

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

April 1, 2025, 3:30 pm  
ZOOM + District Education Office  
33046 4th Avenue, Mission, BC V2V 1S5

**Pages**

**1. ZOOM CONNECTION**

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

**2. CALL TO ORDER**

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

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

*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.*

**3. APPROVAL OF AGENDA**

**4. DELEGATIONS/PRESENTATIONS**

**5. MINUTES OF PREVIOUS MEETINGS**

5.1	Committee of the Whole Meeting Minutes, March 4, 2025	Action	1 - 6
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**6. UNFINISHED BUSINESS**

**7. CURRICULUM**

7.1	Monthly Curriculum Update	Information	7 - 11
	Math & Numeracy District Assessment Progress		

**8. STAFF REPORTS**

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**9. NEW BUSINESS**

9.1	Possibility of BOE Forum	Discussion	13
9.2	Strategic Plan/Budget Alignment	Discussion	14 - 24
	Focus on Priorities shared at the beginning of the year		

**10. INFORMATION ITEMS**

**11. ADJOURNMENT**

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

**March 4, 2025, 3:30 pm  
ZOOM + District Education Office  
33046 4th Avenue, Mission, BC V2V 1S5**

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

**Members Absent:** Trustee, Shelley Carter

**Staff Present:** Superintendent of Schools, Angus Wilson  
Assistant Superintendent,Carolynn Schmor  
Secretary-Treasurer, Corien Becker  
Director of Finance, Derek Welsh  
Director of Student Services, Tom Nguyen  
Director or Operations, Dana MacLean  
MTU President, Shannon Bowsfield  
CUPE President, Nansy Gibson (4:26)  
DPAC Chair, Jacquelyn Wickham  
MPVPA Co-President, Rob Clark  
Manager, Finance, Katie Vinoly  
Principal, MSS, Jim Pearce  
VP, MSS, Melanie Kartik  
French Language Coordinator, Mme Shauna Nero (4:45pm+)  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** Action 4 Canada, Krystyna Bielecka,  
Parent from MCE, Des Renaud

- 1. ZOOM CONNECTION**
- 2. CALL TO ORDER**

The meeting was called to order at 3:30 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.

Trustee Carter sends regrets for not attending.

### 3. APPROVAL OF AGENDA

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

**CARRIED**

### 4. DELEGATIONS/PRESENTATIONS

#### 4.1 Online Learning Presentation (J. Pearce, M. Kartik)

Key statement: working closely to develop a personalized plan of learning (comprehensive and rich program). Courses are identical to regular school. 5 teachers (4.5 FTE). Tutorial takes place after school, utilizing a Learning Support Teacher (LST).

Preferred learning environment, one-on-one, meeting health, mental health needs, diverse learning needs, competitive athletes/alternative programming, upgrading, additional credits, dual enrolled, DRC placements, Summer school, Night School, Middle school referrals, MSS referrals >> meets students where they are.

Last year, the largest class graduated via Mission Online plus many more MSS students who may not have met graduation requirements without the online courses, were able to graduate.

The presentation summarized enrolment, with MOL serving 656 students within MPSD. 217 MOS School of Records, 429: Dual-enrolled: 7-9: 43, 10-12: 103, Adult Dogwood/Non grad adult: 71. An increase from prior years: 2017:195, 2023:390, 2024:400 (March). Continues to grow, both FTE and dual enrollment.

Space and human resources to meet the need for continued growth.

Students utilizing Tutorials, Night School

89% success rate in Summer school (159 total)

2024 grad class: 22 students, largest ever. 2025 potentially, 35 students graduating.

Diverse learners - very complex, and limited support in regular school. Stretch points & Areas of Support: Diverse Learners - more needs and complicated paths. Further demand for flexibility for learners (more LST support). Academic counselling support and grad planning - existing MSS counsellors keep supporting online students. SLP interviews and intake/exit procedures were given back to the teachers. Prior to Mission online, counsellors took care of this. Identifying and documenting intensive and moderate behaviour challenges.

Literacy Assessments - based on the one-on one attention, students want to succeed. Students want choice and flexibility. 150 of 174 have designations. More LST and EA support is needed.

3 students from MO are taking part in the Riverside Trade Sampler. Dual Enrolment - students use MO as a bridge to "brick & mortar" school.

Can only service students from Mission. Provincial OL schools are available,

High success rate - MO starts students where they are at (if hurt, away, mid-way through a course). No need to repeat. Offers personal choice on all the accessibility tools.

## 5. MINUTES OF PREVIOUS MEETINGS

5.1 Committee of the Whole Meeting Minutes, February 4, 2025

**MOVED and Seconded THAT the public Committee of the Whole Meeting Minutes dated February 4, 2025, be approved.**

**CARRIED**

5.2 Special Committee of the Whole RE: Amended Budget, February 11, 2025

**MOVED and Seconded THAT the Special Committee of the Whole RE: Amended Budget Meeting Minutes dated February 11, 2025, be approved.**

**CARRIED**

## 6. UNFINISHED BUSINESS

6.1 District Calendar 2025-2026

**MOVED and Seconded THAT the DRAFT 2025-2025 School District Calendar be reviewed, amended as/if necessary, and forwarded to March 11, 2025 Board meeting for final approval.**

**CARRIED**

There has been talk in the past to start school later on the first day, to have all H&S checks, review learning plans before students arrive. Some students register last minute. It would be possible, to move all existing busses up by 2 hours.

DPAC: some parents may support, while others may have an issue with childcare. Clear communication is necessary ahead of time. The extra time could be beneficial for EAs and others.

Safety of students and staff is in the forefront. Is there another way we can ensure safety? Advocate to the Province? A note was made that some districts do not start students on the first day, to prep and review files.

## 7. CURRICULUM

7.1 Monthly Curriculum Update: Literacy Grant

MPSD will be receiving a grant of \$227,000 to support literacy.

4 main purposes of the grant, over 2-years:

- build capacity of teachers and support staff,
- deliver evidence-based literacy instruction and screening K-3
- Interventions K-12
- Information and Resources for parents and Caregivers

Using data - assessing current state, gaps, and opportunities  
more students wrote FSAs, but students were not doing their best work  
Need to disaggregate the data.

Early Literacy Screening and Literacy Interventions  
Communicate through DPAC, Principals, PACs, community tables

K-12 Supports Brochure was shared - requirements and steps on what to do.

DPAC: appreciates trying to capture people another way than a survey. Looking forward to providing information to parents.

## 8. STAFF REPORTS

### 8.1 Grade 10 Students, On Track for graduation

The Superintendent provided data as requested. Science 10 is challenging. Students who have failed one of the core courses.

Grade 10 stats are a bit better overall.

A spreadsheet from MSS was shared, where counsellors are able to identify which students are struggling and can be targeted for additional support.

FLC and MO provide learning a different way.

% of designated students are not passing - supports of IEP may not be happening, as many students are not designated.

The Board want to make sure to have mechanisms/structures in place.

Parents of Grade 10 students who wrote the numeracy/literacy assessments, can access the results on MyEd. Some kids do not show up, and could slip through. The Principal is looking for a space to allow a rewrite. Some students may not have the experience with that kind of test. The VPs follow-up on who did not complete the assessment. The test has no impact on final mark.

There seems to be a disconnect between numeracy and using math in daily life.

Are there any plans to address the outliers? Indigenous - success coaches are helping. Case managers help students with designations. MO is graduating close to 10% of MSS students.

## 9. NEW BUSINESS

### 9.1 French Immersion

**Moved and Seconded THAT the following recommendation be forwarded to the public Meeting:**

**THAT Mission Public Schools offer Late French Immersion in Grade 7 beginning in September 2025.**

### **CARRIED**

Mme S. Nero has worked for SFU for the last 3 years, worked as French Immersion (FI) Coordinator on the weekends. Secured grants for French programs.

Promotional video was shared. Can be easily amended to include Late French Immersion. Most teachers are former FI graduates. We are the only district in the Lower Mainland who does not offer Late French Immersion.

Year 1 – we did not have a qualified teacher

Year 2 – we had a teacher, but not enough students

Year 3 – we can change the structure so that students start in Gr 7

524 FI students in the whole FI program. 35 designated students. multilingual, plurilingual, and pluricultural, monolingual (protective factor against racism).

Mme S. Nero provided information on potential for jobs with FI, noting that some families take Late FI in Abbotsford or Maple Ridge instead of Mission.

Last year =, 17 pre-registered but 9 did not want to leave their elementary school

Multi Linguicism is beneficial. What could Late FI look like in Mission at EHPMS:

- Year 1, Gr 7 - all instruction in French except elective, no English Language Arts 7
- Year 2, Stay in FI group for the following classes:
  - Français langue 8 & 9
  - Sciences humaines 8 & 9
  - Sciences 8 & 9
  - Maths 8
  - All the rest of the classes can be taught in English.
- Year 3, Join the Early French Immersion group in all immersion-based classes: (Communication orale 10, Français langue 10, Sciences humaines 10, Français langue 11, Sciences humaines 11, Français langue 12).
  - Proficiency levels of students in late French Immersion (grade 12):
  - Minimum B1 proficiency, some may attain a B2-level of proficiency

UBC-O will submit a potential special project proposal to help support, would cover salary cost of the teacher for the next 3 years, Sep 2025 – June 2028

DPAC: Students take French for only a quarter. More exposure at elementary may be beneficial (simple books).

Working with teachers, game-based learning of French, Lesson plans and units for teachers not speaking French

Positive testimonials were presented

## 9.2 Budget Priorities for 2025-2026

Starting with priorities, where things left off last year. Budget to be approved by the end of June.

Not everything on the list will land in the budget, as it will be a tight one.

Some additional funding is coming (special purpose, targeted, such as the Literacy Grant). Union bargaining is ongoing, so staff will start with assumptions.

There may be some contract/non-discretionary costs. Staff would like to hear the priorities. The BC Budget was just announced, with a 10B deficit. The list was presented as it was last year. IT Manager is already in place, cultural presentations as well. We are probably starting from a lower point than where we did before. Specialty positions posted with no applicants hold up the budget.

- Would like to look at Connections, to make sure it is successful and financially sound.
- Riverside, Trade sampler success, suggests growth  
Psychologist, Children, Youth in care advocate

- What can we do with what we have? How can we do things differently?
- IT technicians are still needed, with the number of devices being added.
- Could we look at how much are we spending on Inclusive Ed?
- The Board would rather be under estimating than over-estimating, as enrolment has dropped (even with conservative planning).
- Upkeep of facilities is important to prevent future large expenses.

**10. INFORMATION ITEMS**

**11. ADJOURNMENT**

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

**CARRIED**

The meeting adjourned at 5:56 pm.

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Chair, Board of Education

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Secretary-Treasurer

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

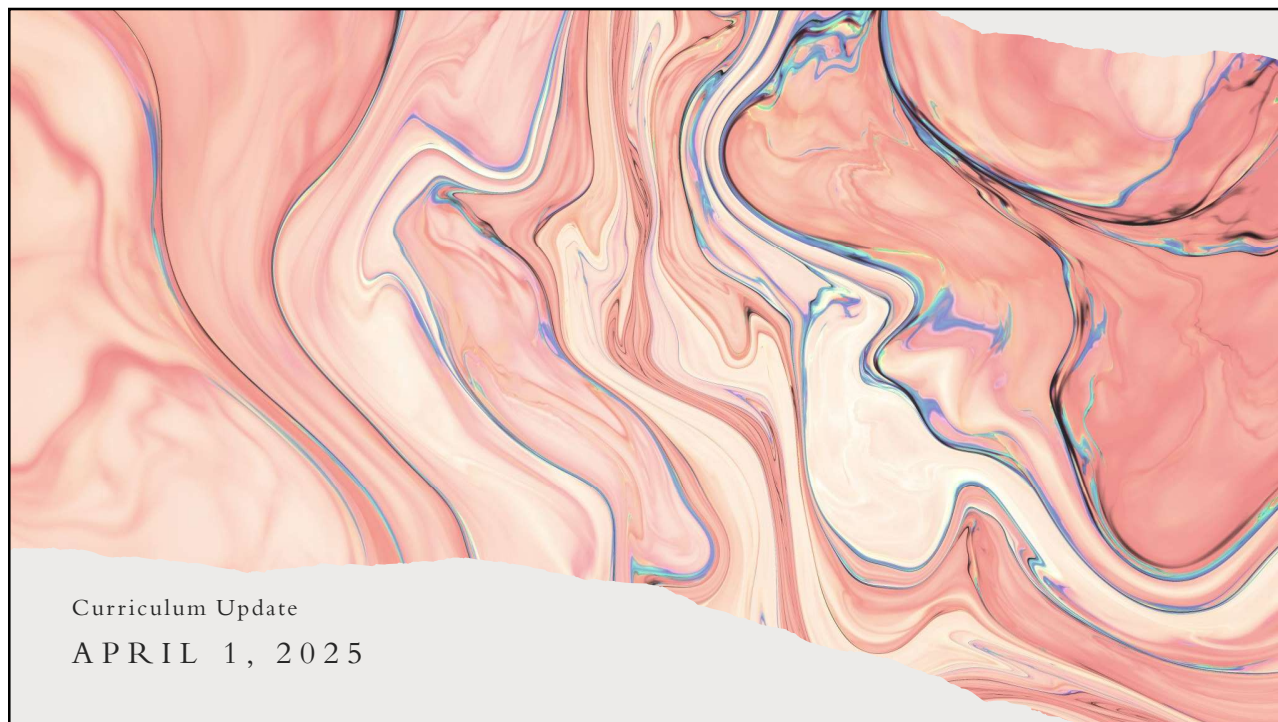


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**ITEM 7.1 Information**  
TO: Committee of the Whole  
FROM: C. Schmor, Assistant Superintendent  
SUBJECT: Math & Numeracy District Assessment Progress






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1. **Summary:** The Assistant Superintendent will share a brief report on Math & Numeracy District Assessment Progress
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:** PPT Slides




1

## MATH UPDATE

-  SNAP+ Assessment
-  Multiplication Facts (grades 4-6 focus)
-  Scope & Sequence Workshops
-  K-12 Math competitions coming soon
-  K-12 problem sets coming soon

2



## SNAP+ UPDATE

- We have piloted with several intermediate classes
- One team of teachers marked with us, and we discussed how to improve the assessment and what proficiency might look like for different questions
- Next steps: Continue to trial and adjust the assessment until it provides reliable and informative results





3

## MULTIPLICATION & DIVISION FACTS

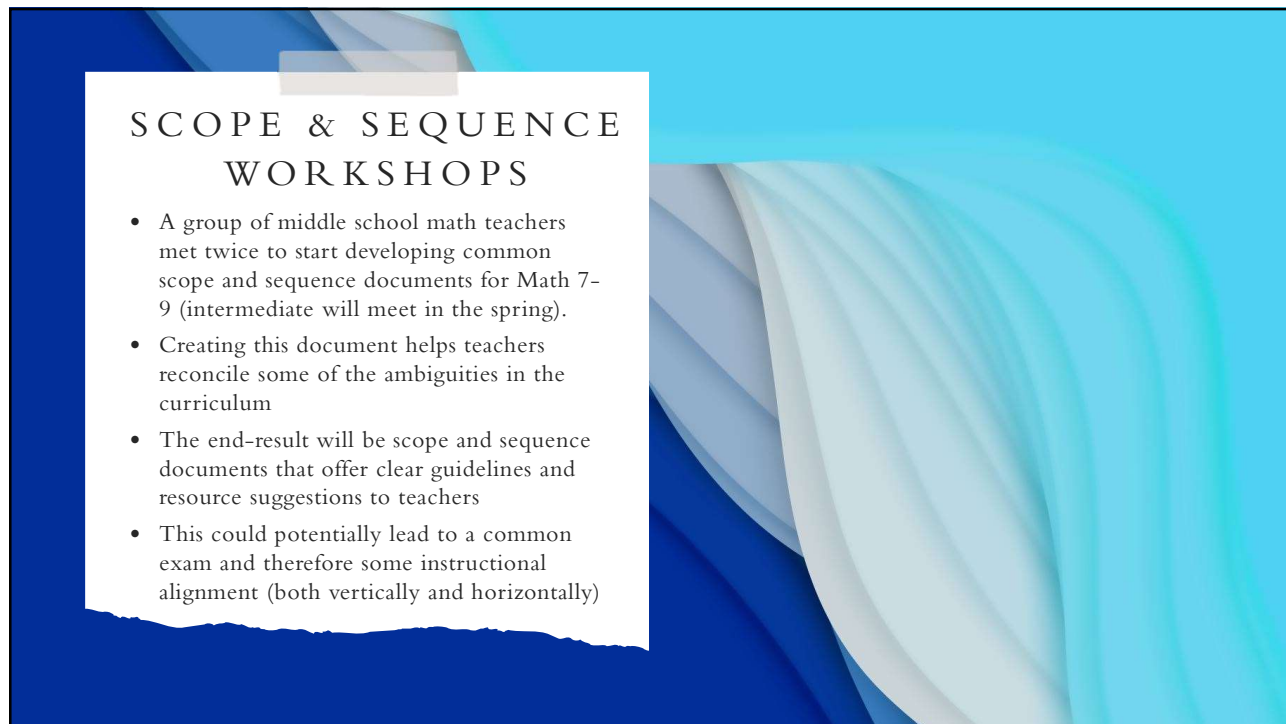
### ***THE CHALLENGE***

- Many students are still working on developing automaticity with their multiplication and division facts. This may be due to the lack of clarity and direction provided in the curriculum
- Mastering these math facts makes further progress in mathematics easier and less frustrating
- Separating out specific time to teach and assess math facts means that during math instruction and practice students can use the tools they need without stigma (memory, table, calculator)

### ***THE PLAN***

-  Evaluate what you value
-  Develop and share a scope & sequence document for developing fact fluency
-  Teachers track individual student progress and differentiate practice
-  Collect data in grades 4-6


4



## SCOPE & SEQUENCE WORKSHOPS

- A group of middle school math teachers met twice to start developing common scope and sequence documents for Math 7-9 (intermediate will meet in the spring).
- Creating this document helps teachers reconcile some of the ambiguities in the curriculum
- The end-result will be scope and sequence documents that offer clear guidelines and resource suggestions to teachers
- This could potentially lead to a common exam and therefore some instructional alignment (both vertically and horizontally)


5



## K-12 MATH COMPETITIONS

- Opportunity to engage and acknowledge students who excel in math
- Currently exploring different contests
- Next steps: Develop a plan for communication and administration

6



## K - 12 PROBLEM SETS

- We are creating a collection of problems to use as samples to raise awareness for problem solving, provide district standards, share the classics and prepare for district assessments.
- We are reaching out to teachers asking them to send us their favourite, and/or most effective problems and will be sending them our selections for feedback.
- Next steps: Create and Distribute Problem Sets

7

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<b>ITEM 8.1</b>	<b>Discussion</b>	<b>File No.</b>
TO:	Committee of the Whole	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Emergency Preparedness Update, April 2025	

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1. **Summary:** The purpose of emergency preparedness is to allow Mission Public Schools to plan in case of natural disasters or man-made events and respond to and recover from disasters.

The Superintendent and the Secretary-Treasurer are a part of Emergency planning with the City of Mission. On the MPSD website, we have a checklist for schools and Emergency Planning for school safety. [We have a Parent's Guide to Critical Incidents available online \(click here\).](#)

There are guidelines by the Ministry.

The Board inquired as to the status of emergency supplies and preparedness at all sites. In the past, the Board and staff discussed if the schools could be used as cooling/warming stations during an emergency. Staff is to review how prepared schools would be in case of an emergency, such as an earthquake.

2. **Background:** In April 2024, the Board of Education directed staff to collect information regarding what is currently happening at all MPSD sites regarding planning for emergency situations. What resources are available to students and staff? How are resources collected and funded? Staff provided a report in June 2024; however, levels of preparedness varied across the sites. Some PACs fundraised for emergency kits.

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:**

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**ITEM 9.1 Discussion**  
TO: Committee of the Whole  
FROM: S. Carter, Trustee  
SUBJECT: Possibility of organizing a BOE Forum

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1. **Summary:** Trustee Carter will start a discussion to see if there would be an appetite for organizing a Public Forum with the Board similar to the recent forum held by MLA Gasper at the Mission Library.

Staff will be organizing a public forum in the near future as another step of connecting with the community while preparing the Long Range Facility Plan.

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:**

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**ITEM 9.2 Discussion**  
TO: Committee of the Whole  
FROM: T. Loffler, Board Chair  
SUBJECT: Strategic Plan, Budget Alignment

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1. **Summary:** The Chair will start a discussion about Budget alignment with the Strategic Plan.
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:** Strategic Plan



MISSION PUBLIC SCHOOLS

# STRATEGIC PLAN 2023- 2026



Owen P., MCE, Gr1



Addison C., ESR, Gr2



Connor F., MCE, Gr3

[WWW.MPSD.CA](http://WWW.MPSD.CA)



# Acknowledgement

We begin our Strategic Plan by acknowledging and honouring the traditional territory and history of the Stó:lō people. We acknowledge that the 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.



Leq'á:mel First Nations



Sema:th First Nations



Matheqwí First Nations



Sq'éwlets First Nations



Qwó:lt'el First Nations

## **Il st'l'i kw'els spipetstexw kw'eset ite xwelmexwelh stexwlaq temexws ye Stó:lō mestiyexw.**

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

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 are collaborating with Halq'eméylem speakers to translate the above acknowledgement in it's entirety.

# Vision, Mission, & Values



## **Our Vision**

Mission Public School students are prepared for their future as educated global citizens who embrace equity, diversity, and inclusion.



## **Our Mission**

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

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



## **Our Values**

- Working Together
- Lifelong Learning
- Thinking Beyond Today
- Doing the Right Thing

# Board of Education



**Back Row (L to R):**  
Trustee Shelley Carter, Trustee Randy Cairns and Trustee Linda Hamel

**Front Row (L to R):**  
Trustee Jash Bains and Trustee Tracy Loffler






The strategic planning process is based on a four-year planning cycle that includes an annual review and update of the plan.

The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the policy and governance framework for the organization and is accountable to the Ministry of Education and Childcare, the public, and education partners. The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing safe, caring, and inclusive learning environments that will result in greater success for our students.

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

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

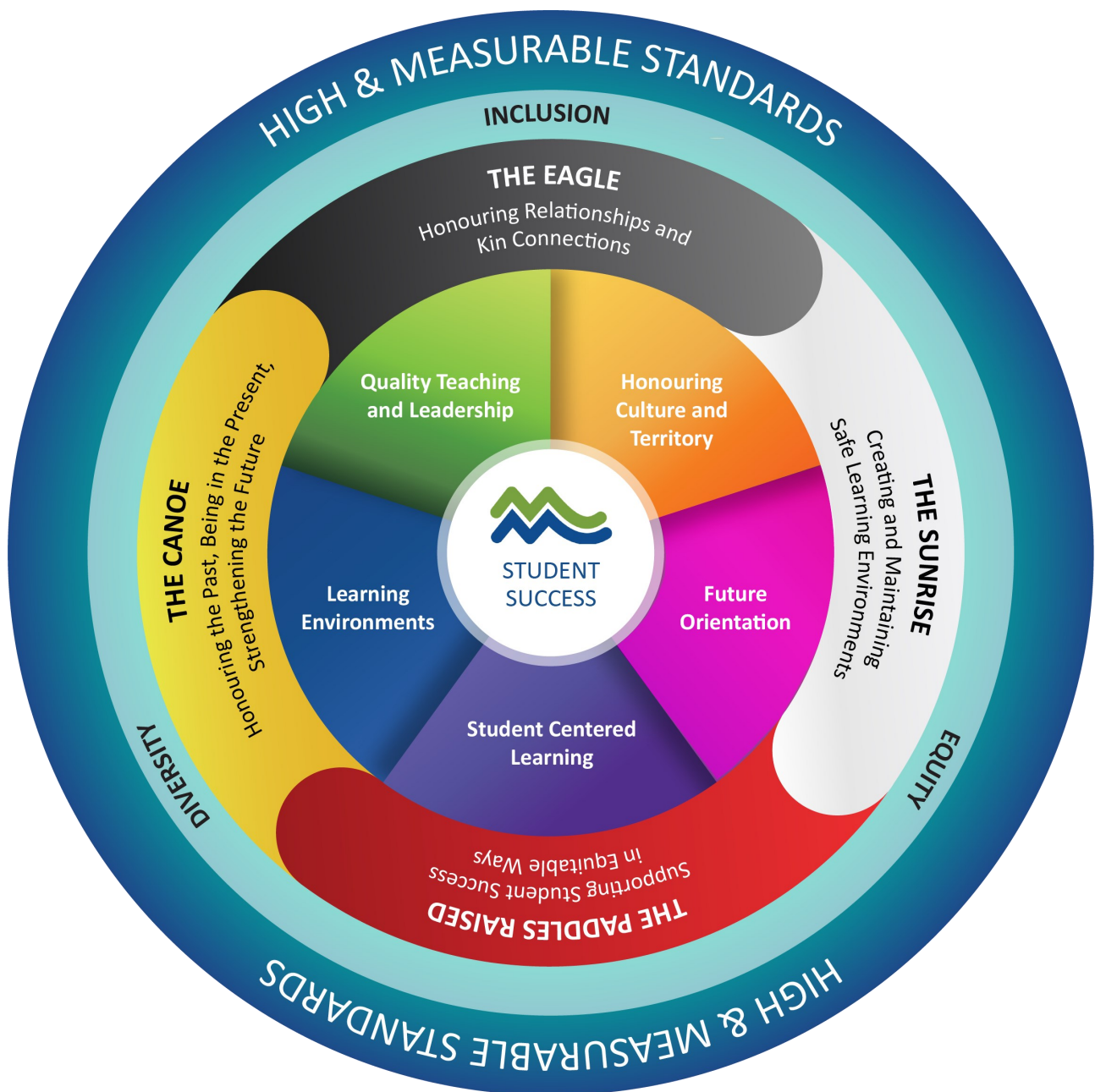
Specific goals for each objective can be found further on in this strategic plan and are intended to ensure that Mission Public Schools continues to be an extraordinary place to learn, work, and grow. The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.



# Strategic Priorities

The Board has aligned its strategic priorities with the Ministry’s vision for student success. This includes the Framework for Enhancing Student Learning (FESL) and other initiatives, using data and evidence to inform decision making. The Board has also sought to embed the learnings from the [Equity Scan](#) in this document.

The Board envisions that all school growth plans and budget requests will align with this Strategic Plan and the vision for Mission students.



# Honouring Culture and Territory

Mission Public Schools is privileged to exist on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:Itl'el First Nations, stewards of this land since time immemorial. We are cognisant of this debt, and our obligations to work with First Nations partners in the best interests of their culture and people.

Mission Public Schools understands that it has additional obligations for reconciling with Indigenous communities as we are conscious of the presence of a former residential school, St Mary's, in Mission.



## GOALS

1. Achieve equitable education outcomes for all Indigenous students in the school district
2. Expand Halq'eméylem language instruction, embedding it throughout the school system
3. Embed Stó:lō Culture into all schools
4. Expand knowledge of contributions made by Metis and Inuit communities, community members, and Knowledge Keepers



## STRATEGIES

1. Provide resources and professional growth to develop an understanding of Indigenous history, language, culture, worldviews, and perspectives
2. Provide a variety of opportunities, resources, outdoor education, and/or supports for students of Indigenous ancestry
3. Advance the work outlined in Equity Scan
4. Continue to work with Rights Holders
5. Embed Indigenous world views and tools in future decision-making
6. Engage First Nation Indigenous Education Coordinators with operational plans
7. Incorporate DRIPA and TRC Calls to Action into operational plans



## MEASURES

1. Five and six-year completion rates, desegregated data
2. Percentage of students learning Halq'eméylem
3. Siwal Si'wes Sense of Belonging Survey
4. Student connection data collected for Indigenous students, Student Learning Survey (SLS)
5. **How Are We Doing?** Report and the Siwal Si'wes Annual Report

# Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to life after school.

Mission Public Schools recognizes that students need the skills to be flexible, adaptable, and resilient in the real world. The MPSD education system will enhance efforts to prepare all students for lifelong learning, the use of ethical technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.



## GOALS

1. Strengthen supports and services for learners to adapt to shifting learning requirements, including technology.
2. Embrace equity, diversity, and inclusion in a complex and ever-changing global society
3. Promote environmental stewardship, reconciliation, sustainability, and Indigenous Worldviews and Perspectives
4. Expand Early Learning Programming



## STRATEGIES

1. Utilize contemporary teaching practices to encourage students' critical and creative thinking.
2. Embed Indigenous Worldviews and Perspectives in future decision-making
3. Provide contemporary technology and tools to assist and enhance learning and skill development across all curricular areas.
4. Encourage programming for students on interconnectedness locally, regionally, and globally.
5. Collaborate with community partner organizations, agencies, and Elders



## MEASURES

1. Report on the progress towards implementing the 5-year Technology Plan
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Middle Years Development Instrument (MDI) Survey
5. Report on environmental stewardship and sustainability
6. Participation in Early Learning Programs
7. Equity Scan
8. Report on the progress towards the goals of the Accessibility Plan

# Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.  
(Ministry of Education, 2019)

“We believe in the importance of educating the whole student “where a student has the right to manage decisions and choices, to control positive outcomes in their learning.”

— *Leyton Schnellert and Shelley Moore 2020*



## GOALS

1. Create positive learning experiences that support literate and numerate students
2. Provide a choice of how, when, and where student learning takes place
3. Foster safe, caring, compassionate, and collaborative learning environments
4. Students successfully transition in their learning environments



## STRATEGIES

1. Develop student understanding and ownership of their learning process
2. Provide resources for personalized learning/programs of choice
3. Support kindness, and social/emotional learning (social awareness, self-awareness, responsible decision-making, self-management, relationship skills)
4. Apply trauma-informed practices
5. Engage student leadership in operational planning



## MEASURES

1. Annually collect and track district-wide literacy & numeracy assessments
2. Student Learning Surveys
3. EDI/MDI Reports
4. Presentations or reports on how diverse learners are being supported

# Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests. We recognize that everyone can make meaningful contributions to the school community.

“We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something... Inclusive education relies on the diversity of its ecosystem, to not only promote coexistence and tolerance but to thrive on the learning and interaction of each person in the community.”

-Shelley Moore



## GOALS

1. Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments
2. Ensure students are meaningfully included in the learning environment
3. Ensure every school is accessible so that full participation is possible
4. Build an environment that respects differences in gender, family structures, worldviews, and abilities



## STRATEGIES

1. Further the progress of inclusive teaching strategies
2. Develop a district-wide mental health strategy in collaboration with external organizations
3. Improve technology and resources to foster modern learning environments
4. Provide support for students to transition to new schools
5. Incorporate childcare and early learning into schools
6. Expand community engagement with district planning



## MEASURES

1. Inclusive Education provincial data report
2. Accessibility Certifications (External, Internal, and Student Rated)
3. Evidence of student voice in the planning of their Individual Education Plan
4. Report on the use of Inclusive Support Programs (ISP) and learning structures
5. Students Surveys: MDI and YDI, Indigenous Sense of Belonging and Student Learning Survey



# Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives.

Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. (Ministry of Education, 2019)



## GOALS

1. Hire and retain highly competent and diverse staff in all positions in the School District
2. Increase employment of persons of Indigenous ancestry in all positions of the School District
3. Increase employment of persons of visible minorities & diverse abilities.
4. Support all staff to adapt to the rapidly changing educational environment and students' needs
5. Staff understanding of Indigenous Worldviews



## STRATEGIES

1. Maintain high standards for recruitment and retention
2. Utilize Special Program of the Office of the BC Human Rights Commissioner
3. Support Growth Plans for Educational Leaders
4. Provide staff mentoring, leadership, collaboration, and professional learning opportunities for all staff



## MEASURES

1. Participation in Professional Learning Opportunities
2. Ongoing Professional Growth Plans and/or staff evaluations
3. Reporting on hiring and retention rates for staff
4. Annual Employee Feedback
5. Develop measures to determine the effectiveness of staff mentoring, leadership, collaboration, and professional learning opportunities



Pihu S., MCE, Gr 4



Finley W., ESR, Gr 4



Savannah H., AME, Gr 5



Zoey G., ESR, Gr 5



Hana M., ESR, Gr 6



Greyson B., HPMS, Gr 7



Kayden M., HMS, Gr 9



Megan M., HPMS, Gr 9



Megan M., HPMS, Gr 9

# STRATEGIC PLAN 2023-2026

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