

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

June 7, 2022, 3:30 pm

[Zoom Meeting](#)

Visit www.mpsd.ca > Governance > Meeting Information to connect remotely.

			Pages
1.	CALL TO ORDER		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	ADOPTION OF AGENDA		
3.	DELEGATIONS/PRESENTATIONS		
3.1.	DPAC - Middle Schools Survey	Information	1 - 11
4.	CURRICULUM		
4.1.	Monthly Curriculum Update	Information	12
	New reporting order		
5.	UNFINISHED BUSINESS		
5.1.	Trustee Code of Ethical Conduct Policy	Action	13 - 19
5.2.	Halq'eméylem Language, Story, and Culture Policy	Action	20 - 23
6.	STAFF REPORTS		
6.1.	Equity PATH	Information	24 - 29
6.2.	Policy Review Update - June 2022	Information	30 - 31
7.	NEW BUSINESS		
7.1.	Students International Travel - Global Education Trip to Vietnam	Action	32 - 36
7.2.	Childcare Spaces Funding Opportunity	Action	37 - 38

8. MINUTES OF PREVIOUS MEETINGS

8.1. Committee of the Whole Meeting Minutes, May 3, 2022 39 - 45

9. INFORMATION ITEMS

9.1. MSS Replacement deferral Discussion 46 - 47

9.2. Employee Service Recognition Information 48 - 49

9.3. Summary of June activities Information 50

10. ADJOURNMENT



Middle School Survey

DPAC SD75 Mission



Overview

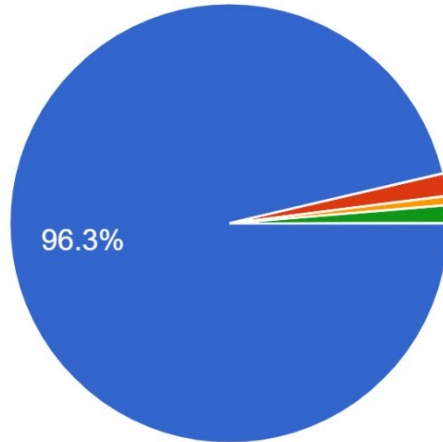
Open for responses from April 12-30

Received 300 responses

Respondants

Please describe your role in SD 75

301 responses

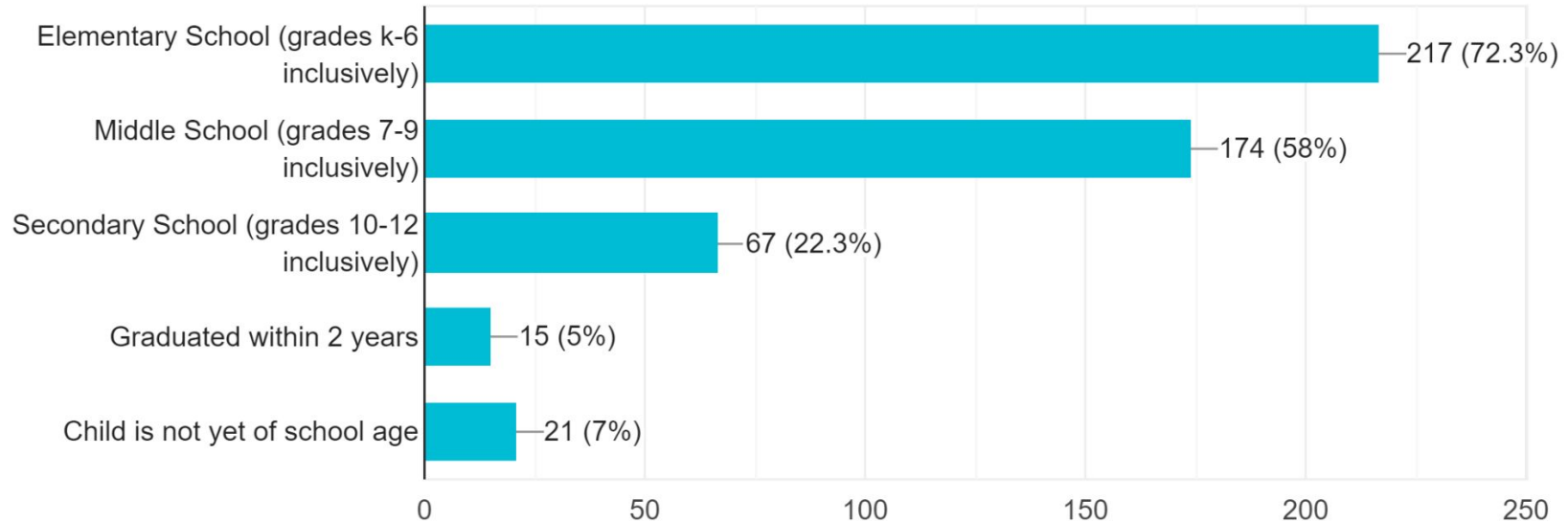


- I am a parent or guardian of a student(s) in SD 75
- I am a current student in SD 75
- I am a former student in SD75 (attended within the last 2 years)
- No, I am neither a parent, current or recent student in SD75

Student Age Breakdown

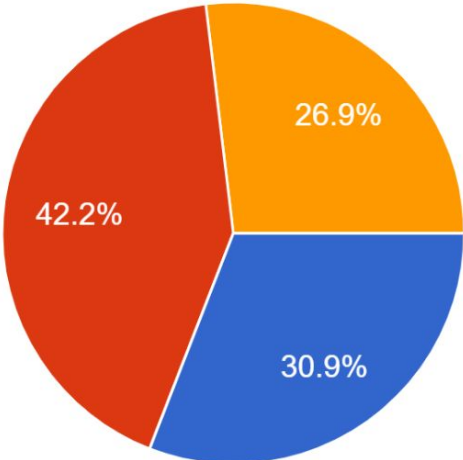
If you have students in SD75 - check all that apply

300 responses



SD75 currently has 2 middle schools for grades 7-9 that are operating on a linear system with core classes all year round, and rotational classes on a ...le School Model is working for students in Mission?

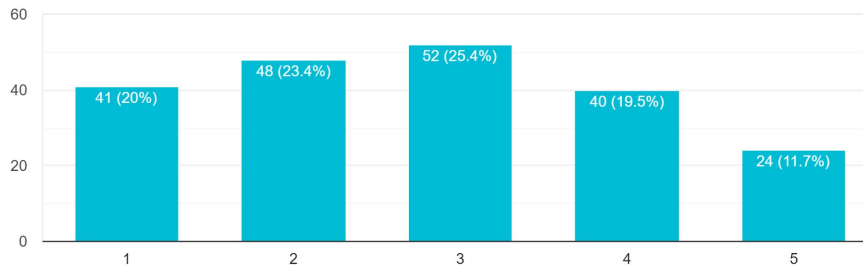
301 responses



- Yes, it does not need any changes
- No, there are changes needed
- Unsure

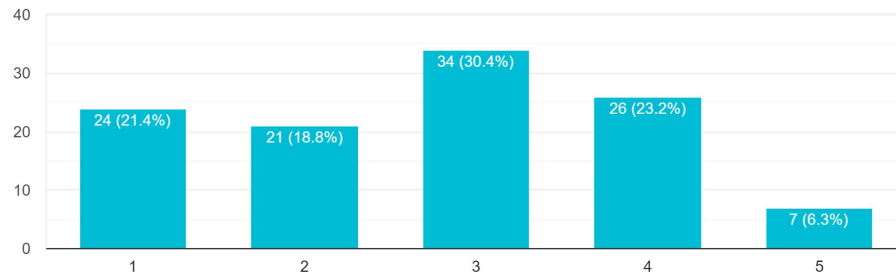
If you have current or past middle school students, on a scale of one to five, how well prepared did the student feel going into Middle School? (skip if not applicable)

205 responses



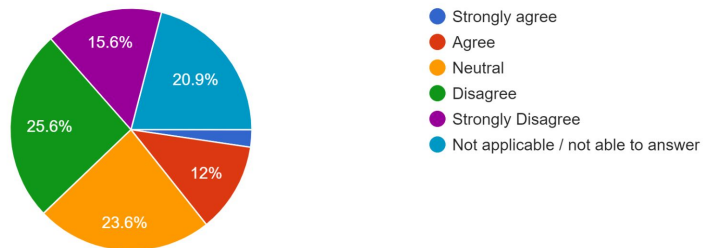
If you have older students, on a scale of one to five, how well prepared did the student feel going into high school? (skip if not applicable)

112 responses



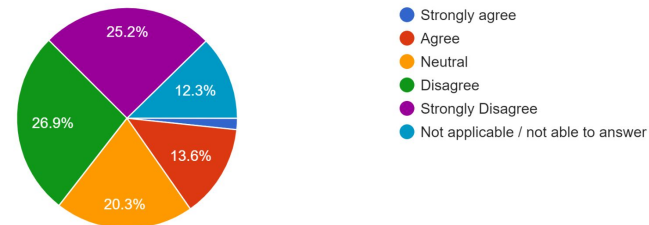
How much do you agree with the following statement: "Middle Schools in Mission SD75 are adequately preparing students ACADEMICALLY for high school and beyond."

301 responses

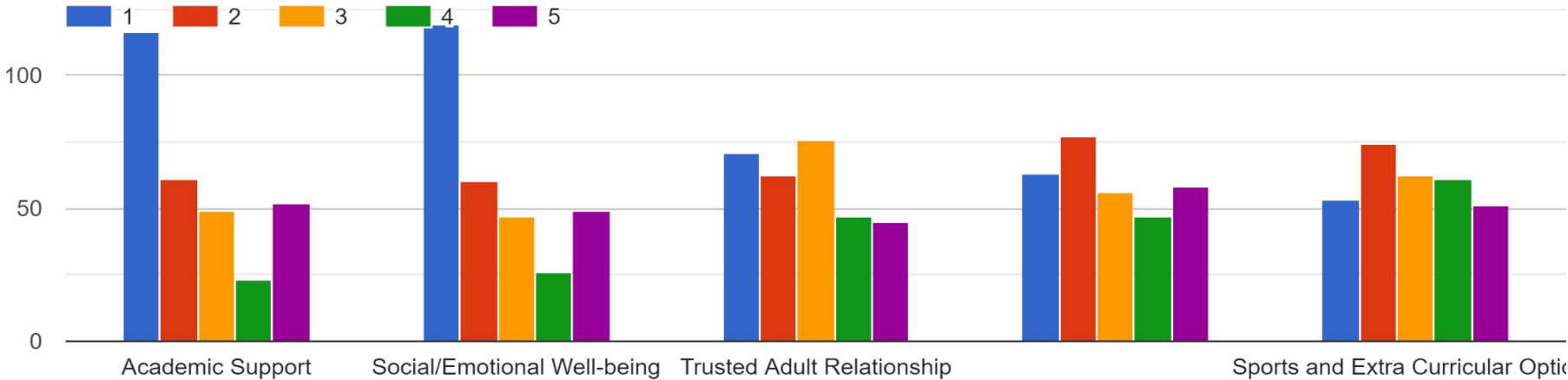


How much do you agree with the following statement: ""Middle Schools in Mission SD75 are providing an environment that is engaging and provides a positive sense of community."

301 responses



Please rank the below education goals in order of most important (1) to lesser importance (5) for you or your student(s) in SD75 Middle Schools.



Please share what you think is working well and some concerns you have about the current system.

Working Well

- Core subjects
- Quality teachers
- Good experience in preparation for high school
- Social, emotional support working well
- Exchange students doing well

Concerns

- Communication
 - Between teacher and students
 - Between parents and teachers
 - Between students
- Bullying
- Lack of extracurriculars/sports
- Too many classes/teachers; not enough relationship building

...“if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”

- sincerely, mother of two fish

Not enough communication with parents

Students do not appear to have strong adult connections. They run the school which is rampant with micro aggressions that go unnoticed or unattended. Students feel unsafe and uncomfortable. The current model leaves them vulnerable and woefully unprepared.

My daughter loves her teachers! 😊 They give an adequate amount of work. There is not a huge emphasis on homework which we really agree with. Staff is wonderful! Although some of the hall monitors are a bit exuberant in carrying out their duties!

I think the social, emotional support system is working well. What I feel that is not working well is the lack of academic extension opportunities for the kids who are academically stronger.

Very disappointed in this current model.

I have been very encouraged that the district hired 2 youth liason. This is an awesome step in the right direction, we need more and intentional student engagement during non instructional times.

The teachers are good, but going from 1 teacher I'm elementary to 8+ teachers at middle is too much. Hard to advocate for support for struggling students. Abbotsford has a better middle school model.

It is not run as a middle school it's run like a high school. That needs to change

If you have any other feedback you wish to share regarding the Middle Schools in SD75, please do so here:

There needs to be a clearly defined process and procedures for incidents that students, parents and teachers understand and trust that they will be effective. Also a universal communication system, one regulated and dependable means in which to communicate with teachers and access essential information.

Without a change to the middle school structure my children will not be attending middle school within the district.

Something needs to be done about our poor children and what they go through. I have tried working with the counsellors and admin staff at school and have gotten nowhere. I have explained in-depth with my children go through and the support that they need and I have been completely ignored. I am ready to pull both of my kids out of school because I'd rather them have no education than be suffering emotionally and physically.

The school needs to build on the sense of community. The kids need to know they belong somewhere

Staff care and want students to succeed but it is not viable in the current context. Too many students are struggling and need supports our schools need to become community hubs where kids want to be and feel like they belong!

Middle schools and high schools need to adopt a more inquiry-based educational system. Middle school's also need a playground!!!

Please create a better model for students where they are able to develop relationships and connections with teachers who are there for them. They are too young to experience a system where they are left with little guidance or supervision. There are systems that other School Districts in BC use that are more effective at cultivating community, relationships, and structure.

Thank you

DPAC SD75
is thankful for all the input

Next Steps:

Continued collaboration with the
School Board and MPSD to evolve
our Middle schools

ITEM 4.1 Information File No.

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: New Reporting Order

1. **Summary:** The Assistant Superintendent will briefly discuss the new reporting order from the Province of BC.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - 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:**

- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

Engage.mpsd.ca portal – April & May 2022

6. Implementation:

Once approved the policy will be placed on the www.mpsd.ca website.

7. Attachments:

Trustee Code of Ethical Conduct Policy

Section:	Governance	
Title:	Trustee Code of Ethical Conduct	1.2

Purpose

To provide guidance and direction for the ethical behaviour and professionalism of Trustees in the fulfilment of their roles and responsibilities.

Policy

Critical trust is invested in the Board by the electorate to govern the affairs and business of the Mission Public School District. Recognizing this, the Trustees commit to conducting the business of the Board in a fair, respectful, and professional manner. This commitment includes using respectful authority and decorum when interacting with other trustees, staff, partner groups, and the community, or when representing the Board of Education or the Mission Public School District.

Trustees will uphold the commitments of the Code of Ethical Conduct policy, the Respectful Workplaces policy, and the Safe, Caring, and Respectful Schools policy, and will address any complaints of violation of the code or these policies by a Trustee at a closed meeting of the Board.

Ethical Conduct Commitments

Trustees will fulfill their roles and responsibilities as a Trustee of the School District considering the following ethical conduct commitments.

Behaviour:

- Trustees are expected to use respectful behaviour in all School District and community interactions.
- Trustees are expected to use behaviour that is not disrespectful of others or their opinions. Trustees are expected to maintain decorum during all meetings, respect the protocols of the meeting process, the authority of the Board Chair, and encourage full, open, and courteous discussions in all matters with other trustees.
- Trustees will endeavour to work cooperatively in spite of differences of opinion.
- Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.
- Information that may be of potential concern should not be concealed or withheld.

Decision-making process:

- Trustees are expected to give the opinions and objectives of other trustees, staff, partner groups, and the public, their respect and full consideration.
- Trustees are expected to conclude discussions and reach decisions, only after considering all available information and opinions for each situation. Trustees shall remain open to altering a perspective or an opinion after considering other information received in the discussion process. Trustees shall not have an unreasonable bias or closed mind to an issue.
- Trustees must encourage full and open discussions in all matters. Trustees must not dismiss or disregard others when they submit an opinion that is different or contradicts their own opinion.
- Trustees must not withhold or conceal matters or information from other Trustees that would be of concern to the School District.

Communications:

- After decisions are reached, Trustees are expected to abide by, uphold, and support the final majority decision of the board. Trustees must not undermine the decisions of the Board, even if the Trustee was opposed to a decision.
- Trustees must not discuss the confidential business of the Board outside of a board or committee meeting.

Confidentiality:

- Confidential information, in any form, that Trustees receive during their elected term must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information.
- Trustees with care or control of personal or sensitive information, electronic media, or devices, must handle and dispose of them appropriately. Trustees who are in doubt as to whether certain information is confidential must ask the Superintendent or Secretary-Treasurer, before disclosing, releasing, or transmitting it.
- The proper handling and protection of confidential information is applicable both within and outside of the District and continues to apply after the term of the Trustee ends.
- Confidential information that Trustees receive through their elected position must not be used by a Trustee for the purpose of furthering any private interest, or as a means of making personal gains.

Conflicts of Interest:

- Trustees are expected to adhere to all applicable legislation regarding conflicts of interest, including the *School Act, Part 5, Conflict of Interest*, and to avoid any actual, perceived, or potential conflicts of interest whenever possible. A conflict of interest exists when:
 - A trustee uses their position to advance the personal interests of the trustee, the trustee's family or the trustee's friends; or
 - A trustee accepts, directly or indirectly, any compensation, gratuity, gift, reward or benefit from an organization or individual that has dealings with the Board if a reasonable person would perceive this as influencing the trustee's exercise of their duties.
 - When a trustee becomes aware that they have a conflict of interest with respect to the matter coming before the Board, the trustee is expected to:
 - Disclose to the Board that they have an interest in the matter,
 - State the general nature of the trustee's interest,
 - Not take part in any discussion of the matter,
 - Abstain from voting on any question in respect of the matter,
 - Not attempt in any way to influence the voting on any question in respect of the matter before, during or after the meeting which could compromise the integrity of the School District,
 - Leave the meeting until the matter has been dealt with if the meeting is closed to the public.
- Trustees are expected to declare any conflicts of interest to the Board.
- Trustees are expected to be excused from participating in the decision-making process if they are involved in a conflict of interest situation which could compromise the integrity of the School District.

Personal Gain:

- Trustees must not use the schools, any part of the school program, or their position as a Trustee, for personal advantage or for the advantage of friends or family.
- Trustees must declare any gifts received by virtue of holding the office of Trustee of the Board of Education.

Trustee Acknowledgment

Upon being elected to a term as a Trustee for the Mission School District, at the Inaugural Board Meeting, Trustees will be asked to commit to this Code of Ethical Conduct.

Definitions

- Procedural Fairness** The process used to reach a decision must provide the person(s) affected by the decision the opportunity to review or hear the allegations and to respond to the allegations before a decision is reached.
- Natural Justice** Natural Justice requires that a person receive a fair and unbiased hearing before a decision is made that will negatively affect them. Three main requirements must be met in every case; adequate notice, fair hearing and no bias.

Procedures

1. For contraventions of the code or the policies that are seemingly minor or inadvertent due to an error in judgment made in good faith, a Trustee initiating a complaint is encouraged to seek resolution of a matter through the Informal Complaint Process, when possible. If resolution through the Informal Complaint Process is not possible, the Formal Complaint Process is to be followed.
2. Serious and/or recurring breaches by a Trustee, or complaints made by an employee or a member of the public regarding a Trustee's conduct, are to be investigated following the Formal Complaint Process.
3. Informal Complaint Process
 - a. The offended Trustee should alert the offending Trustee of the violation and the obligations required under the Code or Policies, by engaging the offending Trustee in a private conversation.
 - b. The Trustees shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand, with an openness to growth and improvement.
 - c. Failing resolution through a private conversation, the parties will engage the Board Chair, Vice-Chair or a designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice-Chair.
 - d. The Chair, or at the Chair's option the Chair and Vice-Chair, will attempt to resolve the matter to the satisfaction of the Trustees involved.
 - e. If the parties are unable to gain resolution through the Informal Complaint Process, the matter will be referred to the Formal Complaint Process.
4. Formal Complaint Process
 - a. The Trustee, Employee, or Member of the Public who wishes to commence an official complaint under the Code or Policies, shall file a letter of complaint with the Board Chair, or Vice-Chair if the complaint is against the Board Chair, within a reasonable period of time following the alleged event occurring or the knowledge of the alleged event. The letter of complaint must indicate the nature of the complaint and the section of the Code or Policy that is alleged to be violated by the Trustee.
 - b. The Board Chair shall convene a closed meeting of the Board as soon as is reasonable, to allow for a hearing and formal inquiry into the alleged violation of the Code or Policy.
 - c. A copy of the letter of complaint must be provided to each Trustee with the notice of the meeting, as soon as is reasonable. The letter of complaint, the filing of the complaint, the content and nature of the complaint, and the closed meeting agenda for the hearing and inquiry are to remain strictly confidential.
 - d. Trustees must make their best efforts to attend the closed meeting of the Board for the hearing and inquiry, even in circumstances where Trustees may be in a conflict of interest or may otherwise wish to abstain.
 - e. Procedural Fairness and the rules of natural justice shall govern the hearing and the formal inquiry.

- f. At the commencement of the meeting, the Chair shall indicate the nature of the business to be transacted and outline the process for the hearing and inquiry in accordance with this procedure for the hearing.
 - i. The Board shall ensure fairness in dealing with the complaint by adhering to the following procedures:
 - ii. Preliminary matters will be considered, including altering the outlined procedures as necessary before the formal hearing begins;
 - iii. Review whether one (1) or more Trustees have a conflict of interest in making a decision regarding the complaint.
 - i. A conflict of interest is as defined in the Code and as may be determined by an individual or a majority of those Trustees present at the hearing.
 - ii. A conflict of interest is ordinarily raised only in circumstances where a Trustee has a personal interest or financial interest in the outcome. It would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interest of the School District.
 - iii. If it is determined that a Trustee is in a conflict of interest, the Trustee shall not participate in deliberations or vote in respect of any resolution; however, the Trustee shall be present as required to maintain a quorum of the Board but shall not influence or vote on the matter.
 - iv. If any Trustees are excused from the hearing due to a conflict of interest, the remaining Trustees, if a quorum is still present, shall proceed with the hearing as the Voting Trustees;
 - iv. The complainant shall provide a presentation which may be written, oral, or both. The complainant may opt to rely on the written complaint in place of a presentation;
 - v. The respondent Trustee shall provide a presentation which may be written or oral or both;
 - vi. The complainant shall be provided with an opportunity to reply to the Trustee's presentation;
 - vii. The respondent Trustee shall be provided with a further opportunity to respond to the complainant's presentation and subsequent remarks;
 - viii. The Voting Trustees shall be given the opportunity to ask questions of both parties;
 - ix. The complainant shall be given the opportunity to make final comments;
 - x. The respondent Trustee shall be given the opportunity to make final comments.
- g. Following the presentation of the respective positions of the parties, the parties, and all persons, except the Voting Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from staff. The Board may, in its discretion, call upon legal advisors to assist them on points of law, or upon staff in respect of any points of information or to provide administrative direction or for assistance in the drafting of a resolution.
- h. If the Voting Trustees in deliberation require further information or clarification from the parties, the parties and staff will be invited to return to the hearing to receive the questions in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the hearing to a later date.
- i. If the Voting Trustees taking part in the deliberations request that an external party investigate the allegations, such investigation will be conducted in accordance with the procedures of natural justice. The Board may, at its discretion, call upon legal advisors to assist them in the event an investigation is requested. A report of the investigation findings will be provided to the Board at the reconvening of the hearing. The parties will be allowed the opportunity to provide additional submissions in respect of the report.

- j. The Voting Trustees in deliberation may draft a resolution (s) indicating what action if any, may be taken regarding the complaint and any party.
 - k. The presiding Chair shall reconvene the hearing with the parties and staff returning and call for a resolution to be placed before the Board and a vote to be conducted. Only the Voting Trustees shall be able to vote on any resolution(s). If any of the Voting Trustees request that the vote occurs by secret ballot, the vote will proceed by secret ballot for all Voting Trustees. The Board may request staff to assist with a secret ballot vote. At the conclusion of the vote, the presiding Chair shall declare the closed Board meeting adjourned.
 - l. All documentation that is related to the hearing shall be returned to the Superintendent, the Secretary-Treasurer, or designate, immediately upon adjournment or conclusion of the hearing, and shall be retained in accordance with legal requirements. This includes all notes taken by Trustees other than the parties in relation to the submissions or deliberations.
5. Sanctions
- a. Sanctions for a violation of the Code or Policies should be imposed in a remedial and restorative manner.
 - b. The Sanctions should reflect the seriousness of the breach and the harm to others or to the School District.
 - c. Sanctions must be imposed by a resolution approved by the majority of the Voting Trustees.
 - d. Example sanctions include:
 - i. Having the offending Trustee write a letter of apology;
 - ii. Having the offending Trustee participate in a restorative justice process;
 - iii. Having the offending Trustee participate in specific training, coaching or counselling;
 - iv. Provide a letter of censure from the Board to the offending Trustee;
 - v. Provide another form of formal censure of the offending Trustee;
 - vi. Remove the offending Trustee from one, some, or all Committee or liaison appointments of the Board.
6. Public Disclosure
- a. Public disclosure of the complaint and any Board decision, including any sanctions imposed due to the complaint, may be disclosed by the Board Chair only at the direction of the Board following the disposition of the complaint.
7. Appeals Process
- a. Trustees who have been sanctioned or had other measures imposed upon them by the Board under this policy can appeal those decisions through the legal system, at their own expense.

Date of Original Board Approval: September 2008 (Policy #5)

Date Amended: May 23, 2017
_____, 2022

Legal Reference: School Act, Part 5, Conflicts of Interest

Cross Reference: Trustee Election Protocol Administrative Procedure (409)

Respectful Schools / Workplaces: Anti: Bullying, Harassment, Discrimination Policy (2.2)

ITEM 5.2 **Action** **File No.** **1020**

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer; Vivian Searwar, District Principal
SUBJECT: Stó:lo History the Story, and the Culture of the people. As such, the revised policy includes this broader scope.

Recommendation

THAT the following resolution be forwarded to the June Board Meeting for consideration:

That the Stó:lo History and the Halq'eméylem Language, Story, and Culture Policy be approved in principle, circulated through the school district's public engagement website Engage.mpsd.ca for public comments, and returned to the September Board meeting for final approval.

1. Summary:

The school district initiated the development of a Halq'eméylem Language policy in the fall of 2021. The draft policy was reviewed and updated through the Siwal Siwes Indigenous Education Advisory Committee and is returned to the Committee of the Whole for consideration.

2. Background:

The review of the draft Halq'eméylem Language policy identified the need to expand the scope of the policy to include the Stó:lo History, the Story, and the Culture of the people. As such, the draft policy presented includes this broader scope.

3. Options:

1. Forward the policy for consideration as amended.
2. Refer the policy out for further consultation.
3. Keep the policy as is without the amendment.

4. Analysis and Impact:

a. Strategic Plan Alignment

The strategic plan has embedded the learnings from the Equity Scan into the document, including Honouring Culture and Territory. This policy directly supports the goals of this section of the strategic plan.

- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

By transferring the goals of the strategic plan to specific policy directives, the Board is putting the goals into actionable direction for the school district.

- 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:

- a. Draft Stó:lō History, and the Halq'eméylem language, Story, and Culture Policy

Section:	Students and Instruction	
Title:	Stó:lo History and the Halq'eméylem Language, Story, and Culture	4.4

Purpose

Mission Public Schools lies within the traditional, ancestral, unceded and shared lands of the Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:ltl'el Nations, and operates on Stó:lō territory, of which the language is Halq'eméylem.

Halq'eméylem is the acknowledged language of this land and of Stó:lo ancestors. The place from where the Halq'eméylem (Upriver variety) language originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial. As such, relational language ties exist between the peoples of this region.

Halkomelem includes three sister languages: Halq'eméylem (Upriver variety, as per above), Heñq'emih'em (Downriver variety) and Hul'q'umi'num' (Island variety).

The Board of Education acknowledges its responsibility to partner and support the vitality of the Stó:lo History and the Halq'eméylem language, story, and culture, and to honour traditional territories by advancing the teaching and learning of the language, story and culture.

The Board recognizes the importance of Elders as Halq'eméylem-speaking knowledge holders. The Board recognizes the interconnection between the land, the language, and Stó:lō history. Language acquisition is holistic and occurs through culture, story, frequently in land-based learning experiences and a part of everyday life experiences. As such, it is important that it be embedded in teaching and learning, made visible in the learning environment and across the curriculum.

Policy

The instruction of Stó:lō History, and the Halq'eméylem language, Story, and Culture is a foundational education component program in Mission Public Schools, with instruction embedded into the curriculum from Kindergarten to Grade 12.

General Guidelines

1. The school district will:
 - 1.1. Engage with the Seabird Island First Nation Halq'eméylem-speaking language community members whenever necessary regarding further developments of the Halq'eméylem language, story, and culture curriculum in recognition that the Halq'eméylem language curriculum used by Mission Public Schools was developed and shared by Seabird Island First Nation; and
 - 1.2. Engage with local Indigenous Elders, Indigenous community members and Indigenous staff on an ongoing basis to maintain dynamic and rigorous Halq'eméylem language, story, and culture programming;

- 1.3. Encourage all Trustees, staff and students to be open to learning the Halq'eméylem language, through stories, culture, and land-based learning experiences and/or opportunities (i.e., Stó:lō Story Revitalization, Classroom Visits from Halq'eméylem Speaking Persons etc.);
- 1.4. Ensure that a variety of authentic resources, are available to teach the Halq'eméylem language, story, and culture in Mission schools;
- 1.5. Actively seek out and hire Halq'eméylem speaking persons to ensure that Halq'eméylem teaching and learning thrives in Mission schools.

Date of Original Board Approval:

Date Amended:

*Legal Reference: UNDRIP, Articles 8, 11, and 13
TRC, Calls to Action 13, 14, and 62*

Cross Reference: (other policies, and procedures)

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

TO: Committee of the Whole
FROM: V. Searwar, District Principal of Indigenous Education
SUBJECT: Equity Path

1. **Summary:** The District Principal of Indigenous Education will present the Equity PATH idea.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - 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:** PowerPoint slides



1



2

A PATH is a PROCESS:

PATH is a process in which a facilitator and a graphic facilitator work with a focal person, working group, team and/or organization, and their supporters to create a **vision of the best possible future**, out of which comes a plan that is always **positive** and **possible**, understood by all.

By the end of the PATH event the focal person or group has communicated where they want to go, what and who they need to support their journey, and how this part of their lives will be part of a bigger future.

3

A PATH is:

powerful and empowering

practical and dream-based

communal and individualized

a great way to bring a support network together

a great way to get on the same page

action-oriented

4

What have we done thus far?

- Shared *Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity* with PATH facilitators, Aaron and Eilidh (photo below)
- Equity Book Study with Equity Focus Group Participants – IN PROGRESS
- Vivian presented idea to Rick M
- Mock PATH with Senior Management and Rick M
- Connection with Indigenous partners and communities (Nations, FNMA, MFC, SWSW Advisory) – IN PROGRESS
- Connection with SD75 – COTW, Members of the Board



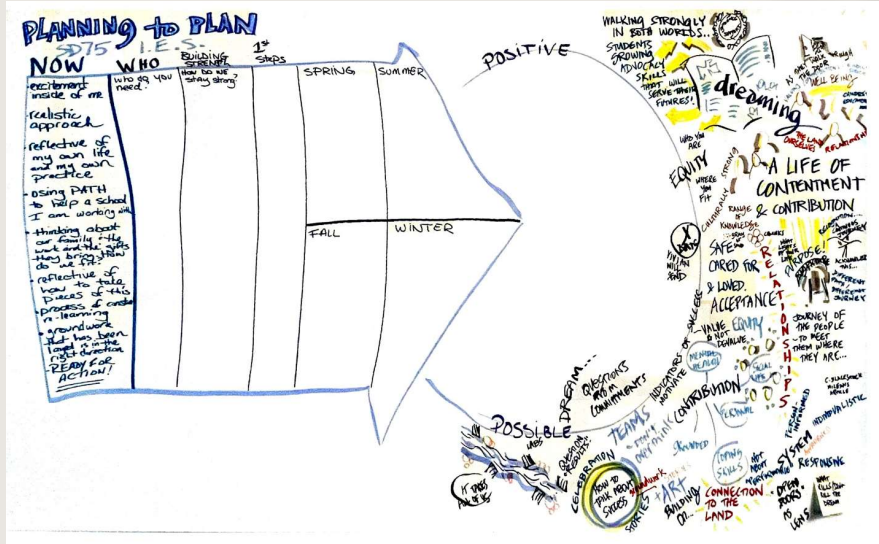
5

What are our plans?

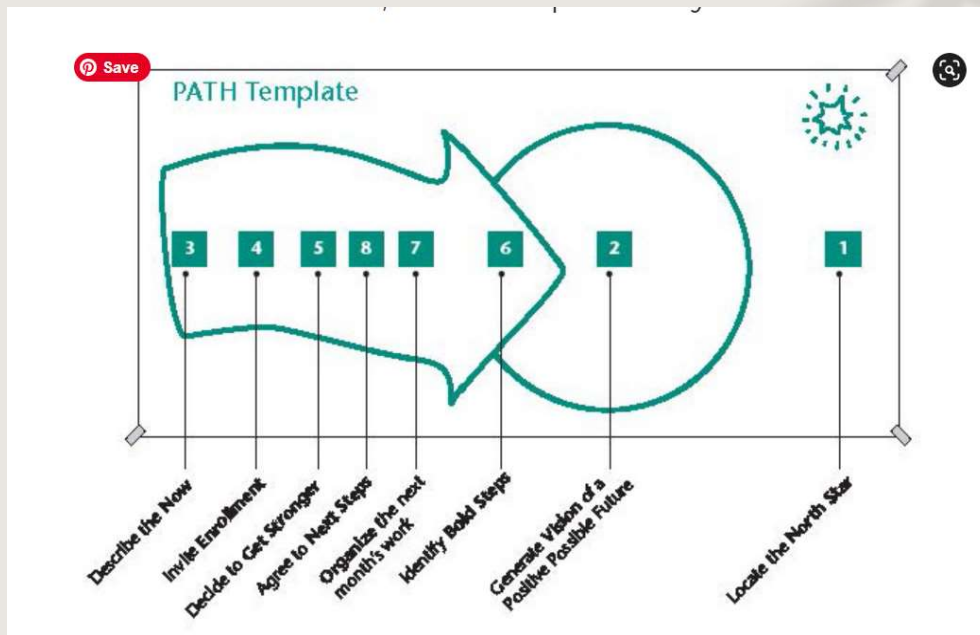
- Creation of a PATH and/or PATH Engagement with:
 - SWSW Staff - April 26, 2022
 - All Indigenous partners - May 20, 2022
 - School Administrators and Senior Management - August 23, 2022
 - Indigenous Learners - Fall/Winter 2022
 - Indigenous Families - Fall/Winter 2022
 - Educator (MTU and CUPE) Staff - Fall/Winter 2022
 - Operations Staff (includes Facilities, HR, Health & Safety, Transportation, Technology etc)
 - Members of the Board - Fall 2022
 - PATH Culmination

6

A beginning PATH...



7



8

PATH draws on people's capacities to imagine different futures, & to think backwards from a future possibility & tell fruitful stories about how that possibility might come to be.

The template puts present time on the left & future time to the right. The process moves the planning circle from the purpose that calls the focus person/group to join in its creation to a definite future time a year or more away.

9

An example of a completed PATH



10

ITEM 6.2 Information

File No. 1020

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Policy Reviews and Updates

1. Summary:

Staff have been working on reviewing and updating the policy manual. The attached summary is a list of the policies currently identified as needing review, and a tentative prioritization for the committee's discussion. The policy work expected to be completed by June 2022 has been delayed. The schedule has been updated with target dates for completion.

2. Background:

Policies and Procedures are expected to be reviewed periodically to ensure they remain relevant for the school district. The reviews in the past few years have focused on streamlining and simplifying the policies to provide clear direction.

In January 2022, the policies were prioritized for review. The attached documents summarize the policies that have been identified as needing review, with updated projected completion dates.

3. Options:

An issue identified in the review suggests that a policy regarding no smoking / vaping may need to be separate from the no alcohol / frugs / Cannabis use. As the policy is drafted this could be revisited.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- 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:

Updated Policy review schedule

Mission Public School District - Policy Review 2022 / 2023

Policy Review	Updated	Action Date	Actions Needed	Priority
2.10 Smoking / Vaping on School Property		30-Sep-22	New Policy	2
2.11 Drug / Alcohol / Cannabis Use / Abuse	15-Dec-15	30-Sep-22	reformat / update - consistent with other policies - need to discuss	2
4.4 Halq'emeylem Language		30-Sep-22	in development / consultation	2
4.2 Student Attendance		31-Oct-22	to be developed	2
4.3 Ordinarily Resident Student		31-Oct-22	to be developed	2
4.7 Digital Citizenship		31-Oct-22	new policy	2
6.4 Authorized Signing Officers		31-Oct-22	to be developed - based on AP 500	4
2.16 Social Media		31-Dec-22	to be developed	3
2.2 Diversity, Equity, and Inclusion	draft	31-Dec-22	Consultation Phase	2
2.3 Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	22-Apr-14	31-Dec-22	reformat - consistent with other policies align with other policies	2
2.7 Environmental Sustainability	Dec-10	31-Dec-22	reformat - consistent with other policies	3
2.8 Use of Technology		31-Dec-22	new policy - delayed changes in IT	2
3.0 Safe, Caring and Respectful		31-Dec-22	draft from 2.2 respectful schools &	
3.2 Transportation Services	May-17	31-Dec-22	reformat / update	3
3.3 Service and Therapy Animals in	Dec-15	31-Dec-22	reformat / update - combine 2 policies	3
3.6 Volunteers in Schools	20-May-14	31-Dec-22	reformat / update	3
3.7 Concerns or Complaints	Sep-08	31-Dec-22	reformat / update	3
4.6 Indigenous Student Education		31-Dec-22	to be developed - based on AP 200	2
5.0 Respectful Workplaces		31-Dec-22	reformatted from 2.2 / in consultation -	2
5.1 Recruitment and Hiring	20-Jun-17	31-Dec-22	to be reviewed / updated	3
5.4 Grievances and Investigations	21-Apr-15	31-Dec-22	rescind? Included in other policies / procedures?	3
5.5 Custodial Services	21-Apr-15	31-Dec-22	rescind / reformat?	3
5.6 School Secretaries	21-Apr-15	31-Dec-22	rescind / reformat?	3
5.7 Gender Neutral Hiring Practices		31-Dec-22	to be developed	3
2.1 Role of the Superintendent	Feb-09	01-Jun-23		4
2.11 School Reconfiguration,	Sep-10	01-Jun-23	reformat / update	4
2.13 Naming / Renaming of School or		01-Jun-23	reformat from procedure	4
2.14 Video Surveillance and monitoring		01-Jun-23	new policy	4
6.3 Purchasing and Procurement		01-Jun-23	separate policy from procedure	4
6.5 Disposal of Land or	Sep-08	01-Jun-23	reformat / update	4
6.6 Disposal of Equipment and other Assets		01-Jun-23	to be developed	4

ITEM 7.1

Information

File No.

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools K. Matheny, Global Education teacher
SUBJECT: Students - International Travel - Global Education Trip to Vietnam

1. **Summary:** MSS Teacher, Kevin Matheny, will present an upcoming international trip taking place in 2023.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - 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:**

Roadrunners to Vietnam – March 9th – March 25th, 2023

Flights: TBD

Date	Destination	Transport	Schedule	Accommodations	Meals ** Not pre-paid
2023 –03-9th Thursday	Meet at MSS – 5:00pm Vancouver – to Taipei	Bus to Vancouver International Airport	Vancouver to Taipei 00:50am – 05:35am (March 10 th)	On route	Bfast – At Home Lunch – At home Dinner – In Transit**
2023–03–10th Friday	Da Nang	Airport Local Bus	Taipei to Da Nang 09:45am – 11:40am Opening Ceremony	On Route Village Home Stay (TBD)	Bfast – In Transit** Lunch – In Transit** Dinner – Loc Yen Village
2023–03–11th Saturday	Loc Yen Village	Walk	Work Day #1	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 –12 th Sunday	Loc Yen Village	Walk	Work Day #2	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 –13 th Monday	Loc Yen Village	Walk	Work Day (3)	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village

2023 – 03 – 14 th Tuesday	Loc Yen Village	Walk	Cultural Day – Activates in the village	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 – 15 th Wednesday	Loc Yen Village	Walk	Work Day (4)	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 – 16 th Thursday	Loc Yen Village	Walk	Work Day (5)	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 – 17 th Friday	Loc Yen Village	Walk	Work Day (6)	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 – 18 th Saturday	Loc Yen Village	Walk	Work Day (7)	Village Home Stay (TBD)	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village
2023 – 03 – 19 th Sunday	Hotel (Tour) TBD	Walk Local Bus	Work Day #8 Closing Ceremony Final dinner - Dancing	Hotel (Tour) TBD	Bfast – Loc Yen Village Lunch – Loc Yen Village Dinner – Loc Yen Village

2023 – 03 – 20 th Monday	Hotel (Tour) TBD	Bus	Leave Village Tour Starts	Hotel (Tour) TBD	Bfast – Loc Yen Village Lunch – On route Dinner – Tour Hotel
2023 – 03 – 21 st Tuesday	Hotel (Tour) TBD	Bus	Tour	Hotel (Tour) TBD	Bfast – Hotel (TBD) Lunch – Hotel (TBD) Dinner – Hotel (TBD)
2023 – 03 – 22 nd Wednesday	Hotel (Tour) TBD	Bus	Tour	Hotel (Tour) TBD	Bfast – Hotel (TBD) Lunch – Hotel (TBD) Dinner – Hotel (TBD)
2023 – 03 – 23 rd Thursday	Hotel (Tour) TBD	Bus	Tour	Hotel (Tour) TBD	Bfast – Hotel (TBD) Lunch – Hotel (TBD) Dinner – Hotel (TBD)
2023 – 03 – 24 th Friday	Hotel (Tour) TBD	Bus	Tour	Hotel (Tour) TBD	Bfast – Hotel (TBD) Lunch – Hotel (TBD) Dinner – Hotel (TBD)
2023 – 03 – 25 th Saturday	Da Nang to Taipei Taipei to Vancouver Parent Pick up -YVR	Bus Airplane	Da Nang to Taipei 14:10pm – 17:55pm (March 25 th) Taipei to Vancouver 23:55pm – 19:20pm (March 25 th)	On Route	Bfast – Hotel (TBD) Lunch – On Route** Dinner – On Route**

Emergency Contact Procedures:

1. Questions to ask yourself in an emergency.
 - A. Is it a true emergency?
 - B. Do I want this to disrupt my child's trip to Belize?
 - C. By contacting my child will it solve the emergency?
2. Contact Mission Secondary School - Office Staff – 604-826-8187
3. The office staff can get in touch with the Administration for the school who can contact Mr. Matheny in Vietnam.
4. Contact Kevin Matheny@mpsd.ca or through WhatsApp – 604-312-7283
5. Be aware of the fact that it might take time to receive an answer. It is a different time zone and the internet is not set up the same way it is here. Remember – It is not an instant world everywhere.
6. Don't panic if you don't hear back. The teaching staff will be checking messages regularly.
7. If there is a problem in Vietnam we will get in touch with you (best option contact list).

ITEM 7.2 Action File No. 7420.10

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Childcare New Spaces Funding

Recommendation

THAT the following resolution be forwarded to the June Board meeting for consideration:

That MPSD initiate an application for new childcare spaces for up to 4 portables to be placed on school district properties.

1. Summary:

The Province has announced funding to support new childcare spaces in BC. The funding would include consulting services up to 12 months prior to entering into a funding agreement. As such, consulting services could assist with preparing the plans and applications for funding. Applications will be accepted after May 1, 2022

2. Background:

The Province has transferred the responsibility for Childcare services to the Ministry of Education, and as well is increasing the funding available for new childcare spaces. The Province has committed to creating 60,000 new childcare spaces by March 2026, and an additional 20,000 spaces by March 2028.

The primary funding stream includes the creation of infant and toddler childcare spaces, school age spaces, and creating spaces serving priority populations, as well as co-locating spaces on school grounds, and creating fully accessible spaces.

Organizations applying for funding must be in good standing with the Ministry / BC Corporate Registry, or a not-for-profit organization (not a not-for-profit membership organization). School Districts and Local Governments are supported organizations for the funding.

The childcare operation could be operated by the school district or through a not-for-profit organization. The Heritage Park Child Care Operation was built in the 1990s in a similar manner. The School District received the funding to construct the building on Crown Land and selected a not-for-profit operator to run the program in the space.

3. Options:

1. Build a fulsome childcare facility plan prior to applying for any funding. This may mean that funding for developing the plan may not be reimbursed, and funding applications would not be submitted for a year or two.
2. Begin with a small project to add childcare spaces – 1 – 4 portables on existing school grounds.

3. Apply for funding to construct additional childcare spaces similar to the Heritage Park Childcare (same area).

4. Analysis and Impact:

- a. Strategic Plan Alignment

The strategic plan currently does not address childcare spaces.

- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity

- c. Funding Guidelines, Costing, & Budget Impact

Grant Funding would be able to cover the full cost of the facilities.

- d. Policy, Legislation, Regulation

- e. Organizational Capacity

Staff have been discussing the opportunity to enhance the early learning programs, which streamlines the transition to kindergarten. Some additional capacity may be needed as childcare becomes a focus for the Ministry. Staff could begin with a small project, with minimal impact – we have incorporated childcare operations in three of our facilities in the past five years.

If the funding is received, and spaces created, a process to request proposals would be issued. A similar process was considered for the selection of childcare operators for Silverdale and Stave Falls. The agreement with the Heritage Park Childcare Facility was recently updated, and as such, staff would be able to transfer this knowledge to a new childcare operation.

- f. Risks

- i. Organizational
- ii. Reputational
- iii. Strategic

- g. Benefits

- i. Organizational
- ii. Reputational
- iii. Strategic

5. Public Participation:

A process to engage parents in the planning would be needed, including surveys, and possibly a committee to help inform the project.

6. Implementation:

7. Attachments / Links:

1. [Primary Stream Application Process](#)
2. [New Spaces Fund Guide](#)

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

**May 3, 2022, 3:30 pm
Zoom Meeting**

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

Members Absent: Trustee, Rick McKamey

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana MacLean
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: MTU Vice-President, Shannon Bowsfield, CUPE President, Nansy Gibson, DPAC Treasurer, Jacquelyn Wickham

1. CALL TO ORDER

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

Trustee McKamey sent his regrets for not being able to attend.

2. ADOPTION OF AGENDA

MOVED and Seconded THAT the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

4.1 Monthly Curriculum Update - plans for next year

The Assistant Superintendent presented the plans for learning in 2022-2023. Some of the items mentioned were:

- Building capacity for the Indigenous grad requirement.
- Future orientation - expansion of digital portfolios - Ministry policy postponed for 1 year, ensuring more technology is available. We have Fresh Grade, Scholantis and Spaces. Fresh Grade is phasing out. Most of our classes are using Spaces.
- Student-Centred Learning - expanding quality resources for numeracy (piloting new methodology at CME in English and French. MathUp - another new resource introduced.
- Literacy: LST classroom teachers - working on reading practices
- HMS requested a new novel approach.
- Effective Learning Environments: Compassionate systems leadership looks at self-awareness, self-mastery, inter-personal relationships, how we operate within systems. Work with other people to create collaborative spaces. 11 principals attended intro training.
- Ministry has a new funding opportunity next year.
- Students' voice is important, they need to help us address student safety (middle and MSS)
- Transitions: Strengthening Early Years to Kindergarten
- New Safe, Caring and Respectful Schools Policy and Admin procedure.
- Quality Teaching and Leadership: Compassionate systems training, Literacy inquiry, Indigenous course grad requirement - building capacity.
- Data - how are we doing and where do we need to go next. Mentor teachers are going into classrooms and teaching alongside.

A question was asked about the availability of the Literacy Mentor teacher and the Science of Reading materials to all teachers. Yes, awareness is being brought to teachers, that teaching reading needs to be systemic.

A clarification was made that the past term Feedback of learning = formative assessment now. We are working with it, just under a new name.

Elementary students need to build foundations. Is there Numeracy support for Middle/Secondary? Teachers need to participate and collaborate. There seems to be a disconnect between elementary/middle/and high school. Transitions need to be thought of as a continuum of learning. There may be a need for mentor teachers for elementary/middle/secondary.

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Safe, Caring and Respectful Schools Policy

The Secretary-Treasurer introduced the Safe, Caring and Respectful schools policy, creating policy that separates the workplace and school environments. The Assistant Superintendent has been working with the principals/teachers to

clearly outline the behavioural expectations, removing the punitive approach. It was emphasized that recognition of safety and care are everyone's responsibility, as is modelling appropriate behaviour, and being aware of triggers and emotions. Suspensions are likely to still happen but will have to consider a whole range of responses, restorative practices, etc first. We need to make sure we bring a student back in a good way - repair harm that was done.

Comments/Suggestions:

- Include elected officials/trustees where "and others" are listed under Purpose
- Under Conduct expectations, add "and on school property."
- This policy is aimed mostly at the students. In the old policy, we had mentioned the members of the public.
- 3.4 review district code of conduct - should be district-wide.
- Poisoned school environment - last line – add "where administration or management takes no action"
- "online" (previous policy mentioned social and electronic media specifically instead)
- General guidelines - old policy - d - add administration and elected officials/trustees (should not be harassed either)
- 4.2 behaviour is misspelled

A poisoned environment can be directed in multiple directions, the Superintendent would suggest not to include it.

Respectful Workplaces policy has more direction and affects trustees/workers more.

This policy will cover specifically students. We need the 2 policies somewhat consistent. This is to be educating students while maintaining student safety.

A question was asked if we should be including staff/families/trustees if this is geared mainly towards students? We expect parents/adults to conduct themselves in a reasonable manner.

We need to make sure the language between the 2 policies is consistent. Staff will return all the Respectful Schools policies back as a group. The staff is still working on procedures, to remove the punitive approach, and will be working with Siwal Si'wes too.

7. NEW BUSINESS

7.1 Metis Nation of BC - Childcare Partnership

Metis nation wants to provide a childcare facility on SD75 properties. The nation conducted a survey to determine who needs childcare within the Indigenous and other families.

The Metis Nation would like to purchase portables, as a part of a long-term partnership. Urban schools are being looked at for location.

The other childcare providers are also considering adding portables to our sites. The Ministry may provide funding in the future.

A comment was made that childcare on property supports our student population.

Possible locations – Christine Morrison Elementary, West Heights Elementary, Mission Central Elementary

Grant funding would be used to purchase and install the portables.

Metis Association would own the portables, with a long-term rental agreement. If SD75 gets the grant, then we would own them. Grant funding would be coming through the Ministry (\$250,000 cost per portable that includes a washroom, and kitchen facilities). We can charge rent if we use capital funds to purchase the portables.

CUPE staff will be used only if we get grants and operate the childcare. Metis would be external, as are the other existing child care providers now.

Metis families will have first access, but would likely not be exclusive.

We need to start the conversation now, to figure out what direction the board would like to go with grant applications, business case building etc, as it all takes time.

A question was asked about maintenance/removal of the portable if the Metis Association owns it. Are these non-profit/for-profit child care spaces? A comment was made that a central location being exclusive may be problematic.

A comment was made about Dewdney/Stave Falls child care feeding enrolment into our schools. How would child care feeding into already full schools work?

A comment was made that child care has not been a part of SD75's strategic plan till now, as the Ministry was not providing funding. New staff will need to apply for the grants if we add child care into our planning. The Ministry tends to add portables to solve short-term capacity issues, but we need to make sure we do not lose out on getting additions/upgrades to our schools. With portables, we will be losing field space.

The community realizes there are grants, and there will be pressure for more childcare. SD75 did not have childcare on the Strategic plan, as we could not deal with childcare at the time. We can have discussions, but the funding needs to come in to sustain this.

This year, we may have space at a couple of schools. The Metis Association plan is not ready for September 2022. We may need to have an exploratory conversation for the Strategic Plan.

Stave Falls was expecting enrolment to rise, but we are not going up a division yet, and as such, are not expecting to reclaim a classroom from the child care operations. The Stave Falls childcare operator runs childcare operations in portables in Maple Ridge and are willing to pay the cost for a portable on SD75 property if they had a 10yr agreement. They would fully cover the portable if needed through monthly rent. An additional 10-15 new students at Stave Falls in September 2022 would mean an additional classroom would be needed, which would impact the childcare operations at Stave Falls Elementary.

7.2 BAA Courses

7D - typo - Basketball 12.

Course info needs to be in a consistent, professional, ministry format, so we can present it on the website for the general public.

Some of the courses list more content vs others having a more general pedagogical piece. The courses should have the name of the current teacher and who it was updated by (Peggy Janicki)

A question was asked about the process of creating a BAA course. There may be a need specifically for a Trades math. Who initiates this? If a teacher recognizes a need/passion for a new course - Ministry requests that the principal/Board review/approve it.

Q1 - is it necessary? Are we solving the appropriate problem? We do not have a problem with teaching math, but some course names may not "qualify" the courses appropriately.

Q2 - Can this issue be addressed within an existing course?

A comment was made that the Trades Committee has identified a need. Students are taking a Math course when starting a trade. Can this be called Trades Prerequisite Math (or something specific) so students understand they need this course if they opt to go into Trades?

The Riverside teacher knows what students are struggling with. MSS has a big lineup to get into applied courses. Riverside is limited with space, so their students are trying to go to MSS for math. There is a need.

A comment was made, that students should be better informed about the future requirements, so they can take sufficient courses.

A comment was made that ALL Math teachers should come together and come up with a course as a collective. Trades Math should not have a stigma or should not be considered lesser math.

Staff will speak to principals and a few of the math teachers and will report back.

A comment was made that workplace math is good for some limited trades. It does not qualify you for trades or post-secondary. DPAC communication to parents would help, so students understand better.

Middle school is getting a letter explaining what courses are for.

7.3 Non-voting Elder in residence

BCSTA has an elder in residence. We have Siwal Si'wes. Each district could have an elder in residence. The Principal of Indigenous education and the Superintendent will discuss this with Siwal Si'wes.

7.4 Student Trustee

A comment was made that Trades Training Advisory Committee (TTAC) has 2 students on the committee. Their input has been very valuable.

The Board can invite a Leadership student into a COTW to hear if there is interest. Students need to feel comfortable contributing. We want to have a student voice.

The Kootenay Lake example shared may be more comparable to SD75.

The Secretary-Treasurer has experience with youth councillors. There are some shy youth and other very civic-minded youth. The students would be a part of the conversation. They go back to their peers and bring relevant information back to the discussion table. It is often surprising to hear the comments and ideas they have.

A comment was made that including Students should be looked at by the new board.

Meet & Greet - Grade 12/Transition middle to high/... students incorporate meeting Trustees and senior staff. We need to have conversations with our students.

Staff should ask the principals, VPs, counsellors and students about how they would want to get involved. The Superintendent will communicate this to schools.

7.5 Fall School Trustee Elections 2022

Vancouver has 13 new trustees running. We are asked to share resources with the community. There are good people out there.

The Superintendent has an Orientation PowerPoint. He can have a presentation in the near future, which will also be placed on the MPSD website as well. When & How?

8. MINUTES OF PREVIOUS MEETINGS

8.1 Committee of the Whole Meeting Minutes, April 5, 2022

MOVED and Seconded that the Committee of the Whole minutes dated April 5, 2022, be approved as amended.

CARRIED

AMENDMENTS:

p. 84 of agenda: 7.1 FESL peer review - delete the last sentence of the first paragraph.

p. 85: Code of ethical conduct 7.6: should a trustee run off course - trustee suspensions - as occurred in Victoria - should not happen.

*A question was asked of the Superintendent re p.86 regarding the bus route changes. Have parents been notified? Not yet.

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

The meeting adjourned at 5:34 pm.

Chair, Board of Education

Secretary-Treasurer

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

June 1, 2022

The Honourable John Horgan, Premier of British Columbia
PO BOX 9041 STN PROV GOVT
VICTORIA, BC V8W 9E1
premier@gov.bc.ca

Dear Premier Horgan,

On behalf of the Board of Education, I am writing to express our frustration that Project #127813 Ecole Mission Senior Secondary seismic replacement has been deferred indefinitely, and that we must resubmit this project alongside our other 5-year capital priorities. ([page2 Capital Plan Bylaw](#))

On October 13, 2020, the NDP government made an election promise to replace Mission Senior Secondary School, which was built in the early 1950s. There was no mention of a seismic upgrade or retrofit, but a promise for a full replacement. NDP MLA Candidate Pam Alexis said at the time, "A John Horgan government will put the needs of Mission students, their families, and our community first. We need a new school that provides quality learning environment and helps deliver the best education possible for our students."

After the NDP were elected, we were advised that we had to submit the business case for a seismic upgrade, retrofit or full replacement. The cost of creating this business plan to date is \$193,789.57 and is to be reimbursed by the province once the project has been approved. We received notification that the project has been dropped from our capital plan with a note that it is now delayed. The board is now burdened with carrying the cost of the business plan for an undetermined number of years. This is money that will not be available for other local capital projects and maintenance.

Our district is experiencing extremely rapid growth and anticipate the need for 4 new elementary schools within the next ten to twenty years. We estimate the cost of creating 4 new business plans for these schools to be in the range of one million dollars. We do not have the local capital funds to proceed with creating the business plans, and then carrying these costs potentially for years.

While we understand that there are significant capital cost pressures for the province, our community was promised a replacement school during the 2020 Provincial election by the NDP party. It is now 2022 and we are further behind on this project than we were two years ago. Your government made a promise to the community of Mission, and we are asking you to keep that promise and move the Ecole Mission Senior Secondary School replacement to the top of the list for Major Capital projects.

Sincerely,



Tracy Loffler

On behalf of the Board of Education

CC:

Minister Jennifer Whiteside
MLA Pam Alexis
MLA Bob D'eith
Treasury Board
Mission City Mayor and Council
BCSTA

Trustees: R. Cairns, S. Carter, J. Renkema, R. McKamey
Mission DPAC
MTU
Mission CUPE
Mission PVPA

June 1, 2022

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Station Provincial Government
Victoria, BC V8W 9E2
Via email Minister.educ@gov.bc.ca

Dear Minister Whiteside,

I am writing on behalf of the Board of Education to request that a) capital funding for new schools and additions be consistently and proactively provided based on a five-year projection for enrollment rather than on current enrollment numbers, and b) that the Ministry of Education update the Capital Policy Framework, which was last updated in 2012, when the province was experiencing significant declining enrolment.

The current funding model of waiting for schools to be over-capacity before approving new schools and expansions does not serve students or communities. Many new schools are over capacity by the time they are completed and require portables at brand new buildings. Further, in the years before a school is complete, large numbers of portables are required to serve students. Ecole Mission Senior Secondary has 11 portables, Albert McMahon Elementary has 1 portable and another on order, Hillside Elementary has 3 portables, Edwin S. Richards Elementary has 1 portable and Windebank Elementary has 1 portable on order, and we are still looking to add more.

Mission is a rapidly growing city, (Development plans/applications will double the population) and most of our school sites currently exceed Ministry Operating Capacity numbers. We anticipate an increase of at least one thousand students within the next fifteen years. For our community, this means two to four new elementary schools, plus a middle school and high school. Based on the current approval and funding model we will be housing hundreds of students in portables until new schools are complete. At the current cost of portables, the Mission School District will need to take millions of dollars out of our operating funds.

We wish to again address the issue of the costs of business cases for new schools not being reimbursed until the project gets approved. We estimate the cost of creating business cases to be between \$150,000 - \$200,000 for each build. We do not have the local capital funds to proceed with creating these business plans, which could range from \$600,000 - \$1,000,000 for four new schools. Carrying these costs are a burden on the school district, potentially for years.

While we appreciate the need to balance enrolment projections with actual enrolment numbers, being pro-active in the City of Mission to build in the construction of new schools is prudent and in the best interest of student achievement.

Sincerely,



Tracy Loffler
On behalf of the Board of Education
CC:

Trustees: R. Cairns, S. Carter, J. Renkema, R. McKamey
MLA Pam Alexis
MLA Bob D'eith
Treasury Board

Mission DPAC
BCSTA
Mission City Mayor and Council

ITEM 9.2 Information File No.

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Employee Service Recognition Update

1. Summary: [Policy 5.2](#) is outlined on mpsd.ca, as approved January 2022.

The new employee recognition letters will be distributed to all sites in June.

In addition, there will be service recognition letters and service gifts (10, 20, 25, 30, 35 or 40+ years) distributed to sites before the end of June. Supervisors are asked to distribute the letters and gifts. More details will be sent out soon and we thank the administrators in advance for distributing these.

Years served	Number of Employees Recognized	Gift Item
10-19	237	Coffee mug/water bottle
20-25	85	Decorative Trivet
25-30	46	Decorative Salad Set
30-35	39	Bracelet
35-40	4	Decorative Plate/statue
40+	5	Decorative Spirit Box
Total number recognized	415	

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- 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: Policy 5.2

Section:	Human Resources	
Title:	Employee Service Recognition	5.2

Purpose

To recognize employees for their dedicated service to the Mission Public School District.

Policy

The school district values the service employees provide and acknowledge the contribution employees make in delivering programs and services to the school district.

General Guidelines

1. New Employee Recognition

1.1. All new employees will receive a letter signed by both the Board Chair and the Superintendent, welcoming them to the school district.

2. Length of Service

2.1. Employees with 10, 20, 25, 30, 35, or 40 years of service to the school district shall be formally recognized for their service to the school district.

2.2. Service will be determined by the anniversary date of the employee’s appointment to the school district.

2.3. Length of service gifts will be commensurate with the length of service and will be distributed at an event held at the employee’s regular worksite.

3. Retirement

3.1. Employees who are retiring from the school district shall be recognized each school year.

3.2. Retirement gifts will be commensurate with the length of service and will be distributed at an annual retirement event.

3.3. The school district will organize the retirement event for retirees, their immediate family members, the Board, and senior management.

Date of Original Board Approval: **November 16, 2021 Approved in Principle**
January 18, 2022 Approved

Date Amended:

Legal Reference:

Cross Reference:

Committee of the Whole Meeting

Tuesday, June 7, 2022



ITEM 9.3 Information File No.

TO: Committee of the Whole
 FROM: T. Loffler, Board Chair A. Wilson, Superintendent
 SUBJECT: **Summary of June 2022 MPSD Activities/ Important Dates**

June 7, 2022	6:30 pm	Trustee Candidate Information Session Heritage Park Middle School Cafetorium, In person
June 8, 2022		CUPE Retirement Celebration, HPMS Cafetorium
June 8, 2022	4 pm	Indigenous Graduation Ceremony, MSS Large Gym B
June 9, 2022	11 am	FLC Recognition Assembly
June 9, 2022	4 pm	Trades Training Advisory Committee Heritage Park Middle School Cafetorium, In person
June 13, 2022	7 pm	DPAC, ZOOM
June 14, 2022	3:30 pm	Special Committee of the Whole RE: Budget Bylaw, ZOOM
June 15, 2022	6 pm	FLC Grad Commencement
June 16, 2022	6 pm	MPSD Retirement Celebration
June 16, 2022		Mission Secondary School PROM
June 17, 2022		Fraserview Learning Centre Prom
June 21, 2022	10 am	Place holder for Special Committee of the Whole RE: Draft Budget Bylaw Review, if needed, ZOOM
June 21, 2022	6:30 pm	Public Meeting of the Board of Education, Heritage Park Middle School Cafetorium, In person
June 22, 2022		Last Day of School (Middle/Secondary)
June 23, 2022	6 pm	Riverside Grad Commencement
June 23, 2022	8 pm	Riverside Grad Banquet & Dance
June 25, 2022	10 am	MSS/Summit Grad Commencement (till 3 pm)
June 29, 2022		Last Day of School (All students)
June 30, 2022		Administrative Day