



FINANCE AND AUDIT COMMITTEE PUBLIC MEETING AGENDA

**The Central Okanagan Board of Education acknowledges that this meeting is being held
on the Traditional Territory of the Okanagan People.**

DATE: Wednesday, April 3, 2019
TIME: 4:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Finance and Audit Committee Public Meeting Report – March 6, 2019
(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 Trustee Indemnity for the 2019/2020 Fiscal Year
(Attachment)

STAFF RECOMMENDATION:

THAT: The Finance and Audit Committee recommends to the Board of Education:

**THAT: The Board of Education set the Trustee Indemnity, in accordance
with the most recent BC Consumer Price Index of 2.7% for the period July 1,
2019 to June 30, 2020 thereby setting the salaries at: Trustee - \$21,163,
Vice Chair - \$22,352, Chair - \$24,157.**

7. DISCUSSION/INFORMATION ITEMS

7.1 2019-2020 Estimated Operating Grants
(Attachment)

**7.2 Central Okanagan Public Schools Superintendent of Schools/CEO 2019-2020 Budget
Proposal**
(Materials to be provided)

7.3 Public Budget Consultation Input Received
(Attachment)

7.4 2019-2020 Budget Requests – Central Okanagan Teachers' Association
(Attachment)

7.5 2019-2020 Budget Requests – CUPE 3523 Central Okanagan School Employees' Union
(Attachment)

7.6 Amended Regulations 470R – Transportation Services Management
(Attachment)

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

**10. RECOMMENDATIONS/REFERRALS TO
THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**

11. ITEMS FOR FUTURE FINANCE AND AUDIT COMMITTEE MEETINGS

September	October	November
- Presentation: Audited Financial Statements for the Fiscal Year - Audited Financial Statements for the Fiscal Year (<i>Action Item</i>)		- Financial Update at September 30th School District No. 23 (Central Okanagan) Budget Development Principles - School District No. 23 (Central Okanagan) Budget Development Timeline
January	February	April (1st meeting)
- Amended Annual Budget for the Fiscal Year - Ministry Recalculation Allocation – School District No. 23 and Provincial - Financial Update at December 31st - Budget Survey development - Annual Review of Committee's Mandate, Purpose and Function	- Budget Presentation	- Overview of Budget Allocation - Budget Consultation Input Received - Trustee Indemnity for the 2019/2020 Fiscal Year
April (2nd meeting)	May	June
- Central Okanagan School District Preliminary Budget Proposal – Superintendent's Budget Recommendations - Financial Report at March 31st	- Auditor's Report to the Finance and Audit Committee – Initial Communication on Audit Planning for the Year - Annual CommunityLINK Allocations - Financial Update – International Education Program	- School District No. 23 (Central Okanagan) Annual Budget for the Fiscal Year

12. FUTURE FINANCE AND AUDIT 2019 COMMITTEE MEETINGS

April 17, 2019 at 4:00 pm
May 15, 2019 at 4:00 pm

June 19, 2019 at 4:00 pm
September 18, 2019 at 4:00 pm

October 16, 2019 at 4:00 pm
November 20, 2019 at 4:00 pm

13. MEDIA QUESTIONS

14. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Finance and Audit Committee Meeting DATE: March 6, 2019

CHAIRPERSON: Trustee C. Cacchioni STAFF CONTACT: D. Carmichael, Assistant Secretary-Treasurer

*The Committee Chairperson acknowledged that the meeting was being held
on the Traditional Territory of the Okanagan People.*

In attendance:

Board of Education:

Trustee R. Cacchioni (Chairperson)
Trustee J. Fraser (Committee Member)
Trustee L. Tiede (Committee Member)

In attendance:

Staff:

T. Beaudry, Deputy Superintendent of Schools
E. Sadlowski, Secretary-Treasurer/CFO
D. Carmichael, Assistant Secretary-Treasurer
V. Dougans, Finance Manager
M. DesRochers, Executive Assistant (*Recorder*)

Absent:

K. Kaardal, Superintendent of Schools/CEO

Partner Group Representation:

COTA Susan Bauhart, President
COPAC Sarah Shakespeare, President
COPVPA Mike Dornian, Treasurer
CUPE David Tether, President
DSC Matthew Richardson, Grade 12, Kelowna Secondary

Agenda/Additions/Amendments/Deletions

March 6, 2019 Agenda – approved as presented.

Reports/Matters Arising

February 20, 2019 Committee Report – received as presented.

Discussion/Action Items

1. Funding Review Panel Recommendations - Discussion

The Committee reviewed the provincial Funding Review Recommendations that were forwarded to the Finance and Audit Committee. The Assistant Secretary-Treasurer and the Secretary-Treasurer/CFO responded to questions.

Outcome:

The Committee recommended a few additional comments. Staff will collate comments from both the Finance and Audit Committee and the Education and Student Services Committee prior to forwarding to the Board of Education for approval.

Items Requiring Special Mention

1. Employer Health Tax Update

The Secretary-Treasurer/CFO shared that the Provincial Budget stated that the Employer Health Tax would be funded for school districts. However, it appears the province will only fund the Employer Health Tax from April 1, 2019 forward. In this case, the District would be required to pay the Employer Health Tax from January 2019 through to March 2019, which is approximately \$400,000. The District did budget for this possibility. The exact amount will be clarified once the amount that the District will receive is announced.

Recommendations/Referrals to the Board/Coordinating Committee/Other Committees

Public Board Meeting:

- Funding Review Panel Recommendations

Items for Future Finance and Audit Committee Meetings

Public Finance and Audit Meeting:

- Regulations 470R – Transportation Services Management (Discussion Item)

September	October	November
- Presentation: Audited Financial Statements for the Fiscal Year - Audited Financial Statements for the Fiscal Year (<i>Action Item</i>)	- Financial Update at September 30th	- School District No. 23 (Central Okanagan) Budget Development Principles - School District No. 23 (Central Okanagan) Budget Development Timeline
January	February	April (1st meeting)
- Amended Annual Budget for the Fiscal Year - Ministry Recalculation Allocation – School District No. 23 and Provincial - Financial Update at December 31st - Budget Survey development	- Budget Presentation	- Overview of Budget Allocation - Budget Consultation Input Received - Trustee Indemnity for the 2019/2020 Fiscal Year
April (2nd meeting)	May	June
- Central Okanagan School District Preliminary Budget Proposal – Superintendent’s Budget Recommendations - Financial Update at March 31st	- Auditor’s Report to the Finance and Audit Committee – Initial Communication on Audit Planning for the Year - Annual CommunityLINK Allocations - Financial Update – International Education Program - Review of Policy 425 and Regulations 425R - Student Fees	- School District No. 23 (Central Okanagan) Annual Budget for the Fiscal Year - Policy 161 –Accumulated Operating Surplus

Meeting Schedule

April 3, 2019 at 4:00 pm

June 19, 2019 at 4:00 pm

October 16, 2019 at 4:00 pm

April 17, 2019 at 4:00 pm

September 18, 2019 at 4:00 pm

November 20, 2019 at 4:00 pm

May 15, 2019 at 4:00 pm

Questions – Please Contact:

Trustee Rolli Cacchioni, Chairperson

Phone: 250-765-3419

email: Rolli.Cacchioni@sd23.bc.ca

Eileen Sadlowski, Secretary-Treasurer/CFO

Phone: 250-470-3224

email: Eileen.Sadlowski@sd23.bc.ca

Delta Carmichael, Assistant Secretary-Treasurer

Phone: 250-470-3233

email: Delta.Carmichael@sd23.bc.ca

Rolli Cacchioni, Chairperson



"Together We Learn"

SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN)
1040 Hollywood Road South, Kelowna, BC V1X 4N2
Tel. (250) 860-8888, Fax (250) 860-9799, www.sd23.bc.ca

Memorandum

Date: March 15, 2019
To: Finance and Audit Committee
From: Delta Carmichael, Assistant Secretary-Treasurer

Action: Trustee Indemnity for the 2019/2020 Fiscal Year

1.0 RELEVANT BOARD MOTION/DIRECTION

18P-059 (April 25, 2018 Public Board Meeting)

THAT: The Board of Education set the Trustee Indemnity, in accordance with the most recent BC Consumer Price Index of 2.1% for the period July 1, 2018 to June 30, 2019 thereby setting the salaries at: Trustee - \$18,964, Vice Chair - \$19,924, Chair - \$21,381.

18P-166 (December 12, 2018 Public Board Meeting)

THAT: The Trustee indemnities be adjusted to Trustee - \$20,607, Vice Chair - \$21,764, Chair - \$23,522.

2.0 BACKGROUND

Each School District is responsible for setting its own trustee indemnity rate.

3.0 INFORMATION STATEMENT

In accordance with Board of Education Policy 160, the Trustee Indemnity for the 2019/2020 fiscal year has been set at:

Position	F18-19	Stipend Increase	Updated F18-19	Factor	F19-20
Trustee	18,964	1,643	20,607	2.7%	21,163
Vice-Chair	19,924	1,840	21,767	2.7%	22,352
Chair	21,381	2,141	23,522	2.7%	24,157

4.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

None.

5.0 STAFF RECOMMENDATION

THAT: The Finance and Audit Committee forward to the Board of Education the recommendation:

THAT: The Board of Education set the Trustee Indemnity, in accordance with the most recent BC Consumer Price Index of 2.7% for the period July 1, 2019 to June 30, 2020 thereby setting the salaries at: Trustee - \$21,163, Vice-Chair - \$22,352, Chair - \$24,157.

6.0 APPENDIX

A. Statistics Canada Consumer Price Index

CONSUMER PRICE INDEX (2002 = 100) - 12-MONTH MOVING AVERAGE

Month- Year	CANADA			BRITISH COLUMBIA			VANCOUVER			VICTORIA		
	12-Month			12-Month			12-Month			12-Month		
	Average All-Items	12-Month Average % Change		Average All-Items	12-Month Average % Change		Average All-Items	12-Month Average % Change		Average All-Items	12-Month Average % Change	
Jan-17	128.6	1.4		122.7	1.9		124.8	2.1		120.9	1.8	
Feb-17	128.8	1.5		122.9	1.9		125.0	2.2		121.2	1.9	
Mar-17	129.0	1.5		123.1	2.0		125.2	2.1		121.4	1.9	
Apr-17	129.2	1.5		123.3	2.0		125.4	2.1		121.6	2.0	
May-17	129.3	1.5		123.5	2.0		125.6	2.1		121.8	2.0	
Jun-17	129.4	1.5		123.7	2.0		125.8	2.0		122.0	2.0	
Jul-17	129.5	1.5		123.9	2.0		126.0	2.0		122.2	2.0	
Aug-17	129.7	1.5		124.1	2.0		126.2	2.0		122.4	2.0	
Sep-17	129.9	1.5		124.3	2.0		126.5	2.0		122.5	2.0	
Oct-17	130.0	1.5		124.5	2.0		126.7	2.0		122.7	1.9	
Nov-17	130.2	1.6		124.8	2.1		127.0	2.1		122.9	2.0	
Dec-17	130.4	1.6		125.0	2.1		127.3	2.2		123.0	1.9	
Jan-18	130.6	1.6		125.2	2.1		127.6	2.2		123.2	1.9	
Feb-18	130.8	1.6		125.5	2.1		127.9	2.3		123.4	1.9	
Mar-18	131.1	1.6		125.8	2.1		128.2	2.4		123.6	1.8	
Apr-18	131.3	1.7		126.0	2.2		128.6	2.5		123.8	1.8	
May-18	131.6	1.8		126.3	2.3		128.9	2.6		124.0	1.8	
Jun-18	131.8	1.9		126.6	2.3		129.2	2.7		124.2	1.8	
Jul-18	132.2	2.0		126.9	2.5		129.6	2.9		124.5	1.9	
Aug-18	132.5	2.2		127.2	2.5		129.9	2.9		124.8	2.0	
Sep-18	132.7	2.2		127.5	2.6		130.1	2.9		125.0	2.0	
Oct-18	133.0	2.3		127.8	2.7		130.4	2.9		125.3	2.1	
Nov-18	133.2	2.3		128.1	2.6		130.7	2.9		125.6	2.2	
Dec-18	133.4	2.3		128.4	2.7		131.0	2.9		125.9	2.3	
Jan-19	133.5	2.2		128.6	2.7		131.3	2.9		126.2	2.4	

Produced by BC Stats using Statistics Canada CANSIM Table 326-0020

Note: The 12-month average % change is calculated using **unrounded** 12-month averages, not the rounded figures that appear in this document.

Note also: December figures are annual averages published by Statistics Canada; all other months are calculated by BC Stats.

<https://www2.gov.bc.ca/gov/content/data/statistics/economy/consumer-price-index>

Estimated Operating Grants - 2019/20 School Year
School District 23 Central Okanagan

September 2019 Enrolment Count					July 2019 Enrolment Count				
School-Age Enrolment	Funding Level	Funding	Total Supplement		Enrolment	Funding Level	Funding	Total Supplement	
Standard (Regular) Schools	22,429,1000	\$7,468	\$167,500,519		Summer Learning Grade 1-7	0	\$215	\$0	
Continuing Education	0.0000	\$7,468	\$0		Summer Learning Grade 8-9	0	\$215	\$0	
Alternate Schools	250.0000	\$7,468	\$1,867,000		Summer Learning Grade 10-12	0	\$430	\$0	
Distributed Learning	150.0000	\$6,100	\$915,000		Supplemental Summer Learning Funding			\$0	
Home Schooling	19	\$250	\$4,750		Cross-Enrolment, Grade 8 and 9	0	\$0	\$0	
Course Challenges	12	\$233	\$2,796		Summer Learning, Total			\$0	
Total Enrolment-Based Funding (September)	22,829,1000		\$170,290,065		February 2020 Enrolment Count				
Total Enrol. Change	Funding Level	Funding	Total Supplement		Enrolment	Funding Level	Funding	Total Supplement	
1% to 4% Enrolment Decline	150.0000	\$3,734	\$0		School-Age FTE - Continuing Education	10.0000	\$7,468	\$74,680	
4%+ Enrolment Decline		\$5,601	\$0		Adult FTE - Continuing Education	2.0000	\$4,773	\$9,546	
Significant Cumulative Decline (7%+)	1,036.1000	\$3,734	\$0		K-Gr 9 School-Age FTE - Distributed Learning	7.0000	\$3,050	\$21,350	
Supplement for Enrolment Decline			\$0		Gr 10-12 School-Age FTE - Distributed Learning	190.0000	\$6,100	\$1,159,000	
					Adult FTE - Distributed Learning	130.0000	\$4,773	\$620,490	
Enrolment	Funding Level	Funding	Total Supplement		Level 1 Special Needs Enrolment Growth	0	\$21,200	\$0	
Level 1 Special Needs	18	\$42,400	\$763,200		Level 2 Special Needs Enrolment Growth	10	\$10,100	\$101,000	
Level 2 Special Needs	925	\$20,200	\$18,685,000		Level 3 Special Needs Enrolment Growth	20	\$5,125	\$102,500	
Level 3 Special Needs	223	\$10,250	\$2,285,750		Newcomer Refugees	3.0000	\$3,734	\$11,202	
English Language Learning	705	\$1,495	\$1,053,975		ELL Supplement - Newcomer Refugees	3	\$748	\$2,244	
Aboriginal Education	2,700	\$1,450	\$3,915,000		February 2020 Enrolment Count, Total			\$2,102,012	
Adult Education	6,7500	\$4,773	\$32,218		May 2020 Enrolment Count				
Vulnerable Students		\$467,793			Enrolment	Funding Level	Funding	Total Supplement	
Supplement for Unique Student Needs			\$27,202,936		School-Age FTE - Continuing Education	8.0000	\$7,468	\$59,744	
					Adult FTE - Continuing Education	1.0000	\$4,773	\$4,773	
Variance from Provincial Average	\$123				K-Gr 9 School-Age FTE - Distributed Learning	1.0000	\$2,033	\$2,033	
Estimated Number of Educators	1,268.658		\$156,045		Gr 10-12 School-Age FTE - Distributed Learning	100.0000	\$6,100	\$610,000	
					Adult FTE - Distributed Learning	5.0000	\$4,773	\$23,865	
FTE Distribution	22,835.8500	\$180.33	\$4,117,989		May 2020 Enrolment Count, Total			\$700,415	
Supplement for Salary Differential			\$4,274,034		2019/20 Full-Year Estimated Total				
					Estimated 2019/20 Operating Grant from Indigenous Services Canada			\$1,034,131	
Supplement for Unique Geographic Factors			\$6,218,784		Estimated 2019/20 Operating Grant from Ministry of Education			\$210,207,697	
Funding Protection			\$0						
Curriculum and Learning Support Fund			\$453,582						
September 2019 Enrolment Count, Total			\$208,439,401						

Please indicate which of the following best represents you:

1. With regard to a child's education, what is most important to you and why?

Community Member	Class size and composition, supports (both personnel and technological) for teachers and learners and ensuring the continuation (or expansion) of extra-curricular and arts programs - especially music education. The first two items will provide the best possible learning environment for students, as well as teaching environments for staff. The last item has been proven year after year to create a most-complete educational experience for students.
Parent	I want my children to feel confident and happy at school. I believe that you can excel at anything in life if you are excited about Education. Its important to have a good education but I also thjnk that Mental health is of a high priority too.
Parent	That my Children have a good understanding of the basics, reading, writing, maths and now IT skills by the time they get to Middle School. This then enables them to thrive in the middle school environment which is a difficult time for students as they are growing up, dealing with hormones and social situations. High School in my children's experience is a really big step up from Middle so I would like students to be more prepared. For example, they basically go from no homework to lots in high school. I love the fact that High School is so full of options for students and that they are treated as young adults.
Parent	Exposing to variety of subjects. Acedemics.
Parent	friendly, community, resources, availability
Parent	Child's engagement
Parent	Competence
Parent	Teacher
Parent	Quality of education. Teaching curriculum, but also emotional support and teaching social skills.
Parent	Extra help create teachers
Parent	A learning environment where all students are safe, supported, and provided with the educational
Parent	That they learn effectively and sufficiently.
Parent	That myvchild has the supports in place that allow him to get the best possible education in a building in the same good condition as other schools in the district.
Parent	A modern safe environment that teaches and challenges to my child level
Parent	Being educated in general, given the tools to succeed once they graduate.
Parent	Proper and safe environment accessible to everyone.
Parent	That every child has the opportunity to learn at their own pace in a safe and respectful environment with the support they need when they need it.
Parent	For our society to survive, each generation must be persuaded of the benefits of our democratic society and the need to guard against the erosion of its principles and protections. Public education is about educating future citizens to consider a common ground in politics that can and will secure a more rewarding notion of personal security and tranquility for all. Our children need to prepare to become active citizens, our schools are expected to lay down the foundations of justice, freedom and civility in our free society. Civic engagement in a liberal democracy is achieved not by rote, or by spoon-feeding a set of standardized materials; active citizenship emerges out of trial and error by doing. It is essential that our children understand the basics of our form of government and the rule of law, and develop the skills prerequisite to critical thinking, analysis, self expression, and dissent, including numeracy, literacy, history and geography. A good education is neither purely cognitive nor solely based on subject matter or skill sets, but linked in both instances to legitimating the right of every graduate to express well considered judgment.
Parent	Each child deserves a healthy, inviting, warm and safe environment to attend school every day

Please indicate which of the following best represents you:

1. With regard to a child's education, what is most important to you and why?

Parent	That students are happy, enjoy and feel safe at school, and are making personal progress in clearly outlined and specific course curriculum learning plans where it is easy to see and track what skills and content they have mastered and what lies ahead of them yet, so that they can be proud and confident of what they have learned and are able to set goals for future efforts. Teacher accountability to students is also very important to me, as there is an enormous latitude in the structure and form that teaching takes in our classrooms presently.
Parent	That my child develops key life skills like learning how to learn and to cooperate in a community.
Parent	A good, well paid teacher who cares about children and their education. If teachers are happy and invested in their students, kids will feel this and have a better learning experience.
Parent	My children are treated respectfully and given a chance to learn in many ways. That they grow with a sense of belonging to their school. That they felt cared for at school. That the school teaches the whole child and they come out with happy memories.
Parent	That the district strives to prepare student with the skills needed to be respectful contributing members of society.
Parent	Actually learning
Parent	support, small classes and individual design for students
Parent	That our children are given the most face to face attention possible.
Parent	Social and emotional development.
Parent	French immersion being offered and better supported by the school board.
Parent	The most important component to my child's education is the classroom teacher. The classroom is where they spend most of the time and with whom they interact with the most.
Parent	quality teaching staff who love what they do and inspire our children to be the best they can be
Parent	supportive teachers who are on time for class. Teachers who set and follow a clearly laid out curriculum with the students including following through with tests on days that they are set rather than switching them around after children have prepared for them.
Parent	That my child is being challenged to grow and has access to current learning tools that will help her thrive
Parent	Kids have the skills they need to do well, socially, emotionally, and in their education.
Parent	Quality education because kids need to be challenged and have expectations set rather than participation ribbons for not doing anything and praise for doing nothing!
Parent	Safety and learning
Parent	Solid curriculum with teachers that are competent and creative enough to deliver the curriculum in
Parent	Having the teachers help students that are having troubles
Parent	Science technology and agriculture
Parent	I want that each child is educated where they are and if a child does not meet the requirement the child needs to be put in a lower or higher setting. I feel my child is bored since the beginning of this school year and every time I talk to the teacher it is not changing. My daughter told me several times that she needs to wait until her classmate has caught up. Participation medals for coming to school even if it's late is in my opinion not right.
Parent	Holistic learning incorporating traditional academic with real-life world applications.

Please indicate which of the following best represents you:

1. With regard to a child's education, what is most important to you and why?

Parent	it is important to me that my child be inspired everyday. To know That learning is exciting! To believe and live that Learning gives opportunity for amazing adventures and discoveries. I feel this is best achieved by including music, art, theatre, and physical activity into learning core material. Not just as subjects with specific learning goals (that is good too), But incorporated into lessons of any subject. Teachers need materials and access to amazing resources for this to happen.
Parent	Support and Resources for teachers to provide a quality education.
Parent	Student-directed learning Diversity education (which lacking in this district) Indigenous education
Parent	Supporting my child's extra needs
Parent	Specialist teachers. As my boys get older, I see the need for teachers who are passionate about what they are teaching.
Parent	Children deserve skilled teachers and CEAs that are able to support their learning in today's world. Within this the use of technology (laptops/computers) seems to be being used more frequently and yet classes within schools are having to share sets of laptops. When these are not available teachers are relying on students to use their mobile devices more and more. This creates pressure on young students to have these devices even when families may not be able to afford these. It should not be up to PACs to fundraise for these.
School Bus Driver	Safety and competent instruction
Staff	That the learning environment is safe, and supports are in place
Staff	Teachers are given the resources, time, and compensation to be able to invest fully in their students, and to create a student-centered learning environment
Staff	Individualized learning
Staff	That she is happy, and that she has opportunities to find her niche for success. We want to make sure that each child has opportunities to learn, and that he or she has the necessary interventions which allows him or her access to programs to get support when it is needed.
	library services should never be cut in a school

Please indicate which of the following best represents you:

2. Are there any programs, services, activities or District initiatives we should maintain as a high priority as we develop the 2019/2020 budget?

Community Member	Arts and sports programs must ALWAYS be a priority in schools.
Parent	Parent education opportunities so that all parents are well informed.
Parent	More money and time needs to be spent on the basics- Reading skills, Maths and as times change a great asset to the students would be teaching them keyboard skills from an early age. Overuse of portables lets get kids inside schools to learn. My middle school student has sports and music in KLO building everything else is in a portable. Late French immersion initiatives have been discussed since. I arrived in the district, three years ago its taken way too long to introduce and now both my younger kids have missed out, whereas my eldest started in grade 6 on the Coast. Students should have choices, only French program here to date has been if the parent has chosen it at kindergarten level. Students should have choices too.
Parent	Enrichment opportunities. Help with gifted children
Parent	support for teachers and students, class resources, continue education of staff, parent involvement
Parent	Before/after school activities: music, elements, sports
Parent	Success in high school and university readiness
Parent	Small class size
Parent	Counseling, and learning support
Parent	Activity
Parent	Smaller class sizes, adequate gym space in over crowded schools, better resources/ access to them for teachers to implement new curriculum.
Parent	Learning communities
Parent	Yes, support for ADHD and mental health evaluations.
Parent	Aboriginal Program. Student Supports. (Counsellors, Mentorship classes) Extra curricular classes and after hours programs especially those for the gifted and those who don't like traditional sports. Low income programs. Healthy Lunches for those on the lunch program. Find alternatives to processed food. Make sure condiments are available for sandwiches and salads.
Parent	The replacement of RMS has to be key. The school is no longer able to deliver education to the potential that is offered by its staff.
Parent	Rebuilding Rutland Middle school for starters, focus on anti-bullying, inclusion and internet safety in each school.
Parent	Arts, trades, computer classes(info tech, 3d arts etc), class trips accessible and offered to all grade levels for the purpose of learning, and environmental education, like a school garden for every school.
Parent	All school breakfast and lunch programs should be funded at the district level. Hungry kids can't learn.
Parent	First and foremost, no child should go hungry in a Central Okanagan school. Secondly, no child should go to our school in fear for their safety, or worse yet, fail to attend school out of anxiety. Finally, we must continue to focus on reducing the barriers to educational attainment of our Aboriginal and marginalized students.

Please indicate which of the following best represents you:

2. Are there any programs, services, activities or District initiatives we should maintain as a high priority as we develop the 2019/2020 budget?

Parent	Reading assistance to those who are having difficulty at their grade level
Parent	Fresh Grade is a useful way to stay in touch with what the kids are working on and a means to communicate and reflect on all the learning they have done. It also highlights good work, both from children and teachers, as it makes plain whether or not effort is being applied to learn, to provide feedback, and to make and chronicle progress. In my experience, the best teachers have made the best use of this tool, and students like having something to refer to for both the details and the larger picture of their learning.
Parent	Continuation of existing music programs.
Parent	Transportation, facility upgrade and renewal
Parent	Transportation to all students, including those in French Immersion, especially where there are safety, geography, and traffic congestion issues.
Parent	Classroom help for anyone and everyone. Not cea's. But classroom supports. More outdoor /community excursions more learning in the community.
Parent	All Special Ed programs (learning assistance, resource, etc)
Parent	technology training
Parent	Counselling
Parent	Love new challenges to framework for school district.
Parent	More bussing, especially for French immersion students attending their closest French immersion school.
Parent	I would like to see the fine arts curriculum supported. At my children's school (DRE) the music room was converted to a classroom this past year. I understand that there is an overcrowding issue and the space was needed as classroom space; however, it is critical that fine arts is not seen as secondary to classroom needs. I don't know what the solution is but I have seen a considerable difference /change in the quality of the fine arts program at DRE in the past year. It is impossible for the teachers to provide the same level of education while moving room to room. The teachers are simply unable to move the resources class to class. As you may know, music education is critical in child brain development and improves cognitive processes. I would like SD23 to find a way to support Fine Arts / music education.
Parent	leadership development and variety in courses to meet the needs of all students
Parent	Band, theatre, counselling
Parent	Ongoing training and support for teachers, continued support of field trips and learning through the Gaming grant, larger budget for books
Parent	Special education services
Parent	There should be more sport activities for kids grades k to 3. (Not just go outside and play on the playground equipment.)
Parent	Physical education.

Please indicate which of the following best represents you:

2. Are there any programs, services, activities or District initiatives we should maintain as a high priority as we develop the 2019/2020 budget?

Parent	I understand that the school district's SLP(s) are so lacking and overwhelmed with cases, that he/she are not able to service the need. My son was put on the waitlist by his teacher in September and I was advised he may not be seen until NEXT SCHOOL YEAR???!!!!
Parent	The costs of Field trips and assemblies should be covered by the school. Parents shouldn't have to pay for these.
Parent	StrongStart programs should be available in all schools. It is a great program that has helped both my kids transition to school. The district school also provide a budget for extra curricular activities and programs such as educational feildtrip and out of school programs and in schools educational clubs run by the teachers. The BCFV program and brownbag program are great programs that should also continue.
Parent	Teacher assistant with there special needs students need to have a smaller room for themselves at some points.
Parent	Outdoor education and real life applications.
Parent	Fine Arts, Leadership
Parent	More eca's
Parent	1. Specialist teachers/specialist programs. My boys love their electives and exploring new topics. I wish there were more specialists in the middle and elementary years. For example, I would love to see teachers who know French teach the language. The return of sewing and traditional shop classes. Music teachers in elementary schools.
Parent	Technology....computers laptops.
School Bus Driver	Transportation and early breakfast for the less fortunate
Staff	You need to put something in place to support the students who are not ready to learn because of their social and emotional needs. Students with high needs in this area are negatively impacting the learning of their peers
Staff	outdoor education programs - alternative education programming - behavioral intervention programs at the school level - aboriginal advocate programs - music programs at all levels of education
Staff	More custodians, schools are dirty.
Staff	I think that we really need to focus on helping students who struggle when they are young. Research shows that this is very important to children's success.
	computer skills

Please indicate which of the following best represents you:

3. Are there any new programs, services, activities, or District initiatives you would like us to consider adding as we develop the 2019/2020 budget?

Community Member	Increased student assessments to ensure each learner is provided the supports they need.
Parent	Happy with what is already available
Parent	Keyboard skills, and more competitive sports and academic programs for Students. I get everyone should be able to play, but life's a competition so I think more competition should be introduced earlier its character building.
Parent	more support for gifted children and those with hearing impairment
Parent	more support for classes, programs of the future that will help prepare kids for job that are not even thought of yet, problem solvers
Parent	Mentorship programs through before/after school programs
Parent	No more community classrooms!!!!
Parent	Reduce screen time in class.
Parent	Bullying support
Parent	?
Parent	More custodial
Parent	Same as above?
Parent	Wood working, and textiles for middle school students.
Parent	Speech therapy seems to be getting overlooked, especially at middle school level.
Parent	Rebuild Rutland Middle School, partnership with UBC and OC for middle schoolers to start looking into career options. RMS could really use a computer lab to stay competitive with the other schools.
Parent	Arts, trades, computer classes(info tech, 3d arts etc), class trips accessible and offered to all grade levels for the purpose of learning, and environmental education, like a school garden for every school.
Parent	Environmental initiatives
Parent	More help/courses to aid families struggling with kids with behavioural issues or mental health issues. Often kids are simply sent home if issues arise that can't be handled by a teacher or CEA. Leaving the parent to struggle and the child falling behind on learning.
Parent	I am concerned about our lack of a district initiative for supporting our gifted students. Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students flourish in their community and school environment. However, some gifted children may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. With the current focus on interaction and collaboration, There is little time for quiet reflection and even less for personal space. That old advice to stop and smell the roses still holds true. Concentration is the ability to focus the attention on one single thought or subject, excluding everything else from the field of awareness. A trained mind is able to focus, without being distracted by thoughts, noises or anything else. We call it a trained mind because our ability to focus our mind is a very significant learned skill. In our schools, students appear to lack sufficient opportunities to learn the skills necessary to support focus, concentration and attention. While group learning is important, programs must also offer training designed for individual growth.

Please indicate which of the following best represents you:

3. Are there any new programs, services, activities, or District initiatives you would like us to consider adding as we develop the 2019/2020 budget?

Parent	Bring back extra curricular sports and hobby/ craft programs at lunch and after school. To support the love of school, to engage with students who wouldn't normally have the opportunity to try extra curricular activities and to support our at risk students
Parent	I would like to see a truly anonymous way for children to report directly to the district (bypassing local administration) how successfully they feel they are being taught by individual teachers, particularly in the higher grades. Ideally this would form part of the teacher's employment record. I think teachers should receive constructive feedback and recognition for great work. For the senior years, I would also like to see lists of grade 11 and 12 courses that have run each year for the preceding five years on each of the websites for the SD23 high schools so that students can make informed choices about where and what they study. The existence of specific courses and programs in SD23 should be plainly visible to these students.
Parent	Primary sports and clubs and afterschool care
Parent	Partnering on transportation with the city of Kelowna to address safety and congestion. Look at opening the schools up to community use when not being used during school hours.
Parent	More music more gym
Parent	More money is special ed
Parent	Access to advanced education
Parent	more technology training
Parent	More community engagement programs in schools (community gardens, reading to elders)
Parent	More middle and high schools offering French immersion.
Parent	I would like the district to support the 7 habits initiative (new this year at DRE).Also, I would like the district to support Career Programs
Parent	More seating within OKM for children to sit and eat rather than sitting on the floor.
Parent	More special education services for children who need some supports but don't currently qualify. Supports for kids who are doing ok but could be doing much better with additional help.
Parent	See above. Bring back sport days, with relays and running, jumping and learning new sporty things. I would also like to see longer lunch (actual eating time) especially for younger children.
Parent	No
Parent	Professional resource workers such as SLP, so that any support the students may require, is actually available.
Parent	Activities should be paid for by the school.
Parent	More STEMS program should be run and encourage to access. The district school also provide a budget for extra curricular activities and programs such as educational fieldtrip and out of school programs and in schools educational clubs run by the teachers.
Parent	spend more money for each child to get as good as possible.
Parent	More outdoor education opportunities.
Parent	Field trips! This area is rich with many amazing learning opportunities, in the community and surrounding cities. Day or overnight excursions to other cities. Cultural events. Kelowna is a bit lacking here. Let's celebrate culture! School events. Making the school community a family.

Please indicate which of the following best represents you:

3. Are there any new programs, services, activities, or District initiatives you would like us to consider adding as we develop the 2019/2020 budget?

Parent	Greater and meaningful diversity education. Harmony day is not enough. Empathy education programs are meaningless if children only learn about normative white Canadian culture, history, literature, etc. Indigenous/First Nations education with a specific focus on Syilx/Okanagan culture, history, knowledge.
Parent	More eca's
School Bus Driver	Irresponsible travel by both teachers and administrators. Utilize the money and put it towards student education and programs
Staff	You need to put something in place to support the students who are not ready to learn because of their social and emotional needs. Students with high needs in this area are negatively impacting the learning of their peers
Staff	Forest Kindergarten (similar to Victoria/Vancouver based programs)
Staff	More money towards actual resources the kids use, like levelled books and math manipulatives. There are SO many classrooms without adequate student resources.
Staff	We need to put more money back into Elementary School intervention programs. CMOS had a lot of resources attached to it; it was important, and needs to be brought back.
	every day living skills like doing income tax balancing a bank book about mortgages etc

Please indicate which of the following best represents you:

4. Are there programs, services, activities or District initiatives we should consider eliminating or reducing as we develop the 2019/2020 budget?

Community Member	FSA's should absolutely be eliminated. They are useless for educators and create stress for students. They only provide value for political bodies such as the Fraser Institute, which then uses the information against public schools and educators in most cases.
Parent	NO
Parent	The career program at High School level is ridiculous, at grade 10 my daughter is having to do 1 hour and a half for a full semester, which means she loses an elective choice. Of course, career guidance is important but surely this amount of time dedicated to this at grade 10 is wasteful and is detrimental to students learning as they miss out on other subjects. However I suspect this is an initiative from Min of Ed, but maybe you could feedback to them the wastefulness of this time.
Parent	Field trips to fun places such as water parks, Tim hortons and kangaroo farm. Very little educational value.
Parent	keep all
Parent	Community classrooms!!!!
Parent	Reduce clerical staff.
Parent	Anything not accessible to all students, and fees for busing.
Parent	?
Parent	The litterless lunch program should be eliminating! Not fair to put on the parents, the kids' backpacks and lunch kits keep getting ruined!
Parent	Free parking for staff. There is no free parking for Interior health employees or City employees.
Parent	Probably the lowest attended and unfavourable amongst the students.
Parent	Less funding for sports, more for trades, arts and computers.
Parent	Aboriginal programs at elementary level need to be revamped. It is ineffective to have one advocate spend two days a week at different schools trying to aid several students spanning a variety of grades.
Parent	The time has come to sunset "Together we Learn", instead, an online presence, updated in a more timely fashion, would more effectively engage and inform our community.
Parent	No
Parent	The 'celebration of learning' at the end of each year.
Parent	Non essential administrative functions such as green house gas analysts and French immersion coordinators
Parent	There seems to have been a lot of reduction in services I'm not sure what more can be reduced.
Parent	Too many costly people in upper management in our district. Need more money down in schools where the children are and not in upper management. Why weren't those key staff district costs shared in the above chart? Very misleading and untruthful data. If you want to be transparent and have nothing to hide, then show all staff average district costs so we as parents can see the whole picture.
Parent	Music - some kids don't enjoy it - can it not be optional?
Parent	I do not have enough information to answer this question. Let me ask you if there are any programs, services, or activities that are accessed less and less over the years or are redundant due to technology? These should be reviewed and possibly eliminated.
Parent	no

Please indicate which of the following best represents you:

4. Are there programs, services, activities or District initiatives we should consider eliminating or reducing as we develop the 2019/2020 budget?

Parent	Sex Ed in the primary classes. The SOGI while may have a place should not be pushed hard on Elementry school. Kids are discovering who they are and what they like. The last thing they need to start thinking is I like trucks I must be gay or maybe I should be a boy.
Parent	If the District develops a way to communicate WHAT the various programs and initiatives are, then I would be able to comment.
Parent	I think many people use the brown bag breakfast or Lunch. Very close look into each case needed to be done. I makes me upset if I see people having there nails done, smoke weed and have designer closing and their kids eat free from the school and often throw food out.
Parent	N/A
Parent	Eliminate all support for We Charities (Me to We). This is a for-profit enterprise that has a troubling history in many ways. Eliminate all support for the Global School House; this initiative has often been racist and is counter to the sorts of diversity education that should be taught, as it constructs children in the Global South as victims, passive, etc.
Parent	I would like to see more supports for my boys within the schools and within the classrooms. I would look at eliminating or reducing positions/funding that aren't directly tied to a school
School Bus Driver	Not sure
Staff	Harmony day, SOGI.
Staff	It might be time to look at District Consultants. Are we getting the most 'bang' for our buck? With some, we definitely are. Student Support Services needs to be re-examined. There still is very little transparency.

Please indicate which of the following best represents you:

5. Are there other efficiency measures or cost-saving ideas we should consider as we develop the 2019/2020 budget?

Community Member	Stop concerning yourselves with the bottom line... budget based on the needs of SD23 schools and its students.
Parent	NO
Parent	I think the District should be open to closer ties with local commercial business. There is never enough money for everything, and I think that Pacs are expected to fill the void but what about being open to sponsorship from a business. e.g Sports pinnies with a business logo on. A plaque on a playground acknowledging donations from local businesses.
Parent	pool resources of schools especially when close proximity to each other
Parent	Community classrooms
Parent	I don't know, but stop having class sizes be so big! The kids don't learn enough as it is!
Parent	Not quite what you are asking for but promote more rentals of the schools facilities after hours.
Parent	Solar panels on schools??
Parent	Students could maintain and clean classes and schools to the best of their ability as part of a class/credit/work hours.Students could maintain and manage the landscape belonging to the school as part of a class/credit/work hours.
Parent	The district should consider contracting out snow removal and grounds maintenance. We seem to lack manpower to keep up with either.
Parent	Our school district had been operating a sizeable fleet of vehicles. One cost-saving idea that I have not heard discussed is fleet and route management infrastructure that identifies ways for us to manage our fleet more efficiently and developed strategies for downsizing underutilized vehicles. In 2012, UPS engineers found that left-hand turns were a major drag on efficiency. Turning against traffic resulted in long waits in left-hand turn lanes that wasted time and fuel, and it also led to a disproportionate number of accidents. By mapping out routes that involved right hand loop, UPS improved efficiency and safety. In our case, I have observed that many of our utility vehicles arrive at schools during student drop-off, a time of peak congestion around our schools. Appropriate analysis of our district fleet may allow us to identify opportunities to improve fuel economy and lower emissions, while requiring less maintenance overall.
Parent	Reduced installation costs for larger items paid for through non-sd23 funds.
Parent	Use of school facilities for sports, clubs or before/after school care operates by 2nd parties.
Parent	As someone who appreciates good architecture, in my opinion the new middle school in the Upper Mission could have been designed to be more cost efficient. The location was also not ideal either from a cost and access point of view. Future schools should be built with a bit more restraint on the design, durable building materials and a more practical approach to their location.
Parent	Lower class temps and lighting. Less paper useage. Have students clean more of their own messes.
Parent	See suggestions above. Eliminate several upper management positions that are not needed and put that money into our children, their schools and their teachers.
Parent	refine the rental process for teh district. there is a ton of money being lost due to inefficient rental process
Parent	Enforce children attending their catchment schools, but also allow the choice of closest school in either English or French immersion.

Please indicate which of the following best represents you:

5. Are there other efficiency measures or cost-saving ideas we should consider as we develop the 2019/2020 budget?

Parent	none, sorry.
Parent	Better recycling of all drink containers across SD23 that can then be returned (or collected) for a deposit refund.
Parent	I am not familiar enough with expenses and the allocation of funds to be able to offer an opinion.
Parent	Turn down the heat in the winter, close doors between corridors to maintain heat, and be & teach power smarts.
Parent	Less money spent on senior district administrator positions. Put staff and resources into actual schools and classrooms.
Parent	Have better fundraising for the schools. Something that doesn't cost the parents a ton of money. For example.. purdys chocolate are too expensive.
Parent	Reusing office supplies or art supplies for the following year if thats not being done already. Some schools dont have vice principal so that extra budget could be used to help pay for the educational programs.
Parent	N/A
Parent	Better use of parent skills and volunteering.
Parent	Looks like re-examining how many senior administrators there are should be a priority. You could fund a teacher, one clerical staff, and one custodian and still have change leftover by eliminating one senior district staff member
Parent	It has come to my attention that principals can use their school budgets to pay for a year end luncheon/dinner or for food for meetings for staff. Within the healthcare system (public funded) this has been banned due to cost. Funds need to be used for students or equipment that is needed that directly impacts education.
School Bus Driver	Put a freeze on all senior manager wages and perks. If the rack and file don't get raises then the upper management shouldn't either.
Staff	Change to a 4 day school week
Staff	4 day weeks!

Please indicate which of the following best represents you:

6. If additional resources were available to the District, how do you think they should be allocated?

Community Member	More staff, more technology and better facilities/upgrades for older schools (i.e. RMS).
Parent	Parent Education Sessions
Parent	Upgrading Schools, Rutland Middle is a disgrace, and I am not from that area, kids should have a better environment to learn in. More options for student transport.
Parent	to support classes and that support the kids for future
Parent	Improve Staff:student ratio.
Parent	Teach kids how to learn
Parent	In class support, teacher aid.
Parent	Busing fees eliminated, field trips should be monthly, and sports should be emphasized. And a new high school to serve Glenmore, North Glenmore, and Dilworth Area.
Parent	Survey teachers to see where most need is.
Parent	Smaller class sizes, more CEAs
Parent	More spent on educational tools for the kids, like building things and learning things.
Parent	Rebuild RMS. Additional CEA's Teachers who support students with learning difficulties (behavioral, undiagnosed ASD.)
Parent	Investment in the older schools to raise them to eliminate the current two tier system.
Parent	Rebuild Rutland Middle school!!! We don't even have extra curricular activities to have a say on what works and what doesn't.
Parent	Arts, trades, computer classes(info tech, 3d arts etc), class trips accessible and offered to all grade levels for the purpose of learning, and environmental education, like a school garden for every school.
Parent	Replace aging infrastructure and add more schools where portables are being added yearly.
Parent	Our first priority needs to be retrofitting Rutland Middle School. This 70 year structure was designed to be a high school old and was never completely reworked for it's middle school function, the facility still has its original wooden lockers, the building is in need of roof repairs and the ventilation system is out of date, the toilets are breaking down and there are none on the second floor, and the school is not equipped to support the disabled. However, for all the faults of the structure, the biggest problem are the portables. Forty per cent of the student population at Rutland Middle School attends class in a portable, even if the portables were in peak condition, this creates logistical challenges for students, as a district it is our duty to press to remove such barriers to education.
Parent	Better conditions at some of the older schools. Upgrades and nicer environments at the older schools. More sports programs at the schools that aren't typically known for their sports teams
Parent	Additional resources should be spent to provide a large variety of learning resources, opportunities and environments to assist children of all abilities, including those who excel, reach their full potential. There should also be more resources and support made available for teachers who are grappling with delivery of the new curriculum, or are struggling to support children in identifiable groups in any way.
Parent	Upgrading of old infrastructure, more comprehensive bus program.

Please indicate which of the following best represents you:

6. If additional resources were available to the District, how do you think they should be allocated?

Parent	Student transportation and facility improvements
Parent	Teacher and classroom support (CEAs and TAs) salaries. Or even better bonuses based on good performances. Contribute to building new and upgrade existing schools.
Parent	More outside time..or learning outside. Instruments More classroom help for Average students
Parent	In special ed support teacher jobs.
Parent	To the school's, classrooms and students. Not to administration!
Parent	to the individual schools that bring the resources.
Parent	More strong starts or smaller class sizes
Parent	To encourage and support the current surge in French immersion numbers.
Parent	Smaller class sizes. Numeracy and literacy support at the elementary level. Funding for food for at-risk / needy students.
Parent	support for students who need extra assistance with their learning
Parent	Each department put forth their requests and Administration work with dept heads to divide out the funds.
Parent	Updating and retrofitting old schools/classrooms/learning spaces. Water bottle filling stations in all schools to help encourage reusable water bottle usage.
Parent	Special education- getting more supports to teachers and classrooms to help with all kinds of kids, not just the one or two worst off.
Parent	Smaller class sizes or additional teaching assistance resources. Update old schools. New Rutland Middle.
Parent	See #3.
Parent	An online educator site or on one of the first district professional development day.
Parent	Outdoor education, real world applications, and CEA support to classrooms.
Parent	Music and music related activities.
Parent	More teachers to reduce class sizes. More CEA support.
Parent	More eca's
Parent	Directly to help classrooms: lower class size. Increase funding on those individuals who test students to help identify learning problems.
School Bus Driver	Wages and better pensions.
Staff	Straight into the classroom.
Staff	Increase salaries for teachers and support staff; fund new programs to support more different kinds of learners.
Staff	To adding more custodians to schools to keep them cleaner, new RMS.
Staff	Elementary Schools' intervention programs first. Some vulnerable Elementary Schools need more CEA time, or behavioural support time.

Please indicate which of the following best represents you:

7. What other information would you like us to know that will help us establish next year's (2019/2020) budget?

Community Member	Go after government for a proper funding model. The previous government demonstrated an ongoing level of disdain for education. Perhaps the current one may be more willing to work with school boards to properly fund education. Also, it is absolutely prudent to provide correct and accurate information to the public when discussing this topic. Exaggerating the total cost of compensation (listed in this survey) does not help to create the necessary goodwill required to engage in this process correctly and openly.
Parent	Thank you for the time that you put into planning an efficient budget for our District.
Parent	I think the schools should be encouraged to take the kids on meaningful field trips, not just ice skating at the local rink. Trips to museums and trips to the Coast are such a great experience for students, yet I think teachers are worried about taking these on due to liabilities, maybe the district could be more supportive.
Parent	thank you for all you do and being a leading district for the province. keep supporting the staff and all the kids. thank you
Parent	The mission is too far for kids to be sent from Glenmore to KSS.
Parent	Stop the laid back approach with students, they are getting dumber.
Parent	Parents want our older schools replaced. Plans need to be in place now for each schools replacement in the near future as enrolment grows because of population densification. Make the city understand they need to plan for schools where densification is approved.
Parent	The school district should be raising concerns with the Province over the lack of capital funding outside of the lower mainland and island.
Parent	You really need to take a really good look at the equality of spending amongst the schools and opportunities the kids have access too.
Parent	More teacher's aids for special needs.
Parent	With growing school populations busing routes need to be expanded
Parent	I am concerned that over the years we have allowed our school administration to erode too far. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader steps up to fill in holes as needed, is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, thinks before they act, and puts the needs of the school before themselves. At our school I believe our principal is overloaded, when meeting with parents, our principal is interrupted with pressing needs every few minutes. This presents challenges in difficult situations, makes appropriate followup more difficult, and has the detrimental effect of making a concern seem unwelcome. Sometimes, when under pressure, our principals make expedient decisions when more deliberation is appropriate. We need to do a better job of supporting our school administration with the resources necessary to successfully lead our children towards fulfilling their individual potential.
Parent	Rutland Middle School has a diverse socio economic population and would greatly benefit from more money going into its sports teams, extra curricular activities and morale boosting projects
Parent	You have done a terrific job budgeting during a time of tremendous change and increasing challenges.

Please indicate which of the following best represents you:

7. What other information would you like us to know that will help us establish next year's (2019/2020) budget?

Parent	Do everything to preserve physical education, arts and music content in the schools.
Parent	Your data reporting is appalling and very misleading and missing many key staff average district costs. Not a good way to build relationships between the district and their staff. As a parent I am sad for teachers and other sd23 employees on how they are treated and represented.
Parent	I know there are many factors in considering a school budget and I do not have enough information to understand or comment on the process. I would like to hope that as SD23 is making budget decisions you look at how this decisions impact the students and how the budget decisions make the system better for students.
Parent	Why do you consider it important to list salaries of teachers, education assistants, clerical staff yet not provide us with salaries of district staff? For example, what is the combined salary of the Superintendent and all the many Deputy Superintendents? Do you not feel that providing the salaries you did, may be seen as antagonistic?
Parent	There are many kids at risk of learning disabilities that cannot get the help they need because they are not currently failing or falling behind in relation to their peers. But without additional supports, they will eventually. We need to add supports and resources to make sure these kids don't fall through the cracks just because they are not currently a problem or more difficult student.
Parent	There needs to be repairs and updates done to older schools and make them feel more like a welcome environment than a cold institution.
Parent	Budget in field trips and extra activities.
Parent	South Rutland and Rutland Middle school in major need of repair. The Gym in South Rutland smells like mold and we all know The Middle school in rotten.
Parent	N/A
Parent	We needs more eca's
School Bus Driver	Be smart and listen to the grassroots. Do what's right and for the kids rather than protect a specific department
Staff	Teachers are on the brink. They feel unsupported by the district
Staff	I think this survey should be presented with better data. Surely the district has access more more in depth accurate data to demonstrate why an average teachers salary is listed as 100,000/year. This doesn't reflect that benefits and pension contributions are being combined. You might consider showing a distribution to show how, even though this maybe the mean salary, the distribution may also be skewed.
Staff	More classroom resources, more custodians per school, and less big show events.

Central Okanagan Public Schools 2019-2020 Budget Request

From: COTA

Amount: \$45,000.00

Description: Teacher Inquiry

Rationale for Teacher Inquiry dollars

Teacher Inquiry

One of the most powerful learning opportunities for educators is teacher inquiry. Inquiry gives teachers time to collaborate with their colleagues on issues that are important to their daily work. Our inquiry model is based on the BCTF's Program for Quality Teaching and is backed by research on effective professional development. Research demonstrates that the most effective professional development is sustained and content specific, the learning goals are aligned to the curriculum, and it involves active learning and collective participation. We have many more teachers apply than the allocated dollars allow for.

The cost to run our Teacher Inquiry has gone up over the years. Below is an example of a breakdown of what the costs are to run the program now.

Inquiry Project Costs			
42 Teachers X 3 days each	126.00	385.00	48,510.00
/ Celebration 80 people includes venue	80.00	37.50	3,000.00
		SUBTOTAL	\$ 51,510.00

Thank you for considering our request.

Costings based on:

1 FTE teacher \$ 100,000

1 hr CEA time \$ 35

1 Day TTOC \$ 385

Central Okanagan Public Schools 2019-2020 Budget Request

From: COTA

Amount: \$25,000.00

Description: Local Specialist Associations [LSA]

Rationale for LSA dollars

Local Specialist Associations (LSA)

The Local Specialist Associations provide professional development activities that promote the special interests of that group of teachers. They may carry out In-service education, maintain liaison with post-secondary faculty members, carry out curricular projects and provide professional learning opportunities to members.

We would like the grant to be maintained at \$25,000.00

Thank you for considering our request.

Costings based on:

1 FTE teacher \$ 100,000

1 hr CEA time \$ 35

1 Day TTOC \$ 385

Central Okanagan Public Schools 2019-2020 Budget Request

From: COTA

Amount: \$15,000.00

Description: Social Justice

Rationale:

The COTA, as a member of the BCTF is a social justice union. We are an organization of professionals who act on our broad responsibility to be involved in the social development of our community, all in the interests of the children we teach.

This year the COTA will again be hosting the Social Justice Sustainable Development Forum (Grade 5's) costing approximately \$18,000; and we have sponsored the Living Library Event (middle school) and the Youth Mental Health Summit (high school) to the tune of \$5,000 each.

We are requesting the District's continued contribution that will allow us to promote events such as these in the future.

Thank you for considering our request.

Costings based on:

1 FTE teacher	\$ 100,000
1 hr CEA time	\$ 35
1 Day TTOC	\$ 385

Central Okanagan Public Schools 2019-2020 Budget Request

From: COTA

Amount: \$2,500.00

Description: We would like funding for events that are co-collaboratively planned between classroom teachers, principals and TTOCs.

Rationale:

TTOCs are front line workers in our schools but receive little communication and minimal training on best practices. We would like to collaboratively plan welcoming, social, and training events, and revise documents and policies that will enhance the work of these often neglected but important people in our district. We plan to foster that communication between these parties which will allow for a smooth transition between classroom teachers and TTOCs. This program has been extremely successful this school year, and we would like to see it continue.

Thank you for considering our request.

Costings based on:

1 FTE teacher \$ 100,000

1 hr CEA time \$ 35

1 Day TTOC \$ 385

School District No. 23 (Central Okanagan)
Pro-D Allocations to COTA
June 30, 2017 to June 30, 2020

		Budget	Spend	
COTA Inquiry Project	F17	35,000	34,265	
	F18	40,000	33,110	
	F19	45,000	15,210	(As of 8-Mar-19)
	F20	51,510	0	

COTA TTOC Fund	F17	5,000	5,000	
	F18	5,000	5,000	
	F19	7,500	7,500	(As of 8-Mar-19)
	F20	7,500	0	

COTA LSA Fund	F17	15,000	15,000	
	F18	25,000	25,000	
	F19	25,000	25,000	(As of 8-Mar-19)
	F20	25,000	0	

COTA Social Justice Grant	F17	18,000	18,000	
	F18	18,000	18,000	
	F19	22,500	22,500	(As of 8-Mar-19)
	F20	23,000	0	

		SUMMARY		
		Total Budget	Total Spend	
	F17	73,000	72,265	
	F18	88,000	81,110	
	F19	100,000	70,210	(As of 8-Mar-19)
	F20	107,010	0	

F20 Ask **7,010**



CANADIAN UNION OF PUBLIC EMPLOYEES LOCAL 3523

CENTRAL OKANAGAN SCHOOL EMPLOYEES' UNION

March 13, 2019

Finance & Audit Committee

Attn: Delta Carmichael, Assistant Secretary-Treasurer

RE: 2019/2020 CUPE Budget Recommendations

Dear Mrs. Carmichael:

- Over the past seventeen years, there have been numerous budget cuts. In some years, Districts were expected to cover wage and benefit increases for their employees even though the wage and benefit increases were negotiated through the Provincial Government. As a result of these budget shortfalls, employees, as well as programs, have been reduced.
- School District 23 has added new schools: Chute Lake and Mar Jok. Canyon Falls should be coming online in September and H.S. Grenda will commence construction soon. We understand more clerical, custodial, advocates, bus drivers, and CEAs are or will be assigned and hired to accommodate these new schools and students. CUPE, however, is requesting more Operations staff be hired, such as trades and grounds. For the number of new schools, portables, additions and renovations, there are not enough workers to support all our schools and sites. We request, therefore, that more trades and grounds employees be hired.
- As a result of the Supreme Court ruling, more portables have been and will continue to be added because of increased enrollment every year. This ties in with our second point that our CUPE trades and grounds staff are being asked to do more work with the same number or fewer employees. Once again, we are asking that monies be set aside in the 2019/2020 budget to hire more trades and grounds staff.
- CUPE, throughout the years of budget restraints, have been meeting with our members and it is evident that morale is at a low point. With this being a negotiating year, CUPE is requesting money be set aside so CUPE and our Employer can negotiate. CUPE and our members do, of course, appreciate the kind words of recognition from our Employer, but setting some money aside to negotiate locally would show good faith and increase morale.

Thank you for your consideration.

A handwritten signature in dark ink, appearing to read "David Tether".

David Tether, President
CUPE Local 3523



"Together We Learn"

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)
1040 Hollywood Road South., Kelowna, BC V1X 4N2
Tel. (250)860-8888, Fax (250)860-9799, www.sd23.bc.ca

Memorandum

Date: March 15, 2019
To: Finance and Audit Committee
From: Delta Carmichael, Assistant Secretary-Treasurer

Information: Amended Regulations 470R – Transportation Services Management

1.0 ISSUE STATEMENT

Review amended Regulations 470R – Transportation Services Management.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

Regulations 470R – Transportation Services Management outline guiding principles for transportation in Central Okanagan Public Schools. The regulations were last amended in February 2017.

4.0 INFORMATION STATEMENT

If there is not a bus route available for students that are eligible for transportation, the individual providing transportation of the student(s) to the catchment school would be eligible for a transportation assistance payment based on mileage from the home address to the school. Transportation assistance payments are calculated at the rate of 60% of the rate paid to staff for personal use of vehicles for Board business to a maximum of 100 kilometers per day, based on one round trip per day, to the days on which the student(s) attend(s) school.

Staff calculated the maximum per year, per family, using a five (5) year average of the District's total transportation expenses divided by the number of students the District is capable of bussing.

Year	Total Cost *	# Routes **	# Possible Riders	Cost per Rider	TRANSPORT ASSISTANCE		
					# Families	\$ Paid	Max \$
2015	3,673,828	54	5,979	614	5	1,386	530
2016	3,781,518	55	5,834	648	9	3,280	561
2017	3,900,421	56	6,137	636	7	2,008	561
2018	4,178,802	56	6,703	623	10	5,064	561
2019	4,044,252	57	6,733	601	2	1,147	625

Average 624

*2015-2018 are the total transportation costs to the audited financial statements. The 2019 total cost is the amended annual budget amount.

**SPED routes not included (currently 10) as they are designed for a specific purpose).

5.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

The annual maximum transportation assistance rate will be adjusted as the five (5) year average cost/student changes. As this average cost/student changes, the accounting department will be notified of an increase to the annual maximum transportation assistance rate.

6.0. APPENDIX

A. Amended Policy Regulations 470R – Transportation Services Management (*Regulations*)



Section Four: Students

“Together We Learn”

**470R – TRANSPORTATION SERVICES MANAGEMENT
(REGULATIONS)**

**GUIDING PRINCIPLES for TRANSPORTATION
in ~~School District 23 (Central Okanagan)~~
Central Okanagan Public Schools**

Rider Eligibility

- 1) A student must be registered as an eligible or courtesy rider in order to ride the school bus. Registration will be available online year round.
- 2) A student will be considered eligible for subsidized transportation if his or her home address is at least 4.0 km (Kindergarten through Gr. 3) or 4.8 km (Gr. 4 through Gr. 12) from the school or schools designated for the catchment area (measured as actual shortest driving or walking distance).
- 3) If a student meets the criterion for home-school distance after being placed by the District at a school other than his or her catchment area school(s), the student will be given the same consideration as other eligible students. These students will only be designated as “capped” students by the appropriate Assistant Superintendent.
- 4) Seats that are not required for eligible students on school bus routes will be made available to courtesy riders based on the criterion of furthest home to school distance. Courtesy ridership is subject to cancellation at any time, with a one-week notice, based on the receipt of an application for the transportation for a newly identified eligible student living within the catchment area.
- 5) In the case of a student residing with parents or caregivers in more than one home, one address will be accepted for eligibility purposes. However, where possible, consideration will be given to an alternate stop on the same route or a courtesy seat on another route within the same catchment if a parent submits an application.
- 6) In situations in which a student in Kindergarten through Gr. 3 qualifies as an eligible or courtesy rider and an older sibling travelling to the same school does not, the older sibling will be given courtesy riding privileges on the same bus if space permits.
- 7) In the event that students with courtesy riding privileges have to be displaced due to the registration of eligible students living further from the school, the first criterion for priority will be distance from the school and the second criterion will be the accommodation of an older sibling travelling with a younger student. Ties will be broken in favour of the youngest student.
- 8) Transportation will not be provided to a school elective program outside a student’s catchment area (e.g. French Immersion or locally developed courses).



Policies And Procedures

Section Four: Students

“Together We Learn”

Conduct

- 9) Students must abide by their school’s Code of Conduct expected of all riders.

Routes

- 10) School bus routes are established on the basis of safety and efficiency of service for students who meet the criteria for eligibility.
- 11) Route changes must be approved by the Director of Operations or delegate.
- 12) A minimum of fourteen (14) eligible students is required for the establishment of a bus route.
- 13) Where possible, routes will be designed to minimize the time students spend on a bus with an upper limit of 40 minutes as a guideline.
- 14) Where reasonable, a bus driver will be assigned to the morning and afternoon routes for a given run.
- 15) Where reasonable, bus stops at sites other than school sites will have 15 or fewer students.
- 16) Where reasonable, routes will be planned so that students are able to travel without having to transfer from one bus to another in a single direction.

Fees and Payments

- 17) Eligible riders and courtesy riders registered on bus routes must pay the student transportation charge; however, Board Policy 425 – Student Fees and 425R – Student Fees (Regulations) is in place for those families who are experiencing financial hardship and are unable to pay the transportation charge.
- 18) Special Education students identified by the Student Support Services Department as requiring a specially equipped bus will be considered as eligible students.
- 19) Families with more than two children assigned to a bus will receive a 50% subsidy of the Student Transportation Charge for the third and fourth child assigned to a bus and a 100% subsidy of the Student Transportation Charge for the fifth and any additional children that are assigned on a bus.
- 20) Once the Board has established a student transportation charge for a year of service, a minimum 50% of the charge must be paid by June 30th of the year prior to the year of service, and the charge must be fully paid by October 15th of the year of service.
- 21) If there are less than fourteen (14) eligible students for a bus route, the individual providing transportation of the student(s) to the catchment school may be eligible for transportation assistance payment based on mileage from the home address to the school.



Policies And Procedures

Section Four: Students*“Together We Learn”*

- 22) Transportation assistance payments described in the above guideline are calculated at the rate of 60% of the rate paid to staff for personal use of vehicles for Board business to a maximum of 100 kilometres per day, based in one round trip per day, for the days on which the student(s) attend(s) school. ~~To a maximum of \$561.00 per year, per family. To a maximum of \$625 per year, per family. This annual maximum transportation assistance rate will be adjusted as the five (5) year average cost/student changes.~~
- 23) If a family has more than one student attending a given school, only one transportation assistance payment will be made.
- 24) If transportation or a transportation assistance payment is provided on behalf of a student on the wait list for his or her catchment area school and the invitation to return mid-year is declined in favour of a September entry, school bus transportation or the transportation assistance payment will be continued for the balance of the current school year. However, if the student remains at this school in the following year the student transportation charge will apply or transportation assistance payments will be discontinued.
- 25) Students must be registered and assigned to a route by the Transportation Department before the student transportation charge will be accepted.
- 26) The student transportation charge is to be paid before the bus pass will be issued.
- 27) Students added to a route midyear will be required to pay for the current and remaining months before the pass will be issued.
- 28) A current identified eligible student who does not register by the established new year registration date and has not submitted the student transportation charge by the cut-off date will not be eligible to ‘bump’ a courtesy rider. Upon registration such a student will be placed at the top of the waiting list for the next available seat.
- 29) If a courtesy rider is ‘bumped’ by a newly identified eligible rider, the courtesy rider will receive a refund pro-rated from the last day of service.
- 30) If an eligible rider or courtesy rider discontinues using the transportation service prior to March 31 of any year, a prorated refund will be issued upon request and once the bus pass is surrendered to the School District. The refund will only cover the months after the month in which the pass is surrendered. No refunds will be issued after March 31.
- 31) The student transportation charge and lost and damaged bus pass charge will be communicated each year in accordance with Policy 425 – Student Fees
- 32) Students will not ride the bus unless they have been registered, have paid the student transportation charge and have received a valid bus pass.
- 33) Additional Service Routes - parent requested routes will be charged the minimum of the student transportation charge or actual cost if higher than the student transportation charge.

Date Agreed: November 12, 2008

Date Amended: May 27, 2009, May 12, 2010, November 13, 2013;

October 14, 2015; February 22, 2017

Related Documents:

470R – Transportation Services Management

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