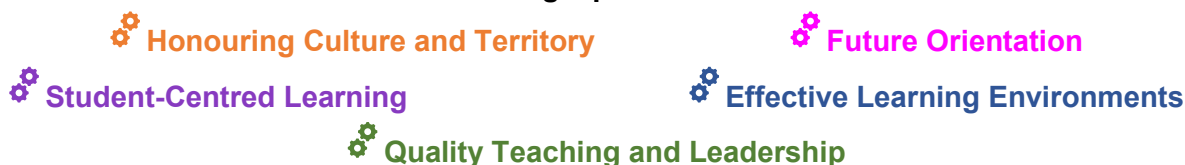


QUARTERLY BOARD REPORT

JUNE 30, 2024

Strategic priorities:



[Strategic Plan for reference](#)

SUPERINTENDENT'S REPORT

The close to the school year brings a sense of completion and accomplishment. The Board has ensured a stable, balanced approach to the District's budget, providing both surety and responsibility in our spending. At the same time, they continue to focus on Doing the Right Thing for learners in Mission, ensuring the best possible outcomes for the students we are entrusted with.

Mission continues to grow. While a 'good problem', it presents challenges. We are adding yet another portable to an elementary school and adding staff throughout the district. We also note the gradual relative growth in students with designations that mean some of our school structures need to adjust. While we are finding the staffing process easier than in the past few years, shortages are still a reality both on the educational and support sides of the district.

Continuing a positive theme from our last report, I am pleased to report an overall decline in suspensions and DRCs in the school district. We believe that our team approach – school administrators, counsellors, school safety coordinators, ICY, external agencies, and district staff are working together to improve these results on an ongoing basis. A new program starting in September focussed on Middle School students of concern we believe is the next logical step in this process. Safe, orderly schools are places of learning, and this is a path we are clearly on.

SECRETARY-TREASURER'S REPORT

The financial position of the school district ended the year in a better position than budgeted, as noted in the yearend Financial Statement Discussion and Analysis report issued with the Financial Statements for the year. These detailed reports can be found at <https://www.mpsd.ca/Board/Reports/>. These reports can be found at <https://www.mpsd.ca/Board/Reports/>.

The planning for the replacement of MSS progressed as planned. Project updates are on the Public Engagement Portal <https://engagempsd.ca/mss-replacement>.

STUDENT ENROLMENT

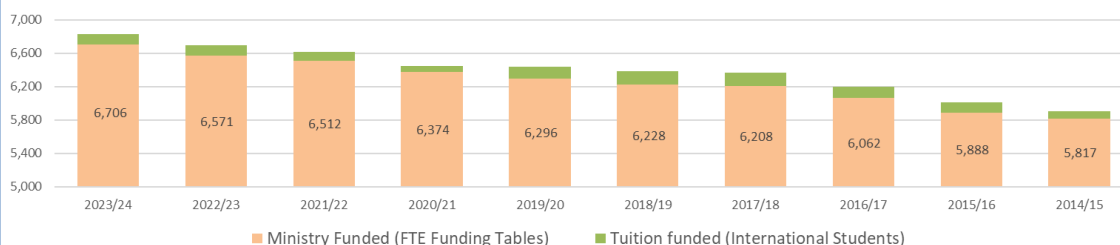
After years of declining enrolment, the student population in Mission Public Schools continues to grow. The District of Mission is experiencing growth in development and in-migration from other communities from the lower mainland, bringing more school-aged children to the community.

Total Annual Student Enrolment



Schools	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16	2014/15
Ministry Funded (FTE Funding Tables)	6,706	6,571	6,512	6,374	6,296	6,228	6,208	6,062	5,888	5,817
Tuition funded (International Students)	122	122	105	69	138	154	163	138	125	89
(excludes Riverside Tuition Students)	6,828	6,693	6,617	6,443	6,434	6,382	6,371	6,200	6,013	5,906
Growth #	135	76	174	9	52	11	171	187	107	(60)
Growth %	2.1%	1.2%	2.7%	0.1%	0.8%	0.2%	2.8%	3.2%	1.8%	-1.0%

Total Annual Student Enrolment



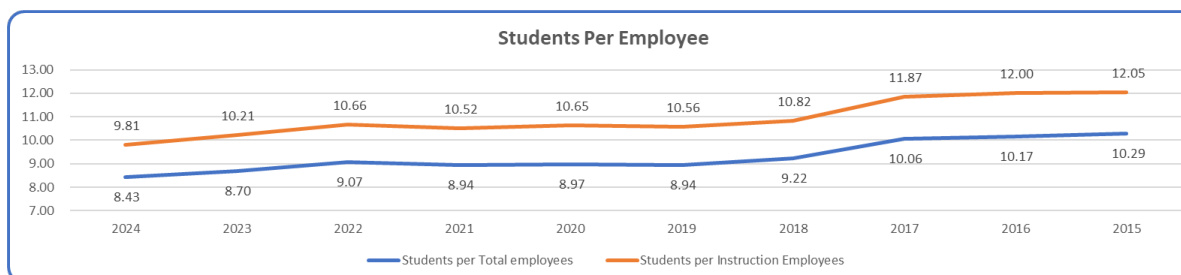
EMPLOYEES

With growing student enrolment and changes to the class size and composition language in the Mission Public Schools, the number of employees needed to serve the public education system has increased. The following table summarizes the number of employees reported annually to the Ministry of Education, and the percentage of the total workforce.

Mission Public School District										
Employees										
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Total Employees										
Instruction	695.772	652.446	620.476	612.590	604.033	604.281	588.802	522.459	501.106	490.297
District Administration	31.357	29.414	29.214	26.071	27.971	25.071	23.857	23.857	21.000	22.000
Operations and Maintenance	67.625	68.888	67.169	67.463	69.538	70.463	65.339	58.000	58.200	51.100
Transportation	14.950	14.856	12.732	14.544	15.494	14.013	13.082	12.116	11.044	10.475
	809.704	765.604	729.590	720.668	717.036	713.828	691.080	616.432	591.350	573.872
% of workforce										
Instruction	85.93%	85.22%	85.04%	85.00%	84.24%	84.65%	85.20%	84.76%	84.74%	85.44%
District Administration	3.87%	3.84%	4.00%	3.62%	3.90%	3.51%	3.45%	3.87%	3.55%	3.83%
Operations and Maintenance	8.35%	9.00%	9.21%	9.36%	9.70%	9.87%	9.45%	9.41%	9.84%	8.90%
Transportation	1.85%	1.94%	1.75%	2.02%	2.16%	1.96%	1.89%	1.97%	1.87%	1.83%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Note: Prior to 2021, a small portion of FTE included in certain Special Purpose Funds, including Community Links, French Languages (OLEP), Learning Improvement, Strong Start, and Ready Set Learn were not included (for Ministry reporting purposes). The report includes these employees for 2021 onwards.

Tracking the number of employees and the number of students allows the school district to analyze the efficiency of operation. The following chart compares the number of students per employee over time.



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

- We completed our first year of teacher inquiry and held our sharing and celebration session in May. All teams prepared presentations outlining what they explored and why, what they tried, what worked well, and what they would try differently next time. It was a wonderful community-building opportunity. We embarked on this project to support teacher choice and voice in their learning, to spark curiosity and joy in professional learning, and to nurture a community of shared learning. Mentor teachers worked with each inquiry group. We had educators from StrongStart to Grade 12 engaging in professional dialogue about student learning on a range of topics from building gardens with Indigenous plants to using phonics to teach new biology terms with senior secondary students.
- Teachers completed their first year-end Summary of Learning under the new Reporting Policy at the end of June. Some people were a bit nervous about the new format that emphasized growth over time, but one elementary principal shared how the format of the Summary allowed teachers to reflect on and see their students' growth, which led to a positive end to the school year. Not everyone reaches the same destination at the end of the year; learning is a continuous process and it's important for students to recognize how far they have come.
- Studio sessions at MSS continued with a focus on weaving Indigenous pedagogy into courses. Students had the opportunity to create various weaving items including a coin bag, a coffee cup cozy and a calculator case.
- The assistant superintendent and literacy mentor teacher worked with the Elementary District Literacy Committee to review and choose assessments for Kindergarten, Grade 1 and Grade 2. Based on the committee's feedback, we also outlined some changes to the original timeline.
 - Kindergarten – Phonemic Awareness in January, retest in May for students who have not mastered concepts
 - Grade 1 – Phonics and Fluency
 - Grade 2 – Phonics and Fluency
 - Grades 3-6 – Writing and Comprehension

The committee recommended that students in grade 4 be assessed in writing and comprehension if they do not participate in FSA. Teachers are responsible for assessing all areas of literacy, but we are only collecting data for specific skills.

STRATEGIC PRIORITIES:

EFFECTIVE LEARNING ENVIRONMENT:

Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments

HIGHLIGHTS

- Our safety team (Safe Schools Coordinator Tom Nguyen, District Youth Care Worker Danielle Nipius, and Safe Schools and Substance Use Liaisons Scott Guitard and Louisa Cromar)

continued to meet with the Assistant Superintendent every two weeks to review patterns and trends in behaviour, follow up for specific students, and plan for educational programs.

- We have recognized the need to address vaping at younger ages. We partnered with Fraser Health to run the Peer Ambassador Vaping Prevention Program. Leadership students at both middle schools worked with our safe schools and substance use liaisons and Fraser Health to learn about the dangers of vaping and prepare presentations to share with Grade 5 and 6 students. The program was very well received; students appreciated hearing from peers. We plan to continue this program in 2024-25.
- We continued our work with the WRAP (Wellness Through Restorative Actions and Principles) program to create the Connections Program. Vice Principal Lisa Marie Fraser was appointed to run the program at the Leisure Centre. It will focus on middle school and grade 10 students. The purpose is to **repair** relations between youth and community, increase a sense of **belonging**, strengthen positive **connections** to school, and make meaningful **contributions**.
- In the 2023-24 school year, we saw a decrease in the number of suspensions and DRCs. We will continue to support the implementation of the Safe, Caring, and Respectful Schools policy.

CHALLENGES:

- TTOC coverage for teachers remains a barrier for teacher learning as not everyone can attend sessions after school. We tried to reduce barriers for teachers by providing childminding at the first and last inquiry sessions. Some teachers expressed that they would not have been able to participate without that option.
- Student absences, substance use, and behaviour continue to be a focus for support.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

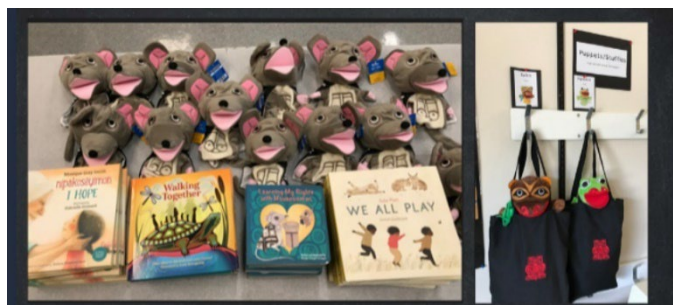
HIGHLIGHTS

CONNECTIONS TO EARLY LEARNING

Siwal Si'wes extended their work this year to the realm of Early Learning.

SEY2K

Strengthening the Early Years to Kindergarten is a Ministry of Education and Childcare initiative that brings together community partners, Early Childhood Educators, and schools to develop a community of practice focused on safe, caring, and respectful transitions to kindergarten. Siwal Si'wes was asked to participate to bring an authentic Indigenous perspective to the work. Two elementary school ILWs (Deroche Elementary and West Heights Community School) attend monthly meetings. They share cultural teachings at the beginning of each meeting and participate in discussions around improving Kindergarten transition for children and families. They planned an inclusive cultural event at



their school site for preschoolers and their families. Next year we will extend this to Cherry Hill Elementary.

Culture & Literacy Kits - Kindergarten

Elementary Indigenous Liaison Workers (ILWs) were provided with a Culture and Literacy Kit aimed at Indigenous storytelling through puppetry. ILWs were given basic instruction on how to read stories to children for maximum engagement before, during and after reading. The goal is to ensure beginning connections with Indigenous learners in Kindergarten. The goal is to extend this to the Primary Grades for 2024-2025.

METIS-BASED CHILDCARE

SD75 entered a partnership with Metis Nation BC (MNBC) and Fraser Valley Metis Association (FVMA) for the development of a Metis-Based Childcare space to be placed at West Height Community School. This is a collaborative project involving various representatives from MNBC, FVMA and the school district (Siwal Si'wes Indigenous Department, Operations [Secretary-Treasurer], Facilities and Early Learning). We held several planning meetings during the 2023-2024 school year. To honour the lands upon which this centre will operate, the group felt it was important to include the Halq'emeylem language in the naming of the centre, *Growing Roots*. A grand kw'as hò:y to Malila and Siyamiyateliyot for providing us with the Halq'emeylem translation, **tsi'semlomet**, which means growing. This will be the first Indigenous-based Childcare project for SD75.

EXTENSION TO MISSION COMMUNITY: EARLY YEARS TABLE AT LEISURE CENTRE COMMUNITY CELEBRATION, JUNE 2024

In June 2024, the Mission Leisure Centre invited Siwal Si'wes to attend their National Indigenous Peoples Month celebration, an event aimed at sharing the Indigenous community. Two ILWs attended the event on three different days, which allowed Siwal Si'wes to showcase the work that we do and to encourage Indigenous families to engage with Siwal Si'wes once their children register at SD75 schools.



EQUITY FOR INDIGENOUS LEARNERS IN SD75

This year, a group of educators, who we now call the Educator Equity Leads, met regularly to start conversations about equity for Indigenous learners. We used Jo Chrona's book, *Wayi Wah Indigenous Pedagogies An Act for Reconciliation and for Anti-Racism* as a foundational text. The purpose of these meetings is to learn together to build skills and strategies to identify inequities and barriers Indigenous learners may be facing in classrooms and in their schools. We had educator representation from most schools. For the upcoming school year 2024 2025, we will be creating an Equity Scanning Template for schools to use as a guide.



LEARNING OPPORTUNITIES & ENVIRONMENTS

Restructuring of Siwal Si'wes Library

The 2023 2024 school year marked the completion of the review of Sqwélqwel section of the library (Dewey Decimal #100-900). It took 3.5 years to complete this work!

This included:

1. A book-by-book review of the last section (Dewey Decimal 800-900s).
2. Reorganization of stories into more appropriate and respectful sections of the library. Publishers continue to classify most Indigenous stories as historical, even if they are contemporary which can contribute to erasure. The recommendation by Indigenous scholars is to scrutinize the history section carefully.
3. Keeping the Dewey numbers while adding thematic labels in the Sqwélqwel section is deliberate and demonstrates to school libraries how easy it is to interfile stories into their collections vs. separate sections.
4. Most titles previously in the History section have been moved to the Human Rights, Governance, and Community sections.
5. Addition of book cover images for all titles as reviewed to make them more appealing when searched in the online catalogue.
6. Updated Subject Areas to use more respectful terminology and attribute specific Nation groups, topics that the author highlights vs. publisher dictates.

Libraries and books are not apolitical. Time spent creating living library collections that reflect authentic Indigenous Worldviews and Perspectives is key to quality learning environments for the school.



Mobile Library

This year, the Teacher-Librarian of Siwal Si'wes took samples of the collection to various meetings and events. These included: the Early Learning Day, Educational Assistant Learning Day, and Changing Possibilities for Young Children (SEL) project. Book selections are curated

specific to the meeting focus and staff have the option of signing them out at the event.

Project of Heart Canoe: Teacher Inquiry Project

2023-2024 began the legacy portions of the Project of Heart Canoe Teacher Inquiry Project, a collaboration between SD75, the British Columbia Teacher Federation (BCTF), and Mission Teachers Union (MTU), led by Indigenous Mentor Teacher, Peggy Janicki, and facilitated by two BCTF Facilitators. Eight Teachers and the Indigenous Mentor Teacher participated in this project over two years.

There are four Legacy portions of this project for SD75:

- the Murdered and Missing Indigenous Women and Girls (MMIWG) Kit & Red Dresses Kit,
- Content Lists for all applicable kits,
- a Project of Heart e-book, a document filled with lessons, resources, context, research, and student work, capturing all the work that happened over the previous two years by classroom



teachers. This e-book is 117 pages and is based on the 5 R's of Indigenous Research (Kirkness & Barnhardt, 1991) respect, reciprocity, relevance, responsibility, and relationality. It gives context to the history and community of the Coast Salish War Canoes in Stó:lō territory and reconciliation.

- the Sqwéxem (Halq'eméylem for "First Run of Spring Salmon") Cedar Strip Coast Salish single war canoe. The Siwal Si'wes (SWSW) Library continues its' journey to include multi-literacy and multi-modalities (Cope & Kalantzis, 2006, p.23) into its collection. The cedar strip canoe, funded by the Mission Teachers Union (MTU), is available for Educators to sign out of SWSW library from September to May. From May to August the canoe will be raced by The Golden Eagles Canoe Club (Sq'éwlets/Stó:lō). This Canoe Club is a youth-based club, many of whom are current SD75 students. Having a canoe in SWSW Library will align with Sxwōxwiyám and multi-literacy and multi-modalities (Hare, n.d.). Providing relevant, multi-literacy resources that centre Stó:lō worldviews shows a commitment to decolonizing curriculum and contribute to a more inclusive environment.

CULTURAL STRENGTHENING FOR SIWAL SI'WES STAFF

Siwal Si'wes makes it a priority to gather over the course of the school year to engage in Cultural Strengthening learning opportunities. This is crucial in terms of team building and learning new skills and knowledge.

Lynette La Fontaine, Two-Spirit otipemisiwak artist

In Spring 2024, we had the privilege of learning the craft of caribou tufting and beading with Lynette La Fontaine. Culture is medicine, and growing our cultural skills is crucial to our physical, emotional, mental, and spiritual health and realities as Indigenous peoples.



Angela Magon, Self and Co-regulation From an Indigenous Lens

SWSW and Indigenous Dept staff from additional Fraser Valley school districts had the option to attend a workshop presentation on self and co-regulation strategies created by Angela (District VP) to provide an Indigenous lens for this critical skill set. Several SWSW staff members

have used the techniques to strengthen their effective interventions for students.

Téméxw te í: The Land of this Place

(Board Authority/Authorized Course) – A Mission Public can be proud of the locally, co-developed Indigenous course Téméxw Te Í (The Land of this Place). Not only does this course fulfill the Indigenous graduation requirement, but it is also beautiful and celebrates the richness of the culture of the local First Nations People on whose territory MPSD resides. The course aims to be experiential and participatory in nature and explores the land of the local nations that so far include: Leq'á:mel, Semá:th, and Sq'éwlets. Field studies include plant identification, fishing, foraging, visiting the local waterways



cedar boughs representing a new beginning, students were presented with orange bandanas to remind them to have good hearts and good minds as they take their learning with them into the community.

and field trips to Heritage Park (Saint Mary's Residential School) and Xá:ytem. Some examples of experiential learning are weaving, carving, drawing and food preservation. Additional learning includes Halq'eméylem language learning, local protocols, governance, studying the 94 Calls to Action of the Truth and Reconciliation Commission and examining systemic systems of oppression. Highlights of the course were the extended day trips which included canoeing down the Fraser and Harrison rivers, hiking to the Thunderbird Caves in Abbotsford, and the course finale that had students participate in A traditional ceremony. Standing on



Healing through Art

For the past few years, Siwal Si'wes and ESR Elementary School partnered for a project called Healing Through Art Project. The intention of this work was to connect art with healing through Indigenous artist storytelling. Three local artists, Métis Artist, Lisa Shepherd, Katzie Artist s'téməxw, Rain Pierre, Kwantlen Artist, Brandon Gabriel were commissioned to share stories with students in ESR. Once the artist completed their art masterpieces, they were honoured individually in a ceremony. ESR plans to continue this project for 2024-2025 school year, which will be the culmination of this work.





Honouring Elders: Malila

For over 10 years, SD75 has made efforts to bring the Halq'eméylem language to staff and students. Malila (Donna Giroux) laid the foundation for this work, along with Pipite (Peter Lindley) in SD75 in 2013. In the first years, Malila and Pipite provided beginning Halq'eméylem instruction to approximately 300 students per year. The success of and interest in the program grew quickly expanding to, at its highest point, reaching over 3000 students in one school year! Malila has since decided to retire, and in June 2024, Siwal Si'wes held, at Malila's request, a private honouring ceremony for her years of dedication, love, and commitment to the revitalization of the Halq'eméylem language in SD75. Kw'as hò:y, Malila. We will miss you! 😊



CHALLENGES:

Informational Emails to All Staff

To bring awareness to Indigenous special days, events and general knowledge, regular emails are shared with all SD75 staff. Oftentimes, this information is shared due to a need that surfaces, for example, challenges interactions among staff who may not have a clear understanding of Indigenous Peoples and History. Detailed information was shared throughout the year on various themes including Truth and Reconciliation, Cultural Appropriation, Missing and Murdered Indigenous Women, Girls and 2SLGBTQI+, the Moosehide Campaign and National Indigenous Peoples Day.

INTERNATIONAL EDUCATION

The spring brings exciting adventures for international students and staff, with end-of-the-year celebrations, graduation festivities, visiting families and final goodbyes.

In May, the YES Academy held its annual speech contest, which highlighted many talented youngsters showing off their language, research, and public speaking skills, in front of teachers, school principals, peers and a panel of esteemed judges. We learned about Sports heroes, running shoes, cell phones and many other exciting topics that the students were excited and understandably nervous to share. I am always amazed at how quickly their English improves over such a brief time. A wonderful job done by all!



Students enjoyed a three-day trip to beautiful Tofino, where they enjoyed making smores on the beach, learning to surf or spending the day out on the ocean in search of sea life. Tofino is one of 10 trips we offer international students during the school year.

In April and May, we had several agents visit from abroad to check in with their students, tour the schools, and neighbourhoods, and visit with program staff. Agents from Germany, Spain, Japan and Korea enjoyed their time in Mission,

and no matter where they are visiting from, we always hear how content and happy our students are in the schools, how friendly our school staff are, and how beautiful and peaceful our city is. All things we already know, but always great to hear!!

Our MSS SWELL club had a year-end celebration with lots of great food, and some tears, as we said goodbye to some great students, but also to Sydney Cvitkovich, the Canadian Leadership student, who organized the SWELL club as a place for International students to gather at lunchtime to meet new friends, play games, and break bread together. We will miss Sydney as she heads off to McGill University, we wish her all the best!

Y.E.S bid farewell to their students who are heading back to their families in Korea, after attending school in Mission for anywhere from 5 months to years (some up to three years or more). The graduation ceremony is always touching and hysterical at the same time, with lively videos sent by their parents played on the big screen (mostly an embarrassment to the students, but sometimes tears are shed), and video reels of all the adventures they've had here living with Canadian families, making lifelong friendships, creating lasting memories and gaining incredible skills and knowledge. What an accomplishment to travel halfway across the world, away from everything they know, as a youngster. I really admire their courage and strength and wish them a lifetime of happiness.



We always take time in June to take our hats off and celebrate those who are the backbone of our program, our host families, without whom there would not be an international program. We had 70 host parents join us for an appreciation dinner at Outlaws Smokehouse, where we enjoyed great food, good company, and lots of laughs. I can honestly say, after working with other districts for many years, that Mission, by far, has the best host families in the world!!

Our final days with the students are spent celebrating their accomplishments, whether it be making it through the dreary months of homesickness in the fall, or the lonely days before making great friends, getting a second chance, and succeeding, receiving a Dogwood diploma, there is always something to celebrate in June!



We are always proud to watch our graduating students walk across the stage in their cap and gowns and receive their high school diplomas. We were proud to see 19 of our international students graduating, it is always great to see them enjoy the exciting festivities of commencement, and prom (but not grad parties or grad camping...). This time of year is also challenging to help the students continue to make good choices so we all make it to departure day!! We had seven families from Japan, Korea and Germany attend commencement and join to share in this proud moment and join us for a special grad dinner the same evening.



We all take a big sigh of relief when the last student boards the plane home, we take a short break, and prepare to do it all again in six short weeks....





EARLY LEARNING

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

During the months of April to June, Early Learning staff are focused on supporting schools with safe, caring and respectful transitions to Kindergarten through a number of carefully planned events including Ready, Set, Learn and Welcome to Kindergarten.

SAFE, CARING AND RESPECTFUL TRANSITION TO KINDERGARTEN

Elementary schools, supported by Family Navigators, held Ready, Set, Learn and Welcome to Kindergarten events for students and their caregivers. This year, based on information we received from MACL's Supportive Child Development Program, we offered additional Ready, Set, Learn events at Stave Falls and Hillside Traditional for families who would benefit from a smaller, sensory-friendly experience. Hatzic and Cherry Hill offered a number of Play in to K dates as an additional way to welcome families into the school. In the Spring, Play in to K brings incoming students together with current students to experience Kindergarten. These opportunities assist families in preparing for the transition to school and help promote well-being.

STRENGTHENING THE EARLY YEARS TO KINDERGARTEN

We held two SEY2K meetings this quarter on April 16 and May 9. Our inquiry this year focused on understanding de-colonization in the Early Years. While we investigated the First People's Principles of Learning in our meetings, it was when we met with the staff of Future 4 Nations on May 9, that we began to develop a deeper understanding. This final meeting took place on the trails where the children in the program explored. One participant expressed that her new understanding of learning *from* the land differs from learning *on* the land. In addition, F4N staff explained to the group how they nurture each child's emerging identity and Elder Herman described the impact of colonization on his family. It was a moving and thought-provoking final meeting of the year for teachers, Early Childhood Educators and community partners.

A free community event took place at the Mission Leisure Centre on June 18 which brought together the MPSD Early Learning Team with many community partners including Fraser Valley Child Development, MACL, Metis Nation and Aboriginal Family Place. We gratefully acknowledge the funding support from the Ministry of Education and Child Care which allows us to serve our community through this initiative.

PROFESSIONAL LEARNING

On May 15 at Heritage Park Middle, Changing Possibilities for Young Learners participants wrapped up the year alongside their colleagues also engaged in inquiry. This initiative is another example of developing common understandings across the Early Years. Kindergarten teachers from three schools, our StrongStart Facilitators, Family Navigators and Child Care partners created inquiry questions related to social-emotional well-being. By selecting one child in their program or class to focus on, participants developed their skills in observation and deepened their reflective practice. Data has been collected by the Ministry of Education and Child Care for over ten years and results indicate that participating in this initiative has had a positive impact on both educator and child well-being.

CHALLENGES:

Early Learning funding provides release time for teachers to attend learning opportunities during the work day. Due to a shortage in the number of TTOCs available, some teachers were unable to attend.

STUDENT SERVICES

HIGHLIGHTS:

Educational Assistant (EA) education and training has been one of our priorities as we aim to provide current, research-based strategies to support student learning. EAs were trained in making positive and proactive safety decisions for a better understanding of supporting students with disabilities and diverse learning needs with a particular focus on Autism and Fetal Alcohol Spectrum Disorder (FASD) through many different sessions including Low Arousal Training, supporting Learners through an FASD lens, Non-Violent Crisis Intervention, augmented and alternate communication (AAC). A resource package that was co-created by therapists and mentor teachers in consultation with the Provincial inclusion outreach partner was provided to every EA as a starter pack of materials to support students. A total of 463 spots were filled by MPSD staff for these events.

- 8 district professional development events were offered to all EAs K-12.
- 6 of 8 events provided a certificate of completion for staff.
- 1 of 8 events offered for staff in transportation and noon hour supervisors, in addition to EAs.
- 5 of 8 events offered to School Counsellors and Youth Care Workers, in addition to EAs

Work within the parameters of the Accessibility Plan included being awarded a \$13,000 grant from the Mission Community Foundation to boost the school and district libraries with digital resources and inclusive books representing people with disabilities and diverse abilities. We met with elementary teacher librarians to highlight teacher librarian connections to the Accessibility Plan. Through this meeting, we have started a district inclusion bookshelf.

<https://sd75curriculum.com/resources/inclusion/> and [Inclusion Bookshelf](#) In addition to this work, we have partnered with the Accessible Resource Center and had preliminary in-depth conversations on district initiatives, assessments and resources being used in the district.

There was much progress made in exterior painting to include colour variation on columns and exterior obstacles for vision considerations. Automatic door openers were installed at several sites and new room numbers and other interior identifying signage will include braille.

The integrated Child and Youth (ICY) team, includes MPSD, Fraser Health, MCFD and community-based wraparound, integrated and comprehensive mental health and substance use service and supports for children and youth. Its focus is on children and youth experiencing mild to moderate mental health concerns. Last year, the ICY team had 133 referrals with an active caseload of 92 students/families. All families were either guided to appropriate services or became ICY active clients. The ICY clinical counsellors also hosted “Parent Coffee Talks” in 4 of our elementary schools. The coffee talks focused on strategies to help parents/caregivers build skills to help support their loved ones and help navigate difficult and challenging situations. The coffee talks supported ~112 families. The ICY peer support workers held lunch groups 4 times a week at the middle schools. This lunch program was designed as a safe place for students, a place to make positive connections with adults and to build social and emotional skills. On average 35-40 middle school students were supported in the program.

An additional support for Mental Health offered last year was Emotion-Focused Family Therapy (EFFT) Sessions.

We offered (EFFT) as a 4-night parenting series. Last year, we focused the sessions for parents of elementary and middle school aged students. The sessions were based on the work of Dr. Adele LaFrance's on strengthening relationships with your children through conversations. In collaboration with school district staff and the ICY team, the sessions were free of charge and included supper and childcare for elementary-aged children. Cherry Hill Elementary hosted the elementary EFFT sessions, which was open to all elementary school aged families, and 25 families attended the sessions. Hatzic Middle School hosted our middle school families, and 28 families attended the sessions.

We launched the Opioid Awareness and Naloxone training for staff at all school sites. St. John's Ambulance trained 33 staff who volunteer at their site to be go-to people in case of an emergency. The school district provided all sites represented at the training with nasal naloxone as part of the harm reduction and safe schools strategy.

District Psychologists conducted psychoeducational assessments and completed File Reviews. Due to the large number of students on their waitlist and the increased need for reassessment, their scope of practice is largely limited to this. They are noticing increases in dysregulated and mental health concerns in students, coupled with poor attendance and achievement. This is supported by current data that shows significant mental health problems and poor attendance in children and youth, especially post-pandemic. All of these concerns, increase the need for psychoeducational assessments to help understand the student's unique needs and provide information to develop appropriate supports. A deeper development of gifted and talented education has meant that awareness and identification are increasing as the number of gifted students in the district increased from 6 to 18 this past year.

Inclusive Support Programs (ISP) provide rich learning opportunities for students in Mission Public Schools. For example, students from Hatzic Elementary went on bi-monthly field trips to Carrington House to read to the elderly residents there. The students would read and then would enjoy a snack together with time to just chat. The intent of these trips was for struggling readers to practice their reading, build confidence in reading aloud and get some positive feedback. For some students with anxiety and/or lack of confidence, the focus was to experience making connections with new people in a new place, overcome anxiety, build community and practice their conversation skills.

Other opportunities include students shopping for the school breakfast programs and participating in recycling programs resulting in Mission students frequently developing life skills in the community.



At MSS, they had a program in partnership with Starbucks where they pick up day-old items and distribute them to students at MSS.

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

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

HIGHLIGHTS:

- Contracts were awarded to Simply Foods and the Lunch Lady in April
- First lunches were delivered to schools on April 16, and continued three times a week up until the end of June
- Hillside started a breakfast program in May
- Budget was allocated to all schools to buy snacks and breakfast items
- Food was purchased by schools from Sysco, Save On Foods, Costco, Superstore breakfast
- Discussions with the union took place about goals to bring programs in house
- Survey for feedback about the elementary lunch program was shared in June to guide planning for 2024-25: 372 responses received
- Focus Groups held in Collaboration with the community organizations
- 154 full lunch subsidies provided to students in 10 elementary schools
- Created Summer program to promote Food Literacy
- Building relationships with local farmers

CHALLENGES:

- Food was distributed to schools by the Feeding Futures Manager. Transportation/logistics were a challenge.
- Volunteers to help were in place, but not consistent.
- Agriculture in the Classroom announced they were to be funded by Feeding Futures

FINANCE

STRATEGIC PRIORITY: FUTURE ORIENTATION

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 department worked diligently to complete the school year-end payroll, which included tight timelines for pay processing and statutory reporting related to ten-month employees. The team also continued to work through the implementation of automated seniority reporting in Atrieve for support staff. In accounting services, three school reviews were performed during the quarter, due in large part to the temporary Project Accounting Coordinator position we had in place for a few months for maternity leave coverage (Finance Manager). Also, testing and implementation continued with the new electronic process in Atrieve for reimbursement of employee expense claims. A significant time was spent supporting clerical staff with close out of the financial year-end at each of the schools. With financial management, the 2024-25 preliminary budgeting process took significant time during the quarter, as well as the accounting work required for financial year-end and audit planning. Several reports were completed during the quarter:

The following financial reports were completed during Q4:

- 2024/25 Preliminary Budget
- 2023 Carbon Reporting
- 2023/24 BCTEA Indigenous Transportation Reporting
- 2024/25 BCTEA Indigenous Transportation Planning Report

- 2023/24 Q3 Ministry Government Related Entity (GRE)
- 2023/24 Q3 Employment Data and Analysis Report (EDAS)
- 2023/24 Q3 Board Financial Report
- 2023/24 Statistics Canada Payroll Reporting

CHALLENGES:

School year-end is a hectic time for payroll as many positions are temporarily ending for the summer, and final pay, year-end adjustments, and CRA records of employment must be processed in a short time frame. In addition, the payroll team continues to be challenged with various complexities around the five different employee payrolls while also working on system improvement projects. In purchasing, we were unfortunate to lose our purchasing coordinator to retirement, although we have been fortunate to have a temporary replacement who has been able to step in quickly and seamlessly. In finance, the team continued to manage an increased workload related to the demands of a growing school district, increasing financial support requirements at schools, increased government reporting requirements, and system/process improvement projects underway. Workload challenges have been exacerbated by a current maternity leave (Finance Manager).

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- School Staffing organization for September 2024
- Bargaining preparations for both teacher and support staff collective agreements
- Pay Transparency Reporting obligations specifically employee gender information (Man, Woman, Non-Binary, Prefer not to answer)
- Employee Service Recognition for all staff including one employee with 40 years of service
- Education Assistant practicum students continued to be placed in MPSD with Principal support and are guaranteed an interview with the district
- Learning Education/Health Wellness Fund Committee approved approximately \$35,000 of employee purchase requests.
- Finalized Teacher evaluations submitted.
- Teacher remedy for class size and composition violations from January to June: professional development funds of \$941,805.52 transferred to Mission Teachers Union to be held 'in trust' for teachers
- The hiring of 18 new teacher graduates

CHALLENGES:

- Bus driver recruitment even with paid training being offered
- Human Resource Department staffing shortage

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:

- Hired a new facilities manager (Previously our BSW foreman Mark Gammer)
- Continued build of the Metis Nation Childcare Centre at West Heights Elementary
- The completion of over 1400 work orders by facilities staff
- Started roofing projects at Deroche Elementary and Mission Central Elementary Schools
- Completed a new accessible playground at ESR
- Completion of the new Teacher Education space in the UFV campus at HPMS
- The cutover of 3 locations to our new District VOIP phone system
- Continued development of the IT plan
- IT continued the development of education assessment App
- Creation of new office spaces for Feeding Futures and the district's new claims coordinator

CHALLENGES:

- Staffing is currently our biggest challenge, we have had shortages of BSWs, and bus drivers, and have had a difficult time finding fully qualified staff for openings in IT
- Budgeting is always a challenge. Operations has had 4 vehicles removed from the road due to mechanical or structural concerns, replacement has been a challenge. The increased cost of materials and contracted services have created further budget challenges.
- Workload and increased demand for IT throughout the district have increased the workload on our already challenged IT department.

HEALTH & SAFETY

STRATEGIC PRIORITY:

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

HIGHLIGHTS:

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

Additionally, we made some great progress on the Stay at Work/Return to Work program. We have added additional physio clinics into our program to assist us with the Early Access to Physio program in other communities other than Mission understanding we have staff living in other communities. This program assists us (the employer) in getting our employees who sustained soft tissue injuries while at work, an appointment with a physio faster than a regular doctor's appointment. This a WSBC-led program and we've been very successful in keeping injured workers on the job (no lost time) and working while they are supported by the treatment team. To complement this program (SAW/RTW)

we've also been building job jars, which once completed, will create a pre-approved library of light/modified duties for injured workers. Once the worker has seen first aid, this tool will aid supervisors in creating a modified/light-duty offer to workers in an effort to keep them at work. This demonstrates the employer's dedicated commitment to cooperate in a timely and safe return to work and maintain employment under Bill 41.

We've successfully filled the claims coordinator position.

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

