![Mission Public Schools logo]

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

March 2, 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**

4. **CURRICULUM**

5. **UNFINISHED BUSINESS**

6. **STAFF REPORTS**

7. **NEW BUSINESS**

8. **MINUTES OF PREVIOUS MEETINGS**

9.   INFORMATION ITEMS

10.   ADJOURNMENT

ITEM 3.1   **Information**

TO: Committee of the Whole
FROM: C. Schmor, Director of Student Services
SUBJECT: Brain Architecture Game, District Counsellor Meg Kruger

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Summary:
MPSD Student Services department support students who have barriers to learning. One such barrier is trauma. According to StatsCan 2014, 33% of Canadians report experiencing significant trauma before the age of 15. Children and youth who have experienced trauma often struggle to engage with learning.

To promote understanding of trauma on the developing brain, our department has bought an educational game to use with both staff groups and older youth. The Brain Architecture Game is a tabletop game experience that builds understanding of the role of experiences on early brain development – what promotes it, what derails it, and the powerful role schools play in healing and building the brain back to health.

1. **Background:**

2. **Options:**

3. **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

4. **Public Participation:**

5. **Implementation:**

6. **Attachments:**

MTU TECH SURVEY

MTU Presentation to the
Committee of the Whole,
March 2nd 2021
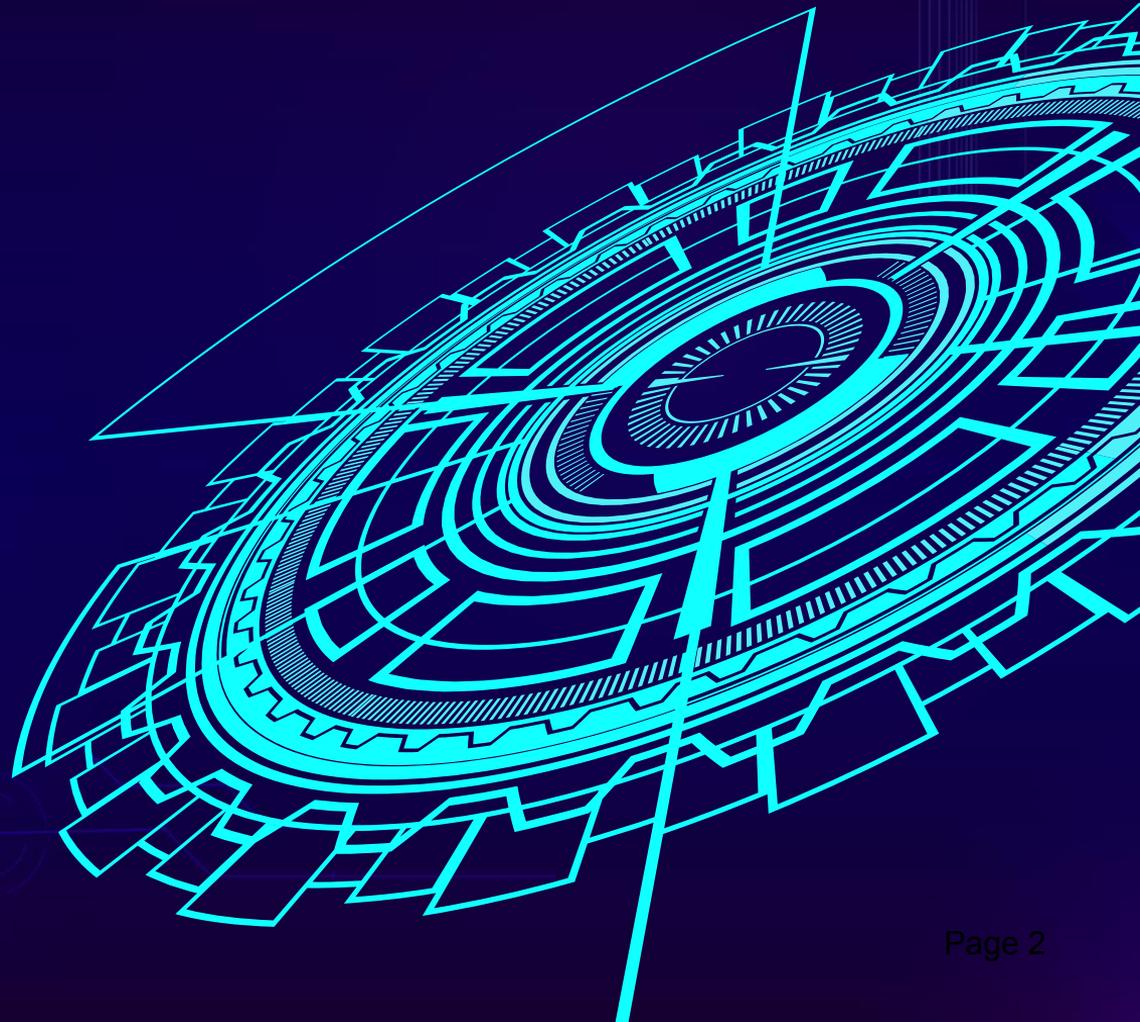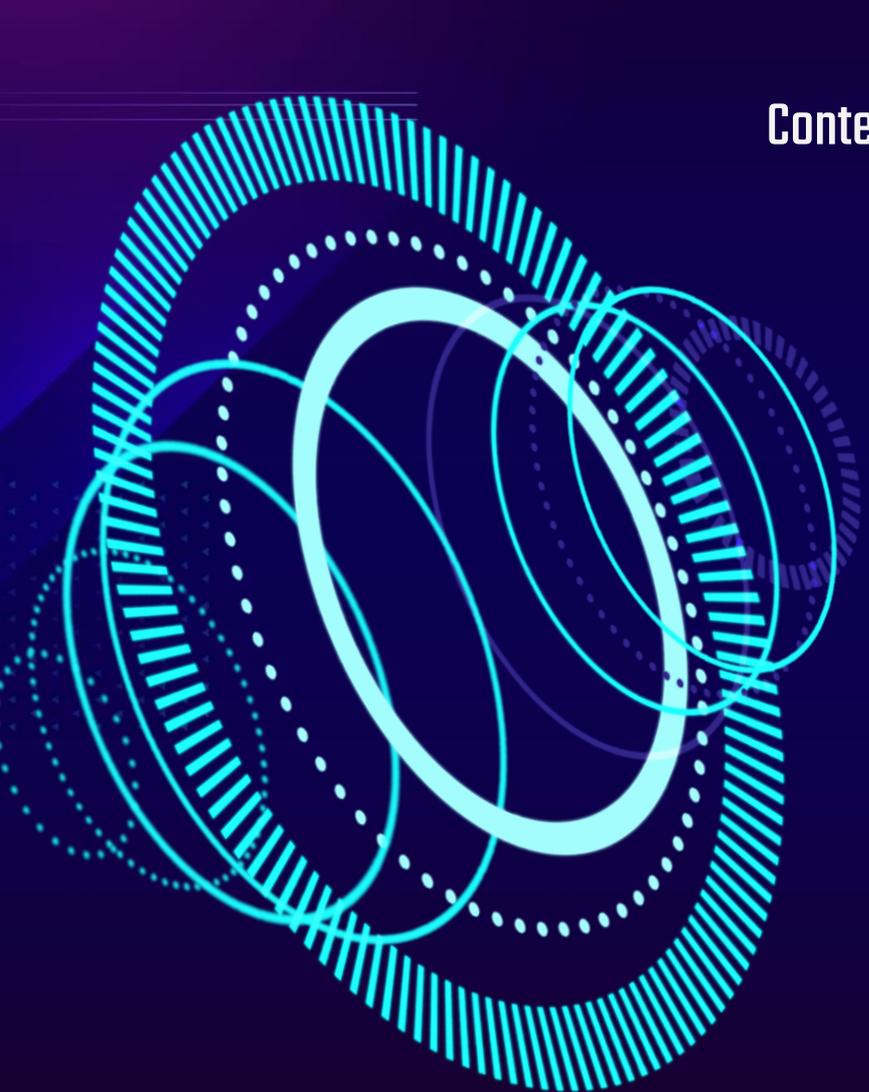
Context of the Survey

01 The Covid Pandemic has necessitated hybrid teaching at MSS for the 2020-2021 school year

02 Hybrid teaching has allowed for smaller classes and better social distancing

03 There has been discussion at senior management and school level about maintaining hybrid teaching on an ongoing basis.

04 This has raised concerns, resulting in the MTU surveying the MTU members at MSS

OOPS…

Q1 What platform(s) did you use for your online classes? Select all that apply.

Answered: 33   Skipped: 0
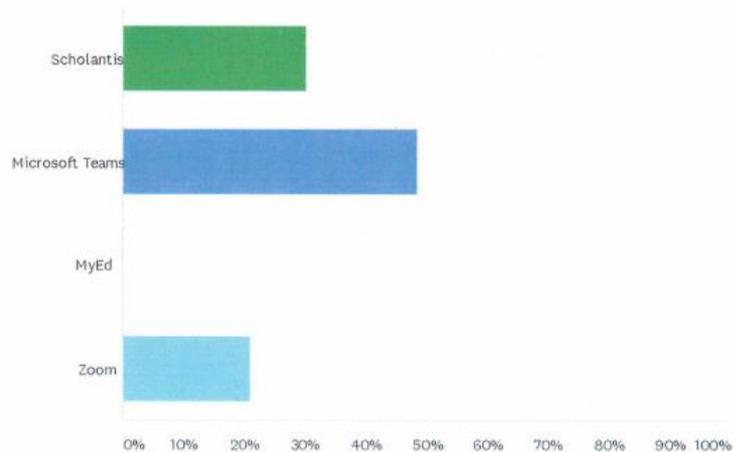
ANSWER CHOICES	RESPONSES	
Scholantis	30.30%	10
Microsoft Teams	48.48%	16
MyEd	0.00%	0
Zoom	21.21%	7
TOTAL		33

Q2 How would you describe your comfort/ ability level with the necessary technology at the start of the semester?

Answered: 33   Skipped: 0
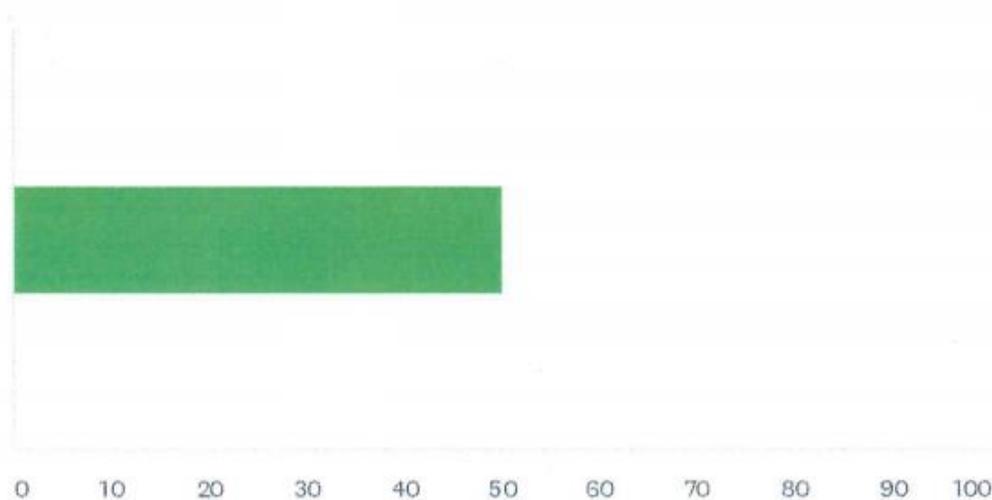
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	50	1,655	33

Total Respondents: 33

Q3 How would you describe your comfort/ ability level with the necessary technology at the end of the semester?

Answered: 33   Skipped: 0
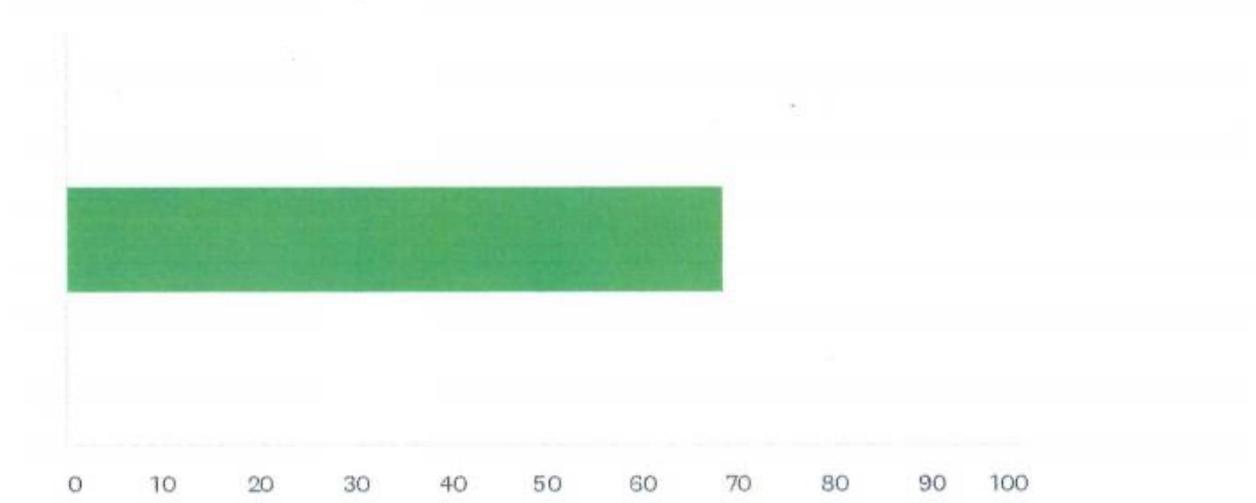
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	69	2.261	33

Total Respondents: 33

Q4 Did you receive adequate training with online platforms at the start of the semester?

Answered: 32   Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	46.88%	15
No	56.25%	18

Total Respondents: 32

Q5 What was the biggest technology challenge you've had in semester 1?

Answered: 32   Skipped: 1

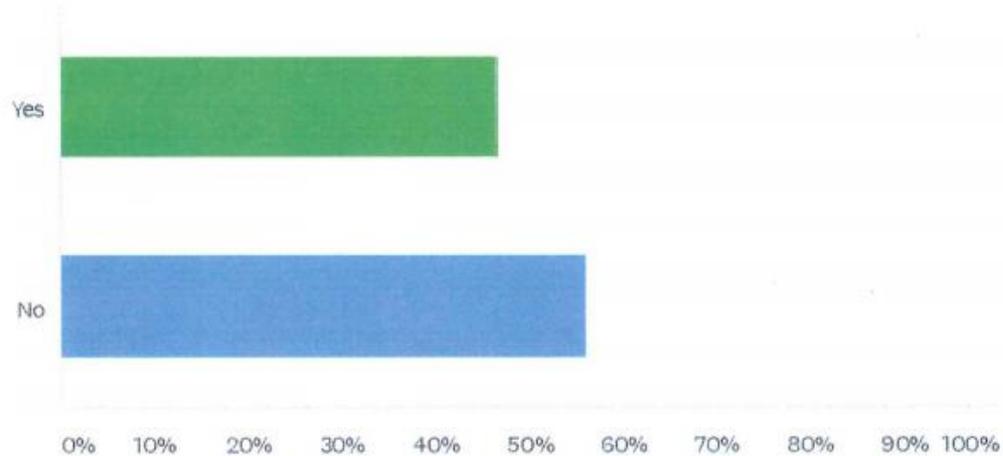| #	RESPONSES
1	Didn't really face challenges
2	Juggling an online and in person class.
3	Reaching in class students while dealing with tech issues for online students.
4	Essentially, facilitating the kind of course I want to teach without it working 11 hours a day and within the constraints of our school/school district platform. Overcoming the tedium of our district-sanctioned platforms, specifically in regards to assessment.
5	Students without necessary technology
6	Scholantis and MS Forms. I do not like Scholantis one bit. Having an online learning system without a gradebook is useless. And doing quizzes with MS Forms is a complete waste of time. Safety tests take hours to mark with that backwards system.
7	keeping online/in class students sorted.
8	Helping other teachers.
9	assessment and communication with students and parents
10	Effective engagement with online students
11	Biggest was trying to learn technology and prep and teach all at the same time. It was exhausting. Second biggest was trying to troubleshoot for students, every class It ate up SO much time
12	It took 3 months for admin to accept and address the fact that my computer was too obsolete to run Teams properly. They probably thought I was the problem.
13	The time it takes to use it all
14	Video/audio and login issues for students
15	Non engagement of students at home when they are unsupervised. Lag time and glitchy feed when trying to show videos.
16	Faulty equipment (missing Smart Board cable) and sound (headset with no training)
17	Learning the software
18	Not being able to hear and see clearly through zoom ie: students couldn't see the whole classroom nor hear properly Also. Scholantis is "clunky" to use and it has been extra work to enter marks in my book, scholantis AND myEd
19	Scolantis and MyEd take quite a long time to load a page, to post work/messages, and to save. Even if Scolantis is designed to save automatically every few seconds, it frequently gets stuck (frozen screen); the only fix is to completely exit the program and then to go back and try again.

20	Off campus students' engagement . Were participating more and doing better when in class
21	Having to advocate/fight to use a platform that I wanted to use, rather than being forced to. A lack of a viable gradebook
22	Not having enough of it that functions. Wifi issues, connection issues, platform issues.
23	The technology working properly.
24	Not having check my mark, scholantis does not show the grades effectively when using performance standard
25	Getting kids to turn video cameras on.
26	Struggling with links not working randomly for specific students. Also not having a projector in my room for when whole class presentations were expected to be shown. Also not being able to completely delete a channel post in Teams, but being left with a "This message has been deleted" post.
27	Managing online students at the same time as in-person students, discussions, answering

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MSS Semester 1 technology survey

questions, and sharing screen/handouts.

28	Getting information and demonstration in a setting with proper facilities, a place where you actually see and hear what is being presented .
29	Engagement
30	Time learning it. Tech crashing
31	Learning two platforms at once while it turned out teaching process upside down
32	Having to record my cooking demonstrations and then load those large video files onto scholantis. I finally switched to youtube for my videos because I was struggling so much. Also, leaving CHECKMYPROGRESS as my marks entry program. Not only do I hate using myed, but students do NOT know how to use it and so having my marks up to date for student reference is often meaningless to students and they have no idea where they stand.

What worked well for you, in terms of technology in the first semester?

Having the ability to upload assignments- students responding quickly

Nothing. Can't wait to stop using it.

Recording short lessons so kids could watch and rewind them at their own pace.

Connecting with students over Zoom was pretty effective, both in terms of hosting Meetings as well as direct messaging at other times.

Zoom was easy to use

Schoology. I have been using it with classes for over four years now. It has a phone app that allows all students easy accessibility to do their online quizzes and assignments.

Technology was fine, connections with kids was impossible

teaching/lessons seemed to go well

E-submissions for assignments

The students' ability to hand in on line

Basically nothing.

Zoom and Scholantis worked about 80% of the time without freezing

Meetings online were ok.

Having a tablet in addition to the laptop to monitor students or for use for labs and demos.

Scholantis was easy to learn

The software

Breakout rooms

Zoom is a good means of "live streaming" to students (though those with weak internet at home would disagree). They can see what's on the SMARTboard and hear me (with a mic) properly 95% of the time (occasionally Zoom will freeze if school wifi is weak).

good off-site attendance in the beginning

Using Microsoft OneNote to monitor student work

21	Being more techy I used tablets as well as my laptop to be able to run PowerPoint and Teams while broadcasting home.	1/21/2021 3:13 PM
22	Peer support	1/21/2021 3:13 PM
23	Zoom	1/21/2021 3:04 PM
24	The patience and time to get it right. The options to chose from for what we're comfortable with.	1/21/2021 2:49 PM
25	Having different channels for different student questions. I like Teams, it just has some kinks to be worked out.	1/21/2021 2:47 PM
26	Scholantis page and Zoom meetings were okay once I got the hang of them	1/21/2021 2:45 PM
27	Teams was adequate, but I required one on one support to make it work.	1/21/2021 2:41 PM
28	Using teams for all note delivery and assignment delivery and submission	1/21/2021 2:28 PM
29	Frank was quick to help when I asked	1/21/2021 2:27 PM
30	Scholantis.	1/21/2021 2:10 PM
31	Switching to youtube for videos. Scholantis is a nice "one stop shop" for my online coursework.	1/21/2021 2:00 PM

1	I love the hybrid model- the one in one in class time as well as the interactions online with students who would otherwise not engage
2	None.
3	Wednesday online. This forces everyone especially the students to be able to find material online as well as being able to save work online.
4	I would like to use an online platform that can host a number of online activities, mainly written discourse, and possess an integrated gradebook.
5	Scholantis
6	Continue using Schoology and videos of project demonstrations.
7	hybrid teaching is not working well as the gradebook feature in teams is not great and the forms do a very basic job.
8	None
9	this is hard to answer because I would say using scholantis to manage assignments, but some students have been skipping the instructions and only accessing the assignments; I don't like that they treat the class like summit and then I receive emails asking for explanations which were given multiple times but they missed due to their attitudes and/or reliance on the online access to work
10	E-submissions
11	Having students hand in work on line
12	None.
13	NONE OF IT!!!!!! If I wanted to sit in front of a computer I would have stayed in business administration
14	Virtual meetings work ok for better inclusion of people outside our building
15	Teams or Scholantis for students to be able to access handouts etc. In some cases for online submission of work but I prefer paper hard copies to be submitted.
16	Scholantis- posting assignments and announcements
17	Not sure

Do not enjoy hybrid teaching, especially in such a community building/collaborative subject as I teach.Like that the students have a consistent website platform.

Scolantis - as a means of posting handouts and assignments for students who are absent or who lose things. However, as comfortable as I am with technology, I do not think any amount of tech will make teaching to students in the classroom and at home at the same time a beneficial practice. It is good to have alternatives for students who prefer to complete their work on a computer, but it is not an effective means of learning for the majority of students.

Blended works

Going paperless

Not many. The tablet allows me access to tech as I move around the class.

?

Scholantis or some form of space to make announcements and post assignments.

Scholantis

Regularly updated class site with all work and information posted so students can access them from home at any time. Also I would love to keep the Wednesday office hours as a regular thing. It gives everyone a break as well as an opportunity for students to get additional support in class.

Course website via Scholantis

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MSS Semester 1 technology survey

I don't want to hybrid teach after this. It is too taxing to run a class in person and online.

Online platform for delivery and submission of assignments, notes. Cuts down on paper

I'll still use the website but can't wait to never use zoom again. I hate teaching online

Q8 Do you feel more technology training is necessary?

Answered: 32   Skipped: 1
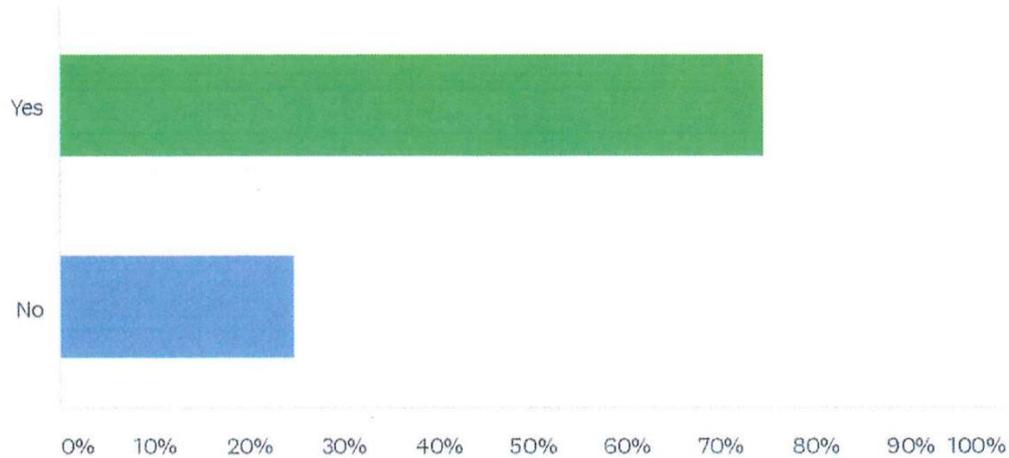
ANSWER CHOICES	RESPONSES	
Yes	75.00%	24
No	25.00%	8
Total Respondents: 32		

Q9 Did you make use of mentor/ itinerant teachers or colleagues to answer questions or help trouble shoot?

Answered: 33   Skipped: 0
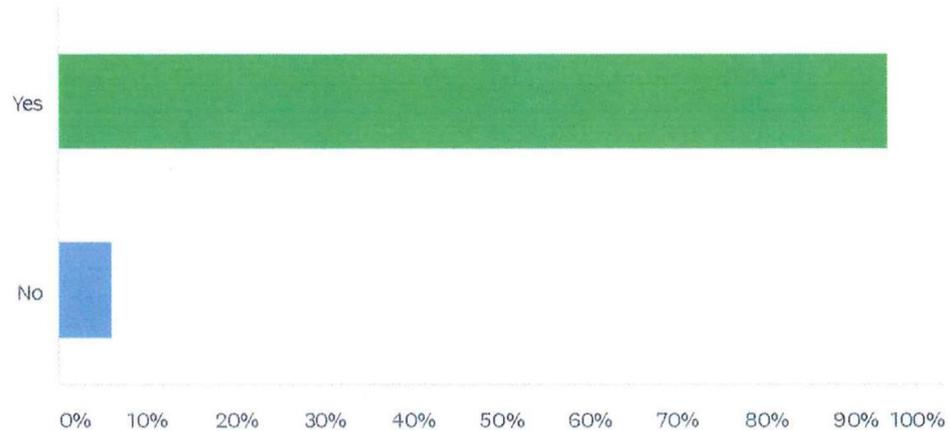
ANSWER CHOICES	RESPONSES	
Yes	93.94%	31
No	6.06%	2
Total Respondents: 33		

Q10 With regard to hybrid teaching how much has your workload changed in semester 1?

Answered: 33   Skipped: 0
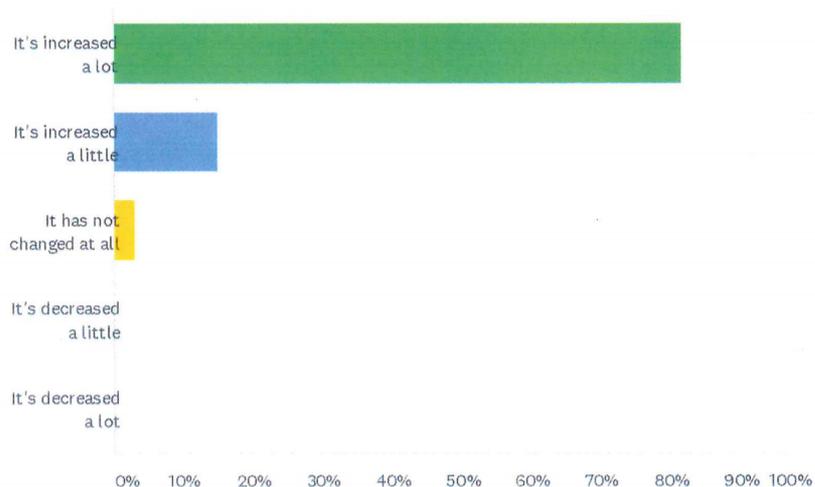
ANSWER CHOICES	RESPONSES	
It's increased a lot	81.82%	27
It's increased a little	15.15%	5
It has not changed at all	3.03%	1
It's decreased a little	0.00%	0
It's decreased a lot	0.00%	0
TOTAL		33

Q11 Were you able to cover a similar amount of material this semester, as compared to a non COVID year?

Answered: 33   Skipped: 0
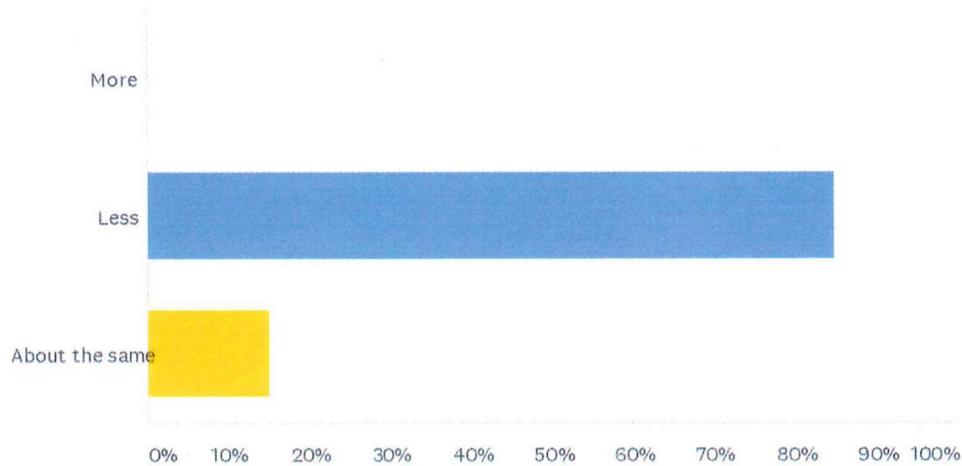
ANSWER CHOICES	RESPONSES	
More	0.00%	0
Less	84.85%	28
About the same	15.15%	5
TOTAL		33

I am happy with the way it is

I would like to be able to see the students screen work area instead of their face. Being able to see what all my students screens are showing would be very helpful.

Chiefly, I would like us to invest in a more comprehensive learning management system (platform) that has an integrated gradebook capable of calculating a percentage so as to preclude the need to manage an additional gradebook.

Student access

Better options than Scholantis! I enjoy Zoom, that platform has worked well.

better assessment strategies online (tests, quizzes etc)

More time for inservice

No broad changes, really. I'd just like to be more adept with it. I SINCERELY wish the admin had allowed us to have check my progress this year- it would have made some of my assessment and communication issues disappear. Too late to do anything about that now. I wish there was a way to identify the 'zoom bombers' who have crashed my class using enrolled students' names. (It's happened twice to one of my classes.)

Autonomy to tell students/parents that I will only accept submissions on the class platforms and not via email

NO online teaching but if it becomes necessary then no hybrid. It should be all online or all in person

Give me proper training. Training sessions should not be the time to "experiment" with numbers of people on a platform at the same time, thus crashing the whole thing.

A marks program that works would be helpful

Not sure

Staff meetings done over zoom. Faster internet with less lag time when many people are logged in.

Having a whiteboard on Teams for screen sharing (so having the right pen to write with rather than mouse)

Training for students

Better microphones and cameras :)

Na

Having a platform with a viable gradebook!

Need more. Platforms aren't great.

Check my mark

Keep it the same - DO NOT MAKE A SECOND DAY OPTIONAL. either do it or don't but the optional thing is bogus.

Perhaps a better or updated version of Scholantis that allows for LSTs to see progress or missing work of their students without being a concern to classroom teachers in terms of marks and editing their sites. It reduces work load and email load for LSTs a lot.

N/A

I would like to teach without online classes at the same time .

Consistency across the district. Students get frustrated with each teacher using a separate platform

No more changes. I can barely keep up

To not be responsible for as much as we are on zoom. They told the MTU we wouldn't be

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MSS Semester 1 technology survey

responsible for student accountability on Zoom and we are. It's too much

Bring back checkmyprogress.

Q13 How did your failure rate compare to a non COVID year?

Answered: 32   Skipped: 1
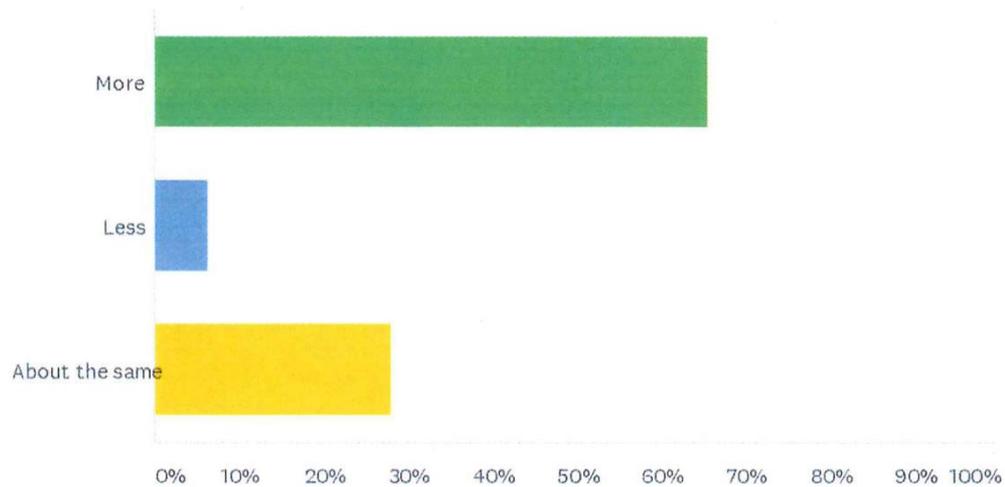
ANSWER CHOICES	RESPONSES	
More	65.63%	21
Less	6.25%	2
About the same	28.13%	9
TOTAL		32

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Q14 Have you experienced any technical difficulties with MyEd this semester?

Answered: 33   Skipped: 0
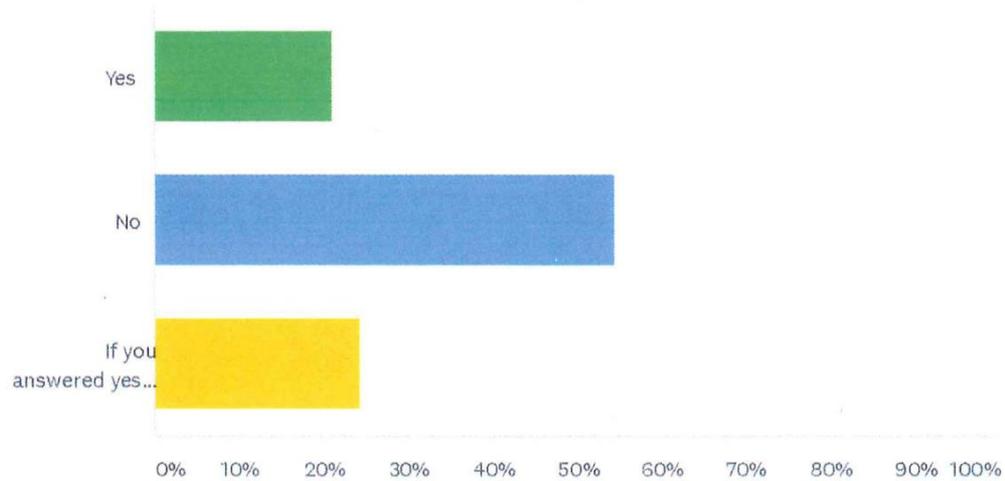
ANSWER CHOICES	RESPONSES	
Yes	21.21%	7
No	54.55%	18
If you answered yes, please specify.	24.24%	8
TOTAL		33

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Q15 What subjects do you teach? (Pick all options that apply to your teaching assignment)

Answered: 33   Skipped: 0
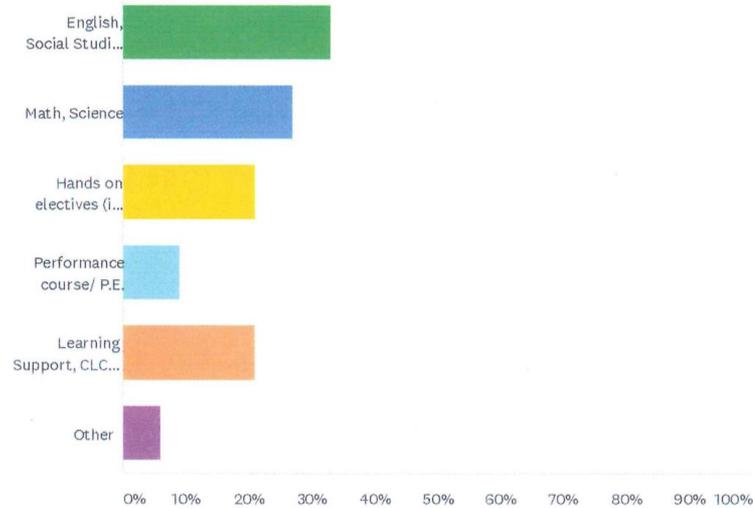
ANSWER CHOICES	RESPONSES	
English, Social Studies, Languages	33.33%	11
Math, Science	27.27%	9
Hands on electives (i.e. wood work, metal work, foods & art)	21.21%	7
Performance course/ P.E.	9.09%	3
Learning Support, CLC, Counseling, Alt. Ed, International Ed.	21.21%	7
Other	6.06%	2
Total Respondents: 33		

Q16 Did you have a prep in Semester 1?

Answered: 33   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	48.48%	16
No	51.52%	17
TOTAL		33

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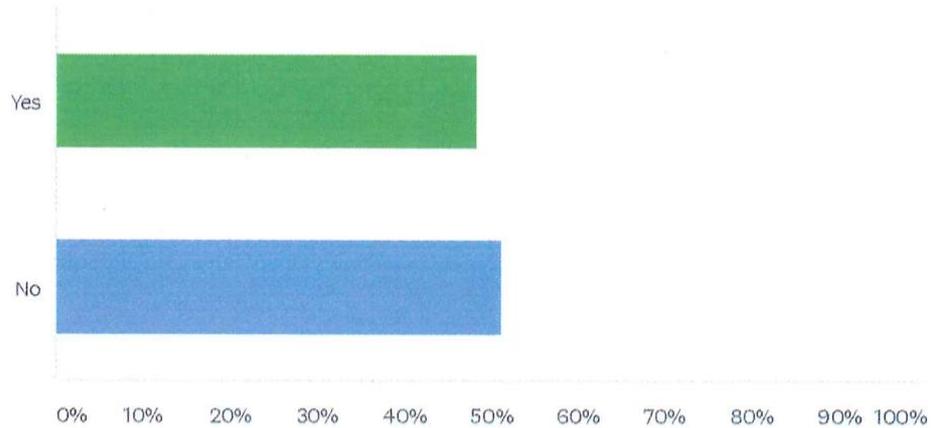
Thank you

ITEM 4.1   **Information**

TO: Committee of the Whole
FROM: V. Searwar, District Principal of Indigenous Education
SUBJECT: Indigenous Education Update – March 2021

1. **Summary:**

   The District Principal of Indigenous Education, SD75 will provide with a brief synopsis and update of the department's projects and plans, successes and challenges, including a presentation from the Indigenous Student Success Coaches and the Band Outreach Teacher.

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. Powerpoint Presentation

   b. Powerpoint Presentation – Band Outreach Program

What's happening at Siwal Si'wes?

Staffing

- 22 Indigenous Liaison Workers (35 hours per week)
  - Schools
  - Halq'emeylem
  - Boy's Club
  - Cultural Prep
  - Cultural Presenters
- One Indigenous Liaison Worker; currently working at Band Outreach (COVID funding)
- One Band Outreach Teacher (COVID funding)
- Two Indigenous Student Success Coaches
- One Indigenous Mentor Teacher (.5 FTE from targeted funds)
- One Teacher-Librarian (.2 FTE from targeted funds)
- One Administrative Assistant

The Work 2020-2021

Collections

Stó:lō Learning Resources — 144 items

Salish Weave Prints — 18 items

P'ésk'a and the First Salmon Ceremony — **Salmon** — 19 items

Indigenous Veterans — 25 items

- New location!
- Good Medicine Stories - Éy St'elmexw Sqwelqwel
- Salish Weave Art Exploration Project
- The Ballantyne Project
- Anti-Racism Series
- Stó:lō Sitel Curriculum Revitalization
- Good Medicine Song Project
- Virtual Cultural Days
- Archery
- Canadian Food Handlers Course
- Mental Health First Aid Course
- SWSW Reading Challenge
- SWSW Library Collections
- SWSW Advisory Hybrid Meetings
- Equity Scan
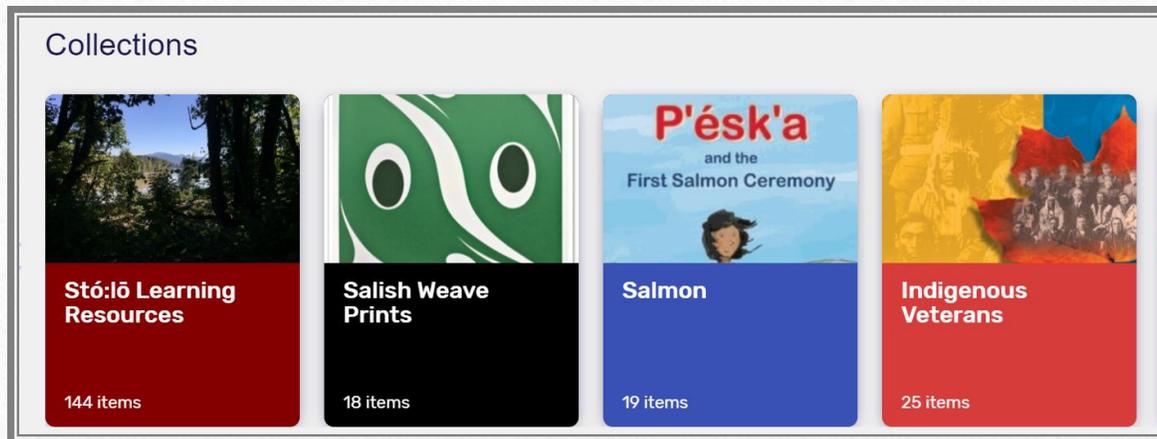
Successes, Challenges & Wishes

Successes:
- Continued connections with Indigenous families and learners despite impacts of the pandemic
- Continued development and extension of the work with the Indigenous Student Success Coaches
- Increased creativity and flexibility when providing options for Indigenous students (i.e. academic success)
- Band Outreach
- Virtual Cultural Days
- Boy's Club
- CYMH Partnership
- Sq'ewlets Bus Shelters

Challenges:
- Ensuring that we engage all families and find ways to provide the support they need, from their perspective
- Stability and continuity with Halq'emeylem Language Instruction

Wishes:
- K-6 Indigenous Student Success Advocate & Band Liaison

Indigenous Student Success Coaches

Don

Katy

Big Idea Goals

- Build relationships
  - Students
  - families
- Improve academic success
- Improve attendance
- Smoother transitions
- Raising graduation rates

School Roles

- Work closely with students
- Communication with families
- Working closely with school staff
  - Liaisons
  - Counsellors
  - Admin
  - Support Staff
  - Teachers
  - District Staff

School Roles (continued)

- Applications and Referrals
  - In house
    - SBT
    - Fraserview
    - Riverside
  - Outside Agencies:
    - Child Youth Mental Health
    - Jordan's Principal
- Indigenous Student Success Meetings
- Working closely with outside agencies
  and local communities (Band Outreach)

Transitions Role

- Transitions Meetings
  - Elementary to Middle School
  - Middle to Secondary
- Transitions Binders
- Between Schools:
  - Summit
  - Riverside
  - FLC

Success Stories from Katy & Don

Band Outreach Program

MISSION PUBLIC SCHOOL DISTRICT #75

Responsiveness

Reciprocity

Relevance

Respect

The mission for Siwal-Si'wes and MissionPublic School Division is based on:

Two First Nation communities

▶Sq'ewlets First Nation

▶Leq'á:mel First Nation

Success starts with:

Land

Connection

Community

Hear their voices...

What do you like about the Band Outreach Program?

Positives

Safety
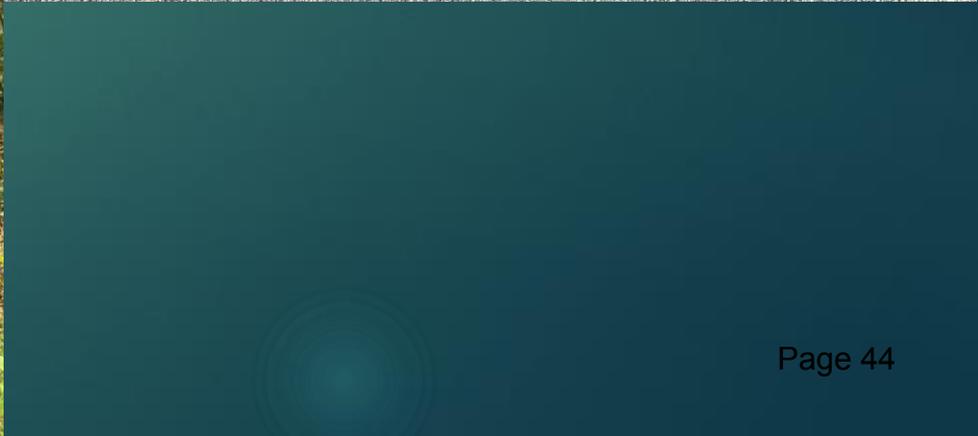
ITEM 5.1   **Information**   **File No.   1020.10**

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Anti-Racism Policy - DRAFT

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1. **Summary:**

   At the December Committee of the Whole, the Board requested that the Draft Anti-Racism Policy, be reviewed, amended as required, forwarded to the partner organizations for comment, and returned to the January Committee of the Whole for further consideration. In January, the policy has been sent out to Middle and Secondary classes for their review and input. It is now being presented along with Student Feedback from Social Justice 12 Class

2. **Background:**

   In September 2020, the Board directed the development of an Anti-Racism policy. Staff initiated the development of the policy, in consideration of the current Respectful Schools and Workplaces: Antibullying, harassment & Discrimination. In October, the Board considered a draft policy that was presented by Trustee Cairns. In November the Committee of the Whole recommended combining the two drafts into one policy. The revised drafted policy is now returned for the second time. No changes have been made since the first review.

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:**

   The revised drafted policy has been shared with partner groups, posted on the district website and shared on social media to solicit feedback from the public.

6. **Implementation:**

7. **Attachments:**
   a. Anti-Racism Policy – DRAFT
   b. Feedback from MSS Social Justice 12 Class

Section:	District Administration	
Title:	**Anti-Racism**	**2.2.2**

Purpose
To provide supplemental information and direction regarding Anti-racism.

Policy

The Board supports and endorses the values and objectives contained in the Canadian Multiculturalism Act, the B.C. Multiculturalism Act, the Charter of Rights and Freedoms, and the B.C. Human Rights Code. In recognizing the importance of these values, the school district shall prohibit discriminatory conduct which violates the B.C. Human Rights Code, as outlined in the Respectful Schools and Workplaces: Anti-bullying, Harassment & Discrimination Policy.

Mission Public Schools is committed to a policy of respect and acceptance of the many cultures within its schools and will foster the development of awareness, understanding, and respect for people of all ethnic, cultural, and linguistic heritages. The Board is also committed to supporting an environment free from intentional or unintentional racism for all students, employees, and trustees.

Specifically, Mission Public Schools is committed to:

a. The elimination of racism and all forms of discrimination;

b. The principles of equity for all races, ethnicities, and cultures reflected in the District's policies, procedures, and relations with staff, students, and the larger community;

c. Acknowledging the true history of Mission and working to heal the historical wrongs to Indigenous peoples in Canada;

d. Increasing awareness of and appreciation for the racial, cultural, religious and linguistic diversity of Mission, and more broadly Canada;

e. Modelling anti-racism practices to its staff and offering opportunities for education in anti-racism for both staff and students;

f. Promoting through all its practices and structures, an environment which is free of discrimination and racial bias.

g. Allegations of racist language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor or the District Superintendent as per procedures to address instances of bullying, harassment or discrimination. Allegations against the Superintendent or Trustees will follow the guidelines of the Procedure regarding Respectful Schools.

Guidelines for Curriculum:

The District will support and encourage staff to:

1. Adapt and include current recommended learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to human rights, anti-discrimination and cultural diversity.

2. Create or acquire appropriate, current, and relevant recommended learning resources for anti-racism education.

3. Examine library resources and curriculum to identify racial bias. Awareness will be placed on historical documents being educational despite, or because of, racism or racially insensitive content in the document. Warnings may be used for texts where deemed appropriate by staff.

Date of Original Board Approval:
Date Amended:
Cross Reference:

Policy 2.2	Respectful Schools and Workplaces: Anti: Bullying, Harassment, & Discrimination
Policy 2.2.1	Sexual Minority – Sexual Orientation – Gender Identify – Anti-homophobic
AP110	Respectful Workplace: Anti: Bullying, Harassment, & Discrimination
AP111	Respectful Schools

Feedback from MSS Social Justice 12 Class.

Re: Anti-Racism Policy 2.2.2

The following information was noted by the students (Feedback)

- Most of the students felt the policy was done well but that it needs more
- Produce a student friendly version with simplified language
- Felt the wording was not strong enough
- They feel that all staff and students need mandatory training when it comes to diversity not "support and encourage staff"
- Some felt it was too general and not specific enough, needs to be more direct
- The students were surprised this policy was not in place already
- They are wondering what the motivation for this policy is and why it took so long
- They wanted to know what would happen after someone violates the policy, more specifically, students. What are the consequences?

The students would like to see the following things to happen district wide:

- The wording of the document to read (specific response to item "C") Indigenous peoples and other minority groups
- They would like a district wide elementary school campaign to combat discrimination and racism and have this reinforced consistently. They believe that programs need to start and be reinforced in elementary and middles schools on a regular and consistent basis.
- Mandatory training for all staff
- Staff to include current events that are discriminatory in nature or racialized current events and examine the reason behind them (BLM came up a few times).
- They would also like schools, all schools to celebrate diversity buy acknowledging and participating in such school or district sponsored events such as the Lunar New Year or Diwali.

Side note, other things that came up:

What other changes they would like to see is policy around Ableism. The students want policy in place to stop the harassment and bullying of neurodiverse students. They should not be making fun or teasing students who are on the autism spectrum or in a wheelchair or have downs syndrome etc. The students in my class report seeing this constantly and they would like something done about it. They feel current anti-bulling and harassment policy is not good enough to address this issue.

ITEM 6.1   **Information**

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: MSS Timetable Update

1. **Summary:** Approval of this year's unusual MSS timetable occurred in August, but recent events in another district meant further follow ups in Mission and several other districts. The Superintendent will update on the current MSS timetable, which has been verified until the end of June 2021. Further, exploration of an innovative timetable for next year has hit a significant challenge from the Ministry, and the Superintendent will clarify what is defined as 'Instructional Time' and how that impacts timetables.

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:**

ITEM 6.2 **Information**

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

1. **Summary:** Staff will provide an update on current enrollment at Summit Learning Centre, as well as beginning to estimate enrollment for 2021/22.

2. **Background:** September 30 Enrollment K-9:

    2018: 73

    2019: 45

    2020: 397

    2021: 85+ pre-enrolled; est. 185 for next year currently

    Summit is sitting at 375 Headcount Feb 24, 2021 for K-9

    125 students enrolled after September 30, 2020

    147 students withdrawn after September 30, 2020

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:**

ITEM 6.3   **Information**

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

_____

1. **Summary:** Staff will review how students are doing and how has the Pandemic been affecting their learning outcomes.

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:**

ITEM 6.4   **Discussion**

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: School Safety Forum Follow-up

1. **Summary:** On February 18, 2021, School District 75 held a virtual forum with various partner groups, parents from the community, and educators, to gather input on what changes can be applied and how schools can be made safer for students. The forum has been a valuable exercise and staff will discuss notes and ideas from the forum.

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 PPT Slides

   b. Safe Schools Forum Notes

SAFE SCHOOLS

Virtual Forum
February 2021

Safe Students are Successful Students.

TONIGHT'S PURPOSE AND OVERVIEW

Territorial Acknowledgement

Generate ideas and information to allow for improved safety at Mission Schools: Safe students can learn and grow!

A short presentation will be followed by break out rooms and then a reporting out

Recommendations from this Forum can be explored and potentially implemented by the School District

ISSUES AROUND MISSION: WHAT WE'VE LEARNED

Several recent incidents of fighting and bullying at the Middle School level, including social media use, have highlighted concerns around student safety both at school and after hours

Incidents are occurring more frequently this year than in the past; about a 50% increase in physical and bullying issues at Middle School level. A broad increase has been noted in elementary as well. Province wide, incidents are up about 40% this year.

Incidents that historically would have occurred at the MLC between 4-6pm are now occurring at schools; similar patterns are noted in other districts too

Good connections with the District and RCMP, but we will review follow up/records on previous incidents to see where we might improve our practices

THEMES

- Supervision

- Technology

- Empathy

- Chronic Bullying

- Otherness

- Geography

- Media story

- Community

- Covid

- Privacy

WORK SO FAR

- Additional NHS at Middle Schools

- Staffing Ratio Reviews

- SOGI team bringing in Out in Schools & Ivan Coyote

- ERASE refresh

- VTRA/Digital TRA training for admin w SST

- Meeting with HPMS staff

- Meeting with HPMS Pride Group

- Conversations with community – parents, civic staff, RCMP, UFV, UBC, LGBTQ+ organisations

FROM THE STUDENTS

- Please, no more anti bullying programs per se

- More Gender Inclusive washrooms and spaces

- Why can't the pride and transgender flags in the library be in the hall? On a flagpole?

- Teachers – all teachers- need to work hard on using inclusive language, incorporating diverse individuals/families/stories into class, also 'I need a strong boy' etc

- Queer History

- Sex ed – more non Male/Female education, information on Intersex, etc

- Work with students (and staff?) on use of pronouns

- Dance classes are an issue (eg 'boys line up here…') – we don't need binary dance

- Pride day or week – also discussion on how to be a good supportive ally

- Embedding queer stories/history etc in the curriculum

- More diverse staff and representation.

BEFORE WE BREAK OUT

Refrain from describing specific past incidents and/or complaints about individual students or staff members

Consider the questions: 'How can we improve safety in Mission schools?' 'How can we improve children's safety more broadly as a community?' 'Where do students feel safe?'

Are the ideas plausible? What barriers may challenge the solution?

WELCOME BACK!

- Please report out from your group with any ideas and feedback you might have.

THANK YOU!

Please contact me at angus.wilson@mpsd.ca
with further ideas or questions

Safe Schools Forum – Notes

Breakout Room #1

- Build awareness for students, i.e. ERASE, process if bullied
- Building relationships between adults and students is key
- Connections with adults – otherwise students only connect with each other
- Size of schools: Are Mission's Middle Schools too big? This is a complicated issue, but a long-term exploration of relationships is key to success.
- 'Youth Working Group' – youth council that meets to discuss issues like violence etc. to communicate with School District.
- Increase counselling time at the elementary schools.
- How can phones be used as a tool, i.e. promote safety and accountability.
- Where do students feel safe? - In groups.
- The issue of social media rewarding shock value. Youth assume adults know about it.
- Peer Mentoring and support (i.e. gr 9 buddy for gr 7)
- 2001: Aboriginal Community Healing circles were used. Very powerful and impactful. (Joint counselling with victim and bully also mentioned in a similar model). Round table restorative discussions all persons involved in an incident
- Suggestion for peer mentoring
- Talk - survey children to learn where they feel safe

Breakout Room #2

- Safe people students can go to
- Boredom at lunch – middle schools have less to do
- Importance of educating about policy
- Have students involved in policy preparation.
- Peer to peer support (i.e. Kindness ambassadors) and student ownership
- Ensure students feel heard; hold safe space forums for students from various groups
- Emphasize empathy, kindness, respect
- Relationship skills, de-escalation skills, teach kids to assume the best of each other

Breakout Room #3

Question 1: How can we improve safety in Mission Schools?
1. Love the student feedback. What can we do for students to be safe? Listen to the student voice.
2. Lunch hour / recess. Lack of things to do.
3. Consider physical safety and emotional safety.
4. Every student should have a strong connection to at least one adult
5. Belonging - students need to feel like they belong to the school / community
6. Building allies
7. SOGI education should begin sooner than grade 6. SOGI Education needs to start at younger ages. Note: SOGI resources and education begins with Kindergarten
8. Stave Falls needs SOGI resources

Mission Public Schools lies within the traditional,
ancestral, unceded and shared territories of the
Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets peoples

9. SOGI education lacking at Hatzic Middle school
10. At the high school level – need greater police presence – where the violence happens. Students need awareness that grown-ups are watching
11. Develop empathy in students – build allies amongst all groups – need a sense of belonging
12. A strong connection to at least one adult – strong relationships
13. Need smaller settings
14. Student input is needed first. Get to the Kids – what do they think is lacking?
15. Inclusion education needed too
16. Develop Professional Development sessions for connecting students to adults
17. Used to have safe spots at Heritage Park – an LGBTQ club – need more of these programs and activities
18. Teambuilding activities – where teachers assign the teams so that teams can be more diverse and inclusive
19. Set strong goals and rules, and review regularly
20. How is the district going to roll out programs to all schools? i.e. Summit is not connected to students and parents in the same way as other schools. Students "belonging" is an issue.
21. Teacher / staff connection – some teachers go above and beyond to connect with students. Can the SD create incentives for teachers / staff to connect with students?
22. How we roll programs out – unique environments like Summit

Questions 2: How can we improve children's safety more broadly as a community?
1. More education – events at parks, support from the District of Mission
2. Foundry Program – mental health supports, nutrition education
3. Mission community services looking to submit application for Foundry
4. Mental Health – working with MLAs on expanding community resources, Foundry for Mission. Currently, there is one in Abbotsford and one in Ridge Meadows.
5. Mindset that children are "all of our kids"
6. Collective mindset to care for children – community partners
7. Eliminate the organization silos
8. Work with the professional organizations in the community
9. Police presence where the violence happens – connected with the police
10. Kids are not feeling safe when they out on the playground/ afterschool, etc.
11. Sense of belonging
12. District of Mission to be a part of the conversation
13. It takes a whole community to raise a child – bring more community partners to the table – have them become part of the conversation
14. Mission needs to stand on its own, and stop being viewed as the poor cousin of Abbotsford

Question 3: Where do students feel safe?
1. They feel safe among adults, and safer within the school
2. Students do not feel safe outside of the school building (lunch, recess, before and after school). Need more adults outside with the students
3. When students feel alone, they do not feel safe.

Breakout Room #4

- Bring back restorative justice that was once part of the district
- Community within schools – what are schools teaching children – conversation continues at home
- Need other adults outside of teachers who make students feel safe
- Embedded curriculum that looks at conflict resolution
- How can we improve safety in Mission schools?
- Rotary played a role in the past: The 4-way test from Rotary:
    1. Is it true?
    2. Is it fair?
    3. Does it build goodwill?
    4. Does it build better relationships?
- Members of the community being part of student wellness activities and information
- Share what is happening with the community
- Seek out the difficult conversations and engage in them in good faith
- Focus on changing hearts, minds, and attitudes
- Define processes for bullying, consequences, and respectful behaviour
- Advocate for students to learn to voice their opinions in a respectful way
- How can we improve safety?
    - Provide tools for communication in the school setting
    - Coaching students how to speak to each other. Help students develop the language surrounding their feelings. Develop empathy and understanding.
    - Improve the role the school takes in facilitating conversations between parents who have children in conflict
    - Focus on areas of schools that students know are hard to monitor
- Are more cameras an option?
- We need to have clear policies and procedures and guidelines in creating safe spaces in schools and in the community
- Bring back conflict resolution courses
    - Some are embedded in the curriculum
    - Look at grade 7 and 9 mental health curriculum
    - Improve counsellor and youth care worker time
    - Work more closely with CYMH
- Use the Open Parachute program more widely in the district
- Focus on developing school-wide strategies for character development
    - Integrity
    - Honesty
    - Respect
    - Kindness
    - Fair play
- Where do students feel safe?
    - In the classroom but not with all classrooms
    - At home for some kids
    - With some principals but not all of them
    - Some other adults at school
    - In groups of their friends

Other comments/information:

- Teachers, supervisors, and principals need to take a bigger role in connecting with students.
- Parents need to take more responsibility for their kids.
- Schools and parents need to improve communication
- The importance of having strong connections with trusted adults was a theme that came up multiple times
- Focusing on better communication from teachers, and principals with the community.
  - Connect in ways that parents connect
    1. Social media
    2. Emails
- There has been a significant reduction in counselling time, admin time, and other good practices over the last 7 years. Can we bring them back?
- We need to improve the visibility of principals and other adults

Breakout Room #5

- Education
- Public and purposeful conversation – safe spaces for children to talk, communication is deliberate and purposeful – connections – transitions to middle school
- Adults connected to students naturally – want the students to rely on us/ adults and view us as partners
- Okay to talk to an adult
- Issue – massive unsupervised online environment – promote the positive use of social media – have students work with adults
- More opportunities to come together. Communities where you can walk to your neighbourhood school - people walk together. Schools of choice are more disconnected with more people driving.
- How do we facilitate the safe use of social media

Breakout Room #6

- Reps of teachers, parents, DPAC
- Supervision
- Communication – consistent between admin and parents, between teachers and parents - a weekly communication
- Within the school amongst the staff – helpful for teachers to know the needs of the vulnerable students
- New parents do not know where to go – maybe a guidebook – guidelines or steps for when there is an issue at school with their child
- Zero tolerance phrase is overused and outdated
- The difference between bullying and peer conflict
- Consequences for bullying – what are the consequences?
- Positive relationships with their teachers
- Some kids don't feel safe in class due to subtle things that happen behind the teacher's back
- More counsellors in elementary schools

Mission Public Schools lies within the traditional,
ancestral, unceded and shared territories of the
Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets peoples

Comments Post Break Out

- The student to adult connection – can teachers connect with students and include them in these conversations/ forums
- Be the change that walks the walk
- Presence to have admin on the playground during breaks
- Including the students – go to the students who are in the outskirts i.e. Mac's
- Is there another forum scheduled – will it be opened-up to parents/ the public and members of the community
- Valuable exercise – keep the momentum going – a natural part of how we operate for our students and the community
- Round table discussions – have them at individual schools – have Superintendent sit in – gives students a voice

ITEM 7.1   **Discussion**

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Flags and Inclusivity

1. **Summary:** The Superintendent will describe community concerns around the use of non-federal or provincial flags on school properties, in particular complaints about the flying of the Pride flag at one elementary school. The Board may wish to consider a response which may include an addition to current policy or direction to staff on procedures on flag use.

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:**

ITEM 7.2   **Discussion**

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: 3-year School District Calendar

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1. **Summary:**

   Attached are draft calendars for the next three school years. Staff will discuss the implementation of a 3-year School District Calendar in accordance with guidelines provided by the Ministry, ensuring that instructional hours meet the minimum requirements mandated with the regulation. Approval will be required at a Board Meeting prior to sending it to the Ministry of Education. The approved calendar must be submitted prior to March 31st for the 2021 / 2022 calendar. Additional time could be taken to consider calendars for 2022/2023 and 2023/2024.

2. **Background:**

   Provincial legislation requires the Board to establish an annual calendar for the school district outlining when students will receive instruction, and when school will not be in session for statutory holidays, non-instructional days, and for vacation breaks.

   The School District has typically approved the calendar for one year only. This year, staff are proposing to set the calendar for the next three years. The calendars can be amended if required, in accordance with the regulations.

   The school calendar considers:

   1. The Ministry of Education's BC School Calendar Regulation, and

   2. The regular work year for teachers as outlined in Article D.22 of the agreement between the Mission Teachers Union and the Mission School District.

   These requirements specify that the School Year is:

   1. Between the first Tuesday after Labour Day and the last Friday in June (or June 30th if the last Friday is on or before June 25th)
   2. Excludes Saturdays, Sundays, and Statutory Holidays
   3. Winter break begins the Monday before December 26, and ends the Monday after January 1, (unless January 1 is on a Friday, Saturday, or Sunday, then school would restart on the Tuesday).
   4. Spring Break begins the third Monday in March and reopens the fourth Monday in March. The break would extend to the Wednesday if the fourth Monday in March is Easter Monday.
   5. Non-instructional Instructional Days
      a. MTU - Four days (MTU exchanged a fifth day for Assessments)
      b. Regulation – at least one non instructional day for the purpose of providing teachers the opportunity to participate in discussion and activities that focus on both,
         i. Enhancing Indigenous student achievement, and
         ii. Integrating Indigenous world views and perspectives into learning environments.
   6. Provide the minimum hours of instruction:
      a. 853 hours of instruction for students in kindergarten,
      b. 878 hours of instruction for students in grades 1 to 7,
      c. 952 hours of instruction for students in grades 8 to 12.

3. **Options:**

   The following is included in the draft calendars and can be revised based on recommendations from parents and employee groups.

   1. The second week of Spring Break is not required. However, reducing to one week would impact expectations of both parents and employees.

      a. The second week of Spring Break for the 2023/2024 calendar runs into Easter Weekend. In accordance with the language in the collective agreement, if this same approach is used, school would return on the Wednesday after Easter Weekend. As the second week of Spring Break is not directed by the collective agreement, the draft for the 2023/2024 Spring Break proposes beginning Spring Break the Friday before the third Monday in March and returning on the Tuesday after Easter Monday.

   2. As there are more days in the school year for all three calendars than in the 2020/2021 calendar, extra minutes are available for instruction or non-instruction days. In the 2021/2022 calendar, the draft calendar includes one additional non-instructional day, and in the 2022/2023 and 2023/2024 calendar it includes two additional non-instructional days. Staff intend to offer in-service and other learning opportunities to support classrooms, such as training with technology, indigenous education, curriculum, or teacher collaboration.

4. **Analysis and Impact:**

      a. Strategic Plan Alignment

      b. Enhancement Agreement

      c. Funding Guidelines, Costing, & Budget Impact

      d. Policy, Legislation, Regulation

         School Calendar Regulation and Collective Agreement

      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. Draft Calendars for 2021/2022, 2022/2023, 2023/2024
      b. Summary of Calendar data for the three school years
      c. School Calendar Regulation
      d. Excerpt from the Collective Agreement

SCHOOL CALENDAR FORM - GENERAL

2021/2022 CALENDAR

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	T	F	S
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29	30	31				

SEPTEMBER

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OCTOBER

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31						

NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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MAY

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JUNE

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26	27	28	29	30		

Legend: ■ Instructional ■ Non-Instructional ■ Vacation Period ■ Statutory Holiday

BRITISH COLUMBIA | Ministry of Education

SCHOOL CALENDAR FORM - GENERAL

2022/2023 CALENDAR

JULY

S	M	T	W	T	F	S
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24	25	26	27	28	29	30
31						

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

S	M	T	W	T	F	S
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22	23	24	25	26	27	28
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FEBRUARY

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Legend: Instructional · Non-Instructional · Vacation Period · Statutory Holiday

BRITISH COLUMBIA | Ministry of Education

SCHOOL CALENDAR FORM - GENERAL

2023/2024 CALENDAR

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Legend: ■ Instructional ■ Non-Instructional ■ Vacation Period ■ Statutory Holiday

BRITISH COLUMBIA | Ministry of Education

Mission Public Schools
Three Year Calendar Summary

School Year	Total Days (September Labour Day to June 30)	Provincial Statutory Holidays	Additional MPSD Stats (Boxing Day, Easter Monday)	Vacation Breaks		Total Days in Session	Non Instructional Days	Administrative Day	Total Days of Instruction	Hours of Instruction		
				Winter	Spring					K	1 - 7	8 - 12
21/22	214	8	2	8	10	186	5	1	180	855	879	954
22/23	216	8	2	8	10	188	6	1	181	859	883	959
23/24	215	8	2	7	10	188	6	1	181	859	883	959

Authority: *School Act*, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

B.C. Reg. 314/12 ....Deposited November 8, 2012
Amended by B.C. Reg. 203/2015 ....Deposited November 4, 2015
Amended by B.C. Reg. 211/2016 ....Deposited August 3, 2016
Amended by B.C. Reg. 033/2018 ....Deposited February 1, 2018
Amended by B.C. Reg. 138/2019……………………………………………………… Deposited April 17, 2019

NOTICE: The following regulation is not the official version. To obtain an official version of this regulation please contact Crown Publications, Queens Printer, Telephone (250) 387-6409, Fax (250) 387-1120 or Internet www.crownpub.bc.ca

Application of Regulation

1   This regulation applies to the school calendar for the 2013/2014 school year and subsequent school years.

Definitions

2   In this regulation:

"Act" means the *School Act*;

"day of instruction" means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;

"days in session" means, in respect of any school, the days in a school calendar year on which the principal, vice principals, directors of instruction and teachers of the school are scheduled to be available for instructional, non-instructional or administrative activities;

"non-instructional day" means, in respect of any school, a day in session in a school calendar year that is not a day of instruction;

"non-instructional period" means, in respect of any school, a period of time in a day in session in a school calendar year during which students do not receive instruction.

[am. BC Reg. 203/15, effective Nov 4/15]

Prescribed minimum hours of instruction

3   (1) Subject to subsection (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in each of the 2017/2018 and 2018/2019 school years:

> (a) 848 hours of instruction for students in kindergarten;
> (b) 873 hours of instruction for students in grades 1 to 7;
> (c) 947 hours of instruction for students in grades 8 to 12.

      (2) Subject to subsection (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2019/2020 school year and subsequent school years:

(a) 853 hours of instruction for students in kindergarten;

(b) 878 hours of instruction for students in grades 1 to 7;

(c) 952 hours of instruction for students in grades 8 to 12.

(3) There are no prescribed minimum hours of instruction that a board must offer to students enrolled in a distributed learning school.

<div align="center">[en. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18]</div>

Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [*school calendar*] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:

(a) subject to subsection (3), the number and dates of the days in session;

(b) subject to subsection (3), the number and dates of each day of instruction;

(c) the vacation periods and the dates of statutory holidays;

(d) the dates of each non-instructional day;

(e) the number of hours of instruction offered to students in each grade.

(2) For the purposes of section 87.01(3) (b) of the Act, the following information is prescribed in respect of a school calendar for a distributed learning school:

(a) the number and dates of the days in session;

(b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;

(c) the vacation periods and the dates of statutory holidays.

(3) A board is not required to include in a school calendar the information described in subsection (1) (a) and (b) if the days are for optional or remedial learning activities scheduled during vacation periods.

Consultations

5 (1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

(2) The board must provide an opportunity to

(a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and

(b) representatives of employees of the board assigned to the school

to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

(3)   For certainty, subsections (1) and (2) do not apply in respect of a school calendar that has been amended based on comments previously provided under subsection (2).

Amending a school calendar

6   (1)   For the purposes of section 87.02 [*school calendar – amendment*] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

(2)   A board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act, provide the minister with the amended school calendar.

(3)   Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to
  (a)   the parents of the students enrolled in the school to which the proposed change is to apply, and
  (b)   the representatives of employees of the board assigned to the school.
  [am. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 033/18, effective Feb 1/18]

Form of school calendar

7   A board must use the school calendar forms published by the minister to
  (a)   submit one or more school calendars to the minister under section 87.01 [*school calendar*] of the Act, and
  (b)   provide an amended school calendar to the minister under section 6 (2) of this regulation.

Designation of purpose for non-instructional days and periods

8   (1)   A board must schedule the following in the 2018/2019 school year:

(a) one or more non-instructional periods totalling 5 hours for the purpose of providing teachers with an opportunity to participate in discussions and activities that develop evidence-based approaches to the implementation of the curriculum documents listed in section 2 and Appendix 1 of the Educational Program Guide Order, M333/99, and
(b) one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that, in the board's opinion, develop evidence-based approaches to one or more of the following:
  (i) Indigenous education;
  (ii) implementation of curriculum;
  (iii) sexual orientation and gender identity;
  (iv) student mental health.

(2) In each of the 2019/2020, 2020/21, 2021/2022 and 2022/2023 school years, a board must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus on both of the following:

(a) enhancing Indigenous student achievement;

(b) integrating Indigenous world views and perspectives into learning environments.

(3) For certainty, the non-instructional periods referred to in subsection (1) (a) may be scheduled on different days.

(4) For certainty, nothing in subsection (1) or (2) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional day or periods described in that subsection.

[en. BC Reg. 192/13, effective June 28/13; am. BC Reg. 80/14, effective July 1/14; am. BC Reg. 119/15, effective July 1/15; en. BC Reg. 203/15, effective Nov 4/15; am. BC Reg. 211/16, effective Aug 3/16; am. BC Reg. 033/18, effective Feb 1/18; am. BC Reg. 138/19, effective April 17/19]

ARTICLE D.22: REGULAR WORK YEAR FOR TEACHERS

1.   The annual salary established for employees covered by this Agreement shall be payable in respect of the teacher's regular work year.

2.   The regular work year shall be scheduled between the Tuesday after Labour Day and the last Friday in June of the subsequent calendar year, except if the last Friday in June falls on or before June 25 the last day of the regular work year will be June 30.

      Saturdays, Sundays, statutory holidays, winter break and spring break shall be excluded from the regular work year.

3.   The first day of the winter break shall be on the Monday preceding December 26. School shall reopen on the Monday following January 1 unless January 1 is a Friday, Saturday, or Sunday then school shall re-open on the following Tuesday.

4.   The first day of spring break shall be the third Monday in March. School shall re-open the fourth Monday in March. If the fourth Monday in March is Easter Monday, school shall re-open on the Wednesday following the fourth Monday in March.

5.   The regular work year for teachers shall include:

      a.   no fewer than five (5) non-instructional days for professional development

      b.   two (2) half days to allow for parent teacher conferences

      c.   two (2) half days to allow for assessment/evaluation and/or the designing of educational programs.

6.   The school opening day is a day for organization. Students may be required to be in attendance for up to one half day.

7.   The last day of the regular work year shall be a day for year end administration and students will not be in attendance.

8.   Four (4) days will be shortened by not more than one hour for the purpose of facilitating parent/teacher conferences related to student progress.

9.   For the purpose of introducing Kindergarten students to school, teachers of Kindergarten, in consultation with the principal, shall be entitled to design and implement a gradual entry program, and/or a home visit program, and/or the phasing in of small groups of children for the first five days after the opening day of school.

10.   Any work performed by employees covered by this Agreement beyond the teacher's regular work year shall be voluntary and paid pursuant to Article B.33 (Work Beyond the School Year).

11.   Should the Board wish to implement a local school calendar that differs in dates from the standard school calendar that local school calendar shall be negotiated with the Union.

ITEM 7.3   **Discussion**

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

_____

1. **Summary:** The Superintendent will provide preliminary information on Dress Codes in Mission schools.

Existing draft policy 29:

(g) Each school shall adopt a dress code that attempts to balance individual liberty, social convention, functionality and school community values.

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:**

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

January 26, 2021, 3:30 pm
Zoom Meeting

Members Present:	**Board Chair, Tracy Loffler**
	School Trustee, Randy Cairns
	Trustee, Rick McKamey
	Trustee, Julia Renkema
Members Absent:	**Vice-Chair, Shelley Carter**
Staff Present:	**Secretary-Treasurer, Corien Becker**
	Superintendent of Schools, Angus Wilson
	Executive Assistant, Aleksandra Crescenzo (Recorder)
	Director of Student Services Carolynn Schmor
	Assistant Superintendent, Karen Alvarez
	District Principal of Indigenous Education, Vivian Searwar
	District Principal of International Education, Collen Hannah
	Executive Assistant, Ilona Schmidt (Recorder)
	Assistant Secretary-Treasurer, Derek Welsh
Others Present:	**MTU President - Ryan McCarty, DPAC Representatives - Cheryl Blondin and Jacquelyn Wickham, MSS PAC- Dionne Hairsine, CUPE President - Faye Howell, Principal of Hillside Traditional - Linda Hamel, Teacher - Angie Bout, and Teacher, Janise 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.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

The Chair shared regrets on behalf of Vice-Chair, Trustee Carter who was unable to attend tonight's meeting.

3. STAFF DELEGATIONS/PRESENTATIONS
4. CURRICULUM
5. UNFINISHED BUSINESS
6. STAFF REPORTS

6.1   <u>2020/2021 Amended Budget</u>

The Secretary-Treasurer (S-T) and the Assistant Secretary-Treasurer (AS-T) provided preliminary graphs, information, and summaries for the amended budget. Enrolment Trends in Regular Schools, Indigenous Education, International, English Language Learning, Distributed Learning, and Special Needs were discussed.

A question was asked about the level of funding that generates the most funding? Level 1 is the highest level of funding.

The AS-T provided an overview of the 2020-21 Amended Budget and compared the budget to last year.

A question was asked about the Net Operating Deficit of $745,748. $452,158 was taken from restricted surplus.

A question was asked about the COVID Relief funds. The S-T indicated we received the provincial funding and one installment of the federal funding. Another $1.2 million has not been received yet. The S-T is not comfortable finalizing the budget without confirmation that these funds will be received. We do not have much in reserves. If the funds do not come in, a new discussion will follow.

A question was asked if funding is not received are cuts to the day custodian postings foreseen? No, the extra funding would cover additional EAs, LSTs.

The S-T explained that the two funding buckets come with provincial restrictions. They are targeted to cover BSWs, cleaning costs, or technology. Federal funding is larger and less restrictive.

A question was asked about an increased amount per ELL student? This increase from enrollment was budgeted for. More ELL students come with a larger expense.

A question was asked about an adjustment on international tuition and if the planned 25 students in January arrived? The District Principal of International Education shared that 65 - 68 students arrived. Students are still trickling in. The SD is placing students one at a time. Revenue is only recognized between now and June 30, and the balance it recognized next year, as deferred revenue.

A question was asked about Clarke Theatre and a $35,000 decrease in revenue. The District of Mission is now overseeing the operations of the theatre.

A question was asked about the tuition of an International Student if they abruptly go home. The school district keeps the tuition when students withdraw, as teacher's wages were already paid. The School District refunds the homestay amount only, as that is not part of the budget.

With the travel ban, will there be any consideration in reducing the International budget? There will be changes to the next version of the budget.

A comment was provided about the FTE change for Facilities of $188,300. This is a decrease in operating expenses on the support line from reduced BSW costs. It's been a struggle to hire enough BSWs. The struggle still continues as we cannot get enough BSWs hired.

A comment was provided about holes in hiring and that the school district is down a carpenter and several secretaries. Clarification was provided that the budget reflects/ includes the costs for postings that are posted.

What is happening with the Special Language Pathologist posting? The school district has not been able to fill the position. The Director of Student Services is looking at different ways to fill the gap.

Has the school district received the funding for two new buses for the fleet? Yes, they are in use and paid for.

A question was asked about the photocopiers. 85-90% of the photocopiers have been purchased. There are a few more to purchase, but we can still use some of the RICOH machines while they still function.

A question was asked about the expense for Mt Cavalry Church. This is the school district's portion of repaving the parking lot. It is part of the original agreement for use of the shared parking lot.

A question was asked about families signing up at Summit and switching to homeschooling. There is not much change based on movement. Homeschoolers increased, but if they return to regular schools, the school district is expected to see a positive swing in funding next year.

The S-T requested input on how to proceed with the amended budget and recommended setting aside a contingency. Additionally, there are capital items on the list we cannot postpone any longer (grounds mower needs to be replaced).

Trustees agreed that the Board should not rely on surpluses and asked to locate and identify efficiencies in spending. Other items that were requested for the amended budget include:

3

- Increasing local capital to address the purchase of items like the grounds mower,
- setting aside a contingency,
- funding for replacing student furniture, and
- the possibility of increasing the number of grounds positions.

The Board requested that partner groups send an email to the Board with a list of immediate needs to be considered for the amended budget.

Another Special Committee of the Whole Meeting is scheduled for February 23, 2021, to discuss the amended budget. A special Board Meeting is required before February 26th to pass the Bylaw.

A question was posted in the chat asking about increasing the Teacher-Librarian support. The Secretary-Treasurer confirmed this is already being discussed for next year's budget.

7.   NEW BUSINESS

8.   MINUTES OF PREVIOUS MEETINGS

9.   INFORMATION ITEMS

10.   ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

<u>CARRIED</u>

The meeting adjourned at 5:06 pm.

_____   _____
Chair, Board of Education   Secretary-Treasurer

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

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![Mission Public Schools logo](Mission Public Schools)

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School District #75 (Mission)

Special Committee of the Whole Meeting Minutes

February 16, 2021, 11:00 am
Zoom Meeting

</div>

Members Present: **Board Chair, Tracy Loffler**
                        School Trustee, Randy Cairns
                        Trustee, Rick McKamey
                        Trustee, Julia Renkema

Members Absent: **Vice-Chair, Shelley Carter**

Staff Present: **Secretary-Treasurer, Corien Becker**
                        Superintendent of Schools, Angus Wilson
                        Assistant Secretary-Treasurer, Derek Welsh
                        Assistant Superintendent, Karen Alvarez
                        District Principal of International Education, Colleen Hannah
                        Executive Assistant, Aleksandra Crescenzo
                        Executive Assistant, Ilona Schmidt (Recorder)

Others Present: **MTU President - Ryan McCarty, MTU Vice-President - Janise**
                        Nikolic, CUPE President – Faye Howell, Principal – Linda
                        Hamel, DPAC Treasurer – Jacquelyn Wickham, MSS PAC
                        Rep - Dionne Hairsine

1.   CALL TO ORDER

The meeting was called to order at 11:00 am by the Chairperson. The Chair acknowledged that Mission Public Schools is 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.
The Chairperson expressed Vice-Chair Carter's regrets for not being able to attend the meeting.

2.   ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be amended.
AMENDMENT: Item 6.1 - Attachment A: The budget summary documents were revised on February 16, 2021 and replaced the previous budget summary documents.
AMENDED MOTION
MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

3. **DELEGATIONS/PRESENTATIONS**

4. **CURRICULUM**

5. **UNFINISHED BUSINESS**

6. **STAFF REPORTS**

6.1 <u>Review of 2020/2021 Amended Budget</u>

Correct ELL and Amended Budget documents attached.
$42,012 was not covered with revenue and SD has lower expenses on substitutes. The Secretary-Treasurer asked to draw this amount from surplus to balance the budget.
The Secretary-Treasurer requested for funds to be transferred into local capital to cover the replacement of needed district vehicles.
The Assistant Secretary-Treasurer discussed being conservative this year and no need to draw from the budget.
$500,000 from surplus is to be allocated in contingency reserve.

A question was asked about the significant provincial and federal resources the SD received. Will these continue coming in? BC STA is looking at how the ministry money is being spent. There is recognition at the Ministry that additional money is required, especially to address Mental Health. Impacts on learning are significant.
No clear information about funding for next year has been shared yet. SD considers purchasing additional cleaning supplies, additional fogger, or more masks if needed. We are diligent in finding needs. Most issues are regarding staffing.

The Secretary-Treasurer provided figures to clearly explain the Budget Bylaw, as the Bylaw itself is hard to follow. The operating budget has to be balanced to 0. We are drawing from the prior year's surplus to balance it. $200,000 is going to local capital.

A Question was asked about Fraser Health reallocating their resources to contact tracing, resulting in no Speech Therapy for young children. What will be done? There are many children currently without support, and it affects their literacy as they move into Kindergarten. The Secretary-Treasurer provided that part of the priorities of next year's budget are Student Services. Further discussion is to follow on February 23, 2021. A question followed if the SD should take Fraser Health's cancelled Speech Therapy on as an additional burden, or if Fraser Health should rectify this. The Chair will reach out to BC STA to follow up. DPAC Treasurer will provide a copy of the Advocacy Letter for BC Ed Access and confirmation from MLA about these changes.

Staff will bring the Amended Budget back for approval on February 23, 2021, at the Special COTW Meeting first, and COTW will discuss the budget for next year.

CUPE inquired about the disposition of land on Nicomen Island: $320,000 (funded by another entity). This figure is covered in this budget, in the capital column, p.3. It is likely to come in at a lesser amount.

Summer camp at Mission Central did not take place last summer.

CUPE has submitted a wish list about increasing day custodians' hours to 8, so they can overlap. The funding for daytime custodians is coming from Federal funding. SD is trying to best utilize the funds. The director of Operations is having conversations with the Foreman.
A question was asked about a report on the above-mentioned spending. The quarterly report went to the Province. Costs are being tracked. Staff can prepare a report next quarter for tracking purposes.
A question was asked about the SD spending money on plans for the new High School. The SD is funding the plans for now but is hoping to receive reimbursement for the cost. $50,000 for the preliminary report should be covered by the Ministry.

7. NEW BUSINESS

8. MINUTES OF PREVIOUS MEETINGS

8.1 <u>Minutes from the Committee of the Whole Meeting, February 2, 2021</u>

MOVED and Seconded that the Committee of the Whole amends the Minutes dated February 2, 2021

AMENDMENT p. 28 "We can continue this model up to Grade 9. In Grade 10 and higher, a letter grade is required."

AMENDED MOTION

MOVED and Seconded that the Committee of the Whole Meeting Minutes dated February 2, 2021 be approved as amended.

<u>CARRIED</u>

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

<u>CARRIED</u>
The meeting adjourned at 11:35 am.

Chair, Board of Education	Secretary-Treasurer

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

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