

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

January 11, 2022, 3:30 pm

[Zoom Meeting](#)

Visit [www.mpsd.ca](http://www.mpsd.ca) > **Governance** > Meeting Information to connect remotely.

			<b>Pages</b>
<b>1.</b>	<b>CALL TO ORDER</b>		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
<b>2.</b>	<b>ADOPTION OF AGENDA</b>		
<b>3.</b>	<b>DELEGATIONS/PRESENTATIONS</b>		
3.1.	HR Department Update	Information	1
3.2.	Authentic Library Resources (P. Janicki, J. Lane)	Information	2
<b>4.</b>	<b>CURRICULUM</b>		
4.1.	Monthly Curriculum Update	Information	3
<b>5.</b>	<b>UNFINISHED BUSINESS</b>		
5.1.	Child Care Policy	Action	4 - 11
5.2.	Student Clothing Policy	Action	12 - 15
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6.1.	Continuity of Learning	Information	29
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**8. MINUTES OF PREVIOUS MEETINGS**

8.1.	Special Committee of the Whole Meeting Minutes RE: Boundary Review, November 30, 2021	Action	70 - 74
8.2.	Committee of the Whole Meeting Minutes, December 7, 2021	Action	75 - 82

**9. INFORMATION ITEMS**

Upcoming Meetings:

- DPAC Meeting postponed to January 17, 2022
- Public Meeting of the Board of Education, January 18, 2022 at 6:30 pm
- Special Committee of the Whole Meeting RE: Hatzic/Dewdney/Durieu Boundary Review, January 24, 2022 at 6:30 pm
- Special Committee of the Whole Meeting RE: Budget, January 25, 2022, at 3:30 pm
- Special Committee of the Whole Meeting RE: Albert McMahon/Stave Falls/Steelhead Boundary Review, January 27, 2022 at 6:30 pm

**10. ADJOURNMENT**

**ITEM 3.1                      Information    File No.**

TO:                      Committee of the Whole  
FROM:                  T. Phelps, Director of Human Resources  
SUBJECT:              HR Department Update

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**Summary:**

a. Strategic Plan Alignment

Special Program Approval from the Office of the Human Rights Commissioner - SD75 Mission - Preferential Hiring of Self-identified Indigenous Teachers for four teaching roles (a total of six positions) for a five-year term which includes hiring a Sto:lo History, Story, Halq'emelyem Language and Culture teacher

Since September 2021, 26 teachers have been hired along with 43 education assistants and 19 supervision assistants. Virtual education recruiting fairs continue across the country.

Provide training on new processes such as functional closures and collective agreement interpretation for staff in leadership roles

Continue to implement paper reduction strategies and modernize technology by implementing additional Human Resources software for staff to use district-wide specifically for accessing job postings, uploading their paperwork and completing forms

b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity

Equity Language guides have been added to the onboarding process for all new employees  
[Equity Language Guide](#) [Disability Language Guide](#) [Recovery Oriented Language Guide](#)

c. Policy, Legislation, Regulation

- Communication and review of Ministry K to 12 guidelines updates/changes such as the Communicable Disease Plan
- Communication and review of Provincial Health Authority's updates/changes to self-isolation periods and new provincial leaves such as asymptomatic leave and covid vaccine leave
- Creation of special new leaves to address November 2021 provincial disasters: flooding, mudslide and closure of Highway 7 causing the closure of Dewdney and Deroche elementary schools.
- Bargaining is in session with Mission Teacher's Union and will commence with CUPE soon.

d. Health

- Communication of flu vaccine and COVID-19 vaccine booking information and locations
- Communication of Employee & Family Assistance Program (EFAP). The program is still highly used by staff and their family members most often for counselling.





**ITEM 5.1      Action      File No.    1020.20**

TO:                Committee of the Whole  
FROM:            C. Becker, Secretary-Treasurer  
SUBJECT:        Child Care Facilities

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**Recommendation**

**THAT the Child Care Facilities Policy be reviewed considering the public engagement feedback, be updated as necessary, and forwarded to the January 18<sup>th</sup> Public Meeting to be considered for approval.**

**1. Summary:**

The draft policy meets the requirement of the School Act, to establish policies promoting the use of board property by licensed childcare providers. The Policy has been revised with the suggestions from Special Committee of the Whole on October 12, 2021, approved in principle by the Board of Education on November 16, 2021, and the formal public engagement via Engage MPSD portal was initiated.

**2. Background:**

The attached policy is roughly based on the templates created by the BCSTA to support school district childcare policies. In addition, the policy includes language to support equity, inclusion and indigenous rights in the provision of childcare. The additional language is similar to the language being put together for an Equity and Inclusion policy, and as such, it may need to be revised in the future when the draft Equity and Inclusion policy is ready for the Committee of the Whole.

The draft policy has also been updated to:

- To include additional organizations to consult with,
- To provide clarity on fee expectations for licensees,
- To provide additional clarity regarding inclusion,
- To incorporate the requirement to adhere to the BC Early Learning Framework,
- To provide clarity on expectations for licensees, and contract requirements.

In addition to after school care through the City of Mission's club kids program, the school district has four (4) childcare operators providing childcare services on school district property:

1. Two classrooms at Dewdney Elementary
2. Two classrooms at Silverdale Elementary, plus before and after-school care in a multi-purpose room
3. Three classrooms at Stave Falls Elementary, plus before and after-school care in the library and gym.
4. Heritage Park Daycare in a stand-alone building – purpose-built in 1995.

**3. Options:**

- a. Amend the draft policy before approving in principle.
- b. Approve in principle, as presented.
- c. Refer back to a Committee of the Whole for further review before approving.

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
  - Future Orientation – supports changing expectations for school districts and child care
  - Student Centred Learning – fosters collaborative learning for younger learners
  - Effective Learning Environments – supports equity, diversity, and inclusion for early learners
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

**School Act Excerpt - Policies respecting child care programs**

**85.1** (1) In this section and in sections 85.2, 85.3 and 85.4:

"board property", in relation to a board, means land or improvements

- (a) that are owned or leased by the board,
- (b) that are within the board's school district, and
- (c) that are, have been or are intended to be used for educational activities;

"business day" means a day other than Saturday or a holiday;

"educational activities" means the provision of educational programs, early learning programs and extracurricular school activities;

"licensee", in relation to a child care program, means the person licensed under the [Community Care and Assisted Living Act](#) to provide the child care program.

(2) A board must establish a policy that

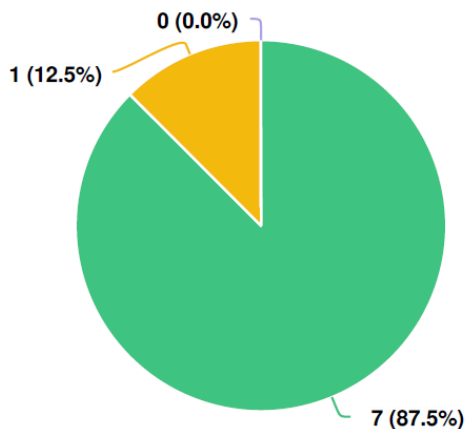
- (a) promotes the use of board property by licensees, between the hours of 7 a.m. and 6 p.m. on business days, for the purpose of providing a child care program, and
- (b) addresses the matters set out in any orders of the minister.

- e. Organizational Capacity

The policy prepares the school district to increase the provision of childcare operations in school district facilities, although additional supports would be needed if childcare is provided by the school district rather than contractors.
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

Consideration with the Committee meetings, and the public engagement website.



**Survey Question: Do you agree with the Child Care Programs with Guidelines Policy as is?**

**Question options**

● Yes   ● Do you have any suggestion?   ● No

One respondent suggested:

*Create language that clearly states what the process is for reimbursement (who pays, who does a staff member reach out to, who organizes the communication between Board, Child Care Program, and School), for when classroom and/or personal teaching tools are damaged during the hours of Child Care service.*

**6. Implementation:**

A review of current services and fees charged to the childcare operations needs to be revisited. Currently, three of the childcare facilities are private business operations, and as such, they are charged private business use rates. We currently do not have the ability to direct equity and inclusion in these operations. Consultation and collaboration with the operators would be required.

**7. Attachments:**

- a. Draft Child Care Facilities Policy



<b>Section:</b>	<b>District Administration</b>	
<b>Title:</b>	<b>Child Care Facilities</b>	<b>2.15</b>

**Purpose**

1. Subject to available space and educational program requirements, this policy is to provide guidance for promoting the use of board property for the provision of childcare programs between the hours of 7 am and 6 pm Monday to Friday by the board or third-party licensees, in accordance with the *School Act* and Ministerial Order M326/20.
2. The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

**Definitions**

3. In this Policy, the terms “board property,” “business day,” “childcare program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
4. “Direct and indirect costs” include:
  - 4.1. Utilities;
  - 4.2. Maintenance and repair;
  - 4.3. A reasonable allowance for the cost of providing custodial services; and
  - 4.4. A reasonable allowance for time board administrators and other staff to spend on matters relating to the use of board property by licensed childcare providers.

**Policy**

5. The board will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with the District Parents’ Advisory Council (DPAC), the Mission Principals and Vice-Principals Association, the Mission Teachers Union (MTU), the Canadian Union of Public Employees Local 593 (CUPE) , Siwal Si’wes Indigenous Education Advisory Council, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, the Ministry of Children and Family Development (MCFD), Childcare Resource and Referral Centre (CCRR), the Mission Association for Community Living (MACL), the City of Mission, existing childcare operators, and parents, guardians and caregivers. The process for engagement will be reviewed on an ongoing basis.

As outlined in the Guidelines, the board will ensure that childcare is provided in a manner that:

- 5.1. Fosters an inclusive learning environment;
  - 5.2. Fosters a racial equity learning spirit and the principles of non-discrimination set out in the *British Columbia Human Rights Code*;
  - 5.3. Fosters reconciliation and equity for Indigenous children in childcare by operating consistently with the principles of the Truth and Reconciliation Commission, the United Nations Declaration of the Rights of Indigenous Peoples, the *BC Declaration of the Rights of Indigenous Peoples*;
  - 5.4. Fosters an environment that supports children with disabilities and diverse abilities; and
  - 5.5. Is consistent with the vision and principles of the British Columbia Early Learning Framework.
6. If childcare programs are to be provided on board property, the board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
  7. If childcare programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
  8. Fees for childcare programs if operated by the board, will be provided for a fee no greater than the direct costs the board incurs in providing the childcare program.
  9. If Childcare programs are operated by licensees other than the board, the license of occupation fees levied by the Board will not exceed the direct and indirect costs the board incurs in making board property available for the childcare program. Any cost reductions are expected to be passed along to parents to support reduced fees for the childcare program provided on board property.
  10. Prior to entering or renewing, a contract with a licensee to provide a childcare program on board property, the board will consider:
    - 10.1. Whether it is preferable for the board to become a licensee and operate a childcare program directly;
    - 10.2. the availability of board staff to provide before and after school care;
    - 10.3. a licensee's proposal for providing a childcare program, including:
      - a. the plan for the provision of services in accordance with this policy,
      - b. the proposal for fees charged to parents considering reduced license of occupation fees charged by the board for operating a childcare program on board property, and

- c. the structure of the organization – business or not-for-profit.
- 10.4. whether a licensee seeking renewal or extension of a contract has performed its obligations under this Policy and its contract with the board with specific regard to:
- a. the provision of an inclusive childcare program,
  - b. the provision of a program that promotes indigenous reconciliation in childcare,
  - c. the provision of a program that is consistent with the British Columbia Early Learning framework, and
  - d. the fees levied for parents participating in the program.

## Guidelines:

11. The provision of Childcare services within Mission Public Schools are to operate in a manner that:

11.1. The child's educational experiences or outcomes are **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker;

11.2. Supports the rights of Indigenous peoples, consistent with the following:

a. the Truth and Reconciliation Commission:

i. Call to Action 12

*We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.*

ii. Call to Action 62.iii:

*Building student capacity for intercultural understanding, empathy, and mutual respect;*

b. The United Nations Declarations on the Rights of Indigenous Peoples:

i. Article 8.1

*Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.*

ii. Article 14.2:

*Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.*

iii. Article 15.1:

*Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information;*

c. the *British Columbia Declaration on the Rights of Indigenous Peoples Act*:

i. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*

- ii. *Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education.*

- 11.3. Fosters a culture of equity for children in the childcare program, meaning that every child:
- a. receives whatever they need to thrive social-emotionally, culturally, and academically, every day,
  - b. has a right to feel loved and cared for and to feel that they belong to the childcare community,
  - c. is seen and valued for who they truly are as a growing person, and their unique interests and gifts are nurtured and cultivated,
  - d. has access to an extensive range of learning opportunities, activities, and materials, including authentic Indigenous learning opportunities.
- 11.4. Fosters an equity-based learning spirit among caregivers regarding racism and ableism in the childcare program, meaning that the caregivers:
- a. are aware of their personal implicit biases and how their attitudes, stereotypes and beliefs may impact how they perceive and respond to children of colour, or children with disabilities or diverse abilities;
  - b. are aware of practices that uphold inequities, and work to remove these barriers;
  - c. are aware of structural racism and ableism and the ways in which systems of education, employment, transportation, housing, health care and criminal justice produce discriminatory outcomes for persons of colour, or persons with disabilities or diverse abilities.
- 11.5. Fosters a culture of inclusiveness, consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*.
- 11.6. Delivers its programs consistent with the vision and principles of the British Columbia Early Learning Framework.

### **Contract**

12. Any contract with a licensee, to provide a childcare program on board property, must be in writing and subject to review no less than every five years. The contract must contain:
- 12.1. a description of the direct and indirect costs for which the licensee is responsible;
  - 12.2. an agreement that the licensee must comply with this policy and all other applicable policies;
  - 12.3. a plan on how the licensee will deliver its services consistent with the requirements of this policy and the vision and principles of the British Columbia Early Learning Framework;

- 12.4. a plan on how the licensee will provide fees for its program considering the reduced license of occupation fees charged by the board for operating a childcare program on board property;
- 12.5. an agreement that the licensee will provide periodic reports to the board on its ability to deliver services and meet its obligations;
- 12.6. a provision describing how the agreement can be terminated by the board or the licensee;
- 12.7. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
- 12.8. a requirement that the agreement can only be amended in writing, signed by the board and the licensee;
- 12.9. a requirement for the licensee to maintain appropriate standards of performance; and
- 12.10. a requirement that the licensee must at all times maintain the required license to operate a childcare facility.

**Date of Original Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

*Legal Reference: School Act Section 85.1, 85.2, 85.3, 85.4 and Ministerial Order M326*

*Cross Reference: British Columbia Early Learning Framework*

*Equity, Diversity, and Inclusion Policy*

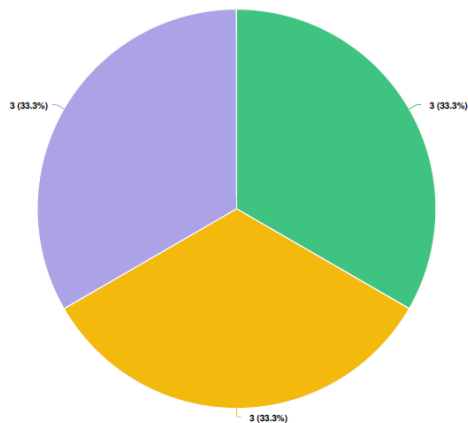
*Safe, Caring and Respectful School Policy*



- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

## 5. Public Participation:

Consideration at the Committee meetings and the public engagement website. The policy includes broader circulation to students and parents, via the <http://engage.mpsd.ca> website before formal approval.



### Survey Question: Do you agree with the Student Clothing Policy as is?

#### Question options

- Yes
- No
- Do you have a suggestion?

#### Suggestions included:

- *A comment regarding weapons was distributed separately to the Board.*
- *Policy 5. Should be adjusted for face coverings. While we are still active with Covid, making an adjustment in the policy would make things much more clear. With that said, I am a believer in leading by example in which the office staff at Ecole Mission Senior Secondary do not do. This sends a horrible message to our teenagers ! Do as I say, not do as I do is not ok!*
- *No beach wear.*

## 6. Implementation:

Once approved, the policy will be updated on the website, and distributed to schools for implementation.

## 7. Attachments:

- a. Student Clothing Policy

<b>Section:</b>	<b>Students and Instruction</b>	
<b>Title:</b>	<b>Student Clothing Policy</b>	<b>3.9</b>

## Purpose

To provide direction regarding student clothing guidelines to support a safe and inclusive learning environment.

## Policy

The school District supports individual choice in clothing for students, emphasizing safety and respect.

Student clothing guidelines for individual schools must be gender neutral, and stress:

1. A students' right to individual choice, safety, and respect - for self and others.
2. That clothing worn must be safe and suitable for students to participate in activities such as physical health education, science experiments, fine arts, and/or applied skills as necessary.
3. That hats, headwear, and clothing worn should demonstrate a respect for the school community and meet standards of suitability that are typical of a K-12 Educational Facility.
4. That students must not wear clothing:
  - 4.1. That compromises a safe and inclusive learning environment; *(note: examples will be added before final approval).*
  - 4.2. That promotes the use of tobacco, marijuana, illegal drugs, or alcohol;
  - 4.3. That advocates illegal activity;
  - 4.4. That encourages sexism, racism, homophobia, or bigotry.
  - 4.5. That includes insignias, symbols or adornments that denigrate or promote hatred of a person or persons, including, but not limited to, clothing that denigrates or promotes hate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity and / or expression, or age;
  - 4.6. That bears direct or indirect messages or graphics referring to gang culture, sex, pornography, obscene images, weapons, or violence.
5. Other than for religious purposes, health and safety requirements, or where required to accommodate a disability, students must not wear clothing which obscures their face.

## Guidelines

1. Schools must publish the student clothing guidelines by September 30<sup>th</sup> each year and ensure that parents and students are aware of the guidelines.



2. When there are differences in perspective, all involved must seek common understanding in a mutually respectful manner, in consultation with the school principal or vice-principal.
3. Decisions regarding clothing suitability must not be made with a gender or cultural bias, but simply considering the respectful learning and working space.
4. If a student comes to school dressed in clothing that is not suitable for the day's activities, or is contrary to the Board policy, it should be addressed so that it does not cause shame for the student, or loss of learning time. Interventions are to be respectful, restorative, and educational.

**Date of Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

Cross Reference: *Respectful Schools and Workplaces District Code of Conduct Policy*

**ITEM 5.3      Action**

**File No.    1020.20**

TO:                Committee of the Whole  
FROM:            C. Becker, Secretary-Treasurer  
SUBJECT:        Employee Service Recognition

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**Recommendation**

**THAT the Employee Service Recognition Policy be reviewed considering the public engagement feedback, be updated as necessary, and forwarded to the January 18<sup>th</sup> Public Meeting to be considered for final approval.**

**1. Summary:**

The draft policy provides guidelines for the implementation of a service recognition program, in addition to a retirement recognition program for Mission Public Schools.

**2. Background:**

In 2017, the Board requested that staff develop an Employee Long Service Recognition policy. Staff conducted research in 2017 / 2018. A draft policy is presented considering the information gathered in the research. Every school district seems to have a different policy/approach to the length of service to recognize or the manner of the recognition. The draft policy includes the most consistent elements of the programs offered in other school districts, including Langley, Maple Ridge, Coquitlam, West Vancouver, North Vancouver, Central Okanagan, and Okanagan Skaha.

Currently, Mission Public Schools does not provide long service recognition to employees. Approval of the policy would be a new initiative/cost for the school district.

The draft policy does not provide any specifics on the long service awards, as additional research is needed regarding costs as well as specific consultations with the CUPE and MTU regarding gift considerations/options.

A procedure to support the policy and a budget request would be required to complete the program. Consideration of

**3. Options:**

- a. Amend the draft policy before approving in principle.
- b. Approve in principle, as presented.
- c. Refer back to a Committee of the Whole for further review before approving.

**4. Analysis and Impact:**

- a. Strategic Plan Alignment  
Quality Teaching and Leadership. Providing recognition to employees may support retaining staff.
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

The budget impact would be dependent on the frequency of service recognition, and the types of gifts.

The following table provides an estimate of the cost based on an estimated \$ amount for a recognition gift. In the first year, the costs would be significantly higher to recognize all employees that have reached the year milestone. In the second year, only those employees meeting the new milestone would receive the recognition gift.

Years	2021 / 2021			2022 / 2022		
	#	\$ per	Total	est #	\$ per	Total
0 years up to 9 years	627					
10 years up to 19 years	245	25	6,125	23	25	575
20 years up to 24 years	92	50	4,600	12	50	600
25 years up to 29 years	50	75	3,750	15	75	1,125
30 years up to 34 years	41	100	4,100	10	100	1,025
35 years up to 39 years	4	125	500	4	125	500
40 years plus.	5	150	750	0	150	-
	1064		<u>19,825</u>			<u>3,825</u>

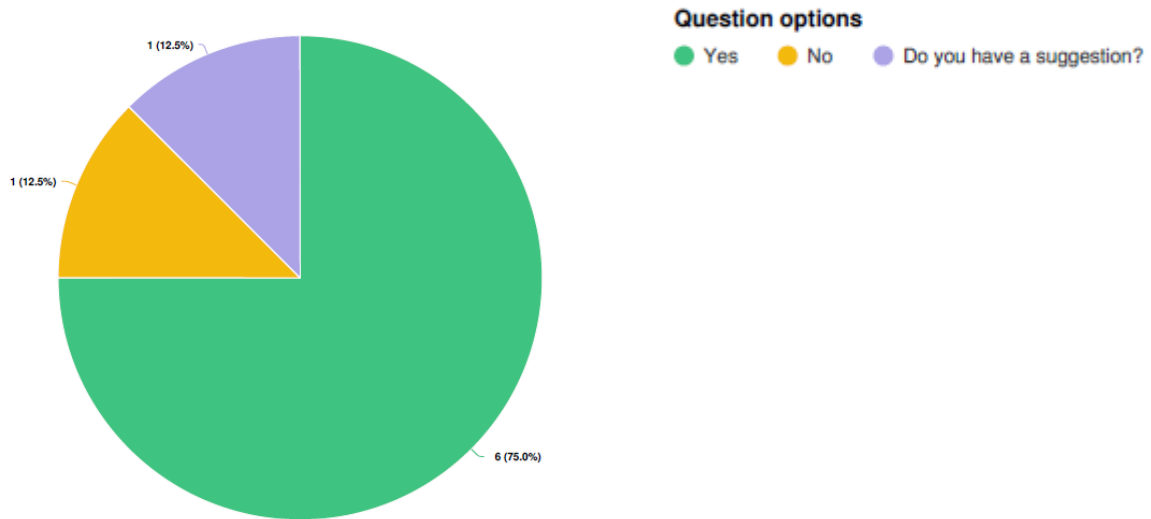
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

The policy was circulated via <http://engage.mpsd.ca> for public input.

**Survey Question: Do you agree with the Employee Service Recognition Policy as is? Other (please specify)**

One respondent suggested: *a comment regarding consultation with the unions was shared with the Board separately.*



**6. Implementation:**

Once approved, staff will implement the process to implement the recognition prior to June 30<sup>th</sup> as per the policy.

**7. Attachments:**

- a. Employee Service Recognition Policy
- b. Survey information

<b>Section:</b>	<b>Human Resources</b>	
<b>Title:</b>	<b>Employee Service Recognition</b>	<b>5.2</b>

**Purpose**

To recognize employees for their dedicated service to the Mission Public School District.

**Policy**

The school district values the service employees provide and acknowledge the contribution employees make in delivering programs and services to the school district.

**General Guidelines**

**1. New Employee Recognition**

1.1. All new employees will receive a letter signed by both the Board Chair and the Superintendent, welcoming them to the school district.

**2. Length of Service**

2.1. Employees with 10, 20, 25, 30, 35, or 40 years of service to the school district shall be formally recognized for their service to the school district.

2.2. Service will be determined by the anniversary date of the employee’s appointment to the school district.

2.3. Length of service gifts will be commensurate with the length of service and will be distributed at an event held at the employee’s regular worksite.

**3. Retirement**

3.1. Employees who are retiring from the school district shall be recognized each school year.

3.2. Retirement gifts will be commensurate with the length of service and will be distributed at an annual retirement event.

3.3. The school district will organize the retirement event for retirees, their immediate family members, the Board, and senior management.

**Date of Original Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

*Legal Reference:*

*Cross Reference:*

Employee Long Service / Recognition Survey - 2017 - 2018

	Long Service Recognition						retirement
	10	15	20	25	30	35	
Saskatoon	gift at worksite	gift at worksite	gift at worksite	banquet	banquet gift at worksite	banquet gift at worksite	banquet
Langley	letter of recognition		Silver pin Certificate		Gold pin Certificate		
Central Okanagan	yes		yes		yes	yes	event with unions
Okanagan Skaha		recog dinner	recog dinner	recog dinner	recog dinner	recog dinner	dinner, letter <b>momento &gt; 8 yrs</b>
	<b>certificate or momento</b>						
Quesnel	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento > 10 yrs momento < 10 yrs
Maple Ridge	water bottle  at worksite		travel mug  social event	watch dinner @ culinary arts	book dinner out with chair / super		
Coquitlam	pin and cards \$50		pin and cards \$75	engraved pen \$100			dinner event
West Van			Aug Social				gifts donated June dinner
Coast Mountain	Letter / pin at worksite	letter / pin at worksite	letter / pin at worksite	letter / pin at worksite	letter/pin/watch at worksite	letter/pin/art at worksite	
North Van				plaques/reception during Ed week			dinner
Gulf Islands	yes school function	yes school function	Lunch certificate school function	dinner certificate school function			luncheon

**ITEM 5.4      Action      File No.      1020.20**

TO:                      Committee of the Whole  
FROM:                  C. Becker, Secretary-Treasurer  
SUBJECT:              Financial Planning, Progress and Performance Reporting

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**Recommendation**

**THAT the Financial Planning, Progress and Performance Reporting Policy be reviewed considering the public engagement feedback, be updated as necessary, and forwarded to the Public Meeting in January to be considered for approval.**

**1. Summary:**

The draft policy outlines the expectations for Financial Planning, and Progress and Performance Reporting, considering the Ministry's K-12 Public Education Financial Planning and Reporting Policy

**2. Background:**

Following the Ministry's review of the funding formula, the Ministry approved a new policy to begin to align multi-year financial plans with provincial requirements, based on best practices and key principles in financial management.

The new policy requires multi-year strategic plans, supported by operational and financial plans focused on improving student outcomes. The policy requires greater transparency in planning, with local policies that support transparency and accountability. The plans must also include engagement with the local community, education-partner groups and local First Nations.

The draft policy could be expanded further to include additional information or processes.

**3. Options:**

- a. Amend the draft policy before approving in principle.
- b. Approve in principle, as presented.
- c. Refer back to a Committee of the Whole for further review before approving.

**4. Analysis and Impact:**

- a. Strategic Plan Alignment  
Future Orientation. Planning for the future includes budgeting, and monitoring progress on achieving the budgeted plans. Reporting on progress is a form of measurement.
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

See K-12 Public Education Financial Planning and Reporting Policy  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting#alignment>

e. Organizational Capacity

The provincial policy and the requirement to prepare multi-year financial plans will put an additional burden on Finance Staff. Staff anticipate requesting an additional accounting position with the amended budget to support the expanded reporting requirements.

f. Risks

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

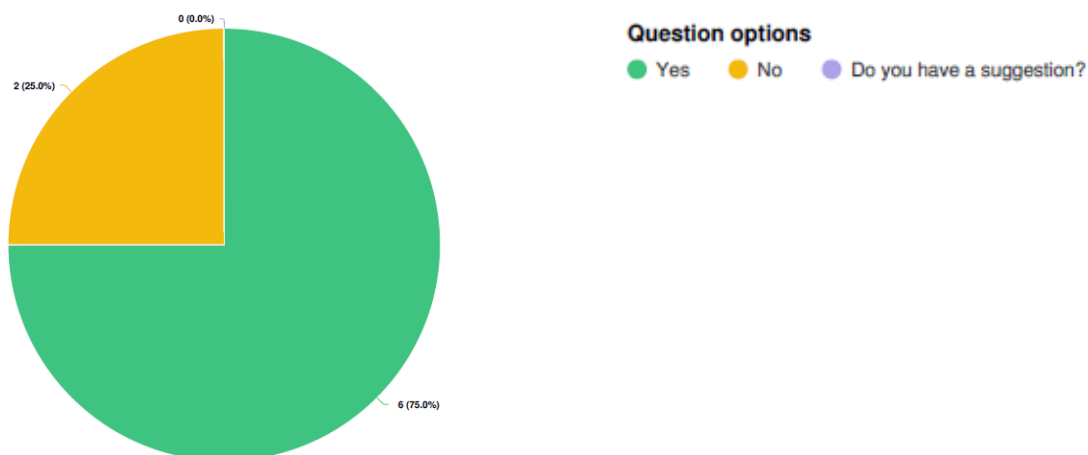
g. Benefits

- i. Organizational
- ii. Reputational  
Improved transparency with greater detail in the financial performance of the school district, in addition to expanded planning for operations, assists with public expectations.
- iii. Strategic  
Expanded reporting and planning will assist with planning for improved student learning.

**5. Public Participation:**

Consideration with the Committee meetings, and the public engagement website. Staff anticipate using the <http://engage.mpsd.ca> website with the amended budget to gather additional input on information the public would like to see with the budget process.

**Survey question: Do you agree with the Financial Planning, Financial Progress & Performance Reporting Policy as is?** No Comments were received.



**6. Implementation:**

The 2022/2023 preliminary budget must be approved by June 30, 2022, and will need to be a multi-year financial plan. Staff have been updating processes to incorporate the new policy direction.

**7. Attachments:**

- a. Draft Financial Planning, Progress and Performance Reporting Policy



<b>tion:</b>	<b>Finance</b>	
<b>Title:</b>	<b>Financial Planning, Progress and Performance Reporting</b>	<b>6.1</b>

**Purpose**

To support the financial governance and accountability responsibilities of the Board.

The Board of Education is responsible for approving the boards strategic plan, annual multi-year financial plans, the annual budget bylaw, the annual amended budget bylaw, the five-year capital plan, and the long-range facility plan, in accordance with Provincial Policy.

**Policy**

The school district will engage stakeholders and education-partners, including the District Parents’ Advisory Council, the Mission Principals and Vice-Principals Association, the Mission Teachers Union, CUPE Local 593, Siwal Si’wes Indigenous Education Advisory Council, parents, guardians, caregivers, and the community, to participate in the development of the School District’s multi-year financial plans. The school district will use in-person and on-line meetings, the district website, and on-line engagement processes to gather input in the financial planning process.

The Superintendent and the Secretary Treasurer are delegated the responsibility for drafting the multi-year financial plans and budget bylaws,

The budget and capital planning processes must consider the Board’s strategic priorities, department and school operating priorities, Board direction, input from stakeholders and education-partners, and guidelines provided by the Ministry of Education.

The Secretary Treasurer is delegated responsibility for the overall management and monitoring of the financial planning, spending, and reporting processes.

The Board and senior management are responsible for monitoring actual spending to planned spending.

In addition to the annual reporting at to June 30, quarterly financial activity reports comparing actual to financial plans are to be reviewed by the Board and Senior Management.

**Guidelines**

1. Budget Development

1.1. The development of the multi-year financial plan is to be initiated in January each year, to allow sufficient time to gather information and input, and to develop a fulsome financial plan, so that the final plan is approved within the Ministry’s required timeline.

1.2. The draft multi-year financial planning documents are to include the following information:

- 1.2.1. A summary of the public engagement process used for the development of the plan.
- 1.2.2. A summary of the projects and initiatives included within the plan, highlighting the strategic and operating plans and priorities.

## 1.2.3. Key budget assumptions:

- 1.2.3.1. Overview of provincial budgets and factors for the multi-year financial plan.
- 1.2.3.2. Approved and projected grant rates - changes and impacts.
- 1.2.3.3. Projected student enrolment changes and impacts.
- 1.2.3.4. Planned staffing changes and impacts.
- 1.2.3.5. Projected salary increases – inflation rate increases, and length of service increases.
- 1.2.3.6. Inflation rate, interest rate, utility rate changes and impact.

## 1.2.4. Financial and business risks.

- 1.2.4.1. Options for mitigating risks.

## 1.2.5. Summary of reserve funds

- 1.2.5.1. Recommended transfers to reserve funds
- 1.2.5.2. Recommended use of reserve funds

## 1.2.6. Summary of local capital

- 1.2.6.1. Recommended transfers to local capital
- 1.2.6.2. Recommended planned expenditures from local capital

## 1.2.7. Other projects tracked for future funding

## 2. Annual Financial Plan and Progress Reporting

2.1. Year-to-date financial information reports as of September 30, December 30, and March 30, are to be prepared for review by senior management and the Board, including the following information and comments on significant variances:

- 2.1.1. Operating revenues, expenses, comparing actual to the financial plan.
- 2.1.2. The projected year end surplus or deficit
- 2.1.3. Eligible funded students
- 2.1.4. Number of full-time equivalent employees (FTE)
- 2.1.5. Local capital projects: status, % complete
- 2.1.6. Provincial funded capital project: status, % complete, funding received

**Date of Original Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

*Legal Reference:*

*Cross Reference:* K – 12 Public Education Financial Planning and Reporting Policy, Ministry of Education <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting>

*Financial Governance and Accountability*

- Financial Health Working Group, March 20, 2017

**ITEM 5.5      Discussion      File No.    1020.**

TO:                Committee of the Whole  
FROM:            C. Becker, Secretary-Treasurer  
SUBJECT:        Policy Reviews

---

**1. Summary:**

Staff have been working on reviewing and updating the policy manual. The attached summaries list the policies currently identified as needing review, and a tentative prioritization for the committee's discussion.

**2. Background:**

Policies and Procedures are expected to be reviewed periodically to ensure they remain relevant for the school district. The reviews in the past few years have focused on streamlining and simplifying the policies to provide clear direction.

The attached documents summarize the policies that have been identified as needing review.

**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:**

Policy Review Summary – Tentative schedule by section January 2022

Policy Review Summary – Tentative schedule by date January 2022

# Mission Public School District - Policy Review 2022 / 2023

<u>Policy Review</u>	<u>Updated</u>	<u>Action Date</u>	<u>Actions Needed</u>	Priority
1.4 Board Meeting Procedure	17-Nov-20	18-Jan-22	update electronic meetings	1
1.5 Policy Development & Review	10-Nov-19	18-Jan-22	Final approval needed	1
2.15 Child Care Facilities	16-Nov-21	18-Jan-22	Final Approval	1
3.9 Student Clothing	16-Nov-21	18-Jan-22	Final Approval	1
5.2 Employee Long Service Recognition	16-Nov-21	18-Jan-22	Final Approval	1
6.1 Financial Planning, Progress and Performance Reporting	16-Nov-21	18-Jan-22	Final Approval	1
2.2 Equity, Diversity, and Inclusion	draft	1-Jun-22	finalize draft - consult	2
2.2 b Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	22-Apr-14	Jun-22	reformat - consistent with other policies	2
2.8 Use of Technology		Jun-22	new policy	2
2.10 Substance or Drug / Alcohol Use / Abuse - Cannabis	15-Dec-15	Jun-22	reformat / update - consistent with other policies	2
4.2 Student Attendance		Jun-22	to be developed	2
4.3 Ordinarily Resident Student		Jun-22	to be developed	2
4.4 Halq'emeylem Language		Jun-22	in development / consultation	2
4.6 Indigenous Student Education Programming		Jun-22	to be developed - based on AP 200	2
4.7 Digital Citizenship		Jun-22	new policy	2
5.0 Respectful Workplaces		Jun-22	reformated from 2.2 / in consultation	2
2.7 Environmental Sustainability	Dec-10	Dec-22	reformat - consistent with other policies	3
2.16 Social Media		Dec-22	to be developed	3
3.2 Transportation Services	May-17	Dec-22	reformat / update	3
3.3 Service and Therapy Animals in Schools	Dec-15	Dec-22	reformat / update - combine 2 policies	3
3.6 Volunteers in Schools	20-May-14	Dec-22	reformat / update	3
3.7 Concerns or Complaints	Sep-08	Dec-22	reformat / update	3
5.1 Recruitment and Hiring	20-Jun-17	Dec-22	to be reviewed / updated	3
5.4 Grievances and Investigations	21-Apr-15	Dec-22	rescind? Included in other policies / procedures?	3
5.5 Custodial Services	21-Apr-15	Dec-22	rescind / reformat?	3
5.6 School Secretaries	21-Apr-15	Dec-22	rescind / reformat?	3
5.7 Gender Neutral Hiring Practices		Dec-22	to be developed	3
2.1 Role of the Superintendent	Feb-09	Jun-23		4
2.11 School Reconfiguration, Consolidation or Closure	Sep-10	Jun-23	reformat / update	4
2.13 Naming / Renaming of School or Facility (from procedure 604)		Jun-23	reformat from procedure	4
2.14 Video Surveillance and monitoring		Jun-23	new policy	4
6.3 Purchasing and Procurement		Jun-23	separate policy from procedure	4
6.4 Authorized Signing Officers		Jun-22	to be developed - based on AP 500	4
6.5 Disposal of Land or Improvements	Sep-08	Jun-23	reformat / update	4
6.6 Disposal of Equipment and other Assets		Jun-23	to be developed	4

# Mission Public School District - Policy Review 2022 / 2023

<u>Policy Review</u>	<u>Updated</u>	<u>Action Date</u>	<u>Actions Needed</u>	<u>Priority</u>
<b>1. Governance</b>				
1.1 Board Responsibilities	23-May-17			
1.2 Trustee Code of Ethical Conduct	23-May-17			
1.3 Board Roles: Chair, Vice-Chair, Trustees	19-Nov-19			
1.4 Board Meeting Procedure	17-Nov-20	18-Jan-22	update electronic meetings	1
1.5 Policy Development & Review	10-Nov-19	18-Jan-22	Final approval needed	1
1.6 School District Representatives	17-Nov-20	4-Jan-22		
1.7 Trustee Professional Development	14-Dec-21	5-Jan-22		
1.8 Trustee Remuneration	15-Dec-21			
<b>2. District Administration</b>				
2.1 Role of the Superintendent	Feb-09	Jun-23		4
2.2 Equity, Diversity, and Inclusion	draft	1-Jun-22	finalize draft - consult	2
2.3 Sexual Minority - Sexual Orientation - Gender Identity - Anti-Homophobic	22-Apr-14	Jun-22	reformat - consistent with other policies	2
2.4 Access to Information and Protection of Privacy	13-Mar-18			
2.5 Health and Safety	13-Mar-18			
2.6 Public Interest Disclosure	14-Dec-21			
2.7 Environmental Sustainability	Dec-10	Dec-22	reformat - consistent with other policies	3
2.8 Use of Technology		Jun-22	new policy	2
2.10 Substance or Drug / Alcohol Use / Abuse - Cannabis	15-Dec-15	Jun-22	reformat / update - consistent with other policies	2
2.11 School Reconfiguration, Consolidation or Closure	Sep-10	Jun-23	reformat / update	4
2.12 Communications and Public Participation	14-Dec-21			
2.13 Naming / Renaming of School or Facility (from procedure 604)		Jun-23	reformat from procedure	4
2.14 Video Surveillance and monitoring		Jun-23	new policy	4
2.15 Child Care Facilities	16-Nov-21	18-Jan-22	Final Approval	1
2.16 Social Media		Dec-22	to be developed	3
<b>3. School Administration</b>				
3.0 Safe, Caring and Respectful Schools		Jun-22	draft from 2.2 respectful schools & workplaces	
3.1 Catchment Areas, Cross Boundary Applications and Programs of Choice	15-Oct-19			
3.2 Transportation Services	May-17	Dec-22	reformat / update	3
3.3 Service and Therapy Animals in Schools	Dec-15	Dec-22	reformat / update - combine 2 policies	3
3.4 Menstrual Products	14-Dec-21			
3.5 Physical Restraint and Seclusion	23-May-17			
3.6 Volunteers in Schools	20-May-14	Dec-22	reformat / update	3
3.7 Concerns or Complaints	Sep-08	Dec-22	reformat / update	3
3.8				
3.9 Student Clothing	16-Nov-21	18-Jan-22	Final Approval	

# Mission Public School District - Policy Review 2022 / 2023

<u>Policy Review</u>	<u>Updated</u>	<u>Action Date</u>	<u>Actions Needed</u>	<u>Priority</u>
<b>4. Students and Instruction</b>				
4.1 Learning Resources	21-Jan-20			
4.2 Student Attendance		Jun-22	to be developed	2
4.3 Ordinarily Resident Student		Jun-22	to be developed	2
4.4 Halq'emeylem Language		Jun-22	in development / consultation	2
4.5 Assessing and Communicating Student Learning	15-Dec-20			
4.6 Indigenous Student Education Programming		Jun-22	to be developed - based on AP 200	2
4.7 Digital Citizenship		Jun-22	new policy	2
<b>5. Human Resources</b>				
5.0 Respectful Workplaces		Jun-22	reformatted from 2.2 / in consultation	2
5.1 Recruitment and Hiring	20-Jun-17	Dec-22	to be reviewed / updated	3
5.2 Employee Long Service Recognition	16-Nov-21	18-Jan-22	Final Approval	1
5.3 Management Professional Development	14-Dec-21			
5.4 Grievances and Investigations	21-Apr-15	Dec-22	rescind? Included in other policies / procedures?	3
5.5 Custodial Services	21-Apr-15	Dec-22	rescind / reformat?	3
5.6 School Secretaries	21-Apr-15	Dec-22	rescind / reformat?	3
5.7 Gender Neutral Hiring Practices		Dec-22	to be developed	3
<b>6. Finance</b>				
6.1 Financial Planning, Progress and Performance Reporting	16-Nov-21	18-Jan-22	Final Approval	1
6.2 Reserve Funds	15-May-18			
6.3 Purchasing and Procurement		Jun-23	separate policy from procedure	4
6.4 Authorized Signing Officers		Jun-22	to be developed - based on AP 500	4
6.5 Disposal of Land or Improvements	Sep-08	Jun-23	reformat / update	4
6.6 Disposal of Equipment and other Assets		Jun-23	to be developed	4
<b>7. Operations</b>				
<b>Bylaws</b>				
Student Appeals Bylaw				
Use of School Sites				
School Site Acquisition Charge				









- 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 7.3      Discussion      File No.    010.**

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

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**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](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

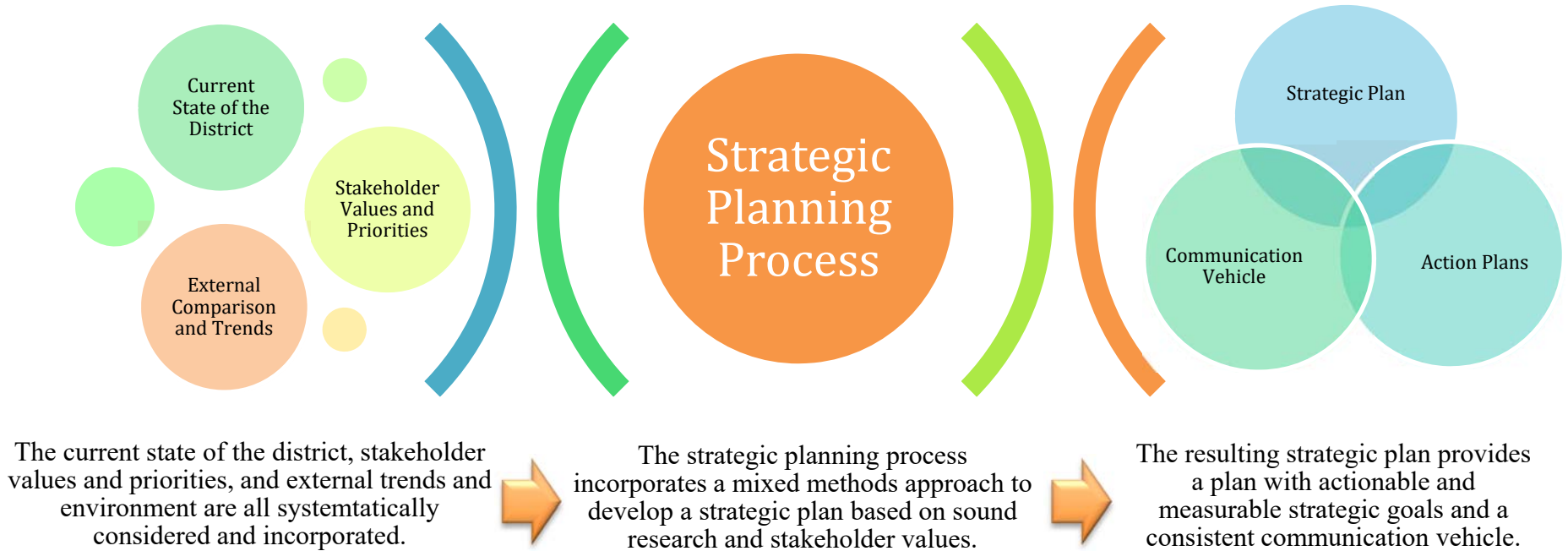
While the benefits of strategic planning are vast, many strategic plans fail to achieve desired outcomes in the implementation phase. A strategic plan that collects dust on a shelf and fails to be integrated throughout the district will not be successful. Every educator remembers a time when a research-based 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

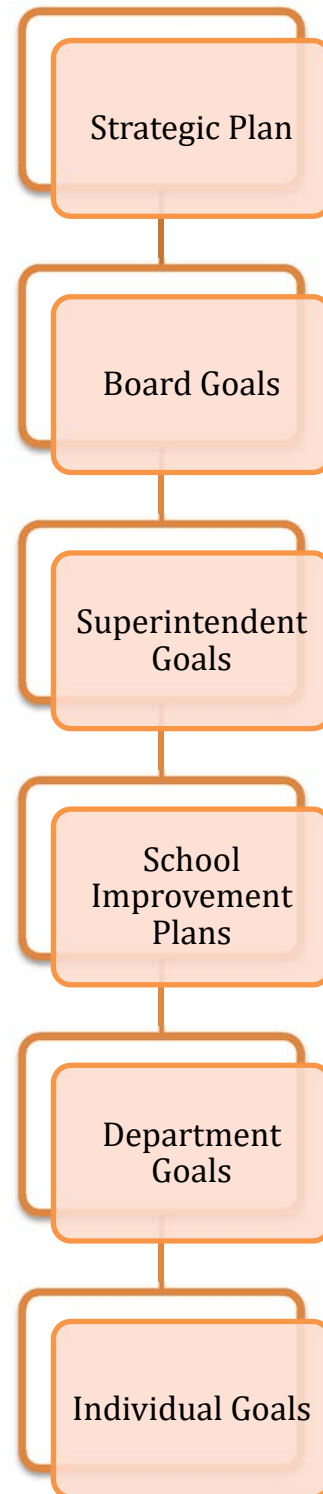
When utilized, a strategic plan framework aligns district resources with stakeholder values and priorities in order to guide key decisions and initiatives. The HYA Strategic Planning Process, detailed below, provides the district with actionable and measurable goals and a consistent communication vehicle. 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.



## 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.

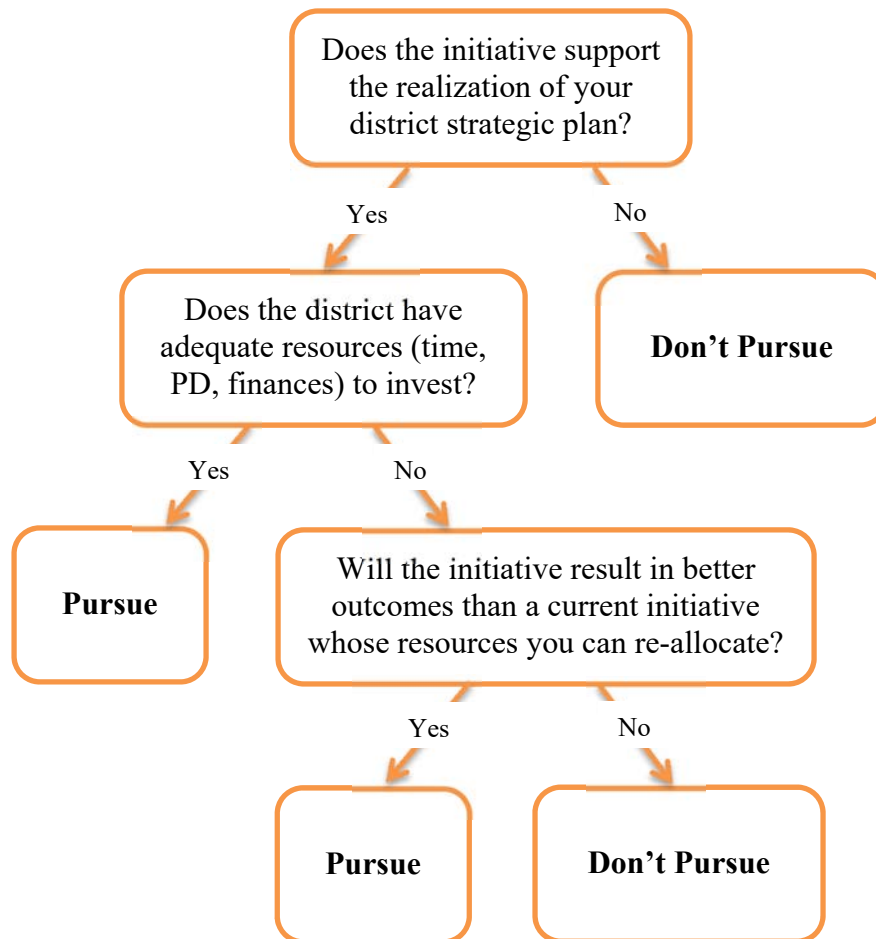
Aligning all goals to the strategic plan allows the vision and values identified during the strategic planning process to filter throughout the system, while also allowing school, department, and individual goals to be responsive to the unique culture and priorities at their respective level. For example, 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.

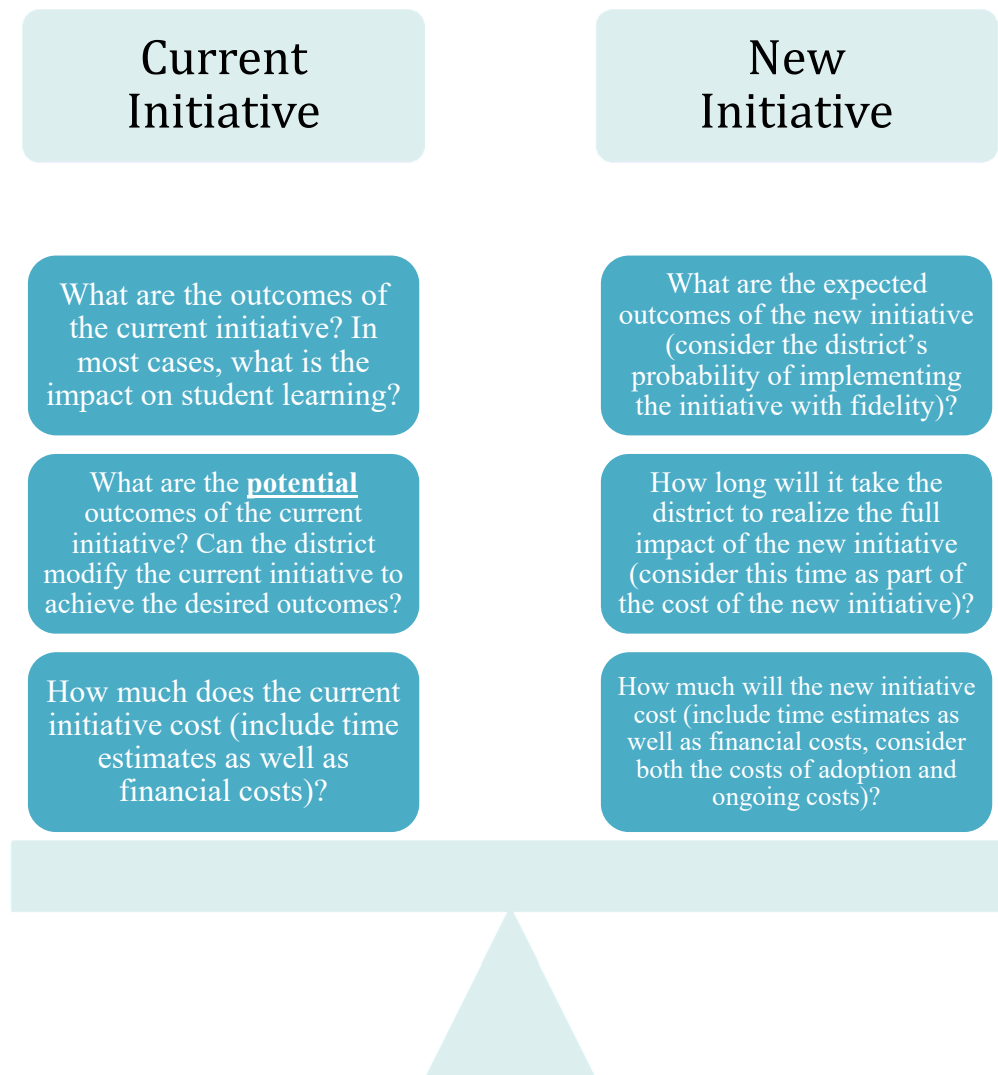
Aligning decision making to the strategic plan allows district leaders to allocate resources effectively, providing a system that prioritizes what matters most to stakeholders and has the greatest impact on student learning.<sup>1</sup> The district strategic plan and supporting documents provide a lens, 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.



<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

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

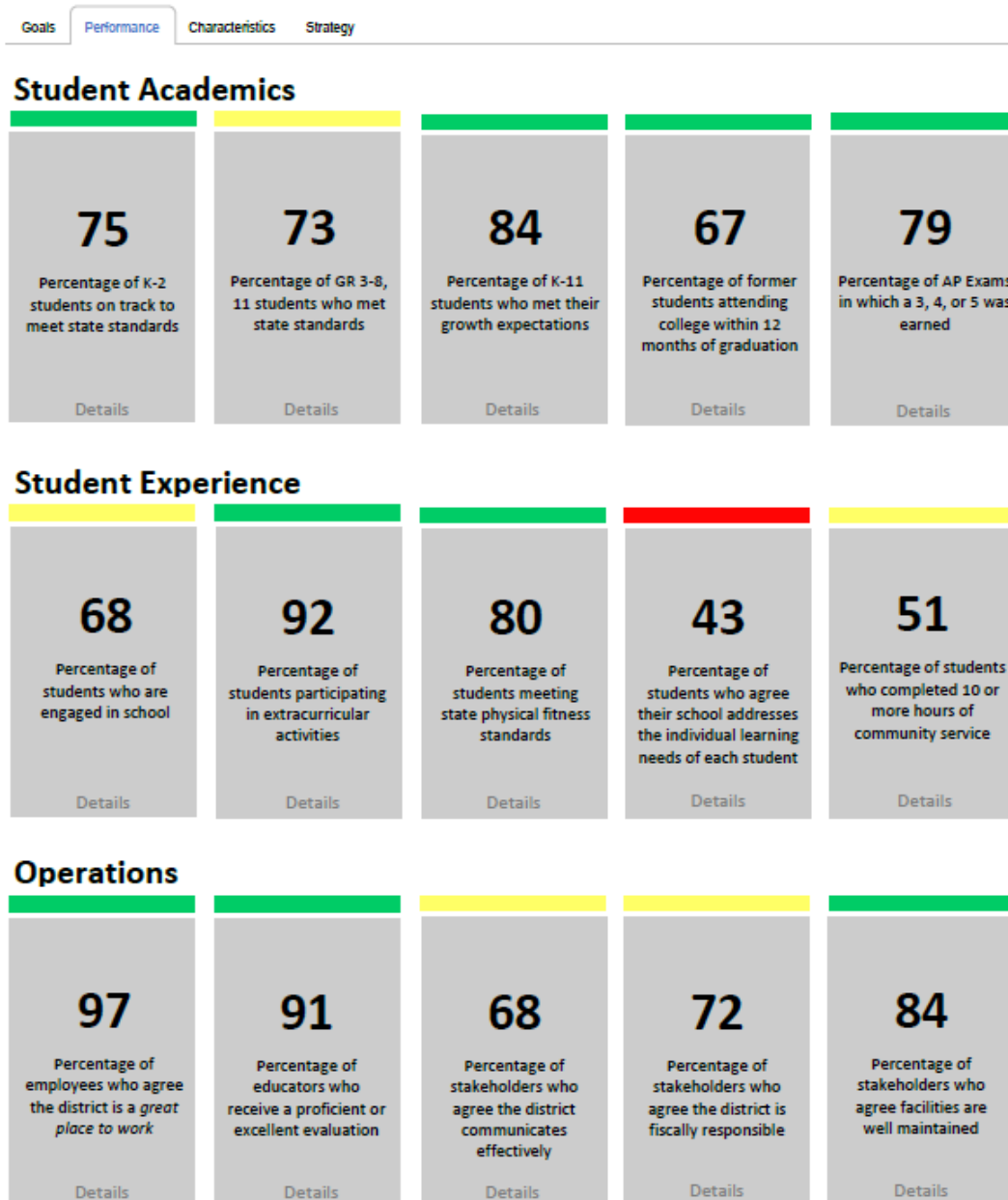
<sup>3</sup> Cokins, G. (2012). A kit with a broken string: The balanced scorecard. *Strategic Management*. Retrieved from <http://businessfinancemag.com/blog/kite-broken-string-balanced-scorecard>.

<sup>4</sup> 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.

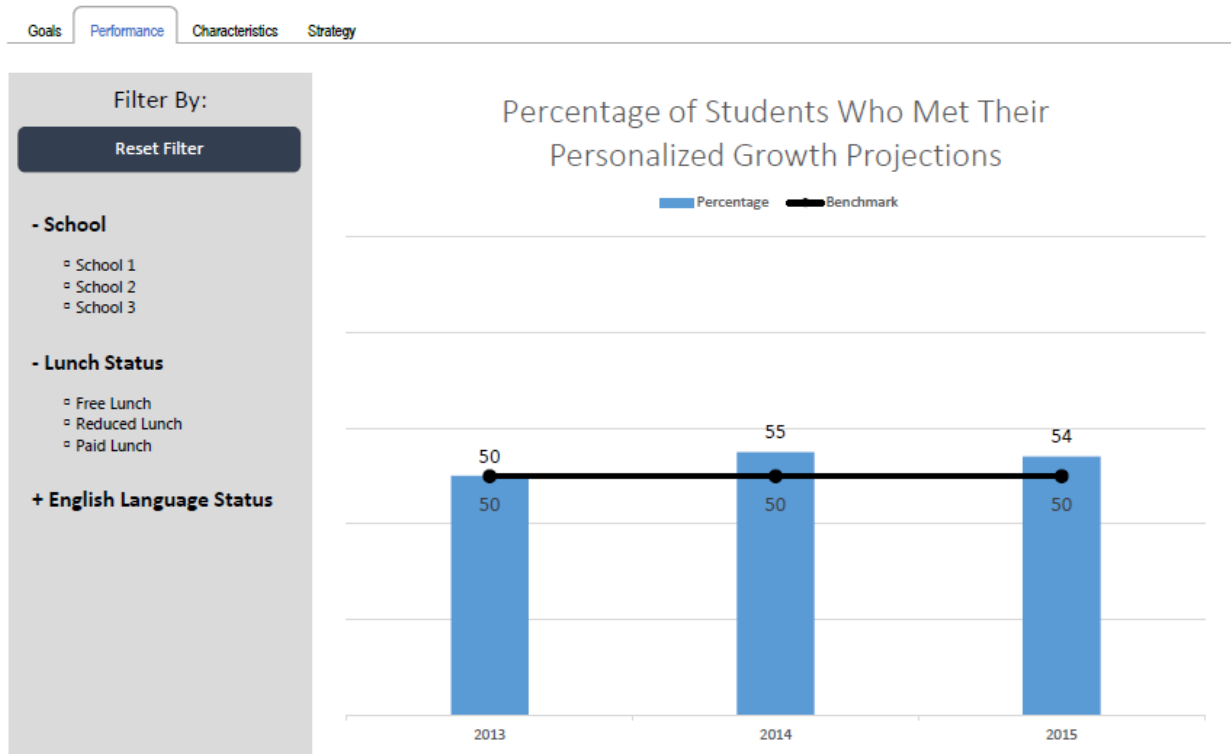
In the sample dashboard below, the district highlighted five indicators for each goal in their strategic plan (Student Academics, Student Experience, and Operations). The dashboard displays a color-coded snapshot of the current state of the district. Clicking on an indicator will provide additional details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



**Dashboards (Continued)**

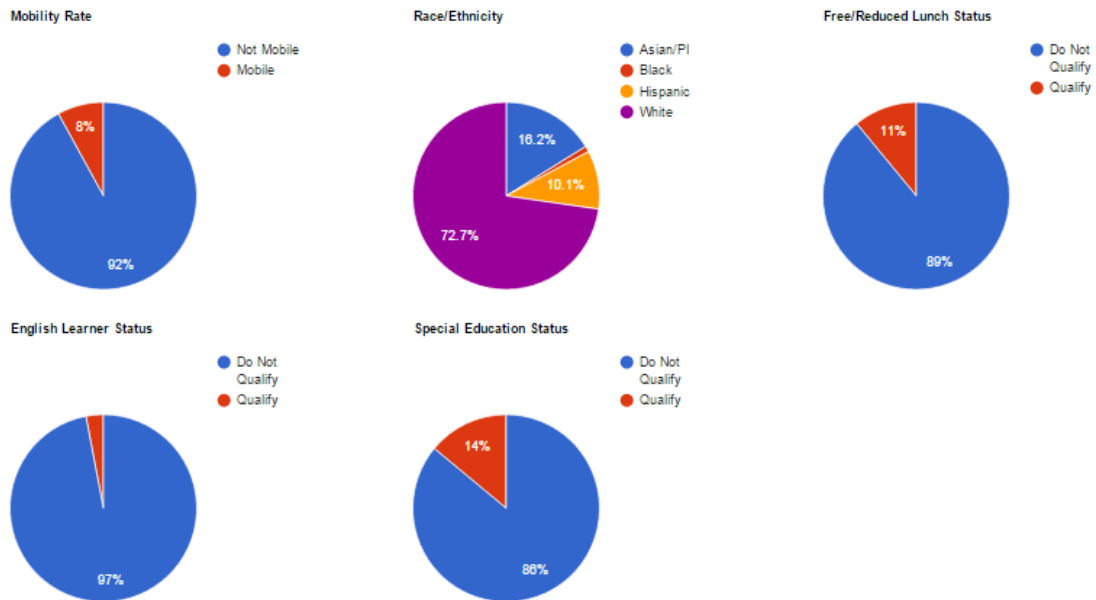
For instance, a district may choose to monitor and report the percentage of students who met their personalized growth projections as an indicator, as seen in the example below. The industry benchmark is 50, so district leadership decided their goal was to continue to surpass the benchmark in the years 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.<sup>5</sup>

- 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.<sup>6</sup> 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

<sup>5</sup> 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).

<sup>6</sup> 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.<sup>7</sup> 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.<sup>8</sup> 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.<sup>9</sup>

- 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

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

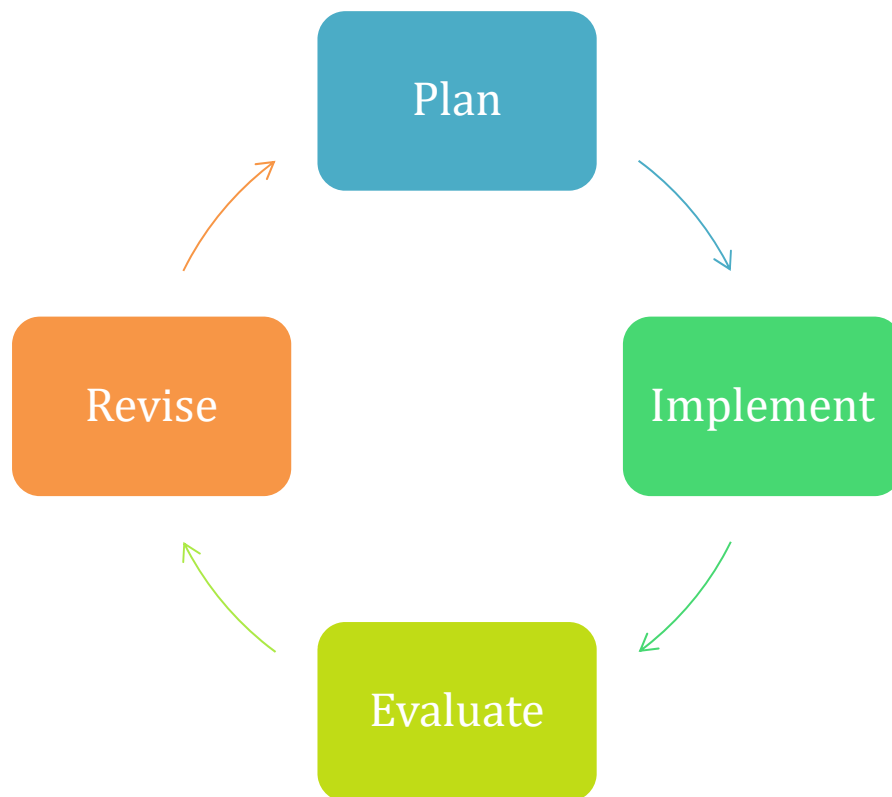
<sup>8</sup> Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental health Institute, The National Implementation Research Network (FMHW Publication #231).

<sup>9</sup> 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.<sup>10</sup> For that reason, it is important to monitor processes as well as outcomes, especially in the early stages of implementation.

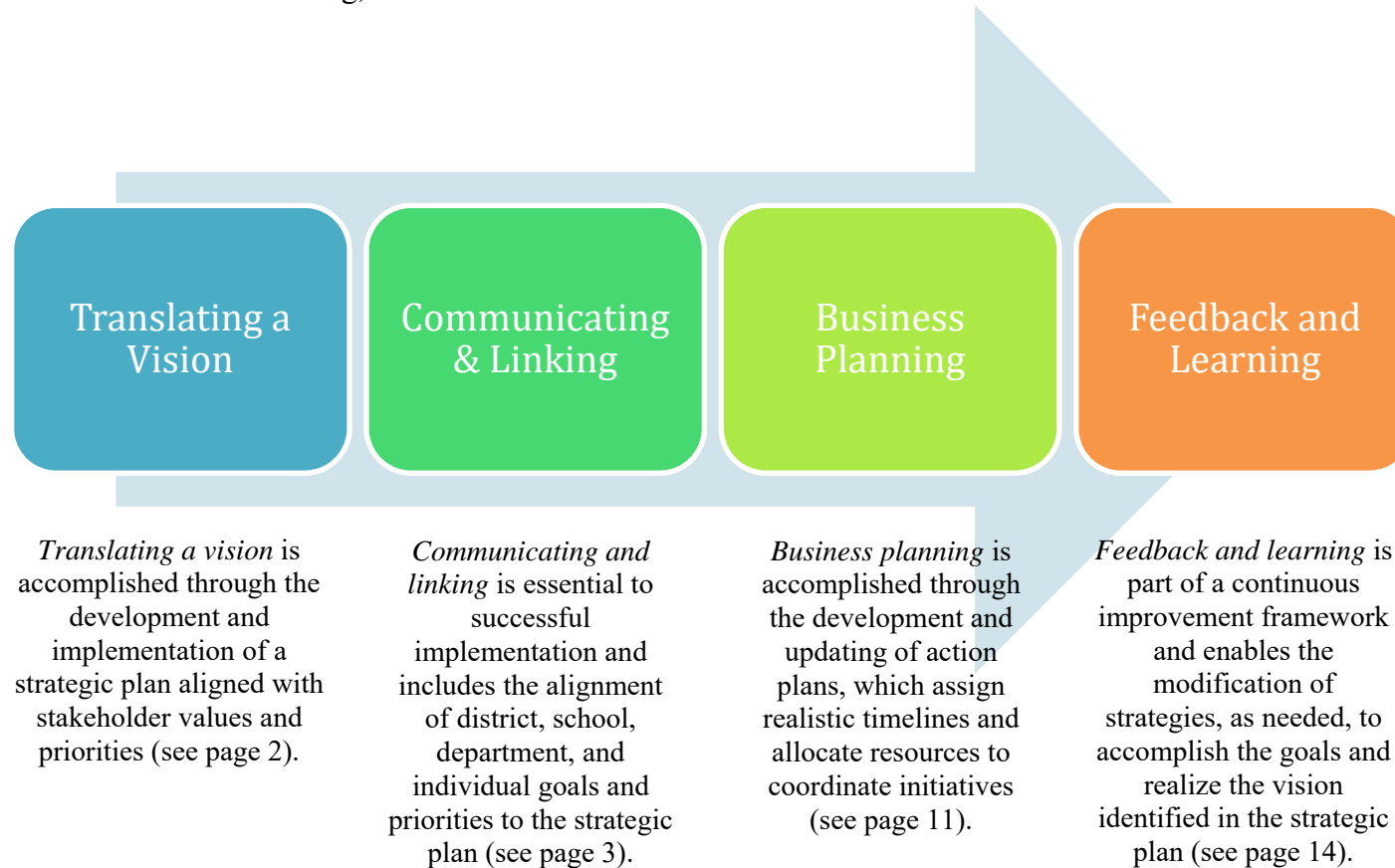
There are four main acts in the continuous improvement process: plan, implement, evaluate, and revise. Just as developing a strategic plan only leads to more effective decision making if implemented, evaluating a program or initiative only leads to better results if the information gleaned from the evaluation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



<sup>10</sup> 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 Scorecard<sup>11</sup>

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.



<sup>11</sup> 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](mailto: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 FNEESC, 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**

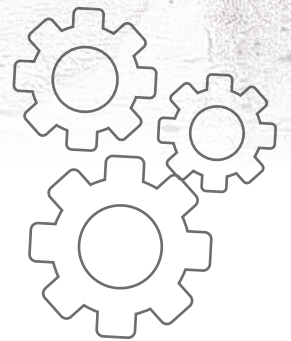
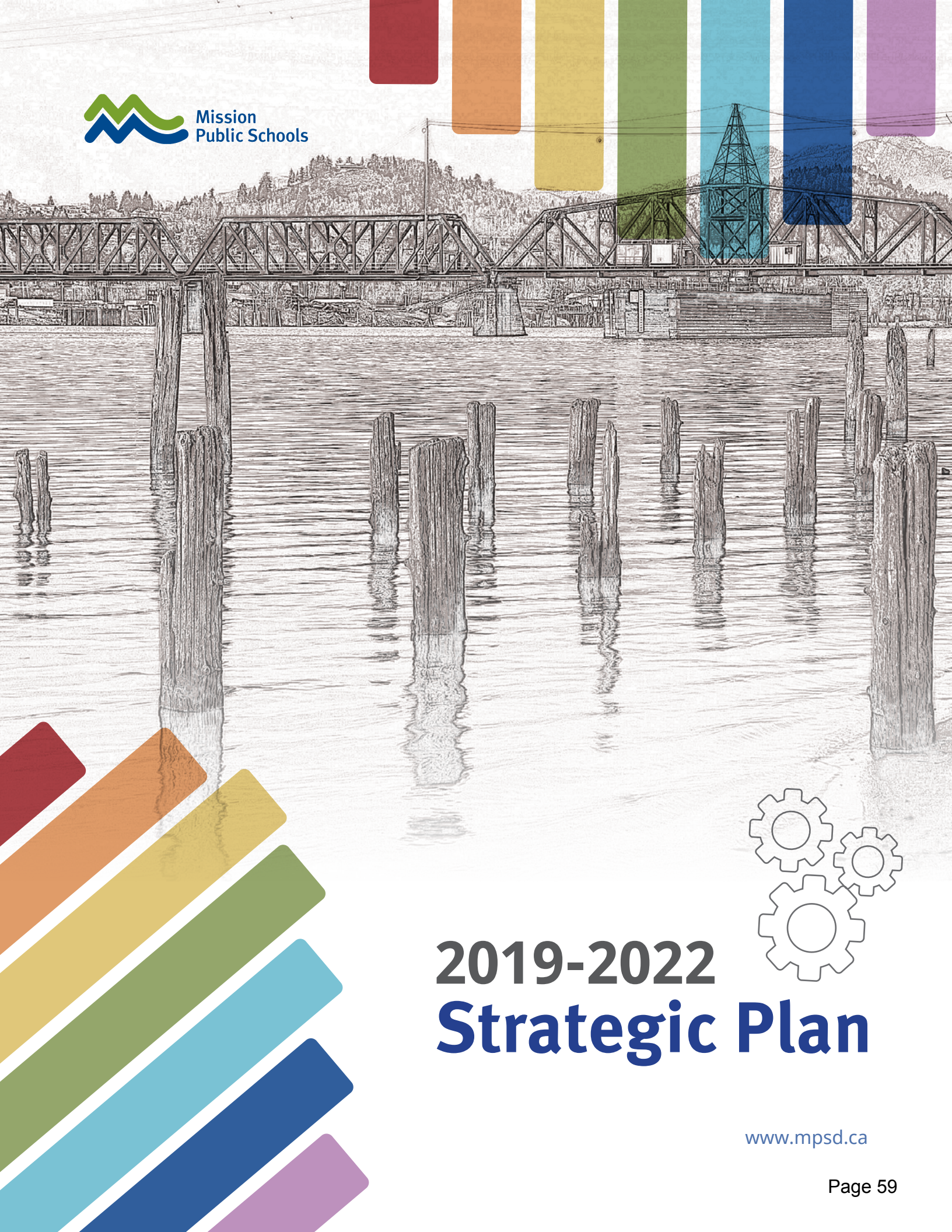
**Continue to establish strategies and measures that:**

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](http://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
- Matheq'wí 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**



**Matheq'wí 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*





# Strategic Priorities

The Mission Public School District supports the development of the educated citizen, to “enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.” (Ministry of Education, 2019)

The Board has aligned its strategic priorities with the Ministry’s vision for student success. This includes the Framework for Enhancing Student Learning (FESL) and other initiatives. The Board has also sought to embed the learnings from the [Equity Scan](#) in this document.



# 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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Fax: 604-826-4517  
info.sd75@mpsd.ca

*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)**  
**Special Committee of the Whole Meeting Minutes**

**November 30, 2021, 6:30 pm**  
**Zoom Meeting**

**Members Present:** Board Chair, Tracy Loffler  
Vice-Chair, Randy Cairns  
Trustee, Julia Renkema  
Trustee, Shelley Carter (joined 6:52 pm)

**Members absent:** Trustee, Rick McKamey

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Assistant Superintendent, Karen Alvarez  
Director of Operations, Dana MacLean  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** MTU Vice President, Shannon Bowsfield, Acting Principal,  
Chandy Ritter, Principal, Tricia Alderson, Principal Jordan  
Klassen, Principal, Angela Condon, Principal, Shane Sliziak,  
DPAC Chair, Cheryl Blondin, CUPE President, Nansy  
Gibson

**1. CALL TO ORDER**

The meeting was called to order at 6:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

Trustee McKamey sent regrets for not attending, and Trustee Carter apologized for arriving late.

**2. ADOPTION OF AGENDA**

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

**CARRIED**



### 3. DELEGATIONS/PRESENTATIONS

### 4. CURRICULUM

### 5. UNFINISHED BUSINESS

#### 5.1 School Enrolment Projections

The Secretary-Treasurer reviewed the long-range enrolment projection for Dewdney/Hatzic/Albert McMahon and Hatzic Elementary Schools. The projections provided are a simulation. We have exceeded our enrolment projections from 5 years ago, and are currently getting even more students.

It was noted that portables are covered by operating funding, not from Facilities. Long-Range Facilities plan: the Ministry has not responded, so the plan submitted was not approved. We should have long-range projection updates in January.

A comment was made that our numbers seem conservative. Baragar projections may not be entirely accurate, as, in the past, we projected more, and fewer actual students registered. Until we have current Baragar data, we cannot do any projections. Based on Baragar data, we have been limiting cross-boundary students at Hatzic Elementary.

At Stave Falls, we would impact the Childcare on-site, as we would be adding 2 classrooms. Chair Loffler encouraged partners to provide input.

Trustee Shelley Carter joined the meeting at 6:52 pm.

#### 5.2 Boundary Review - Steelhead Area to Stave Falls

**MOVED and Seconded THAT the following resolution be forwarded to the December Board meeting for consideration:**

**THAT the proposed school catchment boundary change to move the Steelhead area from the Albert McMahon Elementary School catchment to the Stave Falls Elementary School catchment be approved in principle;**

**AND THAT additional consultation and engagement with the Steelhead and Stave Falls area school community regarding the school catchment boundary change be initiated;**

**AND THAT a Committee of the Whole meeting be scheduled in January for further consultation and engagement with the school community regarding the school catchment boundary change.**

**CARRIED**

If all students from the Steelhead area transferred to Stave Falls, we would need 2 new classrooms.

A comment was made that the daycare at Stave Falls is very important in the area, as currently there is not enough childcare available in Mission. SD75 would need grant funding in order to be able to accommodate the daycare should the boundary change take place. The Secretary-Treasurer has been having discussions with the City of Mission about possibly building a community building on the 5-acre city parcel that could incorporate a daycare.

A question was asked about the overall boundary changes. We have done a review 3 years ago. We see a shift in the urban core, where we see changes at Mission Central and Windebank. The schools of choice also have an impact on the catchments.

A comment was made that displacing a daycare would likely cause the families to remove the children from the school. Is there a way that we could provide daycare? There is Ministry funding available for the facilities; however, the biggest restraint SD75 faces is staff time.

In Silverdale, Stave Falls and Dewdney, we have before and after-school programs. Preschool during the day. The actual daycares are for children that are not associated with the schools at all. Afterschool programs sometimes run in the gym or a library. We need to rebalance the enrolment of the school-age children at the sites. Hatzic Elementary would need a major remediation, sprinkler system, and therefore, full replacement seems like a better option.

A question was asked about enforcing cross-boundary realigning to balance the catchments. Certain schools have put limits on cross-boundary students they can accept. Consultation needs to happen, as some parents may not take the move favourably.

A comment was made about some schools overloaded with children with designations, and remedy. As for the seamless day program - there seem to be problems with sharing classrooms. Other districts have piloted the Seamless Daycare program.

A comment was made that we are trying to be proactive vs reactive - we need to think about what is in the best interest of the students. What impact would moving have on the students?

The technical part in between regulations is busing. If the boundaries shift, the buses and other resources will have to change.

Cross-Boundary: 5-6yrs ago, there were many cross-boundary students in all the schools. As they got tighter, we have become very selective about which cross-boundary students were allowed in. Albert McMahan has 700 students living in the catchment, and in this particular area, the cross-

boundary has alleviated the pressure. When Stave Falls opened, parents could attend Silverdale, but the bus was not guaranteed. Kindergarten classes at Stave Falls are now full, and many are living in the catchment as well.

A comment was made that a large school is hard to navigate. There will always be a need for a cross-boundary. If anything is done quickly, it creates stress for families. Some families would have done anything to stay at their school.

CHE cross-boundary is different than at AME. A lot of Kindergarten families assume they get accepted. People seem to "shop around" for where they want to go.

We are reminding people that cross-boundary needs a yearly renewal. AME has no cross-boundary allowed due to space.

The Secretary-Treasurer indicated that if approved in principle - there will be targeted communication to all parents affected. There will be an invite to specific meetings. The Transportation Manager will do route calculations. All this information will be published on ENGAGE MPD. The Board can review all the concerns and make their decision based on this. We cannot make a decision before we hear from the parents.

### 5.3 Boundary Review - Durieu to Dewdney

**MOVED and Seconded THAT the following resolution be forwarded to the December Board meeting for consideration:**

**THAT the proposed school catchment boundary change to move the Durieu area from the Hatzic Elementary School catchment to the Dewdney Elementary School catchment be approved in principle;**

**AND THAT additional consultation and engagement with the Durieu and Dewdney area school community regarding the school catchment boundary change be initiated;**

**AND THAT a Committee of the Whole meeting be scheduled in January for further consultation and engagement with the school community regarding the school catchment boundary change.**

#### **CARRIED**

Analysis was done based on what has been happening this year. We would have at least one additional classroom for next year. Montessori daycare and the outdoor program draw students to Dewdney.

The board discussed past boundary changes, where even though hard decisions were made, children have managed to adjust and flourished post-move. Trustee Carter would like to see even Durieu re-open one day

(note: extensive upgrades would be necessary), as there are still families in the area who have small children. Dewdney has the room for 3 classrooms upstairs.

We will be consulting further. The process is transparent and thorough. Dewdney: if families have an option given to stay or move, many will decide to stay where they are. No matter what decision is made, someone will be upset for a while. Dewdney is ready to welcome more students. Dewdney can offer things that other schools cannot. There is one classroom downstairs. Also, there are spaces used by the ISP room for vulnerable students.

The Secretary-Treasurer indicated that Stave Falls and Dewdney are both rural schools with unique programs. They have the capability to cater to the rural lifestyle. Some of the families choose to live in rural areas. We are realigning rural students with their rural school, instead of forcing them to move into the urban area.

6. **STAFF REPORTS**
7. **NEW BUSINESS**
8. **MINUTES OF PREVIOUS MEETINGS**
9. **INFORMATION ITEMS**
10. **ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 7:56 pm

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Chair, Board of Education

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Secretary-Treasurer

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

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

**December 7, 2021, 3:30 pm  
Zoom Meeting**

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

**Members Absent:** Trustee, Shelley Carter

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

**Others Present:** Principal, Lynn Cummings, Principal, Jim Pearce, Camille Anderson, Principal, Angela Condon, Lauren Rushton, DPAC Chair, Cheryl Blondin, MTU President, Ryan McCarty, Parent, DPAC Communications Rep, Candace Koch, CUPE President, Nansy Gibson

**1. CALL TO ORDER**

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

Trustee Carter sent her regrets for not attending the meeting.

**2. ADOPTION OF AGENDA**

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

**CARRIED**

**3. DELEGATIONS/PRESENTATIONS****3.1 TTAC Presentation**

Trustee Renkema presented and summarized the Report to the Board dated June 2021. The Trades Training Advisory Committee seeks to promote interest in trades, to bring more awareness to trades training to students. ITA will fund youth students in trades. The programs are longer, so students become more familiar with the program. MSS has over 600 students in Applied Skills (Cafeteria program). Next year, Riverside may include warehousing. The benefits to Riverside are much smaller class sizes. Students get hands-on experience. We need to build stronger relationships with local trade companies, host trade shows, keep the support of the Mission City forestry department, encourage pairing of business courses with trades, create educational tools for all grade levels. We would like to create opportunities for students to start working soon after graduation.

Lynn Cummings and the students from Riverside College presented a showcase on trades:

- Hunter and Liam presented Plumbing Foundation Level 1 technical program.
- Ethan and Suzia presented Carpentry and acknowledged that instructors have been encouraging and building up students' confidence
- Logan and Mark presented Construction/Electrical.
- Dylan and Joe presented Hairstylist foundations.

A question was asked about the amount of time spent on knowing that the students have health and safety rights and responsibilities. Instructors Anthony Balog and Jeremy Gray: before students start, they have extensive safety training. Students are exposed to all the tools they will be exposed to in the industry in a controlled environment. Students are shown WCB regulations and are taught that they have the right to refuse unsafe work. Young workers are brand new to the environment. They need to understand how to walk through the worksite safely. Students get certified with first aid and job safety.

A comment was made that one of the challenges after the floods is finding certified and properly trained contractors/tradespeople. It was noted that we need to ensure we help the students to get fully certified, and help the community as needed.

A question was directed at the students, about how they would like the Board of Education to support trades in the community. The hair program is looking for stand-behind sinks and better ventilation. Carpenters would like more space, as space is very limited, ventilation indoors. More accessible parking.

#### **4. CURRICULUM**

## 4.1 Monthly Curriculum Update

School/Student safety: the most important is school culture.

### 4.1.1 Work supporting school climate and staff Pro-D

Staff expanded the conversation about school safety beyond rules and policies to help to focus on what we want to grow instead of what we want to stop. The presenters included some lingering questions and challenges we are working through.

**MSS:** Getting back to the new normal. Can we revisit what we were doing in the past, restart? Staff-driven assessment, critical thinking strategies. School Culture Committee was formed with 5 goals:

- parent and community connection
- student social involvement,
- staff culture and professional growth,
- connections between students and staff,
- academic culture.

Assessment redesign: larger assessment practice with staff (Implementing “*Softening the Edges with Katie White*”). Staff have embraced the movement. We need to be cognizant that as many people are tired, there are still others that want to get involved.

Realign instructional team leaders: *50 Strategies to Boost Cognitive Engagement* - by Becky Stobaugh to engage students in their learning.

Challenges: Grade12s need more motivation to come in and do work. Editing Mathematical inventory. Paired Workplace 10 Math with Woodworking 10 classes. We can do better with courses. When we bring more students to trades/math, there are lots of ideas, but everything comes with a price tag.

Increased connections: staff present in halls, homerooms activities, clubs are starting again.

Gradual entry - only one grade came into the school at the same time, where grade-specific activities were planned. Students received MSS T-shirts, led by the leadership team. MSS would like to continue, as it sets a very positive tone for the start of the year. Trustees acknowledged the importance of transitions. The Gradual entry could become a template for other schools as well.

Soft Opening for the Studio: First Peoples Principals of Learning - weaving and learning about knots. Connecting Math with indigenous stories.

Students presented a slideshow of pictures of what is happening at MSS.

The Assistant Superintendent acknowledged the multi-layered approach and ongoing process can be powerful.

A quote from Trustee Academy was shared from Jennifer Charlesworth: "If you don't have the school culture, who will pick you up when you fall?"

#### 4.1.2 Work to support transitions, student survey

Transitions: HPMS: Brainstorming about transitions started 2 years ago, pre-Covid. Grade 6 students were starting to feel anxiety about Middle school. Virginia Avery did a Master's Program research. A big part of easing anxiety is instilling the Growth Mindset. Students need to hear about growth from their peers. We needed to know what exactly are students anxious about. A Grade 6 Transitions survey was developed and passed along to all feeder elementary schools. Logistical, academic, social-emotional concerns. 23% of students were worried or scared of starting middle school. Students were worried about bullying, the amount of work, navigating the building. Staff shared data with Grade 8 students and asked for reflection. Students wrote letters to future HPMS students, where they shared the reality of Middle school. All the letters were sent out to Grade 6 students. Moving forward, creating a dialogue is what HPMS would like to try. Also, a follow-up survey. Are there still concerns. Is there an adult in the building that you feel connected to? Teacher involvement has been astounding. Grade 6 visit was done during the last week when current students are gone, and teachers had a chance to meet and connect with their future students.

HPMS also planned activities for Grade 7s, to make Transitions easier and to instill a sense of belonging.

The Assistant Superintendent expressed appreciation for the initiative.

## 5. **UNFINISHED BUSINESS**

## 6. **STAFF REPORTS**

### 6.1 Flood Update

November 13 and 14, 2021: The flood has not affected Mission, as we are situated on a hill; however, 53% of our staff do NOT live in Mission. The situation was changing fast. Tuesday, we were still closed. While the Barrowtown pump was in danger of failing, the Superintendent was talking to the Ministry of Transportation, Education etc. There was no communication from the Abbotsford EOC. The HWY1 closure was a challenge. HWY7 was very congested, so we hired flaggers. Fuel rationing came in, school field trips and sports got cancelled. Western Fraser Valley



had a meeting with the Ministry of Transportation without inviting the City of Mission and SD75. The order of no travel on HWY7 has been somewhat resolved. There was more communication on Wednesday.

Ministry of Education was trying to provide shuttle buses, hotels; however, there were none available. Staff ended up staying with friends.

HWY 7 situation is now "normal" and the fuel shortage should be over by next week. Ministry of Education has reached out regarding Mental Health support. Chair Loffler was involved with contacting local officials.

The Board acknowledged everyone's work. MTU moved a union meeting to accommodate everyone.

## 7. NEW BUSINESS

### 7.1 Procurement to purchase electric vehicle replacement

**MOVED and Seconded THAT the Board direct staff in future procurements to purchase electric vehicle replacement for Bus and Fleet whenever feasible and that this resolution gets forwarded to the Public Meeting for the consideration of approval.**

#### **CARRIED**

Global warming, the amount of moisture in the air, atmospheric rivers - any action we can take is moving forward.

### 7.2 Emergency Preparedness Update

- The Superintendent promoted the use of the Alertable app
- Update on emergency kits at schools and worksites: there is an issue, as there is no mandate. Often, the consumables are going bad. We need to do a survey.
- The Superintendent also promoted a message of being prepared to families
- Communication with parents is key
- The Superintendent pointed out the distinction between FVRD and Mission - nobody seems to know that they don't actually live in Mission when they are in the rural area.

DPAC has a committee about emergency preparedness.

Communicating with parents - a parent contacted DPAC about not being contacted by HPMS in the case of the gas leak.

We may need a process of checking the emergency supplies. We may need to start with a framework, and on a regular basis check on things.

### 7.3 Cross Boundary

Elementary students need to register at their neighbourhood elementary school, fill out the Cross-Boundary form. At this time of year, students get a letter of the Cross-Boundary renewal. In grade 6, students get a letter in December. Schools are asked to email and send in a physical copy of the letter. Cross-boundary requests are re-approved on year-by-year basis.

All requests are looked at by the date submitted, but also by reasons. Students are informed at the end of June, and a few are informed at the beginning of September when we know actual numbers. Dewdney/Stave Falls, we have been able to let them know ahead of time.

This Summer, we have received requests because of daycare. When we deny a Cross-Boundary request, it is usually based on numbers. Siblings are higher up on the list, but we are not always able to accommodate them. Albert McMahon does not accept any new Cross-Boundary students.

We do get Cross-Boundary requests for French Immersion at the elementary level. CME and MCE have evened out.

AME and their approx 700 students - number of the extra students go to choice schools, ESR or Hillside.

A comment was made, that the one school year is clearly stated in the policy. The Board Chair suggested that the policy states that the approval is not guaranteed.

A comment was made, that it is really hard for the children to change schools, once established in the school. Staff is cognizant of this, and it is becoming harder and harder to manage. Some schools are not accepting any Kindergarten Cross-Boundary. Most parents do not know policies, and there is a need for better communicating the policies to them.

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

### **8.1 Special Committee of the Whole Meeting Minutes, October 26, 2021**

**MOVED and Seconded that the Special Committee of the Whole minutes dated October 26, 2021, be approved.**

**CARRIED**

S-T: OCT19 Note that proposed amendments regarding the Public Interest Disclosure were made to the procedure, not the policy. The policy does not have any amendments.

As such, I have made the following notations in the minutes. I think this needs to be spoken to, and clarified, when the minutes are approved.

6.6 Public Interest Disclosure Policy

**MOVED and Seconded that the draft Public Interest Disclosure Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.**

**CARRIED**

**MOVED and Seconded that the draft procedure be amended, definition 1.1 Designated officer to remove the words "*or any other senior member of Personnel designated by the Superintendent from time to time*"**

**CARRIED**

**MOVED and Seconded that the draft procedure be amended, and 3.1 "Board Chair" be added.**

**CARRIED**

**MOVED and Seconded that the draft procedure be amended, 3.1c to remove the Designated Officer other than the Superintendent, and replaced with Secretary-Treasurer.**

Note: As procedures are approved by the Superintendent, the noted amendments will be incorporated into the final approved procedure.

8.2 Committee of the Whole Meeting Minutes, November 2, 2021

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

**CARRIED**

8.3 Special Committee of the Whole Meeting Minutes, November 23, 2021

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

**CARRIED**

**9. INFORMATION ITEMS**

Public Board Meeting is next week, on December 14, 2021

**10. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 5:29 pm.

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Chair, Board of Education

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Secretary-Treasurer

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