

QUARTERLY BOARD REPORT

MARCH 31, 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

This Quarter can be seen as a time of stabilization in the system and positive growth in community connections. First, I am pleased to report that the staffing shortages – while still notable- are not at the crisis pitch we saw this time last year. This is a significant accomplishment of our HR department in recruiting (mind you, they even had this Superintendent assisting, so they aren't quite perfect!) and the positive culture they have inculcated that has attracted staff to Mission. This, in turn, has allowed district and school-based staff to focus -at least in part- on improving outcomes for students. The situation is far from ideal, but significant progress has been made relative to a year ago.

Second, numerous meetings have been held with our partner groups and rights holders that demonstrate the direction Mission is heading in. This culminated in a successful community forum on March 7, discussing concerns with youth, as well as training sessions and an opportunity for organizations and individuals to meet informally and discuss the issues of the day. I think all who attended felt really good about the event and the connections they made. It is our hope that future meetings can reach more deeply into our community too.

Finally, the most significant of future developments occurred – the announcement that we could begin work on planning a replacement for Mission Senior Secondary. This is a major event for the school district and the community at large. A development this big will have a positive and lasting impact on Mission for many decades to come. Once again, we will continue to connect with our community as we develop our plan for a forward-looking secondary school that provides the best learning opportunities for Mission students.

SECRETARY TREASURER'S REPORT

The school district continues to operate in a manner that suggests financial stability. Although not flush with extra funds, the school year is functioning financially to minimize the draw from surplus expected at the end of the year – as budgeted. Some of this is due to staffing shortages, and delays in hiring staff to fill positions – not intentionally, but rather due to recruiting challenges.

The first quarter of the year is generally preparing the calculations and updates to begin budgeting for the following year. This year, with a new manager in the finance department, additional time and effort went into onboarding the new staff member and updating the budget processes. The school district anticipates that additional financial and information reporting will begin to come from the finance department, with the year-end reporting. Staff note that the requirement for special

ministry reports that is attached to additional funding continues to challenge finance staff. This additional reporting requirement is expected to continue to increase.

Staff have also been working on a new program to assist with the staffing processes – the calculations, allocations, and tracking systems. The new program is expected to bring three separate systems into alignment, to streamline the annual staffing challenges.

2022 / 2023 Financial Summary - Mar 31, 2023 Year To Date			
	<i>7 of 10 months = 70.00%</i>		
	<i>9 of 12 months = 75.00%</i>		
	Actuals - YTD	Amended Budget	% of Budget
OPERATING REVENUE			
Total Grants	57,277,048	82,804,875	69.17%
Tuition	2,315,970	2,282,000	101.49%
Other Revenue, Leases, Investments	1,652,513	2,848,290	58.02%
TOTAL OPERATING REVENUE	61,245,531	87,935,165	69.65%
Gain on Disposal of Capital Assets	131,398	174,818	
Amortization of Deferred Capital	2,271,194	3,042,025	74.66%
STATEMENT 2 REVENUE	63,648,123	91,152,008	69.83%
OPERATING EXPENSE			
Total Salaries and Benefits	53,696,780	78,035,643	68.81%
Total Services and Supplies	7,623,510	11,973,658	63.67%
Total Amortization	3,044,599	4,095,959	74.33%
TOTAL OPERATING EXPENSE	64,364,888	94,105,261	68.40%
Net Operating Surplus (Deficit)	(716,765)	(2,953,253)	
Allocation of Surplus	-	2,649,499	
Operating Surplus/(Deficit)	(716,765)	(303,754)	

2022 / 2023 Financial Summary - Mar 31, 2023 Year To Date			
<i>Summary without amortization</i>			
	<i>7 of 10 months = 70.00%</i>		
	<i>9 of 12 months = 75.00%</i>		
	Actuals - YTD	Amended Budget	% of Budget
TOTAL OPERATING REVENUE	61,376,929	88,109,983	69.66%
TOTAL OPERATING EXPENSE	61,320,289	90,009,302	68.13%
Net Operating Surplus (Deficit)	56,640	(1,899,319)	
Allocation of Surplus	-	2,649,499	
Operating Surplus/(Deficit)	56,640	750,180	

Student and Family Affordability Fund

Total Funding 689,814

	Actual	Forecast
	Mar 31 YTD	Jun 30 YTD
Meals	97,244	162,901
Clothing	60,977	69,439
Supplies	59,673	66,290
Fee Waivers	19,680	49,900
Total	237,573	348,530

EDUCATION

STRATEGIC PRIORITY: FUTURE ORIENTATION; STUDENT CENTRED LEARNING; EFFECTIVE LEARNING ENVIRONMENT

HIGHLIGHTS

- In March, we held our last student forum for this year, where the students met with their principals and presented their concerns and possible solutions for creating safe, caring, and respectful schools. Some student suggestions were implemented at school sites.
- Social Emotional Learning (SEL) continues to be a focus for adults and students. The district principal has continued the SEL leads meetings and discussions to help infuse SEL practices within classrooms. SEL leads are reporting that more staff are engaged with SEL practices such as self/student check-ins and gratitudes. A social and emotional learning survey for the district was completed by administrators and staff and when results are compiled this will help to determine the next steps for supporting SEL in the district. A “kindness team” consisting of eight Fraserview Learning Centre students created and delivered social and emotional lessons to younger grades at three elementary schools (Christine Morrison, Ecole Mission Central and Hillside). The district principal, together with district staff (counsellor, StrongStart coordinator, and classroom teacher) and community partners led a popular 4-part parenting series at Ecole Mission Central on brain patterns and emotion-focused family therapy (Adele LaFrance’s work).
- Assessment leads met to discuss feedback for learning. We also held an assessment in-service for all elementary schools in January. It was great to be able to collaborate across schools and educational roles. We began working with JEAC (Joint Educational Advisory Committee) and assessment leads to create a new elementary reporting template that aligns with the new reporting order.
- The Math mentor teacher worked with three elementary schools to learn about and begin the implementation of RTI (Response to Intervention) to target instruction to address specific student needs. As well, a math inventory was piloted in grade 6 at two sites. This led to school-wide discussions about the needs of learners and how best to support them throughout the grades.
- Teacher-librarians (TL) are collaborating to discuss authentic Indigenous resources, as well as diverse resources to support inclusion for all learners, including those identifying as LGBTQ+. TLs ensure all students feel seen and valued by having access to resources that represent them. We are grateful for the work they do to ensure libraries and schools are inclusive and welcoming for all.

CHALLENGES:

- We have been able to release assessment leads to learn more about assessment and the new reporting order, so they can share the information with staff at their schools. It has been challenging for some of them to find time to work through this with their staff during limited staff meeting times.
- Behaviours continue to be a challenge in some classrooms due to anxiety and other mental health concerns, and this affects learning for students. We are collaborating across departments to provide support for classroom teachers to proactively prevent behaviours so learning can occur. Other behaviours in school are affecting feelings of safety for students, particularly in washrooms. We have hired supervisory aides to assist with monitoring middle school washrooms.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

Equity PATH in Community:

In our continued work for Equity for Indigenous Learners, Siwal Si'wes partnered with Sq'ewlets, in the community. Sq'ewlets community members came together to share a meal, share dreams and plan for success for Indigenous learners in SD75.



Student Voice Equity PATH:

Select Grade 10-12 Indigenous Learners, along with Siwal Si'wes Staff came together to create a Student Equity PATH, and to engage in a cultural learning opportunity of the Medicine Wheel.



Here are some equity dreams from participating students:

- *“Teachers to understand and be sensitive that our lives at home may be different than theirs.”*
- *“Teachers with a broad and thorough understanding, to appear to know what they are talking about, so that we don’t have to step in and teach.”*
- *“Teachers with a passion, excitement and enthusiasm to teach Indigenous worldview, not forced, not a checkbox, not out of necessity, but from the heart, if not it perpetuates racism.”*
- *“Ditch the textbooks; go outside; flexible learning environments; more hands-on; experiential; learning offsite and outdoor learning environment.”*
- *“Indigenous presence needs to be throughout school, not segregated in one area, like in the Indigenous room.”*
- *“Alternatives for overloading on homework and unreasonable due dates.”*
- *“Elders in the classroom.”*
- *“Put the brakes on the Indian Residential School learning; refocus on Land-Based Beauty, and beauty of our culture. We are not just products of the Indian Residential Schools and of colonization. We are more.”*
- *“Sense of community for all.”*

SD75 Staff Learning Opportunities:

An Evening with stéməxʷ, Rain Pierre:



Rain Pierre, stéməxʷ, highly acclaimed artist and motivational speaker from Katzie First Nation spoke to approximately 100 SD75 Staff. He boldly shared a heartfelt, insightful, and powerful account of this life, how he came to recognize his self-worth as an Indigenous person, and his contributions to spreading a message of truth, reconciliation, and love.

An Evening with Peggy Janicki,
SD75 Indigenous Mentor Teacher,
and new author of *“The Secret Pocket”*

Siwal Si'wes has an accomplished author in our midst! Peggy Janicki, Indigenous Mentor Teacher in SD75 brought the story of *The Secret Pocket* to SD75 several years ago, to remind all graduating students to connect to the past to the present and to honour The Ones Who Came Before, and to fill our lives with hope and resolve. She presented her book *The Secret Pocket*, illustrated by Carrielynn Victor to approximately 100 SD75 Staff. This is a story that every Canadian needs to hear, understand, and share. Siwal Si'wes Staff continues to gather occasionally for Cultural Strengthening Learning Opportunities. Most recently, we received a Blanketing Teaching Workshop from our Kwantlen friends, a Directed Drawing, Story and Metis Teaching with Metis Artist and Storyteller Leah Dorian, and Rattle Making with Darren Charlie, Sts'ailes. We were also able to participate in an honouring ceremony for Lisa Shepherd, for created a beautiful cradleboard art piece for a *Healing through Art* collaborative project between ESR Elementary School and Siwal Si'wes.



CHALLENGES:

Students who participated in the Student Equity PATH confirmed the challenges noted in the last Quarterly report (February 2023) - that *“there are learning gaps within SD75 staff of how personal bias and stereotypes interfere with the way we think about and interact with Indigenous learners and families. Additionally, there are gaps in understanding how both intergenerational trauma (caused by the impacts of colonization, the Indian Residential School System, the Indian Day Schools and the 60's Scoop etc) and Indigenous-specific racism intersect with systemic barriers Indigenous families face today, and more specifically, how this shows up in schools (in classrooms, on the playground, on the bus etc).”* Students also noted that there if there is a lack of interest, enthusiasm and/or knowledge of learning about Indigenous histories, knowledge, and worldview by staff, it can make Indigenous learners feel devalued and perpetuates anti-Indigenous racism among non-Indigenous learners, particularly when this occurs in the context of the classroom environment.

With the rising costs of living (housing, transportation, food, healthcare etc.), many Indigenous families are experiencing high levels of poverty. We appreciate the *Student and Family Affordability Funding* as it has provided families in crisis with basic needs, however as we move into the summer with the closure of the schools for the summer holidays, they will not receive services, resources or support from the schools, and so they will need to source out other funding options independently.

INTERNATIONAL EDUCATION

International Education continues to focus on the diversification of the international student population within the limited 130 seats that it has been given for students to come to Canada. In-person recruiting has expanded our agent base and we are looking forward to more students from Central Europe and Asia in the near future. The newcomers to BC that are not international fee-paying students has increased immensely. We are predicting that we will have the largest non-fee paying international ELL population ever in Mission over the next school year.

HIGHLIGHTS

Students continue to enjoy Mission schools and our community. Students and agents appreciate the staff and schools' openness and friendly atmosphere. The pillar of the stay for students is often the homestay and we are very fortunate that so many families open their homes to International students. ELL is working hard on balancing the higher numbers and limited staff and are working on workshops for all teachers next year.



CHALLENGES:

The challenges are felt worldwide with the recession affecting many families being able to afford to send their child abroad for more than 5 months. In some countries our Canadian dollar is so high it is being prohibitive. In others the recession and the fact that a once lucrative Australia and New Zealand market is back open for business, meaning we have less students coming to Canada. Our numbers in some of our German markets are down due to the school changing back to a year 13 system and students for 2023/2024 are not as bountiful as they now have to wait one more year to attend.

EARLY LEARNING

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

There have been six meetings of the Strengthening the Early Years to Kindergarten Community of Practice between November 2022 and May 2023. This diverse group of professionals consists of Indigenous and non-Indigenous Early Childhood Educators from the childcare centres across Mission, Family Place and StrongStart, members from Mission Community Services, Fraser Valley Child Development, Mission Association for Community Living, Mission Parks and Recreation, SARA for Women, Fraser Health and teachers and administrators from West Heights and Hatzic Elementaries. We have begun to create systems for a Safe, Caring and Respectful transition to Kindergarten based on the Vision of the Child as described in the Early Learning Framework. The Ministry of Education and Child Care mandate to move from co-existing in the same geography with limited interaction to shared governance and structures can only be created through carefully designed reflection and sharing between two very different sectors. This Community of Practice has chosen to focus on improving communication between the Early Years and Kindergarten. This includes providing information to parents on events such as Ready, Set, Learn and Welcome to Kindergarten in multiple ways and creating a structure for childcare staff to share the strengths of the children moving on from their care.

CHALLENGES:

We have had stable participation from our community members; however, it has been difficult for schools to participate in this Community of Practice due to pressures around TTOC availability. The perspective of the school staff is important and we continue to try to find ways for their voice to be included in meaningful ways.

STUDENT SERVICES

STRATEGIC PRIORITY: STUDENT-CENTRED LEARNING; EFFECTIVE LEARNING ENVIRONMENTS

Focus on our Hearing Dept:



Building ASL rich communities



Using toys, models, and science experiments to learn about the auditory system and listening technology



- The Hearing Department has been focusing on building community and making classrooms more accessible to our deaf and hard-of-hearing students. We have been busy equipping classroom teachers and support staff with translating curriculum, activities, and conversational language into American Sign Language (ASL). Teachers received in-class lessons and weekly emails in their inboxes with stories, songs, and resources in ASL. The Provincial Outreach Program for Deaf and Hard of Hearing (POPDHH (Provincial Outreach Program for Deaf and Hard of Hearing)) has facilitated 4 online ASL sessions with our team at Cherry Hill. Two visitors from POPDHH also visited the school where students had an opportunity to learn about people who are Deaf, ASL, and interpreters. Currently, there are three staff members at Cherry Hill enrolled in the UBC ASL Prep 1 course. There is a rich culture of inclusion for our deaf students at Cherry Hill! As students and staff learn more about sign language, they can connect with our deaf students in class, in the halls, and outside at the playground.
- In March, our department reached out to the Abbotsford Hearing Clinic, and they donated equipment to our district. These hearing aids, earmolds, batteries and demo models are being used for demonstrating, learning, and allowing for hands-on practice. Most students are aware of how expensive their devices are, and this brings on a nervousness to handle them. By practicing on the district hearing aids the students feel more comfortable trying these hands-on tasks which help them care for and handle their personal devices.
- Many of our deaf and hard-of-hearing students do not have access to toys that represent them, so we wanted to change that this year. In the fall we made a Momma Koala with a cochlear implant and this spring we made a baby Koala with a BAHA (Bone Anchored Hearing Aid). One of our students was excited to babysit the koala over spring break where she kept a journal of all their adventures.

Focus on Physical Therapy:

- Let's Play from BC Wheelchair Association came out to provide a student with a sports wheelchair to use at school and gave us a few fun ideas for inclusive PE. The school will be setting up an education day with them next school year where they will come out with multiple sports wheelchairs to provide hands-on opportunities for the other kids to try out the chairs as well. This will be done with the gym classes and the chairs are loaned to the school for the week so the kids can have a chance to work on their skills.
- SportAbility came out to provide a student with more information on power soccer. He was given a guard for his power wheelchair and power soccer ball that he can use for gym time. SportAbility also did a boccia ball presentation for a gym class. All the students were able to join in and lots of fun was had by all!

Focus on collaborative Inclusion work:

- Working with Math mentor teacher and provincial specialist, Jenny Williams to develop math goals for CBIEPs -presented to LST (Learning Specialist Teacher).
- A learning resource on the Science of Reading for LST teachers to start their learning journey has been created. [Check it out here](#)

- We have been working with several elementary school teams to provide school-based support for students' behavioural needs. We have observed the students and have met with school teams and families, at times conducting FBA (Functional Behavioural Assessment) and Positive Behaviour Support plans. We have helped identify preventative measures for school teams and created specific support tools for the teams. As we follow up, we are finding that the teams are building the capacity to use and adapt the tools and recommendations in place, and the students' challenging behaviours have diminished.
- Hosted Mandt (non-violent intervention) train the trainer training for 7 MPSD staff
- Completed a series of EFFT (Emotion Focused Family Therapy) sessions for parents with a team counsellor, teacher, CYMH (Children and Youth Mental Health) team lead, FamilySmart and Early Learning Educator
- SEL (Social Emotional Learning) work with FLC (Fraserview Learning Center) students and elementary students with big emotions and SLP (Speech and Language Pathologist) collaborating with a Youth Care Worker to create a "why I'm upset" communication board for a grade one/two class. This included strategies from the CALM curriculum.

HIGHLIGHTS:

- MPSD Mission Youth Transition Fair was held at MSS in the evening of March 9, 2023. Thirty-seven community agencies participated in informational booths and presentations.
- The MPSD Accessibility Committee has been formed with 15 members and had their first meeting on March 29, 2023.
- Cross-ministry meetings have commenced for the startup of the Mission (ICY (Integrated Child and Youth)) teams.

CHALLENGES:

- Families continuing to face barriers of poverty and students with mental health considerations
- connecting with students not attending school
- Schools are busy with field trips and events at this time of year which can make it more challenging to see our students for speech and language therapy treatments.

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. Accuracy, attention to detail, a solid understanding of the various district operations, and awareness of district needs, help to strengthen the underlying structure for effective learning environments.

HIGHLIGHTS:

The payroll team is part way through the implementation of the electronic timesheet project for support staff, with the remaining sites to be onboarded before school year-end. In addition, payroll calendar year-end reporting (T4, pension, other) was completed during the quarter. In accounting services, a significant amount of training and support was provided to schools due to the changes in administrative and clerical staff. With budgeting and reporting, several financial reports were completed during the quarter, along with some initial work related to the preliminary budget for 2023/24:

- 2022 Pension Reporting
- 2022 T4 Reporting
- 2022/23 Amended Budget
- 2022/23 Q2 Board Financial Report
- 2022/23 Q2 Event-Driven Reporting (Covid / Extreme weather)
- 2022/23 Q2 Employment Data and Analysis Report (EDAS)
- 2022/23 Student Affordability Fund – Interim Report
- 2023/24 Enrolment Forecasting



CHALLENGES:

With calendar year-end reporting, including T4 processing, and the continued implementation of electronic timesheets, it has been a busy and challenging quarter for the payroll team. Budgeting was the primary focus for the finance team, with the completion of the current year's amended budget, and information gathering, review, and analysis related to the preparation of the 2023/24 preliminary budget.

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

Staff wellness, recruitment and staff development were areas of focus.



HIGHLIGHTS:

- The Employee & Family Assistance Program (EFAP) is still highly used by staff and their family members, most often for counselling. Many staff also have extended benefits that provide counselling with teachers' amounts most recently increasing from \$900 to \$1200 effective January 2023.
- HR and the unions regularly meet to review supports for staff Advanced Rehabilitation for teachers and JEIS for support staff.
- Marketing/recruitment information was updated on the MPSD website and makeafuture.ca for external postings
- HR department and senior management attended Teacher Education Fair for various post-secondary institutions
- The district continues to support student teachers, education assistant practicum students, along with some youth care worker and clerical practicums.
- The ability to dispatch replacement staff has significantly increased for teachers and support staff as compared to the previous two school years.
- Conclusion of local bargaining and ratification of CUPE/SD75 Mission collective agreement 2022-2025 in January 2023:
 - Bargaining conversations included Truth and Reconciliation and Diversity of Employment or persons with diverse abilities.
 - The Learning Enhancement Fund was expanded to include a Health/Wellness fund: 2022/2023 \$81,362 2023/2024 \$80,745 2024/2025 \$80,698
 - Addition of two days of leave with pay per school year for cultural leave for Indigenous employees. Addition of National Day for Truth and Reconciliation as a general holiday
 - Increase in uniform and clothing allowances
 - Increase in shift differential of 1% immediately and another 1% in 2024 of their hourly rate



- Continue staff mentoring, leadership, collaboration, and professional learning opportunities

- Building Better Practices for Protecting Children presentation to PVP/Exempt with Assistant Superintendent, Director of Student Services and District Principal of Curriculum and Student Services

CHALLENGES:

- Cancellation of bus routes in January due to staffing shortages
- The volume of staffing changes as staff applies and moves from one position to another, as per collective agreement language, requires much attention to detail by Human Resources and concerns with the impact on the learning environment
- Unpredicted amount of time to support some staff with beginner technology knowledge during the implementation of the job posting module in Atrieve

OPERATIONS

STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

Provide contemporary technology and tools to assist and enhance learning and skill development across all curricular areas

Create a plan to assess and improve physical accessibility and inclusivity at every site

Improve technology and resources to foster modern learning environments

HIGHLIGHTS:

- This quarter Operations has invested heavily in several district-wide projects intended to improve our technology infrastructure and school site operations. These include replacing aging and obsolete server infrastructure and improvements to our network and full standardized replacement of the aging communications within the schools such as phone systems and P/As
- The announcement of the MSS replacement project.



- Early development of an IT Strategic Plan, to ensure we are providing the best technology and support for our students and staff now but to provide a direction for the district moving forward
- Operations is continuing to work on 4 major mechanical projects around the district. Aging and failing mechanical equipment is being replaced at both Albert McMahon and Christine Morrison with high-efficiency heat pumps. Reducing our GHG emissions and providing better heating and cooling at both sites. Boiler upgrades are underway at Cherry Hill which will replace failing equipment with high-efficiency boilers and improve the heating and domestic hot water supply to the school. Riverside is receiving a new dust collection system for the carpentry shop which will bring the shop up to current standards improving the functionality and safety of the Riverside carpentry shop.
- Facilities has been working on many different projects from standard work orders and preventative maintenance to special projects such as the accessible kitchen designed for life skills training at Hatzic Middle School.
- Operations is looking forward to working with our district's newly formed Accessibility Committee to develop an accessibility plan to improve access and inclusivity at every site.

CHALLENGES:

- Growth pressures have been challenging on some sites with the need for additional teaching spaces, the increased wear and tear on our buildings and the demand for resources to be invested in the creation of additional learning areas.
- Vandalism has been a large concern this school year. There is the standard graffiti to our buildings but the amount of vandalism inside our schools and primarily in the bathrooms has been significant. This is straining financial resources to fix and clean as well as monopolizing many hours of time for tradespeople and BSWs.
- Aging buildings and building systems. As the school district buildings age, we are spending more time with basic maintenance as well as the need for large system replacements. This challenges our time and financial resources.

HEALTH & SAFETY

STRATEGIC PRIORITY:

Gap Analysis of OHS Program, Reset & Refocus Goals Post Pandemic, Rebuild Solid Foundations for the Future

The senior leadership has been taking great effort to refocus post pandemic and take stock of needs in terms of OH&S. With a focus on doing safety differently, the emphasis is on employee wellness and what challenges our staff face with respect to occupational health and safety. Workplace violence is very high on the action plan. While we have a very high number of slip, trip and fall claims, the majority of our claims are not the traditional claims employers see. In education, we are managing an extraordinarily high number of submissions for mental health/stress claims stemming from violent incident reports. The second annual Workplace Violence Survey netted

some very honest and transparent feedback from our employees which gives us a strong starting point to build from.



HIGHLIGHTS:

1. Workplace violence prevention program is underway – the second annual survey has been completed; Leadership to review results and create action plans.
2. Job Bank Library has been started (EA and BSW) – Job demand analysis have commenced, which will guide the employer in building a job bank resource tool for supervisors to use when offering modified work to injured workers. OT Coming in June to start on Teachers JDA. (Stay at work/return to work program)
3. Fire Safety Plans and Emergency Response Plans – District Level document has been created. A review by SLT has been completed. Next steps to roll out to the sites.
4. Radon – 5 sites were selected to participate in Radon Testing. Testers are scheduled to be removed on May 19 and sent for analysis. 5 additional sites will be tested over the next 120 days
5. OHS Module in Atrieve is almost ready to go; this will help with stats and data to track and focus efforts throughout the district in efforts to improve efficiency with time spent focused on incident reporting.

CHALLENGES:

1. Morale/Culture: Employees are not yet fully engaged in OHS in the Workplace.
2. Inconsistent Messaging and Leadership: Not all sites are operating at the same level, which can be confusing/deflating to staff who work at multiple sites.
3. Lack of time – multiple competing priorities create difficulties for staff to make safety a focus.
4. Claims continue to increase. Not only does this represent the number of injuries to workers, but it also identifies a huge increase in WSBC Premiums and Claims Costs
5. Insufficient hazardous materials survey/inventory creating stop work at facilities; slowing down the process creating frustrations.