

QUARTERLY BOARD REPORT – SEPTEMBER 30, 2020

SUPERINTENDENT'S REPORT

Fall of 2020 is clearly the most challenging and unusual school start up since at least the Second World War. Balancing the need for normalcy with new realities has pushed staff and resources further than any previous issue. Nonetheless, the overall performance of the system is exceeding expectations.



The obvious issues are scientific, and resource based. Scientific, as our changing understanding of Covid-19 has shifted our priorities in terms of cleaning, educational structure, and human interactions. Resource issues relate to not just critical financial limitations of the system, but also the supply of labour, flexibility of physical spaces, utilisation of software platforms for instruction, alterations to timetables, schedules, testing models, and so on.

However, beyond these obvious issues lies a more fundamental one: the nature of the human condition in duress. First, we have staff, student, and community reaction to the virus. Then we have their feeling of confidence in systems – be it the school district, the medical system, or the provincial and federal governments. Working to provide surety to all parties has been a primary focus of district staff during this time. It also means expanding support for mental health and providing tools for staff to work in different ways during the pandemic, including accommodations for some as well as software platforms and the like.

During the summer of 2020 when the new Stage 2 was revealed by the Ministry of Education, school-based admin had to restructure their schools' timetables, recess periods, and so on. Transportation had to revise bus plans. District staff had to revise school reentry plans. Perhaps the most notable restructuring was to Middle and Secondary schools due to the new Learning Group limits. At Middle Schools a Quarter system was utilised. This works well for getting students in school with limited numbers of children interacting, but it creates new issues educationally, from lengthy classes to learning loss over the long term. The full impact of these issues is yet to be realised, but we recognise that considerable work will need to be done to support students' transitions in the coming year. At the Secondary level, our primary Secondary school, MSS, had a fairly radical timetable to ensure students retained their electives and longer-term educational goals. However, it limited their access to the building to just one or two days a week. This has impacts on some students, and the district is working on ways to mitigate this in the coming month.

Mission Public Schools lies within the traditional, ancestral, unceded and shared territories of the Leq'á:mel, Matheqwí, Qwó:lt'el, and Sq'éwlets peoples.

The other sweeping change was the massive tenfold expansion to our Distance Learning (DL) school, Summit. Several hundred students have left brick and mortar schools – perhaps 10%-for this model. This was a huge struggle clerically, administratively, and educationally, but staff have risen to this challenge, and indeed some evolution in Summit can be seen with the new dynamism of additional staff and a new situation. All of this, of course, comes at a cost. We have added a number of teachers and support staff for this program whilst holding seats at students' regular schools. There has also been learning loss for some as they adjust to the different format of DL.

Below the various departments will report on their work to deal with the 'new normal'. I would emphasize that Mission staff is working incredibly well as a team on challenges ranging from getting enough BSWs, to adapting International programming on ever shifting rules and international policies, to continuing to provide in-service and innovative practice to teachers. I'd particularly note the work done with Indigenous communities through outreach as an exemplar of the good that can come from a time of trial.

In short, the system is stressed, staff is tired, resources are limited, but everyone continues to do the work that needs to be done for the benefit of our students and our community.



SECRETARY TREASURER'S REPORT

As noted, School start-up was significantly different this year due to the Global Pandemic and the reopening of schools with additional health and safety protocols. These protocols have additional costs that were not included in the budget that was approved in June.

The following table summarizes the YTD finances as of September 30, 2020. At Sept 30th, there is no significant change beyond expected expenses as many of the positions required to support the additional needs, were not filled fully until October. The December report is expected to begin to show the additional costs.

2020 / 2021 Financial Summary - Sep 30, 2020 Year To Date			
	Preliminary Budget Total	Actuals - YTD Total	% of budget Expensed
1 of 10 months = 10.00% 3 of 12 months = 25.00%			
OPERATING REVENUE			
Total Grants	71,280,725	8,505,627	11.93%
Tuition	1,613,000	990,041	61.38%
Other Revenue, Leases, Investments	2,401,167	190,112	7.92%
TOTAL OPERATING REVENUE	75,294,892	9,685,780	12.86%
<i>Amortization of Deferred Capital</i>	3,002,730	728,456	24.26%
STATEMENT 2 REVENUE	78,297,622	10,414,236	13.30%
OPERATING EXPENSE			
Total Salaries and Benefits	66,967,085	7,721,124	11.53%
Total Services and Supplies	12,477,164	2,674,513	21.44%
TOTAL OPERATING EXPENSE	79,444,250	10,395,637	13.09%
Net Operating Surplus (Deficit)	(1,146,628)	18,599	
<i>Budgeted allocation of Surplus</i>	143,999	506,156	
Operating Surplus/(Deficit)	(1,002,629)	524,755	

There are two significant financial considerations for the first quarter of the year. The first is the shift in the number of students from regular schools to distance learning. This shift will decrease revenue by approximately \$600,000. The full impact of the shift in student enrolment will be addressed with the amended budget.

The second major consideration is the additional grant funding being provided to ensure school can operate safely considering the COVID pandemic. Additional funding to support the education system during the pandemic has been provided by both the Provincial and the Federal Governments. The school district would not have been able to put the measures in place to manage the pandemic without these additional resources.

Provincial funding with the Safe Return to Schools grant of \$484,741 was provided specifically for additional cleaning staff, additional cleaning supplies, improving hand hygiene, face masks, and support for remote learning technology. The funding for each category must only be used for that purpose. The following table summarizes the report on this funding as of September 30, 2020.

Provincial Safe Return to School Grant Report			
	Funding Received	Spent as of September 30, 2020	Projected Spending for remainder of school year
Cleaning Staff	\$257,367	\$10,297	\$247,070
Hand Hygiene	\$102,611	\$9,105	\$93,506
Cleaning Supplies	\$57,068	\$16,337	\$40,731
Face Masks	\$25,331	\$24,822	\$509
Remote Learning	\$42,364	\$26,533	\$15,831

The federal funding was provided in two blocks totaling \$2,335,154. (\$1,167,577 in September and January). This funding has been used to support the additional staffing needs to support the numerous students that have moved to the Distance Learning Options. Additional resources are currently being deployed to provide additional support for students that are at risk of falling significantly behind. The final details will be sorted out for the amended budget discussion.

Federal Safe Return to Class Grant Budget

Cost Categories	Phase One: Budgeted to Dec 31, 2020					Phase 2 Budgeted to June 30, 2021 Total for the
	Services and Supplies	Staffing	Staffing FTE	Capitalized Costs	Total	
Learning Resources and Supports	\$ 9,772	\$ 640,684	30.1000	\$ -	\$ 650,456	\$ 1,833,226
Health and Safety	\$ 85,000	\$ 19,300	3.0000	\$ 15,000	\$ 119,300	\$ 459,928
Transportation	\$ -	\$ 16,800	0.8000	\$ -	\$ 16,800	\$ 42,000
Total:	\$ 94,772	\$ 676,784	33.9000	\$ 15,000	\$ 786,556	\$ 2,335,154

EDUCATION

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

All curricular programs align with, and work to implement the Strategic Plan. Specifically, when “Honouring Culture & Territory” we address the strategies in the following ways:

1. Embed Indigenous Worldviews and Perspectives, specifically of the Sto:lo, into the curriculum using best pedagogical practices:
 - a. Early learning programs implement the revised Early Learning Framework, which outlines pedagogical practices that are aligned with Indigenous worldviews and perspectives (such as place-based learning). StrongStart centres regularly invite elders to share teachings with young children and families.
 - b. Curriculum and assessment documents and workshops acknowledge the Sto:lo territory our schools are located on. The First Peoples Principles of Learning are explicitly connected to curricular work. Mentor teachers are working together to include Indigenous worldviews and perspectives in their curricular work.
 - c. Resources purchased represent Indigenous worldviews and perspectives. For example, Novel Approach resource packages included authentic Indigenous books.
2. Provide a variety of supports for students of Aboriginal ancestry:
 - a. During the suspension of in-class instruction, we were able to use early learning funding (through a MCFD grant) to support Aboriginal families with young children by providing healthy food and baby supplies.
 - b. The Curriculum Department works very closely with Siwal Si'wes and Student Services to ensure our work is in alignment and represents equitable access for all children.
 - c. Joyful Literacy data is gathered each year to monitor early literacy development. Data will be separated for Indigenous students so we can track progress.
3. Ongoing support for our Equity Scan & Enhancement Agreement, *Q'pethet Ye [Tel:exw: Gathering to Understand, A Framework for Creating a Culture of Equity](#)*:
 - a. Questions in this document challenge us to examine our current practices to ensure they are culturally relevant to Indigenous students, reflect Indigenous ways of seeing, understanding and knowing the world, and consider the effects of racism, oppression, marginalization, poverty and colonization. We are beginning to examine all our practices with this lens, including assessment practices and learning opportunities we design for students. Mentor teachers discuss these questions at monthly meetings.

SCHOOLS

All schools and programs are in operation. Enrolment is near our projections, but about 10% of students are enrolled in our DL program at Summit. This has created the unusual circumstance where some schools are full, but because seats are being held for students at Summit,

classrooms are not actually full. This has further meant that some late coming students have had to be assigned to other schools as their local building is full at their grade level. Particular challenges were faced by specific programs such as Hockey Academy, or Fitness Centres, and the like, but in most cases they are presently operating under Covid guidelines.

While we have had a few Covid exposures, we are relatively fortunate in this regard, and the community has been supporting the work of schools and staff in this regard.

HIGHLIGHTS:

School admin worked tirelessly to create workable timetables, recess plans, isolation rooms, and the like in coordination with Facilities and District leadership. Schools are up and running. Students are in class and everyone is following expectations around masks, hand washing, and other routines. Student Services work in supporting Mental Health has been very notable too.

CHALLENGES:

As noted, the massive influx to Summit has created challenges for both that program and the brick and mortar schools that students ordinarily attend. The long-term impacts are yet to be determined, whether it be educational restructuring, staffing changes, or learning loss.

PROGRAMS

We have continued with many initiatives and programs to support students, families, and teachers.

HIGHLIGHTS:

Early Learning: All six StrongStart sites have reopened with modifications to ensure covid safety protocols are followed. Instead of drop-in, families register for a specific day and time for a six-week period so we can ensure as many families as possible can attend throughout the year. Families are enjoying smaller groups and the stability of specific times. On-line StrongStart options are available on Mondays. Our StrongStart Navigator is running outdoor learning opportunities on Mondays and Fridays.

Mission is participating in the Ministry's Changing Results for Young Children (CR4YC) to support social emotional learning and well-being (pre-k and K). This is a joint initiative with StrongStart educators, Kindergarten teachers, and community-based early childhood educators. Our community partners in CR4YC are Future 4 Nations, Family Place, and Aboriginal Family Place.

Curriculum K-12: We continue to support Joyful Literacy, with teachers assisting in planning and leading sessions. As well, Janet Mort prepared videos and a booklet so teachers can refer to the material as needed. Novel Approach is also continuing (grades 4-9). A math book club has started with over 70 participants, an early numeracy pilot (Joyful Math) is underway, and teams of teachers at middle school are working together to support common mathematical understandings. Our secondary mentor teacher and technology mentor teacher are working

closely with secondary teachers as they transition to a hybrid model of instruction. Twenty-five elementary teachers have joined the Communicating Student Learning pilot to support student ownership of learning.

CHALLENGES:

With increased absences due to Covid, it is a challenge to release teachers for professional learning. All our sessions are being held after school, which means there is limited time to offer learning opportunities, people are often tired at the end of the day, and not all teachers are available after school. Sessions are held virtually via Teams or Zoom. One advantage is that means they don't need to travel for a session but can join from their classroom or from home.

ENROLMENT SUMMARY

Student enrolment for funding purposes is captured primarily at September 30th each year, with additional counts in February and May for specialized funding. The enrolment counts have changed significantly this year, due to many students opting for different learning formats due to the COVID19 pandemic.

The most significant shift has been the number of K – 9 students that have enrolled in the Distance Learning programs through Summit. The spots for regular students that have enrolled in Summit are being held open for these students to return to their regular school, at least for the next few months, until directed otherwise.

The following table summarizes the changes to enrolment from the 2019/2020 school year, as well as the projected enrolments with the budget for 2020/2021. Staff will be monitoring enrolment changes closely throughout the year, updating budgets as necessary.

2020/2021 Actual Enrolment	Operational Capacity	2019	Budgeted 2020 / 2021 Projected Enrolment	Change from Prior Year	Sept 2020 / 2021 1701 enrolment	Change from Prior Year	Change from Budget projection	Seats Held - Summit	Actual With Held Seats	Actual Change from Prior Year	Actual Change from Budget Projection	International Students
		Total Annual										
Total Enrolment												
Elementary Urban	3125	3047	3092	45	2867	(180)	(225)	246	3113	66	21	8
Elementary Rural	651	357	371	14	351	(6)	(20)	32	383	26	12	0
Total Elementary	3776	3404	3463	59	3218	(186)	(245)	278	3496	92	33	8
Middle	1520	1336	1370	34	1281	(55)	(89)	103	1384	48	14	9
Secondary	1250	1334	1297	(37)	1224	(110)	(73)	0	1224	(110)	(73)	38
Total Regular	6546	6074	6130	56	5723	(351)	(407)	381	6104	30	(26)	55
Other	610	340	280	(60)	640	300	360	(381)	259	(81)	(21)	0
Total Enrolment	7156	6414	6410	(4)	6363	(51)	(47)	0	6363	(51)	(47)	55
LESS: International Students		138	90	(48)	55	(83)	(35)		55	(83)	(35)	
Ministry Funded Full Year		6276	6320	44	6308	32	(12)		6308	32	(12)	
Prior Year Ministry Funded		6,214	6,276		6,276				6,276			
Change from Prior Year Ministry Funded		62	44		32				32			

There are a total of 47 fewer students in 2020/2021 than originally budgeted; 35 fewer international students, and 12 fewer funded students. However, the shift from regular school-based students to distance learning students will significantly reduce the amount of funding from enrolment.

FINANCE

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

The Finance Department provides ongoing support as needed to the District Principal of Indigenous Education in providing budgeting and financial reporting information related to a variety of targeted funding programs and needs.

HIGHLIGHTS

Every individual on the finance team has risen to the various challenges brought on by the COVID situation, including a significant increase in the level of work volume and complexity, particularly during the school startup period which is a very challenging period at the best of times.

Payroll & Benefits has worked efficiently along with the HR department to navigate the significant personnel changes during school start-up phase. The team is also running a pilot program for the removal of manual timesheets in the Support group.

The following reports were completed during Q1:

- 2019/20 Financial Statements and Financial Audit - annual
- 2019/20 Indigenous Ed Targeted Funds – annual
- 2019/20 OLEP (official languages education program) – annual
- 2019/20 Q4 Ministry GRE (government related entity) – quarterly
- 2019/20 Q4 COVID Cost Tracking – quarterly
- 2019/20 Classroom Enhancement Fund – semi-annual
- 2019/20 PSEC Executive Compensation – annual
- 2019 Carbon Neutral Government reporting - annual

In Purchasing, the annual employee computer buy program was completed, there was work with the schools to meet the needs of school year start-up, and close work with facilities to ensure timely and efficient procurement for COVID related needs and capital project and other maintenance projects.

CHALLENGES:

There have been significant teacher and support personnel changes due to COVID, combined with the typical surge of activity during school year startup, impacting Payroll & Benefits. The CUPE timesheets project, changing timesheets from paper based to electronic, is in the pilot

stage, but moving forward very slowly due to the additional demands on the team. The inability to fill one of the payroll positions full-time has limited the ability to structure the function as efficiently as we would like.

For accounts payable, there has been a significant increase in wire payment processing over last few months due to International withdrawals.

Reporting and budgeting complexity and time demands continue to increase with the annual growth in special purpose funding. COVID related reporting and budgeting demands have added to the volume.

At the school level, significant movement in school secretarial positions, and new features/improvements with the KEV School Cash program, has resulted in an increasing demand for school-based accounting training, mentoring, and support.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

Family members of Siwal Si'wes Indigenous Department are grateful to work on Stó:lō lands, the lands of Kwantlen, Leq'á:mel, Matsqui and Sq'éwlets. We call ourselves the Siwal Si'wes Family because we believe that we are all related in the sense that we are in relationship with not only our blood relatives, but also with other human beings, the Indigenous families whom we serve, SD75 colleagues, and non-human beings, the gifts of the lands that we share, such as animals, plants and trees, the mountains and the rivers of Turtle Island (now called North America), and all that Mother Earth offers us. Our responsibility is to live in harmony with our relatives, with the land and with Mother Earth.



At the beginning of all Siwal Si'wes gatherings and meetings, we acknowledge Stó:lō territory and an Indigenous teaching is shared, typically words from an Indigenous knowledge keeper or author. This guides us to **Go Forward with *letsé mot, letse thale*, as in order to do good work, one must enter with one heart and one mind, or a good heart and a good mind.** We are committed to recognizing gifts of students and staff of all Indigenous cultures, while working collaboratively to remove equity gaps and barriers that Indigenous students of SD75 currently face. The District Principal of Indigenous Education works with various facets of SD75, particularly School Site Administrators, Curriculum and Student Services, in a unified approach toward achieving equity for Indigenous learners.

HIGHLIGHTS:

Siwal Si'wes Indigenous Department has now settled into the new location, sharing a space with Fraserview Learning Centre. We have four rooms total: the office, the library, a meeting room and the cultural prep room. The meeting room can be booked by various school staff through the Siwal Si'wes Administrative Assistant, as it is equipped with a projector and screen, tables and chairs (current capacity = 8 persons).

Work with the Equity Scan continues into Year Two. The document, *Q'pethet Ye Tel:exw: Gathering to Understand: Creating a Culture of Equity* was recently shared with the SD75 community and Indigenous agencies and is posted on the Siwal Si'wes website. Siwal Si'wes Family Staff were an integral part of the creation of the Equity Scan document, and equity is placed at the forefront of conversations concerning Indigenous learners. We would like to acknowledge and honour all contributors of the document.

Siwal Si'wes and SD75 partnered to create a Band Outreach Program offered as a satellite school to on reserve students whose families have opted out of face-to-face instruction due to the pandemic. SD75 Management and Nation Council Members worked in collaboration to create an Outreach Learning Opportunity Agreement including consideration for factors such as: school district personnel, classroom space, equipment, learning resources, work place standards, intellectual property, privacy and confidentiality and Health & Safety protocols. Currently this program serves five students from Sq'ewlets and 13 students from Leq'á:mel, offering face-to-face instruction at the Nations four days per week (two days per week at each Nation). The Band Outreach Teacher provides instruction to the students alongside an Indigenous Liaison Worker.

Siwal Si'wes currently has 21 full-time Indigenous Liaison Workers (ILWs) that work at various school sites, and one casual worker. ILWs deliver Halq'emeylem instruction to select elementary schools, prepare cultural kits for school activities, deliver cultural presentations throughout the district, as well as work at assigned liaison work at a school site including the Band Outreach Program.

Additionally, Siwal Si'wes operates with a variety of staffing supports. These include an Indigenous Mentor Teacher, a part-time Teacher-Librarian, two Indigenous Student Success Coaches, one part-time Educational Assistant supporting Indigenous students at MSS, and a full-time Administrative Assistant.

Indigenous Student Success Coaches meet weekly with school site staff, including Site Administrators, Indigenous Liaison Workers, Youth Care Workers, School Counselors, the District Principal of Indigenous Education and at times, the Indigenous Mental Health Clinician from Child & Youth Mental Health, with whom we have a partnership. Indigenous Student Success Coaches work with Indigenous students and their families to identify any barriers to school success, and then create plans to remove them. The work is highly individualized to suit the needs of the student, and can range from supporting students with attendance, transportation and food security, to academic coursework and counselling, and social-emotional support, or referrals for the family to outside agencies. As a team we build strong connections

with students, families and communities that encourage greater trust and communication with the school system and success through to graduation and beyond.

CHALLENGES

Many Indigenous students depend on Siwal Si'wes staff to provide transportation for them to and from school, and due to COVID and lack of an official SD75 Transportation Policy, we have been unable to provide this service at the start of the year. Fortunately, we are in the final stages of creating transportation operating procedures, which will remove this barrier.

The pandemic has impacted greatly the momentum of the activities in the Indigenous rooms, which were often the “hub” during breaks and lunch. This impact was mainly due to decreased capacities of the rooms. As food is a necessary part of the Indigenous programs at all schools, Siwal Si'wes staff were offered Food Handler Certification, with includes a learning component for COVID-19.

An additional challenge for Siwal Si'wes are cultural presentations, which are most effective in-person as they provide a cultural hands-on learning experience. Most cultural presentations will be done virtually this year, with the site liaison supporting the learning in the classroom alongside the classroom teacher. The same is true for outside presenters, artists, knowledge keepers and Elders, in that most of the presentations will be done virtually and whenever possible, outdoors or in a large learning space such as the gymnasium, where physical distancing can safely happen.

HUMAN RESOURCES

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

The Human Resources department acknowledges territories at the commencement of formal meetings including recruitment interviews. This demonstrates to all potential staff its importance.

The Human Resources department works together with the Indigenous Education department as consultation is needed and has been a key strategy for our department.

HIGHLIGHTS:

The Human Resources department continues to focus on communication with staff and all departments as we navigate on-going changes in information from provincial bodies. Ongoing recruitment has assisted in hiring the additional teachers required to start the new school year. The department has been exceptionally busy this quarter, with hiring additional staff to meet the needs of the organization.

The following table summarizes the staffing plans as the year is progressing. The additional positions are being funded by grants from the Federal and Provincial Governments to address

challenges due to the pandemic. Any additional changes to the staffing plan will be identified with the amended budget.

Staffing Summary - Budget Comparison

September 30, 2020

	Instruction							Administration			Ops, Mtc, Transport			Total	
	Teachers			Total PVP	E. A. Total EA	Total Support	Other Professionals	Total Instruction	Admin Support	Total Other Professional	Total District Admin	Support Staff	Other Professionals		Total Operations, Mtce Transport
	Classroom Teachers	Non Enrolling	Sub Total Teachers												
District Based	1.30	29.76	31.06	2.60	45.51	11.66	1.00	91.83	12.57	17.00	29.57	53.96	4.00	57.96	179.37
School Based	289.86	77.90	367.76	31.40	114.41	50.45	1.00	565.02				37.30		37.30	602.34
Total Actual	291.16	107.66	398.82	34.00	159.92	62.11	2.00	656.85	12.57	17.00	29.57	91.26	4.00	95.26	781.71
Total Budget	275.73	102.27	378.00	34.00	152.45	60.65	2.00	627.09	11.57	17.00	28.57	82.74	4.00	86.74	742.40
Difference	15.43	5.39	20.82	0.00	7.47	1.46	0.00	29.76	1.00	0.00	1.00	8.52	0.00	8.52	39.31
Funding Source:															
	Federal Safe Schools Grant														33.9
	Provincial Safe Schools Grant														5.25
															<u>39.15</u>

CHALLENGES:

Teachers-Teaching-On-Call and casual support staff availability for accepting dispatches continues to be a challenge, in particular since the onset of COVID-19. Specialist positions also continue to be a challenge to fill. Mental health of staff is monitored on an on-going basis during these challenging times.

OPERATIONS

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

Operations has been working hard to provide support for our Indigenous Department in many different ways. We have facilitated the move to their new location at Fraserview, assisted with special transportation requirements for the Band Outreach Program as well as provided the required infrastructure (furniture, filing cabinets, etc.) and cleaning products for the Outreach Program location. Facilities has been working with the Indigenous Department to procure and construct a new bus shelter on Leq'a:mel land. Our IT department has been working with the Indigenous Program to provide the required technology to help support education both in person

and distance education format. As the year continues, we will continue to offer our support in any capacity we are able.

HIGHLIGHTS:

The Operations Department supports Facilities, Health and Safety, Transportation and Information Technology.

The Facilities section is exceptionally busy in the summer months, completing many projects.

Major Projects: New Roofing - Hatzic Middle School, West Heights Elementary and Hillside Traditional. Paving Projects at Hatzic Elementary and Fraserview. Municipal sewer tie-in at Hatzic Elementary. Bank stabilization at Mission Central Elementary. New exterior cladding and a new concrete access ramp at Edwin S Richards Elementary. Exterior Painting of Christine Morrison Elementary and Hillside Traditional Elementary

Minor Projects: Accessible playground at West Heights Elementary. Outdoor education space at Stave Falls Elementary, Cleaning and painting exteriors West Heights Elementary and Ferndale (Facilities). Painting parking lot lines and game lines at multiple sites throughout the district. Fire Alarm upgrade at Hillside Traditional.

Over 75 plexi-glass barriers and 60 hand sanitizing stations were installed, as well as 50 new faucets for hand washing. All air filters were replaced and re-programmed to be compliant with Covid protocols.

Additional BSWs were hired to meet the increased cleaning protocols as laid out by BCCDC and Fraser Health, including implementing a 2 stage cleaning/disinfecting process for all touch points and 2 a day cleaning for all bathrooms and high touch point areas.

The Health and Safety program continues to improve, working towards CORE certification, using this process to help identify areas to focus on. A Gap analysis was completed, and we are now working on closing the Gaps so we are ready for the next COR audit in Sept 2021 The Health and Safety App "CorePoint" is operational. Training has commenced - overall positive responses from staff. From the Health and Safety lens, the Covid19 safety protocols appear to be effective, based on the limited number positive cases in the workplace

Student transportation required significant changes for the start of the year. 1183 students were registered for bus services as September 30. All bus routes were redesigned to accommodate the staggered start times, partial day instruction and learning groups.

Additional protocols considering the pandemic:

- Busses are disinfected every bus after each run using handheld sanitizing sprayers
- All students are to wear masks while on the buses. We are providing a large number of single use masks.
- Hand sanitizing stations added to each bus

The IT services were busy over the summer months, preparing the computer systems for September.

- Re-imaged and updated 1600 laptops and 577 desktop computers
- Installed solid state drives in 300 Middle and High School laptops, improving their speed and extending their live expectancy
- set up access for 900 teachers and support staff to the ShareEdBC site
- Replace all the Printer/Copiers throughout the District

CHALLENGES:

Facilities has struggled with BSW staff shortages, increased workload for BSWs and facilities staff due to cleaning protocols, and the need for barriers, hand wash stations, etc. The aging buildings requires additional maintenance, which increases costs. The section is working to get more processes in place to improve efficiencies

On the health and safety side, many employees continue reporting directly to WorkSafe instead of to the employer (their supervisor). The Employer Incident Investigation Report (EIIR) is regularly not submitted on time to Worksafe.

There still seems to be issues with a low level of engagement from staff using the online form for the daily health check.

The School schedules are very different so scheduling bus routes was a significant challenge, especially with COVID and trying to limit the number of students required to change buses – trying to prevent unnecessary contacts or exposures.

In the IT section, last May during the School re-start, computers were provided to staff and students to support learning for those that were unable to attend class in person. Not all of these computers were returned. It has been challenging to support the IT needs of Summit and the distance education options, with all the requests for additional support and technology. With all the additional access to on-line resources, some security measures have been decreased, which could potentially put our district data at risk.



STUDENT SERVICES

STRATEGIC PRIORITY – HONOURING CULTURE & TERRITORY OF FIRST NATIONS PARTNERS

Student Services staff is dedicated to Honouring Culture and Territory as outlined in the strategic plan. Meetings in the student services department begin in a good way by acknowledging the territories and connecting how acknowledgment grounds the work. At the first staff meeting of the year, key aspects of the enhancement agreement were shared with the staff. Many members of the student services department are engaging in the work of the equity scan again this year. The mental health grant for 2020-2021 is being formulated with significant collaboration with the Indigenous department to ensure the planning initiatives are culturally safe and meet the needs of Indigenous children and youth. Meetings with the District Principal of Indigenous Education are planned to review current student data.

HIGHLIGHTS:

Support staff and teaching staff have done a commendable job in adapting the service delivery model and embracing technology for when in person instruction has not been possible. Principals and Vice Principals worked with school teams and families to provide flexible options for students with disabilities or diverse needs due to COVID concerns. The Hospital Homebound teacher has a full case load and is working with children and youth whose medical needs create barriers to in person instruction. In-service training for Learning Specialist, Learning Specialist Alternate, Inclusive Support, and Counsellors was provided virtually and led by MPSD student services team including presentations from Psychology, OT, PT, Teacher of the Deaf or Hard of Hearing, Teacher of Students with Visual Impairments, Counselling, Speech and Language and District Inclusion Mentor Teachers. The number of students with designations continues to grow and the 1701 student numbers were higher than projected.

CHALLENGES:

Staffing shortages in psychology, speech and language, and counselling have been challenging. Shortages in these specialty areas are very difficult to endure as there are no replacement staff to make up missed work resulting in fewer supports and services to children and youth. The late start of September 10th presented a significant amount of pressure on school and district staff in meeting the September 30th deadline for the 1701 report. The Kindergarten Screen for Speech and Language was halted this year for safety reasons and cohort