

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

September 17, 2019, 6:30 pm  
Hillside Traditional Academy  
33621 Best Avenue, Mission, BC

**Pages**

**1. CALL TO ORDER**

*The Board Chair will acknowledge that this meeting is being held on Traditional Territory.*

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

**3. DELEGATIONS/PRESENTATIONS**

**4. UNFINISHED BUSINESS**

4.1	Revised Five Year Capital Plan 2020-2021	Action	3 - 6
4.2	Learning Resource Policy	Action	7 - 29
4.3	Strategic Plan	Action	30 - 41

**5. STAFF REPORTS**

5.1	Reporting out from Closed Meetings: June 18, 2019 & September 17, 2019		
5.2	2018-2019 Audited Financial Statements	Action	42 - 81
5.3	Executive Compensation Disclosure Report 2018-2019	Action	82 - 87

**6. NEW BUSINESS**

6.1	Respectful Schools and Workplaces Policy - Anti-Bullying, Harassment and Discrimination	Action	88 - 100
6.2	Stave Falls PAC	Action	101

**7. MINUTES OF PREVIOUS MEETINGS**

7.1	Board of Education Public Meeting Minutes, June 18, 2019	Action	102 - 105
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**8. INFORMATION ITEMS**

8.1 Liquor License Application for 33211 N. Railway Avenue

106 - 107

**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**

# Public Meeting of the Board of Education

## Tuesday, September 17, 2019



### ITEM 1.1      Action

TO:                Board of Education  
FROM:            A. Wilson, Superintendent of Schools  
SUBJECT:        Election for the Office of Board Chair and Vice-Chair

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### **Recommendation**

**THAT the Board of Education appoint the Secretary Treasurer, Corien Becker, and the Executive Assistant, Aleksandra Zwierzchowska, as Scrutineers for the purpose of conducting elections.**

1. Nominations will be accepted for the position of Board Chair.
  - a. Any Trustee may be nominated by any other Trustee. The nomination does not need to be seconded.
  - b. If more than one (1) nomination is received, voting will be conducted by Ballots, as per the policy.
  - c. The Superintendent, Assistant Superintendent and Executive Assistant will leave the room to count the votes and will then return with the outcome.
  - d. The Secretary Treasurer will announce the outcome.
2. The newly elected Board Chair will assume the duties of the Chair, for the remainder of the meeting.
3. Nominations will be accepted for the position of Board Vice-Chair.
  - a. Any Trustee may be nominated by any other Trustee. The nomination does not need to be seconded.
  - b. If more than one (1) nomination is received, voting will be conducted by Ballots, as per the policy.
  - c. The Superintendent, Assistant Superintendent and Executive Assistant will leave the room to count the votes and will then return with the outcome.
  - d. The Secretary Treasurer will announce the outcome.
4. Call for a motion to destroy the ballots (if a vote was taken).

### **Attachments:**

The following policies are attached for procedural processes and as information only.

1. Policy #50, Board Procedures Policy – Election of Chair and Vice-Chair Excerpt:
  - a. At its inaugural meeting following a general local election, and for each organizational meeting in September of the following three years, the Board will elect one of its members to serve as Board Chair and one of its members to serve as Vice-Chair for the following year.
  - b. Process for Election of Chair and Vice-Chair:
    - i. The Secretary Treasurer will call three times for nomination for the position of Board Chair.

- ii. Any Trustee may be nominated by any Trustee. No seconder is required.
- iii. After all nominations have been received the Secretary Treasurer will ask for a motion for nominations to cease.
- iv. Nominees will be asked in alphabetical order if they accept their nomination.
- v. If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
- vi. The Secretary Treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
- vii. If more than two nominations are received, the person receiving a clear majority of votes will be elected Board Chair for the ensuing year.
- viii. Balloting will continue until one Trustee receives a clear majority of votes. The name of the Trustee receiving the least votes will be dropped from the list of nominees for each succeeding ballot. In the event that two Trustees are tied for the least number of votes and there is not a clear majority of votes, a special ballot will be taken for the purpose of determining which name is to be dropped.
- ix. If no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw.
- x. Upon completion of the voting for the Chair, the Chair will continue with the same process for the election of Vice-Chair.
- xi. A motion to destroy the ballots following any voting will be requested.



# Public Meeting of the Board of Education

## Tuesday, September 17, 2019



### ITEM 4.1      Action

File No. 11210

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Draft Five Year Capital Plan 2020-2021

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### **Recommendation**

**THAT the 2020-2021 Five Year Capital Plan dated September 2019 be approved.**

### **Summary:**

The Ministry of Education directed School Districts to develop a five-year capital plan. The Ministry requested that the plan submitted in June be updated to include the costing estimates.

### **Background:**

In July staff worked with the Ministry of Education staff to update the Five-Year capital plan submitted in June for 2020-2021. The recent review of the seismic concerns at MSS has sparked the Ministry to gather additional information on options for the building. In order to consider the options, funding calculations needed to be submitted. The revised report includes these funding options.

In addition, due to the draft seismic reports, Staff were asked to prepare PDR sheets to submit for the upgrades at MSS. This document will cost approximately \$100,000 to prepare. If the report is completed by March, we would be able to be reimbursed the cost of the report from the project approval. Staff are currently working with the Ministry's staff and other consultants to begin preparing the report.

Note: the ministry reports do not include a costing value for the playground equipment, however, the document submitted does request universally accessible equipment.

### **Attachment:**

- A.      Mission Public School District No. 75 - 2020/2021 to 2024/2025 Five Year Capital Plan Summary
- B.      Capital Plan 2020/2021 Request Summary (extract from formal submission to the Ministry)
- C.      Original summary from June 2019 Report

**Attachment "A"**  
**Mission Public School District #75**  
**Five Year Capital Plan 2020/2021 - 2024/2025 Summary Report**  
**September-19**

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Total
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**ADDITIONS**

1 McMahon	Addition - Eight Rooms		\$1,000,000	\$5,810,000	\$4,000,000		\$10,810,000
2 Mission Secondary	Addition - Eight Rooms			\$1,000,000	\$4,325,000	\$3,000,000	\$8,325,000

**SITE ACQUISITIONS**

1 Mission Secondary	for Expansion	\$10,000,000					\$10,000,000
2 Hatzic Elementary	Replacement - Current Site is small	\$5,000,000					\$5,000,000

**SEISMIC**

1 Mission Secondary	- studies in progress	\$1,000,000	\$5,000,000	\$20,000,000	\$25,000,000	\$31,000,000	\$82,000,000
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**SCHOOL REPLACEMENT**

1 Mission Secondary		2,000,000	25,000,000	40,000,000	23,000,000		\$90,000,000
2 Hatzic Elementary				1,000,000	11,800,000	15,000,000	\$27,800,000

**BUILDING ENVELOPE PROGRAM**

1 Dewdney	(Information provided by Ministry)			600,000			\$600,000
2 Albert McMahon	(Information provided by Ministry)				1,900,000		\$1,900,000

**SCHOOL ENHANCEMENT PROGRAM**

1 Stave Falls	Mechanical Upgrades - Boiler, DHW, Water Well - Tender Ready	\$350,000					\$350,000
2 West Heights	Mechanical Upgrades - Furnace Replacement - Design	\$260,000					\$260,000
3 Hatzic Middle	Building Enclosure Upgrades - SBS Roof - Tender Ready	\$440,000					\$440,000
4 Mission Sec	Replace 70T condensing unit B wing - Design	\$320,000					\$320,000
5 Mission Central	Building Enclosure Upgrades - replace area	\$105,000					\$105,000
6 Mission Central	Mechanical Upgrades - replace 2 AHUs	\$330,000					\$330,000

**CARBON NEUTRALCAPITAL PROGRAM**

1 Heritage Park	LED Lighting	\$50,000					\$50,000
2 Mission Central	LED Lighting	\$27,000					\$27,000
3 Windebank	LED Lighting	\$27,000					\$27,000
4 Deroche	LED Lighting	\$25,000					\$25,000

**BUS ACQUISITION PROGRAM**

1 Bus Replacements	Units: 4750, 5751	year 1					\$0
2 Bus Replacements	Units: 2753, 6751		Year 2				\$0
3 Bus Replacements	Units: 7751, 7752			Year 3			\$0
4 Bus Replacements	Units: 6750				Year 4		\$0
5 Bus Replacements	Units 8751, 9750					Year 5	\$0

**PLAYGROUND EQUIPMENT PROGRAM**

1 Stave Falls	Reopened School - playground needed	tbd					\$0
2 Edwin S. Richards	Replace East Playground	tbd					\$0
3 Silverdale	Replace old blue IMP Structure	tbd					\$0
		<b>\$19,934,000</b>	<b>\$31,000,000</b>	<b>\$68,410,000</b>	<b>\$70,025,000</b>	<b>\$49,000,000</b>	<b>\$238,369,000</b>

# Ministry of Education

## Capital Plan 2020/21 Request Summary

School District Number	75
School District Name	Mission
Long Range Facility Plan Last Updated:	Friday, February 1, 2019

SD #	75
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Program	Total or Estimated Project Cost
Addition	\$19,135,000
Site Acquisition	\$8,000,000
Seismic	\$0
Replacement	\$117,800,000
BEP	\$2,500,000
SEP	\$1,805,000
CNCP	\$129,000
<b>Grand Total</b>	<b>\$149,369,000</b>

\*PEP and BUS not included

Program Name	Project Priority	Facility or Project Name	Project Description	Total/Estimated Project Cost	SD #	SD Name
Addition	1	Mission Secondary	eight room addition	\$10,810,000	75	Mission
Addition	2	Albert McMahon	eight room addition	\$8,325,000	75	Mission
Site Acquisition	1	Mission Secondary	Land Acquisition for replacement	\$3,000,000	75	Mission
Site Acquisition	2	Hatzic Elementary	Land Acquisition for replacement	\$5,000,000	75	Mission
Seismic	1	Mission Secondary	Seismic Replacement	\$0	75	Mission
Replacement	1	Mission Secondary	Replace existing School with a 1500 capacity Secondary School	\$90,000,000	75	Mission
Replacement	2	Hatzic Elementary	Replace existing School with a 400 capacity Elementary School	\$27,800,000	75	Mission
BEP	1	Dewdney Elementary	Building envelope upgrade	\$600,000	75	Mission
BEP	2	Albert McMahon Elementary	Building envelope upgrade	\$1,900,000	75	Mission
SEP	1	Stave Falls Elementary	Boiler,DHW and well water system replacement	\$350,000	75	Mission
SEP	2	West Heights Elementary	Removing two NA gas fired downflow furnaces and replacing with three hydronic Unit Ventilators	\$260,000	75	Mission
SEP	3	Hatzic Middle School	SBS Roof Replacement H (2B)	\$440,000	75	Mission
SEP	4	Mission Secondary School	AHU#7 Condensing Unit Replacement	\$320,000	75	Mission
SEP	5	Mission Central Elementary	SBS Roof Replacement Area A (1)	\$105,000	75	Mission
SEP	6	Mission Central Elementary	AHU#1and2 Condensing Unit Replacement	\$330,000	75	Mission
CNCP	1	Heritage Park Middle School	LED lighting upgrade	\$50,000	75	Mission
CNCP	2	Mission Central Elementary	LED lighting upgrade	\$27,000	75	Mission
CNCP	3	Windebank Elementary	LED lighting upgrade	\$27,000	75	Mission
CNCP	4	Deroche Elementary	LED lighting upgrade	\$25,000	75	Mission
PEP	1	Stave Falls Elementary	Universally Accessible Playground Equipment		75	Mission
PEP	2	Edwin S. Richards Elementary	Universally Accessible Playground Equipment		75	Mission
PEP	3	Silverdale Elementary	Universally Accessible Playground Equipment		75	Mission
<b>Total</b>				<b>\$149,369,000</b>		

**Attachment "A"**  
**Mission Public School District #75**  
**Five Year Capital Plan 2020/2021 - 2024/2025 Summary Report**  
**June-19**

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
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#### ADDITIONS

1 McMahon	Addition - Eight Rooms			tbd		
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#### SITE ACQUISITIONS

1 Hatzic Elementary	Replacement - Current Site is small			tbd		
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#### SEISMIC

1 Mission Secondary - shop wing only. Risk = High 3		tbd				
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#### SCHOOL REPLACEMENT

1 Mission Secondary				tbd		
2 Hatzic Elementary					tbd	

#### BUILDING ENVELOPE PROGRAM

1 Dewdney	(Information provided by Ministry)			600,000		
2 Albert McMahon	(Information provided by Ministry)				1,900,000	

#### SCHOOL ENHANCEMENT PROGRAM

1 Stave Falls	Mechanical Upgrades - Boiler, DHW, Water Well - Tender Ready	\$300,000				
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6 Mission Central	Mechanical Upgrades - replace 2 AHUs	\$120,000				

#### CARBON NEUTRALCAPITAL PROGRAM

1 Heritage Park	LED Lighting	\$50,000				
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#### BUS ACQUISITION PROGRAM

1 Bus Replacements	Units: 4750, 5751	year 1				
2 Bus Replacements	Units: 2753, 6751		Year 2			
3 Bus Replacements	Units: 7751, 7752			Year 3		
4 Bus Replacements	Units: 6750				Year 4	
5 Bus Replacements	Units 8751, 9750					Year 5

#### PLAYGROUND EQUIPMENT PROGRAM

1 Stave Falls	Reopened School - playground needed	\$90,000				
2 Edwin S. Richards	Replace East Playground	\$90,000				
3 Silverdale	Replace old blue IMP Structure	\$90,000				

# Public Meeting of the Board of Education

## Tuesday, September 17, 2019



### ITEM 4.2      Action

File No.    1020

TO:                Board of Education  
FROM:            Committee of the Whole  
SUBJECT:        Learning Resources Policy

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### **Recommendation**

**THAT the Draft Learning Resource Policy be approved in principle, and be referred to partner groups, parents, teachers, and the general public requesting comments,**

**AND THAT the Learning Resources Policy and comments received be returned to the November Committee of the Whole meeting for further consideration and direction.**

### **Summary:**

The Ministry of Education transferred responsibility for the review and approval of Learning Resource Materials to local Boards of Education. The proposed policy outlines the responsibility and the process for approving resources. The corresponding administrative procedures for the approval of resources and the challenge of resources are also attached for review.

### **Analysis and Impact:**

The draft policy has been developed over a year and a half by K-12 Teacher Librarians and the Indigenous Mentor Teacher in the District. The policy considers the direction from the Ministry, the requirement to have a list of the approved resources, and the need for the opportunity to challenge the use of the resources. The development process also included consultation with the Aboriginal Education Department.

The policy is not a static document, but a process. Once fully implemented, staff will monitor the process to ensure it is meeting the needs of teachers and is transparent for parents, while meeting the requirements of the Ministry.

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

The change to provincial legislation transferring the responsibility for approval of resources by the Local Board came into force in July 2017. While staff have followed the requirement for local approval, it is a good practice to ensure Board policy identifies the requirements for staff to consider when reviewing resources for approval.

### **Public Participation:**

The policy was introduced in June 2019, with direction to return the policy to the September 2019 Committee of the Whole meeting. No formal comments were received at the time this report was prepared.

### **Implementation:**

1. Preliminary Review – June Committee of the Whole
2. Referral to Partner Groups / Teachers / public: June 5 – Sept 6, 2019
3. Further review and consideration of comments - September Committee of the Whole
4. Further consultation as needed
5. Final review November Committee of the Whole
6. Approval November 2019
7. Distribution / Review – School level

**Attachments:**

- a) Draft Learning Resources Policy # 220
- b) Draft Selection of Learning Resource Materials Procedure #220-1
- c) Draft Learning Resources Evaluation Form
- d) Draft Consent form for Films
- e) Draft Challenge of Learning Resource Materials
- f) Draft Request for Reconsideration of Learning Resources Form
- g) Learning Resources Policy – Province of British Columbia
- h) Current Supplemental Learning Resources Procedures #AP212
- i) Current Challenge of Learning Resource Materials Procedure #AP204

<b>Section:</b>	<b>Students and Instruction</b>	
<b>Title:</b>	<b>Learning Resources</b>	<b>220</b>

### Purpose

To ensure learning resources for use in Mission Public Schools supports the Board's and the Ministry of Education's educational goals and objectives.

### Policy

- 1) Mission Public School District will ensure that learning resources are selected and approved for use in educational programs, prior to introducing the learning resources to MPSD students. Resources must be:
  - a) A Ministry recommended specific learning resource; or
  - b) A K-12 learning resource approved by the Educational Resources Acquisition Consortium (ERAC) or equivalent; or
  - c) A learning resource approved through a District established evaluation process that ensures the resource:
    - i) supports the learning standards or learning outcomes of the BC K-12 curriculum.
    - ii) assists students in making connections between what they learn in school and real-life applications.
    - iii) is developmentally and age appropriate.
    - iv) has effective instructional and technical design.
    - v) meets the requirements set by copyright and privacy legislation as well as traditional knowledge protocols.
    - vi) is suitable based on social considerations (see Administrative Procedure 220-1 for details)
    - vii) is inclusive, aligned with curriculum and supports Reconciliation.
- 2) MPSD approved resources are publicly available from the following sites:
  - i) ERAC K-12 Resource Collection (<https://k12.bcerac.ca/>)
  - ii) Mission Public School Libraries (<https://mpsd.follettdestiny.ca/>)
- 3) Targeted Aboriginal funding must not be used:
  - to replace other funded programs such as Special Education or English Language Learning;
  - for the delivery of the provincial curriculum (including courses such as BC First Nations Studies and English First Peoples).
- 4) Administrative procedures must outline the process for challenging the use of a learning resource. This challenge procedure must include a process to appeal a final decision to the Board for reconsideration.

### Background information

The Ministry of Education implemented a policy July 2017, that specifies that Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, is specified in an educational program guide, or are recommended by the Minister of Education.

For curricula implemented from 2016 onwards, most educational program guides will not include a list of Ministry recommended resources. Boards may continue to use learning resources specified in educational program guides published before 2016, as appropriate. For certain courses or grades, the Ministry may still recommend the use of specific learning resources.

Any concerns or challenges to the use of a learning resource should be dealt with at the district level, according to the School District's administrative procedures. (Source: [BC Ministry of Education](#))

**Date of Original Board Approval:**

**Date Amended:**

*Legal Reference:* [BC Ministry of Education Learning Resource Policy, 2017](#)

*Cross Reference:* [Administrative Procedures: 220-1 \(Selection of Learning Resource Materials\)](#)

[Administrative Procedures: 204 \(Challenge of Learning Resource Materials\)](#)



<b>Section:</b>	<b>Students &amp; Instruction</b>	
<b>Title:</b>	<b>Selection of Learning Resource Materials</b>	<b>220-1</b>

## Purpose

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for choosing and approving learning resources for use in schools.

## General Guidelines

1. In accordance with the *BC School Act*, educators must use resources the Ministry of Education recommended or resources that have been evaluated and approved for use through a local, board-approved process. Mission Public School District provides "Locally Approved" status to all ERAC-evaluated and selected learning resources. ([ERAC](#), 2017)
2. For ERAC approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom. ([ERAC](#), 2017)
3. Educators may consider using resources that have not been evaluated by ERAC, however, they must apply the following selection criteria and complete the Learning Resource Evaluation Form **OR** consult a recognized source prior to using or purchasing the learning resource.  
*A recognized source could be a teacher librarian, district Indigenous or Inclusion mentor teacher, subject area specialist, professional association (i.e. [FNESC](#), [BCAMT](#), [ISTE](#)), or selection aids such as [NoveList](#), [Canadian Review of Materials](#), [Association of Book Publishers of British Columbia](#), [School Library Journal](#), [American Indians in Children's Literature](#), [YALSA](#), [AASL](#) etc.*
4. Donated materials must be evaluated using the selection criteria outlined and submitted for approval prior to using the materials.
5. Internet resources must also meet the regulations in accordance with the Internet Access for Students & Staff - Safe Practices Administrative Procedure #107.

## Definitions

*Learning Resources* means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

## Procedures

1. All learning resources must be read and/or reviewed prior to teaching use.
2. If the learning resource is not ERAC approved, educators must apply the following selection criteria by completing and submitting the Learning Resource Evaluation Form to an administrator or teacher librarian, depending on the resource. Alternately they must consult a recognized source prior to using or purchasing the learning resource (see General Guidelines).
3. Where possible, educators will provide choice in reading materials to promote student interest and personalization as mandated by the BC redesigned curriculum. Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials in their classroom. (Source: [ERAC](#), 2017)
4. Emphasis will be placed on the selection of Canadian learning resources where appropriate.

5. Learning resources should be fair, objective, and free from inappropriate images, bias, propaganda, discrimination and stereo-typing, except where a teaching/learning situation requires illustrative material to develop critical thinking.
6. Where the classroom use of learning resources is judged to be controversial, students will be given alternate learning resource choices and/or families will be notified of the intended use. However, the ability to 'opt out' or challenge materials due to personal values is not sufficient; the resource must fail to fulfill other aspects of this procedure and /or Policy #220.
7. All resources must be evaluated considering the supplemental information criteria within this procedure.

## Supplemental Information

### A. Selection Criteria:

	Considerations
<b>Curriculum Fit</b>	<ul style="list-style-type: none"> <li>Does the resource support the learning standards or learning outcomes of the curriculum?</li> <li>Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Is the content appropriate for the emotional maturity and cognitive level of students?</li> <li>Is the content engaging, accurate, and current for the intended curriculum and grade?</li> <li>Does the resource assist students in making connections between what they learn in school and real-life applications?</li> <li>How does this resource represent different perspectives (Indigenous, diverse cultures, BC-context)?</li> <li>Do the multiple perspectives represent balanced views on the issue?</li> <li>How will this resource add to the breadth of resources that are being used in the classroom? How does this resource add to the mix?</li> <li>Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: <a href="#">ERAC</a>, 2017)</li> </ul>
<b>Social Considerations</b>	<ul style="list-style-type: none"> <li><b>Indigenous Peoples:</b> Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's biography. If the author/illustrator is non-Indigenous, check their biography using questions such as: What are the author's qualifications as a voice for/with Indigenous peoples? What is their connection to specific Indigenous communities? Has/have the Indigenous community/communities contributed to this work? If so, in what way?</li> <li><b>Multiculturalism:</b> Is there authentic representation of cultural diversity?</li> <li><b>Gender Roles:</b> Are gender identities represented in diverse roles and relationships that avoid stereotypes?</li> <li><b>Gender Identity and Sexual Orientation:</b> Is there representation of individuals and groups across the full range of gender identity and sexual orientation?</li> <li><b>Ability/Disability:</b> Is there representation of individuals and groups along the continuum of ability-disability?</li> <li><b>Age:</b> Is there representation of individuals at various ages that avoid stereotypes?</li> <li><b>Belief System:</b> Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another?</li> <li><b>Socio-Economic:</b> Is the full range of the social-economic realities of BC represented?</li> <li><b>Violence:</b> Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies?</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Ethical and Legal:</b> Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking?</li> <li>• <b>Humour:</b> Is humour used in a positive, effective manner to engage student interest?</li> <li>• <b>Safety:</b> Does the story model safe practices and common sense?</li> <li>• <b>Language:</b> Is there disrespectful or defamatory language used that detracts from audience engagement?</li> <li>• <b>Sustainability:</b> Does the story reflect an awareness of issues and promote a culture of conservation?</li> </ul> <p><b>**Note:</b> Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (<a href="#">ERAC</a>, 2017)**</p>
<b>Privacy and Copyright Legislation</b>	<ul style="list-style-type: none"> <li>• Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> ("Act"). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student's parent or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year in order to use these programs or applications. (Source: SD75 Consent form)</li> <li>• Educators are required to respect copyright legislation and should refer to the <a href="#">Council of Ministers of Education, Canada (CMEC)</a> for current copyright guidelines for K-12 institutions.</li> </ul>
<b>Instructional and/or Technical Design</b>	<ul style="list-style-type: none"> <li>• Does the resource promote the active engagement of the learner by visual and/or auditory stimulus?</li> <li>• Does the resource make effective use of the medium?</li> <li>• Does the resource contain overt advertising or promotional information?</li> <li>• For digital content delivery, is it responsive to a variety of devices and easily navigable?</li> <li>• Do instructional suggestions and assessment tools add value to the resource? (Source: <a href="#">ERAC</a>, 2017)</li> </ul>

## **B. Use of Streaming Services, Commercial Feature Film Videos and Audio files:**

Selection and use of feature films must be in accordance with the criteria established in this procedure.

- Feature film videos, streaming services and audio files must be previewed prior to use and be used in accordance with [copyright legislation](#).
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications: (see Film Consent form for required information)

BC Rating ( <a href="#">Source: Consumer Protection BC</a> )	SD 75 Requirements
<b>General</b> May contain occasional violence, swearing and coarse language, and the most innocent of sexually suggestive scenes and nudity. Suitable for viewers of all ages.	<b>No Restrictions</b>

<p><b>Parental Guidance</b> May contain less subtle sexually suggestive scenes and nudity and a more realistic portrayal of violence than in the General category; coarse language may occur more often than in the General category. Theme or content may not be suitable for all children though there is no age restriction. Parental discretion is advised.</p>	<p><b>Teachers should screen and edit-age sensitive material.</b> This will normally apply to elementary, middle and secondary situations. An information letter and parental consent form, particularly for younger children, is necessary.</p>
<p><b>14A</b> May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for viewers 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.</p>	<p><b>Teachers must screen and edit/delete inappropriate or age-sensitive material and receive approval from the Principal and individual parents.</b> Parental consent forms should include the rationale (connection to learning standards) for the use of a movie, the nature of the movie and a commentary on edited/deleted material (if any).</p>
<p><b>18A</b> Will contain horror, explicit violence, frequent coarse language or scenes that are more sexually suggestive than in the 14A category, or any combination of them. Suitable for viewers 18 years of age or older. Viewers under 18 years of age must be accompanied by an adult.</p> <p><b>RESTRICTED</b> These are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <i>Motion Picture Act</i>, or any combination of them. <i>The director assigns this category to motion pictures if the director considers that the theme, subject matter or plot of the adult motion picture is artistic, historical, political, educational or scientific. Restricted to viewers 18 years of age and over. Persons under 18 years of age are not permitted to attend under any circumstances.</i></p> <p><b>FOREIGN MOVIES</b> – no BC classification</p>	<p><b><u>EXPRESSLY CONTROLLED</u></b></p> <p>In exceptional circumstances where a movie classified as 18A, Restricted, or Foreign is deemed to be the most suitable material for a course for educational purposes, segments or portions of the film will be shown when appropriate. The following requirements must be followed if segments of the film are to be used:</p> <ol style="list-style-type: none"> <li>1. The movie may only be used for Gr. 10-12 senior courses. Pre-film classroom conversation and preparation is required.</li> <li>2. Only senior students with parental/guardian consent forms may attend the showing of such a movie.</li> </ol>

**Date of Original Superintendent Approval:**  
**Date Amended:**

*Cross Reference: (MPSD Learning Resource Evaluation form, Generic Film Consent Form, other policies, procedures, legislation etc)*



	<ul style="list-style-type: none"> <li>• <b>Gender Roles:</b> Are gender identities represented in diverse roles and relationships that avoid stereotypes?</li> <li>• <b>Gender Identity and Sexual Orientation:</b> Is there representation of individuals and groups across the full range of gender identity and sexual orientation?</li> <li>• <b>Ability/Disability:</b> Is there representation of individuals and groups along the continuum of ability-disability?</li> <li>• <b>Age:</b> Is there representation of individuals at various ages that avoid stereotypes?</li> <li>• <b>Belief System:</b> Are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another?</li> <li>• <b>Socio-Economic:</b> Is the full range of the social-economic realities of BC represented?</li> <li>• <b>Violence:</b> Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies?</li> <li>• <b>Ethical and Legal:</b> Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking?</li> <li>• <b>Humour:</b> Is humour used in a positive, effective manner to engage student interest?</li> <li>• <b>Safety:</b> Does the story model safe practices and common sense?</li> <li>• <b>Language:</b> Is there disrespectful or defamatory language used that detracts from audience engagement?</li> <li>• <b>Sustainability:</b> Does the story reflect an awareness of issues and promote a culture of conservation?</li> </ul> <p>**Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (<a href="#">ERAC</a>, 2017)**</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Copyright and Privacy Legislation	<ul style="list-style-type: none"> <li>• Educators are required to respect copyright legislation and should refer to the <a href="#">Council of Ministers of Education, Canada (CMEC)</a> for current copyright guidelines for K-12 institutions.</li> <li>• Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent or guardian and is strictly regulated by the Act. If information is stored outside of Canada, it may be subject to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current</li> </ul>	Indicate copyright date:  <input type="checkbox"/> <input type="checkbox"/>

MPSD Learning Resource Evaluation Form (Draft: 2018/2019)

	school year to use these programs or applications. (Source: SD75 Consent form)	
<b>Instructional and/or Technical Design</b>	<ul style="list-style-type: none"> <li>• Does the resource promote the active engagement of the learner by visual and/or auditory stimulus?</li> <li>• Does the resource make effective use of the medium?</li> <li>• Does the resource contain overt advertising or promotional information?</li> <li>• For digital content delivery, is it responsive to a variety of devices and easily navigable?</li> <li>• Do instructional suggestions and assessment tools add value to the resource? (Source: <u>ERAC</u>, 2017)</li> </ul>	<p>Specify:</p> <div> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>

DRAFT



**Part A: To be completed by the educator (You may use a different format, but the following five pieces of information must be included.)**

Film Title:	
Rating:	
Rational for using the film: (Connection to learning standards)	
Nature of the Film: (describe the type of film and main ideas)	
Commentary on sensitive material:	

**Part B: To be completed by parents/guardians if permission is denied**

Please fill out the bottom of this form **ONLY if you do not grant permission** for your child to view the film. Alternate arrangements will be made at school for students who do not have permission to watch this film.

-----

I, \_\_\_\_\_ **DO NOT** give permission for my child \_\_\_\_\_  
 Parent/Guardian Name (print) Student's Name (print)

to view \_\_\_\_\_ at school. \_\_\_\_\_  
 Movie Title Parent/Guardian Signature



<b>Section:</b>	<b>Students &amp; Instruction</b>	
<b>Title:</b>	<b>Challenge of Learning Resource Materials</b>	<b>220-2</b>

## Purpose

The Board established a Policy outlining the responsibility of approving learning resources. This procedure outlines the process for challenging the prescribed and supplementary learning resources.

## General Guidelines - Challenge Criteria

1. Any member of the district's educational community may challenge the appropriateness of resources used in the district's educational programs.
2. No individual has the right to determine reading, viewing, or listening material for students other than for their own children. Notwithstanding this, personal values alone is not a sufficient reason to challenge a learning resource.
3. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

## Definitions:

*Learning Resources* means information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning standards of the provincial curriculum.

## Procedures for Challenges of Learning Resources

Boards of Education are responsible for selection and withdrawal of learning resources. The Mission Public School District will consider challenges or formal appeals regarding learning resources in accordance with the following procedure:

### A. First Appeal - School Level

1. The questioner sets up an appointment to meet with the staff member and a school administrator to discuss the learning resource at a mutually agreeable time. The staff member may decide to invite an additional educator to the meeting.
2. The staff member(s) explains the learning resource selection procedure to the questioner including the district selection criterion that are applied to all learning resources.
3. The staff and questioner will attempt to resolve the challenge.
4. If the challenge is not resolved at the school level the questioner may file a district level challenge by completing the **Request for Reconsideration of Learning Resources Form** and follow the district level procedures (below).

## B. Second Appeal - District Level

1. All district level challenges to learning resources must be submitted to the school principal (or designate) who will then forward the **Request for Reconsideration of Learning Resources Form** to the Superintendent.
2. The Superintendent of Schools may render a decision on the challenge or establish a 'reconsideration' committee to consider and make recommendations on the challenge.
3. Reconsideration Committee Procedures (at the discretion of the Superintendent):  
When appropriate, members of the committee should include:
  - a) Superintendent (or designate);
  - b) the school principal;
  - c) one member of the school staff;
  - d) one teacher-librarian;
  - e) one district level educator.
4. The reconsideration committee may choose to consult additional district educators and/or community persons with related professional knowledge.
5. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.
6. The reconsideration committee shall:
  - a) review the challenged resource in its entirety;
  - b) consider the written submission of the questioner;
  - c) determine professional acceptance by reading critical reviews of the resource;
  - d) weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context;
  - e) prepare a written report that includes:
    - i) the procedures followed;
    - ii) the minutes of the meeting;
    - iii) the rationale for the decision made by the reconsideration committee;
  - f) send a copy of the report to the  
-questioner  
-all appropriate principals.

## C. Third and Final Appeal - Board of Education level

1. If the Superintendent or Reconsideration Committee's recommendations are unacceptable to either the principal or the questioner, the challenge and all documentation will be submitted to the Board of Education for reconsideration.
2. The decision of the Board is final.
3. Affected parties will be advised as appropriate.

**Date Adopted: November 2001 (AP 204)**

**Date Amended: 2019**

**Cross Reference:** [Selection of Learning Resource Materials Procedure #220-1, MPSD Request for Reconsideration of Learning Resources Form](#)

**Mission Public School District (75): Request for Reconsideration of Learning Resources Form**

Name of School: \_\_\_\_\_

Phone #: \_\_\_\_\_

School Contact Name: \_\_\_\_\_

---

Name of Person Initiating Challenge: \_\_\_\_\_

Role of Person Initiating Challenge: District Employee ☐ Parent/Guardian ☐ Other (please specify) ☐

Telephone numbers: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

Address: \_\_\_\_\_

---

Title of Resource: \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher/Year: \_\_\_\_\_

Type of Resource (book, film, please specify): \_\_\_\_\_

Please complete each of the sections below:

1. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed this resource with: (circle yes or no)

- |                          |     |    |
|--------------------------|-----|----|
| • the teacher-librarian? | Yes | No |
| • the classroom teacher? | Yes | No |
| • the school principal?  | Yes | No |

2. Have you read reviews of this resource? Yes                      No

3. Having reviewed the entire resource, my objections are:

\_\_\_\_\_

\_\_\_\_\_

- a) Page/section(s) \_\_\_\_\_ Specific Objection \_\_\_\_\_

\_\_\_\_\_

- b) Page/section(s) \_\_\_\_\_ Specific Objection \_\_\_\_\_

\_\_\_\_\_

**Mission Public School District (75): Request for Reconsideration of Learning Resources Form**

c) Page/section(s) \_\_\_\_\_ Specific Objection \_\_\_\_\_

\_\_\_\_\_

4. From your point of view, what do you think is the purpose of the resource?

\_\_\_\_\_  
\_\_\_\_\_

5. How do you feel this resource will affect your child?

\_\_\_\_\_  
\_\_\_\_\_

6. Please indicate what action you would like the school to take regarding this learning resource:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

**Note to questioner:** Complete form and forward one copy to Superintendent, one copy to Principal of school concerned. Please keep a copy for your records.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

**Additional information may be attached.**



## Learning Resources

### Date came into force or revised

July 1, 2017

### Status

New

### Policy Statement

Boards of education may only use educational resource materials (i.e., learning resources) that the board considers appropriate, specified in an educational program guide, or are recommended by the Minister of Education from time to time. Boards must have policies and procedures for approving the learning resources chosen for use in schools.

### Rationale or purpose of the policy

This policy explains changes in how learning resources are chosen and approved in British Columbia school districts. It clarifies the roles and responsibilities of the Ministry of Education and boards with respect to the evaluation and selection of learning resources.

### Authority

Under the authority of the [School Act \(PDF\)](#).

Section 168 (2): The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders...

(e) ... governing educational resource materials in support of educational programs

See Ministerial Order 333/99, the [Educational Program Guide Order](#); section 5.

### Policy in full

Boards of education have responsibility for determining how learning resources are chosen for use in schools. Boards must have policies and procedures for choosing learning resources. For curricula implemented from 2016 onwards, most educational program guides will not include a list of Ministry recommended resources. Boards may continue to use learning resources specified in educational program guides published before 2016, as appropriate. For certain courses or grades, the Ministry may still recommend the use of specific learning resources from time to time.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources. This responsibility now rests with boards. Board policies and procedures should include a process for ensuring the list of recommended learning resources is up to date and aligned with changes in curriculum. This would include adding and removing resources from the list.

Any concerns or challenges to the use of a learning resource should be dealt with at the district level. Boards/authorities should also develop policy and procedures to challenge the use of a learning resource.

Boards may choose to use the services of the [Educational Resource Acquisition Consortium \(ERAC\)](#) to assist them in choosing or approving learning resources. ERAC maintains a collection of evaluated K-12 resources for the B.C. school system.

## Procedures related to policy

Local policies and evaluation procedures for selecting learning resources should involve practicing educators.

The evaluation procedures should establish criteria to ensure that learning resources chosen for use in schools

- support the learning standards or learning outcomes of the curriculum
- assist students in making connections between what they learn in school and real life applications
- are developmentally and age appropriate
- have effective instructional and technical design
- meet the requirements set by [copyright](#) and privacy legislation
- are suitable based on social considerations.

Evaluating resources from the perspective of social considerations can be one of the most challenging aspects of the evaluation process. It must take into account many considerations within a context of community, societal values and standards, to determine the suitability of the resource for instructional use in B.C. schools. Factors to consider may include approaches to multiculturalism, First Nations learning, gender and gender identity, among others.

Educators are best suited for determining the resources that are most appropriate for use in their classrooms. Boards should ensure that their educators are informed of board policy and criteria for the selection of learning resources.

For more information on evaluating learning resources, districts and independent schools may wish to consult with [Educational Resource Acquisition Consortium \(ERAC\)](#).

## Related

- [Educational Resource Acquisition Consortium learning resources](#)
- [K-12 Resource Collection](#)
- [Learning Resource Selection for K12 Educators Course](#)

## Contact Information

If you have any questions relating to the Learning Resources Policy, please contact the Ministry at:

### Email:

[curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca)

### Selection of Supplementary Learning Resource Materials

The Board of Education will establish procedures to ensure learning resources will be those that best assist in teaching the provincially prescribed and locally approved curricula and programs.

#### Selection criteria – to be applied to both curricular and extra-curricular activities

- Supplementary Learning Resources should support or enhance curricula and be relevant to the learning outcomes and content of the course.
- Whenever possible, priority will be given to resources developed and produced in Canada.
- Resources must be appropriate in content and presentation to the subject area and to the emotional development, ability level, learning style, social development, and chronological age of the students.
- Resources should be selected to stimulate growth in knowledge, literary appreciation, aesthetic values and societal standards.
- Resources must have a physical format and appearance that is suitable for their intended use.
- Resources should foster respect for and an understanding of the contributions made to our civilization by minority and ethnic groups.
- Resources should avoid reflecting negative stereotypes.
- Resources should provide a stimulus for creativity.
- Resources should represent different points of view with the goal of providing a balanced collection or argument.
- Professional education personnel will evaluate resources and curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
- Prior to purchasing and whenever possible, the learning resource should be examined or reviewed and approved by a recognized source (a recognized source could be a person like a subject area specialist, teacher or teacher-librarian, or selection aids such as the School Library Journal, Booklist, HornBook, Science Materials, etc).
- In selecting supplementary learning resources, the professional education personnel will consider recommendations from students, parents, teachers and administrators.
- Gift materials will be judged by the criteria outlined and will be accepted or rejected in accordance with those criteria.
- Supplementary resources should not supplant or replace any provincially prescribed content of a course
- Internet resources must meet the regulations in accordance with the [Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#).
- Selection and/or use of supplementary learning resources must be in accordance with copyright laws (see Copyright Act and Cancopy License Policy).

#### Procedures for Using Supplementary Learning Resources

- All supplementary materials/resources must be read and/or reviewed prior to teaching use.
- Learning resources should be fair, objective, and free from inappropriate language and images, bias, propaganda, discrimination and sex-role stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking.
- Where the classroom use of supplementary resource is judged to be potentially controversial the teacher should notify the parents of the intended use.



## Use of Commercial Feature Film Videos and Audio CD's

- Selection and use of feature films must be in accordance with the criteria established in this procedure.
- Feature film videos and audio CDs must be previewed prior to use.
- Movie videos and music selection must be limited to the following categories of Video and Film Classifications:
  - GENERAL (G): Suitable for all ages.
  - PARENTAL GUIDANCE (PG): Some Material May Not Be Suitable for Children.
  - PARENTS STRONGLY CAUTIONED (PG13): Some Material May Be Inappropriate For Children Under 13.
  - 14A: Suitable for persons 14 years of age or older. (Similar to the high end of the PG-13 rating and the lower end of the R rating in the U.S.)
- Prior to the showing of feature film videos, movies, DVDs, and music categorized as PG, 14A and PG13, the following procedures must be followed:
  - For titles rated as PG, teachers must screen and edit age-sensitive material and receive approval from the Principal.
  - For titles rated 14A and PG13 teachers must screen and edit/delete inappropriate, controversial, and/or age sensitive material and receive approval from the Principal. For students aged 13 and under, approval is required from individual parents.
  - Parental consent forms should include the nature of the material and a commentary on the edited and/or deleted materials (if any).

**Date Adopted: November 2001**

**Date Revised: March 2014**

### Definitions:

- *Learning Resources include textbooks, other books, computer software, Internet information, video recordings, supplementary reading and informational materials, optical formats (including CD ROM, CD Interactive laser disks), audio tapes, information services such as computer software, charts, community resource people, agencies and organizations, dioramas, film strips, flash cards, games, gloves, kits, machine readable data files, maps, micro films, models, motion pictures, periodicals, pictures, slides, records, cassettes, transparencies, music CDs or cassettes, and resource based information retrieved by any communication systems.*
- *Provincially Prescribed means the legal status granted to a learning resource that has been evaluated and approved by the Ministry for use in all BC schools.*
- *Supplementary means educational resource materials that are considered appropriate for individual students or groups of students (3.1(e) Educational Program Guide Order) (for example, Library books, classroom teaching aides, etc).*

**Cross Reference:** [Copyright Act and Cancopy License Administrative Procedure #304](#)  
[Internet Access for Students & Staff - Safe Practices Administrative Procedure #107](#)  
[Internet & E-mail Access for All Users Administrative Procedure #210](#)

**Resources:** Educational Program Guide Order; Policy Circular Withdrawal of Learning Resources

### Challenge of Learning Resource Materials

The Board of Education will establish procedures to enable the challenge of prescribed and supplementary learning resources.

#### Challenge Criteria

- Any member of the district's educational community may challenge the appropriateness of resources used in the district's educational programs.
- No individual has the right to determine reading, viewing, or listening material for students other than his or her own children.
- Access to challenged material shall not be restricted during the reconsideration process.
- The major criterion for the final decision is the appropriateness of the material for its intended educational use.

#### Procedures for Challenges of Learning Resources

- The Ministry of Education is responsible for delisting and withdrawal of provincially prescribed learning resources. Challenges or formal complaints of provincially prescribed learning resources will be considered by the Ministry's Educational Resources Advisory Committee.
- Supplemental Learning Resources – Informal Resolution

##### Informal Challenge Procedures

- a) The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
- b) The principal (or designate) shall explain to the questioner the school's selection procedure and criteria and the qualifications of those persons selecting the resources.
- c) The principal (or designate) shall explain the particular place the questioned resource occupies in the educational program, its intended education usefulness, and additional information regarding its use.
- d) If the challenge is not resolved at the school level and the complainant wishes to file a formal challenge, a copy of this policy and a [Request for Reconsideration of Learning Resources](#) form.

#### Formal Resolution

- All formal challenges to learning resources must be submitted to the school principal (or designate) on the [Request for Reconsideration of Learning Resources](#) form.
- The Superintendent of Schools shall be informed of the formal complaint.
- The Superintendent of Schools may render a decision on the challenge or establish a 'reconsideration' committee to consider and make recommendations on the challenge.

#### Reconsideration Committee Procedures

- When appropriate, members of the committee should include:
  - a) Superintendent (or designate);
  - b) the school principal;
  - c) one member of the school staff;

- d) one teacher-librarian;
  - e) one member of the school's parent advisory council;
  - f) one student.
- The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
- The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in this policy.
- The reconsideration committee shall:
  - a) examine the challenged resource;
  - b) determine professional acceptance by reading critical reviews of the resource;
  - c) weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context;
  - d) discuss the challenged item with the individual complainant when appropriate;
  - e) prepare a written report;
  - f) discuss the written report with the complainant if requested;
  - g) send a copy of the report to the
    - Principal
    - Superintendent of Schools.
- If the Committee's recommendations are unacceptable to either the principal or the complainant, the challenge will be advanced to the Board of School Trustees for decision.
- The Board's decision shall be final.

**Date Adopted: November 2001**

*Definition:*

- *Prescribed means the legal status granted to a learning resource that has been evaluated and approved by the Ministry of Education for use in all schools.*
- *Supplementary means educational resource materials that are considered appropriate for individual students or groups of students.*

*Cross Reference: [Selection of Supplementary Learning Resource Materials Administrative Procedure #212](#)*

# Public Meeting of the Board of Education

## Tuesday, September 17, 2019



### ITEM 4.3      Action

File No. 0010

TO:                Board of Education  
FROM:           Committee of the Whole  
SUBJECT:       Strategic Plan – Draft

---

### **Recommendation**

**That the Draft Strategic Plan for 2019-2022 be approved in principle and be referred to partner groups, parents, employees, students, and the general public requesting comments,**

**AND THAT the Strategic Plan and comments received be returned to the October Committee of the Whole meeting for further consideration and direction.**

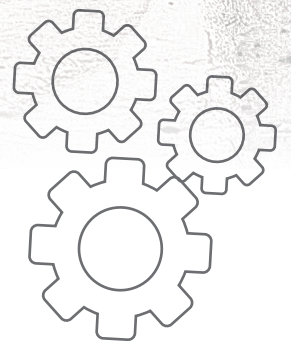
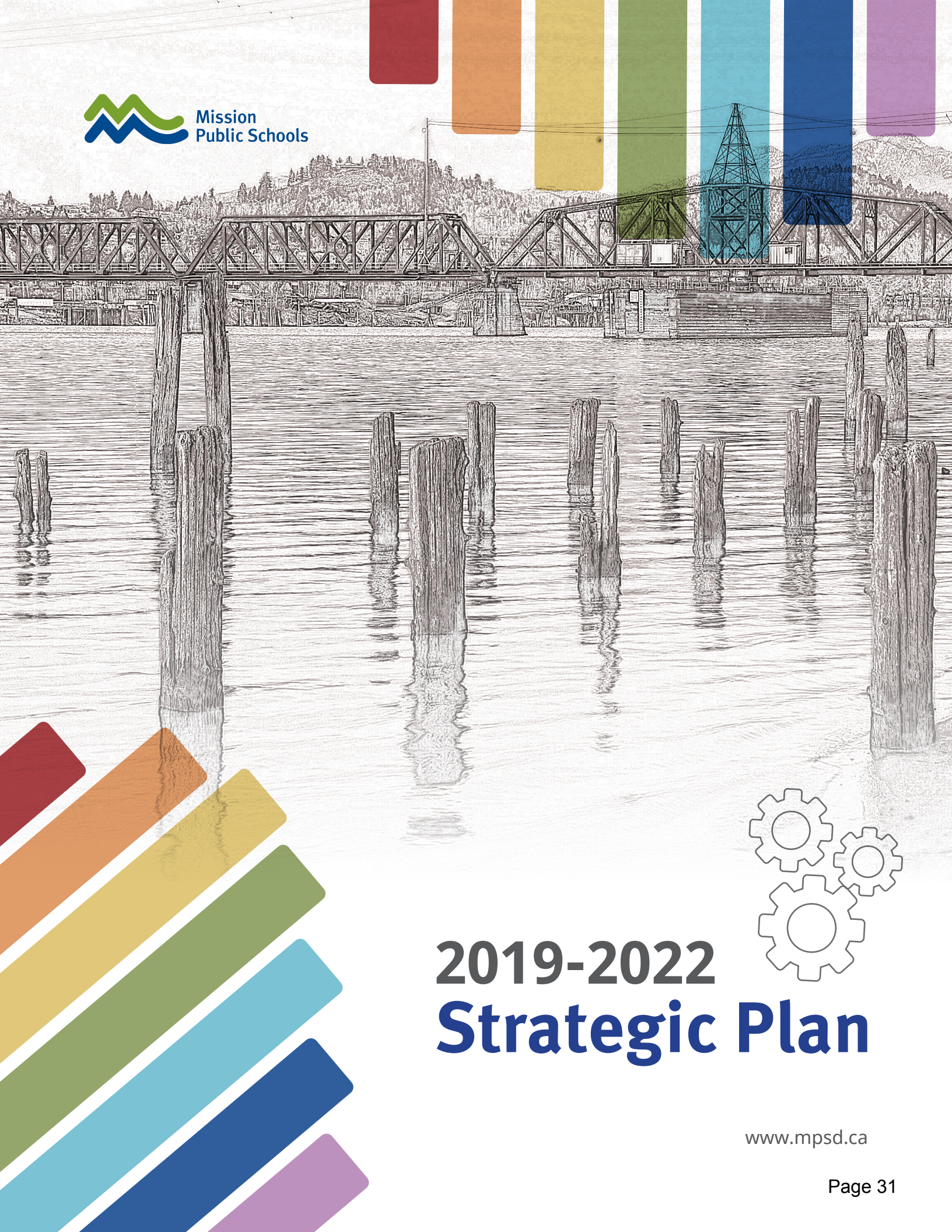
### **Summary:**

The Strategic Plan for 2019-2020 is ready for approval in principle and a final referral for public comment prior to the final approval. The plan has been formatted as per previous recommendations and is in a format suitable for publication. Minor adjustments to the format have been noted and will be made in the final print.

### **Attachments:**

- a. Strategic Plan 2019 – 2022 Final Draft





# 2019-2022 Strategic Plan

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



# Acknowledgement

We begin our Strategic Plan by **acknowledging and honouring** the traditional territory and history of the Stó:lō people. **We acknowledge and honour** the four traditional territories of the following First Nation communities:

Leq'á:mel First Nation  
Matheqwí First Nation  
Qwó:ltl'el First Nation  
Sq'ewlets

Mission Public School District **appreciates the vital role of All First Nations, Inuit, and Metis** peoples, groups, and associations, residing within the school district. **We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.**

**Leq'á:mel First Nation**



**Matheqwí First Nation**



**Qwó:ltl'el First Nation**



**Sq'ewlets**



# Board of Education



**Back Row (L-R)**

Trustee Julia Renkema  
Trustee Tracy Loffler  
Trustee Shelley Carter

**Front Row (L-R)**

Trustee Randy Cairns  
Trustee Rick McKamey

The Board of Education is responsible for effective governance of the Mission Public School District. The Board sets the operating and governance framework for the organization and is accountable to the Ministry of Education, the public, and education partners. The Board, working closely with the Superintendent, is committed to working strategically and cooperatively recognizing the need for productive working relationships.

The Board will operate in a respectful, transparent, and fiscally responsible manner, engaging the community and partners in the decisions of the Board. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community.

The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing high

quality inclusive learning environments that will result in greater success for our students.

This document details the Board's objectives for Mission Public Schools to:

- Support Honouring Culture & Territory;
- Promote Student Centred Learning;
- Build Quality Teaching & Leadership;
- Create Effective Learning Environments;
- Focus on being Future Oriented.

The Board will also continue to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act.

The Board's specific goals for each objective can be found further on in this Strategic Plan and are intended to ensure that Mission Public Schools continues to be a fantastic place to learn, work, and grow.

# Our Vision

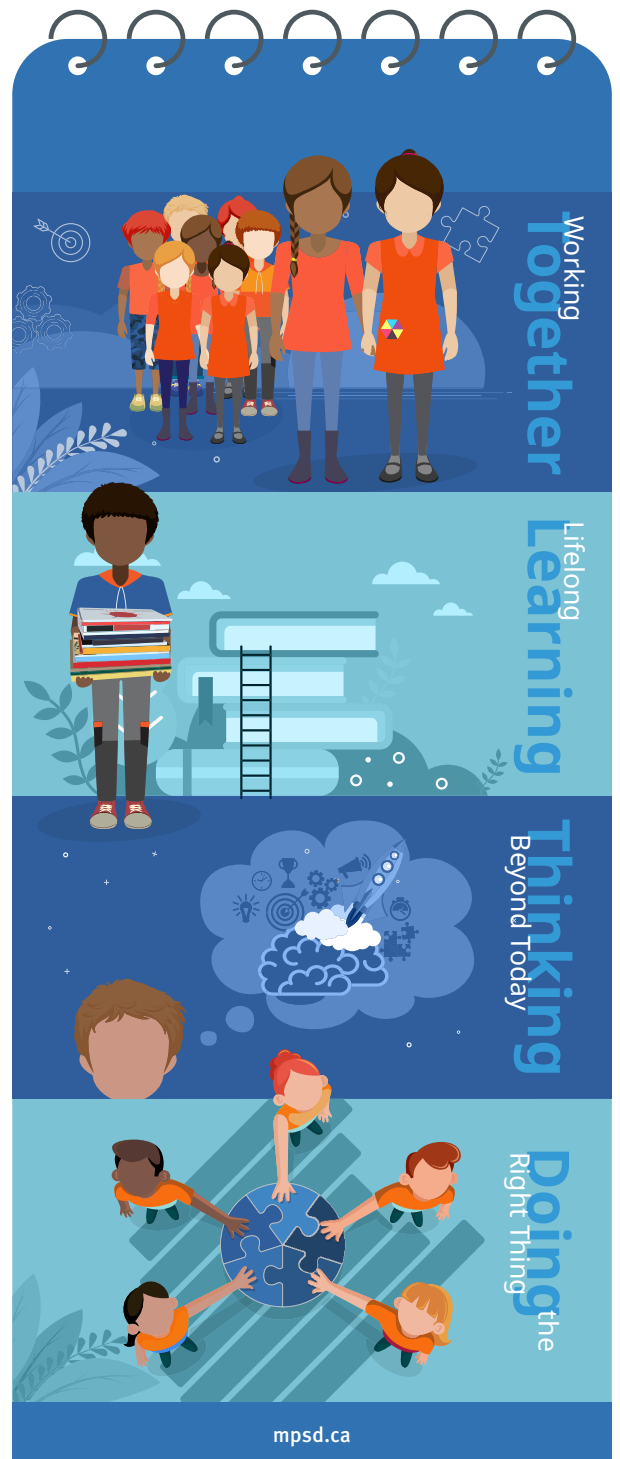
Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

# Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history. We are dedicated to honouring student voice and empowering our students to reach their potential.

# Our Values

*Working Together*  
*Lifelong Learning*  
*Thinking Beyond Today*  
*Doing the Right Thing*

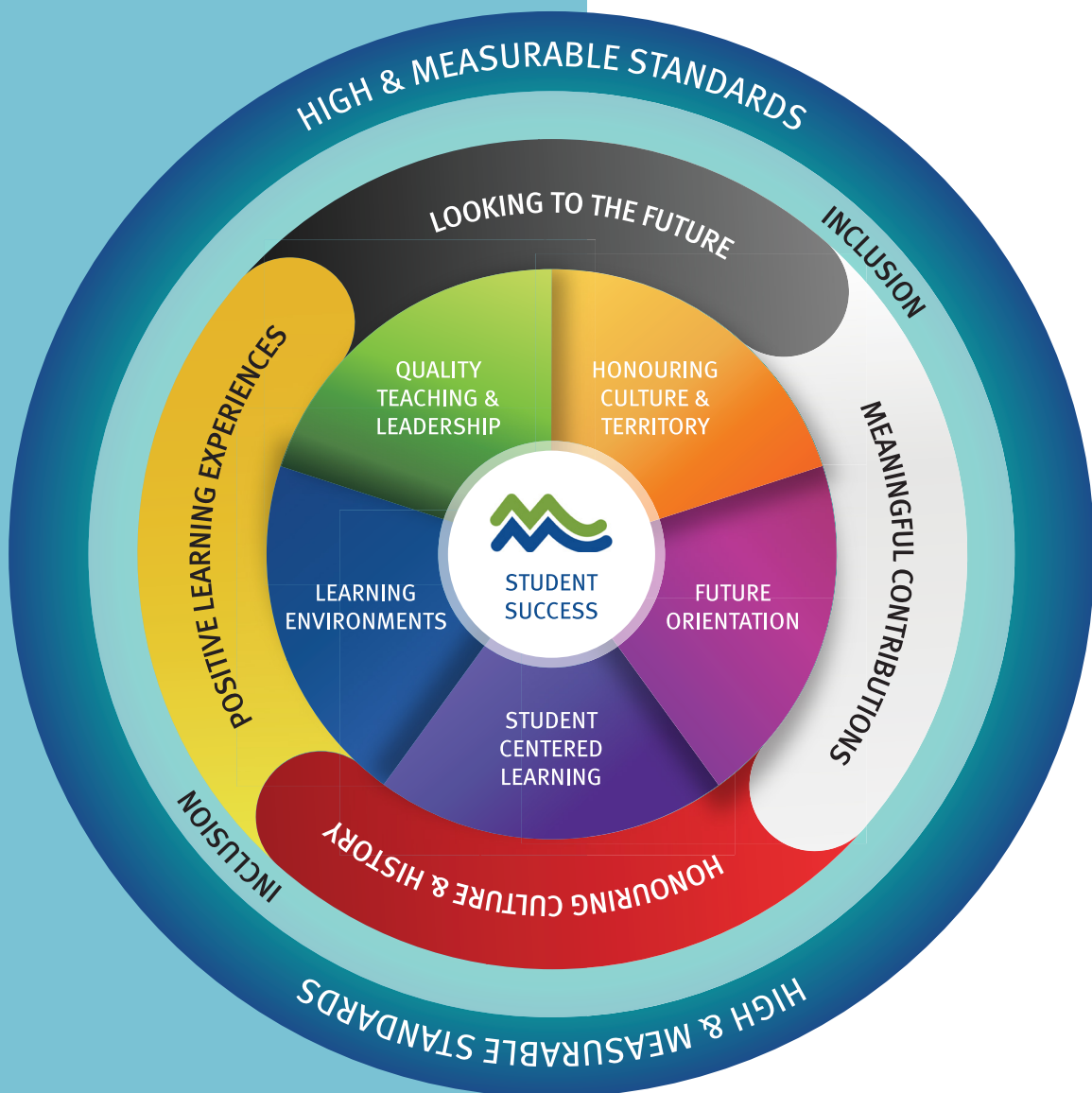




# Strategic Priorities

The Mission Public School District supports the development of the educated citizen, to “enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”  
(Ministry of Education, 2019)

The Board has aligned its strategic priorities with the Ministry’s vision for student success.



# Honouring Culture & Territory

Mission Public Schools is privileged to exist on the unceded, traditional, and shared territories of the **Leq'á:mel**, **Matheqwí**, **Qwó:ltl'el**, and **Sq'éwlets** peoples. We are cognisant of this debt, and our obligations to work with First Nations partners to work in the best interests of their culture and people.

Mission Public Schools is also conscious of the presence of a former residential school, St Mary's, in the area, adding a further obligation to our duties to reconcile with Indigenous communities.

## GOALS

1. Equitable education outcomes for all Indigenous students in Mission Public Schools
2. Halq'emeylem language expanded
3. Stó:lō Culture integrated into all schools

## STRATEGIES

1. Embed Indigenous Worldviews and Perspectives, specifically of the Stó:lō, into the curriculum using best pedagogical practices
2. Provide a variety of supports for students of Aboriginal ancestry
3. Ongoing support for our Enhancement Agreement
4. Local Education Agreements, as requested

## MEASURES

1. Increase in % of students exposed to Halq'emeylem
2. Six-year completion rates
3. Student surveys

# Future Orientation

Due to the pace of social, economic, and environmental change, there is a greater need for all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment.

Our education system will enhance our efforts to prepare all students for lifelong learning, the use of technology, and graduation with practical expectations informed by employers, community organizations, and post-secondary institutions.



## GOALS

1. Students are flexible, adaptable, and resilient
2. Students embrace diversity in a complex and pluralistic society
3. Learning environments provide contemporary tools to assist learning and skill development



## STRATEGIES

1. Utilize contemporary teaching and thinking practices to encourage student critical thinking and flexibility
2. Application of technology to enhance learning across curricular areas
3. Encourage programming that exposes students to the local and global community



## MEASURES

1. Degree of technology used in the learning environment
2. Graduation rates and post-secondary participation
3. Transition rates to Middle and Secondary Schools
4. Student Survey on community engagement

# Student Centred Learning

Students benefit from more flexibility and choice of how, when, and where their learning takes place. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.  
(Ministry of Education, 2019)



## GOALS

1. Positive Learning Experiences
2. Provide choice of how, when, and where student learning takes place
3. Students and Teachers collaborate in the learning environment



## STRATEGIES

1. Encouraging Student Engagement and Feedback
2. Offer financial support for programs of choice/personalised learning
3. Community engagement and program oversight



## MEASURES

1. Annual surveys of student satisfaction on flexibility and choice; various student engagement opportunities
2. Enrolment statistics in varied programs/courses



# Effective Learning Environments

We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests.

To offer healthy learning environments where students, families, and educators can focus

on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition. (Ministry of Education, 2019)

## GOALS

1. Welcoming, healthy, and safe working and learning environments
2. Students and employees embrace physical, mental, and emotional wellness
3. Every school is inclusive
4. Every school is accessible

## STRATEGIES

1. Foster empathy and understanding in staff and students for diverse learners
2. Develop mental health programs in collaboration with external organizations
3. Incorporate physical literacy and health programs
4. Inventory accessibility issues at every site, and develop plan to remedy as necessary
5. Continue to advocate for new facilities
6. Full implementation of any/all Worksafe recommendations

## MEASURES

1. Continuous review of Facilities renewal
2. Review of Mental Health Initiatives

*We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something... Inclusive education relies on the diversity of its ecosystem, to not only promote coexistence and tolerance, but to thrive on the learning and interaction of each person in the community*  
— Shelley Moore

# Quality Teaching and Leadership

Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs.  
(Ministry of Education, 2019)



## GOALS

1. Highly competent staff in all positions in the School District
2. Teachers adapt to the rapidly changing educational environment and needs of students
3. Teachers act as guides and coaches for all students.



## STRATEGIES

1. Financial support of curriculum
2. Providing professional learning and collaboration opportunities for staff to support students
3. High standards for recruitment and retention
4. Ongoing quality evaluation processes for all educational staff
5. Growth Plans for Educational Leaders



## MEASURES

1. Engagement/participation in Learning Series
2. Financial commitment to teacher mentoring, leadership, collaboration, and professional learning opportunities
3. Continued implementation of Technology plan
4. Review of Growth Plans





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*Mosaic River of Belonging displayed at Heritage Park Middle School.  
Salmon Carvings created by Squamish Carver **Peter Gong**.  
Art work and design created by students and staff.*



# Public Meeting of the Board of Education

## Tuesday, September 17, 2019



ITEM 5.2      Action

File No.    1710.10

TO:              Board of Education  
FROM:          C. Becker, Secretary Treasurer  
SUBJECT:      2018-2019 Audited Financial Statements

### Recommendation

**THAT the draft School District No. 75 (Mission) June 30, 2019 Financial Statements be accepted; and**  
**THAT the final School District No. 75 (Mission) June 30, 2019 Financial Statements including the**  
**audit report be submitted to the Ministry of Education by September 30, 2019.**

### **Executive Summary:**

The annual audit of the School District's financial statements is complete. Prior to issuing the final signed external Auditor's Report, the Board must accept the financial statements. The Auditor presented information to the Board at a special closed meeting. The findings of the audit will result in a letter expressing an opinion on the audit, from the Auditor, which must be included in the financial statements. Comprehensive information on the financial statements will be presented when the financial statements are published in the annual report.

### **Background:**

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

### **Options:**

This information is presented to the Board for acceptance. The surplus is currently retained as a contingency, and not transferred into other reserve funds, due to the low amount in the surplus account – below the recommended levels as per the Board policy.

### **Strategic Priority:**

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

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

As the preparation of the financial statements is heavily regulated through the Public Sector Accounting Body and provincial regulation, there are no options presented. The School District is required to provide audited financial statements to the Ministry of Education by September 30th, 2019.

### **Analysis and Impact:**

The following highlighted information is extracted from the financial statements.

<b><u>NET FINANCIAL ASSETS</u></b>	<b><u>2018/2019</u></b>	<b><u>2017/ 2018</u></b>	<b><u>2016/ 2017</u></b>	<b><u>2015 / 2016</u></b>	<b><u>2014 / 2015</u></b>
Net financial assets	(51,629,674)	(50,222,613)	(48,751,843)	(49,982,753)	(51,144,749)
Remove deferred capital revenue	53,510,984	53,727,585	53,342,952	52,783,158	53,124,338
Liquid financial assets	<u>\$ 1,881,310</u>	<u>\$ 3,504,972</u>	<u>\$ 4,591,109</u>	<u>\$ 2,800,405</u>	<u>\$ 1,979,589</u>

*financial assets available to pay for liabilities – a liquidity measure. Statement 1*



<b><u>SURPLUS</u></b>	<b><u>2018/2019</u></b>	<b><u>2017/ 2018</u></b>	<b><u>2016/ 2017</u></b>	<b><u>2015 / 2016</u></b>	<b><u>2014 / 2015</u></b>
Annual operating surplus	(408,215)	(1,714,908)	1,102,871	19,159	695,014
Annual surplus to capital	<u>(1,640,406)</u>	<u>1,431,560</u>	<u>633,321</u>	<u>1,124,752</u>	<u>437,063</u>
Total annual surplus (Deficit) (Statement 2)	<u><u>\$(2,048,621)</u></u>	<u><u>\$ (283,348)</u></u>	<u><u>\$ 1,736,192</u></u>	<u><u>\$ 1,143,911</u></u>	<u><u>\$ 1,132,077</u></u>

*excess operating revenue over operating expenses in the current year. Schedules 1 & 2*

#### **ACCUMULATED OPERATING SURPLUS SUMMARY (note 20)**

	<b><u>2018/2019</u></b>	<b><u>2017/ 2018</u></b>	<b><u>2016/ 2017</u></b>	<b><u>2015 / 2016</u></b>	<b><u>2014 / 2015</u></b>
Internally Restricted Operating Reserves					
School and departments	236,653	403,559	258,566	136,456	119,595
Aboriginal targeted	-	-	50,288	16,247	69,495
Employee benefit plans	-	-	282,910	282,910	282,910
Student learning grant	-	-	191,309	-	-
Total restricted operating reserves	<u>236,653</u>	<u>403,559</u>	<u>783,073</u>	<u>435,613</u>	<u>472,000</u>
Unrestricted Operating Reserve					
Held as contingency	269,503	510,812	600,073	568,676	535,583
Balance unrestricted	<u>-</u>	<u>-</u>	<u>1,246,133</u>	<u>522,119</u>	<u>499,666</u>
Total unrestricted operating reserves	<u>269,503</u>	<u>510,812</u>	<u>1,846,206</u>	<u>1,090,795</u>	<u>1,035,249</u>
Total operating reserve funds	506,156	914,371	2,629,279	1,526,408	1,507,249
Capital Reserves					
Local capital – allocated to projects	728,389	1,949,317	1,063,930	797,000	-
Local capital – unallocated	<u>-</u>	<u>-</u>	<u>471,290</u>	<u>215,000</u>	<u>215,000</u>
Total capital reserves	<u>728,389</u>	<u>1,949,317</u>	<u>1,535,220</u>	<u>1,012,000</u>	<u>215,000</u>
Total operating and capital reserves	<u><u>\$ 1,234,545</u></u>	<u><u>\$ 2,863,688</u></u>	<u><u>\$ 4,164,499</u></u>	<u><u>\$ 2,538,408</u></u>	<u><u>\$ 1,722,249</u></u>

*Reserve funds available for expenditures in addition to annual revenues*

#### **Public Participation:**

The issuance of the financial statements is within the “inform” category of the IAP2 spectrum of public participation.

#### **Implementation:**

Once the financial statements are accepted, and the audit letter obtained, the financial statements will be submitted to the Ministry of Education. The School District is required to submit the financial statements to the Ministry before September 30th, 2019.

The finalized financial statements along the auditor’s report must be published prior to December 31, 2019. At this point, staff anticipates finalizing the financial statements and presenting the statements with a management discussion and analysis report in the Annual Report, at the same time the Statement of Financial Information (SOFI) report is presented.

#### **Attachments:**

1. Draft Financial Statements

Audited Financial Statements of

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

And Independent Auditors' Report thereon

June 30, 2019



# School District No. 75 (Mission)

June 30, 2019

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# School District No. 75 (Mission)

## MANAGEMENT REPORT

**DRAFT**

Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 75 (Mission)

**DRAFT**

Signature of the Superintendent of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

# School District No. 75 (Mission)

Statement 1

## Statement of Financial Position

As at June 30, 2019

	2019 Actual	2018 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	11,751,465	14,149,921
Accounts Receivable		
Due from Province - Ministry of Education	227,148	168,610
Due from Province - Other	1,449	20,925
Due from LEA Funding	76,191	
Other (Note 3)	523,575	377,646
<b>Total Financial Assets</b>	<b>12,579,828</b>	<b>14,717,102</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	7,366,825	7,840,748
Unearned Revenue (Note 5)	1,372,359	1,592,199
Deferred Revenue (Note 6)	1,031,293	868,763
Deferred Capital Revenue (Note 7)	53,510,984	53,727,585
Employee Future Benefits (Note 8)	928,041	910,420
<b>Total Liabilities</b>	<b>64,209,502</b>	<b>64,939,715</b>
<b>Net Financial Assets (Debt)</b>	<b>(51,629,674)</b>	<b>(50,222,613)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 11)	80,199,488	80,838,474
Prepaid Expenses	249,762	252,336
<b>Total Non-Financial Assets</b>	<b>80,449,250</b>	<b>81,090,810</b>
<b>Accumulated Surplus (Deficit) (Note 20)</b>	<b>28,819,576</b>	<b>30,868,197</b>

Contractual Obligations (Note 15)

Contractual Rights (Note 16)

Contingent Liabilities (Note 17)

Approved by the Board

Signature of the Chairperson of the Board of Education

Signed

Signature of the Superintendent

Signed

Signature of the Secretary Treasurer

Date Signed

**DRAFT**

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

Statement 2

Statement of Operations

Year Ended June 30, 2019

	2019 Budget (Note 18)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	66,456,283	<b>67,253,660</b>	65,111,823
Other	261,034	<b>333,723</b>	407,150
Tuition	2,432,000	<b>2,707,297</b>	2,517,026
Other Revenue	2,060,532	<b>2,153,100</b>	2,418,990
Rentals and Leases	150,000	<b>179,020</b>	200,241
Investment Income	145,000	<b>182,214</b>	201,829
Amortization of Deferred Capital Revenue	2,893,787	<b>2,867,953</b>	2,827,868
<b>Total Revenue</b>	<u>74,398,636</u>	<u><b>75,676,967</b></u>	<u>73,684,927</u>
<b>Expenses (Note 19)</b>			
Instruction	60,994,807	<b>61,385,979</b>	58,964,118
District Administration	2,883,384	<b>3,004,309</b>	2,737,272
Operations and Maintenance	11,817,216	<b>12,241,179</b>	11,075,866
Transportation and Housing	1,131,982	<b>1,094,121</b>	1,191,019
<b>Total Expense</b>	<u>76,827,389</u>	<u><b>77,725,588</b></u>	<u>73,968,275</u>
<b>Surplus (Deficit) for the year</b>	<u>(2,428,753)</u>	<u><b>(2,048,621)</b></u>	<u>(283,348)</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>30,868,197</b>	31,151,545
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u><u><b>28,819,576</b></u></u>	<u><u>30,868,197</u></u>

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

Statement 4

Statement of Changes in Net Financial Assets (Debt)

Year Ended June 30, 2019

	2019 Budget (Note 18)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	(2,428,753)	<b>(2,048,621)</b>	(283,348)
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(3,601,054)	<b>(3,287,477)</b>	(4,789,734)
Amortization of Tangible Capital Assets	3,953,977	<b>3,926,463</b>	3,775,445
<b>Total Effect of change in Tangible Capital Assets</b>	352,923	<b>638,986</b>	(1,014,289)
Acquisition of Prepaid Expenses	(200,000)	<b>(249,762)</b>	(252,336)
Use of Prepaid Expenses	252,336	<b>252,336</b>	79,203
<b>Total Effect of change in Other Non-Financial Assets</b>	52,336	<b>2,574</b>	(173,133)
<b>(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)</b>	<u>(2,023,494)</u>	<b>(1,407,061)</b>	(1,470,770)
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>		<b>(1,407,061)</b>	(1,470,770)
<b>Net Financial Assets (Debt), beginning of year</b>		<b>(50,222,613)</b>	(48,751,843)
<b>Net Financial Assets (Debt), end of year</b>		<b>(51,629,674)</b>	(50,222,613)



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

Statement 5

Statement of Cash Flows

Year Ended June 30, 2019

	2019 Actual	2018 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	(2,048,621)	(283,348)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(261,182)	502,276
Prepaid Expenses	2,574	(173,133)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(473,923)	1,157,079
Unearned Revenue	(219,840)	16,338
Deferred Revenue	162,530	(441,524)
Employee Future Benefits	17,621	53,059
Amortization of Tangible Capital Assets	3,926,463	3,775,445
Amortization of Deferred Capital Revenue	(2,867,953)	(2,827,868)
Bylaw Capital Spent on Non-Capital Items	(426,598)	
<b>Total Operating Transactions</b>	<b>(2,188,929)</b>	<b>1,778,324</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(1,956,411)	(4,229,984)
Tangible Capital Assets -WIP Purchased	(1,331,066)	(559,750)
<b>Total Capital Transactions</b>	<b>(3,287,477)</b>	<b>(4,789,734)</b>
<b>Financing Transactions</b>		
Capital Revenue Received	3,077,950	3,212,501
<b>Total Financing Transactions</b>	<b>3,077,950</b>	<b>3,212,501</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>(2,398,456)</b>	<b>201,091</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<b>14,149,921</b>	<b>13,948,830</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>11,751,465</b>	<b>14,149,921</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	11,751,465	14,149,921
	<b>11,751,465</b>	<b>14,149,921</b>

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2019

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#### 1. Authority and purpose

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

#### 2. Summary of significant accounting policies

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

##### a) Basis of Accounting

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

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

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

##### b) Cash and cash equivalents

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

##### c) Accounts receivable

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

##### d) Unearned revenue

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

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2019

---

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

### e) Deferred revenue and deferred capital revenue

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

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

### f) Employee future benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

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

The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. For the purpose of determining the financial position of the plans and employee future benefit costs, a measurement date of March 31 was adopted.

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

### g) Liability for contaminated sites

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

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2019

---

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

### g) Liability for contaminated sites (continued)

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

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

### h) Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction, as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events indicate the need to revise. Estimated useful lives are as follows:

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

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2019

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

### i) Capital leases

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

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

### j) Prepaid expenses

Various instructional supplies, subscriptions, technology contracts, employee benefit payments and contracted services are included as a prepaid expense and stated at acquisition cost and are charged to expense during the period expected to benefit from it.

### k) Funds and reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see note 13 – Interfund transfers and note 20 – Accumulated surplus).

### l) Revenue recognition

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

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

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

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

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

## School District No. 75 (Mission)

### Notes to the Financial Statements

June 30, 2019

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

### l) Revenue recognition (continued)

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

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

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

### m) Expenses

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

#### Categories of Salaries

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

#### Allocation of costs

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

### n) Financial instruments

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

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

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

## Notes to the Financial Statements

June 30, 2019

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

## n) Financial instruments (continued)

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

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of re-measurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of re-measurement gains and losses and recognized in the statement of operations. During the year presented, there are no unrealized gains or losses, and as a result, no statement of re-measurement gains and losses has been presented. Interest and dividends attributable to financial instruments are reported in the statement of operations.

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

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

## o) Measurement uncertainty

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

**3. Accounts receivable – other**

	2019	2018
Due from Federal Government	\$ 75,236	\$ 83,809
Benefit plans surplus	284,775	193,319
Other	163,564	100,518
<b>Total accounts receivable - other</b>	<b>\$ 523,575</b>	<b>\$ 377,646</b>

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

	2019	2018
Trade payables	\$ 1,925,739	\$ 2,391,359
Salaries and benefits payable	4,797,391	4,883,443
Accrued vacation pay	643,695	565,946
<b>Total accounts payable and accrued liabilities – other</b>	<b>\$ 7,366,825</b>	<b>\$ 7,840,748</b>

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

## Notes to the Financial Statements

June 30, 2019

<b>5. Unearned revenue</b>	2019	2018
Balance, beginning of year	\$ 1,592,199	\$ 1,575,861
Changes for the year:		
Increase:		
Tuition fees collected	1,364,959	1,584,099
Transportation fees	7,400	8,100
	1,372,359	1,592,199
Decrease:		
Tuition fees recognized as revenue	1,584,099	1,569,211
Transportation fees recognized as revenue	8,100	6,650
	1,592,199	1,575,861
Net change for the year	(219,840)	16,338
<b>Balance, end of year</b>	<b>\$ 1,372,359</b>	<b>\$ 1,592,199</b>
	2019	2018
<b>Unearned revenue comprised of:</b>		
Tuition Fees	1,364,959	1,584,099
Transportation Fees	7,400	8,100
	<b>\$ 1,372,359</b>	<b>\$ 1,592,199</b>

**6. Deferred revenue**

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

	2019	2018
Balance, beginning of year	\$ 868,763	\$ 1,310,287
Changes for the year:		
Increase:		
Provincial grants – Ministry of Education	6,832,189	6,525,023
Provincial grants – Other Ministry	30,920	-
Other revenue	1,907,622	1,854,942
	8,770,731	8,379,965
Decrease:		
Allocated to revenue	(8,608,201)	(8,821,489)
Net change for the year	162,530	(441,524)
<b>Balance, end of year</b>	<b>\$ 1,031,293</b>	<b>\$ 868,763</b>
	2019	2018
<b>Deferred revenue comprised of:</b>		
Provincial grants – Ministry of Education	\$ -	\$ 24,356
Provincial grants – other	27,981	-
School generated funds	875,091	705,481
Other revenue	128,221	138,926
	<b>\$ 1,031,293</b>	<b>\$ 868,763</b>



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

## Notes to the Financial Statements

June 30, 2019

**7. Deferred capital revenue**

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

	2019	2018
<b>Deferred capital revenue subject to amortization</b>		
Balance, beginning of year	\$ 52,559,332	\$ 52,205,161
Increases:		
Capital additions	1,376,295	3,182,039
Decreases:		
Amortization	(2,867,953)	(2,827,868)
Net change for the year	(1,491,658)	354,171
Balance, end of year	\$ 51,067,674	\$ 52,559,332
<b>Deferred capital revenue not subject to amortization</b>		
Balance, beginning of year	93,968	451,313
Increases:		
Transfer from unspent - work in progress additions	1,331,066	93,968
Decreases:		
Transfer to deferred capital revenue	(58,916)	(451,313)
Net change for the year	1,272,150	93,968
Balance, end of year	1,366,118	93,968
Total deferred capital revenue, end of year	\$ 52,433,792	\$ 52,653,300
	2019	2018
<b>Unspent deferred capital revenue</b>		
Balance, beginning of year	\$ 1,074,285	\$ 686,478
Increases:		
Provincial grants – Ministry of Education	2,650,814	3,037,653
Provincial grants – Other	170,359	55,250
Other	256,777	119,598
Decreases:		
Transfer to deferred capital revenue subject to amortization	(1,317,379)	(2,730,726)
Transfer to deferred capital revenue - work in progress	(1,331,066)	(93,968)
Bylaw capital spent on non-capital items	(426,598)	-
Net change for the year	2,907	387,807
Balance, end of year	\$ 1,077,192	\$ 1,074,285
Total deferred capital revenue, end of year	\$ 53,510,984	\$ 53,727,585

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

## Notes to the Financial Statements

June 30, 2019

**8. Employee future benefits**

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

	2019	2018
<b>Assumptions</b>		
Discount Rate - April 1	2.75%	2.75%
Discount Rate - March 31	2.50%	2.75%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	10.0	9.1

**Reconciliation of Accrued Benefit Obligation**

Accrued Benefit Obligation – April 1	\$ 1,039,402	\$ 1,023,821
Service Cost	90,331	81,584
Interest Cost	29,492	29,002
Benefit Payments	(132,105)	(74,750)
Actuarial (Gain) Loss	47,657	(20,255)

Accrued Benefit Obligation – March 31	<u>\$ 1,074,777</u>	<u>\$ 1,039,402</u>
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**Reconciliation of Funded Status at End of Fiscal Year**

Accrued Benefit Obligation - March 31	\$ 1,074,777	\$ 1,039,402
Market Value of Plan Assets - March 31	0	0
Funded Status - Surplus (Deficit)	(1,074,777)	(1,039,402)
Employer Contributions After Measurement Date	48,200	44,980
Benefits Expense After Measurement Date	(31,347)	(29,956)
Unamortized Net Actuarial (Gain) Loss	129,883	113,958

Accrued Benefit Asset (Liability) - June 30	<u>\$ (928,041)</u>	<u>\$ (910,420)</u>
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**Reconciliation of Change in Accrued Benefit Liability**

Accrued Benefit Liability (Asset) - July 1	\$ 910,420	\$ 857,361
Net Expense for Fiscal Year	152,946	146,853
Employer Contributions	(135,325)	(93,794)

Accrued Benefit Liability (Asset) - June 30	<u>\$ 928,041</u>	<u>\$ 910,420</u>
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**Components of Net Benefit Expense**

Service Cost	\$ 92,315	\$ 83,771
Interest Cost	28,899	29,124
Amortization of Net Actuarial (Gain)/Loss	31,732	33,958

Net Benefit Expense (Income)	<u>\$ 152,946</u>	<u>\$ 146,853</u>
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**School District No. 75 (Mission)**

## Notes to the Financial Statements

June 30, 2019

**9. Debt**

The School District has an approved line of credit of \$1.0 million with interest at the bank's prime rate minus 0.25%. As of June 30, 2019, the School District had \$ nil borrowings (2018: \$ nil) under this line of credit.

**10. Capital lease obligations**

The School District has an approved revolving term lease of \$750,000. As of June 30, 2019, the School District had \$ nil borrowings (2018: \$ nil) under this lease.

**11. Tangible capital assets**

	2019	2018
<b>Net book value:</b>		
Sites	\$ 10,512,959	\$ 10,512,959
Buildings	64,884,285	66,521,178
Buildings – work in progress	1,455,655	559,750
Furniture & equipment	1,313,590	1,203,760
Vehicles	1,261,838	987,299
Computer software	58,614	114,643
Computer hardware	712,547	938,885
<b>Total net book value, tangible capital assets</b>	<b>\$ 80,199,488</b>	<b>\$ 80,838,474</b>

	Balance at July 1, 2018	Additions	Disposals	Balance at June 30, 2019
<b>Cost:</b>				
Sites	\$ 10,512,959	\$ -	\$ -	\$ 10,512,959
Buildings	139,306,682	1,584,130	-	140,890,812
Furniture & equipment	2,284,593	348,609	(140,183)	2,493,019
Vehicles	1,577,972	444,396	(203,204)	1,819,164
Computer software	342,054	14,437	-	356,491
Computer hardware	1,131,689	-	-	1,131,689
Work in progress	559,750	1,331,066	(435,161)	1,455,655
<b>Total cost</b>	<b>155,715,699</b>	<b>3,722,638</b>	<b>(778,548)</b>	<b>158,659,789</b>
<b>Accumulated amortization:</b>				
Sites	-	-	-	-
Buildings	72,785,504	3,221,023	-	76,006,527
Furniture & equipment	1,080,833	238,779	(140,183)	1,179,429
Vehicles	590,673	169,857	(203,204)	557,326
Computer software	227,411	70,466	-	297,877
Computer hardware	192,804	226,338	-	419,142
<b>Total amortization</b>	<b>74,877,225</b>	<b>3,926,463</b>	<b>(343,387)</b>	<b>78,460,301</b>
<b>Total net book value</b>	<b>\$ 80,838,474</b>	<b>\$ (203,825)</b>	<b>\$ (435,161)</b>	<b>\$ 80,199,488</b>

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

## Notes to the Financial Statements

June 30, 2019

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

<b>Cost:</b>	Balance at July 1, 2017	Additions	Disposals	Balance at June 30, 2018
Sites	\$ 10,512,959	\$ -	\$ -	\$ 10,512,959
Buildings	136,149,868	3,156,814	-	139,306,682
Furniture & equipment	2,172,570	261,261	(149,238)	2,284,593
Vehicles	1,631,828	328,887	(382,743)	1,577,972
Computer software	344,675	19,021	(21,642)	342,054
Computer hardware	414,830	915,314	(198,455)	1,131,689
Work in progress	451,313	559,750	(451,313)	559,750
<b>Total cost</b>	151,678,043	5,241,047	(1,203,391)	155,715,699
<b>Accumulated amortization:</b>				
Sites	-	-	-	-
Buildings	69,616,832	3,168,672	-	72,785,504
Furniture & equipment	1,007,113	222,958	(149,238)	1,080,833
Vehicles	812,926	160,490	(382,743)	590,673
Computer software	180,379	68,674	(21,642)	227,411
Computer hardware	236,608	154,651	(198,455)	192,804
<b>Total amortization</b>	71,853,858	3,775,445	(752,078)	74,877,225
<b>Total net book value</b>	\$ 79,824,185	\$ 1,465,602	\$ (451,313)	\$ 80,838,474

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

### **Notes to the Financial Statements**

June 30, 2019

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#### **12. Employee pension plans**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2017 the Teachers' Pension Plan has about 46,000 active members and approximately 38,000 retired members. As at December 31, 2017, the Municipal Pension Plan has about 197,000 active members, including approximately 24,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017, indicated a \$1,656 million surplus for basic pension benefits on a going concern basis. As a result of the 2017 basic account actuarial valuation surplus, plan enhancements and contribution rate adjustments were made; the remaining \$644 million surplus was transferred to the rate stabilization account.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2015, indicated a \$2,224 million funding surplus for basic pension benefits on a going concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rate remained unchanged.

The Mission School district paid \$5,492,669 for employer contributions to the plans for the year ended June 30, 2019 (2018: \$5,734,389).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2018, with results available in 2019.

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

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

## Notes to the Financial Statements

June 30, 2019

**13. Interfund transfers**

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2019, were as follows:

	2019	2018
Assets purchased by School Generated Funds for Capital	\$ 16,604	\$ -
Assets purchased by Operating for Capital	1,500	25,581
Appropriation from Local Capital Reserve to Operating	600,000	-
Local Capital Allocation from Operating to Capital	-	2,350,556

**14. Related party transactions**

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

**15. Contractual Obligations**

The School District has entered into a number of multiple-year contracts for the delivery of services. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2020	2021	2022	2023
Computer equipment leases	\$ 251,240	\$ 251,240	\$ 129,064	\$ 10,449
Dust collector system upgrade - MSS	252,871	262,482	-	-
	<u>\$ 504,111</u>	<u>\$ 513,722</u>	<u>\$ 129,064</u>	<u>\$ 10,449</u>

**16. Contractual Rights**

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

	2020	2021
Operating use agreement – Heritage Park	<u>\$ 145,181</u>	<u>\$ 73,309</u>

**17. Contingent Liabilities**

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

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

## Notes to the Financial Statements

June 30, 2019

**18. Budget figures**

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 26, 2019. The Board adopted a preliminary annual budget on September 18, 2018. The amended budget is used for comparison purposes as it is based on actual student enrolment. The following is a reconciliation of the two budgets:

<b>Statement 2</b>	<b>2019 Amended</b>	<b>2019 Preliminary</b>	<b>Budget change</b>
<b>Revenue</b>			
Provincial Grants			
Ministry of Education	\$ 66,456,283	\$ 66,501,705	\$ (45,422)
Other	261,034	281,034	(20,000)
Tuition	2,432,000	2,376,500	55,500
Other Revenue	2,060,532	2,015,000	45,532
Rentals and Leases	150,000	137,000	13,000
Investment Income	145,000	145,000	-
Amortization of Deferred Capital Revenue	2,893,787	2,798,435	95,352
<b>Total Revenue</b>	<b>74,398,636</b>	<b>74,254,674</b>	<b>143,962</b>
<b>Expense</b>			
Instruction	60,994,807	59,687,683	1,307,124
District administration	2,883,384	2,712,933	170,451
Operations and maintenance	11,817,216	11,392,083	425,133
Transportation and housing	1,131,982	1,067,461	64,521
<b>Total expense</b>	<b>76,827,389</b>	<b>74,860,160</b>	<b>1,967,229</b>
<b>Net revenue (expense)</b>	<b>(2,428,753)</b>	<b>(605,486)</b>	<b>(1,823,267)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>768,563</b>	<b>263,945</b>	<b>504,618</b>
<b>Budgeted surplus (deficit) for the year</b>	<b>\$ (1,660,190)</b>	<b>\$ (341,541)</b>	<b>\$ (1,318,649)</b>
<b>Statement 4</b>			
<b>Surplus (deficit) for the year</b>	<b>\$ (2,428,753)</b>	<b>\$ (605,486)</b>	<b>\$ (1,823,267)</b>
<b>Effect of change in tangible capital assets</b>			
Acquisition of tangible capital assets			
From operating and special purpose funds		(895,000)	895,000
From Local capital	(800,000)	(850,000)	50,000
From deferred capital revenue	(2,801,054)	(2,496,998)	(304,056)
<b>Total acquisition of tangible capital assets</b>	<b>(3,601,054)</b>	<b>(4,241,998)</b>	<b>640,944</b>
Amortization of tangible capital assets	3,953,977	4,034,976	(80,999)
<b>Total effect of change in tangible capital assets</b>	<b>352,923</b>	<b>(207,022)</b>	<b>559,945</b>
Acquisitions of prepaid expenses	(200,000)	(200,000)	-
Use of prepaid expenses	252,336	200,000	52,336
	52,336	-	52,336
<b>(Increase) decrease in net financial assets (debt)</b>	<b>\$ (2,023,494)</b>	<b>\$ (812,508)</b>	<b>\$ (1,210,986)</b>

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

## Notes to the Financial Statements

June 30, 2019

**19. Expense by object**

	2019	2018
Salaries and benefits	\$ 63,970,423	\$ 60,954,789
Services and supplies	9,828,702	9,238,041
Amortization	3,926,463	3,775,445
<b>Total expense by object</b>	<b>\$ 77,725,588</b>	<b>\$ 73,968,275</b>

**20. Accumulated surplus**

	2019	2018
Restricted (appropriated) operating surplus for:		
Schools and departments	\$ 236,653	\$ 403,559
Total restricted (appropriated) operating surplus	236,653	403,559
Unrestricted operating surplus	269,503	510,812
Total operating surplus available for future operations	506,156	914,371
Restricted local capital reserve available for capital projects	728,389	1,949,317
Invested in tangible capital assets	27,585,031	28,004,509
Total capital surplus	28,313,420	29,953,826
<b>Total accumulated surplus</b>	<b>\$ 28,819,576</b>	<b>\$ 30,868,197</b>

**21. Economic dependence**

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

**22. Risk management**

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk. The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

**a) Credit risk:**

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

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

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



**22. Risk management (continued)**

b) Market risk:

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

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

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District would be exposed to interest rate risk through investments. It is management's opinion that the School District is not exposed to significant interest rate risk as their current holdings are limited to cash deposits.

c) Liquidity risk:

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

# School District No. 75 (Mission)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2019

	Operating Fund	Special Purpose Fund	Capital Fund	2019 Actual	2018 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	914,371		29,953,826	30,868,197	31,151,545
Changes for the year					
Surplus (Deficit) for the year	(1,006,715)	16,604	(1,058,510)	(2,048,621)	(283,348)
Interfund Transfers					
Tangible Capital Assets Purchased	(1,500)	(16,604)	18,104	-	
Local Capital	600,000		(600,000)	-	
Net Changes for the year	(408,215)	-	(1,640,406)	(2,048,621)	(283,348)
Accumulated Surplus (Deficit), end of year - Statement 2	506,156	-	28,313,420	28,819,576	30,868,197

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

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2019

	2019 Budget (Note 18) \$	2019 Actual \$	2018 Actual \$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	59,690,040	<b>59,970,517</b>	58,308,097
Other	261,034	<b>330,784</b>	357,150
Tuition	2,432,000	<b>2,707,297</b>	2,517,026
Other Revenue	390,532	<b>404,383</b>	451,227
Rentals and Leases	150,000	<b>179,020</b>	200,241
Investment Income	145,000	<b>182,214</b>	201,829
<b>Total Revenue</b>	<b>63,068,606</b>	<b>63,774,215</b>	62,035,570
<b>Expenses</b>			
Instruction	52,974,096	<b>53,200,585</b>	50,682,591
District Administration	2,801,964	<b>2,931,819</b>	2,607,456
Operations and Maintenance	7,529,127	<b>7,554,405</b>	7,050,765
Transportation and Housing	1,131,982	<b>1,094,121</b>	1,030,529
<b>Total Expense</b>	<b>64,437,169</b>	<b>64,780,930</b>	61,371,341
<b>Operating Surplus (Deficit) for the year</b>	<b>(1,368,563)</b>	<b>(1,006,715)</b>	664,229
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<b>768,563</b>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased		<b>(1,500)</b>	(28,581)
Local Capital	600,000	<b>600,000</b>	(2,350,556)
<b>Total Net Transfers</b>	<b>600,000</b>	<b>598,500</b>	(2,379,137)
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>(408,215)</b>	(1,714,908)
<b>Operating Surplus (Deficit), beginning of year</b>		<b>914,371</b>	2,629,279
<b>Operating Surplus (Deficit), end of year</b>		<b>506,156</b>	914,371
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted (Note 20)		<b>236,653</b>	403,559
Unrestricted		<b>269,503</b>	510,812
<b>Total Operating Surplus (Deficit), end of year</b>		<b>506,156</b>	914,371

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

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2019

	2019 Budget (Note 18)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	58,799,771	<b>58,855,102</b>	57,063,995
ISC/LEA Recovery	(195,532)	<b>(173,957)</b>	(116,868)
Other Ministry of Education Grants			
Pay Equity	725,901	<b>725,901</b>	725,901
Funding for Graduated Adults		<b>16,731</b>	18,184
Transportation Supplement	188,900	<b>188,900</b>	188,900
Economic Stability Dividend	70,000	<b>69,605</b>	37,141
Return of Administrative Savings			280,146
Carbon Tax Grant	50,000	<b>61,051</b>	56,095
Employer Health Tax Grant		<b>156,520</b>	
Strategic Priorities - Mental Health Grant	33,000	<b>33,000</b>	
Support Staff Benefits Grant		<b>13,200</b>	12,960
FSA	13,000	<b>12,964</b>	12,964
Shoulder Tappers Grant			23,679
Skills Training Grant	5,000	<b>5,000</b>	5,000
Children and Youth Video Grant		<b>6,500</b>	
<b>Total Provincial Grants - Ministry of Education</b>	<u>59,690,040</u>	<u><b>59,970,517</b></u>	<u>58,308,097</u>
<b>Provincial Grants - Other</b>	<u>261,034</u>	<u><b>330,784</b></u>	<u>357,150</u>
<b>Tuition</b>			
Continuing Education	309,000	<b>341,409</b>	319,291
International and Out of Province Students	2,123,000	<b>2,360,607</b>	2,197,735
Summit Distance Learning		<b>5,281</b>	
<b>Total Tuition</b>	<u>2,432,000</u>	<u><b>2,707,297</b></u>	<u>2,517,026</u>
<b>Other Revenues</b>			
LEA Funding from First Nations	195,532	<b>173,957</b>	116,868
Miscellaneous			
Transportation Fees		<b>12,745</b>	15,056
Pay for Service - Riverside	20,000	<b>28,748</b>	17,422
Clarke Theatre Support	100,000	<b>100,000</b>	50,000
Other Revenues	75,000	<b>88,933</b>	251,881
<b>Total Other Revenue</b>	<u>390,532</u>	<u><b>404,383</b></u>	<u>451,227</u>
<b>Rentals and Leases</b>	<u>150,000</u>	<u><b>179,020</b></u>	<u>200,241</u>
<b>Investment Income</b>	<u>145,000</u>	<u><b>182,214</b></u>	<u>201,829</u>
<b>Total Operating Revenue</b>	<u><u>63,068,606</u></u>	<u><u><b>63,774,215</b></u></u>	<u><u>62,035,570</u></u>

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

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2019

	2019 Budget (Note 18)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	24,613,020	<b>24,989,195</b>	24,207,317
Principals and Vice Principals	3,922,400	<b>3,907,768</b>	3,584,352
Educational Assistants	5,992,600	<b>6,004,018</b>	5,940,501
Support Staff	7,045,200	<b>7,006,633</b>	6,439,228
Other Professionals	2,019,313	<b>2,052,903</b>	1,895,993
Substitutes	3,200,782	<b>3,270,084</b>	2,595,388
<b>Total Salaries</b>	<b>46,793,315</b>	<b>47,230,601</b>	44,662,779
<b>Employee Benefits</b>	10,905,830	<b>10,757,422</b>	10,372,238
<b>Total Salaries and Benefits</b>	<b>57,699,145</b>	<b>57,988,023</b>	55,035,017
<b>Services and Supplies</b>			
Services	1,953,839	<b>1,968,123</b>	1,768,973
Student Transportation	19,000	<b>35,962</b>	52,642
Professional Development and Travel	492,400	<b>557,662</b>	535,668
Rentals and Leases	264,040	<b>276,656</b>	111,457
Dues and Fees	88,100	<b>116,011</b>	74,434
Insurance	155,277	<b>137,810</b>	198,501
Supplies	2,631,368	<b>2,555,097</b>	2,539,120
Utilities	1,134,000	<b>1,145,586</b>	1,055,529
<b>Total Services and Supplies</b>	<b>6,738,024</b>	<b>6,792,907</b>	6,336,324
<b>Total Operating Expense</b>	<b>64,437,169</b>	<b>64,780,930</b>	61,371,341

# School District No. 75 (Mission)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	20,056,957	433,298	47,275	332,626		2,551,926	23,422,082
1.03 Career Programs	544,498	123,329	6,150	312,968		4,445	991,390
1.07 Library Services	949,756					8,400	958,156
1.08 Counselling	1,177,503						1,177,503
1.10 Special Education	1,948,978		4,891,349	532,163		367,001	7,739,491
1.30 English Language Learning	159,913	12,401	354,613				526,927
1.31 Aboriginal Education	136,127	208,380	704,631	35,532		9,396	1,094,066
1.41 School Administration		2,976,145		1,119,325	91,170	65,848	4,252,488
1.60 Summer School	15,463						15,463
1.62 International and Out of Province Students				93,357	132,880		226,237
1.64 Other				23,702	163,541		187,243
<b>Total Function 1</b>	<b>24,989,195</b>	<b>3,753,553</b>	<b>6,004,018</b>	<b>2,449,673</b>	<b>387,591</b>	<b>3,007,016</b>	<b>40,591,046</b>
<b>4 District Administration</b>							
4.11 Educational Administration		123,667		91,678	504,026		719,371
4.40 School District Governance					86,418		86,418
4.41 Business Administration		30,548		361,999	714,834	17,975	1,125,356
<b>Total Function 4</b>	<b>-</b>	<b>154,215</b>	<b>-</b>	<b>453,677</b>	<b>1,305,278</b>	<b>17,975</b>	<b>1,931,145</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				51,805	282,434	30,511	364,750
5.50 Maintenance Operations				3,142,457		185,841	3,328,298
5.52 Maintenance of Grounds				250,390		92	250,482
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,444,652</b>	<b>282,434</b>	<b>216,444</b>	<b>3,943,530</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				33,502	77,600		111,102
7.70 Student Transportation				625,129		28,649	653,778
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>658,631</b>	<b>77,600</b>	<b>28,649</b>	<b>764,880</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>24,989,195</b>	<b>3,907,768</b>	<b>6,004,018</b>	<b>7,006,633</b>	<b>2,052,903</b>	<b>3,270,084</b>	<b>47,230,601</b>

# School District No. 75 (Mission)

Operating Expense by Function, Program and Object

Year Ended June 30, 2019

Schedule 2C (Unaudited)

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Actual	2019 Budget (Note 18)	2018 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	23,422,082	5,388,467	28,810,549	1,771,265	30,581,814	32,504,746	29,458,747
1.03 Career Programs	991,390	217,417	1,208,807	350,823	1,559,630	1,415,600	1,615,368
1.07 Library Services	958,156	220,273	1,178,429	58,133	1,236,562	1,061,600	1,191,747
1.08 Counselling	1,177,503	236,977	1,414,480	2,241	1,416,721	1,336,220	1,342,373
1.10 Special Education	7,739,491	1,863,375	9,602,866	181,053	9,783,919	8,132,210	9,310,850
1.30 English Language Learning	526,927	127,813	654,740	9,932	664,672	684,380	510,865
1.31 Aboriginal Education	1,094,066	250,207	1,344,273	207,851	1,552,124	1,455,190	1,460,018
1.41 School Administration	4,252,488	913,419	5,165,907	167,227	5,333,134	5,323,210	4,948,860
1.60 Summer School	15,463	2,960	18,423	289	18,712		
1.62 International and Out of Province Students	226,237	53,750	279,987	529,009	808,996	847,750	625,406
1.64 Other	187,243	26,609	213,852	30,449	244,301	213,190	218,357
<b>Total Function 1</b>	<b>40,591,046</b>	<b>9,301,267</b>	<b>49,892,313</b>	<b>3,308,272</b>	<b>53,200,585</b>	<b>52,974,096</b>	<b>50,682,591</b>
<b>4 District Administration</b>							
4.11 Educational Administration	719,371	161,452	880,823	158,083	1,038,906	1,049,510	994,227
4.40 School District Governance	86,418	19,225	105,643	73,825	179,468	180,313	161,555
4.41 Business Administration	1,125,356	232,246	1,357,602	355,843	1,713,445	1,572,141	1,451,674
<b>Total Function 4</b>	<b>1,931,145</b>	<b>412,923</b>	<b>2,344,068</b>	<b>587,751</b>	<b>2,931,819</b>	<b>2,801,964</b>	<b>2,607,456</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	364,750	72,936	437,686	218,855	656,541	699,127	465,430
5.50 Maintenance Operations	3,328,298	740,566	4,068,864	1,196,048	5,264,912	5,172,900	4,988,907
5.52 Maintenance of Grounds	250,482	55,360	305,842	181,524	487,366	523,100	540,899
5.56 Utilities	-	-	-	1,145,586	1,145,586	1,134,000	1,055,529
<b>Total Function 5</b>	<b>3,943,530</b>	<b>868,862</b>	<b>4,812,392</b>	<b>2,742,013</b>	<b>7,554,405</b>	<b>7,529,127</b>	<b>7,050,765</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration	111,102	26,304	137,406	4,537	141,943	130,900	136,563
7.70 Student Transportation	653,778	148,066	801,844	150,334	952,178	1,001,082	893,966
<b>Total Function 7</b>	<b>764,880</b>	<b>174,370</b>	<b>939,250</b>	<b>154,871</b>	<b>1,094,121</b>	<b>1,131,982</b>	<b>1,030,529</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>47,230,601</b>	<b>10,757,422</b>	<b>57,988,023</b>	<b>6,792,907</b>	<b>64,780,930</b>	<b>64,437,169</b>	<b>61,371,341</b>

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

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2019

	2019 Budget (Note 18)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	6,766,243	<b>6,856,545</b>	6,803,726
Other		<b>2,939</b>	50,000
Other Revenue	1,670,000	<b>1,748,717</b>	1,967,763
<b>Total Revenue</b>	<u>8,436,243</u>	<u><b>8,608,201</b></u>	<u>8,821,489</u>
<b>Expenses</b>			
Instruction	8,020,711	<b>8,185,394</b>	8,281,527
District Administration	81,420	<b>72,490</b>	129,816
Operations and Maintenance	334,112	<b>333,713</b>	410,146
<b>Total Expense</b>	<u>8,436,243</u>	<u><b>8,591,597</b></u>	<u>8,821,489</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u><b>16,604</b></u>	<u>-</u>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased		<b>(16,604)</b>	
<b>Total Net Transfers</b>	<u>-</u>	<u><b>(16,604)</b></u>	<u>-</u>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u><u>-</u></u>	<u><u>-</u></u>



# School District No. 75 (Mission)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			118,926	705,481	10,809	13,547			
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	249,513	231,069			160,000	29,400	96,453	389,950	292,193
Provincial Grants - Other									
Other			60,195	1,847,427					
	249,513	231,069	60,195	1,847,427	160,000	29,400	96,453	389,950	292,193
<b>Less:</b> Allocated to Revenue	249,513	231,069	70,900	1,677,817	170,809	42,947	96,453	389,950	292,193
<b>Deferred Revenue, end of year</b>	-	-	108,221	875,091	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	249,513	231,069			170,809	42,947	96,453	389,950	292,193
Provincial Grants - Other									
Other Revenue			70,900	1,677,817					
	249,513	231,069	70,900	1,677,817	170,809	42,947	96,453	389,950	292,193
<b>Expenses</b>									
Salaries									
Teachers						23,505			
Principals and Vice Principals							41,890		
Educational Assistants		185,836						308,884	
Support Staff	29,929				115,650				92,060
Substitutes					1,272		1,265	826	147,396
	29,929	185,836	-	-	116,922	23,505	43,155	309,710	239,456
Employee Benefits	7,482	45,233			27,109	6,155	9,949	72,177	44,367
Services and Supplies	212,102		70,900	1,661,213	26,778	13,287	43,349	8,063	8,370
	249,513	231,069	70,900	1,661,213	170,809	42,947	96,453	389,950	292,193
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	16,604	-	-	-	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased				(16,604)					
	-	-	-	(16,604)	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

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

Changes in Special Purpose Funds and Expense by Object  
Year Ended June 30, 2019

Schedule 3A (Unaudited)

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	BEST	POPFASD C.A.R.S	MCFD Early Years	TOTAL
	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			20,000			868,763
<b>Add:</b> Restricted Grants						
Provincial Grants - Ministry of Education	4,716,526	667,085				6,832,189
Provincial Grants - Other				10,187	20,733	30,920
Other						1,907,622
	4,716,526	667,085	-	10,187	20,733	8,770,731
<b>Less:</b> Allocated to Revenue	4,716,526	667,085	-	2,939	-	8,608,201
<b>Deferred Revenue, end of year</b>	-	-	20,000	7,248	20,733	1,031,293
<b>Revenues</b>						
Provincial Grants - Ministry of Education	4,716,526	667,085				6,856,545
Provincial Grants - Other				2,939		2,939
Other Revenue						1,748,717
	4,716,526	667,085	-	2,939	-	8,608,201
<b>Expenses</b>						
Salaries						
Teachers	3,773,222	86,075				3,882,802
Principals and Vice Principals						41,890
Educational Assistants						494,720
Support Staff						237,639
Substitutes				1,501		152,260
	3,773,222	86,075	-	1,501	-	4,809,311
Employee Benefits	943,304	17,048		265		1,173,089
Services and Supplies		563,962		1,173		2,609,197
	4,716,526	667,085	-	2,939	-	8,591,597
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	16,604
<b>Interfund Transfers</b>						
Tangible Capital Assets Purchased						(16,604)
	-	-	-	-	-	(16,604)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-

# School District No. 75 (Mission)

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2019

	2019 Budget (Note 18)	2019 Actual			2018 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education		426,598		426,598	
Amortization of Deferred Capital Revenue	2,893,787	2,867,953		2,867,953	2,827,868
<b>Total Revenue</b>	2,893,787	3,294,551	-	3,294,551	2,827,868
<b>Expenses</b>					
Operations and Maintenance		426,598		426,598	
Amortization of Tangible Capital Assets					
Operations and Maintenance	3,953,977	3,926,463		3,926,463	3,614,955
Transportation and Housing				-	160,490
<b>Total Expense</b>	3,953,977	4,353,061	-	4,353,061	3,775,445
<b>Capital Surplus (Deficit) for the year</b>	(1,060,190)	(1,058,510)	-	(1,058,510)	(947,577)
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased		18,104		18,104	28,581
Local Capital	(600,000)		(600,000)	(600,000)	2,350,556
<b>Total Net Transfers</b>	(600,000)	18,104	(600,000)	(581,896)	2,379,137
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets Purchased from Local Capital		620,928	(620,928)	-	
<b>Total Other Adjustments to Fund Balances</b>		620,928	(620,928)	-	
<b>Total Capital Surplus (Deficit) for the year</b>	(1,660,190)	(419,478)	(1,220,928)	(1,640,406)	1,431,560
<b>Capital Surplus (Deficit), beginning of year</b>		28,004,509	1,949,317	29,953,826	28,522,266
<b>Capital Surplus (Deficit), end of year</b>		27,585,031	728,389	28,313,420	29,953,826

# School District No. 75 (Mission)

Schedule 4A (Unaudited)

Tangible Capital Assets

Year Ended June 30, 2019

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	10,512,959	139,306,682	2,284,593	1,577,972	342,054	1,131,689	<b>155,155,949</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		749,746	90,000	296,062	14,437		<b>1,150,245</b>
Deferred Capital Revenue - Other			167,134				<b>167,134</b>
Operating Fund		1,500					<b>1,500</b>
Special Purpose Funds		8,984	7,620				<b>16,604</b>
Local Capital		388,739	83,855	148,334			<b>620,928</b>
Transferred from Work in Progress		435,161					<b>435,161</b>
	-	1,584,130	348,609	444,396	14,437	-	<b>2,391,572</b>
Decrease:							
Deemed Disposals			140,183	203,204			<b>343,387</b>
	-	-	140,183	203,204	-	-	<b>343,387</b>
<b>Cost, end of year</b>	10,512,959	140,890,812	2,493,019	1,819,164	356,491	1,131,689	<b>157,204,134</b>
<b>Work in Progress, end of year</b>		1,455,655					<b>1,455,655</b>
<b>Cost and Work in Progress, end of year</b>	10,512,959	142,346,467	2,493,019	1,819,164	356,491	1,131,689	<b>158,659,789</b>
<b>Accumulated Amortization, beginning of year</b>		72,785,504	1,080,833	590,673	227,411	192,804	<b>74,877,225</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		3,221,023	238,779	169,857	70,466	226,338	<b>3,926,463</b>
Decrease:							
Deemed Disposals			140,183	203,204			<b>343,387</b>
		-	140,183	203,204	-	-	<b>343,387</b>
<b>Accumulated Amortization, end of year</b>		76,006,527	1,179,429	557,326	297,877	419,142	<b>78,460,301</b>
<b>Tangible Capital Assets - Net</b>	<b>10,512,959</b>	<b>66,339,940</b>	<b>1,313,590</b>	<b>1,261,838</b>	<b>58,614</b>	<b>712,547</b>	<b>80,199,488</b>

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

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2019

	<b>Buildings</b>	<b>Furniture and Equipment</b>	<b>Computer Software</b>	<b>Computer Hardware</b>	<b>Total</b>
	\$	\$	\$	\$	\$
<b>Work in Progress, beginning of year</b>	559,750				<b>559,750</b>
<b>Changes for the Year</b>					
Increase:					
Deferred Capital Revenue - Bylaw	1,331,066				<b>1,331,066</b>
	1,331,066	-	-	-	<b>1,331,066</b>
Decrease:					
Transferred to Tangible Capital Assets	435,161				<b>435,161</b>
	435,161	-	-	-	<b>435,161</b>
<b>Net Changes for the Year</b>	895,905	-	-	-	<b>895,905</b>
<b>Work in Progress, end of year</b>	<b>1,455,655</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,455,655</b>

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

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2019

	<b>Bylaw Capital</b>	<b>Other Provincial</b>	<b>Other Capital</b>	<b>Total Capital</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Deferred Capital Revenue, beginning of year</b>	52,241,028	94,114	224,190	<b>52,559,332</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,150,245	136,731	30,403	<b>1,317,379</b>
Transferred from Work in Progress	58,916			<b>58,916</b>
	<u>1,209,161</u>	<u>136,731</u>	<u>30,403</u>	<u><b>1,376,295</b></u>
Decrease:				
Amortization of Deferred Capital Revenue	2,807,981	17,390	42,582	<b>2,867,953</b>
	<u>2,807,981</u>	<u>17,390</u>	<u>42,582</u>	<u><b>2,867,953</b></u>
<b>Net Changes for the Year</b>	<u>(1,598,820)</u>	<u>119,341</u>	<u>(12,179)</u>	<u><b>(1,491,658)</b></u>
<b>Deferred Capital Revenue, end of year</b>	<u>50,642,208</u>	<u>213,455</u>	<u>212,011</u>	<u><b>51,067,674</b></u>
<b>Work in Progress, beginning of year</b>	93,968			<b>93,968</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Deferred Revenue - Work in Progress	1,331,066			<b>1,331,066</b>
	<u>1,331,066</u>	<u>-</u>	<u>-</u>	<u><b>1,331,066</b></u>
Decrease:				
Transferred to Deferred Capital Revenue	58,916			<b>58,916</b>
	<u>58,916</u>	<u>-</u>	<u>-</u>	<u><b>58,916</b></u>
<b>Net Changes for the Year</b>	<u>1,272,150</u>	<u>-</u>	<u>-</u>	<u><b>1,272,150</b></u>
<b>Work in Progress, end of year</b>	<u>1,366,118</u>	<u>-</u>	<u>-</u>	<u><b>1,366,118</b></u>
<b>Total Deferred Capital Revenue, end of year</b>	<u><b>52,008,326</b></u>	<u><b>213,455</b></u>	<u><b>212,011</b></u>	<u><b>52,433,792</b></u>

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

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2019

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
<b>Balance, beginning of year</b>	257,095		11,827	782,437	22,926	<b>1,074,285</b>
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	2,650,814					<b>2,650,814</b>
Provincial Grants - Other			170,359			<b>170,359</b>
Other				247,950	8,827	<b>256,777</b>
	2,650,814	-	170,359	247,950	8,827	<b>3,077,950</b>
Decrease:						
Transferred to DCR - Capital Additions	1,150,245		136,731		30,403	<b>1,317,379</b>
Transferred to DCR - Work in Progress	1,331,066					<b>1,331,066</b>
AFG Spent on Non-Capital Items	426,598					<b>426,598</b>
	2,907,909	-	136,731	-	30,403	<b>3,075,043</b>
<b>Net Changes for the Year</b>	(257,095)	-	33,628	247,950	(21,576)	<b>2,907</b>
<b>Balance, end of year</b>	-	-	<b>45,455</b>	<b>1,030,387</b>	<b>1,350</b>	<b>1,077,192</b>

**ITEM 5.3      Action**

**File No.    7610.43**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Public Sector Executive Compensation Report 2018-2019

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**Recommendation**

**THAT the Public Sector Executive Compensation Report dated September 17, 2019 be approved and submitted to the BC Public School Employers' Association.**

**Summary:**

Boards of Education are required to complete the Public Sector Executive Compensation ("PSEC") Disclosure Report for fiscal 2018-2019, (year ending June 30, 2019). This executive compensation disclosure process was brought into effect in 2008 through the enactment of amendments to the Public Sector Employers Act; boards completed the first executive compensation reporting at the close of the fiscal year 2007-2008. The disclosure requirements apply to chief executive officers and the next four highest paid executives, where these positions are paid an annual base salary of \$125,000 or more.

**Background:**

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

- The Public Sector Employers Act, which establishes the legislative policy framework for exempt staff compensation administration in the public sector.
- The BCPSEA exempt staff compensation management plan (Policy 95-06, Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement), which is an approved compensation plan under the legislation.
- The provincial government Management Compensation Freeze, implemented in September 2012.

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

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

**Policy, Regulation, Legislation:**

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

**Implementation:**

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

**Attachments:**

1. Public Sector Executive Compensation Disclosure Report, SD 75 (Mission)
2. Attestation Letter



## **Public Sector Executive Compensation School District No. 75 (Mission) Disclosure Report 2018-2019**

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

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

### **Compensation Philosophy**

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

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

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

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

Inherent in the compensation philosophy are the following core principles:

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

## Labour Market Comparators

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

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

The following considerations guide articulation of the relevant labour market:

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

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

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

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

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

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

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

## Cash Compensation

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

- **Annual base salary**

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

- **Vehicle Allowance**

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

## Non-cash Compensation

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

- **Health and welfare benefits**, such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** — executive/senior management employees are enrolled in either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Paid time off**, including an annual vacation entitlement of 30 to 35 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

## Compensation Administration

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

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

- **Annual base salary administration**

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a

salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

## Accountability

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

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

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

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

<b>Executive Compensation Disclosure</b>						
<b>July 1, 2018 thru June 30, 2019</b>						
<b>NAME, TITLE</b>	<b>Salary</b>	<b>Benefits</b>	<b>Pension</b>	<b>Vehicle Allowance</b>	<b>2018/2019 Total</b>	<b>2017/2018 Total</b>
Angus Wilson, Superintendent	\$162,075	\$19,879	\$12,343	\$7,200	\$201,497	\$197,135
Corien Becker, Secretary Treasurer	\$147,186	\$15,222	\$12,054	\$7,200	\$181,662	\$177,044
Larry Jepsen, Assistant Superintendent	\$142,586	\$17,488	\$12,430	\$6,000	\$178,504	\$175,480
Tina Phelps, Director of HR	\$128,204	\$15,705	\$12,226	\$4,500	\$160,635	
Carolynn Schmor, Director, Student Services	\$128,856	\$15,791	\$12,399	\$6,000	\$163,046	

September 13, 2019

Christina Zacharuk  
President and CEO  
Public Sector Employers' Council Secretariat  
Suite 201, 880 Douglas Street  
Victoria, BC V8W 2B7

Dear Ms. Zacharuk:

This will confirm that the Board of Education of School District No. 75 (Mission) is aware of the total compensation paid to executive staff during the 2018-2019 fiscal year and further, that we verify the amount of compensation paid was within the compensation plan as approved by the Board and reported to the Public Sector Employers' Council Secretariat.

Yours truly,

Tracy Loffler, Board Chair

**ITEM 6.1      Action**

**File No.    1020**

TO:                Board of Education  
FROM:            C. Becker, Secretary Treasurer  
SUBJECT:        Respectful Schools and Workplaces Policy

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**Recommendation**

**THAT the Respectful Schools and Workplaces Policy - Anti-Bullying, Harassment and Discrimination be approved.**

**Summary:**

The Respectful Schools and Workplaces Policy: Anti-Bullying, Harassment, and Discrimination has been updated to include the recommendations from Worksafe BC, as well as direction from the current related policies. The corresponding procedure provides direction to employees on what is/isn't bullying, harassment, or discrimination, and provides guidance to report instances of inappropriate conduct.

**Background:**

In July 2019, the School District received an order from Worksafe BC to update the Anti-Bullying and Harassment policy and procedures, and to ensure all staff review the updated policy and procedures. The Draft policy was submitted to WorksafeBC in July. However, the order remains open until the policy is approved.

The draft policy was structured to combine relevant policies (respectful schools, anti-bullying/Harassment, employee code of conduct) into one document for employees and students to review for guidance, rather than having multiple policies with similar direction. The updated policy covers the respectful schools and workplaces and is structured similar to a code of conduct. The intent is to meet the requirements of worksafeBC, while still reflecting the previous policy guidance.

During the review of recent complaints regarding bullying and harassment, WorksafeBC determined that the school district's policy and procedures were not guiding staff in accordance with the regulations. In addition, staff were not reviewing the documents annually as required. The process for the annual review is being updated, and all staff will be oriented on the new policy and procedure at the first staff meeting of the year. If changes are made during the approval process, staff will be reoriented to the updated policy and procedures shortly after the changes are made.

**Policy, Regulation, Legislation:**

WorksafeBC directs the provision of policies and procedures to address bullying and harassment in the workplace. While the updated policy directs respectful workplaces incorporating the anti-discrimination component from the human rights code, it also meets the WorksafeBC requirements for an anti-bullying and harassment policy. The procedure more specifically addresses the detailed information WorksafeBC requires to address complaints of bullying and harassment.

**Public Participation:**

The draft policy and procedures will be reviewed by all the Joint Occupational Health and Safety (JOHS) Committees, the District Health and Safety Advisory Committee, and both Unions this fall. Any recommended revisions to the policy will be returned to the Board for consideration.

**Attachments:**

- a. Draft Policy
- b. Draft Respectful Workplace Procedure and forms

**Implementation:**

1. Sept 2019 - Review draft policy, procedure, and forms with all employees
2. Sept – Oct 2019 – Review draft policy, procedure, and forms with all JOHS committees, the District Health and Safety Advisory Committee, the two employee unions, and the Mission Principals and Vice-Principals Association.
3. October / November – Staff update any changes to the procedure and forms based on feedback.
4. November / December – Staff return the policy with any recommended changes based on the feedback, along with the changes to the procedure and forms to a Committee of the Whole meeting for consideration.

<b>Section:</b>	<b>District Administration</b>	
<b>Title:</b>	<b>Respectful Schools and Workplaces Policy – Anti-Bullying, Harassment and Discrimination</b>	<b>110</b>

## Purpose

To mandate the expectation for a respectful operating environment.

## Policy

Mission Public Schools will structure its schools and workplaces to provide a safe, personally secure, and respectful environment that values and respects individual differences and does not undermine the dignity, self-esteem, or the respect of any person interacting with Mission Public Schools including elected officials, members of the public, parents, employees, and students.

Mission Public Schools will not condone, accept, or tolerate within its schools and workplaces, any bullying or harassing conduct, nor any acts of discrimination due to a persons' race, colour, ancestry, place of origin, religion, political affiliation, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age, of that person or that group or class of persons, in accordance with the (BC) *Human Rights Code* and the *Workers Compensation Act*.

Mission Public Schools expects all individuals to show respect for others including respect for others' rights, beliefs, ideas, and property.

## General Guidelines

1. The Board, management, and employees share the responsibility of maintaining safe, personally secure, and respectful schools and workplaces that are free from bullying, harassment, or discrimination.
2. Mission Public Schools will ensure guidelines, procedures, and processes are in place to support respectful schools and workplaces and to:
  - a. provide support to address instances where students or employees are subjected to bullying, harassment, or discrimination, or
  - b. where members of the public interacting with Mission Public Schools feel bullied, harassed, or discriminated against due to actions of Mission Public Schools or its employees representing Mission Public Schools in an official capacity.
3. All employees and students are required to review this policy annually.

**Date of Original Board Approval:** Code of Conduct - February 2009 (Policy 19)  
Respectful Schools – February 2016 (Policy 25)

**Date Amended:** , 2019

**Legal Reference:** *Workers Compensation Act – Section 115, OHS Regulation*  
*Human Rights Code (RSBC 1996), Chapter 210*



Cross Reference: [\*Sexual Minority Policy\*](#)  
[\*Respectful Workplace: Anti-Bullying, Harassment, & Discrimination\*](#)  
[\*Respectful Schools: Student Codes of Conduct\*](#)

DRAFT

<b>Section:</b>	<b>Human Resources</b>	
<b>Title:</b>	<b>Respectful Workplace: Anti-Bullying, Harassment, &amp; Discrimination</b>	<b>XXX-1</b>

## Purpose

To outline the procedures for reporting, investigating, and addressing incidents or complaints of workplace bullying, harassment, discrimination based on *discriminatory grounds*, or other incidents that impact a Workers' right to work in a safe, personally secure and respectful workplace.

## General Guidelines

1. These procedures apply to Workers of Mission Public Schools.
2. Workers have the right to work in an environment free from bullying, harassment, or discrimination, and to be treated with dignity and respect, including interpersonal and electronic communications.
3. Managers, supervisors, and Workers are responsible for creating and maintaining a work environment free of all forms of bullying, harassment, and discrimination.
4. Workers are responsible for understanding what bullying, harassment, and discrimination is.
5. Workers are responsible for conducting themselves in a respectful and appropriate manner at the workplace and at work-related gatherings.
6. Workers must not bully, harass, or discriminate against other Workers, Students, or others that interact with Mission Public Schools, and must comply with the Board policy and the administrative procedures addressing bullying, harassment and discrimination.
7. Workers must attempt to resolve personal differences in the workplace in a respectful manner.
8. Workers are encouraged to make known to other persons that any bullying, harassing or discriminatory conduct is unwelcome and that it should cease immediately. The Worker may engage the help of a co-worker or supervisor to advise the other person.
9. Workers must report incidents of bullying, harassing, or discriminatory actions and/or comments that they observe or experience.
10. Managers and supervisors are responsible for investigating incidents of bullying, harassment or discrimination they are informed of, whether a formal complaint has been submitted or not.
11. Managers and supervisors must take all incidents of bullying, harassment or discrimination seriously, addressing them in a timely manner, and assisting with the investigation and resolution as necessary.
12. Incident investigations must be conducted in a manner that is fair, timely and confidential to protect the personal security of others.
13. Nothing in this procedure is intended to reduce the rights and responsibility of a manager or supervisor, acting appropriately and in good faith, to manage the work performance of individuals in their workplace.
14. New Workers must review the Board Policy and the Administrative Procedures to address incidents of bullying, harassment and discrimination as they begin working for Mission Public Schools.
15. Every year, Workers must review the Board policy and the administrative procedures to address incidents of bullying, harassment and discrimination.

## Other Guidelines – Students and non-employees

1. Complaints involving students will be addressed in accordance with the *Student Conduct Standards and Student Behaviour Management Administrative Procedures*.
2. Complaints involving individuals who are not employees such as contractors, parents etc. are to be treated just as seriously as harassment within the organization.
  - a. An employee feeling bullied or harassed by a non-employee is to report the situation to their direct manager. If the employee making the complaint is in the same physical area of the alleged bully or harasser, then they are to leave the area immediately, if possible, and notify their direct supervisor. The employee is not expected to not deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behavior stops, or the non-employee will be barred from Mission Public School District property.
  - b. A non-employee feeling bullied, harassed or discriminated against by a Mission Public School District employee is to report the situation to the manager of Mission Public Schools that they report to, or to the Secretary Treasurer or Superintendent. The non-employee is not expected to deal directly with the alleged bully or harasser. The employer will take appropriate action to ensure that the bullying and harassing behavior stops and will address the complaint in accordance with this procedure.

## Definitions

1. *Bullying, Harassment and Discrimination* (based on *Discriminatory Grounds*) includes any inappropriate conduct or comment by a person towards a Worker that the person knew or reasonably ought to have known that would cause the worker to be humiliated or intimidated, is unwelcome and would deny the Worker individual dignity and/or respect. This includes any comment or conduct which serves no legitimate work-related purpose and has the effect of creating an intimidating, humiliating, hostile or offensive work environment. It also includes any comment or action that denies the other person individual dignity and/or respect that detrimentally affects Workers within the work environment, or has adverse job-related consequences, such as job security or career advancement.
2. *Discriminatory Grounds* are, in accordance with the *BC Human Rights Code*, grounds on which prescribed discriminatory actions cannot be based upon and includes: Race, Colour, Ancestry, Place of Origin, Political Belief, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Identity or Expression, or a Criminal or summary conviction offence unrelated to employment or intended employment.
3. *Worker* includes any employee, contractor or volunteer working for Mission Public Schools, including permanent, temporary, casual and student Workers.

## Examples

General examples of conduct or comments that might constitute bullying, harassment or discrimination include verbal aggression or insult, calling someone derogatory names, harmful hazing or initiation practices, isolating employees, vandalizing personal belongings, inappropriate use of authority, and spreading malicious rumours.

1. Specific examples that constitute bullying, harassment, or discrimination
  - Verbal abuse or threats, bullying, coercion, taunting.

- Unwanted physical contact such as touching, patting, pinching, punching, massaging.
  - Sexual advances and or requests for sexual favours.
  - Suggestive or offensive comments or gestures emphasizing sexuality, sexual identity or sexual orientation (including lesbian, gay, bisexual, transgender, questioning).
  - Unwelcome, derogatory, or demeaning comments, innuendoes, jokes, name-calling or slurs.
  - Derogatory or demeaning posters, pictures, cartoons, graffiti or drawings.
  - Practical jokes which cause awkwardness or embarrassment.
  - Malicious gestures or actions such as leering, staring, tripping.
  - Any inappropriate comment or action based upon discriminatory grounds.
  - Disciplinary action or discrimination based on a criminal or summary conviction offence that is unrelated to employment or intended employment.
2. Behaviours that may not constitute bullying, harassment, or discrimination:
- Consensual Banter or Relationships – Two or more employees bantering back and forth is not harassment if everyone involved agrees. *However, if any employee feels uncomfortable with this behaviour and the behaviour continues even after that person has expressed their discomfort, or if the others involved should have known the person was uncomfortable, then it is harassment. This type of harassment can create a “poisoned work environment” where employees do not feel safe and feel consistently humiliated.*
  - Employees flirting with each other, or becoming involved in a romantic or sexual relationship, are not harassing each other if the relationship is consensual. *However, if one of the employees changes their mind, and the other person persists in trying to continue the relationship, it is harassment.*
  - Legitimate management interventions – appropriate performance reviews, counseling, coaching and discipline are not considered bullying, harassment, or discrimination.

## Procedures

### A. Reporting incidents of bullying, harassment, or discrimination.

#### 1. When to report

Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly.

#### 2. Who to Report to

Workers are to report incidents or complaints to their direct supervisor who is a Manager, Director, Principal, Vice-Principal, Secretary Treasurer or Assistant Secretary Treasurer, Superintendent or Assistant Superintendent.

If the complainant's direct supervisor is the person engaged in bullying, harassing or discriminating behavior, contact one of the following:

Director of Human Resources, Secretary Treasurer, or Superintendent  
School District Office  
33046 4<sup>th</sup> Ave Mission BC  
V2V 1S5

### 3. How to Report

- a. Workers are obligated to report incidents or complaints of workplace bullying, harassment, or discrimination.
- b. The incident or complaint can be reported verbally or in writing.
  - i. When submitting a written complaint, the complaint should be submitted on the Workplace Bullying, Harassment and Discrimination Complaint Form.
  - ii. When reporting verbally, the reporting contact, along with the complainant, will fill out the Workplace Bullying, Harassment and Discrimination Complaint Form.

### 4. What to report

- a. Workers are to provide as much information as possible in the report, such as:
  - iii. the names of the people involved
  - iv. witnesses
  - v. where the event occurred
  - vi. when the event occurred
  - vii. what behavior and/or words led to the complaint
  - viii. physical evidence, such as vandalized belongings can be submitted
- b. To assist in completing the complaint form, Workers should make notes at the time an incident occurs or shortly thereafter, so that they can accurately report the incident. Refer to the Documenting Workplace Bullying, Harassment and Discrimination Form.

### 5. Processing the report

The reporting contact is to promptly submit the completed report to the Director of Human Resources.

## B. Investigating incidents of bullying, harassment or discrimination

### 1. How and when investigations will be conducted

- a. Upon receipt of a complaint alleging bullying, harassment or discrimination, the Director of Human Resources will initiate a review of the complaint and determine the type, scope, and resources needed for an investigation.
- b. Most investigations will be conducted internally by the Human Resources Department. An external investigator may be contracted to conduct investigations that are complex or involve management employees including, managers, directors, principals, vice principals, and senior managers.
- c. Investigations will be:
  - i. undertaken promptly, diligently, and be as thorough as necessary given the circumstances.
  - ii. be fair and impartial, providing both the complainant and the respondent equal treatment in evaluating the allegations.
  - iii. be sensitive to the interests of all parties involved and maintain confidentiality.

- iv. be focused on finding facts and evidence, including interviewing the complainant, the target if different than the complainant, the respondent, and any witnesses.
- v. incorporate, where appropriate, any need or request from the complainant or respondent for assistance during the investigation process, such as reassignment to a different site to work.
- d. Workers are expected to cooperate with investigators and provide details of incidents they have experienced or witnessed.

### 2. What will be included in the investigation

Investigations will include:

- a. Interviews with the complainant, the alleged target if the target is different than the complainant, the respondent, direct supervisors and managers, and any witnesses.
- b. Review of evidence such as emails, handwritten notes, photographs, video, or physical evidence such as vandalized objects.

### 3. Process for an investigation

- a. The complainant will be advised of:
  - i. the investigation process,
  - ii. who will be conducting the investigation,
  - iii. that the matter will be treated expeditiously and confidentiality, and
  - iv. that the complainant must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or other representative.
- b. The respondent will be advised of:
  - i. the allegation, along with a copy of the report and documents submitted with the complaint,
  - ii. who will be conducting the investigation,
  - iii. that the matter will be treated expeditiously and confidentially,
  - iv. that the respondent must keep the complaint confidential and not discuss it with anyone other than their immediate family and their union representative, association representative, or other representative, and
  - v. that threats or reprisal against the complainant will not be tolerated.
- c. Workers have the right to have a union member, association member, or other representative assist them and provide support during the interviews, or during the meeting to review the findings of the investigation.
- d. The investigator is required to conduct interviews, gather and review evidence, and review the applicable legislation and policies, including Mission Public Schools policy and procedures, the *Workers Compensation Act* including regulations and policies, and the (BC) *Human Rights Code*.
- e. The investigator is to determine whether bullying, harassment, or discrimination occurred, or not, as defined with Mission Public Schools policies and procedures and *WorksafeBC* legislation and regulations, and to make recommendations regarding remedies.
- f. The investigator is to prepare a final report on the investigation, including the findings and any recommendations for updating procedures. As the report will be disclosed to the complainant, the target if different than the complainant, and the

respondent, pursuant to the Dorsey protocol, the final report should not use names and avoid identifying information unless it is necessary for reasoning. The report should only include documents necessary to support a finding.

- g. The final report is to be provided to the Secretary Treasurer, Superintendent, or designate.

#### 4. Process for follow-up on findings

- a. The Superintendent, Secretary Treasurer or designate, will advise the alleged target and the respondent of the investigation findings, pursuant to the Dorsey protocol.
- b. Following an investigation, the Secretary Treasurer or designate is responsible for reviewing and revising workplace procedures to prevent any future incidents of bullying, harassment or discrimination in the workplace.
- c. Appropriate corrective actions are to be taken as soon as possible, within a reasonable timeframe.
- d. If the complaint is substantiated, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the respondent.
- e. If the complaint is not substantiated, and it is determined that the complainant deliberately made a false accusation or acted in a vexatious manner, appropriate corrective action will be taken. Appropriate corrective action could include both non-disciplinary or disciplinary actions against the complainant.
- f. Non-disciplinary or disciplinary action could include one or more of the following actions:
  - i. Education
  - ii. Counseling
  - iii. Verbal discussions
  - iv. Letter of Expectations
  - v. Letter of Discipline
  - vi. Transfer to another worksite
  - vii. Demotion
  - viii. A suspension without pay
  - ix. Termination of employment

#### Notations:

1. *Nothing in this procedure shall restrict an employee's legal or civil right to file a complaint with the BC Human Rights Tribunal, their respective Union, Worksafe BC, or any other legislative body.*
2. *This procedure must be followed in addition to any requirements within the Collective Agreements with CUPE Local 593 and MTU. Where the procedure and the collective agreement differ, the procedure outlined in the collective agreement will also be followed if required.*

**Date Adopted: February 2007**

**Date Amended: April 2011** (procedure 405 Respectful Workplace)

**Date Amended: July 2019**

*Cross Reference: Conduct: Respectful Schools and Workplaces Policy  
- Anti-bullying, harassment and discrimination.*

*Forms*

- Workplace Bullying, Harassment, Discrimination Complaint Form*
- Documenting Workplace Bullying, Harassment, and Discrimination Form*

*Resources: Worksafe BC - Workplace Bullying and Harassment Policy Guidelines  
Policy D 3-115-2 Employer Duties  
Policy D3-116-1 Worker duties  
Policy D3-117-2 Supervisor duties*

*Human Rights Code (RSBC 1996), Chapter 210*



## Workplace Bullying, Harassment, and Discrimination Complaint Form



**Name and contact information of complainant**

**Name of alleged bully or bullies**

### Personal statement

Please describe in as much detail as possible the bullying and harassment incident(s), including:

- the names of the parties involved
- any witnesses to the incident(s)
- the location, date, and time of the incident(s)
- details about the incident(s) (behaviour and/or words used)
- any additional details that would help with an investigation

Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.

**Signature**

**Date**

OHS Policy D3-116-1: **Workers must report if bullying and harassment is observed or experienced in the workplace.**

Date, time, location	People involved (include witnesses)	Describe the situation (words, tone, actions, etc.) and the impact (humiliated, intimidated, etc.)

# Public Meeting of the Board of Education

## Tuesday, September 17, 2019



### ITEM 6.2      Action

TO:                Board of Education  
FROM:            A. Wilson, Superintendent of Schools  
SUBJECT:        Stave Falls Elementary – Parents' Advisory Committee (PAC)

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### **Recommendation**

**THAT the Board of Education approve the establishment of a Parents' Advisory Committee for Stave Falls Elementary School.**

### **Summary:**

The Board received a request from parents of students at Stave Falls Elementary to establish a school PAC.

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

Excerpt from the *School Act*:

### **Parents' advisory council**

**8** (1) Parents of students of school age attending a school or a Provincial school may apply to the board or to the minister, as the case may be, to establish a parents' advisory council for that school.

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

**June 18, 2019, 3:30 pm  
Mission Central Elementary  
7466 Welton Street, Mission, BC**

**Members Present:** Board Chair, Tracy Loffler  
Trustee, Shelley Carter  
Vice Chair, Randy Cairns  
Trustee, Rick McKamey  
Trustee, Julia Renkema

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary Treasurer, Corien Becker  
Assistant Superintendent, Larry Jepsen  
Executive Assistant, Aleksandra Zwierzchowska (Recorder)

**1. CALL TO ORDER**

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

**2. ADOPTION OF AGENDA**

One addition: Item 7.1, Public Board meeting minutes date May 21, 2019

MOVED and Seconded that the Agenda be adopted as amended.

**CARRIED****3. DELEGATIONS/PRESENTATIONS**

Mr. Merry introduced Mrs. Grenier who provided a presentation about the Community Garden that is maintained by students and members of the community.

**5. STAFF REPORTS****5.1 Reporting out from Closed Meeting**

The Superintendent reported that at the Closed meeting on May 21, 2019 the Board discussed property and personnel matters.

The Closed meeting from today did not conclude.

## 5.2 Annual 2019/2020 Budget

MOVED and Seconded that the following resolutions be approved:

MOVED and Seconded that the required three (3) readings and adoption of School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be carried out in one meeting.

MOVED and Seconded that School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a first time.

MOVED and Seconded that School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a second time.

MOVED and Seconded that School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2019/2020 be approved as read a third time and finally adopted.

### **CARRIED**

The Secretary Treasurer advised that the budget is under great constraint due to low enrolment and increased costs. A brief overview was provided, and the changes are summarized in the 2019-20 Preliminary Budget report.

## 5.3 Draft Five Year Capital Plan

MOVED and Seconded that the 2020-2021 Five Year Capital Plan dated June 2019 be approved and submitted to the Ministry of Education.

### **CARRIED**

A comment was provided regarding Stave Falls Elementary not having a playground onsite. The Secretary Treasurer advised that the School District applied for funding last year and the Ministry did not approve the funding for the school's playground. Another submission was requested in the Five Year Capital Plan for 2020-2021. In the meantime, some other considerations are fundraising or approaching community groups for donations.

## 5.4 2019-2020 School Growth Plans

MOVED and Seconded that the 2019-2020 School Growth Plans be reviewed and approved.

### **CARRIED**

The Board complimented staff on the level of detail and quality of work outlined in each plan. The Board agreed that this year's school growth plans are some of the best work that Trustees have seen over the years.

A request was provided to incorporate elements of the enhancement agreement into the plans in the future.

It was requested that the SGP for Riverside be included on the agenda at the first Trades & Training Advisory Committee meeting.

5.5 2019-2020 Board Meeting Schedule

MOVED and Seconded that the 2019-2020 Committee of the Whole/ Board of Education Meeting Schedules be reviewed and approved.

**CARRIED**

The Board reviewed the meeting schedule at the last Committee of the Whole and changed the meeting for Stave Falls to happen in March.

5.6 Superintendent's Report

The Superintendent provided a summary of highlights for the 2018-19 school year.

**6. NEW BUSINESS**

6.1 Violent Incidents

The Superintendent advised that the School District is working with the RCMP, Ministry of Education, Safer Schools and the District of Mission on student safety. The SD will schedule a forum with the DoM and the RCMP to discuss a plan for dealing with safety issues and concerns.

**7. MINUTES OF PREVIOUS MEETINGS**

7.1 Public Board meeting minutes date May 21, 2019

MOVED and Seconded that the Public Board minutes dated May 21, 2019 be approved.

**CARRIED**

**8. INFORMATION ITEMS**

8.1 Annual Facility Grant 2019-2020 Project List

A question was asked regarding a timeline for completion of the listed items. The Secretary Treasurer explained that the work is being planned by the Facilities Department. Some work has been completed, however, a project can be prioritized if needed.

**9. CORRESPONDENCE**

**10. COMMITTEE MINUTES/LIAISON REPORTS**

Trustees reported on:

Si'wal Si'wes Family Dinner, meeting with Students/ Parents regarding Summit LC, YES Graduation, tour of MSS, Friendship Dinner, round Table w/ Minister Chen, Red Seal Program for Hair Stylists - information night, cupcake Wars at MSS, GW Cooke Awards, BCPSEA Bargaining Update meeting in Surrey, CUPE Retirement Event, delivered presentation at Superintendent's Leadership Group, MSS Music Department Concert, Young Entrepreneurs Fair, forest school walk, MSS Monster Mash-up, Stave Falls Community Association event, dialogue on bridging culture, Lifetime Learners AGM, fundraiser held at Heritage Park, Air Cadets event, participated in Mission in Motion, Inclusion Walkway, Aboriginal Student Recognition Dinner at Hatzic Middle & Heritage Park Middle, Elders are Watching (Cherry Hill), Peter Gong Honouring Ceremony, Si'wal Si'wes year-end meeting, Fraserview & Summit Commencement, Riverside Commencement, Harm Reduction seminar at Riverside, Women in Business interview, Asst. Superintendent Retirement, and MSS Commencement.

**11. ANNOUNCEMENTS**

**12. QUESTION PERIOD**

An invitation was extended to the MTU Retirement event happening tomorrow (June 19) at 3:30 pm at the Elks Hall.

**13. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

**CARRIED**

The meeting adjourned at 4:55 pm.

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Chairperson

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Secretary Treasurer

FILE: 08-3310-20  
P2019-066

August 20, 2019

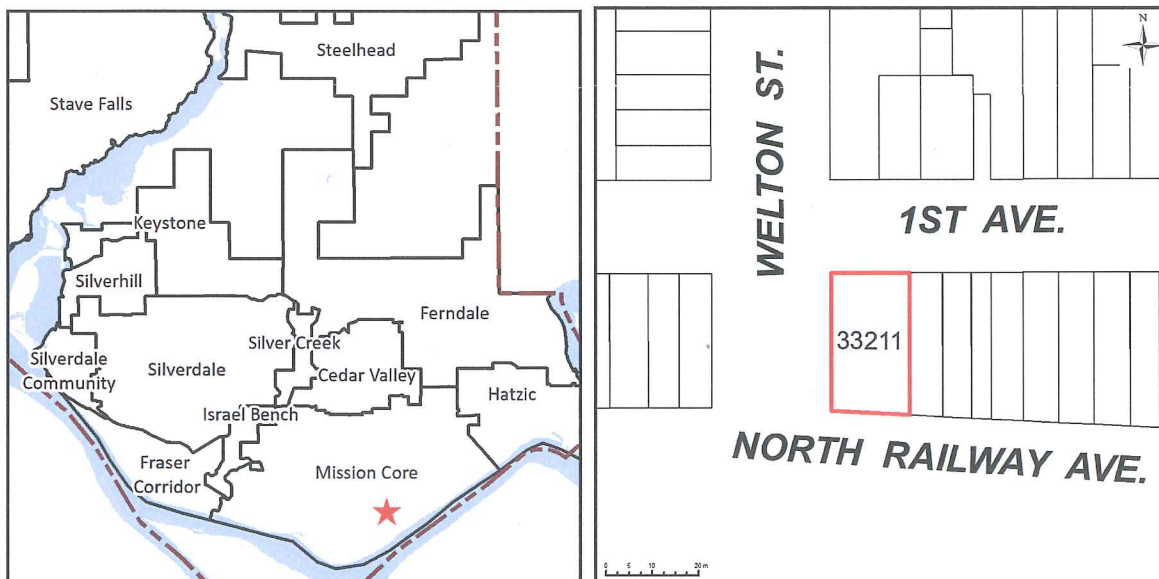
Dear Owner/Occupant:

**Re: Opportunity for Public Input – Liquor Licence Application LIQ19-002 –  
33211 North Railway Avenue**

Council is seeking your input on a proposed application for a new brewery and pub to be located at 33211 North Railway Avenue. You are invited to share your comments in person at the Regular Council meeting on **Monday, October 7, 2019 at 6:00 pm in the Council Chambers of Municipal Hall** (8645 Stave Lake Street). Written submissions about this proposal will be accepted until Monday, September 23, 2019. You can drop off or mail written submissions to the District of Mission, 8645 Stave Lake Street, Mission, BC, V2V 4L9, or send an email to [info@mission.ca](mailto:info@mission.ca)

The subject property for the proposal is 521 square metres (5,607 square feet) in size and located in the Downtown Mission Core Neighbourhood. The subject property is zoned Core Commercial Downtown one (CCD1) Zone and is currently developed with a two unit commercial building located on the northeast corner of North Railway Avenue and Welton Street intersection. The applicant proposes to utilize the first floor and mezzanine of the building, accessed from the southside, for the brewery. The Decode Escape Room is located within the other commercial unit of the building and accessed from the northside (1<sup>st</sup> Avenue).

The applicant proposes to provide liquor services from 10:00 am to 11:00 pm Sundays through Thursdays and 10:00 am to 1:00 am on Fridays and Saturdays.





This consultation is being undertaken pursuant to the provisions of Section 38(c) of the *Liquor Control and Licensing Act*. For further information regarding this opportunity for public input, please contact the Corporate Administration Department at (604) 820-3700.

If you have any questions regarding this application, please forward them to Hardeep Atwal via mail, email [hatwal@mission.ca](mailto:hatwal@mission.ca) by telephone (604) 820-3753.

Yours truly,



For, Rob Publow  
MANAGER OF PLANNING