

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

**December 3, 2019, 3:30 pm
District Education Office, 33046 4th Avenue, Mission, BC**

Pages

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1 District Flight Team | Carolynn Schmor 3:30 PM - 3:45 PM

4. CURRICULUM

5. UNFINISHED BUSINESS

5.1	Learning Resource Policy & Procedure	Information	3:50 PM - 3:55 PM	1
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5.2	Policy Development and Review Policy	Information	3:45 PM - 3:50 PM	2
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5.3	School District Representatives Policy	Information	3:55 PM - 4:00 PM	3
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5.4	Stave Falls Elementary Reopening Costs	Information	4:00 PM - 4:05 PM	4 - 7
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6. STAFF REPORTS

6.1	MSS Reconfiguration Update	Information	4:05 PM - 4:20 PM	8
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6.2	Equity Scan Monthly Update	Information	4:20 PM - 4:25 PM	9
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7. NEW BUSINESS

7.1	Ab Ed Advisory Council - Draft ToR	Discussion	4:25 PM - 4:35 PM	10 - 12
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7.2	Teacher Coaches	Discussion	4:35 PM - 4:45 PM	13
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7.3	Annual Report 2019	Action	4:45 PM - 4:55 PM	14 - 16
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7.4	Trustee Professional Development Policy	Action	4:55 PM - 5:15 PM	17 - 22
7.5	Management Professional Development	Action	5:15 PM - 5:35 PM	23 - 26
7.6	Communications Policy	Action	5:35 PM - 5:55 PM	27 - 29
7.7	Employee Long Service Recognition	Action	5:55 PM - 6:15 PM	30 - 34

8. MINUTES OF PREVIOUS MEETINGS

8.1	Special Committee of the Whole Meeting Minutes, October 29, 2019	Action		35 - 37
8.2	Committee of the Whole Meeting Minutes, November 5, 2019	Action		

9. INFORMATION ITEMS

10. ADJOURNMENT

Committee of the Whole Meeting

Tuesday, December 3, 2019



ITEM 5.1 **Information**

File No. 1020

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Learning Resources Policy

1. Summary:

The Learning Resources Policy was approved in principle and submitted to the Educational Community for comments. Staff have reviewed the comments and are in the process of updating the policy and procedure considering the comments. The revised policy and procedure, with the comments from the educational community, will be presented at the January Committee of the Whole meeting for consideration.

ITEM 5.2 **Information**

File No. 1020.10

TO: Board of Education
FROM: Board of Education
SUBJECT: Policy Development and Review Policy

Summary:

The policy regarding policy development and review was reformatted and updated for the Board's consideration. The policy was approved in principle at the November Board Meeting. The policy was posted on the website in draft, however, the policy was not provided to the educational community with enough time for feedback. The policy will be returned to the January meeting for consideration once the educational community has had the opportunity to review the updated policy.

ITEM 5.3 Information

File No. 1020.10

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: School District Representatives to External Organizations

Summary:

The School District Representatives policy was reformatted and updated for the Board's consideration. The policy was approved in principle at the November Board Meeting. The policy was posted on the website in draft, however, the policy was not provided to the educational community with enough time for feedback. The policy will be returned to the January meeting for consideration once the educational community has had the opportunity to review the updated policy.

ITEM 5.4 Information

TO: Committee of the Whole
 FROM: D. Welsh, Assistant Secretary Treasurer
 SUBJECT: Stave Falls Elementary Reopening Costs

Summary:

At a previous Committee of the Whole meeting, the Committee requested information regarding capital costs for reopening Stave Falls Elementary School. In addition, staff have provided details on the costs included under Site General.

Stave Falls - Opening Costs to Date
Oct 31, 2019

OPERATING

	2019-20			2018-19	
	YTD Exp	Budget		YTD Exp	Budget
Salary:					
Teachers	37,560.13	219,100.00		-	-
PVP	40,430.50	123,103.00		119,934.68	120,200.00
EA	6,859.66	-	*	-	-
Support	15,487.29	83,700.00		6,308.36	-
Substitutes	3,135.42	900.00	**	-	-
Benefits	21,245.71	97,200.00		25,943.50	25,240.00
Services/Supplies	64,831.55	127,688.00	***	18,082.02	130,000.00
Utilities	1,419.00	-	****	13,586.55	-
Total	190,969.26	651,691.00		183,855.11	275,440.00

* EA budget to be defined in the amended budget

** Non-discretionary substitute costs are budgeted at a district level

*** Includes carryover from 2018-19 unspent startup service/supply funding

**** Utility costs are budgeted at a district level

CAPITAL

	2019-20	2018-19	2017-18	TOTAL	2019-20	TOTAL
	Expenditure	Expenditure	Expenditure	Expenditure	Committed	Exp + Com
Annual Facility Grant:						
Roofing	223,222.42	98,023.10		321,245.52	-	321,245.52
Mech Upgrade	-	53,072.17		53,072.17	9,347.20	62,419.37
Paving/Parking	29,370.02	-		29,370.02	-	29,370.02
Flooring	12,692.80	48,949.86		61,642.66	-	61,642.66
Water Treatment	86,269.46	-		86,269.46	1,881.91	88,151.37
Exterior Painting	3,376.85	-		3,376.85	-	3,376.85
Network Cabling	32,948.88	-		32,948.88	-	32,948.88
Lighting	-	4,372.01		4,372.01	-	4,372.01
Security	2,472.30			2,472.30	-	2,472.30
Electrical	557.12			557.12	-	557.12
Site General	14,193.69	54,186.44		68,380.13	-	68,380.13
						-
Local Capital:				-		-
Roofing			3,322.32	3,322.32		3,322.32
Mech Upgrade			38,730.56	38,730.56		38,730.56
Site General			47,483.84	47,483.84		47,483.84
Total	405,103.54	258,603.58	89,536.72	753,243.84	11,229.11	764,472.95

Site General

Description	2017-18	2018-19	2019-20
Alarm install/programming		4,895.64	1,422.40
Building supplies	37.89	3,641.82	125.67
Electrical	2,287.73	1,408.17	557.12
Facilities staff allocation	20,723.18		
Fire extinguishers			414.22
Flooring		524.21	
Fridge			469.70
Hazardous materials testing		2,735.33	
Landfill tipping fees		75.75	
Lift Station Inspect/Pumper		4,265.81	
Lighting	11,537.25	3,128.48	4,810.60
Network switch		9,994.98	
Paint	5,193.00	5,511.93	236.16
Parking lot lights		4,086.01	
Photo detectors			2,058.08
Plumbing supplies		6,351.50	1,752.03
Roofing/windows consult			1,737.36
Scissor lift		1,411.80	
Security pen	2,052.58		
Straight boom rental	5,652.21		
Water bottle refill stations			3,331.74
White boards		6,155.01	
Grand Total	47,483.84	54,186.44	16,915.08

Original start up cost estimates

Stave Falls School - Start-up Costs

	Total Estimate	Essential	Delayed 6 mo to 1 yr	Deferred 3 - 10 yrs
Building Maintenance	\$ 1,169,280	\$ 305,520	\$ 58,200	\$ 805,560
Set Up Cost	656,800	391,850	16,000	248,950
Anticipated funding shortfall (first year only)	162,400	162,400		
	\$ 1,988,480	\$ 859,770	\$ 74,200	\$ 1,054,510

Financing Stave Falls Start-up - if a September 2019 start up

	2017/2018	2018/2019	2019/2020	Total
Building				
Roof	\$ 69,000	\$ -	\$ -	\$ 69,000
Civil	19,500			19,500
Mechanical	21,000			21,000
Remaining Architectural		82,500	48,500	131,000
Electrical		62,600		62,600
Contingency	21,900	29,020	9,700	60,620
	131,400	174,120	58,200	363,720
Start up				
Information Technology		106,350		106,350
Rooms / school set up			9,000	9,000
Buses		160,000		160,000
Library Resources			50,000	50,000
Education Resources			82,500	82,500
Funding shortage (first year only)			162,400	162,400
	-	266,350	303,900	570,250
	131,400	440,470	362,100	933,970
Funding Source				
Capital Works	131,400			131,400
Contingency		440,470		440,470
Contingency			362,100	362,100
	\$ 131,400	\$ 440,470	\$ 362,100	\$ 933,970

Stave Falls - Draft Budget Projections			
Projected Student Enrolment	53	74	104
OPERATING REVENUE			
Ministry of Education			
Enrolment Based Funding	382,554	534,132	750,672
Special Needs Funding	57,190	79,850	122,600
Salary Differential Supplement (Teacher)	5,809	8,111	12,481
Pay Equity Supplement (Support)	5,679	7,929	14,572
Small Community Supplement (begins in 2nd year)	162,400	162,400	162,400
Total Revenue	613,632	792,422	1,062,725
OPERATING EXPENSE			
Salaries			
Teachers	222,864	304,581	408,584
Principals and Vice-Principals	109,774	109,774	109,774
Education Assistants	25,380	50,760	76,140
Support Staff	66,339	76,664	95,577
Substitutes	6,000	10,000	22,961
Total Salaries	430,357	551,779	713,036
Employee Benefits	100,230	128,509	166,066
Total Salaries and Benefits	530,587	680,288	879,102
Services and Supplies			
Services	2,200	2,600	2,900
Student Transportation	150	209	294
Professional Development and Travel	1,000	1,000	1,000
Supplies	10,000	14,000	17,000
Utilities	21,300	21,300	21,300
Total Services and Supplies	34,650	39,109	42,494
Total Expenses	565,237	719,397	921,596
Net Operating Surplus (Deficit)	48,395	73,025	141,128
Less: Projected District Administration Overhead Costs	69,665	89,963	120,650
Net Contribution to Capital / Reserves	(21,270)	(16,938)	20,478

ITEM 6.1 Information File No.

TO: Committee of the Whole
FROM: J. Pearce, Principal of MSS
SUBJECT: MSS Reconfiguration Update

1. Summary:

Principal Pearce will provide an overview on how the reconfiguration has been realized at École Mission Senior Secondary.

ITEM 7.1 Discussion

TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: Aboriginal Education Advisory Council – Draft Terms of Reference

1. Summary:

Attached are the Terms of Reference for the Aboriginal Education Advisory Council Working Group. The group works to create innovative space for dialogue, discussions, learning and development, to help inform and support increased success in all areas of education for Indigenous students.

The Terms of Reference refer to three Big Ideas, with actions to support the Big Ideas:

1. Rename: Siwal Siw'es AEAC Council " First Teachings of Our Ancestors".

ACTION: The Aboriginal Education Advisory Council will request that the translation 'First Teachings of Our Ancestors' will be used in all SD#75 publications, print, electronic, etc

2. Include, endorse, and adopt the United Nations Declaration on the Rights of Indigenous Peoples, with emphasis on important themes.

ACTION: Beginning in 2018/2019 school year, the Aboriginal Education Advisory Council will endorse and commit to implementing these themes throughout the school district catchment area.

3. Commitment to the Truth and Reconciliation's recommendations on education, and annual reporting on SD#75 progress toward defined goals.

ACTION: The Aboriginal Education Advisory Council will request the School Board/Trustees develop a five-year plan for adoption of these Truth & Reconciliation recommendations, and make an annual report to Siwal Siw'es AEAC on progress (written and in person dialogue).

Terms of Reference Working Group

The mandate of the Siwal Si'wes Aboriginal Education Advisory Council is to create an innovative space for dialog, discussions, learning and development. By including parents, caregivers, communities, on and off-reserve, and district administration the Council will help inform and support increased success in all areas of education for our Indigenous students

The AEAC Working Group envisions a changing role for the Council in 2018 and beyond that will include new approaches, pilot projects, accountability, and partnerships as curriculum expands, district funding changes, populations continue to diversify, and inclusion and gender neutral terms become the norm.

Envisioning the Aboriginal Education Advisory Council: BIG IDEAS

First BIG IDEA: Rename: Siwal Siw'es AEAC Council "First Teachings of Our Ancestors"

- *the term Siwal Siw'es has been translated for many years variously as "Our Forefather's Teachings" and as "First Teaching of Our Ancestors" [as used by Halq'emeylem language specialists in 2018. The latter is gender neutral and respects role of women in traditional cultures.*
- *Indigenous worldviews and ways of learning in SD#75 reflect the cultures, traditions, and languages embodied in First Nations, Metis, and Inuit knowledge systems of diverse peoples.*

Action: the Aboriginal Education Advisory Council will request that the translation 'First Teachings of Our Ancestors' will be used in all SD#75 publications, print, electronic, etc....

Second BIG IDEA : Include, endorse, and adopt the United Nations Declaration on the Rights of Indigenous Peoples, with emphasis on important themes [[http://unitednations.....](http://unitednations.org)]

- *the right to cultural identity, language, and recognition of distinct peoples*
- *self determination and participation in decision making*
- *individual responsibility balanced with responsibility to the community as a whole*
- *relationship with traditional lands, waters and resources*
- *learning and practicing the belief systems, protocols and practices of their ancestors*

ACTION: Beginning in 2018/2019 school year, the Aboriginal Education Advisory Council will endorse and commit to implementing these themes throughout the school district catchment area.

Third BIG IDEA C: Commitment to the Truth and Reconciliation's recommendations on education, and annual reporting on SD#75 progress toward defined goals: [<http://trc.gc.ca>]

Article 62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.*
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.*
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.*
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.*

Article 63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

- i. Sharing information and best practices on teaching curriculum related to Aboriginal history including residential schools*
- ii. Building student capacity for intercultural understanding, empathy, and mutual respect.*
- iii. Identifying teacher-training needs relating to the above and provide resources & opportunities*

Action: the Aboriginal Education Advisory Council will request the School Board/Trustees develop a five-year plan for adoption of these Truth & Reconciliation recommendations, and make an annual report to Siwal Siw'es AEAC on progress (written and in person dialogue)

ITEM 7.2 Discussion

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Teacher Coaches

1. Summary:

That the Committee discuss opportunities for Teachers to coach sport teams in the School District.

ITEM 7.3 Action

File No. 7610.10

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: 2019 Annual Report and 2018-2019 Audited Financial Statements

Recommendation

THAT the 2019 Annual Report, including the 2018-2019 Financial Statements, be reviewed and forwarded to the Public Board meeting on December 17, 2019 for consideration.

1. Summary:

The annual report includes information on the School District activities for the 2018/2019 school year, the June 30, 2019 financial statements with the auditor's report, and a discussion on financial activities.

2. Background:

Staff prepared the June 30, 2019 financial statements on the District's financial activities for the period from July 1, 2018 to June 30, 2019. The financial statements were audited by KPMG and accepted by the Board in September, and subsequently submitted to the Province before September 30, 2019, along with the auditor's report.

The School Act requires that the School District publish the financial statements together with the auditor's report for distribution to the public before December 31, 2019. To provide meaningful information to the public, the annual report includes additional information in the form of a management report on the operational and financial activities for the fiscal year.

3. Options: N/A

4. Analysis and Impact:

a. Strategic Plan Alignment

The annual report reports on the activities of the organization and is beginning to focus more on the strategic goals. This continues to be a work in progress.



b. Enhancement Agreement



The report provides information on the work of the Aboriginal Education Department as we work to meet the goals of the agreement.

c. Funding Guidelines, Costing, & Budget Impact

The production of this report does not create a financial cost. The reporting process aligns with the recommendations regarding public accountability.

d. Policy, Legislation, Regulation

Currently, the School District is not required to produce an annual report. However, staff expect this to change in the next few years, as the Ministry of Education is advancing the policy “Framework to Enhance Student Learning.”

e. Organizational Capacity

The Report is currently produced by the Superintendent’s office, with support from the senior leadership team. The organization does not have excess capacity to take on significantly more reporting requirements.

f. Risks

i. Organizational

The report has minimal risks to the organization, as it is a high-level report on the previous years’ activities.

ii. Reputational

A report that is not well done could impact the organizations reputation.

iii. Strategic

There are no strategic risks identified.

g. Benefits

i. Organizational

The benefits to issuing an annual report can help the organization better prepare for future years

ii. Reputational

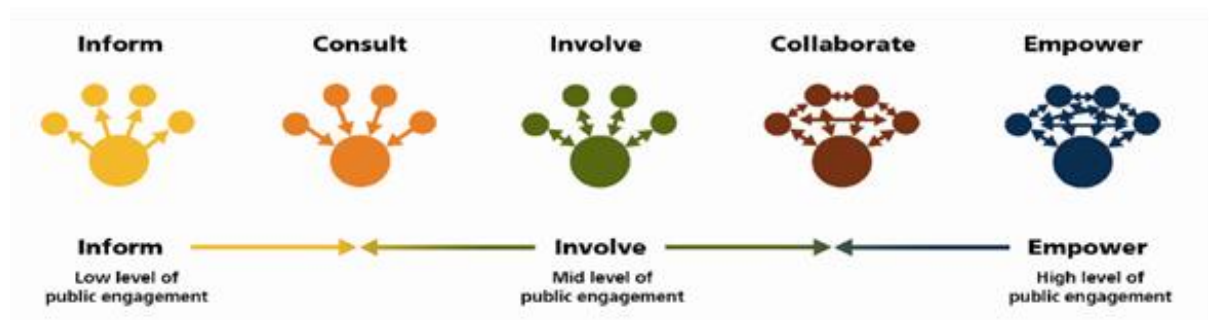
Transparently reporting on the activities of the organization – both positive, and negative, with a plan to address the negative aspects, can help improve the organizations reputation, if we can deliver on what we say we are going to do.

iii. Strategic

An annual report that aligns with a strategic plan can help focus future activities to further advance the strategic plan.

5. Public Participation:

Issuing the annual report is lowest level of public engagement, as it is to inform the public on the activities of the School District for the previous school year.



6. Implementation: N/A

7. Attachments distributed separately from the agenda package

- a. 2019 Annual Report including 2018-19 Audited Financial Statements

ITEM 7.4 Action

File No. 1020.

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Trustee Professional Development Policy

Recommendation

THAT the Trustee Professional Development Policy be considered, and direction regarding changes be provided;

AND THAT the revised policy be returned to the January CotW for further consideration.

1. Summary:

The draft Trustee Remuneration Policy was reformatted from the former policy that was for both Trustees and Management Staff and is presented for preliminary review and discussion. A revised policy regarding management professional development is also presented in a separate report.

2. Background:

The previous policy regarding trustee professional development was combined with the policy for management employee professional development. While elements of the two policies are similar, each group has a different accountability structure.

Trustees are accountable to the Board and to the Public, and as such, a public reporting of the use of the funds by trustees aligns with the Taxpayer accountability framework. Management Employees are accountable to the Superintendent. The Superintendent directs the specific reporting and accountability requirements for employee professional development. This may need to be defined in administrative procedures, to align with the revised policies. Financial accountability occurs annually for both trustees and employees with the annual statement of financial information that lists the remuneration and expenses for both groups – although employee reporting is only for employees earning more than \$75,000 a year. The policy has been separated to a trustee policy and a management policy to enable the Board to define the appropriate level of reporting and oversight measures for Trustee accountability.

3. Options:

1. Include attendance at conferences within the scope of this policy. Staff recommend this approach, based on the analysis.
2. Include only professional development within the policy. This is the structure of the policy as attached. Staff have not put more effort into defining what changes could be considered, as direction from the Board is required.
3. Retain the existing policy.

4. Analysis and Impact:

a. Strategic Plan Alignment

No specific strategies are related to the professional development of Trustees. However, attending conferences, seminars, and other professional development activities support contemporary thinking practices that will support the organization, and will ensure trustees are well versed in the issues, options, and alternatives to effectively lead the organization.

Figure 1- Strategic Plan Priorities



b. Enhancement Agreement

Participating in professional development activities will enable trustees to support the Aboriginal students we serve and support the goals of the Enhancement Agreement.

Taking part in professional development opportunities that relate to supporting the success of aboriginal students will support the entire organization.

c. Funding Guidelines, Costing, & Budget Impact

The trustee professional development budget is \$7,500 (\$1,500 each), plus \$10,000 for attendance at meetings and conferences (total \$17,500). In 2019/2020, no specific funds were used for professional development, while the total spent on meetings and conferences was \$21,438. In previous years, some of the expenses were allocated to professional development if a trustee attended a non BCSTA/BCPSEA conference. As it is difficult to know which conferences are for professional development and which are related to the role of the trustee, all conferences are now included in the meetings and conferences budget. The Statement of Financial Information summarizes the total expenses per trustee.

From a financial management perspective, it would be better to plan and budget attendance at conferences in accordance with policy guidelines – such as -all trustees, or only a few trustees, based on budget, and Board priorities. There is no formal policy direction regarding the allocation of the meetings and conferences budget. The conferences budget has not increased in recent years to reflect the actual attendance cost. This will need to be adjusted with the amended budget.

When the meeting and conferences budget is exceeded, funds are reallocated from other areas of the governance budget (such as supplies).

d. Policy, Legislation, Regulation

The current policy is a blended policy for Trustees and Management staff. The current policy is attached to this report.

e. Organizational Capacity

The organization currently supports trustees to attend conferences, and participate in professional development training, through the Executive Assistant. Revisions to the policy are not expected to create additional work for the position.

Figure 2 Enhancement Agreement Themes



f. Risks

i. Organizational

When policy is not clear on funding for Trustees, it puts staff in an awkward position. This can compromise the relationship between staff and Trustees.

ii. Reputational

If the policy is vague, there is significant reputational risk for Trustees. The public expects transparency from elected officials, with budgets, reporting, and accountability of funding that is spent directly on trustees participating in professional development or attending conferences. This is the area of governance that receives the highest degree of public scrutiny.

iii. Strategic

No strategic risks were identified.

g. Benefits

i. Organizational

Well defined policy ensures staff are able to draft accurate budgets with clear guidelines, and to process requests for funding to attend conferences or other professional development activities.

ii. Reputational

A well-defined policy that supports transparency can improve the reputation of the Board.

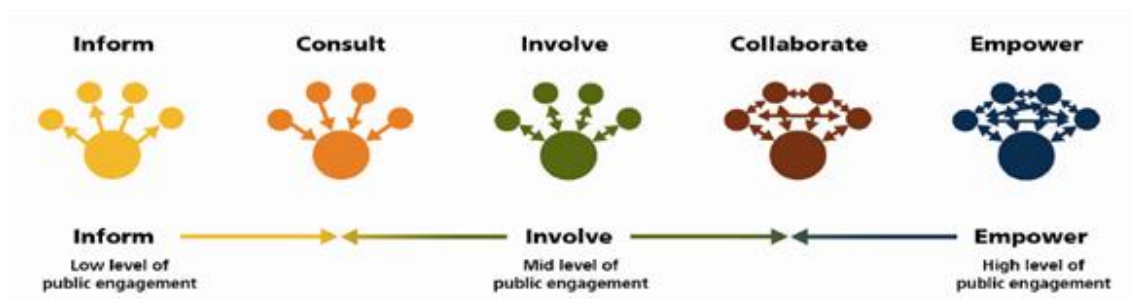
iii. Strategic

No strategic benefits were identified.

5. Public Participation:

The public participation process includes involving the educational community through discussion and development of a revised policy at a Committee of the Whole, with further public participation through consultation once a final draft of the policy is circulated.

Figure 3 IAP2 Spectrum of Public Participation



6. Implementation:

December 2019	CotW review / discussion
January 2020	CotW review / discussion – 2 nd draft
January	Board Meeting – approval in principle
January / February	Solicit comments from educational community
March	CotW review comments
April	Final approval

7. Attachments:

1. Draft Trustee Professional Development Policy
2. Current Trustee and Management Staff Professional Development Policy

Section:	Governance	
Title:	Trustee Professional Development	1.7

Purpose

To support professional development opportunities for Trustees.

Policy

The Board values Lifelong Learning and expects Trustees to engage in learning opportunities that enhance the Trustee’s ability to serve the School District.

Trustees may participate in programs and activities, or acquire technology, which lead to professional growth, enhancement of skills and abilities, and increased overall competencies related to board governance, public education systems, or issues that are unique to Mission Public Schools.

Trustees are to report out to the Board on their professional development activity.

Guidelines

1. The professional development must promote and support professional learning, growth, and development in the knowledge, skills, and attributes that lead to improved performance and practices related to board governance and/or public education, based on the educational needs of the Trustee.
2. An annual professional development budget will be allocated for each Trustee.
3. Trustees may use the funds for a broad range of professional development activities and/or the purchase of technological devices or equipment.
4. The use of the funds to purchase technology is subject to the following:
 - a. The device must comply with current district standards.
 - b. The device will be fully owned by the School District for three (3) years.
 - c. The device will be depreciated over three (3) years.
 - d. The device may be returned to the School District after the three (3) year ownership period or retained by the Trustee for their future personal use.
 - e. If the Trustee leaves the position prior to the end of the three (3) year ownership period, the device must either be returned to the School District or purchased by the Trustee at the cost of the un-depreciated value.

Date of Board Approval:

Professional Development – Trustees and Management Staff

UNDER REVIEW – 2019/2020

Philosophy

The Board of Education recognizes the importance and desirability of maintaining, developing and extending the professional skills and abilities of all members of the Board and school district management staff. The Board, therefore, encourages all trustees and personnel to participate in programs and activities which will lead to professional growth, enhancement of skills and abilities, and increased overall competencies. The Board will make provision in the annual operating budget for professional development funding.

The school district will endeavor to provide such professional development opportunities for trustees and management staff as may be practicable within financial and the individual's time constraints.

The Board has set high expectations for professional development activities and participation by the trustees and management staff to meet its goals of continuous performance improvement in their respective leadership roles by providing its commitment to programs which broadens the exposure to professional studies, theories, methods and strategies that relate to their area of expertise and interest.

Goals of Professional Development

The Board recognizes the value of professional development activities to enhance each individual's professional growth as the areas of work are increasingly more demanding and complex. To be fully prepared and knowledgeable in their respective leadership roles, trustees and management staff should routinely engage in professional development opportunities and conversations within the broader education community at seminars, workshops, conventions and similar appropriate meetings.

Use of Professional Development Funds

The Board supports the use of professional development funds by trustees and management staff for a broad range of activities that can provide opportunities for growth in knowledge, skills, and attributes leading to improved performance and practices. These activities will increase the effectiveness of all persons involved and should be incorporated into the operations of the Board, if beneficial to both the educational and business operations of the school district.

Funds for professional development are available to support a broad area of professional development activities, as well as, the purchase of technological devices or equipment that promote and support professional learning, growth, and development within the annual operating allocation for the individual.

Any purchase of technological devices or equipment will be subject to the ownership by the Board for a period of three (3) years at which time the individual can return any device or equipment to the school district or retain for their future personal use. During this three (3) year period, the technological devices or equipment will be depreciated to a net value of zero from the date of purchase. If the device or equipment is not returned to the school district during this time, the ownership will only transfer to the trustee or management staff when any un-depreciated value has been paid to the school district.

The expectations for the use of professional development funds are for only activities that reflect the goals of the Board, as well as, the educational needs of the individual.

Date of Board Approval: April 16, 2013

ITEM 7.5 Action

File No. 1020

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Management Professional Development

Recommendation

THAT the Management Professional Development Policy be considered, and direction regarding changes be provided;

AND THAT the revised policy be returned to the January CotW for further consideration.

1. Summary:

The draft Management Remuneration Policy was reformatted from the former policy that was for both Trustees and Senior Management and is presented for preliminary review and discussion. A revised policy regarding trustee professional development is also presented in a separate report.

2. Background:

The previous policy regarding management professional development was combined with the policy for management employee professional development. While elements of the two policies are similar, each group has a different accountability structure.

Management is accountable to the Superintendent, and most terms of professional development are outlined within management employee employment contracts. The superintendent directs the specific reporting and accountability requirements for employee professional development. This may need to be defined in administrative procedures, to align with the revised policies. Financial accountability occurs annually for employees with the annual statement of financial information that lists the remuneration and expenses for both groups – although employee reporting is only for employees earning more than \$75,000 a year. The policy has been separated to a trustee policy and a management policy.

3. Options:

1. Include attendance at conferences within the scope of the policy.
2. Approve the policy as submitted.
3. Retain the existing policy.

4. Analysis and Impact:

a. Strategic Plan Alignment

This policy aligns with being prepared for the future and having competent staff in all positions.



b. Enhancement Agreement



Leadership training for staff is not specifically identified within the Enhancement Agreement. However, professional development is future oriented, and will help lead the organization and advance the goals of the Enhancement Agreement.

c. Funding Guidelines, Costing, & Budget Impact

All professional development funding is included in department budgets, considering employment contracts. The policy does require any additional funding. Information on the total amount spent on professional development will be included in the annual budget information package.

d. Policy, Legislation, Regulation

The draft policy is replacing the policy that is combined with trustee professional development.

e. Organizational Capacity

f. Risks

i. Organizational, Reputational, Strategic

No risks are identified with changing the policy.

g. Benefits

i. Organizational

Differentiating between governance and operational professional development

ii. Reputational

Ensuring policies are easy for the public to understand

iii. Strategic

No specific strategic benefits are identified

5. Public Participation:

6. The public participation process includes involving the educational community through discussion and development of a revised policy at a Committee of the Whole, with further public participation through consultation once a final draft of the policy is circulated.



7. Implementation:

December 2019	CotW review / discussion
January 2020	CotW review / discussion – 2 nd draft
January	Board Meeting – approval in principle
January / February	Solicit comments from educational community
March	CotW review comments
April	Final approval

8. Attachments:

1. Draft Management Professional Development Policy
Note: see Trustee Professional Development Policy Report to review the current policy.

Section:	Personnel	
Title:	Management Professional Development	5.3

Purpose

To support professional development opportunities for management employees.

Policy

The Board values Lifelong Learning and expects all managers, including principals, vice-principals, and other exempt employees, to engage in learning opportunities that enhance their ability to serve the School District.

Management employees may participate in programs and activities, or acquire technology, which lead to professional growth, enhancement of skills and abilities, and increased overall competencies related to their current employment, future employment opportunities in the education sector, or a learning opportunity related to issues that are unique to Mission Public Schools.

Guidelines

1. The professional development must promote and support professional learning, growth, and development in the knowledge, skills, and attributes that lead to improved performance and practices related to their field of employment in the public education system or growth in the public education system, based on the educational needs of the employee and their growth plan.
2. An annual professional development budget will be allocated for each employee in accordance with their contract of employment.
3. Employees may use the funds for a broad range of professional development activities and/or the purchase of technological devices or equipment.
4. The use of the funds to purchase technology is subject to the following:
 - a. The device must comply with current district standards.
 - b. The device will be fully owned by the School District for three (3) years.
 - c. The device will be depreciated over three (3) years.
 - d. The device may be returned to the School District after the three (3) year ownership period or retained by the Employee for their future personal use.
 - e. If the Employee leaves the employ of the School District prior to the end of the three (3) year ownership period, the device must either be returned to the School District or purchased by the Employee at the cost of the un-depreciated value.

Date of Board Approval:

ITEM 7.6 Action

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Communications Policy

Recommendation

THAT staff draft a Communication Policy that considers the following criteria:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

AND THAT the draft Communication Policy be returned to the January 2020 CotW for further discussion.

Summary:

The Board has expressed interest in developing a communications policy. As the School District does not have a formal policy in place, staff require direction before proceeding.

As everyone has a different expectation as to what a communication policy is, the following information gathered from other school districts to assist with the discussion.

a. Richmond SD

Public Communications

In order to provide full, objective, and timely information to the public about the programmes and policies of the school district, the following items shall be available on a regular basis:

1. A bi-annual flyer from the Board ("Richmond Schools").
2. Minutes of Board meetings - distributed to all district schools and to the office of the Richmond Teachers' Association on a regular basis, and available to the public on request.
3. Notice of meetings and meeting agendas - each year a schedule of regular Board meetings is announced in the press. Agendas are posted for public information and are distributed to the public at Board meetings.
4. School brochures - published from time to time by individual schools.
5. Course selection booklet distributed annually to all students enrolled in the 9th to 13th year of an educational program of the community.
6. "Working With Your Schools" calendar, distributed annually to the community.
7. A school-based newsletter sent to parents of the catchment areas on a regular basis

b. Sir Wilfred Laurier School Board:

1.0 Introduction

The purpose of this Communication Policy is to identify and define the directions of the School Board with respect to communication, public relations, media relations and crisis communication. To increase its visibility, the School Board wishes to keep the general public and its clientele well informed of its directions and activities.

2.0 Objectives

- 2.1 Adapt communication practices to the needs of the School Board and its target clientele.
- 2.2 Ensure regular and objective communication on the decisions and activities of the School Board.
- 2.3 Ensure that information transmitted to the target clientele is coherent and appropriate.
- 2.4 Establish and define the specific roles and responsibilities of each individual involved in the communication process.
- 2.5 Identify activities and means of communication to be used by the School Board.

3.0 Principles

- 3.1 Promote a positive perception of the direction and activities of the School Board.
- 3.2 Respect the policies and regulations in effect at the School Board, namely those in relation with the delegation of powers.
- 3.3 Ensure the visibility of the School Board by the networking of a positive corporate image.

c. North Vancouver: Information and Communication Systems and Resources

d. SD#8: Communication Protocol for Trustees.

Discusses communication on behalf of the board, trustee requests for information, and correspondence to the Board

e. York Region SD:

Policy Statement

The York Region District School Board strives to maintain open lines of communication with students, parents, staff, trustees, community and business partners because the voices, ideas and understanding of all its community members are valued.

The York Region District School Board is committed to providing relevant, accurate, clear and timely information on Board programs, services, events and activities.

f. SD52

POLICY

Board communications support the Board's vision, mission, and goals, while building and promoting trusting, effective relationships between the Board, and local communities and partner groups.

Board communications provide the means for local communities and partner groups to participate in school district planning and to be informed about educational issues and services. The Board shall actively seek and listen to the voices of local communities and partner groups with respect to the school district's vision, mission, operating principles, goals, policy, and planning.

Regulations to this policy guide communication links between the Board and other entities.

The Board Chair is the primary spokesperson for the Board. The Board Chair or designate speaks on matters such as governance, policy, Board decisions.

The Superintendent of Schools is the primary spokesperson on matters such as the leadership and operation of the school district. The Superintendent or designate speaks on educational, administrative, management, fiscal, planning, and organizational matters of the school district.

g. York Catholic SB

POLICY STATEMENT

It is the policy of the York Catholic District School Board to encourage, promote and maintain open, accessible, timely and transparent communication with both its internal and external stakeholders (students, parents, staff, trustees, parishes, community and education partners and members of the media); that is clear, accurate and supportive of the Board's mission to provide quality Catholic education in unique, faith-based, learning environments.

ITEM 7.7 Action File No.

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Employee Long Service Recognition

Recommendation

THAT staff draft an Employee Long Service Recognition Policy that considers the following criteria:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

AND THAT the draft Employee Long Service Recognition Policy be returned to the January 2020 CotW for further discussion.

Summary:

The Board has expressed interest in developing an employee long service recognition policy. As the School District does not have a formal policy in place, staff require direction before proceeding.

The following information has been gathered for consideration.

A 2012 survey provided the following information:

SD 42

- | | |
|---------|--|
| 1 year | Congratulations card |
| 10 year | Water Bottle with District Logo, presented by manager at work location |
| 20 year | Social event - finger foods, and presented with a stainless steel travel mug |
| 25 year | Sit-down formal – prepared by culinary arts students and chef, and a watch |
| 35 year | Dinner out with the Board and Superintendent, and a book |

Coquitlam

- 5, 10, 15, 20 years – pins and cards
- 25 years – cocktail reception, engraved pen, special card
- Program was under review in 2012

West Vancouver

- 20 years – recognition at a staff event, no gif

Coast Mountain

10, 15, 20, 25, 30, 35, 40 year service pins with letter
30 years, a watch
35 years native carving or jewelry
40 years special gift

North Vancouver

25 years an event recognizing teachers

SD20

15, 20, 25, 30, over 30, pins

SD 64

20 years, gift certificate for lunch
25 years, gift certificate for dinner
5, 10, 15, 20, 25, retirement,

1. Suggestions from CUPE

Service pins are a thing of the past. A selection of items should be offered to employees for long service, such as coffee mugs, pen sets, dinner certificates, watches, clothing such as vests, hats etc. that have the school / SD logo.

Policy Examples:

SD20: POLICY:

The Board will ensure that appropriate recognition ceremonies and awards occur annually for long serving employees and retiring employees

PROCEDURES:

1. Individual employees who are retiring or completing 10, 15, 20, 25, 30, 35, or 40 years of District service by June 30th of the school year will be honoured by the presentation of a pin or other suitable memento for their years of service to the students of this District.
2. Individual employees who are retiring from the District with less than 10 years of service will be honoured with a comparable memento for their years of service.
3. The Supervisor of each school, site or major department will arrange the presentation at the employee's usual work site.
4. The Supervisor will ensure that Trustees are invited through the office of the Secretary Treasurer well in advance to allow effective calendar planning.

SD23 EMPLOYEE RECOGNITION POLICY

Introduction

The Board of Education believes that an effective employee recognition program is integral to supporting and valuing the staff of School District No. 23

Policy

The Board requires the Superintendent of Schools to implement an employee recognition program based on the following:

1. Length of Service Recognition
 - 1.1. Employees with 10, 20, 30, 35 or 40 years of service to the district shall be recognized each school year.
 - 1.2. Service will be determined by the anniversary date of the employee's appointment to the district (most recent, if applicable).
2. Retirement Recognition
 - 2.1. Employees who are retiring from the district shall be recognized each school year.
 - 2.2. Organization of the retirement event shall be undertaken by the Board, in consultation with the COTA and CUPE.
3. New Employee Recognition
 - 3.1. Employees who are new to the district shall be recognized each school year.
 - 3.2. All new employees will receive a letter signed by both the Board Chairperson and the Superintendent, welcoming them to the district.
4. Employee Recognition at Board Meetings
 - 4.1. Employees who have been recognized by outside agencies/organizations for contributions they make in their district role, will be invited to a Board Meeting for recognition by the Board.
5. Board of Education Participation
 - 5.1. Trustees will be invited to participate in all recognition events.

SD#33 Employee Recognition

On an annual basis, the Board will formally honour regular employees of the school district who have provided continuous long service to the students of the district.

Long Service Recognition

In November of each year, the Board will host a reception for all employees including teachers, support staff, principals and vice principals, managers and executive members who have attained 20 continuous years of service in the Chilliwack School District.

The Superintendent, in consultation with the Board, shall be responsible for planning the long service reception.

The long service reception will be conducted as a social event and will include refreshments. Long service employees will be invited to bring a guest to the event and their Principal or Manager will also be invited to attend on their behalf.

Long service employees will be provided with a choice of gift valued at no greater than \$200.00

Retirement Recognition

In June of each year, the Board will host a reception for all retiring regular employees including teachers, support staff, principals and vice principals, managers and executive members who have a minimum of 10 years of service in the Chilliwack School District and who are applying to receive the benefits of a pension plan.

The Superintendent, in consultation with the Board, shall be responsible for planning the retirement reception.

The retirement reception will be conducted as a social event and will include refreshments. Retiring employees will be invited to bring a guest to the event and their Principal or Manager will also be invited to attend on their behalf. The retirement reception will be located at a different venue than the long service reception.

Retiring employees will be provided with a choice of gift valued at no greater than \$300.

Ongoing Site-Based Recognition

Principals, Vice Principals, Managers, Executive Staff and Trustees are encouraged to regularly acknowledge the contribution of all staff through informal recognition and conversation. Supervisory staff will be provided with strategies to promote recognition and acknowledgement.

SD 35 POLICY

The Board believes that the district's employees are its most valuable resource and supports the recognition of services they provide. An employee recognition program is established to acknowledge the contribution of the Board's employees in delivering programs and services to Langley students.

1. Employees with 10 years' service shall receive a letter of recognition from the Superintendent and Chair of the Board.
2. Employees with twenty years' service shall be presented with a silver pin and a certificate.
3. Employees with thirty years' service shall be presented with a gold pin and a certificate.
4. Service is defined as all service with the district including interrupted service.
5. The Board will hold an annual recognition ceremony in the Spring.

SD67 - LONG SERVICE AND RETIREMENT RECOGNITION PROCEDURE

Background

The District annually expresses its appreciation to teaching and non-teaching personnel who have given the District long years of service.

All long service and retiring employees shall be recognized for their years of service in the District.

Procedures

1. A dinner shall be held annually in June to recognize long service and retiring employees.
2. Long Service
 - 2.1. Employees completing 15, 20, 25, 30, and more than 30 years of employment with the District will be recognized as long service employees. Such employees and a guest shall be invited to attend the recognition dinner.
 - 2.2. Long service employees shall receive an appropriate certificate or memento from the District upon completion of their 15th, 20th, 25th, 30th or more years of service.
3. Retirement
 - 3.1. Each retiring employee who has at least eight years of seniority shall be invited to attend the recognition dinner with his/her guest.

- 3.2. Retiring employees shall receive a letter of recognition and an appropriate memento from the Board Chair.

Reference: Section 17, 20, 22, 23, 65, 85 School Act
Adopted: November 2019

SD78 Recognition of Long Service

The Board of Education values the dedication and commitment of all employees. The Board believes that an employee's long service to the Board and the employee's retirement should be recognized.

1. An employee who is in the 25th year of employment with the Board will be recognized in that calendar year. Long service recognition will be determined by the official seniority list.
2. Employees will be recognized within the calendar year in which they retire.

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

**October 29, 2019, 3:00 pm
District Education Office, 33046 4th Avenue, Mission, BC**

- Members Present:** Board Chair, Tracy Loffler
Trustee Shelley Carter
Vice Chair Randy Cairns
Trustee Rick McKamey
Trustee, Julia Renkema
Assistant Superintendent, Karen Alvarez
- Staff Present:** Secretary Treasurer Corien Becker
Superintendent of Schools Angus Wilson
Executive Assistant Aleksandra Zwierzchowska (Recorder)
- Others Present:** MTU President Janice Nikolic, MTU VP - Ryan MaCarty and
Principal Linda Ziefflie.

1. CALL TO ORDER

The meeting was called to order at 3:10 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'èwlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

One addition: 3.3 Boundary Review

MOVED and Seconded the Agenda be adopted as amended.

CARRIED

3. NEW BUSINESS

3.1 Funding Model Review Working Group Reports

The Chair asked if the Board of Education is in favour of the motion that was passed at the BCSTA Provincial Council recommending that all School Districts be provided an opportunity to pilot the new funding formula. All

Board members are in favour of the motion. The Chair stated that this will be included in the Board's correspondence to the Ministry of Education.

The Committee reviewed the reports prepared by the Funding Model Review - Working Group and noted the following:

- that any new reporting requirements are a part of the Board's reporting process to the Ministry
- that changes to the reporting process does not burden staff
- encourage the Ministry to work with other Ministries to obtain funding for support on health-related factors
- IT infrastructure to be fully funded specifically for First Nations students living on reserve
- that the Ministry provide on-going opportunities for Boards to participate in fine tuning the formula once it is implemented
- that the Ministry fully fund the implementation of any new funding model

3.2 School Site Acquisition - BCSTA Discussion Paper

The Chair advised that the submission deadline was extended until the end of November. The Chair engaged the Chief Administrative Officer (CAO) for the District of Mission to provide comments on the discussion paper.

The Committee reviewed the discussion paper and comments provide by the CAO and noted the following:

- school site acquisitions should be reviewed regularly to reflect current land values
- maximum collectible amounts should be increased each year to balance with CPI
- concerns with tying the SSAC's to the rate of municipal parkland
- support regulatory changes at the provincial level
- request that the Provincial government fund approval for school site acquisitions
- support the concept that developers continue to have the option of dedicating designated school sties to the school district in return for the payment of SSAC's
- developers should pay the the fees for DCCs and SSACs, not tax payers
- any savings that the Ministry is able to provide should be put back in Education and not another Ministry

3.3 Rescheduling a meeting for Boundary Review

That a new date be scheduled for November 26, 2019 at 3:30 pm to continue the discussion on boundary review.

4. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:12 pm.

Chairperson

Secretary Treasurer