

# QUARTERLY BOARD REPORT

SEPTEMBER 30, 2023

**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

Growth in the district this year is a notable (although on projections) narrative for this September. What is significant and unexpected is the disproportionate growth in students with designations. This has led to the hiring of over 25 new EAs, which in turn has led to shortages in casual replacements, which impacts the educational experience of students. Solutions are being worked on, but again this was an unexpected aspect of this year.

The positive news is the overall stability of the District, as this feels like the first year that we are truly 'post-Covid'. While there are still teacher shortages and other challenges associated with that time, it does feel like schools are functioning with less likelihood of functional closures, bus cancellations, and the like. This is allowing us to move the educational agenda forward, and with the submission of our most recent FESL, there is an exploration of what strategies, assessments, and programs can help support student success.

Finally, it is exciting to see our new Indigenous grad credit course *Téméxw te í: The Land of this Place* up and running this year, as well as other relevant Indigenous courses from the Ministry. This is a great example of the partnership of teachers, district staff, Ministry interests, and external experts to build programming for our students.

## SECRETARY TREASURER'S REPORT

The financial position of the school district at the end of September is as expected / budgeted. However, with additional costs for EAs, and additional funding for designated students, the amended budget will include these additional costs and revenue.

<b>2023/2024 Financial Summary - Sep 30, 2023 Year To Date</b>			
<i>Summary without amortization</i>			
1 of 10 months = 10.00%			
3 of 12 months = 25.00%			
	Preliminary Budget	Actuals - YTD	% of Budget Expensed
<b>TOTAL OPERATING REVENUE</b>	94,780,991	12,467,988	13.15%
<b>TOTAL OPERATING EXPENSE</b>	96,021,777	12,349,773	12.86%
<b>Net Operating Surplus (Deficit)</b>	(1,240,786)	118,215	
Budgeted allocation of Surplus	1,801,796	-	
Allocation (to) from Capital	(561,010)	(561,010)	
<b>Operating Surplus/(Deficit)</b>	-	(442,795)	



with the secondary mentor teacher to ensure alignment among schools. We continue to hold in-service sessions with assessment leads at each school. The technology mentor teacher led sessions at various schools to demonstrate Spaces for digital portfolios. We have many more teachers using it this year.

#### Student-Centred Learning: Create positive learning experiences that support literate and numerate students

- We have purchased new math resources for elementary schools (Mathology or MathUp) and the math mentor teacher is working with schools to support the effective use of the resources.
- The math and literacy mentor teachers are supporting assessment leads to understand the framework for reporting and how that can be used to plan instruction. They also prepared videos teachers can refer to.
- The literacy mentor teacher is working with teachers to implement the Science of Reading (phonemic awareness for primary students and morphology with older students).
- The secondary mentor teacher is working with math departments to implement the math inventory and strengthen pre- and post-assessments to monitor student learning and inform teaching.

#### EFFECTIVE LEARNING ENVIRONMENT: Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments

- The assistant superintendent is meeting with school teams to discuss plans for prevention, response, and repair when implementing the new Safe, Caring, and Respectful Schools policy
- The district principal continues to work with social and emotional learning leads at each site and is continuing the leadership group of Fraserview students who lead learning at elementary sites.

#### QUALITY TEACHING AND LEADERSHIP: Support all staff to adapt to the rapidly changing educational environment and students' needs

- We introduced inquiry project opportunities this year to:
  - Create communities of learners
  - Provide opportunities for teachers to pursue their areas of interest based on their students' needs, with the support of a mentor teacher
- We are using the Spirals of Inquiry as our framework. We held our introduction session in October and there seemed to be a lot of excitement to get started on their projects. We will have two more whole group sessions and a final sharing session. Mentor teachers meet with their groups on a regular basis between those sessions.

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#### CHALLENGES:

- We know some teachers are feeling nervous about the reporting changes so we are grateful to be able to release assessment leads to work with us. Hopefully, after the first report card goes out, people will feel better about the changes.

## INDIGENOUS EDUCATION

### STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

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## HIGHLIGHTS

We have 1184 Indigenous learners in SD75 who self-identify as having Indigenous ancestry, representing about 16.5% of the entire student body.

### ***Len Pierre Presentation: Indigenous Trauma, Equity Informed Practice and Cultural Safety from an Indigenous Lens***

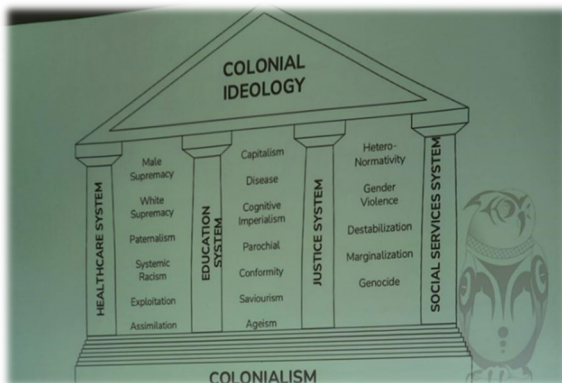
Len Pierre is Coast Salish from Katzie First Nation. He is an educator, consultant, TEDx Speaker, social activist, change agent, & traditional knowledge keeper. Len presented to Senior Leadership and School Administrators in August on *Indigenous Trauma, Equity Informed Practice and Cultural Safety from an Indigenous Lens*.

Len posed some thought-provoking questions:

- What is settler colonialism?
- What is decolonization?
- Why should education be decolonized?
- What does reconciliation mean to you?

Len nudged us in our thinking, in terms of safety and equity for Indigenous learners:

- We need to face the harms caused by colonialism;
- We need to address Indigenous Canadian Socialization, knowing that it is embedded in school systems;
- We need to reexamine, redefine and reframe colonial ideas and practices;
- We need to pause before we act, as we need to consider who needs to be involved;
- We need to ensure that we value consistency over intensity.



COLONIALISM		
The Indian Act	The Civilization Act	The Bill of Rights
The Residential Schools	The 60's Scoop	Land Theft
The Electoral Franchise Act	Beast of the Land	Prohibition
STATE & STRUCTURAL VIOLENCE AGAINST INDIGENOUS PEOPLES		

Len departed with a final thought:

*'Indigenous Peoples do not need us to lift or build them up. They need us to stand, beside, behind and with. They don't need saving.'*

### **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 for the 'itqel (honesty) represented by Sásq'ets (Sasquatch).

The teaching of the 'itqel, or honesty is taught to us by **Sásq'ets**. Sásq'ets is believed to be closer to the spirit world than humans. It is believed that Sásq'ets used to walk among humans to remind us of the Creator's wish for us to remain true to our natural forms. Sásq'ets reminds us that we must be truthful to who we are. Honesty is speaking and acting truthfully and thereby remaining morally upright.

It is only by being honest that we can have integrity. Actions such as being true to our spirit and accepting who we are will guide us in being honest. To be truly honest is to keep the promises one made to the Creator, to others and to oneself. The Elders say, "Never try to be someone else; live true to your spirit, be honest to yourself and accept who you are the way the Creator made you."



Ovila states:

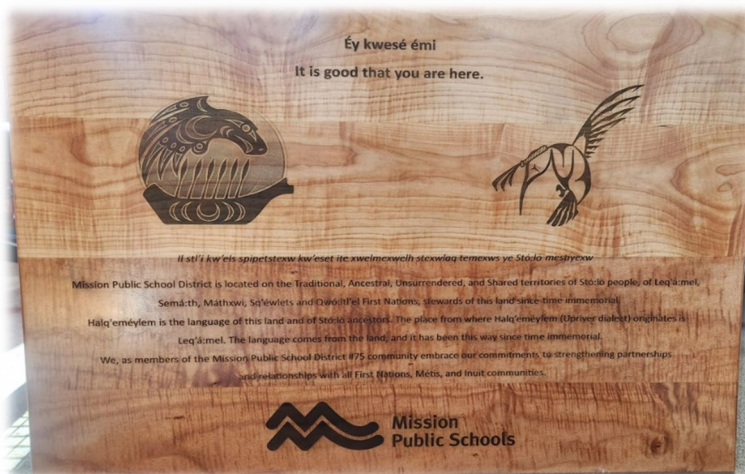
"With this design, I wanted something different, it has a gentle look to it. A sasquatch holding a butterfly. I think the butterfly is a fitting symbol for a school as well, representing growth and transformation."

**Siwal Si'wes Mats:**

To create a warm and inviting space for Indigenous learners, each Indigenous room has been equipped with a welcome mat. The mat displays the Siwal Si'wes emblem and the Equity Scan symbol, also created by Ovila Mailhot.



**Land Acknowledgement Plaques:**



Last year, Siwal Si'wes worked closely with the Siwal Si'wes Indigenous Education Advisory Council and local Nations to create an authentic Land Acknowledgement for Mission Public Schools. We would like to express our gratitude to the Board for funding this work. We commissioned Rain Pierre, Katzie artist, to create a Land Acknowledgement plaque for each school and each department.

**Parent Equity BBQ:** On September 21, 2023, Siwal Si'wes hosted a Parent Equity BBQ. About 100 parents, caregivers and youth attended the event to enjoy a barbecue meal followed by a brainstorming dreaming session on equity for Indigenous learners in Mission Public Schools.



## CHALLENGES:

On September 21, 2023, we received results of Phase One findings of Ground Penetrating Radar and the Investigation of three of the former Residential School sites within S'ólh Temexw: St. Mary's Indian Residential School, Coqualeetza Indian Residential School, and All Hallows School in the communities of Mission, Chilliwack, and Yale, as well as Coqualeetza Indian Hospital. The District Principal of Indigenous Education shared this news with the SD75 community in two separate email threads over the 24 hours following the announcement to ensure that the reports received were entirely accurate.

Here is the report:

- Two percent of St. Mary's grounds have been covered so far, being the high priority, easy access grounds only, at this time. Research is currently incomplete.
- At St. Mary's old school, there are confirmed marked graves inside the Oblates of Mary Immaculate (OMI) Cemetery. Additionally, there are confirmed anomalies indicating unmarked graves outside of OMI cemetery and on the old school grounds. It is unknown when the research will be completed, but official numbers for unmarked graves will be released at that time.
- The findings are based on Archival research, oral historical knowledge from Survivors, and onsite remote sensing geographical research, including ground penetrating radar.
- The Archival findings for, with certainty, 158 student deaths at St. Mary's Indian Residential School, Coqualeetza Indian Residential School, All Hallows School and Coqualeetza Indian Hospital are based on a small portion of 75,000 documents that have been reviewed thus far, have been indisputably proven, and are as follows:
  - *St Mary's Indian Residential School* (ages 7-18): 20 deaths; Cause: 17 Illness, 3 Unknown
  - *All Hallows School*: 5 deaths; Cause: Illness
  - *Coqualeetza Indian Residential School*: 37 deaths; Cause: 25 Illness, 3 Accidental Injury, 9 Unknown
  - *Coqualeetza Indian Hospital* (ages 5-20): 96 deaths; Cause: 86 Illness or surgical complications, 10 Unknown.
- **Total Deaths: 158**

This news is distressing for the Indigenous community of Mission and specifically for members of the Nations we serve, Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, for members of the Siwal Si'wes Indigenous Education Council who attended St. Mary's (or had family members who attended this institution) and for all Indigenous Peoples across Turtle Island. We know that this is only the beginning, as the ground penetration work is incomplete, in that there are multiple sites yet to be investigated.

We anticipated that this could impact Indigenous students' reactions and responses in the coming weeks, we also realize that this may have far-reaching impacts on non-Indigenous students and even on the entire school community. We appreciate the empathetic consideration that was extended to those impacted as they attempt to process and understand this news and that the privacy of Indigenous learners and Indigenous staff was and continues to be respected (i.e., refrain from asking them direct personal questions about this matter, or from placing the burden on Indigenous learners and staff to answer questions that may be difficult to answer).

We wish to thank those of you who reached out to Siwal Si'wes Staff as we work through this news.



## INTERNATIONAL EDUCATION

### HIGHLIGHTS

We welcomed 67 brand new international students August 25-27, followed by the remaining 71 students arriving over the next week, for a total of 138 international students, from 15 different countries, to start off our 2023/24 school year.

The new international students joined us for a four-day student orientation at Mission Secondary August 28-31, where they learned to navigate some of the new challenges they will face as a student studying abroad. The student orientation also gives the students a great chance to see their new school, and meet other students, including some of our Leadership students who came to help show them the ropes!! The last day of student orientation was a full day sightseeing trip to Vancouver where we visited Canada Place/Fly Over Canada, Stanley Park, and of course, we wrapped up the day with a couple hours of free time on Robson Street for some shopping!

We work hard to support our international students in their host families, with friends, and their schooling, but also offer them activities that enrich their experience during their time here in Mission.

Kim Hunter does a fantastic job ensuring our international students have the opportunity to participate in some awesome activities.

So far this year, we have had an overnight trip to Victoria where the students visited Butchart Gardens, the Malahat Sky walk, and had some free time in the beautiful inner harbour.

We also enjoyed a night out in Vancouver for a BC Lions football game. Since the game was on the National Day for Truth and Reconciliation, each student was presented with an orange shirt to wear at the game, which included a card explaining the origin of Orange Shirt Day. We would like to thank the Mission Friendship Centre for helping us out with that. We will be collaborating with Indigenous leaders in the school and community to bring more, important Indigenous education to our international program in the future.



Terri Szlovicsak has a three-week recruiting trip planned for November that starts off with a three-day agent fair in Berlin, Germany, where 42 individual meetings with prospective agents and several seminars will be conducted. The ICEF event brings over 2900 international educators and agents from around the world to collaborate about future relations. After the ICEF event, Terri will travel across Germany and Switzerland, meeting with 15 current and former agents in 15 days, visiting 11 cities in two countries.

We continue to see international student numbers recover post-COVID, and a shift in diversity is being felt with students from China starting to return to Canadian schools, including Mission. Our goal for the Mission International program is to continue our high level of personal student support that we are well known for, and to work to increase diversity amongst our student population for the upcoming years ahead.

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#### CHALLENGES:

Besides the regular challenges of supporting a group of children new to the country and culture, we also started off the school year short two team members. This challenge would be painful any time of year, but proved to be particularly painful during a time we were welcoming 138 new and returning students to Mission for the new school year. We are happy to have Shona Wallace joining our team as



an Administrative Assistant, who is off to a great start here in International! We also look forward to welcoming a new Homestay Coordinator very soon to complete our dynamic team! 😊

## EARLY LEARNING

### STRATEGIC PRIORITY: FUTURE ORIENTATION

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#### HIGHLIGHTS

The Early Years Navigators offered a Summer Play Date during July and August at each school site for families with children entering Kindergarten. The purpose of these events are to help families meet one another and to begin to feel connected to their new school community. There was excellent participation except when there was a heat wave. Families enjoyed interacting with one another and with the materials set out. They also met school staff, and community members from Fraser Health and learned a few playground games.

Additional Summer Play Dates were scheduled at local parks, coffee shops and supermarkets throughout the summer. The goal is to connect families who may be new to Mission to supports in the community and to provide information about registering for Kindergarten. Families enjoyed learning how to Metis jig from Donna Simon who is an Independent Contractor with Prevention and Community Engagement at MCFD. Other community collaborations included Family Place and United Way.



The week prior to school opening, Early Years Navigators supported a few individual families, identified by the Mission Association for Community Living, with visits to school before the first day of school.

This helped families meet school staff, see where their classroom would be and get information about the gradual entry schedule.

StrongStart Early Childhood Educators and Early Years Navigators supported Kindergarten classrooms at their school site during the first two weeks of September. Principals reported that having a staff member who was familiar to some of the children and their parents helped families feel relaxed during gradual entry. Kindergarten teachers appreciated having extra support in their classrooms as children and families got settled into new routines.

On September 8, Kindergarten teachers, StrongStart Facilitators and childcare partners came together for an Early Learning Inservice at Fraserview Learning Centre. As part of an integrated Early Learning and Childcare system, the school district is working hard to develop a community of learners that includes both Kindergarten teachers and Early Childhood Educators. The day focused on themes from the Early Learning Framework which has been helpful in creating a common language and a similar approach for children from birth to eight years old.

Highlights of the day included Vivian Searwar sharing the Indigenous Cultural Safety, Humility, and Competency Guide and the 2023/24 teaching of the 'itqel and Verity Howarth, MPSD Speech and Language Pathologist, presenting a workshop on teaching emerging language through play. Participants appreciated the opportunity to learn and connect with one another. They received three books and resources for their classroom.

Ongoing collaboration with Metis Nation for the Distinctions Based Childcare Centre at West Heights continued through the summer and into September. The school district is working closely with Metis Nation to finalize plans for the portable, the landscaping and the selection of a not-for-profit operator to run the centre. A groundbreaking ceremony is planned for early January 2024.

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## CHALLENGES:

Our biggest challenge this Fall has been having no Early Childhood Educator casuals to cover StrongStart staff who are away. As a result, we have had to close StrongStart sites on a number of occasions. Human Resources is working hard to advertise and hire ECE casuals.

## STUDENT SERVICES

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### STRATEGIC PRIORITY: STUDENT-CENTRED LEARNING; EFFECTIVE LEARNING ENVIRONMENTS

#### **Focus on collaborative inclusive work:**

- September 29th: Non-Instructional Day Hosted all Educational Assistants at Heritage Park Middle School for their first training on making positive and proactive safety decisions as a group. Resource Bag: Provided to all EA's who attended the training.



## EA Resource Package

A series of resources including ready to use materials, activity ideas and strategies to support learning on a variety of topics.

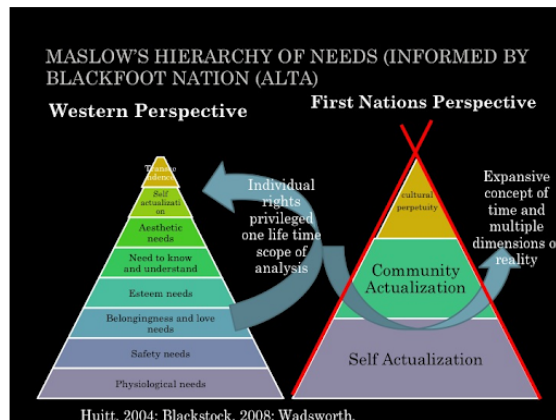
Created in collaboration with:

- Speech-Language Pathologist
- Occupational Therapist
- Teacher for Deaf and Hard of Hearing
- District Math Mentor
- District Inclusion Support Worker (EA)
- District Librarian
- District Counselor
- District Principal Student Services
- District Partner– Inclusion Outreach (PIOP)



- Training on MPPSD (Making Preventative and Proactive Safety Decisions) Module 1 (Building Healthy Relationships, and 2 (Trauma and its Affects).
- Using Indigenous knowledge to take a First Nations Perspective as our model for the hierarchy of needs.

### Before Maslow's Hierarchy: The Whitewashing of Indigenous Knowledge



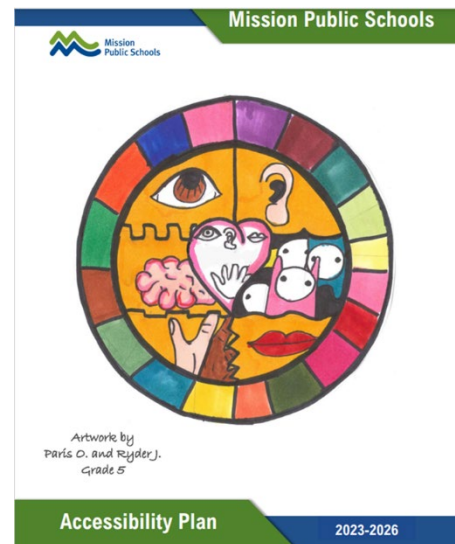
[Source: This slide was presented by University of Alberta professor Cathy Blackstock at the 2014 conference of the National Indian Child Welfare Association. It compares and contrasts Western and First Nations perspectives.]

**Focus on our Hearing:**

- Three new Simeon Audita sound field systems were purchased in September to help with access to instruction in classrooms. Adding these new systems gave us an upgrade from some of our older systems. These sound fields benefit our students with hearing loss AND all their peers in the classroom.
- This year several of our Deaf and Hard of Hearing (DHH) students are in their final year of elementary school (with one teacher) and are preparing for the transition to middle school (upwards of 8 teachers). This is a significant transition for all students, but especially for our DHH students who must manage their equipment and be a strong advocate for their needs in many diverse classroom environments. We will be focusing on growing in independence and advocacy and it will require collaboration between parents, classroom teachers, resources teachers and audiologists.
- A challenge we continue to face in our district is finding qualified EAs specializing with ASL certification (level 3 or higher) within our district. Our posting remains open for an EA with qualifying credentials.
- Another challenge is that the kindergarten screening process for hearing/vision/dental that Fraser Health suspended due to COVID has yet to be reinstated (the fourth year of Kindergarteners not being screened). Parents must now take their children to Fraser Health for a screening if they feel concerned. Kindergarten hearing screens can catch slight hearing loss, late onset hearing loss, progressive hearing loss or conductive hearing loss. Early intervention is key, and this current situation may mean that some students' hearing loss may go undetected until much later or not at all.

**Focus on Accessibility:**

- The MPSD three-year accessibility plan has been available on our website as of September 1, 2023. Student artwork from several MPSD students is featured in the plan. The plan outlines responsibilities due to the Accessible BC legislations and the school districts plan to receive feedback, as well as identify, address and remove barriers.



**Focus on Psychology Department:**

- The current waitlists for assessments are growing as the number of students with designations or learning needs grows, which impacts our list of prioritizations for both new assessments and re-assessments. Summer psychoeducational assessments occurred over the months of July & August to help meet the demand.
- The department is hosting a practicum student from the University of Toronto.

### **Focus on Occupational and Physical Therapy:**

- Several MPSD students attended Fraser Valley Child Development Centre's summer day camps (cooking/dance) as well as a week-long gait camp in Abbotsford.
- Visit with aquatic therapists from Sunny Hill Health Center at Mission Leisure Centre during the summer for several MPSD students.
- Several new students with complex needs are starting in the district or transitioning to a new school. Additional hi-low change tables and a ceiling track lift were installed. Supported school teams for lift/transfer training at the start of the school year.
- We've had a great start to our district Aqua Learn program. It is an excellent program that provides our designated students with invaluable experiences in social and independent daily living skills. This year, all students were provided with cards that they have to scan at the front desk when they arrive at the pool.

### **Focus on Mental Health:**

- The Integrated Child and Youth (ICY) team was formed with a team lead, clinical counsellor and youth peer support worker with spaces at Fraserview Learning Center, Heritage Park Middle School and Hatzic Middle School. The inter-ministerial ICY team members help navigate, integrate and provide mental health and substance use services to wrap around children and youth in Mission.

## **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 2022-23 financial audit. Efforts then shifted to setup 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. A new employee has been hired for the vacant Accounting Services Coordinator role, starting just after the end of the quarter. 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.

The following financial reports were completed during Q1:

- 2022/23 Financial Statements and Financial Audit - annual
- 2022/23 Indigenous Education Targeted Funds – annual
- 2022/23 Official Languages Education Program (OLEP) – annual
- 2022/23 Q4 Ministry Government Related Entity (GRE) – quarterly
- 2022/23 Classroom Enhancement Fund – semi-annual

- 2022/23 Q4 Employment Data and Analysis Report (EDAS) – quarterly

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### CHALLENGES:

School startup is a challenging time for payroll with new hires and position changes, and the myriad of updates required to ensure accuracy and timeliness with payroll and benefits. With financial reporting, the challenge is managing the various ministry reports, 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

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

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#### HIGHLIGHTS:

- Indigenous Liaison Worker position added to Special Program BC Human Rights to preferentially hire applicants who self-identify as Indigenous
- Annual Administrative Procedure review for all staff including new policies 2.0 Equity Diversity & Inclusion and 3.0 Safe, Caring and Respectful Schools
  - HR sessions to complete procedure review offered to noon-hour supervisors
- Recruitment
  - BCPSEA application for Teacher Hiring incentives not accepted as MPSD determined to not be a 'recruitment needy' district
  - 23 teachers hired this past quarter including several retired teachers
  - SFU Teacher Education in-person recruitment fair with Superintendent in attendance
- Engagement Guide for Principal/Vice Principals to support staff
- Increased staffing stability during start-up
  - no COVID restrictions
  - continuing teacher postings ended in August as per pre-COVID years
- Assumed processing of class size and composition violations (remedy) for all elementary school Principals

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#### CHALLENGES:

- Education assistant support for absences
- The volume of information requests
- The volume of communication related to CUPE

## OPERATIONS

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### STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

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.

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#### HIGHLIGHTS:

July through September are very busy months for facilities as they attempt to get large-scale projects inside education spaces completed before the start of the new school year. Some of these projects included 1245 completed work orders, the creation of new education spaces to accommodate growth and improve the education environment, energy-efficient heating and cooling upgrades to 3 schools, 2 large-scale re-roofing projects at Hatzic Middle and Fraserview Learning Centre, as well as many other smaller roofing projects. Facilities have been included in the Accessibility plan, and have begun developing accessibility standards within our departments to include contrast painting of columns, railing, and curbs, working to provide full access to all our school fields and have been working with schools to improve the accessibility of outdoor play areas.

The IT department has also been very busy for the school year start-up. As the district grows and teaching techniques introduce more technology into the classroom our IT department has been developing future growth strategies for our IT infrastructure including a network server upgrade, upgrades to our wireless access points and district-wide phone system upgrade. Our IT department has seen significant growth in the request for technology and is currently maintaining 350 additional devices from last year. We have over 2000 total devices.

Transportation is seeing the same increased workload due to district growth. We currently have over 1430 student riders on 18 different bus routes as well as additional busing requests for field trips, sports teams and other extracurricular activities. Due to the increase in bus demands (78 more student riders than last year), we have requested 1 additional full-size bus route and one Special Education specific bus for the 2024 school year from the ministry.

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#### CHALLENGES:

The greatest challenge facing Operations is challenges with staffing. We have experienced shortages in almost all departments. Our facilities team has had several staff members away long-term and we have had a very difficult time replacing staff. We have had challenges filling all our vacancies including Facilities, the BSW department, the IT department and Transportation. These shortages put stress on the staff we do have, cause delays in the completion of work and can impact the overall quality of the services we provide. Operations is also feeling the challenge of district growth. As the district grows, we require more spaces than before, and our current spaces are being utilized by more people. The increase in student numbers puts greater stress on our facilities, and we experience more maintenance needs than ever in our buildings. Not only are we experiencing growth challenges to learning spaces, but we are seeing a shortage of available district-provided transportation, and challenges to maintain the ever-growing technology infrastructure.

#### HEALTH & SAFETY

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**STRATEGIC PRIORITY:** Closing the Identified Gaps, Building Solid Foundations, Improving Processes for Efficiency

#### HIGHLIGHTS:

1. EFAP improvements and survey feedback

- Our contract expired in June with Homewood Health. They presented us with a new fee model and new programs that are available to access. Through several meetings and discussions, we offered a feedback survey to help understand our employee groups' wants and needs of their EFAP. Great feedback was given and there was a very good response rate. Two major themes that emerged from the survey were staff did not know/understand what the EFAP is or how it is accessed or utilized, and that the large majority of staff would prefer to be able to access appointments through an online system over our calling in and speaking to an agent to book an appointment. With this information in hand, we've decided to keep our current fee model in place until June 2024 and we've opened up some additional resources (e-courses and online libraries). The Feb 2024 Pro D planning committee has requested a presentation by Homewood Health in efforts to explain the program and the services. We suspect that will drive more traffic to the EFAP site (which affects our costs) which will allow us to have a better idea of how much usage there is at the program. If the numbers fall within our projected forecast, we will switch our fee model at the contract renewal for July 2024.
2. Workplace Violence (WPV) tracker
- As part of the WPV survey results, we've created a new form(data collection)
  - It provides a much clearer focus on the issues (student/worker involved, location, type of incident)
  - There's been a noticeable improvement in how the VIR are handled and the corrective actions are more consistently being implemented
  - Corrective actions still need some work/attention, but improvements are noticeable
3. Job Bank nearly completed
- We are nearing the end of the OT site visits. The OT has been creating Job Demand Analysis documents for us so that we can build a Stay at Work/Return to Work library. Each job classification will have a JDA. Over the summer break, I hope to be able to put together a library that will be broken down by job classification and then subdivided into light (low), moderate and heavy workloads. When a worker gets injured, we will have this library that the OFAAs and Supervisors can utilize to quickly and easily offer modified work to an injured worker. The goal is to keep workers at work avoiding lost time. By having this library created, it creates efficiency for the sites as they don't have to create modified duties off the top of their head in the heat of the moment. Instead, there will be pre-selected duties that the OFAA/Supervisor can review with the worker and together they can create a short-term plan of what the worker will post incident or during a GRTW.
4. Radon Results
- We have received the results from all 10 sites that were selected to participate in the initial radon sample collection. The results have been sent to all JSHC members of the 10 sites involved. An all-staff message is being drafted to be sent out in the coming weeks. There was one site that had elevated levels detected so we purchased three additional detectors and will be running a one-year test at that site. (as per provincial/federal guidelines)



5. Hazardous Materials Inventory is almost complete

- A certified contractor has been working on developing a more robust hazardous material survey for our district. We are working on putting together the training program to roll out to all staff on how to use the updated and improved program.

6. WSBC claims cost

- 7.3% reduced rate for 2024.
- Our 2023 rate is 1.1% surcharge over the base rate so this is a big achievement.
- Our costs will increase as the base rate is going up (see chart below)
- History:

Year	Base Rate	#75 Rate	Surcharge/Discount
2018	0.69	0.71	3.1% surcharge
2019	0.81	0.87	7.3% surcharge * after 4 recalculations
2020	0.85	0.87	1.7% surcharge *after 4 recalculations
2021	1.03	1.00	<b>3.3% discount</b>
2022	1.12	1.11	<b>0.8% discount</b> *after 1 recalculation
2023	1.34	1.35	1.1% surcharge
2024	1.58%	1.46%	<b>7.3% discount</b>

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**CHALLENGES:**

1. OHS module in Atrieve

- Our contact left the organization and we've just started working with someone new which has caused several delays/challenges.

