


# 2024 ENHANCING STUDENT LEARNING REPORT

A photograph of a male teacher in a plaid shirt leaning over a table, interacting with four diverse students. They are in a library or computer lab setting with bookshelves and computer monitors in the background. The students are looking at papers on the table with interest.

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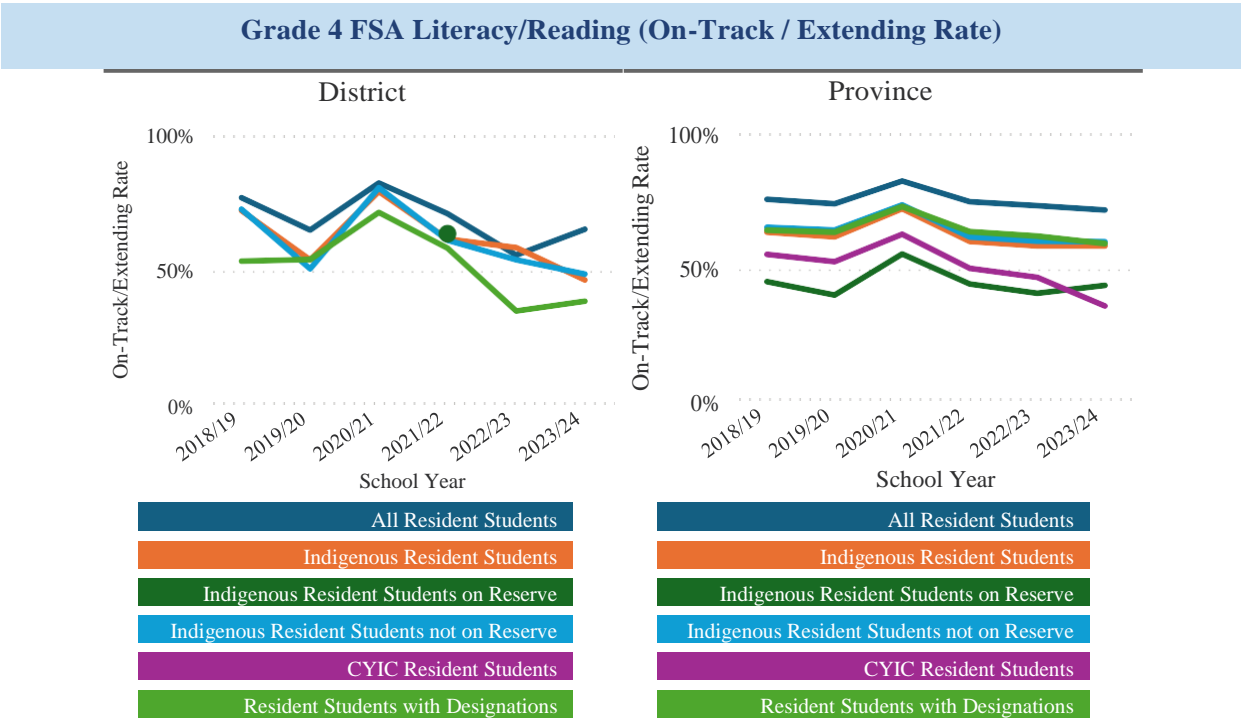
The Board of Education of Mission Public Schools is pleased to approve the September 2024 Enhancing Student Learning Report. We look forward to continuing to support students and families throughout our District as we continue to implement the plans outlined in this document and its alignment with our Strategic Plan.

# Section A: Reflecting on Student Learning Outcomes

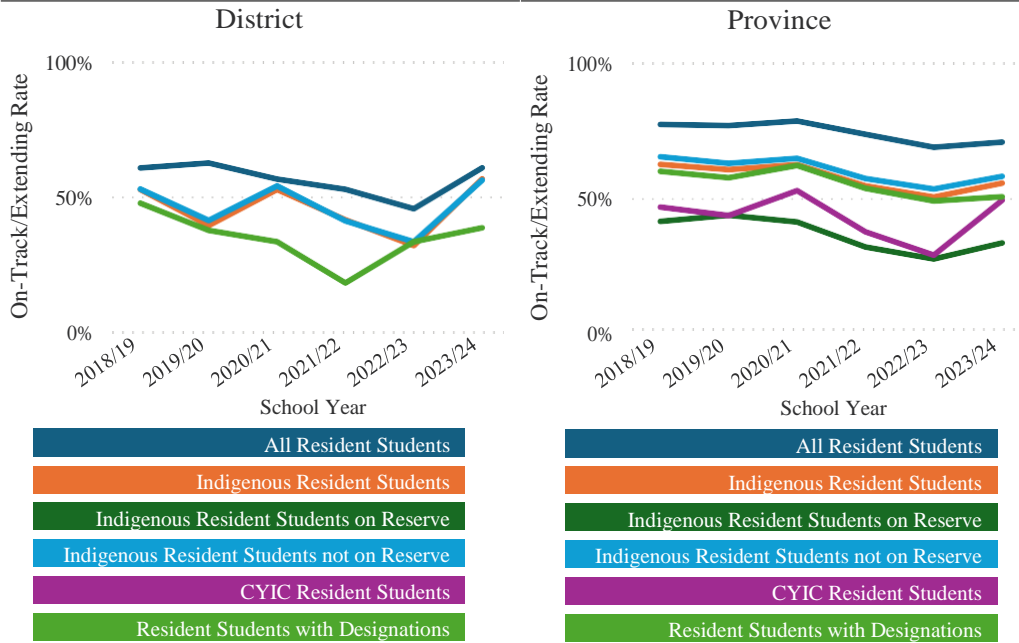
## Intellectual Development

### Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

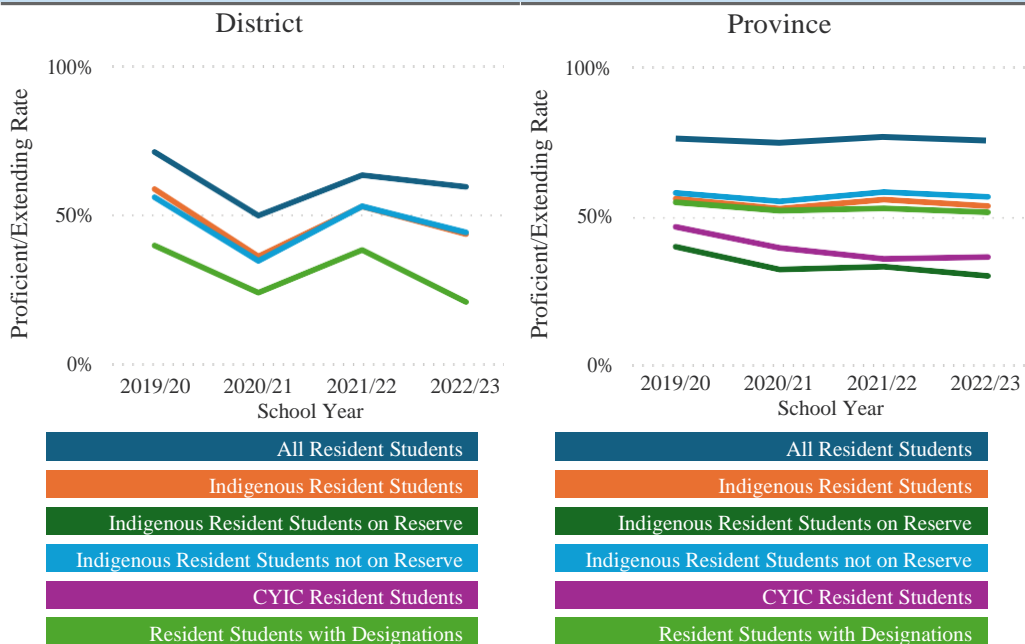


## Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



### Measure 1.2: Grade 10 Literacy Expectations

## Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



# Analysis and Interpretation

## Outcome 1: Literacy

FSA for literacy shows improvement from the previous year to near provincial averages. The use of the FSA is problematic in Mission due to low participation rates, although we note improvements for diverse learners in these measures. While we work on encouraging students and families to participate in this series of assessments, other, locally developed assessments are being used in grades other than four and seven.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"><li>•Phonemic Awareness (Jan./May)</li></ul>	<ul style="list-style-type: none"><li>•Phonics (Jan./May)</li><li>•Fluency (May)</li></ul>	<ul style="list-style-type: none"><li>•Phonics (Jan./May)</li><li>•Fluency (Jan./May)</li></ul>	<ul style="list-style-type: none"><li>•Writing (May)</li><li>•Comprehension (Jan./May)</li></ul>	<ul style="list-style-type: none"><li>•FSA OR</li><li>•Writing and Comprehension (May)</li></ul>	<ul style="list-style-type: none"><li>•Writing (May)</li><li>•Comprehension (May)</li></ul>	<ul style="list-style-type: none"><li>•Writing (May)</li><li>•Comprehension (May)</li></ul>

K-2 are ready to implement; further work by our Literacy Committee is necessary for the upper grades, and discussions are underway for the Middle School grades as well.

Historically we have had an issue with grade tens taking their assessment seriously ('is it for marks?') and this year we redesigned how it is taken; instead of using a cafeteria type setting, the assessment is happening in class. We are trying to shift the approach to taking the assessment as we have identified that it does not reflect the capacities and skills of many students.

As a part of the school district accessibility plan, we are focused on seeking out inclusive resources for schools and libraries so that there is a recommended collection at each site. By increasing understanding about visible and invisible disabilities, we aim to improve student access to curriculum and learning opportunities. To begin we are working with Teacher Librarians, our accessibility committee, and the Accessible Resource Centre to provide training to staff and students on accessible learning materials. We intend to put in place digital resources by creating and expanding digital collections in schools. Specifically, we plan to expand audiobook resources in schools and libraries as well as expanding picture book resources connected Inclusion and Accessibility. The MPSD teacher librarians will be reviewing school library collections to ensure resources are inclusive and representative and strength based.

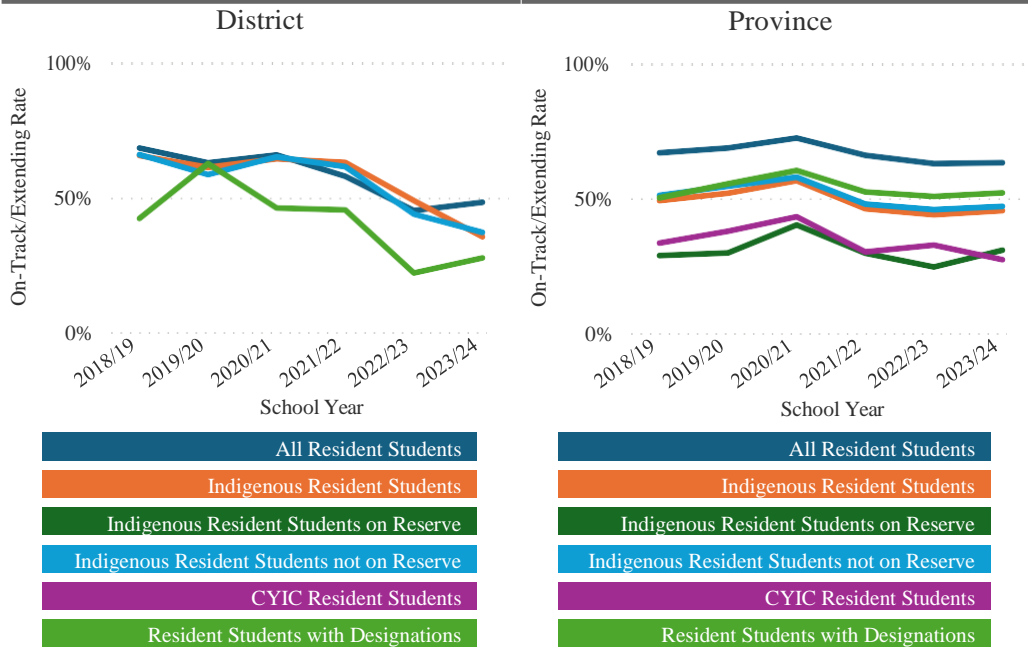
By ensuring staff and students are proficient in accessing accessible learning materials we will continue to build upon inclusive learning opportunities for all students.

Funding for French Initiatives have meant that students with disabilities and learning exceptionalities in French Immersion programs and improved access to learning supports. We continue to see our French Immersion programs grow in diversity which provides opportunities for learning for teachers across the district in all programs.

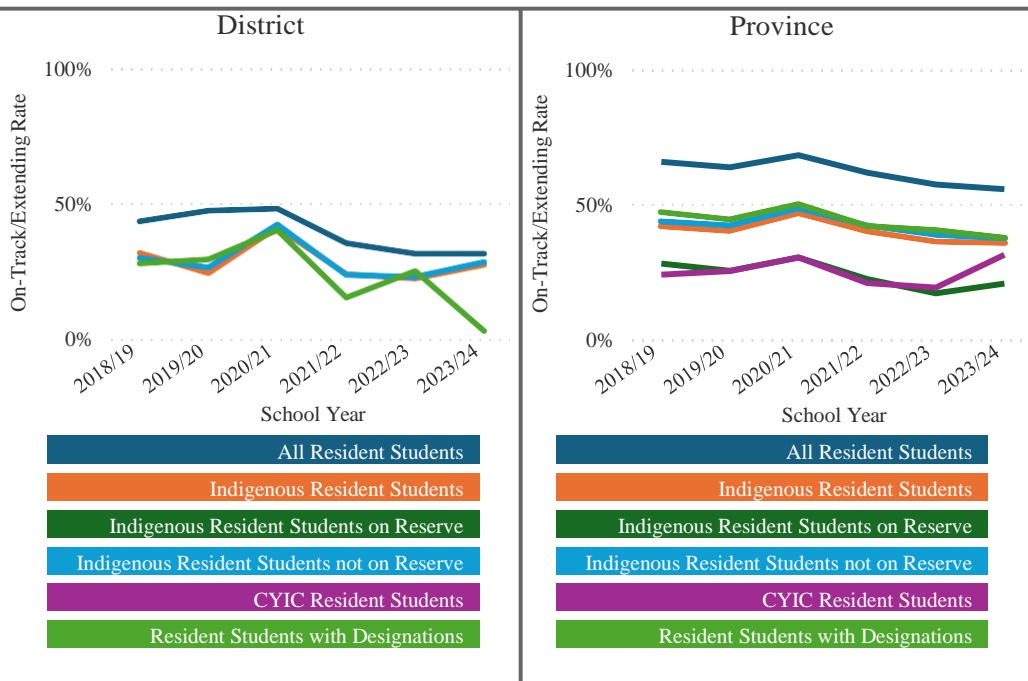
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

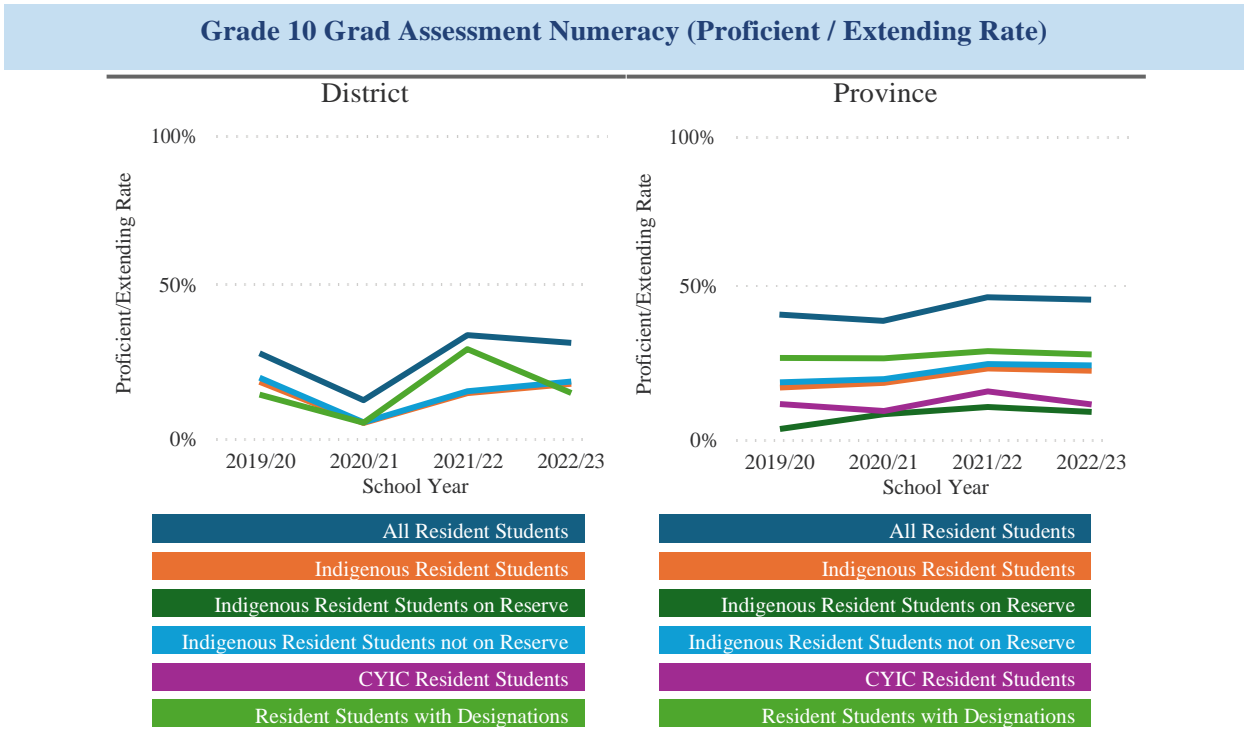
#### Grade 4 FSA Numeracy (On-Track / Extending Rate)



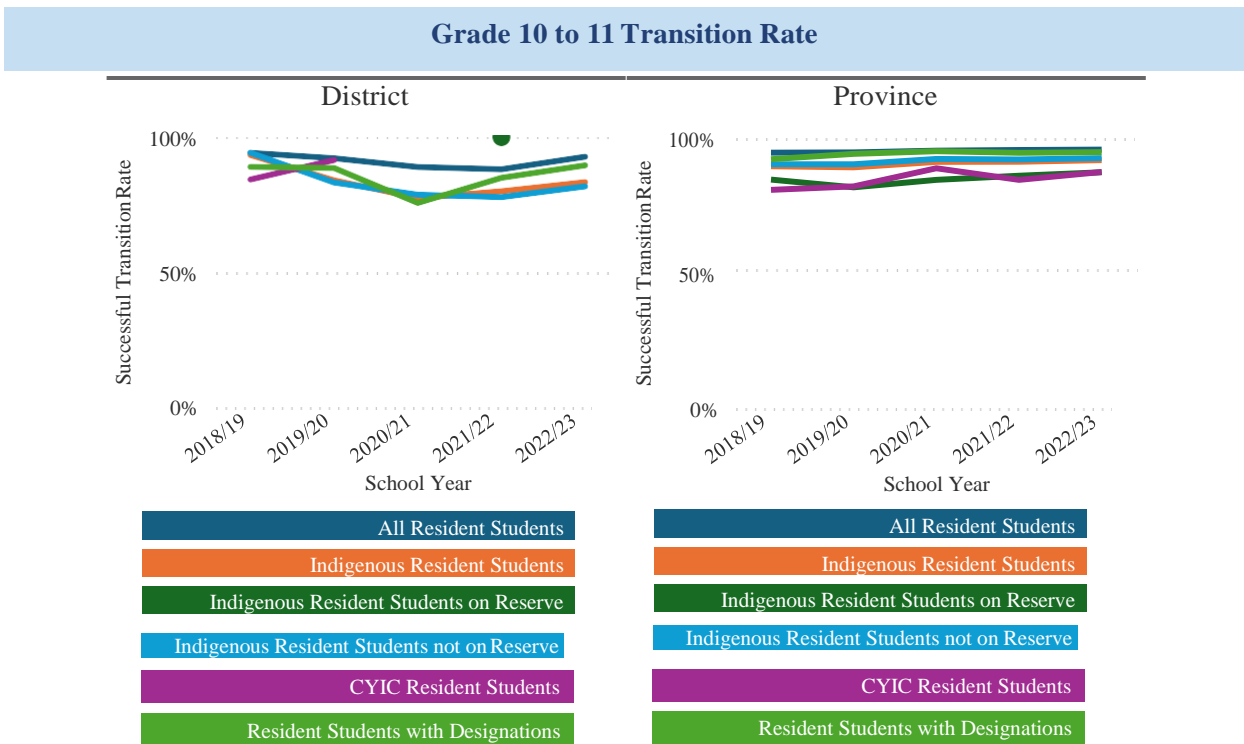
#### Grade 7 FSA Numeracy (On-Track / Extending Rate)



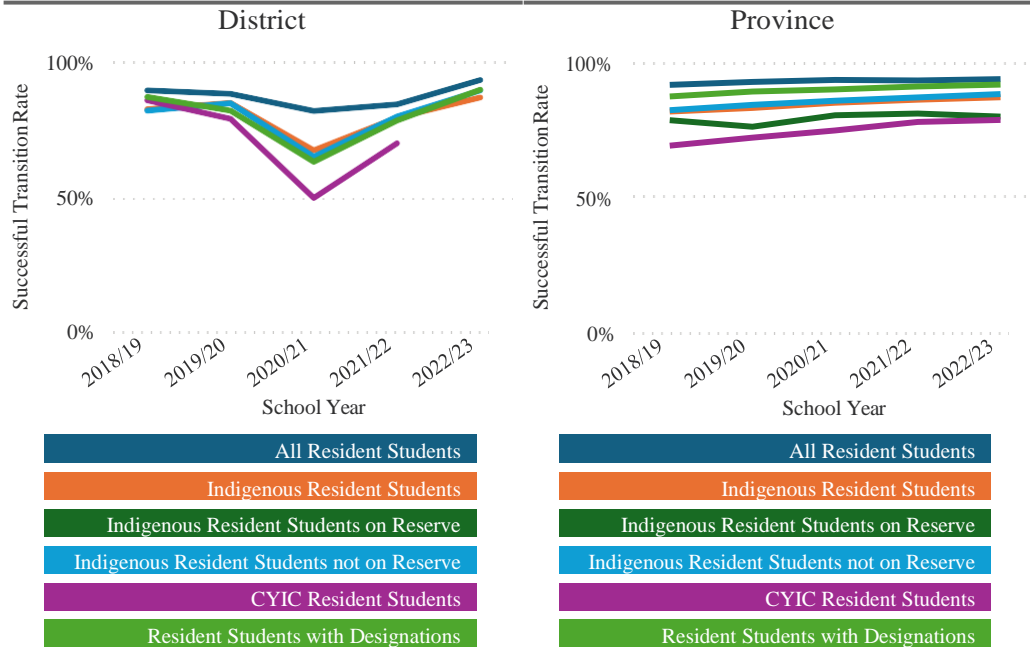
Measure 2.2: Grade 10 Numeracy Expectations



Measure 2.3: Grade-to-Grade Transitions



## Grade 11 to 12 Transition Rate





## Analysis and Interpretation

### *Outcome 2: Numeracy*

Global results in mathematics have been in decline for some time. That said, most results in Mission seem to have stabilized or improved in this last cycle. We are considering several factors including instructional resources, multiple transitions (elementary/middle/secondary) and other structures and contributory to this global issue. For the 24/25 year we are moving away from reliance on JUMP Math, replacing it with MathUp and Mathology for elementary teachers. We are also developing local resources to help teachers navigate resources and effectively structure their math instruction.

A significant shift for the current year (23/24) was moving the Grade Ten assessments 'in class' which has improved attendance and student approach to the tests. We believe this will impact the long term results for this assessment. Continued work in the grade nine to ten years is also important.

We are working on ensuring that students have access to universal and targeted assessments supports when learning and engaging with numeracy opportunities across the school district. We understand that success in mathematics and numeracy is highly connected to a student's feelings about the subject matter and the effectiveness of the learning supports provided. By ensuring students feel empowered to use the assessments supports that they feel are most effective in their learning we will be able to provide more access to learning opportunities.

## Intellectual Development Summary

While our transition rates are strong, the literacy and numeracy assessments are uneven, with both improvements and declines evident. This is indicative of areas of concern. As the district grows, with a significant influx of new students, old structures are no longer working as they once did. Our mentor teachers are covering a lot of ground connecting with classroom teachers in a web of support, but there is certainly more need for support than can be provided.

Staffing shortages since COVID may be a factor, as both EAs and teachers are not always covered. This has an impact on the long-term education of students. While we have supports in place for students, this is certainly an area to watch. Further, as in other districts, absenteeism by students has spread beyond its typical patterns. Middle and Secondary schools are working with outreach teachers and safe school liaisons to connect students back into school, but this is challenging work. For every 'win' it seems another student is withdrawing from school and other social aspects.

School district enrollment in inclusive education designation categories has increased at a much faster rate than the general student enrollment. For instance, in 2016/2017 school year we had 632 students with ministry of education designations, and this past year that has grown to 1003. In comparison, 5928 grew to 6635 students overall in that same time period. To look at another way, out of the 707 increase in student enrollment designations grew by 371, which is more than half.

The inclusive education categories that have seen the most growth over time are in Autism, category G, with our numbers growing to 267 for February 2024 while 10 years ago we had 67 students with that designation. Another area of growth is in students meeting the ministry of education designation criteria for behavior categories and serious mental illness. As this has grown our participation in alternate programs has remained consistent, meaning that many of our students are continuing their educational programming in the traditional classroom setting.

DESIGNATION NUMBERS 2014 to PRESENT																		
LOW INCIDENCE	LEVEL 1		LEVEL 2					LVL 1&2	LVL 3	TOTAL		HIGH INCIDENCE				TOTAL	ALL DES.	
	A	B	C	D	E	F	G		H	LOW INC.		K	P	Q	R	HIGH INC.	TOTALS	
<b>CURRENT:</b>	MSK	MSK	15	216	MSK	MSK	273	504	149	665		<b>CURRENT</b>	43	13	265	132	453	1118
FEBRUARY 2024	MSK	MSK	17	202	MSK	MSK	267	486	156	654		FEBRUARY 2024	41	MSK	245	121	407	1068
SEPTEMBER 2023	MSK	MSK	18	193	MSK	MSK	251	462	145	619		SEPTEMBER 2023	37	MSK	230	110	377	1001
FEBRUARY 2023	MSK	MSK	20	185	MSK	MSK	205	410	156	579		FEBRUARY 2023	43	MSK	238	91	372	955
SEPTEMBER 2022	MSK	MSK	16	177	MSK	MSK	199	392	134	538		SEPTEMBER 2022	42	MSK	222	82	346	888
FEBRUARY 2022	MSK	MSK	19	174	MSK	MSK	191	384	139	536		FEBRUARY 2022	34	MSK	217	68	319	861
SEPTEMBER 2021	MSK	MSK	19	166	MSK	MSK	185	370	126	508		SEPTEMBER 2021	37	MSK	214	67	318	832
FEBRUARY 2021	MSK	MSK	22	168	MSK	MSK	159	349	126	488		FEBRUARY 2021	31	MSK	219	68	318	812
SEPTEMBER 2020	MSK	MSK	20	163	MSK	MSK	154	337	108	459		SEPTEMBER 2020	32	MSK	207	68	307	772
FEBRUARY 2020	MSK	MSK	20	165	MSK	MSK	153	338	107	459		FEBRUARY 2020	35	MSK	227	75	337	801
SEPTEMBER 2019	MSK	MSK	20	162	MSK	MSK	142	324	90	429		SEPTEMBER 2019	39	MSK	210	69	318	752
FEBRUARY 2019	MSK	MSK	18	168	MSK	MSK	129	315	83	417		FEBRUARY 2019	35	MSK	223	61	319	743
SEPTEMBER 2018	MSK	MSK	18	162	MSK	MSK	128	308	77	403		SEPTEMBER 2018	33	MSK	210	53	296	705
FEBRUARY 2018	MSK	MSK	17	150	MSK	MSK	124	291	70	384		FEBRUARY 2018	33	MSK	227	44	304	693
SEPTEMBER 2017	MSK	MSK	18	146	MSK	MSK	120	284	70	377		SEPTEMBER 2017	32	MSK	217	38	287	669
FEBRUARY 2017	MSK	MSK	17	150	MSK	11	104	282	90	388		FEBRUARY 2017	28	MSK	222	32	282	670
SEPTEMBER 2016	MSK	MSK	19	144	MSK	11	99	273	79	368		SEPTEMBER 2016	25	MSK	208	31	264	632
FEBRUARY 2016	MSK	MSK	22	137	MSK	12	92	263	67	347		FEBRUARY 2016	21	MSK	214	36	271	618
SEPTEMBER 2015	MSK	MSK	20	135	11	13	87	266	62	334		SEPTEMBER 2015	21	MSK	198	35	254	588
FEBRUARY 2015	MSK	MSK	23	124	MSK	13	74	234	48	296		FEBRUARY 2015	23	MSK	213	20	256	553
SEPTEMBER 2014	MSK	MSK	23	122	MSK	12	73	230	36	281		SEPTEMBER 2014	20	MSK	185	22	227	509
FEBRUARY 2014	MSK	MSK	16	120	MSK	12	67	215	36	267		FEBRUARY 2014	27	MSK	223	21	271	539
<b>TOTAL PERCENTAGE INCREASE LOW INCIDENCE: 149.06%</b>																		
<b>TOTAL PERCENTAGE INCREASE OVERALL: 107.42%</b>																		

We know from the 'From Kindergarten to Post-Secondary: Educational Journeys of British Columbia's Students with Disabilities and Learning Exceptionalities', January 16, 2024, that the designations in the student population to least likely stay longitudinally over time in K-12 include R and H designations. Our school district has benefited from the addition of two ICY (Integrated Child and Youth) Team Hubs this year to help address the mental health needs of students and their families. In addition, we are expanding programs to include "Take a Hike" which is a land-based learning program that embeds clinical counselling into the classroom setting, while emphasizing the therapeutic aspects of nature.

Wave 8 EDI data is relatively stable.

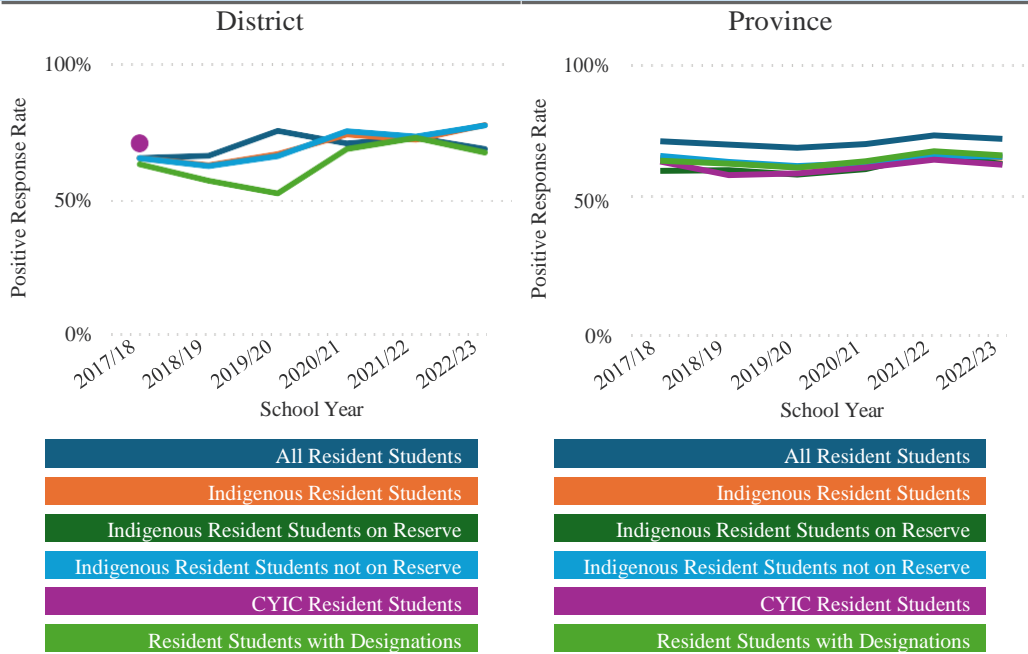
- Teachers reported 42.3% of Kindergarten students are on track within five developmental domains and 38.1% within the vulnerable range.
- Mission students have been reported to be increasing in vulnerability over the last three Waves – Wave 6, 7, and 8 and are above the provincial average for vulnerability.
- Social Competence and Emotional Maturity domains are above the provincial average for vulnerability however, they are holding steady with no increase in vulnerability over the last three waves.
- Physical Health and Well Being and Language and Cognitive Development domains have shown an increase in vulnerability over the past three waves. In Wave 6 both domains were below the provincial average but in Wave 8 are above.
- Communication Skills and General Knowledge have shown a decrease in vulnerability and have remained below the provincial average over the past three waves of data collection.

# Human and Social Development

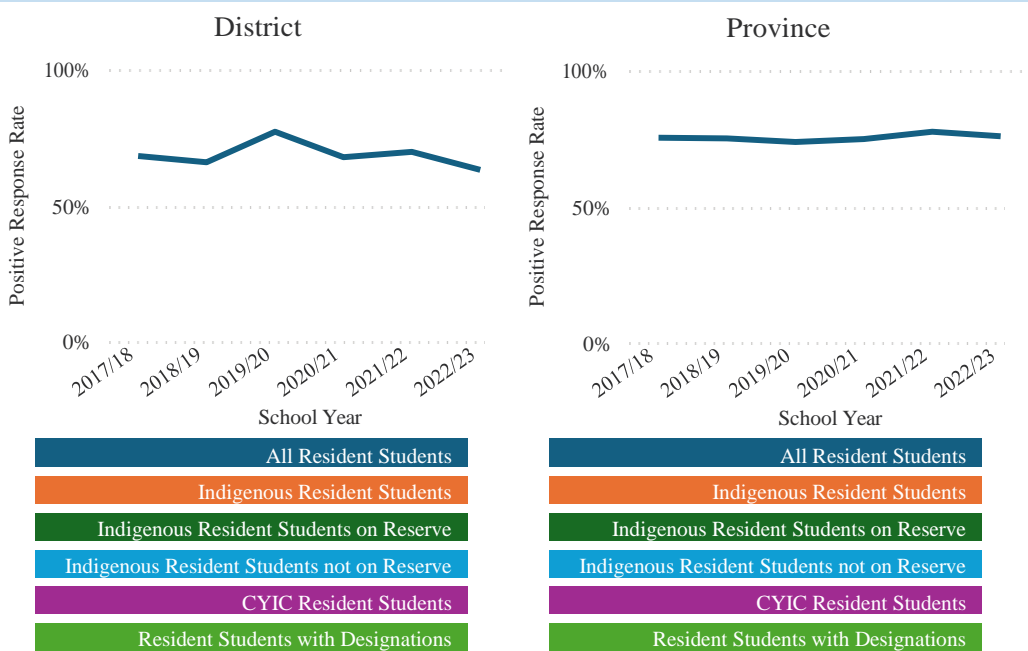
## Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe and Have a Sense of Belonging at School

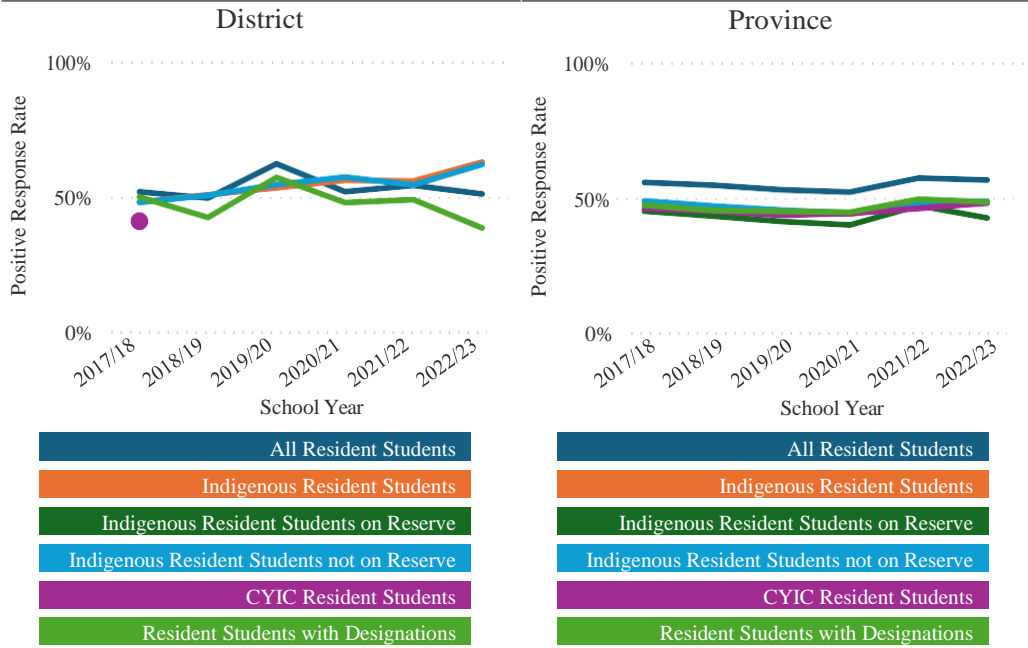
### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



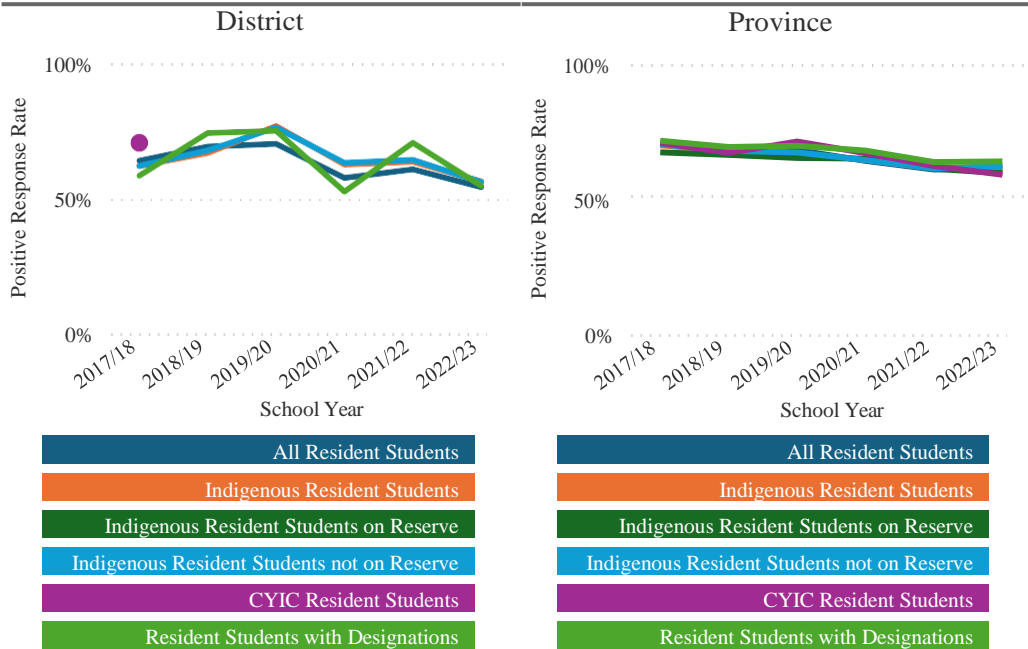
### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



## Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



## 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



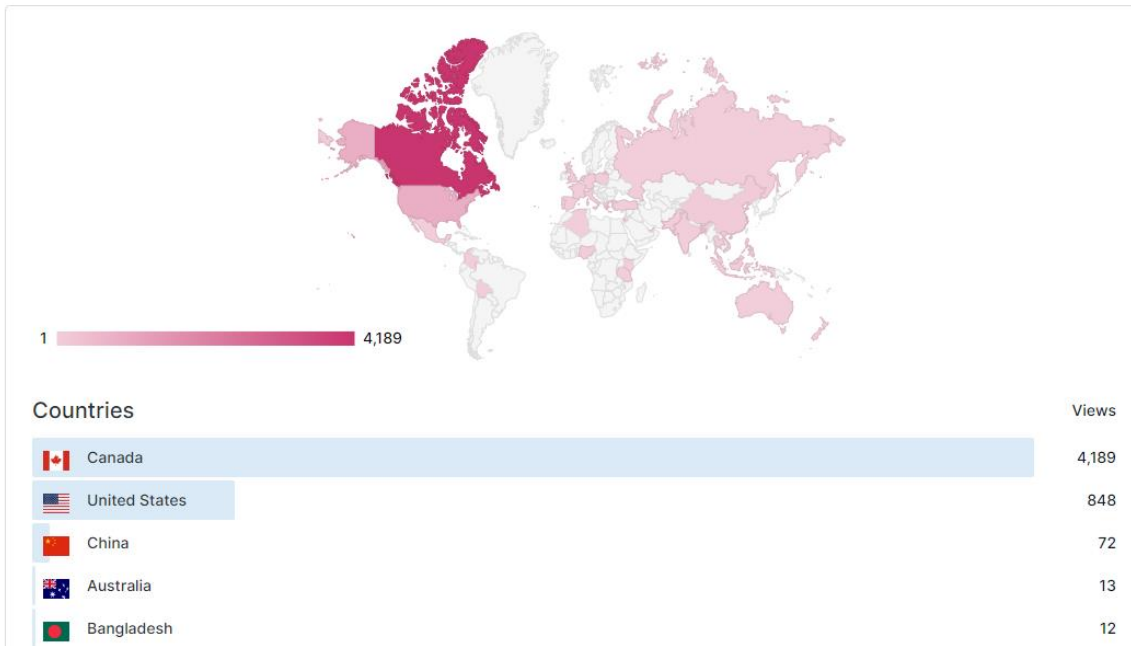
## Analysis and Interpretation

### *Outcome 3: Students Feel Welcome, Safe, and Connected*

Overall our results are similar to provincial ones. We feel strongly about our place and the importance of recognizing the land we operate on. 2023/24 saw the first year of offering *Téméxw te í: The Land of this Place*, a BAA course that fulfils the Indigenous Grad requirement. As a community with a dark history from a former Residential School, this collaboration is important. Our resources are utilized not just in Mission, but have had over 40,000 views internationally since their digitization.

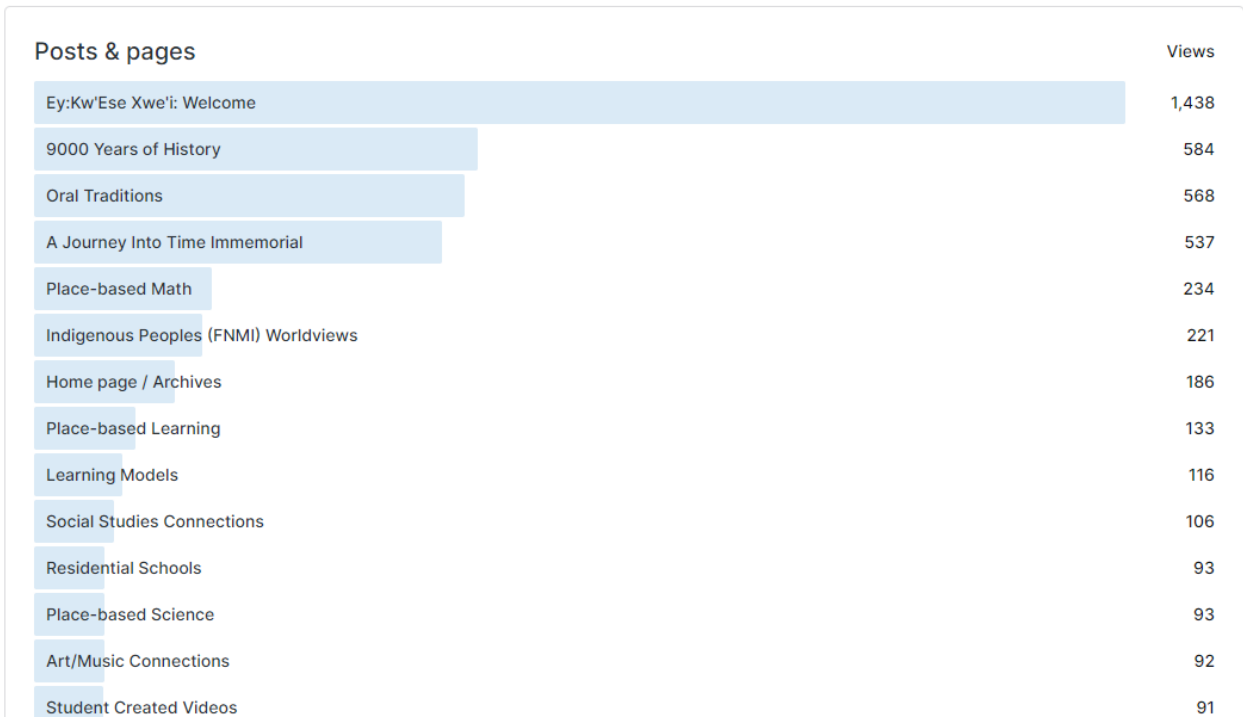
Stats for 365 days ending  
June 11, 2024 (Summarized)

Day Summary 7 days 30 days Quarter **Year** All Time

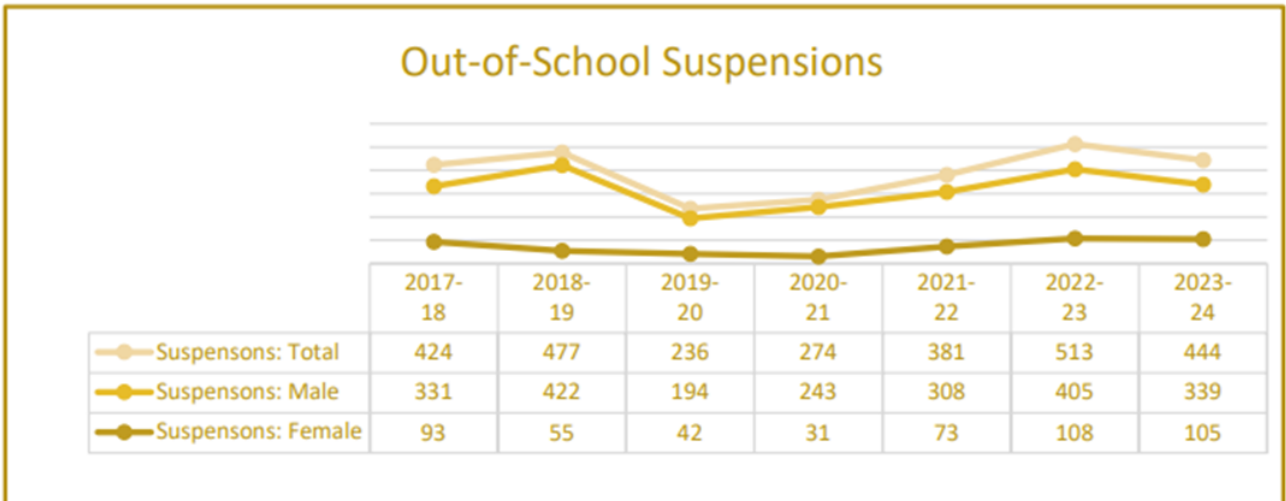


# Stats for 365 days ending June 11, 2024 (Summarized)

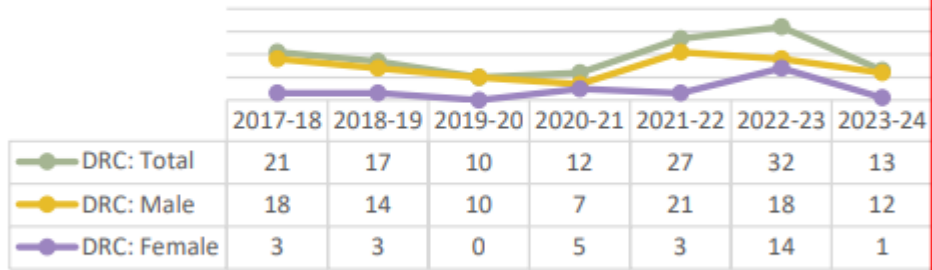
Day Summary | 7 days | 30 days | Quarter | **Year** | All Time



Student Safety was a major theme for the past two years. We noted ever increasing suspensions over the past few years, but are pleased to see a reduction in DRCs (serious infractions) and out of school suspensions (reflective of serious infractions) in the past year. Our introduction of Safe School Liaisons and implementation of practices within a new Safe, Caring, and Respectful Schools policy and additional supports for schools have likely improved these outcomes, although distance from COVID is likely a factor as well.



## DRC's





## Human and Social Development Summary

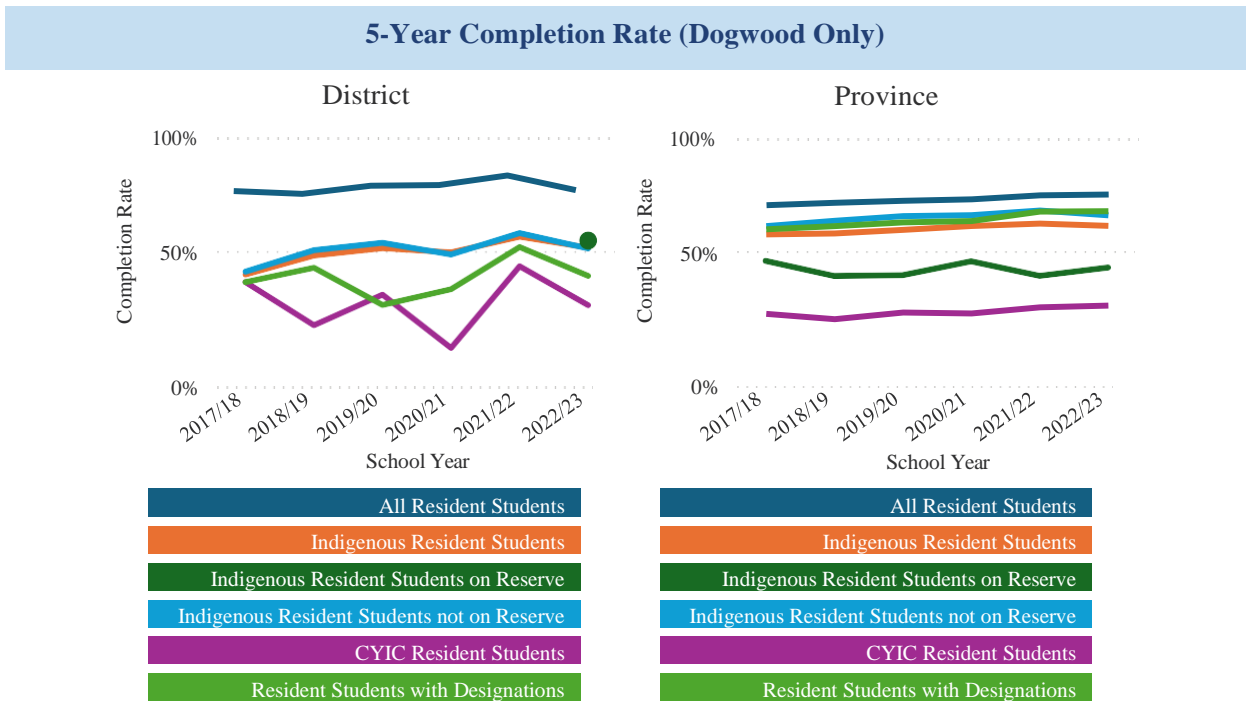
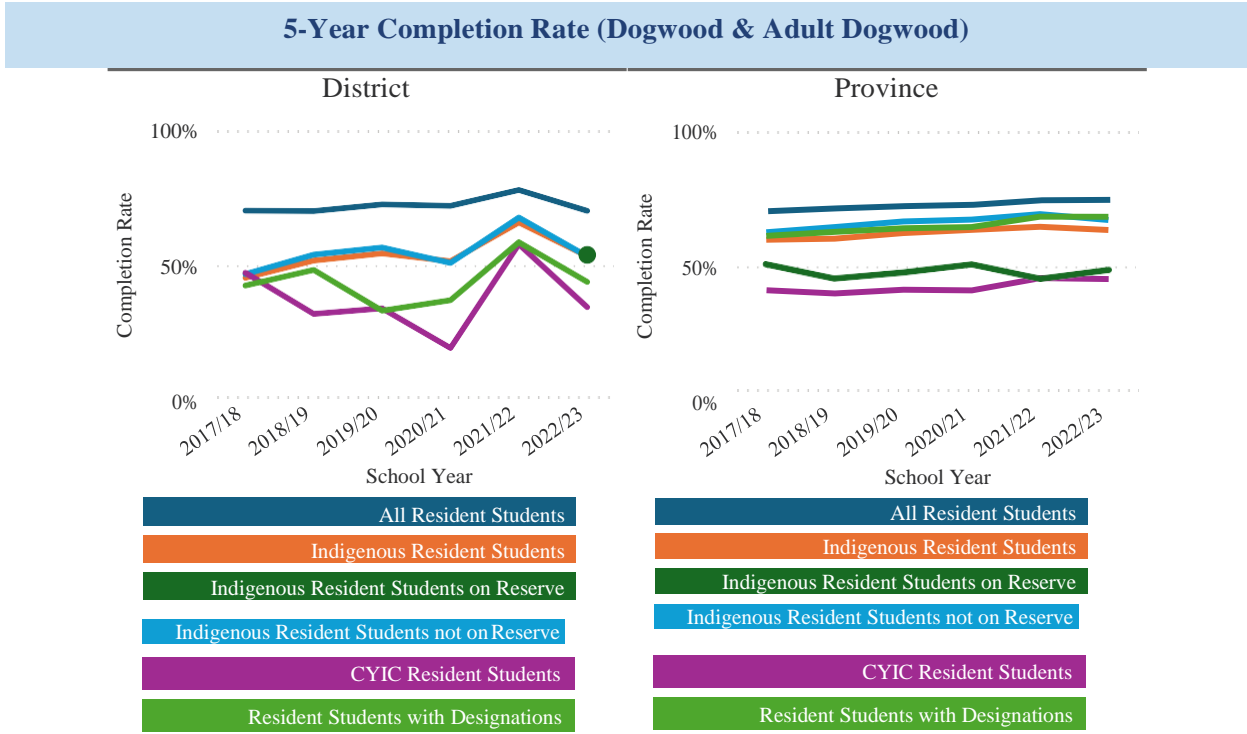
As part of our accessibility plan, we strive to optimize supports for all students with diverse needs and disabilities. We know that when students' learning needs are met in the right way, that students feel better connected and more positive about their school experiences. We are aiming to provide more learning opportunities for teachers to ensure the principles of universal design for learning are familiar in practice. Specifically in our accessibility plan, we are working collaboratively with Curriculum and Indigenous Education staff to provide resources, in-service, and supports to better meet the learning needs of students. We are continuing to provide training regarding assessment supports and the planning, assessing, and tracking required to meet individual student needs as reported upon in a student's learning update.

For students in care, we ensure careful planning at least 4 times per year to ensure supports and services are aligned and effective for students in their school setting.

# Career Development

## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

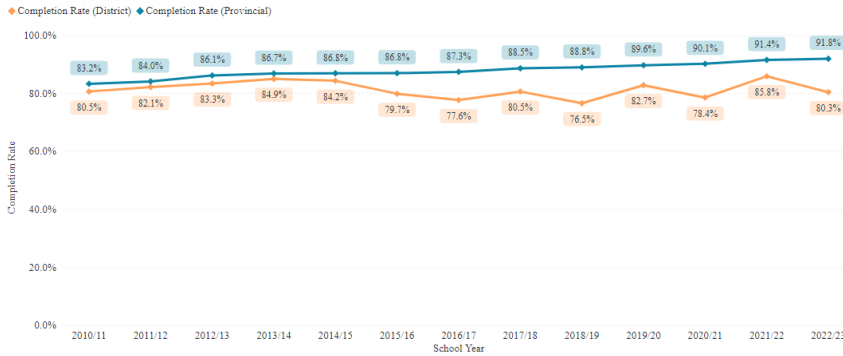


# Analysis and Interpretation

## Outcome 4: Graduation

As in previous Enhancing Student Learning Reports, we find the Six Year Completion Rate has more value than the five year. That is the data we focus on in terms of improvement and refinement of our plans, as the five year lacks recognition of the supports put in place for some learners to be successful.

6 Year - Completion Rate



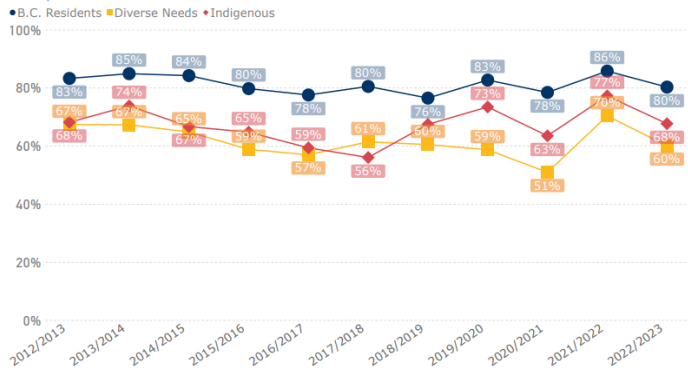
In 2023 our six year rate dropped about 5% but is still above a number of recent years. More crucially, it remains below the provincial average. We note that one factor in the ongoing gap may be our middle school structure, which is under review.

Evidence does indicate, however, through our transition rates, that significant improvement has been shown

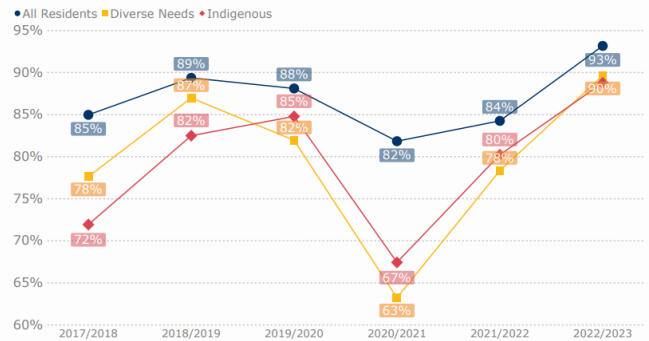
that suggests future completion rates should improve. Investment in outreach teachers, supports for diverse learners, and the success of Riverside College and Fraserview Learning Centre are factors in this improvement.

Significant work is occurring with designated students to have a successful school conclusion. We have expanded programming in terms of meaningful life skills and community excursions as well as a thriving aqua learn program done in partnership with our Mission recreation center. In addition, we continue to build upon work experience and job readiness skills for students with barriers to employment.

Completion Rate Over Time



Transition from Grade 11 to Grade 12 Over Time



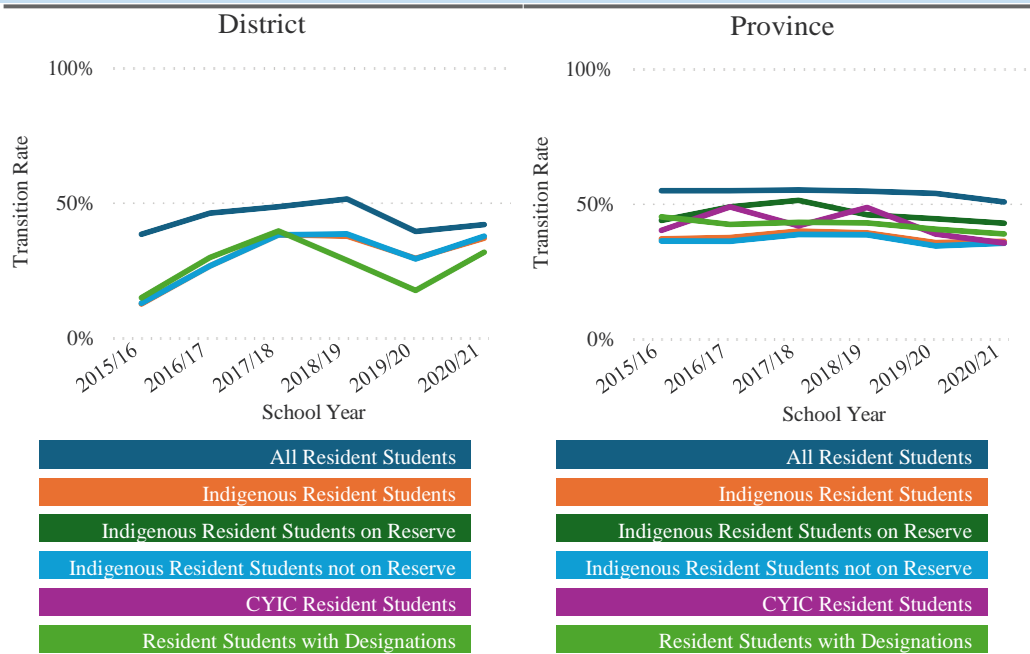
Grade-to-Grade Transition for All Grades in 2022/2023

Base Grade	KF	01	02	03	04	05	06	07	08	09	10	11
All Residents	97%	98%	99%	99%	98%	98%	99%	99%	98%	97%	93%	93%
Diverse Needs	100%	97%	95%	97%	98%	96%	97%	100%	98%	98%	90%	90%
Indigenous	96%	98%	100%	95%	98%	96%	98%	99%	99%	95%	84%	89%

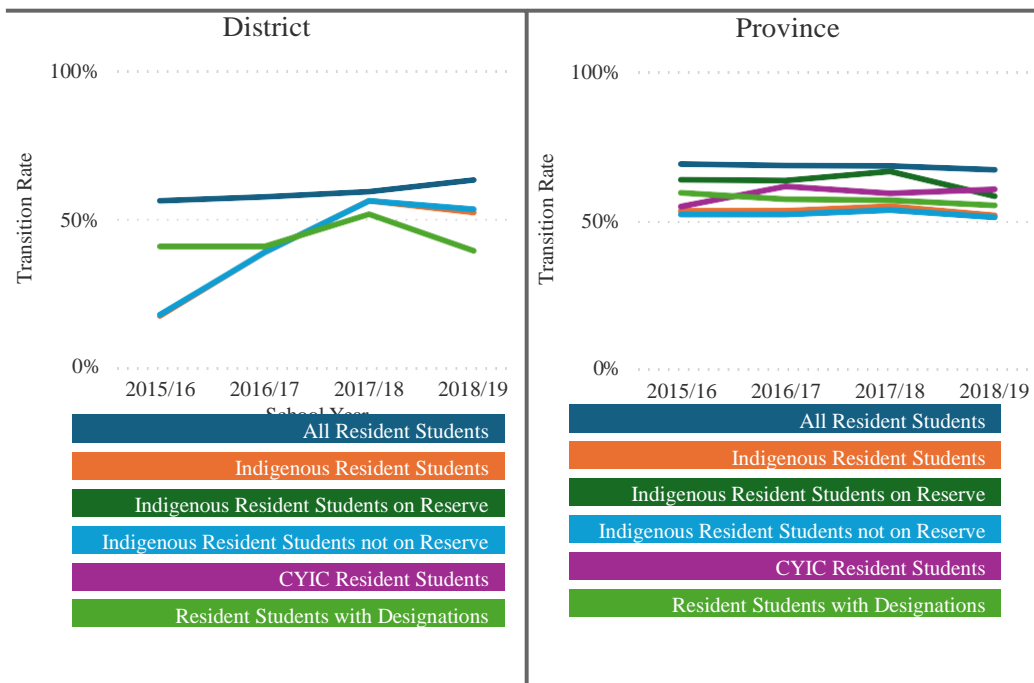
# Educational Outcome 5: Life and Career Core Competencies

## Measure 5.1: Post-Secondary Transitions

### Transition Rate to BC Public PSI (Immediate)



### Transition Rate to BC Public PSI (Within 3 Years)



## Analysis and Interpretation

### *Outcome 5: Post-Secondary Transitions*

Post-secondary rates for Mission have historically been low. The most significant factor in our research has been transportation to access programming, followed by economic considerations. In short, it is hard to get to universities and colleges, and while scholarships help, residential costs are challenging too. Many years ago, the Board responded to this with the creation of Riverside College, which is a hybrid of grade twelve and first year of a variety of vocational training, ranging from plumbing to hair stylist. Over 100 students a year attend Riverside, and it has a significant impact on our school completion rates. Riverside also partners with several post-secondary institutions such as VCC and UFV, building further accessibility for their students going forward.

Considerable work is put into visitations to institutions, and our relationship with UFV is especially strong, however, improved public transit and shuttles are considered crucial to higher engagement with regional post-secondary institutions.

## Career Development Summary

As noted in the previous section, connections to PSI's are more limited for Mission than other Fraser Valley communities, so considerable work is done to build those relationships as well as fostering 'in Mission' solutions. The District's Trades and Training Advisory Committee promotes local apprenticeships, early exposure to vocational work (as well as more hands-on activities in elementary school) and supports the growth of Riverside College.

The support of the Mission Community Foundation provided over \$150,000 in scholarships to Mission students in both academic and vocational pathways. This has been crucial for students moving outside of the area for post-secondary education and careers. Further, they help subsidize the costs for equipment and tools for many of our students entering trades, which can be a notable barrier on its own.

We are also aware that globally, interest in traditional academic paths have cooled in the past few years, and while we will always support our many university bound students, we recognize the need to promote and guide students to both vocational and non-traditional occupations in emerging fields.

# Enhancing Student Learning Report

## September 2024

In Review of Year 2 of MPSD Strategic Plan 2023-2026



Approved by Board on September 24, 2024

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## Section B: Moving Forward

### *Planning and Adjusting for Continuous Improvement*

#### **Introduction: District Context**

*We acknowledge that the Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial. Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.*

Mission Public Schools is a medium-sized suburban and rural district in the Fraser Valley with just under 7,000 students. It is growing and has increased in student population by approximately 15% in the last five years. Just under 20% of SD 75 students are of Indigenous ancestry. Approximately 5% of these students are on Reserve, and about 20% are from local First Nations, primarily Leq'á:mel and Sq'éwlets. The remaining Indigenous students are either from other First Nations or of Métis ancestry. Mission's role as the home to a Residential School, St Mary's, has impacted the community demographically as families from other parts of BC ended up living in the area.

As an exurb of Vancouver, Mission is a 'bedroom community' for many commuters. Many families struggle with childcare, as well as economic pressures that have pushed them out to the area from further west. Of the 707 increase in student enrollment in the past five years, designations grew by 371, or over 50%.

As with many districts, recruitment of teachers, especially as we grow, has been a challenge, as has filling casual support staff positions, particularly EAs and bus drivers. On several days in 2023/24, bus routes were cancelled due to a lack of drivers, and on a few dates late in the year some schools contemplated functional closures due to a lack of available TTOCs. This has led to a review of non-enrolling teachers and admin in the district to help support schools, as well as ongoing recruitment efforts to ensure stability for the system. Also, as an exurb, over half of our employees travel to Mission from other communities for work. This has also shown us to be quite vulnerable during environmental incidents over the past few years – heat domes, fires, snow, and, most significantly, flooding.

#### **Current Strategic Plan Priorities**

Our Strategic Plan can be found here:

[https://www.mpsd.ca/Board/Trustees/Documents/Strategic%20Plan\\_Final\\_V3\\_20231219.pdf](https://www.mpsd.ca/Board/Trustees/Documents/Strategic%20Plan_Final_V3_20231219.pdf)



The Board’s Strategic Plan focuses on improving student achievement. It stands on five pillars, or focus areas, and seeks to address the whole student. Direction from the Equity Scan is embedded directly in the Strategic Plan, as well as guiding policies and procedures for the district.

An annual review of the Plan is part of the process. Within the confines of budgets and staffing, the review addresses how to continue to improve the practice and application of data. The data review has been adjusted considering when provincial data (e.g.

SSI or Six-Year Completion Rates) becomes available, as it varies from year to year.

The Board’s annual work plan includes the review cycle and can be seen below or here: [https://www.mpsd.ca/Board/Meetings/Documents/Annual%20Board%20Work%20Plan%202024-25%20\(June18\\_24\).pdf](https://www.mpsd.ca/Board/Meetings/Documents/Annual%20Board%20Work%20Plan%202024-25%20(June18_24).pdf)

Fundamentally, we wish to ensure everyone in our organisation embraces these core values:

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

### Looking Back on the Year: Effectiveness of Implemented Strategies

SD 75 strongly believes in aligning resources to areas of priority and need. Examples of this include:

- Providing admin time, district supports to schools based on a calculation that includes SES data.
- Support for Children and Youth in Care (CYIC) via a dedicated role, the Advocate.
- Mentor teachers to support the professional growth of educators, including the implementation of district-wide literacy and numeracy data collection to monitor student progress.
- The hiring of two Safe Schools and Substance Use Liaisons to support student safety and well-being.

2024-2025 Annual Board Work Plan		Board Meetings		
Month	Committee of the Whole Meetings	Leadership	Reports and Governance Change	Additional Meetings
September	Acknowledge the year's Sacred Teaching Motions to BCSTA/PC Board Work Plan Tying in Strat. Plan and Priorities	Decision of Chair/Vice-Chair Curriculum plan for Year Acknowledge the year's Sacred Teaching (info) Board work with Auditor for Financial Statements Board Work Plan/PP Prioritization Highlighting Board Work Themes FSA Letter to Parents Boardwork Resolution Minor Capital Plan	Annual Opening Report Student Learning Survey Summer Learning Report SD75 Report Executive Compensation Financial Statements and Audit Findings FSL Report Annual Report, and Superintendent Year End Report / FSLMA School Group plan for 2024/2025	Trade Committee Board / SD75C Board / Student Councils Board/ City Meeting (____?) BCSTA Fraser Valley Branch Meeting
October	Policy Reviews Mission Online Summer Learning Issue	Trustee Committee / Liaison Appointments	Student Services Dept How are we doing report: Inclusive Education	BCSTA Fall Symposium BCSTA Trustee Academy BCSTA Provincial Council Fall Board / First Nations PNESC Conference
November	Policy Reviews		Finance Dept Update Quarterly Report - all of Sept 20- includes enrollment, employee summaries	
December	Strategic Plan Review Policy Reviews Enrollment Growth / Development Review Budget Priorities - 24/25 Amended & 23/24 - link to Strategic, IT, LRP, etc.	Motions for BCSTA AGM/PC	Completion Rates International Dept/ELL Review	
January	Trustee Disclosure Forms January 15 24/25 Amended Budget Discussions	Strategic Plan Updates Review Auditor Appointment 24/25 Amended Budget Review 23/24 School Expenditure Consultation	How are we doing report: Indigenous Student Services "BCSTA Board Performance Review Indigenous Education Dept"	BCPSA AGM - Zoom BCSTA PR Branch AGM Board/First Nations (2) Board/MLA/CA Meeting?
February	23/24 School Calendar consultations	23/24 School Calendar Approval/Submission	Quarterly Report - all of Dec 31, incl Superintendent's Mid-Year Report 23/24 Results Report Graduation Assessments, Gr 10 Literacy & Numeracy Exams Post-Secondary Transitions Class Size & Compositions Compositions (Open Dates contact)	BCSTA Provincial Council
		24/25 Amended Budget Bylaw Long Range Facilities Plan	23/24 Enrollment Projections Operations Dept Buildings Grounds Transport Information Technology How are we doing report: Indigenous Education (Report) Health & Safety Update	Board / Student Councils Joint Partner Liaison and Board Chair Meeting Board/First Nations (2) Trustee Training Committee Meeting Board / SD75C Board / First Nations (4) BCSTA AGM Board/City Meeting (4/____?) 2pm
March	Midyear Health Review Update Budget Priorities	MTU Education Lease Requests	24/25 Annual Facilities Grant Human Resources Dept PREPARATION: Students to present post-Bahamas trip	
April	Review Strategic Plan with budget 2025/2026 Budget Review New Board Authorized Course BAA Issue 2025/2026 Budget Review	Emergency Preparedness 23/24 Preliminary Budget Board Governance Self Review Long Range Facility Plan	Human Resources Dept PREPARATION: Students to present post-Bahamas trip NEW: 2025/26 data Early Learning & Childcare	
May	2025/2026 Budget Review	Long Range Facility Plan	Quarterly Report - all of March 31 Major Capital Plan Trustee Remuneration Superintendent Growth Plan	Board / Student Councils Board/MLA Meeting (5/____?)
June	2025/26 Board Meetings Calendar 2025/26 Draft Board Work Plan Reflect on School Growth Plans	New Board Authorized Course approvals 23/24 Preliminary Budget Bylaw Parent Compensation Review Complete Superintendent Growth Plan Review Major Capital Plan 2025/2026 Preliminary Budget Bylaw	Reflect on School Growth Plans International Student Fees Reservable Tuitions	Employee Recognition & Wellness Events School Functions (5 or 6) Trustee Training Committee Meeting Board/First Nations (5)

- The recent hiring of a district Youth Care Worker to follow up on Discipline Review Committee meetings to ensure the student and their family are supported and the plan in place for the student is working for them.

A highlight of the last year is the creation of Téméxw te í: The Land of this Place, a BAA course that fulfills the Indigenous Grad requirement. The course has been very successful this year, and students from every background enrolled in it. We are proud to be a leading school district in this work. The successful implementation of this new course requires a dedicated budget for ongoing learning and dialogue with the local Nations, as well as field trips and resources. Much of the learning occurs directly on the land.

A significant area of focus this year was the implementation of the new Reporting Policy. We have worked with assessment leads from every school for two years to re-vision our approach to assessment. One goal is to assist teachers to align planning, instruction, assessment, and communicating learning. The other goal is to elevate student voice in assessment. We introduced a new reporting template that highlights literacy (both receptive and expressive skills) and numeracy (fluency and number sense, problem-solving, and other topics). We also had more elementary teachers using digital portfolios (Spaces) and consistent feedback has been that students are taking more ownership of their learning through the portfolio process.

Teachers are participating in a new professional learning opportunity - inquiry groups. We noticed a lack of engagement in professional learning opportunities, and we wanted to infuse more excitement and build a community of learners among adults. We had 18 groups from 10 schools (K-12) participating, with a wide range of topics. Each group received a small budget and was supported by a mentor teacher or district principal.

We started a new district literacy committee to guide the choice and implementation of literacy assessments and next year we will begin a district math committee to do the same work.

Indigenous Staff took part in lead with kindness sessions, and emotion-focused school supports, this was also open to FVLC staff and YCWs. Some school sites created staff book clubs that had an SEL/trauma-informed focus. There were staff community building events at various schools, an online wellness presentation, and the implementation of a new module training on safety (making proactive and preventive safety decisions) for CUPE staff. Our PHE staff were involved in the mental health and literacy training through the UBC mental health literacy program.

Building a sense of belonging and trust in our system for learners is partly about curriculum and connection, but it is also about representation. In the last year, student learning forums featured students from all middle and secondary schools and from a wide variety of backgrounds. This provided a platform for expression of concerns and areas of interest. Following the forums, at students' request, we established a District Student Council. Late in the previous year, when we established our Accessibility Committee, this too has student representation, which has greatly assisted the objectives and direction of this committee.

Results in many areas for diverse learners have improved, but this is by no means universal. We watch with concern, for example, attendance rates, as well as some of the FSA-related data. As noted elsewhere in this document, elementary schools are monitoring absenteeism trends, and ILWs, YCWs, and outreach teachers are connecting with students with attendance concerns.

### Existing and/or Emerging Areas for Growth

As noted, many of our results are slightly below provincial averages, and we are implementing new assessments at different grades (see Section A) to address this. However, without additional resources in the system we cannot expand the capacity of, for example, mentor teachers, teacher librarians, ISP teachers, and the like to help support classroom teachers.

The rapid increase in students with designations is another area of note. While we have managed to provide support to all new students, our supply of casual EAs is depleted. Further growth in this area could pose a significant challenge to providing services. The arrival of the University of the Fraser Valley's teacher education program and education assistant program in Mission this year should help alleviate some of these concerns for the 25/26 school year.

Support for Childcare is an area of growth. In 2022/23 – 3/13 elementary schools offered before and after school care, and 10/13 schools offered after-school care; 2023/24 – 4/13 schools offered before and after school care, 8/13 schools offered after-school care only; and for 2024/25 – 7/13 schools will be offering before and after school care, and 5/13 schools offering after school care only.

### Ongoing Strategic Engagement (Qualitative Data)

The Board and Senior staff have separate but complementary meetings with local First Nations to discuss matters of interest, ranging from LEAs and after-school transportation to curricular developments. The construction of a reformed Indigenous Education Council is ongoing and awaiting provincial legislation. While the reforms are understood, the current model has been operating successfully for many years. The IEC is a distinct body from our cycle of meetings with local First Nations. It meets regularly and currently has a somewhat different representation model that will see adjustments in the coming year. Less formal arrangements exist for meetings with the Friendship Centre, Metis, and other organisations.

The Indigenous Education department, Siwal Si'wes, has a considerable direct connection with many Indigenous families through ILWs, the Outreach teacher, and other staff. The addition of a Vice Principal of Indigenous Education this year is an additional asset in this regard.

In addition to active discussions with DPAC, the Accessibility Committee, and other groups, as noted elsewhere in Section A we have begun utilizing student voice through ongoing Student Forums (as well as meetings with Leadership students) to reflect on the issues students see in our schools. These forums are reflective of the breadth and depth of our student body, which is important for accurate feedback.

Concerns from the public are generally connected to adequate teacher coverage, as well as some budgetary concerns. Some more in-depth explorations of data, such as the MDI, are also featured at some committee meetings.

For most matters, such as policy changes, in addition to public meetings, the Board and District employ an online portal model to ensure sufficient opportunity for public response to suggested changes or additions to the district. We have successfully deployed the portal this year on a variety of topics including catchment changes, the provincially initiated change to cellphone use in schools, and surveying interest in Punjabi courses.

Of course, in some cases, there are voices desiring longer consultation periods, as is natural. In others, the Board is very responsive to questions or concerns that arise after the policy is created or revised – for example, a catchment question may result in an amendment that allows for grandfathering students or a similar solution to an unforeseen complication.

### Adjustment and Adaptations: Next Steps

New assessment work is underway in the Literacy area, led by our new Literacy Mentor Teacher. She is working with teachers to develop their understanding of research-based reading and writing instruction and we are aligning our collection of assessment data to that. She will be working with middle school English departments to develop assessments for grades 7-9. All assessment data will be gathered using EdPlan Insights so we can track the arc of individual students throughout their school careers.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>•Phonemic Awareness (Jan./May)</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics (Jan./May)</li> <li>•Fluency (May)</li> </ul>	<ul style="list-style-type: none"> <li>•Phonics (Jan./May)</li> <li>•Fluency (Jan./May)</li> </ul>	<ul style="list-style-type: none"> <li>•Writing (May)</li> <li>•Comprehension (Jan./May)</li> </ul>	<ul style="list-style-type: none"> <li>•FSA OR</li> <li>•Writing and Comprehension (May)</li> </ul>	<ul style="list-style-type: none"> <li>•Writing (May)</li> <li>•Comprehension (May)</li> </ul>	<ul style="list-style-type: none"> <li>•Writing (May)</li> <li>•Comprehension (May)</li> </ul>

We are also making adjustments to our approach to numeracy as our outcomes are not where we want them to be. However, this will be a multiyear process. Our new reporting template guides teachers to include ongoing instruction in fluency and number sense, problem-solving, and other topics (such as measurement, patterns, etc.). Our Math Mentor Teacher is working with teachers to develop year-long plans that are purposeful and intentional and align with communicating learning.

Mentor teachers are significant change agents, and are involved in work that includes specific curriculum and assessment support, inquiry groups, equity and Indigenous worldviews and perspectives, and inclusion. Many teachers see these areas as separate and competing, and our work is to align them so they understand it as a cohesive whole that we are all responsible for.

Considerable focus for both literacy and numeracy is in the primary years, although we are also now recognising attendance issues for some students becoming notable in those years. We are also noticing many students in middle school experiencing struggles with attendance and

behaviour and also experiencing difficulty with literacy and numeracy. This will be an area of exploration in the coming year to determine if this was a 'COVID lag' issue or part of a new phenomenon.

Significant work is occurring with designated students to have a successful school conclusion. We have expanded programming in terms of meaningful life skills and community excursions as well as a thriving aqua-learn program done in partnership with our mission recreation center. In addition, we continue to build upon work experience and job readiness skills for students with barriers to employment.

- Next year's *Mission Youth Transition Information Fair*, where community partners and agencies are invited to share with our families, will occur on the evening of **November 21, 2024**, again at Mission Senior Secondary School in the cafeteria.
- Grade 6 transition meetings between elementary schools and middle schools and grade 9 transition meetings between middle schools and high school have been ongoing since April and are still continuing as plans are made for our diverse and complex learners. We hosted meetings for parents of incoming Kindergarten students with diverse abilities, and families are meeting with the elementary school teams to plan for kindergarten entry.
- Our district transition staff are now connecting (and planning future meetings) with counterparts in the Abbotsford and Chilliwack school districts to share resources, plans, strategies, and ideas around transition planning in our three districts. A digital copy of the *Bridging the Gap Booklet*, a resource of community agencies that support families and students with diverse abilities, compiled by the Abbotsford School District and the Abbotsford Diverse Abilities Committee, is shared with permission.
- We have been in contact with Douglas College to query about again offering the *Pathways to Employment Program* that was offered several years ago in a partnership between MPSD and Douglas College. The partnership requirements that MPSD brings to the table have been met, and the Douglas College folk are actively looking for funding for an instructor for the program. The Douglas College queries around their funding will not be answered until mid- to late-summer. If this program runs in the 2024/2025 school year, it is planned as a second-semester offering for a small group of eligible grade 12/13 students, with recruitment and school-based pre-training happening during the first semester.

Beginning in 2017, the district committed resources to revising and improving our safety protocols. This ranged from revising Critical Incident Response procedures, introducing a new Safe, Caring and Respectful Schools policy (based on prevention, response, and repair), to a deepening connection with Safer Schools Together. For the coming year, part of this work involves actively working to introduce suspension prevention measures for students.

As noted in Section A, our number of suspensions (both in-school and out-of-school) has dropped significantly from the 2022-23 school year. There is still work to do, but we are hopeful that with the work around the new policy, including restorative practices, as well as the dedicated budget for Safe Schools and Substance Use Liaisons and the district Youth Care Worker, we will continue to see improvements in this regard.

Our kindness team of students from Fraserview Learning Centre has been running for the past 3 years and is currently in 3 elementary schools. They teach SEL lessons to grade 4/5 classes and are big buddies to younger students (k-2). One school has booked the Clarke Theater to complete an Indigenous-focused wellness through a music program that culminates in May. We also have a bike therapy club, Metis teaching series and ICY peer support lunchtime programs.

ICY has received 93 referrals in the past 6 months and we currently have approximately 60 active children, youth and families working with an ICY team member. Lunch group and coffee talks continue to see attendance on most days. We have had some huge successes with families who are now connected to community supports, and counselling and are making gains with their goals. We have even connected families with ongoing psychiatry support and assessments.

This year's mental health grant focused on three areas: creating a sense of belonging among students and staff, using the safe caring and respectful school policy to guide practice and increasing education on mental health literacy, SEL, TIP and drug awareness and prevention.

### Alignment for Successful Implementation

Mission Public Schools endeavours to follow the direction of its Strategic Plan, as well as numerous other plans it is connected to. These include local school growth plans, Operational plans outlined in our quarterly reporting cycle, the Board of Education's Work Plan, and committees such as our Trades and Training Committee or Accessibility Committee. We hold an LEA with one local First Nation, Leq'á:mel.

The budget cycle is such that we are reviewing current resource allotments and ensuring they align with the Strategic Plan and the emergent needs of the district. Preliminary Budget discussions begin in March and continue through to June under the direction of the Board. The amended budget process is in the fall. Of particular note for the upcoming year is the adjustment to targeted funds shifting from consultative to directive from the local Indigenous Education Council.

Part of our planning and alignment is to recognise long-term trends, not just the immediate year's FSA result. With this in mind, we view the EDI and MDI as valuable data for long-term planning and budgeting. Wave 8 EDI data indicates that our students are, broadly, slightly more vulnerable than provincial averages, as they have been since wave 6. The most significant declines were in physical health and cognitive development, while communication and general knowledge improved. Our District Principal for Early Learning and Childcare is working with schools to develop meaningful transition processes to kindergarten and as a result, many

schools invite families for multiple visits prior to entering Kindergarten. Families attend Ready, Set, Learn, Welcome to Kindergarten, Play into K, and summer playdates (led by our Early Years Navigator at every elementary school). These provide an opportunity to assist parents, build community, and get to know students and we have found that with multiple opportunities to enter school, anxiety significantly decreases so the September transition is a seamless process. The district principal's work with community partners through SEY2KT also increases collaboration, communication, and shared learning so parents receive similar messages through every touch point.

To address the needs identified in our MDI data, our District Principal for Curriculum and Student Services works with Social and Emotional Learning leads from every school to develop adult capacity to support student learning and well-being in this area. In addition, we have engaged in Compassionate Systems training over the last three years. Six district staff, 13 PVP, 1 counsellor, 6 mentor teachers, and 6 classroom teachers have attended the introductory course. We also recognize that adult well-being is essential to student well-being.

We are focused on building the capacity of our support staff so that students feel a greater sense of belonging as the adults have more skills to meet their needs. We have trained staff with a theme of foundations and safety while also focusing on those with invisible disabilities using a low arousal approach which is a person-centered, non-confrontational method of managing behaviours. Indigenous Staff took part in Lead with Kindness sessions and emotion-focused school supports, this was also open to Fraserview Learning Centre staff and YCWs. Some school sites created staff book clubs that had an SEL/trauma-informed focus. There were staff community building events at various schools, an online wellness presentation, and the implementation of a new module training on safety (making proactive and preventive safety decisions) for CUPE staff. Our PHE staff were involved in the mental health and literacy training through the UBC mental health literacy program.

## Conclusion

Mission Public Schools continues to align its resources with the focus of its Strategic Plan. We regularly reassess our initiatives for effectiveness and look for what practices and application of resources will lead to the best chances of success for our learners.

The data for SD75 demonstrates that there is room for improvement in many areas, and shifts in practice are a response to that. At the same time, we also see significant progress and indeed promise in many of our practices. We are especially proud of the work of staff for supporting priority learners, as well as our commitment to Indigenous students and their communities. Mission Public Schools will continue to ensure that we all embrace our Values:

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