

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

December 7, 2021, 3:30 pm

[Zoom Meeting](#)

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connect remotely.

Pages

1. CALL TO ORDER

*The Board Chair will acknowledge that this meeting is being held on Traditional Territory.*

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1.	TTAC Presentation	Information	1 - 15
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4. CURRICULUM

4.1.	Monthly Curriculum Update	Information	
4.1.1.	Work supporting school climate and staff ProD	Information	16 - 17
4.1.2.	Work to support transitions, student survey	Information	18 - 19

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1.	Flood Update	Information	20
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7. NEW BUSINESS

7.1.	Procurement to purchase electric vehicle replacement	Discussion	21
7.2.	Emergency Preparedness Update	Information	22
7.3.	Cross Boundary		23 - 27

8. MINUTES OF PREVIOUS MEETINGS

8.1.	Special Committee of the Whole Meeting Minutes, October 26, 2021	Action	28 - 31
8.2.	Committee of the Whole Meeting Minutes, November 2, 2021	Action	32 - 38
8.3.	Special Committee of the Whole Meeting Minutes, November 23, 2021	Action	39 - 42

**9. INFORMATION ITEMS**

**10. ADJOURNMENT**



## **Trades Training Advisory Committee**

June 11, 2021

**Committee Chair:** Julia Renkema, SD75 Trustee

**Committee Members:** Randy Cairns, SD 75 Trustee  
Wade Peary, Riverside College, Principal  
Jim Pearce, Ecole Mission Senior Secondary, Principal  
Angus Wilson, SD75 Superintendent  
Chad Umlah, Ecole Heritage Park Middle School, Instructor  
Chris Gruenwald, District of Mission, Forestry Department Director  
Dan Schubert, Owned Schubert Plumbing & Heating Ltd.  
Owns Independent Cycles Inc.  
Mike Jackson, Trades Project Management Professional,  
Registered Journeyman – Steel Fabricator

**Mandate:** The committee is an Advisory Committee to the Board of Education, tasked with reviewing and advising on the opportunities, barriers, and options for trades training for Mission students.

**Objectives:**

1. To understand how our school district delivers trades training and current capacity limitations
2. To understand the needs of local trades enterprises and how Mission Public Schools can respond
3. To investigate options to bridge the gap between academics and trades to respond to the belief that only students that struggle academically should learn a trade (Survey Results)
4. To find ways to attract students to participate in traditional and non-traditional trades
5. To present options for ways to promote interest in trades by creating educational tools for all grade levels. ADST Kits (Applied Design, Skills and Technology)
6. Investigate educational partnerships to bring more trades programs to School District 75
7. Investigate possible funding and sponsorship opportunities
8. Present recommendations to the Board of Education

**Committee Vision:**

Develop appreciation and knowledge of trades and careers throughout the school district inclusive of all learners.

**Our current Mission Public School Trades Programs:**

Ecole Mission Senior Secondary offers foundational level programs and Riverside College offers next level programs. Fraserview Learning Centre does not offer any trades programs. Hatzic Middle School and Ecole Heritage Park Middle School offer some trades programs starting in Grade 7.

**Riverside College: Wade Peary, Principal**

The College serves both senior secondary age students and adults, successfully combining four distinct types of students within the school and its programs.

**Students include:**

1. Senior school age students who have chosen a career path and do not want to wait until after senior high school to learn about the trade or career of their choice. These students combine senior high school graduation with entry level trades or career training, known as the "dual-credit option".
2. School aged graduates attend Riverside College in their gap year. Depending on their birthdate, some students are eligible for an additional two years of tuition free education after they graduate from their local high school.
3. The college also meets the needs of adult non-graduates to complete graduation requirements. Adult students may also combine trades training with academic achievements, achieving both trades certification and the Adult Dogwood diploma at the same time.
4. Riverside College serves the needs of graduated adults to add secondary courses required for university or college-entrance, or to make a career change by completing a trades or career program.

## **Funding sources for programs**

Ministry of Education for school age students. The Ministry of education will fund students that are enrolled in a program taught by a TRB (Teacher Regulation Branch) registered teacher in a school run by the Board of Education.

ITA funding. The Industry Training Authority will fund school aged students \$1200 for enrolling in an applicable Trades Program. If the student is successful in passing the program, the ITA will also fund the district an additional \$1000. There is also additional funding available for students who are registered in both the Youth Train in Trades and the Youth Work in Trades Programs.

## **Riverside College Trades programs**

### **Youth Train in Trades**

Automotive Service Technician 1 – Foundations (ITA)  
Carpenter Foundation 1 – ITA  
Construction Electrician Foundation 1 – ITA  
Hairstylist Level 1 – ITA  
Pipe Trades Foundation 1 – ITA  
Professional Cook 1 – ITA  
Trade Sampler – 5 weeks each: Carpentry, Plumbing, Electrical, Automotive (no ITA funding available)

### **Youth Work in Trades**

Similar to work experience, students work in a trade. These students are sponsored by a trades' person with a Red Seal. Students are typically paid for this work. The school district can claim up to 4 courses (16 credits) for students in this program.

Industry Training Authority BC (ITA) coordinates BC's skilled trades system by working with employers, employees, industry, labour, training providers and government to issue credentials, manage apprenticeships, set program standards and increase opportunities in the trades.

Number of students enrolled in Trades programs: 81 students (2020-21)

## **Career Programs**

Business Support Specialist  
Community Support Worker/Education Assistant  
Esthetics  
Information Technology Technician  
Industrial Warehouse Person

Number of students enrolled in Career programs: 36 students (2020-21)

Riverside College did not run the Warehousing Program this school year and has not been able to run the Business Support Specialist and Information Technology Technician Programs for the past several years.

### **What sets Riverside College apart from other Post-Secondary Institutions?**

**Size Matters:** Riverside College is small and only takes one cohort for each program. This allows all of the staff to get to know all of the students and how to support each and every one.

**Time Matters:** Riverside College's programs are typically longer than the programs offered at the local PSI's. This extended time allows for the students to better understand the information presented to them.

**Experience Matters:** Riverside College requires all students to complete a mandatory Work Experience. No other post-secondary in the province has this requirement. Most of the Riverside College students are offered jobs once they complete their second Work Experience placement.

**Certifications Matter:** Each Riverside College student receives additional certifications to enhance their resumes. All students receive their First Aid, WHIMIS, and Super Host Certifications. Additional certifications are available in each of the program areas.

**Extras Matter:** With additional time, programs can add to their curriculum. The CSW/EA, Hairstylist and Esthetics Programs offer community services and outreach to the local area. The AST program races 4 cars in the local Drag Racing Association. These are just a few of the value-added activities the programs offer Riverside College students.

### **Ecole Mission Senior Secondary School: Jim Pearce, Principal**

#### **Departments:**

#### **ADST – Applied Design, Skills, and Technologies**

The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future. The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional

and First Peoples practice; from the existing disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education; and from new and emerging fields. It fosters the development of the skills and knowledge that will support students in developing practical, creative, and innovative responses to everyday needs and challenges.

## **Business Education**

Business affects the daily lives of all people, as they work, spend, save, invest, travel, and play. Business influences career choices, incomes, and opportunities for personal enterprise and development. Therefore, students must be prepared to engage in business activity with confidence and competence. Students should familiarize themselves with the skills that are required in the business environment and the impact these skills can have on their own lives and on society. Business Education courses include: Marketing and Entrepreneurship 10; Accounting 11; Financial Accounting 12; Economics 12, Entrepreneurship 12.

We are fortunate to have a Café on site. This program offers students the opportunity to develop baristas skills as well as the intricacies of running a business. Students take orders for customers and provide coffee along with baked goods during the morning and lunch. Students do all the ordering inventory and accounting during their time in the Café.

Our cafeteria program provides students with the opportunity to build cooking skills and prep skills to provide a morning breakfast and lunch for all our students. In this program students learn a wide variety of skills so they can move along to their level one chef training program.

We have over 600 students in our applied skills program. This will be the first year that there is no space for extra students we are at capacity.

We have many different events take place over the course of the year in our applied skills program. One event is our gravity car competition which showcases our most vulnerable students who with support from our Educational Assistants and their instructor make cars and race them down a track. It is something we all look forward to. We also have our Race Car which during non Covid times we race at Mission Raceway. Other events competition that takes place include but not limited to our cupcake wars, fashion design week, production of T-shirts for various events, and fixing the public's cars in our automotive shop.

**Fraserview Learning Centre** – no trades programs offered at this time. The Centre is housed in an elementary school and there is no shop equipment on this site.

## Hatzic Middle School: Angus Wilson, Superintendent

### Trades Programs and Enrollment:

Grade	Course	Total Enrollment
7	Computational Thinking	50
7	Digital Literacy	45
7	Textiles	<u>49</u> 144
8	Computers & Communication Devices	67
8	Food Studies	64
8	Metal Work	43
8	Robotics	63
8	Woodwork	<u>58</u> 295
9	Food Studies	90
9	Information & Communications Technologies	87
9	Media Arts	24
9	Metal Work	21
9	Power Technology	22
9	Woodwork	<u>43</u> 287
Total Trades Program participation		<b>726</b>

### Ecole Heritage Park Middle School: Chad Umlah, Instructor

Trades Programs: Heritage offers carpentry/joinery classes at the middle school level. (Grade 7, 8, & 9). There are no other trades programs offered at HPMS.

Woodwork is a very popular elective at the grade 9 level. This year there were 4 blocks of full year Grade 9 woodwork. Grade 8's received a quarter year rotation. Next year, Grade 7's will also receive a rotation of Woodwork (duration yet to be determined).

Email from Chad Umlah:

I also run a Drag Racing club at Heritage. The cars and equipment were donated by Riverside. It is a joint club involving both Heritage and Hatzic Middle students. Richard Blaschek is the sponsor teacher/coach for Hatzic. I am in regular contact with Richard

and Ben Wooley (woodwork/metalwork) at Hatzic. We share resources and plan common skills for the students to carry with them into the senior grades.

A portion of my course hours are dedicated to Careers in Trades/Apprenticeship awareness. I am very vocal with my students about the potential for careers in Trades. One of the highlights for my students is getting to tour the Riverside campus at their annual Open House.

We do our best to keep in touch with the teachers at Mission Secondary in order to vertically plan our respective curriculum. Many of the students that start Woodwork in Grade 7/8 continue at Mission Secondary.

Mr. Chad Umlah

EHPMS

Woodwork/Digital Literacy 7/Beard Growing

### **Capacity Constraints**

Schools are nearing capacity. Interest in Riverside programs exceed the physical facility. Ecole Mission Senior Secondary has maximized capacity in all of their trades' rooms; capping enrollment at 24 per class for a total of 192. Fewer than 15% of students are able to participate in a particular trade program each year. Our Middle Schools do not have capacity constraints at this time.

## Local Trades Perspective:

**Letter from Dan Schubert:** Owned Schubert Plumbing & Heating Ltd. Owns Independent Cycles Inc.

June 1, 2021

Mission Public School Board of Education

Attn: Angus Wilson & MPSD Trades Advisory Committee

Re: Industry Snapshot and Perceived Trade Needs I have had the pleasure of serving with MPSD Staff and the MPSD Advisory Committee for some time now, and the demand for trades has never been higher. We are seeing an unprecedented demand for trades in all areas with no end in sight. MPSD along with Riverside are leading the way and providing an invaluable service to our community and our youth. In my time of ownership of a medium sized Plumbing + HVAC company we partnered with Riverside and worked together to train young men and women into successful tradespeople. We saw kids come into the program with little to no experience and develop into highly successful Journeymen, Project Managers, and business owners. Without Riverside as our partner our successes would not have been achieved and I am confident many of the apprentices we saw come through our doors would have been left out. Many youth are unaware of the job prospects and career opportunities that trades provides. I believe this responsibility lies with 3 groups; parents, educators, and employers. Riverside/MPSD have formed strategic alliances with employers to help with educating parents and students the benefits of trades. Now is the time to support MPSD and Riverside with adequate funding to not only continue these efforts but to increase as the trades shortage is becoming more and more troublesome. If we do not address these trades shortages someone else will, and it will not be to the benefit of our children or our communities. MPSD/Riverside are in a unique position that is not by chance but by the hard work and vision of its leaders, it is my strong belief that with continued support Mission will be a leader in the Province for providing the highest level of trades.

Regards,

Dan Schubert

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**Letter from Chris Gruenwald:** District of Mission, Forestry Department Director

The Mission Municipal Forest has been working with School District #75 on opportunities to introduce students to outdoor education. We have worked closely with Stave Falls elementary on development of their program, and have taken on high school students for work experience in Forestry. Additionally, we have worked closely with Stillwater Consulting Ltd to bring their 19-week 'Advanced Forestry Skills' training course to Mission – in 2020, Stillwater put on three cohorts of the program in our Community.

As with many industries in our Province, Forestry is facing a significant human resources crunch, with retirements far outweighing recruitment. This despite the fact that Forestry is becoming a much more complex discipline, with significant challenges to be addressed (i.e., Climate Change). As such, there is a critical need for well educated and skilled workers required to manage and conserve our great natural resource. Our forests provide so many benefits to our citizens, and maintaining healthy, functioning forest ecosystems will be a significant challenge moving forward.

We have had discussions with Riverside College, to develop our own version of the Advanced Forestry Skills training program that would be customized for our Community. We will continue to work with Principal Peary to bring this program to fruition.

Regards

**Chris Gruenwald**  
Director of Forestry



**District of Mission**

Forestry

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**Letter from Mike Jackson:** Trades Project Management Professional,  
Registered Journeyman – Steel Fabricator

**May 03, 2021**

**Mission Public School District Board of Education**

Attention: Angus Wilson (Superintendent) & The MPSD Trades Advisory Committee

E-Mail: [angus.wilson@mpsd.ca](mailto:angus.wilson@mpsd.ca)

CC: [Julia.renkema@mpsd.ca](mailto:Julia.renkema@mpsd.ca)

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**Re: An Industry Perspective of Current and Projected Trades Needs**

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**To Whom It May Concern:**

These last 24-months or so I have had the opportunity to see the Mission Public School District (MPSD), in association with Riverside Technical College, working towards a brighter future for Mission's young adults. This has been through a concerted and high-level review of the current approaches and influence of Mission's public education towards pursuing of a vocation in Trades. Given the current and increasing drought of talented tradespeople, this is very encouraging. As such, I want to quickly offer reference to the need and return on investment MPSD is making, not only to the institution, but to the lives of young people moving from public school and into work force.

For the last ten or so years, trades and specifically the construction industry has seen a troubling and massive reduction in its workforce. The Baby-Boomers and the next generation of their apprentices which founded the backbone of many of the companies and sectors in trades have all but retired. The next generation, who now makes up the management of those groups is aging and looking to retirement. The two generations who were destined to take over their place(s) have not done so; influenced by our Western Culture's turn to a Services-Orientated Economy. Kids of the 80's and 90's saw rich technocrats of the Silicon Revolution on TV and shied away from the sometimes dirty and physical nature of many trades. This change in attitudes was overlooked by many and now poses a significant threat to greater industry.

Kids these days don't want to be a tradesperson. They want glamour, a suit, and 'business meetings' like they see on tv. Unfortunately, the reality is that now those jobs are in small demand; they pay poorly for entry level applicants and require extensive student debt as well. What kids fail to realize is that because of the drought in tradespeople, trades jobs now pay extremely well. This is doubled by the fact that much of the training required to excel and grow in trades is on-the-job and free of charge. Young trades starting out, known as apprentices, that show initiative often even have their training compensated by the companies they work for... An investment in the company's future.

Furthermore, the lifestyle of tradespeople is no longer what it was for our fathers or grandfathers... Gone are the days of dangerous, dirty, back-breaking labour which many associate with such vocations. Industry, whether unionized or not, has changed. Safety is the primary and non-negotiable factor in the execution of any project or task. Companies not only try to provide the most safe and secure work for their employees, they are also legislated and

closely monitored to do so. Further to that, Industry in the last ten years or so has changed again to include a more community-inclusive and environmentally sustainable approach to the conduct of their business. It pays to be clean and safe as a trades employer now; this is a fact many not in industry do not understand.

Technology has also changed the everyday lives of tradespeople. For those more technical in nature, possibly looking to computers and digital applications as a career, trades have an exploding avenue needing such traits. 3D Surveying, Lidar mapping, GPS, and sophisticated computers are beginning to be found a lot more. The Operator's Booth of any reputable and modest crane now looks, quite literally, like the command seat of the space shuttle.

Because of these changes young people must re-evaluate the direction they take as they move into the workforce. Parents, teachers, and influencers of young adults must disperse with the pre-conceived notions which may have influenced *them* when they were young. Trades is one of, if not the most lucrative and viable options for those leaving high school. It offers a very high amount of pay right through the gate, a low cost of training, an exploding amount of capacity in the workforce, and can provide security for not only one's financial stability but also a foundation for a long and fulfilling career.

As an industry employer in the building trades, I see this situation growing increasingly concerning. We simply cannot staff projects with the amount of skilled tradespeople we need. Not for any reason other than that they, currently, simply don't exist. Unless we as a national community quickly change gears and support the trades, we will see a lot of work go overseas. Or a lot of external labour may come to Canada's shores.

I hope the MPSD can continue to focus efforts, funding, and direction towards increasing the influence of a future in trades to its students. I believe with a major and (*I assume*) underappreciated asset like Riverside College already operating to develop and support young adults in trades, the MPSD could become a beacon for such opportunity if given the right tools.

Most respectfully,



**Mike Jackson, BA, PMP, GSC, RSE**  
**Project Manager | Estimator**

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## **Bridging the Gap between Academics and Trades**

### **Student Survey Results – what did we learn?**

Angus Wilson. School District 75 Superintendent

Broadly speaking the survey results are favourable. At Riverside College, virtually all parents were supportive of the student's choice. The larger MSS/FLC survey also confirmed students on a trades stream had family support, but of course this does not detect students pushed into other fields prior to the survey. Still, less than 14% of Academics path students identified family opposing trades as an issue. So, while there may still be work to do in 'selling' Trades, it has clearly come some way in perception in the broader community.

There were some mixed messages about the profile of Trades in Middle and Secondary school, with respondents stating it was 'over sold' or not promoted enough. Interestingly, a number of students expressed concerns about technical/skill-based shortcomings with trades, but not academics. The largest barrier for academics, meanwhile, was cost.

Overall, the results show that students are aware of the possibility of a Trades based career, but there is still some hesitation over earnings and perceptions of the life quality of some jobs. Still, the picture is more positive than we might have previously believed.

### **Recommendations for Promoting Career Choices in the Trades**

1. Build stronger relationships with local trade companies. Business owners could speak to students about local trades employment opportunities
2. Engage skilled workers/retirees to mentor students to learn to be successful on the practical and business side of the trade. Skilled labour shortages are being felt as employees look to retirement
3. Work to reduce barriers to entry for young workers without driver's licences, advocate for reduced ICBC rates for employers with young workers. It can be a challenge for young workers to get to their workplace than a traditional service industry job
4. Host trade fairs with local businesses, putting faces to companies and helping students realize that there are opportunities to move beyond labourer to Project Management positions and beyond. Provide venue for industry to promote trades to women and reach out to males to fill non-traditional jobs such as nursing and care aid

5. Support the District of Mission Forestry Department's commitment to expanding their relationship with our School District to encourage interest in careers in forestry. The District of Mission has many local areas that can be used as outdoor classrooms
6. Continue collaboration between Riverside College, Ecole Mission Senior Secondary, Ecole Heritage Park Middle and Hatzic Middle schools to engage in joint projects and plan trades related programs. Continue to support events such as the Gravity car competition, Regional Skills Competition, Drag Racing, Open House at Riverside College and School Tours
7. Encourage pairing of academics with trades. Businesses courses for entrepreneurs
8. Provide Career Advisors with more resources to inform students of career choices in the trades. One excellent resource is provided by Skills Canada BC Inspire! The program is delivered to over 15,000 students in Grades 6 to 10. Inspire! offers a one-hour video and hands-on activities to explore careers in the trades/technology fields and pathways to apprenticeships
9. Create educational tools for all grade levels - ADST Kits  
Create grade and age appropriate ADST kits. Each kit would provide teams of students to collaborate on a project, learn to use tools, develop fine motor skills and a work ethic. Strong start programs each have "construction stations" where they learn about shape, design and structure – develop mathematical concepts such as size, measurement and weight and show pride in the structures they create. Once the students enter kindergarten there are no such programs till middle school. According to Ecole Heritage Park Middle School instructor Chad Umlah "some grade 8 students have never used a hammer". Business and community sponsors and ITA funds could be used to purchase materials to create ADST kits. Riverside College has offered to manage the program using their students to assist with the design and creation of the kits and restock when the kits are returned. Mission teachers would be asked to assist in the design phase of the ADST kits. Ultimately a trades trailer could be used to provide a mobile classroom
10. Engage with educational partnerships to bring more trades programs to the School District. ITA wants to bring back the Building Maintenance worker program
11. Explore funding and sponsorship opportunities. Industrial Training Authority (ITA) provides grants to promote the trades in British Columbia. Riverside College applies for grants each year from ITA. Some of this money can be used to produce and maintain ADST kits. Through Riverside College partnership with ITA, Ecole Mission Senior Secondary receives some funding for metal, woodworking and automotive classes – as of September 2019 \$31,400. ITA funding for week long sampler program. Interest has been expressed from trades-based businesses and the District of Mission Forestry Department to sponsor some of our educational initiatives as well as local credit unions and Skills Canada. Possible partnership with the District of Mission to build tiny homes to house homeless.

## **Conclusion**

Promoting trades training to Mission Public School District students will provide opportunities for students to start working soon after graduation. With more skilled labourers retiring than new workers entering the industry the need for young people to engage in the trades is increasing. The trades industry is looking for opportunities to engage, mentor, sponsor and promote their sector within our school district. Mission Public Schools is providing as many trades program options as possible within the capacity constraints of our facilities. The support of our Board of Education is requested to continue to build on the current connections the school district enjoys with our industry and education partners and provide financial support to enhance the learning resources and capacity of our schools.



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

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**



- 5. Public Participation:**
- 6. Implementation:**
- 7. Attachments:**



<b>ITEM 7.1</b>	<b>Action</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	R. Cairns, Board Vice-Chair	
SUBJECT:	Procurement to purchase electric vehicle replacement	

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**Recommendation**

**THAT the Board direct staff in future procurements to purchase electric vehicle replacement for Bus and Fleet whenever feasible.**

1. **Summary:** Vice Chair Cairns would like to present a motion to the Board to support climate change mitigation and reduce greenhouse gas amounts. Such direction would make SD75 to be a leader in reducing environmental footprint and show students we are taking action where we can.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  - a. Strategic Plan Alignment
  - b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
  - c. Funding Guidelines, Costing, & Budget Impact
  - d. Policy, Legislation, Regulation
  - e. Organizational Capacity
  - f. Risks
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
  - g. Benefits
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**





<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice</b>	<b>3.1</b>

**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.

**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.

**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](http://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:

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	

**Cross Boundary**

The School District will consider cross boundary school applications for 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.

Approval considerations

Applications to attend a cross boundary school will be considered when sufficient enrollment space is available at the 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.

## **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 |
| • French Immersion      | École Mission Central Elementary School    |
| • French Immersion      | École Heritage Park Middle School          |
| • French Immersion      | École Mission Senior Secondary             |
| • Intensive Core French | Windebank 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 (ICF) program at Windebank Elementary will continue in the ICF program at Heritage Park Middle School in Grades 7, 8, and 9.

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**

*Legal Reference: School Act, Section 74*

*Cross Reference: [Transportation Services Policy](#)*

*Administrative Procedures: [Student Registrations](#), [Cross Boundary Applications](#), [School of Choice Application](#)*

**School District #75 (Mission)**  
**Special Committee of the Whole Meeting Minutes**  
**October 26, 2021, 3:30 pm**  
**Zoom Meeting**

**Members Present:** Board Chair, Tracy Loffler  
Vice-Chair, Randy Cairns  
Trustee, Shelley Carter  
Trustee, Rick McKamey  
Trustee, Julia Renkema

**Staff Present:** Secretary-Treasurer, Corien Becker  
Superintendent of Schools, Angus Wilson  
Assistant Superintendent, Karen Alvarez  
District Principal of Indigenous Education, Vivian Searwar  
Director of Operations, Dana MacLean

Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** MTU President, Ryan McCarty; MTU Vice-President,  
Shannon Bowsfield; DPAC Treasurer, Jacquelyn Wickham,  
DPAC Chair, Cheryl Blondin; CUPE President, Nansy  
Gibson; Principal, Angela Condon

**1. CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'ewlets, Kwantlen, and Matsqui First Nations.

**2. ADOPTION OF AGENDA**

**MOVED and Seconded that the Agenda be adopted as presented.**

**CARRIED**

**3. DELEGATIONS/PRESENTATIONS**

**4. CURRICULUM**

**5. UNFINISHED BUSINESS**

**6. STAFF REPORTS**

## 6.1 Policy Review

### 6.1.1 Draft - Equity, Diversity, and Inclusion Policy

The Secretary-Treasurer has worked with the District Principal of Indigenous Education to restructure the policy to include a positive lens, how we want to see the school district going forward.

A question was asked about handling complaints. This overarching policy is designed to be an umbrella policy on how we do the work. Procedures will address how we handle complaints. We wanted to frame what the policy is, not what it is against. Changing a view of systemic racism that the society grew up with is educating people.

A comment was made that discrimination exists, and putting a positive lens onto discrimination could sound demeaning.

Suggestions were made:

- Page 2, include disability in Guidelines 1, 1.1
- Values/racial equity - add the word decolonize? anti-ableism? Accessibility;
- Page 4, 2nd a - UNDRIP - while listing the declaration of human rights, include the BC TEA. All are important. LEA - ongoing work towards decolonization.
- Page 2, h: does the word health fit?
- Were definitions of equity or racism left blank on purpose?
- Input from students that are not overly represented. Reach out to other communities - self-advocacy groups (MACL, Siwal Si'wes, LGBTQ?) may offer a great perspective

SST REPORT - one of their recommendation was to broaden the policy.

A question was asked about Equity Scan updates. We may have to revisit this every couple of years, as Equity Scan is updated every year. We are a long way from achieving equity.

### 6.1.2 Draft - Safe, Caring, and Respectful Schools Policy

Re-structured to show where we are now. Procedure we currently have - DRC - we would like to move away from "if you do this, this is what happens". We are looking at pro-active strategies towards a positive school environment. Looking at our response, but also how the repair the harm of the behaviour - education from it takes place.

p.1 "orderly" - province uses these words - does not add anything to creating safe, caring and respectful schools.

to provide a safe..... and orderly environment (start with safe). Government document is from 2007. Orderly has a military sense.

Safe, caring and orderly schools (provided by the Ministry)

We can separate this into student/employee stream. We are trying to lean away from rules/laws and create expectations.

SD75 is reviewing Codes of Conduct at every school, as per Ministry requirement. Behaviour management procedure is also being reviewed, to avoid only punishing students, and ensure students learn from the actions. Creating more procedures.

Guidelines: Will there be a corporate policy to govern all the codes of conduct? Should there be one? Legislative requirement is to have a school code of conduct. We are going to create a template with the clothing guidance, and the code of conduct.

Suggestions were made:

- AP3.0.1, 1.13: "timely" handling of complaints should have a concrete timeframe. The response lies in the management/administration of the SD to take action.
- reference UNDRIP, DRIPA
- 2.5 - annual review - what is the mechanism of the review? expectation is for students to review codes of conduct...
- AP 3.0.1, p.1 "on purpose" replace by purposefully
- Mention school buses
- 4.2.1: initiate a review "immediately"
- 4.1.2: add email and phone under address
- 4.2.3. h: "designed" change to "designated"

There are various instances of student complaint - principals make notes in their day journals. If a formal investigation is needed, we need something documented. What is the cut-off line between day-to-day school management to something we need to report.

If a student does something that is serious enough to warrant suspension, we get documents. DRC - package is put together. In elementary school, it is on daily basis that someone accuses someone of bullying. Bullying is on an ongoing basis. Something needs to be documented.

Interpersonal issues may need to be documented, as when there are staff changes, principals should be aware who is being picked on etc. Is any bias being eliminated?

Informal vs formal form of recording something

Safer Schools Together - recommendation to upgrade the policy #8 considerations (address these)

The Safe, Respectful Schools policy was brought forward in 2014

6.1.3 Draft - Respectful Workplaces Policy

Suggestions were made:

- Tolerate - why was that removed? There is no issue leaving it in. Tolerate is a charged word with the racism context
- 1.4 others may need to be included
- Feb14, 2021 email sent: 1.3 and 1.11 reference
- AP, Definitions Workers... incorporate elected officials

**7. NEW BUSINESS**

**8. MINUTES OF PREVIOUS MEETINGS**

8.1 Special Committee of the Whole Meeting Minutes, October 12, 2021

MOVED and Seconded that the Special Committee of the Whole minutes dated October 12, 2021 be amended.

AMENDMENT: 6.1.2 Trustees have not had an increase since 2009. Prior to 2009, the previous trustee remuneration increase was in 2001.

AMENDMENT2: 6.1.2 Trustees have not had an increase since 2009. Prior to 2009, the previous trustee remuneration increase was in 2001. Due to federal tax changes in 2019, trustee's net income was decreased and has not been adjusted to offset the change.

MOVED and Seconded to DEFER to November 2, 2021 meeting.

**CARRIED**

**9. INFORMATION ITEMS**

**10. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 4:54 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.

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

**November 2, 2021, 3:30 pm**  
**Zoom Meeting**

**Members Present:** Board Chair, Tracy Loffler  
Vice-Chair, Randy Cairns  
Trustee, Rick McKamey  
Trustee, Julia Renkema

**Members Absent:** Trustee, Shelley Carter

**Staff Present:** Secretary-Treasurer, Corien Becker  
Superintendent of Schools, Angus Wilson  
Assistant Superintendent, Karen Alvarez  
Director of Operations, Dana MacLean  
District Principal of Indigenous Education, Vivian Searwar  
District Principal of International Education, Colleen Hannah  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** MTU President, Ryan McCarty; MTU Vice-President, Shannon Bowsfield; DPAC Chair, Cheryl Blondin; DPAC Treasurer, Jacquelyn Wickham; Principal, Angela Condon; Principal, Lynn Cummings; Administrative Support Principal, Linda Hamel; CUPE President, Nansy Gibson; Candace Koch; Parent1/City of Mission Taxpayer (removed as no name was provided)

**1. CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

Trustee Carter sends her regrets for not attend the meeting. The District Principal of International Education had conflicting meetings and apologized for arriving later and leaving the meeting early.

**2. ADOPTION OF AGENDA**

**MOVED and Seconded that the Agenda be approved as presented.**

Item 7.2 was moved up the Agenda as 1<sup>st</sup> presented to accommodate scheduling conflicts for the District Principals of International and Indigenous Education departments.

Item 4.1 was removed as Curriculum/Learning update was presented as a part of Item 6.2

## **CARRIED**

### 7.2 Indigenous Liaison

The Board discussed a potential position of a Board liaison to the First Nations. Having an Indigenous Board member with knowledge of the First Nation communities, Treaties, protocol, is a huge asset in further relationship building. Trustee McKamey has already been doing this liaison work. If we create a Liaison, we formalize this position. After elections, this Liaison may stay as Knowledge Keeper (non-voting member).

To be presented at the Public Board of Education meeting, November 16, 2021 .

## **3. DELEGATIONS/PRESENTATIONS**

### 3.1 International Education Update

The District Principal of International Education has provided a detailed update on the department. The focus has been on finding more long-term, graduating markets (Turkey, Vietnam) but COVID brought delays and challenges. The Japanese market is very strong, behind Germany. Students have been here in Mission for the experience, taking part in Outdoor Education classes and various extracurricular activities.

Agents and families are noticing that Mission is a very welcoming community. \$30,000 grant was received from BC Council for International Education and International Education Mobility Programs (BCCIE IEMP)

The Board acknowledged the value of the diversity that comes in from different countries. Students learn from every experience.

Concern was shared about a potential conflict of older students from China and Taiwan due to their countries' current politics.

## **4. CURRICULUM**

## **5. UNFINISHED BUSINESS**

### 5.1 Trades Training Advisory Committee (TTAC)

TTAC is comprised of local trades representatives, trustees, and staff. It only lacked having representatives from the student body (MSS and Riverside). MPSD has provided students with an opportunity to start working in Trades straight after completing secondary school. TTAC can look for more partners to build partnerships. One year may be too short of a mandate to achieve any real results. 3 members at large may need to be looked at, to have enough voting members.

Community connection and commitment can only grow with the growth that is taking place in Mission. Trustees are in favour of extending the TTAC further.

Terms of Reference: #2 and #3 should be revisited. Scope: Overall, the goal of TTAC is to improve the program for the District. TTAC could create a survey of local businesses, to see what trades/training they require.

A question was asked about the format of recommendations. What is the framework for discussing the recommendations? TTAC Chair Renkema is looking forward to presenting the TTAC Report to the Board.

A question was asked if students will be connected with TTAC in the future. The intent to add student representation is there. COVID complicated such a connection.

The Director of Operations expressed full support of what TTAC would like to achieve, noting that SD75 has to work through some challenges (space, dust collection etc).

A suggestion was made to follow the City Council's decision with regards to the use of containers.

Item was referred to the formal PUBLIC BOARD MEETING, November 16, 2021

## 5.2 Child Care Facilities Policy

**MOVED and Seconded that the draft Child Care Facilities Policy be reviewed and revised as necessary and forwarded to the November Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.**

**CARRIED**

The initial draft policy has been revised. Added additional community groups, children with disabilities, early learning framework. Also, made changes to the cost framework. Provided more clarity for licensee and charges, along with expectations on reduced fees.

There are ways with RFP structures to provide reduced-cost childcare.

The Secretary-Treasurer clarified that SD75 has a different agreement with the City of Mission with regards to Klub Kids, which should not impede the other programs. SD75 is having conversations with the City of Mission about before and after-school care.

Information about bringing inclusion into childcare, support for disabled/neuro-diverse children was provided. [MACL Supported Child Development Program](#) has a new Local Advisory Committee, that would like to have representation from the School District as well. Contact [Sarah Bell](#).

A question was asked about an inventory of classroom space in the district. If the space is insufficient, would portables be a solution?

The Secretary-Treasurer clarified that staff of the Licensees are not part of our bargaining unit.

A question was asked if this policy is in conjunction with the Universal Childcare Act. The Provincial government has directed all school districts to provide childcare at reduced fees. This is a Policy to guide a process, should we follow through and open more childcare spaces.

The Ministry asked for mandating childcare by 2023. How can we accommodate the mandate? Will they provide funds? At this point, there is nothing in the Childcare policy that would stop us from providing childcare. We also have the Heritage Park Daycare (non-profit). The agreement is being updated. A policy like this gives SD75 the ability to strengthen the agreements. Policies can be changed if the legislation changes. The purpose is to promote childcare; however, we do not have staff nor finances to provide childcare at this point.

A note was made to capitalize the word Indigenous within the policy.

We have a mix of for-profit/non-profit providers. A concern with the implementation of expectations at non-profit vs for-profit childcare was expressed. Some of the large for-profit organizations have different values.

A question was asked about ensuring the proper reporting, and adhering to the policy when implementing in Non-profit/For-profit. With this policy, we would be required to reduce the fees we charge. At that point, we would open the agreements, and we could modify the existing agreement. We can still have reporting mechanisms and have control.

A question of the viability of having non-profits was asked. For-profit companies often have a larger pool of staff. There may not be enough non-profits available.

## 6. STAFF REPORTS

### 6.1 BCTEA Update

The Superintendent and District Principal of Indigenous Education attended the Jointly Convened Annual Meeting focused on the Tripartite Education Agreement on Oct 27 and 28, 2021. First Nations oriented anti-racism programming discussed the 3 main points:

1. *Racism of low expectations*: Evergreen diploma, where not everyone graduates with a dogwood program. Adult Dogwood program - only 3 courses are required. In Mission, around 13% of Indigenous learners graduate with the Adult Dogwood, and only about 4% of non-Indigenous learners graduate with the Adult Dogwood program.
2. *Course streaming* - putting students on an easier path.
3. *Alternative Education* - over-representation of Indigenous students

Recent graduates shared that having a connection with staff helped them. The challenges in the Indigenous communities may be long-term.

A question was asked if there is any information about the intersectionality of the students being Indigenous and other "risk factors" (ADHD, disabilities, neuro-diverse?) Do they have the same access? We don't

have specific data for Mission, but we can review. Diverse needs, socio-economics are a factor. Students on reserve seem to have lower results than compared off-reserve students.

## 6.2 Follow-up to Safer Schools Together (SST)

The Assistant Superintendent provided an update on the activities undertaken to implement the recommendations of the Safer Schools Together assessment report. Initiatives include:

- The Crisis Management Manual (SST forms on Learn75).
- Ongoing staff training in Trauma-informed practices
- SST trained administrators and community partners (CYMH)
- Ongoing VTRA training for administrators, all have Level 1, some have received Level 2.
- Out in Schools (2SLGBTQIA+ education program to engage youth in building safer, more inclusive communities) worked with the Middle Schools.
- Constable Robinson is organizing gang prevention for middle and secondary schools. Superintendent and Assistant Superintendent meet Constable Robinson monthly to stay up to date.
- Information on the ERASE program is on MPSD and school websites, and we have ordered posters.
- School climate and student belonging in the schools has been discussed along with MDI (connectedness to adults). COVID created long-term challenges with no clubs or extracurricular activities. Some activities are slowly resuming.
- Student voice: The Superintendent is meeting with students with both HMS and HPMS.
- More lunch-hour supervisors are needed.

A question was asked on the number of VTRA reports completed this year, and if we actions are working? (The Assistant Superintendent will bring the information back)

## 7. **NEW BUSINESS**

### 7.1 Cleaning Protocols

Summary of changes was presented: two main differences: last year: as per BCCDC, high-touch points needed to be cleaned twice a day (library, doorknobs). The high-touch point areas get cleaned once, not twice a day this year. BSWs are still doing all regular cleaning. Last year, we had 12FTE daytime cleaning, and we purchased disinfectant sprayers for every site, making the disinfecting process quicker. We still have higher custodial hours compared to pre-covid.

Annually, the Secretary Treasurer reviews enrolment data to ensure resources are being allocated based on need. Additional hours are allocated as needed.

A question was asked about protocol where there are repeated Covid cases. There is a large disinfecting machine brought to the site.

7.3 SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses

The Board discussed writing to the Ministry of Education requesting funding for electric vehicles, and show leadership towards emission-free vehicles. The decision will be made at the Board Meeting on November 16, 2021.

The cost of an electric bus is much larger than the cost of a diesel bus. The government should help the procurement and support the electric technology.

7.4 FSA

FSA is an important and valuable system-wide measurement. FNEC indicated that they use the data provided by the FSA. FNEC needs about 80% participation to get some meaningful data for Grade 4 and Grade 7. The Board discussed writing a letter to parents to encourage their children to take the FSA. The Board would like to open this dialogue, to bring equity to the Indigenous children, as the inter-generational challenges are enough on their own. Data gathering and presentation needs to improve so parents understand the importance. Mission's rate for completing the FSAs is quite low, around 50%.

There was literature sent out to parents encouraging NOT to take the FSA. Fraser Institute provides misinformation about the FSA results.

**8. MINUTES OF PREVIOUS MEETINGS**

8.1 Special Committee of the Whole Meeting Minutes, October 12, 2021

MOVED and Seconded that the Special Committee of the Whole minutes dated October 12, 2021, be approved.

**CARRIED**

**9. INFORMATION ITEMS**

9.1 Government Surveys

The Ministry is surveying new assessment practices and substance use, links were shared.

9.2 Ventilation Systems Update

**10. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 5:53 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.

**School District #75 (Mission)  
Special Committee of the Whole Meeting Minutes**

**November 23, 2021, 3:30 pm  
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler  
Vice-Chair, Randy Cairns  
Trustee, Shelley Carter  
Trustee, Julia Renkema
- Members Absent:** Trustee, Rick McKamey
- Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Director of Operations, Dana MacLean  
Executive Assistant, Ilona Schmidt (Recorder)
- Staff Absent:** Assistant Superintendent, Karen Alvarez
- Others Present:** MTU Vice-President, Shannon Bowsfield, DPAC Chair,  
Cheryl Blondin; CUPE President, Nansy Gibson, Principal,  
Angela Condon

**1. CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

**2. ADOPTION OF AGENDA**

**THAT the Agenda be adopted as presented.**

**CARRIED**

Trustee McKamey sent his regrets for not attending.

**3. DELEGATIONS/PRESENTATIONS**

**4. CURRICULUM**

**5. UNFINISHED BUSINESS**

**5.1 Trustee Professional Development Policy**

**MOVED and Seconded THAT the draft Trustee Professional Development Policy be reviewed and revised as necessary based on**

**the input from the public engagement and forwarded to the December Board Meeting for consideration of approval.**

**CARRIED**

Comments from Engage MPSD have not been incorporated into the policy.

A question was asked about the reasoning for the 3yr timeframe for the policy. It is a standard refresh rate for technology. The lease agreements have been set for 3 years, although some equipment can be held longer. The technology for exempt employees is being kept to refresh at 4 or 5 years, as devices are in good shape. Student devices are not in such good shape. Prior to 2016 some of the district devices were up to 10yrs old.

New motion:

**MOVED and Seconded THAT the policy be amended to change the 3 years to 4 years for technology purchases.**

**CARRIED**

Definition of the Pro-D within the educational sector is wide and encompassing. Trustees are comfortable with the policy as presented with the change to the -year period. Trustees used to use their own equipment in the past. If Trustees get re-elected, they utilize their computers longer than the refresh period.

Conference attendance will be drafted in a separate policy.

5.2 Trustee Remuneration and Benefits Policy

**MOVED and Seconded THAT the draft Trustee Remuneration and Benefits Policy be reviewed and revised as necessary considering input from the public engagement site and forwarded to December Board Meeting for consideration of approval.**

**CARRIED**

Compensation for EXEMPT and the Executive is at the discretion of PSEC and BCPSEA and normally includes an inflation adjustment.

Trustees always think of the financial impact on the district. A comment was made that the public perception may be that Trustees are giving themselves a raise just before the election. Based on a comment from the Engage portal, the public seems to be understanding.

5.3 Communications and Public Participation Policy

**MOVED and Seconded THAT the draft Communication and Public Participation Policy be reviewed and revised as necessary considering the feedback from the public engagement process and forwarded to December Board Meeting for consideration of approval.**

**CARRIED**

The comments have made SD75 aware that we need to provide tools and resources for sites to make communication easier. Staff will create a more comprehensive administrative procedure.

Additional communication with parents/students/ administration. DPAC can encourage parents to communicate more through the PACs and DPAC. DPAC provided that they can collect communication, but do not have access to any parent contacts.

5.4 Public Interest Disclosure Policy

**MOVED and Seconded THAT the draft Public Interest Disclosure Policy be reviewed and revised as necessary considering input from the public engagement process and forwarded to the December Board Meeting for consideration of approval.**

**CARRIED**

The public indicated support for the policy.

5.5 Menstrual Products Policy

**MOVED and Seconded THAT the draft Menstrual Products Policy be reviewed and revised as necessary considering any input from the public engagement process and forwarded to the December Board Meeting for consideration of approval.**

**CARRIED**

New motion:

**MOVED and Seconded THAT the word "all" be removed from section 1.1.**

**CARRIED**

The public indicated support for the policy. Placing menstrual products in the boys' washroom was discussed. Trustees do not have any issue with having these products in all bathrooms, to be inclusive of transgender, non-binary students. At this point, we may be replenishing the products in the boys' washrooms more often. At MSS, there is a transgender washroom.

A suggestion was made to add the word "designated/specified" in front of all. A suggestion was made to remove the word "all." The products should be available at elementary schools.

Staff suggests creating informal procedures, to ensure everyone knows where to access the products. The policy is a response to the directive from the Ministry.

5.6 Management Professional Development Policy

**MOVED and Seconded THAT the draft Management Professional Development Policy be reviewed and revised as necessary considering input from the public engagement process and forwarded to the December Board Meeting for consideration of approval.**

**CARRIED**

The Board reviewed the public comments. A question was asked about report cover, 4C senior management Professional Development amount. It is \$6,000 each.

**6. STAFF REPORTS**

**7. NEW BUSINESS**

**8. MINUTES OF PREVIOUS MEETINGS**

**9. INFORMATION ITEMS**

Boundary review Special Committee of the Whole Meeting is scheduled for Tuesday, November 30, 2021, at 6:30 pm

**10. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 4:18 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.