

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

**February 21, 2023, 6:30 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC**

Pages

1. CALL TO ORDER

This meeting and Mission Public School District is located on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Sq'ewlets, Leq'á:mel, Sema:th, Matheqwi and Qwó:lt'el First Nations, peoples of this land since time immemorial.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

5. STAFF REPORTS

5.1	Reporting out from Closed Meeting	Verbal	
	At the Closed meeting of the Board of Education of School District 75 (Mission), held on January 17, 2023, personnel, legal, and student matters were discussed.		
5.2	Freedom of Information and Protection of Privacy Act	Action	1 - 4
	To amend board policy to align with updated legislation, and to introduce the Administrative Procedures.		
5.3	Enrolment Projections	Information	5 - 6
	The enrolment projections provided to the Ministry for 2023/2024, 2024/2025, and 2025/2026		
5.4	Quarterly Report, October - December 31, 2022	Information	7
	Web link: mpsd.ca>>Governance>>Budgets, Financials & Reports		
5.5	How Are We Doing? Report	Information	
	To review the annual BC Ministry of Education report, "How Are We Doing?" for Inclusive and Indigenous Education students.		
5.5.1	Inclusive Education	Information	8 - 11

5.5.2	Indigenous Education	Information	12 - 14
	Web Link: mpsd.ca>>Governance>>Budgets, Financials & Reports>>Indigenous Education Reports:		

How Are We Doing 2021/2022 Indigenous Learners

5.6	Late French Immersion - 2023 / 2024	Action	15 - 17
	To consider transitioning from Intensive Core French that begins in Grade 6, to Late French Immersion that would also begin in Grade 6.		

6. NEW BUSINESS

6.1	Meeting Locations	Action	18 - 19
	To consider holding all Board and Committee meetings either in-person or hybrid in-person / on-line		

6.2	2023/2024 Calendar Adjustment - Spring Break	Action	20 - 22
	To consider amending the 2023 / 2024 school calendar to align the spring break with neighbouring school districts		

6.3	2022/23 Amended Budget Bylaw	Action	23 - 42
	To approve amendments to the Annual Budget.		

6.4	Motion for BCSTA	Action	43
	To consider forwarding a motion to BCSTA to remove the designation of Honorary President of BCSTA bestowed on the Minister of Education		

6.5	Banning Action4Canada presentations from Meetings	Action	44
	To consider banning groups or individuals from presenting misinformation at Board and Committee meetings intended to target, discriminate, or trigger Trauma in the school district.		

7. MINUTES OF PREVIOUS MEETINGS

7.1	Board of Education Public Meeting Minutes, January 17, 2023	Action	45 - 47
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8. INFORMATION ITEMS

8.1	Prior Agenda Items - Follow-up		
	Information on action items and requests from previous meetings		
8.1.1	Renewal of Crown License Agreement and Sublicense Agreement - Heritage Park Childcare Facility	Information	48 - 52
8.1.2	House Post for SBO	Information	53 - 54

8.1.3	Healthy School Foods Advocacy Letter sent to the Minister of Education, CC MLAs	Information	55 - 56
8.2	Accessibility Committee	Information	57
	<u>Link to the Accessibility Committee Details</u>		
8.3	Ministry of Education and Childcare K-12 Anti-Racism Action Plan	Information	
	The K-12 Anti-Racism Action Plan is a multi-year framework to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families.		
	<ul style="list-style-type: none"> • <u>Ministry Release (link to website)</u> • <u>Racial Equity Together (Brochure - link)</u> 		
8.4	OHS Bulletin - WSBC Asbestos Compliance Initiative	Information	58 - 63
8.5	Coalition for Healthy School Food Information and Newsletter	Information	
	<ul style="list-style-type: none"> • <u>Link to BC Chapter of Coalition for Healthy School Food</u> • <u>Link to Newsletter</u> 		

9. CORRESPONDENCE

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

12. QUESTION PERIOD

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

13. ADJOURNMENT

ITEM 5.2 Action File No. 1020

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Access to Information and Protection of Privacy and Personal Information Policy
 Amendment

Recommendation

THAT the Access to Information and Protection of Privacy and Personal Information Policy as amended January 2023 be approved.

1. Summary:

Effective February 1, 2023, the School District is required to comply with the Privacy Management Program direction approved by the Minister of Citizens' Services. In addition to implementing the Privacy Management Program, the *Freedom of Information and Protection of Privacy Act* was updated to remove the restriction against storing personal information outside of Canada, and add the requirement to regulate the storage of sensitive personal information outside of Canada. As such, the board policy requires an amendment to support the change.

In addition, staff have put together the Privacy Management Program including an information summary, procedures and forms. The draft program, procedures and forms have been placed on the MPSD website, as well a tab will be placed on the EngageMPSD portal to gather feedback on the program.

Staff intend to have the program finalized by the end of February.

2. Background:

Recent legislative changes require the school district to expand its program regarding the protection of personal information. The school district, as a public body, is now required to have a program in place. Staff have spent the month of January expanding the existing procedures and processes, adding new processes, and documenting the full program on the public website. A summary of the program is on the District Admin tab, under the [Freedom of Information and Protection of Privacy](#) page. The summary cross-references the various procedures developed to support the program.

In addition to the procedures, the review of the Board Policy determined that the policy also needed updating in order to meet the needs of the program.

3. Options:

1. Forward the policy to the Board Meeting for Approval.
2. Delay forwarding the policy to allow more public engagement.
3. Do not update the policy.

4. Analysis and Impact:

- a. Strategic Plan Alignment

- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

The current board policy references that personal information is held in Canada, unless approved in accordance with FIPPA. Previously, if programs were used for educational purposes that stored any information in the United States, parents would provide permission for their children to use the program. This no longer complies. Staff are required to do a detailed risk assessment when sensitive personal information is collected and stored outside of Canada.

- e. Organizational Capacity

The development of the procedures to support the program has been significant and the procedures are provided here as additional information on the Privacy Management Program. No additional Board policy has been identified as being necessary at this time.

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

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

5. Public Participation:

The draft policy will be placed on the Engagempsd portal following approval, to gather additional feedback or input prior to board approval.

6. Implementation:

The changes are included in the Privacy Management Program. Board approval realigns the policy with the procedures, in accordance with the provincial direction.

7. Attachment

1. Access to Information and Protection of Privacy and Personal Information Policy (red lined)

8. Links:

2. [Privacy Management Program - Web Page](#) – sub-pages under development
3. [Collection of Personal Information Procedure – AP 2.4.1](#)
4. [Safeguarding Personal and Confidential Information – AP 2.4.2](#)
5. [Requesting Access to Information – AP 2.4.3](#)
6. [Privacy Impact Assessment – AP 2.4.4](#)
7. Information Sharing Agreements – AP 2.4.5 – draft under development
8. [Privacy Breach Management – AP 2.4.6](#)
9. Privacy Complaints – AP 2.4.7 – draft under development

Section:	Administration	
Title:	Access to Information and Protection of Privacy and Personal Information	2.4

Purpose

In accordance with the *School Act* and the *Freedom of Information and Protection of Privacy Act (FIPPA)*, the School District as a public entity may be requested to provide information on School District activities to members of the public. The School District is also required under the FIPPA legislation to ensure that personal information is protected.

Policy

The School District must protect the personal information in its custody and/or control from unauthorized access, collection, use, disclosure, and disposal. Any personal information shall be collected, used, and disclosed only in accordance with the FIPPA and/or other applicable legislation. Requests for information not routinely released must be submitted to the FIPPA Officer of the School District through a request for information. The Superintendent is designated as the Head of the School District for the purposes of FIPPA. The Secretary Treasurer is designated as the FIPPA Officer and is responsible for the administration of FIPPA, this policy, and associated procedures.

Guidelines

In meeting the School District’s obligations of protecting privacy and personal information in its custody and/or control, management will maintain a Privacy Management Program and develop procedures to:

- Inform students, parents, employees, volunteers, and third-party service providers of why and how it collects, uses, and discloses of their personal information, obtain their consent when required, and protect their private and personal information through responsible information management practices;
- Ensure information is collected, used and disclosed in accordance with FIPPA, or other legislative requirements;
- ~~• Ensure personal information is held in Canada, unless approved in accordance with FIPPA;~~
- Ensure record-keeping practices comply with the privacy requirements in FIPPA and other relevant legislation;
- Ensure administrative, physical, and technological safeguards are in place to protect personal information from a privacy breach;
- Ensure sensitive personal information that is held outside of Canada, has appropriate safeguards in place to minimize the risk of harm in accordance with guidelines to comply with FIPPA;
- Provide training to employees on FIPPA to ensure all employees understand their responsibility regarding the legislation;
- Ensure regular reviews of the privacy management program, procedures, and security safeguards.
- Answer questions from individuals and address any privacy concerns.
- Receive and respond to requests for information in accordance with the Act.

Date Approved: May 17, 2016 (Policy #41)
Date Amended: March 13, 2018 (Policy #120)
 ,2023

Legal Reference: *Freedom of Information and Protection of Privacy Act*

Cross Reference: [*Collection of Personal Information Procedure – AP 2.4.1*](#)
[*Safeguarding Personal and Confidential Information – AP 2.4.2*](#)
[*Requesting Access to Information – AP 2.4.3*](#)
[*Privacy Impact Assessment – AP 2.4.4*](#)
[*Information Sharing Agreements – AP 2.4.5*](#)
[*Privacy Breach Management – AP 2.4.6*](#)
[*Privacy Complaints – AP 2.4.7*](#)

Forms: [*Request for Access to Records Form*](#)
[*Privacy Impact Assessment – Form*](#)
[*Privacy Impact Assessment – Education App – Form*](#)

Public Meeting of the Board of Education

Tuesday, February 21, 2023



ITEM 5.3 Information
 TO: Board of Education
 FROM: C. Becker, Secretary-Treasurer
 SUBJECT: Enrolment Projections

File No. 250.20

1. Summary:

Attached is the enrolment projection for the next three years submitted to the Ministry on February 15th, 2023.

2. Background:

Every February, staff analyze the enrolment for the prior year, considering any unique information available, and project the enrolment for the next three years. The process includes reviewing information from the Ministry, information from Baragar, and an analysis of the current grades in the schools. Based on this review, staff are required to submit an estimate of the enrolment for the following year, and two subsequent years.

Based on the analysis, regular enrolment is expected to increase by approximately 130 students next year. The following years are projected to see a smaller increase - less than 100 students each year. The ministry is projecting even smaller increases. Based on the analysis of development in the community, staff do not foresee a decrease in enrolment, although inflation is slowing down development activity in Mission. The following table summarizes annual enrolment projections. These enrolment projections will be used to begin the development of the preliminary budget for 2023/2024.

	2022/2023 Actual / Projected	2022/2023	2023/2024	2024/2025
K - 12	6272.625	6400	6475	6525
Continuing Education	49	53	53	53
Alternate	102	102	102	102
Distributed Learning	82.5	82	82	82
	6506.125	6637	6712	6762
Change from prior year		130.875	75	50

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments: Data report submitted to the Ministry

Step 1: Enter your school district number here: **Mission**
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2022/23 Interim Base	Estimated Enrolment						Notes
		2023/24		2024/25		2025/26		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 8-9 Course Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 10-12 Course Enrolment	0	0	0	0	0	0	0	
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	6,272.6250	6,400.0000	6,327.0749	6,475.0000	6,381.5248	6,525.0000	6,422.3622	
Continuing Education FTE (School-Age)	6.0000	10.0000	6.0000	10.0000	6.0000	10.0000	6.0000	
Alternate Schools FTE (School-Age)	102.0000	102.0000	102.0000	102.0000	102.0000	102.0000	102.0000	
Distributed Learning FTE (School-Age)	53.5000	40.0000	53.5000	40.0000	53.5000	40.0000	53.5000	
Total Estimated School-Age Enrolment	6,434.1250	6,552.0000	6,488.5749	6,627.0000	6,543.0248	6,677.0000	6,583.8622	
Change from Previous Year		117.8750	54.4499	75.0000	54.4499	50.0000	40.8374	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	4	5	4	5	4	5	4	
Level 2 Special Needs FTE	400	425	427	445	456	470	487	
Level 3 Special Needs FTE	134	156	159	170	188	185	222	
English Language Learning FTE	323	350	323	350	323	350	323	
Indigenous Education FTE	1,158	1,158	1,167	1,165	1,176	1,170	1,185	
Adult Education FTE (Non-Graduates only)	0.1250	1.0000	0.1250	1.0000	0.1250	1.0000	0.1250	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	10.0000	15.0000	10.0000	15.0000	10.0000	15.0000	10.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	
Level 3 Special Needs FTE Growth (All Schools)	10	10	10	10	10	10	10	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	3.0000	2.0000	3.0000	2.0000	3.0000	2.0000	3.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	6.0000	15.0000	6.0000	15.0000	6.0000	15.0000	6.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2021/22 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2022/23 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2022/23 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2023/24. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2023 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2023/24	Comments:
Net provincial in-migration		Our review of Baragar projections, and other local factors, indicates increasing enrolment for regular schools. DL enrolment is forecast to drop in Sep as a result of removing the K-6 cohort; however, Feb and May DL counts have been increased from the overly conservative current year forecast. Summer school is projected to flow through DL, similar to current year. CE enrolment is also forecast to increase marginally due to updates with local program delivery. We are not projecting any significant enrolment change in indigenous ed. For special education, numbers are expected to continue to increase based on general enrolment growth, and following the trend in recent
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	114.8750	
Total Estimated School-Age Enrolment Movement	114.8750	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.
 Yes: No:

Step 5: Please provide a contact for follow-up questions:
 Name:
 Title:
 Email address:

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 75 Enrolment Estimates> no later than Wednesday, February 15, 2023

ITEM 5.4 Information

File No. 7610.50

TO: Board of Education
FROM: C. Becker, Secretary Treasurer
SUBJECT: Quarterly Report

1. Summary:

The report provides a summary of operating and financial activities of the District between October 1 and December 31, 2022.

2. Background:

The school district prepares a quarterly summary of financial and pertinent operating activities to ensure the Board is appraised 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:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
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5. Public Participation:

6. Implementation:

7. Attachments:

[Quarterly Report – December 31, 2022](#)

ITEM 5.5.1 Information File No.

TO: Board of Education
FROM: C. Schmor, Director of Student Services
SUBJECT: How Are We Doing? Report: Inclusive Education

1. **Summary:** The Inclusive Education Report provides achievement data for students with disabilities or diverse abilities who have been assigned a ministry of education designation by our school district staff. The report provides specific data sets based on the inclusive education designation categories that help to provide insight into the breakdown of the 5- and 6-year completion and success rates for the school district.

By category, the report provides 6-year Completion and Success Rates. It is important to note the distinction between completion and success rates as some of the students in our school district graduate with a Dogwood, while others graduate with a BC School Completion Certificate (“Evergreen” Certificate). While there may be an inclination to value the Dogwood Diploma higher than the Completion Certificate, through emphasizing completion rates over success rates, it is important to recognize the exemplary achievement of students graduating through either means. The Completion rate is a measure of only the Dogwood Diploma, while the Success rate is inclusive of students who have met the goals of their individualized education plan, thus earning a BC School Completion Certificate.

Overall, the number of students assigned a designation in the school district continues to grow each year. On average the annual growth is 6-8% per year. The population for general enrolment is growing closer to 2 or 3% per year.

Number of students 2016/2017 to 2020/2021

School year	All	Disabilities/Diverse Abilities
2016/2017	6072	632
2017/2018	6300	668
2018/2019	6283	706
2019/2020	6394	753
2020/2021	6382	773
2021/2022	6626	836

The number of students in categories A, B, C, E, F and P remain low overall and therefore the data in most cases is masked as it is under 10 students. Categories that have remained relatively the same for the number of students are Q, with approximately 215 students, and K with approximately 35 students over the past several years. Where we have seen the most growth in designation populations are categories R, H and G, with all three near doubling since 2015/2106. Category D continues to steadily increase each year as well.

Number of Students per Designation category comparing 2017/2018 to 2020/2021

Designation	2017/2018	2020/2021
A, B, C, E, F, P	46	37
Q	217	215
K	32	37
D	146	170
R	38	67
H	70	126
G	119	184

Successes

The following categories have had near 100% success rate consistently year to year.

- Category E – Visual Impairments 2015/2016 – 2020/2021 100%
- Category F – Deaf & Hard of Hearing 2015/2016 – 2020/2021 100%
- Category P – Gifted 2015/2016 – 2020/2021 100%
- Category A – Phys Dependent 2015/2016 – 2020/2021 100%
- Category C – Mod Int Dis 2015/2016 – 2020/2021 100%

The following categories have had solid success rates consistently year to year, with some fluctuation

- Category G – Autism 2015/2016 – 2020/2021 average 86%
- Category K – Mild Int Dis 2015/2016 – 2020/2021 average 83%

Challenges

The following categories require our attention as the success rates are inconsistent and too low, year to year.

- Category Q – Learning Disability 2015/2016 – 2020/2021 average 69%
- Category R – Mod. Beha/Mental Illness 2015/2016 – 2020/2021 average 59%
- Category H – Int. Beha/Serious Mental Illness 2015/2016 – 2020/2021 average 54%

The participation rates in the Foundation Skills Assessment are too low to obtain useful data sets for a reliable analysis. Often there is one or two students per FSA grade per category and thus the data is masked.

The Completion Rates per category are always one year behind the recent reported graduation rates. For instance, the category completion and success rates are reported up to 2020/2021 only while our most recent 6-year completion rate is reported up to 2021/2022. Therefore, it is difficult to draw conclusions on where success or challenges are happening per designation category. In other words, the data is two years old before it lines up for comparison.

COVID impacts are also seen in the data. For students in inclusive education funding categories, the pandemic year greatly impacted graduation rates as the 6 year completion rate for 2019/2020 was 51% as opposed to 70.6% in 2020/2021. We continue to mitigate the consequences of unfinished learning, late diagnosis and late interventions, due to the pandemic, with additional support staffing.

We are also seeing an increase in complex needs and comorbidities each year where students have multiple diagnosis and are identified across several categories.

2. Background:

3. Options:

4. Analysis and Impact:

a. Strategic Plan Alignment

Considerations for Next Year

Student Centered Learning - Measure: Presentations or Reports on how diverse learners are being supported

This report indirectly highlights how our diverse learners are being supported, by indicating that in the areas of students with visual impairments and those who are deaf and hard of hearing, the specialized supports, staff and programs are meeting with success. In addition, the increase in counselling FTE over the past 6 years has allowed our school staff to keep up with the growing numbers of designations in categories of moderate or intensive behaviour including serious mental illness. As well, the increase in Inclusive Support Teachers in ISP programs permits important case management and capacity building opportunities for school staff. Our Occupational Therapy, Speech and Language Therapists and Physical Therapist have also provided support to our diverse learners with positive results. This year we are fully staffed with psychologists and were also able to provide summer assessments. This means that psychologists are able to better address the intervention and assessment needs of students with learning and intellectual difficulties. By increasing the number of Educational Assistants, and providing support through the Educational Assistant Mentor and Inclusive Child Strategy Worker, we are able to meet more learning and regulation needs, including those for students with pending assessments.

Effective Learning Environments - Measure: Inclusive Education How are we doing report? And Evidence of collaboration between classroom teachers and resource teachers and therapists.

This report highlights the need for continued work to be done in supporting student with diverse learning needs. Most significantly in the categories of learning disabilities, and behavioural and/or mental illness (Q, R and H). We currently have a working group, led by District Inclusion Mentor Teacher, Sandra Norum, working with school psychologists and various school staff to revise and update our student intervention plans. Part of intervention is utilizing supports such as technology. Students require more assistive technology in classrooms in order to remove the barriers that come with learning disabilities in reading and writing. Normalizing the use of devices in class also helps to reduce stigma.

In addition, we further capacity building initiatives in trauma informed practice, knowledge of mental health literacy and use of everyday anxiety strategies across the school district.

Further investments in technology, educational assistants, and school level specialists will be required to meet the complex needs of the growing population.

- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
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- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 5.5.2 Information File No.

TO: Board of Education
 FROM: V. Searwar, District Principal of Indigenous Education
 SUBJECT: How Are We Doing? Report: Indigenous Education

1. Summary:

Annually, the Ministry of Education’s Indigenous Education Department summarizes the learning results for Indigenous learners, creating the How Are We Doing Report. This report summarizes the findings of the full report, which is attached, and focusses on SD75 students.

2. Background:

This section summarizes key information from the report. For more information, please refer to the full report.

Indigenous Learner Population in SD75

- The number of students who self-identify as having Indigenous ancestry has risen consistently over the past ten years. Currently, Indigenous students make up approximately 17% of all SD75 students.

School Year	All Students #	SIA in Year*	
		#	%
2012/13	6,031	907	15.0
2013/14	5,990	932	15.6
2014/15	5,978	1,016	17.0
2015/16	6,027	1,064	17.7
2016/17	6,072	1,103	18.2
2017/18	6,300	1,140	18.1
2018/19	6,283	1,116	17.8
2019/20	6,394	1,138	17.8
2020/21	6,382	1,130	17.7
2021/22	6,626	1,165	17.6

*SIA = Students Who Self-Identify as Aboriginal

- On reserve (Nominal Roll) Indigenous students account for approximately 10% of all Indigenous learners in SD75. These students live on Sq’ewlets, Leq’á:mel First Nation and Kwantlen First Nation.
- Indigenous learners in SD75 represent over 60 Nations in BC and several outside of BC, so the Indigenous student population is incredibly Indigenously diverse.
- Indigenous learners represent about 54% of all students in Alternate Programs (i.e., Fraserview Learning Centre).
- Indigenous learners represent approximately 33% of all SD75 learners with Diverse Learning Needs (i.e., with Ministry designations).

- Indigenous learners represent approximately 44% of all students with 'Behaviour Disabilities', which includes 'H' (intensive Behaviour Interventions/Mental Illness) and 'R' (Moderate Behaviour Support/Mental Illness).
- 34% of Indigenous students eligible to take math, were enrolled in *Workplace Math 10* in 2021 2022. 15% of Indigenous students eligible to take math, were enrolled in *Pre-Calculus 11* in 2021 2022.

Successes:

- SD75's six-year high school completion rate increased 14% from 63% to 78%, however it is still below that of non-Indigenous learners (88%).
- 31% of all students on the Adult Dogwood track are Indigenous. This is a decrease from 48% from 2020-2021, which means that there is a marked increase in the number of Indigenous learners receiving a Regular Dogwood diploma versus the Adult Dogwood compared to the previous school year.

Challenges:

- From the Ministry's Indigenous Education How Are We Doing Report (2021-2022):
 - Indigenous learners represent 56% of all Children and Youth in Care in SD75.
 - SD75's six-year high school completion rate for Indigenous Children and Youth in Care is approximately 59%.
 - SD75's six-year completion rate for *on reserve* learners is approximately 53%.
- From local surveys and reports:
 - There is a need to provide services to Indigenous learners experiencing attendance barriers.
 - There is a high need to find alternative solutions to out of school suspensions for Indigenous learners, as the data demonstrates that suspension rates for Indigenous learners in SD75 exceed the percent Indigenous student population (a disparity of approximately 20%).
 - There is a need to ensure that we have sufficient Siwal Si'wes staff assigned to school sites.
 - There is a need to provide varied and creative services to Indigenous learners.

Considerations:

- When analyzing results, we consider the residual impacts of the COVID pandemic (loss of connection and belonging (which can lead to seeking belonging in unhealthy ways, like experiencing with illicit drugs and gangs), mental health challenges, unfinished learning/learning loss, academic pressures, transportation barriers, significant financial impacts on family life etc.).
- When analyzing localized data (data collected collated within SD75) and the data from the HAWD report, Siwal Si'wes sees a need for:
 - Maintain and/or increase current staffing (staffing of 2022-2023 school year):
 - 23 **total** *Indigenous Liaison Workers* (full-time, 35 hours per week)
 - 20 ILWs assigned to schools
 - 2 Halq'emeylem Instruction
 - 1 PAWS (Animal Service)
 - One *Indigenous Student & Community Outreach Teacher* (provides service to Indigenous learners experiencing attendance barriers)
 - Increase staffing with **the addition of** an additional *Indigenous Student Success Advocate* to service the middle schools in SD75.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
The report connects with Page Five of SD75's Strategic Plan, Honouring Culture and Territory. *For more information on the SD75 Equity Scan, please see [HERE](#).*
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

- a. [How Are We Doing \(2021/2022\) Indigenous Learners](#)

ITEM 5.6 **Action** **File No. 2140**
TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Late French Immersion – 2023/2024

Recommendation

THAT the school district transition from providing Intensive Core French beginning in grade 6, to providing Late French Immersion beginning in grade 6, at Windebank Elementary, commencing in September 2023.

1. Summary:

In reviewing French programming in the Lower mainland, staff identified the need to consider offering Late French Immersion programming to better align with other school districts to better support students that are moving between school districts and allow for seamless continuity of programming from elementary to middle.

2. Background:

The school district currently provides a French Immersion program that begins in kindergarten, operating out of Mission Central Elementary and Christine Morrison Elementary, transitioning into Heritage Park Middle School and Mission Secondary School. In addition, the school district offers an Intensive Core French program that begins in grade 6.

The two late French programs would be in conflict with each other, and as such, the school district should only provide one late French program. The following information reviews the two programs.

Late French Immersion

Positives:

- Alternative to Early Immersion, especially if parent has concerns about English language absorption
- Ability to connect into Early Immersion stream in late Middle/Secondary school, unlike Intensive Core French; this is an advantage in terms of both enrolment in MSS and in timetabling at HPMS
- Attractive to parents – competition from other districts can be a consideration. Indications of gradual increase in inquiries for it. Approximately 5-10 a year. Most, if not all, parents of ICF would be willing to do LFI instead; we are estimating at least 20 registrants
- Improved language proficiency
- Funding support for initial grades

Challenges:

- Teacher supply risk; staffing considerations
- Location consideration – Windebank vs current FI schools/Policy adjustments
- Enrolment risk
- Difficulty with cancellation in the future

Intensive Core French

Positives:

- Known entity
- No required curricular inputs or changes

Challenges:

- Declining enrolment
- Overall decline in BC – 3 schools to 1 in SD39 Vancouver; Surrey is the only other district offering it in the area (also offered in SD6)
- Timetable complications

Intensive Core French	Late French Immersion
Students register in grade 6	Students register in grade 6
Accessible for students who don't wish to take all of their courses in French but graduate with a higher proficiency level than Core French 12 students	Students take the same amount of French Immersion courses (ex. sciences humaines) as the early French Immersion groups from grade 8-12 – can be difficult for some
Students transition to Heritage Park. They take English/Social Studies together and the teacher tries to use some of that time to provide the expected French allotment of time. *Students are <u>supposed</u> to receive one hour per day of French instruction day in the second year of the ICF program (frequency/ intensity for acquisition) but due to creation of middle school format, this is not occurring.	Students transition to Heritage Park. Grade 7 - stay in their Late FI group for one year to develop their French skills Grade 8-12 Students join Early FI classes
Students take a placement test in grade 9 to place them in the course that suits their proficiency (A2) at MSS: Students are then placed in Intro Core French 10 or Core French 11 (majority are placed in CF11 = more elective choices)	Students join the grade 8 group of early French Immersion students at Heritage Park. (less elective choices in grade 10, but the same in grades 11-12)
Instructional time in French: 75% (Grade 6), 15% (Grade 7), 12.5% (Grades 8-9), one semester in Grades 10-12 (Core French)	Instructional time in French: 100% (Grade 6), 50% (grades 7 - 10), 25% Grade 11, 12.5% Grade 12

3. Options:

- Option A: Convert over to LFI for September 2023. This requires immediate information to parents, info to schools, etc. ICF would be phased out yearly over the next three years (as per diagram).
- Option B: Convert over to LFI for September 2024. This means we continue with ICF, but there may be lower enrolment. This may have grant implications.
- Option C Retain ICF.



The transition years

School years	Intensive Core French	Late French Immersion
2023-24	ICF 7	Start in grade 6 at designated elementary school
2024-25	ICF 8	First grade 7 year at Heritage Park Français langue 7 – tardive, sciences humaines 7-tardive, maths 7- tardive, sciences 7- tardive
2025-26	Last ICF 9 group transitions to high school (Intro French 10 or CF 11)	Join the grade 8 Early French Immersion group through to grade 12

4. Analysis and Impact:

Positives:

- Alternative to Early Immersion, especially if parent has concerns about English language absorption
- Ability to connect into Early Immersion stream in late Middle/Secondary school, unlike Intensive Core French; this is an advantage in terms of both enrolment in MSS and in timetabling at HPMS
- Attractive to parents – competition from other districts can be a consideration. Indications of gradual increase in inquiries for it. Approximately 5-10 a year.
- Improved language proficiency
- Funding support for initial grades

Challenges:

- Teacher supply risk; staffing considerations
- Location consideration – Windebank vs current FI schools/Policy adjustments
- Enrolment risk
- Difficulty with cancellation in the future

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

2. Public Participation:

3. Implementation:

4. Attachments:

meetings. Cost for this option have not been explored and are beyond the scope of the recommendation for this report – but this is good background information for new Trustees.

- c. Staff have also considered a video and sound system that would allow rotating meetings in schools. This would come with additional costs and staffing to manage the audio/visual systems. No details have been gathered to allow this option to be considered. Again, this information is beyond the scope of the recommendation in this report – but is good background information for new Trustees.

3. Options:

- a. Approve the motion and return to in-person meetings for all Board and Committee meetings.
- b. Amend the motion and modify the meeting format to a different structure.
- c. Defer the decision to a later meeting date.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q’pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.2 Action

File No. 1310

TO: Board of Education
FROM: Committee of the Whole
SUBJECT: 2023-2024 Calendar Adjustment - Spring Break

Recommendation

THAT the school calendar for 2023 / 2024 be adjusted to change the 10-day Spring Break from March 11-22, 2024 to March 18-28, and April 2, 2024, and to include a Statutory holiday for the National Day of Truth and Reconciliation on October 2, 2023.

1. **Summary:** Staff has compared SD75 planned calendar with the neighbouring districts and would like to align the Spring Break dates to accommodate families. On January 10, staff solicited input from the education partners. The Committee of the Whole reviewed the feedback on February 7, 2023.
2. **Background:** SD75 has previously approved the school calendar for 3 years in advance, of which the 2023-2024 is the last one. At the time, no other nearby school district had their calendars published. SD75 tried to separate Spring Break and Easter. Friday March 29th, and Monday April 1, are statutory holidays.

On February 7, 2023, the Province of British Columbia introduced legislation to make September 30 a statutory holiday.

3. **Options:** The change moves the spring break up against the Easter Weekend.

The spring break could remain at 10 days. A 10-day spring break would require the last day of spring break to be Tuesday April 2nd after the Easter Weekend to accommodate the statutory holidays. A 10-day spring break would not require any adjustment to the bell schedules. Mission appears to be the only school district in the survey area that would have a 10 day spring break.

4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
The amended calendar would need to be resubmitted to the Ministry.
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. **Attachments:** Originally approved 2023-2024 calendar, Other districts' dates



APPROVED: March 9, 2021
 AMENDED: July 28, 2021

2023 - 2024 School Calendar

- Instructional Days
- Non-Instructional Days
- Vacation Period
- Statutory Holidays

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Summer Holidays: 10 weeks (July 1 - September 4)

September 5, 2023 First Day of School 1/2 DAY

September 29 - *Non-Instructional Day*

September 30 - National Day for Truth & Reconciliation

October 9 - Thanksgiving Day

October 20- *Non-Instructional Day*

October 23 - *Non-Instructional Day*

November 13 - Remembrance Day

November 24 - *Non-Instructional Day*

December 25 - Christmas Day

December 26 to January 5 - Winter Break

January 8, 2024 - Schools Reopen

February 16 - *Non-Instructional Day*

February 19 - Family Day

March 11 to March 22 - Spring Break

March 25 - Schools Reopen

March 29 - Good Friday

April 1 - Easter Monday

May 17 - *Non-Instructional Day*

May 20 - Victoria Day

June 27, 2024 Last Day for Students

June 28, 2024 Last Day of School

	Instruction	Mins/Day	Days	Total Hrs
Kindergarten		293	176	859
Grades 1 - 6		293	181	883
Grades 7 - 12		318	181	919

2023/2024 School Calendar

	Maple Ridge	Coquitlam	Langley	Mission	Surrey	Chilliwack	Delta	New West	Richmond	Vancouver	North Van
First Day School	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5	Sept 5
National Truth & Recon.	Sept 29	Sept 29	Not indicated on calendar	Sept 29	Not indicated on calendar	Oct 2	Not indicated on calendar	Not indicated on calendar	Not indicated on calendar	Not indicated on calendar	
Thanksgiving	Oct 9	Oct 9	Oct 9	Oct 9	Oct 9	Oct 9	Oct 9	Oct 9	Oct 9	Oct 9	
Remembrance	Nov 13	Nov 10	Nov 13	Nov 13	Nov 13	Nov 13	Nov 13	Nov 13	Nov 13	Nov 10	
New Years	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1
Winter Break	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5	Dec 25 – Jan 5
Family Day	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	
Spring Break	Mar 18 - 28	Mar 18 - 28	Mar 18 - 28	Mar 11 - 22	Mar 18 - 28	Mar 18 - 28	Mar 18 - 28	Mar 15 – 28	Mar 15 – 28	Mar 18 – 28	Mar 18 - 28
Good Friday	Mar 29	Mar 29	Mar 29	Mar 29	Mar 29	Mar 29	Mar 29	Mar 29	Mar 29	Mar 29	
Easter Monday	April 1	April 1	April 1	April 1	April 1	April 1	April 1	Apr 1	April 1	April 1	
Victoria Day	May 20	May 20	May 20	May 20	May 20	May 20	May 20	May 20	May 20	May 20	
Last Day Students	June 25	June 27	June 27	June 27	June 27	June 27	June 27	June 27	Jun 27	Jun 27	
Admin Day/Schools Closed	June 26	June 28	June 28	June 28	June 28	June 28	June 28	June 28	Jun 28	Jun 28	

Public Meeting of the Board of Education

Tuesday, February 21, 2023



ITEM 6.3 **Action** **File No.** **8010.20.2022-2023 amended**

TO: Board of Education
FROM: Committee of the Whole C. Becker, Secretary-Treasurer D. Welsh, Director of Finance
SUBJECT: 2022-23 Amended Budget

Recommendation

THAT the following resolutions be approved:

THAT the required three (3) readings and adoption of School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2022/2023 be carried out in one meeting.

THAT School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2022/2023 be approved as read a first time.

THAT School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2022/2023 be approved as read a second time.

THAT School District No. 75 (Mission) Amended Annual Budget Bylaw for the fiscal year 2022/2023 be approved as read a third time and finally adopted.

1. Summary:

The 2022/2023 Amended Budget is presented for consideration and approval. The amended budget as presented is balanced. The 2022/2023 Preliminary Budget was approved in June 2022. The Amended Budget must be approved prior to February 28, 2023.

2. Background:

The amendments to the 2022/2023 budget were reviewed at the January and February Special Committee of the Whole meetings. The recommendations presented and direction from the Committee meetings have been incorporated into the bylaw. Included with this report is a summary of the proposed 2022/2023 Amended Budget as compared to the Preliminary Budget.

The detailed [Supplementary Information Document with the details on the amended budget is posted on the website](#) (To access, click the link).

3. Options:

The amended budget must be approved by bylaw. As such, any additional amendments to the bylaw would need to be made as soon as possible and returned to a special board meeting prior to February 28, 2023.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational

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

5. Public Participation:

6. Implementation:

7. Attachments:

- a. Amended Annual Budget Bylaw for the fiscal year 2022/2023
- b. One page summary comparison

Amended Annual Budget

School District No. 75 (Mission)

June 30, 2023

School District No. 75 (Mission)

June 30, 2023

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Amended Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$94,780,261 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 21st DAY OF FEBRUARY, 2023;

READ A SECOND TIME THE 21st DAY OF FEBRUARY, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF FEBRUARY, 2023;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Amended Annual Budget Bylaw 2022/2023, adopted by the Board the 21st DAY OF FEBRUARY, 2023.

Secretary Treasurer

School District No. 75 (Mission)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	6,485.125	6,576.000
Adult	5.125	7.000
Total Ministry Operating Grant Funded FTE's	6,490.250	6,583.000
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	82,288,378	77,701,224
Other	516,497	490,869
Tuition	2,282,000	2,538,000
Other Revenue	2,134,700	1,995,090
Rentals and Leases	213,590	213,590
Investment Income	500,000	100,000
Gain (Loss) on Disposal of Tangible Capital Assets	174,818	
Amortization of Deferred Capital Revenue	3,042,025	3,042,025
Total Revenue	91,152,008	86,080,798
Expenses		
Instruction	75,314,855	70,120,878
District Administration	3,850,672	3,540,556
Operations and Maintenance	13,612,107	13,235,709
Transportation and Housing	1,296,982	1,231,226
Debt Services	30,645	13,719
Total Expense	94,105,261	88,142,088
Net Revenue (Expense)	(2,953,253)	(2,061,290)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,649,499	1,606,467
Budgeted Surplus (Deficit), for the year	(303,754)	(454,823)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(303,754)	(454,823)
Budgeted Surplus (Deficit), for the year	(303,754)	(454,823)

School District No. 75 (Mission)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	77,538,232	74,369,079
Special Purpose Funds - Total Expense	12,440,425	9,663,331
Capital Fund - Total Expense	4,126,604	4,109,678
Capital Fund - Tangible Capital Assets Purchased from Local Capital	675,000	675,000
Total Budget Bylaw Amount	94,780,261	88,817,088

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 75 (Mission)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,953,253)	(2,061,290)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(675,000)	(675,000)
From Deferred Capital Revenue	(2,435,000)	(2,435,000)
Total Acquisition of Tangible Capital Assets	(3,110,000)	(3,110,000)
Amortization of Tangible Capital Assets	4,095,959	4,095,959
Total Effect of change in Tangible Capital Assets	985,959	985,959
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	200,000
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,967,294)	(1,075,331)

School District No. 75 (Mission)

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

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,481,683		27,044,001	31,525,684
Changes for the year				
Net Revenue (Expense) for the year	(2,043,492)		(909,761)	(2,953,253)
Interfund Transfers				
Local Capital	(445,000)		445,000	-
Other	(161,007)		161,007	-
Net Changes for the year	(2,649,499)	-	(303,754)	(2,953,253)
Budgeted Accumulated Surplus (Deficit), end of year	1,832,184	-	26,740,247	28,572,431

School District No. 75 (Mission)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	71,938,085	70,012,497
Other	306,065	306,065
Tuition	2,282,000	2,538,000
Other Revenue	255,000	205,290
Rentals and Leases	213,590	213,590
Investment Income	500,000	100,000
Total Revenue	75,494,740	73,375,442
Expenses		
Instruction	63,561,362	60,887,373
District Administration	3,689,512	3,478,238
Operations and Maintenance	9,028,478	8,785,791
Transportation and Housing	1,258,880	1,217,677
Total Expense	77,538,232	74,369,079
Net Revenue (Expense)	(2,043,492)	(993,637)
Budgeted Prior Year Surplus Appropriation	2,649,499	1,606,467
Net Transfers (to) from other funds		
Local Capital	(445,000)	(445,000)
Other	(161,007)	(167,830)
Total Net Transfers	(606,007)	(612,830)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	68,501,085	69,202,320
ISC/LEA Recovery	(225,000)	(175,290)
Other Ministry of Education and Child Care Grants		
Pay Equity	725,901	725,901
Student Transportation Fund	188,900	188,900
Support Staff Benefits Grant	55,180	55,180
FSA Scorer Grant	13,000	13,000
Early Learning Framework (ELF) Implementation	952	2,486
Labour Settlement Funding	2,678,067	
Total Provincial Grants - Ministry of Education and Child Care	71,938,085	70,012,497
Provincial Grants - Other	306,065	306,065
Tuition		
Continuing Education	180,000	330,000
International and Out of Province Students	2,102,000	2,208,000
Total Tuition	2,282,000	2,538,000
Other Revenues		
Funding from First Nations	225,000	175,290
Miscellaneous		
Pay for service - Riverside	5,000	5,000
Other	25,000	25,000
Total Other Revenue	255,000	205,290
Rentals and Leases	213,590	213,590
Investment Income	500,000	100,000
Total Operating Revenue	75,494,740	73,375,442

School District No. 75 (Mission)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$
Salaries		
Teachers	30,340,131	29,192,624
Principals and Vice Principals	4,698,600	4,770,188
Educational Assistants	7,542,400	6,965,500
Support Staff	8,383,640	8,113,440
Other Professionals	2,366,974	2,319,081
Substitutes	3,225,000	3,225,000
Total Salaries	56,556,745	54,585,833
Employee Benefits	13,292,213	12,839,940
Total Salaries and Benefits	69,848,958	67,425,773
Services and Supplies		
Services	2,363,923	2,294,560
Student Transportation	19,000	19,000
Professional Development and Travel	774,798	633,398
Rentals and Leases	11,500	11,500
Dues and Fees	91,100	89,100
Insurance	188,000	165,000
Supplies	2,843,953	2,333,747
Utilities	1,397,000	1,397,001
Total Services and Supplies	7,689,274	6,943,306
Total Operating Expense	77,538,232	74,369,079

School District No. 75 (Mission)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	24,843,973	524,700	54,400	510,800		2,271,011	28,204,884
1.03 Career Programs	441,800	140,800	35,600	377,700			995,900
1.07 Library Services	1,174,500						1,174,500
1.08 Counselling	1,223,800						1,223,800
1.10 Special Education	2,019,594	144,000	6,236,000	827,140		541,542	9,768,276
1.30 English Language Learning	133,064	14,800	142,200				290,064
1.31 Indigenous Education	476,900	144,000	1,038,600	37,500			1,697,000
1.41 School Administration		3,537,500		1,304,700	69,100	88,257	4,999,557
1.60 Summer School	26,500						26,500
1.62 International and Out of Province Students		133,000	35,600	104,000	71,500		344,100
1.64 Other							-
Total Function 1	30,340,131	4,638,800	7,542,400	3,161,840	140,600	2,900,810	48,724,581
4 District Administration							
4.11 Educational Administration		59,800		144,400	710,800		915,000
4.40 School District Governance					92,214		92,214
4.41 Business Administration				460,800	969,500	5,000	1,435,300
Total Function 4	-	59,800	-	605,200	1,772,514	5,000	2,442,514
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				96,800	360,860	25,000	482,660
5.50 Maintenance Operations				3,548,350		294,190	3,842,540
5.52 Maintenance of Grounds				296,800			296,800
5.56 Utilities							-
Total Function 5	-	-	-	3,941,950	360,860	319,190	4,622,000
7 Transportation and Housing							
7.41 Transportation and Housing Administration				45,600	93,000		138,600
7.70 Student Transportation				629,050			629,050
Total Function 7	-	-	-	674,650	93,000	-	767,650
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	30,340,131	4,698,600	7,542,400	8,383,640	2,366,974	3,225,000	56,556,745

School District No. 75 (Mission)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Amended Annual Budget	2023 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	28,204,884	6,451,662	34,656,546	1,767,129	36,423,675	34,406,948
1.03 Career Programs	995,900	247,540	1,243,440	232,070	1,475,510	1,657,303
1.07 Library Services	1,174,500	277,200	1,451,700	42,000	1,493,700	1,429,200
1.08 Counselling	1,223,800	288,830	1,512,630	5,500	1,518,130	1,449,890
1.10 Special Education	9,768,276	2,418,822	12,187,098	183,500	12,370,598	11,695,337
1.30 English Language Learning	290,064	70,676	360,740	5,000	365,740	373,793
1.31 Indigenous Education	1,697,000	427,990	2,124,990	343,982	2,468,972	2,278,025
1.41 School Administration	4,999,557	1,120,480	6,120,037	206,700	6,326,737	6,367,674
1.60 Summer School	26,500	6,250	32,750		32,750	31,270
1.62 International and Out of Province Students	344,100	79,950	424,050	661,500	1,085,550	1,071,433
1.64 Other	-	-	-	-	-	126,500
Total Function 1	48,724,581	11,389,400	60,113,981	3,447,381	63,561,362	60,887,373
4 District Administration						
4.11 Educational Administration	915,000	195,990	1,110,990	180,000	1,290,990	1,131,987
4.40 School District Governance	92,214	23,053	115,267	66,500	181,767	181,768
4.41 Business Administration	1,435,300	323,130	1,758,430	458,325	2,216,755	2,164,483
Total Function 4	2,442,514	542,173	2,984,687	704,825	3,689,512	3,478,238
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	482,660	98,760	581,420	287,450	868,870	914,883
5.50 Maintenance Operations	3,842,540	974,950	4,817,490	1,364,618	6,182,108	5,918,608
5.52 Maintenance of Grounds	296,800	81,700	378,500	202,000	580,500	555,300
5.56 Utilities	-	-	-	1,397,000	1,397,000	1,397,000
Total Function 5	4,622,000	1,155,410	5,777,410	3,251,068	9,028,478	8,785,791
7 Transportation and Housing						
7.41 Transportation and Housing Administration	138,600	31,630	170,230	8,000	178,230	169,327
7.70 Student Transportation	629,050	173,600	802,650	278,000	1,080,650	1,048,350
Total Function 7	767,650	205,230	972,880	286,000	1,258,880	1,217,677
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	56,556,745	13,292,213	69,848,958	7,689,274	77,538,232	74,369,079

School District No. 75 (Mission)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2023

	<u>2023 Amended Annual Budget</u>	<u>2023 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	10,350,293	7,688,727
Other	210,432	184,804
Other Revenue	1,879,700	1,789,800
Total Revenue	<u>12,440,425</u>	<u>9,663,331</u>
Expenses		
Instruction	11,753,493	9,233,505
District Administration	161,160	62,318
Operations and Maintenance	487,670	353,959
Transportation and Housing	38,102	13,549
Total Expense	<u>12,440,425</u>	<u>9,663,331</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year			193,591	1,146,854	29,519	8,234	15,075		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	249,559	235,547			160,000	31,850	374,743	412,254	268,897
Provincial Grants - Other									
Other			70,000	1,700,000					
	249,559	235,547	70,000	1,700,000	160,000	31,850	374,743	412,254	268,897
Less: Allocated to Revenue Recovered	249,559	235,547	150,000	1,700,000	189,519	40,084	389,818	412,254	268,897
Deferred Revenue, end of year	-	-	113,591	1,146,854	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	249,559	235,547			189,519	40,084	389,818	412,254	268,897
Provincial Grants - Other									
Other Revenue			150,000	1,700,000					
	249,559	235,547	150,000	1,700,000	189,519	40,084	389,818	412,254	268,897
Expenses									
Salaries									
Teachers						17,600	18,033	17,600	
Principals and Vice Principals							23,300		
Educational Assistants		197,900					135,800	299,000	
Support Staff	50,256				130,000				92,160
Substitutes							8,000		126,371
	50,256	197,900	-	-	130,000	17,600	185,133	316,600	218,531
Employee Benefits	16,752	37,647			34,500	4,150	45,150	83,350	41,996
Services and Supplies	182,551		150,000	1,700,000	25,019	18,334	159,535	12,304	8,370
	249,559	235,547	150,000	1,700,000	189,519	40,084	389,818	412,254	268,897
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Changing Results for Young Children	Federal Safe Return to Class / Ventilation Fund	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	MCFD Early Years
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	34,025		23,751	20,028	123,811				59,499
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	6,600,851	886,759	14,351	11,250		689,814	19,000	175,000	
Provincial Grants - Other									85,832
Other									
	6,600,851	886,759	14,351	11,250	-	689,814	19,000	175,000	85,832
Less: Allocated to Revenue	6,600,851	886,759	38,102	31,278	123,811	689,814	19,000	175,000	145,331
Recovered	34,025								
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	6,600,851	886,759	38,102	31,278	123,811	689,814	19,000	175,000	
Provincial Grants - Other									145,331
Other Revenue									
	6,600,851	886,759	38,102	31,278	123,811	689,814	19,000	175,000	145,331
Expenses									
Salaries									
Teachers	5,318,613								
Principals and Vice Principals								84,600	
Educational Assistants									
Support Staff									59,900
Substitutes									
	5,318,613	-	-	-	-	-	-	84,600	59,900
Employee Benefits	1,282,238							17,770	15,800
Services and Supplies		886,759	38,102	31,278	123,811	689,814	19,000	72,630	69,631
	6,600,851	886,759	38,102	31,278	123,811	689,814	19,000	175,000	145,331
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2023

	MCFD Middle Years	PSB Mentorship Grant	BEST	HP Childcare Centre	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	40,629		20,000	9,900	1,724,916
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care					10,129,875
Provincial Grants - Other	13,972	10,500			110,304
Other				19,800	1,789,800
	13,972	10,500	-	19,800	12,029,979
Less: Allocated to Revenue	54,601	10,500	-	29,700	12,440,425
Recovered					34,025
Deferred Revenue, end of year	-	-	20,000	-	1,280,445
Revenues					
Provincial Grants - Ministry of Education and Child Care					10,350,293
Provincial Grants - Other	54,601	10,500			210,432
Other Revenue				29,700	1,879,700
	54,601	10,500	-	29,700	12,440,425
Expenses					
Salaries					
Teachers					5,371,846
Principals and Vice Principals					107,900
Educational Assistants	22,300				655,000
Support Staff					332,316
Substitutes					134,371
	22,300	-	-	-	6,601,433
Employee Benefits	5,900				1,585,253
Services and Supplies	26,401	10,500		29,700	4,253,739
	54,601	10,500	-	29,700	12,440,425
Net Revenue (Expense)	-	-	-	-	-

School District No. 75 (Mission)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2023

	2023 Amended Annual Budget			2023 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Gain (Loss) on Disposal of Tangible Capital Assets	174,818		174,818	
Amortization of Deferred Capital Revenue	3,042,025		3,042,025	3,042,025
Total Revenue	3,216,843	-	3,216,843	3,042,025
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,095,959		4,095,959	4,095,959
Debt Services				
Capital Loan Interest		30,645	30,645	13,719
Total Expense	4,095,959	30,645	4,126,604	4,109,678
Net Revenue (Expense)	(879,116)	(30,645)	(909,761)	(1,067,653)
Net Transfers (to) from other funds				
Local Capital		445,000	445,000	445,000
Capital Loan Payment		161,007	161,007	167,830
Gain on Disposal of Tangible Capital Assets	(174,818)	174,818	-	
Total Net Transfers	(174,818)	780,825	606,007	612,830
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	675,000	(675,000)	-	
Principal Payment				
Capital Loan	130,362	(130,362)	-	
Total Other Adjustments to Fund Balances	805,362	(805,362)	-	
Budgeted Surplus (Deficit), for the year	(248,572)	(55,182)	(303,754)	(454,823)



4 of 10 months = 40.00%
6 of 12 months = 50.00%

2022 / 2023 Financial Summary - Dec 31, 2022 Year To Date

	Actuals - YTD					Preliminary Budget					% of Budget				
	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total	Operating	Special	Operating / Special	Capital	Total
OPERATING REVENUE															
Grants															
Ministry of Education - Operating	28,029,882	3,764,915	31,794,797		31,794,797	69,027,030	7,688,727	76,715,757		76,715,757	40.61%	48.97%	41.44%		41.44%
Other Ministry of Education	250,098		250,098		250,098	985,467		985,467		985,467	25.38%		25.38%		25.38%
Provincial - Other	87,523	36,562	124,085		124,085	306,065	184,804	490,869		490,869	28.60%	19.78%	25.28%		25.28%
Total Grants	28,367,503	3,801,477	32,168,980	-	32,168,980	70,318,562	7,873,531	78,192,093	-	78,192,093	40.34%	48.28%	41.14%	-	41.14%
Tuition	1,952,607		1,952,607		1,952,607	2,538,000		2,538,000		2,538,000	76.93%		76.93%		76.93%
Other Revenue	137,787	923,790	1,061,577		1,061,577	205,290	1,789,800	1,995,090		1,995,090	67.12%	51.61%	53.21%		53.21%
Rentals & Leases	101,555		101,555		101,555	213,590		213,590		213,590	47.55%		47.55%		47.55%
Investment Income	201,334		201,334		201,334	100,000		100,000		100,000	201.33%		201.33%		201.33%
TOTAL OPERATING REVENUE	30,760,786	4,725,267	35,486,053	-	35,486,053	73,375,442	9,663,331	83,038,773	-	83,038,773	41.92%	48.90%	42.73%	-	42.73%
Gain on Disposal of Capital Assets				131,398	131,398										
Amortization of Deferred Capital				1,512,445	1,512,445				3,042,025	3,042,025				49.72%	49.72%
STATEMENT 2 REVENUE	30,760,786	4,725,267	35,486,053	1,643,843	37,129,896	73,375,442	9,663,331	83,038,773	3,042,025	86,080,798	41.92%	48.90%	42.73%	54.04%	43.13%
OPERATING EXPENSE															
Salaries															
Teachers	11,891,503	2,145,552	14,037,055		14,037,055	29,192,624	5,078,232	34,270,856		34,270,856	40.73%	42.25%	40.96%		40.96%
Principals and Vice-Principals	2,320,555	22,094	2,342,649		2,342,649	4,770,188	22,858	4,793,046		4,793,046	48.65%	96.66%	48.88%		48.88%
Education Assistants	2,362,819	212,132	2,574,951		2,574,951	6,965,500	519,200	7,484,700		7,484,700	33.92%	40.86%	34.40%		34.40%
Support Staff	3,410,653	106,732	3,517,385		3,517,385	8,113,440	330,711	8,444,151		8,444,151	42.04%	32.27%	41.65%		41.65%
Other Professionals	1,178,510		1,178,510		1,178,510	2,319,081		2,319,081		2,319,081	50.82%		50.82%		50.82%
Substitutes	1,321,798	62,157	1,383,955		1,383,955	3,225,000	125,942	3,350,942		3,350,942	40.99%	49.35%	41.30%		41.30%
Total Salaries	22,485,838	2,548,667	25,034,505	-	25,034,505	54,585,833	6,076,943	60,662,776	-	60,662,776	41.19%	41.94%	41.27%	-	41.27%
Employee Benefits	4,721,073	534,247	5,255,320		5,255,320	12,839,940	1,429,152	14,269,092		14,269,092	36.77%	37.38%	36.83%		36.83%
Total Salaries and Benefits	27,206,911	3,082,914	30,289,825	-	30,289,825	67,425,773	7,506,095	74,931,868	-	74,931,868	40.35%	41.07%	40.42%	-	40.42%
Services and Supplies															
Services	1,347,758	334,870	1,682,628		1,682,628	2,294,560		2,294,560		2,294,560	58.74%		73.33%		73.33%
Student Transportation	(5,261)		(5,261)		(5,261)	19,000		19,000		19,000	-27.69%		-27.69%		-27.69%
Prof Development and Travel	293,570		293,570		293,570	633,398		633,398		633,398	46.35%		46.35%		46.35%
Rentals & Leases	8,973		8,973		8,973	11,500		11,500		11,500	78.03%		78.03%		78.03%
Dues & Fees	61,466		61,466		61,466	89,100		89,100		89,100	68.99%		68.99%		68.99%
Insurance	163,067		163,067		163,067	165,000		165,000		165,000	98.83%		98.83%		98.83%
Supplies	1,487,079	1,307,483	2,794,562		2,794,562	2,333,747	2,157,236	4,490,983		4,490,983	63.72%	60.61%	62.23%		62.23%
Utilities	353,187		353,187		353,187	1,397,001		1,397,001		1,397,001	25.28%		25.28%		25.28%
Amortization				1,996,273	1,996,273				4,095,959	4,095,959				48.74%	48.74%
Interest				8,832	8,832				13,719	13,719				64.38%	
Total Services and Supplies	3,709,839	1,642,353	5,352,192	2,005,105	7,357,297	6,943,306	2,157,236	9,100,542	4,109,678	13,210,220	53.43%	76.13%	58.81%	48.79%	55.69%
TOTAL OPERATING EXPENSE	30,916,750	4,725,267	35,642,017	2,005,105	37,647,122	74,369,079	9,663,331	84,032,410	4,109,678	88,142,088	41.57%	48.90%	42.41%	48.79%	42.71%
Net Operating Surplus (Deficit)	(155,964)	-	(155,964)	(361,262)	(517,226)	(993,637)	-	(993,637)	(1,067,653)	(2,061,290)					
Allocation of Surplus															
Allocation (to) from Capital	(612,830)		(612,830)	612,830		(612,830)		(612,830)	612,830						
Operating Surplus/(Deficit)	(768,794)	-	(768,794)	251,568	(517,226)	-	-	-	(454,823)	(454,823)					

ITEM 6.4 Action File No.

TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Motion for BCSTA (R. Cairns)

Recommendation

THAT the Board forwards the following motion to BCSTA for consideration

That the BCSTA Board of Directors remove the current designation of Honorary President of BCSTA bestowed on the Minister of Education that is currently in place.

1. **Summary & Rationale:** This designation was our in place many years ago in our organization's history. We now have a memorandum of agreement on co-governance in place to designate our relationship with the Ministry. As advocates for public education provincially and especially locally, we are not always in agreement with Ministry policy and should not compromise that advocacy by being embedded with government. This designation while symbolic, runs contrary to that advocacy. The last time a similar motion came before AGM one of the reasons stated was we did not want to offend the Minister. There have been numerous times the Minister of Education has offended school trustees yet we still manage to have a meaningful relationship based on substantive agreements not honorary designations that are irrelevant.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

ITEM 6.5 Discussion File No.

TO: Board of Education
FROM: R. Cairns, School Trustee
SUBJECT: Action4Canada

Recommendation

THAT the Board of Education of Mission Public Schools ban any future presentations by "Action4 Canada" or any other group or individual using misinformation to target, discriminate, or trigger trauma within our school district.

1. Summary:

Rationale: Action4Canada presented to the Board on January 10, 2023. They did not follow presentation procedure that they were informed of by staff, which was to show what the presentation would be about. They then asked to screen share a targeted hateful and disturbing presentation. A trustee made a point of order to have it removed. The incident was triggering for many in the district and public.

They acted in a deliberate, misleading manner to present something they knew violated the school districts values.

Mission Public Schools are an inclusive, diverse, accepting school district that does not condone this misleading hateful propaganda. As this group cannot be trusted to follow school district guidelines or to be respectful of others' human rights, they must be banned. Therefore, they should not have any opportunity to use the school district as a platform to spread their misinformation and negatively affect staff, students, parents, and the public.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

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

January 17, 2023, 6:30 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC

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

Staff Present: Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
Director of Operations, Dana Maclean
MTU President, Shannon Bowsfield
CUPE President, Nansy Gibson
CUPE VP, Tatiana Popovici
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: MPVPA Co-presidents, Sharon Widdows, Lisa Clarke, MTU
Member at Large, Glen MacDonald, 2 other attendees

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson. The Chair acknowledged that Mission Public School District is located on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:lt'el First Nations, peoples of this land since time immemorial.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. UNFINISHED BUSINESS

4.1 Trades Training Advisory Committee - Terms of Reference

Scope of work of the TTAC was reviewed. Lots of the discussions take place among existing SD staff. The committee should focus on bringing input from the outside. Staff/principal conversations can be held at the Committee of the Whole instead.

Overall, trustees support connecting to the community and having the TTAC as an advisory.

BC Curriculum provides sufficient Math. We are engaging Red Seal members of the public. It is not the committee's mandate to direct staff to create a new math course.

Need to define the Scope of the Work and reporting back to the Board. No motion necessary to continue as is.

Trustees commented that the line regarding the Vice-Chair being selected that is listed on the Agenda Report, could be removed, as it is contrary to the Terms of Reference.

4.2 BOE Environmental Steward Certificate Award

MOVED and Seconded THAT the following motion be considered

THAT the School District initiate a BOE Environmental Steward Certificate Award to schools or classes that voluntarily participate in walking (or alternative environment-and ability-friendly form of transportation) to school to reduce carbon emissions based on mileage equating to kilo reduction of carbon.

MOVED and Seconded that the motion be amended as follows:

That “initiate” be replaced with “staff look at the feasibility of initiating”

CARRIED

The motion as amended:

THAT the School District staff look at the feasibility of initiating a BOE Environmental Steward Certificate Award to schools or classes that voluntarily participate in walking (or alternative environment-and ability-friendly form of transportation) to school to reduce carbon emissions based on mileage equating to kilo reduction of carbon.

CARRIED

Trustee Cairns started the discussion. Walking or getting to school without a car can bring a positive effect of communication, dialogue, while going to school.

The idea is generally supported with positive feedback. A note was made that students at schools of choice need to have an alternative, as they are being driven from longer distances. From equity point of view - there are lots of reasons why children get driven to schools (hockey bags, instruments, early or late extra-curriculars)

The Board could consider referring the item to staff to look at the feasibility, to inquire with principals/teachers, if they are willing to consider the workload.

5. **STAFF REPORTS**

5.1 Reporting out from Closed Meeting

The meeting has not finished, therefore, no reporting out is provided.

6. **NEW BUSINESS**

6.1 Renaming Summit Learning Centre to Mission Online

MOVED and Seconded THAT the Board permits the Superintendent to vary from the School Name Change Procedure in changing the name of the reduced Grade 7-12 Summit Learning Centre to Mission Online.

CARRIED

Trustee Carter wanted to move to consider altering the word "permits." The Secretary-Treasurer advised the language of the motion is acceptable.

The Superintendent will be consulting with Staff & students of Summit next month.

7. MINUTES OF PREVIOUS MEETINGS

7.1 Board of Education Public Meeting Minutes, December 13, 2022

MOVED and Seconded that the Board of Education Public meeting minutes dated December 13, 2022, be approved.

CARRIED

8. INFORMATION ITEMS

8.1 Letter to Premier Eby RE: MSS Replacement

10. COMMITTEE MINUTES/LIAISON REPORTS

- December 14 Fraserview Christmas door judging
- December 15 Hillside Elementary Christmas concert, Polar Express theme
- MSS portable saw mill event with Mayor and Council of Mission
- December 28 Kwantlen rededication event, by Brandon Gabriel, Councillor from New Westminster also attended among others
- January 7 CLC Local Government Regional networking seminar, panel discussion. MLA Pam Alexis, Langley MLA, Councillor from Maple Ridge, some other trustees from MR and Chilliwack and our fellow trustees
- January 16 Meeting of Board and Leq:a'mel
- Siwal Si'wes, Riverside tour & lunch
- Wrapping baskets for raffle at Dewdney Elementary
- MTU social
- Dewdney Christmas Concert
- FVRD regional directors meet & greet with Dewdney & Deroche schools

12. QUESTION PERIOD

no questions were asked

13. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:11 pm.

Chair, Board of Education

Secretary-Treasurer

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

ITEM 8.1.1	Information	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Renewal of Crown License Agreement and Sublicense Agreement - HPCC	

1. Summary:

The License of Occupation with the Crown (Province of BC) for the land on which the Heritage Park Daycare is situated expired in October 2020. The school district submitted a renewal application, requesting a 10-year license. In January 2023, the school district received the new ten-year license of occupation, which will expire on October 6, 2030.

In addition, the school district received consent from the Ministry of Forests to sublicense the property for the purpose of providing a non-profit community daycare facility. This was not obtained at the time the original license of occupation was received from the Ministry.

The school district entered into a sublicense agreement with the Mission Daycare Society for the operation of the childcare facility for the period of January 1, 2022, to December 31, 2026. This sublicense may be renewed for an additional term, not to end past October 5, 2030.

2. Background:

The attached provides the history and background of the operation.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments: 2020 Report to the Board on the History of the Agreements

ITEM 7.2 Information

File No. 6010 / 6030

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Heritage Park Daycare Report to the Board 2020.docx

1. Summary:

The License of Occupation with the Crown (Province of BC) for the land on which the Heritage Park Daycare is situated upon is up for renewal. Staff are in the process of completing the renewal application and updating the license of occupation for the Daycare. This report provides background information on the Daycare on how the School District became involved, and how staff are addressing the issues identified in the past few years.

2. Background:

1. Construction of a Daycare

- a. In 1994, SD75 District received funding for the construction of a Daycare at Heritage Park. SD75 received a grant in the amount of \$559,191 for the construction of the building, developing the site, an outdoor play area, equipment, and signage.
- b. With the agreement for the funding for the Daycare:
 - SD75 was required to assume responsibility for establishing an operating agreement with an operating society;
 - As per the 1994 *Funding Policies and Guidelines for School-Based Child Care*, the expectation was that SD75 would not charge rent for the use of the space; and
 - As the facility would not be recognized within the fiscal framework for Operations and Maintenance funding, the District may recover the costs of operating and maintaining the facility from the operating society.

2. Crown License of Occupation

- a. In 1996, the School District received License from the Crown for the construction of a daycare on the lands. The Ministry of Environment, Land and parks, now the Ministry of Forestry, Lands and Natural Resources (FLNR) represented the Crown on the license.
- b. In 2005, the Crown issued a License of Occupation for a Community Daycare Facility, with a condition that the School District would not sublicense the property without the prior written consent of the Crown. This consent was never obtained for the sublicensed tenant. The School District will need to rectify this with the renewal of the License of Occupation with the Crown.
- c. The License of Occupation has been renewed by the School District when they came up for renewal in 2005 and 2010.
- d. The License of Occupation was up for Renewal on October 6th. An extension for the renewal was granted until December 6, 2020.

3. Daycare Operator

- a. In 1995, the School District issued a Request for Proposals (RFP) for the operation of a Child Care Centre at the Heritage Park Centre.

The RFP expected the operator to:

- Deliver a quality childcare program for approximately 37 children aged birth to 5 years
 - Undertake fundraising for the capital and/or operating costs as required for the facility
 - Enter into an operating agreement with SD#75
 - Apply for Provincial Grants as a non-profit charitable organization
 - Operate on a financially self-sustaining basis, understanding that the School District is not prepared to contribute ongoing or emergency funding
 - Ability to provide proof of liability insurance
- b. A community Committee reviewed the submissions and selected the Mission Daycare Society as the preferred proponent to operate the daycare.
- c. In 1996, SD75 entered into a lease agreement with the Mission Daycare Society. The agreement was for a five-year term, and was renewed in 2001, and 2006. The Society was responsible for:
- Rent of \$1 for the term
 - Repairs to the building, other than structural repairs
 - Paying all utilities
 - Paying any taxes
 - Making any required alternations and improvements, as approved by SD75
- d. In 2005, the Society asked to have the Crown License transferred to the Society. This was not granted.
- e. In 2011, the agreement was changed from a lease to a license of occupation, for a 4-year term. The need for a new agreement was identified in 2015, and as such, a current agreement has not been signed. The 2011 agreement required the Society to be responsible for:
- Paying rent of \$1 for the term
 - Maintaining the area in a sanitary, tidy and safe condition
 - Paying all utilities
 - Paying any taxes
 - Making any required repairs due to reasonable wear and tear
 - Paying any invoiced costs for additional requested work or repairs
 - Not making any alterations repairs etc, without SD75 consent.
- The School District would be responsible for:
- Providing grass cutting and general maintenance of the property
 - Maintaining and repairing deficiencies of a structural nature
 - Replacing systems such as roofing, heating, plumbing and electrical
 - Invoicing for any additional work and repairs requested of SD75.

4. Issues identified

- a. In 2015, the society and staff began identifying major systems and structural repairs that were needed. Facilities staff were questioning where the funding for the repairs would come from. This initiated the review of the files to develop an understanding of the relationships behind the facility and the obligations, and to develop options for moving forward.
- b. Early in 2020, the Society met with staff to discuss the leaking roof and the heating system that was failing. It was determined that both the roofing and the heating system needs to be replaced. The cost estimates for the heating system and hot water is approximately \$18,000. The estimate for the roofing ranges from \$30,000 to \$55,000 depending on what is replaced. The higher cost includes the replacement of the roofing, gutters and downpipes. Repairs to the siding were made in 2020, at a cost of approximately \$6,500.
- c. In August, staff met with the Society to discuss the financial situation. The society has not been levied any charges for maintenance, operating costs, nor reserves for the major maintenance. As such, SD75 does not have any funds in reserve to cover the major repairs, other than funds from the School District. Staff have identified that the work that SD75 employees have performed on this site have been recorded as operating and maintenance costs for schools, including the annual property insurance, which appears to be contrary to the funding agreement for the construction of the building.

As the society may have the ability to apply for grants and other financial supports for daycares, Staff met with the Society to see if they could search for funding for the repairs. This request was consistent with the RFP issued when the Daycare was selected. Following these discussions, the Ministry of Children and Families has expressed an interest in supporting the daycare with the major repairs and has been in contact with SD75.

The Society applied for grant funding to complete the heating system repairs (with oversight by Operations). This project is underway. We understand that the Daycare has secured a grant of \$10,000 for the heating system and is now searching for additional donations to cover the balance of this cost.

- d. The Society inquired about the Society taking over the Crown license. SD75 staff sent a formal inquiry to the Crown, but this has not been responded to.

5. Next Steps

- a. With the License of Occupation that SD75 has with the Crown regarding the building, SD75 is currently responsible for the repairs to the building.
- b. Based on Staff's experience with Crown Licenses, and the understanding that the Crown prefers to keep a license of occupation in the hands of a crown agency, a municipality, a ministry department, or a school district, staff are proceeding with the renewal of the Crown License.
- c. Staff have advised the Daycare Society, the Ministry of Children and Families, and Ministry of Forest Land and Natural Resources that SD75 is proceeding with renewal of the License of Occupation with the Crown

- d. The Daycare and the Ministry of Children and Families have been advised that SD75 will enter into a new agreement with the Daycare Society with the expectation that a monthly fee would be levied to cover the maintenance costs, and funds for a reserve for future expenses. This fee would consider the costs for the current repairs for the roof and any unpaid costs for the heating system, as well as a levy for annual costs and a reserve for future repairs. The intent is to establish a special purpose fund for the daycare, so all costs can be accounted for. This will enable reporting on the costs and reserve to the Society, as well as removing the operating costs from the Operations and Maintenance section of general operations. This will provide greater transparency with the funds and be accountable for not charging rent that would be absorbed into general operations.
- e. A draft agreement with the Daycare will need to be submitted with the request to renew the license of Occupation. The License of Occupation with the Crown was extended until December 6th, 2020. As such, staff are actively working on this file.

ITEM 8.1.2 Information File No.

TO: Board of Education
FROM: V. Searwar, District Principal of Indigenous Education
SUBJECT: House Post for MPSD School Board Office

1. **Summary:** This item was on Siwal Si'wes Agenda in January 2023. The District Principal of Indigenous Education is still waiting for feedback/information. Will be placed on SWSW Agenda again in March 2023.

The Trustees had discussed this when they met Chief Alice and Leq'á:mel Council. The Council was very interested hearing about this project and trustees left it to them to have staff to staff discussions. Chair Carter and her husband, Cal Carter, are willing to donate a tree/log for this project. The Leq'á:mel Council were very grateful for the donation. Councillor Darrel McKamey had stated that it can cost up to \$15,000 to purchase a log. The Council did say this takes time, sometimes months/years, and all agreed it has to go through the proper channels.

2. **Background:**

Public Meeting of the Board of Education
Tuesday, December 14, 2021



ITEM 6.4 Discussion File No.

TO: Board of Education
FROM: R. Cairns, Board Vice-Chair
SUBJECT: Explore placing a House Post at the School Board Office

Recommendation

THAT the Board engage with Leq'á:mel, Matheqwi, Qwó:ltl'el and Sq'éwlets, and the Siwal Si'wes Advisory Council, to explore the placement of a house post at the Board of Education Office.

1. **Summary:**

Trustee Cairns would like to initiate a discussion to explore placing a house post at the Board office. The project could represent the work of the equity scan, the Board's Strategic Plan, and the commitment to truth and reconciliation.

For example, a house Post could represent:

Sp'oq'es, The Eagle, Honouring Relationships
Swep'ath, The Sunrise, Creating and maintaining safe learning environments
Sq'emel, The Paddles Raised, supporting student success in Equitable ways
The Canoe, Honouring the Past, Being in the Present, Strengthening the Future

The project should be discussed with the local First Nations of Leq'a'mel, Sq'ewlets, Kwantlen, and Matsqui and the Siwal Si'wes Advisory Council, to determine if such a project would be culturally appropriate, and to seek their guidance.

Excerpt from the Minutes, BOE_Dec14_2021 Minutes Page 5, 6 of 7:

This action will show we are committed and meaningful in the process of reconciliation. A house post is a welcome to the house. In that, a story has to be told. We would like to express the value of the building

to the education of students.. A post would welcome the community to the education place, to create a sense of belonging. Students should be encouraged to help create the post through the curriculum. Trustee Liaison McKamey feels this may be a big step in engaging with the First Nations. A question was asked about the cost of a house post. The Leq:a'mel Nation is connected with a logging company, otherwise, the province of BC or another donor may supply the cedar. If a significant artist was commissioned, the cost could reach 6-figures. If the wood is donated, it may be a reasonable cost. The Board chair inquired about the option of allocating the money (cost of this project) for enhancing the Indigenous student academic achievement and recommended discussing with the First Nations, where they would prefer to spend this money. A comment was made that this would be a positive movement showing support of the Indigenous community. There are 3 artists in the area, but as we move on and engage the communities, we may get the communities to take ownership of the project as well. The cost may be similar to the totem pole at St. Mary's or Coqualeetza. Engaging students in creating the house post is an important step.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

January 30, 2023

Email: ECC.Minister@gov.bc.ca

Honourable Rachna Singh
Minister of Education and Child Care
PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Singh,

The Mission School District (SD75) is an urban/rural district that supports the learning needs for over 6,500 students of all ages. Over the last few years, our district has witnessed a growing need for food security among the student population. We have tried to meet that need by working with non-profit organizations in our community. During the COVID-19 pandemic and recently, with increased inflation, the demand has escalated significantly. The school district is providing food programs that support approximately 1000 students. These programs include breakfast, lunch, snacks, and after-hours food programs, such as [Starfish backpacks](#). Local charities are also in discussions with the local food bank and Fraser Valley Regional District to provide additional support to the school district.

We have recently utilized the Family Affordability Funds to provide support to families as best as we can. Most of these funds are being used to support food programs. We are committed to making sure students have the nutritional supports they need to learn and grow, but the need continues to increase. Children and their families, continue to go hungry everyday.

The last year has shown us just how critical it is to make sure we come together as a community, Province, and Country to invest in families, especially in the youth. Access to a healthy food program is imperative for the students to be able to maintain mental wellness and increase scholastic success in an equitable environment.

In June 2019, the Federal Government announced that they would begin working alongside Provincial Governments and non-profit organizations towards the creation of a National School Food Program. The time to implement this program is now. The Mission Public School District requests that the Province of British Columbia and Canada work together to create a universal food program for K-12 public schools, with a commitment to provide ongoing and sustainable annual funding to support the program.

Thank you. With appreciation for your time, we look forward to your response.

Sincerely,



Shelley Carter, Board Chair
Board of Education, School District No.75 (Mission)

Cc: SD75 Trustees: Tracy Loffler, Randy Cairns, Jash Bains, Linda Hamel
MLA Pam Alexis, Minister of Agriculture and Food; MLA Bob D'Eith

BC Chapter of the Coalition for Healthy Schools letter

The COVID-19 pandemic has taught us that school food programs are an essential service, and that they play an important role in ensuring that all children in Mission, the Fraser Valley, and the province, are well-nourished and ready to learn.

There is currently a huge opportunity in BC and Canada to foster student health and wellbeing, school connectedness and community resilience through school food programs. I am therefore writing to ask you, to be a strong supporter of investing in school food in BC Budget 2023.

Since 2020, BC Ministers of Education & Child Care and Agriculture & Food have been directed to “create more local school meal programs in partnership with school districts”, as per their mandate letters. The upcoming 2023-2024 school year is this government’s last chance to fulfill these mandates.

In June 2022, the BC Chapter of the Coalition for Healthy School Food (BC-CHSF) presented recommendations for a province-wide program. Please view the BC Chapter's 2023 Pre-budget Submission here: shorturl.at/EKY03.

These recommendations included:

- 1. Fund school communities to build capacity and increase readiness to deliver and expand on food programs.*
- 2. Create a dedicated multi-year funding stream for school food programs. In the first year, commit a minimum of \$100 million to school communities that are ready to build on existing programs and increase students’ access to healthy food at school.*
- 3. Allocate resources to assemble both provincial and local school food advisory bodies.*

Learning from the challenges some school districts faced in receiving one-time,

Student and Family Affordability Funds, it is also critical that

- 1) sustained funding is available for districts to plan and build long-term capacity for programs, and*
- 2) additional supports and resources are available for school districts beyond money for food. This includes dedicated human resources, infrastructure, educational tools and more.*

To let them know that you support healthy school food for all children and are looking forward to the inclusion of funds in Budget 2023 and to the development of a sustained and well-resourced school food program that respects the diverse needs of BC students.

I hope that we can count on your support to invest in school food in Budget 2023.

Accessibility Committee Call for Members

Mission Public Schools is forming an Accessibility Committee (committee) to assist the school district in the development of an accessibility plan. The Plan includes identifying the barriers to accessibility within the school district, following the directives of the *Accessible British Columbia Act*.

The committee will also follow the principle of “nothing about us without us.”

Membership

The committee will follow the structure outlined in the *Accessible British Columbia Act*, with between 5 and 10 members, with at least one member who self identifies as having Indigenous ancestry. The committee must represent the different backgrounds and experiences of residents with children and/or youth in Mission Public Schools.

At least half of the committee members must be:

- ✦ People with children or youth in MPSD with current or emergent considerations related to disability and accessibility, and/or
- ✦ People who work or volunteer for MPSD, and/or
- ✦ People with disabilities, and/or
- ✦ People or organizations that support people with disabilities

Scope of work:

- A. Provide input into the development of an accessibility plan based on the principles of Inclusion, Adaptability, Diversity, Collaboration, Self-Determination, and Universal Design.
- B. Provide input into MPSD barriers to accessibility such as attitudinal, physical, sensory, information and communication, systemic and technology issues.
- C. Review feedback from the MPSD Public Accessibility Tool.
- D. Provide advice to the Director of Student Services on the school district's accessibility plan.
- E. Provide advice to the Director of Student Services on rolling out the *Accessible British Columbia Act* and of the school district's work on accessibility.

The committee will meet at least four times a year for half-day to full-day meetings.

Please fill out the following to apply:

- ✦ [Mission Public Schools Accessibility Committee Application](#)

Please contact Carolynn at carolynn.schmor@mpsd.ca if you:

- ✦ wish to submit an application in an alternative format,
- ✦ have any questions, or
- ✦ require support to apply

For more information about the Accessible B.C. ACT, see the following links:

[Accessible B.C. Act](#) (full Act)

[Accessible B.C. Act](#) (in force)

[Accessible B.C. Regulation](#) comes into force September 1, 2022

[Plain Language summary of the Accessible B.C. Act](#)

[Timeline for implementation \(PDF\)](#)

Learn More – attend the Feb 7, 2023, [Committee of the Whole Meeting Zoom Link](#) at 3:30pm

The deadline for expressing an interest to be on this committee is Feb 21, 2023.

January 23, 2023 | By email: 2 pages

WorkSafeBC asbestos containing material Sustained Compliance Initiative – begins in January

This month, WorkSafeBC (WSBC) is beginning a sustained compliance initiative in the K-12 sector with respect to asbestos containing material management. WSBC Officers will visit school district sites and ask about asbestos management practices in compliance with the Workers Compensation Act and the Occupational Health and Safety Regulation.

Recommended Action

School districts should ensure they have implemented and maintained asbestos exposure control programs, including up to date inventories for all sites. Site supervisors should be able to access any necessary information through district procedures. Employees should be aware of asbestos as a workplace hazard.

Background

In 2016, WSBC launched the first targeted compliance campaign for asbestos management in the K-12 sector. During a five-month period, WSBC Officers visited 56 sites in 27 school districts. At that time, the inspections were to “verify that effective and sustainable asbestos management programs have been developed and maintained.”

A total of 58 orders were issued to improve existing programs. Key items of note were:

- Annual review of exposure control plans
- Maintaining the inventory of asbestos containing material
- Education and training workers

For more information on the 2016 initiative, review the attached copies of the initial notification letter and the follow up letter.

Contact

Hans Loeffelholz, Senior Manager, Occupational Health and Safety, hansl@bcpsea.bc.ca

Resources

Sustained Compliance: <https://www.worksafebc.com/en/about-us/what-we-do/industry-initiatives/sustained-compliance>

WSBC Asbestos Information: <https://www.worksafebc.com/en/health-safety/hazards-exposures/asbestos>

WSBC Asbestos Guidelines: <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines/guidelines-part-06#SectionNumber:G6.1-1>

WSBC Asbestos Regulation: <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-06-substance-specific-requirements#SectionNumber:6.1>

WSBC Asbestos Safe Work Practices: <https://www.worksafebc.com/en/resources/health-safety/books-guides/safe-work-practices-for-handling-asbestos>

Sample Asbestos Management Program: <https://bcpsea.bc.ca/wp-content/uploads/2019/07/Asbestos-Abbotsford-School-District-AMP-2015.pdf>



Date:

Name:

Title

Address

Dear Employer:

Re: Asbestos Management in Schools – WorkSafeBC Inspection Initiative (Q1-2 2016)

In schools where asbestos containing materials such as drywall, floor tile, vermiculite and insulation products may be present, school district staff may face the risk of exposure. Workers who are at greatest risk of exposure are facilities managers, custodians, carpenters, electricians and contract workers who may be hired to conduct repairs and renovation work.

Planned Inspection Initiative and Objectives:

Beginning in March 2016, WorkSafeBC will implement an inspection initiative that focuses on asbestos management programs in schools throughout the province. The objectives of this initiative are to:

- Focus on the employer’s maintenance of a long-term asbestos management program supported through their own planning, inspections, and follow-up actions.
- Assess and develop knowledge of workplace parties concerning the hazards of asbestos exposure.
- Ensure that workers are familiar with and follow the exposure control plan including reporting of any unsafe conditions as part of the overall asbestos management program
- Focus on identification, assessment, and control of asbestos in your workplace.
- Inspect various locations to ensure compliance and verify that asbestos hazards are being effectively managed.

Program Review/Inspection Approach:

WorkSafeBC review/inspections will focus on the employer’s maintenance of a long-term asbestos management program supported through their own planning, inspections, and follow-up actions.

WorkSafeBC review/inspections will verify that effective and sustainable asbestos management programs have been developed and maintained. WorkSafeBC will also evaluate compliance with the Workers’ Compensation Act (WCA) and the Occupational Health and Safety Regulation (OHSR) with respect to asbestos management in schools.

Responsibilities of the employer, supervisor and worker, as set out in Sections 115 – 117 of the WCA, will be evaluated. In addition, worker orientation and training will be reviewed to ensure it addresses issues of asbestos potential exposures in schools.

WorkSafeBC Support and Resources:

The WorkSafeBC.com web-site has a wide range of online resources to help prevent accidents and injuries. The following links lists tools, publications, regulations, and other resources to help prevent asbestos exposure to workers:

- Asbestos Regulation www.worksafebc.com/asbestos-reg
- Asbestos Guideline www.worksafebc.com/asbestos-guideline
- Hazardous Materials Regulation www.worksafebc.com/hazmat-reg
- Safe Work Practices for Handling Asbestos www.worksafebc.com/asbestos-swp
- Asbestos Hazard Alerts www.worksafebc.com/asbestos-hazalerts

School District Resources:

Additional resources can be found on the BC Public School Employers Association and the School Safety Association of BC web-sites that includes examples of asbestos management programs that have been developed and implemented in various school districts throughout the province.

- <http://www.bcpsea.bc.ca/>
- <http://www.schoolsafetybc.ca/>

We encourage you to take the time to access these resources and review your own asbestos management program and processes for safely managing asbestos in your workplace in preparation for officer review/inspections in 2016.

Should you have any questions about this initiative as described above, please contact Regional Prevention Manager, Jacqueline Holmes, at (604) 244-6458 or Regional Director, Dan Strand, at (604) 232-5898.

We appreciate your efforts towards the ongoing management of healthy and safe workplaces.

Sincerely,



Allan G. Johnson, CIH, ROH
Vice President Prevention Field Services
Worker and Employer Services Division



Prevention Services

Mailing address: PO Box 5350 Stn Terminal, Vancouver BC V6B 5L5
Phone 604.276.3118 | 1.888.967.5377 | Fax 604.279.7692 | worksafebc.com

Date:

Name
Title
Business
Address
Address
Address

Dear Employer:

Re: A summary of our 2016 Asbestos Management in Schools Inspection Initiative

In February 2016, you received a letter informing you of our 2016 Asbestos Management in Schools Inspection Initiative to ensure BC schools are in compliance with the regulations related to asbestos management. We have concluded this initiative and would like to share the results with you.

The purpose of this initiative was to ensure all public school employers in BC understand hazards of asbestos in the workplace, and have a plan in place to identify, manage, assess, and safely control those hazards.

The initiative focused on schools because many school buildings have been constructed with asbestos-containing materials including drywall, floor tile, vermiculite, and insulation products. Workers at the greatest risk of asbestos-related exposure are facilities managers, custodians, carpenters, electricians, and contractors who may be hired to do repairs and renovations.

What we found

From March 1 through July 1, 2016, our prevention officers inspected 56 sites in 27 school districts, evaluating compliance and verifying that effective and sustainable asbestos management programs were in place. Approximately half of those inspections took place at district administration or maintenance offices; the other 26 inspections were conducted at schools. The results are as follows:

- All school districts inspected were found to have asbestos management programs in place. Officers did not encounter any situations in which workers were at risk of exposure to asbestos.
- Officers did not encounter any situations in which asbestos materials were in poor condition or disturbed through maintenance activity, renovation, demolition or deterioration.
- 58 corrective orders were issued under the Occupational Health and Safety Regulation (OHSR) to improve or upgrade existing programs based on deficiencies identified.
- Generally, orders were issued due to deficiencies in the areas of the annual review of exposure control plans, maintaining the inventory of asbestos-containing material, and education and training of workers.
- Two compliance agreements were generated. These collaborative agreements commit the employer to complete corrective action and are used only in very specific cases.

What's next?

As part of your district's obligations under the OHSR, your asbestos management program and processes for safely managing asbestos in your workplace should be reviewed annually. If your school was not inspected, we encourage you to apply these learnings and learn more about the asbestos regulations and guidelines, so you understand the requirements that apply to your workplace.

WorkSafeBC will continue to inspect workplaces throughout BC where there is a risk of exposure to asbestos-containing materials.

Resources to help you

Our website offers tools, publications, regulations, and other resources to help prevent asbestos exposure to workers. These include:

- The OHS Regulation on asbestos: www.worksafebc.com/asbestos-reg
- The OHS Guidelines on asbestos: www.worksafebc.com/asbestos-guideline
- The OHS Regulation on Hazardous Materials, under Demolition: www.worksafebc.com/hazmat-reg
- The *Safe Work Practices for Handling Asbestos* booklet: www.worksafebc.com/asbestos-swp
- The Hazards and Exposures webpage on asbestos: www.worksafebc.com/asbestos-hazalerts

You can find additional resources on the BC Public School Employers Association (bcpsea.bc.ca) and the School Safety Association of BC (schoolsafetybc.ca) websites. The materials include examples of asbestos management programs that have been developed and implemented in various school districts across the province.

Need more information?

If you have any questions about our initiative in schools, please contact Jacqueline Holmes, Manager, Prevention Field Services, at 604.244.6458 or Dan Strand, Director, Prevention Field Services, at 604.232.5898.

We appreciate your efforts to establish and maintain healthy and safe workplaces.

Sincerely,



Al Johnson
Vice President, Prevention Services