

QUARTERLY BOARD REPORT

JUNE 30, 2025

SUPERINTENDENT'S REPORT

The closing months of the 2024/25 school year were marked by both successes and uncertainties. The most significant uncertainty related to the provincial budget, which has had the knock-on effect of limiting school district budgets. The Board of Education has successfully navigated this challenge, with some proverbial belt tightening and some reductions in district-level services and administration. It is important to emphasise that while this was necessary, it should not be interpreted as 'getting rid of the fat' - the work being done was important, and there are longer term consequences when we remove district level co-ordination, staffing that can identify cost savings, or FTE that helps support students in classrooms. Finally, our ability to locally develop and apply assessments and supports for teachers is impacted in this sort of fiscal environment, something that is often not acknowledged as we move forward.

The other significant, yet related uncertainty is, again, tariffs. The District is about to build one of the most expensive schools in the province, and over six million dollars is being tentatively removed from the plan to accommodate the tariff issue. While we are hopeful this issue will be resolved, the overall unpredictability in the international realm is having an impact right here in Mission.

But the broad picture for Mission is one of success. We entered the year with ongoing staffing shortages, in particular, with bus drivers, and, while there are still some issues, our staffing has stabilized, and the application pool for most positions is much improved.

Participation rates in provincial assessments have increased dramatically, allowing us to use these assessments in decision-making in a way that was not reasonable a few years ago. The results themselves indicate broad concerns provincially around literacy and numeracy, although we are pleased our secondary rates are improving.

Five and six-year completion rates continue to improve, if not as rapidly as we might hope. This, coupled with a reduced reliance on adult dogwoods, is indicative of the good long-term work being done by educators in our district.

While growth has slowed significantly in the last year, as we plan for the new school year, we are hopeful that this allows us some 'breathing room' while we look at our overall structure and programming to best support our students.

Finally, our 'Commencement Season' was, as always, beautiful, from the small Fraserview celebration to the enormous Mission Secondary one – complete with a Jumbotron - and a reminder of why we do the work we do. I would be remiss if I didn't mention that Mission students earned over \$1 million in scholarships and awards, including individual scholarships in the five or six-figure range. This speaks to the hard work and dedication of family, faculty, and individual students in Mission.

SECRETARY-TREASURER'S REPORT

The three proponents for the replacement of Mission Secondary School have submitted bids for the project. The team is now reviewing and evaluating each proposal. A major challenge have been the retaliatory tariffs, estimated at \$6.87 million. The Ministry instructed us that the tariff costs be managed within the current project budget, as it cannot provide additional funds. The Project Board approved

changes to manage the tariffs, including withholding \$5.66 million from the Design-Build contract and \$1.21 million from the equipment budget, creating a \$6.87 million contingency fund. The design-build price ceiling was reduced by \$5.66 million, and the RFP was amended with Scope Ladder items, allowing proposals to remove certain items to stay within budget. These items can be added later if funding allows.

Staff continued working with the board on the organization and review of the policies and procedures. Regular policy review meetings were scheduled again for the 2025-26 school year.

On the financial front, at the Public Board Meeting on May 20, 2025, a motion was passed to reduce the draw from the unrestricted surplus to approximately \$100,000, with further details reviewed on May 27th. The Preliminary budget bylaw for 2025-2026, considering these changes, was approved on June 17 to ensure a balanced budget, and [Supplemental information](#) was uploaded to the website to explain the budget and track changes from prior budgets.

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

- Cultural Resource Stewardship: Collaboration between the SWSW Teacher-Librarian (TL) and the Indigenous Mentor Teacher (MT) advanced the “Belongings” Initiative, digitally cataloging Indigenous belongings across the district.
- Gr. 7-12 Educator Learning Studios: All the resources used by the Curriculum Mentor Teacher (CMT) for Studio were selected, curated, organized and managed by Siwal Si'wes (SWSW) Library and the Indigenous Mentor Teacher (Indigenous MT). A considerable amount of time was dedicated to putting together these resource collections and we heard that the studio learning opportunities were engaging for both students and teachers.
- Therapeutic Resource Development: Collaboration between the Indigenous MT the ICY clinical counsellor resulted in culturally responsive materials for the ICY play therapy space.
- Grade 3-4 math/numeracy assessments: Completing and piloting many iterations of these tests and drafting a multiplication facts progression continued as a prioritized focus area.
- Raceway Curriculum: 6 teachers across the district piloted lessons aligned with the BC math and Science Curriculum. 190 people were on the track!
- Grade 1-2 phonics assessments: Piloting of these tests with teachers from 4 schools (WHE, CHE, MCE, Deroche).
- Literacy Grant: Middle / Secondary and elementary K-3 meetings on the literacy grant.
- Literacy page in Curriculum Connection: Added more resources and sections – e.g., writing page.
- Early Literacy Phonemic Awareness Tool (ELPATS) administered to all Kindergarten students (English and French) in May for the first time across the district; piloted the ELPATS app, created by our IT department.
- ELL consortium and cross-district collaboration; starting to look at updating ELL assessments.

- Feedback from SLP and classroom teachers on the positive impact of the University of Florida Literacy Institute (UFLI) phonics program on sound awareness of K and grade 1 students.
- Rollout of Desire2Learn (D2L) Brightspace for Mission Online School.
- Chief Information Officer meeting for Focused ED – resulted in increased connection to other school districts.
- Night School had 21 students with a success rate of 86% where students completed Accounting, Anatomy and Physiology and Math 11.

CHALLENGES:

- Supporting Staff turnover - there were many changes to TL staffing this year, with new TLs requesting support and folks covering for those on leave. This may continue into next year and requires timely support to keep the library functioning as an effective resource hub for student learning.
- Scope and Capacity: The breadth of responsibilities across curriculum, cultural programming, policy, and professional learning required significant time management and prioritization within a 0.8 FTE Indigenous MT role.
- The Ministry of Education and Childcare's postponements of literacy screener information made it difficult for planning.
- With increased Applied Design, Skills, and Technologies (ADST) resource usage, we need more resources to lend out.
- More time is needed for vetting of Privacy Impact Assessments (PIA).

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

Cultural Strengthening & Indigenous Learning Opportunities for MPSD Staff

Two Days with Michael Redhead Champagne



MPSD had the pleasure of receiving Michael Redhead Champagne on April 2 & 3, 2025. is working towards dismantling harmful systems, and replacing them with ones based on justice, equity and love. A community leader from Winnipeg's North End with family roots in Shamattawa First Nation, Michael is a host, helper,

published author, on-screen personality and sought-after public speaker. Michael presented to middle school students, Early Learning Staff and Partners, Siwal Si'wes Staff and Support Staff, leaving us with the message that ***We Need Everyone***, and that through our gifts, we can be empowered to overcome challenges, achieve goals and strengthen communities. By the end of the two days, Michael had touched the hearts, minds and lives of over 1500 people.



Witness Blanket Replica – Chilliwack Museum

A replica of the Witness Blanket was on display at the Chilliwack Museum. The original work was created by Carey Newman, an Indigenous artist, master carver, filmmaker, author, mentor, and public speaker. 'Inspired by a woven blanket, the Witness Blanket is a large-scale work of art. It contains hundreds of items reclaimed from residential schools, churches, government buildings and traditional and cultural structures from across Canada.' (from witnessblanket.ca). Siwal Si'wes Staff



participated in a tour of the exhibit, followed by a hands-on experiential activity, which promoted a deeper understanding of the importance of the legacy of this artwork.

Siwal Si'wes Staff Canoe Trip with Voyageurs Adventures

Indigenous worldview encompasses living in solidarity and in concert with the land. As Indigenous peoples, the land is our culture, it is our language, it is our strength. Land is healing. Being on the land provides a cultural and spiritual connection for Indigenous peoples. Over the past several years, the focus of our proposals for the mental health grant has been on learning and training. This year, we felt



a great need to focus on staff coming together to reconnect as human beings, and to consider and appreciate our own healing journeys. Siwal Si'wes Staff participated in a 4-hour Canoe Journey from Harrison to Kilby. In addition to being on the water together, one of the highlights included viewing the pictographs and petroglyphs.



Siwal Si'wes Staff Cedar Pull

In June, as part of the Mental Health Grant, Siwal Si'wes Staff engaged in a Cedar Pull. We traveled out to the forest where we received the Cedar Pull teaching and participated in gathering cedar and separating the inner bark from the outer bark. Next school year, staff will use the cedar collected to make cedar hats.

Stó:lō Sitel Learning Group

Fifteen teachers joined the Stó:lō Sitel learning group co-led by Peggy Janicki and Angela Magon, studying the 5 Rs of Indigenous research/story work and Elder Dr. Joanne Archibald's concept of "story readiness." They examined existing lesson plans, heard a school-wide implementation case study from a colleague, and participated in the Circle of Care workshop. In the final session, every participant (representing the full range of Kindergarten to Grade 12 Biology teachers) described how they are weaving the Stó:lō Sitel books into their teaching. Several also shared thoughtful, creative, and powerful lesson plans, each one reflecting care, respect, and dedication. It was truly inspiring to witness so many colleagues engaging meaningfully with Stó:lō Sitel books and embracing the

shwoxwiyam and sqwelqel stories and a collective effort and commitment to honouring Indigenous knowledge.

Máthxwi Curriculum Project

Select Mentor Teachers and Siwal Si'wes Staff, along with staff from Abbotsford and Langley School Districts and Máthxwi First Nation, gathered 16 times during the 2024-2025 school year to co-develop a Máthxwi-specific learning resource guide for elementary and middle school educators. Participating educators were blanketed by Máthxwi in an honouring ceremony held on June 19, 2025. The document will be launched in the fall of 2025, when it will be made available to MPSD Educators in an intentional way.



Grade 12 Indigenous Student Graduation Recognition Ceremony and Dinner

June 4, 2025, marked the third annual Grade 12 Indigenous Student Graduation Recognition Ceremony and Dinner. This year, almost 40 Grade 12 students attended the event. Of special mention was the inaugural announcement of the scholarship for the Late Elder 'Mami' Agnes Giesbrecht. Mami was a Siwal Si'wes champion in terms of advocacy for educational rights for Indigenous learners in MPSD. Her incredible story was showcased in the Fraser Valley Current [HERE](#).



OPPORTUNITIES FOR GROWTH (AS SHARED BY SIWAL SI'WES STAFF):

Please refer to the list of challenges and barriers as shared in the February 2025 Quarterly Report for the Board, as they continue to exist in MPSD.

These past few years have been increasingly challenging in Siwal Si'wes. We have had a number of losses, including students, parents, Elders and Knowledge Holders moving on to the spirit world. Local Indigenous communities have also suffered great losses in the death of community members, which impacts some Indigenous learners in MPSD. Siwal Si'wes Staff, in their various roles, work tirelessly to meet the needs of Indigenous learners and families. Many have witnessed/been involved in challenging, worrisome and/or traumatic situations. As a result of repeated exposure to the above, this may impact the mental health and well-being of staff.

INTERNATIONAL EDUCATION

HIGHLIGHTS-

End of the year in International is full of celebrations and farewells to a group of new friends as they prepare to return home. It's always bittersweet to see them go, knowing their lives will take them in different directions once they leave here, but knowing that the study abroad experience has prepared them for life's challenges in ways that would not have otherwise been possible. Some of our celebrations included the Y.E.S. Speech contest, where 15 middle school and high school students shared their knowledge of various topics from AI to Zombies. A job well done by all the brave students. Students also enjoyed time together at Heritage Park for games and ice cream, as well as a farewell celebration at WildPlay in Maple Ridge, where 35 international students braved the high rope course together.

Commencement is always a special time for the students who succeed in completing graduation here in Mission. The pride and excitement that our students exude while crossing the stage is heartwarming and contagious. This year, eight international students graduated from Mission Secondary, and we were happy to welcome their host families as well as some of their parents to the ceremony.



In May, the ICEF Vancouver agent fair brought thousands of agents from all over the world and gave some a chance to visit Mission. One of our agents from Chile had a special request: to go hiking during his visit. We found the perfect mountaineer to assist with this, our very own Danny Jakobs!



CHALLENGES:

A combination of uncertainty around international education in Canada amongst some of our largest sending countries, and instability in their own markets, has created a significant decrease in K-12 international student numbers across Canada. While experts are predicting international student numbers to rebound, it may take several years. Despite this, here in Mission, we have seen three straight years of stable international student enrollment.

EARLY LEARNING & CHILDCARE

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

Supporting Mission families and nurturing belonging.

Focused on attachment, the Early Years Team has continued to develop relationships with families from birth to age 8 by offering opportunities for family participation. Connecting to resources leading to early intervention is an additional focus for the early team.

Before and After School Child Care

- The City of Mission has increased overall spaces at Christine Morrison, Hillside, Hatzic and Windebank Elementaries this year
 - Working with the City to grow before-school spaces to 5 or 6 schools next year

Transition to Kindergarten

- Welcome to Kindergarten
 - Events were held at all 13 elementary schools
 - In collaboration with Family Navigators and StrongStart facilitators, schools are planning events that more closely reflect their individual community with increased participation by school staff
- Early Years Fair
 - Kick off to Summer – June 11 at the Leisure Centre – 50 participants
 - We collaborated with the City of Mission to offer free swimming to families
 - Twelve community partners were represented.
 - For example, MACL, Metis Nation, Family Place, Fraser Valley Child Development

Early and Middle Years Family Navigators

- Held at Silverdale Elementary, Navigators offered a 5-week Infant Massage program to new parents – 10 families participated
- An outdoor program for families with infants was offered at Heritage Park on Monday mornings – average attendance was between 5 and 8 families

- Navigators offered a program on Tuesday mornings at Cherry Hill for newcomer families. Unfortunately, attendance was low. We believe that an afternoon offering would be better received.
- Navigators collaborated with Family Place and offered programming to families attending Toddler Time. Families received books and resources, which were funded by the IPALS program
- Navigators attended the St. Joseph Food Bank once each month to connect families to resources in the community. As a result, some families are now attending StrongStart regularly.

StrongStart BC

- Mission's six StrongStart sites continue to serve families in the community. Attendance remains healthy with a noticeable increase in attendance at Cherry Hill Elementary.
- StrongStart collaborated with Mission Literacy in Motion to offer a six-week program on Wednesday evenings, in the Mission Central class. Families received books and were offered dinner. Approximately 5-10 families participated each week. This initiative was funded through the IPALS grant.
- An outdoor StrongStart was offered on Monday afternoons at Griner Park. Attendance was strong with 10-15 families participating regularly.

Changing Possibilities for Young Children

- Met 6 times this year and concluded in May
- 5 teachers, 4 MPSD ECEs, 1 community ECE participated this year
- Inquiry focus around Social Emotional Learning and learning from the land

Strengthening the Early Years to Kindergarten

- Focused on connecting with child care centres in the community – met twice with the broader community (January and May)
- Indigenous Liaison Workers at Deroche and West Heights planned a Spring event with early learning programs (Leq'á:mel Child Care Centre and StrongStart)

CHALLENGES:

With the elimination of Changing Results for Young Children and Strengthening the Early Years to Kindergarten funding and the uncertainty of Early Years funding in general, it is difficult to plan for future initiatives.

STUDENT SERVICES

STRATEGIC PRIORITIES

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HIGHLIGHTS

- DIMIT (District Inclusion Mentor Teachers)
 - [Literacy Intervention for Complex Learners: A CIRB \(Collaborative Innovative Resource Bank\)](#) Project in collaboration with POPFASD (\$4000 grant received). This resulted in the Bug Club Morphology Kits for students in Grades 7-9.

- Presented *AI for the Inclusive Classroom* to the district Teacher Librarians
- Created new training resource - *A Guide: Creating a CBIEP (focused on MPSD policy and procedure for case managers)*
- Continued collaboration with colleagues in other Lower Mainland school districts, virtually and in-person, including POPFASD District Partner meeting, Cross-district Collaboration, and Provincial CB IEP collaboration. These recent meetings included a focus on literacy support and transition planning for students with disabilities and diverse needs.
- ICY (Integrated Child and Youth Team)
 - The waitlist for mental health services has been significantly reduced in the past year. It went from 8-12 months down to ~ 4 months.
 - The team is applying for one new enhancement position and talks of a second. We are applying for a child and youth family counsellor.
 - Increase in the number of families receiving education around mental health topics (e.g., coffee talks and EFFT parenting groups).
 - EFFT parenting groups (one elementary and one middle school focus): full capacity with waitlists for both
- Safe School Liaisons
 - Key initiatives designed to foster a culture of well-being and personal responsibility include:
 - "I Quit for Me" group, which encourages students to make healthy choices
 - "Shake Not Vape" group, aimed at reducing vaping among adolescents
 - "Healthy schools, ambassador program," which older peers go into elementary schools to teach about the harms of vaping. These programs are designed to foster a culture of well-being and personal responsibility.
- TDHH (Teacher of the Deaf and Hard of Hearing)



In May, three MPSD students went to POPDHH's Deaf Camp at Camp Elkgrove. There were 60 participants this year (DHH students and their TDHHs) from Mission, Chilliwack, Abbotsford, Langley, Burnaby, and North Vancouver. During the three-day camp, students enjoyed capture the flag, a frisbee golf tournament, crafts, food, outdoor education activities, ASL instruction, ASL games, and most importantly, spending time with new friends.

In the Deaf and Hard of Hearing Department, we have been busy building connections and community. At Cherry Hill Elementary, we've been busy learning about language, communication and Deaf culture. There is an American Sign Language bulletin board in the main hallway by the office where students can stop by and learn ASL vocabulary and topics. This year we have focused on Deaf culture, sea animals, Christmas, family members, and summer vocabulary. We have one student with a hearing designation at Cherry Hill, and his class has been receiving ASL lessons for learning more ways to communicate with their classmate. When our student arrives at school, the students are excited to greet their friend in ASL.

- TSVI (Teacher of Students with Visual Impairments)



Throughout the year, students with vision limitations in the Fraser Valley attend organized recreation and leisure activities. These activities give

students a toolbox of crucial concepts, knowledge and skills they need to succeed in school and in life. These activities are part of our students' Extended Core Curriculum (ECC). In June, our ECC activity took us to Harrison Lake for an exciting day of Dragon Boating

CHALLENGES:

The Student Services department across all grade levels is facing growing challenges in providing timely and effective Tier 2 literacy supports. In elementary schools, limited SLP, ISP, and LST time slots make it increasingly difficult to consistently pull students for targeted interventions, particularly as the number of students requiring structured literacy support continues to rise. At the middle and secondary levels, LSTs are similarly constrained, often pulled in multiple directions and left with minimal time to address foundational literacy needs that are persisting well into the intermediate and upper grades. This points to an urgent need to examine how we allocate LST time, consider strategic scheduling adjustments, and explore additional staffing or resource options to ensure struggling readers at all levels have equitable access to the support they need to succeed.

- With budgetary constraints, school counsellors and YCWs are less available within schools. This means shifting to a model of group work and away from one-on-one with students.
- Despite best efforts, families are still experiencing barriers to accessing mental health resources, especially those families who are minorities.
- Increasing number of students that are facing barriers to their education (behavioural, mental health, attendance, poverty and so on)
- Increase need at the schools for behavioural supports/plans
- Increase dysregulation in students and families

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

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

HIGHLIGHTS:

- Providing quality, fresh, homemade and nutritious and chef-prepared offerings at sites across the school district is one of the most appreciated feats reported by students and personnel for this program.
- Continual upgrades to facilities for on-site food preparation and cold storage are providing better opportunities for in-house food preparation.
- Schools, parents, and community partners continue to work together with Feeding Futures programming to ensure that all students are well fed and ready to learn.
- The addition of a delivery driver as a connection between schools and facilities is providing excellent communication and collaboration checkpoints.
- Our contract with Simply Foods as a responsive and reliable catering company.
- Creative partnerships with school teams in providing rich educational learning experiences while enjoying fresh food as a community.
- Feeding Futures Educational Assistants had their first team meeting at the school board office.

CHALLENGES:

- Utilizing the surplus funds in a way that provides sustainability in the long term while managing the infrastructure limitations and needs for growth.
- Elementary schools have small kitchens, space constraints, power supply limitations, and general setup for feeding large crowds as ongoing issues requiring creative solutions, as schools were not originally designed to accommodate food programs of this scale.
- Schools have unique needs, so balancing consistent programming across the school district while meeting individual school requests and preferences has been a rewarding obstacle to navigate as a district team.

FINANCE DEPARTMENT

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:

Payroll worked through the complexity and tight timelines of the school year-end payroll, including year-end payments related to retirements, resignations, special payments, and working through statutory reporting related to ten-month employees. In accounting services, one additional school review was completed during the quarter. And significant time was spent supporting clerical staff with the close-out of the financial year-end at each of the schools. Purchasing activity ramped up with the facilities department preparing for major work projects over the summer, and schools preparing for the start of the next school year. And with financial reporting, the 2025-26 preliminary budgeting process took significant time during the quarter, as well as the accounting work required for the financial year-end and audit planning.

The following financial reports were completed during Q4:

- 2025/26 Preliminary Budget
- 2024 Carbon Reporting
- 2024/25 BCTEA Indigenous Transportation Reporting
- 2025/26 BCTEA Indigenous Transportation Planning
- 2024/25 Q3 Ministry Government Related Entity (GRE)
- 2024/25 Q3 Employment Data and Analysis Report (EDAS)
- 2024/25 Q3 Board Financial Report

CHALLENGES:

The administrative work, particularly in payroll and benefits, related to the increasing rate of staffing moves and changes, continues to add stress on the department. The Manager of Finance departed, temporarily resulting in increased burden on other staff in the department, as well as scaling back in some service areas. School reviews, and planning and piloting for the implementation of Amazon business services were temporarily put on hold. Supports for various departments related to budgeting, planning, and reporting have been reduced, particularly with respect to the various areas of special-purpose programs (funds). The department continues to be challenged by the workload related to the demands of a school district growing in both size and complexity, steadily increasing provincial administrative and reporting requirements, and the management of system/process improvement projects.

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- School Staffing organization for September 2025, along with minimal teacher FTE surplus and education assistant layoffs
- Bargaining with CUPE 593 commenced
- Employee Service Recognition for all staff: five with 35 years of experience, two with 30 years, twelve with 25 years, twenty-five with 20 years, ten with 15 years, twenty-two with 10 years, fifty-one with 5 years of service
- Criminal Record check five-year renewals
- New spring teacher graduates commenced work in June 2025. 25 teachers hired
- Finalized Teacher evaluations submitted
- Fully executed 2022-2025 MTU/SD75 Collective Agreement provided by BCPSEA
- Local ratification of MTU/SD75 Collective Agreement 2025-20XX
- As per LOU 12, remedy due to class size and composition violations for January to March for teachers is summarized below:

# of Teachers	Method	Totals
73	Resource Funding	\$195,672.84
198	Professional Development Funding	\$371,534.69
1	Co-Teaching	432 minutes
3	Additional Prep Time	2,067 minutes
275		

- Joint Job Evaluation Committee (JJEC) agreed in June to rate the wage for the newly created 'relief' education assistant position
- Learning Enhancement/Health and Wellness Fund for support staff was reimbursed \$24,763 from April to June, total \$50,311 for the school year
- Education Assistant and student teachers completed practicums in several schools

CHALLENGES:

- Availability of Casual Education assistants to replace absences
- Volume of staffing movement, including teacher postings for next school year
- Time required for grievances and employee misconduct

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:

- Operations are working tirelessly to provide much-needed support to our education staff. Operations' goal is to assist in the building of effective learning environments both now and in the future.
 - Exterior renovation to the east wing of the School Board Office, including:
 - Abatement
 - New windows
 - Sealing exterior
 - Paint exterior
 - Drainage projects at multiple sites, including Windebank, Silverdale and Christine Morrison
 - Completion of over 1200 facilities' work orders
 - Building Envelop repairs and complete exterior painting of Albert McMahon Elementary School
 - Continuation of a 2-year HVAC upgrade at Mission Central Elementary – Including high efficiency upgrades to equipment and the installation of electric heat pumps to improve operations and reduce greenhouse gas emissions
 - Continued district-wide upgrades to our intrusion alarm system
 - Assisted with the preparation for exterior classrooms at both Hatzic Middle School and Mission Central
 - IT is collaborating with the district staff to assist with the transition to a new online Web platform
 - Preparation for major summer projects at Hatzic Middle School, West Heights Elementary, ESR, Deroche Elementary, SBO and Albert McMahon Elementary School
 - Assisting the District with initiating and implementing a records management system
 - Continued development of a district-wide IT disaster recovery program
 - The completion of over 1300 IT work orders
 - Completion of the installation of the new district-wide VOIP phone and P/A system, we now have all sites operating on our new phone systems. There is still additional work to add phones throughout the district; however, the initial transition to the VOIP phone system is complete.
 - Held staff appreciation BBQs for transportation and facilities/IT staff

CHALLENGES:

- Aging buildings and aging building systems require significant resource investment, including manpower and budget
- Balancing the requirements of building maintenance with the operational requirements of the educators within our buildings

- Changes to building codes have put increased pressure and demands on our labour and financial resources.
- Increases in material and labour costs have led to challenges in the number of projects the district can complete.

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:

Hazard Hunt: 1st annual campaign to coincide with Health and Safety week. While we had very low participation, the information we did receive has been valuable in that it's created some new initiatives that will roll out throughout the district in coming months.

Workplace Violence Risk Assessments survey: 2025 results include 32% participation, an all-time low for workers experiencing violence at 21%, and 72% of staff indicate they've received WPV training within the last 2 years. This survey has also helped target high-priority initiatives that we will work on building and rolling out to address the concerns.

Documentation: Our site-based JHSC committees will be supported this year to ensure the documentation they collect meets the WSBC requirements. There were very few missing documents this year.

SONAR leadership training – the FIORE group presented an excellent course to about 20 of our leaders. The safety-themed leadership course teaches powerful concepts of communication and dialogue – demonstrating to supervisors at every level the importance of connecting with their employees and really listening to what they hear. Just as a SONAR does, they must be able to accurately interpret that information.

CHALLENGES:

Refusals of unsafe work have become a challenge in terms of lack of understanding of the process, how it works, and its intended use. WSBC considers a refusal with the same weight as a call to 911. They immediately drop what they are doing and come straight to the site where the refusal is taking place. The only other higher call to WSBC is a fatality call.

We have encountered several refusals this year. The challenge we've had with this is that the majority of workers have refused unsafe work because they are frustrated with the challenges of their job demands, and/or they are not feeling heard/supported by their supervisor.

In several cases this year, some staff have become really overwhelmed/frustrated with the hazards and risks associated with the work they do, and they fundamentally disagree that they have to accept these risks/hazards as part of their work duties. The BCPSEA K-12 Public Education Toolkit includes a document that provides Workplace Violence examples. This document provides examples of what workers in the education sector could encounter in their role. This document is used each time a worker who works with students brings forward their concerns.

The value of this tool is that it allows the conversation to start from an agreed-upon baseline of associated risks/hazards an education worker could encounter and should help the conversation have

a common starting point. The goal with a refusal is to allow the worker to voice their concerns, have dialogue with their supervisor and find consensus on whether the work is unsafe or not. Often, the work is safe, but the worker doing the task doesn't have sufficient training or experience for the specific task. Or, sometimes, the work may be unsafe, but with communication, collaboration, training and planning, the work can be adjusted/modified and can be considered safe once changes are made. (example: student behaviour plan needs updating or new consultation as unexpected behaviours have been noted.).

Our challenge this year was that we couldn't even get consensus from the baseline, as the workers refused to agree that they should be expected to encounter the behaviours provided in the toolkit examples.

