

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

November 16, 2021, 6:30 pm

[Zoom Meeting](#)

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

Pages

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

4.1.	Indigenous Liaison	Action	1 - 2
4.2.	SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses	Action	3 - 4
4.3.	Trades Training Advisory Committee	Action	5 - 21

5. STAFF REPORTS

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6. NEW BUSINESS

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10.	COMMITTEE MINUTES/LIAISON REPORTS		
10.1.	Transit Committee Liaison Report	Information	73
11.	ANNOUNCEMENTS		
12.	QUESTION PERIOD		
	<i>Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.</i>		
13.	ADJOURNMENT		

Trades & Training Advisory
Committee

Chair: Julia Renkema
Alternate: Randy Cairns

Superintendent

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- 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 4.2	Action	File No.
TO:	Board of Education	
FROM:	Committee of the Whole	
SUBJECT:	SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses	

Recommendation

THAT the Board of Education send correspondence to Minister Whiteside requesting that going forward, the Ministry of Education fund school bus replacements at the full cost of electric school buses.

1. Summary:

2. Background: The Committee of the Whole (November 2, 2021) has supported writing correspondence to Minister Whiteside to provide funding and/or incentives for future electric bus purchases, as SD75 is considering electric vehicle purchases on all further replacements of the bus fleet going forward. More electric buses may convey SD75 leadership towards emission free operations.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- 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:

[SD69 Letter to Minister Whiteside RE: Bus Replacement Funding for Electric Buses](#)



SCHOOL DISTRICT No.69 (QUALICUM)

October 13, 2021

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

via email: educ.minister@gov.bc.ca

Dear Minister Whiteside:

At its Regular Board Meeting held Tuesday, September 28, 2021, the Board of Education of School District 69 (Qualicum) approved the following motion:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses.

The Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle. However, the decision to source an alternate energy vehicle resides with the local board resulting in the local board having to identify the additional funding.

The Board appreciates the grants that have been made available in the past to offset the additional costs for electric vehicles; however, there is no guarantee that the supplemental funding will continue in future. Given the province's Carbon Neutral Program and the benefits of electric over gas and diesel vehicles, the Board respectfully requests that the Minister set the level of funding for bus replacement to be consistent with the purchase price for electric buses.

Sincerely,

Eve Flynn, Board Chair

c: Adam Walker, MLA, Parksville/Qualicum
Josie Osborne, MLA, Mid-Island/Pacific Rim
Board of Education of SD69 (Qualicum)
Ron Amos, Secretary Treasurer
Chris Dempster, General Manager of Operations/Transportation
BCSTA Boards of Education

File: 0530-01

Trades Training Advisory Committee Terms of Reference

1. Mandate

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

2. Scope of Work

The Committee shall:

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

3. Membership

- a. Members are appointed by the Board.
- b. The Committee will be comprised of at least nine members:
 - one Board representative or alternate;
 - the Principal of Riverside College or alternate;
 - the Principal of Mission Secondary School or alternate;
 - the Superintendent or alternate;
 - one student from Riverside College;
 - one student from Mission Secondary School;
 - three or more members at large.
- c. The Trustee representative shall be appointed as the Committee Chair. The Vice-Chair will be appointed from the board alternate.
- d. Committee members shall serve without remuneration.

4. Term

The Term of the Committee shall continue at the discretion of the Board of Education.

5. Meetings

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

6. Rules of Procedure

The Committee should attempt to reach recommendations by consensus.

7. Authority

This committee is established by the Board of Education of the Mission Public School District (MPSD) School District #75.

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

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

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

8. Staff Support

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

9. Minutes

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

10. Reporting to the Board

The Committee shall submit a formal report to the Board at the start of each school year.

Approved: Date: _____, Board of Education

Trades Training Advisory Committee

June 11, 2021

Committee Chair: Julia Renkema, SD75 Trustee

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

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

Objectives:

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

Committee Vision:

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

Our current Mission Public School Trades Programs:

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

Riverside College: Wade Peary, Principal

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

Students include:

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

Funding sources for programs

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

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

Riverside College Trades programs

Youth Train in Trades

Automotive Service Technician 1 – Foundations (ITA)

Carpenter Foundation 1 – ITA

Construction Electrician Foundation 1 – ITA

Hairstylist Level 1 – ITA

Pipe Trades Foundation 1 – ITA

Professional Cook 1 – ITA

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

Youth Work in Trades

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

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

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

Career Programs

Business Support Specialist

Community Support Worker/Education Assistant

Esthetics

Information Technology Technician

Industrial Warehouse Person

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

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

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

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

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

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

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

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

Ecole Mission Senior Secondary School: Jim Pearce, Principal

Departments:

ADST – Applied Design, Skills, and Technologies

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

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

Business Education

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

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

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

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

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

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

Hatzic Middle School: Angus Wilson, Superintendent

Trades Programs and Enrollment:

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

Ecole Heritage Park Middle School: Chad Umlah, Instructor

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

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

Email from Chad Umlah:

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

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

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

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

Mr. Chad Umlah

EHPMS

Woodwork/Digital Literacy 7/Beard Growing

Capacity Constraints

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

Local Trades Perspective:

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

June 1, 2021

Mission Public School Board of Education

Attn: Angus Wilson & MPSD Trades Advisory Committee

Re: Industry Snapshot and Perceived Trade Needs

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

Regards,

Dan Schubert

P: 604.768.4972

E: danschubert.sig@gmail.com

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

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

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

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

Regards

Chris Gruenwald
Director of Forestry



District of Mission

Forestry

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Instagram: instagram.com/mission_bc

Letter from Mike Jackson: Trades Project Management Professional,
Registered Journeyman – Steel Fabricator

May 03, 2021

Mission Public School District Board of Education

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

E-Mail: angus.wilson@mpsd.ca

CC: Julia.renkema@mpsd.ca

Re: An Industry Perspective of Current and Projected Trades Needs

To Whom It May Concern:

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

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

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

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

closely monitored to do so. Further to that, Industry in the last ten years or so has changed again to include a more community-inclusive and environmentally sustainable approach to the conduct of their business. It pays to be clean and safe as a trades employer now; this is a fact many not in the industry do not understand.

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

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

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

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

Most respectfully,



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

Cell: (604) 803-9256
E-mail: mikejackson06@hotmail.com

Bridging the Gap between Academics and Trades

Student Survey Results – what did we learn?

Angus Wilson. School District 75 Superintendent

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

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

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

Recommendations for Promoting Career Choices in the Trades

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

trades to women and reach out to males to fill non-traditional jobs such as nursing and care aid

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

Conclusion

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

ITEM 5.2 Information

File No.

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: COVID Update, October 2021

1. **Summary:** The Superintendent will provide an update on the current COVID situation throughout SD75.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - 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:**
 - i. [Updated Guidelines Mask Exemptions \(K-12\)](#)
 - ii. [PHO Order on Face Coverings](#) – updated Oct. 29
 - iii. [Public Health Communicable Disease Guidance for K-12 Schools](#) (updated Oct. 1)
 - iv. [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) (updated Oct.1)

ITEM 5.3 Information

File No. 7610-50

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Quarterly Report

1. **Summary:** The report provides a summary from all departments of the District of 2021/2022 activities as of September 30, 2021.
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:**

Quarterly Report – September 30, 2021

QUARTERLY REPORT TO THE BOARD– SEPTEMBER 30, 2021

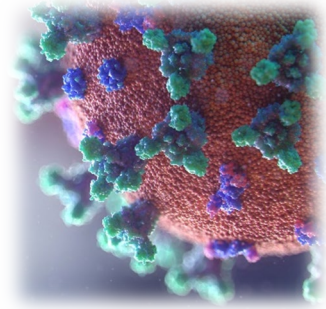
With the 2021/2022 school year in progress, this report provides information regarding summer maintenance, preparation for the new year, and the September startup – highlighting some of the successes and challenges.

SUPERINTENDENT'S REPORT

Fall of 2021 has seen significant challenges – and successes – for MPSD. The first challenge is actually a 'good' one: significant growth. We have seen this year being our most significant expansion in the last decade. Most schools have no space for additional programming or additional classes. While we have the pressures of a growing district, we are also facing chronic shortages of staff, similar to most districts. These shortages are restricting our ability to support students, both directly and indirectly, as principals and non-enrolling staff cover classes, and we are vulnerable to closures and cancellations throughout the District.

The final significant challenge is the ever-present and ongoing impact of COVID-19.

The year began with fairly significant numbers of exposures. While the number has declined, it did lead to a functional closure at one school. Emotions have run high for some members of the public on this issue, creating an additional distraction for staff from their regular work. The need to provide information to the Board to determine a course of action in relation to a Vaccine Mandate is another aspect of Covid consuming time that the Board and staff could spend on educational matters, of course.



Despite this, significant successes are evident. Our schools are open and operating. Innovative programming and practice are occurring. Applications to work in MPSD are coming in. A tremendous Sept 30th Day of Truth and Reconciliation (see below) was powerful and unforgettable. All staff participated in Anti-Oppression work on November 1st. Sports, field trips, and extra-curricular activities are bringing joy and growth to our students. In short, the staff of MPSD are again demonstrating their ability to overcome the challenges of the era and bring education and fulfillment to our students.

SECRETARY-TREASURER'S REPORT

The following table summarizes the financial information for the School District as of September 30, 2021 - 25% through the fiscal school year.

Grant revenue from the Province of BC is received throughout the year and is recorded when it is received. As most school-based staff begin work in September, the school-based salary and benefit expenses are at approximately 10% of the budget, while year-round staff are at 25% of the budget. As more of these reports are generated, the District will be able to generate a year-over-year comparison to determine trends.

Tuition revenue is currently higher than the budget, as the full tuition amount is transferred from deferred revenue at the start of the year. Other revenue is on track with the preliminary budget. Overall, staff have not identified any significant concerns regarding the finances for the School District. A more detailed summary is in the Appendix, and additional information and calculations will be presented with the Amended Budget.

2021 / 2022 Financial Summary - Sep 30, 2021 Year To Date

1 of 10 months = 10.00%

3 of 12 months = 25.00%

	Preliminary Budget	Actuals - YTD	% of Budget Expensed
OPERATING REVENUE			
Total Grants	74,320,941	8,837,367	11.89%
Tuition	1,409,300	1,585,419	112.50%
Other Revenue, Leases, Investments	2,248,567	292,397	13.00%
TOTAL OPERATING REVENUE	77,978,808	10,715,183	13.74%
Amortization of Deferred Capital	3,064,626	744,905	24.31%
STATEMENT 2 REVENUE	81,043,434	11,460,088	14.14%
OPERATING EXPENSE			
Total Salaries and Benefits	69,762,334	8,344,492	11.96%
Total Services and Supplies	8,331,380	1,904,983	22.87%
Total Amortization	4,055,513	984,726	24.28%
TOTAL OPERATING EXPENSE	82,149,227	11,234,201	13.68%
Net Operating Surplus (Deficit)	(1,105,793)	225,887	
Budgeted allocation of Surplus	249,906	235,935	
Operating Surplus/(Deficit)	(855,887)	461,822	

The following table provides a summary of the budget without capital amortization and the net effect on surplus accounts. This summary includes the budgeted transfer from reserve funds for the Indigenous Education targeted program. The additional funds allocated in September for special purposes will be included with the Amended Budget.

2021 / 2022 Financial Summary - Sep 30, 2021 Year To Date

Summary without amortization

1 of 10 months = 10.00%

3 of 12 months = 25.00%

	Preliminary Budget	Actuals - YTD	% of Budget Expensed
TOTAL OPERATING REVENUE	77,978,808	10,715,183	13.74%
TOTAL OPERATING EXPENSE	78,093,714	10,249,475	13.12%
Net Operating Surplus (Deficit)	(114,906)	465,708	
Budgeted allocation of Surplus	249,906	235,935	
Allocation to (from) Capital	(135,000)	(100,000)	
Operating Surplus/(Deficit)	-	601,643	

See the **Appendix – Financial Summary Report** for more detail.

STUDENT ENROLMENT



The student enrolment as of September 30, 2021, is higher than projected in the budget by 129 Students (103 Ministry funded and 26 international). There are 241 more regular students than budgeted, and 112 fewer other students; this will result in increased ministry funding for students, as regular students receive more per-student funding than other students. The increased enrolment required five (5) additional divisions in the elementary schools. The budget impact of these changes will be considered with the amended budget.

2021/2022 Actual Enrolment	Operational Capacity	2019 / 2020	2020 / 2021	Budgeted 2021 / 2022 Projected Sept Enrolment	Change from Prior Year	Sept 2021 / 2022 1701 enrolment	Change from Prior Year	Change from Budget projection	Divisions	Average Class Size
		Total Annual Enrolment								
Total Enrollment										
Elementary Urban	3286	3047	2867	2957	90	3138	271	181	145	21.6
Elementary Rural	720	357	360	419	59	439	79	20	22	20.1
Total Elementary	4006	3404	3227	3376	149	3577	350	201	167	21.4
Middle	1520	1336	1286	1378	92	1395	109	17	56	25.0
Secondary	1250	1334	1211	1301	90	1324	113	23	51	25.8
Total Regular	6776	6074	5724	6055	331	6296	572	241	274	72
Other	610	347	700	312	(388)	200	(501)	(112)	18	74
Total Enrollment	7386	6421	6424	6367	(57)	6496	71	129	292	146
LESS: International Students		138	50	70	20	96	46	26		
Ministry Funded Full Year		6283	6374	6297	(77)	6400	25	103		
Prior Year Ministry Funded		6,221	6283	6,374		6,374				
Change from Prior Year Ministry Funded		62	91	(77)		25				

STAFFING

The following table provides a summary of the staff in positions as of September 30, 2021. The staffing summary has been used to compare staffing changes over time. In October, the School District was advised that the Ministry no longer requires the September 1530 Staffing Summary Report, as it collects information on school district staffing levels through another reporting system. As such, this comparative report will be restructured for the 2022/2023 reporting cycle.

Mission Public School District					
Employees - Based on the September Report (1530)					
September	2021 **	2020 **	2019	2018	2017 *
<u>Total Employees</u>					
Instruction	566.462	558.576	550.033	550.281	545.802
TTOC on Contract	0.000	0.000	12.000	22.000	2.000
Class Room Enhancement*	54.014	54.014	54.000	54.000	43.000
District Administration	29.214	26.071	27.971	25.071	23.857
Operations and Maintenance	67.169	67.463	69.538	70.463	65.339
Transportation	12.732	14.544	15.494	14.013	13.082
	729.590	720.668	729.036	735.828	693.080
<u>% of workforce</u>					
Instruction	85.04%	85.00%	84.50%	85.11%	85.24%
District Administration	4.00%	3.62%	3.84%	3.41%	3.44%
Operations and Maintenance	9.21%	9.36%	9.54%	9.58%	9.43%
Transportation	1.75%	2.02%	2.13%	1.90%	1.89%
	100.00%	100.00%	100.00%	100.00%	100.00%

NOTE: In prior years, a small portion of other FTE are included in other Special Purpose Funds, such as Learning Improvement Funds for Education Assistants, French Coordination, and for the COVID funding that were not included in the 1530 report. The 2021 information includes these employees

* In 2017, language regarding class size and composition was restored, requiring additional teaching staff. An additional 54 teachers were starting in the 2017/2018 Year. The employees grouped in this CEF fund have not increased since 2017, even though the total number of students and the number of designated students have increased - both of which trigger additional teacher requirements as per the restored language..

EDUCATION

STRATEGIC PRIORITY – FUTURE ORIENTATION, STUDENT-CENTRED LEARNING & QUALITY TEACHING AND LEADERSHIP



Supporting staff to adapt to the rapidly changing educational environment and students' needs has never been more important as people return to in-class instruction without learning groups, while still navigating uncertainty with Covid. We want to support and highlight student and staff wellness and social and emotional learning, while also continuing with appropriate academic support.

HIGHLIGHTS

We have expanded the assessment and communicating student learning pilot to include teachers from 7 elementary schools and one middle school. Optional support sessions will be

offered monthly where teachers can share ideas, successes, challenges, and questions and learn together as we work to help students become metacognitive about their learning.

Joyful math for primary classes continues at a new elementary school (Ecole Christine Morrison) and year 2 for Ecole Mission Central. Math 101, Thinking Classrooms, and math book clubs are popular offerings to support teachers in math instruction.

A focus on staff and student social and emotional learning and wellness is important as we navigate the challenges of the pandemic and a full return to classroom instruction.

CHALLENGES:

With the inability to release teachers during the day, it is challenging to find after-school times for all the support we want to offer.

FINANCE

STRATEGIC PRIORITY – FUTURE ORIENTATION

Finance strives to be future-oriented by looking for opportunities to integrate system enhancements, continuing to improve financial reporting, and planning for potential risks and challenges.

HIGHLIGHTS

The first quarter of the year was heavily focused on the financial audit for the 2020-21 school year. In late summer, the focus shifted to the setup for the new school year, including rollover of accounts and reporting templates, upload of new budgets, preparation for various financial and reporting tasks, and training for new school financial personnel. For payroll, there was a significant push in August and September to process new hires and various employee changes. The purchasing department worked closely with the schools and facilities department to ensure startup needs were met, and the annual employee computer buy program was also completed.

The following financial reports were completed during Q1:

- 2020/21 Financial Statements and Financial Audit - annual
- 2020/21 Indigenous Education Targeted Funds – annual
- 2020/21 Official Languages Education Program (OLEP) – annual
- 2020/21 Q4 Ministry Government Related Entity (GRE) – quarterly
- 2020/21 Q4 COVID Cost Tracking – quarterly
- 2020/21 Q4 Federal Safe Return to Class Report (COVID) – quarterly
- 2020/21 Q4 Provincial Safe Return to School Report (COVID) - quarterly
- 2020/21 Classroom Enhancement Fund – semi-annual
- 2020/21 Q4 Employment Data and Analysis Report (EDAS) – quarterly
- 2020/21 Statement of Financial Information (SOFI) - annual

CHALLENGES:

School startup is a challenging time for payroll with new hires and position changes, and with the pandemic and related uncertainty continuing, there was significantly more change than is typical. Similarly, accounting services have been challenged with working through training and support related to the significant changes with school clerical personnel.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY – HONOURING CULTURE AND TERRITORY

HIGHLIGHTS:

September 30, 2021, was designated officially as the National Day of Truth and Reconciliation. Members of the Siwal Si'wes Indigenous Education Advisory Council (including Education designates from Kwantlen, Leqamel and Sq'ewlets Nations), the Mission Friendship Centre and the City of Mission partnered to organize a community-wide public event at Fraser River Heritage Park, the former site of St. Mary's Indian Residential School. The event opened with drumming and singing, and speakers from each Nation shared opening words and songs. Phyllis Webstad, founder of the original Orange Shirt Day was the highlight speaker of the day,



sharing her personal journey with the large crowd of attendees, who arrived en masse despite the torrential rain. Alongside Phyllis was Shayne Hommy, the winner of the 2021 Orange Shirt Day contest.



Leo Rast, a Grade 3 student artist from Albert McMahon Elementary, who created the design for the beaver (the sacred teaching of 2021-2022), was also recognized for his contribution.

Work with the Equity Scan continues into Year Three and the living document, Q'pethet Ye Tel:exw: Gathering to



Understand: Creating a Culture of Equity was updated to reflect work completed and in progress from 2020-2021. We would like to acknowledge and honour all contributors to the document. This year, the focus will be on providing SD75 staff, Education Designates from the Nations and Members of the Siwal Si'wes Indigenous Education Council with a variety of learning opportunities from Kevin Lamoureux

(co-author of *Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation*, Len Pierre (Indigenous Thought Leader, Speaker, & Consultant), Jo Chrona, Ts'msyen educator, scholar and author, and Alex Shevrin Venet, author of *Equity Centred Trauma-Informed Education*.)

CHALLENGES

Although we have returned to face-to-face instruction, some families have fears of contracting COVID, and barriers within education, such as attendance and transportation, and those outside of education, such as food security, housing, health care etc., continue to rise and impact Indigenous learners and their families.

Likewise, the increasing pressures of COVID, along with the continuation of traumatic news of mass graves of Indigenous children who died while at Indian Residential Schools, and the constant barrage of media and social media posts of systemic racism, specific to Indigenous Peoples, has compounded the work of Siwal Si'wes Staff and potentially takes a toll on one's mental health and well-being.



HUMAN RESOURCES

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTERED LEARNING

The Human Resources department continues to promote electronic document exchange/new employee onboarding and orientation along with virtual interviews and district communicable disease prevention plan training for environmental, efficiency, and pandemic health and safety protocols. In addition, the department will be adding the following modules to the HR system: Job postings, EDocs (digital employee documents) and Workflow (online forms).

HIGHLIGHTS:

The department continues to attend virtual education fairs with some new graduates available in December. The school district also supports numerous student teacher, education assistant and clerical practicum students.

Teacher bargaining commences November 1, 2021. Class size and composition violations are determined in October 2021 and are expected to decrease compared to October 2020 based on September classroom data. Teachers receive remedy in the form of additional prep, co-teaching time, non-enrolling time, professional development funds or resources funds.

CUPE / BCPSEA job evaluation project aimed to create provincial benchmarks for support staff positions to create equity among job classifications was completed in June 2020. The committee continues to meet on a regular basis to review/update job descriptions. The support staff has commenced accessing their Learning Enhancement Fund (approximately \$325 for

most CUPE employees) to upgrade skills for their current role or another potential future district role.

CHALLENGES:

The department continues to receive significantly more employee requests for assistance, such as collective agreement interpretation and support due to the pandemic. Significantly increased numbers of staff accessing the Employee and Family Assistance Program (EFAP) continues, which has resulted in almost doubling the budget to cover the usage fees.

There are still challenges in hiring Student Services specialist positions, supervision assistants and bus drivers. Teacher postings have filled generally very well, however, encouraging TTOC to increase their availability to cover teacher absences remains a challenge during the ongoing provincial teacher shortage. The department also spent a significant amount of time with grievances and investigations.

OPERATIONS

STRATEGIC PRIORITY – FUTURE ORIENTATION & EFFECTIVE LEARNING ENVIRONMENTS

Operations have been working to strengthen support and services for learners through a continuous improvement and development of the School District's network infrastructure improving our accessibility to emerging technologies and examining our impact on the learning and physical environments of the District. Our goal is to provide safe, healthy, inclusive and accessible working and learning environments through the investment of resources and continued collaboration.

HIGHLIGHTS:



Some highlights for this quarter include the introduction to District-wide student email, the continued improvement to the network infrastructure by upgrading all network switches and improving Wi-Fi access. Over this quarter, the IT department has introduced over 200 new laptop computers, 100 iPads and 40 wireless access points.

Facilities have been busy with scheduled maintenance. Highlights include the upgrade to the domestic water and heating system at Stave Falls Elementary. HVAC upgrades throughout the district to address ventilation concerns surrounding Covid. Replacement of most of the roof at Stave Falls Elementary and the replacement of the roof at the Heritage Park Child Care

Center. The beginning of lighting upgrades at three of our schools, and the engineering to address accessibility concerns at Dewdney Elementary.

The transportation team has provided safe transportation for over 1300 students, despite the challenges that arise from staff shortages and ongoing public health concerns.

CHALLENGES:

There are several challenges facing Operations. Bus driver staffing shortages have made the maintenance of our bussing system very difficult. Unfortunately finding and keeping qualified staff is difficult and has put additional stress on those currently employed in the district. The pandemic is still having an impact on our BSW staff with



the continued need for enhanced cleaning protocols to provide an environment where staff and students feel safe.

MPSD has an ageing building infrastructure, requiring an increasing amount of standard maintenance. This increase causes stress on both the labour force and the financial sides of operations.

STUDENT SERVICES

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTRED LEARNING

The student services department welcomed more than 100 new students with a ministry of education designation, for a total of 833 designated students as of September 30th. The school teams work with district psychologists and families to compile and process the requests for File Reviews for the Ministry of Education designations.

HIGHLIGHTS:

Educational Assistants across the district came together virtually for seizure training from Epilepsy BC as well as on orientation to the new online Educational Assistant Handbook.

The EASE (Everyday Anxiety Strategies for Educators) program rollout is being coordinated with K-9 Youth care workers addressing the increase in students' anxiety at school. Almost all schools have completed some form of PEACEful school training, making our schools well versed in Trauma-Informed Practice. The Middle schools and several Elementary schools placed a focus on "Teacher Mental Health" during the September schools goals day. Both Middle schools have also started a social-emotional curriculum called Dialectical Behavioural Therapy (DBT) for students at school in partnership with Mission Child and Youth Mental Health. MSS has recently started a teacher team exploring "trauma-based practices" for the school and a peer tutoring program within the counselling area to promote mental wellness for students.



Mindfulness is a practice that is being embraced more and more by school and district groups. École Christine Morrison Elementary continues to develop daily Mindful Practice and are now compiling a library of recorded Mindful Moments (read by student leaders) that will be opened up for other schools in the district to access.

We are in the second phase of four phases for the competency-based IEP, where all kindergarten and new IEPs are being written in the new format this fall.

CHALLENGES:

There are staffing vacancies for Inclusive Support Teachers and Counselling, resulting in some of our schools being short professional services in these areas.

Due to the COVID-19 pandemic, some families are reporting delays for important assessments and reports that would normally have been completed prior to starting Kindergarten.

The critical incident response team (MPSD Flight Team) responded to support students and staff at two sites this September. The team continually engages in training.



APPENDIX

2021 / 2022 Financial Summary - Sep 30, 2021 Year To Date



1 of 10 months = 10.00%
3 of 12 months = 25.00%

	Preliminary Budget			Actuals - YTD			% of Budget Expensed		
	Operating	Special	Operating / Capital Total	Operating	Special	Operating / Capital Total	Operating	Special	Operating / Capital Total
OPERATING REVENUE									
Grants									
Ministry of Education - Operating	66,368,723	6,230,771	72,599,494	7,532,699	1,068,357	8,601,056	11.35%	17.15%	11.85%
Other Ministry of Education	1,258,956		1,258,956	157,634		157,634	12.52%		12.52%
Provincial - Other	350,782	111,709	462,491	22,000	56,677	78,677	6.27%	50.74%	17.01%
Total Grants	67,978,461	6,342,480	74,320,941	7,712,333	1,125,034	8,837,367	11.35%	17.74%	11.89%
Tuition	1,409,300		1,409,300	1,585,419		1,585,419	112.50%		112.50%
Other Revenue	203,957	1,770,000	1,973,957	29,134	112,960	142,094	14.28%	6.38%	7.20%
Rentals & Leases	209,610		209,610	129,088		129,088	61.58%		61.58%
Investment Income	65,000		65,000	21,215		21,215	32.64%		32.64%
TOTAL OPERATING REVENUE	69,866,328	8,112,480	77,978,808	9,477,189	1,237,994	10,715,183	13.56%	15.26%	13.74%
Amortization of Deferred Capital									
STATEMENT 2 REVENUE	69,866,328	8,112,480	77,978,808	9,477,189	1,237,994	10,715,183	13.56%	15.26%	13.74%
OPERATING EXPENSE									
Salaries									
Teachers	28,267,640	3,794,342	32,061,982	2,868,370	545,690	3,414,060	10.15%	14.38%	10.65%
Principals and Vice-Principals	4,336,160	66,215	4,402,375	1,230,977	25,118	1,256,095	28.39%	37.93%	28.53%
Education Assistants	6,507,900	515,103	7,023,003	269,517	38,704	308,221	4.14%	7.51%	4.39%
Support Staff	7,818,840	329,173	8,148,013	1,229,260	16,840	1,246,100	15.72%	5.12%	15.29%
Other Professionals	2,083,004		2,083,004	508,467		508,467	24.41%		24.41%
Substitutes	2,800,000	125,942	2,925,942	163,129	12,919	176,048	5.83%	10.26%	6.02%
Total Salaries	51,813,544	4,830,775	56,644,319	6,269,720	639,271	6,908,991	12.10%	13.23%	12.20%
Employee Benefits	11,937,161	1,180,854	13,118,015	1,315,053	120,448	1,435,501	11.02%	10.20%	10.94%
Total Salaries and Benefits	63,750,705	6,011,629	69,762,334	7,584,773	759,719	8,344,492	11.90%	12.64%	11.96%
Services and Supplies									
Services	1,947,056		1,947,056	597,321	642	597,963	30.68%		30.71%
Student Transportation	19,000		19,000	185		185	0.97%		0.97%
Prof Development and Travel	463,290		463,290	59,531		59,531	12.85%		12.85%
Rentals & Leases	130,000		130,000	60,841		60,841	46.80%		46.80%
Dues & Fees	88,100		88,100	49,470		49,470	56.15%		56.15%
Insurance	160,000		160,000	25,688		25,688	16.06%		16.06%
Supplies	2,201,083	2,100,851	4,301,934	464,209	477,633	941,842	21.09%	22.74%	21.89%
Utilities	1,222,000		1,222,000	169,463		169,463	13.87%		13.87%
Amortization						984,726			24.28%
Total Services and Supplies	6,230,529	2,100,851	8,331,380	1,426,708	478,275	1,904,983	22.90%	22.77%	22.87%
TOTAL OPERATING EXPENSE	69,981,234	8,112,480	78,093,714	9,011,481	1,237,994	10,249,475	12.88%	15.26%	13.12%
Net Operating Surplus (Deficit)	(114,906)	-	(114,906)	465,708	-	465,708	13.12%	24.28%	13.68%
Allocation of Surplus	249,906		249,906	235,935		235,935			
Allocation (to) from Capital	(135,000)		(135,000)	(100,000)		(100,000)			
Operating Surplus/(Deficit)	-	-	(855,887)	601,643	-	601,643	13.12%	24.28%	13.68%

Public Meeting of the Board of Education

Tuesday, November 16, 2021



ITEM 5.4 Action File No. 6000.20.Capital

TO: Board of Education
 FROM: C. Becker, Secretary-Treasurer
 SUBJECT: Capital Plan Bylaw no. 2021/22-CPSD75-02

Recommendation

THAT the following resolutions be approved:

THAT the required three (3) readings for Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/2022 Capital Plan, be carried out at one meeting.

THAT the first reading of Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/22 Capital Plan, be approved.

THAT the second reading of Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/22 Capital Plan, be approved.

THAT the third and final reading of Capital Bylaw No. 2021/22-CPSD75-02, a bylaw for the amended 2021/22 Capital Plan, be approved.

1. Summary:

The Ministry of Education (“Ministry”) reviewed all Five-Year Capital Plan submissions across the participating School Districts to determine priorities for available capital funding in the various programs. MPSD submitted a detailed report outlining the capital funding needs of the School District. In the Spring, the Board approved the 2021//22 Capital Plan Bylaw, prior to the approval of the purchase of an electric bus, which included additional funding. As such, the bylaw requires an amendment to include the additional funding. The projects approved are summarized in the following table.

Mission Secondary	Seismic	TBD
Stave Falls Elementary	SEP – Roof Upgrades	\$800,000
Ecole Heritage Park Middle	CNCP – Electrical Upgrades	\$60,000
Mission Central Elementary	CNCP – Electrical Upgrades	\$35,000
Windebank Elementary	CNCP – Electrical Upgrades	\$35,000
Deroche Elementary	CNCP – Electrical Upgrades	\$35,000
Edwin S. Richards Elementary	PEP – New – Universally Accessible Playground	\$165,000
Riverside College	CNCP – Charging Station	\$50,000
Bus replacement Fleet # 1751	New Bus D(80+RE)	\$178,448
Bus replacement Fleet #1751	Additional Funding for new bus	\$30,000

2. Background:

The Ministry requires all projects the Ministry Funds to be approved by Bylaw. This Bylaw is then funded through a certificate of approval. In order to release the additional funding, the Ministry requires the additional bylaw and agreement documentation.

3. Options:

Not approving the bylaw would mean the school district would not receive the additional funding that was approved for the electric school bus.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact

The agreement provides an additional \$80,000 for the School District.

- 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:

- a. Submit approved Bylaw to the Ministry
- b. Sign Agreement
- c. Receive Certificate of Approval

7. Attachments:

- a. Bylaw
- b. October 22, 2021 letter from the Ministry
- c. Copy of Board Resolution regarding increased funding for the electric bus.

**SCHOOL DISTRICT NO. 75 (Mission)
BYLAW No. 2021/22-CPSD75-02
CAPITAL PLAN 2021/22**

A Bylaw of the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") to adopt an amended Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

The Board:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, will commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) will observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) will maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

The Board, in open meeting assembled, enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of October 22, 2021 from the 2021/22 Five-Year Capital Plan as amended and summarized in Schedule 1, attached to, and forming part of this bylaw, is hereby adopted.
- 2. The Capital Bylaw No. 2021/2-CPSD75-01 is hereby rescinded and replaced with this Bylaw.
- 3. This Bylaw may be cited as School District No. 75 (Mission) Capital Bylaw No. 2021/22-CPSD75-02.

READ A FIRST TIME THE ___ DAY OF ____, 2021;
READ A SECOND TIME THE ___ DAY OF ____, 2021;
READ A THIRD TIME, PASSED AND ADOPTED THE ___ DAY OF ____, 2021

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Capital Bylaw No. 2021/22-CPSD75-01 adopted by the Board the ___ day of _____, 2021.

Secretary-Treasurer

**SCHOOL DISTRICT NO. 75 (Mission)
 BYLAW No. 21/22-CP-SD75-02
 AMENDED CAPITAL PLAN 2021/22**

Schedule 1

Capital Projects			
Mission Secondary	Seismic	TBD	Concept Plan submitted by Sept 1, 2021
Stave Falls Elementary	SEP – Roof Upgrades	\$800,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Ecole Heritage Park Middle	CNCP – Electrical Upgrades	\$60,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Mission Central Elementary	CNCP – Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Windebank Elementary	CNCP – Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Deroche Elementary	CNCP – Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Edwin S. Richards Elementary	PEP – New – Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Riverside College	CNCP – Energy Upgrades (Charging Infrastructure / Charging Station)	\$50,000	Proceed to design, tender and construction. Project to be completed by March 31, 2022.
Bus replacement Fleet # 1751	New Bus D(80+RE)	\$178,448	Proceed to ordering between May 10, 2021 and June 15, 2021 from the list of approved vendors.
Bus replacement Fleet # 1751 additional funding	Supplementary school bus funding for one (1) electric bus	\$30,000	Funding applicable to electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org



October 22, 2021

Ref: 251096

To: Secretary-Treasurer and Superintendent
School District No. 75 (Mission)

Capital Plan Bylaw No. 2021/22-CPSD75-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

This is an amendment to the letter sent on May 11, 2021 (Ref: 246842) in response to your School District's 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

This amendment provides additional funding as reflected in the MINOR CAPITAL PROJECTS table below (BUS and CNCP) to supplement your school districts electric bus(es) purchase and charging infrastructure/charging station installation in 2021/22.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, RDP)

Ministry of
Education

Capital Management Branch
Resource Management Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
127813	Mission Secondary	Seismic	Submit outstanding draft Concept Plan by September 1, 2021

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after PDRs and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Stave Falls Elementary	SEP - Roofing Upgrades	\$800,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Ecole Heritage Park Middle	CNCP - Electrical Upgrades	\$60,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Mission Central Elementary	CNCP - Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Windebank Elementary	CNCP - Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Deroche Elementary	CNCP - Electrical Upgrades	\$35,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Edwin S. Richards Elementary	PEP - Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
TBD	CNCP – Energy Upgrades (Charging Infrastructure / Charging Station)	\$50,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
1751	D (80+RE) with 0 wheelchair spaces	\$178,448	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
ADDED	Supplementary school bus funding for 1 (one) electric bus.	\$30,000	Funding applicable to electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

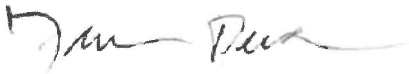
NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:

- Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021

Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Executive Director
Capital Management Branch

pc: Michael Nyikes, Director, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch

October 29, 2021

Ministry of Education
Capital Management Branch

Re: School District No. 75, Minor Capital Plan Submission – CNCP – Charging Station

On June 1, 2021, the board considered a report regarding purchasing an electric bus vs a diesel bus. The Board passed the following motion:

Electric Bus Business Case

MOVED and Seconded that School District No. 75 (Mission) purchase an electric school bus to replace school Bus #1751 for the purchase price of \$389,210.00, plus an additional cost of \$10,000 for charging infrastructure;

AND THAT School District No. 75 (Mission) apply for the following grants and funding to support the purchase:

\$116,668 from Clean BC

\$ 30,000 from Ministry of Education supplemental bus funding

\$ 50,000 from CNCP funding

AND THAT the balance of \$24,094 after the Ministry of Education's Core funding of \$178,448 be funded from local capital.

CARRIED

I hereby certify this to be a true copy of the resolution for the approval Minor Capital Plan for the 2021-2022 Bus Replacement and additional funding, adopted by the Board of Education on the 1st day of June 2021.

Date: October 29, 2021



Corien Becker, Secretary Treasurer
School District No. 75

ITEM 5.5 Information

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: District Class Size Averages

1. **Summary:** The Superintendent will provide the Class Size averages for the School District based on October 1701 data for information.
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:** BCED District Class Size Averages (075 Mission)

Kindergarten	18.4
Grades 1-3	19.8
Grades 4-7	24.8
Grades 8-12	21.8

These are current as of now but are subject to change until approved by the district. These averages will not calculate for schools that have errors.

- c. Refer back to a Committee of the Whole for further review before approving.

4. Analysis and Impact:

- a. Strategic Plan Alignment

- Future Orientation – supports changing expectations for school districts and child care

- Student Centred Learning – fosters collaborative learning for younger learners

- Effective Learning Environments – supports equity, diversity, and inclusion for early learners

- b. Enhancement Agreement

- c. Funding Guidelines, Costing, & Budget Impact

- d. Policy, Legislation, Regulation

School Act Excerpt - Policies respecting child care programs

85.1 (1) In this section and in sections 85.2, 85.3 and 85.4:

- "board property", in relation to a board, means land or improvements

- (a) that are owned or leased by the board,

- (b) that are within the board's school district, and

- (c) that are, have been or are intended to be used for educational activities;

- "business day" means a day other than Saturday or a holiday;

- "educational activities" means the provision of educational programs, early learning programs and extracurricular school activities;

- "licensee", in relation to a child care program, means the person licensed under the [Community Care and Assisted Living Act](#) to provide the child care program.

- (2) A board must establish a policy that

- (a) promotes the use of board property by licensees, between the hours of 7 a.m. and 6 p.m. on business days, for the purpose of providing a child care program, and

- (b) addresses the matters set out in any orders of the minister.

- e. Organizational Capacity

- The policy prepares the school district to increase the provision of childcare operations in school district facilities, although additional supports would be needed if childcare is provided by the school district rather than contractors.

- f. Risks

- i. Organizational

- ii. Reputational

- iii. Strategic

- g. Benefits

- i. Organizational

- ii. Reputational

- iii. Strategic

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

A review of current services and fees charged to the childcare operations needs to be revisited. Currently, three of the childcare facilities are private business operations, and as such, they are charged private business use rates. We currently do not have the ability to direct equity and inclusion in these operations. Consultation and collaboration with the operators would be required.

7. Attachments:

- a. Draft Child Care Facilities Policy

Section:	District Administration	
Title:	Child Care Facilities	2.15

Purpose

1. Subject to available space and educational program requirements, this policy is to provide guidance for promoting the use of board property for the provision of childcare programs between the hours of 7 am and 6 pm Monday to Friday by the board or third-party licensees, in accordance with the *School Act* and Ministerial Order M326/20.
2. The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

3. In this Policy, the terms “board property,” “business day,” “childcare program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
4. “Direct and indirect costs” include:
 - 4.1. Utilities;
 - 4.2. Maintenance and repair;
 - 4.3. A reasonable allowance for the cost of providing custodial services; and
 - 4.4. A reasonable allowance for time board administrators and other staff to spend on matters relating to the use of board property by licensed childcare providers.

Policy

5. The board will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with the District Parents’ Advisory Council (DPAC), the Mission Principals and Vice-Principals Association, the Mission Teachers Union (MTU), the Canadian Union of Public Employees Local 593 (CUPE) , Siwal Si’wes Indigenous Education Advisory Council, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, the Ministry of Children and Family Development (MCFD), Childcare Resource and Referral Centre (CCRR), the Mission Association for Community Living (MACL), the City of Mission, existing childcare operators, and parents, guardians and caregivers. The process for engagement will be reviewed on an ongoing basis.

As outlined in the Guidelines, the board will ensure that childcare is provided in a manner that:

- 5.1. Fosters an inclusive learning environment;
- 5.2. Fosters a racial equity learning spirit and the principles of non-discrimination set out in the *British Columbia Human Rights Code*;
- 5.3. Fosters reconciliation and equity for Indigenous children in childcare by operating consistently with the principles of the Truth and Reconciliation Commission, the United Nations Declaration of the Rights of Indigenous Peoples, the *BC Declaration of the Rights of Indigenous Peoples*;
- 5.4. Fosters an environment that supports children with disabilities and diverse abilities; and
- 5.5. Is consistent with the vision and principles of the British Columbia Early Learning Framework.
6. If childcare programs are to be provided on board property, the board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
7. If childcare programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
8. Fees for childcare programs if operated by the board, will be provided for a fee no greater than the direct costs the board incurs in providing the childcare program.
9. If Childcare programs are operated by licensees other than the board, the license of occupation fees levied by the Board will not exceed the direct and indirect costs the board incurs in making board property available for the childcare program. Any cost reductions are expected to be passed along to parents to support reduced fees for the childcare program provided on board property.
10. Prior to entering or renewing, a contract with a licensee to provide a childcare program on board property, the board will consider:
 - 10.1. Whether it is preferable for the board to become a licensee and operate a childcare program directly;
 - 10.2. the availability of board staff to provide before and after school care;
 - 10.3. a licensee's proposal for providing a childcare program, including:
 - a. the plan for the provision of services in accordance with this policy,
 - b. the proposal for fees charged to parents considering reduced license of occupation fees charged by the board for operating a childcare program on board property, and
 - c. the structure of the organization – business or not-for-profit.

- 10.4. whether a licensee seeking renewal or extension of a contract has performed its obligations under this Policy and its contract with the board with specific regard to:
- the provision of an inclusive childcare program,
 - the provision of a program that promotes indigenous reconciliation in childcare,
 - the provision of a program that is consistent with the British Columbia Early Learning framework, and
 - the fees levied for parents participating in the program.

Guidelines:

11. The provision of Childcare services within Mission Public Schools are to operate in a manner that:

11.1. The child's educational experiences or outcomes are **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker;

11.2. Supports the rights of Indigenous peoples, consistent with the following:

e. the Truth and Reconciliation Commission:

i. Call to Action 12

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

ii. Call to Action 62.iii:

Building student capacity for intercultural understanding, empathy, and mutual respect;

f. The United Nations Declarations on the Rights of Indigenous Peoples:

iii. Article 8.1

Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.

iv. Article 14.2:

Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

v. Article 15.1:

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information;

g. the *British Columbia Declaration on the Rights of Indigenous Peoples Act*:

vi. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*

vii. *Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education.*

- 11.3. Fosters a culture of equity for children in the childcare program, meaning that every child:
- receives whatever they need to thrive social-emotionally, culturally, and academically, every day,
 - has a right to feel loved and cared for and to feel that they belong to the childcare community,
 - is seen and valued for who they truly are as a growing person, and their unique interests and gifts are nurtured and cultivated,
 - has access to an extensive range of learning opportunities, activities, and materials, including authentic Indigenous learning opportunities.
- 11.4. Fosters an equity-based learning spirit among caregivers regarding racism and ableism in the childcare program, meaning that the caregivers:
- are aware of their personal implicit biases and how their attitudes, stereotypes and beliefs may impact how they perceive and respond to children of colour, or children with disabilities or diverse abilities;
 - are aware of practices that uphold inequities, and work to remove these barriers;
 - are aware of structural racism and ableism and the ways in which systems of education, employment, transportation, housing, health care and criminal justice produce discriminatory outcomes for persons of colour, or persons with disabilities or diverse abilities.
- 11.5. Fosters a culture of inclusiveness, consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*.
- 11.6. Delivers its programs consistent with the vision and principles of the British Columbia Early Learning Framework.

Contract

12. Any contract with a licensee, to provide a childcare program on board property, must be in writing and subject to review no less than every five years. The contract must contain:
- a description of the direct and indirect costs for which the licensee is responsible;
 - an agreement that the licensee must comply with this policy and all other applicable policies;
 - a plan on how the licensee will deliver its services consistent with the requirements of this policy and the vision and principles of the British Columbia Early Learning Framework;

- 12.4. a plan on how the licensee will provide fees for its program considering the reduced license of occupation fees charged by the board for operating a childcare program on board property;
- 12.5. an agreement that the licensee will provide periodic reports to the board on its ability to deliver services and meet its obligations;
- 12.6. a provision describing how the agreement can be terminated by the board or the licensee;
- 12.7. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
- 12.8. a requirement that the agreement can only be amended in writing, signed by the board and the licensee;
- 12.9. a requirement for the licensee to maintain appropriate standards of performance; and
- 12.10. a requirement that the licensee must at all times maintain the required license to operate a childcare facility.

Date of Original Board Approval: _____, 2021

Date Amended:

Legal Reference: School Act Section 85.1, 85.2, 85.3, 85.4 and Ministerial Order M326

Cross Reference: British Columbia Early Learning Framework

[Equity, Diversity, and Inclusion Policy](#)

[Safe, Caring and Respectful School Policy](#)

ITEM 6.2 Action

File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Student Clothing Policy

Recommendation

THAT the revised draft Student Clothing Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

1. Summary:

The draft student clothing policy is to support clear communication to students regarding suitable and unsuitable clothing. The focus was to keep the language neutral and applicable to all individuals.

2. Background:

Following recent public instances of students from other school districts being sent home for wearing clothing deemed to be unsuitable, and the biases identified in dress code policies, the Board requested an update to the district's dress code. After researching policies from other school districts, the draft policy was prepared to begin the conversation on what an acceptable policy should include / not include.

The draft policy is intended to provide direction to every school to create student clothing guidelines that are gender-neutral, non-discriminatory, and are clearly communicated to parents and students. The expectation is that the student clothing guidelines are included in the student handbook that is provided to students (generally in September each year).

3. Options:

- a. Amend the draft policy before approving in principle.
- b. Approve in principle, as presented.
- c. Refer back to a Committee of the Whole for further review before approving.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
Effective Learning Environments. The policy supports maintaining a welcoming, healthy, safe and inclusive environment.
- 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:

Consideration at the Committee meetings and the public engagement website. The policy should include broader circulation to students and parents, via the <https://engage.mpsd.ca> website before formal approval.

6. Implementation:

Staff anticipate that the public consultation process for this policy may take until January or February before the policy would be ready to return to the board for formal approval.

7. Attachments:

- a. Student Clothing Policy
- b. Student Clothing Guidelines

Section:	Students and Instruction	
Title:	Student Clothing Policy	3.9

Purpose

To provide direction regarding student clothing guidelines to support a safe and inclusive learning environment.

Scope

~~Hillside Traditional Academy is exempted from this policy as its school uniform guidelines conform with its Traditional School philosophy.~~

Policy

The school District supports individual choice in clothing for students, emphasizing safety and respect.

Student clothing guidelines for individual schools must be gender neutral, and stress:

1. A students' right to individual choice, safety, and respect - for self and others.
2. That clothing worn must be safe and ~~suitable appropriate~~ for students to participate in activities such as physical health education, science experiments, fine arts, and/or applied skills as necessary.
3. That ~~hats, headwear, and~~ clothing worn should demonstrate a respect for the school community and meet standards of suitability that are typical of a K-12 Educational Facility.
4. That students must not wear clothing:
 - 4.1. That compromises a safe and inclusive learning environment
 - 4.2. That promotes the use of tobacco, marijuana, illegal drugs, or alcohol;
 - 4.3. That advocates illegal activity;
 - 4.4. That encourages sexism, racism, homophobia, or bigotry.
 - 4.5. That includes insignias, symbols or adornments that denigrate or promote hatred of a person or persons, including, but not limited to, clothing that denigrates or promotes hate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity and / or expression, or age;
 - 4.6. That bears direct or indirect messages or graphics referring to gang culture, sex, pornography, obscene images, weapons, or violence.
5. Other than for religious purposes, health and safety requirements, or where required to accommodate a disability, students must not wear clothing which obscures their face.

Guidelines

1. Schools must publish the student clothing guidelines by September 30th each year and ensure that parents and students are aware of the guidelines.
2. When there are differences in perspective, all involved must seek common understanding in a mutually respectful manner, in consultation with the school principal or vice-principal.
3. Decisions regarding ~~inappropriate~~ clothing suitability must not be made with a gender or cultural bias, but simply considering the respectful learning and working space.
- 3.4. If a student comes to school dressed in clothing that is not suitable for the day's activities, or is contrary to the Board policy, it should be addressed so that it does not cause shame for the student. Interventions are to be respectful, restorative, and educational.

Date of Board Approval: _____, 2021

Date Amended:

Cross Reference: *Respectful Schools and Workplaces District Code of Conduct Policy*

Administrative Procedures



Section:	School Administration	
Title:	Student Clothing Guidelines	3.9.1

Purpose

To outline additional administrative procedures to support the Board Student Clothing policy.

Guidelines

1. School Clothing Guidelines must:

- 1.1. be gender neutral and developed in consultation with students and parents, considering the direction in the Board's Student Clothing policy and any applicable legislation, ~~and in consultation with students and parents.~~
- 1.2. be reviewed and updated as necessary.
- 1.3. be included in the student handbook, and shared with students, employees, and parents each September.

2. Students that come to school wearing clothing, hats, headwear, or other articles that contravene Board Policy and / or the school student clothing guidelines, or wear clothing that is ~~inappropriate-unsuitable~~ or unsafe for the school activities that day, staff shall address the concerns, in consultation with the school principal or vice-principal, in a manner that:

- 2.1. is discreet, respectful, and clearly references the specific concerns regarding policy or guideline contraventions, or concern for student safety.
- 2.2. does not require the student to wear clothing provided by the school, and instead requires the student to wear additional clothing of their own to obscure the inappropriate clothing or article.
- 2.3. includes notification to the parents or guardians.

3. Costumes or clothing worn on Halloween or other special events must also adhere to the student clothing policy and guidelines.

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Approved by the Superintendent

Original Signed by Angus Wilson

Date Approved: _____ 2021

Cross Reference:

Student Clothing Policy

Safe, Caring, and Respectful Schools Policy

Equity, Diversity, and Inclusion Policy

ITEM 6.3 Action File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Employee Service Recognition

Recommendation

THAT the draft Employee Service Recognition Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

1. Summary:

The draft policy provides guidelines for the implementation of a service recognition program, in addition to a retirement recognition program for Mission Public Schools.

2. Background:

In 2017, the Board requested that staff develop an Employee Long Service Recognition policy. Staff conducted research in 2017 / 2018. A draft policy is presented considering the information gathered in the research. Every school district seems to have a different policy/approach to the length of service to recognize or the manner of the recognition. The draft policy includes the most consistent elements of the programs offered in other school districts, including Langley, Maple Ridge, Coquitlam, West Vancouver, North Vancouver, Central Okanagan, and Okanagan Skaha.

Currently, Mission Public Schools does not provide long service recognition to employees. Approval of the policy would be a new initiative/cost for the school district.

The draft policy does not provide any specifics on the long service awards, as additional research is needed regarding costs as well as specific consultations with the CUPE and MTU regarding gift considerations/options.

A procedure to support the policy and a budget request would be required to complete the program. Consideration of

3. Options:

- a. Amend the draft policy before approving in principle.
- b. Approve in principle, as presented.
- c. Refer back to a Committee of the Whole for further review before approving.

4. Analysis and Impact:

- a. Strategic Plan Alignment
Quality Teaching and Leadership. Providing recognition to employees may support retaining staff.
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

The budget impact would be dependent on the frequency of service recognition, and the types of gifts.

The following table provides an estimate of the cost based on an estimated \$ amount for a recognition gift. In the first year, the costs would be significantly higher to recognize all employees that have reached the year milestone. In the second year, only those employees meeting the new milestone would receive the recognition gift.

Years	2021 / 2021			2022 / 2022		
	#	\$ per	Total	est #	\$ per	Total
0 years up to 9 years	627					
10 years up to 19 years	245	25	6,125	23	25	575
20 years up to 24 years	92	50	4,600	12	50	600
25 years up to 29 years	50	75	3,750	15	75	1,125
30 years up to 34 years	41	100	4,100	10	100	1,025
35 years up to 39 years	4	125	500	4	125	500
40 years plus.	5	150	750	0	150	-
	1064		<u>19,825</u>			<u>3,825</u>

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. Employee Service Recognition Policy
- b. Survey information

Section:	Human Resources	
Title:	Employee Service Recognition	5.2

Purpose

To recognize employees for their dedicated service to the Mission Public School District.

Policy

The school district values the service employees provide and acknowledge the contribution employees make in delivering programs and services to the school district.

General Guidelines

1. New Employee Recognition

1.1. All new employees will receive a letter signed by both the Board Chair and the Superintendent, welcoming them to the school district.

2. Length of Service

2.1. Employees with 10, 20, 25, 30, 35, or 40 years of service to the school district shall be formally recognized for their service to the school district.

2.2. Service will be determined by the anniversary date of the employee’s appointment to the school district.

2.3. Length of service gifts will be commensurate with the length of service and will be distributed at an event held at the employee’s regular worksite.

3. Retirement

3.1. Employees who are retiring from the school district shall be recognized each school year.

3.2. Retirement gifts will be commensurate with the length of service and will be distributed at an annual retirement event.

3.3. The school district will organize the retirement event for retirees, their immediate family members, the Board, and senior management.

Date of Original Board Approval: _____, 2021

Date Amended:

Legal Reference:

Cross Reference:

Employee Long Service / Recognition Survey - 2017 - 2018

	Long Service Recognition						retirement
	10	15	20	25	30	35	
Saskatoon	gift at worksite	gift at worksite	gift at worksite	banquet	banquet gift at worksite	banquet gift at worksite	banquet
Langley	letter of recognition		Silver pin Certificate		Gold pin Certificate		
Central Okanagan	yes		yes		yes	yes	event with unions
Okanagan Skaha		recog dinner	recog dinner	recog dinner	recog dinner	recog dinner	dinner, letter momento > 8 yrs
	certificate or momento						
Quesnel	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento at worksite	pin / memento > 10 yrs momento < 10 yrs
Maple Ridge	water bottle at worksite		travel mug social event	watch dinner @ culinary arts	book dinner out with chair / super		
Coquitlam	pin and cards \$50		pin and cards \$75	engraved pen \$100			dinner event
West Van			Aug Social				gifts donated June dinner
Coast Mountain	Letter / pin at worksite	letter / pin at worksite	letter / pin at worksite	letter / pin at worksite	letter/pin/watch at worksite	letter/pin/art at worksite	
North Van				plaques/reception during Ed week			dinner
Gulf Islands	yes school function	yes school function	Lunch certificate school function	dinner certificate school function			luncheon

ITEM 6.4 Action File No. 1020.20

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Financial Planning, Progress and Performance Reporting

Recommendation

THAT the draft Financial Planning, Progress, and Performance Reporting Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

1. Summary:

The draft policy outlines the expectations for Financial Planning, and Progress and Performance Reporting, considering the Ministry's K-12 Public Education Financial Planning and Reporting Policy

2. Background:

Following the Ministry's review of the funding formula, the Ministry approved a new policy to begin to align multi-year financial plans with provincial requirements, based on best practices and key principles in financial management.

The new policy requires multi-year strategic plans, supported by operational and financial plans focused on improving student outcomes. The policy requires greater transparency in planning, with local policies that support transparency and accountability. The plans must also include engagement with the local community, education-partner groups and local First Nations.

The draft policy could be expanded further to include additional information or processes.

3. Options:

- a. Amend the draft policy before approving in principle.
- b. Approve in principle, as presented.
- c. Refer back to a Committee of the Whole for further review before approving.

4. Analysis and Impact:

- a. Strategic Plan Alignment
Future Orientation. Planning for the future includes budgeting, and monitoring progress on achieving the budgeted plans. Reporting on progress is a form of measurement.
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

See K-12 Public Education Financial Planning and Reporting Policy
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting#alignment>

e. Organizational Capacity

The provincial policy and the requirement to prepare multi-year financial plans will put an additional burden on Finance Staff. Staff anticipate requesting an additional accounting position with the amended budget to support the expanded reporting requirements.

f. Risks

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

g. Benefits

- i. Organizational
- ii. Reputational
Improved transparency with greater detail in the financial performance of the school district, in addition to expanded planning for operations, assists with public expectations.
- iii. Strategic
Expanded reporting and planning will assist with planning for improved student learning.

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website. Staff anticipate using the <http://engage.mpsd.ca> website with the amended budget to gather additional input on information the public would like to see with the budget process.

6. Implementation:

The Policy is expected to be approved by January 2022, and that the 2022/2023 preliminary budget (to be approved by June 30, 2022) be a multi-year financial plan.

7. Attachments:

- a. Draft Financial Planning, Progress and Performance Reporting Policy

tion:	Finance	
Title:	Financial Planning, Progress and Performance Reporting	6.1

Purpose

To support the financial governance and accountability responsibilities of the Board.

The Board of Education is responsible for approving the boards strategic plan, annual multi-year financial plans, the annual budget bylaw, the annual amended budget bylaw, the five-year capital plan, and the long-range facility plan, in accordance with Provincial Policy.

Policy

The school district will engage stakeholders and education-partners, including the District Parents’ Advisory Council, the Mission Principals and Vice-Principals Association, the Mission Teachers Union, CUPE Local 593, Siwal Si’wes Indigenous Education Advisory Council, parents, guardians, caregivers, and the community, to participate in the development of the School District’s multi-year financial plans. The school district will use in-person and on-line meetings, the district website, and on-line engagement processes to gather input in the financial planning process.

The Superintendent and the Secretary Treasurer are delegated the responsibility for drafting the multi-year financial plans and budget bylaws,

The budget and capital planning processes must consider the Board’s strategic priorities, department and school operating priorities, Board direction, input from stakeholders and education-partners, and guidelines provided by the Ministry of Education.

The Secretary Treasurer is delegated responsibility for the overall management and monitoring of the financial planning, spending, and reporting processes.

The Board and senior management are responsible for monitoring actual spending to planned spending.

In addition to the annual reporting at to June 30, quarterly financial activity reports comparing actual to financial plans are to be reviewed by the Board and Senior Management.

Guidelines

1. Budget Development
 - 1.1. The development of the multi-year financial plan is to be initiated in January each year, to allow sufficient time to gather information and input, and to develop a fulsome financial plan, so that the final plan is approved within the Ministry’s required timeline.
 - 1.2. The draft multi-year financial planning documents are to include the following information:
 - 1.2.1. A summary of the public engagement process used for the development of the plan.
 - 1.2.2. A summary of the projects and initiatives included within the plan, highlighting the strategic and operating plans and priorities.

- 1.2.3. Key budget assumptions:
 - 1.2.3.1. Overview of provincial budgets and factors for the multi-year financial plan.
 - 1.2.3.2. Approved and projected grant rates - changes and impacts.
 - 1.2.3.3. Projected student enrolment changes and impacts.
 - 1.2.3.4. Planned staffing changes and impacts.
 - 1.2.3.5. Projected salary increases – inflation rate increases, and length of service increases.
 - 1.2.3.6. Inflation rate, interest rate, utility rate changes and impact.
- 1.2.4. Financial and business risks.
 - 1.2.4.1. Options for mitigating risks.
- 1.2.5. Summary of reserve funds
 - 1.2.5.1. Recommended transfers to reserve funds
 - 1.2.5.2. Recommended use of reserve funds
- 1.2.6. Summary of local capital
 - 1.2.6.1. Recommended transfers to local capital
 - 1.2.6.2. Recommended planned expenditures from local capital
- 1.2.7. Other projects tracked for future funding

2. Annual Financial Plan and Progress Reporting

2.1. Year-to-date financial information reports as of September 30, December 30, and March 30, are to be prepared for review by senior management and the Board, including the following information and comments on significant variances:

- 2.1.1. Operating revenues, expenses, comparing actual to the financial plan.
- 2.1.2. The projected year end surplus or deficit
- 2.1.3. Eligible funded students
- 2.1.4. Number of full-time equivalent employees (FTE)
- 2.1.5. Local capital projects: status, % complete
- 2.1.6. Provincial funded capital project: status, % complete, funding received

Date of Original Board Approval: _____, xxxx

Date Amended:

Legal Reference:

Cross Reference: K – 12 Public Education Financial Planning and Reporting Policy, Ministry of Education <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting>

Financial Governance and Accountability
- Financial Health Working Group, March 20, 2017

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

October 19, 2021, 6:30 pm
Zoom Meeting

Members Present: Board Chair, Tracy Loffler
Vice-Chair, Randy Cairns
Trustee, Shelley Carter
Trustee, Rick McKamey
Trustee, Julia Renkema

Staff Present: Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana MacLean
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: MTU President, Ryan McCarty; Principal, Angela Condon;
CUPE President, Nansy Gibson; DPAC Treasurer, Jacquelyn
Wickham; Member of the Public, Priscille B

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'ewlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

At the Closed Board of Education Meeting of School District 75, dated October 19, 2021, Property, Personnel and Student matters were

discussed. The Board briefly discussed the Vaccine Mandate. At this time, the Mandate is not being recommended.

5.2 COVID Update

Modest decline in Mission and the rest of the region. 90% of COVID in schools comes from students. Functional Closure of Windebank occurred on Oct 15-21, as they do not have enough staff and had constant exposures.

Staffing shortages are an issue across the district and the province. We are working to hire non-certified teachers as substitutes.

6. **NEW BUSINESS**

6.1 Annual Work Plan

MOVED and Seconded that the revised Annual Board Work Plan be approved.

Motion to Amend

MOVED and Seconded that the Annual work plan includes the year 2021-2022 and add October and January Board/First Nations meeting.

CARRIED

MOVED and Seconded that the Safer Schools Together Report Review - Date to be determined, be added

CARRIED

Return to the Main Motion as amended

MOVED and Seconded that the revised Annual Board Work Plan as amended be approved.

CARRIED

6.2 Trustee Liaison Appointments

Moved and Seconded that the Trustee Committee and Liaison Appointments for the year 2021-2022 be approved.

CARRIED

Trustees discussed including one primary Board liaison with the First Nations. More focus needs to be put into the communities, to give them a sense that we are listening. Trustees indicated support for this, and more direct communication with the Bands.

The Chair inquired what this Liaison would look like: Chief to Chair? One or two people with experience with FN bands? The Chair would like to ensure we follow Protocol. A liaison will be identified when a better framework is determined. The relationship needs to be strengthened and viewed through the lens of how we are delivering education. We are heading into some challenging times, with colonial claims and treaties being settled. Siwal Si'wes needs to continue, the transition needs to be smooth, so the children benefit. To be followed upon.

6.3 Trustee Professional Development Policy

MOVED and Seconded that the draft Trustee Professional Development policy be approved in principle and the formal public engagement in review of the draft policy be initiated.

CARRIED

6.4 Trustee Remuneration, Benefits, and Expense Reimbursement Policy

MOVED and Seconded that the revised draft Trustee Remuneration and Benefits Policy be approved in principle and that the formal public engagement in the review of the draft policy be initiated.

Motion to Amend

MOVED and Seconded that the policy be amended to include a clause that the Board of Education can suspend the increases, should it find that the financial health of the School District is declining.

CARRIED

Motion to Amend

MOVED and Seconded that the amended motion be amended to remove the words "should it find that financial health of the SD is declining" and insert "for any reason."

DEFEATED

Return to the Main Motion as amended

THAT the revised draft Trustee Remuneration and Benefits Policy as amended be approved in principle and that the formal public engagement in the review of the draft policy be initiated.

CARRIED

Analysis & Impact - additional information has been added to the cover report. The Board is conscious of the District's financial health. Trustees in SD75 have not taken a raise since 2009. Trustees like that the raise will be following the CPI index. It has been uncomfortable to talk about this in the past.

6.5 Communications and Public Participation policy

MOVED and Seconded that the draft Communication and Public Participation Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

6.6 Public Interest Disclosure Policy

MOVED and Seconded that the draft Public Interest Disclosure Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

MOVED and Seconded that the definition in 1.1 Designated Officer in the draft procedure be amended to remove the words "or any other senior member of Personnel designated by the Superintendent from time to time".

CARRIED

MOVED and Seconded that the 3.1 of the draft procedure be amended to add the "Board Chair".

CARRIED

MOVED and Seconded that the draft procedure be amended to remove from 3.1c "Designated Officer other than the Superintendent" and replace with "Secretary-Treasurer".

CARRIED

Note: As procedures are approved by the Superintendent, the noted amendments will be incorporated into the final approved procedure.

The change in 1.1 in the definitions in the procedure creates a ripple effect to section 3 - How to Make a Disclosure. The Board noted that the BCPSEA draft procedure does not include the Board Chair in this section.

6.7 Menstrual Products Policy

MOVED and Seconded that the draft Menstrual Products Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

Motion to Amend

MOVED and Seconded that in 1.1 General Guidelines, the word "all" be added to "school washrooms."

CARRIED

Return to the Main Motion as amended

MOVED and Seconded that the draft Menstrual Products Policy as amended be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

6.8 Management Professional Development Policy

MOVED and Seconded that the draft Management Professional Development Policy be approved in principle and the formal public engagement in the review of the draft policy be initiated.

CARRIED

Trustees appreciate the clarity of the policy.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Special Public Meeting Minutes, September 28, 2021

MOVED and Seconded that the Board of Education Public meeting minutes dated September 28, 2021, be approved.

CARRIED

8. INFORMATION ITEMS

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

10.1 Transit Committee Liaison Report

Trustees attended these events:

Sep.27 Lowering of the Flag at the Board of Education Office

Sep.29 Siwal Si'wes, Drum circle at Hatzic Middle School

- Sep.29 Walk for Truth and Reconciliation at Deroche Elementary
- Sep.30 Day of Truth and Reconciliation Pole raising at St. Mary's and the Day of Truth and Reconciliation with Siwal Si'wes, SD75, City of Mission and the Friendship Centre; Coqualeetza pole raising (Chilliwack) Education reps of the First Nations of Matsqui, Sq'ewlets, Sumas & Leq:amel Connected with Linda Newman of FNEESC
- Oct. 6 met with A. Hetlinger - Mission Community Foundation - will produce 35 stories
- Oct. 7 Dr. Kevin Lamoreaux
- Oct.13 Board/Leq:amel First Nations meeting
- Oct.12 Special Committee of the Whole

Indigenous Committee meeting after Truth and Reconciliation day
 BCPSEA Bargaining, Bargaining Training
 Watched a video from C.K. Horgan
 DPAC AGM
 BC PSEA Board chair call
 The Framework of Enhancing Student Learning Committee
 Board Chair BCSTA Meeting
 BCSTA Joint Liaison Meeting

11. ANNOUNCEMENTS

12. QUESTION PERIOD

This meeting was heavily focused on policy, but policy work helps shape the direction of the district.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 8:15 pm

Chair, Board of Education

Secretary-Treasurer

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

COVID 19 Vaccine Mandate

For Immediate Release

November 10, 2021

Mission's Board of Education will not implement a COVID-19 vaccine mandate for staff at this time.

After careful consideration of the matter, the Mission Public Schools' Board of Education has decided to not implement a COVID-19 vaccine mandate for staff.

The Board recognizes the importance of vaccinations and continues to encourage anyone that is eligible to get vaccinated. The Board decision to not implement a mandate was a careful balancing act of considerations including privacy, operational issues, collective safety, and the recommendations of the Fraser Health Authority.

Mission Public Schools has an obligation to our community to keep our schools open and operating. The Board will continue to provide a safe learning space for all students and staff. The vaccination rates of staff exceed the threshold Fraser Health provided for recommending vaccine mandates.

The Board, all of whom are fully vaccinated, will continue to work with provincial and local health authorities to support vaccinations. The Board encourages all staff to get vaccinated, to help protect those who cannot receive the vaccine, particularly elementary school children and their families.

Fraser Health Vaccination Booking link:

<http://www.fraserhealth.ca/health-topics-a-to-z/coronavirus/covid-19-vaccine/registration#.YYsdGWhKiUk>

For More Information, Contact:

[Randy Cairns](#)

Vice-Chair of the Board of Education

[Angus Wilson](#), Superintendent

Mission Public School District
33046 Fourth Avenue
Mission BC
V2V 1S5

604-826-6286

From: [Randall Cairns](#)
To: [Trustees](#); [Corien Becker](#); [Jodi Marshall](#); [Ilona Schmidt](#)
Subject: Transit committee
Date: Wednesday, November 10, 2021 3:14:20 PM

Hi everyone

Report

Attended Transit Committee today, Brian Patterson Consulting Lead (Urban Systems) gave a Draft Transportation Master Plan presentation. Advised it should be available to public in a few weeks hopefully. Part of the overview is to update 2016 master plan. Investment and decision making will be related to all modes of transportation over the next 30 years. Creating a plan for everyone.

Four phases to the plan which started with the project launch in winter 2020/2021. Community survey Dec. 2020 to Jan. 2021 identified driving as the top priority, followed by transit and walking.

I mentioned from what i saw in the vision, nothing on school transportation and increasing student ridership, especially for Middle and High school students.

Plan framework has pillars, safe mobility, streets for people, changing technologies, asset management, and equity and accessibility.

Some goals are, developing pedestrian and cycling networks, to enhance trails and greenways, create and enhance existing crossings, developing support programs and initiatives that encourage people to use active transportation.

I also mentioned continued contact with the school district will be important over this time as there will be new schools in the next 30 years, what will the safe cycling and walking routes for students and others be. What are the new routes of transportation and traffic, and how will they tie into schools.

Financial implications would be 225 to 320 million over 30 years. (excludes Silverdale and waterfront)

There was more information than I have here, it will be going to the public in the near future.
Thank you

Randy Cairns, School Trustee
Mission Public Schools

I acknowledge that I work and learn within the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwi, Qwó:lt'el, and Sq'ewlets peoples