

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

February 23, 2021, 3:45 pm
Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect remotely.

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 | | |
| 5. | UNFINISHED BUSINESS | | |
| 6. | STAFF REPORTS | | |
| 6.1. | Enrollment Projections 2021/2022 | Information | 1 - 2 |
| 6.2. | 2021/2022 Preliminary Budget Priorities | Discussion | 3 - 8 |
| 7. | NEW BUSINESS | | |
| 7.1. | Letter to Minister Whiteside re Trades Funding | Information | 9 - 16 |
| 8. | MINUTES OF PREVIOUS MEETINGS | | |
| 8.1. | Special Committee of the Whole Meeting Minutes,
February 16, 2021 | Action | 17 - 20 |
| 9. | INFORMATION ITEMS | | |
| 10. | ADJOURNMENT | | |

ITEM 6.1 Information

File No. 250.20

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Enrollment Projections Report

1. Summary:

Attached is the enrolment projection submitted to the Ministry on February 12th for the next three years.

2. Background:

Every February, staff analyze the enrolment for the prior year, considering any unique information available, and project the enrolment for the next three years. The process includes reviewing information from the Ministry, information from Baragar, and an analysis of the current grades in the schools. Based on this review, staff are required to submit an estimate of the enrolment for the following year, and two subsequent years.

Based on the analysis, regular enrolment is expected to increase by approximately 73 students, and we are anticipating a shift of some students back to regular schools from the distance learning program. Staff expect that approximately 50% of the students currently enrolled in Summit to remain in the distance learning program, and 50% returning to a regular program.

Staff also expect an increase in the number of special needs students, which is expected to increase funding in this area.

The enrolment projections are the first step in building a budget for the next school year. This information will be updated into the enrolment summary reports for the supplemental budget information.

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: Data report submitted to the Ministry

Step 1: Enter your school district number here: 75 **Mission**
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	Estimated Enrolment							Notes
	2020/21 Interim Base	2021/22		2022/23		2023/24		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 8-9 Course Enrolment	13	13	13	13	13	13	13	
Summer Learning: Grades 10-12 Course Enrolment	33	33	33	33	33	33	33	
Grade 8 & 9 Cross-Enrolment Courses	1	1	1	1	1	1	1	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	5,668.2500	5,950.0000	5,689.8273	6,100.0000	5,732.9818	6,250.0000	5,717.9715	
Continuing Education FTE (School-Age)	16.8750	17.0000	16.8750	17.0000	16.8750	17.0000	16.8750	
Alternate Schools FTE (School-Age)	95.0000	95.0000	95.0000	95.0000	95.0000	95.0000	95.0000	
Distributed Learning FTE (School-Age)	408.8125	200.0000	408.8125	150.0000	408.8125	100.0000	408.8125	
Total Estimated School-Age Enrolment	6,188.9375	6,262.0000	6,210.5148	6,362.0000	6,253.6693	6,462.0000	6,238.6590	
Change from Previous Year		73.0625	21.5773	100.0000	43.1545	100.0000	-15.0103	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	6	5	6	5	6	5	6	
Level 2 Special Needs FTE	345	365	365	380	387	395	410	
Level 3 Special Needs FTE	108	121	124	131	142	141	163	
English Language Learning FTE	357	375	366	380	375	385	384	
Indigenous Education FTE	1,089	1,058	1,103	1,058	1,117	1,058	1,131	
Adult Education FTE (Non-Graduates only)	0.7500	1.0000	0.7500	1.0000	0.7500	1.0000	0.7500	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	13.0000	13.0000	13.0000	13.0000	13.0000	13.0000	13.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	15.0000	15.0000	15.0000	15.0000	15.0000	15.0000	15.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	
Level 3 Special Needs FTE Growth (All Schools)	3	10	3	10	3	10	3	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	10.0000	10.0000	10.0000	10.0000	10.0000	10.0000	10.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2020/21 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2020/21 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2020/21 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2021/22. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2021 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2021/22	Comments:
Net provincial in-migration		Our review of Baragar projections, school projections, and other local factors, indicates increasing enrolment for regular schools, including a return of DL students to regular schools. DL increased significantly in 20/21 due to COVID, but we expect this to significantly unwind in 21/22 and the following couple years, and to continue the gradual trend downward as seen in recent years (discounting the COVID spike in 20/21 and a one-time grad transitions cohort in 19/20). We are projecting declining/flat enrolment in Indigenous Education to the progression of higher enrolment at the senior grade levels. And data review suggests SPED numbers will continue to trend
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	73.0625	
Total Estimated School-Age Enrolment Movement	73.0625	

ITEM 6.2 Discussion

File No. 8010

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: 2021-2022 Budget Priorities

1. Summary:

The creation of the annual budget considers and balances the requests for funding for education services, operations, administration, and other projects and initiatives that are deemed important by the organization. This report summarizes suggestions for additional funding from partner groups and management.

Understanding the requests or recommendations for increased services, is vital when considering the allocation of limited resources. While educating students is the primary business of the school district, many other services and activities support the provision of education services.

2. Background:

Staff will be developing the draft budget over the next few months. The 2021/2022 annual budget must be approved by June 30th each year. Staff anticipate submitting the budget for approval in June, as funding from the Ministry will not be announced until April. In the meantime, staff will be working closely with managers and principals to develop the budget based on operational needs. The budget development process employed by staff will also consider the priorities identified by the Board. As such reviewing the information presented from the partner groups and management will inform the development of budget priorities.

Information submitted by the partner groups is summarized herein for consideration, along with information collected by management and summarized for consideration. Information submitted that was directly related to compensation or benefits is not presented with this report. A separate document with these requests will be provided to the Board at a closed meeting, as compensation and benefits are negotiated with the unions and directed by BCPSEA for all other employee groups, and are not part of budget deliberations.

3. Recommendations:

DPAC:

1. Development of Literacy Intervention based on Reading Science to ensure effective reading instruction for children with language-based learning disabilities like dyslexia. This would need to be explicit, structured, multi-sensory and phonics-based.*
*Alternatively, if a literacy mentor teacher is hired, it is imperative they be trained and certified in Orton-Gillingham.
2. Mental Health Supports
3. Teacher Librarian for Curriculum Support

MTU:

1. To allocate appropriate funds for the following:
 - a. For examination of existing policies to incorporate UNDRIP and the TRC calls to action into existing policies where applicable.

- b. To train all staff on an ongoing basis, including Trustees, on the topic of reconciliation such that existing thinking is challenged, as well as structures and systems that perpetuate colonialism.

BC is the first jurisdiction in Canada to enshrine UNDRIP into law. With this in mind, it is essential that School Boards fully fund the education corresponding to these principles. The Trustees should examine existing resources and plans on this matter and seek to enhance existing services.

2. Increase school budget for Teachers to purchase supplies
It is a very common story for teachers to request extra supplies for their rooms and the usual response from the school admin is to deny the request due to lack of funds. The MTU recommends making more funds available for teachers to access supplies.
3. TTOCOCs
A few years ago, MPSD created 13 or so positions for TTOCs on Contract in compliance with an arbitration agreement. Once the expiry date of that agreement was met, the positions vanished. Due to the daily shortage of TTOCs in Mission Public Schools, the MTU recommends that Trustees consider re-establishing these positions to help mitigate the chronic TTOC shortage.
4. Better WIFI in all schools.
While WIFI improvements have been made at MSS, other schools still have very limited WIFI access. Infrastructure improvements on this matter would enhance the ability of Teachers to provide access to students.
5. In-service especially for tech.
We work in an ecosystem that is addicted to change. As a result, the ever-evolving demands of tech literacy are a constant demand on teachers. A presentation at a staff meeting, after a full day of work, or imposing on the autonomy of teachers' pro-d time is not a sufficient means to close the gap. The Trustees and senior management should consider greater in-service release to meet this need.
6. Phones in all elementary classrooms.
It is the understanding of the MTU that some elementary classrooms have a 'call button' that a Teacher can use to call the office, but nowhere else. Other classrooms lack even this minimal means of communication. The Trustees should consider improving this such that every Teacher has a hardwire phone in their workspace. Trustees should keep in mind that this is not only a convenience, but also a safety measure.
7. Sufficient keys for all MTU members (esp. itinerant and TTOCs)
TTOCs and itinerant Teachers frequently have to go about their duties without the keys that are necessary to do their work. Not only is this an inconvenience, but it represents a safety issue, especially if a lockdown occurs at a school. Additionally, other Teachers whose duties routinely take them out of the classroom are being denied keys to access alternate entrances to the school. Management has claimed that getting additional keys cut is prohibitively expensive. Trustees should consider allocating funds for this.

8. Restore tech-time at secondary and middle and add to elementary schools
While it was not uniformly applied, it appears that some schools (MSS, for example) were able to release a Teacher within the school schedule in order to provide collegial tech-support. This was a great resource for the staff and was well used. This has not been available this year but should be considered for all schools.
9. All helping teachers back to 1.0 FTE
Last spring, many helping Teacher positions had their FTEs reduced. This has not only increased demands on those Teachers who are trying to get more work done in less time, but has reduced services to students. The Trustees should consider restoring those positions to 1.0 FTE.
10. Increased individual pro-d funding (moved to closed meeting – contract issue)
11. Restore CMP/CMM to MS/HS
Check My Progress/Check My Mark is a simple, easy-to-use grades platform that Teachers have enjoyed using for years, and parents are accustomed to the efficient parent communication it furnishes. This year, it's use has been disallowed at MSS, and there are indications that it's use is about to end at the middle schools. My Ed is far more difficult to use, both by teachers and parents, and is far more prone to errors and glitches. The MSS staff committee voted to ask for restoration of CMP/CMM earlier this year, and 100% of votes were in favor of restoration. Trustees should consider allocating funds to respect the professional opinions of their teachers.
12. Increase District Tech Teachers
The MTU, as part of its information gathering, has received consistent praise for Frank Chan and the excellent work he is doing. If there were more district IT helping teachers, this would be of great benefit to MTU staff.
13. Rescind fee for MPSD employees to use gym facilities.
While not currently in effect, it seems that MPSD is considering charging a \$5/month fee for employees who use school exercise facilities for their own wellness. Not only is this a departure from past practice, but it is being perceived as disrespectful to staff. The MTU considers that the employer is already well compensated by the enhanced wellness of the staff who choose to use the facilities.

CUPE:

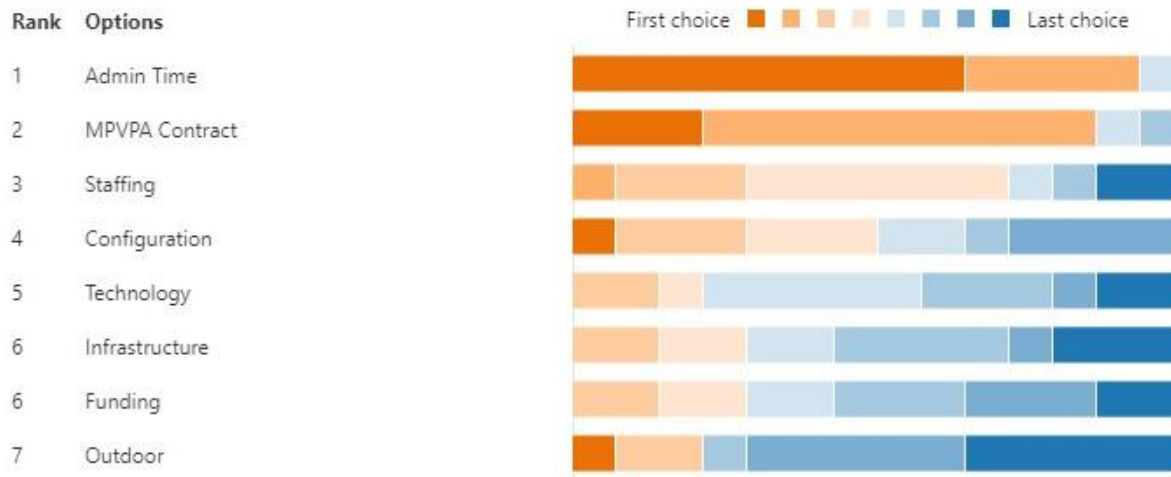
1. Two regular Grounds positions created
2. Carpenter and Engineering- 1 posting for each department, as two current staff have filled Foreman vacancies.
3. Equipment for Grounds Dept.- Large mower
4. Another Labourer position
5. White fleet vehicles: 2-3 vans at a minimum plus replace the small trucks used by the BSW Foreman and IT department.
6. Any BSW postings less than 8 hours be bumped up to full 8-hour shifts permanently.
7. Secretary positions less than 7 hours be bumped up to full 7 hour shifts permanently. (Deroche, Dewdney, Silverdale, Stave Falls)
8. Smaller burnisher machines and auto scrubber machines replacements- Custodial dept

9. Snow tires for all white fleet vehicles plus the vehicles used by BSW Foreman and IT dept
10. Student desks and chair replacements to continue.
11. At HMS- start replacing the student lockers. Most are in terrible shape.

MPVPA

1. Rank in order of Priority

[More Details](#)



1. Admin Time

- a. Increased Admin Time for Stand-Alone Principals as well as V.P.s
- b. Admin time- Solo admin (no teach time). P/VP building (minimum of .5 FTE and/or opportunity to teach non-enrolling/prep coverage)
- c. No Teach time for Admin- Overseeing the planning and delivery of curriculum so many days a week, plus coordinating with a job share partner leads to burn out.
- d. That VPs in elementary have their pre 2020-2021 Admin time reinstated to focus on student success, grade 6 transition, to liaise with the middle school

2. Technology

- a. Our ipads are old- we can't add any more apps, half of them shut down even when charged- additional money in our budget earmarked for technology upgrades annually would be ideal
- b. Improved WIFI speed and infrastructure to be completed along with improved land lines/intercom systems
- c. Macbooks for Admin - especially if having to make videos for concerts etc.
- d. Classroom Tech

3. Outdoor

- a. Outside fitness equipment for both middle schools.
- b. Playground funding
- c. Playground equipment for both middle schools.
- d. Outdoor classroom equipment

4. MPVPA Contract (moved to closed meeting, contract issue)
 5. Configuration
 - a. Structural change to revert back to K-7, 8-12 or change the model to a true Middle School K-5, 6-8, 9-12
 - b. K-12 long range programs of choice - Outdoor Education, Fine Arts.....to build on children's strengths
 - c. Middle Schools that follow middle school model rather than secondary
 6. Infrastructure
 - a. Expanding site space - More space needed for classrooms/offices/meeting spaces/student support, i.e. Counselling, SLP, etc.
 - b. New school / second high school
 - c. Space crunch - District Departments not located in schools
 7. Funding
 - a. Support for ADST Curriculum
 - b. Allocation per school for SEL resources from COVID funds
 - c. Teacher mentorship/professional development circles - time for release, formalized ways to encourage teacher-led, collaborative professional development
 - d. OHS funding Budget Line
 8. Staffing
 - a. Continued support/staffing/structures for trauma-informed practices
 - b. More Counselling time in schools to address learning around needs of students, mental health supports, staffing for ways to connect with needs for students
 - c. Full time Counsellors at school
 - d. Indigenous Student Success Coach Teacher positions for Elementary
-

Management

1. Funding for local capital
 - a. Equipment replacement / new equipment – bus, vehicles
 - b. Additional Special Education bus (requesting Ministry support)
 - c. Phone systems / intercom systems
 - d. IT Infrastructure – continuous upgrades – network switches
 - e. Furniture and Equipment – employee desks, chairs, computer monitors
 - f. Printers / Photocopiers – final upgrade
 - g. Building improvements – window replacements
2. Additional EAs for support across the District
3. Mental Health initiatives – continue current VP role at .4 and include systemic support for social and emotional learning at a universal level. A part-time mentor teacher to support this would be helpful.
4. A literacy mentor teacher
5. Increase technology in classrooms

6. Continue Software upgrades / additions – streamline processes in Schools, Admin, HR, Finance, Payroll, Operations
 7. Communications / public engagement – currently off the side of desks
 8. Health and Safety – continue improvements – secretarial support
 9. Additional special needs and ELL students – additional staffing to support students
 10. Increase service / supply budgets (reverse reduction from 2 years ago)
 11. Increase hours of mentor teacher / teacher librarian support
 12. Planned increase to contingency fund
 13. Increase support for Finance – reporting processes significantly impacting workload
-

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 7.1	Action	File No.
TO:	Committee of the Whole	
FROM:	J. Renkema, School Trustee	
SUBJECT:	Letter to Minister Whiteside regarding Trades Training Funding	

Recommendation

THAT the Committee of the Whole further review the draft letter advocating for the reinstatement of the funding by the Ministry of Education and forward the following resolution to the March 9th Board Meeting for consideration.

THAT the Board of Education send the letter to Minister of Education Whiteside advocating for the reinstatement of funding by the Ministry of Education to support Trades Training.

1. Summary:

The Trades Training Advisory Committee drafted a letter to be sent to Minister Whiteside advocating for the reinstatement of trades funding. Attached is the similar correspondence for consideration.

2. Background:

The Industry Training Authority (ITA) changed the definition of Youth Apprentice, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the Ministry of Education to complete trades programs that they started before graduation. This means that a student who starts their trades program in grade 12 and graduates that year.

School District #47 sent a letter to Minister Whiteside advocating for the reinstatement of the funding.

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. Draft Letter written by the TTAC Committee
- b. Letter sent to Minister Whiteside by the BCSTA
- c. SD47 Letter to Minister Whiteside

February 16, 2021

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Station Provincial Government
Victoria, British Columbia
V8W 9E2

Via email Minister.educ@gov.bc.ca

Dear Minister Whiteside,

We are writing in response to the recent changes made to the definition of “Youth Apprentices” and the negative impact it has on our Mission youth pursuing a career in trades.

In 2014, the Industry Training Authority (ITA) defined a “Youth Apprentice” as an apprentice between the ages of 15 and 19 years of age. Their status changed from youth to adult on their 20th birthday or on their graduation date, plus 150 days, whichever occurred first. Secondary schools were now able to claim up to \$2,200 in funding from ITA to support trades training for school-aged graduates.

This allowed our youth to continue their trades training beyond secondary school with much needed funding provided by the Ministry of Education in addition to the ITA funding.

Many of Mission’s young students were able to afford to continue their trades training at our local Riverside College. (riversidecollege.ca)

In 2019, the definition of “Youth Apprentice” was changed to disqualify graduated students under 19 years of age from receiving Ministry of Education funding to continue their trades training past secondary school graduation. This change created significant barriers for many of our youth pursuing a career in trades. Along with the loss of Ministry funding, our youth are now faced with finding the money to acquire a vehicle, enrol in the UFV Trades Training Campus in Chilliwack, pay full tuition, face a forty-two (42) minute drive, or a three (3) hour and forty-seven (47) minute ride by bus changing buses 4 times. Most of our youth, in the Fraser Valley, pay between \$400 and \$450 per month for car insurance and public transit is not as robust or as reliable as it is in more populated areas of the lower mainland.

Our province currently funds students to upgrade their courses to get into University after graduation, but we do not fund students to move into a trades career. Allowing students to use an additional year to attain “skills training” and receive a certification in a trade benefits our economy and the place they call home.

By funding school aged graduates to attend Riverside College trades programs tuition free, we are increasing the number of high school graduates that continue onto a post-secondary education. We are writing to request that your Ministry of Education reinstate funding for graduated students under the age of 19 who are pursuing a trades training program in Mission and other school districts. This request was supported by boards of education around the province at the BCSTA October 2019

Provincial Council. British Columbia and Mission's economy will benefit from supporting our youth who wish to pursue a career in trades.

Thank you for considering our request.

Respectfully,

Tracy Loffler,
Chair of the Board of Education
Mission School District #75

cc: Randy Cairns, Trustee
Shelley Carter, Trustee
Rick McKamey, Trustee
Julia Renkema, Trustee
Angus Wilson, Superintendent
Wade Peary, Riverside College
Trades Training Advisory Committee



February 3, 2021

The Honourable Anne Kang
*Minister of Advanced Education,
Skills and Training*
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister Kang and Minister Whiteside,

Subject: Funding for Trades

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

“That BCSTA advocate for the Ministry of Education and the Ministry of Advanced Education to provide funding for all students under the age of 19 years who have graduated from secondary school to enable them to continue the trades program in which they were enrolled prior to graduation.”

It has been identified by our membership that a lack of funding after secondary school graduation is a barrier for students who wish to complete the trades programs they began in secondary school.

In the past, districts were encouraged to enrol trades students in Grade 13 and the Ministry of Education provided funding for Youth Apprentices. However, the Industry Training Authority (ITA) recently changed the definition of Youth Apprentices, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the ministry to complete their trades programs.

On behalf of our membership, we ask that both the Ministry of Advanced Education, Skill and Training, and the Ministry of Education collaborate to address this learning opportunity gap. Working in trades is a desirable career opportunity for many of B.C.'s young people, and we must lessen barriers to entry and navigate this changing landscape together.

Your support in ensuring students can continue their apprenticeship in trades will keep students from missing out on potential career options and opportunities as they exit the K-12 public school system.



British Columbia
School Trustees
Association

Thank you for considering the request outlined above. We look forward to having a future dialogue on this critical issue with your ministries and are ready to contribute to finding a solution.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson

President

British Columbia School Trustees Association

Motion: P120209.4

CC: Deputy Minister of Education Scott MacDonald
BCSTA member boards of education



SCHOOL DISTRICT NO 47 (POWELL RIVER)
Board of Education
4351 Ontario Avenue, Powell River, BC V8A 1V3
Telephone: 604 485 6271 Fax: 604 485 6435

January 14, 2021

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC
V8W 9E2

Via email: Minister.educ@gov.bc.ca

Dear Minister Whiteside,

We are writing in support of the letter sent to you by District #42. School District # 47 (Powell River) is a District that supports the learning needs for over 3,000 students of all ages. Our District has teamed up with several post-secondary institutions and trades training organizations to offer diverse apprenticeship training opportunities for students in grades 10 to 12.

Back in 2014, it was identified that the lack of funding after graduation was a barrier to students completing trades programming that they started in a secondary school program. School districts were encouraged to enroll trades students that may have graduated, but not yet reached 19 years of age, and funding for Youth Apprentices was provided by the Ministry of Education. In our School District, trades training is offered in partnership with post-secondary institutions and the funding provided by the Ministry of Education helps offset the fees charged by these institutions.

Recently, the Industry Training Authority (ITA) changed the definition of Youth Apprentice, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the Ministry of Education to complete trades programs that they started before graduation. In 2014, the ITA defined "Youth Apprentices" as apprentices between the ages of 15-19 years of age. Active Youth Apprentices were converted to adult apprenticeship status on their 20th birthday, or on their graduation date, plus 150 days, whichever occurs first. The 2019 definition is "Youth Apprentices" as apprentices who are school age (i.e. up to completion of the school year in which the student turns 19) for the purposes of receiving Ministry of Education funding.

This means that a student who starts their trades program in grade 12 and graduates that year will not be funded by the Ministry of Education for their program even if they are under 19 years of age. These students will have to pay the fees required to complete trades programming. Trades are an important sector of our economy and contribute to the ongoing growth and need in our communities. Supporting our youth to complete their program with the School District on their path to a full apprenticeship is an important step in their career path while also encouraging and supporting a robust economic trades sector.

We are writing to you today to request that the Ministry of Education reinstate funding for graduated students under the age of 19 who are continuing the second year of their trades training program with

school districts. This request was also supported by boards of education around the province at the BCSTA October Provincial Council. Trades programming is integrated for a robust economy and it is important to ensure access to trades training for students who might not otherwise have the resources to continue this important extension of their education.

Thank you for taking the time to read our letter and we look forward to your response.

Sincerely,

A handwritten signature in blue ink that reads "Dale Lawson". The signature is written in a cursive style.

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

cc: SD47 Board of Education
Dr. Jay Yule, Superintendent
BC Boards of Education (via BCSTA)

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

**February 16, 2021, 11:00 am
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler
School Trustee, Randy Cairns
Trustee, Rick McKamey
Trustee, Julia Renkema
- Members Absent:** Vice-Chair, Shelley Carter
- Staff Present:** Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Secretary-Treasurer, Derek Welsh
Assistant Superintendent, Karen Alvarez
District Principal of International Education, Colleen Hannah
Executive Assistant, Aleksandra Crescenzo
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** MTU President - Ryan McCarty, MTU Vice-President - Janise Nikolic, CUPE President – Faye Howell, Principal – Linda Hamel, DPAC Treasurer – Jacquelyn Wickham, MSS PAC Rep - Dionne Hairsine

1. CALL TO ORDER

The meeting was called to order at 11:00 am by the Chairperson. The Chair acknowledged that Mission Public Schools is 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. The Chairperson expressed Vice-Chair Carter's regrets for not being able to attend the meeting.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be amended.
AMENDMENT: Item 6.1 - Attachment A: The budget summary documents were revised on February 16, 2021 and replaced the previous budget summary documents.
AMENDED MOTION
MOVED and Seconded that the Agenda be adopted as amended.

CARRIED

3. **DELEGATIONS/PRESENTATIONS**
4. **CURRICULUM**
5. **UNFINISHED BUSINESS**
6. **STAFF REPORTS**

6.1 Review of 2020/2021 Amended Budget

Correct ELL and Amended Budget documents attached.

\$42,012 was not covered with revenue and SD has lower expenses on substitutes. The Secretary-Treasurer asked to draw this amount from surplus to balance the budget.

The Secretary-Treasurer requested for funds to be transferred into local capital to cover the replacement of needed district vehicles.

The Assistant Secretary-Treasurer discussed being conservative this year and no need to draw from the budget.

\$5000 from surplus is to be allocated in contingency reserve.

A question was asked about the significant provincial and federal resources the SD received. Will these continue coming in? BC STA is looking at how the ministry money is being spent. There is recognition at the Ministry that additional money is required, especially to address Mental Health. Impacts on learning are significant.

No clear information about funding for next year has been shared yet. SD considers purchasing additional cleaning supplies, additional fogger, or more masks if needed. We are diligent in finding needs. Most issues are regarding staffing.

The Secretary-Treasurer provided figures to clearly explain the Budget Bylaw, as the Bylaw itself is hard to follow. The operating budget has to be balanced to 0. We are drawing from the prior year's surplus to balance it. \$200,000 is going to local capital.

A Question was asked about Fraser Health reallocating their resources to contact tracing, resulting in no Speech Therapy for young children. What will be done? There are many children currently without support, and it affects their literacy as they move into Kindergarten. The Secretary-Treasurer provided that part of the priorities of next year's budget are Student Services. Further discussion is to follow on February 23, 2021. A question followed if the SD should take Fraser Health's cancelled Speech Therapy on as an additional burden, or if Fraser Health should rectify this. The Chair will reach out to BC STA to follow up. DPAC Treasurer will provide a copy of the Advocacy Letter for BC Ed Access and confirmation from MLA about these changes.

Staff will bring the Amended Budget back for approval on February 23, 2021, at the Special COTW Meeting first, and COTW will discuss the budget for next year.

CUPE inquired about the disposition of land on Nicomen Island: \$320,000 (funded by another entity). This figure is covered in this budget, in the capital column, p.3. It is likely to come in at a lesser amount.

Summer camp at Mission Central did not take place last summer.

CUPE has submitted a wish list about increasing day custodians' hours to 8, so they can overlap. The funding for daytime custodians is coming from Federal funding. SD is trying to best utilize the funds. The director of Operations is having conversations with the Foreman.

A question was asked about a report on the above-mentioned spending. The quarterly report went to the Province. Costs are being tracked. Staff can prepare a report next quarter for tracking purposes.

A question was asked about the SD spending money on plans for the new High School. The SD is funding the plans for now but is hoping to receive reimbursement for the cost. \$50,000 for the preliminary report should be covered by the Ministry.

7. NEW BUSINESS

8. MINUTES OF PREVIOUS MEETINGS

8.1 Minutes from the Committee of the Whole Meeting, February 2, 2021

MOVED and Seconded that the Committee of the Whole amends the Minutes dated February 2, 2021

AMENDMENT p. 28 "We can continue this model up to Grade 9. In Grade 10 and higher, a letter grade is required."

AMENDED MOTION

MOVED and Seconded that the Committee of the Whole Meeting Minutes dated February 2, 2021 be approved as amended.

CARRIED

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 11:35 am.

Chair, Board of Education

Secretary-Treasurer

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