

School District #75 (Mission)
Public Meeting of the Board of Education
Agenda

June 15, 2021, 6:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > [Meeting Information](#) to connect remotely.

Pages

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

4.1. Strategic Plan Action 1 - 13

4.2. Trades Training Advisory Committee Action 14 - 30

5. STAFF REPORTS

5.1. Reporting out from Closed Meeting Verbal

5.2. COVID Update Information 31

5.3. International Program Update Information 32

5.4. Summer School Update Information 33 - 35

5.5. IT Update Information 36

5.6. Superintendent Year-End Report Information 37 - 41

6. NEW BUSINESS

6.1. Meeting formats and locations for 2021/2022 Action 42 - 43

7. MINUTES OF PREVIOUS MEETINGS

7.1. Board of Education Public Meeting Minutes, May 18, 2021 Action 44 - 50

7.2. Special Committee of the Whole Meeting RE: 2021/2022 Budget Minutes, May 25, 2021 Action 51 - 54

8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

Budget Meeting will be held on June 22, 2021

12. QUESTION PERIOD

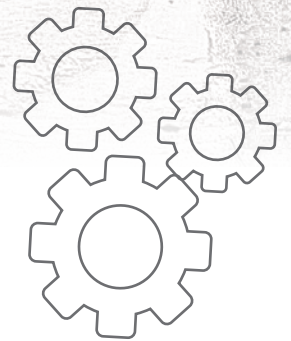
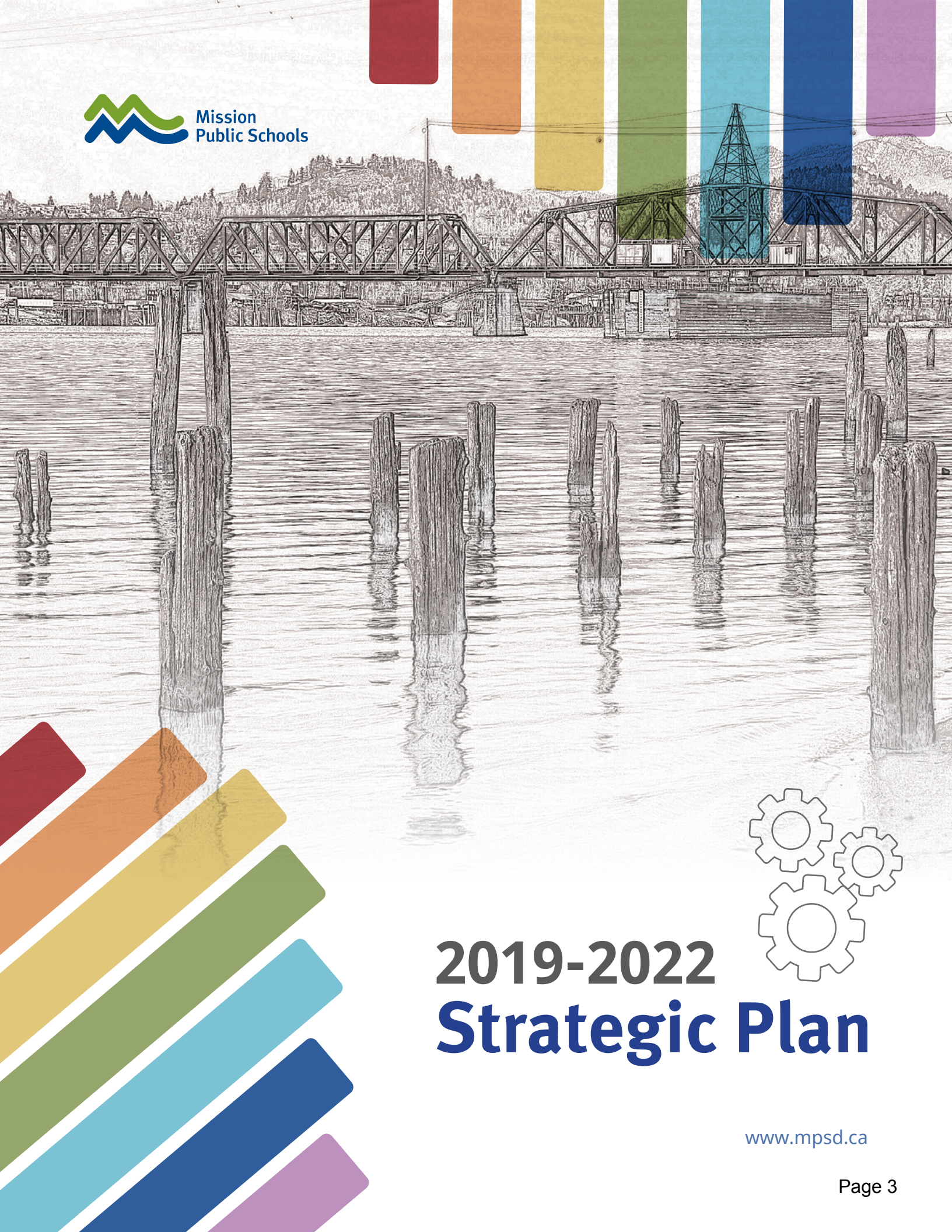
Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

13. ADJOURNMENT

6. Implementation:

7. Attachments:

Strategic Plan



2019-2022 Strategic Plan

Acknowledgement

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

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

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

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

Leq'á:mel First Nation



Matheqwí First Nation



Qwó:tl'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

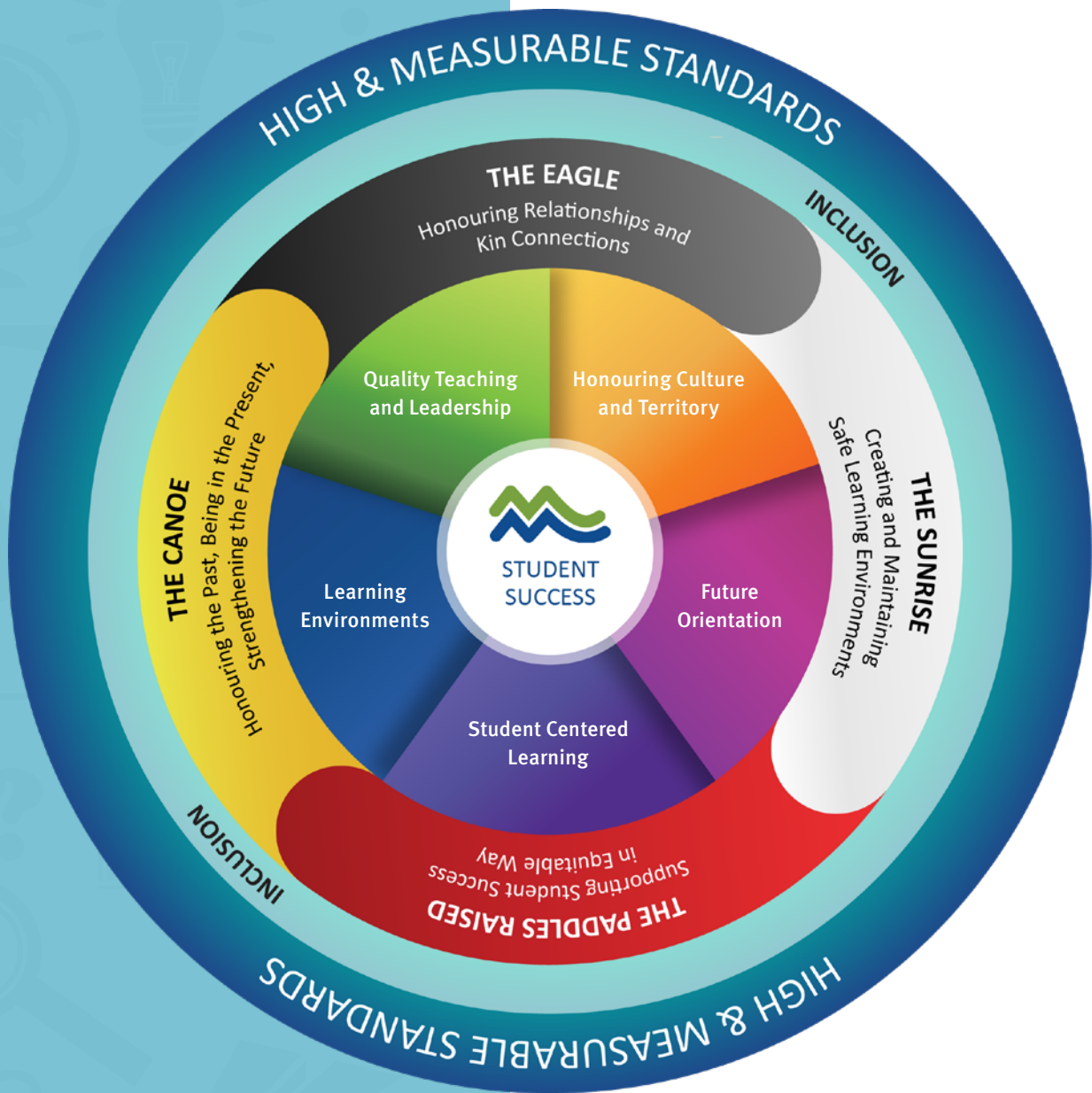
- Working Together*
- Lifelong Learning*
- Thinking Beyond Today*
- Doing the Right Thing*



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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*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.*

ITEM 4.2 Action

File No. 1120.42

TO: Board of Education
FROM: J. Renkema, School Trustee
SUBJECT: Trades Training Advisory Committee Report

Recommendation

THAT the Trades Training Advisory Committee Report be received and forwarded to the September Committee of the Whole meeting for review and discussion.

1. Summary:

The Trades Training Advisory Committee has completed its mandate and produced a report with recommendations.

2. Background:

The Trades Training Advisory Committee was tasked with Reviewing the trades programs offered; determining the opportunities and barriers associated with the potential expansion of programs; exploring and analyzing options considering the identified opportunities and barriers; and reporting back to the Board on its findings, including recommending actions.

3. Options:

Many options can be considered, however until the report is reviewed by staff and the Board, it is difficult to summarize the possible actions.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- 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:

Trades Training Advisory Committee - Terms of Reference
Trades Training Advisory Committee – Final Report

Trades Training Advisory Committee Terms of Reference

1. Mandate

The Trades Training Advisory Committee (the “Committee”) is an Advisory Committee to the Board of Education (the “Board”), tasked with reviewing and advising on the opportunities, barriers, and options for trades training for Mission students.

2. Scope of Work

The Committee shall:

- a. Review the trades programs offered;
- b. Determine the opportunities and barriers associated with the potential expansion of programs;
- c. Explore and analyze options considering the identified opportunities and barriers;
- d. Report to the Board on its findings, including recommending actions.

3. Membership

- a. Members are appointed by the Board.
- b. The Committee will be comprised of up to nine (9) voting members:
 - one Board representative or alternate;
 - the Principal of Riverside College or alternate;
 - the Principal of Mission Secondary School or alternate
 - the Superintendent or alternate;
 - one student from Riverside College;
 - one student from Mission Secondary School;
 - three members at large.
- c. The Trustee representative shall be appointed as the Committee Chair. The Vice-Chair will be selected from the members at the first meeting.
- d. Committee members shall serve without remuneration.

4. Term

The Term of the Committee shall be for a term ending June 30, 2021.

5. Quorum

Quorum of the Committee is 5 members.

6. Meetings

The committee will meet at least once every three months during the school year, after 3 pm. Special meetings will be held as required. It is the responsibility of the regular members to arrange for the attendance of an alternate when the regular member cannot attend a meeting.

Any and all Trustees may attend any Committee meeting in accordance with the Board Meeting Procedures Policy.

7. Rules of Procedure

Meetings will be conducted in accordance with the Board meeting procedures policy.

The Committee should attempt to reach decisions by consensus. When consensus cannot be reached, the Committee may choose to vote on a specific course of action or recommendation, or to bring recommendations to the Board noting the lack of consensus of the Committee.

8. Authority

This committee is established by the Board of Education of the Mission Public School District (MPSD) School District #75, in accordance with the Board Meeting Procedures.

The Committee has no delegated authority from the Board and is not empowered to manage property or programs, to direct School District staff, or to communicate with other levels of government on behalf of the Board.

Members, other than Board Members or the Superintendent, are not authorized to speak publicly (e.g. to the media) on behalf of the Committee unless so directed by the Board.

The Committee will only report on those issues as related to the mandate of the committee.

9. Staff Support

Other School District staff shall be available from time to time and upon request through the Superintendent to provide technical and periodic administrative support.

10. Minutes

A draft copy of the minutes are to be provided to the Board following the meeting. Approved minutes of the meetings are to be submitted to the Board office within 30 days of approval.

11. Reporting to the Board

The Committee shall report to the Board no later than May 31 each year.

Approved: Date: _____, Board of Education

Trades Training Advisory Committee

June 11, 2021

Committee Chair: Julia Renkema, SD75 Trustee

Committee Members: Randy Cairns, SD 75 Trustee
Wade Peary, Riverside College, Principal
Jim Pearce, Ecole Mission Senior Secondary, Principal
Angus Wilson, SD75 Superintendent
Chad Umlah, Ecole Heritage Park Middle School, Instructor
Chris Gruenwald, District of Mission, Forestry Department Director
Dan Schubert, Owned Schubert Plumbing & Heating Ltd.
Owns Independent Cycles Inc.
Mike Jackson, Trades Project Management Professional,
Registered Journeyman – Steel Fabricator

Mandate: The committee is an Advisory Committee to the Board of Education, tasked with reviewing and advising on the opportunities, barriers, and options for trades training for Mission students.

Objectives:

1. To understand how our school district delivers trades training and current capacity limitations
2. To understand the needs of local trades enterprises and how Mission Public Schools can respond
3. To investigate options to bridge the gap between academics and trades to respond to the belief that only students that struggle academically should learn a trade (Survey Results)
4. To find ways to attract students to participate in traditional and non-traditional trades
5. To present options for ways to promote interest in trades by creating educational tools for all grade levels. ADST Kits (Applied Design, Skills and Technology)
6. Investigate educational partnerships to bring more trades programs to School District 75
7. Investigate possible funding and sponsorship opportunities
8. Present recommendations to the Board of Education

Committee Vision:

Develop appreciation and knowledge of trades and careers throughout the school district inclusive of all learners.

Our current Mission Public School Trades Programs:

Ecole Mission Senior Secondary offers foundational level programs and Riverside College offers next level programs. Fraserview Learning Centre does not offer any trades programs. Hatzic Middle School and Ecole Heritage Park Middle School offer some trades programs starting in Grade 7.

Riverside College: Wade Peary, Principal

The College serves both senior secondary age students and adults, successfully combining four distinct types of students within the school and its programs.

Students include:

1. Senior school age students who have chosen a career path and do not want to wait until after senior high school to learn about the trade or career of their choice. These students combine senior high school graduation with entry level trades or career training, known as the "dual-credit option".
2. School aged graduates attend Riverside College in their gap year. Depending on their birthdate, some students are eligible for an additional two years of tuition free education after they graduate from their local high school.
3. The college also meets the needs of adult non-graduates to complete graduation requirements. Adult students may also combine trades training with academic achievements, achieving both trades certification and the Adult Dogwood diploma at the same time.
4. Riverside College serves the needs of graduated adults to add secondary courses required for university or college-entrance, or to make a career change by completing a trades or career program.

Funding sources for programs

Ministry of Education for school age students. The Ministry of education will fund students that are enrolled in a program taught by a TRB (Teacher Regulation Branch) registered teacher in a school run by the Board of Education.

ITA funding. The Industry Training Authority will fund school aged students \$1200 for enrolling in an applicable Trades Program. If the student is successful in passing the program, the ITA will also fund the district an additional \$1000. There is also additional funding available for students who are registered in both the Youth Train in Trades and the Youth Work in Trades Programs.

Riverside College Trades programs

Youth Train in Trades

Automotive Service Technician 1 – Foundations (ITA)

Carpenter Foundation 1 – ITA

Construction Electrician Foundation 1 – ITA

Hairstylist Level 1 – ITA

Pipe Trades Foundation 1 – ITA

Professional Cook 1 – ITA

Trade Sampler – 5 weeks each: Carpentry, Plumbing, Electrical, Automotive (no ITA funding available)

Youth Work in Trades

Similar to work experience, students work in a trade. These students are sponsored by a trades' person with a Red Seal. Students are typically paid for this work. The school district can claim up to 4 courses (16 credits) for students in this program.

Industry Training Authority BC (ITA) coordinates BC's skilled trades system by working with employers, employees, industry, labour, training providers and government to issue credentials, manage apprenticeships, set program standards and increase opportunities in the trades.

Number of students enrolled in Trades programs: 81 students (2020-21)

Career Programs

Business Support Specialist

Community Support Worker/Education Assistant

Esthetics

Information Technology Technician

Industrial Warehouse Person

Number of students enrolled in Career programs: 36 students (2020-21)

Riverside College did not run the Warehousing Program this school year and has not been able to run the Business Support Specialist and Information Technology Technician Programs for the past several years.

What sets Riverside College apart from other Post-Secondary Institutions?

Size Matters: Riverside College is small and only takes one cohort for each program. This allows all of the staff to get to know all of the students and how to support each and every one.

Time Matters: Riverside College's programs are typically longer than the programs offered at the local PSI's. This extended time allows for the students to better understand the information presented to them.

Experience Matters: Riverside College requires all students to complete a mandatory Work Experience. No other post-secondary in the province has this requirement. Most of the Riverside College students are offered jobs once they complete their second Work Experience placement.

Certifications Matter: Each Riverside College student receives additional certifications to enhance their resumes. All students receive their First Aid, WHIMIS, and Super Host Certifications. Additional certifications are available in each of the program areas.

Extras Matter: With additional time, programs can add to their curriculum. The CSW/EA, Hairstylist and Esthetics Programs offer community services and outreach to the local area. The AST program races 4 cars in the local Drag Racing Association. These are just a few of the value-added activities the programs offer Riverside College students.

Ecole Mission Senior Secondary School: Jim Pearce, Principal

Departments:

ADST – Applied Design, Skills, and Technologies

The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future. The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional

and First Peoples practice; from the existing disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education; and from new and emerging fields. It fosters the development of the skills and knowledge that will support students in developing practical, creative, and innovative responses to everyday needs and challenges.

Business Education

Business affects the daily lives of all people, as they work, spend, save, invest, travel, and play. Business influences career choices, incomes, and opportunities for personal enterprise and development. Therefore, students must be prepared to engage in business activity with confidence and competence. Students should familiarize themselves with the skills that are required in the business environment and the impact these skills can have on their own lives and on society. Business Education courses include: Marketing and Entrepreneurship 10; Accounting 11; Financial Accounting 12; Economics 12, Entrepreneurship 12.

We are fortunate to have a Café on site. This program offers students the opportunity to develop baristas skills as well as the intricacies of running a business. Students take orders for customers and provide coffee along with baked goods during the morning and lunch. Students do all the ordering inventory and accounting during their time in the Café.

Our cafeteria program provides students with the opportunity to build cooking skills and prep skills to provide a morning breakfast and lunch for all our students. In this program students learn a wide variety of skills so they can move along to their level one chef training program.

We have over 600 students in our applied skills program. This will be the first year that there is no space for extra students we are at capacity.

We have many different events take place over the course of the year in our applied skills program. One event is our gravity car competition which showcases our most vulnerable students who with support from our Educational Assistants and their instructor make cars and race them down a track. It is something we all look forward to. We also have our Race Car which during non Covid times we race at Mission Raceway. Other events competition that takes place include but not limited to our cupcake wars, fashion design week, production of T-shirts for various events, and fixing the public's cars in our automotive shop.

Fraserview Learning Centre – no trades programs offered at this time. The Centre is housed in an elementary school and there is no shop equipment on this site.

Hatzic Middle School: Angus Wilson, Superintendent

Trades Programs and Enrollment:

Grade	Course	Total Enrollment
7	Computational Thinking	50
7	Digital Literacy	45
7	Textiles	<u>49</u> 144
8	Computers & Communication Devices	67
8	Food Studies	64
8	Metal Work	43
8	Robotics	63
8	Woodwork	<u>58</u> 295
9	Food Studies	90
9	Information & Communications Technologies	87
9	Media Arts	24
9	Metal Work	21
9	Power Technology	22
9	Woodwork	<u>43</u> 287
	Total Trades Program participation	726

Ecole Heritage Park Middle School: Chad Umlah, Instructor

Trades Programs: Heritage offers carpentry/joinery classes at the middle school level. (Grade 7, 8, & 9). There are no other trades programs offered at HPMS.

Woodwork is a very popular elective at the grade 9 level. This year there were 4 blocks of full year Grade 9 woodwork. Grade 8's received a quarter year rotation. Next year, Grade 7's will also receive a rotation of Woodwork (duration yet to be determined).

Email from Chad Umlah:

I also run a Drag Racing club at Heritage. The cars and equipment were donated by Riverside. It is a joint club involving both Heritage and Hatzic Middle students. Richard Blaschek is the sponsor teacher/coach for Hatzic. I am in regular contact with Richard

and Ben Wooley (woodwork/metalwork) at Hatzic. We share resources and plan common skills for the students to carry with them into the senior grades.

A portion of my course hours are dedicated to Careers in Trades/Apprenticeship awareness. I am very vocal with my students about the potential for careers in Trades. One of the highlights for my students is getting to tour the Riverside campus at their annual Open House.

We do our best to keep in touch with the teachers at Mission Secondary in order to vertically plan our respective curriculum. Many of the students that start Woodwork in Grade 7/8 continue at Mission Secondary.

Mr. Chad Umlah

EHPMS

Woodwork/Digital Literacy 7/Beard Growing

Capacity Constraints

Schools are nearing capacity. Interest in Riverside programs exceed the physical facility. Ecole Mission Senior Secondary has maximized capacity in all of their trades' rooms; capping enrollment at 24 per class for a total of 192. Fewer than 15% of students are able to participate in a particular trade program each year. Our Middle Schools do not have capacity constraints at this time.

Local Trades Perspective:

Letter from Dan Schubert: Owned Schubert Plumbing & Heating Ltd. Owns Independent Cycles Inc.

June 1, 2021

Mission Public School Board of Education

Attn: Angus Wilson & MPSD Trades Advisory Committee

Re: Industry Snapshot and Perceived Trade Needs I have had the pleasure of serving with MPSD Staff and the MPSD Advisory Committee for some time now, and the demand for trades has never been higher. We are seeing an unprecedented demand for trades in all areas with no end in sight. MPSD along with Riverside are leading the way and providing an invaluable service to our community and our youth. In my time of ownership of a medium sized Plumbing + HVAC company we partnered with Riverside and worked together to train young men and women into successful tradespeople. We saw kids come into the program with little to no experience and develop into highly successful Journeymen, Project Managers, and business owners. Without Riverside as our partner our successes would not have been achieved and I am confident many of the apprentices we saw come through our doors would have been left out. Many youth are unaware of the job prospects and career opportunities that trades provides. I believe this responsibility lies with 3 groups; parents, educators, and employers. Riverside/MPSD have formed strategic alliances with employers to help with educating parents and students the benefits of trades. Now is the time to support MPSD and Riverside with adequate funding to not only continue these efforts but to increase as the trades shortage is becoming more and more troublesome. If we do not address these trades shortages someone else will, and it will not be to the benefit of our children or our communities. MPSD/Riverside are in a unique position that is not by chance but by the hard work and vision of its leaders, it is my strong belief that with continued support Mission will be a leader in the Province for providing the highest level of trades.

Regards,

Dan Schubert

P: 604.768.4972

E: danschubert.sig@gmail.com

Letter from Chris Gruenwald: District of Mission, Forestry Department Director

The Mission Municipal Forest has been working with School District #75 on opportunities to introduce students to outdoor education. We have worked closely with Stave Falls elementary on development of their program, and have taken on high school students for work experience in Forestry. Additionally, we have worked closely with Stillwater Consulting Ltd to bring their 19-week 'Advanced Forestry Skills' training course to Mission – in 2020, Stillwater put on three cohorts of the program in our Community.

As with many industries in our Province, Forestry is facing a significant human resources crunch, with retirements far outweighing recruitment. This despite the fact that Forestry is becoming a much more complex discipline, with significant challenges to be addressed (i.e., Climate Change). As such, there is a critical need for well educated and skilled workers required to manage and conserve our great natural resource. Our forests provide so many benefits to our citizens, and maintaining healthy, functioning forest ecosystems will be a significant challenge moving forward.

We have had discussions with Riverside College, to develop our own version of the Advanced Forestry Skills training program that would be customized for our Community. We will continue to work with Principal Peary to bring this program to fruition.

Regards

Chris Gruenwald
Director of Forestry



District of Mission

Forestry

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Instagram: instagram.com/mission_bc

Letter from Mike Jackson: Trades Project Management Professional,

May 03, 2021

Mission Public School District Board of Education

Attention: Angus Wilson (Superintendent) & The MPSD Trades Advisory Committee

E-Mail: angus.wilson@mpsd.ca

CC: Julia.renkema@mpsd.ca

Re: An Industry Perspective of Current and Projected Trades Needs

To Whom It May Concern:

These last 24-months or so I have had the opportunity to see the Mission Public School District (MPSD), in association with Riverside Technical College, working towards a brighter future for Mission's young adults. This has been through a concerted and high-level review of the current approaches and influence of Mission's public education towards pursuing of a vocation in Trades. Given the current and increasing drought of talented tradespeople, this is very encouraging. As such, I want to quickly offer reference to the need and return on investment MPSD is making, not only to the institution, but to the lives of young people moving from public school and into work force.

For the last ten or so years, trades and specifically the construction industry has seen a troubling and massive reduction in its workforce. The Baby-Boomers and the next generation of their apprentices which founded the backbone of many of the companies and sectors in trades have all but retired. The next generation, who now makes up the management of those groups is aging and looking to retirement. The two generations who were destined to take over their place(s) have not done so; influenced by our Western Culture's turn to a Services-Orientated Economy. Kids of the 80's and 90's saw rich technocrats of the Silicon Revolution on TV and shied away from the sometimes dirty and physical nature of many trades. This change in attitudes was overlooked by many and now poses a significant threat to greater industry.

Kids these days don't want to be a tradesperson. They want glamour, a suit, and 'business meetings' like they see on tv. Unfortunately, the reality is that now those jobs are in small demand; they pay poorly for entry level applicants and require extensive student debt as well. What kids fail to realize is that because of the drought in tradespeople, trades jobs now pay extremely well. This is doubled by the fact that much of the training required to excel and grow in trades is on-the-job and free of charge. Young trades starting out, known as apprentices, that show initiative often even have their training compensated by the companies they work for... An investment in the company's future.

Furthermore, the lifestyle of tradespeople is no longer what it was for our fathers or grandfathers... Gone are the days of dangerous, dirty, back-breaking labour which many associate with such vocations. Industry, whether unionized or not, has changed. Safety is the primary and non-negotiable factor in the execution of any project or task. Companies not only try to provide the most safe and secure work for their employees, they are also legislated and closely monitored to do so. Further to that, Industry in the last ten years or so has changed

again to include a more community-inclusive and environmentally sustainable approach to the conduct of their business. It pays to be clean and safe as a trades employer now; this is a fact many not in industry do not understand.

Technology has also changed the everyday lives of tradespeople. For those more technical in nature, possibly looking to computers and digital applications as a career, trades have an exploding avenue needing such traits. 3D Surveying, Lidar mapping, GPS, and sophisticated computers are beginning to be found a lot more. The Operator's Booth of any reputable and modest crane now looks, quite literally, like the command seat of the space shuttle.

Because of these changes young people must re-evaluate the direction they take as they move into the workforce. Parents, teachers, and influencers of young adults must disperse with the pre-conceived notions which may have influenced *them* when they were young. Trades is one of, if not the most lucrative and viable options for those leaving high school. It offers a very high amount of pay right through the gate, a low cost of training, an exploding amount of capacity in the workforce, and can provide security for not only one's financial stability but also a foundation for a long and fulfilling career.

As an industry employer in the building trades, I see this situation growing increasingly concerning. We simply cannot staff projects with the amount of skilled tradespeople we need. Not for any reason other than that they, currently, simply don't exist. Unless we as a national community quickly change gears and support the trades, we will see a lot of work go overseas. Or a lot of external labour may come to Canada's shores.

I hope the MPSD can continue to focus efforts, funding, and direction towards increasing the influence of a future in trades to its students. I believe with a major and (*I assume*) underappreciated asset like Riverside College already operating to develop and support young adults in trades, the MPSD could become a beacon for such opportunity if given the right tools.

Most respectfully,



Mike Jackson, BA, PMP, GSC, RSE
Project Manager | Estimator

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Bridging the Gap between Academics and Trades

Student Survey Results – what did we learn?

Angus Wilson. School District 75 Superintendent

Broadly speaking the survey results are favourable. At Riverside College, virtually all parents were supportive of the student's choice. The larger MSS/FLC survey also confirmed students on a trades stream had family support, but of course this does not detect students pushed into other fields prior to the survey. Still, less than 14% of Academics path students identified family opposing trades as an issue. So, while there may still be work to do in 'selling' Trades, it has clearly come some way in perception in the broader community.

There were some mixed messages about the profile of Trades in Middle and Secondary school, with respondents stating it was 'over sold' or not promoted enough. Interestingly, a number of students expressed concerns about technical/skill-based shortcomings with trades, but not academics. The largest barrier for academics, meanwhile, was cost.

Overall, the results show that students are aware of the possibility of a Trades based career, but there is still some hesitation over earnings and perceptions of the life quality of some jobs. Still, the picture is more positive than we might have previously believed.

Recommendations for Promoting Career Choices in the Trades

1. Build stronger relationships with local trade companies. Business owners could speak to students about local trades employment opportunities
2. Engage skilled workers/retirees to mentor students to learn to be successful on the practical and business side of the trade. Skilled labour shortages are being felt as employees look to retirement
3. Work to reduce barriers to entry for young workers without driver's licences, advocate for reduced ICBC rates for employers with young workers. It can be a challenge for young workers to get to their workplace than a traditional service industry job
4. Host trade fairs with local businesses, putting faces to companies and helping students realize that there are opportunities to move beyond labourer to Project Management positions and beyond. Provide venue for industry to promote trades to women and reach out to males to fill non-traditional jobs such as nursing and care aid

5. Support the District of Mission Forestry Department's commitment to expanding their relationship with our School District to encourage interest in careers in forestry. The District of Mission has many local areas that can be used as outdoor classrooms
6. Continue collaboration between Riverside College, Ecole Mission Senior Secondary, Ecole Heritage Park Middle and Hatzic Middle schools to engage in joint projects and plan trades related programs. Continue to support events such as the Gravity car competition, Regional Skills Competition, Drag Racing, Open House at Riverside College and School Tours
7. Encourage pairing of academics with trades. Businesses courses for entrepreneurs
8. Provide Career Advisors with more resources to inform students of career choices in the trades. One excellent resource is provided by Skills Canada BC Inspire! The program is delivered to over 15,000 students in Grades 6 to 10. Inspire! offers a one-hour video and hands-on activities to explore careers in the trades/technology fields and pathways to apprenticeships
9. Create educational tools for all grade levels - ADST Kits
Create grade and age appropriate ADST kits. Each kit would provide teams of students to collaborate on a project, learn to use tools, develop fine motor skills and a work ethic. Strong start programs each have "construction stations" where they learn about shape, design and structure – develop mathematical concepts such as size, measurement and weight and show pride in the structures they create. Once the students enter kindergarten there are no such programs till middle school. According to Ecole Heritage Park Middle School instructor Chad Umlah "some grade 8 students have never used a hammer". Business and community sponsors and ITA funds could be used to purchase materials to create ADST kits. Riverside College has offered to manage the program using their students to assist with the design and creation of the kits and restock when the kits are returned. Mission teachers would be asked to assist in the design phase of the ADST kits. Ultimately a trades trailer could be used to provide a mobile classroom
10. Engage with educational partnerships to bring more trades programs to the School District. ITA wants to bring back the Building Maintenance worker program
11. Explore funding and sponsorship opportunities. Industrial Training Authority (ITA) provides grants to promote the trades in British Columbia. Riverside College applies for grants each year from ITA. Some of this money can be used to produce and maintain ADST kits. Through Riverside College partnership with ITA, Ecole Mission Senior Secondary receives some funding for metal, woodworking and automotive classes – as of September 2019 \$31,400. ITA funding for week long sampler program. Interest has been expressed from trades-based businesses and the District of Mission Forestry Department to sponsor some of our educational initiatives as well as local credit unions and Skills Canada. Possible partnership with the District of Mission to build tiny homes to house homeless.

Conclusion

Promoting trades training to Mission Public School District students will provide opportunities for students to start working soon after graduation. With more skilled labourers retiring than new workers entering the industry the need for young people to engage in the trades is increasing. The trades industry is looking for opportunities to engage, mentor, sponsor and promote their sector within our school district. Mission Public Schools is providing as many trades program options as possible within the capacity constraints of our facilities. The support of our Board of Education is requested to continue to build on the current connections the school district enjoys with our industry and education partners and provide financial support to enhance the learning resources and capacity of our schools.

Courses Offered

Successful completion of all Summer School courses will result in a passing grade of 50%

Grade 9

- Remedial Socials 9 (40% during 2020-2021 school year entrance requirement)
- Remedial Math 9 (40% during 2020-2021 school year entrance requirement)

Grade 10

- Remedial English 10 (40% during 2020-2021 school year entrance requirement)
- Remedial Science 10(40% during 2020-2021 school year entrance requirement)
- Remedial Social Studies 10 (40% during 2020-2021 school year entrance requirement)
- Remedial Foundations Pre-Calculus 10 (40% during 2020-2021 school year entrance requirement)
- Remedial Workplace Math 10 (40% during 2020-2021 school year entrance requirement)

Grade 11

- Remedial English 11 (40% during 2020-2021 school year entrance requirement)

How to Register

Step 1: Drop off your completed enrolment form to Mission Secondary School's office for processing

Step 2: once enrolled, you will receive a link via email to pay a \$50 fee (refundable upon successful course(s) completion) online at www.schoolcashonline.com

Schedule

Period 1 (8:30 am-10:30 am)	Period 2 (10:45 am- 12:45 pm)
-Remedial English 11	-Remedial English 10
- Remedial English 10	-Remedial Social Studies 9/10
- Remedial Math 9	-Remedial Foundations and Pre-Calc Math 10
-Remedial Science 10	-Remedial Workplace Math 10



2021

ACADEMIC GRADES 9, 10 AND 11 SUMMER SCHOOL PROGRAM

At

*Ecole Mission
Secondary School*

32939 7th Avenue, Mission,
British Columbia
604-826-7191

July 5th -July 30th, 2021

Code of Conduct Agreement

Parent and student initial

Punctuality: Students are expected to be on time for all classes, (8:30am-10:30am) and/or (10:45am-12:45pm). _____

Attendance: Students are expected to attend all classes. Should a student miss 3 or more of any classes, they will be jeopardy of being removed from the program. _____

Readiness: Students are to come to class prepared with all necessary supplies and assigned works. _____

Respectfulness: Students are to be respectful of themselves, their peers, their teachers and their environment. _____

As per Mission School Board policy, students are not to vape or carry a vape on school grounds at any time. _____

Registration Form

Full Legal Name: _____

Date of Birth: _____

Current Age: _____

Current Grade: _____

Current School: _____

PEN: _____

Student Number: _____

Care Card Number: _____

Emergency Contact Name and Number: _____ Relationship to Student: _____

Guardian Email: _____

List any illnesses or allergies that may require special attention: _____

Course Selection

Checking your selection(s), you may register for a maximum of two (2) summer school courses. All courses will be held at Ecole Mission Secondary School.

<i>Period 1 (8:30am-10:30am)</i>	<i>Period 2 (10:45am-12:45pm)</i>
<p>_____ Remedial English 11</p> <p>_____ Remedial English 10</p> <p>_____ Remedial Math 9</p> <p>_____ Remedial Science 10</p>	<p>_____ Remedial English 10</p> <p>_____ Remedial Social Studies 9/10</p> <p>_____ Remedial Foundations and Pre-Calculus Math 10</p> <p>_____ Remedial Workplace Math 10</p>

I verify that the information contained in this registration is complete and accurate: _____ (guardian signature)

_____ (date)

Refundable \$50 Fee Paid _____ (staff initial)

ITEM 5.6 Information File No.

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Superintendent Year-End Report, June 2021

1. Summary: The Superintendent will provide his brief annual report summarizing the 2020/21 School Year.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- 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:

Superintendent's Year-End Report, June 2021

Report to the Board of Education June 2021

This year is not ordinary. The implications of the pandemic are vast. The academic loss is significant, but the impact on mental health for students, families, and staff is even more so. We know we have much work to do in the coming year to support everyone as we move through this era.

Despite the tumultuous year we have faced, it has been a privilege to navigate the District through this year, and I am very pleased with the fantastic work teachers, principals, support workers, and district staff have put in to help ensure that our students have lives filled with choice, dignity, and contentment.

Successes

- Flexibility in the face of coronavirus - teachers were highly adaptable and flexible in the face of this unforeseen event. I have heard countless stories of innovation to connect with kids and enhance their learning. Several times we had to close schools or isolate staff and learning continued.
- Continued work with the Complex Trauma Team in training our staff in CTR trauma-informed practice model.
- Schools managed to stay open, almost all departments continued without interruption. Stability is a huge factor for students and the community
- Innovative approach to education at the secondary level
- Six-Year completion rates up over 5% to 76.2%
- Indigenous Six-Year Completion Rate is nearing parity at 73% (was 6% gap two years ago)
- Equity Scan and dialogue about equity and anti-racism has continued throughout the year. The pandemic has highlighted inequities and we are working through ways to address them. Many people participated in Vivian's anti-racism series.
- Kindergarten In-take and Transition meetings for students and families with diverse learning support needs April, May, June
- Classes in 5 schools participated in a pilot to communicate learning through portfolios to deepen students' understanding of their learning and growth over time.
- Pathways to Employment with Douglas College
- OPEN PARACHUTE - Mental Health Literacy Curriculum Pilot in several elementary schools (Central, Morrison, Silverdale, Windebank, ESR, HPMS, FLC, MSS)
- Mental Health Grant
- 30 Counsellors and ISP teachers learned strategies from Dr. David Worling for easing anxiety and other mental health needs for students with ASD - we have done 3 sessions in total
- 16 educators (EA, counselling, YCW, teachers) did PATHS training for student-centred transition planning

- FLC staff with OT, PT, SLP and Indigenous success coaches finished the Ensouling our Schools sessions with Dr. Katz
- Psychology inter joining our team for next year - close to fully staffed

Challenges

- Overall 6-year completion rate is still low compared to other local districts -- While a significant improvement for Indigenous students, our overall completion rates are relatively low for the Fraser Valley - lower than Abbotsford or Maple Ridge, on par with Chilliwack, and above Fraser Cascade.
- Indigenous students make up 40% of Evergreen Certificates - but note the overall number is very small
- Significant shortage of staff as of April
- TDHH for next year
- SRA numbers were 50% above average this year.
- Reality check - so many students without tech, safe spaces, etc for remote work, family challenges, etc
- Next year. As we return to 'normal' next year, students' mental health, academic issues, social-emotional deficits, and so on will all be in schools.
- Growth -- Boundary review, school growth, portables, transportation.

Programmes and Plans for the coming year

- Summit 8-9 at MSS
- HES class expansion
- International numbers above projections
- Bargaining
- Continue Safe Schools training and programming (See Below)
- ELL - we will be transitioning to MyEd Annual Instructional Plans next year, starting with our K intake and any new students. Also working towards offering more service to those ELL students who no longer fit our ELL model and do not need the services but could receive service for ESD as they are still requiring language services but more from the ESD vs the ELL staff. This is new as the ESD model has always just been for indigenous students at this time and we are broadening the parameters to be more inclusive for all ELL students.

School Safety June 2021

In January of 2021, an incident occurred at HPMS that led to a significant need for reflection on our processes to ensure students' safety at our schools. The incident in question involved three middle school girls, with two attacking the third. It also revealed the use of social media to promote fights and bullying in Mission and beyond. A series of actions were undertaken to address this concern for not just that school but the broader community.

Immediate Steps:

- A VTRA (Violent Threat Assessment) with Safer Schools Together (SST) support of the specific situation, as well as adding supervisory support to the school in question.
- The superintendent reached out to a variety of institutions and organizations to consider responses to the broader issues of violence, bullying, and hate. He also met with the Pride students at HPMS to seek their recommendations going forward.
- The ERASE contact form and the link was moved to a more visible section on our website for students seeking help from bullying or concern for classmates and friends.

School Safety Forum:

- This February 18 online event brought together a collection of educators, community representatives, parents, and experts to discuss and explore issues at both the school and community level.

School Liaison Officer:

- Ongoing contact with the RCMP and our SLO has been a key part of our work since the incident. The RCMP has been a tremendous asset with tracking down worrisome online behaviours and threats of violence. Communication and ongoing training are key aspects of our work with the RCMP and other organizations.

Out in Schools/SD75 SOGI:

- The organization Out in Schools did workshops for all grade 7s; they also did a 3-hour pro d for staff to promote LGBTQ+ inclusive language and pedagogy. SD75 staff are also doing workshops for older elementary students currently.
- Ongoing work on establishing GSAs, parent support, and training is occurring via our SOGI team.
- SOGI parent workshops

Admin Forums, Student Working Groups:

- Meetings held with PVP, students to discuss student safety at school and in the community. Ongoing.

Safer Schools Together:

- SST met with senior district officials to review our overall processes and practices; they met with SD75 Principals and Vice Principals the following week to review their understandings of procedures, areas of strength or concern, and so on; and they reviewed SD75's policy manual.
- A short summary of their findings: Mission is working on a policy review, and SST has a series of recommendations connected to this. They recommended refresh training for all PVP and the RCMP on VTRA and DTRA, as well as a series of workshops for students and parents. They also commended Mission Public Schools for several areas, in

particular, our Critical Incident Response work (aka Flight Team), our work with Indigenous partners and communities, and our communications with our parent community on Critical Incidents.

- Initial DTRA has been done with our PVP group. The next sessions will occur on August 23rd.

Closing Observations

Mission Public Schools is a fantastic organization with both tremendous staff and potential. A number of significant changes in the last few years hold much promise for the ongoing support and success of our students.

I want to acknowledge the hard work, commitment, and intelligence of the District team, each has contributed enormously to this direction for the District and our schools.

Over a year into this pandemic, I am keenly aware of the diminishing mental health of most of us. For all staff, from BSWs to teachers to EAs and Principals, resting and recharging is going to be mandatory for the next few weeks if we are to be able to contend with next year's challenges. I worry in our effort to show a work ethic, we have lost sight of recognition of our vulnerabilities, and I hope everyone will be able to put up an 'out of office' sign very soon.

My thanks to everyone for all your hard work, and I wish everyone a restful summer break. You've definitely earned it!



Angus Wilson
Superintendent of Schools

Public Meeting of the Board of Education

Tuesday, June 15, 2021



ITEM 6.1 Action

File No. 1110

TO: Board of Education
 FROM: A. Wilson, Superintendent of Schools
 SUBJECT: Meeting formats and locations for 2021/2022

Recommendation

THAT the scheduled meetings for the Board of Education and the Committee of the Whole for 2021/2022 be approved.

1. Summary:

The following meeting schedule specifies the tentative locations of the meetings, which may change to videoconference if necessary due to weather and/or COVID related changes. Additional Special Committee of the Whole meetings for the budget will be scheduled in September / October.

2. Background:

Board Meetings (Closed 4:30 PM)(Public 6:30 PM)		
September 21, 2021		Fraserview Learning Centre
October 19, 2021		Ecole Mission Senior Secondary
November 16, 2021		Heritage Park Middle School
December 14, 2021		Hatzic Middle School
January 18, 2022		West Heights Elementary School
February 15, 2022		Windebank Elementary School
March 8, 2022		Cherry Hill Elementary
April 19, 2022		Christine Morrison Elementary
May 17, 2022		E.S. Richards Elementary
June 21, 2022		Mission Central Elementary
Committee of the Whole (Public) 3:30 PM		
September 14, 2021		School Board Office
October 5, 2021		School Board Office
November 2, 2021		School Board Office
December 7, 2021		School Board Office
January 4, 2022		School Board Office
SCOTW Budget Meeting	January 25, 2022	School Board Office
	February 1, 2022	School Board Office
SCOTW Budget Meeting	February 22, 2022	School Board Office
	March 1, 2022	School Board Office
	April 5, 2022	School Board Office
	May 3, 2022	School Board Office
	June 7, 2022	School Board Office

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- 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: DPAC Meetings and Trustee Info

DPAC Meetings 7pm-9pm	
September 13, 2021	School Board Office
October 18, 2021	School Board Office
November 8, 2021	School Board Office
December 13, 2021	School Board Office
January 10, 2022	School Board Office
February 7, 2022	School Board Office
March 7, 2022	School Board Office
April 11, 2022	School Board Office
May 16, 2022	School Board Office
June 13, 2022	School Board Office

BCSTA Trustee Academy: December 2 -4, 2021
BCSTA AGM: April 21 - 24, 2022
BCPSEA: Fall Symposium November 4 and 5, 2021
BCPSEA AGM: January 27 and 28, 2022

**School District #75 (Mission)
Public Meeting of the Board of Education Minutes**

**May 18, 2021, 6:30 pm
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler
School Trustee, Randy Cairns
Trustee, Julia Renkema
- Members Absent:** Vice Chair, Shelley Carter
Trustee, Rick McKamey
- Staff Present:** Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Acting Dist. Principal of Student Services, Beth-Anne Cullen
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** Principal, Rob Clark; MTU President, Ryan McCarty, MTU
Vice-President, Janise Nikolic; CUPE President, Faye
Howell; DPAC Chair, Cheryl Blondin; DPAC Treasurer,
Jacquelyn Wickham; MSS PAC Rep, Dionne Hairsine

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.

Trustees Carter and McKamey have sent their regrets for not attending.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED.

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

At the May 18, 2021, Closed Meeting of the Board of Education of the School District 75, Personnel and Student matters were discussed.

5.1.1 Strategic Plan Update

The Board Chair provided an update on the process of developing the Strategic plan, which will be presented at the June 1, 2021 Committee of the Whole.

5.2 COVID Update

Fraser Health invited SD75 employees to get vaccinated. By now, those who opted to get vaccinated, have received their first dose. Fraser Health is taking a more conservative, cautious approach and isolates larger groups of people should exposure occur. Examples: Class not having a seating plan got sent home; one confirmed staff got 8 staff members isolated (HES) as staffroom tables were too small. Hoping for no more. This has lead to two functional closures to date. Hatzic Elementary School (May 5 - May 14), and Hatzic Middle School (May 13 - May 24). The overall Covid numbers have been decreasing, as we observe reports from CDC. Many staff shortages at schools were observed, principals end up teaching.

5.3 2021 / 2022 Capital Bylaw

MOVED and Seconded that the following resolutions be approved:

THAT the required three (3) readings for Capital Bylaw No. 2021/22-CPSD75-01, a bylaw for the 2021/2022 Capital Plan, be carried out at one meeting.

THAT the first reading of Capital Bylaw No. 2021/22-CPSD75-01, a bylaw for the 2021/22 Capital Plan, be approved.

THAT the second reading of Capital Bylaw No. 2021/22-CPSD75-01, a bylaw for the 2021/22 Capital Plan, be approved.

THAT the third and final reading of Capital Bylaw No. 2021/22-CPSD75-01, a bylaw for the 2021/22 Capital Plan, be approved.

CARRIED

Note was made about p. 12 of the Agenda - Building envelope for Dewdney has been suspended by the Ministry.

The trustees have discussed an email from MLA Pam Alexis, about Government incentives to purchase of an electric bus (cost \$300,000+). The Ministry has allocated 150,000 towards buying the bus. The Secretary-Treasurer and the Director of Facilities attended a meeting re: Electric Bus. Up to \$178,000 in grants may be available. SD75 may still have to spend around \$100,000 to purchase the bus. SD75 can borrow money. The loan could be eventually forgiven (the Secretary-Treasurer can find out more details if the Board is interested in financing etc).

A comment was made that besides cost savings - the price may return over time, and SD75 may send a message to the community about intentions to save the environment.

The trustees are interested to find out what our average fuel consumption is currently.

A question was asked about increase in price of inclusive playgrounds. The price of lumber and installation of playgrounds have gone up. Constructions costs have gone up double and more.

MOVED and Seconded that the board direct staff to present a business case for the feasibility of purchasing the electric bus versus a diesel bus.

CARRIED.

5.4 MSS Project Design Report (PDR)

SD75 has had a consultant working on the project. Once the project plan is approved, the PDR costs will be reimbursed. Geo-technical study supports full MSS replacement but may still take some time.

Plans for replacement are going to accommodate more students with the plans. MLAs are aware of the situation and are communicating with SD75 and at the Government level.

5.5 Hatzic Elementary

MOVED and Seconded that the excess enrolment at Hatzic Elementary be managed as follows:

a. by limiting the number of cross boundary students allowed to attend Hatzic Elementary,

b. by allowing students from the Durieu area to attend Dewdney Elementary as their catchment school, with busing if necessary.

CARRIED

Staff reviewed cross-boundary correspondence. Policy also made it clear that cross-boundary approval is valid for one year only. This is the first

time SD75 may need to deny the cross-boundary applications for future years. Challenge will be if more catchment students show up wanting to attend. Do we agree with the current policy or does Staff need to find another way to deal with this?

The portable is an expensive purchase and a temporary measure. Covid makes things complicated. Hatzic is a growth area, and we really need a new school, but that will not happen for the coming September.

There have been incidences where cross-boundary was denied due to capacity issue. It is distressing to people when they move into an area, live across the road from a school, and cannot attend, because kids from out of catchment attend there. Years ago, there were discussions of building a school that would include population of Deroche, Durieu, and Hatzic.

Allowing Durieu students to attend Dewdney is different than mandating it. \$300,000 of the budget does not seem feasible for a portable.

This is a difficult conversation creating logistical, monetary, and emotional issues. The final decision may trickle down to other schools.

Trustees asked to hear from Beth-Anne Cullen, the Principal of Hatzic Elementary School. Staff are nervous about numbers coming in. 6 people from catchment are on a waitlist, and 5 houses have been sold, which likely also have children. 2 people were cross boundary with siblings. Portable would put some ease into the school to accommodate some siblings. The school has at least 15 new students coming in and may be able to fill the portable.

The Board decided to do Boundary review as a whole thing in the past. The portable would give SD75 some breathing room. The cost of \$20,000 to move a portable is a small price to pay. The Board has been talking about this for a while. Some students may have to move, as painful as it may be.

The Assistant Superintendent noted that even with the portable, we do not open up a lot of spaces. We get rid of composition/class size issue for this year, but boundaries have to be addressed down the road.

MOVED to include an amendment in the resolution:

c. by purchasing and placing a portable to Hatzic elementary site as soon as possible.

FAILED.

As two of the five trustees were not present at the meeting, the option of adding a portable will be considered at the Budget meeting on May 25, 2021.

5.6 Summit

The Board has reviewed survey results on shifting Grade 8 & 9 Summit students to MSS. Most of the parents are in favour of their children being moved to MSS Summit premises.

5.7 Quarterly Financial Report ending March 31, 2021

Financial accountability report was provided to the board for information and has been posted to [MPSD website](#).

5.8 Year-end Financial Position Projection

In June, there will be a formal report for discuss. The Board reviewed projected year-end financial data. Some funds can be put towards special projects in alignment with the Strategic plan. Information can be brought back to the Budget Meeting on May 25, 2021. There is some room for movement.

6. **NEW BUSINESS**

7. **MINUTES OF PREVIOUS MEETINGS**

7.1 Board of Education Public Meeting Minutes, April 20, 2021

MOVED and Seconded that the Board of Education Public meeting minutes dated April 20, 2021 be amended.

CARRIED

AMENDMENT (removing Trustee names):

10. **COMMITTEE MINUTES/LIAISON REPORTS**

Trustees reported on events below:

- March 11 - Canadian School Board Association Indigenous Leaders Panel
- March 31 - Board Chairs zoom with Dr. Gustafson
- April 8 - All candidates meeting for Mission mayoral race
- April 13 - Siwal Si'wes
- April 15-17 - BCSTA AGM (T. Loffler Elected to BCSTA Board of Directors)
- April 20 - BCPSEA update on teacher bargaining
- Trades and Training Advisory Committee (Committee is working on final report to the Board)
- BCSTA Provincial Council

- DPAC event: Ted Leavitt: Understanding the link between brain and behaviour
- Fraser Valley Branch meeting
 - Items were CUPE Seamless Day Childcare
 - Trustee Pro D on Mental Health (Kate Patten)
- Women in Leadership invited through Columbia Institute
- Strategic Plan Meeting
- Anti-Racism Series #3 with Vivian Searwar

MOVED and Seconded that the Board of Education Public meeting minutes dated April 20, 2021 be approved as amended.

CARRIED.

8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustees reported on the following virtual events:

- Zoom with Mission Community Foundation to make introductions
- Mission Literacy in Motion AGM
- Equity Scan
- Ant-racism Session #4
- May 10: DPAC
- May 11: Siwal Si'wes Advisory Council
- May 13: Anti-racism group
- BCSTA
- May 1: Riverside Open House

10.1 Trades Training Advisory Committee Minutes, April 13, 2021

Tool kits for younger students: Engagement from the community has been high, to enhance fine motor skills.

Students at grade 8 come into a woodworking shop who have never before held a hammer. Final report is coming together.

11. ANNOUNCEMENTS

Special Committee of the Whole RE: 2021/2022 Budget meeting has been scheduled next week, May 25, 2021 at 10:00 am.

12. QUESTION PERIOD

A question was asked about the 5yr Capital Plan and universally accessible playground - \$125,000 - three schools on the list are from last year: it will be put forward in the future years.

A question was asked if there is a specific process for designing the playground? School principals consult with the PAC. Director of facilities advised staff that to make it a completely accessible playground, separate components had to be added, plus the increased costs of materials.

The Board chair thanked the Principal of Hatzic Elementary, Beth-Anne Cullen for her input.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:49 pm

Chair, Board of Education

Secretary-Treasurer

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

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

May 25, 2021, 10:00 am
Zoom Meeting

Members Present: Board Chair, Tracy Loffler
Vice Chair, Shelley Carter (arrived at 10:05)
Trustee, Julia Renkema
School Trustee, Randy Cairns
Trustee, Rick McKamey

Staff Present: Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Secretary-Treasurer, Corien Becker
Assistant Secretary-Treasurer, Derek Welsh
Director of Student Services Carolynn Schmor
District Principal of Indigenous Education, Vivian Searwar
District Principal of International Education, Collen Hannah
Director of Facilities, Dana MacLean
Director of HR, Tina Phelps
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: DPAC Chair - Cheryl Blondin, DPAC Treasurer - Jacquelyn Wickham, MTU President - Ryan McCarty, MTU Vice-President - Janise Nikolic, CUPE President - Faye Howell

1. CALL TO ORDER

The meeting was called to order at 10:00 am 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.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Budget 2021/2022

Staff has presented more financial information. Some adjustments have been made to balance the budget, using 35 FTE students.

5 MTU members will need to be released for bargaining next year and have been counted in the budget in Substitute costs.

Hiring TTOCs on contract has not yet been contemplated (or budgeted for) to relieve the TTOC shortage. It would be costlier. Not on top of the priority list. Additional contract positions are added as needed.

Extra BSW for September is not currently part of the budget. Other SDs are including daytime custodians (additional cleaning support may still be needed).

A report providing an update of the staffing numbers/changes has not been completed yet. Other professionals include Exempt staff (Admin, MGMT).

A question was asked if the small deficit in Amended 2020/2021 Budget includes all the in-lieu time. A reserve was set aside. Substitutes line is conservative enough to cover this.

The Secretary-Treasurer would like to start a conversation with the Board as the 2020/2021 will have a bit of a Surplus, approximately \$1 million. We can put some funds into contingency. Some of the extra funds can go to local capital, and some can go towards special projects following the Strategic Plan and Facilities.

A question was asked about special needs support budget: Staff are looking at all of the expenses needed for supporting all of the students. It is not only EAs that special needs funding is for. Staff are working on preparing a reconciliation report regarding the special needs funding. As students arrive to school and generate support, staff allocate necessary resources. EAs, SLPs, etc.

Trustee Renkema would like to reinstate \$100,000 that was put in the budget for Riverside expansion, and Hatzic Elementary Portable addition, MTU would like to bring back some blocks to MSS.

Funding could provide support for a Social and emotional mentor teacher, who supports a classroom teacher, or a literacy mentor teacher. MDI shows that students are suffering in social/emotional wellness and require holistic support.

A question was asked if Settlement worker is financed by Social services. It is a similar position, but the Settlement worker position mentioned in the budget came from the District Principal of International Education and the Director of Student Services: Students with language barriers at home require support in a family manner, often after hours. This support has been falling on the ELL department. Translation, support for families is needed (Punjabi). The closest settlement worker is in Abbotsford.

At this point, staff have presented a balanced budget. Items on the list are the priorities to be looked at. Funding some of the projects could be drawn from the surplus. Staff are recommending a conservative approach, and only considering the additional items in September. The Trustees agree with being conservative, as no commitment from the Government has come in. Board can review things in September.

White fleet vehicles are purchased. SD should consider age and possible lease for IT and facilities vehicles. There may be a bulk deal on white fleet purchase. The Tractor/mower has been purchased for Grounds department out of local capital. Waiting for it to be delivered as parts were on back-order.

Hatzic Portable Discussion: planning and preparing for next year - the sooner we know, the better we can have it ready if needed. The portable would take pressure off Hatzic Elementary and Staff. It could also be used elsewhere if needed in the future. Director of Facilities noted that portables are difficult to find nowadays. It would be a good idea to have one available in the district, regardless of location.

Trustees absent the previous meeting have reviewed the previous discussion. There is no one solution to the Hatzic problem. The space fills up, and later, there will be even more demand. Cross Boundary - if all are pushed to other schools, pressure is pushed to other schools, as others are full as well. Trustees and CUPE would like to see a scenario, district-wide, where everybody goes back to their catchment school. There would likely be additional cost for busing to Dewdney. Buses for the morning should be feasible, but PM may be more difficult to arrange. Challenges come with time, not seats, as most are existing students. It can impact the routes.

We need to stop allowing cross-boundaries. How much remedy is appropriate? Portable helps reduce remedy cost by spreading students out more. There will be a multi-pronged approach needed. Hatzic has a capacity of about 260 students and has had about 300 students for the past few years.

We need to figure out who the students are who would like to move.

The area is growing fast, and we need to be aggressive with planning. Do we know how many new Ks are coming to Hatzic Elementary? There are

2 sibling cross-boundary requests. Just stopping the current cross-boundary requests would not alleviate the problem, but going forward, it will help. There used to be a portable at Hatzic before. New one would go into the existing space. New portables need to have a water connection.

Hatzic Elementary is on a small property. No matter what, there will be pressure on the site. The Ministry will consider building 2 story elementary schools. The portable would not impact the eventual replacement of the school if it was built at an alternative site. If replacement moved ahead, the portable would need to be removed. The park across the street may be an option and should be discussed with DOM and the Ministry.

The Portable may make some people happy but will be an expense of about \$300,000.

MOVED and Seconded that Staff take the draft Budget to the Special Public Board Meeting on June 22, 2021.

CARRIED.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole Meeting Minutes, May 11, 2021

MOVED and Seconded that the Special Committee of the Whole Meeting minutes dated May 11, 2021, be approved.

CARRIED

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 11:33 AM.

Chair, Board of Education

Secretary-Treasurer

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