

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

**May 2, 2023, 3:30 pm**

**Zoom Meeting**

Visit [www.mpsd.ca](http://www.mpsd.ca) > Governance > Meeting Information & Schedule >> Agendas & Minutes for more information

**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'éwlets, 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**

**4. CURRICULUM**

**5. UNFINISHED BUSINESS**

**6. STAFF REPORTS**

6.1	MSS Project - Consultant Update (4:30 pm)	Information	1 - 4
6.2	Middle Schools Planning Update	Information	5 - 7
6.3	Summer Learning	Information	8 - 9
6.4	Update on Punjabi Language course	Information	10

**7. NEW BUSINESS**

7.1	Global Education: Student Trip South Andros, Bahamas, Spring 2024	Action	11 - 25
7.2	Board of Education Childcare and Early Learning Philosophy	Discussion	26
7.3	Cellphone use policy	Action	27

**8. MINUTES OF PREVIOUS MEETINGS**

8.1	Committee of the Whole Meeting Minutes, April 4, 2023	Action	28 - 36
-----	---	--------	---------

**9. INFORMATION ITEMS**

10. **ADJOURNMENT**

# Committee of the Whole Meeting

## Tuesday, May 2, 2023



ITEM 6.1	Information	File No.
TO:	Committee of the Whole	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	MSS Project – Consultant Update	

---

1. **Summary:** The Consultant, Alan Nicholson, will present information needed to consider in the MSS Project at this time.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  - a. Strategic Plan Alignment
  - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
  - c. Funding Guidelines, Costing, & Budget Impact
  - d. Policy, Legislation, Regulation
  - e. Organizational Capacity
  - f. Risks
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
  - g. Benefits
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** PowerPoint Slide Deck



1

## Agenda

- Introductions
- The Ministry 'PDR' Deliverable
- The PDR Team
- Key Board Desires/Concerns
- Next Steps

2

## Ministry 'PDR' Deliverable

- *Primary Objective: Estimate and Secure the Appropriate Funding*
- Background and Needs Analysis
- Scope Overview
  - Program Area
  - NLC
  - Sustainability, Inclusion & Equity objectives
- Siting Options
- Options Analysis – Benefits, costs, risk, schedule
- Implementation Process
- Conclusion

3

## The PDR Team

- |                              |   |                |          |
|------------------------------|---|----------------|----------|
| • MPSP Leads                 | Angus Wilson, Superintendent<br>Dana MacLean, Director of Operations<br>Jim Pearce, MSS Principal<br>Corien Becker, Secretary Treasurer |                |          |
| • MAKE Projects (Owner's PM) | Alan Nicholson, P.Eng, PMP, GSC<br>Jim Alkins, P.Eng.   |                |          |
| • Architect                  | Station One Architects  |                |          |
| • Structural                 | Bush Bohlman  | Geotech/Enviro | GeoWest  |
| • Mechanical                 | Rocky Point   | Traffic        | CST      |
| • Electrical                 | Jarvis  | Civil          | KM Civil |
| • Hazmat                     | Epoch   | QS             | Jim Bush |

4

## Key Board Desires/Concerns

- When the school opens, what is most important to you?
- Sustainability
- First Nations Inclusion
- ....

5

## Next Steps

### MAY – JUNE

- Ongoing Ministry Discussions
- Siting Options
- Engineering Reports
- City of Mission Engagement
- Cost Estimating and Cash Flow
- PDR Draft
- Board Review
- PDR Submission

### JULY – AUGUST

- Ministry Review and Questions
- First Nations Engagement
- Community Update (no design)
- Updated PDR Submission

### SEPTEMBER – FEBRUARY '24

### MARCH '24

2024 – 2026

2026 – 2028

2029

Treasury Review

Funding Announcement

Design, Permits, Procure

New School Construction

Existing School Demo

6

# Committee of the Whole Meeting

Tuesday, May 2, 2023



<b>ITEM 6.2</b>	<b>Information</b>	<b>File No.</b>
-----------------	--------------------	-----------------

TO:	Committee of the Whole
FROM:	A. Wilson, Superintendent of Schools
SUBJECT:	Middle School Planning

---

1. **Summary:** The Superintendent will discuss the summary of recent meetings that started with principals, teachers, and district staff, and further expanded group that included trustees, DPAC, CUPE, and elementary principals discussing Middle Schools, including various timetable options, school structures, and the like. Over the previous few months, participants have explored three future models: Remaining with a 7-9 model; moving to a 6-8 model; or reverting to a traditional 8-12 model. Each has benefits and drawbacks. At the end of the most recent meeting, the 7-9 model was withdrawn. Next steps include reviewing Mission demographic information for potential reconfigurations, as well as data on the efficacy of different models for student success.
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:** Previous 'PMI' for Middle School Discussions

Retain grades 7-9		
PLUS	MINUS	INTERESTING
<ul style="list-style-type: none"> <li>- We wouldn't need to reconfigure for staffing</li> <li>- Due to the current situation, both middle schools have space</li> <li>- Though we don't "loop," some students do see the same teacher for 7,8,9 (rare)</li> <li>- Most budget-friendly option</li> <li>- This is familiar to our community</li> <li>- More connection than a 7-8 would be</li> </ul>	<ul style="list-style-type: none"> <li>- A <b>lot</b> of hormones in one building</li> <li>- Space configuration is not designed for middle school: hallways and playground</li> <li>- We are trying to run middle school, but with Secondary language and structure</li> <li>- Some grade 7/8 students could have 16 teachers: too many teachers, too fragmented, not enough collaboration</li> <li>- Impact school sports</li> <li>- Is not consistent with other school districts</li> <li>- Lacking mentorship for grade 7/8 students</li> <li>- We are losing students in transition (MS to HS). Supports are removed.</li> <li>- Attendance is <b>very</b> concerning.</li> </ul>	<ul style="list-style-type: none"> <li>- Would like 7/8 podding and 4 core academics</li> <li>- Grade 9's need to prep for high school structure</li> <li>- How would we keep up with growth</li> <li>- Would we need a 3<sup>rd</sup> middle school?</li> <li>- Need 2<sup>nd</sup> HS no matter what</li> <li>- Not too happy with current model</li> <li>- DPAC point of view?</li> </ul>

6-8 Middle		
PLUS	MINUS	INTERESTING
<ul style="list-style-type: none"> <li>- Adaptable (6-8) (7-8)</li> <li>- Common strands (7-8)</li> <li>- Chance to improve literacy (6-8)</li> <li>- Move away from blocks</li> <li>- More room for integration</li> <li>- Increase numeracy (6-8)</li> <li>- Increased expectations with older students (gr.9)</li> <li>- Increased attendance (gr.6-8)</li> <li>- Team-led culture</li> <li>- Student-centred</li> <li>- Sports</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership (6-8)</li> <li>- Connection loss (7-8)</li> <li>- Loss of developing programs (7-8)</li> <li>- Lack of mentorship</li> <li>- Discipline very high</li> <li>- Lack of flexibility (gr. 7-9)</li> <li>- Lack of cross-curricular</li> <li>- Fear of change</li> <li>- Staff buy-in</li> <li>- Lack of team</li> <li>- Logistics of post/ fill</li> </ul>	<ul style="list-style-type: none"> <li>- K-7 (numeracy)(literacy)</li> <li>- 8-10</li> <li>- 11-12</li> <li>- Relationship-based = longer time period in the building (adults)</li> <li>- Decrease the number of adults a student interacts within their education</li> <li>- 5 classes per day (linear level)</li> <li>- 2 lunch periods</li> </ul>



8-12: Three High Schools		
PLUS	MINUS	INTERESTING
<ul style="list-style-type: none"> <li>- Five – six years to build a connection</li> <li>- More options for placements</li> <li>- Geographic (busing routes)</li> <li>- Localized approach – belonging</li> <li>- Feeder schools for alignment</li> <li>- Mentorship</li> <li>- Peer tutoring</li> <li>- Senior students can become leaders and provide opportunities to foster this</li> <li>- Teacher mentoring (variety of subjects/ grade levels)</li> <li>- Eliminates transition K&gt;MS&gt;HS</li> <li>- Contract language is clear (elem.-HS)</li> <li>- Potential for more extra-curricular</li> <li>- Athletics</li> <li>- Better productions</li> <li>- Deal w/ attendance before grade 10</li> </ul>	<ul style="list-style-type: none"> <li>- Space!</li> <li>- Huge jump from elem. To HS (no bridge)</li> <li>- Scheduling issues</li> <li>- Senior courses</li> <li>- Wouldn't have the resources to address every elective need "in-house"</li> <li>- How do we transition</li> <li>- Teachers/ staff from the current staff model to multiple schools? (collective agreements)</li> <li>- Grad class /upheaval</li> <li>- Cost of additional portables or moving them</li> <li>- Kids have more choices now</li> <li>- Change resistance</li> </ul>	<ul style="list-style-type: none"> <li>- Can we move portables?</li> <li>- Can schools specialize?</li> <li>- Mission Online can mitigate issues with w/the schedule</li> <li>- Can we combine forces for electives?</li> <li>- What do parents think?</li> <li>- What are the plans for rebuild at MSS?</li> <li>- In 3 years will we be above capacity anyways?</li> <li>- Could we repurpose existing portables (move them)?</li> <li>- Cost + practical concerns are pivotal, but what is best for students pedagogically?</li> </ul>

ITEM 6.3	Information	File No.
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Summer Learning	

---

1. **Summary:** The Superintendent will share information about plans for Summer School 2023. Last year we had to cancel in person classes due to low demand. Mission Online has expanded offerings this year.
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:** Summer School Leaflet



# MISSION ONLINE SUMMER SCHOOL July 2023

- ✓ Get ahead, catch up or upgrade your high school courses!
- ✓ 5-week (Jun 23- July 28) duration (condensed)
- ✓ Home-based online format
- ✓ If you are a current Mission Online student, email (missiononline@mpsd.ca) your full name and the course name you would like to enroll in.
- ✓ If you are new to Mission online, fill in the registration form

## Courses offerings!

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• English 10 (Composition and Creative Writing)</li> <li>• Foundations of Math &amp; Pre-Calculus 10</li> <li>• Workplace Math 10</li> <li>• Science 10</li> <li>• Social Studies 10</li> <li>• PE 10</li> <li>• Career Life Education</li> <li>• Culinary Arts 10</li> <li>• Visual Arts – Art Studio 10</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Arts 11 (Composition)</li> <li>• Pre-Calculus Mathematics 11</li> <li>• Foundations of Math 11</li> <li>• Workplace Math 11</li> <li>• Explorations of Social Studies 11</li> <li>• Life Sciences 11</li> <li>• Chemistry 11</li> <li>• Earth Sciences 11</li> <li>• Science for Citizens 11</li> <li>• Psychology 11</li> <li>• Active Living 11</li> <li>• Art Studio 11</li> <li>• Food Studies 11</li> <li>• Accounting 11</li> <li>• Interpersonal &amp; Family Relationships 11</li> </ul>	<ul style="list-style-type: none"> <li>• English Studies 12</li> <li>• Anatomy and Physiology 12</li> <li>• Chemistry 12</li> <li>• Career Life Connections 12</li> <li>• 20<sup>th</sup> Century World History 12</li> <li>• BC First Peoples 12</li> <li>• Comparative World Religions 12</li> <li>• Indigenous Studies 12</li> <li>• Law Studies 12</li> <li>• Philosophy 12</li> <li>• Physical Geography 12</li> <li>• Social Justice</li> <li>• Active Living 12</li> <li>• Art Studio 12</li> <li>• Child Development &amp; Caregiving 12</li> <li>• Digital Photography 12</li> <li>• Entrepreneurship</li> <li>• Fashion Industry</li> <li>• Food Studies</li> </ul>

**GRADE 9  
REMEDIAL  
(STEM/HUMANITIES)**

**GRADES 10- 12**

**Registration:  
May 1-  
June 20**

**CONTACT:  
604 820 3333**

missiononline@mpsd.ca

Registration form is  
available on our  
website

Missiononline.mpsd.ca

Or collect one from  
Portable 7@ MSS

# Committee of the Whole Meeting

## Tuesday, May 2, 2023



**ITEM 6.4**      **Information**      **File No.**  
**TO:**              Committee of the Whole  
**FROM:**        A. Wilson, Superintendent of Schools  
**SUBJECT:**    Update on Punjabi Language Courses

1. **Summary:** The Superintendent will share information available about Punjabi Language Courses so far. The challenges other districts have faced are: resources; qualified teachers; and overall parent demand. Other considerations have related to immersion vs second language programming, locations, and how to pair with French as a Second Language.
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:**      **Punjabi Immersion and Core Language Courses**

District	Immersion	Classes	# of schools	
Fraser Cascade	N	N	NA	
Chilliwack	N	N	NA	
Abbotsford	N	Yes grades 5-12	2-3 Elem 1 MS, 1SS	Either FSL or PSL
Maple Ridge Pitt Meadows	N	N	NA	
Langley	N	N	NA	
Surrey	Formerly	Yes grades 5- Secondary	6 offer Elementary 3-4 run it Up to 8 Secondary	Either or FSL or PSL

# Committee of the Whole Meeting

## Tuesday, May 2, 2023



### ITEM 7.1

### Action

### File No.

TO: Committee of the Whole  
FROM: A. Wilson, Superintendent of Schools K. Matheny  
SUBJECT: International Student Travel: Global Education: South Andros, Bahamas, Spring 2024

### Recommendation

**THAT the following recommendation be considered for approval at the May 16, 2023 meeting of the Board of Education:**

**THAT the Board of Education approve the Application for International Student Travel of 30 students of MSS Global Education 12 (plus 1 Gr 8, and 1 Gr 9 Student) to South Andros, Bahamas on March 16 – April 1, 2024**

1. **Summary:** MSS Teacher, Kevin Matheny, will present details of the planned Global Education Trip to South Andros, Bahamas.
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:** Global Education Slides

## Field Trip Application Extended or International Travel



For trips greater than 5 days within Canada, or, any travel outside of Canada and Washington State. Approved by the Board of Education.

**NOTE: Fundraising MUST NOT commence until the application has been approved in principle by the Board.**

Date Submitted: April 11th, 2023

1. Sponsoring School(s): Mission Secondary School
2. Destination: South Andros, Bahamas
3. Departure and Arrival times: March 16th- April 1st, 2024
4. Dates of Excursion and Number of Instructional Days Used (if any): March 16th- April 1st, 2024 (15 days)
5. Description of Activity (name of event if known; program/team involved; etc) Global Education is a class with a humanitarian practicum. The core values of different culture and the topic of poverty are explored. An infrastructure project is planned.
6. Number and Grade Level of Students: 30 - grade 12 (a grade 8 student and grade 9 student included).
7. Plans for Curricular / Instruction / Assignment make-up: Assignments and curricular activities will take place prior to travel as well as on the trip. Classroom assignments done at MSS.
8. Names of Supervisors (names and indicate whether parent or teacher): Kevin Matheny, Alston Fyles  
Darryl Strange, Lorraine Mar, Kathryn Payne (all teachers) Andrea Smith - B.C. Nurse
9. Outline Past Experiences of Supervisor(s) /coach(es): Kevin Matheny - 24 past trips.  
Alston Fyles - 2 past trips, Darryl Strange - 1 past trip, Lorraine Mar - 3 past trips  
Kathryn Payne - 1 past trip Andrea Smith - 3 past trips.
10. Method of Travel and Name of Carrier(s): Airplane (TBD), Local transportation, Bus
11. Appropriate Funding Practices
  - a) What is the total per pupil cost for the excursion? \$3500 approximately (not including medical)
  - b) Of the total per pupil cost, how much is each pupil required to pay? \$3500 (not including medical)
  - c) What is the source of funds when there is a difference between (a) & (b)? Fundraising efforts will attempt to offset the overall costs.
  - d) How much is each supervising staff required to pay? Hopefully nothing.
  - e) What is the total cost of the excursion? Our project in the Bahamas will be about \$10,000USD
  - f) If a tour or travel agency has been used to assist in the arrangements, what is the name of that agency?  
Who is the contact person?  
Tim Millward - Tripzter - tim@tripzter.com

## Field Trip Application Extended or International Travel



- g) If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.

Tripzter will be making a donation of a trip for two to Toronto to support our fundraising efforts. We will use this as a raffle item.

### 12. Appropriate Liability Coverage

- a) Have arrangements been made to assure that all students and supervising staff have:

i) accident insurance? Yes

ii) health insurance? Yes

iii) cancellation insurance? Yes

13. Describe the Emergency Response Plans / First Aid arrangements in place: The local community has a medical clinic. We will also carry an extensive first aid kit. We may also have a registered nurse who is a past student. Kevin Matheny was a trained Lifeguard for more than ten years and has many years of dealing with the issues that arise on these trips. Evacuation plan will be in place with a vehicle on site 24/7.

### 14. Appropriate Accommodation Arrangements

Describe the accommodation arrangements. (If your students are being billeted, a contact name is needed for each billet.)

Students will not be billeted. The group will be staying in hotels together the entire trip.

### 15. Appropriate Supervision Arrangements

- a) What is the ratio of supervisor/student? 6 to 1

- b) What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students?

Appropriate clothing will be mandatory to avoid prolonged exposure to the sun. Regular water breaks will occur.

Move in groups. Strength in numbers. Try not to move around at night. Regular group meetings. Teachers also will have smaller groups (small groups within the large group). Students will not swim without an adult around and there will be strict guidelines around water.

Students will be in groups while in shopping areas and adults will be present.

16. If traveling out of the country, what provisions have been made regarding proof of citizenship or immigration status?

Students will have valid passports and supervisors are given copies of passports as well as district permission forms signed by parents.

### 17. Appropriate Parent Input

- a) Have parents been surveyed regarding their support for this trip? (Give details)

First Parent meet will occur before the end of the current school year.

There will be two other parent meetings before leaving in March.

#18

## APPROPRIATE USE OF THE INSTRUCTION / LEARNING TIME

What specific section of the curriculum is related to the excursion?

*This locally developed course has many cross curricular avenues to explore. Specifically, this course closely falls under Social Justice. The course has been designed to address the concerns facing the developing world as well as our own and to better understand the interconnectedness of all human beings. It was created to teach about global citizenship, which is:*

- *A way of understanding---how the world works, links between our own lives and those of people throughout the world.*
- *A way of seeing--- social justice and equity, other people's reality, diversity, interconnectedness, and the way that people can make a difference.*
- *A way of acting---exercising political rights, critical thinking, and challenging injustice*

*The aim of this curriculum is:*

- *It helps prepare students to be active, responsible citizens*
- *It helps engage students in the democratic process and to be aware of other cultures and different political ideas.*
- *To help others become aware of their capacity to effect change in their communities, society and the world.*



## Field Trip Application Extended or International Travel



b) Will parents be asked to contribute either time or funds? (Please explain)

Parents will be asked to supply both. Global Education requires the full support of families in order to raise the needed funds for our project. We have numerous fundraising events that parents will participate in and support. The largest event will be in November when we host our annual dinner and auction.

### 18. Appropriate Use of Instructional / Learning Time

a) What specific section of the curriculum is related to this excursion?

Please see attached document

b) What are the learning outcomes planned for this excursion?

understand the idea of poverty and how it is connected throughout the world. To understand that we are all part of a global village and the interrelationships are critical to open-mindedness and compassion for other human beings.

c) How will the students' success in achieving the outcomes be measured?

There consistent and accurate evaluation included post trip interviews and reporting.

d) Describe the educational preparation students will receive prior to the excursion.

This class will meet on a regular bases to cover various topics.

e) What follow-up educational activities are planned for the students?

Interviews, peer to peer presentations, community presentations and written response to questions about their international experience. Students will present their findings in a number of different locations to various audiences.

f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended?

We have several ways that this will occur. Informally through discussions. Group circle sharing, journaling, Rooming assignments that allow for students to discuss the events occurring around them.

### 19. Appropriate Use of Staff Time

a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended?

Kevin Matheny has done 23 past trips and has already been to the Bahamas. He also has completed his graduate diploma under the topic of Global Education. Four past trips from Mission Secondary have already occurred (Fiji, Cambodia, Chile, Vietnam). The teaching staff that are also supervising this trip have already had several experiences doing Global Education trips.

## Field Trip Application Extended or International Travel



- b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable?

This will not occur. Students going on this trip will participate in all activities.

### 20. Appropriate Student Access

- a) What are the qualifying factors (if any) required of participating students?

Proper behavior in school and in society.

- b) Have any students been excluded because of an inability to pay? No

- c) What arrangements have been made for students who require financial assistance?

Sponsorship with individuals in the community. Aboriginal students could access financial support.

- d) If substitute time is required, how will the cost be borne?

This will not be required.

(NOTE: Please attach a copy of the itinerary.)

### 21. Signatures for Application

Principal: 

Teacher Sponsor(s): 

Board Approval: \_\_\_\_\_

Date: \_\_\_\_\_

NOTE: A copy of the proposed itinerary of student activities and schedules MUST be provided with the application. If required, the Board will request the final itinerary three months prior to the trip.

Other Teacher Sponsors :   
  


## Roadrunners to Bahamas – March 16th - April 1st, 2024

<b>Date</b>	<b>Destination</b>	<b>Transport</b>	<b>Schedule</b>	<b>Accommodations</b>	<b>Meals</b> ** Not pre-paid
2024-03-16th Saturday	Abbotsford/ Vancouver – to Nassau, Bahamas	Flight : TBD	Flying to Bahamas	Hotel – Nassau (TBD)	Bfast – On route Lunch – On Route Dinner – On Route
2024 – 03 –17th Sunday	Nassau to Congo Town, South Andros	Flight and Bus	Travel to South Andros Island.	Nathan's Lodge	Bfast – Breezes Hotel Lunch – Nathan's Lodge Dinner – Nathan's Lodge
2024 – 03 –18th Monday	South Andros Secondary School	Bus	Welcoming ceremony Work Day (1)	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge
2024 – 03 – 19th Tuesday	South Andros Secondary School	Bus	Work Day (2)	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge
2024 – 03 – 20th Wednesday	South Andros Secondary School	Bus	1/2 Work Day (3) Activity	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge

2024 – 03 – 21 <sup>st</sup> Thursday	South Andros Secondary School	Bus	Work Day (4)	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge
2024 – 03 – 22 <sup>nd</sup> Friday	South Andros Secondary School	Bus	Work Day (5)	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge
2024 – 03 – 23 <sup>rd</sup> Saturday	South Andros Secondary School	Bus	Work Day (6)	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge
2024 – 03 – 24 <sup>th</sup> Sunday	South Andros Secondary School	Bus	Off day from work – island activities	Nathan's Lodge	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Nathan's Lodge
2024 – 03 – 25 <sup>th</sup> Monday	South Andros Secondary School	Bus	Work Day (7)	Caerula Mar Club	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Caerula Mar Club

2024 – 03 – 26 <sup>th</sup> Tuesday	South Andros Secondary School	Bus	Work Day (8) Check in to CMC - afternoon	Go to Caerula Mar Club	Bfast – Nathan's Lodge Lunch – South Andros Secondary School Dinner – Caerula Mar Club
2024 – 03 – 27 <sup>th</sup> Wednesday	South Andros Secondary School	Bus / Stay at CMC	Closing Ceremony AM Day at CMC	Caerula Mar Club	Bfast – Caerula Mar Club Lunch – South Andros Secondary School Dinner – Caerula Mar Club
2024 – 03 – 28 <sup>th</sup> Thursday	South Andros Secondary School	Bus	Play to Nassau Historic sites	Super Club Breezes	Bfast – Caerula Mar Club Lunch – South Andros Secondary School Dinner – Breezes
2024 – 03 – 29 <sup>th</sup> Friday	Nassau	Bus Flight Bus	Waterpark	Super Club Breezes	Bfast – Breezes Lunch – Breezes Dinner – Breezes
2024 – 03 – 30 <sup>th</sup> Saturday	Nassau	Bus	Historical sites/ Shopping	Super Club Breezes	Bfast - Breezes Lunch – Breezes Dinner – Breezes

2024 – 03 – 31 <sup>st</sup> Sunday	Nassau to Vancouver /Abbotsford	Bus  Airplane  Bus / Parent Pick up		On Route   On route – Bus to MSS	Break – Nassau  Lunch – On Route  Dinner – On Route
--	------------------------------------	---	--	---	---

### Emergency Contact Procedures:

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



## Global Education

### Roadrunners to Vietnam

Mission Secondary School

1

## Past Trips – Fiji 2017



20XX

Centase business plan

2

2



## Past Trips – Cambodia 2018



20XX

Contoso business plan

3

3

## Past Trips - Chile 2019



20XX

Contoso business plan

4

4



## Projects During CV19 – (Funding only)

### Belize



### Zambia



20XX

Contoso business plan

5

5

## Vietnam 2023 – Library in Mai Chau Village



6

6

## What's Next – Bahamas – Island of Bryan - HGTV



7

## South Andros Secondary School

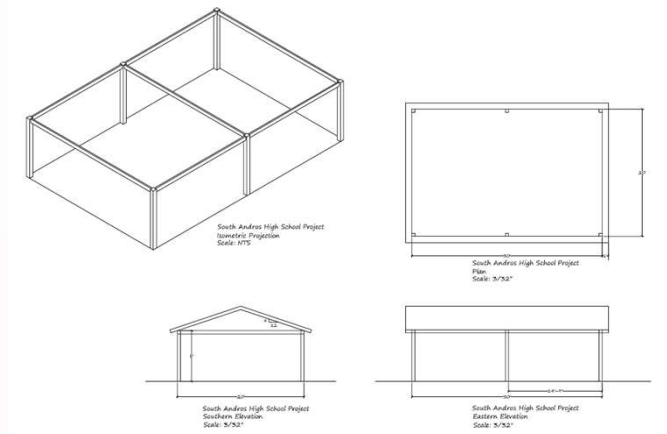
**We are planning to build a composting center to help with sustainable farming. We are also looking at building a continuation of a covered walkway.**



8

8

## Initial Drawings –Composting Center



9

# Questions?

10

# Committee of the Whole Meeting

## Tuesday, May 2, 2023



### ITEM 7.2      Discussion      File No.

TO:                      Committee of the Whole  
FROM:                T. Loffler, Board Vice-Chair  
SUBJECT:            Board of Education Childcare and Early Learning Philosophy

---

1. **Summary:** Following March presentation by the District Principal of Early Learning, the Board will start a discussion about what Mission Public Schools' early learning philosophy will be.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  - a. Strategic Plan Alignment
  - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
  - c. Funding Guidelines, Costing, & Budget Impact
  - d. Policy, Legislation, Regulation
  - e. Organizational Capacity
  - f. Risks
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
  - g. Benefits
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

# Committee of the Whole Meeting

## Tuesday, May 2, 2023



ITEM 7.3	Action	File No.
TO:	Committee of the Whole	
FROM:	R. Cairns, School Trustee	
SUBJECT:	Cell Phone Use	

---

### **Recommendation**

**THAT the following resolution be reviewed and forwarded to the May 16, 2023 meeting of the Board of Education for consideration:**

**THAT the Board directs staff to develop a School District Policy on authorized cell phone usage by employees and students and the Administrative Guidelines to support the policy.**

#### **1. Summary:**

Rationale: Currently, cell phones are being increasingly used as an educational tool as well as a communication device. Having no structure around usage can have employees and students subject to negative or disciplinary action on a subjective basis as to usage. With no policy in place, it leaves usage that is appropriate or not, open to subjective interpretation which leads to confusion on proper usage.

#### **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 Committee of the Whole Minutes**

**April 4, 2023, 3:30 pm  
Zoom Meeting**

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

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Assistant Superintendent, Karen Alvarez  
Director of Student Services Carolynn Schmor  
Director of Operations, Dana MacLean  
District Principal of Early Learning, Karen Greaux  
MTU President, Shannon Bowsfield  
CUPE President, Nansy Gibson  
CUPE VP, Tatiana Popovici  
DPAC Chair, Jacquelyn Wickham  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** MPVPA Co-President, Lisa Clarke; Parent, Cheryl Blondin,  
Member of the Public, A4C, Krystyna Bielecka

**1. CALL TO ORDER**

The meeting was called to order at 3:30 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'ewlets, Leq'á:mel, Sema:th, Matheqwi and Qwó:ltl'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**

To accommodate the District Principal of Early Learning, Item 6.4 was moved to before 6.1.

**3. DELEGATIONS/PRESENTATIONS****4. CURRICULUM****5. UNFINISHED BUSINESS****5.1 School Growth Plans**

The Superintendent presented the Growth plans for review. Dewdney's Growth plan will be shared next month, as it was received by the District Office after the Agenda was printed.

A question was asked if the Growth Plans span could cover a longer period of time to give staff more time to achieve their goals, as the Strategic Plan is reported over 3 years. The new and updated Strategic Plan should be reflected in the new generation of school growth plans.

A common theme post-pandemic is anxiety.

Indigenous community meetings (HMS) - how often do they meet? Refusal to complete work - are there reasons? The Trustees would appreciate more context.

Has creating the growth plans started any positive dialogue? Conversation took place around not handing in work, attendance, assessment...

DPAC - do any schools consult parents or students? Not typically, however, PAC discussion can be added into the growth plan.

## **6. STAFF REPORTS**

### **6.4 Data Review**

The District Principal of Early Learning presented the EDI Results. Early childhood experiences are huge determinants of the future. UBC did the main research.

The Monitoring System:

- TDI = Toddler Development Instrument, 12-24mths,
- CHEQ = Childhood Experiences Questionnaire - Kindergarten,
- EDI = Early Development Instrument - mid Kindergarten,
- MDI = Middle Years development Instrument - Grades 4-8,
- YDI = Youth Development Instrument - Grade 11

Kindergarten teachers completed the questionnaire over 2019-2022. This data can be used to indicate programming (location of Strong Start etc).

Graphs show Vulnerable, In Flux (mid), and On Track groups. Vulnerability is showing an increase over time.

In Mission, 384 participated. Mission North, Mission South show more vulnerable students than Mission rural overall.

Collaboration of schools and community is very exciting. New EDI data dashboard was just recently shared, to bring together info from all over BC.

EDI used for Strong Start. TDI has not yet been open widely for participation. No data available yet.

Parents must agree to participate. Many kids have not been diagnosed or given a designation at the kindergarten level. Also, there was a backlog of testing last year. A couple of classes did not participate.

The funding model review seems not affected by the vulnerability. Cohort data and the relevance of the data would be very interesting to see their outcomes and completion rates over time. Globally, BC is known for the Social, Emotional learning and overall, the numbers are not moving very much.

2 Community Settlement Workers were hired by the Community Services in February, and will be visiting Strong Starts and connecting with International Department

Features factor into social services in schools.

Slide 17 - between waves 5 & 6 - we have gone down in vulnerability. Can we look at what data came back then and initiatives that took place? \*Staff will Report back.

DPAC: Mission does not have an audiologist. As soon as kids get into school, they are deemed a priority. Fraser Health (FH) has long waitlists for audiology assessments. FH will come to Strong Start for vision and dental. \*Staff will follow up.

## 6.1 Policy Review

### 6.1.1 Equity, Diversity, and Inclusion (Policy 2.0)

**MOVED and Seconded THAT the draft Equity, Diversity and Inclusion (Policy 2.0) be reviewed and adjusted as necessary, and the following resolution be forwarded to the April 18, 2023, Board meeting:**

**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.**

#### **CARRIED**

This policy has been in development over the span of 2 years. Staff would like to roll it out to all staff and get further feedback. The goal is to finish the policy by June this year.

The originally policy has become more substantive and encompassing. The Board is looking forward to the public feedback.

Diversity, Equity and Inclusion - the word Diversity should be the first word in the frame of the policy, as suggested at BCSTA, to acknowledge diversity. Equity is the distribution of resources. Staff will consider changing the name, so acronyms do not confuse people (example EDI also refers to the Early years data indicator presented earlier).

DPAC commented that the policy makes sense the way it is. The intersectionality approach is appreciated. Seems like the word disability is avoided. – the policy could include the words disability and neuro-divergence.

MTU holistically approves, B, F and K - wants to see the policy in the union lens. MTU is here for any work that needs to be done.

CUPE would like to see more of how we implement this and move forward.

The public engagement will be presented to all employees and the public via engage.mpsd.ca in the form of a short survey. Policies set the tone, and Administrative Procedures show more details for how to do things.



The Feedback link needs to be widely shared, so we get as much feedback as possible.

6.1.2 Safe, Caring and Respectful Schools (Policy 3.0)

**MOVED and Seconded THAT the draft Safe, Caring and Respectful Schools (Policy 3.0) be reviewed and adjusted as necessary, and the following resolution be forwarded to the April 18, 2023 Board meeting:**

**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.**

**CARRIED**

The Assistant Superintendent led the development of this policy. Principals, VPs, Indigenous department, 4 student forums, safe school liaison and mentor teacher group provided input. Restorative practices were introduced and how we move on and learn from what happens. Repairing relationships after students come back to school is integral. There is work to do for implementation. Students asked for having an option to repair what they have done. Instead of being punitive, there should be a logical consequence and to keep kids in school.

This policy has 2 procedures to go with it. 1 - According to the School Act - every school needs to have a Code of Conduct, and the Administrative Procedure will guide having an effective Code. The second Admin. Procedure will be the direction for staff.

A comment was made that every school code of conduct should be the same across the district, so the students are treated the same. The detailed definitions are very important and very helpful. Dealing with conflict is really appreciated.

A question was asked if the recommendations from the Safer Schools Report have been included? Staff have started, and we need to address more policies. We can also have Safer Schools have a look at the Draft Policy as a follow up.

A question was asked about a past voluntary training of the community about restorative justice and peaceful conflict resolution. This was held Jan-April 2009, came with funding, and was done in collaboration with the city. Operated for 5-6 years, lost funding, and stopped. We have restorative justice processes within the schools.

DPAC - Restorative justice process would be beneficial. School admin - 4.1.3 - repairing damage - is this actionable? Can it be enforced? Can we fine or require students to pay? We cannot prevent a child from receiving education because they have not paid for the window they broke. Just paying is not educational. The student can meet with the custodian and help clean up. Seeing the cost of the repair may have an impact on the student (even if they cannot pay the cost). May need to be clarified. Planning and restorative practices - process was intended to get students to a place of recognizing the harm and doing something to repair the harm. Now, we can talk about what we can do now. Graffiti and other damage has a huge cost attached, and getting the info into the hands of

the students, so they understand (compare to the number of basketballs we cannot buy as a consequence). Planning for support for the victim and restitution, support for the perpetrators.

A suggestion was made to change the name of the Discipline Review Committee (Consequence review committee?)

Admin procedure 3.0.2, p. 4, item 5.4 and 5.5: backpacks or purses - clarify where are bags will be stored during winter formals and other events - search of backpacks have been issues over the years.

#### 6.1.3 Safe, Caring and Respectful Workplaces (Policy 5.0)

**MOVED and Seconded THAT the draft Safe, Caring, and Respectful Workplaces (Policy 5.0) be reviewed and adjusted as necessary, and the following resolution be forwarded to the April 18, 2023 Board meeting:**

**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.**

#### **CARRIED**

In effect right now, student section has been removed from the original policy, and has now been specifically applied to HR. Only some minor changes were made otherwise.

RC: p. 44 (Agenda), p.2 of policy, 3.2: Poisoned Work Environment - needs to be addressed. Management (or others) are responsible for the workplace

Procedure - how to report and recording of incidents - process is appreciated.

MTU: Procedure - not sure if the management should have the ultimate control - there has to be an acknowledgement of a symbiotic relationship of the unions and management.

#### 6.2 MSS Replacement

Meetings are starting to take place, including meeting with Surrey and Cowichan districts to get advice from. There will be many discussions - procurement as design-bid-build, or design-build to start. Staff are communicating with various groups, creating processes. Later in the Spring, there will be a general presentation to the parents and community. We need to build the teams within the district, we need committees for consultations in place. The scope of the project is quite enormous. Consultations with the City have begun, we need to think of traffic during the build and after. We are waiting for a confirmation about what process we use to submit to the Treasury Board. Staff will do their best to get it done as soon as possible, but may take until next Spring to get all the documents in.

Pitt Meadows is also getting a new school - can we share designs? We can learn and leverage from completed projects, rather than from someone in process simultaneously. We will be getting consultants and contractors and bring their experience. We will have a look at what other sites have identified.

The Cowichan design team had a lot of great ideas that were able to fit within the budget. Visits to new builds will be scheduled. We need to be proactive, not reactive in the planning. Langley is looking at building up to 3-storeys due to growth. New Westminster - we could learn from them as well. Many designs now are built so they can be expandable (up or out, or both). Capacity will be addressed in the Long-Range Facility Plan. Staff are working on the analysis and projections. Once ready, we will have to look at plans. We need to schedule another meeting (possibly end of April - around the Budget Meeting).

Staff capacity - can we include funding for a staff person to plan? We have had issues with the consultants completing documents on time. Are we held up by consultants or the Ministry? We are waiting for the Ministry confirmation. Sub trades were very busy to provide info on costing in the past. Construction is slowing down a little, so we are not expecting such delays. We are not sure of the volume of work to submit the documents to the Ministry. We anticipate that we will not need to submit concept plans again. PDR should be the way to go.

Communication out to the community: managing expectations - we need to make sure to stay on top of the proactive communication.

DPAC - June deadline may not be possible - we need to look forward in the planning stage (students attending while the school is being built, safety, and student learning need to be fully considered)

### 6.3 Middle School Timetable Planning

The Superintendent has been facilitating discussions with MTU, Middle, Secondary Administrators and Teachers about the middle school model. The first discussion was a big round table, latest, discussion in small groups. Compared retaining Grades 7-9, changing to 6-8, or 8-12 and back to 3 high schools. Transitions would be eliminated, potential for more extra-curriculars, Minus = smaller course offerings. There will be conversations with larger groups now.

The students who are not thriving - how can we make this better for them? MTU felt they had a good conversation and liked 8-12. 7yrs ago, Mission shifted into one MSS due to the forecasted declining enrolment. We need to consider what is best for the students.

Many students do not have a trusted adult connection, and with a larger group of teachers, this connection possibility is even smaller. Many issues students are having, a change in schools makes a difference. We need to move forward. Middle school was to be a middle school, and not ran as a junior high. Proper communication with the public and the community is key. \*The Board requested a fulsome written report.

Grades 7-9 Middle school model has not been as successful as staff have hoped. In the best interest of the students would likely be K-7, 8-12. Also, Indigenous groups need to be looked at again. Parents were thinking to change, as there are not too many options for high school.

The Secretary-Treasurer recommended we slow down, do this well and do this right. If such changes are to happen, the Long-Range Facility Plan cannot be done properly by the end of June. There is some time before we see more growth.

The Superintendent framed the discussion about how the current model is going. We had 8 years of Middle school, with 3 years of the pandemic. Sense of

belonging, fear of change and similar are very important. We need to take the suggestions to heart and see what we can fix. In the past, we were losing 400 - 800 students per year because we could not offer the courses students wanted. Parents of the community wanted same opportunities for their children. Students like being in a grad class with their entire cohort group.

With 3 high schools, there were no options of AP courses, very strong competition was taking place between the schools.

MTU: lots of people worked very hard on the middle school model that BCPSEA did not approve. Things are possible now because of the change that came with the pandemic. It was a plan that never worked out, and maybe it is time to move on.

DPAC: we cannot succeed if we do not change anything. Not everyone's experience has been positive. Because the Ministry does not recognize middle schools - they are not eligible for playgrounds. We are pushing kids into the adult world sooner.

Staff need to further discuss what is working and what is not. We cannot just say we have to change everything immediately. More fulsome reports will be coming forward so we do the right things for students.

## **7. NEW BUSINESS**

### **7.1 Letter from Deputy Minister**

The letter is highlighting where we are at. Staff was at an equity meeting today. There is a lot of work we need to do. FNEC presented information, meaningful graduation improvements for Indigenous students - we have moved ahead further than the province overall. 21.6% increase in 6yr completion rate is commendable. The 5yr completion rate does not include Evergreen.

Chair Carter left the meeting at 6:15 pm, Returned 6:19 pm.

Grade 4 FSA responses show a significant difference in indigenous students and others. We do not have sufficient participation. Indigenous students may have anxiety, may need to have the setting a bit more welcoming and accommodating in order to be more successful. FNEC is not getting the data they need. The gap is consistent at the provincial rate. There is a drop in participation, even considering that we have tried to change the narrative. \*Board & Staff need to send the info letter out again in the Fall.

A lot of standardized tests have a systemic bias and are discriminatory. A meaningful conversation needs to be had, to do this a better way. Ranking the schools is discriminatory and the useful data is being skewed.

### **7.2 Board Meeting Procedure Review**

**MOVED and Seconded THAT the following motion be forwarded to the April Board meeting for consideration:**

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

**MOVED and Seconded to extend the meeting by 15 minutes, until 6:45 pm.**

**CARRIED**

**MOVED to amend 1.4.2 Bullet 6, Note: "information not presented 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" by inserting "will be forwarded to agenda setting"**

**CARRIED**

**MOVED and Seconded THAT the following motion be forwarded to the April Board meeting for consideration:**

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

**CARRIED**

Minor tweaks can be made to provide more clarity.

Trustee Cairns would like to add ***"the board will continue to exercise its authority with respect to recognizing delegations seeking to make any presentations before the board in a manner that affirms its commitment to inclusivity and upholding the values B.C. Human Rights Code and ensuring orderly meetings of the board."*** Can put forward as an additional amendment.

Consult with all trustees - appreciated (p. 92)

AP 1.4.2, Bullet 5: may not vs will not be relevant to the business of the board - we need the ability to determine what is relevant.

Bullet 6: information not presented ahead of time will not be presented - may miss seeing some information. Board should vote on presenting the visuals.

7.3 Board of Education Childcare and Early Learning Philosophy

Forwarded to future COTW.

7.4 Punjabi language class for Elementary schools

**MOVED and Seconded THAT the following motion be forwarded to the April Board meeting for consideration,**

**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**

**CARRIED**

**MOVED and Seconded to extend the meeting by another 10 minutes until 6:55 pm.**

**CARRIED**

The Punjabi community has asked Trustee Bains to bring this motion forward, as other communities all have an option of another language.

Trustees agree with the rationale - same requests have come up in the past. MTU showed support.

**8. MINUTES OF PREVIOUS MEETINGS**

8.1 Committee of the Whole Meeting Minutes, March 7, 2023

**MOVED and Seconded THAT the Committee of the Whole meeting Minutes dated March 7, 2023, be approved as amended.**

**CARRIED**

Correct typo: Supported Child Development funding

**9. INFORMATION ITEMS**

**10. ADJOURNMENT**

**MOVED and Seconded that the Board adjourn the meeting.**

**CARRIED**

The meeting adjourned at 6:47 pm.

---

Chair, Board of Education

---

Secretary-Treasurer

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

# Committee of the Whole Meeting

## Tuesday, May 2, 2023



**ITEM 9.1**      **Information**      **File No.**  
TO:              Committee of the Whole  
FROM:          A. Wilson, Superintendent of Schools  
SUBJECT:       After School Programs

1. **Summary:** The Superintendent will share a summary of after school programs available at sites throughout Mission Public Schools
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:**
  - a. After School Programs

School Name	Activity
Albert McMahon Elementary	- Klub Kids - Biking Club
Cherry Hill Elementary	- Klub Kids - Wed & Fri, Youth Unlimited Mobile Drop In Centre (Gr 6) - - Wed & Fri, Youth Unlimited Mobile Drop In Centre (GR6)

Christine Morrison Elementary	<ul style="list-style-type: none"> <li>- Klub Kids</li> <li>- Basketball</li> <li>- Volley Ball</li> <li>- Floor Hockey</li> <li>- Football (Gr6)</li> <li>- Bike Club</li> <li>- Cross Country (Gr4-6)</li> </ul>
Deroche Elementary	<ul style="list-style-type: none"> <li>- Klub Kids (only until June 2023)</li> <li>- Basketball, Volleyball (Oct-Mar)</li> </ul>
Dewdney Elementary	<ul style="list-style-type: none"> <li>- Montessori Child Care</li> </ul>
Edwin S. Richards Elementary	<ul style="list-style-type: none"> <li>- Klub Kids</li> <li>- Girl Guides (Mon)</li> <li>- Triumph Acrobatics (Thu)</li> </ul>
Fraserview Learning Centre	<ul style="list-style-type: none"> <li>- Track &amp; Field</li> </ul>
Hatzic Elementary	<ul style="list-style-type: none"> <li>- Klub Kids</li> <li>- Hiking Club (Wed, all year, all grades, Gr3 up without parents)</li> <li>- Basket Ball, Oct &amp; Nov (Gr4-6)</li> <li>- Play practices: Tue &amp; Thu (Spring, Gr4-6)</li> <li>- Volley Ball - Jan-Mar (Gr4-6)</li> </ul>
Hatzic Middle School	<ul style="list-style-type: none"> <li>- team sports</li> </ul>
Heritage Park Middle School	<ul style="list-style-type: none"> <li>- Band</li> <li>- Leadership</li> <li>- Theatre (starts in the Fall)</li> <li>- Sports</li> <li>- Weight Lifting Club</li> <li>- Homework Club</li> </ul>
Hillside Traditional Academy	<ul style="list-style-type: none"> <li>- Klub Kids</li> </ul>
Mission Central Elementary	<ul style="list-style-type: none"> <li>- Klub Kids</li> <li>- Homework Club (MCSS)</li> </ul>



Mission Senior Secondary	<ul style="list-style-type: none"> <li>- Global Ed</li> <li>- Leadership x2</li> <li>- French Support</li> <li>- Yearbook</li> <li>- Athletic Leadership</li> <li>- Homework club x2</li> <li>- Basketball</li> <li>- Volleyball</li> <li>- Golf</li> <li>- Music club</li> <li>- Musical Theater</li> <li>- Vocal Jazz</li> <li>- Concert jazz</li> <li>- Chess</li> <li>- Badminton</li> <li>- Tennis</li> <li>- Football</li> </ul>
Riverside College	
Silverdale Elementary	- Imagination Station Child Care
Stave Falls Elementary	- Little Willows Child Care
West Heights Elementary	<ul style="list-style-type: none"> <li>- Klub Kids</li> <li>- Tue &amp; Thu, Youth Unlimited Mobile Drop In Centre (GR5/6)</li> </ul>
Windebank Elementary	<ul style="list-style-type: none"> <li>- Klub Kids</li> <li>- Bike Club (Wed, HP trails)</li> </ul>