

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

January 12, 2021, 3:30 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

3.1. HR Department Update

1

4. CURRICULUM

4.1. Monthly Curriculum Update - Information
Technology Overview

2 - 20

5. UNFINISHED BUSINESS

5.1. Anti-Racism Policy Information

21 - 23

6. STAFF REPORTS

6.1. Boundary Review Update Information

24 - 27

6.2. Planning and Development Review Information

28 - 31

6.3. Superintendent Mid-Year Report Information

32 - 37

7. NEW BUSINESS

7.1. Ministry of Education - Mental Health in Schools Strategy

38

8. MINUTES OF PREVIOUS MEETINGS

8.1. Special Committee of the Whole Meeting Minutes dated October 27, 2020 Action

39 - 41

8.2. Committee of the Whole meeting minutes, December 1, 2020

Action

42 - 46

9. INFORMATION ITEMS

9.1. Family Mental Health & Wellness Forum, January 28, 2020 at 7 pm

Information

47

9.2. Special Committee of the Whole, January 26, 2021 - Amended Budget

Information

10. ADJOURNMENT

ITEM 3.1 Information

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

The following is a summary of the primary activities of the Human Resources department.

Health

Mental Health continues to be an area of focus. Employee & Family Assistance Program (EFAP) is available for most employees. The usage rate has more than doubled since the COVID-19 pandemic commenced. Formal wellness checks are also provided. Support and additional resource information is provided by Human Resources, supervisors, both unions and Health and Safety department as needed.

Staffing

New employee hires between September and November 2020:

Support staff: 48

Teaching staff: 38

Excluded staff: 0

In particular, building service worker positions have increased including more daytime positions as well as teaching positions to support distance learning and outreach support.

Recruitment:

-Challenges continue with specialty positions and supervision assistants.

-Education Fairs for recruiting teachers at SFU, UBC, University of Toronto, University of Alberta and University of Calgary are now virtual.

Highlights of new work since the pandemic

Increased inquiries by employees regarding attendance process.

Increased inquiries regarding accommodation requests

Increased inquiries regarding type of employee leaves

Purchasing of portable plexiglass barriers and face shields to support accommodation

District COVID-19 protocol training provided for all new hires

Created MPSPD Virtual Teaching guidelines

Created Administration Procedure: when employees do not report to work

Provide information on resources outside the district:

i) Flu vaccine locations and where they can book online

ii) Fraser Health Authority COVID-19 Testing booking and location info, COVID-19 app, 8-11, healthlink.bc

iii) Federal government COVID-19 benefits and services information

iv) Provincial order updates

ITEM 4.1 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Curriculum Update – January 2021

1. Summary:

Mentor teacher Frank Chan will provide an update on technology use in the district and mentor teacher Camille Anderson will share how teachers at MSS are using Scholantis to support student learning.

2. Background:

Since the suspension of in-class instruction in March, we have seen a significant increase in technology use. As teachers become more comfortable with the tools, there is a shift from 'how do I use this tool?' to 'what is the most effective way to support learning using this tool?' Teachers should be commended for the work they have done to adapt to our changing reality.

3. Options:

4. Analysis and Impact:

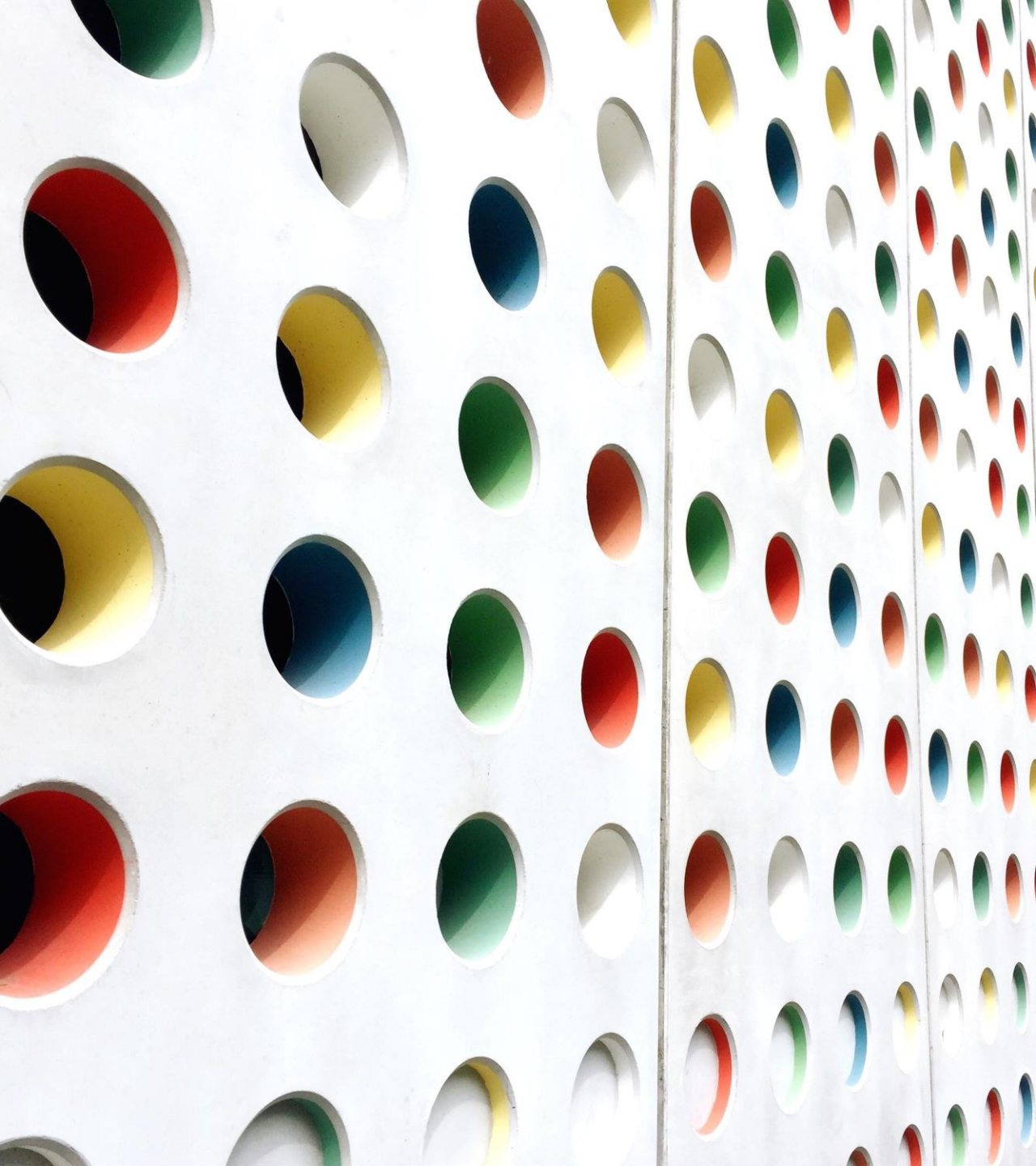
- a. Strategic Plan Alignment
 - i. Future Orientation – Learning environments provide contemporary tools to assist learning and skill development;
 - ii. Student-Centred Learning – Positive learning experiences;
 - iii. Quality Teaching and Leadership -Teachers adapt to the rapidly changing educational environment and needs of students.
- 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:

- a. PowerPoint Presentation, Frank Chan

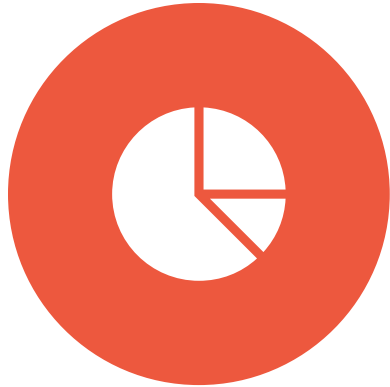


Our Progress with Technology





Progress of MPSD



FUTURE ORIENTATION



STUDENT CENTRED
LEARNING



QUALITY TEACHING
AND LEADERSHIP

FUTURE ORIENTATION

We are enhancing education with our online platform adoption.

Our district has encouraged the use of Microsoft 365 platform, Scholantis (an online classroom platform), Zoom (video conferencing) and My Blueprint (Career Education/digital portfolio platform).

Our staff and students are using technology to visit museums and sites through virtual tours.

We have embraced the online platforms for all subjects and grades:

- Almost 700 Scholantis online classes created.
- In May, we used just over 330,000 minutes of Zoom meetings...in November, we used 1.6 million minutes.
- Since September, we have used 2.4 million minutes of Teams meetings from over 7500 meetings.
- Over 1550 active digital portfolios used in Scholantis.

STUDENT CENTRED LEARNING

The increased use of digital portfolios in our district demonstrates the increased role of student feedback and engagement.

With over 3000 active digital portfolios, our students and teachers are collaborating and exemplifying the core competencies of the new curriculum.

Our district is embracing the new modern learning environment. Through the virtual classrooms provided by Scholantis, Microsoft Office 365 and My Blueprint.

QUALITY TEACHING AND LEADERSHIP

Our MPSD staff adapted very quickly to provide an online presence for our students.

We have provided many hours of professional development on the use of Scholantis, Microsoft and My Blueprint. These workshops are full of teachers and Educational Assistants learning strategies for assessment and engagement through online platforms.

Technology at MSS

It has been a busy year at MSS! The growth of online classes and websites has been exponential.

We started with two days of in service offered by Frank Chan and myself (Camille Anderson) on setting up their own website on Scholantis, followed by how to use Zoom and Teams. Then for the next two months we worked with the teachers either one on one or in small groups to work on their knowledge of how to use the technologies that were available for them. Luckily, we had some early adopters who helped support our teachers learning.



Scholantis on Learn75

This platform allows for a basic website to be set up in MINUTES

The beauty of this is that Scholantis and Myed sync to each other so that within 24 hours your website access will allow your students to view it.

Many features are:

Start Page

Home



Features

Home

Special Announcements

Featured Links

Announcements

Calendar

Featured Stories

Featured Links with Image

Handouts and Materials

Assignments

Shared Documents

Student List

Student Blogs

Gallery

Blog

Discussion


Portfolio

Main Page- Announcements, Handouts, Calendar

BROWSE PAGE 218 FOLLOW SYNC EDIT CAMILLE ANDERSON SETTINGS

News & Announcements

+ New Announcement or Edit Items




Homework


These assignments are to assist with your learning in the course. You will not...

[View Announcements](#)

Event Calendar

+ New Event or Edit Items

 **Meeting Link- first block**
Jan 06, 2021 08:40 AM - 10:05 AM

 **Meeting Link- second block of the day**
Jan 06, 2021 10:05 AM - 11:30 AM

Handouts and Materials

+ New Document or drag files here

✓	Name	Modified	Modified By
	Intro Unit- Social Psychology Blitz	... June 23, 2020	<input type="checkbox"/> Camille Anderson
	Unit 1- Structured Inquiry into Personal Psychology	... June 3, 2020	<input type="checkbox"/> Camille Anderson
	Unit 2- controlled inquiry into the connection between biological and cognitive psychology	... June 3, 2020	<input type="checkbox"/> Camille Anderson
	unit 3- controlled inquiry diving deeper into developmental psychology	... June 3, 2020	<input type="checkbox"/> Camille Anderson
	unit 4- guided inquiry into the history of psychology	... June 3, 2020	<input type="checkbox"/> Camille Anderson
	unit 5- guided inquiry on research into sensation and perception	... June 3, 2020	<input type="checkbox"/> Camille Anderson
	unit 6- free inquiry on abnormal psychology	... June 3, 2020	<input type="checkbox"/> Camille Anderson



FUTURE CURRENT PAST ARCHIVED

[+ NEW](#) [EDIT](#) [SUMMARY](#)

TITLE DUE ASSESSED

<input type="checkbox"/>	Robot Baby Challenge Project Was due 5 days ago	DRAFTS: 17	TURNED IN: 7	ASSESSED: 0
<input type="checkbox"/>	Sensation and Perception study guide and jo... Due in 2 days	DRAFTS: 2	TURNED IN: 1	ASSESSED: 0
<input type="checkbox"/>	Sensation and Perception Quiz Will be assigned in 2 days	DRAFTS: 0	TURNED IN: 0	ASSESSED: 0
<input type="checkbox"/>	Sensation and Perception Project Due in 3 days	DRAFTS: 1	TURNED IN: 1	ASSESSED: 0

Students' Assignments

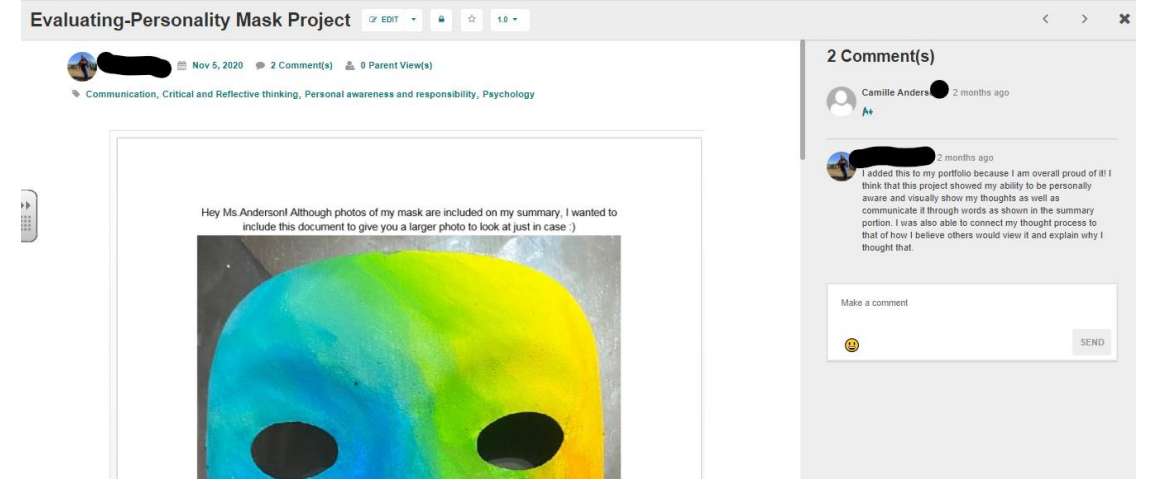
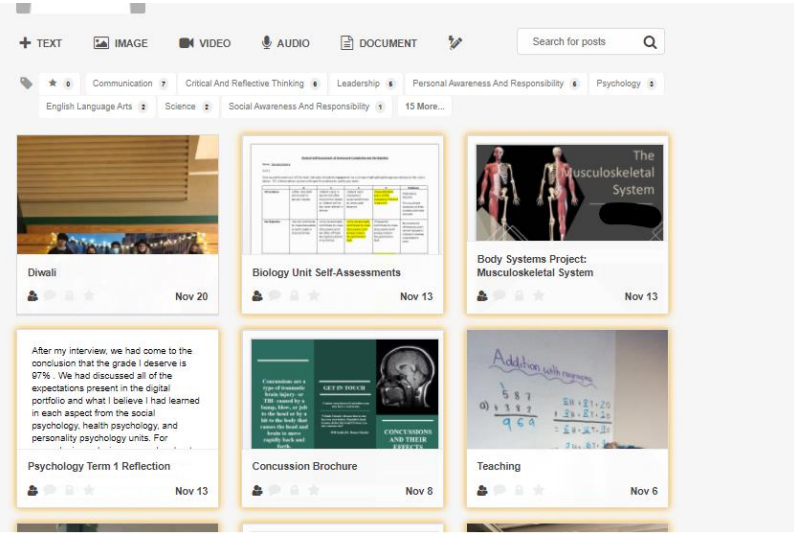
Summary

EDIT EXPORT

Assessed
Turned In
Draft
Late

NAME	Digital Portfolio	Abnormal Psychology Project	Weaving and Psychology	Sensation and Psychology	Sensation and Perception Pr...	Robot Baby Challenge Project	Egg Baby Project	Developmental Psychology Project	Developmental Psychology ...	Biopsychology quiz	Cognitive quiz	Biopsychology and Cognitiv...	Famous Psychologist Quiz	Famous Psychologist Study ...	Concussion Pamphlet Inquiry	Analyze-professional Journal...
[REDACTED]	[Assessed]	[Draft]	[Draft]	[Draft]	[Draft]	[Draft]	[Draft]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	17/20	18/20	18/20	NHI	19/20	NHI	A	NHI	NHI
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	19/20	18/20	20/20	C+	18/20	B+	A	B+	C+
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	17/20	14/20	14/20	C+	15/20	B+	A	B+	B+
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	18/20	15/20	20/20	A+	16/20	A	A	A+	A
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	13/20	13/20	16/20	resub mi ...	18/20	A	A	A+	B-
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	9/20	10/20	8/20	A	19/20	B+	A	B-	B
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	16/20	0	0	NHI	16/20	NHI	NHI		NHI
[REDACTED]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	[Assessed]	14/20	9/20	17/20		16/20		C+		NHI

Amazing Snapshot Summary of Students Assessment



Student Portfolios- Core Competencies



Gallery to Showcase Experiences

Using Teams to Conference

Using Zoom to Conference



Technology Supporting Professional Development

With all of the minutes we spend on technology, one desire from staff was small group professional development!

Future Goals

- ❖ Offering more selection for professional in services, and professional development.
- ❖ Improving infrastructure to handle increased online use by the entire school district.
- ❖ Increase and improve parent-teacher communication by enhancing the parent portal.

ITEM 4.1 Information

File No. 1020.10

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Anti-Racism Policy - DRAFT

1. Summary:

At the December Committee of the Whole, the Board requested that the Draft Anti-Racism Policy, be reviewed, amended as required, forwarded to the partner organizations for comment, and returned to the January Committee of the Whole for further consideration. Recently the policy has been sent out to Middle and Secondary classes for their review and input.

2. Background:

In September 2020, the Board directed the development of an Anti-Racism policy. Staff initiated the development of the policy, in consideration of the current Respectful Schools and Workplaces: Antibullying, harassment & Discrimination. In October, the Board considered a draft policy that was presented by Trustee Cairns. In November the Committee of the Whole recommended combining the two drafts into one policy. The revised drafted policy is now returned for the second time. No changes have been made since the first review.

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
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5. Public Participation:

The revised drafted policy has been shared with partner groups, posted on the district website and shared on social media to solicit feedback from the public.

6. Implementation:

7. Attachments:

- a. Anti-Racism Policy - DRAFT

Section:	District Administration	
Title:	Anti-Racism	2.2.2

Purpose

To provide supplemental information and direction regarding Anti-racism.

Policy

The Board supports and endorses the values and objectives contained in the Canadian Multiculturalism Act, the B.C. Multiculturalism Act, the Charter of Rights and Freedoms, and the B.C. Human Rights Code. In recognizing the importance of these values, the school district shall prohibit discriminatory conduct which violates the B.C. Human Rights Code, as outlined in the Respectful Schools and Workplaces: Anti-bullying, Harassment & Discrimination Policy.

Mission Public Schools is committed to a policy of respect and acceptance of the many cultures within its schools and will foster the development of awareness, understanding, and respect for people of all ethnic, cultural, and linguistic heritages. The Board is also committed to supporting an environment free from intentional or unintentional racism for all students, employees, and trustees.

Specifically, Mission Public Schools is committed to:

- a. The elimination of racism and all forms of discrimination;
- b. The principles of equity for all races, ethnicities, and cultures reflected in the District's policies, procedures, and relations with staff, students, and the larger community;
- c. Acknowledging the true history of Mission and working to heal the historical wrongs to Indigenous peoples in Canada;
- d. Increasing awareness of and appreciation for the racial, cultural, religious and linguistic diversity of Mission, and more broadly Canada;
- e. Modelling anti-racism practices to its staff and offering opportunities for education in anti-racism for both staff and students;
- f. Promoting through all its practices and structures, an environment which is free of discrimination and racial bias.
- g. Allegations of racist language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor or the District Superintendent as per procedures to address instances of bullying, harassment or discrimination. Allegations against the Superintendent or Trustees will follow the guidelines of the Procedure regarding Respectful Schools.

Guidelines for Curriculum:

The District will support and encourage staff to:

1. Adapt and include current recommended learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to human rights, anti-discrimination and cultural diversity.
2. Create or acquire appropriate, current, and relevant recommended learning resources for anti-racism education.
3. Examine library resources and curriculum to identify racial bias. Awareness will be placed on historical documents being educational despite, or because of, racism or racially insensitive content in the document. Warnings may be used for texts where deemed appropriate by staff.

Date of Original Board Approval:

Date Amended:

Cross Reference:

Policy 2.2	Respectful Schools and Workplaces: Anti: Bullying, Harassment, & Discrimination
Policy 2.2.1	Sexual Minority – Sexual Orientation – Gender Identify – Anti-homophobic
AP110	Respectful Workplace: Anti: Bullying, Harassment, & Discrimination
AP111	Respectful Schools

ITEM 6.1 Information

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Boundary Review Update – January 2021

1. Summary:

Attached is a summary of the Durieu and Steelhead catchment areas for review and discussion by the Committee of the Whole.

2. Background:

Following the Special Committee of the Whole meeting on October 27, 2020, the Committee requested that the below-mentioned recommendations be forwarded to December's Public Board meeting:

THAT the Board of Education direct staff to do a detailed analysis of the Durieu area students in consideration of changing the boundary to Dewdney; and

THAT the Board of Education direct staff to do a detailed analysis of the Steelhead area students in consideration of changing the boundary to Stave Falls.

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
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5. Public Participation:

6. Implementation:

7. Attachments:

- A. Hatzic / Durieu Study Area**
- B. Stave Falls / Steelhead Study Area**

A. Hatzic / Durieu Study Area

i. Hatzic Elementary Area – Total Student Population

K – 6 Students in Hatzic Area	2017/2018	2018/2019	2019/2020	2020/2021
Hatzic Elementary	204	198	213	227
Other	66	79	85	94
Durieu Study Area	<u>90</u>	<u>87</u>	<u>99</u>	<u>74</u>
Total K – 6 students	<u>360</u>	<u>364</u>	<u>397</u>	<u>395</u>
Students not attending MPSD	13	25	60	60

ii. Hatzic Elementary Area – MPSD Students / Capture Rate

K – 6 Students in Hatzic Area	2017/2018	2018/2019	2019/2020	2020/2021
	96.3%	93.2%	84.8%	84.8%
Hatzic Elementary	196	185	181	181
Other	64	74	72	72
Durieu Study Area	<u>87</u>	<u>80</u>	<u>84</u>	<u>84</u>
Total K – 6 students	<u>347</u>	<u>339</u>	<u>337</u>	<u>337</u>

iii. Durieu Study Area – Estimated Student Population

K – 6 Students in Study Area	2017/2018	2018/2019	2019/2020	2020/2021
Hatzic Elementary	64	67	74	62
Dewdney	15	10	8	6
Other	<u>11</u>	<u>10</u>	<u>17</u>	<u>18</u>
Total K – 6 students	<u>90</u>	<u>87</u>	<u>99</u>	<u>74</u>

iv. Durieu Study Area – MPSD Students

K – 6 Students in Study Area	2017/2018	2018/2019	2019/2020	2020/2021
Hatzic Elementary	62	62	63	42
Dewdney	14	9	7	5
Other	<u>11</u>	<u>9</u>	<u>14</u>	<u>15</u>
Total K – 6 students	<u>87</u>	<u>80</u>	<u>77</u>	<u>62</u>

B. Stave Falls / Steelhead Study Area

i. Stave Falls - MPSD Students

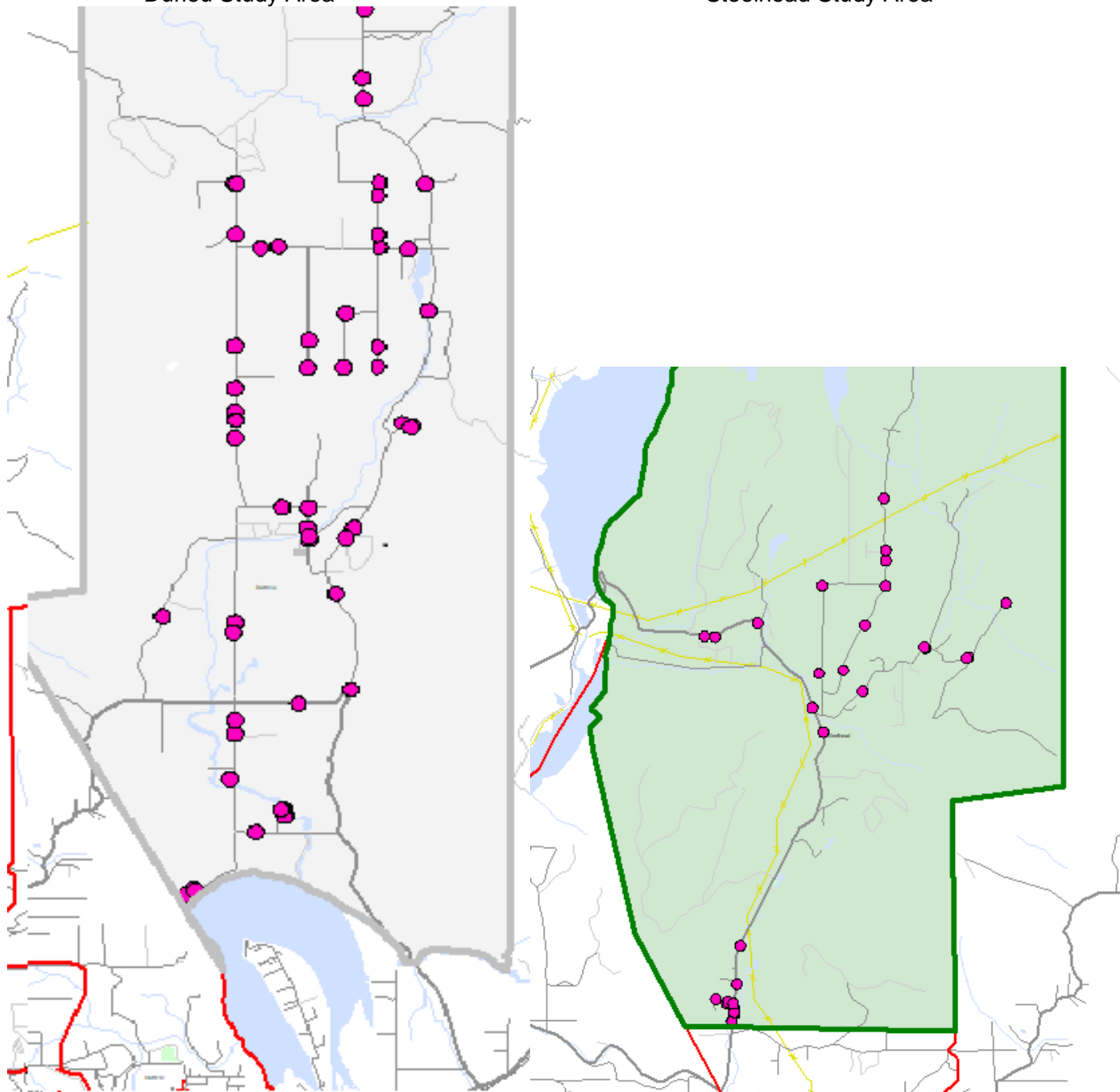
K – 6 Students in Stave Falls	2017/2018	2018/2019	2019/2020	2020/2021
Stave Falls Elementary	-	-	26	30
Stave Falls – Silverdale	23	22	10	7
Stave Falls – Other	13	12	7	13
Total K – 6 students	<u>36</u>	<u>34</u>	<u>43</u>	<u>50</u>

K – 6 Students in Steelhead Study Area	2017/2018	2018/2019	2019/2020	2020/2021
Stave Falls	-	-	2	3
Albert McMahan	13	15	20	21
Other	<u>15</u>	<u>11</u>	<u>14</u>	<u>19</u>
Total K – 6 students	<u>28</u>	<u>26</u>	<u>36</u>	<u>43</u>
Potential K – 6 Stave Falls Catchment Students	<u>64</u>	<u>60</u>	<u>79</u>	<u>93</u>

Note: Total student population information is not available for the Stave Falls area. Unable to determine the number of students in the catchment area that are not attending the school, or another MPSD school

Durieu Study Area

Steelhead Study Area



ITEM 6.2 Information

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

1. Summary:

Student enrolment is expected to continue to increase based on an analysis of development activities in the District of Mission. As such, future school expansion plans should factor in the increased student enrolment projections. The elementary schools expected to be significantly impacted by development in the next three years are Albert McMahon, Mission Central, Silverdale and West Heights. In addition, the Middle and Secondary Schools will also be affected by student enrolment growth.

2. Background:

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

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

In the past five years the District has referred developments that will result in 1145 new housing units in Mission. These additional units are expected to increase enrolment in MPSD schools by 1472 students in the next three years (842 elementary, 323 middle, and 312 secondary students). This enrolment growth may happen sooner, or be delayed, depending on the financial viability of development activity. As such, in addition to monitoring the development referrals, tracking the building permits issued provides an even stronger indication of potential student enrolment growth.

Although the District of Mission has approved a few of the development permits / zoning amendments that will allow a few large multi-family complexes in the downtown core, until the building permits are issued, it is difficult to project with certainty when school enrolment will be impacted. As such, staff will be more closely monitoring the building permit approvals the next few years.

3. Options:

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

The five-year capital plan includes a request for an addition at Albert McMahon, and the replacement of Hatzic Elementary - both projects if approved, would support some of the additional growth that is projected.

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
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5. Public Participation:

6. Implementation:

7. Attachments:

- a. Development Activity Summary

Development Summary Report

a. Summary of Development Referrals

Elementary Catchment	New Unit Referrals				
	2016	2017	2018	2019	2020
Albert McMahon	81	276	261	500	110
Cherry Hill	2	20	4	23	151
Christine Morrison	0	54	0	95	103
Hatzic E	10	31	7	4	13
Mission Central	8	78	52	107	337
Silverdale	8	15	402	13	0
Stave Falls	0	0	10	36	17
West Heights	2	5	140	0	394
Windebank	36	159	0	126	20
	147	638	876	904	1145

	Summary of Referrals				
	2016	2017	2018	2019	2020
Single Family Dwelling	92	237	290	112	153
Multi Family Dwelling	55	401	586	792	992
	147	638	876	904	1145

b. Summary of Building Permit Activity

Approved Units	2016	2017	2018	2019	2020
Residential / Duplex / MH	146	156	132	113	90
Multi Family Permits	2	1	4	7	4

Major Multi Family Building Permits	Units	School
2017		
7251 Cedar Valley Connector	69	Mission Central
2018		
33209 Cherry - 2 permits 2017 referral unable to confirm 3rd large permit - Oct 2018		Albert McMahon
2019		
8335 Nelson Street 2018 referral		Silverdale
32588 Cedar Valley Connector		Mission Central
Seniors Housing - excluded		
33209 Cherry Ave 2017 referral		Albert McMahon
2020		
8335 Nelson Street 2018 referral		Silverdale

c. Projected student enrolment growth due to development

Elementary Catchment	Projected Enrolment - based on capturing 85% of new students															
	<u>Elementary</u>				<u>Middle</u>				<u>Secondary</u>				<u>Total</u>			
	2021	2022	2023	21-23	2021	2022	2023	21-23	2021	2022	2023	Total	2021	2022	2023	Total
Albert McMahon	75	143	31	249	28	54	12	94	27	51	12	90	130	247	55	432
Cherry Hill	2	7	43	52	1	3	16	20	1	3	16	20	3	12	76	91
Christine Morrison	0	27	30	57	0	10	11	21	0	10	11	21	0	48	52	100
Hatzic E	3	2	4	9	1	1	2	4	1	1	2	4	4	3	8	15
Mission Central	15	31	96	142	6	12	37	55	6	11	35	52	27	54	167	248
Silverdale	115	4	0	119	43	2	0	45	42	2	0	44	200	8	0	208
Stave Falls	3	11	5	19	2	4	3	9	2	4	3	9	7	20	10	37
West Heights	40	0	112	152	15	0	43	58	14	0	41	55	70	0	196	266
Windebank	0	37	6	43	0	14	3	17	0	14	3	17	0	64	11	75
	<u>253</u>	<u>262</u>	<u>327</u>	<u>842</u>	<u>96</u>	<u>100</u>	<u>127</u>	<u>323</u>	<u>93</u>	<u>96</u>	<u>123</u>	<u>312</u>	<u>441</u>	<u>456</u>	<u>575</u>	<u>1472</u>

ITEM 6.3 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Superintendent Mid-Year Report

1. Summary:

The Superintendent will provide a report (attached) providing an update to the Board with information on student success data, student attendance and wellness, as well as comments on staff wellness and support.

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:

- a. Superintendent Mid-Year Report January 2021

Superintendent Mid Year Report January 2021

Overview:

Schools have operated in a completely different way this year. This report's purpose is to look at some of the evidence we have gleaned on how students and staff are doing in this challenging year.

Six Year Completion Rate:

Six-year completion is up for June of 2020, rising from 71% to 76% overall. While this is reflective of the hard work and dedication of teachers and principals across the system, a caveat needs to be considered that the Ministry directed graduation to anyone with potential to graduate due to the conditions of the pandemic. Some further good news is that the Indigenous completion rate has gone up for the last several years, from a low of 56% to 73% presently - almost closing the gap. However, a concern should be noted on Students with Special Needs, as this rate declined from 74% to 73%. That is not statistically notable, but a worrisome trend nonetheless should it continue. A final and perhaps obvious observation is that the pandemic will have long term negative impacts on educational outcomes that could impact us over the next decade.

Transitions:

Summer school was a much needed success in July of 2020, but it certainly could have been ramped up to a larger scale in terms of student need. A reminder that Mission's summer program is aimed at students that are failing coursework by a limited amount (for example, 40%) as opposed to students that need a completely new course or other support.

Data:

Data for behavioural issues is essentially invalid for the spring of 2020, and difficult to compare for this year with changed timetables at many schools. Anecdotally, principals indicate fewer in class issues but more playground ones.

Standardised tests are flawed at the best of times, and these are not the best of times. Please note that FSAs have had their date moved again this year, and it is difficult to assess broad patterns at this time. Broadly speaking, about 75% of students participate in FSAs, and of those about 65% are meeting or exceeding expectations for reading and numeracy. However, there is a significant decline in the math area by grade 7 to about 50%, which is actually showing steady improvement over the past five years from about 42%.

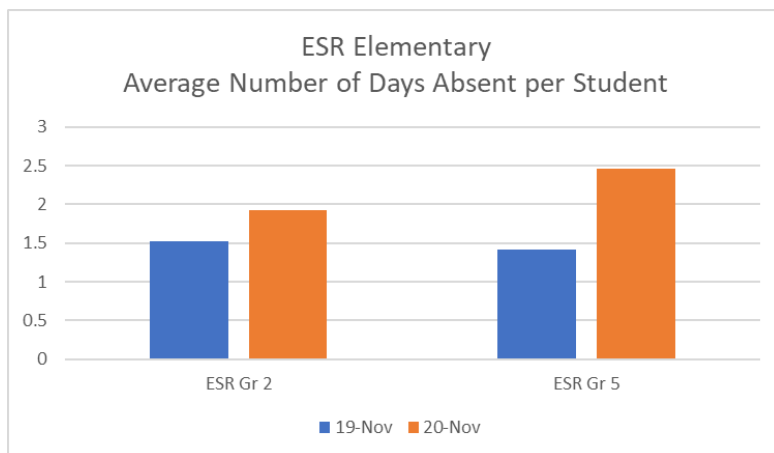
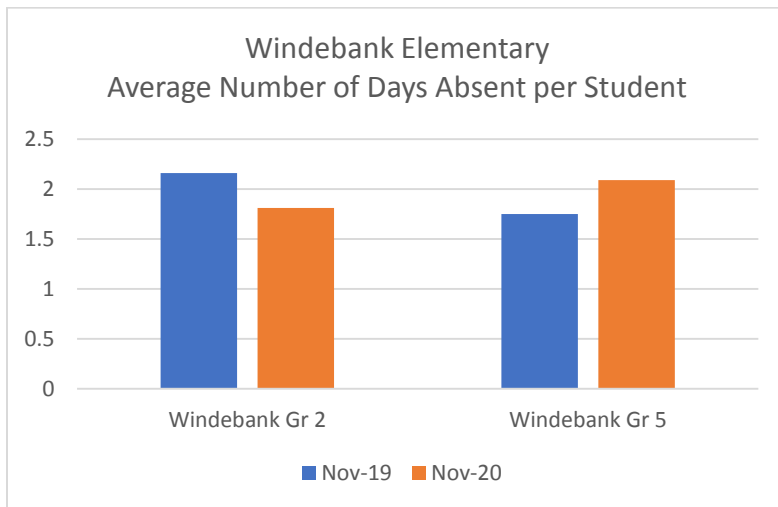
Please note that the MDI is proceeding soon and will help with some of our SEL type information as well, but we can only assess those that are present.

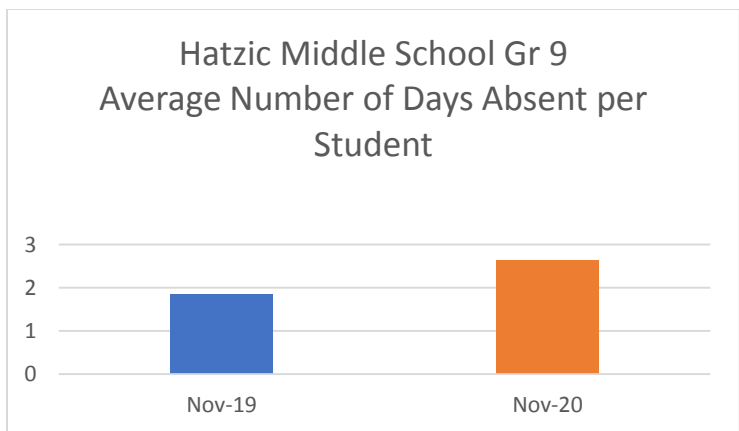
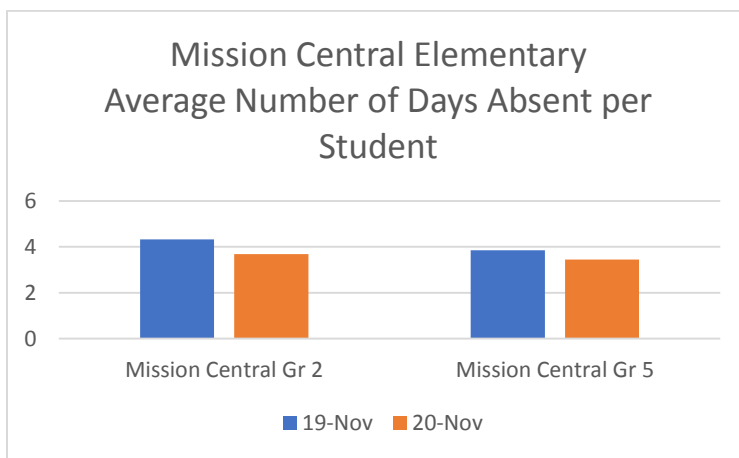
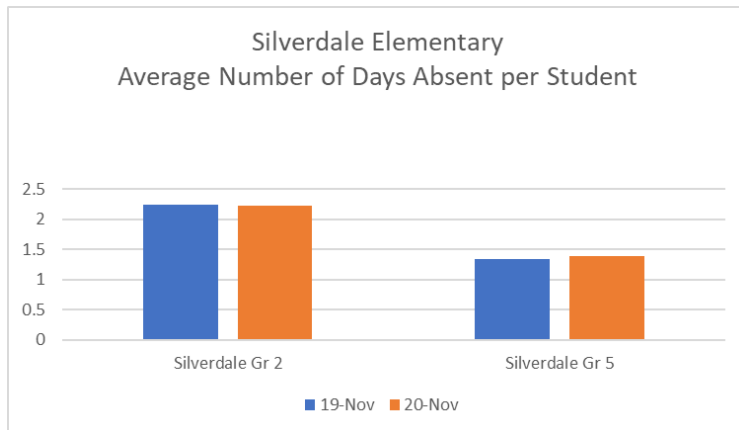
Mental Health:

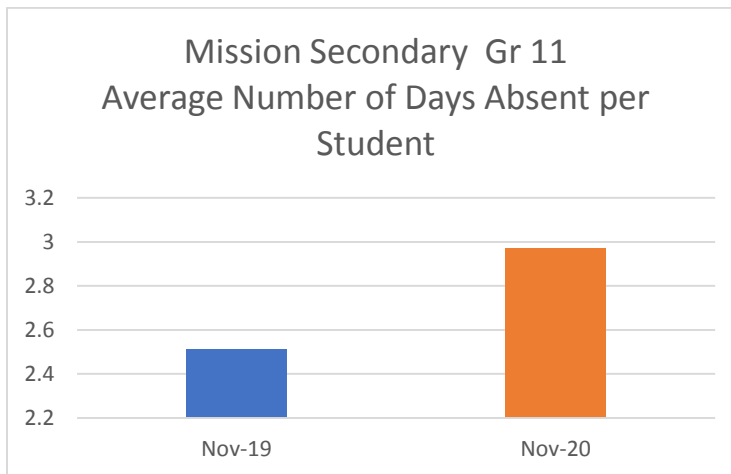
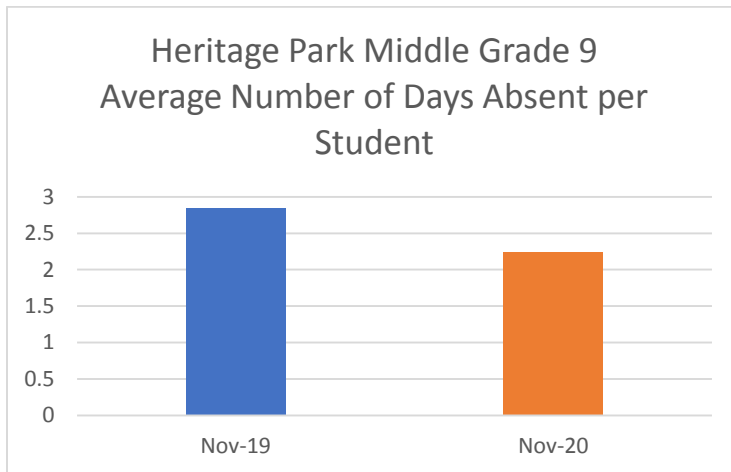
Numerous supports are in place to help students (and staff) this year but as always more could be done. Of particular note is connecting those in need with the resources that are available. We are seeing a significant increase in Suicide Assessments this year, and outreach is more difficult than usual too. Essentially our SRAs have doubled this year.

Attendance:

While uneven, overall attendance is not as good as in the previous year. That said, in many cases this can be attributed to our self check protocols. Still, we are aware of some students with extremely poor attendance. It is difficult to compare the two years - for example, MSS has students home 3-4 days a week, but those days still have attendance. Mission Central reports better attendance, but worse attendance for at risk students. This is an area of significant concern.







Staff Wellness:

This year has placed tremendous pressure on staff at all levels. Teachers are expected to teach ‘normally’ in the most unnormal times, whilst having students wash hands, avoid sharing items, and so on. Facilities staff are tasked with keeping schools safe and clean, but have to follow protocols that make all of their work more difficult -and more scrutinised- than usual. Administrative staff have had to ‘make it up as we go along’ with ever shifting rules and regulations to follow. Finally, Covid has meant that the work has seeped into the evenings and weekends, with Covid notifications, conference calls, and the like rippling through the hours of the day.

But there is positive news from this time. First, all that work at washing our hands seems to work - staff attendance and health appear to be better than in previous years, although there are caveats on this data. Second, we do have EFAP and other supports in place and they are being utilised by staff.

	Sick # Employees 2019 Sep-Nov	Sick # Employees 2020 Sep-Nov
Support Staff	254	224
Teachers	280	273

Covid-19:

Like most districts, Mission has had a series of exposures and one cluster as of early January 2020, for a total of 14 known cases. We have had single exposures at Christine Morrison, Hillside Traditional, Mission Central, and multiple exposures at Mission Secondary and Hatzic Middle School. HMS in fact has had most of our total exposures and our cluster. Fraser Health's approach to these has varied slightly over time, but broadly speaking there is a delay in tracing that can cause confusion and concern within the parent community. Current information on vaccination indicates that it may be available to teachers and other in school staff beginning in late March or April, but this is subject to change. In the interim, the Mission community has done an above average job of keeping Covid out of our schools.

All these areas and more will be reported on in the coming months as data is available.

AW

ITEM 7.1. Information

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Ministry of Education – Mental Health in Schools Strategy

1. Summary:

A review of Ministry Mental Health in Schools Strategy and Mission's current initiatives in relation to this.

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:

<https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

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

**October 27, 2020, 3:30 pm
Heritage Park Middle School and via video conference**

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

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

Others Present: Via videoconference: MTU President - Ryan McCarty, -
Janise Nikolic, DPAC Representative - Cheryl Blondin,
School Principal – Linda Hamel, District Inclusion Mentor
Teacher - Shannon Bowsfield, Jaquelyn Wickham, and
Kerridan Dougan.

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

3. STAFF REPORTS

3.1 Boundary Review - October 2020

The Superintendent provided an overview of the enrolment capacity and the enrolment projections that were provided in the Spring of the 2020-21 school year. The 2020-2021 September enrolment information based on

the 1701 reports, will be provided at the November Committee of the Whole meeting.

A PowerPoint presentation was provided summarizing the responses and themes for the boundary reviews for the following areas:

1. Albert McMahan and Cherry Hill
2. Hatzic and Dewdney Catchments considers Durieu area
3. Windebank and Mission Central
4. Steelhead area (currently Albert McMahan catchment, consider changing to Stave Falls)

If we consider moving the Durieu students to Dewdney, how would this affect the program at Dewdney? Can the school handle this shift? Staff would have to complete a detailed analysis of this shift to better understand the long-range impacts.

MOVED and Seconded that the following motion is forwarded to the November Regular Public Board meeting:

THAT the Board direct staff to do a detailed analysis of the Durieu area students in consideration of changing the boundary to Dewdney.

CARRIED

A conversation ensued regarding adjusting the Steelhead catchment area and the busing route for this area. Staff will have to engage the Transportation Manager to provide further information for this bus route and related logistics.

MOVED and Seconded that the following motion is forwarded to the November Regular Public Board meeting:

THAT the Board direct staff to do a detailed analysis of the Steelhead area students in consideration of changing the boundary to Stave Falls.

CARRIED

In the analysis that the Board is requesting, will there be any consideration for savings for remedy costs? Staff can include some background information on this item but there are many variables that need to be considered and certain information is not available at this time.

Trustees discussed including Boundary Review updates on the Regular Committee of the Whole (CotW) agenda. It was decided that updates can be included on the CotW agenda as long as the Board provides specific

direction for the information. It was decided that the Board will save-the-date for December 8, 2020, in the event that another CotW needs to be scheduled.

4. MINUTES OF PREVIOUS MEETINGS

4.1 Special Committee of the Whole meeting minutes, September 29, 2020

MOVED and Seconded that the Special Committee of the Whole minutes dated September 29, 2020 be approved.

CARRIED

A request was provided that information from Baragar be included in a future boundary review update.

Chair, Board of Education

Secretary-Treasurer

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

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

**December 1, 2020, 3:30 pm
Virtual meeting via Zoom Videoconference**

- Members Present:** Board Chair, Tracy Loffler
Vice Chair, Shelley Carter
School Trustee, Randy Cairns
Trustee, Rick McKamey
Trustee, Julia Renkema
- Staff Present:** Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Director of Student Services Carolynn Schmor
Assistant Superintendent, Karen Alvarez
District Principal of International Education, Collen Hannah
Executive Assistant, Aleksandra Crescenzo (Recorder)
- Others Present:** MTU President - Ryan McCarty, Teacher - Janise Nikolic,
District Inclusion Mentor Teacher - Shannon Bowsfield,
Mentor Teacher - Rebekah Stenner, CUPE President - Faye
Howell, Transportation Manager - Jodi Marshall, DPAC
Representative - Cheryl Blondin and Member of the Public -
Jaquelyn Wickham.

3. DELEGATIONS/PRESENTATIONS

3.1 Transportation Department Update

The Manager of Transportation provided an update on the activities of the transportation Department.

3.2 Secret Pocket

The President of the Mission Teachers' Union (MTU) requested to repeat the Secret Pocket initiative that was provided during last year's graduation ceremony. The Board thanked MTU for funding the initiative and offering it for another year.

4. CURRICULUM

4.1 Monthly Curriculum Update

Mentor Teacher Rebekaah Stenner provided an overview of some of the numeracy initiatives she is leading in the district. Highlights included the understanding of the continuum of learning as students' progress through stages of numeracy development and developing an understanding for earlier learner's foundational number sense.

5. **UNFINISHED BUSINESS**

5.1 Assessing and Communicating Student Learning Policy

MOVED and Seconded that the Assessing and Communicating Student Learning Policy be reviewed, and amended if required, and forwarded to the December Board meeting for consideration.

CARRIED

The draft policy was shared with the Joint Educational Advisory Committee. The Board has approved the policy in principle; however, it is being shared with partner groups for additional consideration.

A question was asked about where in the policy is the section about letter grades? Clarification was provided that the procedure will include this information. The assessment pilot is in the early development stage and that including information about the letter grade might be confusing at this time.

5.2 Anti-Racism Policy

MOVED and Seconded that the Draft Anti-Racism Policy, be reviewed, amended as required, forwarded to the partner organizations for comment, and returned to the January Committee of the Whole for further consideration.

CARRIED

The policy is an amalgamation of two policies. The blended draft policy is presented for review and feedback by the Committee of the Whole. No comments were provided by partner groups. Trustee Cairns requested his name be referenced in the minutes for bringing forward this policy.

5.3 Whistleblower Protection Policy

The draft policy is presented for review by the Committee and will be forwarded to the December Board meeting for consideration. Staff are working on the related administrative procedures. The goal is to have the

procedures completed by the end of the year to ensure the SD is in compliance with the Ministry's order.

6. STAFF REPORTS

6.1 Annual Report - DRAFT

MOVED and Seconded that the 2020 Annual Report be reviewed and referred to the Public Board meeting on December 15, 2020 for consideration by the Board.

CARRIED

The draft annual report provides a summary of the school district's operations for the 2019/2020 school year. The Superintendent advised that the COVID pandemic has affected our data and it will continue to affect the data in future years.

A recommendation was provided to remove the word "the" when acknowledging the traditional territories on page seven (7) of the document.

In future years it would be great if the report could include information on intangibles items and initiatives. For example, what kind of initiatives we are working on? This might be of interest to the public.

The formatting is different throughout the document. Some areas are justified, and some are not.

7. NEW BUSINESS

7.1 Education Assistants - Standards of Practice

This item is presented to hear from our partner groups to establish the approach that the School District may want to take. Every district has its own unique certification and requirements. Recommendations were provided to advocate the BCSTA and the Ministry by issuing letters for provincial standards of practice.

Clarification was provided that the EA Working Group is not a CUPE endorsed group. There once was an Education Assistant Committee that was included in the previous provincial agreement.

DPAC provided feedback noting that there is a lack of consistency. Parents would like to see a student lead approach ensuring that student's needs are at the forefront of the standards.

Other items brought forward for consideration:

1. how would the standards apply to those who are already employed by the SD?
2. collaboration with Riverside on the course content
3. two different items that need to be considered: skills that people bring to the table and the services that we deliver
4. the need for continuity of care and handling shortages

The committee requested to revisit this item at a future Committee meeting.

7.2 Letter to MLA's

The Board Chair offered to draft the letters and welcomed individuals to email their comments directly to the Chair.

7.3 Motion re: Masks

The motion should actually read that the motion be forwarded to the December Public meeting.

MOVED and Seconded that the Board of Education School District 75 require and expect masks to be worn in all school buildings and workplaces in the district until further notice. Exceptions would be for medical reasons.

AMENDMENT

That the following motion be forwarded to the December Public Board meeting.

AMENDED MOTION

MOVED and Seconded that the following motion be forwarded to the December Public Board meeting:

THAT the Board of Education School District 75 require and expect masks to be worn in all school buildings and workplaces in the district until further notice. Exceptions would be for medical reasons.

FAILED

This item is brought forward from a safety perspective and to enhance the safety measures that are in place. Comments were shared about mask supply, encouraging a culture of mask-wearing, and implications around enforcement.

One consideration is that Staff would need to revise the health and safety procedures if this motion is approved.

7.4 Spread the Word Pledge

MOVED and Seconded that the following motion be forwarded to the December Public Board meeting:

THAT the Board of Education pledge to take action for a more inclusive world.

CARRIED

The Spread the Word organization is focused on eliminating exclusion and discrimination that continues to divide people with and without intellectual and developmental disabilities. The Board shared their support of the initiative and supported taking the pledge.

The motion will be forwarded to the December Public meeting.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Committee of the Whole meeting minutes, November 3, 2020

MOVED and Seconded that the Committee of the Whole minutes dated November 3, 2020 be approved as amended.

CARRIED

Trustee Cairns would like to be referenced in the minutes for bringing forward the Anti-Racism policy.

Chair, Board of Education

Secretary-Treasurer

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



Mark it on your calendar now!

*School District 75 and the District Parents
Advisory Council (SD75 DPAC) present*

FAMILY MENTAL HEALTH AND WELLNESS FORUM

THURSDAY, JANUARY 28TH AT 7PM
VIA ZOOM

Presentations by:

Dan Thiessen - Emotion Coaching

*Beth-Anne Cullen, Brenna Pennell and Cheryl Wallace -
Emotional Regulation and Calming Spaces*

Monica Thimer - Family Smart Services and Peer Support

Question and Answer time with all presenters

www.dpacsd75.com to register

