendation #7 - Administrative Procedure 109

- Consideration be given to updating this Administrative Procedure to reflect best practice as identified in the Maintaining School Safety: A Guide For School and Police Personnel in BC. (https://www2.gov.bc.ca/assets/gov/erase/documents/maintaining-school-safety-guide.pdf)

Administrative Procedure 110 – Child Abuse and/or Neglect

- Outlines the procedures to report child abuse and/or neglect.
- Note the reference to the Xyolhemeylh Child and Family Service Agency is missing part of the description (provides child protection services and).

Date Amended: January 2005
Legal Reference: Child, Family and Community Service Act

Administrative Procedure 111 – Respectful Schools

- Commitment to providing a learning environment free from discrimination and harassment and in which the individual differences of all students is valued and respected.

Date Amended: April 2011
Cross Reference: AP 114 – Student Conduct Standards and Behaviour Management and AP 405 – Respectful Workplace (Also listed as AP 2.2.1)
Legal Reference: BC Human Rights Coalition, Code and Tribunal

Administrative Procedure 112 – Safety Procedures for Employees Working Alone

- States "Home visits are to be conducted by appointment only, with the time and purpose established beforehand."
- States "Additional procedures for home visits will be established as part of each school's risk assessment."

Date Adopted: February 2000

Administrative Procedure 114 – Student Conduct Standards and Behaviour Management

- States "Students are expected to conduct themselves in a responsible and respectful manner in accordance with the District Code of Conduct Policy #19." (nonexistent)
- Supports Restorative Practices as an alternative to punitive actions.

Date Amended 2008
Cross Reference: Policy 19 (nonexistent) District Direction Policy 1, AP 111 – Respectful Schools and Policy 13 - Student Appeals

Recommendation #8 - Administrative Procedure 114

Consideration be given to:

- Updating the Administrative Procedure to reflect current best practice regarding student conduct, progressive discipline and suspension.
- Ensuring all School Codes of Conduct are up to date as per Provincial Standards for Codes of Conduct Order 2016.

Administrative Procedure 116 – Visitors to Schools

- Requires all visitors including district staff, administration office personnel, maintenance staff and itinerants report immediately to the office and state their purpose for being on site.

Date Adopted: February 2000

200 – Students and Instruction

Administrative Procedure 209 – Field Trips

- Supports field trip activities that complement the schools' instructional programs and enrich the educational opportunities of students.
- States "Well defined safety procedures are necessary to minimize the potential of serious harm to the health and safety of students and teachers."

Date Amended: Sept 2009
Cross Reference: Nonexistent Policy 19 District Code of Conduct, AP 105 - Criminal Records Check and AP 112 - Safety Procedures for Employees Working Alone

Recommendation #9 - Administrative Procedure 209

- Consideration be given to updating Guidelines for International Travel. (reference: *erase* website login for Safe School Coordinators)

Administrative Procedure 210a – Network, Internet and Wi-Fi Procedure for Employees and
Administrative Procedure 210b – Network, Internet and Wi-Fi Procedure for Students K-12

- Sets standards for users to access the MPSD Network, Internet and Wi-Fi.

Date Amended: April 2018
Cross Reference: Policy 19 – Nonexistent District Code of Conduct Policy, AP 107 - Internet Access for Students and Staff: Safe Practices and AP 212 – Selection of Supplementary Learning Resources

Recommendation #10 - Administrative Procedures 210a and 210b

Date Amended: April 2018
Cross Reference: Policy 19 – Nonexistent District Code of Conduct Policy, AP 107 - Internet Access for Students and Staff: Safe Practices and AP 212 – Selection of Supplementary Learning Resource

- Consideration be given to:

  - o Combining AP 210a and 210b.
  - o Including an Acceptable Use Agreement for Students in this Administrative Procedure or in AP 107 - Internet Access for Students and Staff: Safe Practices.

SUMMARY OF RECOMMENDATIONS - BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

As noted earlier in the report, SST is aware that the District is currently updating its Board Policies and Procedures. The following recommendations about policies and procedures related to student and staff safety and well-being are provided for consideration.

Recommendation #1 – Policy 2.2.2 – Anti-Racism

- Consideration be given to broaden the Policy: Anti-Racism and Non-Discrimination with a goal to eradicate ethnocentrism, prejudice, stereotyping, discrimination, hate and racism in any form.

Recommendation #2 – Policy 2.3 – Sexual Minority – Sexual Orientation Gender Identity – Anti-Homophobic

- Consideration be given to incorporating best practices on this topic. (reference – SOGI 123 website section on policies and procedures)

Recommendation #3 – Policy 2.8 – Use of Technology and Policy 2.9 – Digital Citizenship

- Consideration be given to combining Policies 2.8 and 2.9 as one Policy or as an Administrative Procedure.

Recommendation #4 – Policy 2.10 – Substance or Drug/Alcohol Use/Abuse – Cannabis

- Consideration be given to updating Administrative Procedure 300 – Alcohol Consumption at School District Activities at the same time.

Recommendation #5 – Policy 12 – Student Appeals

- Consideration be given to:

  o Updating the Policy to include information regarding Informal Dispute Resolution. (refer to Ministry of Education website)
  o Updating the document - *Practices and Procedures for Appeals under Section 11 of the School Act.'*
  o Developing an Information Pamphlet for parents/guardians that clarifies the difference between a Section 11 Appeal and a Conflict Resolution Process for School-Based Concerns.

Recommendation #6 – Policy 29 – Safe, Caring and Healthy Schools

- Consideration be given to:

  o Updating the draft Policy to denote the board's governance role in ensuring safe, caring and healthy schools.
  o Developing Administrative Procedures for Violence Threat Risk Assessment/Fair Notice.

Recommendation #7 - Administrative Procedure 109 – Police Interviews of Student

- Consideration be given to updating this Policy to reflect best practice as identified in the Maintaining School Safety: A Guide For School and Police Personnel in BC. (https://www2.gov.bc.ca/assets/gov/erase/documents/maintaining-school-safety-guide.pdf)

Recommendation #8 – Administrative Procedure 114 – Student Conduct Standards and Behaviour Management

- Consideration be given to:

  o Updating the Administrative Procedure to reflect current best practice regarding student conduct, progressive discipline and suspension.
  o Ensuring all School Codes of Conduct are up to date as per Provincial Standards for Codes of Conduct Order 2016.

Recommendation #9 - Administrative Procedure 209 – Field Trips

- Consideration be given to updating Guidelines for International Travel. (reference: *erase* website login for Safe School Coordinators)

Recommendation #10 - Administrative Procedure 210a - Network, Internet and Wi-Fi Procedure for Employees and Administrative Procedure 210b – Network, Internet and Wi-Fi Procedure for Students K-12

- Consideration be given to:

    - Combining AP 210a and 210b.
    - Including an Acceptable Use Agreement for Students in this Administrative Procedure or in AP 107 - Internet Access for Students and Staff: Safe Practices.

SECTION 2: REVIEW OF CURRENT STRUCTURES FOR RESPONDING TO WORRISOME AND THREAT-RELATED BEHAVIOUR

ADMINISTRATIVE STRUCTURE AND SUPPORT

District Leadership Team Members involved in responding to student safety and wellness concerns (e.g., critical incidents, traumatic events, worrisome and threat-related behaviour) include the Superintendent, Assistant Superintendent and Director of Student Services.

The Superintendent currently serves as the District's Safe School Coordinator, ensures School Administrators receive *erase|Report It* tips and serves as the District's media spokesperson. The Assistant Superintendent provides advice and support to School Principals/Vice Principals and leads the District Discipline Review Committee. The Director of Instruction is responsible for Critical Incident Response. A School Administrator has also been designated as a Safe School Coordinator.

The Superintendent is the District Critical Incident Response Coordinator, and the Director of Student Services is designated as the Alternate District Critical Incident Response Coordinator. Critical Incident Response Teams (Flight Teams) comprises four Flight Team Leaders, four Safe Room Coordinators and twenty Critical Incident Response Team Members who support school communities' response to critical incidents and traumatic events.

A Crisis Management Manual has been developed for District and School-Based Administration. The manual includes sections on Communication, School-Based Critical Incident Management, Reaching Out to the Community, Resources for Administrators, CISD, Critical Incident Stress Reactions and Grief, Responding to Students at Risk and Responding to Threats of Extreme Violence, Safe Room Maps and Supporting Students in Grief. The manual includes sample forms, checklists and templates for communicating with students, staff and parents.

Comments:

The Crisis Management Manual provides useful information and guidelines for responding to school-based critical incidents, however, some sections of the manual would benefit from being updated to reflect current best practice including a trauma-informed approach to responding to critical incidents and school safety concerns.

Research indicates that Psychological First Aid (PFA) is the preferred approach in response to critical incidents and traumatic events. PFA for schools is an evidence-informed approach to help children, youth, adults and families immediately after a crisis or traumatic event. It is designed to reduce the initial stress caused by a crisis or traumatic event and to foster short-term and long-term adaptive functioning and coping. Early, brief and focused intervention can reduce the social and emotional distress of students and adults in the aftermath of a critical incident or traumatic event.

Media guidelines reference communication with newspapers and media outlets. Most often social media plays an informal role in information sharing about injury, death, violence and other threat-related matters. Many individuals use texting and other social media networking to share information (e.g., Facebook, Instagram, Twitter). It is important to monitor what is being communicated to see if disturbing details, images or misinformation is being posted.

The Responding to Students At Risk section of the manual provides an overview of the Suicide Risk Assessment Protocol.

The section on Responding to Threats of Extreme Violence/Violent Incident Community Response Protocol includes information on a School Threat Assessment Protocol, Flow Charts for addressing low risk incidents and high risk school threats, Report Form, Determining Level of Risk Chart and Core Questions for Threat Assessment. The information included in this section of the manual is significantly outdated and does not reflect provincial guidelines for addressing worrisome and threat-related behaviour as outlined in the Community Violence Threat Risk Assessment Protocol Guide for British Columbia and the Maintaining School Safety: A Guide for School and Police Personnel in BC.

The Parent's Guide to Critical Incidents provides information to assist parents in understanding the terminology and planning around emergency situations and the aftermath in school settings.

Recommendation #1

To build district and school capacity and expertise in responding to school safety concerns including worrisome and threat related behaviour and in conducting VTRAs:

- Consider:

    o The Assistant Superintendent share the Safe School Coordinator's responsibilities with the Superintendent instead of a School-Based Principal, given the Assistant Superintendent's role in providing advice and support to schools.
    o The Assistant Superintendent (or jointly with the Director of Student Services) serve as the Lead and point-person(s) for all VTRA related matters and involve other district administration and district and community agency supports as required.

Recommendation #2

- Consider :

  o Updating the Crisis Management Manual to ensure there is a section on Violence Threat Risk Assessment that reflects provincial guidelines for addressing worrisome and threat-related behaviour.
  o Creating a Parent's Guide to Understanding Threat Assessment and/or updating the current Guide to include updated information.

Composition of Committees/Teams

The district has a well-defined structure to respond to critical incidents with identified District Critical Incident Response Coordinators, Flight Team Leaders and Members.

There is no District VTRA Committee or a Community-Based VTRA Committee. School safety concerns related to worrisome and threat-related behaviours are mainly addressed by school-based teams.

School-based administrators indicate that the Superintendent and other District Leadership Team members are responsive to school safety concerns and make themselves available to provide support. However, they suggest having an identified VTRA Lead(s) at the district level would help provide direction and support for conducting VTRAs and providing additional Digital Threat Assessment (DTA) support.

Recommendation #3

- Consider creating a Community VTRA Protocol Structure as outlined in the Community Violence Threat Risk Assessment Protocol Guide for BC.

  o VTRA Committee – consists of leaders from the school district and community organizations involved in signing the formal protocol that commits their organizations to the multidisciplinary VTRA approach. Their key function is to endorse the Community VTRA Protocol and ensure their organizations have staff trained in VTRA.

  o VTRA Sub-Committee – consists of designates who act on behalf of the organization leads and have received VTRA training. Members are involved in developing and updating the community protocol and addressing any inter-agency collaboration, communication and support challenges. This committee is usually chaired by an Associate Superintendent. It involves district VTRA and Critical Incident Response Team Leads, and other community agency VTRA Team Leads to ensure a timely response to incidents, information sharing, implementation of immediate risk reducing interventions, short and longer-term interventions and services/supports.

- Community VTRA Protocol Teams

  o School-based Site-Specific VTRA Teams - comprised of both VTRA and Critical Incident Response Team members.

o   Site-Specific VTRA Teams in community organizations participating in the VTRA process and have received training.

Note: See pages 6-9 in the Community VTRA Protocol Guide for BC for details regarding membership and responsibilities for Community VTRA Protocol Committees. Committee names can be changed to meet the needs of the district and community organizations.

MPSD has excellent collaborative working relationships with key community partners. The recommended Committee Structure will enhance collaboration, communication, information sharing and ensure consistency of practice regarding VTRA procedures among all Protocol partners.

Recommendation #4

- Consider utilizing the Critical Incident Response Structure currently in place in the District with flight teams to respond to high-risk and high-profile VTRA cases. All members of the flight teams should participate in VTRA training.

Current Student Safety and Wellness Concerns

The following student safety and wellness concerns were identified by the District Leadership Team and School Administrators:

- Increased mental health concerns – number of suicide assessments in the elementary grades has doubled, self-harm among grade 5 girls has increased, higher levels of anxiety and depression etc.
- Emergence of negative peer behaviour in the community involving secondary, alternate, and middle school students.
- Youth with intellectual disabilities are easily coerced into negative peer group involvement.
- An increase in female students threatening other female students.
- Social media concerns – cyberbullying, filming and posting fights, group intimidation via private chats, threats to harm, use of Snap Maps for site and target selection etc.
- Many students expressing the need to carry weapons (e.g., bear spray, knives) for protection.
- Increase in the number of non-attenders.
- Increase in the number of vulnerable families.

In February, the Virtual Safe School Forum, organized by the Board of Education, included School District Staff, Trustees, District of Mission Council Members, RCMP, Parents and Partner Organizations. The Forum served as an effective means to gather input on what could be improved to make students feel safer at school.

Community Agency Involvement

MCFD – (Regional Manager, Child Protection and Child and Youth Mental Health Team Lead)

Ministry of Children and Family Development (MCFD) representatives indicate they have a positive and open working relationship with the District. CYMH Team Lead regularly meets with district staff to discuss areas of overlap, committees and case consultations related to children, youth and their families. Team members have positive working relationships with school staff. Representatives from the District and

MCFD serve on the Early Years Committee and, before COVID, on Wellness Committees and local Action Teams. Both organizations participate in youth-specific meetings. Information sharing is positive and viewed as critical to ensuring care and support. MCFD has partnered with the district to provide training (e.g., Emotion-Focused Schools). A Family Mental Health and Wellness Forum took place in January in partnership with the District Parent Advisory and FamilySmart.

Mental Health support is stretched in the community, and wait lists are extensive. Some of the resources available in larger communities are not available in Mission. MPSD can access support for students through the Short Term Assessment Response Team (START) and the Adolescent Day Treatment Program (ADTP) operated through Fraser Health.

MCFD shared that Fraserview Learning Centre is doing remarkable work in becoming a trauma-informed school and has much to offer other schools in becoming trauma-informed.

RCMP (School Liaison Officer)

The RCMP School Liaison Officer (SLO) has a positive working relationship with the MPSD and feels welcome in every school. Administrators keep her informed of school safety related concerns but acknowledge the need for VTRA training and promoting use of the *erase*|Report It tool.

Both organizations expressed interest in participating in VTRA training and being involved in the VTRA process moving forward. They expressed interest in being informed of Ministry of Education-sponsored *erase* trainings.

District staff indicate that approximately 63-65% of children in care are Indigenous. The district is committed to strengthening its working relationship with community agencies. Xyolhemeylh Child and Family Services recently integrated holistic services to focus on children's well-being, supporting families to be healthy and ensuring children grow up in a safe and nurturing home that preserves their culture.

Recommendation #5

- Consider providing training and support for the development of trauma-informed schools.

Recommendation #6

- Consider:

    o Providing information on a regular basis to community partners about Ministry sponsored trainings that are intended for schools/districts and their community partners.
    o Encouraging community partner participation in future MPSD sponsored VTRA and Digital Threat Assessment (DTA) trainings.

Training Needs, Support and Post Incident Response

An identified need exists for VTRA and DTA Training as many District and School Administrators have not received training for several years. Staff changes in all organizations create the need for ongoing training to build capacity and expertise in responding to worrisome and threat-related incidents. It is imperative that Senior District Staff participate in these trainings to ensure a coherent systems approach in responding to worrisome and threat-related behaviour, critical incidents, traumatic events and other safety concerns.

Digital Threat Assessment has become an integral component of the overall VTRA process as this is where many worrisome and threat-related issues surface and can consume a significant amount of school-based Site-Specific VTRA Team time. Some Administrators recently participated in Ministry-sponsored or SST DTA training.

Many staff and parents are unaware of the social media trends impacting student and staff safety and well-being. Issues that occur in the digital realm can impact school climate/culture and safety.

Students benefit from participating in learning sessions focused on social media awareness, digital citizenship, cyber-bullying and online racism and hate. The erase|Report It tool provides a safe way for students to report various safety concerns.

Post-Incident Response

Post-incident response is an area that can be overlooked after a critical or threat-related incident. A trauma-informed, data-driven approach helps ensure timely communication and effective incident response and management parallel to a behavioural and digital threat assessment process. Debriefs are essential to determine what worked, challenges encountered, and lessons learned. Check-ins with impacted individuals, including students, staff and others, including individuals of concern, need to occur periodically after an incident.

The safety and wellness concerns identified by District and School Administrators support the need for training to help school-based teams proactively respond to worrisome and threat-related behaviour and ensure short-term and longer-term intervention strategies and supports are implemented.

Recommendation #7

Consider providing training as soon as possible:

- Personalized Training for MPSD school/district leaders and community partners based on best practices for VTRA as outlined in the Community VTRA Protocol Guide for BC *(Full Day Session).*

    o In-Person Training is recommended and to take place prior to the end of the school year.

- Specialized Overview on the Community VTRA Protocol Guide for BC and best practices for implementation of a community protocol for Mission *(2-hour Session).*

    o District representatives and key community partners - independent schools, MCFD (CYMH, Protection, Probation) RCMP, Indigenous leaders etc.

- Personalized Digital Threat Assessment Training for school /district leaders and community partners *(Full Day Session).*

    o Recommend this training take place before the start or shortly after the start of the 2021/2022 school year.

- Student Remote Learning Sessions: Social Media Awareness, Digital Footprints, and Cyberbullying *(1-hour Session).*

    o Recommend one session for Grades 6/7 and one session for Grades 8/9.
    o These sessions can be booked as soon as possible.

- Parent Remote Session: Social Media Awareness, Digital Footprints, and Cyberbullying *(2-hour Session).*

Recommendation #8

- Consider:

    o Developing a Community VTRA Protocol with key community partners once training has occurred.
    o Ensuring all district/school staff, parents/guardians and students are aware of the Community VTRA Protocol and Fair Notice.

SUMMARY OF RECOMMENDATIONS - CURRENT STRUCTURES FOR RESPONDING TO WORRISOME AND THREAT-RELATED BEHAVIOUR

Recommendation #1

To build district and school capacity and expertise in responding to school safety concerns including worrisome and threat related behaviour and in conducting VTRAs:

- Consider:

  - The Assistant Superintendent share the Safe School Coordinator's responsibilities with the Superintendent instead of a School-Based Principal, given the Assistant Superintendent's role in providing advice and support to schools.
  - The Assistant Superintendent (or jointly with the Director of Student Services) serve as the Lead and point-person for all VTRA related matters and involve other district administration and district and community agency supports as required.

Recommendation #2

- Consider:

  - Updating the Crisis Management Manual to ensure there is a section on Violence Threat Risk Assessment that reflects provincial guidelines for addressing worrisome and threat-related behaviour.
  - Creating a Parent's Guide to Understanding Threat Assessment and/or updating the current Guide to include updated information.

Recommendation #3

- Consider creating a Community VTRA Protocol Structure as outlined in the Community Violence Threat Risk Assessment Protocol Guide for BC.

    - VTRA Committee – consists of leaders from the school district and community organizations involved in signing the formal protocol that commits their organizations to the multidisciplinary VTRA approach. Their key function is to endorse the Community VTRA Protocol and ensure their organizations have staff trained in VTRA.
    - VTRA Sub-Committee – consists of designates who act on behalf of the organization leads and have received VTRA training. Members are involved in developing and updating the community protocol and addressing any inter-agency collaboration, communication and support challenges. This committee is usually chaired by an Associate Superintendent. It involves district VTRA and Critical Incident Response Team Leads, and other community agency VTRA Team Leads to ensure a timely response to incidents, information sharing, implementation of immediate risk reducing interventions, short and longer-term interventions and services/supports.

- Community VTRA Protocol Teams

    - School-based Site-Specific VTRA Teams - comprised of both VTRA and Critical Incident Response Team members.
    - Site-Specific VTRA Teams in community organizations participating in the VTRA process and have received training.

Note: See pages 6-9 in the Community VTRA Protocol Guide for BC for details regarding membership and responsibilities for Community VTRA Protocol Committees. Committee names can be changed to meet the needs of the district and community organizations.

MPSD has excellent collaborative working relationships with key community partners. The recommended Committee Structure will enhance collaboration, communication, information sharing and ensure consistency of practice regarding VTRA procedures among all Protocol partners.

Recommendation #4

- Consider utilizing the Critical Incident Response Structure currently in place in the District with flight teams to respond to high-risk and high-profile VTRA cases. All members of the flight teams should participate in VTRA training.

Recommendation #5

- Consider providing training and support for the development of trauma-informed schools.

Recommendation #6

- Consider:

  - Providing information on a regular basis to community partners about Ministry-sponsored trainings that are intended for schools/districts and their community partners.
  - Encouraging community partner participation in future MPSD sponsored VTRA and DTA trainings.

Recommendation #7

Consider providing training as soon as possible:

- Personalized Training for school/district leaders and community partners based on best practices for VTRA as outlined in the Community VTRA Protocol Guide for BC *(Full Day Session).*

  - In-Person Training is recommended and to take place prior to the end of the school year.

- Specialized Overview on the Community VTRA Protocol Guide for BC and best practices for implementation of a community protocol for Mission *(2-hour Session).*

  - District representatives and key community partners - independent schools, MCFD (CYMH, Protection, Probation) RCMP, Indigenous leaders etc.

- Personalized Digital Threat Assessment Training for school/district leaders and community partners *(Full Day Session).*

  - Recommend this training take place before the start or shortly after the start of the 2021/2022 school year.

- Student Remote Learning Sessions: Social Media Awareness, Digital Footprints, and Cyberbullying *(1-hour Session).*

  - Recommend one session for Grades 6/7 and one session for Grades 8/9.
  - These sessions can be booked as soon as possible.

- Parent Remote Session: Social Media Awareness, Digital Footprints, and Cyberbullying *(2-hour Session).*

Recommendation #8

- Consider:

  - Developing a Community VTRA Protocol with key community partners once training has occurred.
  - Ensuring all district/school staff, parents/guardians and students are aware of the Community VTRA Protocol and Fair Notice.

Exemplary Practices

MPSD has developed some exemplary practices to help ensure student and staff safety and well-being. These include:

Honouring the Traditional, Ancestral, Unceded and Shared Territories of the Leq'á:mel, Matheqwí, Qwó:ltl'el and Sq'éwlets Peoples:

- The 2019-2022 Strategic Plan begins by acknowledging and honouring the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwí, Qwó:ltl'el and Sq'éwlets peoples. The Strategic Plan includes specific goals, strategies and measures for student success.
- The honouring of the Leq'á:mel, Matheqwí, Qwó:ltl'el and Sq'éwlets peoples is prominent on the district website and demonstrates the District's commitment to ensuring the safety, well-being and success of all Indigenous learners.

Promising Indigenous Education Initiatives

The Indigenous model provides wraparound care and support for Indigenous learners. The model includes:

- A Child and Youth in Care Advocate.
- Two Success Coaches that provide support to Indigenous learners at the middle and secondary schools. (Plan to implement a Success Advocate for students in Grades K-6)
- Liaison workers assigned to all schools connect with students daily.
- Strong focus on a team approach with regular meetings in each school to discuss how students are doing.
- Development of Indigenous Student Success Plans for students who require in-depth support.
- Social workers are expected to invite bands to participate in meetings regarding children and youth in care to ensure there is a voice to represent cultural capacity and weave in cultural teachings and connections.
- An outreach teacher provides educational support for students who aren't able to attend school due to COVID. A TOC is also supporting the outreach teacher in ensuring educational continuity for the learners.

Critical Incident Response

The structure for critical incident response is well planned and provides a coordinated approach to supporting school communities when critical incidents occur. This structure can be adapted to provide VTRA support in high-risk or high-profile incidents once all flight teams, leads and coordinators have received training.

CONCLUSION

SST commends MPSD for their openness and commitment to the review process. The district has established excellent working relationships with key community partners and is responsive to community concerns regarding student safety and well-being. Strengthening a multi-disciplinary approach to addressing worrisome and threat-related behaviour through the development of a Community VTRA Protocol will enhance collaboration, communication, information sharing and ensure consistency of practice regarding VTRA procedures among all Protocol partners.

SST thanks the district for the opportunity to conduct the Review and hopes the recommendations provided in the report in Section One: Review of Board Policies and Procedures and Section Two: Review of Current Structures for Responding to Worrisome and Threat-Related Behaviour will be helpful.

Kind Regards,

Theresa Campbell
CEO, Safer Schools Together

ITEM 6.3   **Information**   **File No.**

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: MDI Results Review

1. **Summary:** Staff recently received our community MDI (Middle Years Development Instrument) report for 2020-21. Mission Gr. 5 and Gr. 8 students participated this year. You can access the report, along with the previous 2017-18 report, here: http://earlylearning.ubc.ca/maps/mdi/nh/sd75/

2. **Background:** We will review the findings in the report as well as possible next steps.

3. **Options:**

4. **Analysis and Impact:**

   a. Strategic Plan Alignment

      i. Student Centred Learning: "Positive Learning Experiences"

         1. Strategy: encouraging student engagement and feedback

      ii. Effective Learning Environments: "Welcoming, healthy, and safe working and learning environments" and "Students and employees embrace physical, mental, and emotional wellness"

      iii. Quality Teaching and Leadership – "Teachers adapt to the rapidly changing educational environment and needs of students"

   b. Enhancement Agreement

   c. Funding Guidelines, Costing, & Budget Impact

   d. Policy, Legislation, Regulation

   e. Organizational Capacity

   f. Risks
      i. Organizational
      ii. Reputational
      iii. Strategic

   g. Benefits
      i. Organizational
      ii. Reputational
      iii. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

ITEM 7.1   **Discussion**   **File No.**

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: 2021/2022 Draft Board Meeting Calendar

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1. **Summary:** Staff will present and discuss DRAFT 2021/2022 Board Meeting Calendar. Meetings have selected tentative locations; however, based on the COVID-related situation in the Fall and throughout the year, or if the Board chooses to, the meetings can be held virtually via ZOOM or Teams videoconference.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

    a. Strategic Plan Alignment

    b. Enhancement Agreement

    c. Funding Guidelines, Costing, & Budget Impact

    d. Policy, Legislation, Regulation

    e. Organizational Capacity

    f. Risks
        i. Organizational
        ii. Reputational
        iii. Strategic

    g. Benefits
        i. Organizational
        ii. Reputational
        iii. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

    a. 2021/2022 Draft Board Meeting Calendar

2021/2022 DRAFT Management Meeting Dates

Board Meetings (Closed 4:30 PM)(Public 6:30 PM)		Committee of the Whole (Public) 3:30 PM	
September 21, 2021	Fraserview Learning Centre	September 7, 2021	School Board Office
October 19, 2021	Ecole Mission Senior Secondary	October 5, 2021	School Board Office
November 16, 2021	Heritage Park Middle School	November 2, 2021	School Board Office
December 14, 2021	Hatzic Middle School	December 7, 2021	School Board Office
January 18, 2022	Silverdale Elementary School	January 4, 2022	School Board Office
February 15, 2022	Dewdney Elementary School	February 1, 2022	School Board Office
March 8, 2022	Cherry Hill Elementary	March 8, 2022	School Board Office
April 19, 2022	Christine Morrison Elementary	April 19, 2022	School Board Office
May 17, 2022	E.S. Richards Elementary	May 17, 2022	School Board Office
June 21, 2022	Mission Central Elementary	June 21, 2022	School Board Office

Mgmt/ Exempt Mtgs - 3:30-5:30 PM		PVPA Meetings - 9:00 AM	
September 15, 2021	School Board Office	TBA	School Board Office
October 20, 2021	School Board Office	TBA	School Board Office
November 17, 2021	School Board Office	TBA	School Board Office
December 15, 2021	School Board Office	TBA	School Board Office
January 19, 2022	School Board Office	TBA	School Board Office
February 16, 2022	School Board Office	TBA	School Board Office
April 20, 2022	School Board Office	TBA	School Board Office
May 18, 2022	School Board Office	TBA	School Board Office

Siwal Si'wes Advisory Council Mtg 11:30am-2:30am			
September 14, 2021	Fraserview Learning Centre	TBA	School Board Office
October 12, 2021	Fraserview Learning Centre	TBA	School Board Office
November 9, 2021	Fraserview Learning Centre	**DPAC Meetings 7pm-9pm**	
December 14, 2021	Fraserview Learning Centre	September 13, 2021	School Board Office
January 11, 2022	Fraserview Learning Centre	October 18, 2021	School Board Office
February 8, 2022	Fraserview Learning Centre	November 8, 2021	School Board Office
March 8, 2022	Fraserview Learning Centre	December 13, 2021	School Board Office
April 12, 2022	Fraserview Learning Centre	January 10, 2022	School Board Office
May 10, 2022	Fraserview Learning Centre	February 7, 2022	School Board Office
June 14, 2022	Fraserview Learning Centre	March 7, 2022	School Board Office

Trades & Training Advisory Committee Mtg 4:00pm			
October 26, 2021	HPMS Cafetorium	April 11, 2022	School Board Office
February 8, 2022	HPMS Cafetorium	May 16, 2022	School Board Office
April 12, 2022	HPMS Cafetorium	June 13, 2022	School Board Office

BCSTA Trustee Academy: December 2 -4, 2021

BCSTA AGM: April 21 - 24, 2022

BCPSEA: Fall Symposium November 4 and 5, 2021

BCPSEA AGM: January 27 and 28, 2022

School Breaks

Winter Break: December 20, 2021 - January 3, 2022

Spring Break: March 14, 2022 - March 25, 2022

MPSD Retirement Dinner: June 16, 2022 at 6:00 PM

Please note:

ALL LOCATIONS ARE TENTATIVE AND MAY CHANGE TO VIDEOCONFERENCE IF NEEDED

School District #75 (Mission)

Public Meeting of the Committee of the Whole Minutes

May 4, 2021, 3:30 pm
Zoom Meeting

Members Present:	**Board Chair, Tracy Loffler**
	Vice Chair, Shelley Carter
	School Trustee, Randy Cairns
	Trustee, Julia Renkema
Members Absent:	**Trustee, Rick McKamey**
Staff Present:	**Superintendent of Schools, Angus Wilson**
	Secretary-Treasurer, Corien Becker
	Assistant Superintendent, Karen Alvarez
	District Principal of International Education, Collen Hannah
	Executive Assistant, Ilona Schmidt (Recorder)
Staff Absent:	**Director of Student Services Carolynn Schmor**
	District Principal of Indigenous Education, Vivian Searwar
Others Present:	**Principal – Andrew Merry, Vice-Principal/French Program Co-Ordinator – Shauna Néro, MTU President – Ryan McCarty, CUPE President – Faye Howell, District Inclusion Mentor – Shannon Bowsfield, DPAC President – Cheryl Blondin, DPAC Treasurer – Jacquelyn Wickham, MSS PAC Rep - Dionne Hairsine, Parent – Marek Nikolic**

1. CALL TO ORDER

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

Trustee McKamey sent his regrets for not attending. The Assistant Superintendent joined the meeting at 3:35 pm

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be amended.
AMENDMENT: Add Item 5.1. Boundary Review - Hatzic Elementary
CARRIED

MOVED and Seconded that the Agenda be approved as amended.
CARRIED

3.   **DELEGATIONS/PRESENTATIONS**

4.   **CURRICULUM**

Item 4.2 was presented first, and some further items were not presented in the original agenda order to accommodate presenters.

4.2   Shauna Néro: FRIM Language Acquisition

An update on French programs and language acquisition in the district was provided. Mission offers French Immersion at two elementary schools (Ecole Mission Central and Ecole Christine Morrison), one middle school (Ecole Heritage Park Middle School) and at Mission Senior Secondary. In addition, we offer Intensive Core French (ICF) at Windebank Elementary and Ecole Heritage Park. We also offer Core French and other language acquisition opportunities.

Shauna presented stages of Second Language Acquisition
- Preproduction
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency

Brain changes when students transform from monolinguals to bilinguals. S. Krashen's Affective Filter Hypothesis and L2 Acquisition was reviewed. When the affective filter is high, learning or understanding & communicating in L2 is low.

French Kindergarten registration rates are increasing slowly. Both schools are now more balanced. Retention rates are getting more balanced over time. Graduation rates can still be improved.

Student-centred learning is being used in 4 classes (2 at CME, 2 at EMC) Students got to see Marc Tardif (Magician) show and an Outdoor Francophone festival is being prepared for June 2021. A bi-lingual student video about Greta Thunberg was shared. Ministry website being utilized: Learning in French together. Book club: Club de lecture Access for Success - 3 sessions. Next year, learner profiles will be added. Connecting language research in the classroom.

Looking ahead: Focus on Phonological awareness. Supporting diverse learners: using ISP. The program has French-speaking EA. All French immersion positions have been filled this year. OLEP funds partially funded participation in the district career fairs, professional development & Collaboration - Trauma-informed practices and social-emotional learning.

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Staff confirmed that OLEP funding is provided by the the Federal Government, specifically to support the french programming in schools, including teacher recruitment, and Professional Development.
More books coming for the Intensive French Program.

Grade12 - many electives, students can get a double dogwood diploma or a French proficiency certification which does not expire. Certification can allow students to bypass university classes.

4.1   Monthly Curriculum Update

The Assistant Superintendent discussed ways to strengthen transitions into Kindergarten, from elementary to middle school, middle school to secondary. The assistant superintendent provided a summary of the work being done. Transition is a process over time and is very important to support the whole person (social, emotional, cognitive, physical).
- Ready Set Learn - Outdoors for children birth – 3yo
- Welcome to Kindergarten (every Elem. School)
- Playdates at the Playground
    o Summer playdates at every school site
    o Build community and sense of belonging
    o Familiarize children with the playground and activities to do there.
- Gradual entry to Kindergarten - first 2 wks of September gradually increase the amount of time, size of group, and complexity of tasks.
- StrongStart educators are present in some K classrooms to support transitions
- Elementary to Middle school transition
  Hearing from students and families is welcome. Surveys coming, Gr 6, Gr 8, ParentSurvey. Virtual parent meetings, Leadership students will address questions. Family info guides will be posted on websites. Additional Supports
- Middle to Secondary Transition - meetings supporting the continuum of learning, Math department started.

Transition and any step of support for the students is appreciated.
A question was asked: What can a parent do if a student is disrespected by a teacher. The process would be contacting the teacher, principal, school district, ombudsman. The Superintendent offered to connect with the parent.
A question was asked regarding changing paperwork for Kindergarten Transition. Current paperwork is more deficit-based. The Assistant Superintendent will follow up with the Director of Student Services.

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A question was asked about the middle to high school transition, namely Gr 6 visiting the Middle school - is there a reason for moving to virtual. It is harder to get the teachers to the secondary school.
A question was asked if the Summer playdates are new, and if the employees will be paid for summer work? All employees working in the Summer will be paid accordingly.

6.   STAFF REPORTS

6.1   International Program Update

Staff provided an update on the effects of this year on the International Program in SD75, as well as projections on next year's enrolment and structure.

The International department is currently up in numbers, compared to projections and has been working on the largest intake since January. There has been a shift away from students coming from China for the past few years. Recruitment is conducted through more virtual presentations, although there isn't a lot of interest using this format. We are observing a collapse of Chinese students, and a reduction of Korean students. (normal 75, now 35).

Current foreign student diversification includes countries such as Vietnam, Taiwan, Nigeria, Italy, Spain, Bangladesh, Germany, Turkey, Qatar, Iran. The International Department is able to charge tuition upfront. Some difficulties have arisen arise due to the pandemic – such as Turkey has just been shut down for a month, and Qatar/Iran visa processes are stalled.

A comment was made that China, Japan, South Korea, Taiwan - population of young people is reducing and they do not expect many students to graduate. There are pressures within these countries for students to stay home. International travel will likely be more difficult, as students will not be able to travel back and forth as often.

A question was asked about changes coming with vaccines etc - is there any deadline for the students, so they can still come at a later date? Possibly in January. Intake is flexible, based on MSS numbers. Students are coming mostly during a break to accommodate term roll-overs.

5.   UNFINISHED BUSINESS

5.1   Boundary Review - Hatzic Elementary

Options for consideration

Hatzic Elementary is expected to be over capacity for September 2021, based on the current enrolments at the school. The following are thoughts

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staff are considering, and staff are looking for direction for additional research. The information requested and formal options would be presented at the May Board meeting.

Options presented include:

- Stop accepting any cross-boundary requests
- Send all cross-boundary students attending Hatzic back to their regular catchment school.
- Offer Dewdney to Durieu families
- Add a portable

The Board would like to see how many students from Deroche are coming to Dewdney? A question is how many Durieu families would voluntarily move to Dewdney? There are a lot of moving parts.

A comment was made that there should be a tie-in in place at Hatzic from before. The last portable had a sink. There should be lower cost of using existing tie-in vs actual new installation. Grandfathering K students if they have siblings at the school should be considered.

A comment came that it is really appreciated that SD75 will be looking at Durieu families in the Dewdney catchment. Have Durieu families been contacted? Staff have not started consulting with the families yet. There was one survey so far. Discussion is to be started. More formal direction to come from the Board in May. SD75 is looking at more than one option. At one point, there were 2 portables at Dewdney. When they changed the boundary over 10 years ago. Now with the growth boom mid to East of Mission, this may be the perfect time to realign the boundaries to support the Dewdney school.

Many discussions over the years took place about grandfathering in K children with siblings already going to the school, how many K's are we looking at?

A question was asked what the enrolment would be if we do not send students back to their original schools.

A comment came regarding the portable: It has a limited ability to make a difference at this point in time.

A question was asked about students having spots held: will there be any issues? Will overcrowding be even greater? Those are all already factored in. Families have until the end of June to let their schools know. Most have been in touch with the SD75. If portable is not added, we will have to remove kids, as there is not enough space. If no portable is added, we are over the limit in 11 out of 13 classes.

A comment came to allow cross-boundary only for siblings. The Board chair does not agree with sending students back. Dewdney - Durieu boundary may be changed back long term. Portable is needed. The Chair prefers to add portable and not move kids.

A question was asked about the 5yr capital plan with Hatzic... we need a new school or an upgrade. It can be presented to the Government.

Consult with families before the board meeting, so we can get some data back and build on the data we have.

A comment came that the growth is coming from houses being built in rural areas. Could a portable compromise the chances of a new school?

A comment came that perhaps the grandfathering should have an end date. The influx of new families is happening everywhere. There is not enough room district-wide. Overall, new schools would be great, but it will take some time.

The Secretary-Treasurer inquired if the board is interested in having staff summarize what we have discussed today - and send it to Durieu families? September should be voluntary - decision has not been made. Staff will draft communication to the Durieu families for feedback before the the next Board Meeting.

A comment came that if parents have a choice between Hatzic and Dewdney, bussing could present a few challenges may be difficult.

A comment came that if the boundary changes, this coming year should be voluntary, and next year it should be set.

6.   STAFF REPORTS

6.2   Summer School

Staff provided an update on SD75 plans for Summer School 2021. It is the 4th year SD offers Summer School. The structure will be fairly similar to last year with some small adjustments. There will be 8 blocks of classes to offer. Still deciding on the courses.

MSS semesters are a bit different. COVID caused some students to struggle, and those may want to take Summer school to improve grades.

A question came if teachers can offer to tutor students? MTU – the question is what can be offered free of charge? It needs to be discussed carefully.

A question came about support for Gr 9 entering Gr 10. All students have had an interruption in learning. Everybody missed a lot, and we need to meet the kids where they are now. WW2 impact on students was huge and almost permanent. If we get to capacity, parents can always go to Abbotsford if needed. More comprehensive courses are also offered in other districts.

A question was asked about the provincial overview of estimated grant allocation - will this funding help Summer school ($17,000 for SD75). The overview is based on estimates from February. We will submit actual numbers and grants will adjust.

6.3   IT Plan Update

Staff provided an update on the status of reviewing the IT Plan, as the current plan has expired. Initial IT plan was hardware. Now looking at

software platforms, what services we need for staff. SD75 continues working on the new plan. It was noted that teachers like some platforms and do not like others. Is there any consensus? IT committee needs to do a full survey of teaching staff.

WiFi hubs, laptops, tablets are to be refreshed.

Part of the conversation going forward - how can technology be used more effectively. Covid has brought this to the forefront. Some teachers who were resistant to technology are using it now. Hardware issues have been fixed. Are we a leader with technology? Not yet. How far do we want to go?

A comment came, that in the next 5yrs, SD75 has to embrace what has been productive.

7.   NEW BUSINESS

7.1   BCSTA School Life Cycle Funding Report

The Board Chair brought forward information about Life cycle maintenance (the work which must be completed over the "life" of a building to ensure it remains in peak operating condition). B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. BCSTA wrote a paper to define the problem and make recommendations for consideration by the government to correct the shortfall. Some information is alarming. Would this document be helpful to the long-range facilities plan?

Every SD knows which school needs funding most. SD75 has 14 funding requests.

A comment came that the Ministry should fund new construction based on this information as well. Municipalities and SDs would benefit. Maybe something to talk with DOM?

8.   MINUTES OF PREVIOUS MEETINGS

8.1   Meeting Minutes - Committee of the Whole, April 6, 2021

MOVED and Seconded that the Committee of the Whole minutes dated April 6, 2021, be approved.

CARRIED.

9.   INFORMATION ITEMS

9.1   BCSTA AGM Motions

The Board has shared and discussed the BCSTA AGM Motions.

A comment came re: p26, Item 33 Childcare in place for 2023. ECE salaries should be brought up, so more people are interested in the ECE career.

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:44 pm.

Chair, Board of Education	Secretary-Treasurer

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