

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

March 12, 2024, 6:30 pm
Silverdale Elementary
29715 Donatelli Avenue, RR #2, Mission, BC

Pages

1. CALL TO ORDER

This meeting and Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.

Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

4.1	2024-2025 Calendar	Action	1 - 7
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*Change in November Elementary N/I Day in lieu P/T Conferences

4.2	Purchasing and Procurement Policy	Action	8 - 19
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5. STAFF REPORTS

5.1	Reporting out from Closed Meeting	Verbal	
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5.2	Mental Health Review	Information	20 - 22
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5.3	Health & Safety Department Update	Information	23
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6. NEW BUSINESS

6.1	Enhancing Student Learning Report	Discussion	24 - 32
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6.2	Use of Technology	Action	33 - 39
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7. MINUTES OF PREVIOUS MEETINGS

7.1	Board of Education Public Meeting Minutes, February 20, 2024	Action	40 - 46
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8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

- To review minutes of Committees
- To receive Trustees Liaison reports regarding other organizations (liaison appointments)
- To receive reports from Trustees on information received that is significant to the School District

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

Public Meeting of the Board of Education

Tuesday, March 12, 2024



ITEM 4.1	Action	File No.
TO:	Board of Education	
FROM:	Committee of the Whole	
SUBJECT:	2024-2025 Calendar	

Recommendation

THAT the 2024-2025 District Calendar be reviewed, updated as necessary, and finally approved.

1. **Summary:** The Superintendent will continue the discussion about forming the new 2024-2025 School Calendar with consideration of the feedback received.
2. **Background:** In 2021, the district implemented a 3-year calendar in accordance with guidelines provided by the Ministry of Education. As many things continually change, SD75 will continue planning one year at a time. Approval is required at a Board Meeting prior to sending the final Calendar to the Ministry of Education and Childcare. The approved calendar must be submitted **prior to March 31st** for the 2024 / 2025 calendar. Additional time could be taken to consider calendars for 2025/2026 and 2026/2027 (which are optional). Staff has communicated with the principals and district departments for constructive input, reviewed partner groups' and public feedback with the Committee of the Whole.
3. **Options/Feedback so far:**
 - a. Solidify the last day of instruction for both middle schools and MSS and keep as scheduled as important for bussing etc.
 - b. This year we were asked to do PT conferences at elementary level in October. However, the time in lieu day for that was way later, end of November. Would be good, if possible, to shift the in-lieu date to early November. One consideration is that if the whole district is off on the same day we can schedule training for support staff more easily and don't have to have buses running. At this time, Middle/Secondary prefer November 22, and Elementary prefer November 29.
 - c. The Ministry has not released the exam dates for 2024/25. Below is based on if they ran assessments the same way they did for this school year.
 - d. MSS semester turn around date for the 2024/2025 school year will be Friday, January 24th, 2025. We should consider each semester to last 19 weeks.
 - e. Last day of instruction (MSS), will be Wednesday June 18th, June 19th-20th would be for Capstone Presentations and end of year exams.
4. **Analysis and Impact:**
 1. **Alignment with the [Strategic Plan](#):**
 - a. Honouring Culture and Territory
 - b. Future Orientation
 - c. Student Centred Learning
 - d. Effective Learning Environments
 - e. Quality Teaching and Leadership

2. **Alignment with the Equity Path:**

[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

http://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/314_2012

<http://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/school-calendars>

Provincial legislation requires the Board to establish an annual calendar for the school district outlining when students will receive instruction, and when school will not be in session for statutory holidays, non-instructional days, and for vacation breaks.

The School District has typically approved the calendar for one year only. If a three-year calendar is approved, the calendars can be amended if required, in accordance with the regulations.

The school calendar considers:

1. The Ministry of Education's BC School Calendar Regulation, and
2. The regular work year for teachers as outlined in Article D.22 of the agreement between the Mission Teachers Union and the Mission School District.

These requirements specify that the School Year is:

1. Between the first Tuesday after Labour Day and the last Friday in June (or June 30th if the last Friday is on or before June 25th)
2. Excludes Saturdays, Sundays, and Statutory Holidays
3. Winter break begins the Monday before December 26, and ends the Monday after January 1, (unless January 1 is on a Friday, Saturday, or Sunday, then school would restart on the Tuesday).
4. Spring Break begins the third Monday in March and reopens the fourth Monday in March. The break would extend to the Wednesday if the fourth Monday in March is Easter Monday.
5. Non-instructional Instructional Days
 - a. MTU - Four days (MTU exchanged a fifth day for Assessments)
 - b. Regulation – at least one non instructional day for the purpose of providing teachers the opportunity to participate in discussion and activities that focus on both,
 - i. Enhancing Indigenous student achievement, and
 - ii. Integrating Indigenous world views and perspectives into learning environments.
6. Provide the minimum hours of instruction:
 - a. 853 hours of instruction for students in kindergarten,
 - b. 878 hours of instruction for students in grades 1 to 7,
 - c. 952 hours of instruction for students in grades 8 to 12. (as presented, we comply)

5. **Organizational Capacity**

- a. Risks
 - 1. Organizational
 - 2. Reputational
 - 3. Strategic
- b. Benefits
 - 1. Organizational
 - 2. Reputational
 - 3. Strategic

5. Public Participation: <http://engagempsd.ca/2024-2025-mpsd-calendar-planning>

Project Highlights		Traffic-Channel	Source	Aware Visits	Informed Visits
Total Visits	797	Direct	-	513	296
New Registrations	0	Search Engine	bing	1	1
Video views	0	Search Engine	google	7	3
Photo Views	0	Social	facebook	265	143
	0	Social	instagram	4	0
Document Downloads	436	Referrals	www.mpsd.ca	7	1

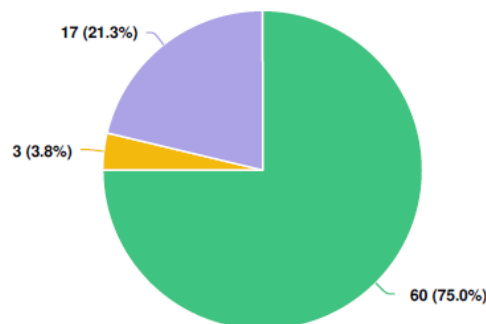
EngageMPSD : Summary Report for 23 January 2024 to 22 February 2024

ENGAGEMENT TOOL: SURVEY TOOL

Staff/Community Feedback on Proposed District Calendar

Visitors	165	Contributors	80	CONTRIBUTIONS	80
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Do you agree with the DRAFT proposed 2024-2025 District Calendar as it is presented?



Question options

☒ Yes
 ☐ No
 ☐ Do you have any suggestions you would like us to take into consideration?

Mandatory Question (80 response(s))

Comments Received:

- As a staff member and a parent I preferred Spring break the way it used to be, a week earlier. It was so nice to have a week that wasn't the same as every other district. It gave the opportunity to enjoy places like the Vancouver Aquarium, or a trampoline park with the kids while there were not the crowds of every other district being off as well. It was also a more affordable week for traveling as it wasn't recognized as spring break by most airlines. As staff, we have to book our vacations at the most expensive times of year. It was nice to have that week. I also don't like that it has a chance of joining up with Easter like it does this week. It was nice to have that as a separate weekend. It's also a long stretch for students to be away from the classroom.
- Proposed instructional time for grade 7 students is quite different than grade 8 and 9 students. Our current middle school model of 7-9 gives the 7s the same amount of instructional time as the 8s and 9s. Not necessarily a bad thing, but maybe something to consider moving forward? Is it too much for the 7s? The language seems to be based around the old elementary/secondary model that changed in 2015.
- Instead of having a Pro D on Oct 25th, I believe that Nov 1st would be a better day as it is the day after Halloween and right before the weekend. It would give the students a few days to recover from Halloween.
- I like the idea of giving all teachers the first day of school with no students that was previously surveyed
- I think it would be very helpful for parents of grade 10-12 students to know that semester turnaround is not one day, but the entire week of no classes. There are capstone presentations and some ministry assessments that week but no classes running. It is important for parents to know this ahead of time for planning purposes and clarity.
- I would like elementary parent teacher conferences to occur on the week that the teachers get the lieu day. This year the conferences were done weeks before the teachers received their lieu time.
- If we are doing conferences at elementary level then we should move the day in lieu closer to that. Or set conferences district wide for the evening before professional days.
- The elementary day in lieu's should reflect the timing of parent teacher meetings, October and February.
- I'd suggest that the February district pro d be on Feb 7th or 28th instead of Feb 14th, because of Valentine's Day in Elementary classrooms.
- Please ensure that the in lieu day for parent teacher conferences is the same week as the conferences. It is too hard for older teachers especially to work a twelve hour day and then return the next day.
- too many non instructional days! never ever does anyone ever consider EA's. why can't the EA's work with the teachers for at least 2 non instructional days. This new way of EA's having to do work shops all the time is not fair. EA's play a big roll in our student lives and I for one would like it if my Childs EA was at some of the interviews as they spend most of the time with them. Also this whole thing has created so much separation between EA's and teachers. EA's are being treated like small and meaningless. there is never ever enough planning time. Also wish the kids would not come to school on the 1st day of school at all. would be great to have that day to organize classes. also less stress on the kids. people that plan these calendars need to come see the real life action in our schools. our schools are chaos and things need to change. staff have no breathing room anymore because you have stuffed our calendars full., EA's especially!!! considering they work bell to bell with LIF that is only 10 mins a day. revamp the first day of school and some non-instructional days for staff to work in their own programs.
- Why is spring break being shortened to only one week?
- I know it was proposed the Nov.1st be the non instructional day vs Nov.8th, I feel parents and students would be better suited to have Nov.1st off as opposed to extending the remembrance day weekend.

- Since the district has adopted earlier parent teacher conferences to take the place of Interim reports, they are occurring much earlier in the calendar year, however, the proposed November 29, 2024, and March 14, 2025, in lieu days would occur many weeks after the parent teacher conferences. For teachers this is not beneficial at all to recoup from the 12-hour day that we have to work all day and then work all night and then return to work the next day as well. It is physically exhausting. Also, I have heard parents say, "why are you having an in lieu day?" Then I have to explain it is for a parent teacher conference that was so far away.
- I would appreciate consideration of a longer school day during the year, with an earlier end in June. Nothing seems to be accomplished during those last weeks of June and by adding in just a few minutes every day I believe students would be learning more overall.
- A 2-week spring break is essential for families
- Please put the elementary in lieu days after the parent teacher interviews. Working the next day is exhausting.
- DPAC conducted a survey to get additional feedback on the 2024/25 calendar. There were a total of 164 responses; the majority were parents in the district (95.1%). We also had responses from staff in the district (18.3%) and a few students. Note it adds up to more than 100%, because there is overlap between parents and district staff.
 - **68.3%** of respondents prefer a full day start on **Wednesday**
 - **25%** of respondents prefer a half day on **Tuesday**
 - **6.7%** of respondents said their preference depends on another contributing factor such as childcare.
 - Some other pieces of feedback:
 - Limiting the number of pro-d days and non-instructional days in a month. This was common as it impacts childcare costs.
 - Many people commented on the late Christmas break start. One suggestion was adding an non-instructional day the day before Christmas break
 - Many people commented that they do not send their children to school on the half day Tuesday anyway.
 - Having information ahead of time is necessary for some parents, as they need to plan vacation days a year in advance.

6. Implementation:

7. Attachments: DRAFT 2024-2025 School Calendar V2, Calendar chart

2024-2025 School District Calendar

September	Monday, September 2, 2024	Labour Day - ALL STUDENTS & STAFF NOT IN SESSION
	Tuesday, September 3, 2024	Schools Open – Non-Instructional ½ Day Students in session 9:30-11 (Organizational Day)
	Wednesday, September 4, 2024	Schools Open - Students In Session
	Friday, September 27, 2024	Non-Instructional Day – ALL Students not in session (School Goals Day)
	Monday, September 30, 2024	National Day for Truth & Reconciliation – ALL STUDENTS & STAFF NOT IN SESSION
October	Monday, October 14, 2024	Thanksgiving - ALL STUDENTS & STAFF NOT IN SESSION
	Friday, October 25, 2024	Non-Instructional Day - ALL Students not in session (Provincial Professional Development Day)
November	Friday, November 1, 2024	Non-Instructional Day – Elementary Students not in session (in lieu of P/T Conferences)
	Friday, November 8, 2024	Non Instructional ½ Day – Middle and secondary students only (Assessment/ Evaluation)
	Monday, November 11, 2024	Remembrance Day - ALL STUDENTS & STAFF NOT IN SESSION
	November 22, 2024	Non-Instructional Day – Middle/Secondary Students not in session (in lieu of P/T Conferences)
December	Friday, December 6, 2024	Non-Instructional ½ Day – Elementary Students not in session (Assessment/Evaluation)
	Dec. 23, 2024– January 3, 2025	Winter Break - ALL Students not in session
	December 25, 2024	Christmas Day - ALL STUDENTS & STAFF NOT IN SESSION
	December 26, 2024	Boxing Day - ALL STUDENTS & STAFF NOT IN SESSION
January	January 1, 2025	New Year's Day - ALL STUDENTS & STAFF NOT IN SESSION
	Monday, January 6, 2025	Schools reopen after Winter Break
	Friday, January 24, 2025	Middle/Secondary Students Not in Session Semester Turnaround
February	Friday, February 14, 2025	Non-Instructional Day - ALL Students not in session (District Professional Development Day)
	Monday, February 17, 2025	Family Day - ALL STUDENTS & STAFF NOT IN SESSION
March	Friday, March 14, 2025	Non-Instructional Day – ALL Students not in session (in lieu of P/T Conferences)
	March 17-28, 2025	Spring Break - ALL Students not in session
	Monday, March 31, 2025	Schools reopen after Spring Break
April	Friday, April 11, 2025	Non-Instructional ½ Day – ALL Students not in session (Assessment/ Evaluation)
	Friday, April 18, 2025	Good Friday - ALL STUDENTS & STAFF NOT IN SESSION
	Monday, April 21, 2025	Easter Monday - ALL STUDENTS & STAFF NOT IN SESSION
May	Friday, May 16, 2025	Non-Instructional Day - ALL Students not in session (District Professional Development Day)
	Monday, May 19, 2025	Victoria Day - ALL STUDENTS & STAFF NOT IN SESSION
June	Friday, June 20, 2025	Last Day of Classes (Middle/Secondary)
	Thursday, June 26, 2025	Last Day of School for all Students
	Friday, June 27, 2025	Non-Instructional Day – ALL Students not in session (Admin. Day)

SCHOOL CALENDAR FORM - GENERAL

2024/2025 CALENDAR

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1*	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22*	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday



Ministry of
Education and
Child Care

4.2 Action
TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Purchasing and Procurement Policy

Recommendation

THAT the Purchasing and Procurement Policy be reviewed and finally approved.

1. Summary:

In November staff presented a draft policy at the Committee of the Whole meeting. Staff have made a few minor revisions to the policy, finalized the supporting procedure, and are in the process of implementing the updated procedure. As the policy elements of the procedure were identified and separated into a policy document, it is appropriate for the Board to approve the policy that clarifies the Board's governance oversight.

2. Background:

Previous to the creation of the Purchasing and Procurement Policy, the purchasing process was outlined as an Administrative Procedure. While the original procedure may have been developed with some form of Board oversight, it was not explicitly outlined.

The updated policy and procedure provide more clarity on the purchasing and procurement process and governance oversight.

3. Options:

- a. Approve as presented
- b. Revise and approve as amended
- c. Refer back to staff for additional research and amendments, and return to the Board at a later date.

4. Analysis and Impact:

a. **Alignment with the [Strategic Plan](#):**

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

b. **Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

- c. Policy, Legislation, Regulation
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational

- ii. Reputational
- iii. Strategic

5. Public Participation:

- a. The draft policy was forwarded to the Siwal Siwes Policy Advisory Working Group in January, where the group did not have any Indigenous representation for feedback. The policy was re-presented to the group on February 12, 2024. No suggestions on the purchasing policy were received from this group at the second meeting.
- b. As this is an administrative policy, with little impact on the education partners, it was approved in principle at the Board Meeting on January 23, 2024.
- c. The approved-in-principle policy has been forwarded to the educational community and the general public for feedback via EngageMPSD portal. Staff engaged directly with the Indigenous Community in this phase of the approval process.
- d. The approved-in-principle policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.

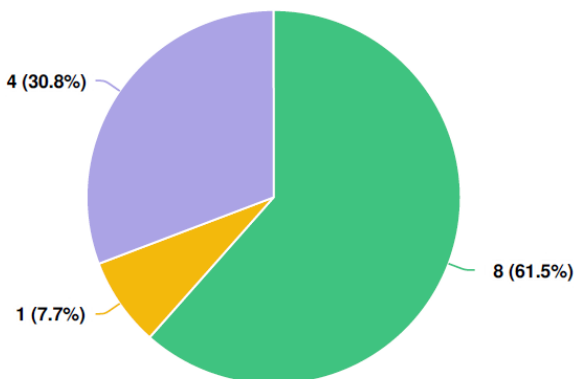
EngageMPSD : Summary Report for 23 January 2024 to 22 February 2024

ENGAGEMENT TOOL: SURVEY TOOL

Staff/Community Feedback on Presented Policy

Visitors 45	Contributors 13	CONTRIBUTIONS 13
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Do you agree with the DRAFT (approved in-principle) Purchasing and Procurement Policy 6.3 as it is presented?



Question options

● Yes ● No ● Do you have any suggestions you would like us to take into consideration?

Traffic-Channel	Source	Aware-Visits	Informed-Visits	Engaged-Visits
Direct	-	52	24	6
Social	facebook	60	33	6
Social	instagram	4	1	0
Referrals	www.mpsd.ca	4	1	1
Total visits		120		

Comments received:

- The Executive assistant at the SBO does the ordering for the Psychology Department and orders at times are over \$1500. The set limit and purchase method (i.e., purchase requisition) may add unnecessary delays to getting needed assessment supplies.
 - When the secretary treasurer does not have educational background and they are the person in charge of what is or is not purchased- this can limit the big idea of what is best for students. I would suggest that a committee is made which includes multiple groups of various educational insights, that purchases can be brought forward to (at a predetermined cost amount).
 - In the section about school trusts - please add PAC's and clarify what the District is responsible for and what should not be funded by PACs (such as basic classroom supplies, whiteboards, furniture, etc)
 - I would answer "yes" but I am wondering what the previous P & P policy was, because this seems fine and reasonable.
- e. The final draft of the policy is to be forwarded to the public Board meeting for final approval.
- f. The policy was reviewed again at the March 4th Committee of the Whole meeting, and recommended including a clause to purchase locally when possible and feasible (provincially, nationally, before going international) - not included at this point. We do not want to negate the free trade agreement.

6. Implementation:

- a. January 2024 – An updated procedure will be circulated and implemented to provide clarity to Budget Managers and Principals.
- b. January – March, 2024
- Policy as Approved in Principle to be circulated to partner groups, Indigenous Communities, the public, budget managers, principals, and others soliciting any final feedback before the policy is returned for final approval.
- c. March 2024, Policy returned to the Board for Final Approval

7. Attachments:

- a. Purchasing and Procurement Policy 6.3
- b. Purchasing and Procurement Procedure 6.3.1 (updated)

Section:	Finance	
Title:	Purchasing and Procurement	6.3

Purpose

To outline the objectives and guidelines involved with the procurement of goods and services for the school district.

Policy

The school district will engage in purchasing activities for services, supplies, and equipment with the following objectives:

- Promote public confidence by conducting activities with integrity, professionalism, and ethics, ensuring public funds are used in an appropriate manner.
- Obtain maximum value on all purchases, with consideration for full life cycle cost.
- Conduct activities in an efficient and cost-effective manner, commensurate with the value of the purchase.
- Provide purchasing discretion and flexibility for the district, schools, and departments within granted purchasing authority.
- Select vendors through processes that are fair, transparent, and competitive.
- Adhere to applicable legislation, policy, trade agreements, and public sector best practices.
- Conduct activities with regard to a safe, healthy, and sustainable environment.
- Purchasing will be made locally or provincially when possible, feasible, and financially appropriate.

General Guidelines

1. The Secretary-Treasurer has the delegated responsibility for the purchasing and procurement of services, supplies, and equipment for the school district in accordance with this policy, including the development of applicable procedures to support the purchasing process.
2. The Purchasing Services function, under the direction of the Director of Finance, is responsible for assisting schools and departments in obtaining goods and services, while ensuring purchasing objectives are realized across the district, and all district purchasing policy and procedures are respected and followed.
3. All school district personnel who participate in the procurement process will comply with the *Purchasing Procedure* (6.3.1) and the *Employee Conflict of Interest Procedure* (5.2.1).
4. Purchase method limits are set as follows:
 - a. Up to \$1,500 Procurement Card, Open Purchase Order, Cheque Requisition
 - b. \$1,501 to \$10,000 Purchase Requisition
 - c. \$10,000 to \$25,000 Purchase Requisition, and
Minimum of three (3) written vendor quotations
 - d. \$25,001 to \$75,000 Purchase Requisition, and
Minimum of three (3) written vendor quotations, and
Authorization by the Secretary-Treasurer (or designate)
 - e. Over \$75,000 Request for Proposals / Tenders to be posted on BC Bid

5. Procurement card transaction limits may be set higher for excluded management staff, at the discretion of the Secretary Treasurer or Director of Finance.
6. Purchase and contract authorization limits applicable to all purchasing methods, within budgets, are set as follows:

Up to

Authorized to approve

- | | |
|----------------------------|--|
| a. \$1,500 (no contracts) | Purchase Cardholder, Foremen, Executive Assistants |
| b. \$5,000 (no contracts) | Business Manager |
| c. \$10,000 (no contracts) | School Principal or Department Manager |
| d. \$50,000 | Director |
| e. \$75,000 | Director of Finance or Assistant Superintendent |
| f. \$150,000 | Secretary-Treasurer or Superintendent |
| g. \$1,000,000 | Secretary-Treasurer and Superintendent |

Over

- | | |
|----------------|--|
| h. \$1,000,000 | Secretary-Treasurer and Superintendent and report to the Board |
|----------------|--|

7. Contracts may only be entered into by Director positions and above.

Date of Original Board Approval: January 23, 2024, In-Principle
March 12, 2024, Full Approval

Date Amended:

Legal Reference: (legislation)

Cross Reference: [Employee Conflict of Interest Procedure 5.2.1](#)
[Purchasing Procedure 6.3.1](#)

Section:	Finance	
Title:	Purchasing Procedure	6.3.1

Purpose

To specify the objectives, processes, and responsibilities involved with the procurement of goods and services for the school district. This procedure applies to all purchases involving school district resources, including school trust funds.

Objectives

The school district will engage in purchasing activities for services, supplies, and equipment with the following objectives:

- Promote public confidence by conducting activities with integrity, professionalism, and ethics, ensuring public funds are used in an appropriate manner.
- Obtain maximum value on all purchases, with consideration for full life cycle cost.
- Conduct activities in an efficient and cost-effective manner, commensurate with the value of the purchase.
- Provide purchasing discretion and flexibility for the district, schools, and departments within granted purchasing authority.
- Select vendors through processes that are fair, transparent, and competitive.
- Adhere to applicable legislation, policy, trade agreements, and public sector best practices.
- Conduct activities with regard to a safe, healthy, and sustainable environment.

General Procedures

1. Responsibilities

a) Employees with Purchasing Authorization

Employees delegated and authorized to make purchases must ensure to:

- Comply with all purchasing policy, procedures, and objectives.
- Document authorization for all purchases.
- Allocate costs to the appropriate account code.
- Comply with purchase card program instructions and deadlines.
- Plan purchases to negate the need for emergency or rush requests.
- Avoid purchases of used goods from resale markets due to concerns with safety, warranty, and refunds.
- Avoid engaging in activities which could reasonably be perceived as a conflict of interest:
 - Procurement tools/processes are not permitted for personal purposes.
 - Use of personal credit cards (and subsequent reimbursement) is only permitted with prior approval by the Budget Manager and when no other purchase method is available.
 - Goods or services may not be purchased from employees, family, or friends.
 - Accepting gifts, or advantages, of any kind, offered in the course of duties, is not permitted.

b) Budget Managers

Budget Managers are either an exempt employee or Principal, who has overall responsibility for a department or school.

- i. At sites with an exempt level Business Manager, both the Principal and the Business Manager fulfill Budget Manager responsibilities, with the Principal having full responsibility for the site.
- ii. Responsibilities, in addition to those listed in 1(a), include:
 - a. Monitor, review, and authorize all purchasing activity associated with their site.
 - b. Ensure purchases and requisitions are within budget (authorization from the Secretary-Treasurer or Director of Finance is required for an over-budget request).
 - c. Provide information to Purchasing Services as required.
 - d. Report any non-compliance of purchasing procedures immediately to the Director of Finance.

c) Purchasing Services

Purchasing Services, under the direction of the Director of Finance, has the responsibility to:

- i. Assist schools and departments in obtaining goods and services through the use of available purchase methods.
 - a. Manage the Purchase Card program.
 - b. Ensure purchasing objectives are realized across the district, and all district purchasing policy and procedures are respected and followed.

2. **Restricted Purchases for Employees**

The use of public funds on purchases for employees is restricted as follows:

- a) Food/meals/travel:
 - i. Travel and meal allowances are to be provided in accordance with the Travel Expenses Procedure for approved in-district travel, approved out-of-district travel, or for situations defined in the collective agreements.
 - ii. Occasions where other food purchases for staff would be considered reasonable include, for example: employees working late at parent-teacher conferences, or occasional minor snacks during a staff meeting.
 - iii. It is expected that spending in this area will be minimal, as public funds for the school district budget are not intended for this purpose.
 - iv. Any time a meal is expensed, the employee names, respective cost for each employee, and purpose, must be detailed on the expense submission/receipt.
- b) Gift cards:
 - i. Any gift card purchase intended for an employee must be pre-approved by the Secretary-Treasurer (or designate), using the *Employee Gift Card Request Form*.
- c) Retirement or long-service awards:
 - i. In accordance with school district policy

3. **Product Standards**

- a) The school district utilizes product standards to:
 - i. Minimize support and maintenance requirements.
 - ii. Apply consistent standards of quality and safety.
 - iii. Reduce acquisition and administrative costs.
- b) Determining product standards is a collaborative process involving Purchasing Services and

the appropriate district department or committee. Management of district product standards is the joint responsibility of Purchasing Services and the appropriate district department.

- c) Employees are responsible for consulting with Purchasing Services before initiating the purchase of any good or service that is subject to a product standard, including purchases that are funded by a third party, such as a Parent Advisory Committee (PAC). Product standards are maintained for the following types of purchases:
 - i. Computer/network hardware, including smart boards, tvs, projectors, printers, and other classroom technology.
 - ii. Computer software
 - iii. Major appliances
 - iv. Furniture
 - v. Tools and equipment
 - vi. Any item that may impact facilities or grounds
- d) Requests for items with product standards must be directed through Purchasing Services, to ensure all necessary communication and consultation is taking place with the respective departments involved (typically Information Technology or Facilities), and for funding review.
- e) Product standards will be communicated through the district as required.

4. Purchasing Methods

Various purchasing methods may be utilized to acquire goods and services, depending on the circumstance and cost involved.

- a) Purchase Cards
 - i. The purchase card program involves the use of a school district authorized financial institution account to facilitate frequent, low-value, purchases of goods and services, using individual purchase cards.
 - ii. A purchase card may be provided to an employee after Purchasing Services review and approval of a *Purchase Card Application Form*, which must be submitted by the school or department Budget Manager.

- b) Open (Standing) Purchase Orders

Open (standing) purchase orders are issued to a vendor for goods or services of a recurring nature, against which purchases may be made for a specified period, allowing for efficiency in the purchase process. Open purchase order requests must be submitted to Purchasing Services by the Budget Manager at the respective department/school.

- c) Cheque Requisitions

Cheque requisitions are used in limited circumstances for processing payment of invoices or expense reimbursements when Budget Managers have approved the acquisition of low-value goods and services without a purchase requisition (i.e. dues/fees, subscriptions). Authorized original invoices and/or receipts are required.

Cheque Requisitions are not to be used to circumvent other purchasing processes described below.

Payments must be processed through the school district office for the following:

- i. Payments related to operating expenditures.
- ii. Payments related to employee reimbursement.
- iii. Payments to individuals for services (for tax reporting requirements).
- iv. Payments to companies for contracted services (for contract management).

d) Purchase Requisitions

Purchase requisitions through Purchasing Services are for the acquisition of all goods and services having a value above the threshold for the use of procurement cards.

- i. A purchase requisition (email), approved by the Budget Manager, must be submitted to Purchasing Services. If the Budget Manager has delegated this task, they must be included in the email to confirm approval of the request.
- ii. When completing a purchase requisition, the requestor must coordinate with Purchasing Services to confirm all required information is provided to assist with efficiently and successfully sourcing the good or service.
- iii. Budget Managers are encouraged to utilize the knowledge in Purchasing Services when seeking unique products, as they may have been previously researched.

e) Request for Information

A Request for Information (RFI) may be used by Purchasing Services to solicit information on new products and services. This process may be initiated before issuance of a *Request for Quotation* or *Request for Proposals*, to determine specifications, scope of work, and requirements. An RFI may or may not request market prices; however, under no circumstance will an RFI result directly in a contract award.

f) Request for Quotation

A Request for Quotation (RFQ) may be used by Purchasing Services or Budget Managers to obtain complete bid pricing, in writing, for goods or services.

g) Request for Proposals

A Request for Proposals (RFP) may be used by Purchasing Services to solicit both price proposals and information on products and services. Standard RFP documentation is utilized, which outlines award criteria, general terms and conditions, specifications, and any other requirements.

h) Tender

A Tender may be used by Purchasing Services to solicit price proposals on products and services. Standard tender documentation is utilized, which outlines award criteria, general terms and conditions, specifications, and any other requirements.

i) Cost-Recovered Internal Services

District departments provide a wide range of services to schools and departments without charge. However, some services provided by departments (such as Facilities and Transportation) are operated on a cost-recovery basis. In these cases, a work order is used to allocate the costs to schools or departments.

5. Purchasing Method Limits

a) Purchasing Policy

The following are dollar value limits for the Purchase Methods as authorized in the Purchasing Policy:

- | | |
|---------------------------|---|
| i. Up to \$1,500 | Procurement Card, Open Purchase Order, Cheque Requisition |
| ii. \$1,501 to \$10,000 | Purchase Requisition |
| iii. \$10,001 to \$25,000 | Purchase Requisition, and
Minimum of three (3) written vendor quotations |
| iv. \$25,001 to \$75,000 | Purchase Requisition, and
Minimum of three (3) written vendor quotations, and
Authorization by the Secretary-Treasurer (or designate) |
| v. Over \$75,000 | Request for Proposals / Tenders to be posted on BC Bid |

- b) Procurement card transaction limits may be set higher for excluded management staff, at the discretion of the Secretary Treasurer or Director of Finance.
- c) Open purchase orders are limited to \$10,000 annually. Once the \$10,000 spending limit is reached, a new open purchase order must be requested through Purchasing Services.

6. Contracts

a) Purchase Orders

Purchase orders are a written commitment to a vendor, representing a contract between the school district and the vendor, specifying the terms, conditions, and pricing for the supply of the product or service requested. Purchase orders allow for tracking and reporting of school district commitments, prior to the receipt and payment of vendor invoices. Purchasing Services will issue a purchase order only after confirming all purchasing objectives have been met.

b) Service Contracts

Budget Managers are required to work with Purchasing Services to facilitate contracts for services, using existing district contract templates. Budget Managers will be required to define and describe the goods, services, and equipment required in the form of written specifications, including requirements related to Worksafe coverage, liability insurance, and criminal record checks. A purchase order will be issued in conjunction with a service contract, where applicable. Service providers are required to provide invoices for services rendered, and payments must be processed through the school district office, for review of contract and tax reporting requirements.

c) School District Contracts and Appointments

The school district may specifically approve major construction or service contracts and the appointment of professional advisors, including architects, auditors, and lawyers. The applicable department coordinates the use of these services once approved through the Secretary Treasurer's office. A purchase order will be issued in conjunction with a School District-appointed contract, where applicable.

7. Purchasing and Contract Authorization Limits

- a) The following are the purchasing authorization dollar value limits as authorized in the Purchasing Policy:

Up to	Authorized to Approve
i. \$1,500 (no contracts)	Purchase Cardholder, Foremen, Executive Assistants
ii. \$5,000 (no contracts)	Business Manager
iii. \$10,000 (no contracts)	School Principal or Department Manager
iv. \$50,000	Director
v. \$75,000	Director of Finance or Assistant Superintendent
vi. \$150,000	Secretary-Treasurer or Superintendent
vii. \$1,000,000	Secretary-Treasurer and Superintendent
Over	
viii. \$1,000,000	Secretary-Treasurer and Superintendent and report to the Board

- b) Contracts may require specific language that may expose the district to additional risks, such as multi-year commitments, or potential unforeseen liability. As a result, the authorization for all contracts is centralized at the school district office. Any contract must be authorized by Director positions and above.

8. Exceptions to Purchase Procedures

- a) When pricing has been established by another provincial government body or school district-related purchasing consortium, by competitive processes, Purchasing Services may apply the resulting prices to school district purchases.
- b) When it is known there are fewer than the minimum number of vendors (3) who could reasonably be

expected to satisfy the requirement, the number of quotations may be reduced by Purchasing Services.

- c) In the case of a request for a sole source of supply, the Secretary-Treasurer or Director of Finance may authorize a negotiated purchase from a single vendor source after it has been documented that one of the exceptions to soliciting bids has been met and the requesting department or school has completed the *Sole Source Request Form*.
 - i. The following circumstances may allow for an exception to the requirement for soliciting bids:
 - a. There is an urgent need and delay would be injurious to the school district.
 - b. The nature of the work, or the estimated cost of the requirement, is such that it would not be in the public interest to invite competitive bids, quotations, or proposals.
 - c. A substantive investment has already been made and would have to be duplicated by another supplier.
 - d. Competition is precluded because of the existence of patent rights, copyrights, intellectual property, or trade secrets.
 - e. The requested acquisition requires compatibility with existing equipment, and logistics, or may void any warranties or guarantees.
 - f. Sources of supply are determined by federal, provincial, or other regulatory bodies, or another public agency or cooperative purchasing entity.
- d) To facilitate pilot projects, negotiated pricing may be authorized by the Secretary-Treasurer.
- e) When the order value criteria for pricing activity does not achieve an appropriate balance, the Secretary-Treasurer or Director of Finance may authorize appropriate actions, in writing, to suspend normal pricing activity in a specific circumstance. This procedure is not considered to be a preferred practice.

9. School Generated Funds (Trust Funds)

The procedures outlined above apply to both operating and school generated funds.

The following additional procedures apply to school generated funds:

- a) School generated funds are only to be utilized for payment of expenditures that are directly related to school initiated fundraising or revenue sources (such as student family contributions for specific school initiatives, such as field trips, or school specific grants).
- b) School generated funds are not to be utilized for payment of operating expenditures that are funded through district provided operating budgets.
- c) School generated funds are not to be utilized to **expedite** payments related to operating expenditures, with subsequent reimbursement from school generated funds.

10. District Payment Processing

- a) Payment requests related to operating expenditures, and other payments discussed in procedures above, must be submitted to the school district office, attention to Accounts Payable.
- b) The school district office maintains a regular bi-weekly payment processing schedule, based on industry standards.
- c) Vendors should be made aware that payments will be processed according to the school district office accounts payable schedule. If vendors have concerns or questions, they can be directed to the Finance Department at the school district office.

Date Approved: January 17, 2024

Date Updated: March 8, 2024

Legal Reference:

Cross Reference: *Purchasing and Procurement Policy 6.3*

Forms: *Employee Gift Card Request Form*
Purchase Card Application Form
Sole Source Request Form

Public Meeting of the Board of Education

Tuesday, March 12, 2024



ITEM 5.3	Information	File No.
TO:	Board of Education	
FROM:	C. Schmor, Director of Student Services , A. Wilson, Superintendent	
SUBJECT:	Mental Health Update	

Mental Health Update:

Student Services Staff:

District Principal – 0.4 FTE
District Resource Teacher Counsellor – 0.2 FTE
District Itinerant Elementary Teacher Counsellors – 5.0 FTE
Middle and Secondary Teacher Counsellors – 7.0 FTE
Learning Specialist Alternate Teachers – 10.7 FTE
District Itinerant Youth Care Workers – 10 FTE (35-hour 10 months)
Integrated Child and Youth (ICY) Clinical Counsellors – 2 FTE
Integrated Child and Youth Peer Support Workers – 2 FTE (30-hour 12 month)

Mental Health and Suicide Risk Assessment DATA update:

Suicide Risk Assessments in 2023-24 are trending lower than last year, but more rated at higher risk. Staff are working together to review Suicide Risk Assessment Protocols and Supports with the intent of making any identified adjustments to staffing and/or support structures.

2023-2024 Suicide Risk Assessments conducted by MPSD trained staff:

Middle/Secondary 29
Elementary 6

Total Suicide Risk Assessments Previous Years:

Year	Total
23-24	35 so far
22-23	110
21-22	106
20-21	170
19-20	104
18-19	109

2023-2024 Designation numbers for mental health categories:

Year	Cat. H Intensive Behaviour/Serious Mental Illness behaviour/mental illness	Cat. R moderate
Feb 2024	156 students	122 students
Feb 2023	156	91
Sept 2022	134	82
Sept 2021	126	67
Sept 2020	108	68
Sept 2019	90	69
Sept 2018	77	53

Mental Health Grant Update:

This year's mental health grant focused on three areas: creating a sense of belonging among students and staff, using the safe caring and respectful school policy to guide practice and increase education on mental health literacy, social emotional learning (SEL), Trauma Informed Practice (TIP) and substance awareness and prevention. The district built on previous initiatives while created new endeavours to help with these goals.

Staff Focus:

MPSD Indigenous Staff took part in lead with kindness sessions, and emotion focused school supports, this was also open to FVLC staff and YCWs. Some school sites created staff book clubs that had an SEL/trauma informed focused. There were staff community building events at various schools, online wellness presentations, and implementation of a new module training on safety called "Making Positive and Preventive Safety Decisions (MPPSD) for staff. And our Physical and Health Education (PHE) staff were involved in the mental health and literacy training through UBC mental health literacy program.

Student Focus:

A new District Leadership team was created with students in grade 10-12 (offered to all high school students however only MSS students currently). Their focus is on course selection, building community between staff and students and reducing drug use, especially in middle school. Our kindness team from FVLC has been running for the past 3 years and is currently in 3 elementary schools. They teach SEL lessons to grade 4/5 classes and are big buddies to younger students (k-2). One school has booked the Clarke Theater to complete an Indigenous focused wellness through music program that culminates in May. We also have a bike therapy club, Metis teaching series and ICY peer support lunch time programs.

Parent Focus:

This year we also used the grant for family nights at various schools. The schools used a SEL/TIP lens to focus on building family connections in the school and share mental health and wellness resources. The district also offered emotional focused family therapy (EFFT) to parents through a 4 night series with supper and childcare provided. Our ICY clinical counselors are running parenting information sessions at various elementary schools that include EFFT strategies, how to help your child when there is a mental health concern present and mental health and wellness resources.

Some challenges:

The challenge remains the increase in mental health challenges of both staff and students. This leads to dysregulation of students (which is often seen with externalizing behaviour and some internalizing) and greater stress responses from staff who are supporting. Staff shortages (especially in CUPE) are also impacting this challenge. Also, although staff have educational teaching, knowing how to embed the teaching into practice can be challenging.

Integrated Child & Youth Team Update:

What is going well:

Since October 2023 we have had over 60 Youth and/or Family referrals to ICY. We are currently working with over 50 youth and approximately 30+ caregivers/parents are being supported.

Weekly Coffee Talk is a parent/caregiver drop-in group held at Hillside, Central, Windebank, Dewdney/Deroche and Silverdale/Stave Falls Elementary with Family Peer support and Clinical Counsellor

Family Smart in Person event on Jan 29th hosted by Monica Thimer on Emotion Regulation had 27 parents attend. Monica was able to meet with several of the parents individually and is now providing support to them.

ICY Clinical counsellors and Family Peer support and presenting with Beth-Anne an Emotion Focused Family Therapy workshop for parents in the Mission School district has started.

ADHD presentation to staff at Silverdale.

The team has welcomed new staff including Sarah Ismirnioglou (Peer support), Chelsey Hogness Youth Concurrent Disorder Therapist and starting in April Kelsey Goddard Admin Secretary. Total ICY Staff as of April 2024 will be 8 (1 Program Lead, 1 Youth Concurrent Therapist, 2 Clinical Counsellors, 2 Peer support workers, 1 Family Peer support worker and 1 Secretary).

ICY continues to build relationships within the school district and community:

ICY Team members are participating on the WRAP committee, Mission CYC, PCN working groups.

ICY Lunch group at Hatzic and Heritage Park Middle School continues to see new faces and the youth appear to love their time with Cash and Sarah.

Open referral process for Family Peer support and Youth Concurrent Disorder Therapist.

Building access to psychiatry and groups through CYMH and Fraser Health systems.

Challenges and ongoing work:

We are working to develop and or integrate administrative and service delivery processes while actively providing services to children and their families.

Building our referral process is ongoing and we are working at developing a manageable referral pathway and identifying priority clients for clinical counsellors.

Continue to balance building a program, defining roles within ICY and building capacity.

ITEM 5.3	Information	File No.
TO:	Board of Education	
FROM:	K. Yaffe, Manager of Health & Safety, Wellness, C. Becker, Secretary-Treasurer	
SUBJECT:	Health, Safety & Wellness Department Update	

1. Primary Functions of the Department:

Mission Public Schools is committed to providing a safe and healthy work environment. The OHS department works with their Joint OHS Committees and employees in carrying out a collective responsibility for occupational health and safety.

2. Total number of employees:1

3. Major projects and Initiatives of the past year:

- a. Power school Atrieve OHS Module- aiming to launch a soft roll out after Spring Break
- b. Claims management - 2024 we have a 7.7% discount on the WSBC base rate. We've been successful in getting workers back to work quickly by offering modified duties.
- c. Preventing Violence in the workplace – much work has been completed over the past few years. We are tracking violent incident reports and have just sent out the annual worker experience survey.
- d. Stay at work/return to work library is well underway. OT has been doing JSA to help develop guidelines to the employer for getting workers back to work with approved light duties.

4. What is Working well:

- a. HMIS- it was noted in 2018 that the hazardous material inventory survey was not sufficient. This school year, a contractor has been hired and is the final stages of completing the survey, placing signage throughout district buildings and we are just about to complete the training on how to roll out and use the electronic library that catalogues the inventory of all hazardous materials throughout the district. This is a very important project and we've been working closely with both our contactor and WSBC throughout the process.

5. What is Challenging:

- a. Getting staff to attend JHSC training being offered, which in turn would create stronger site-based committees that can function well.
- b. There continues to be a gap in understanding that there are workers and employers. Along with those job classifications, WSBC sets out clear roles and responsibilities of each. Getting buy in and accountability continues to be a challenge for both roles.

6. How can the Board support the work of the Department?

Public Meeting of the Board of Education

Tuesday, March 12, 2024



ITEM 6.1	Discussion	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Enhancing Student Learning Report Feedback	

1. **Summary:** The Superintendent will start a discussion about the Ministry's feedback on MPSD's Enhancing Student Learning Report submitted in September 2023.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 1. **Alignment with the [Strategic Plan](#):**
 - a. Honouring Culture and Territory
 - b. Future Orientation
 - c. Student Centred Learning
 - d. Effective Learning Environments
 - e. Quality Teaching and Leadership
 2. **Alignment with the Equity Path:**
[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
 - a. Risks
 1. Organizational
 2. Reputational
 3. Strategic
 - b. Benefits
 1. Organizational
 2. Reputational
 3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**
 - a. LINK to REPORT - [Framework for Enhancing Student Learning, September 2023](#)
 - b. Feedback Letter
 - c. Annual Review District Feedback



February 5, 2024

Ref: 296194

Angus Wilson
Superintendent
School District No. 75, Mission
Email: angus.wilson@mpsd.ca

Dear Angus:

On behalf of the Ministry of Education and Child Care (the Ministry), I would like to thank you and your team for your work on district 75's 2023 Enhancing Student Learning Report submission.

The work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

Following engagement with education partners in 2022/23, the Ministry adapted the annual review process and approach. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the work of districts, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. As part of this process, they developed criteria to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. approach to continuous improvement
2. data and evidence (quantitative and qualitative data)
3. ongoing engagement (qualitative data)
4. alignment and adaptations
5. improving equity for learning outcomes, with a focus on the three priority populations - indigenous students, children and youth in care, and students with disabilities or diverse abilities

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached feedback report.

This year's review process has provided foundational information needed to inform ongoing capacity building for our sector. As we all work together for continuous improvement, the Ministry recognizes that districts are continuously identifying areas for growth and refining Reports to best reflect district processes, successes, and opportunities. The annual review process is also being refined to best support system improvement; further engagement on this will occur at the All Superintendents and Partner Liaison Meetings in February. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

You will also soon be hearing from me with more details about the "Aboriginal How Are We Doing?" Report (AHAWD), highlighting provincial trends for Indigenous student outcomes in the 2022/23 school year as well as specific areas of opportunity and challenge in your district. I would encourage you to continue to use the AHAWD data as well as your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous students.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Christina Zacharuk
Deputy Minister

Attachments: *SD 75 2023 Annual Review Feedback Report*

cc: Shelley Carter, shelly.carter@mpsd.ca

Ref: 296196

Mission - SD 75

September 2023 Annual Review

Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This document is intended to support SD 75's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 75's feedback is outlined below.

Strengths and Considerations by Focus Area

Focus Area 1 – District’s Approach to Continuous Improvement

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Evidence of a continuous improvement approach in the district, including:
 - Evidence of reflective processes (graphics, [continuous improvement cycles](#), descriptions, etc.).
 - Evidence of using quantitative and qualitative evidence to:
 - Illuminate trends (data analysis), and
 - Draw conclusions based on local context (interpretation).
 - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
 - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The district’s report shows evidence that the district employs selected components of continuous improvement processes while working to build upon their application.

Strength:

The report shows components of a continuous improvement cycle.

Consideration:

Future reports would benefit from a description of a full continuous improvement cycle, including how the data analysis influenced planning and strategy development.

Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Visual representations of the district’s student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
 - Intellectual Development
 - Human and Social Development
 - Career Development
- Visual representations of all the data required by the [Enhancing Student Learning Reporting Order](#), disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse

abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
 - Any existing or emerging areas for growth (“so what?”) based on the outcome of the analysis/interpretation of data and evidence.
 - Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
 - Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength:
The report analyzes provincial and local data.
Consideration:
Future reports would benefit from a deeper analysis and interpretation of achievement gaps (e.g., grade 7 literacy for Indigenous students on/off reserve).

Focus Area 3 – Ongoing Engagement (Qualitative Evidence)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A brief description of the district’s process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes). For example:
 - **What** issues were raised as part of the engagement process?
 - **Who** did the district engage?
 - **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
 - Specifics on the engagement process with:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Education Council; and
 - Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
 - How the feedback received through collaboration with local First Nation(s) helped to shape the district’s next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength:
The report provides evidence of engagement with key rights holders and stakeholders rights holders and includes student voice.
Consideration:
Future reports would benefit from articulating how the district will continue to engage on an annual basis and how the feedback informs next steps.

Focus Area 4 – Alignment and Adaptations

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (Horizontal alignment.)

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength:
The report shows that the district has taken steps to align operational and school plans.
Consideration:
Future reports would benefit from detailing how alignment is an embedded practice within the district.

Focus Area 5 – Improving Equity of Learning Outcomes

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- An explanation of the district's response to the trends, identified inequities, and effectiveness of currently implemented strategies.
- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).
 - Includes an explanation of the district's process for tracking and supporting small populations of students in these priority populations whose results are masked.

Focus Area 5.1 – Focus on Indigenous Students

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength:
The report shows some focus on Indigenous students in the data analysis, with some strategies.
Consideration:
Future reports would benefit from articulating specific strategies to address identified achievement gaps for Indigenous students.

Focus Area 5.2 – Focus on Children and Youth in Care

The district's report shows clear evidence that the district has focussed attention on children and youth in care.
Strength:
The report shows a clear focus on children and youth in care with the CYIC advocate.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength:
The report shows some focus on students with disabilities or diverse abilities in the data analysis, with some strategies.
Consideration:
Future reports would benefit from articulating specific strategies to address identified achievement gaps for students with disabilities or diverse abilities.

Additional notes:

The review team noted the following innovative/promising practices expressed in the report:

- Children and youth in care advocate position



ITEM 6.2	Action	File No.
TO:	Board of Education	
FROM:	Committee of the Whole	
SUBJECT:	Use of Technology	

Recommendation

THAT the new Use of Technology policy be reviewed, updated as necessary, approved in principle and shared for public feedback via EngageMPSD portal.

1. Summary:

2. Background: In January the Premier announced a directive expecting schools to include restrictions on the use of cell phones in their codes of conduct. Districts were given broad leeway on how to implement this; in our District, the Board chose to go with a policy and procedure related to it. The first draft of a policy on technology use was presented to District Staff and Principals for feedback. Please note that while it includes cell phones, it goes beyond that, into both 'personal digital devices' and (school owned) technology as well. Staff is planning to consult with students and the public via EngageMPSD.

3. Options:

4. Analysis and Impact:

a. Alignment with the Strategic Plan:

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

b. Alignment with the Equity Path:

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

c. Policy, Legislation, Regulation

d. Organizational Capacity

e. Risks

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

f. Benefits

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

5. Public Participation:

1. Consult with Siwal Si'wes Indigenous Education Policy Advisory Group and Indigenous Communities
2. Consult with Employees, Parents, and Students, and PACs – primarily via EngageMPSD at <https://engagempsd.ca/admin/projects/policy-review-2024>

The following comments that have been received so far, will be included on the EngageMPSD portal.

Technology is here to stay.

As an educational institution, we are discussing the need to educate students to use technology responsibly and become responsible digital citizens. We note that inappropriate student behaviour is often connected to a student's inappropriate use of a cell phone.

Before we finalize the policy, we are looking for significantly more feedback from parents, students, and employees. Please review the information provided on this webpage. We would appreciate receiving any additional comments you may have by **April 20th, 2024**.

- Cell phones and smart watches need to be excluded, separated from other technology - at Middle and Elementary school, cell phones are a distraction, which students cannot manage effectively.
- Would like to see Staff parameter usage.
- Who decides on student safety? Where is the data on student learning, safety and distractions. There are districts who reported improvements when cell phones were restricted.
- There is no need for cell phones in the classroom. They impact students' ability to learn. Not trying to take away a tool that is used as a learning tool for someone who needs it. Main focus is on safety of students.
- Definition where technology is coming from? Are teachers trained on the use of technology equitably? We cannot plan a class around everyone using Wi-Fi. What apps are being used? Would like to see a staff cell phone use policy.
- DPAC Supports having a separate policy for staff. Would students at elementary level not be allowed to bring cell phones to school? Who takes responsibility/liability for devices brought from home? Content - if students are allowed free range of technology - who will make sure there is no content that is inappropriate or damaging.
- Guidelines, Number 4 - no teacher should be able to modify the IEP. Cell phones should be forbidden unless they are used as accommodation listed on an IEP.
- Procedure can spell out what is used at elementary, middle, and high. Teachers are highly educated professionals and able to decide what technology is used. SPED kids need to have an exception. Policing adults about the use of cell phones - many staff use cell phones for work, communicating.
- ERASE bullying - cell phones are a vital tool. There are QR codes in bathrooms across the province, so that a report can be made. Taking all the technology away will not solve the issues.
- Exclusions are seen when cell phones are allowed in a class. When students do not have a cell phone, staff are asked to share their devices. Can we teach responsible use? We cannot take away a communication device. Cell phones do get in the way of learning. Staff need some direction to follow. Without a staff policy, it is hard to police the use of devices.
- Elementary, middle school: when students are in the classroom, there is no place for cell phones. Teachers, EAs can deal with an emergency if needed.
- It is up to the teacher's discretion - want to hear what students, parents have to say.
- Autonomy - cell phone time is given as a reward system. Is it done by design? Would teachers prefer to have cell phones out of the classroom?
- Using AI for sorting long documents - we need to consider confidentiality. What are the concerns from students? Teachers?
- Games - educational games can be used. District Inclusion Coordinator teaches teachers to use technology effectively. We need not to generalize information without data to support it.

- Staff reviewed existing policies from other School Districts.
 - Our job is to teach kids how to be responsible.
 - If a cell phone is confiscated - who takes care of the device? Some children go to daycare before or after school and communicate to their parents via the cell phone.
 - We need to land somewhere in the middle of the spectrum.
 - Equity – it is hard to imagine that not everyone has a cell phone, but it is the case. Students are impacted negatively by cell phones, not by smart boards.
 - Cell phones are a tool. We need to teach responsible use. Students' participation in the feedback will be vital.
 - A lot of the inappropriate student behaviour staff deals with is inappropriate cell phone use
 - Etiquette, digital citizenship - the use of technology is a learning curve.
 - Need procedures to support the policy.
 - IT: Student devices are a security risk that tax our resources, as are any personal devices that connect to our network. The School District currently does not have the resources to monitor everything students access on our network, so the risk is not completely mitigated. We would need to invest some time and money into hardening our security, updating our Wi-Fi density and coverage, and ensuring that the technological resources for staff are not impacted to the extent that they are currently.
1. **May 7, 2024**, COTW Return policy and comments, along with draft amendments to the policy
 2. **May and June**, Circulate draft Revisions to the policy for additional feedback
 3. **June 4, 2024**, COTW - Return final draft of policy review before forwarding to the Board
 4. **June 18, 2024**, Board meeting – Final Approval

6. Implementation:

1. Review with School Administrators for including in School Codes of Conduct
2. Communication plan with parents and students

7. Attachments: DRAFT Policy

Section:	District Administration	
Title:	Use of Technology by Students	3.8

Purpose

To provide guidance in the use of technology by students within schools for educational purposes. While technology can be a tremendous asset that supports diverse learners and removes barriers to inclusion, it is also recognized that it can be used to bully, harm, distract, or disrupt in the learning environment. The School District is charged with assuring an equitable and safe learning environment for all students.

Policy

The school district supports the use of technology, including computers, laptops, smart boards, projectors, cell phones, digital devices, or other technology that plays a vital role in the education of students.

The Superintendent is responsible for ensuring procedures are in place to support the use of technology to enhance the educational environment of students.

Students are expected to use technology responsibly, to enhance their education and become a responsible digital citizen.

General Guidelines

1. Student use of technology in classrooms will be at the discretion of the classroom teacher. This includes the use of computers, laptops, cell phones, or other digital devices including smart watches or other smart communication technology that could disrupt learning. It is generally expected that use of technology will be extremely limited in the elementary years, gradually increasing into the secondary years of study when appropriate. While the use of technology is restricted during instructional time, it is recognized that some students require technological supports [as detailed in their IEPs agreed to](#) by classroom teachers, specialist teachers, and administration.
2. The use of personal cell phones and other digital devices, including smart watches or other smart communication technology, may be used during non-instructional times. Non-instructional times include before class, during breaks, lunchtime, and after school.
3. Instructional time includes not just regular classroom settings, but assemblies, guest speakers, field trips, and other events organized by teachers or administrators.
4. Digital devices are not taken into test or examination settings unless students have been given permission to do so [for educational reasons](#) by the teacher administering the test or exam.
5. Students must not use cell phones, video or audio recording devices, or other digital devices in settings such as change rooms, washrooms, or private counselling rooms at any time that have the potential to violate a person's reasonable expectation of privacy.

6. The use of enhanced software such as Artificial Intelligence programs must be disclosed to and approved by the teacher.
7. All schools are expected to incorporate the intent of this policy into their codes of conduct.
8. Students that contravene this policy may be subject to disciplinary action and the confiscation of the cell phone or digital device by the classroom teacher or school administration. Confiscated items shall be returned to the student only after a conference with the parent, student, and school personnel. The security and storage of personal digital devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of personal digital devices.

DRAFT

Digital Citizenship

It is expected that the school and district will work towards students recognizing the appropriate and ethical use of electronic technology. A responsible digital citizen considers:

- Ethical use of Technology
- Etiquette with Technology and Platforms
- Engagement in transformative use of Technology
- Skills and Literacy in Digital Spaces
- The Rights and Responsibilities associated with Technology
- Safety and Security in Digital Spaces

(Material below not to be included in final policy, for development considerations only)

Nine Elements of Digital Citizenship



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<https://letstalkscience.ca/educational-resources/backgrounders/digital-citizenship-ethics>

Canadian Centre for Child Protection: <https://protectkidsonline.ca/app/en/>

Safer Schools Together:

- Parent resources page: <https://saferschoolstogether.com/resources/parent-resources/>

- “Raising Digitally Responsible Youth” online book: <https://resources.saferschoolstogether.com/link/352883/>

Next year we are hoping to have students design infographics to incorporate and publish these guidelines.

Sub headings

Tables	Tables

Date of Original Board Approval:

Date Amended:

Legal Reference: (legislation)

Cross Reference: [\(other policies and procedures\)](#)
3.0 [Safe, Caring and Respectful Schools](#)
3.0.1 [School and Student Conduct](#)

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

February 20, 2024, 6:30 pm
Cherry Hill Elementary
32557 Best Avenue, Mission, BC

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

Staff Present: **Superintendent of Schools, Angus Wilson**
 Secretary-Treasurer, Corien Becker
 Assistant Superintendent, Karen Alvarez
 Director of Operations, Dana Maclean
 MTU President, Shannon Bowsfield
 District Indigenous Mentor Teacher, Peggy Janicki
 MPVPA Co-Presidents, Lisa Clarke, Sharon Widdows
 Principal, Rob Clark
 Executive Assistant, Ilona Schmidt (Recorder)

Others Present: **3 members of public**

1. CALL TO ORDER

The meeting was called to order at 6:31 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 J. Tran: Capstone Project - Racism in the Media

Judy TRAN presented her Capstone project regarding Asians being misrepresented in the media. Judy was the only Southeastern Asian at her school and experienced racial slurs at the age 11.

Schema = process we use to organize our knowledge to analyze the product. We are all consuming media that portrays the Asian stereotype as a school nerd. Stereotypes played on tv impact how people are perceived. Racism and xenophobia are deeply embedded in the public today.

We need to spread awareness, highlight different cultures, to create a more informed student body.

3.2 Principal Clark

Cherry Hill Elementary moment of wisdom: Kids tell parents what happened at school. Parents often do not know what to do with the experiences, how to fix what happened to their children, and the upset escalates. We need to be present and deal with the small things children deal with. Staff need to be in the moment and help the child in the moment, so they feel seen and heard.

4. **UNFINISHED BUSINESS**

4.1 BCSTA Advocacy Plan

MOVED and Seconded THAT the following three advocacy priorities be submitted to BCSTA on behalf of the Board of Education of School District 75 (Mission), in response to BCSTA's February 2024 advocacy survey:

1. student outcomes
2. sustainable funding for childcare and ECE
3. recruitment and retention of educators

CARRIED

RC: Sustainable Funding, Involving Boards in decision making, Funding public education and less of the business subsidies for private K-12

LH: Ensuring that we have school capacity for future student growth, addressing attendance rates K-12, educational opportunities for parents re: mental health issues, work towards carbon neutrality, need for busing

JB: More funding for K-12 extracurricular activities, more funding for youth mental health (middle/high school) and substance abuse, more resources for transition to post-secondary

SC: relationship building with all bands, Metis and Inuit, Childcare needs, advocating for MSS and new builds

TL: improving student outcomes, recruitment and retention issues (supports, professional learning, support for staff), support for childcare and early learning.

Summarizing all priorities

1. Sustainable funding for childcare and ECE
2. Improving student outcomes (accessibility, inclusion, literacy, numeracy, programming, mental health, substance use support)
3. Recruitment and retention of educators (capital)

4.2 Distinctions Based Approach

Debbie Jeffries (FNESC) highlighted recognizing the distinct rights of the various Indigenous people. Peggy Janicki, MPSD Indigenous Mentor teacher, referred to acknowledging "house rules." There are over 200 First Nations in BC. The rights and pre-existing ways of governance are important to acknowledge.

5. **STAFF REPORTS**

5.1 Reporting out from Closed Meeting

At the Special Closed Meetings of the Board of Education, February 13, 2024, Childcare Plans and Superintendent Review were discussed.

At the Closed Meeting of the Board of Education, February 20, 2024, students, personnel, and property matters were discussed.

5.2 Operations Department Update

Operations department overview was provided by the Director of Operations. The department is trying to incorporate strategic plan wording into their planning. 110 positions in the department, and 21 aging buildings.

Capital planning (minor - HVAC, flooring, roofing upgrades, major capital planning). In the future, may need to add staff. Looking into adding cooling into sites that do not have it. Heat pumps are installed with upgrades.

IT servers are being migrated from old to new.

Hatzic Middle - 8 new learning spaces were added last summer.

IT & Transportation staff maintain a very high standard of work even when short staffed. Management processes, and accountability for work in the departments is improving.

Challenges: staffing & retention of staff with limited budget. Increase in need of major repairs. Changes to provincial (and municipal) building code and requirements and fire code changes. (Monthly and annual inspections were added).

Aging buildings - deferred maintenance is amounting to \$216 million.

Playground equipment program from the Ministry will only fund playground equipment if majority of students are 12 years old and younger. We will not get funds for a playground equipment at the middle schools.

Facilities and Deroche are receiving the new first phone system first. Facilities will test the new system first.

Starting to see challenges on the mechanic side, would like to request a part-time mechanic.

5.3 Quarterly Report, December 31, 2023

Staff still need to review the enrolment summaries, as February and May counts need to be verified and updated at year end. Our budget this year is planning on drawing from Surplus.

Violent incident report numbers have been higher for a while. Support has been provided as needed. A better system to track incidents is now in place.

5.4 How are we doing Report - Indigenous Education

The HAWD report was provided for review. Student numbers below 20 are masked to protect student identity.

% of students on reserve are quite small. Alternate programs - # is higher than others. FSAs - underrepresented number of students. Numeracy is of the highest concern.

Adult dogwood - useful for some students but should be discouraged and used more sparingly.

The Indigenous students that take pre-calculus and higher math are succeeding at similar levels are all other students.

5.5 2024-2025 Enrolment Projections

Estimates have been submitted to the Ministry. We are projecting more than the Ministry has projected, but we are still conservative.

6. **NEW BUSINESS**

6.1 R Cairns: Motion RE District Code of Conduct

MOVED and Seconded THAT the Board direct staff to develop a district code of conduct for all schools.

DEFEATED

Rationale was provided. Codes of conduct should be standardized across the district.

The board supports this in theory but would like to hear from Principals and partner groups first. Specifics need to be rooted in the codes of conduct, but ages and different buildings need to have a bit of flexibility.

The School Act is relatively silent on whether there is to be one universal code of conduct or variances of such.

Trustee Cairns is looking for something consistent district-wide.

Respectful Schools Policy identified that some school codes of conduct are different than others. We have not done an audit of the all the schools' codes of conduct. The Assistant Superintendent has been doing a lot of work on the Respectful Schools Policy. The Legislative requirement has been shared. We are slowly building the environment up.

The Board and staff agree that there needs to be some common language. Schools need to have some ownership of their codes of conduct, and of course, be age appropriate. No timeline was given. It has been noted by staff to keep working with the schools on the codes of conduct.

7. **MINUTES OF PREVIOUS MEETINGS**

7.1 Board of Education Public Meeting Minutes, January 23, 2024

MOVED and Seconded that the Board of Education Public meeting minutes dated January 23, 2024 be approved as amended.

Amendment: Item 5.4, the word "late" Malila to be replaced by "the Stó:lō Elder" Malila, and "a student of Dr. Siyamiyatiot, Elizabeth Philips."

CARRIED

8. **INFORMATION ITEMS**

9. **CORRESPONDENCE**

10. **COMMITTEE MINUTES/LIAISON REPORTS**

Trustee Cairns: BCSTA IEC met on February 8, 2024: discussed schools of choice. Approx 40 school districts have LEAs.

BCSTA Discussions on First Nations, Metis and Inuit and phasing out the "aboriginal" wording.

Trustee Hamel:

January 11, 2024: **Virtual Trustee-Orientation Financial Planning & Accountability**

Key Learnings

- the mandate of the Ministry of Education & Childcare is to create "The Educated Citizen"
- most of the budget of a school district is determined by collective agreements, whatever finances are left need to be tied to the **Strategic Plan** of the district
- a board's responsibility is to ensure **a continuous process tied to student achievement**
- it is important to identify and analyze risks
- multi-year financial planning is important for sustainability and should be tied to the Strategic Plan
- How can trustees influence the budget in a practical way?
- trustees can look at data and decide and direct initiatives for staff
- trustees must engage and communicate with the community regarding the budget
- trustees must ensure priorities have been addressed and the budget is sustainable
- monitoring is essential - actual results compared to budget
- the session re-iterated that trustees need data to make informed decisions affecting the school district budget

Possible questions to ask as a trustee regarding budgets and accountability:

- Why are we over/under budget?
- Is the school district involved in any legal matters that may impact future operations?
- What is the accumulated surplus? What is the policy in using surplus funds?
- What is included in local capital?
- How has the allocation of resources improved student outcomes?
- Should there be a change of focus in the operational plan?

January 22 **Capstone Presentations by MSS Students**

- Outstanding effort by students
- A wide variety of interests and passions shared by students
- Evidence of achievement of the Core Competencies
- Evidence that students are highly connected to staff and strong relationships have been developed and nurtured

January 27th **BCSTAFacilitated Learning Series - Framework for Continuous Improvement**

- Continuous Improvement Cycle - Collaborate ~ Publish ~ Review ~ Build Capacity
- *Improving Student Outcomes - Guide for Boards of Education* - provided by BCSTA

- Focus on Data - Indigenous Students, Children & Youth in Care, Students with disabilities or diverse abilities.
- Guiding Principles for Considering Evidence - What problems will you solve/
- Does your board meet with marginalized groups?
- What is your district doing to attract racialized staff?
- Recruitment & Retention - need to keep staff safe to keep them
- Incident Response Guidelines - Where is your district in this area?
- Dr. Jennifer Charlesworth - Non-Partisan Officer of the Legislative Assembly - "When we know better, we do better", "untying the colonial knots", "data is information to generate questions."

January 29th **Fraser Valley Branch Meeting**

February 15 **TTAC Meeting**

- The committee continues to advocate for opportunities to expose students to the benefits of the trades as employment options.

February 20 **Joint Use Agreement Meeting with City of Mission**

Trustee Bains: DPAC, BCSTA Leadership series

Trustee Loffler:

Jan 27 (Fraser Valley Branch) & February 15 (Metro Branch): BCSTA's Leadership Series on The Framework for Continuous Improvement. Co-presented with Connor Morris, FNEEC; Denise Augustine & Brad Baker, MOECC; Dr Jennifer Charlesworth; Gordon Li, BCSTA.

February 2: K-12 Inclusive Education Advisory Group:

PURPOSE

- To provide advice and recommendations to inform the planning, development, implementation, and evaluation of identified priority Inclusive Education projects and initiatives.
- Where appropriate, work collaboratively with key partners to further develop and/or implement Advisory Group recommendations.

February 7: SFU Public Square Webinar: Mobilizing Fear and Misinformation: Anti-SOGI & 'Parent's Rights' Movements

Students need to be safe and respected at schools. Behaviour is the purview of the classroom; gender is the purview of the individual. Large percentage of trans youth end up homeless. Trans youth often feel safest at school.

February 9: Partner Liaison Meeting

PISA 2022 TRENDS | Melanie Stewart

FESL | Cloe Nicholls

Mary Shaw | Supporting Student Success

Safe and Inclusive Schools | Mike Hancock

Bill 40 | Deborah Jeffrey & Denise Augustine

Artificial Intelligence | Eleanor Liddy

Board Governance Through Challenging Times | Jennifer McCrea

February 16, 17: BCSTA's Legislative Committee. Reviewed close to 50 motions for the upcoming AGM in April.

Trustee Carter: Trustee Talk - Framework for continuous improvement. HAWD - report by FNEESC. Dr. Charlesworth presentation - emotional, bigger discussions are needed.

10.1 Trades Training Advisory Committee Minutes, June 8, 2023

10.2 Trades Training Advisory Committee Minutes, October 12, 2023

11. ANNOUNCEMENTS

12. QUESTION PERIOD

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 8:35 pm.

Chair, Board of Education

Secretary-Treasurer

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