The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BOARD MEETING AGENDA

Date: Tuesday, April 16, 2019
Time: 6:00 p.m.
Venue: Eagle River Secondary, Sicamous

A copy of the Agenda with attachments is available on the School District website at:
https://sd83.bc.ca/board-meetings/ Board Meeting Agendas.
Alternatively, copies are available on request from the Executive Assistant to the Secretary-Treasurer.

Item	Description	
1.	**CALL TO ORDER**	
2.	**WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY** We open the meeting with the acknowledgement that the Board holds its meeting on the traditional territory of the Secwepemc people.	
3.	**ADOPTION OF AGENDA – CHANGES / ADDITIONS** Recommendation: *That the Board of Education adopt the April 16, 2019 Regular Board Meeting Agenda as presented.*	
4.	**ADOPTION OF BOARD MEETING MINUTES**	
	A. Regular Board Meeting Minutes – March 12, 2019	**Pg. 6**
	Recommendation: *That the Board of Education adopt the Regular Board Meeting Minutes of March 12, 2019 as presented.*	
5.	**ADOPTION OF IN-CAMERA MEETING SUMMARY**	
	A. Summary of In-camera Meeting – March 12, 2019	**Pg. 12**
	Recommendation: *That the Board of Education adopt the Summary of the In-camera Meeting of March 12, 2019 as presented.*	
6.	**BUSINESS ARISING** None	

Item	Description	
7.	**ANNOUNCEMENTS**	
6:10pm	A. Peter Jory, Superintendent B. Trustees	
8.	**DELEGATIONS**	
	None	
9.	**EDUCATION COMPONENT**	
	A. MyBlueprint Portfolios – Presentation (10 min.)	**Pg. 14**
6:20pm	**Assistant Superintendent: Carl Cooper** **District Vice-Principal: Jennifer Findlay**	
	B. Gateway to the Trades Program – Presentation (10 min.)	
6:30pm	**Assistant Superintendent: Carl Cooper** **Teacher: Kyla Hadden Students: Mikki Horsfield & Andrew Oysterk**	
10.	**DISCUSSION ITEMS**	
	A. Day of Mourning – District Health & Safety Committee	**Pg. 23**
6:45pm	**Committee Representative: Tammie Koroluk**	
	B. Communications Plan	**Pg. 46**
7:00pm	**Superintendent/CEO: Peter Jory**	
	Recommendation: *That the Board of Education approve the Communications Plan for School District No. 83 as presented.*	
11.	**COMMITTEE REPORTS**	
	A. Education Directions	
7:15pm	**Committee Chair: Trustee Marianne VanBuskirk**	
	i. Terms of Reference – Education Directions Assistant Superintendent: Carl Cooper	**Pg. 51**
	Recommendation: *That the Board of Education approve the Education Directions Committee Terms of Reference as presented.*	
	ii. Student Shadow Board Establishment Assistant Superintendent: Carl Cooper	**Pg. 53**
	Recommendation: *That the Board of Education approve the establishment of the "Student Shadow Board" as described in the Briefing Note provided, starting as soon as possible.*	
	B. Finance & Facilities / Audit	
7:25pm	**Committee Chair: Trustee Amanda Krebs**	

Item	Description	
	i. 2019-20 Capital Bylaw	**Pg. 54**
	Secretary-Treasurer: Alanna Cameron	
	Recommendation:	
	That the Board of Education approve having all three readings of the Capital Bylaw No. 2019/20-CPSD83-01 in this one meeting.	
	That School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 be given first reading.	
	That School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 be given second reading.	
	That School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 be given third reading, passed and adopted on this 16th day of April 2019.	
	ii. Quarterly Financials to March 31, 2019	**Pg. 61**
	Secretary-Treasurer: Alanna Cameron	
	Board Information	
	iii. 2019-20 Annual Facility Grant	**Pg. 65**
	Secretary-Treasurer: Alanna Cameron	
	Recommendation:	
	That the Board of Education receive for information the 2019-20 Annual Facility Grant Spending Plan as presented.	
	iv. 2018-19 Water Quality Testing Report	**Pg. 69**
	Secretary-Treasurer: Alanna Cameron	
	Board Information	
	v. Risk Assessment	**Pg. 72**
	Secretary-Treasurer: Alanna Cameron	
	Board Information	
C.	Labour Relations	
7:50pm	**Committee Chair: Trustee Quentin Bruns**	
D.	Partner Group Liaison	
7:55pm	**Committee Chair: Trustee Marty Gibbons**	
E.	Policy Committee	
8:05pm	**Committee Chair: Trustee Tennile Lachmuth**	

Item	Description	
	i. Policy 136 – Trustee Remuneration and Expenses – First Reading	**Pg. 74**
	Recommendation *That the Board of Education approve the first reading of Policy 136 – Trustee Remuneration and Expenses.*	
	ii. Policy 137 – Roles and Responsibilities of the Vice-Chairperson – First Reading	**Pg. 77**
	Recommendation *That the Board of Education approve the first reading of Policy 137 – Roles and Responsibilities of the Vice-Chairperson.*	
12.	**BCSTA UPDATE**	
	A. BCSTA Leadership Series Workshop	**Pg. 79**
8:20pm	**Trustee: Marianne VanBuskirk**	
	B. BCSTA AGM **Trustee: Quentin Bruns**	
13.	**INFORMATION ITEMS**	
	A. Wellness Focus Group Report and Staff Wellness	**Pg. 81**
8:30pm	**Assistant Superintendent: Ryan Brennan** **Director of Instruction: Carol-Ann Leidloff**	
	Board Information	
14.	**OTHER**	
	A. Exit Interviews	
8:40pm	**Trustee: Amanda Krebs**	
	Request for Discussion	
	B. Meeting with Partner Groups **Trustee: Amanda Krebs**	
	Request for Discussion	
	C. Sorrento Playground **Trustee: Marty Gibbons**	
	Request for Discussion	
15.	**QUESTION PERIOD**	
8:50pm	*The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations. Question Period is not a platform for presentations or personal statements.*	

Item	Description

16. UPCOMING DATES / EVENTS

Public Budget Consultation Meeting – May 1, 2019 – 6:00pm (DESC)
Regular Board Meeting – May 21, 2019 – 6:00pm (DESC)

17. ADJOURNMENT

Recommendation:

That the April 16, 2019 Regular Board Meeting be adjourned.

The Board of Education of School District No. 83
(North Okanagan-Shuswap)

Minutes of the Regular Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held at the District Education Support Centre in Salmon Arm on Tuesday, March 12, 2019.

Present:

M. VanBuskirk	Board Chairperson	P. Jory	Superintendent
Q. Bruns	Vice-Chairperson	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	R. Brennan	Assistant Superintendent (HR)
A. Krebs	Trustee	C. Leidloff	Dir. of Instruction – Inclusive Education
T. Lachmuth	Trustee	T. Bettcher	Director of Operations

Regrets:
C. Cooper Assistant Superintendent (Instruction)

1. CALL TO ORDER

The Meeting was called to order at 6:00 p.m. by Board Chairperson Marianne VanBuskirk.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chairperson VanBuskirk opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA - ADDITIONS / CHANGES

025/2019
CARRIED
"That the Board of Education adopt the March 12, 2019 Regular Board Meeting Agenda with the following changes:

- *Addition – 14A. Silver Creek Elementary."*

4. ADOPTION OF BOARD MEETING MINUTES

A. Regular Board Meeting Minutes – February 19, 2019

026/2019
CARRIED
"That the Board of Education adopt the Regular Board Meeting Minutes of February 19, 2019 as presented."

5. ADOPTION OF IN-CAMERA MEETING SUMMARY

A. Summary of In-camera Meeting – February 19, 2019

027/2019
CARRIED
"That the Board of Education adopt the Summary of the In-camera Meeting of February 19, 2019 as presented."

6. BUSNESS ARISING

A. 2017-18 Aboriginal Education Spending
Secretary-Treasurer: Alanna Cameron

Secretary-Treasurer, Alanna Cameron, reviewed the briefing note and supporting documentation she provided in the agenda for information and noted that the 2017-18 Aboriginal Education surplus has been rolled forward and added to the 2018-19 Aboriginal Education allocation.

B. Radon Testing

Director of Operations: Trevor Bettcher

Director of Operations, Trevor Bettcher, reported on the briefing note provided in the agenda for information notifying the Board that radon testing will be initiated at all active sites in Fall 2019.

C. BCSTA February Provinical Council Meeting

Trustee: Tennile Lachmuth

Trustee Tennile Lachmuth provided an update on the February BCSTA Provincial Council meeting and noted that a more detailed memo can be accessed by Trustees on SharePoint in the Trustees group files.

D. Board Strategic Planning Sessions

Trustee: Amanda Krebs

Trustee Amanda Krebs provided an update on the Board's intention to create a working plan for the Board for the 2019-20 year.

E. Agenda Setting

Trustee: Marty Gibbons

Trustee Marty Gibbons notified the Board of his objection to how the Board meeting agendas are set, as he would like all Trustees to be included in the process.

7. ANNOUNCEMENTS

A. Peter Jory, Superintendent
B. Trustees

8. DELEGATIONS

None

9. EDUCATION COMPONENT

A. Early Literacy Intervention Program

Literacy Helping Teacher: Jennifer Kelly

Presentation by Literacy Helping Teacher, Jen Kelly, on the work that is being done by the district's Early Literacy Intervention Program in eight of the district's elementary schools to help students struggling to read at grade level. She reviewed the graphs provided in the agenda based on data collected as part of the program, showing its success and sustainability. The Board agreed to consider expanding the program to the other elementary schools through the Education Directions committee and budget process.

DRAFT

10. DISCUSSION ITEMS

A. 2019-20 School District Calendar
Superintendent/CEO: Peter Jory

Superintendent/CEO, Peter Jory, reviewed the briefing note and public feedback survey responses he provided in the agenda and noted the collaboration with NOSTA in developing the calendar.

028/2019 CARRIED *"That the Board of Education approve the draft 2019-20 School District Calendar as presented."*

B. School Fees
Superintendent/CEO: Peter Jory

Superintendent/CEO, Peter Jory, presented the briefing note he provided in the agenda to update the Board on the work being done to bring the school fee structure into greater alignment. He noted that this issue will be brought forward during the budget process with a recommendation to come to the Board in June.

11. COMMITTEE REPORTS

A. Education Directions
Committee Chair: Trustee Marianne VanBuskirk

Next meeting: Wednesday, April 3rd

B. Finance & Facilities / Audit
Committee Chair: Trustee Amanda Krebs

i. Risk Assessment
Trustee: Amanda Krebs

Trustee Krebs reported on the briefing note provided in the agenda by Secretary-Treasurer, Alanna Cameron, detailing the action plan of the Audit committee to address the risks outlined in the KPMG ERM risk register. The current mitigation/compensating controls for the four risks that related to Finance and Facilities were presented to the Board for information.

C. Labour Relations
Committee Chair: Trustee Quentin Bruns

Nothing to report.

D. Partner Group Liaison
Committee Chair: Trustee Marty Gibbons

Next meeting: Wednesday, March 13th

DRAFT

E. Policy Committee

Committee Chair: Tennile Lachmuth

Trustee Lachmuth reported on the continued work of the Policy Committee with consultant, Anne Cooper, to revise and update the Board's policies.

i. Policy 130 – Roles and Responsibilities of the Board – First Reading

029/2019 CARRIED *"That the Board of Education approve the first reading of Policy 130 – Roles and Responsibilities of the Board."*

ii. Policy 131 – Roles and Responsibilities of the Board Chairperson – First Reading

030/2019 CARRIED *"That the Board of Education approve the first reading of Policy 131 – Roles and Responsibilities of the Board Chairperson."*

The Board requested that a policy initiation be forwarded to the Policy Committee for the development of a policy on The Roles and Responsibilities of the Vice-Chairperson.

iii. Policy 132 – Roles and Responsibilities of Individual Trustees – First Reading

031/2019 CARRIED *"That the Board of Education approve the first reading of Policy 132 – Roles and Responsibilities of Individual Trustees."*

iv. Policy 133 – Trustee Code of Conduct – First Reading

032/2019 CARRIED *"That the Board of Education approve the first reading of Policy 133 – Trustee Code of Conduct."*

v. Policy 134 – Trustee Conflict of Interest – First Reading

033/2019 CARRIED *"That the Board of Education approve the first reading of Policy 134 – Trustee Conflict of Interest."*

vi. Policy 135 – Trustee Attendance – First Reading

034/2019 CARRIED *"That the Board of Education approve the first reading of Policy 135 – Trustee Attendance."*

After discussion, the Board requested that staff create a register to record trustee attendance as noted in the policy.

vii. Policy 136 – Trustee Remuneration and Expenses – First Reading

The Board discussed Policy 136 and felt that the policy should contain more clarity, detail and equity in regards to trustee expenses and mileage.

035/2019 CARRIED *"That the Board of Education refer Policy 136 – Trustee Remuneration and Expenses back to Policy Committee."*

DRAFT

viii. Policy 140 – Delegation of Authority – First Reading

036/2019 CARRIED *"That the Board of Education approve the first reading of Policy 140 – Delegation of Authority."*

ix. Policy 120 – District Code of Conduct – Second and Final Reading

037/2019 CARRIED *"That the Board of Education approve the second and final reading of Policy 120 – District Code of Conduct."*

x. Policy Committee Terms of Reference

038/2019 CARRIED *"That the Board of Education approve the Policy Committee Terms of Reference as presented."*

12. BCSTA UPDATE

A. BCSTA Meeting of Board Chairs & MOE Partner Liaison Meeting
Trustee: Marianne VanBuskirk

Trustee Marianne VanBuskirk reported on the BCSTA Meeting of Board Chairs and the Ministry of Education – BCSTA Partner Liaison Meeting she attended in February. She noted that in addition to the two reports provided in the agenda, more information was available to Trustees on SharePoint in the Trustees group folders.

13. INFORMATION ITEMS

None

14. OTHER

A. Silver Creek Elementary
Trustee: Marty Gibbons

Director of Operations, Trevor Bettcher, provided the Board with an update on the asbestos incident last week and reported that WorkSafe BC was on site today conducting a site inspection, staff will now wait to hear back.

15. QUESTION PERIOD

The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations.

Question Period is not a platform for presentations or personal statements.

Questions were received and answered on School Fees and Policies 120, 136 and 134.

16. UPCOMING DATES / EVENTS

Regular Board Meeting – April 16, 2019 – 6:00 p.m. (Eagle River Secondary, Sicamous)

17. ADJOURNMENT

The meeting was adjourned at 8:03 p.m.

Marianne VanBuskirk
Board Chair

Certified Correct:

Alanna Cameron
Secretary-Treasurer

DRAFT

The Board of Education of School District No. 83
(North Okanagan-Shuswap)

Summary of an In-Camera Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held on Tuesday, March 12, 2019 at the District Education Support Centre.

Present:

M. VanBuskirk	Board Chair	P. Jory	Superintendent
Q. Bruns	Vice-Chair	A. Cameron	Secretary-Treasurer
M. Gibbons	Trustee	R. Brennan	Assistant Superintendent (HR)
A. Krebs	Trustee		
T. Lachmuth	Trustee		

Regrets:

C. Cooper Assistant Superintendent (Instruction)

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1. CALL TO ORDER

The Meeting was called to order at 3:31 p.m. by Board Chairperson, Marianne VanBuskirk. Chairperson VanBuskirk informed all members that Vice-Chairperson Bruns would be arriving late.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chair VanBuskirk opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

The Board of Education adopted the Agenda of the In-camera Board Meeting of March 12, 2019 as amended.

4. ADOPTION OF BOARD MEETING MINUTES

The Board of Education adopted the Minutes of the In-camera Board Meeting of February 19, 2019 as presented.

5. BUSINESS ARISING

None

6. LAND/LABOUR/LAW

Vice-Chairperson Bruns arrived at 3:37pm

The Board discussed one legal matter and four labour matters.

7. LABOUR RELATIONS – COMMITTEE REPORT

Labour Relations Committee discussion.

8. OTHER

Discussion items: One administrative procedure matter, two personnel issues and one financial matter.

9. UPCOMING DATES / EVENTS

In-camera Board Meeting – April 16, 2019 – 3:30pm @ Eagle River Secondary, Sicamous
Regular Board Meeting – April 16, 2019 – 6:00pm @ Eagle River Secondary, Sicamous

10. ADJOURNMENT

The meeting was adjourned at 5:15 pm.

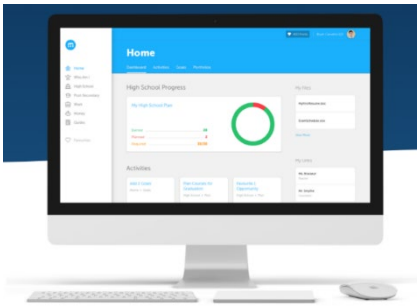
_____
Certified Correct, Secretary-Treasurer

What is the All About Me Portfolio (K-6)?

All About Me is a student-friendly, interactive portfolio tool that allows K-6 students to reflect on their learning, showcase their growth, and share their achievements. They can easily navigate through the portfolio to explore occupations, write journal entries, set goals, and upload files, pictures, videos, drawings, and audio recordings.

What is the Education Planner (7-12)?

The myBlueprint Education Planner is a student-friendly, interactive education and career/life planning resource that allows 7-12 students to reflect on their learning, showcase their growth, and share their achievements. They can easily navigate through the program to:



- Learn more about themselves using the 520+ assessments
- Plan for high school
- Explore post-secondary opportunities across the country
- Explore and compare occupations
- Find entry-level jobs and volunteer opportunities
- Create resumes, cover letters, and budgets
- Set goals and action plans
- Create interactive portfolios for classes or applications
- Document evidence of learning using pictures, videos, drawings, and audio recordings.

	DIRECTED PATHWAYS						
	K	1	2	3	4	5	6
ABOUT ME							
My Background		•	*	*	*	*	*
My Family	•	*	*	*	*	*	*
My Values			•	•	•	•	•
My Interests	•	•	•	•	•	*	*
My Attributes			•	•	•	•	•
My Strengths		•	•	•	•	•	•
SCHOOL							
My Teachers	•	•	•	•	•	•	•
Competencies	•	•	•	•	•	•	•
My Favourite Subject	•	•	•	•	•	*	*
What I like			•	•	•	*	*
How I learn			•	•	•	•	•
Work Habits			•	•	•	•	•
My Achievements				•	•	•	•
MY GOALS							
Learning Skills	•	•	•	•	•	•	•
Competencies	•	•	•	•	•	•	•
Academic				•	•	•	•
Personal				•	•	•	•
MY FUTURE							
World of Work	•	•	•				
Job Match				•	•		
What They Do						•	•
Explore Jobs				•	•	•	•

	OPEN-ENDED PATHWAYS						
	K	1	2	3	4	5	6
Journal		•	•	•	•	•	•
Audio Recording	•	•	•	•			
Drawing	•	•	•	•	•	•	•
Video Recording				•	•	•	•
File Upload				•	•	•	•
Photo	•	•	•	•	•	•	•
Link				•	•	•	•
Reflection of archived artifact **artifact from previous grade or current year*			*	*	*	*	*

LEGEND:

The dot (•) indicates the suggested pathways to be completed for the grade level.

The star (*) indicates adding a reflection to an existing artifact from the suggested pathway to promote reflective inquiry.

Grade	Who Am I Assessments	Goals	Work > Resumes & Cover Letters	High School	Post-Secondary	Work > Occupations	Money	Portfolios
7	Complete Learning Styles Survey	Add 2 Goals	Add 2 Hobbies			Favourite 1 Occupation		Add 1 Box and Write a Reflection
8	Complete Personality Survey	Add 2 Goals	Add 5 Skills & Abilities			Favourite 1 Occupation		Add 1 Box and Write a Reflection
9	Complete Interest Survey	Add 2 Goals	Add 2 Extra-Curricular Activities	Plan Courses for Grade 10	Favourite 1 Opportunity	Favourite 1 Occupation		Add 1 Box and Write a Reflection
10	Complete Knowledge Survey	Add 2 Goals	Add an Objective	Plan Courses for Grade 11	Favourite 1 Opportunity	Favourite 1 Occupation	Create a Budget (minimum 5 income/expenses)	Add 1 Box and Write a Reflection
11	Complete Motivations Survey	Add 2 Goals	Add 2 Work or Volunteer Experiences	Plan Courses to Graduation	Favourite 1 Opportunity	Favourite 1 Occupation	Create/Review a Budget (minimum 5 income/expenses)	Add 1 Box and Write a Reflection
12	Complete 1 Compatibility Survey	Add 2 Goals	Add 2 Achievements	Ensure Official Plan Fulfills all Requirements	Favourite 1 Opportunity		Create/Review a Budget (minimum 10 income/expenses)	Add 1 Box and Write a Reflection

The Top 4 Reasons to Implement Digital Portfolios in the Classroom

myBlueprint | 2018

The Top 4 Reasons to Implement Digital Portfolios in the Classroom

Digital portfolios in education have evolved over time to become an essential learning and assessment tool. A digital portfolio is a web-based collection of student work gathered over time. Students are able to upload multimedia content, demonstrating their learning and skills in a variety of ways. These individualized collections of work help students develop and reflect on their skills and facilitate effective communication with teachers and parents. Here are our top four reasons why you should implement digital portfolios in your classroom today.

1. Portfolios encourage students to become self-directed learners

Student-driven portfolio building promotes ownership of work and self-regulation. By giving students the freedom to contribute to their portfolios at their own pace, teachers grant them autonomy and a space that is their own. Teachers who use myBlueprint portfolios say that some of their students' most authentic, in-depth writing samples are journal entries written in their portfolios. With a greater sense of freedom and ownership, students feel empowered to create their best work.

Students gain insight into their development through the maintenance of their portfolios. As they revisit their previous work, students monitor their progress and become more aware of their strengths and weaknesses. Identifying areas that need improvement is an initial step towards developing a growth mindset. As students reflect on their weaknesses, they can start to think strategically about where they need to spend energy and effort in order to expand and develop their work.

A particularly useful exercise is to have students perform a self-assessment of their portfolios. This helps teachers understand how students see themselves and their work. Self-assessments also help students take responsibility for their projects and assignments, reinforcing the reality that we are all ultimately accountable to ourselves. Accountability motivates students to improve their work for their own fulfillment and create a plan for how they are going to do so.

2. Portfolios facilitate effective assessment

Let's face it, not all students are good test-takers, but that doesn't necessarily mean their skill level is lower than their peers. They are likely able to demonstrate learning in other ways. Digital portfolios allow students to upload work across diverse mediums - writing, photography, videos, audio recordings, etc. This wide range of content provides a fulsome view of a student's skills, giving teachers more opportunities to discover strengths and areas that need attention.

In addition to providing insights for self-reflection, portfolios also document student growth and development for teachers. Oftentimes, it's the journey that is more valuable than the destination and that is definitely the case with education. Each time a student contributes material to their portfolio, they provide a snapshot of where they are in their learning journey. As students continue to contribute throughout the year, teachers can see how their work is evolving and how they are progressing through course material. Digital portfolios can be accessible the entire year (and in some cases, across multiple years), making it convenient to track this growth and development.

3. Portfolios promote productive communication

Just as some students may not excel at tests, others may not thrive in classroom discussion. Some students are shy or simply need more time to formulate thoughts before speaking up in front of others. One-on-one portfolio interviews can promote meaningful, individualized communication between teachers and students. These interviews are centred on the contents of the student's portfolio, grounding the conversation in tangible work examples. Students can discuss their progress, ask questions, and receive suggestions and strategies for improving their work.

Teachers can of course reach out to students outside of scheduled interviews to discuss notable aspects of their portfolios. This can be done in person or by using the commenting or messaging feature that most digital portfolio tools provide. For example, if a student has uploaded a number of impressive photographs, a teacher may comment on one, recommending a photography book or the school photography club. If a student has been consistently uploading subpar materials past their due dates, a teacher can send that student a direct message suggesting that they plan more prep time for projects moving forward and maybe cut back on extracurricular activities.

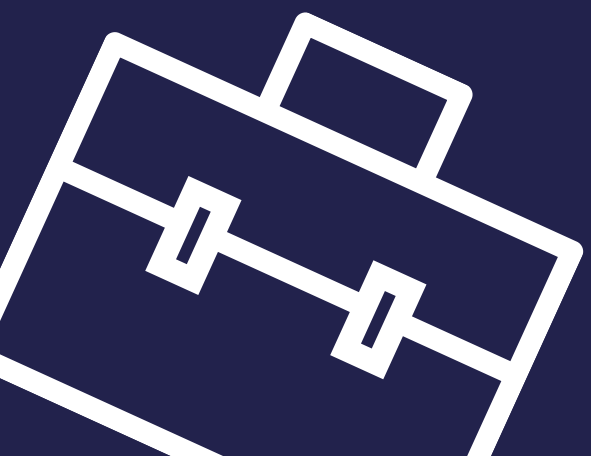
Digital portfolios can also improve home-school communication through the use of family accounts. Without real evidence, it can be difficult for parents to understand how their child is progressing through school, even with direct feedback from teachers. Family accounts give parents access to their child's portfolio throughout the year, giving them the insight they need. This can make for productive parent-teacher conferences and promote open dialogue beyond scheduled interviews.

4. Portfolios prepare students for the world of work

By learning how to build and maintain a portfolio in the classroom, students form habits and skills that they will use in all stages of their career exploration. As previously explored, portfolios encourage students to review their past work and reflect on their strengths and weaknesses. This act of self-discovery helps students hone in on skills and areas of interest that can translate into a career path. If students are attuned to their learning and work style in school, they will make mindful career choices grounded in self-awareness.

Portfolio review and self-reflection prepare students for the job hunt itself. As we think about how to market ourselves to prospective employers through resumes, cover letters, and during interviews, we review our past work and focus on key achievements to highlight. Sometimes we will share our portfolio with employers as a presentation of work samples. In some job fields (and post-secondary institutions), portfolio submission and presentation is a standard element of the application process. During portfolio interviews, students go through the same journey, revisiting their body of work and discussing highlights with their teachers. This builds positive habits and routines that students can take with them when applying for jobs.

Once they enter the workforce, students will realize that the use of portfolios is common in many fields, from photography, to journalism, to graphic design, to cosmetology - the list goes on. Just as students are building and maintaining a body of work in the classroom, working professionals save and present their work as a showcase of who they are and what they can do. Portfolios are used as marketing tools to acquire new business and maintain clients. By building portfolios in school, students aren't just preparing for the job search, they are gaining actionable life skills for their careers.



So what are you waiting for? Use portfolios in your classroom today to enhance your students' learning and prepare them for their future.

myBlueprint is a leading edtech company and developer of digital portfolios and career/life planning software for K-12 and post-secondary. For more information about myBlueprint's digital portfolio tools, implementation ideas, and examples visit www.myBlueprint.ca/support or email us at support@myBlueprint.ca.

myBlueprint

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1-888-901-5505 | info@myBlueprint.ca

National Day of Mourning

April 28

Requests for Consideration

- Lower the flags at school sites and the District Learning Support Centre on Friday April 26
- Invite all employees and employer (who may choose) to wear Day of Mourning stickers on their shirts
- Promote Day of Mourning education and information on community events through school employee publications
- Promote student learning about health and safety practices

National Day of Mourning

- Canada officially proclaimed this date in 1991
- Commemorates workers who have been killed, injured or suffered illness due to workplace related hazards and incidents
- Observed in over 80 countries worldwide

The Purpose of Day of Mourning

- To remember and honour those lives lost or injured because of their work
- To renew the commitment to prevent further deaths, injuries and diseases by improving health and safety in the workplace

District Occupational Health and Safety Committee

- Building Services Manager -Bev Snow
- Principal Rep – Pam Chudiak
- NOSTA – Carole Berube
- CUPE – Tammie Koroluk (Alternate) Jennifer Harper
- Recording Secretary -Amanda Thielen

What does the District OH&S Committee do?

- Evaluate inspection reports and monthly meeting minutes
- Plan and participate in education training sessions for Site Reps
- Run TVR and injury reports, identifying patterns and trends
- Make recommendations to SLT regarding current OH&S issues
- Provide support to site committees
- Hold monthly meetings and produce minutes that are distributed district wide

Joint Health and Safety Committee
JHSC

Workers Compensation Act and Regulations

Collective Agreements CUPE 523 Article 28

LEARNING ZONE
School District 83
NORTH OKANAGAN-SHUSWAP

What Do JHSC do?

- Meet monthly to discuss site safety issues
- Notify staff of safety concerns and new procedures
- Conduct two site inspections a year
- Provide guidance to coworkers who are experiencing unsafe work
- Report findings to staff of recent injuries or possible safety concerns
- New site reps attend an 8 hour new committee member training session
- All reps attend one 8 hour training session

Young Workers In BC

- Lack knowledge of dangers of work and their rights as workers
- From 2010-2014 there were 32,000 young workers injured and 29 work related deaths
- Every week, 7 young workers are permanently disabled
- Young males between the ages of 15-24 are twice as likely to get injured on the job
- The highest rate of injury occurs in the hospitality, retail and construction industry

Day Of Mourning BC Schools Project

- Encourage schools to participate in the Day of Mourning
- Teach students and young workers about their rights in the workplace
- Reduce the number of deaths and injuries among young workers

BCFED

CUPE BC

WorkSafeBC

BC LABOUR HERITAGE CENTRE

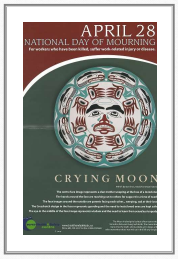
bcp vpa

BCSTA British Columbia School Trustees Association

British Columbia Teachers' Federation

Project Information

- Register online at www.domschools.ca or through the BC Labour Heritage Centre
- Download materials for lessons and schoolwide discussions
- Includes colouring books, worksheets, posters and videos



Local Day of Mourning Events

- Salmon Arm – April 26 at Marine Park 10:45am
- Armstrong – April 28 at 1pm Armstrong Seniors Activity Centre

The Board of Education of
School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	16 April 2019
FROM:	Superintendent of Schools/CEO, Peter Jory		
RE:	**International Day of Mourning**		

Overview

In anticipation of this agenda item and potential Board conversation, I had Erin access the Provincial HUB for related school district policies and protocols. A search of each of the following terms was conducted:

1. Flag
2. Mourning

The search netted the following eight policies or protocols, which are attached for your reference.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

SECTION 4000: FACILITIES, GROUNDS AND EQUIPMENT

POLICY 4045: FLAGS & ASSEMBLIES – CANADA & BRITISH COLUMBIA

- *Date Adopted: November 28, 2018*

POLICY

The Board believes the flags of Canada and British Columbia are an important part in the celebration of Canada as a country and British Columbia as a province.

Schools in the Coast Mountains School District will display the Canadian and British Columbia flags, as prescribed in the *School Act* and Regulations, generally following the protocol established by the federal government.

The Ministry of Education recognizes the importance of these symbols of patriotism. Regulation #265/89 section 5(10) and 5(11), of the *School Act*, specifically state:

"5(10) The principal of a school, other than a distributed learning school, must,

a) subject to the approval of the Board, establish a program of school assemblies to be conducted at appropriate times during the school year.

b) ensure that assemblies are held at least 3 times in a school year, including the school day immediately preceding Remembrance Day,

c) ensure that the Canadian national anthem shall be sung at each school assembly, and

d) ensure that the Canadian flag and the British Columbia flag be displayed at school while in session."

"5(11) School assemblies referred to in subsection (10) shall be established to promote loyalty to the Crown, respect for Canadian traditions, laws, institutions and human values, and shall include observation of occasions of historic or current importance to Canada and the Commonwealth, as well as appropriate references to the Canadian flag."

1. OCCASIONS FOR FLYING FLAGS AT HALF-MAST

Schools will fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow.

The principal of the school, with prior approval of the Superintendent of Schools, will ensure flags are flown at half-mast following a general protocol as outlined:

a) National (all schools)

On the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign (spouse, son or daughter, father, mother, brother or sister);

On the death of the Governor General, the Prime Minister, a former Governor General, a former Prime Minister;

The National Day of Mourning, held annually in Canada on April 28, dedicated to remembering those who have lost their lives, or suffered injury or illness on the job or due to a work-related tragedy, and

b) Provincial (all schools)

On the death of the Lieutenant Governor or the Premier

c) School District (all schools)

On the death of a current Trustee or Superintendent of Schools

d) School (school affected only)

On the death of a current student or staff member, and

On the death of the Member of Parliament or Member of the Legislative Assembly for the riding in which the school is located.

2. PERIOD FOR FLYING FLAGS AT HALF-MAST

Flags would normally be flown at half-mast upon the death of a person listed, up to and including the day of the funeral or memorial service.

On occasions requiring that one flag be flown at half-mast, all flags flown together should also be flown at half-mast.

SCHOOL DISTRICT NO. 73 (KAMLOOPS/THOMPSON)

POLICY 1113.1

Effective Date, June 9, 2013

FLYING FLAGS AT HALF-MAST

The Board of Education recognizes the value of having schools and district buildings fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow.

REGULATIONS

1. Occasions for Half-Masting

   The Superintendent of Schools, or designate, has the authority to determine those occasions when flags in the District should be flown at half-mast. The following protocols will typically be followed:

   a) National (all schools and worksites)
   - On the death of a Sovereign
   - On the death of the Governor General or the Prime Minister
   - On the National Day of Mourning

   b) Provincial (all schools and worksites)
   - On the death of the Lieutenant Governor or the Premier

   c) School District (all schools and worksites)
   - On the death of a current Trustee
   - On the death of the Superintendent of Schools

   d) School (school or worksite affected only)
   - On the death of a current student or staff member

2. Period of Half-Masting

   Flags would normally be half-masted upon the death of a person up to and including the day of the funeral or memorial service or for a duration as determined by the Superintendent of Schools.

Reference:
School District No. 23 (Central Okanagan)

FLAG PROTOCOL

Background

Principals and appropriate District Office personnel shall ensure that the Canadian flag and the British Columbia flag are displayed at schools and other District facilities.

Procedures

1. General
   - 1.1 The Canadian and British Columbia flags shall be displayed at all schools while in session.
   - 1.2 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
   - 1.3 Flags shall be displayed in accordance with a general protocol as set out by the Minister of Canadian Heritage.
2. The Principal shall:
   - 2.1 Purchase flags, as required, within the school.
   - 2.2 Display the Canadian and British Columbia Flags in accordance with this procedure.

   Principals may display flags in other areas within the school at his/her discretion.
3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.
4. Flags shall be flown at half-mast:
   - 4.1 Upon the death of an immediate member of the Royal Family and a current or former Governor or Prime Minister;
   - 4.2 Upon the death of our current or former B.C. Lieutenant-Governor or Premier;
   - 4.3 On April 28, Workers' Mourning Day;
   - 4.4 On the last Sunday in September, Police and Peace Officers' National Memorial Day;
   - 4.5 On November 11, Remembrance Day;
   - 4.6 On December 6, National Day of Remembrance and Action on Violence Against Women;

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4.7 Flags at individual schools may be half-masted, at the discretion of the Principal, and after consultation with the Superintendent, for:

4.7.1 The death of a staff member

4.7.2 Other tragic events

5. Current 'Rules for Flying the Flag' can be found at: https://www.canada.ca/en/canadian-heritage/services/flag-canada-etiquette/about.html

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

FLAG PROTOCOL

Background

Principals and appropriate District Office personnel shall ensure that the Canadian flag is displayed at schools and other District facilities.

Procedures

1. General
   - 1.1 The flag of Canada shall be hoisted daily before school goes into session and shall remain flying while school is in session. It is not to be left flying overnight.
     - 1.1.1 It is the duty of the engineer-custodian or head custodian to hoist and take down the flag.
   - 1.2 The Canadian flag shall be displayed at all schools while in session.
   - 1.3 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
   - 1.4 Flags shall be displayed in accordance with a general protocol as set out by the Secretary of State for Canada.

2. The Principal shall:
   - 2.1 Purchase flags, as required, within the school.
   - 2.2 Display the Canadian flag in accordance with this procedure.

   Principals may display flags in other areas within the school at his/her discretion.

3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.

4. Flags shall be flown at half-mast:
   - 4.1 Upon the death of an immediate member of the Royal Family and a current or former Governor or Prime Minister;
   - 4.2 Upon the death of our current or former B.C. Lieutenant-Governor or Premier;
   - 4.3 On April 28, Workers' Mourning Day;
   - 4.4 On the last Sunday in September, Police and Peace Officers' National Memorial Day;
   - 4.5 On November 11, Remembrance Day;
   - 4.6 On December 6, National Day of Remembrance and Action on Violence Against Women;

4.7 Flags at individual schools may be half-masted at the discretion of the Superintendent.

5. Current 'Rules for Flying the Flag' can be found at: https://www.canada.ca/en/canadian-heritage/services/flag-canada-etiquette/flying-rules.html

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: November, 1973
Revised: August 1, 1990; September 1994; January 1999; September 24, 2018

Administrative Procedure 158

FLAG PROTOCOL

Background

Principals and appropriate District Office personnel shall ensure that the Canadian flag and the British Columbia flag are displayed at schools and other District facilities.

Procedures

1. General
   - 1.1 The Canadian and British Columbia flags shall be displayed at all schools while in session.
   - 1.2 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
   - 1.3 Flags shall be flown at half-mast in response to the death of persons associated with the District and for prominent citizens.
   - 1.4 Flags shall be displayed in accordance with a general protocol as set out by the Secretary of State for Canada.

2. The Principal shall:
   - 2.1 Purchase flags, as required, within the school.
   - 2.2 Display the Canadian and British Columbia Flags in accordance with this procedure.

   Principals may display flags in other areas within the school at his/her discretion.

3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.

4. Flags shall be flown at half-mast:
   - 4.1 At the direction of the Superintendent upon the death of a prominent citizen;
   - 4.2 For a period commencing at notification of the death, up to and including the day of the funeral, at the site(s) where the deceased was closely associated or connected; and
   - 4.3 On the day of the funeral for cases other than those described in 4.2.

5. Current ‘Rules for Flying the Flag’ can be found at: http://www.pch.gc.ca/eng/1359048153800

Reference: Sections 20, 22, 65, 85 School Act
School Regulation

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

SD 42 POLICY: 9510

FLAGS – CANADA and BRITISH COLUMBIA

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1. PHILOSOPHY

The Board of Education ("Board") believes the flags of Canada and British Columbia are an important part in the celebration of Canada as a country and British Columbia as a province.

Schools in the School District will display the Canadian and British Columbia flags, as prescribed in the School Act and Regulations, generally following the protocol established by the federal government.

The Ministry of Education recognizes the importance of these symbols of patriotism. Regulation #265/89, sections 5 (10) and 5 (11), of the School Act, specifically states:

"(10) The principal of a school shall

(a) Subject to the approval of the board, establish a program of school assemblies to be conducted at appropriate times during the school year;

(b) Ensure that assemblies are held a least 3 times in a school year, including the school day immediately preceding Remembrance Day;

(c) Ensure that the Canadian national anthem shall be sung at each school assembly; and

(d) Ensure that the Canadian flag and the British Columbia flag be displayed at each school while in session."

"(11) School assemblies referred to in subsection (10) shall be established to promote loyalty to the Crown, respect for Canadian traditions, laws, institutions and human values, and shall include observation of occasions of historic or current importance to Canada and the Commonwealth, as well as appropriate references to the Canadian flag."

2. PROTOCAL – FLAG DISPLAY

The Canadian flag should be displayed outside the school building from either a ground or wall mounted pole/staff. Each school will have a single flag pole installed.

No flag, banner or pennant should be flown or displayed above the Canadian flag.

Flags flown together should be approximately the same size and shall be flown from separate staffs at the same height. The Canadian flag should be given the place of honour when flown or displayed with other flags.

The British Columbia flag should be prominently displayed inside the building using either of the following methods: (1) attached flat to a wall with fasteners penetrating the hem area only; or (2) hung from a beam in the gymnasium.

It is only appropriate for the flags of Canada and British Colombia to be flown or displayed properly and treated at all times with dignity and respect.

All flag(s) should be in good clean condition when flown or displayed. When the flag(s) do become worn, noticeably faded or otherwise unfit for service, they should be replaced and the old flag disposed of by private burning.

The flag should be flown from sunrise to sunset each day school is in session and it is not contrary to etiquette to have the flag flying at night.

Flags can be displayed inside the building, either on staffs or fastened to a wall. If flat, it may be hung horizontally or vertically. If it hangs vertically against a wall, the flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.

3. OCCASIONS FOR HALF-MASTING

Schools will fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow.

Flags flown at half-mast will be by special instruction of the Board or the Superintendent of Schools following a general protocol as follows:

(a) National (all schools):

On the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign (spouse, son or daughter, father, mother, brother or sister);

On the death of the Governor General, the Prime Minister, a former Governor General, a former Prime Minister; and

On Remembrance Day, Nov 11, if the school is flying its flag(s) on that day.

(b) Provincial (all schools):

On the death of the Lieutenant Governor or the Premier.

(c) School District (all schools):

On the death of a current Trustee or Superintendent of Schools.

(d) School (school affected only):

On the death of a current student or staff member; and

On the death of the Member of Parliament or Member of the Legislative Assembly for the riding in which the school is located.

4. PERIOD OF HALF-MASTING

Flags would normally be half-masted upon the death of a person listed, up to and including the day of the funeral or memorial service.

5. METHOD OF HALF-MASTING

The flag is brought to the half-mast position by first raising it to the top of the mast then immediately lowering it slowly to the half-mast position

The position of the flag when flying at half-mast will depend on the size of the flag and the length of the flagstaff. It must be lowered at least to a position recognizably "half-mast" to avoid the appearance of a flag, which has accidentally fallen away from the top of the mast owing to a loose flag rope. A satisfactory position for half-masting is to place the centre of the flag exactly halfway down the staff.

On occasions requiring that one flag be flown at half-mast, all flags flown together should also be flown at half-mast.

Flags will only be half-masted on those flagpoles fitted with halyards and pulleys. Some buildings fly flags from horizontal or angled poles, without halyards, to which flags are permanently attached. Flags on these will not be half-masted.

APPROVED: October 10, 2012

Policy Name: Flags – Canada and British Columbia **No.** 2490

Preamble

The Board of Education believes the flags of Canada and British Columbia are an important part in the celebration of Canada as a country and British Columbia as a province.

Policy Statement

Schools in the district will display the Canadian and British Columbia flags as prescribed in the School Act and Regulations and this policy.

Statutory Reference: School Act: Regulation 265/89, Sections 5(10) and 5(11)

Contractual Reference

Policy Reference

Date of Initial Board Approval: May 2015 **Amendments:**

Policy Name: Flags – Canada and British Columbia **No.** 2490

Guiding Principles

The Ministry of Education recognizes the importance of the Canadian and Provincial flags as symbols of patriotism and adherence to Regulation 265/89, Sections 5(10) and 5(11) of the School Act which state:

The Principal of a school shall:

a) Subject to the approval of the board, establish a program of school assemblies to be conducted at appropriate times during the school year,
b) Ensure that assemblies are held at least 3 times in a school year, including the school day immediately preceding Remembrance Day;
c) Ensure that the Canadian national anthem shall be sung at each school assembly; and,
d) Ensure that the Canadian flag and the British Columbia flag be displayed at each school while in session.

School assemblies referred to in subsection (10) shall be established to promote loyalty to the Crown, respect for Canadian traditions, laws, institutions and human values, and shall include observation of occasions of historic or current importance to Canada and the Commonwealth, as well as appropriate references to the Canadian flag.

Date of Initial Board Approval: May 2015 **Amendments:**

Policy Name: Flags – Canada and British Columbia **No.** 2490

Administrative Procedures

Protocol:

1. The Canadian flag should be displayed outside the school building from either a ground or wall mounted pole/staff. Each school will have a single flag pole outside.

2. No flag, banner or pennant should be flown or displayed above the Canadian flag.

3. Flags flown together should be approximately the same size and shall be flown from separate staffs at the same height. The Canadian flag should be given the place of honour when flown or displayed with other flags.

4. The British Columbia flag should be prominently displayed inside the building using either of the following methods: 1) attached flat to a wall with fasteners penetrating the hem area only; or 2) hung from a beam in an appropriate location.

5. It is only appropriate for the flags of Canada and British Columbia to be flown or displayed properly and treated at all times with dignity and respect.

6. All flag(s) should be in good clean condition when flown or displayed. When the flag(s) do become worn, noticeably faded or otherwise unfit for service, they should be replaced and the old flag disposed of by private burning.

7. The flag should be flown from sunrise to sunset each day school is in session and it is not contrary to etiquette to have the flag flying at night.

8. Flags can be displayed inside the building, either on staffs or fastened to a wall. If flat, it may be hung horizontally or vertically. If it hangs vertically against a wall, the flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.

Occasions for Half-Masting

1. Schools will fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow.

2. Flags will be flown at half-mast by special instruction of the Board or the Superintendent of Schools following a general protocol as follows:

a) National (all schools):
On the death of a Sovereign or a member of the Royal Family related in the first degree to the Sovereign (spouse, son or daughter, father, mother, brother or sister);

On the death of the Governor General, the Prime Minister, a former Governor General, a former Prime Minister; and on Remembrance Day, November 11, if the school is flying its flag(s) on that day.

b) Provincial (all schools):
On the death of the Lieutenant Governor or the Premier.

c) School District (all schools):
On the death of a current Trustee or Superintendent of Schools.

d) School (school affected only):
On the death of a current student or staff member; and
On the death of the Member of Parliament or Member of the Legislative Assemby for the riding in which the school is located.

Period of Half-Masting

Flags will as possible be half-masted upon the death of a person listed. Normally the flags will be half-masted for no longer than three days or up to the day of the funeral and as possible the memorial service. The Superintendent will be responsible for determining the end of the half-masting period.

Method of Half-Masting

1. The flag is brought to the half-mast position by first raising it to the top of the mast then immediately lowering it slowly to the half-mast position.

2. The position of the flag when flying at half-mast will depend on the size of the flag and the length of the flagstaff. It must be lowered at least to a position recognizably “half-mast”to avoid the appearance of a flag, which has accidentally fallen away from the top of the mast owing to a loose flag rope. A satisfactory position for half-masting is to place the centre of the flag exactly halfway down the staff.

3. On occasions requiring that one flag be flown at half-mast, all flags flown together should also be flown at half-mast.

4. Flags will only be half-masted on those flagpoles fitted with halyards and pulleys. Some buildings fly flags from horizontal or angled poles, without halyards, to which flags are permanently attached. Flags on these will not be half-masted.

Date of Initial Board Approval: May 2015 **Amendments:**

School District 36: Surrey

Policy Subject: FLAGS-CANADA AND BRITISH COLUMBIA
Date Passed: January 9, 1997
Date Amended: June 30, 2005
Policy: FLAGS - CANADA AND BRITISH COLUMBIA

Regulation No. 9510.1
Date Approved: January 9, 1997
Date Amended: June 30, 2005

PROTOCOL - FLAG DISPLAY

1. The Canadian flag should be displayed outside the school building from either a ground or wall mounted pole/staff. Each school will have a single flag pole installed.

2. No flag, banner or pennant should be flown or displayed above the Canadian flag.

3. Flags flown together should be approximately the same size and shall be flown from separate staffs at the same height. The Canadian flag should be given the place of honour when flown or displayed with other flags.

4. The British Columbia flag should be prominently displayed inside the building using either of the following methods: (1) attached flat to a wall with fasteners penetrating the hem area only; or (2) hung from a beam in the gymnasium.

5. It is only appropriate for the flags of Canada and British Columbia to be flown or displayed properly and treated at all times with dignity and respect.

6. All flag(s) should be in good clean condition when flown or displayed. When the flag(s) do become worn, noticeably faded or otherwise unfit for service, they should be replaced and the old flag disposed of by private burning.

7. The flag should be flown from sunrise to sunset each day and it is not contrary to etiquette to have the flag flying at night.

8. Flags can be displayed inside the building, either on staffs or fastened to a wall. If flat, it may be hung horizontally or vertically. If it hangs vertically against a wall, the flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.

9. Flags flown at half-mast will be by special instruction of the Board.

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	16 April 2019
FROM:	Superintendent of Schools/CEO, Peter Jory		
RE:	**Communications Plan**		

Overview

A Communications Plan is completed with the purpose of improving School District communication, both *internally* through departments and sites, and *externally* between staff and non-employee stakeholders, in partial support of the Organizational Efficiency Goal of the **District Strategic Plan**. It will do this by establishing goals and strategies that will guide staff work, and by clarifying our communication methods to all stakeholders.

Our Plan

This Plan format will be used for most operational plans that support the District Strategic Plan. It is intended to provide only the essential information for staff and stakeholders in an accessible and easy to understand manner. Data collected through online surveys will partially inform the Measures and Targets section of the Organizational Efficiency Goal of the Strategic Plan. Once approved, this plan will be converted into professional quality pamphlet for both electronic and hard copy distribution.

District Communication Goals

The Plan establishes the following goals:

1. Consistent and authentic engagement with all stakeholders
2. Clear, focused, timely, and purposeful messaging from the School District

Recommendation

That the Board of Education approve the Communications Plan for School District No. 83 as presented.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

SD83 Communications Plan

Purpose:
To improve School District communication, both *internally* through departments and sites, and *externally* between staff and non-employee stakeholders, in support of the **District Strategic Plan**.

Rationale:
Feedback from stakeholder engagement processes indicated communication was a potential area of growth for the District. The benefits of effective communication are clearly present in the Strategic Plan Outcomes under Organizational Efficiency. These are:

- The organization is trustworthy, consistent, ethical, and transparent;
- Resources (e.g., time, money, and people) are allocated responsibly;
- Relationships within and among district departments are healthy and personnel work well together toward common goals;
- The public is informed, connected, and/or can easily access appropriate information;
- Financial reporting is consistent and accessible;
- All employees and trustees are connected to the organization's core purpose and goals; and,
- All employees and trustees are committed to individual and organizational capacity building and to continuous development.

School District No. 83 is committed to continuous improvement in order to uphold our values and achieve our strategic goals. Communication plays an integral role in achieving success in these areas. We will build trust, respect, and mutual understanding through open, proactive communications that convey the achievements and challenges of the school district.

Communication Goal #1: Consistent and Authentic Engagement with all Stakeholders

Building understanding and trust requires effective information gathering. We will use consistent and authentic engagement processes to collect stakeholder's feedback regarding the work of the District, such as Strategic Plan progress, budget decisions, calendar processes, student success, staff performance, and more.

Strategies:
- Public sessions exploring New Curriculum with parents and community supported by the District but focused at the schools;
- Elementary reporting processes emphasizing three-way conferences between parents, teachers, and students;
- Exploration of possible barriers to parent and student engagement at the middle and secondary school levels;
- Staff learning sessions to build confidence with technology-based communication tools and privacy legislation;
- Continuation of the Partner Group Table to give trustees and senior staff access to input from stakeholder representatives; and,
- Continued use of information gathering surveys, enhanced by the use of customer style satisfaction surveys.

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Communication Goal #2: Clear, Focused, Timely, and Purposeful Messaging from the School District

Understanding requires accurate information. We will use a streamlined approach to communication and provide clear, focused, and purposeful messaging to our District stakeholders.

Strategies:

• Standard website platforms, updated regularly by staff, and using a standard format to ease user navigation and have a more consistent and professional appearance;
• E-news software with highlights that can be shared and consumed efficiently, with the option for the recipient to see additional content when desired;
• Monthly features on learning events in District schools, with a focus on New Curriculum adoption;
•School staff access to communication tools, skills, and strategies in order to maximize sharing of important information directly from schools;
•Regular District updates on Strategic Plan progress;
•Board meeting summaries that go out the day after the meeting to parents and media;
•Policy and regulations that explicitly define our practices regarding the retention and distribution of information;
•Clarification of the manner in which the School District communicates with stakeholders, both internally and externally, for general business and for urgent business. (The chart in Appendix A outlines these methods.)

Measurement and Reporting:

Progress on the District Communication Plan will be assessed through the annual Strategic Plan and Communication Survey to be administered each April. The results of the most recent survey can be seen at:

Strategic Plan and Communication Survey Results

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Appendix 1: SD83 Communication Strategies and Methods

District Level Strategies	*School Level Strategies*
External Communication (General Business)	**External Communication (General Business)**
Websites: Engaging modern platform tile-based format with links to news, documents, and general information, updated regularly by central staff.	**Websites:** Attractive standardized platform and format for ease of navigation and support, updated regularly by site staff.
Email: Professional, concise, and FOIP compliant, with critical information highlighted.	**Email:** Professional, concise, and FOIP compliant, with critical information highlighted.
Phone calls: As necessary for specific issues.	**Phone calls:** Calls for specific student matters are standard practice.
Meetings: Public meetings, with both small and large groups on areas of interest to parents and community. Private meetings for specific student matters.	**Meetings:** Public, with both small and large group on areas of interest to parents and community. Private meetings for specific student matters.
Newsline: Monthly updates from the School District, which include a Synopsis of the Board meetings, in an easy-to-access printable electronic format.	**Newsletters:** Updates from the School as needed in easy-to-access format.
Community Newsletter: Timely information prior to school start-up published annually in August.	
Social Media: Used to augment and support other information sources.	**Social Media:** Used to augment and support other information sources.
External Communication (Urgent Information)	**External Communication (Urgent Information)**
Email: Professional, concise, and FOIP compliant, with critical information highlighted.	**Email:** Professional, concise, and FOIP compliant, with critical information highlighted.
Phone calls: Use of phone trees to distribute sensitive or timely information.	**Phone calls:** School Messenger for bulk callings. Personal calls for specific matters. Use of phone trees to distribute sensitive or timely information.
Websites: District website updated with information intended for broad audience.	**Websites:** School website updated with information intended for broad audience.
Social Media: Used to augment and supports other information sources.	**Social Media:** Used to augment and supports other information sources.
Radio and other media:	

DRAFT

Alerted for serious matters by central staff.	
Internal Communication (General Business)	**Internal Communication (General Business)**
Email: Professional, concise, and FOIP compliant, with critical information highlighted.	**Email:** Professional, concise, and FOIP compliant, with critical information highlighted.
Phone: Between sites, with texting for brief/non-emergent information sharing.	**Phone:** Between rooms, with texting for brief/non-emergent information sharing.
Meetings: Monthly within schools and departments, or additionally as needed.	**Meetings:** Monthly within schools and departments, or additionally as needed.
Websites: Reference for Important Dates, District forms, Polices and Regulations, and Contact Information.	**Websites:** Reference for Important Dates, District forms, Polices and Regulations, and Contact Information.
On the Fly: Monthly updates for employees in an easy to access format.	
Circulars: Timely information regarding personnel matters.	
Internal Communication (Urgent Information)	**Internal Communication (Urgent Information)**
Phone: Calls and texts between levels, phones trees for departmental sharing.	**Phone:** Calls and texts between levels, phones trees for departmental sharing.
PA Systems: For School/District Building Sites.	**PA Systems:** For School/District Building Sites.
Meetings: Emergency gatherings within work sites to share information directly.	**Meetings:** Emergency gatherings within work sites to share information directly.
Websites: Updated with relevant information as needed.	**Websites:** Updated with relevant information as needed.
Email or Circular: Follow-up/updates as required.	**Email or Circular:** Follow-up/updates as required.
Dispatch Radio at Operations	

DRAFT

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	**Carl Cooper, Assistant Superintendent, Instruction**		
RE:	**Education Directions Committee – Terms of Reference**		

Background

At the April 3, 2019 Education Directions meeting, the draft Education Directions Committee Terms of Reference were presented to the Committee for its feedback and review. The Terms of Reference were adopted by the Committee and are now being presented to the Board for approval.

Recommendation

That the Board of Education approve the Education Directions Committee Terms of Reference as presented.

Respectfully submitted,

Carl Cooper
Assistant Superintendent, Instruction

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

EDUCATION DIRECTIONS COMMITTEE
TERMS OF REFERENCE

The Education Directions Committee is a standing committee established by the Board of Education. The Education Directions Committee is chaired by the Board appointed Trustee representative, supported by the Superintendent of Schools/CEO or designate.

The Education Directions Committee shall have jurisdiction to consider and make recommendations to the Board on matters assigned to them or on other matters within their terms of reference.

The dates, times, and places of the committee meetings shall be established at the beginning of each school year at the committee's first regular meeting. Meetings will take place in the first week of the month, unless otherwise scheduled by the Chair.

The Superintendent of Schools or designate shall keep the chairperson informed of matters within their jurisdiction.

The terms of reference for the Education Directions Committee are as set out below.

Terms of Reference

The Education Directions Committee will:

- Receive regular updates on Educational Matters.
- Review 83learns minutes, work and input.
- Provide recommendations/information to the Board.
- Bring together district educational leadership to review educational directions.
- Provide input and advice to the Board regarding resources and priorities for Educational activities.
- Review the committee's role and effectiveness on a yearly basis.
- Provide, for consideration, input in all educational matters, but this will not replace the accountability of district management and the Board in decision making.

The membership of the Education Directions Committee shall be:

Trustee Representative (1)
Senior Staff (up to 4)
Teachers (up to 2 from 83learns)
Principal and Vice-Principals (up to 2)
Student (up to 2)

*Other members/partners may be considered in the future and the terms of reference would be revised to reflect this change.

DRAFT

The Board of Education of
School District No. 83 (North Okanagan-Shuswap)
341 Shuswap Street SW, Box 129, Salmon Arm, BC, V1E 4N2
Phone: (250) 832 2157 Fax: (250) 832 9428

BRIEFING NOTE

TO: Board of Education **DATE:** 16 April 2019

FROM: Carl Cooper, Assistant Superintendent

RE: **Establishing a Student Shadow Board**

Background

Students have requested, via the Education Directions Committee, an opportunity to 'shadow' the Board as part of an interactive and authentic educational experience. Students have an interest in learning about citizenship, board operations, and the democratic process of elected school boards.

On April 3, 2019, five students from Mr. Gomme's Politics 11/12 class at Salmon Arm Secondary gave a presentation to the Education Directions Committee regarding a "Student Shadow Board" initiative. Their proposal will involve one or two students being assigned to each member of the Board of Education for the purpose of conducting interviews. If established, this Student Shadow Board proposes to attend regular Board meetings and to occasionally give presentations to the Board, after following the usual process for requesting time before the Board.

Analysis

The Board's support of this engaging educational activity will provide an excellent opportunity for Board members to interact directly with students, and for students to gain additional understanding and insight into the democratic process of school boards. The time commitment for Board members and the educational benefits for students and Board members have been considered by the Education Directions Committee and the Senior Leadership Team.

Recommendation

That the Board of Education approve the "Student Shadow Board" as described above starting as soon as possible.

Respectfully submitted,

Carl Cooper
Assistant Superintendent, Instruction

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	Alanna Cameron, Secretary-Treasurer		
RE:	**2019-20 Approved Capital Plan – Capital Bylaw**		

Purpose

This briefing note is to request approval of the 2019-20 Capital Bylaw by the Board of Education. Three readings are required.

Background

In response to the district's 2019-20 Five-Year Capital Plan submitted to the Ministry in June 2018, the district received the Ministry of Education response letter dated February 28, 2019, approving the following projects for the 2019-20 school year:

Carbon Neutral Capital Program
Parkview Elementary – DDC Controller Upgrade

Playground Equipment Program
Len Wood Middle – New Standard Playground Equipment

School Enhancement Program
Eagle River Secondary – HVAC Upgrades (Phase 3)

Bus Acquisition Program
3 Buses (1 new, 2 replacements)

In order to access funding for the projects included in the 2019-20 Capital Plan, and in accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (see attached).

Recommendation

That the Board of Education approve having all three readings of the Capital Bylaw No. 2019/20-CPSD83-01 in this one meeting.

That School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 be given first reading.

That School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 be given second reading.

That School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 be given third reading, passed and adopted on this 16th day of April 2019.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

February 28, 2019

Ref: 208254

To: Secretary-Treasurer and Superintendent
School District No. 83 (North Okanagan-Shuswap)

Capital Plan Bylaw No. 2019/20-CPSD83-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2019/20

This letter is in response to your School District's 2019/20 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2018, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Please note that all school districts are required to keep project approval information confidential until after the Province has issued News Releases to the public on March 6th. Additionally, school districts receiving approval and funding specifically from the Playground Equipment Program (PEP) are required to keep that project information confidential until further written notice from the Ministry of Education.

Below you will see the major capital projects supported to proceed with Project Definition Reports (PDRs) as well as minor capital projects from the Ministry's 2019/20 annual capital programs that are approved for funding and are able to proceed to procurement.

Ministry of Education

Capital Management Branch

Resource Management Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

MAJOR CAPITAL PROJECTS (SMP, EXP)

Note: A PDR should normally be expected to be finalized within two months following the draft PDR deadlines noted above. After a draft PDR is submitted to the Ministry, follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, and budget details and the terms of project approval for the projects listed above. Also note that Capital Project Funding Agreements (CPFA) are not issued until after PDRs and all other required supporting documentation is received, reviewed and approved for funding by the Ministry.

All projects that the Ministry expects to be under PDR development, and have not already been received, are listed above – if a project is not listed, then the Ministry is not supporting the project and is not expecting a PDR.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Parkview Elementary	CNCP - DDC Upgrade - DDC Controller Upgrade	$159,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Len Wood Middle	PEP - New - Standard Playground Equipment	$90,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Eagle River Secondary	SEP - Mechanical Upgrades - HVAC Upgrades (Phase 3)	$540,000	Proceed to design, tender & construction. To be completed by March 31, 2020.

New projects for BUS

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
A9836	C 76 with 0 wheelchair spaces	$138,609	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

A7833	C 76 with 0 wheelchair spaces	$138,609	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
	C 76 with 0 wheelchair spaces	$138,609	Proceed to ordering the school bus(es) between March 15, 2019 and April 30, 2019 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Routine Capital projects for the 2019/20 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2019/20 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Damien Crowell at Damien.Crowell@gov.bc.ca as soon as possible. At this time the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2019/20 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2020/21 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2019.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

Joel Palmer, Executive Director
Capital Management Branch

pc: Ryan Spillett, Director, Capital Projects Unit, Capital Management Branch
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch
Damien Crowell, Planning Officer, Capital Management Branch
Rob Drew, Regional Director, Capital Management Branch
Travis Tormala, Planning Officer, Capital Management Branch

CAPITAL BYLAW NO. 2019/20-CPSD83-01
CAPITAL PLAN 2019/20

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 83 (North Okanagan-Shuswap) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;

(b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;

(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,

(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2019/20 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated February 28, 2019, is hereby adopted.

2. This Capital Bylaw may be cited as School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01.

READ A FIRST TIME THE 16TH DAY OF APRIL 2019;
READ A SECOND TIME THE 16TH DAY OF APRIL 2019;
READ A THIRD TIME, PASSED THE 16TH DAY OF APRIL 2019.

_____
Board Chair

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 83 (North Okanagan-Shuswap) Capital Bylaw No. 2019/20-CPSD83-01 adopted by the Board the 16th day of April 2019.

_____
Secretary-Treasurer

SCHOOL DISTRICT No. 83 (North Okanagan-Shuswap)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDED June 30, 2019
As at March 31, 2019 (Preliminary)

	2018/2019 Actual Revenue and Expenses	2018/2019 Amended Budget	Percent Remaining or Available
Revenue (See Revenue by Source)			
Provincial Grants, MOE	46,621,078	66,694,853	0.30
Provincial Grants, Other Ministries	98,765	205,950	0.52
Tuition	35,736	5,000	(6.15)
Other Revenue	721,853	1,094,399	0.34
Rentals & Leases	109,446	120,000	0.09
Investment Income	127,375	100,000	(0.27)
	47,714,253	68,220,202	0.30
Expense (See Expenditure by Object)			
Salaries			
Teachers	18,897,738	27,390,890	0.31
Principals and Vice Principals	3,222,392	4,421,348	0.27
Educational Assistants	3,561,557	4,843,001	0.26
Support Staff	4,721,889	7,488,487	0.37
Other Professionals	1,468,748	1,902,499	0.23
Substitutes	2,055,309	2,799,708	0.27
	33,927,633	48,845,933	0.31
Employee Benefits	7,876,818	11,023,758	0.29
Services & Supplies	5,177,449	7,624,050	0.32
	46,981,900	67,493,741	0.30
Net Revenue/Expenditure	**732,353**	**726,461**	
Interfund Transfers			
Capital Asset Purchases	148,101	227,179	
Local Capital	700,000	700,000	
Prior Year Surplus Appropriation	200,718	200,718	
Balance Surplus / (Deficit)	**84,970**	**-**	
Unappropriated Operating Surplus	430,000		
Accumulated Operating Surplus (Deficit) *	**514,970**		

* Accumulated Operating Surplus / Deficit excludes accruals for non-teacher payroll costs, hence the actual surplus would be lower by approximately $350,000

SCHOOL DISTRICT No. 83 (North Okanagan-Shuswap)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED June 30, 2019
As at March 31, 2019 (Preliminary)

	2018/2019 Actual Revenue and Expenses	2018/2019 Amended Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE (Net of LEA Recovery)	45,967,927	65,227,717	0.30
Other Ministry of Education Grants			
Pay Equity	146,406	641,286	0.77
Carbon Tax Reimbursement	-	80,000	1.00
Plnet (Selfprovision)	30,600	30,600	-
Graduated Adult Enrollment	1,233	1,761	0.30
Student Transportation	393,348	561,925	0.30
Economic Stability Dividend	-	70,000	1.00
FSA and Monitored Marking	25,928	25,928	-
Support Staff Benefits	12,636	12,636	-
Access Grant	5,000	5,000	-
Equity Scan	5,000	5,000	-
Strategic Priorities	33,000	33,000	-
	653,151	1,467,136	0.55
Total Provincial Grants - MOE	46,621,078	66,694,853	0.30
Provincial Grants - Other Ministries			
MCF	37,765	53,950	0.30
IH Health Coordinator	18,000	27,000	0.33
ITA	43,000	125,000	0.66
	98,765	205,950	0.52
Tuition			
International & Out of Province Students	35,736	5,000	(6.15)
Other Revenues			
Other School Districts	1,500	-	
Local Education Agreements (LEA)	704,803	1,083,849	0.35
Miscellaneous (Specify)			
United Way Grant	5,550	5,550	-
DASH School Readiness	10,000	5,000	(1.00)
	721,853	1,094,399	0.34
Rentals and Leases	109,446	120,000	0.09
Investment Income	127,375	100,000	(0.27)
TOTAL OPERATING REVENUE	47,714,253	68,220,202	0.30

SCHOOL DISTRICT No. 83 (North Okanagan-Shuswap)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2019
As at March 31, 2019 (Preliminary)

	2018/2019 Actual Revenue and Expenses	2018/2019 Amended Budget	Percent Available
Salaries			
Teachers	18,897,738	27,390,890	0.31
Principals and Vice Principals	3,222,392	4,421,348	0.27
Educational Assistants	3,561,557	4,843,001	0.26
Support Staff	4,721,889	7,488,487	0.37
Other Professionals	1,468,748	1,902,499	0.23
Substitutes	2,055,309	2,799,708	0.27
	33,927,633	48,845,933	0.31
Employee Benefits	7,876,818	11,023,758	0.29
Total Salaries & Benefits	41,804,450	59,869,691	0.30
Services and Supplies			
Services	1,353,449	1,962,345	0.31
Student Transportation	4,028	12,000	0.66
Professional Development and Travel	386,694	673,679	0.43
Rentals and Leases	14,067	39,500	0.64
Dues and Fees	121,388	96,300	(0.26)
Insurance	159,155	218,000	0.27
Supplies	1,983,813	3,093,226	0.36
	4,022,594	6,095,050	0.34
Utilities			
Electricity	658,661	895,000	0.26
Gas-Heat	192,998	285,000	0.32
Propane-Heat	112,859	115,000	0.02
Garbage/Water/Sewer	145,338	170,000	0.15
Carbon Offsets	45,000	64,000	0.30
	1,154,856	1,529,000	0.24
Total Service & Supplies	5,177,449	7,624,050	0.32
TOTAL OPERATING EXPENSE	46,981,900	67,493,741	0.30

Notes:
Excludes Capital Asset Purchases (Presented as Interfund Transfer)

SCHOOL DISTRICT No. 83 (North Okanagan-Shuswap)
OPERATING FUND
EXPENDITURE BY FUNCTION, PROGRAM AND OBJECT
YEAR ENDED June 30, 2019
As at March 31, 2019 (Preliminary)

		Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2018/2019 Amended Budget	Percent Available
1 INSTRUCTION								
1.02	Regular Instruction	17,144,199	3,963,712	21,107,911	712,457	21,820,367	30,929,680	0.29
1.03	Career Programs	280,821	63,564	344,385	134,640	479,024	895,619	0.47
1.07	Library Services	547,733	116,668	664,402	60,257	724,659	997,216	0.27
1.08	Counseling	666,163	138,380	804,542	-	804,542	1,721,718	0.53
1.10	Special Education	6,197,870	1,477,034	7,674,904	151,870	7,826,774	10,960,345	0.29
1.30	English as a 2nd Language	35,477	9,863	45,340	2,937	48,277	61,098	0.21
1.31	Aboriginal Education	752,226	179,574	931,800	97,792	1,029,592	1,517,485	0.32
1.41	School Administration	3,217,536	585,795	3,803,331	124,208	3,927,538	5,845,830	0.33
	Total Function 1	28,842,025	6,534,590	35,376,615	1,284,160	36,660,775	52,928,991	0.31
4 DISTRICT ADMINISTRATION								
4.11	Educational Administration	460,743	101,975	562,719	92,441	655,160	953,252	0.31
4.40	School District Governance	25,477	1,261	26,738	118,919	145,657	222,999	0.35
4.41	Business Administration	744,518	361,961	1,106,480	363,660	1,470,139	2,330,425	0.37
	Total Function 4	1,230,738	465,197	1,695,936	575,020	2,270,956	3,506,676	0.35
5 OPERATIONS AND MAINTENANCE								
5.41	Operations and Maintenance Admin	331,961	53,303	385,265	93,426	478,690	555,535	0.14
5.50	Maintenance Operations	770,521	203,356	973,878	590,513	1,564,391	2,018,362	0.22
5.51	Custodial Services	1,161,842	264,997	1,426,839	109,733	1,536,572	2,362,504	0.35
5.52	Maintenance of Grounds	131,680	22,906	154,586	201,608	356,193	505,304	0.30
5.54	Equipment Repair & Maintenance	243,883	53,454	297,337	244,423	541,760	801,324	0.32
5.56	Utilities	-	-	-	1,357,559	1,357,559	1,779,000	0.24
	Total Function 5	2,639,887	598,017	3,237,904	2,597,261	5,835,165	8,022,029	0.27
7 TRANSPORTATION AND HOUSING								
7.41	Transportation and Housing Admin	119,475	30,761	150,237	15,589	165,826	258,362	0.36
7.70	Student Transportation	1,095,507	248,252	1,343,759	705,420	2,049,179	2,777,683	0.26
	Total Function 7	1,214,982	279,014	1,493,996	721,008	2,215,004	3,036,045	0.27
	TOTAL FUNCTIONS 1 - 7	**$ 33,927,633**	**$ 7,876,818**	**$ 41,804,450**	**$ 5,177,449**	**$ 46,981,900**	**$ 67,493,741**	**0.30**

Notes:

Excludes Capital Asset Purchases (Presented as Interfund Transfer)

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	Alanna Cameron, Secretary-Treasurer		
RE:	**2019-20 Annual Facility Grant**		

Purpose

This briefing note is to advise the Board of Education of the 2019-20 Annual Facility Grant (AFG) spending plan.

Background

The Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. In recognition of the need for routine maintenance of school facilities, especially regarding roofs, this allowance was provided as part of school boards' operating budgets as a supplementary funding source for projects regularly required to extend the life of existing facilities.

The amount of a board of education's annual facility grant will be calculated by the Ministry of Education using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

A board of education may expend its annual facility grant for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

A board of education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

There are 12 categories of eligible annual facility grant expenditures:

1. **Roof Replacements**
2. **Mechanical System Upgrades**
3. **Electrical System Upgrades**
4. **Facility Upgrades**
5. **Loss Prevention Projects**

6. **Functional Improvements**
7. **Technology Infrastructure Upgrades**
8. **Site Upgrades**
9. **Disabled Access**
10. **Asbestos Abatement**
11. **Health and Safety Upgrades**
12. **Site Servicing**

Each board of education is encouraged to develop a long-term maintenance plan that articulates a board of education's strategy with regard to maintaining or improving the condition of facilities within its inventory of capital assets. Each board should coordinate its AFG expenditures with its regular operations and maintenance activities, local capital expenditures and any major capital replacement or rejuvenation projects.

Spending Plan

To comply with Treasury Board direction, each school district must annually provide the Ministry with an AFG project and spending plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1st to March 31st).

Attached for information is the 2019-20 Annual Facility Grant Allocation summary, as well as School District 83 North Okanagan-Shuswap's spending plan, as submitted to the Ministry of Education's Capital Management Branch.

Recommendation

That the Board of Education receive for information the 2019-20 Annual Facility Grant Spending Plan Summary as presented.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

SCHOOL DISTRICT 83 (NORTH OKANAGAN - SHUSWAP) 2019-20 ANNUAL FACILITY GRANT BUDGET PLAN SUMMARY

		AFG BUDGET WORK										
Facility Code		AFG 2019/2020 Architect & Consultant Fees	AFG 2019/2020 GENERAL PROJECTS	AFG 2019/2020 OTHER CONTRACTS	AFG 2019/2020 CARPENTRY	AFG 2019/2020 DDC	AFG 2019/2020 PLUMBING MECHANICAL	AFG 2019/2020 ELECTRICAL/ LIGHTING	AFG 2019/2020 FLOORING	AFG 2019/2020 ROOFING	AFG 2019/2020 PAINTING	AFG 2019/2020 PAVING
0	District General	yes		yes						yes		
045	Armstrong Elementary											
002	A. L. Fortune			yes	yes		yes	yes	yes		yes	
008	Bastion Elementary				yes						yes	
010	Carlin Elementary				yes		yes	yes				
	District Education Support Centre											
005	Eagle River Secondary				yes		yes					
011	Falkland Elementary											
013	Grinrod Elementary				yes			yes				
046	Highland Park Elementary				yes			yes				
014	Hillcrest Elementary							yes				
003	J.L. Jackson Secondary				yes		yes	yes				
047	Len Wood Middle				yes		yes	yes	yes		yes	
038	Malakwa (Closed)											
009	M.V. Beattie Elementary				yes						yes	
020	North Canoe Elementary			yes	yes						yes	
006	North Shuswap Elementary/Middle			yes	yes		yes					
022	Parkview Elementary				yes					yes	yes	
044	Pleasant Valley Secondary			yes	yes							
030	Ranchero Elementary				yes		yes					
024	Salmon Arm West Elementary							yes	yes		yes	yes
004	Shuswap Middle			yes			yes	yes	yes			
025	Silver Creek Elementary			yes	yes		yes	yes			yes	
026	Sorrento Elementary						yes			yes		
027	South Broadview Elementary				yes		yes					
001	Sullivan Secondary							yes				
018	South Canoe Outdoor							yes				
052	Works Yard											

TOTAL ALLOCATED BUDGET 2019/2020	$	1,631,480.40
contingency reserve	$	22,632.00
MoE Deducted CAMS	$	29,148.00
Total 2019-20 AFG Funding	$	1,683,260.40

TABLE D
ANNUAL FACILITY GRANT, 2019/20
Updated March 2019

School District	Total Operating Portion	Capital Portion	Total 2019/20 Annual Facility Grant	Operating Portion			Total Allocation to Districts
				Gross	Withheld Capital Asset Mgmt System	Net	
5 Southeast Kootenay	286,997	1,123,775	1,410,772	286,997	24,430	262,567	1,386,342
6 Rocky Mountain	195,806	766,705	962,511	195,806	16,667	179,139	945,844
8 Kootenay Lake	279,588	1,094,762	1,374,350	279,588	23,799	255,789	1,350,551
10 Arrow Lakes	62,454	244,547	307,001	62,454	5,316	57,138	301,685
19 Revelstoke	65,368	255,957	321,325	65,368	5,564	59,804	315,761
20 Kootenay-Columbia	193,868	759,114	952,982	193,868	16,502	177,366	936,480
22 Vernon	356,510	1,395,963	1,752,473	356,510	30,347	326,163	1,722,126
23 Central Okanagan	785,351	3,075,143	3,860,494	785,351	66,851	718,500	3,793,643
27 Cariboo-Chilcotin	311,749	1,220,691	1,532,440	311,748	26,537	285,211	1,505,902
28 Quesnel	179,096	701,275	880,371	179,096	15,245	163,851	865,126
33 Chilliwack	456,531	1,787,608	2,244,139	456,531	38,861	417,670	2,205,278
34 Abbotsford	691,973	2,709,511	3,401,484	691,973	58,902	633,071	3,342,582
35 Langley	680,178	2,663,325	3,343,503	680,178	57,898	622,280	3,285,605
36 Surrey	2,362,029	9,248,830	11,610,859	2,362,033	201,064	2,160,969	11,409,799
37 Delta	614,944	2,407,894	3,022,838	614,944	52,346	562,598	2,970,492
38 Richmond	829,133	3,246,577	4,075,710	829,133	70,578	758,555	4,005,132
39 Vancouver	2,237,985	8,763,112	11,001,097	2,237,984	190,502	2,047,482	10,810,594
40 New Westminster	235,872	923,588	1,159,460	235,872	20,078	215,794	1,139,382
41 Burnaby	930,932	3,645,182	4,576,114	930,931	79,243	851,688	4,496,870
42 Maple Ridge-Pitt Meadows	517,500	2,026,336	2,543,836	517,500	44,051	473,449	2,499,785
43 Coquitlam	1,139,623	4,462,341	5,601,964	1,139,623	97,007	1,042,616	5,504,957
44 North Vancouver	626,273	2,452,254	3,078,527	626,273	53,310	572,963	3,025,217
45 West Vancouver	267,383	1,046,972	1,314,355	267,383	22,760	244,623	1,291,595
46 Sunshine Coast	196,588	769,766	966,354	196,588	16,734	179,854	949,620
47 Powell River	122,930	481,348	604,278	122,930	10,464	112,466	593,814
48 Sea to Sky	191,138	748,426	939,564	191,138	16,270	174,868	923,294
49 Central Coast	60,292	236,080	296,372	60,292	5,132	55,160	291,240
50 Haida Gwaii	110,390	432,248	542,638	110,390	9,397	100,993	533,241
51 Boundary	113,349	443,835	557,184	113,350	9,649	103,701	547,536
52 Prince Rupert	135,633	531,090	666,723	135,633	11,545	124,088	655,178
53 Okanagan Similkameen	125,847	492,769	618,616	125,847	10,712	115,135	607,904
54 Bulkley Valley	141,659	554,685	696,344	141,659	12,058	129,601	684,286
57 Prince George	667,217	2,612,576	3,279,793	667,217	56,795	610,422	3,222,998
58 Nicola-Similkameen	125,830	492,703	618,533	125,830	10,711	115,119	607,822
59 Peace River South	285,735	1,118,833	1,404,568	285,735	24,322	261,413	1,380,246
60 Peace River North	298,964	1,170,632	1,469,596	298,964	25,449	273,515	1,444,147
61 Greater Victoria	810,279	3,172,751	3,983,030	810,279	68,973	741,306	3,914,057
62 Sooke	336,814	1,318,839	1,655,653	336,814	28,670	308,144	1,626,983
63 Saanich	305,814	1,197,456	1,503,270	305,814	26,032	279,782	1,477,238
64 Gulf Islands	103,629	405,774	509,403	103,629	8,821	94,808	500,582
67 Okanagan Skaha	268,467	1,051,218	1,319,685	268,467	22,853	245,614	1,296,832
68 Nanaimo-Ladysmith	555,642	2,175,687	2,731,329	555,642	47,298	508,344	2,684,031
69 Qualicum	199,346	780,564	979,910	199,346	16,969	182,377	962,941
70 Alberni	211,772	829,220	1,040,992	211,772	18,027	193,745	1,022,965
71 Comox Valley	350,428	1,372,146	1,722,574	350,428	29,829	320,599	1,692,745
72 Campbell River	263,128	1,030,310	1,293,438	263,128	22,398	240,730	1,271,040
73 Kamloops/Thompson	701,852	2,748,192	3,450,044	701,852	59,743	642,109	3,390,301
74 Gold Trail	139,657	546,845	686,502	139,657	11,888	127,769	674,614
75 Mission	249,513	976,998	1,226,511	249,512	21,239	228,273	1,205,271
78 Fraser-Cascade	107,268	420,020	527,288	107,268	9,131	98,137	518,157
79 Cowichan Valley	384,070	1,503,875	1,887,945	384,070	32,693	351,377	1,855,252
81 Fort Nelson	64,611	252,995	317,606	64,611	5,500	59,111	312,106
82 Coast Mountains	308,265	1,207,050	1,515,315	308,265	26,240	282,025	1,489,075
83 North Okanagan-Shuswap	342,430	1,340,831	1,683,261	342,430	29,148	313,282	1,654,113
84 Vancouver Island West	79,210	310,157	389,367	79,210	6,743	72,467	382,624
85 Vancouver Island North	148,378	580,991	729,369	148,377	12,630	135,747	716,738
87 Stikine	60,751	237,876	298,627	60,751	5,171	55,580	293,456
91 Nechako Lakes	289,429	1,133,296	1,422,725	289,429	24,637	264,792	1,398,088
92 Nisga'a	54,305	212,638	266,943	54,305	4,623	49,682	262,320
93 Conseil scolaire francophone	277,814	1,087,818	1,365,632	277,814	23,648	254,166	1,341,984
Provincial Total	23,495,587	92,000,000	115,495,587	23,495,587	2,000,000	21,495,587	113,495,587

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	Alanna Cameron, Secretary-Treasurer		
RE:	**2018-19 Water Quality Testing Report**		

Purpose

This briefing note is to provide the Board with confirmation the district's 2018-19 Water Quality Testing Report has been submitted to the Ministry as required on/before March 31 annually.

Background

School districts must test for lead content in drinking water in their school facilities that had plumbing systems installed prior to January 1, 1990 to ensure quality meets established guidelines under applicable provincial and federal legislation. Results must be reported annually to the Ministry of Education.

School districts must take reasonable steps necessary to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results.

Testing is on-going and updated reports will be shared with the Ministry and with Interior Health as further results come available.

Supporting Documentation

SD 83 2018-19 Testing Lead Content in Drinking Water of School Facilities Report.

Recommendation

No action; for information only.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

Ministry of Education - Capital Management Branch

2018/19 REPORT FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES

School District Information		Health Authority (HA) Information	
SD No.	83	Region	Interior Health
SD Name	North Okanagan-Shuswap	Contact Name	Gordon Moseley
SD Contact Name:	Trevor Bettcher	Contact Phone	250-549-5725
SD Contact Phone:	250-804-7894	Report Submitted to HA	Yes
Report Date	March 30,2019	Report Submission Date	March 30,2019

SCHOOL FACILITY INFORMATION				TEST INFORMATION						MITIGATION STRATEGY & PUBLIC COMMUNICATION PLAN		ADDITIONAL INFORMATION		
Ministry Facility Code	School Facility Name	Year Built	Testing Required	If no, describe why	Date of Test (mm/yyyy)	Total Samples	Water Fixture Type	Room Location	Lead Level Result (mg/L)	Exceed Maximum Acceptable Concentrations	Mitigation Strategy Description	Describe Public Communication Plan	Comments	Ministry Submission Period
8389013	Carlin Elementary-Middle	2000	No		Nov-18	2	Water Fountain	By Room 17	0.001	No				30-Mar-19
8389013	Carlin Elementary-Middle	2000	No		Nov-18	2	Water Fountain	By Room 17	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	1951	Yes		Nov-18	2	Sink	Room 9/ Staff Room	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	1951	Yes		Nov-18	2	Sink	Room 9/ Staff Room	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	1951	Yes		Nov-18	2	Water Fountain	By room 8	0.001	No				30-Mar-19
8389013	Carlin Elementary-Middle	1951	Yes		Nov-18	2	Water Fountain	By room 8	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	2000	No		Nov-18	2	Water Fountain	Room 19	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	2000	No		Nov-18	2	Water Fountain	Room 19	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	2000	No		Nov-18	2	Water Fountain	Room 22	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	2000	No		Nov-18	2	Water Fountain	Room 22	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	1994	Yes		Nov-18	2	Sink	Kitchen/ By Gym	0.000	No				30-Mar-19
8389013	Carlin Elementary-Middle	1994	Yes		Nov-18	2	Sink	Kitchen/ By Gym	0.001	No				30-Mar-19
8389013	Carlin Elementary-Middle	1958	Yes		Nov-18	2	Sink	Room 28/ Science Room	0.001	No				30-Mar-19
8389013	Carlin Elementary-Middle	1958	Yes		Nov-18	2	Sink	Room 28/ Science Room	0.000	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Sink	Room 104	0.002	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Sink	Room 104	0.000	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Sink	Room 100	0.006	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Sink	Room 100	0.001	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Sink	Room 116	0.001	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Sink	Room 116	0.027	Yes	Building currently closed		1 min later/Building not occupied	30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Water Fountain	Room 110/Hallway	0.003	No			First water out of tap	30-Mar-19
8399184	Gateway Community Learning	1993	No		Dec-18	2	Water Fountain	Room 110/Hallway	0.001	No				30-Mar-19
8399184	Gateway Community Learning	1993	No		Jan-19	2	Sink	Room 116	0.010	No				30-Mar-19
8399184	Gateway Community Learning	1993	Yes		Jan-19	2	Sink	Room 116	0.002	No				30-Mar-19
8389032	Ranchero Elementary	1977	Yes		Nov-18	2	Water Fountain	Room 5/Gym	0.000	No				30-Mar-19
8389032	Ranchero Elementary	1977	Yes		Nov-18	2	Water Fountain	Room 5/Gym	0.001	No				30-Mar-19
8389032	Ranchero Elementary	1983	Yes		Nov-18	2	Water Fountain	East Hall	0.002	No				30-Mar-19
8389032	Ranchero Elementary	1983	Yes		Nov-18	2	Water Fountain	East Hall	0.001	No				30-Mar-19
8389032	Ranchero Elementary	1977	Yes		Nov-18	2	Water Fountain	Pod Fountain	0.005	No				30-Mar-19
8389032	Ranchero Elementary	1977	Yes		Nov-18	2	Water Fountain	Pod Fountain	0.001	No				30-Mar-19
8389032	Ranchero Elementary	1977	Yes		Nov-18	2	Sink	Staff Room	0.003	No				30-Mar-19
8389032	Ranchero Elementary	1977	Yes		Nov-18	2	Sink	Staff Room	0.000	No				30-Mar-19
8389032	Ranchero Elementary	1983	Yes		Nov-18	2	Sink	Room 10	0.005	No				30-Mar-19
8389032	Ranchero Elementary	1983	Yes		Nov-18	2	Sink	Room 10	0.001	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	2	Sink	Room 8	0.001	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	2	Sink	Room 8	0.000	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	2	Water Filling Station	West Hall	0.000	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	2	Water Filling Station	West Hall	0.000	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	4	Sink	Medical Room	0.051	Yes	Posted sign to run water before drinking		First water out of tap	30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	4	Sink	Medical Room	0.001	No	Replaced Fixture		1 min later	30-Mar-19
8383041	Silver Creek Elementary	1976	Yes		Dec-18	2	Water Fountain	Pod East Wing	0.004	No				30-Mar-19
8383041	Silver Creek Elementary	1976	Yes		Dec-18	2	Water Fountain	Pod East Wing	0.001	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	2	Sink	Staff Room	0.009	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Dec-18	2	Sink	Staff Room	0.000	No				30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Jan-19	4	Sink	Medical Room	0.060	Yes	Posted sign to run water before drinking		First water out of tap	30-Mar-19
8383041	Silver Creek Elementary	1982	Yes		Jan-19	4	Sink	Medical Room	0.001	No	Installing lead filter		1 min later	30-Mar-19
8389024	South Canoe Elementary	1971	Yes		May-18	4	Water Fountain	South Hall	0.010	Yes	Posted sign to run water before drinking		First water out of fountain	30-Mar-19
8389024	South Canoe Elementary	1971	Yes		May-18	4	Water Fountain	South Hall	0.001	No	Installed lead filter		1 min later	30-Mar-19
8389024	South Canoe Elementary	1970	Yes		May-18	2	Water Fountain	Mid Hall	0.001	No				30-Mar-19
8389024	South Canoe Elementary	1970	Yes		May-18	2	Water Fountain	Mid Hall	0.007	No				30-Mar-19
8389024	South Canoe Elementary	1956	Yes		May-18	6	Water Fountain	North Hall	0.001	No				30-Mar-19
8389024	South Canoe Elementary	1956	Yes		May-18	6	Water Fountain	North Hall	0.019	Yes	Posted sign to run water before drinking			30-Mar-19
8389024	South Canoe Elementary	1971	Yes		May-18	2	Water Fountain	Room 27/Staff Room	0.015	Yes	Posted sign to run water before drinking		First water out of fountain	30-Mar-19
8389024	South Canoe Elementary	1971	Yes		May-18	2	Water Fountain	Room 27/Staff Room	0.001	No			1 min later	30-Mar-19
8389024	South Canoe Elementary	1971	Yes		May-18	4	Water Fountain	South Hall	0.003	No			Retest after lead filter installed	30-Mar-19
8389024	South Canoe Elementary	1971	Yes		May-18	4	Water Fountain	South Hall	0.001	No			Retest after lead filter installed	30-Mar-19
8389024	South Canoe Elementary	1956	Yes		May-18	6	Water Fountain	North Hall	0.079	Yes	Installed Lead filter/Posted sign to run water before drinking		First water out of tap	30-Mar-19
8389024	South Canoe Elementary	1956	Yes		May-18	6	Water Fountain	North Hall	0.006	No			1 min later	30-Mar-19
8389024	South Canoe Elementary	1956	Yes		Jun-18	6	Water Fountain	North Hall	0.002	No			Retest after lead filter installed	30-Mar-19
8389024	South Canoe Elementary	1956	Yes		Jun-18	6	Water Fountain	North Hall	0.000	No			Retest after lead filter installed	30-Mar-19
8389024	South Canoe Elementary	1971	Yes		Sep-18	2	Water Fountain	Room 19/Library	0.005	No				30-Mar-19

SCHOOL FACILITY INFORMATION				TEST INFORMATION							MITIGATION STRATEGY & PUBLIC COMMUNICATION PLAN			ADDITIONAL INFORMATION	
Ministry Facility Code	School Facility Name	Year Built	Testing Required	If no, describe why	Date of Test (mm/yyyy)	Total Samples	Water Fixture Type	Room Location	Lead Level Result (mg/L)	Exceed Maximum Acceptable Concentrations	Mitigation Strategy Description	Describe Public Communication Plan	Comments	Ministry Submission Period
8389024	South Canoe Elementary	1971	Yes		Sep-18	2	Water Fountain	Room 19/Library	0.001	No				30-Mar-19
8389021	North Canoe Elementary	1956	Yes		Dec-18	4	Sink	Room 2	0.064	Yes	Posted sign to run water before drinking		First water out of tap	30-Mar-19
8389021	North Canoe Elementary	1956	Yes		Dec-18	4	Sink	Room 2	0.003	No			1 min later	30-Mar-19
8389021	North Canoe Elementary	1966	Yes		Dec-18	4	Water Fountain	Room 8/Gym	0.011	Yes	Posted sign to run water before drinking		First water out of fountain	30-Mar-19
8389021	North Canoe Elementary	1966	Yes		Dec-18	4	Water Fountain	Room 8/Gym	0.003	No			1 min later	30-Mar-19
8389021	North Canoe Elementary	1956	Yes		Jan-19	4	Sink	Room 2	0.028	Yes	Installing lead filter		First water out of tap	30-Mar-19
8389021	North Canoe Elementary	1956	Yes		Jan-19	4	Sink	Room 2	0.004	No			1 min later	30-Mar-19
8389021	North Canoe Elementary	1966	Yes		Jan-19	4	Water Fountain	Room 8/Gym	0.029	Yes	Installing lead filter		First water out of fountain	30-Mar-19
8389021	North Canoe Elementary	1966	Yes		Jan-19	4	Water Fountain	Room 8/Gym	0.007	No			1 min later	30-Mar-19
8389033	Hillcrest Elementary	1991	No		Apr-18	2	Water Fountain	Room 35	0.002	No			Retest after lead filter installed	30-Mar-19
8389033	Hillcrest Elementary	1991	No		Apr-18	2	Water Fountain	Room 35	0.000	No			Retest after lead filter installed	30-Mar-19
8389033	Hillcrest Elementary	1974	Yes		Apr-18	2	Water Fountain	Room 14	0.003	No			Retest after lead filter installed	30-Mar-19
8389033	Hillcrest Elementary	1974	Yes		Apr-18	2	Water Fountain	Room 14	0.000	No			Retest after lead filter installed	30-Mar-19
8389023	South Broadview Elementary	1982	Yes		Apr-18	2	Water Fountain	By Room 10	0.005	No			Retest after lead filter installed	30-Mar-19
8389023	South Broadview Elementary	1982	Yes		Apr-18	2	Water Fountain	By Room 10	0.001	No			Retest after lead filter installed	30-Mar-19
8389023	South Broadview Elementary	1975	Yes		Apr-18	2	Water Fountain	By rooms 5 6	0.004	No			Retest after lead filter installed	30-Mar-19
8389023	South Broadview Elementary	1975	Yes		Apr-18	2	Water Fountain	By rooms 5 6	0.001	No			Retest after lead filter installed	30-Mar-19
8389009	Grindrod Elementary	1969	Yes		Apr-18	2	Water Fountain	By Room 5	0.015	Yes	Installed Lead Filter/ Posted sign to run water before drinking/ Waiting for results of additional testing		First water out of tap	30-Mar-19
8389009	Grindrod Elementary	1969	Yes		Apr-18	2	Water Fountain	By Room 5	0.001	No			1 min later	30-Mar-19
8389009	Grindrod Elementary	1983	Yes		Jun-18	2	Water Fountain	By Room 10	0.002	No				30-Mar-19
8389009	Grindrod Elementary	1983	Yes		Jun-18	2	Water Fountain	By Room 10	0.000	No				30-Mar-19
8389032	Parkview Elementary	1982	Yes		May-18	2	Water Fountain	Copy Room	0.003	No				30-Mar-19
8389032	Parkview Elementary	1982	Yes		May-18	2	Water Fountain	Copy Room	0.001	No				30-Mar-19
8389032	Parkview Elementary	1974	Yes		May-18	2	Water Fountain	By Office	0.008	No				30-Mar-19
8389032	Parkview Elementary	1974	Yes		May-18	2	Water Fountain	By Office	0.001	No				30-Mar-19
8389032	Parkview Elementary	1970	Yes		May-18	4	Water Fountain	By Room 2	0.060	Yes	Installed lead filter/Posted sign to run water before drinking		First Water out of fountain	30-Mar-19
8389032	Parkview Elementary	1970	Yes		May-18	4	Water Fountain	By Room 2	0.006	No			1 min later	30-Mar-19
8389032	Parkview Elementary	1982	Yes		May-18	2	Water Fountain	By Room 16	0.002	No				30-Mar-19
8389032	Parkview Elementary	1982	Yes		May-18	2	Water Fountain	By Room 16	0.001	No				30-Mar-19
8389032	Parkview Elementary	1978	Yes		May-18	2	Water Fountain	East Pod	0.000	No				30-Mar-19
8389032	Parkview Elementary	1978	Yes		May-18	2	Water Fountain	East Pod	0.000	No				30-Mar-19
8389032	Parkview Elementary	1970	Yes		Jun-18	4	Water Fountain	By Room 2	0.001	No			Retest after lead filter installed	30-Mar-19
8389032	Parkview Elementary	1970	Yes		Jun-18	4	Water Fountain	By Room 2	0.000	No			Retest after lead filter installed	30-Mar-19
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The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Board of Education **DATE:** 16 April 2019

FROM: Alanna Cameron, Secretary-Treasurer

RE: **Risk Assessment**

Purpose

This briefing note is to update the Board of Education on the action plan undertaken by District staff to address the key risks identified in the KPMG Enterprise Risk Management (ERM) Assessment Summary Report and Risk Register for School District No. 83.

Background

In the spring/summer of 2017, the District engaged KPMG to complete an Enterprise Risk Management (ERM) Assessment for School District No. 83. The assessment was designed to help the District identify significant risks, prioritize the risks, and provide guidance on appropriate risk mitigation strategies and monitoring procedures. ERM is founded on the premise that risks are not merely hazards, but can present opportunities to create value.

The assessment process was completed in five phases over a number of months which included stakeholder interviews and an ERM workshop facilitated by KPMG. The final deliverables of the ERM project comprised of a Summary Report (presented to the Official Trustee at the June 19, 2018 Regular Board Meeting) and a high-level Risk Register which included the risk ranking, potential risk drivers and a summary of current mitigation activities/compensating controls for each risk.

Next Steps

Based on the information in the Risk Register, over the coming months, District staff will delegate each of the 24 identified risks to the appropriate department to discuss the action plan for each risk. Departments will then develop and commit to ongoing monitoring and review processes in order to ensure that the identified risks are controlled and/or mitigated. All action plans will be reviewed, documented and discussed at the Audit Committee.

Attached for information is the action plan for three risks that relate to the district's strategic direction and governance detailing the current mitigation/compensating controls and their status.

Recommendation

No action; for information only.

Respectfully submitted,

Alanna Cameron

Alanna Cameron
Secretary-Treasurer

KPMG - ERM ASSESSMENT FOR SCHOOL DISTRICT 83 - ACTION PLAN OF KEY RISKS IDENTIFIED

Number	Category	Risk Item	Risk Discription	Potential Risk Drivers	Current Mitigation/Compensating Controls	complete/on-going/in progress	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order
22	Strategic	**Strategic direction**	The risk that School District No. 83 is unable to effectively articulate, communicate and follow its strategic priorities leading to a misalignment in prioritization of the School District's activities.	• Changes at the Board level have delayed the formalization of the School District's strategic plan	Creation of a District Strategic Plan through an inclusive and participatory process	complete/ on-going	Operational Efficiency & Effectiveness (includes IT-related risks)	3.80	3.80	14.44	9
23	Strategic	**Governance**	The risk that a lack of clarity around roles and responsibilities between School District No. 83's management and board leads to conflicts, lack of objective challenge of management, or poor working relationships.	• Recent actions of the School District's previous Board have led to a lack of trust and faith in governance processes • Uncertainty around the election of the new board	Creation of specific policies to ensure ethical and transparent governance	complete/ on-going	Strategic / Reputation	4.30	4.00	17.20	2
					Onboarding processes and education sessions to prepare the Board for their roles and build their understanding of the District	on-going					
24	Strategic	**Collaborative decision making**	The risk that School District No. 83 does not consult or collaborate with appropriate groups to make key decisions.	• Lack of communication • Lack of defined processes and procedures	Initiated comprehensive revision of the entire District Policy Manual	in progress	Operational Efficiency & Effectiveness (includes IT-related risks)	3.30	3.00	9.90	14
					Development and publication of a Communication Plan with clearly articualated goals and strategies	complete/ on-going					
					Recent addition of new leaders in management roles to drive change, add needed skillsets and improve communication across the organization	on-going					

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	Peter Jory, Superintendent of Schools/CEO		
RE:	**Policy 136 –Trustee Remuneration and Expenses**		

Background

Policy 136 –Trustee Remuneration and Expenses was presented to the Board for first reading on March 12, 2019. The Board discussed Policy 136 and felt that the policy should contain more clarity, detail, and equity regarding trustee mileage and expenses. Policy 136 was referred back to the Policy Committee for further development.

Revised Policy 136 - Trustee Remuneration and Expenses is being presented to the Board for first reading at this time.

Recommendation

That Policy 136 –Trustee Remuneration and Expenses be approved for first reading by the Board of Education.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

136 TRUSTEE ~~RENUMERATION~~ REMUNERATION AND EXPENSES

The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that trustees should be compensated for their work related to the business of the Board.

In accordance with the provisions of the *School Act*, a Board may authorize, through a Board resolution, the payment of remuneration and reasonable allowance for expenses incurred by trustees in the discharge of their duties.

Guidelines

1. ~~Renumeration~~Remuneration Amounts

Trustees' annual remuneration shall be as follows, effective November 1, 2018:

Chairperson of the Board	$16,500.00
Vice-Chairperson of the Board	$15,000.00
Trustees	$13,500.00

2. Rural Zones

In recognition of the additional travel required of Trustees responsible for the rural zones, additional annual remuneration will be provided as follows:

North Shuswap, Sorrento, Carlin	$500
Sicamous, Malakwa, Enderby, Grindrod	$1000
Armstrong, Spallumcheen, Falkland, Silver Creek, Ranchero	$1000

~~2.~~3. ~~Renumeration~~Remuneration Payments

Trustee remuneration will be paid on a monthly basis.

In accordance with the Income Tax Act, ~~two thirds (2/3) of the~~ Trustee remuneration will be treated as taxable remuneration~~, and one third (1/3) will be treated as a non- taxable allowance~~ for expenses necessarily incurred by Trustees in the discharge of their duties.

~~3.~~4. ~~Renumeration~~Remuneration Review

Trustee remuneration will be reviewed annually and an adjustment ~~shall~~ may be made to the base remuneration amount only, effective December 1st of each year. The adjustment will reflect the BC Consumer Price Index change (change from previous year).

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~~4.~~5. Trustee Expenses

Trustees are understood to incur Board-related expenses in an amount equal to 1/3 of the remuneration paid to each trustee. ~~As such, 1/3 of the remuneration is considered to be reimbursement for the expenses of holding office and therefore is non-taxable.~~

~~Those~~ Board related expenses covered by remuneration ~~include~~ include mileage to and from regularly scheduled Board and Committee meetings and to and from liaison schools, as well as ~~and~~ general expenses such as the portion of residential or cellular phones, internet costs and computer related costs related to Board business.

All other business-related expenses are reimbursable through the submission of an expense claim as per Board Policy XX Travel and Related Expenses District Personnel. Such expenses may include, but are not limited to, meals (by per diem~~idium~~), mileage, travel and accommodation that relates or results from attendance at any/all Board sanctioned internal and/or external meetings, Pro-D/training sessions, and AGMs.

~~Trustees shall be entitled to reimbursement of travel expenses in accordance with Regulation 4020.04 – Travel and Related Expenses District Personnel.Board policy~~

~~Trustees will be reimbursed for al~~

~~5.~~6. Trustee Equipment

The Board will determine and provide the necessary computer equipment to enable trustees to effectively perform their duties and responsibilities.

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The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	Peter Jory, Superintendent of Schools/CEO		
RE:	**Policy 137 – Roles and Responsibilities of the Vice-Chairperson**		

Background

At its meeting held on March 12, 2019, the Board requested that a policy initiation be forwarded to the Policy Committee for the development of a policy on the Roles and Responsibilities of the Vice-Chairperson.

Policy 137 - Roles and Responsibilities of the Vice-Chairperson is being presented to the Board for first reading at this time.

Recommendation

That Policy 137 – Roles and Responsibilities of the Vice-Chairperson be approved for first reading by the Board of Education.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

POLICY 137 ROLES AND RESPONSIBILITIES OF THE BOARD VICE-CHAIRPERSON

The Board of Education shall elect a Vice-Chairperson at the inaugural and at each annual meeting to server as Vice-Chairperson, to hold office at the pleasure of the Board.

Specific Responsibilities:

1. The Vice-Chairperson shall act on behalf of the Board Chairperson, in the latter's absence and shall have all of the duties and responsibilities of the Board Chairperson. The Board Chairperson may, on an as-needed basis, delegate the presiding officer task to the Vice-Chairperson.

2. The Vice-Chairperson shall assist the Board Chairperson in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

3. The Vice-Chairperson shall be an alternate signing authority for the District.

4. The Vice-Chairperson may be assigned other duties and responsibilities by the Board Chairperson.

DRAFT

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

PO Box 129 ~ 341 Shuswap St. S.W. ~ Salmon Arm, BC, V1E 4N2 ~ Phone: (250) 832-2157

Trustee Conference Report – Marianne VanBuskirk – Kamloops Henry Grube Education Centre

Event Date: April 4 & 5, 2019

Conference/Meeting attended: BCSTA Leadership Series & Workbook Completion

Sessions:

Speaker	Background/Title	Highlight
Allan Reed	-Exec. Director, BCASBO -Retired Sect'y Treasurer, Prince George.	The Importance of Financial Literacy: -Background, Definitions & Accountability Framework -Fiduciary Responsibilities -Planning & Goal Setting -Preparation of the Budget Plan -Implementation & Monitoring of the Plan -Financial Statements & Audits -Financial Health - Cash, Reserves, Provincial Questions
Sheila Rooney	-Consultant, BC School Superintendents' Assocation -BC Leadership Council	-Governance Roles & Responsibilities -Building Successful Board Structures -Student Success -Strategic Direction Communications

Value of Conference/meeting:

The Workbook provided by the BCSTA was a good starting point filled with homework assignments for trustees and the senior leadership team to complete, compile, discuss, modify, update, etc. in advance of our two-day session. Valuable discussion opportunities were provided over the two days to collaborate within our own school district and also to share with three other school districts (Gold-Trail, Kamloops, Cariboo-Chilcoltin). Some good networking with others and much opportunity to reflect on best practices, new ideas, data and ever-changing information reminding us that our workbook is a fluid document and designed to be a representation of our own district's "snapshot".

Materials available for other trustees (upon request) **YES**, also the slidedeck will be emailed to us and uploaded to the website.

…2

Recommendation or follow-up:

-Continue to dive deeper and ask the meaningful, pertinent questions – there is a lot of information being shared with the Board as we learn the huge scope and nature of our work.
-Involvement of stakeholders in the district and community is critical – this can/should occur in planning stages, during implementation and post-event when we report results or announce recommendations.
-Consult at all times with the Senior Leadership Team – team members have access to the thorough data which we require when making decisions.
-Communication, communication, communication. Ensure that websites are updated to communicate our plans, our results, our financial reporting. Ensure that we are communicating clearly with each other.
-Engage students, educators, staff, parents, consultants, community – invitations to collaborate are important and necessary.

Submitted by: Marianne VanBuskirk, Chairperson Board of Education SD83
Date: April 5th, 2019

The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO:	Board of Education	**DATE:**	16 April 2019
FROM:	Carol-Ann Leidloff, Director of Instruction (Inclusive Education) Ryan Brennan, Assistant Superintendent (Human Resources)		
RE:	**Staff Wellbeing Focus Group Report**		

Purpose

To present the Staff Wellbeing Focus Group Report and update the Board about the progress of the District Wellness Committee.

Background

Before the Winter Break we administered the "Guarding Minds at Work" survey to help us begin to understand some of the challenges our employees are experiencing in the area of mental wellbeing. Areas of strength included employee engagement. Areas of concern were workload, work-life balance, feeling unappreciated for their work. The results of this survey, while helpful, did not provide the specificity the Wellness Committee was hoping for in order to develop an action plan.

Consequently, we contracted two facilitators through the Well Ahead Foundation. This is an organization with whom we are working on the Mental Wellbeing Coaching Project. Our two facilitators met with six groups: NOSTA, Operations, Support Staff (CEAs/Clerical), NOSPVPA, District Management Team, and the Senior Leadership Team. The report entitled "Focus Groups on Staff Wellbeing" summarizes the feedback received from each group.

We also provided a link to an online survey with the focus group questions to afford employees who were unable to participate in the focus group discussions had an opportunity to provide their feedback.

Analysis

The District Wellness Committee met on April 9th, 2019 and identified several broad themes from both the Focus Group Report and the online survey data. These themes included: professional support/Pro-D, relationships, feeling a sense of purpose/appreciated for work, work-life balance/workload, and communication.

Next Steps

The District Wellness Committee will be meeting on May 14, 2019 to develop a specific list of action items and recommendations, which will be shared at the June Board Meeting.

Recommendation

No action; for information only.

Respectfully submitted,

Carol-Ann Leidloff
Ryan Brennan

Carol-Ann Leidloff, Director of Instruction (Inclusive Education)
Ryan Brennan, Assistant Superintendent (Human Resources)

Focus Groups on Staff Wellbeing

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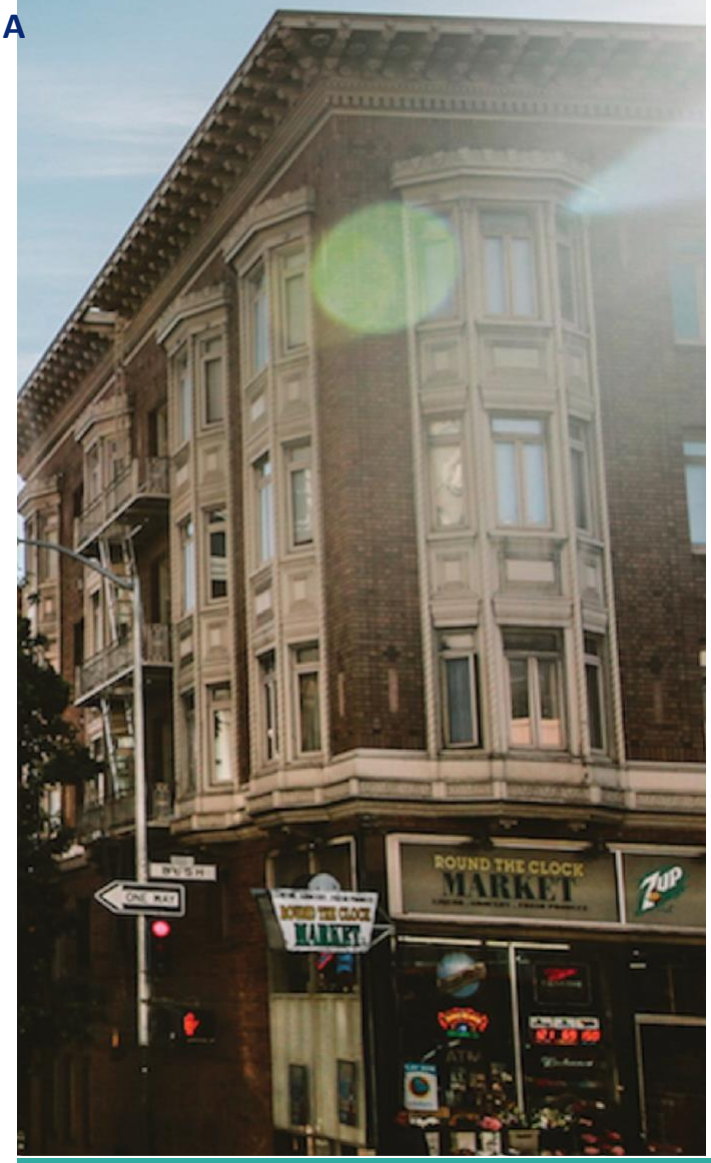


2019

School District 83 North Okanagan-Shuswap

Presented by:
ABSS EDUCATIONAL CONSULTING

Introduction

Wellness

Understanding the importance of wellbeing at work is the preferred option for all organisations. In reality, employees may at some point in time suffer from illnesses, feel unsatisfied, or not see their job as meaningful and rewarding. However, organizations need to be aware of the impact that employee wellbeing has in that it improves areas such as physical and mental health and self-esteem (Vaughan-Jones & Barham, 2009). However, the workplace environment could have adverse effects on the aforementioned aspects (Schulte, 2012). These include unhappiness, increased sickness, and absenteeism at all levels of organisations (European Foundation for the Improvement of Living and Working Conditions, 2013). Wellbeing within the workplace improves an organisation's long-term performance through increased productivity, the commitment and higher resilience of its employees, and a reduction in sickness absence levels and number of accidents (Chou, 2012). Employees who are thriving are motivated to achieve their goals, have supportive relationships, do not anguish over financial security, are proud members of their communities, and enjoy good physical, mental and emotional health.

"According to WHO (World Health Organization), all aspects of health is central to human happiness and wellbeing"

Focus Groups were conducted on March 4 and 5, 2019 to gauge the perspective of the following six groups of school district staff:

- School District Senior Leadership
- District Management
- School-Based Administrators
- Operations
- Support Staff
- Teachers, Counsellors, Itinerant Teachers

The Focus Groups were facilitated, documented and the subsequent data analyzed by Dr. Stephen Berg and reviewed by Dr. Byron Robbie. Each Focus Group discussion was recorded and notes were also taken. The focus groups were small-group discussion guided by a trained leader; Stephen Berg. The guiding purposes of these discussions were to gathering in-depth information to learn more about opinions on the designated topic of wellbeing. See the Appendix at the end of this document to determine how the Focus Group concept was introduced to each group. The same questions were asked of all four groups. Analysis involved identifying key patterns and themes and at present, the data are simply shared. There is no meta-analysis of the data, but the following reports allow some viewing of perspectives, successes, concerns and possible future directions.

A thank you to all School District personnel who shared their view on wellbeing, and School District 83 in general for the support in providing release time where needed.

The data from these Focus Groups reflects one source of information from which to generate ideas and approaches to support the wellbeing of all school district staff. The report allows for individual, collaborative and potentially collective reflection on views and possibilities, and I suggest a stage of reflection and dialogue regarding the findings rather than any immediate progression to action.

Senior Leadership Team Focus Group SD 83

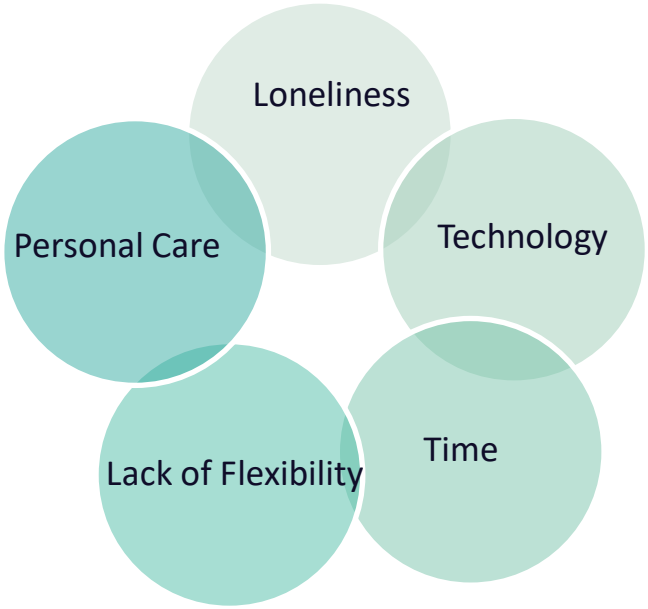
March 4 & 5, 2019

1. What does wellbeing mean to you?

The main theme that emerged around this question was "balance." Upon further prompting, balance was primarily between work and home or family time. One participant indicated that "we have lives beyond our work" and yet most everyone agreed it was difficult to maintain "balance" and to look after yourself mentally and physically. Striking that perfect balance between the demands of a leadership position and family is a challenge. The notion that their schedules are getting busier than ever before, which often causes their work and/or personal lives to suffer. The consensus was that work-life balance involves juggling workplace stress with the daily pressures of family, friends, and self. Further to this, the idea that you need to be emotionally and physically connected to have wellbeing was brought forward.

2. What lifestyle factors do you feel promote or hinder your wellbeing? (Examples: personal habits, exercise, sleep, work-life balance, etc.)

Hindrances



There was a sense that each individual had contextual circumstances, which impacted wellbeing. What was common was the 'busy' context of work with its huge number of interactions, with students, other staff and parents. When prompted further however, some indicated the position was sometimes lonely, where many times they worked in isolation. There was a discussion around loneliness of being in leadership. For example, people felt that they are always the go-to person for everything, and that they did not have people to go to for things, either above them for advice, or below them. Yet another

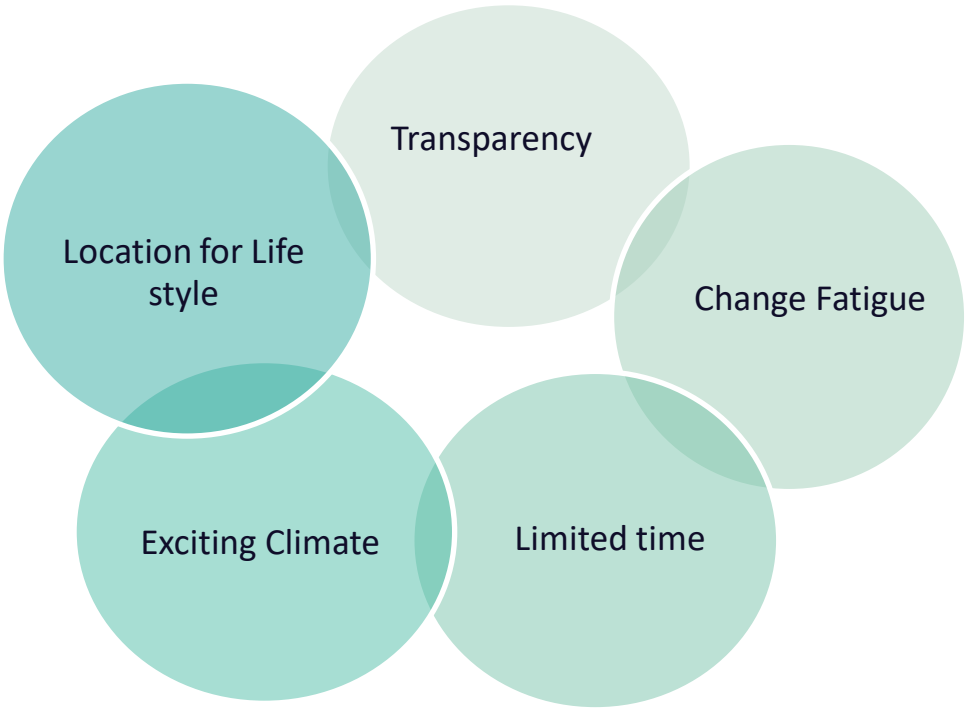
factor that hindered wellbeing was the use of technology, where cell phones were on "24/7" and that work was never done; never-ending email, interruptions, and trying to do multiple things simultaneously. This unbalance of time also affected personal care such as regular exercise, sleep patterns, and time for oneself. Upon further reflection, a few indicated that a degree of flexibility in work scheduling may be useful, where working outside of the school board office from time to time may be beneficial. The work would still be finished, yet the flexible work environment may help overall wellbeing.

Positives

What resonated throughout the senior leadership team, was the fact that when interacting with one another, there is constant laughter

and a sense of being on a team. Each felt comfortable indicating that they kept one another humble when someone became too confident in a work-related situation. Although some are relatively new to the positions and school district, all agreed that the "team is coming together!"

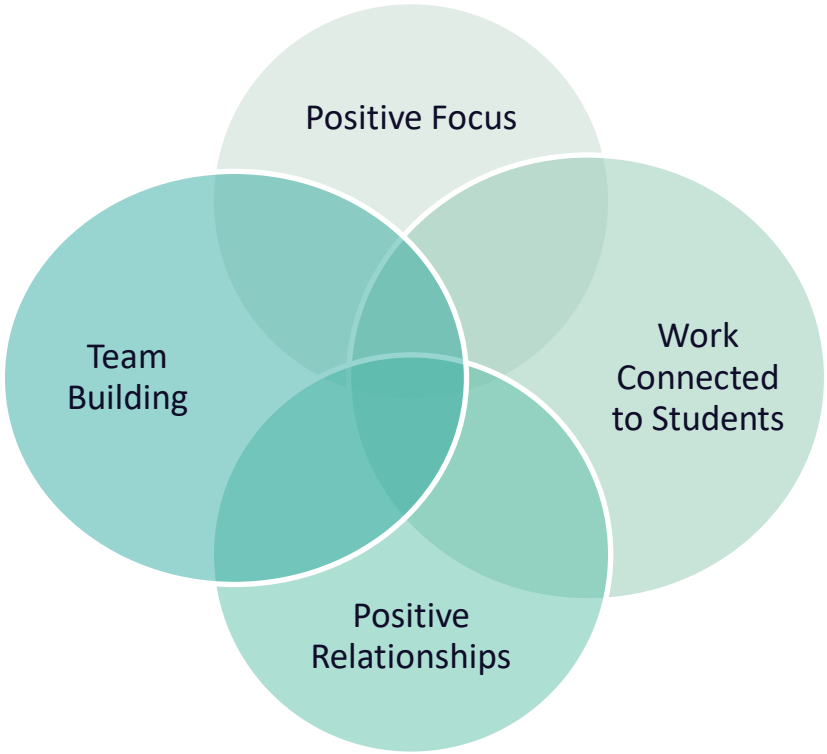
3. What about the system in which you work currently promotes or hinders your well-being?



The North Okanagan region is a world-class location for recreational activities and this was mentioned as a major draw to work in the

School District. It was mentioned that the location and climate are what attracts people to work in the district and not just the job itself. As well, there has been a tremendous amount of change at all levels within district personnel and while this can create tension, it also allows for "tremendous opportunity" and an "exciting climate to be part of" as one participant indicated. However, even though the climate appears to be exciting there is a sense of "change fatigue" as one participant indicated due to the constant "revolving door" of new employees in various positions throughout the district. As a result of this, time becomes limited to complete the "never ending list of projects." One of the most consistent themes throughout the report, and indicated with senior leadership, is to ensure there is transparency in decision-making and processes so employees understand any changes taking place.

4. What would you like to see happen within your school and/or district in the future to best support your well-being?



To support overall wellbeing, a majority of the responses focussed on students. Several of the senior leadership team indicated that any work that is done "needs to be connected to the students." Another major focus was to ensure that educational leaders were supported and that the current Board Members and any partnerships focus on important issues within the schools and district. Perhaps the greatest support for wellbeing that was commented on was to support relationship building. The notion of "teambuilding activities" was noted several times. Further to this, one participant indicated that "we

have good relationships already…we just need to be and remain attentive to relationships."

Overall, the senior leadership team appeared fairly positive moving forward with district direction, as well as their own and others' wellbeing. At times, a lack of 'balance' between work and personal life was not equal, and the fact that work was always on the minds of some, created a lack of sleep and exercise. However, all indicated they felt supported by their colleagues and "laughed a lot of the time" when together. Students were at the forefront of what they viewed as important and relationship building was deemed very important for wellbeing.

District Management Focus Group
SD 83

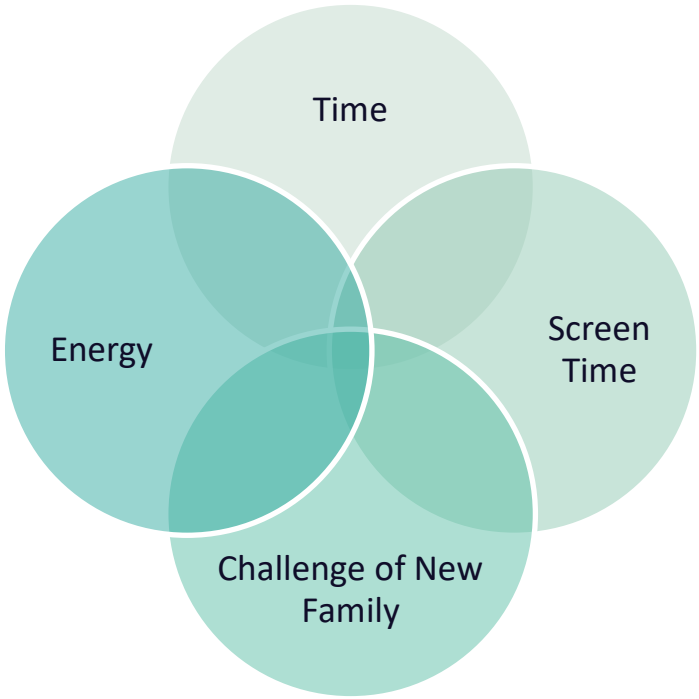
March 4 & 5, 2019

1. ***What does wellbeing mean to you?***

Focus group participants had a view of wellbeing around being physically and mentally fit. Although, being fit or having fitness is a broad term that means something different to each person, overall it refers to your own optimal health and overall well-being. This understanding led to conversations and comments around what being 'fit' means. Responses included "feeling accomplished," "rested and energized," "not anxious or stressed" and talked about balance – ensuring there was a balance of spending time at work, with family and friends. Some participants shared that wellbeing means having adequate and restful sleep, while others indicated you need to be mindful of your wellbeing and perceived amounts of stress.

2. ***What lifestyle factors do you feel promote or hinder your wellbeing? (examples: personal habits, exercise, sleep, work-life balance, etc.)***

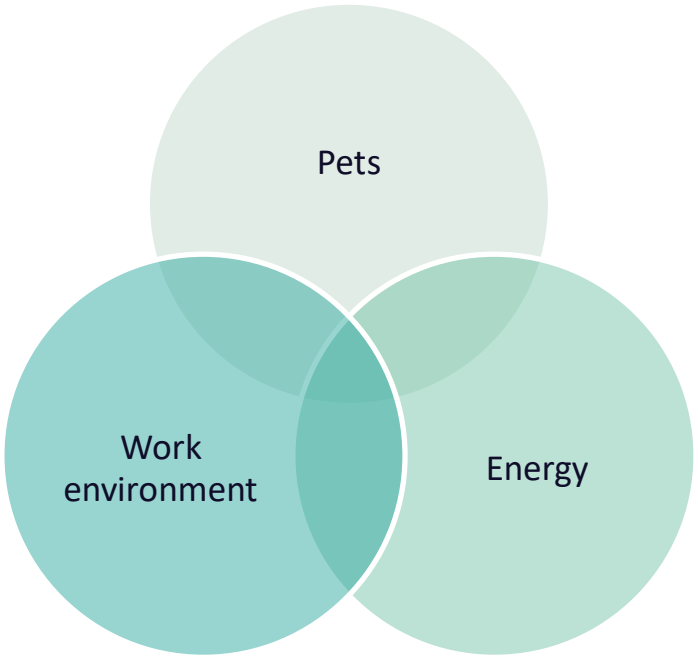
Hindrances



Many participants spoke about the excessive amount of screen time throughout the day has an effect on wellbeing. One participant noted that "I spend all day staring at a screen, go home and turn on Netflix until I go to bed." Many parents have their phone numbers and send them texts or call them at home at night. This seems to have impacts on their families, who either don't fully understand the demands of the job, or are feeling they are not giving enough time to their families.

Others indicated that at the end of a work day, their energy levels are low and don't have the energy to exercise. Indicating 'after a long day at work, sitting on the couch watching TV or surfing the Net can sound A LOT more appealing than exercising'. Challenges of raising a family can affect wellbeing and although the feeling that they value being warm and responsive to their children, but have difficulty attending to this as a result of work-life balance. Finally the majority of the participants agreed that time to do activities, which promote wellbeing, is lacking.

Positives

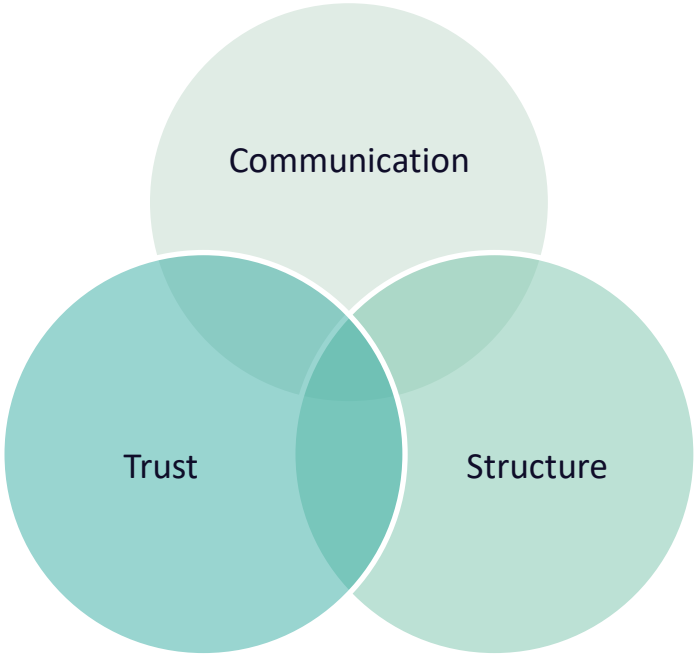


Overall, the work environment was positive in relation to wellbeing. Natural lighting due to lots of windows, ergonomic desks or even

standing desks were deemed very important and helped with wellbeing at work. One participant commented that living out of town, their commute, allowed for reflection and de-stressing and "by the time I get home, work is done!"

Participants also spoke to the notion of having a pet. Speaking to the fact that owning a pet, in particular a dog", helps with wellbeing as it 'made' them exercise. Another aspect that they spoke to is to how pets can provide support and a sense of calm for our daily emotional and psychological stresses.

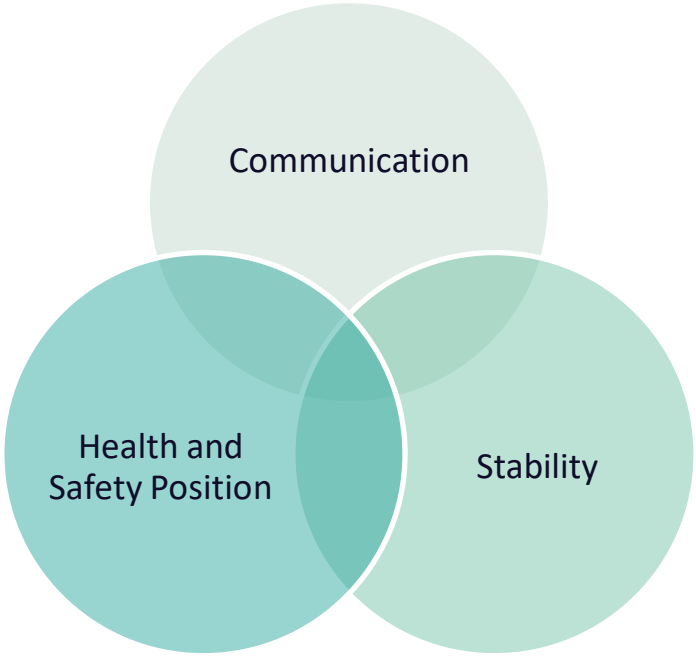
3. ***What about the system in which you work currently promotes or hinders your well-being?***



Communication was a primary theme from this focus group, which was both seen as favorable and negative on their wellbeing. Some

participants spoke of how human resources within the district is very capable and open to communication. However, it was also noted that there was a lack of communication from district leadership. For example, the messages sent from district leadership was "choppy" in that some messages were clear, while others were not. This leads to a certain lack of trust with the current structure of the school district and also brings an underlying tension with staff. At times, it appears no one really knows what is happening as there are "process gaps" and a lack of transparency due to mis-communication. As a result, participant wellbeing is unbalanced.

4. ***What would you like to see happen within your school and/or district in the future to best support your well-being?***



Participants suggested that having more open lines of communication between all staff would be important for wellbeing. This openness

would help alleviate some of the underlying tensions that some staff are feeling in the workplace. One major item to support wellbeing from the district would be stability. Over the past few years many staff have felt unsettled as changes have occurred, especially at the board office. Retaining staff, having clear organizational structures in place, and a balanced workload where staff do not feel like they have other work to do "off the sides of their desks" are important considerations for wellbeing. Further, almost all participants spoke of the need for a full-time health and safety staff position who would oversee disability management and the general wellbeing portfolio for the district, ensuring cases were managed in a timely and appropriate manner.

Administrators' Focus Group
SD 83

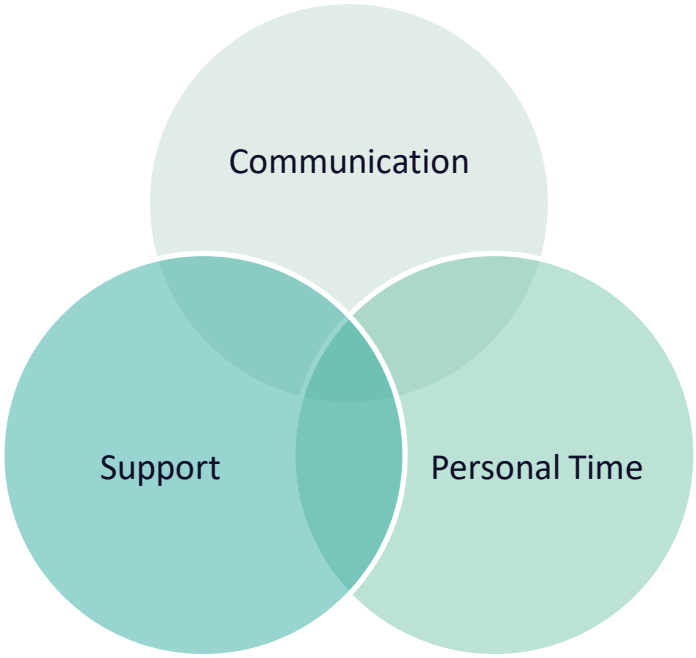
March 4 & 5, 2019

1. What does well being mean to you?

There was a sense of agreement that balance is at the forefront. For many, balance was simply not "work-life." Rather it entailed different domains, such as social/emotional, mental, physical, and intellectual. Building off this concept of balance, a few of the administrators spoke to the importance of ensuring that family and friends "are not getting the leftovers" after a busy day of work. Wellbeing for them also included "being with students," "kindness" and having a "happy…cohesive staff" to work with. All of these create happy and healthy people in terms of wellbeing. As one administrator put it, these areas of wellbeing can create a "sense of optimism and hopefulness."

2. What lifestyle factors do you feel promote or hinder your wellbeing? (examples: personal habits, exercise, sleep, work-life balance, etc.)

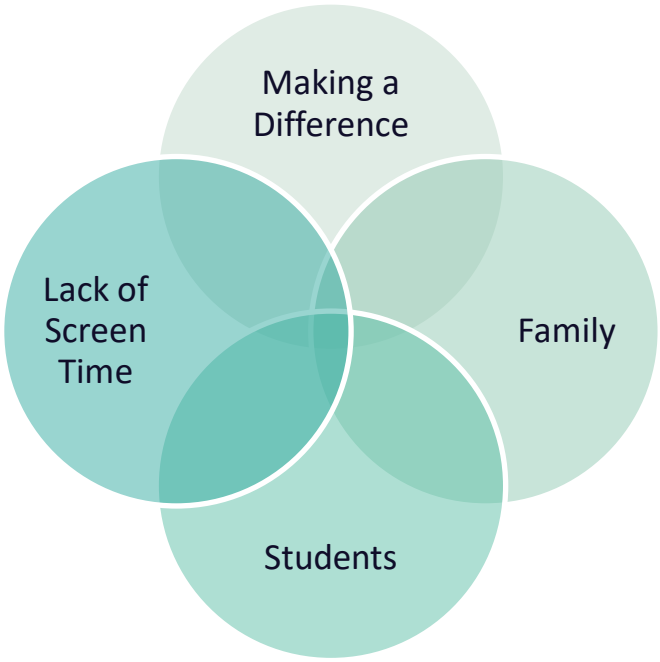
Hindrances



Many administrators shared that at times they are challenged separating their work and home life, which has an effect on their wellbeing. One administrator commented that they when they leave work they "need to shut it down" in order to spend more quality time with family. Others also reiterated this need to connect with family and friends outside of school. Often, communication was brought up as a hindrance to wellbeing within the workplace environment. Several commented that clearer means of communication and support within

the district needs to occur so "everyone knows what's going on!" as one administrator put it. Some also indicated that there are too many meetings which affects the amount of movement/exercise for some during the day. "Sitting all day is not good for wellbeing" one administrator indicated, while others noted the importance of getting out of the office to move around is good for their health.

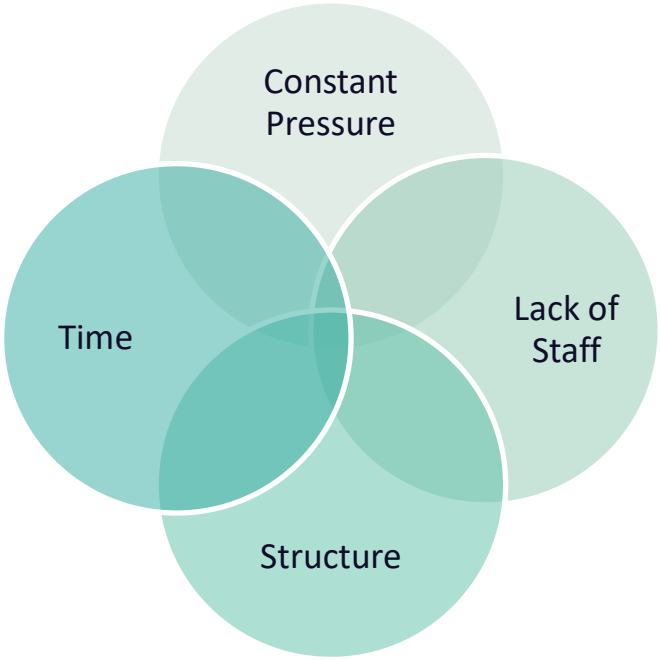
Positives



There was a feeling that when they did have opportunities to reflect on their jobs and the value they provide, this had positive impacts on their wellbeing. For example, around the table, it was agreed that "to be with the kids (students)" had a positive impact on their wellbeing. Staying in the office all day was not why they wanted to become an

administrator. One person said if they were having a bad day, they would "go into the Kindergarten class and that would bring it all back as to why I do this job." Knowing they are making a difference in the school and community was another positive factor for wellbeing. Ensuring that when they leave work, they really concentrate on "me time" as one indicated also helps with wellbeing. As well, trying to limit the amount of time spent in front of a screen "checking emails at night" or answering the "80 emails I get during a day all at once" is important for wellbeing.

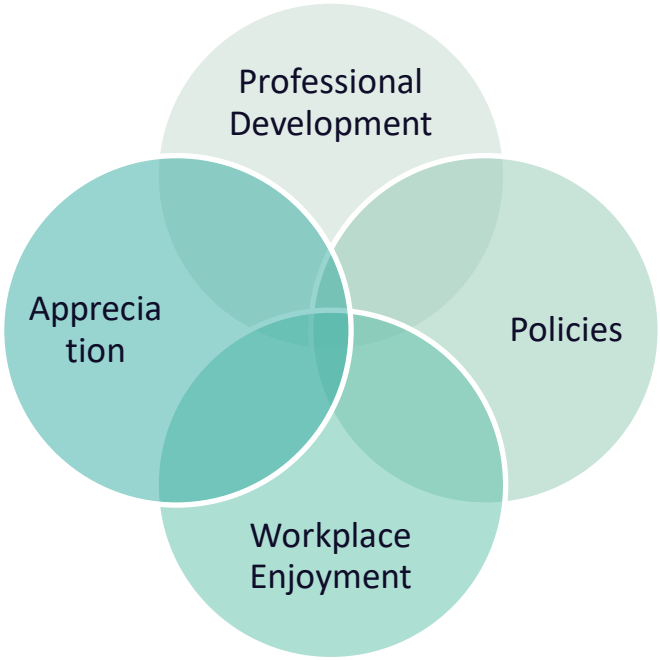
3. What about the system in which you work currently promotes or hinders your well-being?



The constant pressure of being an administrator was brought up throughout the focus group session. This pressure to work "all of the

time" as one administrator put it, takes its toll after a while. Further to this, it was noted around the table that it is really difficult for administrators to take time off, regardless of the circumstances. It was noted that there is a general lack of staff throughout the district to support administrators if they need time away from work. This was reiterated throughout the focus group session, and one that hinders the wellbeing of admin, staff, and students. The structure of the "school district needs to acknowledge this shortage" one person said and "this has been ongoing for at least two years" another indicated. Despite this lack of acknowledgement for staffing shortages, the positive support from the school and surrounding community was brought up several times. For example, one school "has a lunch program put on by the church" while another said that the community provides "equipment for students for self-regulatory behaviour." Breakfast programs supported by communities were also brought up by administrators. As one administrator put it "look at all of the people who care." People "cheer each other on" within the school and administrators generally support one another.

4. What would you like to see happen within your school and/or district in the future to best support your well-being?



Over the past few years within the School district, there has been a tremendous amount of turnover, which has caused some unrest and taken its toll on the wellbeing of some district personnell. Over the past two years however, some commented that "it has gotten better" and yet many would like to see more appreciation from senior leadership. For example, "we used to get Christmas cards from district staff and school board members…not anymore." Further to this, it was said that "it is the little things that we would like to see…to make us feel more appreciated. We don't feel that appreciation as much anymore." Others commented that as a result of this, many administrators are "withdrawing into their schools" and that they are

worried that new administrators are not getting enough support. The call for more professional development opportunities was also brought up to support not only new administrators, but for everyone. Since there are a lot of new people, supporting activities to "build relationships" should be a priority. Examples of this include a summer retreat, utilizing Covey's seven habits, and mentoring. Many focus group participants would like to see more enjoyment in the workplace. One noted, "work used to be fun…we took time to do that." Another indicated that the "social part of school and learning is undervalued and needs to be a priority again." A final "wish list" item from administrators is a policy on harassment. When prompted further, many indicated that there needs to be firm rules and boundaries for students, parents, and community members regarding communication (social media) about teachers and administration. Several were concerned about the lack of "safety" regarding the comments and social media postings regarding staff. They believe that if you do not feel safe in the workplace, you cannot truly have wellbeing. However, with all of the new district leadership in place, they do feel a sense of hope that the culture within the district will change to a more positive place to live and work.

Operations' Focus Group
SD 83

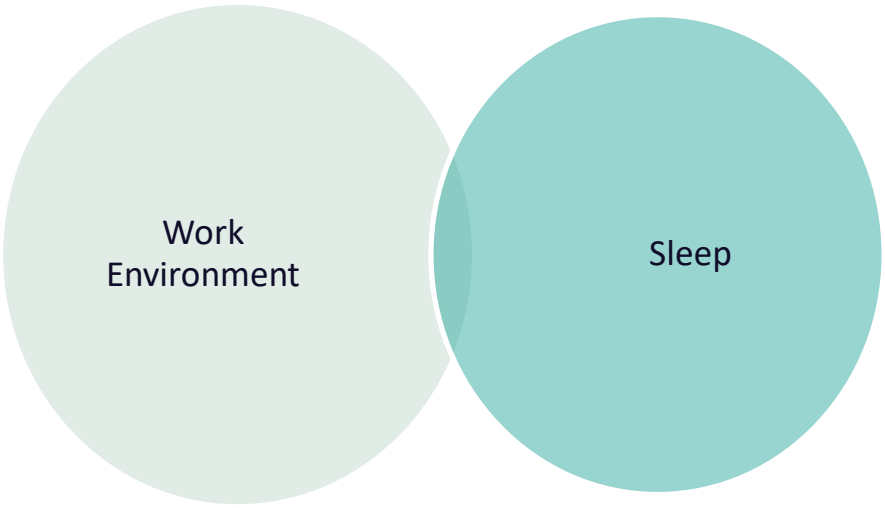
March 4 & 5, 2019

1. ***What does wellbeing mean to you?***

Focus Group participants stressed that wellbeing is the "whole person" and that having a sense of "balance…work/life/family" contributed to wellbeing. Having enough energy after a day's work to "feel good and to "stay active to stay healthy" was important for wellbeing. For others, wellbeing meant "working together" and being "comfortable to deal with stress." Being in a "neutral space" where there is "stability with work, finances, and family" also contributed to wellbeing.

2. ***What lifestyle factors do you feel promote or hinder your well-being? (Examples: personal habits, exercise, sleep, work-life balance, etc.)***

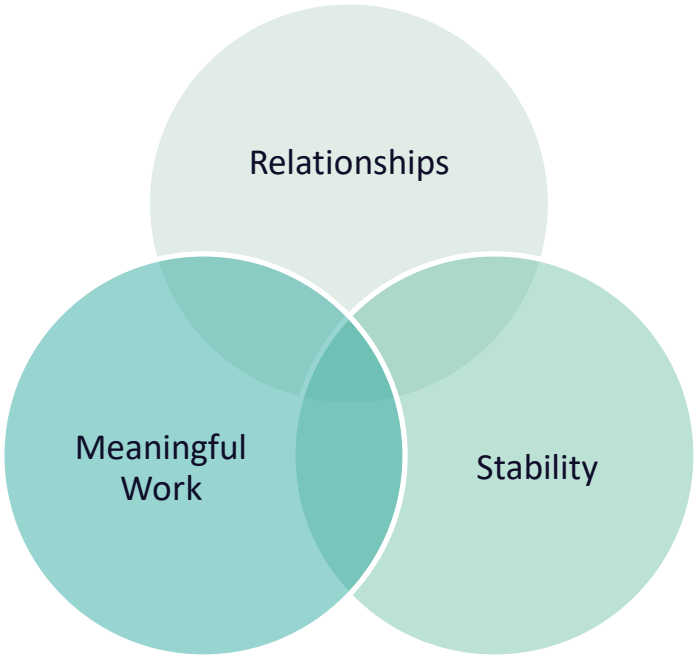
Hindrances



Two main factors hindered participant wellbeing; the workplace environment and lack of sleep. The workplace environment included such things as workload, relationships, time of work. When participants were asked to provide further comment, many felt "overwhelmed" with the amount of work they had to do during the day. Some thought that they held many jobs and were unable to cope with the constant pressure and demands placed on them. Some commented that the relationships with management were "toxic" and they felt unappreciated and siloed in the workplace. When prompted, some indicated it was "frowned upon to socialize with people in other departments." Others felt that the time of work, such as being an after-school custodian, hindered the wellbeing of some as there was a loss of "connection with others" in the workplace. As a result of the

workplace pressures, a lack of sleep becomes a factor. But these are all connected. As one participant put it "there are lots of aspects to a person's health and all are interrelated."

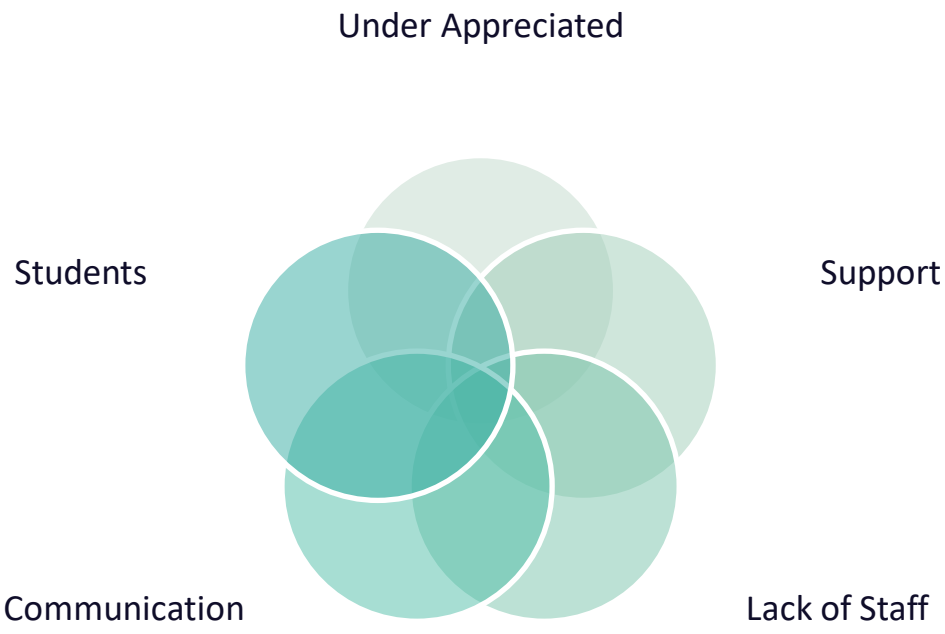
Positives



Relationships with family, friends, and some co-workers all impacted wellbeing in a positive way. Participants commented that they "really enjoy spending time with colleagues" and "laugh and joke with a lot of people." Having supportive family members was important as well to help take the stress off of workplace pressures. When asked about other positive supports for wellbeing, several indicated that they felt like their work mattered to the students, even though a majority of

them do not interact with students. Financial security and knowing you have a job to go to were important for wellbeing. "Every second Friday is a good day" due to payday for participants. This sense of stability was favourable for wellbeing.

3. What about the system in which you work currently promotes or hinders your well-being?



From the focus group, all agreed that there is a severe shortage of people in operations for the amount of work to be done. Some have indicated that several days or weeks go by "where there are only 1 or 2 people working in the department." For example, currently there is

only 1 painter for the entire school district. This adds to a lack of wellbeing, "piles on the work" and adds stress to the individual(s). Another hindrance is a lack of communication and support from senior management. Several indicated that "they (senior management) don't even know what we do," "we are never heard," and "they don't see us unless we are needed!" There appears to be a "disconnect between downtown and operations." Several reasons included lots of turnover, and lack of clear communication with district staff not having a clear understanding of what operations does. One example is retirement parties for staff. Operations have theirs "in a bus" and while it ends up being a nice event, "how many other people would actually have a retirement party in a bus?" Since there has been "turmoil" as one participant indicated, there needs to be professional development but all agreed they should be asked what this professional development should focus on and not be told. One person said that there are "so many wounds that if one interaction goes bad, it takes years to get over it." However, all focus group participants noted that the students make their work meaningful. "We have kids in the schools and we are able to see our kids for events."

4. What would you like to see happen within your school and/or district in the future to best support your well-being?

Overwhelmingly, participants in the focus group support the need for a full-time health and safety officer. Several noted the dangers of their respective professions and are concerned with how processes and procedures are in place. One person noted that "a person came out in heels and a skirt to check on an issue in the ground…no disrespect to the person, but they have no idea what we do. We need someone, male or female, who knows the environments in which we work." There is legislation for health and safety and it needs to be adhered too. Further to this, some participants indicated that the health and safety officer also needs to focus on wellness and not just the safety aspect of the workplace. Increased communication from senior

leadership and management would help with wellbeing in the workplace. Communication has been an issue for several years and one participant noted "this has a direct connection to wellbeing." Another wish from this group is to have consistent policies and/or procedures on hiring. Sometimes it is felt like "management just hires their buddies" who not only are not as qualified as others, but creates tension within the work place. Other policies should focus on staff safety. For example, clear procedures need to be done on things such as "school bus incidents for students AND staff." Perhaps the biggest need that would help with wellbeing is hiring more employees. Over the years, there have been job cuts and no replacements. "Having more to do than you have time for creates a spiral of poorer quality work." Again the example of only having one painter for the entire district was used. Budget cuts in custodial hours and maintenance are taking a toll on the wellbeing and staff would welcome more colleagues. They "feel a sense of pride" in the work they do, but would like more appreciation for their efforts.

Support Staff Focus Group
SD 83

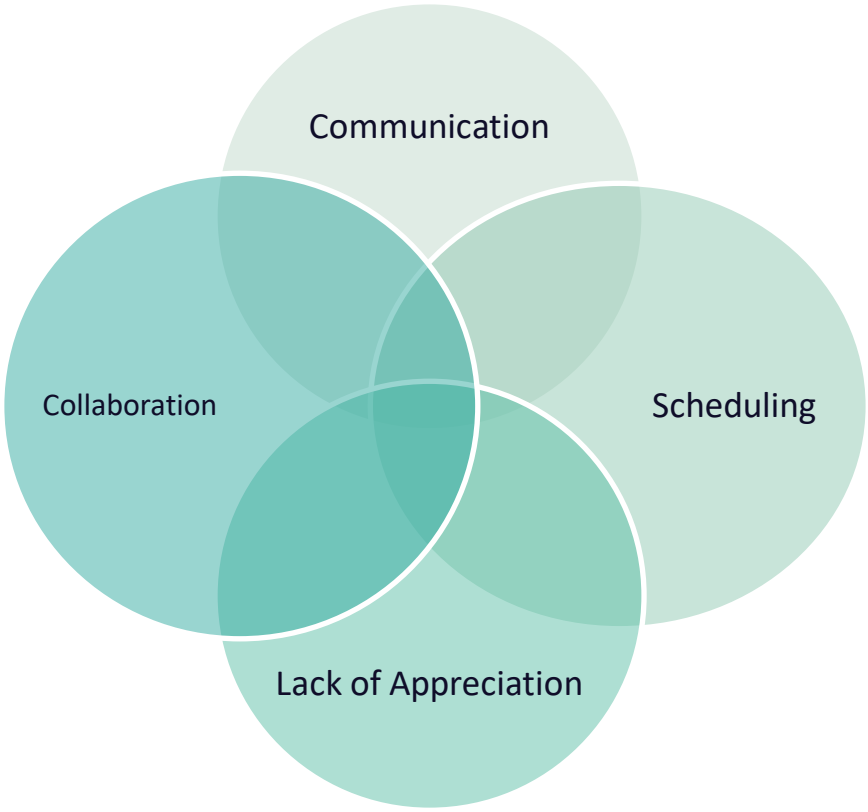
March 4 & 5, 2019

1. What does well being mean to you?

For a lot of the participants in this focus group, wellbeing meant the "ability to do your job with confidence and empathy," in addition to this, the idea of "balance" and "resiliency" were indicated. Education assistants (EAs) made up the vast majority of this focus group. Understanding that the very core of their job is directly supporting children with particular needs or helping them with learning difficulties. These professionals may work with individuals or groups of children. Education assistants are responsible for performing duties like supervision, class preparation, behavioural monitoring, taking attendance, paperwork management, and more when helping teachers. It is through this lens that led participants to feel that wellbeing meant being "good to yourself" and "yourself needs to be at the centre." Further, taking care of oneself, and "recreation, rest, and sleep" contributed positively to wellbeing.

2. ***What lifestyle factors do you feel promote or hinder your well-being? (examples: personal habits, exercise, sleep, work-life balance, etc.)***

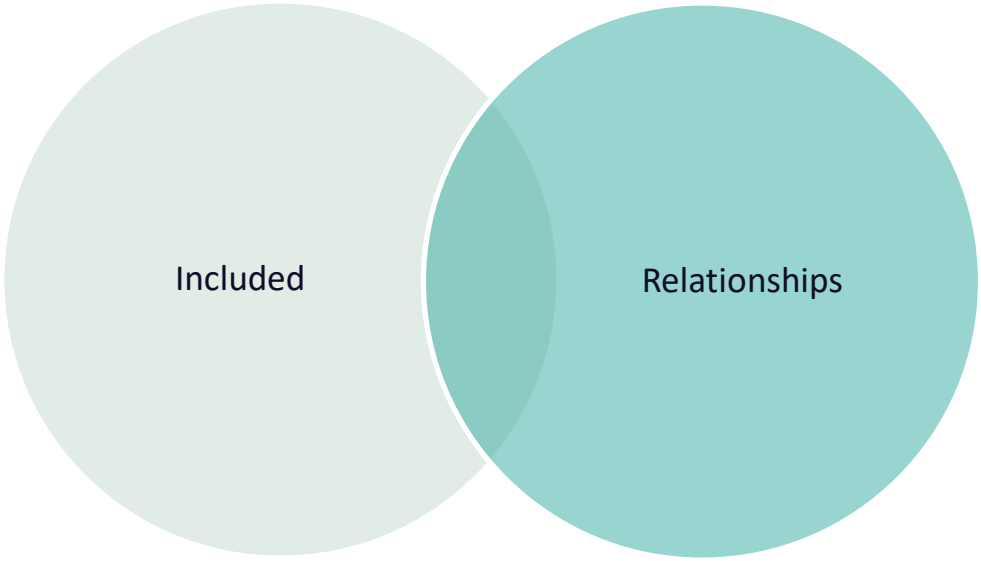
Hindrances



All focus group participants agreed that there is a clear lack of communication. There are very few, if any, opportunities for support staff to "get together and share ideas that would help their work." This lack of opportunity to collaborate was brought forward. Limited to no collective work with fellow EAs or other teaching staff assigned

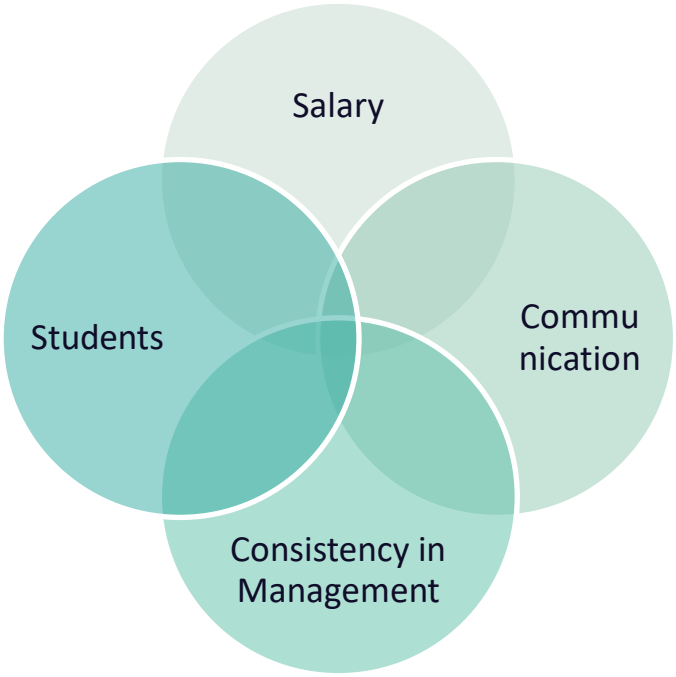
to the same students, but working in other classrooms. As well, at times during the workday, some of the staff feel "isolated" and don't feel part of the staff." As one participant indicated, "I don't see anyone sometimes all day and really have no sense of what is happening in the school until it is too late!" Some have said they have expressed concern over some issues but are "virtually ignored." They feel a "culture of fear" and "lack of trust" if they have a complaint, so many simply don't. "Why bother?" was a repeated response when asked if they continue to voice their concerns. Scheduling is a huge hindrance for this group. Many participants have indicated the hours are "all over the place" and that some shifts are 5 hours, while others more or less. One constant around scheduling that really hindered wellbeing was a lack of pay. "It is tough to make ends meet" said one participant. Several educational assistants in the district do lunchtime supervision to help financially. Yet, lunchtime supervision does not pay the same as an educational assistant salary, even though many feel it is "essentially the same type of work." There is also a sense of feeling undervalued in the work they do at the school. "We don't feel respected" said one participant, while others spoke of not feeling valued in the work being done. "Teachers would not know what to do without us" indicated a few around the table, and yet "we feel like we are not respected."

Positives



Positive relationships with students, staff, and parents was a big factor in workplace wellbeing. These focus group participants enjoyed working with students and get a sense of joy and value in the work they provide each school. Some noted that taking time "to eat with staff" is an enjoyable experience and makes them "feel part of the school." This notion of feeling included was positive for wellbeing. A sense of being "part of something bigger in the school" and a feeling that when they did have opportunities to reflect on their jobs and the value they provide, this had positive impacts on their wellbeing.

3. What about the system in which you work currently promotes or hinders your well-being?



As previously mentioned, increase in salary throughout the district would help with wellbeing. Several in the focus group indicated they work more than one job just to pay the bills. Lunchtime supervision and unequal pay was brought up again and this "could be a system-wide fix" to make pay equitable as those of EA's. The angst over financial security was at the forefront of their thoughts around this question. One focus group participant wanted a "consistent, system-wide student management system" for administrative support personnel. This would help new staff with training and provide support staff with consistency so they could help one another, regardless of

the school they are employed at. More open lines of communication throughout the district would also help with wellbeing, so staff wouldn't feel "in the dark about a lot of things going on in the district." The one consistency that all agreed helps with wellbeing are the students. "Students are amazing and this is why we do the work we do" said one participant. "We know there is a lot of things to fix, but the students are what keeps us coming back" said another.

4. What would you like to see happen within your school and/or district in the future to best support your well-being?

Being appreciated was one area staff would like to see more of. Things such as "being part of staff meetings" would go a long way in helping with the wellbeing of some. Others noted that "it would be appreciated if people walking into the school would actually say hello." One noted that the "superintendent walked into the school and didn't even acknowledge I was there." An increase in the amount of and consistent training in parts of the job were also mentioned. They put forward the ideas that learning more about computer programs, or student support programs for such areas as autism training would be of benefit. Further to this, focus group participants would like to have more professional development where they could attend, but also ensure they are getting a salary when doing so. Others noted that we should celebrate success and achievement and "have more parties for all employee groups together" for staff wellbeing. As a result, a sense of trust and respect would become entrenched in the school district climate, creating a greater sense of wellbeing.

Teachers Focus Group
SD 83
March 4 & 5, 2019

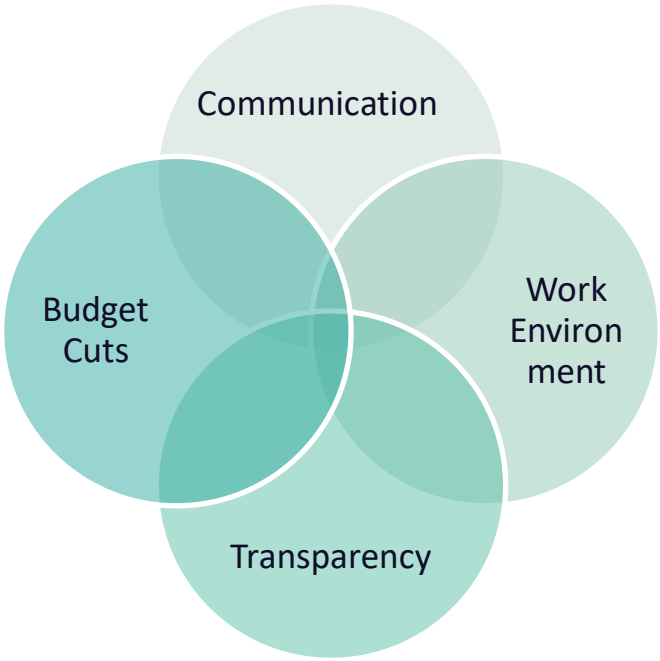
1. What does well being mean to you?

There was an overwhelming sense of agreement that balance is at the forefront. All aspects of balance (physical, mental, emotional etc.) and being present in each one was deemed important. One participant noted that "It can be easy to rush through life without stopping to notice much. Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your wellbeing."

Building off this concept of balance, a few of the teachers spoke to the importance of having the coping skills or resilience necessary to support yourself when that balance is off, and that "it's ok even when you're not balanced."

2. ***What lifestyle factors do you feel promote or hinder your well-being? (Examples: personal habits, exercise, sleep, work-life balance, etc.)***

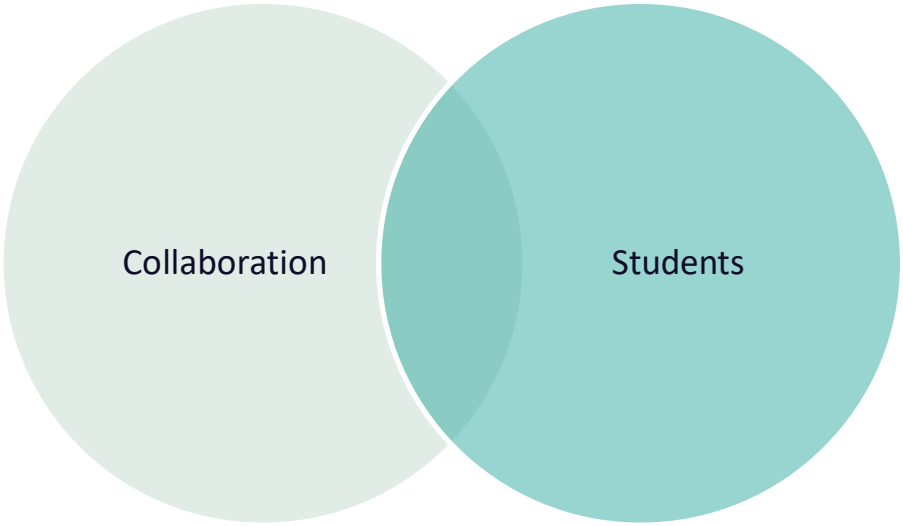
Hindrances



Participants spoke about how schools throughout the district are not equal in grade levels. For example, some schools are configured K-5, 6-8, 9 and 10 etc. These configurations can make it difficult for communication and collaboration amongst staff. As well, there appears to be a lack of communication from senior administration to schools. For example, meetings have been conducted in the past where "it was asked what we wanted or needed…and then we were virtually ignored." Many said there "needs to be more transparency to ease tensions throughout the district." Budget cuts have had an

impact on wellbeing. Some teachers indicated that as a result of budget cuts there are "feelings of guilt taking a day off" or that "we simply can't do it all!" Another factor hindering wellbeing is "not being able to find the time to exercise." The work environment is stressful and "never ends…I go home and work just keeps piling up."

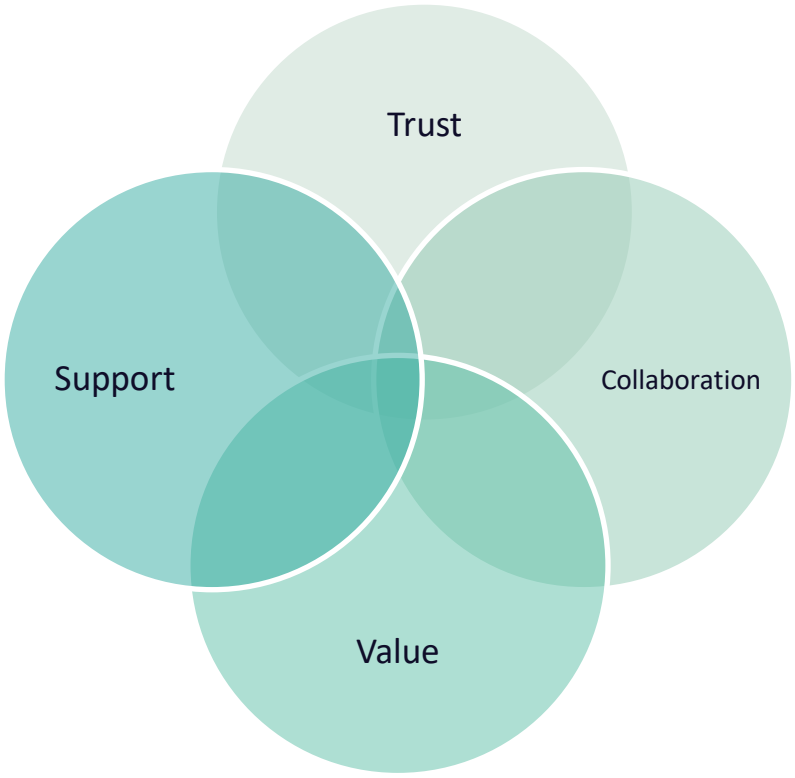
Positives



Several focus group participants spoke of the collaborative environment and support for one another within their jobs. Some itinerant teachers were in the group and several work in isolation, going from school to school. They "enjoy working with one another when we can" and also "love interacting with teachers and administrators within each school." As well, teachers often commented how they enjoy working in a collaborative school that

supports student learning. Another positive on wellbeing are the students themselves. Several commented that "when having a bad day, the students energize us." Despite the pressure and stress of teaching, generally it is the students who help with the wellbeing of teachers.

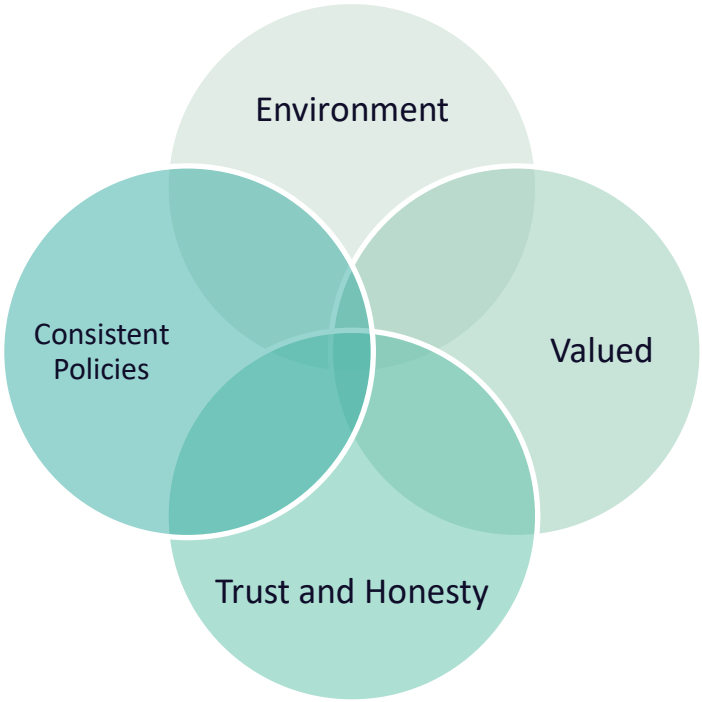
3. What about the system in which you work currently promotes or hinders your well-being?



A number of participants spoke to the feeling of having a "lack of trust and appreciation" from school district administration that hindered and impacted their wellbeing. For example, some felt that nobody in

the schools gets enough validation or appreciation for the work they do. There was a sense that there is an issue with trust within the district at all levels. As some participants noted "this [trust] is a big issue." Along with trust, many teachers felt that district administration "kept their distance" from schools. Several teachers indicated that they "would love to see senior administration visit them in the classroom." Other focus group participants feel that the school district is moving away from the humanistic side of education. It was mentioned that the superintendent is now called the "CEO of the School District." All felt that the district "feels like a factory just pushing students through to keep the numbers going" and the "social/emotional side of education is not there" and this has very negative impacts on wellbeing. As well, several teachers felt they need "more support" and the "students need more supports" and yet getting support is exhausting and generally does not happen. When promoted about the kinds of support both teachers and students need, several mentioned "supports for our wellbeing." Further discussions around this included a health and safety person for wellbeing initiatives. One teacher commented that the "weekly wellness memo does not work in the vast amount of email received." Further there was mention of a need to have sustained wellness initiatives within the district.

4. What would you like to see happen within your school and/or district in the future to best support your well-being?



Participants suggested opportunities for the administration to connect with their classroom would have positive impacts on their wellbeing. As well, it was noted that clear lines of communication between teachers and administration need to take place. For example, a few participants noted that "job sharing and prep time need to be consistent throughout and they are not." This has a very negative impact on their wellbeing. Further, many teachers feel that there is an underlying "sexist environment throughout the district" where males are treated better, get promoted more and have more privileges in schools. One participant called it the "old boys club." While they did

not ask for gender equity, what they do wish for is policies that make things such as promotion, prep time, and job sharing equal throughout the district. However, what was noted was that they felt "unsafe to talk to district staff" about such things, feeling scared and in a culture of constant worry. What the focus group indicated was that they want to be "trusted and heard." Other items that the focus group would like to see in schools to support wellbeing is to ensure schools are safe and caring places for students and staff. Some felt unsafe as a result of violent outbursts from students and felt like "nothing ever happened because of it…and district staff needs to have our backs." Again, this stems from feeling supported and trusted.

Conclusion

Past events within SD #83 have hampered the thoughts and feelings around wellbeing of many throughout the district. However, it appears as though the district is on the cusp of change. The concept of 'balance' related to wellbeing was shown through all focus groups, with the understanding that finding balance is a lifetime project. It is ongoing. It is not a finite goal at the end of which you will have a peaceful, calm and meaningful life. As Bacharach (2015) indicates, "Balance is the process of holding something(s) steady during change." Several leadership positions within the district have been filled and many in the focus groups are "cautiously optimistic" that changes are going to happen. Change takes time and will not happen overnight. The focus group discussions and findings have identified key areas to help create a culture of wellbeing regardless of which department or place of the School District an employee is part of. Clear communication, honesty and trust, professional development around collaboration and relationships, and health and safety regarding staff and student wellness, are key items that can begin to be implemented almost immediately. Staff shortages, equity in relation to workload and hiring, and consistency in management may take time. Yet, if all stakeholders are on board and are open and trusting with one another, School district #83 could be at the forefront of an exciting and vibrant place to live, work, and be well. While each individual remains responsible for his or her own personal health,

creating the conditions in which people can reach their full potential is essential.

To overcome these challenges, here are some suggested areas to focus on while building a happy, healthy workplace culture:

- *Appreciation and Recognition*
- *Communication*
- *Respect, fairness*
- *Trust, purpose*
- *Empowerment*
- *Positive life balance*

There is strong evidence that feeling healthy and balanced drives the ability to perform at the best level possible in both our private and business lives.

SD83 Summary of results of online survey questions for staff wellness focus questions- March 2019

Question 1: what does wellness mean to you?	Number of responses
Being physically, mentally, spiritually healthy	29
Balance	13
Contentment/happy/enjoy life including work	9
Low stress or being able to cope with stress	7
Time to take of self	1
Feel safe and supported	1
In control on health and circumstances	1
Being connected to others/relationships	1
Being able to let go of negative and focus on positives	1
Question 2: what lifestyle factors promote or hinder your wellbeing?	Number of responses
Promote:	
Exercise	27
Sleep	18
Relationships/Connections/Laughter and fun with other	14
Healthy eating	13
Rest/relaxation/downtime/vacation	6
Fresh air/nature/time outdoors	5
Time for me to look after my needs	5
Support/Be set up for success	4
Positive Outlook	3
Meditation	3
Autonomy/Mastery/Purpose	2
Pets	1
Adventures	1
Reasonable work expectations	1
Hinder:	
Work stress – work load, or thinking about work	15
Lack of sleep	12
Lack of exercise- due to time/$/lack of energy	7
Stress	6
Family stress or lack of family time	5
Fatigue/lack of energy	4
Lack of support or appreciation	2
Screen time	2
Unreasonable expectations then being judged	2

Negative thoughts	2
Junk food	2
Substance use	2
Too busy	1
Physical space ex. Fluorescent lighting	1
Lack of control over hours /vacation time	1
Not feeling able to take sick time due to staff shortages	1
Question 3: What about the system in which you work promotes or hinders your wellbeing a) at the school level b) at the district level?	Number of responses
A) At school level:	
Promotes:	
Relationships/Connections between staff	6
Great staff- hard working and caring	5
Supported by admin/supervisor	3
Work- busy but enjoy it	2
Appreciated by admin/supervisor	1
Remedy	1
School climate	1
Being active with students	1
Hinders:	
Workload (excessive LR workload mentioned often) (More is not better)	17
Lack of support for behaviour and learning needs	4
Staff shortage	4
Poor or lack of communication	3
Stress	2
Lack of collaboration time- professionally and socially	2
Expectations that are too much to manage or that are not during work hours	2
Work in general	1
Meetings	1
Lack of equal distribution of challenging students	1
Unnecessary paperwork	1
Harassment /lack of respect	1
Physical space ex. lighting	1
Lack of support by coworkers	1
Scheduling and time tabling/ linear prep	1

Lack of accountability for students rude and disrespectful behaviour and for their own learning	1
b) at district level:	
Promotes:	
Mentorship program	1
Opportunities to participate in studies/courses	1
Nature	1
Exercise	1
Freedom to adjust schedule	1
Laura Paiement as support/consultation/wellness Wednesdays	3
Caring and appreciative leadership	1
Streamlining and efficiently implementing district wide systems	1
ProD that brings entire district together	1
Wellness committee (if it leads to change)	1
More movement based stuff	1
Hard working DESC staff	1
Hinders:	
Lack of appreciation/feel undervalued/doesn't even know what I do	9
HR policies/collective agreement issues	9
Lack of support • including for challenging positions as counselling	4
Poor communication	4
Staff shortages	3
Lack of respect for support staff by DESC staff	2
Poor training for new staff	1
SD is being ran as a business	1
Disparity between funding for literacy vs MH and behaviour challenges	2
Poor relationship skills by some SLT –doesn't even acknowledge by presence	1
Staff wellbeing not a priority	1
Loss of connection time for between staff • feel isolated	2
Start new programs while not supporting the basic needs like itinerant services	1
Lack of proactive wellness training	1
Too many changes and initiatives at once (pvp's getting burnt out)	2
Disparity between conditions at desc and at schools (physical space etc)	1
Lack of consultation –dictated on how to do things	1
Clerical staff – inconsistent training and skills	1
Timelines	1
Meetings	1

Long hours	1
Too much change	1
Not listening to needs	1
Communication and rules between all staff needs to be consistent	1
Lack of ProD training	
Too much concern over how things appear to the public and not what is best for staff and students	1
Hiring process-district promotions for some without giving staff a chance for a full time position	1
Perpetuating us vs them (desc vs. schools)	1
The system at the district level is not willing to address concerns that are so clearly present ex. Exodus of LRT's	
Elimination of positions like grief and loss and middle and secondary counsellor	1
Lack of time for IEP assessments and meetings	2
DESC atmosphere (hard working) but tense and no fun approach – increases stress	1
4) What would you like to see happen a) within your school and b) within the district to best support your wellbeing?	Number of responses
Didn't specify school or district	
Increase team environment	1
More appreciation	1
More discipline on my part	1
a) within your school	
Remedy –not pieced together	1
Supportive admin and colleagues • admin to listen to us and say more than, there is nothing that can be done	3
Realistic workload • LRT position mentioned often	4
Appreciation/recognition • Example during staff meetings	1
Staff meetings that allow opportunity to be healthy • Ex healthy food, opportunities to be active • Focus on health and wellbeing at staff meetings	2
Education on how judging and lack of respect impacts us (staff and students)	1
Planned staff and student "wellness" breaks	1
Support staff with significant behaviours in classroom -quick response to calls for help and same protocol shared across district	2
Increase staffing and deal with staff shortage	1

More mentoring	1
School wide breathing and movement breaks	1
Monthly get together – social and professional (not staff meetings)	1
Better communication and more time to work with LR and classroom teacher re: specific students	1
b) within the district	
More supports for student's needs • (my wellbeing is supported by students mental and physical health being taken care of) • Increase LR/Behaviour support/counselling hours • More support for students with complex needs • Best efforts- put in supports to make classrooms reasonable spaces to work and learn in • Increase behaviour support by increasing LR, admin, and counselling time at each school (what if schools had the same hours of counselling as they had of LIT)	9
Appreciation/respect/recognition • Leadership that genuinely cares, appreciates and values their employees • "build us up, train us up, provide us with consistent prod, believe in us. This is fantastic opportunity for the district"	6
More district wide events to promote unity/pride/collaboration/connections esp. between family schools	1
Team building for admin	1
Improved communication	4
HR – hire people that will work at all locations	1
Hr/collective agreement • change in work hours • paid mental health days • eliminate the policy of requesting subs • issues from CEA's (pay, flexibility, hours, training) • flexibility in LOA's/vacations • sick leave for dealing with ill family members • 4 day work week with longer days • Support people going on stress leave when they are burnt out	16
Increase support between colleagues and admin to staff	2
There is a feeling that decisions are being made based on data rather than an	
CEO- go into schools more and consult with staff • (feels like staff have no control over decisions and are being undervalued and underappreciated) • Get to know staff and what they do	3
Improve relationship between SD staff, admin, and SLT	2
Support for staff	
Support new great initiatives with funding and time	1
Have SD staff be able to use shops/gyms	1

Support groups	1
Exercise/yoga classes offered to staff	1
SD pay for yoga/gym passes	2
Release time for administrators (sick days, appointments)	1
Continue with wellness emails and positive messages	1
ProD on how to find work-life balance	1
Transparency as to the decisions being made and $ being spent	2
Plan major district events/shuts downs etc. during less stressful times	1
Think more about kids and front line employees and less about charts, minutes, and initiatives	1
Treat support staff as the valuable glue they are to the school	1
Improving training/expectations/professionalism for all administrators and SLT	1
Stop the pressure on teachers to make everyone graduate (not all should if they aren't putting in the time, effort etc.)	1
Full time positions for admin (not teaching as well)	1
Encourage more women to apply for admin positions	1
Scent free – including essential oils	1
More time for itinerants to be together – socially and professionally Example Christmas breakfast	1
Create a culture where downtime and simple life is valued and encouraged.	1
Coaches should be paid for their time	1
District needs to stand behind school to enforce a greater standard of ownership Ex. When students vandalize school- they must be held accountable for their actions	1