

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

**September 10, 2024, 3:30 pm  
ZOOM + District Education Office  
33046 4th Avenue, Mission, BC V2V 1S5**

**Pages**

**1. ZOOM CONNECTION**

*[Zoom Link](#) | 2024-25 COTW Meeting ID: 619 4934 9705 | Password: SD75COTWmt*

**2. CALL TO ORDER**

*This meeting and Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.*

*Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.*

**3. APPROVAL OF AGENDA**

**4. DELEGATIONS/PRESENTATIONS**

**5. MINUTES OF PREVIOUS MEETINGS**

5.1	Committee of the Whole Meeting Minutes, June 04, 2024		1 - 5
-----	---	--	-------

**6. UNFINISHED BUSINESS**

**7. CURRICULUM**

7.1	Monthly Curriculum Update	Information	6
-----	---------------------------	-------------	---

7.2	Safe, Caring, and Respectful Schools Update	Information	7 - 8
-----	---	-------------	-------

**8. STAFF REPORTS**

8.1	Preliminary School Opening Report 2024	Information	9
-----	--	-------------	---

8.2	Feeding Futures Report 2024	Information	10 - 12
-----	-----------------------------	-------------	---------

8.3	Update on WHE Growing Roots Childcare	Information	13 - 14
-----	---------------------------------------	-------------	---------

8.4	MSS AP Program	Information	15
-----	----------------	-------------	----

8.5	Implementation of the new Cellphone Policy	Discussion	16
8.6	Fraser Health McCreary Report	Discussion	17
<b>9.</b>	<b>NEW BUSINESS</b>		
9.1	FSA Letter to Parents	Information	18
<b>10.</b>	<b>INFORMATION ITEMS</b>		
10.1	2024-2025 Sacred Teaching	Information	19 - 23
10.2	Annual Board Work Plan	Information	24
<b>11.</b>	<b>ADJOURNMENT</b>		

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

June 4, 2024, 3:30 pm  
ZOOM + District Education Office  
33046 Fourth Avenue, Mission, BC V2V 1S5

- Members Present:** Board Chair, Shelley Carter  
Board Vice-Chair, Linda Hamel  
Trustee, Tracy Loffler  
Trustee, Jash Bains  
Trustee, Randy Cairns
- Staff Present:** Superintendent of Schools, Angus Wilson  
Assistant Superintendent, Karen Alvarez  
Director of Finance, Derek Welsh  
Director of Student Services, Carolynn Schmor  
Director of Operations, Dana MacLean  
District Principal, Early Learning & Childcare, Karen Greaux  
Manager, International Education, Terri Szlovicsak  
MTU President, Shannon Bowsfield  
MPVPA Co-President, Lisa Clarke  
CUPE President, Nansy Gibson  
Executive Assistant, Ilona Schmidt (Recorder)
- Staff Absent:** Secretary-Treasurer, Corien Becker
- Others Present:** Mentor Teachers, Sandra Norum, Rebekkah Stenner, Camille Anderson,  
DPAC Vice-Chair, Cheryl Blondin

**1. CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. Chair Carter asked Vice-Chair Hamel to Chair the meeting.

*This meeting and Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:tl'el First Nations, stewards of this land since time immemorial.*

*Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.*

**2. ADOPTION OF AGENDA**

**MOVED and Seconded THAT the Agenda be adopted as presented.**

**CARRIED**

**3. DELEGATIONS/PRESENTATIONS****4. CURRICULUM**

#### 4.1 Monthly Curriculum Update - Mentor Teacher Update

The Assistant Superintendent introduced the Mentor Teachers, and provided a general update of their work this year.

The mentor team wants to build a sustainable foundation for our teachers, not just a series of one-off workshops. In creating a vision for their work, they want to nurture a culture of learning and support where staff:

- Learn together, extend and stretch
- Work alongside educators
- Trust ourselves and each other
- Take risks
- Learn about our students
- Build and contribute to a healthy community
- Have a good heart, and good mind (Stó:lō teaching)

The work is intentionally aligned with the Strategic Plan and with Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity. We also align our work with the B.C. Curriculum model (know-do-understand).

When measuring the impact of mentor work, we are using the same framework we ask teachers to use – triangulating data based on observations (such as changes in student engagement and learning), conversations (such as changes in the kinds of questions being asked), and artifacts (such as quantitative data about the number of workshop sessions and the number of participants). Learning stories were also shared.

Principals believe what makes the most difference for supporting teachers are modeling, consistent check-ins, prof. learning options, online bookings, staff meeting presentations, multiple visits, session for all new teachers, embedded mentors in schools (rotational).

Initial ideas for support for next year were shared.

### 5. **UNFINISHED BUSINESS**

#### 5.1 EA Hours Follow-up

Staff provided approximate information for reference. If all EAs would be moved to the 7-hr employment mark, it would cost approximately \$3 million.

Comment: EAs directly impact student success. Can there be a lower number of EAs working full time? Approx. 100 EAs all have part-time hours. Can we have a goal of getting some of the employees full-time hours over time? Could we cut down to 75?

CUPE: EAs plan, design and take work home, so they can be more successful. Are there any numbers of EAs we would have to reduce to make as many as possible full-time? To be able to improve student outcomes, it may be possible to reduce the # of EAs

MTU: children with severe needs at elementary level need one on one attention. For those, we need more EAs, and advocating for a higher wage. If we reduced the number of EAs, more children would NOT get support, and classrooms would become unmanageable.

Trustees would like more numbers, ratios, differing costs to look at. We should create different options, wages, and the same standard of living as others.

CUPE - we could work towards lowering the # of EAs.

Comment: we have bus drivers, secretaries, and other employees that specifically like part time. Will full-time EAs improve student achievements?

A new motion:

**MOVED and Seconded to direct staff to further explore other possibilities and the efficacy of EA time.**

**CARRIED**

## 6. STAFF REPORTS

### 6.1 School Growth Plans - Reminder - Due September

Riverside is doing a 3-year cycle. Staff will check in with the principals.

School Growth Plans - numeracy, literacy - could we make it easier for the principals? We do not want a meaningless document. We could look at a specific issue to address each year.

With the FESL report, Operational report – the Board appreciated the alignment with the Strategic Plan.

What did data show principals? What did they do last year? Do we have data on employing strategies from the mentor teachers to show improvement over time? Results? Schools are trying to connect data to Strategic plan.

We have a default format that principals are free to use. We give the Principals the Summer to prepare the growth plan for September.

It is no longer a provincial mandate.

DPAC would like the growth plans to be consistent and to be shared with the parents so the parents can collaborate with the schools

Note: School plans do not typically mention budget.

### 6.2 Emergency Preparedness across MPSD

Broadly speaking, there is awareness, but it is not consistent across the district. Staff will take time over the course of the year to address any shortfalls.

How much do people want to put into Emergency preparedness? Using storage rooms vs shipping containers (expensive).

We need to note that if there is an actual emergency, cell phones do not work.

A suggestion was made to have a minimum requirement for the emergency kit. Should there be a budget line? Maybe a portion of the school budget \$1000/school be allocated towards emergency planning? We should be prepared for an earthquake or any other serious emergency.

Staff will come back with suggestions during 2024-25.

## 7. NEW BUSINESS

### 7.1 2024-25 Board Meetings Schedule

**MOVED and Seconded THAT the following resolution be forwarded to the June 18, 2024, Public Meeting of the Board of Education: THAT the Board Meeting Schedule for 2024-2025 be approved.**

**CARRIED**

7.2 2024-25 DRAFT Board Work Plan

**MOVED and Seconded THAT the following resolution be forwarded to the June 18, 2024 meeting of the Board of Education: THAT the DRAFT Board Annual Work Plan for 2024-2025 be approved.**

**CARRIED**

POLICY REVIEW SEP/OCT (add policy review plan into this as per CB's schedule)

FIRST NATIONS MEETINGS - Start SCHEDULING now, so we can get them done

Remove EQUITY SCAN

June - SOGI - remove

Tying in SP plans and priorities >> SEPTEMBER - Board Work Plan/SP Prioritization

Emergency prep - APRIL/MAY

Remove SST Report

CITY & MLA Meetings >> before UBCM. Last time Chair spoke with Mayor, they would like joint meeting with MLAS. Also, Elections coming.

**8. MINUTES OF PREVIOUS MEETINGS**

8.1 Committee of the Whole Meeting Minutes, April 9, 2024

**THAT the Committee of the Whole Meeting Minutes dated April 9, 2024 be approved.**

**CARRIED**

8.2 Special Committee of the Whole Meeting RE: Policy Review Minutes, May 6, 2024

**THAT the Special Committee of the Whole Meeting RE: Policy Review Minutes dated May 6, 2024, be approved as amended.**

**CARRIED**

p. 19 agenda: TL returned 1:30.

7.2 review "Indigenous Engagement and Cultural Safety Guide Book".

8.3 Committee of the Whole Meeting Minutes, May 7, 2024

**THAT the Committee of the Whole Meeting Minutes dated May 7, 2024, be approved.**

**CARRIED**

p. 24 MDI Results - is there any follow-up?

There is, at DPAC & PRO-D & PVPA

8.4 Special Committee of the Whole Meeting RE: 2024-25 Preliminary Budget Minutes, May 14, 2024

**THAT the Special Committee of the Whole RE: 2024-2025 Preliminary Budget Meeting Minutes dated May 14, 2024 be approved.**

**CARRIED**

**9. INFORMATION ITEMS**

9.1 June - National Indigenous Peoples Month

The Board has a strong commitment. Asking that all members remember on whose land we are on.

A note was made, about a radio discussion from UBC with Semá:th about returning Sumas Lake back. There has been no acknowledgement of what the lake took away.

9.2 June - Pride Month

The Committee did not feel the need to have another presentation. We have not had too many negative incidents. The main Mission event takes place on July 13 at Fraser River Heritage Park. The Board thanked the SOGI leads for their time and dedication.

**10. ADJOURNMENT**

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

The meeting adjourned at 5:20.

---

Chair, Board of Education

---

Secretary-Treasurer

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

---

**ITEM 7.1 Information**  
TO: Committee of the Whole  
FROM: K. Alvarez, Assistant Superintendent  
SUBJECT: Curriculum Overview, September 2024

---

1. **Summary:** The Assistant Superintendent will provide a preliminary overview of upcoming plans for building teacher capacity and supporting students.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership: Support all staff to adapt to the rapidly changing educational environment and students' needs
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**



**ITEM 7.2 Information**  
TO: Committee of the Whole  
FROM: K. Alvarez, Assistant Superintendent  
SUBJECT: Safe, Caring, and Respectful Schools Update

1. **Summary:** The Assistant Superintendent will provide an update on the implementation of the Safe, Caring, and Respectful Schools policy. The Safe Schools Coordinator and Vice Principal of the Connections Program will share plans for this new learning program, which is funded by a federal grant. The Connections Program provides targeted support for students primarily in middle school.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments: Foster safe, caring compassionate, and collaborative learning environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:** Furthermore, “**A reminder to our Community**” was posted on the district websites and social media: As we continue to teach our students the importance of respect, it is crucial that we also lead by example. We remind everyone in the Mission Public School District that respectful behavior is not just a lesson for our students but a standard for ALL of us.



Whether interacting with Mission Public Schools online or in person, we expect our entire community to adhere to the Safe, Caring, and Respectful Schools Policy. Let's work together to create an environment where every student, parent, staff and community member feels valued and respected.

Thank you for your ongoing commitment to fostering a positive and supportive community!

- ☞ Read the [Safe, Caring, and Respectful Schools Policy 3.0](#).
- Read the [Concerns & Complaints Policy 3.7](#), to follow the proper process if you have a concern.

**7. Attachments:**

---

<b>ITEM 8.1</b>	<b>Information</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Preliminary School Opening Report	

---

1. **Summary:** The Superintendent will provide a preliminary report on the first week of school.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

---

<b>ITEM 6.2</b>	<b>Information</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools, S. Tunshell, Feeding Futures Manager, C. Becker	
SUBJECT:	Feeding Futures Fund Report 2024	

---

1. **Summary:** The Superintendent will provide an overview and update on the Feeding Futures Funds.
2. **Background:** Feeding Futures has a more robust web presence since 2023-24. Information on the program can be found here: <http://www.mpsd.ca/Programs-Services/FeedingFutures>
3. **Options:** Subsites (*click underlined for links*) with information about the [Breakfast Program](#), [Snack Program](#), [Lunch Program](#), [Food Literacy Program](#), [Advocacy](#), and a growing collection of [Recipes](#) and [Resources](#) have been added.
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. **Honouring Culture and Territory:** Relationships are being built within the community and the schools and the Indigenous Department to figure out ways to collaborate on projects that honour culture and territory. The Indigenous Department and Feeding Futures are collectively trying to plan a salmon feast in the spring as one of our initiatives. The Critical Infrastructure grant was applied for and granted with the hopes of putting together Intergenerational programming at Deroche with plans to expand. Grow towers have been purchased for Deroche using this grant money so that students and their elders can learn, grow and eat together. Deroche, the Indigenous department and Feeding Futures will be having a meeting in the coming weeks to discuss the best way to implement this plan. There are discussions underway about offering programs such as a Punjabi Lunch and Learn in partnership with the Arts and Culture Department. We are working hard to bring the community together over food, and if we can do that and utilize it as a learning opportunity, all the better.
    - b. **Future Orientation:** Relationships are being built within the community, specifically with local farmers in the hopes that they can start planning their future crops with harvests with the schools in mind. We currently have the Agriculture in the Classroom program for all of the schools that want to continue that program this year. Ag in the Classroom has moved to a district model and will have bi-weekly deliveries. It is the hope for the future that this program will be replaced by produce that is produced hyper-locally. There are discussions taking place around community gardens at schools, and assistance that may be provided by grants for these types of initiatives. Food literacy will hopefully be a large component of the Feeding Futures program as we progress.
    - c. **Student-Centred Learning:** A Summer program was held in partnership with Arts and Culture. This was a one-week program that had the students learning about the four food groups, and good food that could be made focusing on the food group of the day. On the fifth day of the program, the students invited their family members to share a meal that they made consisting of the four food groups that they had learnt about previously in the week. We had over 36 students apply within 23 minutes of the flyer being distributed. We ended up running two out of three weeks of programming (the teacher became unavailable for one of the weeks due to a family emergency). The feedback from both the teacher and the students was very

positive, and there have been requests from the community to look at offering other programs. Feeding Futures is currently in discussions with other groups and the community to figure out how we can continue to offer some great food literacy programming. An example of ideas is a Christmas-themed “Grandparents and me baking cookies day.” There have been discussions with Fraser Health about how to collaborate with seniors feeling isolated in our community as part of these initiatives.

- d. **Effective Learning Environments:** When focus groups, surveys and questions of the community have been asked, it has been made clear by the various groups that the students want to be engaged in these offerings. There has been thought put into how we transition to an in-house offering with a student-led component. Students as young as five are able to contribute in some way and are excited to do so. When speaking with the students who took the summer program, they felt that the comradery they built with their "kitchen partners" made them feel more comfortable about entering middle school in September where previously there may have been trepidation.
- e. **Quality Teaching and Leadership:** There are many members of the school community and the community as a whole who are interested in sharing their skills with students. Once the lunch program that will be running Mon, Wed and Fri has been running long enough to work any kinks out, the focus will shift to how we bring in quality teaching and leadership with lifelong learning opportunities around food and healthy eating. It has been suggested that grandparents could come in and teach bread baking (a lost art), canning and other types of programs that we often don't see as frequently anymore. Partnerships with the community around these ideals will help strengthen ties within and outside of our school community, bringing the focus of this program to the broader community. The hope is that as more awareness happens around the relevance and importance of these programs, more people will be interested in assisting.

2. **Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity Meetings were had with different groups of different demographics. At times, we partnered with community organizations to have their specific clientele engaged in an opportunity for discussion around gaps. Several gaps around communication were noted, and as such, Feeding Futures has gone to great lengths to ensure better communication for this year. We have centralized all of our information onto the district website. We have provided paper forms for those who had barriers to access using a computer. Information was collected from surveys around the schools' communities' hopes for the future of this program, and those suggestions were taken seriously. Changes were made to our provider, our subsidy system, our communication system and menu offerings to name a few, to ensure that we are on a path that the community can see as beneficial. It was also decided, as a result of these surveys, that ALL elementary schools would take part in this program. Some things that were highlighted from the survey were that some parents did not have access to this program if their school had not been included in the pilot. To be more equitable, it was suggested to offer the programs at all schools for consistency across the district, and to give the choice to the parents about which program they felt was a better fit for their family. As such, schools that have not previously participated in this program will be part of the program this year.

This is not to compete with any school's existing arrangements, but to simply give the parents a choice.

3. Funding Guidelines, Costing, & Budget Impact

Feeding Futures report was sent to the Ministry in August, which covered program activities from 2023-24 and planned programming for 2024-25.

	<u>2023-24</u>	<u>2024-25</u>
<b>Funding</b>	800,105	796,804
<b>Carryforward</b>		571,904
<b>Expenditure</b>	<u>(228,201)</u>	
<b>Remaining</b>	571,904	1,368,708

4. Policy, Legislation, Regulation

5. Organizational Capacity

a. Risks

1. Organizational
2. Reputational
3. Strategic

b. Benefits

1. Organizational
2. Reputational
3. Strategic

**5. Public Participation:**

**6. Implementation:** We are very excited to note that the Federal Government has entered into its first agreement around the National Food Program with Newfoundland, so some movement is happening in that regard. Challenges continue to exist around infrastructure, employees and lack of funding but I am confident that this program will be a success even as we navigate those waters. Hatzic Elementary took the lead in developing a sharing shelf. It was noted during discussions with user groups that if they were experiencing food insecurity at home they were not always able to access programs such as the Food bank. This was mentioned during my presentation to the PVP group, and a request was made for each school to consider implementing a sharing shelf. The idea is similar to the Community Cupboard installed at the Cedar Valley Church but would be inside the school building close to the office, accessible to anyone who needs it or wants to share items on it that they no longer need. I am very pleased to share that Deroche has taken up this initiative and currently is the second school to have a beautiful sharing shelf with many options available to families already on it. I would like to suggest, that this is a fantastic alternative to Food Drives, as it is more accessible to the school community and on an ongoing basis.

I look forward to everything that will come from this amazing program and the community that is already being built around its ideals.

**7. Attachments:**

---

<b>ITEM 8.3</b>	<b>Information</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	K. Gréaux, District Principal of Early Learning and Childcare	A. Wilson, Superintendent
SUBJECT:	Update on Growing Roots Childcare at WHE	

---

1. **Summary:** A name “Growing Roots Childcare” has been chosen. Métis Family Services have begun a waitlist of families interested in childcare. For General Inquiries, Marya McVicar is the contact. The Grand Opening has been scheduled for September 27, 2024, at 10:30 am.
2. **Background:** Mission Public Schools, [Métis Nation British Columbia \(MNBC\)](#) and the [Fraser Valley Métis Association \(FVMA\)](#) have partnered together to bring new distinctions-based childcare spaces for Métis Children and families. The facility will open at West Heights Community Elementary School. The Operator chosen is a Non-profit organization, [Métis Family Services](#).
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:** Those attending, are to use the link <https://www.eventbrite.ca/.../growing-roots-child-care...>

or QR code on the poster to sign up for the event, by September 13, to ensure sufficient supply of refreshments provided by the caterer.

6. Implementation:

7. Attachments:

- a. Grand Opening Invite Poster
- b. MPSD Childcare Information Link: <http://www.mpsd.ca/Programs-Services/Childcare>



The poster features a red curved banner at the top with logos for Métis Nation British Columbia, Mission Public Schools, FVMA, and a circular seal. The main title is 'Growing Roots' Child Care Grand Opening. Below the title is a paragraph describing the partnership between Mission Public Schools, Métis Nation British Columbia (MNBC), Fraser Valley Métis Association (FVMA), and Métis Family Services (MFS) to create culturally responsive child care spaces. It includes details about a Grand Opening Ceremony on September 27, 2024, at West Heights Elementary, starting at 10:30 AM. A 'Save The Date' section lists that light snacks and refreshments will be served. A QR code is provided for more information. The poster also includes an aerial view of the facility and a photo of children in a garden.

MÉTIS NATION BRITISH COLUMBIA   Mission Public Schools   FVMA

## 'Growing Roots' Child Care Grand Opening

Mission Public Schools, Métis Nation British Columbia (MNBC), Fraser Valley Métis Association (FVMA) and Métis Family Services (MFS) have partnered together to bring new culturally responsive child care spaces for children and families in the District of Mission.

Join us to learn more about the project and tour the brand new facility Mission Care Grand Opening in the Mission Public Schools community.

Join us for a Grand Opening Ceremony on September 27th, 2024 from 10:30 AM to 12:00 PM.

**'Mission Care Opening Grand Opening'**

September 27, 2024  
At West Heights Elementary

Event starts at 10:30 AM

**Save The Date**

- Light snacks and refreshments will be served
- September, 27, 2024
- 10:30 AM to 12:00 PM





---

<b>ITEM 8.4</b>	<b>Information</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	MSS AP Program	

---

1. **Summary:** On August 19, 2024, The Mission City Record published an article detailing MSS AP Calculus Program success. 21 students took the AP Calculus exam. Mission's average for those with a passing grade was 81 per cent. Of the 21 MSS students who wrote the exam, 11 scored a perfect five. The Mission Public Schools would like to show appreciation for the MSS Math Department.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** [Mission City Record Article](#)

---

<b>ITEM 8.5</b>	<b>Discussion</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Implementation of the new Cellphone Policy	

---

1. **Summary:** On May 21, 2024, the Mission Public Schools' Board of Education approved [Policy 3.8 Use of Technology - Students](#) after open consultation with the Community, Staff, Parents and Students. The reaction to the policy was overwhelmingly positive.

While technology like computers and iPads will still be employed in schools for positive learning experiences, there will be changes to student use of other devices. Most significantly, students in K-9 will be expected to refrain from using Personal Digital Devices ('PDD') while at school, and 10-12 will refrain from using them during instructional times. There is considerable evidence that reducing use of PDD will improve learning and psychological well-being for students, and everyone else too. Staff will review how effective the rollout has been in the first days of 2024-25.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

1. **Alignment with the [Strategic Plan](#):**

- a. Honouring Culture and Territory
- b. Future Orientation
- c. Student Centred Learning
- d. Effective Learning Environments
- e. Quality Teaching and Leadership

2. **Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

3. Funding Guidelines, Costing, & Budget Impact

4. Policy, Legislation, Regulation

5. Organizational Capacity

- a. Risks
  1. Organizational
  2. Reputational
  3. Strategic
- b. Benefits
  1. Organizational
  2. Reputational
  3. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:** [Letter shared with MPSD Families](#)

---

<b>ITEM 8.6</b>	<b>Discussion</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Fraser Health McCreary Report Update	

---

- 1. Summary:** In 2023-24, the COTW discussed the BC Adolescent Health Survey. Staff will discuss resources available to Mission Public Schools from the 2023 BC Adolescent Health Survey (BC AHS).

Updated Fraser East Data is available to download:

[http://www.mcs.bc.ca/pdf/2023\\_bcahs\\_fraser\\_east.pdf](http://www.mcs.bc.ca/pdf/2023_bcahs_fraser_east.pdf)

- 2. Background:**

- 3. Options:**

- 4. Analysis and Impact:**

- 1. Alignment with the Strategic Plan:**

- Honouring Culture and Territory
- Future Orientation
- Student Centred Learning
- Effective Learning Environments
- Quality Teaching and Leadership

- 2. Alignment with the Equity Path:**

Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity

3. Funding Guidelines, Costing, & Budget Impact

4. Policy, Legislation, Regulation

5. Organizational Capacity

- Risks

1. Organizational
2. Reputational
3. Strategic

- Benefits

1. Organizational
2. Reputational
3. Strategic

- 5. Public Participation:**

- 6. Implementation:**

- 7. Attachments:**

September 17, 2024

**Dear Parents, Elders, Guardians, and Community Members,**

The Foundation Skills Assessment (FSA) was introduced in 2000 for students in Grades 4, 7, and 10. It measures key skills in reading, writing, and numeracy, providing data that informs educational improvements. While standardized testing, including the FSA, has faced criticism over the years for flaws in standardized tests and the Fraser Institute rating schools from highest to lowest. Concerns about the FSA have meant that some students do not participate, which makes overall results less valid for schools and school districts to understand and support struggling students.

The First Nations Education Steering Council (FNESC) has raised concerns over declining FSA participation. FNESC supports the FSA as it provides essential data. It still creates some province-wide measures that FNESC and others can use to help understand where support may be needed locally and provincially. The results can guide policymakers in making informed decisions regarding funding, resources, and educational initiatives.

The Mission Public Schools Board of Education has discussed the FSA's importance annually since 2021, particularly in relation to FNESC's needs. While the British Columbia Teachers Federation (BCTF) has been effective at messaging parents to have their child/children to not participate in the FSA, as this undermines the students who could really benefit from the Assessment, the data is still utilized at both the School District and Provincial level for evidence-based decision making. It continues to be reported home to parents. Identifying students who are struggling allows for early intervention, which can lead to better academic outcomes.

In November of 2021, the First Nations Leadership Council, the British Columbia Assembly of First Nations, the First Nations Summit, and the Union of British Columbia Indian Chiefs submitted a letter to the Minister of Education and Childcare to express their concerns regarding the ongoing targeted campaign to cancel the FSA in BC public schools, emphasizing its importance for upholding legal commitments to Indigenous communities.

Therefore, the Mission Public Schools Board of Education would like to express its support for the position of FNESC and encourage all students to participate in the Foundation Skills Assessment as part of the ongoing efforts to improve the education of all students in our community.

Please do not hesitate to reach out to [trustees@mpsd.ca](mailto:trustees@mpsd.ca) to discuss further.

Sincerely,



Shelley Carter – Board Chair  
On behalf of the Mission School Board of Education

- <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/fsa/en-foundation-skills-assessment-for-parents-and-caregivers.pdf>
- <http://www.mpsd.ca/Programs-Services/parents/FSA>

---

<b>ITEM 10.1</b>	<b>Information</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	V. Searwar, District Principal of Indigenous Education	
SUBJECT:	2024-2025 Sacred Teaching: Sp'óq'es (the Eagle) stl'ítl'el (Love)	

---

1. **Summary:** Indigenous Elders and community members have selected Sp'óq'es (the Eagle) represented by stl'ítl'el (Love), as the Sacred Teaching for 2024 2025. An updated image is now being circulated.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory ✓
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity ✓
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**
  - a. Explanation of teaching of Sp'óq'es and stl'ítl'el,
  - b. Poster'
  - c. Sp'óq'es soars with Love

**Sp'óq'es (the Eagle)**  
**stl'ítl'el (Love)**



The Eagle teaches us LOVE. Love must be unconditional. To feel true love is to know the Creator. Therefore, it is expected that one's first love is to be the Great Spirit. He is considered the father of all children, and the giver of human life. Love given to the Great Spirit is expressed through love of oneself, and it is understood that if one cannot love oneself, it is impossible to love anyone else. The Eagle was chosen by the Great Spirit to represent this law, as the Eagle can reach the highest out of all the creatures in bringing pure vision to the seeker. Although the supplier of the greatest and most powerful medicine, love can also be the most elusive of the teachings, as it depends upon a world that acknowledges the importance of spirituality. (From The Sharing Circle)

The eagle is frequently associated with wisdom and freedom. There are many teachings from the eagle that teaches us about intuition, creativity, strength, courage, hope, resilience, healing, and vision. The eagle mates for life, and this teaches us about relationships, love, and valuing what is important. The eagle teaches us about unconditional love for oneself first, which then gives us the ability to love others. The eagle demonstrates what it means to rise above, make choices carefully and wisely, and how to stick it out in good and bad. (From: Mikisew Cree First Nation)

## Sp'og'es Soars with Love

*Lorri Wansink*

As Sp'og'es flew up overhead, he looked down on the world and said,  
"I love the Mother Earth.", and sighed, feeling such joy and warmth inside.

On the ground were wolf pups at play, when Eagle glanced one ran away.  
Sp'og'es landed near the pup who stood still when he asked, "What is up?"

"He bit real hard and hurt my tail!", the young wolf then began to wail!  
He howled and said, "He's not my friend! I'm angry! I'm not going to pretend!"

The Eagle listened with great care, to the words the wolf said in despair.  
He sighed and stood there for a while, then turned to wolf and with a smile,

Said, "This sounds like an accident. Your tail might hurt, but it's not bent.  
Let's find your friend and then let's see if we can find some harmony."

The other wolf pup, who was nearby, crept from the woods and began to cry.  
"I didn't mean to!", he said sadly. "I'm sorry I hurt my friend badly."

The first wolf pup softened a bit, he wagged his tail and said, "I know it.  
You were just playing and it got rough, I should have said I'd had enough."

The Sp'og'es, listening carefully, said, "I admire you both for being so free,



To discuss your feelings, it's brave of you, to work things out as wolf pups do.”

The two went back to their rough play. Sp'oq'es flew up and soared away.

He looked back once from up above, so proud the wolves had led with Love.

# 2024-2025 Annual Board Work Plan

Month	Committee of the Whole Meetings		Board Meetings		Additional Meetings
	Leadership	Presentations	Leadership	Reports and Governance Oversight	
September	Acknowledge the year's Sacred Teaching	Curriculum plans for Year	Election of Chair/Vice-Chair	School Opening Report	
	Motions to BCSTA PC		Acknowledge the year's Sacred Teaching (info)	Student Learning Survey	Summer Learning Report
	Board Work Plan		Meet with Auditor Re: Financial Statements	SOFI Report	
	Tying in Strat. Plan and Priorities		Board Work Plan/SP Prioritization	Executive Compensation	
			<b>Highlighting Strat. Plan Priorities</b>	Financial Statements and Audit Findings	
			FSA Letter to Parents	FESL Report	
			Borrowing Resolution	Annual Report, incl Superintendent	
			Minor Capital Plan	Year End Report / FSD&A	
				School Growth plans for 2024/2025	
October	Policy Reviews		Consider Motions to BCSTA PC		Trades Committee
	Mission Online Summer Learning review		Trustee Committee / Liaison Appointments	Student Services Dept	Board / DPAC
				How are we doing report: Inclusive Education	Board / Student Councils
					Board / City Meeting (____)?
					BCSTA Fraser Valley Branch Meeting
November	Policy Reviews			Finance Dept Update	BCPSEA Fall Symposium
				Quarterly Report - as of Sept 30 - includes enrolment, employee summaries	BCSTA Trustee Academy
					BCSTA Provincial Council
					Full Board / First Nations
	Strategic Plan Review		Motions for BCSTA AGM/PC		FNESC Conference
December	Policy Reviews			Completion Rates	
	Enrolment Growth / Development Review			International Dept/ELL Review	
	Budget Priorities - 24/25 Amended & 25/26 - link to Strategic, IT, LRFP, plans etc				
January	Trustee Disclosure Forms January 15		Strategic Plan Updates	How are we doing report: Indigenous students (receive)	BCPSEA AGM - Zoom
	Policy Reviews		Review Auditor Appointment	*BCSTA Board Performance Review	BCSTA FV Branch AGM
	24/25 Amended Budget Discussions		24/25 Amended Budget Bylaw	Indigenous Education Dept	Board/First Nations [2]
			25/26 School Calendar Consultation		Board/MLA/City Meeting?
February	25/26 School Calendar consultations		25/26 School Calendar Approval/Submission	Quarterly Report - as of Dec 31, incl Superintendent's Mid-Year Report	BCSTA Provincial Council
				FSA Results Report	
				Graduation Assessments: Gr 10 Literacy & Numeracy Exams	
				Post Secondary Transitions	
				Class Size & Compositions	
				Comparisons (Open Data collect.)	
			24/25 Amended Budget Bylaw	25/26 Enrolment Projections	Board / Student Councils
			Long Range Facilities Plan	Operations Dept	
				- Buildings	
				- Grounds	Joint Partner Liaison and Board
				- Transport	Chair Meeting
				- Information Technology	Board/First Nations [3]
				How are we doing report Indigenous Education (Report)	Trades Training Committee Meeting
March	Mental Health Review		MTU Education Leave Requests	Health & Safety Update	Board / DPAC
	Update Budget Priorities				Board / First Nations [4]
			Emergency Preparedness	24/25 Annual Facilities Grant	BCSTA AGM
April	Review Strategic Plan with budget			Human Resources Dept	Board/City Meeting (4/____? 1pm)
	2025/2026 Budget Review		25/26 Preliminary Budget	<b>PRESENTATION:</b> Students to present post Bahamas trip	
May	New Board Authorized Course BAA review		Board Governance Self Review	Review EDI & MDI data	Board / Student Councils
	2025/2026 Budget Review		Long Range Facility Plan	Early Learning & Childcare	
				Quarterly Report - as of March 31	Board/MLA Meeting (05/____?)
				Major Capital Plan	
June	2025/26 Board Meetings Calendar		New Board Authorized Course approvals	Trustee Remuneration	Employee Recognition & Retirement Events
	2025/26 Draft Board Work Plan		25/26 Preliminary Budget Bylaw	Superintendent Growth Plan	
	Reflect on School Growth Plans		Exempt Compensation Review	Reflect on School Growth Plans	School Functions (Grad)
			Complete Superintendent Growth Plan Review	International Student Fees	Trades Training Committee Meeting
			Major Capital Plan	Riverside Tuitions	Board/First Nations [5]
			2025/2026 Preliminary Budget Bylaw		

**Other Information**

-Ongoing advocacy work with Municipal and Provincial Governments