

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

**April 16, 2024, 6:30 pm  
Fraserview Learning Centre  
32444 7th Avenue, 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**

- |     |  |             |
|-----|--|-------------|
| 3.1 | Global Education: Review of the trip to Bahamas  | Information |
|     | MSS teacher, K. Matheny and his Global Education students will present a short video and recount personal experiences from the trip. |             |

**4. UNFINISHED BUSINESS**

- |       |  |               |
|-------|--|---------------|
| 4.1   | MSS Replacement Update   | Information   |
| 4.1.1 | MSS Replacement Funding Confirmation                             | 1 - 3         |
| 4.1.2 | MSS Replacement Funding Agreement Correspondence - April 10 2024 | 4 - 7         |
| 4.2   | Trustee Code of Ethical Conduct                                  | Action 8 - 21 |

**5. STAFF REPORTS**

- |     |                                   |                     |
|-----|-----------------------------------|---------------------|
| 5.1 | Reporting out from Closed Meeting | Verbal              |
| 5.2 | HR Department Update              | Information 22 - 23 |
| 5.3 | Security Cameras                  | Information 24 - 25 |
| 5.4 | Emergency Planning in schools     | Discussion 26       |
| 5.5 | Feeding Futures: 3 year Plan      | Information 27 - 37 |

**6. NEW BUSINESS**

- |     |  |        |         |
|-----|--|--------|---------|
| 6.1 | Capital Bylaw  | Action | 38 - 45 |
|     | To approve the Bylaw for Capital works for 2024/2025 |        |         |

**7. MINUTES OF PREVIOUS MEETINGS**

- |     |   |        |         |
|-----|---|--------|---------|
| 7.1 | Board of Education Public Meeting Minutes, March 12, 2024 | Action | 46 - 51 |
|-----|---|--------|---------|

**8. INFORMATION ITEMS**

- |     |   |             |         |
|-----|---|-------------|---------|
| 8.1 | Summary of Development Referrals - 2023   | Information | 52      |
|     | A summary of development referrals received in 2023, and the anticipated impact on enrolment over the next three years. |             |         |
| 8.2 | Grad Events 2024 Schedule   | Information | 53      |
| 8.3 | DPAC Minutes  | Information | 54 - 57 |

DPAC Meeting Minutes link: <https://www.dpacsd75.com/meeting-minutes>

**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**



March 14, 2024

Ref: 296545

Shelley Carter, Chair  
School District No. 75 (Mission)  
**Email: shelly.carter@mpsd.ca**

Dear Shelley Carter:

I am pleased to advise the Mission Board of Education of the approval for the replacement of Mission Secondary School.

The Mission Secondary replacement (1500 capacity) may proceed using Ministry of Education and Child Care (the Ministry) capital funding up to \$105.4 million, with an additional \$70.8 million held by the Ministry in project supplemental budget items and risk reserves, to be allocated following sufficient justification and Ministry approval.

The following conditions apply to the funding approval:

1. The maximum project budget is \$176.2 million, which includes \$175.2 million in funding from the Ministry;
2. The District is required to contribute a minimum of \$1.0 million towards the project budget;
3. The District's contribution is to be entirely directed to the base budget of the project rather than the project reserves;
4. The District is responsible for any cost overruns;
5. The procurement method is to be Design Build;
6. The school is to include a Neighbourhood Learning Centre;
7. The school is to be built to the approved low-carbon design specifications;
8. Any future addition shall be delivered through prefabricated construction methods;
9. The Ministry must approve any material changes to the approved scope, schedule, or budget; and
10. Access to project reserves is based on Ministry approval and requires written justification, including any documentation required by the Ministry.

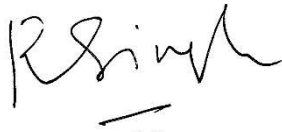
Ministry staff will work with District staff to finalize the Capital Project Funding Agreement. This agreement will lay out the obligations of the Board and Ministry to deliver the capital project within the established scope, schedule, and budget. Until such time as the Ministry and School District have had an opportunity to coordinate publicly announcing the project, I would ask that you treat this approval as confidential.

.../2

The Ministry is encouraging school districts to consider simplified designs when building new schools or expanding existing ones. As your project proceeds to stakeholder engagement and design phases, please see simplified school design guidelines within Appendix 1. It is important that you review this in detail prior to proceeding with the project.

If you require further information, please contact Chris Brown, Assistant Deputy Minister, Resource Management and Executive Financial Office, by email at [Chris.Brown@gov.bc.ca](mailto:Chris.Brown@gov.bc.ca), or by phone at (778) 698-7584.

Sincerely,

A handwritten signature in black ink, appearing to read 'R Singh', with a horizontal line underneath.

Rachna Singh  
Minister

Appendices: Appendix 1: Simplified Designs

cc: Angus Wilson, Superintendent, School District No. 75 (Mission)  
Corien Becker, Secretary Treasurer, School District No. 75 (Mission)  
Chris Brown, Assistant Deputy Minister, Resource Management and  
Executive Financial Office, Ministry of Education and Child Care  
Capital Management Branch, Ministry of Education and Child Care

.../3

## **APPENDIX 1: SIMPLIFIED DESIGNS**

The Ministry of Education and Child Care (the Ministry) is encouraging school districts to consider simplified designs when building new schools or expanding existing ones. By utilizing simplified designs, school districts will directly benefit from the operational cost savings (heating/cooling, maintenance, etc.) over the lifespan of the school facility. Excessive design elements may also result in an uncomfortable environment for occupants, for instance when extravagant glass walls and roofs increase the temperature inside the school.

By reducing complex school design elements, school districts and the Ministry will be better able to maximize the creation of new student spaces, mitigating costs and expediting the delivery of new classrooms and learning environments. Simpler designs will result in quicker delivery of new schools and additions without compromising appropriate 21<sup>st</sup> century learning elements and licensing requirements for child care or impeding the consultation process with stakeholders. Reusing these simple designs is also encouraged as it creates further efficiencies.

Ministry staff will continue to work with school district design teams to identify costly design features that impact scope, schedule, and budget. It is important that school districts are thoughtful about making commitments and setting expectations during any stakeholder consultation process. Moving forward, school districts opting to include complex, non-essential, design features in school capital projects will be expected to offset the associated cost with their own funds.

**The Ministry is not supportive of design elements identified in the list below. This list is not exhaustive and school districts are expected to identify design efficiencies during capital delivery. Please contact the appropriate Regional Director or Planning Officer for your school district to ensure you are using the current version of this simplified designs guidance document.**

### **1. Elaborate Building Massing**

- Sprawling building footprints and high ceiling heights
- Excessive design spaces and large atriums
- Courtyard areas/spaces and oversized/elaborate roof overhangs
- Several alcoves and jut-outs of the building footprint
- Non-standard roof design, and varying levels within the roofing structure

### **2. Inefficient Building Configuration**

- Curved exterior and interior walls
- Inclusion of atypical angles/irregular geometry

### **3. Excess Glazing**

- Disproportionate amounts of windows and glazed curtain walls
- Glazed entrance canopies and clerestory roofs

### **4. Costly Interior Fit-Outs**

- Expensive plumbing/lighting fixtures and finishes
- Costly suspended ceilings and slats in ceilings



April 10, 2024

Ref: 298106

Corien Becker, Secretary Treasurer  
School District No. 75 (Mission)  
**Email:** Corien.Becker@mpsd.ca

Dear Corien Becker:

**Re: Mission Secondary School, Replacement (Project No. 159066) | Capital Project Funding Agreement**

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I am pleased to advise the Mission School District (the District) that the Capital Project Funding Agreement (CPFA) for the Mission Secondary, replacement in Mission has been signed. One copy of the approved CPFA is enclosed.

The CPFA lays out the obligations of the Mission Board of Education (the Board) and the Ministry of Education and Child Care (the Ministry) to deliver the capital project within the established scope, schedule, and budget. The Mission Secondary replacement project may proceed using Ministry capital funding up to a maximum of \$162,421,854. The Board will contribute an additional \$1,000,000 to the base building budget.

The CPFA also includes a further \$12,823,391 held by the Ministry in Ministry Retained Risk Items, to be allocated only with sufficient justification and Ministry approval. Access to funding for risk reserves will require prior Ministry approval in accordance with the terms of the CPFA. The maximum potential project cost, including District contribution, is \$176,245,245.

The CPFA outlines the requirement to seek approval prior to a project being tendered or a Request for Proposal is issued. This request must be submitted by the Secretary Treasurer to the Regional Director.

A Chief Project Officer and District Representative are required for this project, as outlined in the CPFA, to provide monthly status reports and to immediately notify the Ministry, in writing, should any circumstances be encountered that may impact the projects scope, schedule, or budget.

Approval for this project was granted with the following requirements:

1. The maximum project budget is \$176,245,245, which includes \$175,245,245 in funding from the Ministry;
2. The District is required to contribute a minimum of \$1,000,000 towards the project budget;

3. The District's contribution is to be entirely directed to the base budget of the project rather than the project reserves;
4. The District is responsible for any cost overruns;
5. The procurement method is to be Design Build. The current estimated price ceiling will be reevaluated during the Cost Refresh project stage prior to issuing the RFP;
6. The school is to include a Neighbourhood Learning Centre (NLC) for child care. Should additional funding from the New Spaces Fund be granted to the project, a commensurate level of funding from NLC may be used for Indigenous education or reconciliation space.
7. The school design will follow the greenhouse gas (GHG) reduction strategy identified within the PDR to achieve efficiencies above LEED Gold;
8. Any future addition must be of prefabricated construction;
9. The Ministry must approve any material changes to the approved scope, schedule or budget; and,
10. Access to project reserves is based on Ministry approval and requires written justification, including any documentation required by the Ministry.

The Ministry is encouraging school districts to consider simplified designs when building new schools or expanding existing ones. As your project proceeds to stakeholder engagement and design phases; please see simplified school design guidelines within Appendix 1. It is important that you review this in detail prior to proceeding with the project.

Enclosed is a Certificate of Approval (COA) in the amount of \$25,000,000 enabling the District to draw capital funds for the project as per the CPFA. This initial amount is to support the works undertaken throughout tender development. Subsequent COA increases will occur as required leading up to the project being awarded to the successful proponent.

I would like to take this opportunity to remind you of the BC government's Apprentices on Public Projects in BC policy. This policy supports apprentices receiving the experience and hours they need to become certified. Major infrastructure projects include requirements for contractors and subcontractors to demonstrate that they are engaged in the apprenticeship training program. Boards of Education are to ensure that all prime contractors on capital projects procured after July 1, 2015, and with a provincial investment of \$15 million or more, are engaged in the apprentice program and that they report the use of registered apprentices.

You can find more information on this program, including reporting requirements, on the website link below:

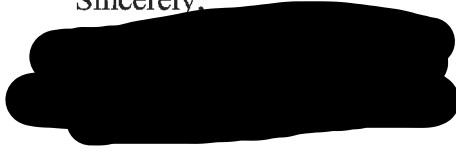
<http://www2.gov.bc.ca/gov/content/industry/construction-industry/apprentices>

Any questions regarding the program can be sent to: [publicprojects@gov.bc.ca](mailto:publicprojects@gov.bc.ca)

The Ministry looks forward to working with the Mission School District towards the completion of this important project, scheduled to attain occupancy by September 2028 and final completion by August 2029. If there are any questions about this project, please contact Alexander Angus, Regional Director, Capital Management Branch, at [Alexander.Angus@gov.bc.ca](mailto:Alexander.Angus@gov.bc.ca) or phone (250) 415-7780.

Thank you for your dedication to the students of the Mission School District.

Sincerely,

A large black rectangular redaction box covering the signature of Damien Crowell.

Damien Crowell  
Executive Director, Capital Management Branch

Appendices: Appendix 1: Simplified Designs

pc: Angus Wilson, Superintendent, School District No. 75 Mission  
Capital Management Branch, Ministry of Education and Child Care



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ITEM 4.2	Action	File No.
TO:	Board of Education	
FROM:	Committee of the Whole	
SUBJECT:	Trustee Code of Ethical Conduct Review	

### **Recommendation**

**THAT the April 2024 revision of the Trustee Code of Ethical Conduct Policy be finally approved.**

**1. Summary:**

Considering the comments and discussion from the April Committee of the Whole, the draft of the Trustee Code of Ethical Conduct was revised and is being represented for consideration.

Boards must update their code of conduct for school trustees by April 30 to align with [Provincial School Trustees Code of Conduct Criteria Guidelines. \(Linked\)](#)

Submissions and any questions can be sent to [EDUC.governance.legislation@gov.bc.ca](mailto:EDUC.governance.legislation@gov.bc.ca)

- 2. Background:** The Committee of the Whole reviewed Policy 1.2 on March 7, 2024 and again on April 9, 2024. The Committee requested that additional amendments be made to include more language to better align with the BCSTA codes of conduct, alignment with provincial and federal legislation, anti-racism, reconciliation and relations with local First Nations, acceptable use of social media, and professional development.

**3. Options:**

- a. The policy can be reviewed amended if necessary, and considered for approval.
- b. The policy can be approved in principle, and circulated for additional feedback if desired.

**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:**

The implementation process outlines the inclusion of public in the process

**6. Implementation:**

The process – Policy Development and Review policy 1.5

1. November 2023 – Consider draft at Committee of the Whole meeting
2. December 2023 – Forward policy to Siwal Si'wes Policy Advisory Working Group
3. March 2024 – Return policy to a Committee of the Whole. If acceptable, to forward to a Board Meeting
4. April 2024 – Return draft policy to Committee of the Whole. If acceptable, to forward to April Board meeting for approval

**7. Attachments:**

- a. Final Draft revised policy – April 2024
- b. Final Track changes document

<b>Section:</b>	<b>Governance</b>	
<b>Title:</b>	<b>Trustee Code of Ethical Conduct</b>	<b>1.2</b>

## Purpose

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

## Policy

Critical trust is invested in the Board by the electorate to govern the affairs and business of the Mission Public School District. Recognizing this, the Trustees commit to conducting the business of the Board in accordance with the School Act, focusing on student achievement and outcomes, equity, and wellbeing, and ensuring decisions are made in the best interests of the School District as a whole. This commitment includes acting with integrity and responsibility, being respectful, fair, and professional when interacting and communicating with other trustees, staff, partner groups, and the community, or when representing the Board of Education or the Mission Public School District.

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

## Ethical Conduct Commitments

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

### Behaviour:

- Trustees are expected to support, endorse, and uphold human rights legislation.
- Trustees are expected to use respectful behaviour in all School District and community interactions, with fair and respectful treatment of students, parents, staff, community members and other Trustees.
- Trustees shall represent the School District in all matters with respect for others.
- Trustees are expected to use behaviour that is respectful of others or their opinions. Trustees are expected to maintain decorum during all meetings, respect the protocols of the meeting process, the authority of the Board Chair, and encourage full, open, and courteous discussions in all matters with other trustees.
- Trustees shall refrain from making discrediting comments about others, engaging in unwarranted personal criticism, or taking private action that could compromise the integrity or authority of the Board.
- Trustees act with the highest standard of professional integrity in a manner that inspires public confidence of the Board.
- Trustees will advocate for public education on behalf of their constituents.
- Information that may be of potential concern should not be concealed or withheld.
- Trustees may verify information presented to them from the source of such information.

### Decision-making process:

- Trustees are expected to make decisions that are in the best interest of the School District as a whole.
- Trustees will make responsible decisions that are in the best interest of student achievement, equity, and wellbeing.
- Trustees will represent and advocate for the best interest of all learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.

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

## **Communications:**

- Trustees must not discuss the confidential business of the Board outside of a closed board or closed committee meeting.
- Trustees are expected to commit to responsible digital citizenship, and to minimize the risks associated with the use of electronic communications systems, and to use social media responsibly to support the work of the School District.

## **Confidentiality:**

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

## **Conflicts of Interest:**

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

- Leave the meeting until the matter has been dealt with if the meeting is closed to the public.
- Trustees are expected to declare any conflicts of interest to the Board.
- Trustees are expected to excuse themselves from participating in the decision-making process if they are involved in a conflict of interest situation which could compromise the integrity of the School District.

## Personal Gain:

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

## Professional Development

- To remain current on educational topics and trends:
  - Trustees are encouraged to engage in learning opportunities throughout their term of office, in accordance with the Trustee Professional Development policy.
  - Trustees are encouraged to participate in educational conferences, workshops, and training.

## Trustee Acknowledgment

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

## Definitions

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

## Procedures

1. For contraventions of the code, the policies, or legislation that are seemingly minor or inadvertent due to an error in judgment made in good faith, a Trustee initiating a complaint is encouraged to seek resolution of a matter through the Informal Complaint Process, when possible. If resolution through the Informal Complaint Process is not possible, the Formal Complaint Process is to be followed.
2. Serious and/or recurring breaches by a Trustee, or complaints made by an employee or a member of the public regarding a Trustee's conduct are to be investigated following the Formal Complaint Process.
3. Informal Complaint Process
  - a. The offended Trustee should alert the offending Trustee of the violation and the obligations required under the Code or Policies, by engaging the offending Trustee in a private conversation.
  - b. The Trustees shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand, with an openness to growth and improvement.
  - c. Failing resolution through a private conversation, the parties will engage the Board Chair, Vice-Chair or a designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice-Chair.
  - d. The Chair, or at the Chair's option the Chair and Vice-Chair, will attempt to resolve the matter to the satisfaction of the Trustees involved.

- e. If the parties are unable to gain resolution through the Informal Complaint Process, the matter will be referred to the Formal Complaint Process.

#### 4. Formal Complaint Process

- a. The Trustee, Employee, or Member of the Public who wishes to commence an official complaint under the Code or Policies, shall file a letter of complaint with the Board Chair, or Vice-Chair if the complaint is against the Board Chair, within a reasonable period of time following the alleged event occurring or the knowledge of the alleged event. The letter of complaint must indicate the nature of the complaint and the section of the Code or Policy that is alleged to be violated by the Trustee.
- b. The Board Chair shall convene a closed meeting of the Board as soon as is reasonable, to allow for a hearing and formal inquiry into the alleged violation of the Code or Policy.
- c. A copy of the letter of complaint must be provided to each Trustee with the notice of the meeting, as soon as is reasonable. The letter of complaint, the filing of the complaint, the content and nature of the complaint, and the closed meeting agenda for the hearing and inquiry are to remain strictly confidential.
- d. Trustees must make their best efforts to attend the closed meeting of the Board for the hearing and inquiry, even in circumstances where Trustees may be in a conflict of interest or may otherwise wish to abstain.
- e. Procedural Fairness and the rules of natural justice shall govern the hearing and the formal inquiry.
- f. At the commencement of the meeting, the Chair shall indicate the nature of the business to be transacted and outline the process for the hearing and inquiry in accordance with this procedure for the hearing.
  - i. The Board shall ensure fairness in dealing with the complaint by adhering to the following procedures:
  - ii. Preliminary matters will be considered, including altering the outlined procedures as necessary before the formal hearing begins;
  - iii. Review whether one (1) or more Trustees have a conflict of interest in making a decision regarding the complaint.
    - 1. A conflict of interest is as defined in the Code and as may be determined by an individual or a majority of those Trustees present at the hearing.
    - 2. A conflict of interest is ordinarily raised only in circumstances where a Trustee has a personal interest or financial interest in the outcome. It would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interest of the School District.
    - 3. If it is determined that a Trustee is in a conflict of interest, the Trustee shall not participate in deliberations or vote in respect of any resolution; however, the Trustee shall be present as required to maintain a quorum of the Board but shall not influence or vote on the matter.
    - 4. If any Trustees are excused from the hearing due to a conflict of interest, the remaining Trustees, if a quorum is still present, shall proceed with the hearing as the Voting Trustees;
  - iv. The complainant shall provide a presentation which may be written, oral, or both. The complainant may opt to rely on the written complaint in place of a presentation;
  - v. The respondent Trustee shall provide a presentation which may be written or oral or both;
  - vi. The complainant shall be provided with an opportunity to reply to the Trustee's presentation;
  - vii. The respondent Trustee shall be provided with a further opportunity to respond to the complainant's presentation and subsequent remarks;
  - viii. The Voting Trustees shall be given the opportunity to ask questions of both parties;
  - ix. The complainant shall be given the opportunity to make final comments;
  - x. The respondent Trustee shall be given the opportunity to make final comments.

- g. Following the presentation of the respective positions of the parties, the parties, and all persons, except the Voting Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from staff. The Board may, in its discretion, call upon legal advisors to assist them on points of law, or upon staff in respect of any points of information or to provide administrative direction or for assistance in the drafting of a resolution.
  - h. If the Voting Trustees in deliberation require further information or clarification from the parties, the parties and staff will be invited to return to the hearing to receive the questions in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the hearing to a later date.
  - i. If the Voting Trustees taking part in the deliberations request that an external party investigate the allegations, such investigation will be conducted in accordance with the procedures of natural justice. The Board may, at its discretion, call upon legal advisors to assist them in the event an investigation is requested. A report of the investigation findings will be provided to the Board at the reconvening of the hearing. The parties will be allowed the opportunity to provide additional submissions in respect of the report.
  - j. The Voting Trustees in deliberation may draft a resolution (s) indicating what action if any, may be taken regarding the complaint and any party.
  - k. The presiding Chair shall reconvene the hearing and call for a resolution to be placed before the Board and a vote to be conducted. Only the Voting Trustees shall be able to vote on any resolution(s). If any of the Voting Trustees request that the vote occurs by secret ballot, the vote will proceed by secret ballot for all Voting Trustees. The Board may request staff to assist with a secret ballot vote. At the conclusion of the vote, the presiding Chair shall declare the closed Board meeting adjourned.
  - l. All documentation that is related to the hearing shall be returned to the Superintendent, the Secretary-Treasurer, or designate, immediately upon adjournment or conclusion of the hearing, and shall be retained in accordance with legal requirements. This includes all notes taken by Trustees other than the parties in relation to the submissions or deliberations.
5. Sanctions
- a. Sanctions for a violation of the Code or Policies should be imposed in a remedial and restorative manner.
  - b. The Sanctions should reflect the seriousness of the breach and the harm to others or to the School District.
  - c. Sanctions must be imposed by a resolution approved by the majority of the Voting Trustees.
  - d. Example sanctions include:
    - i. Having the offending Trustee write a letter of apology;
    - ii. Having the offending Trustee participate in a restorative justice process;
    - iii. Having the offending Trustee participate in specific training, coaching or counselling;
    - iv. Provide a letter of censure from the Board to the offending Trustee;
    - v. Provide another form of formal censure of the offending Trustee;
    - vi. Remove the offending Trustee from one, some, or all Committee or liaison appointments of the Board, or the chair or vice-chair position of the Board if appropriate.
6. Public Disclosure
- a. Public disclosure of the complaint and any Board decision, including any sanctions imposed due to the complaint, may be disclosed by the Board Chair only at the direction of the Board following the disposition of the complaint.
7. Appeals Process



- a. Trustees who have been sanctioned or had other measures imposed upon them by the Board under this policy can appeal those decisions through the legal system, at their own expense.

### 8. Repairing Relationship

- a. Following a censure, the board endeavours to mend the working relationship of Trustees to ensure the Board continues to represent and advocate for the best interest of all learners in the community.

Processes to assist with repairing the relationship may include:

- i. Restorative processes
- ii. Mediation

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

**Date Amended: May 23, 2017  
June 21, 2022  
, 2024**

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

**Cross Reference:** *Trustee Election Protocol Administrative Procedure (409)*

*Safe, Caring, and Respectful Workplaces Policy  
Equity, Diversity, and Inclusion Policy*

<b>Section:</b>	<b>Governance</b>	
<b>Title:</b>	<b>Trustee Code of Ethical Conduct</b>	<b>1.2</b>

## Purpose

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

## Policy

Critical trust is invested in the Board by the electorate to govern the affairs and business of the Mission Public School District. Recognizing this, the Trustees commit to conducting the business of the Board in accordance with the School Act, focusing on student achievement and outcomes, equity, and wellbeing, and ensuring decisions are made in the best interests of the School District as a whole in a fair, respectful, and professional manner. This commitment includes acting with integrity and responsibility, being using respectful, authority, fair, and professional -and decorum- when interacting and communicating with other trustees, staff, partner groups, and the community, or when representing the Board of Education or the Mission Public School District.

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

## Ethical Conduct Commitments

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

### Behaviour:

- Trustees are expected to support, endorse, and uphold human rights legislation.
- Trustees are expected to use respectful behaviour in all School District and community interactions, with fair and respectful treatment of students, parents, staff, community members and other Trustees.
- Trustees shall represent the School District in all matters with respect for others.
- Trustees are expected to use behaviour that is ~~not dis~~respectful of others or their opinions. Trustees are expected to maintain decorum during all meetings, respect the protocols of the meeting process, the authority of the Board Chair, and encourage full, open, and courteous discussions in all matters with other trustees.
- ~~Trustees will endeavour to work cooperatively in spite of differences of opinion.~~
- Trustees shall refrain from making discrediting comments about others, engaging in unwarranted personal criticism, or taking private action that could compromise the integrity or authority of the Board.
- Trustees act with the highest standard of professional integrity in a manner that inspires public confidence of the Board.
- Trustees will advocate for public education on behalf of their constituents.
- ~~Information that may be of potential concern should not be concealed or withheld.~~
- Trustees may verify information presented to them from the source of such information.

### Decision-making process:

- Trustees are expected to make decisions that are in the best interest of the School District as a whole.
- Trustees will make responsible decisions that are in the best interest of student achievement, equity, and wellbeing.

- Trustees will represent and advocate for the best interest of all learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.
- Trustees are expected to give the opinions and objectives of other trustees, staff, partner groups, and the public, their respect and full consideration.
- ~~• Trustees are expected to conclude discussions and reach decisions, only after considering all available information and opinions for each situation. Trustees shall remain open to altering a perspective or an opinion after considering other information received in the discussion process. Trustees shall not have an unreasonable bias or closed mind to an issue.~~
- Trustees must encourage full and open discussions in all matters. Trustees must not dismiss or disregard others when they submit an opinion that is different or contradicts their own opinion.
- ~~• Trustees are expected to conclude discussions and reach decisions, only after considering all available information and opinions for each situation. Trustees shall remain open to altering a perspective or an opinion after considering other information received in the discussion process. Trustees shall not have an unreasonable bias or closed mind to an matter issue.~~
- ~~• After decisions are reached, Trustees are expected to abide by, uphold, and support the final majority decision of the board. Trustees must not undermine the decisions of the Board, even if the Trustee was opposed to a decision.~~
- Trustees must not withhold or conceal matters or information from other Trustees that would be of concern to the School District.

## Communications:

- ~~• After decisions are reached, Trustees are expected to abide by, uphold, and support the final majority decision of the board. Trustees must not undermine the decisions of the Board, even if the Trustee was opposed to a decision.~~
- Trustees must not discuss the confidential business of the Board outside of a closed board or closed committee meeting.
- Trustees are expected to commit to responsible digital citizenship, and to minimize the risks associated with the use of electronic communications systems, and to use social media responsibly to support the work of the School District.

## Confidentiality:

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

## Conflicts of Interest:

- Trustees are expected to adhere to all applicable legislation regarding conflicts of interest, including the *School Act, Part 5, Conflict of Interest*, and to avoid any actual, perceived, or potential conflicts of interest whenever possible.
- A conflict of interest exists when:
  - A trustee uses their position to advance the personal interests of the trustee, the trustee's family, friends, supporters, or business ~~or the trustee's friends~~; or

- A trustee accepts, directly or indirectly, any compensation, gratuity, gift, reward or a tangible or intangible benefit from an organization or individual that has dealings with the Board if a reasonable person would perceive this as influencing the trustee's exercise of their duties.
- When a trustee becomes aware that they have a conflict of interest with respect to the matter coming before the Board, the trustee is expected to:
  - Disclose to the Board that they have an interest in the matter,
  - State the general nature of the trustee's interest,
  - Not take part in any discussion of the matter,
  - Abstain from voting on any question in respect of the matter,
  - Not attempt in any way to influence the voting on any question in respect of the matter before, during or after the meeting which could compromise the integrity of the School District,
  - Leave the meeting until the matter has been dealt with if the meeting is closed to the public.
- Trustees are expected to declare any conflicts of interest to the Board.
- Trustees are expected to ~~be excused~~ themselves from participating in the decision-making process if they are involved in a conflict of interest situation which could compromise the integrity of the School District.

## Personal Gain:

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

## Professional Development

- To remain current on educational topics and trends:
  - Trustees are encouraged to engage in learning opportunities throughout their term of office, in accordance with the Trustee Professional Development policy.
  - Trustees are encouraged to participate in educational conferences, workshops, and training.

## Trustee Acknowledgment

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

## Definitions

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

## Procedures

1. For contraventions of the code, ~~or~~ the policies, or legislation that are seemingly minor or inadvertent due to an error in judgment made in good faith, a Trustee initiating a complaint is encouraged to seek resolution of a matter through the Informal Complaint Process, when possible. If resolution through the Informal Complaint Process is not possible, the Formal Complaint Process is to be followed.

2. Serious and/or recurring breaches by a Trustee, or complaints made by an employee or a member of the public regarding a Trustee's conduct, are to be investigated following the Formal Complaint Process.
3. Informal Complaint Process
  - a. The offended Trustee should alert the offending Trustee of the violation and the obligations required under the Code or Policies, by engaging the offending Trustee in a private conversation.
  - b. The Trustees shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand, with an openness to growth and improvement.
  - c. Failing resolution through a private conversation, the parties will engage the Board Chair, Vice-Chair or a designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice-Chair.
  - d. The Chair, or at the Chair's option the Chair and Vice-Chair, will attempt to resolve the matter to the satisfaction of the Trustees involved.
  - e. If the parties are unable to gain resolution through the Informal Complaint Process, the matter will be referred to the Formal Complaint Process.
4. Formal Complaint Process
  - a. The Trustee, Employee, or Member of the Public who wishes to commence an official complaint under the Code or Policies, shall file a letter of complaint with the Board Chair, or Vice-Chair if the complaint is against the Board Chair, within a reasonable period of time following the alleged event occurring or the knowledge of the alleged event. The letter of complaint must indicate the nature of the complaint and the section of the Code or Policy that is alleged to be violated by the Trustee.
  - b. The Board Chair shall convene a closed meeting of the Board as soon as is reasonable, to allow for a hearing and formal inquiry into the alleged violation of the Code or Policy.
  - c. A copy of the letter of complaint must be provided to each Trustee with the notice of the meeting, as soon as is reasonable. The letter of complaint, the filing of the complaint, the content and nature of the complaint, and the closed meeting agenda for the hearing and inquiry are to remain strictly confidential.
  - d. Trustees must make their best efforts to attend the closed meeting of the Board for the hearing and inquiry, even in circumstances where Trustees may be in a conflict of interest or may otherwise wish to abstain.
  - e. Procedural Fairness and the rules of natural justice shall govern the hearing and the formal inquiry.
  - f. At the commencement of the meeting, the Chair shall indicate the nature of the business to be transacted and outline the process for the hearing and inquiry in accordance with this procedure for the hearing.
    - i. The Board shall ensure fairness in dealing with the complaint by adhering to the following procedures:
    - ii. Preliminary matters will be considered, including altering the outlined procedures as necessary before the formal hearing begins;
    - iii. Review whether one (1) or more Trustees have a conflict of interest in making a decision regarding the complaint.
      1. A conflict of interest is as defined in the Code and as may be determined by an individual or a majority of those Trustees present at the hearing.
      2. A conflict of interest is ordinarily raised only in circumstances where a Trustee has a personal interest or financial interest in the outcome. It would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interest of the School District.

3. If it is determined that a Trustee is in a conflict of interest, the Trustee shall not participate in deliberations or vote in respect of any resolution; however, the Trustee shall be present as required to maintain a quorum of the Board but shall not influence or vote on the matter.
  4. If any Trustees are excused from the hearing due to a conflict of interest, the remaining Trustees, if a quorum is still present, shall proceed with the hearing as the Voting Trustees;
    - iv. The complainant shall provide a presentation which may be written, oral, or both. The complainant may opt to rely on the written complaint in place of a presentation;
    - v. The respondent Trustee shall provide a presentation which may be written or oral or both;
    - vi. The complainant shall be provided with an opportunity to reply to the Trustee's presentation;
    - vii. The respondent Trustee shall be provided with a further opportunity to respond to the complainant's presentation and subsequent remarks;
    - viii. The Voting Trustees shall be given the opportunity to ask questions of both parties;
    - ix. The complainant shall be given the opportunity to make final comments;
    - x. The respondent Trustee shall be given the opportunity to make final comments.
  - g. Following the presentation of the respective positions of the parties, the parties, and all persons, except the Voting Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from staff. The Board may, in its discretion, call upon legal advisors to assist them on points of law, or upon staff in respect of any points of information or to provide administrative direction or for assistance in the drafting of a resolution.
  - h. If the Voting Trustees in deliberation require further information or clarification from the parties, the parties and staff will be invited to return to the hearing to receive the questions in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the hearing to a later date.
  - i. If the Voting Trustees taking part in the deliberations request that an external party investigate the allegations, such investigation will be conducted in accordance with the procedures of natural justice. The Board may, at its discretion, call upon legal advisors to assist them in the event an investigation is requested. A report of the investigation findings will be provided to the Board at the reconvening of the hearing. The parties will be allowed the opportunity to provide additional submissions in respect of the report.
  - j. The Voting Trustees in deliberation may draft a resolution (s) indicating what action if any, may be taken regarding the complaint and any party.
  - k. The presiding Chair shall reconvene the hearing ~~with the parties and staff returning~~ and call for a resolution to be placed before the Board and a vote to be conducted. Only the Voting Trustees shall be able to vote on any resolution(s). If any of the Voting Trustees request that the vote occurs by secret ballot, the vote will proceed by secret ballot for all Voting Trustees. The Board may request staff to assist with a secret ballot vote. At the conclusion of the vote, the presiding Chair shall declare the closed Board meeting adjourned.
  - l. All documentation that is related to the hearing shall be returned to the Superintendent, the Secretary-Treasurer, or designate, immediately upon adjournment or conclusion of the hearing, and shall be retained in accordance with legal requirements. This includes all notes taken by Trustees other than the parties in relation to the submissions or deliberations.
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- a. Sanctions for a violation of the Code or Policies should be imposed in a remedial and restorative manner.
  - b. The Sanctions should reflect the seriousness of the breach and the harm to others or to the School District.
  - c. Sanctions must be imposed by a resolution approved by the majority of the Voting Trustees.
  - d. Example sanctions include:

- i. Having the offending Trustee write a letter of apology;
- ii. Having the offending Trustee participate in a restorative justice process;
- iii. Having the offending Trustee participate in specific training, coaching or counselling;
- iv. Provide a letter of censure from the Board to the offending Trustee;
- v. Provide another form of formal censure of the offending Trustee;
- vi. Remove the offending Trustee from one, some, or all Committee or liaison appointments of the Board, or the chair or vice-chair position of the Board if appropriate.

## 6. Public Disclosure

- a. Public disclosure of the complaint and any Board decision, including any sanctions imposed due to the complaint, may be disclosed by the Board Chair only at the direction of the Board following the disposition of the complaint.

## 7. Appeals Process

- a. Trustees who have been sanctioned or had other measures imposed upon them by the Board under this policy can appeal those decisions through the legal system, at their own expense.

## 8. Repairing Relationship

- a. Following a censure, the board commits endeavours to mending the working relationship of Trustees to ensure the Board continues to represent and advocate for the best interest of all learners in the community. Processes to assist with repairing the relationship may include:
  - i. Restorative processes
  - ii. Mediation

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

**Date Amended:** May 23, 2017  
June 21, 2022  
, 2024

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

**Cross Reference:** Trustee Election Protocol Administrative Procedure (409)

Respectful Schools / Workplaces: Anti: Bullying, Harassment, Discrimination Policy (2.2)  
Safe, Caring, and Respectful Workplaces Policy  
Equity, Diversity, and Inclusion Policy



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ITEM 5.2	Information	File No.
TO:	Board of Education	
FROM:	T. Phelps, Director of Human Resources	
SUBJECT:	Human Resources Department Update	

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1. **Primary Functions of the Department:** To manage and support the employment cycle of all employees aligned with the Strategic Plan. Examples include employee relations, recruitment and retention, performance management and compliance with legislation and collective agreements.
2. **Total number of employees:** 6 (one vacant)
3. **Major projects and Initiatives of the past year:**
  - a. **Alignment with the [Strategic Plan](#):**
    - i. Honouring Culture and Territory  
Reinforce professional standards for BC educators specifically #9 Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future  
Human Resources department participation in Blanket Exercise led by Peggy Janicki
    - ii. Future Orientation  
Eliminated use of paper and reduced email traffic by automating some data reports and use of Office 365 Forms for remedy verification (classes with size or composition violations) for all schools and Forms for Teacher remedy resources
    - iii. Student-centred Learning  
Added restorative practice information to leadership resources to support staff
    - iv. Effective Learning Environments  
Without prejudice agreements with Mission Teachers Union to support unique teacher work requests to fill vacant postings.  
Burnout - Helping the individual and helping the workplace presentation by the Canadian Mental Health Association BC for the leadership team  
Supervisors initiate non-disciplinary wellness checks as needed, often with union support.  
Since July 2023, the support staff have used \$ \$57,855.72 from the Learning Enhancement/Health/Wellness fund:  
Participation in the provincial Joint Job Evaluation Committee(JJEC) for Support Staff involves reviewing every support staff job description which has increased wages for some positions.
    - v. Quality Teaching and Leadership
      - Special Program of the Office of the BC Human Rights Commissioner approval to preferential hiring of applicants with Indigenous ancestry for Indigenous Liaison positions.
      - Change of classification or employee group, hiring or re-hiring of staff requires applicants to complete background information and declaration that information provided pertaining to their application is correct.
      - Use of BCTF Peer Support Service with Mission Teacher's Union



- Use of Early Career Teacher Mentorship Fund with Mission Teacher's Union
- HR department and senior management attend Teacher Education Fairs for various post-secondary institutions
- Continue staff mentoring with respect to staff engagement
- Performance Evaluations have returned to normal frequency post-pandemic, providing for formal feedback for staff along with an update to the support staff evaluation form
- Since September 2023, 45 teachers have been hired along with 38 education assistants
- Interviews guaranteed for teacher and education practicum students within the district
- Revision of new employee orientation including WorkSafeBC Supervising for Safety course for supervisors

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

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

- Equity Language document created by District Principal of Indigenous Education shared in All Hands meeting in Operations department
- Human Resources Department training Culture, Protection and Productivity; Race-Based harassment and Unconscious Biases

**c. Other Projects and Initiatives**

Records Management

Internal audit on HR procedures

**4. What is Working well:**

Atrieve modules implemented previous school year: workflow, e-docs and job postings

Remedy data process changes reduced workload for educational leaders, Finance, Payroll and HR

**5. What is Challenging:**

- Staffing shortages due to staff absences especially education assistants which has on occasion impacted student attendance.
- Bus driver training is provided by the district, however, shortages remain a challenge which has resulted in an occasional bus route cancellation despite our Transportation Manager filling in for shortages
- Significant increase in the number of concerns raised by support staff. This is compromising staff's ability to complete other HR work
- Increased number of investigations
- HR department staff shortage

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

Support for increased workload

ITEM 5.3	Information	File No.
TO:	Board of Education	
FROM:	D. MacLean, Director of Operations	
SUBJECT:	Security Cameras Update	

1. **Summary:** The Director of Operations will provide an update on the state and functionality of the security cameras around the district.
2. **Background:** The district has a total of 6 sites with security cameras. These camera systems are all different manufacturers, and different technologies and most are approaching or have already hit their end of useable life. Currently, the best camera system we have in the district is at MSS. The IT department has investigated the option of installing the same system (Meraki) at all our sites as the system is a Microsoft-based system with good quality cameras. Through the Ministry of Education and Child Care agreement with Telus, our district receives preferred costing on all Meraki products. We received a quote to upgrade all 5 sites that do not currently have the Meraki systems and the total product and licensing costs are approximately \$100,000.00. In order to upgrade these 5 sites we would also be required to upgrade the wiring and network to accommodate the new cameras. Material and labour costs to upgrade these 5 sites are estimated at \$100 - \$120,000.00

The 6 sites with current camera systems are MSS, Heritage Park, Hatzic Middle, Fraser View Learning Centre, Riverside College and Ferndale/Facilities.

3. **Options:** Other options would be to go out to tender to find alternative camera systems. This comes with risks as we know the quality and compatibility of Meraki with our current network and servers. We are also trying to standardize district equipment to improve efficiencies and staff knowledge of our systems. Going with an alternate system would introduce another system and not help with the standardization of district systems.
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
    - a. We currently do not have the budget set aside for a camera upgrade. This funding would need to be reallocated from other projects if it was to proceed.
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks - Budget concerns and labour concerns

1. Organizational
2. Reputational
3. Strategic

b. Benefits

1. Organizational
2. Reputational
3. Strategic

**5. Public Participation:**

- 6. Implementation:** MPSD/SD 75 staff do all our camera installation and network connections. If we were to move forward with a camera upgrade system we would have very limited labor resources through district staff and as such, the project could have time delays. Contracting out the cabling would improve the timeline, however, would create the need for consultation with CUPE.

**7. Attachments:**

# Public Meeting of the Board of Education

## Tuesday, April 16, 2024



ITEM 5.4	Action	File No.
TO:	Board of Education	
FROM:	L. Hamel, Board Vice-Chair	S. Carter, Board Chair
SUBJECT:	Emergency planning in Schools	

### **Recommendation**

**THAT the Board direct staff to collect information regarding what is currently happening in all MPSD sites regarding planning for emergency situations. What resources are available to students and staff? How are resources collected and funded? Information to be reported back to the Board on May 21, 2024.**

1. **Summary:** The Board Vice-Chair will initiate a discussion about emergency planning.
2. **Background:** Recently, trustees attended the High Ground Conference hosted by the Columbia Institute. A discussion was held with Bowinn Ma, Minister of Emergency Management and Climate Readiness of British Columbia, and George Heyman, Minister of Environment and Climate Change Strategy of British Columbia, regarding emergency preparedness and readiness in the province.
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:**

# Public Meeting of the Board of Education

## Tuesday, April 16, 2024



ITEM 5.5	Information	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Feeding Futures: 3 year Plan	

1. **Summary:** The Secretary-Treasurer will share the Feeding Future Program's 3 year plan considering the preliminary research and testing undertaken by the Manager of the Feeding Futures Program.
2. **Background:** The Feeding Futures program strives to address the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most. This funding is expected to reach 20% of the students who are facing food insecurity across the province. Read more:  
<http://www.mpsd.ca/Programs-Services/FeedingFutures>
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:** ONLINE RESOURCES PROVIDED BY FEEDING FUTURES:
  - <http://www.mpsd.ca/Programs-Services/FeedingFutures/Recipes>
  - <http://www.mpsd.ca/Programs-Services/FeedingFutures/Resources>
7. **Attachments:** Feeding Future's 3 year Plan



# FEEDING FUTURES

## A Phased Approach

### Abstract

A 3 year, 5 phase plan for the successful implementation of the Feeding Futures program

Stefany Tunshell  
Stefany.tunshell@mpsd.ca

Contents

3-Year Plan ..... 2

    Executive Summary ..... 2

        Key Initiatives and Challenges ..... 2

        Proposal – Phase 1 ..... 2

        Moving Forward – Phases 2-5..... 2

    Mandate..... 2

Background..... 3

    1. Kitchen Facilities and Appliance Upgrade in Schools..... 3

    2. Implementation of Snack Tables in Schools ..... 3

    3. Streamlining Food Procurement ..... 3

    4. Baked Goods Provision to Elementary schools..... 3

    5. Breakfast Programs Evaluation..... 3

    6. Lunch Programs Overview ..... 4

Proposal..... 4

    Phase 1..... 4

Moving Forward ..... 8

    Phase 2..... 8

    Phase 3..... 8

    Phase 4..... 8

    Phase 5..... 8

Conclusion ..... 9



## **3-Year Plan**

### **Executive Summary**

The Feeding Futures Program, in collaboration with the Ministry of Education, has undertaken a comprehensive 3-year plan to address food and nutrition insecurity among students in Mission schools. With a mandate to provide stigma-free access to healthy, local meals and snacks, the program aims to alleviate immediate needs while fostering sustainable food environments.

### **Key Initiatives and Challenges:**

1. **Upgrading Kitchen Facilities:** Despite successes in upgrading equipment, challenges persist due to infrastructure limitations, necessitating creative solutions like shelf-stable products and strategic delivery schedules.
2. **Providing Snack Tables:** While successful in offering a variety of snacks, challenges arise in inventory management and volunteer reliability.
3. **Purchasing Food:** Efforts to streamline food procurement encounter challenges with delivery reliability and storage constraints.
4. **Supplying Baked Goods:** Though well-received, challenges include time-consuming packaging and volunteer inconsistency.
5. **Breakfast and Lunch Programs:** While most schools offer these programs, challenges include staffing shortages and financial constraints.

### **Proposal – Phase 1:**

Focus on elementary schools with a subsidized lunch program running on Mondays, Wednesdays, and Fridays. External caterers will be engaged to address space and infrastructure limitations. Subsidies aim to make meals accessible to all students, with budget allocations based on school populations.

### **Moving Forward – Phases 2-5:**

Subsequent phases aim to increase program reach, transition to in-house food preparation, involve middle and high schools, and foster community engagement. Ultimately, the program envisions a holistic approach to food security, integrating food production, cultural education, and community involvement.

### **Mandate**

The Ministry of Education provided funding to support access to healthy meals and snacks at school. This mandate includes:

- Address the immediate need of feeding students
- Stigma free access to healthy, local food
- 30% of food should be locally sourced (local meaning within British Columbia)
- The ability to offer culturally relevant food

The funds can be used for the following:



- Building and expanding local school food programs
- Purchasing food and hiring dedicated staff to coordinate providing meals and snacks to students
- In the first year only, there is flexibility to purchase equipment and appliances

## **Background**

The school district received \$800,105 to support the Feeding Futures program. In December 2023, the school district hired the Feeding Futures manager, initiating the use of the funds for the program. Since then, various initiatives have been undertaken to evaluate needs and implement solutions across Mission schools. The following information summarizes these activities.

### **1. Kitchen Facilities and Appliance Upgrade in Schools:**

- **Achievements:** Numerous schools enhanced their kitchen facilities by procuring upgrades fridges, freezers, and stoves. Some schools also acquired additional items such as bowls, cutlery, and packaging materials.
- **Challenges:** Many schools lacked the necessary infrastructure for requested upgrades, such as dedicated electrical circuits for high-amperage appliances like commercial toasters and waffle makers. Inadequate plumbing hindered dishwasher installations, posing challenges in food preparation and storage.

### **2. Implementation of Snack Tables in Schools:**

- **Successes:** A variety of snacks, including bottled shelf-stable milk, fruits, baked goods, and savory snacks, were provided to students.
- **Challenges:** Managing inventory, ordering, sorting, and delivering snacks proved labor-intensive, exacerbated by unreliable volunteer support.

### **3. Streamlining Food Procurement:**

- **Achievements:** All schools were equipped with Save on More cards for free delivery with a purchase of \$40 or more, though long-term sustainability was questioned due to pricing concerns.
- **Challenges:** Ordering from Costco and Sysco present logistical challenges such as unpredictable deliveries and minimum order requirements. Donations from the Food Bank were inconsistent in quality and quantity, often requiring preparation beyond available resources.

### **4. Baked Goods Provision to Elementary schools:**

- **Successes:** Positive feedback was received for freshly baked goods, utilizing existing commercial equipment.
- **Challenges:** Limited capacity and unreliable volunteers hindered distribution. Some stakeholders raised concerns about the suitability and environmental impact of packaging.

### **5. Breakfast Programs Evaluation:**

- **Successes:** High attendance rates demonstrated community demand for breakfast programs.
- **Challenges:** Staffing, infrastructure and space constraints remained significant hurdles.

## 6. Lunch Programs Overview:

- **Successes:** Some schools offered grab-and-go lunch options or subsidized programs managed by volunteers.
- **Challenges:** Infrastructure limitations, staffing shortages, and access constraints impeded the expansion of lunch programs. Reducing food stigma while ensuring equitable access remained challenging.

## Proposal

### Phase 1

Introduce a lunch program to elementary schools that is accessible to all students. Initially, the focus will be on elementary schools due to budget constraints, with plans to expand to middle and high schools later. Middle and high schools currently operate revenue-generating cafeterias and food programs, using the proceeds to cover various school expenses such as field trips and supplies. To address affordability concerns, the new Student Affordability Fund could subsidize these expenses, while cafeteria revenues could be directed towards providing cafeteria cards for students in need. Additionally, funding appears to be allocated to the ILW program to support food initiatives in middle and high schools.

We have received proposals from both Lunch Lady and Simply Foods to provide external lunch preparation services, which appears to be the most suitable option considering our limitations with space, infrastructure, cold storage, staffing, and delivery. Both companies offer lunches at a rate of \$5.75 per day. However, after gathering feedback from parents and schools, it is evident that it would be challenging to justify a price higher than \$3.50 per lunch, which aligns with the pricing at Heritage Middle School Cafeteria. I believe that by utilizing Funding Futures funds to partially subsidize lunches to the \$3.50 price point, more families will be able to participate without requiring a full subsidy.

Based on data gathered from New Westminster, which also operates a hot lunch program, and interviews with participants in Christine Morrison's daily hot lunch program, it is estimated that approximately 50% of the elementary school population would participate in the program daily (a conservative estimate). The program is scheduled to run on Mondays, Wednesdays, and Fridays for several reasons:

1. Providing relief for students who may experience food insecurity over the weekend.
2. Ensuring the program can cover the cost of \$2.25 per meal without exceeding the budget.
3. Allowing Parent Advisory Councils (PACs) to continue offering their hot lunch days on Tuesdays and Thursdays alongside our program, or run their programs concurrently with ours on Mondays, Wednesdays and Fridays.
4. Taking into account holidays and Professional Development (Pro-D) days, which often occur on Mondays and Fridays. This scheduling avoids PACs feeling that multiple hot lunch days are being displaced. Additionally, with many Mondays and Fridays not being instructional days, it simplifies budget management.

Due to existing programs and other considerations, at this stage the current budget does not include provisions for Christine Morrison, ES Richards, and Hillside but may be included in the

lunch program at a later phase. Based on the projected participation numbers, calculations were performed to determine the portion of the budget allocated to subsidizing the lunch price to \$3.50

After budgeting, it was determined that 20% of each participating school's population would receive a fully subsidized lunch. The table below outlines the numbers of students per school allocated to receive the full subsidy, and the daily costs of both the partial subsidies and the full subsidies to the school district.

	Estimated Participation Numbers	Estimated Full Subsidies Amounts	Partially Subsidized (\$2.25 per meal)	Fully Subsidized (\$5.75 per meal)
Albert McMahon	218	87	\$490.50	\$304.50
Cherry Hill	137	55	\$308.25	\$192.50
Deroche	46	18	\$103.50	\$63
Dewdney	74	29	\$166.50	\$101.50
Hatzic Elem	133	53	\$299.25	\$185.50
Central	174	69	\$391.50	\$241.50
Silverdale	67	27	\$150.75	\$94.50
Stave Falls	54	21	\$121.50	\$73.50
West Heights	121	48	\$272.25	\$168
Windebank	200	80	\$450	\$280
<b>Daily Totals</b>	<b>1224</b>	<b>487</b>	<b>\$2754</b>	<b>\$1704.50</b>

Type of Subsidy	Cost for 24/25 year (99 service days)
Partial Subsidy	\$272, 646
Full Subsidy	\$168, 745.50
<b>Total Annual Cost</b>	<b>\$441,391.50</b>

Schools with existing breakfast or snack programs will have the option to continue participating with a monthly budgeted amount. They can choose to allocate this budget towards purchasing either snacks or breakfast items as per their preference.

The district office will facilitate procurement of some breakfast and snack items upon request from the schools within the allocated budget. This procurement will be centralized to optimize efficiency, thereby minimizing the necessity of purchasing minimum quantities of 15 cases at a time.

Budget allocations for individual schools were determined based on their student population, calculated as a percentage of the elementary student body.

An allocation of **\$100,000** has been designated for the breakfast and snack programs across the following schools:

	Adjusted Population (if applicable)	% of participating schools population	School Year Budget	Monthly Budget
Albert McMahon	436	13.99%	\$13 988	\$1398.80
Cherry Hill	243	7.80%	\$7 796	\$779.60
Christine Morrison	385	12.35%	\$12 352	\$1235.20
Deroche	92	2.95%	\$2 952	\$295.20
Dewdney	147	4.72%	\$4 716	\$471.60
Hatzic	216	6.93%	\$6 930	\$693.00
Hillside	424	13.60%	\$13 603	\$1360.30
Central	292	9.37%	\$9 368	\$936.80
Silverdale	133	4.27%	\$4 267	\$426.70
Stave Falls	107	3.43%	\$3 433	\$343.30
West Heights	242	7.76%	\$7 764	\$776.40
Windebank	400	12.83%	\$12 833	\$1283.30

If a school is presently receiving the Breakfast club of Canada Grant, the school's population has been adjusted to account for the number of students covered by the grant. Specifically, Cherry Hill is receiving support for 30 students, Central for 55 students, and Hatzic Elementary for 50 students. Consequently, the figures provided earlier have been adjusted accordingly to reflect these deductions.

To determine the allocation of the \$100,000 budget for the 10-month school year, the percentage of each school's population relative to the total student body was calculated. The resulting amounts represent each school's annual budget, which will be divided by 10 to provide a monthly budget limit. Schools will have autonomy in deciding whether to allocate these funds towards breakfast, snack items, or both.

Several schools have expressed concerns regarding staffing shortages to administer food programs effectively. With lunch production occurring off-site and food delivery to schools, the revised labor requirements include:

- Assistance with breakfast program: food preparation and student supervision
- Potential inventory pickups from Dlugosh
- Potential assistance in food distribution during lunchtime
- Potential sandwich preparation on non-lunch program days (Tuesdays and Thursdays)

Given the revised labor needs, it is estimated that one Educational Assistant (EA) could extend their daily schedule by an additional hour, dedicating 45 minutes to breakfast activities and 15 minutes to either lunch food delivery or supervising grade 6 students assisting in delivery. Accordingly, budgetary provisions have been made for one EA to receive an additional hour at eight locations, selected based on:

- Schools already running breakfast or lunch programs
- Responses from the principal survey indicating need
- School population size justifying additional assistance

As such, the following schools were budgeted to have one hour of help:

- Cherry Hill
- Dewdney
- West Heights
- Silverdale
- Hatzic Elementary
- Windebank
- Albert McMahon
- Mission Central

If these 8 schools accept the help of one EA for an additional hour, the annual rate for this increase would be **\$65,000**.

After accounting for various expenses including wages and benefits for proposed staffing, the lunch, snack, and breakfast programs, as well as my own wage and benefits, **our budget is estimated to have approximately \$93,608.50 remaining by year-end**. To explore the feasibility of implementing a pilot lunch program and to assess potential reallocations, adjustments, or additional funding needs, I propose allocating resources as follows:

1. Conducting a pilot lunch program from April 1<sup>st</sup> to June 30<sup>th</sup>, allowing July for data collection, analysis, and reflection.
2. Implementing Phase 1 of the pilot program for a minimum duration of one school year to thoroughly evaluate its effectiveness and identify areas requiring adjustments.

Notably, the current budget does not include provisions for Fraserview, Riverside, ES Richards, the Middle Schools, MSS, or the StrongStart Program (which has also requested snacks). Therefore, further financial considerations may be necessary to accommodate these entities.

Throughout the pilot phase and Phase 1, close monitoring of expenditure and outcomes will inform future budgetary decisions. Adjustments may be needed to allocate more resources towards snacks and breakfast, staffing requirements, or the budgeted lunch program.

By adopting a phased approach and collecting comprehensive data, we can make informed decisions to optimize resource allocation and enhance the effectiveness of our school food programs.

## **Moving Forward**

Here is a structured outline of the envisioned five phases for the program:

### **Phase 2:**

- Continued operation of the pilot program with a 10% increase in the number of students served.
- Begin sourcing food from community donations and recruiting volunteers for assistance in food delivery and preparation during breakfast and lunch programs.
- Expand lunch availability to five days per week, potentially through parental contributions and increased donations for breakfast and snack programs.
- Reevaluate the need for Educational Assistants (EAs) at eight locations as the volunteer base grows, potentially reallocating budget towards food procurement.

### **Phase 3:**

- Transition away from external catering services to in-house food production at churches, community centers, and other local venues.
- Intensify efforts to increase food availability within schools for breakfast, snack, and lunch programs.

### **Phase 4:**

- Incorporate middle schools and high schools into the program, emphasizing student involvement in growing and preparing meals.
- Expand food production programming and foster greater community involvement, resulting in increased donations and volunteer engagement.
- Initiate school garden/farm projects with volunteer assistance and programming.

### **Phase 5:**

- Integrate all schools into food production initiatives, emphasizing student involvement in growing and preparing meals.
- Promote healthy eating habits through locally made meals, including sandwiches and wraps, supplemented by school-grown produce for families.
- Establish traditional smokehouses and provide students with education on traditional food harvesting, procurement, and processing methods.
- Facilitate involvement of external community members in food programs and culinary education for students.
- Organize monthly cultural celebrations centered around food at schools.

Each phase represents a progression towards greater self-sustainability, community involvement, and cultural enrichment within the school food programs. Regular evaluations and adjustments will be made to ensure the successful implementation of each phase.

### **Conclusion**

The Feeding Futures Program's 3-year plan outlines a strategic pathway to address food and nutrition insecurity in Mission schools. Through phased initiatives and community collaboration, the program aims to not only provide immediate relief but to also foster sustainable, culturally enriched food environments for students.

# Public Meeting of the Board of Education

## Tuesday, April 16, 2024



**ITEM 6.1 Action**  
TO: Board of Education  
FROM: C. Becker, Secretary-Treasurer  
SUBJECT: 2024/2025 Capital Bylaw

### Recommendation

**THAT the following resolutions be approved:**

**THAT the required three (3) readings for Capital Bylaw No. 2024/25-CPSD75-01, a bylaw for the 2024/2025 Capital Plan, be carried out at one meeting.**

**THAT the first reading of Capital Bylaw No. 2024/25-CPSD75-01, a bylaw for the 2024/2025 Capital Plan, be approved.**

**THAT the second reading of Capital Bylaw No. 2024/25-CPSD75-01, a bylaw for the 2024/2025 Capital Plan, be approved.**

**THAT the third and final reading of Capital Bylaw No. 2024/25-CPSD75-01, a bylaw for the 2024/2025 Capital Plan, be approved.**

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

<b>Mission Senior Secondary</b>	<b>Replacement School</b>	
Deroche Elementary	SEP – Roofing Upgrades	\$425,000
Edwin S Richards Elementary	SEP – Roofing Upgrades	\$350,000
Mission Central Elementary	NCNCP – HVAC Upgrades	\$440,000
Bus Fleet #7752	D (80+RE) with 0 wheelchair spaces	TBD

#### **2. Background:**

The Ministry requires all projects the Ministry Funds to be approved by Bylaw. The bylaw will be funded through a certificate of approval. In order to release the funding, the Ministry requires that the bylaw be approved, a signed agreement returned, and then they will issue a funding certificate.

#### **3. Options:**

Not approving the bylaw would mean the school district would not receive funding to support upgrades to buildings.

#### **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:**

**6. Implementation:**

**7. Attachments:**

**a. Bylaw**

**b. Funding Letter**

**SCHOOL DISTRICT NO. 75 (Mission)**

**BYLAW No. 2024/25-CPSD75-01**

**CAPITAL PLAN 2024/2025**

A Bylaw of the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

The Board:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, will commence the Projects and proceed diligently and use best efforts to complete each Project substantially as directed by the Minister;
- (c) will observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) will maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

The Board, in open meeting assembled, enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 15, 2024 from the 2024/25 Annual Five-Year Capital Plan as summarized in Schedule 1 attached to and forming part of this bylaw, is hereby adopted.
2. This Bylaw may be cited as School District No. 75 (Mission) Capital Bylaw No. 2024/25-CPSD75-01.

READ A FIRST TIME THE 16 TH DAY OF APRIL 2024;  
READ A SECOND TIME THE 16 TH DAY OF APRIL, 2024;  
READ A THIRD TIME, PASSED AND ADOPTED THE 16 TH DAY OF APRIL, 2024.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Vice-Chair (on behalf of Chair)

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Capital Bylaw No. 2023/24 CPSD75-01 adopted by the Board the 16th day of April, 2024.

\_\_\_\_\_  
Secretary-Treasurer

**SCHOOL DISTRICT NO. 75 (Mission)**

**BYLAW No. 2024/25-CP-SD75-01**

**CAPITAL PLAN 2024/2025**

**Schedule 1**

<b>Capital Projects</b>			
Deroche Elementary	SEP – Roofing Upgrades	\$425,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Edwin S Richards Elementary	SEP – Roofing Upgrades	\$350,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Mission Central Elementary	NCNCP – HVAC Upgrades	\$440,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Bus Fleet #7752	D (80+RE) with 0 wheelchair spaces	TBD	Proceed to ordering the school bus(es) between April 2 and May 17 <sup>th</sup> , 2024.



March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent  
School District No. 75 (Mission)

**Capital Plan Bylaw No. 2024/25-CPSD75-01**

**Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25**

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This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

**MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

**New projects for SEP, FIP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Deroche Elementary	SEP - Roofing Upgrades	\$425,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Edwin S Richards Elementary	SEP - Roofing Upgrades	\$350,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Mission Central Elementary	CNCP - HVAC Upgrades	\$440,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
7752	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director Michael Nyikes with any questions regarding this.

**An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.**

**In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:**

**<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>**

**The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.**

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1<sup>st</sup>, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
  - Major Capital Programs (BEP)
- **September 30, 2024**
  - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
  - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2024/25.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Specific questions about SSAC should be directed to Regional Director [Travis Tormala](#).

Sincerely,

A handwritten signature in black ink that reads "Damien Crowell". The signature is written in a cursive, flowing style.

Damien Crowell, Executive Director  
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch  
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital  
Management Branch

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

**March 12, 2024, 6:30 pm**  
**Silverdale Elementary**  
**29715 Donatelli Avenue, RR #2, 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**  
                                 **MTU President, Shannon Bowsfield**  
                                 **CUPE President, Nansy Gibson**  
                                 **Executive Assistant, Ilona Schmidt (Recorder)**  
                                 **MSS Teacher, MTU Executive, Andrea Cutler**  
                                 **MPVPA Co-President, Lisa Clarke**  
                                 **Silverdale Principal, Lani Vetter**

**Others Present:**        **A4C, Krystyna Bielecka, 2 members of the public**

**1.      CALL TO ORDER**

The meeting was called to order at 6:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, 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**

Principal Vetter provided a short presentation introducing Silverdale:

- The school was built in 1959
- 134 students, Kindergarten to Grades 6, in 7 classroom divisions
- Imagination Station Daycare for infant to pre-school care
- Strong Start Early Learning
- Integrated Child and Youth Team
- On-going development

**4.      UNFINISHED BUSINESS**

**4.1      2024-2025 Calendar**

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



## **CARRIED**

Most recent adjustment was a change to November Elementary N/I Day in lieu P/T Conferences

### 4.2 Purchasing and Procurement Policy

**MOVED and Seconded THAT the final DRAFT of the Purchasing and Procurement Policy be reviewed and approved.**

## **CARRIED**

## **5. STAFF REPORTS**

### 5.1 Reporting out from Closed Meeting

At the March 12, 2024, Closed BOE Meeting, Property and Personnel were discussed.

### 5.2 Mental Health Review

The Superintendent provided a review of the Mental Health Update

Suicide Risk assessment declined, but the ones we dealt with were critical.

Category R - moderate behaviour shows substantial growth, more than double since 5-6 years ago. Many come with no funding.

The Integrated Child and Youth team is starting to work through the community - 6 people, 2 of which are MPSD staff. Funding for 1 additional ICY member came through.

Comment: Parent focus - DPAC had a very positive response to emotion focused training.

### 5.3 Health & Safety Department Update

H&S Manager provided a brief report. Staff are working on Atrieve module to streamline H&S claims. We are in a claims discount, meaning we have less claims than comparable sites, but claims are still relatively high.

Preventing Violence training module. Analyzing all jobs to help employees back to work sooner.

Radon testing is in progress.

Struggling with training. JOHS committee – The Secretary-Treasurer is doing audits. Not aware of having to do significant remediation. Improving air quality.

## **6. NEW BUSINESS**

### 6.1 Enhancing Student Learning Report

The Superintendent submitted the report in September. FESL is an evolving compliance document. The Ministry wants to hear a "story." Deeper analysis, and more data was requested. Working on new assessments. The Ministry's feedback letter was reviewed.

Questions to be considered:

- How will we make sure we follow up on items specifically. The new FESL is due in September. We are collecting data over the course of the year.

- Strategies? Looking at what assessments work well.
- Focus on students with disabilities and diverse abilities - numbers are growing at exponential rate in most districts. We are experiencing an influx of people due to housing affordability.

## 6.2 Use of Technology

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

### **CARRIED**

Premier Eby requested all districts to create policies about cell phone use.

Broadly speaking - the consensus is not to allow cellphones in elementary schools. There will be some use allowed at middle/secondary level. It would be great to restrict cell phone use on buses, but will likely be impossible to enforce.

Comments:

- Cell phones and smart watches are a disruption at schools. There is data on schools who have restricted cell phone use, who show improvement.
- Equity needs to be considered
- Stronger language in the policy would show focus on restriction. Would like to see students be part of the development of the policy.
- In agreement with restriction in classrooms, other than using cell phones for an IEP
- When you take cell phones away, it creates a dialogue. It should be enforced esp. at elementary level.

The Engage MPSD portal has been loaded with information and questions. Will try to have something back in May/June

## 7. **MINUTES OF PREVIOUS MEETINGS**

### 7.1 Board of Education Public Meeting Minutes, February 20, 2024

**MOVED and Seconded that the Board of Education Public meeting minutes dated February 20, 2024, be approved as amended.**

### **CARRIED**

4.2, p. 41 of agenda - strike Debbie Jeffries, replace with FNEESC

## 8. **INFORMATION ITEMS**

## 9. **CORRESPONDENCE**

## 10. **COMMITTEE MINUTES/LIAISON REPORTS**

**Trustee Bains:**

Feb 26 - local immigration partnership with MCSS.

March 4 - Executive Presence luncheon in Abbotsford featured a keynote speaker Jessica Janzen, an author, business coach, philanthropist, and mental health advocate. Theme of the presentation was Building Community.

March 7 - Cultural and Diversity awards. Focused on equity, diversity and inclusion. Speaker Sally Armstrong focused on gender and women's accomplishments on the eve of International Women's Day. She spoke about writing a story on Kenyan women who forced a change to the way rape cases are treated with the help of Canadian organizations. She reminded attendees that "apathy is evil" and that the term "innocent bystander" is sometimes an oxymoron. People who do not intervene when something is amiss give tacit permission for injustice to continue.

March 11 - DPAC, Special committee of the whole, where the board reviewed policies.

#### **Trustee Loffler:**

Feb 22 - SOGI Team Lead Meeting (afternoon)

Mar 2 (Thompson Okanagan Branch) & March 9 (Southcoast Branch) - BCSTA's Leadership Series on The Framework for Continuous Improvement. Co-presented with Connor Morris, FNEC; Denise Augustine & Brad Baker, MOECC; Dr Jennifer Charlesworth, Representative for Children & Youth; Gordon Li, BCSTA.

Various BCSTA Board and Committee Meetings including: Comprehensive School Health Working Group, Bylaw Review Committee, Legislative Committee, Provincial Election Advisory Panel Meeting.

#### **Trustee Hamel:**

February 22 - Creating a Gender Inclusive School Culture

- Cisgender Privilege List based on Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.
- Trans Terminology
- Two-Spiri: Past, Present and Future
- VSB Policy Handbook 2018 "Sexual Orientation and Gender Identities"
- Ways to be a Trans Advocate
- "Representation is a form of harm reduction."
- I recommend that offer this workshop to all staff at an after school session that could be credited to the May Professional Development Day

February 22 - Columbia institute - It's Budget Time

- The Budget process should include democratic participation
- Often we ask "What can we do without?" - "Financial decision-making starts to revolve around which programs/supports to reduce or cut." at times there is a "Status Quo" budget
- Budgets are political documents - we need to ask "What is important in our schools?"
- Trustees are legally responsible to manage the provision of educational services to students
- Budgets are the means through which trustees meet their responsibilities
- Follow the money!
- Connect your work as a trustee to the classroom

Questions to ask:

What values does this decision reveal?

Who does this decision affect?

Are there alternatives? If not, why not?  
Does this budget help students flourish?  
What questions can you ask when engaged in budget deliberations?

February 24 - Provincial Council

Resources available to trustees from BCSTA:

- Provincial Advisory Group on Provincial Assessment (AGPA)
- Improving Student Outcomes Document
- Presentation by Conseil Scolaire Francophone

Question posed:

*How can we collaborate together? We invite the members of the British Columbia Trustees Association to actively support the CSF, recognizing the crucial role of Francophone Education in fostering cultural and linguistic diversity across the province, and to champion bilingualism in Canada.*

*"Language is essential to learning."* George Nelson, Nisga'a

**Trustee Carter:**

- SOGI Leads Meeting
- Feb 22 - It's Budget Time
- Feb 24 - BCSTA Provincial Council via Zoom
- March 7 - The Big Crunch
- BCPSEA Update on Bargaining (ZOOM)

## **11. ANNOUNCEMENTS**

## **12. QUESTION PERIOD**

K. Bielecka: Mental health - what kind of resources does the MPSD have to review students' mental health issues? Primary contact is a school counsellor. ICY team - for students with challenges, who may have deeper problems.

What prevention are you using and what successes do you see? A portion has to be reactive. At the school level, students are reviewed on an ongoing basis. Suicide risk assessments presented today – following -up until the student can be removed from the monitoring and is deemed safe.

Initial triage by the schools, connecting with families. Physical Health Education in Gr 9 - mental health is taught at schools.

Teacher > VP > Principal > district level. The acute issues are assessed by the Director or Student Services. Every Monday, there are meetings at the district level.

Do you see a connection between students with mental health issues and lowering the level of overall education? No.

Why is there a letter from the ministry about FESL? All districts receive a response letter.

Use of technology - are people able to ask as parents, as staff – We are seeking responses from everyone.

**13. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 7:40 pm.

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Chair, Board of Education

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Secretary-Treasurer

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

# Mission Public School District

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

New Unit Referrals								Projected Students - three years after referral if units constructed @85% capture															
Catchment	2017	2018	2019	2020	2021	2022	2023	Elementary				Middle				Senior				Total Students			
	2024	2025	2026	24-26	2024	2025	2026	24-26	2024	2025	2026	24-26	2024	2025	2026	24-26	2024	2025	2026	24-26			
Albert McMahon	276	261	503	110	182	603	189	48	119	50	217	17	43	18	78	16	42	17	75	81	204	85	370
Cherry Hill	20	4	23	151	8	29	6	3	9	3	15	1	3	1	5	1	3	1	5	5	15	5	25
Christine Morrison	54	-	95	103	2	50	6	1	4	3	8	1	2	1	4	1	2	1	4	3	8	5	16
Dewdney	-	-	-	-	-	2	11	-	1	3	4	-	1	2	3	-	1	2	3	-	3	7	10
Hatzic E	31	7	4	13	5	10	23	2	3	7	12	1	2	3	6	1	2	3	6	4	7	13	24
Mission Central	78	52	107	337	46	614	383	4	46	29	79	2	20	12	34	2	20	12	34	8	86	53	147
Silverdale	15	402	13	-	2	25	2	1	8	1	10	1	3	1	5	1	3	1	5	3	14	3	20
Stave Falls	-	10	36	17	9	50	17	3	14	5	22	2	6	3	11	2	5	3	10	7	25	11	43
West Heights	5	140	-	394	358	2	130	29	1	10	40	12	1	4	17	12	1	4	17	53	3	18	74
Windebank	159	-	126	20	170	50	253	20	6	26	52	8	3	10	21	8	3	10	21	36	12	46	94
	638	876	907	1,145	782	1,435	1,020	111	211	137	459	45	84	55	184	44	82	54	180	200	377	246	823

Summary of Building Permits								Approved Units							Nov		
	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023			
Single Family	237	290	112	153	78	279	137										
Townhouses			454	44	174	229	155	156	132	113	90	106	181	112			
Multi Family	401	586	341	948	530	927	728	1	4	7	4	14	5	11			
	638	876	907	1145	782	1435	1020										

Major Multi Family Building Permits									Units	School
2022										
33230 2nd Ave				2020 application				Apartment	92	Mission Central
7288 Maple Street								Apartment	105	Mission Central
33929 Barker Court								Townhouses	36	Windebank
32690 14th Ave								Apartment	103	Cherry Hill
32335 Fletcher Ave				2020 application				Apartment	105	West Heights
									441	
2023										
7460 Hurd St								Apartment	50	West Heights
33920 Best								Condos	54	Albert McMahon
8430 Nottman								Townhouse	69	Albert McMahon
									173	

% of new development affecting the school								
	2017	2018	2019	2020	2021	2022	2023	Avg
Albert McMahon	43%	30%	55%	10%	23%	42%	19%	33%
Cherry Hill	3%	0%	3%	13%	1%	2%	1%	4%
Christine Morrison	8%	0%	10%	9%	0%	3%	1%	5%
Deroche	0%	0%	0%	0%	0%	0%	0%	0%
Dewdney	0%	0%	0%	0%	0%	0%	1%	0%
Edwin S Richards	0%	0%	0%	0%	0%	0%	0%	0%
Hatzic E	5%	1%	0%	1%	1%	1%	2%	1%
Hillside	0%	0%	0%	0%	0%	0%	0%	0%
Mission Central	12%	6%	12%	29%	6%	43%	38%	21%
Silverdale	2%	46%	1%	0%	0%	2%	0%	8%
Stave Falls	0%	1%	4%	1%	1%	3%	2%	2%
West Heights	1%	16%	0%	34%	46%	0%	13%	16%
Windebank	25%	0%	14%	2%	22%	3%	25%	9%

# Public Meeting of the Board of Education

## Tuesday, April 16, 2024



ITEM 8.2	Information	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Graduation Events 2024	



### Mission Senior Secondary



- **TROPICAL DRY GRAD**  
Friday, April 26, 2024, Mission Senior Secondary, 7 pm – 12 am
- **GRAD RECEPTION**  
Wednesday, June 19, 2024, Mission Senior Secondary, 3:30 pm
- **MSS PROM**  
Wednesday, June 19, 2024, Newlands Golf and Country, Buses depart MSS at 4:30pm
- **COMMENCEMENT CEREMONY**  
Tuesday, June 25, 2024, Mission Raceway, Time: 10-4pm



### Fraserview Learning Centre



- **COMMENCEMENT CEREMONY**  
Wednesday, June 19<sup>th</sup> at 6:30pm (Mission Northview Church)
- **FRASERVIEW PROM**  
Thursday, June 20<sup>th</sup> (Meadow Gardens Golf Course)



### Riverside College



- **COMMENCEMENT CEREMONY**  
Wednesday, June 19<sup>th</sup> at 4:30 (estimated end 6:00-6:30) at the Clark Theatre
- **GRAD DINNER/DANCE** after ceremony (Clarion Hotel & Conference Centre, Abbotsford)



**SD 75 (Mission) DPAC Meeting Minutes**  
**Location: School Board Office and Via Zoom**  
**March 11, 2024**



**Meeting Commenced:** 7:00 pm

**Meeting Facilitator:** Jacquelyn Wickham

**Attendees Present:** see below

**1. Welcome – Acknowledgement:**

**New Land Acknowledgement has been changed for the district:**

Il stl'i kw'els spipetstexw kw'eset ite xwelmexwelh stexwlaq temexws ye Stó:lō mestiyexw. 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.

Le Conseil scolaire de Mission est situé sur les terres traditionnelles, ancestrales, non cédées et partagées du peuple Stó:lō, des Premières nations, Leq'á:mel, Sema:th, Matheqwí, Sq'éwlets et Qwó:ltl'el, peuples de cette terre depuis des temps immémoriaux.

**2. Adoption of February Minutes:** Ashley, second Christie

**3. Adoption of Agenda for March:** Christie, second Ashley

**4. Correspondence:**

- Feeding futures article came out stating all schools would start a lunch pilot project in April. Principals will choose an option for their school.
- SAFA (Students and Family Affordability) funds reinstated as per BC Budget press conference. Details to come.
- PACS asking for best practices for AGMs, etc.
- Childcare
- Partnership with Metis nation Childcare centre is under construction.

**5. Reports:**

**i. Superintendent's Report: Angus Wilson**

- SAFA – yay!
- MSS project moving along.
- Looking at the correlation between attendance and distance to school.
- Went to Korea and toured schools. Inclusion seemingly does not exist.
- Parents pay upwards of \$50,000 for a westernized education.

**Question:** Next MSS step?

**Answer:** Middle of April we will know something.

**Executive Members:**

**Chair:** Jacquelyn Wickham **Vice Chair:** Cheryl Blondin **Secretary:** Veronica Ebbs **Canadvan**  
**Treasurer:** Raegan Heidt **Communications:** Jamie Mantle **Members at Large:** Brooke Christensen,  
Tammy Sampson





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**Question:** *Impact on attendance – could it be related to bussing?*

**Answer:** *No data yet.*

**Question:** *Attendance/distance correlation between all middle schools?*

**Answer:** *Yes. Seeing it at all schools.*

**ii. Treasurer's Report: Raegan Heidt**

- No changes
- \$1853.91 Chequing
- \$3085.60 Gaming

**ii. Chair's Report: Jacquelyn Wickham**

- Check engage portal
  - Survey policy on technology.
  - Survey trustee code of conduct.

**Committees**

**6. Old Business**

**i. Safety Committee**

Active transportation did receive a grant to map areas and find the safest routes to school. West heights, Windebank, and AME participating in pilot.

Need more community members to address concerns to utilize speed reader through Community Policing

**ii. Parent Education**

Student services presentation coming up in May. Details to come.

Training with Beth-Ann Cullen on Emotion Coaching is popular so looking at options to get more.

Looking at options for parent education for DPAC to host. Email if you have any suggestions.

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**7. New Business:**

- **Zoom License Agreement Motion by Jacquelyn, Second by Ashley.**
  - **Vote All in Favour – 10**
  - **Motion Passes**
- Want to create a list of resources/grants for PACs to apply for. If you have anything to add, email the DPAC chair.

**9. New Business:**

*a. Cell Phone Limitations- mandate for School District Policy- information and discussion*

- Media calls it a cell phone ban – something that restricts cell phone use to focus on learning and safety in classrooms
- This has come from the Premier, not normal, all school districts must create codes of conduct / procedure to support this to go live in September
- Angus shared draft policy = Use of Technology by Students (cell phones not noted per say), technology is ambiguous

**Question for Angus:** *Thoughts on PAC fundraising for a playground at middle schools?*

**Answer:** *Fantastic idea.*

**Question for Angus:** *HPMS water fountains are out of water. Should the PAC be paying to fix them or the school district?*

**Answer:** *School district.*

**Question for Angus:** *Is there any support for middle school playgrounds at a district level?*

**Answer:** *There is no fund for middle school playgrounds which means any money spent would come from another line on the budget taking away from something else.*

**Question for Angus:** *Was your trip to Korea funded by the school district?*

**Answer:** *Funded by Pro-D and Korean partners.*

**Adjournment:**

Motion to adjourn meeting made by: Ashley

Meeting adjourned by: 8:25pm

**Next meeting will be held April 15, 2024**

**Attendees:** Erin (AME Rep), Tammy Sampson, Missy Carswell (CME), Karly (HTA), Angela (HTA, EHPMS), Raegan Heidt (ECM; DPAC Treasurer), Laura McDermott, Jaime (SFE), Christie (Dewdney) Jacquelyn, Ashley MacLean (AME Chair), Angus Wilson (Superintendent) Shannon Bowsfield (MTU), Linda Hamel (Trustee), Jash Bains (Trustee)

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