

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

February 1, 2022, 3:30 pm

[Zoom Meeting](#)

Visit www.mpsd.ca > **Governance** > Meeting Information to connect remotely.

			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		
3.1.	Operations Department/Transportation/IT	Information	1 - 2
4.	CURRICULUM		
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7.	NEW BUSINESS		
7.1.	Recording Zoom meetings	Action	25
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8.1.	Committee of the Whole Meeting Minutes, January 11, 2022	Action	63 - 70

9. INFORMATION ITEMS

9.1. Planning and Development
Review 2022

Information

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10. ADJOURNMENT

- a. **Strategic Plan:** The Operations departments strive to maintain a welcoming, modern, healthy, safe and inclusive working and learning environment through ongoing maintenance, support and special projects. Our goal is to provide support to all staff to assist in the adaptation of the rapidly changing educational environment, assist in providing a space to foster a collaborative and positive learning experience. The Operations department is committed to ensuring our schools are accessible so that full participation is possible, and has prioritized projects that enhance and embrace environmental stewardship and sustainability.
- a. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- b. Funding Guidelines, Costing, & Budget Impact
- c. Policy, Legislation, Regulation
- d. Organizational Capacity
- e. **Risks:** There are many challenges that impact the Operations departments in our district; however, there are several that have had a greater impact. Staffing shortages have been significant especially amongst our BSWs and bus drivers along with higher than normal absenteeism due to illness. We are also seeing significant supply chain concerns with construction projects, delaying project schedules, as well as increasing material costs. Moving forward we are preparing for challenges due to growth in the community, as many of our facilities will require additional learning space. Additional learning space will further stress the staff in the operations departments as increased students and staff creates additional requirements for the operations staff, through increased busing, cleaning, maintenance, access to technology. With ageing buildings and increases in building occupancies, there will be challenges beyond the need for additional classrooms.
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

Mathematics & Numeracy in Mission

Overview

Introduction

BC's redesigned curriculum emphasizes a focus on literacy and numeracy, and on the honouring of Indigenous worldviews and perspectives in teaching and learning. In the curriculum, the Ministry defines numeracy as,

“the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts” (Province of British Columbia, 2021).

Numeracy requires much more of students than simply memorizing formulas and performing well on tests. For students to become numerate, they require a strong foundation in number, proficiency in the other core strands of the curriculum: patterns, measurement, and data; and the ability to know how to use mathematics in different contexts.

The Mission School District has created a 6-pillar model in which the components work together to support students in numeracy development.

The 6 Pillars

1. **Student Learning** - Instruction should be about student learning. This means teachers having clear learning intentions that support the growth of all students, and meeting students where they are with respect those learning intentions. This includes students who may require universal and/or essential supports.
2. **Indigenous Perspectives** - Honouring and including Indigenous perspectives is done both through pedagogy and content; through how we teach and what we teach.
3. **Number Sense and Fluency** - For students to develop number sense and fluency, they need to engage in deliberate practice, and LOTS of it!
4. **Numerate Citizens** - To become numerate, students need to practice mathematics in a variety of different contexts; from instructional routines to numeracy tasks to independent practice to centres to word problems to tests and quizzes.
5. **Assessment** - Assessment guides instruction. It should clearly and specifically show where students are in their learning, their growth over time, and where they are going. Students should also learn and practice self-assessment.
6. **Growth Mindset** - Students need to believe, or come to believe, that they can learn and use mathematics successfully both in school and in the world.

Pillar #1 – Student Learning

Instruction should be about student learning. This means teachers having clear learning intentions that support the growth of all students, and meeting students where they are with respect those learning intentions. This includes students who may require universal and/or essential supports.

One of the challenges teachers face when provided with a textbook or student workbook, is the perceived need to “cover everything”. This is problematic as often only some students will have access to the grade-level content that is being presented. If our focus shifts from covering content to teaching the children who are in front of us, we can start with the curriculum and have the freedom to reach for resources that will better support our students, regardless of where they are on the continuum of learning. We can then focus our assessment on showcasing the growth that students have demonstrated. For students working well below grade level, teachers may need to consider a replacement curriculum which can be developed with your ISP teacher, LST teacher, or district mentor teachers. This replacement curriculum can evolve organically over the

course of the school year, once the teacher knows where the student is at. The idea is to include the student(s) in the class activities in a way that they can contribute and still move toward their personal learning goals.

Pillar #2 – Indigenous Perspectives

Honouring and including Indigenous perspectives in mathematics happens through pedagogy *and* content – through how we teach and what we teach. We have an obligation to ensure that our lessons honour, acknowledge, and are relevant to the local Sto:lo people, on whose land we work and learn.

To illustrate how this might work, I have shown connections below between some recommended strategies for building the pillars into our teaching, and the First Peoples Principles of Learning. To teach mathematics in the context of Indigenous practices or concepts, it is important to hold in mind and heart that the mathematics is in service to understanding the Indigenous practice/concept, and NOT the other way around.

Caution from FNEESC regarding references in the BC curriculum:

Ultimately it is important to remember that the curriculum framework (particularly the content standards) is based on a Western/Euro-centric mathematics perspective and that thoughtful, deliberate care should be taken to avoid overlaying what is held up as “mathematics” on a cultural practice. Most especially, in attempting to seek connections, it is important to not trivialize a cultural practice or create a contrived context. (Math First Peoples, p. 23)

Pillar #3 – Number Sense and Fluency

For students to develop number sense and fluency, they need to engage in deliberate practice, and LOTS of it! For practice to be deliberate, the following criteria need to be met (Ericsson, 2019):

1. Assessment of where students are at followed by the design of a differentiated learning opportunity/task, including explicit instructions about the most efficient/effective method of carrying out the task(s)
2. The learning task needs to have an explicit goal, offer immediate feedback, and involve significant repetition
3. Teacher monitors improvement to decide when to transition to more complex learning tasks, and teachers are aware of the progression of tasks for mastery of a skill

Consider this example. Suppose a teacher notices (#1) that many students are struggling to play Snakes & Ladders because they are counting every pip/dot on the two dice. The teacher can give a lesson on how to count on from the amount shown on the larger die (#1) and then monitor the centre to ensure students are using that strategy to determine the amount shown (#2). This game has a clear goal (#2) and provides ample opportunity for repeated practice (#2). The learning intention is for students to count on every time rather than count all, so once that is happening with most students, the teacher could move to a different skill, providing more practice to any students who still need it (#3).

Pillar #4 – Numerate Citizens

To become numerate, students need to practice mathematics in a variety of different contexts; from instructional routines to numeracy tasks to independent practice to centres to word problems.

Teachers often share that their students can often complete a worksheet or set of exercises, but are then not able to use the mathematics outside of that context. For example, a class might receive a lesson on area of rectangles and do well on completing the exercises, but then have no idea what to do if they are asked to

work out the area of a bathroom floor. Numeracy means students can use the mathematics they have to solve problems in different contexts, including real life applications. This is developed through students seeing mathematical ideas many times in different contexts.

Pillar #5 - Assessment

Assessment guides instruction. It should clearly and specifically show where students are in their learning, their growth over time, and where they are going. Students should also learn and practice self-assessment.

The reporting policy from the Ministry states that teachers are to report on student learning with respect to the learning standards. It also requires that teachers include areas of significant growth and opportunities for further development. This means that regardless of where a student is on the proficiency scale, teachers still need to acknowledge areas of growth. Rubrics, navigational maps (Liljedahl,) and learning ladders () are all excellent tools teachers and students can use to this end. Please refer to Appendix 4 for examples.

Pillar #6 – Growth Mindset

Students need to believe, or come to believe, that they can learn and use mathematics successfully both in school and in the world. There is a myth in our society that only some people can learn mathematics, and it has somehow become socially acceptable to be “bad at math.” If students buy into this myth, they will not be motivated to learn or even to try. In her article, [5 Tips for Incorporating a Growth Mindset into Math Teaching](#), Shelley Gray offers 5 strategies teachers can use to support the development of a growth mindset in their math class. These five strategies serve as a great starting place.

Strategies for working with these pillars

- **Allow for at least an hour a day, every day, for mathematics instruction and practice (FPPL #7, AWINB #4)**
- Start with the curriculum for planning
- De-centre the teacher (FPPL #2, AWINB #3)
- Create mathematics lessons centred around Indigenous practices, with the support of an Indigenous Liaison or Mentor Teacher (FPPL #4, 5, 9, AWINB #2, 3)
- Non-linear teaching (connections, looping/interleaving) (FPPL #7, AWINB #4)
- Number sense and fluency should be taught/practiced all year – the other strands can be interspersed. Consider number IN patterns, number IN measurement, number IN data and probability (FPPL #1, 7, AWINB #4)
- Use a variety of different modes of interaction; for example: direct instruction, centres, instructional routines, independent practice, collaborative problem solving, games, etc. (FPPL #1, 2, 7, AWINB #3)
- Incorporate cross-curricular lessons/units to help students develop numeracy (AWINB #4)
- Use pre/post assessments to show growth over the month, term or year (FPPL #1)
- Use DuFour, DuFour, Eaker, Many, & Mattos' four critical questions and parallel student questions (adapted from Spirals of Inquiry) to guide instruction and assessment: (FPPL #1, 2)

Questions for Teacher	Questions for Student Reflection
What do I want students to know and be able to do?	What am I learning and why is it important?
How will we know if they have learned it?	How am I doing with my learning?
How will we respond when some students do not learn?	What goals do I have for my learning?
How will we extend the learning for students who are already proficient?	What goals do I have for my learning?

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

ABORIGINAL WAYS OF KNOWING AND BEING

Learning is connected to land, culture, and spirit. We—the two-legged, four-legged, finned and feathered, plants and rocks—are all related. We must always practice reciprocity through acts of giving and receiving.

Learning honours our Ancestors, Elders, Knowledge Keepers and Descendants. It respects and embraces ceremony, protocol, and teachings that are connected to the sacred medicines including tobacco, cedar, sage, and sweetgrass. Important teachings emerge through stories.

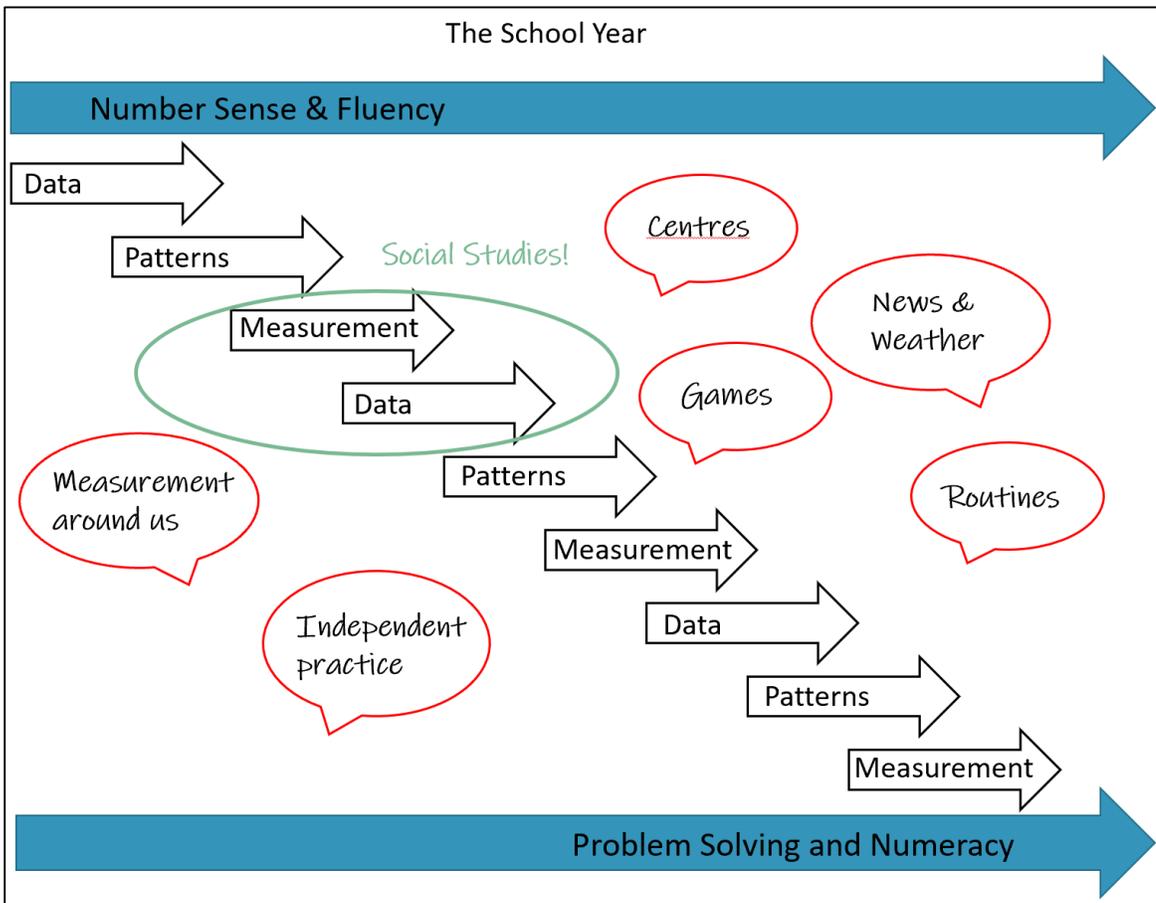
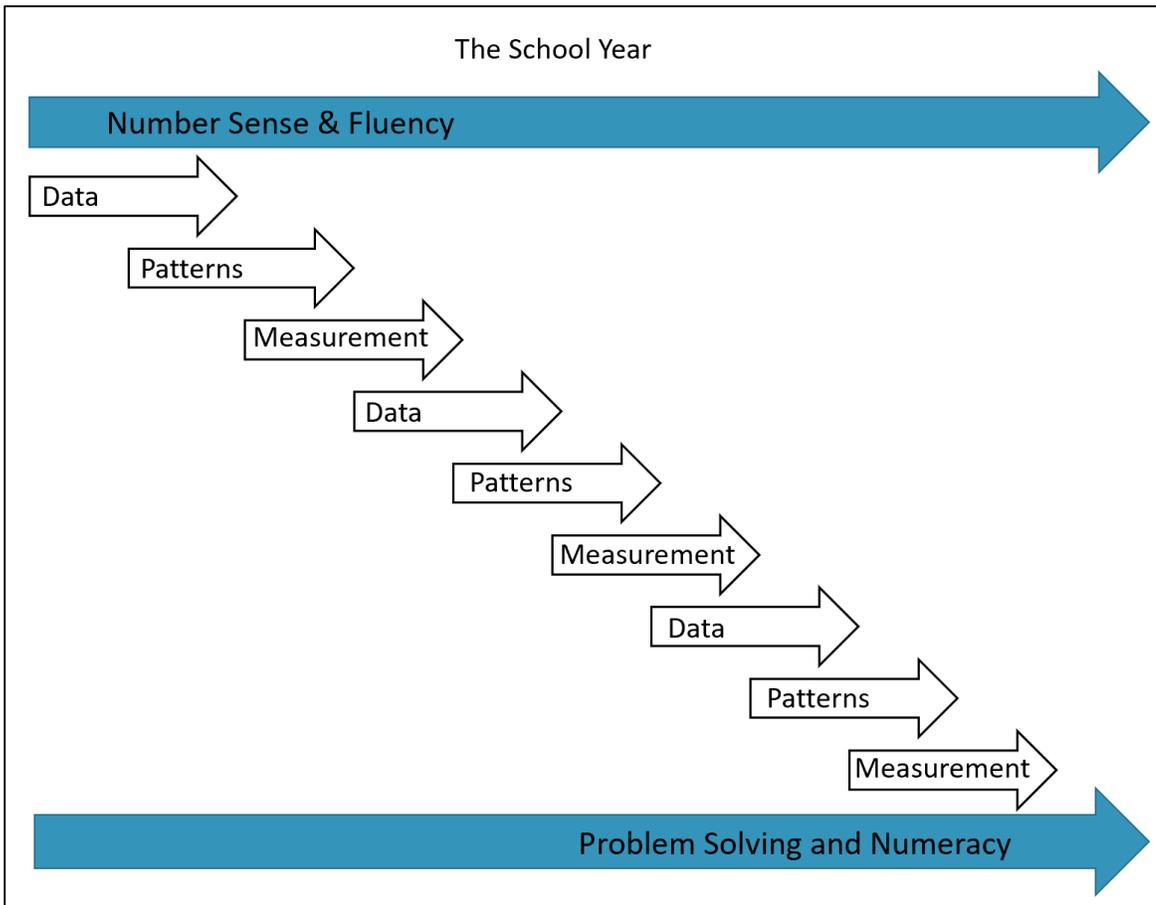
Learning involves developing relationships, respecting distinct cultures, and honouring the perspective of others in our communities. The deepest learning takes place through lived experience. It requires exploring our identities, learning from our mistakes, and having gratitude for our gifts.

Learning is a journey that takes courage, patience and humility. It is about striving to become a better human being and living with balance in body, mind, heart and spirit.

BCTF

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The following diagrams show one way to think about planning the year.



Pulling it all together – what a week could look like

Here are two sample weeks to consider:

Grade 2 Sample: a week in November

Number:

Learning goals: by the end of the week, students will be able to:

- use the BAMT (Break-apart-make-10) strategy to add mentally within 20. For example, for $8 + 5$, break apart the 5 to make a 10 with the 8: change $8 + 5$ to $10 + 3$
- recall their addition and subtraction facts to 10 (example: $4 + 5$, $9 - 7$, etc.)

Measurement:

Learning goals: by the end of the week, students will be able to:

- demonstrate the approximate size of a centimetre and a metre.
- accurately use a metric ruler to measure the length of various objects.

Day	Topic	Mode of Interaction	Details
Mon	Number	Direct instruction with quick images & centre practice	BAMT: Introduce BAMT using double ten-frame cards and subitizing, and then have students write before and after equations on whiteboards ($7 + 6 = 10 + 3$). Practice at a centre, with the goal of students eventually being able to use the strategy without seeing the ten-frame cards. FACT RECALL: From <i>Math Fact Fluency</i> , play Lucky 13 (but for now, use sums up to 10 only)
	Measurement	Direct instruction & centre practice	Introduce a metric ruler and metre stick and discuss the different units and what they are used for. Demonstrate how to measure to the nearest centimetre. Practice at a centre where students have to estimate and record lengths of different objects.
Tues	Number	Number talk & independent practice	BAMT: Ask the class to think about how they could figure out $9 + 7$, $19 + 7$, $29 + 7$, and then try with $8 + \dots$. They can discuss with their neighbor and then share with the group. Worksheet on making 10 to add.
	Measurement	Number talk & independent task	Ask students what things might be 3 metres tall, 5 centimetres long, etc. ME3-1 and ME3-2 from JUMP Math (3.1) for practice with cm.
Weds	Number	Centre practice (this centre could be part of literacy centres that day)	BAMT: Same centre as Monday, where students write equations to show how they could make 10 to add.
	Number	Enter & Exit questions	FACT RECALL: Ask students addition & subtraction within 10 questions or show them a flashcard – they can answer a question when they arrive, on their way out for recess, etc.
	Measurement	Group problem solving task	Students work in groups to determine the length of the diagonals of the classroom. Provide metre sticks, tape

			measures, and rulers and allow them to use whichever ones they like.
Thurs	Number	Partner game	FACT RECALL: From <i>Math Fact Fluency</i> , play Target Difference
	Measurement	Partner task	Students will measure each other in groups of 3, and record their estimates and measurements, and then compare their measurements for accuracy.
Fri	Number	Assessment at centres	Verbally assess the two weekly learning goals for Number. This can be done by asking students questions at their centres, or by talking with them individually over the course of the day, or a combination of both.
	Numeracy: Measurement	Assessment through task: Watching the trees grow	Take students outside and decide on some trees you want to track the growth of over time. Each small group of students can have a tape measure and measure the circumference of a tree at a certain height from the ground. Students can estimate first. Have a clipboard with student names and record observations of how individual students are doing with this task. Ask questions about their strategies, etc. Go back outside in June and re-measure!

Example of more accessible starting points for the two number activities on Monday (for BAMT and Lucky 13):

If students are struggling with the BAMT activity, try it with one card always showing 9 to see if the student notices a pattern. Allow student to do this orally rather than writing the equations. For *Lucky 13*, the student can either keep score, or play the game with an adult or EA's support, possibly using fewer cards. These are just examples, as ultimately only the teacher can decide on an appropriate entry point for students.

At the end of the week, consider the students who either did not meet or who easily met the learning goals, and build that into planning for the following week.

Grade 3 Sample: two weeks of beading on a loom... COMING SOON

Number:

Learning goals: by the end of the two weeks, students will be able to:

-

Patterns:

Learning goals: by the end of the two weeks, students will be able to:

-

Grade 6 sample: a week in April

Number:

Learning goals: by the end of the week, students will be able to:

- use mental math strategies to estimate products involving decimals
- recall their multiplication and division facts to 100

Patterns:

Learning goals: by the end of the week, students will be able to:

- identify pattern rules with images or number sequences, using words and algebraic expressions

Day	Topic	Mode of Interaction	Details
Mon	Number	Partner exploration followed by group consolidation and independent practice Partner game	DECIMAL PRODUCT ESTIMATION: Give students calculators and a recording sheet and have them explore and make conjectures about what happens when they multiply whole numbers by a variety of decimal numbers greater than and less than 1. Discuss. Then a similar exploration of multiplying whole numbers by decimals less than 1 that are closer to 0, 0.5, and 1. Independent practice should be about estimating only – no calculations. FACT RECALL: From <i>Math Fact Fluency</i> , play The Product Game
Tues	Number	Enter & Exit questions	FACT RECALL: Ask students multiplication & division within 100 questions or show them a flashcard – they can answer a question when they arrive, on their way out for recess, etc. Note: if students are skip-counting, introduce more efficient strategies and monitor student use of strategies
	Patterns	Number talk	Show image of increasing pattern (geometric dot pattern) and show an increasing number sequence that does not correspond to the image. Ask students, “What do you notice? What do you wonder?”
Weds	Number & Numeracy	Centre practice (include a game/puzzle centre like Kanoodle, a coin counting centre, and a pattern rule centre)	DECIMAL P&Q ESTIMATION: students sort decimal multiplication cards (a card might say 3×0.2) into three bins according to the approximate value of the product: less than 0.5, between 0.5 and 1, and greater than 1. FACT RECALL: Students play I Have Who Has (for multiplication & division within 100 at a centre)
	Number <i>IN</i> Patterns	Group problem solving task followed by class discussion	Students work in groups to determine pattern rules for increasing and decreasing sequences

			with whole numbers and then involving decimals
Thurs	Number	Partner game	FACT RECALL: From <i>Math Fact Fluency</i> , play The Factor Game
	Patterns	Brief lesson based on yesterday's activity, followed by independent practice	Students work independently to determine pattern rules for increasing and decreasing sequences with whole numbers (can use geometric images) and then involving decimals
Fri	Number	Assessment at centres	Verbally assess the two weekly learning goals for Number. This can be done by asking students questions at their centres, or by talking with them individually over the course of the day, or a combination of both.
	Patterns	Test	Allow some choice of questions, and have students explain their choices. Include visual and number patterns.

Example of more accessible starting points for the fact recall activities:

If students are struggling with the recalling their multiplication and division facts, allow them to use a multiplication chart. They may need a lesson on the meaning of multiplication first, or some time to study the multiplication chart to see if they notice any patterns. If a student goal is to become efficient using a calculator, then a calculator can be offered as a support here as well. These are just examples, as ultimately only the teacher can decide on an appropriate entry point for students.

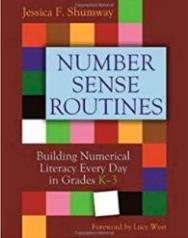
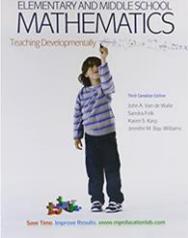
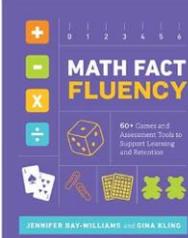
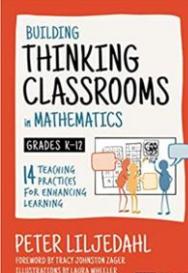
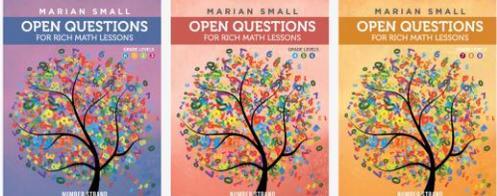
At the end of the week, consider the students who either did not meet or who easily met the learning goals, and build that into planning for the following week.

Appendices

Appendix 1: Glossary

Appendix 2: Recommended Resources

Resource	Grade level	What it's good for
<p>Math in Mission website: Access through Learn75 or the public site: https://portal.mpsd.ca/group/yil2c3t/Pages/default.aspx#/=</p>	All	Mental math and number sense resources, numeracy tasks, assessment tools, access to JUMP Math materials, resources for families
<p>Math Blitz Kits: available in English and French in all elementary school libraries</p>	K-6	
<p>Multiplication by Heart</p> 	Gr. 3+	Learning multiplication by seeing visual/spatial representations
<p>Math for Love: https://mathforlove.com/lessons/games/</p>	All	
<p>Learning and Teaching with Learning Trajectories: https://www.learningtrajectories.org/</p>	Pre-K-3	
<p>NRICH: https://nrich.maths.org/</p>	All	
<p>Math Visuals: https://mathvisuals.wordpress.com/</p>	All	
<p>Teach at the Speed of Learning: https://visiblethinking.weebly.com/daily-routines.html</p>	All	
<p>Build Math Minds: https://buildmathminds.com/</p>	Elementary	
<p>Visnos Interactive Math: https://www.visnos.com/demos</p>	K-9	This website is a collection of interactive math tools that includes everything from addition and subtraction facts to reading analogue clocks to exploring fractals
<p>First Peoples Principles of Learning background and elaborations (Jo Chrona): https://firstpeoplesprinciplesoflearning.wordpress.com/</p>	All	This website offers an in depth look at the First Peoples Principles of Learning, including detailed explanations and implications for the classroom
<p>Math First Peoples Teacher Resources Guide: http://www.fnesc.ca/wp/wp-content/uploads/2020/09/PUBLICATION-Math-FP-TRG-2020-09-04.pdf</p>	All but grade 4+ is the focus	This is an excellent resource for bringing Indigenous worldview and content into the mathematics classroom
<p>Number Sense Routines</p>	K-3 but there is a Gr.3-5 version as well	Introduction to how to use number sense routines in the classroom. The book offers a variety of different types of routines, and provides

		<p>implementation ideas and examples of how teachers have used the routines in their classes.</p>
<p>Elementary and Middle School Mathematics: Teaching Developmentally</p> 	<p>K-9</p>	<p>This is a foundational textbook for teaching elementary/middle school mathematics. The book covers all topics and includes explanations, teaching ideas, activities, and games. The is the textbook SFU uses to teach the elementary mathematics Designs for Learning course.</p>
<p>Math Fact Fluency</p> 	<p>All</p>	
<p>Building Thinking Classrooms in Mathematics</p> 	<p>All</p>	
<p>Open Questions for Rich Math Lessons:</p> 	<p>K-9</p>	

Appendix 3: Sample Lessons to support Indigenizing the mathematics curriculum

Appendix 4: Assessment Samples (self and teacher assessment)

In addition, the enrolment projections that staff are currently working on indicate significant enrolment growth in the next few years. As such, portables are expected to be needed sooner rather than later. Adding funding for a second portable will allow two portables to be ordered so they are available as needed for sites that have no more room available. Additional information on enrolment pressures will be presented with the budget priorities discussion meeting for the 2022/2023 budget scheduled for February 22, 2022.

3. Options:

1. Support the allocation of funding as presented
2. Amend the allocation of funding
3. Return the report to staff for further analysis before supporting

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

The amended budget must be approved before February 28, 2022.

The school district is required to have budget that is balanced – in that we can’t plan for an unfunded deficit. The allocation of funds as presented produces a fully funded and balanced budget.

- 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.

21/22 Amended Budget
Staff Recommendations for Funds Available
 Feb 28, 2022



Staff Recommendations	Amount	Budget	
Implement:			
K-6 Indigenous student success advocate - permanent ¹	-	Teachers	Recurring
Finance manager	30,000	Other Professionals	Recurring
Safe school liaisons (2)	40,000	Support Staff	Recurring
School resources budget - small schools	15,000	Supplies	Recurring
Custodial equipment	25,000	Local Capital	Recurring
Photocopier/printer replacements	50,000	Local Capital	Recurring
School accessibility / inclusivity upgrades	50,000	Local Capital	Recurring
School furniture and equipment ²	50,000	Local Capital	Recurring
School technology (PA Systems, Telecom, Computers)	180,000	Local Capital / AFG	Recurring
Software upgrades	25,000	Local Capital	Recurring
White fleet (additions / replacements)	50,000	Local Capital	Recurring
SUB-TOTAL ADDITIONAL RECURRING NEEDS IDENTIFIED	515,000		
Portable(s)	200,000	Local Capital	one-time
Local Capital Reserve - Major Projects	260,000	Local Capital	one-time
SUB-TOTAL ADDITIONAL ONE-TIME FUNDING	460,000		
TOTAL ALLOCATION OF FUNDING	975,000		
Defer for Future Discussion:			
Riverside expansion	100,000	Local Capital	
Dust collector system - Ferndale ³	600,000	Local Capital	
School resources budget	125,000	Supplies	Recurring
Additional teaching blocks at MSS ⁴	100,000	Teachers	Recurring
Additional EA/YCW supports	100,000	EA	Recurring
Settlement worker/navigator	50,000	Support Staff	Recurring
Additional IT support - security	80,000	Support Staff	Recurring
Special education bus ⁵	100,000	Local Capital	
Bus predictive stop arm cameras ⁶	25,000	Local Capital	Recurring
SUB-TOTAL - DEFER FOR FUTURE DISCUSSION	1,280,000		
Notes:			
1. Change to permanent - potential budget impact for future years			
2. Including workplace assessments			
3. Ferndale upgrade will allow for facilities move from Riverside; MOE capital funding request for RS system upgrade to follow			
4. Expand programming to offer more variety			
5. Potential for ministry funding			
6. \$5,000 per bus, 5 per year			

2022-2023 School District Calendar

September	Tuesday, September 6, 2022	Schools Open – ½ Day for Students – ALL Students attend AM only (Organizational ½ Day)
	Friday, September 30, 2022	National Day for Truth & Reconciliation
October	Monday, October 10, 2022	Thanksgiving
	Friday, October 21, 2022	Non-Instructional Day – ALL Students not in session (Provincial Professional Development Day)
	Monday, October 24, 2022	Non-Instructional Day – ALL Students not in session (District Professional Development Day)
November	Friday, November 4, 2022	Non Instructional ½ Day – Secondary Students attend AM only (Assessment/ Evaluation)
	Friday, November 11, 2022	Remembrance Day
	Monday, November 21, 2022	Non-Instructional ½ Day – Elementary/Middle Students not in session
	Friday, November 25, 2021	Non-Instructional Day – ALL Students NOT in Session (P/T Conferences)
December	Dec. 19, 2022 – Jan. 2, 2023	Winter Break
January	Tuesday, January 3, 2023	Schools reopen after Winter Break
	January 27 or 31?, 2023	Semester Turnaround Day – Middle/Secondary Students Not in Session
February	Friday, February 17, 2023	Non-Instructional Day – ALL Students not in session (District Professional Development Day)
	Monday, February 20, 2023	Family Day
	Friday, February 24, 2023	Non-Instructional ½ Day – Elementary Students attend AM Only (Assessment/Evaluation)
March	March 10, 2023	Non-Instructional Day – Elementary Students not in session (P/T Conferences)
	March 13- 24, 2023	Spring Break
	Monday, March 27, 2023	Schools reopen after Spring Break
April	Friday, April 7, 2023	Good Friday
	Monday, April 10, 2023	Easter Monday
	Friday, April 21, 2023	Non-Instructional ½ Day – Middle/Secondary Student attend AM Only (Assessment/Evaluation)
May	Friday, May 19, 2023	Non-Instructional Day - Students not in session
	Monday, May 22, 2023	Victoria Day
June	Thursday, June 29, 2023	Last Day of School for all Students
	Friday, June 30, 2023	Non-Instructional Day – Students not in session (Administrative Day)

Student Safety Report

February 2022

Background

In January of 2021, an incident at Heritage Park Middle School caused the District to review student safety for our schools and community. This included community meetings, consultations with staff, students, and experts. Below are some of the observations and conclusions from the last year. Please note there was a report presented in June of 2021 previously. This report will also take broader safety issues into consideration.

Student Consultations

Middle School students were quite clear in not wanting more ‘canned programs’ or speakers on topics related to bullying. They were more interested in action on particular events or courses they expressed interest in:

- ✦ *Have diverse representation in curriculum/history/stories in classes (Gender, cultural diverse representation)*
- ✦ *Have culturally significant food choices in the cafeteria for community celebrations or just every day - why just cheeseburger and chicken wraps? (Diwali, Eid El-Fitr, etc)*
- ✦ *Graffiti wall*



They also expressed interest in more connections between family and school - game nights, clubs, painting, and so on.

Conversations with Middle and Secondary students during the 21/22 school year have also been clear that fighting and bullying are not generally viewed as major problems. Instead, they have more geographical concerns. Repeatedly, the areas of concern were washrooms, and, to a lesser extent, bus line ups and similar phenomena. This

may also have been influenced by the autumn trend of Tiktok videos on vandalism in public washrooms, but overall there was a feeling of fear about some locations at various times of the day for many students. As recently as this week I received an ERASE report about vaping in a girls’ washroom. Washrooms are by their very nature particularly challenging to remedy. This is an area of ongoing consideration for school administration. It also speaks to the need to have Admin of both genders if possible in our larger facilities to assist with supervision.

Bus line-up flow has improved considerably this year at HMS, which may help reduce the concerns over that area. Further physical work may be considered at HMS to further improve bus positioning and flow.

Staff Training

Ongoing work in the areas of Anti-Oppression, Equity, and SOGI is seen as part of the way to prevent bullying and violence in our schools. Principals, Vice Principals, and District Admin have also received additional Threat Assessment Training from Safer Schools Together.

Some external organizations such as Out In Schools have also worked with staff and students in this area as well. Input from universities, the RCMP, and other agencies was also sought out and received.

SST also recommended some adjustments to policy and procedure which have been undertaken. Some are already completed; this ranges from Anti-Racism policy to Student Code of Conduct revisions. We have also revitalized the ERASE information for students, which has led to an increase in ERASE reports received by the District.



Data

Data is limited in its usefulness in this area, in particular with various Covid related issues, but we can still provide some interesting information. This data is for suspensions related to fighting, bullying, or other violent threats, and does not include things like drugs and alcohol.

Sept-Dec 2021	Elementary	Middle	Secondary
Aggressive/Threat/Bully	4	10	3
Fighting/Assault	8	15	9
Weapon Possession	1		2

Mental Health



Overall, we have improved from last year. Suicide risk assessments are down, almost back to pre-pandemic rates. Still very alarming as we have conducted 23 at elementary, and 26 at grades 7-12 for 49 so far. Last year, we had 98 in elementary, 72 in 7-12 for a total of 170.

80 Counselling referrals for elementary compared to 176 last year same time frame September to end of January.

We have 126 students with Intensive Behaviour/Serious Mental Illness Designations; 108 the year before - students are actively working with an outside-of-school-district agency or counsellor and our staff as well. This is 2.5 times our 2011 level. General comments are the seeming increase in comorbidities with other disabilities and Mental Health. Finally, school counsellors report anxiety as a top concern that students express.

Other Areas of Concern

While bullying is always a concern, there are other safety considerations we are noting at this time. Covid has exacerbated some mental health and socialization issues, but of particular note for us currently is drug use. While we have not seen a marked increase in drug use, we

are aware that there may be more sophisticated methods for getting drugs into the hands of young people in our community. We would like to be more proactive in our ability to monitor and prevent this.

Observations

Student safety is an area we are always working to get right and adapt to the changing needs, trends, and environment. Preventing bullying, reducing substance abuse, and stopping violence are ongoing responsibilities of the education system, working together with the broader community. While considerable progress has been made, there are some areas we need to take further action on. First, schools and the district need to do what they can to support student requests for things like **activities, inclusive events, and community-building exercises**. Second, we need to provide **personnel and resources to support the safety of students in our buildings**. Third, we need to continue to **improve our sites** to ensure physical safety for everyone. Finally, the impacts of Covid will be longer-term for many students. While they are proving to be resilient, **mental health supports** will need to reflect the pandemic for years to come and an understanding and focus on the development of social and emotional skills will need to continue.

ITEM 7.1 Discussion File No.

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Recording Public Zoom Meetings

Recommendation

THAT the following resolution be forwarded to the February 15th Board meeting, for consideration:
THAT the school district explore and if possible, record all electronic public meetings of the Board, and make these video recordings available for review on the District website.

1. **Summary:** The Secretary-Treasurer will discuss recording and sharing video-recording of public meetings on the District website, to make meetings more accessible to the community.
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:**

ITEM 7.2 Discussion File No. 010.

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Strategic Plan Implementation and Monitoring

1. Summary:

In reviewing the Framework for Enhancing Student Learning report, and considering the Province's direction regarding strategic planning, we should consider adding to the strategic plan an implementation and monitoring plan. This would provide clear direction for the budget process and reporting to the Board, providing a specified timeframe for implementation and clearly outlined expectations for monitoring the implementation of the plan.

2. Background:

The Framework for Enhancing Student Learning report (FESL) expects School Districts to tie the work of the school district to strategic initiatives to improve student learning. The Strategic Plan outlines goals and strategies and identifies measures.

The next step in the process is to directly link these goals and strategies to the budget process and school growth plans, reporting on the measures annually, and adjusting plans based on monitoring activities to achieve continuous improvement. There are a number of ways that this can be accomplished. As such, before a draft implementation and monitoring plan is prepared for consideration, discussing this would ensure there is a coordinated approach to developing this plan.

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

Ministry of Education - Framework for Enhancing Student Learning Policy

Boards of education will:

1. Develop and implement a multi-year district strategic plan and individual school plans and publish annually on or before September 30
2. *Use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial plans; human resources, Information Technology, engagement and communications and long-range facilities plans with the educational objectives from the district strategic plan; and*
3. Participate in a continuous improvement review program, including:
 - a) Reviewing the alignment of school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities
 - b) Acting on findings coming out of the continuous improvement review
 - c) Collaborating with Indigenous peoples and key education stakeholders throughout the process.

- 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:

1. Strategic Monitoring – An ECRA White Paper
2. Effective Continuous Improvement Planning
3. Strategic Plan

Supplemental Information:

Implementation Action Plan and Assessment Template:

1. Hanover Research - IMPLEMENTATION ACTION PLAN AND ASSESSMENT TEMPLATE

Implementation and assessment are critical components of the strategic planning process. While a strategic plan document may not include an explicit implementation action plan, the broader strategic planning process should clearly identify the template for implementation and assessment. These can be referred to as action plans.

An implementation template should address the following for each objective:

- The action to be taken;
- The outcomes expected or desired;
- The criteria for judging success, such as a specified value for an indicator;
- The strategy and method for evaluation;
- *The actors and entities responsible and accountable;*
- *The timeframe, including the scheduled time to start and complete; and*
- *The resources required to accomplish each task.*

It can be productive to address these issues at both an institution-wide level and at a department level. While it is critically important to have a comprehensive understanding of the implementation of the institutional strategic plan, departments may find it easier to implement a plan specifically tailored to the department, which would dovetail with the actions of all other departments. The comprehensive implementation plan ensures, however, that objectives and tasks are not lost when splitting actions across departments.

<http://www.subr.edu/assets/subr/StrategicInitiatives/ORSI/StrategicPlanFrameworkandTemplate-SouthernUniversityandA&MCollege.pdf>

2. Strategic Monitoring – Tools and Techniques for Successful Strategic Plan Implementation An ECRA White Paper

A strategic plan is only as effective as its implementation, and successful implementation requires proactive strategic monitoring. The ultimate effectiveness of a strategic plan rests in its use as a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community.

While the benefits of strategic planning are vast, many strategic plans fail to achieve desired outcomes in the implementation phase. A strategic plan that collects dust on a shelf and fails to be integrated throughout the district will not be successful. Every educator remembers a time when a research-based program failed to achieve its intended outcomes due to a lack of implementation fidelity, time, resources, support, or professional development. In the same way, strategic plans must be fully implemented and realized to have the desired impact on students. The only way to ensure a successful implementation of a strategic plan is through strategic monitoring. This white paper contains the information and tools necessary to utilize your strategic plan fully, allowing for the realization of your district's desired future.

http://ecragroup.com/wp-content/uploads/dlm_uploads/2017/06/Strategic-Monitoring-White-Paper-5.25.pdf



Strategic Monitoring

*Tools and Techniques for Successful
Strategic Plan Implementation*

An ECRA White Paper

Introduction

A strategic plan is only as effective as its implementation, and successful implementation requires proactive strategic monitoring.

The ultimate effectiveness of a strategic plan rests in its use as a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community. Operational execution of a strategic plan provides the following advantages:

- Articulates organizational priorities and stakeholder values
- Aligns workforce and resources around student outcomes
- Simplifies goal setting and decision making frameworks
- Aligns the Board, central office, and schools around a single set of goals and objectives
- Allows a unified vision and stakeholder values to filter through the system
- Allows flexibility to be responsive to unique culture and priorities
- Creates accountability for developing systems and processes outlined in the strategic plan
- Provides a communication vehicle to inform stakeholders about district initiatives

While the benefits of strategic planning are vast, many strategic plans fail to achieve desired outcomes in the implementation phase. A strategic plan that collects dust on a shelf and fails to be integrated throughout the district will not be successful. Every educator remembers a time when a research-based program failed to achieve its intended outcomes due to a lack of implementation fidelity, time, resources, support, or professional development. In the same way, strategic plans must be fully implemented and realized to have the desired impact on students.

The only way to ensure a successful implementation of a strategic plan is through strategic monitoring. This white paper contains the information and tools necessary to utilize your strategic plan fully, allowing for the realization of your district's desired future.

Strategic Planning Process Review

When utilized, a strategic plan framework aligns district resources with stakeholder values and priorities in order to guide key decisions and initiatives. The HYA Strategic Planning Process, detailed below, provides the district with actionable and measurable goals and a consistent communication vehicle. While the HYA Strategic Planning Process is provided as an example of the strategic plan development process, other research-based methods of strategic plan development should follow a similar pattern.



The current state of the district, stakeholder values and priorities, and external trends and environment are all systematically considered and incorporated.



The strategic planning process incorporates a mixed methods approach to develop a strategic plan based on sound research and stakeholder values.



The resulting strategic plan provides a plan with actionable and measurable strategic goals and a consistent communication vehicle.

Alignment

Strategic plans are the unifying wrapper for all goal setting and decision making in the district. The Board, central office, and schools align their plans based on the goals and objectives identified in the strategic plan. Strategies and initiatives may vary from school to school and department to department but should all support the ultimate aims identified in the strategic plan. Strategic plans are implemented over a three to five year plan, while Board goals, Superintendent goals, and School Improvement Plans are generally developed annually. Aligning annual goals to the district strategic plan provides continuity and allows for the accomplishment of multi-year initiatives.

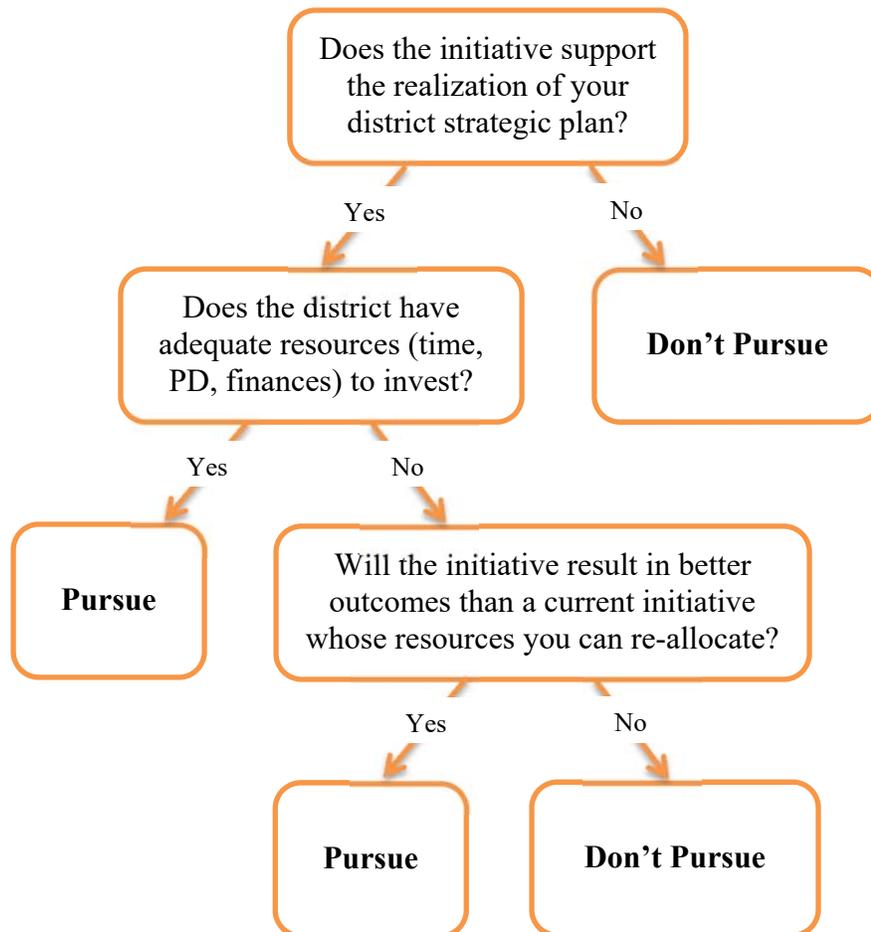
Aligning all goals to the strategic plan allows the vision and values identified during the strategic planning process to filter throughout the system, while also allowing school, department, and individual goals to be responsive to the unique culture and priorities at their respective level. For example, an elementary school may choose to support an objective around student engagement by integrating more arts in daily instruction, while a high school in the same district may increase student engagement by assigning freshman homerooms based on common interests to encourage the development of positive peer relationships. Both actions have the potential to increase student engagement, but by allowing each school to determine the method by which to accomplish the ultimate aim, the elementary school can be responsive to parents who are requesting more arts, and the high school can address parental and educator concerns regarding transition support for freshmen.



Decision Making

District and school leaders are bombarded with new ideas and initiatives. Every conference has insight on the best, new method for reading instruction or technology integration. All may be good potential initiatives, but implementing multiple changes at once strains employees and finances, limiting possible gains.

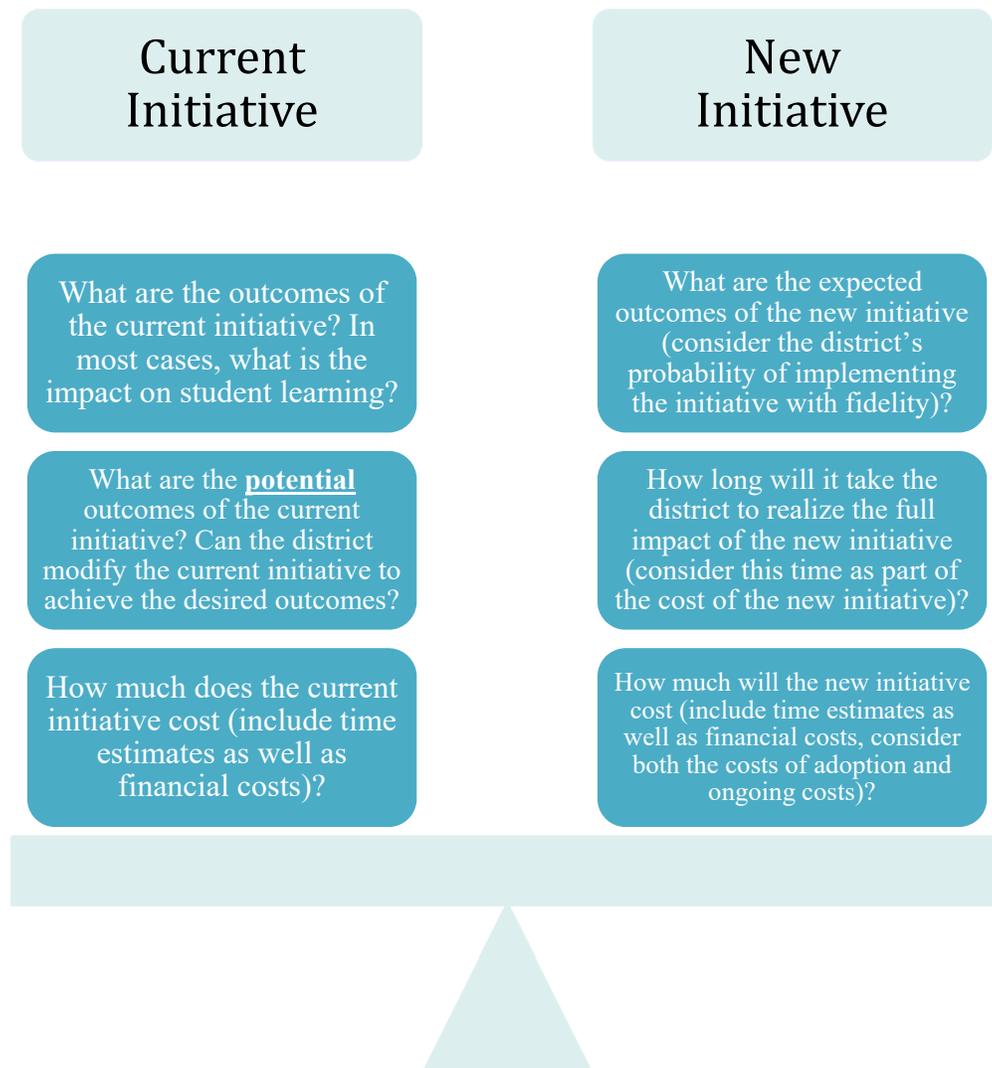
Aligning decision making to the strategic plan allows district leaders to allocate resources effectively, providing a system that prioritizes what matters most to stakeholders and has the greatest impact on student learning.¹ The district strategic plan and supporting documents provide a lens, such as the one detailed below, through which decision makers can evaluate whether a potential initiative is aligned with the district vision, values, and priorities and thus worth allocating resources to implement.



¹ Kaplan, R. S. & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. *Harvard Business Review*, 74(1), 75-85.

Decision Making (Continued)

Weighing the merits of a current initiative against the potential of a new initiative requires an understanding of the nuances of each program, as well as an understanding of the district organizational climate and culture. Before deciding, you may wish to consider the following questions.



Whichever initiative provides the greatest positive impact within the time and financial resources available should be adopted. Determining the impact and resource allocation necessary requires a thorough evaluation of both initiatives, which may include a review of student assessment, survey, focus group, interview, and financial data, as well as a review of academic literature.

Board Monitoring

To ensure continued focus on initiatives aligned with the strategic plan, ongoing monitoring reports are appropriate. Administrators are ultimately responsible for implementing the strategic plan. However, a review of implementation progress should be discussed at the Board-level on a regular basis. Board-level discussions should focus on macro-indicators linked to each goal area. Instead of reporting progress on each objective or action, two or three higher-level indicators per goal are recommended. The Board may also decide to track key performance indicators that are related to two or more goal areas.

Each Board chooses to monitor the implementation of their district's strategic plan differently, yet many districts utilize similar strategies for reporting progress to the Board and communicating progress to external stakeholders. Systems used successfully to monitor strategic plan implementation include:

- Dashboards
- Presentations
- Annual Reports

Each of the options is described in the following pages.

Dashboards

The Board can utilize a dashboard to monitor progress over time and to communicate district priorities and progress to the broader community. Dashboards promote transparency and public trust while also highlighting the effectiveness of the strategic plan.² The creation of a dashboard includes the identification, collection, and reporting of macro-indicators in order to communicate progress in the areas that matter most to stakeholders.

The efficacy of a dashboard lies in its ability to facilitate conversation and spur action. The primary purpose of a dashboard is not just to monitor progress but to instigate progress.³ An effective dashboard offers a look at the measures selected by the district to determine whether goals are being met. Ultimately, dashboard indicators operationalize the goal statements into key performance indicators, which are observable expected outcomes from successful implementation of the strategic plan.⁴

² Bryson, J. M. (2011). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement* (4th ed.). San Francisco, CA: Jossey-Bass Publishers.

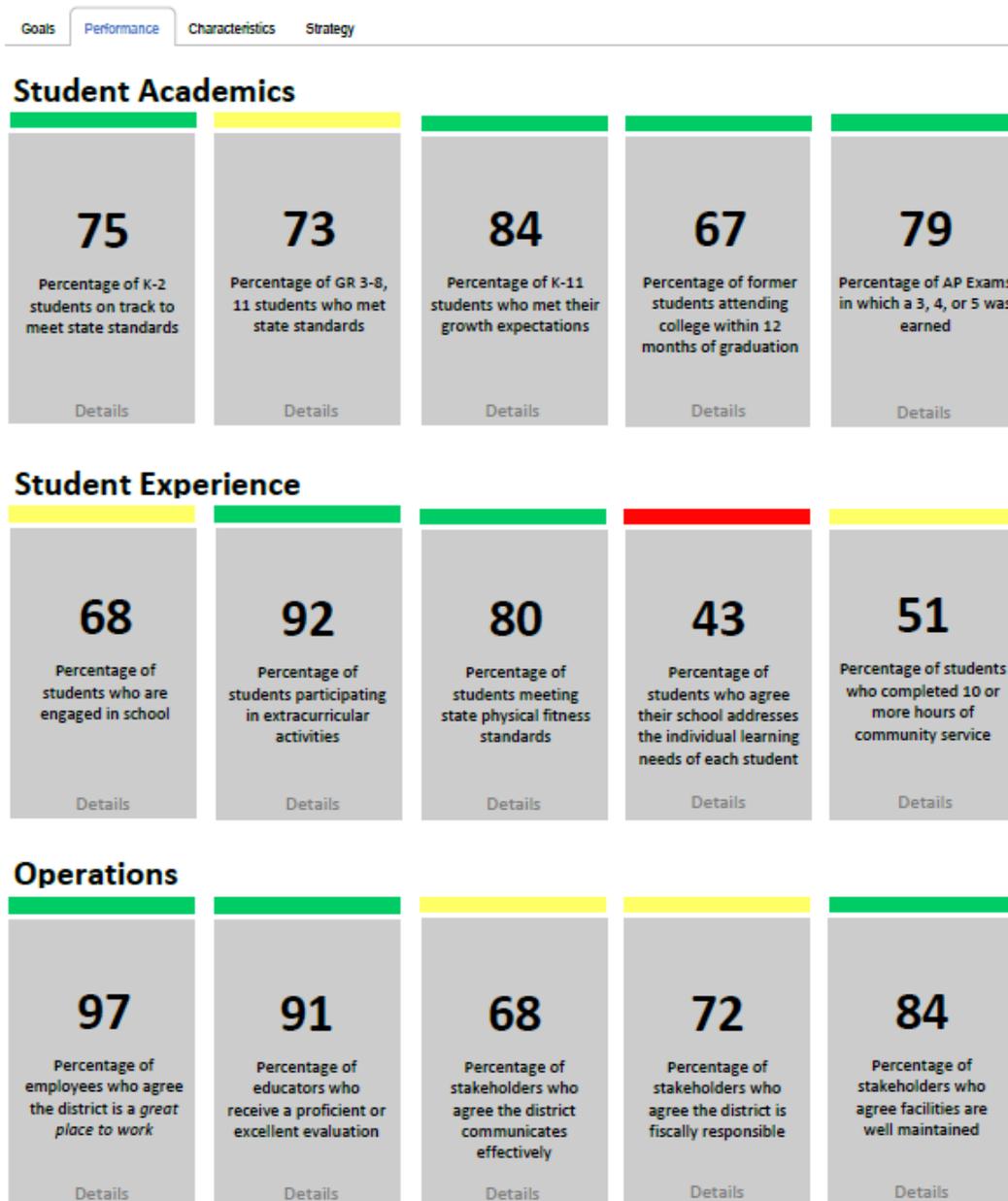
³ Cokins, G. (2012). A kit with a broken string: The balanced scorecard. *Strategic Management*. Retrieved from <http://businessfinancemag.com/blog/kite-broken-string-balanced-scorecard>.

⁴ Allio, M. K. (2012). Strategic dashboards: Designing and deploying them to improve implementation. *Strategy & Leadership*, 40(5), 4-13.

Dashboards (Continued)

The district may choose to mark some indicators as private, so only internal employees can view and monitor indicators that are sensitive in nature. These indicators may be important to the continuous quality improvement of the District.

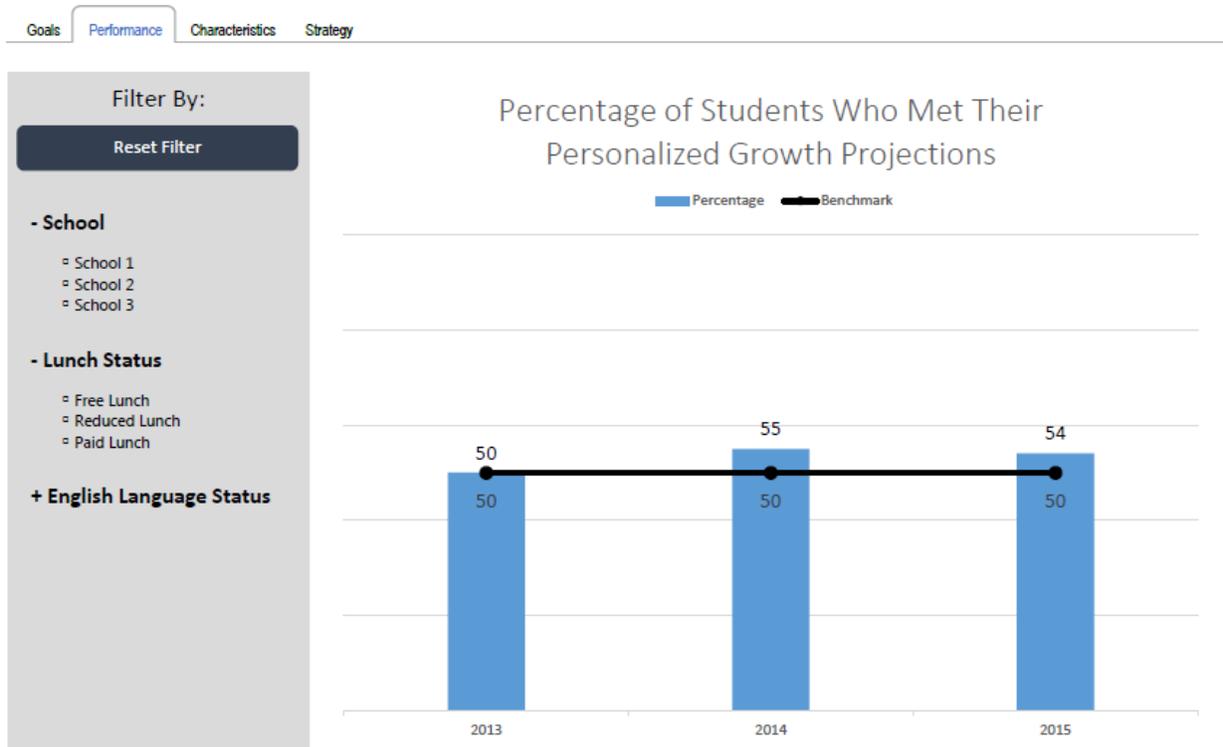
In the sample dashboard below, the district highlighted five indicators for each goal in their strategic plan (Student Academics, Student Experience, and Operations). The dashboard displays a color-coded snapshot of the current state of the district. Clicking on an indicator will provide additional details such as trends and benchmarks and also the option to filter results, as seen on the following page.



Dashboards (Continued)

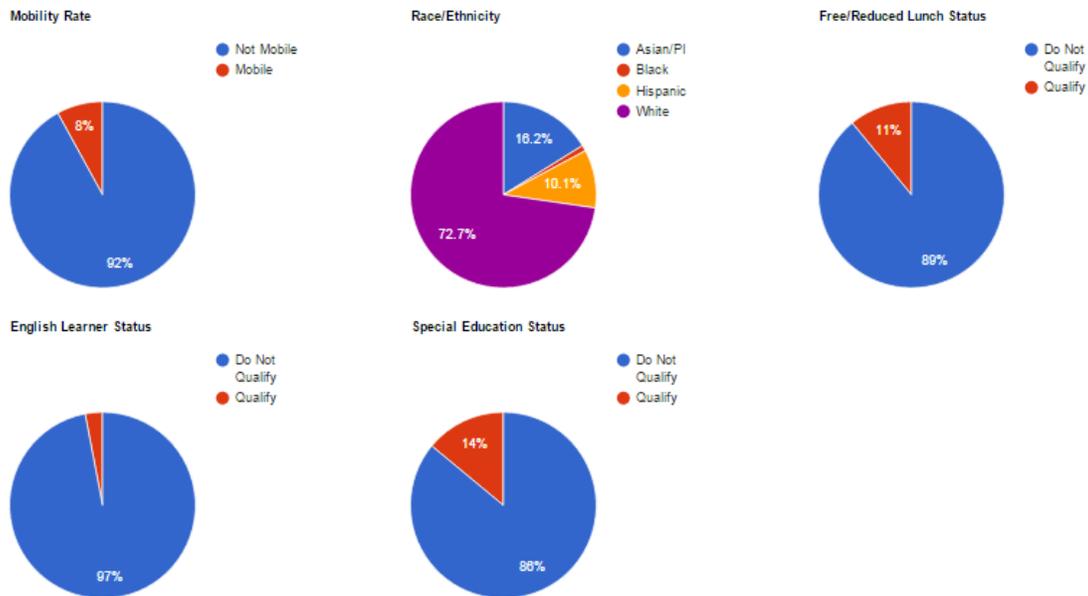
For instance, a district may choose to monitor and report the percentage of students who met their personalized growth projections as an indicator, as seen in the example below. The industry benchmark is 50, so district leadership decided their goal was to continue to surpass the benchmark in the years to come. Any rating at or above 50 indicates the district met its target. The district may view the trend of their progress over the years and utilize the information to make informed decisions.

By communicating the current state and benchmark, the dashboard becomes an effective communication vehicle for external stakeholders and monitoring tool for the Board.



Dashboard may also be used to communicate information regarding district characteristics (as seen below) and details about the strategic plan. A separate characteristics page allows the District to communicate important information about the District that leaders have little or no control over, while the performance page is limited to indicators the District intends to influence through their strategic plan.

Characteristics



The most effective strategic dashboards contain the following elements.

- Indicators are linked to each goal identified in the strategic plan.
- The district focuses on only the most important indicators for each goal.
- The district only reports indicators they expect to influence through successful implementation of their strategic plan.
- A benchmark or comparison group is provided for context.
- Charts are simple and easy to understand.
- Text explanations are available for those interested in learning more.
- The dashboard is available online for easy access.
- There is a link to the dashboard on the district website, making access convenient for stakeholders.

Presentations

Presentations at regular intervals can also facilitate effective Board-level monitoring of a strategic plan. The administrative team and responsible persons identified in the strategic plan implementation or action plans should be asked to update the Board regularly regarding progress. Presentations can be integrated into the agendas of monthly Board meetings or quarterly special sessions can be scheduled.

For efficiency, the Board should establish a rotating schedule so progress towards each goal is reviewed at least once throughout the school year. If monthly presentations are feasible, the Board may ask the administrative team to highlight a different objective or specific initiative at each meeting. Quarterly meetings are conducive to presentations across an entire goal area. For most effective use, copies of presentations should be provided to the Board prior to the meeting, so they can review content and prepare questions. Presentations can be used in conjunction with dashboards or as a stand-alone strategy.

The most effective presentation strategies utilize the following guidelines.

- Regular opportunities for presentations are scheduled throughout the school year.
- Each presentation focuses on a specific goal area, objective, or initiative.
- Presenters familiar with each topic, such as the responsible person identified in the action plans, are invited to speak.
- Board members are provided copies of the presentation prior to the scheduled session, which they use to review findings and formulate questions.
- Time for questions and discussion is allocated during or following the presentation.

Annual Reports

Distributing an annual report to the Board regarding strategic plan implementation allows for a review of progress. Annual reports can also be distributed to external stakeholders to communicate district priorities and the results of strategic plan implementation to the broader community. Annual reports should be utilized with dashboards and/or presentations to provide a high level overview that complements the regular discussion of progress prompted by dashboards and presentations.

Since many districts already distribute annual reports, alignment with the strategic plan is an efficient reorganization measure that utilizes existing communication sources to accomplish an additional aim. For instance, a district with four goal areas – one each around academic achievement, the teaching and learning environment, communication, and resource management – can create a section for each in their annual report and organize the information they wish to communicate accordingly.

The most effective annual reports utilize the following guidelines.

- Organize the report around the strategic goal areas.
- Include the mission, vision, and guiding principles.
- Communicate with the audience in mind, excluding education industry jargon.
- Share the impact on students by including student stories and pictures of results in action.
- Include information on the financial impact.
- Provide information on how to access more information (e.g., dashboard and/or presentations).
- Provide a means through which stakeholders can ask question or provide feedback.

Administrative Monitoring

It is ultimately the administration's responsibility for implementing the district's strategic plan. A review of over 1,000 articles of effective implementation identified the following precursors to success.⁵

- Provide appropriate, coordinated, and frequent training and coaching.
- Evaluate the process and outcomes.
- Utilize evaluation results to improve processes.
- Involve stakeholders in the selection and evaluation of initiatives.
- Ensure resource allocation and policies support implementation.

Action Planning

As the individuals responsible for implementing the strategic plan, administrators should develop a monitoring approach that includes detailed timelines and progress reports linked to school improvement, individual goals, and metric tracking. Research indicates that implementation plans that take a long-term view and build upon prior successes over time are more effective than implementation plans that attempt to achieve every objective all at once.⁶ The sample action plan on the following page incorporates the following areas:

Metrics - Reflects the extent to which the goal or objective has been implemented

Actions - Specific set of actions that will be used to accomplish an objective, must be clearly defined and measurable

Responsible Person - Identifies the individual person who will be responsible and held accountable for the execution of a specific action

Timeline – When over the course of the strategic plan will the action begin and end, include any other relevant milestone dates

Resource Allocation - Identifies resources (e.g., financial budget or percentage of personnel time) required to complete the action

⁵ Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental health Institute, The National Implementation Research Network (FMHW Publication #231).

⁶ Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental health Institute, The National Implementation Research Network (FMHW Publication #231).

Sample Action Plan

Goal	Metric*	Objective	Actions**	Timeline	Responsible Person	Current Resources	New Resources
Maximize the academic achievement and personal growth of each District student.	Percentage of students meeting or exceeding growth projections (Target: 70%)	Provide a comprehensive and innovative K-12 program designed to meet students’ diverse needs and interests.	Expand AP course offerings in 9-12	Fall 2016	HS Principal	\$300,000	Tests, Resources, Teacher Training, Curriculum Writing (\$70,000)
		Guarantee delivery of high quality instruction to ensure the college and career readiness of all students.	Provide appropriate instructional technology in all learning environments	Annual	Director of Technology	\$170,000	TBD after review
Ensure fiscal stability and appropriate resources for programming and facilities.	Moody’s rating (Target: AAA)	Effectively manage district resources to maintain the fiscal health of the District	Review budget monitoring systems to ensure continued prudent financial management.	Annual	Business Manager (BM)	\$20,000	None
Ensure a climate and culture to sustain excellence.	5Essentials score (Target: Well Organized)	Establish positive and collaborative relations between internal and external stakeholders.	Conduct surveys and focus groups with external stakeholders.	Fall 2015	Community Relations Director	None	\$20,000
		Inspire community-wide confidence and pride in our schools through engagement, partnerships, communication, and celebration of district accomplishments.	Increase partnerships with businesses and educational organizations in the broader community	Fall 2017	Superintendent	None	\$5,000

* Although each metric on this page is linked to a single goal area, the district may choose to track a metric that measures the realization of two or more goals.

** Some objectives require more than one action to accomplish the desired outcome, however in order to provide the most diverse set of sample possible on this page, only one or two action were presented for each objective.

Performance Management System

Consistent feedback and employee commitment are essential to successful implementation.⁷ Both can be accomplished through an aligned, effective performance management system. Administrators must ensure the responsible persons identified in the action plans are on-track to accomplish their assigned actions. Individual goals and responsibilities linked to the strategic plan should be reviewed at goal setting meetings, progress monitoring, and annual personnel review meetings.

Face-to-face time with employees to support and discuss initiatives results in more successful implementation.⁸ Meeting with employees regularly not only supports the employees' personal and professional development but also enhances school effectiveness and the implementation of new initiatives.

Change Management

Inspiring change in others is an ongoing process. The challenge is not in the people themselves but in convincing them there is an issue that necessitates change and that the proposed plan is the best way to address that issue.

Leadership commitment is essential to effective change management and can be demonstrated in the following ways.⁹

- Set and communicate explicit goals
- Operationalize implementation policies
- Inspire, guide, and provide direction to employees
- Recruit, develop, and retain employees in alignment with the vision
- Involve stakeholders appropriately in the decision making and implementation processes
- Commit ongoing resources and support

⁷ Hrebiniak, L. G. (2006). Obstacles to effective strategy implementation. *Organizational Dynamics*, 35(1), 12-31.

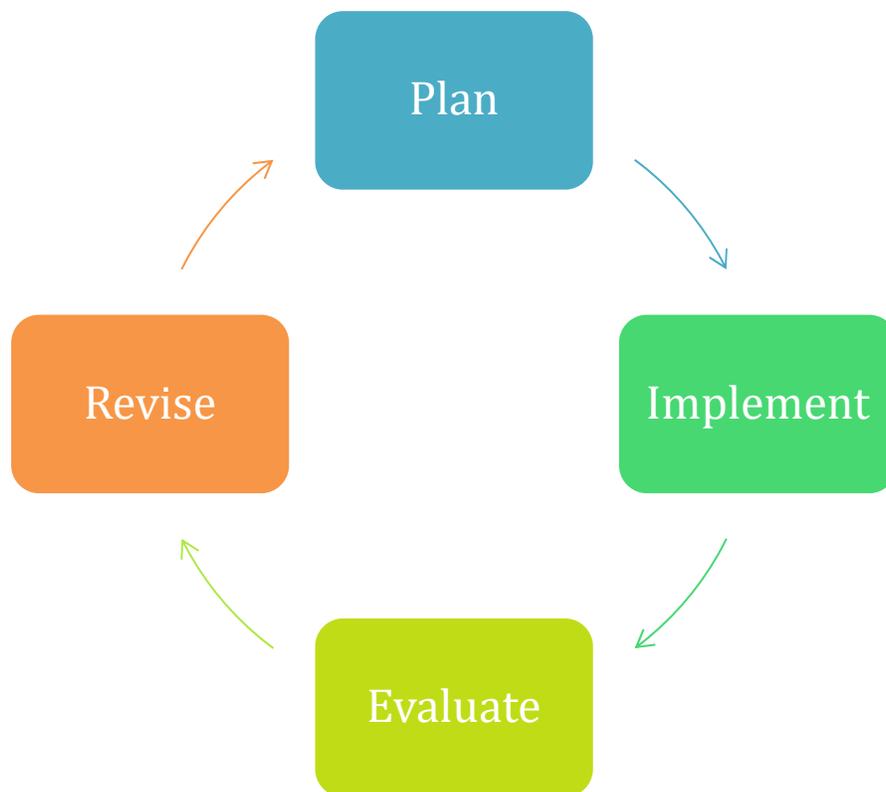
⁸ Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental health Institute, The National Implementation Research Network (FMHW Publication #231).

⁹ Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental health Institute, The National Implementation Research Network (FMHW Publication #231).

Continuous Improvement Framework

Successful implementation requires effective processes. Process is especially important because the intended outcomes may not be visible until initiatives are fully implemented.¹⁰ For that reason, it is important to monitor processes as well as outcomes, especially in the early stages of implementation.

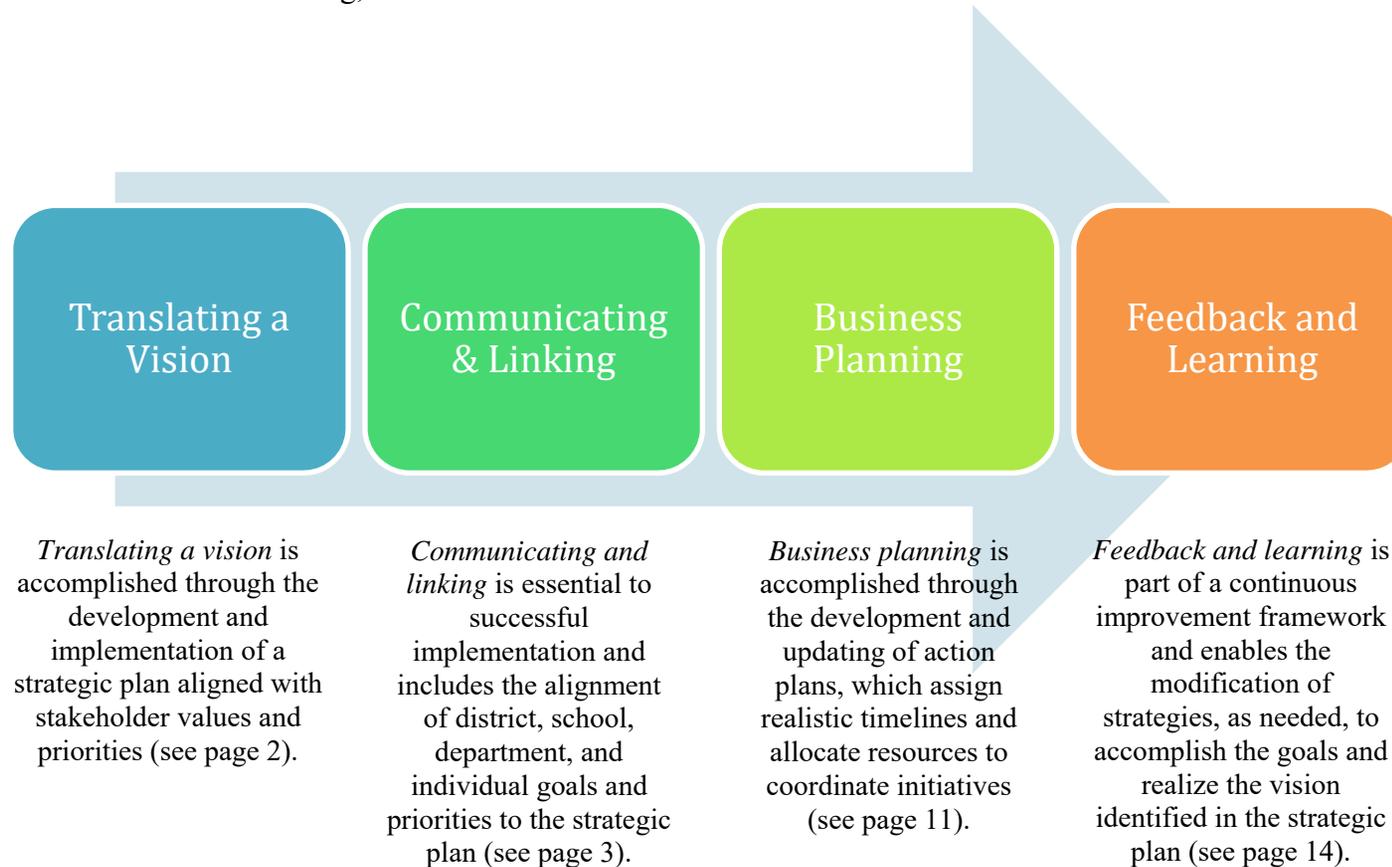
There are four main acts in the continuous improvement process: plan, implement, evaluate, and revise. Just as developing a strategic plan only leads to more effective decision making if implemented, evaluating a program or initiative only leads to better results if the information gleaned from the evaluation is utilized.



¹⁰ Fixen, D. L., Naom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental health Institute, The National Implementation Research Network (FMHW Publication #231).

Balanced Scorecard¹¹

A balanced scorecard is a tool used throughout the private sector to monitor strategy. Although developed for corporations, the prevalence of its use has resulted in the development of effective strategic management systems that are consistent with the implementation processes and strategies discussed previously. A balanced score card and the linked strategic management system detailed below and can be adapted are aligned with the implementation strategies discussed previously and can be adapted and used as a tool for administrative monitoring, if desired.



¹¹ Kaplan, R. S. & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. *Harvard Business Review*, 74(1), 75-85.

Conclusion

Realization of your district's desired future begins with the development of a strategic plan, but it is the ongoing planning, implementation, and monitoring that creates that future. Full implementation of a strategic plan incorporates the alignment of goals, planning process, and decision-making, while ongoing monitoring and support at the Board and administrative levels are essential to support a continuous improvement process and effective change management. Strategic monitoring is a multi-faceted, challenging process, but when mastered can have a profound effect of students' educational experience.

More Information

To learn more about strategic monitoring or discuss how the HYA Strategic Planning Process can help your district realize its vision, please contact ECRA Group at 847-318-0072 or via email at questions@ecragroup.com.



DESCRIPTIVE STATEMENTS FOR EFFECTIVE CONTINUOUS IMPROVEMENT PLANNING

Updated November 2021



These descriptive statements were co-developed with the Ministry of Education and sector volunteers from FNEsc, BCSTA, BCASBO, BCPVPA, and BCSSA. They are intended to be used as a formative guide for ongoing reflection and planning to enhance student learning for all students. These descriptive statements will be adjusted over time as we reflect and learn more about effective strategic planning and continuous improvement.

We are learning to do our work with a distinction-based approach. In these documents and through our work, we are striving to acknowledge the distinct histories, interests and priorities of Indigenous populations. We are committed to listening, seeking to understand and seeking consent as we continue to learn.

Throughout our documents the term Indigenous peoples and communities is defined as including First Nations living on reserve, Métis, Inuit, urban Indigenous populations, and First Nations members who live in B.C. but whose Nation is outside of B.C.



DRAFT

Effective Continuous Improvement Planning – Descriptors

1. Adapted Plans with Adjusted Strategies

Implement the adapted strategies within their annual implementation plans and communicate the adjustments to ensure:

1. A collaboratively developed and responsive professional learning plan continues to directly impact student learning;
2. Plans have a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities;
3. Ongoing alignment of operational plans (e.g. Financial, Human Resources, Information Technology) with Strategic Plan goals; and,
4. Description of how resources are being used.

2. Strategy Effectiveness

Monitor and reflect on the effectiveness of their strategies for improving student success by ensuring:

1. Iterative cycles of reflection and revision of all district operational plans (e.g. Financial, Human Resources, Information Technology) happen over time each year;
2. The district has considered previously implemented strategies on achieving the student learning objectives using triangulated evidence; and
3. The district has an effective, strategic engagement and communication approach with Indigenous Peoples and Communities, community partners, families, staff, and students.

3. Review and Interpret Results

Review, analyze, and interpret results to determine areas of focus for the annual implementation plan, ensuring:

1. Engagement with Indigenous peoples and communities, students, school communities and local communities;
2. Data sets include evidence from Local Education Agreements, Enhancement Agreements, and Equity Scans;
3. The inclusion of quantitative, and qualitative sources of information;
4. Provincial, district and classroom level evidence are used, including the data specific to the Framework Policy;
5. Disaggregation of the data to understand inequities, with special attention to Indigenous students, children and youth in care and students with disabilities or diverse abilities;
6. Trends over time and cohort data are analyzed;
7. Current contextual information (e.g. current research, provincial direction, Truth and Reconciliation, etc) is considered;
8. Consideration has been given to validity, reliability, completeness, and consistency; and,
9. A description of the district's data analysis and area(s) of focus for District's annual implementation plan.

4. Adapt Strategies to Meet Objectives

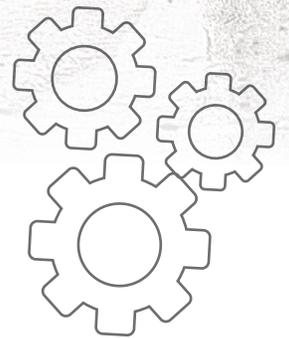
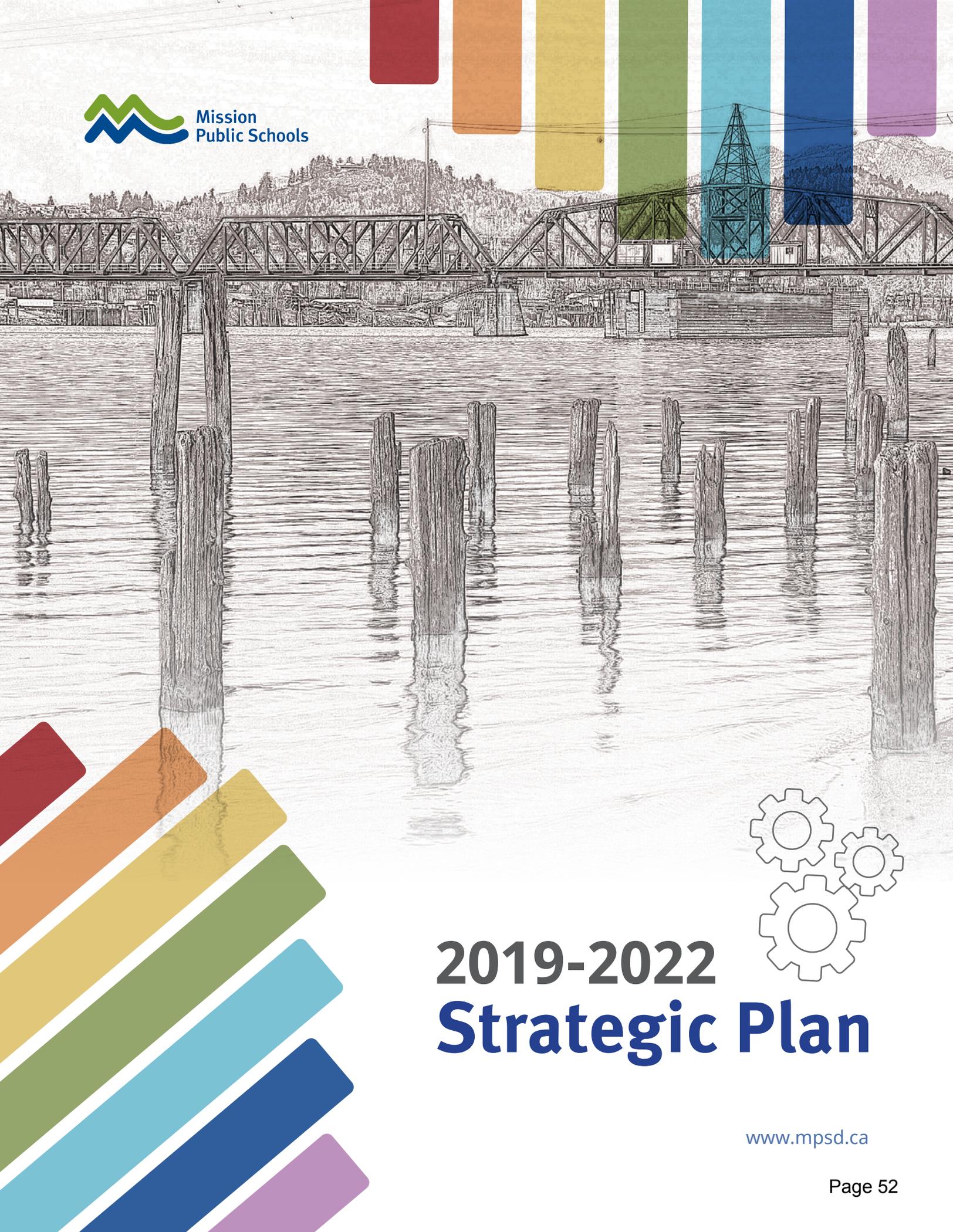
Continue to establish strategies and measures that:

1. Focus on the concept of the Educated Citizen using research-based strategies that are known to be impactful and are consistent with the provincial curriculum;
2. Demonstrate a broad scan of evidence of student learning, including an examination of system inequities in student achievement;
3. Demonstrate progress toward the student learning goals through implementation of the strategies;
4. Maintain a clear focus to enhancing inclusion and equity;
5. Maintain a clear alignment with Local Education Agreements and Enhancement Agreements
6. Predict to enhance the daily experiences of the students and support their learning; and,
7. Include a supporting professional learning plan to build collective efficacy of staff and leaders at the district and school levels.

5. Finalize School and District Adapted Plans

Use their annual review, analysis, and interpretation of findings to align school plans and operational plans (Financial, Human Resources, Information Technology)

1. Show a clear link to evidence of student learning;
2. Maintain a clear focus on enhancing equity and inclusion;
3. Support progress toward goals identified in the Ministry of Education' Policy for Student Success;
4. Maintain a clear alignment with Local Education Agreements and Enhancement Agreements;
5. Adequately allocate resources to implement the evolving educational implementation plan; and,
6. Align with local contexts (school and district level).



2019-2022 Strategic Plan

www.mpsd.ca

Acknowledgement

We begin our Strategic Plan by **acknowledging and honouring** the traditional territory and history of the Stó:lō people. **We acknowledge and honour** the four traditional territories of the following First Nation communities:

Leq'á:mel First Nation
Matheqwí First Nation
Qwó:ltl'el First Nation
Sq'éwlets

Mission Public School District **appreciates the vital role of All First Nations, Inuit, and Metis** peoples, groups, and associations, residing within the school district. **We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.**

NOTE We are currently collaborating with Halq'eméylem speakers to translate this acknowledgement.

Leq'á:mel First Nation



Matheqwí First Nation



Qwó:ltl'el First Nation



Sq'éwlets



Board of Education



Back Row (L-R)
 Trustee Julia Renkema
 Trustee Tracy Loffler
 Trustee Shelley Carter

Front Row (L-R)
 Trustee Randy Cairns
 Trustee Rick McKamey

The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the operating and governance framework for the organization and is accountable to the Ministry of Education, the public, and education partners. The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for

meaningful dialogue and quality inclusive learning environments that will result in greater success for our students.

This document details the Board’s objectives for Mission Public Schools to:

- Support Honouring Culture and Territory
- Focus on being Future Oriented
- Promote Student Centred Learning
- Create Effective Learning Environments
- Build Quality Teaching and Leadership

The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.

The Board’s specific goals for each objective can be found further on in this Strategic Plan and are intended to ensure that Mission Public Schools continues to be a fantastic place to learn, work, and grow.

Our Vision

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history.

We are dedicated to honouring student voice and empowering our students to reach their potential.

Our Values

- Working Together*
- Lifelong Learning*
- Thinking Beyond Today*
- Doing the Right Thing*



Honouring Culture and Territory

Mission Public Schools is privileged to exist on the unceded, traditional, and shared territories of the **Leq'á:mel**, **Matheqwí**, **Qwó:ltl'el**, and **Sq'éwlets** peoples. We are cognisant of this debt, and our obligations to work with First Nations partners in the best interests of their culture and people.

Mission Public Schools understands that it has additional obligations for reconciling with Indigenous communities as we are conscious of the presence of a former residential school, St Mary's, in Mission.



GOALS

1. Achieve equitable education outcomes for all Indigenous students in Mission Public Schools
2. Expand Halq'eméylem language and embed it throughout the school system
3. Embed Stó:lō Culture into all schools
4. Expand knowledge of contributions made by Metis and Inuit communities, community members and Knowledge Keepers



STRATEGIES

1. Provide resources and professional growth to develop an understanding of Indigenous history, worldviews, and perspectives
2. Provide a variety of opportunities, resources, and/or supports for students of Indigenous ancestry
3. Continue to participate in the [Equity Scan](#)
4. Continue to work with rights holders
5. Continue the work to develop an Indigenous Language Education Policy
6. Embed Indigenous world views and tools in future decision making



MEASURES

1. Percentage of students learning Halq'eméylem
2. Six-year completion rates
3. Siwal Si'wes Sense of Belonging Survey
4. Student connection data collected through AIMS
5. Indigenous **How Are We Doing?** report and the Siwal Si'wes Annual Report

Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment.

Mission Public Schools recognizes that students need the skills to be flexible, adaptable, and resilient in the real world. Our education system will enhance our efforts to prepare all students for lifelong learning, the use of technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.



GOALS

1. Strengthen support and services for learners to address shifting learning requirements
2. Embrace diversity in a complex and ever-changing global society
3. Advance and embrace environmental stewardship and sustainability
4. Promote environmental stewardship, sustainability, and Indigenous World Views



STRATEGIES

1. Utilize contemporary teaching practices to encourage student critical and creative thinking
2. Embed Indigenous world views in future decision making
3. Provide contemporary technology and tools to assist and enhance learning and skill development across all curricular areas
4. Encourage programming that exposes students to the local and global community
5. Collaborate with community partner organizations, agencies, and Elders



MEASURES

1. Report how technology is used in the learning environment
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Middle Years Development Instrument (MDI) Survey
5. Report on environmental stewardship and sustainability

Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning. (Ministry of Education, 2019)

We believe in the importance of educating the whole student “where a student has the right to manage decisions and choices, to control positive outcomes in their learning.”

— *Leyton Schnellert and Shelley Moore 2020*



GOALS

1. Create positive learning experiences that support literate and numerate students
2. Provide choice of how, when, and where student learning takes place
3. Foster collaborative learning environments



STRATEGIES

1. Develop student understanding and ownership of their learning process
2. Provide resources for personalized learning/ programs of choice
3. Support social and emotional learning (social awareness, self-awareness, responsible decision making, self-management, relationship skills)
4. Apply trauma informed practices



MEASURES

1. Utilize appropriate academic assessments
2. Evidence of student participation in their learning, satisfaction on flexibility of choice; various student engagement opportunities (What am I learning and why is it important? How is my learning going? Where to next with my learning?)
3. Enrolment statistics
4. EDI/MDI Reports
5. Indigenous Student Connectivity Survey
6. Presentations or reports on how diverse learners are being supported

Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests. We recognize that everyone can make meaningful contributions to the school community.

We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something...Inclusive education relies on the diversity of its ecosystem, to not only promote coexistence and tolerance, but to thrive on the learning and interaction of each person in the community.

— Shelley Moore



GOALS

1. Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments
2. Recognize that diversity in the school community benefits all and ensure students are meaningfully included in the learning environment
3. Ensure every school is accessible so that full participation is possible
4. Build an environment that respects differences in gender, family structures, worldviews, and abilities



STRATEGIES

1. Further the progress of inclusive teaching strategies
2. Develop a district wide mental health strategy (Trauma Informed Practice, Social Emotional Learning, and Mental Health Literacy) in collaboration with external organizations
3. Create a plan to assess and improve physical accessibility and inclusivity at every site
4. Improve technology and resources to foster modern learning environments



MEASURES

1. Inclusive Education *How Are We Doing?* Report
2. Accessibility Certifications (External, Internal, and Student Rated)
3. Evidence of student voice in the planning of their Individual Education Plan
4. Evidence of collaboration between classroom teachers and resource teachers and therapists
5. Report on the use of resource rooms and learning structures

Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives.

Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. (Ministry of Education, 2019)



GOALS

1. Hire and retain highly competent and diverse staff in all positions in the School District
2. Increase employment of persons of Indigenous ancestry in all positions of the School District
3. Support all staff to adapt to the rapidly changing educational environment and students' needs



STRATEGIES

1. Maintain high standards for recruitment and retention
2. Utilize Special Program of the Office of the BC Human Rights Commissioner
3. Support Growth Plans for Educational Leaders
4. Provide professional learning and collaboration opportunities for all staff
5. Continue staff mentoring, leadership, collaboration, and professional learning opportunities



MEASURES

1. Participation in Professional Learning Opportunities
2. Ongoing Professional Growth Plans and/or staff evaluations
3. Reporting on hiring, retention rates for staff
4. Annual Employee Feedback



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*Mosaic River of Belonging displayed at Heritage Park Middle School.
Salmon Carvings created by Squamish Carver **Peter Gong**.
Art work and design created by students and staff.*

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

**January 11, 2022, 3:30 pm
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler
Vice-Chair, Randy Cairns
Trustee, Shelley Carter
Trustee, Julia Renkema
Trustee, Rick McKamey (arrived 3:45 pm)
- Staff Present:** Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana MacLean
District Principal of Indigenous Education, Vivian Searwar
Director of HR, Tina Phelps
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** MTU Vice President, Shannon Bowsfield, Mentor Teacher,
Jennifer Lane, DPAC Chair, Cheryl Blondin, Indigenous
Mentor Teacher, Peggy Janicki, Principal, Angela Condon,

1. CALL TO ORDER

The meeting was called to order at 3:32 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

3.1 HR Department Update

The Director of Human Resources provided an update on the HR department's happenings. Items discussed included:

- Special exemption for teachers with Indigenous background,
- Staffing,
- Education fairs are still virtual,
- Communication and training on new processes.
- Technology - new way to access job postings, streamlining the process

- Onboarding/orientation for new employees, shared equity language guide, disability language guide.
- Provincial policy guidelines are being updated
- Bargaining is in session, CUPE bargaining coming up.

Only the new specific positions ask staff to self-identify indigenous ancestry. Trustee Cairns suggested promoting the specific positions requiring Indigenous ancestry.

3.2 Authentic Library Resources (P. Janicki, J. Lane)

Jenn Lane, Virtual Teacher Librarian, works with Peggy Janicki, Indigenous Mentor Teacher. Policy and Procedures have language about resources that are inclusive, support Reconciliation and promote Diversity in children's books. The goal is to have a 6% representation of Indigenous characters and provide the most accurate information while reducing further harm.

Many non-indigenous authors have written stories, published books with stories, without permission. The stories are copyrighted by Indigenous families/sources. (Example: Raven by Gerald McDermott: Example from Dr. Jan Hare, UBC)

The Mentor Teachers are moving along, heading towards the middle of the project. This initiative is a 3-5 yr plan to complete. The students should have a choice in what they are reading. The collection contains approximately 8000 resources. So far, over 300 authors were identified and removed, were authorized to be recycled, not donated further.

A question was asked if any of the books can be donated? Or do they have to be recycled? Novel sets with hurtful stereotypes or racism were removed. Some individual novels can still be used by a school library, but not the SWSW library.

Trustees would like access to the slide presentation and asked if the 6% indigenous character representation goal is for our community? It is a typical practice. Is there a way to have a publisher aware if the content is authentic? Trustees and DPAC would like to help and will welcome suggestions.

The PowerPoint presentation has been shared provincially at the Pro-D day, and our Mentor Teachers are leading the way for all Librarians. Do other school districts get the list of the books that "have been put under the sink?" Each SD is on its own journey. The list is not shared publicly. "*Touching Spirit Bear*" - not recommended, not an authentic piece. This book was written out of humility. No request to remove from the curriculum has been made to teachers. The list was shared with teacher-librarians in Mission and alternatives have been offered. The Mentor Teachers are not directing teachers to choose resources.

4. CURRICULUM

4.1 Monthly Curriculum Update

The Assistant Superintendent shared plans for Continuity of Learning, including possibilities to pivot if needed due to functional closures. Some schools/classes may need to move instruction temporarily online (for a week at a time if needed) due to staff shortages.

Staff is focusing on connection, relationships, community, an opportunity for challenge, curiosity and inquiry.

SD75 is using Teams, My Blueprint, Scholantis if online. No longer using Google Classroom or ZOOM.

A question was asked if we are keeping up identifying students' IEP goals/needs? We do not want students falling through the "cracks". We are still focusing on IEP goals, starting where the students are at. We cannot barrel through a generic curriculum and leave students behind. Everybody seems to be dealing with some delay at this point in time. Globally, we are losing pace. There is a backlog of testing to be done in the community. More EAs have been hired. We are focusing on learning, not on completing a task.

The Board Chair indicated that we need to have specific conversations about the Elementary, Middle, and Secondary schools, sector-wide. There are structural differences.

The Superintendent advised that optional templates for teachers were provided to use for planning for continuity of learning. Elementary VS Middle VS Secondary. Graduation and pressures to meet certain levels are still present, even though delays are experienced globally.

5. UNFINISHED BUSINESS

5.1 Child Care Policy

MOVED and Seconded THAT the draft Child Care Facilities Policy be reviewed based on the formal public engagement feedback, be updated as necessary, and forwarded to the Public Meeting in January to be considered for approval.

CARRIED

A comment was made about hours of service and that Daycare Licensees should be open 6:00 am-6 pm to accommodate people commuting.

Policy, Item 5: The Board will assess,, - There is an ongoing need for childcare, people are on waiting lists. A survey should be sent out for local stakeholders and staff, to see what the actual need is.

P. 10: 12.1 Description of direct/indirect costs: 3 of 4 licensees are for-profit, being charged business rate. We should show the calculation of fees based on location (urban vs rural area)

Leasor – we should list how to submit grievances, concerns, what we (Board/SD75) are responsible for.

The Secretary-Treasurer provided, that she reached out to the City of Mission to begin discussion on conducting a survey on Childcare. Once the policy is in place, the cost structure will be reviewed. The current cost structure does not reflect the new policy.

A question was asked about P.10, 11.3 d - access to learning opportunities.... do we need to have language about outdoor time or portables at certain locations in the future, to accommodate needs?

A question was asked about the cost of opening school earlier?

A question was asked about P. 7 - Assess the need for childcare - what is ongoing assessment? Childcare has always been important and needed. The government needs to be more proactive to make sure the board can fulfill the mandate. Do we have staff to do this work every 6 mths/year?

Language from the Ministerial order - policy promotes the use of the property for childcare. The Secretary-Treasurer discussed that we do not have capacity or staff, and foremost, we do not have the space. We need to work hand in hand with the City. Periodic assessment should be done, jointly with the City.

BCSTA: has heard the sector loud and clear, that there is not enough staff and capacity. Ministry of Children will soon fall under the Ministry of Education purview. We can continue to adapt the policy in the future as needed.

5.2 Student Clothing Policy

MOVED and Seconded THAT the draft Student Clothing Policy be reviewed based on the formal public engagement feedback, be updated as necessary, and forwarded to the Public Meeting in January to be considered for approval.

CARRIED

Eliminating procedure: there will be one policy for all, providing direction. A comment was made to add a line that applies to all schools except Hillside.

5.3 Employee Service Recognition Policy

MOVED and Seconded THAT the draft Employee Service Recognition Policy be reviewed based on the formal public engagement feedback, be updated as necessary, and forwarded to the Public Meeting in January to be considered for approval.

CARRIED

A comment was made that some employees have been in MPSD for some time. Is this a new recognition? Is this going to be retroactive? The 10-yr mark may have an overlap. We are catching 9 years at once.

A comment was made to recognize staff for their loyalty. We are acknowledging the employees and the job they do. A suggestion was made to give a District pen for 5-yrs mark. A possible amendment could be introduced at the Board Meeting. A 5-yr interval could be inserted if directed.

- 5.4 Financial Planning, Financial Progress & Performance Reporting Policy
MOVED and Seconded THAT the draft Financial Planning, Progress and Performance Reporting Policy be reviewed based on the formal public engagement feedback, be updated as necessary, and forwarded to the Public Meeting in January to be considered for approval.

CARRIED

A question was asked if the Ministry is providing a template when mandating this type of reporting. No templates will be provided, other than the Budget Bylaw which is standard. Additional financial information reports are not mandated. Ministry is recognizing that each SD has some unique characteristics. Each SD reports differently. SD75 is trying to find the right mix of information so that people read it. BCASBO is providing some templates and resources. Some districts do multi-year financial planning, but we do not have the resources in the Finance department to prepare indepth plans across multiple years.

- 5.5 Policy Reviews

A comment was made to unify the formats of the dates in the summary. The policy is the work of the Board, but the Board work is continuous and may span across to the next Board.

A comment was made that the Trustee code of Ethical conduct should be updated/reviewed, as it can be a helpful guiding document for the new elections.

6. STAFF REPORTS

- 6.1 Continuity of Learning

The Superintendent introduced continuity of learning plans for possible functional closures when teachers/students may be sick. We need to be flexible and adaptable quickly.

Functional closure - staffing shortage – we are unable to provide in-person instruction.

Medical closure - unlikely to happen, as Omicron is spreading and evolving much faster.

25% absence in small schools vs large schools - staffing is very different
Differently observed in the employee groups - Continuity: if we do not have enough bus drivers? Not enough BSWs? CSWs? Teachers away?

If a school becomes very short of staff, the school can move into online learning mode for a week.

Complications arise when other schools have similar problems. Are teachers well enough to return to work after a week? The plans will differ from site to site.

How does instruction happen after? Middle/secondary - scheduled instructional meetings.

A question was asked about student/staff attendance so far. There has been some staff shortage at the Middle schools. Attendance at school - 10-20% are away.

A question was asked about the accountability when a school is functionally closed? Is the accountability coming from the Principal? Yes. Day 1, figuring out what will be done, day 2, instruction. Most Principals have been consulted.

Masks: about half the kids showed up without masks. Staff handed them out. The consumption of masks by the SD is significant.

Elementary/Middle schools are very different - parents claimed that they were inundated with teachers reaching out to them.

Teacher in charge - covering class, reaching out to colleagues, etc.

7. NEW BUSINESS

7.1 Social Media - Derogatory and Harassing Comments

The Superintendent opened a discussion on comments on Social Media. It is very challenging to navigate through the online world. One staff member resigned due to negative commentary online.

There is behaviour that may have been acceptable in the past, that is not acceptable now.

A comment was made that teachers become victims of rampant, negative comments online. When the admin is supportive of the teacher, staff appreciate the support. Online groups, such as Mission Neighbours are not an area we can control. Admins need to be supportive of the staff.

Social Media platforms - parents can be very cutting and mean. There is some communication breakdown, where people feel that it is ok to use derogatory language online. There should be a protocol followed.

Some comments were aimed at ESWs, YCWs, and others. A suggestion was made that we need to act in a respectful manner and resolve differences constructively. Respectful School District – can we be holding everybody accountable?

A comment was made to introduce the Safe & Caring Schools policy: Can we put this policy as a guide on conduct on our social media platforms or provide protocol on who to contact if someone has a concern?

DPAC - PAC perspective - social media to be used as an information-sharing platform, not a discussion. Working on some social media strategies and information for parents in a more positive atmosphere.

A question was asked if anyone reaches out to the Admins of the platforms to block the negative discussions. Often, they are complied with, but not always. We can block commentary on posts. We all have to be cautious on all social media platforms. Bullying and intimidation are never ok.

The Secretary-Treasurer provided that we can create marketing material to educate people about respectful behaviour. We can do a good marketing campaign on social media for engaging everyone to change their behaviour.

Some of the groups are private. People take screenshots and share... and it is very difficult to control. MTU would support a good campaign on RESPECT, as we cannot afford to lose more teachers.

7.2 Board Meeting Procedures

MOVED and Seconded THAT the following motion be forwarded to the January public Board meeting for consideration:

THAT the Board meeting procedures be amended to replace “Section 6 Electronic Participation in Meetings” as follows:

1. **Electronic Participation in Meetings**

1. To ensure quorum is achievable, electronic participation in Board, Committee of the Whole, and Advisory Committee meetings will be supported when voting and non-voting members are unable to attend in person.
2. When required, any meeting may be held entirely through electronic means.
3. Electronic participation includes telephone, video, audio, or other electronic conferencing devices.
4. All meeting participants joining a meeting through electronic means must provide their first and last name. Participants joining an electronic meeting that do not identify provide their first and last name will be removed from the meeting.

CARRIED

A comment was made for 6.4 all meeting participants "must identify themselves" should be clarified to "must provide their first and last name".

7.3 Strategic Plan - Implementation and Monitoring Plan

Making our Strategic plan more effective: We should be stating what we did 1st, what we did 2nd, etc. We can add a one page addition with an implementation plan. Schools will be able to better identify their needs for the Budget and align with the Strategic Plan. The Board would like to refer this item to February COTW to discuss further.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole Meeting Minutes RE: Boundary Review, November 30, 2021

MOVED and Seconded that the Special Committee of the Whole Meeting RE: Boundary Review minutes dated November 30, 2021, be approved.

CARRIED

8.2 Committee of the Whole Meeting Minutes, December 7, 2021

MOVED and Seconded that the Committee of the Whole minutes dated December 7, 2021, be amended.

CARRIED

AMENDMENT: fix quote from BCSTA p.78 if you don't have a sense of belonging.....

p. 76 remove "cafeteria" from applied skills as there are many more.

MOVED and Seconded that the Committee of the Whole minutes dated December 7, 2021, be approved as amended.

CARRIED

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:18 pm.

Chair, Board of Education

Secretary-Treasurer

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

ITEM 9.1 Information

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Planning and Development Review

1. Summary:

Student enrolment is expected to continue to increase based on an analysis of development activities in the City of Mission. As such, future school expansion plans should factor in the increased student enrolment projections from escalating development activities, at least until the rate of development is fully reflected in the Baragar projections. The impact on elementary schools is expected to continue, with significant development in the next three years particularly around Albert McMahon, West Heights, and Windebank catchments. In addition, the Middle and Secondary Schools will also be affected by student enrolment growth. The developments within the Silverdale catchment referred in 2018 are under construction, and are expected to increase enrolment for 2022/2023.

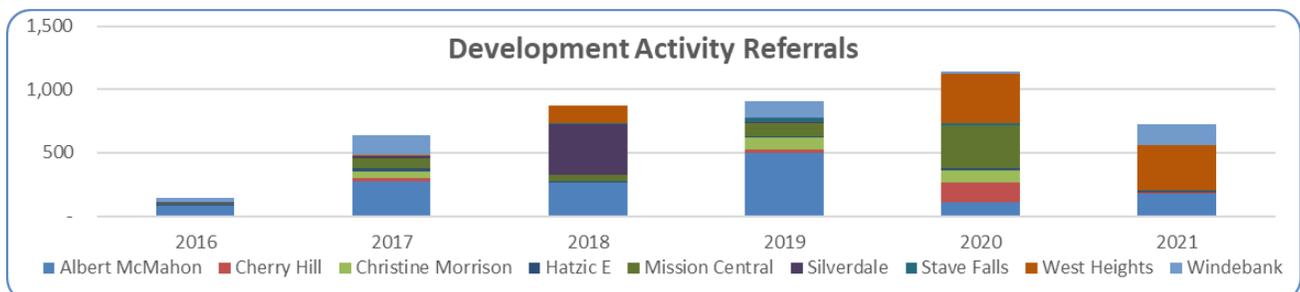
This impact of development activity is considered with the Long Range Facility Plan (LRFP). The LRFP is currently in the process of being updated.

2. Background:

The City of Mission requests comments from other organizations for major developments that require amendments to the Official Community Plan, land use Zoning, subdivision, or a development permit. The referrals to the School District are to solicit recommendations or comments from the School District regarding the new development, such as the need for a safe route to schools, requesting controlled traffic crossings, or addressing concerns with activities adjacent to schools. The referrals also provide information that allows the school district to plan for growth in areas that will see an increase in the student population.

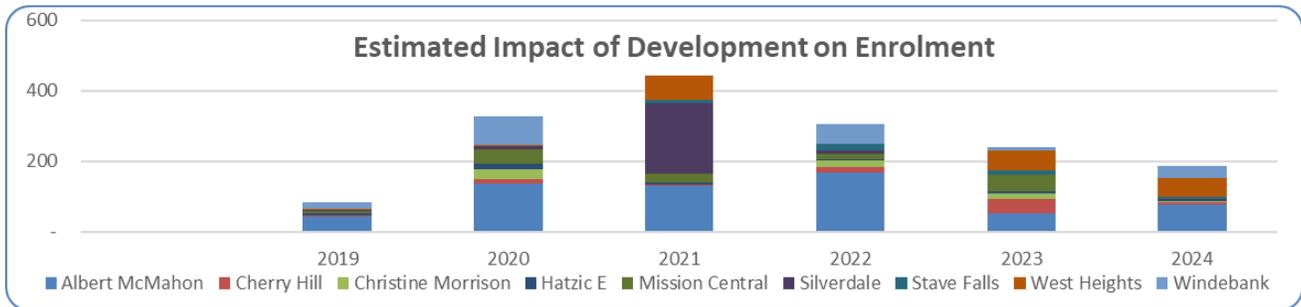
Staff have summarized the development applications referred to the school district and have reviewed building permits issued. This allows the school district to prepare for potential student enrolment increases at the schools. Details from this review are included in this report.

In the past year, the City has referred developments that would result in 729 new housing units in Mission.



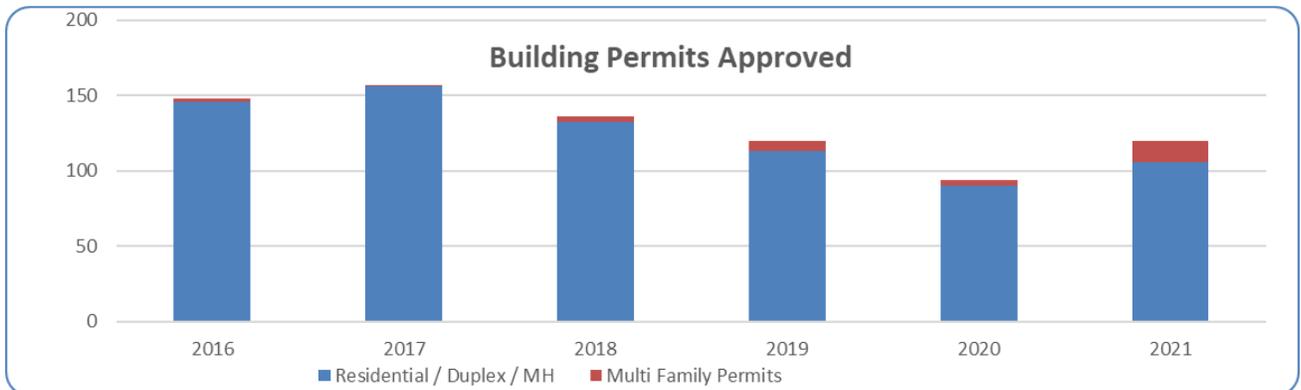
These additional units are expected to increase school-aged children by 217 students by 2024 if all units are constructed within three years. We note that it is taking more than 3 years to be fully constructed. If MPSD captured 85% of the students in new developments from all development referrals in the past three years, there would be an additional 731 students in MPSD in the next three years – this would be 412 elementary, 162 middle, and 157 secondary students. This enrolment growth may happen sooner or be delayed, depending on the financial viability of the development activity.

We note that the enrolment growth expected in 2021 has been delayed by about 50%. As such, this growth is expected to impact future years as well.



In addition to the referrals for the development applications, the school district has been in discussions with the City regarding the development on Parr Ave and the development of the Silverdale Masterplan. Both developments will have additional impacts on the schools. The Parr development is expected to impact Windebank, while the Silverdale development will require additional schools. As these plans move further along, staff will begin incorporating the information into the long-range facility plans.

Although the District of Mission has approved a few of the development permits and zoning amendments that will allow a few large multi-family complexes in the downtown core, until the building permits are issued, it is difficult to project with certainty when school enrolment will be impacted. In addition to monitoring the development referrals, tracking the building permits issued provides an even stronger indication of when student enrolment growth from development will impact schools.



This information and additional information regarding long-term enrolment projections generated by Baragar will be used to update the Long-range Facility Plan.

3. Options:

While the report does not require specific actions at this time, the report does indicate that the School District needs to plan for increased enrolment at three elementary schools, which will most likely require portables. As such, the budgets for the next three years should include transfers to Capital to ensure portables can be purchased to bridge enrolment growth.

The five-year capital plan includes a request for an addition at Albert McMahon, and the replacement of Hatzic Elementary - both projects if approved, would support some of the additional growth that is projected. Ideally, the long-range facility plan should also address the increased growth at West Heights, and Mission Central, and provide preliminary planning for growth in the Silverdale area.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

Development activity will continue to affect schools and their capacity to incorporate additional enrolment. As such, the school district needs to ensure plans to manage additional student enrolment are in place to support projected changes to enrolment. Operating and Capital planning needs to incorporate the projected changes.

The development that occurs in the community is one of many factors that need to be considered with a LRFP. As such, this information, and other information, will be gathered and presented at a later date to consider these and other impacts.

- 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. Development Activity Summary

Mission Public School District

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

Catchment	New Unit Referrals						Projected Students - three years after referral if units constructed @85% capture															
	2016	2017	2018	2019	2020	2021	Elementary				Middle				Senior				Total Students			
							2022	2023	2024	22-24	2022	2023	2024	22-24	2022	2023	2024	22-24	2022	2023	2024	22-24
Albert McMahan	81	276	261	503	110	175	100	31	46	177	36	11	16	63	33	11	15	59	169	53	77	299
Cherry Hill	2	20	4	23	151	8	7	21	3	31	3	9	1	13	3	9	1	13	13	39	5	57
Christine Morrison	-	54	-	95	103	2	11	9	1	21	4	3	1	8	4	3	1	8	19	15	3	37
Hatzic E	10	31	7	4	13	5	2	4	2	8	1	2	1	4	1	2	1	4	4	8	4	16
Mission Central	8	78	52	107	337	-	9	26	-	35	4	11	-	15	4	11	-	15	17	48	-	65
Silverdale	8	15	402	13	-	2	4	-	1	5	2	-	1	3	2	-	1	3	8	-	3	11
Stave Falls	-	-	10	36	17	9	11	5	3	19	4	3	2	9	4	3	2	9	19	11	7	37
West Heights	2	5	140	-	394	358	-	31	29	60	-	13	12	25	-	13	12	25	-	57	53	110
Windebank	36	159	-	126	20	170	33	3	20	56	12	2	8	22	11	2	8	21	56	7	36	99
	147	638	876	907	1,145	729	177	130	105	412	66	54	42	162	62	54	41	157	305	238	188	731

	2016	2017	2018	2019	2020	2021
Single Family	92	237	290	112	153	71
Townhouses				454	44	174
Multi Family	55	401	586	341	948	484
	147	638	876	907	1145	729

Summary of Building Permits

Residential / Duplex / MH
Multi Family Permits

Approved Units

2016	2017	2018	2019	2020	2021
146	156	132	113	90	106
2	1	4	7	4	14

	% of new development affecting the school					
	2016	2017	2018	2019	2020	2021
Albert McMahan	55%	43%	30%	55%	10%	24%
Cherry Hill	1%	3%	0%	3%	13%	1%
Christine Morrison	0%	8%	0%	10%	9%	0%
Deroche	0%	0%	0%	0%	0%	0%
Dewdney	0%	0%	0%	0%	0%	0%
Edwin S Richards	0%	0%	0%	0%	0%	0%
Hatzic E	7%	5%	1%	0%	1%	1%
Hillside	0%	0%	0%	0%	0%	0%
Mission Central	5%	12%	6%	12%	29%	0%
Silverdale	5%	2%	46%	1%	0%	0%
Stave Falls	0%	0%	1%	4%	1%	1%
West Heights	1%	1%	16%	0%	34%	49%
Windebank	24%	25%	0%	14%	2%	23%

Major Multi Family Building Permits

- 2018**
33209 Cherry - 2 permi 2017 application
unable to confirm 3rd large permit - Oct 2018
- 2019**
8335 Nelson Street 2018 application
32588 Cedar Valley Connector
Seniors Housing - excluded
33209 Cherry Ave 2017 application
- 2020**
8335 Nelson Street 2018 application
- 2021**
32588 Cedar Valley Connector
32970 Tunbridge
33136 3rd Ave 2020 application
8335 Nelson Street 2018 application
8335 Nelson Street 2018 application
7411 Cedar 2017 application
8335 Nelson Street 2018 application

Units School

Townhouses	Albert McMahan
Townhouses	Silverdale
Townhouses	Mission Central
excluded	
Townhouses	Albert McMahan
Townhouses	Silverdale
Townhouses	7 Mission Central
Townhouses	27 Albert McMahan
Apartment	77 Mission Central
Townhouses	46 Silverdale
Townhouses	41 Silverdale
Townhouses	19 Mission Central
Townhouses	41 Silverdale