

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

October 12, 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

4. CURRICULUM

5. UNFINISHED BUSINESS

6. STAFF REPORTS

| | | | |
|---------|---|--------|---------|
| 6.1. | Policies for Review, Amendment and Referral to Regular Board Meetings | | 1 - 3 |
| 6.1.1. | Trustee Professional Development Policy | Action | 4 - 8 |
| 6.1.2. | Trustee Remuneration, Benefits, and Expense Reimbursement Policy | Action | 9 - 11 |
| 6.1.3. | Communications and Public Participation policy | Action | 12 - 15 |
| 6.1.4. | Public Interest Disclosure Policy | Action | 16 - 31 |
| 6.1.5. | Child Care Facilities Policy | Action | 32 - 37 |
| 6.1.6. | Menstrual Products Policy | Action | 38 - 40 |
| 6.1.7. | Student Clothing Policy | Action | 41 - 45 |
| 6.1.8. | Halq'emeylem Language Policy | Action | 46 - 49 |
| 6.1.9. | Employee Service Recognition Policy | Action | 50 - 53 |
| 6.1.10. | Management Professional Development Policy | Action | 54 - 56 |
| 6.1.11. | Financial Planning, Financial Progress & Performance Reporting Policy | Action | 57 - 60 |

7. NEW BUSINESS

8. MINUTES OF PREVIOUS MEETINGS

8.1. Minutes from Public Committee of the Whole Meeting, October 5, 2021 61 - 67

9. INFORMATION ITEMS

10. ADJOURNMENT

ITEM 6.1 Information

File No. 1020.20

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

1. Summary:

The policies summarized herein are being presented for review, revision, and referral to the Regular Board Meetings for approval in principle and formal public engagement in the review of the draft policies.

2. Background:

A few of the draft policies were considered in 2019, but the policies were not finalized due to the delays caused by the pandemic.

3. Options:

The draft policies are presented for consideration.

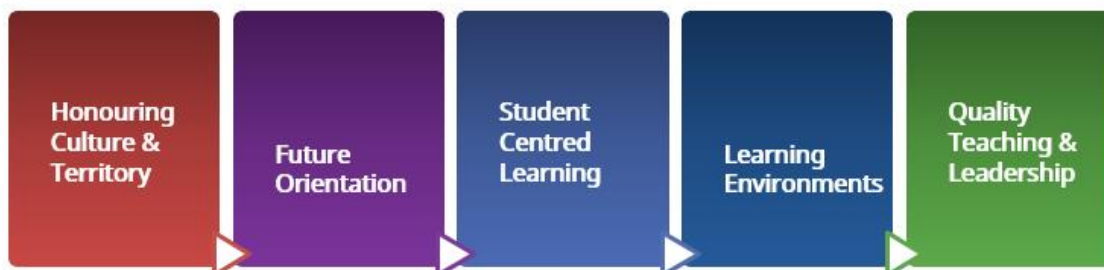
1. The review may take more than one meeting, and policies can be forwarded to the next scheduled Committee of the Whole for preliminary consideration.
2. The draft policies can be placed on the <http://engage.mpsd.ca> website
 - a. after approval in principle – this ensures the Board is supportive of the general direction of the policy before broad public participation is sought.
 - b. before approval in principle – this allows more individuals to provide feedback or comment before the Board considers the approval in principle. This could allow the revised policy to go straight to approval if the consultation occurs earlier in the process. This approach may work well for new policy development.

4. Analysis and Impact:

a. Strategic Plan Alignment

The policies will be reviewed considering the alignment with the Strategic Priorities.

Figure 1- Strategic Plan Priorities



b. Enhancement Agreement

The policies should also be reviewed considering the enhancement Agreement

c. Funding Guidelines, Costing, & Budget Impact

The policy review should also consider the impact on funding and budgets.

d. Policy, Legislation, Regulation

The policy review should identify current policies, and any applicable legislation or regulations.

e. Organizational Capacity

Revisions to the policy are not expected to create additional work for the position. The implementation of specific policies may have impacts on the organization and should be considered during the review.

f. Risks

i. Organizational

When policy is not clear it is confusing for staff and the public. As such, the policies are drafted with the intent of providing clear Board direction to staff and the public regarding the specific policy issue.

ii. Reputational

If the policy is vague, there is a significant reputational risk for Trustees. The public expects transparency regarding decisions of the Board. This is an area of governance that receives the highest degree of public scrutiny.

iii. Strategic

Any strategic risks associated with each policy are identified for consideration.

g. Benefits

i. Organizational

The well-defined policy ensures staff can implement the direction of the Board, and create supplemental procedures as needed to provide operational clarity.

ii. Reputational

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

iii. Strategic

Any strategic benefits associated with each policy are identified for consideration.

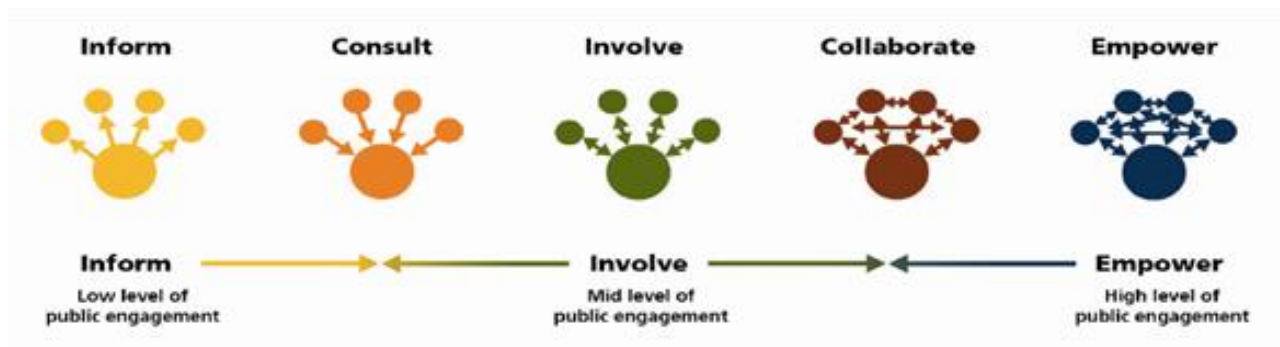
Figure 2 Enhancement Agreement Themes



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 and further public participation through consultation. Staff have initiated the use of the website <https://engage.mpsd.ca> to assist with reaching further within the educational community. Once the policies are approved in principle, all pertinent information on each policy will be uploaded to the site, with questions to solicit additional input and feedback. Considering the IAP2 spectrum of public participation in the decision of the Board, this approach falls within Consult and Involve.

Figure 3 IAP2 Spectrum of Public Participation



Staff will begin the process of broadly advertising the new engagement website to increase the success of using this site to gather public opinion.

6. Implementation:

The general timeline:

| | |
|---------------|---|
| October 2021 | CotW review / discussion |
| October 2021 | Board meeting for consideration of approval in principal |
| October 2021 | posted on http://engage.mpsd.ca website to solicit public comment on the draft policy |
| December 2021 | CotW review / discussion / revisions considering comments from the public engagement process |
| December 2021 | Final approval |

Note: depending on how many policies are reviewed at each meeting, and any additional public participation, the timelines are expected to be extended

7. Attachments:

See individual policy reports

ITEM 6.1.1 Action

File No. 1020.20

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

Recommendation

THAT the draft Trustee Professional Development Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate the formal public engagement in the review of the draft policy.

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 review and discussion.

The draft 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 into 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:

Include attendance at conferences within the scope of this policy. Staff recommend this approach, based on the analysis.

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.

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.

b. Enhancement Agreement

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

Taking part in professional development opportunities that relate to supporting the success of indigenous 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 2020/2021, very little was spent on professional development or meetings, due to the pandemic. 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 now that in-person meetings and conferences are resuming.

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.

f. Risks

i. Organizational

When policy is not clear on funding for Trustees, it puts staff in a difficult position.

ii. Reputational

If the policy is vague, there is a 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.

iii. Strategic

No strategic risks were identified.

g. Benefits

i. Organizational

The well-defined policy ensures staff can draft accurate budgets with clear guidelines, and 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:

In addition to participation at the committee of the whole meetings where the draft policy is reviewed, the public engagement process includes placement on the <http://engage.mpsd.ca> website. Information and feedback from the engagement website will be returned with the policy for consideration.

6. Implementation:

| | |
|---------------|---|
| October 2021 | CotW review / discussion |
| October 2021 | Board meeting for consideration of approval in principal |
| October 2021 | posted on http://engage.mpsd.ca website to solicit public comment on the draft policy |
| December 2021 | CotW review / discussion / revisions considering comments from the public engagement process |
| December 2021 | 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

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

Depending on when the policy is approved, the Board could select an implementation date.

7. Attachments:

- a. Draft Trustee Remuneration and Benefits Policy

| | | |
|-----------------|--|------------|
| Section: | Governance | |
| Title: | Trustee Remuneration ,and Benefits ,and Expense Reimbursement | 1.8 |

Purpose

To outline Remuneration and, Benefits ~~,and Expense Reimbursement~~ for Trustees.

Policy

- Effective July 1, 2021, the annual remuneration for each trustee is as follows:

| | |
|------------|-----------------------------------|
| Chair | \$19,426 <u>19,995</u> |
| Vice Chair | \$17,611 <u>18,127</u> |
| Trustee | \$16,392 <u>16,872</u> |

The remuneration will be adjusted annually, beginning July 1, 2022, by the percentage change to the BC Consumer Price Index at December 31 for the previous year.

Example the July 1, 2022 rate adjustment will be the change in the BC Consumer Price Index between December 2021 and December 2020.

- Trustees may obtain extended health and dental benefits as follows:
 - Pacific Blue Cross, Blue Choice – Core Extended, Enhanced Prescription Drug Option, and Enhanced Dental Option.
 - Trustees pay 20% of the premiums and Mission Public Schools pays 80% of premiums.

- ~~Effective July 1, 2019, Trustees may receive reimbursement for expenses incurred for performing their duties as a trustee. Expenses that may be reimbursed include:~~

- ~~mileage to attend meetings, and other school district functions,~~
- ~~meals related to school district business meetings or other meetings related to their duties as a trustee, or~~
- ~~other expenses related to their duties such as office supplies.~~

~~The expense allowance will be provided up to the yearly maximum, prorated for partial years of services:~~

- ~~Chair ————— \$1,500 per year~~
- ~~Vice Chair ————— \$1,000 per year~~
- ~~Trustee ————— \$1,000 per year~~

Guidelines

- The rate for the annual adjustment is the Canadian Consumer Price Index for BC, by geography, all-items, monthly percentage change, not seasonally adjusted for the December xxx1 to December xxx2.

Date of Board Approval: _____, 2021

ITEM 6.1.3 Action

File No. 1020.20

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

Recommendation

THAT the draft Communication and Public Participation Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate the formal public engagement in the review of the draft policy.

1. Summary:

Presented is a draft policy addressing communication between the School District and the public, providing direction to employees, and information to the public on the processes the School District will use to keep the public informed.

2. Background:

There has been an initial discussion regarding some of the Board's goals and objectives with respect to communications with the public. In researching policies in other districts, a more fulsome policy with guidelines was drafted for consideration.

3. Options:

Forward the draft policy to the Board meeting as presented.

Amend the draft policy and forward the amended draft policy to the Board Meeting.

Do not forward the draft policy to the Board Meeting.

Consider revising the policy into two – Communication. Public Participation.

4. Analysis and Impact:

a. Strategic Plan Alignment

Good communication processes will help inform the public on the strategic goals and plans

b. Enhancement Agreement

c. Funding Guidelines, Costing, & Budget Impact

d. Policy, Legislation, Regulation

e. Organizational Capacity

Increasing the amount of communication that comes from the District office will impact the organization's capacity. The effect of the impact is not certain at this time but will be closely monitored.

f. Risks

i. Organizational

ii. Reputational

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

5. Public Participation:

Consideration with the Committee meetings, and the [public engagement website](#).

6. Implementation:

Once approved, all staff would be updated on the policy, to align school communications with the policy as well. It may take a few months to fully implement the policy.

7. Attachments:

- a. Draft Communications and Public Participation Policy

| | | |
|-----------------|--|-------------|
| Section: | District Administration | |
| Title: | Communications and Public Participation | 2.12 |

Purpose

To promote effective and open communication and dialogue with the Mission school community and stakeholders.

Policy

Mission Public School District will foster effective communications and the building of positive relationships with the school community and stakeholders through proactive communications and public participation in decision making processes.

Mission Public Schools supports public participation in decision-making, and will:

- Inform, consult, involve, collaborate and/or empower the Mission school community and stakeholders in decisions regarding proposals, programs, activities, initiatives, or policies and procedures that impact the school district, individual schools, students, employees, trustees, or other stakeholders;
- Provide opportunities for the Mission school community and stakeholders to exchange information and ideas and participate in decision-making processes using a variety of interactive communication processes; and
- Gather public feedback through proactive and interactive public participation processes, acknowledge input, and inform stakeholders of decisions made and the reasoning behind those decisions,

Guidelines

1. The Board and Schools will post all publicly available school district and school specific information on the appropriate website. Information that is protected from public disclosure in accordance with the *Freedom of Information and Protection of Privacy Act* will not be made available.
2. The Board will provide information regarding participation in decision-making on projects, initiatives, new or updated policies and procedures, or other significant issues that require public engagement through websites and other electronic means in addition to requesting participation at public meetings.
3. Schools are expected to engage the school community and parents in decisions regarding programs, procedures, and other guidelines that affect the school and students. Schools are also expected to inform the public, parents, and stakeholders of school related activities, events, and programs through various means, in addition to the school website.
4. Promotion of school achievements, projects, and special events are encouraged and may be shared through social media, media releases and other correspondence as well as school websites.

5. The Board shall establish and maintain positive relationships with media and respond to media requests in a timely manner.
6. The Board Chair, or in the absence of the Chair the Vice Chair, is the official spokesperson on issues relating to the Board and political matters. The Chair may appoint a designate to speak in place of the Chair.
7. The Superintendent, or designate, is the official spokesperson on all matters relating to operations. The Superintendent or designate will represent the Board and the school district generally.
8. When the Board Chair, Superintendent, or other school district staff speak for the school district, it will be the individual's responsibility to ensure that all statements made are true and accurate and comply with privacy legislation, school district policies and procedures.
9. Principals or designates are to refer all media requests received directly at the school to the Superintendent.
10. School Principals are to advise the Superintendent of issues that are serious in nature that may impact the school or the School District or generate public or media interest.
11. Communication processes within Schools and Departments are the responsibility of all employees. Processes shall be clear, consistent, responsible, and supportive of the Board's plans, strategies, and priorities.

Date of Original Board Approval: _____, 2019

Date Amended:

Legal Reference: Freedom of Information and Protection of Privacy Act

Cross Reference: (other policies, and procedures)

ITEM 6.1.4 Action

File No. 1020.20

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Public Interest Disclosure Policy

Recommendation

THAT the draft Public Interest Disclosure Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

1. Summary:

The draft policy has been restructured from the original Whistle Blower policy, considering the draft templates provided by the BCSTA to support school districts.

2. Background:

The Province had implemented the Public Interest Disclosure Act. The legislation currently does not apply to school districts, although there has been an inquiry to determine the ability of school districts to implement the directives of the Act. As the school district currently has a Whistle Blower Protection policy that is similar to the direction from the act, incorporating the new legislation in policy for Mission Public Schools is possible. In addition, the BC School Trustees Association has provided draft templates for School Districts to consider.

The draft is based on the BCSTA templates, with minor adjustments. Staff have also prepared the procedure to support the policy if approved.

3. Options:

Forward the draft policy to the Board meeting as presented.

Amend the draft policy and forward the amended draft policy to the Board Meeting.

Do not forward the draft policy to the Board Meeting and retain the current Whistleblower policy. The procedure would need to be amended to align with the Whistle Blower Protection policy.

4. Analysis and Impact:

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

It is expected that the school district will be required to comply with the legislation at some point in the near future.

- e. Organizational Capacity
- f. Risks
 - i. Organizational

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

Once the policy is approved, the policy and procedure will need to be rolled out to all staff.

7. Attachments:

- a. Public Interest Disclosure Policy
- b. Public Interest Disclosure Procedure
- c. Current Whistleblower Protection Policy

| | | |
|-----------------|--|------------|
| Section: | Administration | |
| Title: | Public Interest Disclosure Policy | 2.6 |

Purpose

To establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

Scope of Policy

This Policy applies to alleged wrongdoing related to the School District’s operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

Policy

Mission Public School District (“School District”) is committed to supporting ethical conduct, honesty, integrity, and accountability in its operations, programs, and services, and to promoting a culture of openness and transparency.

The School District seeks to foster a culture in which Employees and Trustees are encouraged to disclose Wrongdoing, including by receiving, investigating, and responding to Disclosures and by providing information and training about the PIDA, this Policy and the Procedures.

The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.

The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

The School District will not commit or tolerate Reprisals against any Employee or Trustee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation, or makes a complaint under this Policy.

Definitions

In this Policy and the Procedures, the following capitalized terms are defined as indicated:

“**Advice**” means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or the PIDA;

“**Discloser**” means an Employee or Trustee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal;

“**Discloser**” means an Employee or Trustee who makes a Disclosure;

“**Disclosure**” means a report of Wrongdoing made under this Policy;

“**Employee**” refers to a past and present employee of the School District;

“**FIPPA**” means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto;

“**Investigation**” means an investigation undertaken by the School District under this Policy or by the Ombudsperson under the PIDA;

“**Personal Information**” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;

“**Personnel**” means Employees and Trustees;

“**PIDA**” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto;

“**Procedure**” means the School District’s Administrative Procedure associated with this Policy, as amended;

“**Reprisal**” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a member of Personnel because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;

“**Trustee**” means a past or present member of the School District’s Board of Education; and

“**Wrongdoing**” refers to:

- a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;

- b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- c) a serious misuse of public funds or public assets;
- d) gross or systematic mismanagement;
- e) knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

Privacy and Confidentiality

All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

Reporting

Each year, the Superintendent shall prepare, in accordance with the requirements of the PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

Responsibility

The Superintendent is responsible for the administration of this Policy and shall ensure that training and instruction is available to all Employees and Trustees concerning this Policy, the Procedures and the PIDA.

In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of Personnel.

Date of Original Board Approval: November 2012

Date Amended: December 15, 2020

Date Amended: _____, 2021

*Cross Reference: Public Interest Disclosure Procedure
Concerns and Complaints Policy
Respectful School and Workplaces District Code of Conduct
Employee Conflict of Interest Administrative Procedure
Disposal of Assets Administrative Procedure
Education Business Community Partnerships Administrative Procedure
Purchasing Administrative Procedure*

| | | |
|-----------------|---|-----------------|
| Section: | Administration | |
| Title: | Public Interest Disclosure Procedure | AP 2.6.1 |

Purpose

To provide a process for reporting and investigating the misconduct or wrongdoing of any employee or others performing work on behalf of the School District, in accordance with the School District's Public Interest Disclosure policy and the *Public Interest Disclosure Act*.

1. Definitions

Capitalized terms in this Procedure have the meanings set out in the Policy, and the following additional terms shall have the following meanings.

- 1.1. **"Designated Officer"** means the Superintendent and any other senior member of Personnel designated by the Superintendent from time to time, which includes, in accordance with section 5 of this Procedure, the Secretary Treasurer, and the Chair of the Board of Education;
- 1.2. **"Disclosure Form"** means the form attached to this Procedure as Appendix 1.
- 1.3. **"Ombudsperson"** means the Ombudsperson of British Columbia;
- 1.4. **"Policy"** means the School District's Public Interest Disclosure Policy;
- 1.5. **"Protection Official"** means:
 - a. in respect of a health-related matter, the provincial health officer,
 - b. in respect of an environmental matter, the agency responsible for the *Emergency Program Act*, or
 - c. in any other case, a police force in British Columbia.
- 1.6. **"Referral"** refers to a referral of allegations of Wrongdoing received from the Ombudsperson or another government institution for investigation by the School District in accordance with the PIDA;
- 1.7. **"Respondent"** means a person against whom allegations of Wrongdoing or a complaint of reprisal is made;
- 1.8. **"School"** means
 - a. a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction
 - b. the teachers and other staff members associated with the unit, and

c. the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board;

1.9. **“Supervisor”** includes

- a. an Employee’s direct management supervisor,
- b. for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned; and
- c. for Trustees, the Board Chair or the Superintendent;

1.10. **“Urgent Risk”** arises when a member of Personnel reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health, or safety of persons or to the environment.

2. Who May Make a Disclosure

2.1. Any Employee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Employee was employed or engaged by the School District.

2.2. Any Trustee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Trustee was holding office.

2.3. Complaints or reports received from members of the public or from Employees or Trustees who were not engaged by the School District at the time that Wrongdoing occurred or is alleged to have occurred are outside the scope of the Policy and this Procedure.

3. How to Make a Disclosure

3.1. An Employee or Trustee who reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:

- a. that person’s Supervisor;
- b. the Superintendent;
- c. a Designated Officer other than the Superintendent; or
- d. The Ombudsperson.

3.2. A Disclosure should be submitted in writing using the Disclosure Form or in other written form, and include the following information if known:

- a. a description of the Wrongdoing;

- b. the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing;
- c. the date or expected date of the Wrongdoing;
- d. if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and
- e. whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.

3.3. A Disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to a Discloser under this Policy or the PIDA will not be provided to an anonymous Discloser, except at the discretion of the Designated Officer and where the Disclosure has provided contact information.

3.4. A Discloser who is considering making a Disclosure may request Advice from any of their union representative or employee association representative, a lawyer, their Supervisor, a Designated Officer, or the Ombudsperson.

3.5. A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to Wrongdoing by that person, and any person who receives a Disclosure or Referral and reasonably believes that the allegations of Wrongdoing relate to their own acts or omissions must refer the allegations of Wrongdoing to another person under this Policy with responsibility for receiving a Disclosure.

4. How to Make a Disclosure About Urgent Risk

4.1. The PIDA permits Employees and Trustees to make public disclosures if the Employee or Trustee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

4.2. Before making a public disclosure of an Urgent Risk the Employee or Trustee must:

- a. consult with the relevant Protection Official (public health officer, Emergency Management BC, or police),
- b. receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure,
- c. refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk;

- d. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege, and
- e. seek appropriate advice if the Employee is uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.

- 4.3. An Employee who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their Supervisor or the Superintendent about the public disclosure or submit a Disclosure in accordance with section III. above.
- 4.4. If the Employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

5. Referral of Disclosure to Designated Officer

- 5.1. Each Supervisor or other Personnel who receives a Disclosure or Referral under this Policy must promptly refer the Disclosure or Referral, including all Disclosures Forms and other materials supplied, to the appropriate Designated Officer as follows:
- a. Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure or Referral shall first be referred to the Superintendent, who may delegate their duties under the Policy and this Procedure to any other Designated Officer;
 - b. If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure or Referral should be referred to the Secretary-Treasurer who shall act as the Designated Officer;
 - c. if the allegations made in a Disclosure or Referral concern alleged Wrongdoing by both the Superintendent and the Secretary -Treasurer, then the Disclosure or Referral should be referred to the Chair of the Board of Education as the Designated Officer or any other Designated Officer;
 - d. If the allegations made in a Disclosure or Referral concern Wrongdoing by all of the Designated Officers listed in subparagraphs a., b., and c. above, then the Disclosure or Referral should be referred to the Ombudsperson.

6. Responsibilities of the Designated Officer

- 6.1. The Designated Officer is responsible to:
- a. Receive and respond to any Disclosure or Referral;

- b. Receive and respond to reports made by Personnel about Urgent Risks;
- c. If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official;
- d. Review allegations of Wrongdoing in a Disclosure or Referral and determine if they fall within the scope of the PIDA or the Policy;
- e. Refer disclosures or allegations falling outside the scope of the PIDA or this Policy to the appropriate authority or dispute resolution process, as applicable;
- f. If a Disclosure relates to Wrongdoing at another government body that is subject to the PIDA, refer the Disclosure to that institution;
- g. Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed;
- h. If appropriate, initiate an Investigation into allegations of Wrongdoing in accordance with section 8 below;
- i. Assess the risk of any Reprisal to the Discloser, and take appropriate action, if any, to mitigate that risk;
- j. Manage communications with the Discloser and Respondent;
- k. Notify the Discloser and the Respondent of the outcome of the Investigation in accordance with section 8.7; and
- l. Ensure that, in accordance with section 9 of this Procedure, all Personal Information received by the School District related to the Disclosure, Referral, request for Advice or any Investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

7. Responsibilities of Employees

7.1. All Employees and Trustees are responsible to:

- a. make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur;
- b. refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and the PIDA;

- c. maintain the confidentiality of Personal Information received in connection with a Disclosure, Referral, request for Advice or Investigation in accordance with the Policy, this Procedure, and the PIDA;
- d. provide their reasonable cooperation with investigations by the School District or the Ombudsperson;
- e. seek appropriate advice if an Employee is uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk; and
- f. comply with the requirements of this Procedure and the PIDA concerning Urgent Risks.

8. Investigations

- 8.1. Every person involved in receiving, reviewing and investigating Disclosures, Referrals or complaints of Reprisals must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
- 8.2. The School District shall seek to complete all Investigations within 30 calendar days of receipt of a Disclosure or Referral or complaint of Reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.
- 8.3. The Designated Officer may expand the scope of any Investigation beyond the allegations set out in the Disclosure or Referral to ensure that any potential Wrongdoing discovered during an Investigation is investigated.
- 8.4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation.
- 8.5. The Designated Officer may consult with the Ombudsperson regarding a Disclosure or Referral or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable Discloser.
- 8.6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:
 - a. the Disclosure or Referral does not provide adequate particulars of the Wrongdoing;
 - b. the Disclosure or Referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure or Referral under the Policy or the PIDA, or does not deal with Wrongdoing;
 - c. the Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure or Referral;

- d. the Disclosure relates solely to a public policy decision;
- e. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;
- f. the Investigation may compromise another investigation; or
- g. the PIDA otherwise requires or permits the School District to suspend or stop the Investigation.

8.7. Subject to the School District's obligations under FIPPA and section 3.3. above, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:

- a. notice of any finding of Wrongdoing,
- b. a summary of the reasons supporting any finding of Wrongdoing;
- c. any recommendations to address findings of Wrongdoing.

9. Privacy and Confidentiality

- 9.1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, Referral, or request for Advice, or an Investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the Policy, the Procedures and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.
- 9.2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure, a request for Advice, a Referral, or a complaint of a Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.
- 9.3. Any person who, in their capacity as an employee or trustee of the School District, receives information about the identity of a Discloser shall maintain the identity of the Discloser in confidence, and may only use or share that information for the purposes described in this Policy or the PIDA, except with the consent of the Discloser or as authorized or required by the PIDA or other applicable laws.
- 9.4. The School District shall ensure there are reasonable security measures in place to protect all Personal Information that the School District collects or uses in the course of receiving or responding to a Disclosure, a request for Advice, a Referral, or complaint of a Reprisal or conducting an Investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

10. Reprisals

10.1. The School District will not tolerate Reprisals against Employees or Trustees.

10.2. Any member of Personnel who believes that they have been the subject of a Reprisal may make a complaint to:

- a. the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA; or
- b. to a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Procedure.

10.3. Any member of Personnel who engages in any Reprisals shall be subject to disciplinary action up to and including dismissal.

Date of Original Superintendent Approval:

December 15, 2020

(formerly Whistleblower Protection Procedure)

Date Amended:

_____, 2021

*Cross Reference: Policy 2.6 Public Interest Disclosure Policy
Public Interest Disclosure Act*

| | | |
|-----------------|----------------------------------|------------|
| Section: | Administration | |
| Title: | Whistle Blower Protection | 2.6 |

Purpose

To support employees and others performing work on behalf of Mission Public Schools in achieving compliance with laws, policies and ethical standards in accordance with the Public Interest Disclosure Act.

Policy

Mission Public Schools is strongly committed to upholding high ethical standards in the School District, respecting the public trust upon which the school system is founded.

All employees, and others performing work on behalf of the School District, are expected to conduct themselves in a professional manner, adhere to applicable laws, policies and procedures that apply to their work activities, in addition to demonstrating ethical behaviour in all their decisions and interactions.

Employees are encouraged to submit a complaint if the employee perceives that a policy, practise, activity of the School District or action by an individual employee constitutes a significant wrongdoing.

Mission Public Schools is committed to maintaining an environment where employees can work safely and productively without fear of reprisal should an employee file a complaint regarding a perceived wrongdoing.

Guidelines

1. Designated Person(s)

The Superintendent, Secretary Treasurer, and Board Chair are designated as the persons to receive and investigate complaints submitted in accordance with the legislation and this policy with any corresponding procedures.

2. Complaint of Wrongdoing

- a. Any employee may file a complaint regarding a person performing work on behalf of the School District that the employee perceives to be a wrongdoing.
- b. The complaint must be submitted to the Superintendent, Secretary Treasurer or Board Chair, as the Person(s) designated in accordance with the Public Interest Disclosure Act.
- c. “Wrongdoing” under this Policy includes but is not limited to, serious actions that:
 - i. may not be in compliance with applicable federal or provincial laws or regulations, including the *Criminal Code of Canada*;

- ii. may amount to fraud or other unethical conduct and/or corrupt activity;
- iii. decision making for personal gain;
- iv. may represent the unauthorized use, misuse, or waste of public funds or a public asset;
- v. may constitute serious breaches of School District policies, internal financial controls or auditing procedures;
- vi. may create a substantial and specific danger to life, health or safety of persons or to the environment; or
- vii. may expose the School District to liability or financial loss.

3. Authority and Administration of Policy

- a. The Superintendent is responsible for the administration and enforcement of this policy, including developing procedures and processes to support the policy.
- b. If a complaint of wrongdoing is made against the Superintendent, the employee or other person performing work on behalf of the School District may file the complaint directly with the Board Chair.
- c. Complaints of wrongdoing are to be reviewed promptly. Through this review, a determination will be made as whether the matter should be investigated by the School District. A matter may not be investigated under this policy where the Board considers that:
 - i. the complaint would be more appropriately addressed by another authority or through another established process;
 - i. where the complaint is determined to be frivolous or vexatious or an abuse of process (i.e. where the allegation is such that no reasonable person could treat it as *bona fide*);
 - ii. the complaint fails to provide particulars of the perceived wrongdoing;
 - iii. the complaint is not brought in good faith or on the basis of reasonable belief; or
 - iv. the complaint may be more effectively resolved through an alternative, informal process, with agreement of the parties involved.
- d. The Superintendent shall report to the Board on the status of all complaints made under this policy (i.e. the number of complaints, the general nature of any complaints and the action taken) on an annual basis or as the Board otherwise directs.
- e. The Superintendent, Secretary Treasurer, or Board Chair shall inform the individual making a complaint as to its disposition to the extent permissible under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

4. Protection of employee from reprisals

- a. An employee and person performing work on behalf of the School District is protected from reprisals if, in good faith, that employee or person brings to the attention of the Board what the individual reasonably perceives is a wrongdoing.
- b. It is a violation of the policy for anyone to:

- i. Threaten, harass or in any other manner attempt to prevent an individual from filing a report or complaint covered by this Policy.
 - ii. Knowingly make a false complaint of wrongdoing or to provide false information about a complaint.
- c. Individuals who engage in such conduct are subject to disciplinary and/or corrective action, up to and including termination of employment.

5. Annual Report

The Superintendent or Secretary Treasurer shall submit to the Board, in a meeting that is closed to the public, an annual summary of actions taken under this Policy. The summary will include reports received and acted upon during the school year, July 1st to June 30.

Date of Original Board Approval: November 2012

Date Amended: December 15, 2020

*Cross Reference: Whistle Blower Protection Procedure
Concerns and Complaints Policy
Respectful School and Workplaces: Anti; Bullying, Harassment & Discrimination
Employee Conflict of Interest Administrative Procedure
Disposal of Assets Administrative Procedure
Education Business Community Partnerships Administrative Procedure
Purchasing Administrative Procedure*

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.

e. Organizational Capacity

The policy prepares the school district to increase the provision of childcare operations in school district facilities, although additional supports would be needed if childcare is provided by the school district rather than contractors.

f. Risks

i. Organizational

ii. Reputational

iii. Strategic

g. Benefits

i. Organizational

ii. Reputational

iii. Strategic

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

A review of current services and fees charged to the childcare operations needs to be revisited. Currently, three of the childcare facilities are private business operations, and as such, they are charged private business use rates. We also do not have the ability to direct equity and inclusion in these operations. Consultation and collaboration with the operators would be required.

7. Attachments:

a. Draft Child Care Facilities Policy

| | | |
|-----------------|--------------------------------|-------------|
| Section: | District Administration | |
| Title: | Child Care Facilities | 2.15 |

Purpose

1. Subject to available space and educational program requirements, this policy is to provide guidance for promoting the use of board property for the provision of childcare programs between the hours of 7 am and 6 pm Monday to Friday by the board or third-party licensees, in accordance with the *School Act* and Ministerial Order M326/20.
2. The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

3. In this Policy, the terms “board property,” “business day,” “childcare program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
4. “Direct and indirect costs” include:
 - 4.1. Utilities;
 - 4.2. Maintenance and repair;
 - 4.3. A reasonable allowance for the cost of providing custodial services;
 - 4.4. A reasonable allowance for time board administrators and other staff to spend on matters relating to the use of board property by licensed child care providers.

Policy

5. The board will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with the District Parents’ Advisory Council, the Mission Principals and Vice-Principals Association, the Mission Teachers Union, CUPE Local 593, Siwal Si’wes Indigenous Education Advisory Council, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, parents, guardians and caregivers, the City of Mission, and existing childcare operators. The process for engagement will be reviewed on an ongoing basis.

6. As outlined in the Guidelines, the board will ensure that childcare is provided in a manner that:
 - 6.1. Fosters an inclusive learning environment;
 - 6.2. Fosters a racial equity learning spirit and the principles of non-discrimination set out in the *British Columbia Human Rights Code*, and
 - 6.3. Fosters reconciliation and equity for Indigenous children in childcare by operating consistently with the principles of the Truth and Reconciliation Commission, the United Nations Declaration of the Rights of Indigenous Peoples, the *BC Declaration of the Rights of Indigenous Peoples*.
7. If childcare programs are to be provided on board property, the board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the board, the board, or a combination of both.
8. If childcare programs are operated by a licensee other than the board, the board will require the licensee to agree to comply with this Policy.
9. Fees for childcare programs:
 - 9.1. if operated by the board, will be operated for a fee no greater than the direct costs the board incurs in providing the childcare program.
 - 9.2. If operated by licensees other than the board will not exceed the direct and indirect costs the board incurs in making board property available for the childcare program.
10. Prior to entering into or renewing a contract with a licensee other than the board to provide a childcare program on board property, the board will consider:
 - 10.1. Whether it is preferable for the board to become a licensee and operate a childcare program directly;
 - 10.2. the availability of board staff to provide before and after school care;
 - 10.3. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the board, with specific regard to performance in respect of providing an inclusive childcare program and one that promotes indigenous reconciliation in childcare.

Guidelines:

11. The provision of Childcare services within Mission Public Schools are to operate in a manner that:

11.1. The child's educational experiences or outcomes are **not** predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability or any other socio-political identity marker.

11.2. Supports the rights of Indigenous peoples, consistent with the following:

a. the Truth and Reconciliation Commission:

i. Call to Action 12

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

ii. Call to Action 62.iii:

Building student capacity for intercultural understanding, empathy, and mutual respect.

b. The United Nations Declarations on the Rights of Indigenous Peoples:

i. Article 8.1

Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.

ii. Article 14.2:

Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

iii. Article 15.1:

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

c. the *British Columbia Declaration on the Rights of Indigenous Peoples Act*:

i. *Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and*

ii. *Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and*

11.3. Foster a culture of equity for children in the childcare, meaning that every child:

a. receives whatever they need to thrive social-emotionally, culturally and academically, every day;

b. has a right to feel loved and cared for and to feel that they belong to the childcare community;

c. is seen and valued for who they truly are as a growing person, and their unique interests and gifts are nurtured and cultivated;

- d. has access to an extensive range of learning opportunities, activities and materials, including authentic Indigenous learning opportunities; and

11.4. Fosters a racial equity learning spirit among caregivers in the childcare, meaning that the caregivers:

- a. are aware of their personal implicit biases and how their attitudes, stereotypes and beliefs may impact how they perceive and respond to children of colour;
- b. are aware of practices that uphold inequities, and work to remove these barriers;
- c. are aware of structural racism and the ways in which systems of education, employment, transportation, housing, health care and criminal justice produce racialized outcomes for persons of colour

11.5. Fosters a culture of inclusiveness, consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*, and

Contract

12. Any contract with a licensee other than the board, to provide a childcare program on board property must be in writing and subject to review no less than every five years. The contract must contain:

- 12.1. a description of the direct and indirect costs for which the licensee is responsible;
- 12.2. an agreement by the licensee to comply with this policy and all other applicable policies;
- 12.3. a provision describing how the agreement can be terminated by the board or the licensee;
- 12.4. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the board;
- 12.5. a statement that the agreement can only be amended in writing, signed by the board and the licensee;
- 12.6. a requirement for the licensee to maintain appropriate standards of performance; and
- 12.7. a requirement that the licensee must at all times maintain the required license to operate a childcare facility.

Date of Original Board Approval: _____, 2021

Date Amended:

Legal Reference: School Act Section 85.1, 85.2, 85.3, 85.4 and Ministerial Order M326

Cross Reference:

ITEM 6.1.6 Action

File No. 1020.20

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Menstrual Products Policy

Recommendation

THAT the draft Menstrual Products Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

1. Summary:

The attached policy regarding the provision of menstrual products meets the requirements of the School Act and provides direction for schools to regularly consult with students and consider feedback.

2. Background:

In April 2019, the province amended the school act to require school districts to establish, maintain, and make publicly available a policy and procedures for the provision of menstrual products to all students who require them. A policy template was provided by the BCSTA in October 2019.

The policy applies mostly to Mission Secondary, Riverside, Fraserview Learning Centre, Hatzic Middle, and Heritage Park Middle, with some applicability to elementary schools.

3. Options:

Forward the draft policy to the Board meeting as presented.

Amend the draft policy and forward the amended draft policy to the Board Meeting.

Do not forward the draft policy to the Board Meeting.

4. Analysis and Impact:

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

Ministerial Order M149/89 - Provision of Menstrual Products

7 (a) Each board must establish, maintain and make publicly available a policy and procedures for the provision of menstrual products to all students who may require them.

(b) The policy and procedures must:

- i. Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
- ii. Provide for barrier-free, easily accessible menstrual products at no cost to students;
- iii. Provide for consistent availability and supply of menstrual products in school washrooms; and
- iv. Incorporate student feedback with respect to the provision of menstrual products.

- e. Organizational Capacity

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

The board approved the provision of Menstrual products by resolution in 2019, and as such, the products are already available. The formal policy will be publicly shared on the school district's website. The policy will be shared with the schools, directing that they include consultation with students to ensure the provision of the products are meeting the needs of the students.

7. Attachments:

- a. Menstrual Products Policy

| | | |
|-----------------|------------------------------|------------|
| Section: | School Administration | |
| Title: | Menstrual Products | 3.4 |

Purpose

To provide direction regarding the provision of Menstrual products in schools.

Policy

The Board of Education of School District No. 75 (Mission) is committed to providing menstrual products to students who may require them.

General Guidelines

1. Menstrual products are to be supplied and made consistently available at no costs to students:
 - 1.1. in school washrooms;
 - 1.2. to students of all gender identities or expressions in a manner that projects student privacy and is non-stigmatizing; and
 - 1.3. barrier free and accessible.
2. Schools are to regularly consult with students and consider their feedback regarding the provision of menstrual products.

Date of Original Board Approval: _____, 2021

Date Amended:

Legal Reference: Support Services for Schools Ministerial Order (M149/89)

Cross Reference:

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website. The policy should include broader circulation to students and parents before formal approval.

6. Implementation:

Staff anticipate that the public consultation process for this policy may take until January or February before the policy would be ready to return to the board for formal approval.

7. Attachments:

- a. Draft Student Clothing Policy
- b. Draft Student Clothing Procedure / Guidelines

| | | |
|-----------------|---------------------------------|------------|
| Section: | Students and Instruction | |
| Title: | Student Clothing Policy | 3.9 |

Purpose

To provide direction regarding student clothing guidelines to support a safe and inclusive learning environment.

Scope

Hillside Traditional Academy is exempted from this policy as its school uniform guidelines conform with its Traditional School philosophy.

Policy

The school District supports individual choice in clothing for students, emphasizing safety and respect.

Student clothing guidelines for individual schools must be gender neutral and stress:

1. A students' right to individual choice, safety, and respect - for self and others.
2. That clothing worn must be safe and appropriate for students to participate in activities such as physical health education, science experiments, fine arts, and/or applied skills as necessary.
3. That clothing worn should demonstrate a respect for the school community and meet standards of suitability that are typical of a K-12 Educational Facility.
4. That students must not wear clothing:
 - 4.1. That compromises a safe and inclusive learning environment
 - 4.2. That promotes the use of tobacco, marijuana, illegal drugs, or alcohol;
 - 4.3. That advocates illegal activity;
 - 4.4. That encourages sexism, racism, homophobia, or bigotry.
 - 4.5. That includes insignias, symbols or adornments that denigrate or promote hatred of a person or persons, including, but not limited to, clothing that denigrates or promotes hate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity and / or expression, or age;
 - 4.6. That bears direct or indirect messages or graphics referring to gang culture, sex, pornography, obscene images, weapons, or violence.
5. Other than for religious purposes, health and safety requirements, or where required to accommodate a disability, students must not wear clothing which obscures their face.

Guidelines

1. Schools must publish the student clothing guidelines by September 30th each year and ensure that parents and students are aware of the guidelines.
2. When there are differences in perspective, all involved must seek common understanding in a mutually respectful manner.
3. Decisions regarding inappropriate clothing must not be made with a gender or cultural bias, but simply considering the respectful learning and working space.

Date of Board Approval: _____, 2021

Date Amended:

Cross Reference: *Respectful Schools and Workplaces District Code of Conduct Policy*

| | | |
|-----------------|------------------------------------|--------------|
| Section: | School Administration | |
| Title: | Student Clothing Guidelines | 3.9.1 |

Purpose

To outline additional administrative procedures to support the Board Student Clothing policy.

Guidelines

1. School Clothing Guidelines must:
 - 1.1. be gender neutral and developed considering the direction in the Board's Student Clothing policy and any applicable legislation, and in consultation with students and parents.
 - 1.2. be reviewed and updated as necessary.
 - 1.3. be included in the student handbook, and shared with students, employees, and parents each September.
2. Students that come to school wearing clothing, hats, or other articles that contravene Board Policy and / or the school student clothing guidelines, or wear clothing that is inappropriate or unsafe for the school activities that day, staff shall address the concerns, in consultation with the school principal or vice-principal, in a manner that:
 - 2.1. is discreet, respectful, and clearly references the specific concerns regarding policy or guideline contraventions, or concern for student safety.
 - 2.2. does not require the student to wear clothing provided by the school, and instead requires the student to wear additional clothing of their own to obscure the inappropriate clothing or article.
 - 2.3. includes notification to the parents or guardians.

Approved by the Superintendent

Original Signed by Angus Wilson

Date Approved: _____ 2021

Cross Reference:

Student Clothing Policy

ITEM 6.1.8 Action

File No. 1020.20

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Halq'emeylem Language Policy

Recommendation

THAT the draft Halq'emeylem Language Policy be referred to the Siwal Si'wes Indigenous Education Advisory Council for the Council's consideration and feedback prior to initiating further consultation engagement with Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets Nations.

1. Summary:

The draft policy is presented regarding the Halq'emeylem Language as a starting point for consultation and engagement of the new policy.

2. Background:

In 2020, the Board has requested that staff initiate a draft indigenous language policy. The draft policy is more specific regarding the Halq'emeylem Language. The policy is still in draft form and is ready for the Board to consider as a draft document prior to a full and formal consultation and engagement with the Siwal Si'wes Indigenous Education Advisory Council and Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets Nations.

3. Options:

The policy could be referred to the Board for "approval in principle" prior to any public engagement. However, this process could be viewed negatively by the advisory council as well as Leq'á:mel, Matheqwí, Qwó:ltl'el, and Sq'éwlets Nations. The opinions, thoughts and ideas of the Indigenous communities is essential for the policy to be an effective tool to advance the interests of Indigenous peoples.

4. Analysis and Impact:

a. Strategic Plan Alignment

The approval of a policy supporting the indigenous language directly connects to the strategic plan including honouring culture and territory and the strategy of developing an Indigenous Language Education Policy.

b. Enhanced Equity 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:

Public participation in the development of this policy is vital. The draft policy is intended to be a starting place for consultation and discussion. As such, staff anticipate that consultations help shape the final policy.

6. Implementation:

- a. Review of draft policy October 12, 2021
- b. Referral to Siwal Si'wes Indigenous Education Advisory Council November, 2021
- c. Review comments from to Siwal Si'wes Indigenous Education Advisory Council, November / December 2021
- d. Referral to Leq'á:mel, Matheqwí, Qwó:Itl'el, and Sq'éwlets Nations, December / January 2022
- e. Review and consolidation of comments from referrals, January / February 2022
- f. Committee of the Whole consideration of updated policy, March 2022
- g. Referral of final policy draft to to Siwal Si'wes Indigenous Education Advisory Council, Leq'á:mel, Matheqwí, Qwó:Itl'el, and Sq'éwlets Nations , March 2022.
- h. Consideration of final consultation comments, April 2022
- i. Board Consideration May / June 2022.

7. Attachments:

- a. Draft Halq'emeylem Language Policy

| | | |
|-----------------|-------------------------------------|------------|
| Section: | Students and Instruction | |
| Title: | Halq’emeylem Language Policy | 4.4 |

Purpose

Mission Public Schools lies within the traditional, ancestral, unceded and shared lands of the Leq’á:mel, Matheqwí, Qwó:l̓l’el, and Sq’éwlets Nations, and operates on Stó:lō territory, of which the language is Halq’emeylem. It is said that the upriver dialect of the language originates from the Xá:ytem area, just outside of the City of Mission.

The Board of Education acknowledges its responsibility to partner and support the vitality of the Halq’emeylem language, and to advance the instruction of the language.

Policy

The instruction of the Halq’emeylem language is a foundational education program in Mission Public Schools.

The Board of Education will advocate for Halq’emeylem to be a recognized language and language credit in the view of both the secondary and post-secondary educational systems in British Columbia, with an equal right to space and resources as other languages taught in BC schools.

General Guidelines

1. The school district will:
 - 1.1. Encourage all staff and students to learn the Halq’emeylem language;
 - 1.2. Ensure that adequate and authentic resources are available to teach the Halq’emeylem language in Mission schools;
 - 1.3. Engage with Indigenous staff and Indigenous community members on an ongoing basis to maintain dynamic and rigorous Halq’emeylem language programming; and
 - 1.4. In recognition that that the curriculum was created and shared by Seabird Island First Nation, engage with the Seabird Island First Nation Halq’emeylem-speaking language community members whenever necessary, regarding further developments of the Halq’emeylem language curriculum.
 - 1.5. Actively seek out and hire Halq’emeylem speaking persons to ensure that Halq’emeylem instruction thrives in Mission schools.

Date of Original Board Approval:

Date Amended:

*Legal Reference: UNDRIP, Articles 8, 11, and 13
TRC, Calls to Action 13, 14, and 62*

Cross Reference: (other policies, and procedures)

DRAFT

ITEM 6.1.9 Action

File No. 1020.20

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

Recommendation

THAT the draft Employee Service Recognition Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

1. Summary:

The draft policy provides guidelines for the implementation of a long service recognition in addition to a retirement recognition program for Mission Public Schools.

2. Background:

In 2017, the Board requested that staff develop an Employee Long Service Recognition policy. Staff conducted research in 2017 / 2018. A draft policy is presented considering the information gathered in the research. Every school district seems to have a different policy / approach to the length of service to recognize or the manner of the recognition. The draft policy includes the most consistent elements of the programs offered in other school districts, including Langley, Maple Ridge, Coquitlam, West Vancouver, North Vancouver, Central Okanagan, and Okanagan Skaha.

Currently, Mission Public Schools does not provide long service recognition to employees. Approval of the policy would be a new initiative / cost for the school district. If the policy is supported, staff would research the estimated costs of implementing a recognition program, to present with the final consideration of the policy.

The draft policy does not provide any specifics on the long service awards, as additional research is needed regarding costs as well as specific consultations with the CUPE and MTU regarding gift considerations / options.

A procedure to support the policy and a budget request would be required to complete the program. Consideration of

3. Options:

- a. Forward the draft policy to the Board meeting as presented.
- b. Amend the draft policy and forward the amended draft policy to the Board Meeting.
- c. Do not forward the draft policy to the Board Meeting.

4. Analysis and Impact:

- a. Strategic Plan Alignment

Providing recognition to employees may support retaining highly competent staff, supporting Quality Teaching and Leadership.

- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact

The budget impact would be dependent on the frequency of service recognition, and the types of gifts.

The following table provides an estimate of the cost based on an estimated \$ amount for a recognition gift. In the first year the costs would be significantly higher to recognize all employees that have reached the year milestone. In the second year, only those employees meeting the new milestone would receive the recognition gift.

| Years | 2021 / 2021 | | | 2022 / 2022 | | |
|-------------------------|-------------|--------|---------------|-------------|--------|--------------|
| | # | \$ per | Total | est # | \$ per | Total |
| 0 years up to 9 years | 627 | | | | | |
| 10 years up to 19 years | 245 | 25 | 6,125 | 23 | 25 | 575 |
| 20 years up to 24 years | 92 | 50 | 4,600 | 12 | 50 | 600 |
| 25 years up to 29 years | 50 | 75 | 3,750 | 15 | 75 | 1,125 |
| 30 years up to 34 years | 41 | 100 | 4,100 | 10 | 100 | 1,025 |
| 35 years up to 39 years | 4 | 125 | 500 | 4 | 125 | 500 |
| 40 years plus. | 5 | 150 | 750 | 0 | 150 | - |
| | 1064 | | <u>19,825</u> | | | <u>3,825</u> |

- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Employee Service Recognition Policy
- b. Survey information

| | | |
|-----------------|-------------------------------------|------------|
| Section: | Human Resources | |
| Title: | Employee Service Recognition | 5.2 |

Purpose

To recognize employees for their dedicated service to the Mission Public School District.

Policy

The school district values the service employees provide and acknowledge the contribution employees make in delivering programs and services to the school district.

General Guidelines

1. New Employee Recognition

- 1.1. Employees who are new to the school district shall be recognized each year.
- 1.2. All new employees will receive a letter signed by both the Board Chair and the Superintendent, welcoming them to the school district.

2. Length of Service

- 2.1. Employees with 10, 20, 25, 30, 35, or 40 years of service to the school district shall be formally recognized for their service to the school district.
- 2.2. Service will be determined by the anniversary date of the employee’s appointment to the school district.
- 2.3. Length of service gifts will be commensurate with the length of service and will be distributed at an event held at the employee’s regular worksite.

3. Retirement

- 3.1. Employees who are retiring from the school district shall be recognized each school year.
- 3.2. Retirement gifts will be commensurate with the length of service and will be distributed at an annual retirement event.
- 3.3. The school district will organize the retirement event for retirees, their immediate family members, the Board, and senior management.

Date of Original Board Approval: _____, 2021

Date Amended:

Legal Reference:

Cross Reference:

Employee Long Service / Recognition Survey - 2017 - 2018

| | Long Service Recognition | | | | | | retirement |
|------------------|---------------------------------|------------------------------|--------------------------------------|---------------------------------------|--|-------------------------------|---|
| | 10 | 15 | 20 | 25 | 30 | 35 | |
| Saskatoon | gift at worksite | gift at worksite | gift at worksite | banquet | banquet gift at worksite | banquet gift at worksite | banquet |
| Langley | letter of recognition | | Silver pin Certificate | | Gold pin Certificate | | |
| Central Okanagan | yes | | yes | | yes | yes | event with unions |
| Okanagan Skaha | | recog dinner | recog dinner | recog dinner | recog dinner | recog dinner | dinner, letter momento > 8 yrs |
| | certificate or momento | | | | | | |
| Quesnel | pin / memento at worksite | pin / memento at worksite | pin / memento at worksite | pin / memento at worksite | pin / memento at worksite | pin / memento at worksite | pin / memento > 10 yrs momento < 10 yrs |
| Maple Ridge | water bottle at worksite | | travel mug social event | watch dinner @ culinary arts | book dinner out with chair / super | | |
| Coquitlam | pin and cards \$50 | | pin and cards \$75 | engraved pen \$100 | | | dinner event |
| West Van | | | Aug Social | | | | gifts donated June dinner |
| Coast Mountain | Letter / pin at worksite | letter / pin at worksite | letter / pin at worksite | letter / pin at worksite | letter/pin/watch at worksite | letter/pin/art at worksite | |
| North Van | | | | plaques/reception during Ed week | | | dinner |
| Gulf Islands | yes school function | yes school function | Lunch certificate school function | dinner certificate school function | | | luncheon |

ITEM 6.1.10 Action

File No. 1020.20

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

Recommendation

THAT the draft Management Professional Development Policy be reviewed and revised as necessary and forwarded to the October Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

1. Summary:

The draft Management Professional Development 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 into 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

e. Organizational Capacity

f. Risks

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

g. Benefits

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

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website.

6. Implementation:

The policy is currently in place, albeit combined with the Trustee Professional Development Policy. As such, little will be needed to implement the policy, as no changes are being proposed.

7. Attachments:

- a. Draft Management Professional Development 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 6.1.11 Action

File No. 1020.20

TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Financial Planning, Progress and Performance Reporting Policy

Recommendation

THAT the draft Financial Planning, Progress and Performance Reporting Policy be reviewed and revised as necessary and forwarded to a Board Meeting for consideration of approval in principle and to initiate formal public engagement in the review of the draft policy.

1. Summary:

The draft policy is presented to begin the discussion on the expectations for Financial Planning and Progress and Performance Reporting, considering the Ministry's K-12 Public Education Financial Planning and Reporting Policy

2. Background:

Following the Ministry's review of the funding formula, the Ministry approved a new policy to begin to align multi-year financial plans with provincial requirements, based on best practices and key principles in financial management.

The new policy requires multi-year strategic plans, supported by operational and financial plans focused on improving student outcomes. The policy requires greater transparency in planning, with local policies that support transparency and accountability. The plans must also include engagement with the local community, education-partner groups and local First Nations.

The draft policy could be expanded further to include additional information or processes.

3. Options:

- a. Forward the draft policy to the Board meeting as presented.
- b. Amend the draft policy and forward the amended draft policy to the Board Meeting.
- c. Do not forward the draft policy to the Board Meeting.

4. Analysis and Impact:

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

See K-12 Public Education Financial Planning and Reporting Policy
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting#alignment>

- e. Organizational Capacity

The provincial policy and the requirement to prepare multi-year financial plans will put an additional burden on Finance Staff. Staff anticipate requesting an additional accounting position with the amended budget to support the expanded reporting requirements.

f. Risks

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

g. Benefits

- i. Organizational
- ii. Reputational
Improved transparency with greater detail in the financial performance of the school district, in addition to expanded planning for operations, assists with public expectations.
- iii. Strategic
Expanded reporting and planning will assist with planning for improved student learning.

5. Public Participation:

Consideration with the Committee meetings, and the public engagement website. Staff anticipate using the <http://engage.mpsd.ca> website with the amended budget to gather additional input on information the public would like to see with the budget process.

6. Implementation:

The Policy is expected to be approved by January 2022, and that the 2022/2023 preliminary budget (to be approved by June 30, 2022) be a multi-year financial plan.

7. Attachments:

- a. Draft Financial Planning, Progress and Performance Reporting Policy

| | | |
|---------------|---|------------|
| tion: | Finance | |
| Title: | Financial Planning, Progress and Performance Reporting | 6.1 |

Purpose

To support the financial governance and accountability responsibilities of the Board.

The Board of Education is responsible for approving the boards strategic plan, annual multi-year financial plans, the annual budget bylaw, the annual amended budget bylaw, the five-year capital plan, and the long-range facility plan, in accordance with Provincial Policy.

Policy

The school district will engage stakeholders and education-partners, including the District Parents’ Advisory Council, the Mission Principals and Vice-Principals Association, the Mission Teachers Union, CUPE Local 593, Siwal Si’wes Indigenous Education Advisory Council, parents, guardians, caregivers, and the community, to participate in the development of the School District’s multi-year financial plans. The school district will use in-person and on-line meetings, the district website, and on-line engagement processes to gather input in the financial planning process.

The Superintendent and the Secretary Treasurer are delegated the responsibility for drafting the multi-year financial plans and budget bylaws,

The budget and capital planning processes must consider the Board’s strategic priorities, department and school operating priorities, Board direction, input from stakeholders and education-partners, and guidelines provided by the Ministry of Education.

The Secretary Treasurer is delegated responsibility for the overall management and monitoring of the financial planning, spending, and reporting processes.

The Board and senior management are responsible for monitoring actual spending to planned spending.

In addition to the annual reporting at to June 30, quarterly financial activity reports comparing actual to financial plans are to be reviewed by the Board and Senior Management.

Guidelines

1. Budget Development
 - 1.1. The development of the multi-year financial plan is to be initiated in January each year, to allow sufficient time to gather information and input, and to develop a fulsome financial plan, so that the final plan is approved within the Ministry’s required timeline.
 - 1.2. The draft multi-year financial planning documents are to include the following information:
 - 1.2.1. A summary of the public engagement process used for the development of the plan.
 - 1.2.2. A summary of the projects and initiatives included within the plan, highlighting the strategic and operating plans and priorities.

- 1.2.3. Key budget assumptions:
 - 1.2.3.1. Overview of provincial budgets and factors for the multi-year financial plan.
 - 1.2.3.2. Approved and projected grant rates - changes and impacts.
 - 1.2.3.3. Projected student enrolment changes and impacts.
 - 1.2.3.4. Planned staffing changes and impacts.
 - 1.2.3.5. Projected salary increases – inflation rate increases, and length of service increases.
 - 1.2.3.6. Inflation rate, interest rate, utility rate changes and impact.
- 1.2.4. Financial and business risks.
 - 1.2.4.1. Options for mitigating risks.
- 1.2.5. Summary of reserve funds
 - 1.2.5.1. Recommended transfers to reserve funds
 - 1.2.5.2. Recommended use of reserve funds
- 1.2.6. Summary of local capital
 - 1.2.6.1. Recommended transfers to local capital
 - 1.2.6.2. Recommended planned expenditures from local capital
- 1.2.7. Other projects tracked for future funding

2. Annual Financial Plan and Progress Reporting

- 2.1. Year-to-date financial information reports as of September 30, December 30, and March 30, are to be prepared for review by senior management and the Board, including the following information and comments on significant variances:
 - 2.1.1. Operating revenues, expenses, comparing actual to the financial plan.
 - 2.1.2. The projected year end surplus or deficit
 - 2.1.3. Eligible funded students
 - 2.1.4. Number of full-time equivalent employees (FTE)
 - 2.1.5. Local capital projects: status, % complete
 - 2.1.6. Provincial funded capital project: status, % complete, funding received

Date of Original Board Approval: _____, xxxx

Date Amended:

Legal Reference:

Cross Reference: K – 12 Public Education Financial Planning and Reporting Policy, Ministry of Education <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting>

Financial Governance and Accountability
- Financial Health Working Group, March 20, 2017

School District #75 (Mission)

Public Meeting of the Committee of the Whole Minutes

**October 5, 2021, 3:30 pm
Zoom Meeting**

Members Present: Board Chair, Tracy Loffler
Vice-Chair, Randy Cairns
Trustee, Shelley Carter (arrived 3:45 pm)
Trustee, Rick McKamey
Trustee, Julia Renkema

Staff Present: Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana MacLean
District Principal of Indigenous Education, Vivian Searwar
District Principal of Student Services, Beth-Anne Cullen
Assistant Secretary-Treasurer, Derek Welsh
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: MTU President, Ryan McCarty, MTU Vice President,
Shannon Bowsfield
DPAC Chair, Cheryl Blondin, DPAC Treasurer, Jacquelyn
Wickam,

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'ewlets, Kwantlen, and Matsqui First Nations.

Trustee Carter sent her apologies for arriving late.

2. ADOPTION OF AGENDA

MOVED and Seconded that Item 3.1 MTU K-3 Mask Mandate be removed from the Agenda after a request from MTU.

CARRIED.

MOVED and Seconded to approve the agenda as amended

CARRIED.

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

4.1 October 2021 Curriculum Update - Mental Health

The District Principal of Student Services provided an update on Mental Health resources in SD75. Mental Health Curriculum used to be a part of PHE, now it is a part of a holistic approach. Open Parachute Program is offered to grades 9 and higher. Gr 4 and 5 will be piloting a program in the Spring. Learning Centre is running a mental health and literacy group. YCW will be running EASE, everyday anxiety strategies for educators. Links to parents can be sent out.

Mental Health & Wellness for Staff: in August at the principals' meeting staff shared a roadmap to avoiding burnout.

Dr. Angela Murphy was well received by staff. Also, more info coming from the Health, Safety & Wellness Manager.

The Assistant Superintendent and the Board thanked the District Principal of Student Services for overseeing the Mental Health resources and tying them together.

4.2 MSS Numeracy Assessment Data

Assistant Superintendent looked at Student-Centred learning and Framework for Enhancing Student Learning goals. Last year, fewer students took workplace math and Pre-Calculus. An assumption was that students may not be ready for the rigour of Pre-Calculus. Last spring, we tried to figure out what are the gaps, and what can we do to support the learning and transition from Middle to High school.

On the first day of school, 395 students wrote an inventory test. Questions ranged from primary up to grade 10 difficulty and included 2 word-problems: Only 285 students tried the first word question, 2nd word question, only 199 tried. This exercise has raised more questions and gave us an idea about what strategies we need to develop. More information is needed or maybe this type of inventory needs to be done even earlier before students choose Gr10 Math class.

Short term - MSS has new students and is looking at how to bridge the gaps. JumpMath is one resource. We have the Curriculum and need to support transitions.

Effects of the transitions may take years to implement.

Rebekaah Stenner is offering Joyful Math to elementary teachers. Math 101 Resources.

A question was asked if there are any observations about how the students felt about the test? Are there any engagement issues? Did students feel they did not have enough education due to COVID? The Inventory test was administered by Camille and Rebekaah. It is an Inventory, so students can be supported as needed. The CUPE President is an EA at MSS and offered insight to the day - no exceptions were made, the inventory test brought high anxiety about. Some students have not had math. Some have had a hard time sitting down and writing the test. Some had a hard time reading altogether. The visible gaps are huge.

Children with disabilities - have they received any accommodations - do we make accommodations for a Math class? Individual IEPs are used. EAs were asked to only read the questions to students. Some students' math skills are at Gr1 or Gr2 level and are not capable of Gr10 math. Staff will take notes for improvements. Reading may have impacted the baseline. It is a snapshot in time. Minimal adaptations have been accurately offered, it should have been noted that students had assistance with reading.

Trauma-informed practice - when do children experience the mental block about Math? It needs to be looked at from all perspectives.

4.3 Sacred Teaching - the Beaver

District Principal of Indigenous Education introduced the Beaver, Wisdom - the last one of the 7 sacred teachings.

A student created the picture of the Beaver. This image was put on the back of the Truth & Reconciliation Orange Day T-Shirts and the student was recognized at the September 30th event.

The coordination of the event was very successful and a large number of people turned out and embraced the event. A big part of the event was unity. The event has brought a feeling of peace.

Trustees acknowledged the work and effort of the Principal of Indigenous Education.

5. **UNFINISHED BUSINESS**

5.1 Annual Board Work Plan

MOVED and Seconded that the draft Annual Board Work Plan be reviewed, updated as necessary, and forwarded to the Board Meeting for consideration.

CARRIED

- Add BCSTA FV Branch Meeting, and in February, FV Branch AGM
- A review of the School Growth Plans in May would be more relevant. Having 2 would be redundant.
- Motions to BCSTA - and the BCSTA calendar with deadlines would be helpful.
- Some items were not transferred from the original work plan. It would be a great guide for trustees to have the deadlines incorporated.
- Also, add Board/First nations meetings in November and March.
- Staff will go back and cross-reference, remove duplicates.
- Electrification proposals vs carbon-producing buses (climate change policy - to be formulated)
- Operations Department Overview
- Review EDI & MDI data should be done in April/May
- This document should be kept fluid and as relevant as possible.

5.2 MSS Replacement Update

Late last week, the consultant submitted a report to the Ministry. There are 3 options: just seismic update, partial replacement and seismic update, or full replacement.

The report supports justification of the FULL Replacement. It will cost approx. \$96 million. If we have only a seismic upgrade, and a seismic event takes place, we would protect the lives of students but would end up with an incapacitated building.

In the full replacement, there is enough space to provide for expansion to 1450 students, and a Multi-use, modern facility to meet the needs of a growing community.

How long does it take the MOE to get back to us? Typically, December - May, as we still have some numbers to submit.

Advantages: design of the building will support indigenous students (appropriate spaces for ceremonies etc). Requested that the report be modified to better reflect indigenous student needs rather than a blanket statement to support truth and reconciliation.

The submitted document is still a draft.

6. **STAFF REPORTS**

6.1 Finance Department Review

The Assistant Secretary-Treasurer provided an overview of the Finance Department: SD75 has Payroll and Benefits Manager (Exempt), 3 payroll coordinators (CUPE positions), accounting services coordinator (general accounting tasks), accounts clerk (AP). There are 5 payrolls – regular teacher, TTOC, CUPE support, CUPE casual, and Exempt.

Finance is a deadline-driven department.

The payroll clerks cannot just have a casual to just come in and cover, as transitions are complex. The department is in a stable position now.

Purchasing coordinator position takes a bit of know-how. Processes tenders for facilities/operations department.

The school accounting services coordinator also does accounts receivable - operating budgets, trust funds, SchoolCashOnline program (mentors, trains, trouble-shoots).

Challenges arise whenever there are significant changes within the schools, requiring additional training - Increasing requirements from the schools - we provide help.

SchoolCash program – looking at implementing custom electronic forms - permissions - having discussions with the provider, to add a module.

Accounts Payable - the employee build up a lot of knowledge - a lot of processing. Trying to get away from cash and cheques. About 50% of transactions are done via ETFs.

District Accounting Services, accounts receivable, accounts payable. Tracking all costs, making sure codes are correct and in the right budget. If the work has gone in ahead of time, the year-end financial statements are a lot easier to process.

Special purpose funding gets more difficult, as there are a lot more codes, not as easy to understand.

Capital - In recent years, we get capital funding. We ask for funds from the Government when appropriate.

Financial reporting - MOE, Board of Education, Federal Government, other ministries

Goal: to produce more value-added information to the decision-making.

Budgets - preliminary and amended budgets are prepared every year (full-year task). Even as soon as the school year starts, there are a lot of demands as final numbers change till the 1701 Report is done. The amended budget starts in November, December.

6.2 Staff Training - November 1st, 2021

In anticipation of the Board Anti-Racism policy - we have engaged a consulting firm, BAKAU. We will have a smaller group in the morning, record it, and will present it to the rest of the staff in the afternoon (PRO-D). The details have changed slightly just on Oct 4. The Board is welcome to participate in the training.

6.3 Online Learning

People have been concerned about online learning for a long time. SD75 has an agreement with the Ministry of Education to operate the Summit Learning Center for this school year. We may need to have an ongoing program plan, as there may be a universal "online school" coming up in the future, possibly structured similar to the French school

It may make sense going into the future. A lot of students are taking only some courses at Summit. Summit currently has 45 elementary students. Secondary - per course basis, as courses may be unavailable for some students at MSS.

Would the province provide adequate WIFI? Many parts of the province do not have the appropriate access. There is more information we need to get from the MOE. Not sure if the new plans would be ready for Sep1 2022.

A question was asked about any impact for the hospital/homebound program - would that still be provided? We will continue this program, but many districts do not have them. It is a liaison between the school and the family (temporary only).

7. **NEW BUSINESS**

7.1 Band Outreach Program

The Superintendent needs two more days and a couple of meetings to properly report. The Outreach program was viewed as a very positive approach. The students have had a gradual entry into the regular schools, with support and a transition teacher. This will be further discussed at a closed meeting, as the Outreach program covers only a small number of students. One of the issues observed is Math.

8. **MINUTES OF PREVIOUS MEETINGS**

8.1 Minutes of Public Committee of the Whole Meeting, September 14, 2021

MOVED and Seconded that the Committee of the Whole minutes dated September 14, 2021, be approved.

CARRIED

9. **INFORMATION ITEMS**

There will be a Special Committee of the Whole RE: Policies, Procedures, Bylaws next week, October 12, 2021, at 3:30 pm

10. **ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:10 pm.

Chair, Board of Education

Secretary-Treasurer

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