

**School District #75 (Mission)
Public Meeting of the Board of Education
Agenda**

**April 18, 2023, 6:30 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC**

Pages

1. CALL TO ORDER

This meeting and Mission Public School District is located on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Sq'ewlets, Leq'á:mel, Sema:th, Matheqwi and Qwó:lt'el First Nations, peoples of this land since time immemorial.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1	Student Biology Costa Rica Trip Follow-up	Information	1 - 16
	MSS Erin Koski, Lindsey Colosie & students will share a power point presentation		

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1	Reporting out from Closed Meeting	Verbal	
5.2	HR Department Update	Information	17 - 18
5.3	Community Developments 2022	Information	19 - 20

6. NEW BUSINESS

6.1	Equity, Diversity, and Inclusion (Policy 2.0)	Action	21 - 29
6.2	Safe, Caring and Respectful Schools (Policy 3.0)	Action	30 - 44
6.3	Safe, Caring and Respectful Workplaces (Policy 5.0)	Action	45 - 56
6.4	Board Meeting Procedure Review	Action	57 - 61
	Review meeting procedures, Agenda setting procedures.		
6.5	Punjabi language class for Elementary schools	Action	62

7. MINUTES OF PREVIOUS MEETINGS

7.1	Board of Education Public Meeting Minutes, March 28, 2023	Action	63 - 66
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8. INFORMATION ITEMS

8.1	MSS Replacement	Information	67 - 79
8.2	School Foods Funding received by the District	Information	80 - 82
8.3	Graduation Events for 2023	Information	83

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

12. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

13. ADJOURNMENT

COSTA RICA TRIP

1

TRIP SUMMARY

- On March 13th – 22nd, 2023 students from Mission Secondary School travelled to Costa Rica. The trip focused on biological and environmental sciences and included 27 students who have taken or are taking Life Sciences 11, Earth Sciences 11, Environmental Science 12 or Anatomy & Physiology 12. It also included 3 parents & 4 teacher chaperones: Lindsay Colosie, Erin Koski, Nicole Foster & Jason Lynn.



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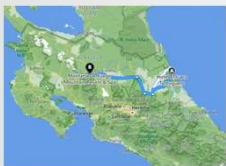


TORTUGUERO

After arriving in Costa Rica late on March 13th, we travelled toward the eastern coast of Costa Rica on the morning of March 14th. After several hours by bus, followed by over an hour by boat, we arrived in the isolated community of Tortuguero. Along the canals, students were able to see many species of birds, lizards, caymans, crocodiles and a troop of howler monkeys. In Tortuguero, students got a taste of Costa Rican life in a rural community and also learned about sea turtle conservation at the Caribbean Conservation Cooperation Museum



3



LA FORTUNA & ARENAL

On the morning of March 16th, we loaded back into the boats to travel back to civilization and then travelled by bus to the town of La Fortuna. Here, we learned about the volcanic origins of Central America and were able to see Mount Arenal, the most recently active volcano in Costa Rica, which erupted several times every year up until 2010. In the afternoon, students had the opportunity to go kayaking on Lake Arenal where they were able to see some of the mid-mountain rainforest ecosystem. On the way to the lake, we saw some small mammals related to racoons called coati. In the evening, students relaxed at the Baldi hot springs.

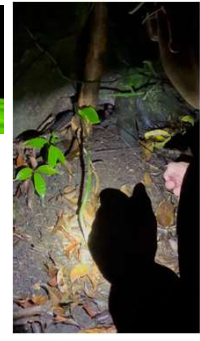


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MONTEVERDE

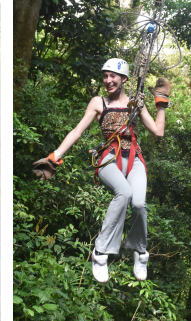
- On March 17th, we travelled by bus to the town of Santa Elena in Monteverde. Upon arriving in Monteverde, we went horseback riding through the mountainous terrain. That evening, some students participated in a night walk through the rainforest where we saw many different species in their natural habitats including sloths, olingos, frogs, tarantulas, scorpions and headlight beetles.



5

MONTEVERDE

On March 18th, we went ziplining through the cloud forest canopy and then went hiking through the Santa Elena Biological reserve where we saw another distinct cloud forest ecosystem. Later, we planted trees to help with a reforestation effort organized by the local high school.



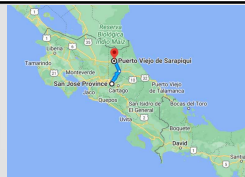
6

MONTEVERDE

On March 19th, we went to a local Butterfly garden where we not only got to see all of the beautiful species of butterflies found in Costa Rica but also got to see and learn about other arthropods such as scorpions, tarantulas, millipedes and cockroaches. Lastly, we went hiking through an ecological sanctuary where we hiked to a waterfall, learned about strangler figs and spotted a snake. After that, we travelled by

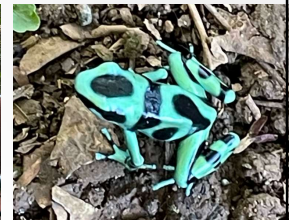
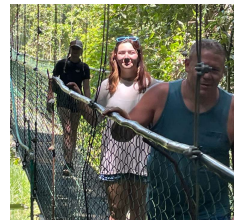


7



SARAPIQUI

On March 20th, we travelled from San Jose by bus to go river rafting on the Sarapiquí River. Before rafting we stopped for lunch at a biological reserve and took a short walk over a suspension bridge. We spotted a poison dart frog along the side of the path. Later, while we were rafting some students saw a sloth along the river bank. Afterwards, we returned to San Jose where we spent our last day. Most students relaxed at the hotel but some took the opportunity to check out the local mall with the tour guide to observe the Costa Rican lifestyle in an urban area.



8

STUDENT EXPERIENCES

- Each student was asked to prepare a slide to tell you about their experience. They were asked to include three things they remember learning during the trip, what was their favorite part of the trip and to describe how the trip impacted them. The following 23 slides show their responses.

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JESSIKA

THINGS I LEARNED

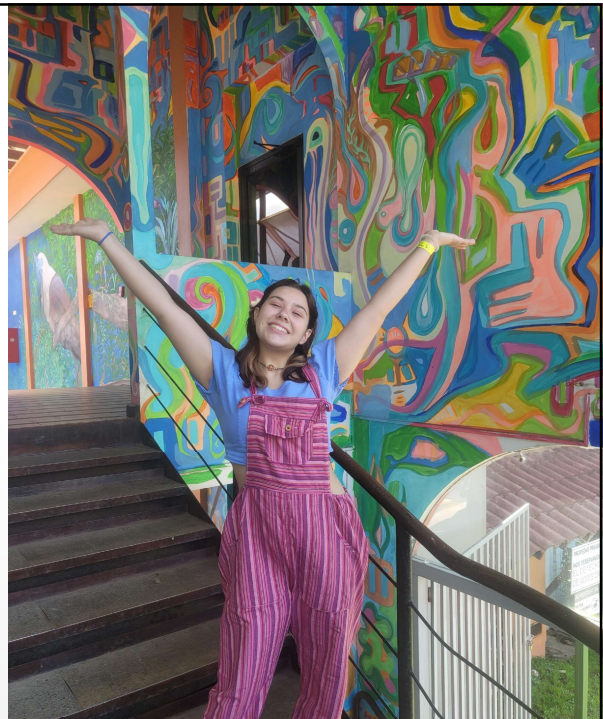
- 1) Sloths come down once every 2 weeks to go to the bathroom
- 2) Half the people in Tortuguero are tourists
- 3) The golden orb spider is used for bullet proof vests

MY FAVORITE PART

The whitewater rafting or just chilling with my new friends

THE IMPACT

I have definitely become more of a grounded person, and it makes me want to live life to the fullest. It has also encouraged me to eat healthier and to eat more fruit. Overall a positive impact on me as a person.



10

COSTA RICA 2023: EVEE




My trip
 Going to costa rica with mission secondary school was something I will never forget. I made many friends and learned so much. I learned about bugs when at the butterfly garden and realized I actually find insects very interesting. I also learned that the world is not as scary as I thought and concurred my fear of bugs (I held a cockroach named timmy and loved it). My favourite part of the trip was the nature in costa rica. Every time I looked outside I was amazed of how much green there was and how there was so many different kinds of plants. My favourite place was the town tortuguero, everyone was so lovely there and I learned to order in spanish there. My favourite activity was ziplining and going on the tarzan swing. It felt amazing to be in the air and be able to see the mountains

3 things I learned

- 1) Blue morpho butterflies have a eye design on their wing to confuse predators.
- 2) Epiphytes are organisms that grow on top of plants. One epiphyte are orchids.
- 3) Tarantulas though venomous have never killed a single person in human history.



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SEAN'S COSTA RICA SCHOOL TRIP

Thing I Learned	Favourite Part of the Trip	How the Trip Impacted Me
<ol style="list-style-type: none"> 1. San José is the capital of Costa Rica. 2. There are two species of sloths that live in Costa Rica. One with 3 toes and one with 2 toes. 3. Costa Rica has 7 administrative provinces: Alajuela, Cartago, Guanacaste, Heredia, Limón, Puntarenas & San Jose. 	<p>My favourite part of the trip was when we went ziplining through the cloud forest in Monteverde. Where we went along many zip lines very high above the ground.</p>	<p>It was a fun trip that taught me things. I got to travel the world more and spend time in new environments and enjoy the nice Costa Rican weather.</p>
		 

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KAEDEN'S TIME DURING THE COSTA RICA TRIP

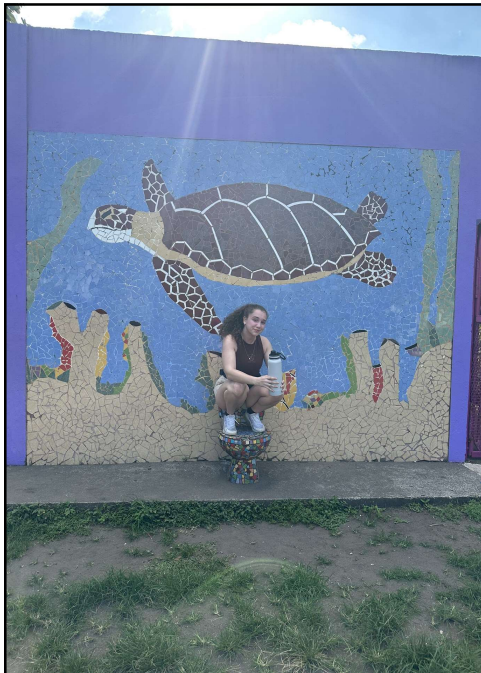
I learned Gallo Pinto, a beans and rice dish, is served with nearly every meal, Costa Rica is home to 3 types of venomous spiders & Costa Rica also houses 3 types of venomous snakes.

My favourite part of the trip was Kayaking, followed by Ziplining and Rafting

This trip gave me insight on how to live with less. Often times we tend to get caught up in "I want this" and "I want that", but the area's we stayed in and passed through, there seemed to be just what was needed which was very refreshing for the soul.



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PIPER

- I learned that the higher you go in Costa Rica, the different the plants are. You can't flush toilet paper in Costa Rica, and banana plants don't have wood stems making them not a tree.
- Ziplining was my favorite part of the trip. This was the longest one I had ever seen, and it is something that I will never forget.
- This trip impacted me because I had to learn to travel without my parents. Being responsible for myself and all of the things I owned helped me prepare for the day when I have to live on my own.

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SYDNEY MY COSTA RICA EXPERIENCE

- Three things that I learned from this school trip were:
- Many of the trees across the Costa Rican rain forest are made up of a parasitic tree, which is sometimes mutualistic, known as the strangler fig. This tree grows on top of other trees, possibly protecting them from outside harm, but still shielding them from the sun.
- Arenal Volcano, one of the 200 volcanoes in Costa Rica located in La Fortuna, was once dubbed one of the most active volcanoes in the world up until 2010 where it fell into a dormant state. When it erupted in 1968, there were three new craters made causing destruction on the western sides of the volcano.
- The rainforests are one of the most important things in Costa Rica for many reasons, but one of the bigger reasons as to why they are so important is the fact that the root system of the vegetation stores much of the water that is used by Costa Ricans, and with all the plants there, Costa Rica produces large amounts of oxygen for the area.
- My favorite part of this trip was going to La Fortuna and seeing the gorgeous view of Arenal Volcano and getting to experience all the beauty of Costa Rica.
- This trip has given me an even greater want to protect the forests and ecosystems of our beautiful planet and I feel that everyone around the world should do their part to preserve these amazing places like Costa Rica. If I were ever given the chance to take action and protect even just BC, I would. I love the beautiful places around the world, and I believe that as humans we should be taking more action to preserve them.



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My Costa Rica Trip Experience Anna Hale

Did you know that Costa Rica's Volcano, Arenal, used to be apart of the top 10 most active volcano's in the world?

Costa Rica does not have a military!!

Out of over 500 000 animal species, 900 of those are all birds!!



This trip impact my view of the world. Everything there is so green and its predicted that they will be fully green energy by around 2050 and I think so many countries have a lot to learn from their lifestyle.

My favourite part of this trip has to be ziplining over the Costa Rican Cloud forest. It was a magical view that didnt last long enough in my opinion!!

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Favourite part/impact of the trip

This trip was an amazing opportunity that I'm so grateful I got to be a part of. It truly made me think about how lucky I am for what I have in life, both because of the communities we were immersed in and because of the people I was surrounded by and swapped stories with. To go with that it also taught me I only live once and to take opportunities as I get them because you never know if you'll have another chance, as well as not to worry about who you'll be doing it with because it'll all work out. Going forward I think I'll keep this in mind more because of the trip and never take life for granted. The trip also helped with making light of situations and finding the bright side; for example, on the hours long bus and boat rides I looked around and took in the scenery and bonded with my peers rather than being upset about how long or uncomfortable it was. It's hard to pick a favourite part of the trip, but if I had to choose one, I would probably say the night walk and all the other opportunities I got to just look at the land and animals. Seeing and staying in many different communities and parts of Costa Rica was another plus as I feel like I got the "full" experience. I also really enjoyed the free time I got to spend exploring the towns with friends I made on the trip.

CALLY

**Three things I learned**

We learned that ziplines were commonly used by biologists in Costa Rica to study the flora and fauna of the forest canopies because it was simpler than climbing up and down every tree. The man who first used them for this purpose, Donald Perry, was often called "Hombre Mono" meaning monkey man. Monteverde Costa Rica is often called "The Birthplace of Ziplining" because the first recreational zipline was opened there in 1997.

Our tour guide Jenny was telling us about how Costa Rica prides itself on schooling and education. The country has a 95% literacy rate overall. School is not required after the age of 13 and secondary school is voluntary. Jenny said that depending on the community some children will choose or have to stay home to help with the family business or farm, this was very common with the last two generations.

Also from Jenny we learned that due to what they eat and how slow they digest, sloths only have to poop once a week and they come down their trees to poop at the base. We learned that although nobody knows for sure why they come down to the base of the tree they have a few different ideas. One is that they "mark" it as theirs and so a mating partner can know which tree they're in. Another is so the moths that live on them and that they eat have somewhere to lay their eggs. Whatever the reason is, it's very important to the sloth's life because they're super easy prey once they leave their trees.


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SOPHIA

- On my trip to Costa Rica I learned about their efforts to keep their land/animal habitats untouched and unharmed, the main sources for their income (tourism, coffee, bananas) and that Costa Rica has an amazingly high literacy rate and many great universities!
- My favorite part of the trip was visiting the Baldi Hot springs.
- Going on this trip was such a learning experience for me. It taught me about travelling, independence and perseverance. I'm thankful that I got the opportunity to learn and experience Costa Rican culture. This trip I learned that no country is superior but rather that they each have something special to offer.



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How I Improved

This trip improved me as a person by helping me conquer my fears of bugs, large bodies of water, and heights. I am amazed of how brave I was, and this trip has given me friendships that I will cherish and also proved to me that I am a capable person that can survive on my own and make friends with people I don't know. This trip was a breath of fresh air and is probably some of the most fun I am ever going to have


LUCAS

My Favourite Parts

My favourite part of this trip were the nights I spent outside before curfew where I could listen to the forest, look at the stars and sit and talk with my friends. I loved the communities we went to and the fact that we got to see so many different kinds, such as a small town, small city and a big city communities and that I was able to compare them. My favourite activity of this trip was the Tarzan Swing that we did during ziplining, I love swings and the feeling of weightlessness was amazing.

What I Learned


1. There is a tree parasite called the "strangler fig" and it starts growing from the top of a tree that is at the canopy so that it grows down towards the ground while already having the light from the canopy, this fig slowly strangles the tree its growing on so that it can have the sun for itself.
2. There are these spiders called "golden silk orb-weaver" that produces a web that is super strong and cannot be broken easily. They use the gene from the spider that produces the web and genetically modifies them into goats so that those goats can then produce stronger wool.
3. There is a type of lizard that can run on water due to its genetically modified feet, these same lizards eat their children and are also called the "jesus lizard" due to its amazing capabilities. They have webbed feet with air bubbles that can help them run on the water.




19


LANDON

PURAVIDA!!



This was an amazing adventure. Thank you for letting me join and for all your efforts to make this trip a success





Sorry about the swearing!

20

Costa Rica- Emilie Mowat

This trip was an incredible experience, and I learned so much new information on the trip. Three things I learned on the trip include: that Bark Scorpions are fluorescent, and have cannibalistic tendencies. Mothers carry their children on their backs, and if they're feeling they'll eat their children. I learned how to river raft, and how to navigate a river with others, and the importance of teamwork. Each person has their own part to play, and others are relying on you. This taught me why it's important to put in all your effort into things you care about, because people are relying on you. I also learned about lizards called basilisks, which are able to walk on water, because they have scales under their feet which vibrate, allowing them to create air bubbles which is what they move on. My favourite part of the trip was ziplining, because I loved the view of the mountains as I was riding. The trip had a huge impact on me because I was able to immerse myself in a different culture and language. I was able to connect with other people and make new friends. This trip helped me gain a new love for travelling, and I hope to go on more like it to learn more about the world around me.



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BETH

MY FAVOURITE PART

The things that I will take with me are the new friends I made and the memories we shared together. As incredible as this trip already was, it wouldn't have been the same without the people I met.

How it impacted me

This trip helped me to branch out of my comfort zone, as I usually don't make friends that easily. I find talking to strangers scary, but I challenged myself and was able to make friendships that will last long after the trip itself.



What I learned

1. The reason the blue morpho butterfly has such a strange pattern on the underside of its wings is because it resembles an owl eye, scaring off predators that may be hunting it.
2. Costa Rica has a sanctuary that protects millions of turtles, preventing turtle egg poaching and educating people about the dangers facing the turtle population.
3. The phrase *Pura Vida*, meaning "Pure Life", is used for almost anything! From "Good morning" to "Thank you" to "You're welcome", this phrase is a huge part of Costa Rican culture.



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Izzy Things I learnt on the trip

- They use animal structures as garbage cans and they are landmarks for the streets
- There are these birds called diving birds, they dive for fish and the more wet they are the deeper they can go. They need to breath when they come up and their neck looks like a snake.
- 4 different species of monkeys in Costa Rica
- green basilisks, females have no crests whole males have three diff crests, one on their back, their tale and in the back of their head.
- My favourite part of the trip was when we went white water rafting. White water rafting was an amazing experience for me, I had so much fun! We saw a sloth while on the raft and got to jump off a little hill into the water.
- This experience let me understand biology a little bit more and it definitely helps you with talking to new people and creating new friendships. I recommend going on these trips, it's amazing experience and something you will always remember.



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What did I learn?

1. I learned that there are 200 volcanic formations, with 5 active volcanos
2. I learned that Costa Rica is only 51,100 square kilometers (Canada is 9,984,670 square kilometers)
3. I learned that there are over 500,000 different species of plants and animals, including 90% of the worlds butterfly's

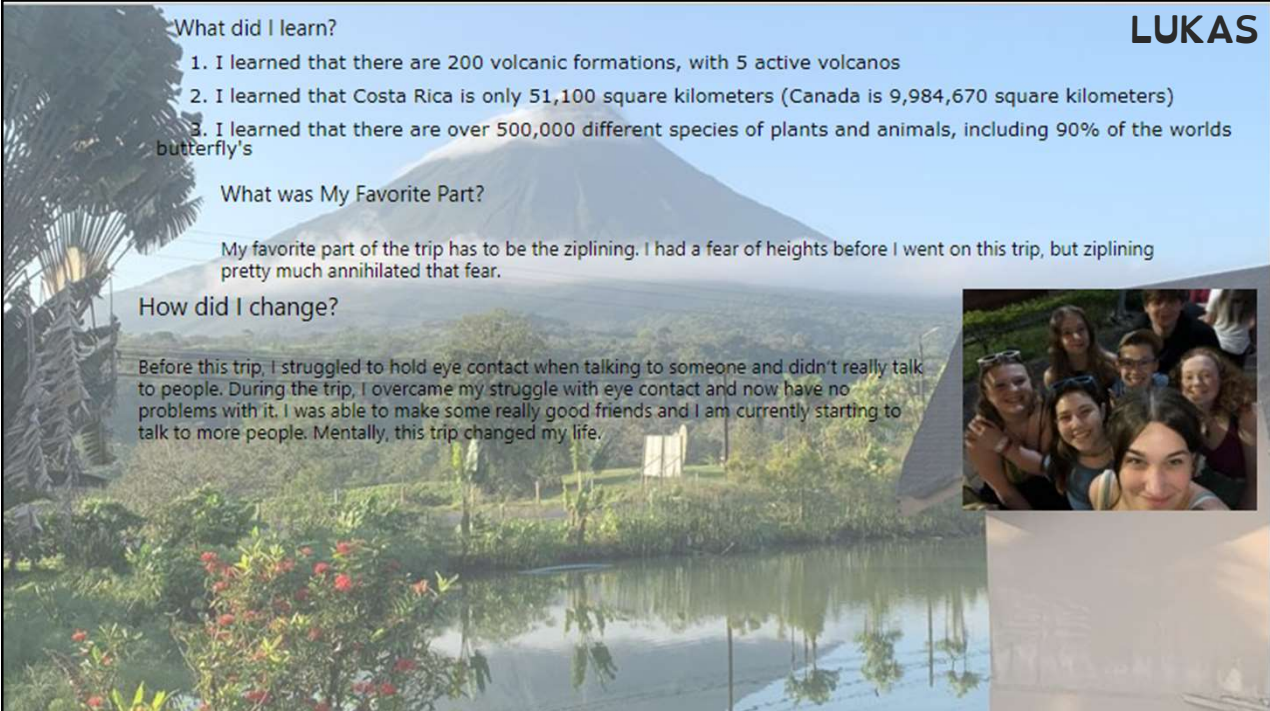

What was My Favorite Part?

My favorite part of the trip has to be the ziplining. I had a fear of heights before I went on this trip, but ziplining pretty much annihilated that fear.

How did I change?

Before this trip, I struggled to hold eye contact when talking to someone and didn't really talk to people. During the trip, I overcame my struggle with eye contact and now have no problems with it. I was able to make some really good friends and I am currently starting to talk to more people. Mentally, this trip changed my life.

LUKAS

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JAYCIE - COSTA RICA ASSIGNMENT

The impact of this trip

- This trip helped me grow as a person by pushing me out of my comfort zone, because of this I was able to have conversations with people from my school that I would have been to scared to do before.

Things I learned during the trip

1. About the Arenal Volcano
2. That a specific group of butterflies only likes eating over ripe fruit.
3. That male scorpions drop a sperm sac and the female will dance over it which is how they get pregnant.

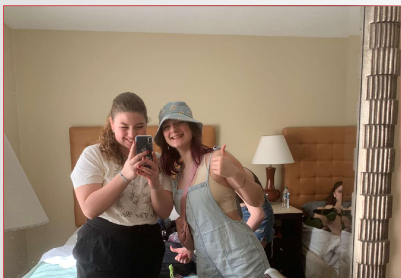
My favorite part of the trip

- My favorite part of the trip was the tour of the mangrove habitats along the canals of Tortuguero.



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ANNEKE



I learnt so much on this trip. In the top photo you can see a system called epiphytes, which is where plants grow off of other plants. In these specific ferns, growing off of trees outside of a café we went to there was a whole mini-ecosystem. Little insects would make the collected water in the leaves their homes. Dragonflies also had uses for the collected water pools, as they could lay their eggs within them. They would lay two eggs per plant, one fertilized and one that was not. When the fertilized egg hatches, it uses the other egg as protein, feeding off of it until the larvae can go hunting in the water pools. My favourite part of the trip had to be the white-water rafting, we got to see a two-toed sloth hanging out right above us as we floated by. This trip made me very aware of the culture differences in Costa Rica and gave me a new appreciation for our plumbing system.

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ANNIKA

The whole entire trip was scrumptious (the hot springs, river rafting, except the spider infested hotel room – thank you 1000x to ms colosie and erin for switching rooms with us) but my favorite part of the trip was without a doubt Tortuguero. The ocean, the beach, the food, the flowers... i loved it & may just have to live there one day.

As for how i grew as a person, i had to hold a beetle during the night walk in the jungle (i am violently afraid of beetles) and i didn't even scream or throw it, so if that's not personal growth i don't know what is. On the night walk i also got to see a sloth moving along a branch which was wild, i'll never forget that.



I also learned they do this thing where they plant a row of trees and connect it with wire to make "living fences" which i feel is quite a smart cookie idea



3 things i learned

1. Epiphytes, plants that grow on the surface of other plants. Examples of epiphytes are Orchids (costa Rican national flower), and lichen /moss /ferns
2. Epiphytes like Bromeliads (you can identify them by the shape - like a pineapple crown) grow among the rainforest canopy, some bromeliads hold water so frogs can lay tadpoles at the top of trees.
3. Costa rica had the worlds first zip lining place, because scientists wanted to study the treetops and got tired of going up & down to the platforms at the top of each tree, so they made zip lines to get around between the trees more efficiently



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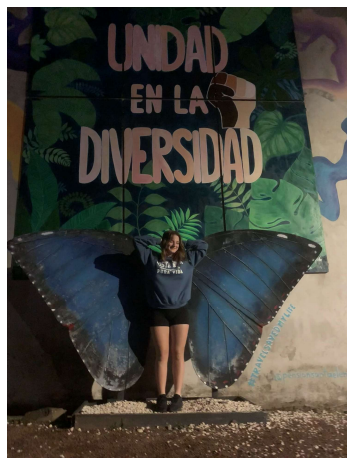
Caiden-Marie

Favourite part

My favourite part of the trip was definitely water rafting, it was a beautiful day out and my guide was super fun and made things enjoyable

How was I impacted

This trip impacted me by showing me that even if we do things differently we aren't doing things wrong, different places use different methods to thrive. A place like Costa Rica has a more environmentally friendly system than we do and it helps them by enticing people to come, they thrive on tourists. Where Canada thrives on our bigger cities and bigger forestry areas. Which is just a long way of saying there are many different ways to be successful



"Unity in diversity"

WHAT I LEARNT

On this trip I learnt quite a few little fun facts about a bunch of animals that live in Costa Rica, things like crocodiles never stop growing, or that sea turtles are like fish and return to the same spot they hatched to lay eggs, and i learnt the telling features between a 2 and 3 toed sloth. I also learnt that Costa Rica is divided into provinces like us (I always thought it was states)

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CHRIS - COSTA RICA TRIP

Three things I learned on the trip were how the green harmony bird will kill bugs and put them on water to attract fish to kill and eat. I learned how zip lining was invented in Costa Rica as a way to go from treetop to treetop quicker when studying how the trees grow. I also learned about the four types of monkeys that are in Costa Rica. My favorite part of the trip was the amazing guide Jenny and how she would teach us ever chance she got but it didn't feel like learning because she made it fun. I also really enjoy white water rafting. Going to Costa Rica changed my perspective on the the way the world works because Costa Rica was so different and diverse but it felt so nice to experience the difference and learn that it may seem different but its not actually to different from Canada.



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Kalyn

What I Learned

- learned a lot about plants and how they grow there. For example tree roots there don't grow down like they do here, instead they grow out across the top of the dirt.
- I learned about the animals they have there.
- I learned a lot about the culture, language, and food.

Favorite Part

- My favorite part was rafting. It was so much fun. The guide was amazing and funny. I saw some animals. And it kept me cool.

How The Trip Impacted Me

- I did know that places can be very different, but this trip got me to experience just how different it can be. It will definitely help me in the future with other trips, with continuing to learn Spanish, as well as many other. All of the things I learned and experienced can apply to other things.



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Aya



-My Favourite Part of the trip was Ziplining and Horseback Riding.

-3 things I learned on the trip are sea turtles only spend 1% of their life on land, the Anhinga birds dive into the water to catch fish for food, the more their feathers get wet, the heavier they are which makes it easier for the bird to dive deeper. The Anhinga are also called snakebird because when they swim in the water, they only stick their neck out, since their head and beak are very narrow and long, they appear like a snake.

-This was the first time I ever travelled to a different country without my parents, which made me learn how to be more independent. The trip also surprised me on how beautiful nature can be, the cloud forests were my favourite.

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fact learned (2)
haven't had an official military since 1948

fact learned (3) white-nosed coatimundi- similar to a raccoon has a long tail used for balance and travels in little packs if scared the whole group will jump into the trees and make clicks and "woofs". 2 species of coati are endangered.

Favorites

my favorite places were Tortuguero, for it is a picture-perfect small town, with the turtle conservancy, and Monteverde, for its amazing scenery.

My favorite activity we did was ziplining as it was action thrilling and has the most wonderful views, I felt as if I was flying.

Impact

I made a bunch of new friendships and made a whole friend group. This trip has inspired me to go into environmental studies and conservancy like the sea turtle conservancy we visited. I also conquered my pre-existing fear of heights which almost disappeared instantly. I have personally grown as I feel more independent and can do things on my own, not completely relying on the others around me in situations like being in a new place.

Fact Learned (1)
Costa Rica has more than 5% of the world's biodiversity, with over 500,000 species of animals.

Olivia Vlek grade 11

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ITEM 5.2 Information File No.

TO: Board of Education
FROM: T. Phelps, Director of Human Resources
SUBJECT: HR Department Update, April 2023

1. **Summary:** The Director of Human Resources will provide an update on the HR Department operations for 2022-23.

Staff Wellness:

Employee & Family Assistance Program (EFAP). The program is still highly used by staff and their family members most often for counselling. Many staff also have extended benefits that provide counselling with teachers amounts most recently increasing from \$900 to \$1200 effective Jan 2023.

HR and the union regularly meet to review supports for staff Advanced Rehabilitation for teachers and Joint Early Intervention Service (JEIS) for support staff

Supervisors initiate non-disciplinary wellness checks as needed

Overall attendance has improved since the end of the pandemic and staffing shortages have reduced

Staffing:

Low unemployment rate and higher numbers needed to pursue teaching result in a competitive market. Marketing and promotion of benefits of working in SD75 Mission are communicated in various ways, such as recruitment information on the MPSD website, makeafuture.ca, recruitment advertising plans, and social media. HR dept and senior management also attend Teacher Education Fair for various post-secondary institutions

The district continues to support numerous education assistant practicum students along with youth care worker and clerical practicums.

Since September 2022, over 40 teachers have been hired along with over 25 education assistants and over 30 supervision assistants.

The ability to dispatch replacement staff has significantly increased for teachers and support staff as compared to the previous two school years. In addition, filling open postings has increased overall with the Student Services department being fully staffed for the first time since COVID-19 arrived.

Teachers

Data for remedy minutes for teachers who have class size or composition violations commences in October and is adjusted monthly. 'Other' options include professional development and resources.

- a. Minutes for co-teaching
- b. Minutes for additional prep time
- c. Minutes for non enrolling
- d. Resource dollars (taxed) provided to teachers Oct to Feb-\$131,501
- e. Professional development funds are transferred 'in trust' to Mission Teacher's Union. Oct to Feb: \$349,421

Early Career Mentorship provincial fund \$140, 000

Support Staff

Conclusion of local bargaining and ratification of CUPE/SD75 Mission collective agreement 2022-2025 in January 2023:

1. Conversations included Truth and Reconciliation and Diversity of Employment or persons with diverse abilities.
2. The Learning Enhancement Fund was expanded to include a Health/Wellness fund:
2022/2023 \$81,362 2023/2024 \$80,745 2024/2025 \$80,698
3. Addition of two days of leave with pay per school year for cultural leave for Indigenous employees. Addition of National Day for Truth and Reconciliation as a general holiday.
4. Addition of two days' leave without pay for cultural leave
5. Increase in uniform and clothing allowances
6. Increase in shift differential of 1% immediately and another 1% in 2024 of their hourly rate

Participation in the provincial Joint Job Evaluation Committee (JJEC) for Support Staff involves reviewing every support staff job description.

Bus driver training provided to improve recruitment

Other:

Staff mentoring, leadership, and professional learning opportunities

Utilize Special Program of the Office of the BC Human Rights Commissioner - currently for preferential hiring for 3 Indigenous teachers, 1 counsellor and 3 team leaders

Updates to Atrieve software used by all employees:

Job posting module launched in Feb 2023 for all staff to apply to internal postings. Much appreciation goes to staff and the union representatives assisting staff in learning this new process.

All new hires complete onboarding in Atrieve along with training such as equity-based language

All staff now access e-forms for many payroll and human resource forms. Staff now have the ability to upload new certificates/education to their electronic personnel file.

Challenges:

Casual/TTOC staff who may be unavailable due to illness or preference to limit their availability. In addition, some education assistants with degrees have recently chosen work in neighbouring districts as uncertified teachers

Cancellation of bus routes in January due to staffing shortages

Shortages of noon-hour supervisors

What's next?

Employee Long Service Recognition Policy 5.2

Staffing for the 2023/2024 school year

Year-end review and planning for next year

Public Meeting of the Board of Education

Tuesday, April 18, 2023



ITEM 5.3 Information

File No. 250.40

TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Community Developments' Impacts on Enrolment

1. Summary:

Attached is a summary of the development activity in Mission for 2022. This information will be considered in the development of the Long-Range Facility Plan. Staff are currently analyzing the enrolment projections and will present a summary of the report up to the enrolment projects at a meeting in May, in order to initiate the discussion on options for future enrolment growth. The date of the meeting is to be determined.

Significant growth is expected to impact Albert McMahon in the next three years. Other significant growth is highlighted in the document.

The summary includes development that has been referred to the school district for comment. The table on the bottom right considers the actual building permits.

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:

Development Referral Summary

Mission Public School District

Summary of Development Referrals - Estimated impact on Schools @ 85% capture Rate

New Unit Referrals								Projected Students - three years after referral if units constructed @85% capture															
Catchment	2016	2017	2018	2019	2020	2021	2022	Elementary				Middle				Senior				Total Students			
	2023	2024	2025	23-25	2023	2024	2025	23-25	2023	2024	2025	23-25	2023	2024	2025	23-25	2023	2024	2025	23-25			
Albert McMahon	81	276	261	503	110	182	603	31	48	119	198	11	17	43	71	11	16	42	69	53	81	204	338
Cherry Hill	2	20	4	23	151	8	29	25	3	10	38	10	1	4	15	10	1	4	15	45	5	18	68
Christine Morrison	-	54	-	95	103	2	50	10	1	5	16	4	1	2	7	4	1	2	7	18	3	9	30
Deroche	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dewdney	-	-	-	-	-	-	2	-	-	1	1	-	-	1	1	-	-	1	1	-	-	3	3
Edwin S Richards	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hatzic E	10	31	7	4	13	5	10	5	2	4	11	2	1	2	5	2	1	2	5	9	4	8	21
Hillside	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mission Central	8	78	52	107	337	46	614	30	5	54	89	13	2	23	38	13	2	23	38	56	9	100	165
Silverdale	8	15	402	13	-	2	25	-	1	9	10	-	1	4	5	-	1	3	4	-	3	16	19
Stave Falls	-	-	10	36	17	9	50	6	4	17	27	3	2	7	12	3	2	6	11	12	8	30	50
West Heights	2	5	140	-	394	358	2	36	34	1	71	15	14	1	30	15	14	1	30	66	62	3	131
Windebank	36	159	-	126	20	170	50	4	23	7	34	2	9	3	14	2	9	3	14	8	41	13	62
	147	638	876	907	1,145	782	1,435	147	121	227	495	60	48	90	198	60	47	87	194	267	216	404	887

Summary of Building Permits								Approved Units							
	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022	
Single Family	92	237	290	112	153	78	174	146	156	132	113	90	106	181	
Townhouses				454	44	174	530	2	1	4	7	4	14	5	
Multi Family	55	401	586	341	948	530	782								
	147	638	876	907	1145	782	1486								

Major Multi Family Building Permits										Units	School
2020											
8335 Nelson Street	2018 application	Townhouses	7	Mission Central							
32588 Cedar Valley Connector		Townhouses	27	Albert McMahon							
32970 Tunbridge		Apartment	77	Mission Central							
33136 3rd Ave	2020 application	Townhouses	46	Silverdale							
8335 Nelson Street	2018 application	Townhouses	41	Silverdale							
8335 Nelson Street	2018 application	Townhouses	41	Silverdale							
7411 Cedar	2017 application	Townhouses	19	Mission Central							
8335 Nelson Street	2018 application	Townhouses	41	Silverdale							
2022										258	
33230 2nd Ave	2020 application	Apartment	92	Mission Central							
7288 Maple Street		Apartment	105	Mission Central							
33929 Barker Court		Townhouses	36	Windebank							
32690 14th Ave		Apartment	103	Cherry Hill							
32335 Fletcher Ave	2020 application	Apartment	105	West Heights							
										441	

% of new development affecting the school												
	2016	2017	2018	2019	2020	2021	2022	Avg				
Albert McMahon	55%	43%	30%	55%	10%	23%	42%	31%				
Cherry Hill	1%	3%	0%	3%	13%	1%	2%	5%				
Christine Morrison	0%	8%	0%	10%	9%	0%	3%	6%				
Deroche	0%	0%	0%	0%	0%	0%	0%	0%				
Dewdney	0%	0%	0%	0%	0%	0%	0%	0%				
Edwin S Richards	0%	0%	0%	0%	0%	0%	0%	0%				
Hatzic E	7%	5%	1%	0%	1%	1%	1%	2%				
Hillside	0%	0%	0%	0%	0%	0%	0%	0%				
Mission Central	5%	12%	6%	12%	29%	6%	43%	14%				
Silverdale	5%	2%	46%	1%	0%	0%	2%	10%				
Stave Falls	0%	0%	1%	4%	1%	1%	3%	2%				
West Heights	1%	1%	16%	0%	34%	46%	0%	20%				
Windebank	24%	25%	0%	14%	2%	22%	3%	11%				

Public Meeting of the Board of Education

Tuesday, April 18, 2023



ITEM 6.1 Action

File No. 1020/1025

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Equity, Diversity and Inclusion (Policy 2.0)

Recommendation

THAT the draft Equity, Diversity and Inclusion (Policy 2.0) be approved in principle and the formal public engagement in the review of the draft policy be initiated.

1. Summary:

Staff has worked on reviewing the policy and is now presenting it for review.

2. Background:

In January 2021, the school district began developing an anti-racism policy. As the development of the policy progressed, it expanded to be a fulsome Equity, Diversity, and Inclusion Policy. A significant amount of time was taken to engage with Siwal Siwes. The policy is in the form to support a more fulsome public, employee, and student engagement and review process.

The policy aligns with the Ministry's goals with respect to anti-racism and will provide the policy support to actively engage in anti-racism work, to work on the Calls to Action, and support the strategic plan of the Board.

The review at the Committee of the Whole meeting suggested adding disabilities to the specific actions in k on the second page of the policy. This suggestion has been included in policy that is presented.

3. Options:

- i. Approve the draft policy in principle as presented;
- ii. Amend the policy;
- iii. Refer the policy back to a future Committee of the Whole for further review.
- iv. Do not approve the policy.

4. Analysis and Impact:

- Strategic Plan Alignment

This policy is closely aligned with the strategic plan.

Honouring Culture and Territory: equitable outcomes, culture, Equity and the Equity Scan;

Future Orientation: Embracing Diversity, Strengthening support for learners, and community collaboration;

Student Centred Learning: supporting positive learning experiences, student ownership of learning, supporting social and emotional learning, applying trauma-informed practices;

Effective Learning Environments: welcoming, safe and inclusive environment, diversity in the school community, accessible environment, respect for differences;

Quality Teaching and Leadership: diverse staff, increasing employment of persons of indigenous ancestry, professional learning and collaboration.

- Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- Funding Guidelines, Costing, & Budget Impact

- Policy, Legislation, Regulation
- Organizational Capacity
- Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation: In addition to participation at the Committee of the Whole meetings where the draft policy is reviewed, the public engagement process includes placement on the engage.mpsd.ca website. Information and feedback from the engagement website will be returned with the policy for consideration.

6. Implementation: April 2023 Board meeting for approval in principle

April 2023 Posted on <https://engage.mpsd.ca> website to solicit public comment on the draft policy and circulate policy to staff and students, soliciting final comments.

May/June 2023 CotW review/discussion/revisions considering comments from the public engagement process

June 2023 Final approval

7. Attachments: Draft policy 2.0 Equity, Diversity and Inclusion

Section:	District Administration	
Title:	Equity, Diversity, and Inclusion	2.0

Purpose

To outline expectations for equity, diversity, and inclusion within the Mission School District environment.

Policy

The Board supports and endorses the values and objectives contained in the *Canadian Human Rights Code*, *British Columbia Human Rights Code*, the *Charter of Rights and Freedoms*, the Truth and Reconciliation Commission (TRC), the *United Nations Declaration on the Rights of Indigenous Peoples*, the *British Columbia Declaration on the Rights of Indigenous People's Act*, the *Canadian Multiculturalism Act*, the *British Columbia Multiculturalism Act*, and the *British Columbia Accessibility Act*.

Mission Public Schools is committed to a policy of respect, embracing the principles of equity, diversity, and inclusion, considering the many cultures and diverse abilities within its schools where people:

- develop an awareness of and question our personal biases and their potential impact on others, and using this awareness to make unbiased decisions,
- recognize and eliminate even the subtlest inequities in the learning and working environments,
- respond with understanding by addressing systemic inequities,
- make decisions and take action while embracing the principles of equity, diversity, and inclusion, and
- sustain commitment, especially in the face of discomfort or resistance.

The Board is committed to an equitable, diverse, and inclusive school environment, creating equitable learning and working opportunities using the principles of non-discrimination set out in the *Canadian and British Columbia Human Rights Codes*. The Board is also committed to:

- reconciling inequities for Indigenous children and youth by operating consistently with the Calls to Action of the Truth and Reconciliation Commission, the *United Nations Declaration of the Rights of Indigenous Peoples*, the *BC Declaration on the Rights of Indigenous Peoples Act*, the *BC Tripartite Education Agreement (BCTEA)*, the *Local Education Agreements (LEAs)*, and
- operating consistently to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by persons with disabilities, and promote respect for their inherent dignity, consistent with the principles of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), the *Canadian Charter of Rights and Freedoms*, and the *Accessible B.C. Act*.

The Board is committed to eradicating oppression, ethnocentrism, prejudice, stereotyping, discrimination, hate and racism in any form.

Specifically, Mission Public Schools will:

- Fulfill the commitments of the Equity Scan:

Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity:

1. Sp'óq'es, The Eagle: Honouring Relationships and Kin Connections.
 2. Swep'áth', The Sunrise: Creating and Maintaining Safe Learning Environments.
 3. Sq'émél, The Paddles Raised: Supporting Student Success in Equitable Ways.
 4. Sléxwelh, The Canoe: Honouring the Past, Being in the Present, Strengthening the Future.
- b. Include the principles of equity, diversity, and inclusion in the District's policies, procedures, and relations with staff, students, parents, and the larger community.
 - c. Develop knowledge, understanding, and sensitivity of the history of Saint Mary's Residential School and its ongoing impacts, including intergenerational trauma on the children, youth and families of Indigenous peoples in Mission, British Columbia.
 - d. Work to heal the historical wrongs and harm to Indigenous peoples in Mission, British Columbia, and Canada.
 - e. Work to increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of Mission, and more broadly British Columbia and Canada.
 - f. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias, that support an inclusive and equitable working and learning environment.
 - g. Ensure every student, employee, volunteer, and community partner understands their responsibility for creating a climate where all members of the school community feel they are welcome and that they belong.
 - h. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate respectfully, culturally safe, and completely, in learning, socializing and gathering.
 - i. Create an environment where the respectful participation of all students is valued.
 - j. Develop systems that encourage choice, collaboration, and self-agency.
 - k. Work to achieve educational and employment equity, eradicating assumptions regarding success or failure that correlate with personal qualities, attributes, and characteristics, such as race, ethnicity, linguistic background, economic class, gender, sexual orientation, spirituality, beliefs, religion, physical, cognitive ability, disabilities, or any other socio-political identity markers.

Definitions:

Agency	The ability to choose actions that are self-generated.
Bias	An inclination for or against something.
Equity	The fair and respectful treatment of all people, where there is no differentiation that results in an advantage or disadvantage from others due to personal dimensions, qualities, attributes, and characteristics;

Equity involves the creation of opportunities and reduction of disparities in opportunities and outcomes for diverse communities, as well as overcoming discrimination due to differentiation, prejudice or biases. Equity acknowledges that these disparities are rooted in historical and contemporary injustices and disadvantages.

Discrimination	The structure, perspective, treatment, or behaviour directed towards others, that negatively or unfairly impacts them; discrimination is often based on prejudicial differentiation considering personal dimensions, qualities, attributes, and characteristics.
Diversity	A demographic mix of people with a wide spectrum of personal dimensions, qualities, attributes, and characteristics, such as race, culture, ethnicity, linguistic background, economic class, religion, gender identity, sexual orientation, physical and cognitive ability, disability, and diverse ability.
Ethnocentrism	The evaluation of other cultures according to preconceptions originating in the standards and customs of one's own culture.
Implicit Bias	A form of bias that occurs automatically and unintentionally that affects thoughts, judgements, decisions, and behaviour.
Inclusion	An environment with a collective culture that welcomes, embraces, respects, accepts and values everyone and all worldviews, with authentic and empowered participation resulting in a true sense of belonging.
Neurodiversity	The natural range of differences in human mental or neurological function.
Oppression	Unjust treatment or control, preventing people from having opportunities and freedom.
Prejudice	An unjustified, typically negative, attitude towards others.
Racism	The discriminatory treatment of others due to race or racial bias.
Racism of low expectations	A form of racial discrimination where certain racial groups are held to lower standards because of an implicit belief that they are less capable.
Stereotype	A pervasive overgeneralized belief about a particular group.
Systemic Inequity	The system of privilege and inequality created and maintained by interlocking societal institutions that perpetuate inequities and racism.

Guidelines:

1. The work of Mission Public Schools will operate to ensure:

- 1.1. That race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, disability, diverse ability, or any other personal quality, attribute, or characteristic is not a predictor or determinate of a child's educational experiences or outcomes.
- 1.2. That race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, disability, diverse ability, or any other personal quality, attribute, or characteristic is not a predictor or determinate of an employee's experience or advancement.
- 1.3. The rights of Indigenous peoples are supported, consistent with the following:
 - a. the Truth and Reconciliation Commission, including but not limited to:
 - i. Call to Action 62.
 - i – Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students (expand to include adult learners).*
 - iii – Building student capacity for intercultural understanding, empathy, and mutual respect.*
 - b. The United Nations Declarations on the Rights of Indigenous Peoples, including but not limited to:
 - i. Article 8.1 - *Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.*
 - ii. Article 14.2 - *Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.*
 - iii. 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.*
 - c. the *British Columbia Declaration on the Rights of Indigenous Peoples Act*, including, but not limited to:
 - i. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*
 - ii. *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*
 - iii. *Indigenous peoples have the right not to be subjected to any discriminatory conditions of labour, and inter alia, employment or salary.*
- 1.4. All students are supported through the Professional Standards for BC Educators:
 - i. 1| Educators value the success of all students. Educators care for students and act in their best interest.
 - ii. 3| Educators understand and apply knowledge of student growth and development.

Educators recognize the importance and connection of cultural identity, ways of being, and worldviews to student learning.

- iii. 6| Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators teach curricula from Canadian, First Nations, Inuit, Metis, and global perspectives.

- iv. 9| Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

- 1.5. There is a culture of equity for children, meaning that every child:

- a. receives every day what they need to thrive social-emotionally, culturally, and academically,
- b. is fully included in, and valued by, the school community,
- c. has a right to feel loved and cared for and to feel that they belong to the school community,
- d. is seen and valued for who they truly are as a growing person, and their unique interests and gifts are nurtured and cultivated,
- e. has access to high-quality education with an extensive range of learning opportunities, activities, and materials, including authentic Indigenous learning resources, and
- f. is provided with the opportunity to challenge educational opportunities, contrary to the racism of low expectations.
- g. has access to engage in meaningful, challenging learning experiences.

- 1.6. The social-emotional well-being of every child, which is as important as their academic progress, achievement, and success, is supported and nurtured.

- 1.7. There is a culture of equity, diversity, and inclusion for employees, meaning that the school district will actively work to achieve an inclusive work environment, where diverse employees are provided equitable opportunities for meaningful work, and where the school district works to remove the barriers to support equitable opportunities.

- 1.8. There is a culture of equity-based learning, meaning that people:

- a. are aware of their personal implicit biases and how their beliefs, attitudes, and stereotypes may impact how they perceive and respond to Indigenous, Black, and Persons of Colour (IBPOC) and/or diverse abilities,
- b. work to actively suspend their personal biases in all interactions with and when making decisions, that impact students, and
- c. are aware of, and work to eliminate, systemic racism and the ways in which systems of education, employment, transportation, housing, health care, and criminal justice produce racialized outcomes for IBPOC,
- d. are aware of, and work to eliminate, practices that uphold systemic inequities.

- 1.9. There is a culture of inclusiveness, consistent with the principles of non-discrimination set out in the *Canadian and British Columbia Human Rights Codes*, to promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- 1.10. There is a commitment to the guiding principles of the *United Nations Convention on the Rights of Persons with Disabilities* (CRPD):
- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons,
 - Non-discrimination,
 - Full and effective participation and inclusion in society,
 - Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity,
 - Equality of opportunity,
 - Accessibility,
 - Equality between men and women (among all genders including men, women, non-binary, of all ages etc), and
 - Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.
- 1.11. Equality rights are at the core of the Canadian Charter of Rights and Freedoms, and they are intended to ensure that everyone is treated with the same respect, dignity and consideration (without discrimination), regardless of personal qualities, attributes, or characteristics, such as race, national or ethnic origin, colour, religion, age, sex, gender, sexual orientation, age, mental or physical disability, neurodiversity, residency, marital status or citizenship.

Guidelines for Learning Opportunities, Resources, and Curriculum:

With respect to human rights, equity, inclusion, and cultural diversity, the District will commit to:

- The provision of intentional learning opportunities for staff and students, including the use of inclusive and appropriate language.
- The examination of resources to identify and remove resources with racial bias and stereotypes.
- The creation and acquisition of authentic, appropriate, current, and relevant recommended learning resources, including own voice stories that amplify the authors' own experiences that are written from their own perspective.
- The examination and revision of planning, teaching and assessment strategies.

Date of Original Board Approval:

Date Amended:

Cross Reference:

Policy 2.3	Sexual Minority – Sexual Orientation – Gender Identify – Anti-homophobic
Policy 3.0	Safe Caring, and Respectful Schools
Policy 5.0	Safe, Caring, and Respectful Workplaces:
Policy 4.1	Learning Resources
AP 3.0.1	Safe, Caring, and Respectful Schools
AP 5.0.1	Workplace Bullying, Harassment, & Discrimination Complaint Procedure
AP 4.1.1	Selection of Resource Materials
AP 4.1.2	Challenge of Learning Resource Materials

Resources: Diversity - <https://ccdi.ca/our-story/diversity-defined/>
BCTF Professional Standards for BC Educators

ITEM 6.2 Action

File No. 1020/1025

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Safe, Caring and Respectful Schools (Policy 3.0)

Recommendation

THAT the draft Safe, Caring and Respectful Schools (Policy 3.0) be approved in principle and the formal public engagement in the review of the draft policy be initiated.

1. Summary:

Staff has worked on reviewing the policy and is now presenting it for approval in principal.

2. Background:

Staff have completed a fulsome review of the policies that address student behaviour, conduct expectations, and processes used for addressing student behaviour. This review has resulted in a new policy for the Board to consider – that is separate from the policy intended for employees. In addition, the development of procedures to address student behaviour has been modified to support a learning process as opposed to a punitive process.

A significant amount of consultation with staff was conducted in the update of the policy and procedures, and are in a state to begin a more formal school community-focused review.

Suggestions from the committee of the whole suggested changing the name of the Discipline Review Committee. This has been noted, but no change has been incorporated into the policy.

Another suggestion was to include backpacks and purses in 5.4.

3. Options:

- i. Approve the draft policy in principle as presented;
- ii. Amend the policy;
- iii. Refer the policy back to a future Committee of the Whole for further review.
- iv. Do not approve the policy.

4. Analysis and Impact:

- i. Strategic Plan Alignment
- ii. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- iii. Funding Guidelines, Costing, & Budget Impact
- iv. Policy, Legislation, Regulation
- v. Organizational Capacity
- vi. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

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

5. Public Participation: Public Participation: In addition to participation at the Committee of the Whole meetings where the draft policy is reviewed, the public engagement process includes placement on the engage.mpsd.ca website. Information and feedback from the engagement website will be returned with the policy for consideration.

6. Implementation: April 2023 Board meeting for approval in principle

April 2023 Posted on <https://engage.mpsd.ca> website to solicit public comment on the draft policy and circulate policy to staff and students, soliciting final comments.

May/June 2023 CotW review/discussion/revisions considering comments from the public engagement process

June 2023 Final approval

7. Attachments:

- i. Draft policy 3.0 Safe, Caring, and Respectful Schools Policy
- ii. Draft procedure 3.0.1 School and Student Conduct Procedure
- iii. Draft procedure 3.0.2 Safe, Caring, and Respectful Schools Procedure

Section:	District Administration	
Title:	Safe, Caring, and Respectful Schools Policy	3.0

Purpose

To outline the vision and expectations for safe, caring, and respectful school environments for students, staff, families, elected officials / trustees, and others interacting with schools.

Policy

Mission Public Schools actively and continuously strive to provide safe, caring, equitable, anti-racist, inclusive, and respectful learning environments where students experience a sense of belonging. Elected trustees, management, employees, students, parents, volunteers, invited guests and community members have a shared responsibility in maintaining safe, personally secure, and respectful schools that are free from discrimination, bullying, harassment, violence, or vandalism.

The District recognizes and values the diversity of people within our school communities and values the contributions each person makes to the overall culture of our district. We expect all individuals interacting with the school community to demonstrate respect for others' rights, beliefs, ideas, and property.

Mission Public Schools understands:

- each member of the school and community has a shared responsibility for modelling appropriate behaviour;
- each member of the school and community has a shared responsibility to support all students in identifying and addressing personal difficulties and/or systemic or attitudinal barriers;
- each member of the school and community has a responsibility to recognize and provide culturally safe learning environments and instruction;
- students benefit when schools, families, and community collaborate to support student learning and well-being;
- a positive school climate and culture are essential to a safe, caring, and respectful school environment;
- preventative, responsive, and repairing measures are key to maintaining safe, caring, and respectful learning environments.

1. Conduct Expectations:

- 1.1. Every person who interacts with the school district is responsible for demonstrating respectful behaviour consistent with human rights and anti-discrimination legislation and policy on and off school property and online.
- 1.2. We do not condone or accept any form of bullying or harassing conduct, intimidation, threatening or violent behaviours, nor acts of discrimination due to a person's race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, in accordance with the B.C. *Human Rights Code* and district policies (see cross-reference below).
- 1.3. Mission Public Schools expects all individuals:
 - 1.3.1. to show respect for self, others, and property;

- 1.3.2. to demonstrate respectful and responsible behaviour that leads to a culture of safety, equity, diversity, inclusion, and respect, in schools, online, and at all school-authorized events and activities, or other spaces that will have an impact on the school environment;
- 1.3.3. to show lateral kindness, care, respect, and concern for others, and take appropriate measures to help those in need;
- 1.3.4. to show care, respect, and concern for school property, and the property of others,
- 1.3.5. to learn and engage in culturally responsive, including, and anti-racist training and practices.

2. Prevention, Response, and Repair:

- 2.1. Behaviour is a form of communication and often represents unmet needs or not yet developed skills.
- 2.2. All schools will engage in proactive, preventative measures to reduce the likelihood of behaviour that can harm individuals or the learning environment.
- 2.3. Responsive measures will be taken when behaviour disrupts the learning environment or is harmful to individuals.
 - 2.3.1. Where responsive measures are required, a variety of factors will be considered, including the age of student(s) involved, the severity and frequency of the incident(s), the intent, the impact, any possible disability considerations, cultural responsiveness, and context. Responsive measures are progressive in nature and must be age appropriate and reflect the intellectual and emotional development of the student.
 - 2.3.2. We maintain the opportunity to teach skills and help students practice safe, caring, and respectful behaviour when they are included in school. Wherever possible, we seek to keep students in school. Responses to misbehaviour begin with restorative practices and only result in suspension in extreme circumstances (including repeated offences). Behaviours that affect the safety of self or others may result in immediate suspension.
- 2.4. Repairing relationships after harm has occurred is an important step in restoring safety, belonging, and care in school communities. Restorative practices are an important element in repairing harm.

3. General Guidelines

- 3.1. Processes to address student behaviour that does not meet conduct expectations, and processes for investigating behaviour that is contrary to this policy, the *School Act*, and the *BC Human Rights Code*, are explained in administrative procedures and individual school conduct expectations (codes of conduct).
- 3.2. Administrative procedures, guidelines, and processes will be developed to:
 - 3.2.1. Support equity, diversity, and inclusion when developing safe, caring, and respectful schools.
 - 3.2.2. Include guidelines for addressing student behaviour that does not meet conduct expectations. Guidelines will refer to preventative, responsive, and repairing measures.
 - 3.2.3. Address instances where members of the public interacting with schools feel bullied, harassed, or discriminated against due to actions of students or employees representing Mission Public Schools in an official capacity.
 - 3.2.4. Address an identified poisoned school environment.
- 3.3. The process for investigating and addressing complaints will be done in a timely and confidential manner.
- 3.4. Students and school employees will review school Codes of Conduct and this policy annually, in an age-appropriate and culturally responsive manner.

4. Definitions

- 4.1. ***Bullying, Harassment, Peer Conflict, and Mean Behaviour*** - We often call any hurtful behaviour bullying or harassment but it is important to differentiate behaviours among students, as each behaviour calls for a different response.
 - 4.1.1. *Bullying* can take many forms, including cyberbullying, physical bullying, and emotional bullying. It has three key features that must be present for the situation to be considered bullying.
 - 4.1.1.1. Power imbalance
 - 4.1.1.2. Intention to harm
 - 4.1.1.3. Repeated over time
 - 4.1.2. *Harassment* is defined by the Canadian Human Rights Commission as a form of discrimination. It includes any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time. Serious one-time incidents can also sometimes be considered harassment.
 - 4.1.3. *Peer Conflict* occurs within relationships, as people learn to navigate differences. People have times when they disagree and may become so frustrated they say mean things or act out physically. Usually peer conflict occurs among students that play or hang out together, have equal power, are equally upset, are both interested in the outcome and will be able to work things out with adult help (after calming down).
 - 4.1.4. *Mean Behaviour* is not planned and seems to happen spontaneously. It may be aimed at any child nearby, and the child being mean may feel bad when an adult points out the harm they have caused.
- 4.2. ***Intimidation*** is any action intended to induce fear in another person.
- 4.3. ***Discrimination*** is an action or decision that treats a person or a group badly for reasons such as a person's race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- 4.4. A ***Poisoned School Environment*** is where there is a focused pattern of bullying, harassment, cyberbullying, intimidation, lateral violence, or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing, or discriminatory behaviour.
- 4.5. ***Lateral Violence*** is a result of the impact of colonialism, residential schools, and cultural genocide that continues to result in both intergenerational and contemporary trauma for many Indigenous people. Lateral violence occurs when we direct our feelings of dissatisfaction or anger toward one another – instead of recognizing that the true adversaries are colonialism, internalized racism, and oppression in other forms. Lateral violence, also referred to as lateral “unkindness”, is expressed in many ways, such as gossip, verbal and physical assaults, passive-aggressive behaviours, blaming, shaming, attempts to socially isolate others, demeaning activities, bullying, and threatening or intimidating behaviour (First Nations Health Authority, “From Lateral Violence to Lateral Kindness”).
- 4.6. ***Lateral Kindness*** is an approach to addressing lateral violence based on Indigenous values that promote social harmony and healthy relationships. Lateral kindness uses First Nations teachings about respect, fairness, and the importance of relationships to create an environment built on a foundation of kindness (First Nations Health Authority, “From Lateral Violence to Lateral Kindness”).

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)

Respectful Schools – February 2016 (Policy 25)

Date Amended:

Legal Reference: *Workers Compensation Act – Section 115, OHS Regulation*
Human Rights Code (RSBC 1996), Chapter 210

Cross Reference: [*Equity, Diversity, and Inclusion Policy 2.0*](#)
[*Safe, Caring, and Respectful Schools Procedure 3.0.2*](#)
[*Sexual Minority Policy 2.3*](#)
[*Student Codes of Conduct Procedure 3.0.1*](#)

DRAFT

Section:	School Administration	
Title:	Student and School Conduct	3.0.1

Purpose

To outline the requirements for each school in the District to create, update, review, and educate students, employees, and parents on student and school conduct and behaviour expectations.

1. Procedures

- 1.1. Each school must establish school conduct and behaviour expectations (code of conduct) that provides a rationale for the expectations, focused on providing a safe, caring, and respectful school environment.
- 1.2. School conduct expectations must be developed in consultation with school students, parents, and employees.
- 1.3. School conduct expectations must be consistent with the *School Act* regarding codes of conduct, the Board's Safe, Caring and Respectful Schools Policy; the Equity, Diversity, and Inclusion Policy; and Provincial Ministerial Order (M276/07).
- 1.4. School conduct expectations must include:
 - a) specific references to each of the prohibited grounds of discrimination including race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, and age set out in section 7 and section 8 of the *Human Rights Code*, RSBC 1996, c. 210).
 - b) one or more statements regarding behaviour expectations, specifically including examples of behaviour that are both consistent with and contrary to the expectations of the Safe, Caring and Respectful School Policy and the Equity, Diversity, and Inclusion Policy.
 - c) Consequences for behaviour that is not consistent with expectations shall be established consistent with the Safe, Caring, and Respectful Schools Procedure. Special considerations shall be considered for the student's age, maturity, and special needs, if any; special considerations may be made for students that are unable to comply with conduct expectations due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
 - d) a statement that reasonable steps will be taken to prevent retaliation against a complaint of a breach of the conduct expectations, in accordance with the Safe, Caring, and Respectful Schools Policy, the Safe, Caring and Respectful Schools Procedure.
- 1.5. Conduct expectations must be displayed in a prominent area in the school, visible to visitors and ambassadors of the school.
- 1.6. School conduct expectations must be distributed to students and their parents or guardians as well as school employees, at the start of each school year.
- 1.7. School conduct expectations must also be available to the public and posted on school websites.

Date Adopted: _____ **2023**

Legal References Provincial Ministerial Order (M276/07)
BC Human Rights Code, RSBC 1996, c. 210)

Cross Reference: 2.0 [Equity, Diversity, and Inclusion Policy](#)
3.0 [Safe, Caring, and Respectful Schools Policy](#)
3.0.2 [Safe, Caring, and Respectful Schools Procedure](#)

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Forms

- – *Documenting Workplace Bullying, Harassment, and Discrimination Form*

Resources:

Worksafe BC - Workplace Bullying and Harassment Policy Guidelines

Policy D 3-115-2 Employer Duties

Policy D3-116-1 Worker duties

Policy D3-117-2 Supervisor duties

Human Rights Code (RSBC 1996), Chapter 210

DRAFT

Section:	School Administration	
Title:	Safe, Caring and Respectful Schools	3.0.2

Purpose

To outline the procedures and guidelines to prevent, respond to, and repair incidents of student behaviour that disrupt or harm a safe, caring, and respectful school environment.

1. General Guidelines

- 1.1. These procedures apply to all students and staff of Mission Public Schools, including K-12 students and adult students.
- 1.2. Creating and maintaining a safe, caring, and respectful school environment begins with all adults interacting with students and building trusting relationships with them.
- 1.3. All adults in schools, including staff, parents, volunteers, trustees, and school visitors, have a responsibility to model calm, caring, and respectful behaviour.
- 1.4. Incidents of behaviours that are harmful to self, others, or property will be investigated in a timely and sensitive manner that respects confidentiality and dignity.
- 1.5. Underlying causes of behavioural incidents will be investigated and, where possible, a plan to respond to such issues will be developed and implemented.
- 1.6. Behaviours are considered holistically and planning is considered for the **prevention** of behaviours, **responses** to behaviours at the classroom, school, and district level, and **repairing** relationships or property when harm has occurred.
- 1.7. Principals and their designates are authorized under the School Act (Sections 20, 25, 26, 177) to maintain a safe and orderly school, and as such, have full authority over students' and others' access to the building and property.

2. Prevention:

- 2.1. Behaviour is a form of communication and often represents unmet needs or undeveloped skills. All schools will engage in proactive, preventative measures to reduce the likelihood of behaviour that can harm or disrupt the learning environment. Preventative measures include:
 - 2.1.1. All adults modelling safe, caring, and respectful behaviour;
 - 2.1.2. All adults in the building are present and attentive to possible behavioural cues;
 - 2.1.3. Building trusting, caring, and reciprocal relationships with and among students, staff, and parents;
 - 2.1.4. Teaching social and emotional skills (including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). These skills are taught and reinforced across grade levels and environments;

- 2.1.5. Teaching safety behaviours, including online safety and substance use prevention;
- 2.1.6. Teaching the safe and responsible use of tools, such as cell phones;
- 2.1.7. Using effective research-based strategies such as Emotion Focussed School Support (EFFS) and Trauma Informed Practices (TIP);
- 2.1.8. Establishing equitable and inclusive learning environments;
- 2.1.9. Creating learning opportunities that allow all students to be successful and to contribute to the classroom and school community;
- 2.1.10. Organizing learning spaces that allow for flexibility and choice for students;
- 2.1.11. Developing positive school cultures;
- 2.1.12. Partnering with parents and having open and ongoing communication with them;
- 2.1.13. Providing clear behavioural expectations and developing criteria for success. Behaviour guidelines in classrooms should be consistent with school-wide expectations outlined in the school's Code of Conduct;
- 2.1.14. Preparing a school Code of Conduct in collaboration with students, staff, and parents and clearly communicating and teaching the expectations outlined in the document;
- 2.1.15. Establishing predictable routines and structures for students and staff to follow.

3. Response

- 3.1. Responsive measures will be taken when unsafe, unkind, or disrespectful behaviour disrupts the learning environment or creates harm. Where responsive measures are required, a variety of factors will be considered, including the age and developmental level of the student(s) involved, the severity and frequency of the incident(s), the intent, the impact, whether the behaviour is a manifestation of the student's disability, and context.
- 3.2. Care will be taken to ensure responses are equitable and free from bias.
- 3.3. Responsive measures are progressive in nature and must be age appropriate and reflect the intellectual and emotional development of the student. Responsive measures can include, where appropriate:
 - 3.3.1. Education;
 - 3.3.2. Verbal discussion/reminder (redirection);
 - 3.3.3. Student self-reflection;
 - 3.3.4. Restitution;
 - 3.3.5. Conflict resolution;
 - 3.3.6. Restorative action (if all parties agree to this process);
 - 3.3.7. Indigenous Healing and Sharing Circle;
 - 3.3.8. Counselling;
 - 3.3.9. Functional behaviour assessment;
 - 3.3.10. Meeting with family and school teams;

- 3.3.11. The search of a student's locker or property if reasonable grounds exist of a threat or violation of policy (see section 5 below);
- 3.3.12. Violent Threat Risk Assessment (VTRA) if a student exhibits serious threat-making or violent behaviour or the possibility of such behaviour is made known to us by a credible third party (see [Threat Assessment Protocol Fair Notice](#)).
- 3.3.13. Referral to District Discipline Review Committee (DDRC) (suggestion to consider changing the name of this committee). All referrals to the DDRC result in immediate suspension until the DDRC meeting is held (see section 6 below);
- 3.3.14. Transfer to another school (through the DDRC process or in consultation with the Superintendent or Assistant Superintendent);
- 3.3.15. A suspension (in-school or out-of-school) or detention;
- 3.3.16. A report made to the RCMP.
- 3.4. Where responsive measures are required, parents will be informed in a timely manner. Parents of victims will also be informed as soon as possible.
- 3.5. We lose the opportunity to teach skills and help students practice safe, caring, and respectful behaviour when they are excluded from school. Wherever possible, we seek to keep students in school. Responses to misbehaviour are progressive and only result in suspension in extreme circumstances (including repeated offences). Behaviours that affect the safety of self or others may result in immediate suspension.
- 3.6. When students are suspended from school they will be provided with an educational plan.

4. Repair

- 4.1. Repairing relationships and/or property after harm has occurred is an important step in restoring safety, belonging, and care in school communities. Restorative practices are an important element in repairing harm. Planning should give consideration to:
 - 4.1.1. Processes for welcoming a student back into the classroom or school after suspension or time away;
 - 4.1.2. Repairing relationships between students or between students and staff;
 - 4.1.3. Repairing damage done to property, including financial repair.
- 4.2. A plan of support for the victim(s) of an incident may be necessary and will be created in consultation with the victim and their parents/guardians. A plan of support may include:
 - 4.2.1. Meeting with the school counsellor, youth care worker, Indigenous liaison worker, or other school support personnel;
 - 4.2.2. Creating a schedule to reduce or eliminate contact with the perpetrator;
 - 4.2.3. Restorative practices, with their consent;
 - 4.2.4. Other measures determined to assist the student.

5. Conducting Searches

- 5.1. Although a student attending school has a reasonable expectation of privacy, that expectation is less when the student is on school property than it would be in other circumstances.
- 5.2. Teachers and school principals are responsible for providing a safe environment and maintaining order and discipline in the school. This responsibility may require them to search students and to seize prohibited items.
- 5.3. The Principal, Vice Principal, or approved designate may conduct random locker searches to ensure compliance with school board policy regarding intoxicating or controlled substances and weapons.
- 5.4. Principals and vice principals may conduct a search of a student's personal property, locker, desk, backpacks, purses, or any area where a student's possessions may be stored if there are reasonable grounds to believe that policy has been or is being violated and that evidence of the violation will be found in the location searched. The following may constitute reasonable grounds in this context:
 - 5.4.1. Information received from a student believed to be credible;
 - 5.4.2. A staff member's or administrator's observation; or
 - 5.4.3. Any combination of sources of information which the relevant authority considers credible.
- 5.5. Body searches will not be conducted. Students may be asked to empty their pockets and remove outer clothing (hats, jackets, shoes, etc.).
- 5.6. The search will be conducted in a sensitive manner in a private setting and be minimally intrusive. A second staff member will be present, whenever possible, while a search is being conducted.
- 5.7. Where weapons or illegal or banned substances are found they will be considered forfeited and may be provided to the police.
- 5.8. Where there is the possibility of prosecution as a result of evidence found, the police will be contacted to conduct the search to ensure that any evidence seized will be admissible in court.

6. Discipline Review Committee (DRC) Process (consider changing the name)

- 6.1. DRC meetings are held when a student has been suspended for a serious offence affecting the safety and well-being of students and/or staff, or destruction of property.
- 6.2. The purpose of the DRC meeting is to review the events leading to the serious offence and to problem-solve by determining an appropriate placement and/or creating a plan for a safe and effective reintegration with the school community. The DRC is a formal meeting and typically only occurs once in a student's school career and should be taken seriously. Therefore, a formal DRC does not usually happen in elementary school.
- 6.3. A formal DRC may consist of:
 - 6.3.1. Assistant Superintendent (Chair)
 - 6.3.2. Director of Instruction Student Services
 - 6.3.3. District Principal of Indigenous Education (if the student identifies as Indigenous)

- 6.3.4. School principal (or VP)
- 6.3.5. 1-2 principals
- 6.3.6. Parent/guardian(s) and student
- 6.4. An informal, or site-based DRC is held when a concerning pattern of behaviour or serious incident has occurred in younger grades. A site-based DRC may consist of:
 - 6.4.1. Assistant Superintendent or Director of Instruction Student Services
 - 6.4.2. School administrator
 - 6.4.3. District Principal of Indigenous Education (if the student identifies as Indigenous)
 - 6.4.4. Parent/guardian(s) and student
 - 6.4.5. School-based support (i.e. Youth Care Worker or Indigenous Liaison Worker), if applicable
- 6.3 Upon request, a support person (i.e. Indigenous Student Success Coach)
- 6.4 A parent/caregiver can appeal a decision of the formal DRC committee, within 30 days of the decision (see [Student Appeals Bylaw #4](#)). Prior to submitting a Notice of Appeal form that can be obtained from the school or school district office. It is expected the parent/guardian will discuss the issue in a constructive manner with the Chair of the DRC.

7. Communication

- 7.1. The principal, vice principal, or designate will contact the parents/guardians of victims and perpetrators as soon as practically possible after an incident and after safety is ensured.
- 7.2. Confidentiality of all parties will be respected.

8. Complaint Process

Complaint process to be updated prior to final approval.

Date Adopted: _____, 2021

Cross Reference: [Student Appeals Bylaw #4](#)
[Equity, Diversity, and Inclusion Policy](#)
[Sexual Minority Policy](#)
[School Codes of Conduct Procedure](#)
[Concerns or Complaint Procedure](#)
[School Clothing Policy](#)
[Threat Assessment Fair Notice Protocol](#)

Forms [Notice of Appeal](#)

Notations:

Nothing in this procedure shall restrict a students' legal or civil right to file a complaint with the BC Human Rights Tribunal, or any other legislative body.

This procedure replaces procedure 111, respectful schools, and 114 Student Conduct Standards and Behaviour Management and Previous

DRAFT

Public Meeting of the Board of Education

Tuesday, April 18, 2023



ITEM 6.3 Action

File No. 1020/1025

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Safe, Caring, and Respectful Workplaces (Policy 5.0)

Recommendation

THAT the draft Safe, Caring, and Respectful Workplaces (Policy 5.0) be approved in principle and the formal public engagement in the review of the draft policy be initiated.

1. Summary:

Staff has worked on reviewing the policy and is now presenting it for approval in principle.

2. Background:

In 2019, the school district updated its policy and procedure regarding respectful schools and workplaces, in order to comply with WorksafeBC requirements.

As the portion of the policy to address student behaviour and conduct has now been separated out, the policy and procedure have been updated to focus on workplaces, and processes for employees. The updated policy and procedure will be filed in the section for Human Resources / Personnel, and the student policy and procedures will be filed in the section for schools and students.

No other significant revisions have been made to the policy and procedure.

A suggestion from the committee of the whole was to amend 3.2 to specify “management and others” in addressing a poisoned work environment.

3. Options:

1. Approve the draft policy in principle as presented;
2. Amend the policy;
3. Refer the policy back to a future Committee of the Whole for further review.
4. Do not approve the policy.

4. Analysis and Impact:

1. Strategic Plan Alignment
2. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
3. Funding Guidelines, Costing, & Budget Impact
4. Policy, Legislation, Regulation
5. Organizational Capacity
6. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
7. Benefits

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

5. Public Participation: In addition to participation at the Committee of the Whole meetings where the draft policy is reviewed, the public engagement process includes placement on the engage.mpsd.ca website. Information and feedback from the engagement website will be returned with the policy for consideration.

6. Implementation:

April 2023	Posted on https://engage.mpsd.ca website to solicit public comment on the draft policy and circulate policy to staff and students, soliciting final comments.
May/June 2023	CotW review/discussion/revisions considering comments from the public engagement process
June 2023	Final approval

7. Attachments:

Draft policy 5.0 Safe, Caring, and Respectful Workplaces Policy

Draft AP 5.0.1 Workplace Bullying, Harassment, or Discrimination Complaint Procedure

Section:	District Administration	
Title:	Safe, Caring, and Respectful Workplaces	2.2

Purpose

To outline the expectations for the conduct of employees and others in MPSD Workplaces.

Policy

Mission Public Schools will structure its workplaces to provide an orderly, safe, personally secure, and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or respect of any employee, including elected officials.

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

Mission Public Schools will not condone or accept within its workplaces, any bullying or harassing conduct, cyberbullying, intimidation, threatening or violent behaviours, nor any acts of discrimination due to a person's race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) *Human Rights Code* and the *Workers Compensation Act*.

The expectations apply to all Mission Public School buildings, worksites, including areas like lunchrooms, grounds, vehicles, and all work-related activities, including activities that occur away from the workplace by way of social or electronic media.

1. District Code of Conduct

- 1.1. Mission Public Schools and Worksites are to be orderly, safe, personally secure, and respectful of all, enabling workplace excellence, personal growth, and responsible citizenship.
- 1.2. Mission Public Schools expects respectful and responsible behaviour that leads to a culture of non-violence, equity, inclusion, diversity, and respect, at all its worksites, online, and at all school district-authorized events and activities, or at other events that will have an impact on the work environment.
- 1.3. All employees are expected to:
 - a) Comply with all applicable federal, provincial, and municipal laws, and district policies and procedures,
 - b) Value and encourage working environments that are inclusive and respectful of diverse individual, collective, social, and cultural needs of the school district,
 - c) Treat one another with dignity and respect,
 - d) Refrain from engaging in or encouraging acts of violence of any form,
 - e) Show care and regard for school property and the property of others, and
 - f) Take appropriate measures to help those in need.

- 1.4. Employees are not to engage in behaviour that constitutes bullying, cyberbullying, harassment, intimidation, lateral violence, threatening or violent behaviours, or discrimination as set out in the *BC Human Rights Code* including race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity or expression, or age.

2. General Guidelines

- 2.1. The Board, management, and employees share the responsibility of maintaining safe, personally secure, and respectful workplaces that are free from bullying, harassment, or discrimination.
- 2.2. Consequences for unacceptable behaviour, and processes for investigating behaviour that is contrary to this policy, the *School Act*, and the *BC Human Rights Code* and the *Workers Compensation Act*, are to be set out in administrative procedures.
- 2.3. Administrative procedures, guidelines, and processes must be developed to support respectful workplaces, equity, diversity, and inclusion, and:
 - a) to address instances where employees are subjected to bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours or discrimination, or
 - b) to address an identified poisoned work environment, or
 - c) to address instances where members of the public interacting with Mission Public Schools feel bullied, harassed, or discriminated against due to the actions of its employees representing Mission Public Schools in an official capacity.
- 2.4. The process for investigating and addressing complaints must be done in a timely and confidential manner.
- 2.5. All employees are required to review this policy and related procedures annually.

3. Definitions

- 3.1. *Bullying, Harassment, Cyberbullying, Intimidation, and Discrimination* include any inappropriate conduct, comment, or threat, by a person towards a worker, or others, that the person knew or reasonably ought to have known that would cause the worker, or others, to be humiliated or intimidated, or is unwelcome and would deny the worker, or others, individual dignity and/or respect. This includes any comment, conduct, or behaviour which serves no legitimate work-related purpose and has the effect of creating an intimidating, humiliating, hostile, violent, or offensive work environment. It also includes any comment or action that denies the other person individual dignity and/or respect that detrimentally affects workers, or others, with Mission Public Schools workplaces or has adverse job-related consequences, such as job security or career advancement.
- 3.2. A *Poisoned Work Environment* is where there is a focused pattern of bullying, harassment, cyberbullying, intimidation, or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where management or others have taken no action ~~is taken~~ to end the bullying, harassing or discriminatory behaviour.
- 3.3. *Discriminatory Grounds* are, in accordance with the *BC Human Rights Code*, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental

Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to the employment or intended employment.

3.4. *Lateral Violence* is anger and rage directed towards members within a marginalized or oppressed community by members of the marginalized or oppressed community. It can manifest as bullying, gossiping, sabotaging, undermining, or excluding others in the same community or workplace, creating a toxic environment.

4. Examples

- 4.1. Safe, caring, and respectful workplaces are free of acts of:
 - a. bullying, cyberbullying, harassment, threats, intimidation, verbal or written abuse, racism, homophobia, and other forms of discrimination of any kind, including but not limited to those listed above or any other distinguishing characteristic, or if based on an association with an individual or group with any of aforementioned characteristics,
 - b. any form of violence,
 - c. theft, or
 - d. vandalism.
- 4.2. Safe, caring, and respectful do not tolerate the presence of:
 - a. intoxicating or banned substances,
 - b. weapons (or replica weapons) and explosives, and
 - c. intruders or trespassers.
- 4.3. General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing or initiation practices, isolating employees, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.
- 4.4. Specific examples that constitute bullying, harassment, or discrimination
 - a. Verbal abuse or threats, bullying, coercion, taunting.
 - b. Unwanted physical contact such as touching, patting, pinching, punching, massaging.
 - c. Sexual advances and or requests for sexual favours.
 - d. Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
 - e. Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling, or slurs.
 - f. Derogatory or demeaning posters, pictures, cartoons, graffiti, or drawings.
 - g. Practical jokes which cause awkwardness or embarrassment.
 - h. Malicious gestures or actions such as leering, staring, tripping.
 - i. Any inappropriate comment or action based upon discriminatory grounds.
 - j. Disciplinary action or discrimination based on a criminal or summary conviction offence that is unrelated to the employment or intended employment.
- 4.5. Behaviours that may not constitute bullying, harassment, or discrimination:
 - a. Consensual Banter or Relationships – Two or more people bantering back and forth is not harassment if **everyone** involved agrees. *However, if anyone feels uncomfortable with the behaviour and the behaviour continues even after that person has expressed their*

discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment.

- b. Flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. *However, if one person changes their mind, and the other person persists in trying to continue the relationship, it is harassment.*
- c. Legitimate interventions – appropriate performance reviews, counselling, coaching and discipline are not considered bullying, harassment, or discrimination.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools – February 2016 (Policy 25)
Respectful Schools and Workplaces – September 2019

Date Amended: September 17, 2019
_____, 2023

Legal Reference: Workers Compensation Act – Section 115, OHS Regulation
Human Rights Code (RSBC 1996), Chapter 210

Cross Reference: [Equity, Diversity, and Inclusion Policy](#)
[Sexual Minority Policy](#)
[Workplace Bullying, Harassment or Discrimination Complaint Procedure](#)

Section:	Personnel	
Title:	Workplace Bullying, Harassment or Discrimination Complaints	5.0.1

Purpose

To outline the procedures for reporting, investigating, and addressing incidents or complaints of workplace bullying, cyberbullying, harassment, discrimination based on *discriminatory grounds*, complaints of a poisoned work environment, or other incidents that are contrary to the Safe, Caring, and Respectful Workplaces policy that impact a Workers' right to work in a safe, personally secure, and respectful workplace.

1. General Guidelines

- 1.1. These procedures apply to Workers of Mission Public Schools.
- 1.2. Workers have the right to be treated with dignity and respect and to work in an environment, including interpersonal and all forms of electronic communications, that is free from bullying, cyberbullying, harassment, or discrimination.
- 1.3. Managers, supervisors, and Workers are responsible for creating and maintaining a work environment free of all forms of bullying, harassment, and discrimination.
- 1.4. Workers are responsible for understanding what bullying, harassment, and discrimination is.
- 1.5. Workers are responsible for conducting themselves in a respectful and appropriate manner at the workplace, including when using social media and electronic media, and at work-related gatherings.
- 1.6. Workers must not bully, harass, or discriminate against other Workers, Students, or others that interact with Mission Public Schools and must comply with the Board policy and the administrative procedures addressing bullying, harassment and discrimination.
- 1.7. Workers must attempt to resolve personal differences in the workplace in a respectful manner.
- 1.8. Workers are encouraged to make known to other persons that any bullying, harassment or discriminatory conduct is unwelcome and that it should cease immediately. The Worker may engage the help of a co-worker or supervisor to advise the other person.
- 1.9. Workers must report incidents of bullying, harassing, or discriminatory actions and/or comments that they observe or experience.
- 1.10. Managers and supervisors are responsible for investigating incidents of bullying, harassment or discrimination they are informed of, whether a formal complaint has been submitted or not.
- 1.11. Managers and supervisors must take all incidents of bullying, harassment or discrimination seriously, addressing them in a timely manner, and assisting with the investigation and resolution as necessary.
- 1.12. Incident investigations must be conducted in a manner that is fair, timely and confidential to protect the personal security of others.
- 1.13. Nothing in this procedure is intended to reduce the rights and responsibility of a manager or supervisor, acting appropriately and in good faith, to manage the work performance of individuals in their workplace.
- 1.14. New Workers must review the Board Policy and the Administrative Procedures to address incidents of bullying, harassment and discrimination as they begin working for Mission Public Schools.
- 1.15. Every year, Workers must review the Board policy and the administrative procedures to address incidents of bullying, harassment and discrimination.

2. Other Guidelines – Students and non-employees

- 2.1. Complaints involving students will be addressed in accordance with the *Student Conduct Administrative Procedures*.
 - 2.1.1. An employee feeling bullied or harassed by a student is to report the situation to their manager or supervisor, or the school principal. In consultation with the manager, supervisor or principal, the employee may be expected to address the behaviour with the student if the employee is in an educator position. The employee and the employer will take appropriate action to ensure that the bullying and harassing behaviour stops in accordance with the Safe, Caring and Respectful Schools policy, and corresponding procedures.
- 2.2. Complaints involving individuals who are not employees such as contractors, parents etc. are to be treated just as seriously as harassment within the organization.
 - 2.2.1. An employee feeling bullied or harassed by a non-employee is to report the situation to their direct manager. If the employee making the complaint is in the same physical area as the alleged bully or harasser, then they are to leave the area immediately, if possible, and notify their direct supervisor. The employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops, or the non-employee will be barred from Mission Public School District property.
 - 2.2.2. A non-employee feeling bullied, harassed or discriminated against by a Mission Public School District employee is to report the situation to the manager of Mission Public Schools that they interact with, or to the Secretary Treasurer, or Superintendent. The non-employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behaviour stops and will address the complaint in accordance with this procedure.

3. Definitions

- 3.1. *Worker* includes any employee, contractor or volunteer working for Mission Public Schools, including permanent, temporary, casual and student Workers.
- 3.2. *Student* includes any person enrolled in a Mission Public school, program, or course, including K-12 students, continuing education students, and career education students.
- 3.3. *Non-employee* includes any parent or other member of the public or organization that interacts with the school district.

4. Procedures

4.1. Reporting incidents of bullying, cyberbullying, harassment, or discrimination.

4.1.1. When to report

Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly. In accordance with Section 151 (3) of the WorksafeBC Act, there is a one-year limit to make a claim. Subsection (4) of the WorksafeBC Act allows for an extension of up to three years if special circumstances were found to have prevented the filing.

4.1.2. Who to Report to

Workers are to report incidents or complaints to their direct supervisor who is a Manager, Director, Principal, Vice-Principal, Secretary-Treasurer, Assistant Secretary Treasurer, Superintendent or Assistant Superintendent.

If the complainant's direct supervisor is the person engaged in bullying, harassing or discriminating behaviour, contact one of the following:

Director of Human Resources, Secretary-Treasurer, or Superintendent
School District Office
33046 4th Ave Mission BC
V2V 1S5

4.1.3. How to Report

- a. Workers are obligated to report incidents or complaints of workplace bullying, harassment, or discrimination.
- b. The incident or complaint can be reported verbally or in writing.
 - i. When submitting a written complaint, the complaint should be submitted on the Workplace Bullying, Harassment and Discrimination Complaint Form.
 - ii. When reporting verbally, the reporting contact, along with the complainant, will fill out the Workplace Bullying, Harassment and Discrimination Complaint Form.

4.1.4. What to report

- a. Workers are to provide as much information as possible in the report, such as:
 - i. the names of the people involved
 - ii. witnesses
 - iii. where the event occurred
 - iv. when the event occurred
 - v. what behaviour and/or words led to the complaint
 - vi. physical evidence, such as vandalized belongings can be submitted
- b. To assist in completing the complaint form, Workers should make notes at the time an incident occurs or shortly thereafter, so that they can accurately report the incident. Refer to the Documenting Workplace Bullying, Harassment and Discrimination Form.

4.1.5. Processing the report

The reporting contact is to promptly submit the completed report to the Director of Human Resources.

4.2. Investigating incidents of bullying, cyberbullying, harassment or discrimination

4.2.1. How and when investigations will be conducted

- a. Upon receipt of a complaint alleging bullying, harassment or discrimination, the Director of Human Resources will initiate a review of the complaint and determine the type, scope, and resources needed for an investigation.
- b. Most investigations will be conducted internally by the Human Resources Department. An external investigator may be contracted to conduct

investigations that are complex or involve management employees including, managers, directors, principals, vice principals, and senior managers.

- c. Investigations will:
 - i. be undertaken promptly, and diligently, and be as thorough as necessary given the circumstances.
 - ii. be fair and impartial, providing both the complainant and the respondent equal treatment in evaluating the allegations.
 - iii. be sensitive to the interests of all parties involved and maintain confidentiality.
 - iv. be focused on finding facts and evidence, including interviewing the complainant, the target if different than the complainant, the respondent, and any witnesses.
 - v. incorporate, where appropriate, any need or request from the complainant or respondent for assistance during the investigation process, such as reassignment to a different site to work.
- d. Workers are expected to cooperate with investigators and provide details of incidents they have experienced or witnessed.

4.2.2. What will be included in the investigation

Investigations will include:

- a. Interviews with the complainant, the alleged target if the target is different than the complainant, the respondent, direct supervisors and managers, and any witnesses.
- b. Review of evidence such as emails, handwritten notes, photographs, video, or physical evidence such as vandalized objects.

4.2.3. Process for an investigation

- a. The complainant will be advised of:
 - i. the investigation process,
 - ii. who will be conducting the investigation,
 - iii. that the matter will be treated expeditiously and with confidentiality, and
 - iv. that the complainant must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or another representative.
- b. The respondent will be advised of:
 - i. the allegation, along with a copy of the report and documents submitted with the complaint,
 - ii. who will be conducting the investigation,
 - iii. that the matter will be treated expeditiously and confidentially,
 - iv. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or another representative, and
 - v. that threats or reprisal against the complainant will not be tolerated.
- c. Workers have the right to have a union member, association member, or other representative assist them and provide support during the interviews, or during the meeting to review the findings of the investigation.
- d. The investigator is required to conduct interviews, gather and review evidence, and review the applicable legislation and policies, including Mission Public Schools policy and procedures, the *Workers Compensation Act* including regulations and policies, and the (BC) *Human Rights Code*.

- e. The investigator is to determine whether bullying, harassment, or discrimination occurred, or not, as defined by Mission Public Schools policies and procedures and *WorksafeBC* legislation and regulations, and to make recommendations regarding remedies.
- f. The investigator is to prepare a final report on the investigation, including the findings and any recommendations for updating procedures. As the report will be disclosed to the complainant, the target if different than the complainant, and the respondent, pursuant to the Dorsey protocol, the final report should not use names and avoid identifying information unless it is necessary for reasoning. The report should only include documents necessary to support a finding.
- g. The final report is to be provided to the Secretary Treasurer, Superintendent, or designate.

4.2.4. Process for follow-up on findings

- a. The Superintendent, Secretary-Treasurer or designate, will advise the alleged target and the respondent of the investigation findings, pursuant to the Dorsey protocol.
- b. Following an investigation, the Secretary-Treasurer or designate is responsible for reviewing and revising workplace procedures to prevent any future incidents of bullying, harassment or discrimination in the workplace.
- c. Appropriate corrective actions are to be taken as soon as possible, within a reasonable timeframe.
- d. If the complaint is substantiated, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the respondent.
- e. If the complaint is not substantiated, and it is determined that the complainant deliberately made a false accusation or acted in a vexatious manner, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the complainant.
- f. Non-disciplinary or disciplinary action could include one or more of the following actions:
 - i. Education
 - ii. Counselling
 - iii. Verbal discussions
 - iv. Letter of Expectations
 - v. Letter of Discipline
 - vi. Transfer to another worksite
 - vii. Demotion
 - viii. A suspension without pay
 - ix. Termination of employment

Notations:

1. *Nothing in this procedure shall restrict an employee's legal or civil right to file a complaint with the BC Human Rights Tribunal, their respective Union, Worksafe BC, or any other legislative body.*
2. *This procedure must be followed in addition to any requirements within the Collective Agreements with CUPE Local 593 and MTU. Where the procedure and the collective agreement differ, the procedure outlined in the collective agreement will also be followed if required.*

Date Adopted: February 2007
Date Amended: April 2011 (procedure 405 Respectful Workplace)
Date Amended: September 17, 2019
November 2019
January 21, 2021
_____, 2023

Cross Reference: 2.0 Equity, Inclusion and Diversity Policy
5.0 Safe, Caring, and Respectful Workplaces Policy

Forms Workplace Bullying, Harassment, Discrimination Complaint Form
Documenting Workplace Bullying, Harassment, and Discrimination Form

Resources: Worksafe BC - Workplace Bullying and Harassment Policy Guidelines
Policy D 3-115-2 Employer Duties
Policy D3-116-1 Worker duties
Policy D3-117-2 Supervisor duties

Human Rights Code (RSBC 1996), Chapter 210

Public Meeting of the Board of Education

Tuesday, April 18, 2023



ITEM 6.4 Action

File No. 1025.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Board Meeting Procedure Review

Recommendation

THAT the amended Agenda Setting Committee Procedures dated April 2023 and the amended Guidelines for Delegations dated April 2023 be approved as amended.

1. Summary:

Following concerns with the presentation from the Action4Canada representatives, the Board directed staff to review the Board Meeting Procedures. The review identified the need to clarify the process for delegation requests that appear to be controversial and to ensure the Guidelines for Delegations are clear.

2. Background:

Currently, the agenda-setting committee procedures and the guidelines for delegations were reviewed considering the concerns regarding the presentation in January 2023. The amendments are intended to add clarity to the process for delegations.

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:

Section:	Governance	
Title:	Agenda Setting Committee Procedures	1.4.1

Purpose

To establish the procedure for the review and setting of meeting agendas.

Procedures

1. As per the Board Meeting Procedures, the Agenda Setting Committee reviews all items pertinent to the Business of the School District that is presented for inclusion on a Committee of the Whole or a Board Meeting. The Chair and the Vice-Chair of Advisory Committees are responsible for setting the agenda for the Advisory Committees.
2. The Agendas shall be set as follows:
 - a. Items for consideration are to be submitted by 4 pm at least seven days prior to the meeting, generally 4 pm on Tuesday before the regular committee and board meetings.
 - b. Delegation requests must be submitted on the approved request form as outlined in the AP 1.4.2 Guidelines for Delegations. When a delegation request is to present an item that is not fully relevant to public education or appears to be controversial, the agenda setting committee will consult with all Trustees before approving the delegation.
 - c. Items will be prioritized and placed on agendas in order to manage the work of the Board or Committee. Agendas will be set by considering the following information:
 - i. Any statutory deadline for Board approval;
 - ii. The emergent nature of the topic and any time constraints for response or consideration;
 - iii. The relevance of delegation requests to the business of the school district;
 - iv. The relevance of the item to a Committee meeting for discussion, or to a Board Meeting for a decision;
 - v. Items referred to a board meeting from a Committee meeting;
 - vi. The Board's Annual Work Plan; and
 - vii. The volume of items presented for consideration, considering the time constraints of the meeting.
3. Items that are not placed on the agenda will be forwarded to the next Agenda Setting for consideration at a future meeting.

Superintendent Approval: **March 2022**

Date Amended: **April 2023**

Cross Reference:

Section:	Governance	
Title:	Guidelines for Delegations	1.4.2

Purpose

To establish the procedure for requests to appear as a delegation or make a presentation at a Regular Board meeting, a Committee of the Whole meeting, or a Special Advisory Committee meeting.

Procedures

- As per the Board Meeting Procedures, community groups, parents, students, stakeholders, or education partners, shall be provided with the opportunity to appear as a delegation and make a presentation to the Board or a Committee of the Board, on relevant public education issues.
- Reports from Staff or the Financial Auditor are business of the Board, and as such, are not delegations.
- A request to appear as a delegation must be submitted to the Secretary-Treasurer or designate by 4 pm at least seven days prior to the meeting, generally 4 pm on the Tuesday before the committee or board meeting. The request must be submitted on the approved form, and include the following information:
 - The date of the meeting you wish to appear;
 - The subject matter to be discussed;
 - The name of the spokesperson;
 - The phone number and email address of the representative of the delegation;
 - The specific action that is being requested of the Board or the Committee;
 - An executive summary and any additional background material or correspondence to include with the meeting agenda.
- Requests to present may be refused if the subject matter addresses issues that are considered Closed Meeting items as per section 1.6.2 of the Board Meeting Procedures policy 1.4. Matters pertaining to personnel issues, individual students, or parent complaints will not be addressed by public delegation but rather through the District complaints process and finally through the appeals process pursuant to Section 11 of the School Act.
- The Agenda Setting Committee shall ~~determine~~decide whether the request will be granted. In the case of a refusal, the applicant may appeal to the Board in writing. Requests to present information that is not fully relevant to public education may not be approved.
- If the request to appear is approved, all information being provided during the presentation must be submitted to the Secretary-Treasurer or designate by noon on Thursday before the meeting. All information presented will be included on the published agenda. ~~Note:—information that is not provided esented prior to the agenda setting ahead of time will not be allowed to be presented during the meeting; without the approval of the majority of the Board members present at the meeting. Any~~

information not approved at the meeting, will be referred back to the ~~and will be forwarded to agenda~~ setting committee for consideration for a future meeting.

7. As per the Board Meeting Procedures, all delegations at Public Board meetings will be limited to 10 minutes. Presentations that are expected to be more than 10 minutes will be referred to a Committee meeting.
8. Delegates should expect to answer questions following the presentation.

Personal information is collected under the authority of the *Freedom of Information and Protection of Privacy Act* and the *School Act*. The information provided will become a matter of public record and will be published in meeting agendas and posted online. For enquiries about the use of information please contact the School District's Privacy Office (the Secretary-Treasurer, the Superintendent, or the Executive Assistant to the Board).

Formalities during Board or Committee meetings

The following information is provided for assistance when preparing to address Board members at a Board or Committee meeting:

1. The Chair will invite delegations to make their presentation.
2. All delegation comments at the meeting should be directed to the Chair.
3. Before making comments, please introduce the delegation and any organization or group you are representing.
4. The Chair may be referred to as "Chair _____" and other Board members as "Trustee _____".
5. Disruptive or disrespectful conduct by a delegation is prohibited.
6. Delegations are limited to ten (10) minutes.
7. Be aware that comments on some issues may be restricted by legal requirements or policy.
8. The Chair and Trustees may ask questions of the delegation in order to seek clarification.
9. The Chair and Trustees may ask questions of School District staff.
10. The Chair will indicate when the question period is complete, and the delegation session is over.
11. The delegation may return to their seat and watch the remainder of the meeting. If the delegation chooses to leave the meeting after the presentation, please do so in a quiet, orderly manner so as not to interrupt the proceedings.
12. At the close of the delegation, the Board may make a decision, refer the item to staff for further action, refer the item to a Committee meeting for further discussion and input, or consider an action if deemed emergent and time-sensitive.

Superintendent Approval: March 2022

Date Amended: April 2023

Cross Reference: Board Meeting Procedures Policy

ITEM 6.5 Action File No.

TO: Committee of the Whole
FROM: J. Bains, School Trustee
SUBJECT: Punjabi Language class for Elementary Schools

Recommendation

THAT the Board of Education direct staff to look at the feasibility of initiating a Punjabi Language Class in elementary school or schools and report back to the Board

1. **Summary:** Rationale: Members of the Punjabi community have been in contact to express their desire to have a Punjabi language class in elementary schools. This fits into Mission Public Schools' goal of inclusiveness and celebrating culture. Languages are integral to culture. I believe if this class can be implemented, it would be well received as another educational opportunity for our students.
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:**

School District #75 (Mission)
Public Meeting of the Board of Education Minutes

March 28, 2023, 6:30 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC

Members Present: Board Chair, Tracy Loffler
Vice-Chair, Randy Cairns
Trustee, Shelley Carter
Trustee, Linda Hamel
Trustee, Jash Bains

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

Others Present: MPVP Co-President, Sharon Widdows
A4C/Member of the Public, Krystyna Bielecka

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson.

Mission Public School District is located on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Sq'éwlets, Leq'á:mel, Sema:th, Matheqwi and Qwó:lt'el First Nations, peoples of this land since time immemorial.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

- A. At the Special Closed meeting of the Board of Education held March 9, 2023, Student matters, and Personnel were discussed.
- B. At the Closed Board of Education meeting held March 28, 2023, Property, Student & Personnel matters were discussed.

5.2 Capital Projects Bylaw

MOVED and Seconded THAT the following resolutions be approved:

THAT the required three (3) readings for Capital Bylaw No. 2023/24-CPSD75-01, a bylaw for the 2023/2024 Capital Plan, be carried out at one meeting.

CARRIED.

THAT the first reading of Capital Bylaw No. 2023/24-CPSD75-01, a bylaw for the 2023/2024 Capital Plan, be approved.

CARRIED.

THAT the second reading of Capital Bylaw No. 2023/24-CPSD75-01, a bylaw for the 2023/2024 Capital Plan, be approved.

CARRIED.

THAT the third and final reading of Capital Bylaw No. 2023/24-CPSD75-01, a bylaw for the 2023/2024 Capital Plan, be approved.

CARRIED

Early in March, we received confirmation of funds we requested for capital projects last year. A list of all we requested was shared. A number of items were not funded.

Is it feasible to build on the existing site instead of purchasing extra land? What is on this list will be presented to the Board again in June. Hatzic, MSS: we are looking into building with 2 stories and maximizing existing land.

A portion of the Hatzic roof has already been replaced. This funding is for another stage of replacement.

6. NEW BUSINESS

6.1 WorksafeBC, Supervising for Safety Training

MOVED and Seconded THAT the following resolution be considered for approval:

THAT the Board of Education trustees each complete the Worksafe BC Supervising for Safety online course.

MOVED and Seconded that the motion be amended to add: "By June 30, 2023."

CARRIED

Motion as amended:

THAT the Board of Education trustees each complete the Worksafe BC Supervising for Safety online course by June 30, 2023.

CARRIED

The Board Vice-Chair brought this motion forward to show leadership. All Exempt staff were asked to complete the WCB course. 18 have completed the course so far. The School District is actively working towards minimizing workplace accidents and making Safety a focus.

6.2 2023/2024 October 23 Calendar adjustment

MOVED and Seconded THAT the following recommendation be approved:

THAT the 2023-2024 Calendar be adjusted by removing the October 23, 2023 Non-Instructional (extra) day, to achieve sufficient instructional time.

CARRIED

After the last meeting, the Secretary-Treasurer reviewed the instructional minutes and the legislation. The Legislation was not amended. With this change, we lost the flexibility of having an extra non-instructional day (NID). We cannot add time elsewhere.

Addition of the day at Spring Break, was preference by MTU. The addition of the National holiday has caused this issue.

6.3 Painting of the White Feather at District Education Office

MOVED and Seconded THAT the following motion be considered for approval:

THAT Mission Public Schools paint the secondary entrance area, at the front of the SBO 'as a gesture and symbol of solidarity with Indian Residential School Survivors'. The Walkway with 'White Feather with orange background' painting would align in the work toward reconciliation and decolonization.

CARRIED

As discussed at the COTW, this gesture would show leadership towards the work on reconciliation.

Visual items are important for staff to feel safe and included.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, February 21, 2023

MOVED and Seconded that the Board of Education Public meeting minutes dated February 21, 2023, be approved.

CARRIED

8. INFORMATION ITEMS

9. CORRESPONDENCE

9.1 Letter from Minister of Education R. Singh RE: Healthy School Foods

Letter was provided for information.

9.2 Letter from DPAC re: AEDs

Letter was provided for information.

10. COMMITTEE MINUTES/LIAISON REPORTS

March 1 - Regional BCPSEA at Abby Arts Centre

March 7 - Siwal Si'wes meeting

March 7 - Parent Forum: Youth Substance Abuse and Safety

March 7 - COTW, CT scanner project celebration at Boswyk Seniors Centre

March 9 - SD75 Strategic Planning Board Retreat

March 9 - 22nd annual Cultural Diversity Awards night

March 9 - Transition Fair at MSS

March 10 - MSS announcement at board office

March 24 - 25 Columbia Institute High Ground 2023 Conference at Harrison Hot Springs

March 24 - Budget Presentation given by MLA's Alexis and D'eith, hosted by the Chamber of Commerce

- Review of the Budget with MLAs - note: only a very small amount out of the entire budget was directed at Education.
- High Ground Conference, Truth & Reconciliation - focused on how districts and municipalities can work together. There is a larger amount of information for school trustees. Legal advice was given on what a Trustee can do in their role, and what they cannot.
- BCSTA Indigenous Education Committee - Presentation by MNBC, Metis did not self-identify in SDs, discussed HAWD report; FNEESC, Importance of FSAs and attendance was stressed. Students need to see themselves in teachers.
- Riverside Open House
- Provincial Council
- BCPSEA Regional meeting and AGM
- Riverside Info night
- Short zoom w/BCSTA staff

External:

Mission Community Foundation – student scholarships meeting

Mission Heritage Commission – Komagata Maru meeting

11. ANNOUNCEMENTS

12. QUESTION PERIOD

RE Item 6.2: Is the board aware that by passing the motion - the SD is in violation of clause D22 of the collective agreement? Staff will review.

RE: Item 5.2 How much funding has the SD received in 2020, 2021, 2022? Were there any renovations done? How much has the district spent? During Covid, schools were still being used. There is an annual cycle of review we do every year. All information is shared on district website: <https://www.mpsd.ca/Board/Reports>.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:17 pm.

Chair, Board of Education

Secretary-Treasurer

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

ITEM 8.1 Information File No.

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: MSS Replacement

1. Summary:

In March, the school district received confirmation from the Capital Management Branch of the Ministry of Education that the school district may proceed with planning for the full replacement of Mission Secondary School (MSS). This report provides a high-level overview of the project timelines and major deliverables for the school replacement, and was shared at the Committee of the Whole on April 4, 2023.

2. Background:

The School District has been applying for funding for the full replacement of MSS for several years now. Originally the project was linked to seismic upgrades for the current structure. In March 2019, the Ministry approved the submission of a draft Project Definition Report (PDR) to the planning officer for Seismic work at MSS. In June 2021 staff submitted the Seismic Mitigation Program Concept Plan. The plan included three options: a seismic upgrade and expansion; a seismic upgrade, partial replacement and expansion; and full replacement. In 2022, the project was removed from the approved projects, and the school district could not proceed to the next steps.

In March 2023, the school district received confirmation that the MSS replacement school project was supported for planning. Staff are in the process of gathering information for the project.

Goals and Objectives:

To replace Mission Secondary School on the site of the current school – 7th avenue, Mission BC, with a new secondary school designed for 1500 students. Instruction will continue in the current MSS school during the construction phase.

Major Deliverables:

- a. Preplanning – District Team, Procurement Process, Engagement Process
- b. Ministry Funding Approval – PDR, Capital Branch support, Treasury Branch approval
- c. Design Requirements – staff / partners / public, City, Ministry
- d. Construction – tendering, contracts, trades, site management
- e. Demolition – old building removed
- f. Site works – all landscaping and other site works

In addition, attached is information from Ministry staff that outlines the primary procurement methods for projects of this nature - each with its advantages and disadvantages. The method of procurement selected tends to dictate the length of the process. Ministry staff are certainly leaning toward the Design-Build method, as this tends to limit the risk to the Ministry and the School District, generally provides the greatest flexibility in the design, brings innovation into schools and is often the fastest process as design activities occur during site prep work.

The Ministry connected staff with the Cowichan School District to discuss the process they are using for the construction of their replacement high school – Cowichan High School. See the public information site for Cowichan Secondary School Replacement Project <https://sd79.bc.ca/cowichan-secondary-replacement-project/>. This school is being constructed using the Design-Build process. The Cowichan school district will be sharing some of their project planning information with staff in the coming weeks.

FYI, the Cowichan School District is quite proud of the new school they are constructing. Through the design-build process, they were able to include a Long House and Elder space within the school with the Neighbourhood Learning Funding provided by the Ministry. They also renamed the school to the indigenous spelling of Cowichan - Quw'utsun. [See News Article](#).

3. Options:

No options are presented at this time. Staff continue to gather information and are preparing to submit documents to the Ministry. We are waiting for direction from Ministry staff regarding the process, which we hope to receive in the next week or so. This direction will dictate whether we can proceed directly to the PDR stage, or if we need to update the Concepts Plan first.

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

The initial estimate of the cost of the new school is in excess of \$100 million. This is a significant investment in the replacement school. The actual costing projections will be more fully developed in the coming months.

- d. Policy, Legislation, Regulation

The construction of the new school is funded by the Ministry of Education. The Capital Management Branch of the Ministry will be closely involved in the project, including participating in the approval processes for awarding contracts. The full details of this involvement will be reported on later in the planning stages. The Ministry indicated that new schools are coordinated through Infrastructure BC. <https://www.infrastructurebc.com/>.

- e. Organizational Capacity

The construction of a replacement high school will require support from employees inside the organization, as well as external contractors. Based on preliminary conversations, the project is expected to impact the workload of senior positions until contracts are tendered, and then approximately 1.0 of additional support during the construction process - the 1.0 is shared between the high school principal (.5 release time), and their Associate Superintendent. As this project progresses, the staffing needs for the MSS project will be identified and presented during future meetings.

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

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

5. Public Participation:

Extensive consultation and participation in the design process will be required. Some of this consultation will be initiated by the school district, and much of the final design consultation will be led by contractors.

6. Implementation:

Staff are hoping to have the PDR report in final form to the Ministry by August 31, 2023, if we are able to proceed directly to the PDR stage without having to complete any additional concept plans. The hope is that if information can be put together quickly, the funding for the project may be approved by the Ministry in March 2024. If the PDR report cannot be completed by August, the funding decision would not be expected until March 2025.

Once funding is approved the project is expected to take at least one year of planning, and 3 – 5 years for design and construction.

As such, it is expected that the earliest a new school would be available for students would be September 2027. A longer approval process / construction process could result in an opening in September 2030 or later.

7. Attachments:

- i. Mission City Record article, published on March 17, 2023
- ii. Procurement Information from the Ministry of Education, Capital Management Branch

New secondary school will be built

Funding allocated, but more work needs to be done before construction can begin

Kevin Mills
Mission Board

Mission is going to get a new secondary school.

MLAs Pam Alexis and Bob D'Eith were at the Mission School Board office on Friday (March 10) afternoon to announce that students in Mission will benefit from a "new, safer and larger school," as funding has been allocated to replace Mission Secondary School.

"When I was a school trustee, between 2005 and 2011, I watched schools in our community close. As an MLA in government, however, Bob D'Eith and I have been working hard with the community, school board, and parents to fix this, and improve education for our kids," said Alexis, MLA for Abbotsford-Mission.

Alexis said she's "overjoyed" because she knows "the change it is going to make for kids and community and this has been on the table for a long, long time."

She thanked the many people and parents who have advocated for the new school.

"All we are doing is growing and this will really, in my opinion, make Mission more competitive and really showcase the good things that have been going on for years."

According to a press release, the NDP Government's 2023



Abbotsford-Mission MLA Pam Alexis speaks to a small crowd at the Mission Public School office on Friday, March 10, as Maple Ridge-Mission MLA Bob D'Eith and Mission School Board Chair Shelly Carter look on. / Kevin Mills Photo

board, local government, and with our colleagues in government to make sure this comes to fruition."

D'Eith added that he is pleased the "funding for the high school is in the Budget 2023 capital plan so that the School Board can move to the next stage of development."

The school board will now work with the Ministry to develop a business plan, the scope of the project, public consultation and all of the things that need to be determined before shovels go into the ground.

D'Eith said there is no point in speculating exactly when construction will begin as there is more work to be done.

"We've got it in the capital plan and then there will be a series of announcements as the details come forward."

Mission School Board Chair Shelly Carter said she and the board are "so excited to hear about the province's commitment to building a full replacement for Mission Secondary School."

"This much-needed investment means a lot to our students, their parents, and our broader community. This new school is a testament to the advocacy and work that's been – and continues to be – done to ensure that Mission students get the infrastructure and resources they need to succeed."

to make sure their kids are safe, and that we can accommodate our growing community," said D'Eith, MLA for Maple Ridge-Mission. "I have been proud to advocate for this project since being elected here in Mission and myself and Pam have been happy to work alongside a dedicated school

Mission, pending approval of the school district's business plan. "People in Mission need money earmarked for this high school replacement

for a new secondary school for this high school replacement

Typical Procurement Methods

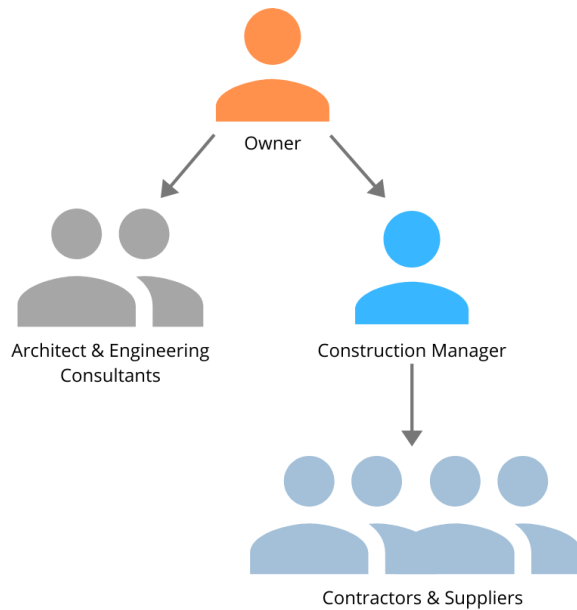
CM – Construction Management

DBB – Design Bid Build

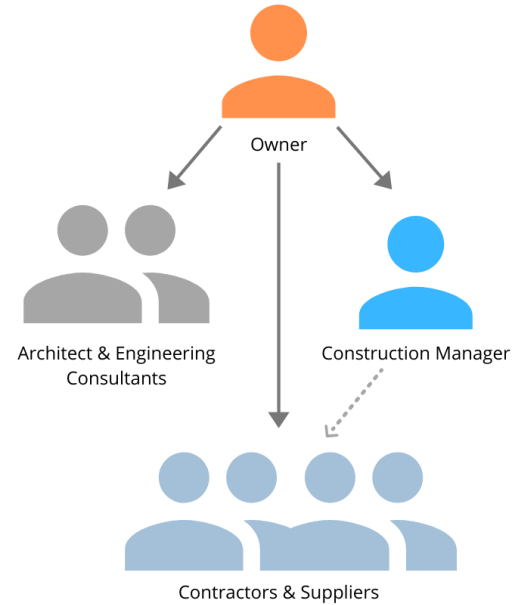
DB – Design Build

Structure of Procurement Methods

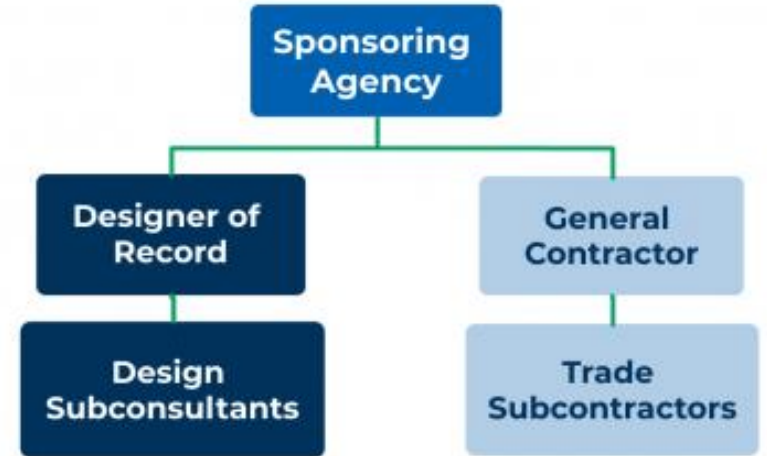
Construction Management At Risk



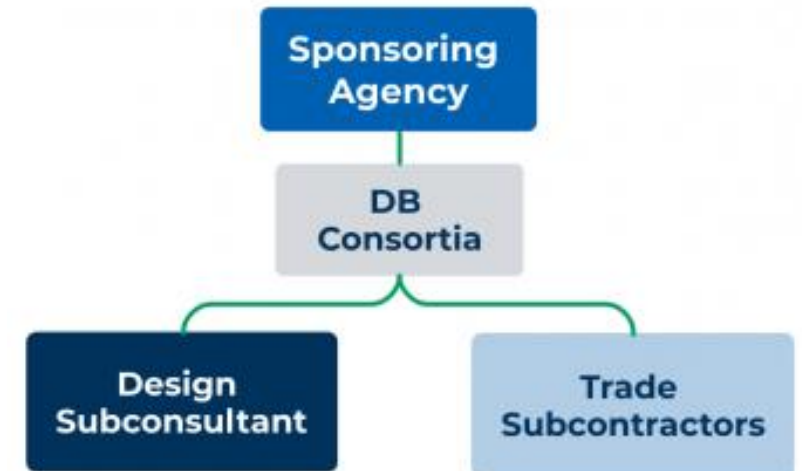
Agency Construction Management



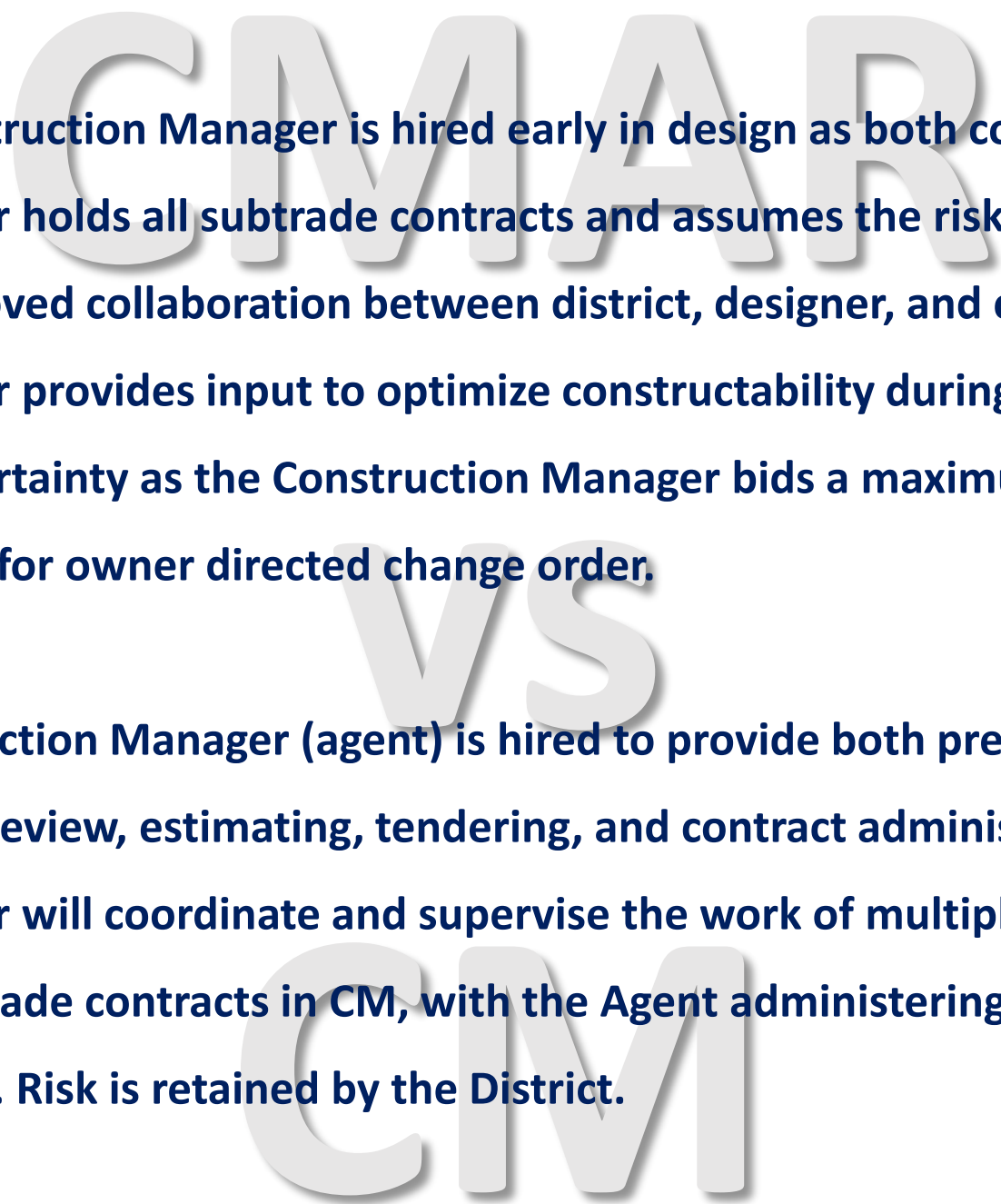

Design-Bid-Build (DBB)



Design-Build (DB)



- There are two types of CM: CM at Risk (CMAR) and CM Agency (CM)
- CM procurement involves hiring a construction manager to oversee design and construction.
- The Construction Manager is also responsible for coordinating the work of multiple trade contractors.
- CM procurement allows the client to have more control and flexibility over the design, budget, and schedule of the project, and to better respond to unforeseen condition which may arise.
- CM allows the manager to rescheduling phases and retender bids at a later date if tenders are high.
- CM can have some less competitive bids as CM can hand pick some trades; perceived conflict of interest.
- CM can reduce risks by allowing early involvement of trade contractors and fast-tracking of work packages.
- CM can increase quality and innovation by encouraging value engineering and performance incentives.
- CM is well suited for projects with high unknowns by reducing costly change orders (e.g. seismic upgrade).
- CM procurement is suitable for complex, small to medium scale, or uncertain projects that require specialized expertise or customization.
- CM can also be more successful in rural areas with smaller pools of trades to draw from.

- 
- **CMAR (At Risk):** The Construction Manager is hired early in design as both consultant and contractor.
 - The Construction Manager holds all subtrade contracts and assumes the risk for their performance.
 - CMAR can allow for improved collaboration between district, designer, and contractor.
 - The Construction Manager provides input to optimize constructability during design.
 - CMAR offers more cost certainty as the Construction Manager bids a maximum price and assumes risk of cost overruns, other than for owner directed change order.
- VS
- **CM (Agency):** The Construction Manager (agent) is hired to provide both pre-construction and construction services including design review, estimating, tendering, and contract administration.
 - The Construction Manager will coordinate and supervise the work of multiple subcontractors.
 - The District holds all subtrade contracts in CM, with the Agent administering the contracts and providing quality assurance reviews. Risk is retained by the District.
- 

- DBB is the most traditional and well known delivery method that follows three distinct phases in sequence: design, bidding, and building.
- In DBB, an architect is hired to design the project and produce plans and specifications.
- The design documents are used to solicit bids from contractors who compete based on cost.
- The lowest bid wins the contract for construction, based on the plans and specs in the tender package.
- The contractor is responsible for building the project according to the design documents, while the architect oversees quality and compliance on behalf of the district.
- DBB allows for more district involvement in the architectural design than other methods.
- DBB encourages competition among contractors and typically results in lower costs compared to CM.
- DBB can have longer timelines due to sequential phases.
- DBB leads to many more change orders and design omissions as contractors are not involved early.
- DBB can lead to an adversarial relationship between owner and builder leading to delays and litigation.
- DBB can lead to disputes/claims due to discrepancies between design and construction expectations.
- DBB is best suited for straightforward medium to large projects with typical levels of risk and uncertainty.

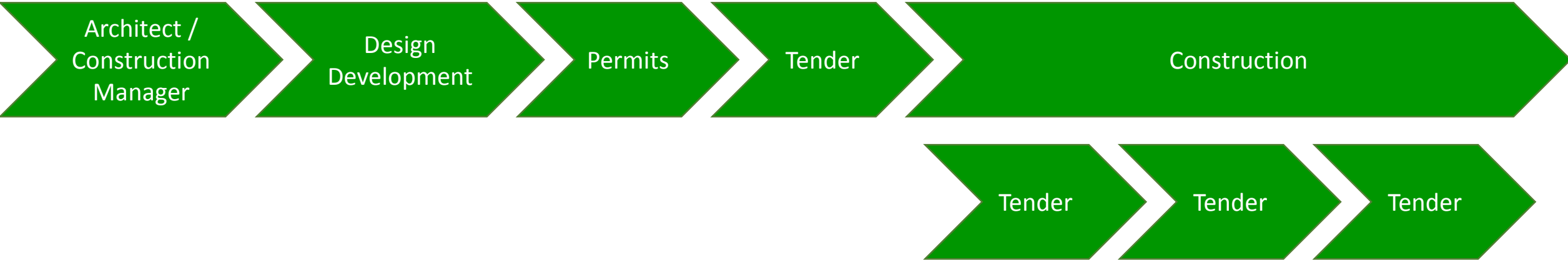
- The District hires a Chief Project Officer (CPO) and Compliance/Shadow team at project initiation. This project planning and quality control expertise is provided to the District through the project budget.
- The Compliance team creates the project scope (SoR, Indicative Design) and budget, then a prequalified Design Builder is selected based on bid price and a final design (which must be in compliance with SoR).
- The Design Builder, typically a consortium, is hired to provide both design and construction services for the project. The consortium includes all design consultants and trades.
- DB procurement runs the design and construction phases concurrently leading to quicker delivery.
- The majority of risk is transferred to the design builder. Very little risk is retained by the District.
- DB encourages innovation and collaboration among design and construction parties who work as a team.
- DB reduces change orders and disputes through clear performance requirements and risk transfer.
- DB is most suitable for high dollar value projects, but comes with an upfront cost of developing the SoR and ongoing costs of the Owner's Compliance Team. This is funded through the DB PDR budget.
- Can be concern of low quality due to contractor specifying cheap materials. This is mitigated through an experienced compliance team reviewing design and construction to ensure performance of SoR is met.
- Complex DB bidding process can reduce competition as smaller companies lack resources and experience.

Summary

- **Construction Management**: CM is best suited for low to moderate cost, complex projects with high risks and many unknowns. The cost premium of CM fees and higher cost of construction (due to less competition by CM tendering to preferred trades) is often justified in return for more flexibility through construction. CM also allows for better response to volatile markets by adjusting phases, and retendering items with high bids. CM is ideally suited for renovation works.
- **Design Bid Build**: DBB is best suited when the project is a simple and straight forward new build or addition with minimal risks and unknowns. DBB is ideal for projects with a known scope, moderate overall project cost and moderate risk. DBB has the highest amount of change orders and is the most likely to turn adversarial and end up in arbitration or litigation.
- **Design Build**: DB is best suited for large scale projects seeking innovative and expedited program delivery. Key benefits are quicker occupancy, cost certainty, and risk transfer. There are premium costs for the owner's shadow team and for the DB Team to assume project risks. Some costs can be offset by savings through quicker delivery, and efficient design, and greater innovation. Those savings can be reinvested to add elements to the design which otherwise may not be affordable.

Project Phases by Method

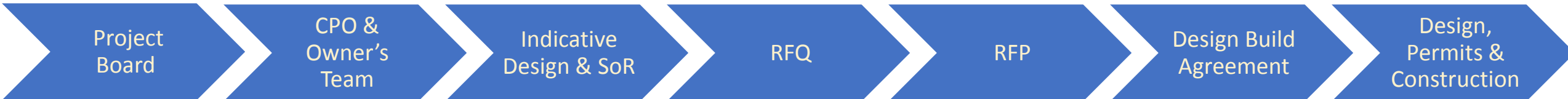
CM



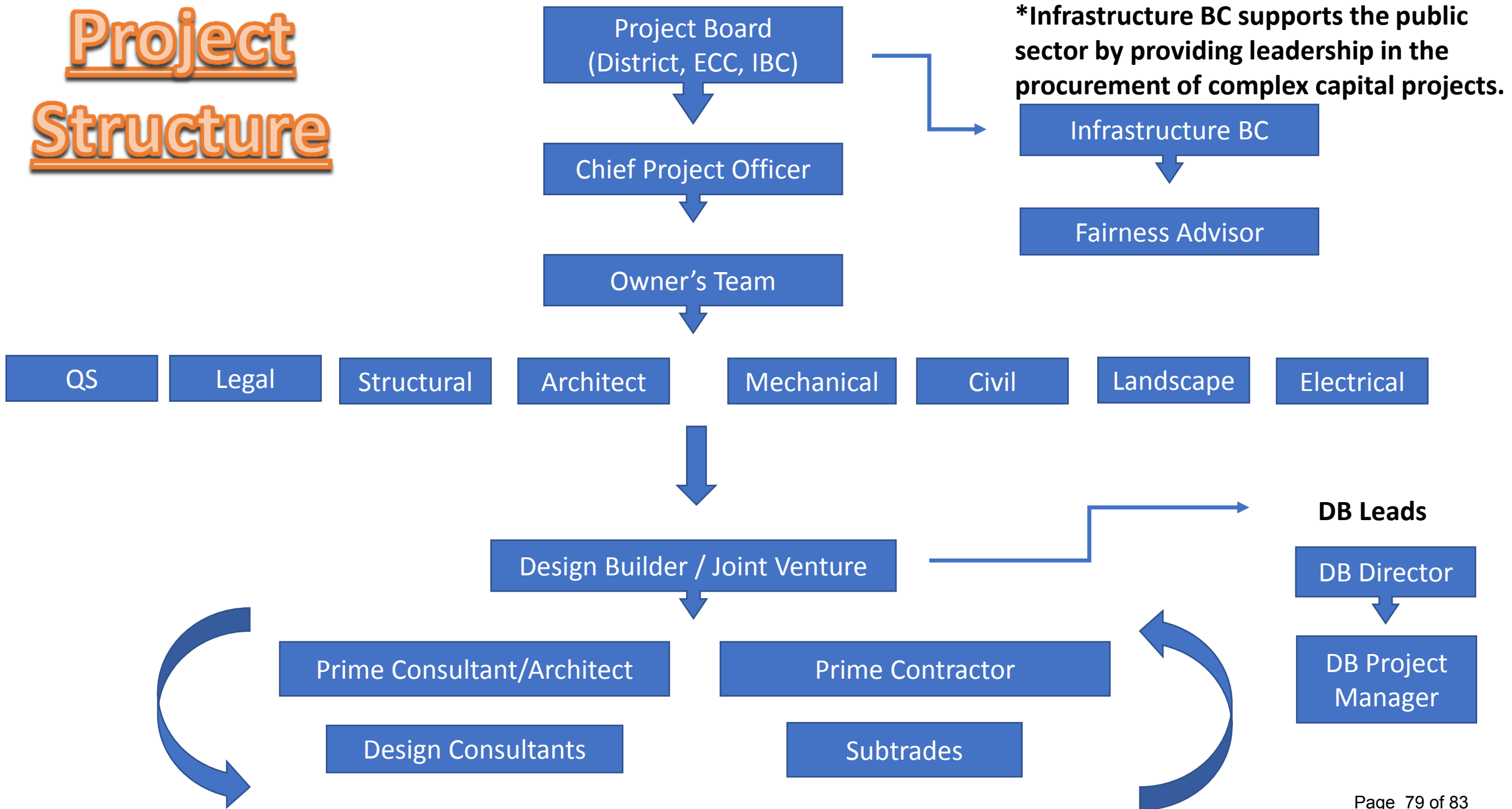
DBB



DB



Project Structure



ITEM 8.2 Information File No.

TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: School Foods Funding received by the District

1. **Summary:** On April 4, 2023, the Ministry announced new funding for School Food Programs. The details on how the funding will be allocated is still being considered by staff, and will be presented at a future budget meeting. SD75 is allocated \$800,105 as a Feeding Futures Fund. The attached Deputy Ministers Bulletin provides information on the program.
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:**

Deputy Minister's Bulletin – April 4, 2023

Feeding Futures School Food Programs Fund – Instructions to School Districts

April 4, 2023

The Ministry is allocating \$71.5 million per year in dedicated, multi-year funding to school districts to increase food security for students by expanding or creating school food programs.

This new funding is part of government's broader Feeding Futures School Food Programs Framework, which is a commitment to ensure students are properly fed for learning in order to enhance positive academic and healthy outcomes. Feeding Futures School Food Programs (FFSFP) funding addresses the top two barriers identified by schools in the province: sustainable and consistent food funding and human resources.

Funding is allocated in a similar manner to the Student and Family Affordability Fund (SFAF). This means it is proportional to preliminary September operating grants, with a floor funding level of \$350,000. This first year of funding is intentionally flexible to provide districts with time to develop a longer-term approach to delivering school food programs.

School Year (SY) 23/24 Foundational Year

Districts will have the flexibility over the foundational year (SY 2023/24), to continue supports established with SFAF that increase student food security as longer-term food programming supports are put into place. Criteria will be adjusted over time; districts can expect standardized FFSFP spending criteria in place for SY 2025/26.

This new FFSFP funding may free up district operating funding that has been previously dedicated to school food program budgets to use for other non-educational supports (e.g., mental health).

FFSFP spending criteria:

- Food
 - Must be towards the delivery of food programs to feed students who need it most (e.g., maintain current programs, increase number of students served, increase nutrition of food).
 - Spending may support Culinary Arts programs if the food produced by the program is provided to students in need.
 - Program delivery may include the procurement of third-party food service providers, or expansion of existing contracts.
 - Districts are encouraged to use nutritious and B.C. grown/produced food where possible.
 - Program delivery should be stigma-free, flexible, and respect student privacy.
- Staff
 - Flexibility to hire up to one School Food Coordinator FTE if needed or offset existing costs to a School Food Coordinator.
 - Functions of role may include coordination and/or delivery of the program (e.g., prepare food, build community connections, seek local partnerships and procurement opportunities, work with local First Nations and Indigenous partners).
- Other (for foundational year only)
 - Small appliances or equipment to prepare, store, cook and transport food from a school with a kitchen to another school (e.g., kitchen utensils, insulated containers, microwaves).
 - Continuity of SFAF supports that improve student food security (e.g., grocery store gift cards, food for weekends and school closures).

Reporting

- Spending plans will be required in July 2023.
- A draft spending plan reporting template will be distributed shortly and will ask for budgeted **Spending on Food Security** including:
 - Utilization of third-party food service providers: caterers; food distributors; First Nations; and not-for-profit organizations or non-government organizations.
 - Food purchased and provided using district staff: food produced in BC; and other.
 - Other goods, services and/or programs to feed students that are within the policy direction.
 - Spending to provide food security supports.
 - Staffing costs to directly support the provision of food programs: Administration; Management/Professionals; Teachers; and Support Staff.
 - Operational spending targeted to food programs prior to the FFSFP funding announcement redirected to supporting educational programs.
 - There should be no space enhancement spending in this category.
 - Administration or overhead spending (e.g., equipment, non-food supplies) in this category must be minimal and limited to SY 2023/24 only to transition to longer-term sustainable programming.
- An interim report will be required in early spring 2024 to support Ministry understanding of spending patterns.
- Reporting will be required at the end of the school year, in addition to the reporting in the Annual Budget and audited Financial Statements for 2023/24. Reporting categories will mirror those in the Spending Plan.
- School districts will also be asked to report on decisions making processes regarding the funding:
 - What processes were used to identify students who could benefit from this funding, including those from diverse communities where equity is a consideration?
 - Did you engage with your Indigenous Education Council (IEC or local equivalent) to identify the needs of Indigenous students?
 - If so, who did you engage with and how?
 - If not, what other engagement with Indigenous peoples did you undertake?
 - How did you support First Nations students living on reserve/other First Nations students and other Indigenous students attending your schools with this funding?
 - Number of students
 - Amount of funding
 - Types of support

Future Considerations

- Building the capacity in each district to work towards stigma-free access to nutritious food for any students who need it will take time.
- Each district's long-term delivery model of school food programs is expected to be stigma-free in addition to supplementing with coordination from the surrounding community.
- Community inclusion (e.g., non-profit organizations, corporate donors and parent advisory councils) will be an essential component of each district's long-term model. District Parent Advisory Councils should be included in the long-term planning process.
- The multi-year funding commitment supports districts to enter into long-term agreements (e.g., food service management companies, non-profit organizations, local catering companies and food suppliers/distributors).

Public Meeting of the Board of Education

Tuesday, April 18, 2023



ITEM 8.3 Information File No.

TO: Board of Education
 FROM: A. Wilson, Superintendent of Schools
 SUBJECT: Graduation Events for 2023

1. Summary:

Mission Secondary School	Dry Grad - MSS	April 21, 2023
	Grad Reception – pictures at MSS 3:30 pm	June 21, 2023
	Prom – Newlands Golf & Country Club - PM	June 21, 2023
	Commencement – Mission Raceway Time TBA (closer to Noon, NOT 9AM!)	June 27, 2023
Fraserview Learning Centre	Recognition Ceremony – FLC, 10:30 AM	June 8, 2023
	Commencement – Northview Church, 6 PM	June 15, 2023
	Prom – Meadow Gardens Golf Course	June 16, 2023
Riverside College	Commencement Ceremony at Clarke Theatre (HPMS) – 5:30 PM	June 14, 2023
	Dinner and Dance – Best Western Hotel 7:30 PM	

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

5. Public Participation:

6. Implementation:

7. Attachments: