

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

**February 18, 2025, 6:30 pm
West Heights Elementary
32065 Van Velzen Avenue, Mission, BC**

Pages

1. 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.

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1	Operations Department Update	Information	
	Info will be added closer to the meeting.		

4. MINUTES OF PREVIOUS MEETINGS

4.1	Board of Education Public Meeting Minutes, January 21, 2025	Action	1 - 5
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5. UNFINISHED BUSINESS

5.1	Employee Communication with Trustees Policy	Action	6 - 7
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6. SUPERINTENDENT REPORT

6.1	Mid-year Report	Information	8 - 11
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7. STAFF REPORTS

7.1	Reporting out from Closed Meeting	Verbal	
7.2	MSS Update	Information	12 - 13
7.3	School visits planning	Discussion	14

7.4	Quarterly Report, for period ending December 31, 2024	Information	15 - 30
8.	NEW BUSINESS		
8.1	Enrolment Projections	Information	31 - 33
8.2	Amended Budget Bylaw	Action	34 - 52
8.3	Childcare Planning	Action	53 - 91
9.	INFORMATION ITEMS		
9.1	Open surveys on Engage MPSD	Information	92 - 93
	- Newsletter shared with the public on February 6, 2025		
	- Newsletter shared with the public on February 14, 2025		
9.2	January 2025 DPAC Minutes		94 - 97
10.	CORRESPONDENCE		
11.	LIAISON REPORTS		
	To report on liaison appointments and deliver information pertinent to the School District.		
12.	COMMITTEE MINUTES		
	To review minutes of Board Committee meetings		
13.	QUESTION PERIOD		
	<i>Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.</i>		
14.	ADJOURNMENT		

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

January 21, 2025, 6:30 pm
Hillside Traditional Academy
33621 Best Avenue, Mission, BC

Members Present: Board Chair, Tracy Loffler
Board Vice-Chair, Linda Hamel
Trustee, Jash Bains
Trustee, Randy Cairns
Trustee, Shelley Carter

Staff Present: Superintendent of Schools, Angus Wilson
Assistant Superintendent,Carolynn Schmor
Secretary-Treasurer, Corien Becker
Director of Operations, Dana Maclean
MTU President, Shannon Bowsfield
MTU VP, Krysta Balogh
CUPE President, Nansy Gibson
District Principal, Indigenous Education, Vivian Searwar
District VP, Indigenous Education, Angela Magon
MPVPA Co-President, Rob Clark
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: A4C, Krystyna Bielecka + 1 member of the public

1. CALL TO ORDER

The meeting was called to order at 6:31 pm by the Chairperson. 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:lt'el First Nations, stewards of this land since time immemorial.

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We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

MOVED and Seconded that the Agenda be approved as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 Indigenous Department Update

District Principal Searwar provided a presentation on the Siwal Si'wes (SWSW) Indigenous Education Department.

Highlights from the presentation include:

- There have been challenges finding a fluent Halq'emeylem speaker to fill a teaching position.
- There are two Indigenous success coaches at the high school and middle schools.
- An Outreach Teacher is working with families to overcome barriers and to bring students back to school.
- Equity Scan work continues. Survey sent to Indigenous parents and caregivers.
- Asset-based framing = focusing on the positive achievements of students, instead of the deficits.
- A grant application was submitted by Jordan's principle to purchase an 11-seat van and hire a driver to try and resolve transportation barriers.
- Tetra-lingual signs - Halq'emeylem, French, English & Braille.
- The departmental annual report will be presented in smaller data drops.
- New Máthxwi curriculum
- District Science Fair is coming on March 5, Rotary co-sponsored
- Metis Connections - Growing Roots Child Care Centre has a grand opening.
- Working with MNBC on a new Agreement of Understanding
- The Ask Auntie program info was shared (by Katie Brooks and Su Chang) for Indigenous girls aged 10-14, funded by a \$5000 grant, will fund an overnight canoe trip.
- Learning about mental health through Siwal Si'wes staff.
- Circle of Care - role play, focused on removing children from families. A quick exercise.
- Engaging Educators with Pro-D opportunities, Book study. Showing Sto:lo books and how to approach the teaching.

The SWSW Indigenous Education Council (IEC) would like to come together with staff to brainstorm.

Trustees encourage student voice - hoping for students to bring their voice to the Board.

4. MINUTES OF PREVIOUS MEETINGS

4.1 Board of Education Public Meeting Minutes, December 17, 2024

MOVED and Seconded that the Board of Education Public meeting minutes dated December 17, 2024, be approved.

CARRIED

5. UNFINISHED BUSINESS

5.1 Employee Communication with Trustees Policy

MOVED and Seconded THAT the edited Employees Communicating with Trustees policy be approved in principle and forwarded to the Siwal Si'wes policy advisory committee and partner groups for feedback.

CARRIED

6. SUPERINTENDENT REPORT

Superintendent Wilson will be presenting at UFV and SFU.

The Ministry of Education is working on Naloxone instruction and AEDs for school district's.

6.1 Enhancing Student Learning Report

Superintendent Wilson presented the Ministry feedback and discussed the future alignment of school plans with the strategic plan of the board.

Suggestion: Tracking assessments of cohorts of students of diverse abilities

In May or June, the Superintendent will follow up on the recommendations of the report.

7. STAFF REPORTS

7.1 Reporting out from Closed Meeting

Closed meeting was recessed. Will reconvene after this meeting.

7.2 MSS Update

A monthly report on the status of the MSS replacement project was provided. In the morning of January 21st, 2025, staff reviewed the process with the three proponent companies and provided a tour. In the afternoon, a Business to Business (B2B) meeting was held with local businesses. The next meeting with proponents is scheduled for the beginning of February, spending a full day with each proponent.

Infrastructure BC indicated that the B2B meeting was the most attended meeting they have held so far. 55 businesses from the Fraser Valley and Mission attended.

7.3 Appointment of Auditor for 2024-2025 Fiscal Year

MOVED and Seconded THAT KPMG LLP be appointed as the external auditor for the School District's Financial Statement Audit for the year ending June 30, 2025.

CARRIED

8. NEW BUSINESS

8.1 Ombudsperson Investigation of Exclusions

A Province-wide investigation of all school districts was launched regarding the exclusion of some students from attending schools.

The Student Services department successfully passed a Ministry audit just prior to Covid, with exemplar status. We note that SD75 has procedures in place to return students back to school if they were to stay home due to staff shortage or other needs.

8.2 School visits

MOVED and Seconded THAT staff investigate scheduling regular school visits.

CARRIED

The Board would like to connect to the schools, hear student voice, and to build connections with the schools and cultivate connections.

The Superintendent will be meeting with principals. The goal would be to visit each school once a year. Principals are to advise their preference for the visit, and what is best for each school.

8.3 Custodial Services Policy Motion to rescind

MOVED and Seconded THAT the Custodial Services policy be rescinded

CARRIED

The Policy review indicated all district employees are important and the below listed language is not needed in policy.

8.4 School Secretaries Policy Motion to Rescind

MOVED and Seconded THAT the School Secretaries policy be rescinded.

CARRIED

9. INFORMATION ITEMS

10. CORRESPONDENCE

Minister of Education mandate letter was shared.

11. LIAISON REPORTS

Trustee Hamel:

December 20 - Mission Community Foundation Cheque Presentation to Ecole Heritage Park Middle School

January 14 - Special Committee of the Whole - Policy Reviews

January 15 - Accessibility Committee Meeting

Working groups and discussion on the following:

- PR or Engagement
- Accessible Playgrounds
- City Liaison re: City Accessibility Committee
- Staff Education

January 16 - Board Chair Meeting - Presentation by Jennifer Wray, Assistant Deputy Minister Services and Technology Division on K - 12 Cybersecurity

- K - 12 Sector the #1 target globally
- 4 incidents in BC in 2024 with each incident exceeding \$1 million to address
- Cowichan district reported that they have 65,000 hits per day by threat actors
- Phishing emails are on the rise
Boards are responsible and legally accountable for security policies and standards
- Multi-factor Authentication Systems are recommended

January 20 - DPAC meeting

Trustee Loffler:

MPSD: Jan 8 - Metis Memorandum of Understanding/Intention meeting
Jan 14 - SWSW Education Council

BCSTA:

Jan 9 - Board of Directors meeting
Jan 16 - Board of Directors meeting
Jan 16 - Board Chairs call
Jan 20 - Canadian School Boards Association meeting, under BCSTA

Trustee Carter:

Riverside luncheon, MTU social
High Ground conference promotion (organizational zoom)
YES, DPAC

Trustee Cairns: Preview of the tiny homes the Riverside students are working on

12. COMMITTEE MINUTES

13. QUESTION PERIOD

14. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:54 pm.

Chair, Board of Education

Secretary-Treasurer

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

ITEM 5.1 Action
TO: Board of Education
FROM: Committee of the Whole
SUBJECT: New Policy – Employees Communicating with Trustees

Recommendation

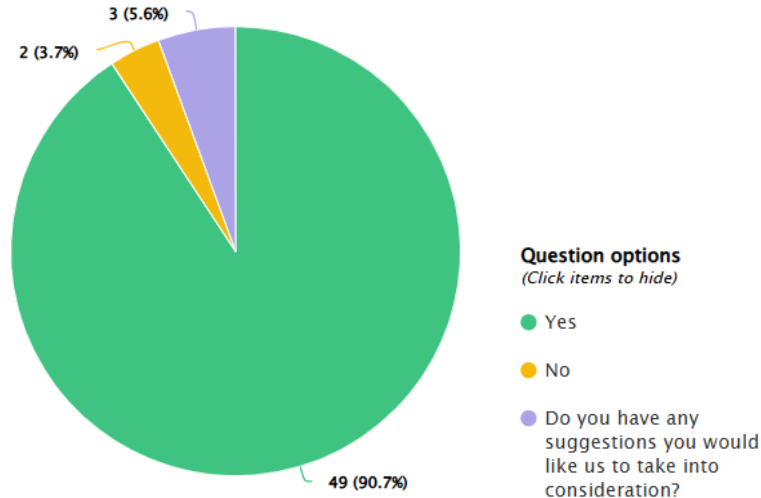
THAT the Employees Communicating with Trustees policy be reviewed considering the feedback from the public engagement, and finally approved.

Summary

The policy has been reviewed at the Committee of the Whole, and approved in January for referral to the Siwal Si'wes Policy Advisory Committee, and partner groups. The meeting with Siwal Si'wes Policy Advisory Committee was postponed. Comments received from this referral will be returned to the Board once received.

The following summarizes the comments from the public engagement and referral to the partner groups. The Survey had 134 visitors, generated 54 responses in total. 3 suggestions.

Do you agree with the DRAFT (approved in-principle) Employee Communication with Trustees Policy as it is presented? (*final formatting to match all corporate policies will be applied for final approval)



Do you have any suggestions you would like us to take into consideration?

- The last point where it states that any issues of concern will be taken to the board of trustees. It is unclear if this is whether the trustee thinks it a concern, or if the employee thinks it's a concern. It seems that this is a bit too subjective.
- I agree with the policy as stated but I would like to see the policy include a direct means of communicating with trustees. It would be helpful if employees had a direct method of communication that they believe would guarantee their privacy and or security.
- Keep the separation of teachers as constituents vs teachers only...

Section:	Governance
Title:	Employees Communicating with Trustees

Purpose:

To ensure employees have guaranteed access to elected Trustees, fostering open communication and transparency within the governance of public education.

Policy:

Trustees are elected representatives responsible for the governance of the public education system in the community.

Employees have the right to access and communicate with Trustees as elected officials. This right must be respected and upheld.

Employees who communicate concerns, feedback, or appreciation to Trustees will not face any negative employment consequences, including disciplinary action, as a result of exercising this right.

Guidelines:

1. Right to Communicate:

Employees have the right to reach out to Trustees regarding matters that pertain to the public education system, including policy, programs, and general operations.

2. Labour-related Concerns:

When communicating about issues related to their roles as employees, staff must follow appropriate channels and procedures. This includes adhering to the BCTF Code of Ethics, applicable Collective Agreements, WorkSafe BC regulations, and other relevant legislation and policies.

3. Handling of Concerns:

Trustees will bring any employee concerns of significance to the Board and Administration for verification and discussion. Trustees are expected to act in accordance with Board policies and to ensure that concerns are properly addressed through established protocols.

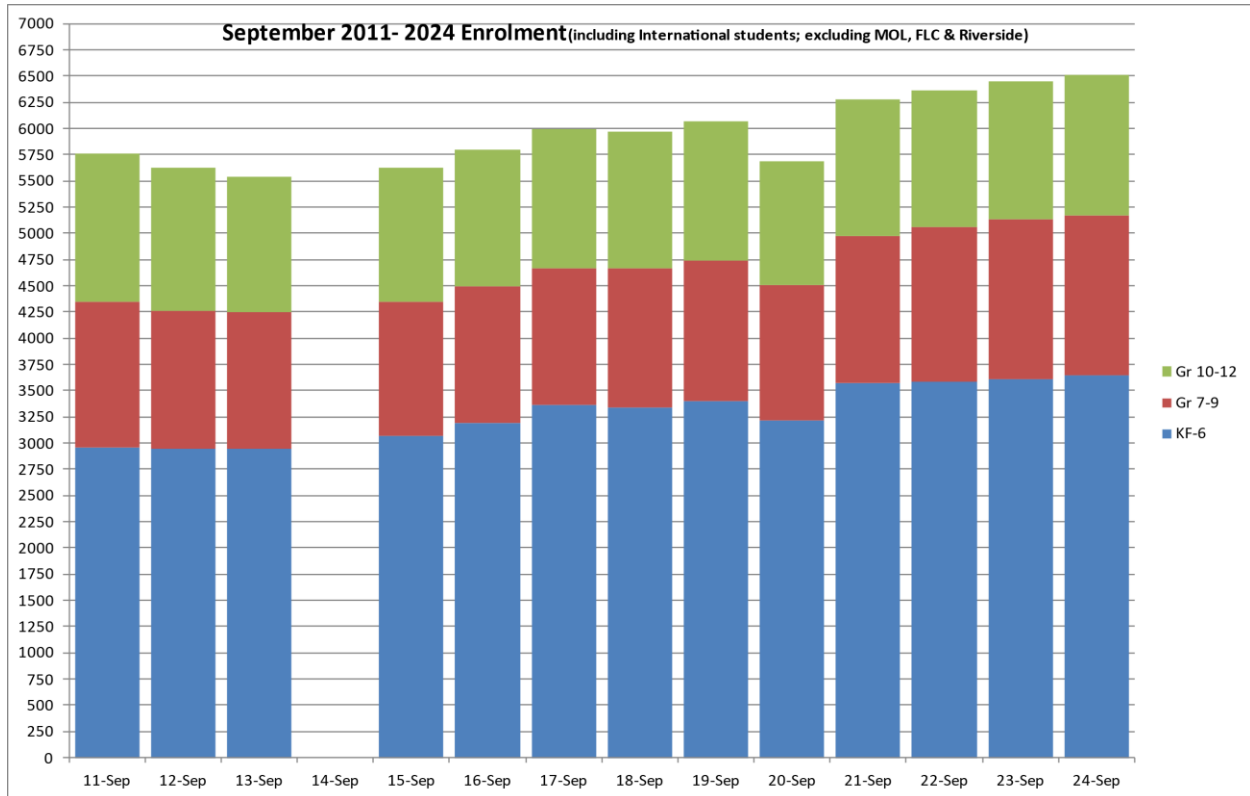
Date of Board Approval: January 21, 2025, Approved in Principle
February 2025

ITEM 6.1 Information
TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Superintendent's Mid-Year Report

1. **Summary:** The Superintendent will provide a mid-year report to the Board, including information on Student Success, Enrolment, attendance, and Staffing.
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:** Mid Year Report

Mid-Year Superintendent’s Report February 2025

Enrolment



While the District continues to grow, that growth has slowed substantially. District staff were fairly conservative in growth estimates for Sept 2024, but not enough so, as growth was 50 students lower than projections. We plan on a continued caution for the 2025 projections. Economic instability will also influence this. Stable enrolment helps balance the budget, but of course a decline will also create challenges should that occur in a few years' time. All evidence indicates otherwise.

One note on the data: Mission Online continues to grow and is not included in the above data. Roughly, full time students rose from around 60 in 2022 to around 100 currently. This may be an area of consideration in the future.

Attendance

An area of significant concern since COVID is students (and families) not engaging with their educational program. The number of students missing school has spiked provincially since 2020. Almost 20% of students are missing on a typical day. These statistics worsen for particular groups of students.

Weekly Totals

Week Start	Monday, January 13, 2025				Total			
District Name	Headcount	In Class	Absent	Offsite	Headcount	In Class	Absent	Offsite
075-Mission Public Schools	32922	81.6%	18.3%	0.1%	32922	81.6%	18.3%	0.1%
099-Province	2937772	82.2%	17.2%	0.1%	2937772	82.2%	17.2%	0.1%

Student Success

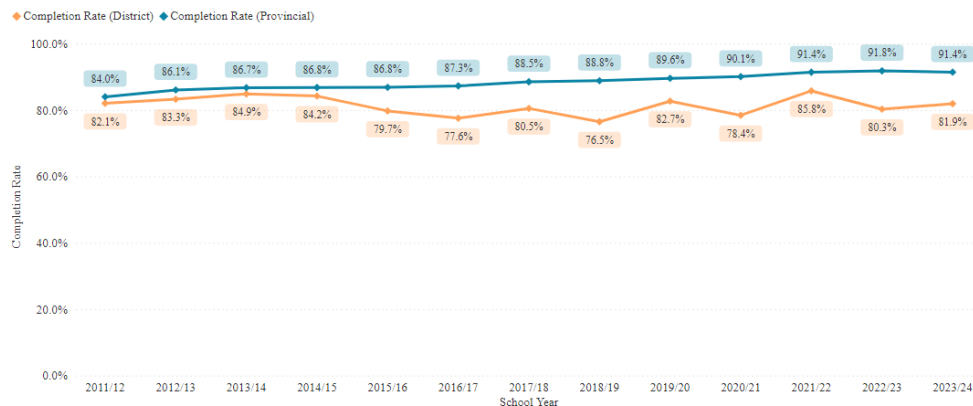
We are seeing some positive information overall. A key indicator of school completion is the mandatory Grade 10 classes. Below is the failures in the First Semester at MSS

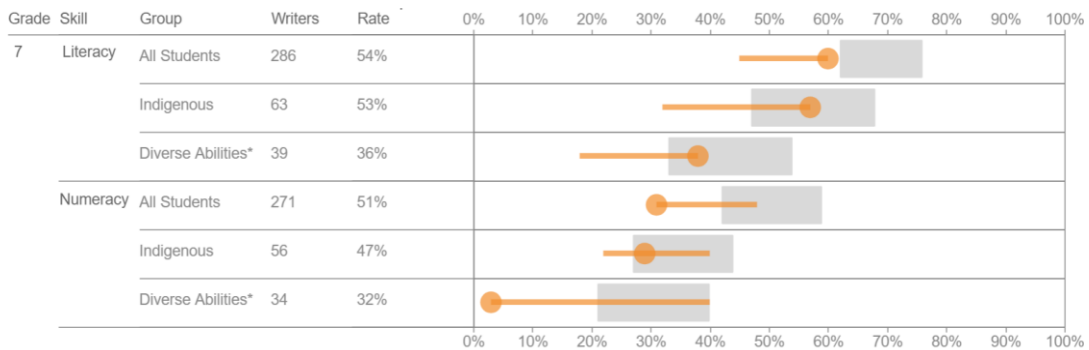
Class	Students Enrolled	Failures	% Failure
English 10	162	15	9%
Social Studies 10	130	5	4%
Math Pre Calc 10	81	4	5%
Math Workplace 10	81	9	11%
Science 10	138	19	14%

These results are fairly promising, and of course the students have the opportunity to redo courses in the second half of the year. As always, science is a significant challenge but this result is a considerable improvement from, say, a decade ago, where this could typically be over 25%.

We have recently shared our completion rates and both Indigenous and non-Indigenous rates rose about 2% last year. However, we continue to watch the FSA results in math as an area of ongoing concern. There is relative parity by grade 7 for Indigenous students – showing promising work by staff, but overall results continue to be below provincial averages.

6 Year - Completion Rate





Enhancing Student Learning

Mission’s most recent Enhancing Student Learning Report’s feedback recommended more alignment between school plans, the strategic plan, and the work of the ESLR. This has been reviewed with principals. The Superintendent will be participating in a 2025 Community of Practice workshop focussing on this provided by the Ministry.

Staffing

September of 2024 saw a shortage of bus drivers, resulting in some rolling cancellations of routes. I am happy to report that this was alleviated by late October. Drivers are a challenge due to the high standards we hold and the time it takes to on board them, but these are not things we would consider changing, of course.

Teacher shortages have improved substantially from previous ‘Covid’ years. On December 11th, for example, the District was short 8 TTOCs (positions unfilled by a TTOC). The previous year this was over 20, and shortages of over 30 were note unheard of. This is still not ideal, of course, and means that admin are teaching rather than covering other duties. While some admin have not had to do any coverage, by the end of January Middle and Secondary admin had done a total of 8 days of coverage, for example. Again, this is a significant improvement from last year, but still an area to work on.

More concerning is ongoing shortages of EAs. The day after our snow closure, for example, we had 14 unfilled EA positions. This is extremely high, but shortages do occur even on regular days. Ensuring a robust casual list is a priority for our HR department.

Mission Secondary Replacement

2024 saw a notable increase in time spent on the project by the Superintendent, Secretary Treasurer, Director of Operations, and Principal. The district is entering the technical phase of this project – mechanical engineering, legal wordsmithing, electrical loading, and the like. This requires attention from members of our team on an ongoing basis.

However, it is exciting that this project is moving ahead on schedule and by the summer a proponent will have begun plans to build us a wonderful new school.

Public Meeting of the Board of Education

Tuesday, February 18, 2025



ITEM 7.2 Information
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: MSS Replacement Update, February 18, 2025

1. Summary:

On February 4, 5, and 6, the project team met for a full day with each of the three short-listed proponents. Each day was a fulsome discussion, as the proponents gathered information and sought clarification on a number of critical components of the statement of requirements and the RFP. These meetings resulted in the submission of additional formal inquiries, which will be responded to in the next week or so.

To-date, we have received 87 inquiries from the proponents. The project team has issued three addendums to the RFP / Statement of Requirements package. A fourth addendum is expected to be issued in the next few weeks.

In addition, two more collaborative meetings are scheduled with each of the proponents – a session the week of March 10th and the week of April 8th.

The next Project Board meeting is scheduled for February 25th. This meeting is to provide an update to the Ministry members of the Project Board that are not involved in the daily activities of the project.

The project continues to remain on track, within scope, and on budget. The final budget evaluation will be conducted when the financial submissions are received.

Information provided by the Board, teachers, students, First Nations, and other staff have been incorporated into the statement of requirements. The proponents are preparing their submissions to respond to the RFP and how they anticipate meeting the specifications of the Statement of Requirements.

Once the proposals are submitted in May, the project team will be evaluating the proposals considering the Statement of Requirements, to ensure the submissions satisfy the requirements that were specified. The proponents whose proposals satisfy the Statement of Requirements will be invited to submit their financial proposal for the project.

2. Major Milestones:

Technical Submissions for RFP	May 22, 2025
Financial Submissions	July 16, 2025
Contract Award	September 2025
Building Substantial Completion	June 2028
School Available for Completion	Fall 2028
Project Completion	Fall 2029

Information on the project can be found on the following websites:

[MPSD MSS Replacement Infrastructure BC.](#)

3. Procurement

Currently in the RFP process, with three proponents preparing to submit proposals.

4. Work that is underway

Additional collaboration meetings with proponents are expected to assist the proponents to develop optimal solutions for the project while minimizing the risk that the proposal is unresponsive to the owner’s requirements. These meetings are scheduled for March and April.

5. Engagement

The team continues to engage with First Nations, to discuss Indigenous design priorities for the school. A First Nation advisory committee is currently being developed.

6. Schedule

The following schedule is the current high-level summary of the schedule.

Request for Proposals

- Collaborative Meetings - Mar 11-13, Apr 8-10
- Evaluation manual draft - April 7
- Evaluation manual approval - April 16
- Issue final draft DBA - May 5
- Technical Submissions due - May 22
- Technical Submission evaluations - May 22 – June 24
- Request Financial Submission - June 24
- Scored Element evaluations - June 24 – July 9
- ~~Evaluations~~ - July 2
- Financial Submission due - July 9
- Financial Evaluations - July 9 – Aug 1
- Final Evaluation Report - Aug 1
- Project Board proponent approval - Sept 5

Execute Design Build Agreement contract with proponent - Oct 24 (Earlier if possible)

The following schedule is to be aligned with the successful proponent’s submission (subject to change):

- Design completion - Sept 2026
- Permits - Dec 2025
- Target substantial completion of building - June 2028
- Commissioning – move in - Summer 2028
- Open for students - Sept 2028
- Demolition, and site prep after occupancy - Fall 2028 to Summer 2029
- Target substantial completion of Project - August 2029

ITEM 7.3 Discussion
TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: School Visits Planning

1. **Summary:** The Superintendent will continue the discussion about planning and conducting school visits. ESR, Silverdale, and HTA have volunteered to initiate the constructive school visits. As the schools need to consider the student leadership/council/grade 5/6 students, we are intending to start after Spring Break.
2. **Background:** School visits could be a way to hear student voice. *"One of a trustee's most valuable activities is to take the time to visit schools. A well-organized, well-intentioned visit will often benefit both the trustee and the staff. For the staff, it is an opportunity to see the trustee in a setting other than a formal board meeting. It is a time when relationships can be established or strengthened and when staff members can be appreciated and supported by the trustee. For the trustee, it's an opportunity to learn important information about the internal operation of the organization as well as a chance to get to know the staff on a more informal basis. It is also a chance to see the programs the board has approved in action."*

The Governance Core | David Campbell // Michael Fullan 2019

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:

ITEM 7.4	Information	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Quarterly Report, ending December 31, 2024	

1. **Summary:** The report provides a summary of the operating and financial activities of the District between October 1 and December 31, 2024.
2. **Background:** The school district prepares a quarterly summary of financial and pertinent operating activities to ensure the Board is apprised of current operating activities, actions, issues, and financial information.
3. **Options:** The summary review is intended to provide Trustees with a high-level oversight of the school district. More or less information could be provided, depending on the oversight goals and needs of the board. Note: more detailed information would take more time to gather.
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:**
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 3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** Quarterly Report, ending December 31, 2024

QUARTERLY BOARD REPORT

DECEMBER 31, 2024

Strategic priorities:

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

[Strategic Plan for reference](#)

SUPERINTENDENT'S REPORT

2024 came to a close relatively smoothly for Mission Public Schools. Some areas of concern have been noted provincially with implications for our District. First, ongoing computer hacks at other organisations and institutions have highlighted the vulnerability of our sector, especially for us 'middle-sized' Districts. Our District has put in a number of measures to help reduce our risks, but more work is needed. I am pleased that we have recently expanded our IT department with a manager, and we are working to expand our two-factor verification process in recognition of these threats. Cybersecurity is an ongoing and evolving concern for all organisations.

Second, the tightening of the proverbial belt at the provincial level is something our District will continue to watch closely as we ensure that we are supporting students and staff with the resources they need but watching for overreach if funding begins to not keep pace with costs and inflation. The relative slowing down of enrollment growth is a related issue to watch.

Student success appears to be on the right track. We are pleased to see our completion rates rise, if modestly, for the year ending June of 2024. Of special note is that Indigenous five and six-year rates rose despite a reduction in students relying on an Adult Dogwood to achieve graduation. Meanwhile, our team has been developing elementary assessments for a variety of grade levels to assist our Enhancing Student Learning data, and this, in turn, will help us better realize interventions at earlier ages.

As noted in the previous quarterly report, staffing shortages, while still notable, are significantly reduced from last year. A bus driver shortage in September has been alleviated, and administrators covering classes is reduced (running about the equivalent of ten days at the elementary level across the whole district, for example). EAs continue to be the most critical area for shortages.

The new MSS continues to be on track and on schedule. We are beginning to see this consume a considerable portion of some staff's time, and will likely need to plan appropriately by this time next year.

SECRETARY-TREASURER'S REPORT

The replacement of Mission Secondary School is generating a significant amount of work for the school district. In this quarter, a request for proposals (RFP) was issued to three short-listed proponents. The RFP included a detailed listing of the requirements that must be included in the proposals. Staff spent many hours reviewing drafts of the statement of requirements prior to issuing the RFP. A significant volume of work is expected to continue through all of 2025 to support the replacement project.

This quarter also saw the school district working on plans for the renegotiation of collective agreements with CUPE and the MTU, as both agreements expire at the end of the school year. These negotiations are conducted with significant direction and guidance from the BC Public Sector Employers Association (BCPSEA).

Staff have also worked with the board in the organization and review of policies and procedures. This work is expected to continue in 2025, with the scheduling of regular policy meetings.

On the financial front, the school district is progressing as planned for the school year although enrolment is less than forecast, while the number of designated students is greater than forecast. Details are included with the amended budget presentation. Staff note that substitute costs have increased again this year, and as such, staff are monitoring these costs closely.

EDUCATION

STRATEGIC PRIORITIES:

- **QUALITY TEACHING AND LEADERSHIP:** SUPPORT ALL STAFF TO ADAPT TO THE RAPIDLY CHANGING EDUCATIONAL ENVIRONMENT AND STUDENTS' NEEDS
- **FUTURE ORIENTATION:** STRENGTHEN SUPPORT AND SERVICES FOR LEARNERS TO ADDRESS SHIFTING LEARNING REQUIREMENTS
- **STUDENT-CENTRED LEARNING:** CREATE POSITIVE LEARNING EXPERIENCES THAT SUPPORT LITERATE AND NUMERATE STUDENTS

HIGHLIGHTS

- The newly formed District Elementary Math Committee met twice. They created criteria for assessment choices and reviewed essential skills and their progression throughout the grades. They also reviewed various existing assessment tools.
- We purchased Bug Club Morphology to support intermediate vocabulary development for schools that signed up. Our literacy mentor teacher has offered workshops for teachers to become familiar with the resource. She also works with individuals and school teams to learn how to use the resource.
- The District Elementary Literacy Committee met twice to review assessments for comprehension and writing. The District Middle School Literacy Committee also met twice to review resources and assessments to use at middle school.
- Curriculum & Assessment Leads for middle and secondary school met in December to review and plan for Core Competency student reflections. The Core Competencies are the foundation of the curriculum, and we are working to meaningfully integrate them into each subject. The middle/secondary mentor teacher continues to work closely with the Curriculum & Assessment Leads at those schools to support their work with staff at their sites. They continue to work on planning, Core Competencies, and reporting.
- The inquiry groups are underway. We held two large group sessions in the fall, focusing on the scanning process and including student voice to get an understanding of their experiences of school, prior to determining what inquiry question to follow. Mentor teachers have also met with the groups they are supporting.

- The Rotary Club offered financial assistance for students who would like to participate in the Fraser Valley [Science Fair](#) in the spring. Angela Magon, Camille Anderson, and Rebekaah Stenner have offered to organize a district science fair that will take place in the spring. Some students from the district fair will go on to represent Mission at the Fraser Valley fair at UFV. They held an information session for interested teachers. Some teachers are having their classes participate. Angela, Camille, and Rebekaah have also offered the opportunity for individual students to join a district science fair club.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

Elder Connections

The circle for Indigenous Peoples represents our way of seeing and being in the world. The medicine wheel teaches us the balance and harmony required in all aspects of life, spiritual, emotional, physical, and mental, through the four stages of life. Medicine wheels are believed to be the circle of awareness and knowledge of the individual self which reminds us of the abilities we hold to lead our lives in a good way. It is no accident that the youth stage of life is placed directly across the Elder stage of life in the medicine wheel, as Elders provide a direct line of guidance, mentorship, wisdom and cultural knowledge to youth.

Siwal Si'wes Staff recognize the positive impacts of the relationship between youth and Elders, and often activities and events are planned with this at the front and centre.

Indigenous youth and Siwal Si'wes Staff have been involved with Winter Heat at the Mission Friendship Centre for several years. Youth from several schools took a leadership role in the preparation for this service event by collecting and organizing food donations, making gifts, serving lunch, and drumming and singing.

At Deroche Elementary, staff planned an Elder's Holiday Breakfast. Prior to the event, students learned about the role, importance and contributions of Elders, and prepared for the event by making gifts of gratitude for the Elders. Students also learned about the importance of Land Acknowledgements and contributed by opening the event. This event supported the students' understanding of strengthening relationships with others and with the community while giving them the opportunity to grow as school leaders.

At École Christine Morrison Elementary, Elders Siyamiateliyot and Malila visit monthly for Halq'emeylem and storytelling sessions. All students and staff participated in learning the cultural protocols and teachings of inviting an Elder into schools.

At West Heights Community School, students participated in an 'Elderberry Project', in partnership with the senior/retirement home (Chartwell, Cedarbrook). Students visited three times, including carolling and delivering cards. Students learned not only to respect and honour Elders but to appreciate them, nurturing connection-building and leadership learning.

Art & Mental Health Connections



Many Indigenous communities practice winter storytelling, where certain stories are shared during the cold times of the year. This is how stories and teachings are passed on through generations. In December, the District Principal of Siwal Si'wes purchased an unlimited time-access, district-wide license for *Biboonewin - Paint with Isaac Murdoch*, Ojibwe artist and storyteller. To date, hundreds of MPSD learners have shared in this art and storytelling experience and have learned that art can be a pathway to creative expression, mindfulness and self-pride, which connects to mental health, well-being and a sense of belonging.

Siwal Si'wes continues to provide Cultural Strengthening Learning and Team Building Opportunities for Siwal Si'wes Staff. Our first venture was to engage in artwork with Jessica Somers of *Focal Point Artistry*. This year our focus is moving from training and skill-building to reconnecting, rebuilding and healing while acquiring cultural knowledge and skills.



Equity Connections

In the fall, the District Principal of Siwal Si'wes, along with Educator Equity Leads collated information from the Equity PATHs created over the past five years by various groups in MPSD, including Indigenous learners, Nation community members and the Siwal Si'wes Indigenous Education Council. Information from equity surveys submitted by staff and Indigenous parents and caregivers was combined with this data. This marks an important step in the Equity Scan process. Our next step is to commission an Indigenous graphic artist to create a visual representation of the Equity PATH for Indigenous learners in MPSD, which will ultimately represent a vision moving forward. Additionally, this group of educators have commenced the process of creating an equity scan template for schools.

Finally, the Teacher-Librarian in Siwal Si'wes, along with input from the Indigenous Mentor Teacher, created an Equity Resource Collection (public), found [HERE](#).

From the desk of District Vice-Principal, Angela Magon...

This Fall, I have continued to focus on providing leadership and enhanced support for district Middle and Secondary School Indigenous teams and students. Practices that I'd like to highlight include offering expedited Level B testing for Indigenous learners deemed in urgent need, providing a wide variety of educator professional learning opportunities (UDL workshops, Indigenous curricular book studies, role play presentations), co-chairing the district Science Fair Committee, and planning special projects designed to raise the profile of Halq'eméylem in schools (ex. A Halq'eméylem rock geocaching project being piloted at HPMS - <https://padlet.com/sd75curriculum/mission-public-schools-bc-canada-halq-em-ylem-rock-wall-fe8lfh3236p07snl>). Additional projects of focus include working with various district and external partners on Adult Grad Program procedures, creating a document to help educators understand protocols for working with Elders and Knowledge Holders in schools and supporting Indigenous food programs. A barrier that we face is finding creative ways to support middle-school-aged learners who we have been unable to successfully engage in MPSD schools.



Halq'emeylem rocks created by HPMS students



Students find the rocks, post pics online that state where they found them, and then move them to a new location to be rediscovered. Where will they be found next?

OPPORTUNITIES FOR GROWTH:

As mentioned, the information from the Equity PATHs and surveys was collated. Please see below for a list of barriers, as viewed by MPSD Staff, Indigenous learners and Indigenous parents, caregivers and community members:

- *Personal Factors:*
 - Unconscious/implicit bias
 - Confirmation Bias of misrepresented facts in the history of Indigenous Peoples
 - Perpetuation of negative stereotypes
 - Racism of low expectations for Indigenous learners
 - Danger of believing the 'single story' about Indigenous learners and families
- *Communication & Trust:*
 - Lack of trusted communication between school staff and Indigenous families
 - Distrust of government systems
 - Disruption when there is a change of Indigenous Liaison Workers in schools
 - Lack of connection and belonging to school
- *Cultural Factors:*
 - Disconnection from culture
 - An expectation that all Indigenous Peoples are experts because they are Indigenous leads to Indigenous learners being singled out and then feeling shame if they do not know the answer.
- *Academic:*
 - Lower graduation rates than non-Indigenous learners
 - Focus on seat work versus experiential learning; misalignment with Indigenous worldview
 - Lack of individualized instruction and learning pathways
 - Not enough Indigenous-based courses across all levels
 - Barriers to engaging in traditional cultural practices (hunting etc) 'red tape'
 - Access to at-home technology necessary for school assignments
 - Streaming of Indigenous learners in classes, courses or programs that are perceived as easier due to low expectations
- *Health & Wellness:*
 - Food Insecurity
 - Clothing Needs
 - Access to resources (mental health, medical etc)
 - Access to Extra-Curricular Activities
 - High suspension rates, specifically for Indigenous males; need for alternate forms of restorative practices versus punishment
- *Services & Personnel:*
 - Lack of representation of Indigenous worldview in lessons and coursework, in school culture, in physical aspects of the school,
 - Ethics of care of and for Indigenous learners
 - A need for increased Indigenous-focused training for MPSD Staff
 - Lack of Indigenous-specific cultural awareness, cultural humility and safety, and valuing of Indigenous worldview
 - The ratio of Indigenous educators to Indigenous student population in MPSD
 - Transportation and flexible bus systems (in particular for Indigenous families on reserve), linked to attendance barriers

- Understanding of the role of Siwal Si'wes Staff - Success of Indigenous learners is everyone's responsibility (not solely the responsibility of the Siwal Si'wes Indigenous Education Department)
- **Systemic Barriers:**
 - School and District practices and procedures which are systemically racist
 - The structure of the school district mimics the colonial structure of society

INTERNATIONAL EDUCATION

HIGHLIGHTS



International students settled in well with their host families shortly after arriving and joined us for some great trips and festive activities. Our two-day Victoria trip is always a favourite trip, and pumpkin carving and gingerbread house decorating is a wonderful opportunity for students to learn about some Canadian customs, and to share their own with staff and their fellow international students.

The true highlight of an international student's experience is Christmas in Canada with their host families. This is a time when true bonds are formed, and important times are shared together. Host families and students share many amazing pictures and memorable stories of their holidays together.



The recruiting season for school districts is September-February, which is always a challenging time in our department, having fewer hands on deck.



The highlight of the recruiting trips this year was a visit to our former sister city Oyama in Japan. A three-hour bus ride from Tokyo after three days of agent fairs was challenging, but an important trip. The Oyama International Friendship Association was friendly, hospitable, and grateful to have the opportunity to plan for a future between Mission City/School District and Oyama. After spending two days meeting, touring and eating with various members of the city, a request was made by the mayor to continue our school exchange between Mission and Oyama. We parted ways with a promise to continue the conversation and to work to improve the long-standing relationship.

CHALLENGES:

Challenges are always managing the workload with one team member on the road, and helping students settle into a new life here in Mission!

EARLY LEARNING & CHILDCARE

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

Supporting Mission families and nurturing belonging.

The Early Learning Team which includes StrongStart Facilitators and Family Navigators continues to support a safe, caring and respectful transition to Kindergarten. Staff seek ways to connect with families to share resources in the community.

- A 20-hour Family Navigator position was posted in November to focus on families with children aged 5 to 8. So far, she has been working to develop the role and is making connections with families at Mission Central and Windebank Elementaries.
- Family Navigators began attending the Food Bank in December. They have met several families who were not aware of the programs offered by MPSD. Some of these families are now attending StrongStart.

Strengthening the Early Years To Kindergarten

- An inquiry project for Early Childhood Educators and School District staff focussed on the transition between the early years and kindergarten. This year we will be focussing on four schools where Indigenous Liaison Workers are leading the project to connect to child care centres and Strong Start programs. Schools include Stave Falls, West Heights, Deroche and Cherry Hill.
- October events: Pirate Night at West Heights (50 families attended), Boooks for Bedtime at Albert McMahan (25 families attended), Early Years Fair at the Leisure Centre (60 families attended)
- November events: SEY2K meeting for ECEs, school staff and community partners
- December events: An Evening with Mrs. Claus at Cherry Hill (35 families attended)

Immigrant Parents as Literacy Support (IPALs)

- For the second year, MPSD has received a grant from Decoda Literacy Solutions and Immigration Refugee and Citizenship Canada to run an eight-week literacy program in the family's first language.
- We partnered with Mission Literacy in Motion and Mission Community Services who provided translation services. The program began in October and ended on December 13.
- Ten families participated in the program. Seven of these are returning families and three families are newcomers to our community.

Changing Possibilities for Young Children

- Focussed on well-being, Changing Possibilities is an inquiry project funded by the Ministry of Education and Childcare. Two childcare and five StrongStart ECEs and four Kindergarten teachers meet throughout the year to share their learning on supporting the children in their classroom.
- This year we have taken our learning outside, meeting at different locations around Mission, including Centennial Park and the outside classroom at Deroche Elementary so far. Fundamental to our work is deepening our understanding of the First People's Principles of Learning and we are guided by Jo Chrona's book Wayi Wah!

Community partnerships

- Fraser Valley Child Development ran a six-week PlayWorks program at Cherry Hill Elementary accessing the StrongStart space. PlayWorks is a free drop-in opportunity for all parents/caregivers to play and encourage their child(ren)'s emerging skills in a safe, inclusive, community setting.
- Mission Literacy in Motion – collaborated to run IPALs (October to December) and Pirate Night at West Heights Elementary on October 10
- City of Mission – together, we planned and offered an Early Years Fair on October 15. Fifteen community partners connected with families and shared resources.
- Mission Community Services – provided childminders and a translator for our successful IPALs program.

CHALLENGES:

Current challenges in Early Learning include finding space in schools to run programs that meet the diverse needs of families. For example, we wanted to bring the successful IPALs program to the Albert McMahon Elementary community. The McMahon neighbourhood has been identified across the community as a priority due to the rapid growth and current lack of services for families. While the McMahon staff valued having the program in the school, due to lack of space, we were unable to run IPALs in that location. Similarly, as we increase the number of childcare spaces on school grounds, the before and after-school programs are using multipurpose rooms, gymnasiums and libraries. This impacts a school's extra-curricular program.

STUDENT SERVICES

HIGHLIGHTS

Our District Inclusion Mentor Teachers organized and participated in various initiatives that brought greater awareness of supports and fluency around educating students in an inclusive mindset.

- Organized the Mission Youth Transition Information Fair which happened on November 21, 2024, at MSS. Over 30 community partners attended to share information with families. It was rewarding to connect families searching for support with the right community partner. This fair is successful because of the wonderful support from MPSD teachers, administrators, and staff.
- Organized four POPARD consultations that have been completed or are currently underway with two more to begin shortly.
- Supported ISP teachers in IEP development, with an emphasis on supplementary and replacement curriculum support.
- Led and facilitated training sessions for ISP teachers.
- Participated in supporting district initiatives such as FSA marking, the district inquiry project, and collaborated with assessment committees.
- Attended meetings with colleagues in the lower mainland and with the provincial CB IEP group.
- Annotated the new Inclusive Ed Policy and Procedure Manual so that staff can look at it through an MPSD lens and see where our policies and procedures match with what's happening in the new manual.
- Developed Assessment Kits for Elementary Learning Support Teachers (LST) so they have some snapshot assessments that they can do that are different than what happens in the classroom.
- Currently working on a research grant with the middle schools' LST's. They are looking at morphology for middle school students.

- Working with the Accessible Resource Committee (ARC BC) and the District Librarian is to bring more accessibility tools into literacy for MPSD.

The role of the Violence Prevention Team (VPT) is to review the Violent Incident (VI) and Concerning Behaviour (CB) forms. This allows the district to build capacity at school sites and provide training for staff to ensure they are skilled, ready, and excited to work.

- Data indicates that 'G' designated students have the most VI's and CB's, predominantly related to communication needs.
- Members of the team will go to the school team and offer support to students and staff.
- The VPT members are: Beth-Anne Cullen, Brenna Pennell, Celeste Coldwell, Lisa Stevens, Sandra Norum and Tom Nguyen.

The Hearing Department (TDHH)

- For students with hearing loss who do not meet the requirements for designation, it is important to assist their teachers/school team with universal strategies for their classrooms. These strategies will help support all the students in their classrooms, but especially students with hearing loss. As new audiograms come in, school teams are supported to help explain their hearing levels and support with in-service.
- Each student is unique in their journey of navigating their hearing loss, but some common threads are:
 - Understanding how the auditory system works and how their hearing impacts the pathway of sound. Being able to understand and read their audiogram
 - understanding their listening devices and hearing assistive technology
 - Building stronger advocacy skills
 - Learning about other people who have hearing loss
 - Some students have specific learning targets around auditory discrimination, speech sounds, ASL and deaf culture

Accessibility Library

- Curriculum Connections is accessible from the main school website. It continues to be used as a hub for connecting to resources to support educators. Many of the resources have been shared by educators in the district. New sections and resources are always being added.
- A recent update is the 'Inclusion' Section. The Accessibility Plan that was published last year is now the first resource at the top of the page. There are 2 action items in the plan that connect to school libraries:
 - Knowing what inclusive resources are available in schools.
 - Seeing a further developed collection of inclusive resources.
- For developing collections in each school that are more focused on representation in inclusion, the previous Director of Student Services and the District Librarian applied for a grant last May through Mission Community Foundation and were awarded \$13,000 with a focus on K-6 for this year to purchase picture books written by authors with diverse abilities and to boost the audiobooks. They are well on the way to getting the books into schools by the end of the school year.

Connections Program (Alternatives to Suspension)

- The Connections Program is a new 3-day out-of-school program in the district currently geared towards middle-school-aged students (grades 7 to 9). A referral is required.

- It is seen as an alternative to a suspension program; however, is also for those students not connected at school. It is possible for a student to be referred more than once.
- The intent is to keep kids connected to local programs/resources such as the Leisure Centre and MY House, in an effort to turn around the outcomes for some of our young people in the community.
- Each student works with the Connections Program staff to develop a plan and goals they will share with school staff at their return to school meeting. It is an opportunity for students to reflect, restore, and reconnect with their schools and community and build positive connections. They work on schoolwork, there are recreational activities, skill-building activities, and community building.
- The program is held at the Mission Youth Lounge across from MSS. It runs Tuesday to Thursday, from 9:00 am to 3:00 pm and transportation is available.
- The program is led/coordinated by Lisa Marie Fraser, Vice-Principal, in partnership with staff at the Leisure Centre. Lisa Marie works closely with Tom Nguyen and some of our other staff.

CHALLENGES:

A big problem that families are facing right now is that there is such a waitlist to see audiologists and Ear, Nose, and Throat (ENT) doctors. Many children will be placed on a waitlist to get their hearing tested and then an even longer waitlist to see the ENT. Once children see the ENT there is a waitlist for surgery. This means that a child could have significant conductive hearing loss (fluctuating and mostly due to fluid behind the eardrum) and they will have to wait upwards of 1.5 - 2 years for surgery. In the meantime, sound field systems are crucial for them, having better access to auditory instruction from the teacher in the classroom.

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

The Feeding Futures program continues to find creative and holistic ways to encourage the community around nutritious food options.

HIGHLIGHTS

Some of the highlights that have happened with the Feeding Futures program are:

- The Simply Foods catered lunch program had 11 service days in October, and served 6009 lunches over those 11 service days, averaging 546 per serving day. Of those 6009 meals, 1965 of them were fully subsidized, giving us a full subsidy rate of 32.7%
- November had 11 service days and served 6488 lunches, averaging 589 per day. Of the 6488, 2082 were fully subsidized, giving us a full subsidy rate of 32%.
- Numbers for December have not yet been made available by our supplier
- Chef Scott started cooking with us on November 18th and is a welcome addition to the team. He quickly got to work creating breakfast items to deliver to elementary schools.
- In December, breakfast carts were delivered to all of the elementary schools, and in late November, elementary schools started receiving two deliveries each week of food for their breakfast carts.
- The Facilities team did an amazing job of getting the centralized prep facility up and running. All of the equipment is in.
- A suitable refrigerated vehicle was found and purchased for the program, and a job posting will go out to hire a delivery driver.
- We had EAs be given an extra 1.5 hours per week to assist with the breakfast program in most of our elementary schools.

- Mutual Fire Insurance donated and delivered 122 hampers in December to some of our elementary schools. This was the second donation, as Mutual Fire Insurance had also donated hampers in June.
- We have 4 schools with “[Sharing Shelves](#)” and have added their location to our district website.

CHALLENGES:

- One of the challenges has been that with the Provincial election in October, negotiations with the Federal Government around the National Food Program funding were paused.
- As the program expands, we are exploring innovative strategies to maximize our current budget for the coming years, anticipating that surplus funds may not be available to offset potential deficits.
- We continued to have some facility challenges, primarily around access to potable water.
- Due to staffing limitations, we were unable to implement the program’s expansion as quickly as originally planned.
- We encountered challenges in receiving funding from the Breakfast Club of Canada, which were further compounded by the Canada Post strike. The delay occurred because the funds were up in the mail, and policy restrictions prevented the distribution of new funds until the original cheque was returned.



FINANCE

STRATEGIC PRIORITY: FUTURE ORIENTATION AND EFFECTIVE LEARNING ENVIRONMENTS

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

HIGHLIGHTS:

Preparation was underway for calendar year-end reporting for payroll and benefits (pension, T4, other). The purchasing and accounts payable departments continue to support the schools, facilities, and other departments with recurring services and needs as they arise. Several financial reports were completed during the quarter, along with much of the work related to the amended budget:

- 2023/24 Registered Charity Information Return – annual
- 2024/25 Q1 Ministry Government Related Entity (GRE) – quarterly
- 2024/25 Q2 Ministry Government Related Entity (GRE) – quarterly
- 2023/24 Q1 Employment Data and Analysis Report (EDAS) – quarterly
- 2024/25 Classroom Enhancement Fund – semi-annual
- 2024/25 Feeding Futures – semi-annual
- 2024/25 Q1 Board Financial Report – quarterly

CHALLENGES:

Payroll continues to be challenged with the administrative work related to the growing number of employee transitions (leaves, hires, position changes). And the areas of accounting services and financial reporting continued to be understaffed due to maternity leave.

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- Newly created Supervision Assistant 2 position assigned a minimum four (4) hour workday in agreement with CUPE are entitled to all benefits of the collective agreement
- Supervision Assistant Resource page created and updated training guide
- Support Staff Education Committee (SSEC) funds approved for paid cross-walk supervision training for all supervision assistants.
- Learning Enhancement/Health and Wellness Fund for regular and term support staff were reimbursed \$10,961
- Availability expectation for dispatched support staff who do not work for a consecutive three-month time period set to encourage reduction of shortages
- Education Assistant practicum students placed in schools
- Public Education Benefits Trust (PEBT) annual report that SD75 support staff return-to-work percentage and percentage of employees who felt well supported exceeded the 2023 PEBT average
- Teacher /SD75 bargaining sessions commenced in November
- Teacher Recruitment Fair - Simon Fraser University
- MPSD Student Teacher Practicum December graduates are guaranteed an interview
- LOU17 Class size and composition remedy for teachers/TTOCs whose classes were in violation commenced in October.

October to December 2024:

# of Teachers	Method	Totals
74	Resource Funding	\$ 203,363.15
181	Professional Development Funding	\$ 368,029.23
1	Co-Teaching	432 minutes
3	Additional Prep Time	842 minutes

- Teacher and support staff evaluation information distributed to Principals/Exempt
- Over 1000 employees completed the required readings: Annual Administrative Procedures and Ey kw'ese te shxweli – Welcome to this Place presentation created by the Siwal Si'wes Admin Team. Ey kw'ese te shxweli – Welcome to this Place has been added to the SD75 HR onboarding process for all new hires.

CHALLENGES:

- Processing the volume of staffing changes specifically support staff
- Recruitment of casual Bus Drivers even with sponsored paid training being offered
- Availability of casual Education Assistants to replace absences
- Time required for mediation/arbitration preparation as a result of grievances

OPERATIONS

STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

The Operations Department is focused on providing the best support to our education team as we build effective learning environments both now and for the future.

HIGHLIGHTS:

- Every year School start up sees an increase in activities for Facilities and the Operations departments. As students and staff return from their summer away, the number of requests for help increases. Here are some of the many highlights from the last quarter.
 - Completion of the upgrade of the lower office spaces in the SBO to provide a new work area for our ICY team.
 - Continue with the Upgrades to the HVAC system at West Heights Elementary to include new highly-efficient unit ventilation.
 - Completion of over 1450 facilities' work orders
 - Completion of the Feeding Futures food preparation area at Ferndale Elementary
 - Continued HVAC upgrades at Mission Central Elementary to replace old, failing and inefficient equipment
 - Updated new fire safety plans for all sites.
 - Completion of renovation to the Hatzic Middle School ISP room 342
 - Upgraded the water system at Ferndale Elementary to provide potable water for our Feeding Futures program
 - The initial development of a robust preventative maintenance program for all facilities departments.
 - The purchase of \$150,000.00 worth of new snow removal equipment, including a new truck, new hydraulic plow, new salt spreader for the tractor, 3 new snow blowers
 - The completion of the Métis Nation Childcare Centre at West Heights Elementary
 - The continued testing and development of the New Server infrastructure, with the changeover scheduled for September 2025
 - The completion of over 1200 IT work orders
 - Continued installation of new district-wide VOIP phone and P/A system, we now have 11 sites operating on our new phone systems.

CHALLENGES:

- Changes to building codes and legal maintenance obligations have significantly increased the costs for the proper maintenance of our buildings. For example, our Engineering staff used to be able to perform our own fire alarm and emergency light testing. New codes and regulations now require our annual inspections for both fire alarm and emergency lighting to be completed by outside contractors. This increases our operating costs which is always a challenge with tight budgets.
- Workload is always a challenge. With small departments and ever-increasing requests from sites, the workload can be overwhelming.
- Inflation and supply chain challenges have made many projects more difficult, require more investment of labour/time, and are more expensive.



HEALTH & SAFETY

STRATEGIC PRIORITY:

The OH&S, Wellness department is focused on protecting the safety and health of all members of the organization by preventing work-related injuries, ill health, diseases and incidents.

HIGHLIGHTS:

The OHS Department has worked very hard to build the Stay at Work/Return to Work library that aids the employer in selecting appropriate modified work to offer a return-to-work plan for injured workers. This has been very successful. In partnering with occupational therapists, we've received very positive feedback from our partners on this program and we have seen improved results in the duration of our soft tissue injury claims. For 2025, our net premium rate is 1.57% which is a surcharge of 0.01% up from the WSBC base premium rate of 1.56%.



The PowerSchool online reporting tool has been unsuccessful in meeting our reporting goals. We've returned to paper-based reporting for all WSBC claims and are using the tool for near-miss reporting and violent incident reporting. The tool seems to be working well for these two reports.

We have asked all the sites to start working on the Workplace Violence Risk assessments with the Joint OHS Committees. This is a big task. Some sites started to work on this in 2021 when the program was rolled out. September 2024, all sites were tasked to review or commence the process to ensure all sites in the district get them completed by May 2025. They are working documents so they will change as time moves on, but the requirement to have the baseline completed was given in October 2024. The OHS manager has been working with individual P/VPs who have reached out for training/support.



ITEM 8.1 Information
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: 2025-2026 Enrolment Projections

1. **Summary:** Attached is the enrolment projection for the next three years submitted to the Ministry on February 15th. Based on the analysis, regular school enrolment is expected to increase by approximately 50 students next year. The ministry is projecting larger increases. Based on the analysis of development in the community, staff do not foresee a decrease in enrolment. The following table summarizes annual enrolment projections. These enrolment projections will be used to begin the development of the preliminary budget.
2. **Background:** Every February, staff analyze the enrolment for the prior year, considering any unique information available, and project the enrolment for the next three years. The process includes reviewing information from the Ministry, information from Baragar, and an analysis of the current grade enrolment in the schools. Based on this review, staff are required to submit an estimate of the enrolment for the following year, and two subsequent years.
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:**

2025-26 Preliminary Budget - Enrolment

Enrolment Group (FTE)	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	Amend	Prelim	2 Yr	3 Yr
									Budget	Budget	Projection	Projection
									2024/25	2025/26	2026/27	2027/28
September - Basic Allocation												
K-12 Standard Schools	5,713	5,866	5,890	5,936	5,668	6,200	6,273	6,386	6,422	6,472	6,512	6,532
Continuing Education (CE)	16	14	11	17	17	16	6	12	19	15	15	15
Alternate Schools (Alt)	100	87	89	89	95	91	102	97	104	104	104	104
Distributed Learning (DL)	101	91	83	103	409	89	54	65	83	80	80	80
Standard + CE + Alt + DL	5,930	6,058	6,073	6,145	6,189	6,397	6,434	6,559	6,628	6,671	6,711	6,731
September - Unique Student Needs												
Level 1 Inclusive Education	6	8	7	7	6	5	4	3	3	3	3	3
Level 2 Inclusive Education	283	299	319	332	345	378	400	471	523	560	595	635
Level 3 Inclusive Education	79	70	77	90	108	126	134	145	140	150	165	180
English Language Learning	371	346	340	312	357	339	323	324	379	390	405	415
Indigenous Education	1,079	1,115	1,073	1,112	1,089	1,123	1,158	1,184	1,185	1,185	1,190	1,195
Non-Graduated Adults	3	3	2	3	1	2	0	1	1	1	1	1
February												
Continuing Education	31	41	43	33	47	19	28	29	25	25	25	25
Continuing Education - Non-Graduated Adults	3	4	3	3	3	2	1	1	1	1	1	1
Distributed Learning (Gr K-9)	20	17	23	14	29	12	5	1	-	-	-	-
Distributed Learning (Gr 10-12)	13	16	21	21	37	26	32	49	40	45	45	45
Distributed Learning - Non-Graduated Adults	1	1	2	2	2	2	2	2	1	1	1	1
Level 1 Inclusive Education	-	-	-	-	-	-	-	-	-	-	-	-
Level 2 Inclusive Education	9	7	8	13	12	14	19	24	25	25	25	25
Level 3 Inclusive Education	11	-	6	17	18	13	21	11	10	10	10	10
Newcomer Refugees	-	-	-	7	-	-	4	3	-	-	-	-
ELL (Newcomer Refugees)	-	-	-	-	-	-	-	-	-	-	-	-
May												
Continuing Education - School-Age	34	39	35	40	34	21	27	25	30	30	30	30
Continuing Education - Non-Graduated Adults	3	3	1	2	2	2	2	1	2	2	2	2
Distributed Learning (Gr K-9)	9	14	7	5	3	1	1	-	-	-	-	-
Distributed Learning (Gr 10-12)	14	12	10	15	21	22	35	33	35	35	35	35
Distributed Learning - Non-Graduated Adults	2	1	1	1	2	2	1	1	1	1	1	1

Data Collection of Estimated Enrolments for 2025/26, 2026/27 and 2027/28

Step 1: Enter your school district number here: 75 **Mission**
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2024/25 Interim Base	Estimated Enrolment					
		2025/26		2026/27		2027/28	
		District	Ministry*	District	Ministry*	District	Ministry*
July Enrolment Count							
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0	0	0	0	0
Summer Learning: Grades 8-9 Course Enrolment	0	0	0	0	0	0	0
Summer Learning: Grades 10-12 Course Enrolment	0	0	0	0	0	0	0
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0
September Enrolment Count - School-Age Basic Allocation							
K-12 Standard (Regular) Schools FTE (School-Age)	6,422.1250	6,472.0000	6,504.6263	6,512.0000	6,575.0769	6,532.0000	6,640.8926
Continuing Education FTE (School-Age)	18.7500	15.0000	18.7500	15.0000	18.7500	15.0000	18.7500
Alternate Schools FTE (School-Age)	104.0000	104.0000	104.0000	104.0000	104.0000	104.0000	104.0000
Online Learning FTE (School-Age)	82.7500	80.0000	82.7500	80.0000	82.7500	80.0000	82.7500
Total Estimated School-Age Enrolment	6,627.6250	6,671.0000	6,710.1263	6,711.0000	6,780.5769	6,731.0000	6,846.3926
Change from Previous Year		43.3750	82.5013	40.0000	70.4506	20.0000	65.8157
September Enrolment Count - Unique Student Needs							
Level 1 Inclusive Education Headcount	3	3	3	3	3	3	3
Level 2 Inclusive Education Headcount	523	560	583	595	650	635	725
Level 3 Inclusive Education Headcount	140	150	156	165	173	180	192
English Language Learning Headcount	379	390	395	405	412	415	430
Indigenous Education Headcount	1,185	1,185	1,201	1,190	1,217	1,195	1,233
Adult Education FTE (Non-Graduates only)	0.7500	0.7500	0.7500	0.7500	0.7500	0.7500	0.7500
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees							
Continuing Education FTE - School-Age	25.0000	25.0000	25.0000	25.0000	25.0000	25.0000	25.0000
Continuing Education FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000
Online Learning FTE K-Grade 9 (School-Age)	5.0000	0.0000	5.0000	0.0000	5.0000	0.0000	5.0000
Online Learning FTE Grades 10-12 (School-Age)	30.0000	45.0000	30.0000	45.0000	30.0000	45.0000	30.0000
Online Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000
Level 1 Inclusive Education Headcount Growth (All Schools)	0	0	0	0	0	0	0
Level 2 Inclusive Education Headcount Growth (All Schools)	10	25	10	25	10	25	10
Level 3 Inclusive Education Headcount Growth (All Schools)	10	10	10	10	10	10	10
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
ELL Headcount (applies to Newcomer Refugees only)	0	0	0	0	0	0	0
May Enrolment Count - Continuing Education and Online Learning							
Continuing Education FTE - School-Age	30.0000	30.0000	30.0000	30.0000	30.0000	30.0000	30.0000
Continuing Education FTE - Non-Graduate Adults	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Online Learning FTE Grades 10-12 (School-Age)	30.0000	35.0000	30.0000	35.0000	30.0000	35.0000	30.0000
Online Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2024/25 operating grant autumn recalculation

Inclusive Education, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2024/25 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2023/24 operating grant autumn recalculation.

ITEM 8.2 Action
TO: Board of Education
FROM: D. Welsh, Director of Finance
SUBJECT: 2024-2025 Amended Budget Bylaw

Recommendation

THAT the following resolutions be approved:

THAT the required three (3) readings and adoption of School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2024/2025 be carried out in one meeting.

THAT School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2024/2025 be approved as read a first time.

THAT School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2024/2025 be approved as read a second time.

THAT School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2024/2025 be approved as read a third time and finally adopted.

1. **Summary:** The 2024/2025 Amended Budget is presented for consideration and approval. The amended budget as presented is balanced. The 2024/2025 Preliminary Budget was approved in June 2024. The Amended Budget must be approved prior to February 28, 2025.
2. **Background:** At the February 11 SCOTW Meeting, information was provided reflecting an update of the preliminary budget, based on known changes to enrolment, funding, staffing, and other operating costs.
3. **Options:** The amended budget must be approved by bylaw. As such, any additional amendments to the bylaw would need to be made as soon as possible and returned to a board meeting prior to February 28, 2025.
4. **Analysis and Impact:**
 - a. **Alignment with the [Strategic Plan](#):**
 - i. Honouring Culture and Territory
 - ii. Future Orientation
 - iii. Student-Centred Learning
 - iv. Effective Learning Environments
 - v. Quality Teaching and Leadership
 - b. **Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Policy, Legislation, Regulation
 - d. Organizational Capacity
 - e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

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

5. Public Participation:

6. Implementation:

7. Attachments:

Amended Annual Budget

School District No. 75 (Mission)

June 30, 2025

School District No. 75 (Mission)

June 30, 2025

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$110,946,464 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 18th DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 18th DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 18th DAY OF FEBRUARY, 2025;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the 18th DAY OF FEBRUARY, 2025.

Secretary Treasurer

School District No. 75 (Mission)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,757.625	6,777.000
Adult	5.750	6.000
Total Ministry Operating Grant Funded FTE's	6,763.375	6,783.000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	98,460,442	94,471,795
Other	438,776	493,350
Tuition	2,195,000	2,195,000
Other Revenue	2,447,136	2,360,513
Rentals and Leases	185,000	211,650
Investment Income	650,000	650,000
Amortization of Deferred Capital Revenue	3,358,926	3,252,863
Total Revenue	107,735,280	103,635,171
Expenses		
Instruction	89,029,828	84,669,018
District Administration	4,453,976	4,652,547
Operations and Maintenance	15,228,701	14,830,137
Transportation and Housing	1,577,674	1,610,399
Debt Services	56,285	86,190
Total Expense	110,346,464	105,848,291
Net Revenue (Expense)	(2,611,184)	(2,213,120)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,932,170	1,737,126
Budgeted Surplus (Deficit), for the year	(679,014)	(475,994)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(679,014)	(475,994)
Budgeted Surplus (Deficit), for the year	(679,014)	(475,994)

School District No. 75 (Mission)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	89,543,341	88,025,483
Special Purpose Funds - Total Expense	16,018,780	13,270,396
Capital Fund - Total Expense	4,784,343	4,552,412
Capital Fund - Tangible Capital Assets Purchased from Local Capital	600,000	400,000
Total Budget Bylaw Amount	110,946,464	106,248,291

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

School District No. 75 (Mission)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,611,184)	(2,213,120)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(600,000)	(400,000)
From Deferred Capital Revenue	(3,356,423)	(3,109,057)
Total Acquisition of Tangible Capital Assets	(3,956,423)	(3,509,057)
Amortization of Tangible Capital Assets	4,728,058	4,466,222
Total Effect of change in Tangible Capital Assets	771,635	957,165
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	200,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,839,549)	(1,255,955)

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2025

	Operating Fund \$	Special Purpose Fund \$	Capital Fund \$	2025 Amended Annual Budget \$
Accumulated Surplus (Deficit), beginning of year	4,320,767		21,555,274	25,876,041
Changes for the year				
Net Revenue (Expense) for the year	(1,185,767)		(1,425,417)	(2,611,184)
Interfund Transfers				
Local Capital	(375,000)		375,000	-
Other	(371,403)		371,403	-
Net Changes for the year	(1,932,170)	-	(679,014)	(2,611,184)
Budgeted Accumulated Surplus (Deficit), end of year	2,388,597	-	20,876,260	23,264,857

School District No. 75 (Mission)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	84,752,885	83,480,573
Other	303,976	303,976
Tuition	2,195,000	2,195,000
Other Revenue	270,713	270,713
Rentals and Leases	185,000	211,650
Investment Income	650,000	650,000
Total Revenue	88,357,574	87,111,912
Expenses		
Instruction	73,491,150	72,254,285
District Administration	4,416,976	4,271,440
Operations and Maintenance	10,062,541	9,943,156
Transportation and Housing	1,572,674	1,556,602
Total Expense	89,543,341	88,025,483
Net Revenue (Expense)	(1,185,767)	(913,571)
Budgeted Prior Year Surplus Appropriation	1,932,170	1,737,126
Net Transfers (to) from other funds		
Local Capital	(375,000)	(375,000)
Other	(371,403)	(448,555)
Total Net Transfers	(746,403)	(823,555)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	83,070,893	82,310,535
ISC/LEA Recovery	(240,713)	(240,713)
Other Ministry of Education and Child Care Grants		
Pay Equity	725,901	725,901
Student Transportation Fund	188,900	188,900
Support Staff Benefits Grant	55,180	55,180
FSA Scorer Grant	13,000	13,000
Labour Settlement Funding	811,656	
Integrated Child and Youth Funding	128,068	427,770
Total Provincial Grants - Ministry of Education and Child Care	84,752,885	83,480,573
Provincial Grants - Other	303,976	303,976
Tuition		
Continuing Education	245,000	245,000
International and Out of Province Students	1,950,000	1,950,000
Total Tuition	2,195,000	2,195,000
Other Revenues		
Funding from First Nations	240,713	240,713
Miscellaneous		
Pay for service - Riverside		5,000
Other	30,000	25,000
Total Other Revenue	270,713	270,713
Rentals and Leases	185,000	211,650
Investment Income	650,000	650,000
Total Operating Revenue	88,357,574	87,111,912

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Salaries		
Teachers	33,621,986	33,605,925
Principals and Vice Principals	5,417,500	5,300,483
Educational Assistants	9,758,400	9,368,900
Support Staff	9,506,540	9,502,340
Other Professionals	3,131,164	3,043,019
Substitutes	4,192,100	3,986,797
Total Salaries	65,627,690	64,807,464
Employee Benefits	16,003,022	15,417,392
Total Salaries and Benefits	81,630,712	80,224,856
Services and Supplies		
Services	2,706,918	2,721,918
Student Transportation	19,000	19,000
Professional Development and Travel	687,688	685,088
Dues and Fees	99,000	99,000
Insurance	215,000	200,000
Supplies	2,734,869	2,625,467
Utilities	1,450,154	1,450,154
Total Services and Supplies	7,912,629	7,800,627
Total Operating Expense	89,543,341	88,025,483

School District No. 75 (Mission)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	27,341,998	653,800	58,900	637,000		2,675,100	31,366,798
1.03 Career Programs	702,500	158,300	38,500	431,300		20,000	1,350,600
1.07 Library Services	1,296,400					25,000	1,321,400
1.08 Counselling	1,276,900						1,276,900
1.10 Inclusive Education	2,486,340	65,000	8,365,700	918,540	223,870	1,037,000	13,096,450
1.30 English Language Learning	36,048	27,800	154,100				217,948
1.31 Indigenous Education	452,300	305,800	1,099,200	40,600			1,897,900
1.41 School Administration		4,010,000		1,432,500	77,000	150,000	5,669,500
1.60 Summer School	29,500						29,500
1.62 International and Out of Province Students			42,000	113,500	183,600		339,100
Total Function 1	33,621,986	5,220,700	9,758,400	3,573,440	484,470	3,907,100	56,566,096
4 District Administration							
4.11 Educational Administration		196,800		157,200	782,000		1,136,000
4.40 School District Governance					101,634		101,634
4.41 Business Administration				515,300	1,122,200	5,000	1,642,500
Total Function 4	-	196,800	-	672,500	2,005,834	5,000	2,880,134
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				105,300	530,160	25,000	660,460
5.50 Maintenance Operations				4,017,900		205,000	4,222,900
5.52 Maintenance of Grounds				322,900		10,000	332,900
5.56 Utilities							-
Total Function 5	-	-	-	4,446,100	530,160	240,000	5,216,260
7 Transportation and Housing							
7.41 Transportation and Housing Administration				49,400	110,700		160,100
7.70 Student Transportation				765,100		40,000	805,100
Total Function 7	-	-	-	814,500	110,700	40,000	965,200
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	33,621,986	5,417,500	9,758,400	9,506,540	3,131,164	4,192,100	65,627,690

School District No. 75 (Mission)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	31,366,798	7,375,996	38,742,794	1,333,210	40,076,004	39,616,077
1.03 Career Programs	1,350,600	339,079	1,689,679	286,470	1,976,149	1,964,830
1.07 Library Services	1,321,400	318,950	1,640,350	44,000	1,684,350	1,672,390
1.08 Counselling	1,276,900	314,120	1,591,020	5,500	1,596,520	1,585,090
1.10 Inclusive Education	13,096,450	3,459,439	16,555,889	407,871	16,963,760	16,375,429
1.30 English Language Learning	217,948	55,257	273,205	5,000	278,205	328,851
1.31 Indigenous Education	1,897,900	489,888	2,387,788	314,524	2,702,312	2,653,177
1.41 School Administration	5,669,500	1,283,151	6,952,651	215,200	7,167,851	7,012,856
1.60 Summer School	29,500	7,260	36,760		36,760	36,530
1.62 International and Out of Province Students	339,100	82,339	421,439	587,800	1,009,239	1,009,055
Total Function 1	56,566,096	13,725,479	70,291,575	3,199,575	73,491,150	72,254,285
4 District Administration						
4.11 Educational Administration	1,136,000	249,239	1,385,239	209,500	1,594,739	1,592,799
4.40 School District Governance	101,634	25,409	127,043	167,750	294,793	198,543
4.41 Business Administration	1,642,500	380,144	2,022,644	504,800	2,527,444	2,480,098
Total Function 4	2,880,134	654,792	3,534,926	882,050	4,416,976	4,271,440
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	660,460	145,917	806,377	331,250	1,137,627	1,060,642
5.50 Maintenance Operations	4,222,900	1,131,983	5,354,883	1,473,800	6,828,683	6,789,383
5.52 Maintenance of Grounds	332,900	91,177	424,077	222,000	646,077	642,977
5.56 Utilities	-	-	-	1,450,154	1,450,154	1,450,154
Total Function 5	5,216,260	1,369,077	6,585,337	3,477,204	10,062,541	9,943,156
7 Transportation and Housing						
7.41 Transportation and Housing Administration	160,100	37,305	197,405	9,800	207,205	198,633
7.70 Student Transportation	805,100	216,369	1,021,469	344,000	1,365,469	1,357,969
Total Function 7	965,200	253,674	1,218,874	353,800	1,572,674	1,556,602
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	65,627,690	16,003,022	81,630,712	7,912,629	89,543,341	88,025,483

School District No. 75 (Mission)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	<u>2025 Amended Annual Budget</u>	<u>2025 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	13,707,557	10,991,222
Other	134,800	189,374
Other Revenue	2,176,423	2,089,800
Total Revenue	<u>16,018,780</u>	<u>13,270,396</u>
Expenses		
Instruction	15,538,678	12,414,733
District Administration	37,000	381,107
Operations and Maintenance	438,102	420,759
Transportation and Housing	5,000	53,797
Total Expense	<u>16,018,780</u>	<u>13,270,396</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year			73,951	1,237,764	9,632	5,859	323,950		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	249,559	291,442			160,000	31,850	118,505	460,240	295,659
Provincial Grants - Other									
Other			100,000	2,000,000					
	249,559	291,442	100,000	2,000,000	160,000	31,850	118,505	460,240	295,659
Less: Allocated to Revenue	249,559	291,442	100,000	2,000,000	169,632	37,709	442,455	460,240	295,659
Deferred Revenue, end of year	-	-	73,951	1,237,764	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	249,559	291,442			169,632	37,709	442,455	460,240	295,659
Provincial Grants - Other									
Other Revenue			100,000	2,000,000					
	249,559	291,442	100,000	2,000,000	169,632	37,709	442,455	460,240	295,659
Expenses									
Salaries									
Teachers							78,500		
Principals and Vice Principals						16,300	76,400		
Educational Assistants		244,900						338,200	
Support Staff	47,331				134,132				109,600
Other Professionals									
Substitutes							8,000		128,773
	47,331	244,900	-	-	134,132	16,300	162,900	338,200	238,373
Employee Benefits	15,777	46,542			35,500	3,500	35,740	91,300	48,916
Services and Supplies	186,451		100,000	2,000,000		17,909	243,815	30,740	8,370
	249,559	291,442	100,000	2,000,000	169,632	37,709	442,455	460,240	295,659
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Federal Safe Return to Class / Ventilation Fund	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
	\$	\$	\$	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year			46,940		34,619	66,343	111,530	19,148	60,738
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	8,881,278	1,692,672	13,796	52,000	11,250			19,000	175,000
Provincial Grants - Other									
Other									
	8,881,278	1,692,672	13,796	52,000	11,250	-	-	19,000	175,000
Less: Allocated to Revenue	8,881,278	1,692,672	5,000	52,000	5,000	66,343	111,530	5,000	235,738
Deferred Revenue, end of year	-	-	55,736	-	40,869	-	-	33,148	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	8,881,278	1,692,672	5,000	52,000	5,000	66,343	111,530	5,000	235,738
Provincial Grants - Other									
Other Revenue									
	8,881,278	1,692,672	5,000	52,000	5,000	66,343	111,530	5,000	235,738
Expenses									
Salaries									
Teachers	7,105,022								
Principals and Vice Principals									146,300
Educational Assistants									
Support Staff									
Other Professionals									
Substitutes									
	7,105,022	-	-	-	-	-	-	-	146,300
Employee Benefits	1,776,256								31,450
Services and Supplies		1,692,672	5,000	52,000	5,000	66,343	111,530	5,000	57,988
	8,881,278	1,692,672	5,000	52,000	5,000	66,343	111,530	5,000	235,738
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Feeding Futures Fund	MCFD Early Years	MCFD Middle Years	BEST	HP Childcare Centre	United Way Infrastructure	Breakfast Club of Canada	Decoda Literacy	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	571,904	67,315	78,805	20,000	15,352			7,127	2,750,977
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	796,804								13,249,055
Provincial Grants - Other		64,374	13,972						78,346
Other					19,800	17,000	32,296		2,169,096
	796,804	64,374	13,972	-	19,800	17,000	32,296	-	15,496,497
Less: Allocated to Revenue	706,300	104,600	30,200	-	20,000	17,000	32,296	7,127	16,018,780
Deferred Revenue, end of year	662,408	27,089	62,577	20,000	15,152	-	-	-	2,228,694
Revenues									
Provincial Grants - Ministry of Education and Child Care	706,300								13,707,557
Provincial Grants - Other		104,600	30,200						134,800
Other Revenue					20,000	17,000	32,296	7,127	2,176,423
	706,300	104,600	30,200	-	20,000	17,000	32,296	7,127	16,018,780
Expenses									
Salaries									
Teachers									7,183,522
Principals and Vice Principals									239,000
Educational Assistants	15,000		23,800						621,900
Support Staff	70,000	65,400							426,463
Other Professionals	88,000								88,000
Substitutes									136,773
	173,000	65,400	23,800	-	-	-	-	-	8,695,658
Employee Benefits	47,000	17,700	6,400						2,156,081
Services and Supplies	486,300	21,500			20,000	17,000	32,296	7,127	5,167,041
	706,300	104,600	30,200	-	20,000	17,000	32,296	7,127	16,018,780
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	3,358,926		3,358,926	3,252,863
Total Revenue	3,358,926	-	3,358,926	3,252,863
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,728,058		4,728,058	4,466,222
Debt Services				
Capital Loan Interest		56,285	56,285	86,190
Total Expense	4,728,058	56,285	4,784,343	4,552,412
Net Revenue (Expense)	(1,369,132)	(56,285)	(1,425,417)	(1,299,549)
Net Transfers (to) from other funds				
Local Capital		375,000	375,000	375,000
Capital Loan Payment		371,403	371,403	448,555
Total Net Transfers	-	746,403	746,403	823,555
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	600,000	(600,000)	-	
Principal Payment				
Capital Loan	315,118	(315,118)	-	
Total Other Adjustments to Fund Balances	915,118	(915,118)	-	
Budgeted Surplus (Deficit), for the year	(454,014)	(225,000)	(679,014)	(475,994)

ITEM 8.3 Action
TO: Board of Education
FROM: A. Wilson, Superintendent of Schools C. Becker, Secretary-Treasurer
SUBJECT: Childcare Programs

Recommendation

THAT Mission Public School District focus on developing before and after-school childcare programs before proceeding with all-day childcare for children aged 3 to 5, and

THAT Mission Public School District explore standalone all-day childcare options.

1. Summary:

The Board has been reviewing and discussing childcare in Mission since childcare was included within the mandate of the Ministry of Education and Childcare. The report summarizes some of the information and options for the Board's consideration.

2. Background:

In partnership with the Government of Canada through the [Canada-British Columbia Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026](#), \$1.2M in funding was allocated to conduct an early learning and childcare environmental scan.

In 2023, all 60 public school districts completed the environment scan of all early learning and child care programs on school grounds. The purpose of the scan was to help government and school districts identify and learn about the range of programs available, support the integration of the childcare and K-12 education systems, build relationships across partner groups and understand local childcare landscapes and contexts.

In 2023, parents and guardians of students in kindergarten through grade seven completed a voluntary survey to better understand the demands for school-age childcare on school grounds. Lessons learned from the environmental scans and parent survey specific to the Mission School District is shared, to support ongoing discussions of school-age childcare on school grounds.

3. Options:

Options for Childcare to support Mission families have been discussed for almost three years. As such, there is sufficient information available for MPSD to consider expanding services to better support the childcare needs in the community. There are two significant streams for consideration, with operational options for each stream.

The Board could decide to:

- a) develop plans for providing more all-day preschool childcare programs;
- b) develop plans for more or better integration of before and after school care in the schools;
- c) develop plans for both options;
- d) not develop any additional childcare options.

1. Before and After-School Care Programs

Parents have indicated a desire to have childcare available for a significant number of hours each day – such as between 6 am and 7 pm. The school district could consider options to provide more before and after-school care programs.

- A. Expand supervised care before and after school hours:
 - a. Within schools, utilize multipurpose rooms, gymnasiums, and libraries for before and after-school programming.
 - b. In new buildings, if funding for spaces can be secured.
- B. Service delivery options could include:
 - a. Additional partnerships with the City to provide services like Club Kids.
While the Club Kids program is a well-utilized service in the community, there are challenges as it is not guaranteed childcare for parents. With limited spaces, some parents have to find new supports if they are late in renewing their request for services. The current hours of service for Club Kids are not long enough for some parents who work out of town.
 - b. Partner with childcare operators to provide before and after-school programs onsite at more schools.
The current childcare operations at Dewdney, Silverdale and Stave Falls offer before and after-school care in addition to their all-day preschool childcare programs. Something similar could be developed with childcare operators for other sites.
 - c. Develop programs internally with School District staff.
Some school districts have initiated before and after-school childcare services (Seamless Day), offering additional childcare positions to part-time employees. This requires significant scheduling and planning as employees cannot work more than a set number of hours (7 or 8) before incurring overtime. We also note that educational certification for childcare is different than education assistant certification.

2. Full-Day Childcare Programs for Younger Children

Providing all-day childcare programs within the school district system at more schools would provide more opportunities for seamless transitions into kindergarten. This would mean expanding programs for preschool-aged children. With enrolment growth, there is insufficient space within schools to convert classrooms for childcare. As such, any additional all-day preschool childcare operations would need to be in new buildings. There are funds available to apply for grants for buildings to support childcare operations.

- A. An option could be to provide more all-day preschool childcare at more school sites by applying for grant funding to build / place buildings on school district grounds. If grant funding can be secured to build new childcare spaces, the school district could develop options to deliver additional childcare within the school district setting.
- B. An option could be to expand pre-school all-day childcare options that, due to the limited space available at elementary schools due to enrolment growth, include:
 - a. Applying for funding to create new childcare spaces:
 - i. On elementary school sites by building or placing new buildings on school grounds initially on one or two urban school sites, and slowly expand to all elementary schools.
 - ii. On new sites – such as an expansion at Heritage Park Childcare Facility. Land would need to be secured if this option is considered. Note: Staff have asked the Ministry of Lands and Natural Resources to hold the remaining lands around the Heritage Park Childcare Centre for future expansion of childcare facilities until the School District makes a decision regarding expansion.
- C. Service delivery options could include:
 - a. Requests proposals for childcare operators to provide expanded programs in dedicated childcare spaces. We receive a few requests each year for space to do this, so staff are confident there are operators that would submit proposals for this. This option could include

a request for proposals from not-for-profit operators, similar to the Heritage Park Childcare Facility.

- b. Develop programs internally with School District staff.

This option requires significant planning and management, as the provision of childcare is managed and funded significantly differently than public education.

4. Analysis and Impact:

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

- i. Honouring Culture and Territory

- ii. Future Orientation

- Embrace equity, diversity, and inclusion in a complex and ever-changing global society;
- Expand Early Learning Programming

- iii. Student-Centred Learning

- Students successfully transition in their learning environments

- iv. Effective Learning Environments

- Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments.

- v. Quality Teaching and Leadership

b. Alignment with the Equity Path:

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

c. Policy, Legislation, Regulation

The Ministry of Education and Childcare is dedicating funding to support additional childcare initiatives.

d. Organizational Capacity

To date, MPSD has cooperated with the City of Mission to expand the Club Kids program to before school, has partnered with MNBC for a new childcare facility at West Heights Elementary, and has applied for funding for a childcare facility within the new MSS replacement project.

Significant expansion of childcare programs would require additional funding streams to construct and support operations. If childcare programs are expanded within MPSD operations, alternate management structures would need to be put in place.

e. Risks

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

f. Benefits

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a) Excerpt from June 7, 2022 COTW Agenda, Minutes
- b) Excerpt from October 10, 2023 SCOTW Meeting Minutes
- c) Excerpt from January 9, 2024 COTW Meeting Minutes
- d) ELCC Overview SD75 May 2024
- e) January 2025 Mandate Letter, Lisa Beare

1. **Summary:**

The Province has announced funding to support new childcare spaces in BC. The funding would include consulting services up to 12 months prior to entering into a funding agreement. As such, consulting services could assist with preparing the plans and applications for funding. Applications will be accepted after May 1, 2022

2. **Background:**

The Province has transferred the responsibility for Childcare services to the Ministry of Education, and as well is increasing the funding available for new childcare spaces. The Province has committed to creating 60,000 new childcare spaces by March 2026, and an additional 20,000 spaces by March 2028.

The primary funding stream includes the creation of infant and toddler childcare spaces, school age spaces, and creating spaces serving priority populations, as well as co-locating spaces on school grounds, and creating fully accessible spaces.

Organizations applying for funding must be in good standing with the Ministry / BC Corporate Registry, or a not-for-profit organization (not a not-for-profit membership organization). School Districts and Local Governments are supported organizations for the funding.

The childcare operation could be operated by the school district or through a not-for-profit organization. The Heritage Park Child Care Operation was built in the 1990s in a similar manner. The School District received the funding to construct the building on Crown Land and selected a not-for-profit operator to run the program in the space.

COTW_Jun07_2022

Minutes

Page 4 of 6

7.2 Childcare Spaces Funding Opportunity

THAT the following resolution be forwarded to the June Board meeting for consideration:

That MPSD initiate an application for new childcare spaces for up to 4 portables to be placed on school district properties.

DEFEATED

Suggestion that we have a plan before we initiate the application. The intent is understandable. The Board is not prepared for this yet.

A question was asked about ownership of the portables and where they would be placed. Will Metis association make the childcare spaces all-inclusive? More time and discussions of funding guidelines and details are needed. The Board will wait until the Ministry puts Childcare in the mandate. The Ministry is aware that support is required.

October 10, 2023 MINUTES: Childcare

- The District Principal of Early Learning presented her PowerPoint Slides with details. Items presented on introduced:
- Early Learning Acronyms
- Child Care Licensing Regulation, Care programs, Age groupings, Early Childhood Educators
- Early Learning and Care Funding to School Districts
- Early Learning Framework

The District received a \$9000 grant for Immigrant Parents as Literacy Supporters (IPALS) program.

A survey was done at Windebank Elementary community about before school care needs. 30 people indicated interest, only about 10 signed up.

Discussion on district child care needs and board plans/preferences:

Silverdale, Dewdney, Stave Falls, and Windebank (WBE) have before and after school programs, WBE has a pilot Before school care.

Highlights of Early Learning being included in schools: participating in Christmas concert, staff celebrations.

Challenges: bathroom sharing

Staff have not applied for any new space grants yet. Waiting for direction of the Board. (renovations, separate portables, etc)

Changing possibilities - EL education + K,1,2 teachers, funding for TOCs
Items/Concerns discussed:

- Space in the district is very limited. Some sites will not be able to accommodate a child care program.
- Sustainability of funding for child care programs (currently provided by grants from the Ministry)
- Priority/biggest need is Before School Care
- Early Childhood Educators: will they be part of CUPE or MTU?
- Can we provide sufficient education for EAECE at Riverside?
- Can existing EAs work in the before school child care? Staff need to evaluate and review. Currently, some EAs work for the City of Mission with Klub Kids (2 separate employers)
- Sharing space with teachers is difficult, as many teachers purchase their own resources
- Current Before-School program uses the Strong Start room, and moves to the Gym at 8 am
- We are proceeding with the Distinction-Based Metis Nation of BC child care project at West Heights Elementary, which will place a building equivalent to 4 portables onto the property. It's value is approximately \$1 million. Mission Public Schools will become owner of the structure. We can use the expertise and what we learn along the way to pursue future plans.
- It is favourable to slowly phase in a Before School Care at 1-2 schools
- Portables for child care will get funding

We should start focusing on before-school care, 3-5 year old category.

Direction to staff: Research space. Find 2-3 sites for before-school care for September 2024 and report back to the Committee of the Whole (budget implications).

Excerpt from January 9, 2024 COTW Minutes:

6.1 Child Care Survey Follow Up

The District Principal of Early Learning and Childcare shared info gathered by the recent survey with the committee.

CUPE commented that in Chilliwack, EAs are doing Before School Care. Responsible Adult can be considered. More work hours would retain more EAs.

Windebank Elementary pilot - exploring other options, possible expansions of before school care to other schools. Going to City council to inquire if there could be more funding, as the pilot is ran by Klub Kids.

Trustees would like to see what GRANT funds are available to create spaces.

Early Learning and Child Care Overview

SD 75 Mission

May 2024



Ministry of
Education and
Child Care

ChildCareBC

School Age Parent Survey Results

Child Care in School District 75 – Mission

Data below as of March 2024

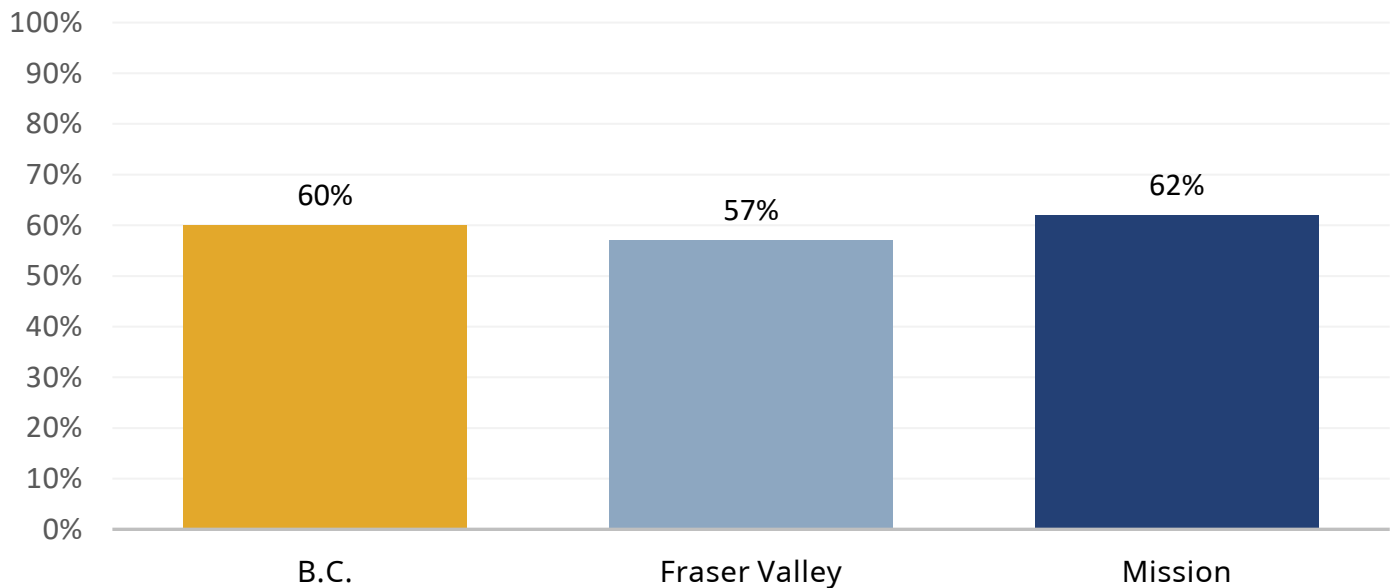
- 1553 child care spaces, of these:
 - 1489 spaces are receiving fee reductions through the Child Care Fee Reduction Initiative
 - 37 spaces are participating in the \$10 a Day ChildCareBC program
- 564 children from low and middle income families receive the Affordable Child Care Benefit
- 126 Early Childhood Educators receive a wage enhancement of up to \$6 per hour on top of their regular wage

School Age Parent Survey Results

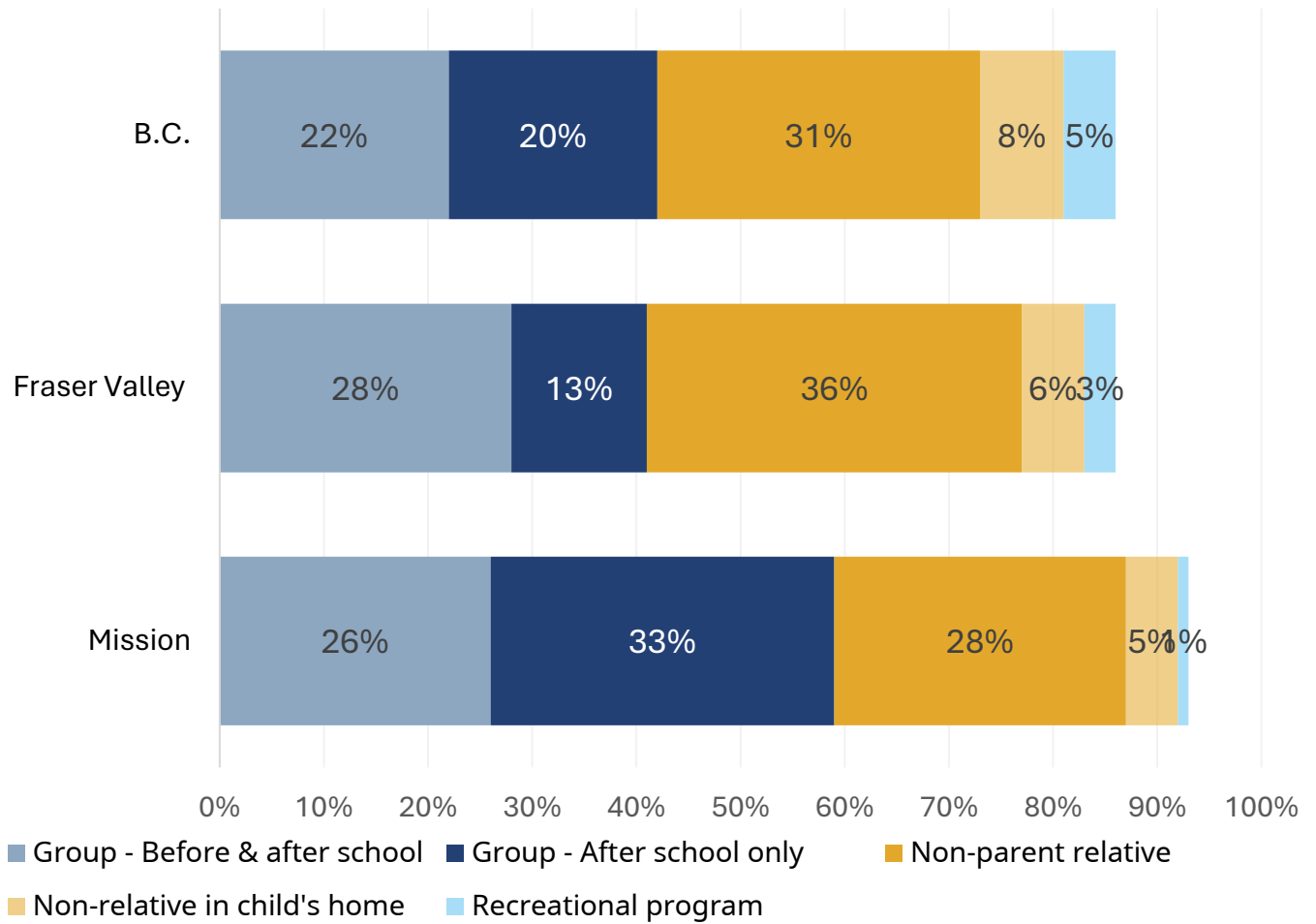
In the Mission school district:

- 67% of schools participated
- 5% of Kindergarten to Grade 7 students' parents completed the survey

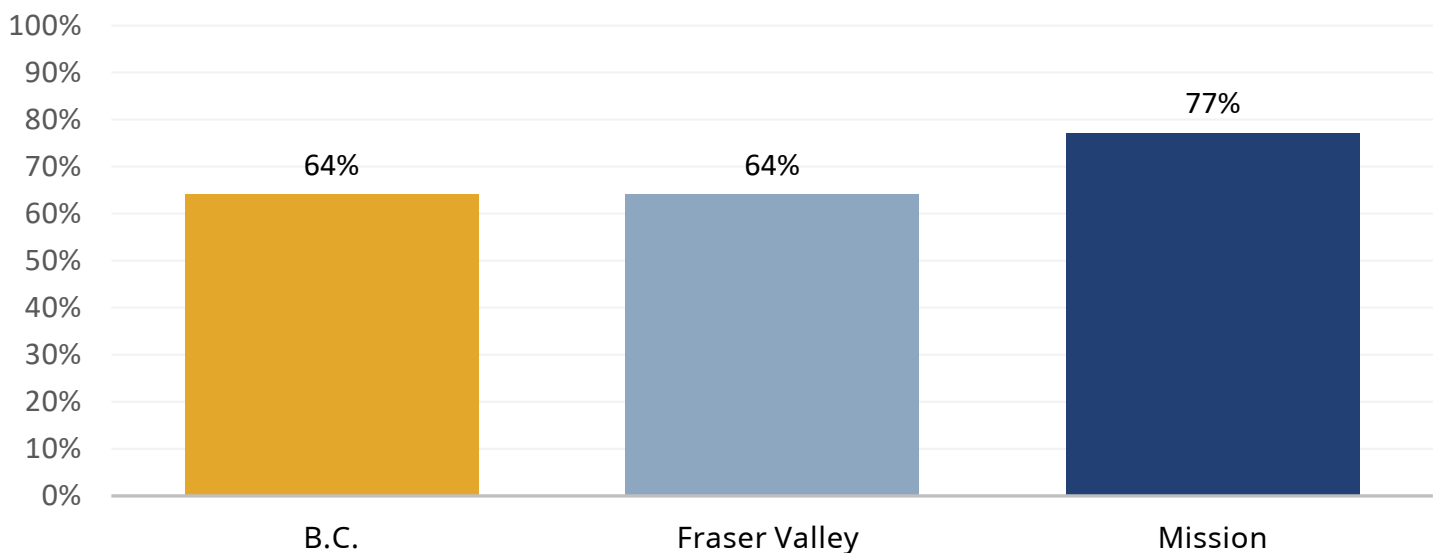
Percent of children who need child care



Main type of child care arrangement



Percent of main child care arrangements located on or near school grounds



Environmental Scan Narrative



This report was prepared courtesy of the Early Learning team. It provides a snapshot of the information provided in the narrative portion of Environmental Scan and District Early Learning and Child Care Lead reporting completed by school districts in the 2022/2023 school year.

School District 75 Mission

District Participation in Early Learning Initiatives

	23/24 funding	
District Early Learning and Child Care Lead	\$175,000	Karen Greaux Alvarez & Karen Greaux
StrongStart BC	\$160,000	
Ready, Set, Learn	\$31,850	
Changing Results for Young Children	\$11,250	
Strengthening Early Years to Kindergarten Transitions	\$19,000	How will a focus on child care partners, communication between child care partners, community organizations and schools increase participating in transition to Kindergarten initiatives such as Ready, Set, Learn, Welcome to Kindergarten and Summer Playdates?
Seamless Day Kindergarten	\$0	
JustB4 Preschool	\$0	
Total	\$397,100	

Local Context

The district is in the *Fraser Valley* Region. All of the licensed child care programs offered on school grounds are in partnership with third party operators.

There are four licensed childcare centres within Mission Public Schools offering a range of programs from Infant/Toddler to 3-5 and Out of School Care. Of these centres, three are for-profit. One centre is not-for-profit and participates in the \$10/day and wage enhancement programs. In addition, Mission Parks, Recreation and Culture offers after school care at eight of the thirteen elementary schools.

School District 75 has noted that families have the most seamless experience when child care programs have strong connections to the school community.

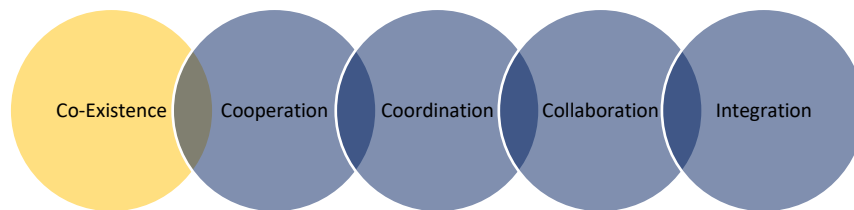


School District 75 recognized their responsibility to continue along the path towards Truth and Reconciliation alongside child care and early learning partners. The District Early Learning and Child Care lead is committed to increase Indigenous voice at their early years' tables, to find meaningful ways for elders to share their knowledge and to provide opportunities for child care partners to learn about the history of the area.

Early Years Tables

Long established relationships through early years tables and StrongStart BC. These relationships have deepened as a result of the Strengthening the Early Years to Kindergarten and Changing Results for Young Children initiatives. Early Years Navigators and StrongStart facilitators collaborate with community partners at community events such as the "Riot of Reading" during Family Literacy Week, United Way community building events, Mission Literacy in Motion outreach to families and early learning programs such as "Super Duper Story Makers" and "Summer Playdates."

Integration Continuum



Programs that stand out:

Heritage Park Child Care Centre is located on a separate site with little collaboration or integration within a school community. At Little Willows Child Care Centre, located at Stave Falls Elementary, most students live in the school's catchment, and many have older siblings at the school. These families have the most seamless experience in the school district. Being in the same building is just the first step towards integration and School District 75 continues to nurture the understanding of the needs of each context and develop consistent pedagogy. For September, the child care program at Stave Falls Elementary will be moving closer to the primary classrooms and it is the districts' intention to support taking additional steps towards integration.

Strengths:

The collaborative learning between kindergarten teachers, administrators, child care providers, Early Childhood Educators, and community organizations while participating in Strengthening the Early Years to Kindergarten and Changing Results has been an



inspirational experience. Through deepening lines of communication between the two systems and developing common language around the pedagogy of the Early Learning Framework the district will better serve the needs of their early learners.

Pull Quotes:

“Deeper relationships have been fostered with Child Care Resource and Referral and the childcare centres. While we still have a great deal to learn, there has been increased understanding of each other’s systems. We have developed a shared communication system that recognizes the need for families to receive information early and in multiple ways. The shared discussion of the Early Learning Framework is leading to consistent language and pedagogy across systems. Finally, there is better understanding of the barriers from all perspectives which will lead to solutions as we continue to work side by side and honour each other’s work. We have learned that together we can create a network that supports the health and well-being of families and work towards provide a safe, caring, and respectful transition experience for our students.”

Environmental Scan Data

Child Care on School Grounds: Results from the 2023 Early Learning and Child Care Environmental Scan

The Environmental Scan was completed by all 60 public school districts and the Federation of Independent School Associations of BC (FISA) in the 2022/23 school year. The Ministry of Education and Child Care provided funding and instructions to school districts and FISA to develop an inventory of early learning and child care programs on school grounds. The purpose was to develop both a local and provincial understanding of programs, policies, community contexts, and systems integration.

The following report is about the child care programs at public schools in School District 75: Mission.

Please see the “Notes” section at the end of this report for details on how to interpret the results.

Licensed Child Care Programs on School Grounds for Mission: School District 75

This section describes all programs on public school grounds within the district that have a licensed child care facility. Example programs include, but are not limited to, School Age Care, Infant/Toddler Care, Group 30 Months to School Age, Preschool, Aboriginal Head Start, Seamless Day, JUSTB4, and Young Parent Programs.

In SD75, there are 13 licensed facilities at 13 public schools.

Fast Facts

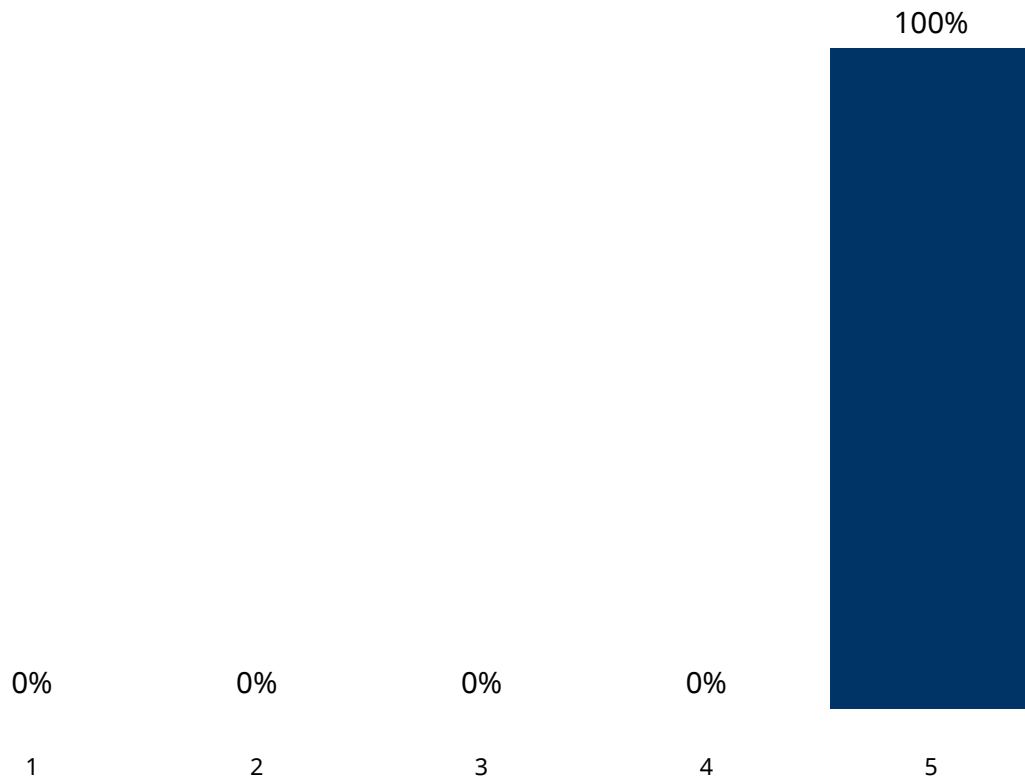
- 100% of licensed child care facilities (13 out of 13 facilities) are located on district-owned land.
 - 8% of licensed child care facilities (1 out of 13 facilities) are located on district-leased land.
- 100% of licensed child care facilities (13 out of 13 facilities) are located in a building owned by the district.
 - 0% of licensed child care facilities (0 out of 13 facilities) are located in a building owned by a third party.
- 8% of licensed child care facilities (1 out of 13 facilities) are \$10 a Day ChildCareBC program sites.
- 31% of licensed child care facilities (4 out of 13 facilities) have at least one program that uses the BC Early Learning Framework.
- 31% of licensed child care facilities (4 out of 13 facilities) have at least one program that has had ECE practicum students in the past 5 years.
- 100% of licensed child care facilities (13 out of 13 facilities) have at least one program that has accessed Supported Child Development or Aboriginal Supported Child Development funding in the past 5 years.
- 0% of licensed child care facilities (0 out of 13 facilities) are fully unionized.
- 0% of licensed child care facilities (0 out of 13 facilities) are partially unionized.

Schedule Info

Care Schedule	Number of Facilities	Percent	Sample Size
Open on Professional Development Days	13	100%	13
After School Care	12	92%	13
Open during Summer Break	7	54%	13
Open during Winter and Spring Break	5	38%	13
Before School Care	3	23%	13
Extended Hours (Before 6AM and/or After 7PM)	0	0%	13
Overnight Care	0	0%	13
Open on Statutory Holidays	0	0%	13

Number of Days Per Week in Operation

n = 13 Facilities



Spaces

Care Type	Spaces	Facility Sample Size
School Age Care on School Grounds	248	13
Group Child Care (30 Months to School Age)	92	13
Group Child Care (School Age)	70	13
Group Child Care (Birth to 36 Months)	48	13
Licensed Preschool	20	13
Multi-Age Child Care	0	13
Recreational Care	0	13

Note: For definitions of each care type, please see: <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/how-to-access-child-care/licensed-unlicensed-child-care>

Agreement Type

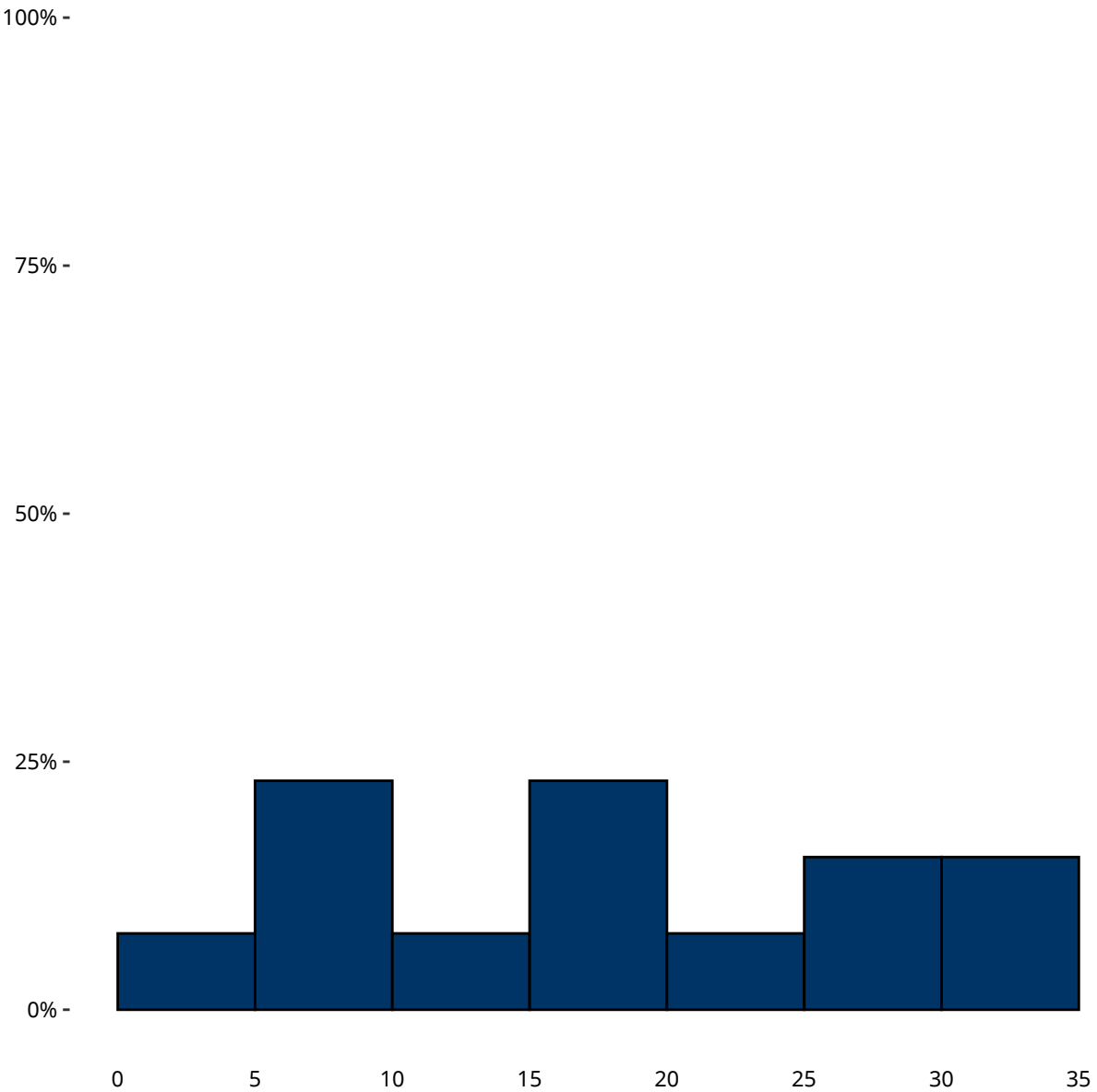
n = 13 Facilities



Note: "Other" responses were not specified and cannot be further specified.

Years in Operation at Current Location

n = 13 Facilities



Note: Each bar of the histogram includes the lower amount up to the higher amount. For example, the 0 to 5 bar includes values from 0 up to but below 5, the 5 to 10 bar includes 5 and values up to but below 10, and so on.

Years in Operation Fast Facts

- The newest facility has been operating for 4 year(s) at its current location.
- The oldest facility has been operating for 31 year(s) at its current location.
- The average (mean) facility has been operating for 17 year(s) at its current location.

Is the program offered in a language other than English? If so, please specify the language.

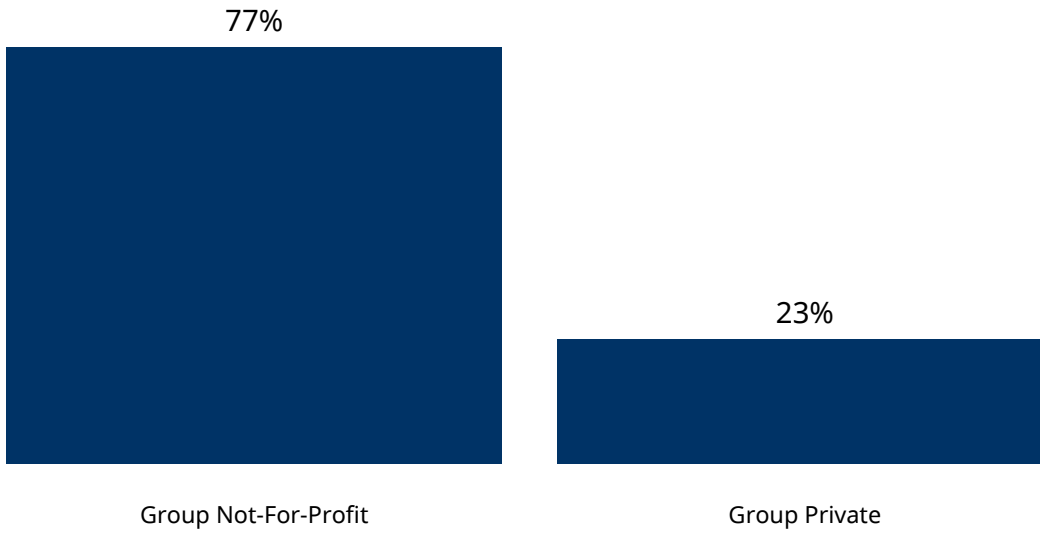
n = 13 Facilities



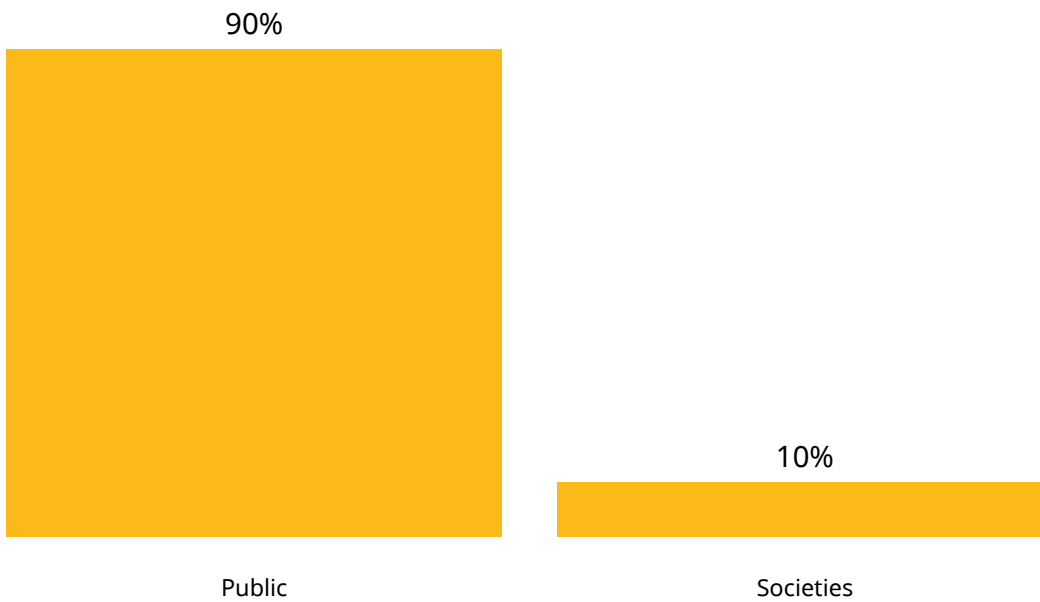
Note: Languages offered at fewer than 1% of facilities are not shown.

Operator Type

n = 13 Facilities

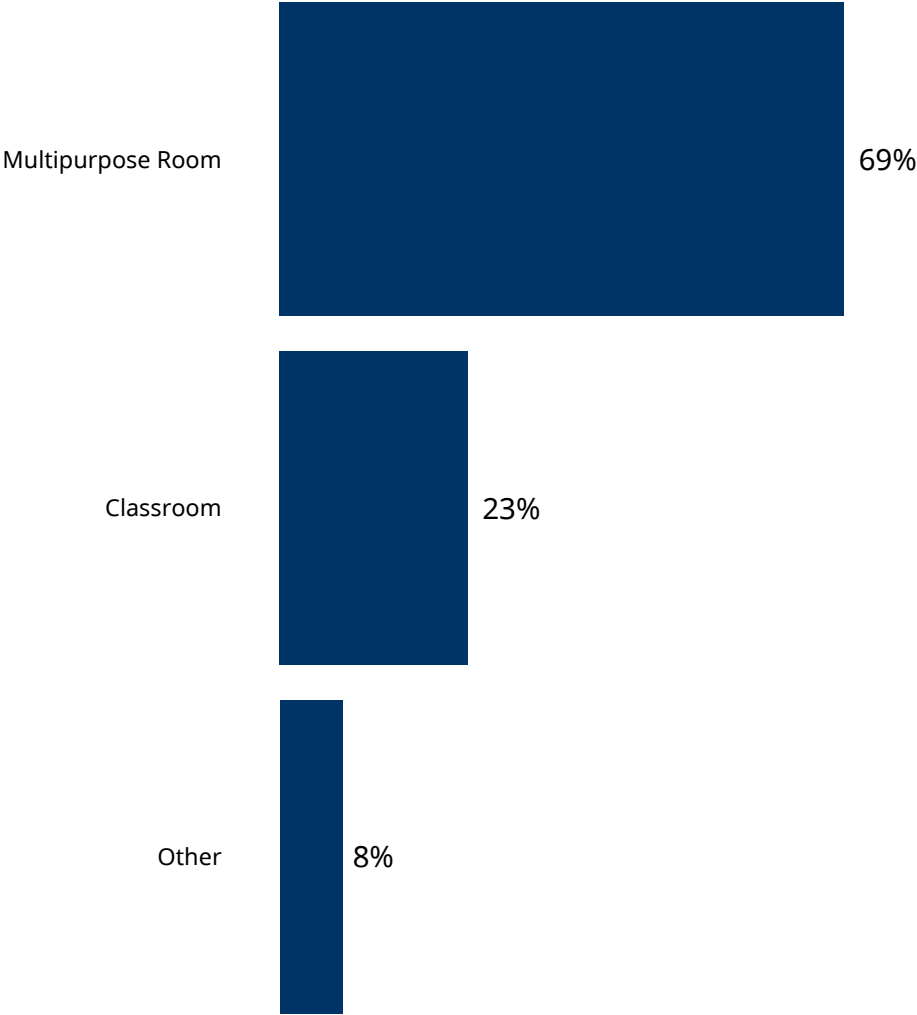


n = 10 Group Not-For-Profit Facilities



Room Location Type

n = 13 Facilities



Note: "Other" responses were not specified and cannot be further specified.

Other Early Learning and Child Care Programs on School Grounds for Mission: School District 75

This section describes all programs on public school grounds within the district that support early learning and child care for children aged birth to 12 years (or higher in some cases). The programs include, but are not limited to, After School Sports and Arts Initiative, Early Years Hubs, Language Nests, Mother Goose Programs, Roots of Empathy, Ready Set Learn, School Clubs, School-Community Partnership Programs, School's Out, StrongStart BC, and Pop Up Play.

In SD75, there are 72 early learning and child care (ELCC) programs at 20 public schools.

Fast Facts

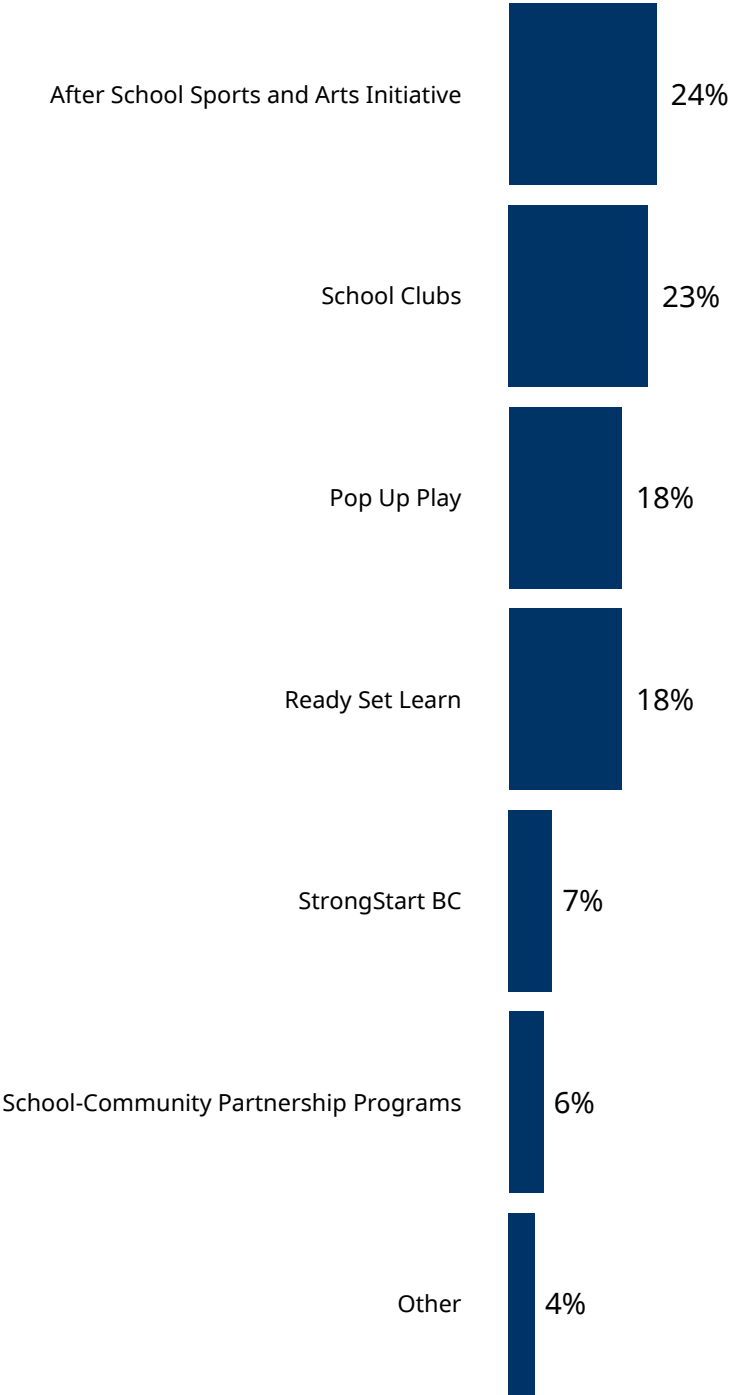
- 100% of schools (18 out of 18 schools) have at least one ELCC program that is located on district-owned land.
 - 0% of schools (0 out of 18 schools) have at least one ELCC program that is located on district-leased land.
- 100% of schools (19 out of 19 schools) have at least one ELCC program that is located in a building owned by the district.
 - 0% of schools (0 out of 19 schools) have at least one ELCC program that is located in a building owned by a third party.

Schedule Info

Care Schedule	Number of Schools	Percent	Sample Size
After School Care	17	94%	18
During School Hours	14	78%	18
Open during Summer Break	13	72%	18
Before School Care	1	6%	18
Extended Hours (Before 6AM and/or After 7PM)	0	0%	18
Overnight Care	0	0%	18
Open on Statutory Holidays	0	0%	18
Open on Professional Development Days	0	0%	18
Open during Winter and Spring Break	0	0%	18

Program Type

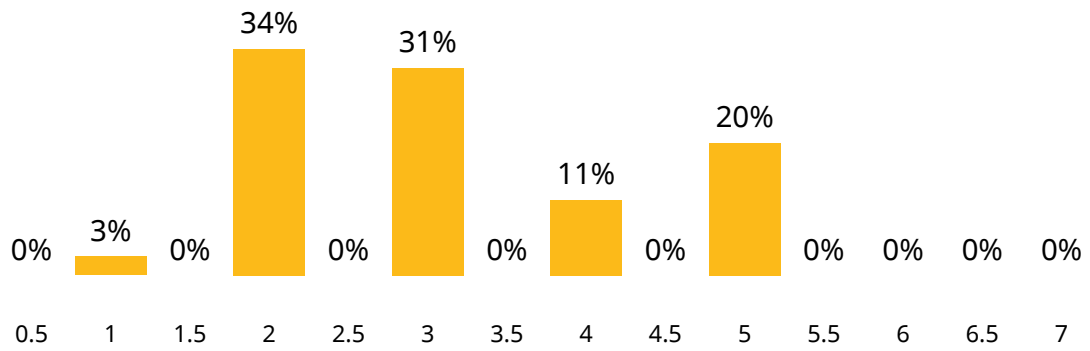
n = 71 Programs



Note: "Other" program types may include programs like "Welcome to Kindergarten", reading programs, arts and crafts programs, and sports programs.

Number of Days Per Week in Operation

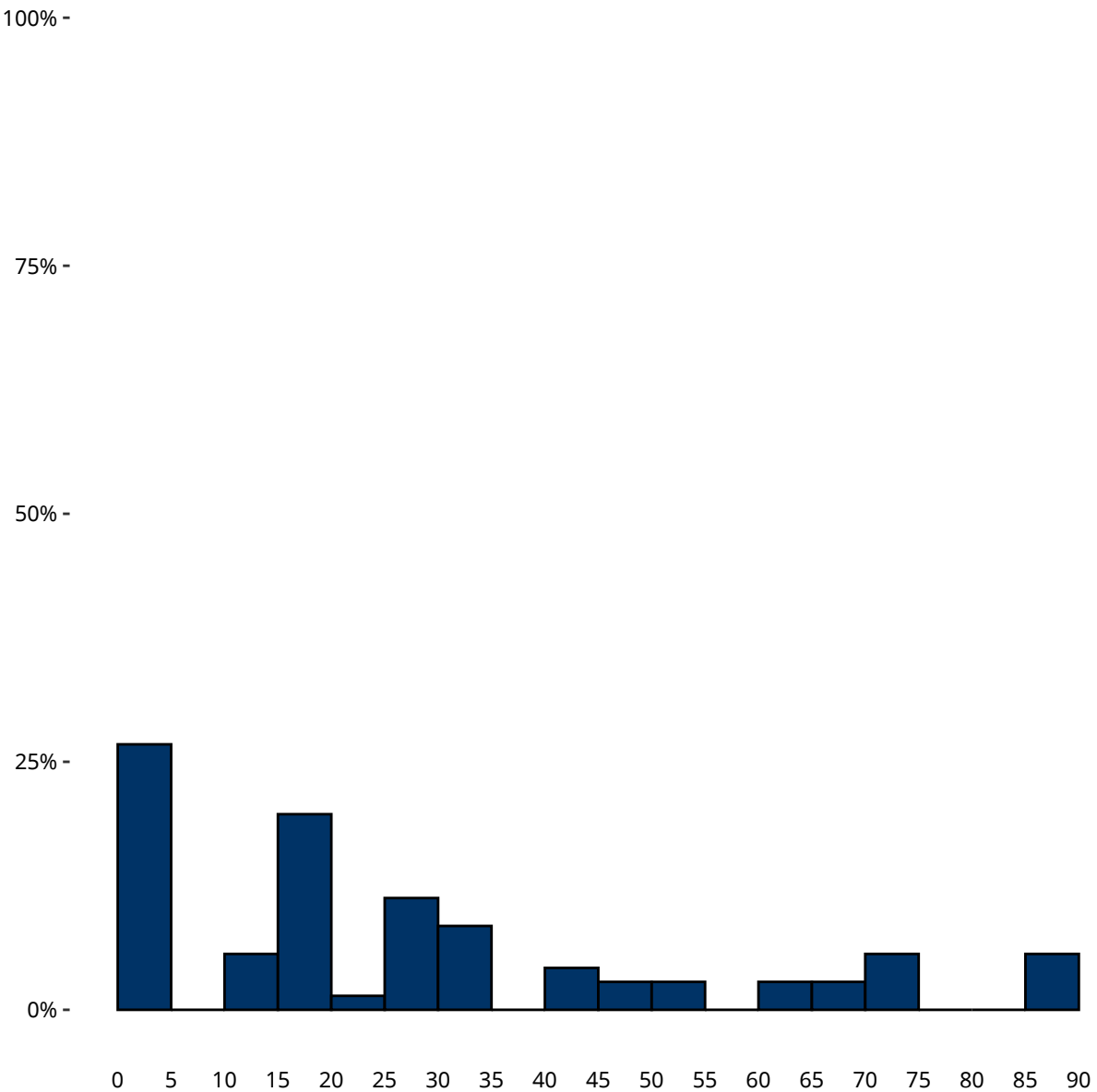
n = 35 Programs



Note: Days Per Week includes half days.

Years in Operation at Current Location

n = 71 Programs



Note: Each bar of the histogram includes the lower amount up to the higher amount. For example, the 0 to 5 bar includes values from 0 up to but below 5, the 5 to 10 bar includes 5 and values up to but below 10, and so on.

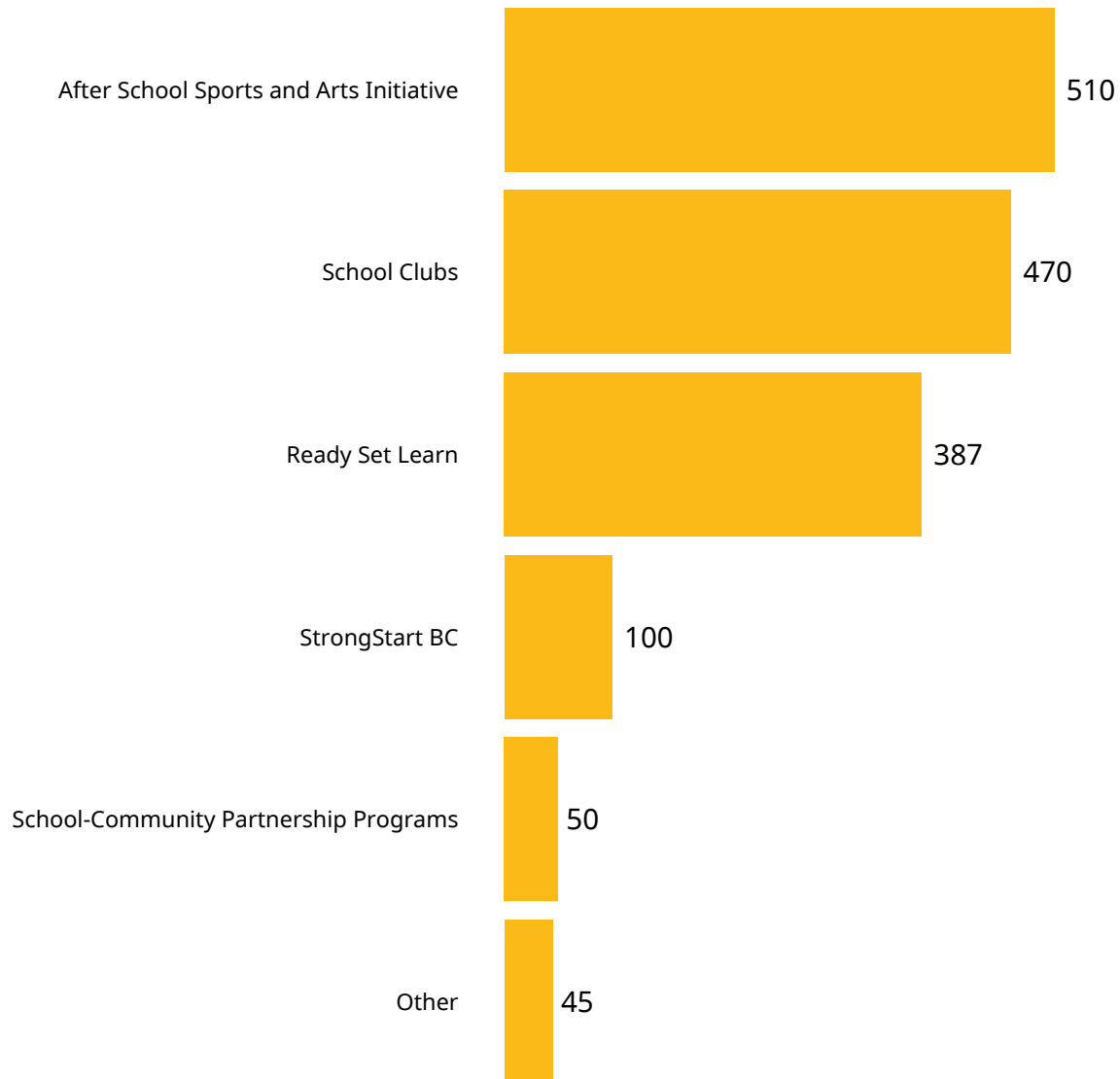
Years in Operation Fast Facts

- The newest program has been operating for 1 year(s) at its current location.
- The oldest program has been operating for 90 year(s) at its current location.
- The average (mean) program has been operating for 26 year(s) at its current location.

Children Served

Total Weekly Average by Program Type

n = 54 Programs



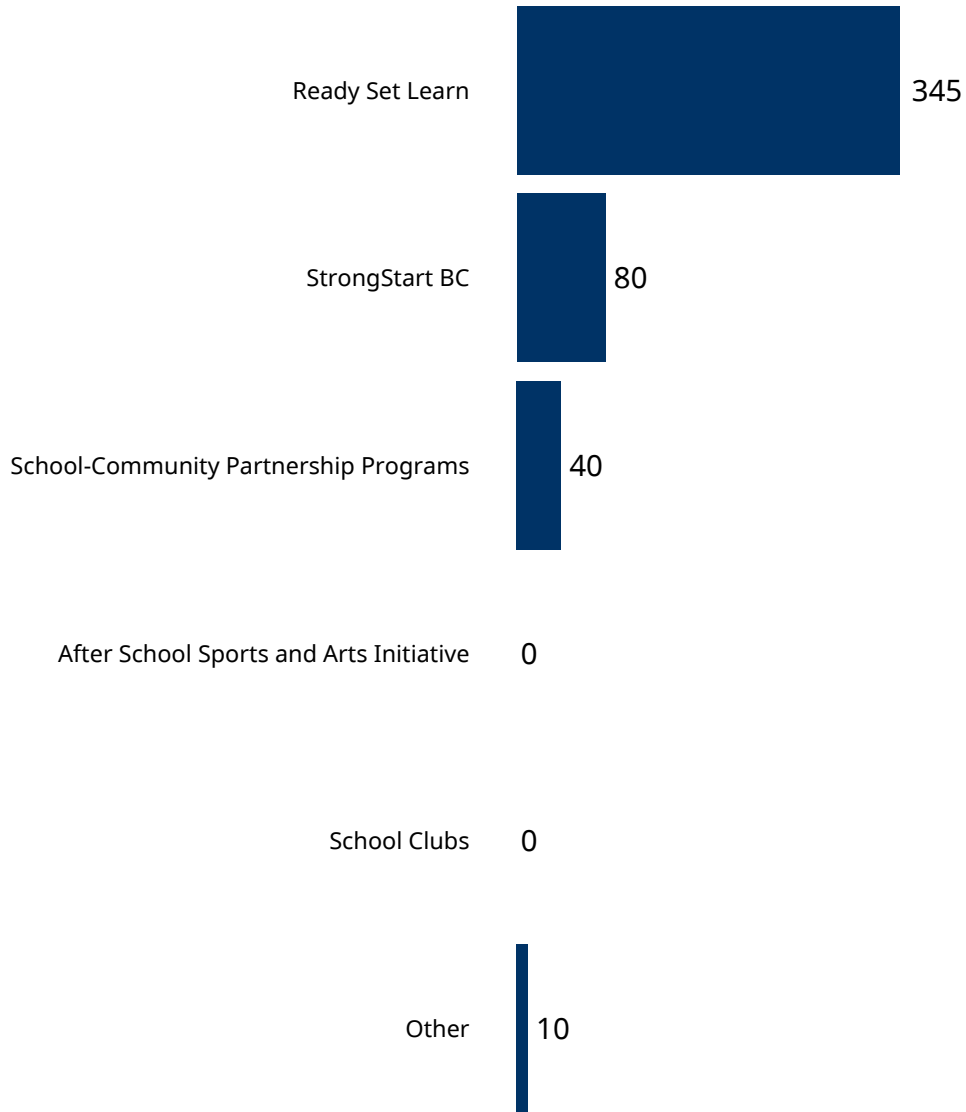
Notes:

1. The total weekly average counts the total number of children served if every program ran in a given week. It does not take into consideration which weeks or for how many weeks each program runs.
2. "Other" program types may include programs like "Mother Goose Programs", "School's Out", "Pop Up Play", community service programs, language nests, nurse practitioner programs, "Welcome to Kindergarten", reading programs, arts and crafts programs, and sports programs.

Adults Served

Total Weekly Average by Program Type

n = 23 Programs



Notes:

1. The total weekly average counts the total number of adults served if every program ran in a given week. It does not take into consideration which weeks or for how many weeks each program runs.
2. "Other" program types may include programs like "Roots of Empathy", School's Out", "Pop Up Play", community service programs, language nests, nurse practitioner programs, literacy programs, and physical activity programs.

Is the program offered in a language other than English? If so, please specify the language.

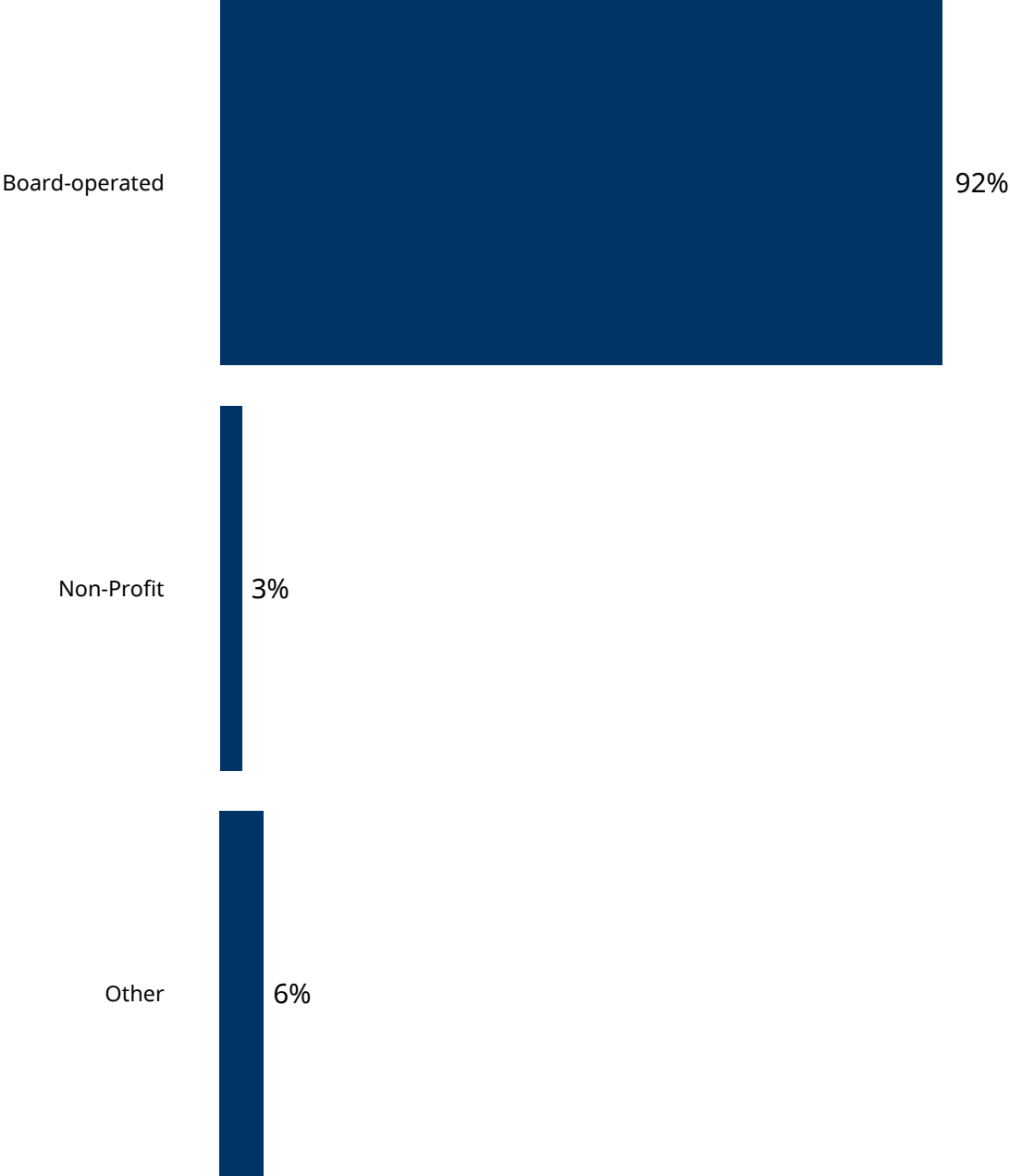
n = 72 Programs



Note: Languages offered at fewer than 1% of programs are not shown.

Operator Type

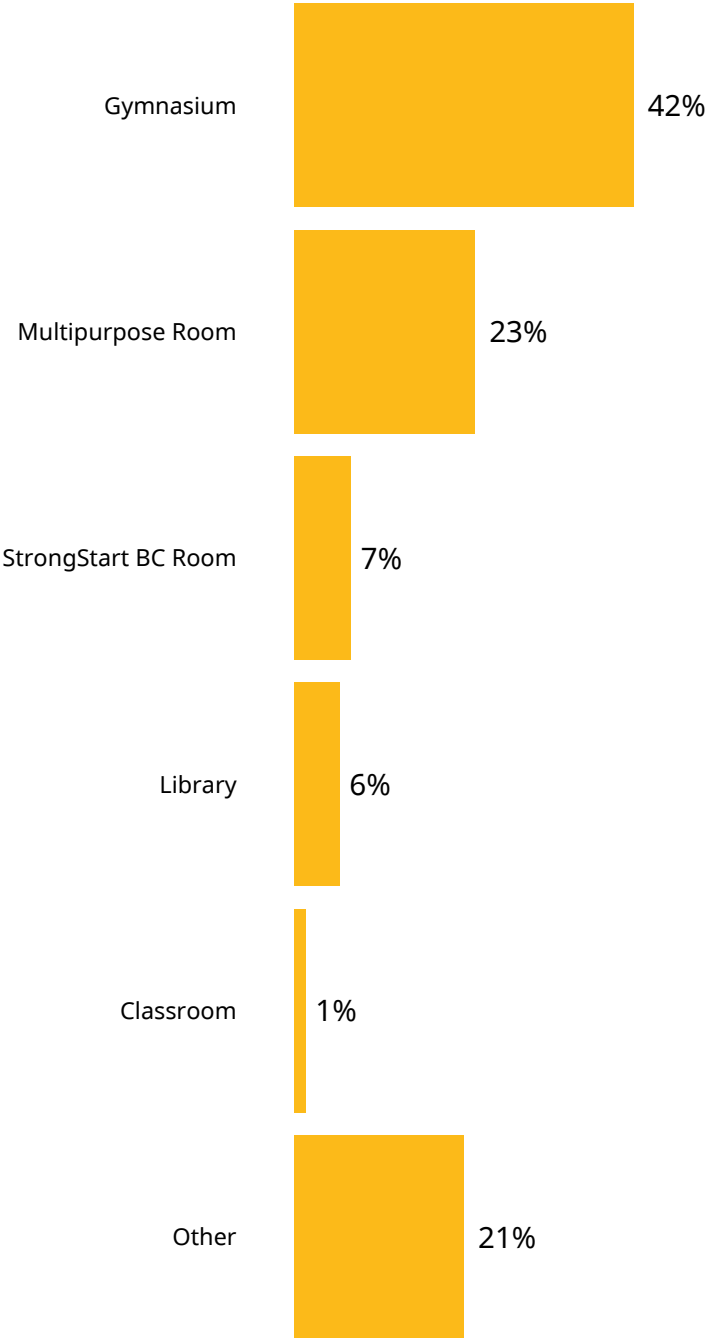
n = 72 Programs



Note: "Other" responses were not specified and cannot be further specified.

Room Location Type

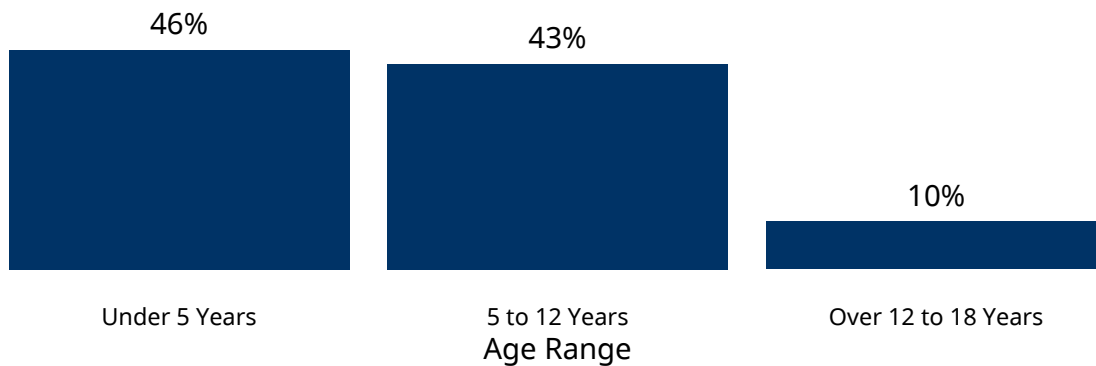
n = 71 Programs



Note: "Other" responses were not specified and cannot be further specified.

Ages Served

n = 69 Programs



Sign-Up Method

n = 71 Programs

Program Type	Registration-based	Drop-In	Both	Total Number of Programs
After School Sports and Arts Initiative	88%	0%	12%	17
School Clubs	94%	0%	6%	16
Pop Up Play	0%	100%	0%	13
Ready Set Learn	0%	0%	100%	13
StrongStart BC	0%	100%	0%	5
School-Community Partnership Programs	0%	100%	0%	4
Other	0%	100%	0%	3

Note: "Other" program types may include programs like "Welcome to Kindergarten", reading programs, arts and crafts programs, and sports programs.

Notes

- Accompanying every data point, table, and figure in this report is the sample size indicating how many responses the corresponding question received.
 - These response rates can vary substantially by question and therefore the response rates should be taken into consideration before drawing conclusions about the data.
- To ensure the data is of the highest quality, data cleaning was employed and, as a result, responses may not match exactly with what was originally responded.
- “NA” or “data is not available” will appear in place of a result if no respondent answered the given question.
- Percentages may add up to more than 100% due to respondents selecting more than one answer.



Ministry of
Education and
Child Care

Report courtesy of the Child Care Modelling and Analysis team

Report created November 2023



January 16, 2025

Honourable Lisa Beare
Minister of Education and Child Care
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Beare:

Congratulations on your appointment as Minister of Education and Child Care at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

.../2

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Education and Child Care programs and initiatives to ensure programs remain relevant, are efficient, and improve the experience of British Columbians who access child care and education services in our province. This is important in the context of current Provincial budget constraints and overall efficiency in delivering cost effective and relevant education and child care services to British Columbians.
- Work to ensure that teachers and schools have access to additional supports in the classroom and beyond, including the expansion of education assistants and counseling resources.
- Support effective learning for students across the province by working with the Minister of Infrastructure to accelerate the delivery of new and expanded schools in a cost-effective manner, and by working with the Minister of Post Secondary Education and Future Skills to expedite the certification and deployment of new and experienced international and domestic teachers.
- Continue work to increase Indigenous graduation rates.
- Continue implementing ChildCareBC to improve access to accessible, affordable child care.

- Work with school districts to expand before- and after-school care programs across the province using cost-effective models for parents and the public that leverage existing school facilities and education workers.
- Work with key stakeholders in relation to the SOGI anti-bullying program to improve understanding, protect vulnerable children and support parents.
- Ensure that British Columbia's early interventions for children struggling with numeracy and literacy are the most effective in North America through a centre of excellence in applied research and professional development.
- Prioritize excellence in the British Columbia education system by reviewing existing inter-jurisdictional student evaluation scores post pandemic, and working with teachers, parents, and relevant stakeholders to ensure the global competitiveness of British Columbia student outcomes.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for Child Care whose focus will be to:

- Work with you to deliver cost-effective before- and after-school care that leverages existing school infrastructure and workers.
- Work with you to expand child care spaces in a cost-effective way so that more parents may have access to cost-effective child care for their family.
- Support you in continuing to work with Indigenous peoples and the federal government to advance jurisdiction over child care for Indigenous peoples.
- Build relationships with parents, child care service providers, early childhood educators, and advocates to ensure that government policy is responsive to the concerns and interests of these groups.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will

establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

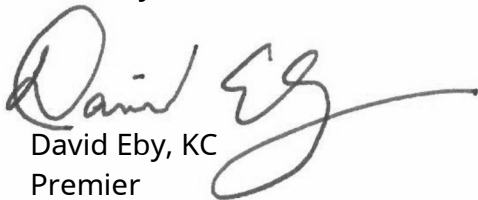
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,



David Eby, KC
Premier

cc: Rohini Arora, MLA
Parliamentary Secretary for Child Care

From: [Mission, School District Info Mailbox](#)
To: [District Information Mailbox](#)
Subject: Your Voice Matters – Help Shape the Future of Mission Public Schools
Date: Thursday, February 6, 2025 2:53:19 PM

Good afternoon and, hopefully, a happy SNOW DAY!

Mission Public Schools is at a critical moment, making decisions that will shape the future of education in our community. From planning the long-term needs of our schools to ensuring technology supports student learning, we need your voice to guide these choices. Right now, key projects are open for feedback on Engage MPSD, including the [Long Range Facility Planning Survey](#), which closes on February 21. With nearly 7,000 students in our district, we need at least 3,000 responses to ensure fair representation. **Thank you to the 1239 of you who have already responded to the survey!** Your input directly impacts how we plan for growth, allocate resources, and create the best learning environments for our students.

OTHER LIVE PROJECTS

- [2025-2026 District Calendar](#)
- [Policy Review](#)
- [Mission Secondary School Replacement Project](#) (Regular updates are added every month. The most recent addition is a [visual explaining the process of replacing/building a new school](#))
- [Accessibility in Mission Public Schools](#)

We are listening to your recent concerns and have updated our [Inclement Weather informational site](#) to provide clearer direction in the event of sudden weather changes.

Visit [Engage MPSD](#) to review these projects and share your thoughts. Your feedback is essential in ensuring Mission Public Schools reflects the needs and priorities of our community.

Thank you for being a part of this important conversation.



Mission Public Schools Team

From: [Mission, School District Info Mailbox](#)
To: [District Information Mailbox](#)
Subject: Reminder, Your Voice Matters
Date: Friday, February 14, 2025 3:26:35 PM

Happy Valentine's Day Everyone!

As we have already shared in the previous weeks, Mission Public Schools is at a critical moment, making decisions that will shape the future of education in our community. From planning the long-term needs of our schools to ensuring technology supports student learning, **we need your voice to guide these choices.** Right now, key projects are open for feedback on Engage MPSD, including the [Long Range Facility Planning Survey](#), which **closes on February 21.** With nearly 7,000 students in our district, we need at least 3,000 responses to ensure fair representation. **Thank you to the 1514 of you who have already responded to the survey!** Your input directly impacts how we plan for growth, allocate resources, and create the best learning environments for our students.

OTHER LIVE PROJECTS

- [2025-2026 District Calendar](#)
- [Policy Review](#) *More policies for review coming next month
- [Mission Secondary School Replacement Project](#) (Regular updates are added every month. The most recent addition is a [visual explaining the process of replacing/building a new school](#))
- [New Distinctions Based Childcare at West Heights](#) *Grand opening took place **TODAY**
- [Accessibility in Mission Public Schools](#)

Visit [Engage MPSD](#) to review the above projects, find updates and/or share your thoughts. Your feedback is essential in ensuring Mission Public Schools reflects the needs and priorities of our community.

Thank you for being a part of this important conversation.

Enjoy your Family Day weekend!

Mission Public Schools Team





SD 75 (Mission) DPAC Meeting Minutes
Location: School Board Office and Zoom
January 20, 2025



1. Call to order 7:00am
2. Welcome - acknowledgement

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. Adoption of December Meeting Minutes- Moved: Ashley, Second: Crystal
4. Adoption of Agenda for December- Moved: Christie, Second: Alex
 - a. Amendment to agenda to move new Business First Item to the beginning of the agenda
5. Advocacy For Punjabi Language Classes/Courses in the School District
Presentation by Ashok Sharma
Motion to advocate for Punjabi Language Classes/Courses in the School District-
moved: Jacquelyn; Seconded: Ashley
11 Yes; 0 No- **Motion Passes**

6. MLA Meeting- Reann Gaspar and Tony Luck
Chair gives presentation on some information about the school district
Discussion follows
MLA Luck: Finances are going to be a challenge in the province (evidence in Ministry Mandates)
MLA Gaspar: Keeping government accountable a priority and expressed that one high school in Mission is insufficient
Parent brings forward issues of not enough resources for students and students falling through the cracks.
MLA Luck asks about the International Program and if changes to visa requirements has impacted the school district.

Executive Members:

Chair: Jacquelyn Wickham **Vice Chair:** Chrystal McCallum

Secretary: Vacant **Treasurer:** Crystal Lagerbom **Communications:** Jamie Mantle

Members at Large: Christie Lindgren



SD 75 (Mission) DPAC Meeting Minutes
Location: School Board Office and Zoom
January 20, 2025



Superintendent: No impact, International Program is currently capped and at capacity
MSS Replacement Progress discussed and it is ahead of schedule and there are some concerns about inflationary pressures.

7. Correspondence

- BCCPAC- new board members filled
- Mandate Letter for the Ministry of Education and Childcare:
https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/premier-cabinet-mlas/minister-letter/mandate_letter_lisa_beare.pdf
- Graduation date for MSS- last day of school; time of graduation TBD by venue

8. Reports (*Information*):

- i. Superintendent's Report: Angus Wilson
Assistant Superintendent Alvarez has retired
Attended Y.E.S. Graduation
Accessibility Committee
Long Range Facility Survey open for responses
Meeting with Metro Vancouver superintendents
Reduction in enrolment growth
Vancouver school district goes 100-200 EAs short per day
Communication Guidelines Document- updated
Presentation to UFV
- ii. **Treasurer's Report: No Change**
Chequing Account Balance - \$16,664.81 - Vision Zero Grant included
Gaming Account Balance - \$2332.09 - \$271.92 coming out for Zoom License
General - \$15,809.64
Gaming - \$4632.09
- iii. Chair's Report- covered in presentation and correspondence

Executive Members:

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SD 75 (Mission) DPAC Meeting Minutes
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9. Old Business

- a. EDI update- working on a district wide document for what is PAC/DPAC to be translated into multiple languages.

10. New Business

a. Liability Concerns

- i. District cannot approve or condone anything that includes alcohol (or other controlled substances like marijuana)
- ii. School Protection Plan insures activities that take place at school
- iii. PACs cannot raffle or sell alcohol or insurance is invalid and personal liability. (note raffles are gaming activity and cannot include alcohol in a raffled item, please check with gaming branch for specific questions)
- iv. Adult themed baskets are not to be held at the school
- v. Members asked whether there could be a district policy that covers this

b. Ombudsperson Investigation into Exclusion in Schools

Collecting data until April 2025

Question about supporting parents to fill out information, or if there are alternative ways to complete the survey?

<https://bcombudsperson.ca/school-exclusion>

Alternatively, it can be completely by email: systemics@bcombudsperson.ca or telephone: 1-800-567-3247

9. Adjournment at 8:47PM

moved: Crystal; seconded: Alex

Attendees: Jacquelyn Wickham- Chair; Ashley MacLean- AME; Christie Lindgren- Dewdney/Hatzic Middle; Crystal Lagerbom- Treasurer; Michelle Hall- Cherry Hill Chair/HM Rep; Sunny Brar- Hillside; Susie Taylor- HPMS; Tammy Sampson- HPMS; Yvonne P; Ashok Sharma; Angela, Brooke Christensen; Erin F; Laura M- Hatzic E; Melanie; Elizabeth B (AME);Peanut-SFE Chair Chrystal M- Vice Chair; Shelley Carter- Trustee; Angus Wilson- Superintendent;

Executive Members:

Chair: Jacquelyn Wickham **Vice Chair:** Chrystal McCallum

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SD 75 (Mission) DPAC Meeting Minutes
Location: School Board Office and Zoom
January 20, 2025



Karlee Bergen- Hillside; Alex- ESR; Linda Hamel- School Trustee; Shannon B- MTU; Raeann Gaspar- MLA Abbotsford Mission; Candis- Constituent Assistant to MLA Raeann Gaspar; Tony Luck- MLA Fraser Nicola; Corally Delwo- Constituent Assistant to MLA Tony Luck

Executive Members:

Chair: Jacquelyn Wickham **Vice Chair:** Chrystal McCallum

Secretary: Vacant **Treasurer:**Crystal Lagerbom **Communications:** Jamie Mantle

Members at Large: Christie Lindgren