

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

September 14, 2021, 3:30 pm

**\*\*\* IN PERSON MEETING \*\*\***

Heritage Park Middle School - CAFETORIUM  
33700 Prentis Avenue, Mission, BC

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. CURRICULUM**

4.1.	Monthly Curriculum Update	Information	1
------	---------------------------	-------------	---

**5. UNFINISHED BUSINESS**

5.1.	Boundary Review - Durieu and Steelhead - Next Steps	Discussion	2 - 34
------	---	------------	--------

**6. STAFF REPORTS**

6.1.	School Opening Report	Information	35 - 36
------	-----------------------	-------------	---------

6.2.	Summer Learning Report	Information	37 - 40
------	------------------------	-------------	---------

6.3.	School District Transportation Contract	Information	41 - 46
------	---	-------------	---------

6.4.	Framework for Enhancing Student Learning	Information	47 - 62
------	--	-------------	---------

6.5.	Bylaw, Policy & Procedure Review and Updates	Information	63 - 66
------	--	-------------	---------

**7. NEW BUSINESS**

7.1.	Annual Board Work Plan	Information	67 - 68
------	------------------------	-------------	---------

7.2.	Sept.30 Day of Truth and Reconciliation	Action	69 - 81
------	---	--------	---------

7.3.	School naming policy	Discussion	82
------	----------------------	------------	----

8. MINUTES OF PREVIOUS MEETINGS
9. INFORMATION ITEMS
10. ADJOURNMENT



**ITEM 5.1 Discussion**

**File No. 0110.2020 Review**

TO: Committee of the Whole  
FROM: C. Becker, Secretary Treasurer  
SUBJECT: Boundary Review, Durieu and Steelhead

---

**Recommendation**

**THAT the following information be considered for the possible school catchment boundary realignment for the Durieu and Steelhead areas.**

**1. Summary:**

Staff are proceeding with the analysis of the Durieu area and Steelhead area enrolment options. The following summarizes the tentative timeline for action.

**Background:**

In 2019 and 2020, the school district reviewed the catchment boundaries for elementary schools. The review identified a few challenges with excessive enrolment at Hatzic Elementary and the Albert McMahon Elementary. The school district conducted a preliminary survey of parents of these schools, and targeted surveys of parents in the Durieu and Steelhead areas. Targeted public engagement should be conducted before a decision regarding realignment of catchment boundaries is made.

Earlier this year, staff began the process of analyzing enrolment data for Durieu and Steelhead, but due to unforeseen circumstances, the project was delayed. Staff are planning on updating the enrolment projections for the elementary schools in October and recommend a comprehensive consultation with parents to consider a boundary realignment. Staff are working on the premise that any boundary realignments recommendations would be for September 2022.

**2. Options:**

Staff continue to work on the boundary review for the potential realignment of elementary school catchment boundaries. The options are to continue to review and plan for boundary changes, or to delay the boundary reviews and potential changes to a future year.

**3. Analysis and Impact:**

a. Strategic Plan Alignment

i. Honouring Culture and Territory

Public engagement will require specific engagement with first nations and Siwal Si'wes.

ii. Future Orientation

Collaborate with community partner organizations, agencies, and Elders. This project ensures the long-term viability of schools to support student populations in their neighbourhood schools.

iii. Student Centred Learning



- iv. Learning Environments
- v. Quality Teaching and Leadership
- 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

#### **4. Public Participation:**

A comprehensive public engagement process is expected with any consideration for realigning boundaries. Based on previous surveys, there is some support for realigning boundaries. A public process will explore more options, dependent on public input.

#### **5. Implementation**

In anticipation of working on the boundary review file for Durieu and Steelhead areas this fall, the following tentative timeline is provided for consideration:

Early October	Staff conduct analysis of potential catchment boundary changes.
October 26	Special Committee of the Whole meeting to review analysis and preliminary options
November	Public consultation / engagement in options for boundary changes  Staff intend to use a new public engagement portal <a href="http://www.engage.mpsd.ca">www.engage.mpsd.ca</a> . (note: the site is not activated yet).
December	Consider feedback / information from public engagement process, and update enrolment information for the 2021/22 year. Update options for consideration.
January	Board decision of boundary change for September 2022.

#### **6. Attachments:**

- a. 2019 Boundary Review Report to the Board**
- b. Boundary Survey Power Point Presentation**
- c. January 2021 Steelhead and Durieu Analysis**
- d. Boundary Review Hatzic Elementary**

**ITEM 6.2 Discussion**

**File No. 0110.2019 Review**

TO: Committee of the Whole  
FROM: A. Wilson, Superintendent  
SUBJECT: 2019 Boundary Review Report to the Board.docx

---

**Recommendation:**

That the following information be reviewed and discussed, including preliminary direction on the development of options and the development of a public participation and engagement process for further review and discussion at a future Committee meeting.

**Background:**

The report on School Capacity and Enrolment indicates that within five years, the enrolment in the urban elementary schools will exceed the existing capacity. While the School District submitted capital funding requests for an addition at Albert McMahan and to replace Hatzic Elementary, it is uncertain when, or if, the Province would approve the funding for these projects.

The report also highlighted that a few of the elementary schools are expected to have the greatest increase in enrolment growth due to new construction. As such, it is prudent to review these schools to determine if realigning catchment boundaries would relieve some of the capacity pressure.

The School Capacity and Enrolment report recommends reviewing the boundaries of Albert McMahan, Hatzic Elementary, West Heights, and Windebank; the enrolment at these schools is currently, or will be by 2023, exceeding their existing capacities. The significant development activity in the catchments of Windebank, Albert McMahan and West Heights will create additional pressure on these schools. As such, restructuring the boundaries of these schools may enable the movement of students in these catchments to other schools, and relieve the growth pressures.

**Analysis and Impact:**

1. Although this report is provided to support the discussion of boundary changes for the four schools recommended for review, this section begins with reviewing a few other potential options to address the growth pressures.

- a. Control or limit students from crossing boundaries to attend an over capacity school.

The first attachment provides information on the students that cross school boundaries to attend a different elementary school. The report provides information on the projected changes to the cross-boundary enrolment for each school. These projections are based on what has occurred in the past few years. Note that for Albert McMahan, the number of students allowed to cross boundary into this school has been restricted for the past two years due to the enrolment pressures at this school. As such, fewer students are crossing into this school. The projection includes the assumption that this trend will continue. Restricting students that can cross-boundary into an over-capacity school is one strategy to control the enrolment over-capacity of a school and should be considered in conjunction with other options.

Strategies to consider for cross boundary students include:

- i. accelerating the changes to restricting cross boundary students, such as prohibiting all new cross boundary applications without exception.
- ii. continue to allow some cross-boundary students into other schools – with or without conditions (such as siblings only).

iii. Return all cross-boundary students from the over-capacity schools to their own catchment school, without exception, and restricting all cross-boundary students from the over-capacity schools.

b. Create additional classrooms

Another option to address the over-capacity includes creating additional classrooms by installing portables or building an addition at the over-capacity schools. Applications for funding to construct an addition at Albert McMahon and to replace Hatzic Elementary School have been submitted to the Province. A decision on the funding request is expected late March 2019.

The School District is responsible for the cost of portables. Currently, the budget cannot afford to consider this option for September 2019, but this may be a viable consideration for 2020 or 2021.

c. Realign School Catchment Boundaries

When considering funding requests, the Ministry requires School District's to consider all other viable options to address capacity. As such, the School District must demonstrate that boundaries have been reviewed, and cross boundary enrolment has been analyzed. This option may relieve the immediate pressure on a few of the over-capacity schools but is unlikely to resolve the issue for the long-term. Reviewing the school catchment boundaries is the primary objective of this report. To facilitate this review, information is provided on the four schools recommended to focus this review on.

2. Supporting information for the review.

The following tables summarizes the current enrolment information on the four schools recommended for review. Additional information for each school is presented in this section for the discussion. In addition, maps and preliminary boundary review information will be presented for discussion, and direction. Detailed information of the review options is not presented at this time; the information is provided to begin the discussion, not necessarily move a decision forward. Follow-up meetings will be needed to review additional details, as directed from the discussion.

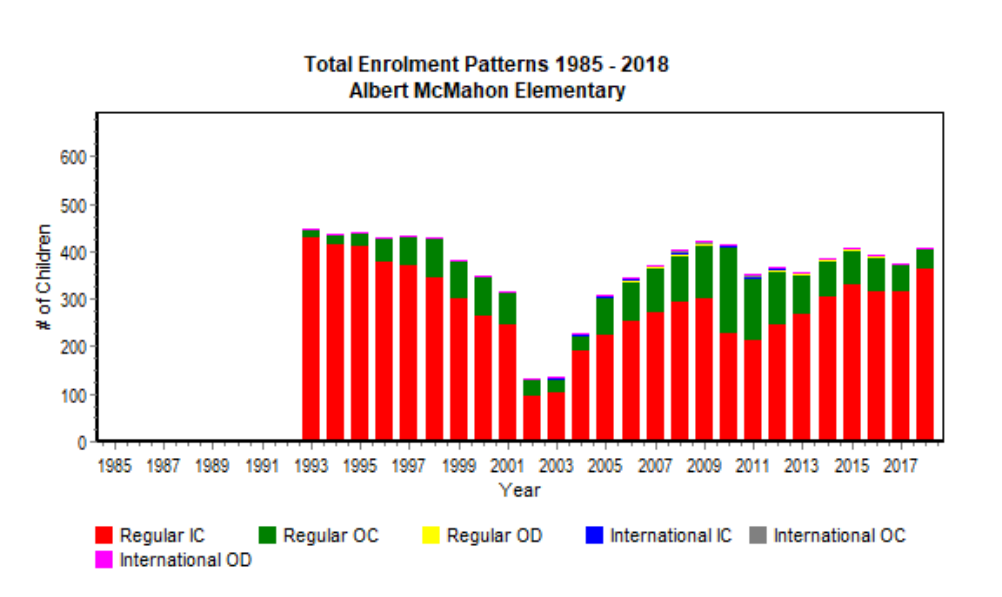
	2018/2019 Elementary students in Catchment	2018 / 2019 Total enrolment	% of Capacity (proposed nominal capacity)	2018/2019 Catchment % Captured	Students attending School		% of student that cross into the school
					From catchment	Out of catchment	
					#	#	
Albert McMahon	712	408	100.49%	46%	363	45	11.00%
Hatzic E	367	296	120.82%	67%	247	49	16.55%
West Heights	435	230	79.04%	46%	200	30	13.04%
Windebank	725	360	93.99%	40%	292	68	18.89%

a. Albert McMahon

In 2018, a portable was added at Albert McMahon, which helps relieve some of the enrolment pressure at this school. Cross boundary applications have been limited for the past two years. Please refer to the attached attendance analysis and catchment analysis to get a better understanding of the students that attend, and do not attend, Albert McMahon.

A classroom that was being used as a staff room was reconverted to a classroom. The school has a high percentage of special needs students, and as such, the school has a greater number of employees serving the school. As such, the loss of the lunchroom was a significant issue for the school. Reverting the lunchroom to a classroom allowed the school to maintain the multi-purpose room. If student growth continues at this school, it may put the multi-purpose room in line for reconsideration for a classroom.

The following graph provides a visual representation of the enrolment at Albert McMahon since 1993 as captured with Baragar. The anomalies have not been investigated.



Boundary review discussion:

Albert McMahon has a relatively large boundary catchment, including the area north of Albert McMahon west from the Silverdale and Stave Falls boundary, east to the Hatzic Elementary Boundary, and north to the School District boundary. The following are a few options for consideration for the boundary review.

1. Consider removing the steelhead area from the Albert McMahon Catchment, and including this area within the Stave Falls Catchment.
2. Consider removing all or a portion of the Albert McMahon catchment west of Cedar, and including this area within the Cherry Hill catchment. This change may require a further change to the Cherry Hill boundary, as this may put the Cherry Hill school over capacity. Currently, Christine Morrison is over capacity, and West Heights is expected to have significantly more enrolment growth due to subdivision development. As such, this change would require significant analysis. A detailed analysis of the enrolment numbers will be needed to further explore this option.

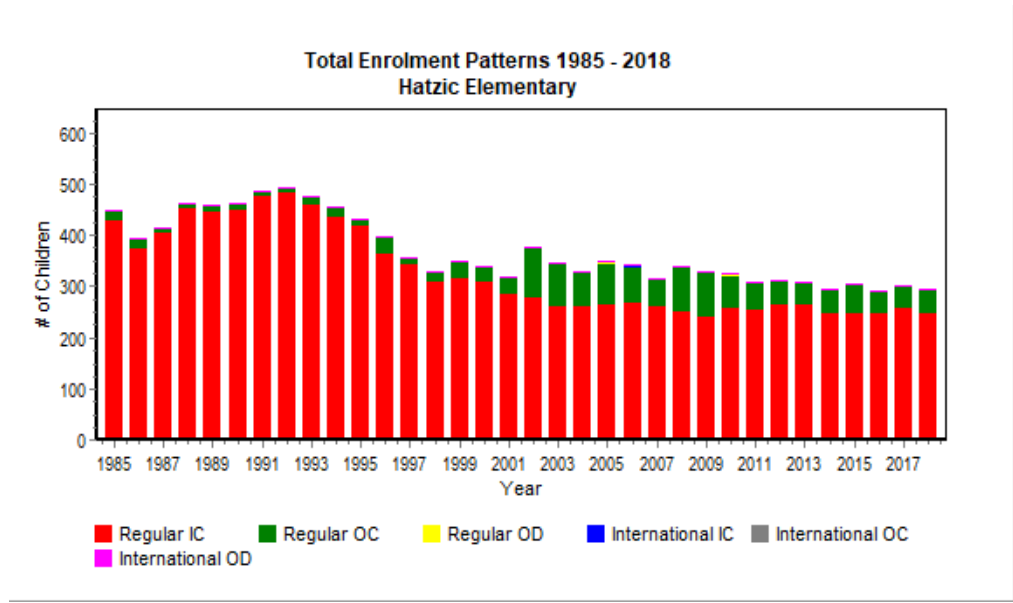
3. Consider changing one of the schools of choice to be a catchment school to help absorb some of the enrolment from the Albert McMahon catchment. As both schools of choice are currently over capacity, and both have portables on site, neither school would be unable to help absorb the anticipated enrolment growth. It is assumed that if one of the schools is re-designated as a school of choice, that the program would need to be relocated to another site. As no other sites are available for this purpose, this option does not appear to merit consideration.

b. Hatzic Elementary

The Hatzic elementary school catchment area is somewhat segregated from the rest of the community, and as such, more elementary school students within this catchment attend Hatzic Elementary (67%). The school is currently > 20% over capacity. The Province prefers to fund capacity increases when schools exceed 20% over capacity. As such, this school should be positioned to secure funding to increase capacity.

The Hatzic Elementary School site is challenging, as it is small and will not easily support an addition or portables, although portables were located here previously. Further, the school is one of the oldest schools in the District and has a significant amount of asbestos in the building. Alterations to the site are challenging due to the asbestos. As such, the request for capital funding was submitted to purchase a new site to replace this school.

With the closure of the Durieu school, students from the Durieu area were included in the Hatzic Elementary catchment.



Boundary review discussion:

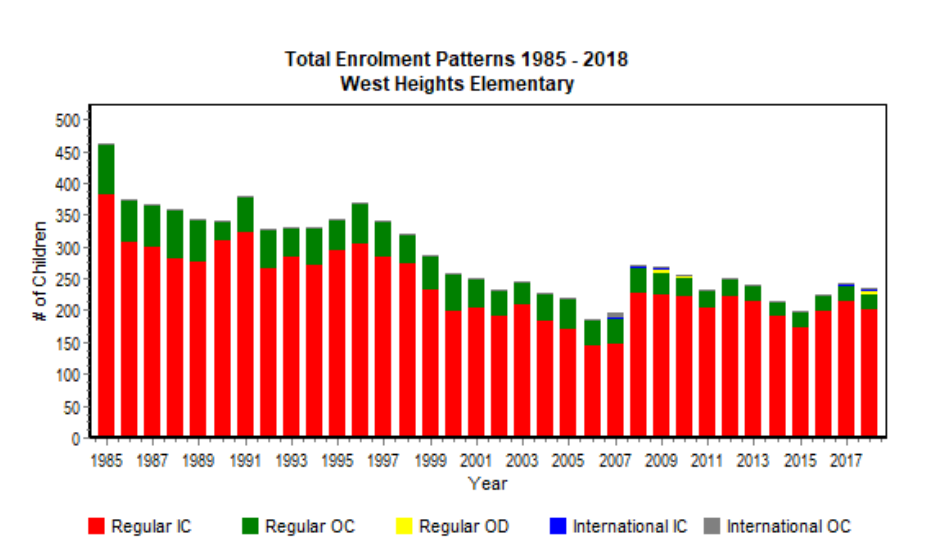
The recent development growth in Hatzic continues to put pressure on this school. A few students that moved to the Hatzic area in 2018 were unable to attend Hatzic Elementary as the school is full; the new students were placed at other schools. Due to the somewhat segregated school catchment, the following option is provided for discussion.

1. Consider remove all or a portion of the Durieu area from the Hatzic Elementary catchment. The adjoining schools to the Durieu area are Albert McMahon and Dewdney. As Albert

McMahon also has capacity issues, this school should not be considered for the Durieu area. The other option is to relocate all or a portion of the Durieu area to the Dewdney School. Dewdney is currently nearing capacity. This is due to significant cross boundary students attending Dewdney, some of which are from the Durieu area. This change would necessitate ending cross boundary applications into Dewdney from other areas, which would have a few ripple effects on other urban schools. If this option is explored, detailed information on the impact to other schools would need to be gathered and presented for further consideration.

c. West Heights

To-date, the West Heights school has not been on the radar for capacity issues. The significant number of new housing units being constructed within the West Heights catchment, is changing this consideration. The current projections do not factor in the significant change due to new construction. The new construction is expected to begin affecting the school in 2019/2020, or 2021/2022. The growth is expected to introduce at least 50 more students into this school. Also, additional development is expected beyond what is currently identified in the next few years as well.



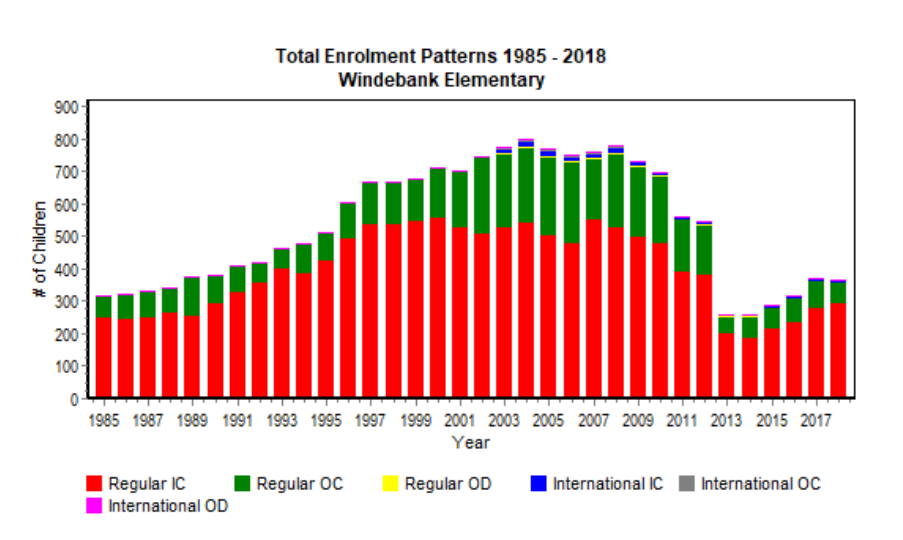
Boundary review discussion:

The expected impacts to the West Heights School is not as significant as the other schools. As such, the review of the West Heights boundary could be delayed and considered in a couple years, along with a review of the boundaries for Silverdale, when the development growth in the catchments areas for these two schools are more active.

d. Windebank

The capacity at Windebank has increased over the past few years, and the projections indicate that Windebank will be over capacity by 2023. As such, it is an ideal time to consider altering the boundary to minimize the impact of changes on students and the need to grandfather student enrolment at Windebank. The Windebank catchment runs from the Albert McMahon catchment in the north, to the Mission Central Boundary in the south, and from the Hatzic boundary in the east to the Christine Morrison boundary in the west. Mission Central elementary is currently under capacity and would be able to absorb a transfer of Windebank catchment.

The other bordering schools are unable to absorb any students from the Windebank catchment. Currently, a few students are crossing the boundary from the Windebank catchment to the Mission Central catchment, and vice versa.



Boundary review discussion:

Staff initiated a review of the boundary that included removing a portion of the Windebank catchment and moving it to the Mission Central Boundary. The maps will be presented at the meeting regarding this potential option for discussion.


**Public Participation:**

This report and presentation is the initiation of the Boundary Review process. If boundary change options are developed for formal consideration, a formal public participation and consultation process should be developed and communicated to all parents and stakeholders with an interest in the changes. As such, the process should include sufficient time for formal public involvement.

**Attachments:**

- a. **2018 Projected out of Catchment**
- b. **2018 Albert McMahon Attendance**
- c. **2018 Albert McMahon Catchment Analysis**
- d. **2018 Hatzic Elementary Attendance**
- e. **2018 Hatzic Elementary Catchment Analysis**
- f. **2018 West Height Attendance**
- g. **2018 West Heights Catchment Analysis**
- h. **2018 Windebank Attendance**
- i. **2018 Windebank Catchment Analysis**





# 2020 School Boundary Survey

---

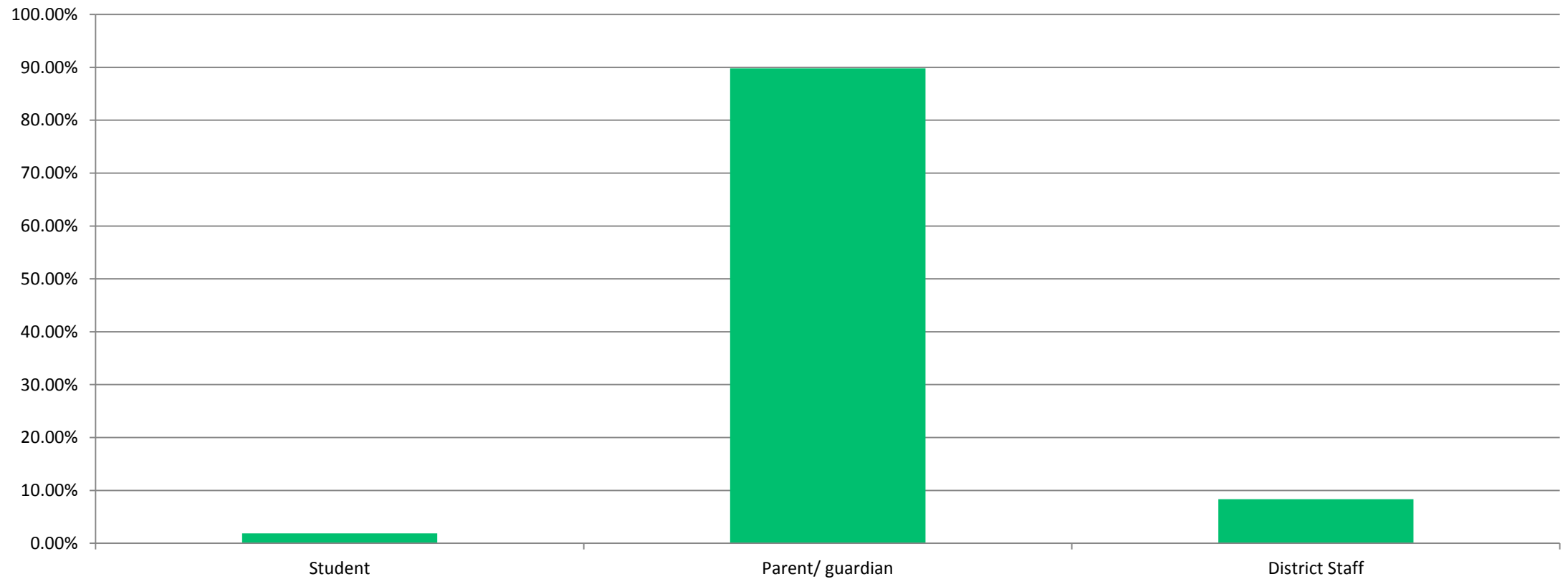
Summary of Responses  
September 29, 2020





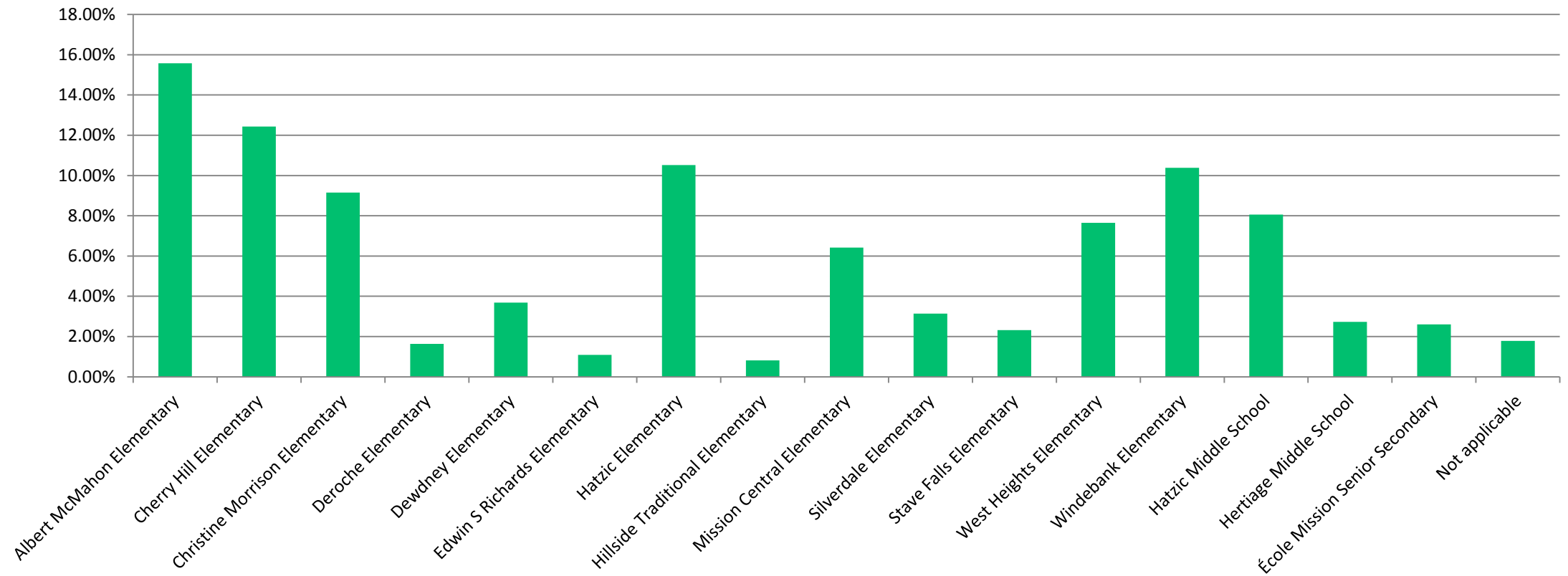
# Q1 - Respondents

Are you a student or a parent/ guardian?



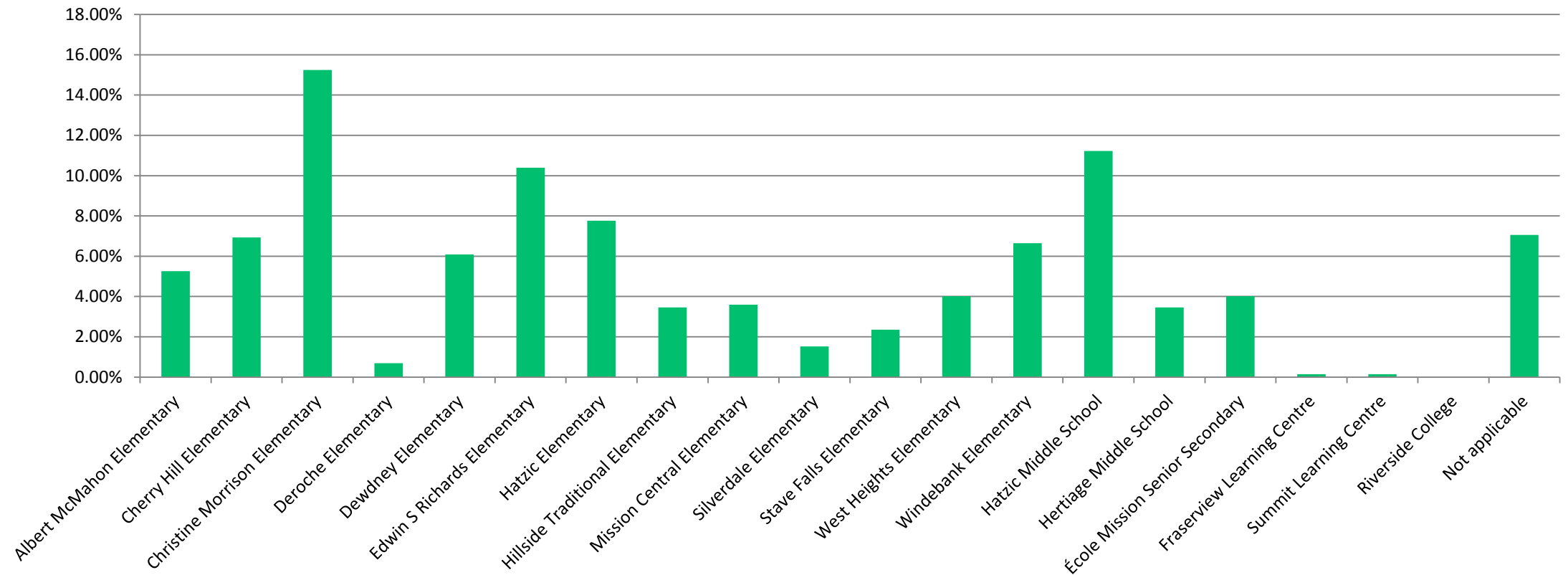
# Q2 - Catchment School

What is your current catchment school?



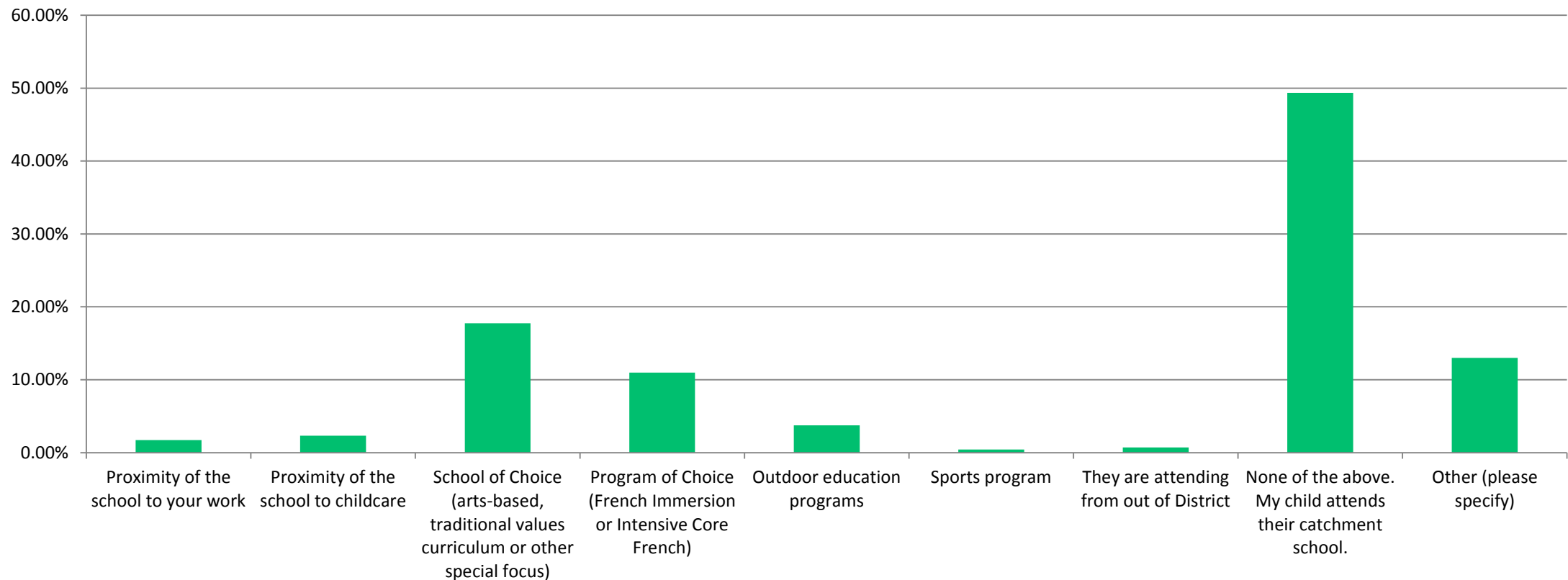
# Q3 - School of Attendance

What school does your child (or children) attend?



# Q4 - Reason for attending specific school

If your child (or children) attend a school other than your catchment school, why?

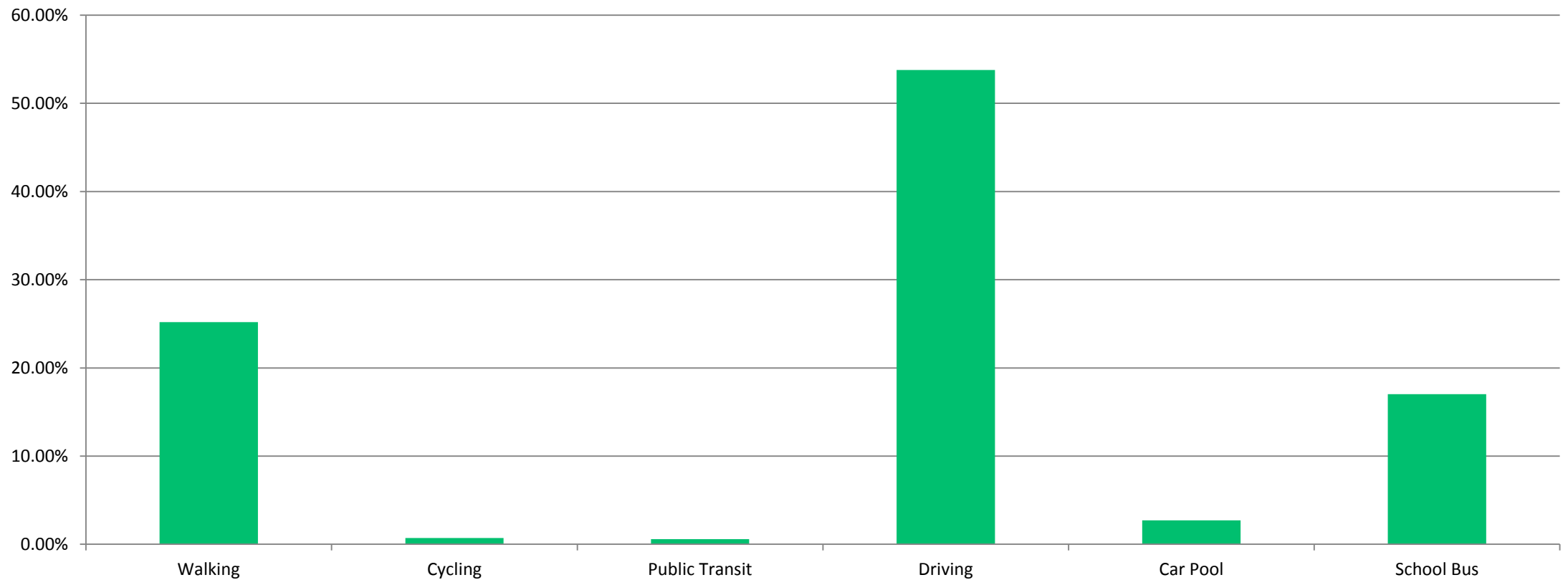


# Q4 – Attending other than catchment

- Themes
  - Moved and didn't want to change schools
  - Programming
  - Proximity to school
  - No room at catchment school
  - Staff at school
  - Support for special needs

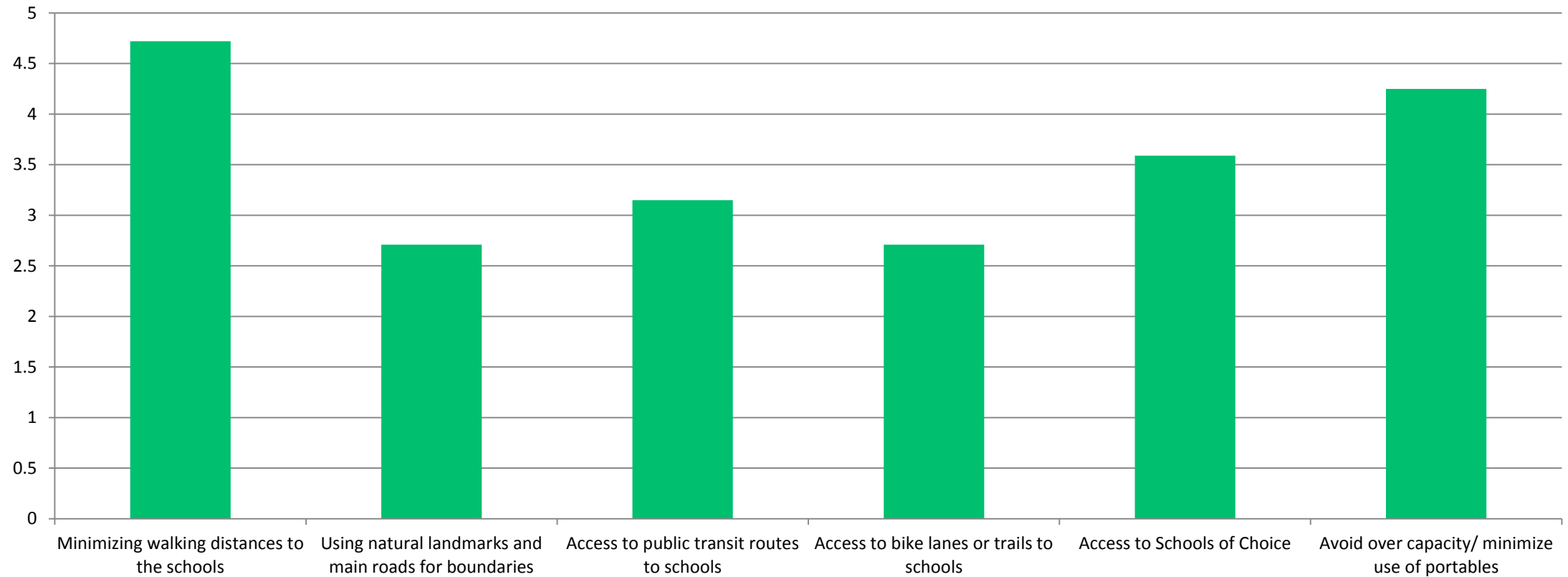
# Q5 - Getting to School

How does your child (or children) travel to school?



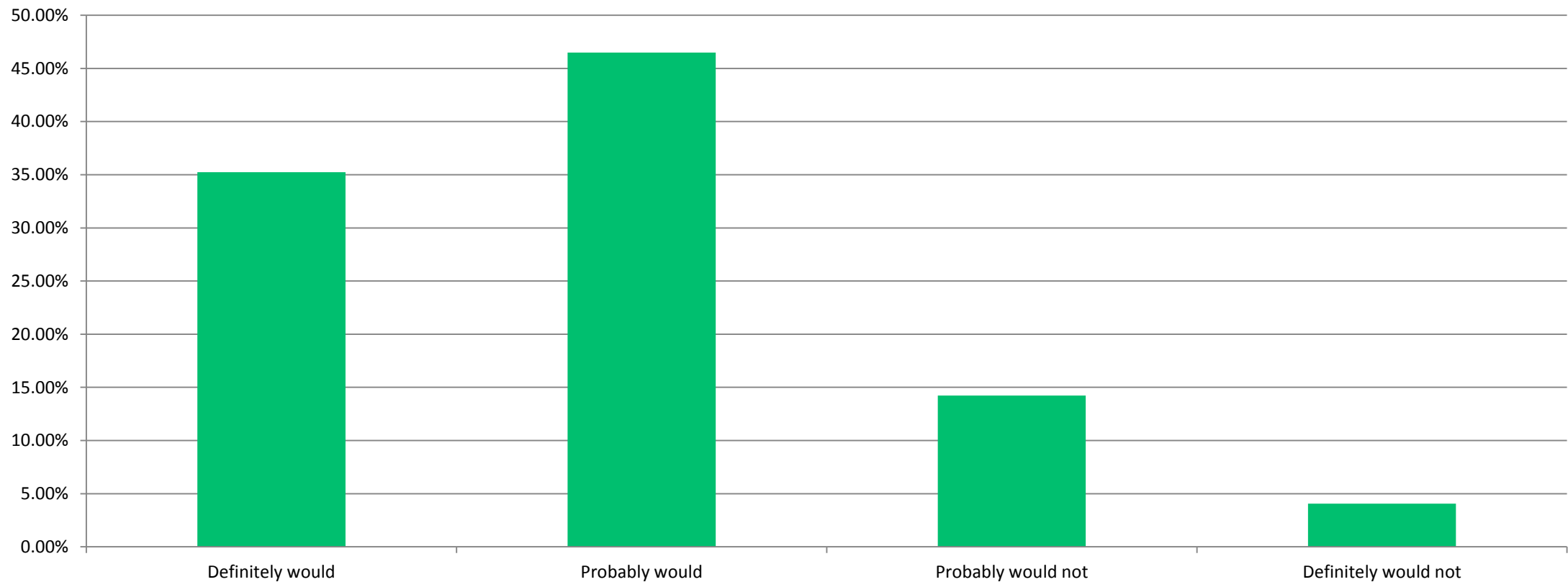
# Q6 - Importance of Issues to Consider

Considerations for the review of catchment boundaries



# Q7 - Support for limiting use of portables

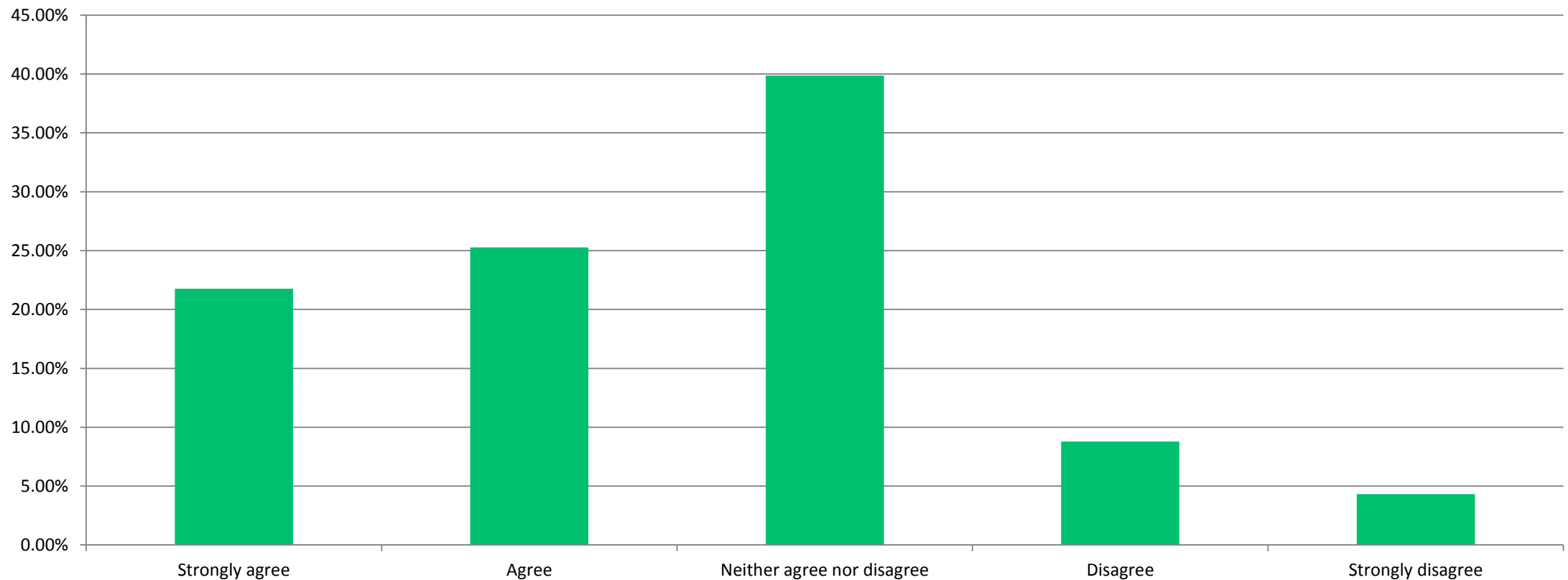
Support for reconfiguring boundaries to limit use of portables





# Q8 - Schools of Choice Impact on Neighbourhood School

Do Schools of Choice limit a student's access to a neighbourhood school?



# Q9 – What is Working

- Themes:
  - Prefer the smaller schools
  - The staff
  - Equipment at some schools / outdoor space
  - Variety of programs / outdoor programs
  - Some schools provide priority for siblings at schools
  - Support for special needs student
  - Overall satisfaction that the system works well/no problems
  - Mission schools prepares kids for life
  - Location/proximity

## Q9 – What is Not Working

- Themes:
  - Distance from school to walk / bus
  - Transportation issues
  - Issues with road safety on route to school
  - School too full / overcrowded
  - Can't get into catchment school
  - Bullying
  - Perception of inequity with cross boundary applications
  - Lack of funding
  - Parking
  - Need a larger or second high school
  - Would like middle school catchment based on location, not elementary school
  - Many concerns regarding French Immersion boundary – others think it is fine
  - Access to childcare

# Q10 – Addressing Inclusion

- Themes
  - Smaller / reconfigured class sizes
  - More special needs teachers and Education Assistants
  - Specialized support teams
  - More funding/schools/staffing
  - More specialized programming, eg Gifted, Low Incidence
  - Limit cross boundary

# Q11 – Addressing Accessibility

- Themes
  - Smaller class sizes
  - Each school is different with unique needs – and solutions
  - Improved transportation options
  - Priority enrolment
  - Build wheelchair ramps
  - Consider flexible options for students – based on their needs
  - More support in classrooms
  - Be flexible when considering cross boundary applications
  - Wheelchairs - crowded / mobility issues in classrooms – reduce class size
  - Build more schools

# Q12 - Suggested Maximum Middle School Size

- fewest students 260
- most students 800
- Average # of students 638
- Median # of students 651



# Q13 - Suggested Maximum Elementary Size

- fewest students 151
- most students 500
- average # of students 381
- median # of students 394



# Q14 - Suggested Walk Limits

-  
before  
busing  
students

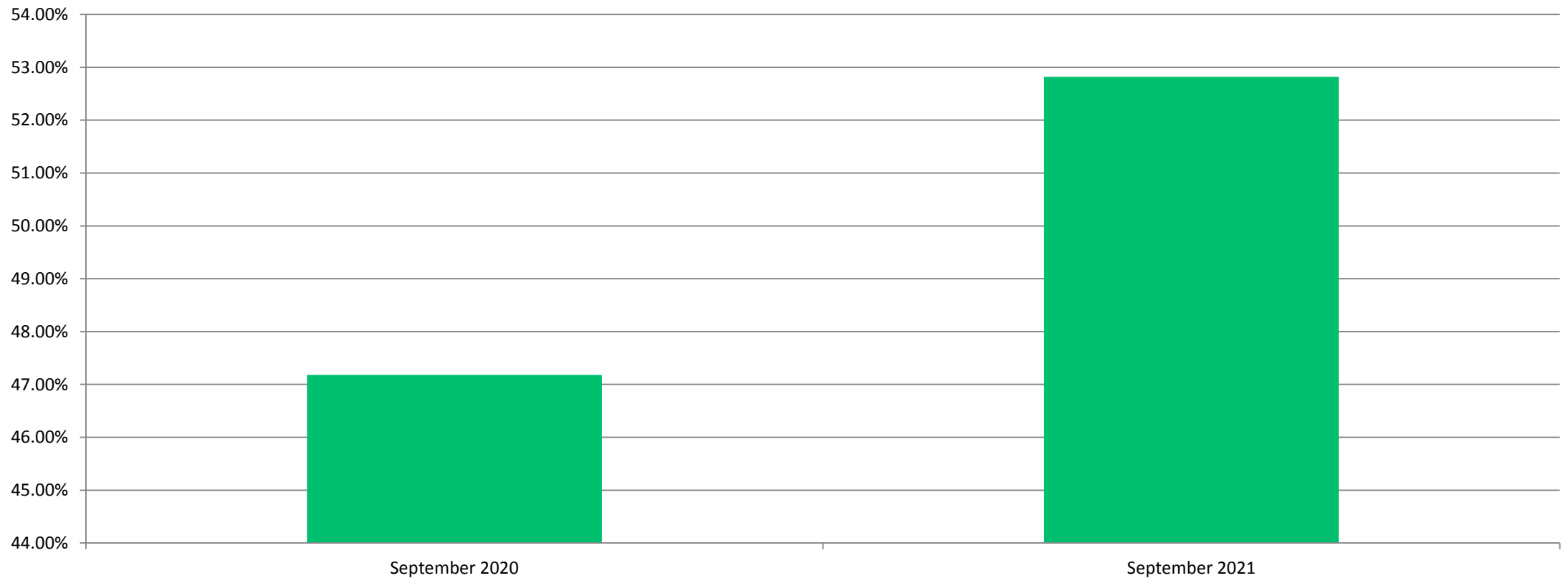
- Shortest Distance 1 km
- Longest Distance 5 km
- Average Distance 2 km
- Median Distance 2 km





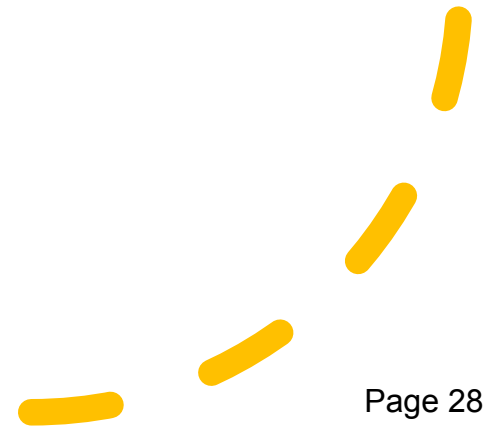
# Q15 - Preference for any boundary change

To take effect September 2020 or September 2021?



Q16 - How long should students be allowed to attend current school vs adjusted boundary school

	# of Respondents
• 0 years	32
• 1 year	89
• 2 years	71
• 3 years	52
• 4 years	16
• 5 years	441



# Q17 – Additional Comments

## Themes:

- Build and renovate schools/crowding
- Need for more secondary schools and/or replacement
- Transportation to Schools of Choice
- Walk limits
- Steelhead
- Staffing/funding

**ITEM 6.1 Information**

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

---

**1. Summary:**

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

**2. Background:**

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

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

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

**3. Options:**

**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

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

**A. Hatzic / Durieu Study Area**

**i. Hatzic Elementary Area – Total Student Population**

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

**ii. Hatzic Elementary Area – MPSD Students / Capture Rate**

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

**iii. Durieu Study Area – Estimated Student Population**

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

**iv. Durieu Study Area – MPSD Students**

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

**B. Stave Falls / Steelhead Study Area**

**i. Stave Falls - MPSD Students**

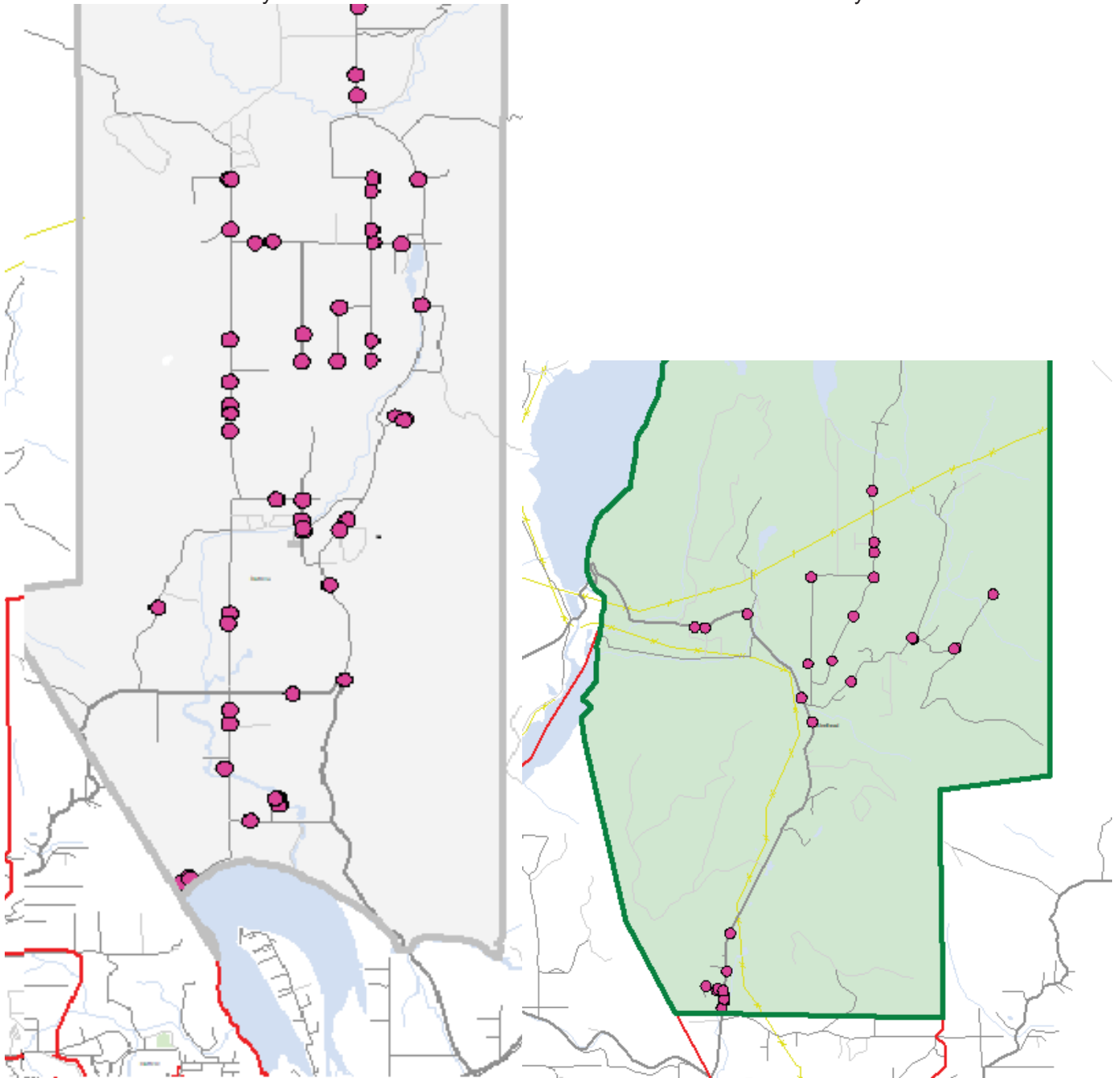
<b>K – 6 Students in Stave Falls</b>	<b>2017/2018</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>
Stave Falls Elementary	-	-	26	30
Stave Falls – Silverdale	23	22	10	7
Stave Falls – Other	13	12	7	13
<b>Total K – 6 students</b>	<b><u>36</u></b>	<b><u>34</u></b>	<b><u>43</u></b>	<b><u>50</u></b>

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

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

Durieu Study Area

Steelhead Study Area



### ITEM 5.1 Discussion

TO: Committee of the Whole  
FROM: C. Becker, Secretary Treasurer  
SUBJECT: Boundary Review - Hatzic Elementary May 2021.docx

---

#### 1. Summary:

Hatzic Elementary is over capacity for September 2021, based on the current enrolments at the school. The following are thoughts staff are considering. Staff would like to discuss the options / challenges with the Committee of the Whole, in order to get direction for additional research. The information requested and formal options would be presented at the May Board meeting.

Options being considered:

- Stop accepting any cross boundary requests
  - Current action being taken – however, some parents are pressuring for reconsideration
  - Would still leave significant remedy costs. Size violations in 11/13 classes (not over hard cap in any classes).
- Send all cross boundary students attending Hatzic back to their regular catchment school.
  - This would resolve Hatzic overcrowding, but would transfer some students back to overcrowded schools (DEW 7; WDB 3; CH 7; AME 9; Central 2; Silverdale 2; DER 1)
- Offer Dewdney to Durieu families
  - optional to move and see if people take it
    - Durieu families could choose their catchment school as Dewdney or Hatzic
  - the Board could direct a change to the boundary – Durieu area to Dewdney – no grandfathering
    - Consultation with Durieu families should be done asap if considered.
  - Potential transportation costs – currently researching
- Add a portable
  - Platform is there – portable would take 10 – 14 weeks to arrive, and approximately 4 more weeks for installation / permits / inspections.
  - Hatzic Elementary has significant asbestos on site - tie-ins for the portable could be challenging.
  - Cost would be expected to be around \$200,000 including installation and plumbing for sprinkler system
  - With enrolment as is, there would be 6 spaces for new registrants
  - Could compromise site for future school replacement
- Use other sites for new families moving into the area
  - Keep Dewdney as an overflow site for Hatzic – don't reduce divisions at Dewdney (If students don't relocate to Dewdney, Dewdney could be reduced by 1 division based on enrolment);
  - Increase Windebank by one division – would allow Windebank to take overflow students;
  - Would cause transportation costs.





ENROLMENT NUMBERS AS AT SEPTEMBER 8, 2021							SEP 30 2020
SCHOOL	In MyEd	InCatch Waitlist	Not In MyEd	Total	Projected	Projected Change	
AME	435	8	4	447	429	18	376
CH	274	0	1	275	278	-3	256
CMORR	368	1	4	373	352	21	340
DER	80	0	3	83	85	-2	80
DEWD	138	0	0	138	137	1	125
ESR	367	n/a	0	367	364	3	339
HAT E	308	1	6	315	301	14	272
HILL	417	n/a	0	417	411	6	396
MCE	344	2	2	348	341	7	328
SIL	111	3	0	114	109	5	88
STAVE	105	2	0	107	98	9	58
WH	246	2	4	252	245	7	210
WINDE	380	0	0	380	377	3	351
HPMS	653	13	1	667	659	8	614
HMS	741	0	11	752	744	8	668
MSS	1320	n/a	0	1320	1317	3	1279
SUMMIT K-9	48			48	57	-9	397
FRASERVIEW	77			77	79	-2	95
<b>TOTALS</b>				<b>6480</b>			<b>6272</b>

**COVID19 PROTOCOLS:**

[Back to K-12 School: What you need to know](#)

[K-12 Education Recovery Plan](#)

[K-12 Covid19 Health & Safety Guidelines](#)



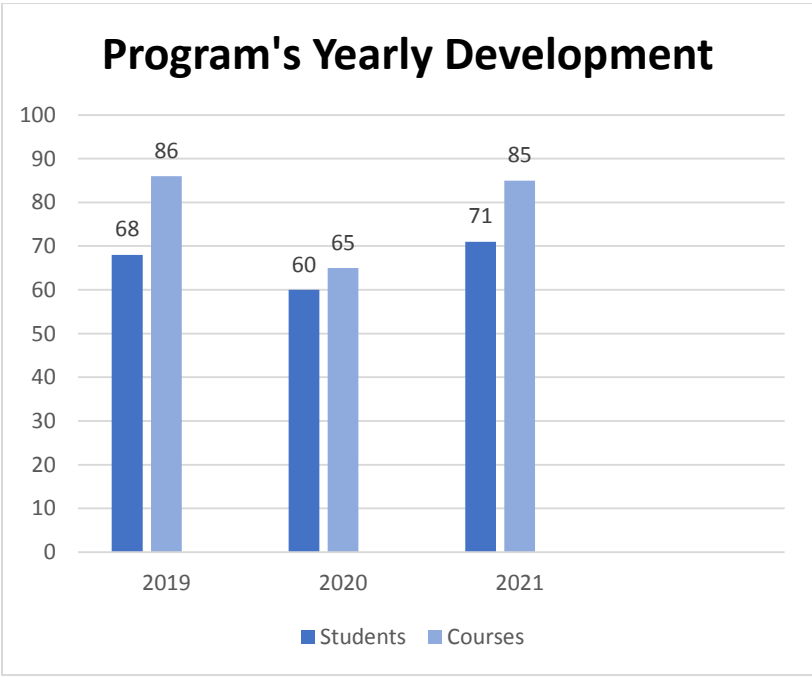
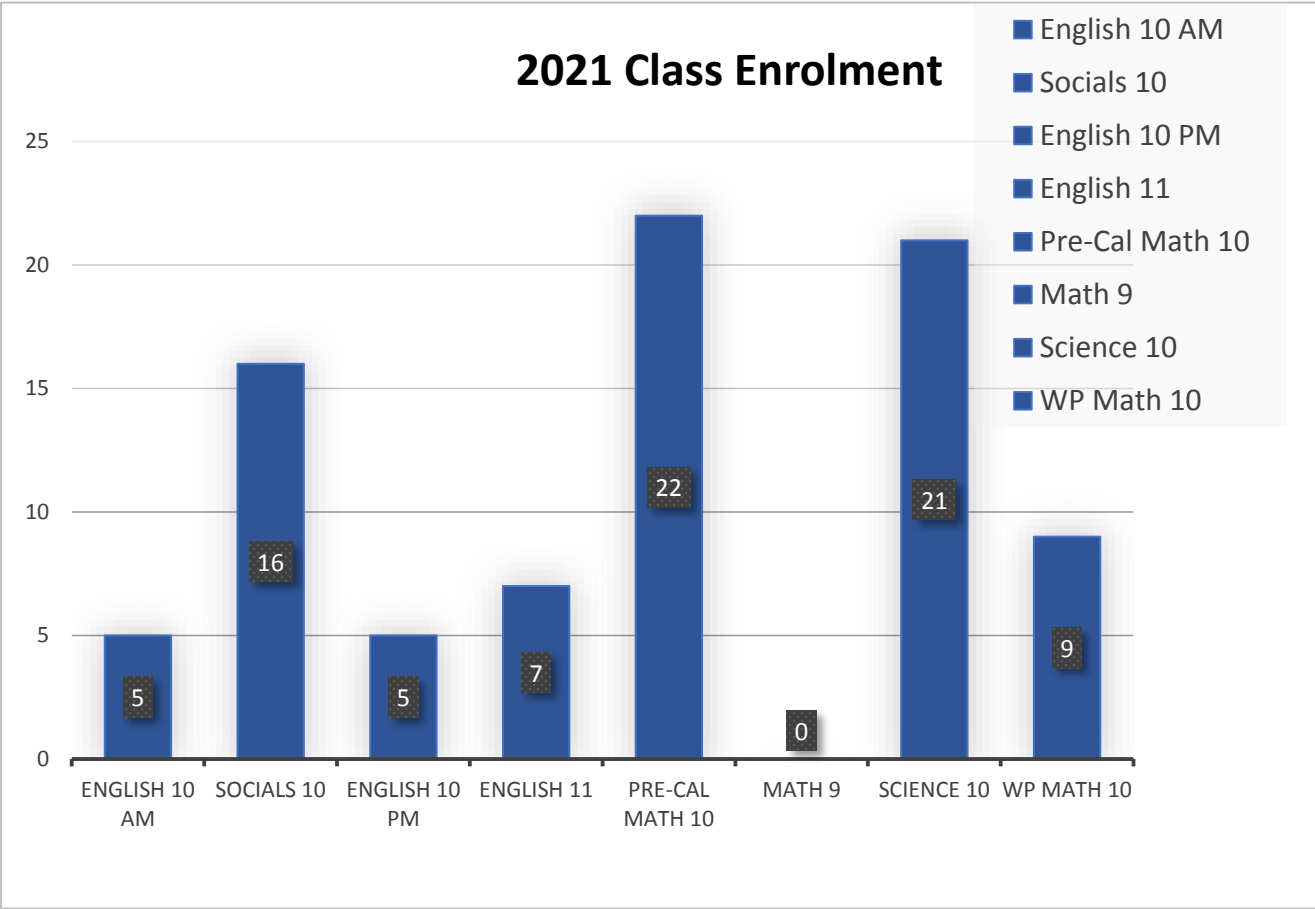
## Summer School 2021 Summative Data

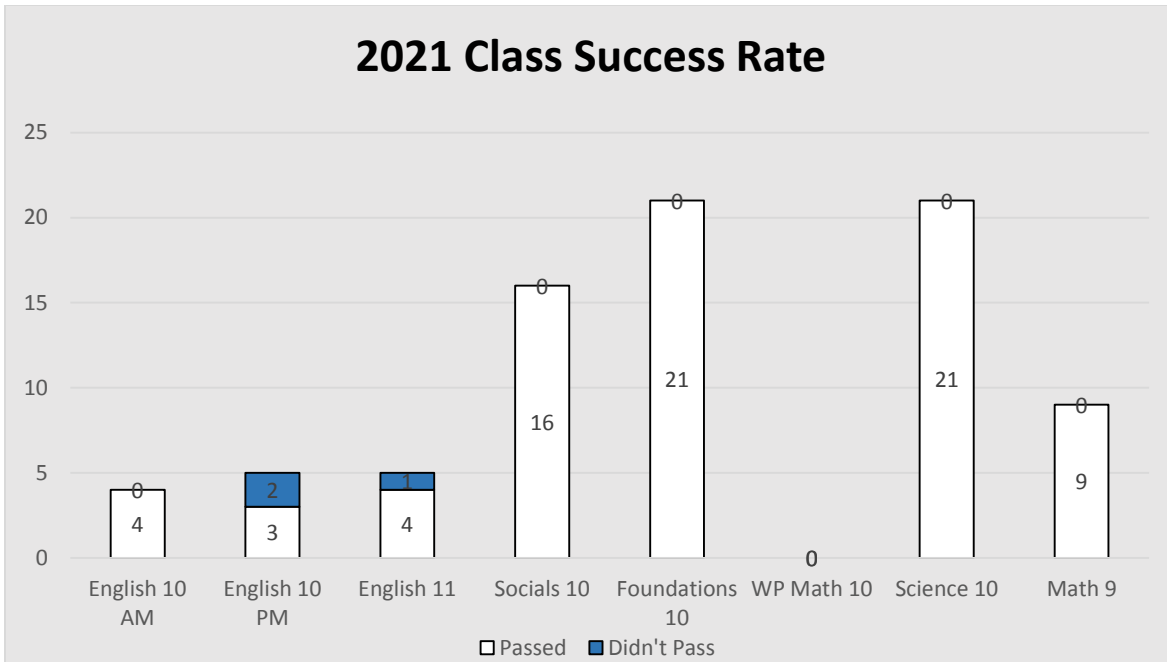
Summer School ran from Monday, July 5th to Friday, July 30th, 2021 with classes scheduled from 8:30-10:30am and 10:45-12:45pm at Mission Secondary School- Lower B Wing and with a staff of 6 (4 instructors, 1 administrator and 1 clerical support worker) utilizing 5 classrooms. Grade 10 and 11 students and families were recommended to the program via email and phone calls by MSS teachers, counsellors, and administration as early as June 17<sup>th</sup> and up until July 5<sup>th</sup>. The brochure/application form was available on SD75 website, onsite at MSS and digitally emailed to parents of at risk-students throughout the month of June. Applications were then submitted digitally or dropped off to MSS. Finalized classes offered were Social Studies 10, English 10, English 10, English 11, Pre-Cal Math 10, Science 10 and WP Math 10 and serviced 70 at-risk students (9 with IEPs) on opening day; 67 on closing day.

Due to Ministry COVID Protocols, students and staff entered in and out of Lower B Wing and were required to complete Daily Health Checks before entering the building. Records of Daily Staff Health Checks have been submitted to the Board Office and archived. Interim progress reports were distributed to students and emailed home on Friday, July 16<sup>th</sup>. On July 28<sup>th</sup>, classes were suspended due to a power outage at 10 am. Families were made aware of the cancellation of classes for the day via email and phone calls home. On July 30<sup>th</sup>, report cards were handed into the Board Office by 3pm to be mailed home and 3 copies were supplied for filing (counsellors, admin and G4files). A summary of students' final standings was emailed to MSS admin and counsellors to follow-up with for 2021-2022 timetabling. In addition, all eligible \$50 schoolcashonline deposits were returned at program end, July 30th.

### Enrolment

Course	Teacher	July 5 <sup>th</sup> Enrolment (Program's opening day)	July 9 <sup>th</sup> Enrolment (Snapshot/ 1701 Date)	July 16 <sup>th</sup> Enrolment (Interim reports sent-out)	July 30 <sup>th</sup> Enrolment (Program's end day)
Social Studies 10	J. Nikolic	16	17	17	16
English 10 (AM)	J. Nikolic	5	5	5	4
English 10 (PM)	R. Livingston	5	5	5	5
English 11	R. Livingston	7	6	6	5
Pre-Cal Math 10	I. MacCrimmon	22	21	21	21
Math 9	I. MacCrimmon	0	Class didn't run due to numbers		
Science 10	G. Grant	21	23	23	21
WP Math 10	G. Grant	9	10	9	9
<b>TOTAL STUDENTS</b>		<b>70</b> (85 courses)	<b>71</b> (87 courses)	<b>70</b> (86 courses)	<b>67</b> (81 courses)





Course	Passed Course	Didn't Pass Course
Socials Studies 10	16	0
English 10 AM	4	0
English 10 PM	3	2
English 11	4	1
Foundations 10	21	0
WP Math 10	9	0
Science 10	21	0
Math 9	Didn't run	
<b>TOTAL</b>	<b>78 (96% passing rate)</b>	<b>3 (4% failure rate)</b>

*\*Staff have recommended 3 students for the CORE stream in September to MSS Admin and Counselling*

#### Staff Recommendations

-Continue to offer grade 9 opportunities (English and Math), ensuring that they are well publicized, and parents are made aware of the opportunity earlier in the month of June.

-In addition to 40% pre-requisite, include an attendance and or admin recommendation pre-requisite to enroll in Summer School.

-As offering English 11 has historically be effective... consider running grade 11 courses based on departments' needs in the future.

-Schedule planned power outages outside of Summer School timetable

**Completed by Kelly Hennessey, Summer School Principal, on July 30, 2021**



School District: SD75  
 School District Transportation Contact: Vivian Searwar  
 First Nation: Kwantlen  
 First Nation Transportation Contact: Cheryl Gabriel  
 Complete per Board of Education for each First Nation organized by transportation service (and/or school)

\*New\* Check 1 Plan Submission Package Type:  
 Status Quo  Revision to Joint Plan  New Joint Plan

**STEP 1** Transportation Service Proposed to First Nation Students

Number of First Nation Students	Total
---------------------------------	-------

NOTE: Please complete one worksheet for each First Nation

Specify Transportation Services				STEP 2 - Current Transportation Service		STEP 3 - Identified Transportation Service		
First Nation	School Attending		Distance to School (KMs)	Transportation Issue/Gap		Level of Transportation Service currently provided by Board and/or First Nation	STEP 4 -	
	School Name	Location		Transportation Service	Number of First Nation Students		Cost of Current Service	Level of Transportation Service Identified (proposed or desired) by First Nation
Kwantlen	Silverdale Elementary School	onatelli Ave, Mission, BC	2.4 km	Bus	2	SD75 Board pays for bus service to public schools operated by SD75 staff	\$869	\$0
<b>TOTAL</b>					2		\$1,738	

Total Additional Cost of \$1,738

Board and First Nation confirmation of outstanding area(s) of agreement

*Nerna Be* - Director of Community Services  
 Chief of the First Nation (or delegate)  
*Seffer*  
 Board Chair

Notes for STEP 4 - Cost of Transportation (annualized cost)

Costs of walking to school may include cost of a walking school bus (including a supervisor) or crossing guards.  
 Parental Transportation Assistance is based on funding per kilometre and average distance to school or bus stop.  
 Name of bus route or ferry run.  
 Cost of bus service/run (e.g. driver salary, fuel, insurance, vehicle maintenance) provided by Board prorated based on First Nations students riding the bus being transported to public schools to total students being transported, including those bused to First Nation schools on reserve and/or reciprocal tuition students being bused to First Nation schools on reserve.  
 Ferry service cost based on total cost of service prorated by First Nation students to total passengers or cost of specific school ferry runs.  
 Special needs students accommodated on regular school buses are costed as part of the bus service/run cost. Special needs students requiring customized transportation needs such as special vehicles are costed here.  
 Include Other service costs related to unique costs of transporting students to school and/or extra-curricular activities.  
 Transportation assistance or bus transportation costs for transporting students to extracurricular activities.



School District: SD75

School District Transportation Contact: Vivian Searwar

First Nation: Leqamel

First Nation Transportation Contact: Camielle Laslo/Dawn Styran

Complete per Board of Education for each First Nation organized by transportation service (and/or school)

\*New\* Check 1 Plan Submission Package Type:

Status Quo

Revision to Joint Plan

New Joint Plan

<b>STEP 1</b>	Transportation Service Proposed to First Nation Students		
	Number of First Nation Students	Total	

NOTE: Please complete one worksheet for each First Nation

**Specify Transportation Services**

First Nation	School Attending			STEP 2 - Current Transportation Service			STEP 3 - Identified Transportation Service		
	School Name	Location	Distance to School (KMs)	Transportation Issue/Gap		Level of Transportation Service currently provided by Board and/or First Nation	STEP 4 - Cost of Current Service	Level of Transportation Service Identified (proposed or desired) by First Nation	STEP 4 - Additional Cost of Service
				Transportation Service	Number of First Nation Students				
Leqamel	Deroche Elementary School	10 N Deroche Rd, Deroch	3.7 km	Bus	26	SD75 Board pays for bus service to public schools operated by SD75 staff	\$1204 per student		\$0
	Hatzic Middle School	Dewdney Trunk Rd, Miss	20 km	Bus	21	SD75 Board pays for bus service to public schools operated by SD75 staff	\$1204 per student		
	Mission Senior Secondary	32939 7th Ave, Mission,	24.6 km	Bus	11	SD75 Board pays for bus service to public schools operated by SD75 staff	\$1204 per student		
	Fraserview Learning Centre	2444 7th Ave, Mission, B	25.6 km	Bus	1	SD75 Board pays for bus service to public schools operated by SD75 staff			
	Deroche Elementary School	10 N Deroche Rd, Deroche, BC		Walking Distance	6		\$0		
	Summit Learning Centre	Distance Education	0km	Learning - no transportation	2		\$0		
<b>TOTAL</b>					<b>59</b>		<b>\$71,036</b>		



## STEP 5

Total Additional Cost of  
Transportation Service



Board and First Nation confirmation of outstanding area(s) of agreement

  
\_\_\_\_\_  
Chief of the First Nation (or delegate) *Peter Pynacker, Administrator / senior Finance Officer*

  
\_\_\_\_\_  
Board Chair

Notes for STEP 4 - Cost of Transportation (annualized cost)

Costs of walking to school may include cost of a walking school bus (including a supervisor) or crossing guards.

Parental Transportation Assistance is based on funding per kilometre and average distance to school or bus stop.

Name of bus route or ferry run.

Cost of bus service/run (e.g. driver salary, fuel, insurance, vehicle maintenance) provided by Board prorated based on First Nations students

riding the bus being transported to public schools to total students being transported, including those bused to First Nation schools on reserve and/or reciprocal tuition students being bused to First Nation schools on reserve.  
Ferry service cost based on total cost of service prorated by First Nation students to total passengers or cost of specific school ferry runs.  
Special needs students accommodated on regular school buses are costed as part of the bus service/run cost. Special needs students requiring customized transportation needs such as special vehicles are costed here.  
Include Other service costs related to unique costs of transporting students to school and/or extra-curricular activities.  
Transportation assistance or bus transportation costs for transporting students to extracurricular activities.

School District: SD75  
 School District Transportation Contact: Vivian Searwar  
 First Nation: Sqewlets  
 First Nation Transportation Contact: Sonya Williams, Education Coordinator  
 Complete per Board of Education for each First Nation organized by transportation service (and/or school)

\*New\* Check 1 Plan Submission Package Type:  
 Status Quo  Revision to Joint Plan  New Joint Plan

<b>STEP 1</b> Transportation Service Proposed to First Nation Students	
Number of First Nation Students	Total



NOTE: Please complete one worksheet for each First Nation

**Specify Transportation Services**

First Nation	School Attending			STEP 2 - Current Transportation Service			STEP 3 - Identified Transportation Service	
	School Name	Location	Distance to School (KMs)	Transportation Issue/Gap	Number of First Nation Students	Level of Transportation Service currently provided by Board and/or First Nation	STEP 4 - Cost of Current Service	STEP 4 - Additional Cost of Service
Sqewlets	Deroche Elementary School	0 N Deroche Rd, Deroch	8.5 km	Bus	17	SD75 Board pays for bus service to public schools operated by SD75 staff	\$1274 per student	\$0
	Hatzic Middle School	Dewdney Trunk Rd, Miss	24.8 km	Bus	6	SD75 Board pays for bus service to public schools operated by SD75 staff	\$1274 per student	
	Mission Senior Secondary	32939 7th Ave, Mission,	29.4 km	Bus	2	SD75 Board pays for bus service to public schools operated by SD75 staff	\$1274 per student	
TOTAL					25		\$31,850	

**STEP 5**

Board and First Nation confirmation of outstanding area(s) of agreement

  
 Chief of the First Nation (or delegate)  
  
 Board Chair

Total Additional Cost of Transportation Service

Notes for STEP 4 - Cost of Transportation (annualized cost)

Costs of walking to school may include cost of a walking school bus (including a supervisor) or crossing guards.  
 Parental Transportation Assistance is based on funding per kilometre and average distance to school or bus stop.  
 Name of bus route or ferry run.  
 Cost of bus service/run (e.g. driver salary, fuel, insurance, vehicle maintenance) provided by Board prorated based on First Nations students riding the bus being transported to public schools to total students being transported, including those bused to First Nation schools on reserve and/or reciprocal tuition students being bused to First Nation schools on reserve.  
 Ferry service cost based on total cost of service prorated by First Nation students to total passengers or cost of specific school ferry runs.  
 Special needs students accommodated on regular school buses are costed as part of the bus service/run cost. Special needs students requiring customized transportation needs such as special vehicles are costed here.  
 Include Other service costs related to unique costs of transporting students to school and/or extra-curricular activities.  
 Transportation assistance or bus transportation costs for transporting students to extracurricular activities.







# Framework for Enhancing Student Learning: Enhancing Student Learning Report

SD75 Mission Summer 2021



We begin our Framework for Enhancing Student Learning by **acknowledging and honouring** the traditional territory and history of the Stó:lō people. We **acknowledge and honour** the four traditional territories of the following First Nation communities:

Leq'á:mel First Nation

Matheqwi First Nation

Qwó:l'tl'el First Nation

Sq'éwlets

Mission Public School District **appreciates the vital role of All First Nations, Inuit, and Metis peoples, groups, and associations, residing within the school district. We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.**

### District Context

Mission Public Schools ('MPSD' or 'SD75') is a medium sized district of over 6500 students in a growing community. In addition to the City of Mission, SD75 serves the north Fraser region from Stave Falls and Silverdale in the west to Lake Errock in the east. Mission has 13 Elementary Schools, 2 7-9 Middle Schools, an Alternate School, a Senior Secondary, and a Vocation Focussed College. Just under 20% of students are of Indigenous ancestry. The last three years have seen a significant increase in students arriving in the district with diverse needs as we continue to grow.

### Strategic Plan

This document details the Board's objectives for Mission Public Schools to:

- Support Honouring Culture and Territory
- Focus on being Future Oriented
- Promote Student Centred Learning
- Create Effective Learning Environments
- Build Quality Teaching and Leadership

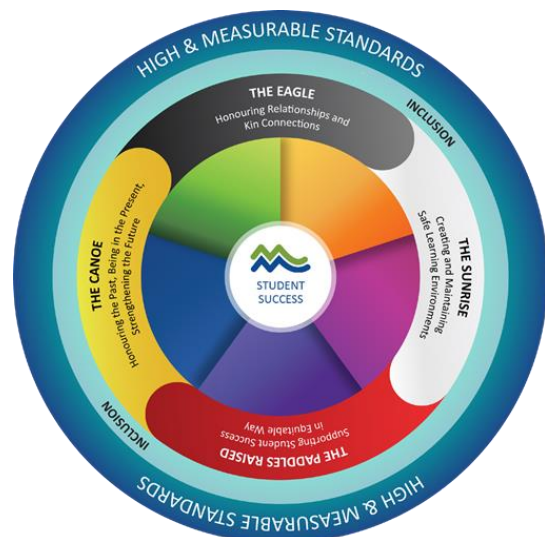
The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act. It further describes our Vision, Mission, and Values.

The Strategic Plan can be found in whole at:

<https://www.mpsd.ca/Board/Trustees/Pages/default.aspx#/=>

### Our Vision

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.



## Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history.

We are dedicated to honouring student voice and empowering our students to reach their potential.

## Our Values

*Working Together*

*Lifelong Learning*

*Thinking Beyond Today*

*Doing the Right Thing*

## Framework for Enhancing Student Learning

### The Enhancing Student Learning Report

Like most districts, MPSD evaluates data in the fall from the previous year to assist in adjusting current implementation and in adjusting plans for the coming year. In the winter and spring, decisions are made based on available funding, Strategic Plan priorities, and overall enrolment. Implementation occurs via staffing and resource allocations in the late spring through September. The Budget Cycle requires numerous Special Committee of the Whole meetings - open to the public as well as stakeholders and can vary in number depending on implementation needs and budgetary constraints.



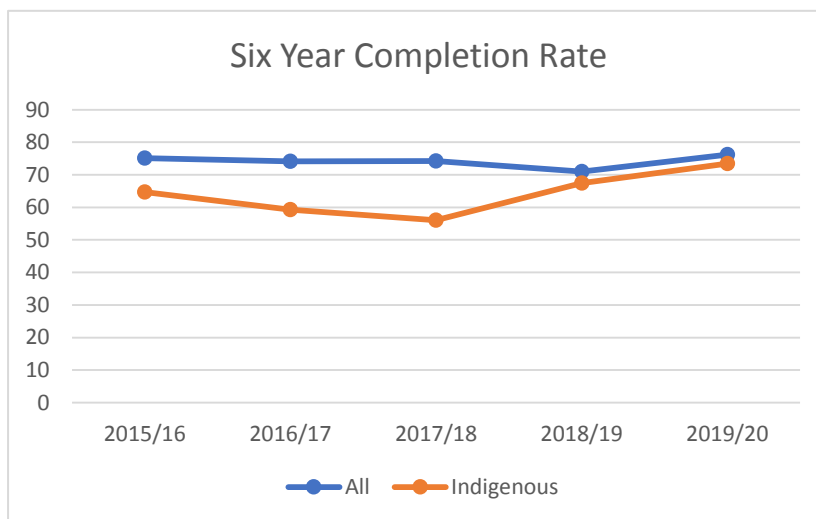


In addition to regular meetings for the Board, MPSD has both Siwal Si'wes and ongoing meetings directly with First Nations to ensure their needs are being met and their ideas and wisdom added to plans for the School District. In addition to these formal structures, open communication to the Principal of Indigenous Education, Superintendent, and Board of Education are encouraged.

Data is provided in an appendix at the end of this report. Several overarching comments should be made. First, data is not perfect. Several key measures, such as Foundation Skills Assessments, are deeply flawed at the macro level as our participation rates are generally low and only about 50% of students participated this pandemic year. The pandemic has altered a number of statistics in real and artificial ways (student attendance, direction to pass students, etc) that may not reflect other 'normal' years. There is also the question of which students complete surveys and under what conditions. Finally, Data is only part of the information required to plan and implement new initiatives - or continue with old ones. Much of the work for both schools and the district is determining what the story is behind the numbers for individual students and cohorts.

### Analysis

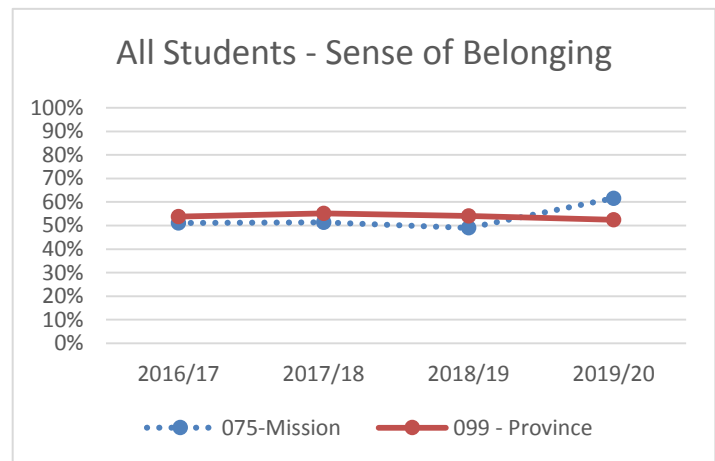
Mission Public Schools is a medium sized district in the Fraser Valley that operates as an exurb to larger municipalities in the Lower Mainland and Fraser Valley. Historically, Mission has had results moderately lower than the more western areas of the Lower Mainland/Fraser Valley. While overall results are up, we are aware this is linked to the June 2020 expectation that all students that could potentially graduate be granted completion.



It is notable that the trend was upwards and narrowing ahead of Covid, but the data needs to be taken as limited in nature. This is a common theme in all 2020 data. The Foundation Skills Assessment has a low participation rate - about 50%- but results here are slightly below provincial averages. Of particular concern is the results for students with diverse abilities - in many categories they are below provincial

averages. An area that has had some improvement is in post-secondary engagement, however it continues to be below provincial averages, especially over longer periods of time. Just slightly more than half of Mission students begin at a PSI in a timely manner.

Several social emotional data sets show that Mission students experience positive learning environments, at or above provincial averages. This is still an important area of focus, particularly in relation to the post pandemic recovery period. Further, please note we lack data on some specific subsets, eg Indigenous students, in relation to social emotional data sets.



An interesting example of a traditional area of concern that was significantly impacted by Covid was attendance. At Albert McMahon Elementary, for example, a typical year may see 70 students out of just over 400 missing in excess of 20 days of school. The 20 day benchmark can be misleading as some students are travelling or involved with other family events, but nonetheless it is a useful measure of students disengaging from school life. In the 2020-21 school year, the number was 143, with slightly lower enrolment. This means a more than double chronic absenteeism rate. More interestingly, these numbers varied from site to site - one middle school actually had improved attendance, for example.

### Implementation of Strategic Plan

Below each Objective Priority Area is identified and current initiatives underway to support the implementation of the specific OPA.

#### *Honouring Culture and Territory*

- Helping Teacher Positions
- Halq'eméylem Language and Culture Teacher
- Band Outreach Teacher/Support Worker (Covid)
- Policy additions/adjustments
- Special Program from the Office of BC Human Rights for hiring/staffing
- Ongoing consultation with First Nations and Siwal Si'wes
- Elementary (new), Middle, and Secondary Indigenous Success Coaches

#### *Future Orientation*

- Resources, workshops, support to embed Indigenous world views in decision making and pedagogical practice
- Ongoing refresh of technology
- Mental Health initiatives

#### *Student Centred Learning*

- Expansion of Online opportunities for students
- Choice of electives at Secondary (400+ students per grade)
- Trauma Informed Practice
- Access to music, ADST in elementary
- Schools, programmes of choice

- Mental Health initiatives

### *Effective Learning Environments*

- Accessibility Certifications
- Expansion of Inclusive Playgrounds
- Resources available through Learn75 Curriculum Connections  
<https://sd75curriculum.com/>
- District Wide Mental Health Strategy
- Staff training schedules for new technology or initiatives

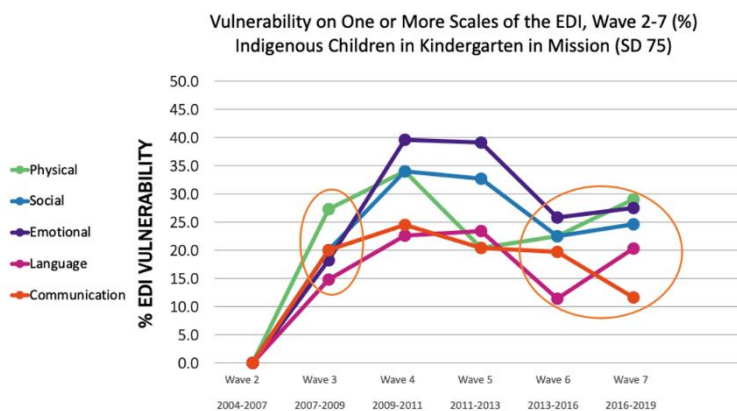
### *Quality Teaching and Leadership*

- Curriculum support teachers
- Literacy/Numeracy teachers
- Ongoing use of Growth Plans for leaders, School Plans, departmental plans
- Afterschool workshops offered to all staff in addition to professional development
- Collaboration and mentoring opportunities
- Joyful Literacy, numeracy, assessment pilot

### Equity

Mission initiated the Equity Scan in the second wave in 2019. Covid-19 revealed the reality that there are equity issues in Mission. Over 100 devices were lent out to students during the initial shut down in the spring of 2020, and dozens of families received low cost internet through Telus. Over 100 students and their families received food support during this time.

Equity work has shifted from policy structure and planning to implementation, with several key teacher positions based on supporting students. We are also beginning a special program to increase representative employment to better reflect the community and its needs.



Provincially, 43% of teachers feel that their students' social emotional needs were not being met this year. Support for student and staff mental health has been vital in the last year and will continue to be so moving forward. With SRA up over 50% from pre-pandemic levels, the need for counselling, especially at the elementary level, has been emphasised. A recent connection with UFV will allow some additional

external support for students in this area. EDI data also confirms the vulnerability of Mission kindergarten students, with Indigenous students rating slightly higher than others.

A further example of the impact of marginalisation may be seen in attendance. Mission Senior Secondary, for example, had an unusual model with students attending in person part time. While this successfully controlled covid exposures and allowed electives to continue, it did have an entropic effect on students that were already having trouble attending. In MSS grade

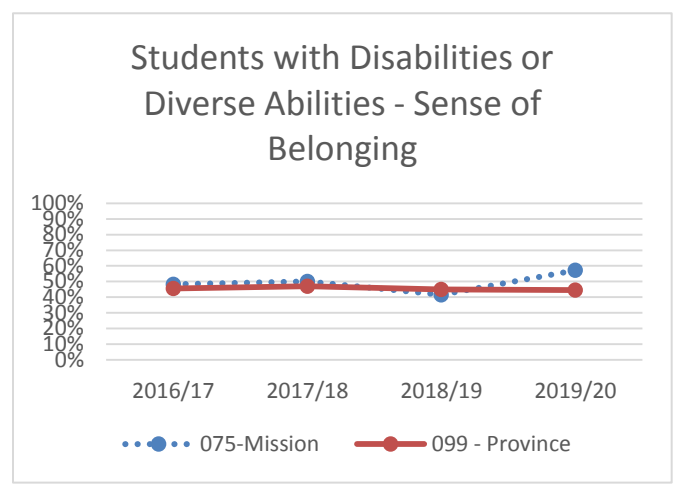
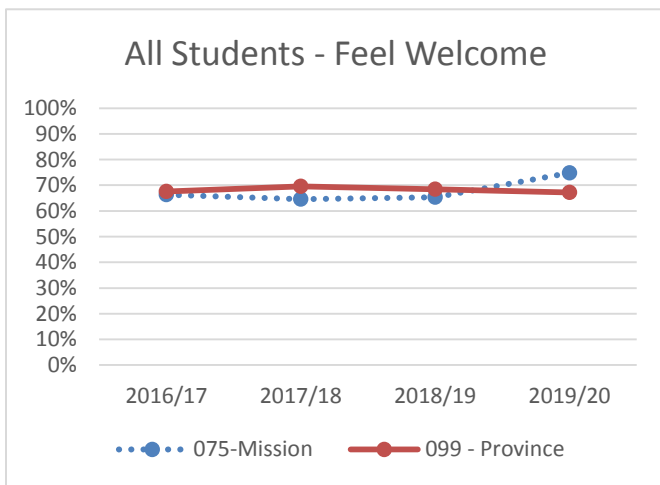
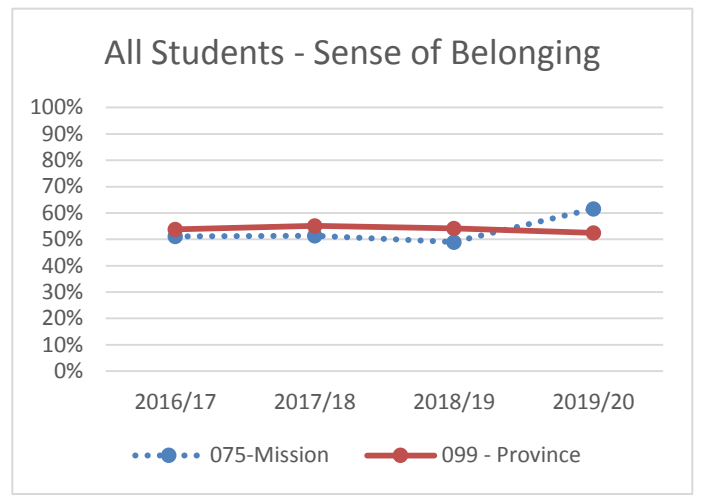
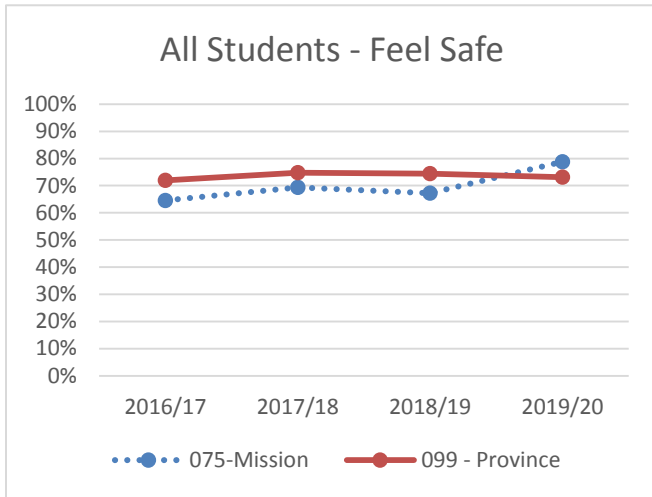
ten English, the overall number of students missing 20+ classes was 18%. For students with designations, it was 24%, and for Indigenous students, it was 34%, almost double the overall average. Math results were more positive, however.

### Conclusions

MPSD has identified a number of challenges to work on to continue to improve outcomes for all students, especially those in marginalised groups. Our ongoing work in supporting excellent teaching practice, curriculum and mentoring positions, and extensive resources for Indigenous education are vital. Perhaps more importantly as we recover from the pandemic, is our work on mental health for students, and expanding resources for teachers and schools in this area. The next several years can be seen as a sort of catch up for not just the learning loss of the pandemic era, but also the significant impacts to social and emotional conditions for students. Larger structural challenges will continue, as we work with community organisations and post-secondary institutions to support our students' work and transition to successful and dignified lives after school.

By continuing to focus on our values of *Working Together*, *Lifelong Learning*, *Thinking Beyond Today*, and *Doing the Right Thing*, we are confident in building a better Mission for all our students.

Appendix



Student Learning Survey (SLS) - Adults Care

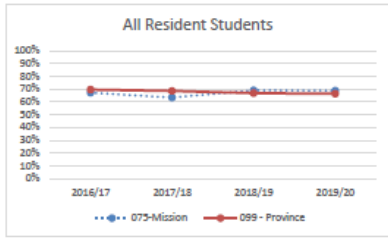


Figure 52: SLS - Adults Care - All Resident Students

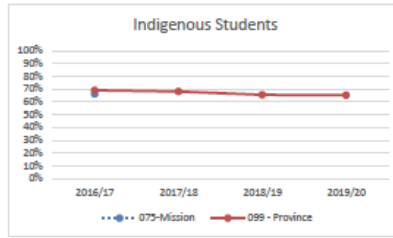


Figure 53: SLS - Adults Care - Indigenous Students



Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

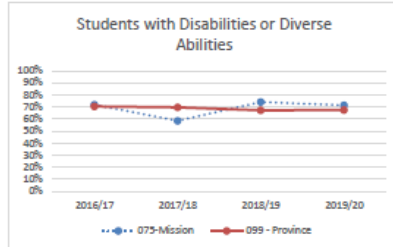


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

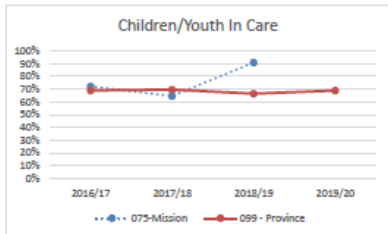
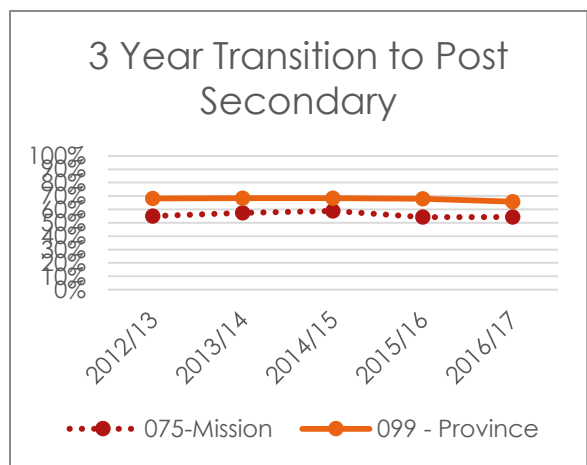
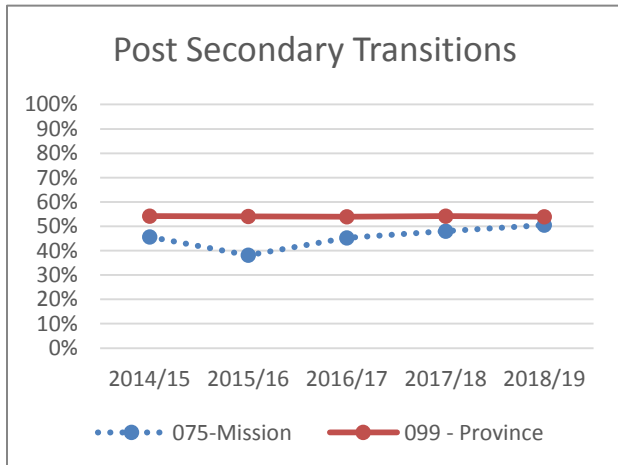
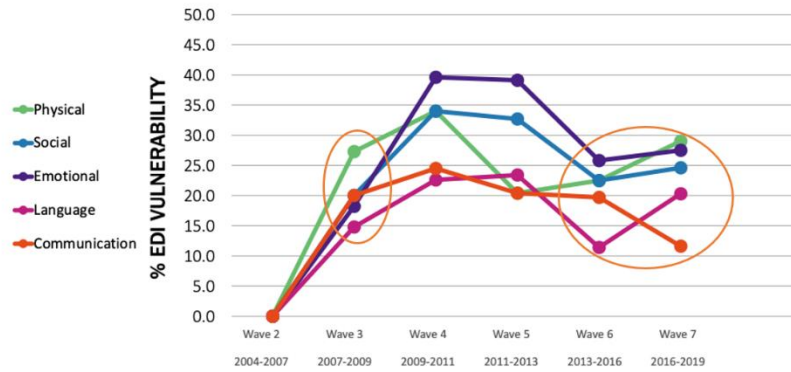


Figure 56: SLS - Adults Care - Children/Youth In Care



Vulnerability on One or More Scales of the EDI, Wave 2-7 (%)  
Indigenous Children in Kindergarten in Mission (SD 75)



MISSION SECONDARY GRADE 10	2020-2021 School Year		
	Number of Students		
	Over 20 absences	Total Students	%
ENGLISH 10 All	81	452	18
ENGLISH 10 Indigenous	25	73	34
ENGLISH 10 Designated	63	15	24
MATH 10 All	154	452	34
MATH 10 Indigenous	13	73	18
MATH 10 Designated	35	63	56
MISSION SECONDARY GRADE 10	2018-2019		
	Number of Students		
	Over 20 absences	Total Students	%
ENGLISH 10 All	71	403	18
Math 10 All	58	403	14

**Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4**

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

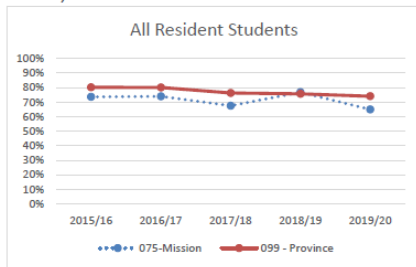


Figure 1: FSA Grade 4 Reading - All Resident Students

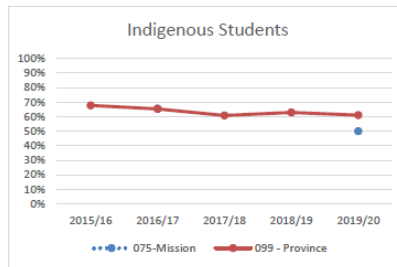


Figure 2: FSA Grade 4 Reading - Indigenous Students

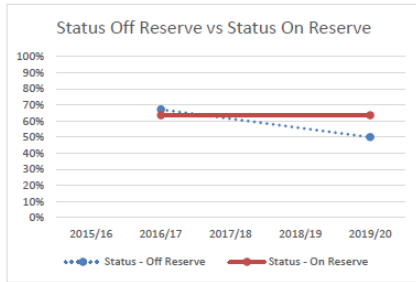


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

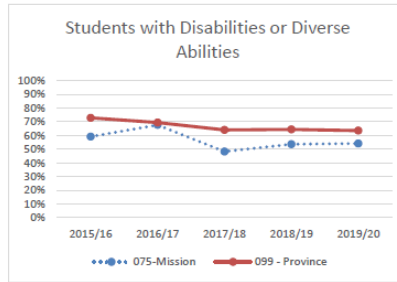


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

**Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7**

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

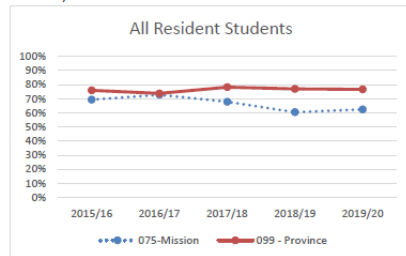


Figure 6: FSA Grade 7 Reading - All Resident Students

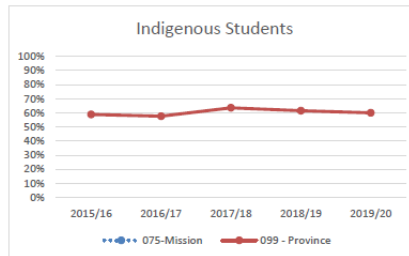


Figure 7: FSA Grade 7 Reading - Indigenous Students

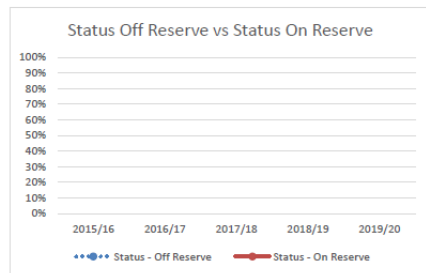


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

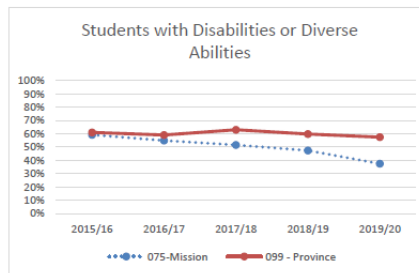


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities



**Foundation Skills Assessment (FSA) Numeracy - Grade 4**

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

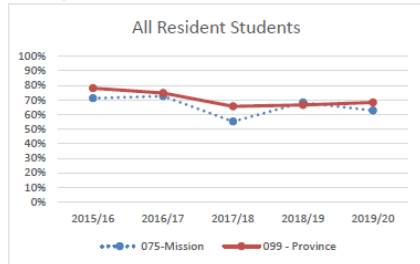


Figure 16: FSA Grade 4 Numeracy - All Resident Students

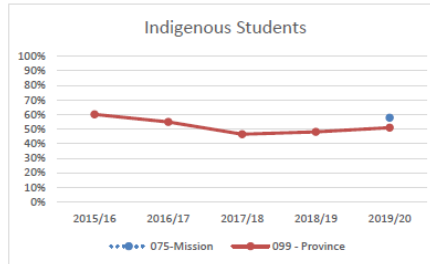


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

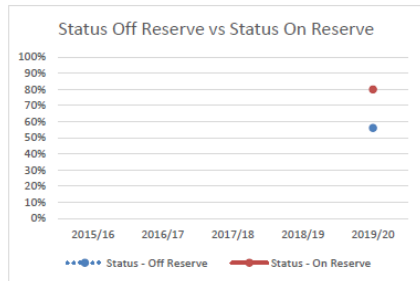


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

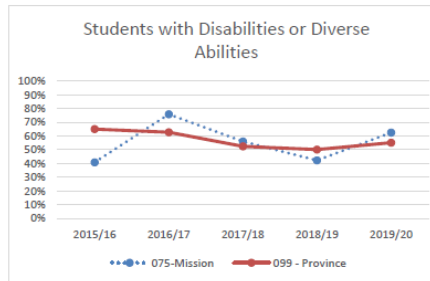


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

**Foundation Skills Assessment (FSA) Numeracy - Grade 7**

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

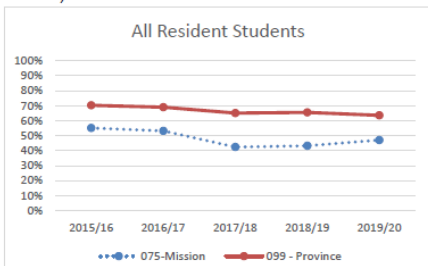


Figure 21: FSA Grade 7 Numeracy - All Resident Students

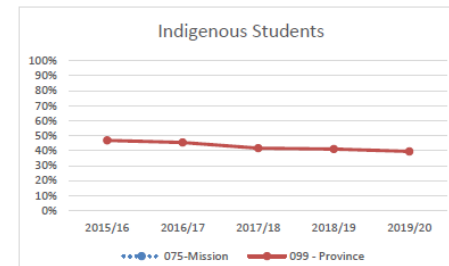


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

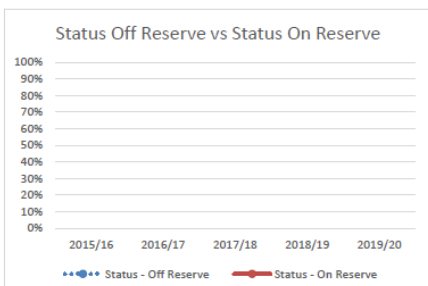


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

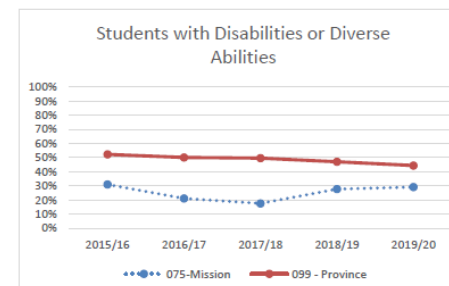
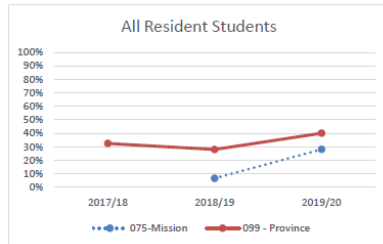


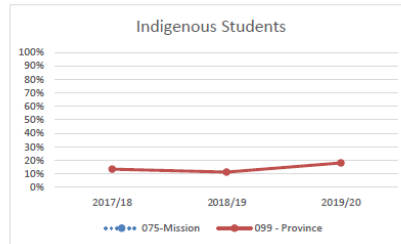
Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

**Graduation Assessment - Numeracy 10**

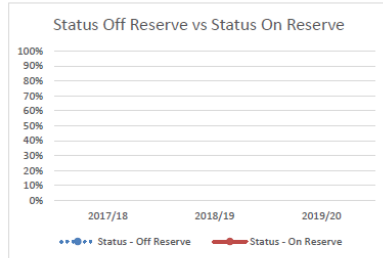
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



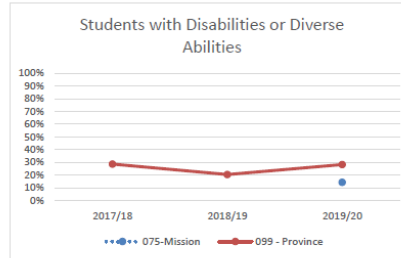
**Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students**



**Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students**



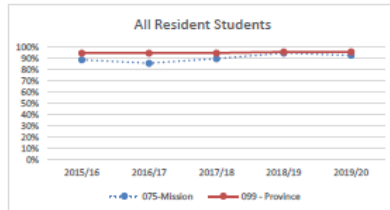
**Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve**



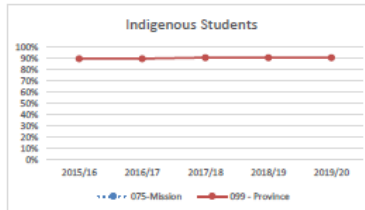
**Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities**

**Grade to Grade Transition - Grade 10**

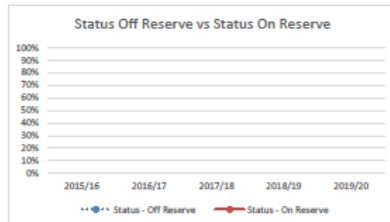
(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)



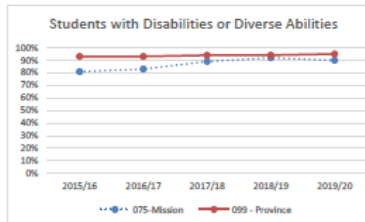
**Figure 31: Transition Grade 10 to 11 - All Resident Students**



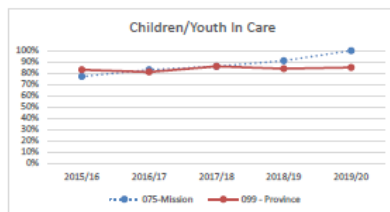
**Figure 32: Transition Grade 10 to 11 - Indigenous Students**



**Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve**



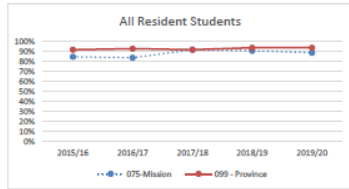
**Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities**



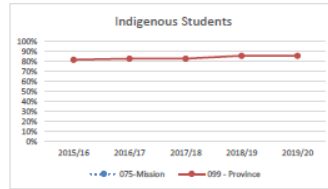
**Figure 35: Transition Grade 10 to 11 - Children/Youth In Care**

**Grade to Grade Transition - Grade 11**

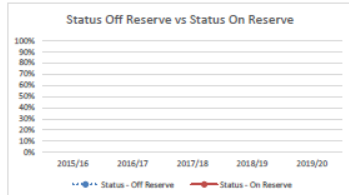
(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)



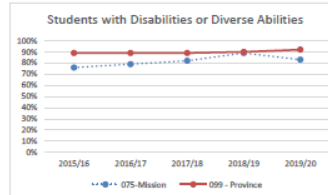
**Figure 36: Transition Grade 11 to 12 - All Resident Students**



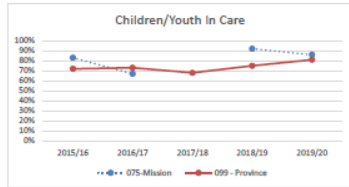
**Figure 37: Transition Grade 11 to 12 - Indigenous Students**



**Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve**



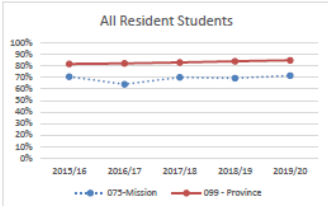
**Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities**



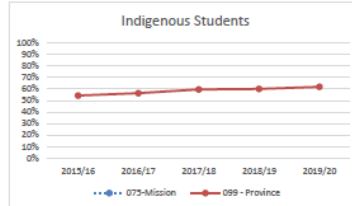
**Figure 40: Transition Grade 11 to 12 - Children/Youth In Care**

**5 Year Completion Rate**

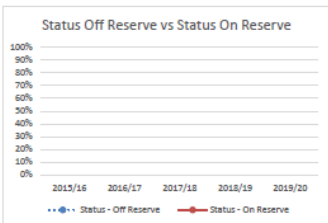
(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)



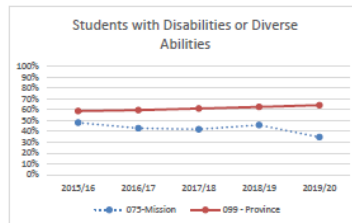
**Figure 57: 5 Year Completion Rate - All Resident Students**



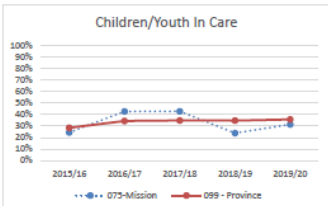
**Figure 58: 5 Year Completion Rate - Indigenous Students**



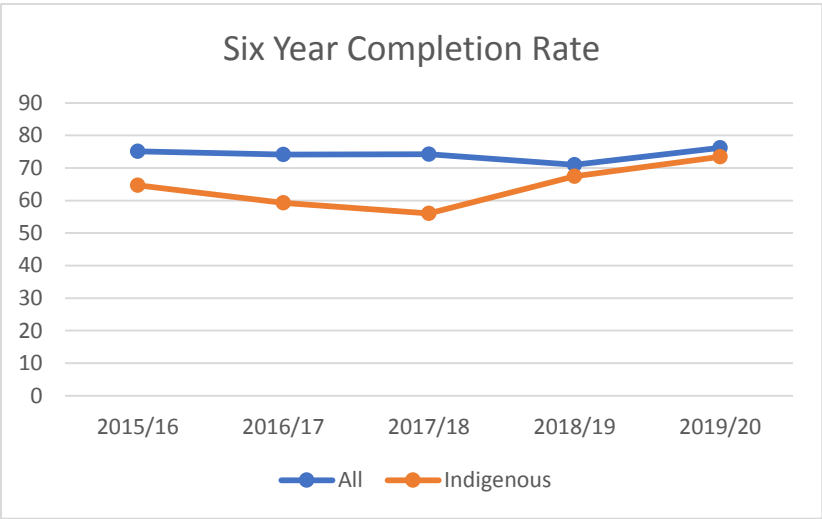
**Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve**



**Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities**



**Figure 61: 5 Year Completion Rate - Children/Youth In Care**



**ITEM 6.5 Information**

**File No. 1020 / 1025 / 6000**

TO: Committee of the Whole  
FROM: C. Becker, Secretary Treasurer  
SUBJECT: Policies, Procedures, and Bylaws

---

**1. Summary:**

As per previous board direction, staff have been working on updating policies and procedures. This review has also identified the need to update two bylaws. This report summarizes the status of the reviews and provides a tentative timeline for public engagement in the review process.

**2. Background:**

In November 2019, the board approved the following resolution:

Policy Review Prioritization

MOVED and Seconded that the policies for development and review be prioritized for action for the 2019/2020 school year as follows:

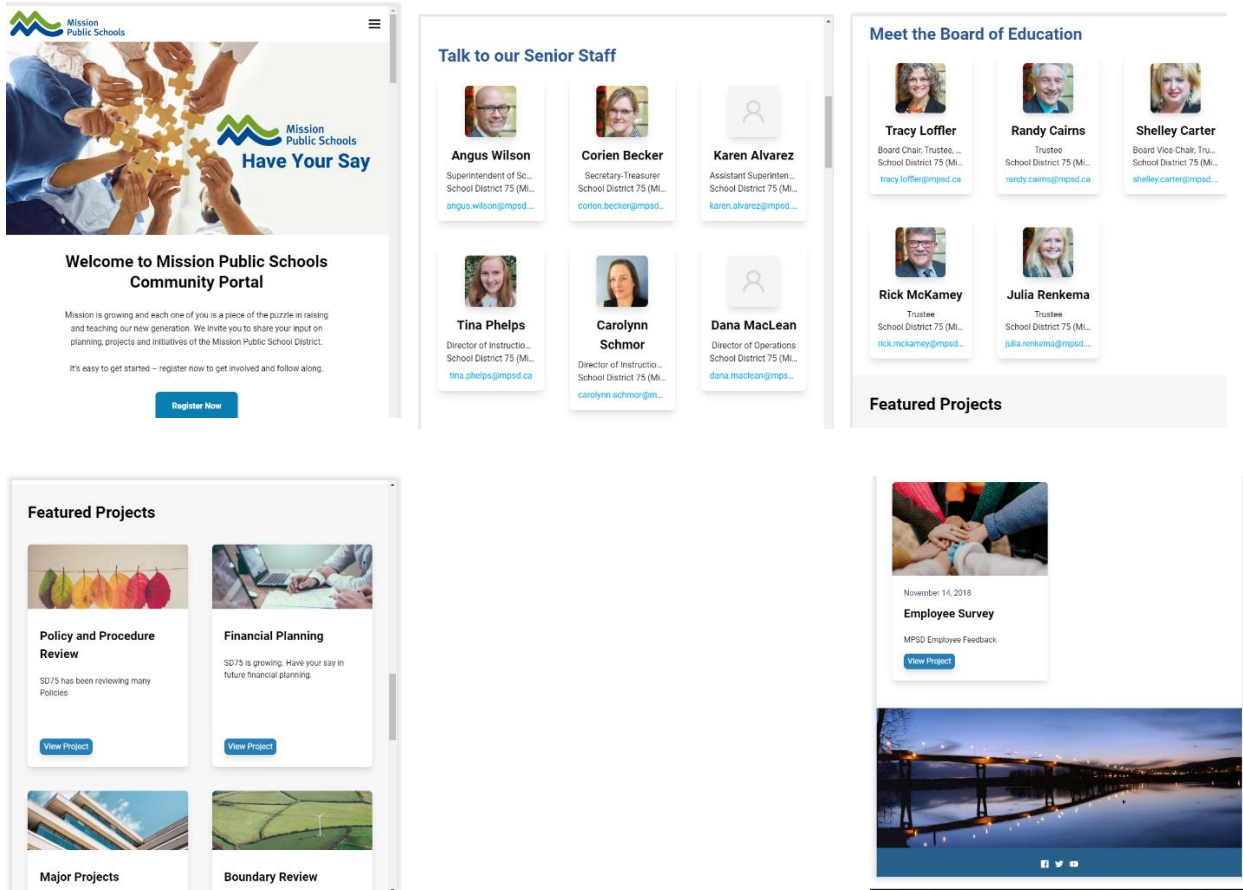
1. Board Roles: Trustees, Board Chair, and Vice-Chair (review / combine multiple policies) *approved and finalized*
2. Policy Development and Review (review) *approved and finalized*
3. School District Representatives (review) *approved and finalized*
4. Trustee Professional Development (review) *draft ready for review*
5. Trustee Remuneration (new) *draft ready for review*
6. Communications (new) *draft ready for review*
7. Employee Long Service Recognition (new) *draft ready for review*
8. Budget Monitoring and Reporting (new) *draft ready for review*
9. Menstrual Products (new) *draft ready for review*
10. Gender neutral hiring practices (new)
11. Hiring Practices for Women in Trades (new)
12. Use of Technology (new)
13. Digital Citizenship (new)
14. Sexual Minority, Sexual Orientation, Gender Identity, Anti-homophobic (review)
15. Substance or Drug / Alcohol Use / Abuse (review – add medical cannabis use)
16. Animal in Schools, including Medical Service and Therapy Dogs (Review two policies)

Due to the pandemic, the policy and procedure work was delayed. Over the summer months, staff returned to working on the policies and procedures. This report summarizes the status of the review and provides a timeline for continuing the work.

**3. Options:**

Due to the significant number of policies, procedures and bylaws that have been identified for review (all policies, procedures, and bylaws should be reviewed and updated) staff recommend holding special committee of the whole meetings for the initial review of the documents, and then use the public

engagement portal [www.engage.mpsd.ca](http://www.engage.mpsd.ca) (unpublished - preview images below) for more detailed public participation in the review of the draft documents.



- a. As of August 31, 2021, drafts of the following are prepared, and ready for review:
  - i. Anti-Racism (Racial Equity) – draft ready for review
  - ii. Trustee Professional Development – draft ready for review
  - iii. Management Professional Development – draft ready for review
  - iv. Trustee Remuneration – draft ready for review
  - v. Communications and Public Engagement – draft ready for review
  - vi. Employee Service Recognition – draft ready for review
  - vii. Budget Monitoring and Reporting – draft ready for review
  - viii. Menstrual Products – draft ready for review
  - ix. Halq'emeylem Language Policy – draft ready for review
  - x. Student Clothing Policy – draft ready for review
  - xi. Childcare Facilities – draft ready for review
  - xii. Public Interest Disclosure – draft ready for review
- b. The following procedures are in process of being reviewed / developed / updated:
  - i. Respectful Schools and Workplaces:

- a. Draft revisions made – Expect draft documents to be returned to the board in November (the school-based procedures need principal involvement for updating). The revisions moved definitions from the procedures back into policies.
- b. School procedures:
  - Student Behaviour Management – being updated and modernized to focus on education for behaviour modification vs consequences or punishment
  - School codes of conduct procedure being developed to ensure Codes of Conduct meet provincial requirements, and board directives

Discussion: consider separating the respectful schools and workplaces policy into two policies now, so that the procedures follow the policies (even though the policy is virtually identical).

  - ii. Indigenous Student Education Programming (formerly a procedure)
  - iii. Digital Citizenship
- c. The following policies are on the list for drafting / review
  - i. Use of technology – drafted – needs further review
  - ii. Roles and Responsibilities – Superintendent and Secretary Treasurer
  - iii. Ordinarily Resident (international / DL implications)
  - iv. Diversity, Inclusion, Equity (overlaps with Anti-racism)
  - v. Student Trustees
  - vi. Risk Management
  - vii. Substance or Drug Alcohol Use
  - viii. Board Meeting Procedures – agenda setting prioritization
- d. The following Bylaws have been identified as needing to be reviewed and updated:
  - #3 – Use of School Sites Bylaw
  - #4 – Student Appeals Bylaw
  - #5 – School Site Acquisition Charge Bylaw
- e. The following procedures have been updated and placed on the website:
  - i. Provision of Personal Care for Students
  - ii. Weighted Vests and Blankets
  - iii. Criminal Records Checks (to be reformatted)
- f. The following procedures are in process of being reviewed
  - i. International Student Registrations

#### **4. Analysis and Impact:**

- a. Strategic Plan Alignment
 

All policies, procedures, and bylaws should be developed considering the strategic plan. As such, individual document reports will reference the strategic plan as appropriate.
- 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:**

The proposed schedule for review and processing:

- |                    |   |
|--------------------|---|
| October 12, 2021   | First meeting to review draft policies<br>Followed by public engagement via <a href="http://www.engage.mpsd.ca">www.engage.mpsd.ca</a><br>Followed by referral to COTW and Board meetings to finalize   |
| November 23, 2021  | Second meeting to review draft policies<br>Followed by public engagement via <a href="http://www.engage.mpsd.ca">www.engage.mpsd.ca</a><br>Followed by referral to COTW and Board meetings to finalize  |
| January / February | Special meeting to review draft policies<br>Followed by public engagement via <a href="http://www.engage.mpsd.ca">www.engage.mpsd.ca</a><br>Followed by referral to COTW and Board meetings to finalize |

**7. Attachments:**





# 2021-2022 ANNUAL BOARD WORK PLAN

## SEPTEMBER

- ✓ Review the Audit findings
- ✓ Approve Audited Financial Statements -September 30
- ✓ Borrowing Resolution
- ✓ Election of Board Chairperson and Vice Chairperson
- ✓ Strategic annual progress report due to the Ministry – September 30
- ✓ Submit Executive Compensation Disclosure to Public Sector Employers' Council - September 30
- ✓ Consider Motions to BCSTA Provincial Council
- ✓ Receive Annual Report
- ✓ Receive Statement of Financial Information (SOFI)

## OCTOBER

- ✓ Trustee Appointments to Committees and Community Liaison Groups
- ✓ Represent Board at BCSTA Provincial Council Meeting
- ✓ Represent Board at Ministry of Education Annual Liaison Meeting

## NOVEMBER

- ✓ Represent Board at BCPSEA Symposium
- ✓ Receive Enrolment Update Report
- ✓ Review First Quarter Financial Information
- ✓ Receive Employee FTE Summary Report

## DECEMBER

- ✓ Attend the BCSTA Trustee Academy
- ✓ Consider Motions for BCSTA Annual General Meeting and Provincial Council
- ✓ Meetings with partner groups, students regarding budget
- ✓ Preliminary Amended Budget Priorities
- ✓ Long range facilities plan

## JANUARY

- ✓ Receive the Ministry of Education Funding Update
- ✓ Review Terms of Engagement and Appoint or Reappoint Financial Statements Auditor
- ✓ Complete Superintendent Growth Plan Review
- ✓ Statement of Disclosure Forms (Trustees) Due January 15
- ✓ Represent Board at BCPSEA Annual General Meeting

## FEBRUARY

- ✓ Adopt the Amended Annual Budget Bylaw - February 28
- ✓ Review Second Quarter Financial Information
- ✓ Receive Enrolment Projection Report
- ✓ Represent Board at BCSTA Provincial Council Meeting

## MARCH

- ✓ Receive Ministry of Education Estimated Funding for upcoming year
- ✓ Meetings with Partner Groups and Students on Preliminary Budget
- ✓ Approval of School District Calendar

## APRIL

- ✓ Receive Proposed Preliminary Budget
- ✓ Engage in the Budget Consultation Process
- ✓ Strategic Plan Review
- ✓ Review Annual Facilities Grant Submission
- ✓ Attend the BCSTA Annual General Meeting

## MAY

- ✓ Receive the Third Quarter Financial Information
- ✓ School Growth Plans
- ✓ Trustee Remuneration (discussion)
- ✓ Approval of Board/ Authority Authorized Courses (BAA)

## JUNE

- ✓ Adopt the Board Calendar for the Upcoming Year
- ✓ Approve Five-Year Capital Plan - June 30
- ✓ Complete Superintendent Growth Plan Review
- ✓ Adopt the Annual Budget Bylaw - June 30

## OTHER ITEMS SCHEDULED AS NEEDED

- Review and Approve Board Policies and Bylaws
- Review Student Appeals as needed
- Ratify Collective Agreements
- Approve Exempt Compensation
- Approve Disposition of Real Property (land and buildings) Declare
- Represent Board at BCSTA Branch Meetings
- Attend School Functions
- Attend Employee Recognition Events



- ii. M321/21 School Calendar Regulation
- iii. Truth and Reconciliation Week Virtual Event Summary NCTR 2021
- iv. Mission September 30, 2021 Event Information

# SCHOOL CALENDAR FORM - GENERAL

## 2021/2022 CALENDAR

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

■ Instructional    
 ■ Non-Instructional    
 ■ Vacation Period    
 ■ Statutory Holiday



## 2021-2022 School District Calendar

September	Tuesday, September 7, 2021	Schools Open – ½ Day for Students – <b>Students attend AM only (All Schools)</b> (Organizational ½ Day)
	Friday, September 24, 2021	<b>Non-Instructional Day – Students not in session</b> (District Professional Development Day)
	Thursday, September 30, 2021	National Day for Truth and Reconciliation
October	Monday, October 11, 2021	Thanksgiving Day
	Friday, October 22, 2021	<b>Non-Instructional Day - Students not in session</b> (Provincial Professional Development Day)
November	Monday, November 1, 2021	<b>Non-Instructional Day – Students not in session</b>
	Friday, November 5, 2021	<b>Non Instructional ½ Day – Secondary Students attend AM only</b> (Assessment/ Evaluation)
	Thursday, November 11, 2021	Remembrance Day
	Friday, November 12, 2021	<b>Non-Instructional ½ Day – Elementary/Middle Students attend AM only</b> (Assessment/Evaluation)
	Friday, November 26, 2021	<b>Non-Instructional Day – Students NOT in Session</b> (P/T Conferences)
December	Dec. 20, 2021 – Jan. 3, 2022	<b>Winter Break</b>
January	Tuesday, January 4, 2022	Schools reopen after Winter Break
	Friday, January 28, 2022	<b>Semester Turnaround Day – Middle/Secondary Students Not in Session</b>
February	Friday, February 18, 2022	<b>Non-Instructional Day - Students not in session</b> (District Professional Development Day)
	Monday, February 21, 2022	Family Day
	Friday, February 25, 2022	<b>Non-Instructional ½ Day – Elementary Students attend AM only</b> (Assessment/Evaluation)
March	Friday, March 11, 2022	<b>Non-Instructional Day - Elementary Students not in session</b> (P/T Conferences)
	Monday, March 14 – 25, 2022	<b>Spring Break</b>
	Monday, March 28, 2022	Schools reopen after Spring Break
April	Friday, April 15, 2022	Good Friday
	Monday, April 18, 2022	Easter Monday
	Friday, April 22, 2022	<b>Non-Instructional ½ Day – Middle/Secondary Students attend AM Only</b> (Assessment/Evaluation)
May	Friday, May 6, 2022	<b>Non-instructional Day – Middle/Secondary students not in session</b> (P/T Conferences)
	Friday, May 20, 2022	<b>Non-Instructional Day - Students not in session</b>
	Monday, May 23, 2022	Victoria Day
June	Wednesday, June 22, 2022	Last Day of School - <b>Secondary Students</b>
	Wednesday, June 29, 2022	Last Day of School for all Students
	Thursday, June 30, 2022	<b>Non-Instructional Day – Students not in session</b> (Administrative Day)

**PROVINCE OF BRITISH COLUMBIA**  
**REGULATION OF THE MINISTER OF EDUCATION**

*School Act*

Ministerial Order No. M321

I, Jennifer Whiteside, Minister of Education, order that the School Calendar Regulation, B.C. Reg. 314/2012, is amended as set out in the attached Schedule.

August 12, 2021

Date



Minister of Education

---

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

**Authority under which Order is made:**

Act and section: *School Act*, R.S.B.C. 1996, c. 412, s. 168.02

Other: M243/2012

---

R10541617

## **SCHEDULE**

- 1 Section 3 of the School Calendar Regulation, B.C. Reg. 314/2012, is amended**
- (a) in subsection (2) by striking out “Subject to subsection (3)” and substituting “Subject to subsections (2.1) and (3)”, and**
- (b) by adding the following subsection:**
- (2.1) Subject to subsection (3), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district in the 2021/2022 school year:
- (a) 848 hours of instruction for students in kindergarten;
  - (b) 873 hours of instruction for students in grades 1 to 7;
  - (c) 947 hours of instruction for students in grades 8 to 12.
- 2 Section 6 is amended by adding the following subsection:**
- (5) Subsection (1) does not apply to a board that amends a school calendar for the 2021/2022 school year to include the National Day for Truth and Reconciliation.



**From:** [Vivian Searwar](#)  
**To:** [AllStaff](#)  
**Subject:** Truth and Reconciliation Week Virtual Event  
**Date:** Wednesday, September 8, 2021 7:55:38 AM  
**Attachments:** [image001.png](#)  
[image003.png](#)  
[image005.png](#)  
[Reconciliation Week - Event Summary NCTR 2021.pdf](#)  
[image004.png](#)  
[image005.png](#)

---

Ey Swayel All,

*Truth and Reconciliation Week* runs from Sept. 27 to Oct. 1, 2021. The National Centre for Truth and Reconciliation is planning week-long learning opportunities for educators and students.

Over the course of five days, teachers will share videos created by Indigenous storytellers, which show traditional ceremonies and artistic performances, alongside conversations with Elders and knowledge keepers, survivors, and children of survivors of residential schools. There will also be a moving tribute to the missing children that never returned home from the residential schools. On September 30, Orange Shirt Day, a special program will be held to commemorate the National Day for Truth and Reconciliation. Registration is accessible on the [National Centre for Truth and Reconciliation](#) website.

Please see the attached event summary.

Mekw tel sq'eq'o  
Kahkinohw-nihtah-kohmah-kahnuk  
All My Relations,

Vivian Searwar

District Principal of Indigenous Education  
Mission Public School District 75  
Preferred Contact (Cell): 604 751-6864  
Office: 604 826-6286 ext. 3320



***"Young people are watching. Believe in us and love us, it matters and makes a difference".***

*-Alicia Desjarlais, Student, SD75*

*I acknowledge that, as a learning partner of Mission Public School District, I humbly work and learn on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Qwó:lt'el, Leq'á:mel, Matheqwí, Sq'éwlets, who have been inhabitants of this land since time immemorial. I also acknowledge all Indigenous peoples of Turtle Island and Mother Earth.*



National Centre for  
Truth and Reconciliation

UNIVERSITY OF MANITOBA

## 2021 RECONCILIATION WEEK - EVENT SUMMARY SEPTEMBER 27 - OCTOBER 1, 2021

*“oki asotamákowihona namowihkac  
tá-kí-wanikiskisiyak.  
ki-cawasimisiwak pohko  
tá-kiskisimówakicik.”*

*“The treaties must  
not be forgotten.  
We must remind  
our children of this.”*

*- Edward Okanee, Thunderchild First Nation*



**RECONCILIATION WEEK** is a 5-day national event that will continue the conversation involving the truths of the First Nations Treaties, the Métis and Inuit land claims, and the Residential Schools system. This event will provide historical workshops, video content, and activities for students, supported by artistic and cultural performances by First Nations, Métis, and Inuit artists.

The event engages hundreds of thousands of youth across the country, as well as their parents, families, and teachers. All participants will have an opportunity to deepen their understanding of the reconciliation issues between Indigenous and non-Indigenous Peoples. The outcomes include:

1. knowledge of Canada’s history from the Indigenous perspective
2. learning the context of the treaties, in particular, Treaties 1, 2, and 11
3. comprehension of the impact of the residential school experience
4. knowledge of the different nations of Indigenous Peoples across Canada
5. understanding the significance of Indigenous culture, languages, traditions, and performances
6. awareness of current-day issues faced by First Nations, Inuit, and Métis peoples
7. honouring the ongoing strength of Indigenous Peoples
8. renewed inspiration to seek change in Canada





## PROGRAMMING

The 5-day program will be held September 27 - October 1, 2021. Each day, teachers will share videos with their Grade 5-12 students. These videos, created by Indigenous storytellers, will show traditional ceremonies and artistic performances, as well as conversations with Elders and knowledge keepers, Survivors, and intergenerational Survivors of Residential Schools. Also included is a moving tribute to the Missing Children that never returned home from the residential schools.

On September 30, a special program will be held to commemorate the National Day for Truth and Reconciliation and Orange Shirt Day.

The NCTR will coordinate a diverse and inspiring program of activities, events, and a 45-minute video presentation.

A broad range of First Nations, Métis, Inuit, and non-Indigenous speakers will provide messages of determination, hope and strength. On this day, there will be online engagement with different schools across Canada.



The 2021 program is structured to increase awareness, knowledge, and understanding amongst young people. The hope is they will share this information with their extended families, who will open discussions and additional learning opportunities.



## AUDIENCE

The education event will be targeted at school-aged children grades five to twelve in all ten provinces and three territories, along with their teachers, including First Nations, Inuit, and Métis communities; new Canadians, Residential School Survivors, and Intergenerational Residential School Survivors.

The event will be pre-recorded and webcast, allowing for schools and classrooms' participation across the country and the significant involvement of Indigenous, non-Indigenous, and newcomer students. Educators can select the events they wish to live stream for their students and download free educational resources.



## EDUCATIONAL MATERIALS

Our nationally available participation guide, *Every Child Matters: Reconciliation Through Education*, will be revised to reflect this year’s program and distributed across the country. Each chapter will teach children about Residential Schools, Treaties, and the historical and current relationships between Indigenous and non-Indigenous peoples. The guide suggests local activities and will enhance the learning opportunities.

The guide will be available in both English and French. We expect to distribute over 200,000 copies in 2021.



## LANGUAGES

The national webcast and media distribution will have a bilingual host, appropriate representation from Quebec, and a French school check-in. There will be several Indigenous languages spoken by Indigenous leaders, elders, and survivors. We will have bilingual print and digital materials available.

## LEGACY EVENT

As an annual legacy event, we have a proven track record. The 2020 event saw:

<p><b>500,000+</b> participants, including students, teachers, and general public online attendees</p>	<p><b>3,000+</b> participating schools, including Indigenous communities</p>	<p><b>2,000</b> publication downloads</p>	<p><b>One million+</b> vignette views</p>	<p><b>100</b> Canadian and international news stories</p>
--	--	---	---	---

## VENUE

With the continuation of the COVID-19 global pandemic, we plan to deliver an online-only event. If restrictions significantly change, we can easily adjust to a hybrid live and online event. We intend to secure a studio venue for production purposes to use as the hub for creating video content or live performances.



## PARTNERS

The NCTR's extensive network of relationships, community connections, and partnerships is an essential part of the programming success. Our partner organizations include:

- APTN Broadcasting
- Canada's History
- Canadian Indigenous Schools
- CBC Television
- Council of Ministers of Education, Canada
- Department of Canadian Heritage
- Governing Circle and Survivors Circle
- Imagine A Canada Honourees
- Royal Canadian Geographic Society
- Truth and Reconciliation Commission of Canada (TRC) Honourary Witnesses
- Manitoba First Nations Education Resource Centre (MFNERC)

- Provinces and Provincial Departments of Education
- Residential School Survivors and Intergenerational Survivors
- The Winnipeg Foundation
- Treaty Relations Commission of Manitoba (TRCM)
- National Film Board
- Wapikoni Mobile
- Canadian Museum for Human Rights
- University of Manitoba
- University of Winnipeg
- Orange Shirt Society



## MEDIA

APTN Broadcasting will be returning as the media program content and host broadcaster. CBC will also return as a broadcast supporter.



# PRELIMINARY PROGRAM

September 27 - October 1, 2021

## DAY 1 - COMMEMORATING TREATIES 1, 2 AND 11

ACTIVITY	THEME	GRADE	PARTNER
Elder Teachings	Indigenous Treaties	5-12	TRCM
Storytelling	Indigenous Treaties	5-12	WAPIKONI
Speaker	Intergenerational IRS Survivor	5-12	Partner TBD
Documentary	Indigenous Treaties, Land Claims	5-12	Partner

## DAY 2 - LANGUAGES AND CULTURE

ACTIVITY	THEME	GRADE	PARTNER
Elder Teachings	Languages	5-12	Canada's History
Storytelling	Culture	5-12	WAPIKONI
Speaker	Intergenerational IRS Survivor	5-12	Partner TBD
Documentary	Artists and performers	5-12	Partner

## DAY 3 - RECONCILIATION

ACTIVITY	THEME	GRADE	PARTNER
Elder Teachings	Residential Schools	5-12	Canada's History
Storytelling	Residential Schools	5-12	WAPIKONI
Speaker	Intergenerational IRS Survivor	5-12	Partner TBD
Documentary	Residential Schools	5-12	Partner

## DAY 4 - ORANGE SHIRT DAY

ACTIVITY	THEME	GRADE	PARTNER
Elder Teachings	Reconciliation	5-12	NFB
Storytelling	Reconciliation	5-12	WAPIKONI
Speaker	Intergenerational IRS Survivor	5-12	Partner TBD
Documentary	Reconciliation and Me	5-12	APTN

## DAY 5 - CALLS TO ACTION

ACTIVITY	THEME	GRADE	PARTNER
Elder Teachings	Reconciliation	5-12	Canada's History
Storytelling	Reconciliation	5-12	WAPIKONI
Speaker	Intergenerational IRS Survivor	5-12	Partner TBD
Documentary	Reconciliation	5-12	Partner
Closing Remarks	Action Items	5-12	NCTR



# Open to the Public: Come hear Phyllis Webstad speak for the National Day of Truth and Reconciliation!



Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) Residential School (1891-1981) Commemoration Project and Reunion events that took place in Williams Lake, BC, Canada, in May 2013.

Former student Phyllis (Jack) Webstad told her story of her first day at residential school when her shiny new orange shirt, bought by her grandmother, was taken from her as a six-year old girl.



Siwal Si'wes  
Indigenous  
Department



Mission Friendship  
Centre



**Where:** Fraser River Heritage Park, 7494 Mary Street,  
Mission, BC (covered area)

**When:** Thursday, September 30, 2021 starting at 11:00am

Please wear orange and bring your own lawn chairs, water,  
snacks and if you wish, a drum.

Elder Parking available onsite. Contact Marcy Buell at  
marcy.buell@mpsd.ca or 604 826-3103 for Elder Parking Pass.  
Additional parking at Heritage Park Middle School and  
Windebank Elementary.

Contact Vivian Searwar at [vivian.searwar@mpsd.ca](mailto:vivian.searwar@mpsd.ca) for questions.

Partnerships: Siwal Si'wes Indigenous Department, SD75, City of Mission, Mission Friendship Centre

