

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

**September 19, 2023, 6:30 pm**  
**Heritage Park Middle School**  
**33700 Prentis Avenue, Mission, BC**

**Pages**

**1. CALL TO ORDER**

*This meeting and Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.*

The Secretary-Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.1	Election of Board Chair	Action	1 - 2
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1.2	Election of Vice-Chair	Action	3
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**2. ADOPTION OF AGENDA**

**3. DELEGATIONS/PRESENTATIONS**

**4. UNFINISHED BUSINESS**

4.1	Board Meeting Dates and Locations	Action	4 - 5
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**5. STAFF REPORTS**

5.1	Reporting out from Closed Meeting	Verbal	
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5.2	Preliminary School Opening Report	Information	6
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5.3	Summer Learning Report	Information	7
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5.4	2023 Financial Statements	Action	8 - 51
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To accept the draft audited financial statements

5.5	2024 Multi-Year Financial Plan	Action	52 - 58
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To approve the multi-year financial plan

5.6	Minor Capital Program 2024/2025 Requests	Action	59 - 60
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To approve the minor capital request for funding for 2024/2025

5.7	Annual Executive Compensation Disclosure	Action	61 - 69
	To approve the annual Executive Compensation Disclosure Report		
5.8	2023-2024 Borrowing Resolution	Action	70 - 71
	To approve the annual Borrowing Resolution		

## 6. NEW BUSINESS

6.1	Pilot Project ADST Kits for upper elementary	Action	72
	To consider TTAC recommendation: that the Board of Education explores the possibility of a pilot project for ADST kits in upper elementary at 1-3 schools.		
6.2	New Courses - Riverside College - Plumbing, EA Program	Information	73 - 108
6.3	Community Wellness Strategy	Action	109 - 111
	To review the Community Wellness Strategy, and how it intersects with the School District.		

## 7. MINUTES OF PREVIOUS MEETINGS

7.1	Board of Education Public Meeting Minutes, June 20, 2023	Action	112 - 118
7.2	Special Public Board of Education Meeting Minutes, June 28, 2023	Action	119 - 120

## 8. INFORMATION ITEMS

8.1	FSA Letter to Parents	Information	121
8.2	Updated Land Acknowledgement	Information	122 - 123
8.3	Supervising for Safety Update	Information	124

## 9. CORRESPONDENCE

## 10. COMMITTEE MINUTES/LIAISON REPORTS Verbal

To receive:

- Minutes of Committees
- Trustees reports of Liaison appointments to other organizations
- Trustee reports of information significant to the school district

## 11. ANNOUNCEMENTS

## 12. QUESTION PERIOD

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

## 13. ADJOURNMENT

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 1.1	Action	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Election of Board Chair	

1. The Secretary-Treasurer will chair the meeting until the Board Chair is elected.

### **Recommendation**

**THAT Director of Finance Derek Welsh, and Assistant Superintendent Karen Alvarez be appointed as Scrutineers for the purpose of conducting the Board Chair and Vice-Chair elections.**

#### 2. Election Procedures – Board Chair

- a. The Secretary Treasurer will call for nominations for the position of the Board Chair in accordance with the Board Meeting Procedure Policy 1.4.

- i. *Nominations are now in order for the office of Board Chair.*

- 1) *Are there any nominations for the position of Board Chair.*

- 2) *Are there any other nominations for the position of Board Chair? (called 3 times)*

- 3) *If no further nominations, the nominations are closed.*

- 4) *Nominations are recorded:*

- Nominated by \_\_\_\_\_ (Secunder not required) \_\_\_\_\_ is nominated.*

- Nominated by \_\_\_\_\_ (Secunder not required) \_\_\_\_\_ is nominated.*

- Nominated by \_\_\_\_\_ (Secunder not required) \_\_\_\_\_ is nominated.*

- 5) *Nominees will be asked in alphabetical order if they accept their nomination.*

- b. If one nomination is received, the Board Chair is acclaimed; or if more than one nomination is received, the Trustees will cast their vote by ballot.

- c. The Scrutineers will count the ballots and provide the results to the Secretary Treasurer.

- d. The Secretary Treasurer will declare the results:

\_\_\_\_\_ is declared to the office of Chair for the Board of School Trustees for School District No. 75 (Mission).

**Excerpt from Board Meeting Procedures Policy #1.4**

**2 Election of Chair and Vice-Chair**

- 2.1 At its inaugural meeting following a general local election, and for each organizational meeting in September of the following three years, the Board will elect one of its members to serve as Board Chair and one of its members to serve as Vice-Chair for the following year.
- 2.2 Process for Election of Chair and Vice-Chair:
  - 2.2.1 The Secretary Treasurer will call three times for nomination for the position of Board Chair.
  - 2.2.2 Any Trustee may be nominated by any Trustee. No seconder is required.
  - 2.2.3 After all nominations have been received the Secretary Treasurer will ask for a motion for nominations to cease.
  - 2.2.4 Nominees will be asked in alphabetical order if they accept their nomination.
  - 2.2.5 If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
  - 2.2.6 The Secretary Treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
  - 2.2.7 If more than two nominations are received, the person receiving a clear majority of votes will be elected Board Chair for the ensuing year.
  - 2.2.8 Balloting will continue until one Trustee receives a clear majority of votes. The name of the Trustee receiving the least votes will be dropped from the list of nominees for each succeeding ballot. In the event that two Trustees are tied for the least number of votes and there is not a clear majority of votes, a special ballot will be taken for the purpose of determining which name is to be dropped.
  - 2.2.9 If no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided as follows:
    - 2.2.9.1 If the tie vote is due to a Trustee being temporarily absent from the meeting for a period that is three months or less, then the election will be deferred until the next meeting where all the Trustees are present:
      - 2.2.9.1.1 The incumbent will continue in the position until the election occurs.
      - 2.2.9.1.2 If there is no incumbent in the position, then the position will be filled on an interim basis as decided by a lot draw until the election is held when all Trustees are present.
    - 2.2.9.2 If the tie vote is due to a Trustee being absent from the meeting for a period that is more than three months, or if a Trustee position is vacant, then the election will be decided by a lot draw.
  - 2.2.10 Upon completion of the voting for the Chair, the Chair will continue with the same process for the election of Vice-Chair.
  - 2.2.11 A motion to destroy the ballots following any voting will be requested.

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 1.2	Action	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Election of Board Vice-Chair	

1. The newly elected Board Chair will assume the duties of the Chair.
2. Election Procedures – Board Vice-Chair
  - a. The Board Chair will call for nominations for the position of the Board Vice-Board Chair in accordance with the Board Meeting Procedure Policy 1.4.
    - i. *Nominations are now in order for the office of Board Vice-Chair.*
      - 1) *Are there any nominations for the position of Board Vice-Chair.*
      - 2) *Are there any other nominations for the position of Board Vice-Chair? (called 3 times)*
      - 3) *If no further nominations, the nominations are closed.*
      - 4) *Nominations are recorded:*

*Nominated by \_\_\_\_\_ (Seconder not required) \_\_\_\_\_ is nominated.*

*Nominated by \_\_\_\_\_ (Seconder not required) \_\_\_\_\_ is nominated.*

*Nominated by \_\_\_\_\_ (Seconder not required) \_\_\_\_\_ is nominated.*
      - 5) *Nominees will be asked in alphabetical order if they accept their nomination.*
    - b. If one nomination is received, the Board Vice-Chair is acclaimed; or if more than one nomination is received the Trustees will cast their vote by ballot.
    - c. The Scrutineers will count the ballots and provide the results to the Secretary Treasurer.
    - d. The Secretary-Treasurer will declare the results:

**\_\_\_\_\_ is declared to the office of Vice-Chair for the Board of School Trustees for School District No. 75 (Mission).**

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



<b>ITEM 4.1</b>	<b>Action</b>	<b>File No.</b>
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Board Meeting and Locations	

### Recommendation

**THAT the Board of Education change the date of April Public Board Meeting from April 23, 2024, to April 16, 2024**

**and THAT the Board confirms the locations of the Board meetings as follows:**

- **September 19, 2023 Heritage Park Middle School**
- **September 26, 2026 (Special Public Meeting) Heritage Park Middle School**
- **October 17, 2023 Dewdney Elementary School**
- **November 19, 2023 Hatzic Middle School**
- **December 19, 2023 Mission Central Elementary School**
- **January 23, 2024 Riverside College**
- **February 20, 2024 Cherry Hill Elementary School**
- **March 12, 2024 Silverdale Elementary School**
- **April 16, 2024 Fraserview Learning Centre**
- **May 21, 2024 Mission Senior Secondary School**
- **June 18, 2024 Christine Morrison Elementary School**

### **1. Summary:**

A motion was approved in June regarding the board meeting schedule for 2023/2024. As such, a motion is required to correct the date for the April meeting so that the meeting is held on the 3<sup>rd</sup> Tuesday of the month as per the Board Meeting Procedure policy 1.4 (1.3.3). There was no requirement to change the meeting to the fourth Tuesday of the month for operational purposes, and as such, it can be scheduled for the third Tuesday.

In addition, the motion confirms the location of the regular board meetings, as per the Board direction in June.

- 2. Background:** The Board PASSED a motion on 2/21/2023 that Committee of the Whole is to remain virtual, and public Board meetings will be held in person and/or hybrid, rotating school locations, and that we explore the hybrid model. At the Committee of the Whole on September 12, 2023, the Board has directed Staff to schedule the Board meetings at school sites in accordance with the above motion, starting in October 2023. Staff have confirmed the above locations / months with the school principals.

### **3. Options:**

### **4. Analysis and Impact:**

#### **a. Alignment with the [Strategic Plan](#):**

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

#### **b. Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

- c. Policy, Legislation, Regulation: [Policy 1.4 Board Meeting Procedures](#)
- d. Organizational Capacity
- e. Risks
  - i. Organizational
  - ii. Reputational
  - iii. Strategic
- f. Benefits
  - i. Organizational
  - ii. Reputational
  - iii. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 5.2	Information	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Preliminary School Opening Report	

1. **Summary:** The Superintendent will provide a preliminary report on the first 2 weeks of school.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**



# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 5.3	Information	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Summer Learning Report	

1. **Summary:** The Superintendent will provide an update on Summer School, offered through Mission Online this year.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
  - a. Strategic Plan Alignment
  - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
  - c. Funding Guidelines, Costing, & Budget Impact
  - d. Policy, Legislation, Regulation
  - e. Organizational Capacity
  - f. Risks
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
  - g. Benefits
    - i. Organizational
    - ii. Reputational
    - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 5.4	Action	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer D. Welsh, Director of Finance	
SUBJECT:	Audited Financial Statements, June 30, 2023	

### Recommendation

**THAT the audited School District No. 75 (Mission) June 30, 2023 Financial Statements be accepted.**

#### 1. Summary:

The annual audit of the School District's financial statements is complete. Prior to issuing the final signed external Auditor's Report, the Board must accept the financial statements. The Auditor presented information to the Board at a special closed meeting on September 12, 2023. The findings of the audit will result in a letter expressing an opinion on the audit from the Auditor, which must be included in the financial statements. Comprehensive information on the financial statements will be presented in the annual report, along with a management discussion and analysis, and a report on student learning. The draft annual report will be presented at a special board meeting on September 26, 2023, with the final report being published and submitted to the Ministry on September 29<sup>th</sup>, 2023.

#### 2. Background:

During July and August finance staff put together the year-end financial statements on the District's financial activities. This information was audited by KPMG. Annually the School District must prepare financial statements.

#### 3. Options:

#### 4. Analysis and Impact:

##### a. Alignment with the [Strategic Plan](#):

The annual financial statements are an annual operational requirement, and are not tied to any strategic priorities, other than reporting on the financial activities of the District.

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

##### b. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

##### c. Policy, Legislation, Regulation

As the preparation of the financial statements is heavily regulated through the Public Sector Accounting Body and provincial regulation, there are no options presented. The School District is required to provide audited financial statements to the Ministry of Education by September 30th, 2023

##### d. Funding Guidelines, Costing & Budget Impact

Additional analysis on the financial results will be reported in greater detail in the annual report.

##### e. Organizational Capacity

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

**5. Public Participation:**

**6. Implementation:**

Staff will be returning a report at the Special September 26, 2023 Board Meeting that includes recommendations for reserves and surplus, as well as the Annual Report that includes the final version of the Audited Financial Statements, along with the Management Discussion and Analysis of the Financial Statements. The Annual Report and the Audited Financial Statements will be provided to the Ministry by September 30th, 2022.

**7. Attachments:**

- a. Draft 2023 Financial Statements

Audited Financial Statements of

# **School District No. 75 (Mission)**

And Independent Auditors' Report thereon

June 30, 2023

# School District No. 75 (Mission)

June 30, 2023

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# School District No. 75 (Mission)

## MANAGEMENT REPORT

Version: 1082-9336-7354

### Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 75 (Mission) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 75 (Mission) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 75 (Mission) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 75 (Mission)

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Signature of the Chairperson of the Board of Education

Date Signed

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Signature of the Superintendent

Date Signed

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Signature of the Secretary Treasurer

Date Signed

# School District No. 75 (Mission)

Statement 1

Statement of Financial Position  
As at June 30, 2023

	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	19,290,311	18,453,512
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	1,512,711	253,632
Due from First Nations	126,894	168,482
Other (Note 3)	807,564	767,745
<b>Total Financial Assets</b>	<b>21,737,480</b>	<b>19,643,371</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	9,813,992	8,429,797
Unearned Revenue (Note 5)	1,544,586	1,678,895
Deferred Revenue (Note 6)	1,941,848	1,724,916
Deferred Capital Revenue (Note 7)	50,572,719	50,050,601
Employee Future Benefits (Note 8)	1,170,378	1,100,566
Asset Retirement Obligation (Note 9)	4,738,468	4,738,468
Debt (Note 10)	997,213	168,505
<b>Total Liabilities</b>	<b>70,779,204</b>	<b>67,891,748</b>
<b>Net Debt</b>	<b>(49,041,724)</b>	<b>(48,248,377)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 12)	74,899,728	74,718,026
Prepaid Expenses	273,461	347,250
<b>Total Non-Financial Assets</b>	<b>75,173,189</b>	<b>75,065,276</b>
<b>Accumulated Surplus (Deficit) (Note 21)</b>	<b>26,131,465</b>	<b>26,816,899</b>
<b>Accumulated Surplus (Deficit) is comprised of:</b>		
Accumulated Surplus (Deficit) from Operations	26,131,465	26,816,899
Accumulated Remeasurement Gains (Losses)	26,131,465	26,816,899

Contractual Rights (Note 17)  
Contingent Liabilities (Note 18)

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

# School District No. 75 (Mission)

Statement 2

Statement of Operations  
Year Ended June 30, 2023

	2023 Budget (Note 19)	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	82,288,378	<b>83,258,986</b>	77,749,327
Other	516,497	<b>410,542</b>	532,738
Tuition	2,282,000	<b>2,323,048</b>	2,300,936
Other Revenue	2,134,700	<b>2,811,013</b>	1,633,483
Rentals and Leases	213,590	<b>203,688</b>	216,477
Investment Income	500,000	<b>600,217</b>	114,553
Gain (Loss) on Disposal of Tangible Capital Assets (Note 13)	174,818	<b>131,398</b>	
Amortization of Deferred Capital Revenue	3,042,025	<b>3,123,694</b>	3,018,809
<b>Total Revenue</b>	<u>91,152,008</u>	<u><b>92,862,586</b></u>	<u>85,566,323</u>
<b>Expenses (Note 20)</b>			
Instruction	75,314,855	<b>74,999,585</b>	66,589,678
District Administration	3,850,672	<b>3,812,806</b>	3,281,077
Operations and Maintenance	13,612,107	<b>13,325,918</b>	13,258,207
Transportation and Housing	1,296,982	<b>1,385,112</b>	1,326,266
Debt Services	30,645	<b>24,599</b>	1,210
<b>Total Expense</b>	<u>94,105,261</u>	<u><b>93,548,020</b></u>	<u>84,456,438</u>
<b>Surplus (Deficit) for the year</b>	<u>(2,953,253)</u>	<u><b>(685,434)</b></u>	<u>1,109,885</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>26,816,899</b>	25,707,014
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u><b>26,131,465</b></u>	<u>26,816,899</u>



# School District No. 75 (Mission)

Statement 4

## Statement of Changes in Net Debt

Year Ended June 30, 2023

	2023 Budget (Note 19)	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(2,953,253)</u>	<u>(685,434)</u>	<u>1,109,885</u>
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(3,110,000)	(4,527,444)	(2,666,524)
Amortization of Tangible Capital Assets	4,095,959	4,302,321	4,107,754
Net carrying value of Tangible Capital Assets disposed of (Note 13)		43,421	
<b>Total Effect of change in Tangible Capital Assets</b>	<u>985,959</u>	<u>(181,702)</u>	<u>1,441,230</u>
Acquisition of Prepaid Expenses	(200,000)	(273,461)	(347,250)
Use of Prepaid Expenses	200,000	347,250	229,116
<b>Total Effect of change in Other Non-Financial Assets</b>	<u>-</u>	<u>73,789</u>	<u>(118,134)</u>
<b>(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)</b>	<u>(1,967,294)</u>	<u>(793,347)</u>	<u>2,432,981</u>
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Debt</b>		<u>(793,347)</u>	<u>2,432,981</u>
<b>Net Debt, beginning of year</b>		<u>(48,248,377)</u>	<u>(50,681,358)</u>
<b>Net Debt, end of year</b>		<u><u>(49,041,724)</u></u>	<u><u>(48,248,377)</u></u>

# School District No. 75 (Mission)

Statement 5

Statement of Cash Flows  
Year Ended June 30, 2023

	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	(685,434)	1,109,885
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(1,257,309)	287,674
Prepaid Expenses	73,789	(118,134)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	1,384,195	(5,724)
Unearned Revenue	(134,309)	473,161
Deferred Revenue	216,932	201,571
Employee Future Benefits	69,812	59,980
Loss (Gain) on Disposal of Tangible Capital Assets (Note 13)	(131,398)	
Amortization of Tangible Capital Assets	4,302,321	4,107,754
Amortization of Deferred Capital Revenue	(3,123,694)	(3,018,809)
Bylaw Capital Spend on Non-Capital Items	(79,312)	(194,936)
<b>Total Operating Transactions</b>	<b>635,593</b>	<b>2,902,422</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(3,246,233)	(1,132,412)
Tangible Capital Assets -WIP Purchased	(671,461)	(1,345,474)
District Portion of Proceeds on Disposal (Note 13)	174,818	
Tangible Capital Assets Purchased - Capital Loan	(609,750)	(188,638)
<b>Total Capital Transactions</b>	<b>(4,352,626)</b>	<b>(2,666,524)</b>
<b>Financing Transactions</b>		
Loan Proceeds	930,000	190,000
Loan Payments	(101,292)	(21,495)
Capital Revenue Received	3,725,124	2,227,487
<b>Total Financing Transactions</b>	<b>4,553,832</b>	<b>2,395,992</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>836,799</b>	<b>2,631,890</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<b>18,453,512</b>	<b>15,821,622</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>19,290,311</b>	<b>18,453,512</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	19,290,311	18,453,512
	<b>19,290,311</b>	<b>18,453,512</b>

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2023

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#### 1. Authority and purpose

The School District, established on April 12, 1946, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 75 (Mission)", and operates as "School District No. 75 (Mission)". A board of education ("Board"), elected for a four-year term, governs the School District. The School District provides educational programs to students enrolled in schools in the District and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care (MECC). School District No. 75 (Mission) is exempt from federal and provincial corporate income taxes.

#### 2. Summary of significant accounting policies

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

##### a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except with respect to the accounting for government transfers as set out in notes 2(e) and 2(m).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in 2(e) and 2(m), Section 23.1 of the *Budget Transparency and Accountability Act*, and its related regulations, require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

##### b) Cash and cash equivalents

Cash and cash equivalents include cash deposits in the bank and deposits in the Provincial Ministry of Finance Central Deposit Program that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short term cash commitments rather than for investing.

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2023

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## 2. Summary of significant accounting policies (continued)

### c) Accounts receivable

Accounts receivable is measured at amortized cost and shown net of allowance for doubtful accounts.

### d) Unearned revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

### e) Deferred revenue and deferred capital revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in note 2(m).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that creates a liability, in which case the transfer is recognized as revenue over the period that the liability is extinguished.

### f) Employee future benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs, including both vested and non-vested benefits, under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime, and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2023

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## 2. Summary of significant accounting policies (continued)

### g) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- the past transaction or event giving rise to the liability has occurred;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The School District's asset retirement obligations include the removal of asbestos and other hazardous material in several of the buildings owned by the School District. The estimated costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2(i)). Assumptions used in the calculations are reviewed annually.

### h) Liability for contaminated sites

Contaminated sites are a result of contamination being introduced into air, soil, water, or sediment of a chemical, organic, or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
  - is directly responsible; or
  - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

### i) Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement, or betterment of the assets. Cost also includes overhead directly attributable to construction, as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.

**School District No. 75 (Mission)**

Notes to the Financial Statements

June 30, 2023

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**2. Summary of significant accounting policies (continued)**

i) Tangible capital assets (continued)

- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets, and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events indicate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

j) Capital leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, i.e. insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

k) Prepaid expenses

Various instructional supplies, subscriptions, technology contracts, insurance, employee benefit payments and contracted services are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods when the related benefits are expected.

l) Funds and reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see note 15 – Interfund transfers and note 21 – Accumulated surplus).

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2023

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## 2. Summary of significant accounting policies (continued)

### m) Revenue recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, and when the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District must meet in order to receive the contributions, including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation, or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions, other than sites, are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets, other than sites, are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that meets the criteria for liability recognition, in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue related to fees or services received in advance of the fee being earned or the service performed is deferred and recognized when the fee is earned, or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

### n) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received, during the year is expensed.

Categories of Salaries:

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary Treasurers, Trustees, and other employees excluded from union contracts are categorized as Other Professionals.

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2023

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## 2. Summary of significant accounting policies (continued)

### n) Expenses (continued)

#### Allocation of costs:

- Operating expenses are reported by function, program, and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and Indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

### o) Financial instruments

A contract establishing a financial instrument creates, at its inception, rights, and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, long term debt and other liabilities.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of re-measurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of re-measurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. There were no measurement gains or losses during the periods presented; therefore, no statement of re-measurement gains and losses is included in these financial statements.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.



**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

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**2. Summary of significant accounting policies (continued)**

## p) Measurement uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements, and revenues and expenses during the reporting periods. Areas requiring the use of management estimates relate to the potential impairment of assets, asset retirement obligations, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

## q) Future changes in accounting policies

**PS 3400 Revenue** issued November 2018 establishes standards on how to account for, and report on, revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when the School District satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

**3. Accounts receivable – other**

	2023	2022
Due from Federal Government	\$ 122,632	\$ 57,847
Benefit plans surplus	378,529	527,903
Other	306,403	181,995
<b>Total accounts receivable - other</b>	<b>807,564</b>	<b>767,745</b>

**4. Accounts payable and accrued liabilities – other**

	2023	2022
Trade payables	\$ 3,376,876	\$ 2,666,236
Salaries and benefits payable	5,665,264	5,043,559
Accrued vacation payable	771,852	720,002
<b>Total accounts payable and accrued liabilities – other</b>	<b>\$ 9,813,992</b>	<b>\$ 8,429,797</b>

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

<b>5. Unearned revenue</b>	<b>2023</b>	<b>2022</b>
Balance, beginning of year	\$ 1,678,895	\$ 1,205,734
Changes for the year:		
Increase:		
Tuition fees collected	1,537,986	1,669,295
Transportation fees	6,600	9,600
	<u>1,544,586</u>	<u>1,678,895</u>
Decrease:		
Tuition fees recognized as revenue	1,669,294	1,193,094
Transportation fees recognized as revenue	9,600	12,640
	<u>1,678,894</u>	<u>1,205,734</u>
Net change for the year	(134,308)	473,161
<b>Balance, end of year</b>	<b>\$ 1,554,586</b>	<b>\$ 1,678,895</b>
	<b>2023</b>	<b>2022</b>
<b>Unearned revenue comprised of:</b>		
Tuition Fees	1,537,986	1,669,295
Transportation Fees	6,600	9,600
	<u>\$ 1,544,586</u>	<u>\$ 1,678,895</u>

**6. Deferred revenue**

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	<b>2023</b>	<b>2022</b>
Balance, beginning of year	\$ 1,724,916	\$ 1,523,345
Changes for the year:		
Increase:		
Provincial grants – Ministry of Education and Child Care (MECC)	10,377,917	8,782,197
Provincial grants – Other Ministry	120,104	103,187
Other revenue	2,387,274	1,520,115
	<u>12,885,295</u>	<u>10,405,499</u>
Decrease:		
Allocated to revenue	(12,622,838)	(10,203,928)
Recovered	(45,525)	-
Net change for the year	<u>216,932</u>	<u>201,571</u>
<b>Balance, end of year</b>	<b>\$ 1,941,848</b>	<b>\$ 1,724,916</b>

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**6. Deferred revenue (continued)**

	2023	2022
<b>Deferred revenue comprised of:</b>		
Provincial grants – MECC	\$ 578,196	\$ 254,443
Provincial grants – other	125,172	100,128
School generated funds	1,127,594	1,146,854
Other revenue	110,886	223,491
	<u>\$ 1,941,848</u>	<u>\$ 1,724,916</u>

**7. Deferred capital revenue**

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	2023	2022
<b>Deferred capital revenue subject to amortization</b>		
Balance, beginning of year	\$ 46,904,584	\$ 49,446,934
Increases:		
Capital additions	3,485,785	476,459
Decreases:		
Amortization	(3,123,694)	(3,018,809)
Net change for the year	<u>362,091</u>	<u>(2,542,350)</u>
Balance, end of year	<u>\$ 47,266,675</u>	<u>\$ 46,904,584</u>

	2023	2022
<b>Deferred capital revenue not subject to amortization</b>		
Balance, beginning of year	1,490,683	172,976
Increases:		
Transfer from unspent - work in progress additions	520,821	1,317,707
Decreases:		
Transfer to deferred capital revenue	(1,414,473)	-
Net change for the year	<u>(893,652)</u>	<u>1,317,707</u>
Balance, end of year	<u>597,031</u>	<u>1,490,683</u>
Total deferred capital revenue, end of year	<u>\$ 47,863,706</u>	<u>\$ 48,395,267</u>

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**7. Deferred capital revenue (continued)**

	2023	2022
<b>Unspent deferred capital revenue</b>		
Balance, beginning of year	\$ 1,655,334	\$ 1,416,949
Increases:		
Provincial grants – MECC	2,619,516	2,005,711
Other	581,153	221,776
Restricted proceeds from Cade Barr site disposal	524,455	-
Decreases:		
Transfer to deferred capital revenue subject to amortization	(2,071,312)	(476,459)
Transfer to deferred capital revenue - work in progress	(520,821)	(1,317,707)
Bylaw capital spent on non-capital items	(79,312)	(194,936)
Net change for the year	1,053,679	238,385
Balance, end of year	\$ 2,709,013	\$ 1,655,334
<b>Total deferred capital revenue, end of year</b>	<b>\$ 50,572,719</b>	<b>\$ 50,050,601</b>

**8. Employee future benefits**

Benefits include vested sick leave, accumulating non-vested sick leave, retirement, severance, vacation, overtime, and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2023	2022
<b>Assumptions</b>		
Discount Rate - April 1	3.25%	2.50%
Discount Rate - March 31	4.00%	3.25%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARS - March 31	10.4	10.4
<b>Reconciliation of Accrued Benefit Obligation</b>		
Accrued Benefit Obligation – April 1	\$ 1,127,817	\$ 1,049,815
Service Cost	101,543	103,242
Interest Cost	37,020	27,605
Benefit Payments	(80,456)	(102,631)
Actuarial (Gain) Loss	(113,589)	49,786
Accrued Benefit Obligation – March 31	\$ 1,072,335	\$ 1,127,817

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**8. Employee future benefits (continued)**

Accrued Benefit Obligation - March 31	\$ 1,072,335	\$ 1,127,817
Market Value of Plan Assets - March 31	0	0
Funded Status - Deficit	(1,072,335)	(1,127,817)
Employer Contributions After Measurement Date	14,875	21,653
Benefits Expense After Measurement Date	(35,889)	(34,641)
Unamortized Net Actuarial (Gain) Loss	(77,029)	40,239

Accrued Benefit Liability - June 30	<u>\$ (1,170,378)</u>	<u>\$ (1,100,566)</u>
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**Reconciliation of Change in Accrued Benefit Liability**

Accrued Benefit Liability (Asset) - July 1	\$ 1,100,566	\$ 1,040,585
Net Expense for Fiscal Year	143,490	157,985
Employer Contributions	(73,678)	(98,004)

Accrued Benefit Liability - June 30	<u>\$ 1,170,378</u>	<u>\$ 1,100,566</u>
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**Components of Net Benefit Expense**

Service Cost	\$ 100,818	\$ 102,817
Interest Cost	38,994	29,959
Amortization of Net Actuarial Loss	3,678	25,209

Net Benefit Expense	<u>\$ 143,490</u>	<u>\$ 157,985</u>
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**9. Asset retirement obligation**

Legal obligations exist for the removal and disposal of asbestos and other hazardous materials within some School District owned buildings that will undergo major renovations or demolition in the future. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

	2023	2022 (Restated – Note 23)
<b>Asset retirement obligation</b>		
Balance, beginning of year	\$ 4,738,468	\$ 4,738,468
Settlements during the year	-	-
<b>Balance, end of year</b>	<u>\$ 4,738,468</u>	<u>\$ 4,738,468</u>

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**10. Debt**

The following loans approved under Section 144 of the School Act are outstanding:

	2023	2022
Loan 1: Demand equipment financing loan of \$190,000, approved on October 12, 2021, borrowed on November 30, 2021, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.06% as of June 30, 2023), repayable in blended monthly principal and interest payments of \$3,243, due November 30, 2026, unsecured. Principal and interest paid to date are \$54,041 and \$7,579 respectively.	\$ 135,959	\$ 168,505
Loan 2: Demand equipment financing loan of \$450,000, approved on May 19, 2022, borrowed on July 15, 2022, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.06% as of June 30, 2023), repayable in blended monthly principal and interest payments of \$7,770, due July 31, 2027, unsecured. Principal and interest paid to date are \$68,746 and \$17,165 respectively.	381,254	-
Loan 3: Demand equipment financing loan of \$480,000, approved on March 2, 2023, borrowed on June 15, 2023, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.06% as of June 30, 2023), repayable in blended monthly principal and interest payments of \$9,074, due June 30, 2028, unsecured. Principal and interest paid to date are \$ nil and \$1,065 respectively.	480,000	-
	<u>997,213</u>	<u>168,505</u>

Anticipated annual principal repayments over the next five years and thereafter are as follows:

2024	\$ 194,913
2025	205,131
2026	215,755
2027	221,223
2028	160,191
	<u>\$ 997,213</u>

The School District also has an approved line of credit of \$1.0 million with interest at the bank's prime rate minus 0.25%. As of June 30, 2023, the School District had \$ nil borrowings (2022: \$ nil) under this facility.

**11. Capital lease obligations**

The School District has an approved revolving term lease of \$750,000. As of June 30, 2023, the School District had \$ nil borrowings (2022: \$ nil) under this facility.

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**12. Tangible capital assets**

	2023	2022 (Restated – Note 23)
<b>Net book value:</b>		
Sites	\$ 10,510,959	\$ 10,512,959
Buildings	58,166,161	58,429,401
Buildings – work in progress	899,033	1,642,046
Furniture & equipment	1,598,499	1,567,417
Vehicles	1,921,653	1,586,789
Computer software	92,587	61,729
Computer hardware	1,710,836	917,685
<b>Total net book value, tangible capital assets</b>	<b>\$ 74,899,728</b>	<b>\$ 74,718,026</b>

<b>Cost:</b>	July 1, 2022	Additions	Disposals	June 30, 2023
Sites	\$ 10,512,959	\$ -	\$ (2,000)	\$ 10,510,959
Buildings	148,980,912	3,107,298	(107,624)	151,980,586
Furniture & equipment	2,690,484	309,819	(116,045)	2,884,258
Vehicles	2,486,851	613,059	(22,860)	3,077,050
Computer software	95,118	53,311	(19,021)	129,408
Computer hardware	1,833,265	1,186,970	(915,315)	2,104,920
Work in progress	1,642,046	671,461	(1,414,474)	899,033
<b>Total cost</b>	<b>168,241,635</b>	<b>5,941,918</b>	<b>(2,597,339)</b>	<b>171,586,214</b>
<b>Accumulated amortization:</b>				
Buildings	90,551,511	3,329,117	(66,203)	93,814,425
Furniture & equipment	1,123,067	278,737	(116,045)	1,285,759
Vehicles	900,062	278,195	(22,860)	1,155,397
Computer software	33,389	22,453	(19,021)	36,821
Computer hardware	915,580	393,819	(915,315)	394,084
<b>Total amortization</b>	<b>93,523,609</b>	<b>4,302,321</b>	<b>(1,139,444)</b>	<b>96,686,486</b>
<b>Total net book value</b>	<b>\$ 74,718,026</b>	<b>\$ 1,639,597</b>	<b>\$ (1,457,895)</b>	<b>\$ 74,899,728</b>

<b>Cost:</b>	July 1, 2021	Prior Period Adjustment (Note 23)	Additions	Disposals	June 30 2022 (Restated - Note 23)
Sites	\$ 10,512,959	\$ -	\$ -	\$ -	\$ 10,512,959
Buildings	144,242,444	4,738,468	-	-	148,980,912
Furniture & equipment	2,713,852	-	69,346	(92,714)	2,690,484
Vehicles	2,283,038	-	272,095	(68,282)	2,486,851
Computer software	33,458	-	61,660	-	95,118
Computer hardware	983,456	-	917,949	(68,140)	1,833,265
Work in progress	296,572	-	1,345,474	-	1,642,046
<b>Total cost</b>	<b>161,065,779</b>	<b>4,738,468</b>	<b>2,666,524</b>	<b>(229,136)</b>	<b>168,241,635</b>

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**12. Tangible capital assets (continued)**

<b>Accumulated amortization:</b>	July 1, 2021	Prior Period Adjustment (Note 23)	Additions	Disposals	June 30 2022 (Restated – Note 23)
Buildings	82,547,439	4,708,785	3,295,287	-	90,551,511
Furniture & equipment	945,565	-	270,216	(92,714)	1,123,067
Vehicles	729,849	-	238,495	(68,282)	900,062
Computer software	20,531	-	12,858	-	33,389
Computer hardware	702,048	-	281,672	(68,140)	915,580
<b>Total amortization</b>	<b>84,945,432</b>	<b>4,708,785</b>	<b>4,098,528</b>	<b>(229,136)</b>	<b>93,523,609</b>
<b>Total net book value</b>	<b>76,120,347</b>	<b>29,683</b>	<b>(1,432,004)</b>	<b>-</b>	<b>74,718,026</b>

**13. Disposal of sites and buildings**

The Cade Barr school site and building located at 33447 Dewdney Trunk Road, Mission, BC, originally acquired in 1948, was disposed of in August 2022.

**Gross sale proceeds:** 699,273

**Original cost:**

Land	2,000
Buildings	66,203
Buildings - Preparation for sale	41,421
<b>Total original cost</b>	<b>109,624</b>

**Net carrying value of tangible capital assets disposed of:**

Land	2,000
Buildings - Preparation for sale	41,421
<b>Net carrying value - assets disposed of</b>	<b>43,421</b>

**Allocation of sale proceeds:**

Ministry portion of proceeds - Restricted capital (75%)	524,455
District portion of proceeds - Local capital (25%)	174,818
<b>Total allocation of sale proceeds</b>	<b>699,273</b>

**Gain (Loss) on disposal of tangible capital assets:**

Gross sale proceeds	699,273
Less: Original land cost	(2,000)
Less: Unamortized building cost (preparation for sale)	(41,421)
Less: Ministry restricted capital	(524,455)
<b>Gain on disposal of tangible capital assets</b>	<b>131,398</b>



## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2023

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#### 14. Employee pension plans

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusted pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2022 the Teachers' Pension Plan has about 51,000 active members and approximately 41,000 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 30,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and the adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,584 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$6,234,053 for employer contributions to the plans for the year ended June 30, 2023 (2022: \$5,696,668).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan will be as at December 31, 2024, with results available in 2025.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

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**15. Interfund transfers**

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2023, were as follows:

	2023	2022
Capital assets purchased from Operating Fund	\$ 181,177	\$ 110,331
Capital assets purchased from FN Student Transportation Fund	-	6,936
Capital assets purchased from Federal Safe Return to Class Fund	-	102,006
Local Capital allocation from Operating Fund	457,000	896,309
Local Capital allocation from Operating Fund for capital loan	125,891	22,705

**16. Related party transactions**

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

**17. Contractual rights**

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of license to occupy agreements with various operators, and an operating cost sharing agreement with the University of the Fraser Valley. The following table summarizes the contractual rights of the School District for future assets:

	2024	2025	2026	2027
Future license revenue	\$ 200,650	\$ 67,980	\$ 55,200	\$ 9,900
Operating use agreement (Heritage Park Middle)	157,140	160,276	80,928	
	<u>357,790</u>	<u>228,256</u>	<u>136,128</u>	<u>9,900</u>

**18. Contingent liabilities**

Each year the School District is involved with several legal actions and arbitrations. Although the outcomes of these matters are not determinable at this time, management believes they will not have a material adverse effect on the School District's financial position or results of operations.

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**19. Budget figures**

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 21, 2023. The Board adopted a preliminary annual budget on June 21, 2022. The amended budget is used for comparison purposes as it is based on actual student enrolment. The following is a reconciliation of the two budgets:

<b>Statement 2</b>	<b>2023 Amended</b>	<b>2023 Preliminary</b>	<b>Budget change</b>
<b>Revenue</b>			
Provincial Grants			
Ministry of Education	\$ 82,288,378	\$ 77,701,224	\$ 4,587,154
Other	516,497	490,869	25,628
Tuition	2,282,000	2,538,000	(256,000)
Other Revenue	2,134,700	1,995,090	139,610
Rentals and Leases	213,590	213,590	-
Investment Income	500,000	100,000	400,000
Gain (Loss) on Equity Investment	-	-	-
Gain (Loss) on Disposal of Capital Assets	174,818	-	174,818
Amortization of Deferred Capital Revenue	3,042,025	3,042,025	-
<b>Total Revenue</b>	<b>91,152,008</b>	<b>86,080,798</b>	<b>5,071,210</b>
<b>Expense</b>			
Instruction	75,314,855	70,120,878	5,193,977
District administration	3,850,672	3,540,556	310,116
Operations and maintenance	13,612,107	13,235,709	376,398
Transportation and housing	1,296,982	1,231,226	65,756
Debt services	30,645	13,719	16,926
<b>Total expense</b>	<b>94,105,261</b>	<b>88,142,088</b>	<b>5,963,173</b>
<b>Net revenue (expense)</b>	<b>(2,953,253)</b>	<b>(2,061,290)</b>	<b>(891,963)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>2,649,499</b>	<b>1,606,467</b>	<b>1,043,032</b>
<b>Budgeted surplus (deficit) for the year</b>	<b>\$ (303,754)</b>	<b>\$ (454,823)</b>	<b>\$ 151,069</b>
<b>Statement 4</b>			
<b>Deficit for the year</b>	<b>\$ (2,953,253)</b>	<b>\$ (2,061,290)</b>	<b>\$ (891,963)</b>
<b>Effect of change in tangible capital assets</b>			
Acquisition of tangible capital assets			
From operating and special purpose funds			-
From Local capital	(675,000)	(675,000)	-
From deferred capital revenue	(2,435,000)	(2,435,000)	-
<b>Total acquisition of tangible capital assets</b>	<b>(3,110,000)</b>	<b>(3,110,000)</b>	<b>-</b>
Amortization of tangible capital assets	4,095,959	4,095,959	-
<b>Total effect of change in tangible capital assets</b>	<b>985,959</b>	<b>985,959</b>	<b>-</b>
Acquisitions of prepaid expenses	(200,000)	(200,000)	-
Use of prepaid expenses	200,000	200,000	-
	-	-	-
<b>(Increase) decrease in net financial assets (debt)</b>	<b>\$ (1,967,294)</b>	<b>\$ (1,075,331)</b>	<b>\$ (891,963)</b>

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**20. Expense by object**

	2023	2022 (Restated – Note 23)
Salaries and benefits	\$ 78,065,880	\$ 71,090,787
Services and supplies	11,155,220	9,256,687
Interest	24,599	1,210
Amortization	4,302,321	4,107,754
<b>Total expense by object</b>	<b>\$ 93,548,020</b>	<b>\$ 84,456,438</b>

**21. Accumulated surplus**

	2023	2022 (Restated – Note 23)
Restricted operating surplus for:		
Schools and departments	\$ 255,959	\$ 303,324
Indigenous education – targeted	81,653	352,242
Teacher mentorship	134,233	140,000
Equity scan – video project	12,655	6,251
Equity scan	4,488	21,080
Integrated child and youth	357,388	-
Total restricted (appropriated) operating surplus	846,376	822,897
Unrestricted operating surplus	3,257,633	3,658,786
Total operating surplus available for future operations	4,104,009	4,481,683
Restricted local capital reserve available for capital projects	896,961	1,098,733
Invested in tangible capital assets	21,130,495	21,236,483
Total capital surplus	22,027,456	22,335,216
<b>Total accumulated surplus</b>	<b>\$ 26,131,465</b>	<b>\$ 26,816,899</b>

**22. Economic dependence**

The operations of the School District are dependent on continued funding from the MECC and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2023

**23. Prior period adjustment – Change in accounting policy**

On July 1, 2022, the School District adopted Canadian public sector accounting standard PS 3280 Asset Retirement Obligations. This new standard addresses the recognition, measurement, presentation, and disclosure of legal obligations associated with the retirement of certain tangible capital assets such as asbestos removal in buildings that will undergo major renovation or demolition in the future (see note 9). This standard was adopted using the modified retroactive approach, which results in the restatement of the comparative information as at, and for the year ended, June 30, 2022.

The impact of the prior period adjustment on the June 30, 2022 comparative amounts is as follows:

	As Previously Stated	June 30, 2022 Increase (Decrease)	As Restated
Asset retirement obligation (Statement 1)	\$ -	\$ 4,738,468	\$ 4,738,468
Tangible capital assets – Cost (Schedule 4A)	161,861,121	4,738,468	166,599,589
Tangible capital assets – Accumulated amortization (Schedule 4A)	88,814,824	4,708,785	93,523,609
Amortization expense – Operations and maintenance (Schedule 4)	4,098,528	9,226	4,107,754
Capital surplus, beginning of year (Schedule 4)	26,986,643	(4,699,559)	22,287,084
Capital surplus, end of year (Schedule 4)	27,044,001	(4,708,785)	22,335,216

**24. Risk management**

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

## a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most receivables are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits as they are placed in the Central Deposit Program with the Province and in recognized British Columbia institutions.

**24. Risk management (continued)**

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held, and purchases made in foreign currency, are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District would be exposed to interest rate risk through investments and debt instruments that bear variable interest. It is management's opinion that the School District is not exposed to significant interest rate risk as their current holdings are limited to cash deposits in the Central Deposit Program with the Province and in recognized British Columbia institutions, and debt represents approximately 1% of total liabilities.

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2022 related to credit, market, or liquidity risks.

School District No. 75 (Mission)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2023

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,481,683		22,335,216	26,816,899	30,406,573
Prior Period Adjustments					(4,699,559)
Accumulated Surplus (Deficit), beginning of year, as restated	4,481,683	-	22,335,216	26,816,899	25,707,014
Changes for the year					
Surplus (Deficit) for the year	386,394		(1,071,828)	(685,434)	1,109,885
Interfund Transfers					
Tangible Capital Assets Purchased	(181,177)		181,177	-	
Local Capital	(457,000)		457,000	-	
Other	(125,891)		125,891	-	
Net Changes for the year	(377,674)	-	(307,760)	(685,434)	1,109,885
Accumulated Surplus (Deficit), end of year - Statement 2	4,104,009	-	22,027,456	26,131,465	26,816,899

# School District No. 75 (Mission)

## Schedule 2 (Unaudited)

### Schedule of Operating Operations

Year Ended June 30, 2023

	2023 Budget (Note 19)	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	71,938,085	<b>73,159,535</b>	68,747,077
Other	306,065	<b>315,481</b>	450,725
Tuition	2,282,000	<b>2,323,048</b>	2,300,936
Other Revenue	255,000	<b>303,375</b>	318,882
Rentals and Leases	213,590	<b>203,688</b>	216,477
Investment Income	500,000	<b>600,217</b>	114,553
<b>Total Revenue</b>	<b>75,494,740</b>	<b>76,905,344</b>	<b>72,148,650</b>
<b>Expenses</b>			
Instruction	63,561,362	<b>62,945,566</b>	57,199,272
District Administration	3,689,512	<b>3,753,868</b>	3,144,359
Operations and Maintenance	9,028,478	<b>8,438,946</b>	8,390,021
Transportation and Housing	1,258,880	<b>1,380,570</b>	1,323,900
<b>Total Expense</b>	<b>77,538,232</b>	<b>76,518,950</b>	<b>70,057,552</b>
<b>Operating Surplus (Deficit) for the year</b>	<b>(2,043,492)</b>	<b>386,394</b>	<b>2,091,098</b>
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<b>2,649,499</b>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased		<b>(181,177)</b>	(110,331)
Local Capital	(445,000)	<b>(457,000)</b>	(896,309)
Other	(161,007)	<b>(125,891)</b>	(22,705)
<b>Total Net Transfers</b>	<b>(606,007)</b>	<b>(764,068)</b>	<b>(1,029,345)</b>
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>(377,674)</b>	<b>1,061,753</b>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>4,481,683</b>	<b>3,419,930</b>
<b>Operating Surplus (Deficit), end of year</b>		<b>4,104,009</b>	<b>4,481,683</b>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 21)		<b>846,376</b>	822,897
Unrestricted		<b>3,257,633</b>	3,658,786
<b>Total Operating Surplus (Deficit), end of year</b>		<b>4,104,009</b>	<b>4,481,683</b>



# School District No. 75 (Mission)

Schedule 2A (Unaudited)

## Schedule of Operating Revenue by Source

Year Ended June 30, 2023

	2023 Budget (Note 19)	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>			
Operating Grant, Ministry of Education and Child Care	68,501,085	<b>69,282,965</b>	67,997,526
ISC/LEA Recovery	(225,000)	<b>(240,713)</b>	(265,080)
Other Ministry of Education and Child Care Grants			
Pay Equity	725,901	<b>725,901</b>	725,901
Funding for Graduated Adults		<b>10,688</b>	11,946
Student Transportation Fund	188,900	<b>188,900</b>	188,900
Support Staff Benefits Grant	55,180	<b>55,076</b>	53,613
FSA Scorer Grant	13,000	<b>14,464</b>	12,964
Early Learning Framework (ELF) Implementation	952	<b>952</b>	2,486
Labour Settlement Funding	2,678,067	<b>2,749,033</b>	
Equity Scan Grant		<b>2,381</b>	
Equity Scan Video Project		<b>12,500</b>	
Integrated Child and Youth Funding		<b>357,388</b>	
Extreme Weather Grant			18,821
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>71,938,085</b>	<b>73,159,535</b>	<b>68,747,077</b>
<b>Provincial Grants - Other</b>	<b>306,065</b>	<b>315,481</b>	<b>450,725</b>
<b>Tuition</b>			
Continuing Education	180,000	<b>200,938</b>	398,275
International and Out of Province Students	2,102,000	<b>2,122,110</b>	1,900,411
Summit Distance Learning			2,250
<b>Total Tuition</b>	<b>2,282,000</b>	<b>2,323,048</b>	<b>2,300,936</b>
<b>Other Revenues</b>			
Funding from First Nations	225,000	<b>240,713</b>	265,080
Miscellaneous			
Transportation Fees		<b>15,950</b>	17,950
Pay for Service - Riverside	5,000	<b>9,748</b>	8,727
Other Revenues	25,000	<b>36,964</b>	27,125
<b>Total Other Revenue</b>	<b>255,000</b>	<b>303,375</b>	<b>318,882</b>
<b>Rentals and Leases</b>	<b>213,590</b>	<b>203,688</b>	<b>216,477</b>
<b>Investment Income</b>	<b>500,000</b>	<b>600,217</b>	<b>114,553</b>
<b>Total Operating Revenue</b>	<b>75,494,740</b>	<b>76,905,344</b>	<b>72,148,650</b>

# School District No. 75 (Mission)

## Schedule of Operating Expense by Object

Year Ended June 30, 2023

Schedule 2B (Unaudited)

	2023 Budget (Note 19)	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$
<b>Salaries</b>			
Teachers	30,340,131	<b>30,159,972</b>	27,790,165
Principals and Vice Principals	4,698,600	<b>4,720,860</b>	4,539,492
Educational Assistants	7,542,400	<b>7,324,169</b>	6,610,320
Support Staff	8,383,640	<b>8,110,579</b>	7,692,997
Other Professionals	2,366,974	<b>2,431,140</b>	2,008,315
Substitutes	3,225,000	<b>3,558,874</b>	2,754,260
<b>Total Salaries</b>	<b>56,556,745</b>	<b>56,305,594</b>	51,395,549
<b>Employee Benefits</b>	13,292,213	<b>13,462,529</b>	11,971,982
<b>Total Salaries and Benefits</b>	<b>69,848,958</b>	<b>69,768,123</b>	63,367,531
<b>Services and Supplies</b>			
Services	2,363,923	<b>2,306,280</b>	2,009,021
Student Transportation	19,000	<b>15,224</b>	11,389
Professional Development and Travel	774,798	<b>534,807</b>	520,203
Rentals and Leases	11,500	<b>10,132</b>	153,949
Dues and Fees	91,100	<b>90,936</b>	86,897
Insurance	188,000	<b>171,268</b>	127,053
Supplies	2,843,953	<b>2,354,328</b>	2,423,260
Utilities	1,397,000	<b>1,267,852</b>	1,358,249
<b>Total Services and Supplies</b>	<b>7,689,274</b>	<b>6,750,827</b>	6,690,021
<b>Total Operating Expense</b>	<b>77,538,232</b>	<b>76,518,950</b>	70,057,552

School District No. 75 (Mission)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	24,567,849	332,989	52,843	422,955		2,137,689	27,514,325
1.03 Career Programs	435,672			382,191		44,083	861,946
1.07 Library Services	1,287,819					22,531	1,310,350
1.08 Counselling	1,369,470						1,369,470
1.10 Special Education	1,943,520	143,437	6,047,258	860,003		843,461	9,837,679
1.30 English Language Learning	109,723	14,733	124,997			1,268	250,721
1.31 Indigenous Education	413,281	143,437	1,061,782	41,181		1,797	1,661,478
1.41 School Administration		3,897,943		1,256,154	70,680	131,186	5,355,963
1.60 Summer School	32,638	1,000					33,638
1.62 International and Out of Province Students		132,546	37,289	104,899	73,189	1,420	349,343
1.64 Other							-
<b>Total Function 1</b>	<b>30,159,972</b>	<b>4,666,085</b>	<b>7,324,169</b>	<b>3,067,383</b>	<b>143,869</b>	<b>3,183,435</b>	<b>48,544,913</b>
<b>4 District Administration</b>							
4.11 Educational Administration		54,775		142,642	718,776		916,193
4.40 School District Governance					92,347		92,347
4.41 Business Administration				453,300	1,021,072	26,537	1,500,909
<b>Total Function 4</b>	<b>-</b>	<b>54,775</b>	<b>-</b>	<b>595,942</b>	<b>1,832,195</b>	<b>26,537</b>	<b>2,509,449</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				92,684	362,587	44,876	500,147
5.50 Maintenance Operations				3,333,541		242,203	3,575,744
5.52 Maintenance of Grounds				316,621		9,713	326,334
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,742,846</b>	<b>362,587</b>	<b>296,792</b>	<b>4,402,225</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				44,500	92,489		136,989
7.70 Student Transportation				659,908		52,110	712,018
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>704,408</b>	<b>92,489</b>	<b>52,110</b>	<b>849,007</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>30,159,972</b>	<b>4,720,860</b>	<b>7,324,169</b>	<b>8,110,579</b>	<b>2,431,140</b>	<b>3,558,874</b>	<b>56,305,594</b>

School District No. 75 (Mission)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Actual	2023 Budget (Note 19)	2022 Actual (Restated - Note 23)
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	27,514,325	6,527,290	34,041,615	1,139,075	35,180,690	36,423,675	32,264,678
1.03 Career Programs	861,946	211,790	1,073,736	192,622	1,266,358	1,475,510	1,302,490
1.07 Library Services	1,310,350	306,407	1,616,757	40,563	1,657,320	1,493,700	1,523,877
1.08 Counselling	1,369,470	314,430	1,683,900	3,538	1,687,438	1,518,130	1,482,076
1.10 Special Education	9,837,679	2,513,664	12,351,343	193,232	12,544,575	12,370,598	11,098,121
1.30 English Language Learning	250,721	68,543	319,264	4,155	323,419	365,740	331,223
1.31 Indigenous Education	1,661,478	410,075	2,071,553	311,330	2,382,883	2,468,972	1,889,057
1.41 School Administration	5,355,963	1,230,850	6,586,813	252,565	6,839,378	6,326,737	6,362,752
1.60 Summer School	33,638	6,237	39,875		39,875	32,750	54,998
1.62 International and Out of Province Students	349,343	85,931	435,274	588,356	1,023,630	1,085,550	869,652
1.64 Other	-		-		-		20,348
<b>Total Function 1</b>	<b>48,544,913</b>	<b>11,675,217</b>	<b>60,220,130</b>	<b>2,725,436</b>	<b>62,945,566</b>	<b>63,561,362</b>	<b>57,199,272</b>
<b>4 District Administration</b>							
4.11 Educational Administration	916,193	194,543	1,110,736	177,708	1,288,444	1,290,990	1,009,023
4.40 School District Governance	92,347	14,210	106,557	68,822	175,379	181,767	156,520
4.41 Business Administration	1,500,909	327,125	1,828,034	462,011	2,290,045	2,216,755	1,978,816
<b>Total Function 4</b>	<b>2,509,449</b>	<b>535,878</b>	<b>3,045,327</b>	<b>708,541</b>	<b>3,753,868</b>	<b>3,689,512</b>	<b>3,144,359</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	500,147	101,736	601,883	215,363	817,246	868,870	675,950
5.50 Maintenance Operations	3,575,744	870,216	4,445,960	1,270,783	5,716,743	6,182,108	5,744,128
5.52 Maintenance of Grounds	326,334	70,317	396,651	240,454	637,105	580,500	611,694
5.56 Utilities	-		-	1,267,852	1,267,852	1,397,000	1,358,249
<b>Total Function 5</b>	<b>4,402,225</b>	<b>1,042,269</b>	<b>5,444,494</b>	<b>2,994,452</b>	<b>8,438,946</b>	<b>9,028,478</b>	<b>8,390,021</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	136,989	34,668	171,657	3,529	175,186	178,230	155,007
7.70 Student Transportation	712,018	174,497	886,515	318,869	1,205,384	1,080,650	1,168,893
<b>Total Function 7</b>	<b>849,007</b>	<b>209,165</b>	<b>1,058,172</b>	<b>322,398</b>	<b>1,380,570</b>	<b>1,258,880</b>	<b>1,323,900</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>56,305,594</b>	<b>13,462,529</b>	<b>69,768,123</b>	<b>6,750,827</b>	<b>76,518,950</b>	<b>77,538,232</b>	<b>70,057,552</b>

# School District No. 75 (Mission)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2023

	2023 Budget (Note 19)	2023 Actual	2022 Actual (Restated - Note 23)
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education and Child Care	10,350,293	10,020,139	8,807,314
Other	210,432	95,061	82,013
Other Revenue	1,879,700	2,507,638	1,314,601
<b>Total Revenue</b>	<b>12,440,425</b>	<b>12,622,838</b>	<b>10,203,928</b>
<b>Expenses</b>			
Instruction	11,753,493	12,054,019	9,390,406
District Administration	161,160	58,938	136,718
Operations and Maintenance	487,670	505,339	565,496
Transportation and Housing	38,102	4,542	2,366
<b>Total Expense</b>	<b>12,440,425</b>	<b>12,622,838</b>	<b>10,094,986</b>
<b>Special Purpose Surplus (Deficit) for the year</b>	<b>-</b>	<b>-</b>	<b>108,942</b>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased			(108,942)
<b>Total Net Transfers</b>	<b>-</b>	<b>-</b>	<b>(108,942)</b>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<b>-</b>	<b>-</b>

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			193,591	1,146,854	29,519	8,234	15,075		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	249,559	244,357			160,000	31,850	380,310	425,014	268,897
Provincial Grants - Other									
Other			1,200	2,366,274					
	249,559	244,357	1,200	2,366,274	160,000	31,850	380,310	425,014	268,897
Less: Allocated to Revenue	249,559	244,357	95,340	2,385,534	168,958	33,478	331,380	425,014	268,897
Recovered			11,500						
Deferred Revenue, end of year	-	-	87,951	1,127,594	20,561	6,606	64,005	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	249,559	244,357			168,958	33,478	331,380	425,014	268,897
Provincial Grants - Other									
Other Revenue			95,340	2,385,534					
	249,559	244,357	95,340	2,385,534	168,958	33,478	331,380	425,014	268,897
Expenses									
Salaries									
Teachers						17,954	11,254	18,062	
Principals and Vice Principals							25,173		
Educational Assistants		196,056					125,974	313,430	
Support Staff	38,843				110,220				91,364
Substitutes					4,141	423	6,950		128,165
	38,843	196,056	-	-	114,361	18,377	169,351	331,492	219,529
Employee Benefits	9,711	48,301			27,112	4,877	44,890	81,716	40,998
Services and Supplies	201,005		95,340	2,385,534	27,485	10,224	117,139	11,806	8,370
	249,559	244,357	95,340	2,385,534	168,958	33,478	331,380	425,014	268,897
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Federal Safe Return to Class / Ventilation Fund	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	34,025		23,751		20,028	123,811			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	6,600,851	1,055,664	14,351	52,000	11,250		689,814	19,000	175,000
Provincial Grants - Other									
Other									
	6,600,851	1,055,664	14,351	52,000	11,250	-	689,814	19,000	175,000
Less: Allocated to Revenue	6,600,851	1,055,664	4,542	52,000	3,141	42,468	436,497	985	102,348
Recovered	34,025								
Deferred Revenue, end of year	-	-	33,560	-	28,137	81,343	253,317	18,015	72,652
Revenues									
Provincial Grants - Ministry of Education and Child Care	6,600,851	1,055,664	4,542	52,000	3,141	42,468	436,497	985	102,348
Provincial Grants - Other									
Other Revenue									
	6,600,851	1,055,664	4,542	52,000	3,141	42,468	436,497	985	102,348
Expenses									
Salaries									
Teachers	5,329,258	103,142							
Principals and Vice Principals									81,563
Educational Assistants									
Support Staff							27,333		
Substitutes					746				
	5,329,258	103,142	-	-	746	-	27,333	-	81,563
Employee Benefits	1,271,593	21,724			160		8,452		20,441
Services and Supplies		930,798	4,542	52,000	2,235	42,468	400,712	985	344
	6,600,851	1,055,664	4,542	52,000	3,141	42,468	436,497	985	102,348
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2023

	BEST	MCFD Early Years	MCFD Middle Years	Heritage Park Day Care	PSB Mentorship	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	20,000	59,499	40,629	9,900		1,724,916
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care						10,377,917
Provincial Grants - Other		90,058	19,546		10,500	120,104
Other				19,800		2,387,274
	-	90,058	19,546	19,800	10,500	12,885,295
Less: Allocated to Revenue	-	84,799	-	26,764	10,262	12,622,838
Recovered						45,525
Deferred Revenue, end of year	20,000	64,758	60,175	2,936	238	1,941,848
Revenues						
Provincial Grants - Ministry of Education and Child Care						10,020,139
Provincial Grants - Other		84,799			10,262	95,061
Other Revenue				26,764		2,507,638
	-	84,799	-	26,764	10,262	12,622,838
Expenses						
Salaries						
Teachers						5,479,670
Principals and Vice Principals						106,736
Educational Assistants						635,460
Support Staff		62,523		4,630		334,913
Substitutes		2,366				142,791
	-	64,889	-	4,630	-	6,699,570
Employee Benefits		18,133		79		1,598,187
Services and Supplies		1,777		22,055	10,262	4,325,081
	-	84,799	-	26,764	10,262	12,622,838
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-
Interfund Transfers						
	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-



# School District No. 75 (Mission)

## Schedule of Capital Operations

Year Ended June 30, 2023

Schedule 4 (Unaudited)

	2023 Budget (Note 19) \$	2023 Actual			2022 Actual (Restated - Note 23) \$
		Invested in Tangible Capital Assets \$	Local Capital \$	Fund Balance \$	
<b>Revenues</b>					
Provincial Grants					
Ministry of Education and Child Care		79,312		79,312	194,936
Gain (Loss) on Disposal of Tangible Capital Assets	174,818	131,398		131,398	
Amortization of Deferred Capital Revenue	3,042,025	3,123,694		3,123,694	3,018,809
<b>Total Revenue</b>	<b>3,216,843</b>	<b>3,334,404</b>	<b>-</b>	<b>3,334,404</b>	<b>3,213,745</b>
<b>Expenses</b>					
Operations and Maintenance		79,312		79,312	194,936
Amortization of Tangible Capital Assets					
Operations and Maintenance	4,095,959	4,302,321		4,302,321	4,107,754
Debt Services					
Capital Loan Interest	30,645		24,599	24,599	1,210
<b>Total Expense</b>	<b>4,126,604</b>	<b>4,381,633</b>	<b>24,599</b>	<b>4,406,232</b>	<b>4,303,900</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(909,761)</b>	<b>(1,047,229)</b>	<b>(24,599)</b>	<b>(1,071,828)</b>	<b>(1,090,155)</b>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased		181,177		181,177	219,273
Local Capital	445,000		457,000	457,000	896,309
Capital Loan Payment	161,007		125,891	125,891	22,705
<b>Total Net Transfers</b>	<b>606,007</b>	<b>181,177</b>	<b>582,891</b>	<b>764,068</b>	<b>1,138,287</b>
<b>Other Adjustments to Fund Balances</b>					
District Portion of Proceeds on Disposal		(174,818)	174,818	-	
Tangible Capital Assets Purchased from Local Capital		993,744	(993,744)	-	
Tangible Capital Assets WIP Purchased from Local Capital		150,640	(150,640)	-	
Principal Payment					
Capital Loan		101,292	(101,292)	-	
Capital Loan Funding		(310,794)	310,794	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>760,064</b>	<b>(760,064)</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>(303,754)</b>	<b>(105,988)</b>	<b>(201,772)</b>	<b>(307,760)</b>	<b>48,132</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>21,236,483</b>	<b>1,098,733</b>	<b>22,335,216</b>	<b>26,986,643</b>
Prior Period Adjustments					
To Recognize Asset Retirement Obligation					(4,699,559)
<b>Capital Surplus (Deficit), beginning of year, as restated</b>		<b>21,236,483</b>	<b>1,098,733</b>	<b>22,335,216</b>	<b>22,287,084</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>21,130,495</b>	<b>896,961</b>	<b>22,027,456</b>	<b>22,335,216</b>

# School District No. 75 (Mission)

Schedule 4A (Unaudited)

Tangible Capital Assets  
Year Ended June 30, 2023

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	10,512,959	144,242,444	2,690,484	2,486,851	95,118	1,833,265	<b>161,861,121</b>
Prior Period Adjustments							
To Recognize Asset Retirement Obligation		4,738,468					<b>4,738,468</b>
<b>Cost, beginning of year, as restated</b>	10,512,959	148,980,912	2,690,484	2,486,851	95,118	1,833,265	<b>166,599,589</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,235,976		437,967		362,049	<b>2,035,992</b>
Deferred Capital Revenue - Other			20,320			15,000	<b>35,320</b>
Operating Fund		41,420	72,873			66,884	<b>181,177</b>
Local Capital		415,428	216,626	175,092	53,311	133,287	<b>993,744</b>
Purchases from Capital Loan						609,750	<b>609,750</b>
Transferred from Work in Progress		1,414,474					<b>1,414,474</b>
	-	3,107,298	309,819	613,059	53,311	1,186,970	<b>5,270,457</b>
Decrease:							
Disposed of	2,000	107,624					<b>109,624</b>
Deemed Disposals			116,045	22,860	19,021	915,315	<b>1,073,241</b>
	2,000	107,624	116,045	22,860	19,021	915,315	<b>1,182,865</b>
<b>Cost, end of year</b>	10,510,959	151,980,586	2,884,258	3,077,050	129,408	2,104,920	<b>170,687,181</b>
<b>Work in Progress, end of year</b>		899,033					<b>899,033</b>
<b>Cost and Work in Progress, end of year</b>	10,510,959	152,879,619	2,884,258	3,077,050	129,408	2,104,920	<b>171,586,214</b>
<b>Accumulated Amortization, beginning of year</b>		85,842,726	1,123,067	900,062	33,389	915,580	<b>88,814,824</b>
Prior Period Adjustments							
To Recognize Asset Retirement Obligation		4,708,785					<b>4,708,785</b>
<b>Accumulated Amortization, beginning of year, as restated</b>		90,551,511	1,123,067	900,062	33,389	915,580	<b>93,523,609</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		3,329,117	278,737	278,195	22,453	393,819	<b>4,302,321</b>
Decrease:							
Disposed of		66,203					<b>66,203</b>
Deemed Disposals			116,045	22,860	19,021	915,315	<b>1,073,241</b>
		66,203	116,045	22,860	19,021	915,315	<b>1,139,444</b>
<b>Accumulated Amortization, end of year</b>		93,814,425	1,285,759	1,155,397	36,821	394,084	<b>96,686,486</b>
<b>Tangible Capital Assets - Net</b>	<b>10,510,959</b>	<b>59,065,194</b>	<b>1,598,499</b>	<b>1,921,653</b>	<b>92,587</b>	<b>1,710,836</b>	<b>74,899,728</b>

School District No. 75 (Mission)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress  
Year Ended June 30, 2023

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	1,642,046				1,642,046
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	520,821				520,821
Local Capital	150,640				150,640
	671,461	-	-	-	671,461
Decrease:					
Transferred to Tangible Capital Assets	1,414,474				1,414,474
	1,414,474	-	-	-	1,414,474
Net Changes for the Year	(743,013)	-	-	-	(743,013)
Work in Progress, end of year	899,033	-	-	-	899,033

# School District No. 75 (Mission)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2023

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
<b>Deferred Capital Revenue, beginning of year</b>	46,586,700	174,867	143,017	<b>46,904,584</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,035,992		35,320	<b>2,071,312</b>
Transferred from Work in Progress	1,414,473			<b>1,414,473</b>
	3,450,465	-	35,320	<b>3,485,785</b>
Decrease:				
Amortization of Deferred Capital Revenue	3,071,510	28,772	23,412	<b>3,123,694</b>
	3,071,510	28,772	23,412	<b>3,123,694</b>
<b>Net Changes for the Year</b>	378,955	(28,772)	11,908	<b>362,091</b>
<b>Deferred Capital Revenue, end of year</b>	46,965,655	146,095	154,925	<b>47,266,675</b>
<b>Work in Progress, beginning of year</b>	1,490,683			<b>1,490,683</b>
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress	520,821			<b>520,821</b>
	520,821	-	-	<b>520,821</b>
Decrease				
Transferred to Deferred Capital Revenue	1,414,473			<b>1,414,473</b>
	1,414,473	-	-	<b>1,414,473</b>
<b>Net Changes for the Year</b>	(893,652)	-	-	<b>(893,652)</b>
<b>Work in Progress, end of year</b>	597,031	-	-	<b>597,031</b>
<b>Total Deferred Capital Revenue, end of year</b>	<b>47,562,686</b>	<b>146,095</b>	<b>154,925</b>	<b>47,863,706</b>

# School District No. 75 (Mission)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2023

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	16,609			1,636,676	2,049	1,655,334
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	2,619,516					2,619,516
Other				546,153	35,000	581,153
MECC Restricted Portion of Proceeds on Disposal		524,455				524,455
	2,619,516	524,455	-	546,153	35,000	3,725,124
Decrease:						
Transferred to DCR - Capital Additions	2,035,992				35,320	2,071,312
Transferred to DCR - Work in Progress	520,821					520,821
AFG Spend on Non-Capital Items	79,312					79,312
	2,636,125	-	-	-	35,320	2,671,445
Net Changes for the Year	(16,609)	524,455	-	546,153	(320)	1,053,679
Balance, end of year	-	524,455	-	2,182,829	1,729	2,709,013

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



**ITEM 5.5      Action**  
TO:            Board of Education  
FROM:        C. Becker, Secretary-Treasurer  
SUBJECT:     2024 Multi-Year Financial Plan

**File No.    8010.20 Multi-year Plan**

### **Recommendation**

**THAT the 2023-2024 Multi-year Financial Plan for the years 2023-2024, 2024-2025, and 2025-2026 be approved.**

#### **1. Summary:**

Attached is the first draft of a multi-year financial plan for the school district. The school district must submit to the ministry a multi-year financial plan before September 30, 2023. Staff will be ready to speak to the document during the Board meeting.

#### **2. Background:**

The attached document is a high-level, multi-year financial plan. The plan does not at this point fully plan for the future, as the revenue calculations for grant funding are not yet established by the Ministry, and staff have not projected a forecast increase to the rates. The plan does, however, forecast rate increases for staffing costs and operating costs, along with an increase in student enrolment.

Staff anticipate that as the multi-year financial planning process proceeds, school districts will receive additional direction and feedback from the Ministry. Staff intend to incorporate the multi-year process into existing processes, to reduce the amount of duplication of effort. As such, staff hope to have a multi-year plan completed by June of next year, for the 2024 submission, to provide more opportunities to discuss the plan with partner groups and stakeholders.

This first plan is a financial planning exercise to pull the numbers together. Future plans should provide more information to demonstrate how the financial resources will support the Board's strategic plan.

#### **3. Options:**

There is no formal requirement for the Board to approve the submission. However, there must be evidence that the Board reviewed and discussed the plan. The most effective way to confirm the Board's review is by approving the plan.

If the Board prefers more time to review and discuss the plan, the Multi-year Financial Plan could be referred to the Special Board Meeting scheduled for September 26<sup>th</sup>, 2023.

#### **4. Analysis and Impact:**

##### **a. Alignment with the [Strategic Plan](#):**

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

##### **b. Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

##### **c. Policy, Legislation, Regulation**

The Board is required to comply with the Ministry policy - [Public-schools Financial Planning Reporting Policy](#).

d. Organizational Capacity

As the school district recently hired a Finance Manager position to support the financial reporting processes, staff have been able to prepare the additional report. Over time, staff will be able to add more information to the planning process.

e. Risks

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

f. Benefits

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

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

- a. **Three Year Financial Plan, and supporting documentation.**

## Three Year Financial Plan

	2023 / 2024 Preliminary Operating	2024 / 2025 Changes	2024 / 2025 Forecast Operating	2025 / 2026 Changes	2025 / 2026 Forecast Operating
<b>OPERATING REVENUE</b>					
Regular Enrolment Forecast	6,400	75.00	6,475	50.00	6,525
Base Enrolment Rate - no change forecast	8,625	-	8,625	-	8,625
Grants					
Ministry of Education - Operating	76,900,695	1,289,085	78,189,780	1,198,200	79,387,980
Other Ministry of Education	1,697,306	2,195,633	3,892,939	2,295,662	6,188,602
Provincial - Other	309,140	-	309,140	-	309,140
<b>Total Grants</b>	78,907,141	3,484,718	82,391,859	3,493,862	85,885,722
Tuition	2,505,040	108,805	2,613,845	114,245	2,728,090
Other Revenue	255,000	-	255,000	-	255,000
Rental Revenue	211,650	-	211,650	-	211,650
Investment Income	500,000	(200,000)	300,000	(50,000)	250,000
<b>TOTAL OPERATING REVENUE</b>	82,378,831	3,393,523	85,772,354	3,558,108	89,330,462
<b>OPERATING EXPENSE</b>					
Salaries					
Teachers	33,375,532	1,286,859	34,662,391	1,235,979	35,898,370
Principals and Vice-Principals	5,040,000	151,200	5,191,200	155,736	5,346,936
Education Assistants	8,466,100	749,465	9,215,565	786,813	10,002,377
Support Staff	9,143,130	408,194	9,551,324	424,457	9,975,781
Other Professionals	2,523,881	75,716	2,599,597	77,988	2,677,585
Substitutes	3,474,895	154,247	3,629,142	158,874	3,788,016
Total Salaries	62,023,538	2,825,681	64,849,219	2,839,847	67,689,066
Employee Benefits	14,403,314	576,171	14,979,485	573,778	15,553,263
<b>Total Salaries and Benefits</b>	76,426,852	3,401,852	79,828,704	3,413,625	83,242,329
Services and Supplies			-		-
Services	2,525,557	50,511	2,576,068	51,521	2,627,590
Student Transportation	19,000	380	19,380	388	19,768
Professional Development and Travel	603,180	12,064	615,244	12,305	627,548
Rentals & Leases	-	-	-	-	-
Dues & Fees	92,000	1,840	93,840	1,877	95,717
Insurance	191,000	3,820	194,820	3,896	198,716
Supplies	2,360,027	47,201	2,407,228	48,145	2,455,372
Utilities	1,402,001	28,040	1,430,041	28,601	1,458,642
Interest	-	-	-	-	-
Total Services and Supplies	7,192,765	143,855	7,336,620	146,732	7,483,353
<b>TOTAL OPERATING EXPENSE</b>	83,619,617	3,545,707	87,165,324	3,560,358	90,725,682
<b>Net Operating Surplus (Deficit)</b>	(1,240,786)	(152,184)	(1,392,970)	(2,250)	(1,395,220)
Allocation (to) from Surplus	1,801,796	-	1,748,204	-	-
Allocation (to) from Local Capital	(561,010)	-	(561,010)	-	(561,010)
<b>Projected Operating Surplus/(Deficit)</b>	-	(152,184)	(205,776)	(2,250)	(1,956,230)
<b>Unrestricted Surplus funds available</b>	1,748,204		-		-
<b>Restricted Surplus funds available</b>	-				



## Revenue - Enrolment

Revenue Category	Rate PY	FTE PY	2024-25							2025-26						
			% Rate Increase	Rate	Rate Increase	FTE	FTE Increase	Increase Rates	\$ Increase Enrolment	% Rate Increase	Rate	Rate Increase	FTE	FTE Increase	\$ Increase Rates	\$ Increase Enrolment
Regular schools (Sep)	8,625	6,400	0.00%	8,625	-	6,475	75	-	646,875	0.00%	8,625	-	6,525	50	-	431,250
CE (Sep)	8,625	10	0.00%	8,625	-	10	-	-	-	0.00%	8,625	-	10	-	-	-
Alternate schools (Sep)	8,625	102	0.00%	8,625	-	102	-	-	-	0.00%	8,625	-	102	-	-	-
DL (Sep)	6,960	40	0.00%	6,960	-	40	-	-	-	0.00%	6,960	-	40	-	-	-
SN Level 1 (Sep)	49,070	5	0.00%	49,070	-	5	-	-	-	0.00%	49,070	-	5	-	-	-
SN Level 2 (Sep)	23,280	425	0.00%	23,280	-	445	20	-	465,600	0.00%	23,280	-	470	25	-	582,000
SN Level 3 (Sep)	11,760	156	0.00%	11,760	-	170	14	-	164,640	0.00%	11,760	-	185	15	-	176,400
ELL (Sep)	1,735	350	0.00%	1,735	-	350	-	-	-	0.00%	1,735	-	350	-	-	-
Indigenous Ed (Sep)	1,710	1,158	0.00%	1,710	-	1,165	7	-	11,970	0.00%	1,710	-	1,170	5	-	8,550
Adult (Sep)	5,505	1	0.00%	5,505	-	1	-	-	-	0.00%	5,505	-	1	-	-	-
CE School Age (Feb)	8,625	20	0.00%	8,625	-	20	-	-	-	0.00%	8,625	-	20	-	-	-
CE Adult (Feb)	5,505	1	0.00%	5,505	-	1	-	-	-	0.00%	5,505	-	1	-	-	-
DL K-9 (Feb)	3,480	8	0.00%	3,480	-	8	-	-	-	0.00%	3,480	-	8	-	-	-
DL 10-12 (Feb)	6,960	15	0.00%	6,960	-	15	-	-	-	0.00%	6,960	-	15	-	-	-
DL Adult (Feb)	5,505	1	0.00%	5,505	-	1	-	-	-	0.00%	5,505	-	1	-	-	-
SN Level 1 (Feb)	22,425	-	0.00%	22,425	-	-	-	-	-	0.00%	22,425	-	-	-	-	-
SN Level 2 (Feb)	11,640	5	0.00%	11,640	-	5	-	-	-	0.00%	11,640	-	5	-	-	-
SN Level 3 (Feb)	5,880	10	0.00%	5,880	-	10	-	-	-	0.00%	5,880	-	10	-	-	-
Refugees School Age (Feb)	3,943	-	0.00%	3,943	-	-	-	-	-	0.00%	3,943	-	-	-	-	-
Refugees ESL Supplement (Feb)	793	-	0.00%	793	-	-	-	-	-	0.00%	793	-	-	-	-	-
CE School Age (May)	8,625	20	0.00%	8,625	-	20	-	-	-	0.00%	8,625	-	20	-	-	-
CE Adult (May)	5,505	2	0.00%	5,505	-	2	-	-	-	0.00%	5,505	-	2	-	-	-
DL K-9 (May)	2,320	2	0.00%	2,320	-	2	-	-	-	0.00%	2,320	-	2	-	-	-
DL 10-12 (May)	6,960	15	0.00%	6,960	-	15	-	-	-	0.00%	6,960	-	15	-	-	-
DL Adult (May)	5,505	1	0.00%	5,505	-	1	-	-	-	0.00%	5,505	-	1	-	-	-
<b>Ministry of Education - Operating</b>								-	<b>1,289,085</b>						-	<b>1,198,200</b>

## Revenue - Other

		2024-25		2025-26	
Revenue Category	Sub-category	\$ Increase	Description	\$ Increase	Description
Other Ministry of Education	Pay Equity				
Other Ministry of Education	LEA Reduction				
Other Ministry of Education	Labour Settlement Funding	2,195,633	Contract labour cost increases	2,295,662	Contract labour cost increases
Other Ministry of Education	Carbon Tax Rebate				
Other Ministry of Education	FSA Grant				
Other Ministry of Education	Support Staff Benefits Grant				
Other Ministry of Education	Early Learning Framework				
Other Ministry of Education	Transportation Funding				
Provincial - Other					
Tuition	International	108,805	Estimated 5% increase (students/rates)	114,245	Estimated 5% increase (students/rates)
Tuition	Riverside				
Other Revenue					
Rental Revenue					
Investment Income		(200,000)	Reduced interest rates; reduced surplus	(50,000)	Reduced interest rates; reduced surplus

## Staffing

Category	\$ PY	Contract Increase / Other	2024-25				2025-26			
			% Increase	FTE New	\$ Salary Increase	\$ Benefits Increase	% Increase	FTE New	\$ Salary Increase	\$ Benefits Increase

### Wage Increases:

Teachers	33,375,532	Contract	3.00%		1,001,266	180,228	3.00%		1,039,872	187,177
Principals and Vice-Principals	5,040,000	Contract	3.00%		151,200	27,216	3.00%		155,736	28,032
Education Assistants	8,466,100	Contract	3.00%		253,983	45,717	3.00%		276,467	49,764
Support Staff	9,143,130	Contract	3.00%		274,294	49,373	3.00%		286,540	51,577
Other Professionals	2,523,881	Contract	3.00%		75,716	13,629	3.00%		77,988	14,038
Substitutes	3,474,895	Contract	3.00%		104,247	18,764	3.00%		108,874	19,597

### Additions:

Teachers		Other		3.00	285,593	71,398		2.00	196,107	49,027
Principals and Vice-Principals		Other				-				-
Education Assistants		Other		10.00	495,482	123,870		10.00	510,346	127,586
Support Staff		Other		2.00	133,900	33,475		2.00	137,917	34,479
Other Professionals		Other				-				-
Substitutes		Other			50,000	12,500			50,000	12,500

## Service & Supplies

Category	\$ PY	Inflation / Other	2024/25			2025/26		
			% Increase	\$ Increase	Description	% Increase	\$ Increase	Description
Services	2,525,557	Inflation	2.00%	50,511	Inflation adjustment	2.00%	51,521	Inflation adjustment
Student Transportation	19,000	Inflation	2.00%	380	Inflation adjustment	2.00%	388	Inflation adjustment
Professional Development and Travel	603,180	Inflation	2.00%	12,064	Inflation adjustment	2.00%	12,305	Inflation adjustment
Rentals & Leases	-	Inflation	2.00%	-		2.00%	-	
Dues & Fees	92,000	Inflation	2.00%	1,840	Inflation adjustment	2.00%	1,877	Inflation adjustment
Insurance	191,000	Inflation	2.00%	3,820	Inflation adjustment	2.00%	3,896	Inflation adjustment
Supplies	2,360,027	Inflation	2.00%	47,201	Inflation adjustment	2.00%	48,145	Inflation adjustment
Utilities	1,402,001	Inflation	2.00%	28,040	Inflation adjustment	2.00%	28,601	Inflation adjustment

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 5.6	Action	File No.
TO:	Board of Education	
FROM:	D. MacLean, Director of Operations	
SUBJECT:	Minor Capital Request 2024/2025	

### Recommendation

**THAT the 2024/2025 Minor Capital Project Funding request report be submitted to the Ministry of Education for consideration of funding in 2024-2025:**

a. Bus	\$ 857,920
b. Playgrounds	\$ 195,000
c. SEP Projects	\$ 775,000
d. CNCP Projects	<u>\$ 815,000</u>
	<u>\$2,642,920</u>

#### 1. Summary:

The attached list summarizes the Minor Capital Submission, which must be submitted to the Ministry by September 30, 2023. A board resolution is required to support this submission.

#### 2. Background:

Facilities staff have reviewed the building maintenance needs of the school district and have prepared the attached list to submit to the Ministry requesting funding for the 2024/2025 school year. The Ministry usually approves the funding in the spring each year, so that the projects can be completed early in the next school year.

#### 3. Options:

- The bus request is for the replacement of 4 buses that are in need of replacement due to age and kilometers.
- There are multiple sites that require roofing replacement. This capital submission has identified 2 locations for roofing work. Deroche Elementary and E.S. Richards Elementary
- Mission Central Elementary requires a replacement of the rooftop air handling unit.
- The electrical distribution at Riverside College needs to be upgraded to provide a larger electrical service to allow for the electrification of equipment, reducing the site carbon footprint.
- Accessible playground for Cherry Hill Elementary.

#### 4. Analysis and Impact:

##### a. Alignment with the [Strategic Plan](#):

- Honouring Culture and Territory
- Future Orientation
- Student Centred Learning
- Effective Learning Environments
- Quality Teaching and Leadership

##### b. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

##### c. Funding Guidelines, Costing, & Budget Impact

##### d. Policy, Legislation, Regulation

**e. Organizational Capacity**

- i. Risks
  - 1. Organizational
  - 2. Reputational
  - 3. Strategic
- ii. Benefits
  - 1. Organizational
  - 2. Reputational
  - 3. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:**

**Minor Capital Submissions – additional details:**

**a. Bus Requests - \$857,920.00**

- 1. We have put in a submission for 4 replacement school buses to replace buses #6751, #7751, #7752 and #9750 due to the age and the kilometers of the buses.

**b. PEP – Accessible Playgrounds - \$195,000.00**

- 1. New Accessible Playground for Cherry Hill - \$195,000.00

**c. SEP (School Enhancement Program) - \$775,000.00**

- 1. Partial Roof Replacement at Deroche Elementary School - \$425,000.00  
Inspections of our roofs have identified 2 large sections where the roof has failed and 7 smaller areas in poor condition. This request will address all the areas of the school roof that require replacement. This would be approximately 4500 square feet of Modified Bitumen (roll on) roofing and 370 square feet of shingle roofing.
- 2. Partial Roofing replacement E.S.Richards Elementary School - \$350,000.00  
Inspections of our roofs identified 2 sections of roofing that have failed and 2 sections that are in poor condition. This request would address the 2 sections that have failed and one of the sections in poor condition. This request is for almost 11000 square feet of Modified Bitumen roof replacement and will address the areas with the most concern

**d. CNCP – Carbon Neutral Capital Plan - \$815,000.00**

- 1. Replace Air Handling Unit at Mission Central Elementary - \$440,000.00  
The main air handling unit at MCE is past its serviceable life and needs to be replaced. A new air handling unit will be much more efficient and provide better ventilation and air circulation throughout the school. This project is also connected to the partial re-roofing from the 2023/24 capital submission. The roof top unit must be replaced before the roof can be repaired around it.
- 2. Upgrade the Electrical Distribution at Riverside College - \$375,000.00  
The electrical distribution at Riverside College is undersized for some of the requirements required for the reduction of our carbon footprint by electrifying all equipment within the facility

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 5.7	Action	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Public Sector Executive Compensation (PSEC) Report 2022-23	

### **Recommendation**

**THAT the Public Sector Executive Compensation Report dated September 19, 2023, be approved and submitted to the BC Public School Employers' Association, along with an Attestation Letter signed by the Board Chair.**

### **Summary:**

Boards of Education are required to complete the Public Sector Executive Compensation ("PSEC") Disclosure Report for fiscal 2022-2023, (year ending June 30, 2023). This executive compensation disclosure process was brought into effect in 2008 through the enactment of amendments to the Public Sector Employers Act. The disclosure requirements apply to chief executive officers and the next four highest paid executives, where these positions are paid an annual base salary of \$125,000 or more.

### **Background:**

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- The Public Sector Employers Act, which establishes the legislative policy framework for exempt staff compensation administration in the public sector.
- The BCPSEA exempt staff compensation management plan (Policy 95-06, Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement), which is an approved compensation plan under the legislation.

Under the current compensation administration system in the K-12 sector:

- The Board of Education is accountable to the public and must adhere to proper human resources practices with respect to executive and exempt staff compensation.
- The Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools.
- The Board must submit proposed compensation adjustments for all other executive and exempt positions in the district to BCPSEA for review and approval prior to implementation.

### **Policy, Regulation, Legislation:**

School boards are required annually to prepare the Public Sector Executive Compensation Disclosure Report. BCPSEA facilitates the reporting process with PSEC, to fulfill the intent of the legislative provisions under the Public Sector Employers Act.

### **Implementation:**

Once the report is approved, it will be uploaded to the Provincial Reporting website.

### **Attachments:**

- a) Public Sector Executive Compensation Report
- b) Attestation Letter
- c) Compensation Summary

## **Public Sector Executive Compensation Disclosure Report 2022-2023 School District No. 75 (Mission) - July 25, 2023**

The Board of Education encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees who are critical to the delivery of quality public education programs to students in School District No. 75(Mission).

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

### **Compensation Philosophy**

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the British Columbia Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

Compensation mandates/direction facilitated by the Public Sector Employers' Council Secretariat (PSEC Secretariat) from time to time are the official policy of BCPSEA and any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

The Board's compensation philosophy is based upon a set of principles that guide development, maintenance and decision-making with respect to salary structures and total compensation packages and programs.

At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). The total rewards compensation program further integrates with plans that establish the board of education's overall education, business, and human resources strategies and objectives to facilitate the attraction and retention of qualified, experienced, motivated and high-potential employees who are committed to the board's overarching goal of delivering a high quality public education experience to BC students.

Inherent in the compensation philosophy are the following core principles:

- **Performance:** The compensation structure and administration of the structure supports and promotes meaningful career growth and development opportunities, and a performance-based (merit) organizational culture.
- **Differentiation:** Differentiation of compensation is supported where there are differences in the scope of the position within an organization, and/or due to superior individual/team contributions.
- **Accountability:** Compensation decisions are objective and based upon a clear and well documented rationale that demonstrates the appropriate expenditure of public funds.
- **Transparency:** The compensation program is designed, managed, administered, and communicated in a manner that ensures the program is clearly understood by employees



and the public while protecting individual personal information.

## Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the relevant external labour market. Consistent with industry standards, “labour market” is defined in the BCPSEA sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions/organizations
- Size of the organization, as size drives the span of control and scope of accountability
- Geographic location
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market includes:

1. Other BC school districts (primary labour market)
2. Other BC public sector organizations
3. Other Canadian school districts where relevant (to the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
4. Selected private sector organizations where relevant.

The Board’s executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province’s 60 public school districts in alignment with each district’s relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total rewards model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district’s organizational hierarchy.
- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the reference point for executive and exempt total compensation is currently the median of the relevant comparator labour market.

The Board's total compensation package for executive/senior management staff is comprised of the following elements.

### **Cash Compensation**

Total cash compensation includes annual base salary and annual vehicle allowance.

- **Annual base salary**

Annual base salary is considered in the context of the total compensation package.

- **Vehicle provisions**

Due to the diverse geography of the district and the need to visit schools and other district worksites, the Board provides a monthly vehicle allowance to the Superintendent and other senior management positions. The monthly vehicle allowance is set at a level competitive with the vehicle allowances provided to Superintendents and other senior managers in districts of similar size and geography.

### **Non-cash Compensation**

The non-cash elements of the total compensation package include:

- **Health and welfare benefits** such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** through either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Paid time off** including an annual vacation entitlement of 35 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

### **Compensation Administration**

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review conducted and managed through BCPSEA and the PSEC Secretariat ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures and to ensure alignment with the compensation mandates/directions established for the provincial public sector by PSEC Secretariat.

- **Annual base salary administration**

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents

the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board of Education and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

## Accountability

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.
- compensation mandates/direction facilitated by the PSEC Secretariat from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, the Board is accountable to its public and therefore ensures that it adheres to proper human resources practices including statutory requirements with respect to executive and exempt staff compensation.
- proposed salary range placement and compensation adjustments for all other executive and exempt positions in the district must be reviewed and approved by BCPSEA prior to implementation.

Date

Mr. John Davison  
President and CEO  
Public Sector Employers' Council Secretariat  
Suite 210, 880 Douglas Street  
Victoria, BC V8W 2B7

Dear Mr. Davison:

This will confirm that the Board of Education of School District No. 75 (Mission) is aware of the total compensation paid to executive staff during the 2022-2023 fiscal year and further, that we verify the amount of compensation paid was within the compensation plan as approved by the Board and reported to the Public Sector Employers' Council Secretariat.

Yours truly,

Board Chair

EXECUTIVE COMPENSATION DISCLOSURE

School District 75 (Mission)

Summary Compensation Table at 2023

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2022/2023 Total Compensation	Previous Two Years Totals Total Compensation	
							2021/2022	2020/2021
Angus Wilson, Superintendent	\$ 225,075	-	\$ 11,117	\$ 25,433	\$ 7,200	\$ 268,825	\$ 218,955	\$ 225,166
Karen Alvarez, Assistant Superintendent	\$ 162,600	-	\$ 10,839	\$ 18,374	\$ 6,000	\$ 197,813	\$ 182,010	\$ 177,943
Corien Becker, Secretary Treasurer	\$ 168,600	-	\$ 10,848	\$ 15,697	\$ 7,200	\$ 202,345	\$ 190,729	\$ 190,499
Tina Phelps, Director of Instruction - Human Resources	\$ 155,500	-	\$ 10,786	\$ 17,571	\$ 6,000	\$ 189,857	\$ 180,959	\$ 168,428
Carolynn Schmor, Director of Instruction - Student Services	\$ 161,000	-	\$ 10,910	\$ 18,193	\$ 6,000	\$ 196,103	\$ 180,929	\$ 173,267

EXECUTIVE COMPENSATION DISCLOSURE

Summary Other Compensation Table at 2023

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Angus Wilson, Superintendent	\$ 7,200	-	-	-	\$ 7,200	-	-
Karen Alvarez, Assistant Superintendent	\$ 6,000	-	-	-	\$ 6,000	-	-
Corien Becker, Secretary Treasurer	\$ 7,200	-	-	-	\$ 7,200	-	-
Tina Phelps, Director of Instruction - Human Resources	\$ 6,000	-	-	-	\$ 6,000	-	-
Carolynn Schmor, Director of Instruction - Student Services	\$ 6,000	-	-	-	\$ 6,000	-	-

EXECUTIVE COMPENSATION DISCLOSURE

Notes

Angus Wilson, Superintendent	<b>General Note:</b> Angus Wilson received a 24.2% performance-based salary increase as of July 1, 2022 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.
Karen Alvarez, Assistant Superintendent	<b>General Note:</b> Karen Alvarez received a 9% performance-based salary increase as of July 1, 2022 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.
Corien Becker, Secretary Treasurer	<b>General Note:</b> Corien Becker received a 6.4% performance-based salary increase as of July 1, 2022 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.
Tina Phelps, Director of Instruction - Human Resources	<b>General Note:</b> Tina Phelps received a 5% performance-based salary increase as of July 1, 2022 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.
Carolynn Schmor, Director of Instruction - Student Services	<b>General Note:</b> Carolynn Schmor received an 8.7% performance-based salary increase as of July 1, 2022 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 5.8	Action	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	2023 – 2024 Borrowing Resolution	

### Recommendation

**THAT the Superintendent and Secretary Treasurer be authorized to borrow on behalf of Mission Public School District (School District #75) from the Scotia Bank for the 2023-24 operating year, up to:**

- a) \$1,500,000 in an Operating Line of Credit
- b) \$750,000 in a revolving term / Scotia leasing.

#### **1. Background:**

The Bank of Nova Scotia requires an updated resolution for the operating line of credit and the leasing program every school year.

#### **2. Options:**

The current agreement with the Scotia Bank regarding borrowing is expiring. Should the timing of payments from the Ministry of Education ever be late, the School District would need to draw upon the line of credit to manage the payment for supplies or employees. Low reserves increase the risk of needing to draw on the line of credit. With healthier reserve this year, the risk of drawing from the line of credit is low.

The document with the Scotia Bank will be updated for the 2023 – 2024 school year.

#### **3. Analysis and Impact:**

##### **1. Alignment with the [Strategic Plan](#):**

- a. Honouring Culture and Territory
- b. Future Orientation
- c. Student Centred Learning
- d. Effective Learning Environments
- e. Quality Teaching and Leadership

##### **2. Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

##### **3. Funding Guidelines, Costing, & Budget Impact**

##### **4. Policy, Legislation, Regulation**

##### **5. Organizational Capacity**

###### **a. Risks**

- 1. Organizational
- 2. Reputational
- 3. Strategic

###### **b. Benefits**

- 1. Organizational
- 2. Reputational
- 3. Strategic



- 4. Public Participation:**
- 5. Implementation:**
- 6. Attachments:**

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 6.1	Action	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Pilot Project ADST Kits for upper elementary	

### **Recommendation**

**THAT the Board consider the Trades Training Advisory Committee's recommendation:**

**THAT the school district pilot Applied Design Skills and Technology (ADST) kits in Intermediate grades in up to three elementary schools.**

#### **1. Summary:**

The Trades Training Advisory Committee recommended exploring the use of ADST kits in the upper elementary grades, as a means to encourage more students to explore trades. There is a cost to creating carts and supplying consumables.

2. **Background:** The Committee has been exploring options for including ADST Carts in elementary schools in the past, and requested a survey of teachers, and to determine if there is an actual desire for the ADST Carts at the Elementary level. Several schools have expressed interest in participating in a pilot.

#### **3. Options:**

#### **4. Analysis and Impact:**

##### **a. Alignment with the [Strategic Plan](#):**

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

##### **b. Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

##### **c. Policy, Legislation, Regulation**

##### **d. Organizational Capacity**

##### **e. Risks**

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

##### **f. Benefits**

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

#### **5. Public Participation:**

#### **6. Implementation:**

#### **7. Attachments:**

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 6.2	Information	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	New Courses - Riverside College - Plumbing, EA Program	

- 1. Summary:** The Superintendent will provide some information on new programming at Riverside College.
- 2. Background:** While Riverside has offered these two courses previously, some updates should be brought to the Board's attention. The EA Program was previously designed for both Community Service Workers and Education Assistants, the revised program initiated this year focusses on Education Assistants only.

The Plumbing program is continuing but is now provisionally awarded the Skilled Trades BC Designation for Plumbing Foundation. This is high standard and raises Riverside's provincial status as a trades school.

### 3. Options:

### 4. Analysis and Impact:

#### a. Alignment with the [Strategic Plan](#):

- Honouring Culture and Territory
- Future Orientation
- Student-Centred Learning
- Effective Learning Environments
- Quality Teaching and Leadership

#### b. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

#### c. Policy, Legislation, Regulation

#### d. Organizational Capacity

#### e. Risks

- Organizational
- Reputational
- Strategic

#### f. Benefits

- Organizational
- Reputational
- Strategic

### 5. Public Participation:

### 6. Implementation:

### 7. Attachments:

- Plumbing Designation Application – Course Outline
- Plumbing Foundation Skilled TradesBC Designation March 2023



## DESIGNATION APPLICATION COURSE OUTLINE

**Industry Training Authority**  
800 - 8100 Granville Ave  
Richmond, BC V6Y 3T6  
Tel: 778-328-8700  
Toll Free: 1-866-660-6011  
designation@itabc.ca

To ensure ITA training provider delivery and program specific standards are met - Please complete the table below.

### A. Contact Information

Name and Title of Person Responsible for developing the course outline at institution Jeremey Gray Plumbing Instructor		
Telephone Number: 604 8140446	Fax Number: 604 8140447	E-mail address: Jeremey.gray@mpsd.ca

Name and Title of Person Responsible for developing the course outline at institution		
Telephone Number: ( )	Fax Number: ( )	E-mail address:

Name and Title of Person Responsible for developing the course outline at institution		
Telephone Number: ( )	Fax Number: ( )	E-mail address:

### B. Institute Information

Name of Institution or School (please provide both the operating and legal names if different) and mailing address Riverside College		
Street Address: 33919 Dewdney Trunk Rd.		
City: Mission	Province: BC	Postal Code: V2V6Y7
Location of campus(s) including community based and/or satellite: <input checked="" type="checkbox"/> Same as Above		
City:	Province:	Postal Code:
Telephone Number: ( )	Fax Number: ( )	Website Address:
PTIB Registration No:		How long has the Institution been providing Industry Training? Est. 2001



# DESIGNATION APPLICATION COURSE OUTLINE

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ITA, Designation  
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designation@itabc.ca

## C. Course Outline Details

Name of ITA Accredited (Red Seal), Recognized (Provincial) or Foundation training program(s):  
Riverside Plumbing Foundations

Week	Lesson Objectives and Activities	Course Materials	ITA OAC	Evaluation and Teaching Methods	Aligns with ITA Program Outline
	Lesson objectives follow the format of an action verb, and then describe something observable or measurable. It will describe the knowledge and skills that a student will achieve by the end of the program.	List of materials (textbook, equipment, etc) that are needed to successfully complete the lesson.	Refer to the ITA Program Outline Occupational Analysis Chart (OAC) to determine the competencies covered	Please list all the teaching methods used. Example: lecture format, laboratory, shop class, online platform (e.g. zoom) <b>If online, please complete Online Delivery Form</b>  Description of the method(s) the institution and/or instructor is using to evaluate and assess a student's performance in the course.	(to be filled out by Training Designation Advisor)
Sample	Describe the basic types of soup Identify & select ingredients for soup Prepare clear soups Prepare cream soups Prepare puree soups  <b>Activities:</b> In class lecture – basic types of soups In kitchen – identify and select ingredients In kitchen – prepare as a class the 3 types of soups In kitchen – demo a consomme	On Cooking – pages 222-273  Totara Videos	B3 Soups	Students will demonstrate the preparation of 3 basic types of soups to industry standard of quality and time. <b>Please indicate if it will be done online or in person</b>  Teaching methods: - Self-test – in person/online - Written exam – in person - Totara quiz – online - Youtube video – online	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Week 1	<p><b>Introductions / Orientation</b></p> <ul style="list-style-type: none"> <li>-Shop safety / Getting used to the environment / Create class Safety map</li> <li>-Expectations / classroom behavior</li> <li>-Course outline / Course dates, testing and reporting periods</li> <li><b>A1 Maintain Safe Work Environment</b></li> <li>-Identify workplace hazards.</li> <li>Short- &amp; Long-term hazards (<b>Shop activity</b>)</li> <li>Stressed cables</li> <li>-Describe safety hazards when working at elevations.</li> <li>Floor openings</li> <li>Weather (<b>Outdoor activity</b>)</li> <li>Access equipment (<b>Shop activity</b>)</li> <li><b>A2 Use (PPE) Personal protective equipment &amp; Safety Equipment</b></li> <li>-Describe Personal Protective Equipment (PPE)</li> <li>Safety Footwear</li> <li>Eye Protection</li> <li>Ear Protection</li> <li>Head Protection</li> <li>Respiratory protection</li> <li>Clothing</li> <li>PPE purchase list (<b>Class/Shop activity</b>)</li> </ul>	<p>Common Core books</p> <p>Computer Lab</p> <p>WorksafeBC Website and videos</p> <p>PPE</p> <p>IPT Pipe trades manual</p>	<p>A1, A2</p> <p>Q1 Projects</p>	<p>Students will create a shop map and mark out possible hazard locations.</p> <p>The students will have purchased the correct PPE for accessing the shop areas and future work study.</p> <p>The student will be able to manage workplace hazards and use WHMIS.</p> <p>The student will be able to maintain (PPE) and safety equipment.</p> <p>Evaluation / Teaching Methods:</p> <ul style="list-style-type: none"> <li>-Self test-in person</li> <li>-Project Participation</li> <li>-Hand in for evaluation</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 2	<p><b>Math Introduction:</b> Fractions / Decimals (Math subjects will be part of their morning routine)</p> <p>Microsoft Teams sign up / Download app</p> <p><b>A1 Maintain Safe Work Environment</b></p> <p>-Describe safety precautions when working at elevations</p> <p>Describe Fall restraint and</p> <p>Fall arrest systems and the differences (<b>Shop activity</b>)</p> <p>Watch the WorkSafeBC video on fall restraint: <a href="https://youtu.be/vCcBlhkGhTE">https://youtu.be/vCcBlhkGhTE</a></p> <p>Watch the WorkSafeBC video on fall arrest: <a href="https://youtu.be/dhEovMkcw">https://youtu.be/dhEovMkcw</a></p> <p>Fall protection equipment</p> <p>Review OHS Regulation part 11 “Fall Protection”</p>	<p>Common Core books</p> <p>Computer Lab</p> <p>WorksafeBC Website and videos</p> <p>PPE</p> <p>IPT Pipe trades manual</p>	<p>A1, A2</p> <p>Q1 Projects</p>	<p>Students will list jobs that require you to work at elevations and how weather would affect the working environment</p> <p>Students will list types of fire extinguishers.</p> <p>The student will continue working on math and</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

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	<p><a href="http://www2.worksafebc.com/publications/OHSRegulation/Part11.asp#SectionNumber:11.4">http://www2.worksafebc.com/publications/OHSRegulation/Part11.asp#SectionNumber:11.4</a> Guardrail construction requirements can be found in Part 4 of the WorkSafeBC OHS Regulation</p> <p><b>A2 Use (PPE) Personal protective equipment &amp; Safety Equipment</b> -Describe safety equipment. Types: Extinguishers, First aid, Ventilation, Screens Procedures (<b>Shop activity</b>) Storage (<b>Shop activity</b>) Limitations Standards, acts and regulations</p>			<p>drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Week 3	<p><b>Math:</b> Fractions / Decimals</p> <p><b>Drafting Introduction:</b> Orthographic &amp; Isometric (will continue throughout the year)</p> <p><b>IPT Manual Introduction:</b> Section 1-3(will continue throughout the year completing 12 sections)</p> <p><b>A1 Maintain Safe Work Environment</b> -Manage workplace hazards Describe Workplace Hazard Materials Identification System (WHMIS) Transportation of Dangerous Goods (TDG) Describe Occupational Health and Safety (OHS) regulation WorkSafeBC standards Chemical Hazard response Evacuation plan (<b>Shop activity</b>)</p>	<p>Common Core books Computer Lab WorksafeBC Website and videos PPE IPT Pipe trades manual</p>	<p>A1, A2 Q1 Projects</p>	<p>Students will be able to demonstrate the differences between restraint and arrest while wearing fall protection.</p> <p>They will take part in an online training session that will credit a WHMIS certification.</p> <p>The student will continue working on math and</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

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SiteReadyBC Training (Computer lab activity)					
Week 4	<p><b>Math:</b> Fractions / Decimals / Volume / Area</p> <p><b>Drafting:</b> Orthographic &amp; Isometric</p> <p><b>IPT Manual:</b> Section 1-3</p> <p><b>A1 Maintain Safe Work Environment</b></p> <p><b>-Describe how site-specific safety policies are established</b></p> <p>Standards, acts and regulations</p> <p>Hazard assessment</p> <p><b>-Types of meetings</b></p> <p>Go to <a href="http://www.worksafebc.com/">http://www.worksafebc.com/</a> and use the search tool to find the full electronic version of the WCA.</p> <p>In class discussions about worker benefits and protection.</p> <p><b>A2 Use (PPE) Personal protective equipment &amp; Safety Equipment</b></p> <p><b>-Use Personal Protective Equipment (PPE)</b></p> <p>The purpose</p> <p>The selection</p> <p>Operating procedures</p> <p>Training requirements</p> <p>Inspection</p> <p>Maintenance (<b>Shop activity</b>)</p> <p>Storage (<b>Shop activity</b>)</p> <p>This week will be a combination of everything they have learned so far for Line A.</p>	<p>Common Core books</p> <p>Computer Lab</p> <p>WorksafeBC Website and videos</p> <p>PPE</p> <p>IPT Pipe trades manual</p>	<p>A1, A2</p> <p>Q1 Projects</p>	<p>drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods:</p> <ul style="list-style-type: none"> <li>-Self test-in person</li> <li>-Project Participation</li> <li>-Hand in for evaluation</li> </ul> <p>Students will demonstrate wearing full PPE and explain the importance of each item.</p> <p>In class scenarios about job site accidents and how to protect yourself.</p> <p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods:</p> <ul style="list-style-type: none"> <li>-Competency Exam</li> <li>-Competency Quizzes in person</li> <li>-Practical (PPE/Description) in person</li> </ul>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>



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			<p>This week will be review in preparations for their competency exams.</p> <p><b>End of course 1</b></p>		
<p>Week 5</p>	<p><b>Math:</b> Fractions / Decimals / Volume / Area / Grading</p> <p><b>Drafting:</b> Orthographic &amp; Isometric</p> <p><b>IPT Manual:</b> Section 1-3</p> <p><b>A3 Perform Lock-Out &amp; Tag-Out Procedures</b></p> <p><b>-Identify energy sources</b> Describe Electricity, Pressure and Kinetic energy sources (<b>Class Videos</b>) Class discussion on shop tools that use electricity, pressure, and kinetic energy.</p> <p><b>-Describe lock-out &amp; Tag-out</b> Understanding of system operation Components requiring Lock-out Situations where lock-out is required Lock-out equipment Procedures</p> <p><b>-Use lock-out and tag-out procedures</b> Zero energy state Lock-out</p>	<p>Common Core books</p> <p>Computer Lab</p> <p>WorksafeBC Website and videos</p> <p>PPE</p> <p>IPT Pipe trades manual</p>	<p>A3</p> <p>Q1 Projects</p>	<p>Students will be able to locate equipment in the shop area that use electricity, pressure, and kinetic energy or research online.</p> <p>They will demonstrate a full lock-out / Tag-out in the shop</p> <p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods:</p> <p>-Self test-in person</p> <p>-Project Participation</p> <p>-Hand in for evaluation</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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	Tag-out Test (Shop activity)				
Week 6	<p><b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset</p> <p><b>Drafting:</b> Orthographic &amp; Isometric</p> <p><b>IPT Manual:</b> Section 1-3</p> <p><b>A4 Practice Fire Prevention</b></p> <p>-Describe the conditions necessary to support a fire</p> <p>Air, Fuel and Heat</p> <p>-Describe the classes of fires according to the materials being burned</p> <p>Class A, B, C, and D</p> <p>Symbols and colours (Shop activity)</p>	<p>Common Core books</p> <p>Computer Lab</p> <p>WorksafeBC Website and videos</p> <p>PPE</p> <p>IPT Pipe trades manual</p>	<p>A4</p> <p>Q1 Projects</p>	<p>They will be able to identify different types of fire extinguishers and describe the classes of fires for each extinguisher.</p> <p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods:</p> <ul style="list-style-type: none"> <li>-Self test-in person</li> <li>-Project Participation</li> <li>-Hand in for evaluation</li> </ul>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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Week 7	Math: Fractions / Decimals / Volume / Area / Grading / Jumper offset / Rolling Offset Drafting: Orthographic & Isometric IPT Manual: Section 1-3  <b>A4 Practice Fire Prevention</b> <b>-Apply preventative fire safety procedures</b> Describe hot permits ( <b>Site Specific / Shop activity</b> ) Handling and Storage of flammable material ( <b>Shop activity</b> ) Types of Symbols ( <b>Shop activity</b> ) Fuels (Diesel, Gas, Propane, Natural Gas) Ventilation and purging Lubricants Oily rags Different types of combustible metals Aerosols Fire extinguishers ( <b>Expiry &amp; Fill level / Shop Activity</b> ) <b>-Describe the considerations and steps to be taken prior to fighting a fire</b> Warning others and the fire department Evacuation of others ( <b>Fire Drills / Shop activity</b> ) Fire contained and not spreading Personal method of egress Training <b>-Describe the procedure for using a fire extinguisher</b> The extinguisher selection and operation P.A.S.S (Pull, Aim, Squeeze, Sweep) ( <b>Shop activity</b> )	Common Core books  Computer Lab  WorksafeBC Website and videos  PPE  IPT Pipe trades manual	A4  Q1 Projects	<div> <input type="checkbox"/> Yes           <input type="checkbox"/> No         </div> <p>The student will describe when they would need a hot permit on the jobsite.</p> <p>Each student will have a chance to confirm the shop flammable container is organized and items stored correctly.</p> <p>Students will participate with fire drills throughout the year.</p> <p>The students will be able to confirm extinguishers are up to date and full.</p> <p>They will perform a fire scenario and explain the steps of the P.A.S.S</p> <p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>
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Week 8	<b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset / Rolling offset <b>Drafting:</b> Orthographic & Isometric <b>IPT Manual:</b> Section 1-3 <b>Training and Certifications</b> SiteReadyBC..... First Aid lv 1 ..... Alive After 5..... Superhost (employability skills) .....	Computer Lab First aid Instructor Online training Staff instructed	WHMIS First Aid Lv1 Accident Reporting Employability skills Q1 Projects	The student will continue working on math and drafting exercises as part of their daily routine  Certifications will be on going for the first few months and finalized before heading out on their Work study.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 9	<b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset / Rolling offset	Common Core books	A1, A2, A3, A4	The student will continue working on math and	<input type="checkbox"/> Yes

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<p>Theory 70%</p> <p>Practical 30%</p> <p><b>Drafting:</b> Orthographic &amp; Isometric <b>IPT Manual:</b> Section 1-3</p> <p>This week will be a combination of everything they have learned for Line A. This week will be review in preparations for their competency exams. This week will be used for finalizing their safety training certifications.</p> <p><b>End of course 2 / Term 1 Reporting period</b></p>	<p>Computer Lab</p> <p>WorksafeBC Website and videos</p> <p>PPE</p> <p>IPT Pipe trades manual</p>	<p>Q1 Projects</p>	<p>drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods: -Competency Exam</p> <p>-Competency Quizzes in person</p> <p>-Practical (Workplace hazards) in person</p> <p>-Project Participation</p> <p><input type="checkbox"/> No</p>
<p>Week 10</p> <p><b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset / Rolling offset / Equal spread <b>Drafting:</b> Orthographic &amp; Isometric <b>IPT Manual:</b> Section 4-6</p> <p><b>B1 Use common Tools and Equipment</b> -Describe hand tools Identifying hand tools and their purpose. (<b>Shop activity</b>) -Describe portable power tools Identifying portable power tools and their purpose. (<b>Shop activity</b>) -Describe stationary power tools Identifying stationary power tools and their purpose. (<b>Shop activity</b>) -Describe pressure measuring tools Lecture about manometers and mechanical gauges (<b>Class Video</b>) -Use hand tools and equipment Individual tool projects. (<b>Shop activity</b>) -Use leveling equipment to establish elevations Lecture grade and pitch calculations and procedures Builders level demonstration in class.</p>	<p>Piping Trades Apprenticeship Program: Use Tools and Equipment Level 1</p> <p>IPT Pipe trades manual</p>	<p>B1, B2</p> <p>Q1 Projects Q2 Projects</p>	<p>Students will have their own tool kits which they will need to identify and explain the purpose of each tool. They will also be able to identify and use shop hand, Portable and stationary power tools.</p> <p>Tool projects will be on going all year and each student will be able to safely demonstrate all types of tools.</p> <p>The students will be paired to complete this elevations task. They will have to make their way through an elevation exercise using a</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

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	<p>The outdoor workspace will have 10-15 elevation stations to practice on.  <b>B2 Use Access Equipment</b>  <b>-Describe ladders and elevated platforms</b>  Lecture types of ladders, platforms, lifts, Aerial Work platform (AWP) applications, and safety.  <b>-Use ladders and elevated platforms</b>  Demonstrate how to safely use different types of ladders in the shop and out work areas.  Demonstrate how to set up scaffolding and how to work safely off a platform.</p>		<p>builder's level establishing 10-15 sights.  The students will be paired to build a small scaffolding structure. They will have all safety equipment including PPE to complete this exercise.  The student will continue working on math and drafting exercises as part of their daily routine</p>	<p>Evaluation / Teaching Methods:  - Self test-in person  - Project Participation  - Hand in for evaluation</p>
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Week 11	<p><b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset / Rolling offset / Equal spread / Unequal spread</p> <p><b>Drafting:</b> Orthographic &amp; Isometric</p> <p><b>IPT Manual:</b> Section 4-6</p> <p><b>B3 Use Rigging, Hoisting, Lifting and Positioning Equipment</b></p> <p><b>-Describe lifting and hoisting</b> Describe the principles of lifting and hoisting Describe the certification requirements to operate different types of equipment</p> <p>Describe lift plans and what factors to consider. <b>(Shop activity)</b></p> <p>Non-critical and Critical differences.</p> <p><b>-Describe lifting and hoisting equipment</b> Describe types of mobile lifting equipment you would see in the workplace, their lifting capacities, and the maintenance involved.</p> <p><b>-Describe rigging equipment</b> Describe the types of hardware, the correct selection, inspecting the hardware for imperfections and the assembly for a critical safe lift.</p> <p><b>-Describe lifting and hoisting communication</b> Describe signals for crane and hoist operations. Audible signals for traveling and mobile cranes <b>(Shop activity)</b></p> <p>Demonstrate hand signals <b>(Shop activity)</b></p> <p>Describe other types of communication that would be used.</p> <p><b>-Select Slings, Tie Knots, Bends and Hitches</b> Describe all types of rope to be used in the workplace Select different grades of Manila Rope and give a description and grade of each one. Describe the difference between Synthetic and Manila rope. Describe and tie knots with the class. <b>(Shop activity)</b></p> <p><b>-Use hoisting, lifting, and rigging equipment</b></p>	<p>Piping Trades Apprenticeship Program: Use Tools and Equipment Level 1</p> <p>IPT Pipe trades manual</p>	<p>B3, B4</p> <p>Q1 Projects Q2 Projects</p>	<p>The student will be able to demonstrate different types of knots and describe what they would be used for.</p> <p>The students will demonstrate a lift plan and describe if it is a non-critical or critical lift.</p> <p>The students will be able to decide on the hardware to be used for a critical safe lift.</p> <p>The student will take part in a hand signal scenario.</p> <p>The student will continue working on math and drafting exercises as part of their daily routine.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p>Describe the working load limits (WLL) of what rigging components may carry and meeting the minimum safety factors. Describe the importance of properly maintaining and storing rigging equipment. Demonstrate proper storage techniques and what to do with damaged equipment.</p>			<p><b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset / Rolling offset / Equal spread / Unequal spread <b>Drafting:</b> Orthographic &amp; Isometric <b>IPT Manual:</b> Section 4-6 <b>B5 Use Soldering and Brazing Equipment</b> <b>-Describe the brazing process</b> Describe the combustion triangle. Describe oxy-fuel gasses and why the process requires two gasses and a source of ignition. Describe solder and brazing filler metals. Have samples of different types of filler metals.</p>	<p>Piping Trades Apprenticeship Program: Use Tools and Equipment Level 1  IPT Pipe trades manual</p>	<p>B5, B6 B7  Q1 Projects Q2 Projects</p>	<p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine  The student will be able to use air-fuel and oxy-fuel equipment to cut, braze and solder.  The student will be able to identify common welding types, positions, joints, symbols and equipment.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p>Describe soldering and brazing uses. (Piping systems)  <b>-Describe the procedures for braze welding</b>          Have a design plan for the braze demonstration (<b>Shop Activity</b>)          Describe when to use brazing flux.          Describe why purging is used during the brazing process for some systems          Describe flame temperatures for brazing and comparison to other gasses.  <b>-Describe air-fuel and oxy-fuel equipment</b></p>	<p>Week 13          Theory 70%          Practical 30%</p>	<p><b>Math:</b> Fractions / Decimals / Volume / Area / Grading / Jumper offset          Rolling offset / Equal spread / Unequal Spread  <b>Drafting:</b> Orthographic &amp; Isometric  <b>IPT Manual:</b> Section 4-6</p>	<p>Piping Trades          Apprenticeship          Program: Use          Tools and          Equipment          Level 1            IPT Pipe trades          manual</p>	<p>B1-B7            Q1 Projects          Q2 Projects</p>	<p>Evaluation / Teaching          Methods:          -Self test-in person          -Project Participation          -Hand in for evaluation</p> <p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching          Methods:          -Competency Exam            -Competency Quizzes in person          -Practical (Demonstrate 5 hand tools and power tools)          -Project Participation</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<p>This week will be a combination of everything they have learned for Line B.          This week will be review in preparations for their competency exams.</p> <p><b>End of course 3</b></p>					

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Week 14	<p><b>**This next course is dedicated to Math and Science topics.</b> <b>Objectives:</b> Apply formulas, calculate piping measurements and offsets, perform conversions and heat load calculations. **</p> <p><b>IPT Manual:</b> Section 4-6</p> <p><b>C1 Use Mathematics and Science</b> <b>-Apply calculator functions to trade related equations</b> Demonstrate calculator functions with Whole numbers, Fractions, Decimals, and percentages. <b>(Class activity)</b></p> <p><b>-Use formulas to calculate area</b> Demonstrate a cross sectional area of different pipe sizes and how to calculate.</p> <p><b>-Use formulas to calculate volume</b> Demonstrate how to calculate cylinder and rectangle tanks volumes. <b>(Class activity)</b></p> <p><b>-Use formulas to calculate capacity</b> Demonstrate the differences between Imperial, US gallons and litres. <b>(Class activity)</b></p> <p><b>-Transpose formulas</b> Processes of different formulas. Create a small list of common formulas. <b>(Class activity)</b></p>	<p>Piping Trades Apprenticeship Program: Perform Routine Q1 Projects Trade Activities Q2-3 Projects &amp; Apply Electrical Concepts Level 1</p> <p>IPT Pipe trades manual</p>	C1	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to apply formulas, calculate piping measurements and offsets. They will be able to perform heat load calculations.</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 15	<p><b>IPT Manual:</b> Section 4-6</p> <p><b>-Perform conversions</b> Demonstrate Length, Volume, Capacity, Area, Mass, Weight, and Heat energy conversions. <b>(Class Activity)</b></p> <p>Demonstrate Temperature conversions of Fahrenheit, Centigrade, Kelvin and Rankine. <b>(Class Activity)</b></p> <p>Demonstrate equations of Absolute and Gauge pressures <b>(Class Activity)</b></p> <p>Lecture Piping Terms for Fitting allowance, End to end, End to Centre, Face to face, End to back, Back to back, Socket depth.</p> <p>Demonstrate Grade elevations and Benchmark calculations. <b>(Class Activity)</b></p> <p><b>-Use Pythagorean theorem of right angles</b></p>	<p>Piping Trades Apprenticeship Program: Perform Routine Q1 Projects Trade Activities Q2-3 Projects &amp; Apply Electrical Concepts Level 1</p> <p>IPT Pipe trades manual</p>	C1	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to apply formulas, calculate piping measurements and offsets. They will be able to perform heat load calculations.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

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	<p><b>-Calculate offsets using the applicable trigonometric function</b> Lecture sides of a triangle. Hypotenuse, Side opposite, Side Adjacent and demonstrate (SOHCAHTOA) and Pythagorean calculations. (Class Activity)</p> <p><b>-Calculate the required measurements for parallel piping offset</b> The students would have already been introduced to offset examples and questions. This section will have more in-depth demonstrations. Starting with Jumper offsets, Rolling, Equal and Unequal spread offsets. (Class activity)</p>			<p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	
Week 16	<p><b>IPT Manual: Section 4-6</b></p> <p><b>-Describe the properties of matter</b> Lecture types of substances. Elements, Compounds and Mixtures. Lecture Heat properties and demonstrate Heat calculations in class pertaining BTU, Gigajoules, Specific Heat (SH) and Kilowatts. (Class Activity)</p> <p><b>-Use Pascal's theory of pressure and force</b> Lecture pressure definitions. Pounds per square inch (PSI), Pascal (Pa), KiloPascal (kPa), Inches of water column (in WC), Inches of mercury (in Hg), Ounces per square inch (OSI) and Bar.</p> <p><b>-Use Archimedes' principles of displacement and floatation</b> Lecture about Specific weight and Buoyancy and demonstrate with a class project. (Water jug with floating/sinking objects)</p> <p><b>-Define mechanical advantage as it relates to fluid power.</b> Lecture about Hydraulic and Hydrostatic systems. (Class Videos)</p> <p><b>-Describe factors that affect fluid flow in a piping system</b> Lecture and demonstrate in class on types of flow systems pertaining Laminar flow, turbulent flow, Viscosity and Velocity. Describe how piping material and fitting effect flow systems.</p>	<p>Piping Trades Apprenticeship Program: Perform Routine Trade Activities &amp; Apply Electrical Concepts Level 1  IPT Pipe trades manual</p>	<p>C1  Q1 Projects Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to apply formulas, calculate piping measurements and offsets. They will be able to perform heat load calculations.</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

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Week 17	<p><b>IPT Manual:</b> Section 4-6</p> <p><b>-Describe factors that affect gas volume and pressures</b> Describe the differences between Boyle's Law and Charles Law and formulas associated with them. Describe Gay-Lussac's Law (Combined Gas Law). <math>P_1 T_2 V_1 = P_2 T_1 V_2</math> and how to process different types of formulas from just the one formula.</p> <p><b>-Perform gas law calculations</b> Using the Combined gas law demonstrate PTV questions. Describe the purpose of absolute temperatures and pressures. Demonstrate using the formula with self-test questions or in class questions.</p> <p><b>-Calculate the expansion and contraction of various piping materials due to heating and cooling.</b> Describe the differences between Ferrous, Non-ferrous, and Thermoplastic materials when heated or cooled. Demonstrate Linier expansion calculations due to heating and cooling. Provide Linier expansion chart with Fahrenheit and Celsius conversions.</p> <p><b>-Define methods of heat transfer</b> Describe the difference between conduction, convection, and Radiation. Use household examples.</p> <p><b>-Perform heat load calculations.</b> Describe Sensible, Latent and specific heat and how they relate to heat load calculation (BTU). Demonstrate heat load calculations starting from an ICE solid state transferring to a STEAM gas state.</p> <p><b>-Describe characteristics of hydrocarbon gases.</b> Describe the chemistry of natural gas, propane and butane. Describe heat content (calorific value [CV]) Describe Specific gravity (SG) comparisons between weight and vapor or liquid gas and the weight of an equal volume of air or water. Describe flow characteristics in fuel gas piping. Type of gas, pipe, length of pipe, Diameter, Number of fittings and pressure drop.</p>	<p>Piping Trades Apprenticeship Program: Perform Routine Trade Activities &amp; Apply Electrical Concepts Level 1</p> <p>IPT Pipe trades manual</p>	<p>C1</p> <p>Q1 Projects Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to apply formulas, calculate piping measurements and offsets.</p> <p>They will be able to perform heat load calculations.</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	Describe the flame speeds and its measure rate Describe why natural, propane and butane have a safety measure because of their odourless trait. Describe the limits of flammability and why the correct gas mixture is crucial for complete combustion.				
Week 18 Theory 70% Practical 30%	<b>IPT Manual: Section 4-6</b>  This week will be a combination of everything they have learned so far for Line C-1(Mathematics and Science) This week will be review in preparations for their competency exams.  <b>End of course 4 / Term 2 Reporting Period</b>	Piping Trades Apprenticeship Program: Perform Routine Trade Activities & Apply Electrical Concepts Level 1  IPT Pipe trades manual	C1  Q1 Projects Q2-3 Projects	The student will continue working on math and drafting exercises as part of their daily routine  Evaluation / Teaching Methods: -Competency Exam  -Competency Quizzes in person -Practical (Orthographic and Isometric drawing with math/science calculations) in person  -Project Participation	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 19	<b>IPT Manual: Section 7-9</b> Students would have already had an introduction to Drafting. <b>C2 Interpret Drawings and Specifications</b> <b>-Describe drafting tools and materials</b> Demonstrate types of drafting tools and materials used to create drawings.	Piping Trades Apprenticeship Program: Perform Routine Trade Activities & Apply	C2  Q1 Projects Q2-3 Projects	The student will continue working on math and drafting exercises as part of their daily routine	<input type="checkbox"/> Yes <input type="checkbox"/> No

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	<p><b>(Class Activity)</b>  <b>-Use scale rulers</b>  Describe the differences between the imperial and metric scale.  <b>-Describe piping symbols</b>  Demonstrate Orthographic symbol drawings of fittings <b>(Class Activity)</b>  <b>-Describe characteristics of drafting lines and lettering</b>  Demonstrate a drawing using a boarder, center, dimension, extensions, hidden, object and phantom lines. <b>(Class Activity)</b>  <b>-Describe drawing projections</b>  Describe 3 different views when creating an orthographic drawing  Describe the difference between orthographic(2D) and isometric drawings(3D). <b>(Class Activity)</b></p>	<p>Electrical Concepts Level 1  IPT Pipe trades manual</p>		<p>The student will be able to interpret information found on a set of drawings.  They will be able to use drafting symbols, lettering, and line conventions.  Be able to convert between orthographic and isometric projections.  They will be able to create isometric drawing of a basic orthometric piping arrangement.</p> <p>Evaluation / Teaching Methods:  -Self test-in person  -Project Participation  -Hand in for evaluation</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 20	<p><b>IPT Manual: Section 7-9</b>  <b>-Use drawing projections</b>  Demonstrate 3 orthographic views and create an isometric drawing <b>(Class Activity)</b>  <b>-Create an isometric drawing of a basic piping arrangement.</b>  Lecture the requirements needed to draw an orthometric drawing and demonstrate why it's crucial to have accurate views to create an isometric piping arrangement drawing. Accuracy and neatness is required on all finished drawings</p>	<p>Piping Trades Apprenticeship Program:  Perform Routine Trade Activities &amp; Apply Electrical Concepts Level 1  · IPT Pipe trades manual</p>	<p>C2  Q1 Projects  Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine  The student will be able to interpret information found on a set of drawings.  They will be able to use drafting symbols, lettering, and line conventions.  Be able to convert between orthographic and isometric projections.  They will be able to create isometric drawing of a basic</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Week 21	<p><b>IPT Manual: Section 7-9</b></p> <p><b>C3 Use Codes, Regulations and Standards</b></p> <p>-Identify codes, standards, and organizations</p> <p>Lecture how codes are used in the field and have in class discussions on everyday household fixtures why they need to have installation standards. Demonstrate examples on how to use a code book.</p> <p>In class open book quiz on codes, standards, and regulations</p> <p><b>(Class Activity)</b></p>	<p>Piping Trades Apprenticeship Program: Preform Routine Trade Activities &amp; Apply Electrical Concepts Level 1</p> <p>IPT Pipe trades manual</p>	<p>C3</p> <p>Q1 Projects</p> <p>Q2-3 Projects</p>	<p>orthometric piping arrangement.</p> <p>Evaluation / Teaching Methods:</p> <p>-Self test-in person</p> <p>-Project Participation</p> <p>-Hand in for evaluation</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to identify codes, standards and organizations.</p> <p>Evaluation / Teaching Methods:</p> <p>-Self test-in person</p> <p>-Project Participation</p> <p>-Hand in for evaluation</p>
Week 22	<p><b>IPT Manual: Section 7-9</b></p> <p>This week will be dedicated to Work Study Preparations and any outstanding book work from C1, C2, C3.</p> <p>-District contract forms</p> <p>-Orientation forms</p> <p>-Analysis work site forms</p> <p>-Site visits with employers</p> <p>-Daily reporting procedures for attendance</p>	<p>Piping Trades Apprenticeship Program: Preform Routine Trade Activities &amp; Apply Electrical Concepts Level 1</p>	<p>Q1 Projects</p> <p>Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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	-Work study folder ready will all correct documentation. -Daily task form with dates at signatures ready and explained to the students for their practical marks.	IPT Pipe trades manual WorkStudy Prep	Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation	
Week 23 Theory 70% Practical 30%	<b>IPT Manual:</b> Section 7-9  This week will be a combination of everything they have learned for Line C This week will be to finalize any documentation for their work study. This week will be review in preparations for their competency exams.  <b>End of course 5</b>	Piping Trades Apprenticeship Program: Preform Routine Trade Activities & Apply Electrical Concepts Level 1  IPT Pipe trades manual Workstudy Prep	The student will continue working on math and drafting exercises as part of their daily routine  Evaluation / Teaching Methods: -Competency Exam -Competency Quizzes in person -Practical (Open book codes and regulations) in person -Project Participation	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 24 Practical 10%	<b>Work Study</b> The student will participate in a 2-week Work Study under the supervision of a Red Seal Journeyman and with all the correct WorksafeBC and SD75 documentation.	Daily report using Teams app.  Site visits	Practical for course 6 Successfully complete 10 days in the field, signed and approved by the red seal journeyman. This will grant you full practical marks. Any day missed, 2% will be deducted for each day. /20	<input type="checkbox"/> Yes <input type="checkbox"/> No



# DESIGNATION COURSE OUTLINE CHECKLIST

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800 – 8100 Granville Ave.  
Richmond, BC V6Y 3T6  
Tel: 778-328-8700  
Fax: 778-328-8701  
Toll Free: 1-866-660-6011  
designation@itabc.ca

Week 25  Practical 10%	Work Study The student will participate in a 2-week Work Study under the supervision of a Red Seal Journeyman and with all the correct WorksafeBC and SD75 documentation.	Daily report using Teams app.  Site visits	Work Study	Practical for course 6 Successfully complete 10 days in the field, signed and approved by the red seal journeyman. This will grant full practical marks. Any day missed, 2% will be deducted for each day. /20	Yes <input type="checkbox"/> No <input type="checkbox"/>
Week 26	<p><b>IPT Manual: Section 10-12</b></p> <p><b>D1 Prepare Pipe</b></p> <p><b>-Describe piping and tubing</b> Discuss codes and regulations when describing pipe material. (AHJ) Describe why manufactures have their own specifications when it comes to the material being used.</p> <p>Introduce <b>IPT</b> sections that relate to pipe dimensions and schedules. (SDR) Describe the characteristics and materials of pipes and tubing. Have demo pieces in the shop for the class to view. (<b>Shop Activity</b>)</p> <p><b>-Describe methods of pipe support</b> Discuss codes and regulations when describing pipe support. (AHJ) Describe why manufactures have their own specifications when it comes to pipe support being used.</p> <p>Introduce <b>IPT</b> sections that relate to pipe dimensions and hanger support. Discuss the tools and equipment needed to install hanger support. Describe types of hangers and what is acceptable to install. Demonstrate types of fasteners for hanger installation. (<b>Shop Activity</b>) Lecture how insulation plays a part for deciding hanger size and support.</p> <p><b>-Describe methods of protecting piping and tubing</b> Discuss codes and regulations when describing pipe protection. (AHJ) Describe why manufactures have their own specifications when it comes to pipe protection.</p> <p>Describe different methods of protecting piping and tubing based on the type of installation and system its providing.</p> <p><b>-Pre-installation inspection of piping and tubing</b> Discuss codes and regulations when describing pipe inspection. (AHJ) Describe why manufactures have their own specifications when it comes to inspection of pipe.</p> <p>Describe the application process based on the pipe/tube being installed.</p>	<p>Piping Trades Apprenticeship Program: Prepare Piping and Components Level 1</p> <p>IPT Pipe trades manual</p>	D1-D3 Q1 Projects Q2-3 Projects	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to describe piping and tubing. The student will be able to prepare pipe for jointing and installation. The student will be able to install carbon steel piping on a hanger support system.</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>



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	<p>Discuss Installing quality products over installing something that has not been approved safe or for a long-term duration. Look for potential defects, environmental effects, and inspection techniques. <b>(Shop Activity)</b></p> <p><b>-Cut piping and tubing</b> Discuss safe work practices making sure the student is aware of tools hazards and demonstrate proper tool usage. Discuss codes and regulations when describing pipe cutting procedures. (AHJ) Describe why manufactures have their own specifications when it comes to the cutting of pipe. Describe different types of cutting tools and equipment with a short video In class.</p> <p><b>-Bend piping and tubing</b> Discuss codes and regulations when describing pipe bending procedures. (AHJ) Describe why manufactures have their own specifications when it comes to the bending of pipe. Describe different types of bending tools and equipment with a short video In class.</p> <p><b>-Prepare piping and tubing connections</b> The students need to understand safe work practices before they take part in any pipe/tube connections. Discuss codes and regulations when describing pipe cutting procedures. (AHJ) Describe why manufactures have their own specifications when it comes to the cutting of pipe. Describe and demonstrate types of pipe connections. Step by step procedures will have to be demonstrated. The connection will need to be inspected before demonstrated water or air test.</p> <p><b>D2 Join Tube, Tubing and Pipe</b> <b>-Describe piping and tubing joining methods</b> Discuss safe work practices on different joining applications. Show video of joining applications <b>-Join piping and tubing</b> Demonstrate joining methods <b>(Shop Activity)</b></p>			
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Week 27	<p><b>IPT Manual: Section10-12</b></p> <p><b>D4 Install Valves</b> -Describe valve types Discuss codes and regulations when describing valve types. (AHJ) Describe why manufactures have their own specifications when it comes to the type of valve. Describe the application process. (Class video) Lecture on types of valve materials and their limitations. -Describe the installation of valves Discuss codes and regulations when describing the installation of valve types. (AHJ) Describe why manufactures have their own specifications when it comes to installation of valves. Describe the valve installation process and selection depending on the application. (Class Video)</p> <p><b>D5 Install Fittings</b> -Describe fittings Discuss codes and regulations when describing fittings. (AHJ) Describe why manufactures have their own specifications when it comes to fittings. Fitting accessories will be unique and will have specific installation techniques. (Class Video) Demonstrate different fitting installations with step by step instruction using the correct tools and equipment. (Shop Activity)</p> <p><b>D6 Penetrate Structures</b> -Describe factors affecting penetrations in structures Discuss codes and regulations when describing types of penetrate structures. (AHJ)</p>	<p>Piping Trades Apprenticeship Program: Prepare Piping and Components Level 1</p> <p>IPT Pipe trades manual</p>	<p>D4-D6</p> <p>Q1 Projects</p> <p>Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to describe valve types and the installation process.</p> <p>The student will be able to select and install fittings.</p> <p>The student will be able to describe structure penetration.</p> <p>Evaluation / Teaching Methods:</p> <ul style="list-style-type: none"> <li>-Self test-in person</li> <li>-Project Participation</li> <li>-Hand in for evaluation</li> </ul>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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	Describe why manufactures have their own specifications when it comes to penetrate structures applications. Describe the structural environments and how it can affect the penetration applications. <b>(Class Video)</b> <b>-Describe methods of structure penetration</b> Discuss codes and regulations when describing types of penetrate structures. (AHJ) Describe why manufactures have their own specifications when it comes to penetrate structures applications. Describe fire stopping and fire rating requirements. <b>(Class Video)</b>				
Week 28	<p><b>IPT Manual: Section 10-12</b></p> <p><b>F1 Use Communication Techniques</b>  <b>-Describe effective communication practices</b>  Discuss liability and where to find information on trade related matters.  Discuss responsibilities of the Employer, apprentice, Clients, installer, manufacturer, and testing agencies.  Discuss Verbal and Non-verbal communication.  Discuss active listening and learning styles.  Discuss workplace responsibilities and toolbox meetings.</p> <p><b>O1 Use the Principles of Electricity</b>  <b>-Describe the fundamentals of electricity</b>  Discuss basic principles of electricity, properties of wire, codes and regulations and electrical source AC (Single phase/ Three phase) and DC</p> <p><b>-Describe electrical circuits</b>  Describe parts of a circuits. Explain source, switch and load and have the class take part on trouble shooting an incorrect or broken circuit.  Describe AC and DC circuits and measurements.</p> <p><b>-Use laws and formulas</b>  Describe Ohm's Law and solve simple problems. <b>(Class Activity)</b></p>	<p>Piping Trades Apprenticeship Program: Perform Routine Trade Activities &amp; Apply Electrical Concepts Level 1  IPT Pipe trades manual</p>	<p>F1, O1  Q1 Projects Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to describe effective communication practices.</p> <p>The student will be able to describe electrical concepts, solve problems using Ohm's law and describe single phase and three phase power supplies.</p> <p>Evaluation / Teaching Methods: -Self test-in person</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

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	<p><b>-Describe single and three phase power characteristics.</b> Describe 3-wire, dual voltage, fuses, and circuit breakers. Describe the differences between single and three phase power supply.</p> <p><b>-Identify transformers</b> Show a video on electrical transformers. Describe primary and secondary winding.</p>			<p>-Project Participation -Hand in for evaluation</p>	
<p>Week 29</p> <p>Theory 70% Practical 30%</p>	<p><b>IPT Manual: Section 10-12 (Complete)</b> This week will be a combination of everything they have learned for Line D, F, O This week will be review in preparations for their competency exams.</p>	<p>Piping Trades Apprenticeship Program: Prepare Piping and Components Level 1  IPT Pipe trades manual</p>	<p>D1-D6 F1, O1  Q1 Projects Q2-3 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>Evaluation / Teaching Methods: -Competency Exam -Competency Quizzes in person -Practical (Work Study) in person/ Field assessment</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>



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	<p>Piping Trades Apprenticeship Program: Perform Routine Trade Activities &amp; Apply Electrical Concepts Level 1</p>		-Project Participation	
Week 30	<p><b>SP 1</b> <b>Install Water service And Distribution System</b> -Introduction to water distribution systems -Installing and testing water supply piping (<b>Shop Activity</b>) -Describe backflow preventers (<b>Class Video</b>) -Describe Installing water heaters (<b>Shop Activity</b>) -Describe the components of irrigation systems (<b>Class Activity</b>)</p>	<p>Pipe Trades Foundations program Specialty Core-Section1 Trainee Guide IPT Pipe trades manual</p>	<p>Specialty Plumbing Q4 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p>The student will be able to describe different water services and demonstrate a water heater installation.</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

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Week 31	<p><b>SP J</b> <b>Install Pump and Treatment Systems</b> -Describe different types of pump/systems (<b>Class Video</b>) -Private water supply systems (<b>Class activity</b>) <b>-Describe potable water treatment</b> <b>SP I + J Projects</b> -Create an isometric irrigation system drawing -Install water supply piping on a water heater.</p>	<p>Pipe Trades Foundations program Specialty Core-Section 1 Trainee Guide  IPT Pipe trades manual</p>	<p>Specialty Plumbing  Q4 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The student will be able to describe pump systems and where you would see them installed in a commercial or industrial setting.</p> <p>The student will be able to demonstrate a plumbing irrigation plan drawn on an isometric scale.</p> <p>Evaluation / Teaching Methods: -Self test-in person -Project Participation -Hand in for evaluation</p>
<p>Week 32</p> <p>Theory 70%</p> <p>Practical 30%</p>	<p><b>End of course 7</b></p> <p>This week will be review in preparations for their competency exams.</p>	<p>Pipe Trades Foundations program Specialty Core-Section 1 Trainee Guide  IPT Pipe trades manual</p>	<p>Specialty Plumbing  Q4 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Evaluation / Teaching Methods: -Competency Exam -Competency Quizzes in person -Practical (Isometric of an irrigation system and rough</p>

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Week 33	<p><b>SP K</b> <b>Install Standard Plumbing Fixtures</b> -Describe types of fixtures and faucets -Installing fixtures, valves, and faucets (<b>Shop Activity</b>) -Servicing of faucets, valves, and faucets (<b>Class Video</b>)</p>	<p>Pipe Trades Foundations program Specialty Core-Section 1 Trainee Guide  IPT Pipe trades manual</p>	<p>Specialty Plumbing  Q4 Projects</p>	<p>in small bathroom group with Abs) in person -Project Participation</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The student will continue working on math and drafting exercises as part of their daily routine  The student will be able to install common bathroom fixtures including toilet, lav and shower diverter.  The student will be able to describe how to trouble shoot an incorrect toilet installation.</p>
Week 34	<p><b>SP H</b> <b>Install Specialized Piping Systems</b> -Describe fuel gas systems -Install underground piping (<b>Shop Activity</b>) -Sprinkler fitting introduction to components and systems -Basic hydraulic and pneumatic systems -Introduction to drain, waste, and vent (<b>DMV</b>) systems -Installing and testing DWV piping (<b>Shop Activity</b>) -Installing roof, floor and area drains (<b>Shop Activity</b>) -Describe private waste disposal systems (<b>Class Video</b>) -Describe Hanger, supports, structural penetrations and fire stopping -Socket weld pipe fabrication (<b>Class video</b>) -Introduction to aboveground pipe installation <b>SP K + H Projects</b> -Outdoor sandpit project, DWV installation and water testing. -Scaled isometric drawing of the DWV sandpit project. -Install sprinkler system using hanger support.</p>	<p>Pipe Trades Foundations program Specialty Core-Section 1 Trainee Guide  IPT Pipe trades manual</p>	<p>Specialty Plumbing  Q4 Projects</p>	<p>The student will continue working on math and drafting exercises as part of their daily routine  The student will be able to describe all types of specialized piping systems.  They will be able to demonstrate an DWV installation in our Outside Sandpit, including the correct grading and passing a water test.</p> <p>Evaluation / Teaching Methods:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>





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Week 35 Theory 70% Practical 30%	This week will be review in preparations for their competency exams.  <b>End of course 8 / Term 4 Reporting Period</b>	Pipe Trades Foundations program Specialty Core- Section 1 Trainee Guide  IPT Pipe trades manual	Specialty Plumbing  Q4 Projects	-Self test-in person -Project Participation -Hand in for evaluation  The student will continue working on math and drafting exercises as part of their daily routine  Evaluation / Teaching Methods: -Competency Exam  -Competency Quizzes in person -Practical (DWV pipe installation) in person -Project Participation  <b>Must have a 70% school mark to participate final Riverside / Skilled Trades BC Exam.</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 36	Review Week (Lines A, B, C, D, F, O) Specialty Core  Preparations for year-end exam				<input type="checkbox"/> Yes <input type="checkbox"/> No



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Week 37	Review Week (Lines A, B, C, D, F, O) Specialty Core Preparations for year-end exam Year is now complete.				Year-end exam 3hr duration	<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 38						<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 39	Theory _____ % Practical _____ %					<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 40	Theory _____ % Practical _____ %					<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 41	Theory _____ %					<input type="checkbox"/> Yes <input type="checkbox"/> No



Practical _____%						<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 42						
Theory _____%						
Practical _____%						
Week 43						<input type="checkbox"/> Yes <input type="checkbox"/> No
Theory _____%						
Practical _____%						
Week 44						<input type="checkbox"/> Yes <input type="checkbox"/> No
Theory _____%						
Practical _____%						
Week 45						<input type="checkbox"/> Yes <input type="checkbox"/> No
Theory _____%						
Practical _____%						
Week 46						<input type="checkbox"/> Yes <input type="checkbox"/> No
Theory _____%						
Practical _____%						
Week 47						<input type="checkbox"/> Yes <input type="checkbox"/> No
Theory _____%						

*The Industry Training Authority is an agency of the Government of British Columbia.*

November 2020

[www.itabc.ca](http://www.itabc.ca)

## Checklist



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Practical _____ %					<input type="checkbox"/> Yes <input type="checkbox"/> No
Week 48					
Theory _____ %					
Practical _____ %					
Week 49					
Theory _____ %					<input type="checkbox"/> Yes <input type="checkbox"/> No
Practical _____ %					
Week 50					
Theory _____ %					<input type="checkbox"/> Yes <input type="checkbox"/> No
Practical _____ %					
Program Level: <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	Additional Course Outline:				
	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	<input type="checkbox"/> Endorsement <input type="checkbox"/> Foundation			

## C. Applicant's Signature

I, as the applicant, certify that the information I have provided is complete and accurate and I authorize ITA to verify its accuracy.

Applicant's name and Title (Please Print): <i>L. Cummings Principal</i>	Applicant's Signature: <i>[Signature]</i>	Date Signed: (MM/DD/YYYY) <i>Dec 15 - 2022</i>
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March 8, 2023

Lynn Cummings, Principal  
School District No. 75 (Mission, Riverside College)  
33919 Dewdney Trunk Road Mission, B.C.

RE: SkilledTradesBC Designation

Plumber – Foundation

Dear Lynn,

School District No. 75 (Mission, Riverside College) is hereby granted **SkilledTradesBC Designation (Provisional)** for the delivery of Plumber Foundation, until August 31, 2024, offered at your facility located at 33919 Dewdney Trunk Road, Mission BC. Based on the facility requirements and the size of your shop space, you are permitted to have a **maximum of 12 students per class**.

As a training provider with provisional designation, you are required to schedule an evaluation on a date near the end of the trainees' program and during the first group of students. Additional classes may not commence until SkilledTradesBC has reviewed the delivery of the program under provisional designation and approved the program for future delivery. Students attending SkilledTradesBC provisionally designated programs must be advised by written notice that their program is being delivered under provisional designation.

Provisionally designated training providers must ensure that:

- All costs associated with the SkilledTradesBC designation review process are paid in full, including the projected cost estimates associated with the upcoming summative review of your program;
- You comply with all British Columbia and federal laws applicable in British Columbia including all municipal requirements, Occupational Health & Safety requirements and applicable WorkSafeBC standards.
- The program fully meets the standards defined by SkilledTradesBC and is delivered as specified in the SkilledTradesBC Plumber Program Outline;
- You notify SkilledTradesBC immediately if you replace instructors, change facilities or alter any elements of program delivery;
- An SkilledTradesBC reviewer is permitted access to your institution to conduct a summative evaluation of the programs or related activities and to conduct periodic on-site visits as necessary;
- You arrange for trainees to write an invigilated SkilledTradesBC exam where one exists for each program;
- Where applicable, you meet all requirements established by the Private Training Institutions Branch (see [www.privatetraininginstitutions.gov.bc.ca](http://www.privatetraininginstitutions.gov.bc.ca) or call 1-800-661-7441). These

requirements may include providing written notice to participants that the program is being delivered under provisional designation.

Approval of provisional designation or approval of SkilledTradesBC Designation (Full) is not an obligation for SkilledTradesBC to fund technical training.

The term of this provisional designation shall be in effect until the expiry date of **August 31, 2024**, or once there are sufficient SkilledTradesBC standard level exam results to ensure alignment to the SkilledTradesBC Program Outline. This timeline will allow sufficient time to fully evaluate the program delivery. If from the date of this letter the program has not been delivered within twelve (12) months, or outcomes (including but not limited to enrollment, completion, exam pass rates) fall significantly below the provincial norm, or any changes in staffing, facilities or program delivery results in training which no longer meets SkilledTradesBC program standards, SkilledTradesBC may suspend or cancel designation with or without conditions.

If you have any questions about SkilledTradesBC Program Designation, your status as a training provider with "Designation (Provisional)", or any costs required to complete the review, please don't hesitate to contact by email at [designation@skilledtradesbc.ca](mailto:designation@skilledtradesbc.ca).

SIGNED AND DELIVERED

By an Authorized Representative of  
SkilledTradesBC



Signature

Farrell Dullaghan  
Training Delivery Advisor  
Print Name & Title

March 8, 2023  
Date

SIGNED AND DELIVERED

By an Authorized Representative of  
School District No. 75 (Mission, Riverside College)



Signature

Angus Wilson Superintendent  
Print Name & Title

March 8 2023  
Date

ITEM 6.3	Action	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Mission Community Wellness Strategy – City of Mission	

### **Recommendation**

**That the following motion be approved:**

**THAT Mission Public Schools support the Mission Community Wellness Strategy developed by the City of Mission in consultation with many community organizations.**

1. **Summary:** Mission Public Schools is already working on strategies identified within the report, in areas that are the School District's jurisdiction.
2. **Background:** The Assistant Superintendent and the Secretary-Treasurer have participated in a community wellness initiative led by the City of Mission, with many service organizations in the community. On June 22, 2023, the City introduced the document to the working group to review the recommendations and provide some feedback. The Secretary-Treasurer provided that in order for an initiative like this to be successful, there needs to be organizational support for the initiative from all relevant organizations in the community (the City, SD75, Fraser Health, MACL, MCFD, etc.) and that the City should be requesting that all organizations pass a motion to support this.

**3. Options:**

Formally support the initiative and continue with wellness initiatives as identified.  
Do not formally support the initiative but continue with wellness initiatives as identified.  
Do not formally support the initiative and work on other wellness initiatives.

**4. Analysis and Impact:**

1. **Alignment with the [Strategic Plan](#):**

- a. Honouring Culture and Territory
- b. Future Orientation
- c. Student-Centred Learning
- d. Effective Learning Environments
- e. Quality Teaching and Leadership

2. **Alignment with the Equity Path:**

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

3. Funding Guidelines, Costing, & Budget Impact
4. Policy, Legislation, Regulation
5. Organizational Capacity

a. Risks

1. Organizational
2. Reputational
3. Strategic

b. Benefits

1. Organizational
2. Reputational
3. Strategic

**5. Public Participation:**

**6. Implementation:**

**7. Attachments:** Link to [Community Wellness Strategy](#)

**Action Items that connect to the work of the School District:**

- 4.3 Establish consistent policies and protocols with Indigenous communities and Indigenous serving organizations. These policies would foster meaningful, purposeful and respectful engagement with Indigenous partners at all stages of planning, implementation and evaluation of wellness services. This would move beyond asking communities to identify needs and move towards taking leadership from communities on how we can best partner to meet those needs.
- 5.1 Co-develop a community education campaign to reduce stigma about topics such as mental health, homelessness, substance use and disability-related topics. Partner with people with lived/ living experience and their families, as well as agencies to develop this campaign.
- 6.2 Develop a child-care strategy to further understand opportunities and priorities for childcare space in Mission.
- 6.3 Implement the Parks, Recreation, Arts & Culture Master Plan, with emphasis on recommendations that support youth, families and seniors. Many recommendations within the plan support facilities, public space and park amenities that advance wellness for all ages.
- 6.4 Create wellness learning opportunities for all ages • For youth, these might center on nutrition, consent and sexual behaviour, substance use, and mental health • For older adults, this might center on healthy communication and relationships, aging alone, changes in mobility, mental health, and building new communities after life changes like divorce or an empty nest
- 6.5 Advocate for a Foundry in Mission. Foundry is a province-wide network of integrated health and wellness services for young people aged 12-24.
- 6.6 Strengthen partnerships with the School District to ensure alignment and collaboration for youth supports
- 6.7 Work with community organizations to increase opportunities for connection across age generations through events and programs
- 6.8 Create an inventory of space for programming and services for children, youth, families, and seniors
- 7.2 Collaborate with community agencies and the School Board to create new outreach and mentorship positions in schools
- 7.4 Develop partnerships between RCMP and Fraser Health Authority (Mental Health and Addiction Services) to create a program responsive to emotional and mental health needs in the community.
- 9.3 Sustain and expand staff training for Mission RCMP, Mission Bylaw Enforcement, Mission Association of Community Living, Mission School District, Social Services, Missions Community Services and Mission Friendship Centre, Mission Primary Care Network and other agencies and groups. Training should include topics related to:
  - Trauma-informed care
  - Mental health and substance use
  - Understanding poverty
  - Justice, equity, diversity and inclusion and cultural sensitivity training
  - Celebrating and supporting staff



- 10.1 Create more connections between agencies and departments so that staff from different organizations can learn about wellness activities and services in the community.
- 10.2 Support and adopt Youth Unlimited's Memorandum of Understanding for inter-agency collaboration.
- 10.5 Adopt a team-based care plan for supporting patients across files, departments and with nearby First Nation communities. This would include: • Reviewing resources and tools about team-based care in British Columbia • Form a patient advisory council to involve patients in developing team-based care approaches.
- 11.3 Expand communications to the community about wellness resources. This effort should come from multiple groups and relates to Strategic Direction 10: Improve inter-agency coordination and collaboration.
- 13.1 Provide more barrier-free outdoor programming to encourage walking, running, and various sports.
- 13.2 Develop a space-sharing system and database (including community schools)
- 13.5 Create opportunities for learning and connection through community events that celebrate diverse cultures and bring people from different social groups together.
- 14.1 Create opportunities for city leaders and the public to have dialogue with each other
- 15.2 Collaborate with community partners to develop a coordinated peer-to-peer volunteer strategy. This peer-to-peer volunteerism may be particularly helpful in youth programming and for mental health and substance use supports.

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

June 20, 2023, 6:30 pm  
Ecole Mission Senior Secondary School  
32939 7th Avenue, Mission, BC

**Members Present:** Board Chair, Shelley Carter  
Board Vice-Chair, Tracy Loffler  
Trustee, Jash Bains  
Trustee, Randy Cairns  
Trustee, Linda Hamel

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Assistant Superintendent, Karen Alvarez  
Director of Operations, Dana Maclean  
MTU President, Shannon Bowsfield  
CUPE President, Nansy Gibson  
MPVPA Co-Presidents, Sharon Widdows & Lisa Clarke  
District Principal, Early Education and Childcare, Karen Greaux  
Executive Assistant, Ilona Schmidt (Recorder)

**Others Present:** Member of the public, Tuula Saarinen

**1. CALL TO ORDER**

The meeting was called to order at 6:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

**2. ADOPTION OF AGENDA**

**MOVED and Seconded that item 6.5 Access to Trustees be added to the agenda.**

**CARRIED**

Added Item 6.5 Access to Trustees

**MOVED and Seconded that the Agenda be adopted as amended.**

**CARRIED**

**3. DELEGATIONS/PRESENTATIONS**

**4. UNFINISHED BUSINESS**

**4.1 Equity, Diversity, and Inclusion (Policy 2.0)**

**MOVED and Seconded THAT the Equity, Diversity and Inclusion (Policy 2.0) be approved.**

**CARRIED**

**4.2 Safe, Caring and Respectful Schools (Policy 3.0)**

**MOVED and Seconded THAT the Safe, Caring and Respectful Schools (Policy 3.0) be approved.**

**CARRIED**

4.3 Safe, Caring and Respectful Workplaces (Policy 5.0)

**MOVED and Seconded THAT the Safe, Caring, and Respectful Workplaces (Policy 5.0) be approved.**

**CARRIED**

4.4 Global Education Trip to the Bahamas in 2024

A recommendation was presented THAT the Board rescind the resolution approved at the May Board meeting and consider approving an amended resolution that removes “(plus 1 Gr8 and 1 Gr 9 student)” from the resolution.

**MOVED and Seconded THAT the following resolution be rescinded:**

**THAT the Board of Education approve the Application for International Student Travel of 30 students of MSS Global Education 12 (plus 1 Gr 8, and 1 Gr 9 Student) to South Andros, Bahamas on March 16 – April 1, 2024**

**CARRIED**

**MOVED and Seconded THAT the Board of Education approves the Application for International Student Travel of 30 students of MSS Global Education 12 to South Andros, Bahamas on March 16 – April 1, 2024**

**CARRIED**

The younger children attending are children of the teacher. To make sure we do not have a liability issue with insurance, staff is recommending the change.

**5. STAFF REPORTS**

5.1 Reporting out from Closed Meeting

Discussed during Closed meetings:

- June 20, 2023, CBOE Meeting - Personnel and Student Matters
- May 16, 2023, CBOE Meeting - Property, Personnel, and Student Matters
- June 6, 2023, CBOE Meeting - Personnel Matters

5.2 MSS Replacement PDR Submission

The original plan was a presentation. The Consultant was unable to attend. We expect to have documents submitted in July and have a full report to the Board in September. The consultant attended Siwal Si'wes and sought input from the advisory group.

5.3 Early Learning Report

The Board received a presentation of the Environmental Scan prepared by the District Principal of Early Learning and Childcare. There has been no additional funding for Strong Start programs. A survey identified the need for Before and After school care.

The East side of Mission seems to be doing better than the West side of Mission, where we find long wait lists.

The School District has a lot to learn regarding licensing. We would need to create structures, clerical, collection of fees, and certification (via HR). We've had Strong Start for about 20 years, but in some cases, they still do not feel like part of the school site.

A suggestion was made to start small and partner with Parks, Recreation & Culture, who run Club K.I.D.S. and offer care at one site. The Board appreciates the clarity of suggestions. A meeting has been scheduled for October 10, 2023 to discuss Childcare further.

5.4 Major Capital Plan Submission 2024-2025

**MOVED & Seconded THAT the following resolution be approved:**

**THAT the following Major Capital Projects be submitted to the Ministry of Education for consideration of funding in the 2023-2024 five-year capital plan, in priority order in each category:**

**Addition: Albert McMahon Elementary**

**New School: Cedar Valley Elementary School**

**Replacement / Renovation: Hatzic Elementary School**

**Site Acquisition: Hatzic Area – for Hatzic Elementary Replacement**

**Mission Secondary – for MSS Replacement**

**Silverdale Central Neighbourhood**

- **New site for new development in Central Neighbourhood Plan**
- **Second new site for new development in Central Neighbourhood Plan**

**CARRIED**

The director of Operations reviewed the list. We have some property for a potential new school (Cedar Valley originally had a park planned adjacent to the site, which was changed at the City level). Hatzic Elementary - we may have to expand behind the school.

5.5 Food Infrastructure Program - Capital Submission

**MOVED and Seconded THAT the following Food Infrastructure Program Capital Projects be submitted to the Ministry of Education requesting funding with the 2023-2024 capital plan:**

1. **Equipment, Site Improvements, MSS \$94,000**
2. **Equipment, HPMS \$84,178**
3. **Equipment, Space upgrades, Various schools \$45,500**

**CARRIED**

There is a new capital funding program this year for food programs. We cannot create new kitchen spaces this year, but can apply for funding to upgrade the existing ones. At this point, we do not know how much will be allocated to individual schools. We have gathered info from principals. We are looking into eventually providing kitchens all throughout our schools.

This is separate funding from Feeding Futures. Equipment used at MSS will eventually be used elsewhere when the school is replaced. A note was made that HMS has very good working equipment in their kitchen.

5.6 Appointing Financial Auditor 2023\_24

**MOVED and Seconded THAT KPMG LLP be appointed as the external auditor for the School District's Financial Statement Audit for the year ending June 30, 2023.**

**CARRIED**

We have not received any other proposal. Staff are comfortable with KPMG.

5.7 Superintendent's Year-end Update

Superintendent Wilson shared some Challenges, Celebrations, and Special acknowledgements

- physical space, meetings about the replacement of MSS
- coverage & shortages
- comments from all school districts - middle school grades: gang activity,
- behavioural issues (ie: everyone needs more EAs)
- Shortages were not as significant as before.
- Teacher absences decreased. We were able to improve, as some coverage was available for PRO-D opportunities.

Special Acknowledgement - HR has been successful in recruiting - several members of staff worked here in the past, left, and came back.

**6. NEW BUSINESS**

6.1 Board Annual Work Plan 2023-2024

**MOVED and Seconded THAT the Board Annual Work Plan for 2023-2024 be approved as amended.**

**CARRIED**

EDITS:

Move SOGI to June (as part of Pride Month)  
Health & Safety in March  
Childcare in May

6.2 Board Meeting Schedule for 2023-2024

**MOVED and Seconded THAT the following Meeting Schedule for 2023-2024 be approved:**

**Special Closed Board Meeting at 8:30 am on September 5, 2023**

**Board Meetings at 6:30 pm on September 19, 2023**

**September 26, 2023 (Special Public Meeting)**

**October 17, 2023**

**November 21, 2023**

**December 19, 2023**

**January 23, 2024**

**February 20, 2024**

**March 12, 2024**

**April 23, 2024**

**May 21, 2024**

**June 18, 2024**

**Committee of the Whole Meetings at 3:30 pm on September 12, 2023**

**October 3, 2023**

**October 10, 2023 (SCOTW, Childcare)**

**October 24, 2023 (SCOTW, Educ. Priorities)**

**November 7, 2023**

**December 5, 2023**

**January 9, 2024**

**January 16, 2024 (SCOTW Amend. Budget)**

**February 6, 2024**

**February 13, 2024 (SCOTW Amend. Budget)**

**March 5, 2024**

**April 9, 2024**

**May 7, 2024**

**May 14, 2024 (SCOTW Prelim. Budget)**

**May 28, 2024 (SCOTW Prelim. Budget)**

**June 4, 2024**

**June 11, 2024 (SCOTW Prelim. Budget)**

**CARRIED**

**6.3 Reflect on School Growth Plans**

Superintendent Wilson shared that in September, we will be collecting Growth Plans from Principals. We will be adjusting the template to allow for reflection. This is the first real year after COVID. Example: SFE achieved 3 of their goals. Reduced office referrals. Working on gardening.

Being able to reflect informs our practices, and we are able to see what we did well. A suggestion came to create a Growth plan for multiple years, with reflection each year, as one year may not be enough to achieve all goals.

**6.4 2023-2024 Budget Bylaw**

**MOVED and Seconded THAT the required three (3) readings and adoption of School District No. 75 (Mission) Annual Budget Bylaw for the fiscal year 2023/2024 be carried out in one meeting.**

**CARRIED**

**MOVED and Seconded THAT School District No. 75 (Mission) Annual Budget Bylaw for the fiscal year 2023/2024 be approved as read a first time.**

**CARRIED**

**MOVED and Seconded THAT School District No. 75 (Mission) Annual Budget Bylaw for the fiscal year 2023/2024 be approved as read a second time.**

**CARRIED**

**MOVED and Seconded THAT School District No. 75 (Mission) Annual Budget Bylaw for the fiscal year 2023/2024 be approved as read a third time and finally adopted.**

**CARRIED**

The Committee of the Whole has discussed the budget for the past 6 weeks. A supplemental document was provided for reference.

Trustee Hamel has reservations about hiring a Literacy Mentor Teacher/VP of Indigenous Education. Advocates for an indigenous advocate or success coach, Outreach teacher position at middle/secondary level to provide more direct support to students.

The Board is willing to consider the Literacy Mentor Teacher this year, but wants real measures provided next year. Has seen the need for a VP of Indigenous Education throughout Siwal Si'wes. Supports budget as is.

More discussion to come next year.

6.5 Access to Trustees

**MOVED and Seconded THAT the Board of Education affirms the right of the public to access trustees with concerns. This right also applies to any individuals employed by MPSD and should have no negative employment consequences for individuals exercising that democratic right.**

**CARRIED**

This is to state in a public manner that employees have the right of access to elected trustees.

**7. MINUTES OF PREVIOUS MEETINGS**

7.1 Public Board of Education Meeting Minutes, May 16, 2023

**MOVED and Seconded that the Board of Education Public meeting minutes dated May 16, 2023, be approved.**

**CARRIED**

7.2 Trades Training Advisory Committee Minutes, February 16, 2023, provided for information.

**8. INFORMATION ITEMS**

8.1 2023-2024 Annual Facilities Grant  
Was provided for information.

8.2 2023-2024 School District Calendar was provided for information.

**9. CORRESPONDENCE**

**10. COMMITTEE MINUTES/LIAISON REPORTS**

May 18 New Childcare Space at West Heights Community Engagement Event  
May 18 FESL Year 3 Calibration Meeting (BCSTA)  
May 23 MPSD Special COTW RE: 2023-24 Budget Zoom Meeting  
May 24 MSS/HPMS Music Concert  
May 26 Carnival @ Albert McMahon Elementary  
May 29 FV Branch Meeting  
May 31 Executive Presence: Calm Amidst the Chaos Event  
May 31 Presented to Select Standing Committee on Finance (BCSTA)  
June 1 Christine Morrison Anniversary Assembly  
June 1 CUPE Retirement Event @ MSS  
June 2 Media Training (BCSTA)  
June 3 Stave Falls park meeting, Hatzic Middle School Air Cadets parade  
June 3 Rotary Trivia Night  
June 5 Met with Minister Singh (BCSTA)

June 5 MLiM Kobo Book Club  
 June 6 Special Closed Meeting of the Board of Education  
 June 6 Committee of the whole Zoom meeting  
 June 7 Meeting with MLAs  
 June 7 Grade 12 Indigenous Student Recognition Ceremony  
 June 8 BCSTA Board of Directors Meeting  
 June 8 Fraserview Learning Centre Recognition Ceremony  
 June 8 Trades Training Advisory Committee  
 June 8 Mission Community Foundation: Cook Awards & Scholarship presentation  
 June 14 YES Academy Grad  
 June 14 Riverside Graduation & Commencement  
 June 13 Siwal Si'wes  
 June 15 Fraserview Learning Centre Commencement  
 June 16 MPSD Retirement Event  
 June 19 Capstone Presentations at MSS  
 June 19 DPAC  
 June 19 Cupcake award  
 June 20 Public meeting of the Board of Education  
 June 20 Legislative Committee Meeting (BCSTA)  
 June 22 Branch President's Meeting (BCSTA)  
 June 27 MSS Commencement  
 July 6 Representing BCSTA at the PVPA New Leaders Conference  
 May 24, 31, June 14 Accessibility Committee (observer)

**11. ANNOUNCEMENTS**

**12. QUESTION PERIOD**

Childcare report: The board will determine if there is enough staff to provide before and after-school care

Start small - why ask PRC, why not use our own staff and let them have a longer day?

Curious how the new food programs differ from what we currently provide. Currently, large schools with cafeterias and elementary schools only have parent-run kitchens and/or snack distribution. We need to bring FOOD to children.

**13. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

**CARRIED**

The meeting adjourned at 8:09 pm.

---

Chair, Board of Education

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Secretary-Treasurer

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



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

June 28, 2023, 3:30 pm  
ZOOM + District Education Office  
33046 Fourth Avenue, Mission, BC V2V 1S5

**Members Present:** Board Chair, Shelley Carter  
Board Vice-Chair, Tracy Loffler  
Trustee, Jash Bains  
Trustee, Randy Cairns  
Trustee, Linda Hamel

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary-Treasurer, Corien Becker  
Director of Operations, Dana Maclean  
MTU President, Shannon Bowsfield  
MPVPA Co-President, Lisa Clarke  
DPAC Chair, Jacquelyn Wickham  
Executive Assistant, Ilona Schmidt (Recorder)

**1. CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

**2. ADOPTION OF AGENDA**

**MOVED and Seconded that the Agenda be adopted as presented.**

**CARRIED**

**4. UNFINISHED BUSINESS**

**4.1 Major Capital Plan Submission 2024-2025**

**MOVED and Seconded THAT the following resolution that was approved at the June 20<sup>th</sup>, 2023 meeting be rescinded:**

**THAT the following Major Capital Projects be submitted to the Ministry of Education for consideration of funding in the 2023-2024 five-year capital plan, in priority order in each category:**

<b>Addition:</b>	<b>Albert McMahon Elementary</b>
<b>New School:</b>	<b>Cedar Valley Elementary School</b>
<b>Replacement / Renovation:</b>	<b>Hatzic Elementary School</b>
<b>Site Acquisition:</b>	<b>Hatzic Area – for Hatzic Elementary Replacement</b>
	<b>Mission Secondary – for MSS Replacement</b>
	<b>Silverdale Central Neighbourhood</b>

- **New site for new development in Central Neighbourhood Plan**

- **Second new site for new development in Central Neighbourhood Plan**

**CARRIED**

The motion originally approved cited the plan as a 2023-2024 plan, but it is for 2024-2025

**That the following amended resolution be approved:**

**MOVED and Seconded THAT the following Major Capital Projects be submitted to the Ministry of Education for consideration of funding in the 2024-2025 five-year capital plan, in priority order in each category:**

<b>Addition:</b>	<b>Albert McMahon Elementary</b>
<b>New School:</b>	<b>Cedar Valley Elementary School</b>
<b>Replacement / Renovation:</b>	<b>Hatzic Elementary School</b>
<b>Site Acquisition:</b>	<b>Hatzic Area – for Hatzic Elementary Replacement</b>
	<b>Mission Secondary – for MSS Replacement</b>
	<b>Silverdale Central Neighbourhood</b>

- **New site for new development in Central Neighbourhood Plan**
- **Second new site for new development in Central Neighbourhood Plan**

**CARRIED**

The Board discussed the currently known information pertaining to the planned Cedar Valley Elementary School and Silverdale. The updated resolution includes the correct years.

**13. ADJOURNMENT**

**MOVED and Seconded that the Board adjourn the meeting.**

**CARRIED**

The meeting adjourned at 3:35 pm.

---

Chair, Board of Education

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Secretary-Treasurer

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

September 14, 2023

Ey Swayel, and Hello,

Dear Parents, Guardians, Elders, and Community Members,

The Foundation Skills Assessment (FSA) was started in the year 2000 at grades 4, 7, and 10 as a series of standardized tests that would report to parents how their child was doing in the areas of reading, writing, and numeracy. It has faced criticism over the years for flaws inherent in any standardized test and rating schools based on FSA results. Grade 10 was eventually removed from the FSA, but in Grade 4 and 7 the assessment continues to be used.

Concerns about the FSA have meant that some students do not participate, which makes overall results less valid for schools and school districts to understand and support struggling students. This also has a direct result in rating schools from highest to lowest. In the past few years, the First Nations Education Steering Council (FNESC) has expressed their concern over a decline in participation with the FSA. Some sort of standardized testing is vital for School Districts to be accountable to the communities they serve, and for true equity to emerge in British Columbia as a whole.

Mission Public School Board of Education discussed the significance of the Foundation Skills Assessment in November 2021 in relation to FNESC expressing their need for data and support for the FSA. The Board agreed to write a letter to parents explaining how vital the results from these assessments are, as both the Ministry and FNESC rely on the data to support student equity. The British Columbia Teachers Federation (BCTF) has long opposed the FSA, and it is certainly true that organizations like the Fraser Institute misrepresent the FSA's significance. The BCTF has been effective at messaging parents to have their child/children not participate in the FSA, and this undermines the students who could really benefit from the Assessment. The data is still utilized at both the School District and Provincial level for evidence-based decision making, and it continues to be reported home to parents. FNESC also needs the data for Grades 4 and 7 students and is very supportive of the FSA. While the FSA is not the only data and needs to be used in conjunction with other data/information, most teachers use a wide variety of formal and informal methods to effectively assess student progress and to meet individual student needs. It still creates some province wide measures that FNESC and others can use to help understand where support may be needed locally and provincially.

In November of 2021, the First Nations Leadership Council, the British Columbia Assembly of First Nations, the First Nations' Summit, and the Union of British Columbia Indian Chiefs submitted a letter to the Minister of Education and Childcare to express their concerns regarding the ongoing targeted campaign to cancel the FSA in BC public schools. The letter indicates that the cancellation of the FSA is contrary to the views of First Nations leadership and the legal commitments of the province, which specifically addresses the FSA.

Therefore, the Mission Public School Board of Education would like to express its support for the position of FNESC and encourage all students to participate in the Foundation Skills Assessment as part of the ongoing efforts to improve the education of all students in our community. Please do not hesitate to reach out to [trustees@mpsd.ca](mailto:trustees@mpsd.ca) to discuss further.



Sincerely,  
Shelley Carter – Board Chair  
On behalf of the Mission School Board of Education

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 8.3	Information	File No.
TO:	Committee of the Whole	
FROM:	V. Searwar, District Principal of Indigenous Education	A. Wilson, Superintendent
SUBJECT:	Updated Land Acknowledgement	

- Summary:** Every school and department will be gifted a plaque with the Land Acknowledgment inscription which will be displayed in the front entrance. This is an important message to all who enter SD75 spaces. In addition to the Land Acknowledgement, we acknowledge the language of these lands, being Halq'eméylem, and it states SD75's responsibility and commitment to strengthening relationships with all Indigenous Peoples.
- Background:** We would like to extend our sincere gratitude to Indigenous community members from the local Nations and Members of the Siwal Si'wes Indigenous Education Advisory Council who have worked alongside SD75 Staff to revise the current Land Acknowledgement, to ensure authenticity and accuracy.

Please see below for the inscription:



*Il stl'i kw'els spipetstexw kw'eset ite xwelmxwelh  
stexwlaq temexws ye Stó:lō mestiyexw.*

*Mission Public School District is located on the  
Traditional, Ancestral, Unsurrendered, and Shared  
territories of Stó:lō people, of Leq'á:mel, Semá:th,  
Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards  
of this land since time immemorial.*

*Halq'eméylem is the language of this land and of Stó:lō  
ancestors. The place from where Halq'eméylem (Upriver  
dialect) originates is Leq'á:mel. The language comes  
from the land, and it has been this way since time  
immemorial.*

*We, as members of the [NAME OF SCHOOL INSERTED HERE] school community, embrace our  
commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit  
communities.*

### 3. Options:

### 4. Analysis and Impact:

#### 1. Alignment with the [Strategic Plan](#):

- Honouring Culture and Territory
- Future Orientation
- Student Centred Learning
- Effective Learning Environments
- Quality Teaching and Leadership

#### 2. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

#### 3. Funding Guidelines, Costing, & Budget Impact

4. Policy, Legislation, Regulation

5. Organizational Capacity

a. Risks

1. Organizational
2. Reputational
3. Strategic

b. Benefits

1. Organizational
2. Reputational
3. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:** The Updated Land Acknowledgement (to be used in meetings, district publications, and email signatures).

**The updated Land Acknowledgement:**

Il stl'i kw'els spipetstexw kw'eset ite xwelmexwelh stexwlaq temexws ye Stó:lō mestiyexw.

Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial. Halq'eméylem is the language of this land and of Stó:lō ancestors.

The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.



Le Conseil scolaire de Mission est situé sur les terres traditionnelles, ancestrales, non cédées et partagées du peuple Stó:lō, des Premières nations, Leq'á:mel, Sema:th, Matheqwí, Sq'éwlets et Qwó:ltl'el, peuples de cette terre depuis des temps immémoriaux.

# Public Meeting of the Board of Education

## Tuesday, September 19, 2023



ITEM 8.3	Information	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Supervising for Safety Update	

1. **Summary:** All trustees have completed the WorkSafe Supervising for Safety Course, as per the Board Resolution from March 28, 2023.
2. **Background:** Exempt staff in SD75 are required to complete the Supervising for Safety course. As leaders of the district, the Board believes that safety is paramount and that the Trustees should lead by example and agreed to take the WorkSafe BC Supervising for Safety Training by June 30, 2023.
3. **Options:**
4. **Analysis and Impact:**
  1. **Alignment with the [Strategic Plan](#):**
    - a. Honouring Culture and Territory
    - b. Future Orientation
    - c. Student Centred Learning
    - d. Effective Learning Environments
    - e. Quality Teaching and Leadership
  2. **Alignment with the Equity Path:**  
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
  3. Funding Guidelines, Costing, & Budget Impact
  4. Policy, Legislation, Regulation
  5. Organizational Capacity
    - a. Risks
      1. Organizational
      2. Reputational
      3. Strategic
    - b. Benefits
      1. Organizational
      2. Reputational
      3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**