

Agenda

Committee of the Whole Meeting
April 10, 2018 at 3:30pm
District Education Office, 33046 – 4th Avenue, Mission, BC

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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.	CURRICULUM – Standing Item	
	4.1 Digital Threat Assessment Training	Information 1
	4.2 Information & Technology Update	Information 2
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10.	ADJOURNMENT	

ITEM 4.1 Information

TO: Committee of the Whole
FROM: Superintendent
SUBJECT: Digital Threat Assessment Training

Summary:

Due to the prevalent use of social media by today's youth, digital data collection has become a necessary component of violence/ threat risk assessment. The Ministry of Education offered a one-day training for School Administrators and Community Partners to help schools and their community agencies navigate the world of adolescent online behaviour.

The training focused on:

- The role of digital footprints in risk assessment for violence potential
- Use of social media for public safety and emergency management
- Understanding of current social media platforms and associate risks
- Procedural recommendations for Law Enforcement and School Administration (i.e. evidentiary requirements, preservation orders)
- Capturing and documenting open source social media for data collection/ information gathering processes

Committee of the Whole Meeting (Public)

April 10, 2018



ITEM 4.2 Information

TO: Committee of the Whole
FROM: District Principal, Information & Technology
SUBJECT: Information & Technology Update

The IT department has been working on various projects to improve classroom and school site technology to enhance the districts learning environment.

The following items will be discussed:

- Information & Technology Progress
- Upcoming Projects
- Solar Panel

ITEM 5.1 Action

TO: Committee of the Whole
FROM: Secretary Treasurer
SUBJECT: Financial Governance and Accountability Framework

File No. 1100.55

Recommendation

THAT Capacity Building Training goals be discussed and considered; and
THAT the Audit Committee & Internal Audit components be discussed and considered; and
THAT the draft Surplus Policy be discussed and considered.

Summary:

In 2017, the Province issued the Financial Governance and Accountability Framework for School Districts. The District has started the process to incorporate the recommendations from the report, but more work is needed. The March committee meeting considered the full scope of the framework, and referred the surplus policy, the capacity building, and the audit committee recommendations to the April committee meeting for discussion. The surplus policy and the audit committee if supported should be in place prior to June 30, 2018.

Background:

The detailed report on Financial Governance and Accountability recommends that School Districts incorporate processes that are considered to be good practices for Financial Governance and Accountability for School District operations. The recommendations include the following:

1. Surplus Policy – Target June 30, 2018
2017/2018 Budget - operating revenue calculations: 1% = \$615,088; 2% = \$1,230,175; 5% = \$3,075,438
2. Capacity Building – Trustees & Superintendents – Training and review of Governance, Financial Literacy
3. Audit Committee & Internal Audit – Target June 30, 2018
See audit committee terms of reference approved by the Board in 2014. The committee has not been functioning.

Analysis and Impact:

The School District has initiated elements of the recommendations, but more work is to be completed. This report presents the surplus policy, and information on Capacity Building and the audit committee for discussion.

Policy, Regulation, Legislation:

The materials are to provide advice to support increased transparency and understanding of the school district's financial health and consistent practices across all school districts.

Public Participation:

Included with the Committee of the Whole discussions.

Implementation:

Additional meetings are required.

Attachments:

- a) Draft Surplus Policy
- b) Toolkit – Accumulated Operating Surplus
- c) Surplus % compared to Expenditures and FTE
- d) Financial Governance and Accountability Requirements
- e) Toolkit – Audit Committees
- f) MPSD Audit Committee Mandate – approved Sept 2014

Corporate Policy Manual



Section:	Finance	
Title:	Accumulated Operating Surplus	505

Purpose

To guide the accumulation and use of annual operating surplus funds.

Policy

The School District strives to expend the annual operating budget as planned.

When the annual operating budget is not fully expended at the end of the school year, resulting in an annual operating surplus, the unexpended funds will be accumulated and used in accordance with the guidelines established with this policy.

In June, a review of the projected operating surplus and recommendations for potential restricted operating reserves shall be presented to the Board for consideration for the annual financial statement reporting. Any allocation of surplus funds will be confirmed by the Board with the annual financial statements.

Guidelines

1. Contingency Reserve:
 - 1.1. Surplus funds shall first be used to establish a contingency reserve for emergency purposes.
 - 1.2. The contingency reserve shall have an accumulation target of 2% of total annual operating revenues.
 - 1.3. The contingency reserve may accumulate to a maximum of 5% of total annual operating revenues.
 - 1.4. The contingency reserve should maintain a minimum balance of 1% of total annual operating revenues.
2. Restricted Operating Reserve:
 - 2.1. Once the contingency reserve reaches the target accumulation (2% of revenue), additional surplus funds may be placed into a restricted operating reserve for a specific purpose for use within the next three school years.
3. Local Capital:
 - 3.1. Once the contingency reserve reaches the target accumulation (2% of revenue), additional surplus funds may be placed into local capital for a specific identified purpose for use within the next three school years.

- 4. Unrestricted Reserve:
 - 4.1. Once surplus funds have been set aside for the contingency reserve, restricted reserve, or local capital, any additional surplus funds shall be held in an unrestricted operating reserve.
- 5. Board approval is required to draw from the contingency, restricted, local capital, or unrestricted reserves with the annual or amended budget bylaw, or by board resolution if immediate action is necessary.
- 6. Funds held in the contingency reserve shall be used to cover an operating deficit, if necessary.

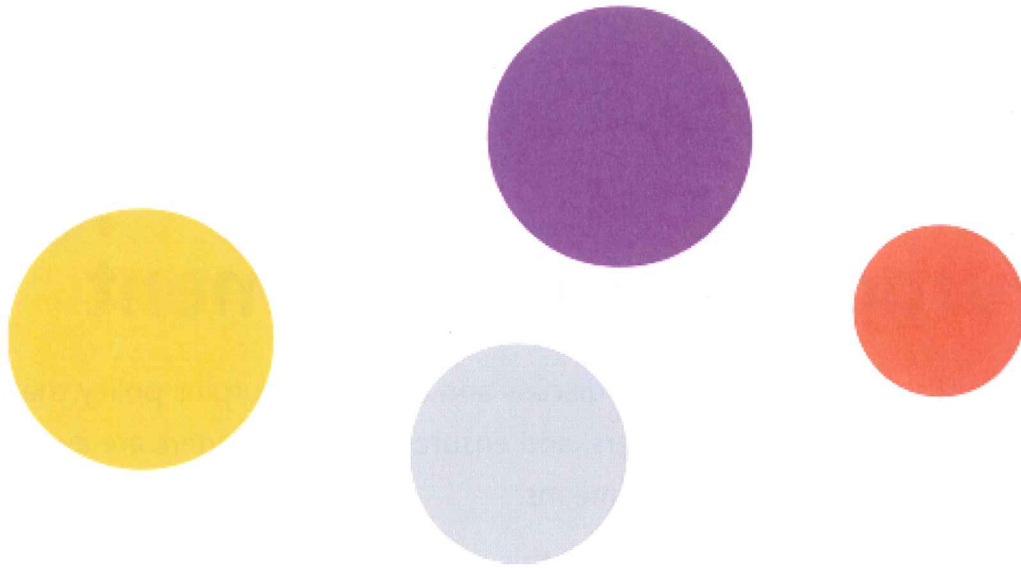
Date of Original Board Approval: _____, 2018

Date Amended:

Legal Reference:

Cross Reference:

DRAFT



Toolkit for Boards of Education Accumulated Operating Surplus

- What is an Accumulated Operating Surplus?
- Establish an Accumulated Operating Surplus Policy
- Accumulated Operating Surplus is an Indicator of Financial Health
- Categorization of Internally Restricted Accumulated Operating Surplus
- Accumulated Deficits
- Taxpayer Accountability Principles

Last updated February 27, 2017

Purpose of this document

All Boards of Education should discuss and approve a surplus policy that guides future years' inter-fund transfers, and ensure that stakeholders are aware of the policy and understand what it means.

It is the Ministry's expectation that this policy will be developed during preparation of the 2017-18 budget and the policies will be approved by the Board of Education no later than September 30, 2017. This will ensure that the policies are providing guidance for the 2017-18 school year.

The Taxpayer Accountability Principles referenced below provides some of the accountability framework Boards of Education must work within. Other components of the accountability framework include the *School Act* and Public Sector Accounting Standards.

For additional guidance, refer to *Ministry of Education expectations of Boards of Education regarding Financial Governance and Accountability*.

What is an Accumulated Operating Surplus?

'Accumulated Operating Surplus' is a term defined by the Public Sector Accounting Standards (*PS1201*).

While Boards of Education may colloquially use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus *must* be used.

Unique to other organizations in the public sector, school districts are permitted to incur annual deficits as long as they have sufficient accumulated surplus to cover the annual deficit. An accumulated surplus indicates that a school district has net resources that can be used to provide future services. It is achieved by spending less than the revenue it earns. The Board may approve restrictions on spending of the surplus. Boards of education are required by legislation to prepare balanced annual budgets, which may include use of prior year accumulated surplus.

Boards are required to prepare a balanced budget where board revenues plus any appropriated surpluses fully fund the following:

- annual operating expenses,
- annual special purpose fund (SPF) expenses,

- annual capital fund expenses,
- tangible capital asset acquisitions (from Operating, Special Purpose Funds and Local Capital),
- planned reduction of unfunded liability for employee future benefits, and
- any planned reduction of prior years' deficits.

It is important to note that although accumulated surpluses can be a source of cash for spending, it cannot sustain on-going services. The ability to carry forward unspent operating funds helps school districts budget and spend their annual operating grants more effectively. School districts also have the ability to plan and sustain services for a period longer than one year because of the accumulated operating surplus.

School districts are encouraged to provide information in the Notes to the Financial Statements, itemizing what internal restrictions they may have placed on the accumulated operating surplus. Additional narratives explaining how the funds were accumulated and what the ongoing plan is for the use of these accumulated surpluses, in addition to how the surplus supports achievement of the school district's

goals can be prepared and presented in a document known as a Financial Statement Discussion and Analysis (FSD&A).

For additional guidance on preparing a FSD&A, refer to *Ministry of Education expectations of Boards of Education regarding Financial Governance and Accountability*.

Improved reporting of accumulated operating surplus would explain the annual operating results and the plans to spend the accumulated operating surplus balances.

A number of questions should be considered by boards of education.

- Do the surplus balances indicate efficiency of spending, good practice of monitoring and managing the day-to-day finances, good planning or a sector that is not utilizing all services to support our students?
- Does our funding allocation structure support good practices?

- Is there a need to better understand the effect of changes in spending on student outcomes?
- Do the current funding levels reflect the deferred maintenance of buildings or the changes in educational programming?
- Is there too much reliance on local revenues?

How do the answers to these questions affect the levels of administration and operating reserves?

The sector needs to be in a position to be transparent and complete with the information provided so that the story of spending in public education is well understood and the above questions can be answered.

Establish an Accumulated Operating Surplus Policy

Boards of education should discuss and approve a surplus policy that guides future years' inter-fund transfers. The policy should consider general guidelines as to how much (e.g. percentage or dollar amount) could be transferred to other funds, how much would be added to Accumulated Surplus and how much might be allocated for current year's initiatives and spent in that fiscal year. In addition to developing a policy, annual discussions on the expected surplus/deficit for the year should be held starting in the third quarter of the year to help inform decisions related to the application of the Surplus Policy for that fiscal year.

Having common descriptors of Internally Restricted Operating surplus should help comparability amongst school districts. In addition, regular assessments of each operating surplus item to determine if the amount is still valid.

Assessments should include reviews of historical usage of operating surplus items. Amounts should not be internally restricted that will not likely be spent in the near term. For example, school and department

carry-forwards, supplies balances, and future year budgets beyond the next three fiscal years.

Accumulated Operating surplus should not be transferred to Local Capital without supporting detail of what capital projects these Local Capital funds will be spent on. Until such time as the funds can be identified for a specific Local Capital funded project, the funds should be retained in accumulated operating surplus.

Each year's inter-fund transfers should be subject to discussion and approval by the Board prior to the transfer being made, with a formal motion for the transfer of that year's surplus.

Accumulated Operating Surplus is an Indicator of Financial Health

One of the key indicators of the financial health of an organization is the accumulated operating surplus. The BC Office of the Auditor General in their Report – Understanding Canadian Public Sector Financial Statements (June 2014) defined accumulated operating surpluses as:

FINANCIAL PERFORMANCE MEASURE: ACCUMULATED SURPLUS OR DEFICIT

The accumulated surplus or deficit represents the net recognized economic resources (all assets and liabilities) of the entity at the date of the financial statements. This measure provides the net economic position of the entity from all years operations at a point in time.

The accumulated surplus or deficit is comprised of all of the past:

- *operating surpluses or deficits; and*
- *remeasurement gains and losses.*

When total assets exceed total liabilities, the entity is in an accumulated surplus position. An accumulated surplus position means that the entity has net positive resources that, subject to direction of the government or governing board, could be used to provide future services. However, when an entity is in an accumulated deficit position (total liabilities exceed total assets), the entity must fund past transactions and events from future revenues. An accumulated operating deficit position means the entity has borrowed to finance annual operating deficits.

The Auditor General report outlines the following question as important to ask:

Is the accumulated surplus or deficit of the entity increasing or decreasing, and how strong is the overall financial position of the entity?

It is important to understand the balance between the entity's historic revenue generation and its service delivery. This means looking at current trends to see whether the financial position (the

accumulated surplus or deficit) is increasing or decreasing, as well as the overall strength of the financial position in which these results occurred. An entity in a strong accumulated surplus position may be able to incur annual deficits for a longer period of time than an entity in a weaker financial position (i.e., accumulated deficit position). The strength or weakness of the accumulated surplus or deficit position is determined by the ratio of assets (financial and non-financial) to liabilities. The ratio of assets to liabilities is one of the sustainability financial condition indicators recommended in SORP 4.

For more information on indicators of financial condition, refer to PSAB *Statement of Recommended Practice (SORP 4) – indicators of financial condition*. SORP 4 provides guidance to entities when reporting supplementary information on the financial condition of the entity including possible sustainability, flexibility and vulnerability indicators.

Categorization of Internally Restricted Accumulated Operating Surplus

Reviewing each district's 2014/15 and 2015/16 accumulated operating surplus, we can see common 'themes' of the descriptions used for internally restricted operating surplus. Overall, almost 90% of internally restricted items are for activities that span the current school year, including contingency reserves. Appendix II – Categorization of Internally Restricted Accumulated Operating Surplus by School District, details each district's surplus by a common theme.

Overall, there are four categories of Accumulated Operating Surplus:

- Internally restricted due to nature of constraints on the funds (funds with external restrictions are to be included in Special Purpose Funds)
 - Contractual obligations (i.e. professional development)
 - Aboriginal education
 - School Generated Funds (not included on Schedule 3A)
 - Education Plan
 - Donator named funds
- Internally restricted due to anticipated unusual expenses identified by senior management
 - Exempt staff compensation
 - Staffing and labour relations
 - Employee benefits
 - NGN implementation
 - Anticipated severance
 - Contingency reserve
- Internally restricted due to operations spanning the school year
 - Future years' Operations/Budget (not beyond the next three fiscal years)
 - Schools and Department surpluses/carry-forwards (not beyond the next three fiscal years)
 - Operating projects in progress
 - Technology, utilities, equipment and Capital projects (includes amounts to be transferred to Local Capital, but have not yet been identified for specific initiatives)
 - Purchase order commitments

- Distributed learning, summer school, International Program
- Strategic planning, school reconfiguration
- Unrestricted operating surplus (includes funds that may be used in budget years beyond the next three fiscal years)

Accumulated Deficits

Unique to other organizations in the public sector, school districts are permitted to incur annual deficits as long as they have sufficient accumulated surplus to cover the annual deficit.

A board of education may not plan to incur an accumulated deficit (i.e. insufficient accumulated surplus to cover the annual deficit) when setting its budget for the next school year. School districts may, however, occasionally find themselves in circumstances during the school year where an accumulated deficit is anticipated. Under section 156 (12) of the *School Act*, a school district must then seek the approval of the Minister of Education to incur a deficit.

Under current Ministry of Education policy, a request to incur an accumulated deficit will only be approved if it is submitted by the Board Chair, or on a motion from the board of education, and only if the board can explain why the accumulated deficit has been incurred. The board must not have a history of multi-year accumulated deficits, must have retired any previous accumulated deficits as required, and must:

- indicate that the accumulated deficit was unforeseen
- provide a reasonable explanation for why the accumulated deficit will be incurred
- demonstrate that the accumulated deficit will be repaid within one year
- indicate that the accumulated deficit is under a set percentage (1%) of budgeted expenditures
- have appropriated, to the current year, all accumulated operating surplus from prior years
- submit a deficit retirement plan.

If the Minister were to approve an accumulated deficit prior to having the audited figures, the amount approved may either be too high or if too low the district would have to re-submit their request.

Should a school district not meet the above criteria, the Minister may seek more information in order to consider the Board's request. Approval will be considered on a case-by-case basis if the circumstances are exceptional and extenuating.

Until such time as the audited financial statements are completed, and the total actual accumulated deficit is known, the Minister will suspend a decision to approve, or not approve, the accumulated deficit.

Taxpayer Accountability Principles

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.

These principles support establishment of policies at the school district for establishing a reasonable level of accumulated surplus, being accountable for decisions made in establishing and using surplus, and transparency in the reporting of accumulated surplus.

Implementing the concepts of the *Taxpayer Accountability Principles* may require additional capacity, which includes sufficient staffing with appropriate expertise. This may require incremental investments in administration.

The six principles are:

- 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.

School Districts	Total Operating Expense SY2015-16	Accumulated Operating Fund	Accumulated Operating	Accumulated Operating	Ranking	Total Accumulated		2015/16 Total School- Age and Adult Funded FTE Enrolment	Accumulated Operating Fund	
		Surplus - Internally Restricted Portion SY2015-16	Fund Surplus - Unrestricted Portion SY2015-16	Fund Surplus (Deficit) - Net Total SY2015-16		Operating Fund Surplus as a Percentage of Operating Expenses SY2015-16	Ranking		Surplus (Deficit) Per Funded FTE SY2015-16	Ranking
05 (Southeast Kootenay)	55,278,651	1,859,108	382,302	2,241,410	31	4.1%	32	5,377.5000	417	32
06 (Rocky Mountain)	35,273,057	2,177,904	242,013	2,419,917	27	6.9%	18	3,124.9375	774	17
08 (Kootenay Lake)	50,459,689	2,194,191	0	2,194,191	32	4.3%	30	4,736.1250	463	28
10 (Arrow Lakes)	7,670,660	788,820	644,273	1,433,093	41	18.7%	5	454.1250	3,156	3
19 (Revelstoke)	10,707,000	583,405	268,775	852,180	50	8.0%	14	925.0000	921	13
20 (Kootenay-Columbia)	35,098,035	1,854,860	0	1,854,860	34	5.3%	24	3,719.3750	499	25
22 (Vernon)	78,002,866	2,373,697	0	2,373,697	28	3.0%	43	8,328.1569	285	44
23 (Central Okanagan)	193,894,927	4,236,235	1,327,224	5,563,459	16	2.9%	44	21,930.0000	254	50
27 (Cariboo-Chilcotin)	51,697,696	3,283,620	454,808	3,738,428	22	7.2%	16	4,606.8750	811	15
28 (Quesnel)	34,256,708	81,073	582,896	663,969	51	1.9%	54	3,112.8750	213	54
33 (Chilliwack)	118,524,800	3,991,591	2,640,519	6,632,110	13	5.6%	23	13,342.1607	497	27
34 (Abbotsford)	172,737,645	7,587,498	1,145,465	8,732,963	10	5.1%	25	19,323.4375	452	29
35 (Langley)	176,722,260	9,291,225	4,848,425	14,139,650	3	8.0%	13	19,813.3135	714	18
36 (Surrey)	613,675,552	19,807,888	1,600,772	21,408,660	2	3.5%	38	70,337.9064	304	42
37 (Delta)	150,508,871	8,277,357	1,554,117	9,831,474	6	6.5%	19	15,771.6255	623	21
38 (Richmond)	194,290,281	7,316,796	147,795	7,464,591	11	3.8%	35	20,755.6250	360	39
39 (Vancouver)	500,097,794	11,372,700	0	11,372,700	5	2.3%	51	52,239.6250	218	53
40 (New Westminster)	63,545,407	1,792,764	1,365,020	3,157,784	23	5.0%	26	7,167.4375	441	30
41 (Burnaby)	224,191,888	7,817,646	1,248,757	9,066,403	7	4.0%	33	24,307.4688	373	36
42 (Maple Ridge-Pitt Meadows)	130,177,531	5,302,514	0	5,302,514	17	4.1%	31	14,442.0000	367	37
43 (Coquitlam)	282,255,861	11,363,564	(2,482,288)	8,881,276	8	3.1%	40	31,846.6875	279	46
44 (North Vancouver)	145,643,243	6,995,479	1,860,610	8,856,089	9	6.1%	21	15,518.3125	571	22
45 (West Vancouver)	70,277,561	1,554,342	1,098,205	2,652,547	26	3.8%	36	6,889.0688	385	34
46 (Sunshine Coast)	36,467,001	2,488,811	538,098	3,026,909	24	8.3%	12	3,174.6250	953	11
47 (Powell River)	23,016,097	541,000	809,744	1,350,744	43	5.9%	22	2,013.0625	671	20
48 (Sea To Sky)	48,032,549	1,412,763	258,588	1,671,351	35	3.5%	39	4,711.1875	355	40
49 (Central Coast)	5,556,121	1,190,996	284,845	1,475,841	40	26.6%	3	209.0000	7,061	2
50 (Haida Gwaii)	10,296,998	0	1,711	1,711	58	0.0%	58	548.1250	3	58
51 (Boundary)	15,483,644	399,257	1,079,341	1,478,598	39	9.5%	10	1,248.3750	1,184	10
52 (Prince Rupert)	26,998,968	575,675	0	575,675	54	2.1%	52	2,052.5000	280	45
53 (Okanagan-Similkameen)	24,358,940	980,951	0	980,951	48	4.0%	34	2,326.0625	422	31
54 (Bulkley Valley)	22,420,671	88,766	1,542,420	1,631,186	36	7.3%	15	2,083.3750	783	16
57 (Prince George)	126,954,734	11,977,503	0	11,977,503	4	9.4%	11	12,866.8750	931	12
58 (Nicola-Similkameen)	25,397,132	2,580,019	3,060,750	5,640,769	15	22.2%	4	2,232.5000	2,527	6
59 (Peace River South)	42,213,902	2,610,153	3,340,685	5,950,838	14	14.1%	7	3,545.5000	1,678	7
60 (Peace River North)	58,532,534	4,206,210	0	4,206,210	21	7.2%	17	6,121.4067	687	19
61 (Greater Victoria)	178,000,312	18,158,834	4,641,593	22,800,427	1	12.8%	9	18,933.3499	1,204	9
62 (Sooke)	92,752,557	0	(573,046)	(573,046)	60	n/a	n/a	9,818.0000	(58)	60
63 (Saanich)	72,881,493	1,033,348	395,217	1,428,565	42	2.0%	53	7,302.5000	196	55
64 (Gulf Islands)	21,052,735	328,870	599,481	928,351	49	4.4%	28	1,722.2500	539	24
67 (Okanagan Skaha)	56,505,879	575,065	45,535	620,600	52	1.1%	56	5,765.5000	108	56
68 (Nanaimo-Ladysmith)	118,729,472	2,975,329	2,249,021	5,224,350	18	4.4%	29	13,373.8750	391	33
69 (Qualicum)	43,764,654	362,741	642,415	1,005,156	47	2.3%	50	4,109.5000	245	52
70 (Alberni)	38,568,550	1,005,601	0	1,005,601	46	2.6%	47	3,841.5000	262	48
71 (Comox Valley)	74,762,057	585,582	0	585,582	53	0.8%	57	7,714.4375	76	57
72 (Campbell River)	50,955,159	3,909,286	3,217,618	7,126,904	12	14.0%	8	5,358.0000	1,330	8
73 (Kamloops/Thompson)	137,961,104	5,103,213	60,608	5,163,821	19	3.7%	37	14,327.7500	360	38
74 (Gold Trail)	17,972,104	556,930	0	556,930	55	3.1%	41	1,118.3125	498	26
75 (Mission)	54,946,290	435,613	1,090,795	1,526,408	37	2.8%	46	5,888.3750	259	49
78 (Fraser-Cascade)	19,004,972	1,213,484	3,869,780	5,083,264	20	26.7%	2	1,657.1250	3,068	4
79 (Cowichan Valley)	73,406,194	1,433,261	815,385	2,248,646	30	3.1%	42	7,725.3750	291	43
81 (Fort Nelson)	9,909,100	28,113	229,827	257,940	56	2.6%	48	771.2500	334	41
82 (Coast Mountain)	52,726,482	0	0	0	59	0.0%	59	4,372.7250	0	59
83 (North Okanagan-Shuswap)	59,042,086	1,493,693	0	1,493,693	38	2.5%	49	6,002.6612	249	51
84 (Vancouver Island West)	7,571,088	692,904	398,966	1,091,870	45	14.4%	6	366.8750	2,976	5
85 (Vancouver Island North)	18,255,081	734,048	441,957	1,176,005	44	6.4%	20	1,335.0000	881	14
87 (Stikine)	5,420,183	2,362,421	624,022	2,986,443	25	55.1%	1	192.5000	15,514	1
91 (Nechako Lakes)	52,807,938	2,353,598	0	2,353,598	29	4.5%	27	4,277.0625	550	23
92 (Nisga'a)	8,698,100	76,197	30,817	107,014	57	1.2%	55	387.5313	276	47
93 (Conseil Scolaire Francophone)	74,973,546	810,256	1,321,147	2,131,403	33	2.8%	45	5,602.3000	380	35
99 (Provincial Summary)	5,201,384,410	197,184,768	49,947,008	247,131,776		4.75%		543,165.9872	455	



February 8, 2018

BCSTA Support for new Board Financial Governance and Accountability Requirements

In the Spring of 2017, the Ministry of Education released the “Financial Governance and Accountability for School Districts of British Columbia” Guide in response to recent Auditor General reviews and special advisor reports that recommended strengthening the financial accountability framework for school districts.

The Guide was developed in consultation with the BC School Trustees Association (BCSTA), BC Association of School Business Officials (BCASBO), BC School Superintendents Association (BCSSA), Auditor General of BC and the Ministry of Finance, with the Ministry of Education as the final author of the document. The Guide is intended to support Boards of Education and school district senior staff in their work as governors and financial stewards of our education sector.

The Ministry of Education has set an expectation that many of the key financial governance areas in the document (e.g. the establishment of audit committees and district reserves policy) need to be implemented by all Boards of Education no later than June 30, 2018.

Ministry of Education Pending Requirements

By June 30, 2018, Boards of Education are required to have the following policies in place for the 2018/19 school year:

- Budget, monitoring and reporting policy
- Accumulated operating reserve (surplus) policy
- Audit committees

In addition to these requirements, Boards of Education are also expected to consider and begin implementation of the following initiatives by June 30, 2018:

- Training for all trustees and senior staff on the government’s Taxpayer Accountability Principles, and incorporation these principles into school district codes of conduct
- Financial statement discussion and analysis
- Strategic planning
- Risk assessments

BCSTA Support for This Process

To support successful implementation and continuous improvement in the sector, BCSTA is developing additional guides, tools and policy templates that will be made available to school districts over the next couple of months. The resource materials are currently being written and ‘field tested’, toward ensuring they adequately meet the needs of boards. All of the template materials are, however, intended to serve as a base or starting point for local boards, and may be modified to best address local circumstance and preferences. In addition, BCSTA will be coordinating trustee orientation and training sessions beginning this spring and into the next school year as part of our professional learning programs.



Guidelines, Tools and Templates

It is recognized that boards and school districts are at various stages of implementing these requirements. To best support districts, BCSTA is developing a comprehensive set of best practice materials, tools and policy templates that can be utilized by districts to either create and implement new policies or to assess their existing policies against best practices and recent government direction.

The guidelines will be made available on the BCSTA HUB starting in mid-February, and will be continually updated as new materials are developed, or as policy direction from the Ministry of Education and suggested best practices evolve.

Training

Orientation and training sessions for individual boards (and their senior staff) will be offered beginning this spring and extending into the 2018/2019 school year. The sessions are intended to orient trustees to these new requirements and to support boards in understanding their new roles and responsibilities when serving on audit committees or providing other financial oversight duties. The sessions will also provide training on school district financial literacy, which is a required competency of Audit Committee members. Boards that are interested in receiving this training and these services can contact BCSTA's CEO, Mike Roberts, directly.

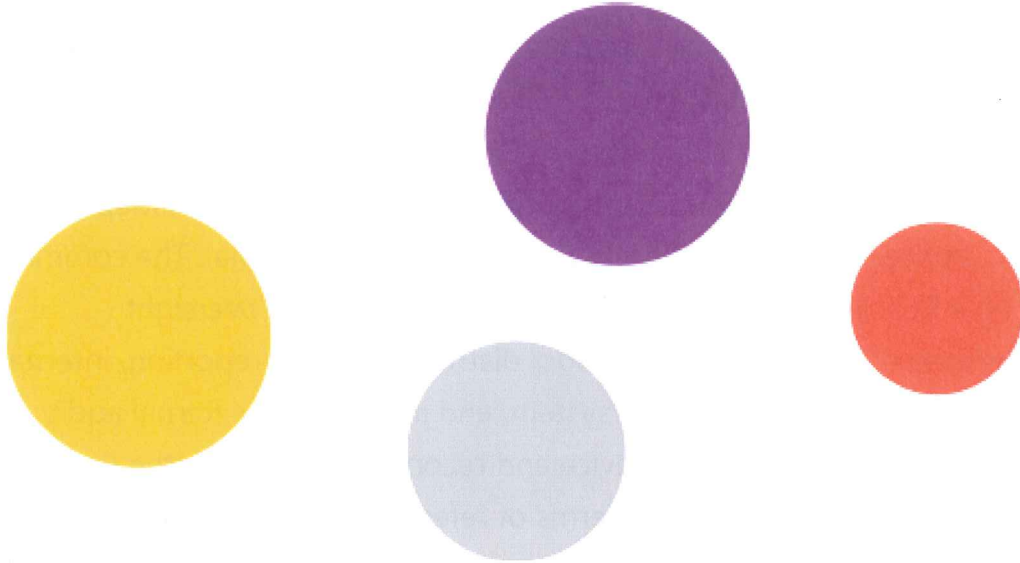
In all cases, we recommend any training, as well as the final determination of district policy and procedures, be done in partnership with your senior staff.

Professional learning sessions are also being organized for the fall 2018 Trustee Academy and the New Trustee Joint Academy (with BCPSEA) in January 2019. More information on these learning sessions will be communicated early in the fall.

For more detailed information on these new Ministry of Education requirements, please refer to the attached PowerPoint presentation.

The Ministry of Education Financial Health working group materials can be accessed here:

- <https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/school-district-financial-reporting/financial-health-working-group>



Toolkit for Boards of Education Audit Committees

The Audit Committee

- Purpose of Audit Committees
- Sample Terms of Reference to Audit Committees

Last updated February 27, 2017

The Audit Committee

Purpose of Audit Committees

An **audit committee** is a committee of the Board of Education and is responsible for oversight of the financial reporting process, selection of the independent auditor, and receipt of audit results both internal and external. The committee assists the Board of Education to fulfil its governance and oversight responsibilities in relation to the school district's financial reporting, internal control system, risk management system, and internal and external audit functions. Its role is to provide advice and recommendations to the Board of Education within the scope of its terms of reference, but not to take over the final role of the board in overseeing the school district's finances.

Some direct responsibilities of the audit committee may include:

- Overseeing the financial reporting and disclosure processes.
- Monitoring choice of accounting policies and principles.
- Overseeing appointment, performance and independence of the external auditors.
- Oversight of regulatory compliance, ethics, and whistleblower hotlines.
- Monitoring the internal control process.
- Overseeing the performance of the internal audit function (if any).
- Discussing risk management policies and practices with management.
- Overseeing the consideration of, and possible implementation of, recommendations from outside organizations such as the Office of the Auditor General.

Sample Terms of Reference for an Audit Committee

The audit committee may be structured to be a “committee of the whole” of all school trustees or it may be a committee of a few appointed members of the board that can also include non-voting external individuals that are independent of the Board of Education. The benefit of having an audit committee with public members is that you are normally selecting public members with specific business and accounting expertise, and can also provide another level of community engagement along with fiscal oversight.

At least one member of the audit committee can be a financial expert with relevant experience and skills. If the Board does not have a trustee with the relevant experience and skills, an independent non-voting lay expert can be a member of the committee.

Below are two sample terms of reference that may be used for the formation of a Board of Education Audit Committee.

Sample 1:

Terms of Reference for an Audit Committee (Committee of the Whole)

A. Purpose and Authority

The Audit Committee (the “Committee”) is a committee of the whole of the Board of Education. The purpose of the Committee is to monitor, evaluate, advise or make recommendations, in accordance with these terms of reference or any other directions of the Board, on matters affecting the financial and operational control policies and practices relating to the

district, including external, internal or special audits thereof. The Committee has the authority to retain, at the expense of the district, outside advisors and consultants within the district's reasonable availability of financial resources.

B. Duties

The primary duties of the Committee include, but are not limited to the following:

- Assessing the processes related to identification of the district's risks and effectiveness of its control environment.
- Overseeing financial reporting.
- Evaluating the district's internal control systems for financial reporting.
- Evaluating the internal and external, and any special audit processes.
- Providing an avenue of communication amongst the external auditor, management, internal audit staff, and the Board.
- Making recommendations to the Board as to potential policy or procedural changes arising out of audit recommendations.

C. Membership, Frequency of Meetings, Minutes

Membership

The Audit Committee shall consist of the board of the whole, the internal auditor, and the chairperson of the committee.

Frequency of Meetings/Attendance

The Committee shall meet at least three times per year and may call special meetings as required. A quorum at meetings of the Committee shall be a majority of its members, and the Committee chair shall prepare an agenda in consultation with the internal auditor.

Attendance at the Committee meetings by district personnel will be determined by the Committee, but will normally include the superintendent, the secretary treasurer, and a recording secretary.

Minutes

The minutes of the Committee meetings shall accurately record the decisions reached by the Committee. The secretary treasurer, or such other person as may be designated by the Committee (such as the internal auditor), shall keep minutes of the proceedings of all meetings of the Committee. The minutes shall be distributed to the Committee members with copies to the superintendent, the external auditor and others as directed by the Committee.

D. Confidentiality

Deliberations and information received from the attendance at an audit committee meeting will be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the board, the Superintendent, or, as determined by the Committee, or in pursuance of specified duties under the *School Act*, the district's Organizational Bylaw or the *Freedom of Information and Protection of Privacy Act*.

E. Audit Committee Responsibilities

- Review and assess the adequacy of these terms of reference annually in April and submit any recommended changes to the terms of reference to the Board of Education for approval.
- Review the district's annual audited financial statements before such statements are submitted to the Board of Education for approval.
- Review should include discussion with management and the external auditors of significant issues regarding accounting principles, practices and judgements.
- Consideration should also be given as to whether they are complete and consistent with information known to Committee members.
- In consultation with management, the external auditors and the internal auditor consider the integrity of the district's financial reporting processes and controls including information technology security and control.
- Discuss significant financial risk exposures and the steps management has taken to identify, monitor, control and report such exposures.
- Review significant findings prepared by the external and the internal auditors together with management responses.
- Review the financial consent and completeness of information of the district's public disclosure documents of a financial nature which require approval by the board, before release.
- Review with management, the external auditors, and, if necessary, legal counsel any material litigation claim or other contingency that could have a material effect upon the financial situation or operation results of the district and the manner in which these will be disclosed in the financial statements.
- Monitor the appropriateness of accounting policies, especially critical accounting policies, and financial reporting used by the district to review any actual and perspective changes in financial reporting and accounting

policies and practices to be adopted by the district and to review and assess any new or proposed developments in accounting and reporting standards that may affect or impact on the district.

- Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school district.

F. Risk Management Oversight

Risk Management Oversight means identifying and analysing and managing risks that may prevent the district from achieving its objectives. The Committee's oversight responsibility for risk management is primarily concerned with financial risks that may affect financial reporting.

- Assess whether management has implemented policies ensuring that the district's financial risks are identified and that controls are adequate, in place and functioning properly.
- Assess whether management has implemented policies and controls to prevent, detect, and deter fraud.
- Review all reports concerning any significant fraud or non-compliance that occurs in the district. This review should include consideration of the internal controls that should be strengthened to reduce the risk of a similar event in the future.
- Assess compliance with specific regulations pertaining to the district.
- After Committee assessment, appropriate recommendations will be made to the board if required.

G. Legal Compliance

On at least an annual basis, review with the district's appointed legal counsel any legal matters that could have a significant impact on the district's financial statements, the district's compliance with applicable laws

and regulations, and inquiries received from the regulators or government agencies.

H. Other

Recommend to the board the establishment of a code of ethical conduct (the "Code"), periodically review and recommend to the Board of Education updates to the Code, and ensure that management has established a system to enforce the Code.

Additional requirements could include reviewing management's monitoring of the district's compliance with the Code, and ensuring that management has the proper review system in place to ensure that the district's financial statements, reports and other financial information disseminated to the government organizations and the public satisfy legal requirements.

- Periodically perform a self-assessment of committee performance.
- Review financial and accounting succession planning within the district.
- Perform any other activities consistent with these terms of reference, the district's bylaws and governing policies as the Committee or the Board of Education deems necessary or appropriate.
- Establish procedures for receiving, retaining and responding to complaints relating to accounting or auditing matters, on a basis that protects the confidentiality of the complainer.

I. Internal and External Audit Responsibilities

Role of the Audit Committee with the External Auditor

- Appointment of auditor must be in accordance with Board procurement procedures and s.158 of the *School Act*. Of particular note is

responsibility of Board in appointing the auditor and how this role is subordinate to the *Auditor General Act*.

- Review the annual appointment of the external auditor, for recommendation to the Board for approval giving consideration to matters such as :
 1. Independence and whether to retain such auditor for each fiscal year after consultation with appropriate management and the internal auditor.
 2. The fees paid to the external auditor on an annual basis and any non-auditing services performed by the external auditor.
- On an annual basis, review and discuss with the external auditor all significant relationships with the district that could impair such auditor's independence.
- Review the planning and results of the external audit, including:
 1. the auditor's engagement letter
 2. the reasonableness of the estimated audit fees
 3. the scope of the audit, including materiality, audit reports required, areas of audit risk, deadlines and coordination with internal audit staff.
 4. the post audit management letter together with management's responses, and
 5. any other matters the external auditor brings to the attention of the Committee.

- Meet with the external auditor at least annually and preferably at each Committee meeting or as requested by the auditor (internal or external) without management representatives present.
- Receive and review all follow up action or status reports relating to the recommendations of the external auditor and internal auditor.

Role of the Audit Committee with the Internal Auditor

- The internal auditor shall have a direct reporting relationship to the Committee through the Chairperson of the Board.
- Annually review the budget and independence of the internal auditor function.
- Review the significant reports prepared by the internal auditor function together with management's response, including target dates for implementation of recommendations, and the identification of individuals responsible to action.
- Meet with the internal auditor at least annually and preferably at each Committee meeting or as requested by the auditor (internal or external) without management representatives present.



Sample 2:

Board Committee Terms of Reference Audit Committee that includes Public Members

1. To ensure compliance with the financial provisions of the *School Act* and Regulations , and provide independent oversight to the Board of Education in the areas of:
 - a) Financial reporting
 - b) External Audit Process
 - c) Risk Management and Internal Controls
 - d) Compliance Matters

Membership

2. The Audit Committee will be comprised of the following members:
 - a) Three Trustees who are appointed by the Chair of the Board of Education
 - b) Two External community members recommended by the selection committee.

3. External community members are identified by a selection committee as potential candidates for appointment to the Audit Committee. The selection committee shall be comprised of at least:
 - a) Chair of the Board of Education or Trustee designated by the Chair
 - b) Superintendent
 - c) Associate Superintendent and Secretary-Treasurer or designated alternate.

The selection committee shall recommend to the Board of Education the external community members as potential candidates. The Board of Education approves the appointment of the external community members.

4. An external community member appointed to the Audit Committee must:
 - a) Be an objective advisor with expertise in financial matters, or other relevant expertise
 - b) Not be an employee or officer of the school district
 - c) Not have a parent, child or spouse employed or be an officer of the school district

- d) Support the values of the school system
- 5. External community members are volunteers and will not receive any remuneration. Any incidental expenses (mileage, parking, etc.) will be reimbursed in accordance with Board processes.
- 6. The term of office of a Trustee who is a member of the audit committee shall be determined by the Board, but must be reviewed on an annual basis and shall not exceed four years. The term of office of an external community member shall be a period of two years. External community members may be reappointed no more than two terms unless:
 - a) Advertised the position for at least 30 days, and
 - b) After 30 days, the selection committee did not identify any potential candidates.

When the term of an external community member expires, they continue to be a member of the audit committee until a successor is appointed or the external community member is reappointed.

- 7. At the first meeting of the audit committee in each fiscal year, the Audit Committee shall elect the Chair of the committee from the board members appointed to the committee. If at any meeting of the audit committee the Chair is not present, the members present may elect a trustee Chair for that meeting. The Chairperson will set the agenda of the meetings based on the work plan developed by the Audit Committee.
- 8. The secretary treasurer, reporting directly to the Audit Committee *for audit matters*, will act as its primary resource. The Superintendent or an appointed Associate Superintendent can also be a resource to the Audit Committee, when required.

9. Any vacancy of a member of the Audit Committee shall be filled as soon as possible in accordance with the Audit Committee Terms of Reference. A person who is appointed to fill a vacancy shall hold the position for the remainder of the term of the member whose position became vacant.

Responsibilities

Financial Reporting

10. Review the Board's annual financial statements, quarterly financial reports, and all other financial monitoring reports required by the Board, Ministry of Education, or other agencies.
11. Recommend to the Board, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements and any other financial monitoring report.

External Audit Process

12. Recommend to the Board the appointment of the external auditor for a term not exceeding three years. The selection process must also be in accordance with Board procurement procedures and s.158 of the *School Act*. Of particular note is responsibility of Board in appointing the auditor and how this role is subordinate to the *Auditor General Act*.
13. Review the external auditor's audit plan and audit findings, including:
 - a) The external auditor's engagement letter and independence letter.
 - b) Any management representations made to the external auditor and those representations not obtained from management, if any.

14. Meet on a regular basis with the external auditor to discuss any matters that the audit committee or the external auditor believes should be discussed.
15. Review, at least once in every fiscal year, the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor, and on the fee and fee adjustment for the external auditor.
16. Work to resolve any disagreements between management and the external auditor about financial reporting.
17. Recommend to the Board the pre-approval of all audit and non-audit services to be performed by the external auditor.
18. Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school district.

Risk Management & Internal Controls

19. As the primary resource to the Audit Committee, the Internal Audit Officer shall ensure the Audit Committee:
 - a) Reviews the overall effectiveness of the Board's internal controls.
 - b) Understands the inherent risk of fraud and error in the Board.
 - c) Understands the Board's significant risks, the internal controls that mitigate these risks, and management's policies for risk assessment and risk management and to assess the steps management have taken to manage such risks, including the adequacy of insurance for those risks.

- d) Understands the accounting policies used in the preparation of the annual financial statements.
20. Review and recommend to the Board the content of the annual Internal Audit Plan as prepared by the Internal Audit Officer.
21. Review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
22. Meet on a regular basis with the internal auditor and management to discuss any matters that the audit committee or internal auditor believes should be discussed, including:
- a) Significant findings and recommendations by the Internal Audit Officer and responses of management.
 - b) Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.
 - c) Any difficulties encountered in the course of the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information.

Compliance Matters

23. Review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by management to address the non-compliance.

24. Review any significant findings of regulatory entities, and any observations of the Internal Audit Officer or external auditor related to those findings.
25. Review the Board's process for communicating any codes of conduct that apply to Board members or staff of the Board to those individuals and the Board's process for administering those codes of conduct.
26. Obtain regular updates from management and legal counsel regarding compliance matters.
27. Obtain confirmation by management that all statutory requirements have been met.

Meetings

28. The Audit Committee will meet at least three times per year. Additional meetings may be scheduled at the call of the Chairperson if deemed necessary to carry out its responsibilities effectively and efficiently.
29. Minutes will be taken at each meeting and will be presented to the Board of Education as part of a consent agenda.
30. Quorum is achieved when a majority of the members of the Audit Committee are present, one of which must be an external community member. At least one staff member shall be present for each meeting.
31. Each Audit Committee member who is an elected Trustee has one vote, unless a member has declared a direct or indirect pecuniary interest in an agenda item. In the event of a tie vote, the Chairperson is entitled to cast a second vote.

Reporting & Communication

32. The Audit Committee is accountable to the Board of Education representing the interests of all stakeholders.
33. Maintain an effective communications policy, including disclosure of the Audit Committee's Terms of Reference.
34. Annually, the Audit Committee will report to the Board of Education an evaluation of the performance of the Audit Committee's duties.
35. The Audit Committee shall submit to the Board of Education an annual report that includes:
 - a) The annual Internal Audit Plan prepared by the Internal Audit Officer.
 - b) Description of any changes made to an Internal Audit Plan since the last report of the Audit Committee.
 - c) A summary of the work performed by the Internal Audit Officer since the last annual report of the Audit Committee, together with a summary of the work the auditor expected to perform during the period.
 - d) A summary of risks identified and findings made by the Internal Audit Officer.

The above are examples of terms of reference for audit committees. Each school district will need to tailor the audit committee terms of reference to align with governance policies and to address fiduciary responsibilities of the Board of Education.

**SCHOOL DISTRICT NO. 75 (MISSION)
NEW COMMITTEE FORM**

Name of Committee
Audit
Date Established
Model (Advisory, Consultative)
Advisory
Type (Standing, MTU Contractual, CUPE Contractual, Liaison, Working)
Working
Mandate
<p>The Audit Committee's purpose is to assist the Board in fulfilling its oversight responsibilities by overseeing the internal control environment, reviewing the financial statements and the external audit process. The Committee will meet with the external auditor to discuss and review issues within its mandate.</p> <p><u>Selection of External Auditor</u> Review and participate in a public tendering process to identify a financial auditor Provide a recommendation to the Board regarding appointment or discharge Review the performance</p> <p><u>Financial Statements</u> Review annual financial statements and indicators of financial health Review with the external auditor the results of the audit Review with the external auditor and senior management any financial matter Report financial statements to the Board</p> <p><u>Risk Assessment</u> Review risks to the financial health of the School District</p> <p><u>Internal Controls</u> Consider the effectiveness of the School District's internal controls Review the School District's information technology security and controls Understand the scope of the auditor's work including findings, recommendations and actions</p> <p><u>Audit</u> Approve the external auditor's terms of engagement Review the external auditor's proposed audit scope and approach Review and confirm the independence of the external auditors Meet with the external auditor, both pre and post audit</p> <p><u>Compliance</u> Review audit observations and any findings Review financial procedures and ensure compliance Report annually to the Board on the audit</p>

Contact Person
Secretary Treasurer
Chair
Membership
Superintendent of Schools Secretary Treasurer Assistant Secretary Treasurer Two Board of Education Trustees
Reports to: (Education, Business)
Board of Education

Extract – September 16, 2014 Board of Education Minutes

2014-2015 Audit Committee Mandate

MOTION (CH/SC)

THAT the Board of Education approve the attached 2014-2015 Audit Committee Mandate.

CARRIED

Committee of the Whole Meeting (Public)

April 10, 2018



ITEM 5.2 Information

TO: Committee of the Whole
FROM: Superintendent
SUBJECT: Mission Secondary School – Summer School & Timetable Update

The Superintendent will provide an update to the committee with two items related to Mission Secondary School:

- 1) Summer school offering; and
- 2) the possible change to a linear timetable.

ITEM 5.3 Information

TO: Committee of the Whole
FROM: Secretary Treasurer
SUBJECT: K-12 Funding Model Review

Summary:

In October 2017, the Province initiated a funding review for Public Education. Several initiatives will take place to gather information and develop the new model. The new funding model is anticipated to be in place for the 2019/2020 school year. A summary of the approach and timelines is provided as an attachment.

Additional information related to the K-12 Public Education Funding Model Review, including the Draft Rural Education Report, are available online:

<https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/k-12-public-education-funding-model-review/inputs-fmr>.

Public Participation:

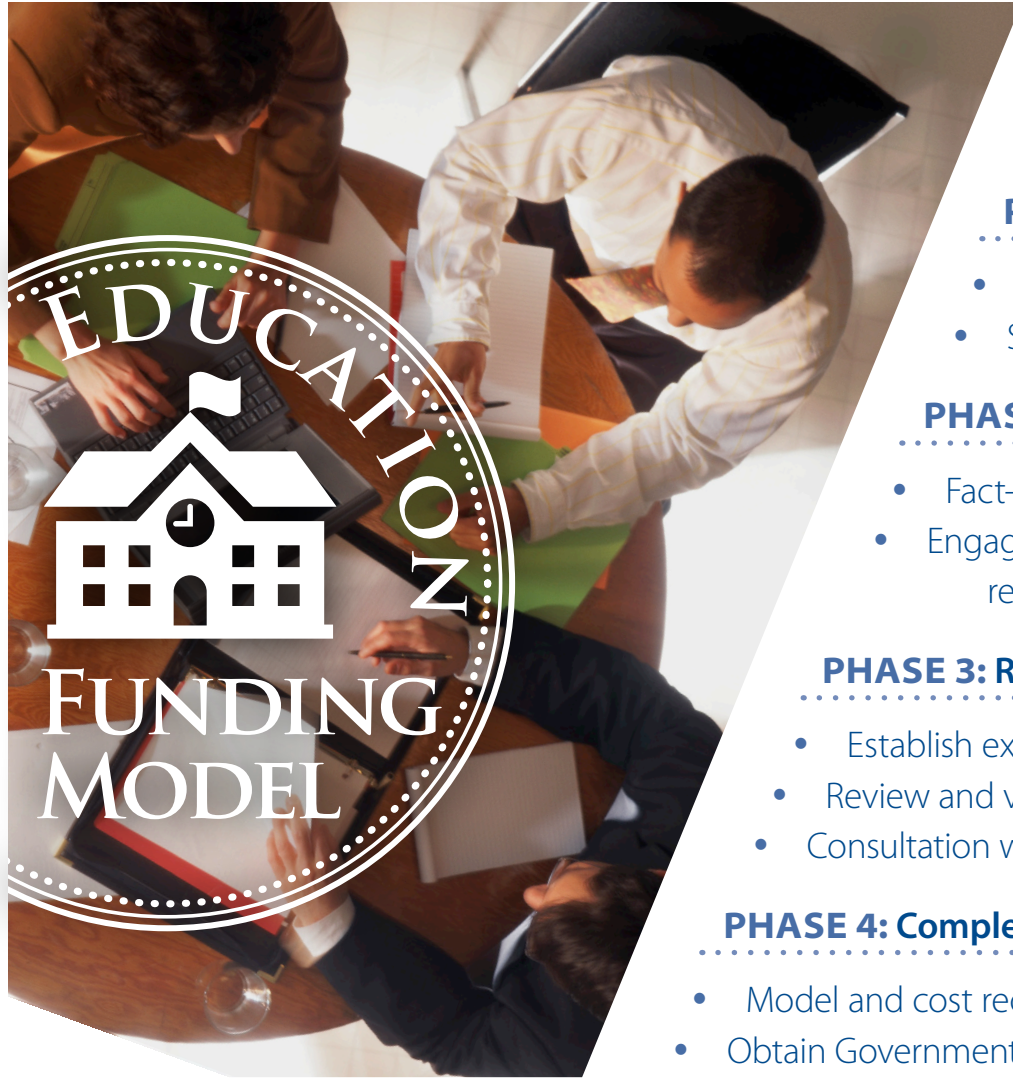
Feedback from MPSD partner groups is welcome as well. Written submissions or questions about the funding model review can be sent to:

Email: K12fundingreview@gov.bc.ca

Attachments:

- a. BC Education Funding Model Review – Approach and Timelines

B.C. EDUCATION FUNDING MODEL REVIEW



PHASE 1: Establish principles, Fall 2017

- Launch of funding model review
- Scope principles for new funding model

PHASE 2: Gathering foundational information, Fall/Winter 2017

- Fact-finding, information gathering and research
- Engage sector stakeholders through technical survey, regional meetings and written submissions

PHASE 3: Review team analysis, Winter 2017/Spring 2018

- Establish expert team
- Review and validation of initial findings
- Consultation with sector stakeholders leading to recommendations

PHASE 4: Complete a new model, Summer/Fall 2018

- Model and cost recommended options
- Obtain Government approvals
- Develop implementation plan and transition options

PHASE 5: Implementation and evaluation, Fall 2018 to Fall 2019

- Confirm key features of new model
- Announce preliminary operating grants for 2019/2020 school year (March 15, 2019)
- Implementation and evaluation



ITEM 5.4 Information

TO: Committee of the Whole
FROM: Secretary Treasurer
SUBJECT: Budget Update

Summary:

Staff have been working on the items outlined in the timeline for the 2018/19 preliminary annual budget memorandum. The consultation process with students is underway and the Board approved the budget priorities at the last Public meeting on March 13, 2018.

Implementation:

The following meetings are scheduled to review and discuss the 2018/19 Budget:

- Special Committee of the Whole, May 8, 2018 3:30-6:00pm
- Special Committee of the Whole, May 29, 2018 6:00-9:00pm
- Special Committee of the Whole, June 12, 2018 3:30-6:00pm (*tentative meeting for one final review*)

ITEM 6.1 Action

TO: Board of Education
 FROM: Secretary Treasurer
 SUBJECT: Capital Bylaw 18/19-CP-SD75-01

File No. 6000.20. Capital 2018/2019

Recommendation

That the following resolutions be forwarded to the April 17, 2018 Board Meeting for consideration:

THAT the required three (3) readings for Capital Bylaw No. 18/19-CP-SD75-01 be carried out at one meeting.

THAT the first reading of Capital Bylaw No. 18/19-CP-SD75-01, a bylaw for the 2018/2019 Capital Plan, be approved.

THAT the second reading of Capital Bylaw No. 18/19-CP-SD75-01 be approved.

THAT the third and final reading of Capital Bylaw 18/19-CP-SD75-01 be approved.

Summary:

In June 2017, the School District submitted the 18/19 Five-Year Capital Plan. On March 28th, the School District received correspondence supporting five projects. The Bylaw provides the authorization to proceed. Once approved, and accepted by the Ministry, the School District will receive funds for the projects.

Background:

The Ministry of Education (“Ministry”) reviewed all Five-Year Capital Plan submissions across the participating 60 School Districts to determine priorities for available capital funding in the programs. The School District submitted a detailed report outlining the capital funding needs for the School District. Subsequent to the submission, bus #5750 was involved in motor vehicle accident and written off. The plan supported by the Province provides for additional funding for the bus replacement.

Analysis and Impact:

The Ministry confirmed its support with the following projects:

CAPITAL PROJECTS			
Silverdale	School Enhancement – Roofing Repair	\$490,000	Proceed to design, tender and construction and complete by March 2019
Mission Secondary	School Enhancement – Mechanical - HVAC	\$290,000	Proceed to design, tender and construction and complete by March 2019
Dewdney	CNCP - Boiler	\$345,000	Proceed to design, tender and construction and complete by March 2019
Hatzic Middle & West Heights	CNCP – LED Lighting	\$55,000	Proceed to design, tender and construction and complete by March 2019
Bus replacement Fleet # 5750	New Bus D(80+RE)	\$141,580	Proceed to ordering

Policy, Regulation, Legislation:

The approved Ministry supported and funded capital projects are included in this bylaw.

In accordance with the requirements of the *School Act*, a Bylaw of the Board must be given three (3) distinct readings. The Board must not give a Bylaw more than two (2) readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the Bylaw all three (3) readings at that meeting.

A copy of the Bylaw is attached.

Public Consultation:

If a written or printed copy of a Bylaw is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the Bylaw is to be read, a reading of a Bylaw may describe the Bylaw by (a) its title, and (b) a summary of contents.

If these copies are not available to Trustees and the public, then the Bylaw must be read out in full at each reading of the Bylaw.

Each Trustee and member of the public will receive a printed copy of the Capital Bylaw No. 18/19-CP-SD75-01 at the meeting.

Attachments:

- A. Capital Bylaw 18/19-CP-SD75-01
- B. Capital Response Letter dated March 28, 2018
- C. Five-Year Capital Plan 2018/2019 – 2022/2023, as amended to include school replacements

SCHOOL DISTRICT NO. 75 (Mission)

CAPITAL PLAN 2018/19

BYLAW No. 18/19-CP-SD75-01

A Bylaw of the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

The Board:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, will commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) will observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) will maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

The Board, in open meeting assembled, enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 28, 2018 from the 2018/19 Five-Year Capital Plan as summarized in Schedule 1 attached to and forming part of this bylaw, is hereby adopted.
- 2. This Bylaw may be cited as School District No. 75 (Mission) Capital Bylaw No. 18/19-CP-SD75-01.

READ A FIRST TIME THE ____ DAY OF APRIL, 2018;
 READ A SECOND TIME THE ____ DAY OF APRIL, 2018;
 READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF APRIL, 2018.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Capital Bylaw No. 18/19-CP-SD75-01 adopted by the Board the __ day of April, 2018.

Secretary-Treasurer

SCHOOL DISTRICT NO. 75 (Mission)

CAPITAL PLAN 2018/19

BYLAW No. 18/19-CP-SD75-01

Schedule 1

Capital Projects			
Silverdale	School Enhancement – Roofing Repair	\$490,000	Proceed to design, tender and construction and complete by March 2019
Mission Secondary	School Enhancement – Mechanical - HVAC	\$290,000	Proceed to design, tender and construction and complete by March 2019
Dewdney	CNCP - Boiler	\$345,000	Proceed to design, tender and construction and complete by March 2019
Hatzic Middle & West Heights	CNCP – LED Lighting	\$55,000	Proceed to design, tender and construction and complete by March 2019
Bus replacement Fleet # 5750	New Bus D(80+RE)	\$141,580	Proceed to ordering



March 28, 2018

Ref: 202070

To: Secretary-Treasurer and Superintendent
School District No. 75 (Mission)

Re: Amendment No. 1 - Ministry Response to the Annual Five-Year Capital Plan Submission for 2018/19

This is an amendment to the March 26, 2018, letter (Ref: 201086) in response to your School District's Annual Five-Year Capital Plan submission for 2018/19 that was sent to the Ministry on June 30, 2017, and provides direction as to the next steps for advancing your 2018/19 capital projects.

The Ministry reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)

The Ministry is pleased to advise you of support for advancing project development or delivery of the following capital projects for your School District for 2018/19:

SCHOOL PROJECT(S)			
School Name	Program - Project Type – Project Description	Amount Funded by Ministry	Next Steps & Timing
Silverdale Elementary	SEP – Building Enclosure – Roofing repair	\$490,000	Proceed to design, tender & construction and complete by March 31, 2019
Mission Secondary	SEP – Mechanical - HVAC	\$290,000	Proceed to design, tender & construction and complete by March 31, 2019
Dewdney Elementary	CNCP - Boiler	\$345,000	Proceed to design, tender & construction and complete by March 31, 2019
Hatzic Middle and West Heights Elementary	CNCP – LED Lighting	\$55,000	Proceed to design, tender & construction and complete by March 31, 2019

.../2

Ministry of Education

Capital Management Branch
Resource Management and Executive Financial Office
Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

BUS PROJECT(S)			
Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
5750	D (80+RE) 0 Wheelchair Spaces	\$141,580 (This amount is remaining balance for replacing damaged Type D bus)	Proceed to ordering the school bus(es) between April 2, 2018 and May 11, 2018 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No work or expenditures may proceed without a signed Capital Project Funding Agreement (CPFA), Annual Program Funding Agreement (APFA), or other formal authorization from the Ministry.**

The Type D bus identified above was not contained in the original response letter sent March 26, 2018, to the Board of Education's Annual Five-Year Capital Plan submission.

As a reminder, the requirement for the Boards of Education to adopt a Capital Bylaw for each individual capital project has been eliminated, and instead, the Board is to adopt a single Capital Bylaw for its approved 2018/19 Five-Year Capital Plan, in accordance with s. 143 of the *School Act*. For additional information, please visit the Capital Bylaw website at:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws>

With the 2018/19 Five-Year Capital Plan approvals now completed by the Ministry, you can expect to receive the Capital Plan Instructions for the upcoming 2019/20 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) by early April 2018. The deadline for those capital project submissions will be June 30, 2018, which will be considered for funding support by the Ministry for the 2019/20 fiscal year.

Should you have any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process, please do not hesitate to contact your respective Regional Director or Planning Officer at the [Capital Management Branch Contact List](#).

Sincerely,



Joel Palmer, Executive Director
Capital Management Branch

pc: Ryan Spillett, Director Capital Projects, Capital Management Branch
Michael Nyikes, Director Capital Programs Unit, Capital Management Branch
Damien Crowell, Planning Officer, Capital Management Branch
Mora Cunningham, Regional Director, Capital Management Branch
Nancy Dube, Planning Officer, Capital Management Branch

SEISMIC MITIGATION PROGRAM PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Mission Secondary	SMP	Seismic mitigation to shop wing (block 1)	\$ 5,000,000
GRAND TOTAL				\$ 5,000,000

EXPANSION PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Mission Secondary	ADD	8 classroom addition to accommodate increasing enrolment	\$ 16,000,000
2	Albert McMahon Elementary	ADD	8 classroom addition to accommodate increasing enrolment	\$ 6,000,000
3	Hatzic Elementary - Site acquisition	SITEACQ	Site acquisition for the replacement of Hatzic Elementary school (40K/450)	\$ 6,500,000
GRAND TOTAL				\$ 22,000,000

SCHOOL REPLACEMENT PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Hatzic Elementary	REPL	Replace aging school (1911)	\$ 18,000,000
2	Mission Secondary	REPL	Replacing secondary from 1,250 to 1,700 capacity	\$ 55,000,000
GRAND TOTAL				\$ 18,000,000

BUILDING ENVELOPE PROGRAM PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	ALBERT MCMAHON ELEMENTARY	BEP	Building envelope repair	\$ 1,900,000
2	DEWDNEY ELEMENTARY	BEP	Building envelope repair	\$ 600,000
GRAND TOTAL				\$ 2,500,000

SCHOOL ENHANCEMENT PROGRAM PROJECTS

Project Priority	Facility Name	Project Code	Project Description	Total
1	Silverdale Elem	SEP	East wall building envelope remediation including the roof section over	\$ 490,000
2	Mission Secondary	SEP	Replace the condensing units (administration and library areas)	\$ 290,000
3	Heritage Park Middle	SEP	Replace condensing units (main classroom and administration)	\$ 205,000
4	Hatzic Middle	SEP	Replace roof (section H)	\$ 425,000
5	West Heights Elem	SEP	Replace gas fired with 3 new hot water	\$ 260,000
6	Edwin S. Richards Elem	SEP	Replace roof (sections A)	\$ 340,000
7	Hatzic Middle	SEP	Replace roof (sections K)	\$ 570,000
8	Hatzic Middle	SEP	Replace roof (sections B)	\$ 245,000
9	Mission Secondary	SEP	Replace the condensing unit	\$ -
GRAND TOTAL				\$ 2,825,000

CARBON NEUTRAL CAPITAL PROGRAM PROJECTS

Project Priority	Facility Name	Project Code	Project Description	Total
1	Dewdney Elem	CNCP	Replace boiler and domestic hot water	\$ 345,000
2	West Heights Elem	CNCP	LED lighting fixtures (exterior wallpacks & Parking Lot Lights)	\$ 13,000
3	Hatzic Middle	CNCP	LED lighting fixtures (exterior wallpacks & Parking Lot Lights)	\$ 42,000
GRAND TOTAL				\$ 400,000

SCHOOL BUS REPLACEMENT PROGRAM PROJECTS

Model Year	Current Bus Type	Replacement Bus	Issue Description	Additional Comments

ITEM 6.2 Action

TO: Board of Education File No. 6010.35 Heritage Park
FROM: Secretary Treasurer
SUBJECT: District of Mission / School District – Clarke Theatre and Community Gym Funding Agreement

Recommendation:

THAT the Heritage Park Funding Agreement be reviewed and forwarded to the April 17, 2018 Board meeting for consideration.

Summary:

With the agreement, the District of Mission will provide Mission Public Schools a total of \$100,000 a year for the next two years for the operating costs of the Clarke Theatre and the Community Gym at Heritage Park.

Background:

In 2015, the District of Mission agreed to provide an additional \$75,000 above the annual \$35,000 contribution made to support the operating costs of the Clarke Theatre and Community Gym (\$110,000). The School District continues to put more funds to support the theatre than the funding it generates. The draft funding agreement, is for two years, allowing staff time to review and recommend revisions to the current operating agreement, while providing financial support for the theatre and gym.

The May 2017 joint use agreement for District of Mission and School District facilities excludes the Heritage Park facility, due to the unique operating requirements as it houses a community gym and community theatre. In reviewing the current operating agreement for Heritage Park, it is evident that it will take significant effort to revise and update. As such, the Funding Agreement is presented as an interim step to secure additional funding for the facility, prior to updating the operating agreement.

Analysis and Impact:

The agreement provides an additional \$65,000 a year for two school years in addition to the \$35,000 currently provided to support Heritage Park.

Strategic Priority:

Any agreement negotiated shall align with the Board of Education's Strategic Plan to maintain effective governance and operational direction.

Policy, Regulation, Legislation:

Both the District of Mission and the Mission Public School District is authorized to enter into the agreement, in accordance with the *Local Government Act* and the *British Columbia School Act*.

Public Consultation:

The agreement is presented and the public engagement process is to inform the public on the agreement and to display the cooperative approach by both entities.

Implementation:

The District of Mission is required to approve the agreement as well.

- a. Funding Agreement
- b. Funding Analysis

Clarke Theatre and Community Gymnasium Funding Agreement

BETWEEN: **District of Mission**
(hereinafter called the “DOM”)

AND: **Mission School District #75**
(hereinafter called the “School District”)

The DOM and the School District hereby understand and agree to the following funding for the operation of the Clarke Theatre and Community Gym for the 2017-2018 and 2018-2019 school years:

1. The DOM agrees to provide the School District with a total contribution of \$100,000 in each of the 2017-2018 and the 2018-2019 school years to offset costs to for the Clarke Theatre and the Community Gym, as outlined in attachment #1.
2. The School District agrees to provide a total contribution of \$80,000 in each of the 2017-2018 and the 2018-2019 school years to offset costs to operate the Clarke Theatre, as outlined in attachment #1.
3. The School District and the DOM agree that any excess funding over operating expenses will be held in a restricted reserve by the School District for future operating costs, repairs and / or maintenance for the Theatre or the Community Gym. Annually, both parties will review the operating budget and approve any planned draws from the restricted reserve.
4. The School District will continue to retain the Theatre Manager as previously agreed, and the Theatre Manager remains an employee of the School District.
5. If the current Theatre Manager should leave the position, the parties agree that the new Theatre Manager shall be mutually agreed to.
6. The School District will continue to maintain the status quo at the Theatre respecting issues related to the care and upkeep of the Theatre.
7. All theatre equipment installed in or used by the Theatre remain in the Theatre for the school years that are the subject of this funding agreement.
8. The School District and the DOM agree to review the Heritage Park Centre Operating Agreement and consider recommended revisions before June 30, 2019.

DATED at Mission, B.C. this ____ day of _____, 2018

SIGNED

ON BEHALF OF THE DISTRICT OF MISSION

ON BEHALF OF THE MISSION SCHOOL DISTRICT # 75

Heritage Park - Clark Theatre / Community Gym Analysis - January 2018

	Actual	Actual	Actual	Actual	Actual	Average		Budget	Budget
Clarke Theatre Financial Summary	2012-13	2013-14	2014-15	2015-16	2016-17	3 yr	5 yr	2017-2018	2017-2019
MPSD use / UFV				24	38				
Community / Business Use				189	163				
Total Use	0	0	0	213	201				
Community / Business Use				88.7%	81.1%				
Operating									
Revenue									
Rental Fees	\$ (60,491)	\$ (54,675)	\$ (59,798)	\$ (67,025)	\$ (50,516)	\$ (59,113)	\$ (58,501)	\$ (58,000)	\$ (60,000)
	(60,491)	(54,675)	(59,798)	(67,025)	(50,516)	(59,113)	(58,501)	(58,000)	(60,000)
Expenses									
Salary	126,807	121,755	125,488	133,903	139,078	132,823	129,406	140,470	141,870
Benefits	20,302	19,900	21,990	22,822	22,772	22,528	21,557	23,000	23,230
Supplies & Services	16,794	17,073	15,615	25,073	28,494	23,061	20,610	28,780	29,070
Direct Theatre programing costs	163,903	158,728	163,093	181,798	190,344	178,412	171,573	192,250	194,170
Net Programing Cost	103,412	104,053	103,295	114,773	139,828	119,299	113,072	134,250	134,170
Cleaning & Utility Costs - Theatre	30,101	32,308	31,855	29,467	31,344	30,889	31,015	31,660	31,970
Building Supplies & Services									
Cleaning & Utility Costs - Gym	12,599	13,522	13,333	12,333	13,119	12,928	12,981	13,250	13,390
Net Operating Deficit	146,112	149,883	148,483	156,573	184,291	163,116	157,068	179,160	179,530
Capital									
Provincial / Fed Govt Grants	-	(73,620)	-	-	-	-	(14,724)	-	-
Theatre Mtce / upgrades exp	44,317	49,484	22,786	-	-	7,595	23,317	-	-
Capital Deficit	44,317	(24,136)	22,786	-	-	7,595	8,593	-	-
Total Direct Cost	190,429	125,747	171,269	156,573	184,291	126,894	121,666	179,160	179,530
District of Mission Contribution	35,000	35,000	35,000	110,000	35,000	60,000	50,000	100,000	100,000
Mission Public Schools Contribution	155,429	90,747	136,269	46,573	149,291	110,711	115,662	80,000	80,000
From (to) Theatre Reserve	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (840)	\$ (470)
Other Building Costs									
Theatre - Proportional Cost (6.89% of total square footage)									
Utilities	9,541	10,983	10,560	9,954	11,145	10,553	10,437	11,260	11,370
Cleaning	20,560	21,325	21,295	19,513	20,199	20,336	20,578	20,400	20,600
	30,101	32,308	31,855	29,467	31,344	30,889	31,015	31,660	31,970
Community Gymnasium - Proportional Cost (2.88% of space)									
Utilities	3,993	4,597	4,420	4,166	4,665	4,417	4,368	4,710	4,760
Cleaning	8,606	8,925	8,913	8,167	8,454	8,511	8,613	8,540	8,630
	12,599	13,522	13,333	12,333	13,119	12,928	12,981	13,250	13,390
Total	42,700	45,830	45,188	41,800	44,463	43,817	43,996	44,910	45,360
Total Building Operations									
Hydro	82,277	93,541	99,662	91,823	99,110	96,865	93,283	100,100	101,100
Gas	39,764	45,084	33,624	27,433	43,036	34,698	37,788	43,470	43,900
Water / Sewer	12,205	16,746	15,307	17,966	14,890	16,054	15,423	15,040	15,190
Garbage / Recycling	4,208	4,007	4,644	7,215	4,697	5,519	4,954	4,740	4,790
Total Utilities	138,453	159,377	153,237	144,437	161,733	153,136	151,448	163,350	164,980
BSW - Salary	241,966	244,182	247,335	227,955	244,932	240,074	241,274	247,380	249,850
BSW Benefits	56,387	65,263	61,684	55,197	48,177	55,019	57,341	48,660	49,150
Total Cleaning	298,353	309,444	309,018	283,152	293,108	295,093	298,615	296,040	299,000
	\$436,806	\$468,821	\$462,255	\$427,589	\$454,841	\$448,228	\$450,063	\$459,390	\$463,980
BSW 2015/2016	5.25 FTE								
BSW 2016/2017	5.75 FTE								
BSW 2017/2018	6.18 FTE	(short staffed based on formula allocation)							

Note: UFV pays a per sq mtr rate of \$57.97. Annual cost is \$140,925.07 in 2017. UFV owns & occupies 18% of the building & 37% of the lands

ITEM 7.1 Discussion

TO: Committee of the Whole
FROM: Trustee Loffler
SUBJECT: Mission Secondary School - Replacement

Staff have been in contact with the Province regarding the possibility of a new high school. Trustee Loffler would like to continue the conversation with the committee and discuss how to pursue this matter as a priority with the Province.

Committee of the Whole Meeting (public)

Minutes



Committee of the Whole Meeting

March 6, 2018 at 3:30pm

District Education Office, 33046 – 4th Avenue, Mission, BC

Members Present:

Chair Tracy Loffler
Trustee Rick McKamey
Trustee Randy Cairns
Trustee Jim Taylor
Trustee Shelley Carter

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
District Principal Aboriginal Education Joseph Heslip
Executive Assistant Aleksandra Zwierzchowska (Recorder)

Partner Groups Present:

District Parent Advisory Committee, Principal Vice-Principal Association, Mission Teachers' Union, Canadian Union of Public Employees and Stave Falls Community Association.

1. CALL TO ORDER

The meeting was called to order at 3:30pm pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'ewlets, Kwantlen, and Matsqui First Nations.

2. Adoption of Agenda

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

Due to the volume of agenda items, the Chair announced a two (2) minute speaking limit. Preference will be provided to individuals who have not had the opportunity to speak.

3. Delegations/Presentations

No delegations / presentations presented.

4. Curriculum Update – Standing Item

4.1 Monthly Curriculum Update

The Superintendent reported the school district is considering offering summer school. This idea is still in the planning stage and further discussion is required with the Principal of Mission Secondary School.

5. Unfinished Business

5.1 Policy #120 Access to Information and Protection of Privacy

MOVED and Seconded that the draft Access to Information and Protection of Privacy and Personal Information policy be considered;

AND that the Access to Information and Protection of Privacy and Personal Information policy be submitted to the Board for consideration at the March Board meeting.

CARRIED

The policy provides guidance on the requirements to comply with the Freedom of Information and Protection of Privacy Act (FIPPA). The draft policy was shared with partner groups and no feedback was received.

Q: What is the process for information released outside of Canada?

R: We have a few computer programs that are used for educational purposes, which are stored in the USA. We need consent from parents to store information on the outside servers. If we do not receive consent, the student is unable to use the program.

5.2 Policy #150 Health and Safety

MOVED and Seconded that the draft Health and Safety policy be considered;

AND that the Health and Safety policy be submitted to the Board for consideration at the March Board meeting.

The policy is recommended to provide the governance oversight of the health and safety program. The draft policy was shared with partner groups and no feedback was received.

Q: Do we need a safe and healthy learning environment?

R: This policy applies to workers not the students.

Q: Do you expect to have everything done in April 2018.

R: The implementation schedule specifically refers to the policy and communicating it to district staff.

Q: Do we have a timeline for completion and implementation of the program?

R: Our goal is to have a fair number of the manual chapters completed by June 30 2018. It will take a few more months to roll out the program and orient staff.

5.3 Stave Falls Elementary – Options for Consideration

The Board has been considering information regarding the Stave Falls Elementary school for the past few months. The following options are presented for discussion to assist the Committee in providing a recommendation to the Board for consideration.

Option 1 – Dispose of property

Option 2 – Discontinue the process for disposing the property and hold the school for future use

Option 3a – Initiate the reopening of the school for September 2018

Option 3b – Initiate the reopening of the school for September 2019

Another option was presented by Trustee Taylor to initiate a partial opening for September 2018.

The Secretary Treasurer stated that the difference between option 3a and 3b is budget estimates and timelines. In addition, staff would need to consider the grade model and if the school would offer a program of choice. If the committee feels this report has enough information then it can be presented at the Public Board meeting or more information can be requested.

Q: The 2017/2018 amended budget has a figure of \$300k set aside for capital changes. Can this figure be included as a part of the funds used to reopen the school?

R: At this time, the school district is in need of portables. We recognize that capital work is required; not all the costs for reopening the school can come from capital funds.

Trustee Cairns suggested the mentioned options to come the Board meeting as options, not as resolutions.

Trustee Taylor requested the partial opening option be presented for consideration at the Public meeting.

For clarification, the partial opening is similar to the process that happened at Deroche.

For the record, CUPE is in favour of reopening the school.

6. Staff Reports

6.1 Mission Secondary School – Possible Linear Timetable

The Superintendent noted that the Principal of Mission Secondary School (MSS) is here today to discuss the idea for a possible change to a linear timetable.

Principal Pearce distributed a handout that listed several bullets on the educated citizen. The idea for a possible linear timetable is brought forward for discussion with the committee. In addition, the item will be discussed at the April PAC meeting and it will return to a future Committee of the Whole meeting.

Principal Peace stated the following points:

- This year, the district lost \$100k because students signed up for courses last year but decided to drop the courses this year,
- In a linear timetable, if a child is sick, they can still make up time throughout the year. In a semester timetable, make-up time is limited and they may need to drop the course,
- The school loses 30-40 students in the year due to early graduation and students miss out on special events and ceremonies,
- A linear timetable presents more flexibility,
- More opportunity to build relationships with students,
- There are pros and cons to both semester and linear options,
- A survey conducted among the high school teachers revealed the following data:
 - o 57% prefer semester timetable
 - o 43% prefer linear timetable

Q: Is there a hybrid system that would work for both options?

R: We do run a hybrid. The grade 10 students follow a linear timetable but this is not from an educational standpoint, it is to meet contractual agreements.

Committee members stated the following points during discussion:

- We need to consult with students and parents,
- Consider the perspective of the students who attend Summit Learning Centre, Riverside College, and Fraserview Learning Centre. The feedback is that students leave MSS because they are unable to handle the workload of taking 8 courses,
- Offer both linear and semester course options in grade 10, 11, and 12,
- Offer core courses on a linear timetable
- Open the dialogue to the community and partner groups,

- Once a decision is made and implemented, we need to look at the students who do not perform well in the system we choose. Then we need to look at why they did not perform well and offer them the necessary support.

6.2 2018/2019 Budget Priorities and Strategic Direction 2016-2018

MOVED and Seconded that the following resolution be considered, and forwarded to the March Board Meeting for consideration.

THAT the 2018/2019 budget be developed with the following priorities:

1. **Continue to advance the technology upgrades within the School District;**
2. **Continue to provide additional resources and support to advance the new Curriculum;**
3. **Ensure resources are available for Student Services that supports the individual educational needs of students;**
4. **Continue to expand the supports for Aboriginal Education, recognizing the unique needs of both on-reserve, and off-reserve Aboriginal students;**
5. **Ensure students are afforded a well-rounded participation and input process;**
6. **Ensure the plan provides options to address the overcrowding at École Mission Secondary School;**
7. **Ensure a plan and funding is available to support students transitioning from Elementary to Middle School, from Middle School to High school, or to a program of studies at Summit, Fraserview, or Riverside College.**

CARRIED

The Secretary Treasurer stated that the report in the agenda was drafted with no priorities listed. Staff are starting to have conversation with principals and students. Our goal is to have a guiding principal for next year; however, we would like to have the conversation here for some comments and suggestions.

The discussion resolved with a list of seven priorities that are listed in the above resolution.

The Secretary Treasurer stated that the district finalizes enrolment numbers in April that formulate the budget. There is a plan to make a presentation to the CoTW highlighting the capabilities of Baragar.

6.3 SOGI – Meeting Update

The Superintendent attended a meeting hosted by DPAC at MSS on February 22, 2018. The presentation covered two topics; information about the new IT programs used in the district and the SOGI curriculum. The meeting went well. DPAC members structured the meeting that limited the opportunity for confrontation. The public could write their questions on a q-card and handed their questions to the Superintendent to read out and answer.

7. **New Business**

7.1 Financial Governance & Accountability

MOVED and Seconded that the information be considered, and that the Surplus Policy, Capacity Building Training, and the Audit Committee & Internal Audit components be returned to the April Committee of the Whole for further consideration and direction.

CARRIED

In 2017, the Province issued the Financial Governance and Accountability Framework. Staff is working on some of the budget-focused items but it is difficult to generate reports, as we are unable to extract information at the push of a button. A surplus policy is recommended to be in place by June 30, 2018.

Q: What is needed from the Board today?

R: The province recognizes that a Board needs to have the knowledge to review the reports put forward by staff. If the Board would like to set some timelines, we may start with some training. BCSTA will be releasing some workshops in the coming months.

The Province will offer training to Trustees through the Provincial Learning Committee.

There is a tool kit and “how to” information attached to the agenda. This is something the Board may consider moving forward.

Trustees are open to attend any available training and the committee would like to continue the conversation further at the April CoTW meeting.

7.2 K-12 Education Funding Model Review

MOVED and Seconded that the following comments regarding the funding model review be forwarded to the March Board Meeting for consideration for submission to BCSTA.

CARRIED

The Chair announced that Superintendent Wilson is one of the panel members for the K -12 funding model review.

The British Columbia School Trustee Association is seeking feedback. The response was requested to be submitted by February 28, 2018 but responses received in March will be accepted.

The Assistant Superintendent recalls a meeting between Staff and the Board where similar questions were presented. It was requested that Staff review the meeting minutes to assist with submitting a response.

Q: Does this impact any special funding grants?

R: Yes, everything is up for discussion. The idea is to start over.

It was noted that parents and partner groups can submit an email to k12fundingreview@gov.bc.ca

8. Minutes of Previous Meetings

8.1 Committee of the Whole Meeting Minutes

MOVED and Seconded that the Committee of the Whole meeting minutes dated January 30, 2018, February 6, 2018, and February 27, 2018 be approved as presented.

CARRIED

9. Information Items

9.1 District Parent Advisory Council Meeting Minutes, February 5, 2018

The DPAC meeting minutes are presented as an information only.

9.2 Letter from MTU – Motion re: Stave Falls Elementary School Opening

Minutes



The Board Chair questioned why this information was shared on social media before it was supplied to the Board.

MTU – It was mentioned at a previous meeting. The letter was faxed at 9:02am to the Board office informing Trustees of the results. The letters that are shared in the mail have a slower delivery time.

The Chair requested that in addition to MTU sending a fax that the correspondence be shared via email as well.

9.3 BCSTA Aboriginal Education Committee Report

Trustee Rick McKamey prepared a report on attending the BCSTA Aboriginal Education Committee. This report is supplied as information only.

9.4 Provincial Council Report

Trustee Shelley Carter provided a synopsis on attending the BCSTA Provincial Council meeting. The report is supplied as information only.

Trustee candidate packages are now available. Please add this to the next CoTW agenda.

The Secretary Treasurer noted that the Guide for School Trustee Candidates was received in draft and the district needs to update the document with meetings.

10. **Adjournment**

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:57 pm.

Chairperson

Secretary Treasurer

DPAC Meeting Minutes March 12, 2018
Held at L'ecole Mission Central Elementary

Meeting Commenced: 7:04pm

Meeting Facilitator: Karah Hutchison

Attendees Present: (See Bottom)

Adoption of February Minutes: Motion by Destiny, Susie Seconds

Agenda to be amended to add Constable Young presentation to the beginning

Adoption of Amended Agenda: Motion by Clare, Lori Seconds

Correspondence:

- Prospera Bank Statement
- BOE Agenda
- 2 Special COTW - 1 COTW regular Agendas
- BCTF Magazine - March
- MPSD Enrollment Summary

Special Presentation - Constable Brock Young, District Liaison with schools/MCFD

Superintendents Report-Angus Wilson:

- Survey for new Elementary Report Card - Soon to be available online
- Received a visit from Ombud's Office
- Fraser Health visit re: healthy school partnership - single most pressing need - mental health in schools
- Funding formula review happening throughout March and April for recommendation and implementation for 2019/2020
- Completed FLIGHT team review - critical incident management system
- Digital Threat Assessment training for principals, vice principals, counsellors - discerning viable threats online

Chair's Report: Karah Hutchison

- February Education Event - SOGI/My Blueprint - approx. 30 attendees
 - Angus Wilson facilitated and filled in on My Blueprint presentation
 - Any question regarding My Blueprint/Office 365 to Colleen Hannah
- New MPSD Website being created - to be launched in the near future
- DPAC has a new email address: dpac.sd75@gmail.com
 - Will be set up to be auto forwarded to all executives emails
- DPAC will need a new website as well - next steps to be addressed at a later meeting

Treasurer's Report:

- Chequing Account:

Opening Balance \$1751.21 Closing Balance \$1749.21

- Gaming Account:
No Change Balance \$5466.61

Communications Report:

No communications due to email cancellation.

COTW Report: Chantelle Morvay-Adams

- COTW - Feb 13th:
 - Stave Falls Elementary - discussion about options and information sharing
- COTW March 6th :
 - Cont'd discussion re: Stave Falls Elementary - 5 Options presented for consideration - to be voted on by the Board on March 13th
 - Curriculum Update: Summer school coming this year in July - more information coming soon
 - Access to Information and Privacy Information Policy - updating policies
 - Updating Health and Safety Policy - to outline responsibility of providing a healthy and safe work environment for all employees
 - Financial Governance and Accountability - more transparency moving forward
 - Board Of Education Strategic Priorities
 - Possible linear timetable for MSS in the future
 - Budget Priorities for 2018/2019 to be gathered for consideration in May/June

Movie Committee Report:

No report provided

Ongoing Items:

- Survey Sub Committee to meet before next DPAC meeting at 6pm at Heritage Park Middle School

New Business:

No new business

Adjournment:

Motion to adjourn by Clare, Second by Cheryl at 8:49pm

Attendees:

HPMS: Karah Hutchison; *Albert McMahon:* Cheryl Blondin; *Dewdney:* Destiny Cunningham, Christie Lindgren; *MSS:* Clare Seeley; *Christine Morrison:* Chantelle Morvay-Adams; *Deroche:* Chrystal McCallum; *Hillside:* Susie Taylor; *HMS:* Lori McComish; Laura Wilson, ECC



British Columbia
School Trustees
Association

GENERAL LOCAL ELECTIONS 2018

A GUIDE FOR SCHOOL TRUSTEE CANDIDATES

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THE BC SCHOOL TRUSTEES ASSOCIATION

GET YOUR BEARINGS

DISCLAIMER:

This document provides general information and should not be relied upon as legal advice.



PRESIDENT'S MESSAGE

Congratulations on making the commitment to run (or run again) for school trustee.

Local school trustee elections allow the community an important opportunity to lead and oversee our valuable investment in public education. Trustees are hardworking community leaders who come together in the context of a board in support of student success. The work is demanding, but important and rewarding.

The [British Columbia School Trustees Association](http://www.bcsta.org) (www.bcsta.org) is a provincial voice for trustees and boards of education in BC. We offer trustees and school districts services and support, and we act as a provincial advocate for public education.

As you embark on your campaign, remember to check with your local school district. They will have candidate packages that include information and copies of the forms you will need.

On behalf of BCSTA, I wish you the best of luck in the coming weeks and thank you for your dedication to public education in our province.

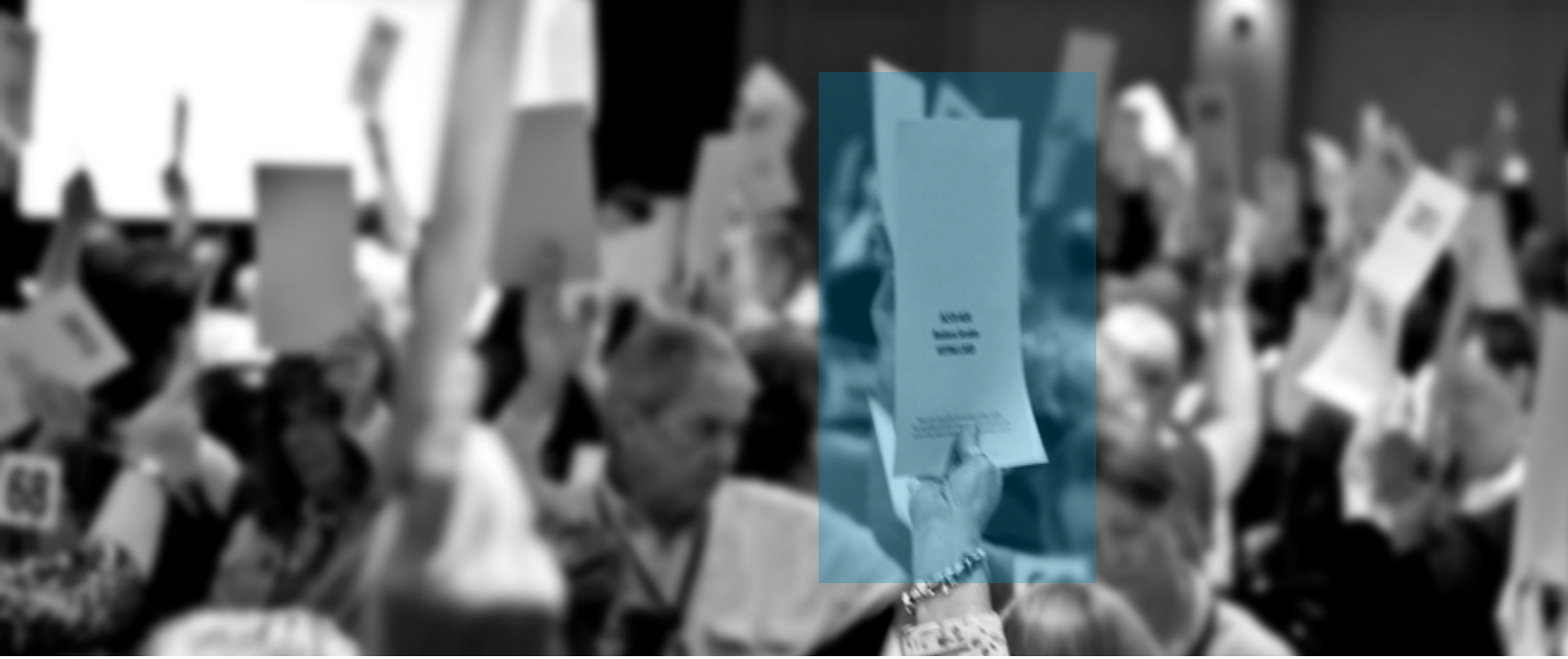
- **Gordon Swan**, *President*, BCSTA



BOARDS OF EDUCATION

Boards of education share a co-governance relationship with the provincial government and the Ministry of Education. The Ministry of Education sets the general direction for K-12 education, including the curriculum, amounts of funding and legal framework within which boards operate. Boards are responsible for operating school districts based on the educational aspirations of their local communities and in accordance with the general direction established by government. The respective responsibilities of the Ministry of Education and boards of education are described in the [School Act](https://bit.ly/bcschoolact) (bit.ly/bcschoolact). The *School Act* outlines the primary functions of boards of education, including:

- Attending meetings,
- Setting local policy for the effective and efficient operation of schools,
- Employing the staff necessary for school district operations,
- Establishing conditions of employment for employees,
- Preparing and approving the school district's operating budgets and capital plans,
- Hearing appeals from parents and students where a staff decision significantly affects the education, health or safety of the student. ■



WHAT DOES A SCHOOL TRUSTEE DO?

School trustees are the members of the school district's board of education. They are locally-elected representatives of the public and they are the community's advocates for public education in their local school district. They are required to carry out their responsibilities in a manner that assists the board in fulfilling its duties under the *School Act*.

A trustee's role is to maintain a focus on student achievement and well-being, and to participate in making decisions that benefit the entire district while representing the interests of their community.

TRUSTEES ESTABLISH THE DISTRICT'S STRATEGIC DIRECTION

The board is responsible for setting the overall direction for the school district. Trustees work together to establish the board's strategic plan, which sets the direction of the district for parents, the public and the board's staff, and lays out the priorities and strategic direction of the school district.

The board ensures that the superintendent carries out responsibilities for implementing the board's strategic plan. The superintendent acts as the CEO who holds the responsibility for the day-to-day work in this area or the delegation of the work to various people and groups within the organization. For example, the board does not take on the responsibility for the evaluation of individual teachers or administrators. Instead, it should ensure the superintendent has put in place the necessary procedures and actions to ensure teachers and administrators within the district are evaluated on a regular basis according to established board policy.

TRUSTEES ARE FINANCIAL STEWARDS

School districts are significant businesses in communities. Boards have important responsibilities for approval and oversight of school district financial decisions. One of the most important aspects of governance for trustees is to

connect district goals, strategic planning and economic realities, through the establishment of the school district's annual budget. The board oversees development of a strategic plan and the allocation of resources to support that plan. The board ensures the budget and staff allocations are in alignment with the plan and the identified goals that are intended to improve outcomes for students.

TRUSTEES ARE A PART OF A TEAM

A school trustee is a member of a team: the board of education. Under the *School Act*, the trustee's power lies in membership on the corporate school board. What this means is that the board has the authority to make decisions or to take action; individual trustees in and of themselves do not have this authority.

While healthy debate is an important aspect of good governance, once the board has voted, it is the board's decision and an individual trustee's responsibility to act in a manner that promotes and upholds

the board's decision and to communicate the board's decision back to the public.

The issues that motivate an individual to run for school trusteeship can often be deeply personal. A passion for issues in public education is important to guide one's work, however, it will be vital to the success of the board of education for each member trustee to look beyond personal issues in order to make decisions that benefit the school district as a whole.

TRUSTEES ARE COMMUNITY LEADERS

Trustees work with their board of education colleagues and with other community partners to ensure that all the students within the board's jurisdiction have equal opportunities to reach their maximum potential.

While members of the board act as representatives of their community, their primary job is

to participate in policy-making and strategic planning that are in the interests of all of the district's students, and are grounded in promoting student achievement and well-being.

Successful trustees manage to balance the governance role with the representative role, participating in decision-making that benefits the whole board while representing the interests of their community.

BOARDS ARE EMPLOYERS

As employers of all school district staff, boards have a legal responsibility for employee relations with their management, teaching and support staff. For unionized staff, the terms and conditions of the relationship are established through legislation, board policy, and decisions made through the collective bargaining process and in collective agreements.

BC operates under a two-tier structure for teacher collective bargaining, with the BC Public School Employers' Association (BCPSEA)* and BC Teachers' Federation (BCTF) negotiating provincial issues, and local teacher associations and boards of education negotiating local issues.

The *Provincial Collective Agreement* between the BCPSEA and BCTF expires on June 30, 2019.

Boards will have a significant role to play to ensure their local priorities are heard during the next round of bargaining.

(*Note: *BCPSEA* (bcpssea.bc.ca) is the employers' association as well as the accredited bargaining agent for the province's 60 public boards of education. BCPSEA bargains provincial issues on behalf of boards of education with unionized teaching and support staff in British Columbia. Local bargaining is done through local teacher associations and boards of education.) ■





AM I UP TO THE JOB?

Trustee candidates do not need to have a background in public education. However, the following skills and experience would be assets for potential trustee candidates and will be developed throughout a trustee's tenure.

UNDERSTANDING OF OFFICIAL MEETING PROCEDURES AND SCHOOL DISTRICT GOVERNANCE POLICIES

Candidates should review a copy of their board's bylaws, governance policies and codes of conduct. Candidates may wish to attend their local school board meetings or speak to existing board members to get an understanding of the process.

AWARENESS OF THE LEGAL, POLITICAL AND LEGISLATIVE PARAMETERS IN WHICH SCHOOL BOARDS OPERATE

Board operations are often highly prescribed by legislation or provincial policy. In executing their

duties, trustees will develop an understanding of the legislative process, the structure and relevant provisions of school legislation (especially the *School Act*), government policy, and board policy.

FINANCIAL LITERACY

Financial oversight of a school district is complex work that requires trustees to be able to interpret financial statements, information and data, ask the right questions, and ultimately govern the financial, business and capital decisions of their school district. Trustees, through the BCSTA, will be provided with the support necessary to fulfill their financial oversight responsibilities.

WILLINGNESS TO LEARN

The board has the responsibility to competently protect the interests, image and credibility of the school district, to ensure its financial viability and to act

in accordance with all applicable laws and board policies governing the board and its actions. These are significant and complex responsibilities that entail trustees acquiring education sector knowledge and skills to deal with the required range of information and decisions effectively, and to exercise appropriate oversight and accountabilities to protect the interests of students, families and the broader community.

BCSTA offers many services (bit.ly/bcstamemberbenefits) that will help prepare boards to carry out their governance and accountability responsibilities. BCSTA legal services, communications, professional development events, facilitations, in-district training sessions, online learning opportunities, and governance manuals are available to help trustees with their work.

REMUNERATION

Each board determines how trustees on the board will be remunerated. Please contact your local school district to inquire about trustee remuneration.

TIME COMMITMENT

Time commitments will vary but it is not uncommon for a trustee

to spend an average of 15 hours per week on all the activities associated with the role, including:

- Preparing for and attending board meetings and committee meetings
- Attending community meetings as a representative of the school board
- Attending BCSTA Annual General Meetings
- Responding to the concerns of parents and other community members
- Responding to telephone calls or e-mails, meeting requests and queries from parents or members of the community as a member of the board. ■

WHAT'S THE SCHEDULE LIKE?

GETTING ELECTED

TRUSTEE ELECTORAL AREAS

School districts are divided into trustee electoral areas from which trustees are elected. You are not restricted to running for trustee only in the community where you reside.

There may be more than one trustee elected from a trustee electoral area. The composition of the boards (number of trustees, trustee electoral areas, number of trustees elected from each trustee electoral area) varies to reflect the communities and the population of each school district in the province.

In some school districts, all trustees are elected at large. That is, there is only one trustee electoral area, the whole school district, from which all trustees are elected. In other school districts, there are multiple trustee electoral areas.

Some trustee electoral areas may be composed of: one or more municipalities; a combination of municipalities and rural areas, and rural areas only.

In some communities, interested electors have formed elector organizations that endorse candidates.

Local governments and boards of education may cooperate on the running of elections. Some trustee elections may be conducted by a municipality or regional district. Therefore, information will be available and nominations filed in that office instead of, or as well as, the board of education office.



ELIGIBILITY

If you want to run for board of education, you must be a Canadian citizen who will be age 18 or older on general voting day. You must have been a BC resident for at least six months. You must not be disqualified under the *School Act* or any other enactment from being nominated for, elected to or holding office as a school trustee.

If you are endorsed by an elector organization, information regarding elector organizations is available on the Elections BC website (bit.ly/electororgs).

Please see the Francophone Education Authorities Regulation (bit.ly/bcfeareg) for qualifications to be a trustee in School District 93 (Conseil scolaire francophone de la Colombie-Britannique).

BOARD OF EDUCATION EMPLOYEES

You may be a board of education employee and want to run for a

seat on your employer's board. Before you are nominated, you must give notice in writing to your employer of your intention to consent to the nomination. You must take a leave of absence from your employment with the board beginning on the first day of the nomination period or the date on which the notice is given, whichever is later. You will have to resign from your employment with the school district if you are elected to the board of education.

If you are a school district employee and want to seek election to a board of education that is not your employer, you don't have to take the leave of absence or resign. There may, however, be circumstances when you are ineligible to participate in certain board of education matters due to potential conflicts of interest which may arise from your being an employee of a board and a school trustee (e.g. provincial

collective bargaining if you are a unionized employee in one school district and a trustee in another district). Further information about conflict of interest follows.

CONFLICT OF INTEREST

Conflict of interest rules in the *School Act* and those derived from the common law (laws developed through court decisions) apply to school trustees.

The [oath of office](http://bit.ly/trusteeoath) (bit.ly/trusteeoath) which trustees take includes a solemn affirmation that the trustee “will comply with the requirements of the *School Act* that relate to conflict of interest and, in particular, ... will comply with the requirements relating to disclosure of pecuniary and indirect pecuniary interest in a matter.

[Part 5 of the *School Act*](http://bit.ly/schoolactpart5) (bit.ly/schoolactpart5) addresses pecuniary (monetary) conflicts of interest. If a matter being considered by a board of education could monetarily affect a trustee on the board (or certain other persons associated with the trustee), the trustee is said to have a pecuniary interest in the matter. If a trustee has a pecuniary interest, the law considers the trustee to have a conflict, unless the trustee falls within a few narrow exceptions set out in the *School Act*. The conflict law says that the pecuniary interests of certain people associated with a school trustee through family (e.g. spouse, parent, child) will be treated as though they were the trustee’s personal pecuniary interests. For example, a school trustee whose spouse, parent or child is a member of a union that represents unionized staff in a school district in British Columbia is not eligible:

- to be elected to the board of directors of the BCPSEA,
- to be a school trustee member of a BCPSEA bargaining team,
- to represent a board of education at any general meeting of BCPSEA or at any other function of BCPSEA.

If a trustee has a pecuniary interest in a matter that is being considered at a board or committee meeting, the trustee must disclose the pecuniary interest, not take part in any discussion of the matter, abstain from voting on the matter and not attempt in any way to influence the voting on the matter before, during or after the meeting.

Situations sometimes arise where a trustee does not have a financial

interest in a matter before the board but his or her involvement in the matter may give rise to a reasonable apprehension of bias. For example, the board may be called on to deal with an issue involving close personal friends or relatives. At common law, a trustee is not qualified to vote on a matter in which he or she has a “personal interest” distinct from that of the community generally that could lead a reasonably well-informed outsider to think that the trustee’s judgment could be influenced by that interest, in other words that your personal interest would lead to a “reasonable apprehension of bias.”

KEY DATES

October 20, 2018 is the date of the next general school election.



A list of significant election dates will be available on the [Ministry of Education website](http://bit.ly/bcministryofed) (bit.ly/bcministryofed).

FILING YOUR NOMINATION

You will submit paperwork to the local chief election officer. Most boards prepare candidate packages, including samples of necessary forms.

Different districts require different numbers of nominators. Confirm that you have the correct number.

FINANCIAL INTERESTS

You must also include a written disclosure of your financial interests, as required by [section 2\(1\) of the Financial Disclosure Act](http://bit.ly/fdactsection2) (bit.ly/fdactsection2).

This statement must provide details of both your corporate and personal holdings.

COMPLYING WITH ELECTION RULES

You alone are responsible for complying with the election rules, including ensuring all of the documents and the deposit (if required) connected with your

nomination are filed with the chief election officer for your community by the deadline.

CAMPAIGN FINANCING

School trustee candidates are governed by the same campaign financing rules as are local government candidates. They are found in the *Local Elections Campaign Financing Act*. Elections BC administers the campaign financing and election advertising rules under the *Local Elections Campaign Financing Act*. The *Local Elections Campaign Financing Act* became law in 2014 and is available on the [BC Laws website](http://www.bclaws.ca) (www.bclaws.ca).

Campaign financing rules are complex. They are described in more detail in [Elections BC resource materials](http://bit.ly/electionsbcresources) (bit.ly/electionsbcresources).

CAMPAIGNING

Ensure you are familiar with rules relating to your campaign including:

- Local government bylaws relating to signage

- Ministry of Transportation's signs policy
- Election advertising on the internet
- Campaign rules applicable to general voting day

Your election campaign may include:

- Social media (Facebook, Twitter, etc.)
- Interviews
- Door-to-door canvassing
- Mainstreeting (meeting voters in a public space)
- Paid and unpaid media coverage
- Website or blog
- All-candidates' meetings

In preparing for all-candidates' meetings and for campaigning in general, you should get used to following some of the practices that will serve you well as a school trustee – be sure that you understand the role of a school trustee, attend board of education meetings, read school trustee publications, monitor the media to gain an awareness of regional and provincial issues in education, and ensure that you know about other candidates and their positions.

All of this preparation will help you to form your own views and opinions on education issues to include in your campaign.

RESOURCES

- [BCSTA](http://www.bcsta.org) (www.bcsta.org)
- [BC Ministry of Education](http://bit.ly/bcministryofed) (bit.ly/bcministryofed)
- [BC Ministry of Municipal Affairs and Housing](http://bit.ly/ministryofmaah) (bit.ly/ministryofmaah)
- [Elections BC](http://elections.bc.ca) (elections.bc.ca)
- [Civic Info BC](http://civicinfo.bc.ca) (civicinfo.bc.ca)
- [Local Elections Campaign Financing](http://bit.ly/campaignfinancing) (bit.ly/campaignfinancing) ■





THE BC SCHOOL TRUSTEES ASSOCIATION

The [BC School Trustees Association](#) (BCSTA) serves and supports BC’s boards of education in their key work of improving student achievement. At the local level, BCSTA provides professional development, legal counsel and communications. Provincially, our non-profit Association acts as boards’ strong, unified voice in advocating to government, other education partners and the public on matters affecting public education.

The mission of the BCSTA is to support and advocate for effective public Boards of Education in British Columbia. Our mission is driven by the following beliefs:

1. A high-quality public education system is the foundation of a democratic society.
2. Improving student achievement is the key work of locally-elected boards of education.
3. The interests of BC students are best met through local decision-making with an engaged community.

4. Providing a strong, representative voice for boards of education throughout the province is important.
5. Helping to build effective boards of education by providing development, communications and support services continues to be a vital role.

Our member boards set the directions for advocacy and all other aspects of BCSTA’s work. Members do this through resolutions at our annual general meeting in the spring, and at smaller Provincial Council governance meetings over the year.

BCSTA advocates strongly at the provincial and national levels on many areas of concern, and participates in a variety of government and partner group committees and initiatives, where trustee input significantly shapes final outcomes.

More about membership benefits can be found on the [BCSTA website](#) (www.bcsta.org).

Follow BCSTA on Twitter at [@bc_sta](#). ■

GET YOUR BEARINGS

MARK YOUR CALENDARS!

BCSTA's **TRUSTEE ACADEMY**, a professional development conference for school trustees, is taking place November 29-December 1, 2018 in Vancouver, BC.
and

BCSTA's **NEW TRUSTEE ACADEMY**, a conference aimed specifically for newly-elected school trustees, is taking place January 25-26, 2019 in Vancouver, BC.

2018 marks the beginning of a brand new term for you and your board, and the **TRUSTEE ACADEMY** and **NEW TRUSTEE ACADEMY**, will help prepare you for a successful term ahead.

Registration of each event will open in the coming months, check the [BCSTA website](http://www.bcsta.org) (www.bcsta.org) for updates.

