

QUARTERLY BOARD REPORT

SEPTEMBER 30, 2024

Strategic priorities:

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

[Strategic Plan for reference](#)

SUPERINTENDENT'S REPORT

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

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

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

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

SECRETARY-TREASURER'S REPORT

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

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

Enrolment Funding Review - Sep 30, 2024

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

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

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

EDUCATION

STRATEGIC PRIORITIES:

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

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

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

HIGHLIGHTS

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

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

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

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

CHALLENGES:

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

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

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

Of those who self-identify as having Indigenous Ancestry:

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

Sacred Teaching:

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

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

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



Tetrilingual School Signs:



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

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

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

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

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



Máthxwi Curriculum Project:

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

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

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

Asset-Based Framing Work

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

It is about:

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

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

CHALLENGES:

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

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

INTERNATIONAL EDUCATION

HIGHLIGHTS

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

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

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

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



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

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

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

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



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

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

CHALLENGES:

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

EARLY LEARNING & CHILDCARE

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

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

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

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

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

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

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

Before and After School Licensed Child Care Spaces

Mission Parks Recreation and Culture

ClubKids

	Before School				After School	
	2023/24		2024/25		2023/24	2024/25
		#s registered		#s registered		
Albert McMahon			48	14	24	48
Cherry Hill					24	24
Christine Morrison					48	48
ES Richards			48	9	24	48
Hatzic			48	8	24	48
Hillside					24	48
Mission Central					48	48
West Heights					24	24
Windebank	48	6	48	16	48	48

- Licensed spaces were doubled at these 4 sites to accommodate future increases in registration 24 spaces to 48
- Windebank's before school program has doubled in the second year
- Additional after school spaces were added at Hillside to accommodate demand
- Silverdale, Dewdney and Stave Falls Elementaries all offer before and after school care with our child care partners
- There is no child care currently at Deroche Elementary

CHALLENGES:

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

STUDENT SERVICES

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

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

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

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

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

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

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

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

Several students from MPSD attended summer groups through the Fraser Valley Child Development Center, including a Wheels in Motion group where students were able to enhance their manual and power mobility skills as well as had many opportunities to share ideas, learn about community accessibility and practice their self-advocacy skills. We're hoping to continue running this group and will invite additional students from Mission next summer. We've had many a number of students with equipment needs transitioning between schools or entering school, and we've worked on helping train EAs with lifts and transfers, address accessibility needs, as well as train staff on evacuation procedures. We've also had a number of students start using or trialing power mobility (power wheelchairs) and have been working in schools on driving lessons. Our Physical Therapist (PT) has been working with using adapted bikes in schools as well as with the AquaLearn program, and recently presented to a group of EAs on adapted PE strategies. Our Occupational Therapist (OT) presented to the kindergarten teachers earlier this school year about fine motor, self-care and regulation strategies. OT is also shifting its approach this year by trying to meet with ISPs and providing broader support and consultation rather than support for individual students. OT is focusing more on students who are designated with safety and access considerations but will continue to accept referrals for some students with severe sensory considerations.

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

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

HIGHLIGHTS

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

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

CHALLENGES:

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



FINANCE

STRATEGIC PRIORITY: FUTURE ORIENTATION AND EFFECTIVE LEARNING ENVIRONMENTS

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

HIGHLIGHTS:

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

The following financial reports were completed during Q1:

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

CHALLENGES:

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

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- A high volume of interviews for new support staff and teacher hires
- Staffing information preparation for 2024/2025
- Minimal posting vacancies for school start-up and absence of 'bumping' process provided increased stability for schools
- Two support staff recruitment fairs in Abbotsford and Mission
- Bargaining final preparations for teacher/SD75 collective agreement
- Agreement with the union to transfer employees from one classification to bus driver on a temporary basis to support the Transportation department
- Update of 'G' designation information impacting class composition violations that may affect remedy for teachers
- \$940,028.20 was transferred to the Mission Teacher's Union to distribute amongst members receiving remedy for class size and composition violations.
- Year-end review and updates for Atrieve software
- Reduction in volume of staff misconduct/investigations
- Annual Administrative Procedure required reading for staff
- ey kw'ese te shxweli - Welcome To This Place required reading for staff kindly provided by the Indigenous Department



CHALLENGES:

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

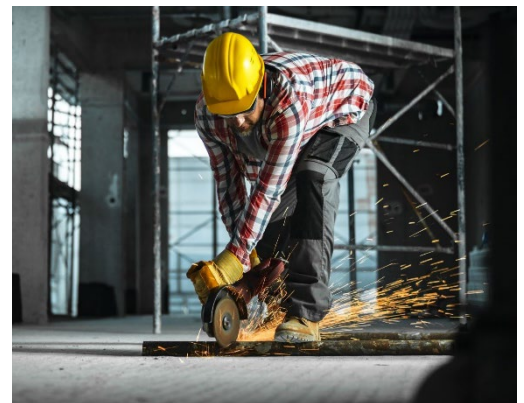
OPERATIONS

STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

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

HIGHLIGHTS:

- Facilities and operations have been very busy over the previous quarter with a long list of routine maintenance as well as district and capital projects.
 - The completion of over 1400 maintenance work orders
 - Began work to upgrade the lower office spaces in the SBO to provide new workspace for our ICY team
 - Upgrading the HVAC system at West Heights Elementary to include new high efficient unit ventilations
 - Completion of new roofing at Deroche Elementary
 - Completion of new roofing at Mission Central Elementary
 -
 - Completion of the new Teacher Education Program space in the UFV portion of Heritage Park Middle School
 - Upgrade to the water filtration system at Facilities
 - Began the construction of a new preparation space for our Feeding Futures program
 - Completion of a new learning environment at Riverside College for their new Trade Sampler Program
 - Began HVAC upgrades at Mission Central Elementary to replace old, failing and inefficient equipment
 - The continued build of the Métis Nation Childcare Centre at West Heights Elementary
 - The continued testing and development of the New Server infrastructure
 - Development, design and build out of teacher assessment APP through district IT staff
 - Continued installation of new district-wide VOIP phone and P/A system
 - The completion of over 1100 IT work order requests
 - Re-imaging and preparing over 1500 laptop computers for the start of the new school year



CHALLENGES:

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

HEALTH & SAFETY

STRATEGIC PRIORITY:

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

HIGHLIGHTS:

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

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

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

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