

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

November 2, 2021, 3:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect remotely.

Pages

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1.	International Education Update	Information	1 - 2
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4. CURRICULUM

4.1.	Monthly Learning Update	Information	3
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5. UNFINISHED BUSINESS

5.1.	Trades Training Advisory Committee	Discussion	4 - 6
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5.2.	Child Care Facilities Policy	Action	7 - 14
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6. STAFF REPORTS

6.1.	BCTEA Update	Information	15 - 17
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6.2.	Follow up to Safer Schools Together	Information	18
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7. NEW BUSINESS

7.1.	Cleaning Protocols	Discussion	19 - 27
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7.2.	Indigenous Liaison	Discussion	28
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7.3.	SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses	Discussion	29 - 30
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7.4.	FSA	Discussion	31
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8. MINUTES OF PREVIOUS MEETINGS

8.1.	Special Committee of the Whole Meeting Minutes, October 12, 2021	Action	32 - 39
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9. INFORMATION ITEMS

9.1.	Government Surveys	Information	40
9.2.	Ventilation Systems Update	Information	41 - 44

10. ADJOURNMENT

ITEM 3.1 Information File No.

TO: Committee of the Whole
FROM: C. Hannah, District Principal of International Education
SUBJECT: International Education Program Update, November 2021

1. **Summary:** The start of the 2021 school year was positive and all registrations were closed for the year as all available school spots were used.

2. **Background:**

- Students represented from 12 different countries
- 145 student headcount and 105 FTE (98 Sept 29 1701 report)
- Continue to see a shift in the dynamics of the student population with a decrease in the number of Chinese students attending our school district and we are down to our last four graduating Chinese students, there is some optimism and we do have one new student starting this January. Trade Commissioner meetings from China and Taiwan and indicating that there is a steady increase of interest however the process to acquire the correct travel documents has hindered students from coming to Canada.
- We have been working on increasing our graduating student numbers through working with a variety of countries such as Turkey, Vietnam, and Japan. As Turkey and Vietnam are brand new markets for us, we have seen a few students from Turkey however COVID has prevented any new students from Vietnam coming to Mission.
- We have a resurgence of European applicants, which changes the types of programs and services that we offer in Mission. The staff have had to make a shift and increase the number of activities and extracurricular activities outside of the school day as this is something that our European students come to mission for. We also added a number of outdoor education blocks to Mission Secondary as that is the most popular class for international students and continues to be so especially for our European students.
- We have added many new agents and renewed relationships with previous agencies particularly of those who survived COVID.
- We have been receiving positive feedback and reactions from our program overall from students, natural parents, and agents. We are hearing that Mission public schools and our international department is welcoming, provides personalized service, and hands on opportunities for students to grow their worldviews and perspectives. We even have students who have siblings arriving for second semester and friends of students who were here registering because they heard what a great place it is to learn and explore Canadian culture.
- Homestay families continue to be the backbone of the International Program providing great family experiences for students and making their experience beyond the schools.
- YES – Elementary Korean program is seeing an increase in interest in Mission due to the work that the International and YES program have done to make students feel safe, welcome, and improve their English.
- Recruiting continued this fall as a hybrid of systems where some fares are virtual, and others are intending to be face to face as this is still the preferred method of working with agents. As a small district with a small recruiting team, I have been able to take advantage of the virtual events and attend far more than I could have in person. The results so far have been encouraging; however, there are very few agents that are met online that want the virtual fairs to continue as they still

prefer meeting in person. Agents are the middle person between natural parents and our program, and we have to develop a great deal of trust, which is easier to do in person. Agents are a very important part of our program and continuing to cultivate those relationships and create new strengthens our program as our agents are our conduit to our natural parents and should anything happen to students while they're in Canada are very important in communicating with the natural parents and dealing with medical, academic, or other issues.

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
 - Approximately \$570,000 additional revenue to support additional students.
 - Recently successful in securing a \$30,000 BCCIE IEMP grant for supporting student exchanges (in partnership with MSS global education), International Student Scholarships, International Staff Professional Development and Program marketing dollars.
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.1 Discussion

File No. 1120.42

TO: Committee of the Whole
FROM: J. Renkema, School Trustee
SUBJECT: Trades Training Advisory Committee

1. Summary:

The Board will review the Terms of Reference of the Trades and Training Advisory Committee and discuss updating the mandate of the committee and extend the term of the Committee into 2021-2022. Trustee Renkema would like to present the Committee's Final report at a future date.

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:

Committee Terms of Reference

Trades Training Advisory Committee Terms of Reference

1. Mandate

The Trades Training Advisory Committee (the “Committee”) is an Advisory Committee to the Board of Education (the “Board”), tasked with reviewing and advising on the opportunities, barriers, and options for trades training for Mission students.

2. Scope of Work

The Committee shall:

- a. Review the trades programs offered;
- b. Determine the opportunities and barriers associated with the potential expansion of programs;
- c. Explore and analyze options considering the identified opportunities and barriers;
- d. Report to the Board on its findings, including recommending actions.

3. Membership

- a. Members are appointed by the Board.
- b. The Committee will be comprised of up to nine (9) voting members:
 - one Board representative or alternate;
 - the Principal of Riverside College or alternate;
 - the Principal of Mission Secondary School or alternate;
 - the Superintendent or alternate;
 - one student from Riverside College;
 - one student from Mission Secondary School;
 - three members at large.
- c. The Trustee representative shall be appointed as the Committee Chair. The Vice-Chair will be selected from the members at the first meeting.
- d. Committee members shall serve without remuneration.

4. Term

The Term of the Committee shall be for a term ending **June 30, 2021.**

5. Quorum

Quorum of the Committee is 5 members.

6. Meetings

The committee will meet at least once every three months during the school year, after 3 pm. Special meetings will be held as required. It is the responsibility of the regular members to arrange for the attendance of an alternate when the regular member cannot attend a meeting.

Any and all Trustees may attend any Committee meeting in accordance with the Board Meeting Procedures Policy.

7. Rules of Procedure

Meetings will be conducted in accordance with the Board meeting procedures policy.

The Committee should attempt to reach decisions by consensus. When consensus cannot be reached, the Committee may choose to vote on a specific course of action or recommendation, or to bring recommendations to the Board noting the lack of consensus of the Committee.

8. Authority

This committee is established by the Board of Education of the Mission Public School District (MPSD) School District #75, in accordance with the Board Meeting Procedures.

The Committee has no delegated authority from the Board and is not empowered to manage property or programs, to direct School District staff, or to communicate with other levels of government on behalf of the Board.

Members, other than Board Members or the Superintendent, are not authorized to speak publicly (e.g. to the media) on behalf of the Committee unless so directed by the Board.

The Committee will only report on those issues as related to the mandate of the committee.

9. Staff Support

Other School District staff shall be available from time to time and upon request through the Superintendent to provide technical and periodic administrative support.

10. Minutes

A draft copy of the minutes are to be provided to the Board following the meeting. Approved minutes of the meetings are to be submitted to the Board office within 30 days of approval.

11. Reporting to the Board

The Committee shall report to the Board no later than May 31 each year.

Approved: Date: March 2019, Board of Education

ITEM 5.2 Action File No. 1020.20

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Child Care Facilities Policy

Recommendation

THAT the draft Child Care Facilities Policy be reviewed and revised as necessary and forwarded to the November Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

1. Summary:

The attached policy meets the requirement of the School Act to establish policies promoting the use of board property by licensed childcare providers.

2. Background:

The attached policy is roughly based on the templates created by the BCSTA to support school district childcare policies. In addition, the policy includes language to support equity, inclusion and indigenous rights in the provision of childcare. The additional language is similar to the language being put together for an Equity and Inclusion policy, and as such, it may need to be revised in the future when the draft Equity and Inclusion policy is ready for the Committee of the Whole.

The draft policy has also been updated to:

- a. include additional organizations to consult with,
- b. provide clarity on fee expectations for licensees, provide additional clarity regarding inclusion,
- c. incorporate the requirement to adhere to the BC Early Learning Framework,
- d. provide clarity on expectations for licensees, and contract requirements.

Currently, the school district has four (4) childcare operators providing childcare services on school district property:

- a. Two classrooms at Dewdney Elementary
- b. Two classrooms at Silverdale Elementary, plus before and after-school care in a multi-purpose room
- c. Three classrooms at Stave Falls Elementary, plus before and after-school care in the library and gym.
- d. Heritage Park Daycare in a stand-alone building – purpose-built in 1995.

3. Options:

- a. Forward the draft policy to the Board meeting as presented.

- b. Amend the draft policy and forward the amended draft policy to the Board Meeting.
- c. Do not forward the draft policy to the Board Meeting.

4. Analysis and Impact:

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

School Act Excerpt - Policies respecting child care programs

85.1 (1) In this section and in sections 85.2, 85.3 and 85.4:

"board property", in relation to a board, means land or improvements

- (a) that are owned or leased by the board,
- (b) that are within the board's school district, and
- (c) that are, have been or are intended to be used for educational activities;

"business day" means a day other than Saturday or a holiday;

"educational activities" means the provision of educational programs, early learning programs and extracurricular school activities;

"licensee", in relation to a child care program, means the person licensed under the [Community Care and Assisted Living Act](#) to provide the child care program.

(2) A board must establish a policy that

- (a) promotes the use of board property by licensees, between the hours of 7 a.m. and 6 p.m. on business days, for the purpose of providing a child care program, and
- (b) addresses the matters set out in any orders of the minister.

e. Organizational Capacity

The policy prepares the school district to increase the provision of childcare operations in school district facilities, although additional supports would be needed if childcare is provided by the school district rather than contractors.

f. Risks

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

g. Benefits

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

A review of current services and fees charged to the childcare operations needs to be revisited. Currently, three of the childcare facilities are private business operations, and as such, they are charged private business use rates. We also do not have the ability to direct equity and inclusion in these operations. Consultation and collaboration with the operators would be required.

7. Attachments:

- i. Revised Draft Child Care Facilities Policy

Section:	District Administration	
Title:	Child Care Facilities	2.15

Purpose

1. Subject to available space and educational program requirements, this policy is to provide guidance for promoting the use of board property for the provision of childcare programs between the hours of 7 am and 6 pm Monday to Friday by the board or third-party licensees, in accordance with the *School Act* and Ministerial Order M326/20.
2. The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

3. In this Policy, the terms “board property,” “business day,” “childcare program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
4. “Direct and indirect costs” include:
 - 4.1. Utilities;
 - 4.2. Maintenance and repair;
 - 4.3. A reasonable allowance for the cost of providing custodial services; and
 - 4.4. A reasonable allowance for time board administrators and other staff to spend on matters relating to the use of board property by licensed child-care providers.

Policy

5. The board will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with the District Parents’ Advisory Council (DPAC), the Mission Principals and Vice-Principals Association, the Mission Teachers Union (MTU), the Canadian Union of Public Employees Local 593 (CUPE) Local 593, Siwal Si’wes Indigenous Education Advisory Council, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, the Ministry of Children and Family Development (MCFD), Childcare Resource and Referral Centre (CCRR), the Mission Association for Community Living (MACL), the City of Mission, -existing childcare operators, and parents, guardians and caregivers, ~~the City of Mission, and existing childcare operators~~. The process for engagement will be reviewed on an ongoing basis.

As outlined in the Guidelines, the board will ensure that childcare is provided in a manner that:

- 5.1. Fosters an inclusive learning environment;
- 5.2. Fosters a racial equity learning spirit and the principles of non-discrimination set out in the *British Columbia Human Rights Code*; ~~and~~
- 5.3. Fosters reconciliation and equity for Indigenous children in childcare by operating consistently with the principles of the Truth and Reconciliation Commission, the United Nations Declaration of the Rights of Indigenous Peoples, the *BC Declaration of the Rights of Indigenous Peoples*;
- 5.4. Fosters an environment that supports children with disabilities and diverse abilities; and
- 5.3-5.5. Is consistent with the vision and principles of the British Columbia Early Learning Framework.
6. If childcare programs are to be provided on board property, the board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
7. If childcare programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
8. Fees for childcare programs if operated by the board, will be ~~operated for a fee~~ no greater than the direct costs the board incurs in providing the childcare program.
9. If Childcare programs are operated by licensees other than the board, the license of occupation fees levied by the Board will not exceed the direct and indirect costs the board incurs in making board property available for the childcare program. Any cost reductions are expected to be passed along to parents to support reduced fees for the childcare program provided on board property.
10. Prior to entering ~~into~~ or renewing a contract with a licensee ~~other than the board~~ to provide a childcare program on board property, the board will consider:
 - 10.1. Whether it is preferable for the board to become a licensee and operate a childcare program directly;
 - 10.2. the availability of board staff to provide before and after school care;
 - 10.3. a licensee's proposal for providing a childcare program, including:
 - a. the plan for the provision of services in accordance with this policy,

- b. the proposal for fees charged to parents considering reduced license of occupation fees charged by the board for operating a childcare program on board property, and
a-c.the structure of the organization – business or not-for-profit.

10.4. whether, whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the board, with specific regard to:

- a. the performance in respect of provision of an inclusive childcare program,
b. the provision of a program and one that promotes indigenous reconciliation in childcare,
c. the provision of a program that is consistent with the British Columbia Early Learning framework, and
d. the fees levied for parents participating in the program.-

Guidelines:

11. The provision of Childcare services within Mission Public Schools are to operate in a manner that:

11.1. The child's educational experiences or outcomes are **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker;

11.2. Supports the rights of Indigenous peoples, consistent with the following:

a-e. the Truth and Reconciliation Commission:

i. Call to Action 12

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

ii. Call to Action 62.iii:

Building student capacity for intercultural understanding, empathy, and mutual respect.

b-f. The United Nations Declarations on the Rights of Indigenous Peoples:

iii. Article 8.1

Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.

iv. Article 14.2:

Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

v. Article 15.1:

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.

~~e.g.~~ the *British Columbia Declaration on the Rights of Indigenous Peoples Act*:

- vi. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*
- vii. *Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education.* ~~and~~

11.3. Fosters s a culture of equity for children in the childcare program, meaning that every child:

- a. receives whatever they need to thrive social-emotionally, culturally, and academically, every day ;
- b. has a right to feel loved and cared for and to feel that they belong to the childcare community ;
- c. is seen and valued for who they truly are as a growing person, and their unique interests and gifts are nurtured and cultivated ;
- d. has access to an extensive range of learning opportunities, activities, and materials, including authentic Indigenous learning opportunities ; ~~and~~

11.4. Fosters an n ~~racial~~ equity-based learning spirit among caregivers regarding racism and ableism in the childcare program, meaning that the caregivers:

- a. are aware of their personal implicit biases and how their attitudes, stereotypes and beliefs may impact how they perceive and respond to children of colour, or children with disabilities or diverse abilities;
- b. are aware of practices that uphold inequities, and work to remove these barriers;
- c. are aware of structural racism and ableism and the ways in which systems of education, employment, transportation, housing, health care and criminal justice produce racialized discriminatory outcomes for persons of colour, or persons with disabilities or diverse abilities.

11.5. Fosters a culture of inclusiveness, consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*; ~~and~~

11.6. Delivers it programs consistent with the vision and principles of the British Columbia Early Learning Framework.

Contract

12. Any contract with a licensee ~~other than the board~~, to provide a childcare program on board property, must be in writing and subject to review no less than every five years. The contract must contain:

12.1. a description of the direct and indirect costs for which the licensee is responsible;

~~12.2.~~ an agreement ~~that by~~ the licensee ~~must to~~ comply with this policy and all other applicable policies;

~~12.3.~~ a plan on how the licensee will deliver its services consistent with the requirements of this policy and the vision and principles of the British Columbia Early Learning Framework;

~~12.4.~~ a plan on how the licensee will provide fees for its program considering the reduced license of occupation fees charged by the board for operating a childcare program on board property;

~~12.5.~~ an agreement that the licensee will provide periodic reports to the board on its ability to deliver services and meet its obligations;

~~12.2.~~~~12.6.~~ a provision describing how the agreement can be terminated by the board or the licensee;

~~12.3.~~~~12.7.~~ an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;

~~12.4.~~~~12.8.~~ a ~~requirement statement~~ that the agreement can only be amended in writing, signed by the board and the licensee;

~~12.5.~~~~12.9.~~ a requirement for the licensee to maintain appropriate standards of performance; and

~~12.6.~~~~12.10.~~ a requirement that the licensee must at all times maintain the required license to operate a childcare facility.

Date of Original Board Approval: _____, 2021

Date Amended:

Legal Reference: School Act Section 85.1, 85.2, 85.3, 85.4 and Ministerial Order M326

Cross Reference: British Columbia Early Learning Framework

Equity, Diversity, and Inclusion Policy

Safe, Caring and Respectful School Policy

DRAFT BC Tripartite Education Agreement Jointly Convened Annual Meeting (JCAM)

Supporting First Nation Student Success

October 27-28, 2021

Zoom Meeting

AGENDAs

Day 1 – October 27, 8:30 – 12:00			
	TOPIC	PRESENTER	DURATION*
1	Opening and Traditional Welcome	<ul style="list-style-type: none"> MC: Jo Chrona Cultural Ambassador: Tsitsayxemaat Rebecca Duncan, Squamish and Musqueam First Nations 	8:30 – 8:45
2	Opening Remarks	<ul style="list-style-type: none"> Tyrone McNeil, President, First Nations Education Steering Committee (FNESC) Scott MacDonald, Deputy Minister, Ministry of Education (EDUC) 	8:45 – 9:15
3	Equity for First Nations Learners	<ul style="list-style-type: none"> Kory Wilson, Executive Director, Indigenous Initiatives and Partnerships, British Columbia Institute of Technology (BCIT) Dr. Catherine McGregor, Associate Professor and Associate Dean Graduate Programs and Research, Faculty of Education, University of Victoria (UVIC) Rod Allen, Harvard Graduate School of Education, Deeper Learning Dozen, Senior Advisor 	9:15 – 10:15
<i>Break 10:15 - 10:30 am</i>			
4	First Nations Anti-Racism Strategy	<ul style="list-style-type: none"> Jennifer McCrea, Assistant Deputy Minister, EDUC Deborah Jeffrey, Executive Director, FNESC Q&A	10:30 – 11:15
5	Adult Dogwood	<ul style="list-style-type: none"> Karla Helgason, Director of Indigenous Analytics, EDUC Breakout session	11:15 – 11:50
6	Closing Remarks	<ul style="list-style-type: none"> MC: Jo Chrona 	11:50 – 12:00

Day 2 – October 28, 8:30 – 12:00

#	TOPIC	PRESENTER	DURATION*
1	Opening and Traditional Welcome	<ul style="list-style-type: none"> MC: Jo Chrona Cultural Ambassador: Tsitsayxemaat Rebecca Duncan, Squamish and Musqueam First Nations 	8:30 – 8:45
2	Opening Remarks	<ul style="list-style-type: none"> Honourable Jennifer Whiteside, Minister of Education 	8:45 – 9:00
3	Local Education Agreements (LEAs) and Transportation	<ul style="list-style-type: none"> Deborah Jeffrey, Executive Director, FNEC Jennifer McCrea, Assistant Deputy Minister, EDUC Christian González Becerra, Manager, Local Education Agreements, FNEC Jane London, Project Director, Funding and Financial Accountability, EDUC Breakout sessions	9:00 – 9:40
4	Declaration on the Rights of Indigenous Peoples Act Action Plan	<ul style="list-style-type: none"> Jennifer McCrea, Assistant Deputy Minister, EDUC Deborah Jeffrey, Executive Director, FNEC Breakout sessions	9:40 – 10:20
<i>Break 10:20 – 10:35 am</i>			
5	Questions & Answers	<ul style="list-style-type: none"> Deborah Jeffrey, Executive Director, FNEC Jennifer McCrea, Assistant Deputy Minister, EDUC Alison Olney, Manager, Education Programs, Indigenous Services Canada (ISC) 	10:35 - 11:05
6	Graduate Panel	<ul style="list-style-type: none"> Moderator: Denise Augustine, Superintendent of Indigenous Education, EDUC Panelists: Hayden Taylor, Maiya Modeste, Tessa Erickson 	11:05 - 11:35
7	New Ministry Positions	<ul style="list-style-type: none"> Brad Baker, Executive Director of Indigenous Education, EDUC Denise Augustine, Superintendent of Indigenous Education, EDUC 	11:35 - 11:45
8	Closing Remarks	<ul style="list-style-type: none"> Scott MacDonald, Deputy Minister, EDUC Tyrone McNeil, President, FNEC 	11:45 - 12:00

** Times may be adjusted as necessary.*

ITEM 7.1 Discussion File No.

TO: Committee of the Whole
FROM: D. MacLean, Director of Operations
SUBJECT: Cleaning Protocols

1. Summary:

Trustees received an inquiry regarding the cleaning protocols at the schools this year, compared to the cleaning protocols last year. The inquiry suggested that the reduced cleaning protocols could be contributing to the cost associated with staff absenteeism due to illness.

2. Background:

Mission School District follows the cleaning protocols laid out in the BCCDC's Cleaning and Disinfectants for Public Settings document.

1. The most significant change from last year to this year is the requirement for twice a day cleaning and disinfecting of high touch points.
 - a. In the 2019/2020 school year the BCCDC required all high touch points be cleaned and disinfected twice a day. High touch points consisted of doorknobs, light switches, bathroom faucets, front desk counter, toilet handles, tables, desks, chairs, keyboards and toys as well as clean and disinfect any surface that is visibly dirty.
 - b. In the 2020/2021 school year the cleaning protocol as per the BCCDC Cleaning and Disinfectants for Public Setting Document changed to - General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces, at least once in a 24-hour period.
2. The second change to cleaning protocol between the 2020 and the 2021 school year is the reduction of hours for custodial time. The change in the BCCDC cleaning protocols removed the additional funding for increased custodial time as the twice a day requirement was removed.

The attachment summary shows the total BSW hours per day allotted to each site in 2018/19 pre-covid, 2019/20 last year, Covid year 1 and 2020/21 this year.

2. Options:

3. 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

4. Public Participation:

5. Implementation:

6. Attachments:

- a) Cleaning hours comparison
- b) Cleaning checklist for afternoon shift
- c) Cleaning checklist for day shift
- d) 2020 cleaning requirements (see footer)
- e) 2021 cleaning requirements (see header)



a) Cleaning Hours comparison

Facility	2018/20	2019/20	2021/20
	19 Hrs	20 Hrs	22 Hrs
Albert McMahon	14	18.5	15.5
Cherry Hill	12	15	14
Christine Morrison	14	18.5	15.5
Deroche	6.5	8	6.5
Dewdney	9.5	12.5	11.5
ESR	13	16	15
Hatzic	11	14	13
Hillside	14	17	16
Mission Central	13	16	15
Silverdale	8	11	8
Stave Falls	6.5	10.5	7.5
West Heights	12	15	12
Windebank	13.5	18	15
Fraserview	8	8	8
Hatzic Middle	37	45	41.5
Heritage Park Middle	46	46	46
Mission Secondary	50.5	56	53
Riverside College	8	10	8
SBO	3	5	3
Facilities	2	4	2
Total	301.5	364	326

COVID 19 Cleaning Protocol for Afternoon Shift



Task	Room:																				Notes
	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	Room:	
Desks																					
Chairs																					
Countertops																					
Tables																					
Sinks																					
Taps																					
Light switches																					
Door handles																					
Paper towel holder																					
Soap dispenser																					
Whiteboard																					
Garbage/ Recycling																					
Wet mopping																					
Toilets																					
Urinals																					
Mirrors																					
Water fountains																					
Photocopiers																					
Refrigerators																					
Microwaves																					
Sewing machines																					

Enhanced cleaning protocols during CoVid are essential to prevent the transmission of CoVid from contaminated objects and surfaces. This document is to be used so that the BSW department can confirm the identified touch points have been cleaned and disinfected twice daily as required by Provincial guidelines.

Print Name: _____
 Date: _____
 Work Site: _____

COVID 19 Cleaning Protocol for Day Shift

Item /Area	Yes	No	Not Applicable
Washrooms (sinks, counter tops,toilets, faucets, door handles, stall doors),garbages, restock soap and paper products as needed			
Changerooms (locker doors and handles, benches)			
Elevators (push buttons) any hand rails inside			
Common work rooms (meeting, training)			
Tables, desks and chairs used by multiple students,			
Staff Kitchen/lunchroom (coffee pots,fridge, stove, microwave handles, countertops, the common touch points)			
First Aid Room/isolation room			
Photocopier (push buttons, touch points)laminators			
Hand Rails			
Water fountains/bottle filling stations			
Vending machines (buttons, touch points)			
Doorknobs and handles,Light switches			
Service counters (front office, librarian desk etc)			
List other areas:			
Print Name:			
Date:			
Work Site:			

Enhanced cleaning protocols during CoVid are essential to prevent the transmission of CoVid from contaminated objects and surfaces. This document is to be used so that the BSW department can confirm the identified touch points have been cleaned and disinfected twice daily as required by Provincial guidelines.

Cleaning is the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from cleaning cloth. Cleaning for COVID-19 virus is the same as for other common viruses. All visibly soiled surfaces should be cleaned before disinfected.

Disinfection is the killing of viruses and bacteria. A disinfectant is only applied to objects, never on the human body. It is recommended that high-touch surfaces be disinfected at least twice each day.

General Cleaning Guidelines

- Clean and disinfect shared high-touch surfaces regularly:
 - Door handles and edges;
 - Bathroom faucets;
 - Front desk counter;
 - Shared tables.
- Shared spaces such as kitchens and bathrooms should also be cleaned more often.
- Clean areas where students and staff are/were present.
- Clean high-touch electronic devices (e.g. keyboards, tablets, smartboards) by spraying cloth or paper towel with provided spray bottle of disinfectant and wiping device.
- Use damp cleaning methods such as damp clean cloths and/or a wet mop for dusting and sweeping. Do not dust or sweep, as this can distribute virus droplets into the air.
- Cleaning to remove debris/soil (e.g. floor care and dusting will be done as time permits).

Cleaning Equipment

- Ensure adequate hand washing supplies at all times (e.g. soap, paper towels and alcohol-based hand sanitizer (minimum 60%) where hand washing is not readily available).
- Read and follow the manufacturer's instructions for safe use of cleaning and disinfecting products (e.g. wear gloves, use in well ventilated areas, allow enough contact time for disinfectant to kill germs based on the product being used).
- Reusable cleaning items can be washed using regular laundry soap and hot water (60-90 degrees Celsius).
- Clean and disinfect surfaces that people touch often.

Cleaning Responsibilities

- Regular, enhanced, and as needed cleaning will be performed by custodial staff:
 - Daytime custodians will disinfect contact surfaces and high contact areas.
 - Custodial staff will ensure ongoing inspection and filling of hand washing supplies, including alcohol-based sanitizer dispensers in portables.
 - Custodial staff will monitor supplies to ensure cleaning all necessary supplies are available.
 - Evening custodial staff will thoroughly clean all areas.
 - The BSW Foreman/Lead Hands will provide cleaning kits for each school. Kits will include spray bottles with approved and properly mixed disinfectant, cleaning wipes or paper towels, gloves and safety data sheets.

- Custodial staff will check the sign-in/out sheet at the main entry at every shift to monitor people who have been in the building. All areas in the school that have been accessed must be cleaned.
- Other staff may also clean areas as needed in order to maintain a clean environment:
 - Cleaning supplies are provided;
 - Do not bring cleaners from home;
 - Do not take school materials home to clean.
- If cleaning is required, staff should notify the principal or school office.
- The principal or school office will request cleaning, per their protocol with custodial staff.
- Employees using district vehicles must clean and sanitize vehicles after use.

Cleaning Tools/Equipment and Desk/Workstations

Staff who must clean equipment will use gloves and a spray bottle, provided by the school district with disinfectant solution:

- To clean, spray surface and let disinfectant solution sit for 5-10 seconds, wipe off and dispose of towel.
- When cleaning the vehicle, make sure to clean outside in a well-ventilated area with the vehicle windows down.

Staff are responsible for cleaning their tools/equipment and desk/workstation throughout the workday. This will ensure limiting the risk of infection from staff to staff:

- Cleaning shall be conducted at a minimum in the morning (prior to commencement of work), afternoon (after lunch) and at the end of the day. Additional cleaning throughout the day shall be repeated whenever possible.
- Allocate enough time to do a thorough cleaning of surfaces of tools/equipment touched during the workday.
- All sets of keys that are used by BSW staff and keys loaned out to other staff must also be cleaned prior to shift/lending out and upon end of shift/return of keys.
- If any tools/equipment cannot be cleaned, please contact your supervisor for further direction.
- Limit sharing of any tools/equipment with other staff while on shift.

Cleaning of High Touch Surfaces

- School district BSW staff continue to clean and disinfect all high touch surfaces throughout the workday.
- If school-based staff or other school district site staff require cleaning for their personal desk/workstation/areas, they may request a spray bottle of the disinfectant solution and paper towel from their custodian in charge.

Cleaning and Disinfecting

Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the BCCDC's cleaning and [Disinfectants for Public Settings document](#).

DEFINITIONS

Cleaning: the physical removal of visible soiling (e.g., dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.

Disinfection: the killing of viruses and bacteria. A disinfectant is only applied to objects, never on the human body.

PRODUCTS & PROCEDURES

For **cleaning**, use water and detergent (e.g., liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e., using strong action on surfaces). For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting.

For **disinfection**, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed). Refer to the [Cleaning and Disinfectants for Public Settings Guidelines](#) for additional information.

Schools should use commercial disinfectant products listed on Health Canada's [hard-surface disinfectants for use against coronavirus \(COVID-19\)](#).

Follow the procedures outlined in the [BCCDC Cleaning and Disinfectants for Public Settings document](#) when cleaning and disinfecting.

- Always wash hands before and after handling shared objects.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different children.
- Dishwasher-safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle.

CLEANING AND DISINFECTING FREQUENCY

The following frequency guidelines must be adhered to when cleaning and disinfecting:

- General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces, **at least once in a 24-hour period**. (See [Frequently Touched Surfaces](#) section below for examples of frequently touched surfaces.)
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

The requirements for daily cleaning and disinfecting outlined above do not apply to spaces/equipment that are not being used by students, staff or visitors. Many schools and districts have implemented procedures such as sign-in sheets posted

next to room entrances that help custodial staff focus cleaning/disinfecting activities on those spaces that have been utilized by staff or students.

The recommended cleaning and disinfecting frequency for K-12 schools and other community settings outlined above was determined by infection prevention and control experts at the BC Ministry of Health, BC Centre for Disease Control and the Provincial Health Services Authority.

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces include:

- Items used by larger numbers of students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles.
 - Limiting access to water fountains is no longer recommended. Hand hygiene should be practiced before and after use. Schools should ensure non-drinkable (non-potable) water sources are not used for drinking water, and that these sources are labelled as such ([Part 4 of OHS Regulation](#)).
 - School communicable disease plans should not include restricting access to water, washrooms or other spaces that support student learning and well-being (e.g., gymnasiums, libraries, support rooms, etc.). Schools should return to full operation of all spaces in alignment with the protocols outlined in this document.
- Shared equipment (e.g., computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, PE/sports equipment, music equipment, etc.)
- Appliances (staff and students can share the use of appliances and other objects, but treat items like microwaves, refrigerators, coffee pots, photocopiers, or laminators as frequently touched surfaces)
- Service counters (e.g., office service window, library circulation desk)

Frequently touched items like toys or manipulatives that may not be able to be cleaned often (e.g., fabrics) or at all (e.g., sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g., in Kindergarten and StrongStart classes) can also be used.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g., children's books, or magazines) and items with plastic covers (e.g., DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

CLEANING AND DISINFECTING BODILY FLUIDS

Follow these procedures, in conjunction with school/district policies, when cleaning and disinfecting bodily fluids (e.g., runny nose, vomit, stool, urine):

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g., gloves, Kevlar sleeves) for blood and bodily fluids (e.g., toileting, spitting, biting).

ITEM 7.3	Discussion	File No.
TO:	Committee of the Whole	
FROM:	R. Cairns, Board Vice-Chair	
SUBJECT:	SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses	

1. Summary:

Vice-Chair Cairns will review the letter SD69 sent to Minister Whiteside.

Trustee Cairns would like to discuss the possibility of writing to the Ministry of Education for funding as well, as SD75 should be considering electric vehicle purchases on all further replacements of the bus fleet going forward. More electric buses may convey SD75 leadership towards emission free operations.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'p'het 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:

[SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses](#)



SCHOOL DISTRICT No.69 (QUALICUM)

October 13, 2021

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

via email: educ.minister@gov.bc.ca

Dear Minister Whiteside:

At its Regular Board Meeting held Tuesday, September 28, 2021, the Board of Education of School District 69 (Qualicum) approved the following motion:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses.

The Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle. However, the decision to source an alternate energy vehicle resides with the local board resulting in the local board having to identify the additional funding.

The Board appreciates the grants that have been made available in the past to offset the additional costs for electric vehicles; however, there is no guarantee that the supplemental funding will continue in future. Given the province's Carbon Neutral Program and the benefits of electric over gas and diesel vehicles, the Board respectfully requests that the Minister set the level of funding for bus replacement to be consistent with the purchase price for electric buses.

Sincerely,

Eve Flynn, Board Chair

c: Adam Walker, MLA, Parksville/Qualicum
Josie Osborne, MLA, Mid-Island/Pacific Rim
Board of Education of SD69 (Qualicum)
Ron Amos, Secretary Treasurer
Chris Dempster, General Manager of Operations/Transportation
BCSTA Boards of Education

File: 0530-01

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

**October 12, 2021, 3:30 pm
Zoom Meeting**

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

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

Others Present: DPAC Chair, Cheryl Blondin, MTU Vice President, Shannon Bowsfield, Principal - Linda Hamel, CUPE President, Nansy Gibson

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.

MTU Vice President attended only a part of the meeting.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

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

6.1 Policies for Review, Amendment and Referral to Regular Board Meetings

6.1.1 Trustee Professional Development Policy

MOVED and Seconded that the draft Trustee Professional Development Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate the formal public engagement in the review of the draft policy.

CARRIED

Trustee Policy will reside in the Governance section, and Management Policy will reside in the HR Section.

Trustees noted that the Board should not dictate what Professional Development individual Trustees attend.

This policy is written with respect to Professional Development only, conferences may not necessarily be charged to Pro-D activity.

The report cover language should be clearer. Will be revised to remove the discussion regarding conferences. The Secretary-Treasurer will draft a Conferences Policy. The budget for meetings and conferences will need to be reviewed during budget deliberations.

6.1.2 Trustee Remuneration, Benefits, and Expense Reimbursement Policy

MOVED and Seconded that the draft Trustee Remuneration and Benefits Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

The crossed-out rates are the current rates. The Board can choose a different rate or date. The adjustment to the compensation is based on the BC CPI.

Would like to see the first item as a starting point. Info on what is current, and what is the new amount (including the raise). Discussed amending the policy to remove the compensation change until next year. Trustees appreciate the increase according to the CPI, to have guidance on how to figure out the remuneration.

The Secretary-Treasurer will modify the report to clearly indicate the increase with the policy. The wording needs to be explicit, that Trustees are giving themselves a small raise.

Trustees have not had an increase since 2009. Prior to 2009, the previous trustee remuneration increase was in 2001. Due to federal tax changes in 2019, trustee's net income was decreased and has not been adjusted to offset the change.

6.1.3 Communications and Public Participation policy

MOVED and Seconded that the draft Communication and Public Participation Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate the formal public engagement in the review of the draft policy.

CARRIED

New Policy – needs to be as transparent as possible. P. 14 the whole school district community, not just the individual school community.

The policy should include communication with trustees by the Chair regarding political matters – such as when council, FVRD, or other political matters are referred to the Board Chair, the Chair should inform the Board promptly.

When any representative is speaking for the Board, the board needs to be informed of the statement. Point 9 Any requests should be referred to the Board Chair who will speak on behalf of the Board.

Point 6 and Point 8 - Board communications to the public - separate from Superintendent and other school district staff.

6.1.4 Public Interest Disclosure Policy

MOVED and Seconded that the draft Public Interest Disclosure Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

The Province has passed a Public Disclosure Act. BCSTA drafted a Policy & Procedure to support the implementation of the Act. The BCSTA drafts are more robust than the original policy.

Administrative Procedure, Referral of Disclosure to Designated Officer, point 5.1 "b": A suggestion was made that there should be an alternative to Secretary-Treasurer, so there is no conflict of interest. Can be revised that the Board Chair be the Designated officer for complaints regarding the Superintendent.

Trustees would like the Secretary-Treasurer, Superintendent, or Board Chair to be the ones to be contacted if needed. The old policy 2.6 had the options available.

Rights of the Respondent to be incorporated.

6.1.5 Child Care Facilities Policy

MOVED and Seconded that the draft Child Care Facilities Policy be reviewed and revised as necessary and forwarded to the November Committee of the Whole Meeting.

CARRIED

SD75 has a few childcare operators, so we need to put a policy in place. Some of the wording in this policy will be included in the draft Equity, Inclusion, and Diversity policy.

The policy as offered is a good framework to start a discussion.

In the Contract section of the Policy, include the requirement that this policy, the Equity, Inclusion and Diversity policy, and the Respectful Schools policy be referenced, and for operators to be required to adhere to these policies.

Point 9. speaks about the fees we charge the childcare operator, not fees the operator charge the public. Will revise the policy to clarify.

Point 10.3: How will we be able to monitor compliance with the policy? We may need to look at the contract, so it is evaluated properly.

Would like to see that the operator is following the Early Learning Framework, which includes a lot of the language regarding reconciliation. When the Application is submitted to become a provider, they should show a plan on how they can meet the objectives and policies, and how we can monitor. Clear plans should be presented.

It is unclear how the situation will change if the Ministry of Education mandates Childcare in Schools.

Board to bring this back in November, rather than the October Board Meeting.

6.1.6 Menstrual Products Policy

MOVED and Seconded that the draft Menstrual Products Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

This policy is done according to the BCSTA template. Procedures may be created in the future, that will be site-based. The Secretary-Treasurer is aware that schools consulted with the students.

Include a mechanism to follow-up, may be mentioned in the work plan. Trustees would appreciate a note that students were consulted.

6.1.7 Student Clothing Policy

MOVED and Seconded that the draft Student Clothing Policy be reviewed and revised as necessary and forwarded to a Public Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

Revision of the original "dress code" - these are guidelines and expectations, not a law. Schools need to do additional work before they develop their guidelines introduced in Handbooks. There is a small group working on developing conduct templates for schools to communicate the clothing policy and conduct policy.

This policy is the Board's directive to staff, to follow, including the guidelines.

Scope: Hillside - uniform guidelines comply with all this. Remove the Scope (p.43 of agenda, p.1 of Corporate Policy)

Hats should be mentioned in point 3 - to avoid gang-related issues

Everything should apply the same on Halloween or special days, no matter what costume. Include this clarification in the procedure.

Is there not going to be a District Policy for everyone? Yes, but every school needs to put this into their handbook and communicate the policy to students and parents. There should eventually be a standard student conduct template that meets the needs of the school. For example, Fraserview has student contracts rather than a code of conduct.

The use of student paper planners at the middle and secondary levels was brought up, as some teachers have questioned the use of paper planners alongside a well-utilized school app.

Words "inappropriate/ appropriate - can it be replaced by "suitable or meet expectations"

Include the requirement that interventions are not to be punitive, but prescriptive/restorative – see Chilliwack policy approved 2019.

A suggestion was made to have ONE Board policy for all schools - cross-referenced with Respectful Schools Policy / Human Rights

Student engagement is needed.

6.1.8 Halq'emeylem Language Policy

MOVED and Seconded that the draft Halq'emeylem Language Policy be referred to the Siwal Si'wes Advisory Council for the Council's consideration and further consultation with Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets.

CARRIED

The draft policy is not a blanket indigenous language policy, but rather, a specific policy to support the Halq'emeylem language.

The referral for consultation should go to the communities as well. We have been questioned over the consultation process we implement in the past with Indigenous communities. There is still a challenge with the trust.

Siwal Si'wes is part of the School District, as a conduit to the First Nations consultation. The District Principal of Indigenous Education should initiate the discussion with the First Nations to avoid mistrust.

Remove words: "feedback prior to" from recommendation

Trustees should be encouraged to learn the language as well (1.1)

Staff/Board/District Principal should all work with the nations. It is recognized that work is being done. Governing in first nations communities is a bit different than the School District.

6.1.9 Employee Service Recognition Policy

MOVED and Seconded that the draft Employee Service Recognition Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

Some research was done a few years ago. The first year of implementation would not have a significant cost.

1.1 - each year? Remove this line.

Some recognition needs to be made, especially, if we have recruitment/retention issues.

People do not want pins anymore. Both unions will be consulted. A welcome letter would be appreciated.

6.1.10 Management Professional Development Policy

MOVED and Seconded that the draft Management Professional Development Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

The policy is tailored for employees only.

If someone does not use their funds, the funds are transferred to the MPVPA association for the principals and vice-principals. Some will participate in ProD as a group, some will do specific conferences/learning, and some will acquire technology.

Senior Admins have set amounts that must be used in the year, or the funds become part of the surplus. Other exempt staff receive a small % of the salary and have 3 years to use the funds; if funds are not used in the three years, the funds become part of the surplus.

Detailed groups and the carryforward criteria should be listed in the policy.

6.1.11 Financial Planning, Financial Progress & Performance Reporting Policy

MOVED and Seconded that the draft Financial Planning, Progress and Performance Reporting Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

CARRIED

The direction came from the Ministry to develop this policy. This Draft is the starting point for a discussion.

p. 58 - Staff should put together a proposal about what the additional accounting person will be doing. Staff will bring this forward with the budget deliberations.

A comment was made that we are going in the right direction.

7. NEW BUSINESS

8. MINUTES OF PREVIOUS MEETINGS

8.1 Minutes from Public Committee of the Whole Meeting, October 5, 2021

MOVED and Seconded that the Committee of the Whole minutes dated October 5, 2021, be amended.

AMENDMENT: MSS Numeracy Assessment Data
4.2 Last Year, more students took workplace math and fewer students took pre-calculus.

CARRIED.

MOVED and Seconded that Minutes from Public Committee of the Whole Meeting, October 5, 2021, be approved as amended.

CARRIED.

9. INFORMATION ITEMS

Regular Board of Education meeting next week, October 19, 2021, via Zoom, 6:30 pm.

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

The meeting adjourned at 5:45 pm.

Chair, Board of Education

Secretary-Treasurer

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

Mission Public Schools - Ventilation System Overview - Urban Elementary School Summary

	Albert McMahon	Cherry Hill	Christine Morrison	ESR	Hatzic E	Hillside	Mission Central	West Heights	Windebank
Last Inspection	23-Jul-2021	6-Aug-2021	5-Aug-2021	21-Aug-2021	29-Jul-2021	17-Aug-2021	5-Aug-2021	20-Aug-2021	8-Sep-2021
Next Inspection	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022
Most Recent Mtce	Filter Change, grease motors and bearings, check damper operation.	Filter Change, grease motors and bearings, check damper operation. Also check operation of AC units.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service boilers to ensure optimum efficiency	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service boilers for optimum efficiency.	Filter Change, grease motors and bearings, check damper operation and service AC units.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service hydronic boilers.	Filter change and check damper operation
Air Supply Recommendation	Set air dampers to minimum 50% outside air.	Set air dampers to minimum 50% outside air.	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Set air dampers to minimum 50% outside air.	Minimum outside air increased to 50% during building occupation	Existing Roof Top Units are not automated.
Filtration Recommendation	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.
Other Air Cleaning Recommendations	none	Possible UV treatment in the future	none	none	none	none	Possible UV treatment in the future	none	none
Other Energy Recommendations	Adjust building programming to maximize heat recovery and free cooling where applicable.	Adjust building programming to maximize heat recovery and free cooling where applicable. Have AC units running only on occupancy.	Maximize heat recovery where possible. Use free cooling where possible.	Maximize heat recovery where possible. Use free cooling where possible.	Maximize heat recovery where possible. Use free cooling where possible. Monitor air filters for building as this is a dusty environment.	Maximize heat recovery where possible. Use free cooling where possible. Air Conditioning to run only during building occupation.	Adjust building programming to maximize heat recovery and free cooling where applicable. Have AC units running only on occupancy.	Maximize heat recovery where possible. Use free cooling where possible.	Maximize heat recovery where possible. Use free cooling where possible. Air conditioning to run only when building is occupied.
Other info	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close

Mission Public Schools - Ventilation System Overview - Rural Elementary & Other Schools

	Deroche	Dewdney	Silverdale	Stave Falls	Hatzic Middle	Heritage Park	MSS	Fraserview	Riverside
Last Inspection	25-Aug-2021	5-Aug-2021	30-Aug-2021	1-Sep-2021	12-Aug-2021	2-Sep-2021	18-Aug-2021	29-Jul-2021	3-Sep-2021
Next Inspection	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022	21-Mar-2022
Most Recent Mtce	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service AC units and chiller, service domestic and hydronic boilers for optimum efficiency.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service AC units, service domestic and hydronic boilers for optimum efficiency.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service domestic and hydronic boilers for optimum efficiency.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change, grease motors and bearings, check/replace fan belts, check damper operation, service AC units.
Air Supply Recommendation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation	Minimum outside air increased to 50% during building occupation
Filtration Recommendation	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.
Other Air Cleaning Recommendations	none	none	none	none	none	none	none	none	none
Other Energy Recommendations	Maximize heat recovery where possible. Use free cooling where possible. Monitor filters as this is a rural setting.	Maximize heat recovery where possible. Use free cooling where possible.	Maximize heat recovery where possible. Use free cooling where possible. Monitor air filters for building as this school is quite rural.	Maximize heat recovery where possible. Use free cooling where possible. Monitor air filters for building as this school is quite rural. A new heat plant was installed. Should decrease energy usage immensely.	Maximize heat recovery where possible. Use free cooling where possible. Air Conditioning to run only during building occupation.	Maximize heat recovery where possible. Use free cooling where possible. Air Conditioning to run only during building occupation.	Maximize heat recovery where possible. Use free cooling where possible. Air Conditioning to run only during building occupation.	Maximize heat recovery where possible. Use free cooling where possible. Monitor air filters for building as this is a dusty environment	Maximize heat recovery where possible. Use free cooling where possible. Air conditioning to run only when building is occupied
Other info	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close	Operating time 5:00am – Close

Mission Public Schools - Ventilation System Overview - District Operations

	Facilities / Ferndale	District Office
Last Inspection	6-Aug-2021	8-Sep-2021
Next Inspection	21-Mar-2022	21-Mar-2022
Most Recent Mtce	Filter change, grease motors and bearings, check/replace fan belts, check damper operation.	Filter change and check damper operation
Air Supply Recommendation	Minimum outside air increased to 50% during building occupation	Existing Roof Top Units are not automated.
Filtration Recommendation	Have replaced MERV 11 filters with MERV 13 filters.	Have replaced MERV 11 filters with MERV 13 filters.
Other Air Cleaning Recommendation	none	none
Other Energy Recommendations	Maximize heat recovery where possible. Use free cooling where possible.	Maximize heat recovery where possible. Use free cooling where possible. Air conditioning to run only when building is occupied.
Other info	Operating time 5:00am – Close	