

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

January 18, 2022, 6:30 pm

[Zoom Meeting](#)

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

Pages

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

|      |   |        |         |
|------|---|--------|---------|
| 4.1. | Policy Development and Review Policy                                  | Action | 1 - 4   |
| 4.2. | Child Care Policy   | Action | 5 - 12  |
| 4.3. | Student Clothing Policy   | Action | 13 - 16 |
| 4.4. | Employee Service Recognition Policy                                   | Action | 17 - 21 |
| 4.5. | Financial Planning, Financial Progress & Performance Reporting Policy | Action | 22 - 25 |

5. STAFF REPORTS

|      |   |             |    |
|------|---|-------------|----|
| 5.1. | Reporting out from Closed Meetings on December 14, and January 18 | Verbal      |    |
| 5.2. | COVID Update  | Information | 26 |

6. NEW BUSINESS

|      |   |        |         |
|------|---|--------|---------|
| 6.1. | Trades Training Advisory Committee Appointments | Action | 27 - 28 |
| 6.2. | Board Meeting Procedures                        | Action | 29 - 30 |

7. MINUTES OF PREVIOUS MEETINGS

|      |  |        |         |
|------|--|--------|---------|
| 7.1. | Board of Education Public Meeting Minutes, December 14, 2021 | Action | 31 - 37 |
|------|--|--------|---------|

**8. INFORMATION ITEMS**

- Special Committee of the Whole Meeting RE: Hatzic/Dewdney/Durieu Boundary Review, January 24, 2022 at 6:30 pm
- Special Committee of the Whole Meeting RE: Budget, January 25, 2022, at 3:30 pm
- Special Committee of the Whole Meeting RE: Albert McMahon/Stave Falls/Steelhead Boundary Review, January 27, 2022 at 6:30 pm

**9. CORRESPONDENCE**

**10. COMMITTEE MINUTES/LIAISON REPORTS**

**11. ANNOUNCEMENTS**

11.1. Indigenous Guardians Training Program

38 - 39

**12. QUESTION PERIOD**

*Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.*

**13. ADJOURNMENT**

**ITEM 4.1      Action**

**File No.    1020**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Policy Development and Review Policy

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**Recommendation**

**THAT the Policy Development and Review Policy be approved.**

**1. Summary:**

The policy regarding Policy Development and Review was presented for approval on January 21, 2020. Rather than approving the policy, a motion was made to amend the policy. A motion to approve the policy was not considered at the meeting. As such, the policy is presented for approval

**2. Background:**

Policies are the primary governance tool the Board uses to guide an organization. To be effective, policies require a regular review to ensure they guide the organization in accordance with the Board's direction. The process a Board uses to develop policies is designed to be inclusive of public input, and to consider the Board's strategic direction. The policy was referred to the Educational Community for feedback. No comments were received.

**3. Options:**

4. The policy can be approved as presented or referred for further consultation.

**5. 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

**6. Public Participation:**

The policy was reviewed at the Committee of the Whole meeting and referred to the Educational Community for further review and feedback. No comments were provided to the School District regarding this policy.

**7. Implementation:**

Board review and approval – January 18, 2021

Update policy on the website - January 2021

**8. Attachments:**

1. Policy

|                 |                                      |            |
|-----------------|--------------------------------------|------------|
| <b>Section:</b> | <b>Governance</b>                    |            |
| <b>Title:</b>   | <b>Policy Development and Review</b> | <b>1.5</b> |

**Purpose**

To provide guidance for the development and review of School District policies.

**Policy**

School District policies are to provide an appropriate balance between the responsibility of the Board to develop the broad guidelines for the School District and the opportunity for the Superintendent to exercise professional judgment in the administration of the district.

The development of School District policies outlining the goals, objectives, direction and guidelines for the School District will be developed in an open and transparent process including consultation or collaboration with stakeholders.

School District policies must support or be consistent with the objectives of the Strategic Plan.

All policies are to be reviewed during the Trustees term of office.

**Guidelines**

Board approved policies will be developed and reviewed in a thorough and consultative manner to ensure the broad interests of the educational community are considered. The educational community includes students and student associations, parents and parent associations, employees and employee organizations. Whenever possible, applicable administrative procedures will be reviewed at the same time the policy is considered.

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy or overarching goals for the policy to be developed.

Any individual Trustee may initiate a policy for consideration and present it at the public Board meeting.

2. Development

The Board may develop the initial draft of the policy itself or delegate the responsibility for initial development of the policy to the Superintendent.

The Superintendent may seek legal advice on the intent and the wording of the policy.

3. Consultation and approval process

The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.

The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principal.

The approved-in-principle policy is to be forwarded to the educational community and the general public for feedback.

The approved-in-principal policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.

The final draft of the policy is to be forwarded to the public Board meeting for final approval.

#### 4. Implementation

The Board is responsible for the implementation of policies governing its own processes.

The Board and Superintendent share the responsibility for implementation of policies relating to the Corporate Organization.

The Superintendent is responsible for the implementation of all administrative procedures related to the Board approved policies.

The Secretary Treasurer is responsible for tracking the review of the policies and reporting to the Board.

The Secretary Treasurer is responsible to ensure the policies are publicly available.

#### 5. Evaluation

The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine its effectiveness in meeting its intended purpose.

**Date of Original Board Approval: January 2012**

**Date Amended: November 10, 2019 approved in principle**

*Legal Reference: School Act, Section 85*

**ITEM 4.2      Action      File No.    1020.20**

TO:            Board of Education  
FROM:        Committee of the Whole  
SUBJECT:     Child Care Facilities

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**Recommendation**

**THAT the Child Care Facilities Policy be approved.**

**1. Summary:**

The draft policy meets the requirement of the School Act, to establish policies promoting the use of board property by licensed childcare providers. The Policy has been revised with the suggestions from Special Committee of the Whole on October 12, 2021, approved in principle by the Board of Education on November 16, 2021, and the formal public engagement via Engage MPSD portal was initiated and reviewed by the Committee of the Whole.

**2. Background:**

The attached policy is roughly based on the templates created by the BCSTA to support school district childcare policies. In addition, the policy includes language to support equity, inclusion and indigenous rights in the provision of childcare. The additional language is similar to the language being put together for an Equity and Inclusion policy, and as such, it may need to be revised in the future when the draft Equity and Inclusion policy is ready for the Committee of the Whole.

The draft policy has also been updated to:

- To include additional organizations to consult with,
- To provide clarity on fee expectations for licensees,
- To provide additional clarity regarding inclusion,
- To incorporate the requirement to adhere to the BC Early Learning Framework,
- To provide clarity on expectations for licensees, and contract requirements.

In addition to after school care through the City of Mission’s club kids program, the school district has four (4) childcare operators providing childcare services on school district property:

1. Two classrooms at Dewdney Elementary
2. Two classrooms at Silverdale Elementary, plus before and after-school care in a multi-purpose room
3. Three classrooms at Stave Falls Elementary, plus before and after-school care in the library and gym.
4. Heritage Park Daycare in a stand-alone building – purpose-built in 1995.

**3. Options:**

- a. Amend the draft policy before approving in principle.

Trustee Cairns recommends modifying the policy as follows:

5. The Board, in consultation with District of Mission, will, on an ongoing basis, assess community need for childcare programs on board property. This will also be through a process of engagement...

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

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

- a. Strategic Plan Alignment

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

Student Centred Learning – fosters collaborative learning for younger learners

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

- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

#### **School Act Excerpt - Policies respecting child care programs**

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

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

- (a) that are owned or leased by the board,
- (b) that are within the board's school district, and
- (c) that are, have been or are intended to be used for educational activities;

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

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

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

(2) A board must establish a policy that

- (a) promotes the use of board property by licensees, between the hours of 7 a.m. and 6 p.m. on business days, for the purpose of providing a child care program, and
- (b) addresses the matters set out in any orders of the minister.

- e. Organizational Capacity

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

- f. Risks

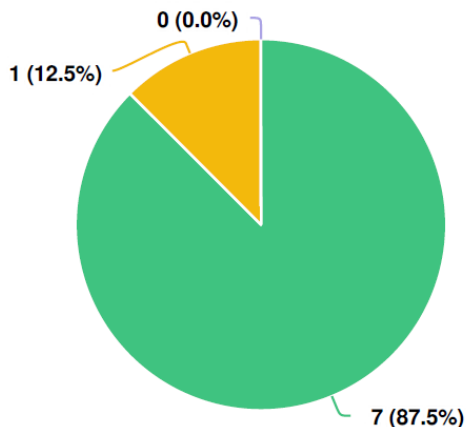
- i. Organizational
- ii. Reputational
- iii. Strategic



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

**5. Public Participation:**

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



**Survey Question: Do you agree with the Child Care Programs with Guidelines Policy as is?**

**Question options**

● Yes ● Do you have any suggestion? ● No

One respondent suggested:

*Create language that clearly states what the process is for reimbursement (who pays, who does a staff member reach out to, who organizes the communication between Board, Child Care Program, and School), for when classroom and/or personal teaching tools are damaged during the hours of Child Care service.*

**6. Implementation:**

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

**7. Attachments:**

- a. Draft Child Care Facilities Policy

|                 |                                |             |
|-----------------|--------------------------------|-------------|
| <b>Section:</b> | <b>District Administration</b> |             |
| <b>Title:</b>   | <b>Child Care Facilities</b>   | <b>2.15</b> |

**Purpose**

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

**Definitions**

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

**Policy**

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

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

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

- c. the structure of the organization – business or not-for-profit.
- 10.4. whether a licensee seeking renewal or extension of a contract has performed its obligations under this Policy and its contract with the board with specific regard to:
- a. the provision of an inclusive childcare program,
  - b. the provision of a program that promotes indigenous reconciliation in childcare,
  - c. the provision of a program that is consistent with the British Columbia Early Learning framework, and
  - d. the fees levied for parents participating in the program.

### Guidelines:

11. The provision of Childcare services within Mission Public Schools are to operate in a manner that:
- 11.1. The child's educational experiences or outcomes are **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker;
- 11.2. Supports the rights of Indigenous peoples, consistent with the following:
- a. the Truth and Reconciliation Commission:
    - i. Call to Action 12  
*We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.*
    - ii. Call to Action 62.iii:  
*Building student capacity for intercultural understanding, empathy, and mutual respect;*
  - b. The United Nations Declarations on the Rights of Indigenous Peoples:
    - i. Article 8.1  
*Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.*
    - ii. Article 14.2:  
*Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.*
    - iii. Article 15.1:  
*Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information;*
  - c. the *British Columbia Declaration on the Rights of Indigenous Peoples Act*:
    - i. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*

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

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

### **Contract**

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

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

**Date of Original Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

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

*Cross Reference: British Columbia Early Learning Framework*

*Equity, Diversity, and Inclusion Policy*

*Safe, Caring and Respectful School Policy*

**ITEM 4.3      Action      File No.    1020.20**

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

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**Recommendation**

**THAT the Student Clothing Policy be approved.**

**1. Summary:**

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

**2. Background:**

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

Also, based on the feedback, the procedures have been removed. It will be the expectation that this policy applies to all schools. Any supplemental information provided by schools must conform to the policy.

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

**3. Options:**

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

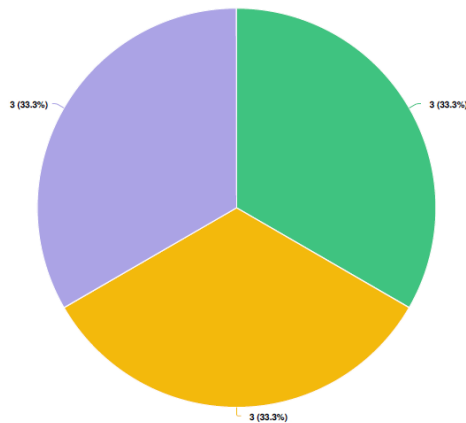
**4. Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Enhancement Agreement  
Effective Learning Environments. The policy supports maintaining a welcoming, healthy, safe and inclusive environment.
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity

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

## 5. Public Participation:

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



### Survey Question: Do you agree with the Student Clothing Policy as is?

#### Question options

- Yes
- No
- Do you have a suggestion?

#### Suggestions included:

- *A comment regarding weapons was distributed separately to the Board.*

- *Policy 5. Should be adjusted for face coverings. While we are still active with Covid, making an adjustment in the policy would make things much more clear. With that said, I am a believer in leading by example in which the office staff at Ecole Mission Senior Secondary do not do. This sends a horrible message to our teenagers ! Do as I say, not do as I do is not ok!*

- *No beach wear.*

## 6. Implementation:

Once approved, the policy will be updated on the website, and distributed to schools for implementation.

## 7. Attachments:

- a. Student Clothing Policy



|                 |                                 |            |
|-----------------|---------------------------------|------------|
| <b>Section:</b> | <b>Students and Instruction</b> |            |
| <b>Title:</b>   | <b>Student Clothing Policy</b>  | <b>3.9</b> |

## Purpose

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

This policy applies to all schools within the Mission Public School District.

## Policy

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

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

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

## Guidelines

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

**Date of Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

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

**ITEM 4.4      Action**

**File No.    1020.20**

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

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**Recommendation**

**THAT the Employee Service Recognition Policy be approved.**

**1. Summary:**

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

**2. Background:**

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

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

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

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

**3. Options:**

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

**4. Analysis and Impact:**

- a. Strategic Plan Alignment  
Quality Teaching and Leadership. Providing recognition to employees may support retaining staff.
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact  
The budget impact would be dependent on the frequency of service recognition, and the types of gifts.

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

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

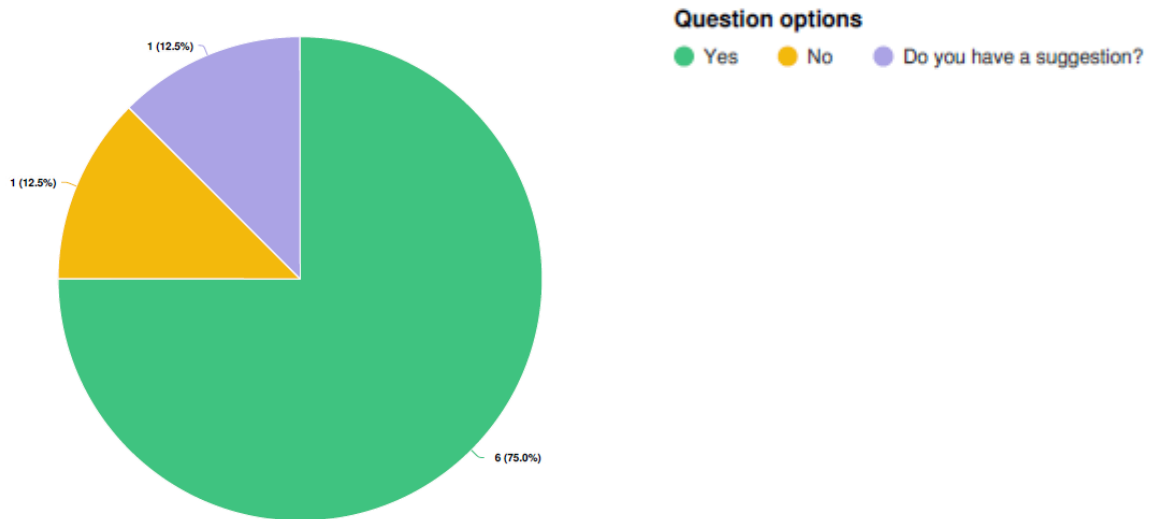
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

The policy was circulated via <http://engage.mpsd.ca> for public input.

**Survey Question: Do you agree with the Employee Service Recognition Policy as is? Other (please specify)**

One respondent suggested: *a comment regarding consultation with the unions was shared with the Board separately.*



**6. Implementation:**

Once approved, staff will implement the process to implement the recognition prior to June 30<sup>th</sup> as per the policy.

**7. Attachments:**

- a. Employee Service Recognition Policy
- b. Survey information

|                 |                                     |            |
|-----------------|-------------------------------------|------------|
| <b>Section:</b> | <b>Human Resources</b>              |            |
| <b>Title:</b>   | <b>Employee Service Recognition</b> | <b>5.2</b> |

**Purpose**

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

**Policy**

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

**General Guidelines**

**1. New Employee Recognition**

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

**2. Length of Service**

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

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

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

**3. Retirement**

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

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

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

**Date of Original Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

*Legal Reference:*

*Cross Reference:*

Employee Long Service / Recognition Survey - 2017 - 2018

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

**ITEM 4.5      Action      File No.      1020.20**

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

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**Recommendation**

**THAT the Financial Planning, Progress and Performance Reporting Policy be approved.**

**1. Summary:**

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

**2. Background:**

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

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

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

**3. Options:**

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

**4. Analysis and Impact:**

- a. Strategic Plan Alignment  
Future Orientation. Planning for the future includes budgeting, and monitoring progress on achieving the budgeted plans. Reporting on progress is a form of measurement.
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation  
See K-12 Public Education Financial Planning and Reporting Policy  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting#alignment>
- e. Organizational Capacity



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

f. Risks

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

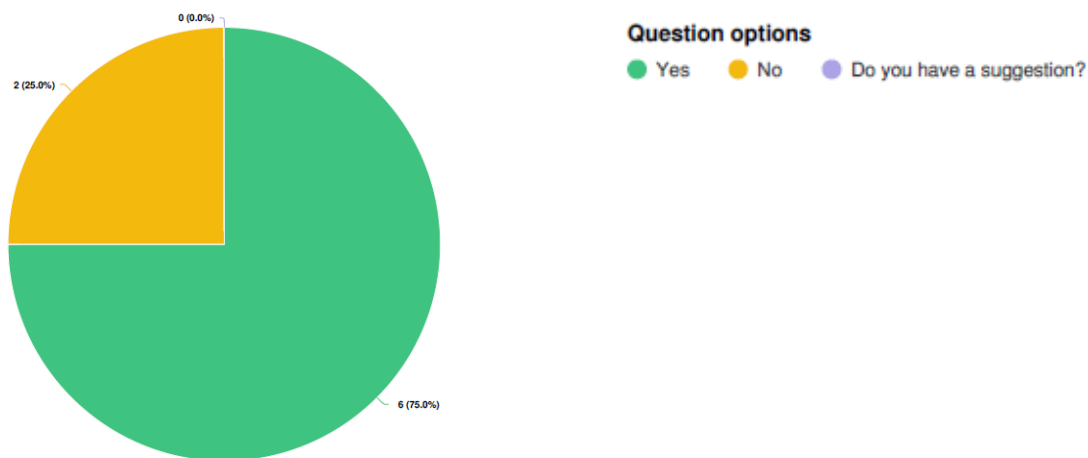
g. Benefits

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

**5. Public Participation:**

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

**Survey question: Do you agree with the Financial Planning, Financial Progress & Performance Reporting Policy as is?** No Comments were received.



**6. Implementation:**

The 2022/2023 preliminary budget must be approved by June 30, 2022, and will need to be a multi-year financial plan. Staff have been updating processes to incorporate the new policy direction.

**7. Attachments:**

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

|               |   |            |
|---------------|---|------------|
| <b>tion:</b>  | <b>Finance</b>  |            |
| <b>Title:</b> | <b>Financial Planning, Progress and Performance Reporting</b> | <b>6.1</b> |

**Purpose**

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

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

**Policy**

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

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

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

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

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

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

**Guidelines**

1. Budget Development

1.1. The development of the multi-year financial plan is to be initiated in January each year, to allow sufficient time to gather information and input, and to develop a fulsome financial plan, so that the final plan is approved within the Ministry’s required timeline.

1.2. The draft multi-year financial planning documents are to include the following information:

- 1.2.1. A summary of the public engagement process used for the development of the plan.
- 1.2.2. A summary of the projects and initiatives included within the plan, highlighting the strategic and operating plans and priorities.

## 1.2.3. Key budget assumptions:

- 1.2.3.1. Overview of provincial budgets and factors for the multi-year financial plan.
- 1.2.3.2. Approved and projected grant rates - changes and impacts.
- 1.2.3.3. Projected student enrolment changes and impacts.
- 1.2.3.4. Planned staffing changes and impacts.
- 1.2.3.5. Projected salary increases – inflation rate increases, and length of service increases.
- 1.2.3.6. Inflation rate, interest rate, utility rate changes and impact.

## 1.2.4. Financial and business risks.

- 1.2.4.1. Options for mitigating risks.

## 1.2.5. Summary of reserve funds

- 1.2.5.1. Recommended transfers to reserve funds
- 1.2.5.2. Recommended use of reserve funds

## 1.2.6. Summary of local capital

- 1.2.6.1. Recommended transfers to local capital
- 1.2.6.2. Recommended planned expenditures from local capital

## 1.2.7. Other projects tracked for future funding

## 2. Annual Financial Plan and Progress Reporting

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

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

**Date of Original Board Approval: November 16, 2021 Approved in Principle**

**Date Amended:**

*Legal Reference:*

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

*Financial Governance and Accountability*

- Financial Health Working Group, March 20, 2017

**ITEM 5.2                      Information    File No.**

TO:                      Board of Education  
FROM:                  A. Wilson, Superintendent of Schools  
SUBJECT:              Covid Update, January 2022

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1. **Summary:** The Superintendent will provide an update on the current Covid 19 situation in SD75.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  - a. Strategic Plan Alignment
  - b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
  - c. Funding Guidelines, Costing, & Budget Impact
  - d. Policy, Legislation, Regulation
  - e. Organizational Capacity
  - f. Risks
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
  - g. Benefits
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**



- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- g. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**



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

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**



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

**December 14, 2021, 6:30 pm**  
**Zoom Meeting**

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

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** MTU President, Ryan McCarty, MTU Vice President,  
Shannon Bowsfield, CUPE President, Nansy Gibson,  
Principal, Rob Clark, Principal, Angela Condon, DPAC Chair  
Cheryl Blondin, Brooke C., Candace DPAC, Sandra Burritt

**1. CALL TO ORDER**

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

**2. ADOPTION OF AGENDA**

**MOVED and Seconded that the Agenda be amended.**

**AMENDMENT:** Added Item 6.5 Provincial Online Learning Hub

**CARRIED.**

**MOVED and Seconded that the Agenda be approved as amended.**

**CARRIED.**

**3. DELEGATIONS/PRESENTATIONS**

**4. UNFINISHED BUSINESS**

4.1 Trustee Professional Development Policy

**MOVED and Seconded THAT the Trustee Professional Development Policy be approved.**

**CARRIED**

4.2 Menstrual Products Policy

**MOVED and Seconded THAT the Menstrual Products Policy be approved.**

**CARRIED**

4.3 Trustee Remuneration and Benefits Policy

**MOVED and Seconded THAT the Trustee Remuneration and Benefits Policy be approved.**

**CARRIED**

4.4 Communications and Public Participation Policy

**MOVED and Seconded THAT the Communication and Public Participation Policy be approved.**

**CARRIED**

A question was asked if stakeholders should be listed? Staff will have specific procedures drafted.

4.5 Public Interest Disclosure Policy

**MOVED and Seconded THAT the Public Interest Disclosure Policy be approved.**

**CARRIED**

4.6 Management Professional Development Policy

**MOVED and Seconded THAT the Management Professional Development Policy be approved.**

**CARRIED**

## 5. STAFF REPORTS

### 5.1 Reporting out from Closed Meeting

Staff could not report from the Closed meeting, as the Closed Meeting was recessed at 6:00 pm and will continue after the public meeting adjourns.

### 5.2 COVID Update

The Superintendent provided an update on the Covid19 situation in SD75. Fraser Health is seeing fewer cases in the Fraser Valley. Chilliwack is leading in vaccination.

While there is evidence that Omicron may have the morbidity of other strains, tests have mostly been on younger patients, and it is highly contagious, which is a concern for hospitalizations. It is being closely monitored by the health authorities.

## 6. NEW BUSINESS

### 6.1 Stave Falls Catchment Boundary Adjustment to include Steelhead Area

**MOVED and Seconded THAT the proposed school catchment boundary change to move the Steelhead area from the Albert McMahon Elementary School catchment to the Stave Falls Elementary School catchment be approved in principle;**

**AND THAT additional consultation and engagement with the Steelhead and Stave Falls area school community regarding the school catchment boundary change be initiated;**

**AND THAT a Committee of the Whole meeting be scheduled in January for further consultation and engagement with the school community regarding the school catchment boundary change.**

### **CARRIED**

January Tuesdays are quite full, so the special meeting may have to be scheduled on another day.

A comment was made about the Little Willows Daycare in Stave Falls Elementary - With increased enrolment, we need to talk about accommodating the daycare. At Webster's Corner, Little Willows is housed in a portable. The daycare is a very important component of the West side of the district.

A question was asked about the proposed bus times for pickup/drop-off.

6.2 Dewdney Catchment Boundary Adjustment to include Durieu Area

**MOVED and Seconded THAT the proposed school catchment boundary change to move the Durieu area from the Hatzic Elementary School catchment to the Dewdney Elementary School catchment be approved in principle;**

**AND THAT additional consultation and engagement with the Durieu and Dewdney area school community regarding the school catchment boundary change be initiated;**

**AND THAT a Committee of the Whole meeting be scheduled in January for further consultation and engagement with the school community regarding the school catchment boundary change.**

**CARRIED**

There will be future special meeting(s) to discuss with the community in January. The Board is looking forward to the discussion.

6.3 Procurement to purchase electric vehicle replacement

**MOVED and Seconded THAT the Board direct staff in future procurements to purchase electric vehicle replacement for Bus and Fleet whenever feasible.**

**CARRIED**

Vice-Chair Cairns brought the motion to purchase electric vehicles forward to show the young generation leadership in environmentally friendly transportation. Budget is an issue; however, the direction ties into the Board's Strategic Plan, with regards to environmental stewardship.

6.4 Exploring placing of a House Post to the SBO

**MOVED and Seconded THAT the Board engage with Leq'á:mel, Matheqwí, Qwó:Itl'eI and Sq'éwlets, and the Siwal Si'wes Advisory Council, to explore the placement of a house post at the Board of Education Office.**

**CARRIED**

This action will show we are committed and meaningful in the process of reconciliation. A house post is a welcome to the house. In that, a story has to be told. We would like to express the value of the building to the education of students.. A post would welcome the community to the education place, to create a sense of belonging. Students should be encouraged to help create the post through the curriculum. Trustee

Liaison McKamey feels this may be a big step in engaging with the First Nations.

A question was asked about the cost of a house post. The Leq:a'mel Nation is connected with a logging company, otherwise, the province of BC or another donor may supply the cedar. If a significant artist was commissioned, the cost could reach 6-figures. If the wood is donated, it may be a reasonable cost. The Board chair inquired about the option of allocating the money (cost of this project) for enhancing the Indigenous student academic achievement and recommended discussing with the First Nations, where they would prefer to spend this money.

A comment was made that this would be a positive movement showing support of the Indigenous community. There are 3 artists in the area, but as we move on and engage the communities, we may get the communities to take ownership of the project as well. The cost may be similar to the totem pole at St. Mary's or Coqualeetza. Engaging students in creating the house post is an important step.

#### 6.5 Provincial Online Learning Hub

**MOVED and Seconded THAT Mission Public Schools submit to the Ministry of Education an expression of interest for Mission Public Schools to become a Provincial On-Line Learning Hub.**

#### **DEFEATED**

The Ministry of Education has issued a call for expressions of interest for the provision of Provincial On-Line Learning Schools. The expression of interest must be submitted by December 17<sup>th</sup>, 2021, and a full proposal in January 2022. Changing to a Provincial model would require significant changes to the current Distance Learning program offered through Summit Learning Centre.

The Superintendent discussed the future of distance learning and how it will be available to students. He also discussed the numerous hurdles in the process, and the lack of scope and scale as compared to neighbouring school districts.

The Moodle model - there would be budget implications in retraining staff. In the future, the Province may looking into creating an online school district.

MPSD can still service MPSD students, but cannot provide online service to students outside of the district.

There will be other districts interested in implementing the DL hub (Abbotsford, Maple Ridge).

## 7. **MINUTES OF PREVIOUS MEETINGS**

7.1 Board of Education Public Meeting Minutes, November 16, 2021

**MOVED and Seconded that the Board of Education Public meeting minutes dated November 16, 2021, be approved.**

**CARRIED**

**8. INFORMATION ITEMS**

8.1 FNLCLetter to Minister Whiteside Regarding FSA

**9. CORRESPONDENCE**

**10. COMMITTEE MINUTES/LIAISON REPORTS**

Trustee activities this last month included:

Various FESL and BCSTA meetings

Extensive communications regarding Hwy 7 closure to essential travel only with the Mayor, MLA Alexis, BCSTA President,

Nov 18 - Parr Neighbourhood development meeting

Nov 24 - Flooding update with Minister Whiteside

Nov 26 - Vaccine update for 5-11-year-olds with Minister Whiteside

Nov 30 - Joint Meeting with City of Mission

Dec 2-4 - BCSTA Academy, FV Branch meeting

Dec 7 TTAC presentation

Dec 8 City of Mission Transit plan zoom open house

Dec 10 Generation of Change filming at XÁ:ytem

Dec 13 - MLA D'eith reached out for an update on the replacement of MSS

Dec 13 DPAC meeting - discussion about teacher shortages

Dec 14 the Siwal Si'wes luncheon

Mission community foundation,

Heritage committee

Leq'amel meeting about the history of Halq'emeylem

Sumas First Nation meeting

**11. ANNOUNCEMENTS**

**12. QUESTION PERIOD**

A question was asked about the outcome of item 6.1. It was clarified, that the Stave Falls boundary adjustment was approved in principle and that the further consultation process is being initiated.

A question was asked about children already enrolled in a school in the district being affected by the boundary change. This will all be discussed in future meetings in January.

**13. ADJOURNMENT**

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

**CARRIED**

The Chair thanked everyone for their hard work and wished everyone happy holidays. The meeting adjourned at 7:35 pm

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Chair, Board of Education

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Secretary-Treasurer

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





STILLWATER  
— CONSULTING —

## CONTACT

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cgruenwald@mission.ca



## Forest Guardians Program Frequently Asked Questions

## ABOUT

Forest Guardians is a 6-week, indigenous forestry training program delivered by Stillwater Consulting. Through this field-based program, students will gain hands-on experience, industry-recognized certifications and valuable networking opportunities with local employers. Graduates will come out of the program with a wide variety of skills and experience that will help them pursue a career as Forest Guardians in the heart of their communities' traditional territory. This program includes a fully funded training wage over the duration of the program.







## FAQ

### When does the training take place?

This 6-week program will take place from January 17, 2022 to March 4, 2022 in Mission, BC with field activities conducted in the surrounding forest land.

### Where does the training take place?

The training is based in Mission, BC and the surrounding area.

### Who is a good fit for this program?

This program is an incredible training opportunity for motivated individuals who are interested in becoming Forest Guardians in the heart of their communities' traditional territory. No previous experience is required, however an interest in and enjoyment of the outdoors is a must. As much of this training will be hands-on and practical in nature, this program is a good fit for those who prefer a non-traditional learning environment outside of a classroom setting.

### What does the training cover?

Participants will come out of the program with a number of valuable skills and certifications including:

- Occupational First Aid - Level 1 & Transportation Endorsement
- Basic Chainsaw Operator
- Forestry Field Studies, including:
  - Species Identification
  - Basic Ecology
  - Cultural Plant Identification
  - Map & Compass
  - Silviculture
  - Stream Classification & Riparian Management
  - Forest Health
  - GPS, GIS & Data Collection
  - Timber Cruising
- Wildland Firefighting & Fire Smart Courses including:
  - S100 Basic Fire Suppression and Safety
  - S185 Fire Entrapment Avoidance
  - S232/211 Pumps and Water Delivery
  - Fire Smart 101
- Archaeology and CMT Inventory
- Canadian Safety Council ATV and UTV Off-Road Vehicle Operation
- Wildlife Danger Tree Assessor – Forest Harvesting and Silviculture
- Bear Aware
- Team building, Leadership & Work Readiness

### What kinds of jobs do graduates tend to get?

This program prepares graduates for a wide range of potential employment opportunities including (but not limited to):

- Environmental and Fire Patrols in the Territory
- Providing Cultural Interpretation to the Public
- Archaeology Field Technician
- Managing for Cultural Trees and Plants
- Junior Environmental or Forestry Technician
- Local FireSmart Representative
- Recreation Trail Building & Maintenance

### What gear is provided as part of the program?

First aid kit, whistle, compass, safety glasses, tree planting shovel, caulk boots, hard hat, gloves, cruiser vest, rain jacket, rain pants, measuring tape and calculator.

