

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

October 6, 2020, 3:30 pm

In-person: Heritage Park Middle School - Cafetorium, 33700 Prentis Avenue

Via-videoconference: Email aleksandra.crescenzo@mpsd.ca for details

			Pages
1.	CALL TO ORDER		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	ADOPTION OF AGENDA		
3.	DELEGATIONS/PRESENTATIONS		
4.	CURRICULUM		
4.1.	Monthly Curriculum Update	Information	1 - 8
4.2.	Sacred Teaching	Information	9 - 12
5.	UNFINISHED BUSINESS		
5.1.	Strategic Plan Review	Discussion	13
6.	STAFF REPORTS		
6.1.	Indigenous Update - Band Outreach	Information	14
6.2.	International Program	Discussion	15 - 16
7.	NEW BUSINESS		
7.1.	Trustee Appointments for Committees and Community Liaison Groups	Discussion	17 - 18
7.2.	Elections BC	Information	19
7.3.	Board Meeting with First Nations Bands	Discussion	20
7.4.	Student Mental Health	Discussion	21
7.5.	Child Care Program Policy	Discussion	22 - 26

8. MINUTES OF PREVIOUS MEETINGS

8.1. Committee of the Whole
meeting minutes dated
September 15, 2020

Action

27 - 32

9. INFORMATION ITEMS

9.1. DPAC September Meeting Minutes

33 - 36

10. ADJOURNMENT

ITEM 4.1 Information

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

1. Summary:

Some schools will participate in a pilot to revise our methods of communicating student learning in 2020-2021.

2. Background:

In 2016-17 the Ministry of Education created an opportunity for school districts to revise their assessment and reporting practices to align more closely with the redesigned curriculum (K-9). Districts can either follow “Schedule 1” (newly revised Student Reporting Order) or “Schedule 2” (locally developed reporting policy). Mission schools have continued to use Schedule 1. Teachers at some elementary schools have requested the opportunity to begin shifting assessment and reporting practices, following the opportunity outlined in Schedule 2.

3. Options:

Teachers who are ready to participate will have the option of using a revised reporting template or digital portfolios to communicate student learning. Both options will emphasize student ownership of their learning.

4. Analysis and Impact:

a. Strategic Plan Alignment

Future Orientation:

Goal - Students are flexible, adaptable, and resilient

Goal - Learning environments provide contemporary tools to assist learning and skill development

Strategies – Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility

Student Centred Learning:

Goal – Students and teachers collaborate in the learning environment

Strategies – Encourage student engagement and feedback

Effective Learning Environments:

Goal – Students and employees embrace physical, mental, and emotional wellness

Quality Teaching and Leadership:

Goal – Teachers adapt to the rapidly changing educational environment and needs of students

Strategies – Providing professional learning and collaboration opportunities for staff to support students

b. Enhancement Agreement

Examining Current Practices (p. 19) – Does this practice

-reflect Indigenous ways of seeing, understanding, and knowing the world?

-promote meaningful Indigenous participation and benefit?

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. Student Progress Report Order

STUDENT PROGRESS REPORT ORDER

Authority: *School Act*, sections 79 (3), 85 (2) (j) and 168 (2)

{ Ministerial Order 191/94 (M191/94).....	Effective September 1, 1994
{ Repeals M17/90	
Amended by M397/94	Effective November 28, 1994
Amended by M207/95	Effective September 1, 1995
Amended by M639/95	Effective December 19, 1995
Amended by M318/96	Effective August 21, 1996
Amended by M19/00	Effective January 26, 2000
Amended by M32/04	Effective February 18, 2004
Amended by M149/04	Effective April 26, 2004
Amended by M321/04	Effective September 1, 2004
Amended by M101/05	Effective April 14, 2005
Amended by M206/07	Effective September 2, 2007
Amended by M165/08	Effective July 3, 2008
Amended by M269/08	Effective November 4, 2008
Amended by M197/11	Effective July 21, 2011
Amended by M307/16	Effective July 1, 2016
Amended by M257/18	Effective July 1, 2018
Amended by M230/19	Effective July 1, 2019
Orders of the Minister of Education	

Interpretation

1 In this order

“board” includes a francophone education authority;

“curriculum” means

- (a) the applicable educational program guide set out in Ministerial Order 333/99, the Educational Program Guide Order, and the subjects set out in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, or
- (b) the local program developed and offered by a board under section 85(2)(i) of the *School Act*, or a francophone education authority under section 166.4 of the *School Act*, or
- (c) a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

“learning outcomes” includes learning outcomes and learning standards as set out in the applicable educational program guide,

“performance scale” means a performance scale, represented either as a graph or described in words, that shows progress in relation to the expected learning outcomes,

- (a) for students in Kindergarten, as one of the following:
 - (i) Exceeding Expectations,
 - (ii) Meeting Expectations, or
 - (iii) Approaching Expectations;
- (b) for students in grade 1 through 3, as one of the following:
 - (i) Exceeding Expectations,
 - (ii) Meeting Expectations,
 - (iii) Approaching Expectations, or
 - (iv) Not Yet Meeting Expectations;

STUDENT PROGRESS REPORT ORDER

“reporting comments” means comments describing

- (a) what the student is able to do,
- (b) the areas in which the student requires further attention or development, and
- (c) ways of supporting the student in his or her learning;

“second language” means, for a student

- (a) enrolled in an educational program in the English language, a language other than English,
- (b) enrolled in a francophone educational program, a language other than French, and
- (c) who is in French immersion, English Language Arts,

“student” includes a francophone student,

“student progress report” includes documents approved by the board accompanying a student progress report.

“subject” means the areas identified as required areas of study in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order,

“written student progress reports” means those reports required to be prepared in accordance with sections 4 (2) (a) and 5 (9) (a) of the School Regulation.

[am. M152/05; am. 226/07; am. 165/08; am. M307/16; am. M230/19]

Student progress reports

2 For the purposes of section 4 (1) (j) of the School Regulation, a teacher must prepare written student progress reports in accordance with the instructions set out in

- (a) Schedule 1 or
- (b) Schedule 2

as directed by the teacher’s board of education.

General requirements for student progress reports

3 Written student progress reports for students in kindergarten through grade 12 must contain

- (a) the school’s name, address and telephone number,
- (b) the student’s name,
- (c) a definition of all letter grades used in the student progress report,
- (d) the number of days that the student was absent during the reporting period,
- (e) the number of days that the student was late during the reporting period,
- (f) a description of the student’s progress as required in the Schedule,
- (g) a description of the student’s behaviour, including information on attitudes, work habits, effort and social responsibility,
- (h) the name of the teacher involved in preparing the report, and the signature of the principal, vice principal or director of instruction, and
- (i) a statement that the report is on a form ordered by the minister or on a form approved by the board.

STUDENT PROGRESS REPORT ORDER

Acknowledgement of receipt

4 Written student progress reports for students in kindergarten through grade 7 must contain a place for the signature of the parent to acknowledge receipt of the report.

[am. M129/08; en M307/16]

Schedule 1 - Written Student Progress Reports

Student progress reports for kindergarten to grade 3

- 1** Written student progress reports for students in kindergarten to grade 3 must include
- (a) a performance scale and reporting comments in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education, and
 - (vi) Arts Education, and
 - (b) in relation to the report provided at the end of the school year,
 - (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
 - (ii) a student self-assessment on core competencies.

Student progress reports for grades 4 and 5

- 2** Written student progress reports for students in grade 4 and 5 must include
- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education
 - (vi) Arts Education, and
 - (vii) a second language, if the student is enrolled in a second language course, and
 - (b) in the report provided at the end of the school year,
 - (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and

STUDENT PROGRESS REPORT ORDER

- (ii) a student self-assessment on core competencies.

3 For students in grades 4 and 5, a board may choose to provide letter grades to parents in a document other than a written student progress report.

Student progress reports for students in grades 6 to 9

- 4** Written student progress reports for students in grade 6 through 9 must include
- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Applied Design, Skills, and Technologies
 - (vi) Career Education
 - (vii) Physical and Health Education
 - (viii) Arts Education, and
 - (ix) a second language, if the student is enrolled in a second language course, and
 - (b) in the report provided at the end of the school year, a student self-assessment on core competencies.

[en M307/16]

Grades 10 to 12 reports

- 5** (1) Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain
- (a) letter grades, and
 - (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) *REPEALED, M230/19, effective July 1, 2019*

(3) *REPEALED, M197/11, effective July 11, 2011*

[am. 226/07; am M165/08; am 197/11; am. M307/16; am. M230/19]

Letter grades

6 For the purposes of sections 2, 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

STUDENT PROGRESS REPORT ORDER

7 *REPEALED, MO230/19, effective July 1, 2019*
[am. M165/08; am. M269/08; am. M307/16; am. M257/18; am. M230/19]

Student progress reports for ELL and IEP students

8 (1) In this section
“**IEP**” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“**ELL student**” includes

- (a) a student who is receiving services to assist him or her in becoming proficient in English, and
- (b) a francophone student who is receiving services to assist him or her in becoming proficient in French,

“**Students with special needs**” means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

(2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).

(3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.

(4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.

(5) Student progress reports referred to in subsection (3) must contain

- (a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, and
- (b) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing
 - (i) ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and
 - (ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

[am M165/08; am M307/16]

STUDENT PROGRESS REPORT ORDER

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1 Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2 The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

End of school year report

3 The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies, and

for students in grades 4 to 9,

- (c) letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4 Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

[en M307/16]

ITEM 4.2 Information

TO: Committee of the Whole
FROM: V. Searwar, District Principal of Indigenous Education
SUBJECT: Sacred Teaching

1. Summary:

The Elders have chosen **The Sabe, Sa:sq'ets; Honesty (the'itqel)** as the Sacred Teaching for 2020-2021.

2. Background:

The teaching of honesty is taught to us by Sabe (usually pronounced as saw-bey). Sabe is believed to be closer to the spirit world than humans. It is believed that the Sabe used to walk among humans to remind us of the Creator's wish for us to remain true to our natural forms. Sabe reminds us that we must be truthful to who we are. Honesty is speaking and acting truthfully, and thereby remained morally upright. It is only by being honest that we can have integrity. Actions such as being true to our spirit and accepting who we are will guide us in being honest. To be truly honest is to keep the promises one made to the Creator, to others and to oneself. The Elders say, "Never try to be someone else; live true to your spirit, be honest to yourself and accept who you are the way the Creator made you."

Story of the Sasquatch:

The Sasquatch has a long and rich history in the Sts'ailes Traditional Territory, for both residents and visitors. The heart of the traditional territory is the bountiful Harrison and Chehalis Lakes region. For Sts'ailes the Sasquatch is an important aspect of cultural identity and spiritual beliefs. The very word Sasquatch is an anglicized pronunciation of Sa:sq'ets, a Sts'ailes word, which tells a story of how Sasquatch is the primary caretaker who watches over the land. The Sasquatch is so integral to the Sts'ailes that their adopted logo is a stylized image of the Sasquatch, as is the Sts'ailes national flag. Their experience with the Sasquatch goes back many thousands of years and the oral stories of this history have been passed down from generation to generation as Xwelmxw – People of the Land. "We were always told we were not to be scared of him, and that he wasn't a monster. Red ochre is used for all our paintings at Sa:sq'etstel (Sasquatch Mountain). The paintings are 3,000 – 7,000 years old, and our people back then they were already depicting Sa:sq'ets. It is used to show the connection that we have to everything that comes from here. We have the Eagle, they come here annually by the thousands, and they come here because they are connected to the Salmon People, who come here by the millions, and you can see it is all connected. The word Slalikum in our language means supernatural, it is like a shape shifter...so if they want to be seen they are going to be seen. On moonlit nights, the way our elders told us, that is when you are not thinking when you are not distracted, you are focused on what is in front of you, so in that time if the light hits it right, you can see that, you might be able to see that. That is what I was told. If you are at the right place at the right time you will see him roaming throughout the land."

– Kelsey Charlie, Sts'ailes Sasquatch Dancers

From: <http://www.sasquatchcrossing.ca/our-lodge/history/story-of-the-sasquatch>

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. Explanation Honesty Sabe



Sasq'ets, Sabe; the'itqel, Honesty

The teaching of **the'itqel**, or **honesty** is taught to us by **Sasq'ets** or Sabe (usually pronounced as saw-bey). Sasq'ets is believed to be closer to the spirit world than humans. It is believed that Sasq'ets used to walk among humans to remind us of the Creator's wish for us to remain true to our natural forms. Sasq'ets reminds us that we must be truthful to who we are. Honesty is speaking and acting truthfully, and thereby remained morally upright. It is only by being honest that we can have integrity. Actions such as being true to our spirit and accepting who we are will guide us in being honest. To be truly honest is to keep the promises one made to the Creator, to others and to oneself. The Elders say, "Never try to be someone else; live true to your spirit, be honest to yourself and accept who you are the way the Creator made you."

In terms of COVID-19, being truthful and true to yourself, the reality is that COVID-19 is real and we want to take measures not to spread the virus to family members, friends, acquaintances or those who we do not know.

Artist: Ovila Mailhot, Leq'a:mel

Story of the Sasquatch

The Sasquatch has a long and rich history in the Sts'ailes Traditional Territory, for both residents and visitors. The heart of the traditional territory is the bountiful Harrison and Chehalis Lakes region. For Sts'ailes the Sasquatch is an important aspect of cultural identity and spiritual beliefs. The very word Sasquatch is an anglicized pronunciation of Sa:sq'ets, a Sts'ailes word, which tells a story of how Sasquatch is the primary caretaker who watches over the land. The Sasquatch is so integral to the Sts'ailes that their adopted logo is a stylized image of the Sasquatch, as is the Sts'ailes national flag. Their experience with the Sasquatch goes back many thousands of years and the oral stories of this history have been passed down from generation to generation as Xwelmxw – People of the Land.

"We were always told we were not to be scared of him, and that he wasn't a monster. Red ochre is used for all our paintings at Sa:sq'etstel (Sasquatch Mountain). The paintings are 3,000 – 7,000 years old, and our people back then they were already depicting Sa:sq'ets. It is used to show the connection that we have to everything that comes from here. We have the Eagle, they come here annually by the thousands, and they come here because they are connected to the Salmon People, who come here by the millions, and you can see it is all connected. The word Slalikum in our language means supernatural, it is like a shape shifter...so if they want to be seen they are going to be seen. On moonlit nights, the way our elders told us, that is when you are not thinking when you are not distracted, you are focused on what is in front of you, so in that time if the light hits it right, you can see that, you might be able to see that. That is what I was told. If you are at the right place at the right time you will see him roaming throughout the land."

– Kelsey Charlie, Sts'ailes Sasquatch Dancers

<http://www.sasquatchcrossing.ca/our-lodge/history/story-of-the-sasquatch>

ITEM 5.1 Discussion

TO: Committee of the Whole
FROM: Board of Education
SUBJECT: Strategic Plan Review

1. Summary:

At the Public Board meeting on September, a comment was provided that the measures listed under Effective Learning Environments do not support the goals. Also, the District Principal of Indigenous Education advised the Board that the Equity Scan document, *Q'pethet Ye [Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity*, has been updated with new goals which may need to be updated in the Strategic Plan. The goals are listed below in no part particular order:

Sp'óq'es, The Eagle: Honouring Relationships and Kin Connections
Swep'áth', The Sunrise: Creating and Maintaining Safe Learning Environments
Sq'éme'l, The Paddles Raised: Supporting Student Success in Equitable Ways
Sléxweh, The Canoe: Honouring the Past, Being in the Present, Strengthening the Future

2. Background:

With the approval of the Strategic Plan in 2019, the Board committed to annually reviewing the plan, and any progress made to advance the plan.

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. [Strategic Plan](#)

ITEM 6.1 Information

TO: Committee of the Whole
FROM: District Principal of Indigenous Education, Vivian Searwar
SUBJECT: Indigenous Update – Band Outreach

1. Summary:

The District Principal of Indigenous Education will provide updates on outreach to Bands during the pandemic.

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

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.2 Discussion

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: International Program

1. Summary:

At the Public Board meeting on September 22, 2020, the Board received an update for the International Program Preliminary Budget. This item is being included on the agenda for further discussion by the Committee to review the projected enrolment and potential net loss for 2020-21.

2. Background:

A typical year sees approximately 150 International Students in Mission, generating approximately \$2M in revenue (gross). In view of the various travel restrictions, we provided students and their families the option to defer to January 2021, defer to September 2021, and most recently to participate online until they arrive. While most students deferred to second semester (25 students), some opted to defer to 2021 and others are waiting for the September 30th announcement. Currently this year we have 52 students on site and in classes. We have a further 25 arriving in January. Our last option, which is the newest option, has 2 students thus far participating on online and we are anticipating that more will be joining (all students online are charged the same tuition fee as if they were in person in Mission). We have partnered with GlobalEd of Kamloops to provide online courses for students who are waiting to come to Mission.

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
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5. Public Participation:

6. Implementation:

7. Attachments:

- a. International Program Preliminary Budget

International Program 2020 / 2021 Preliminary Budget

	Original Budget		Target		Proposed		Projected		Conservative	
	students	\$	students	\$	students	\$	students	\$	students	\$
<u>Revenue</u>										
Tuition & Medical Fees	135	1,890,000	150	2,100,000	90	1,260,000	68	952,000	62	868,000
Activity Fees	135	60,000	150	66,667	90	40,000	68	30,222	62	27,556
Other Fees	135	50,000	150	55,556	90	33,333	68	25,185	62	22,963
		2,000,000		2,222,222		1,333,333		1,007,407		918,519
Less: Agent Commissions		(231,525)		(257,250)		(154,350)		(116,620)		(106,330)
Gross Student Revenue		1,768,475		1,964,972		1,178,983		890,787		812,189
<u>Expenses</u>										
<u>Student Expenses</u>										
Less: Student Medical Fees		135,000		150,000		90,000		68,000		62,000
Less: Student Activity Fees		60,000		66,667		40,000		30,222		27,556
		195,000		216,667		130,000		98,222		89,556
<u>Department Expenses</u>										
Wages and Benefits	FTE	343,860	FTE	343,860	FTE	343,860	FTE	343,860	FTE	343,860
Travel/Conferences		87,000		96,667		58,000		43,822		39,956
Other Serv/Supp		62,400		62,400		62,400		62,400		62,400
		493,260		502,927		464,260		450,082		446,216
Total Expenses		688,260		719,593		594,260		548,304		535,771
Net Revenue		1,080,215		1,245,379		584,723		342,483		276,417
<i>Net Revenue per Student</i>		<i>8,002</i>		<i>8,303</i>		<i>6,497</i>		<i>5,037</i>		<i>4,458</i>
<u>ELL Expenses</u>										
per student		1,121		1,122		1,120		1,482		1,145
		151,392		168,264		100,776		100,776		70,984
<u>School Staffing</u>										
Regular Teachers	FTE	449,994	FTE	499,570	FTE	301,267	FTE	240,251	FTE	194,489
Counsellor (MSS)		28,903		28,903		14,451		14,451		14,451
International Blocks		216,769		216,769		57,603		57,603		43,354
EA FTE		41,721		41,721		41,721		41,737		-
		737,387		786,963		415,042		354,042		252,294
Net Contribution		342,828		458,416		169,681		(11,559)		24,123

Note: Ministry Funding per Student

Ministry Funding per student 7,560

ELL funding per student @ .74 1,125

8,685 Target Net Revenue Per Student

Note: Homestay fees are excluded from this summary

ITEM 7.1 Discussion

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Trustee Appointments for Committees and Community Liaison Groups

1. Summary:

Each year the Board reviews Trustee Appointments for Committees and Community Liaison Groups for the 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
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 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Trustee Committee and Liaison Appointments 2019-2020

COMMITTEE	TRUSTEE MEMBERS	ADMIN. STAFF MEMBER(S)
Aboriginal Education Advisory Council	<i>1st: Randy Cairns Alternate: Tracy Loffler</i>	<i>District Principal, Aboriginal Education</i>
BC School Trustees' Association	<i>1st: Shelley Carter Alternate: Tracy Loffler</i>	<i>Superintendent / Secretary Treasurer</i>
BC School Trustees' Association Provincial Council	<i>1st: Shelley Carter Alternate: Rick McKamey</i>	<i>Superintendent / Secretary Treasurer</i>
BCPSEA Representative Council	<i>1st: Shelley Carter Alternate: Rick McKamey</i>	<i>Secretary Treasurer</i>
Committee of the Whole	<i>Chair: Tracy Loffler Vice-Chair: Julia Renkema</i>	<i>All Senior Staff</i>
Mission Literacy in Motion	<i>1st: Julia Renkema Alternate: Randy Cairns</i>	<i>Assistant Superintendent / Principal</i>
Univeristy of the Fraser Valley Community Council	<i>1st: Julia Renkema Alternate: Rick McKamey</i>	<i>Superintendent / Assistant Superintendent / Director of Instruction</i>
Mission Community Foundation	<i>1st: Tracy Loffler Alternate: Rick McKamey</i>	<i>Superintendent</i>
Mission Traffic & Transit Committee	<i>1st: Randy Cairns</i>	

ITEM 7.2 Information

TO: Committee of the Whole
FROM: S. Carter, School Trustee
SUBJECT: Elections BC

1. Summary:

The BC Election has been called for Saturday October 26th, 2020.

As per previous elections, Elections BC has contracted with the School District to use schools to conduct the election. Due to COVID19, the Province has moved the election from a weekday, to a weekend, to minimize the disruption of schools.

Elections BC has confirmed the use of the following MPSD schools for polling stations:

- Dewdney Elementary
- Hatzic Middle
- Heritage Park
- Mission Central
- Cherry Hill
- Christine Morrison
- West Heights

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:

ITEM 7.3 Discussion

TO: Committee of the Whole
FROM: Board of Education
SUBJECT: Meeting with Local First Nation Bands

1. Summary:

Prior to the COVID Pandemic, the Board approved a motion that the Board endeavor to meet with local First Nation Bands on an annual basis. The Board would like to explore the possibility of scheduling such meetings at the earliest available opportunity.

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:

ITEM 7.4 Discussion

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Student Mental Health

1. Summary:

The Board of Education is concerned for the mental wellness of students in Mission Public Schools. They would like feedback from students in Mission on their mental health and well-being. A discussion is needed between the Board and District staff to determine the parameters of what data we already have and what we can additionally acquire.

Once this information is relayed to the Board, solutions and supports already in place, as well as other potential initiatives, can be discussed.

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:

ITEM 7.5 Discussion

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

1. Summary:

On August 31, 2020, Ministerial Order No. M326 was issued, directing that School Boards establish policies regarding the provision of childcare programs.

2. Background:

The Ministerial Order, in addition to requiring that school districts promote the use of school district property for childcare programs, the board is required to:

1. Describe how the board will support the principles of indigenous reconciliation in childcare, and inclusive childcare,
2. Determine steps for renewing a lease for childcare operators,
3. Determine if a board should provide a childcare program directly, considering space and capacity for before and after school care;
4. Develop standards for a contractual relationship with a licensed childcare operator;
5. Engage with individuals and groups regarding the use of school district property for childcare programs

Once policies are developed, the Board must provide the policies to the Ministry. The date for submitting the policies has not yet been determined.

Currently, MPSD has all day daycare facilities operating Monday to Friday, at Dewdney Elementary, Silverdale Elementary, and Stave Falls Elementary. The District of Mission, in partnership with the School District, offers afterschool childcare with the Club Kids program at a few of the urban elementary schools. The School District also currently manages the Crown License of Occupation for the Heritage Park Daycare Operation.

3. Options:

The school district expects to receive guidance from the BCSTA regarding template policies and procedures in the next few months. In the meantime, staff could begin to develop a program for consulting with parents, parent advisory groups, first nations, the community, and daycare operators.

4. Analysis and Impact:

- a. Strategic Plan Alignment
 - i. Honours Culture & Territory
- b. Enhancement Agreement
- c. Funding Guidelines, Costing & Budget Impact

- d. Policy, Legislation, Regulation
 - Directive from the Ministry of Education
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

- a. Draft program for policy development – October
- b. Approve program for policy development – November COTW
- c. Policy consultation – November to January
- d. Draft policy presented – February COTW

7. Attachments:

- a. Ministerial Order M326

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF EDUCATION

School Act

Ministerial Order No. M326

I, Rob Fleming, Minister of Education, order that the Child Care Order is made as set out in the attached schedule.

August 31, 2020

Date



Minister of Education

(This part is for administrative purposes only and is not part of the Order.)

Authority under which this Order is made:

School Act, R.S.B.C. 1996, c. 412, s. 168.001

Schedule

CHILD CARE ORDER

Interpretation

1 In this order,

“**board**” includes a francophone education authority;

“**board property**” means board property as defined in section 85.1(1) of the *School Act*;

“**child care program**” means a child care program as defined in section 1(1) of the *School Act*;

“**licensee**” means a licensee as defined in section 85.1(1) of the *School Act*;

Provision of child care program on board property

2 Where a board decides to change the use of board property that is being used for providing a child care program, the board must, without delay, provide the Minister with written notification of the decision in a form and with the information specified by the Ministry.

Board policies regarding the provision of child care programs

3 The board policy that promotes the use of board property by licensees for the purpose of providing child care programs must include:

- (a) the board’s process for assessing community need for child care programs on board property;
- (b) a description of how the board will support
 - (i) principles of Indigenous reconciliation in child care; and
 - (ii) inclusive child care;
- (c) steps for determining if a board will renew a lease with a licensee providing child care on board property, including:
 - (i) considering if a board should provide a child care program directly, and whether
 - i. it is appropriate for the board to become a licensee; and
 - ii. the board has space and staffing capacity to offer before and after school child care; and
 - (ii) a description of the board’s criteria for selecting a licensee to provide a child care program;
- (d) standards for the written contractual relationship to be entered into between the board and a licensee providing a child care program;
- (e) a requirement for ongoing engagement with the individuals or groups described in section 4 regarding the use of board property for the provision of child care programs

4 When establishing a policy regarding the use of board property for the provision of child care programs, a board must consider the results of the board's engagement with individuals or groups the board considers are representative of

- (a) employees of the board,
- (b) child care operators,
- (c) parents and guardians, and
- (d) Indigenous communities, rightsholders, and service providers.

5 Boards must submit their policies respecting the use of board property for the provision of child care to the Ministry on a date specified by the Minister.



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

**September 15, 2020, 3:30 pm
Heritage Park Middle School Cafetorium and Zoom Videoconference**

Members Present: Board Chair, Tracy Loffler
Trustee, Shelley Carter
Vice Chair, Randy Cairns
Trustee, Rick McKamey
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,
Jaquelyn Wickham, School Principal – Linda Hamel, District
Principal of International Education - Colleen Hannah, and
District Principal of Indigenous Education – Vivian Searwar.

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.

CARRIED

4. CURRICULUM

4.1 Monthly Curriculum Update

A variety of learning opportunities are planned for teachers for 2020-21 that align with the Strategic Plan and Ministry restart plans during COVID.

Teachers were surveyed in June 2020 regarding pro-d topics they are interested in. Areas of high interest were assessment, social-emotional learning (particularly emotional literacy), mathematics, First Peoples Principles of Learning, and use of technology. The three foundational areas that will be included as a part of everyone's work:

- Assessment
- Social-emotional learning
- Indigenous worldviews and perspectives

What is used for social-emotional learning? There is a framework that is available and various strategies are applied in the classroom.

Is Halqemeylem being taught in all elementary schools? No, the principals sign up their school, which is on first come first serve basis.

5. UNFINISHED BUSINESS

5.1 Indigenous Language Education Policy

The draft policy was shared at the Aboriginal Council Gathering but there was a much-reduced level of involvement of Band member/ Elders through COVID. At the request of the Advisory and Band members, many items were tabled to the fall. The draft policy will be added to the agenda for the September Advisory Gathering, and it may be included in the Equity Scan conversations as well.

5.2 Hiring Practice for Women in Trades

The Board approved a motion in October 2019 that supported policies and hiring practices for gender-neutral language. Human Resources staff are currently reviewing all postings templates to acknowledge inclusion and indigenous perspectives. Staff need to work on some recommendations for hiring practices for Women in Trades with the School District to ensure there are no impediments in our current policies.

A suggestion was presented to inquire how many female students are currently enrolled in Trades programs at Riverside. From that group, it would be useful to survey female students about barriers in the trades industry.

5.3 BCSTA / FNEESC Conflicting Conference Dates Motion

MOVED and Seconded that the following motion be forwarded to the Public Board meeting on September 22, 2020:

THAT the Board of Education recommend that BCSTA in the future move the dates of the BCSTA Academy Conference in November, so it does not conflict with the FNEC Conference dates.

CARRIED

The motion was originally approved at the Public Board meeting on October 15, 2019 and was forwarded to the British Columbia School Trustees Association to be debated at the AGM. Due to COVID, the AGM was cancelled, and the motion was not addressed. The motion is being brought forward one more time to be resubmitted to the BCSTA for debate at this year's AGM.

6. STAFF REPORTS

6.1 School Opening Report

The Superintendent provided a report on enrollment, growth of DL, bussing, held seats, international students, and other factors unique to 2020. The child-size masks did not arrive on time. As soon as they arrive, the SD will provide them to the families who requested them. Summit Learning Centre has processed over 200 registrations and has approximately 300 more email requests to review. Additional teachers have been hired for Summit Learning Centre including one additional temporary secretary. Overall enrolment for the 2020-21 school year seems to be up by 100 students. There are 52 international students in Mission with a few more estimated to arrive.

6.2 Summer Learning Program

The Superintendent reported on the Summer Learning Program for 2020. Due to Ministry COVID protocols, classes were capped at 14 which cost the SD more to run the program than in previous years. Overall, it was a success, with almost all students (97%) successfully completing their course of studies, getting them on track to graduate on time.

7. NEW BUSINESS

7.1 Holding Seats for Students during COVID-19

MOVED and Seconded that the following motion be forwarded to the Public Board meeting on September 22, 2020:

THAT the Board defer any action on enrollment space allotment policy and guidelines until the Feb. 2021 enrollment counts are in, at which time the Board and Senior Staff will reevaluate.

Further this motion will be subject to the following requirements.

Requirements:

1. For 20/21 as an emergency measure MPSD will hold seats at schools for students at Summit Learning Centre K-6. The Board and Staff will reevaluate after the Feb. 2021 second enrollment count.
2. Only students enrolled in Summit Learning Centre qualify as they are still within MPSD, students enrolled in other DL's or Home School options will not have their seats retained.
3. Waiting lists for schools of choice are frozen until the Feb. 2021 second count and revaluation, with some possible exceptions which staff identify.
4. Students attending Summit Learning Centre wishing to return to their regular school may only do so at natural junctures, eg: the first of the month or at the discretion of Senior Staff.
5. While the intent is to defer until the Feb. 2021 second enrollment count, MPSD Senior Staff and the Board may pause this exception to policy if demand is unsustainable and cap the variance.

CARRIED

With the Ministry of Education moving to the modified Stage 2 of the BC's Education Restart Plan, to bring K-12 students back to the class full-time, the Board recognizes that some families are hesitant with in-class instruction. The Board discussed deferring any action on enrolment space allotment until February 2021. The SD will hold seats for students that are enrolled in the Distance Learning Program at Summit Learning Centre.

The Secretary-Treasurer recommended revising the motion to read, "that the SD hold spaces for students enrolled in Summit Learning Centre until February 2021." The motion was not amended to this recommendation.

A question was asked why February 2021 and not the entire year. The Superintendent noted that this date is provided as a check-in point.

The Secretary-Treasurer advised that there is a financial implication for holding seats. If we are holding even 100 seats for students, this will come at a significant cost to the SD.

7.2 CotW and Board meetings during COVID-19

The Board discussed Board/ Committee meeting parameters considering the physical distancing requirements in response to the COVID 19 pandemic.

A recommendation was put forward to host a few meetings at Hatzic Middle School.

The Board supports in-person and online video conferencing options and noted that there are benefits to offering both options for future meetings.

A revised schedule will be issued once it is updated.

7.3 Anti-Racism Policy

MOVED and Seconded that the Board look to implement an anti-racism policy in Mission Public Schools, then have staff develop one in conjunction with appropriate partner groups and bring back to the Board for consideration.

AMENDMENT

MOVED and Seconded that the following motion be forwarded to the Public Board meeting on September 22, 2020.

AMENDED MOTION

MOVED and Seconded that the following motion be forwarded to the Public Board meeting on September 22, 2020:

THAT the Board look to implement an anti-racism policy in Mission Public Schools, then have staff develop one in conjunction with appropriate partner groups and bring back to the Board for consideration.

CARRIED

The School District has a Respectful Schools & Workplaces Policy, but the policy does not specifically address systemic racism. The purpose of this policy is to build a foundation of change that is free of racism.

It was suggested that staff and students review policies like the Respectful Schools & Workplaces Policy every two years.

7.4 Strategic Plan Review

The plan was approved in 2019. The Board is committed to annually reviewing the plan, and any progress made to advance the plan.

The Board requested that Staff report out on the strategic plan measures throughout the year. The Chair will prepare a motion for the Public meeting to provide direction for reporting on the plan measures.

The SD is working on updating the Enhancement Agreement and the Equity Scan. Once the agreement goals/ objectives are reviewed with the elders, the Principal for Indigenous Education will update the Board. This update will affect some of the goals outlined in the SP.

A comment was provided that the measures listed under Effective Learning Environments do not provide effective assessments of the goals. The measures do not address mental wellness and inclusion.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole meeting minutes dated August 25, 2020

MOVED and Seconded that the Special Committee of the Whole minutes dated August 25, 2020, be approved.

CARRIED

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:08 pm.

Chair, Board of Education

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

DPAC Meeting Minutes September 14, 2020 held on Zoom

Meeting Commenced: 7:03

Meeting Facilitator: Cheryl Blondin

Attendees Present: (See Bottom)

Acknowledgment by the chair that the meeting takes place within the traditional, ancestral, unceded Sto:lo territory. There are four first nations band within the boundaries of the Mission School District: the Leq'a:mel, Matheqwi, Qwo:lt'el and Sq'ewlets peoples.

Adoption of March minutes:

No Changes required. Motion to accept March minutes by Chrystal, Dionne seconds.

Adoption of Agenda:

Motion to accept agenda as updated by Joelle, Chrystal seconds.

Presentation – Ryan (MTU President)

- 3 teachers have asked questions on protocol to resign
- Request from MTU for DPAC to pass along
 - Parents to be more public with praise
 - Keep concerns quiet and to a minimum
 - Would like message to bubble down to school level
 - Turn up support from parents

Superintendent's Report: Angus Wilson

- School start up
 - Stage 2 was expected
 - Announced cohorts in July
 - Struggles with choice studies
 - Constant changes
 - Able to retain seats for students in District Learning (Summit)
 - 60 districts went in different directions
 - Enrollment has increased
 - 90% of students returned for enrollment
 - \$480,000 given for school sanitation
- Covid protocols
 - What if someone gets Covid
 - May not be notified
 - Decision is up to Fraser Health
 - Depends on situation and privacy
 - Avoid stigmas

DPAC Meeting Minutes September 14, 2020 held on Zoom

What to do you have symptoms

- Keep home
 - Will be isolated and sent home if at school
 - Can return once student/staff feels better
 - If tested and is Covid + then may come back once doctor has approved
- Air Quality
 - Schools given direction on Sunday with protocols
 - Air filtration system in schools
 - Child has choice to stay indoors

Correspondence: Cheryl Blondin

- Numerous back and forth communication with parents
- Magazines

Chairs Report: Cheryl Blondin

- Attended meetings throughout the Summer
- Presentations that were booked have been cancelled
- Selfless presentation was prepaid
 - Presentation is on video
 - Postponed for now but will contact to for MSS students

Treasurer's Report: Dionne Hairsine

- Accounts unchanged
- Chequing \$2563.41
- Gaming \$2458.37
- Gaming report submitted
 - Funds will be announced Oct 31/20

Communications: Steph Wallbank

- Twitter
 - 3 Tweets
 - 1,559 Tweet impressions
 - 34 Profile visits
 - 3 Mentions
 - 60 Followers
- Website
 - 68 Visits
 - 42 Unique visitors
 - 0 Forms submitted

DPAC Meeting Minutes September 14, 2020 held on Zoom

- Facebook
 - 1 Action on page
 - 115 Page views
 - 9 Page previews
 - 32 Page likes
 - 9,020 Post reach
 - 1,075 Post engagement
 - 33 of 483 Page followers

Committee of the Whole: Cheryl Blondin

- Many meetings focused on back to school plans
- Next COTW meeting Sept 15/20
 - Available in person and on zoom

Sub Committees:

Constitution and Bylaws:

- *Motion to bring proposal to the floor made by Lori, Dionne seconds*
- Major changes
 - Giving everyone on executive a right to vote
 - Calling executives council
- All schools have 2 votes
 - 2 DPAC reps OR
 - 1 DPAC rep and one Chair/Vice Chair

Motion to vote to accept changes as presented made by Cheryl. Motion passed with a unanimous vote

- PACs to are encouraged to update Constitution and Bylaws if needed to include virtual meetings

Budget: Dionne

- Last years spending was transferred over
- Gaming
 - Parent and advocacy training course on hold for now
 - \$2500.00 for special events
 - \$150.00 BCCPAC dues
 - Budget based on funds in account in case Gaming grant isn't received
- Chequing
 - \$250.00 Inclusion committee
 - \$1000.00 BCCPAC Summit
 - \$15.00 Website domain

DPAC Meeting Minutes September 14, 2020 held on Zoom

- \$150.00 Website fees. Previously it was \$200.00 every two years but an additional \$50.00 was added in case of increase in fees.
- \$250.00 Janice from Fraser Health

DPAC AGM

- Scheduled for October 19, 2020

BCCPAC Summit

- Details TBD for this year

Committees

- Will revisit at AGM

DPAC Reps

- List of reps to be updated

Hot lunches

- Angus will clarify on protocols through email
- Possible but must be contained

Adjournment:

Motion to adjourn meeting made by Dionne, Lori seconds

Meeting adjourned at 8:03 pm

Next meeting October 19, 2020 on Zoom

Attendees:

Cherry Hill: Andrea Patton; Cherry Hill: Rachelle Paul; Stave Falls: Joelle Reynolds; ESR: Veronica Ebbs Caravan; HMS: Kerridan Dougan; Albert McMahan: Cheryl Blondin; MSS: Dionne Hairsine; District: Angus Wilson; Albert McMahan: Steph Wallbank; Windebank/HPMS: Alicia Hurd; Dewdney: Lexie VandeLigt; MTU, Ryan McCarty; MSS, Lori McComish; West Heights, Jacqueline Wikham; Deroche/HMS, Chrystal McCallum; West Heights, Corrie Hutmacher; Stave Falls, Kristi Strell; Hillside, Angela Manno; Dewdney, Destiny; ESR, Sheneal; Lauren