

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

**April 6, 2021, 3:30 pm  
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler  
Vice Chair, Shelley Carter  
Trustee, Julia Renkema  
School Trustee, Randy Cairns
- Members Absent:** School Trustee, Rick McKamey
- Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Assistant Superintendent, Karen Alvarez  
District Principal of Indigenous Education, Vivian Searwar  
Executive Assistant, Ilona Schmidt (Recorder)  
Virtual Teacher Librarian, Jennifer Lane  
Principal, Linda Hamel
- Others Present:** MTU President – Ryan McCarty, MTU Vice President –  
Janise Nikolic, CUPE President – Faye Howell, CUPE  
Representative – Steven Beasley, DPAC Chair – Cheryl  
Blondin, DPAC Treasurer – Jacquelyn Wickham, MSS PAC  
President – Dionne Hairsine, Indigenous Mentor Teacher -  
Peggy Janicki

**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.

The Chair shared that Trustee McKamey and the Director of International Education, Colleen Hannah are sending their regrets for not attending.

**2. ADOPTION OF AGENDA**

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

### 3. DELEGATIONS/PRESENTATIONS

#### 3.1 CUPE: Seamless Day Childcare Presentation

CUPE presented their proposed solution to creating affordable childcare within the school districts. Childcare is a growing and timely topic. Today, many groups offer childcare and are very disconnected. Government has been supportive of childcare improvements but has only created childcare for about 20% of children so far.

Seamless Day uses existing spaces. Brings improved accessibility, co-ordination of care and learning, more secure, reliable childcare, increased investment in the public system, new opportunities to recruit and retain ECEs

SD60, 67, 40 have joined the pilot and are moving forward. Pilot funding is available through the government.

Question was asked to clarify how is SD67 Pilot attached to Strong Start program, as Strong start is not directed at school age children. The Model is best used attached to Strong Start in SD67 in particular, using their space. Every district may start differently.

A comment was made about the \$10+/day fee. True public school should be free. Private operators offer care for K-12. If government is trying to fund childcare, it should be funded as education.

A comment was made that SD75 would have to change some schools in order to accommodate childcare due to limited capacity. SD75 would like to see the Government funding capital projects, so improvements can be made. Having EAs train up to ECE - EAs could work full-time hours.

Riverside can train 24 EAs at a time. They would like to add the ECE component, but would need to create a new Curriculum. Terminology is putting barriers to Mission taking part. Government should engage all partner groups, get capital and operating funding.

A question was asked if the Pilots seem to work better in rural, smaller communities? Earlier pilot adopters are in areas where there are no other childcare options. In urban areas, there are not-for-profits and private childcare places. Licensing to be better aligned is one of the challenges. Capital funds are available to build additional spaces.

The Board Chair would love to champion this, but our Staff is at capacity. Administrators cannot add any more work to their plate.

A concern was brought up about effect on students with disabilities - EA is not an ECE. EA staffing - will it have ripple effect on staffing in the classroom? Educational support is necessary. How will EAs do their jobs to the best of their ability? How will it fit with current framework?

CUPE is not suggesting combining EA and ECE. There is a minimum standard ECE, and 3 levels of learning. Diploma is a minimum requirement. There is a conversation about standardization of EA learning. EA work during the day is not to be undermined. Oliver SD has both going at the same time. Transitions during the day provide stable venue for childcare, less disruptions to all students. Clarification came that ECE care for ages 0-5, and EAs for 5+. All groups would be covered, as they run parallel. SD75 can pick and glean from other districts. Further discussions are needed. The Board thanked Steven Beasley for the informative presentation. Any further questions are to be sent to CUPE.

### 3.2 MTU - Teacher Inquiry Project

MTU Presented a proposal of running a Teacher Inquiry Project in Mission SD, Project of Heart. Existing project, an Indigenous Truth & Reconciliation canoe has been shown as example. Other options include weaving stories and creating light boxes. MTU would like to share the cost of the proposed project (\$3250) and would like to request the Board to consider funding the other half in the next Budget.

More information was requested about weaving. Art piece comes out of the collaboration and conversation. Clarification will come later if donations can be made towards the project. The District Principal of Indigenous Education sees value in doing this project. Frida George, the artist, will be sitting next to the teachers and will be weaving the stories into an art project. Recently featured Salish weave art installation can be used as a template.

A question was asked about the teachers' selection process. MTU communication will go out and 5 teachers will be selected representing elementary, middle, and high schools.

A question was asked if this project would be ready this or next year. Sto:lo nation, where the canoe is housed, is needing to do renovations. Space to house the display canoe is being sought until the end of April. The Program could start in September 2021 if approved. The idea is to create specific Mission resources accessible to all teachers and Staff.

This item is to be forwarded to the Public BOE Meeting for direction.

## 4. **CURRICULUM**

### 4.1 Monthly Curriculum Update

#### 4.1.1 Digital Resources

The Virtual Teacher Librarian presented a landing page accessible to every Mission student. SD75 has CBC Curio films in English, which also have closed captioning. Many shows are bringing Indigenous world views. Podcasts available in Indigenous language, and SD75 is still looking for more French components. 6000 videos have been accessed, and the French ones are very popular.

Tumble Book Library: 3000 books have been accessed - Spanish resources, Indigenous, animated video stories, engaging texts, etc. Destiny is a resource about Reconciliation, that will add district accessible (for September) audio books. They are very expensive via Audible. First 20 audiobooks will be available soon.

Destiny: access point to any school library in the SD75. Teams - jump math. Videos, lesson plans, etc. Combination of print and digital resources. Resources are building up. Mission teacher librarians share resources into the classrooms. School based support is still happening even during Covid.

MTU would like to have a presentation about digital resources at the next February Pro D - Teachers may not be aware the resources are available.

Trustees appreciate updating aging materials with technology and going digital.

A question was asked how an individual parent could access these resources? Schools provide login information to every student, and resources are available through Learn75.

SD75 appreciates the staff working hard and bringing in and updating valuable resources.

## **5. UNFINISHED BUSINESS**

## **6. STAFF REPORTS**

### **6.1 Student Outcomes**

Staff shared more data comparisons of student learning success from HPMS, HMS, and MSS. Positive side: more students are likely to get A&Bs. Broadly speaking, we are getting a fairly positive result, but always have to consider where in the year we are.

p.66 Student success is notably higher in the 2nd semester. MSS is more sustainable one over a long period of time. This is purely based on data reports.

A comment was made that it appears that students are doing better; however, Grade 7 students have up to 8 different teachers, which is not ideal. Ultimate number of teachers for middle schools should be 4 per semester. SD75 is looking at the collective agreement and prep time for middle schools.

A comment was made about overall data & trends. Everybody has been traumatized to some extent. All this is pandemic data. Students having success is good to see, but LOTS of review will be necessary next year. Grade 10 may need more support. Transition + Pandemic creates a problem. SD75 needs to address the transition to Secondary School and give Grade 10s more support. \*The Board requests to compare same info at the end of the school year.

Comparing schools and teachers still return huge differences, and data is very flawed. There are some kids who do extremely well on tests, and there are others who do not do well at all. There is no standard practice. There is still a large number of students not meeting the competencies. It is difficult to compare.

A comment came that no matter what, this year will always have a lot of disclaimers. Covid has likely amplified inequalities and students in poverty. School life is missing - students want to play sports, and many activities are missing. SD75 has dramatically changed how students' assessment is done: From just a letter grade to now How are you doing on competency? Note: some kids are missing much less school than before, where as, those who miss school, miss a lot more.

## 6.2 Dress Code

Desire to not be highly prescriptive... the first draft is a request for common sense. It is a starting point. There is still work to be done. 2nd bullet - office/workplace – request came to change to K-12 setting or educational environment/facility.

A question came if this is an overall dress code for everyone, including staff. Staff dress code should be elsewhere. Suggestion came to title it Student Clothing Guidelines.

Admin procedures may need to be addressed - hats/tuques/hoodies - some parents and students have concerns (IEP). There is no issue with hats, as long as they do not restrict visibility. Cultural items. Huge element is training staff properly. Hoodies – staff may have issues identifying

students. In the past, gangs were associated with certain hats, and students in caps/hoodies damaging school property brought on No-Hats policies. Ceremonial hats are still allowed at school.

MTU has a concern that it is likely that judgement is not uniform across the district. There will be discrepancies due to the lack of specifics.

5:26pm Trustee Cairns left the meeting

Feedback to be sent in. Get away from punitive enforcement.

### 6.3 COVID Update

SD75 is concerned about variants. Over the next three weeks, there are likely to be more exposure notices. Three principals connected with Staff, noting direct or indirect exposures.

Some students are not wearing masks because they have been exempted.

BC CDC requirements end April 19, Ministry of Education recommendations do not stop on April 19. Some people are protesting on both fronts.

A question was asked about an update on vaccination roll-out for staff? There was a plan but got scrapped due to AstraZeneca issue/expiry. Staff will know maybe 3 days ahead, when we are able to get vaccinated. 800,000 people have been vaccinated in BC so far.

## 7. **NEW BUSINESS**

## 8. **MINUTES OF PREVIOUS MEETINGS**

### 8.1 Meeting Minutes from Special Committee of the Whole, February 23, 2021

MOVED and Seconded that the Special Committee of the Whole Meeting minutes dated February 23, 2021 be approved.

**CARRIED**

### 8.2 Meeting Minutes from the Committee of the Whole, March 2, 2021

MOVED and Seconded that the Committee of the Whole minutes dated March 2, 2021 be approved.

**CARRIED**

**9. INFORMATION ITEMS**

**10. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

**CARRIED**

The meeting adjourned at 5:33 pm.

Signed by T. Loffler

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Chair, Board of Education

Signed by C. Becker

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Secretary-Treasurer

The minutes were approved on  
May 4, 2021 at the Public  
Committee of the Whole meeting.