

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

February 2, 2021, 3:30 pm

Zoom Meeting

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

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. ChildCare Rapid Renovation Fund

3.2. Complex Trauma, Beth-Anne Cullen

The presenter has requested to present at 4:30 pm due to a scheduling conflict.

4. CURRICULUM

4.1.	Monthly Curriculum Update: Communicating Student Learning	Information	1 - 2
------	--	-------------	-------

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1.	Capstone Projects	Information	3
------	-------------------	-------------	---

6.2.	Safety in Schools	Information	4
------	-------------------	-------------	---

7. NEW BUSINESS

7.1.	Governance and Accountability	Information	5 - 36
------	-------------------------------	-------------	--------

7.2.	Childcare Policy	Information	37 - 42
------	------------------	-------------	---------

7.3.	Shifting Educational Format	Discussion	43
------	-----------------------------	------------	----

8. MINUTES OF PREVIOUS MEETINGS

8.1. Committee of the Whole
Minutes, January 12, 2021

Action

44 - 49

9. INFORMATION ITEMS

9.1. Special Committee of the Whole on February 23, 2021 re: Amended
Budget and 2020-21 Budget Priorities

10. ADJOURNMENT

ITEM 4.1 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Curriculum Monthly Update – February 2021

1. **Summary:** Four teachers who are participating in the Communicating Student Learning pilot will share what their portfolios looked like in term 1, what students are learning through the process and how they are developing ownership of their learning, and how parents have been responding to the changes so far. Anais St. Laurent teaches grade 1 FRIM at Ecole Mission Central, Jen Tench and Jennine Chapman teach intermediate at ESR, and Kaitlyn McRobbie teaches grade 5/6 at Hatzic Elementary.
2. **Background:** This year, teachers at five elementary schools began working on a pilot to assess and communicate student learning through portfolios. Four teachers, representing a range of grade levels and using different platforms, will share their experiences during term 1. This work represents a significant shift from report card structure (with specific deadlines and formats) to a communication structure (points of progress with more fluidity and more student voice). We are all learning from the experiences of the teachers who are participating and we're thankful for their work.

3. Options:

4. Analysis and Impact:

a. Strategic Plan Alignment

Future Orientation:

Goal - Students are flexible, adaptable, and resilient

Goal - Learning environments provide contemporary tools to assist learning and skill development

Strategies – Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility

Student Centred Learning:

Goal – Students and teachers collaborate in the learning environment

Strategies – Encourage student engagement and feedback

Effective Learning Environments:

Goal – Students and employees embrace physical, mental, and emotional wellness

Quality Teaching and Leadership:

Goal – Teachers adapt to the rapidly changing educational environment and needs of students

Strategies – Providing professional learning and collaboration opportunities for staff to support students

b. Enhancement Agreement

Examining Current Practices (p. 19) – Does this practice

-reflect Indigenous ways of seeing, understanding, and knowing the world?

-promote meaningful Indigenous participation and benefit?

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

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.1. Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Capstone Projects

1. **Summary:** Staff will provide background and descriptions on Capstone Projects for the information of the Board.
2. **Background:** Initially to start in June of 2020 but cancelled due to Covid, Capstones are an aspect of Career Education that all students must complete in order to graduate. The Capstone celebrates a passion area for the student, but also reflects process and self-assessment as they work to transition to the workplace and/or post-secondary world. More background can be found at:
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

ITEM 6.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Safety in Schools

1. **Summary:** The Superintendent will provide an update on safety in schools following an incident at HPMS this January, as we plan towards a forum Feb 18th.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

ITEM 7.1 Discussion

File No. 1020.20

TO: Committee of the Whole
FROM: T. Loffler, Board Chair
SUBJECT: Governance and Accountability

1. Summary:

To discuss the development of a formal board policy regarding accountability reporting.

2. Background:

Over the past few years, the School District has increased the amount and type of information that is available to try and increase accountability reporting on the governance and operations of the Mission Public School District. The increased oversight includes a formal strategic plan, transparent budgeting processes, detailed annual reporting, detailed quarterly reporting, and regular informal monthly department and education updates.

Although information is being provided, policy direction regarding this information has not been formally approved by the Board.

Attached are three documents from 2017 from the Financial Health Working Group, that outlines good financial accountability practices. The school district has expanded the accountability reporting to also include student outcomes. The strategic plan also identifies goals, strategies, and measures to report on the progress on implementing the strategies of the strategic plan.

3. Options:

Putting the processes and expectations for accountability reporting into a formal board policy, provides information for current and future Trustees and provides clear direction to staff.

Points to discuss and provide direction to staff for the development of the formal policy include:

Budget Policies include timelines; information to be collected; consultation process for the public, partner group, and student input; information to be included in the final budget report.

Annual Reports Include reports on performance compared to expectations, progress measures on the strategic plan, financial management discussion and analysis.

Quarterly Reports include timelines; information to be gathered and presented

Monthly Reporting include a general schedule for monthly departmental reporting

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

A formal policy would provide better direction for funding guidelines

d. Policy, Legislation, Regulation

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

e. Organizational Capacity

f. Risks

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

g. Benefits

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Association Letter – April 2017
- b. FHWG – Introductory Letter and Expectations
- c. Taxpayer Accountability Principles

Dear Colleagues,

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

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

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

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

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

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

Sincerely,



Teresa Rezansoff, President
BCSTA



Tom Longridge, President
BCSSA



Kelvin Stretch, President
BCASBO

Financial Governance and Accountability

School Districts of British Columbia

Material Prepared by the *Financial Health Working Group*

2017/18



Introductory Letter *from* Deputy Minister of Education

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

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

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

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

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

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

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

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

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

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

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

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

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



Dave Byng
Deputy Minister of Education

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

Executive Summary

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

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

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

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

Expectations

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

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

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

- Budget Monitoring and Reporting; and
- Surplus Policy

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

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

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

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

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

Budget Monitoring & Reporting

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

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

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

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

Good Practices for Budget Systems and Processes:

BUDGET ASSUMPTIONS

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

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

At a minimum, these disclosures should include:

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

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

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

BUDGET UPDATES

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

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

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

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

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

BUDGETARY CONTROLS

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

Budgetary controls should include:

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

INTERIM REPORTING

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

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

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

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

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

Surplus Policy

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

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

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

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

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

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

Capacity Building for School Board Trustees & Superintendents

(Implementation by June 30, 2018)

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

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

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

Specifically, financial literacy training should include:

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

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

Taxpayer Accountability Principles

(Implementation by June 30, 2018)

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

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

Audit Committee & Internal Audit

(Implementation by June 30, 2018)

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

For additional guidance, refer to the
Toolkit: Audit Committees

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

AUDIT COMMITTEE

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

Audit Committee members:

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

Staff support to Audit Committee:

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

External expert support to Audit Committee:

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

In camera time at Audit Committee meetings:

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

INTERNAL AUDIT PROCESS

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

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

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

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

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

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

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

Financial Statement Discussion & Analysis

(Implementation by June 30, 2018)

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

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

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

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

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

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

Guidance for Preparing a Financial Statement Discussion and Analysis

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

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

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

Financial report components

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

Qualitative characteristics

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

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

Key components of a FSD&A

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

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

Strategic Planning

(Implementation by June 30, 2018)

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

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

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

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

including ongoing monitoring of financial performance.

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

Risk Assessment / Management

(Implementation by June 30, 2018)

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

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



Ministry of
Education



Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability

June 2014



Executive summary

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

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

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

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

Key actions that will flow from the new principles include:

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

Scope and application

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

Stronger governance in B.C.'s public sector

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

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

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

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

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

A principled framework for public sector governance

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

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

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

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

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

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

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

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

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

New taxpayer accountability principles

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

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

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

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

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

Taxpayer accountability principles

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

Implementing the common taxpayer accountability principles

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

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

Governance and Accountability in the Provincial Public Sector

Citizens of B.C.
(Taxpayers and Shareholders)

ELECT

Legislative Assembly

Executive Council

Minister Responsible

SUCH Sector

Deputy Minister

Crown Board

Advisory Boards and Tribunals

Ministry

Crown Corporation CEO and Executive

SERVING

Citizens of B.C.

6

Taxpayer Accountability Principles

Appendix 1

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



ITEM 7.2 Information

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Child Care Programs Policy Development

1. Summary:

In August, the Ministry issued an order relating to childcare on school property. The order requires written notification to the Minister when an SD property is decided to be changed from being a property for a childcare program.

2. Background:

In accordance with 85.1 of the School Act, boards are required to establish policies promoting the use of board property by licensed childcare providers weekdays between the hours of 7 am and 6 pm. The policy is to include:

1. the board's process for assessing community need for childcare programs on board property.
2. principles regarding Indigenous reconciliation; and inclusive childcare.
3. process to determine renewing a license for providing childcare.
4. consideration of providing a childcare program directly.
5. criteria to select a childcare provider.
6. standard agreement.
7. requirement for ongoing engagement with childcare providers.

In addition, the order requires school districts to consider the results of engagement with stakeholders regarding the childcare policy.

3. Options:

1. Initiate the development of a formal policy regarding childcare in MPSD schools. We currently have 3 childcare operations in three schools, in addition to the afterschool Club Kids program operated by the District of Mission.
2. Wait to receive a draft policy from BCSTA or review policies developed from other school Districts. Limited information is available at this time.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

Provincial legislation (excerpt attached), along with the Ministerial Order directs school districts to develop clear policy regarding childcare facilities within schools.

In addition, the Province is currently considering bringing the mandate of early childhood and childcare into the Ministry of Education. As such, additional provincial direction may be forthcoming in the next few months.

- e. Organizational Capacity

Currently staff have a number of policy and procedures waiting to be worked on. This would add additional work to the list.

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

5. Public Participation:

The process may need to be a community coordinated approach, with extensive consultation and planning.

6. Implementation:

A plan of all the policy and procedure amendments in the works can be returned to the Board for further deliberation. Staff are getting back to the plans that were sidelined with the need to implement COVID health and safety management plans.

7. Attachments:

- a. School Act Excerpt
- b. Ministerial Order M326 – Child Care Order

Attachment A:

SCHOOL ACT EXCERPT

Policies respecting child care programs

85.1 (1) In this section and in sections 85.2, 85.3 and 85.4:

"board property", in relation to a board, means land or improvements

- (a) that are owned or leased by the board,
- (b) that are within the board's school district, and
- (c) that are, have been or are intended to be used for educational activities;

"business day" means a day other than Saturday or a holiday;

"educational activities" means the provision of educational programs, early learning programs and extracurricular school activities;

"licensee", in relation to a child care program, means the person licensed under the [Community Care and Assisted Living Act](#) to provide the child care program.

(2) A board must establish a policy that

- (a) promotes the use of board property by licensees, between the hours of 7 a.m. and 6 p.m. on business days, for the purpose of providing a child care program, and
- (b) addresses the matters set out in any orders of the minister.

Boards may provide child care programs

85.2 (1) A board may provide a child care program on board property to students enrolled with the board if both of the following apply:

- (a) the board is a licensee;
- (b) the child care program is provided only on school days before or after school hours.

(2) If a board provides a child care program referred to in subsection (1), the board may charge fees to a student to whom the child care program is provided if the fees are not more than the direct costs incurred and to be incurred by the board in providing that child care program.

Child care programs provided by others

85.3 (1) A board may permit a licensee to use board property for the purpose of providing a child care program.

(2) If a board permits a licensee to use board property for the purpose of providing a child care program, the board must ensure that any revenue obtained by the board from that use is not more than the direct and indirect costs incurred and to be incurred by the board in making the board property available to the licensee for that use.

Use of board property for child care programs

85.4 If a child care program is provided on board property by the board or by a licensee other than the board, the board must ensure

- (a) that the child care program is provided in accordance with the board's policy established under section 85.1 (2) and any orders of the minister, and
- (b) that the provision of the child care program does not disrupt or otherwise interfere with educational activities.

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF EDUCATION


School Act

Ministerial Order No. M326

I, Rob Fleming, Minister of Education, order that the Child Care Order is made as set out in the attached schedule.

August 31, 2020

Date



Minister of Education

(This part is for administrative purposes only and is not part of the Order.)

Authority under which this Order is made:

School Act, R.S.B.C. 1996, c. 412, s. 168.001

Schedule

CHILD CARE ORDER

Interpretation

1 In this order,

“**board**” includes a francophone education authority;

“**board property**” means board property as defined in section 85.1(1) of the *School Act*;

“**child care program**” means a child care program as defined in section 1(1) of the *School Act*;

“**licensee**” means a licensee as defined in section 85.1(1) of the *School Act*;

Provision of child care program on board property

2 Where a board decides to change the use of board property that is being used for providing a child care program, the board must, without delay, provide the Minister with written notification of the decision in a form and with the information specified by the Ministry.

Board policies regarding the provision of child care programs

3 The board policy that promotes the use of board property by licensees for the purpose of providing child care programs must include:

- (a) the board’s process for assessing community need for child care programs on board property;
- (b) a description of how the board will support
 - (i) principles of Indigenous reconciliation in child care; and
 - (ii) inclusive child care;
- (c) steps for determining if a board will renew a lease with a licensee providing child care on board property, including:
 - (i) considering if a board should provide a child care program directly, and whether
 - i. it is appropriate for the board to become a licensee; and
 - ii. the board has space and staffing capacity to offer before and after school child care; and
 - (ii) a description of the board’s criteria for selecting a licensee to provide a child care program;
- (d) standards for the written contractual relationship to be entered into between the board and a licensee providing a child care program;
- (e) a requirement for ongoing engagement with the individuals or groups described in section 4 regarding the use of board property for the provision of child care programs

4 When establishing a policy regarding the use of board property for the provision of child care programs, a board must consider the results of the board's engagement with individuals or groups the board considers are representative of

(a) employees of the board,

(b) child care operators,

(c) parents and guardians, and

(d) Indigenous communities, rightsholders, and service providers.

5 Boards must submit their policies respecting the use of board property for the provision of child care to the Ministry on a date specified by the Minister.



ITEM 7.3 Discussion

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Shifting Educational Format

1. **Summary:** The Superintendent will lead a discussion on innovative practices teachers and principals have undertaken this year. What lessons have we learned; what tools and structures can we keep into the future?
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

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

**January 12, 2021, 3:30 pm
Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler
School Trustee, Randy Cairns
Trustee, Rick McKamey
Trustee, Julia Renkema
- Members Absent:** Vice Chair, Shelley Carter
- Staff Present:** Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Secretary-Treasurer, Corien Becker
Director of Student Services,Carolynn Schmor
District Principal of Indigenous Education, Vivian Searwar
Executive Assistant, Aleksandra Crescenzo (Recorder)
Executive Assistant, Ilona Schmidt
- Others Present:** MTU President - Ryan McCarty, Teacher - Janise Nikolic,
Teacher - Shannon Bowsfield, Mentor Teachers – Camille
Anderson and Frank Chan, Teacher – Angie Bout, CUPE
President - Faye Howell, School Principal – Linda Hamel,
DPAC Representatives - Cheryl Blondin and Jaquelyn
Wickham.

1. CALL TO ORDER

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

2. ADOPTION OF AGENDA

MOVED and Seconded the Agenda be adopted as presented.

CARRIED

The Board Chair shared Trustee Carter's regrets for not being able to attend the meeting. The Chair welcomed Ilona Schmidt who will be replacing Aleksandra Crescenzo while she goes on maternity leave.

3. DELEGATIONS/PRESENTATIONS

3.1 HR Department Update

The Director of Human Resources was unable to attend the meeting. The Superintendent reported on the department activities related to Mental Health, Staffing and highlights of new work since the pandemic. It was noted that the Human Resources department is under stress and there is a fair amount of illnesses/ leaves within the department.

A question was asked about staffing. The total provided for teaching staff is a mix of Fulltime and Teachers Teaching on Call (TTOC) positions. It was noted that the cost for TTOCs is less than usual as teacher absences are lower than in a normal year. There is a shortage of Building Service Workers.

4. CURRICULUM

4.1 Monthly Curriculum Update - Technology Overview

Mentor teacher Frank Chan provided an update on technology use in the School District. Highlights included how the use of technology aligns with the Strategic Plan priorities. Mentor teacher Camille Anderson shared the training/support that was offered to teachers during the pandemic and how teachers at MSS are using Scholantis to support student learning. Future goals for technology in the School District include offering more selection for professional in-services, professional development, improving infrastructure and improving parent-teacher communication by enhancing the parent portal.

Do we have the ability to provide less printed materials and is summit supporting similar online supports which may lead to fewer brick and mortar schools? Some experiences can only be delivered in person and some students need a face-to-face connection. Each student learns in a different way. The ability to turn in assignments has definitely improved as a result of online student learning. Summit is not using Scholantis but is looking at making the transition for K-9 students.

The online learning supports are encouraged as an addition to a brick and mortar school, and these tools can be adopted post-COVID. Challenges

with online learning include time constraints and students who are failing classes as they struggle with adjusting to online learning.

5. UNFINISHED BUSINESS

5.1 Anti-Racism Policy

At the December Committee of the Whole, the Board requested that the Draft Anti-Racism Policy, be reviewed and forwarded to the partner organizations for comment. Recently the policy has been shared with Middle and Secondary classes for their review and input. We have not received any feedback from partner groups; however, we are anticipating student feedback in the next month.

Once feedback is received from students, the goal is to bring the policy to the Public Board meeting on February 16, 2021.

6. STAFF REPORTS

6.1 Boundary Review Update

The Secretary-Treasurer provided an overview of the Durieu and Steelhead catchment areas that are outlined in the agenda report. The impact on Dewdney Elementary would be an additional 42 students. If a catchment change was to take effect, we would need to restructure the classrooms at the school to support adding the new students. If a catchment change was to take effect in the Steelhead Area, there is enough space at Stave Falls to accommodate the change.

The data is presented as information and no formal recommendation is being brought forward. Trustees noted that this information is a good starting point to consider when reviewing boundary changes.

6.2 Planning and Development Review

Staff have summarized the development applications referred to the School District by the District of Mission. The Secretary-Treasurer (ST) referred to the total of New Unit referrals found on page 31 of the agenda. It was noted that the total number of units for 2016 is lower than in other years as the ST started with the School District (SD) halfway through the year and did not capture the total for that year. Based on the development summary report, the ST estimates that the SD will capture approximately 85% of the students which could result in 1400 new students in the next three plus years. The SD will need to do some planning to be able to absorb the increase in enrolment. This includes pushing for the expansion

of Albert McMahon Elementary, a replacement of Hatzic Elementary, and advocating for a new school in the North Cedar Area. Other options include possibly reopening Durieu and adding portables at certain sites.

A question was asked about reopening Ferndale and relocating Facilities to another location. There has been a conversation to reopen the school. The challenge is relocating our facilities department. We would need to acquire a new site for them and have a conversation with the Ministry about their input on this site.

What is the financial impact of reopening a school and will we open schools without receiving funding from the Ministry? If we plan far in advance, we can apply for capital funding. With Stave Falls (SF), we didn't have much lead time.

Has SF received rural funding? Yes, it has been received.

The Board needs to revisit the growth of the School District and discuss how to address it.

6.3 Superintendent Mid-Year Report

The Superintendent provided an update on student success data, student attendance and wellness, as well as comments on staff wellness and support. Information was just received that Fraser Health is looking at how they communicate COVID exposures.

Are we doing anything different to contact at-risk families? Fundamentally this process is different as a result of COVID.

DPAC is writing a letter to the Ministry advocating for mental illness supports and welcomed input from the Committee about more concrete ideas that would support this initiative. While suicide assessments have doubled, the Superintendent noted that there is more to the issue than just funding.

7. **NEW BUSINESS**

7.1 Ministry of Education - Mental Health in Schools Strategy

The Director of Student Services provided a presentation on the School District's initiatives in relation to the Ministry's Mental Health in Schools Strategy. A copy of the PowerPoint will be available on the website or at the request of anyone who wishes to receive a copy. An overview was provided on:

- The meaning of mental well-being and positive mental health and that this involves the capacity to think, feel, and act in ways that improve our ability to enjoy life and deal with its challenges.
- The focus on resources that assist with building capacity as a means to promote students' positive mental health.
- The key actions for mental health in MPSD classrooms are:
 - working with educators to strengthen tools and resources;
 - working with early learning educators to improve outcomes for children through the Early Learning Framework;
 - developing common language and understanding of mental health terms to improve mental health literacy and reduce stigma; and
 - developing strategies to support educators to address substance use through the curriculum.
- New initiatives in the School District that will be supported with the Ministry's grant funding include:
 - specific support staff positions;
 - Paths Training;
 - Mindfulness Training;
 - Ensouling Our Schools: A Framework for Mental Health, Well-being, and reconciliation;
 - Open Parachute curriculum; and
 - additional workshops and programs provided to our schools.

The PEACEFUL Schools method are being used at Hatzic Elementary, Edwin S. Richards, and Christine Morrison. Some schools have received the training. The goal is to have all schools trained.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole Meeting Minutes dated October 27, 2020

MOVED and Seconded that the Special Committee of the Whole minutes dated October 27, 2020, be approved.

CARRIED

8.2 Committee of the Whole meeting minutes, December 1, 2020

MOVED and Seconded that the Committee of the Whole minutes dated December 1, 2020, be approved.

CARRIED

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:47 pm.

Chair, Board of Education

Secretary-Treasurer

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