

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

**January 23, 2024, 6:30 pm
Riverside College
33919 Dewdney Trunk Road, 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.

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.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1	Riverside Presentation	Verbal
	To highlight Riverside programs	

4. UNFINISHED BUSINESS

4.1	Policy Review/Development	Discussion	1 - 3
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5. STAFF REPORTS

5.1	Reporting out from Closed Meeting	Information	
5.2	ELL Department Review	Information	4 - 5
5.3	International Department Review	Information	6 - 45
5.4	Indigenous Department Review	Information	46 - 86

6. NEW BUSINESS

6.1	Amend Board Meeting Procedures Policy 1.4	Action	87
6.2	Closed Meeting Agenda Items	Action	88
6.3	Board Agreement Signing	Action	89
6.4	Indigenous Knowledge Keeper	Action	90

6.5	Purchasing and Procurement Policy	Action	91 - 100
6.6	Auditor Appointment Fiscal Year Ending June 30, 2024	Action	101 - 102
6.7	2023-24 Amended Budget Bylaw	Action	103 - 134
6.8	Liaison Report format	Discussion	135

To initiate a discussion regarding the format of Liaison reports to the Board.

7. MINUTES OF PREVIOUS MEETINGS

7.1	Board of Education Public Meeting Minutes, December 19, 2023	Action	136 - 139
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8. INFORMATION ITEMS

8.1	Distinctions Based Approach	Information	
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[Information Shared with School Districts \(click link to read document\)](#)

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

- To review minutes of Committees
- To receive Trustees Liaison reports regarding other organizations (liaison appointments)
- To receive reports from Trustees on information received that is 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, January 23, 2024



ITEM 4.1	Discussion	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary Treasurer	S. Carter, Board Chair
SUBJECT:	Policy Review/Development	

- 1. Summary:** The Board will discuss progress on recently reviewed policies and consider options of how to better solicit input from the local First Nation communities.
- 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:**

Section:	Governance	
Title:	Policy Development and Review	1.5

Purpose

To provide guidance for the development and review of School District policies.

Policy

School District policies are to provide an appropriate balance between the responsibility of the Board to develop the broad guidelines for the School District and the opportunity for the Superintendent to exercise professional judgment in the administration of the district.

The development of School District policies outlining the goals, objectives, direction and guidelines for the School District will be developed in an open and transparent process including consultation or collaboration with stakeholders.

School District policies must support or be consistent with the objectives of the Strategic Plan.

All Policies are to be reviewed during the Trustees term of office.

Guidelines

Board approved policies will be developed and reviewed in a thorough and consultative manner to ensure the broad interests of the educational community are considered. The educational community includes students and student associations, parents and parent associations, employees and employee organizations. Whenever possible, applicable administrative procedures will be reviewed at the same time the policy is considered.

1. Planning
 - a. The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy or overarching goals for the policy to be developed.
 - b. Any individual Trustee has the right to initiate a policy for consideration and bring to the Public Board Meeting
2. Development
 - a. The Board may develop the initial draft of the policy itself or delegate the responsibility for initial development of the policy to the Superintendent.
 - b. The superintendent may seek legal advice on the intent and the wording of the policy.
3. Consultation and approval process
 - a. The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.

- b. The draft policy, or policy being reviewed, will be forwarded to the Siwal Siwes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the groups feedback.
 - c. The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principal.
 - d. The approved-in-principle policy is to be forwarded to the educational community and the general public for feedback.
 - e. The approved-in-principal policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.
 - f. The final draft of the policy is to be forwarded to the public Board meeting for final approval.
4. Implementation
- a. The Board is responsible for the implementation of policies governing its own processes.
 - b. The Board and Superintendent share the responsibility for implementation of policies relating to the Corporate Organization.
 - c. The Superintendent is responsible for the implementation of all administrative procedures related to the Board approved policies.
 - d. The Secretary Treasurer is responsible for tracking the review of the policies and reporting to the Board.
 - e. The Secretary Treasurer is responsible to ensure the policies are publicly available.
5. Evaluation
- a. The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine its effectiveness in meeting its intended purpose.

Date of Original Board Approval: January 2012

**Date Amended: November 10, 2019, approved in principle
January 18, 2022, approved.
November 15, 2022, amended.**

Legal Reference: School Act, Section 85

ITEM 5.2	Information	File No.
TO:	Board of Education	
FROM:	H. Grewal, Vice-Principal, ELL	
SUBJECT:	English Language Learners (ELL) Department Update	

1. Primary Functions of the Department:

We provide English language supports to staff and students K-12 plus international students at elementary schools. Students receive English Language Learners supports if their first language isn't English and supports are required in reading, writing and/or comprehension skills. Also, students are eligible to receive English as a Second Dialect if they know English already but there may be differences in dialect.

2. Total number of employees:

District vice-principal is 0.2 FTE

Early Years Navigator has 5 hours a week to help transition families with young children.

ELL:

- 3.5 teachers, including one day a week for coordinator role
- 0.5 teacher posting not filled as of yet
- 2.4 educational assistants

ESD:

- 1.5 teachers, including one day a week for coordinator role
- 1.6 educational assistants

3. Major projects and Initiatives of the past year:

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. Other Projects and Initiatives

Implementing technology to help support staff and students. Be it hardware or software, it will be more engaging and effective in supporting students with English skills. Thus far, 10 new ipads have been distributed to staff members with literacy apps downloaded. Ten more ipads have been ordered to be distributed to students who have little to no English communication skills. Example: Microsoft Translator can help staff communicate with students and help students communicate with others. It is a way for them to communicate their needs on a daily basis and help foster peer friendships.

Creating a district website page for parents and also teachers' resources is on our To-do list.

Creating a brochure that outlines district supports and community supports. Families on work or study permits would need to access supports from Archway in Abbotsford. It has different satellite offices.

Helping families navigate our translator option on school and district websites.

Implementing a welcome gift basket for families and ensuring contacts with district and community supports are provided. Individual school staff will orient the family to their own school.

4. What is Working well:

Our team is cohesive and supports each other. With additional staff and resources added recently, staff are encouraged and morale is up. The department has been much larger in previous years and significant reductions in staffing have impacted supports for students and staffing loads. The ratio for ELL teachers has been restored in contract language so having more staffing next year is also exciting.

5. What is Challenging:

Our two top concerns for the department are: 1. providing more support time for students and 2. identifying students that would qualify for ESD supports. Students in ESD program have support provided by a teacher or EA. Students in ELL program receive supports from a teacher and EA and the referral process is well defined. Our concern is that students are falling through the cracks in elementary school (not receiving supports when they aren't meeting age-appropriate expectations for English) and struggle in middle school.

In speaking with staff, the concern is that there are more students that would qualify for supports but there aren't enough staff to provide service. A suggestion is that those students need to be identified and supports will need to be provided.

6. How can the Board support the work of the Department?

Any help in ensuring sufficient staff and resources are provided to help support our students would be appreciated.

7. Attachments:

ITEM 5.3	Information	File No.
TO:	Board of Education	
FROM:	T. Szlovicsak, Manager of International Education	
SUBJECT:	International Education Department Update	

1. Primary Functions of the Department:

Mission Public School District's International Department offers international students a high-quality Canadian education experience that includes:

- A unique cultural experience
- English language skill development
- Dogwood diploma
- Integration into school, community, and families

2. Total number of employees: 8

- International Department : 4
- Schools: 4

3. Major projects and Initiatives of the past year:

- prepare to welcome new and returning students
- student Orientation
- activities
- recruiting

4. Analysis & 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

- Collaborating with Indigenous educators, leaders, and community members to create educational activities for International students
- Creating spaces for shared learning and relationship building
- Sharing cultural experiences around food and fun/SWELL club

5. What is Working well:

- Long standing program (22 years)
- Strong foundation of policies and procedures
- Supportive district staff and community members

- Excellent reputation globally; provide unprecedented education and support for students
- Dedicated and caring International staff
- Abundance of fantastic host families

6. What is Challenging:

- Supporting 100+ students; balancing parenting responsibilities
- Started the year short two team members
- Social support for students
- Balancing workload
- IRCC visa denials

7. How can the Board support the work of the Department?

- Continued support
- Offer ideas for cultural activities

8. Attachments: International Slides



INTERNATIONAL EDUCATION

Mission Public School District's International Department offers international students a high-quality Canadian education experience that includes:

- A unique cultural experience
- English language skill development
- Dogwood diploma
- Integration into school, community and families

1/23/2024

BUSINESS AS USUAL

(Major Projects & Initiatives)

- prepare to welcome new and returning students
- student Orientation
- activities
- recruiting

1/23/2024

OUR TEAM

Terri Szlovicsak: Manager International Education

Angela Csaszar: Homestay Coordinator YAY!!!

Shona Wallace: Administrative Assistant

Kim Hunter: Administrative Assistant Homestay & Activities Coordinator

Hiroki Matsukawa: International support at MSS

Monica Weatherby: ELL teacher MSS

Ju-Young Kim: ELL EA MSS

Tasheena Styran: ELL teacher HMS

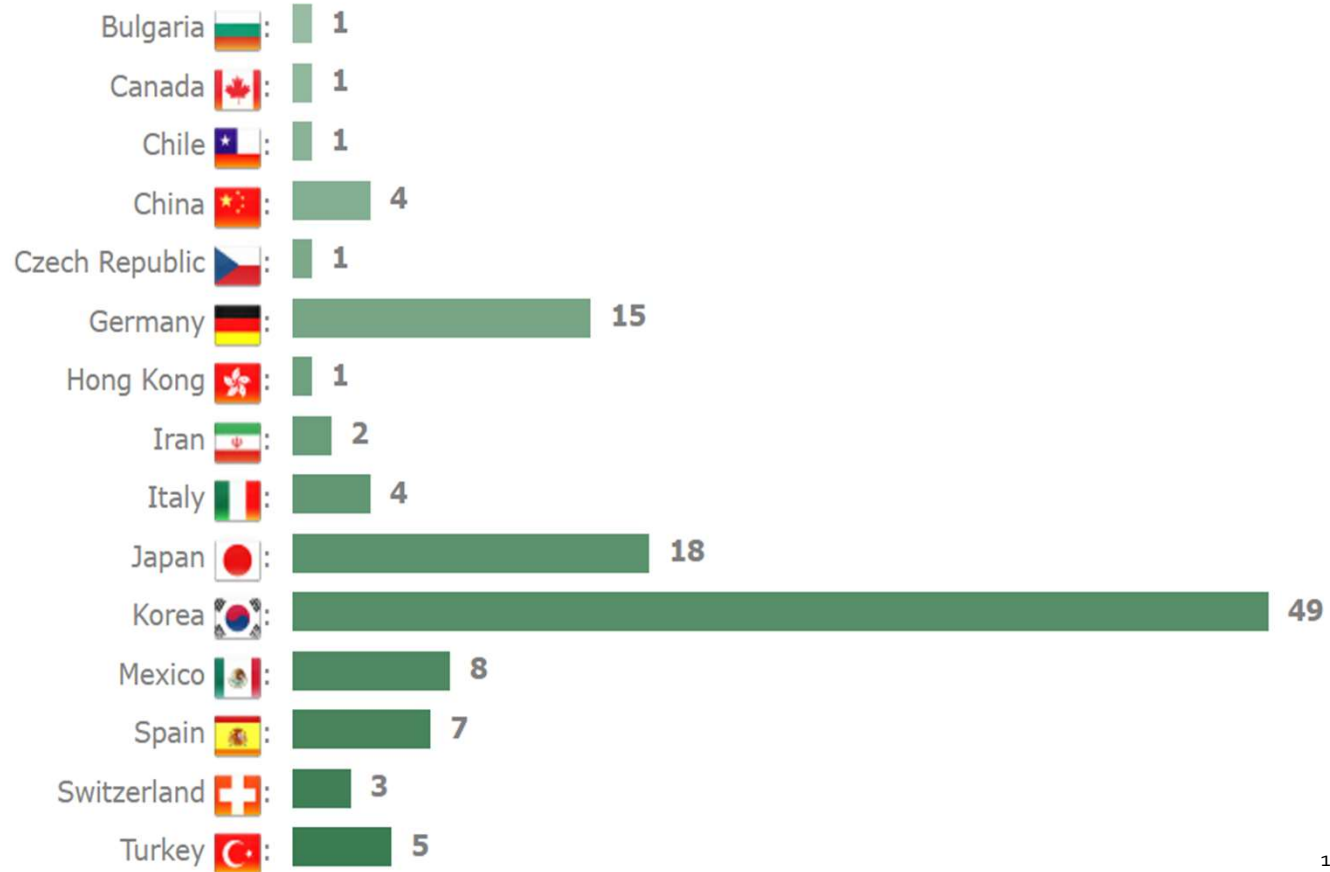
1/23/2024

2023/2024 SCHOOL YEAR

- We welcomed 62 brand new international students August 25-27
- followed by the remaining 58 students arriving over the next week
- for a total of 120 international students from 15 different countries
- August 28-31 4 day Student Orientation

1/23/2024

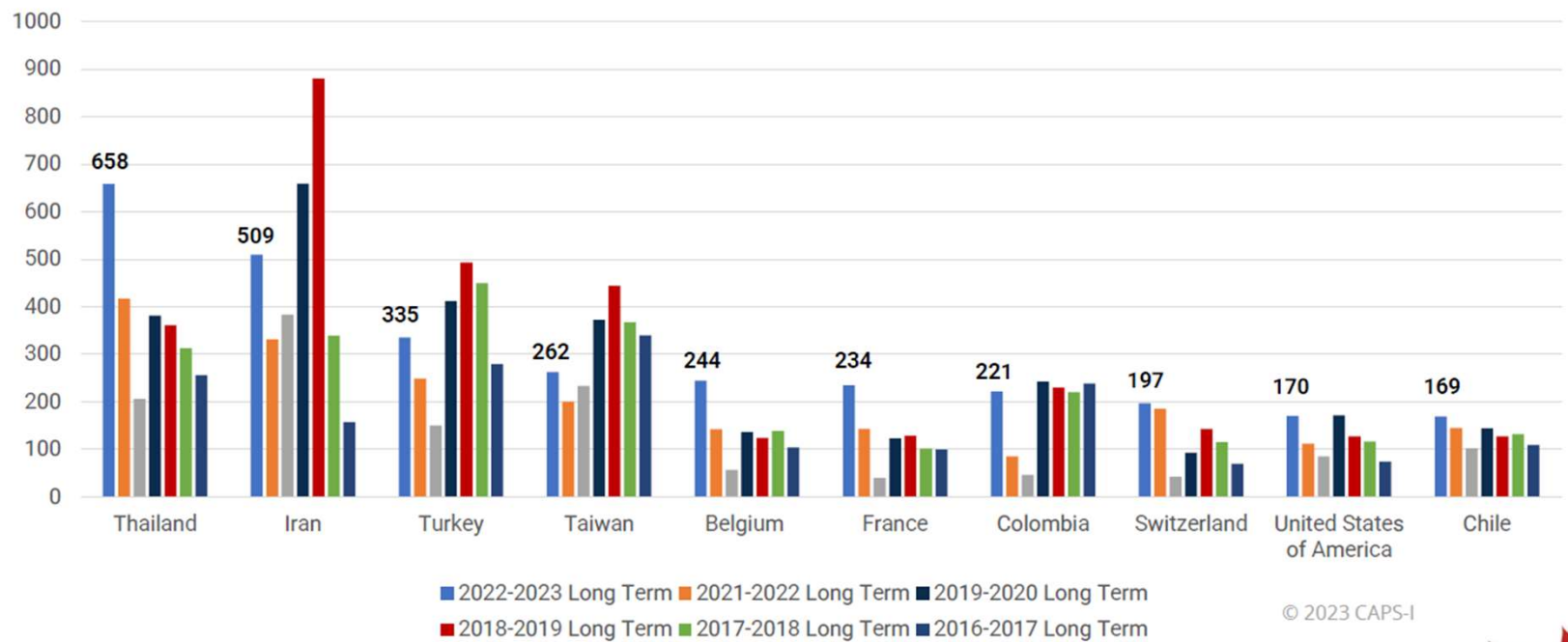
120 Students (103.20 FTE) from 15 Countries in 10 Schools



1/23/2024

LONG TERM ENROLMENT

Top 11-20 source countries for students enrolled for 1 semester or full academic year



© 2023 CAPS-I

1/23/2024

RECRUITING TRIP NOVEMBER

- ICEF in Berlin- an agent fair
November 4-7
- 2900 educators and agents from
around the world
- 42 individual meetings over 3 days
- A full day of seminars



ON THE ROAD AGENT VISITS: 12 CITIES, TWO COUNTRIES IN 20 DAYS!

- Berlin (ICEF)
- Hamburg (DoIt)
- Oldenburg (Canada Unique)
- Cologne (INT Ex & Open Door)
- Bonn (MSC & EXEV)
- Stuttgart (TREFF)
- Heidelberg (GIVE & Culture XL)
- Kornberg (HSE)
- Bensheim (HICO)
- Munich (Train Strike) (C&S)
- Zurich (Parent Night) (INTO)
- Uri (IE)



INTO SWITZERLAND

(Since 2012)

Parent Night

- 105 parents
- 2 hour presentation
- question and answer period
- snacks with Canadian mascot!! 😊



1/23/2024

BANFF RECRUITING TRIP DECEMBER 4-5 2023

- 2 days with 74 agents from Spain & Italy
- 35 meetings/day
- Agents went on to visit six school districts:
Canmore, Rocky Mountain , Calgary, Victoria,
Vancouver & Coquitlam



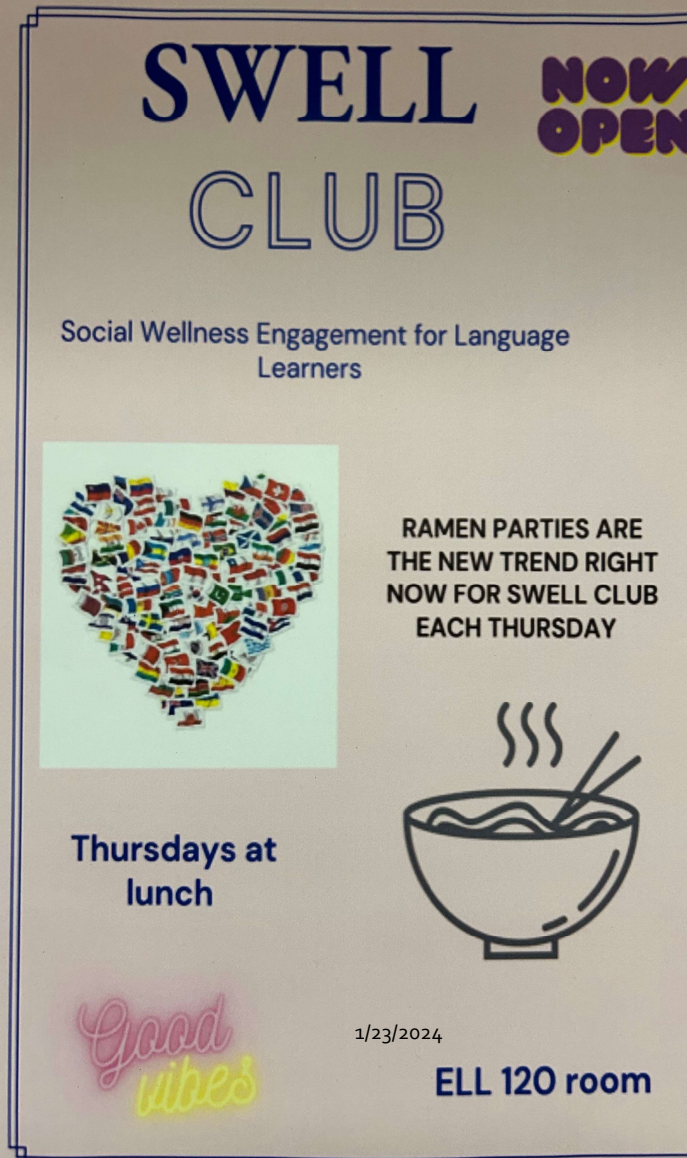
ALIGNMENT WITH THE STRATEGIC PLAN & EQUITY PATH

- Collaborating with Indigenous educators, leaders, and community members to create educational activities for International students
- Creating spaces for shared learning and relationship building
- Sharing cultural experiences around food and fun

1/23/2024


SWELL CLUB; CREATING SPACE

- Grade 12 student Sydney Cvitkovich creation
- Grant from offer activities Ramen lunch, potluck
- A safe place to meet during lunch on Thursdays
- Music and games
- Goal is to encourage relationship building
- All students welcome!

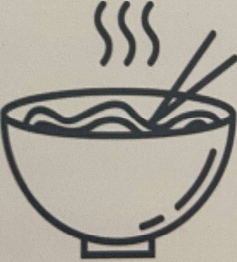


SWELL **NOW OPEN**
CLUB

Social Wellness Engagement for Language Learners



RAMEN PARTIES ARE THE NEW TREND RIGHT NOW FOR SWELL CLUB EACH THURSDAY



Thursdays at lunch

Good vibes

1/23/2024
ELL 120 room

INDIGENOUS EDUCATION FOR INTERNATIONAL!

- Goal is to bring knowledge and cultural awareness to our International students
- Plans to have a presentation at pizza lunch by Ms Shaw
- Expand this plan through collaboration with appropriate educators and leaders



SUCCESS

- Long standing program (22 year)
- Strong foundation of policies and procedures
- Supportive district staff and community members
- Excellent reputation globally; provide unprecedented education and support for students
- Dedicated and caring International staff
- Abundance of fantastic host families

1/23/2024

CHALLENGES

- Supporting 100+ students; balancing parenting responsibilities
- Started the year short two team members
- Social support for students
- Balancing workload
- IRCC visa denials

1/23/2024

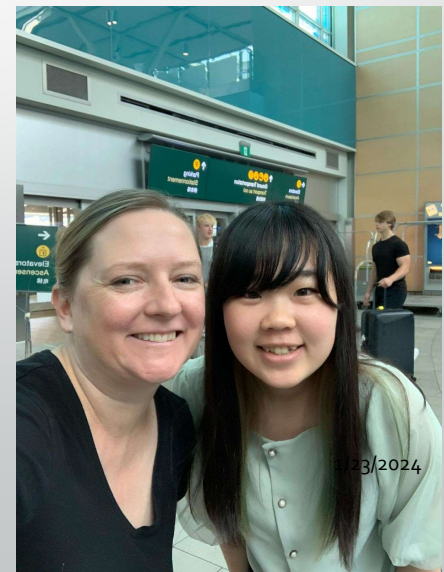


Mission Public Schools International

Where everyone knows your name!

1/23/2024

NEW STUDENTS ARRIVE!! AUGUST 26 & 27

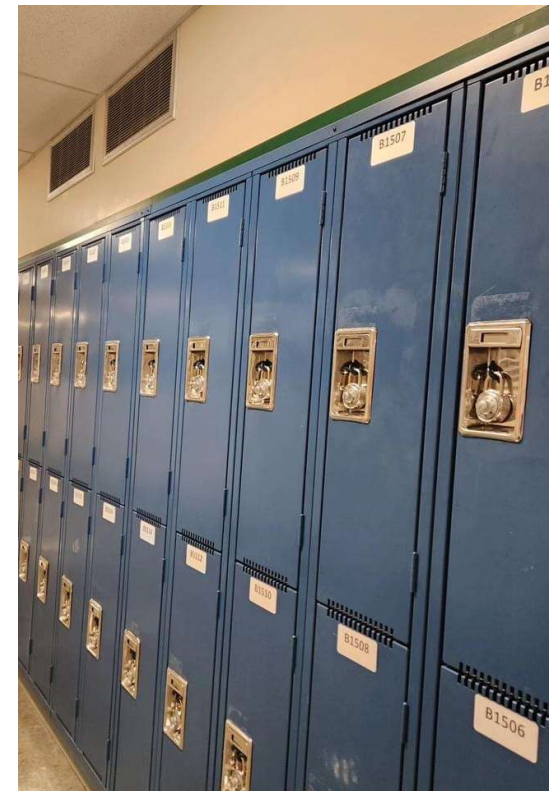
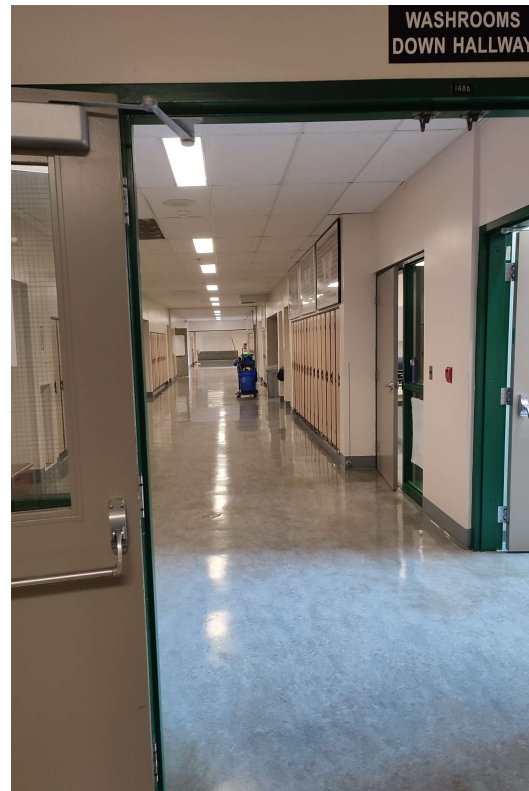


FIRSTS



STUDENT ORIENTATION AUGUST 28-31

The Calm Before
The Storm



1/23/2024

Follow these directions to make opening your locker easy!

1. Spin the dial to the right several times to clear the lock. Once you have done this several spin once more to the right and stop on your first number.

the dial to the left 2 times to your next



1/23/2024





1/23/2024

WILD PLAY TEAM BUILDING DAY!!



1/23/2024

VANCOUVER



1/23/2024

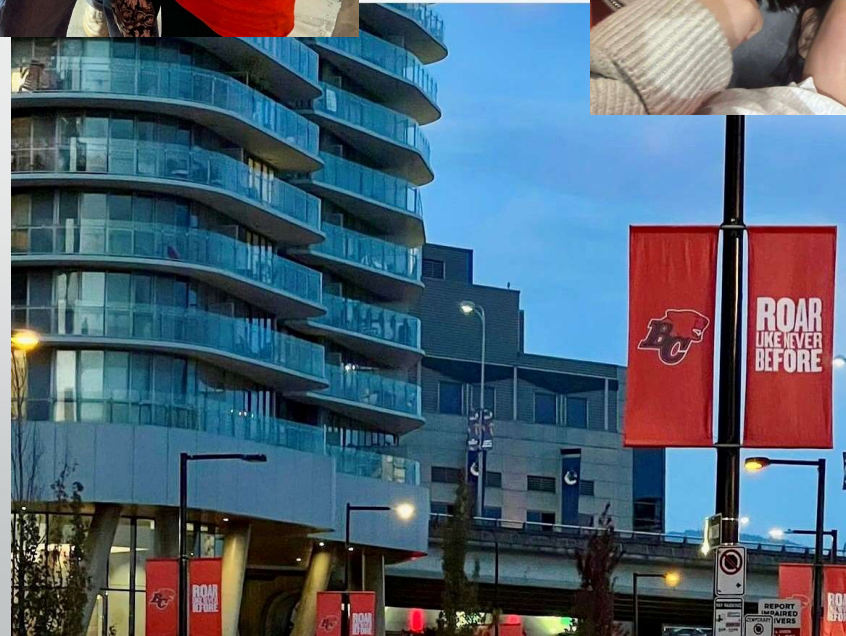
FIRST PIZZA LUNCH



B.C. LIONS GAME



23/2024



1/23/2024

PUMPKIN CARVING



1/23/2024

HMS



1/23/2024

VICTORIA

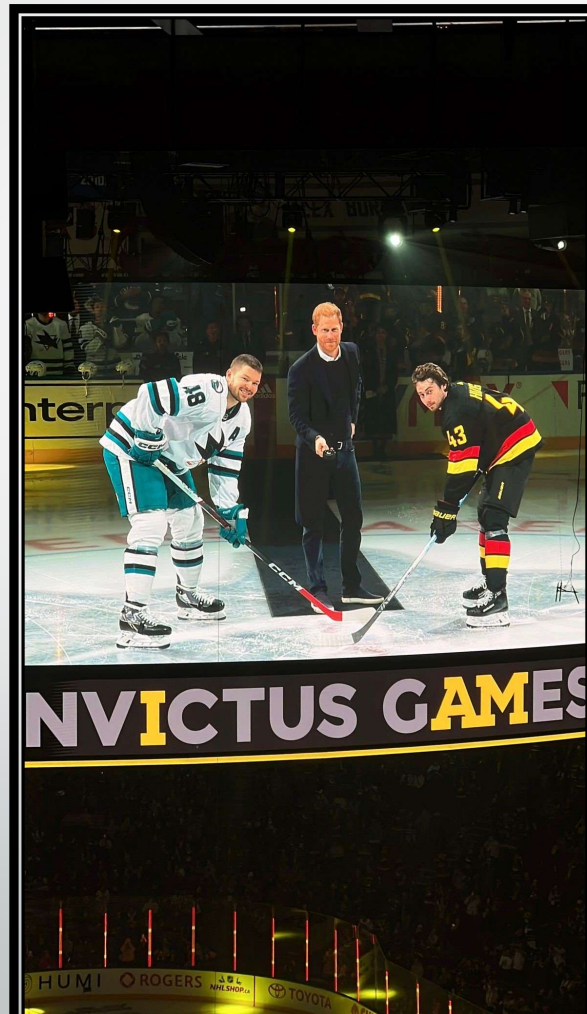
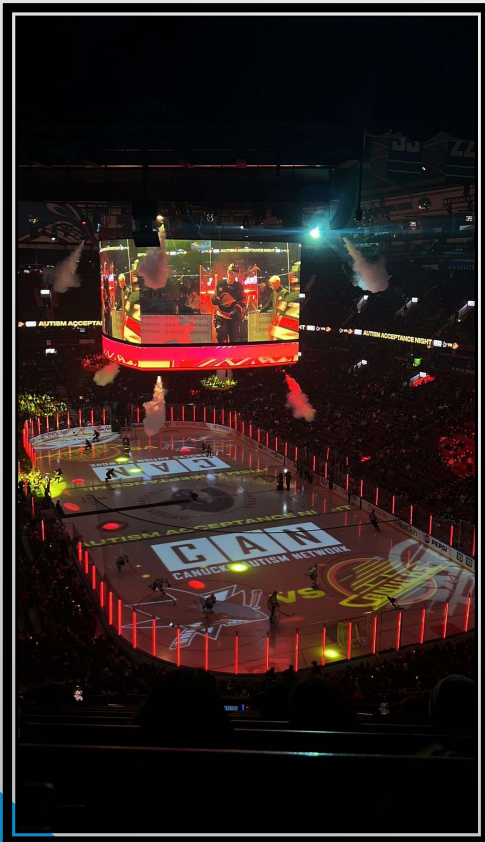


1/23/2024



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VANCOUVER CANUCKS

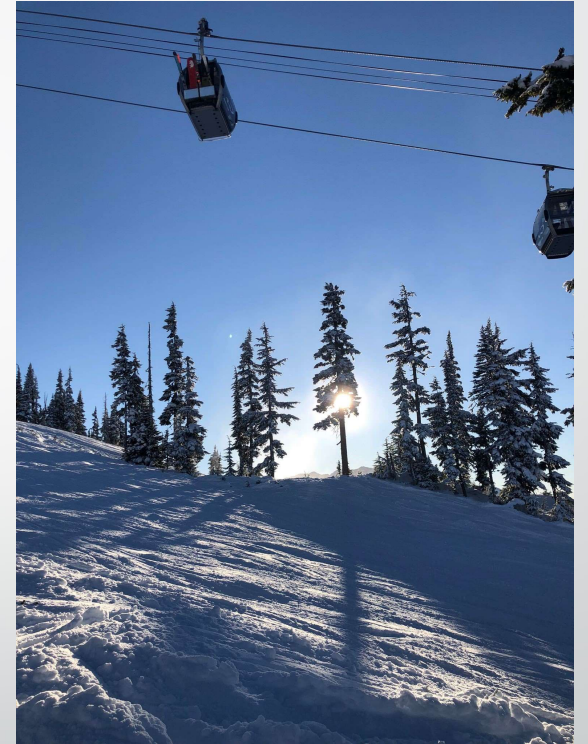


1/23/2024

WHISTLER



1/23/2024



1/23/2024

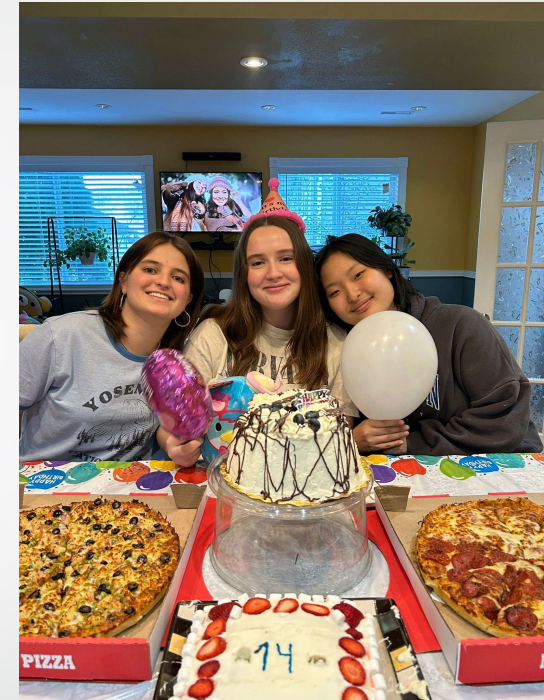
HOST FAMILY FUN



THE GREAT OUTDOORS



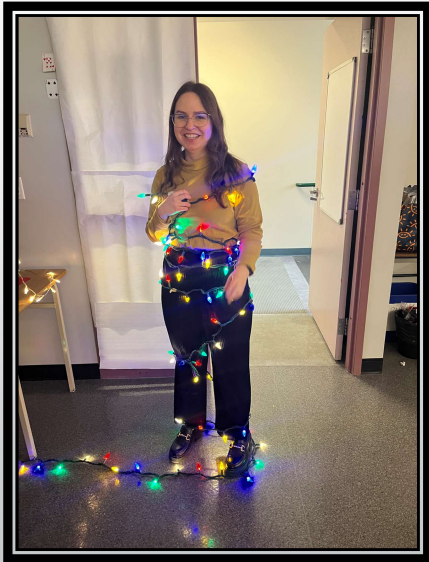
1/23/2024







SWELL CLUB



ITEM 5.4	Presentation	File No.
TO:	Committee of the Whole	
FROM:	V. Searwar, District Principal of Indigenous Education	
SUBJECT:	Indigenous Education Department Update	

- **Primary Functions of the Department:**

Siwal Si'wes Indigenous Department of SD75 offers services for Indigenous learners to participate in while attending Mission Public Schools. The programs are provided in accordance with the Ministry of Education Guidelines for Indigenous Education and in consultation with Siwal Si'wes Indigenous Education Advisory Council.

The Siwal Si'wes Indigenous Department of SD75 provides the following types of services for children and youth of Indigenous ancestry attending SD75 schools, and includes, but is not limited to cultural, social-emotional, healthy living, attendance support and classroom (academic) supports.

These supports are provided through an Indigenous lens and can happen in the classroom, or in small groups or individually (one-on-one), depending on the needs of the child and vision of the school.

All schools are staffed with a Siwal Si'wes Indigenous Liaison Worker who is an active school team member. This person liaises and collaborates with school staff (including teachers, counselors, youth care workers and administrators), and parents and caregivers, all with the best interest of the child and/or youth at front and centre. With parent permissions, they liaise with local community service/outreach organizations many of whom who provide supports specifically for Indigenous children, youth, and families.

From the Siwal Si'wes Indigenous Education Advisory Council:

Our Mission

Working as a community, we will enhance student empowerment by developing the skills, wellness, confidence, and self-reliance necessary for our children and youth to flourish and prosper throughout their life journey.

Our Vision

Recognizing and nurturing strengths, students will thrive as individuals, thus contributing to the well-being of their families and communities while preserving tradition.

From the Ministry:

Indigenous Education seeks to improve success and supports for Indigenous students, and increase the presence of Indigenous culture, languages, and history for all students. It also aims to help teachers bring Indigenous knowledge into their teaching practice.

- **Total number of employees:**
 - a. **Siwal Si'wes Targeted Funding: 27**
 - i. 21 Itinerant Indigenous Liaison Workers (ILWs)
 - 1. 20 ILWs (assigned to schools)
 - 2. 1 Halq'emeylem Instruction
 - ii. One Educational Assistant (Homework Club) – 4 hours per week
 - iii. Two Indigenous Student Success Advocates
 - iv. One Indigenous Student and Community Outreach Teacher
 - v. One Teacher-Librarian (0.4 FTE)
 - vi. One Administrative Office Professional (AP)
 - b. **CORE Funding: 6**
 - i. 3 (full-time); 3 PALs/ITLs stipend positions (PAL/ITL Teachers have specific teaching positions, and applied for the work as PAL/ITL, like a department head, so they receive a stipend)
 - 1. One Indigenous Mentor Teacher
 - 2. One teacher of Stó:lō History, Halq'emeylem Language, Story &
 - 3. Three Indigenous Program Area Leaders/Instructional Team Leaders (at both middle schools and at high school)
 - 4. One District Principal of Indigenous Education
 - 5. *NEW* One District Vice-Principal of Indigenous Education (as of Feb 1 2024)
- **Projects and Initiatives of the past year (some in progress):**
 - a. Continuation of the Equity Scan for Indigenous Learners – We are now in Year Five.
 - i. Completion of PATHs (specific groups, including students)
 - ii. Intentional Educator Equity Group
 - iii. Equity Flags
 - iv. Equity Feather Template (orange feathers)
 - v. Equity presentations to Clerical, K-Teacher In-Service, Educational Assistants & School Staff Meetings
 - vi. Pay equity for Indigenous Liaison Workers (compared to Youth Care Workers)
 - b. Inclusion of Siwal Si'wes Indigenous Education Advisory Council in revisions to Policy and Procedures
 - c. Indigenous BAA Course Development: *Téméxw te í: The Land of this Place*
 - d. Metis-Based Childcare Centre
 - e. Standardized Land Acknowledgement & Plaques
 - f. Full-Scale Review of Cultural Presentations
 - g. Cultural Strengthening Learning Opportunities for Siwal Si'wes Staff
 - h. Pilot Project *EdPlanInsight* – Documentation of Services and Tasks (Ministry Audit obligations)
 - i. Monthly Attendance Reports to School Administrators and Nation Designates
 - j. Development of several Siwal Si'wes specific resources:
 - i. Siwal Si'wes Roles and Responsibilities Guide for School Administrators
 - ii. SD75 Indigenous Cultural Safety, Humility, and Competency Guide
 - iii. Equity-Based School Growth Plan Guideline
 - k. Restructuring of Siwal Si'wes Library
 - l. Project of Heart Learning Inquiry Group
 - m. Siwal Si'wes Indigenous Education Advisory Council framework

n. **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

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

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

The Equity Plan aligns in all ways with the goals of the Strategic Plan. They are interconnected and intermeshed, and so it is challenging to separate the work.

See below for the commitments of the Equity Scan:

- Sp'óq'es, The Eagle: Honouring Relationships and Kin Connections
- Swep'áth', The Sunrise: Creating and Maintaining Safe Learning Environments
- Sq'éme'l, The Paddles Raised: Supporting Student Success in Equitable Ways
- Sléxwelh, The Canoe: Honouring the Past, Being in the Present, Strengthening the Future

Refer to pages 27 to 36 of [Q'pethet Ye Tel:exw](#), *Gathering to Understand: A Framework for Creating a Culture of Equity*, as many of the points can be cross-referenced to the goals of the Strategic Plan.

• **Successes & Achievements:**

- a. Increased ILW staffing and time at schools to respond to the increased needs. This is necessary.
- b. Addition of the *Indigenous Student and Community Outreach Teacher* to respond to the needs of Indigenous learners experiencing attendance barriers.
- c. *EdPlan Insight* – once the system is learned, it proves to be user-friendly, can safely store detailed data, is well-organized and is report-driven (the capabilities increase if the entire package is purchased for the entire school district).
- d. Regular Connections with Nations through Quarterly meetings (discuss progress of Indigenous On Reserve Learners) & Monthly (Year to Date) Attendance Reports
- e. Weekly Indigenous Student Success Meetings led by Success Advocates (although this can also be challenging if School Administrators are unable to attend)
- f. Halq'emeylem Language Instruction (currently working well and is also a challenge)
- g. Cultural Days – provides exposure to Indigenous culture for elementary students.
- h. Siwal Si'wes Library Resources sharing through various venues.
- i. Collective and Complementary Work of Siwal Si'wes Teacher Librarian and Indigenous Mentor Teacher

- **Challenges & Barriers:**
 - a. Despite the work that has been done with Equity for Indigenous Learners in SD75 and the number of essential reads, documents created, and other resources shared, including relevant *Calls to Action* from the TRC, pertinent articles from UNDRIP, the *Declaration Act of BC* and *BCTF Standard #9*, there continue to be learning gaps within SD75 staff (across all levels), of how personal bias and stereotypes interfere with the way we think about and interact with Indigenous learners and families. Additionally, there are gaps in understanding and knowledge how both intergenerational trauma (caused by the impacts of colonization, the Indian Residential School System, the Indian Day Schools and the 60's Scoop etc) and Indigenous-specific racism intersect with systemic barriers Indigenous families face today, and more specifically, how this shows up in schools (in classrooms, on the playground, on the bus etc). Siwal Si'wes Staff report some challenges with other SD75 Staff in having a full understanding of why Indigenous learners receive enhanced services and of the specific roles and responsibilities of SWSW Staff members. Equity for Indigenous learners is everyone's responsibility and these gaps present challenges and barriers in our efforts to bring equity to Indigenous learners in SD75, and to SWSW Staff. (Also noted on page 11, 12 & 13 of [Q'pethet Ye Tel:exw](#), *Gathering to Understand: A Framework for Creating a Culture of Equity*).
 - b. The above is particularly challenging when staff from the same unionized group (or association) challenge their colleagues in the same group, when advocating for equity for Indigenous learners.
- **What are some Potential Future Challenges & Barriers:**
 - a. Continuation of Halq'emeylem Language Instruction
 - b. Maintaining current numbers of staff and adding new staff positions within the Indigenous Targeted Budget.
 - c. Loss of Elders and Elder Knowledge & Wisdom
- **How can the Board support the work of the Department?**
 - a. Continue to:
 - i. Recognize that the work continues to grow exponentially for all roles in Siwal Si'wes (Clerical, ILWs, Advocates, Teachers, Administrators).
 - ii. Recognize that the work is ever-changing and so it increases the workload to stay current and authentic.
 - iii. Engage in their own learning about Indigenous Worldview, Indigenous Education and Equity for Indigenous Learners
- **Attachments:**
 - a. PPT
 - b. SD75 Indigenous Cultural Safety, Humility, and Competency Guide



1



Land Acknowledgment



Il stl'i kw'els spipetstexw kw'eset ite xwelmxwelh stexwlaq temxwe's 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:tl'el First Nations, stewards of this land since time immemorial.

2

2




Agenda

- Purpose of Indigenous Education
- Siwal Si'wes Family & Story
- Projects & Initiatives
- Successes
- Challenges & Barriers


3

3



What is the purpose of Indigenous Education?

Indigenous Education seeks to improve success and supports for Indigenous students, and increase the presence of Indigenous culture, languages, and history for all students. It also aims to help teachers bring Indigenous knowledge into their teaching practice.



4

4



Who is Siwal
Si'wes?




5



Siwal Si'wes
Family Staff



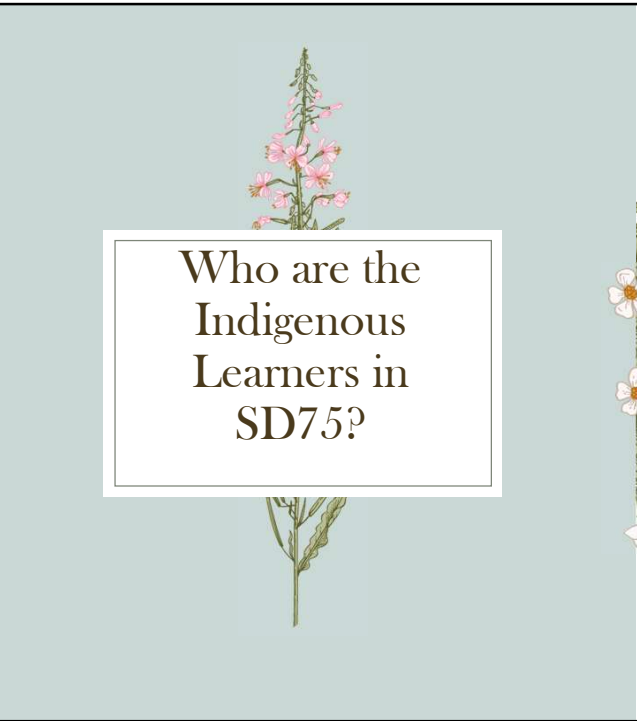
Siwal Si'wes Targeted Funding: 27

- 21 Itinerant Indigenous Liaison Workers (ILWs)
 - 20 ILWs (assigned to schools)
 - 1 Halq'emeylem Instruction
- One Educational Assistant (Homework Club) – 4 hours per week
- Two Indigenous Student Success Advocates
- One Indigenous Student and Community Outreach Teacher
- One Teacher-Librarian (0.4 FTE)
- One Administrative Office Professional (AP)

CORE Funding: 6

- One Indigenous Mentor Teacher
- One teacher of Stó:lō History, Halq'emeylem Language, Story
- Three Indigenous Program Area Leaders/Instructional Team Leaders (at both middle schools and at high school)
- One District Principal of Indigenous Education
- *NEW* District Vice-Principal of Indigenous Education

6



Who are the Indigenous Learners in SD75?

- There are currently 1185 Indigenous learners in SD75 of which...
 - 20% Status
 - 42% Non-Status
 - 38% Metis

Indigenous learners in SD75 represent over 60 Nations across Canada, so the Indigenous student population is incredibly Indigenously DIVERSE.

- Approximately 9% of learners are Nominal Roll (live on reserve) of which...
 - 55% Leqamel
 - 23% Sq'ewlets
 - 3% Kwantlen
 - 19% Non-Indigenous

7



Projects & Initiatives



8

Equity Scan



- **Sp'óq'es, *The Eagle***: Honouring Relationships and Kin Connections
- **Swep'áth', *The Sunrise***: Creating and Maintaining Safe Learning Environments
- **Sq'éme'l, *The Paddles Raised***: Supporting Student Success in Equitable Ways
- **Sléxwelh, *The Canoe***: Honouring the Past, Being in the Present, Strengthening the Future



9

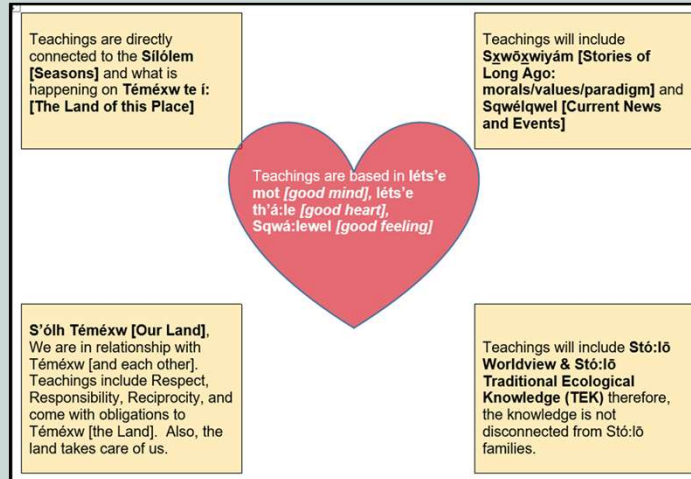
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Téméxw te í: The Land of This Place



11

11

Metis-Based Childcare

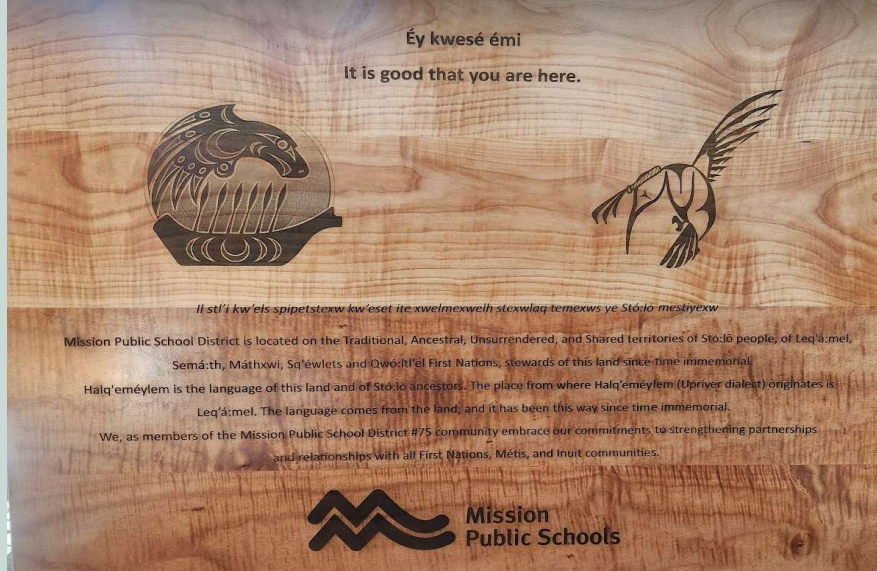


Presentation title

12

12

Land Acknowledgments & Plaques



13

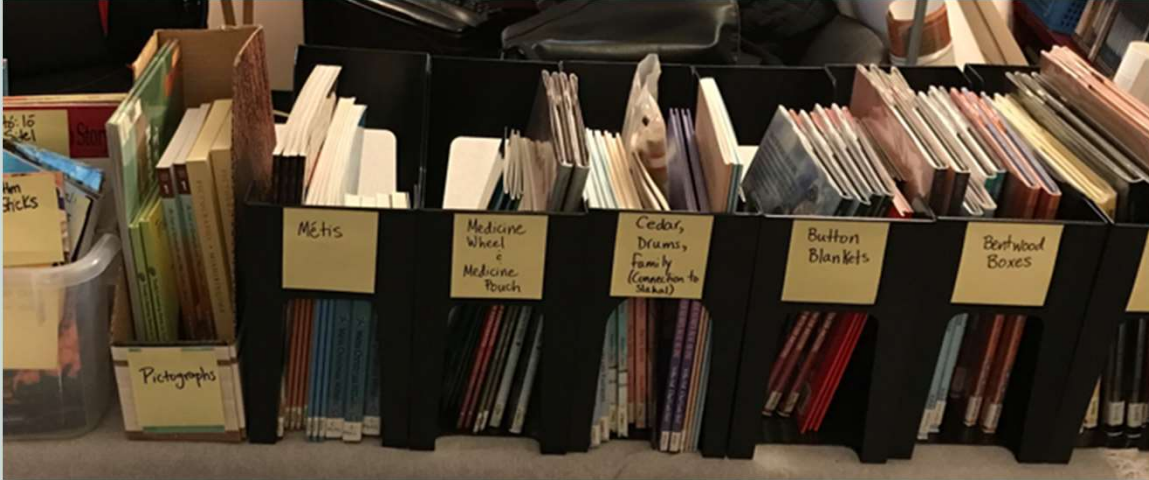
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Cultural Strengthening for Staff



14

Siwal Si'wes Library & Curriculum Resource Centre



Presentation title

15

15

Siwal Si'wes Indigenous Education Advisory Council



Presentation title

16

16

Successes & Achievements



17

17

Halq'emeylem



18



SWSW Indigenous Student & Community Outreach Services

Currently servicing:

- 39 Indigenous learners (on the active list)
- 4 Indigenous learners being monitored
- 8 Indigenous learners considering release
- 25 Indigenous learners returned to school


19




Cultural Experiences



20



Challenges & Barriers



Presentation title

21

21



22

22



23

23



24

24



SD75

Indigenous Cultural Safety, Humility, and Competency Guide

Published September 2023



As learning partners of Mission Public School District, we humbly work and learn on the Traditional, Ancestral, Unsurrendered, and Shared lands of the Stó:lō people, of Sq'éwlets, Leq'á:mel, Sema:th, Matheqwi and Qwó:lt'l'e'l First Nations, stewards of this land since time immemorial.

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About this Guide

PURPOSE

The purpose of this guide is to support *all* employees of SD75 find and use appropriate and meaningful resources that will increase their ability to provide culturally safe and respectful learning environments.



CULTURAL COMPETENCY AND CULTURAL HUMILITY

Cultural competency is the ability to understand, communicate with and effectively interact with people across cultures (Creating a Climate for Change, First Nations Health Authority).

Cultural competency involves being aware of and sensitive to your own biases and developing skills for interacting in respectful ways with people who are different from you.

Cultural competency does not require you to become an expert in cultures different from yours, it simply requires that you reflect on how your values and biases affect your interactions with others. It is only by understanding a family's, caregiver's, learner's, or colleague's culture through communication and relationship building that you can provide cultural safety (BC Ministry of Children and Family Development, 2021).

To understand cultural humility, it is important to think about how culture is central in these interactions. The authors of the Culturally and Linguistically Appropriate Services (CLAS) Standards explain the importance of culture. The use of 'health care' can easily be substituted with 'education' and 'learning.'

"Culture defines how... information is received, how rights and protections are exercised, what is an... [education] problem, how symptoms and concerns about the problem are expressed, who should provide treatment for the problem, and what type of treatment should be given. In sum, because... [education] is a cultural construct, arising from beliefs about the nature of... [learning], cultural issues are actually central in the delivery of... [education and learning] (Culturally and Linguistically Appropriate Services, <https://thinkculturalhealth.hhs.gov/clas>)."

Thus, discovering and incorporating these differences help foster an environment that allows cultural humility to grow and take shape.

Cultural humility is a process, while cultural competency is an outcome (Foronda, 2019).

Foronda, Cynthia (2019). A Theory of Cultural Humility. Journal of Transcultural Nursing. Vol 3(1) 7-1

HOW TO USE THIS GUIDE

This guide contains educational resources to develop cultural competency for educators. The inclusion of these resources is not an endorsement; as professionals, it is up to each individual educator to determine which resource works best for them. These are suggestions only and are not exhaustive.

WHO SHOULD USE THIS GUIDE

All employees in SD75.

School District 75 recognizes and needs to ensure that the unique rights, interests, and circumstances of Indigenous peoples in B.C. are acknowledged, affirmed, and implemented. The district recognizes First Nations, the Métis Nation, and Inuit as the Indigenous peoples of Canada, consisting of distinct, rights-bearing Nations, with their individual histories. The work of forming relationships based on the recognition of rights, titles, respect, and partnership must reflect the unique interests, priorities, and circumstances of each people.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.



What is Cultural Competency, Safety, and Humility

A NOTE ON DEFINITIONS

The definitions in this guide are basic in nature. To be equitable and culturally safe, Indigenous nations and organizations may define cultural safety in a manner appropriate to the interests and needs of their community, or their Nation.

DEFINITION OF CULTURAL COMPETENCY

Cultural competency is the ability “to provide care to individuals with diverse values, beliefs, and behaviours... [to] meet their social, cultural, and linguistic needs” (Health Care Assistant Core Competencies, 2014). Whether a child or family feels culturally safe is dependent in part on whether the educator is culturally competent.

DEFINITION OF CULTURAL SAFETY

Cultural safety is about fostering a climate where the unique history of Indigenous peoples is recognized and respected to provide appropriate services in an equitable and safe way, without discrimination. It is an outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in systems. It results in an environment free of racism and discrimination, where people feel safe. (Creating a Climate for Change, First Nations Health Authority).

Cultural safety means attending to cultural differences. It is also important to understand that power differentials, which are part of providing care, impact cultural safety.

DEFINITION OF CULTURAL HUMILITY

Cultural humility is a process of self-reflection to understand personal and systemic conditioned biases, and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a life-long learner when it comes to understanding another’s experience (Creating a Climate for Change, First Nations Health Authority).

The National Institutes of Health (NIH) defines cultural humility as “a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of their own beliefs and cultural identities.”

CONTEXT

Cultural humility and cultural safety are important when two or more cultures interact within the same space, as one culture is often dominant.

This means that the values of the dominant culture are placed above the marginalized group or groups. This is true in Canada, where many Indigenous cultures and traditions are often intentionally or unintentionally invalidated. Cultural safety means creating a space where these cultures are respected and treated equally.

In 2015 an Audit of the Education of Aboriginal Students in the BC Public School System reported significant inequities of outcomes for Indigenous learners in the BC public school system. According to the provincial Aboriginal How Are We Doing Report (2021), this continues to be true in almost every school district in the province today.

In 2019, Standard 9 was added to the Professional Standards for BC Educators which apply to all individuals holding a Certificate of Qualification to teach in British Columbia. Standard 9 states:

Educators respect and value the history of First Nations, Inuit, and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation, and healing.

Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Métis.

Educators critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit, and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world. Educators integrate First Nations, Inuit, and Métis worldviews and perspectives into learning environments.

RELATIONSHIP BETWEEN CULTURAL HUMILITY, SAFETY, AND CULTURAL COMPETENCY

To be culturally competent, it is necessary to be aware of, and understand, the cultural belief of the communities where you work as well as reflecting on your own beliefs and identity and how they might create biases. Cultural competency is a necessary step towards building a culturally safe experience for learners. Developing cultural competency in partnership with First Nations, Métis and Inuit peoples will help you work towards providing cultural safety.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.



Information / Facts

These resources were adapted from the Ministry of Children and Family Development for shared education and learning.

CONTENT WARNING: *The content in the following resources addresses topics that include information on residential schools, trauma including intergenerational trauma, and may trigger unpleasant feeling or thoughts of past trauma.*

Individuals who may need emotional support and resources can contact the Crisis Line Association of BC Mental Health Support Line at 310-6789 (no area code needed). Indigenous peoples who may require emotional support can also contact the 24-Hour IRS Crisis Line 1-800-721-0066. SD72 staff can also find Health & Wellness information on the [SD72 District Health & Wellness webpage](#).

WHAT DOES INDIGENOUS MEAN?

Indigenous refers to a person who is native to an area. It is the term currently utilized by the United Nations, as well as the Canadian and British Columbia governments. There is no common definition, rather the basis is on self-identification with pre-colonial societies, sovereign territory, and cultural systems. Currently, the term used to self-identify within the Mission Public School District as agreed on by the local First Nations, Métis, and Inuit communities through representation on the Indigenous Education Council is Indigenous. However, Aboriginal is an accepted alternative term.

NOTE: *Most Indigenous or Aboriginal peoples and Nations prefer to self-identify. If you aren't sure, it's respectful to ask.*

EXPLORE LEGAL TERMINOLOGY

Aboriginal peoples, as defined in the 1982 Constitution, refer to First Nations, Inuit, and Métis people. Aboriginal is a legal concept.

- A Band is a legal term used to refer to a group of Indigenous peoples. Most prefer to use the terms Nation, First Nation, or Community.
- A person who is Status meets the definition of an Indian under the Indian Act and has certain rights and restrictions.
- A reserve is a track of land set aside by the Indian Act for the use of a specific Band or Nation.
- A person who is non-Status does not meet the definition of an Indian or chooses not to register, yet still identifies as First Nations.

NOTE: *Indian is a legal term, and in most other contexts is considered offensive.*

FIRST NATIONS

There is no legal definition of First Nations, but it can refer to both a collective (i.e., Simpcw First Nation) or an individual.

- As of 2016 there are over 172,000 people who identify as First Nations in BC, which makes up 64% of all Indigenous people in BC.
- There are more than 200 distinct First Nations in BC, each with their own unique traditions and history. More than 30 different First Nation languages and close to 60 dialects are spoken in the province.

MÉTIS

Members of the Métis Nation trace their origins to historic family lines in the Red River Valley and across Rupert's Land. Like the First Nations and Inuit, Métis people are distinct from other Indigenous people, and share a common culture, language, shared history, and homeland.

- As of the 2016 statistics, over 89,000 people identified as Métis in British Columbia. As of 2022, 24,000 Métis are verified by being registered with Métis Nation BC (MNBC), the provincial governing body. The national governing body is the Métis National Council, of which MNBC is a member.
- Métis people share collective cultural practices, kinship ties, and history as a Nation. The term Métis does not encompass all individuals with mixed Aboriginal and non-Aboriginal heritage, rather Métis refers to a distinct people who have their own customs, ways of life, and recognizable group identity separate from those of their First Nations and European forbears. Although the Métis people are one Nation, they have diverse expressions of Métis culture. The Métis National Council defines Métis as... “a person who self identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry, and who is accepted by the Métis Nation.”

INUIT

Inuit refers to Indigenous peoples of Northern Canada, the word means 'people' in Inuktitut. Inuit people have a distinct language and culture.

- In Canada, Inuit have inhabited communities stretching from the westernmost Arctic to the eastern shores of Newfoundland and Labrador for uncounted generations. This area, known as Inuit Nunangat, refers to the land, and surrounding water and ice, which Inuit consider to be integral to their culture and way of life.
- There are over 1,600 Inuit living in BC, making up just under 1% of all Indigenous people in BC.
- [Inuit Tapiriit Kanatami](#) is the national representative organization for Inuit in Canada.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.

Indian Act

BACKGROUND

Coming into effect in 1867, the Indian Act (the Act) is the principal statute which the federal government administers Indian status, local First Nations governments, and the management of reserve land and communal funds.

The Act does not apply to Métis, Inuit, and non-status First Nations peoples. However, since the Daniels Decision in 2016, Métis and non-status First Nations are now considered under s.91 (24) of the Constitution, which places them under federal jurisdiction.

The Act was amended significantly in 1951, which removed many political, cultural, and religious restrictions; yet introduced new restrictions on status that discriminated against First Nations women. The Act was amended in 1985 following the passage of Bill C-31, which called for the reinstatement of status to those who had been discriminated against and giving Bands control over their membership list.

Despite amendments, the Act continues to be heavily criticized, and its historical impacts are felt to this day. The Act is administered by Indigenous Services Canada (ISC).

PRESENT DAY

Jurisdiction

Provincial laws that do not contradict the Indian Act apply to 'Indians' in that province.

Finances

Personal property and income is tax exempt only when an 'Indian' is living and/or generating income on reserve.

Healthcare

Essentials are provided by Non-Insured Health Benefits in BC. This is administered by the First Nations Health Authority.

Land and Housing

Reserve lands are held in trust by the Crown. Individuals cannot own reserve land unless they are granted a certificate. Housing on reserve is typically owned collectively.

Education

Schools can be established and run under the Indian Act. Educational funding is provided by Canada and administered by the Band. Children who live on reserve do not qualify for K-12 provincial public-school funding, therefore children living on reserve who attend K-12 public schools are charged tuition. This is known as the Nominal Roll. The Nominal Roll list is determined annually by the Band in cooperation with the local school district. Educational services for Nominal Roll students are often guided by Local Education Agreements (LEA) and more recently (2018), the BC Tripartite Agreement (BCTEA).

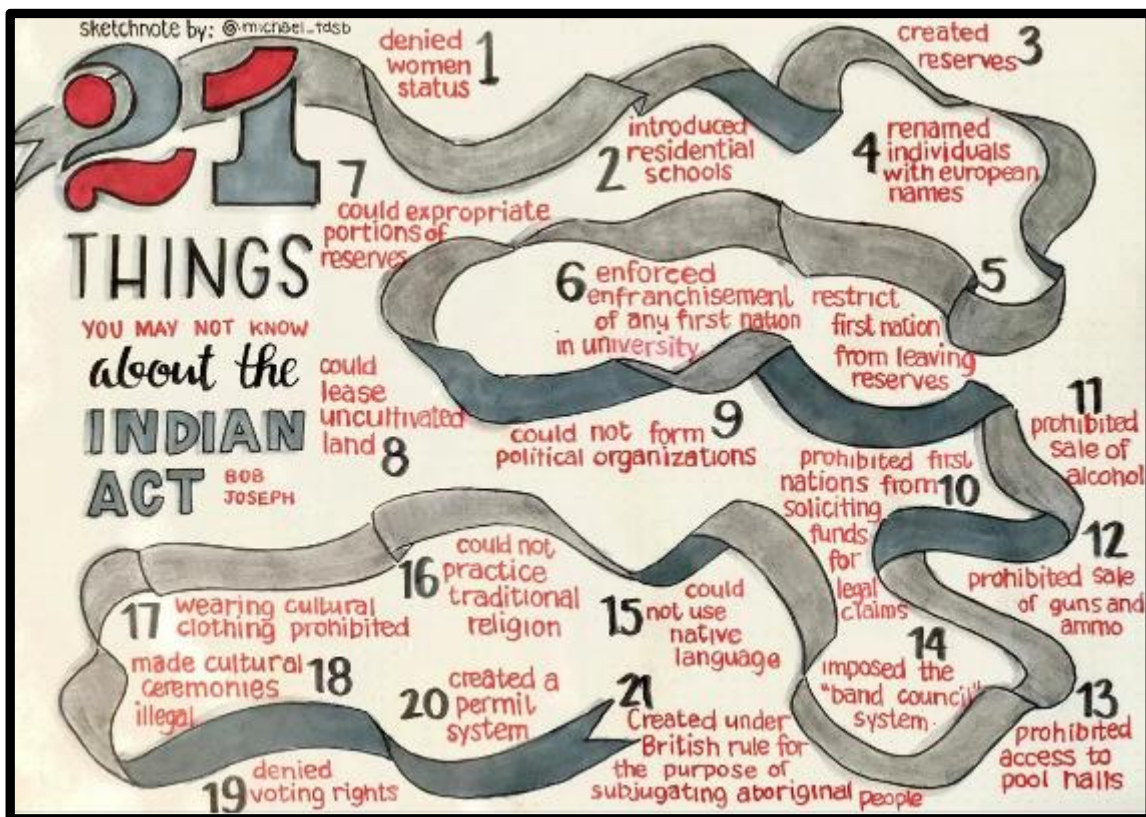
While the Act outlines rights to housing, funding for education and access to healthcare, *not all 'Indians' will receive these benefits*. There are limitations and exclusions to the medical coverage provided. Some reserves are limited in size and cannot offer housing to band members. The education funds offered are limited, resulting in students and families receiving partial funding or funding being deferred if there are more eligible students than funds available.

UNDERSTANDING STATUS

- Status 'Indians' may be eligible for a range of benefits, rights, programs, and services offered by the federal, provincial, or territorial governments.
- Status must be applied for. The Indian Registrar determines eligibility and maintains a federally controlled list.
- There is currently no federal register for Inuit or Métis. Métis people can register as members of their local or regional Métis organizations (Example: Métis Nation BC). Inuit people may be members of a land claim agreement.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.

NOTE: Indian is a legal term, and in most other contexts is considered offensive.



Residential Schools

BACKGROUND

The Canadian state funded church-run schools to assimilate Indigenous children into Canadian society. The schools operated from the 1860s to 1997, and over 150,000 children attended.

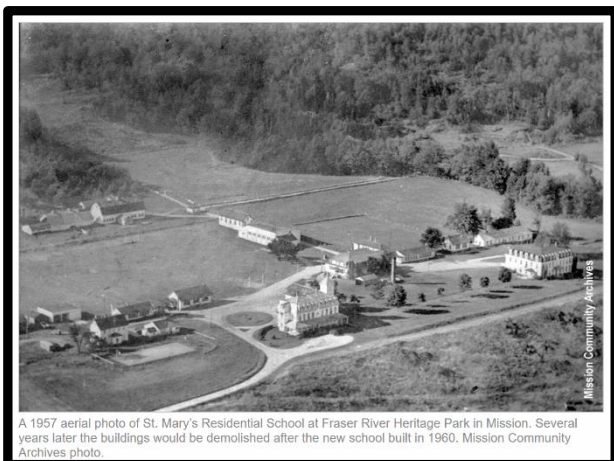
Children were often sent to residential schools far away from home and separated from their siblings in effort to destroy connections to community and culture. Other children were compelled to attend Indian day school each day, where they experienced the same types of abuse as residential school survivors.

Daily activities included religious worship, physical labour, and colonial education. Children were malnourished and exposed to the elements due to improper clothing and housing. They were punished with physical force and confinement for using their traditional languages or demonstrating ties to their culture. Children experienced physical, sexual, emotional, cultural, and psychological abuse. Many died while trying to return home, or from serious illness with inadequate medical care. Some residential schools had a death rate as high as 50%.

There were residential schools open in Canada until 1997.

GOVERNMENT ACTION

- 1951 Mandatory attendance is removed from the Indian Act
- 1969 The federal government takes control of the residential schools from the churches
- 1980s Lawsuits are filed by survivors
- 1990s Churches begin to issue formal apologies
- 1996 The Royal Commission on Aboriginal Peoples conducts mass research on residential schools
- 2008 Prime Minister Stephen Harper formally apologizes
- 2015 Final report of the Truth and Reconciliation Commission is released, including the 94 Calls to Action
- 2018 A new statutory holiday to memorialize residential schools is proposed by the federal government
- 2021 A new statutory holiday is established on September 30: National Day for Truth and Reconciliation



A 1957 aerial photo of St. Mary's Residential School at Fraser River Heritage Park in Mission. Several years later the buildings would be demolished after the new school built in 1960. Mission Community Archives photo.

The former St. Mary's Indian Residential School is located in Mission, and so this history is significantly intertwined into the fabric of the history of Mission. St. Mary's closed in 1984 and was the last functioning residential school in British Columbia.

Many Survivors of St. Mary's have made Mission their permanent home.

LEGACY

- The trauma experienced in residential schools have affected every aspect of Indigenous life, and has intergenerational effects on language, culture, and family and community structure.
- Cycle of abuse began with those who attended residential schools and has been passed on through generations. Many survivors feel feelings of guilt, shame, depression, hopelessness, and mistrust and anxiety around government institutions.
- The Métis experience had been underemphasized in the telling of residential school history. Métis people attended and survived residential schools, and many Elders are beginning to share their stories.

NOTE: Orange Shirt Day (September 30) is a commemorative event inspired by Phyllis Webstad’s story of when she arrived at St. Joseph Mission Residential School in Williams Lake. This has now become the same day as the **National Day for Truth and Reconciliation**.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.



Sixties Scoop

BACKGROUND

In 1951, amendments to the Indian Act gave provinces jurisdiction over Indigenous child welfare. Discriminatory child welfare practices led to a surge of Indigenous children in provincial care.

The Sixties Scoop refers to the large-scale removal of Indigenous children in provincial care. The scoop took place from 1950s through to the 1980s; although many have pointed out that over representation of Indigenous children has remained high since (the Millennial Scoop), despite shifts and policy and practice.

Due to colonial policies and intergenerational trauma, Indigenous children and families struggle with many social and economic barriers. It was provincial policy during this era to remove Indigenous children, often without consent of the family or community.

In BC, the percentage of Indigenous children in care rose 33% in 13 years – from 1% in 1951 to 34% in 1964. 70% of children removed were placed in non-Indigenous homes. Approximately 11,000 children were removed, but many believed it to be closer to 20,000 due to the erasure of non-status and Métis identity in the gathering of data, even though these groups experienced the Scoop. Children were separated from their families and siblings, many even being adopted out of the country, losing all ties to their culture and identity.

GOVERNMENT ACTION

- 1970 Indigenous communities begin lobbying for control over child and family services.
- 1985 Justice Edwin Kimelman releases a report concluding that 'cultural genocide has taken place in a systematic, routine manner.'
- 1980s Many legislative changes take place, including requiring Band notification and prioritizing placements with extended family members.
- 1992 A moratorium is placed on non-Indigenous families adopting Indigenous children in BC, which was later replaced by an Exceptions Committee to determine care plans.
- 1996 BC passes the Child, Family and Community Services Act and the Adoption Act, both requiring greater inclusion of a child's community and culture in decision making.
- 2019 Government of Canada introduces Bill C-92, An Act respecting First Nations, Inuit and Métis children, youth, and families.

LEGACY

- The removal of Indigenous children continues to be a widespread issue; as of March 2018, 63% of children in care in BC are Indigenous. Indigenous children are often removed due to poverty, which is linked to systemic barriers and intergenerational trauma.
- The federal government has reached an agreement to commit \$800 million to Sixty Scoop survivors for loss of cultural identity. This agreement has received criticism because it does not account for abuses suffered and excludes non-status and Métis survivors.
- There are currently 18 active lawsuits throughout Canada. The federal settlement is expected to settle many of them.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.



Intergenerational Trauma

BACKGROUND

Through colonial assimilation policies such as mandatory attendance at residential schools, forced hospitalizations, and removals during the Sixties Scoop, Indigenous peoples have been subject to traumatic experiences that have affected their well-being.

Intergenerational trauma occurs when an older member of a community transfers the effects of trauma onto younger members, affecting their ability to lead healthy lives mentally, physically, emotionally, or spiritually.

Trauma can result in but is not limited to the loss of language, culture, and connection to community and family, low sense of self-esteem, internalized racism, disconnection from Indigenous and Western society, abuse, addiction, drug abuse, and suicide.

Different communities and Indigenous groups experienced colonization and trauma in different ways, resulting in different effects. For this reason, each Indigenous person's story and history should be treated as unique and valid.

IMPACTS

Self-Harm

Suicide and self-inflicted injuries are the leading cause of death for Indigenous youth. Suicide is respectively 6.5, 3.7, and 2.7 times higher for Inuit, First Nations, and Métis than for non-Indigenous people.

Children

63% of children in care in BC are Indigenous (2018). Indigenous children are 16 times more likely to be taken into care.

Violence Against Women

Indigenous women in Canada are 2.7 times more likely to face violence, and these women made up 24% of homicides nationally in 2015.

Prison

While Indigenous people only make up 4% of the Canadian population, they account for 26% of the federal prison population.

Community Health

First Nations communities have reported (2008-2010) that alcohol and drug abuse, housing, and employment are the top three challenges to community well-being.

Mental Health

Indigenous people struggle with mental illness at much higher rates, yet few programs or strategies exist especially for Métis, urban, and non-status people.

RESILIENCE

While Indigenous communities are often encouraged to move on from the past era, this feat is not a simple matter. Legacies from residential school, the Sixties Scoop, along with ongoing issue like inadequate housing, lack of capacity, and continued discrimination under the Indian Act makes recovering from colonial trauma an ongoing and complex process.

Indigenous communities are actively revitalizing and reclaiming traditional practices and fighting against ongoing colonial policies and attitudes.

Indigenous communities are actively healing from trauma. The Aboriginal Healing Foundation has identified three pillars to healing:

- Legacy Education - connecting past to present
- Cultural Interventions - re-centering Indigenous experiences, traditional teachings, and culture.
- Therapeutic Interventions - individual, family, and community healing events.

Adopted from BC Ministry of Children and Family Development (2021). *Early Years Cultural Safety Resource Guide*.



Structural Intervention

BACKGROUND

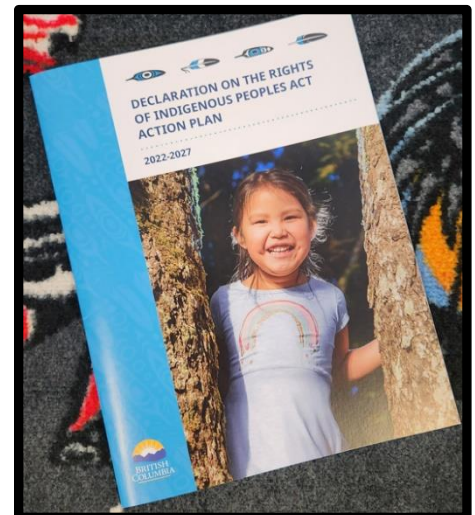
Systemic barriers are hidden in the rules, procedures, policies, and operations of organizations and are intentionally or unintentionally discriminatory. These barriers limit access to services, goods, programs, and facilities.

A structural risk is an issue that results from systemic problems beyond the control of any individual (i.e., poverty, housing, transportation, discrimination, etc.).

Because of systemic barriers, Indigenous children are over-represented in alternate education programs, suspensions, attendance, etc., and underrepresented in learning outcomes evidenced in school completion rates, learning assessments, as well as sports, enhanced educational programs, extracurricular activities, to name a few.

GOVERNMENT ACTION

1. 2005 The creation of a New Relationship with Aboriginal Peoples in British Columbia.
2. 2006 The development and signing of the Transformative Change Accord and the Métis Nation Relationship Accord.
3. 2010 Supporting the release of the Healthy Minds, Healthy People: A Ten-Year Plan to Address Mental Health and Substance use in BC.
4. 2017 The provincial government endorses the United Nations Declaration of the Rights of Indigenous People and the Truth and Reconciliation Commissions' Calls to Action.
5. 2017 The BC Ministry of Education introduces the Equity in Action Project which defines a collective and collaborative decision-making process for school districts to enter in to a genuine and meaningful self- assessment dialogue about the experience of education for Indigenous Learners and to respond in strategic ways to create conditions for success.
6. 2018 The provinces release the Draft Principles that guide the Province of British Columbia's Relationship with Indigenous Peoples.
7. 2019 The provincial government passed the Declaration on the Rights of Indigenous Peoples (Declaration Act) into law.
8. The *BC Office of the Human Rights Commissioner* and the *BC Human Rights Tribunal* are working alongside the provincial government to enact the Action Plan of the Declaration Act, specifically in the areas of discrimination.
9. A person is discriminated against under *BC's Human Rights Code* if the following apply:
 1. They have a personal characteristic protected under the code (examples are, depending on the area: marital status, sex, sexual orientation, gender identity or expression, mental disability, physical disability, ancestry, colour, place of origin, race, Indigenous identity, religion, age, family status, Lawful course of income, political beliefs, and criminal convictions).
 2. They experience harm.
 3. Their personal characteristic is connected to the harm.



STRUCTURAL INTERVENTION

- A structural intervention allows the service provider to adapt programs and services to reduce the presence of structural risks.
- This type of intervention requires recognizing the existing social order and acknowledging that the cause of Indigenous Peoples' over-representation across the social sector is because of the ongoing discrimination and systemic barriers that they face.
- Structural interventions promote a holistic service delivery by treating the source of the problem, not the symptoms.
- The cycle of trauma will continue if systemic barriers and the source of problems are not addressed.
- Structural interventions help build strength-based, collaborative relationships with children, youth, families, and communities in British Columbia.

JORDAN'S PRINCIPLE

Jordan's Principle only applies to Status First Nations children, or children of Status First Nations parents, and is an example of structural intervention. Non-status First Nations, Métis, and Inuit children do not qualify unless their parents are Status First Nations.

Jordan's Principle is a child-first principle named in memory of Jordan River Anderson, a First Nations child from Norway House Cree Nation in Manitoba.

Jordan spent more than two years unnecessarily in hospital while the Province of Manitoba and the federal government argued over who should pay for his at home care. Jordan died in the hospital at the age of five years old.

Jordan's Principle aims to make sure First Nations children can access all public services in a way that is reflective of their distinct cultural needs. It takes full account of the historical disadvantage linked to colonization, and with experiencing and service denials, delays, or disruptions because they are First Nations. First Nations Health Authority is leading the implementation of the Jordan's Principle in BC.

Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.



Cultural Safety

BACKGROUND

Due to a history of colonialism, oppression, marginalization, Indigenous people are under-represented in most categories of what would be considered successful learning outcomes. Indigenous learners often do not see themselves or their communities reflected in the learning activities or environment and when it is, it often feels like an afterthought.

Past and ongoing trauma at the hands of government institutions have made Indigenous peoples less likely to trust service providers, and cultural barriers may cause an Indigenous person to avoid taking actions to get the help they need.

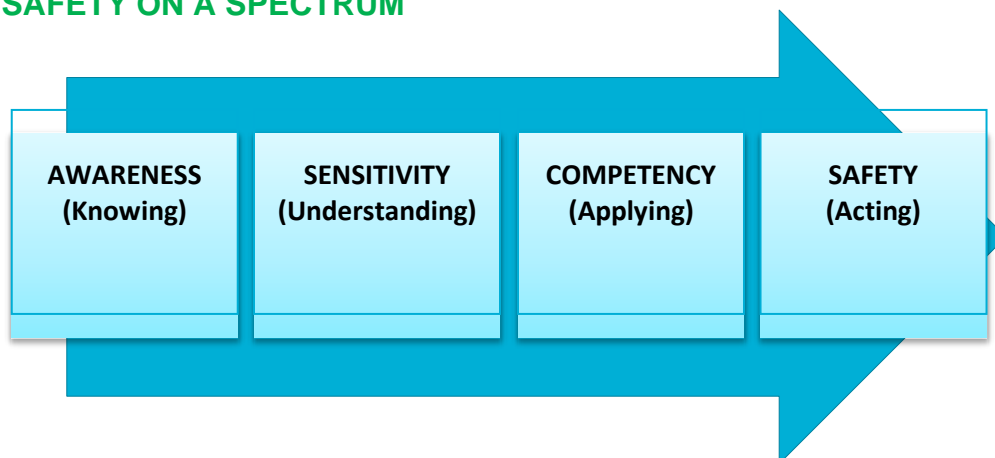
Government institutions and service providers are not designed by and for Indigenous people, and Indigenous people often feel alienated, humiliated, or under-served when they try and access support.

Cultural Safety is an outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the system. It results in an environment free of racism and discrimination, where people feel safe (First Nations Health Authority).

Cultural Safety represents a journey into wisdom, where wisdom is to know that culturally significant knowledge, shared histories, and experiences are relevant and must guide decisions and actions (MCFD, Aboriginal Recruitment and Cultural Safety).

Cultural Safety is based on a framework of two or more cultures interacting in a colonized space – where one culture is legitimized, and the other is marginalized. This can happen in schools, hospitals, workplace, and in many service settings.

CULTURAL SAFETY ON A SPECTRUM



Adopted from BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource

Culturally Sensitive Learning Environments

Many teachers are understandably afraid of teaching Indigenous material poorly, perpetuating stereotypes or overstepping their bounds and engaging in cultural appropriation.

CULTURAL APPROPRIATION

Cultural appropriation can take on many forms.

- It can be the adoption of elements of one culture into another without fully understanding or acknowledging their meaning.
- It can mean making use of sacred objects, like headdresses at Halloween for example, without learning about why they are sacred or important.
- It can mean presenting Indigenous peoples as caricatures or as existing only in the past.
- It can mean speaking on behalf of Indigenous people or taking on elements of Indigenous spirituality without getting permission from qualified Indigenous knowledge keepers.

Basically, cultural appropriation is taking and using important cultural elements that do not belong to you without learning about them first. It is setting yourself up as an expert on a culture you are not a part of, or not respecting the living existence of Indigenous people, the sophistication of Indigenous knowledge and spirituality, or the capability of Indigenous experts, Elders, and knowledge keepers. It is important to work with First Nations, Métis and Inuit in the development of learning materials.

STEPS TO AVOID CULTURAL APPROPRIATION AND STILL EMBED INDIGENOUS CONTENT RESPECTFULLY

- Never dress, act, or do activities that reduce a group into a caricature or stereotype. If it's not accurate and respectful, it's not OK.
- Don't misuse anything of religious significance or cultural meaning, even if you don't understand exactly why. If you're not sure if something is sacred, it is important to ask or do your research.
- Don't practice culture in your classroom, teach about culture in your classroom.
- Never appropriate someone else's culture as your own – not even as a demonstration for students.
- Ask yourself: "If I were a member of the group in question, could I be offended?" Take history into account and show empathy.



The above photo is an example of Cultural Appropriation and Cultural Theft

TRUTH AND RECONCILIATION: TIPS FOR TEACHING

- Do, whenever possible, allow Indigenous people to speak for themselves. Inviting local Indigenous knowledge keepers into your classroom is an opportunity to forge new and ongoing relationships. If an Indigenous person cannot be present, there are excellent and well-vetted videos available.
- Don't start with cultural genocide and residential schools. Indigenous people are not victims first. Take the time to learn about the many proud and resilient people who were impacted by Canada's residential school system. It is important to work with First Nations, Métis and Inuit in the development of learning materials.
- Do learn and teach about contemporary Indigenous people. Not only do they still exist, but they are also the fastest growing population in Canada.

PREPAREDNESS

Investing time to prepare yourself to teach Indigenous content is crucial to success and helps to build confidence. There are many opportunities available, including completing an online course, attending Indigenous events, participating in professional development activities offered, and engaging with Elders or knowledge keepers.

The best resources are human resources. Indigenous people have time-tested knowledge systems, education, governance, and ways of raising children that are sophisticated and beautiful; you won't regret taking the time to have conversations with Indigenous people in your community and learning about them. Also, don't forget BC has 203 different Indigenous communities and each one is having a unique cultural identity, so don't assume that the cultural identity of one Indigenous group represents all Indigenous groups.

In some places, having conversations with Indigenous people in your community isn't easy and there is much healing to do. Some places where you can find experts on these matters include friendship centers, Indigenous Studies departments, and Indigenous student services at universities, and most importantly, the Indigenous education experts that the school district employs.

VETTING AUTHENTIC RESOURCES

As a general guide, look for these four things and work with First Nations, Métis, and Inuit people:

1. **Content and accuracy:** Make sure that the content makes sense and portrays Indigenous people in a whole-person, fair way.
2. **Authorship:** Try to privilege Indigenous authors. There are also many non-Indigenous people with expertise in Indigenous studies, but it is important to make sure that they do have authentic expertise. Do Internet searches to check authors' biographies and credentials.
3. **Approachability:** Choose resources that reflect where you are and who your students are. You can also connect students' interests to Indigenous content. Choose a subject of interest and go from there. Avoid resources or content that might 'exclude' or 'marginalize' Indigenous learners.
4. **Diversity:** Indigenous people have knowledge of content that touches on all subject areas, so teachers can integrate Indigenous content into any classroom. Including Indigenous content in every subject underlines the sophistication of Indigenous knowledge. You can also use Indigenous content to share diverse perspectives and compare mainstream and Indigenous views on historical and current events.
5. **Refer to:** SD75 Selection of Learning Resource Materials Administrative Procedure Policy found [HERE](#).
6. **Engage with Colleagues:** Contact the Siwal Si'wes Teacher-Librarian and Indigenous Mentor Teacher

Adapted from EDCAN Network: Equity, Indigenous Learning, Teaching: Truth and Reconciliation in YOUR Classroom (2018)

Sources

RESOURCES

- BC Ministry of Children and Family Development (2021). Early Years Cultural Safety Resource Guide.
- Teacher Qualification Services (2019). Professional Standards for BC Educators.
- EDCAN Network (2018). Equity, Indigenous Learning, Teaching: Truth and Reconciliation in Your Classroom.
- Foronda, Cynthia (2019). A Theory of Cultural Humility. Journal of Transcultural Nursing. Vol3(1), 7-12.
- Creating a Climate for Change, First Nations Health Authority (no documented date).
- SD 73 Kamloops-Thompson, Indigenous Cultural Safety, Humility, and Competency Guide
- SD 72 Campbell River, Indigenous Cultural Safety, Humility, and Competency Guide

PHOTO CREDITS

- All photo credits to Vivian Searwar, District Principal of Siwal Si'wes, Indigenous Education, SD75 Mission **except:**
 - Page 8 – Sketchnote by Michael_TDSB (Reddit)
 - Page 9 – St. Mary's Indian Residential School, taken 1957, Mission Community Archives
 - Page 10 – Photo by *Ellen Nguyen Photography*

Notes

ITEM 6.1	Action	File No.
TO:	Board of Education	
FROM:	R. Cairns, School Trustee	
SUBJECT:	Amendment to Board Meeting Procedures Policy 1.4	

MOTION

THAT the Policy 1.4 Board Meeting Procedures Section 3.3 be amended by inserting the *italicized language* after the second sentence.

Any individual Trustee may bring an action or motion to be placed on the agenda as a right of said Trustee, to be voted on during the meeting.

If Approved, the revised clause would read as follows:

3.3 Issues that require action may arise after agenda has been prepared. The meeting Chair will ask for additions to and/or deletions from the agenda prior to asking for a motion to approve the agenda. *Any individual Trustee may bring an action or motion to be placed on the agenda as a right of said Trustee, to be voted on during the meeting.* All other changes to the agenda are to be approved by the majority of those Board or Advisory committee members present.

ITEM 6.2 Action
TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Closed Meeting Agenda Items

MOTION

THAT the Board of Education ensure going forward that only closed meeting items that fall under Land, Legal, or Personnel will be on closed meeting agendas.

Board Meeting Procedure Policy 1.4 - Excerpt.

1.6 Closed

- 1.6.1 As per Section 69 of the School Act, if, persons other than Trustees may be excluded from a meeting. The Secretary Treasurer or designate must be present at the time that a decision of the Board is rendered and must record any decision. Mission Public Schools – Board Meeting Procedures Policy 3 Corporate Policy
- 1.6.2 Unless otherwise determined by the Board, meetings will be closed to the public:
 - 1.6.2.1 For legal issues when confidentiality is necessary;
 - 1.6.2.2 For student and personnel issues where information related to specific identifiable individuals is presented;
 - 1.6.2.3 For property issues where negotiations in the public could harm the interest of the School District;
 - 1.6.2.4 For the provision of services where negotiations in the public could harm the interest of the School District; and
 - 1.6.2.5 To discuss with the Auditor the Auditor's report on the annual financial audit. 1.6.3 The Board will only discuss the matter which gave rise to the Closed meeting.
- 1.6.4 Closed Board meetings are held as needed, prior to a Regular or Committee of the Whole meeting.
- 1.6.5 No Trustee or staff will disclose the proceedings of a Closed meeting unless a resolution has been passed at the Closed meeting allowing disclosure of a particular motion or action.
- 1.6.6 In accordance with Section 72(3) of the School Act, the Board will prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a Closed meeting.

ITEM 6.3 Action
TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Motion – Board Agreements - Signing

MOTION

That all signatures on behalf of the Board of Education will be signed by the Chair or Vice Chair as approved by the Board for any governance documents, agreements or legalities. Any other person signing on behalf of the Board must have prior approval by motion passed by the Board.

ITEM 6.4 Action
TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Indigenous Knowledge Keeper

Recommendation

THAT the Board direct staff, in consultation with the traditional territory Rights Holders we as a district occupy, to engage in the process of having a Knowledge Keeper for the school district and make space and fund appropriately.

Rationale:

We as a Board have many discussions about the How are we Doing report, student sense of belonging and Indigenous students success rates. We also as a Board are wanting to uphold reconciliation work in the district in a good way and at times seek guidance to follow cultural protocol. We want to bring Indigenous world views into education which has been overlooked far to long.

At BCSTA we have a knowledge keeper who has been invaluable in guiding the organization in a good way. It has initiated many meaningful discussions and actions for improving student success and giving the opportunity for learning different worldviews on education.

This could and would be beneficial to the district and to the Board but also to our Indigenous students. It would be a guide for the district not to be guided by the district.

ITEM 6.5 Action
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Purchasing and Procurement Policy

Recommendation

THAT the Draft Purchasing and Procurement Policy be approved in principle, circulated to Budget Managers, Principals, Partner Groups, Indigenous Communities, and the Public for further comments, and then returned to the Board for final approval.

1. Summary:

In November staff presented a draft policy at the Committee of the Whole meeting. Staff have made a few minor revisions to the policy, finalized the supporting procedure, and are in the process of implementing the updated procedure. As the policy elements of the procedure were identified and separated into a policy document, it is appropriate for the Board to approve the policy that clarifies the Board's governance oversight.

2. Background:

Previous to the creation of the Purchasing and Procurement Policy, the purchasing process was outlined as an Administrative Procedure. While the original procedure may have been developed with some form of Board oversight, it was not explicitly outlined.

The updated policy and procedure provide more clarity on the purchasing and procurement process and governance oversight.

3. Options:

- a. Approve as presented
- b. Revise and approve as amended
- c. Refer back to staff for additional research and amendments, and return to the Board at a later date.

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:

- a. The draft policy was forwarded to the Siwal Siwes Policy Advisory Working Group. The group did not have any Indigenous representation for feedback, as such, staff will be reaching out directly to Indigenous communities for comment.
- b. As this is an administrative policy, with little impact on the education partners, it is being forwarded directly to the Board Meeting for approval in principle.
- c. The approved-in-principle policy is to be forwarded to the educational community and the general public for feedback. Staff will also engage directly with the Indigenous Community in this phase of the approval process.
- d. The approved-in-principal policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.
- e. The final draft of the policy is to be forwarded to the public Board meeting for final approval.

6. Implementation:

- a. January 2024 – An updated procedure will be circulated and implemented to provide clarity to Budget Managers and Principals.
- b. January – March, 2024
Policy as Approved in Principle to be circulated to partner groups, Indigenous Communities, the public, budget managers, principals, and others soliciting any final feedback before the policy is returned for final approval.
- c. April 2024
Policy returned to the Board for Final Approval

7. Attachments:

- a. Draft Purchasing and Procurement Policy 6.3
- b. Purchasing and Procurement Procedure 6.3.1

Section:	Finance	
Title:	Purchasing and Procurement	6.3

Purpose

To outline the objectives and guidelines involved with the procurement of goods and services for the school district.

Policy

The school district will engage in purchasing activities for services, supplies, and equipment with the following objectives:

- Promote public confidence by conducting activities with integrity, professionalism, and ethics, ensuring public funds are used in an appropriate manner.
- Obtain maximum value on all purchases, with consideration for full life cycle cost.
- Conduct activities in an efficient and cost-effective manner, commensurate with the value of the purchase.
- Provide purchasing discretion and flexibility for the district, schools, and departments within granted purchasing authority.
- Select vendors through processes that are fair, transparent, and competitive.
- Adhere to applicable legislation, policy, trade agreements, and public sector best practices.
- Conduct activities with regard to a safe, healthy, and sustainable environment.

General Guidelines

1. The Secretary-Treasurer has the delegated responsibility for the purchasing and procurement of services, supplies, and equipment for the school district in accordance with this policy, including the development of applicable procedures to support the purchasing process.
2. The Purchasing Services function, under the direction of the Director of Finance, is responsible for assisting schools and departments in obtaining goods and services, while ensuring purchasing objectives are realized across the district, and all district purchasing policy and procedures are respected and followed.
3. All school district personnel who participate in the procurement process will comply with the *Purchasing Procedure* (6.3.1) and the *Employee Conflict of Interest Procedure* (5.2.1).
4. Purchase method limits are set as follows:
 - a. Up to \$1,500 Procurement Card, Open Purchase Order, Cheque Requisition
 - b. \$1,501 to \$10,000 Purchase Requisition
 - c. \$10,000 to \$25,000 Purchase Requisition, and Minimum of three (3) written vendor quotations
 - d. \$25,001 to \$75,000 Purchase Requisition, and Minimum of three (3) written vendor quotations, and Authorization by the Secretary-Treasurer (or designate)
 - e. Over \$75,000 Request for Proposals / Tenders to be posted on BC Bid

Procurement card transaction limits may be set higher for excluded management staff, at the

discretion of the Secretary Treasurer or Director of Finance.

5. Purchase and contract authorization limits applicable to all purchasing methods, within budgets, are set as follows:

- | | |
|----------------------------|----------------------------------------------------------------|
| a. \$1,500 (no contracts) | Purchase Cardholder, Foremen, Executive Assistants |
| b. \$5,000 (no contracts) | Business Manager |
| c. \$10,000 (no contracts) | School Principal or Department Manager |
| d. \$50,000 | Director |
| e. \$75,000 | Director of Finance or Assistant Superintendent |
| f. \$150,000 | Secretary-Treasurer or Superintendent |
| g. \$1,000,000 | Secretary-Treasurer and Superintendent |
| h. Over \$1,000,000 | Secretary-Treasurer and Superintendent and report to the Board |

Contracts may only be entered into by Director positions and above.

Date of Original Board Approval: _____, In-Principle

Date Amended: _____

Legal Reference: (legislation)

Cross Reference: [Employee Conflict of Interest Procedure 5.2.1](#)

[Purchasing Procedure 6.3.1](#)

Section:	Finance	
Title:	Purchasing Procedure	6.3.1

Purpose

To specify the objectives, processes, and responsibilities involved with the procurement of goods and services for the school district. This procedure applies to all purchases involving school district resources, including school trust funds.

Objectives

The school district will engage in purchasing activities for services, supplies, and equipment with the following objectives:

- a) Promote public confidence by conducting activities with integrity, professionalism, and ethics, ensuring public funds are used in an appropriate manner.
- b) Obtain maximum value on all purchases, with consideration for full life cycle cost.
- c) Conduct activities in an efficient and cost-effective manner, commensurate with the value of the purchase.
- d) Provide purchasing discretion and flexibility for the district, schools, and departments within granted purchasing authority.
- e) Select vendors through processes that are fair, transparent, and competitive.
- f) Adhere to applicable legislation, policy, trade agreements, and public sector best practices.
- g) Conduct activities with regard to a safe, healthy, and sustainable environment.

General Procedures

1. Responsibilities

a) Employees with Purchasing Authorization

Employees delegated and authorized to make purchases must ensure to:

- i. Comply with all purchasing policy, procedures, and objectives.
- ii. Document authorization for all purchases.
- iii. Allocate costs to the appropriate account code.
- iv. Comply with purchase card program instructions and deadlines.
- v. Plan purchases to negate the need for emergency or rush requests.
- vi. Avoid purchases of used goods from resale markets due to concerns with safety, warranty, and refunds.
- vii. Avoid engaging in activities which could reasonably be perceived as a conflict of interest:
 - a. Procurement tools/processes are not permitted for personal purposes.
 - b. Use of personal credit cards (and subsequent reimbursement) is not permitted.
 - c. Goods or services may not be purchased from employees, family, or friends.
 - d. Accepting gifts, or advantages, of any kind, offered in the course of duties, is not permitted.

b) Budget Managers

Budget Managers are either an exempt employee or Principal, who has overall responsibility for a department or school.

- i. At sites with an exempt level Business Manager, both the Principal and the Business Manager fulfill Budget Manager responsibilities, with the Principal having full responsibility for the site.
- ii. Responsibilities, in addition to those listed in 1(a), include:
 - a. Monitor, review, and authorize all purchasing activity associated with their site.
 - b. Ensure purchases and requisitions are within budget (authorization from the Secretary-Treasurer or Director of Finance is required for an over-budget request).
 - c. Provide information to Purchasing Services as required.
 - d. Report any non-compliance of purchasing procedures immediately to the Director of Finance.

c) Purchasing Services

Purchasing Services, under the direction of the Director of Finance, has the responsibility to:

- i. Assist schools and departments in obtaining goods and services through the use of available purchase methods.
 - a. Manage the Purchase Card program.
 - b. Ensure purchasing objectives are realized across the district, and all district purchasing policy and procedures are respected and followed.

2. **Restricted Purchases for Employees**

The use of public funds on purchases for employees is restricted as follows:

a) Food/meals/travel:

- i. Travel and meal allowances are to be provided in accordance with the Travel Expenses Procedure for approved in-district travel, approved out-of-district travel, or for situations defined in the collective agreements.
- ii. Occasions where other food purchases for staff would be considered reasonable include, for example: employees working late at parent-teacher conferences, or occasional minor snacks during a staff meeting.
- iii. It is expected that spending in this area will be minimal, as public funds for the school district budget are not intended for this purpose.
- iv. Any time a meal is expensed, the employee names, respective cost for each employee, and purpose, must be detailed on the expense submission/receipt.

b) Gift cards:

- i. Any gift card purchase intended for an employee must be pre-approved by the Secretary-Treasurer (or designate), using the *Employee Gift Card Request Form*.

c) Retirement or long-service awards:

- i. In accordance with school district policy

3. **Product Standards**

a) The school district utilizes product standards to:

- i. Minimize support and maintenance requirements.
- ii. Apply consistent standards of quality and safety.
- iii. Reduce acquisition and administrative costs.

b) Determining product standards is a collaborative process involving Purchasing Services and

the appropriate district department or committee. Management of district product standards is the joint responsibility of Purchasing Services and the appropriate district department.

- c) Employees are responsible for consulting with Purchasing Services before initiating the purchase of any good or service that is subject to a product standard, including purchases that are funded by a third party, such as a Parent Advisory Committee (PAC). Product standards are maintained for the following types of purchases:
 - i. Computer/network hardware, including smart boards, tvs, projectors, printers, and other classroom technology.
 - ii. Computer software
 - iii. Major appliances
 - iv. Furniture
 - v. Tools and equipment
 - vi. Any item that may impact facilities or grounds
- d) Requests for items with product standards must be directed through Purchasing Services, to ensure all necessary communication and consultation is taking place with the respective departments involved (typically Information Technology or Facilities), and for funding review.
- e) Product standards will be communicated through the district as required.

4. Purchasing Methods

Various purchasing methods may be utilized to acquire goods and services, depending on the circumstance and cost involved.

- a) Purchase Cards
 - i. The purchase card program involves the use of a school district authorized financial institution account to facilitate frequent, low-value, purchases of goods and services, using individual purchase cards.
 - ii. A purchase card may be provided to an employee after Purchasing Services review and approval of a *Purchase Card Application Form*, which must be submitted by the school or department Budget Manager.

- b) Open (Standing) Purchase Orders

Open (standing) purchase orders are issued to a vendor for goods or services of a recurring nature, against which purchases may be made for a specified period, allowing for efficiency in the purchase process. Open purchase order requests must be submitted to Purchasing Services by the Budget Manager at the respective department/school.

- c) Cheque Requisitions

Cheque requisitions are used in limited circumstances for processing payment of invoices when Budget Managers have approved the acquisition of low-value goods and services without a purchase requisition (i.e. dues/fees, subscriptions). Authorized original invoices and/or receipts are required.

Cheque Requisitions are not to be used to circumvent other purchasing processes described below.

Payments must be processed through the school district office for the following:

- i. Payments related to operating expenditures.
- ii. Payments related to employee reimbursement.
- iii. Payments to individuals for services (for tax reporting requirements).
- iv. Payments to companies for contracted services (for contract management).

d) Purchase Requisitions

Purchase requisitions through Purchasing Services are for the acquisition of all goods and services having a value above the threshold for the use of procurement cards.

- i. A purchase requisition (email), approved by the Budget Manager, must be submitted to Purchasing Services. If the Budget Manager has delegated this task, they must be included in the email to confirm approval of the request.
- ii. When completing a purchase requisition, the requestor must coordinate with Purchasing Services to confirm all required information is provided to assist with efficiently and successfully sourcing the good or service.
- iii. Budget Managers are encouraged to utilize the knowledge in Purchasing Services when seeking unique products, as they may have been previously researched.

e) Request for Information

A Request for Information (RFI) may be used by Purchasing Services to solicit information on new products and services. This process may be initiated before issuance of a *Request for Quotation* or *Request for Proposals*, to determine specifications, scope of work, and requirements. An RFI may or may not request market prices; however, under no circumstance will an RFI result directly in a contract award.

f) Request for Quotation

A Request for Quotation (RFQ) may be used by Purchasing Services or Budget Managers to obtain complete bid pricing, in writing, for goods or services.

g) Request for Proposals

A Request for Proposals (RFP) may be used by Purchasing Services to solicit both price proposals and information on products and services. Standard RFP documentation is utilized, which outlines award criteria, general terms and conditions, specifications, and any other requirements.

h) Tender

A Tender may be used by Purchasing Services to solicit price proposals on products and services. Standard tender documentation is utilized, which outlines award criteria, general terms and conditions, specifications, and any other requirements.

i) Cost-Recovered Internal Services

District departments provide a wide range of services to schools and departments without charge. However, some services provided by departments (such as Facilities and Transportation) are operated on a cost-recovery basis. In these cases, a work order is used to allocate the costs to schools or departments.

5. Purchasing Method Limits

a) Purchasing Policy

The following are dollar value limits for the Purchase Methods as authorized in the Purchasing Policy:

- | | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| i. Up to \$1,500 | Procurement Card, Open Purchase Order, Cheque Requisition |
| ii. \$1,501 to \$10,000 | Purchase Requisition |
| iii. \$10,001 to \$25,000 | Purchase Requisition, and
Minimum of three (3) written vendor quotations |
| iv. \$25,001 to \$75,000 | Purchase Requisition, and
Minimum of three (3) written vendor quotations, and
Authorization by the Secretary-Treasurer (or designate) |
| v. Over \$75,000 | Request for Proposals / Tenders to be posted on BC Bid |

- b) Procurement card transaction limits may be set higher for excluded management staff, at the discretion of the Secretary Treasurer or Director of Finance.
- c) Open purchase orders are limited to \$10,000 annually. Once the \$10,000 spending limit is reached, a new open purchase order must be requested through Purchasing Services.

6. Contracts

a) Purchase Orders

Purchase orders are a written commitment to a vendor, representing a contract between the school district and the vendor, specifying the terms, conditions, and pricing for the supply of the product or service requested. Purchase orders allow for tracking and reporting of school district commitments, prior to the receipt and payment of vendor invoices. Purchasing Services will issue a purchase order only after confirming all purchasing objectives have been met.

b) Service Contracts

Budget Managers are required to work with Purchasing Services to facilitate contracts for services, using existing district contract templates. Budget Managers will be required to define and describe the goods, services, and equipment required in the form of written specifications, including requirements related to Worksafe coverage, liability insurance, and criminal record checks. A purchase order will be issued in conjunction with a service contract, where applicable. Service providers are required to provide invoices for services rendered, and payments must be processed through the school district office, for review of contract and tax reporting requirements.

c) School District Contracts and Appointments

The school district may specifically approve major construction or service contracts and the appointment of professional advisors, including architects, auditors, and lawyers. The applicable department coordinates the use of these services once approved through the Secretary Treasurer's office. A purchase order will be issued in conjunction with a School District-appointed contract, where applicable.

7. Purchasing and Contract Authorization Limits

- a) The following are the purchasing authorization dollar value limits as authorized in the Purchasing Policy:
 - i. \$1,500 (no contracts) Purchase Cardholder, Foremen, Executive Assistants
 - ii. \$5,000 (no contracts) Business Manager
 - iii. \$10,000 (no contracts) School Principal or Department Manager
 - iv. \$50,000 Director
 - v. \$75,000 Director of Finance or Assistant Superintendent
 - vi. \$150,000 Secretary-Treasurer or Superintendent
 - vii. \$1,000,000 Secretary-Treasurer and Superintendent
 - viii. Over \$1,000,000 Secretary-Treasurer and Superintendent and report to the Board
- b) Contracts may require specific language that may expose the district to additional risks, such as multi-year commitments, or potential unforeseen liability. As a result, the authorization for all contracts is centralized at the school district office. Any contract must be authorized by Director positions and above.

8. Exceptions to Purchase Procedures

- a) When pricing has been established by another provincial government body or school district-related purchasing consortium, by competitive processes, Purchasing Services may apply the resulting prices to school district purchases.
- b) When it is known there are fewer than the minimum number of vendors (3) who could reasonably be expected to satisfy the requirement, the number of quotations may be reduced by Purchasing Services.
- c) In the case of a request for a sole source of supply, the Secretary-Treasurer or Director of Finance may

authorize a negotiated purchase from a single vendor source after it has been documented that one of the exceptions to soliciting bids has been met and the requesting department or school has completed the *Sole Source Request Form*.

- i. The following circumstances may allow for an exception to the requirement for soliciting bids:
 - a. There is an urgent need and delay would be injurious to the school district.
 - b. The nature of the work, or the estimated cost of the requirement, is such that it would not be in the public interest to invite competitive bids, quotations, or proposals.
 - c. A substantive investment has already been made and would have to be duplicated by another supplier.
 - d. Competition is precluded because of the existence of patent rights, copyrights, intellectual property, or trade secrets.
 - e. The requested acquisition requires compatibility with existing equipment, and logistics, or may void any warranties or guarantees.
 - f. Sources of supply are determined by federal, provincial, or other regulatory bodies, or another public agency or cooperative purchasing entity.
- d) To facilitate pilot projects, negotiated pricing may be authorized by the Secretary-Treasurer.
- e) When the order value criteria for pricing activity does not achieve an appropriate balance, the Secretary-Treasurer or Director of Finance may authorize appropriate actions, in writing, to suspend normal pricing activity in a specific circumstance. This procedure is not considered to be a preferred practice.

9. School Generated Funds (Trust Funds)

The procedures outlined above apply to both operating and school generated funds.

The following additional procedures apply to school generated funds:

- a) School generated funds are only to be utilized for payment of expenditures that are directly related to school initiated fundraising or revenue sources (such as student family contributions for specific school initiatives, such as field trips, or school specific grants).
- b) School generated funds are not to be utilized for payment of operating expenditures that are funded through district provided operating budgets.
- c) School generated funds are not to be utilized to **expedite** payments related to operating expenditures, with subsequent reimbursement from school generated funds.

10. District Payment Processing

- a) Payment requests related to operating expenditures, and other payments discussed in procedures above, must be submitted to the school district office, attention to Accounts Payable.
- b) The school district office maintains a regular bi-weekly payment processing schedule, based on industry standards.
- c) Vendors should be made aware that payments will be processed according to the school district office accounts payable schedule. If vendors have concerns or questions, they can be directed to the Finance Department at the school district office.

Date Approved: *January 17, 2024*

Legal Reference:

Cross Reference: *Purchasing and Procurement Policy 6.3*

Forms:
Employee Gift Card Request Form
Purchase Card Application Form
Sole Source Request Form

ITEM 6.6	Action	File No.
TO:	Board of Education	
FROM:	D. Welsh, Director of Finance	C. Becker, Secretary-Treasurer
SUBJECT:	Auditor Appointment – Fiscal Year ending June 30, 2024	

Recommendation

THAT KPMG LLP be appointed as external auditor for the School District's Financial Statement Audit for the year ending June 30, 2024.

- 1. Summary:** Annually, the School District must prepare financial statements that summarize the financial transactions of the School District in accordance with recognized accounting standards and direction from the Province of BC. These financial statements must be audited by an accounting firm that is authorized to conduct financial audits, and in accordance with the legislation, the Board must approve the appointment of the Auditor.
- 2. Background:** In 2010, the Board appointed KPMG LLP as the auditor for the School district for a five-year period. In 2018 an RFP was issued to confirm a financial auditor, and KPMG was awarded the contract for one year, with the option to extend the appointment for up to three years, in one-year increments. RFP was issued again in 2023, and KPMG was the only submission. The Audit fees for KPMG:

2015/2016	-	\$19,850
2016/2017	-	\$20,250
2017/2018	-	\$19,250 – plus out-of-pocket expenses
2018/2019	-	\$19,250 – plus out-of-pocket expenses est \$1,250
2019/2020	-	\$19,750
2020/2021	-	\$19,750
2021/2022	-	\$20,598 (*schedule of future fees listed in the attachment)
2022/2023	-	\$31,565 (includes Tech support, meetings, etc)
2023/2024	-	\$32,635
2024/2025	-	\$33,705
2025/2026	-	\$34,775
2026/2027	-	\$35,845

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

The annual Financial Audit is not directly tied to the Strategic Plan, although the process ensures the School District is accountable for the financial decisions made to provide education services.

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 – Division 8 of *the School Act* directs the accounting and auditing requirements for School Districts.

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:**

ITEM 6.7	Action	File No.
TO:	Board of Education	
FROM:	D. Welsh, Director of Finance	C. Becker, Secretary-Treasurer
SUBJECT:	2023-2024 Amended Budget Bylaw	

Recommendation

THAT the following resolutions be approved:

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

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

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

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

1. **Summary:** The 2023/2024 Amended Budget is presented for consideration and approval. The amended budget as presented is balanced. The 2023/2024 Preliminary Budget was approved in June 2023. The Amended Budget must be approved prior to February 29, 2024.
2. **Background:** The amendments to the 2023/2024 budget were reviewed at the January 16, 2024 Special Committee of the Whole meeting. The recommendations presented and direction from the Committee meeting have been incorporated into the bylaw. Included with this report is a summary of the proposed 2023/2024 Amended Budget as compared to the Preliminary Budget. A few additional amendments were incorporated, due to changes from the Ministry received on January 16th.
3. **Options:** The amended budget must be approved by bylaw. As such, any additional amendments to the bylaw would need to be made as soon as possible and returned to a board meeting prior to February 29, 2024.
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:

- a. Amended Annual Budget Bylaw for the fiscal year 2023/2024
- b. One page summary comparison

Amended Annual Budget

School District No. 75 (Mission)

June 30, 2024

School District No. 75 (Mission)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$105,396,760 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 23rd DAY OF JANUARY, 2024;

READ A SECOND TIME THE 23rd DAY OF JANUARY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF JANUARY, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the 23rd DAY OF JANUARY, 2024.

Secretary Treasurer

School District No. 75 (Mission)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,654,375	6,632,000
Adult	5,750	6,000
Total Ministry Operating Grant Funded FTE's	6,660,125	6,638,000
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	92,921,102	88,920,428
Other	511,843	510,073
Tuition	2,320,000	2,505,040
Other Revenue	2,514,596	2,133,800
Rentals and Leases	211,650	211,650
Investment Income	650,000	500,000
Amortization of Deferred Capital Revenue	3,252,863	3,088,696
Total Revenue	102,382,054	97,869,687
Expenses		
Instruction	84,844,561	80,498,948
District Administration	4,309,374	4,209,524
Operations and Maintenance	14,431,918	14,229,057
Transportation and Housing	1,425,071	1,366,385
Debt Services	60,836	45,321
Total Expense	105,071,760	100,349,235
Net Revenue (Expense)	(2,689,706)	(2,479,548)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,023,083	1,801,796
Budgeted Surplus (Deficit), for the year	(666,623)	(677,752)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(666,623)	(677,752)
Budgeted Surplus (Deficit), for the year	(666,623)	(677,752)

School District No. 75 (Mission)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	85,251,741	83,619,617
Special Purpose Funds - Total Expense	15,297,361	12,402,160
Capital Fund - Total Expense	4,522,658	4,327,458
Capital Fund - Tangible Capital Assets Purchased from Local Capital	325,000	800,000
Total Budget Bylaw Amount	105,396,760	101,149,235

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)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,689,706)	(2,479,548)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(325,000)	(800,000)
From Deferred Capital Revenue	(3,109,057)	(3,346,509)
Total Acquisition of Tangible Capital Assets	(3,434,057)	(4,146,509)
Amortization of Tangible Capital Assets	4,461,822	4,282,137
Total Effect of change in Tangible Capital Assets	1,027,765	135,628
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	200,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,661,941)	(2,343,920)

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,104,009		22,027,456	26,131,465
Changes for the year				
Net Revenue (Expense) for the year	(1,419,911)		(1,269,795)	(2,689,706)
Interfund Transfers				
Local Capital	(320,000)		320,000	-
Other	(283,172)		283,172	-
Net Changes for the year	(2,023,083)	-	(666,623)	(2,689,706)
Budgeted Accumulated Surplus (Deficit), end of year	2,080,926	-	21,360,833	23,441,759

School District No. 75 (Mission)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	80,094,340	78,598,001
Other	300,840	309,140
Tuition	2,320,000	2,505,040
Other Revenue	255,000	255,000
Rentals and Leases	211,650	211,650
Investment Income	650,000	500,000
Total Revenue	83,831,830	82,378,831
Expenses		
Instruction	70,381,915	68,799,168
District Administration	3,964,484	3,963,454
Operations and Maintenance	9,527,628	9,523,961
Transportation and Housing	1,377,714	1,333,034
Total Expense	85,251,741	83,619,617
Net Revenue (Expense)	(1,419,911)	(1,240,786)
Budgeted Prior Year Surplus Appropriation	2,023,083	1,801,796
Net Transfers (to) from other funds		
Local Capital	(320,000)	(320,000)
Other	(283,172)	(241,010)
Total Net Transfers	(603,172)	(561,010)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	77,945,580	76,900,695
ISC/LEA Recovery	(225,000)	(225,000)
Other Ministry of Education and Child Care Grants		
Pay Equity	725,901	725,901
Student Transportation Fund	188,900	188,900
Support Staff Benefits Grant	55,180	55,180
FSA Scorer Grant	13,000	13,000
Early Learning Framework (ELF) Implementation		952
Labour Settlement Funding	1,333,708	938,373
Integrated Child and Youth (ICY)	57,071	
Total Provincial Grants - Ministry of Education and Child Care	80,094,340	78,598,001
Provincial Grants - Other	300,840	309,140
Tuition		
Continuing Education	270,000	328,940
International and Out of Province Students	2,050,000	2,176,100
Total Tuition	2,320,000	2,505,040
Other Revenues		
Funding from First Nations	225,000	225,000
Miscellaneous		
Pay for service - Riverside	5,000	5,000
Other	25,000	25,000
Total Other Revenue	255,000	255,000
Rentals and Leases	211,650	211,650
Investment Income	650,000	500,000
Total Operating Revenue	83,831,830	82,378,831

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Salaries		
Teachers	32,890,590	33,375,532
Principals and Vice Principals	5,016,100	5,040,000
Educational Assistants	9,256,458	8,466,100
Support Staff	9,152,230	9,143,130
Other Professionals	2,816,662	2,523,881
Substitutes	3,986,797	3,474,895
Total Salaries	63,118,837	62,023,538
Employee Benefits	14,668,818	14,403,314
Total Salaries and Benefits	77,787,655	76,426,852
Services and Supplies		
Services	2,519,029	2,525,557
Student Transportation	19,000	19,000
Professional Development and Travel	617,113	603,180
Dues and Fees	97,000	92,000
Insurance	195,000	191,000
Supplies	2,598,123	2,360,027
Utilities	1,418,821	1,402,001
Total Services and Supplies	7,464,086	7,192,765
Total Operating Expense	85,251,741	83,619,617

School District No. 75 (Mission)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	26,776,811	565,700	57,800	615,200		2,669,797	30,685,308
1.03 Career Programs	574,900	153,700		422,900		20,000	1,171,500
1.07 Library Services	1,275,400					25,000	1,300,400
1.08 Counselling	1,282,300						1,282,300
1.10 Special Education	2,459,380	61,500	7,904,958	866,830	196,876	837,000	12,326,544
1.30 English Language Learning	57,799	27,000	151,200				235,999
1.31 Indigenous Education	435,600	217,500	1,101,200	39,800			1,794,100
1.41 School Administration		3,926,900		1,400,300	73,700	150,000	5,550,900
1.60 Summer School	28,400						28,400
1.62 International and Out of Province Students			41,300	110,300	144,400		296,000
Total Function 1	32,890,590	4,952,300	9,256,458	3,455,330	414,976	3,701,797	54,671,451
4 District Administration							
4.11 Educational Administration		63,800		153,200	757,400		974,400
4.40 School District Governance					97,226		97,226
4.41 Business Administration				499,900	1,061,000	5,000	1,565,900
Total Function 4	-	63,800	-	653,100	1,915,626	5,000	2,637,526
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				102,800	384,460	25,000	512,260
5.50 Maintenance Operations				3,904,000		205,000	4,109,000
5.52 Maintenance of Grounds				313,500		10,000	323,500
5.56 Utilities							-
Total Function 5	-	-	-	4,320,300	384,460	240,000	4,944,760
7 Transportation and Housing							
7.41 Transportation and Housing Administration				48,500	101,600		150,100
7.70 Student Transportation				675,000		40,000	715,000
Total Function 7	-	-	-	723,500	101,600	40,000	865,100
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	32,890,590	5,016,100	9,256,458	9,152,230	2,816,662	3,986,797	63,118,837

School District No. 75 (Mission)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	30,685,308	6,817,590	37,502,898	1,367,096	38,869,994	38,886,247
1.03 Career Programs	1,171,500	281,899	1,453,399	268,170	1,721,569	1,747,329
1.07 Library Services	1,300,400	298,410	1,598,810	48,900	1,647,710	1,611,480
1.08 Counselling	1,282,300	300,060	1,582,360	5,500	1,587,860	1,680,650
1.10 Special Education	12,326,544	3,110,990	15,437,534	329,165	15,766,699	14,087,721
1.30 English Language Learning	235,999	52,210	288,209	5,000	293,209	382,090
1.31 Indigenous Education	1,794,100	449,278	2,243,378	269,916	2,513,294	2,584,358
1.41 School Administration	5,550,900	1,222,531	6,773,431	207,400	6,980,831	6,654,608
1.60 Summer School	28,400	6,650	35,050		35,050	34,920
1.62 International and Out of Province Students	296,000	70,599	366,599	599,100	965,699	1,129,765
Total Function 1	54,671,451	12,610,217	67,281,668	3,100,247	70,381,915	68,799,168
4 District Administration						
4.11 Educational Administration	974,400	209,029	1,183,429	197,200	1,380,629	1,353,959
4.40 School District Governance	97,226	24,307	121,533	69,500	191,033	188,033
4.41 Business Administration	1,565,900	352,554	1,918,454	474,368	2,392,822	2,421,462
Total Function 4	2,637,526	585,890	3,223,416	741,068	3,964,484	3,963,454
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	512,260	105,237	617,497	309,850	927,347	863,442
5.50 Maintenance Operations	4,109,000	1,062,983	5,171,983	1,378,500	6,550,483	6,637,441
5.52 Maintenance of Grounds	323,500	85,477	408,977	222,000	630,977	621,077
5.56 Utilities	-	-	-	1,418,821	1,418,821	1,402,001
Total Function 5	4,944,760	1,253,697	6,198,457	3,329,171	9,527,628	9,523,961
7 Transportation and Housing						
7.41 Transportation and Housing Administration	150,100	34,145	184,245	9,600	193,845	188,965
7.70 Student Transportation	715,000	184,869	899,869	284,000	1,183,869	1,144,069
Total Function 7	865,100	219,014	1,084,114	293,600	1,377,714	1,333,034
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	63,118,837	14,668,818	77,787,655	7,464,086	85,251,741	83,619,617

School District No. 75 (Mission)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	<u>2024 Amended Annual Budget</u>	<u>2024 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	12,826,762	10,322,427
Other	211,003	200,933
Other Revenue	2,259,596	1,878,800
Total Revenue	<u>15,297,361</u>	<u>12,402,160</u>
Expenses		
Instruction	14,462,646	11,699,780
District Administration	344,890	246,070
Operations and Maintenance	442,468	422,959
Transportation and Housing	47,357	33,351
Total Expense	<u>15,297,361</u>	<u>12,402,160</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	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			87,951	1,127,594	20,561	6,606	64,005		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	249,559	291,080			160,000	31,850	593,219	448,905	283,686
Provincial Grants - Other			70,000	2,000,000					
Other									
	249,559	291,080	70,000	2,000,000	160,000	31,850	593,219	448,905	283,686
Less: Allocated to Revenue	249,559	291,080	100,000	2,127,594	180,561	38,456	657,224	448,905	283,686
Deferred Revenue, end of year	-	-	57,951	1,000,000	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	249,559	291,080			180,561	38,456	657,224	448,905	283,686
Provincial Grants - Other			100,000	2,127,594					
Other Revenue									
	249,559	291,080	100,000	2,127,594	180,561	38,456	657,224	448,905	283,686
Expenses									
Salaries									
Teachers						18,900	94,500	18,900	
Principals and Vice Principals							26,200		
Educational Assistants		244,600					206,200	323,500	
Support Staff	47,578				127,000				96,768
Other Professionals									
Substitutes							120,172		134,223
	47,578	244,600	-	-	127,000	18,900	447,072	342,400	230,991
Employee Benefits	15,859	46,480			33,000	4,420	81,210	88,520	44,325
Services and Supplies	186,122		100,000	2,127,594	20,561	15,136	128,942	17,985	8,370
	249,559	291,080	100,000	2,127,594	180,561	38,456	657,224	448,905	283,686
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	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			33,560		28,137	81,343	253,317	18,015	72,652
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	7,905,372	1,213,743	13,797	52,000	11,250			19,000	175,000
Provincial Grants - Other									
Other									
	7,905,372	1,213,743	13,797	52,000	11,250	-	-	19,000	175,000
Less: Allocated to Revenue	7,905,372	1,213,743	47,357	52,000	39,387	81,343	253,317	37,015	247,652
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	7,905,372	1,213,743	47,357	52,000	39,387	81,343	253,317	37,015	247,652
Provincial Grants - Other									
Other Revenue									
	7,905,372	1,213,743	47,357	52,000	39,387	81,343	253,317	37,015	247,652
Expenses									
Salaries									
Teachers	6,324,298								
Principals and Vice Principals									154,800
Educational Assistants									
Support Staff									
Other Professionals									
Substitutes									
	6,324,298	-	-	-	-	-	-	-	154,800
Employee Benefits	1,581,074								32,510
Services and Supplies		1,213,743	47,357	52,000	39,387	81,343	253,317	37,015	60,342
	7,905,372	1,213,743	47,357	52,000	39,387	81,343	253,317	37,015	247,652
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	Feeding Futures Fund	MCFD Early Years	MCFD Middle Years	BEST	HP Childcare Centre	Decoda Literacy	PSB Mentorship	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		64,758	60,175	20,000	2,936		238	1,941,848
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	800,105							12,248,566
Provincial Grants - Other		85,832						85,832
Other					19,800	9,266		2,099,066
	800,105	85,832	-	-	19,800	9,266	-	14,433,464
Less: Allocated to Revenue	800,105	150,590	60,175	-	22,736	9,266	238	15,297,361
Deferred Revenue, end of year	-	-	-	20,000	-	-	-	1,077,951
Revenues								
Provincial Grants - Ministry of Education and Child Care	800,105							12,826,762
Provincial Grants - Other		150,590	60,175				238	211,003
Other Revenue					22,736	9,266		2,259,596
	800,105	150,590	60,175	-	22,736	9,266	238	15,297,361
Expenses								
Salaries								
Teachers								6,456,598
Principals and Vice Principals								181,000
Educational Assistants			23,700					798,000
Support Staff		63,800						335,146
Other Professionals	75,000							75,000
Substitutes								254,395
	75,000	63,800	23,700	-	-	-	-	8,100,139
Employee Benefits	18,750	16,600	6,200					1,968,948
Services and Supplies	706,355	70,190	30,275		22,736	9,266	238	5,228,274
	800,105	150,590	60,175	-	22,736	9,266	238	15,297,361
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget			2024 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	3,252,863		3,252,863	3,088,696
Total Revenue	3,252,863	-	3,252,863	3,088,696
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,461,822		4,461,822	4,282,137
Debt Services				
Capital Loan Interest		60,836	60,836	45,321
Total Expense	4,461,822	60,836	4,522,658	4,327,458
Net Revenue (Expense)	(1,208,959)	(60,836)	(1,269,795)	(1,238,762)
Net Transfers (to) from other funds				
Local Capital		320,000	320,000	320,000
Capital Loan Payment		283,172	283,172	241,010
Total Net Transfers	-	603,172	603,172	561,010
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	325,000	(325,000)	-	
Principal Payment				
Capital Loan	222,336	(222,336)	-	
Total Other Adjustments to Fund Balances	547,336	(547,336)	-	
Budgeted Surplus (Deficit), for the year	(661,623)	(5,000)	(666,623)	(677,752)



OPERATING REVENUE

Grants

	23/24 Amended Budget				Changes from COTW Discussion			Explanation	
	Operating	Special	Operating / Special	Capital	Total	Operating	Special		Total
Ministry of Education - Operating	77,945,580	12,826,762	90,772,342		90,772,342	-	(190,455)	(190,455)	CEF labour settlement funding moved to operating
Other Ministry of Education	2,148,760		2,148,760		2,148,760	190,455	-	190,455	CEF labour settlement funding moved to operating
Provincial - Other	300,840	211,003	511,843		511,843	-	-	-	

Total Grants

Total Grants	80,395,180	13,037,765	93,432,945	-	93,432,945	190,455	(190,455)	-	
Tuition	2,320,000		2,320,000		2,320,000	-	-	-	
Other Revenue	255,000	2,259,596	2,514,596		2,514,596	-	-	-	
Rental Revenue	211,650		211,650		211,650	-	-	-	
Investment Income	650,000		650,000		650,000	-	-	-	

TOTAL OPERATING REVENUE

TOTAL OPERATING REVENUE	83,831,830	15,297,361	99,129,191	-	99,129,191	190,455	(190,455)	-	
Gain on Disposal of Capital Assets				-	-	-	-	-	
Amortization of Deferred Capital			-	3,252,863	3,252,863	-	-	-	

STATEMENT 2 REVENUE

STATEMENT 2 REVENUE	83,831,830	15,297,361	99,129,191	3,252,863	102,382,054	190,455	(190,455)	-	
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OPERATING EXPENSE

Salaries

Teachers	32,890,590	6,456,598	39,347,188		39,347,188	81,119	(81,119)	-	CEF Teacher labour settlement costs moved to operating
Principals and Vice-Principals	5,016,100	181,000	5,197,100		5,197,100	-	-	-	
Education Assistants	9,256,458	798,000	10,054,458		10,054,458	-	-	-	
Support Staff	9,152,230	335,146	9,487,376		9,487,376	-	-	-	
Other Professionals	2,816,662	75,000	2,891,662		2,891,662	-	-	-	
Substitutes	3,986,797	254,395	4,241,192		4,241,192	6,197	(6,197)	-	CEF TOC labour settlement costs moved to operating

Total Salaries

Total Salaries	63,118,837	8,100,139	71,218,976	-	71,218,976	87,316	(87,316)	-	
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Employee Benefits

Employee Benefits	14,668,818	1,968,948	16,637,766		16,637,766	21,211	(21,211)	-	
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Total Salaries and Benefits

Total Salaries and Benefits	77,787,655	10,069,088	87,856,743	-	87,856,743	108,527	(108,527)	-	
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Services and Supplies

Services	2,519,029		2,519,029		2,519,029	-	-	-	
Student Transportation	19,000		19,000		19,000	-	-	-	
Professional Development and Travel	617,113		617,113		617,113	-	-	-	
Dues & Fees	97,000		97,000		97,000	-	-	-	
Insurance	195,000		195,000		195,000	-	-	-	
Supplies	2,598,123	5,228,273	7,826,396	-	7,826,396	81,928	(81,928)	-	CEF Remedy labour settlement costs moved to operating
Utilities	1,418,821		1,418,821		1,418,821	-	-	-	
Interest				60,836	60,836	-	-	-	

Amortization

Amortization				4,461,822	4,461,822	-	-	-	
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Total Services and Supplies

Total Services and Supplies	7,464,086	5,228,273	12,692,359	4,522,658	17,215,017	81,928	(81,928)	-	
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TOTAL OPERATING EXPENSE

TOTAL OPERATING EXPENSE	85,251,741	15,297,361	100,549,102	4,522,658	105,071,760	190,455	(190,455)	-	
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Net Operating Surplus (Deficit)

Net Operating Surplus (Deficit)	(1,419,911)	-	(1,419,911)	(1,269,795)	(2,689,706)	-	-	-	
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Allocation of Surplus

Allocation of Surplus	2,023,083		2,023,083		2,023,083	-	-	-	
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Allocation (to) from Local Capital

Allocation (to) from Local Capital	(603,172)		(603,172)	603,172	-	-	-	-	
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Projected Operating Surplus/(Deficit)

Projected Operating Surplus/(Deficit)	-	-	-	(666,623)	(666,623)	-	-	-	
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ITEM 6.1	Discussion	File No.	8010.20.2023-2024
TO:	Committee of the Whole		
FROM:	D. Welsh, Director of Finance	C. Becker, Secretary-Treasurer	
SUBJECT:	2023-2024 Amended Budget		

1. **Summary:** Attached is supporting information for the amended budget, which will be compiled into the formal ministry budget bylaw template for final board approval. The information provided reflects an update of the preliminary budget, based on known changes to enrolment, funding, staffing, and other operating costs. Pending no additional significant adjustments, the budget bylaw is expected to be presented at the February 13th special committee of the whole meeting, and at the February 20th board meeting for adoption.

2. **Background:** The Amended Budget Bylaw must be adopted by the end of February each year. The amended budget includes updates of critical information from the preliminary budget, considering the actual enrolment in September, grant funding confirmed by the Ministry in December, and any other required changes to estimates made during the preliminary budget process in the spring. During the months of November and December, staff review information, consider necessary forecast adjustments, and begin pulling the amended budget together.

As additional funding is not available at this time, no additional items are presented for consideration. All staffing changes included with this amended budget are deemed essential changes – such as additional classroom teachers due to enrolment changes at specific schools, or additional education assistants to support an increased number of students with additional needs. The budget also includes the estimated costs and funding related to labour settlement agreements.

3. **Discussion:** Summary information is provided for review and discussion, identifying the significant changes to the preliminary budget approved in the spring.

4. **Options:**

5. **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

6. Public Participation:

7. Implementation:

8. Attachments:

- a. Summary – All Funds
- b. Summary – Operating Fund
- c. Changes – Operating Revenue
- d. Changes – Operating Expenses
- e. Changes – Special Purpose Fund Expenses
- f. Changes - Reserves
- g. Enrolment Chart 1
- h. Enrolment Chart 2
- i. Loan Summary
- j. Reserves



OPERATING REVENUE

	23/24 Amended Budget				
	Operating	Special	Operating / Special	Capital	Total
Grants					
Ministry of Education - Operating	77,945,580	13,017,217	90,962,797		90,962,797
Other Ministry of Education	1,958,305		1,958,305		1,958,305
Provincial - Other	300,840	211,003	511,843		511,843
Total Grants	80,204,725	13,228,220	93,432,945	-	93,432,945
Tuition	2,320,000		2,320,000		2,320,000
Other Revenue	255,000	2,259,596	2,514,596		2,514,596
Rental Revenue	211,650		211,650		211,650
Investment Income	650,000		650,000		650,000
TOTAL OPERATING REVENUE	83,641,375	15,487,816	99,129,191	-	99,129,191
Gain on Disposal of Capital Assets				-	-
Amortization of Deferred Capital			-	3,252,863	3,252,863
STATEMENT 2 REVENUE	83,641,375	15,487,816	99,129,191	3,252,863	102,382,054
OPERATING EXPENSE					
Salaries					
Teachers	32,809,471	6,537,717	39,347,188		39,347,188
Principals and Vice-Principals	5,016,100	181,000	5,197,100		5,197,100
Education Assistants	9,256,458	798,000	10,054,458		10,054,458
Support Staff	9,152,230	335,146	9,487,376		9,487,376
Other Professionals	2,816,662	75,000	2,891,662		2,891,662
Substitutes	3,980,600	260,592	4,241,192		4,241,192
Total Salaries	63,031,521	8,187,455	71,218,976	-	71,218,976
Employee Benefits	14,647,607	1,990,159	16,637,766		16,637,766
Total Salaries and Benefits	77,679,128	10,177,615	87,856,743	-	87,856,743
Services and Supplies					
Services	2,519,029		2,519,029		2,519,029
Student Transportation	19,000		19,000		19,000
Professional Development and Travel	617,113		617,113		617,113
Dues & Fees	97,000		97,000		97,000
Insurance	195,000		195,000		195,000
Supplies	2,516,195	5,310,201	7,826,396	-	7,826,396
Utilities	1,418,821		1,418,821		1,418,821
Interest				60,836	60,836
Amortization			-	4,461,822	4,461,822
Total Services and Supplies	7,382,158	5,310,201	12,692,359	4,522,658	17,215,017
TOTAL OPERATING EXPENSE	85,061,286	15,487,816	100,549,102	4,522,658	105,071,760
Net Operating Surplus (Deficit)	(1,419,911)	-	(1,419,911)	(1,269,795)	(2,689,706)
Allocation of Surplus	2,023,083		2,023,083		2,023,083
Allocation (to) from Local Capital	(603,172)		(603,172)	603,172	-
Projected Operating Surplus/(Deficit)	-	-	-	(666,623)	(666,623)

	23/24 Preliminary Budget				
	Operating	Special	Operating / Special	Capital	Total
Ministry of Education - Operating	76,900,695	10,322,427	87,223,122		87,223,122
Other Ministry of Education	1,697,306		1,697,306		1,697,306
Provincial - Other	309,140	200,933	510,073		510,073
Total Grants	78,907,141	10,523,360	89,430,501	-	89,430,501
Tuition	2,505,040		2,505,040		2,505,040
Other Revenue	255,000	1,878,800	2,133,800		2,133,800
Rental Revenue	211,650		211,650		211,650
Investment Income	500,000		500,000		500,000
TOTAL OPERATING REVENUE	82,378,831	12,402,160	94,780,991	-	94,780,991
Gain on Disposal of Capital Assets				-	-
Amortization of Deferred Capital			-	3,088,696	3,088,696
STATEMENT 2 REVENUE	82,378,831	12,402,160	94,780,991	3,088,696	97,869,687
OPERATING EXPENSE					
Salaries					
Teachers	33,375,532	5,628,743	39,004,275		39,004,275
Principals and Vice-Principals	5,040,000	178,080	5,218,080		5,218,080
Education Assistants	8,466,100	736,100	9,202,200		9,202,200
Support Staff	9,143,130	353,646	9,496,776		9,496,776
Other Professionals	2,523,881		2,523,881		2,523,881
Substitutes	3,474,895	142,223	3,617,118		3,617,118
Total Salaries	62,023,538	7,038,792	69,062,330	-	69,062,330
Employee Benefits	14,403,314	1,732,714	16,136,028		16,136,028
Total Salaries and Benefits	76,426,852	8,771,507	85,198,359	-	85,198,359
Services and Supplies					
Services	2,525,557		2,525,557		2,525,557
Student Transportation	19,000		19,000		19,000
Professional Development and Travel	603,180		603,180		603,180
Dues & Fees	92,000		92,000		92,000
Insurance	191,000		191,000		191,000
Supplies	2,360,027	3,630,653	5,990,680	-	5,990,680
Utilities	1,402,001		1,402,001		1,402,001
Interest				45,321	45,321
Amortization			-	4,282,137	4,282,137
Total Services and Supplies	7,192,765	3,630,653	10,823,418	4,327,458	15,150,876
TOTAL OPERATING EXPENSE	83,619,617	12,402,160	96,021,777	4,327,458	100,349,235
Net Operating Surplus (Deficit)	(1,240,786)	-	(1,240,786)	(1,238,762)	(2,479,548)
Allocation of Surplus	1,801,796		1,801,796		1,801,796
Allocation (to) from Local Capital	(561,010)		(561,010)	561,010	-
Projected Operating Surplus/(Deficit)	-	-	-	(677,752)	(677,752)

Change	
Operating / Special	
\$	%
3,739,675	4.29%
260,999	15.38%
1,770	0.35%
4,002,444	4.48%
(185,040)	-7.39%
380,796	17.85%
-	0.00%
150,000	30.00%
4,348,200	4.59%
164,167	5.32%
4,512,367	4.76%
342,913	0.88%
(20,980)	-0.40%
852,258	9.26%
(9,400)	-0.10%
367,781	14.57%
624,074	17.25%
2,156,646	3.12%
501,738	3.11%
2,658,384	3.12%
(6,528)	-0.26%
-	0.00%
13,933	2.31%
5,000	5.43%
4,000	2.09%
1,835,716	30.64%
16,820	1.20%
-	
179,685	4.20%
2,048,626	17.27%
4,707,010	4.71%
(194,643)	
221,287	
(42,162)	
(15,518)	

23/24 Amended Budget

June 30, 2024

	2023/24 Amended	2023/24 Preliminary	\$ Change	% Change	2022/23 Actuals	\$ Change	% Change
OPERATING REVENUE							
Grants							
Ministry of Education - Operating Grants	77,945,580	76,900,695	1,044,885	1.36%	69,282,965	8,662,615	12.50%
Other Ministry of Education Grants	1,958,305	1,697,306	260,999	15.38%	3,876,570	(1,918,265)	-49.48%
Provincial Grants - Other	300,840	309,140	(8,300)	-2.68%	315,481	(14,641)	-4.64%
Total Grants	80,204,725	78,907,141	1,297,584	1.64%	73,475,016	6,729,709	9.16%
Tuition	2,320,000	2,505,040	(185,040)	-7.39%	2,323,048	(3,048)	-0.13%
Other Revenue	255,000	255,000	-	0.00%	303,375	(48,375)	-15.95%
Rental Revenue	211,650	211,650	-	0.00%	203,688	7,962	3.91%
Investment Income	650,000	500,000	150,000	30.00%	600,217	49,783	8.29%
TOTAL OPERATING REVENUE	83,641,375	82,378,831	1,262,544	1.53%	76,905,344	6,736,031	8.76%
OPERATING EXPENSE							
Salaries							
Teachers	32,809,471	33,375,532	(566,061)	-1.70%	30,159,972	2,649,499	8.78%
Principals and Vice-Principals	5,016,100	5,040,000	(23,900)	-0.47%	4,720,860	295,240	6.25%
Education Assistants	9,256,458	8,466,100	790,358	9.34%	7,324,169	1,932,289	26.38%
Support Staff	9,152,230	9,143,130	9,100	0.10%	8,110,579	1,041,651	12.84%
Other Professionals	2,816,662	2,523,881	292,781	11.60%	2,431,140	385,522	15.86%
Substitutes	3,980,600	3,474,895	505,705	14.55%	3,558,874	421,726	11.85%
Total Salaries	63,031,521	62,023,538	1,007,983	1.63%	56,305,594	6,725,927	11.95%
Employee Benefits	14,647,607	14,403,314	244,293	1.70%	13,462,529	1,185,078	8.80%
Total Salaries and Benefits	77,679,128	76,426,852	1,252,276	1.64%	69,768,123	7,911,005	11.34%
Services and Supplies							
Services	2,519,029	2,525,557	(6,528)	-0.26%	2,306,280	212,749	9.22%
Student Transportation	19,000	19,000	-	0.00%	15,224	3,776	24.80%
Professional Development and Travel	617,113	603,180	13,933	2.31%	534,807	82,306	15.39%
Rentals & Leases	-	-	-	0.00%	10,132	(10,132)	-100.00%
Dues & Fees	97,000	92,000	5,000	5.43%	90,936	6,064	6.67%
Insurance	195,000	191,000	4,000	2.09%	171,268	23,732	13.86%
Supplies	2,516,195	2,360,027	156,168	6.62%	2,354,328	161,867	6.88%
Utilities	1,418,821	1,402,001	16,820	1.20%	1,267,852	150,969	11.91%
Total Services and Supplies	7,382,158	7,192,765	189,393	2.63%	6,750,827	631,331	9.35%
Total Operating Fund Expenses	85,061,286	83,619,617	1,441,669	1.72%	76,518,950	8,542,336	11.16%
OPERATING SURPLUS (DEFICIT)	(1,419,911)	(1,240,786)	(179,125)		386,394	(1,806,305)	-467.48%
Allocation (to) from Local Capital	(603,172)	(561,010)	(42,162)		(764,068)	160,896	-21.06%
TOTAL OPERATING SURPLUS (DEFICIT)	(2,023,083)	(1,801,796)	(221,287)		(377,674)	(1,645,409)	435.67%
Allocation of Restricted Surplus	490,417	150,000	340,417			490,417	
Allocation of Unrestricted Surplus	1,532,666	1,651,796	(119,130)		377,674	1,154,992	
Operating Surplus/(Deficit)	-	-	-		-	-	

23/24 Amended Budget
Reconciliation of Changes - Operating Revenue

Operating Revenue	Increase (Decrease)
Operating Grant	
Enrolment - Regular schools	(118,803)
Enrolment - Inclusive education	843,380
Enrolment - Distance learning	306,010
Enrolment - Continuing education	14,016
Enrolment - Indigenous education	44,460
Enrolment - English language learning	(45,110)
Enrolment - Alternate program	(43,125)
Salary differential supplement	48,234
Equity of opportunity supplement	(4,177)
Other MOE Grant	
Labour settlement	204,880
Integrated child and youth program	57,071
Early learning	(952)
Other Provincial	
Industry training authority	(8,300)
Tuition	
International	(126,100)
Riverside	(58,940)
Investment Income	
Bank interest	150,000
Grand Total	1,262,544

23/24 Amended Budget
Reconciliation of Changes - Operating Expense

Operating Expense	Increase (Decrease)
Teacher	
FTE change	99,300
FTE allocation to classroom enhancement fund	(834,299)
Maternity leave	22,500
Education leave	9,600
Severance	59,338
Wage adjustments	77,500
PVP	
FTE change	44,700
Wage adjustments	(68,600)
EA	
FTE change	790,358
Support	
Wage adjustments	9,100
Other Prof	
FTE change - Clinical counsellors (ICY)	196,876
FTE change - Leaves/unfilled/timing	(55,100)
Wage adjustments	151,005
Substitute	
FTE and wage adjustments	505,705
Benefits	
Due to wage, FTE, rate changes	244,293
Services	
Contract services - Equity scan (Province)	12,655
Contract services - Equity scan (District)	9,488
Contract services - Facilities	10,000
Contract services - Enrolment reporting	5,700
Department reviews	5,000
Audit fees	10,000
Agent fees - International	(59,371)
PD & Travel	
Teacher mentorship	34,233
Contract pro-D	4,700
International - Student activities	(25,000)
Dues & Fees	
Membership fees - BCSTA	3,000
Department reviews	2,000
Insurance	
School protection plan	4,000
Supplies	
Integrated child and youth program	54,165
Department reviews	48,000
Indigenous education	44,273
Flight team	4,000
Schools - Enrolment change	3,530
Schools - Additional classrooms	2,200
Utilities	
Water/sewer	25,000
IT network	(8,180)
Grand Total	1,441,669

23/24 Amended Budget

Reconciliation of Changes - Special Purpose Fund Expenses

(Changes in expense are matched by changes in revenue)

Special Purpose Fund	Increase (Decrease)	Explanation
Annual Facilities Grant	-	No change
Learning Improvement Fund	-	No change
Scholarships and Bursaries	(50,000.00)	Adjustment based on review (primarily related to Mission Community Foundation)
School Generated Funds	427,594.00	Adjustment based on review of prior year financials; post covid increase
Strong Start	(9,439.00)	Reduction in prior year carryforward (unspent)
Changing Results for Young Children	8,137.00	Adjustment based on review of prior year financials
Ready, Set, Learn	1,606.00	Adjustment based on review of prior year financials
Official Languages Program (OLEP)	282,481.00	Increase due to temporary federal funding for growth of French Immersion program
Community Link	-	No change
Early Learning and Child Care	22,652.00	Increase in prior year carryforward (unspent)
Strengthening Early Years to Kindergarten Transition	3,015.00	Increase in prior year carryforward (unspent)
Student and Family Affordability	(46,683.00)	Reduction in prior year carryforward (unspent)
Feeding Futures	-	No change
Classroom Enhancement Fund - Overhead	7,127.00	COLA wage increases related to TTOC costs
Classroom Enhancement Fund - Staffing (Teacher)	1,042,874.00	Allocation from operating fund due to extra Ministry CEF funding from review, plus COLA wage increases
Classroom Enhancement Fund - Remedies (Teacher)	1,295,671.00	Estimated remedy costs for the year (no preliminary funding estimated is allocated by province)
Safe Return to Class (Ventilation)	21,343.00	Increase in prior year carryforward (unspent)
First Nation Student Transportation	14,006.00	Increase in prior year carryforward (unspent)
Mental Health in Schools	52,000.00	Funding recently confirmed by province
Early Years - Ministry of Children and Family Dev	14,758.00	Increase in prior year carryforward (unspent)
Middle Years - Ministry of Children and Family Dev	5,574.00	Increase in prior year carryforward (unspent)
Police Service Branch Mentorship Grant	(10,262.00)	Reduction in prior year carryforward (unspent)
Heritage Park Childcare Centre	(6,064.00)	Reduction in prior year carryforward (unspent)
Decoda Literacy	9,266.00	New program - funding recently confirmed
Grand Total	3,085,656.00	

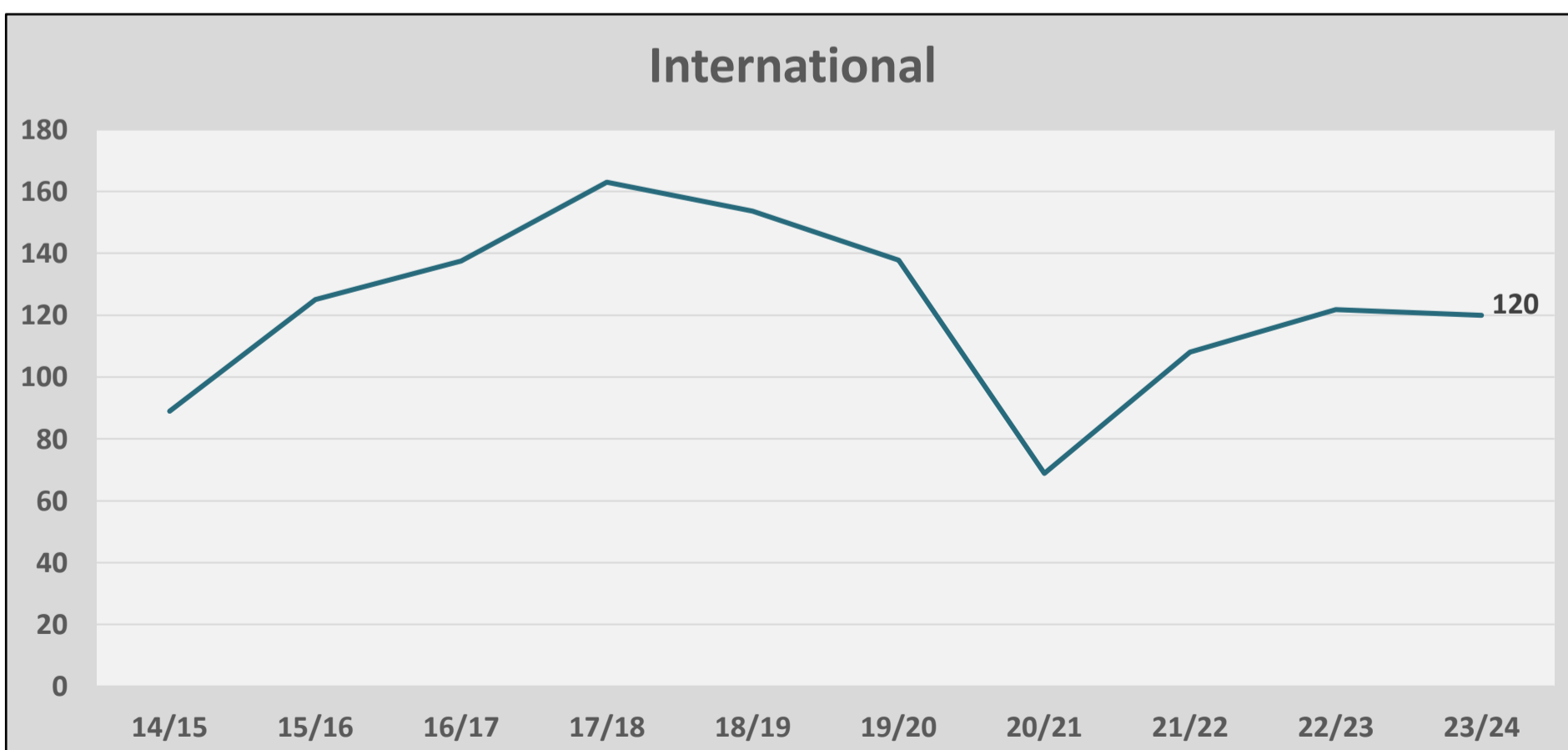
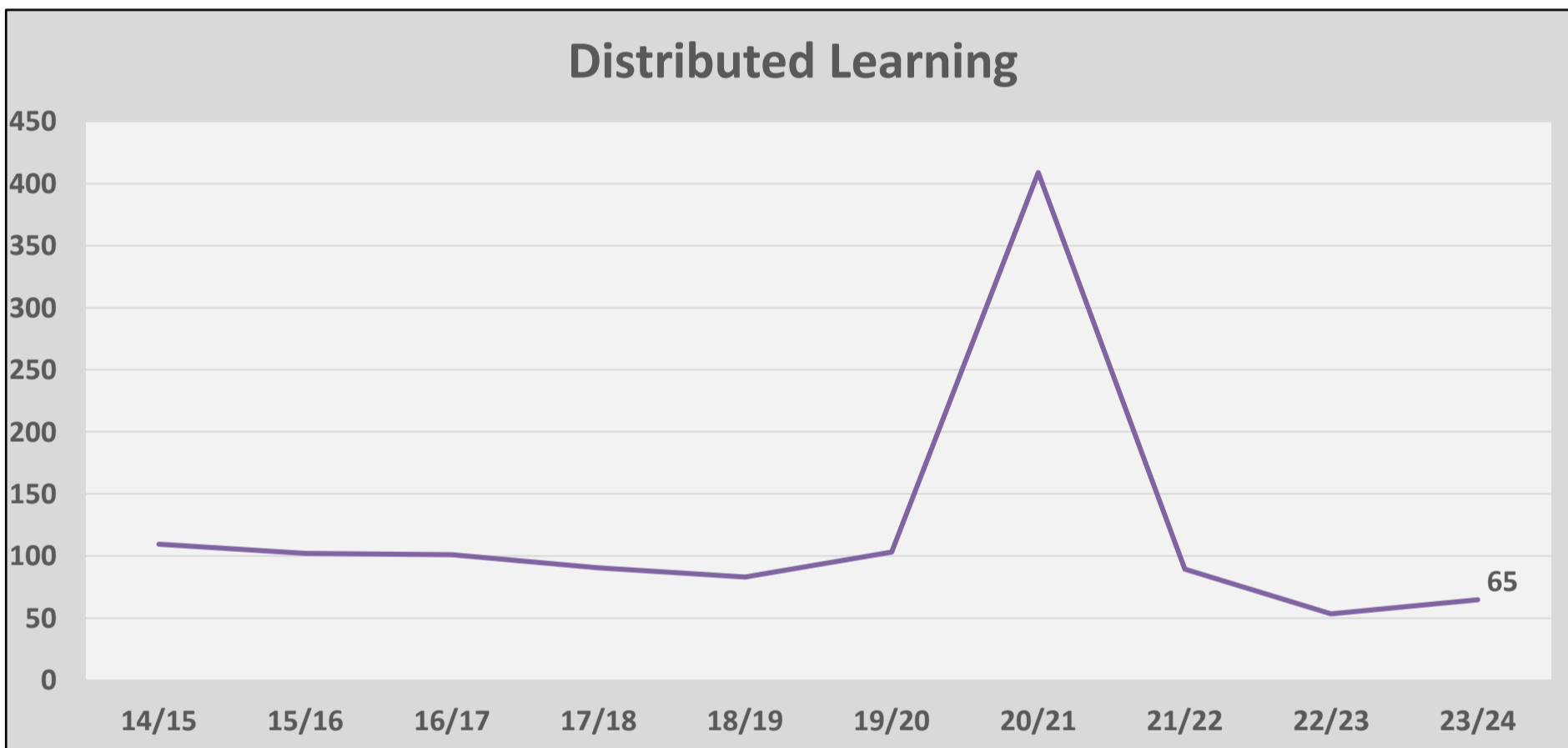
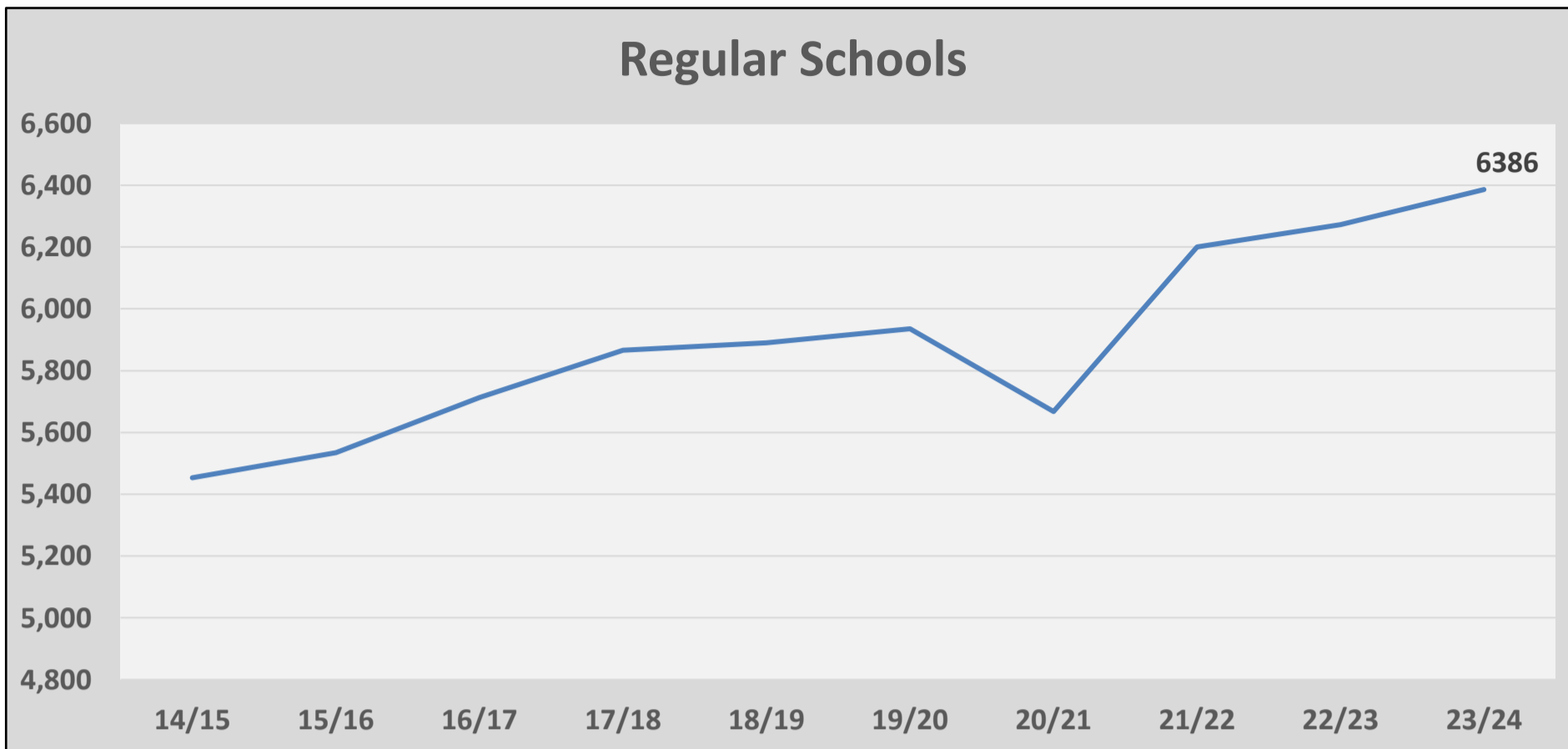
23/24 Amended Budget
Reconciliation of Changes - Reserve Allocations

Local Capital Allocations	Increase (Decrease)
Local Capital	
Computer loan payments	42,162
Grand Total	42,162

Use of Surplus	Increase (Decrease)
Surplus	
Use of restricted surplus - Integrated child and youth program	357,388
Use of restricted surplus - Teacher mentorship	34,233
Use of restricted surplus - Equity scan	17,143
Use of restricted surplus - Indigenous education	(68,347)
Use of unrestricted surplus	(119,130)
Grand Total	221,287

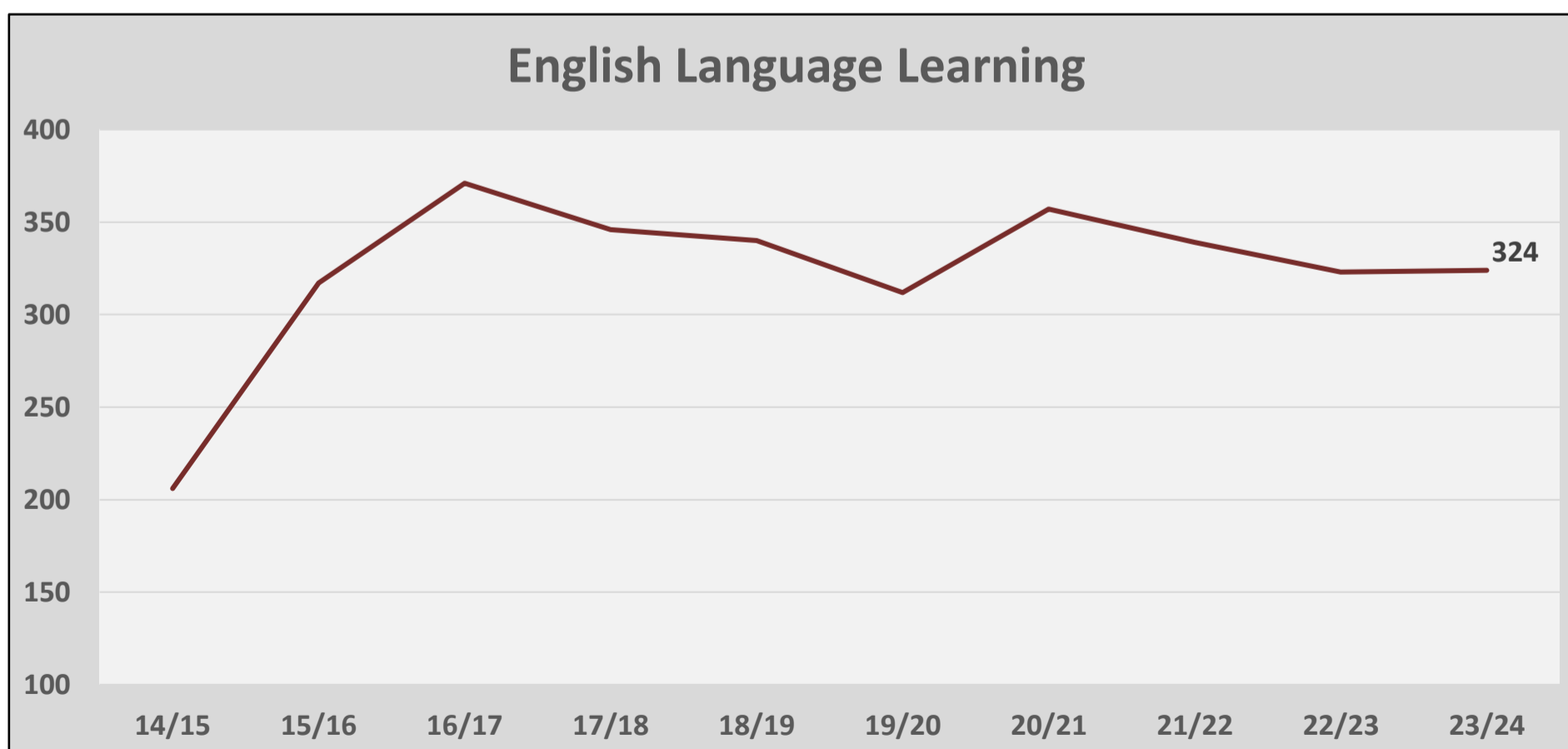
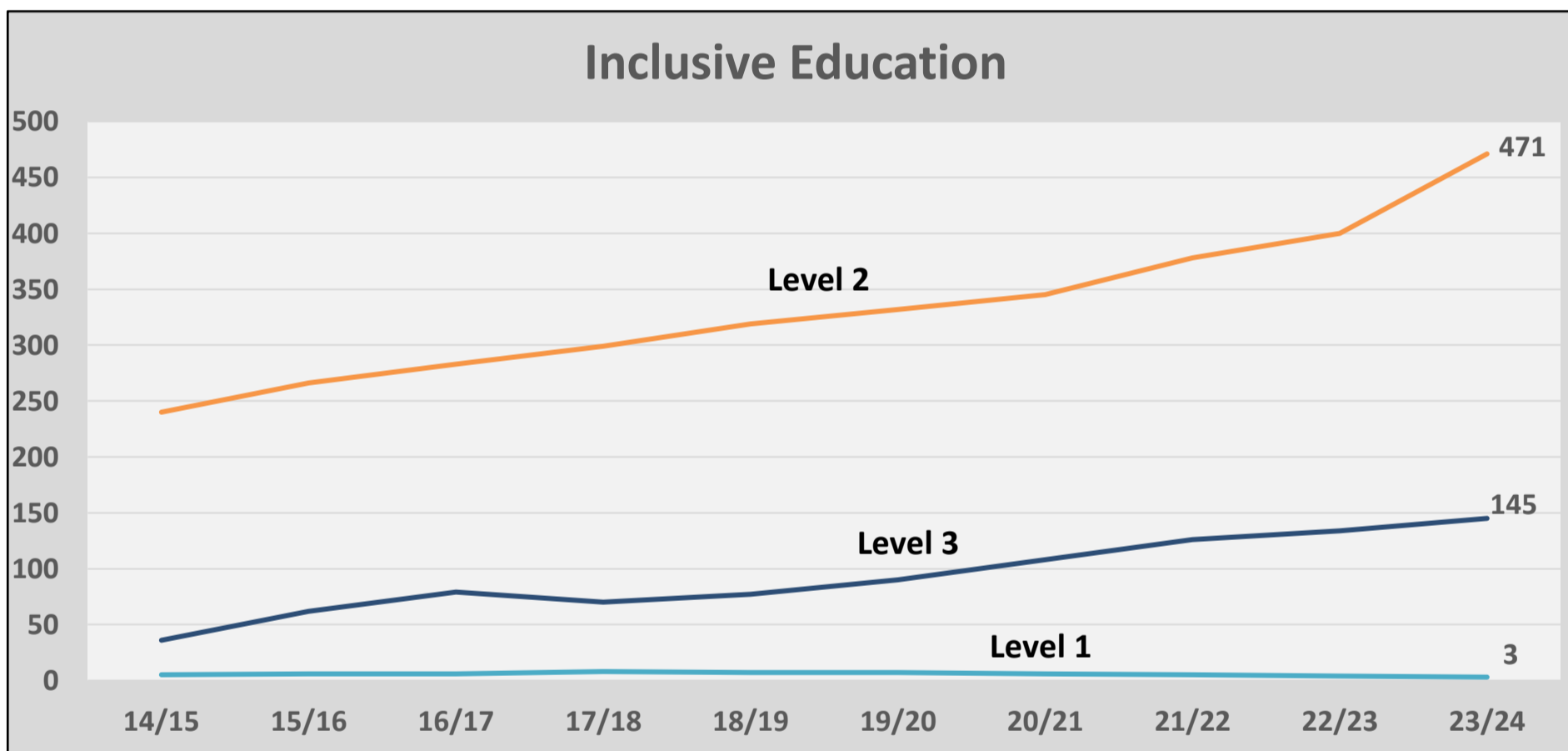
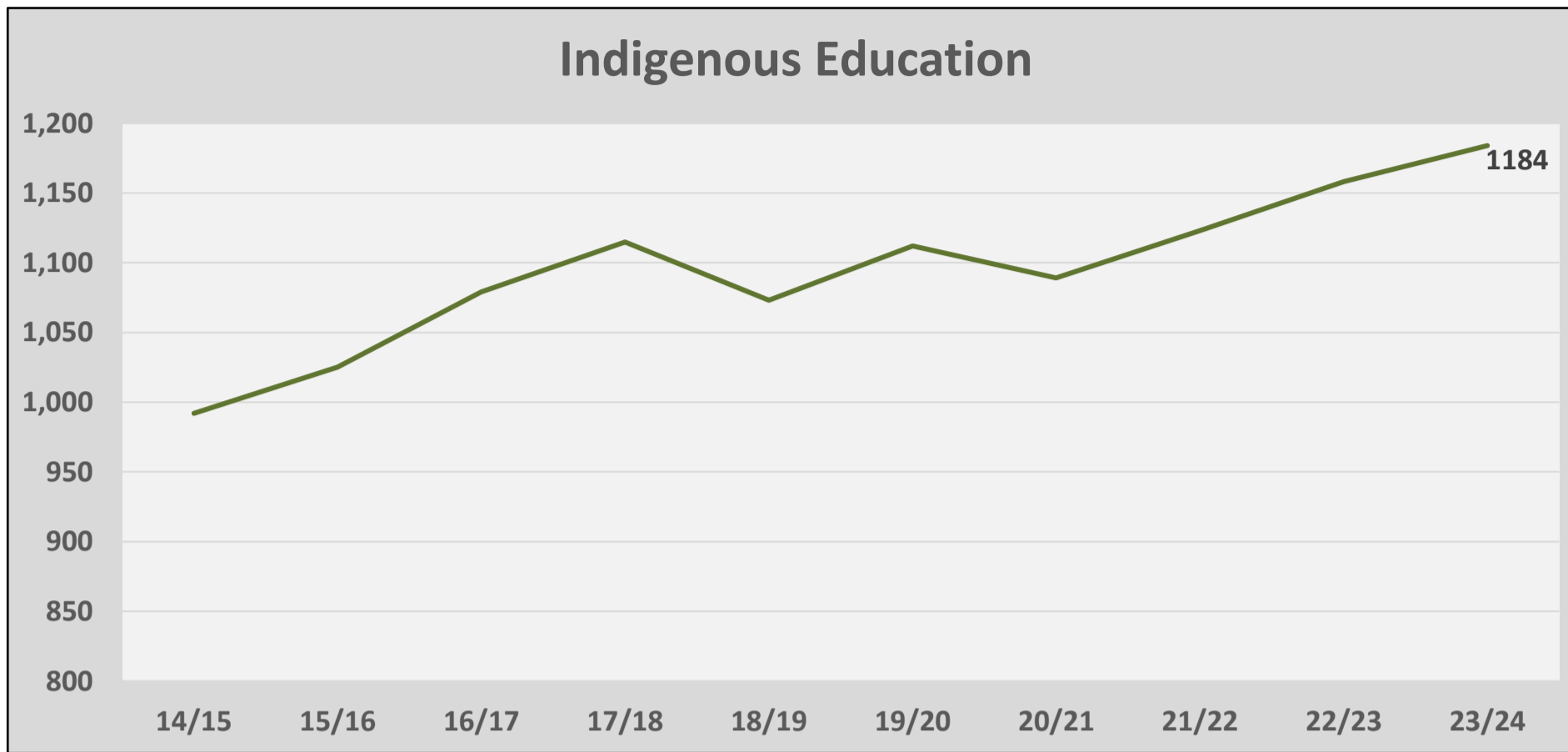
Enrolment

Sep 2023



Enrolment

Sep 2023



Loan Summary

Dec 31, 2023

	Loan 1 Nov 30, 2021	Loan 2 Jul 15, 2022	Loan 3 Jun 15, 2023	Loan 4 (Est) Mar 1, 2024	Total
2023-24 Amended Budget:					
Original loan amount	190,000	450,000	480,000	550,000	1,670,000
Amortization (months)	60	60	60	60	60
Interest rate	5.61%	5.61%	5.61%	5.61%	5.61%
Payment	38,915	93,239	108,883	42,134	283,172
Principal reduction	32,154	73,867	84,271	32,044	222,336
Interest expense	6,761	19,372	24,612	10,090	60,836
2023-24 Preliminary Budget:					
Original loan amount	190,000	420,000	480,000		1,090,000
Amortization (months)	60	60	60		60
Interest rate	5.06%	5.06%	5.06%		5.06%
Payment	38,915	93,239	108,857		241,011
Principal reduction	32,769	75,631	87,289		195,690
Interest expense	6,146	17,608	21,567		45,321
Payment change (annual):					
Principal	(615)	(1,764)	(3,018)	32,044	26,646
Interest	615	1,764	3,045	10,090	15,515
Total Payment	0	(0)	26	42,134	42,161

Reconciliation of Reserves

	Projected			30-Jun-24
	30-Jun-23	Add	Use	
Restricted operating surplus:				
Internally restricted - Schools	255,960			255,960
Internally Restricted - ICY	357,388		(357,388)	-
Internally Restricted - Teacher Mentorship	134,233		(34,233)	100,000
Internally restricted - Indigenous Ed	81,653		(81,653)	-
Internally Restricted - Equity Scan	17,143		(17,143)	-
Total restricted operating surplus	846,377	-	(490,417)	355,960
Unrestricted operating surplus (contingency)	3,257,632		(1,532,666)	1,724,966 1.74%
Total operating surplus	4,104,009	-	(2,023,083)	2,080,926
Restricted local capital reserve				
Planned projects	896,961	603,172	(608,172)	891,961
Total local capital surplus	896,961	603,172	(608,172)	891,961
Total Reserve Accounts Available	\$ 5,000,970	\$ 603,172	\$ (2,631,255)	\$ 2,972,887

Contingency Fund Targets:

1% of Operating Rev	991,292
2% of Operating Rev	1,982,584
5% of Operating Rev	4,956,460

ITEM 6.8 Discussion
TO: Board of Education
FROM: S. Carter, Board Chair
SUBJECT: Liaison Report Format

1. **Summary:** To initiate a discussion regarding the format of Liaison reports to the Board.
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:**

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

December 19, 2023, 6:30 pm
Mission Central Elementary
7466 Welton Street, 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
MTU President, Shannon Bowsfield
French Chair, CME, MTU, Marie-Helene Gauthier
EMCE Principal, Andrew Merry
MSS Principal, Jim Pearce
MPVPA Co-President, Lisa Clarke
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** MSS Teacher, Lyndsey Colosie; MSS Math Teachers, Ryan
McCarty, Kevin Gill, Christina Lauze, A4C Members, K Bielecka+2

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 the Agenda be adopted as amended.

AMENDMENT: 3.1 Mission Central Principal Merry - Presentation

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 Mission Central - Principal Merry - Presentation

3 videos of MCE students singing Christmas songs to the residents of the Cedars Care home were shared with the attendees.

4. UNFINISHED BUSINESS

4.1 Strategic Plan 2023-2026

MOVED and Seconded THAT the 2023-2026 Strategic Plan be reviewed and considered for approval.

CARRIED

Trustees thanked everyone for the input received. The board would like to focus on 2-3 measures this year.

5. STAFF REPORTS

5.1 Reporting out from Closed Meeting

At the December 19, 2023, Closed Board of Education Meeting of School District 75, Mission, Personnel and Student Matters were discussed.

5.2 HMS Rebranding

HMS explored alternatives of their sports team. The new school team will be called the Hawks. Logo to be developed in near future.

6. NEW BUSINESS

6.1 Notice of Motion to amend the Board Meeting Procedures Policy 1.4

Information Item

6.2 Notice of Motion regarding Closed Meeting Agenda Items

Information Item

6.3 Notice of Motion regarding Board Agreement Signing

Information item

6.4 Trustee Liaison and Committee Appointments

MOVED and Seconded THAT the following trustee appointments be approved

- a. **Trustee Shelley Carter as the alternate Liaison to the Indigenous Education Advisory Council (Siwal Si'wes)**
- b. **Trustee Shelley Carter as the Indigenous Liaison**
- c. **Trustee Randy Cairns as the alternate Liaison to the Mission Community Wellness Committee**
- d. **Trustee Jash Bains as the Alternate to the Trades Training Advisory Committee**

CARRIED

6.5 MSS International Field Trip - England and France, 2025

MOVED and Seconded THAT the international field trip to London, England and Paris, France, during the spring break in March 2025 for approximately 36 students in Grades 11 and 12, be approved.

CARRIED

5-6 teachers going on the trip. Students have the opportunity to explore abroad. Trustees would like to invite the students to come and present on their experience after the trip in May/June 2025.

6.6 MSS International Trip - Australia, 2025

MOVED and Seconded THAT the International Field Trip to Sydney and Cairns, Australia from June 30, to July 8, 2025, for approximately 24 students in grades 11 and 12 be approved.

CARRIED

The Board would like to invite the students to present their experiences in September 2025.

6.7 MSS Night School

MOVED and Seconded THAT the School District offer to both high school and adult students of Mission a Night School program from January to June 2024, through Mission On-Line;

AND THAT staff are to report back to the Board in May 2024 regarding the financial and educational viability of offering the night school program again in 2024/2025.

CARRIED

MSS would like to pilot this program, as previously discussed. If the threshold of 60 students do not register, the program will not be offered.

The growth of demand for courses where students want to improve is evident. These are one semester courses. The courses will run on Monday night, 6-9 pm, online, in front of the instructor, and on Wednesday night, 6-9 pm, in the portable. Adult students will attend online only. They will have to sign in. The courses will start on February 1, 2024. There is a waitlist for registration. Mission Online is running with 70-75% success rate of completion of courses.

*Note: This program cannot be offered to students outside of Mission.

6.8 Public Interest Disclosure Policy Amendments

MOVED and Seconded THAT the Amended Public Interest Disclosure Policy be approved.

CARRIED

The province has provided additional legislation to remove Trustees from being subject to the policy. The BCPSEA has provided drafts.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Public Board of Education Meeting Minutes, November 21, 2023

MOVED and Seconded that the Board of Education Public meeting Minutes dated November 21, 2023, be approved.

CARRIED

8. INFORMATION ITEMS

9. CORRESPONDENCE

9.1 Technology in Schools Policy

10. COMMITTEE MINUTES/LIAISON REPORTS

Trustee Bains shared the list of her activities:

Nov 17 - FVHCF gala to raise money to bring more equipment and resources.

Nov 23 - Mission Healthy Community Committee

Nov 23-25 BCSTA Trustee Academy to learn and network with other trustees from all over British Columbia.

Nov 25 - Fraser Valley Indo-Canadian Business Fundraiser for Big Brothers and Big Sisters programs.

Nov 28 - SOGI MythBusters - information to educate the community on SOGI123

Nov 28 - Meeting with UFV to discuss what will be offered at the Mission campus in the future.

Nov 30 - Mission Literacy In Motion - update regarding programs running.

Dec 4 - IPALS program at StrongStart at Cherry Hill Elementary, *pleased to see families benefitting from the program.

Dec 5 - Strategic Plan feedback review - discussed partners' and community feedback.

Dec 18 - Local Immigration Partnership Committee - support for families immigrating to Mission.

Dec 18 - Meeting with MLAs

10.1 Trustee Cairns FNEESC Conference Report

10.2 Trustee Hamel Liaison Report

10.3 Trustee Carter Liaison Report

10.4 Trustee Loffler Liaison Report

11. ANNOUNCEMENTS

12. QUESTION PERIOD

Question 1 Strategic Plan - how many people submitted feedback?

Question 2 Why do Highschool students need to take additional courses? Students are able to take additional courses if they are interested. Also, they can graduate earlier. It affords a student to retake a course they failed.

Question 3 Why Mission students' transition rates to secondary/post-secondary level of education is lower compared to average in BC?

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:10 pm

Chair, Board of Education

Secretary-Treasurer

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