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

December 3, 2024, 3:30 pm
ZOOM + District Education Office
33046 4th Avenue, Mission, BC V2V 1S5

Pages

1. ZOOM CONNECTION

Zoom Link / 2024-25 COTW Meeting ID: 619 4934 9705 | Password: SD75COTWMt

2. 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.

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

3. APPROVAL OF AGENDA

4. DELEGATIONS/PRESENTATIONS

4.1	Safe Schools Coordinators Conference follow-up	Information	1 - 9
4.2	MDI data and District Alignment	Information	10 - 14

5. MINUTES OF PREVIOUS MEETINGS

5.1	Committee of the Whole Meeting Minutes, November 5, 2024	Action	15 - 19
5.2	Committee of the Whole Meeting Minutes, October 1, 2024	Action	20 - 27

6. UNFINISHED BUSINESS

6.1	Catchment Areas, Cross Boundary Applications and Programs of Choice Policy	Action	28 - 34

To consider amendment and forward the policy to the Board Meeting.

7. CURRICULUM

7.1	Monthly Curriculum Update	Information	35

8. STAFF REPORTS

9. NEW BUSINESS

9.1	Parent Communication Guidelines	Discussion	36 - 37
9.2	*Employee Communication with Trustees Policy*	*Action*	*38 - 39*

To consider a new policy

10. INFORMATION ITEMS

10.1 Parent Forum Handouts/Follow Up

11. ADJOURNMENT

ITEM 4.1	**Presentation**
TO:	Committee of the Whole
FROM:	T. Nguyen, Principal, Safe Schools Coordinator
SUBJECT:	Safe Schools Coordinators Conference Follow Up

1. **Summary:** Principal/Safe Schools Coordinator will provide an update.

2. **Background:** The 2024 erase Safe School Coordinator Meeting continued the work of the erase: Building Safe Schools Strategy. This year's theme was Inclusive Safety with a focus on building safe and inclusive school communities. Attendees heard from industry experts about best practices and had the opportunity to connect with safety teams across the province.

   The conference brought together approximately 150 participants (K-12 sector partners including public and independent school representatives). Also included were the ministry partners to support the cross-government commitment to safer schools in B.C.

   Conference objectives included:
   • Provide insights on current and emerging safety trends;
   • Build an understanding of current government strategies, action plans, and guidelines;
   • Elevate examples of authentic connection, climate, and culture, which are the building blocks of a safe school community;
   • Building and safety promotion in classrooms, school teams, and community across B.C.
   • Engage participants in reflective experiences and interactive engagements that anchor learning for practical application in individual, team, and provincial work contexts;
   • Build relationships within and across school districts through shared learning; and
   • Contribute to the continued development of building safe and caring school communities.

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:** Safe School Coordinators Meeting Follow up/Safety Update Slides

Safe School Coordinator Meeting Follow Up

Committee of the Whole

December 3, 2024

1

Strategic Plan Alignment

Honouring Culture & Territory	Future Orientation	Student Centred Learning	Effective Learning Environments
• Achieve equitable education outcomes for all Indigenous students	• Strengthen supports and services for learners to adapt to shifting learning requirements, including technology	• Foster safe, caring, compassionate, and collaborative learning environments • Students successfully transition in their learning environment	• Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments • Ensure students are meaningfully included in the learning environment

2

Equity Plan Alignment

Honouring	Honouring Relationships and Kin Connections: What does it mean to be in relationship with ourselves, with others and the land?
Creating and Maintaining	Creating and Maintaining Safe Learning Environments: How are kin connections nurtured in a school environment? What does a safe school environment look like and feel like?
Supporting	Supporting Student Success in Equitable Ways: What does equity mean? What does equity look like in SD75 schools?
Honouring	Honouring the Past, Being in the Present, Strengthening the Future: How can we use our understanding of the past to support our efforts in the present and to work toward a shared future?

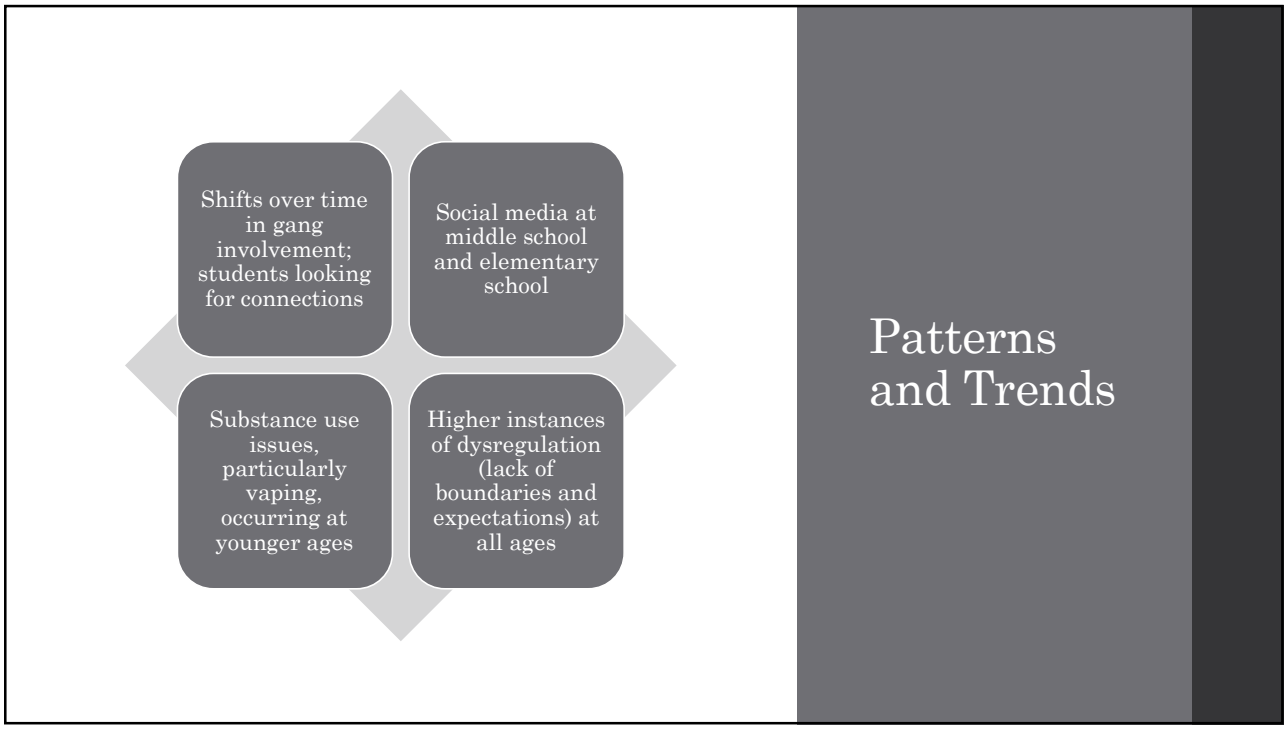
3

An Inclusive Approach to Safety Preparedness in an Educational Setting

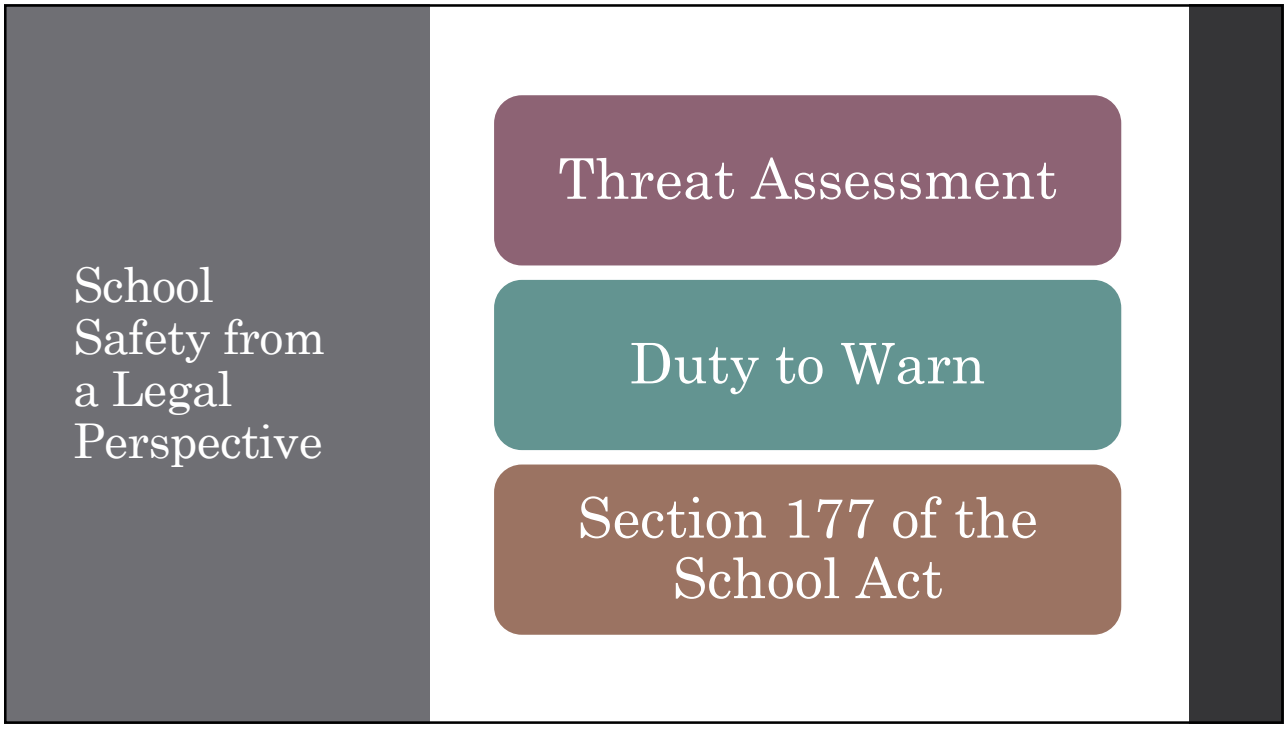
Michele Gay, Founder & Executive Director, Safe and Sound Schools

SAFE AND SOUND SCHOOLS

4


Shifts over time in gang involvement; students looking for connections
Social media at middle school and elementary school
Substance use issues, particularly vaping, occurring at younger ages
Higher instances of dysregulation (lack of boundaries and expectations) at all ages
Patterns and Trends

5


School Safety from a Legal Perspective
Threat Assessment
Duty to Warn
Section 177 of the School Act

6

Intimate Images Protection Service

Under B.C.'s Intimate Images Protection Act, an image, video, or livestream is considered 'intimate' if it shows or depicts you:

- Nude or nearly nude, or
- Engaging in a sexual act, or
- With visible genital organs, anal region, or breasts

7

Revised Guidance and Policy Model

(VTRA) Violence Threat and Risk Assessment

(BDTA) Behavioral and Digital Threat Assessment

8

Community Parent Forum

- MOCAT (Mission Overdose Community Action Team)
- RCMP (Royal Canadian Mounted Police)
- CYMH (Child and Youth Mental Health)
- ICY (Integrated Children and Youth team)
- Family Smart
- Fraser Health
- Fraser House Society
- Safer Schools Together

9

The Importance of Relationships Between Youth and Trusted Adults



Scott Guitard – Safe Schools and Substance Use Liaison (secondary)



Louisa Cromar – Safe Schools and Substance Use Liaison (middle schools)



Danielle Nipius – District Youth Care Worker (DRC follow up)



Lisa Marie Fraser – Connections Vice Principal



Tom Nguyen – Safe Schools Coordinator



Karen Alvarez – Assistant Superintendent

10

Ongoing Projects

- Peer Ambassador Vaping Program
- I Quit For Me
  - Riverside
  - Continuing at existing sites
- WRAP Steering Committee
- Connections Program
- Bi-weekly checkins

11

Connections

- Lisa Marie Fraser – Vice Principal
- Tami McLellan – Youth Care Worker (WRAP)
- Luke Mason – Outreach Worker (WRAP)
- Curtis Garrett – Youth Outreach Worker (City of Mission)
- Tom Nguyen – Safe Schools Coordinator
- Karen Alvarez – Assistant Superintendent



12



Questions?

13

ITEM 4.2	**Presentation**
TO:	Committee of the Whole
FROM:	B-A. Cullen, District Principal of Curriculum, Student Services
SUBJECT:	MDI data and District Alignment

1. **Summary:** How MPSD is aligning the results of the MDI with district and school initiatives.
2. **Background:** MDI Data
3. **Options:** PowerPoint Presentation and Sample Lesson plan Activity
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:** PPT slides

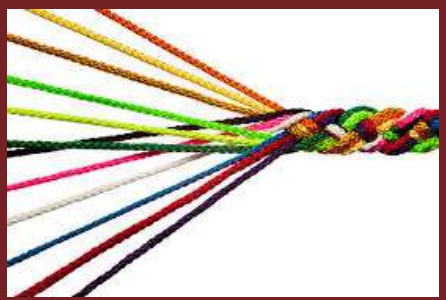
Sp'óq'es (the Eagle)
stl'ítl'el (Love)

LAND ACKNOWLEDGEMENT

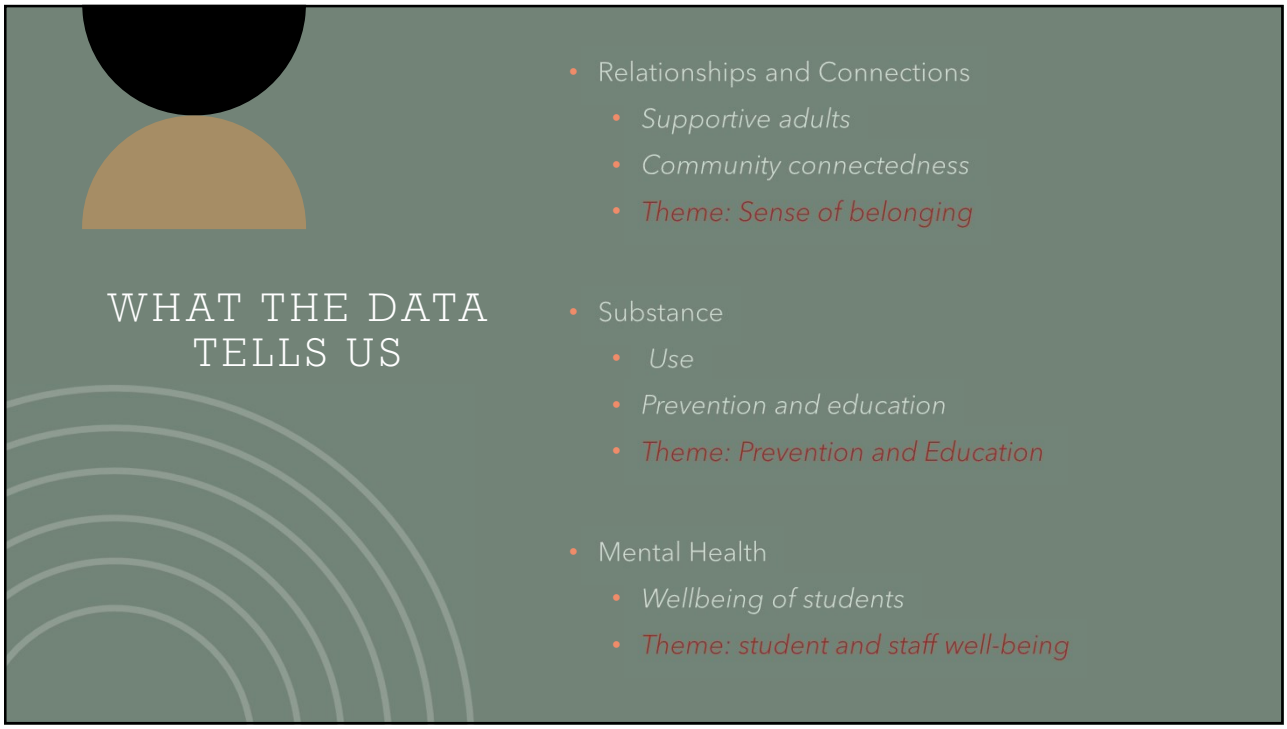


1

COMMITTEE OF THE WHOLE



2


WHAT THE DATA TELLS US
Relationships and Connections
Supportive adults
Community connectedness
Theme: Sense of belonging
Substance
Use
Prevention and education
Theme: Prevention and Education
Mental Health
Wellbeing of students
Theme: student and staff well-being

3


DISTRICT STUDENT COUNCIL
Meet every two weeks
Course fair with a student lens
Free tutoring program for Hatzic Middle once a week (grade 8 and 9)
Went to PT night for Hatzic Middle
Created a brochure for families
Making plans to go to a senior's home
Share a skill and Learn a skill
Looking at doing a community outreach event
Still in the planning stage
Work with the Healthy Schools nurse with vaping prevention presentation

4

SOCIAL AND EMOTIONAL SCHOOL LEADS

- Meet once a month
- This year's focus is "Self awareness" and "Sense of Belonging"
  - *How to regulate your emotions*
  - *How to communicate*
  - *Increase sense of self within your school community*
  - *Self compassion*
- Continue with the SEL at staff meeting
- Present at the Feb Pro-D day
  -PEACEFul Schools
  -Emotion Focused School Support

5

SAMPLE LESSON (OCT)

- The Rabbit Listens

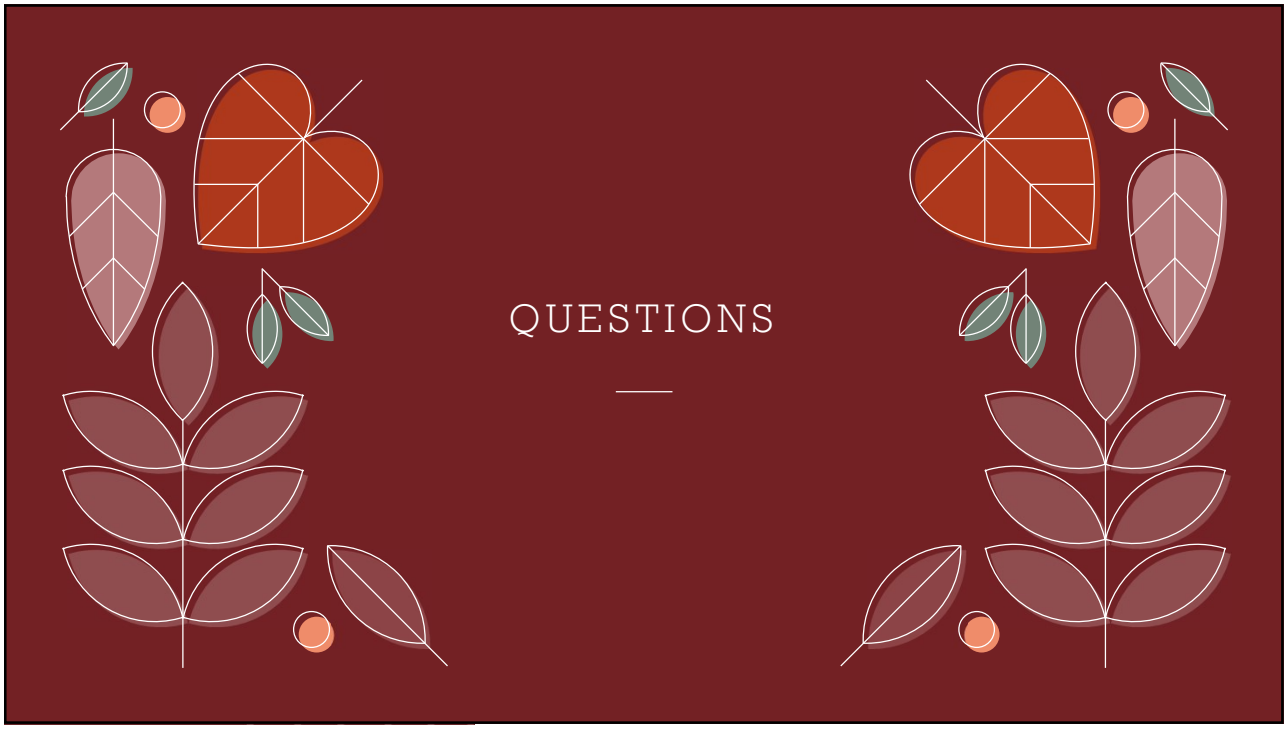
For each number, please hold up the number of fingers that represent the number ☺

- 1: barely any affect
- 5: puts you in your primitive brain

6


Positive Self Talk...
I AM ENOUGH
I CAN DO ANYTHING
I CAN MAKE A DIFFERENCE
I CAN BE ANYTHING I WANT TO BE
I MATTER
I DESERVE TO BE HAPPY
EVERY DAY IS A FRESH START
I CAN MAKE A DIFFERENCE
I AM PROUD OF MYSELF
MY CHALLENGES HELP ME GROW

7


QUESTIONS

8

Mission Public Schools

School District #75 (Mission)

Public Meeting of the Committee of the Whole Minutes

November 5, 2024, 3:30 pm
ZOOM + District Education Office
33046 4th Avenue, Mission, BC V2V 1S5

Members Present:	**Board Chair, Tracy Loffler** **Board Vice-Chair, Linda Hamel** **Trustee, Shelley Carter** **Trustee, Jash Bains** **Trustee, Randy Cairns**
Staff Present:	**Superintendent of Schools, Angus Wilson** **Secretary-Treasurer, Corien Becker** **Director or Operations, Dana MacLean** **MTU President, Shannon Bowsfield** **CUPE President, Nansy Gibson** **MPVPA Co-President, Lisa Clarke** **Principal, ESR, Sharon Widdows** **Executive Assistant, Ilona Schmidt (Recorder)**
Staff Absent:	**Assistant Superintendent, Karen Alvarez**
Others Present:	**AME PAC Chair, Ashley MacLean, Tori Mcfarlen, M. Williams, A4C, Krystyna Bielecka**

1. ZOOM CONNECTION

2. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, 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.

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

3. APPROVAL OF AGENDA

THAT the Agenda be approved as presented

CARRIED

4. DELEGATIONS/PRESENTATIONS

4.1 Monthly Curriculum Update

Principal/Safe Schools Coordinator Tom Nguyen sent his apologies, as he had a conflicting appointment and could not present. His presentation will be rescheduled to next month.

5. MINUTES OF PREVIOUS MEETINGS

5.1 Special Committee of the Whole RE: MSS Replacement, June 11, 2024

MOVED and Seconded THAT the Special Committee of the Whole RE: MSS Replacement, dated June 11, 2024, be approved as amended.

CARRIED

p.3 removed sentence about staff applying for funding

5.2 Committee of the Whole Meeting Minutes, September 10, 2024

MOVED and Seconded THAT the public Committee of the Whole Meeting Minutes dated September 10, 2024, be approved.

CARRIED

5.3 Special Committee of the Whole Meeting RE: Policy Review Minutes, September 24, 2024

MOVED and Seconded THAT the Special Committee of the Whole Meeting RE: Policy Review Minutes dated September 24, 2024, be approved.

CARRIED

5.4 Special Committee of the Whole RE: Strategic Planning, October 1, 2024

MOVED and Seconded THAT the Special Committee of the Whole RE: Strategic Planning Meeting Minutes dated October 1, 2024, be approved as amended.

CARRIED

T. Loffler, S. Carter board chair positions corrected.

5.5 Committee of the Whole Meeting Minutes, October 1, 2024

MOVED and Seconded THAT the Committee of the Whole Meeting Minutes dated October 1, 2024, be approved.

Will come back for approval in December, clarifying “duality” in 9.1

6. UNFINISHED BUSINESS

6.1 Catchment Areas, Cross Boundary Applications and Programs of Choice Policy

DEFEATED

The overwhelming majority of the comments request the board does not change the middle school catchments for the middle schools.

The Secretary-Treasurer suggested an option for alternate wording. If the home school catchment does not align with the middle school the students attend, we will not provide busing (2A).

A comment was made, mentioning the Climate action group presentation at BCSTA Provincial Council suggested reducing busing if not necessary, in terms of climate change.

School of choice - if parents register their children at a school of choice, they should provide transportation to the school.

There could be some legacy requests.

The board considered the change to address a busing problem. Option 2A solves the problem. Parents would be responsible for getting the school of choice students to their middle school.

The Secretary-Treasurer suggests referring the policy edits back to staff to solidify the wording and bring it back for consideration.

MOVED and Seconded that the policy be referred back to staff to amend the policy more in line with option 2A regarding busing.
CARRIED.

6.2 Impairing, Banned or Controlled Substances Policy review and update

MOVED and Seconded THAT the reviewed and draft amendments to the Impairing, Banned, or Controlled Substances Policy be reviewed, amended as necessary, and forwarded to the Board meeting for consideration of approval.

CARRIED

This policy has been reviewed by Siwal Si'wes Policy Advisory group.

Trustee Cairns requested text added to the policy. The board can add the text into the policy at this point. Staff has no issue with adding the text to restrict alcohol use to Cafetorium only. IN FAVOUR of including the policy direction to "*restrict alcohol sales and consumption for Clarke Theatre Functions to within the Cafetorium unless the BOE approves an alternate location."*

A comment was made that at the upper foyer, the entrance roof restricts view. It seems secure upstairs. Under exemptions, p. 57 - in the past, numerous areas around Mission lost their community halls. Dewdney has legacied access to the Dewdney school in place of a community hall. Other districts use Theaters in schools. We can teach children when drinking is appropriate and when it is not.

Insurance: the use of alcohol is the issue we need to consider, to ensure coverage. In the past, there was no alcohol allowed at all.

MOVED and Seconded TO ADD "restrict alcohol sales and consumption for Clarke Theatre Functions to within the Cafetorium unless the BOE approves an alternate location." INTO 2A.

CARRIED.

The restriction is added due to the theatre's location in a school setting.

6.3 Records Management Policy - new policy

MOVED and Seconded THAT the new Records Management Policy be reviewed, updated as necessary, and forwarded to the November Board meeting for consideration.

CARRIED

The policy and 2 accompanying procedures were reviewed.

6.4 Sexual Orientation and Gender Identity Policy review and update

MOVED and Seconded THAT the draft amended Sexual Orientation and Gender Identity (SOGI) Policy be reviewed, updated as necessary, and forwarded to the November Board meeting for consideration.

CARRIED

The policy amendment was reviewed on September 24th. The Siwal Si'wes Policy Advisory Group requested to add 2spirit+ and included information about 2spirit people.

Recommendations for training for PACs & Trustees are to be listed, to eliminate discrimination. Even a short training course would be able to give a deeper understanding.

Should there be training for new employees? School counsellors assist students struggling.

CUPE: EAs would benefit from some training. Neurodiverse students come to EAs, as they have a relationship with the EA (not the counsellor). EAs should have more tools.

CUPE and other staff may be getting into difficult situations and stepping into the role of a counsellor.

CUPE: EAs do not attend staff meetings, as they are paid bell to bell. EAs need to support the person they are assisting. They need to be able steer the student to the right direction. YCW should be included in the training.

Noon hour supervisors also do not attend the staff meetings.

Staff do online training with regards to discrimination. We need to do focused training. The training is not as easily available. All employees should be comfortable to address the basics.

SOGI leads at schools provide support/training at staff meetings when available.

MTU: all students need to be recognized, uplifted. Sees value in the training.

p.94 a phrase has been included. Non-violent crisis intervention - we are making an effort to provide training, but employee groups need to sign up.

The board has seen evidence that all students benefit from this type of policy.

7. CURRICULUM

8. STAFF REPORTS

9. NEW BUSINESS

9.1 Strategic Priorities

Strategic Priorities were shared for information.

10. INFORMATION ITEMS

11. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 4:33 pm.

Chair, Board of Education

Secretary-Treasurer

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

DRAFT

Mission Public Schools

School District #75 (Mission)

Public Meeting of the Committee of the Whole Minutes

October 1, 2024, 3:30 pm
ZOOM + District Education Office
33046 4th Avenue, Mission, BC V2V 1S5

Members Present:	**Board Chair, Tracy Loffler** **Board Vice-Chair, Linda Hamel** **Trustee, Shelley Carter (arrived 3:53 pm)** **Trustee, Jash Bains** **Trustee, Randy Cairns**
Staff Present:	**Superintendent of Schools, Angus Wilson** **Secretary-Treasurer, Corien Becker** **Assistant Superintendent, Karen Alvarez** **Director of Student Services, Carolynn Schmor** **Director or Operations, Dana MacLean** **MTU President, Shannon Bowsfield** **CUPE President, Nansy Gibson** **DPAC Chair, Jacquelyn Wickham** **MPVPA Co-Presidents, Lisa Clarke, Rob Clark** **Principal, Sharon Widdows** **Executive Assistant, Ilona Schmidt (Recorder)**
Others Present:	**Ashley MacLean, AME PAC Chair, David Kun, AME PAC Vice Chair, Corissa Wells, Michelle Hall, CHE**

1. ZOOM CONNECTION

2. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, 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.

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

3. APPROVAL OF AGENDA

THAT the Agenda be approved as presented.

CARRIED

4. DELEGATIONS/PRESENTATIONS

5. MINUTES OF PREVIOUS MEETINGS

5.1 Committee of the Whole Meeting Minutes, September 10, 2024

MOVED and Seconded THAT the public Committee of the Whole Meeting Minutes dated September 10, 2024, be approved.

Delete "The District tracks suspension data" p 2
p. 3 School Opening report - We are up approximately 100 students. * AW updated
8.6 "bad" change to problematic

Minutes will be brought back for approval in November.

6. UNFINISHED BUSINESS

6.1 Policy Reviews

6.1.1 Sexual Orientation and Gender Identity Policy

MOVED and Seconded THAT the draft amended Sexual Orientation and Gender Identity (SOGI) Policy be reviewed, updated as necessary, forwarded to the Siwal Si'wes Policy Advisory Working Group for comments, and returned to a future Committee of the Whole meeting for consideration of comments.

CARRIED

COTW is to formally consider the changes made.

RC: wondering why the Human rights code reference is crossed out (*CB to follow up)
#3 clarify/add "supporting a school district related event"
p.10 District, #8 Staff Training (previous version had "the district will provide training for staff, elected trustees,..."

6.1.2 Records Management Policy

MOVED and Seconded THAT the new Records Management Policy be reviewed, updated as necessary, forwarded to the Siwal Si'wes Policy Advisory Working Group for comments, and returned to a future Committee of the Whole meeting for consideration of comments.

CARRIED

As discussed at the SCOTW meeting, we have a new policy and approved draft procedures. Staff noted some changes need to be made, and are waiting for input.

6.1.3 Intoxicating, Banned, or Controlled Substances Policy

MOVED and Seconded THAT the draft amended Intoxicating, Banned, and Controlled Substances Policy be reviewed, updated as necessary, forwarded to the Siwal Si'wes Policy Advisory Working Group for comments, and returned to a future Committee of the Whole meeting for consideration of comments.

CARRIED

This policy had a significant review, primarily due to the legalization of cannabis. There is an expectation not to be affected by substances at all.

Offered for first review.

Trustee Cairns: Clarke Theatre – would like the new wording to align with the policies and procedures.
Specification as to where alcohol could be served only > after school use of facilities. Alcohol Use was previously never approved in policy. Serving only in the Cafetorium.

Once we have the meeting with the City of Mission, we will bring the procedure back to discuss and finalize. At this point, the procedures are still in draft. By January/February, we should have the other procedures for cross reference.

6.2 Updated Policy Review Schedule

Trustees appreciate the schedule. A note was made that the dates listed are target dates. May change. The Secretary-Treasurer has been trying to change the policy numbering for simplifying of the records. The Board supports removing the numbers for ease of use.

7. CURRICULUM

7.1 Monthly Curriculum Update

This year, MDI data is in for last year. The District Principal for Curriculum, Student Services will present on MDI in November.

This year, district Student Council is starting again, using the Spirals of Inquiry, Changemakers. Students drive the agenda. This year, staff are bringing the students into budget and policy discussions.

Preliminary goals considered are going to middle schools and talking to students about course selections, substance use, tutoring work. Fraserview Kindness Team is continuing, teaching elementary schools social emotional learning (SEL).

ICY - Coffee talks with parents (3x/week at elementary schools)

EFFT - Emotion Focused Family Therapy sessions starting again (open registration for invited parents).

Scholantis is being phased out, Check my Progress as well. Brightspace is used by Fraserview. Some HPMS teachers are piloting Spaces for similar information.

The Committee of the Whole can extend an invitation to the student leadership to attend to gain experience. The student leadership has not been exposed to the Strategic plan yet. Staff can share the Strategic plan with the student leadership.

Last year, Fraserview was invited to join the Student Council, but none joined. A note was made that the Indigenous students may prefer to have Elders present.

8. STAFF REPORTS

8.1 Feeding Futures

DRAFT

The Superintendent presented the Feeding Futures informational PowerPoint. Feeding futures share the board's vision of equity, universality, being stigma free, and support diversity. Every district has been making their own program.

The ministry report is in a raw state, and not easily shared. Staff shared the information included in the report. We have a summary of all the actions presented, within the constraints of the resources available, to work with the ministry mandate.

The Manager has had many conversations with the Ministry, as Mission may require more funding than some other communities. The lunch program is currently contracted. Ideally, we would like to bring the program in-house, but all the schools do not have food prep facilities. We are designing the program with additional funding being added in the future.

Not all the schools have the physical infrastructure. $199,000 (we applied for capital funding). The $1.385 million is not supposed to be used for infrastructure.

The goal is a central prep location, and a driver delivering food.

Question (D. Kun): A lot seems to be put into staffing for FF? Can the funding not be given directly to schools?
All the districts have put a managerial position into place. We would like to add CUPE positions. We would like to be equitable and some schools do not have kitchens or have small parent groups. At some schools, teachers and CUPE were volunteering. Volunteers are great, but at times, volunteers come and go. The Ministry wants us to consider equity, serve healthy food, and the feedback says that not very healthy food was served. We have added 3 EAs this year. We are not cutting EA hours.

Comments: Nut free options were not offered? Food was "gross" – such comment is very subjective.

CUPE provided that the district has had EA/food service positions for years. At some schools, we may have some EAs paid an extra hour to serve breakfast club.

The plan is to acquire an additional Food Service Worker. From time to time, we get donations of food. Until we have central food processing, it is hard to keep track of some of the donations and sources.

Breakfast Club of Canada – some PACs secured Breakfast Club of Canada grants, others are on a waitlist, or not connected to BCoC at all. With centralization, the schools are not receiving the grants directly. Staff are having conversations with BCoC, which are not finalized yet. Staff are trying to consider equity and disperse funds where they are needed. There are disparities between schools. We are trying to make sure that every student who needs food has access.

A note was made, that if parents do not see the grants distributed to schools, it may be hard to get the parent support.

A comment was made that WHE has secured a different PC Plus grant (staff will follow-up).

DPAC provided a comment that choosing between breakfast or lunch is not equitable.

There are a few schools who have done breakfast every day for the past couple of years thanks to SAFA funds. Before SAFA funding, staff were buying food and providing snacks. The shift from SAFA funds has been hard. A survey from parents brought feedback.

AME PAC commented that we need to feed the children something they will eat. We cannot just discount cereal and granola bars, because those are the foods the children will eat. Making sure that all students are fed and ready to learn.

The Inclusion Mentor Teacher provided a comment, that some food in children is better than none.

Staff need to find a balance. The community engagement was highlighted. The vast majority of respondents provided feedback that they preferred lunch, not breakfast. Community had a desire for anonymity when addressing subsidy requests. Info was provided about neighbouring cities' Feeding Future programs.

Kids needing food they will eat is a valid comment; however, we need to provide nutritious food. Schools are starting to utilize Sharing Shelves.

The Ministry provided guidelines for what can and cannot be served even by PACs for many years. The program is starting, and we need a person overseeing it. The ministry (at this point) is not funding upgrading the school kitchens. Staff wish to have a functioning kitchen at each site.

We are treating Feeding Futures as a district program, to ensure all children have access to food. We also need to educate students about healthy eating and to include multi-culturalism into the food served. We have received a higher number of requests for subsidies now that they are centralized.

Often, the volunteers do not show up. We have to do what we can.

AME PAC commented that diversity and feeding students is important. If this is equity-based, why is every school offered the same thing? AME PAC had 400 lunch orders, and also received a request for lunch subsidy.

A comment was made, that neurodiverse children need to be supported as well. The offerings need to be Nut Free, as there are serious allergies present in the district.

The Board and staff will be following up on the comments. PACs would like accountability.

8.2 Long Range Facility Plan

MOVED and Seconded THAT the following resolution be forward to the board meeting for consideration:

That the School District initiate the formal review and update of the Long-Range Facility Plan, beginning with public engagement in the review of the School District's educational priorities:

a. **Elementary, Middle, and Secondary structure vs Elementary and Secondary Structure**

b. **Schools of choice**

c. **French Immersion**

d. **Trades**

e. **On-Line School**

f. **Childcare and Early Learning**

g. **Alternative Structures**

and operational priorities:

a. **Student and other Support Services**

b. **Administration Services**

c. **Operations: including Grounds, Facilities, Transportation.**

We have a plan in place; however, with the MSS replacement, things change. We need to determine what our priorities are. The move to the middle school model was done when the enrolment was declining. 400-800 students were leaving Mission because there were not enough options available to them. There were 3 high schools, that were not full. There were no AP courses and not enough course variety.

Currently, the situation has changed. The district is growing. What are the best structures and the educational needs for a growing community?

Replacement of Hatzic Elementary is planned, but the educational priorities will direct what we apply for in the future. Staff suggests organizing targeted public engagement sessions. Schools of choice, Trades, Childcare and Early Learning need to be considered. When we write our priorities into the LRFP, the plan will support the advocacy to the Ministry for funds needed.

Class size & composition came into place, and indicates that there are issues with the current system. Can we go back to K-7, 8-12? There may be need for adaptive learning, life skills, or schooling for new mothers. We need to change the model, and possibly even change the boundaries.

At this point, staff are not looking at boundaries. Staff would like a consultation for priorities (systems and structures, such as FLC, Mission Online). Does the board want to add more to the list? Do partner groups want to add something?

MTU will take these questions back to MTU membership.

Since Covid, the way education delivery has changed is significant. We will have Townhall meetings, and Engage Portal, Surveys, etc.

Land-based learning, Outreach programs should be considered. Outdoors programming could help neuro-diverse students.

Important - we need to provide reasoning why we moved towards the current middle school model. We need to rely on the educational professionals for recommendations as well. We need students, First Nations, and all partner groups involved. We need to look at what is happening around us and provincially (athletic programs).

The Long-Range Facility Plan is a plan for facilities based on what we want to do with them. We need to come back with a plan of what our facilities can offer.

The Board would like staff to map out and bring back an engagement plan, with a clear outline. It may take months to get the proper questions.

8.3 School Growth Plans

The Superintendent shared the growth plans submitted. Staff have received several more since last week. Stave Falls Elementary was highlighted using the standard template format. Staff would like to hear feedback.

The template exists, so the schools address the things the board wants to hear. The Board would like to see all the schools using the same template, and tying/aligning their goals with the Strategic Plan.

Staff should have a conversation with principals about modernizing language (Aboriginal > Indigenous, special needs > diverse abilities, stake holder > partner groups). Students seem to be struggling and need SEL. September 27, planning day - what is done at the different schools?

Silverdale - connections to First Nations

8.4 Student Learning Survey

The Superintendent shared graphed data. The number of students taking these surveys is very low, as they are voluntary. May need to be run at Grade 10 and 12 English classes. Our responses are similar/in-line with the provincial averages.

Concern - Feeling Safe at School for Grade 7 falls below the provincial average, even though we have been focusing on this and putting programs in place. A note was made, that the perception of care is a reciprocal relationship.

8.5 Middle School Catchment for Schools of Choice

Staff intend to do more communication with the parent groups.
We need to be very clear about why and what problem we are trying to solve.
Our transportation is not able to support the requests for busing to HPMS.

9. NEW BUSINESS

9.1 BCSTA Advocacy Letters

Looking for input:
Mission is classified medium rural. Support for both rural and urban areas, transportation, technology, Affordable housing.
Support DRIPPA education systems/education component in BC and ensuring human rights are protected (SOGI)

The Chair will draft, share, and send the letters.

10. INFORMATION ITEMS

11. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:09 PM.

Chair, Board of Education

Secretary-Treasurer

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

DRAFT

ITEM 6.1 **Action**
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy

Recommendation

THAT the Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy, as amended in November 2024, be forwarded to the December 2024 Board of Education meeting for consideration and approval in principle.

1. **Summary:** The Public Engagement feedback on the proposed amendments to the Catchment Areas policy were reviewed in November, and staff were directed to return an alternate amendment that would restrict bussing for students of schools of choice, rather than change the middle school catchments for the schools of choice.

2. **Background:**

   The Board had approved a change to the policy in May 2024 that would have changed the middle school catchment for the ESR and Hillside schools of choice back to the students' regular catchment school, effective Sept 2025.

   The Public Engagement responses on the amendment to the Catchment Areas policy were reviewed in November and staff were directed to return an alternate amendment, to restrict bussing for students of schools of choice.

   In addition, staff identified the need to clarify that applications from students from another school district must be reviewed annually.

   The attached amended policy is presented for further consideration and referral to the Board Meeting for approval in principle.

3. **Options:**

   1. Refer the policy for final approval as presented, with the November 2024 edits to restrict bussing.
   2. Refer the policy for final approval as presented, with May 2024 edits to change middle school catchments.
   3. Revert the policy back to the original language.

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
      As per the Policy Development and Review policy, the following excerpt outlines the

consultation and approval process.

a. The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.

b. The draft policy, or policy being reviewed, will be forwarded to the Siwal Si'wes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the groups feedback.

c. The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principle.

d. The approved-in-principle policy is to be forwarded to employees, the educational community, and the general public using the Engage portal and other methods, to gather additional feedback.

e. The approved-in-principle policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.

f. The final draft of the policy is to be forwarded to the public Board meeting for final approval.

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:

1. Catchment Area, Cross Boundary, Schools of Choice, and Programs of Choice Black-lined policy

Section:	**School Administration**
Title:	**Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice**

Draft Nov 2024

Purpose

To establish guidelines for student access to public education at a neighbourhood school, a School of Choice, or a Program of Choice.

Policy

Neighbourhood schools will generally be accessible to all school-age students in the neighbourhood, subject to enrolment capacity.

Neighbourhood schools may be accessible to school-age students outside of the neighbourhood, subject to a cross boundary school application and enrolment space availability.

Schools of Choice and Programs of Choice will be available to all students in the district, subject to an application and the enrolment space availability in the School or Program.

First Nations Governments have the right to establish a School of Choice for First Nation students living on reserve, in accordance with Bill 40.

General Guidelines

In accordance with the *School Act*, schools will enroll students in the following descending order or priority:

- A catchment area student who, in the previous school year, attended the school.
- A student assigned by the Board to the school.
- A catchment area student.
- A non-catchment area student who, in the previous school year, attended the school.
- Siblings of non-catchment area students who, in the previous school year, attended the school.
- A non-catchment area student.
- A non-school district student.

The school district will strive to keep families together when possible.

Catchment Areas

An elementary school catchment area is a specified geographic area that surrounds a school. In determining a school catchment area, consideration will be given to the walk limits specified in Board Policy, and the number of students that would be attending the elementary school. The objective will be to consider the capacity of the schools and balance the enrolment amongst most elementary schools.

Information on the school catchment areas will be provided to parents and students, with additional information and details made available on the Mission Public School District website (www.mpsd.ca).

The School District may amend the catchment areas as needed.

Elementary Schools

The elementary school in each defined catchment area will be the neighbourhood school for that area. Residency in the elementary school catchment area qualifies an elementary school student to attend that school.

Middle Schools

The Middle School catchments are determined to equitably distribute the student population between the two middle schools. Elementary schools are assigned to a Middle School catchment based on the elementary school catchment, other than schools of choice which are as attended, as follows:

~~September 2024:~~

- ~~Grade 6 students attending Edwin S. Richards Elementary in 2023/2024 are assigned to Hatzic Middle School.~~
- ~~Grade 6 students attending Hillside Traditional Academy in 2023/2024 are assigned to Heritage Park Middle School~~

~~Effective September 2025, Students that attend a School of Choice will be assigned to the Middle School based on their neighbourhood elementary school catchment. The elementary school catchments are assigned to middle schools, as follows:~~

Hatzic Middle School Catchment Schools	Heritage Park Middle School Catchment Schools
Albert McMahon Elementary	École Christine Morrison Elementary
Cherry Hill Elementary	Hillside Traditional Academy
Deroche Elementary	École Mission Central Elementary
Dewdney Elementary	West Heights Community School
Edwin S. Richards Elementary	Windebank Elementary
Hatzic Elementary	
Silverdale Elementary	
Stave Falls Elementary	

Middle School Transportation for students from a School of Choice

a) Students that attend a school of choice that are assigned to a middle school that is not the same middle school assigned to the student's home elementary catchment school, are not Eligible Riders for busing to the middle school (See Transportation Services Policy). Example,

Cross Boundary

The School District will consider cross boundary school applications for MPSD students to attend a school outside of their catchment area.~~.~~

The School District will use a fair and equitable approach when considering cross boundary school applications, striving to keep families together when possible.

The School District will consider an enrolment application of a student from another school district to attend a Mission Public School if the school or school district has the capacity to accept the student. Approval will be for one year only. Applications from another school district must be reviewed and reconsidered each year.

Approval considerations

Applications to attend a cross boundary school will be considered ~~when sufficient enrollment space is available at the cross boundary school.~~ based on enrolment capacity at the catchment school and cross boundary school.

Applications for students that have been displaced by the closure of a school will be given priority for a cross boundary school application for the school year immediately following the closure.

If approved, attending a cross boundary school will be for one school year only.

School District Cross Boundary Placement

The School District may find it necessary to enroll a student in a school other than the neighbourhood school due to the availability of special programs or enrollment restrictions. While such placements shall be expected to remain for the duration of the current school year, whenever possible students will be returned to their neighbourhood school effective the start of the next school year. If a family would like to remain at their non-catchment school, they will need to complete a cross boundary request in accordance with applicable procedures.

Schools of Choice

A School of Choice means an elementary school other than the neighbourhood school that parents choose to have their child(ren) attend. The School District has two Schools of Choice. These schools are not neighbourhood schools and do not have a defined catchment area. Any elementary student may apply to attend a School of Choice. The Schools of Choice are:

- Edwin S. Richards – Arts-Based Curriculum
- Hillside Traditional Academy – Curricular outcomes in an environment based on traditional values.

The School District will use a fair and equitable approach when considering applications to attend a School of Choice.

Programs of Choice

The School District offers Programs of Choice at four schools. Programs of Choice are a School District initiated program approved by the Board and designated to run in one or more school sites.

Programs of Choice are offered as follows:

- French Immersion École Christine Morrison Elementary School

Draft Nov 2024

- French Immersion École Mission Central Elementary School
- French Immersion École Heritage Park Middle School
- French Immersion École Mission Senior Secondary
- ~~Intensive Core French~~ Late French Immersion (if enrolment allows) ~~Windebank Elementary~~ Mission Central Elementary School

The elementary school Program of Choice catchment area is aligned with the neighbourhood catchment area for the elementary schools listed below. The catchment boundaries for the Programs of Choice will be reviewed annually to ensure that each school is being utilized to its potential for the regular programs and to ensure the dual-track schools meet the Board's expectations. Students attending the ~~Intensive Core French~~Late French Immmersion ~~(ICF)~~ program at Mission Central ~~Windebank~~ Elementary will continue in the French Immersion ~~ICF~~ program at Heritage Park Middle School in Grades 7, 8, and 9.

A student that leaves a Program of Choice is a cross boundary student when the Program of Choice school is not their regular catchment school. When a student leaves a Program of Choice they may be required to revert to their catchment school or transfer to another school if space is not available in the regular program at the Program of Choice School or their regular catchment school.

École Christine Morrison (West)	École Mission Central (East)
Cherry Hill Elementary	Albert McMahon Elementary
West Heights Community School	Deroche Elementary
Silverdale Elementary	Dewdney Elementary
Stave Falls Elementary	Windebank Elementary
	Hatzic Elementary

The School District will use a fair and equitable approach when considering applications to attend a Program of Choice.

Date of Original Board Approval: September 2008

Date Amended: January 24, 2017

October 15, 2019

, 2024

Legal Reference: *School Act, Section 74*

Cross Reference: *Transportation Services Policy*

Draft v2024

Administrative Procedures: Student Registrations, Cross Boundary Applications, School of Choice Application

Draft Nov 2024

ITEM 7.1	**Information**
TO:	Committee of the Whole
FROM:	K. Alvarez, Assistant Superintendent
SUBJECT:	Curriculum Initiatives

1. **Summary:** The Assistant Superintendent will give an update on curriculum initiatives for clarity and smooth transition to the new Assistant Superintendent.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
    1. **Alignment with the Strategic Plan**:
        a. Honouring Culture and Territory
        b. Future Orientation
        c. Student Centred Learning
        d. Effective Learning Environments
        e. Quality Teaching and Leadership
    2. **Alignment with the Equity Path**:
    Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
    3. Funding Guidelines, Costing, & Budget Impact
    4. Policy, Legislation, Regulation
    5. Organizational Capacity
        a. Risks
            1. Organizational
            2. Reputational
            3. Strategic
        b. Benefits
            1. Organizational
            2. Reputational
            3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

ITEM 9.1	**Discussion**
TO:	Committee of the Whole
FROM:	A. Wilson, Superintendent of Schools
SUBJECT:	Parent Communication Guidelines

1. **Summary:** The Superintendent will start a discussion about adopting parent communication guidelines, after recent negative experiences/interactions of parents and staff.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
    1. **Alignment with the Strategic Plan**:
        a. Honouring Culture and Territory
        b. Future Orientation
        c. Student Centred Learning
        d. Effective Learning Environments
        e. Quality Teaching and Leadership
    2. **Alignment with the Equity Path**:
    Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
    3. Funding Guidelines, Costing, & Budget Impact
    4. Policy, Legislation, Regulation
    5. Organizational Capacity
        a. Risks
            1. Organizational
            2. Reputational
            3. Strategic
        b. Benefits
            1. Organizational
            2. Reputational
            3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** Parent/Guardian Code of Conduct

Mission Public Schools

PARENT/CAREGIVER CODE OF CONDUCT

Research data indicates that the stronger the relationship between home and school the better the outcomes for students. Mission Public Schools views parents and caregivers as an integral part of the education team.

Working together, we create a safe and supportive learning and working environment for students and staff. Parents, caregivers, and any other visitors to our schools support a safe environment by ensuring communications and conduct at the school and at school activities are respectful.

Communication

- Use district communication process to address concerns – please contact the teacher first, and, if further discussion is warranted, the school principal.
- Use respectful language whether in person or through email communication.
- Respect staff time by accepting that they will respond to appropriate communication within a reasonable timeframe.
- Seek to clarify your student's version of events with school staff in order to fully understand and have perspective. Look for a reasonable solution to all issues.

Social Media

- Social media should not be used to voice complaints against the school or any staff member, parent/caregiver, or student. This is no way to resolve an issue; it is far more likely to complicate or inflame the issue.
- Avoid spreading speculation or rumours. These may impact students, families, or staff and create additional problems.
- Remember that there can be multiple perspectives on an issue.

Partnership

- Try to ensure your child attends school and reach out for support if needed.
- Work together with staff to resolve issues or concerns.
- Read and discuss the Student Code of Conduct with your child to help them understand and follow it.

Conduct

- When visiting a school please arrive safely and calmly without swearing, using inappropriate language, threatening behaviours, and/or verbal abuse. Staff and the students in their care have a right to a peaceful and safe school.

School Culture

- Recognize that EVERY student is important to us.
- Treat all members of our school community with dignity regardless of Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity, or expression, or age as protected by the BC Human Rights Code.

ITEM 9.2	**Discussion**
TO:	Committee of the Whole
FROM:	R. Cairns, School Trustee
SUBJECT:	Policy: Employee Communication with Trustees

Motion to create a board policy was APPROVED IN PRINCIPLE on November 19, 2024 and was referred to this meeting for input from the partner groups:

THAT Employees expressing concerns or appreciation to their elected members of the Board of Education will have no negative job or discipline consequences.

THAT Employees as members of the public and constituents of elected Trustees have the right of access respected.

THAT Trustees bring any concerns of consequence or action to the Board and Administration for verification and discussion.

Rationale:

I was speaking to an employee who had a lack of knowledge on this important right in the workplace. I am bringing this forward, as, in my view, Policy will then be available for all employees to be aware of their democratic right of access is being upheld in the school district workplace. In Policy it is available to be read by all and is public knowledge. Policy dictates action and is more official than directives. Removing and/or changing Policy would need to be done at a Board meeting. This Policy will ensure good governance as decisions are made with all information available to Trustees.

Background:

Earlier in this term of office, Trustees (the Board) passed a directive similar in nature at a June 20, 2023 Board meeting:

> ***Access to Trustees***
> *The Board of Education affirmed the right of the public to access elected trustees with concerns. This right also applies to any individuals employed by Mission Public Schools and should have* ***no negative employment consequences*** *for individual exercising that democratic right. Board Information Link. Email to get in touch with all of the Trustees:* ***trustees@mpsd.ca.***

Corporate Policy

Section:	**Governance**
Title:	**Employee Communication with Trustees**

Purpose:
To provide assurance to Employees.

Policy
Employees expressing concerns or appreciation to their elected members of the Board of Education will have no negative job or discipline consequences.

Employees as members of the public and constituents of elected Trustees have the right of access respected.

Trustees bring any concerns of consequence or action to the Board and Administration for verification and discussion.