

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

**November 19, 2024, 6:30 pm
Albert McMahon Elementary
32865 Cherry Avenue, Mission, BC**

Pages

1. CALL TO ORDER

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

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

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1	Dynamic Learning	Information	1 - 6
	Navjit Mahal will introduce her Tutoring program available through the <u>Mission Literacy in Motion</u>		

4. MINUTES OF PREVIOUS MEETINGS

4.1	Board of Education Public Meeting Minutes, October 15, 2024	Action	7 - 13
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5. UNFINISHED BUSINESS

6. SUPERINTENDENT REPORT

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7. STAFF REPORTS

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7.4	Finance Department Update Written report	Information	82 - 83
7.5	Quarterly Report ending September 30, 2024	Information	84 - 98

8. NEW BUSINESS

8.1	Impairing, Banned or Controlled Substances Policy review and update To consider draft amendments to the Policy	Action	99 - 106
8.2	Records Management Policy - new policy To consider a new policy	Action	107 - 120
8.3	Sexual Orientation and Gender Identity Policy review and update To consider a new policy	Action	121 - 132
8.4	District Administration Heritage Park Centre-Community Alcohol Serving Procedure Guidelines for Permitting Alcohol Service A motion to direct amending the Heritage Park Centre-Community Alcohol Serving Procedure	Action	133
8.5	Employee Communication with Trustees Policy To consider a new policy	Action	134
8.6	Non-Voting Student Delegates at BCSTA	Action	135 - 157
8.7	Post-Elections Advocacy	Action	158 - 164
8.8	Board Performance Review To consider initiating a Board Performance Review	Action	165

9. LIAISON REPORTS

To report on liaison appointments and deliver information pertinent to the School District.

9.1	BCSTA IEC Meeting, October 25	Information	166 - 167
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10. COMMITTEE MINUTES

To review minutes of Board Committee meetings

11. CORRESPONDENCE

12. INFORMATION ITEMS

12.1	3 Year Financial Plan Submission	Information	168 - 169
12.2	UBCIC Resolution 2024-27, Provincial MMIWG2S+ Anti-Violence Curriculum	Information	170 - 173

13. QUESTION PERIOD

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

14. ADJOURNMENT



1



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The Beginning

- ★ With the help of Elspeth from Rotary, I met Suzanne from Mission Literacy in Motion. I presented my idea about Dynamic Learning.
- ★ Our first workshop was on January 18, 2023.

3

- ★ Since then, we have hosted bi-weekly workshops, each workshop with a different theme!
- ★ Our workshops include a variety of activities, whether that be fun interactive discussion, crafts, or hands-on experiments.



4

Our Work



- Albert McMahon Carnival
- Canada Day Festival
- Summer Workshops hosted at the Mission Library
- Science Literacy Week at the Mission Library
- Riot of Reading Event
- Ready, Set, Learn event at West Heights Elementary
- Dynamic's Talent Show
- Cherry Hill Carnival

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Dynamic Tutors

- ★ I branched Dynamic into Dynamic Tutors.
- ★ Dynamic Tutors offers free tutoring for middle school students in math, science, english, social studies, and spanish.



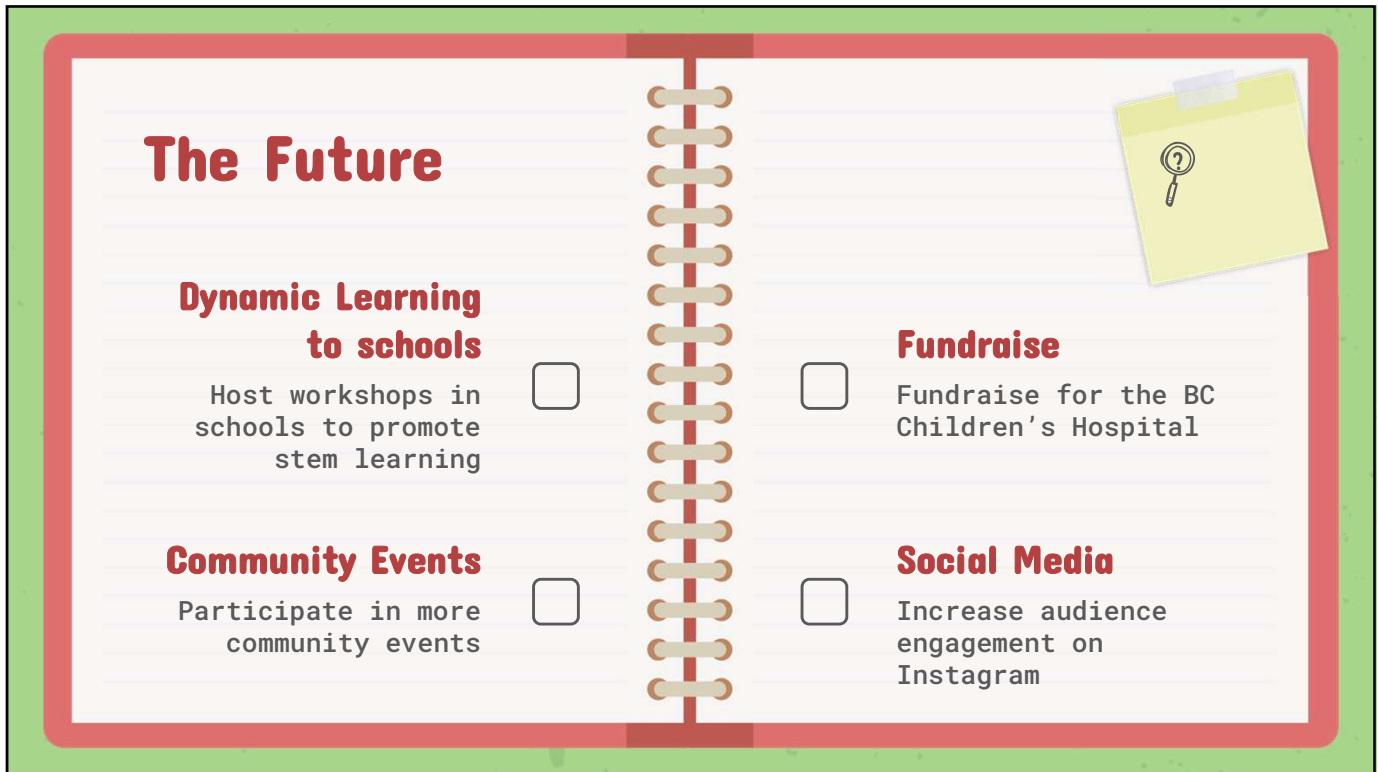
7

Dynamic-Chartwell

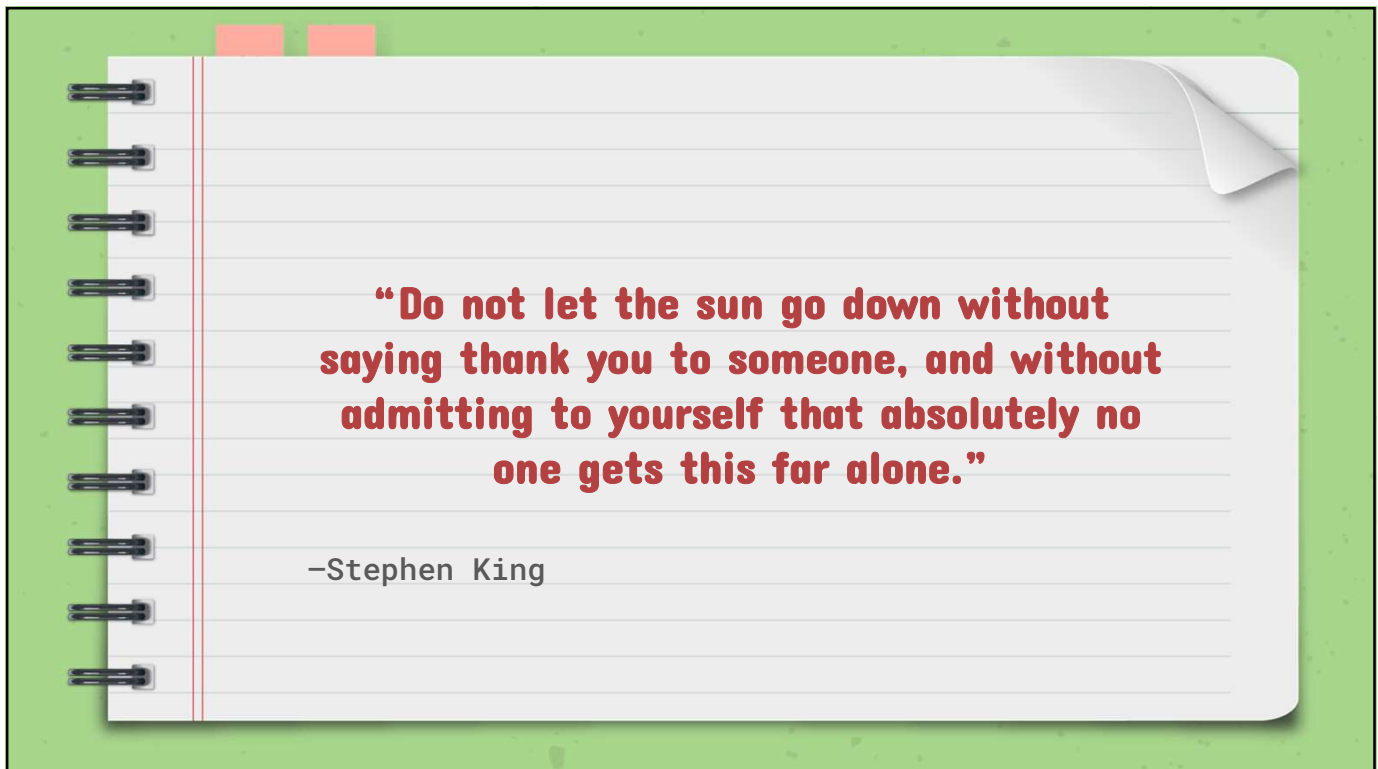
- ★ Dynamic Learning partnered with Chartwell Cedarbrooke to provide senior residents with an experience of interactive learning and discussion.



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

October 15, 2024, 6:30 pm
Edwin S Richards Elementary
33419 Cherry Avenue, Mission, BC

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

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana Maclean
MTU President, Shannon Bowsfield
CUPE President, Nansy Gibson
Director of Student Services, Carolynn Schmor
MPVPA Co-Presidents, Rob Clark, Lisa Clarke
ESR Principal, Sharon Widdows
ESR Librarian, Sherri Chalke
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: Accessibility Committee Vice-Chair, Ross Lightburn-Renaud
A4C, Krystyna Bielecka
4 members of the public

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'ewlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

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We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

Principal Widdows and ESR Librarian Sherri Chalke welcomed the Board to Edwin S. Richards Elementary and shared with the Board, that they are going to Washington DC to represent ESR at a conference of Arts Schools. The Team submitted a proposal by storytelling in musical theater production about the history of ESR: "What's the Story, Morning Glory?"

"First Generation" Art Exhibit - 9 pictures by ESR students, who were not born in Canada, will be sent to an exhibit in North Vancouver.

2. APPROVAL OF AGENDA

MOVED and Seconded that the Agenda be approved as amended.

Addendum: Item 8.4 Long Range Facility Plan

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 Student Services Department Update

The Director of Instruction, Student Services presented updates from Student Services department.

Designation Data: shared a representation of last 10 years of designations in SD75. We have doubled the number of students with designations, although, not in all categories. The board reviewed the categories and funding levels approved by the Ministry of Education.

Mild intellectual disability, gifted students, moderate behaviour challenges - children are to be supported within the block funding. The number of students designated is about 5-6x higher than previously. Autism is about 4x higher. Designation H has quadrupled.

Gifted designation – the District Inclusion Mentor Teachers work hard bringing awareness to the gifted students. In Mission, we now have 13.

Inclusive Library has been started to increase the understanding of invisible/visible disabilities. With representation, staff created an Inclusion Bookshelf. A grant of \$13,000 was received from the Mission Community Foundation (MCF) to acquire audio books for low barrier access.

Naloxone Program – staff have been working on guidelines. On May 17, 2024, St. John's ambulance did a Professional Development training. Currently, at almost every site, nasal naloxone is available, and some staff have been trained to recognize an overdose.

District Update - sensory rooms allow students to have a bit more space to regulate.

Sometimes, we do not have industrial kitchens. ISP try to teach life skills. Students often learn to cook basic recipes.

WHE – is taking part in a walking bus. Getting new, adjustable basketball hoops. New school motto – “Everyone is Welcome”. Late slips were replaced by “Welcome Slip” also printed in Halq'emeylem.

AME - had an inclusive swing installed and will be featured on TV during Variety week.

ESR also has an inclusive swing and fundraised to receive musical pieces for the playground.

SFE - ISP - there is a space and a way to thrive for everyone

Flight Team - Our school district has suffered some tragedies over the years, two very recently. The Flight Team provides direct support to students and families. Staff is looking at a new trainer model. In January, the team will be going to a 2-

day Traumatic Events system training. It ties well with violent threat assessment to create a smooth process.

Mental Health - 133 referrals, with active caseload of 92. More details were included in the Quarterly Report.

Trends with increases in autism and mental health seem to be affecting many areas and are not localized to any particular need. We are lower in deaf and hard of hearing numbers, possibly because Burnaby offers a full specialized school for the deaf.

4. MINUTES OF PREVIOUS MEETINGS

4.1 Board of Education Public Meeting Minutes, September 17, 2024

MOVED and Seconded that the Board of Education Meeting Minutes, dated September 17, 2024, be approved.

CARRIED

4.2 Special Public Board of Education Meeting, September 24, 2024

MOVED and Seconded THAT the Special Public Board of Education Meeting Minutes dated September 24, 2024, be approved.

CARRIED

5. UNFINISHED BUSINESS

5.1 Minor Capital - Food Infrastructure Program

MOVED and Seconded THAT the 2025/2026 Minor Capital Project Funding request for the Food Infrastructure Program in the amount of \$199,411 be submitted to the Ministry of Education for consideration of funding in 2025-2026.

CARRIED

6. SUPERINTENDENT REPORT

7. STAFF REPORTS

7.1 Reporting out from Closed Meetings

7.1.1 Reporting out from the Joint meeting with the City of Mission, October 3, 2024

At the Special Closed Joint Board of Education Meeting with the City of Mission Council held at the Heritage Park Middle school, the following items were discussed:

- The OCP Plan Update
- The Joint Use Agreement - is expected to be finalized in the near future.
- Transportation & Parking

The School District has shared several Staff reports for information, to keep the City Council and the Public apprised.

Growth Update

- 2024-2025 School Year Enrolment Numbers/Trends

- Portable School Locations
The School district currently has
2 portables at Albert McMahon Elementary
1 portable at E.S. Richards Elementary
3 portables at Hillside Traditional Academy
11 portables at Mission Senior Secondary
1 portable at Windebank Elementary.
- Update on Graduation Rates
- Non-Indigenous and Indigenous Students
- Updates on School District Projects and Initiatives
- School District's New Food Programming
- Feeding Futures (PPT Slides Linked)
(published on website under COTW 10/01/2024)
- Update on implementation of Childcare and Early Learning (info shared during the September BOE Meeting)
- MSS Replacement Update (report presented at the September BOE Meeting)

7.1.2 Reporting out from the Closed Meeting, October 15, 2024

Legal, personnel, and student matters were discussed.

On October 15, 2024, Trustee Cairns brought forward a mention of a June 20, 2023 board approved Motion ***THAT the Board of Education affirms the right of the public to access trustees with concerns. This right also applies to any individuals employed by MPSD and should have no negative employment consequences for individuals exercising that democratic right.***

This was to state in a public manner that employees have the right of access to elected trustees. This motion was passed unanimously by the board.

On September 23, Trustee Cairns requested to have on record that he submitted another Notice of Motion regarding Communication with Trustees, a Notice of Motion about the Board Role in Policy Development, and another Notice of Motion on September 25, regarding Serving of Alcohol at the Clarke Theatre. Due to the nature of personnel items being implied in the motions as presented, the Agenda Setting Committee determined that these motions should be discussed at a Closed meeting prior to presenting them in the public.

Trustee Cairns cited the Board Meeting Procedures Policy, specifically Section 1.6.2.4 For the provision of services where negotiations in the public could harm the interest of the School District. Trustee Cairns does not feel heard and feels that the Board is using the above-noted policy section to stifle his voice at the board table.

7.2 MSS Update

Staff presented a summary report on the replacement of MSS project. A copy of the report was posted within the MSS Replacement project on Engage MPSD.

7.3 Quarterly Report Ending June 30, 2024

Presented for review is the 4th Quarterly report for 2023-24. The Annual Report was duplicating some of the reporting work. The Annual financial statements have already been shared. Going forward, the Board will be provided with 4 Quarterly reports, July 1 – September 30, October 1 – December 31, January 1 – March 31, April 1 – June 30.

p. 32 - Student absences - VPs at MSS are doing a comprehensive process with Grade 12s. Anyone missing 15 blocks triggers a meeting with parents/guardians to address the absences.

A larger concern is at Middle schools - that is where the trajectory starts. Absences at Elementary - we try to keep on top of absences. Every story is different.

Healing through art - Elders come to school, artist listens, and then the artist comes back presenting the art based on the stories.

8. NEW BUSINESS

8.1 Trades Training Advisory Committee Review

MOVED and Seconded THAT the Trades Training Advisory Committee be concluded.

DEFEATED

TTAC was formed before Covid to support vocational trades training in schools. The original Goals of the TTAC have been fulfilled. Applied Skills were added at the elementary level.

Riverside College intends to run their own trades committee, with more in-depth interaction with the community. Staff feels that the Board can discuss and highlight Trades during COTW.

After the initial work of the committee was completed, the current scope became very generic, without any target. Terms of Reference (TOR) are to be reviewed and updated as necessary at a future meeting.

The Board decided to keep the TTAC in place at least until it is clear what the community engagement plans at Riverside College are developed. Trustee Hamel stepped down from being the committee's Chair, as she felt some trades background may be more beneficial to the committee. Trustee Carter offered to chair the TTAC.

8.2 Trustee Liaison Appointments

MOVED and Seconded THAT the Trustee Committee and Liaison Appointments be amended as follows:

- to remove Trustee Cairns from BCPSEA Rep Council Alternate,**
- to continue the Trades Training Advisory Committee with Trustee Carter as Chair and Trustee Cairns as Vice Chair, and**
- to remove the Indigenous Liaison.**

CARRIED

The Indigenous Liaison was removed as the Board Chair can liaise on the Board's behalf in the government to government relationship.

MOVED and Seconded THAT the Trustee Committee and Liaison Appointments for the year 2024-25 be approved as amended.

CARRIED

8.3 2024-2025 to 2026-2027 Three-Year Financial Plan

Staff have informed the Ministry that we have not been able to complete the plan. We will plan a special board meeting as soon as we can.

8.4 Long Range Facility Plan

MOVED and Seconded THAT the School District initiate the formal review and update of the Long-Range Facility Plan, beginning with public engagement in the review of the School District's

Educational priorities:

- a. **Elementary, Middle, and Secondary structure vs Elementary and Secondary Structure**
- b. **Schools of choice**
- c. **French Immersion**
- d. **Trades**
- e. **On-Line School**
- f. **Childcare and Early Learning**
- g. **Alternative Structures**

Operational priorities:

- a. **Student and other Support Services**
- b. **Administration Services**
- c. **Operations: including Grounds, Facilities, Transportation.**

CARRIED

Our last LRFP was approved in 2019. The LRFP needs updating. Once the educational priorities are identified, staff can create a new LRFP.

This approval will initiate the formal process. Outline will come back in front of the Board in the next couple of months. We foresee a robust online engagement and 2 large in-person public engagement meetings in Winter/Spring.

9. LIAISON REPORTS

Trustee Bains: Lunch and Learn at HMS - Feeding Futures, Sikh Temple provided food and a cultural experience (Bhangra dancing)

Trustee Carter: Siwal Si'wes Meeting, City of Mission OCP Plan at SFE, SFE community meeting, MCF (opening grant cycle)

Trustee Hamel: Silverdale 65th Anniversary

Trustee Loffler: Leadership series with BCSTA in Prince George. (Sits on a partner group for creating IEP guidelines). OCP Update plan, Job Fair, Siwal Si'wes Policy Meeting

10. COMMITTEE MINUTES

11. CORRESPONDENCE

12. INFORMATION ITEMS

13. QUESTION PERIOD

A question concerning the Student Services Update was asked - Have the School District analyzed the results of the data to know the reason for the increasing designations? Why is this happening?

We provide supports to students who need them, medical professionals qualified look for the reasons for the increased health and mental health issues, which are observed globally. We need to prepare and support the children for real life.

Are any specific schools skewed?

Some schools have different issues than others.

RE: TTAC - who will inform parents about the direction their children need to take?

Province-wide, the new reporting order has been applied, and starting in Grade 10, schools are providing information to parents. There is a career advisor, and school counsellors at MSS. There is help available.

14. **ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:47 pm

Chair, Board of Education

Secretary-Treasurer

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

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

October 29, 2024, 4:00 pm
District Education Office, 33046 4th Avenue, Mission, BC

Members Present: Board Chair, Tracy Loffler
Trustee, Jash Bains
Trustee, Randy Cairns
Trustee, Shelley Carter

Members Absent: Board Vice-Chair, Linda Hamel

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker (Recorder)
Director of Finance, Derek Welsh
Director of Operations, Dana Maclean
MPVPA Co-President, Rob Clark

Staff Absent: Assistant Superintendent, Karen Alvarez
Executive Assistant, Ilona Schmidt

1. CALL TO ORDER

The meeting was called to order at 4:01 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'ewlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

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We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

MOVED and Seconded that the Agenda be approved as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. MINUTES OF PREVIOUS MEETINGS

5. UNFINISHED BUSINESS

5.1 2024-2025 to 2026-2027 Three-Year Financial Plan

MOVED and Seconded THAT the three-year Financial Plan for the years 2024-25 to 2026-2027 be approved.

CARRIED

The Director of Finance provided an overview of the high level projections for the current year and the following two years.

The projections are conservative to meet Ministry requirements but are not useful from a planning perspective. The district will need to be more conservative in future budgets to maintain a surplus.

The 3-year Financial Plan is a requirement of the Ministry.

The Board would like to see future budgets not going into deficit.

The Board would like to see correspondence submitted to the Ministry along with the budget to discuss the deficit and plans to not be in deficit in the future.

A question was asked, whether we could cap the number of EAs? We try to ensure budget cuts do not affect direct services to students. Budget deficits will mean that all services are at risk of cuts.

The Board recognizes this is a plan and the Board may need to be more conservative in the future.

6. SUPERINTENDENT REPORT

7. STAFF REPORTS

8. NEW BUSINESS

9. LIAISON REPORTS

10. COMMITTEE MINUTES

11. INFORMATION ITEMS

12. CORRESPONDENCE

13. QUESTION PERIOD

14. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 4:56 pm.

Chair, Board of Education

Secretary-Treasurer

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

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 6.1 Information
TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: District Class Size Averages 2024

1. **Summary:** The Superintendent will provide the Board with information on district Class Size Averages as reported to the Ministry of Education and Child Care.

Classes	Number of Students
Kindergarten	17.9
Grades 1-3	19.9
Grades 4-7	23
Grades 8-12	21.1

A more comprehensive summary including enrolment details and a comparison to prior years will be included in the December Quarterly report.

2. **Background:**

3. **Options:**

4. **Analysis and Impact:**

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

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

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

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

3. Funding Guidelines, Costing, & Budget Impact

4. Policy, Legislation, Regulation

5. Organizational Capacity

a. Risks

1. Organizational
2. Reputational
3. Strategic

b. Benefits

1. Organizational
2. Reputational
3. Strategic

5. **Public Participation:**

6. **Implementation:**

7. **Attachments:**

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 7.2 Information
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: MSS Replacement Project Update – November 19, 2024

Summary:

The Mission Senior Secondary (MSS) replacement Project continues to progress as planned.

The replacement of Mission Secondary School will accommodate a population of 1500 students. This new building will be three-stories with a neighbourhood learning centre and is planned to be constructed on the Northwest side of the existing property.

Sustainability: The rebuild of the school district's secondary school focuses on GHG reduction and the incorporation of green energy solutions. The design emphasizes visibility to demonstrate sustainability concepts. Additionally, it will utilize durable, low-maintenance materials to keep maintenance efforts minimal.

Indigenous Education: Indigenous Education and Community space – Approximately 100m² Elder's Room, supporting community meetings, events, and Indigenous education. Incorporation of local indigenous culture into the architecture and interior design of the new facility including signage, potentially school naming and areas for cultural art displays.

Neighbourhoods of Learning: The new school project includes several key features to support both educational and community needs. There will be a reconciliation space, and a childcare space. The plan also includes a small gym with community access after hours, accommodating community-run athletic programs, including summer camps. A teaching and community kitchen will serve multiple purposes, including meeting teaching curriculum requirements, providing food services for the student population, and supporting community programs. Additionally, the cafeteria/drama space will offer a community gathering area, accommodating night school programs within the drama and classroom spaces.

Budget: The current budget for this project is \$176.2 million. This is unchanged from last month.

Costs to Oct 30, 2024 include:

Pre Ministry Approval	\$ 469,113
Costs since approval	<u>\$ 928,893</u>
Total costs to date	<u>\$1,398,007</u>

- The Major Milestones are:

Request for Qualifications (RFQ)	issued	August 20, 2024 - Complete
RFQ Closes		October 10, 2024 - Complete
Issue Request for Proposal (RFP)		November 27, 2024 – change from Nov 22
Technical Submissions for RFP		May 22, 2025
Contract Award		September 2025 (change from October)
Building Substantial Completion		June 2028

School Available for Completion
Project Completion

Fall 2028
Fall 2029

Information on the project can be found on the following websites:

[MPSD MSS Replacement
Infrastructure BC.](#)

2. Project Board

The next Project Board meeting is scheduled for November 27th, 2024. This meeting will review the monthly report from the consultants, and approve the RFP and the short-listed applicants that will be invited to submit a response to the RFP.

3. Procurement

Once approved by the Project Board, the approved short-listed respondents will be invited to submit a response to the RFP. Meetings for clarification with the proponents will be scheduled for January through to April. Responding to the RFP will take months to complete, due to the significant amount of information required.

4. Work that is underway

- a. PUBLIC Architecture continues to finalize on the Statement of Requirements. The team is in the final review of the draft document. The SOR is included with the RFP.
- b. The design team has completed how the scoring for the evaluation of the RFP responses will be done. This information is included with the RFP.

5. Request for Qualifications

The review of the request for qualification responses is completed, and the top three proponents were selected, and will be submitted to the Project Board for approval on Nov 27.

6. Engagement

The team was able to meet with two First Nations, to discuss Indigenous design priorities for the school. A First Nation advisory committee is currently being developed.

7. Schedule

The following schedule is a high-level summary of the schedule approved by the Project Board in July.

Retain Advisors	Fairness Reviewer	- complete
	Legal Advisor	- complete
Request for Qualifications	Project Board Approval	- complete
	Issued August 20	- closed October 10
	Evaluation Manual	- complete
	Approve Evaluation Manual	- complete
	Evaluate Proposals	- complete
	Approval of Shortlist	- by Project Board Nov 27
		change from Nov 22
Statement of Requirements	– schedule to DBA and RFP	- final Nov 15 – change from Oct 18
Request for Proposals	Scope Ladder	- complete
	Scored Elements	- complete

RFP for SD review	- by Nov 1 – review in progress
Shortlist approval	- Nov 27 – change from Nov 22
Project Board RFP approval	- Nov 27 – change from Nov 22
Issue RFP	- Nov 27 – change from Nov 22
proponents meeting	- Jan 8, 2025
business to business network-	Jan 8
Collaborative Meetings	- Feb 4-6, Mar 11-13, Apr 8-10
Evaluation manual draft	- April 7
Project Board Evaluation manual approval	- April 16
Issue final draft DBA	- May 5
Technical Submissions due	- May 22
Evaluations	- July 2
Financial Submission due	- July 9
Financial Evaluations	- July – change from Aug
Final Evaluation Report	- Aug 1 – change from Aug 25
Project Board proponent approval	- Sept 5
contract with proponent	- Oct 24 (Earlier if possible)
Execute DBA	- Sept 2026
Design completion	- Dec 2025
Permits	- spring 2028
Construction completion	- Summer 2028
Commissioning – move in	- Fall 2028 to Summer 2029
Demolition, and site prep after occupancy	

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 7.3 Action
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: 2024 Statement of Financial Information (SOFI) Report

Recommendation

THAT pursuant to the *Financial Information Act*, the 2024 Statement of Financial Information (SOFI) Report be approved

1. Summary:

The 2023-2024 Statement of Financial Information (SOFI) report contains all the information as prescribed by the *Financial Information Act*. The information includes details on employees earning more than \$75,000 a year, including their expenses, payments to suppliers of more than \$25,000 a year, and the audited financial statements.

The following summarizes the information presented for the past three years:

	2023/2024	2022/2023	2021/2022
Employees > \$75,000	\$ 43,487,840	\$ 36,102,342	\$ 30,655,152
Employees < \$75,000	27,615,444	27,836,124	27,652,429
Trustees	98,311	92,366	88,738
Total Remuneration	\$ 71,201,595	\$ 64,030,833	\$ 58,396,319

	2023/2024	2022/2023	2021/2022
Vendors > \$25,000	\$ 50,897,147	\$ 46,506,516	\$ 41,205,377
Vendors < \$25,000	4,019,464	4,074,121	3,608,701
Total Goods and Services	\$ 54,916,611	\$ 50,580,637	\$ 44,814,078

2. Background:

3. Options:

4. Analysis and Impact:

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

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

b. Alignment with the Equity Path:

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

c. Policy, Legislation, Regulation

Financial Information Act

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:

2024 Statement of Financial Information



School District No. 75

STATEMENT OF FINANCIAL INFORMATION

For Year Ended June 30, 2024

**School District
Statement of Financial Information (SOFI)**

School District No. 75 (Mission)

Fiscal Year Ended June 30, 2024

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1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Schedule of Debt
5. Schedule of Guarantee and Indemnity Agreements
6. Schedule of Remuneration and Expenses
7. Statement of Severance Agreements
8. Schedule of Payments for the Provision of Goods and Services
9. Reconciliation or Explanation of Differences to Audited Financial Statements
10. Audited Financial Statements



Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER 75	NAME OF SCHOOL DISTRICT Mission	YEAR 2023-2024
OFFICE LOCATION(S) Mission		TELEPHONE NUMBER 604.826.6286
MAILING ADDRESS 33046 4th Avenue		
CITY Mission	PROVINCE BC	POSTAL CODE V2V 1S5
NAME OF SUPERINTENDENT Angus Wilson		TELEPHONE NUMBER 604.826.3701
NAME OF SECRETARY TREASURER Corien Becker		TELEPHONE NUMBER 604.826.3700

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2024

for School District No. **75** as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED

EDUC. 6049 (REV. 2008/09)

Statement of Financial Information for Year Ended June 30, 2024

Financial Information Act-Submission Checklist

		<i>Due Date</i>
a)	<input checked="" type="checkbox"/> A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b)	<input checked="" type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c)	<input checked="" type="checkbox"/> A schedule of debts (audited financial statements).	<i>September 30</i>
d)	<input checked="" type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e)	A schedule of remuneration and expenses, including:	<i>December 31</i>
	<input checked="" type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
	<input checked="" type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
	<input checked="" type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f)	<input checked="" type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g)	<input checked="" type="checkbox"/> Approval of Statement of Financial Information.	<i>December 31</i>
h)	<input checked="" type="checkbox"/> A management report approved by the Chief Financial Officer	<i>December 31</i>

School District #75 (Mission)

**School District
Statement of Financial Information (SOFI)**

School District No. 75 (Mission)

Fiscal Year Ended June 30, 2024

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District #75 (Mission):

Angus Wilson, Superintendent
Date:

Corien Becker, Secretary Treasurer
Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District
Statement of Financial Information (SOFI)**

School District No. 75 (Mission)

Fiscal Year Ended June 30, 2024

SCHEDULE OF DEBT

Information on all debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

**School District No. 75 (Mission)
Fiscal Year Ended June 30, 2024**

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 75 (Mission) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation for the fiscal year ended June 30, 2024.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

Mission Public Schools
Year Ended June 30, 2024
Schedule of Remuneration & Expenses

Name	Remuneration		Expense	
<u>Elected Officials:</u>				
BAINS, JASWINDER	\$	18,689.04	\$	2,936.39
CAIRNS, RANDY		18,689.04		5,780.22
CARTER, SHELLEY		22,156.34		5,107.75
HAMEL, LINDA		19,795.22		5,381.63
LOFFLER, TRACY		18,981.12		473.28
Total Elected Officials	\$	98,310.76	\$	19,679.27

<u>Detailed Employees > 75,000.00:</u>	<u>Position:</u>				
AASLAND, WENDI ANN	SPEECH PATHOLOGIST	\$	108,597.21	\$	3,221.11
ABERCROMBIE, MICHAEL	TEACHER		88,095.83		-
ABTAHI, JULIETTE	TEACHER		89,345.95		4,358.39
ADAM, JENNIFER J	TEACHER		99,941.02		-
ALDERSON, TRICIA	PRINCIPAL		145,052.80		1,000.00
ALDRIDGE, JULIE	TEACHER		99,630.02		11,316.44
ALVAREZ, KAREN L	ASSISTANT SUPERINTENDENT		179,987.86		2,676.66
ANDERSON, CAMILLE	TEACHER		102,152.94		501.47
ARTHUR, AMETHYST S	TEACHER		81,779.67		5.19
ATWAL, PARAMPREET	TEACHER		106,144.89		-
BALAKRISHNAN, CHANDRA M	VICE-PRINCIPAL		120,874.90		1,395.21
BALAKSHIN, SHEILA	TEACHER		96,525.60		2,665.99
BALOGH, KRISTA	TEACHER		107,537.90		1,175.50
BAMNIA, DAMANPREET	TEACHER		95,907.80		10,782.45
BARTLETT, GARETH JOHN	TEACHER		108,597.10		21.33
BARTLETT, KARLI ANNE	TEACHER		108,599.50		56.99
BECKER, CORIEN	SECRETARY TREASURER		192,252.67		4,410.17
BECKER, SARAH KATHLEEN	TEACHER		107,234.15		-
BECKMANN, JOHN	TEACHER		106,767.47		-
BEELEY, SUSAN	TEACHER		108,958.78		262.49
BELLS, THERESA ANNE MARIE	TEACHER		77,658.27		-
BERKEY, LORRAINE	TEACHER		87,027.17		56.77
BERTALAN, ZOLTAN	TEACHER		115,575.53		6,161.40
BIGGERSTAFF, JILL	TEACHER		88,037.56		-
BIGLEY, JACLYN NICOLE	TEACHER		84,169.49		262.49
BIRDI, JASMINDEEP	TEACHER		82,672.50		7,457.32
BLADES, STACIE	TEACHER		79,473.40		2,798.57
BLASCHEK, JACQUELINE D	TEACHER		112,264.16		8,353.44
BLASCHEK, RICHARD	TEACHER		102,527.44		7,405.86
BLOY, SARAH	TEACHER		81,529.82		480.91
BOUCHER, ALISHA	TEACHER		106,858.34		828.59
BOULTER, RYAN E	TEACHER		110,014.37		5,800.14
BOWSFIELD, SHANNON	TEACHER		114,582.06		4.42
BRANDT, CYNTHIA	TEACHER		100,276.95		6,214.43
BRAR, AMARPREET	TEACHER		84,300.91		-
BRAR, KIRANDEEP K	TEACHER		97,603.57		-
BRAR, MANJOT PREET KAUR	TEACHER		101,898.00		-
BROOKES, KATHERINE J	TEACHER		80,974.51		437.42
BROOKS, PAMELA MARGARET	TEACHER		99,964.77		7,457.32
BROWN, TEENA	TEACHER		99,131.97		4,621.05
BUCHANAN, TRACY L	TEACHER		99,683.75		3,728.66
BULAWKA, GEORGE	TEACHER		91,096.98		118.49
BUTLER, ANGELA	TEACHER		106,271.67		-
CAMPBELL, SACHA	TEACHER		75,783.73		4,394.04
CAMPLIN, COLLEEN	TEACHER		108,949.47		-
CANNON, LINDA	TEACHER		106,129.09		1,683.49
CARIOU, SHAWNA	TEACHER		114,059.67		-
CARROLL, LACIE	TEACHER		79,864.26		1,657.18
CAVIGGIA, LORI	TEACHER		108,728.67		334.78
CHAHAL, GURPREET S	TEACHER		85,302.18		7,384.54
CHALKE, SHERRI L	TEACHER		106,142.11		1,439.64
CHAN, FRANK	VICE-PRINCIPAL		127,249.90		2,732.12
CHANG, SUSAN D	TEACHER		108,597.20		2,888.25
CHAPMAN, JENNINE	VICE-PRINCIPAL		113,455.96		1,000.00
CHEEMA, NAVDEEP	TEACHER		109,297.37		-
CHEN, MING CHUN	TEACHER		99,042.33		3,613.90
CHEZZI, CAROLYN S	TEACHER		99,154.39		2,713.63
CHEZZI, DARREN J	VICE-PRINCIPAL		130,847.87		1,047.40
CHILAKA, BOBBY	VICE-PRINCIPAL		127,298.80		1,000.00
CLARK, ROBERT D	PRINCIPAL		152,931.02		1,004.84
CLARK, SONJA	TEACHER		107,696.52		-
CLARKE, LISA	PRINCIPAL		149,158.06		3,557.19
COBLEIGH, KAITLIN	TEACHER		108,676.24		93.89
COLDWELL, CELESTE	TEACHER		93,501.58		1,799.85
COLOSIE, LINDSAY	TEACHER		99,154.25		1,599.59

Mission Public Schools**Year Ended June 30, 2024****Schedule of Remuneration & Expenses**

Name		Remuneration	Expense
COMEAU, SHIRLEEN RUTH	TEACHER	108,664.76	287.83
COSENS, DONALD	TEACHER	111,693.16	657.03
COULTHARD, WENDY M	TEACHER	99,481.66	7,457.32
CRAPO, MELISSA JANE	COUNSELLOR, EXEMPT	90,935.41	1,599.01
CRUMP, ALEXANDRIA LYNN	TEACHER	78,804.08	2,843.72
CULLEN, BETH-ANNE	DISTRICT PRINCIPAL, STUDENT SERVICES	153,252.61	3,147.50
CUMMINGS, S. LYNN	PRINCIPAL	152,908.97	1,000.00
CURROR, SUSAN	TEACHER	108,503.39	16.14
CUTLER, ANDREA	TEACHER	86,547.96	55.98
D'APPOLONIA, ROSA	TEACHER	99,026.10	-
DAIGLE, ROSE	TEACHER	107,772.88	7,335.11
DAMBOISE, MELISSA L	TEACHER	99,382.22	329.52
DAVIES, JIM T	TEACHER	119,900.19	-
DAVIES, RACHEL	TEACHER	94,602.68	6,628.73
DAVIS, HEIDI A	TEACHER	104,337.21	6,677.08
DE ANDRADE, TIANAY	TEACHER	98,185.07	224.65
DEJAGER, JENNIFER L	TEACHER	86,372.51	-
DELANEY, TERRESA	TEACHER	94,946.54	40.51
DENIZOT, ISABELLE	TEACHER	108,587.72	-
DERKSEN, JARED	TEACHER	94,181.33	4,028.61
DESJARDINS, AMANDA K	TEACHER	99,967.94	-
DESTOUCHES, CAROLINE	TEACHER	106,520.81	396.60
DHALIWAL, BALJIT	TEACHER	100,068.12	-
DHALIWAL, KULIWAN S	TEACHER	114,116.90	13.99
DHALIWAL, MANJINDER-SONNY	TEACHER	111,402.59	4,345.35
DHALIWAL, PARDEEP	TEACHER	95,571.73	2,071.48
DHILLON, DILDEEP	TEACHER	106,132.44	4,384.07
DHILLON, NAVJOT	TEACHER	99,619.77	19,057.59
DICKSON, WILLIAM	TEACHER	75,515.68	-
DIGIOVANNI, ELENA	TEACHER	108,949.81	-
DIRKS, WINFRIED MARK	TEACHER	106,388.42	-
DJORDJEVIC, MILA	TEACHER	79,941.06	26.21
DOBSON, ANNE-MARIE	TEACHER	75,191.86	828.59
DOOBUR-CHOYTUN, DHARINEE	TEACHER	107,986.78	627.26
DOWNIE, FRASER	TEACHER	81,457.18	339.96
DROUILLARD, JORDAN M	TEACHER	91,065.58	5,492.77
DUECK, MITCHELL JAMES	TEACHER	102,161.88	5,259.07
DUNDAS, MELISSA	TEACHER	82,830.51	37.71
DUTHIE, LISA NADINE	TEACHER	85,962.13	-
DYER, STEPHANIE R	TEACHER	84,381.59	4,028.66
EDMONDSON, GILLIAN M	TEACHER	108,701.62	14,500.34
ELL, MARIJKE	TEACHER	109,119.08	3,728.66
ELLIS, JEREMY	TEACHER	110,709.37	7,209.37
EVANS JANSSON, ALISON	TEACHER	108,028.20	473.95
EVANS, AMANDA F	VICE-PRINCIPAL	127,298.73	1,607.30
FAIRLEY, ELAINE G	TEACHER	106,549.57	-
FENIAK, LAURA	TEACHER	80,156.57	14,526.74
FERGUSON, ROBERT	FOREMAN, TECHNOLOGY	84,868.61	167.99
FERNIE, JAIME S	TEACHER	100,709.51	12,637.34
FETT, BONNY G A	TEACHER	98,690.99	-
FLYNN, GARY	TEACHER	92,771.85	26.21
FONTAINE, ALICIA	TEACHER	78,470.75	7,043.02
FORREST, DARRAN	TEACHER	106,471.49	414.71
FORSTER, CARL	CARPENTER	77,642.71	269.48
FOSTER, NICOLE	TEACHER	94,563.76	5,773.64
FUNK, MARTIN	FOREMAN, FACILITIES	85,050.82	-
FYLES, ALISON JOY	TEACHER	113,320.94	2,212.47
GABRIELE, MARCELLO	PRINCIPAL	153,252.29	1,032.17
GAGNE, SYLVAIN	TEACHER	106,393.46	323.32
GAMMER, MARK	FOREMAN, FACILITIES	100,813.36	149.59
GARIWA, FELISTAS	TEACHER	95,146.45	-
GAUTHIER, MARIE-HELENE	TEACHER	77,840.66	323.31
GERTZ, JENNIFER	TEACHER	83,480.80	-
GHAG, PARMINDER KAUR	TEACHER	120,243.80	-
GILL, IVON	TEACHER	96,000.07	1,658.84
GILL, JASVIR	PRINCIPAL	147,724.35	1,225.00
GILL, KEVIN J	TEACHER	87,284.51	1,184.88
GIURISSEVICH, ADRIANA	TEACHER	76,105.20	6,873.58
GLOVER, KIM S	TEACHER	95,940.22	9,953.03
GOODWIN, JENNIFER L	TEACHER	103,867.90	6,581.82
GRANT, GLENN	TEACHER	106,141.71	1,184.88
GRANT, KIMBERLEY	TEACHER	106,163.56	97.44
GRANT, REBEKAH L	TEACHER	97,694.83	888.66
GRAY, JEREMEY	TEACHER	85,960.10	170.80
GREAU, KAREN	DISTRICT PRINCIPAL, EARLY LEARNING	154,290.21	1,596.08
GREAU, STEPHEN	TEACHER	112,877.59	5,035.76
GREIG, SHANNON T	PRINCIPAL	145,062.80	2,199.74

Mission Public Schools
Year Ended June 30, 2024
Schedule of Remuneration & Expenses

Name		Remuneration	Expense
GREWAL, AVNINDER	TEACHER	108,773.70	-
GREWAL, HARDEEP	VICE-PRINCIPAL	122,208.02	1,000.00
GRIFFIN, KATHLEEN SHEILA	TEACHER	100,651.56	2,900.07
HALE, YVONNE	TEACHER	108,861.33	300.00
HALL, CATHERINE J	TEACHER	108,597.07	26.21
HALLAM, SONJA M	TEACHER	99,634.92	6,214.43
HALLIDAY, JAMES	TEACHER	87,802.53	414.71
HAMILTON-GAULT, ELIZABETH	TEACHER	82,505.66	-
HAMM, KRYSTA	TEACHER	91,034.22	48.54
HARRINGTON, LILLIAN	VICE-PRINCIPAL	122,234.06	1,048.22
HARRINGTON, PENNY R	TEACHER	107,294.36	-
HARRIS, KELLY	TEACHER	100,968.29	-
HARRISON, PAUL	COORDINATOR, PURCHASING	79,601.13	54.63
HAUVRE, NATALIE	TEACHER	99,944.48	-
HENNESSEY, KELLY C	PRINCIPAL	145,062.95	1,297.08
HEPPNER, DAVID WARREN	PLUMBER	78,007.66	167.99
HERIOT, MEGAN DANIELLE	TEACHER	87,328.88	9,528.79
HESLIP, JOSEPH	DISTRICT PRINCIPAL, INDIGENOUS EDUCATION	153,939.71	1,000.00
HILL, ROSALYNDE	PSYCHOLOGIST	113,164.09	2,316.14
HJORT-OLSEN, STEPHANIE NANCY	TEACHER	94,803.31	9,321.65
HODGES, COREY J	COORDINATOR, HUMAN RESOURCES	82,904.03	5,094.22
HODSON, APRIL	TEACHER	90,509.54	-
HOLLAND, MARK J	TEACHER	108,949.48	-
HOOGE, REENA	VICE-PRINCIPAL	127,249.85	1,000.00
HOWARD, KATHERINE	TEACHER	81,013.08	1,307.95
HOWE, MICHAEL	TEACHER	117,246.54	-
HUFFMAN, JOHN	TEACHER	76,062.52	808.62
IZBICKI, SUZETTE	VICE-PRINCIPAL	129,188.24	1,032.41
JAKOBS, NIKOLAAS	TEACHER	87,412.98	6,161.40
JANICKI, PEGGY	TEACHER	96,934.90	-
JANZEN, KIRSTEN	TEACHER	98,165.89	7,997.97
JOHNSTON, EMMA	MANAGER, PAYROLL	101,834.92	7,192.69
JOHNSTON, KRISTI A	TEACHER	108,587.86	-
JONASEN, TRACY	TEACHER	99,309.82	828.59
JONES, ALEXANDRA E	TEACHER	88,134.90	1,201.92
JORDAN, JENNIFER L	TEACHER	106,161.21	665.61
KAPTY, JOHN	TEACHER	113,773.94	12,322.80
KARPOWICZ, MOLLIE	TEACHER	83,938.56	13,920.33
KARTIK, MELANIE S A	VICE-PRINCIPAL	138,072.79	1,053.43
KAUR, NAVPREET	TEACHER	112,712.99	8,236.15
KEATS, ELISA M	MANAGER, HUMAN RESOURCES	98,074.50	4,903.35
KERSCHBAUM, STEVE	TEACHER	100,236.62	-
KETCHEN, KELLY	TEACHER	94,965.22	2,374.21
KHAKH, PARVINDER KAUR	TEACHER	100,680.79	73.82
KIENAS, LORRAINE	TEACHER	76,070.25	118.49
KLAPAK, KAYLA	TEACHER	79,539.94	-
KLASSEN, JORDAN	PRINCIPAL	149,158.04	1,000.00
KNOX, DIANNE	TEACHER	102,499.05	2,791.49
KOE, MYKAEL	TEACHER	86,619.11	10,071.52
KROEPLIN, HILARY E	TEACHER	88,053.11	10,771.68
KRUGER, ADAM	TEACHER	86,599.75	2,071.48
KRUGER, MARGARET	TEACHER	108,597.14	5.19
KRYSCIAK, DEBORAH	TEACHER	99,548.03	11,083.14
KUBE, AMANDA SHANTEL	TEACHER	97,197.96	-
KUNZE, ASHLEY M	TEACHER	110,968.00	2,052.50
LAMBERT, KRISTEN ANNE	TEACHER	98,293.05	37.71
LANDA MCAULIFFE, BARBARA	TEACHER	106,133.34	935.79
LANE, JENNIFER	TEACHER	82,379.14	970.61
LANZELLOTTI, LEAH	TEACHER	106,476.90	-
LAUZE, CHRISTINA	TEACHER	93,062.01	592.44
LAWLOR, KELLY	TEACHER	103,063.50	15,892.83
LEHMANN, CHEREEN	TEACHER	100,208.80	-
LEIBEL, VALERY	TEACHER	99,627.55	-
LIDDER, BALKAR	TEACHER	106,268.56	1,540.35
LINDORES SLOBODA, DONNA J	TEACHER	107,025.50	7,457.32
LIVINGSTON, RHONDA	TEACHER	89,869.89	1,895.82
LOWRIE, SCOTT GAR LOONG	TEACHER	111,859.83	-
LUND, SHELBY	TEACHER	101,081.23	19,471.89
LYNN, JASON	TEACHER	106,108.65	3,554.65
MACAULAY, JUDY A	TEACHER	80,034.08	-
MACCRIMMON, IAN W	TEACHER	105,574.66	118.49
MACDONALD, HEATHER L	TEACHER	106,751.92	-
MACINTOSH, RHONA E	TEACHER	83,417.93	-
MACKAY, SARAH	TEACHER	101,711.04	4,557.25
MACLEAN, DANA	DIRECTOR, FACILITIES	151,524.11	-
MACLEOD, JULIE	TEACHER	104,073.11	383.90
MACMILLAN, LAUREN	TEACHER	84,725.39	-

Mission Public Schools
Year Ended June 30, 2024
Schedule of Remuneration & Expenses

Name		Remuneration	Expense
MACPHERSON, JOANNE	TEACHER	108,597.23	-
MAHIL, AMY	TEACHER	107,804.00	-
MANCHANDA, PAWAN	TEACHER	109,466.83	-
MANCHANDA, URVASHI	TEACHER	93,861.94	13,671.75
MANI, GURCHANAN	TEACHER	84,821.32	770.18
MANION, MATTHEW	TEACHER	83,637.48	6,990.82
MAR, LORRAINE	TEACHER	99,396.47	10,687.40
MARDIS, REBECCA	TEACHER	97,942.60	4,557.25
MARKS, DANIEL	ELECTRICIAN	75,506.40	185.40
MARSHALL, JODI	MANAGER, TRANSPORTATION	102,139.74	2,390.99
MARTENS, SHAWN	TEACHER	116,241.24	4,236.01
MARTYN, JAMES W	TEACHER	106,142.10	270.32
MASTERSON, QUINN	TEACHER	78,407.64	-
MATHENY, ERIN	TEACHER	110,177.94	296.22
MATHENY, KEVIN	TEACHER	106,141.92	13,179.15
MATSUKAWA, HIROKI	TEACHER	109,526.28	28.44
MCAULEY, CHRISTA D	TEACHER	111,203.42	2,784.48
MCAULEY, DANIEL	TEACHER	102,889.40	1,066.40
MCAULEY, KIMBERLEY	TEACHER	99,847.24	2,485.77
MCCARTY, GINA	SPEECH PATHOLOGIST	108,597.09	1,855.71
MCCARTY, RYAN	TEACHER	101,629.02	1,066.40
MCCLINTOCK, KENT	TEACHER	89,184.31	24.62
MCDONALD, LAURA	TEACHER	104,704.03	533.20
MCDONALD, TERRA-LEE	TEACHER	79,919.61	1,657.18
MCDONNELL OSBORN, JENNIFER L	TEACHER	108,820.20	-
MCGOWAN, JOHN	TEACHER	108,587.72	8,649.66
MCGOWAN, JUDY LYNN	TEACHER	99,109.32	2,900.07
MCGREGOR, ANGELA	TEACHER	90,488.13	-
MCKIMMON, ANDREW	TEACHER	99,517.95	10,130.77
MCKINNON, ISABELLE	TEACHER	106,235.56	4,027.24
MCLEAN, ARNOLD	TEACHER	87,166.08	1,421.86
MCNEILL, GREG	TEACHER	104,241.37	1,421.86
MCROBBIE, KAITLYN	TEACHER	79,208.96	-
MERRY, ANDREW	PRINCIPAL	153,175.88	1,058.00
MEYER, REBECCA K	TEACHER	94,947.51	17,358.56
MILAT, FABIEN	TEACHER	81,506.35	-
MILES, KATHERINE E R	TEACHER	93,610.73	-
MINCHUK, SHAYLA MARIE	TEACHER	76,124.82	3,728.66
MINOR, JEDIDIAH ORTON	TEACHER	99,397.04	8,175.71
MINOR, KATHRYN	TEACHER	97,403.47	6,724.59
MISZANIEC, COURTENEY MCMILLIN	TEACHER	75,392.31	2,485.77
MOHAMED, INAYATH	TEACHER	88,396.00	3,314.36
MOLNAR, S. RENEE	TEACHER	100,222.43	533.20
MONTGOMERY, SHERI	VICE-PRINCIPAL	130,847.97	1,469.21
MOREAU, DIANE	TEACHER	106,600.30	396.58
MORRIS, MICHELLE CHRISTY	TEACHER	111,087.72	1,477.94
MOTUT, BARBARA	TEACHER	99,239.06	-
MOYNAN, VIOLET E	TEACHER	82,011.16	-
MURPHY, BRIGITTE	TEACHER	100,240.51	2,071.48
MURPHY, JOHN B	TEACHER	118,553.58	177.73
MURRAY, CHRISTINE E	EXECUTIVE ASSISTANT	79,265.82	-
MYERS, KATHRYN	TEACHER	99,396.77	2,549.28
N'GUESSAN, NICOLE	TEACHER	78,317.41	979.82
NENN, JANET	TEACHER	100,173.85	-
NERO, SHAUNA	VICE-PRINCIPAL	130,868.35	1,530.55
NEWMAN, ARON	TEACHER	79,919.32	306.51
NG, ANETTE	TEACHER	108,616.61	-
NGUYEN, PAUL	TEACHER	109,543.57	7,457.32
NGUYEN, MONICA	TEACHER	111,594.24	21.02
NGUYEN, TOM	PRINCIPAL	149,158.05	2,803.96
NIKOLIC, JANISE	TEACHER	107,825.47	5,035.76
NORMANDIN, MYLENE	TEACHER	106,206.86	170.98
NORUM, SANDRA	TEACHER	108,597.12	2,333.26
O'DONNELL, SHAWN	TEACHER	106,128.51	-
O'GRADY, LYNETTE A	TEACHER	109,515.96	9,182.86
O'HARE, MARLA	TEACHER	99,678.83	-
O'MALLEY, JACQUELINE	TEACHER	82,606.01	-
OWEN, KRISTENA	TEACHER	78,365.99	828.59
OWENS, KARLI	TEACHER	84,921.87	3,758.69
PADALA, MOHANA SUHASINI	TEACHER	95,617.71	-
PALMER, DIANE F	TEACHER	111,049.02	342.84
PANDYA, SONALI	TEACHER	89,281.52	-
PANKRATZ, ALISON	TEACHER	79,077.36	-
PATTERSON, LORI	PSYCHOLOGIST	112,596.72	2,141.79
PAYNE, KATHRYN	TEACHER	109,377.62	19,550.60
PEARCE, BRODIE	TEACHER	81,697.63	2,289.90
PEARCE, JAMES R	PRINCIPAL	161,379.74	1,048.22

Mission Public Schools
Year Ended June 30, 2024
Schedule of Remuneration & Expenses

Name		Remuneration	Expense
PEELING, DOUGLAS W L	TEACHER	99,693.88	4,680.30
PEREPELKEN, CASSANDRA	TEACHER	79,178.45	359.24
PETERS, BONNIE M	TEACHER	109,414.95	8,700.20
PHELPS, TINA	DIRECTOR, HUMAN RESOURCES	172,392.28	6,349.17
PHILLIPS, ROSS	TEACHER	81,310.20	-
POPESCU, RADU	SYSTEMS ADMINISTRATOR	78,182.05	-
PORTMAN, JENNIFER LEIGH	TEACHER	98,181.51	7,457.32
POUYOL, BRIGITTE	TEACHER	89,986.24	67.49
PRUIM, PATRICIA	TEACHER	99,132.17	-
PURCELL, RUSSELL E	TEACHER	99,496.09	8,857.26
PURSER, DIANA L	TEACHER	103,992.27	118.49
RADNAI, MICHAEL	TEACHER	78,216.19	15,699.73
RADONS, PATTI L	TEACHER	106,822.02	3,728.66
RAGAN, KATHRYN	TEACHER	79,963.53	177.73
RAGSDALE, DAVID	TEACHER	112,896.10	-
RAMOS GUTIERREZ, GUZMAN	TEACHER	80,946.86	288.43
RANDHAWA, HARDAVE	TEACHER	110,296.59	13,329.96
RAYMOND, JOSHUA	TEACHER	78,627.48	-
REIMER, BRENT D	TEACHER	103,964.82	834.90
REIST, LARRY P	FOREMAN, FACILITIES	79,688.85	167.15
REIST, LISA M	TEACHER	107,099.13	828.59
REIST, NATHAN	TEACHER	99,471.79	21,129.07
REMPEL, C. LOUISE	TEACHER	98,462.92	-
RICHEZ, DESIREE	TEACHER	79,716.88	21,129.07
RIMALDI, COURTENAY N	TEACHER	105,935.73	5,628.20
RITTER, CHANDREA J	PRINCIPAL	145,052.79	1,000.00
ROBERTS, GLEN	TEACHER	99,736.32	2,319.76
ROBINSON, ASHLEY	TEACHER	78,601.10	12,455.26
ROSS, KARA	TEACHER	78,157.04	11,185.98
ROSSEL, NADINE A	TEACHER	86,407.23	3,728.66
ROSTE, NATASHA MARIE	TEACHER	98,247.73	-
RUITER, LESLIE R	TEACHER	82,146.61	3,339.47
RUSHTON, LAUREN	TEACHER	102,150.92	-
RUSSELL, DANETTE T	TEACHER	99,766.83	-
RYCHKUN, K. SHANTELE	COORDINATOR, HUMAN RESOURCES	78,426.59	2,578.45
SABA, JANE	TEACHER	101,104.02	2,599.90
SAHOTA, MANDIP	TEACHER	81,076.97	2,278.62
SALAH DERRADJI, HACENE	TEACHER	111,773.04	-
SAMMON, DENISE	TEACHER	81,394.83	-
SANDHU, MANDEEP K	TEACHER	115,398.91	102.59
SCHAUFERT, CHRISTINE	TEACHER	109,154.99	3,635.24
SCHMOR, BRENT E	TEACHER	116,378.38	840.93
SCHMOR, CAROLYNN	DIRECTOR, STUDENT SERVICES	178,319.24	5,872.31
SCHNEIDER, MICHAEL	TEACHER	111,595.56	515.98
SCHROEDER, NADINE KARINA	TEACHER	78,416.58	-
SCHWEERS, ALICIA M	TEACHER	99,968.83	11,185.98
SCRIMSHAW, GLENDA	TEACHER	96,894.45	5,095.59
SEARWAR, VIVIAN	DISTRICT PRINCIPAL, INDIGENOUS EDUCATION	153,214.07	3,400.66
SEBEL, MARIE	TEACHER	88,660.16	1,066.40
SHAPANSKY, DUSTIN	TEACHER	96,756.87	2,784.48
SHARMA, ASHOK K	TEACHER	94,873.69	-
SHARMA, NEETU	TEACHER	84,990.37	-
SHARMA, WINTER	TEACHER	100,970.93	-
SHAW, SHEILA JODY	TEACHER	108,586.55	5.19
SHELLINE, KEVIN A	TECH ANALYST	76,809.95	-
SHORT, LAURA	TEACHER	100,524.42	417.52
SIDHU, RAVNEET K	TEACHER	91,187.20	-
SIMPSON, PATTI LEE	TEACHER	79,307.91	7,583.26
SIMPSON, R. MATTHEW	TEACHER	99,881.68	1,025.29
SLACK, KAREN M	TEACHER	106,578.37	-
SLACK, TYSON W	TEACHER	100,188.15	2,485.77
SLARK, IAIN ALEXANDER	PLUMBER	77,901.71	190.03
SLIZIAK, SHANE	PRINCIPAL	149,158.07	2,256.88
SMITH, TANYA LEANNE	TEACHER	85,222.59	1,934.78
SMULDERS, AMBER JOAN	TEACHER	108,059.59	6,944.59
SNIPSTEAD, TRACY L	TEACHER	107,050.04	3,317.68
SPARROW, MICHAEL S	TEACHER	91,546.61	4,906.86
SPENCER, DERRICK	TEACHER	106,344.10	-
SRA, GURJOT	TEACHER	78,201.18	-
STAFFORD, MICHELLE LEIGH	MANAGER, FACILITIES	172,352.77	1,657.10
STENEKES, JODIE	TEACHER	113,067.49	2,073.55
STENNER, REBEKAAH	TEACHER	100,410.11	2,565.97
STEVENS, LISA L	TEACHER	108,587.75	1,594.02
STRANGE, DARRYL	TEACHER	83,177.49	5,236.93
STUBLEY, ANDREW	TEACHER	107,014.15	-
STYRAN, TASHEENA	TEACHER	90,236.76	7,153.37
SUTHERLAND, MARCIE	TEACHER	79,222.60	16,571.82

Mission Public Schools
Year Ended June 30, 2024
Schedule of Remuneration & Expenses

Name		Remuneration	Expense
SWARD, ALISON R	TEACHER	99,309.81	19,886.18
SWARD, DWAYNE E	TEACHER	108,587.74	2,239.05
SYMONS, TANIA	TEACHER	93,639.73	2,962.21
SZLOVICSÁK, TERRI *	MANAGER, INTERNATIONAL EDUCATION	106,400.92	51,279.76
TAKHAR, RUPINDER	TEACHER	108,597.11	-
TATARYN, LORETTE D	TEACHER	108,572.76	9.65
TAYLOR, KELSEY	TEACHER	88,093.58	-
TAYLOR, LISA	TEACHER	94,432.16	-
TENCH, JENNIFER	TEACHER	108,644.57	14,939.16
TESSIER, BRUNO	TEACHER	99,520.69	-
THIESSEN, DANIEL ROBERT	TEACHER	108,587.85	1,019.85
THOMPSON, BRENT	TEACHER	109,137.91	-
TIWANA, KULJEET	VICE-PRINCIPAL	113,795.78	1,000.00
TROUT, ALYSON	TEACHER	100,779.78	799.36
TURKIN, PAUL RAYMOND	VICE-PRINCIPAL	127,177.96	1,678.24
UNGER, BRADLEY J	TEACHER	109,915.73	4,087.85
URANO, DEBORAH	VICE-PRINCIPAL	134,138.85	1,000.00
VAESSEN, RACHEL ANNE	TEACHER	108,763.15	9,080.03
VAN DER LOOS, JODI	TEACHER	108,597.05	2,650.46
VAN REEUWYK, KYLE	FOREMAN, TRANSPORTATION	83,883.69	1,050.20
VERMEULEN, KAREN DINA	PSYCHOLOGIST	130,100.61	1,180.56
VETTER, ANGELA F	TEACHER	109,429.39	592.44
VETTER, LANI	PRINCIPAL	144,810.38	1,004.84
VINOLY, KATIE	MANAGER, FINANCE	82,730.83	3,535.08
VON DYK, LINDSAY MH	TEACHER	89,097.43	6,220.65
VOS, RALPH	TEACHER	112,038.77	1,836.57
WALL, KELLY ANN	TEACHER	106,460.36	-
WARMERDAM, TERRA	TEACHER	106,295.10	-
WATRIN, KEVIN	PRINCIPAL	153,229.35	1,004.85
WAY, GARY	TEACHER	87,285.31	79.15
WEATHERBY, MONICA	TEACHER	77,818.48	561.64
WEIRMEIR, CHARLENE	TEACHER	80,610.75	-
WELSH, DEREK	DIRECTOR, FINANCE	155,767.95	5,712.00
WERNER, NANCY	TEACHER	99,789.16	-
WHITE, COLE	TEACHER	87,166.66	9,095.07
WIDDOWS, SHARON	PRINCIPAL	149,074.96	1,000.00
WILKINS, ROBERT	PAINTER	76,665.06	200.00
WILLIAMS, JANICE L	TEACHER	109,659.47	3,639.95
WILLIAMS, NATHAN S	TEACHER	81,153.52	4,287.01
WILSON, ANGUS	SUPERINTENDENT	247,926.24	7,712.00
WINKELMANS, DEBBIE D	TEACHER	99,452.78	828.59
WOLF, JOHN	FOREMAN, FACILITIES	79,930.93	304.99
WONG, RAYMOND	TEACHER	88,403.95	1,954.65
WOOLLEY, BEN	TEACHER	108,214.78	8,506.61
WYLLYCHUK, GRANT	TEACHER	99,724.50	1,910.77
YAFFE, KIRSTEN	MANAGER, HEALTH & SAFETY	116,537.25	475.19
YUNG, CLAUDIA	TEACHER	108,596.96	338.06
ZANATTA, GINA M	TEACHER	107,000.79	7,871.61
ZAPANTA, ELIZABETH J	TEACHER	107,237.17	2,547.50
ZIMMERMAN, KARINA	PRINCIPAL	145,052.84	1,037.71
Total Detailed Employees > 75,000.00		\$ 43,487,840.39	\$ 1,214,627.79
Total Employees <= 75,000.00		\$ 27,615,444.19	\$ 429,247.76
Total		\$ 71,201,595.34	\$ 1,663,554.81
Total Employer Premium for CPP/EI			\$ 4,268,193.88

* Includes travel expenses for international student recruitment

**School District
Statement of Financial Information (SOFI)**

School District No. 75 (Mission)

Fiscal Year Ended June 30, 2024

STATEMENT OF SEVERANCE AGREEMENTS

There was one severance agreement made between School District No.75 (Mission) and its non-unionized employees during the fiscal year ended June 30, 2024.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

Mission Public Schools
Year Ended June 30, 2024
Schedule of Payments for Goods & Services

Vendor	Amount
Detailed vendors > 25,000.00:	
360 CONNECTION CONSULTING INC	\$ 41,550.00
AINSWORTH INC	241,197.23
ALPINE REFRIGERATION LTD	274,400.37
AMAZON	229,851.65
APPLE CANADA INC	82,039.03
ASSET MANAGEMENT TECHNOLOGIES	35,655.07
AURORA CASCADE	192,524.92
BC HYDRO	560,265.47
BARAGAR ENTERPRISES LTD	25,393.20
BC PRINCIPALS AND VICE PRINCIPALS ASSOCIATION	56,941.56
BC SCHOOL TRUSTEES ASSOCIATION	44,763.55
BC TEACHERS FEDERATION	1,598,543.05
BELFOR CANADA INC	76,813.07
BRISSON SECURITY INC	41,618.25
BUNZL	122,291.33
CUPE LOCAL 593	387,468.08
CITY OF MISSION	342,251.96
CLOVERDALE PAINT INC	39,343.80
COSTCO	57,348.56
DELL CANADA INC	504,815.50
DESJARDINS FINANCIAL SECURITIES	110,891.74
DOUBLETHINK INC	28,524.30
DYNAMIC SPECIALTY VEHICLES LTD	75,140.31
ELITE FIRE PROTECTION LTD	54,152.40
EMPLOYER HEALTH TAX (EHT)	1,350,720.54
F.F. KARPET KING LTD	25,142.22
FINNEKE SHIPPING LTD	65,243.69
FLIGHT CENTRE TRAVEL GROUP (non-employees)	46,520.85
FLYNN CANADA LTD	824,050.50
FOCUSED EDUCATION RESOURCES	26,472.28
FOLLETT SCHOOL SOLUTIONS, LLC	43,739.60
FORTIS BC	264,026.45
FRASER VALLEY CHILD DEVELOPMENT CTR	125,456.50
FRASER VALLEY REFRIGERATION LTD	25,912.46
FRESCHCO	25,364.13
FVBS INC	34,475.43
GRAND & TOY	121,237.68
GUILLEVIN INTERNATIONAL CO	58,682.84
HOMEWOOD HEALTH INC	40,134.94
HONG FANG TRUDEAU	29,895.00
INFRASTRUCTURE BC INC	66,489.94
INNO REFLECTION ENGINEERING LTD	103,687.50
INSURANCE CORP OF BC	53,920.00
KEVGROUP	82,738.63
KMS TOOLS AND EQUIPMENT LTD	50,248.59
KONICA MINOLTA BUSINESS SOLUTIONS	67,610.94
KPMG LLP	36,738.45
LORDCO PARTS LTD	78,177.23
MACK KIRK ROOFING & SHEET METAL LTD	379,626.99
MAKE PROJECTS LTD	147,642.21
MEDICAL SERVICES PLAN OF BC (non-employees)	68,175.00
MINISTER OF FINANCE	81,333.96
MINISTRY OF ENVIRONMENT	36,540.00
MISSION CITY PIZZA	29,147.22
MISSION PRINCIPALS AND VICE PRINCIPALS ASSOCIATION	33,059.70
MISSION TEACHERS UNION	447,251.18
MSH INTERNATIONAL (CANADA) LTD	58,820.10

Mission Public Schools
Year Ended June 30, 2024
Schedule of Payments for Goods & Services

Vendor	Amount
MUNICIPAL PENSION PLAN	3,041,742.79
NOBLE BRITISH COLUMBIA	64,256.36
OPTRICS INC	91,872.27
PACIFIC BLUE CROSS	2,367,334.21
PCG CANADA ULC	43,866.66
PEARSON CANADA INC	58,611.42
PINCHIN LTD	124,277.22
POWERSCHOOL CANADA ULC	140,351.89
PROACTIVE HAZMAT & ENVIRONMENTAL LTD	26,746.64
PUBLIC EDUCATION BENEFITS TRUST	1,698,314.54
REAL CANADIAN SUPERSTORE	95,685.22
RECEIVER GENERAL FOR CANADA	19,157,184.77
ROYAL BANK OF CANADA	48,883.88
RUBICON PUBLISHING INC	29,757.28
RUSSELL HENDRIX	167,206.20
SAFE-GUARD FENCE LTD	46,222.05
SAVE ON FOODS	32,681.01
SCHOLANTIS LEARNING SYSTEMS	32,156.25
SOFTCHOICE LP	94,276.67
SOURCE OFFICE FURNISHINGS	32,062.29
STAPLES	116,096.92
STATE CHEMICAL LTD	26,013.26
STATION ONE ARCHITECTS	45,367.88
STERLING FLEET OUTFITTERS	26,295.95
SUPREME ASPHALT LTD	27,720.00
SUPREME PAVING	170,100.00
SWING TIME DISTRIBUTORS	164,987.62
TEACHERS PENSION PLAN	10,539,745.36
TELUS	245,670.22
THE GROUNDS GUYS	27,944.59
TLD COMPUTERS INC	41,874.78
TRANSTAR SANITATION SUPPLY	74,608.16
TURNING POINT RESOLUTIONS INC	86,639.70
UNIGLOBE SPECIALTY TRAVEL LTD	61,815.00
UNIVERUS SOFTWARE CANADA INC	25,393.20
VANCOUVER COMMUNITY COLLEGE	27,915.53
VANEX CURRENCY EXCHANGE	50,900.00
VAUGHAN VENTURES LTD	444,626.94
VIKING FIRE PROTECTION INC	37,904.16
WASTE CONNECTIONS OF CANADA INC	78,328.87
WESTERN CAMPUS RESOURCES	28,977.28
WORKSAFE BC	931,744.77
YES ENGLISH ACADEMY LTD	70,920.00
Total Detailed Vendors > 25,000.00	\$ 50,897,146.96
Total Vendors <= 25,000.00	\$ 4,019,463.67
Total Payments for Goods and Services	\$ 54,916,610.63

**School District
Statement of Financial Information (SOFI)**

School District No. 75 (Mission)

Fiscal Year Ended June 30, 2024

Reconciliation of the *Schedule of Remuneration & Expenses* and the *Schedule of Payments for Goods & Services* to the Financial Statements

For the *Schedule of Remuneration & Expenses* and the *Schedule of Payments for Goods & Services*, variances to the figures on the financial statements are explained by the following reconciling items:

- Expenditures are reported in the financial statements using an accrual basis, whereas the SOFI includes expenditures reported on a cash basis.
- The payments to suppliers listed in the SOFI include 100% of GST, whereas expenditures in the financial statements are net of any applicable GST rebates.
- Payments to suppliers may be reported in the financial statements as Prepaid Expenses, Tangible Capital Assets, or Services and Supplies, as appropriate.
- Expenditures for various Services and Supplies provided by the Ministry of Education are not included in the SOFI because they are processed as a recovery against operating grants.
- Payments made at the school level are not included in the SOFI, whereas they are included in the financial statements.
- Expenditures that are recovered from third parties are included in the SOFI report but are reported net of the recovered amount in the financial statements.
- The financial statements include accrued severance expense, if applicable, but these expenses are not included in the SOFI.
- The SOFI reflects benefit remittances that include both the employee and employer share of the benefit cost, whereas the financial statements only reflect the employer cost. The employer cost is included in the benefits section of the financial statements.

Audited Financial Statements of

School District No. 75 (Mission)

And Independent Auditors' Report thereon

June 30, 2024

School District No. 75 (Mission)

June 30, 2024

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School District No. 75 (Mission)

MANAGEMENT REPORT

Version: 6592-5846-3864

Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 75 (Mission)

Original signed by T. Loffler

Signature of the Chairperson of the Board of Education

Date Signed

Original signed by A. Wilson

Signature of the Superintendent

Date Signed

Original signed by C. Becker

Signature of the Secretary Treasurer

Date Signed



KPMG LLP
32575 Simon Ave
Abbotsford, BC V2T 4W6
Canada
Telephone (604) 854-2200
Fax (604) 853-2756

INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 75 (Mission), and

To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 75 (Mission), (the "Entity"), which comprise:

- the statement of financial position as at June 30, 2024
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2024 of the Entity present fairly and are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditor's Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document
- Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the information, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document and the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditors' report.

If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.



As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Abbotsford, Canada
September 18, 2024

School District No. 75 (Mission)

Statement of Financial Position
As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	21,515,830	19,290,311
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	264,852	1,512,711
Due from First Nations	239,085	126,894
Other (Note 3)	674,205	807,564
Total Financial Assets	22,693,972	21,737,480
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	9,838,247	9,813,992
Unearned Revenue (Note 5)	1,208,560	1,544,586
Deferred Revenue (Note 6)	2,750,978	1,941,848
Deferred Capital Revenue (Note 7)	50,309,737	50,572,719
Employee Future Benefits (Note 8)	1,230,257	1,170,378
Asset Retirement Obligation (Note 9)	4,738,468	4,738,468
Debt (Note 10)	1,233,883	997,213
Total Liabilities	71,310,130	70,779,204
Net Debt	(48,616,158)	(49,041,724)
Non-Financial Assets		
Tangible Capital Assets (Note 12)	74,235,370	74,899,728
Prepaid Expenses	256,829	273,461
Total Non-Financial Assets	74,492,199	75,173,189
Accumulated Surplus (Deficit) (Note 20)	25,876,041	26,131,465

Contractual Rights (Note 16)
Contingent Liabilities (Note 18)

Approved by the Board

[Original signed by T. Loffler](#)

Signature of the Chairperson of the Board of Education	Date Signed
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[Original signed by A. Wilson](#)

Signature of the Superintendent	Date Signed
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[Original signed by C. Becker](#)

Signature of the Secretary Treasurer	Date Signed
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School District No. 75 (Mission)

Statement of Operations
Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	92,921,102	93,472,138	83,258,986
Other	511,843	408,593	410,542
Tuition	2,320,000	2,341,810	2,323,048
Other Revenue	2,514,596	2,584,270	2,811,013
Rentals and Leases	211,650	182,500	203,688
Investment Income	650,000	788,525	600,217
Gain (Loss) on Disposal of Tangible Capital Assets			131,398
Amortization of Deferred Capital Revenue	3,252,863	3,256,971	3,123,694
Total Revenue	102,382,054	103,034,807	92,862,586
Expenses (Note 19)			
Instruction	84,844,561	83,083,076	74,999,585
District Administration	4,309,374	4,388,168	3,812,806
Operations and Maintenance	14,431,918	14,242,264	13,325,918
Transportation and Housing	1,425,071	1,520,426	1,385,112
Debt Services	60,836	56,297	24,599
Total Expense	105,071,760	103,290,231	93,548,020
Surplus (Deficit) for the year	(2,689,706)	(255,424)	(685,434)
Accumulated Surplus (Deficit) from Operations, beginning of year		26,131,465	26,816,899
Accumulated Surplus (Deficit) from Operations, end of year		25,876,041	26,131,465

School District No. 75 (Mission)

Statement of Changes in Net Debt
Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(2,689,706)	(255,424)	(685,434)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(3,434,057)	(3,857,761)	(4,527,444)
Amortization of Tangible Capital Assets	4,461,822	4,522,119	4,302,321
Net carrying value of Tangible Capital Assets disposed of			43,421
Total Effect of change in Tangible Capital Assets	1,027,765	664,358	(181,702)
Acquisition of Prepaid Expenses	(200,000)	(256,829)	(273,461)
Use of Prepaid Expenses	200,000	273,461	347,250
Total Effect of change in Other Non-Financial Assets	-	16,632	73,789
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(1,661,941)	425,566	(793,347)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		425,566	(793,347)
Net Debt, beginning of year		(49,041,724)	(48,248,377)
Net Debt, end of year		(48,616,158)	(49,041,724)

School District No. 75 (Mission)

Statement 5

Statement of Cash Flows
Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(255,424)	(685,434)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	1,269,027	(1,257,309)
Prepaid Expenses	16,632	73,789
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	24,254	1,384,195
Unearned Revenue	(336,026)	(134,309)
Deferred Revenue	809,130	216,932
Employee Future Benefits	59,879	69,812
Loss (Gain) on Disposal of Tangible Capital Assets		(131,398)
Amortization of Tangible Capital Assets	4,522,119	4,302,321
Amortization of Deferred Capital Revenue	(3,256,971)	(3,123,694)
Bylaw Capital Spend on Non-Capital Items	(326,781)	(79,312)
Write-Off/down of Capital Assets - WIP	27,432	
Total Operating Transactions	2,553,271	635,593
Capital Transactions		
Tangible Capital Assets Purchased	(3,106,931)	(3,246,233)
Tangible Capital Assets -WIP Purchased	(341,836)	(671,461)
District Portion of Proceeds on Disposal		174,818
Tangible Capital Assets Purchased - Capital Loan	(436,426)	(609,750)
Total Capital Transactions	(3,885,193)	(4,352,626)
Financing Transactions		
Loan Proceeds (Note 10)	440,000	930,000
Loan Payments	(203,329)	(101,292)
Capital Revenue Received	3,320,770	3,725,124
Total Financing Transactions	3,557,441	4,553,832
Net Increase (Decrease) in Cash and Cash Equivalents	2,225,519	836,799
Cash and Cash Equivalents, beginning of year	19,290,311	18,453,512
Cash and Cash Equivalents, end of year	21,515,830	19,290,311
Cash and Cash Equivalents, end of year, is made up of:		
Cash	21,515,830	19,290,311
	21,515,830	19,290,311

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

1. Authority and purpose

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

2. Summary of significant accounting policies

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

a) Basis of Accounting

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

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

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

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

b) Cash and cash equivalents

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

2. Summary of significant accounting policies (continued)

c) Accounts receivable

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

d) Unearned revenue

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

e) Deferred revenue and deferred capital revenue

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

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

f) Employee future benefits

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

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

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

2. Summary of significant accounting policies (continued)

g) Asset Retirement Obligations

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

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

The liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2(i)). Assumptions used in the calculations are reviewed annually.

h) Liability for contaminated sites

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

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

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

i) Tangible capital assets

The following criteria apply:

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

2. Summary of significant accounting policies (continued)

i) Tangible capital assets (continued)

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

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

j) Capital leases

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

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

k) Prepaid expenses

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

l) Funds and reserves

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

2. Summary of significant accounting policies (continued)

m) Revenue recognition

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

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

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

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

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

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that meets the criteria for liability recognition, in which case the transfer is recognized as revenue over the period that the liability is extinguished (see note 2(a)).

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the district:

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

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

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

n) Expenses

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

2. Summary of significant accounting policies (continued)

n) Expenses (continued)

Categories of Salaries:

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

Allocation of costs:

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

o) Financial instruments

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

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

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

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

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

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

2. Summary of significant accounting policies (continued)

p) Measurement uncertainty

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

q) Adoption of new accounting standards

(i) PS 3400 Revenue:

On July 1, 2023, the School District adopted Canadian public sector accounting standard PS 3400 Revenue. The new accounting standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement. The adoption of this new standard did not have an impact on the amounts presented in the financial statements.

(ii) PSG-8 Purchased Intangibles:

On July 1, 2023, the School District adopted Canadian public sector accounting guideline PSG-8 Purchased Intangibles. The new accounting guideline permits recognition of purchased intangibles that are acquired through an arm's length exchange transaction between willing parties provided the purchased intangible meets the recognition criteria for an asset. The adoption of this new guideline did not have an impact on the amounts presented in the financial statements.

(iii) PS 3160 Public Private Partnerships:

On July 1, 2023, the School District adopted Canadian public sector accounting standard PS 3160 Public Private Partnerships. The new accounting standard includes requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The adoption of this new standard did not have an impact on the amounts presented.

3. Accounts receivable - other

	2024	2023
Due from Federal Government	\$ 90,160	\$ 122,632
Benefit plans surplus	342,119	378,529
Other	241,926	306,403
Balance, end of year	674,205	807,564

4. Accounts payable and accrued liabilities - other

	2024	2023
Trade payables	\$ 2,823,324	\$ 3,376,876
Salaries and benefits payable	6,215,412	5,665,264
Accrued vacation payable	799,511	771,852
Balance, end of year	\$ 9,838,247	\$ 9,813,992

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

5. Unearned revenue

	2024	2023
Balance, beginning of year	\$ 1,544,586	\$ 1,678,895
Changes for the year:		
Increase:		
Tuition fees collected	1,203,160	1,537,986
Transportation fees	5,400	6,600
	1,208,560	1,544,586
Decrease:		
Tuition fees recognized as revenue	1,537,986	1,669,294
Transportation fees recognized as revenue	6,600	9,600
	1,544,586	1,678,894
Net change for the year	(336,026)	(134,308)
Balance, end of year	\$ 1,208,560	\$ 1,544,586

Unearned revenue comprised of:	2024	2023
Tuition fees	1,203,160	1,537,986
Transportation fees	5,400	6,600
	\$ 1,208,560	\$ 1,544,586

6. Deferred revenue

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

	2024	2023
Balance, beginning of year	\$ 1,941,848	\$ 1,724,916
Changes for the year:		
Increase:		
Provincial grants – Ministry of Education and Child Care (MECC)	12,780,297	10,377,917
Provincial grants – Other Ministry	104,461	120,104
Other revenue	2,259,697	2,387,274
	15,144,455	12,885,295
Decrease:		
Allocated to revenue	(14,335,325)	(12,622,838)
Recovered	-	(45,525)
Net change for the year	809,130	216,932
Balance, end of year	\$ 2,750,978	\$ 1,941,848

Deferred revenue comprised of:	2024	2023
Provincial grants – MECC	\$ 1,250,664	\$ 578,196
Provincial grants – other	146,120	125,172
School generated funds	1,237,764	1,127,594
Other revenue	116,430	110,886
	\$ 2,750,978	\$ 1,941,848

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

7. Deferred capital revenue

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

	2024	2023
Deferred capital revenue subject to amortization		
Balance, beginning of year	\$ 47,266,675	\$ 46,904,584
Increases:		
Capital additions	3,005,235	3,485,785
Decreases:		
Amortization	(3,256,971)	(3,123,694)
Net change for the year	(251,736)	362,091
Balance, end of year	\$ 47,014,939	\$ 47,266,675
Deferred capital revenue not subject to amortization		
Balance, beginning of year	\$ 597,031	\$ 1,490,683
Increases:		
Transfer from unspent - work in progress additions	217,152	520,821
Decreases:		
Transfer to deferred capital revenue	(527,171)	(1,414,473)
Write-off of capital project	(27,432)	-
Net change for the year	(337,451)	(893,652)
Balance, end of year	259,580	597,031
Total deferred capital revenue, end of year	\$ 47,274,519	\$ 47,863,706
Unspent deferred capital revenue		
Balance, beginning of year	\$ 2,709,013	\$ 1,655,334
Increases:		
Provincial grants – MECC	3,131,657	2,619,516
Other	189,113	581,153
Restricted proceeds from Cade Barr site disposal	-	524,455
Decreases:		
Transfer to deferred capital revenue subject to amortization	(2,478,064)	(2,071,312)
Transfer to deferred capital revenue - work in progress	(217,152)	(520,821)
Bylaw capital spent on non-capital items	(299,349)	(79,312)
Net change for the year	326,205	1,053,679
Balance, end of year	\$ 3,035,218	\$ 2,709,013
Total deferred capital revenue, end of year	\$ 50,309,737	\$ 50,572,719

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

8. Employee future benefits

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

	2024	2023
Assumptions		
Discount Rate - April 1	4.00%	3.25%
Discount Rate - March 31	4.25%	4.00%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	10.4	10.4

Reconciliation of Accrued Benefit Obligation

Accrued Benefit Obligation – April 1	\$ 1,072,335	\$ 1,127,817
Service Cost	98,641	101,543
Interest Cost	44,916	37,020
Benefit Payments	(62,794)	(80,456)
Actuarial (Gain) Loss	(53,492)	(113,589)
Accrued Benefit Obligation – March 31	<u>\$ 1,099,606</u>	<u>\$ 1,072,335</u>

Reconciliation of Funded Status at End of Fiscal Year

Accrued Benefit Obligation - March 31	\$ 1,099,606	\$ 1,072,335
Market Value of Plan Assets - March 31	0	0
Funded Status - Deficit	(1,099,606)	(1,072,335)
Employer Contributions After Measurement Date	35,873	14,875
Benefits Expense After Measurement Date	(36,448)	(35,889)
Unamortized Net Actuarial (Gain) Loss	(130,076)	(77,029)
Accrued Benefit Liability - June 30	<u>\$ (1,230,257)</u>	<u>\$ (1,170,378)</u>

Reconciliation of Change in Accrued Benefit Liability

Accrued Benefit Liability (Asset) - July 1	\$ 1,170,378	\$ 1,100,566
Net Expense for Fiscal Year	143,671	143,490
Employer Contributions	(83,792)	(73,678)
Accrued Benefit Liability - June 30	<u>\$ 1,230,257</u>	<u>\$ 1,170,378</u>

Components of Net Benefit Expense

Service Cost	\$ 98,221	\$ 100,818
Interest Cost	45,894	38,994
Amortization of Net Actuarial Loss	(444)	3,678
Net Benefit Expense	<u>\$ 143,671</u>	<u>\$ 143,490</u>

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

9. Asset retirement obligation

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

	2024	2023
Asset retirement obligation		
Balance, beginning of year	\$ 4,738,468	\$ 4,738,468
Balance, end of year	\$ 4,738,468	\$ 4,738,468

10. Debt

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

	2024	2023
Loan 1: Demand loan of \$190,000, approved on October 12, 2021, borrowed on November 30, 2021, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.49% as of June 30, 2024), repayable in blended monthly principal and interest payments of \$3,243, due November 30, 2026, unsecured. Principal and interest paid to date are \$86,223 and \$14,313 respectively.	\$ 103,777	\$ 135,959
Loan 2: Demand loan of \$450,000, approved on May 19, 2022, borrowed on July 15, 2022, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.49% as of June 30, 2024), repayable in blended monthly principal and interest payments of \$7,770, due July 31, 2027, unsecured. Principal and interest paid to date are \$142,693 and \$36,457 respectively.	307,307	381,254
Loan 3: Demand loan of \$480,000, approved on May 3, 2023, borrowed on June 15, 2023, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.49% as of June 30, 2024), repayable in blended monthly principal and interest payments of \$9,074, due June 30, 2028, unsecured. Principal and interest paid to date are \$84,374 and \$25,574 respectively.	395,626	480,000
Loan 4: Demand loan of \$440,000, approved on February 27, 2024, borrowed on April 5, 2024, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (5.49% as of June 30, 2024), repayable in blended monthly principal and interest payments of \$8,425, due April 30, 2029, unsecured. Principal and interest paid to date are \$12,827 and \$5,762 respectively.	427,173	-
	1,233,883	997,213

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

10. Debt (continued)

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

2025	\$	281,369
2026		297,209
2027		309,675
2028		264,835
2029		80,795
		<u>\$ 1,233,883</u>

The School District also has an approved line of credit of \$1.0 million with interest at the bank's prime rate minus 0.25%. As of June 30, 2024, the School District had \$ nil borrowings (2023: \$ nil) under this facility.

11. Capital lease obligations

The School District has an approved revolving term lease of \$750,000. As of June 30, 2024, the School District had \$ nil borrowings (2023: \$ nil) under this facility.

12. Tangible capital assets

	2024	2023
Net book value:		
Sites	\$ 10,510,959	\$ 10,510,959
Buildings	57,565,922	58,166,161
Buildings – work in progress	686,266	899,033
Furniture & equipment	1,832,672	1,598,499
Vehicles	1,642,148	1,921,653
Computer software	68,149	92,587
Computer hardware	1,929,254	1,710,836
Total net book value, tangible capital assets	<u>\$ 74,235,370</u>	<u>\$ 74,899,728</u>

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

12. Tangible capital assets (continued)

Cost:	July 1, 2023	Additions	Disposals	June 30, 2024
Sites	\$ 10,510,959	\$ -	\$ -	\$ 10,510,959
Buildings	151,980,586	2,791,378	-	154,771,964
Furniture & equipment	2,884,258	543,325	(128,791)	3,298,792
Vehicles	3,077,050	25,378	(81,811)	3,020,617
Computer software	129,408	-	(14,437)	114,971
Computer hardware	2,104,920	710,447	-	2,815,367
Work in progress	899,033	341,836	(554,603)	686,266
Total cost	171,586,214	4,412,364	(779,642)	175,218,936
Accumulated amortization:				
Buildings	93,814,425	3,391,617	-	97,206,042
Furniture & equipment	1,285,759	309,152	(128,791)	1,466,120
Vehicles	1,155,397	304,883	(81,811)	1,378,469
Computer software	36,821	24,438	(14,437)	46,822
Computer hardware	394,084	492,029	-	886,113
Total amortization	96,686,486	4,522,119	(225,039)	100,983,566
Total net book value	\$ 74,899,728	\$ (109,755)	\$ (554,603)	\$ 74,235,370

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

13. Employee pension plans

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusted pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2023 the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As at December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

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

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

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

The School District paid \$6,903,718 for employer contributions to the plans for the year ended June 30, 2024 (2023: \$6,234,053).

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

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

14. Interfund transfers

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2024, were as follows:

	2024	2023
Capital assets purchased from operating fund	\$ 110,376	\$ 181,177
Capital assets purchased from feeding futures fund	16,910	-
Capital assets purchased from school generated funds	44,611	-
Local capital allocation from operating fund	417,740	457,000
Local capital allocation from operating fund for capital loan	259,626	125,891

15. Related party transactions

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

16. Contractual rights

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

	2025	2026	2027	2028	2029	Thereafter
License to occupy agreements	\$ 186,606	\$ 191,875	\$ 159,393	\$ 125,456	\$ 88,512	\$ 6,717
Operating use agreement	160,276	80,928	-	-	-	-
	<u>\$ 346,882</u>	<u>\$ 272,803</u>	<u>\$ 159,393</u>	<u>\$ 125,456</u>	<u>\$ 88,512</u>	<u>\$ 6,717</u>

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

17. Budget figures

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on January 23, 2024. The Board adopted a preliminary annual budget on June 20, 2023. The amended budget is used for comparison purposes as it is based on actual student enrolment. The following is a reconciliation of the two budgets:

Statement 2	2024 Amended	2024 Preliminary	Budget change
Revenue			
Provincial Grants			
Ministry of Education	\$ 92,921,102	\$ 88,920,428	\$ 4,000,674
Other	511,843	510,073	1,770
Tuition	2,320,000	2,505,040	(185,040)
Other Revenue	2,514,596	2,133,800	380,796
Rentals and Leases	211,650	211,650	-
Investment Income	650,000	500,000	150,000
Amortization of Deferred Capital Revenue	3,252,863	3,088,696	164,167
Total Revenue	102,382,054	97,869,687	4,512,367
Expense			
Instruction	84,844,561	80,498,948	4,345,613
District administration	4,309,374	4,209,524	99,850
Operations and maintenance	14,431,918	14,229,057	202,861
Transportation and housing	1,425,071	1,366,385	58,686
Debt services	60,836	45,321	15,515
Total expense	105,071,760	100,349,235	4,722,525
Net expense	(2,689,706)	(2,479,548)	(210,158)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,023,083	1,801,796	221,287
Budgeted surplus (deficit) for the year	\$ (666,623)	\$ (677,752)	\$ 11,129
Statement 4			
Deficit for the year	\$ (2,689,706)	\$ (2,479,548)	\$ (210,158)
Effect of change in tangible capital assets			
Acquisition of tangible capital assets			
From operating and special purpose funds			-
From Local capital	(325,000)	(800,000)	475,000
From deferred capital revenue	(3,109,057)	(3,346,509)	237,452
Total acquisition of tangible capital assets	(3,434,057)	(4,146,509)	712,452
Amortization of tangible capital assets	4,461,822	4,282,137	179,685
Total effect of change in tangible capital assets	1,027,765	135,628	892,137
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)	\$ 681,979

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

18. Contingent liabilities

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

19. Expense by object

	2024	2023
Salaries and benefits	\$ 87,270,440	\$ 78,065,880
Services and supplies	11,441,375	11,155,220
Interest	56,297	24,599
Amortization	4,522,119	4,302,321
Total expense by object	\$ 103,290,231	\$ 93,548,020

20. Accumulated surplus

	2024	2023
Restricted operating surplus for:		
Schools and departments	\$ 259,169	\$ 255,959
Indigenous education	90,884	81,653
Teacher mentorship	134,233	134,233
Equity scan – video project	-	12,655
Equity scan	-	4,488
Integrated child and youth	522,666	357,388
Indigenous health	5,000	-
Total restricted (appropriated) operating surplus	1,011,952	846,376
Unrestricted operating surplus	3,308,815	3,257,633
Total operating surplus available for future operations	4,320,767	4,104,009
Restricted local capital reserve available for capital projects	733,047	896,961
Invested in tangible capital assets	20,822,227	21,130,495
Total capital surplus	21,555,274	22,027,456
Total accumulated surplus	\$ 25,876,041	\$ 26,131,465

21. Economic dependence

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

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2024

22. Risk management

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

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

a) Credit risk:

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

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

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

b) Market risk:

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

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

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

c) Liquidity risk:

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2023 related to credit, market, or liquidity risks.

School District No. 75 (Mission)

Schedule 1 (Unaudited)

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

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Actual	2023 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,104,009		22,027,456	26,131,465	26,816,899
Changes for the year					
Surplus (Deficit) for the year	1,004,500	61,521	(1,321,445)	(255,424)	(685,434)
Interfund Transfers					
Tangible Capital Assets Purchased	(110,376)	(61,521)	171,897	-	
Local Capital	(417,740)		417,740	-	
Other	(259,626)		259,626	-	
Net Changes for the year	216,758	-	(472,182)	(255,424)	(685,434)
Accumulated Surplus (Deficit), end of year - Statement 2	4,320,767	-	21,555,274	25,876,041	26,131,465

School District No. 75 (Mission)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	80,094,340	81,037,528	73,159,535
Other	300,840	325,080	315,481
Tuition	2,320,000	2,341,810	2,323,048
Other Revenue	255,000	440,287	303,375
Rentals and Leases	211,650	182,500	203,688
Investment Income	650,000	788,525	600,217
Total Revenue	83,831,830	85,115,730	76,905,344
Expenses			
Instruction	70,381,915	69,482,520	62,945,566
District Administration	3,964,484	4,071,480	3,753,868
Operations and Maintenance	9,527,628	9,037,221	8,438,946
Transportation and Housing	1,377,714	1,520,009	1,380,570
Total Expense	85,251,741	84,111,230	76,518,950
Operating Surplus (Deficit) for the year	(1,419,911)	1,004,500	386,394
Budgeted Appropriation (Retirement) of Surplus (Deficit)	2,023,083		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(110,376)	(181,177)
Local Capital	(320,000)	(417,740)	(457,000)
Other	(283,172)	(259,626)	(125,891)
Total Net Transfers	(603,172)	(787,742)	(764,068)
Total Operating Surplus (Deficit), for the year	-	216,758	(377,674)
Operating Surplus (Deficit), beginning of year		4,104,009	4,481,683
Operating Surplus (Deficit), end of year		4,320,767	4,104,009
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 20)		1,011,952	846,376
Unrestricted		3,308,815	3,257,633
Total Operating Surplus (Deficit), end of year		4,320,767	4,104,009

School District No. 75 (Mission)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	77,945,580	78,509,720	69,282,965
ISC/LEA Recovery	(225,000)	(239,085)	(240,713)
Other Ministry of Education and Child Care Grants			
Pay Equity	725,901	725,901	725,901
Funding for Graduated Adults		7,570	10,688
Student Transportation Fund	188,900	188,900	188,900
Support Staff Benefits Grant	55,180	55,076	55,076
FSA Scorer Grant	13,000	14,464	14,464
Early Learning Framework (ELF) Implementation			952
Labour Settlement Funding	1,333,708	1,333,708	2,749,033
Equity Scan Grant			2,381
Equity Scan Video Project			12,500
Integrated Child and Youth Funding	57,071	441,274	357,388
Total Provincial Grants - Ministry of Education and Child Care	80,094,340	81,037,528	73,159,535
Provincial Grants - Other	300,840	325,080	315,481
Tuition			
Continuing Education	270,000	267,810	200,938
International and Out of Province Students	2,050,000	2,074,000	2,122,110
Total Tuition	2,320,000	2,341,810	2,323,048
Other Revenues			
Funding from First Nations	225,000	239,085	240,713
Miscellaneous			
Transportation Fees		15,570	15,950
Pay for Service - Riverside	5,000	7,052	9,748
Other Revenues	25,000	178,580	36,964
Total Other Revenue	255,000	440,287	303,375
Rentals and Leases	211,650	182,500	203,688
Investment Income	650,000	788,525	600,217
Total Operating Revenue	83,831,830	85,115,730	76,905,344

School District No. 75 (Mission)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Salaries			
Teachers	32,890,590	32,917,306	30,159,972
Principals and Vice Principals	5,016,100	4,994,420	4,720,860
Educational Assistants	9,256,458	8,780,998	7,324,169
Support Staff	9,152,230	9,049,379	8,110,579
Other Professionals	2,816,662	2,867,510	2,431,140
Substitutes	3,986,797	3,511,606	3,558,874
Total Salaries	63,118,837	62,121,219	56,305,594
Employee Benefits	14,668,818	15,086,687	13,462,529
Total Salaries and Benefits	77,787,655	77,207,906	69,768,123
Services and Supplies			
Services	2,519,029	2,602,950	2,306,280
Student Transportation	19,000	16,533	15,224
Professional Development and Travel	617,113	521,985	534,807
Rentals and Leases			10,132
Dues and Fees	97,000	94,393	90,936
Insurance	195,000	166,123	171,268
Supplies	2,598,123	2,304,037	2,354,328
Utilities	1,418,821	1,197,303	1,267,852
Total Services and Supplies	7,464,086	6,903,324	6,750,827
Total Operating Expense	85,251,741	84,111,230	76,518,950

School District No. 75 (Mission)

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	27,089,412	514,266	58,507	608,473		2,096,076	30,366,734
1.03 Career Programs	602,033			482,816		30,392	1,115,241
1.07 Library Services	1,194,278					31,633	1,225,911
1.08 Counselling	1,378,346						1,378,346
1.10 Special Education	2,134,386	76,021	7,494,403	890,891	154,190	936,504	11,686,395
1.30 English Language Learning	39,963	26,301	119,357			899	186,520
1.31 Indigenous Education	435,640	212,027	1,067,078	44,201		1,160	1,760,106
1.41 School Administration		4,085,944		1,324,157	73,280	122,647	5,606,028
1.60 Summer School	43,248						43,248
1.62 International and Out of Province Students		16,409	41,653	164,949	151,160	670	374,841
Total Function 1	32,917,306	4,930,968	8,780,998	3,515,487	378,630	3,219,981	53,743,370
4 District Administration							
4.11 Educational Administration		63,452		164,521	790,773		1,018,746
4.40 School District Governance					98,294		98,294
4.41 Business Administration				467,301	1,060,770	25,742	1,553,813
Total Function 4	-	63,452	-	631,822	1,949,837	25,742	2,670,853
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				57,908	436,756	26,871	521,535
5.50 Maintenance Operations				3,665,467		199,085	3,864,552
5.52 Maintenance of Grounds				362,719		980	363,699
5.56 Utilities							-
Total Function 5	-	-	-	4,086,094	436,756	226,936	4,749,786
7 Transportation and Housing							
7.41 Transportation and Housing Administration				51,897	102,287		154,184
7.70 Student Transportation				764,079		38,947	803,026
Total Function 7	-	-	-	815,976	102,287	38,947	957,210
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	32,917,306	4,994,420	8,780,998	9,049,379	2,867,510	3,511,606	62,121,219

School District No. 75 (Mission)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Actual	2024 Budget (Note 17)	2023 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	30,366,734	7,237,424	37,604,158	1,123,651	38,727,809	38,869,994	35,180,690
1.03 Career Programs	1,115,241	270,390	1,385,631	170,005	1,555,636	1,721,569	1,266,358
1.07 Library Services	1,225,911	291,054	1,516,965	52,629	1,569,594	1,647,710	1,657,320
1.08 Counselling	1,378,346	302,993	1,681,339	897	1,682,236	1,587,860	1,687,438
1.10 Special Education	11,686,395	3,148,242	14,834,637	289,346	15,123,983	15,766,699	12,544,575
1.30 English Language Learning	186,520	49,371	235,891	3,308	239,199	293,209	323,419
1.31 Indigenous Education	1,760,106	432,462	2,192,568	220,430	2,412,998	2,513,294	2,382,883
1.41 School Administration	5,606,028	1,305,267	6,911,295	226,897	7,138,192	6,980,831	6,839,378
1.60 Summer School	43,248	8,367	51,615		51,615	35,050	39,875
1.62 International and Out of Province Students	374,841	91,577	466,418	514,840	981,258	965,699	1,023,630
Total Function 1	53,743,370	13,137,147	66,880,517	2,602,003	69,482,520	70,381,915	62,945,566
4 District Administration							
4.11 Educational Administration	1,018,746	221,412	1,240,158	202,758	1,442,916	1,380,629	1,288,444
4.40 School District Governance	98,294	15,963	114,257	81,114	195,371	191,033	175,379
4.41 Business Administration	1,553,813	346,367	1,900,180	533,013	2,433,193	2,392,822	2,290,045
Total Function 4	2,670,853	583,742	3,254,595	816,885	4,071,480	3,964,484	3,753,868
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	521,535	94,187	615,722	251,955	867,677	927,347	817,246
5.50 Maintenance Operations	3,864,552	962,006	4,826,558	1,503,836	6,330,394	6,550,483	5,716,743
5.52 Maintenance of Grounds	363,699	78,288	441,987	199,860	641,847	630,977	637,105
5.56 Utilities	-	-	-	1,197,303	1,197,303	1,418,821	1,267,852
Total Function 5	4,749,786	1,134,481	5,884,267	3,152,954	9,037,221	9,527,628	8,438,946
7 Transportation and Housing							
7.41 Transportation and Housing Administration	154,184	38,456	192,640	5,681	198,321	193,845	175,186
7.70 Student Transportation	803,026	192,861	995,887	325,801	1,321,688	1,183,869	1,205,384
Total Function 7	957,210	231,317	1,188,527	331,482	1,520,009	1,377,714	1,380,570
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	62,121,219	15,086,687	77,207,906	6,903,324	84,111,230	85,251,741	76,518,950

School District No. 75 (Mission)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget (Note 17)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	12,826,762	12,107,829	10,020,139
Other	211,003	83,513	95,061
Other Revenue	2,259,596	2,143,983	2,507,638
Total Revenue	15,297,361	14,335,325	12,622,838
Expenses			
Instruction	14,462,646	13,600,556	12,054,019
District Administration	344,890	316,688	58,938
Operations and Maintenance	442,468	356,143	505,339
Transportation and Housing	47,357	417	4,542
Total Expense	15,297,361	14,273,804	12,622,838
Special Purpose Surplus (Deficit) for the year	-	61,521	-
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(61,521)	
Total Net Transfers	-	(61,521)	-
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object
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	789,030	448,905	283,686
Provincial Grants - Other									
Other			89,300	2,142,281					
	249,559	291,080	89,300	2,142,281	160,000	31,850	789,030	448,905	283,686
Less: Allocated to Revenue	249,559	291,080	103,300	2,032,111	170,929	32,597	529,084	448,905	283,686
Deferred Revenue, end of year	-	-	73,951	1,237,764	9,632	5,859	323,951	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	249,559	291,080			170,929	32,597	529,084	448,905	283,686
Provincial Grants - Other									
Other Revenue			103,300	2,032,111					
	249,559	291,080	103,300	2,032,111	170,929	32,597	529,084	448,905	283,686
Expenses									
Salaries									
Teachers						20,301	126,978	20,030	
Principals and Vice Principals							22,161		
Educational Assistants		230,193					149,543	312,875	
Support Staff	38,400				127,261				95,783
Other Professionals									
Substitutes					4,852	699	13,405	11,353	134,866
	38,400	230,193	-	-	132,113	21,000	312,087	344,258	230,649
Employee Benefits	9,600	60,887			35,874	5,545	88,993	93,286	44,667
Services and Supplies	201,559		103,300	1,987,500	2,942	6,052	128,004	11,361	8,370
	249,559	291,080	103,300	1,987,500	170,929	32,597	529,084	448,905	283,686
Net Revenue (Expense) before Interfund Transfers	-	-	-	44,611	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased				(44,611)					
	-	-	-	(44,611)	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object
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	1,388,663	13,797	52,000	11,250		161,000	19,000	175,000
Provincial Grants - Other									
Other									
	7,905,372	1,388,663	13,797	52,000	11,250	-	161,000	19,000	175,000
Less: Allocated to Revenue	7,905,372	1,388,663	417	52,000	4,768	15,000	302,787	17,867	186,914
Deferred Revenue, end of year	-	-	46,940	-	34,619	66,343	111,530	19,148	60,738
Revenues									
Provincial Grants - Ministry of Education and Child Care	7,905,372	1,388,663	417	52,000	4,768	15,000	302,787	17,867	186,914
Provincial Grants - Other									
Other Revenue									
	7,905,372	1,388,663	417	52,000	4,768	15,000	302,787	17,867	186,914
Expenses									
Salaries									
Teachers	6,324,298	117,121							
Principals and Vice Principals									153,972
Educational Assistants									
Support Staff					194		15,578	713	
Other Professionals									
Substitutes					3,124			1,199	
	6,324,298	117,121	-	-	3,318	-	15,578	1,912	153,972
Employee Benefits	1,581,074				372		4,156	159	31,923
Services and Supplies		1,271,542	417	52,000	1,078	15,000	283,053	15,796	1,019
	7,905,372	1,388,663	417	52,000	4,768	15,000	302,787	17,867	186,914
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Feeding Futures Fund	BEST	MCFD Early Years	MCFD Middle Years	Heritage Park Day Care	PSB Mentorship	Decoda Learning	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		20,000	64,758	60,175	2,936	238	-	1,941,848
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	800,105							12,780,297
Provincial Grants - Other			85,832	18,630				104,462
Other					19,800		8,315	2,259,696
	800,105	-	85,832	18,630	19,800	-	8,315	15,144,455
Less: Allocated to Revenue	228,201	-	83,275	-	7,384	238	1,188	14,335,325
Deferred Revenue, end of year	571,904	20,000	67,315	78,805	15,352	-	7,127	2,750,978
Revenues								
Provincial Grants - Ministry of Education and Child Care	228,201							12,107,829
Provincial Grants - Other			83,275			238		83,513
Other Revenue					7,384		1,188	2,143,983
	228,201	-	83,275	-	7,384	238	1,188	14,335,325
Expenses								
Salaries								
Teachers								6,608,728
Principals and Vice Principals								176,133
Educational Assistants	24,296							716,907
Support Staff	3,390		63,663		189		254	345,425
Other Professionals	49,844							49,844
Substitutes			360					169,858
	77,530	-	64,023	-	189	-	254	8,066,895
Employee Benefits	20,984		18,119					1,995,639
Services and Supplies	112,777		1,133		7,195	238	934	4,211,270
	211,291	-	83,275	-	7,384	238	1,188	14,273,804
Net Revenue (Expense) before Interfund Transfers	16,910	-	-	-	-	-	-	61,521
Interfund Transfers								
Tangible Capital Assets Purchased	(16,910)							(61,521)
	(16,910)	-	-	-	-	-	-	(61,521)
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2024

	2024 Budget (Note 17) \$	2024 Actual			2023 Actual \$
		Invested in Tangible Capital Assets \$	Local Capital \$	Fund Balance \$	
Revenues					
Provincial Grants					
Ministry of Education and Child Care		326,781		326,781	79,312
Gain (Loss) on Disposal of Tangible Capital Assets				-	131,398
Amortization of Deferred Capital Revenue	3,252,863	3,256,971		3,256,971	3,123,694
Total Revenue	<u>3,252,863</u>	<u>3,583,752</u>	<u>-</u>	<u>3,583,752</u>	<u>3,334,404</u>
Expenses					
Operations and Maintenance		326,781		326,781	79,312
Amortization of Tangible Capital Assets					
Operations and Maintenance	4,461,822	4,522,119		4,522,119	4,302,321
Debt Services					
Capital Loan Interest	60,836		56,297	56,297	24,599
Total Expense	<u>4,522,658</u>	<u>4,848,900</u>	<u>56,297</u>	<u>4,905,197</u>	<u>4,406,232</u>
Capital Surplus (Deficit) for the year	<u>(1,269,795)</u>	<u>(1,265,148)</u>	<u>(56,297)</u>	<u>(1,321,445)</u>	<u>(1,071,828)</u>
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased		171,897		171,897	181,177
Local Capital	320,000		417,740	417,740	457,000
Capital Loan Payment	283,172		259,626	259,626	125,891
Total Net Transfers	<u>603,172</u>	<u>171,897</u>	<u>677,366</u>	<u>849,263</u>	<u>764,068</u>
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		456,970	(456,970)	-	
Tangible Capital Assets WIP Purchased from Local Capital		124,684	(124,684)	-	
Principal Payment					
Capital Loan		203,329	(203,329)	-	
Total Other Adjustments to Fund Balances		<u>784,983</u>	<u>(784,983)</u>	<u>-</u>	
Total Capital Surplus (Deficit) for the year	<u>(666,623)</u>	<u>(308,268)</u>	<u>(163,914)</u>	<u>(472,182)</u>	<u>(307,760)</u>
Capital Surplus (Deficit), beginning of year		21,130,495	896,961	22,027,456	22,335,216
Capital Surplus (Deficit), end of year		<u>20,822,227</u>	<u>733,047</u>	<u>21,555,274</u>	<u>22,027,456</u>

School District No. 75 (Mission)

Tangible Capital Assets
Year Ended June 30, 2024

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	10,510,959	151,980,586	2,884,258	3,077,050	129,408	2,104,920	170,687,181
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		2,053,117	299,716			125,231	2,478,064
Operating Fund			91,474			18,902	110,376
Special Purpose Funds		16,750	44,771				61,521
Local Capital		194,340	107,364	25,378		129,888	456,970
Purchases from Capital Loan						436,426	436,426
Transferred from Work in Progress		527,171					527,171
	-	2,791,378	543,325	25,378	-	710,447	4,070,528
Decrease:							
Deemed Disposals			128,791	81,811	14,437		225,039
	-	-	128,791	81,811	14,437	-	225,039
Cost, end of year	10,510,959	154,771,964	3,298,792	3,020,617	114,971	2,815,367	174,532,670
Work in Progress, end of year		686,266					686,266
Cost and Work in Progress, end of year	10,510,959	155,458,230	3,298,792	3,020,617	114,971	2,815,367	175,218,936
Accumulated Amortization, beginning of year		93,814,425	1,285,759	1,155,397	36,821	394,084	96,686,486
Changes for the Year							
Increase: Amortization for the Year		3,391,617	309,152	304,883	24,438	492,029	4,522,119
Decrease:							
Deemed Disposals			128,791	81,811	14,437		225,039
		-	128,791	81,811	14,437	-	225,039
Accumulated Amortization, end of year		97,206,042	1,466,120	1,378,469	46,822	886,113	100,983,566
Tangible Capital Assets - Net	10,510,959	58,252,188	1,832,672	1,642,148	68,149	1,929,254	74,235,370

School District No. 75 (Mission)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2024

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	899,033				899,033
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	217,152				217,152
Local Capital	124,684				124,684
	341,836	-	-	-	341,836
Decrease:					
Transferred to Tangible Capital Assets	527,171				527,171
Write-off of Capital Project	27,432				27,432
	554,603	-	-	-	554,603
Net Changes for the Year	(212,767)	-	-	-	(212,767)
Work in Progress, end of year	686,266	-	-	-	686,266

School District No. 75 (Mission)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	46,965,655	146,095	154,925	47,266,675
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	2,478,064			2,478,064
Transferred from Work in Progress	527,171			527,171
	3,005,235	-	-	3,005,235
Decrease:				
Amortization of Deferred Capital Revenue	3,204,248	28,772	23,951	3,256,971
	3,204,248	28,772	23,951	3,256,971
Net Changes for the Year	(199,013)	(28,772)	(23,951)	(251,736)
Deferred Capital Revenue, end of year	46,766,642	117,323	130,974	47,014,939
Work in Progress, beginning of year	597,031			597,031
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	217,152			217,152
	217,152	-	-	217,152
Decrease				
Transferred to Deferred Capital Revenue	527,171			527,171
Revenue Recognized on Write-off of Capital Project	27,432			27,432
	554,603	-	-	554,603
Net Changes for the Year	(337,451)	-	-	(337,451)
Work in Progress, end of year	259,580	-	-	259,580
Total Deferred Capital Revenue, end of year	47,026,222	117,323	130,974	47,274,519

School District No. 75 (Mission)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2024

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year		524,455		2,182,829	1,729	2,709,013
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	3,131,657					3,131,657
Other				189,113		189,113
	3,131,657	-	-	189,113	-	3,320,770
Decrease:						
Transferred to DCR - Capital Additions	2,478,064					2,478,064
Transferred to DCR - Work in Progress	217,152					217,152
Bylaw Spend on Non-Capital Items	299,349					299,349
	2,994,565	-	-	-	-	2,994,565
Net Changes for the Year	137,092	-	-	189,113	-	326,205
Balance, end of year	137,092	524,455	-	2,371,942	1,729	3,035,218

ITEM 7.4 Information
TO: Board of Education
FROM: D. Welsh, Director of Finance
SUBJECT: Finance Department Update

1. Primary Functions of the Department:

- a. Payroll and benefits
- b. Accounts payable
- c. Accounts receivable
- d. Purchasing
- e. School financial support/training/oversight
- f. Financial reporting
- g. Budgeting

2. Total number of employees:

- a. 8.6 FTE (9 head count)
 - i. Director Finance (1 FTE)
 - ii. Manager, Payroll & Benefits (1 FTE)
 - iii. Manager, Finance (1 FTE) **currently on maternity leave*
 - iv. Payroll Coordinators (3 FTE)
 - v. Accounts Clerk (1 FTE)
 - vi. Accounting Services Coordinator (1 FTE)
 - vii. Purchasing Coordinator (.6 FTE)

3. Major projects and initiatives of the past year:

- a. Removal of paper timesheets for support staff.
- b. CUPE benefits system transition (Public Education Benefits Trust to Pacific Blue Cross).
- c. Digital system for reimbursement of employee expense claims.
- d. Successful financial audit for 2023-24.
- e. Revised (overhauled) purchasing administrative procedure.
- f. Reinstatement of school audits (dependent on staffing capacity).
- g. Successful onboarding of two new replacement employees (Purchasing Coordinator and Accounting Services Coordinator) after the departure of the incumbents. Significant training was provided (and continues) for these two specialized positions. Both new employees are proving to be valuable contributors to the team.

4. What is Working well:

- a. Accountable, hard-working, dedicated staff, who support each other and work well together as a team, and who regularly go above and beyond to help our primary clients (school district employees).
- b. Recently implemented digital system for employee reimbursement claims has helped improve efficiency (quicker approvals/payments for employees, reduced paper usage, backup digitally stored and easily accessible), improve accountability (system tracking of data entry and approvals), and reduce the potential for errors and/or fraud (centralized processing of payments to employees, stronger oversight).

- c. Removal of timesheets for support staff over the past year, and more recent removal of timesheets for casual staff, has helped improve efficiency, reduce instances of manual entry, and reduce paper flow.

5. What is Challenging:

- a. Finance Manager on maternity leave (planned return for Feb 2025); the reduced ability of the department to provide services beyond basic reporting and functions.
- b. Increase in financial reporting requirements, primarily due to increases in special purpose and capital project funding.
- c. Increased demands on staff due to growth in employees, and special programs and projects (such as Feeding Futures, MSS replacement, French language diploma (DELF) program administration, various Early Learning programs, Jordan's Principle, and others).
- d. Complexity around unique payroll/benefit programs for different employee groups.
- e. Implementation of system improvements/additions is difficult due to time demand requirements.
- f. Inability to utilize casual staff for any of the specialized payroll/finance positions.

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

- a. Due to district growth, financial reporting demands, expansion of employee benefit programs, financial support requirements at schools, and the time requirements for process and system improvements, additional staffing will likely be required to meet the increased needs and to mitigate risk for the district across the various finance functional areas (payroll, benefits, school support/oversight, accounting, etc.).
 - i. Lack of adequate staffing to meet the increased demands adds risk and cost in terms of the potential for missed deadlines, financial errors, inaccurate reporting, and poor staff retention. Accurate and timely data is the foundation for the reporting that is relied upon for decision-making.

7. Attachments:

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 7.5	Information	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Quarterly Report, ending September 30, 2024	

1. **Summary:** The report provides a summary of the operating and financial activities of the District between July 1 and September 30, 2024.
2. **Background:** The school district prepares a quarterly summary of financial and pertinent operating activities to ensure the Board is apprised of current operating activities, actions, issues, and financial information.
3. **Options:** The summary review is intended to provide Trustees with a high-level oversight of the school district. More or less information could be provided, depending on the oversight goals and needs of the board. Note: more detailed information would take more time to gather.
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:** Quarterly Report, ending September 30, 2024

QUARTERLY BOARD REPORT

SEPTEMBER 30, 2024

Strategic priorities:

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

[Strategic Plan for reference](#)

SUPERINTENDENT'S REPORT

School start-up this year was as 'normal' as we have experienced since before Covid. Overall, enrollment is up, but a bit below projections. This is a pattern that is being seen elsewhere in the province, where growth is slowing and this may have longer-term implications around planning. That said, it may also allow us a little breathing room while we consider how to continue to expand spaces for students.

Another extremely positive note is the significant improvement in teacher on-call availability; we have not experienced the shortages that we were in the midst of a year ago thus far this year. We have considerably more TTOCs and filled positions relative to the last few years, and this means more stability and quality instruction for all of our students. That said, we again underwent bus driver shortages in September, a situation corrected only recently.

The Connections program is successfully connecting students back into their school and learning community. While the number of students it can support is limited, results thus far are promising. I am hopeful this program can continue in the future and be a part of our overall trend to lower suspension and DRC rates.

Finally, I am pleased to report that planning for the new MSS continues to be on track and on schedule. We are beginning to see this consume a considerable portion of some staff's time, and will likely need to plan appropriately by this time next year.

SECRETARY-TREASURER'S REPORT

The most notable information for the first quarter of the school year is student enrolment. The number of students registered in September is more than last year at 6630, but less than the projected 6657, by 27 students less than expected. We also note that additional students have been identified for Inclusive Education Funding. As such, the budget may not be negatively impacted. This will be explored more with the amended budget.

While overall, the budget is tracking in a positive position, it is too early in the year to determine if this pattern will continue.

Enrolment Funding Review - Sep 30, 2024

Category	Actual			Budget			Over / (Under) Budget	
	FTE	Rate	\$	FTE	Rate	\$	FTE	\$
Enrolment Based:								
Regular Schools	6,423.125	8,915	57,262,159	6,485.000	8,915	57,813,775	(61.875)	(551,616)
Continuing Education	18.750	8,915	167,156	10.000	8,915	89,150	8.750	78,006
Alternate Schools	104.000	8,915	927,160	97.000	8,915	864,755	7.000	62,405
Distributed Learning	84.250	7,200	606,600	65.000	7,200	468,000	19.250	138,600
Sub-Total	6,630.125		58,963,076	6,657.000		59,235,680	(26.875)	(272,604)
Inclusive Education:								
Level 1	3.000	50,730	152,190	3.000	50,730	152,190	-	-
Level 2	523.000	24,070	12,588,610	490.000	24,070	11,794,300	33.000	794,310
Level 3	140.000	12,160	1,702,400	155.000	12,160	1,884,800	(15.000)	(182,400)
Sub-Total	666.000		14,443,200	648.000		13,831,290	18.000	611,910
Indigenous	1,185.000	1,770	2,097,450	1,175.000	1,770	2,079,750	10.000	17,700
ELL	379.000	1,795	680,305	335.000	1,795	601,325	44.000	78,980
TOTAL			76,184,031			75,748,045		435,986

Staff also continue to work on the replacement of MSS, primarily focused on requesting proposals from design/build groups and gathering information to prepare the statement of requirements.

As the project progresses, regular reports will be shared on the Public Engagement Portal
<https://engagempsd.ca/mss-replacement>.

EDUCATION

STRATEGIC PRIORITIES:

QUALITY TEACHING AND LEADERSHIP: SUPPORT ALL STAFF TO ADAPT TO THE RAPIDLY CHANGING EDUCATIONAL ENVIRONMENT AND STUDENTS' NEEDS

FUTURE ORIENTATION: STRENGTHEN SUPPORT AND SERVICES FOR LEARNERS TO ADDRESS SHIFTING LEARNING REQUIREMENTS

STUDENT-CENTRED LEARNING: CREATE POSITIVE LEARNING EXPERIENCES THAT SUPPORT LITERATE AND NUMERATE STUDENTS

HIGHLIGHTS

- This school year, we are continuing with the inquiry for teachers and have had 21 teams sign up already.
- Teachers using digital portfolios to communicate learning have a new option through [Spaces](#). A summary report will be generated on the Spaces platform instead of an additional step of creating a separate report to send home.
- We began this year with a focus on planning (year plans, day plans, and TTOC folders). We want to assist teachers in aligning planning, instruction, assessment, and communicating learning. Our first session with assessment leads in September focused on Universal Design for Learning (UDL) with District Vice Principal Angela Magon.

- This school year, we have a new District Literacy Committee focusing on Grades 3-6. We also have a newly formed middle school literacy committee and an elementary district math committee.

EFFECTIVE LEARNING ENVIRONMENT: MAINTAIN WELCOMING, MODERN, HEALTHY, SAFE, AND INCLUSIVE WORKING AND LEARNING ENVIRONMENTS

- Our safety team continued to coordinate student support and safety priorities at bi-weekly meetings.
- Through our partnership with the WRAP Committee (Wellness through Restorative Action and Practices), we recently opened our new Connections Program to support middle school and Grade 10 students, led by Vice Principal Lisa Marie Fraser. The WRAP Committee recently hired a youth care worker to support the program full-time (former MPSD youth care worker Tami McLellan). The program is also supported by our safety team and various community partners.
- We partnered with WRAP to offer Digital Threat Assessment training to all principals and vice principals in July. It was led by Safer Schools Together and we had many community partners join us. Threat assessments are meant to be multi-disciplinary, involving people from both the school and the community who know students of concern.

CHALLENGES:

- TTOC coverage for teachers remains a barrier for teacher learning, as not everyone can attend sessions after school. We will continue to offer childminding for the two longer inquiry sessions, however, we are not able to offer that option for all after-school professional learning opportunities.
- Student absences, substance use, and behaviour continue to be an area of focus. The additional relationships and support students receive from the District Youth Care Worker and Safe Schools Liaisons have helped to prevent further incidents from occurring and helped to increase a sense of belonging for some students.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

We have currently 1205 students in SD75 who self-identify as having Indigenous ancestry, representing about 16.7% of the entire student body. This is the first year in SD75 history that we have more than 1200 students self-identifying as Indigenous.

Of those who self-identify as having Indigenous Ancestry:

- Status: 20%:
 - On Reserve Status: 5%
 - Away from Reserve Status: 15%
- Non-Status: 41%
- Métis: 39%
- Inuit: Less than 1%

Sacred Teaching:

Again, this year, Siwal Si'wes commissioned Ovila Mailhot, originally from Seabird Island, and is Stó:lō & Nlaka'pamux to create the image of Sp'óq'es (the Eagle) representing stl'ítl'el (Love).

Sp'óq'es teaches us stl'ítl'el. Love must be unconditional. To feel true love is to know the Creator. Therefore, it is expected that one's first love is to be the Great Spirit. He is considered the father of all children, and the giver of human life. Love given to the Great Spirit is expressed through love of oneself, and it is understood that if one cannot love oneself, it is impossible to love anyone else. The Eagle was chosen by the Great Spirit to represent this law, as the Eagle can reach the highest out of all the creatures in bringing pure vision to the seeker. Although the supplier of the greatest and most powerful medicine, love can also be the most elusive of the teachings, as it depends upon a world that acknowledges the importance of spirituality. (From The Sharing Circle)

The eagle is frequently associated with wisdom and freedom. There are many teachings from the eagle that teach us about intuition, creativity, strength, courage, hope, resilience, healing, and vision. The eagle mates for life, and this teaches us about relationships, love, and valuing what is important. The eagle teaches us about unconditional love for oneself first, which then gives us the ability to love others. The eagle demonstrates what it means to rise above, make choices carefully and wisely, and how to stick it out in good and bad. (From: Mikisew Cree First Nation)



Tetralingual School Signs:



The first group of tetralingual school signs (in Halq'eméylem, French, English, and Braille) arrived at the end of August and were given to the Phase 1 schools (HMS, Silverdale, Deroche, Fraserview). We have now started to collect sign requests for Phase 2 schools and anticipate all schools completed (except for the new MSS) by the end of next school year.

Ey kw'ese te shxweli – Welcome to this Place:

Ey kw'ese te shxweli – Welcome to this Place presentation, created by the Siwal Si'wes Admin Team includes 40 slides on the land, and covers:

- The land, language, history and current story of Stó:lō Peoples,
- An overview of Indigenous Peoples in Canada
- Historical timeline from pre-contact to the present
- The impacts of colonization on Indigenous Peoples
- Siwal Si'wes and Indigenous Learners in SD75
- Cultural Safety & Equity for Indigenous Learners in SD75
- Allyship & Anti-Racism

Thus far over 800 SD75 staff have engaged with this presentation, as it is now part of the annual Administrative Procedures process. The next steps are to include it within SD75's Onboarding program for all newly hired staff.



Máthxwi Curriculum Project:

Mission School District has been invited to engage in a Máthxwi Curriculum Project. The Curriculum Working Group is comprised of elementary and/or middle school teachers from Langley School District #35, Abbotsford School District #34 and Mission Public School District #75. This working group operates under the direction and authority of Máthxwi's Governing Body and will be supported by Máthxwi Youth Worker Melissa Epp, education consultants Lisa Blackburn (M.Ed., PhD. Student) and Michael Blackburn (M.Ed.) (Alongside Research and Consulting), and ethnohistorian and Professor of History at the University of the Fraser Valley, Dr. Keith Thor Carlson.

So far, the District Principal of Indigenous Education, the Indigenous Mentor Teacher and the Curriculum Mentor Teacher have attended preliminary learning group meetings, called Máthxwi Perspectives and Knowledge Learning Experiences. These Learning Experiences will give the Curriculum Working Group a foundation of insights around Máthxwi Perspectives and Knowledge which will serve to inform and guide the curriculum development work in a good way. Curriculum Working Group participants will spend time learning from Máthxwi Elders, leadership, community members, and allied experts at the Máthxwi Governance Building and in various locations throughout Máthxwi traditional territory. Following this will be Curriculum/Unit Framework Development, Lesson Planning Sessions and Resource Development Sessions.

This work may provide a template for work with local Nations who Mission Public Schools serve.

Asset-Based Framing Work

The District Principal and Vice-Principal of Indigenous Education, the District Principals of Social-Emotional Learning and Curriculum and the Director of Student Services collaborated on a presentation focusing on Asset-Based Framing to Mentor Teachers.

It is about:

- Focusing first on the aspirations and contributions of a student, followed by acknowledging the realities of the student.
- Committing to the truth about how deficits got there in the first place (naming the harms). How did we get here?
- Examining systems, the language, the practices, the procedures and the policies that live and breathe within it.
- Asking transformative questions and taking transformative action.

We hope to share this work with other Mission Public Schools' groups.

CHALLENGES:

Siwal Si'wes Staff note the following opportunities for growth in SD75.

- **Attendance Barriers** for some Indigenous learners continue. Staff need to find creative ways to meet the needs of students who are not attending school regularly.
- **Food Security** – With the rising cost of food, families are finding it challenging to eat healthy meals regularly and often rely on external services and organizations for food.
- **Time** – With a growing Indigenous student population and constant shifts in education, balancing time to complete mandatory tasks while making meaningful connections with students and families can be challenging.
- **Language of and about Indigenous Students and Families** – In our work with Equity for Indigenous Learners, we are sensitive to the language and words we use when speaking of and about students and families. All SD75 Staff must exercise diligence in learning, with aspects of Indigenous past histories and current realities. This includes consideration of the impacts that bias, negative perceptions and stereotypes, inaccurate narratives, systemic racism and resistance to truth have on Indigenous Peoples. Respectful language is one facet of the work of Asset-Based Framing (described above).
- **Boundaries in the Indigenous Rooms & Sharing of Spaces** – With many schools at capacity, space is at its premium and some staff report unexpected changes with Indigenous rooms and spaces designated for Indigenous activities. While we understand space constraints, this can cause disruption in the programming of Indigenous learners.

INTERNATIONAL EDUCATION

HIGHLIGHTS

July - The early part of July in International has our staff wrapping up the school year, preparing completion documents for universities, ensuring the last-minute students have departed and tracking flights to ensure everyone makes it home safely. We also start preparing for the next group of students by organizing the details of Student Orientation, ensuring we have all the necessary arrival information for the new students, and checking host family documents are up to date for the upcoming school year.

After spending a good half of the year on Request For Proposals from new private medical insurance companies, we met with the staff of the successful applicant Student VIP, for onboarding of new students' medical plans and planning of our new venture together.

With only four staff members, we try to stagger our summer holidays before students return in August, so our office was at half-strength for a few weeks in July and August, but we all came back recharged and ready to take on the new school year!

August - is when we meet with Host Families in preparation for the new students' arrivals, to ensure they are prepared and informed. Two online Host Family orientations were offered with almost 80 host



families in attendance. Yearly Host Family orientations are mandatory for all host families wishing to host an international student.

We had several parent and agent visits in August, who were happy to see where their children/students had been living and going to school for the past semester or two.

August is also the month we welcome our new students to Mission. First, the new Y.E.S. Academy students arrive in early August, and then the rest of the new international students arrive the last weekend in August. Y.E.S. accompanied 38 new and returning students to Mission, and our host families welcomed 80 new high school and middle school students.

Our new international students attended student orientation at MSS from August 26-29, including a day trip to Vancouver on the last day.



September - In September, the remaining 41 returning students arrived just in time for the first day of school. The remaining students are welcomed, just in time for the first day of school.

Three weeks in September were also spent recruiting in Seoul Korea, Mexico City, Guadalajara, Monterrey and Merida, Mexico.

CHALLENGES:

Both the end of a school year and school start-up are a busy time, wrapping up, and preparing to welcome new students keeps us on our toes.

EARLY LEARNING

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

One of our Family Navigators, Brianne Huish, ran a variety of programming for families with children birth to age 6 during the months of July and August. A Stay and Play drop-in program, similar to StrongStart, ran on Tuesdays and Thursdays for two hours in the morning and two hours in the afternoon at Mission Central Elementary. Over the summer, forty different families accessed this program with up to seven families participating each time. Many of these families were new to Mission or new to our programs and several have maintained contact with our team through StrongStart in September.

Brianne collaborated with Family Place, Fraser Health and Parks and Recreation, among others, to offer an Outdoor Program at a number of different parks including Centennial and Griner Parks over the Summer. Highlights include Métis Jigging with Donna Simon on three occasions and a mini Early Years Fair held at Centennial Park with Parks and Rec, the FV Public Library, CYMH, CCRR and the WoW bus. Over forty families attended and had the opportunity to learn about and connect with resources in the community.

Summer Playdates for students entering Kindergarten were held at each of our thirteen elementary schools in July and August. The purpose of these events is for families to meet one another before the start of school and help bridge the transition to Kindergarten. Families have told us in the past that their children can feel overwhelmed at Recess and Lunch on the playground at the start of the school year, so these playdates give the children an opportunity to get used to the space before school starts.

Gradual entry to Kindergarten took place over the first two weeks of September. This is a planned transition that slowly increases the time children attend school each day and allows for the opportunity for teachers to meet parents to share their strengths and information about their children. Our School District's Early Childhood Educators supported several schools during this time and were an important link for families between the early years and Kindergarten.

Each year, an in-service is planned during the first week of school for Kindergarten teachers and Early Childhood Educators. This year, on September 6, our Literacy Mentor Teacher trained teachers to implement the Literacy Assessment ELPATS, which gives information to teachers on each student's phonemic awareness, an important building block in learning to read. In addition, we welcomed Erwin Schellingerhout from Fraser Valley Child Development, who shared practical strategies that support the success of children entering Kindergarten. To round out the day, teachers learned about the wonderful transition planning happening in many schools and created their school's year plan for the safe, caring and respectful transition for their current and future students.

Finally, Klub Kids opened before-school care programs at three additional schools. These include E.S. Richards, Albert McMahon and Hatzic Elementaries. We are pleased to report that attendance at the Windebank before-school care site has doubled over last year.

CHALLENGES:

StrongStart funding provided by the Ministry of Education and Child Care has not kept pace with increases in wages, resources and food. As a result, almost 100% of funding is going towards wages and benefits which leaves little to purchase art materials, books and snacks.

STUDENT SERVICES

The number of students who meet the Ministry of Education criteria for a designation is growing each year. For September 30th, we are serving 1080 students who have an Individual Education Plan which is up from 1001 students over the previous September 2023. The designation category with the highest number of students is autism at 298, followed by learning disabilities at 243 students and chronic health or physical disability at 200 students. The Ministry of Education has 2 designation categories for students with moderate or serious mental health or behavioural considerations and these two categories together have 277 students receiving supports through their individual education plan.

September is a month filled with education and in-service training for staff. Our student services teams, led by Inclusion Mentor Teachers, provided sessions for Learning Specialist Teachers (LST), Inclusive Support Program Teachers (ISP), alternate teachers and counsellors. Additionally, the educational assistants and youth care workers gathered on September 29th, a non-instructional day for education in module 3 of "Making Positive and Proactive Safety Decisions" which focused on integral aspects of effective communication. Much work is being done to ensure that students with communication considerations can have their needs met in a way that is effective while being better understood. This training was a great example of bringing CUPE staff together to help support classrooms to be peaceful and calm.

District Psychologists have been busy conducting psychoeducational assessments and completing File Reviews. The purpose of a File Review is to determine whether a student meets the Ministry of Education criteria for a designation in an inclusive education category. The District Psychologist reviews information submitted, such as medical reports, psychoeducational assessments, multi-disciplinary team assessments, and behaviour/mental health interventions and rating forms, and determines compliance with Ministry of Education guidelines. A trend they are noticing is an increase of dysregulated and mental health concerns for students, coupled with attendance and achievement concerns. This observation is supported by current findings that show significant mental health needs and attendance concerns in children and youth, especially post-pandemic. When school psychologists practice to their full scope of professional competencies and with more manageable caseloads, schools benefit from the school psychologist's capacity to reach many more students. The summer assessments that were approved in the budget have been an important aspect of trying to meet the learning needs of Mission students.

The Children and Youth in Care Advocacy (CYCA) team is expanding with two more staff assisting with this role. The goal of the CYCA is to ensure students have seamless transitions from grade to grade and throughout the school year, and that their learning or support needs are addressed in a timely and effective manner. This includes connecting and collaborating with school/home/ministry teams for students in care to support a successful transition to back school or starting school for the first time (e.g. kindergarten).

Student Services and the Teacher Librarian (TL) for Accessibility met with our Fraser Valley Regional Library in Mission to collaborate on accessible resources and planning. In addition to this community partnership, they also:

- Organized May-in-lieu Accessibility Professional Development (Pro-D) for TLs
- Created a OneNote Accessibility section in TL Collaboration Notebook with all necessary resources, and created a tracking spreadsheet for recommendations and reconsiderations.
- TL Session on September 16th reviewed the actions of support for TLs, shared resources, shared Pro-D opportunity and grant funding opportunity.
- Creating a list of search tags/terms to replace outdated cataloguing language with more respectful terminology will help folks search for resources as we move forward.
- Started to post digital resources on K-12 Accessibility Library. Created a collection of resources for International Week of the Deaf – based on recommendations from our teacher of the Deaf and Hard of Hearing.

The Integrated Child and Youth Team worked through the summer providing service and support to children and youth in Mission. Having coordinated services over the summer is a much-needed additional support that has benefited families in Mission.

As well, summer planning and September had ongoing work with transitioning students between elementary and middle; and middle and high schools. Additionally, they support the ongoing work by Physical Therapist (PT) with bike programs – getting students on accessible bikes.

Several students from MPSD attended summer groups through the Fraser Valley Child Development Center, including a Wheels in Motion group where students were able to enhance their manual and power mobility skills as well as had many opportunities to share ideas, learn about community accessibility and practice their self-advocacy skills. We're hoping to continue running this group and will invite additional students from Mission next summer. We've had many a number of students with equipment needs transitioning between schools or entering school, and we've worked on helping train EAs with lifts and transfers, address accessibility needs, as well as train staff on evacuation

procedures. We've also had a number of students start using or trialing power mobility (power wheelchairs) and have been working in schools on driving lessons. Our Physical Therapist (PT) has been working with using adapted bikes in schools as well as with the AquaLearn program, and recently presented to a group of EAs on adapted PE strategies. Our Occupational Therapist (OT) presented to the kindergarten teachers earlier this school year about fine motor, self-care and regulation strategies. OT is also shifting its approach this year by trying to meet with ISPs and providing broader support and consultation rather than support for individual students. OT is focusing more on students who are designated with safety and access considerations but will continue to accept referrals for some students with severe sensory considerations.

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

The Feeding Futures program continues to find creative and holistic ways to encourage community around nutritious food options.

HIGHLIGHTS

Some of the highlights that have happened with the Feeding Futures program are:

- The [hot lunch program](#) was transitioned to Simply Foods. The hot lunch program is being offered on Mondays, Wednesdays and Fridays.
- The hot lunch program has been expanded to all elementary schools, except for Deroche.
- In September, 603 meals were fully subsidized, 1750 meals were partially subsidized, and 380 meals were bought as extras while we worked through people signing up and understanding how to purchase meals.
- A centralized prep area was designed in collaboration with vendors, kitchen workers, food service workers, and others from the community.
- [Subsidy requests](#) were centralized so that people could apply at arm's length from their school community. As a result, by the end of September, there were 189 full subsidy requests.
- With the BC Ag in the Classroom program, 3252 servings were provided to several schools of all levels in the month of September.
- A summer program was held for 5 days per session, 2 sessions and was filled and had a waiting list in less than one hour after posting the program details
- Breakfast Club of Canada was centralized to a district approach so that we could take some of the pressures off the schools around the administrative aspects.
- We have 4 schools with [Sharing Shelves](#) and have added their location to our district website.

CHALLENGES:

- There is more need than there is money!! The Ministry had budgeted money for 20% of the school population, but **the need is much higher than 20%** which has taken some creativity on how to stretch the budget.
- Infrastructure is a challenge at the individual schools, primarily around cold storage and requires some critical thinking at times.
- There have been delays in receiving funding from the Breakfast Club of Canada



FINANCE

STRATEGIC PRIORITY: FUTURE ORIENTATION AND EFFECTIVE LEARNING ENVIRONMENTS

Finance strives to be future-oriented by looking for opportunities to integrate system enhancements, continuing to improve financial reporting, and planning for potential risks and challenges.

HIGHLIGHTS:

The payroll and benefits team was busy processing new hires, and various employee changes, in August and September, and preparing systems for the new school year. For the finance team, the focus during July and August was the 2023-24 financial audit. Efforts then shifted to set up for the new school year, including rollover of accounts and reporting templates, upload of new budgets, preparation for various financial and reporting tasks, and training for new school financial personnel. The purchasing department worked closely with the schools and facilities department to ensure startup needs were met, and the annual employee computer buy program was also completed. A new employee was hired for the vacant *Purchasing Coordinator* role, starting in mid-August.

The following financial reports were completed during Q1:

- 2023/24 Financial Statements and Financial Audit
- 2023/24 Indigenous Education Program Expenditures
- 2023/24 Official Languages Education Program (OLEP)
- 2023/24 Q4 Ministry Government Related Entity (GRE)
- 2023/24 Classroom Enhancement Fund
- 2023/24 Q4 Employment Data and Analysis Report (EDAS)
- 2023/24 Statistics Canada Payroll Reporting
- 2023/24 Q4 Board Financial Report

CHALLENGES:

School start-up is a challenging time for payroll with new hires and position changes across the district and the substantial number of updates required to ensure accuracy and timeliness with payroll and benefits. With financial reporting, the challenge is managing the various ministry reporting requirements, and related deadlines, while preparing the accounting and reporting structure for the new school year. Accounting services also faced challenges during this period with respect to working through training and support related to administrator and clerical personnel changes at schools.

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- A high volume of interviews for new support staff and teacher hires
- Staffing information preparation for 2024/2025

- Minimal posting vacancies for school start-up and absence of 'bumping' process provided increased stability for schools
- Two support staff recruitment fairs in Abbotsford and Mission
- Bargaining final preparations for teacher/SD75 collective agreement
- Agreement with the union to transfer employees from one classification to bus driver on a temporary basis to support the Transportation department
- Update of 'G' designation information impacting class composition violations that may affect remedy for teachers
- \$940,028.20 was transferred to the Mission Teacher's Union to distribute amongst members receiving remedy for class size and composition violations.
- Year-end review and updates for Atrieve software
- Reduction in volume of staff misconduct/investigations
- Annual Administrative Procedure required reading for staff
- ey kw'ese te shxweli - Welcome To This Place required reading for staff kindly provided by the Indigenous Department



CHALLENGES:

- Processing the volume of staffing changes, specifically support staff
- Bus driver recruitment even with paid training being offered
- Human Resources Department staffing shortage
- Education assistants to replace absences even though practicum students continue to be placed in MPSD with Principal support and are guaranteed an interview with the district
- Time required for mediation/arbitration preparation as a result of grievances

OPERATIONS

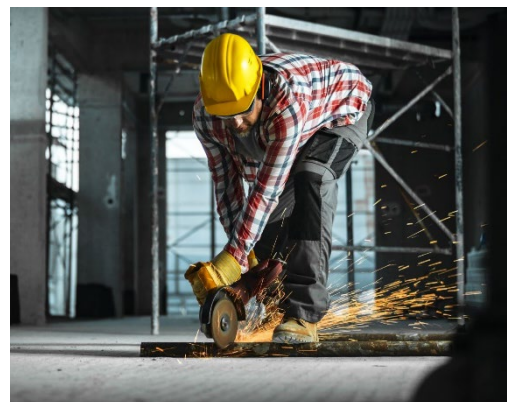
STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

The Operations Department is focused on providing the best support to our education team as we build effective learning environments both now and for the future.

HIGHLIGHTS:

- Facilities and operations have been very busy over the previous quarter with a long list of routine maintenance as well as district and capital projects.
 - The completion of over 1400 maintenance work orders
 - Began work to upgrade the lower office spaces in the SBO to provide new workspace for our ICY team
 - Upgrading the HVAC system at West Heights Elementary to include new high efficient unit ventilations
 - Completion of new roofing at Deroche Elementary
 - Completion of new roofing at Mission Central Elementary
 -

- Completion of the new Teacher Education Program space in the UFV portion of Heritage Park Middle School
- Upgrade to the water filtration system at Facilities
- Began the construction of a new preparation space for our Feeding Futures program
- Completion of a new learning environment at Riverside College for their new Trade Sampler Program
- Began HVAC upgrades at Mission Central Elementary to replace old, failing and inefficient equipment
- The continued build of the Métis Nation Childcare Centre at West Heights Elementary
- The continued testing and development of the New Server infrastructure
- Development, design and build out of teacher assessment APP through district IT staff
- Continued installation of new district-wide VOIP phone and P/A system
- The completion of over 1100 IT work order requests
- Re-imaging and preparing over 1500 laptop computers for the start of the new school year



Challenges:

- Our greatest challenge across all departments is staffing shortages. We have experienced staffing shortages in our BSW department, transportation department and our IT department. We are finding it difficult to fully staff our sites and as such additional demands are placed on the staff.
- Second to staff shortages is finding qualified staff during the hiring process. We have posted multiple positions throughout operations and have not received qualified applicants. We currently have staff training on the job to get qualifications but finding trained skilled applicants has been a challenge.
- Workload is also a challenge. Operations have a significant workload and our staff feel the pressures and challenges to get their work completed effectively, safely and in a timely manner.

HEALTH & SAFETY

STRATEGIC PRIORITY:

The OH&S, Wellness department is focused on protecting the safety and health of all members of the organization by preventing work-related injuries, ill health, diseases and incidents.

HIGHLIGHTS:

The OHS department has implemented the online reporting tool developed by PowerSchool in Atrieve. This program will allow us to create customized stat and trend reports. This tool is used to report, investigate and collect reportable data for Violent Incidents, Near Misses, Concerns and Worker Injuries.

Additionally, we made some great progress on the Stay at Work/Return to Work program. We have added additional physio clinics into our program to assist us with the Early Access to Physio program in

other communities other than Mission understanding we have staff living in other communities. This program assists us (the employer) in getting our employees who sustained soft tissue injuries while at work, an appointment with a physio faster than a regular doctor's appointment. This a WSBC-led program and we've been very successful in keeping injured workers on the job (no lost time) and working while they are supported by the treatment team. To complement this program (SAW/RTW) we've also been building job jars, which once completed, will create a pre-approved library of light/modified duties for injured workers. Once the worker has seen first aid, this tool will aid supervisors in creating a modified/light-duty offer to workers in an effort to keep them at work. This demonstrates the employer's dedicated commitment to cooperate in a timely and safe return to work and maintain employment under Bill 41.

We've successfully filled the claims coordinator position and have spent the summer working very hard building this new role and training the claims coordinator with the many processes and procedures needed within the department.

We've also sourced new training providers to help assist with the training demands within the OH&S department. By leveraging this training, we hope to free up more time for the OH&S department to provide support to the sites. By focusing on prevention and responding to requests in real-time, our goal is to minimize the volume of incidents that are taking place. The goal to be proactive instead of reactive is in our sights.

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.1 Action
TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Draft Impairing, Banned, or Controlled Substances Policy Direction

Recommendation

THAT the Impairing, Banned, or Controlled Substances Policy be and approved in principle.

1. **Summary:** To consider a motion to amend the existing Substance, or Drug / Alcohol Use / Abuse policy and include provisions that address the legalization of Cannabis, as well as the provision of alcohol sales to support the Clarke Theatre operation.

2. **Background:**

The policy was originally approved as the Substance or Drug / Alcohol Use / Abuse policy. The draft amendment has been updated considering the legalization of cannabis, the agreement with the City for the Clarke Theatre, and the obligations of an employer to provide a safe worksite.

The draft policy was reviewed at the Siwal Si'wes Policy Advisory Group and at the November Committee of the Whole, including the restriction of alcohol sales and consumption for events in the Clarke Theatre or Cafetorium, to the Cafetorium unless an alternate location is approved by the Board of Education.

3. **Options:**

- a) Approve in principle as recommended, and initiate public consultation via the EngageMPSD portal, before returning the policy for final approval.
- b) Amend the policy before approving it in principle.
- c) Do not approve the policy and direct staff to make additional amendments before returning to the Board for approval.

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**

As per the Policy Development and Review policy, the following excerpt outlines the 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 Sival Siwes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the group's feedback.*
- c. *The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principle.*
- d. ***The approved-in-principle policy is to be forwarded to employees, the educational community, and the general public using the Engage portal and other methods, to gather additional feedback.***
- e. *The approved-in-principle 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.*
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

If approved, forward to employees, the educational community, and the general public, and place on the engage portal to gather feedback.

6. Implementation:

7. Attachments:

1. Draft amended policy – clean copy with suggested edits from SWSW Policy Review
2. Current Board Policy
3. Community and Afterschool Use Procedures
4. Heritage Park Centre – Community Alcohol Service Procedure
5. Serve Alcohol Form

Section:	District Administration
Title:	Impairing Banned, or Controlled Substances

Purpose

To provide the greatest opportunity for healthy student growth and development by supporting an educational environment that is free from tobacco, alcohol, cannabis, and other impairing substances.

Policy

Mission Public School is committed to providing a safe, caring, respectful, healthy, and productive working and learning environment, where students, employees, and other members of the school community are protected from adverse effects of impairing substances.

All employees and volunteers are expected to perform their work safely, competently, and efficiently, without limitation from the use or after-effects of impairing substances.

All students are expected to participate in their learning without limitation from the use or after-effects of impairing substances.

No employee, volunteer, student, or visitor is permitted to use, consume, or distribute, tobacco, vapes, alcohol, cannabis, illicit or nonprescriptive drugs, or prescription drugs being used in a non-prescriptive way, in any school district building or facility, in any school district vehicle, on any school district property including athletic fields and parking lots, on any public property neighbouring a school, or at a school function in the community.

No employee, volunteer, student, or visitor is permitted to be impaired by, directly or by the after-effects of, alcohol, cannabis, illicit or non-prescriptive drugs, or prescription drugs being used in a non-prescriptive way, while working, volunteering, dropping off or picking up a student, attending school, or attending a school event.

Exemptions

1. Ceremonial Tobacco Exemption

- For thousands of years, natural tobacco has been an integral part of Indigenous culture in many parts of British Columbia and Canada. Used in ritual, ceremony and prayer, tobacco is considered a sacred plant with healing and spiritual benefits.
- Tobacco may be used for Indigenous cultural purposes, in accordance with applicable protocols and administrative procedures.

2. Clarke Theatre Alcohol Exemption

- Visitors may not use or consume alcohol in any school district building EXCEPT within the Cafetorium for events scheduled in the Clarke Theatre or Cafetorium, unless an alternate location is approved by the Board of Education, in accordance with the alcohol consumption procedures that regulate alcohol distribution and consumption during events.
- Clarke Theatre Events that include the distribution of alcohol, must be organized to prevent any interaction between youth and alcohol consumption.

3. Cannabis Medical Exemption

- a) Employees or students are exempt from the prohibition on consumption of cannabis in/on school property if the following conditions are met:
 - i. The cannabis possessed and consumed is medical cannabis.
 - ii. The employee or student carries proof of authority to possess medical cannabis (or in the case of a student, the proof is on file with the school principal, superintendent, or board).
 - iii. The employee or minor student's parent/guardian has notified the school's principal, superintendent, or board of their authority to possess medical cannabis.
 - iv. The employee or student's health care practitioner directs consumption of cannabis at intervals which overlap with regular school hours, activities, or events.
 - v. The employee or student does not smoke or vape the cannabis.
- b) Employees have a positive duty to be fit for work and must inform the school district if there is some impairment associated with the medical use of cannabis. If there is such impairment, the school district will consider whether it is possible to accommodate the employee, in consultation, as applicable, with the Mission Teachers Union (MTU), the Canadian Union of Public Employees (CUPE) Local 593, the Mission Principals or Vice-Principals Association (MPVPA) or other professional association, that may include a change in shift, hours, position, or duties.

Guidelines

The school district will develop procedures to assist students and employees to address addiction issues, and reduce harm from intoxicating, banned or controlled substances.

Date of Board Approval: December 15, 2015

Date Amended:

*Legal Reference: Tobacco and Vapour Products Control Act, Section 2.2
Cannabis Control Regulation: Section 18, 23, 24*

*Cross Reference: Operations Community and After School Use Procedures
Operations Heritage Park Community Event Alcohol Service Procedures*

SUBSTANCE OR DRUG / ALCOHOL USE / ABUSE

Belief Statement

The Board of Education is committed to creating safe and healthy learning environments. The Board of Education further believes the use of any substance detrimental to students' well-being is not conducive to a quality educational experience.

The possession, consumption, distribution or use of these substances at school or school functions is prohibited and contrary to the student Code of Conduct in Mission public schools.

Date of Board Approval: December 15, 2015

Date Amended:

Section:	Facilities
Title:	Heritage Park Community Event Alcohol Serving Procedures

Purpose

To establish the procedures for Community events in the Heritage Park Centre, including Clarke Theatre or Cafetorium, to request authorization to obtain a Liquor Special Event Permit to serve alcohol during the event.

Guidelines

1. As per Clarke Theatre and Community Gym Operating and Maintenance Agreement, 2020, the City and School District allow alcohol to be served and consumed in the Cafetorium for events in the Theatre or Cafetorium. The school district may consider authorizing an alternate location, depending on the needs of the event.
2. Notwithstanding, the school district retains the right to refuse permission to any group or organization requesting permission to serve alcohol if, in the school district's opinion:
 - a) the planned activity or event does not meet the goals and objectives of Heritage Park Centre or
 - b) the measures to control the physical safety of the building, or the entry and exit controls on the areas serving alcohol are insufficient and the applicant is unwilling to implement additional measures.

Application

3. An application to serve alcohol at Heritage Park Centre must be submitted on the authorized form to the Secretary Treasurer for the school district at least 30 days prior to the planned activity and prior to any advertising of the event.
4. The applicant must provide the school district with the following documentation prior to the event. Failure to provide the required documentation will result in the cancellation of the rental agreement and the rescinding of the authorization to serve alcohol:
 - a) Serving It Right Certificate or Special Event Server Certificate, of the person responsible
 - b) Liquor Special Event Permit – See [Special Event Permit Terms and Conditions](#)
 - c) Certificate of Insurance
 - i. \$5,000,000 Comprehensive General Liability Insurance
 - ii. School District No 75 (Mission) and City of Mission, named as an additional insured
 - iii. Host Liquor Liability Extended Coverage
 - d) Community Use Rental Agreement (City of Mission document)

Restrictions

5. The serving and consumption of alcohol at Heritage Park Centre is limited the cafetorium, or an alternate securable location as approved by formal resolution of the Board of Education.
~~the school district, such as the upper lobby.~~
6. The applicant must ensure
 - a. alcohol remains within the licensed areas. and
 - b. access to the licensed area is restricted to **prevent** any potential interaction with students.

- c. alcohol is not stored on site and is not brought onto the site during school hours.
- 7. Adequate security must be provided and measures in place to ensure the physical safety of the building,
- 8. All Liquor Special Event Permit conditions must be adhered to.
- 9. Snack such as nuts, chips, cheese, as well as non-alcoholic beverages MUST also be available.
- 10. Drinking should not be promoted as an activity or be the primary purpose of the event.
- 11. Serving of alcohol must cease at least 30 minutes before the conclusion of the event.

Date Approved: June 2001 (formerly AP#602, and AP 2.7.2)
November 2024

Legal Reference: *Liquor Control and Licensing Act*

Cross Reference: *Clark Theatre & Gym Operating and Maintenance Agreement, 2020*
Impairing, Banned or Controlled Substances Policy
Community and After School Use of Schools Procedure

Forms: ~~AP 7.2.2~~ Serve Alcohol Form

Application to Serve Alcohol at Heritage Park Centre



Applicant Information:

Name of Individual or Group: _____

Contact Person: _____ Phone Number: _____ Work: _____

Mailing Address: _____

City: _____ Province: _____ Postal Code: _____

Event Date: _____

Event Time: _____

Event Description: _____

Hours of Serving Alcohol (must end 30 minutes prior to end of event): _____

Location(s) where alcohol will be served and consumed:

- Cafetorium
- Other _____ (requires Board Resolution)

Person responsible for serving - with Serve-It-Right Certification: _____

Describe security measures to ensure the physical safety of the building? _____

Describe measures to control entry and exit to the area where alcohol will be served and consumed? _____

Prior to the event copies of the following documentation must be provided to the School District.

- **Serve-It-Right Certificate, person responsible**
- **Liquor Special Event Permit**
- **Certificate of Insurance**
 - **\$5,000,000 Comprehensive General Liability Insurance**
 - **School District No 75 (Mission) and City of Mission, named as an additional insured**
 - **Host Liquor Liability Extended Coverage**
- **Community Use Rental Agreement (City of Mission document)**

*The undersigned has read, understood and agrees to be bound to the conditions and terms as specified in the **Heritage Park Community Event Alcohol Serving Procedure**.*

Applicant Signature

Date

SCHOOL DISTRICT OFFICE USE ONLY: ☐ Approved

☐ Not Approved

Secretary-Treasurer's Signature

Date

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.2 Action
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Draft Records Management Policy

Recommendation

THAT the new Records Management Policy be approved in principle.

1. **Summary:** The draft of the new policy regarding records management was presented for consideration and is ready for approval in principle.
2. **Background:** The Policy was reviewed at the Special Committee of the Whole meeting on September 24, 2024, at the October 1 Committee of the Whole Meeting, was referred for further feedback to Siwal Si'wes Policy Advisory Committee, and was reviewed again at the Nov 5th Committee of the Whole. The policy is ready for final approval and referral for feedback from employees, the educational community, and the general public, through the EngageMPSD portal.
3. **Options:**
 - a. Approve in principle as recommended, and initiate public consultation, before returning the policy for final approval.
 - b. Amend the policy before approving it in principle.
 - c. Do not approve the policy and direct staff to make additional amendments before returning to the Board for approval.
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**
As per the Policy Development and Review policy, the following excerpt outlines the 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 Si'wes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the group's feedback.
 - c. The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principle.

- d. **The approved-in-principle policy is to be forwarded to employees, the educational community, and the general public using the Engage portal and other methods, to gather additional feedback.**
- e. The approved-in-principle 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.
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

If approved, forward to employees, the educational community, and the general public, and place on the engage portal to gather feedback.

6. Implementation:

7. Attachments:

- 1. Records Management Policy – Draft Nov 2024
- 2. Records Management Procedure – Draft October 2024
- 3. Student Records – Draft October 2024

Link to approved draft procedure

[Records Classification and Retention Procedure](#)

Section:	District Administration
Title:	Records Management

Purpose

To provide directions for a records management program.

Policy

Mission Public School District (the "School District") depends upon the reliability, integrity and accessibility of its records for the efficient and effective discharge of its educational, legal and administrative responsibilities.

The School District is responsible for ~~committed to~~ establishing and maintaining an exemplary records management system and processes to ensure the creation, maintenance and protection of reliable records.

The School District will retain and create only those records which it requires to conduct and document its business and to facilitate the retrieval, retention, long-term preservation and disposition of records in accordance with the School District's legal, legislative, administrative and operational obligations.

All practices concerning records management for educational and corporate services in the School District will be in accordance with this policy and supporting administrative procedures.

Guidelines

1. All School District employees and contracted service providers who create, receive, and use records have records and information management responsibilities and are accountable for the management of records and information generated in the course of their duties in both the physical and virtual environment.
2. The Board authorizes the Secretary Treasurer or designate to establish procedures that will guide the implementation of a standardized method of records management for all employees and contracted service providers to follow.
3. The retention periods established in the procedures must be in accordance with federal and provincial legislation or regulations and any applicable Board policies.

Date of Original Board Approval:

Date Amended:

Legal Reference: (legislation)

Cross Reference: *Freedom of Information and Protection of Privacy MPSD Program*
North Vancouver School District Records management
District Administration *Records Management Procedure*
District Administration *Records Classification and Retention Procedure*
District Administration *Student Records Procedure*

Section:	District Administration
Title:	Records Management Procedure

Purpose

To provide a process for managing the records of the Mission Public School District (the "School District") and provide control over the quality and quantity of information produced by the School District, from its creation until its disposal, for legal, legislative, fiscal, and historical purposes. The custody, storage and disposal of records shall comply with all statutory requirements.

1. Introduction

The School District is responsible for establishing the framework and accountabilities for records management policies, schedules, systems, standards, and guidelines in alignment with legislative and regulatory requirements, including the *Freedom of Information and Protection of Privacy Act*, and the *School Act*, etc.

This Records Management Procedure is designed for use by all School District employees and contractors to assist with the organization, management, and eventual disposition of electronic and paper records on behalf of the School District.

2. Background

The records management classification system of the School District Records Management System (RMS), was originally developed by the North Vancouver School District (NVSD). BCPSEA and Heenan Blaikie provided a legal review of the manual, which resulted in a list of legislative and liability retention requirements. The NVSD working groups developed retention periods for each category of records. The retention schedules are now being used by other School Districts. Some record retention for the School District has been modified to fit the School District guidelines.

3. Guidelines

- 3.1. Records management covers a broad spectrum of records, such as accounting, purchasing, corporate, insurance, property, personnel, school, and student records.
- 3.2. The RMS provides a coherent structure for the management of all records and applies equally to paper records, electronic records, electronic drawing files, photographic images, and electronic systems such as the work order system, the financial system, or the human resources management system.
- 3.3. The RMS aims to:
 - 3.3.1. retain and create only those records which are required to conduct and document the business of the School District, and to comply with legal and regulatory obligations.
 - 3.3.2. save time and money by reducing the number of records created and the ease of retrieval.
 - 3.3.3. maintain the corporate and student records to meet legal and legislative requirements.
 - 3.3.4. streamline processes in all schools and departments.
 - 3.3.5. to enable the School District to implement an Electronic Document Records Management System (EDRMS). Transitioning from a distributed filing system where records reside in individual or departmental silos to a central electronic filing system will allow:

- 3.3.5.1. broad access to records across the entire School District, subject to job requirements and security controls.
- 3.3.5.2. Eliminate duplicate records, as departments will no longer require copies as they will be able to access the original version electronically.
- 3.3.5.3. reduce the volume of records being shredded each year.
- 3.3.5.4. simplify the records retrieval process.
- 3.3.5.5. free up space used by physical records in schools and departments.

4. Definitions

- 4.1. *Archival* includes records donated to an archive because of their continuing historical or cultural value. Archival records are provided to the Mission Community Archives.
- 4.2. *Current year* refers to the school calendar that runs from July 1 – June 30th. It does not refer to the calendar year.
- 4.3. *Documents* are transitory information to which no record retention requirement applies, and which have no value in documenting or supporting the organization. Documents should be *destroyed* after initial use. These include copies, duplicates in form, drafts and notices, advertisements and other items that have no ongoing information value to employees and do not therefore require funds to store and process them.
- 4.4. *Legislative* denotes retention periods that are determined by legislation.
- 4.5. *Liability* denotes retention periods that are determined by a legal liability.
- 4.6. *Life of the School District* means the record is retained until the School District is formally dissolved. If the School District is amalgamated with another School District, it would retain the liabilities and responsibilities of the School District and hence the record retention period would not have been reached.
- 4.7. *Operating* denotes retention periods that are determined by operational needs. This includes consideration of business need and social, cultural, and historic need and the cost of retention.
- 4.8. *Record* is any document created or received by the School District in its business activities and maintained as evidence of those activities in pursuance of its legal obligations or the transaction of business. Records include books, documents, email, maps, drawing, photographs, letters, vouchers, papers, and any other thing on which information is recorded or stored. Records can be in any format including graphic, electronic, mechanical, film and paper or other means, but does not include a computer program or any other mechanism that produces records. A record can be created using any business applications including email, databases, and websites.
- 4.9. *Retention Period* is the length of time the School District requires a record to be kept.
- 4.10. *School* is any grouping of students recognized within MYED with its own administrative team governing it. Continuing Education Programs, Distributed Learning, and Alternate Education may all be individual schools that may not be specifically mentioned in the manual.
- 4.11. *Transitory* is a document that may be disposed of immediately as their business need ends. They are records of a temporary usefulness that are needed only to complete a routine transaction or prepare a subsequent record (e.g. a new version). Transitory records are not needed to meet legal, policy, or financial obligations, not needed for operations, program delivery or operations, and are not needed for the School District actions or decision.

5. Procedures:

The Records Management System is comprised of a classification system, retention schedules, storage systems, filing procedures, and the disposition of records that are no longer required.

- 5.1. Records Classification – See AP 2.3.2 for the full classification system

- 5.1.1. The record classification is the organization of records to enable the systematic retention, retrieval, and eventual disposition of records and documents in the custody of the School District. The classification system organizes the files of the School District into the following sections:
- A. Business Planning
 - B. District Administration
 - C. Educational Programs and District Resources
 - D. School and Student Administration
 - E. Human Resources
 - F. Communications and Public Relations
 - G. Legal Matters
 - H. Finance
 - I. Payroll
 - J. Facility Management
 - K. Information Technology
- 5.2. Retention Schedules – See AP 2.3.2 for the retention period and the reason for retention.
- 5.2.1. The records retention schedule is the time assigned to the retention of records identified in the secondary table for each primary classification.
- 5.2.2. The retention schedules are expressed as:
- 5.2.2.1. Time based periods – where records are destroyed at the end of a designated period after creation. Example: *Current year plus 5 years*. In this example, the file is retained until the end of the current school year (June 30, 2025) then five more years until June 30, 2030. The file is then destroyed with departmental permission.
 - 5.2.2.2. Event based periods – where a specific event is required to trigger the retention time count. Example: *Life of the Building plus two years*. In this example the file is retained until the building is sold or demolished, plus two additional school years. The file is then destroyed with departmental permission.
- 5.2.3. The retention periods must be strictly followed. At the end of the retention period, the record must be either destroyed or archived if the record is of archival value.
- 5.2.4. Employees should not retain copies of records scheduled for destruction because they believe the record has a continued value. If there are concerns about the continued value of a record it is the responsibility of the manager or employee to bring the issue to the Secretary Treasurer or designate for consideration.
- 5.2.5. In the event of a potential or actual litigation, audit or FIPPA request made against the School District, affected records will be placed under a “destruction hold” until such time as the request has been fulfilled or withdrawn.
- 5.3. Storage systems – paper filing systems and electronic filing systems
- 5.3.1. Currently, most of the School District’s records are filed in paper-based filing systems. Some departments are beginning to move to electronic records.
 - 5.3.2. The record management procedures are intended to facilitate an organized transition to electronic records. This procedure will be updated as the systems change.
 - 5.3.3. Electronic Documents must be kept in an electronically readable format, as per federal and provincial statutes.
- 5.4. Filing procedures
- 5.4.1. All Records of the School District must be filed following the classification system, for the period of time outlined in the retention schedule.
 - 5.4.2. All files are to be organized in alphabetical order within the main classification and sub-classification

- 5.4.3. Student records – outlined in AP 2.3.3;
As most of the records the School District generates are related to students, and due to the variety of records contained in student files, the procedure for filing student information is set out separately in AP 2.3.3.
- 5.4.4. File Naming Conventions
To create a unique file name for electronic files, so that electronic records can be easily retrieved, a consistent file naming convention should be used. The following structure is defined for these records. Electronic files will have additional data fields, such as school/site, school year, Date of Birth, etc. creating metadata to assist with records management.

Title/Name brief descriptor year month day

Examples:

Agreement	UFV HPMS 5 yr Op Agmnt YYYYMMDD
Student	Last name, First name DOBYYYYMMDD

5.5. Disposition of Documents and Records

- 5.5.1. Records will be eligible for final disposition or destruction when their scheduled retention period has expired, as set out in the Records Classification and Retention Procedure AP2.3.2.
- 5.5.2. Documents that are ready for disposition must be removed from the regular filing systems. A record of the documents ready for disposition must be completed and submitted to the Secretary Treasurer – see *document Certificate of Destruction*. A record of the documents that are disposed of must be retained for the life of the School District, as per the Records Management Retention Schedule (Section B).
- 5.5.3. Archival records are to be transferred to Mission Archives.
- 5.5.4. Documents that are to be disposed of must be done in such a way that information cannot be retrieved or reconstructed – normally shredded or burned. Destruction of records must be done securely and confidentially, and if required, with the issuance of a certificate of destruction from a third-party service providers once destruction has been completed.

Date of Original Approval:

Date Amended: Draft Approved – October 2024

Legal Reference: (legislation)

Other References: North Vancouver School District Records management

Cross Reference: Records Management Policy 2.3

Records Classification and Retention AP 2.3.2

Student Records AP 2.3.3

Section:	District Administration
Title:	Student Records

Purpose

To outline the procedures for filing, managing, retaining, archiving, transferring, and destroying student records, including instructional, educational, and personal information.

The procedure includes

1. General Guidelines
2. Definitions
3. Permanent Student Records File
4. General Student Records Files
5. Access to Student Records
6. Transfer of Student Records
7. Annual Archiving of Student Records
8. Disposition of Student Records

1. General Guidelines

- 1.1. Administrative Assistants at all school sites are responsible for keeping student files organized.
- 1.2. Schools will maintain student files for each student registered in that school, ensuring each file contains the information of one student only.
- 1.3. All records in each file are to be filed in chronological order, newest on top.
- 1.4. Manual files require a label with student name and date of birth.
Name: LAST, First Date of Birth: YYYY-MM-DD
Date of Disposition: (date field to be updated once known – at graduation or leaving the district)
1.4.1. If the student has a different usual name than legal name, file by usual name with a reference to legal name; e.g. (Legal LAST, First) Place an empty file in legal name place referring to where to find file; e.g. Legal LAST, First YYYY-MM-DD, see Usual LAST, First
- 1.5. New student files for Kindergarten students are to be created each year.
- 1.6. The school is to request the student's file from the previous school when a student transfers in.
- 1.7. The school is to send the student's file to the other schools when student transfers out.

2. Definition:

Student Record means a record of information in written or electronic form pertaining to (a) Student, or (b) A child registered under Section 13 of School Act with a school but does not include a record prepared by a person if that person is the only person who will have access to the record. Student Records do not include reports and/or information relating to a report of child abuse or neglect.

3. Permanent Student Record File

- 3.1. The Permanent Record Card (Form 1704) will be maintained for every student registered in this district including home schooled students, in accordance with the [Permanent Record Card Instructions](#) as outlined by the Ministry of Education.
- 3.2. The Permanent Student Record includes the following:
 - 3.2.1. For a Graduate Student:

- i. Permanent Student Record form 1704 (PR Card); and
 - ii. An official copy of the Transcript of Grades.
- 3.2.2. For a Non-Graduate student:
 - i. Permanent Student Record form 1704 (PR Card); and
 - ii. A minimum of the two most recent years of Student Progress Reports (including documentation to support orally communicated letter grades).
- 3.3. Active Permanent Student Records will be maintained by the school in which the student is registered.
- 3.4. Inactive Permanent Student Records will be stored by the school in which the student was last registered.
- 3.5. Permanent Student Records will be retained in accordance with the Records Classification and Retention Procedure (until student graduates or is 20 years old and withdrawn from the program, plus 55 years).
- 3.6. Printouts should read as one of the following: ****Copy Only---Master resident at school****, ****Obsolete Copy---Record Transferred****, or ****Master Copy---Do Not Destroy****.

4. General Student Record Files (G4 / Non-Permanent)

4.1. General Student File – White / Manilla File

Schools will maintain an individual student file (G4) for each student registered in that school. Student Physical files are generally located in school office. School District staff will access these files on a regular basis; files should be kept in alphabetical order and secured when school is not in operation.

For ease of identification General Files should be marked with year of destruction for longer retention as per the Records Classification and Retention procedure, if a student has alleged misconduct against an employee, other student, or volunteer, or, if the student was seriously injured at school or at a school activity or who has had problems which might reasonably be expected to give rise to legal proceedings.

The general file includes all general documentation for the student, including documentation from schools outside of Mission Public School District. It includes documents that are not found in other coloured folders within the file. Files include:

- a) Correspondence regarding student.
- b) Disciplinary documents, copies related to disciplinary action.
- c) Health information for medical alerts.
- d) Learning Updates and Summaries of Learning.
- e) Permission Forms - Information and Privacy regarding use of personal information.
- f) Proof of age, copy of birth certificate is the only document that may be copied and retained.
- g) Registration form.
- h) Student Learning Plan.

4.2. Student Services Documentation – **Red** File Folder

All files related to a student's referral to student services for support services, managed by teachers and administrators, filed at the front of the General Student File (G4). Files include:

- a) Additional Supports and Services Checklists.
- b) Assessment reports (e.g., psycho-educational, mental health, Speech-Language Pathologist [SLP], BC Children's Hospital [BCCH], Maples, Adolescent Treatment Centre, etc.).
- c) Behaviour data (e.g., critical incident report, tracking tools, objective anecdotal reports).
- d) CBIEP reviews, PDAs (Personal Development Application forms).
- e) CBIEP, current version (including previous CBIEPs in chronological order).
- f) Communication records (e.g., continuity of care documentation, or any communication/emails pertaining to inclusive education, etc.).

- g) Educational reports (e.g., LST reports, ISP reports, etc.).
- h) Hearing Result Reports.
- i) Integrated Care Team Minutes / Care Team Minutes / Inter-agency Form.
- j) Instructional support planning process tool.
- k) Medical reports (e.g., pediatric, psychiatric).
- l) Parent consultation evidence (with full dates) regarding the development of the CBIEP.
- m) Vision Results Reports.

4.3. ELL / ESD Documentation – **Blue** File Folder

All files related to supports provided to ELL / ESD students, managed by ELL/ESD teachers and support workers. Files include:

- a) Assessment / Evaluation Documentation.
- b) English Language Learner and Development Reports.
- c) Instructional Plan (AIP).

4.4. Indigenous Education Documentation – File Folder

All files for students who participate in Siwal Si'wes Indigenous Education programs, managed by Indigenous Liaison Workers. Files include:

- a) Original consultation form.
- b) Original ISP (Individualized Student Program Plan) Tracking form.
- c) Photocopy of student registration form.

SWSW folder organization:

Audit File (formerly purple) – 3 items per student:

- Left-Hand Side – Photocopy of Registration Form
- Right-Hand Side:
 - Original Consult 2024 2025 (current form must be used)
 - Original ISP 2024 2025 (current form must be used)

4.5. International Student Documentation – International Education Department Folder

All files for students who are international education students, managed by the International Education Department. Files include:

- d) Applications and legal agreements.
- e) Custodial information.
- f) Home stay placement.

4.6. Legal Documentation – **Yellow** File Folder

All legal files related to the student. Files include:

- a) Court orders (i.e. custodial rights, restraining orders, restrictive access to student and/or student's records).
- b) Rescinded orders, including the date the court order was rescinded.

4.7. Students in Care – CCO – **Green** File Folder

All files for students with continuing or temporary custody orders, managed by the Youth-in-Care Advocate. Files include:

- a) Care Team Meeting documentation.
- b) Continuing and temporary custody orders.
- c) Letters from Social Workers.

4.8. Information that is not to be kept in the general student file. These records are to be retained in a separate file within Student Services.

- a) Reports of Child Abuse or Neglect.
- b) Reports on Restraint and Seclusion.
- c) Suicide Risk Assessments (SRA).
- d) Records related to the Youth Justice Act.

4.9. Other Information

Information excluded from the student files, and retained in other office files:

- a) Worker Safety Plans.

These records are related to an employee working with a specific student. The information is pertinent for the employee, not the student, and as such, it is not part of the student record.

5. Access to Student Records

5.1. School District Employees

In addition to the administrative assistants and school administrators responsible for records management at their site, employees authorized by the school principal and working for the benefit of a student shall have access to the student record. Considering the Freedom of Information and Protection of Privacy legislation, access is provided to only those employees that need-to-know, and only for those students that they will be working with. This applies to teachers, administrators, and support workers.

5.1.1. Access is obtained by signing out file before taking file and signing it back in when finished. A file out maker is placed in cabinet in place of file and will have date, student name, and staff name.

5.2. Custodial Parents and Students

- a) Normally, the legal custodial parent(s)/guardian will exercise rights of access on behalf of students under the age of 19.
- b) A request for access to a student record by a legal custodial parent(s)/guardian or the student will be handled on an informal basis – without the need for a formal request for information through the Freedom of Information and Protection of Privacy program.
- c) Records will be made available during normal business hours, in the presence of the principal or a person designated by the principal.
- d) The School District may refuse to release information related to a report to the Ministry for Children and Families, where that release may threaten someone's health or safety, or interfere with a criminal investigation. If a parent, legal guardian, or student, requests information pertaining to a report of abuse, they may submit a request through the Freedom of Information request process.
- e) Where the request for information pertains to documentation not generally made available to parents and students or where there are other exceptional circumstances, the school principal may request that an applicant formalize the request for access to information by submitting it in writing following the Freedom of Information request process.
- f) Formal requests for access to personal information will be forwarded to the Freedom of Information and Privacy Coordinator for processing.

5.3. Non-Custodial Parent

- a) Non-custodial parents with written permission provided by the legal custodial parent(s)/guardians or with an applicable court document, have the right to receive information regarding their child's education (i.e. progress reports, attendance records, assessments).

5.4. By Other Agencies/Parties

a) Law Enforcement

- i. A student's personal information may be disclosed to the RCMP, Probation Officers or Immigration Officers to assist in an investigation undertaken regarding a law enforcement proceeding, or from which a law enforcement proceeding is likely to result.
- ii. Requests from law enforcement agencies must be submitted in writing with:
 - The name of the individual whose information is requested.
 - The exact nature of the information requested.
 - The authority for the request for information.
 - The name, title and address of the person authorized to make the request.

iii. Requests for personal information will be kept and filed.

b) Health Services, Social Services, or other Support Services

Individuals providing health services, social services or other support services on behalf of the School District will be given access to information in student records required to carry out that service (need-to-know basis) in accordance with Ministerial Order 14/61.

c) School Protections Program.

A student's school records may be disclosed to the Board's insurer to the extent necessary to prepare for potential claims in accordance with Ministerial Order 14/61.

d) Other parties hired by a parent.

Other parties hired to support a student (i.e. legal counsel, tutor, psychologist, counselor) will only be given access to the student's records directly from the School District upon receipt of written authorization to release information. The written authorization may be provided by a school-aged student's legal custodial parent(s)/guardians or an adult student, and must specify the information or records to be released.

5.5. Other Disclosures

A student's personal information may be disclosed if the Superintendent determines that circumstances exist that affect anyone's health or safety, and if written notice of disclosure is provided to the custodial parent(s)/legal guardians of the student the information is about.

6. Transfer of Student Records

6.1. Each school is to print an attendance summary and withdrawal form from MyEd and record transferred student files, on a Student Records and Student Files Transferring In/Out Register. This record will include the student's legal name, usual name, grade, date of birth, the name and address of the receiving school, and the date of processing.

6.2. Student files being transferred are to be reviewed to remove any personal information on any other student that was incorrectly filed in the transferring student's file, to ensure that only information about the transferring student is sent.

6.3. Annual transfer of Student Records to Middle or Secondary School

- a) In June of the school year in which students move from elementary to middle school or from middle to secondary, the Student File and PSR Card will be forwarded to the appropriate school (PSR Cards do not need to be printed and will transfer with student in MyEd).

- b) If a student does not show up for school as transferred, and all efforts have been made to contact the family and the student is not attending, the file will be returned to the last school of record for archiving.

6.4. Transfer of individual Student Records to a new school

Student records will be transferred to another school without delay upon receiving a formal written or electronic request from a receiving school (example: on school letterhead, or school email account).

- a) An Mission Public School District school
 - i. All records at the former school are to be transferred to the new school;
 - ii. Records are to be placed in the internal mail in a sealed envelope addressed to the Administrative Assistant at the receiving school.
- b) A British Columbia Public School

The following student records will be transferred to the student's new school:

 - i. The Permanent Student Records (Form 1704 and copies of the two most recent years of Student Progress Reports);
 - ii. The General Student file;
 - iii. Whenever possible, the Student Learning Plan will be given to students to take to their new school, otherwise it will be included and sent along with the student records as listed above;
 - iv. Files are to be sent by Registered mail or secure electronic transfer.
- c) An Independent School or School Outside the Province

Copies only of the following student records will be transferred to the student's new school:

 - i. the Permanent Student Records (*Form 1704 and copies of the two most recent years of student progress reports*); and
 - ii. The General Student file;
 - iii. Do NOT include copies of Psycho Ed reports or any testing done by Mission Public Schools;
 - iv. Files are to be sent by Registered mail or secure electronic transfer.

7. Annual Archiving of Student Files

All archived files will be recorded on the appropriate Record Log and stored in a secure location; by date of birth, alphabetically, noting the year the file is to be disposed.

- 7.1. Inactive student files, and general students' files who have successfully completed grade 12 are to be retained in accordance with the Record Classification and Retention Procedure (Retain for 5 years after graduation or age 23 whichever is greater).
- 7.2. Permanent Student Records
- 7.3. General Student Files marked for longer retention as per 4.1 above, are to be retained as per the Record Classification and Retention procedure (until student graduates or is 20 years old and withdrawn from the program plus 55 years).

8. Disposition of Student Records

8.1. Retention period has lapsed

Once the retention period has lapsed, all student records, both general and permanent files, will be destroyed in a confidential manner.

- a) Complete Certificate of Destruction.
- b) Box and clearly label, forward to the School Board Office for destruction.

Date Approved: May 2000 (formerly AP #316)

Date Amended: Draft approved October 2024

Legal Reference: Education Statutes Amendment Act, 1999
Federal Divorce Act
Freedom of Information and Protection of Privacy Act
Limitations Act
Permanent Student Record Order M190/91
Student Records Disclosure Order M14/91
Young Offenders Act

Other References: North Vancouver School District Records management
School District #62 (Sooke) Records management Procedure

Cross Reference: Records Management Policy 2.3
Records Management AP 2.3.1
Records Classification and Retention AP 2.3.2

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.3 Action
TO: Committee of the Whole
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Draft Sexual Orientation and Gender Identity Policy

Recommendation

THAT the draft amended Sexual Orientation and Gender Identity (SOGI) Policy be approved in principle.

1. **Summary:** To review, discuss and consider approving the amended policy in principle.
2. **Background:** The Policy was reviewed at the Special Committee of the Whole meeting on September 24, 2024, and was referred for further feedback to the Siwal Si'wes Policy Advisory Committee. An updated policy was presented to the November COTW and is now presented for Board approval in principle.
3. **Options:**
 - a) Approve in principle as recommended, and initiate public consultation via the EngageMPSD portal, before returning the policy for final approval.
 - b) Amend the policy before approving it in principle.
 - c) Do not approve the policy and direct staff to make additional amendments before returning to the Board for approval.
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**
As per the Policy Development and Review policy, the following excerpt outlines the 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 Si'wes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the group's feedback.*
 - c. *The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principle.*
 - d. *The approved-in-principle policy is to be forwarded to employees, the educational community, and the general public using the Engage portal and other methods, to gather additional feedback.*

- e. *The approved-in-principle 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.*
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

If approved, forward to employees, the educational community, and the general public, and place on the engage portal to gather feedback.

6. Implementation:

7. Attachments:

1. Draft amended policy with additional changes
2. Draft amended policy with full track changes
3. Current Policy

Section:	District Administration
Title:	Sexual Orientation and Gender Identity (SOGI)

Purpose:

To provide additional direction and guidance to support the Diversity, Equity, and Inclusion policy as it relates to Sexual Orientation and Gender Identity.

Policy

The Board recognizes and values diversity within the school community and supports every individual contributing to the strength of the School District's culture including and not limited to those who identify as two-spirit, lesbian, gay, bisexual, transgender queer, intersex, asexual, pansexual, (2SLGBTQIAP+) or who are questioning their sexual orientation or gender identity.

All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the School District's commitment to non-discrimination and human rights, as outlined in the School District's Diversity, Equity, and Inclusion Policy, the Safe, Caring, and Respectful Schools Policy, and the Safe, Caring, and Respectful Workplaces Policy.

The School District recognizes its responsibility to provide a safe school and work environment that is free from harassment and discrimination, ensuring that 2SLGBTQIAP+ employees, and families are treated with dignity and respect at all times.

Guidelines

1. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the School District's commitment to non-discrimination, human rights, and cross-cultural understanding and treat all individuals who self-identify as 2SLGBTQIAP+.
2. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to be vigilant and take action against discriminatory attitudes and behaviour towards individuals who self-identify as 2SLGBTQIAP+.
3. Schools, classrooms, school grounds, worksites, and other spaces supporting a school or School District related activity must be free of discrimination, including sexual orientation and gender identity discrimination.
4. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment and are not to be negatively affected or disadvantaged in their academic or work advancement.

5. Allegations of homophobia, transphobia, or biphobia language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported in accordance with the Safe, Caring and Respectful Workplaces Policy and Procedures.
6. Staff and students are expected to use language and behaviour that does not degrade, label, stereotype, or incite hatred, prejudice, discrimination, or harassment towards others based on their real or perceived sexual orientation or gender identification.
7. The confidentiality of the sexual orientation and gender identity of students and employees will be protected.
8. Training:
 - a. All employees are expected to develop knowledge, skills, and awareness to be able to identify and eliminate 2sLGBTQIAP+ discrimination and behaviours in the workplace, and foster dialogues of understanding and respect.
 - b. School counsellors are to receive training to be informed and familiar with expectations pertaining to human rights, anti-homophobia, anti-transgender phobia, discrimination, cultural diversity, and harassment, and to be sensitive to 2sLGBTQIAP+ students who are or whose family members are part of the 2sLGBTQIAP+ community.
 - c. Employees are to review this policy annually.
 - d. All new employees are to review this policy during onboarding and orientation.
 - e. All PACs and Trustees are expected to review this policy annually.
 - f. the School District will provide training for employees, trustees, Parent Advisory Councils, parents, and other partner groups, to help develop knowledge, skills, awareness, and strategies to identify and eliminate discrimination, including sexual orientation and gender identify discrimination, and to foster dialogues of understanding and respect within the school system.
9. Curriculum:

The School District will support and encourage staff to:

 - a. Discuss this policy using age-appropriate language and behaviour in accordance with school codes of conduct.
 - b. Adapt and include learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to 2sLGBTQIAP+ individuals, human rights, anti-discrimination and cultural diversity.
 - c. Create or acquire appropriate, current, and relevant non-discriminatory learning resources for sexual health education.
 - d. Support student learning that considers age- appropriate sexual orientation, gender identity, and anti-homophobia and anti-transphobia education, including the use of more inclusive resources.
 - e. Examine resources and curriculum to identify and guard against heterosexism bias that creates a discriminatory learning environment.
10. School and Community Relations:
 - a. The School District will continue to develop partnerships that promote effective participation in the education process by community organizations and 2SLGBTQIAP+ communities.
 - b. The School District will support inclusivity of groups such as Rainbow Clubs, Gay/Straight Alliance Clubs (GSAs), two-spirit clubs, or other groups supporting any 2sLGBTQIAP+ clubs in the School District.

11. Employment:

- a. Staff responsible for personnel selection are expected to receive training to enhance their sensitivity to human rights issues, including sensitivity to sexual orientation and gender identity.
- b. Staff will put processes in place to protect the confidentiality of the sexual orientation and gender identity of staff.
- c. The School District will fully support any employee who chooses to express their gender identity, or to transition from one gender to another.
- d. Employees will be provided with training and support to be able to identify discriminatory attitudes and behaviours as described in this policy. Employees are expected to eliminate inequities and barriers and prevent harm due to sexual orientation or gender identity.
- e. All employees are expected to conduct themselves in accordance with this Policy. Adhering to this policy is a term and condition of employment for all staff.

Date of Original Board Approval: April 22, 2014

Date Amended:

Legal Reference: Canadian Human Rights Act
Canadian Charter of Rights and Freedom
BC Human Rights Code Amendment Act Bill 27 (2016)

Cross Reference: District Administration: Equity, Diversity, and Inclusion Policy
School Administration: Safe, Caring, and Respectful Schools Policy
Human Resources: Safe, Caring, and Respectful Workplaces Policy

<https://humanrights.ca/story/what-two-spirit-part-one-origins>

<https://www.sogieducation.org/resources/>

Section:	<u>District Administration</u>
Title:	<u>Sexual Orientation and Gender Identity (SOGI)</u>

Purpose:

To provide additional direction and guidance to support the Diversity, Equity, and Inclusion policy as it relates to Sexual Orientation and Gender Identity.

Policy Sexual Minority (Sexual Orientation/Gender Identity) Anti-Homophobic

The Board recognizes and values diversity within the school community and supports every individual contributing to the strength of the School District No. 75 (Mission) is committed to supporting a safe and positive learning environment for all students and employees, District's culture including those who self-identify as a member of a sexual minority (including, but and not limited to, those who identify as two-spirit, lesbian, gay, bisexual, transgender, transsexual, two-spirited, queer, intersex, asexual, pansexual, (2SLGBTQIAP+) or who are questioning their sexual orientation or gender identity). With this policy and in partnership with Policy 2.2 Respectful Schools Harassment and Anti-bullying the School District ("District") reaffirms its commitment to the anti-discrimination principles and values contained in the BC Human Rights Code, Canadian Human Rights Act, and the Canadian Charter of Rights and Freedoms. The District recognizes the need to provide a safe environment, free from harassment and discrimination, while ensuring that sexual minority students, employees, and families are treated with dignity and respect at all times.

Conduct:

All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities or engage in work-related activities, shall be expected to conduct themselves in accordance with the School District's commitment to non-discrimination and human rights, as outlined in the School District's Diversity, Equity, and Inclusion Policy, the Safe, Caring, and Respectful Schools Policy, and the Safe, Caring, and Respectful Workplaces Policy.

The School District recognizes its responsibility to provide a safe school and work environment that is free from harassment and discrimination, ensuring that 2SLGBTQIAP+ employees, and families are treated with dignity and respect at all times.

Guidelines

1. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the School District's commitment to non-discrimination, human rights, and cross-cultural understanding as set out in Policy and treat all individuals who self-identify as 2SLGBTQIAP+.

2. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities ~~or engaging in work related activities will be expected to~~ be vigilant and take action against ~~individual~~ discriminatory attitudes, and ~~behaviours~~ behaviour towards individuals who self-identify as ~~a part of a sexual minority, so that all students and staff are treated with fairness and respect.~~ 2sLGBTQIAP+.
3. Schools, classrooms, school grounds, worksites, and other spaces supporting a school or School District related activity must be free of discrimination, including sexual orientation and gender identity discrimination.
4. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment and are not to be negatively affected or disadvantaged in their academic or work advancement.

3-5. Allegations of ~~homophobic~~ homophobia, transphobia, or biphobia language, ~~behavior~~ behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported ~~to the immediate supervisor or the District Superintendent~~ in accordance with the Safe, Caring and Respectful Workplaces Policy and Procedures.

~~3. Schools to discuss these issues using age appropriate language and behaviour in accordance with the school's code of conduct.~~

~~4. School and classroom environments to be free of sexual minority and gender identity discrimination.~~

~~5.~~

4-6. Staff and students ~~will be expected to~~ use language and behaviour that does not degrade, label, stereotype, or incite hatred, prejudice, discrimination, or harassment towards others based on ~~the basis of~~ their real or perceived sexual orientation or gender identification.

7. ~~Staff~~ The confidentiality of the sexual orientation and gender identity of students and employees will be protected.

5-8. Training:

a. ~~1. The District will require school counselors to have training so they are~~ All employees are expected to develop knowledge, skills, and awareness to be able to identify and eliminate 2sLGBTQIAP+ discrimination and behaviours in the workplace, and foster dialogues of understanding and respect.

a-b. ~~School counsellors are to receive training to be~~ informed and familiar with expectations pertaining to human rights, anti-homophobia, anti-transgender phobia, discrimination, cultural diversity, and harassment, and to be sensitive to ~~sexual minority students and those with sexual minorities in their families~~ 2sLGBTQIAP+ students who are or whose family members are part of the 2sLGBTQIAP+ community.

c. ~~2. The~~ Employees are to review this policy annually.

d. ~~All new employees are to review this policy during onboarding and orientation.~~

e. ~~All PACs and Trustees are expected to review this policy annually.~~

b-f. ~~the School District will provide required training for all staff, elected employees, trustees, and Parent Advisory Councils to, parents, and other partner groups, to help develop their knowledge, skills, awareness, and behaviours~~ strategies to identify and eliminate

discrimination, including sexual minority orientation and gender identity identify discrimination,
and to foster dialogues of understanding and respect: within the school system.

~~3. The District will require an online Discriminatory and Sexual Minority and Gender Discrimination training Program to be completed by all new personnel hired, similar to the general staff safety training.~~

Draft Revision Nov 2024

6.9. Curriculum:

The School District will support and encourage staff to:

- a. 1. Discuss this policy using age-appropriate language and behaviour in accordance with school codes of conduct.
- a-b. Adapt and include ~~current recommended~~ learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to 2sLGBTQIAP+ individuals, human rights, anti-discrimination and cultural diversity ~~related to sexual minorities and gender identity~~.
- b-c. 2. Create or acquire appropriate, current, and relevant ~~recommended non-discriminatory~~ learning resources for ~~sex~~ sexual health education.
- c-d. 3. Support student learning that considers age-appropriate sexual orientation, gender identity, and anti-homophobia and anti-transphobia education at all grade levels, embedding LGBTQ education into, including the existing curriculum, using age-appropriate language and seek to also include examples of more inclusive resources.
- d-e. 4. Examine ~~library~~ resources and curriculum to identify and guard against heterosexism bias that creates a discriminatory learning environment.

7.10. School and Community Relations:

- a. 1. The School District will continue to develop partnerships that promote effective participation in the education process by community organizations and ~~sexual and gender minority~~ 2sLGBTQIAP+ communities.
- b. 2. The ~~district~~ School District will support ~~the existence~~ inclusivity of groups such as Rainbow Clubs, Gay/Straight Alliance Clubs (GSAs), two-spirit clubs, or other groups supporting any 2sLGBTQIAP+ clubs in ~~Mission Public Schools~~ the School District.

8.11. Employment:

1. Conduct consistent with this Policy is considered to be a term and condition of employment for all staff.

- a. 2. The District is committed to taking reasonable steps to ensure that District employees Staff responsible for personnel selection ~~shall be provided with~~ are expected to receive training to enhance their sensitivity to human rights issues, including sensitivity to sexual ~~minority~~ orientation and gender identity ~~issues in a safe, respectful and accepting environment~~.
- b. 3. The District ~~Staff~~ will ~~ensure that~~ put processes in place to protect the confidentiality of the sexual orientation and gender identity of staff ~~will be protected. Employees who self-identify as a sexual or gender minority will be given the support they require to do their work in a safe and respectful environment.~~
- c. 4. ~~Employees who choose to be out~~ The School District will fully support any employee who chooses to express their gender identity, or to transition from one gender to another ~~will be fully supported by the district~~.

All employees of School District No. 75 (Mission) will be supported in being Employees will be provided with training and support to be able to identify discriminatory attitudes and behaviours as described in this policy, and Employees are expected to ~~be committed to eliminating the harm. Inequities~~ eliminate inequities and barriers ~~that might exist in relation to orientation and gender identity~~.

- d. In the interest of safe and supportive environments, the District is committed to ensuring that the confidentiality of the and prevent harm due to sexual orientation and gender identity of students and employees ~~will be protected. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment.~~ or gender identity.

- e. All employees are expected to conduct themselves in accordance with this Policy. Adhering to this policy is a term and condition of employment for all staff.

Date of **Original** Board Approval: April 22, 2014

Date Amended: _____

Legal Reference: Canadian Human Rights Act
Canadian Charter of Rights and Freedom
BC Human Rights Code Amendment Act Bill 27 (2016)

Cross Reference: District Administration: Equity, Diversity, and Inclusion Policy
School Administration: Safe, Caring, and Respectful Schools & Policy
Human Resources: Safe, Caring, and Respectful Workplaces: Anti-Bullying, Harassment, and Discrimination Policy

<https://humanrights.ca/story/what-two-spirit-part-one-origins>

<https://www.sogieducation.org/resources/>

Sexual Minority (Sexual Orientation/Gender Identity) Anti-Homophobic

School District No. 75 (Mission) is committed to supporting a safe and positive learning environment for all students and employees, including those who self-identify as a member of a sexual minority (including, but not limited to, those who identify as lesbian, gay, bisexual, transgender, transsexual, two-spirited, queer, pansexual, or who are questioning their sexual orientation or gender identity). With this policy and in partnership with Policy 2.2 Respectful Schools Harassment and Anti-bullying the School District ("District") reaffirms its commitment to the anti-discrimination principles and values contained in the BC Human Rights Code, *Canadian Human Rights Act*, and the Canadian Charter of Rights and Freedoms. The District recognizes the need to provide a safe environment, free from harassment and discrimination, while ensuring that sexual minority students, employees, and families are treated with dignity and respect at all times.

Conduct:

All students, employees, administration, Trustees, contractors, visitors, or any other persons who use District facilities or engage in work related activities, shall be expected to conduct themselves in accordance with the District's commitment to non-discrimination, human rights, and cross-cultural understanding as set out in Policy.

1. All students, employees, administration, Trustees, contractors, visitors or any other persons who use District facilities or engaging in work related activities will be vigilant and take action against individual discriminatory attitudes, and behaviours towards individuals who self-identify as apart of a sexual minority, so that all students and staff are treated with fairness and respect.
2. Allegations of homophobic language, behavior, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor or the District Superintendent.
3. Schools to discuss these issues using age appropriate language and behaviour in accordance with the school's code of conduct.
4. School and classroom environments to be free of sexual minority and gender identity discrimination.
5. Staff and students will use language and behaviour that does not degrade, label, stereotype, or incite hatred, prejudice, discrimination, or harassment towards others on the basis of their real or perceived sexual orientation or gender identification.

Staff Training:

1. The District will require school counselors to have training so they are informed and familiar with expectations pertaining to human rights, anti-homophobia, anti-transgender phobia, discrimination, cultural diversity, and harassment, and to be sensitive to sexual minority students and those with sexual minorities in their families.
2. The District will provide required training for all staff, elected trustees, and Parent Advisory Councils to develop their knowledge, skills, awareness, and behaviours to identify and eliminate sexual minority and gender identity discrimination and to foster dialogues of understanding and respect.
3. The District will require an online Discriminatory and Sexual Minority and Gender Discrimination training Program to be completed by all new personnel hired, similar to the general staff safety training.

Curriculum:

The District will support and encourage staff to:

1. Adapt and include current recommended learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to human rights, anti-discrimination and cultural diversity related to sexual minorities and gender identity.
2. Create or acquire appropriate, current, and relevant recommended learning resources for sex education.
3. Support homophobia and transphobia education at all grade levels, embedding LGBTQ education into the existing curriculum, using age appropriate language and seek to also include examples of more inclusive resources.
4. Examine library resources and curriculum to identify heterosexism bias.

School and Community Relations:

1. The District will continue to develop partnerships that promote effective participation in the education process by community organizations and sexual and gender minority communities.
2. The district will support the existence of Gay/Straight Alliance Clubs (GSAs) in Mission Public Schools.

Employment:

1. Conduct consistent with this Policy is considered to be a term and condition of employment for all staff.
2. The District is committed to taking reasonable steps to ensure that District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to sexual minority and gender identity issues in a safe, respectful and accepting environment.
3. The District will ensure that the confidentiality of the sexual orientation and gender identity of staff will be protected. Employees who self-identify as a sexual or gender minority will be given the support they require to do their work in a safe and respectful environment.
4. Employees who choose to be out or to transition from one gender to another will be fully supported by the district.

All employees of School District No. 75 (Mission) will be supported in being able to identify discriminatory attitudes and behaviours as described in this policy, and are expected to be committed to eliminating the harm. Inequities and barriers that might exist in relation to orientation and gender identity.

In the interest of safe and supportive environments, the District is committed to ensuring that the confidentiality of the sexual orientation and gender identity of students and employees will be protected. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment.

Date of Board Approval: April 22, 2014

Cross Reference: Respectful Schools & Workplaces: Anti - Bullying, Harassment, and Discrimination Policy

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.4 Action
TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Amendment to Alcohol Service Procedures

Recommendation

THAT the Board Direct staff to amend the Alcohol Service Procedure as follows:

Guidelines for Permitting Alcohol Service

Organizations serving alcoholic beverages must comply with the requirements and regulations of the BC Liquor Control and Licensing Act, and specifically with *Section 7* of the *Act* regarding 'Special Occasion License'.

The organization must have permission from the (school district) (Change school district to "*Board*") to serve alcohol. Preferably, events considered for approval should be educationally or culturally focused in nature.

Rational:

To change from school district approval to Board of Education approval. I can recall in the past these variances being asked came to the Board for approval not staff. This ensures Board governance for student safety and the responsibility of the Board to decide if the request has merit. This also ensures the Board does not designate this responsibility and jurisdiction to others.

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.5 Action
TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Motion: Policy: Employee Communication with Trustees

Motion:

THAT the Board approve the following as a board policy:

THAT Employees expressing concerns or appreciation to their elected members of the Board of Education will have no negative job or discipline consequences.

THAT Employees as members of the public and constituents of elected Trustees have the right of access respected.

THAT Trustees bring any concerns of consequence or action to the Board and Administration for verification and discussion.

Rationale:

I was speaking to an employee who had a lack of knowledge on this important right in the workplace. I am bringing this forward, as, in my view, Policy will then be available for all employees to be aware of their democratic right of access is being upheld in the school district workplace. In Policy it is available to be read by all and is public knowledge. Policy dictates action and is more official than directives. Removing and/or changing Policy would need to be done at a Board meeting. This Policy will ensure good governance as decisions are made with all information available to Trustees.

Background:

Earlier in this term of office, Trustees (the Board) passed a [directive similar in nature at a June 20, 2023 Board meeting](#):

Access to Trustees

*The Board of Education affirmed the right of the public to access elected trustees with concerns. This right also applies to any individuals employed by Mission Public Schools and should have **no negative employment consequences** for individual exercising that democratic right. [Board Information Link](#). Email to get in touch with all of the Trustees: trustees@mpsd.ca.*

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.6 Action
TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: Non-Voting Student Delegates at BCSTA

Recommendation

THAT the Board review the Non-Voting Student Delegates Report and complete the attached Survey and email to BCSTA

1. **Summary:**
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. **Alignment with the [Strategic Plan](#):**
 - i. Honouring Culture and Territory
 - ii. Future Orientation
 - iii. Student-Centred Learning
 - iv. Effective Learning Environments
 - v. Quality Teaching and Leadership
 - b. **Alignment with the Equity Path:**
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Policy, Legislation, Regulation
 - d. Organizational Capacity
 - e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**
 - a. Report
 - b. Survey

Non-voting Student Delegates at BCSTA's Annual General Meeting

A review of considerations and recommendations

Submitted to the BCSTA Board of Directors
by Consultant Mike Roberts
September 2024

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Non-voting Student Delegates at BCSTA's Annual General Meeting

At the April 2024 British Columbia School Trustees Association (BCSTA) Annual General Meeting (AGM), member delegates passed the following motion.

THAT the BCSTA develop a process for the inclusion of non-voting student delegates at BCSTA Annual General Meetings, and that a report on progress be provided to the 2025 Annual General Meeting.

In response to the motion, the elected BCSTA Board of Directors (i.e. the Board) initiated a research project to help inform the development of the process as noted in the above motion. Upon receiving this report, the Board will develop a set of parameters, strategies and potential decisions in response to the recommended inclusion of non-voting student delegates at the BCSTA AGM. A report on the Board's progress in this matter will be provided to delegates at the association's 2025 AGM.

1. The Mandate of this Report

The intent of this report is to provide information as well as a variety of options, considerations and cautions to the BCSTA Board in regard to the inclusion of non-voting student delegates at BCSTA's Annual General Meetings. It is, however, the responsibility of the Board to determine any course of action or specific recommendations going forward.

While this report raises a variety of points and considerations, it will not direct any decisions or provide a final recommended solution to the issues that have been raised. The information and considerations included in the report are also not prioritized or listed in order of importance. The purpose and intent of the report is not to specify a course of action, but rather to provide the BCSTA Board, and perhaps ultimately the association's member boards, with information and considerations to assist them to make the best decisions possible in regard to the issues that have been raised through the original motion (as detailed above).

It should be noted that trustee delegates to the BCSTA 2024 AGM voted down a motion that the association advocate for the establishment of student trustee positions with full voting rights. As this motion was defeated, there is no consideration of that course of action in this review.

2. General Background and Commentary on student participation at Boards of Education and BCSTA events

Over the past ten or so years, a number of boards of education (i.e. boards) in B.C. have incorporated non-voting student representatives into their formal structure. This is not unique, nor 'leading edge' in Canada as Ontario mandated student trustees for all school boards in 1999 and had an optional structure in place beginning as early as 1977. A few other jurisdictions in Canada, such as Nunavut, New Brunswick, Saskatchewan and Alberta also have existing examples of student trustees on at least some of their school boards. It is fair to say, however, that the majority of school boards in B.C. and Canada do not have a sitting student representative.

The Canadian School Boards Association (CSBA), of which BCSTA is a member, has previously issued a statement supporting student 'voice' in the governance of education provided by school boards. The statement provides a number of recommendations for local school boards, although it does not specifically call for student representatives to sit at the table with elected trustees. The CSBA statement on student voice concludes with the following:

The Canadian School Boards Association believes the benefits of student voice in the governance of education offer great value and enhance the delivery of education to meet student's needs. All school boards in the country are encouraged to find ways to embed student voice in their decision-making to demonstrate their commitment to student-centered education.

The B.C. Ministry of Education and Child Care has not taken a position regarding the participation of non-voting student representatives on local boards of education; nor is there any provision in the provincial School Act that allows for the creation of student representative positions with voting rights on boards of education. It is interesting to note that the Ministry of Education and Child Care ceased financial and staff support for the provincial Student Voice program several years ago, leaving the BC Principals' and Vice-Principals' Association (BCPVPA) as the sole financial sponsor and organizer of the program. Although the BCPVPA maintained the program on its own for a few years, the Student Voice program was recently cancelled primarily due to the increasing costs to that member-financed association.

To date, the BCSTA has allowed individual member boards to have non-voting student representatives accompany their trustees to some association events, including the AGM. Students attending AGM were not, however, provided the general right to speak to motions or participate in debate. On occasion, the assembly has voted to allow 'guest' students to speak to specific issues during the debate of motions, but this has been a relatively rare occurrence.

It is important to note that the BCSTA membership has twice passed AGM motions in recent years advocating for legislated implementation of student trustees (Motions 18: A2014-18 and Motion 1: A2018-11). The province has yet to make any changes to existing legislation or regulations in response to these motions.

Although there has been limited formal acceptance of student trustees (non-voting or voting) on school boards outside of Ontario, many boards across Canada have created opportunities for student input. District student councils, representative forums, student panels, and survey opportunities have been implemented in most school districts in B.C. Although student representatives do not always sit at the board table with trustees, their input is still being sought on a variety of decisions and issues. BCSTA has in recent years also incorporated student panels into several of its professional learning events in order to highlight the views, concerns and suggestions of students.

3. Considerations for BCSTA and individual Boards of Education

There are a number of considerations and questions that both the BCSTA executive and individual member boards of education will want to review in determining an appropriate course of action leading to the implementation of policy that allows for broad participation of non-voting student delegates at the association's annual general meeting.

Raising these issues is not intended as advocacy for any particular course of action. Rather, the association and its member boards should be fully informed as to the considerations and questions raised when making the decision they feel is best. In short, once everyone understands the considerations and questions, they can better decide on an appropriate course of action and know its resulting implications.

a. Clarification of Intent - What is the end goal?

Before the BCSTA Board considers and ultimately decides on its recommendations and course of action in response to the motion at hand, it should first consider the objective, goal and/or the problem that it has been asked to address.

The first consideration is whether or not the priorities and decisions of boards can be improved through the inclusion of 'student voice'. The assumption is that the sponsors and supporters of the 2024 AGM motion believed this to be the case. Commentary and research going back to the 1980's support this point of view.

In general, there is a widely held belief that the decisions of school boards and individual trustees are best made when fully informed by the perspectives and beliefs of a broad base of community members including students. Trustees should be encouraged to hear and take into account the perspectives of parents, community representatives, special interest groups, and students when making decisions regarding their school district. To not do so would leave a board to operate 'in a vacuum'. Thus, the question is really one of how best to allow for and foster this valuable input.

While every member of society has some stake in the success of their local schools and school district, it should be recognized that students are usually the persons most directly affected by board of education decisions. A common phrase now often heard in society is 'No decision about me without me'. In short, it is the belief that those persons directly affected by decisions must have the opportunity to participate in debate and influence the choices made by elected officials. When boards of education are making decisions that affect students, they should be considering how the voices of those students may best be heard.

What is the motivation or end goal for each of the following groups through the inclusion of non-voting student representatives in the BCSTA AGM debate of motions?

- Of BCSTA?

Working to ensure that the motions passed at its annual general meeting appropriately inform the association's goals, objectives, decisions, advocacy and outcomes for the year(s) ahead. It is assumed by the motion that was passed by member boards that the direct inclusion of student voice will improve this process as well as the resulting outcomes.

- Of Boards of Education?

The end goal of individual boards and trustees is much like that of BCSTA. It is assumed by the passing of the noted motion that trustees believe the quality of their decisions will be improved through the inclusion of student voice directly in the debate of motions.

- Of students?

Although students were not directly involved in the passing of the motion, it can fairly be assumed that the objective of students is to have their voice heard by the member boards of BCSTA. Although the decisions made at BCSTA's AGM and the actions of BCSTA do not have the same direct implications for students as those of boards of education or the provincial government, they nonetheless can have significant influence over the K-12 education system.

It is also important to remember that student 'representatives' would be there to represent the views and needs of all students, and not just those of themselves. Expectations and processes should be established to ensure, as much as possible, that participating students truly represent the diversity of their peers.

b. Appropriate parameters for non-voting student participation

Any move to open BCSTA's AGM to general participation by student representatives should be accompanied by the creation of a clear set of parameters or guidelines covering all aspects of their involvement. These guidelines are needed to help protect the students as well as to set common expectations for participation that may need to be somewhat different than those for elected trustees.

It is suggested that, at a minimum, written guidelines be created, or at least contemplated, to address the following:

- expectations for adult supervision and student safety
- participation in social events, especially where alcohol is being served
- participation in professional learning opportunities
- participation in Chapter meetings
- participation in formal and informal individual board meetings with government and other partner representatives
- expectations regarding behaviour, confidentiality and discretion
- cost sharing between school districts and/or BCSTA
- limitations on the number of students per board
- expectations as to the student's role in representing all students in their district
- specialized sessions and services for student representatives

While every school district has existing policy, regulations and expectations for student field trips, participation in the BCSTA AGM business meeting as well as all of the accompanying activities is a somewhat unique situation. BCSTA, in cooperation with its member boards, should, as reasonably possible, preemptively create guidelines addressing the noted points above as well as any other considerations that might arise. Should student participation be initiated, everyone will want the experience to be positive and successful right from the start.

c. Opportunity vs. Requirement

When addressing the key directives brought forward by the member motion, the BCSTA executive will want to ensure they address the difference between creating an opportunity for student delegate participation vs. a requirement for member boards to include a non-voting student (or students) in their attendee group. BCSTA will also need to address the issue of how many students from each school district may attend (e.g. Only one? Two? Unlimited numbers?)

d. Logistics

Adding additional people (whether students or others) to BCSTA events will have implications for those events. Logistical considerations (i.e. event and hotel room space, transportation, time, rules of order, and program inclusions) for BCSTA and ultimately its member boards include:

- **Event space** - The size of meeting rooms may have to be increased. It should be confirmed in advance that such space is available. BCSTA and its member boards will also have to determine whether or not students will be invited to participate in all portions of the association's AGM program (i.e. the business meeting but also the professional learning sessions, chapter meetings and social events).
- **Hotel guest rooms** - Increasing the number of event attendees increases the number of hotel rooms that are needed to accommodate everyone. As guest room space at BCSTA host hotels is already a concern (i.e. not enough rooms in the host hotel), the implications of significantly increasing the number of attendees should be reviewed.

It is important to remember that BCSTA already holds multi-year contracts with hotels for both event space and guest rooms. Variation of these existing contracts may not be possible or may be achieved only at great expense.

- **Transportation** - As most participating students would not be allowed to drive to events, individual boards should review how their student representatives would get to and from the event.
- **Constraints on Time** - The greater the number of participants at BCSTA events, the greater the amount of time that will be needed to hear from everyone during the debate. While there may be benefits from expanding the number of voices heard during the debate, scheduling arrangements should be made in advance to accommodate the additional time required (e.g. extra hours and/or days). BCSTA will also have to consider the time implications for its staff as well as hotel contracts if the number of participants is increased significantly.

- **Rules of Order** – If students are going to be allowed to speak at BCSTA events, the association should review and likely modify its Rules of Order in order to accommodate this change to the debate processes. Individual opportunities for the inclusion of students in past debates has been accommodated through a specific motion and vote of delegates which would not be practical if students were to be provided the opportunity to participate in the debate of all motions.
- **Professional learning** - It is assumed that student representatives would participate in all aspects of BCSTA's AGM, rather than just the business meeting. To include students broadly in BCSTA's AGM, accommodations will need to be made for their participation in the accompanying professional learning events. An additional consideration might also be the hosting of learning and discussion sessions focused primarily on students.

e. Costs - direct and indirect

Increasing the number of participants in BCSTA's AGM will both directly and indirectly increase costs for member boards of education. Increased direct costs would include additional transportation, meal, hotel room and registration fees for boards to include student representatives. Increased indirect costs would include such items as larger hotel meeting rooms, extended timelines for event programs (e.g. for expanded debate of motions), association paid food and drink, AV staffing hours, increased staff time, and possible contractual obligations with additional hotels. It is assumed that all such indirect costs would be covered through increased trustee registration fees for the event and/or registration fees for student representatives.

The total of additional costs would vary significantly from board to board depending primarily on distance from the AGM venue. Remote and rural school districts would incur significantly greater costs than those located close to the meeting venue due to the much higher total costs of transportation, hotel nights and meals.

Final total costs per board may also raise questions of inequity between localities, including the ability of remote and rural school districts to bring students to the AGM. Although a rise in the overall cost of per person event registration (regardless of board location) should be anticipated (in order to cover BCSTA's increased costs for hosting this member event), the issue of possible cost sharing between rural and urban boards should also be addressed. For example, should urban school districts located near the AGM venue help to defray the significantly higher costs of small rural school districts? What can be done to ensure equity of opportunity regardless of where students reside? Will costs ultimately determine participation?

f. Student supervision and safety

Expectations regarding student supervision and safety should be the same for the BCSTA AGM as for any other district or association sanctioned event or field trip. Individual boards and school districts would bear the primary responsibility in this regard. While BCSTA might put in place certain safeguards, requirements or expectations regarding student participation at its AGM, the appropriate supervision of students throughout the event would fall to individual school districts represented by their respective trustees and senior staff.

g. Liabilities

Whenever students are taken out of school on field trips or to participate in events, there is a degree of liability to the adult supervisors, the school, school district and the event hosts. While student participation in BCSTA events should be considered a low-risk activity, boards will still need to ensure adult supervision is in place at all times and that transportation, accommodation, adult activities that include alcohol, and interactions with other persons are appropriately dealt with.

The primary responsibility for student supervision would fall to individual boards, rather than BCSTA. While individual boards might assign the responsibility to district staff, the fairness of that decision would also be a local consideration.

As previously noted, student participation in the BCSTA AGM is not a high-risk activity, but potential liabilities will still arise and should be mitigated as much as possible by individual boards as well as the association.

h. Representation and Equity

If student voice is to be heard directly at BCSTA events (and by individual Boards of Education), an important consideration is which students will be invited 'to the table'. As there is no common point of view for all students, selecting representatives from a broad range of individuals is important. Are boards prepared to hear from students who are not your typical school leaders or student council members? To hear from students from a wide spectrum of ethnicities, religions, political perspectives, social groups, academic standings and economic backgrounds? Hearing solely from the top students or typical school leaders would be a disservice to many students and skew the input that is received by trustees.

When addressing the issues of student representation and equity at both the local and provincial levels, the following should be considered by both boards and the BCSTA:

- Representation by students either from, or at least on behalf of, all factions and backgrounds within each school district. This should include participation of students from visible and ethnic minorities, the LGBTQ community, non-academic backgrounds, and rural communities.

- Opportunities for student representatives to hear the opinions of classmates before participating in the AGM.
- Supports to ensure students from poor economic backgrounds and/or rural communities are not prevented from attending the AGM.

The overall goal should be to ensure as much as possible that the voices of all students to be heard by member boards and their individual trustees.

i. The School Act and other regulations

The B.C. School Act is silent as to any expectations of student participation in BCSTA events, including the AGM. There is certainly nothing that requires or suggests that the association include students in their business meetings or other activities. The School Act, in fact, does not mention the BCSTA; nor does it address responsibilities of the independent association.

The School Act does provide students with the right to consult, but it is limited to school and school district staff (not including school trustees or the board of education). Specifically, the Act says:

School Act Part 2 – Students and Parents - Consultation

4. *A student is entitled to consult with a teacher, principal, vice principal or director of instruction with regard to that student's educational program.*

Beyond the School Act, there is an expectation in school districts that parents/care givers as well as age-appropriate students, may consult with school officials regarding the student's educational program. Consultation in this case is defined as the following.

What is meaningful consultation BC education?

Meaningful consultation is necessary when decisions are made that will have an impact on a student's educational program, and it is essential that this process includes the student's family and/or caregivers. To the extent appropriate to the student's age and ability, the student should also participate in the process.

Once again, the expectation does not mention school trustees, boards of education or the BCSTA. It also appears clearly focused on consultation regarding an individual student's program in school, rather than consultation about district policy changes or provincial level advocacy.

Perhaps the closest the Ministry of Education and Child Care takes to requiring student input is the annual Satisfaction Surveys of students in grades 4, 7, 10 and 12. The information collected is shared publicly and there is an expectation that both boards of education and school district staff will consider the results in constructing district and school plans for the year(s) ahead. None of these expectations apply to BCSTA.

j. Standard practice and Alternate opportunities

Although BCSTA has not conducted a formal survey of members, it is reasonable to assume that every board of education in B.C. values the opinions and input of the students from their school district. Likewise, it is reasonable to assume that boards also value the opinions and input of other members of the school district community such as parents/care givers, First Nations, various ethnic and representative groups, other local government agencies, and individual citizens. The end goal in all cases is for trustees to make the best decision possible through considering as much information and input as can reasonably be gathered. There are, however, any number of options for how that information and input can be gathered by a board of education and/or individual trustees.

Boards and trustees have always been free to gather information and input from a variety of sources, including students, before making decisions on how to vote on BCSTA AGM motions. A board could host information and input sessions for such groups as the district student council, DPAC, union and management representatives, local First Nations, and community associations. Many boards already utilize similar liaison meetings before important trustee-based decisions are made on such items as district budget, policy updates or school boundaries.

It is fair to say, however, that discussion and input prior to the actual debate may not be as valuable as input during the actual debate of motions at the AGM. Points and issues raised during debate often inform the subsequent input that students and others may wish to provide.

That being said, boards of education typically do not accept public input during trustee debate at the board table. Debate is most often only between member trustees, after community and student input has been received. Rarely, if ever, are non-voting community representatives allowed to participate in a board's actual debate of a motion.

Is there, or should there be, a difference between what happens at board tables and what happens at the BCSTA AGM?

k. If students, then who else too?

Boards of Education are expected to consider the points of view and input of all local community members when making decisions. As students are often most directly affected by the decisions of boards, opportunities for trustees to hear from students should be created. It is assumed this would apply to the decisions trustees make during BCSTA's Annual General Meeting. Students are not, however, the only constituents whose voice should be valued by trustees.

Parents, ethnic and community groups (both formal and informal), First Nations, employee groups, other local and provincial government representatives, and individual general community members should all have their voice and input valued by boards of education and individual trustees. The inclusion of student representatives directly in BCSTA's AGM raises the question 'If students, then who else too?'.

Many senior district staff, including superintendents and secretary treasurers, often attend the BCSTA AGM. If students are allowed to participate in debate, the question may be asked as to whether or not senior staff members should also be given the opportunity to participate in the deliberation of motions.

BCSTA member boards may wish to consider why or why not the voice of other groups such as parents, First Nations or community groups should not be heard during AGM debate and decision making. While there may be good reasons why students should be included over other groups, the rationale for this decision should be made clear.

l. Research and National / International perspectives

A very large number of national and international opinion and research papers have been published over the years in regard to the inclusion of student voice (i.e. student input) in school and education reform. The following 2024 quote from the Oxford Review of Education provides a good summary of the intent as well as current direction in regard to student voice in determining education policy.

In recent years, there has been increasing interest in student voice within education. Traditional authoritarian approaches to education, with the teacher in total control, sit alongside more transformative approaches to education where children and young people are groomed as change agents, able to improve society (Bragg, Citation2007a). The 'student voice movement', gathering momentum in the 1970s and 1980s, has enjoyed a recent resurgence in scholarship alongside the recognition of students as active and agentic citizens (Cook-Sather, Citation2018). Such approaches have given way to perceiving students as active instruments of change, rather than passive recipients. Parallel to this is interest in teacher perspectives or teacher voice, even though, as adults, their participatory position is more privileged than that of

a child or a young person. Research suggests (Skerritt et al., Citation2022) that 'if we are to truly understand how student voice is being embraced, enacted, and experienced in schools, we must also pay close attention to the voices and positions of the different members of staff in schools' (p. 618). Similarly, Bragg (Citation2007b) advocates for the inclusion of voices from everyone in a school community, necessitating that teachers' voices and students' voices are developed alongside one another, rather than in opposition to one another. Alongside this, adults also need to be ready to listen (Caslin, Citation2022).

A quick review of some of the prominent research and opinion papers shows them to be primarily focused on student input to decisions at the personal, classroom, school and perhaps school district level. None of the papers reviewed addressed the participation of students at the association, provincial or national level.

Within Canada, a number of universities have published papers on this topic, but the Ontario Ministry of Education has done the most work on the implementation of policy in regard to student voice on school boards. Ontario remains the lead jurisdiction in Canada when it comes to school district and board requirements regarding student representation. The process of developing current provincial policy in Ontario extended for more than thirty years, but is summarized to some degree by the following quote:

In Oldfather's seminal work (1995), students were described as being the only authentic chroniclers of their own experience. Student voice has proven to be a crucial dimension in building a sense of membership, changing teacher-student relationships, and helping to construct an agenda for school improvement that reflects students' experiences and concerns. Ontario has demonstrated its commitment to student voice and has done much to 'enable students to speak with insight and intelligence about how they learn in school'. Its ongoing effort will contribute to understanding what works for large systems in terms of embedding a process for engaging student voice in the 'acoustic' of a ministry, district, school and classroom.

The expectations and policies of the Ontario Ministry of Education do not, however, extend to the internal workings of the four associations of Ontario school boards (English public, English Catholic, French public and French Catholic). The inclusion of student voice and students in the work and meetings of these associations varies considerably and does not parallel the requirements guiding school districts.

In general, it is widely accepted in both educational research and practice that the voice of students is important at the classroom and school levels, especially in relation to instructional practices, curriculum and student learning. As you move to broader discussions of educational policy at the school district, provincial and national levels, the evidence is much less clear.

m. Implications for Trustees and for school district senior staff - Questions of Confidentiality and Discretion

There is a general expectation of confidentiality and discretion for all participants at BCSTA's AGM. While the motions that are passed are not confidential, attributions as to board voting decisions, trustee comments and personal positions are avoided. Within reasonable limits, trustees should be free to debate the issues at hand and vote as they see fit, without fear of being 'outed' or victimized by unwanted publicity. This includes 'off the record' conversations at tables or informal commentary in social settings. While students may be no more inclined to breach confidentiality or lack discretion than adults, they are not bound by codes of conduct or policy in the same way as trustees and staff. Consideration should be given as to how confidentiality and discretion can be appropriately maintained during all components of the AGM program and social gatherings.

4. Suggested Next Steps toward initiation

The broad-based inclusion of student representatives in BCSTA's Annual General Meeting will not be simple to accomplish. As noted above, there are a number of considerations, requirements and concerns that should be addressed before large numbers of students attend and participate in the AGM.

Any implementation of student participation directly in the BCSTA AGM should include advance consideration of at least all of the following:

- a. All of the logistical requirements for adding 60 or more student representatives to the AGM must be addressed. This includes, at a minimum, ensuring adequate and appropriate meeting time, hotel meeting space, hotel rooms, meal requirements, and staffing levels.
- b. Developing a budget as well as corresponding sources of funding to cover the additional logistical requirements identified above.
- c. Developing association policy and expectations for the supervision of students who attend the AGM and its peripheral events.
- d. Obtaining or ensuring the association has appropriate liability coverage in place to cover any eventualities involving student attendance at the AGM.
- e. Ensuring member boards have appropriate policies and provisions in place for the inclusion and supervision of students under their care while at the AGM.
- f. Development of association guidelines and rules of order for the participation of students in the AGM business meeting as well as professional learning sessions and other peripheral activities.

- g. Development of Chapter guidelines and rules of order for the participation of students in their business meetings.
- h. An association level post-event review of the participation of students, including consideration of future direction by the association. This might include a survey of participating trustees, senior school district staff, BCSTA staff, and the students themselves.

Beyond what BCSTA will need to do, there are also a number of responsibilities that will fall to individual member boards. These include:

- a. Development of a district process for the selection and training (e.g. AGM processes and expectations) of a student representative or representatives.
- b. Development of a process that informs and assures that student representatives are expressing the views of a broad spectrum of their classmates (as trustees do for their community members) and not just their personal perspectives (as they would be there representing all of the students in their school district).
- c. Appropriate sourcing and allocation of budget to cover the increased costs of including a student representative or representatives from each board.
- d. Assurance of appropriate adult supervision throughout each student's time out of their school district.
- e. Discussion of how (or why not) the student(s) will be included in the peripheral activities (meals, social events, trustee discussions, etc.) of their board while attending the AGM.

As noted above, moving ahead with the broad-based inclusion of student representatives in the BCSTA AGM will not be a simple task. Logistical considerations may pose significant barriers to immediate change, but this needs to be determined through proper investigation. The advance development of appropriate guidelines and parameters for student participation will also take some time and proper thought. The association and its member boards must ensure the inclusion of students is a positive experience that does not put anyone involved at risk.

Above all else, proper planning, the commitment of resources, and adequate time will be needed to ensure the success of this initiative. It is strongly recommended that BCSTA establish a committee of representative trustees, school district staff and association staff to review and address all of the above considerations before the development of a final detailed plan, budget and timeline for implementation.

5. Alternatives to direct student participation in the BCSTA AGM

While it is clear the underlying intent of the board who brought forward the initial AGM motion on this topic (as noted at the outset) was to have non-voting student representatives included in the BCSTA AGM debate of motions, there are a number of alternative measures that member trustees may wish to consider on either an interim or long-term basis. The intent of providing this information is to ensure all options and alternatives are identified for trustees when the core issue is brought back to the membership.

The following options are intended to support the belief that trustees and boards make the best decisions possible when they are informed as to the opinions, beliefs, concerns and recommendations of all of the community members they represent, including students. While individual trustees always remain free to hold their own beliefs and exercise their own judgement, hearing and considering the input of constituents remains a key component of good governance. The 'voice' of students in particular is intended to be heard through all of the following alternative processes.

- Boards hosting student forums to review scheduled BCSTA AGM motions and hear the opinions and suggestions of the participants.
- Asking student leadership groups such as the district student's council, school-based student councils, or representative student groups within the district or schools (e.g. First Nations students, LGBTQ club members, etc.) to provide feedback on AGM motions and rationale.
- The invitation of student representatives to BCSTA branch meetings (rather than the AGM) for the same purpose, but at a lesser cost and time commitment.
- Creation of opportunities for students to speak to issues during local board meetings or public forums hosted by the school district.
- BCSTA and board advocacy for the Ministry of Education and Child Care to reinstate and fund the provincial Student Voice program. This should be done in collaboration with the BCPVPA who sponsored the original program.
- Advocacy by BCSTA to possibly expand the scope of the Ministry of Education and Child Care Student Satisfaction Surveys to include a broader range of topics and opportunities for students to provide feedback.

If the broad participation of students in BCSTA's AGM proves to be unmanageable, unaffordable or is delayed significantly, the above opportunities offer alternatives that BCSTA and its member boards might consider. A more general examination of how constituent voice (students as well as others) might be heard by trustees at both the local and provincial levels might prove very useful and is something BCSTA might initiate going forward. Certainly, the value of student 'voice' as well as that of all other community members should be recognized and affirmed.

6. Conclusions and Issues for further consideration

There are no insurmountable barriers to the participation of student representatives in BCSTA's AGM. Certainly, there are no laws, legislation, provincial regulations or rules that ultimately prevent BCSTA from including students in the full program of its Annual General Meeting if certain minor modifications are made (e.g. students not being allowed to participate in trustee social events that include alcohol).

That being said, a number of significant logistical hurdles have been identified which at least temporarily stand in the way of full inclusion of student representatives. Budget (both of BCSTA and individual boards) is not the least of the hurdles that would need to be addressed. Any decision to move forward with implementation should include a detailed plan on how each of the identified logistical hurdles will be satisfied.

Beyond the logistical considerations identified, there are also two philosophical considerations for BCSTA and its member boards:

The first was earlier summarized by the statement 'If students, why not others?'. In short, if BCSTA allows local representatives of each school district's student body to participate in their AGM, why would they not also allow representation from such groups as parents, First Nations, ethnic communities, local government, and the community at large? This philosophical question, with potentially huge practical and political considerations, should be addressed by the membership of BCSTA.

The other philosophical consideration is the one of equity. Opportunity that is not followed by broad-based participation is a false commitment. Authentic student voice must include students from all regions of the province as well as representation of the full spectrum of students from all abilities, ethnicities, religions, social groupings, and perspectives. Attendance by only the top students from a narrow, urban social background would not produce genuine student voice. Considerable thought and work will be needed to ensure truly equitable and representative student participation.

Finally, it is important to note that the inclusion of students in the BCSTA AGM does not in itself guarantee that individual trustees and boards will consider the input that is provided. If student voice is truly to be heard (i.e. influence the decisions of trustees, boards and BCSTA), there must be a meaningful commitment to both hear and support the suggestions provided by students. Tokenism or 'going through the motions' is a real danger if the voice of students is not seen to be important or worthy.



Beyond a stated commitment to move forward with this initiative, the important ongoing work of BCSTA and its member boards will be to ensure the significant changes that are being contemplated truly improve the work of the association.

Appendix


1. [BCSTA 2024 AGM motion 9 \(A20249\)](#) - *carried*
 - Non-Voting Student Delegates at BCSTA Annual General Meetings
2. [BCSTA 2024 AGM motion 6 \(A20246\)](#) - *defeated*
 - Legislative Framework for Voting Student Trustees
3. [School District No. 42 Board of Education motion \(January 17, 2024\)](#)
 - Trustee Motion: Legislative Framework for Voting Student Trustees
4. Province of Ontario Education Act (June 30, 2022)
 - regulation 7/07 Student Trustees

Numerous academic and opinion articles have been published over the years in regard to 'student voice' and the input of students in regard to educational policies and curriculum. The following are just a couple of historical examples that may be of particular interest to BCSTA member boards.


1. [SoundOut Guide to Students on School Boards \(2014\)](#)
 - Adam Fletcher and Adam King
2. [Fair School – Public Report No. 35 / May 1995](#)
 - Ombudsman – Province of British Columbia

 In reviewing the Non-voting Student Delegates at BCSTA's Annual General Meeting Report, we are seeking one survey response per board on the 3 main areas of consideration. 2 


* Required questions

 **When considering safety, supervision and liabilities of students at BCSTA's AGM, what are some opportunities? *** 1/6

Type your answer ...

 **When considering safety, supervision and liabilities of students at BCSTA's AGM, what are some challenges? *** 2/6

Type your answer ...

 **When considering logistics and financial considerations of students at BCSTA's AGM, what does your board see as opportunities? *** 3/6



When considering logistics and financial considerations of students at BCSTA's AGM, what are some challenges? *

4/6

Type your answer ...



When considering equity and representation of students at BCSTA's AGM, what are some opportunities? *

5/6

Type your answer ...



When considering equity and representation of students at BCSTA's AGM, what are some challenges? *

6/6

Type your answer ...

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.7 Action
TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: Post Election Advocacy

Recommendation

**THAT the Board reviews and discusses the MLA Advocacy letter templates provided by BCSTA, and
THAT the Board sends MPSD-specific advocacy letters to the newly elected MLAs.**

1. Summary:
2. Background:
3. Options:
4. Analysis and Impact:
 - a. Alignment with the [Strategic Plan](#):
 - i. Honouring Culture and Territory
 - ii. Future Orientation
 - iii. Student-Centred Learning
 - iv. Effective Learning Environments
 - v. Quality Teaching and Leadership
 - b. Alignment with the Equity Path:
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Policy, Legislation, Regulation
 - d. Organizational Capacity
 - e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. Public Participation:
6. Implementation:
7. Attachments:



SENT TO BOARD CHAIRS

Post-Election Advocacy

Empowering School Boards to Advocate for Change: Post-Election Resources for Engaging MLAs

Dear School Board Chairs,

As we enter a new chapter following the recent provincial election, the British Columbia School Trustees Association (BCSTA) is pleased to provide post-election resources to help you advocate for the future of public education in your community. We are pleased to offer you three new advocacy letter templates as part of our post-election advocacy initiative.

In these pivotal times, it is more important than ever to strengthen the communication between school districts and the newly elected and re-elected Members of the Legislative Assembly (MLAs). Engaging with your local MLA is the first step in building a strong, collaborative relationship that will allow you to advocate effectively for the priorities that matter most to your school district and community.

Advocacy is a collective effort, and your voice matters. Through strong, sustained communication with your local MLA, you can bring forward the urgent needs of our education system and ensure these issues are prioritized in policy discussions at the provincial level. Whether it's securing more funding for our schools, addressing challenges in rural and remote communities, or ensuring that every student, educator, and staff member has the resources they need in an inclusive environment, change is possible—but only if we work together.

To help you get started, we have prepared three letter templates:

1. Congratulate your newly-elected MLA and extend an invitation to meet.
2. Congratulate your re-elected MLA and extend an invitation to meet.
3. Thank your outgoing MLA for their service.

To download the letter templates, please visit the BCSTA Portal:

https://portal.bcsta.org/app/list_resource/general/2024advocacy

These templates are designed to help you initiate meaningful conversations with your MLA. Each template is available in both English and French and is provided in Word document format, allowing you to easily customize the content to reflect your district's specific needs and concerns.

Your efforts to reach out to your local MLA and advocate for necessary change will play an essential role in advancing the conversation around K-12 education.

The BCSTA urges you to take action by utilizing these templates. Your leadership and advocacy can spark meaningful discussions and will be instrumental in highlighting priority issues, advocating for necessary changes and making K-12 education a provincial priority. Together, we can drive the change we need to ensure that every student, regardless of background or location, has the opportunity to succeed and thrive.

Thank you for your dedication and commitment to public education. Let's continue working together to make a difference for our students, educators, and communities.

If you have any questions or need further assistance, please don't hesitate to contact Monique Atwal, Manager of Advocacy and Public Relations at matwal@bcsta.org.

The BCSTA update brings you updates and reports for BCSTA members.

Date

Name, MLA
Riding Office Address

Email:

Dear **[Name]**,

On behalf of the Board of Education, I extend our heartfelt thank you for your service to the **[City]** community over the past **[insert number of years as MLA]**. We appreciate the contributions you have made during your time in office and the support you've shown to **[School District Name]**.

Throughout your tenure, you have demonstrated a commitment to improving education and supporting initiatives that align with our goals of strengthening K-12 education in the community. We recognize your efforts, and we value the role you have played in advocating for positive change in the public education sector.

As you move forward with your future endeavors, we wish you all the best. Thank you for your past support and collaboration in working towards the continued development of public education in our community.

Sincerely,

Name, Board Chair
(**School District**) Board of Education

Date

Name, MLA
Riding Office Address

Email:

Dear **(Name)**,

Re: Congratulations and Invitation

On behalf of the Board of Education for **[School District Name]**, I extend our sincerest congratulations on your recent re-election as MLA for **[Riding]**. We truly appreciate the support you have provided during your time in office. As you know, our goal is to continue advocating for improvements in our education system and to foster collaborative efforts with members of government to better support our students, schools, and community.

We are eager to advocate for meaningful change within our education system, and your support is critical in this endeavor. Our commitment to improving education for all students, schools, and our community is essential. We recognize that true progress requires collaboration, and we hope you will join our district in advocating for impactful changes that will benefit our community. Your role as our MLA is vital in this mission and your support is crucial in bringing key issues in our education system to the forefront of policy discussions, ensuring meaningful changes for our students, educators, staff, and community. Change is of the utmost importance, and we cannot achieve it without your support.

As you start a new term as a Member of the Legislative Assembly, please recognize the urgent need for reform in recruitment and retention of staff, capital and deferred maintenance funding and inclusive education and student success. Our school district and community need your support as our MLA to amplify our voices and concerns and to prioritize the critical issues in our schools. Together, we can unite to advocate for the improvements our public education system desperately needs.

We have identified three critical issues that are negatively affecting our education system, and we urgently need action.

[1.] Recruitment and Retention of Staff

Please insert key priorities unique to your district

[2.] Capital and Deferred Maintenance Funding

Please insert key priorities unique to your district

[3.] Inclusive Education and Student Success

Please insert key priorities unique to your district

Our community deeply values the betterment of K-12 education and recognizes its critical role in shaping the future. As a Board of Education, we are committed to collaborating with local community and education partners to advocate for the changes that will create an improved school environment for our students to thrive and succeed. We invite you to meet with our Trustees to explore how we can work together to address these key priorities. As you embark on this new term as MLA for (**Riding**), we hope you will prioritize public education as a vital area for reform.

To arrange a meeting, please connect with our Superintendent/CEO [**Name**] or Secretary-Treasurer [**Name**] by reaching out to Executive Assistant [**Name**] at [**email address**] or [**phone number**].

We look forward to meeting you and working together with you on educational priorities that will benefit the youth, families and community of [**Community Name**]. Together, we can make a genuine difference.

Sincerely,

Name, Board Chair
(**School District**) Board of Education

Date

Name, MLA
Riding Office Address

Email:

Dear (Name),

Re: Congratulations and Invitation

On behalf of the Board of Education for [**School District Name**], I extend our heartfelt congratulations on your recent election and appointment as MLA for [**Riding**]. We are eager to advocate for meaningful change within our education system, and your support is critical in this endeavor. Our commitment to improving education for all students, schools, and our community is essential. We recognize that true progress requires collaboration, and we hope you will join our district in advocating for impactful changes that will benefit our community. Your role as our newly appointed MLA is vital in this mission and your support is crucial in bringing key issues in our education system to the forefront of policy discussions, ensuring meaningful changes for our students, educators, staff, and community. Change is of the utmost importance, and we cannot achieve it without your support.

As you start a new term as a Member of the Legislative Assembly, please recognize the urgent need for reform in recruitment and retention of staff, capital and deferred maintenance funding and inclusive education and student success. Our school district and community need your support as our MLA to amplify our voices and concerns and to prioritize the critical issues in our schools. Together, we can unite to advocate for the improvements our public education system desperately needs.

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Please insert key priorities unique to your district

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Please insert key priorities unique to your district

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that will create an improved school environment for our students to thrive and succeed. We invite you to meet with our Trustees to explore how we can work together to address these key priorities. As you embark on your new role as MLA for (**Riding**), we hope you will prioritize public education as a vital area for reform.

To arrange a meeting, please connect with our Superintendent/CEO [**Name**] or Secretary-Treasurer (Name) by reaching out to Executive Assistant [**Name**] at [**email address**] or [**phone number**].

We look forward to meeting you and working together with you on educational priorities that will benefit the youth, families and community of [**Community Name**]. Together, we can make a genuine difference.

Sincerely,

Name, Board Chair
(**School District**) Board of Education

Public Meeting of the Board of Education

Tuesday, November 19, 2024



ITEM 8.6 Action
TO: Board of Education
FROM: T. Loffler, Board Chair
SUBJECT: Board Performance Review

Recommendation

THAT the Board initiate a Board Performance Review.

1. **Summary:** BCSTA offers resources to assist Boards, including a process to support the success of Boards.

The following information is from the BCSTA website

<https://bcsta.org/bcsta-resources-to-support-trustees-and-boards>

Board Performance Review (BPR)

BCSTA offers a self-review process or Board Performance Review (BPR) to our member boards.

The Board of Education Performance Review provides a process embedded in a context of continuous improvement and it is intended to help improve governance, increase accountability, demonstrate leadership, and create a foundation for continuous improvement.

Setting the conditions that will provide a quality education for every student to succeed in school and life is the priority of every school trustee and every board. Trustees work effectively as a team to support the purpose of the board, as it is the board and not individual trustees that has the power to make a change and set direction. This mission, variously expressed by individual boards, connects to the following goals:

- Increasing overall levels of student achievement
- Meeting the needs and educational goals of all students
- Promoting community confidence in public education

The Board Performance Review process

Background details:

- Each process is customized to meet the needs/requests of the specific board
- May include feedback from just board members or from senior staff and other district staff as well.
- The process is based on 100 question self-assessment review done by the trustees (and senior staff if board chooses).
- On date of survey process starts with a conference call to introduce survey. It is best for all participants to take the survey at the same time and Trustees/Senior Management will need computer access for this.
- The survey is done on "Survey Monkey" and takes about 1 hour.
- Facilitation time is booked to debrief the survey. Typically, boards set aside 4- 6 hours for this process—fit in a day, evening or weekends.
- BCSTA staff prepare and analyze the data for the facilitation day.
- The PowerPoint of the data is sent a few days before, so trustees and the Senior Management team can prepare.
- BCSTA role is to facilitate the process for the senior management team and board. The board owns the process and the plans.

INDIGENOUS EDUCATION COMMITTEE

REPORT

25 October 2024

IEC Activity Report

The Indigenous Education Committee (IEC) convened on October 25th to discuss critical issues related to Indigenous education and strategize upcoming initiatives to strengthen collaboration within the committee. The meeting also featured an introduction to Trevor Davies, the incoming CEO of BCSTA.

Director Watson, representing the BCSTA Board of Directors, provided an update on the board's recent activities, including the outcomes of the recent BC provincial election, which saw several active school board trustees elected to the Legislative Assembly of British Columbia. Addressing concerns regarding Indigenous content at past Canadian School Boards Association (CSBA) events, President Broady reaffirmed BCSTA's commitment to enhancing Indigenous content, with members of the IEC actively participating in the planning of the upcoming CSBA event in Whistler, BC, in 2026. Director Watson further provided updates on the ongoing initiatives of the Climate Action Working Group and the Capital Working Group.

Mr. Gordon Li from the Professional Learning Committee (PLC) provided an overview of the

preparations for the upcoming Trustee Academy and AGM, highlighting the importance of incorporating Indigenous perspectives into the professional development sessions. The IEC is committed to amplifying Indigenous voices at these events to ensure that Indigenous education remains a focal point. Additionally, the IEC expressed a desire for continued collaboration with the PLC to support their efforts in creating successful BCSTA events.

The meeting also covered plans for the upcoming Trustee Knowledge Series, focusing on land-based learning, Bill 40 success stories, Indigenous student leadership, and Local Education Agreement (LEA) success stories. To effectively manage these topics, the IEC has established four subcommittees, each dedicated to one of these key areas, allowing for focused efforts and meaningful contributions.

The session concluded with a review of the current IEC strategic plan and underscored the importance of aligning the IEC's objectives with the broader strategies of BCSTA to ensure Indigenous education remains a top priority in future initiatives.

Looking back at previous meetings, the IEC had sessions on August 19th and 20th, where Trustees Jules and Nelson were re-elected as co-chairs. The committee also engaged with

INDIGENOUS EDUCATION COMMITTEE

REPORT

presentations from Dr. Charles Ungerleider, Mr. Tim Davie, and Dr. Crystal Gail Fraser on co-governance, strategic planning, and residential school denialism. Additionally, a follow-up meeting with FNEC and the Ministry of Education and Child Care on August 26th addressed the impact of Bill 40 on school districts, focusing on declining completion rates, literacy and numeracy gaps, and high absenteeism.

Call Out Questions

We invite BCSTA Trustees to participate in a brief survey to gather insights on Indigenous Education initiatives.

Your responses will help guide the Indigenous Education Committee (IEC) in better understanding and addressing the needs of Indigenous students and communities. Thank you for your valuable input.



Scan the code to begin the survey.

What is your district doing for Indigenous Education?

What would you like to learn about as a BCSTA Trustee regarding First Nations, Metis, and Inuit education?

Have you heard of the IEC Knowledge Series?

What would you like to see put into the next Knowledge Series publications?

Share an example of something your district is doing for Reconciliation.

How can the Indigenous Education Committee support you as a trustee?

Committee Members:

Diane Jules / Co-Chair (Kamloops-Thompson)
George Nelson / Co-Chair (Nisga'a)
Joe Thorne / Knowledge Keeper (Cowichan Valley)
Allison Watson / BoD Liaison (Sooke)
John Chenoweth / BoD (Nicola-Similkameen)
Tony Goulet (Quesnel)
Dana Moraes (Haida Gwaii)
Dave Christie (Nechako Lakes)
Randy Cairns (Mission)
Larry Ransom (Pacific Rim)
Vanessa Mitchell (Vernon)

November 15, 2024

Ministry of Education and Childcare

Email: sdfr@gov.bc.ca

Re: Submission of the Three-Year Financial Plan

We had previously advised of a delay in submitting the Three-Year Financial Plan due to staffing shortages within the Finance Department. We are now submitting School District No. 75 (Mission)'s approved Three-Year Financial Plan, as attached, as the Board approved the following resolution on October 29, 2024:

That the three-year Financial Plan for the years 2024-25 to 2026-2027 be approved.

The Board shared the following comments while reviewing and approving the plan.

- The school district continues to plan and budget with a conservative lens, prioritizing fiscal responsibility considering ongoing uncertainties.
- This plan does not account for anticipated rate changes.
- Given the number of unknown variables impacting our planning, the conservative plan indicates a potential deficit position.
- The Board will continue to advocate for adequate funding to sustain our goals and operations effectively.
- The upcoming collective agreement bargaining will have implications for our budget. We have, however, considered potential changes within our conservative approach.
- Staff recruitment and retention, especially in certain key roles, continue to pose significant challenges to our operations.
- An allowance has been made to address anomalies associated with changes to substitute coverage.
- Once fully staffed, the Finance Department is committed to undertaking a more comprehensive approach to financial planning, ensuring it better meets the district's needs considering strategic priorities.
- The Board remains steadfast in its commitment to avoiding any budgetary deficit and maintaining a balanced financial outlook, including a contingency fund as per the Board's Reserve Funds policy.
- Any budget deficits will be rectified during the annual budget process as more information becomes available.

We appreciate your understanding and patience as we worked to submit a financial plan considering our commitment to responsible stewardship, despite the staffing shortages within our finance department.

Sincerely,

(original sent with signature)

Corien Becker, BComm, CPA, CGA,
Secretary-Treasurer

Cc Board of Education, SD75 (Mission)
D. Welsh, Director of Finance
A. Wilson, Superintendent

Three Year Financial Plan

	2024 / 2025 Preliminary Operating	2025 / 2026 Changes	2025 / 2026 Forecast Operating	2026 / 2027 Changes	2026 / 2027 Forecast Operating
OPERATING REVENUE					
Regular Enrolment Forecast	6,485	75	6,560	50	6,610
Base Enrolment Rate	8,915	-	8,915	-	8,915
Grants					
Ministry of Education - Operating	82,310,535	1,581,975	83,892,510	1,540,250	85,432,760
Other Ministry of Education	1,170,038	2,294,184	3,464,222	2,410,143	5,874,366
Provincial - Other	303,976	-	303,976	-	303,976
Total Grants	83,784,549	3,876,159	87,660,708	3,950,393	91,611,102
Tuition	2,195,000	-	2,195,000	-	2,195,000
Other Revenue	270,713	-	270,713	-	270,713
Rental Revenue	211,650	-	211,650	-	211,650
Investment Income	650,000	(200,000)	450,000	(50,000)	400,000
TOTAL OPERATING REVENUE	87,111,912	3,676,159	90,788,071	3,900,393	94,688,465
OPERATING EXPENSE					
Salaries					
Teachers	33,605,925	1,304,441	34,910,366	1,250,745	36,161,111
Principals and Vice-Principals	5,300,483	159,014	5,459,497	163,785	5,623,282
Education Assistants	9,368,900	1,039,662	10,408,562	1,093,610	11,502,172
Support Staff	9,502,340	408,670	9,911,010	360,984	10,271,995
Other Professionals	3,043,019	194,291	3,237,310	97,119	3,334,429
Substitutes	3,986,797	169,604	4,156,401	149,692	4,306,093
Total Salaries	64,807,464	3,275,682	68,083,146	3,115,935	71,199,081
Employee Benefits	15,417,392	682,825	16,100,217	636,009	16,736,226
Total Salaries and Benefits	80,224,856	3,958,507	84,183,363	3,751,944	87,935,307
Services and Supplies					
Services	2,721,918	54,438	2,776,356	55,527	2,831,883
Student Transportation	19,000	380	19,380	388	19,768
Professional Development and Travel	685,088	13,702	698,790	13,976	712,766
Rentals & Leases	-	-	-	-	-
Dues & Fees	99,000	1,980	100,980	2,020	103,000
Insurance	200,000	4,000	204,000	4,080	208,080
Supplies	2,625,467	52,509	2,677,976	53,560	2,731,536
Utilities	1,450,154	29,003	1,479,157	29,583	1,508,740
Interest	-	-	-	-	-
Total Services and Supplies	7,800,627	156,013	7,956,640	159,133	8,115,772
TOTAL OPERATING EXPENSE	88,025,483	4,114,519	92,140,002	3,911,077	96,051,079
Net Operating Surplus (Deficit)	(913,571)	(438,360)	(1,351,931)	(10,684)	(1,362,615)
Allocation (to) from Surplus	1,737,126	(165,437)	1,571,689	(1,571,689)	(0)
Allocation (to) from Local Capital	(823,555)	-	(823,555)	-	(823,555)
Projected Operating Surplus/(Deficit)	-	(603,797)	(603,797)	(1,582,373)	(2,186,170)

* Allocation from surplus based on unrestricted surplus funds available per June 30, 2024 audited financial statements



UNION OF BC INDIAN CHIEFS

OUR LAND IS OUR FUTURE

November 5, 2024

B.C. School Boards
Via Email Only

RE: UBCIC Resolution 2024-57 “Provincial MMIWG2S+ Anti-Violence Curriculum”

Dear B.C. School Boards,

We are writing with respect to Union of BC Indian Chiefs (UBCIC) Resolution 2024-57 “Provincial MMIWG2S+ Anti-Violence Curriculum” which was presented, affirmed, and endorsed unanimously at the UBCIC Annual General Assembly on September 26, 2024 (enclosed)

By Resolution 2024-57, the UBCIC Chiefs-in-Assembly call on school districts, administrators and educators to implement Call for Justice 11.1 to educate and provide awareness in all levels of education about MMIWG2S+ and the root causes of violence

For your awareness, the UBCIC Chiefs-in-Assembly also call on the Government of British Columbia to co-develop province-wide anti-violence curriculum that specifically addresses and prevents the crisis of Murdered and Missing Indigenous Women, Girls, and Two-Spirit+ people, and to work with First Nations, First Nations organizations including the First Nations Education Steering Committee and Indigenous women and violence prevention organizations, School District 58, survivors and families of MMIWG2S+ in the co-development of anti-violence MMIWG2S+ curriculum.

Please keep us updated as this work develops.

On behalf of the UNION OF BC INDIAN CHIEFS

Grand Chief Stewart Phillip
President

Chief Don Tom
Vice-President

Chief Marilyn Slett
Secretary-Treasurer

CC: UBCIC Chiefs Council
First Nations Education Steering Committee
School District 58

Encl: UBCIC Resolution 2024-57

Kamloops Office

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OUR LAND IS OUR FUTURE

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UNION OF B.C. INDIAN CHIEFS
56TH ANNUAL GENERAL ASSEMBLY
SEPTEMBER 24TH – 26TH, 2024
MUSQUEAM COMMUNITY CENTRE, X^WMƏƏK^WƏYƏM (MUSQUEAM TERRITORY)

Resolution no. 2024-57

RE: Provincial MMIWG2S+ Anti-Violence Curriculum

WHEREAS widespread research and reports including the National Inquiry on Missing and Murdered Indigenous Women and Girls have made concrete recommendations recognizing education as integral to the prevention of systemic gender-based violence against Indigenous women, girls and two-spirit+ people;

WHEREAS in 2023 School District 58 Nicola-Similkameen piloted an Indigenized version of *Kids in the Know* curriculum to educate elementary and middle school children about Murdered and Missing Indigenous Women and Girls (MMIWG) and promote safety and violence prevention;

WHEREAS *Kids in the Know* is the [Canadian Centre for Child Protection](https://www.cccp.ca/)'s national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline;

WHEREAS the Indigenized curriculum piloted by School District 58 included traditional story, traditional activities, as well as the *Kids in the Know* and MMIWG lessons. The pilot has been well-met by administrators, educators, parents and students and is an integral step in promoting a culture of health and safety for future generations throughout the province;

WHEREAS on June 10, 2024, administrative representatives from School District 58 reported out to the UBCIC Chiefs Council on the Indigenized *Kids in the Know* MMIWG curriculum;

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Grand Chief Stewart Phillip, President

2024-57
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WHEREAS the *United Nations Declaration on the Rights of Indigenous Peoples*, which the government of Canada has adopted without qualification, and has, alongside the government of B.C., passed legislation committing to implement, affirms:

Article 7(1): Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person;

Article 7(2): Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

Article 22(1): Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration;

(2): States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination;

WHEREAS the MMIWG2S+ crisis is deeply rooted and spans B.C.'s urban, rural and remote communities. Given the ongoing realities of violence against Indigenous women, girls and two-spirit+ people in the province, preventative education initiatives should be expanded, formalized and adopted as curriculum within the public education system province-wide;

WHEREAS by UBCIC Resolutions 2023-32; 2023-10; 2022-36; and 2021-31, the UBCIC Chiefs Council has worked to address issues of missing Indigenous people and gender-based violence and to advocate for the implementation of the Calls for Justice; and

WHEREAS Call for Justice 11.1 calls “upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of Their Voices Will Guide Us with children and youth.”

THEREFORE BE IT RESOLVED the UBCIC Chiefs-in-Assembly call on the Government of British Columbia to co-develop province-wide anti-violence curriculum that specifically addresses and prevents the crisis of Murdered and Missing Indigenous Women, Girls, and Two-Spirit+;

THEREFORE BE IT FURTHER RESOLVED the UBCIC Chiefs-in-Assembly call on the Government of British Columbia to work with First Nations, First Nations organizations including the First Nations Education Steering Committee and Indigenous women and violence prevention

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Grand Chief Stewart Phillip, President

organizations, School District 58, survivors and families of MMIWG2S+ in the co-development of anti-violence MMIWG2S+ curriculum; and

THEREFORE BE IT FINALLY RESOLVED the UBCIC Chiefs-in-Assembly call on school districts, administrators and educators to implement Call for Justice 11.1 to educate and provide awareness in all levels of education about MMIWG2S+ and the root causes of violence.

Moved: Judy Wilson, Osoyoos Indian Band (Proxy)
Seconded: Chief Elgin Cutler, Witset First Nation
Disposition: Carried
Date: September 26, 2024

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Grand Chief Stewart Phillip, President

2024-57
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