

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

March 1, 2022, 3:30 pm

[Zoom Meeting](#)

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1.	<b>CALL TO ORDER</b>		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
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10.	<b>ADJOURNMENT</b>		













**FRAMEWORK FOR ENHANCING STUDENT LEARNING  
PEER REVIEW PROCESS**

**Focus Areas With *Most Relevant* Descriptive Statements:**

Focus Area	Relevant Descriptive Statements <i>Effective Strategic Planning</i>	Relevant Descriptive Statements <i>Effective Continuous Improvement Planning</i>
<p>1) Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made</p>	<p><b>Effective strategic planning means continuing to scan for multiple sources of evidence that include:</b></p> <p>Information collected through engagement with local community, Indigenous Peoples, and First Nation communities to determine meaningful evidence, data, and stories that inform the Strategic Planning process;</p> <p>Evidence, data, and stories that are determined through Local Education Agreements, Enhancement Agreements, and Equity Scans;</p> <p>Quantitative, and qualitative sources of information and evidence;</p> <p>Provincial, district, and classroom-level evidence, including the data specific to the Framework Policy;</p> <p>An analysis of evidence, data, and stories to reveal inequities, with special attention to Indigenous students, children and youth in care and students with disabilities or diverse abilities;</p> <p>Trends over time and cohort data;</p> <p>Contextual information (e.g., current research, provincial direction such as Truth and Reconciliation); and,</p>	<p><b>Review, analyze, and interpret results to determine areas of focus for the annual implementation plan, ensuring:</b></p> <p>Engagement with Indigenous Peoples and communities, students, school communities and local communities;</p> <p>Data sets include evidence from LEAs and Equity Scans;</p> <p>The inclusion of quantitative and qualitative sources of information;</p> <p>Provincial, district, and classroom level evidence are used including the data specific to the Framework policy;</p> <p>Disaggregation of the data to understand inequities, with special attention to Indigenous students, Children and Youth in Care, and students with disabilities or diverse abilities;</p> <p>Trends over time and cohort data are analyzed;</p> <p>Current contextual information (eg. current research, provincial direction, Truth and Reconciliation, etc.) is considered;</p> <p>Consideration has been given to validity, reliability, completeness, and consistency; and,</p>



	<p>A description of how evidence, data, and stories are used to identify the strategic goals.</p>	<p>A description of the district's data analysis and area(s) of focus for the district's annual implementation plan.</p>
<p>2) Activated an effective Strategic Engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.</p>	<p><b>Effective strategic planning means continuing to design an inclusive and ongoing strategic engagement process which has:</b></p> <p>Been activated throughout the strategic planning process, as determined;</p> <p>Documented a clear and transparent process, purpose and scope, which are defined and communicated to the public a   In a variety of ways and at multiple points, b   To provoke further inquiry and curiosity;</p> <p>Been considerate of local and cultural contexts;</p> <p>Been communicated using clear, plain, jargon- free language;</p> <p>Utilized multiple communication platforms to encourage engagement and increase accessibility;</p> <p>Meaningfully involved students, stakeholders, Indigenous peoples and communities and other community members who represent the breadth and diversity of perspectives; and,</p> <p>A plan to assess the effectiveness of the engagement process.</p>	<p><b>Consult, Collaborate and Communicate iteratively throughout each stage of CIP Cycle</b></p> <p><b>Review and Interpret Results Stage:</b> Engagement with Indigenous Peoples and communities, students, school communities and local communities;</p> <p><b>Adapt Strategies to Meet Objectives and Finalize School and District Adapted Plans Stages:</b> Maintain a clear alignment with LEAs and Enhancement Agreements</p> <p><b>Strategy Effectiveness Stage:</b> The district has an effective, strategic engagement and communication approach with Indigenous Peoples and Communities, community partners, families, staff, and students.</p>
<p>3) Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.</p>	<p><b>Effective strategic planning means continuing to establish strategies and measures that:</b></p> <p>Incorporate cycles of review and revision, using relevant evidence, data, and stories to measure the impact of the selected strategies on student</p>	<p><b>Use their annual review, analysis, and interpretation of findings to align school plans and operational plans (Financial, Human Resources, Information Technology) to:</b></p>

	<p>learning goal(s), in order to be responsive.</p> <p><b>Effective strategic planning means continuing to set and finalize multi-year strategic plan that includes:</b></p> <p>An ongoing continuous improvement cycle to monitor and evaluate progress.</p> <p><b>Effective strategic planning means continuing to align financial and operational plans that:</b></p> <p>Include an annual and multi-year budget development process that is driven by the strategic plan priorities;</p> <p>Include district annual operational plans (e.g.: Financial, Human Resources, Information Technology) and school plans that support the Board’s Strategic Plan; and,</p> <p>Monitor and adjust budgets through ongoing assessment.</p>	<p>Show a clear link to evidence of student learning;</p> <p>Maintain a clear focus on enhancing equity and inclusion;</p> <p>Support progress towards goals identified in the MOE Policy for Student Success;</p> <p>Maintain clear alignment with LEAs and EAs;</p> <p>Adequately allocate resources to implement the evolving educational implement plan; and,</p> <p>Align with local context (school and district level).</p>
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## **FRAMEWORK FOR ENHANCING STUDENT LEARNING PEER REVIEW PROCESS – EMERGING THEMES**

### **Focus Area 1: DATA**

**Has the district reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made?**

There was a noted pattern and an absence of cycles of review and revision, using relevant evidence, data, and stories to measure the impact of the selected strategies on student learning goal(s), in order to be responsive.

Professional learning related to how to triangulate data may be helpful for Senior Teams.

### **Focus Area 2: ENGAGEMENT**

**Has the district activated an effective Strategic Engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups?**

Most districts have not clearly articulated their engagement plans, nor have they articulated how they will assess the effectiveness of the engagement process.

There appears to be differing understandings and use of words along a continuum of engagement. (e.g., consultation, engagement, partnership)

### **Focus Area 3: OPERATIONAL PLANS**

**Has the district adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan?**

In almost every report, there was a lack of documented alignment between operational plans and the district direction. We believe the processes were likely in place, just not documented.



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

**February 1, 2022, 3:30 pm  
Zoom Meeting**

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

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Assistant Secretary-Treasurer, Derek Welsh  
Assistant Superintendent, Karen Alvarez  
Director of Operations, Dana MacLean  
Math Mentor Teacher, Rebekah Stenner  
Technology Mentor Teacher, Frank Chan  
Principal, Angela Condon  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** DPAC Chair, Cheryl Blondin, IT Technician, Radu Popescu,  
CUPE President, Nansy Gibson, MTU President, Ryan  
McCarty

**1. CALL TO ORDER**

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

**2. ADOPTION OF AGENDA**

MOVED and Seconded THAT the Agenda be adopted as presented.

**CARRIED**

**3. DELEGATIONS/PRESENTATIONS**

**3.1 Operations Department/Transportation/IT**

The Director of Operations provided an overview on what Operations have completed so far. 75% of this years projects have been completed.

Building Service Workers (BSWs): the biggest issue is still staffing. Staff is continually interviewing and just hired 2 new people. We are still operating at 5 FTE higher than pre-Covid.

A question was asked about cleaning 1x per day and the ideal number of BSWs. Before Covid, we used cleaner+disinfection in one. Now, we have them separate, which takes more time. We would like to keep 5-10 casual BSWs. Now, we have 4. There is a formula used for calculations, which may need to be adjusted for the new budget. We have streamlined the cleaning protocol, addressed efficiency, reviewed where improvements were needed. We also improved training to 1 day with the Foreman, 1 week with BSW lead hand.

A question was asked about the reason for the lack of qualified applicants? There have been many opportunities, in the private sector, City, etc. Others can offer higher compensation.

Transportation: We move 1350 students every day. Buses are disinfected between morning and afternoon. A new diesel mechanic has been hired.

CVSE Inspector inspected our fleet. One bus is off the road. Two need to be replaced. We have 6 months to replace windows on the buses to meet the code. The biggest highlight is the arrival of the electric bus. We have a portable charger and are getting a permanent charger installed.

IT Department: upgrading the network speed (added fibre-optic). Introduced 7000 new email accounts for students. Devices/laptops have been introduced. Another half (500) will go out after spring break.

A question was asked about the impact of the IT plans on staff workload. Management is currently evaluating what jobs are required in IT. A network administrator and security administrator are becoming necessary. We are looking into getting more specialized staff. We are using coordinated systems with the new technology, while some older equipment may need to be addressed separately.

A question was asked about network updates in rural areas and platform thresholds (servicing 7000 accounts). We are meeting with Telus on February 2, 2022, to discuss rural options. At this point, we are not approaching any threshold for a digital platform.

A question was asked about recommended technology that parent groups would like to help purchase. Staff provided that the service and security of ipads are difficult and we do not recommend purchasing ipads. If parents (PACs) want to buy anything, they should go through IT first to have the technology vetted. The smallest number of laptops at a school is 14 (at SFE). Bigger sites have 60-90 laptops on carts.

The IT Mentor Teacher provided that many primary students use ipads, as they are the easiest ones to use. We have a vetting process for apps that are appropriate for students. This process takes time. District PCs are all made by Dell. We have approximately 2500 devices and laptops. More devices have constantly been added. More programs need to be

monitored and supported. By producing the 7000 emails/passwords etc, other plans had to be pushed aside.

The HPMS Principal noted a wide range of experience and abilities of staff and appreciation for the continued growth. In the past, HPMS used to be Google-based, now switched to Office 365. The Functional Closure flowed smoother than expected. Reducing platforms and early digital literacy was an advantage as students adapted quickly. HPMS got an additional cart. All carts are fully booked most of the time. Faster internet is certainly noticed. HPMS is participating in the pilot – using Office365, and ipads for uploading. All devices are very valuable and there is always a need for more.

The MTU President expressed appreciation for the IT work, as fewer complaints are coming from the teachers regarding technology. The distribution has been done equitably. Tech changes fast and more of it is always needed.

Challenges for Operations included cost increases for contracted out services, materials, supply shortages (paper towels), and overall growth.

The Secretary-Treasurer provided that she would like to amend the budget resolution to include window replacements in the amended budget.

A question was asked about the purchase of the portable electric charger and its use in the future. A portable generator with a welder plug will make this usable anywhere if the bus ever runs out of charge. There is a 400-amp service at the Bus garage. If we get more buses, we will have to increase the service.

A question was asked about the possibility of using solar panels on the bus. We could consider solar backup for the bus garage, and we can look into the possibility and feasibility of adding a panel onto the bus.

A question was asked about Lighting. We are upgrading to LED instead of fluorescents. We have approval from the Ministry for 3 sites.

Controls/dimmers will get upgraded to improve the school environment.

A question was asked about the building envelope project for Dewdney. Last year, the project was on hold, as the Ministry ran out of funding. The completion date should be November.

A question was asked about any more physical work for MSS replacement. We do not need anything other than some more consultant paperwork. The Project has been put in front of the Treasury Board.

A question was asked about the water filtration system at SFE. This was not originally planned for. The boiler was upgraded at SFE. FH returned samples with higher than normal coliform. The UV filtration system is the best way to address this issue with the well at the SFE.

A question was asked about the range of the electric bus per charge. It should be enough to last our longest route AM and PM.

A question was asked for clarification of the full replacement of the roof at SFE. Engineers and architects have helped the roofers (on one valley esp). There are very few gutters and drains. Valleys were reinforced. Water was rerouted. Part of the issue was the material, and there was not enough overlap. Are we able to rectify issues without structural changes? Yes, only rot was removed.

## 4. CURRICULUM

### 4.1 Monthly Curriculum Update

The Assistant Superintendent discussed Math and Numeracy in relation to the Strategic Plan, preparing support for staff in order to support students. The Math Mentor Teacher provided that some gaps were identified in the Math Inventory. Math 101, Joyful Math, book clubs, and other supports for classrooms are being created.

Math in Mission has not been formatted yet, it is in the draft form. Core pieces are there, it still needs work. We would like to take it to teachers.

The purpose of the document is to create a common practice. In the past, teachers only taught content from a textbook. We introduce the 6 Pillars:

- Student Learning, focus where students are at.
- Indigenous perspectives - It is important to introduce the background information
- Number sense and fluency – a lot of deliberate practice all year
- Numeracy = real-life math, using math in different contexts.
- Assessment
- Growth Mindset

Beading on a Loom project at CME: columns, patterns, skip counting - learning math in this new way is a lot of fun.

Resources are included, Sample lessons, sample assessments. (at the moment, it is designed for the elementary level. Can be useful for middle school and high school teachers)

A question was asked if there is consistency with the new programs and Indigenizing throughout Mission. We do not have enough consistency, so teachers can have this as standard. We need to get everyone on board.

A question was asked about the staff buy-in. There is a great fear behind math that paralyzes people. Teaching Math 101 - new ProD series. The Mentor Teacher needs to work particularly with the teachers anxious about Math. We are working on supporting those teachers. The introduction of calculators seems to reduce numeracy in children.

Understanding math strategies early on is KEY. Foundations need to be strong (addition leads into multiplication).

The document needs to be presented one school at a time.



A comment was made that there is a great need to approach the hesitant and anxious teachers. If we can engage teachers, we can engage the hesitant students.

Trustees showed appreciation for the connections, principles, and how-to guide to Indigenizing math.

## 5. UNFINISHED BUSINESS

### 5.1 2021/2022 Amended Budget Discussion

**The Secretary-Treasurer presented an amended motion:**

**MOVED and Seconded THAT the draft 2021/2022 Amended Budget be reconciled by including the following items:**

#### **Operating**

1. Finance Manager	\$ 30,000
2. Safe School Liaison	\$ 40,000
3. School resources budgets – small schools	\$ 15,000
4. Bus Window Replacements	40,000

#### **Local Capital**

5. Custodial equipment	25,000
6. Photocopier replacements	50,000
7. School accessibility upgrades	50,000
8. School furniture and equipment	50,000
9. School technology – PA Systems, Telecom, Computers	\$180,000
10. Software upgrades	25,000
11. White fleet additions / replacements	50,000
12. Portables	200,000
13. Major Projects Reserve	220,000

**AND THAT the draft Budget Bylaw and draft supplementary information report be returned to a Special Committee of the Whole meeting on February 8, 2022.**

#### **CARRIED**

A clarification was given that the additional YCW is being deferred to only the next year's budget discussion.

## 6. STAFF REPORTS

### 6.1 2022/2023 School Calendar

A tentative calendar was presented for feedback. We will take input and will modify the calendar if needed.

### 6.2 Student Safety

The Superintendent presented his report. He met with the Students. The #1 concern was washrooms, #2 concerns were buses and lineup. Washrooms are hard to supervise and are challenging/scary for students. We have observed a significant increase in the use of the ERASE feature, especially at the Middle School level. We are seeing improvement in staff connecting with students.

We are concerned about interactions with students who are trying to get drugs into schools.

A comment was made, citing the Respectful schools' policy and sources from outside of SD75: Students in many districts do not feel safe in the washrooms (middle and secondary). Are our cameras up to date in the hallways? We could monitor the timelines and ins/outs in front of the washrooms. We are not aware of issues with cameras. Single individual washrooms solve many issues. If students are concerned, they should contact P/VP. Principals/VPs need to be present on the school grounds, in the hallways. Nothing prevents violations better than supervision.

Some significant vandalism took place at MSS washrooms.

A comment was made by the CUPE President (EA): The washrooms at MSS are scary for children with any insecurities. Vaping cannot be detected by the smoke detectors. Kids vape under blankets on the bus. Kids share vapes with each other, even 10 of them. At times, there are 4 sets of feet in the handicapped stall. Some kids often do not drink, so they do not have to go to the bathroom. Or, they go the Petro Canada, as they feel safer there. Drug deals take place in the MSS bus loop. 30s- transactions. There are no lights or cameras at the bus loop.

## 7. NEW BUSINESS

### 7.1 Recording Zoom meetings

**MOVED and Seconded THAT the following resolution be forwarded to the February 15<sup>th</sup> Board meeting, for consideration:**

**THAT the school district explore and if possible, record all electronic public meetings of the Board, and make these video recordings available for review on the District website.**

### **DEFEATED**

We would like to see if there is interest in reviewing video streams of the meetings. We would need to amend the meeting procedure.

A question was asked why now? Is staff needing something we are not providing them? Are we going back to in-person meetings in the spring? In-person meeting setup would come at a significant cost. Who would be dealing with it? Would there be more pressure on staff to deal with the recordings?

A question was asked about the Legal aspect - would we disclose name, last name, picture in the recordings? We would need to get consent for the video?

A question was asked if we should record the COTW?

Trustees support the Public Board meetings being recorded. COTW being recorded may prevent people from attending or participating, while we seek input from them. Having virtual meetings made the meetings more accessible.

## 7.2 Strategic Plan - Implementation and Monitoring Plan

The Secretary-Treasurer is suggesting that the Board identify their priorities for the strategic plan to help guide the organization. The Ministry has indicated that plans should include implementation and monitoring plans.

A comment was made that the Board is comfortable in working on how to achieve the goals and objectives that we have in our plan. We may need to tailor the new information to our district, figuring out how we will be monitoring the progress.

A question was asked if this is emergent? Are there other priorities that staff needs to deal with?

The Chair provided that the main role as a Board is to monitor the happenings in the school district. It is the expectation of the Ministry that they are monitoring the implementation and framework reports. There is no template, but there is an expectation.

The Strategic Plan is a fluid document, and what we discussed a year ago is constantly changing. We need some time to work on this. We all still need to understand indigenizing, and so does the staff. Implementation is needed.

Senior staff has started the reporting out in the quarterly report. We monitor the Strategic Plan as we move along, but this monitoring project may be a huge undertaking. More information and more discussion are needed. We need a lot more time. The Annual Board Work plan was one of the items. The Ministry is wanting more clarity.

The Secretary-Treasurer provided that we are monitoring, doing the FESL review. In some ways, the actions that staff are recommending are based on the review. We have not set the top priorities of the Board. Have we set aggressive or soft targets? It is a lot for the organization to absorb. In the quarterly report - we can list the schools doing improvements. We have 20 schools that we need to move in the right direction.

On February 22, 2022: what are our top priorities for the budget? What are the strategic priorities of the Board for the next 3 years?

A comment was made that literacy/numeracy has always been in the growth plans. Tying it into the Strategic Plan is what we need to work on.

We have shown we are looking at our strategic planning in the way we are allocating the amended budget.

**MOVED AND Seconded to cancel the February 8, 2022 committee of the whole meeting and move the amended budget discussion directly to the Public Board Meeting on February 15, 2022 Board meeting.**

**AND THAT a meeting for the 2022-2023 strategic priorities / budget discussion be scheduled on February 22, 2022.**

**CARRIED.**

## **8. MINUTES OF PREVIOUS MEETINGS**

### **8.1 Committee of the Whole Meeting Minutes, January 11, 2022**

**MOVED and Seconded that the Committee of the Whole Meeting minutes dated January 11, 2022, be approved.**

**CARRIED**

## **9. INFORMATION ITEMS**

### **9.1 Planning and Development Review 2022**

Often, development takes approx 3 years until we see the affect on schools. The report indicates what the impact would expected to be on schools for the next three years, if we are capturing 85% of students from the developments.

The review indicates significant growth at Albert McMahan, and West Heights, as well as Windebank. We will need an portables for AME soon (possibly up to 4 portables). The Secretary-Treasurer shared this information, so the public sees the impact of the developments planned. West Heights may have additional space that can be converted to classrooms. West Heights is a large enough site to add Portables. Staff is reviewing all sites.

A question was asked if we have any info from FVRD? There are large numbers of homes there as well. We have not received any significant referrals from FVRD. We have received a few school site acquisition contributions, but nothing significant to impact student growth in the rural schools.

## **10. ADJOURNMENT**

**MOVED and Seconded that the Board adjourn the meeting.**

**CARRIED**

The meeting adjourned at 5:56 pm.

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Chair, Board of Education

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Secretary-Treasurer

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