# PVP Feedback

| |
|---|
| 1.     What model could be used to manage and prioritize work orders? For your school? for your family of schools? for the district? Please consider this question as it relates to: |

| |
|---|
| a.     Technology infrastructure: <br> • A new program that could: <br> • follow up with a notification of receipt, <br> • provide an expected date for completion of the work order-timeline, <br> • an estimated cost for a job not covered by district – Principals could decide whether to accept or decline job <br> • a notice of completion would arrive to the person who submitted. <br> • Look to other districts for a more efficient user friendly program <br> • like the notification system in SFE <br> • more digital accountability and efficient follow-up process |

| |
|---|
| b.     Custodial: <br> • clarify the role of school admin and maintenance in regard to supervision and communication with custodial staff |

| |
|---|
| c.     Transportation: <br> • An online program for transportation request that would send confirmation email, driver's name, estimated costs <br> • Communication with Bus Drivers regarding behavior incidents |

| |
|---|
| d.     Operations/Maintenance <br> • Feedback on how schools are doing with energy savings in dollars, incentives and information for students <br> • It would be very beneficial to know when maintenance and tech support is arriving so we could better prioritize "side jobs" <br> • Tech support could work outside of bell schedules and on school holidays – fewer interruptions <br> • have TECH support available throughout the district, 12 months of the year <br> • Clear Protocol for hiring out jobs <br> • it would be great if we had a time frame for work orders for more complex issues. The short term, smaller or emergent issues seem to be fine. <br> • a Family of Schools Handyman. Someone who lives in the Family Area typically & whose kids attend (ideally) - More Ownership around their workmanship <br> • It might be helpful to sit down with the Maintenance department to look at projects/smaller jobs/ and general school maintenance and then together identify priorities and timelines. This could help with coordinating projects within family of schools, material & supply orders and creating efficiencies in how staff are deployed to the schools. |

| |
|---|
| e.     Facilities/Buildings <br> • plan for regular maintenance of sites not bandaid solutions <br> • Preventative maintenance. |

2.  What are the best things about the physical learning environments in our schools? The worst?

- The students and committed staff.
- Some infrastructure and concrete encroach on the ideal learning environment.
- We have great places outdoors.
- making the most of our indoor and outdoor learning environments
- Old fashioned learning environments in older buildings can create challenging learning environments but our staff do excellent jobs of adapting and creating.
- clearing out old stuff that has no use takes a while and so large equipment that needs to be disposed of sits.

3.  Do you have any ideas for increasing efficiencies while maintaining or improving service, learning opportunities and working conditions in our district with regard to facilities, custodial services, technology, and transportation?

- Reduce redundancies - maintenance showing up at a site and only doing one job then leaving when there are other work orders in the same building.
- Communication is important, annual or semi-annual review of outstanding work orders.
- like the summer work crews- a team approach to site maintenance.
- Some advance notice so we can prioritize tasks and even do some easy prep if appropriate
- Relocate School board office to Central School or possibly Salmo (Geographic middle of District) more distance from BO funds.
- Putting together "family of schools" work orders with multiple tasks at each site so that one visit solves several issues for maintenance.
- what is the base line equipment needed that is not a school cost? tables? chairs? Do we have this information somewhere?

4.  How do schools and other district facilities contribute to your child's/student's learning and why? Are there community facilities outside of SD8 that also contribute to learning in SD8?

- Yes: our fitness facilities, service learning facilities, mental health facilities, local parks, community gardens, local trails, spawning channel, wetland areas, ski area, etc.
- I would love to see some energy to re-visit shared use agreements with the RDCK and the Town of Creston with SD8. Also speaks to the need for adequate/extra transportation requests and support $ to get our students to activities in our neighboring communities