

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

**November 17, 2020, 6:30 pm
Via Zoom Videoconference**

			Pages
1.	CALL TO ORDER		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	ADOPTION OF AGENDA		
3.	DELEGATIONS/PRESENTATIONS		
4.	UNFINISHED BUSINESS		
4.1.	Board Meeting Procedures Policy	Action	1 - 2
4.2.	School District Representatives to External Organizations Policy Amendment	Action	3 - 4
5.	STAFF REPORTS		
5.1.	Reporting out from Closed Meeting		
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5.3.	Assessing and Communicating Student Learning Policy	Action	22 - 26
5.4.	District Class Size Averages	Information	27 - 28
6.	NEW BUSINESS		
6.1.	Clarke Theatre Agreement with the District of Mission	Information	29
6.2.	DPAC Liaison	Action	30
7.	MINUTES OF PREVIOUS MEETINGS		
7.1.	Board of Education Public Meeting Minutes, October 20, 2020	Action	31 - 34
8.	INFORMATION ITEMS		
8.1.	COVID Fatigue Letter to Staff		35

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| 8.2. | Response from Immigration, Refugees and Citizenship Canada
(Correspondence Ref. #: 2020-01123173) | 36 - 39 |
| 8.3. | Trades & Training Advisory Committee meeting minutes dated October
29, 2020 -DRAFT | 40 - 42 |

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

12. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

13. ADJOURNMENT

ITEM 4.1 Action

File No. 1020.10. 1.4

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Board Meeting Procedures Policy Amendment

Recommendation

THAT the Board Procedures Policy be amended to replace Clause 2.2.9 as follows:

2.2.9 If no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided as follows:

2.2.9.1 If the tie vote is due to a Trustee being temporarily absent from the meeting for a period that is three months or less, then the election will be deferred until the next meeting where all the Trustees are present:

2.2.9.1.1 The incumbent will continue in the position until the election occurs.

2.2.9.1.2 If there is no incumbent in the position, then the position will be filled on an interim basis as decided by a lot draw until the election is held when all Trustees are present.

2.2.9.2 If the tie vote is due to a Trustee being absent from the meeting for a period that is more than three months, or if a Trustee position is vacant, then the election will be decided by a lot draw.

1. Summary:

2. Background:

At the October 20, 2020 board meeting, the Board approved the following motion:

MOVED and Seconded that the Board of Education approve the following motion in principle and refer it to staff for confirmation to ensure it complies with appropriate legislation:

In the event of a prolonged Trustee vacancy or absence of three months or more, if no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw. In the event of a Trustee short term absence, the election will be deferred until said Trustees return, at which time the full Board compliment votes on the election of Chair and Vice-Chair.

CARRIED

Staff confirmed that the intent of the motion was to establish a process for breaking a tie vote:

1. If the tie vote was due to an absentee Trustee, due to a long-term absence of three months or more, or a vacancy, then the tie would be decided by a lot draw; and
2. If the tie vote was due to short-term absence, then the tie vote would be deferred until the absentee Trustee returns to ensure the full Board votes on the election of the Chair and Vice-Chair.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- 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:

ITEM 4.2 Action

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: School District Representatives to External Agencies Policy Amendment

Recommendation

THAT the School District Representative to External Agencies Policy be amended by removing the University of the Fraser Valley Community Council.

1. Summary:

At the October In October Board meeting, the Board approved the appointment of trustees to external organizations. The Board did not appoint a Trustee to the University of the Fraser Valley Community Council, as this Council has not been active for a few of years.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. School District Representatives to External Organizations Policy

Section:	Governance	
Title:	School District Representatives to External Organizations	1.6

Purpose

To ensure the School District’s interests are represented on external organizations whenever possible or relevant.

Policy

The Board will consider appointing representatives to external organizations or external committees for the exchange of information on matters of mutual concern and/or to discuss possible agreements between the School District and other organizations.

Guidelines:

Representation is established at the discretion of the Board.

The Board appointed representatives are expected to:

- a. Attend meetings of the other organization or committee.
- b. Provide input from the School District’s perspective.
- c. Solicit input from the Board on issues of the other organization when the School District’s perspective is not clear.
- d. Communicate with the Board and the Superintendent on the work of the external organization or external committee and any impact this work may have on the School District.
- e. Bring recommendations to the Board when necessary.

Organizations with appointed representatives:

- 1. Aboriginal Education Advisory Council
- 2. BC Public School Employers Association (BCPSEA)
- 3. BC School Trustees Association (BCSTA)
- 4. BC School Trustees Association Provincial Council (BCSTA PC)
- 5. Mission Literacy in Motion
- ~~6. University of the Fraser Valley Community Council~~
- ~~7.6.~~ Mission Community Foundation

Date of Original Board Approval: February 2009

Date of Amendment: January 21, 2020

Legal Reference: School Act, Section 65, 85

ITEM 5.2

Information

File No. 7610.50

TO: Board of Education
FROM: C. Becker, Secretary Treasurer and the Senior Leadership Team
SUBJECT: Quarterly Report – September 2020

1. Summary:

The report is a summary on the 2020/2021 activities as of September 2020.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Quarterly Report – September 2020
- b. 2020-21 Financial Summary – September 2020 YTD

QUARTERLY BOARD REPORT – SEPTEMBER 30, 2020

SUPERINTENDENT'S REPORT

Fall of 2020 is clearly the most challenging and unusual school start up since at least the Second World War. Balancing the need for normalcy with new realities has pushed staff and resources further than any previous issue. Nonetheless, the overall performance of the system is exceeding expectations.



The obvious issues are scientific, and resource based. Scientific, as our changing understanding of Covid-19 has shifted our priorities in terms of cleaning, educational structure, and human interactions. Resource issues relate to not just critical financial limitations of the system, but also the supply of labour, flexibility of physical spaces, utilisation of software platforms for instruction, alterations to timetables, schedules, testing models, and so on.

However, beyond these obvious issues lies a more fundamental one: the nature of the human condition in duress. First, we have staff, student, and community reaction to the virus. Then we have their feeling of confidence in systems – be it the school district, the medical system, or the provincial and federal governments. Working to provide surety to all parties has been a primary focus of district staff during this time. It also means expanding support for mental health and providing tools for staff to work in different ways during the pandemic, including accommodations for some as well as software platforms and the like.

During the summer of 2020 when the new Stage 2 was revealed by the Ministry of Education, school-based admin had to restructure their schools' timetables, recess periods, and so on. Transportation had to revise bus plans. District staff had to revise school reentry plans. Perhaps the most notable restructuring was to Middle and Secondary schools due to the new Learning Group limits. At Middle Schools a Quarter system was utilised. This works well for getting students in school with limited numbers of children interacting, but it creates new issues educationally, from lengthy classes to learning loss over the long term. The full impact of these issues is yet to be realised, but we recognise that considerable work will need to be done to support students' transitions in the coming year. At the Secondary level, our primary Secondary school, MSS, had a fairly radical timetable to ensure students retained their electives and longer-term educational goals. However, it limited their access to the building to just one or two days a week. This has impacts on some students, and the district is working on ways to mitigate this in the coming month.

Mission Public Schools lies within the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwí, Qwó:lt'el, and Sq'éwlets peoples.

The other sweeping change was the massive tenfold expansion to our Distance Learning (DL) school, Summit. Several hundred students have left brick and mortar schools – perhaps 10%-for this model. This was a huge struggle clerically, administratively, and educationally, but staff have risen to this challenge, and indeed some evolution in Summit can be seen with the new dynamism of additional staff and a new situation. All of this, of course, comes at a cost. We have added a number of teachers and support staff for this program whilst holding seats at students' regular schools. There has also been learning loss for some as they adjust to the different format of DL.

Below the various departments will report on their work to deal with the 'new normal'. I would emphasize that Mission staff is working incredibly well as a team on challenges ranging from getting enough BSWs, to adapting International programming on ever shifting rules and international policies, to continuing to provide in-service and innovative practice to teachers. I'd particularly note the work done with Indigenous communities through outreach as an exemplar of the good that can come from a time of trial.

In short, the system is stressed, staff is tired, resources are limited, but everyone continues to do the work that needs to be done for the benefit of our students and our community.



SECRETARY TREASURER'S REPORT

As noted, School start-up was significantly different this year due to the Global Pandemic and the reopening of schools with additional health and safety protocols. These protocols have additional costs that were not included in the budget that was approved in June.

The following table summarizes the YTD finances as of September 30, 2020. At Sept 30th, there is no significant change beyond expected expenses as many of the positions required to support the additional needs, were not filled fully until October. The December report is expected to begin to show the additional costs.

2020 / 2021 Financial Summary - Sep 30, 2020 Year To Date			
	Preliminary Budget Total	Actuals - YTD Total	% of budget Expensed
1 of 10 months = 10.00% 3 of 12 months = 25.00%			
OPERATING REVENUE			
Total Grants	71,280,725	8,505,627	11.93%
Tuition	1,613,000	990,041	61.38%
Other Revenue, Leases, Investments	2,401,167	190,112	7.92%
TOTAL OPERATING REVENUE	75,294,892	9,685,780	12.86%
<i>Amortization of Deferred Capital</i>	3,002,730	728,456	24.26%
STATEMENT 2 REVENUE	78,297,622	10,414,236	13.30%
OPERATING EXPENSE			
Total Salaries and Benefits	66,967,085	7,721,124	11.53%
Total Services and Supplies	12,477,164	2,674,513	21.44%
TOTAL OPERATING EXPENSE	79,444,250	10,395,637	13.09%
Net Operating Surplus (Deficit)	(1,146,628)	18,599	
<i>Budgeted allocation of Surplus</i>	143,999	506,156	
Operating Surplus/(Deficit)	(1,002,629)	524,755	

There are two significant financial considerations for the first quarter of the year. The first is the shift in the number of students from regular schools to distance learning. This shift will decrease revenue by approximately \$600,000. The full impact of the shift in student enrolment will be addressed with the amended budget.

The second major consideration is the additional grant funding being provided to ensure school can operate safely considering the COVID pandemic. Additional funding to support the education system during the pandemic has been provided by both the Provincial and the Federal Governments. The school district would not have been able to put the measures in place to manage the pandemic without these additional resources.

Provincial funding with the Safe Return to Schools grant of \$484,741 was provided specifically for additional cleaning staff, additional cleaning supplies, improving hand hygiene, face masks, and support for remote learning technology. The funding for each category must only be used for that purpose. The following table summarizes the report on this funding as of September 30, 2020.

Provincial Safe Return to School Grant Report			
	Funding Received	Spent as of September 30, 2020	Projected Spending for remainder of school year
Cleaning Staff	\$257,367	\$10,297	\$247,070
Hand Hygiene	\$102,611	\$9,105	\$93,506
Cleaning Supplies	\$57,068	\$16,337	\$40,731
Face Masks	\$25,331	\$24,822	\$509
Remote Learning	\$42,364	\$26,533	\$15,831

The federal funding was provided in two blocks totaling \$2,335,154. (\$1,167,577 in September and January). This funding has been used to support the additional staffing needs to support the numerous students that have moved to the Distance Learning Options. Additional resources are currently being deployed to provide additional support for students that are at risk of falling significantly behind. The final details will be sorted out for the amended budget discussion.

Federal Safe Return to Class Grant Budget

Cost Categories	Phase One: Budgeted to Dec 31, 2020					Phase 2 Budgeted to June 30, 2021 Total for the
	Services and Supplies	Staffing	Staffing FTE	Capitalized Costs	Total	
Learning Resources and Supports	\$ 9,772	\$ 640,684	30.1000	\$ -	\$ 650,456	\$ 1,833,226
Health and Safety	\$ 85,000	\$ 19,300	3.0000	\$ 15,000	\$ 119,300	\$ 459,928
Transportation	\$ -	\$ 16,800	0.8000	\$ -	\$ 16,800	\$ 42,000
Total:	\$ 94,772	\$ 676,784	33.9000	\$ 15,000	\$ 786,556	\$ 2,335,154

EDUCATION

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

All curricular programs align with, and work to implement the Strategic Plan. Specifically, when “Honouring Culture & Territory” we address the strategies in the following ways:

1. Embed Indigenous Worldviews and Perspectives, specifically of the Sto:lo, into the curriculum using best pedagogical practices:
 - a. Early learning programs implement the revised Early Learning Framework, which outlines pedagogical practices that are aligned with Indigenous worldviews and perspectives (such as place-based learning). StrongStart centres regularly invite elders to share teachings with young children and families.
 - b. Curriculum and assessment documents and workshops acknowledge the Sto:lo territory our schools are located on. The First Peoples Principles of Learning are explicitly connected to curricular work. Mentor teachers are working together to include Indigenous worldviews and perspectives in their curricular work.
 - c. Resources purchased represent Indigenous worldviews and perspectives. For example, Novel Approach resource packages included authentic Indigenous books.
2. Provide a variety of supports for students of Aboriginal ancestry:
 - a. During the suspension of in-class instruction, we were able to use early learning funding (through a MCFD grant) to support Aboriginal families with young children by providing healthy food and baby supplies.
 - b. The Curriculum Department works very closely with Siwal Si'wes and Student Services to ensure our work is in alignment and represents equitable access for all children.
 - c. Joyful Literacy data is gathered each year to monitor early literacy development. Data will be separated for Indigenous students so we can track progress.
3. Ongoing support for our Equity Scan & Enhancement Agreement, *Q'pethet Ye [Tel:exw: Gathering to Understand, A Framework for Creating a Culture of Equity](#)*:
 - a. Questions in this document challenge us to examine our current practices to ensure they are culturally relevant to Indigenous students, reflect Indigenous ways of seeing, understanding and knowing the world, and consider the effects of racism, oppression, marginalization, poverty and colonization. We are beginning to examine all our practices with this lens, including assessment practices and learning opportunities we design for students. Mentor teachers discuss these questions at monthly meetings.

SCHOOLS

All schools and programs are in operation. Enrolment is near our projections, but about 10% of students are enrolled in our DL program at Summit. This has created the unusual circumstance where some schools are full, but because seats are being held for students at Summit,

classrooms are not actually full. This has further meant that some late coming students have had to be assigned to other schools as their local building is full at their grade level. Particular challenges were faced by specific programs such as Hockey Academy, or Fitness Centres, and the like, but in most cases they are presently operating under Covid guidelines.

While we have had a few Covid exposures, we are relatively fortunate in this regard, and the community has been supporting the work of schools and staff in this regard.

HIGHLIGHTS:

School admin worked tirelessly to create workable timetables, recess plans, isolation rooms, and the like in coordination with Facilities and District leadership. Schools are up and running. Students are in class and everyone is following expectations around masks, hand washing, and other routines. Student Services work in supporting Mental Health has been very notable too.

CHALLENGES:

As noted, the massive influx to Summit has created challenges for both that program and the brick and mortar schools that students ordinarily attend. The long-term impacts are yet to be determined, whether it be educational restructuring, staffing changes, or learning loss.

PROGRAMS

We have continued with many initiatives and programs to support students, families, and teachers.

HIGHLIGHTS:

Early Learning: All six StrongStart sites have reopened with modifications to ensure covid safety protocols are followed. Instead of drop-in, families register for a specific day and time for a six-week period so we can ensure as many families as possible can attend throughout the year. Families are enjoying smaller groups and the stability of specific times. On-line StrongStart options are available on Mondays. Our StrongStart Navigator is running outdoor learning opportunities on Mondays and Fridays.

Mission is participating in the Ministry's Changing Results for Young Children (CR4YC) to support social emotional learning and well-being (pre-k and K). This is a joint initiative with StrongStart educators, Kindergarten teachers, and community-based early childhood educators. Our community partners in CR4YC are Future 4 Nations, Family Place, and Aboriginal Family Place.

Curriculum K-12: We continue to support Joyful Literacy, with teachers assisting in planning and leading sessions. As well, Janet Mort prepared videos and a booklet so teachers can refer to the material as needed. Novel Approach is also continuing (grades 4-9). A math book club has started with over 70 participants, an early numeracy pilot (Joyful Math) is underway, and teams of teachers at middle school are working together to support common mathematical understandings. Our secondary mentor teacher and technology mentor teacher are working

closely with secondary teachers as they transition to a hybrid model of instruction. Twenty-five elementary teachers have joined the Communicating Student Learning pilot to support student ownership of learning.

CHALLENGES:

With increased absences due to Covid, it is a challenge to release teachers for professional learning. All our sessions are being held after school, which means there is limited time to offer learning opportunities, people are often tired at the end of the day, and not all teachers are available after school. Sessions are held virtually via Teams or Zoom. One advantage is that means they don't need to travel for a session but can join from their classroom or from home.

ENROLMENT SUMMARY

Student enrolment for funding purposes is captured primarily at September 30th each year, with additional counts in February and May for specialized funding. The enrolment counts have changed significantly this year, due to many students opting for different learning formats due to the COVID19 pandemic.

The most significant shift has been the number of K – 9 students that have enrolled in the Distance Learning programs through Summit. The spots for regular students that have enrolled in Summit are being held open for these students to return to their regular school, at least for the next few months, until directed otherwise.

The following table summarizes the changes to enrolment from the 2019/2020 school year, as well as the projected enrolments with the budget for 2020/2021. Staff will be monitoring enrolment changes closely throughout the year, updating budgets as necessary.

2020/2021 Actual Enrolment	Operational Capacity	2019	Budgeted 2020 / 2021 Projected Enrolment	Change from Prior Year	Sept 2020 / 2021 1701 enrolment	Change from Prior Year	Change from Budget projection	Seats Held - Summit	Actual With Held Seats	Actual Change from Prior Year	Actual Change from Budget Projection	International Students
		Total Annual										
Total Enrollment												
Elementary Urban	3125	3047	3092	45	2867	(180)	(225)	246	3113	66	21	8
Elementary Rural	651	357	371	14	351	(6)	(20)	32	383	26	12	0
Total Elementary	3776	3404	3463	59	3218	(186)	(245)	278	3496	92	33	8
Middle	1520	1336	1370	34	1281	(55)	(89)	103	1384	48	14	9
Secondary	1250	1334	1297	(37)	1224	(110)	(73)	0	1224	(110)	(73)	38
Total Regular	6546	6074	6130	56	5723	(351)	(407)	381	6104	30	(26)	55
Other	610	340	280	(60)	640	300	360	(381)	259	(81)	(21)	0
Total Enrollment	7156	6414	6410	(4)	6363	(51)	(47)	0	6363	(51)	(47)	55
LESS: International Students		138	90	(48)	55	(83)	(35)		55	(83)	(35)	
Ministry Funded Full Year		6276	6320	44	6308	32	(12)		6308	32	(12)	
Prior Year Ministry Funded		6,214	6,276		6,276				6,276			
Change from Prior Year Ministry Funded		62	44		32				32			

There are a total of 47 fewer students in 2020/2021 than originally budgeted; 35 fewer international students, and 12 fewer funded students. However, the shift from regular school-based students to distance learning students will significantly reduce the amount of funding from enrolment.

FINANCE

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

The Finance Department provides ongoing support as needed to the District Principal of Indigenous Education in providing budgeting and financial reporting information related to a variety of targeted funding programs and needs.

HIGHLIGHTS

Every individual on the finance team has risen to the various challenges brought on by the COVID situation, including a significant increase in the level of work volume and complexity, particularly during the school startup period which is a very challenging period at the best of times.

Payroll & Benefits has worked efficiently along with the HR department to navigate the significant personnel changes during school start-up phase. The team is also running a pilot program for the removal of manual timesheets in the Support group.

The following reports were completed during Q1:

- 2019/20 Financial Statements and Financial Audit - annual
- 2019/20 Indigenous Ed Targeted Funds – annual
- 2019/20 OLEP (official languages education program) – annual
- 2019/20 Q4 Ministry GRE (government related entity) – quarterly
- 2019/20 Q4 COVID Cost Tracking – quarterly
- 2019/20 Classroom Enhancement Fund – semi-annual
- 2019/20 PSEC Executive Compensation – annual
- 2019 Carbon Neutral Government reporting - annual

In Purchasing, the annual employee computer buy program was completed, there was work with the schools to meet the needs of school year start-up, and close work with facilities to ensure timely and efficient procurement for COVID related needs and capital project and other maintenance projects.

CHALLENGES:

There have been significant teacher and support personnel changes due to COVID, combined with the typical surge of activity during school year startup, impacting Payroll & Benefits. The CUPE timesheets project, changing timesheets from paper based to electronic, is in the pilot

stage, but moving forward very slowly due to the additional demands on the team. The inability to fill one of the payroll positions full-time has limited the ability to structure the function as efficiently as we would like.

For accounts payable, there has been a significant increase in wire payment processing over last few months due to International withdrawals.

Reporting and budgeting complexity and time demands continue to increase with the annual growth in special purpose funding. COVID related reporting and budgeting demands have added to the volume.

At the school level, significant movement in school secretarial positions, and new features/improvements with the KEV School Cash program, has resulted in an increasing demand for school-based accounting training, mentoring, and support.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

Family members of Siwal Si'wes Indigenous Department are grateful to work on Stó:lō lands, the lands of Kwantlen, Leq'á:mel, Matsqui and Sq'éwlets. We call ourselves the Siwal Si'wes Family because we believe that we are all related in the sense that we are in relationship with not only our blood relatives, but also with other human beings, the Indigenous families whom we serve, SD75 colleagues, and non-human beings, the gifts of the lands that we share, such as animals, plants and trees, the mountains and the rivers of Turtle Island (now called North America), and all that Mother Earth offers us. Our responsibility is to live in harmony with our relatives, with the land and with Mother Earth.



At the beginning of all Siwal Si'wes gatherings and meetings, we acknowledge Stó:lō territory and an Indigenous teaching is shared, typically words from an Indigenous knowledge keeper or author. This guides us to **Go Forward with *letsé mot, letse thale*, as in order to do good work, one must enter with one heart and one mind, or a good heart and a good mind.** We are committed to recognizing gifts of students and staff of all Indigenous cultures, while working collaboratively to remove equity gaps and barriers that Indigenous students of SD75 currently face. The District Principal of Indigenous Education works with various facets of SD75, particularly School Site Administrators, Curriculum and Student Services, in a unified approach toward achieving equity for Indigenous learners.

HIGHLIGHTS:

Siwal Si'wes Indigenous Department has now settled into the new location, sharing a space with Fraserview Learning Centre. We have four rooms total: the office, the library, a meeting room and the cultural prep room. The meeting room can be booked by various school staff through the Siwal Si'wes Administrative Assistant, as it is equipped with a projector and screen, tables and chairs (current capacity = 8 persons).

Work with the Equity Scan continues into Year Two. The document, *Q'pethet Ye Tel:exw: Gathering to Understand: Creating a Culture of Equity* was recently shared with the SD75 community and Indigenous agencies and is posted on the Siwal Si'wes website. Siwal Si'wes Family Staff were an integral part of the creation of the Equity Scan document, and equity is placed at the forefront of conversations concerning Indigenous learners. We would like to acknowledge and honour all contributors of the document.

Siwal Si'wes and SD75 partnered to create a Band Outreach Program offered as a satellite school to on reserve students whose families have opted out of face-to-face instruction due to the pandemic. SD75 Management and Nation Council Members worked in collaboration to create an Outreach Learning Opportunity Agreement including consideration for factors such as: school district personnel, classroom space, equipment, learning resources, work place standards, intellectual property, privacy and confidentiality and Health & Safety protocols. Currently this program serves five students from Sq'ewlets and 13 students from Leq'á:mel, offering face-to-face instruction at the Nations four days per week (two days per week at each Nation). The Band Outreach Teacher provides instruction to the students alongside an Indigenous Liaison Worker.

Siwal Si'wes currently has 21 full-time Indigenous Liaison Workers (ILWs) that work at various school sites, and one casual worker. ILWs deliver Halq'emeylem instruction to select elementary schools, prepare cultural kits for school activities, deliver cultural presentations throughout the district, as well as work at assigned liaison work at a school site including the Band Outreach Program.

Additionally, Siwal Si'wes operates with a variety of staffing supports. These include an Indigenous Mentor Teacher, a part-time Teacher-Librarian, two Indigenous Student Success Coaches, one part-time Educational Assistant supporting Indigenous students at MSS, and a full-time Administrative Assistant.

Indigenous Student Success Coaches meet weekly with school site staff, including Site Administrators, Indigenous Liaison Workers, Youth Care Workers, School Counselors, the District Principal of Indigenous Education and at times, the Indigenous Mental Health Clinician from Child & Youth Mental Health, with whom we have a partnership. Indigenous Student Success Coaches work with Indigenous students and their families to identify any barriers to school success, and then create plans to remove them. The work is highly individualized to suit the needs of the student, and can range from supporting students with attendance, transportation and food security, to academic coursework and counselling, and social-emotional support, or referrals for the family to outside agencies. As a team we build strong connections

with students, families and communities that encourage greater trust and communication with the school system and success through to graduation and beyond.

CHALLENGES

Many Indigenous students depend on Siwal Si'wes staff to provide transportation for them to and from school, and due to COVID and lack of an official SD75 Transportation Policy, we have been unable to provide this service at the start of the year. Fortunately, we are in the final stages of creating transportation operating procedures, which will remove this barrier.

The pandemic has impacted greatly the momentum of the activities in the Indigenous rooms, which were often the “hub” during breaks and lunch. This impact was mainly due to decreased capacities of the rooms. As food is a necessary part of the Indigenous programs at all schools, Siwal Si'wes staff were offered Food Handler Certification, with includes a learning component for COVID-19.

An additional challenge for Siwal Si'wes are cultural presentations, which are most effective in-person as they provide a cultural hands-on learning experience. Most cultural presentations will be done virtually this year, with the site liaison supporting the learning in the classroom alongside the classroom teacher. The same is true for outside presenters, artists, knowledge keepers and Elders, in that most of the presentations will be done virtually and whenever possible, outdoors or in a large learning space such as the gymnasium, where physical distancing can safely happen.

HUMAN RESOURCES

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

The Human Resources department acknowledges territories at the commencement of formal meetings including recruitment interviews. This demonstrates to all potential staff its importance.

The Human Resources department works together with the Indigenous Education department as consultation is needed and has been a key strategy for our department.

HIGHLIGHTS:

The Human Resources department continues to focus on communication with staff and all departments as we navigate on-going changes in information from provincial bodies. Ongoing recruitment has assisted in hiring the additional teachers required to start the new school year. The department has been exceptionally busy this quarter, with hiring additional staff to meet the needs of the organization.

The following table summarizes the staffing plans as the year is progressing. The additional positions are being funded by grants from the Federal and Provincial Governments to address

challenges due to the pandemic. Any additional changes to the staffing plan will be identified with the amended budget.

Staffing Summary - Budget Comparison

September 30, 2020

	Instruction							Administration			Ops, Mtc, Transport			Total	
	Teachers			Total PVP	E. A. Total EA	Total Support	Other Professionals	Total Instruction	Admin Support	Total Other Professional	Total District Admin	Support Staff	Other Professionals		Total Operations, Mtce Transport
	Classroom Teachers	Non Enrolling	Sub Total Teachers												
District Based	1.30	29.76	31.06	2.60	45.51	11.66	1.00	91.83	12.57	17.00	29.57	53.96	4.00	57.96	179.37
School Based	289.86	77.90	367.76	31.40	114.41	50.45	1.00	565.02				37.30		37.30	602.34
Total Actual	291.16	107.66	398.82	34.00	159.92	62.11	2.00	656.85	12.57	17.00	29.57	91.26	4.00	95.26	781.71
Total Budget	275.73	102.27	378.00	34.00	152.45	60.65	2.00	627.09	11.57	17.00	28.57	82.74	4.00	86.74	742.40
Difference	15.43	5.39	20.82	0.00	7.47	1.46	0.00	29.76	1.00	0.00	1.00	8.52	0.00	8.52	39.31
Funding Source:															
	Federal Safe Schools Grant													33.9	
	Provincial Safe Schools Grant													5.25	
														<u>39.15</u>	

CHALLENGES:

Teachers-Teaching-On-Call and casual support staff availability for accepting dispatches continues to be a challenge, in particular since the onset of COVID-19. Specialist positions also continue to be a challenge to fill. Mental health of staff is monitored on an on-going basis during these challenging times.

OPERATIONS

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

Operations has been working hard to provide support for our Indigenous Department in many different ways. We have facilitated the move to their new location at Fraserview, assisted with special transportation requirements for the Band Outreach Program as well as provided the required infrastructure (furniture, filing cabinets, etc.) and cleaning products for the Outreach Program location. Facilities has been working with the Indigenous Department to procure and construct a new bus shelter on Leq'a:mel land. Our IT department has been working with the Indigenous Program to provide the required technology to help support education both in person

and distance education format. As the year continues, we will continue to offer our support in any capacity we are able.

HIGHLIGHTS:

The Operations Department supports Facilities, Health and Safety, Transportation and Information Technology.

The Facilities section is exceptionally busy in the summer months, completing many projects.

Major Projects: New Roofing - Hatzic Middle School, West Heights Elementary and Hillside Traditional. Paving Projects at Hatzic Elementary and Fraserview. Municipal sewer tie-in at Hatzic Elementary. Bank stabilization at Mission Central Elementary. New exterior cladding and a new concrete access ramp at Edwin S Richards Elementary. Exterior Painting of Christine Morrison Elementary and Hillside Traditional Elementary

Minor Projects: Accessible playground at West Heights Elementary. Outdoor education space at Stave Falls Elementary, Cleaning and painting exteriors West Heights Elementary and Ferndale (Facilities). Painting parking lot lines and game lines at multiple sites throughout the district. Fire Alarm upgrade at Hillside Traditional.

Over 75 plexi-glass barriers and 60 hand sanitizing stations were installed, as well as 50 new faucets for hand washing. All air filters were replaced and re-programmed to be compliant with Covid protocols.

Additional BSWs were hired to meet the increased cleaning protocols as laid out by BCCDC and Fraser Health, including implementing a 2 stage cleaning/disinfecting process for all touch points and 2 a day cleaning for all bathrooms and high touch point areas.

The Health and Safety program continues to improve, working towards CORE certification, using this process to help identify areas to focus on. A Gap analysis was completed, and we are now working on closing the Gaps so we are ready for the next COR audit in Sept 2021. The Health and Safety App "CorePoint" is operational. Training has commenced - overall positive responses from staff. From the Health and Safety lens, the Covid19 safety protocols appear to be effective, based on the limited number positive cases in the workplace.

Student transportation required significant changes for the start of the year. 1183 students were registered for bus services as September 30. All bus routes were redesigned to accommodate the staggered start times, partial day instruction and learning groups.

Additional protocols considering the pandemic:

- Busses are disinfected every bus after each run using handheld sanitizing sprayers
- All students are to wear masks while on the buses. We are providing a large number of single use masks.
- Hand sanitizing stations added to each bus

The IT services were busy over the summer months, preparing the computer systems for September.

- Re-imaged and updated 1600 laptops and 577 desktop computers
- Installed solid state drives in 300 Middle and High School laptops, improving their speed and extending their live expectancy
- set up access for 900 teachers and support staff to the ShareEdBC site
- Replace all the Printer/Copiers throughout the District

CHALLENGES:

Facilities has struggled with BSW staff shortages, increased workload for BSWs and facilities staff due to cleaning protocols, and the need for barriers, hand wash stations, etc. The aging buildings requires additional maintenance, which increases costs. The section is working to get more processes in place to improve efficiencies

On the health and safety side, many employees continue reporting directly to WorkSafe instead of to the employer (their supervisor). The Employer Incident Investigation Report (EIIR) is regularly not submitted on time to Worksafe.

There still seems to be issues with a low level of engagement from staff using the online form for the daily health check.

The School schedules are very different so scheduling bus routes was a significant challenge, especially with COVID and trying to limit the number of students required to change buses – trying to prevent unnecessary contacts or exposures.

In the IT section, last May during the School re-start, computers were provided to staff and students to support learning for those that were unable to attend class in person. Not all of these computers were returned. It has been challenging to support the IT needs of Summit and the distance education options, with all the requests for additional support and technology. With all the additional access to on-line resources, some security measures have been decreased, which could potentially put our district data at risk.



STUDENT SERVICES

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

Student Services staff is dedicated to Honouring Culture and Territory as outlined in the strategic plan. Meetings in the student services department begin in a good way by acknowledging the territories and connecting how acknowledgment grounds the work. At the first staff meeting of the year, key aspects of the enhancement agreement were shared with the staff. Many members of the student services department are engaging in the work of the equity scan again this year. The mental health grant for 2020-2021 is being formulated with significant collaboration with the Indigenous department to ensure the planning initiatives are culturally safe and meet the needs of Indigenous children and youth. Meetings with the District Principal of Indigenous Education are planned to review current student data.

HIGHLIGHTS:

Support staff and teaching staff have done a commendable job in adapting the service delivery model and embracing technology for when in person instruction has not been possible. Principals and Vice Principals worked with school teams and families to provide flexible options for students with disabilities or diverse needs due to COVID concerns. The Hospital Homebound teacher has a full case load and is working with children and youth whose medical needs create barriers to in person instruction. In-service training for Learning Specialist, Learning Specialist Alternate, Inclusive Support, and Counsellors was provided virtually and led by MPSD student services team including presentations from Psychology, OT, PT, Teacher of the Deaf or Hard of Hearing, Teacher of Students with Visual Impairments, Counselling, Speech and Language and District Inclusion Mentor Teachers. The number of students with designations continues to grow and the 1701 student numbers were higher than projected.

CHALLENGES:

Staffing shortages in psychology, speech and language, and counselling have been challenging. Shortages in these specialty areas are very difficult to endure as there are no replacement staff to make up missed work resulting in fewer supports and services to children and youth. The late start of September 10th presented a significant amount of pressure on school and district staff in meeting the September 30th deadline for the 1701 report. The Kindergarten Screen for Speech and Language was halted this year for safety reasons and cohort



1 of 10 months = 10.00%
3 of 12 months = 25.00%

2020 / 2021 Financial Summary - Sep 30, 2020 Year To Date

	Preliminary Budget					Actuals - YTD					% of budget Expensed				
	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total
OPERATING REVENUE															
Grants															
Ministry of Education - Operating	62,267,727	5,860,973	68,128,700		68,128,700	7,053,096	960,323	8,013,419		8,013,419	11.33%	16.39%	11.76%		11.76%
Other Ministry of Education	2,747,211		2,747,211		2,747,211	363,434		363,434		363,434	13.23%		13.23%		13.23%
Provincial - Other	303,881	100,933	404,814		404,814	114,309	14,465	128,774		128,774	37.62%	14.33%	31.81%		31.81%
Total Grants	65,318,819	5,961,906	71,280,725	-	71,280,725	7,530,839	974,788	8,505,627	-	8,505,627	11.53%	16.35%	11.93%	-	11.93%
Tuition	1,613,000		1,613,000		1,613,000	990,041		990,041		990,041	61.38%		61.38%		61.38%
Other Revenue	327,647	1,770,000	2,097,647		2,097,647	14,167	108,273	122,440		122,440	4.32%	6.12%	5.84%		5.84%
Rentals & Leases	208,520		208,520		208,520	51,165		51,165		51,165	24.54%		24.54%		24.54%
Investment Income	95,000		95,000		95,000	16,507		16,507		16,507	17.38%		17.38%		17.38%
TOTAL OPERATING REVENUE	67,562,986	7,731,906	75,294,892	-	75,294,892	8,602,719	1,083,061	9,685,780	-	9,685,780	12.73%	14.01%	12.86%	-	12.86%
Amortization of Deferred Capital				3,002,730	3,002,730				728,456	728,456				24.26%	24.26%
STATEMENT 2 REVENUE	67,562,986	7,731,906	75,294,892	3,002,730	78,297,622	8,602,719	1,083,061	9,685,780	728,456	10,414,236	12.73%	14.01%	12.86%	24.26%	13.30%
OPERATING EXPENSE															
Salaries															
Teachers	26,891,751	3,580,336	30,472,088		30,472,088	2,745,431	455,487	3,200,918		3,200,918	10.21%	12.72%	10.50%		10.50%
Principals and Vice-Principals	4,129,871	44,000	4,173,871		4,173,871	1,022,327	10,886	1,033,213		1,033,213	24.75%	24.74%	24.75%		24.75%
Education Assistants	6,352,000	474,700	6,826,700		6,826,700	284,630	24,358	308,988		308,988	4.48%	5.13%	4.53%		4.53%
Support Staff	7,708,840	324,550	8,033,390		8,033,390	1,194,814	50,663	1,245,477		1,245,477	15.50%	15.61%	15.50%		15.50%
Other Professionals	1,924,424		1,924,424		1,924,424	489,421	-	489,421		489,421	25.43%		25.43%		25.43%
Substitutes	2,801,296	117,942	2,919,238		2,919,238	103,266	3,290	106,556		106,556	3.69%	2.79%	3.65%		3.65%
Total Salaries	49,808,182	4,541,528	54,349,710	-	54,349,710	5,839,889	544,684	6,384,573	-	6,384,573	11.72%	11.99%	11.75%	-	11.75%
Employee Benefits	11,492,716	1,124,659	12,617,375		12,617,375	1,215,079	121,472	1,336,551		1,336,551	10.57%	10.80%	10.59%		10.59%
Total Salaries and Benefits	61,300,898	5,666,187	66,967,085	-	66,967,085	7,054,968	666,156	7,721,124	-	7,721,124	11.51%	11.76%	11.53%	-	11.53%
Services and Supplies															
Services	1,965,568		1,965,568		1,965,568	560,073	3,678	563,751		563,751	28.49%		28.68%		28.68%
Student Transportation	19,000		19,000		19,000	-		-		-	0.00%		0.00%		0.00%
Professional Development and Travel	492,118		492,118		492,118	34,539		34,539		34,539	7.02%		7.02%		7.02%
Rentals & Leases	340,158		340,158		340,158	60,841		60,841		60,841	17.89%		17.89%		17.89%
Dues & Fees	88,100		88,100		88,100	50,835		50,835		50,835	57.70%		57.70%		57.70%
Insurance	153,000		153,000		153,000	75,679		75,679		75,679	49.46%		49.46%		49.46%
Supplies	2,163,997	2,065,718	4,229,715		4,229,715	391,373	413,227	804,600		804,600	18.09%	20.00%	19.02%		19.02%
Utilities	1,184,147		1,184,147		1,184,147	141,362		141,362		141,362	11.94%		11.94%		11.94%
Amortization				4,005,359	4,005,359				942,906	942,906				23.54%	23.54%
Total Services and Supplies	6,406,087	2,065,718	8,471,805	4,005,359	12,477,164	1,314,702	416,905	1,731,607	942,906	2,674,513	20.52%	20.18%	20.44%	23.54%	21.44%
TOTAL OPERATING EXPENSE	67,706,985	7,731,906	75,438,891	4,005,359	79,444,250	8,369,670	1,083,061	9,452,731	942,906	10,395,637	12.36%	14.01%	12.53%	23.54%	13.09%
Net Operating Surplus (Deficit)	(143,999)	-	(143,999)	(1,002,629)	(1,146,628)	233,049	-	233,049	(214,450)	18,599					
Budgeted allocation of Surplus	143,999		143,999		143,999	506,156		506,156		506,156					
Allocation to (from) Capital	-		-	-	-	-		-	-	-					
Operating Surplus/(Deficit)	(0)	-	(0)	(1,002,629)	(1,002,629)	739,205	-	739,205	(214,450)	524,755					

ITEM 5.3 Action File No. 1020.10

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Assessment and Communicating Student Learning Policy

Recommendation:

THAT the Assessment and Communicating Student Learning Policy be approved in principle, circulated to partner groups for feedback, and returned to the December Committee of the Whole for further discussion.

1. Summary:

The Student Progress Report Order (Schedule 2) requires boards to submit their reporting policy to the Ministry. The draft policy was shared with the Joint Educational Advisory Committee (JEAC) on November 9 for review and input. JEAC agreed with the policy as written, except for one change. It was suggested #4 under 'Guidelines' be removed (Assessment and communication of student learning practices will be inclusive and equitable) because the Guiding Principles already stated that assessment and CSL practices will be equitable and inclusive. The change has been made on the attached draft Policy.

2. Background:

This year we have 20-24 elementary teachers from 6 elementary schools who have asked to participate in the Communicating Student Learning (CSL) pilot.

3. Options:

Once approved in principle, the policy will be referred to partner groups for a more fulsome review.

4. Analysis and Impact:

a. Strategic Plan Alignment

Future Orientation goal:

Learning environments provide contemporary tools to assist learning and skill development.

Student Centred Learning goal:

Students and teachers collaborate in the learning environment.

Quality Teaching and Leadership goals:

Teachers adapt to the rapidly changing educational environment and needs of students, AND Teachers act as guides and coaches for all students.

b. Enhancement Agreement

Examining Current Practices: Is/does our current [assessment and reporting] practices:

- culturally relevant to Indigenous students?
- reflect Indigenous ways of seeing, understanding, and knowing the world?

- consider the effects of racism, oppression, marginalization, poverty, and colonization of Indigenous communities?
- promote meaningful Indigenous participation and benefit?
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
The School District is conducting a pilot to update assessment and communication of learning. School districts are asked to have the Board's policy on Assessment and the Communication of Learning approved prior to the first reports are issued in December.
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Student Progress Assessment and Communication Policy – DRAFT
- b. Reporting Order – BC Ministry of Education

Section:	Governance	
Title:	Assessing and Communicating Student Learning	4.5

Purpose

To provide guidance for the assessment and communication of student learning (CSL). Assessing and communicating learning are inextricably linked processes.

Policy

The Board supports assessment practices that develop student self-awareness and ownership of learning. The Board also supports communication of learning that values and centres student voice and makes learning visible to all stakeholders.

Guiding Principles

Assessment and CSL practices will:

- be equitable;
- be inclusive;
- be reflective of Indigenous worldviews and perspectives;
- communicate growth over time;
- emphasize student ownership of learning;
- include student voice.

Guidelines

- 1) CSL practices should ensure parents are well informed in a timely manner about their child's progress.
 - a) Effective communication between home and school is central to student success.
 - b) Dialogue among teachers, students, and parents makes learning visible.
- 2) Students must be central to the communication process.
 - a) CSL practices enhance student ownership of their learning.
- 3) Both formative and summative assessments will be used, together with CSL, to support students' understanding of their learning.
 - a) Formative assessment is an ongoing process that promotes learning and informs teaching. Learning becomes a shared responsibility among students, parents, and teachers;
 - b) Summative assessment evaluates learning at a specific point in time;
 - c) CSL makes the learning and assessment process visible.
- 4) Learning will be communicated based on the Learning Standards (curricular competencies and content) for each area of learning.

(Definitions)

Date of Original Board Approval:

Date Amended:

Legal Reference: Ministry of Education, Student Reporting Policy

DRAFT

STUDENT PROGRESS REPORT ORDER

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1 Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2 The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

End of school year report

3 The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies, and

for students in grades 4 to 9,

- (c) letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4 Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

[en M307/16]

ITEM 5.4 Information

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: District Class Size Averages

1. **Summary:** The Superintendent will provide the Class Size averages for the School District based on October 1701 data for information.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - 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:** BCED District Class Size Averages



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District Class Size Averages

TSW-3040

075 Mission

Kindergarten	17.3
Grades 1-3	18.2
Grades 4-7	23.2
Grades 8-12	19.1

These are current as of now but are subject to change until approved by the district. These averages will not calculate for schools that have errors.



ITEM 6.1 Information

File No. 6010.35

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Clarke Theatre Agreement with the District of Mission

1. Summary:

On October 28, 2020, the School District and the District of Mission both issued a news release advising of an update to the Agreement between the parties with respect to the Clarke Theatre.

The Board will provide an update on the status of the new agreement.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- 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:

ITEM 6.2 Action

TO: Board of Education
FROM: S. Carter, Vice-Chair
SUBJECT: DPAC Trustee Liaison

Recommendation

THAT the Board of Education include a Trustee Liaison Appointment for the Mission District Parent Advisory Council (DPAC).

1. Rationale

The Board of Education values its relationship with all partner groups including those of Parent Advisory Councils. Having a Trustee Liaison Appointment for DPAC would include them on the Trustee Committee and Liaison Appointment list and acknowledge them as a partner in Public Education in Mission.

The Committee shall include two Trustee appointments (as per our Liaison positions). Having a Trustee Liaison allows the Board to build a stronger relationship with the Parent community. The Liaison can connect with DPAC and report any updates at Public Board meetings. (This would not supersede other Trustees from attending DPAC meetings or speaking about DPAC information.)

2. Summary:

3. Background:

4. Options:

5. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- 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

6. Public Participation:

7. Implementation:

8. Attachments:

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

**October 20, 2020, 6:30 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC**

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

Staff Present: Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Executive Assistant, Aleksandra Crescenzo (Recorder)
Assistant Superintendent, Karen Alvarez

1. CALL TO ORDER

The meeting was called to order at 6:30 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

One addition: Item 6.3 Motion to amend Policy 1.4

MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

4.1 Executive Compensation Disclosure Report 2019-2020 -Revised

The revised Executive Compensation Disclosure report for 2019-2020 has been updated to include the salary for Mr. Jepsen.

4.2 Anti-Racism Policy - DRAFT

MOVED and Seconded the draft anti-racism policy be referred to the Committee of the Whole, staff, and partner groups for review and input, and be returned to the November Board meeting with the feedback.

CARRIED

The Board approved a resolution that supported the creation of an anti-racism policy to supplement the Anti-Bullying, Harassment and Discrimination Policy. The draft anti-racism policy is presented for the initial review by the Board and will be forwarded back to the November Committee of the Whole followed by the November Board meeting.

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

The Board recessed the Closed meeting and will report out at the next Public Board meeting.

5.2 COVID-19 Update - October 2020

The Superintendent advised that on October 5, 2020, the School District experienced a COVID exposure at Hatzic Middle School. An overview was provided on the process for the event notification, further steps, and considerations for any future exposures.

6. NEW BUSINESS

6.1 Trustee Appointments for Committees and Community Liaison Groups

MOVED and Seconded that the Board of Education review and approve the Trustee Appointments for Committee and Community Liaison Groups for 2020-21.

CARRIED

In the past, the Liaison Appointments were appointed by the Board Chair and the revised list was presented as an information item. This year the item was presented as an action item. Policy 1.6 covers guidelines that representation is established by the Board. The Board decided that it makes sense to present this item as an action item and approved the resolution.

The Board agreed to eliminate the UFV Community Council as there has been no activity with this committee for over six years.

6.2 Joint Transportation Letters with First Nations Bands

Each year, Mission Public Schools and the local First Nations Bands engage in shared planning and decision making for a Joint Transportation Plan. In consultation with the First Nations Bands, it was determined that no additional funds are required for this year. As such, the Bands have

agreed that no revisions are required for the services and funding for the 2020-21 school year.

6.3 Motion to Amend Policy 1.4

MOVED and Seconded that the Board of Education amends section 2.2.9 of Policy 1.4 Board Meeting Procedures to include the following guidelines:

In the event of a prolonged Trustee vacancy or absence of three months or more, if no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw. In the event of a Trustee short term absence, the election will be deferred until said Trustees return, at which time the full Board compliment votes on the election of Chair and Vice-Chair.

AMENDMENT

Add that the Board of Education approve the motion in principle and refer it to staff for confirmation to ensure it complies with appropriate legislation.

AMENDED MOTION

MOVED and Seconded that the Board of Education approve the following motion in principle and refer it to staff for confirmation to ensure it complies with appropriate legislation:

In the event of a prolonged Trustee vacancy or absence of three months or more, if no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw. In the event of a Trustee short term absence, the election will be deferred until said Trustees return, at which time the full Board compliment votes on the election of Chair and Vice-Chair.

CARRIED

The Board discussed amending section 2 - Election of Chair and Vice-Chair to include guidelines for a prolonged vacancy or absence of a Trustee. The Board approved the motion in principle and referred it to staff to ensure the revisions comply with appropriate legislation. The revised policy will be included on the November Public agenda. It was noted that the footer of the policy requires updating.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, September 22, 2020

MOVED and Seconded that the Board of Education Public meeting minutes dated September 22, 2020, be approved.

CARRIED

8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustees reported on attending the inclusive playground opening at West Heights Elementary, the Siwal Si'wes Council meeting, BCSTA Board Chairs meeting, upcoming Equity Scan meeting, and an announcement of an upcoming Fraser Valley Branch meeting.

11. ANNOUNCEMENTS

11.1 Special Committee of the Whole, October 27, 2020 re: Boundary Review

11.2 Trades & Training Advisory Committee Meeting, October 29, 2020

12. QUESTION PERIOD

Will the anti-racism include procedures? Yes, it will be supported by procedures.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:42 pm.

Chair, Board of Education

Secretary-Treasurer

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

November 10, 2020

To our Valued Staff,

As we are now into our third month of a school year like no other, the Board would like to acknowledge and appreciate your efforts to make school as comfortable as possible for our students. Having students in class, with educators and their peers is beneficial to their learning, mental health and physical well-being.

The Board would also like to recognize the strain you are under. We know that whatever your role is in the district, the stress of working in a pandemic is difficult and exhausting. "Covid Fatigue" is real and it is affecting us all. Remember that there is help available to you. Through the School District you have access to wellness and mental health resources, including EFAP as well as support from your colleagues and mentors. Please take care of yourself.

While we have always valued your work, we applaud the extra work you are doing during COVID. You are living a commitment to serve others and we are filled with gratitude for what you are doing. Thank you for all you have done to keep the school district running and keeping everyone safe.

We will continue to follow the science-based recommendations from the Provincial Health Office and Fraser Health Authority.

We wish you safety and health as we forge ahead to get us to the other side of this pandemic. Your contributions are appreciated, and we thank you in our hearts and our minds every day.

Stay strong and THANK YOU!

Sincerely,

Board of Education
Mission Public Schools



Chair, Tracy Loffler



Vice-Chair, Shelley Carter



Trustee, Randy Cairns



Trustee, Rick McKamey



Trustee, Julia Renkema



Tracy Loffler
Chair
Board of Education, Mission Public Schools
tracy.loffler@mpsd.ca

2020-01123173

Dear Tracy Loffler:

Thank you for your correspondence of July 6, 2020, regarding the effects of the special measures announced in response to the novel coronavirus (COVID-19) pandemic on study permit processing for kindergarten to grade 12 (K-12) International Students.

Canada is taking a whole-of-government approach to fighting the spread of COVID-19. The health, safety and security of Canadians, Canadian permanent residents and their families is our top priority.

The Government of Canada recognizes that temporary travel- and health-related measures have affected foreign nationals looking to study in Canada. Immigration, Refugees and Citizenship Canada (IRCC) continues to closely monitor COVID-19 and its impacts on people and our operations.

IRCC will take into consideration the concerns of stakeholders, including the feedback raised by your organization, as we move forward with programming and options for future measures.

The Government has introduced a range of facilitative measures aimed at helping international students already in Canada or who are abroad and planning to start their studies online from their home country.

Currently, individuals in Canada applying for temporary residence, a work/study permit or a temporary resident permit while in-Canada collection is unavailable are exempt from biometrics collection. In addition, foreign nationals who have fallen out of status during the pandemic have more time to restore their temporary resident status. A work or study permit may be issued even if a foreign national has not complied with certain conditions.

Students from K-12 can continue to apply online for a study permit as IRCC continues to process study permit applications at all levels to completion, where possible. However, travel restrictions to Canada continue to be in effect and there is currently no additional guidance in regards to when travel restrictions will change.

Foreign nationals who had a study permit application approved after March 18, 2020 will be sent a letter (push notification) advising them that:

- they may not be exempt from the travel restrictions; and
- they should not make any plans to travel to Canada until the travel restrictions are lifted, as they will not be allowed to travel to or enter Canada.

Students who have been approved for or hold a valid study permit and who are destined to study at a Designated Learning Institution which has been verified by their provincial or territorial government for having an acceptable COVID-19 readiness plan, under the guidance provided by the Public Health Agency of Canada, may be exempt from the travel restrictions if they travel for a non-discretionary or non-optional purpose. Travel will be deemed discretionary or non-discretionary depending on individual circumstances.

As a reminder, minor children who want to study for six months or more must apply for a study permit before they enter Canada. They do not need a study permit for a program of six months or less, but may still apply for one before entering Canada.

Given that the circumstances with COVID-19 are rapidly changing, IRCC will continue to work with provinces, territories, and stakeholders to assess the evolving impacts of the pandemic on the international education sector while safeguarding public health and supporting the Government of Canada's response to COVID-19.

For more information, please visit [IRCC's web page on travel restrictions](#).

I hope that this information will be of assistance to you.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Mendicino', with a long horizontal line extending to the right.

The Honourable Marco E.L. Mendicino, P.C., M.P.
Minister of Immigration, Refugees and Citizenship

July 6, 2020

MP, Bard Vis
Mission – Matsqui – Fraser Canyon
32650 Logan Avenue
Suite 7
Mission, BC, V2V 6C7
Brad.Vis@parl.gc.ca
Method of Delivery: Email

The Honourable Justin Trudeau
80 Wellington Street
Ottawa, ON K1A 0A2
Method of Delivery: Mail

The Honourable Marco Mendicino
365 Laurier Avenue
West Ottawa, ON K1A 1L1
Minister@cic.gc.ca
Method of Delivery: Email

Re: K-12 International Students

Dear Brad Vis,

I am writing to you today, on behalf of the Board of Education, to request your advocacy with the federal government to allow entry to Canada for our new K-12 international students who are planning to commence their studies on September 8, 2020. As you are aware, an Order in Council (PC#2020-0184) Minimizing the Risk of Exposure to Covid-19 in Canada Order (Prohibition of Entry into Canada from any Country other than the United States) was issued by the Government of Canada on March 26, 2020.

The order does not apply to the holder of a valid study permit as defined in section 2 of the Immigration and Refugee Protection Regulations. Nor does it apply to a person whose application for a study permit was approved under the Immigration and Refugee Protection Act, and who received written notice of the approval before noon EDT on March 18, 2020, but who has not yet been issued the permit. The Order expires on June 30, 2020.

<https://www.canada.ca/en/immigration-refugees-citizenship/services/coronavirus-covid19/visitors-foreign-workers-students.html#restrictions-students>

We are pleased that study permit holders are exempted from the Order. At the same time, we are concerned that, if the Order is renewed beyond June 30, 2020, our new international students who have applied for study permits after March 18, 2020 would potentially be denied entry to Canada. International students are of great social and economic benefit to Canada, BC, and our local community. I refer you to Canada's International Education Strategy (2019-2024)

and the International Education Strategy for BC:

<https://www.international.gc.ca/education/strategy-2019-2024-strategie.aspx?lang=eng> and
https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/international-education/international-educationstrategy_web.pdf.

The provincial public health officers have assured us that school-aged children are at low risk of COVID-19 coronavirus transmission or illness. We have developed and applied excellent COVID Safety and Exposure Control Plans in all of our schools. We have a thorough plan, designed with our homestay families, for the 14-day quarantine of all students coming in from outside the country. We are confident that we can keep incoming students and our own community safe through the ongoing inclusion of international students in our schools and communities.

We are requesting that you, as our representative, recommend to the Government of Canada that minor children enrolling in K-12 international programs in public schools in Canada and who are in possession of a valid study permit (including those issued after March 18, 2020) be allowed to enter Canada to pursue their studies. We appreciate your support for our work in building international friendships and global intercultural skills for our students, and in providing ongoing economic benefits to our school district and community.

Thank you for your attention to this matter. Please do not hesitate to email me at tracy.loffler@mpsd.ca if you have any questions or require further information.

Sincerely,



Tracy Loffler, Board Chair

On behalf of the Board of Education, Mission Public Schools

Randy Cairns, Vice Chair
Shelley Carter, Trustee
Rick McKamey, Trustee
Julia Renkema, Trustee

Cc

The Honourable Rob Fleming, Minister of Education

School District #75 (Mission)
Trades Training Advisory Committee

October 29, 2020, 4:00 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC

Members Present: Trustee, Julia Renkema
Trustee, Randy Cairns
Superintendent, Angus Wilson (Recorder)
Member at Large, Chris Gruenwald
Member at Large, Dan Schubert
Principal, Jim Pearce
Member at Large, Michael Jackson
Principal, Wade Peary
Trustee, Randy Cairns

Members Absent: Chad Umlah

Others Present: Trustee, Shelley Carter
DPAC Representative, Dionne Hairsine

1. CALL TO ORDER

The meeting was called to order at 4:02pm 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

MOVED and seconded that the Agenda be adopted as presented.

CARRIED

5. NEW BUSINESS

5.1 Recommendations for hiring practices for Women in Trades

RC: Hiring Practises. This is beyond trades committee; it is beyond gender only. The Equity scan can be considered a broader base for this discussion.

5.1.1 Engagement and Exposure to Trades – Survey

AW reviews survey. JP: status of trades at MSS – limit of space. WP: different initiatives haven't had big uptake. Physical space limitations. Covid considerations – work exp problems, etc. Describes other initiatives at RCollege. SC great progress from the old days. Posters that reflect 'pro-white collar' have gone away, etc. Do we still struggle with convincing students about the value of trades? General discussion on this topic. WP: should not just be a trades survey. Should be post-secondary survey. MJ: Wade is right on the mark. Combination of Trades and university is excellent. AW: will update survey and email committee.

5.2 Total number of students enrolled in Trades Programs at Riverside College

WP: 15 students abby, 1 from delta, pitt meadows, hope, coquitlam, rosedale, aldergrove, etc. Social Media Success. Gender breakdown of RC courses (see agenda for details). 16 Indigenous students. (7 in automotive). Significant # of designated students. Some will not achieve level 1, but are employable. Part of RC success philosophy. RC: - remembers women coming and presenting at Clarke Theatre. JR: inquiries from business for your students? -WP: yes. Currently sprinklers are 'hot'. Electrical all got hired. Automotive strong too. CG: great female participation 3 classes in at Forestry. WP: lots of middle school girl interest in week long program. But Covid impacts this at this time.

5.3 Gravity Car Competition

RC: possibility of competition? JP: done at MSS currently. Would be cool to do with Middle Schools. Will reach out to Middle schools. WP: discussed other competitions eg spaghetti bridge, windmills, etc. Covid considerations. JR: likes the MSS idea w middle schools. JP: confirms to look at it for spring outside. RC: Is there an electric vehicle component at this time? WP: a bit but it is not a huge section at this time. One dragster is becoming electrical. Various limitations at this time. JP: Electric car donated to MSS.

6. **MINUTES OF PREVIOUS MEETINGS**

6.1 Trades and Training Advisory Committee meeting minutes, March 2, 2020

MOVED and Seconded that the Trades and Training Advisory meeting minutes dated March 2, 2020 be approved.

CARRIED

8. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:14 pm.

Chair, Board of Education

Secretary-Treasurer

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

DRAFT