

School District #75 (Mission)

Public Meeting of the Committee of the Whole Minutes

**October 5, 2021, 3:30 pm
Zoom Meeting**

Members Present: Board Chair, Tracy Loffler
Vice-Chair, Randy Cairns
Trustee, Shelley Carter (arrived 3:45 pm)
Trustee, Rick McKamey
Trustee, Julia Renkema

Staff Present: Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana MacLean
District Principal of Indigenous Education, Vivian Searwar
District Principal of Student Services, Beth-Anne Cullen
Assistant Secretary-Treasurer, Derek Welsh
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: MTU President, Ryan McCarty, MTU Vice President,
Shannon Bowsfield
DPAC Chair, Cheryl Blondin, DPAC Treasurer, Jacquelyn
Wickam,

1. CALL TO ORDER

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

Trustee Carter sent her apologies for arriving late.

2. ADOPTION OF AGENDA

MOVED and Seconded that Item 3.1 MTU K-3 Mask Mandate be removed from the Agenda after a request from MTU.

CARRIED.

MOVED and Seconded to approve the agenda as amended

CARRIED.

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

4.1 October 2021 Curriculum Update - Mental Health

The District Principal of Student Services provided an update on Mental Health resources in SD75. Mental Health Curriculum used to be a part of PHE, now it is a part of a holistic approach. Open Parachute Program is offered to grades 9 and higher. Gr 4 and 5 will be piloting a program in the Spring. Fraserview Learning Centre is running a mental health and literacy group. YCW will be running EASE, everyday anxiety strategies for educators. Links to parents can be sent out.

Mental Health & Wellness for Staff: in August at the principals' meeting staff shared a roadmap to avoiding burnout.

Dr. Angela Murphy was well received by staff. Also, more info coming from the Health, Safety & Wellness Manager.

The Assistant Superintendent and the Board thanked the District Principal of Student Services for overseeing the Mental Health resources and tying them together.

4.2 MSS Numeracy Assessment Data

Assistant Superintendent looked at Student-Centred learning and Framework for Enhancing Student Learning goals. Last year, more students took workplace math and fewer students took pre-calculus. An assumption was that students may not be ready for the rigour of Pre-Calculus. Last spring, we tried to figure out what are the gaps, and what can we do to support the learning and transition from Middle to High school.

On the first day of school, 395 students wrote an inventory test. Questions ranged from primary up to grade 10 difficulty and included 2 word-problems: Only 285 students tried the first word question, 2nd word question, only 199 tried. This exercise has raised more questions and gave us an idea about what strategies we need to develop. More information is needed or maybe this type of inventory needs to be done even earlier before students choose Gr10 Math class.

Short term - MSS has new students and is looking at how to bridge the gaps. JumpMath is one resource. We have the Curriculum and need to support transitions.

Effects of the transitions may take years to implement.

Rebekaah Stenner is offering Joyful Math to elementary teachers. Math 101 Resources.

A question was asked if there are any observations about how the students felt about the test? Are there any engagement issues? Did students feel they did not have enough education due to COVID? The Inventory test was administered by Camille and Rebekaah. It is an Inventory, so students can be supported as needed. The CUPE President is an EA at MSS and offered insight to the day - no exceptions were made, the inventory test brought high anxiety about. Some students have not had math. Some have had a hard time sitting down and writing the test. Some had a hard time reading altogether. The visible gaps are huge.

Children with disabilities - have they received any accommodations - do we make accommodations for a Math class? Individual IEPs are used. EAs were asked to only read the questions to students. Some students' math skills are at Gr1 or Gr2 level and are not capable of Gr10 math. Staff will take notes for improvements. Reading may have impacted the baseline. It is a snapshot in time. Minimal adaptations have been accurately offered, it should have been noted that students had assistance with reading.

Trauma-informed practice - when do children experience the mental block about Math? It needs to be looked at from all perspectives.

4.3 Sacred Teaching - the Beaver

District Principal of Indigenous Education introduced the Beaver, Wisdom - the last one of the 7 sacred teachings.

A student created the picture of the Beaver. This image was put on the back of the Truth & Reconciliation Orange Day T-Shirts and the student was recognized at the September 30th event.

The coordination of the event was very successful and a large number of people turned out and embraced the event. A big part of the event was unity. The event has brought a feeling of peace.

Trustees acknowledged the work and effort of the Principal of Indigenous Education.

5. **UNFINISHED BUSINESS**

5.1 Annual Board Work Plan

MOVED and Seconded that the draft Annual Board Work Plan be reviewed, updated as necessary, and forwarded to the Board Meeting for consideration.

CARRIED

- Add BCSTA FV Branch Meeting, and in February, FV Branch AGM
- A review of the School Growth Plans in May would be more relevant. Having 2 would be redundant.
- Motions to BCSTA - and the BCSTA calendar with deadlines would be helpful.
- Some items were not transferred from the original work plan. It would be a great guide for trustees to have the deadlines incorporated.
- Also, add Board/First nations meetings in November and March.
- Staff will go back and cross-reference, remove duplicates.
- Electrification proposals vs carbon-producing buses (climate change policy - to be formulated)
- Operations Department Overview
- Review EDI & MDI data should be done in April/May
- This document should be kept fluid and as relevant as possible.

5.2 MSS Replacement Update

Late last week, the consultant submitted a report to the Ministry. There are 3 options: just seismic update, partial replacement and seismic update, or full replacement.

The report supports justification of the FULL Replacement. It will cost approx. \$96 million. If we have only a seismic upgrade, and a seismic event takes place, we would protect the lives of students but would end up with an incapacitated building.

In the full replacement, there is enough space to provide for expansion to 1450 students, and a Multi-use, modern facility to meet the needs of a growing community.

How long does it take the MOE to get back to us? Typically, December - May, as we still have some numbers to submit.

Advantages: design of the building will support indigenous students (appropriate spaces for ceremonies etc). Requested that the report be modified to better reflect indigenous student needs rather than a blanket statement to support truth and reconciliation.

The submitted document is still a draft.

6. **STAFF REPORTS**

6.1 Finance Department Review

The Assistant Secretary-Treasurer provided an overview of the Finance Department: SD75 has Payroll and Benefits Manager (Exempt), 3 payroll coordinators (CUPE positions), accounting services coordinator (general accounting tasks), accounts clerk (AP). There are 5 payrolls – regular teacher, TTOC, CUPE support, CUPE casual, and Exempt.

Finance is a deadline-driven department.

The payroll clerks cannot just have a casual to just come in and cover, as transitions are complex. The department is in a stable position now.

Purchasing coordinator position takes a bit of know-how. Processes tenders for facilities/operations department.

The school accounting services coordinator also does accounts receivable - operating budgets, trust funds, SchoolCashOnline program (mentors, trains, trouble-shoots).

Challenges arise whenever there are significant changes within the schools, requiring additional training - Increasing requirements from the schools - we provide help.

SchoolCash program – looking at implementing custom electronic forms - permissions - having discussions with the provider, to add a module.

Accounts Payable - the employee build up a lot of knowledge - a lot of processing. Trying to get away from cash and cheques. About 50% of transactions are done via ETFs.

District Accounting Services, accounts receivable, accounts payable. Tracking all costs, making sure codes are correct and in the right budget. If the work has gone in ahead of time, the year-end financial statements are a lot easier to process.

Special purpose funding gets more difficult, as there are a lot more codes, not as easy to understand.

Capital - In recent years, we get capital funding. We ask for funds from the Government when appropriate.

Financial reporting - MOE, Board of Education, Federal Government, other ministries

Goal: to produce more value-added information to the decision-making.

Budgets - preliminary and amended budgets are prepared every year (full-year task). Even as soon as the school year starts, there are a lot of demands as final numbers change till the 1701 Report is done. The amended budget starts in November, December.

6.2 Staff Training - November 1st, 2021

In anticipation of the Board Anti-Racism policy - we have engaged a consulting firm, BAKAU. We will have a smaller group in the morning, record it, and will present it to the rest of the staff in the afternoon (PRO-D). The details have changed slightly just on Oct 4. The Board is welcome to participate in the training.

6.3 Online Learning

People have been concerned about online learning for a long time. SD75 has an agreement with the Ministry of Education to operate the Summit Learning Center for this school year. We may need to have an ongoing program plan, as there may be a universal "online school" coming up in the future, possibly structured similar to the French school

It may make sense going into the future. A lot of students are taking only some courses at Summit. Summit currently has 45 elementary students. Secondary - per course basis, as courses may be unavailable for some students at MSS.

Would the province provide adequate WIFI? Many parts of the province do not have the appropriate access. There is more information we need to get from the MOE. Not sure if the new plans would be ready for Sep1 2022.

A question was asked about any impact for the hospital/homebound program - would that still be provided? We will continue this program, but many districts do not have them. It is a liaison between the school and the family (temporary only).

7. **NEW BUSINESS**

7.1 Band Outreach Program

The Superintendent needs two more days and a couple of meetings to properly report. The Outreach program was viewed as a very positive approach. The students have had a gradual entry into the regular schools, with support and a transition teacher. This will be further discussed at a closed meeting, as the Outreach program covers only a small number of students. One of the issues observed is Math.

8. **MINUTES OF PREVIOUS MEETINGS**

8.1 Minutes of Public Committee of the Whole Meeting, September 14, 2021

MOVED and Seconded that the Committee of the Whole minutes dated September 14, 2021, be approved.

CARRIED

9. **INFORMATION ITEMS**

There will be a Special Committee of the Whole RE: Policies, Procedures, Bylaws next week, October 12, 2021, at 3:30 pm

10. **ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:10 pm.

Original signed by T. Loffler

Chair, Board of Education

Original signed by C. Becker

Secretary-Treasurer

The minutes were approved on
October 12, 2021 at the Special
Public Committee of the Whole
meeting.