

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

November 3, 2020, 3:30 pm

In-person: Heritage Park Middle School - Cafetorium, 33700 Prentis Avenue

Via-video conference: Email [aleksandra.crescenzo@mpsd.ca](mailto:aleksandra.crescenzo@mpsd.ca) for details

			Pages
1.	<b>CALL TO ORDER</b>		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	<b>ADOPTION OF AGENDA</b>		
3.	<b>DELEGATIONS/PRESENTATIONS</b>		
4.	<b>CURRICULUM</b>		
4.1.	Student Progress Assessment and Communication Policy	Action	1 - 5
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9.	<b>INFORMATION ITEMS</b>		
10.	<b>ADJOURNMENT</b>		



- culturally relevant to Indigenous students?
  - reflect Indigenous ways of seeing, understanding, and knowing the world?
  - consider the effects of racism, oppression, marginalization, poverty, and colonization of Indigenous communities?
  - promote meaningful Indigenous participation and benefit?
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

The School District is part of a pilot to update assessment and communication of learning. The school districts participating in the pilot have been asked to have the Board's policy on Assessment and the Communication of Learning approved prior to the first reports are issued in December.

- 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. Student Progress Assessment and Communication Policy – DRAFT
- b. Reporting Order – BC Ministry of Education

<b>Section:</b>	<b>Governance</b>	
<b>Title:</b>	<b>Student Progress Assessment and Communication</b>	<b>4.5</b>

## Purpose

To provide guidance for the assessment and communication of student learning (CSL). Assessing and communicating learning are inextricably linked processes.

## Policy

The Board supports assessment practices that develop student self-awareness and ownership of learning. The Board also supports communication of learning that values and centres student voice and makes learning visible to all stakeholders.

## Guiding Principles

Assessment and CSL practices will:

- be equitable;
- be inclusive;
- be reflective of Indigenous worldviews and perspectives;
- communicate growth over time;
- emphasize student ownership of learning;
- include student voice.

## Guidelines

- 1) CSL practices should ensure parents are well informed in a timely manner about their child's progress.
  - a) Effective communication between home and school is central to student success.
  - b) Dialogue among teachers, students, and parents makes learning visible.
- 2) Students must be central to the communication process.
  - a) CSL practices enhance student ownership of their learning.
- 3) Both formative and summative assessments will be used, together with CSL, to support students' understanding of their learning.
  - a) Formative assessment is an ongoing process that promotes learning and informs teaching. Learning becomes a shared responsibility among students, parents, and teachers;
  - b) Summative assessment evaluates learning at a specific point in time;
  - c) CSL makes the learning and assessment process visible.
- 4) Assessment and communication of student learning practices will be inclusive and equitable.
- 5) Learning will be communicated based on the Learning Standards (curricular competencies and content) for each area of learning.

(Definitions)

**Date of Original Board Approval:**

**Date Amended:**

*Legal Reference: Ministry of Education, Student Reporting Policy*

DRAFT

# STUDENT PROGRESS REPORT ORDER

## Schedule 2 - Alternative Student Progress Reporting

### Board must provide policies to minister

**1** Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

### Student progress reports for kindergarten to grade 9

**2** The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

### End of school year report

**3** The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies, and

for students in grades 4 to 9,

- (c) letter grades, if deemed necessary by the board.

### Letter grades must be provided upon request

**4** Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

[en M307/16]

**ITEM 4.2 Information**

TO: Committee of the Whole  
FROM: C. Hannah, District Principal of International Education  
SUBJECT: ELL Update

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**Summary:**

English Language Learning (ELL) and English Language Services (ESD) are continually growing in Mission. Throughout the Spring and Fall the team has been finalizing an ELL Services Handbook, Electronic Record Keeping, Annual Instructional Plan and Reporting document updates, audit criteria and teacher resources.

September 2020 ELL/ESD 1701 is up 57 students from the projected 300, 31 of these “new” students are Kindergarten students. MPSD has doubled its refugee student numbers and seen an increase in Ministry Funded Students (Work permit families) with 33 arriving after September 30<sup>th</sup> last year.

The International Education Department has always managed intake and ongoing monitoring of Ministry funded student enrolment. This includes Work Permit, Parental Study Permits, Permanent Residents, Refugees, and Canadian Citizens new to British Columbia.

**Background:**

English Language Learning is the larger umbrella of English Language Services and ESD or English as a Second Dialect is a branch within ELL services. Both ELL and ESD Services are offered in MPSD and are under the ELL Services and Policy umbrella in accordance to the Ministry of Education in British Columbia. In Mission Public Schools, ELL students are counted for remedy, including Level 1 and 2 International students, however ESD students are not as the program was established in 2005 which is after the restored language date.

ELL/ESD students come from a variety of backgrounds and speak a variety of different languages. Students and their families are arriving to British Columbia from many different countries, some arrive with refugee backgrounds where their learning was interrupted, and some students are born in Canada where little English or non-school English is spoken in the home. Currently we can identify 17 different languages, not including English, spoken by ELL/ESD students not including International student’s languages.

**1. Options:**

**2. Analysis and Impact:**

- a. Strategic Plan Alignment – ELL/ESD service manual is alignment with the Strategic Plan and Ministry policy.
- b. Enhancement Agreement – ELL and ESD is alignment with MPSD EA.
- 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

**3. Public Participation:**

**4. Implementation:**

**5. Attachments:**

- a. ELL/ ESD Service Guide Handbook - DRAFT

Service Delivery  
for  
ELL/ESD



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**Mission Public School District 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.

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

Mission Public Schools are becoming more culturally and linguistically diverse as the city of Mission and surrounding communities grow. The diversity throughout the district is a point of celebration. 'School curriculum honours the diversity represented in families, communities, the province, the nation and the world. Because mastery of one of Canada's official languages is central to success in school and beyond, British Columbia provides additional services to students for whom English [or Academic English] is not a first language.' [Diversity in BC Schools Framework](#)

**Purpose of English Language Learners (ELL) & English as a Second Dialect (ESD) Services:** to facilitate student success and inclusion in school and society.

**Who are the ELL/ESD students:** students identified as being ELL/ESD come from a variety of backgrounds and speak a variety of different languages. Students and their families are arriving to British Columbia from many different countries, some arrive with refugee backgrounds where their learning was interrupted, and some students are born in Canada where little English or non-school English is spoken in the home. Currently we can identify 17 different languages, not including English, spoken by ELL/ESD students not including International students.

As per the Ministry of Education Guidelines, it is important to value the individual's first language(s) or dialect(s) and culture. Educational, social, emotional, and economic benefits occur when students maintain their first language(s) or dialect(s). Students' previous learning in their own language and acquisition of skills in their own language scaffolds over to their English language learning. Some ELL/ESD students may also have special needs and may need services to address both their language proficiency and special needs.

Note: ELL is the larger umbrella of English Language Services and ESD or English as a Second Dialect is a branch within ELL services. Both ELL and ESD Services are under the ELL Services and Policy umbrella in accordance to the Ministry of Education in British Columbia. In Mission School District ELL students are counted for remedy, including Level 1 and 2 International students, however ESD students are not as the program was established in 2005 which is after the restored language date.

### **Eligibility Criteria for ELL/ESD Supplemental Funding** (from Pg 7 of Ministry ELL Policy guidelines)

For a school district to receive ELL/ESD Supplemental Funding from the Ministry for an ELL student in a particular school year, all of the following must be met and documented prior to September 30<sup>th</sup> of that school year and each year a student qualifies for service up to a maximum of 5 years:

1. An annual assessment of the student’s English language proficiency in all areas of language development (reading, writing, oral language) has determined that the student requires (or continues to require) specialized support to successfully access the provincially prescribed curriculum (see “Assessment and Identification” section of this document).
2. An Annual Instructional Plan (AIP) has been created to meet the needs of the student (see “Annual Instructional Plans” section of this document).
3. Specialized supplementary ELL services are provided for the student to address their linguistic needs (see “Services” section of this document).
4. Progress in the development of English language proficiency is reported to parents in each of the school’s regular reporting periods (see “Reporting Student Progress” section of this document).
5. An ELL specialist is involved in planning and delivering services (see “ELL Specialists” section of this document).
6. Additional ELL services must be provided within and may include individual and/or small group instruction, pull-out services, and/or additional services provided within the classroom environment. Where the additional services provided to the student are adaptations, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment referenced above.

Current knowledge regarding effective practices should form the basis for program and instructional planning and service delivery for ELL students. The initial assessment to identify students who require ELL services, the ongoing review and assessment of their progress, the support services provided, and the discontinuation of service is all a shared, professional responsibility among the educators who have contact with the ELL student. Information on ELL students, the range of their needs, research into ELL, effective instructional practices for ELL, and the role of the ELL specialist is provided in detail in the Ministry resource documents, *ELL Students: A Guide for Classroom Teachers* and *ELL Students: A Guide for ELL Specialists*.

### **ELL/ESD in Mission Public Schools:**

#### **Assessments and Identification**

Students must first be referred to the ELL/ESD department through the Student Services “pink” form for ELL or the ESD online referral process ([ESD Student Referral](#)). \*\* including recent evidence of language assessment or learning \*\*\* Students are identified as an ELL/ESD student based on their language proficiency in all areas of language development (oral language,

reading, writing). Once qualified for ELL/ESD services, there is ongoing assessment at least once annually prior to determine language acquisition progress and ongoing eligibility for ELL Supplemental Funding in subsequent years. Initial and ongoing assessment of language proficiency can include, but not limited to a combination of the following:

- Oral interviews with the student and with parents as appropriate
- Review of the student's unedited written language samples
- Review of observation reports or summaries related to language development and progress
- A standardized test of language proficiency (should not be used as a sole means of assessment)

### **Annual Instructional Plans (AIPs)**

AIPs are developed for each ELL/ESD student who qualifies for supplemental services and has not reached their maximum number of service years. The AIP must include:

- current language assessment (October 1<sup>st</sup> through to September 30<sup>th</sup> of a particular year) and a level of language proficiency noted.
- Linguistic and/or literacy goals that can be reasonably met in the current school year.
- Support plan for language development, including a schedule or plan showing the type of support, the frequency of the support and support strategies.
- Parents need to be informed of the ELL/ESD services their child is receiving.
- ELL specialist must be involved in the planning process by writing or consulting with the AIP writer and review the AIP.
- ELL student support should recognize the objective of integration into the regular school program so they can achieve the learning outcomes of the curriculum with the appropriate adaptations and accommodations.

### **ELL/ESD Services**

#### **Direct Service**

Includes but is not limited to ELL/ESD Specialist teacher or ELL/ESD Education Assistant under the direction of the ELL/ESD Specialist teacher providing one-on-one or group service in accordance to the student(s) AIP.

#### **In-Class Support**

ELL Specialist teacher or EA may provide support within the class setting in small groups or one-on-one.

#### **Consultation**

ELL/ESD Specialist teacher working with the classroom teacher and ELL/ESD EA in regarding referrals, goal setting and AIP planning and progress. This may also include the ELL/ESD

specialist teacher co-planning, co-teachers or sharing strategies to support the ELL/ESD student and their AIP goals.

### **Monitoring**

There is an ongoing review of a student's English language proficiency and should include, but not limited to:

- Samples of student's unedited writing, completed assignments, test related to comprehension of content, teacher observations of oral performance.
- Evidence of classroom activities (eg worksheets, essays, reports, projects and content based testes) that demonstrate a student's understanding of subject-specific content.
- Annual assessment should be based on a review of ongoing assessment records as described here and along with student report cards, school-based team minutes or other meetings pertaining to particular ELL/ESD students.

### **Reporting**

During all formal reporting periods and when necessary, reporting on student progress and recognition of student growth in regard to AIP goals. Continuance of service letters will go home while ELL/ESD students continue to qualify for services up to a maximum of 5 years. End of service letters will go home when a student no longer qualifies for the ELL/ESD supplemental services.

### **Professional development**

#### **Timeline Guide for the School year**

**September** – Review of caseload and assessment of new students to qualify for ELL/ESD services. Create Annual Instructional Plans (AIPs) for New ELL/ESD students.

September 30<sup>th</sup> is 1701 deadline to receive or identify ELL students for supplemental funding.

October/November – Continue to review students new to ELL/ESD services and create schedule based on student numbers, staff hours and student need.

November/January – continue to provide service and update student lists as students are referred to the program.

February – 2<sup>nd</sup> 1701 intake. Ensure all new students and students who no longer qualify for ELL/ESD services are identified on the February 1701 count.

March/April – continue to provide services and test/qualify students as they are referred.

April-June – retest all students for pre-qualification for following school year. Complete file reviews of AIPs for each qualified student and make note of students who no longer qualify or have reached the maximum 5 years of service.

**ITEM 4.3 Information**

TO: Committee of the Whole  
FROM: C. Hannah, District Principal of International Education  
SUBJECT: International Program

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**1. Summary:**

This report summarizes the International program, providing a status update for 2020/2021. A significant concern for the School District for 2020/2021 is the reduction of international students attending school in Canada due to the COVID19 pandemic, and the travel restrictions imposed. Although the travel restriction was lifted in October, it may still take a bit of time to determine the actual impact on the international program until later this year.

**2. Background:**

The International Education Program started in 2002 and began to grow after actively recruiting for long terms students in China. The recruiting for the program switched from Short Term (single year or single semester students and mostly European students) to Long Term multiple year students. However, since the turmoil in China, numbers have greatly reduced (60 students in 2018-19 to 17 students in 2020-21).

Covid has further reduced the numbers of grade 10 students to 0, which will have a long-term effect on numbers. International Education has started to focus on other long-term student markets such as Japan, Vietnam and Taiwan, to replace the dwindling Chinese market. Japan has seen a big increase in student numbers reaching an all-time high this school year, however, Covid has hampered face to face opportunities in Vietnam and Taiwan.

International Education Program has found other was to actively recruit throughout Covid via virtual recruiting events targeting these markets along with the support markets that MPSD is involved with. While marketing has shifted to virtual face to face meetings, emails, social media and other direct contact methods with existing agents has been ongoing. The program's statistic show that it takes up to 5 years to increase a market's numbers and involves active recruiting to those countries, mostly face to face, and we won't know the results of recruiting during Covid-19 until September 2021 and beyond.

Recent IRCC updates: Since October 2nd, 2020, the Canadian borders have opened for some select students to travel. BC is one of five provinces allowed to have students in K-12 DLIs (Designated Learning Institutes) travel with a study permit as of October 20<sup>th</sup>, 2020. This has created a lot of inquiry from agents, however with the requirement of having to have a study permit, the number of students inquiring about this school year has been limited. The IRCC study permit processing time for our key markets is very long, some of the estimated processing times are up to 30 weeks for new applications. Any existing students with applications in progress have started to be approved and will be arriving in November, the number of students is changing constantly as Study Permits are approved. 5 students will be arriving in November to add to the 55 that are currently here.

Mission International Education underwent an image overhaul over the past year and has a new logo and branding materials. See attached web brochure and logo

Mission International Program is found at the website [www.studyinmission.ca](http://www.studyinmission.ca) (also linked to the SD site), FB page – Mission Public Schools International Education, Twitter - @studyinmission, Instagram - @studyinmission #ourmissionisstudentsuccess.

**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. International Education Brochure



*Our Mission Is  
Student Success*



Mission Public Schools

# International Education

Vancouver Coast & Mountain Region  
British Columbia, Canada

# Welcome to Mission

## International Student Programs



### Mission Public Schools

- All schools in Mission are co-educational.
- We welcome overseas students in Grades 7-12.
- Elementary students may be accepted if accompanied by a parent.
- We offer ESL/ELL instruction taught by BC certified teachers with specialized training.
- International students are integrated into regular classes and study the same curriculum as Canadian students.
- Our schools offer all courses required for BC High School Graduation and University Admission.

**We are proud of our long-standing traditions and our world-class curriculum in Academics, Fine Arts, Applied Skills, and Athletics.**

### Quick Facts

- Mission City Population: **40,000**
- K-12 Student Population: **7000**
- International Students: **150**
- International Countries: **20+**
- Mission Senior Secondary School: **1350 students** (GR 10-12)
- 2 Middle Schools: **700 students** @ each school (GR 7-9)
- Elementary Schools: **13**
- Incorporated in 1892
- Quality International Education Programs since 2002

### Why Students Choose Mission

- 97% English-speaking
- 1 hour East of Vancouver
- Warmest region of Canada
- Personalized attention, care and programming for each student
- Immersion in Canadian life with a caring homestay family
- 24/7 Support
- ESL/ELL credit courses and academic support blocks for no extra cost
- World Class Academics
- Outstanding University Preparation
- Access to school and community sports, arts and recreation facilities
- Unlimited recreational opportunities!
- Awesome sightseeing trips
- Free Pre-Arrival courses
- Safe, family oriented community with fresh air and clean water; you can drink our water right out of the tap!

### We Care for Our Students

### Become Part of a Canadian Family

Mission is well known for the personal attention and exceptional care we give our students. Our homestays provide a "home away from home" for our international students.

- Families are carefully screened to ensure top quality homestays
- Students are matched with families who share similar hobbies and interests
- Students are welcomed at the airport by their host families on arrival and departure
- Families speak English in the home
- Students have their own private room
- 3 meals a day and snacks are provided
- All homestays provide access to the Internet
- Students are invited to participate in family events
- Our Homestay Coordinator is a school district employee, easily accessible to students
- Students and host families have 24/7 emergency support



## We Provide

- Excellent homestays
- Extensive and varied learning opportunities
- An incredible selection of academic and elective courses
- Exceptional academics
- Competitive and recreational sports
- Intensive English immersion for International students
- Highly supportive International Counsellors, Support Teachers and International Program Staff
- ESL/ELL programs at Beginner, Intermediate and Advanced levels
- BC High School graduation programs and outstanding university preparation
- The highly regarded BC Graduation Diploma recognized by Universities around the world

## Our Students are Accepted at the Best Universities

Our International students are accepted at major universities in Canada, the USA, and World Wide, including BC's "Big 3" universities, UBC (University of British Columbia), SFU (Simon Fraser University) and UVIC (University of Victoria), as well as, University of Toronto, University of Waterloo, McGill, Brown University, University of Hong Kong, and many others.

## World Class Education

The BC (British Columbia) Ministry of Education curriculum, is one of the highest ranked education systems in the world. Our programs meet the highest standards of academic rigour and provide invaluable life skills to promote student success.

### Free After School Academic Support Provided by BC Certified Teachers

- IELTS/TOEFL/SAT Preparation
- Academic support in Math, Sciences and English courses
- Improve your academic success; increase your test scores
- Improve your ranking for University Admission

### Start Learning Now With Our Pre-Arrival Learning Program

Download Our App!

[studyinmission.ca/pre-arrival-learning/](http://studyinmission.ca/pre-arrival-learning/)

## Programs For Everyone

Mission Public Schools offer a variety of programs for students in Grade 7 through Grade 12.

- 1 Semester Canadian Cultural Experience or English Language Acquisition
- Full Year Canadian Cultural Experience or English Language Acquisition
- 1 Semester Academic Program providing transfer credit and/or report card validation
- Full Academic Year providing transfer credit and/or report card validation
- BC High School Graduation Program
- University Preparation

All students are immersed with Canadian students and ESL/ELL is provided as credit course. Students must live with one of our homestay families unless they are living with a parent or relative. Elementary students may enroll in our program if they are accompanied by a parent.

#### Start Dates

Secondary Programs—Sep or Feb

Middle/Elementary Programs—Continuous

## Awesome Activities

Enjoy monthly sightseeing activities and field trips with our International Program Staff.

- Discover Vancouver and World Famous Stanley Park
- Join us for Skiing and Snowboarding at our very own Sasquatch Mountain or visit World Famous, Whistler, the largest ski resort in North America
- Take an exciting River Rafting Expedition in the scenic Fraser Valley
- Enjoy a 2-day Shopping and Sightseeing Tour in Seattle, USA—the Emerald City
- Celebrate Lunar New Year in Richmond
- Explore Victoria—the Capital city of BC
- Eliminate your opponents in an epic game of Paintball
- Experience Playland—Vancouver's Favourite Amusement Park
- Join an exciting Whale Watching Adventure
- Discover the Beautiful Fraser Valley on horseback
- Hike, Bike, Skate, Boat, Ski, Climb, Explore our Outdoor Paradise!

studyinmission.ca

## The City of Mission

Welcome to Mission—one of the most beautiful and diverse communities in British Columbia, Canada.

We are located in the heart of the Fraser Valley, one hour east of Vancouver and just north of the USA border, between the Fraser River and the scenic foothills of the Coast Mountain Range.

With a wilderness playground in our backyard and the spectacular city of Vancouver in our front yard, Mission offers a lifestyle unmatched in the Lower Mainland.

Our International students live and study in a safe community with a moderate climate year-round. Mild winter temperatures average 5 degrees Celsius and warm summer weather averages 25 degrees Celsius.

Our students fly in and out of Vancouver International Airport.

## Apply Now!



[www.studyinmission.ca/how-to-apply/](http://www.studyinmission.ca/how-to-apply/)

## When Can I Start?

Program Start Dates: **September** or **February**

## Questions?

Email us any time: [international@mpsd.ca](mailto:international@mpsd.ca)



## Mission Senior Secondary School

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

- Grades: **10, 11, 12**
  - School Population: **1350 Students**
  - Gr 10—Linear Courses: **Sep. to Jun.**
  - Gr 11 & 12—Semesters: **Sep. to Jan., Feb. to Jun.**
  - AP—Advanced Placement Courses
  - ESL/ELL credit courses
  - French Immersion
  - Honours Classes
  - Modern Languages
  - Applied Skills: Business, Culinary Arts, Automotive, Carpentry, Drafting, Metalwork
  - Computer Technologies: Game Design, Robotics, 3D Printing, Animation
  - Visual and Performing Arts: Dance, Drama/Theatre, Music (Jazz, Concert Band, Choir)
  - Sports Academies: Hockey, Lacrosse
  - Sports Specializations and Teams: American Football, Basketball, Golf, Rugby, Skiing & Snowboarding, Softball, Swimming, Track & Field, Volleyball, Wrestling
  - Outdoor Recreation, Extra-Curricular Sports & Clubs, and Community Sports Teams
- And so much more**

## Mission Middle Schools

- Grades: **7, 8, 9**
- School Population: **700 students**
- Linear Courses—**Sep. to Jun.**
- Academics, Athletics, Hockey Academy, Languages, Visual and Performing Arts, Technical Education, Extra-Curricular Sports & Clubs, and Community Sports Teams.



## School and Community Facilities

- Art Studios, Automotive Shop, Computer Labs, Dance Studios, Fitness Room, Gymnasiums, Library, Metal Shop, Music Room, Photography Dark Room, Science Labs, Theatre, Woodworking Shop
- Mission Leisure Centre: Swimming Pool, Skating Arena, Fitness Centre, Sports Fields, and more.



**Mission Public School District 75  
International Education**

33046 – 4<sup>th</sup> Avenue  
 Mission, BC, Canada, V2V 1S5  
 Phone: +1.604.826.6286 ext 3336  
 Email: [international@mpsd.ca](mailto:international@mpsd.ca)  
[studyinmission.ca](http://studyinmission.ca)





*place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) Human Rights Code and the Workers Compensation Act.*

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

**b) Draft policy developed by staff considering the direction from the September Board meeting:**

*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:*

- 1. The elimination of racism and all forms of discrimination;*
- 2. 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;*
- 3. Acknowledging the true history of Mission and working to heal the historical wrongs to Indigenous peoples in Canada;*
- 4. Increasing awareness of and appreciation for the racial, cultural, religious and linguistic diversity of Mission, and more broadly Canada;*
- 5. Modelling anti-racism practices to its staff and offering opportunities for education in anti-racism for both staff and students;*
- 6. Promoting through all of its practices and structures, an environment which is free of discrimination and racial bias.*
- 7. 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.*

*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.*

(Cross reference to Respectful Schools and Sexual Minority Policies)

**c) Draft policy presented at the October Board meeting - referred to the Committee of the Whole:**

*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. The Board will conduct its affairs in such a way as to act as a model of racial and ethnic harmony and to this end will not tolerate racial bias in any form by its students and staff.*

**d) Proposed Policy Structure**

- 2.2 Respectful Schools and Workplaces: Anti: Bullying, Harassment, & Discrimination
- 2.2.1 Sexual Minority – Sexual Orientation – Gender Identify – Anti-homophobic
- 2.2.2 Anti-Racism

**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 6.1 Information**

TO: Committee of the Whole  
 FROM: C. Becker, Secretary Treasurer  
 SUBJECT: Enrolment Summary – September 2020

**1. Summary:**

The attached report summarizes the school enrolment for 2020/2021, with comparisons to the Budgeted enrolment projection. Overall, MPSD saw an increase of 32 students in all programs this year, although details for the Summit and Riverside programs have enrolment counts in February and May as well, which may alter the totals for the year. After considering the reduction of international students, the actual enrolment is 12 students less than what was budgeted for in June. Even with students choosing other education options, overall, MPSD has a relatively stable enrolment.

The most notable shifts are the change from regular schools to distance learning. As per board direction, 381 DL students have a seat held for them in the elementary or middle schools. The summary shows the impact on the schools, when factoring in the spaces saved at the regular schools.

The details behind the following table are attached to this report.

<b>2020/2021 Actual Enrolment</b>	<b>Operational Capacity</b>	<b>February 2020 / 2021 Projected Enrolment</b>	<b>Change from Prior Year</b>	<b>Budgeted 2020 / 2021 Projected Enrolment</b>	<b>Change from Prior Year</b>	<b>Sept 2020 / 2021 1701 enrolment</b>	<b>Change from Prior Year</b>	<b>Change from Budget projection</b>	<b>Seats Held - Summit</b>	<b>Actual With Held Seats</b>	<b>Actual Change from Prior Year</b>	<b>Actual Change from Budget Projection</b>	<b>International Students</b>
<b>Total Enrollment</b>													
Elementary Urban	3125	3072	25	<b>3092</b>	45	<b>2867</b>	(180)	(225)	246	<b>3113</b>	66	21	8
Elementary Rural	651	371	14	<b>371</b>	14	<b>351</b>	(6)	(20)	32	<b>383</b>	26	12	0
Total Elementary	3776	3443	39	<b>3463</b>	59	<b>3218</b>	(186)	(245)	278	<b>3496</b>	92	33	8
Middle	1520	1348	12	<b>1370</b>	34	<b>1281</b>	(55)	(89)	103	<b>1384</b>	48	14	9
Secondary	1250	1342	8	<b>1297</b>	(37)	<b>1224</b>	(110)	(73)	0	<b>1224</b>	(110)	(73)	38
Total Regular	6546	6133	59	<b>6130</b>	56	<b>5723</b>	(351)	(407)	381	<b>6104</b>	30	(26)	55
Other	610	280	(60)	<b>280</b>	(60)	<b>640</b>	300	360	(381)	<b>259</b>	(81)	(21)	0
Total Enrollment	7156	6413	(1)	<b>6410</b>	(4)	<b>6363</b>	(51)	(47)	0	<b>6363</b>	(51)	(47)	55
LESS: International Students		<b>135</b>	<b>(3)</b>	<b>90</b>	<b>(48)</b>	<b>55</b>	<b>(83)</b>	<b>(35)</b>		<b>55</b>	<b>(83)</b>	<b>(35)</b>	
Ministry Funded Full Year		<b>6278</b>	<b>2</b>	<b>6320</b>	<b>44</b>	<b>6308</b>	<b>32</b>	<b>(12)</b>		<b>6308</b>	<b>32</b>	<b>(12)</b>	
Prior Year Ministry Funded		<b>6,276</b>		<b>6,276</b>		<b>6,276</b>				<b>6,276</b>			
Change from Prior Year Ministry Funded		<b>2</b>		<b>44</b>		<b>32</b>				<b>32</b>			

## **2. Background:**

The original 2020/2021 enrolment projections factored an increase of 2 regular students and a decrease of 3 international students, a net decrease of 1 student for a total of 6413 students.

The updated projection with the budget process increased the number of regular by 44 students and a decreased international students by an additional 48 students, a net decrease of 4 students for a total of 6410 students.

The actual September 2020/2021 enrolment, including the projected enrolments for Summit and Riverside in February and May, provides an increase of 32 regular students and a reduction of 83 international students from the 2019/2020 school year. A total reduction of 51 students from the prior year.

The September 2020/2021 enrolment projection for the year is a reduction of 12 regular students, and a reduction of 35 international students from the budgeted enrolment.

Although the enrolment overall (other than international) appears stable, there was a significant shift from regular schools to distant learning. Although a few students have already returned to their regular classroom, there were a total of 381 students that moved from a regular school to distance learning. The schools are tracking these students and holding spaces should these student elect to return to their regular classroom. The shift has caused a few significant issues for the budget, that will be discussed in greater detail during the amended budget deliberations. The following highlights some of these issues.

1. The shift from regular enrolment to DL for this many students means a decrease in funding of about \$550,000 due to the lower rate received for DL students (\$7,560 per regular, \$6,100 per DL student).
2. Revenue for regular students will also decrease due to the reduction of 12 students by \$90,000.
3. Funding for Riverside and Frasersview are expected in increase by approximately \$65,000.
4. The net loss of revenue due to regular enrolment shifts if approximately \$600,000.
5. Although additional international students are expected to begin in January, the shift from a full year to a partial year will bring less revenue in. Also, staff are uncertain how many additional international students will be in Mission for January. As such, the revenue from international students is expected to be adjusted downward for the amended budget.
6. The transfer of students from regular schools to Summit K-9, has increased the number of teachers needed for the Summit K-9 program. The number of teachers has increased from 1.467 teaching positions to 7.2 teaching positions (excluding ISP and LST teachers). In addition, the changes to the timetables at the Middle Schools and the Secondary School required additional teachers to address the changes to the scheduling. The changes to staffing will be reviewed with the Quarterly Report that is currently being prepared for activities to September 30, 2020.
7. Additional funding was provided by the Provincial and Federal Governments to help address the impacts of COVID19 and the changes needed to bring students and employees safely back in the schools. This funding is being used to cover the salaries for the additional teachers as noted above. The full impact of the additional costs and revenues will be reviewed in detail with the amended budget.

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

As most of the school district's funding is based on the number of students enrolled in the school, it is important to monitor enrolment closely. The changes to enrolment, and the corresponding staffing changes will affect the budget.

- 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:**

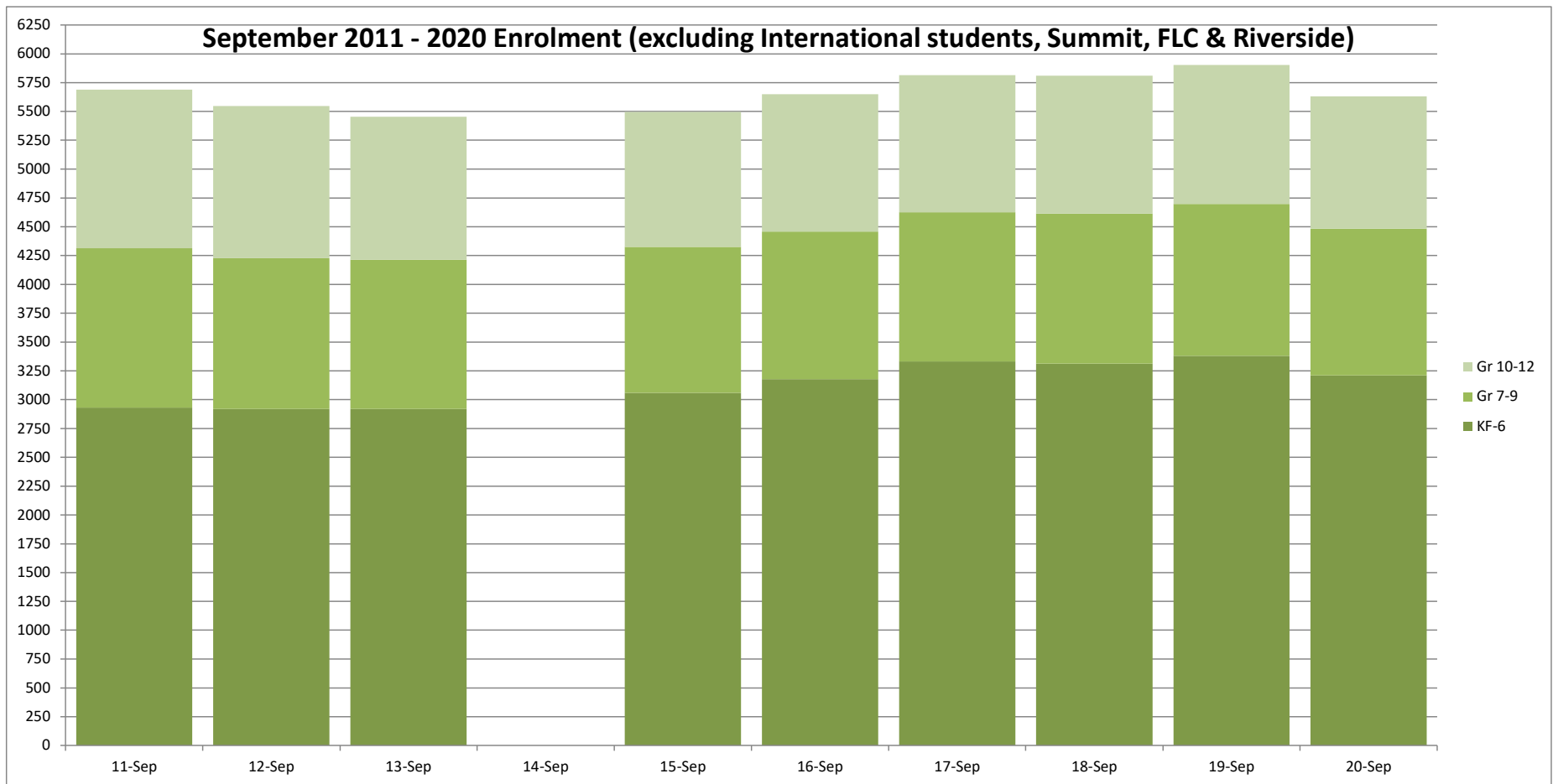
- a. Enrolment Summary

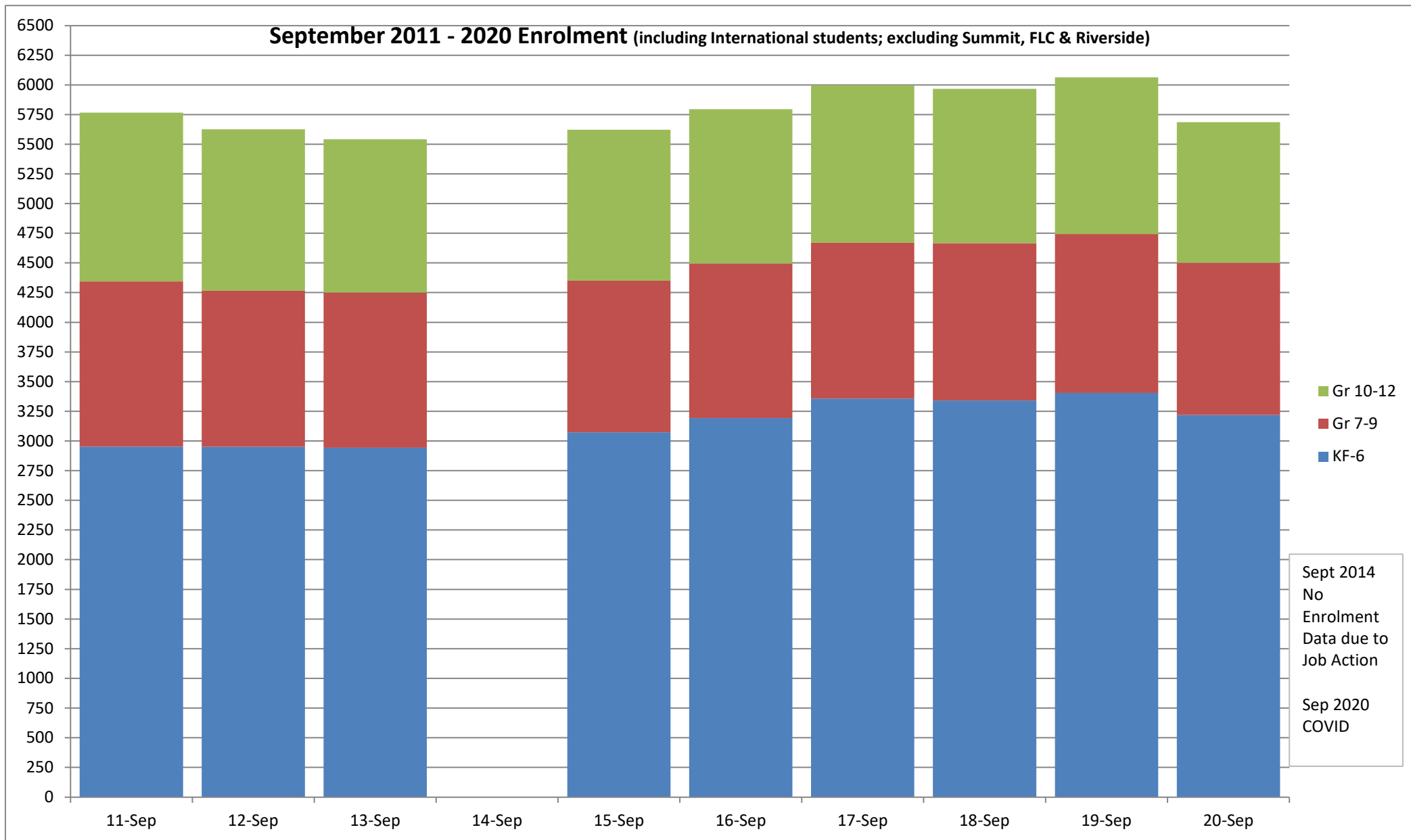
### Enrolment Summary

2020/2021 Actual Enrolment	Available Rooms *	Nominal Capacity	Operational Capacity	Actual Sept 2015	Actual Sept 2016	Actual Sept 2017	Actual Sept 2018 (1701)	Actual Sept 2019 (1701)	February 2020 / 2021 Projected Enrolment	Sept 2020 / 2021 1701 enrolment	Change from Prior Year	Change from original projection	Seats Held - Summit/Outreach	Actual With Held Seats	Actual Change from Prior Year	Actual Change from Projection	Students returned	Divisions	International Students	Average Class Size	
<b>Elementary</b>																					
Albert McMahon	22	440	406	407	392	375	408	410	419	376	(34)	(43)	39	415	5	(4)	3	19	0	19.8	
Cherry Hill **	17	365	337	226	246	269	250	272	273	256	(16)	(17)	26	282	10	9	1	13	2	19.7	
Christine Morrison	23	440	406	468	438	426	416	387	395	340	(47)	(55)	27	367	(20)	(28)	1	17	0	20.0	
Deroche **	7	145	134	73	77	81	81	84	85	80	(4)	(5)	15	95	11	10	0	4	0	20.0	
Dewdney	13	195	180	94	131	155	147	135	136	125	(10)	(11)	10	135	0	(1)	0	7	0	17.9	
ESR	19	340	314	376	382	371	364	365	367	339	(26)	(28)	23	362	(3)	(5)	4	16	1	21.2	
Hatzic	14	265	245	304	292	301	296	300	303	272	(28)	(31)	32	304	4	1	2	13	0	20.9	
Hillside	21	390	360	336	362	403	425	418	418	396	(22)	(22)	19	415	(3)	(3)	0	19	2	20.8	
Mission Central **	21	415	383	201	228	250	259	301	303	326	25	23	20	346	45	43	3	17	2	19.2	
Silverdale **	11	195	180	104	107	112	96	91	93	88	(3)	(5)	2	90	(1)	(3)	0	5	0	17.6	
Stave Falls	8	170	157					47	57	58	11	1	5	63	16	6	0	4	0	14.5	
West Heights **	15	315	291	198	224	241	236	230	234	210	(20)	(24)	25	235	5	1	4	11	0	19.1	
Windebank **	20	415	383	285	314	367	363	364	360	352	(12)	(8)	35	387	23	27	1	17	1	20.7	
	<b>211</b>	<b>4090</b>	<b>3776</b>	<b>3072</b>	<b>3193</b>	<b>3351</b>	<b>3341</b>	<b>3404</b>	<b>3443</b>	<b>3218</b>	<b>(186)</b>	<b>(225)</b>	<b>278</b>	<b>3496</b>	<b>92</b>	<b>53</b>	<b>19</b>	<b>162</b>	<b>8</b>	<b>19.9</b>	
<b>Divisions</b>						<b>158</b>	<b>162</b>	<b>159</b>		<b>162</b>											
<b>Average class size</b>						<b>21.21</b>	<b>20.62</b>	<b>21.41</b>		<b>19.86</b>											
<b>Middle</b>																					
Hatzic	47	1000	790	618	642	682	713	706	717	668	(38)	(49)	66	734	28	17	0	28	9	24.0	
Heritage Park	32	800	731	661	645	627	613	633	633	613	(20)	(20)	37	650	17	17	0	26	0	23.9	
	<b>79</b>	<b>1800</b>	<b>1520</b>	<b>1279</b>	<b>1287</b>	<b>1309</b>	<b>1326</b>	<b>1339</b>	<b>1350</b>	<b>1281</b>	<b>(58)</b>	<b>(69)</b>	<b>103</b>	<b>1384</b>	<b>45</b>	<b>34</b>	<b>0</b>	<b>54</b>	<b>9</b>	<b>23.9</b>	
<b>Divisions</b>										<b>54</b>											
<b>Average class size</b>										<b>23.94</b>											
<b>Secondary</b>																					
Mission	53	1250	1250	1311	1379	1357	1379	1347	1342	1224	(123)	(118)	0	1224	(123)	(118)	0	50	38	24.3	
	<b>53</b>	<b>1250</b>	<b>1250</b>	<b>1311</b>	<b>1379</b>	<b>1357</b>	<b>1379</b>	<b>1347</b>	<b>1342</b>	<b>1224</b>	<b>(123)</b>	<b>(118)</b>	<b>0</b>	<b>1224</b>	<b>(123)</b>	<b>(118)</b>	<b>0</b>	<b>50</b>	<b>38</b>		
<b>Divisions</b>										<b>50</b>											
<b>Average class size</b>										<b>24.30</b>											
<b>Subtotal</b>	<b>343</b>	<b>7140</b>	<b>6546</b>	<b>5662</b>	<b>5859</b>	<b>6017</b>	<b>6046</b>	<b>6090</b>	<b>6135</b>	<b>5723</b>	<b>(367)</b>	<b>(412)</b>	<b>381</b>	<b>6104</b>	<b>14</b>	<b>(31)</b>	<b>19</b>	<b>266</b>	<b>55</b>	<b>21.5</b>	
<b>Less International</b>						<b>(127)</b>	<b>(145)</b>	<b>(149)</b>	<b>(156)</b>	<b>(154)</b>	<b>(135)</b>	<b>(55)</b>	<b>(99)</b>	<b>(80)</b>	<b>(55)</b>	<b>(99)</b>	<b>(80)</b>				
<b>Total Regular Funded Enrolment</b>						<b>5535</b>	<b>5714</b>	<b>5868</b>	<b>5890</b>	<b>5936</b>	<b>6000</b>	<b>5668</b>	<b>(268)</b>	<b>(332)</b>	<b>6049</b>	<b>113</b>	<b>49</b>				
<b>Other</b>																					
Fraserview	8	200	398	100	100	87	89	89	89	95	6	6		95	6	6		5		19.0	
Riverside - Funded	15	200	212	80	83	97	89	99	88	91	(9)	3		91	(9)	3		7		12.93	
Summit - K - 9				87	89	76	73	45	43	412	367	369	(381)	31	(14)	(12)	(19)	8		51.5	
Summit - 10 - 12 / adult				18	13	16	12	18	60	42	25	(18)		42	25	(18)		3		15.1	
Summit Grade 12 transition (one time)								43	0	0	(43)	0	0	0	(43)	0					
	<b>23</b>	<b>400</b>	<b>610</b>	<b>285</b>	<b>285</b>	<b>276</b>	<b>263</b>	<b>294</b>	<b>280</b>	<b>640</b>	<b>346</b>	<b>360</b>	<b>(381)</b>	<b>259</b>	<b>(35)</b>	<b>(21)</b>	<b>(19)</b>	<b>23</b>	<b>0</b>	<b>98</b>	

Note: Riverside and Summit figures include budgeted enrolment for February and May Counts. Actuals may differ from projections.

2020/2021 Actual Enrolment	Available Rooms *	Nominal Capacity	Operational Capacity	Actual Sept 2015	Actual Sept 2016	Actual Sept 2017	Actual Sept 2018 (1701)	Actual Sept 2019 (1701)	February 2020 / 2021 Projected Enrolment	Sept 2020 / 2021 1701 enrolment	Change from Prior Year	Change from original projection	Seats Held - Summit/Outreach	Actual With Held Seats	Actual Change from Prior Year	Actual Change from Projection	Students returned	Divisions	International Students	Average Class Size	
<b>Total Enrollment</b>																					
Total Enrollment	366	7540	7156	5947	6144	6293	6309	6384	6415	6363	(21)	(52)	0	6363	(21)	(52)	0	289			
<b>Less: International Students</b>						<b>(127)</b>	<b>(145)</b>	<b>(149)</b>	<b>(156)</b>	<b>(154)</b>	<b>(135)</b>	<b>(55)</b>	<b>99</b>	<b>80</b>	<b>(55)</b>						
<b>Ministry funded enrolment</b>						<b>5,820</b>	<b>5,999</b>	<b>6,144</b>	<b>6,153</b>	<b>6,230</b>	<b>6,280</b>	<b>6,308</b>	<b>78</b>	<b>28</b>	<b>6,308</b>						
<b>Prior Year</b>						<b>5,820</b>	<b>5,999</b>	<b>6,144</b>	<b>6,153</b>	<b>6,153</b>	<b>6,230</b>			<b>6,230</b>							
<b>Change from Prior Year</b>						<b>179</b>	<b>146</b>	<b>9</b>	<b>77</b>	<b>127</b>	<b>78</b>			<b>78</b>							





**ITEM 6.2      Action**

**File No. 1020.10**

TO:                Committee of the Whole  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Whistleblower Protection Policy

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**Recommendation**

**THAT the Draft Amended Whistleblower Protection Policy be reviewed, amended as required, forwarded to the partner organizations for comment, and returned to the December Committee of the Whole for further consideration.**

**1. Summary:**

In accordance with the Public Interest Disclosure Act (PIDA), School Districts have been asked to develop or update a policy to address public interest disclosures to align with Provincial Legislation. As the School District already has a Whistleblower Protection Policy, this report brings forward the policy for review to ensure we are complying with the legislation. The policy has been restructured into the updated format, with the preliminary review to ensure it meets the general direction from the legislation.

**2. Background:**

Province of BC approved the Public Interest Disclosure Act (PIDA) in 2019, providing a framework for public employees to report certain kinds of serious wrongdoing with protection from reprisal. The comments specifically directed public sector organizations to establish procedures:

- To manage and investigate reports of wrongdoing under PIDA (“disclosures”) – section 9
- To designate at least one senior official responsible for receiving and investigating disclosures – section 10, and
- To provide information to employees about PIDA and how they can make disclosures – section 4.

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

Public Interest Disclosure Act

<https://www.bclaws.ca/civix/document/id/complete/statreg/18022>

- 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:**

1. Excerpts from the Public Interest Disclosure Act
2. Draft Amended Whistleblower Protection Policy
3. Current Whistleblower Protection Policy
4. Draft Procedures



## Public Interest Disclosure Act Excerpt

### Part 2 — Governance

#### 4 Information about Act to be communicated

Every chief executive must ensure that the following information is made available to the employees of the ministry, government body or office for which the chief executive is responsible:

- (a) information about this Act;
- (b) information about how to make a disclosure under this Act;
- (c) any other prescribed information

### Part 3 — Making Disclosures

#### 9 Procedures to manage disclosures

- (1) Subject to the regulations, every chief executive must establish procedures to manage disclosures by employees of the ministry, government body or office for which the chief executive is responsible.
- (2) The procedures established under subsection (1) must include procedures in respect of the following:
  - (a) assessing risks that reprisals may be taken against disclosers;
  - (b) receiving and reviewing disclosures and, in respect of the disclosures, setting time periods for action to be taken;
  - (c) ensuring the confidentiality of information collected in relation to disclosures and investigations;
  - (d) providing that personal information collected and used
    - (i) is limited to the personal information required for the disclosure process and investigations, and
    - (ii) is protected in accordance with applicable rules or principles for the protection of personal information;
  - (e) protecting the identity of persons involved in the disclosure process, subject to any other Act, in accordance with section 17 [*carrying out investigations*];
  - (f) referring the subject matter of the disclosure to another appropriate authority if that authority has jurisdiction in respect of the disclosure;
  - (g) investigating disclosures in accordance with section 17 and consistent with the following:
    - (i) section 21 [*notification of employee and designated officer*];
    - (ii) section 22 [*circumstances for refusing or stopping investigation*];
    - (iii) section 23 [*circumstances for postponing or suspending investigation*];
  - (h) investigating other wrongdoings that may arise in the course of an investigation of the disclosure;
  - (i) reporting the outcomes of investigations, including the following:
    - (i) a finding of wrongdoing, if any;
    - (ii) reasons to support the finding of wrongdoing;
    - (iii) any recommendations to address the finding;
  - (j) ensuring that an appropriate summary of the report is provided to disclosers and any other appropriate persons;
  - (k) any other procedural matter prescribed by regulation.

#### 10 Designated officer

- (1) For the purposes of this Act, every chief executive must designate at least one senior official to be a designated officer to receive and investigate disclosures by employees in the ministry, government body or office for which the chief executive is responsible.

- (2) Section 9 and subsection (1) of this section do not apply to a chief executive who determines, after consultation with the Ombudsperson, that it is not practical to apply those provisions due to the size of the ministry, government body or office for which the chief executive is responsible.
- (3) If no designation is made under subsection (1), the chief executive is the designated officer to receive and investigate disclosures by employees in the ministry, government body or office for which the chief executive is responsible.
- (4) For certainty, a different senior official may be designated under subsection (1) for each of the following:
- (a) the receipt of a disclosure;
  - (b) the investigation of a disclosure.

## **Part 5 — Protection From Reprisals**

### **31 Protection of employee from reprisals**

(1) A person must not take any of the following measures of reprisal against an employee, or counsel or direct that any of the following measures of reprisal be taken against an employee, by reason that the employee has, in good faith, sought advice about making a disclosure, made a disclosure or cooperated with an investigation under this Act:

- (a) a disciplinary measure;
- (b) a demotion;
- (c) a termination of employment;
- (d) any measure that adversely affects the employee's employment or working conditions;
- (e) a threat to take any of the measures referred to in paragraphs (a) to (d).

(2) In a prosecution for an offence against subsection (1), it is not necessary to prove that the employee

- (a) made, may have made or intended to make a disclosure, or
- (b) cooperated with an investigation.

(3) A person does not contravene subsection (1) by taking, counselling or directing a measure referred to as a measure of reprisal in paragraphs (a) to (e) of that subsection if

- (a) the person has taken, counselled or directed the measure for the purpose of managing or terminating an employment relationship, and
- (b) the management or termination of the employment relationship under paragraph (a) of this subsection was not by reason that the employee, in good faith, sought advice about making a disclosure, made a disclosure or cooperated with an investigation under this Act.

### **32 Protection for person contracting with government**

(1) A person acting or purporting to act on behalf of the government, a ministry, a government body or an office must not

- (a) terminate a contract or agreement,
- (b) withhold a payment that is due and payable under a contract or agreement, or
- (c) refuse to enter into a subsequent contract or agreement

by reason that a party to the contract or agreement, or a person employed by a party to the contract or agreement, has, in good faith, cooperated with an investigation under this Act.

- (2) A person does not contravene subsection (1) by taking an action described in paragraphs (a) to (c) of that subsection if
- (a) the person has taken the action for the purpose of managing or terminating a contract or agreement, and
  - (b) the management or termination of the contract or agreement under paragraph (a) of this subsection was not by reason that the party, or a person employed by the party, in good faith, cooperated with an investigation under this Act.

### **33 Complaint of reprisal**

- (1) Subject to subsection (2), an employee may make a complaint to the Ombudsperson if the employee alleges that a reprisal has been taken or directed against the employee.
- (2) An employee of the office of the Ombudsperson may make a complaint to the Auditor General if the employee alleges that a reprisal has been taken or directed against the employee.
- (3) If an employee of the office of the Ombudsperson makes a complaint to the Auditor General under subsection (2), the Auditor General is to carry out the responsibilities of the Ombudsperson under this Act in relation to the employee and the complaint.
- (4) The Auditor General is to make a report in respect of activities under this section as if the Auditor General were reporting as the Ombudsperson under section 40 [*annual, special and urgent reports — Ombudsperson*].

### **34 Content of complaint of reprisal**

A complaint under this Part must be in writing and must include the following information, if known:

- (a) a description of the reprisal;
- (b) the name of the person or persons alleged to be responsible for the reprisal;
- (c) the date of the reprisal.
- (d) whether the reprisal has already been reported, or a complaint has been made about the reprisal, under this Act, a collective agreement, a contract or another enactment;
- (e) if paragraph (d) applies, the name of the person to whom the reprisal has been reported, or the complaint has been made, and the response, if any, that has been received.

### **35 Investigation of complaints of reprisal**

- (1) If a complaint is made under section 33, unless the Ombudsperson believes the complaint is frivolous or vexatious, the Ombudsperson must investigate and report with respect to the complaint in the same manner as a disclosure is investigated and reported under Division 3 [*Investigations and Reports by Ombudsperson*] of Part 4 [*Investigations*], except the following sections, which do not apply to the Ombudsperson's investigation under this Part:
- (a) section 22 (1) (a) [*circumstances for refusing or stopping investigation*];
  - (b) section 24 [*referral of matter*].
- (2) For the purposes of deciding whether to commence an investigation of a complaint made under section 33 (1), the description of the facts necessary to establish that a reprisal has been taken or directed against the employee are prima facie proof, in the absence of evidence to the contrary, of the facts stated.

(3) Subject to subsection (4), the Ombudsperson may make recommendations to address the reprisal in a report on the investigation of a complaint made under section 33 (1) to the relevant ministry, government body or office.

(4) If the Ombudsperson's recommendations in a report on an investigation relate specifically to individual employment matters in respect of any employee who was subject to a reprisal, the Ombudsperson must consult the employee before making recommendations in a report under subsection (3).

**36 Employee remedies not limited**

This Act is not to be construed as limiting an employee's right to a remedy that may be available to the employee under a collective agreement, a contract or another enactment.

**37 Civil remedies not limited**

This Act is not to be construed as limiting an employee's right to a remedy that the employee may pursue as a civil remedy.

<b>Section:</b>	<b>Administration</b>	
<b>Title:</b>	<b>Whistle Blower Protection</b>	<b>2.6</b>

**Purpose**

To support employees and others performing work on behalf of Mission Public School District (MPSD) in achieving compliance with laws, policies and ethical standards in accordance with the Public Interest Disclosure Act.

**Policy**

MPSD is strongly committed to upholding high ethical standards in the School District, respecting the public trust upon which the school system is founded

All employees, and others performing work on behalf of the School District, are expected to conduct themselves in a professional manner, adhere to applicable laws, policies and procedures that apply to their work activities, in addition to demonstrating ethical behaviour in all their decisions and interactions.

Employees are encouraged to submit a complaint if the employee perceives that a policy, practice, activity of the School District or action by an individual employee constitutes a significant wrongdoing.

MPSD is committed to maintaining an environment where employees can work safely and productively without fear of reprisal should an employee file a complaint regarding a perceived wrongdoing.

**Guidelines**

**1. Designated Person(s)**

The Superintendent, Secretary Treasurer, and Board Chair are designated as the persons to receive and investigate complaints submitted in accordance with the legislation and this policy with any corresponding procedures.

**2. Complaint of Wrongdoing**

- a. Any employee may file a complaint regarding a person performing work on behalf of MPSD that the employee perceives to be a wrongdoing.
- b. The complaint must be submitted to the Superintendent, Secretary Treasurer or Board Chair, as the Person(s) designated in accordance with the Public Interest Disclosure Act.
- c. “Wrongdoing” under this Policy includes but is not limited to, serious actions that:
  - i. may not be in compliance with applicable federal or provincial laws or regulations, including the *Criminal Code of Canada*;
  - ii. may amount to fraud or other unethical conduct and/or corrupt activity;

- iii. may represent the unauthorized use, misuse, or waste of public funds or a public asset;
- iv. may constitute serious breaches of School District policies, internal financial controls or auditing procedures;
- v. may create a substantial and specific danger to life, health or safety of persons or to the environment; or
- vi. may expose the School District to liability or financial loss.

### 3. Authority and Administration of Policy

- a. The Superintendent is responsible for the administration and enforcement of this Policy, including developing procedures and processes to support the policy.
- b. If a complaint of wrongdoing is made against the Superintendent, the employee or other person performing work on behalf of the School District may file the complaint directly with the Board Chair.
- c. Complaints of wrongdoing are to be reviewed promptly. Through this review, a determination will be made as to whether the matter should be investigated by the School District. A matter may not be investigated under this Policy where the Board considers that:
  - i. the complaint would be more appropriately addressed by another authority or through another established process;
  - ii. where the complaint is determined to be frivolous or vexatious or an abuse of process (i.e. where the allegation is such that no reasonable person could treat it as *bona fide*);
  - iii. the complaint fails to provide particulars of the perceived wrongdoing;
  - iv. the complaint is not brought in good faith or on the basis of reasonable belief; or
  - v. the complaint may be more effectively resolved through an alternative, informal process, with agreement of the parties involved.
- d. The Superintendent shall report to the Board on the status of all complaints made under this policy (i.e. the number of complaints, the general nature of any complaints and the action taken) on a monthly basis or as the Board otherwise directs.
- e. The Superintendent, Secretary Treasurer, or Board Chair shall inform the individual making a complaint as to its disposition to the extent permissible under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

### 4. Protection of employee from reprisals

- a. An employee and person performing work on behalf of the School District is protected from reprisals if, in good faith, that employee or person brings to the attention of the Board what the individual reasonably perceives is a wrongdoing.
- b. It is a violation of the Policy for anyone to:
  - i. Threaten, harass or in any other manner attempt to prevent an individual from filing a report or complaint covered by this Policy.

- ii. Knowingly make a false complaint of wrongdoing or to provide false information about a complaint.
- c. Individuals who engage in such conduct are subject to disciplinary and/or corrective action, up to and including termination of employment.

**Date of Original Board Approval: November 2012**

**Date Amended:**

*Cross Reference: Whistleblower Protection Procedure  
Concerns and Complaints Policy  
Respectful School and Workplaces: Anti; Bullying, Harassment & Discrimination  
Employee Conflict of Interest Administrative Procedure  
Disposal of Assets Administrative Procedure  
Education Business Community Partnerships Administrative Procedure  
Purchasing Administrative Procedure*

DRAFT

**ITEM 7.1 Discussion**

TO: Committee of the Whole  
FROM: S. Carter, Vice-Chair  
SUBJECT: District Parent Advisory Council (DPAC) Liaison & Funding

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**1. Summary:**

That the Board of Education discuss the possibility of assigning a Trustee Liaison to the DPAC committee and the possibility of offering an annual grant.

**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 Information**

**File No. 6010 / 6030**

TO: Committee of the Whole  
FROM: C. Becker, Secretary Treasurer  
SUBJECT: Heritage Park Daycare

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**1. Summary:**

The License of Occupation with the Crown (Province of BC) for the land on which the Heritage Park Daycare is situated upon is up for renewal. Staff are in the process of completing the renewal application and updating the license of occupation for the Daycare. This report provides background information on the Daycare on how the School District became involved, and how staff are addressing the issues identified in the past few years.

**2. Background:**

1. Construction of a Daycare

- a. In 1994, SD75 District received funding for the construction of a Daycare at Heritage Park. SD75 received a grant in the amount of \$559,191 for the construction of the building, developing the site, an outdoor play area, equipment, and signage.
- b. With the agreement for the funding for the Daycare:
  - SD75 was required to assume responsibility for establishing an operating agreement with an operating society;
  - As per the 1994 *Funding Policies and Guidelines for School-Based Child Care*, the expectation was that SD75 would not charge rent for the use of the space; and
  - As the facility would not be recognized within the fiscal framework for Operations and Maintenance funding, the District may recover the costs of operating and maintaining the facility from the operating society.

2. Crown License of Occupation

- a. In 1996, the School District received License from the Crown for the construction of a daycare on the lands. The Ministry of Environment, Land and parks, now the Ministry of Forestry, Lands and Natural Resources (FLNR) represented the Crown on the license.
- b. In 2005, the Crown issued a License of Occupation for a Community Daycare Facility, with a condition that the School District would not sublicense the property without the prior written consent of the Crown. This consent was never obtained for the sublicensed tenant. The School District will need to rectify this with the renewal of the License of Occupation with the Crown.
- c. The License of Occupation has been renewed by the School District when they came up for renewal in 2005 and 2010.
- d. The License of Occupation was up for Renewal on October 6<sup>th</sup>. An extension for the renewal was granted until December 6, 2020.

3. Daycare Operator

- a. In 1995, the School District issued a Request for Proposals (RFP) for the operation of a Child Care Centre at the Heritage Park Centre.

The RFP expected the operator to:

- Deliver a quality childcare program for approximately 37 children aged birth to 5 years
  - Undertake fundraising for the capital and/or operating costs as required for the facility
  - Enter into an operating agreement with SD#75
  - Apply for Provincial Grants as a non-profit charitable organization
  - Operate on a financially self-sustaining basis, understanding that the School District is not prepared to contribute ongoing or emergency funding
  - Ability to provide proof of liability insurance
- b. A community Committee reviewed the submissions and selected the Mission Daycare Society as the preferred proponent to operate the daycare.
- c. In 1996, SD75 entered into a lease agreement with the Mission Daycare Society. The agreement was for a five-year term, and was renewed in 2001, and 2006. The Society was responsible for:
- Rent of \$1 for the term
  - Repairs to the building, other than structural repairs
  - Paying all utilities
  - Paying any taxes
  - Making any required alternations and improvements, as approved by SD75
- d. In 2005, the Society asked to have the Crown License transferred to the Society. This was not granted.
- e. In 2011, the agreement was changed from a lease to a license of occupation, for a 4-year term. The need for a new agreement was identified in 2015, and as such, a current agreement has not been signed. The 2011 agreement required the Society to be responsible for:
- Paying rent of \$1 for the term
  - Maintaining the area in a sanitary, tidy and safe condition
  - Paying all utilities
  - Paying any taxes
  - Making any required repairs due to reasonable wear and tear
  - Paying any invoiced costs for additional requested work or repairs
  - Not making any alterations repairs etc, without SD75 consent.
- The School District would be responsible for:
- Providing grass cutting and general maintenance of the property
  - Maintaining and repairing deficiencies of a structural nature
  - Replacing systems such as roofing, heating, plumbing and electrical
  - Invoicing for any additional work and repairs requested of SD75.

4. Issues identified

- a. In 2015, the society and staff began identifying major systems and structural repairs that were needed. Facilities staff were questioning where the funding for the repairs would come from. This initiated the review of the files to develop an understanding of the relationships behind the facility and the obligations, and to develop options for moving forward.
- b. Early in 2020, the Society met with staff to discuss the leaking roof and the heating system that was failing. It was determined that both the roofing and the heating system needs to be replaced. The cost estimates for the heating system and hot water is approximately \$18,000. The estimate for the roofing ranges from \$30,000 to \$55,000 depending on what is replaced. The higher cost includes the replacement of the roofing, gutters and downpipes. Repairs to the siding were made in 2020, at a cost of approximately \$6,500.
- c. In August, staff met with the Society to discuss the financial situation. The society has not been levied any charges for maintenance, operating costs, nor reserves for the major maintenance. As such, SD75 does not have any funds in reserve to cover the major repairs, other than funds from the School District. Staff have identified that the work that SD75 employees have performed on this site have been recorded as operating and maintenance costs for schools, including the annual property insurance, which appears to be contrary to the funding agreement for the construction of the building.

As the society may have the ability to apply for grants and other financial supports for daycares, Staff met with the Society to see if they could search for funding for the repairs. This request was consistent with the RFP issued when the Daycare was selected. Following these discussions, the Ministry of Children and Families has expressed an interest in supporting the daycare with the major repairs and has been in contact with SD75.

The Society applied for grant funding to complete the heating system repairs (with oversight by Operations). This project is underway. We understand that the Daycare has secured a grant of \$10,000 for the heating system and is now searching for additional donations to cover the balance of this cost.

- d. The Society inquired about the Society taking over the Crown license. SD75 staff sent a formal inquiry to the Crown, but this has not been responded to.

5. Next Steps

- a. With the License of Occupation that SD75 has with the Crown regarding the building, SD75 is currently responsible for the repairs to the building.
- b. Based on Staff's experience with Crown Licenses, and the understanding that the Crown prefers to keep a license of occupation in the hands of a crown agency, a municipality, a ministry department, or a school district, staff are proceeding with the renewal of the Crown License.
- c. Staff have advised the Daycare Society, the Ministry of Children and Families, and Ministry of Forest Land and Natural Resources that SD75 is proceeding with renewal of the License of Occupation with the Crown

- d. The Daycare and the Ministry of Children and Families have been advised that SD75 will enter into a new agreement with the Daycare Society with the expectation that a monthly fee would be levied to cover the maintenance costs, and funds for a reserve for future expenses. This fee would consider the costs for the current repairs for the roof and any unpaid costs for the heating system, as well as a levy for annual costs and a reserve for future repairs. The intent is to establish a special purpose fund for the daycare, so all costs can be accounted for. This will enable reporting on the costs and reserve to the Society, as well as removing the operating costs from the Operations and Maintenance section of general operations. This will provide greater transparency with the funds and be accountable for not charging rent that would be absorbed into general operations.
  
- e. A draft agreement with the Daycare will need to be submitted with the request to renew the license of Occupation. The License of Occupation with the Crown was extended until December 6<sup>th</sup>, 2020. As such, staff are actively working on this file.

**ITEM 7.3 Discussion**

TO: Committee of the Whole  
FROM: T. Loffler, Board Chair  
SUBJECT: Additional in-class days at École Mission Senior Secondary

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**1. Summary:**

That the Committee discuss the possibility of additional in-class days at École Mission Senior Secondary. The Superintendent has specific updates to provide for the Committee's information.

**2. Background:**

At the end of July, the Ministry issued a directive that students would operate in 'Learning Groups' not to exceed 60 at elementary and middle school years, and not to exceed 120 at the secondary level. This required schools to make difficult decisions relating to the ability of students to access electives, attend school regularly, and the format of the school year (eg Quarter systems, Semesters, etc). Currently Mission has about 30% of students in attendance on any given day. There are many benefits to this format, but there is concern about lowered engagement by students.

**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 7.4 Discussion**

TO: Committee of the Whole  
FROM: T. Loffler, Board Chair  
SUBJECT: Learning Loss and Transition to Ecole Mission Senior Secondary

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**1. Summary:**

That the Committee discuss learning loss experienced by students specifically the students that will be transiting from middle to secondary school, and discuss potential corrective measures that may be considered to mitigate the issue.

**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 7.5 Discussion**  
TO: Committee of the Whole  
FROM: T. Loffler, Board Chair  
SUBJECT: Process for external application for agenda items

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### 1. Summary:

The Committee will review and discuss the guidelines for submitting items to be included on the Committee of the Whole agenda.

### 2. Background:

All requests currently follow the guidelines set out in section 3 of the [Board Meeting Procedures Policy](#).

### 3. Options:

### 4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

The Committee of the Whole is a meeting of the Board of School District No. 75 (Mission). The Board established the following procedure for items to be placed on meeting agendas:

#### 3.1 Items may be placed on the Agenda in one of the following ways:

- 3.1.1 By notifying the meeting Chair at least seven (7) days prior to the meeting.
- 3.1.2 By notice of motion at the previous meeting.
- 3.1.3 As a request from a committee of the Board.
- 3.1.4 As outlined in items 3.3, 3.4 and 3.5.

3.2 The Agenda Setting Committee, consisting of the meeting Chair, Vice-Chair, Superintendent and Secretary Treasurer, will review items and establish the Agenda for each meeting. (note: list of the agenda order not copied)

3.3 Issues that require action may arise after the Agenda has been prepared. The meeting Chair will ask for additions to and/or deletions from the Agenda prior to asking for a motion to approve the Agenda. Changes to the Agenda are to be approved by the majority of those Board or Advisory Committee members present.

3.4 The meeting will follow the order of business set by the Agenda unless the order is altered or new items are added by agreement of the Board or Committee Members.

3.5 During the course of the meeting, the majority of Trustees or Committee members present may request that items be placed before the Board or Committee for discussion and / or action or to provide direction.

- 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)  
Public Meeting of the Committee of the Whole Minutes  
October 6, 2020, 3:30 pm  
Heritage Park Middle School and Zoom Video Conference  
33700 Prentis Avenue, Mission, BC**

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

**Staff Present:** Secretary-Treasurer, Corien Becker (Via Zoom)  
Superintendent of Schools, Angus Wilson  
Assistant Superintendent, Karen Alvarez  
District Principal of Indigenous Education, Vivian Searwar (Via Zoom)  
District Principal of International Education, Collen Hannah (Via Zoom)  
Executive Assistant, Aleksandra Crescenzo (Recorder)

**Others Present:** Via videoconference: MTU Representatives: Ryan McCarty, Janise Nikolic, Shannon Bowsfield, Rhona Macintosh, CUPE Representative: Faye Howell, DPAC Representative - Cheryl Blondin, Jaquelyn Wickham, and School Principal Ms. Grewal via in-person.

**1. CALL TO ORDER**

The meeting was called to order at 3:32 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 amended.

**CARRIED**

One addition: Item 7.6 - Committee/ Board meeting locations



## **4. CURRICULUM**

### **4.1 Monthly Curriculum Update**

In 2016-17 the Ministry of Education created an opportunity for school districts to revise their assessment and reporting practices to align more closely with the redesigned curriculum (K-9). Districts can either follow the newly revised Student Reporting Order or a locally developed reporting policy. Teachers at some schools have requested the opportunity to begin shifting assessment and reporting practices that follow the locally developed reporting policy. Some schools will participate in a pilot to revise our methods of communicating student learning in 2020-21.

A template is not yet available. The locally developed reporting option allows space for student self-reflection and focuses on core competencies.

### **4.2 Sacred Teaching**

The Elders have chosen The Sabe, Sa:sq'ets; Honesty (the'itqel) as the Sacred Teaching for 2020-2021. The teaching of honesty is taught to us by Sabe (usually pronounced as saw-bey).

Is there a plan to honour all the sacred teaching artwork? The Principal of Indigenous Education is not aware of any plans but will review the possibility of honouring the 7 sacred teachings next year when the teachings come full circle.

## **5. UNFINISHED BUSINESS**

### **5.1 Strategic Plan Review**

The Board will schedule a special meeting to discuss updating the Strategic Plan.

## **6. STAFF REPORTS**

### **6.1 Indigenous Update - Band Outreach**

The Principal of Indigenous Education advised that the School District hired one teacher and two liaison workers to support families on reserve. The current focus is to build trusting, caring and nurturing relationships with the families.

### **6.2 International Program**

The Superintendent advised that the government has opened international borders and is allowing the arrival of new international students. The

School District is expecting additional students with this change. Staff are working on 1701 reports and the finance department is working on routine ministerial reports. Staff need some time to gather and prepare any additional information.

A request was presented to receive an update on the financial reports and the estimated enrolment numbers for the November Committee of the Whole. The Secretary-Treasurer will need to confirm with the Assistant Secretary-Treasurer if he will have time to prepare an analysis.

The District Principal for International Education confirmed that all available spots at schools will not be filled with international students. The plan is to leave some spaces open for regular enrolment.

## **7. NEW BUSINESS**

### **7.1 Board Meeting with First Nations Bands**

Prior to the COVID Pandemic, the Board approved a motion that the Board endeavour to meet with local First Nation Bands on an annual basis. The Board would like to arrange meetings with the governing bodies of each band to build relationships and present the opportunity to listen to the bands on potential ways the Board can support them. The Principal of Indigenous Education will facilitate with scheduling the meetings.

### **7.2 Trustee Appointments for Committees and Community Liaison Groups**

Trustees will email the Board Chair with their preferred committees. Staff will update the Aboriginal Education Advisory Council to Indigenous Education Advisory Council and include the Trades & Training Committee to the list. The Board discussed eliminating the UFV Community Council.

A request was put forward that the Board receive a brief portfolio and contact information for each Committee specifically Mission Literacy in Motion, Mission Community Foundation, and the Mission Traffic & Transit Committee.

### **7.3 Elections BC**

The BC Election has been called for Saturday, October 24th, 2020. Elections BC has confirmed the use of seven schools for polling stations.

#### 7.4 Student Mental Health

A recommendation was brought forward that the Board collect feedback from students on their mental health and well-being. A suggestion was presented that staff connect with school counsellors, teachers and liaison workers about what they are witnessing with mental health. If a survey is issued, there needs to be thorough consideration regarding the content and format for the questions. The survey needs to consider all levels of education differently. We also need to address teacher/ staff stress as it affects student stress. A suggestion was provided that support resources be shared with students and staff. In January we have the MDI survey which provides some in-depth questions.

Cheryl of DPAC offered to meet with the Board to further discuss this opportunity and how DPAC can assist.

No action is necessary at this time, the Board would like revisit this item at a future committee meeting.

#### 7.5 Child Care Program Policy

On August 31, 2020, Ministerial Order No. M326 was issued, directing that School Boards establish policies regarding the provision of childcare programs. The school district expects to receive guidance from the BCSTA regarding template policies and procedures in the next few months.

Staff will begin to develop a program for consulting with parents, parent advisory groups, first nations, the community, and daycare operators.

A suggestion was provided that the policy includes a condition that if space is needed for education, the childcare provider would need to vacate the space.

#### 7.6 Board and Committee Meeting Locations

The Board discussed conducting Committee of the Whole meetings via videoconference only. The consensus was that the Board would like to maintain the status quo and meet in-person as well as via videoconference.

### **8. MINUTES OF PREVIOUS MEETINGS**

#### 8.1 Committee of the Whole meeting minutes dated September 15, 2020

MOVED and Seconded that the Committee of the Whole minutes dated September 15, 2020, be approved.

**CARRIED**

A request was provided that staff include information about how many female students are enrolled in trades programs at Riverside for the next Trades Committee meeting.

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Chair, Board of Education

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Secretary-Treasurer

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