

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

February 16, 2021, 6:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect remotely.

Pages

1. CALL TO ORDER		
<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2. ADOPTION OF AGENDA		
3. DELEGATIONS/PRESENTATIONS		
4. UNFINISHED BUSINESS		
5. STAFF REPORTS		
5.1. Reporting out from Closed Meeting		
5.2. COVID Update	Information	1 - 3
5.3. Quarterly Report	Information	4 - 13
6. NEW BUSINESS		
6.1. Governance and Accountability	Information	14 - 45
6.2. Respectful Schools and Workplaces - Anti: Bullying, Harassment and Discrimination Policy Update	Action	46 - 52
6.3. Letter to Minister Whiteside re Trades Funding	Information	53 - 54
7. MINUTES OF PREVIOUS MEETINGS		
7.1. Board of Education Public Meeting Minutes, January 19, 2021	Action	55 - 57
8. INFORMATION ITEMS		
9. CORRESPONDENCE		
10. COMMITTEE MINUTES/LIAISON REPORTS		
10.1. Transit Committee Report	Information	58

11. ANNOUNCEMENTS

11.1. Pink Shirt Day, February 24, 2021

Information

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12. QUESTION PERIOD

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

13. ADJOURNMENT

ITEM 5.2 Information

TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: COVID Update, February 2021

1. Summary:

Staff will provide an update on what is happening throughout the District with respect to new exposures to COVID19 and will share new measures being adopted.

2. Background:

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. COVID Exposures Tracking Sheet
- b. [Memo to Parents Feb 5, 2021](#)

COVID Exposures - Tracking Sheet

[BC School Covid Tracker - Link](#)

Notification Date	School/Site	Address	Notification	Exposure Dates	Extra Info	Status
2/7/2021	Mission Central Elementary	7466 Welton St Mission BC V2V 6L4	Self Monitoring Notice Div 10 & 12	Jan 27, 28 & 29	Exposure 4	Current
2/7/2021	Hillside Traditional Academy Elementary	33621 Best Ave Mission BC V2V 5Z3	Letter to family	Feb 2 & 4	Exposure 3	Current
2/3/2021	Heritage Park Middle	33700 Prentis Ave Mission BC V2V 7B1	Letter to family	1-Feb	Exposure 1	Current
2/3/2021	Mission Central Elementary	7466 Welton St Mission BC V2V 6L4	Letter to family	Jan 28 & 29	Exposure 3	Current
1/31/2021	Mission Central Elementary	7466 Welton St Mission BC V2V 6L4	Letter to family	Jan 26 & 27	Exposure 2	Current
12/28/2020	Hillside Traditional Academy Elementary	33621 Best Ave Mission BC V2V 5Z3	Letter to family	22-Jan	Exposure 2	Current
1/26/2021	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	19-Jan	Exposure 10	Current
1/20/2021	West Heights Elementary	32065 Van Velzen Ave Mission BC V2V 2G6	Letter to family	Jan 12 & 14	Exposure 2	Archived
1/20/2021	West Heights Elementary	32065 Van Velzen Ave Mission BC V2V 2G6	Letter to family	13-Jan	Exposure 1	Archived
1/13/2021	Hatzic Elementary	8465 Draper Rd Mission BC V2V 5V6	Letter to family	11-Jan	Exposure 2	Archived
1/12/2021	Dewdney Elementary	37151 Hawkins Pickle Rd Mission BC V0M 1H0	Letter to family	Jan 6-8	Exposure 1	Archived
1/11/2021	Hatzic Elementary	8465 Draper Rd Mission BC V2V 5V6	Letter to family	Jan 6-7	Exposure 1	Archived
12/22/2020	Hillside Traditional Academy Elementary	33621 Best Ave Mission BC V2V 5Z3	Letter to family	16-Dec	Exposure 1	Archived
12/15/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	4-Dec	Exposure 9	Archived
12/15/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	Dec 2 To Dec 15	Exposure 8 (Cluster)	Archived
12/13/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	Dec 7 and 8	Exposure 7	Archived
12/13/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	Dec 3, 4, 7, and 8	Exposure 6	Archived
12/9/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	Dec 3 and 4	Exposure 5	Archived
12/7/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	Dec 1, 2, and 3	Exposure 4	Archived
12/7/2020	Mission Senior Secondary	32939 Seventh Ave Mission BC V2V 2C5	BCCDC Website	30-Nov	Exposure 2	Archived
12/3/2020	Edwin S Richards Elementary	33419 Cherry Ave Mission BC V2V 2V5	Letter to family	Nov 17, 18, 19, 20, 23	Exposure 1	Archived
12/2/2020	Mission Senior Secondary	32939 Seventh Ave Mission BC V2V 2C5	Letter to family	26-Nov	Exposure 1	Archived
11/26/2020	Mission Central Elementary	7466 Welton St Mission BC V2V 6L4	Letter to family	16-Nov	Exposure 1	Archived
11/25/2020	Christine Morrison Elementary	32611 McRae Ave Mission BC V2V 2L8	Letter to family	16-Nov	Exposure 1	Archived
11/12/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	Nov 3, 4, and 6	Exposure 3	Archived
10/24/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Email to H&S	24-Oct	Self Monitor	Archived
10/23/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	16-Oct	Exposure 2	Archived
10/10/2020	Hatzic Middle School	34800 Dewdney Trunk Rd Mission BC V2V 5V6	Letter to family	5-Oct	Exposure 1	Archived

February 5th, 2021

Dear Parents,

As you have likely heard, there have been some revisions to the safety requirements expected for students and staff in the K-12 education sector. Dr. Henry stated that these changes to some safety protocols have been introduced to fine tune our practices to ensure that our learning and working spaces reflect the most current scientific understanding about the COVID-19 virus.

Provincial Announcement Topics:

- **Federal funding grant** allocation in BC;
- Updated **nonmedical mask requirements** in schools;
- Enhanced **cleaning protocols** for things like equipment and tools;
- Money for regional health authorities to establish **rapid response teams** for school outbreaks;
- Updated **health and safety checklists** for schools; and
- A new mobile **Health Check App** that has been developed for students and their families (*Parents and students are encouraged to download this app and use it daily - see below*)

With regards to mask requirements, students in middle and secondary schools are now expected to wear masks while in school except under the following situations: when at their personal desk or workspace, when eating or drinking, or when separated by a physical barrier of some kind. Students unable to wear a mask due to health or other reasons are still permitted to not wear one. For elementary students, wearing a mask remains a personal choice.

For further information about today's provincial announcement please visit the following sites:

- Ministry of Education News Release (Feb 4, 2021): <https://news.gov.bc.ca/releases/2021EDUC0011-000201>
- BCCDC K-12 Schools and COVID-19 website: <http://www.bccdc.ca/schools>
- BC Health Check App: <https://www.k12dailycheck.gov.bc.ca/healthcheck?execution=e2s1>

Thank you for your continued support and understanding as we work to provide your children with a safe, enriching, and welcoming school environment. Please take care.

Sincerely,



Angus Wilson
Superintendent of Schools

ITEM 5.3 Information

File No. 7610-50

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Quarterly Report

1. **Summary:** The report provides a summary from all departments of the District of 2020/2021 activities as of February 2021
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

QUARTERLY BOARD REPORT – FEBRUARY 28, 2021

With the 2020/2021 school year 50% complete, the months of October through to the end of December saw most of the programs and schools operating at full capacity. We do note the pandemic had affected schools by December, with COVID exposure notices being provided at a few schools.

SUPERINTENDENT'S REPORT

The theme of this quarter has been student safety. With the view that a student cannot learn who does not feel safe, we have been working on improving practices with regards to issues like bullying, violence, mental wellness, and overall safety for students and staff. Middle schools have reported a 50% increase in bullying and violent incidents compared to previous years. This reflects province wide concerns around the long-term mental health impacts of Covid-19 on students. Indeed, during the recent successful Capstone Projects at MSS, mental health was even a theme of several presentations; students are aware of the impacts of Covid and have a desire to help.

Putting the spotlight on bullying affords a good opportunity to revisit this complex area. Renewed training for admin on Violent Threat Risk Assessment (VTRA), further support for SOGI initiatives, and a continuing emphasis on supporting student and staff mental health have all been featured in recent work. We were pleased by the response to joint work with the Mission DPAC to support a Family Mental Health & Wellness Forum at the end of January, with over 80 participants. Further community partnerships and mental health programming is an important part of ensuring the success of Mission students.



Overall Covid exposure notices are a relative constant but at a manageable level in Mission. This is a reflection of the community and its commitment to staying safe during the pandemic. We have noted a few new situations since the first report: a cluster, a bus exposure, and a few linked to specific community events. Overall, the response has been excellent. MSS has increased its in-school time for students, with all students in person at least two days a week, and we still have several schools to not report an exposure at this time.

SECRETARY TREASURER'S REPORT

The following table, updated with actuals to December 31, 2020, is tracking as expected, although a few of the budget lines exceed the preliminary budget. While tuition and other revenue is currently below the preliminary budget, additional funding was provided to respond to the pandemic, which is not in the preliminary budget. The amended budget will include the additional revenue and will be in the comparisons for January to March 2021. Overall, staff have not identified any significant concerns regarding the year end financial position of the School District.

2020 / 2021 Financial Summary - Dec 31, 2020 Year To Date			
<i>4 of 10 months = 40.00%</i>			
<i>6 of 12 months = 50.00%</i>			
	Preliminary Budget	Actuals - YTD	% of Budget Expensed
OPERATING REVENUE			
Total Grants	71,280,725	30,149,910	42.30%
Tuition	1,613,000	1,288,400	79.88%
Other Revenue, Leases, Investments	2,401,167	708,118	29.49%
TOTAL OPERATING REVENUE	75,294,892	32,146,428	42.69%
Amortization of Deferred Capital	3,002,730	1,464,071	48.76%
STATEMENT 2 REVENUE	78,297,622	33,610,499	42.93%
OPERATING EXPENSE			
Total Salaries and Benefits	66,967,085	27,457,803	41.00%
Total Services and Supplies	8,471,805	3,894,307	45.97%
Total Amortization	4,005,359	1,931,364	
TOTAL OPERATING EXPENSE	79,444,250	33,283,474	41.90%
Net Operating Surplus (Deficit)	(1,146,628)	327,025	
Budgeted allocation of Surplus	143,999	408,159	
Operating Surplus/(Deficit)	(1,002,629)	735,184	

The following table provides a summary of the budget without capital amortization and the net affect on surplus accounts. This summary includes additional transfers from reserve funds for targeted programs, and school carry forward from the prior year. This summary further supports the view of being in a positive financial position at the end of the school year.

2020 / 2021 Financial Summary - Dec 31, 2020 Year To Date			
<i>Summary without amortization</i>			
<i>4 of 10 months = 40.00%</i>			
<i>6 of 12 months = 50.00%</i>			
	Preliminary Budget	Actuals - YTD	% of Budget Expensed
TOTAL OPERATING REVENUE	75,294,892	32,146,428	42.69%
TOTAL OPERATING EXPENSE	75,438,891	31,352,110	41.56%
Net Operating Surplus (Deficit)	(143,999)	794,318	
Budgeted allocation of Surplus	143,999	408,159	
Operating Surplus/(Deficit)	(0)	1,202,477	

See the **Appendix – Financial Summary Report** for more detail.

EDUCATION

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTRED LEARNING

The need to prepare learners to be flexible, adaptable, and resilient in an ever-changing world begins with the development of self-awareness, as learners. The assessment pilot initiated in October, is designed to increase student self-awareness and ownership of learning through formative teaching and learning practices (clear learning intentions, success criteria, ongoing feedback, peer and self-assessment, questioning for thinking). Students and teachers become true collaborators in the learning environment when they talk about learning with parents, set collaborative learning goals, and discuss steps forward.

HIGHLIGHTS

In October, staff from five elementary schools worked to explore student ownership of learning through assessment and communicating student learning practices. Twenty-five teachers participated in a pilot to use portfolios with the provincial proficiency scale instead of letter grades. Two presenters shared strategies for formative teaching and learning. The same workshop was given to mentor teachers, elementary principals, and all vice principals.

The *Novel Approach* sessions continued, with particular interest from one of the middle schools. *Joyful Literacy* support also continued with a small group of MPSD teachers leading the planning team. The school district is participating in a Ministry project called *Changing Results for Young Learners* to support social emotional learning of pre-K and K students. Math instruction continues to be supported through book clubs, in-class coaching, and inquiry groups.

CHALLENGES:

We are adapting to professional learning on Zoom or Teams instead of in-person. Sessions need to be shorter so the depth of conversation and ability for hands-on demonstrations is less. For the pilot assessment project, we were able to provide one iPad to each classroom, but more are needed.

We continue to work on barriers with the platforms and will look at recommending one for next year.



Photo by: Zoom Media Kit

FINANCE

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTRED LEARNING

Finance strives to be future oriented primarily through the integration of system improvements, and planning for potential risks and challenges. Currently, the focus is on the time sheet

removal project and, increasing the capabilities of the school cash system through the addition of online school forms.

HIGHLIGHTS

Payroll & Benefits personnel were busy preparing for calendar year-end reporting, while continuing to work closely with HR to navigate the ongoing personnel changes resulting from the pandemic.

With respect to financial reporting, the following reports were completed during Q2:

- 2019/20 Registered Charity Information Return – annual
- 2019/20 SOFI (Statement of Financial Information) Report - annual
- 2020/21 Q1 Employee Data & Analysis System Report – quarterly
- 2020/21 Q1 COVID Pandemic Cost Tracking – quarterly
- 2020/21 Q1 and Q2 Ministry GRE (government related entity) Reports – quarterly
- 2020/21 Q1 Federal Safe Return to Class Report – quarterly
- 2020/21 Q1 Provincial Safe Return to School Report – quarterly
- Statistics Canada Business Payrolls Report – monthly

CHALLENGES:



The pandemic has continued to impact the team with respect to the significant number of personnel changes for the payroll team to manage. In addition, the pilot program for the removal of manual timesheets continues to progress slowly due to other demands. The inability to fill one of the payroll clerk positions full-time continues to restrict the ability to structure the department as efficiently as expected.

Reporting and budgeting has been a challenge during the pandemic, due to the planning and tracking related to the one-time funding support.

At the school level, support and training demands continued in Q2, particularly at the secondary school, due to personnel changes.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTRED LEARNING

Siwal Si'wes continues to support Indigenous student and families by providing cultural, social-emotional, healthy living, attendance and classroom (academic) supports. These supports are provided through an Indigenous lens and can happen in the classroom, in small groups or individually (one-on-one) in the Indigenous room and/or virtually depending on the needs of the child and vision of the school. The department is working to keep the 'itqel, or honesty at the front and centre of hearts and minds, considering the challenges of the pandemic.

HIGHLIGHTS:

Earlier this year, Siwal Si'wes received, by private donation, a large collection of Coast Salish art prints. The *Salish Weave* collection of contemporary Coast Salish Art weaves together the distinctive art form, designs, and style of established and emerging Coast Salish artists. The collection stems from and mostly resides on traditional Coast Salish territories of British Columbia. Siwal Si'wes extended to interested schools, a Coast Salish Weave Invitation to explore. The goal is to engage in dialogue about this collection, through a collaborative approach. The prints will be made available to interested school teams from February 2021 to June 2021.

Educators of École Christine Morrison Elementary (ECME) in partnership with Stó:lō Elders and Singers have embarked on a song project called *Sing Out for the Earth: Good Medicine Songs and Stories*. Four bilingual songs in Halq'eméylem and English incorporate drumming and eco-rock musical elements. The stories and songs cultivate a shared responsibility to care for this part of the world. This fosters positive relationships amongst their families and creatively advances cross cultural understanding, respect and reconciliation. This project showcases the power of song and storytelling in bringing the Halq'eméylem language and culture alive. The traditional Stó:lō stories and teachings are directly connected to ecological values of stewardship taught in schools today.



Siwal Si'wes has traditionally shared a Siwal Si'wes Quarterly Newsletter with Indigenous families, which focuses on Indigenous activities held at individual school sites. Siwal Si'wes staff members combined their efforts to create an informational newsletter for all SD75 staff, called *Éy St'elmexw Sqwelqwel Good Medicine Stories*, focusing on bringing upcoming school district, local and national Indigenous-based events to the forefront and highlighting resources available at the Siwal Si'wes library. Additionally, the newsletter includes teachings from local Indigenous Elders and showcases Indigenous Student Role Models, shining light on their cultural knowledge and strengths.

CHALLENGES

The pandemic has impacted the school attendance of Indigenous students. At the elementary schools, Indigenous Liaison Workers collaborate with School-Based Team members to support families. At the middle and high schools, the Indigenous Student Success Coaches and the Indigenous School Team track students who are chronically absent and collaborate to create Intentional Student Success Plans. Some Indigenous families have chosen to attend Summit Learning Centre instead of returning to a physical learning space. While this program benefits some students, it is not ideal for all Indigenous families for various reasons, including barriers to accessing technology, available home resources to support student engagement, increased screen time and decreased face-to-face interactions.



The pandemic continues to impact the momentum of the activities in the Indigenous rooms, which were often the “hub” during breaks and lunch, providing a calm gathering place. This is mainly due to decreased capacities of the rooms. This reduced use continues to affect the type and caliber of opportunities these rooms offer to Indigenous students.

Additionally, Cultural Days activities are reduced. Cultural presentations normally provide a hands-on learning experience for elementary school-

aged learners. Cultural Days will be virtual this year, adding complexity to an already challenging process. Challenges include the packaging cultural kits, a revised schedule, IT support for presenters before and during the presentations, the comfort levels of presenters and classroom teachers, and the preparation of bannock, all while considering the parameters of Health & Safety protocols.

HUMAN RESOURCES

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTRED LEARNING

The Human Resources department continues to encourage electronic communications versus paper-based communication from/to employees for environmental, efficiency and the pandemic health and safety protocols. Applicants across all job classifications have been receptive to virtual interviews / document exchange / onboarding / new employee orientation and district pandemic protocol training.

HIGHLIGHTS:

The department attended several virtual education fairs with SFU, UBC, U of Alberta, and the University of Ottawa. New Grad, rural school district, UFV, and French teacher fairs are upcoming.

The school district continues to support practicum students, with over seventy education assistants' practicums completed, or in progress, from partnerships with ten institutions and support from school principals. Twenty-four of the practicum students were from Riverside College. In addition, the school district supported an Applied Business Technology practicum student from UFV and several student teacher practicums.

There are fewer class size and composition violations this year, in part due to increased enrolment in distance learning, although the increase in DL resulted in more staffing at DL.

MPSD was selected to participate in a CUPE / BCPSEA job evaluation project. The project aims to create provincial benchmarks for support staff positions that can be used by district committees to position its jobs. Ultimately, the goal is to create equity among job classifications that will help districts in their recruiting efforts.

CHALLENGES:

The department is receiving significantly more employee requests for assistance, such as collective agreement interpretation, accommodation requests, and support due to the pandemic.

The department is looking to add modules to the Atrieve HR system to improve efficiency and data extraction via increased use of technology. These include: Job postings, "Edocs" (a digital employee file), and Workflow for forms online. The additional modules come with significant cost, which will be reviewed during budget deliberations.

There are still challenges in hiring Student Services specialist positions, and supervision assistants. Building service worker positions are reasonably stable, however, there is some turnover in part due to competitive wages with other employers. The department also spent a significant amount of time with grievances and investigations in Q2.

A new remedy formula for the middle school quarter system presented a challenge. However, the finance department collaborated with HR and provided the time and solution to address it.

OPERATIONS

STRATEGIC PRIORITY – FUTURE ORIENTATION& STUDENT-CENTRED LEARNING

Operations has been working diligently to provide support for the district's strategic priorities. From an operations standpoint this includes providing a safe space for students and teachers through extensive cleaning and disinfecting protocols, improving schools access to on-line and remote learning with additional technology and improvements to the district network. Health and Safety has been working closely with all sites to provide improved training and tools, focusing on how to best support the health and wellness of staff and students. Facilities have been actively engaged in the continuous upkeep and improvement to sites, understanding that the environment is a critical factor in successful learning.

HIGHLIGHTS:

Some highlights for this quarter include an extensive upgrade to the districts network security including a substantial upgrade to the server fire walls. The IT department has supplied the district with over 40 new devices this quarter to help get technology into the hands of students and support the education side with their Assessment Pilot. Health and Safety has made strides in providing training and tools to staff, seeing a significant upswing in the use of on-line health and safety resources and a downward trend in injury claims.

Facilities has been busy with standard maintenance. Highlights include awarding the tender of the Nicomen Island demolition project, assisting in the construction of several outdoor learning spaces, increasing the number of inclusive playgrounds in the district and the on-going upgrades to three school HVAC (heating, ventilation and air conditioning) systems. The transportation team has been a highlight this school year. They have provided safe transportation for over 1300 students despite the changes to school schedules and the increased community health concerns.

CHALLENGES:

There are several challenges facing operations. BSW staffing challenges have been an on-going concern. The number of BSWs has increased to assist with the demand on cleaning to be compliant with public health orders. Unfortunately finding and keeping qualified staff is difficult and has put additional stress on those currently employed in the district. The pandemic has proven challenging in many aspects and the Facilities Department is no different with concerns about access to sites/rooms, additional people in buildings, and the protection of employees.

MPSD has aging building infrastructure, requiring an increasing amount of standard maintenance. This increase causes stress on both the labour force and the financial sides of operations.

STUDENT SERVICES

STRATEGIC PRIORITY – FUTURE ORIENTATION & STUDENT-CENTRED LEARNING

The student services department is transitioning to a competency-based Individual Education Plan (IEP) over the next couple of years. This change of practice and program planning focuses on improving IEPs for student success. This aligns with the intention of the redesigned curriculum and will better prepare students to develop the self-determination and self-advocacy skills necessary for lifelong success and learning. The department has also coordinated and completed the planning for the third year of the *Pathways to Employment* program, a partnership with Douglas College that will begin in February at Fraser View Learning Center, in a learning space provided by Siwal Si'wes. In addition, the department continues to expand the work in schools with the expectation of inclusion for all students to belong in an enriching program that is full of purpose and meaning.

HIGHLIGHTS:

POPFASD (Provincial Outreach Partner for Fetal Alcohol Spectrum Disorder) has provided two parts of an FASD-informed, four-part series designed primarily for Education Assistants who are interested in developing knowledge and skills, while also having an opportunity to explore practical resource creation. Collaboration is an important part of this series and Mission Educators are participating in this practical series pilot project.

A Mental Health Grant submission was made to the BC Ministry of Education including funding support to pursue programs and training for mental health literacy, social emotional learning, Mental Health First Aid, Ensouling our Schools, Mindfulness Training and an expansion of Trauma Informed Practice model in schools. Psychological Assessments have resumed with psychologists following the COVID pandemic safety protocols and using offices at the District Education Office to meet with students and families. Learning Specialist Teachers (LST) continue to develop proficiencies using the IPADs for school level assessments. All MPSD LST teachers are certified in level B testing making them highly knowledgeable in supporting students with appropriate interventions and learning supports. The department continues to provide flexible programming to students with diverse learning needs at school as well as virtually. The department added Educational Assistants and three student services teaching positions after reviewing the increase in 1701 student enrollment data, partly supported with the Federal COVID funding.

CHALLENGES:

Although services to students have resumed this school year, pandemic safety protocols have meant that there is some impact on efficiencies due to increased space requirements, and limited cohort interaction. Some consultative services are provided virtually, where previously they may have occurred in person. There are still unfilled vacancies in Speech and Language Therapy, Psychology, Inclusion Support Teachers, and Counselling. In addition to staffing challenges and restrictions to the provision of therapy, there is an increase in the need for support services for students with both academic and social emotional needs.



4 of 10 months = 40.00%

6 of 12 months = 50.00%

2020 / 2021 Financial Summary - Dec 31, 2020 Year To Date

	Preliminary Budget					Actuals - YTD					% of Budget Expensed				
	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total
OPERATING REVENUE															
Grants															
Ministry of Education - Operating	62,267,727	5,860,973	68,128,700		68,128,700	25,266,863	3,587,869	28,854,732		28,854,732	40.58%	61.22%	42.35%		42.35%
Other Ministry of Education	2,747,211		2,747,211		2,747,211	1,081,716		1,081,716		1,081,716	39.38%		39.38%		39.38%
Provincial - Other	303,881	100,933	404,814		404,814	163,509	49,953	213,462		213,462	53.81%	49.49%	52.73%		52.73%
Total Grants	65,318,819	5,961,906	71,280,725	-	71,280,725	26,512,088	3,637,822	30,149,910	-	30,149,910	40.59%	61.02%	42.30%	-	42.30%
Tuition	1,613,000		1,613,000		1,613,000	1,288,400		1,288,400		1,288,400	79.88%		79.88%		79.88%
Other Revenue	327,647	1,770,000	2,097,647		2,097,647	23,856	553,944	577,800		577,800	7.28%	31.30%	27.55%		27.55%
Rentals & Leases	208,520		208,520		208,520	98,613		98,613		98,613	47.29%		47.29%		47.29%
Investment Income	95,000		95,000		95,000	31,705		31,705		31,705	33.37%		33.37%		33.37%
TOTAL OPERATING REVENUE	67,562,986	7,731,906	75,294,892	-	75,294,892	27,954,662	4,191,766	32,146,428	-	32,146,428	41.38%	54.21%	42.69%	-	42.69%
Amortization of Deferred Capital				3,002,730	3,002,730				1,464,071	1,464,071				48.76%	48.76%
STATEMENT 2 REVENUE	67,562,986	7,731,906	75,294,892	3,002,730	78,297,622	27,954,662	4,191,766	32,146,428	1,464,071	33,610,499	41.38%	54.21%	42.69%	48.76%	42.93%
OPERATING EXPENSE															
Salaries															
Teachers	26,891,751	3,580,336	30,472,088		30,472,088	10,823,292	2,111,846	12,935,138		12,935,138	40.25%	58.98%	42.45%		42.45%
Principals and Vice-Principals	4,129,871	44,000	4,173,871		4,173,871	2,059,110	26,318	2,085,428		2,085,428	49.86%	59.81%	49.96%		49.96%
Education Assistants	6,352,000	474,700	6,826,700		6,826,700	2,155,078	194,464	2,349,542		2,349,542	33.93%	40.97%	34.42%		34.42%
Support Staff	7,708,840	324,550	8,033,390		8,033,390	3,282,799	227,503	3,510,302		3,510,302	42.58%	70.10%	43.70%		43.70%
Other Professionals	1,924,424		1,924,424		1,924,424	980,715	-	980,715		980,715	50.96%		50.96%		50.96%
Substitutes	2,801,296	117,942	2,919,238		2,919,238	808,712	83,068	891,780		891,780	28.87%	70.43%	30.55%		30.55%
Total Salaries	49,808,182	4,541,528	54,349,710	-	54,349,710	20,109,706	2,643,199	22,752,905	-	22,752,905	40.37%	58.20%	41.86%	-	41.86%
Employee Benefits	11,492,716	1,124,659	12,617,375		12,617,375	4,158,523	546,375	4,704,898		4,704,898	36.18%	48.58%	37.29%		37.29%
Total Salaries and Benefits	61,300,898	5,666,187	66,967,085	-	66,967,085	24,268,229	3,189,574	27,457,803	-	27,457,803	39.59%	56.29%	41.00%	-	41.00%
Services and Supplies															
Services	1,965,568		1,965,568		1,965,568	941,663	16,894	958,557		958,557	47.91%		48.77%		48.77%
Student Transportation	19,000		19,000		19,000	1,177		1,177		1,177	6.19%		6.19%		6.19%
Prof Development and Travel	492,118		492,118		492,118	158,889		158,889		158,889	32.29%		32.29%		32.29%
Rentals & Leases	340,158		340,158		340,158	122,925		122,925		122,925	36.14%		36.14%		36.14%
Dues & Fees	88,100		88,100		88,100	57,694		57,694		57,694	65.49%		65.49%		65.49%
Insurance	153,000		153,000		153,000	158,171		158,171		158,171	103.38%		103.38%		103.38%
Supplies	2,163,997	2,065,718	4,229,715		4,229,715	1,015,211	985,298	2,000,509		2,000,509	46.91%	47.70%	47.30%		47.30%
Utilities	1,184,147		1,184,147		1,184,147	436,385		436,385		436,385	36.85%		36.85%		36.85%
Amortization				4,005,359	4,005,359				1,931,364	1,931,364				48.22%	48.22%
Total Services and Supplies	6,406,087	2,065,718	8,471,805	4,005,359	12,477,164	2,892,115	1,002,192	3,894,307	1,931,364	5,825,671	45.15%	48.52%	45.97%	48.22%	46.69%
TOTAL OPERATING EXPENSE	67,706,985	7,731,906	75,438,891	4,005,359	79,444,250	27,160,344	4,191,766	31,352,110	1,931,364	33,283,474	40.11%	54.21%	41.56%	48.22%	41.90%
Net Operating Surplus (Deficit)	(143,999)	-	(143,999)	(1,002,629)	(1,146,628)	794,318	-	794,318	(467,293)	327,025					
Budgeted allocation of Surplus	143,999		143,999		143,999	408,159		408,159		408,159					
Allocation to (from) Capital	-		-		-	-		-		-					
Operating Surplus/(Deficit)	(0)	-	(0)	(1,002,629)	(1,002,629)	1,202,477	-	1,202,477	(467,293)	735,184					

d. Policy, Legislation, Regulation

A formal policy publicly demonstrates the boards commitment to sound governance and accountability processes.

e. Organizational Capacity

f. Risks

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

g. Benefits

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

5. Public Participation:

6. Implementation:

7. Attachments:

Dear Colleagues,

Over the past year, representatives from the BC School Trustees Association (BCSTA), BC School Superintendents Association (BCSSA) and BC Association of School Business Officials (BCASBO) have worked with the Ministry of Education, Ministry of Finance and Office of the Auditor General to develop financial governance and accountability guidance material and procedures for the K–12 Public Education Sector.

The purpose is to build on the existing financial accountability practices exhibited by the sector and provide guidance to boards of education as well as support materials for senior district staff and trustees to improve on this important work.

Our original intent was to provide these materials and procedures to school districts to use during the 2017/18 budget process so that you could be prepared to develop and approve related policies. In recognition of the significant work currently underway at school districts, we have decided to release the material and required procedures as advisory only at this time so that boards and senior staff can begin the discussion of future required policies. While early adoption of the related policies is encouraged, the target date for boards to implement the policies is June 30, 2018 so that they are in place for the 2018–19 school year.

Your associations will also support the implementation of these Financial Governance and Accountability materials, including working sessions during upcoming events. The Ministry of Education will be providing an overview of the materials and requirements during the upcoming BCSTA AGM, which will be open to registered superintendents and secretary treasurers as well as trustees.

The BCSTA maintains a database of school district policies which you may want to access as a resource in developing policies. This resource provides up-to-date policies provided to BCSTA by BC boards of education. BCSTA works with participating districts to keep this resource up to date. However, in some instances there may be more current versions that are not yet in the system. The database can be accessed through this link: <https://dsweb.bcsta.org/docushare/dsweb/View/Collection-9637>.

We are confident that the implementation of these materials over time will improve the financial accountability and governance practices in our sector. We are pleased to provide these materials for use in your district.

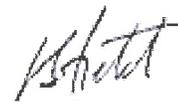
Sincerely,



Teresa Rezansoff, President
BCSTA



Tom Longridge, President
BCSSA



Kelvin Stretch, President
BCASBO

Financial Governance and Accountability

School Districts of British Columbia

Material Prepared by the *Financial Health Working Group*

2017/18



Introductory Letter *from* Deputy Minister of Education

Over the past several years there has been a growing interest in Financial Governance and Accountability of school districts.

With recent auditor reviews and special advisor reports recommending strengthening the financial accountability framework of school districts, the Ministry of Education has developed good practice guidance materials in partnership with the Financial Health Working Group. This Group includes membership from the Ministry, BC School Trustees Association (BCSTA), BC School Superintendents Association (BCSSA), BC Association of School Business Officials (BCASBO), Office of the Auditor General, and Office of the Comptroller General of BC.

Together, we are building on an already solid base of financial accountability practices exhibited by the K-12 Public Education Sector. This work supports leadership development in the sector, and the Framework for Enhancing Student Learning.

These financial governance and accountability documents support boards of education in the work they do as governors of our education sector. For example, having reserve policies that reflect your district's education priorities.

Shortly after the Financial Governance and Accountability material is distributed, the Ministry will facilitate regional calls with trustees, superintendents and secretary-treasurers. These calls will be an opportunity to discuss your initial reactions and questions with members of the Financial Health Working Group.

Ministry staff will attend upcoming Association meetings where more in-depth discussion of the material can occur. The first of these meetings will be the 2017 BCSTA AGM in April. Other meetings will be held during BCSSA Regional Chapter meetings and the 2017 BCASBO AGM in May.

The documents included in this package are intended to provide advice that increases the transparency and understanding of school district financial health and consistent practice across all school districts. Important aspects of this work are:

- Reporting the benefit and plans for accumulated operating surpluses
- Establishing an audit committee
- Linking financial decisions to the school district's strategic plan and risk profile

These documents and toolkits will provide practical examples of questions that Boards of Education could ask their senior staff to ensure they have a full understanding of their school district's financial information.

The BCSTA, in partnership with the Ministry of Education, is developing additional material for Boards of Education that address capacity building for school board trustees.

The Ministry is interested in facilitating the sharing of ideas and good practices with regard to governance and financial accountability so that all school districts can benefit. More robust governance and accountability practices ultimately benefits the students of British Columbia to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a cohesive society and a prosperous and sustainable economy. After all, this is why we are here. Both BCSSA and BCASBO also provide professional development for their members on these topics.

The following resources are attached to this letter, and will continue to be updated as new toolkits and good practices are developed based on your input, for the benefit of all school districts:

- Ministry of Education expectations of Boards of Education regarding financial governance and accountability
- Toolkit for Boards of Education – Financial Health and Other Questions
- Toolkit for Boards of Education – Accumulated Operating Surplus
 - Appendices:
 - I. BC Taxpayer Accountability Principles
 - II. Categorization of Internally Restricted Accumulated Operating Surplus by School District
 - III. SY2015-16 Accumulated Operating Surplus Percentage Compared to Expenditures and Funded FTE
- Toolkit for Boards of Education – Audit Committees



Dave Byng
Deputy Minister of Education

Expectations of Boards of Education – *Financial Governance & Accountability*

Executive Summary

With recent auditor reviews and special advisor reports recommending strengthening the financial accountability framework of school districts, the Ministry of Education has developed guidance materials in partnership with the Financial Health Working Group. This Group includes membership from the Ministry, BC School Trustees Association (BCSTA), BC School Superintendents Association (BCSSA), BC Association of School Business Officials (BCASBO), Office of the Auditor General, and Office of the Comptroller General of BC.

Together, we are building on an already solid base of financial accountability practices exhibited by the K-12 Public Education Sector. This work supports leadership development in the sector, and the Framework for Enhancing Student Learning.

Key elements detailed within the Financial Governance and Accountability documents and toolkits relate to budget monitoring, accumulated surplus policy, and audit committees.

These financial governance and accountability documents support boards of education in the work they do as governors of our education sector. For example, having reserve policies that reflect your district's education priorities.

Expectations

The Financial Governance and Accountability documents and toolkits are intended to be supplemented with the sharing of good practices and collaboration amongst school districts. Examples of areas that could benefit from the sharing of good practices include assessing a school district's risk profile and mitigation strategies, a framework

for developing a strategic plan, and a framework for evaluating the skills and abilities of trustees and/or establishing an employee performance evaluation framework.

School districts are currently at various stages of developing policies and strengthening their financial accountability framework. It is expected that all school districts will discuss and develop a policy on:

- Budget Monitoring and Reporting; and
- Surplus Policy

Development of the policies may be conducted during the 2017-18 school year and can be used to guide the 2017-18 budget process. While early adoption of the related policies is encouraged, the target date for boards to implement the policies is June 30, 2018 so that they are in place for the 2018-19 school year.

School districts should review the descriptions in the subsequent pages and related Toolkits and determine how best to address the following in their district:

- Capacity Building for School Board Trustees and Superintendents
- Taxpayer Accountability Principles
- Financial Statement Discussion and Analysis
- Incorporate Strategic Planning and Risk Assessment into budget decisions

By June 30, 2018, each Board of Education should have in place an Audit Committee and policy guidance for the committee, including Internal Audit processes, and a written plan on how the school district will address the above expectations beginning in the 2018-19 school year.

These expectations reflect recommendations made recently by Special Advisors appointed by the Minister of Education. At a future date, the wording may be amended to reflect other recommendations from the Auditor General and Ministry of Finance. How the school district implements these and future recommendations and guidance is at the discretion of the Board of Education and reflects appropriate latitude to implement based on each school district's unique circumstances, risk profile, and strategic priorities.

Budget Monitoring & Reporting

(Development of policies during the 2017/18 school year, with policy approved by the Board no later than June 30, 2018)

All school districts must provide the Board of Education (or committee of the board) with, at minimum, quarterly financial reports which indicate forecasted results compared with actual budget, and provide an accompanying discussion and analysis, as necessary, to fully communicate financial performance and key risks. Quarterly results and projections to June 30th should be provided as at September 30, and December 31 of each year. This will allow the Board to monitor the district's financial position throughout the year on an ongoing basis and the expected year-end position.

For significant capital projects, status reports should be provided that set out progress on

spending relative to budget, achievement of key milestones and risks related to delivering the project on-time, on-budget and against identified project specifications. In addition, on a quarterly basis, district financial staff should update the Board on local and annual capital reserves.

Good Practices for Budget Systems and Processes:

BUDGET ASSUMPTIONS

All plans, assumptions, implementation plans and risks should be fully-disclosed with the Board of Education trustees before they are asked to approve budget documents. These plans, assumptions, and related risks should:

- be disclosed in the budget documents
- take into account the economic environment of the school district
- focus on planned changes from the previous school year, and
- be realistic and consistent with the school district's goals and vision, as outlined in a strategic plan

At a minimum, these disclosures should include:

- key budget assumptions, such as student enrolments, grant rate increases, salary increases, and inflation rates
- financial and business risks, such as increases in interest rates and increases in fuel prices

- specific strategies explaining how the budget supports the school district's strategic plan/direction

In its presentation, management should walk the Board of Education through the supporting materials, budget highlights, budget assumptions, implementation strategies and financial and business risks so that all trustees understand the complete picture before they are asked to approve the budget.

BUDGET UPDATES

Budget update materials should be prepared, at minimum, quarterly and provided to school board trustees in a timely manner. The updates should include a comparison to the original budget and forecasts to the end of the school year in the following areas:

- revenues
- expenses
- accumulated operating surplus or deficit
- full-time equivalents (FTEs) for staff
- eligible funded students

The updates should also include an explanation of significant variances (i.e. variances greater than 5%).

The budget updates should be formally received by the board, and management should review the changes with trustees to make sure they are aware of the

current situation and the impact of the changes on the fiscal plan.

BUDGETARY CONTROLS

An effective budgetary process includes analysis of what happens when a plan is put into practice and what the organization does or does not do to correct for any variations from the plan.

Budgetary controls should include:

- clearly defining managerial responsibilities
- implementing a plan of action for individual budget sites
- taking responsibility for adhering to the budget
- monitoring performance against the budget
- taking corrective action if results differ significantly from the budget
- permitting significant departures from the budget only after approval by the board
- investigating unexplained variances from the budget

INTERIM REPORTING

Management should produce interim financial reports (in September, December, and March) that include a projection to the end of the school year and an explanation of significant variances between the budget and the projected totals to the end of the school year. Specifically, the interim report

should include all significant revenues and expenses, and changes to:

- unexpended capital allocations
- expended capital allocations
- investments in capital assets
- unspent capital balances
- accumulated operating surplus/deficit

These reports should be presented in a timely manner to the Board of Education for review.

For additional guidance, refer to the *Toolkit: Financial Health & Other Questions*

Surplus Policy

(Development of policies during the 2017/18 school year, with policy approved by the Board no later than June 30, 2018)

All Boards of Education should prepare and approve an operating surplus reserve policy that guides the accumulation, reporting and spending of the funds. The policy should guide:

- inter-fund transfers, and ensure that stakeholders are aware of the policy and understand what it means
- general guidelines as to how much (i.e. percentage or dollar amount) could be transferred to other funds
- how much might be allocated from current year's resources to be spent in a future fiscal year
- annual planning and reporting of the expected surplus/deficit for the year and the application of the Surplus Policy for that fiscal year.

The purpose of restricted surpluses must be clearly documented and used as intended.

The threshold target for the Accumulated Surplus should be based on Total (versus net) Operating Accumulated Surplus. Surplus balances promote flexibility to absorb future year one-time costs, unforeseen expenditures, or reduced revenue due to declining enrolment.

For additional guidance, refer to the *Toolkit: Accumulated Operating Surplus*

Capacity Building for School Board Trustees & Superintendents

(Implementation by June 30, 2018)

The partner associations should work together to provide access to financial training on a regular basis. School districts should ensure that superintendents and trustees have access to financial training on a regular basis. Training should be provided, at minimum, in the following areas:

- governance – understanding roles and responsibilities of key stakeholders, and how provincial legislation and board policies impact school district operations
- financial literacy – understanding the education funding system, risk assessment, financial terms and language, components of financial statements and how they relate to one another, and what questions to ask superintendents and senior administration in order to obtain relevant and useful information

- financial monitoring – understanding how to verify information received from superintendents and senior administration, the internal control process, and how audit committees and internal auditors can benefit the operational efficiency of the school district.

Specifically, financial literacy training should include:

- the financial oversight responsibility of the board of education and management
- how financial statements are prepared and analyzed
- statements of financial position, operations, changes in net financial assets, and cash flows – how they are different and why they are all important
- the importance of notes to the financial statements
- how budgeting complements and supports financial reporting
- interim reporting against budget
- variance and comparative analysis
- good practices for a strong internal control system, including the use of audit committees and internal auditors
- how to ask clarifying questions of management and external auditors

For additional guidance, refer to the *Toolkit: Financial Health & Other Questions*

Taxpayer Accountability Principles

(Implementation by June 30, 2018)

The BC Government's *Taxpayer Accountability Principles* (TAP) are intended to apply to the broader public sector, which includes school districts. All Trustees, superintendents and senior administrators should receive training on the expectations of TAP and the expectations established by TAP should be incorporated into the school district's Code of Conduct.

Strengthening Board of Education financial literacy should be underpinned by the *Taxpayer Accountability Principles*.

Audit Committee & Internal Audit

(Implementation by June 30, 2018)

All school districts should formally assess the merits of establishing an Audit Committee. Terms of reference for this Committee should include oversight of audit and financial reporting, including review and approval of quarterly and annual financial statements, transfer of monies between funds, risk management and internal controls. Terms of reference for this Committee should require that it meet on at least a quarterly basis. The Committee should be comprised of a minimum of three individuals, at least one of whom is a financial expert. Provision should be made for members of this Committee to include non-voting individuals other than elected Trustees to provide advice and help ensure the presence of necessary financial expertise.

For additional guidance, refer to the
Toolkit: Audit Committees

Good Practices for Implementing Audit Committees and Internal Audit in School Districts:

AUDIT COMMITTEE

Boards of Education should appoint an audit committee, responsible for monitoring and reviewing the risk, control, and governance processes that have been established in board policies, to assist them in their financial oversight responsibilities.

Audit Committee members:

- should include members of the board, though these members should not represent a quorum
- should understand the organization's environment and accountability structure
- should be financially literate
- should have the ability to ask the right financial questions and follow up with clarifying questions

Staff support to Audit Committee:

- the Secretary-Treasurer can be on the committee as a non-voting participant, to provide staff support
- corporate secretary support should be provided to the committee for any recommendations to the Board of Education

External expert support to Audit Committee:

- the committee may include external expert support, such as individuals with an accounting designation or other relevant expertise the Audit Committee requires
- the external expert is a non-voting participant who provides additional technical assistance to the committee as an objective advisor with expertise in financial matters or other relevant expertise

In camera time at Audit Committee meetings:

- audit committee members should have in camera time without staff present
- in camera time should be at the beginning and end of each meeting
 - at the beginning of each meeting so that Trustees can raise any issues they want to ensure are addressed by the auditors, or other invited expert
 - at the end of each meeting to ask questions directly to the auditors, or other invited expert, and to hear of any concerns the auditors may have

INTERNAL AUDIT PROCESS

School districts should have an internal audit function (if the school district's size and complexity warrant one) to assess

and report on the adequacy of the internal controls. The internal audit function, where appropriate, should be responsible for examining:

- business strategies
- budgeting and accounting systems
- internal control and operational systems
- compliance with policies, procedures, and legislation
- economical and efficient use of resources
- the effectiveness of operations

The Ministry will work with school districts to assist with implementation of audit committees and an internal audit

function. For example, the sharing of internal audit resources amongst several school districts.

The internal auditor would have a direct reporting relationship to the Audit Committee.

The school district's Audit Committee meets on a regular basis with internal audit to discuss relevant matters and review reports from the internal audit function, and will consider recommendations to the board of education for policy or procedural changes for the school district.

Financial Statement Discussion & Analysis

(Implementation by June 30, 2018)

Financial Statement Discussion and Analysis, or FSD&A, as a concept, is in a developmental stage for school districts in British Columbia. Most districts may already be doing components of a formal FSD&A. All school districts should consider implementing FSD&A reporting to further strengthen financial governance and accountability.

FSD&A templates reflecting good practices will be prepared and shared with all school districts.

The *Budget Transparency and Accountability Act of the Province of British Columbia* directs school districts to follow Public Sector Accounting Standards (PSAS) excluding the *PS4200* series, and *Treasury Board Restricted Contribution Regulation 198/2011*, issued in November 2011. Boards of Education prepare audited financial statements in compliance with these requirements. These financial statements alone do not provide stakeholders with all of the information necessary to assess the school district's financial performance.

The following guidance has been modified for school districts based on material originally presented by the Auditor General of British Columbia in their report – *Understanding Canadian Public Sector Financial Statements* (June 2014).

The document *Toolkit: Financial Health & Other Questions* present common questions a reader should keep in mind when reviewing a set of financial statements. However, fully answering many of these questions requires additional information from a school district's management.

A common method used to disclose such information to readers is to supplement the audited financial statements with a *financial statement discussion and analysis* (FSD&A) from management. This supplementary financial reporting gives the entity's management a means of explaining the financial statement results to all readers in a consistent manner. The FSD&A attached to the financial statements is unaudited, however the auditor does ensure that commentary within the FSD&A is consistent with the audited financial statements.

Guidance for Preparing a Financial Statement Discussion and Analysis

As part of its mandate, the Public Sector Accounting Board (PSAB) developed a statement of recommended practice to assist public sector entities with the development of FSD&A reporting. The statement of recommended practice provides a general framework for determining the most relevant information to report. A high level summary of the guidance is provided in Exhibit 1. This exhibit should assist government, board members and other stakeholders with understanding what management should be reporting to readers when explaining the financial statements.

The statement of recommended practice provides management with more detailed guidance for specific financial statement elements.

Exhibit 1: Summary of SORP 1: Financial statement discussion and analysis recommended practice

Financial report components

- the entity's financial report should include an FSD&A along with the audited financial statements. The FSD&A should be cross-referenced to the audited financial statements.
- the entity should include a statement acknowledging its responsibility for preparing the FSD&A.

Qualitative characteristics

The FSD&A is meant to enhance readers' understanding of the entity's financial position and changes in financial position. To do this, this report must have the following qualitative characteristics:

- information must be presented in a way that is understandable to a general audience;
- information presented must be relevant for decision-making or assessing accountability;
- information presented must be consistent with the financial results contained in the audited financial statements; and
- the current and historical information presented throughout the report must be prepared on the same basis to enable comparability.

Key components of a FSD&A

The FSD&A should provide the following supplementary reporting to enhance readers' understanding of the financial statements:

- a summary of the significant events affecting the financial statements;
- analysis that explains the reasons for significant variances between planned and current year actual results;
- analysis that explains the reasons for significant variances between current and prior year results;
- analysis of significant trends (multi-year analysis) for specific financial statement elements; and
- information on known significant risks to, and uncertainties associated with, the entity's financial position and changes to financial position, along with a discussion of the entity's approach to managing the identified risks.

Strategic Planning

(Implementation by June 30, 2018)

All school districts should undertake a strategic planning process that culminates in the development of a specific vision and a long-term (i.e. three to five years) strategic plan. Management should have responsibility for developing the plan under the direction of the Board. Specifically, the Trustees should:

- provide direction to management on their long-term vision and expected direction for the school district;
- review and provide feedback on the draft plan prepared by management;
- formally approve the plan; and
- communicate the strategic plan to all stakeholders.

The final plan should include measurement criteria to help assess progress in its implementation, and management should be charged with providing regular status updates to the Board on activities taken to address the plan.

Finally, the renewed vision and strategic plan should be a guiding force in the development of the annual budget,

including ongoing monitoring of financial performance.

It is expected that the financial framework of the school district supports achievement of enhancing student learning. Clear linkages should exist between the budget and school district student achievement goals. This will necessitate development of key performance metrics outlined in the Board of Education's strategic plan.

Risk Assessment / Management

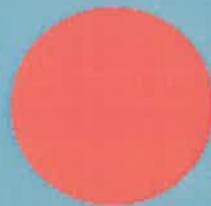
(Implementation by June 30, 2018)

All school districts should complete a comprehensive risk assessment, including an understanding of risk mitigation activities in place. Over a longer period of time (i.e. three to five years), more advanced Enterprise Risk Management (ERM) practices should be adopted.

Risk assessment and the managing of risks presents opportunities for shared service delivery.



Ministry of
Education



Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability

June 2014



Executive summary

Provincial public sector organizations in B.C. will operate under new taxpayer accountability principles that strengthen accountability, promote cost control, and ensure the corporations operate in the best interest of taxpayers. The new Taxpayer Accountability Principles will be enshrined into the operation of provincial public sector entities:

- cost consciousness
- accountability
- appropriate compensation
- service
- respect
- integrity—including a requirement to establish a strong ethical code of conduct for all employees and executives.

The Crown corporation reviews and core reviews conducted to date have identified opportunities to enhance public sector governance and increase public sector accountability to taxpayers. These principles will be built into the ongoing business of the public sector entities to ensure the decisions they make reflect the priorities and values of government and their shareholders—the citizens of B.C.

The principles recognize that public sector organizations have a higher accountability to the taxpayer—above and beyond the traditional fiduciary duty to the organization.

Key actions that will flow from the new principles include:

- New mandate letter agreed and signed by all board members.
- New accountability requirement to evaluate and report to the minister against the taxpayer accountability principles.
- New deputy minister accountability to develop a strategic engagement plan with the public sector organizations.
- Orientations about the taxpayer accountability principles and expectations for ministers, public sector boards, DMs, CEOs and public sector staff.
- Simplified mandate letters and service plans that clearly align with the taxpayer accountability principles and government's strategic mandate.

Scope and application

The taxpayer accountability principles apply to all provincial public sector organizations, including Crown corporations, health authorities and post-secondary institutions. Policy is being developed and is imminent for other public sector organizations and entities with which the provincial government has a contractual or service-delivery relationship such as BC Ferries and TransLink, even though they are and will remain outside the Government Reporting Entity.

Stronger governance in B.C.'s public sector

The Government of British Columbia is working to strengthen the economy and create more jobs to secure the future for its citizens.

This requires constant focus on maintaining a cost-conscious and principled culture, and the efficient delivery of services that stand the test of public scrutiny and help develop a prosperous economy in an environmentally sustainable manner. The foundation of this work is the government's commitment to controlling spending and balancing the budget.

In 2011, government announced it would review all Crown corporations to ensure taxpayers are protected and the interests of British Columbians are well served. These reviews have generated recommendations that are resulting in more effective governance, greater cost discipline and better alignment to government's strategic plan in the corporations subjected to the reviews. But these reviews also have broader lessons, both for other entities and government itself. These lessons, expressed as principles of public sector governance, will guide governance and operational decisions of British Columbia's public sector.

Through the implementation of taxpayer accountability principles, leadership teams in government organizations can support a change to a cost-conscious government that strengthens cost management capabilities and fosters a principled culture of efficiency and accountability at all levels.

The intention is to align government organizations' decisions and actions with the provision of government services that achieve the public policy objectives established by government on behalf of the citizens of British Columbia.

A principled framework for public sector governance

Government created policy guidelines for Crown corporations that, at the time, were considered to be leading edge in Canada. The *Budget Transparency and Accountability Act* provides the legislated accountability for service plans and annual reports in support of this framework.

Over time, the framework, guidelines and the annual Government Letters of Expectation have become routine in application, cluttered with administrative policy, and lacking in clear and measurable priorities. The original governance effectiveness has been diluted.

This lack of clear direction to guide principled decisions has led to decisions and direction by some public sector entities that appear inconsistent with the values of B.C. citizens and the priorities of government; the desired outcomes are not being delivered in a cost-conscious and principled manner. In some cases, the public has come to believe that some government entities are acting on their own behalf and represent the interests of their executive and management team, which demonstrates a lack of respect for the shareholder: the citizens and taxpayers of British Columbia. Board members and governors of public sector entities need to understand their role as representatives of the shareholder and their fiduciary duty to the citizens and taxpayers of the province.

Government organizations are not independent of scrutiny or unaccountable for the management of taxpayer dollars, particularly executive compensation and changes to public services without adequate consultation. Otherwise, public understanding and satisfaction with the government services deteriorates, affecting the overall shared trust in government.

Results of recent public sector entity reviews have revealed significant inefficiencies and a lack of understanding by the organizations with respect to the shared public trust and the shared public scrutiny between the government and the broader provincial public sector.

The reviews of BC Hydro, TransLink, ICBC and Community Living BC focused on areas where there was a lack of alignment with government's priority of cost containment and service delivery. The reviews revealed issues of significant growth in management, compensation, operating costs and challenges in meeting the need for cost-effective service delivery, in spite of the economic downturn. The reviews recommended that the boards set clear direction to institute a culture of cost consciousness and financial discipline across the organization.

There needs to be better understanding among provincial public sector entities of their role in achieving public policy, particularly with respect to providing quality service to customers (B.C. citizens) at a price that is cost-conscious. Government has taken a number of actions to address these challenges and revitalize its relationship with public sector entities:

- Implementing a new executive compensation framework for Crown corporations in July 2012, which supports a more consistent and rigorous approach to executive compensation in Crown corporations, aligned with government values.
- Establishing semi-annual Crown board chair meetings with the Minister of Finance to discuss government priorities.
- Holding formally established quarterly meetings between ministers, board chairs, deputy ministers and CEOs to discuss relevant and current corporation business, including reviewing achievement of the goals, objectives, performance measures, financial targets and risk assessments identified in the corporation's service plan.
- Furthering reviews of government organization compensation to address the need for a standardized rigorous approach that aligns with the common public sector principles and a stronger accountability framework for compensation across the public sector.
- Creating a Deputy Ministers Committee on Crown Corporations with a purpose of ensuring that the Crown corporations and other identified agencies are aligned with government priorities and that government's expectations, in its role as shareholder for the Crown corporations, are effectively and consistently communicated and acted upon.

There is still a need to establish stronger and clearer relationships across the whole public sector. This is required to promote strategic collaboration and ensure public funds are spent in a more responsible manner that meets the needs and expectations of their primary shareholder and steward of public resources: the government on behalf of the citizens of British Columbia.

New taxpayer accountability principles

This government intends to further strengthen accountability, improve the management of public funds, and revitalize the relationship between government and public sector organizations.

Increased communication with respect to government direction, accountabilities and alignment with strategic priorities will ensure:

1. Better understanding of the government's mandate, including fiscal responsibility.
2. Actions and decisions that are consistent with government's mandate and priorities.
3. A cultural shift in the broader public sector to drive a principled, cost-conscious approach to efficient public service delivery.
4. Board members act independently from the organization's executive and have the best interests of taxpayers and shareholder as their primary consideration.

The executive level of the public service has a key role in building these relationships, setting the tone and driving a cost-conscious, principled culture from the ministry to the broader provincial public sector.

All public sector organizations will adopt a common principled culture emphasizing cost consciousness and public accountability.

Taxpayer accountability principles

1 Cost consciousness (Efficiency)	Strengthen cost management capabilities and foster a culture of cost-consciousness at all levels of public sector organizations. Provide public services and programs as efficiently and effectively as possible to “bend the cost curve” and support sustainable public policies and programs as a lasting legacy for generations to come.
2 Accountability	Transparently manage responsibilities according to a set of common public sector principles in the best interest of the citizens of the province. By enhancing organizational efficiency and effectiveness in the planning, reporting and decision making, public sector organizations will ensure actions are aligned with government’s strategic mandate.
3 Appropriate Compensation	Comply with a rigorous, standardized approach to performance management and employee compensation, which reflects appropriate compensation for work across the public sector that is consistent with government’s taxpayer accountability principles and respectful of the taxpayer.
4 Service	Maintain a clear focus on positive outcomes for citizens of British Columbia by delivering cost-efficient, effective, value-for-money public services and programs.
5 Respect	Engage in equitable, compassionate, respectful and effective communications that ensure all parties are properly informed or consulted on actions, decisions and public communications in a timely manner. Proactively collaborate in a spirit of partnership that respects the use of taxpayers’ monies.
6 Integrity	Make decisions and take actions that are transparent, ethical and free from conflict of interest. Require the establishment of a strong ethical code of conduct for all employees and executives. Serve the citizens of British Columbia by respecting the shared public trust and acting in accordance with the taxpayer accountability principles.

Implementing the common taxpayer accountability principles

Government will implement these common taxpayer accountability principles across the broader public sector. Taxpayers expect the agencies they fund with their tax dollars will adhere to the same standards of fiscal responsibility and transparency as the government they elect.

Action plan	Status
1 Government defines the taxpayer accountability principles that will apply to all public sector organizations. These principles, which will also require an ethical code of conduct, form the basis of an agreement between the government and public sector boards.	Complete and ready for implementation
2 The taxpayer accountability principles form the basis of an orientation about the government strategic mandate for all ministers, public sector board members, deputy ministers and CEOs. The orientation will promote understanding of the principles and will be signed by the participants. This will be an ongoing process and all new appointments will receive the strategic mandate orientation.	Principles will be enshrined in ministerial mandate letters in 2014-15
3 Government will provide guidance to public sector entities on standards of conduct, from which public sector organizations will develop comprehensive codes of conduct that will apply throughout their organization.	To be completed by November 2014
4 All public sector boards will annually receive new mandate letters from their minister responsible. All board members will sign the mandate letter and the letters will be posted publicly, enhancing their accountability to government's strategic mandate.	Transitional letters on the principles 2014-15; new mandate letters finalized for 2015-16
5 An annual Chair/CEO report letter with respect to the organization's performance concerning the mandate letter expectations to be established as a new accountability requirement.	Published with 2015-16 Annual Service Plan Reports
6 Regular meetings will be required between ministers and board chairs, and deputy ministers and CEOs that focus on performance against the taxpayer accountability principles, results and strategic decision making.	Quarterly meetings each fiscal year, starting 2014-15
7 Ministries, in collaboration with the organization, will develop an evaluation plan with specific efficiency and performance measures as determinants of the organization's health and performance, against the taxpayer accountability principles, which could include annual feedback from government.	First report to be published with 2015-16 Annual Service Plan Reports.
8 A new accountability established for deputy ministers to develop a strategic engagement plan with their public sector entities to work more effectively together and to hold the entity accountable for the outcomes and measurements identified by the minister responsible, in consultation with the respective board chair.	Accountability established for 2014-15 fiscal year
9 Public sector entities to undertake more comprehensive and appropriate communication, orientation and training regarding the accountability framework, the taxpayer accountability principles, roles and expectations for their boards and executive.	Execution expected in 2014-15
10 Institutionalize semi-annual board chair/CEO/DM meetings with members of the Executive Council.	Two meetings in 2014-15.
11 Service plans and process to be streamlined and simplified, resulting in stronger accountabilities, efficiency measures and clarified roles, to become a truly useful document that clearly and simply aligns with the taxpayer accountability principles and government's mandate, while maintaining reporting requirements of the BTAA.	To be completed in 2015-16.

Governance and Accountability in the Provincial Public Sector

Citizens of B.C.
(Taxpayers and Shareholders)

ELECT

Legislative Assembly

Executive Council

Minister Responsible

SUCH Sector

Deputy Minister

Crown Board

Advisory Boards and Tribunals

Ministry

Crown Corporation CEO and Executive

SERVING

Citizens of B.C.

6

Taxpayer Accountability Principles

Appendix 1

EFFICIENCY | ACCOUNTABILITY | APPROPRIATE COMPENSATION | SERVICE | RESPECT | INTEGRITY



ITEM 6.2 Action File No. 1020.2.2

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Respectful Schools and Workplaces – Anti Bullying, Harassment and Discriminatory Policy

Recommendation

THAT the Respectful Schools and Workplaces – Anti: Bullying, Harassment and Discrimination policy be approved as amended.

1. Summary:

Staff have initiated amendments to the procedures that address students and the Respectful Schools and Workplaces policy. As noted with previous discussions, the current policy does not include the definitions. In updating the procedures for students, it is appropriate to remove the definitions related to the policy from the procedures and include them in the Board Policy. Any further updates to the policy can be considered in the next few months when the procedure is fully updated and reviewed.

2. Background:

In 2019, the policy and procedure regarding anti: bullying, harassment and discrimination were updated to address concerns regarding compliance with *WorksafeBC* regulations. At the time, the related procedure for students was not updated. This has created some confusion and a disconnection between the policies and procedures. Staff have started the process of updating the procedures and are recommending updates to the policy at the same time.

With the review of procedures, staff anticipate bringing forward additional amendments to the policy to reflect the respectful schools and workplaces and inclusion definitions.

3. Options:

- a. Approve the recommended amendments
- b. Defer consideration of the recommended amendments until after a review and discussion at a committee of the whole meeting.

4. Analysis and Impact:

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

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

5. Public Participation:

6. Implementation:

7. Attachments:

Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);
- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out, and see each other's perspective. This is often referred to as "conflict resolution".

Mean Behaviour

Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.

If it is mean behaviour, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;
- the child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behaviour they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behaviour, to let kids know that their actions are hurtful and to re-direct children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behaviour from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

Bullying Behaviour

Bullying is serious behaviour that has three key features – all three must be present for the situation to be considered bullying:

- Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
- Intention to harm -- The purpose of the bullying behaviour is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental.
- Repeated over time – bullying behaviour continues over time, and gets worse with repetition.

There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying behaviour but cannot do so on their own.

Adults must address the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been targeted to regain confidence and a sense of safety. Staff may follow-up with the students who observed the behaviour to help them learn what to do when they see bullying.

The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.

Section:	District Administration	
Title:	Respectful Schools and Workplaces Policy – Anti: Bullying, Harassment and Discrimination	2.2

Purpose

To mandate the expectation for a respectful operating environment.

Policy

Mission Public Schools will structure its schools and workplaces to provide a safe, personally secure, and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any person interacting with Mission Public Schools including elected officials, members of the public, parents, employees, and students.

Mission Public Schools will not condone, accept, or tolerate within its schools and workplaces, any bullying or harassing conduct, nor any acts of discrimination due to a persons’ race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) *Human Rights Code* and the *Workers Compensation Act*.

Mission Public Schools expects all individuals to show respect for others including respect for others’ rights, beliefs, ideas, and property.

General Guidelines

1. The Board, management, and employees share the responsibility of maintaining safe, personally secure, and respectful schools and workplaces that are free from bullying, harassment, or discrimination.
2. Mission Public Schools will ensure guidelines, procedures, and processes are in place to support respectful schools and workplaces and to:
 - a. provide support to address instances where students or employees are subjected to bullying, harassment, or discrimination, or
 - b. where members of the public interacting with Mission Public Schools feel bullied, harassed, or discriminated against due to actions of Mission Public Schools or its employees representing Mission Public Schools in an official capacity.
3. All employees and students are required to review this policy annually.

Definitions

1. *Bullying, Harassment and Discrimination (based on Discriminatory Grounds)* includes any inappropriate conduct or comment by a person towards a Worker that the person knew or reasonably ought to have known that would cause the worker to be humiliated or intimidated, is unwelcome and would deny the Worker individual dignity and/or respect. This includes any comment or conduct which serves no legitimate work-related purpose and has the effect of creating an intimidating, humiliating, hostile or offensive work environment. It also includes any

comment or action that denies the other person individual dignity and/or respect that detrimentally affects Workers within the work environment, or has adverse job-related consequences, such as job security or career advancement.

2. A *Poisoned School/Work Environment* is where there is a focused pattern of bullying, harassment or discriminating behaviour, including a broad systemic problem that is tolerated, participated in, or condoned, and where no action is taken to end the bullying, harassing or discriminatory behavior.
3. *Discriminatory Grounds* are, in accordance with the *BC Human Rights Code*, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to employment or intended employment.

Conduct or Behavior Examples

General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing or initiation practices, isolating employees, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

1. Specific examples that constitute bullying, harassment, or discrimination
 - Verbal abuse or threats, bullying, coercion, taunting.
 - Unwanted physical contact such as touching, patting, pinching, punching, massaging.
 - Sexual advances and or requests for sexual favours.
 - Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
 - Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling or slurs.
 - Derogatory or demeaning posters, pictures, cartoons, graffiti or drawings.
 - Practical jokes which cause awkwardness or embarrassment.
 - Malicious gestures or actions such as leering, staring, tripping.
 - Any inappropriate comment or action based upon discriminatory grounds.
 - Disciplinary action or discrimination based on a criminal or summary conviction offence that is unrelated to employment or intended employment.
2. Behaviours that may not constitute bullying, harassment, or discrimination:
 - Consensual Banter or Relationships – Two or more students or employees bantering back and forth is not harassment if everyone involved agrees. *However, if any student or employee feels uncomfortable with this behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment. This type of harassment can create a “poisoned work environment” where employees do not feel safe and feel consistently humiliated.*
 - Students or employees flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. *However, if one of the employees changes their mind, and the other person persists in trying to continue the relationship, it is harassment.*

- Legitimate interventions – appropriate performance reviews, counseling, coaching and discipline are not considered bullying, harassment, or discrimination.

Date of Original Board Approval: Code of Conduct - February 2009 (Policy 19)
Respectful Schools – February 2016 (Policy 25)
Current policy, September 2019

Date Amended: **February 2021**

Legal Reference: *Workers Compensation Act – Section 115, OHS Regulation*
Human Rights Code (RSBC 1996), Chapter 210

Cross Reference: [Sexual Minority Policy](#)
[Procedure: Respectful Workplace: Anti: Bullying, Harassment, & Discrimination](#)
[Procedure: Respectful Schools: Student Codes of Conduct](#)

February 16, 2021

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Station Provincial Government
Victoria, British Columbia
V8W 9E2

Via email Minister.educ@gov.bc.ca

Dear Minister Whiteside,

We are writing in response to the recent changes made to the definition of “Youth Apprentices” and the negative impact it has on our Mission youth pursuing a career in trades.

In 2014, the Industry Training Authority (ITA) defined a “Youth Apprentice” as an apprentice between the ages of 15 and 19 years of age. Their status changed from youth to adult on their 20th birthday or on their graduation date, plus 150 days, whichever occurred first. Secondary schools were now able to claim up to \$2,200 in funding from ITA to support trades training for school-aged graduates.

This allowed our youth to continue their trades training beyond secondary school with much needed funding provided by the Ministry of Education in addition to the ITA funding.

Many of Mission’s young students were able to afford to continue their trades training at our local Riverside College. (riversidecollege.ca)

In 2019, the definition of “Youth Apprentice” was changed to disqualify graduated students under 19 years of age from receiving Ministry of Education funding to continue their trades training past secondary school graduation. This change created significant barriers for many of our youth pursuing a career in trades. Along with the loss of Ministry funding, our youth are now faced with finding the money to acquire a vehicle, enrol in the UFV Trades Training Campus in Chilliwack, pay full tuition, face a forty-two (42) minute drive, or a three (3) hour and forty-seven (47) minute ride by bus changing buses 4 times. Most of our youth, in the Fraser Valley, pay between \$400 and \$450 per month for car insurance and public transit is not as robust or as reliable as it is in more populated areas of the lower mainland.

Our province currently funds students to upgrade their courses to get into University after graduation, but we do not fund students to move into a trades career. Allowing students to use an additional year to attain “skills training” and receive a certification in a trade benefits our economy and the place they call home.

By funding school aged graduates to attend Riverside College trades programs tuition free, we are increasing the number of high school graduates that continue onto a post-secondary education. We are writing to request that your Ministry of Education reinstate funding for graduated students under the age of 19 who are pursuing a trades training program in Mission and other school districts. This request was supported by boards of education around the province at the BCSTA October 2019

Provincial Council. British Columbia and Mission's economy will benefit from supporting our youth who wish to pursue a career in trades.

Thank you for considering our request.

Respectfully,

Tracy Loffler,
Chair of the Board of Education
Mission School District #75

cc: Randy Cairns, Trustee
Shelley Carter, Trustee
Rick McKamey, Trustee
Julia Renkema, Trustee
Angus Wilson, Superintendent
Wade Peary, Riverside College
Trades Training Advisory Committee

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

January 19, 2021, 6:30 pm
Zoom Meeting

Members Present: Board Chair, Tracy Loffler
School Trustee, Randy Cairns
Trustee, Julia Renkema

Members Absent: Vice Chair, Shelley Carter
Trustee, Rick McKamey

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

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

The Chair shared regrets on behalf of Trustee Carter and Trustee McKamey who are unable to attend tonight's meeting.

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

The Superintendent reported that property, personnel, and student matters were discussed at the Closed Board meeting on January 19, 2021.

5.2 COVID Update

There was a COVID exposure at Hillside one week before the winter break. Fraser Health (FH) notified the school the first week of the break at which time the principal shared the information with necessary parties.

There was an exposure at Hatzic Elementary that also involved a bus route. Students have been advised to self-monitor for symptoms.

Fraser Health has revised its communication process. The turnaround time for communication has decreased. Fraser Health is working on improving tracking exposures of itinerant staff. They are piloting this in another School District.

There has been a recent exposure at Dewdney Elementary School.

7. **MINUTES OF PREVIOUS MEETINGS**

7.1 Board of Education Public Meeting Minutes, December 15, 2020

MOVED and Seconded that the Board of Education Public meeting minutes dated December 15, 2020 be approved as amended.

Amend the motion for Item 6.1 - Spread the Word to read:

MOVED and Seconded that the Board of Education takes the pledge to take action for a more inclusive world.

The Board Chair confirmed that the Board is registered as a whole for taking the pledge.

8. **INFORMATION ITEMS**

8.1 Éy St'elmexw Sqwelqwel, Good Medicine Stories, Edition #1

The Éy Tel:exw Sqwelqwel, Good Medicine Stories, Edition #1 is a newsletter of good stories happening in the School District. It touches on the work that is completed in the community by the indigenous council and workers.

8.2 Statement from the Board regarding an incident at HPMS

The Board Chair referred to the statement as an information item.

10. **COMMITTEE MINUTES/LIAISON REPORTS**

Trustees reported on:

- Attending the Committee of the Whole meeting and a Strategic Planning meeting,
- Recognition of Black Shirt Day to support the elimination of racism,
- Siwal Si'wes Advisory Council meeting,
- BCSTA Board Chairs zoom call,
- Board Chairs zoom meeting with Minister Whiteside,
- Spoke with Minister Whiteside last week regarding incidents,
- The Board acknowledged Staff for their work and support during this time.

11. ANNOUNCEMENTS

The School District is co-hosting a Family Mental Health and Wellness forum with DPAC on January 28, 2021 at 7 pm.

12. QUESTION PERIOD

A question was asked about reporting COVID exposures at the Board office. If there was an incident, the School District would follow the process directed by Fraser Health, and if directed by Fraser Health notices would be provided.

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:49 pm.

Chair, Board of Education

Secretary-Treasurer

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

Transit committee meeting report

Feb. 4th 2021

OLD BUSINESS

Ongoing process on 7th Ave bike lane, I voiced that in future with new High school construction to be aware. Also student safety between Welton and Cedar St

Crosswalk coming Cherry and Stave, tender out now, construct maybe next month?

Crosswalk Wren and Scott will replace Wren and Raven

Bus shelter tender process ongoing, applying for grant for new shelter 2nd Ave bus exchange

Ministry of transit, new road area manager for Mission corridor. Hwy 7 four lane project completed July 2020. They met with District of Mission in January. The project now in hands of Chilliwack office for maintenance etc. Tender process for Highway pavement marking, early spring target. Studies ongoing for truck rerouting of downtown core. Talked about working with bylaw, cleaning rights of way and street people issues.

Kate Wochuk ICBC road improvement, road safety

Refund for drivers coming mid March. Enhanced care coverage starting March 1st. New estimate tool on their website. Grants for road safety. Distracted driving education reach out to Kate, also spoke about road safety speakers for senior high school students, with covid have a video, then later can revisit speaker for follow up and q&a.

Rob Ringma B.C. Transit

Gave presentation to council, Mission has qualified for some restart funding for transit. It is covid related reduced ridership impacts. New Abbotsford/Mission facility open since January. They are converting heavy buses from diesel to natural gas, so some new buses will be coming. Talked about increased hours in future maybe September as if things go well University may open and ridership get to pre-covid levels.

New Business

Walkways and active transportation, multi use pathway pedestrian and bike. Hoping to construct in District connect to schools, recreation etc. Will have presentation next meeting in April.

Par local area plan, have anew district planner. Is a 76 acre parcel, looking at housing diversity, waterways, parks. Consultant has been hired. Three concept plans in consultation with staff and council. One hundred plus did survey.

I spoke about ensuring safe walkway and crossing for students. May need light at Stave and Best, students cross have Hillside further west not just schools down the hill. As well Jodi spoke about concerns with students walking to Windebank, she gets feedback on that a lot. Tracy Kyle talked in the future as de elopement progresses lighting and sidewalk improvements.

I also spoke about keeping trustees and Sec/treasurer Corien Becker informed.

ITEM 11.1 Information

TO: Board of Education
FROM: J. Renkema, School Trustee
SUBJECT: Pink Shirt Day, February 24, 2021

1. Summary:

Bullying is a major problem in our schools, workplaces, homes, and online. Over the month of February, and throughout the year, Pink Shirt Day aims to raise awareness of these issues, as well as raise funds to support programs that foster children's healthy self-esteem. It has now become a movement celebrated across the globe. Last year alone, people in almost 180 countries shared their support of Pink Shirt Day through social media posts and donations. Canada recognizes Pink Shirt Day on February 24, 2021. International Day of Pink is a day against homophobic, transphobic, and all forms of bullying. Celebrate diversity by wearing pink and challenge stereotypes with special activities on April 14, 2021.

2. Background:

Two students in a Cambridge, Nova Scotia and their teenage friends organized a high-school protest in 2007 to wear pink in sympathy with a Grade 9 boy who was being homophobicly bullied [for wearing a pink shirt]...[They] took a stand against bullying when they protested against the harassment of a new Grade 9 student by distributing pink T-shirts to all the boys in their school.

3. Options:

4. Analysis and Impact:

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. <https://www.pinkshirtday.ca/about>
- b. <https://www.pinkshirtday.ca/resources>
- c. <https://www.pinkshirtday.ca/additional-resources>
- d. [SOG123: Pink Day Toolkit](#)
- e. [International Day of Pink, April 14, 2021 Resources](#)



Pink Day Toolkit



SOGIeducation.org

Pink Shirt Day - February 24, 2021

The original Pink Shirt Day was organized by David Shepperd and Travis Price of Berwick, Nova Scotia, who in 2007 bought and distributed 50 pink shirts after male Grade 9 student, Charles McNeill, was bullied for wearing a pink shirt during the first day of school. [Pink Shirt Day website](#)

International Day of Pink - April 14, 2021

International Day of Pink is a day against homophobic, transphobic, and all forms of bullying. Celebrate diversity by wearing pink and challenge stereotypes with special activities on that day. [International Day of Pink website](#)

Whichever of these days your district or school chooses to celebrate, be creative, have fun, and most importantly make the day meaningful by exploring the origin of the day, how gender stereotypes affect all of us, and to speak up when we hear namecalling or discrimination.

Pink Day reminds students that they can:

- Play any sport/game or with any toy
- Play with children of any gender
- Wear any colour and style of clothes or hair
- Be who they are and help others to do the same
- Stand up to name-calling / discrimination and make a difference

Leading a Pink Day Discussion



After reading or summarizing the [CBC News Article - Bullied Student Tickled Pink by Schoolmates T-shirt Campaign](#), ask students these key questions to help create awareness of gender stereotypes/homophobia, make connections to other forms of bullying, and emphasize the importance of being an “upstander”. They can be adapted to suit the age of your students.

1. Why do you think the older students picked on the boy in the pink shirt?
2. What names do you think they called him? When people are called names because of the colour of their skin, what do we call that? What name do we give to this kind of name-calling?
3. Are there certain colours, activities, or even jobs that are only for people of a certain gender?
4. Do boys at our school usually wear pink? Why not? Are girls teased for wearing or doing boy things?
5. Can it be hard for kids who stand out, for any reason, even at our school? What are some of the differences that people at our school are teased/harassed about?
6. When David Shepperd and Travis Price saw what was happening and acted, some people said they were “bystanders”, while others said they were “upstanders”. Which name do you think is better based on how they reacted? Why?
7. What can we do as a school to help kids who might feel different? What would you do, if you saw someone being teased/ harassed for being different?



Web links to proven lesson plans and activities to create meaningful learning on Pink Day:

- [SOGeducation.org BC Curriculum K-12 Lessons](#)
- [SOGeducation.org Why "That's So Gay" Is Not Okay Lesson](#)
- [BCTF Pink Day Poster and Activities for Elementary Students](#)
- [BCTF Pink Day Poster and Activities for Secondary Students](#)
- [Gender Doesn't Limit You Lesson Series Gr K-5](#)
- [Girls and Boys on Television Lesson Plan Gr 3-7](#)
- [Creating a Gender Neutral Day Toolkit for Gr 3-12](#)
- [Reducing Gender Stereotypes and Homophobia in Sports Lessons Gr 6-12](#)
- [Sample Responses to Discrimination Gr 6-12](#)



Other ideas and Activities to Create Understanding and Awareness on Pink Day

Ask leadership students to lead a Pink Day assembly to share the history of Pink Day and the role students can play in challenging homophobia, transphobia and all forms of discrimination (i.e. the role of allies in original Pink Day in Nova Scotia).

- Organize a *rainbow chalk-in* (draw chalk rainbows and write Pink Day messages).
- Organize a *flashmob dance* or Pink Parade along city streets near your school.
- Distribute *pink ribbons* for students and staff to wear. At the end of day tie the ribbons together and hang them in the front entrance.
- Distribute *Pink slips of paper in the shape of a T-shirt* where students can write something they learned on Pink Day and/or their Pink Day Pledge. Post these around the school or hang from a clothesline.
- Write *positive messages on colourful post-it notes* and put them on bathroom mirrors and doors.
- Make *pink day posters, banners, videos, pins or t-shirts*.
- Create a *"tree of kindness"* using pink leaf cut-outs for staff and students to write positive and encouraging messages on and attach.
- Host a *parent info session on sexual and gender diversity* and/or discrimination and bullying.
- Ask students to make *Pink Day messages* on the morning announcements and/or for the daily bulletin.
- Ask your librarian to display *books that challenge gender stereotypes*.
- Work with students to create a *skit about Pink Day* to present in classes and have a discussion afterwards.
- Bring in a *speaker, such as Out in Schools*, to talk about sexual orientation/gender identity (SOGI)
- Sing teacher, *Lora Bird's*, "*Rainbow*" song in your elementary classroom or at an assembly.



Top Video Choices for Pink Day

Creating Gender Inclusive Schools - 2016 (Trailer 2min, Film 21 min) Professional



This short film shows how elementary schools can talk about gender diversity and stereotypes in an inclusive, fun and age-appropriate way. Ideal for teachers, administrators, staff and parents.

Fans of Love from Love Has No Labels - 2017 (2:41) - Prim/Int/Sec

Powerful video puts a twist on the kiss cam by turning it into a symbol for unbiased love. In the stadium, fans cheered for love in all its forms - regardless of race, gender, disability, age or religion

One Team - 2015 (1:50) - Int/Sec, Canadian

Canadian Olympic Committee video featuring LGBT athletes advocating for inclusion in sport.



Let's Get Real - 2004 (10:32) - Int/Sec

Youth speak frankly about issues that lead to taunting and bullying, including racial differences, perceived sexual orientation, learning disabilities, religious differences, sexual harassment and others.

Ivan Coyote's Ted Tx: We All Need a Safe Place to Pee - 2015 (12 min) - Sec, CAN

In a poetically rhythmic TEDx talk, award winning Vancouver author Ivan Coyote highlights the need for gender neutral washrooms in all public places.



Handsome and Majestic - 2015 (12 min) - Upper Int/Sec, Canadian

A powerful portrait of BC transgender teen Milan, who bravely faces bullies in his small town high school. With incredible maturity, Milan articulates his gender identity and offers valuable insights that can help all kids find understanding and acceptance.

Holly Siz: The Light - 2014 (3:52) - Upper Int/Sec

In this powerful music video we meet a child designated a boy at birth, who enjoys stereotypical girl toys and clothing. The mom is accepting the father isn't until a beautiful moment in the video. Truly a wonderful music video!



Rise Against Homophobia/Transphobia films from Out in Schools - Upper Int/Sec, Canadian

BC's Out in Schools program includes award winning short films made by youth to help their peers understand SOGI issues, youth realities and perspectives.

Straightlaced: How Gender's Got Us All Tied Up - 2009 (Trailer 2:05, Film 67min)

From girls confronting popular messages about culture and body image to boys who are sexually active just to prove they aren't gay, the students in Straightlaced illustrate the toll that deeply held stereotypes and rigid gender policing have on all of our lives.



Our Family: A Film About Family Diversity- 2016 (7:31) - Prim/Int

This upbeat and touching video allows children to see and appreciate their own families, and to learn about those who are different from them. All kinds of families including LGBT ones are featured. Not in Our School Teacher's Guide at <https://www.niot.org/nios/lesson/our-family-filmlesson-guide>

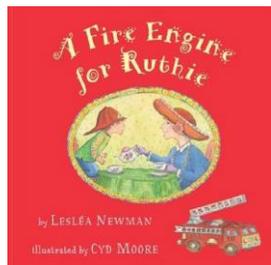
If We Used Childhood Gender Stereotypes on Adults- 2016 (1:47)

This comical video imagines a workplace with the same gender messages we regularly send to children.



Top Book Choices for Pink Day

Picture Books to Discuss Gender Diversity and Identity



A Fire Engine for Ruthie - Leslea Newman

Henry Holton Takes the Ice - Sandra Bradley and Sara Palacios

I Am Jazz - Jessica Herthel and Jazz Jennings

I'm a Girl - Yasmeen Ismail

Introducing Teddy: A Gentle Story About Gender and Friendship

- Jessica Walton

Morris Micklewhite and the Tangerine Dress - Christine Baldacchino

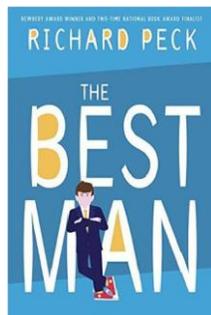
Red A Crayon's Story - Michael Hall

William's Doll - Charlotte Zolotow

Worm Loves Worm - J.J. Austrian



Fiction Books for Intermediate Grades and Beyond



The Best Man- Richard Peck

The Boy in the Dress David Walliams

George - Alex Gino

Gracefully Grayson- Ami Polonsky

The Misfits- James Howe

The Other Boy- M.G. Hennessey

Riding Freedom- Pam Munoz Ryan

Totally Joe- James Howe



For secondary titles, please refer to the [SOGI 1 2 3 Top Books for SOGI Education](#)

