

# QUARTERLY BOARD REPORT

DECEMBER 31, 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

2024 came to a close relatively smoothly for Mission Public Schools. Some areas of concern have been noted provincially with implications for our District. First, ongoing computer hacks at other organisations and institutions have highlighted the vulnerability of our sector, especially for us 'middle-sized' Districts. Our District has put in a number of measures to help reduce our risks, but more work is needed. I am pleased that we have recently expanded our IT department with a manager, and we are working to expand our two-factor verification process in recognition of these threats. Cybersecurity is an ongoing and evolving concern for all organisations.

Second, the tightening of the proverbial belt at the provincial level is something our District will continue to watch closely as we ensure that we are supporting students and staff with the resources they need but watching for overreach if funding begins to not keep pace with costs and inflation. The relative slowing down of enrollment growth is a related issue to watch.

Student success appears to be on the right track. We are pleased to see our completion rates rise, if modestly, for the year ending June of 2024. Of special note is that Indigenous five and six-year rates rose despite a reduction in students relying on an Adult Dogwood to achieve graduation. Meanwhile, our team has been developing elementary assessments for a variety of grade levels to assist our Enhancing Student Learning data, and this, in turn, will help us better realize interventions at earlier ages.

As noted in the previous quarterly report, staffing shortages, while still notable, are significantly reduced from last year. A bus driver shortage in September has been alleviated, and administrators covering classes is reduced (running about the equivalent of ten days at the elementary level across the whole district, for example). EAs continue to be are most critical area for shortages.

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 replacement of Mission Secondary School is generating a significant amount of work for the school district. In this quarter, a request for proposals (RFP) was issued to three short-listed proponents. The RFP included a detailed listing of the requirements that must be included in the proposals. Staff spent many hours reviewing drafts of the statement of requirements prior to issuing the RFP. A significant volume of work is expected to continue through all of 2025 to support the replacement project.

This quarter also saw the school district working on plans for the renegotiation of collective agreements with CUPE and the MTU, as both agreements expire at the end of the school year. These negotiations are conducted with significant direction and guidance from the BC Public Sector Employers Association (BCPSEA).

Staff have also worked with the board in the organization and review of policies and procedures. This work is expected to continue in 2025, with the scheduling of regular policy meetings.

On the financial front, the school district is progressing as planned for the school year although enrolment is less than forecast, while the number of designated students is greater than forecast. Details are included with the amended budget presentation. Staff note that substitute costs have increased again this year, and as such, staff are monitoring these costs closely.

## 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

- The newly formed District Elementary Math Committee met twice. They created criteria for assessment choices and reviewed essential skills and their progression throughout the grades. They also reviewed various existing assessment tools.
- We purchased Bug Club Morphology to support intermediate vocabulary development for schools that signed up. Our literacy mentor teacher has offered workshops for teachers to become familiar with the resource. She also works with individuals and school teams to learn how to use the resource.
- The District Elementary Literacy Committee met twice to review assessments for comprehension and writing. The District Middle School Literacy Committee also met twice to review resources and assessments to use at middle school.
- Curriculum & Assessment Leads for middle and secondary school met in December to review and plan for Core Competency student reflections. The Core Competencies are the foundation of the curriculum, and we are working to meaningfully integrate them into each subject. The middle/secondary mentor teacher continues to work closely with the Curriculum & Assessment Leads at those schools to support their work with staff at their sites. They continue to work on planning, Core Competencies, and reporting.
- The inquiry groups are underway. We held two large group sessions in the fall, focusing on the scanning process and including student voice to get an understanding of their experiences of school, prior to determining what inquiry question to follow. Mentor teachers have also met with the groups they are supporting.

- The Rotary Club offered financial assistance for students who would like to participate in the Fraser Valley [Science Fair](#) in the spring. Angela Magon, Camille Anderson, and Rebekaah Stenner have offered to organize a district science fair that will take place in the spring. Some students from the district fair will go on to represent Mission at the Fraser Valley fair at UFV. They held an information session for interested teachers. Some teachers are having their classes participate. Angela, Camille, and Rebekaah have also offered the opportunity for individual students to join a district science fair club.

## INDIGENOUS EDUCATION

### STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

#### HIGHLIGHTS

##### **Elder Connections**

*The circle for Indigenous Peoples represents our way of seeing and being in the world. The medicine wheel teaches us the balance and harmony required in all aspects of life, spiritual, emotional, physical, and mental, through the four stages of life. Medicine wheels are believed to be the circle of awareness and knowledge of the individual self which reminds us of the abilities we hold to lead our lives in a good way. It is no accident that the youth stage of life is placed directly across the Elder stage of life in the medicine wheel, as Elders provide a direct line of guidance, mentorship, wisdom and cultural knowledge to youth.*

Siwal Si'wes Staff recognize the positive impacts of the relationship between youth and Elders, and often activities and events are planned with this at the front and centre.

Indigenous youth and Siwal Si'wes Staff have been involved with Winter Heat at the Mission Friendship Centre for several years. Youth from several schools took a leadership role in the preparation for this service event by collecting and organizing food donations, making gifts, serving lunch, and drumming and singing.

At Deroche Elementary, staff planned an Elder's Holiday Breakfast. Prior to the event, students learned about the role, importance and contributions of Elders, and prepared for the event by making gifts of gratitude for the Elders. Students also learned about the importance of Land Acknowledgements and contributed by opening the event. This event supported the students' understanding of strengthening relationships with others and with the community while giving them the opportunity to grow as school leaders.

At École Christine Morrison Elementary, Elders Siyamiateliyot and Malila visit monthly for Halq'emeylem and storytelling sessions. All students and staff participated in learning the cultural protocols and teachings of inviting an Elder into schools.

At West Heights Community School, students participated in an 'Elderberry Project', in partnership with the senior/retirement home (Chartwell, Cedarbrook). Students visited three times, including carolling and delivering cards. Students learned not only to respect and honour Elders but to appreciate them, nurturing connection-building and leadership learning.

### **Art & Mental Health Connections**



Many Indigenous communities practice winter storytelling, where certain stories are shared during the cold times of the year. This is how stories and teachings are passed on through generations. In December, the District Principal of Siwal Si'wes purchased an unlimited time-access, district-wide license for *Biboonewin - Paint with Isaac Murdoch*, Ojibwe artist and storyteller. To date, hundreds of MPSD learners have shared in this art and storytelling experience and have learned that art can be a pathway to creative expression, mindfulness and self-pride, which connects to mental health, well-being and a sense of belonging.

Siwal Si'wes continues to provide Cultural Strengthening Learning and Team Building Opportunities for Siwal Si'wes Staff. Our first venture was to engage in artwork with Jessica Somers of *Focal Point Artistry*. This year our focus is moving from training and skill-building to reconnecting, rebuilding and healing while acquiring cultural knowledge and skills.



### **Equity Connections**

In the fall, the District Principal of Siwal Si'wes, along with Educator Equity Leads collated information from the Equity PATHs created over the past five years by various groups in MPSD, including Indigenous learners, Nation community members and the Siwal Si'wes Indigenous Education Council. Information from equity surveys submitted by staff and Indigenous parents and caregivers was combined with this data. This marks an important step in the Equity Scan process. Our next step is to commission an Indigenous graphic artist to create a visual representation of the Equity PATH for Indigenous learners in MPSD, which will ultimately represent a vision moving forward. Additionally, this group of educators have commenced the process of creating an equity scan template for schools.

Finally, the Teacher-Librarian in Siwal Si'wes, along with input from the Indigenous Mentor Teacher, created an Equity Resource Collection (public), found [HERE](#).



***From the desk of District Vice-Principal, Angela Magon...***

This Fall, I have continued to focus on providing leadership and enhanced support for district Middle and Secondary School Indigenous teams and students. Practices that I'd like to highlight include offering expedited Level B testing for Indigenous learners deemed in urgent need, providing a wide variety of educator professional learning opportunities (UDL workshops, Indigenous curricular book studies, role play presentations), co-chairing the district Science Fair Committee, and planning special projects designed to raise the profile of Halq'eméylem in schools (ex. A Halq'eméylem rock geocaching project being piloted at HPMS - <https://padlet.com/sd75curriculum/mission-public-schools-bc-canada-halq-em-ylem-rock-wall-fe8lfh3236p07snl> ). Additional projects of focus include working with various district and external partners on Adult Grad Program procedures, creating a document to help educators understand protocols for working with Elders and Knowledge Holders in schools and supporting Indigenous food programs. A barrier that we face is finding creative ways to support middle-school-aged learners who we have been unable to successfully engage in MPSD schools.



**Halq'eméylem rocks created by HPMS students**



**Students find the rocks, post pics online that state where they found them, and then move them to a new location to be rediscovered. Where will they be found next?**

## OPPORTUNITIES FOR GROWTH:

As mentioned, the information from the Equity PATHs and surveys was collated. Please see below for a list of barriers, as viewed by MPSD Staff, Indigenous learners and Indigenous parents, caregivers and community members:

- *Personal Factors:*
  - Unconscious/implicit bias
  - Confirmation Bias of misrepresented facts in the history of Indigenous Peoples
  - Perpetuation of negative stereotypes
  - Racism of low expectations for Indigenous learners
  - Danger of believing the 'single story' about Indigenous learners and families
- *Communication & Trust:*
  - Lack of trusted communication between school staff and Indigenous families
  - Distrust of government systems
  - Disruption when there is a change of Indigenous Liaison Workers in schools
  - Lack of connection and belonging to school
- *Cultural Factors:*
  - Disconnection from culture
  - An expectation that all Indigenous Peoples are experts because they are Indigenous leads to Indigenous learners being singled out and then feeling shame if they do not know the answer.
- *Academic:*
  - Lower graduation rates than non-Indigenous learners
  - Focus on seat work versus experiential learning; misalignment with Indigenous worldview
  - Lack of individualized instruction and learning pathways
  - Not enough Indigenous-based courses across all levels
  - Barriers to engaging in traditional cultural practices (hunting etc) 'red tape'
  - Access to at-home technology necessary for school assignments
  - Streaming of Indigenous learners in classes, courses or programs that are perceived as easier due to low expectations
- *Health & Wellness:*
  - Food Insecurity
  - Clothing Needs
  - Access to resources (mental health, medical etc)
  - Access to Extra-Curricular Activities
  - High suspension rates, specifically for Indigenous males; need for alternate forms of restorative practices versus punishment
- *Services & Personnel:*
  - Lack of representation of Indigenous worldview in lessons and coursework, in school culture, in physical aspects of the school,
  - Ethics of care of and for Indigenous learners
  - A need for increased Indigenous-focused training for MPSD Staff
  - Lack of Indigenous-specific cultural awareness, cultural humility and safety, and valuing of Indigenous worldview
  - The ratio of Indigenous educators to Indigenous student population in MPSD
  - Transportation and flexible bus systems (in particular for Indigenous families on reserve), linked to attendance barriers

- Understanding of the role of Siwal Si'wes Staff - Success of Indigenous learners is everyone's responsibility (not solely the responsibility of the Siwal Si'wes Indigenous Education Department)
- **Systemic Barriers:**
  - School and District practices and procedures which are systemically racist
  - The structure of the school district mimics the colonial structure of society

## INTERNATIONAL EDUCATION

### HIGHLIGHTS



International students settled in well with their host families shortly after arriving and joined us for some great trips and festive activities. Our two-day Victoria trip is always a favourite trip, and pumpkin carving and gingerbread house decorating is a wonderful opportunity for students to learn about some Canadian customs, and to share their own with staff and their fellow international students.

The true highlight of an international student's experience is Christmas in Canada with their host families. This is a time when true bonds are formed, and important times are shared together. Host families and students share many amazing pictures and memorable stories of their holidays together.



The recruiting season for school districts is September-February, which is always a challenging time in our department, having fewer hands on deck.



The highlight of the recruiting trips this year was a visit to our former sister city Oyama in Japan. A three-hour bus ride from Tokyo after three days of agent fairs was challenging, but an important trip. The Oyama International Friendship Association was friendly, hospitable, and grateful to have the opportunity to plan for a future between Mission City/School District and Oyama. After spending two days meeting, touring and eating with various members of the city, a request was made by the mayor to continue our school exchange between Mission and Oyama. We parted ways with a promise to continue the conversation and to work to improve the long-standing relationship.

### CHALLENGES:

Challenges are always managing the workload with one team member on the road, and helping students settle into a new life here in Mission!

## EARLY LEARNING & CHILDCARE

### STRATEGIC PRIORITY: FUTURE ORIENTATION

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#### HIGHLIGHTS

##### ***Supporting Mission families and nurturing belonging.***

The Early Learning Team which includes StrongStart Facilitators and Family Navigators continues to support a safe, caring and respectful transition to Kindergarten. Staff seek ways to connect with families to share resources in the community.

- A 20-hour Family Navigator position was posted in November to focus on families with children aged 5 to 8. So far, she has been working to develop the role and is making connections with families at Mission Central and Windebank Elementaries.
- Family Navigators began attending the Food Bank in December. They have met several families who were not aware of the programs offered by MPSD. Some of these families are now attending StrongStart.

##### Strengthening the Early Years To Kindergarten

- An inquiry project for Early Childhood Educators and School District staff focussed on the transition between the early years and kindergarten. This year we will be focussing on four schools where Indigenous Liaison Workers are leading the project to connect to child care centres and Strong Start programs. Schools include Stave Falls, West Heights, Deroche and Cherry Hill.
- October events: Pirate Night at West Heights (50 families attended), Boooks for Bedtime at Albert McMahan (25 families attended), Early Years Fair at the Leisure Centre (60 families attended)
- November events: SEY2K meeting for ECEs, school staff and community partners
- December events: An Evening with Mrs. Claus at Cherry Hill (35 families attended)

##### Immigrant Parents as Literacy Support (IPALs)

- For the second year, MPSD has received a grant from Decoda Literacy Solutions and Immigration Refugee and Citizenship Canada to run an eight-week literacy program in the family's first language.
- We partnered with Mission Literacy in Motion and Mission Community Services who provided translation services. The program began in October and ended on December 13.
- Ten families participated in the program. Seven of these are returning families and three families are newcomers to our community.

##### Changing Possibilities for Young Children

- Focussed on well-being, Changing Possibilities is an inquiry project funded by the Ministry of Education and Childcare. Two childcare and five StrongStart ECEs and four Kindergarten teachers meet throughout the year to share their learning on supporting the children in their classroom.
- This year we have taken our learning outside, meeting at different locations around Mission, including Centennial Park and the outside classroom at Deroche Elementary so far. Fundamental to our work is deepening our understanding of the First People's Principles of Learning and we are guided by Jo Chrona's book Wayi Wah!



## Community partnerships

- Fraser Valley Child Development ran a six-week PlayWorks program at Cherry Hill Elementary accessing the StrongStart space. PlayWorks is a free drop-in opportunity for all parents/caregivers to play and encourage their child(ren)'s emerging skills in a safe, inclusive, community setting.
- Mission Literacy in Motion – collaborated to run IPALs (October to December) and Pirate Night at West Heights Elementary on October 10
- City of Mission – together, we planned and offered an Early Years Fair on October 15. Fifteen community partners connected with families and shared resources.
- Mission Community Services – provided childminders and a translator for our successful IPALs program.

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## CHALLENGES:

Current challenges in Early Learning include finding space in schools to run programs that meet the diverse needs of families. For example, we wanted to bring the successful IPALs program to the Albert McMahon Elementary community. The McMahon neighbourhood has been identified across the community as a priority due to the rapid growth and current lack of services for families. While the McMahon staff valued having the program in the school, due to lack of space, we were unable to run IPALs in that location. Similarly, as we increase the number of childcare spaces on school grounds, the before and after-school programs are using multipurpose rooms, gymnasiums and libraries. This impacts a school's extra-curricular program.

## STUDENT SERVICES

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## HIGHLIGHTS

Our District Inclusion Mentor Teachers organized and participated in various initiatives that brought greater awareness of supports and fluency around educating students in an inclusive mindset.

- Organized the Mission Youth Transition Information Fair which happened on November 21, 2024, at MSS. Over 30 community partners attended to share information with families. It was rewarding to connect families searching for support with the right community partner. This fair is successful because of the wonderful support from MPSD teachers, administrators, and staff.
- Organized four POPARD consultations that have been completed or are currently underway with two more to begin shortly.
- Supported ISP teachers in IEP development, with an emphasis on supplementary and replacement curriculum support.
- Led and facilitated training sessions for ISP teachers.
- Participated in supporting district initiatives such as FSA marking, the district inquiry project, and collaborated with assessment committees.
- Attended meetings with colleagues in the lower mainland and with the provincial CB IEP group.
- Annotated the new Inclusive Ed Policy and Procedure Manual so that staff can look at it through an MPSD lens and see where our policies and procedures match with what's happening in the new manual.
- Developed Assessment Kits for Elementary Learning Support Teachers (LST) so they have some snapshot assessments that they can do that are different than what happens in the classroom.
- Currently working on a research grant with the middle schools' LST's. They are looking at morphology for middle school students.

- Working with the Accessible Resource Committee (ARC BC) and the District Librarian is to bring more accessibility tools into literacy for MPSD.

The role of the Violence Prevention Team (VPT) is to review the Violent Incident (VI) and Concerning Behaviour (CB) forms. This allows the district to build capacity at school sites and provide training for staff to ensure they are skilled, ready, and excited to work.

- Data indicates that 'G' designated students have the most VI's and CB's, predominantly related to communication needs.
- Members of the team will go to the school team and offer support to students and staff.
- The VPT members are: Beth-Anne Cullen, Brenna Pennell, Celeste Coldwell, Lisa Stevens, Sandra Norum and Tom Nguyen.

#### The Hearing Department (TDHH)

- For students with hearing loss who do not meet the requirements for designation, it is important to assist their teachers/school team with universal strategies for their classrooms. These strategies will help support all the students in their classrooms, but especially students with hearing loss. As new audiograms come in, school teams are supported to help explain their hearing levels and support with in-service.
- Each student is unique in their journey of navigating their hearing loss, but some common threads are:
  - Understanding how the auditory system works and how their hearing impacts the pathway of sound. Being able to understand and read their audiogram
  - understanding their listening devices and hearing assistive technology
  - Building stronger advocacy skills
  - Learning about other people who have hearing loss
  - Some students have specific learning targets around auditory discrimination, speech sounds, ASL and deaf culture

#### Accessibility Library

- Curriculum Connections is accessible from the main school website. It continues to be used as a hub for connecting to resources to support educators. Many of the resources have been shared by educators in the district. New sections and resources are always being added.
- A recent update is the 'Inclusion' Section. The Accessibility Plan that was published last year is now the first resource at the top of the page. There are 2 action items in the plan that connect to school libraries:
  - Knowing what inclusive resources are available in schools.
  - Seeing a further developed collection of inclusive resources.
- For developing collections in each school that are more focused on representation in inclusion, the previous Director of Student Services and the District Librarian applied for a grant last May through Mission Community Foundation and were awarded \$13,000 with a focus on K-6 for this year to purchase picture books written by authors with diverse abilities and to boost the audiobooks. They are well on the way to getting the books into schools by the end of the school year.

#### Connections Program (Alternatives to Suspension)

- The Connections Program is a new 3-day out-of-school program in the district currently geared towards middle-school-aged students (grades 7 to 9). A referral is required.

- It is seen as an alternative to a suspension program; however, is also for those students not connected at school. It is possible for a student to be referred more than once.
- The intent is to keep kids connected to local programs/resources such as the Leisure Centre and MY House, in an effort to turn around the outcomes for some of our young people in the community.
- Each student works with the Connections Program staff to develop a plan and goals they will share with school staff at their return to school meeting. It is an opportunity for students to reflect, restore, and reconnect with their schools and community and build positive connections. They work on schoolwork, there are recreational activities, skill-building activities, and community building.
- The program is held at the Mission Youth Lounge across from MSS. It runs Tuesday to Thursday, from 9:00 am to 3:00 pm and transportation is available.
- The program is led/coordinated by Lisa Marie Fraser, Vice-Principal, in partnership with staff at the Leisure Centre. Lisa Marie works closely with Tom Nguyen and some of our other staff.

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### CHALLENGES:

A big problem that families are facing right now is that there is such a waitlist to see audiologists and Ear, Nose, and Throat (ENT) doctors. Many children will be placed on a waitlist to get their hearing tested and then an even longer waitlist to see the ENT. Once children see the ENT there is a waitlist for surgery. This means that a child could have significant conductive hearing loss (fluctuating and mostly due to fluid behind the eardrum) and they will have to wait upwards of 1.5 - 2 years for surgery. In the meantime, sound field systems are crucial for them, having better access to auditory instruction from the teacher in the classroom.

## FEEDING FUTURES

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### STRATEGIC PRIORITY: FUTURE ORIENTATION

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

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### HIGHLIGHTS

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

- The Simply Foods catered lunch program had 11 service days in October, and served 6009 lunches over those 11 service days, averaging 546 per serving day. Of those 6009 meals, 1965 of them were fully subsidized, giving us a full subsidy rate of 32.7%
- November had 11 service days and served 6488 lunches, averaging 589 per day. Of the 6488, 2082 were fully subsidized, giving us a full subsidy rate of 32%.
- Numbers for December have not yet been made available by our supplier
- Chef Scott started cooking with us on November 18<sup>th</sup> and is a welcome addition to the team. He quickly got to work creating breakfast items to deliver to elementary schools.
- In December, breakfast carts were delivered to all of the elementary schools, and in late November, elementary schools started receiving two deliveries each week of food for their breakfast carts.
- The Facilities team did an amazing job of getting the centralized prep facility up and running. All of the equipment is in.
- A suitable refrigerated vehicle was found and purchased for the program, and a job posting will go out to hire a delivery driver.
- We had EAs be given an extra 1.5 hours per week to assist with the breakfast program in most of our elementary schools.

- Mutual Fire Insurance donated and delivered 122 hampers in December to some of our elementary schools. This was the second donation, as Mutual Fire Insurance had also donated hampers in June.
- We have 4 schools with “[Sharing Shelves](#)” and have added their location to our district website.

#### CHALLENGES:

- One of the challenges has been that with the Provincial election in October, negotiations with the Federal Government around the National Food Program funding were paused.
- As the program expands, we are exploring innovative strategies to maximize our current budget for the coming years, anticipating that surplus funds may not be available to offset potential deficits.
- We continued to have some facility challenges, primarily around access to potable water.
- Due to staffing limitations, we were unable to implement the program’s expansion as quickly as originally planned.
- We encountered challenges in receiving funding from the Breakfast Club of Canada, which were further compounded by the Canada Post strike. The delay occurred because the funds were up in the mail, and policy restrictions prevented the distribution of new funds until the original cheque was returned.



## 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:

Preparation was underway for calendar year-end reporting for payroll and benefits (pension, T4, other). The purchasing and accounts payable departments continue to support the schools, facilities, and other departments with recurring services and needs as they arise. Several financial reports were completed during the quarter, along with much of the work related to the amended budget:

- 2023/24 Registered Charity Information Return – annual
- 2024/25 Q1 Ministry Government Related Entity (GRE) – quarterly
- 2024/25 Q2 Ministry Government Related Entity (GRE) – quarterly
- 2023/24 Q1 Employment Data and Analysis Report (EDAS) – quarterly
- 2024/25 Classroom Enhancement Fund – semi-annual
- 2024/25 Feeding Futures – semi-annual
- 2024/25 Q1 Board Financial Report – quarterly

#### CHALLENGES:

Payroll continues to be challenged with the administrative work related to the growing number of employee transitions (leaves, hires, position changes). And the areas of accounting services and financial reporting continued to be understaffed due to maternity leave.



## HUMAN RESOURCES

### STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

#### HIGHLIGHTS:

- Newly created Supervision Assistant 2 position assigned a minimum four (4) hour workday in agreement with CUPE are entitled to all benefits of the collective agreement
- Supervision Assistant Resource page created and updated training guide
- Support Staff Education Committee (SSEC) funds approved for paid cross-walk supervision training for all supervision assistants.
- Learning Enhancement/Health and Wellness Fund for regular and term support staff were reimbursed \$10,961
- Availability expectation for dispatched support staff who do not work for a consecutive three-month time period set to encourage reduction of shortages
- Education Assistant practicum students placed in schools
- Public Education Benefits Trust (PEBT) annual report that SD75 support staff return-to-work percentage and percentage of employees who felt well supported exceeded the 2023 PEBT average
- Teacher /SD75 bargaining sessions commenced in November
- Teacher Recruitment Fair - Simon Fraser University
- MPSD Student Teacher Practicum December graduates are guaranteed an interview
- LOU17 Class size and composition remedy for teachers/TTOCs whose classes were in violation commenced in October.

October to December 2024:

# of Teachers	Method	Totals
74	Resource Funding	\$ 203,363.15
181	Professional Development Funding	\$ 368,029.23
1	Co-Teaching	432 minutes
3	Additional Prep Time	842 minutes

- Teacher and support staff evaluation information distributed to Principals/Exempt
- Over 1000 employees completed the required readings: Annual Administrative Procedures and Ey kw'ese te shxweli – Welcome to this Place presentation created by the Siwal Si'wes Admin Team. Ey kw'ese te shxweli – Welcome to this Place has been added to the SD75 HR onboarding process for all new hires.

#### CHALLENGES:

- Processing the volume of staffing changes specifically support staff
- Recruitment of casual Bus Drivers even with sponsored paid training being offered
- Availability of casual Education Assistants to replace absences
- 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:

- Every year School start up sees an increase in activities for Facilities and the Operations departments. As students and staff return from their summer away, the number of requests for help increases. Here are some of the many highlights from the last quarter.
  - Completion of the upgrade of the lower office spaces in the SBO to provide a new work area for our ICY team.
  - Continue with the Upgrades to the HVAC system at West Heights Elementary to include new highly-efficient unit ventilation.
  - Completion of over 1450 facilities' work orders
  - Completion of the Feeding Futures food preparation area at Ferndale Elementary
  - Continued HVAC upgrades at Mission Central Elementary to replace old, failing and inefficient equipment
  - Updated new fire safety plans for all sites.
  - Completion of renovation to the Hatzic Middle School ISP room 342
  - Upgraded the water system at Ferndale Elementary to provide potable water for our Feeding Futures program
  - The initial development of a robust preventative maintenance program for all facilities departments.
  - The purchase of \$150,000.00 worth of new snow removal equipment, including a new truck, new hydraulic plow, new salt spreader for the tractor, 3 new snow blowers
  - The completion of the Métis Nation Childcare Centre at West Heights Elementary
  - The continued testing and development of the New Server infrastructure, with the changeover scheduled for September 2025
  - The completion of over 1200 IT work orders
  - Continued installation of new district-wide VOIP phone and P/A system, we now have 11 sites operating on our new phone systems.

#### CHALLENGES:

- Changes to building codes and legal maintenance obligations have significantly increased the costs for the proper maintenance of our buildings. For example, our Engineering staff used to be able to perform our own fire alarm and emergency light testing. New codes and regulations now require our annual inspections for both fire alarm and emergency lighting to be completed by outside contractors. This increases our operating costs which is always a challenge with tight budgets.
- Workload is always a challenge. With small departments and ever-increasing requests from sites, the workload can be overwhelming.
- Inflation and supply chain challenges have made many projects more difficult, require more investment of labour/time, and are more expensive.



## 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 worked very hard to build the Stay at Work/Return to Work library that aids the employer in selecting appropriate modified work to offer a return-to-work plan for injured workers. This has been very successful. In partnering with occupational therapists, we've received very positive feedback from our partners on this program and we have seen improved results in the duration of our soft tissue injury claims. For 2025, our net premium rate is 1.57% which is a surcharge of 0.01% up from the WSBC base premium rate of 1.56%.



The PowerSchool online reporting tool has been unsuccessful in meeting our reporting goals. We've returned to paper-based reporting for all WSBC claims and are using the tool for near-miss reporting and violent incident reporting. The tool seems to be working well for these two reports.

We have asked all the sites to start working on the Workplace Violence Risk assessments with the Joint OHS Committees. This is a big task. Some sites started to work on this in 2021 when the program was rolled out. September 2024, all sites were tasked to review or commence the process to ensure all sites in the district get them completed by May 2025. They are working documents so they will change as time moves on, but the requirement to have the baseline completed was given in October 2024. The OHS manager has been working with individual P/VPs who have reached out for training/support.

