

Talking Tables 2022-2023

Date: November 18, 2021

Presented by: Kim Morris, Secretary-Treasurer

Agenda

6:00 – 6:20 Welcome

Acknowledgement
Opening Remarks
Format of the Evening

6:30 – 7:00 Budget Presentation

7:00 - 7:20 Topic#1

7:20 – 7:50 Topic #2

7:50 – 8:10 Topic #3

8:10 – 8:25 Closing Remarks



Traditional Acknowledgement

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations on whose traditional territories we live, we learn, and we do our work.

Opening Remarks

Deb Whitten, Interim Superintendent

Kristely Kelly, Director of Education, Songhees Nation

Kalie Dyer, Education Director, Esquimalt Nation

Caitlin Bird, President, Métis Nation of Greater Victoria

Connor McCoy, President, Principals Vice Principals Association

Jane Massy, President, CUPE 947

Brian Whin-Yates, Recording Secretary, CUPE 382

Angela Carmichael, Vice-President, VCPAC

Breakout Room Introductions

- Breakout Room 1 – Sean McCartney
- Breakout Room 2 – Jeff Davis
- Breakout Room 3 – Harold Caldwell
- Breakout Room 4 – Katrina Stride
- Breakout Room 5 – Chuck Morris
- Breakout Room 6 – Shelly Niemi

What is Talking Tables?

Event in the annual budget process

Include all education partners

Include large, diverse group

Social

Opportunity for Trustees to hear from as many voices as possible

Opportunity for individuals to deliver messaging to trustees

Talk about learning before money to align resources

Format of the Evening

- Unfortunately due to COVID we are not meeting face to face at this time
- Non-COVID, we'd have dinner and social time together
- Tonight after the presentation you'll be placed in a breakout room
- The breakout room will be your team for the evening
- Trustees will move to different breakout rooms after teach topic is discussed
- Intention is you meet as many trustees as possible and that they meet as many of you as possible

Budget Presentation

One *Learning* Community



Values/Guiding Principles

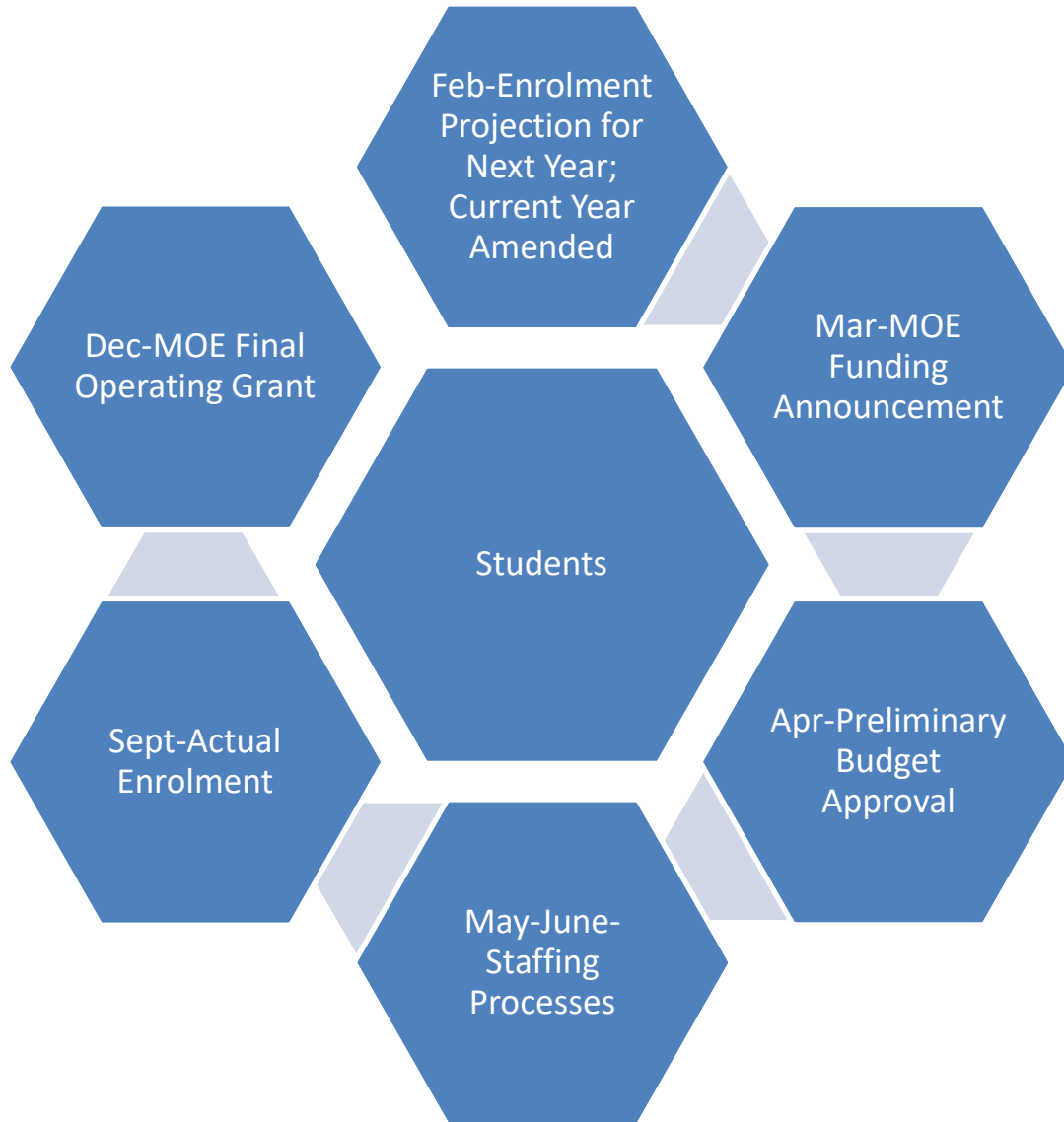
- Students: at centre, service for every student to succeed
- Relationships: respect, expertise, diverse opinions, civil discourse
- Indigenous: culturally respectful and responsive
- Alignment: Strategic Plan, Framework for Enhancing Student Learning
- Timelines: critical for staffing & collective agreement deadlines
- Collaboration: inclusive, understanding, impacts, solution-oriented
- Sustainability/Change: efficiencies, surplus, long term planning, environment

Budget Advisory Committee

- 34 member committee
- Trustee Duncan is chair
- Agendas and Minutes: <https://www.sd61.bc.ca/our-district/financial/>
- Make recommendations to the Board by:
 - Consensus; or
 - Opposing view made known to trustees
- Board is the decision maker
- Decision deadline: April 2022

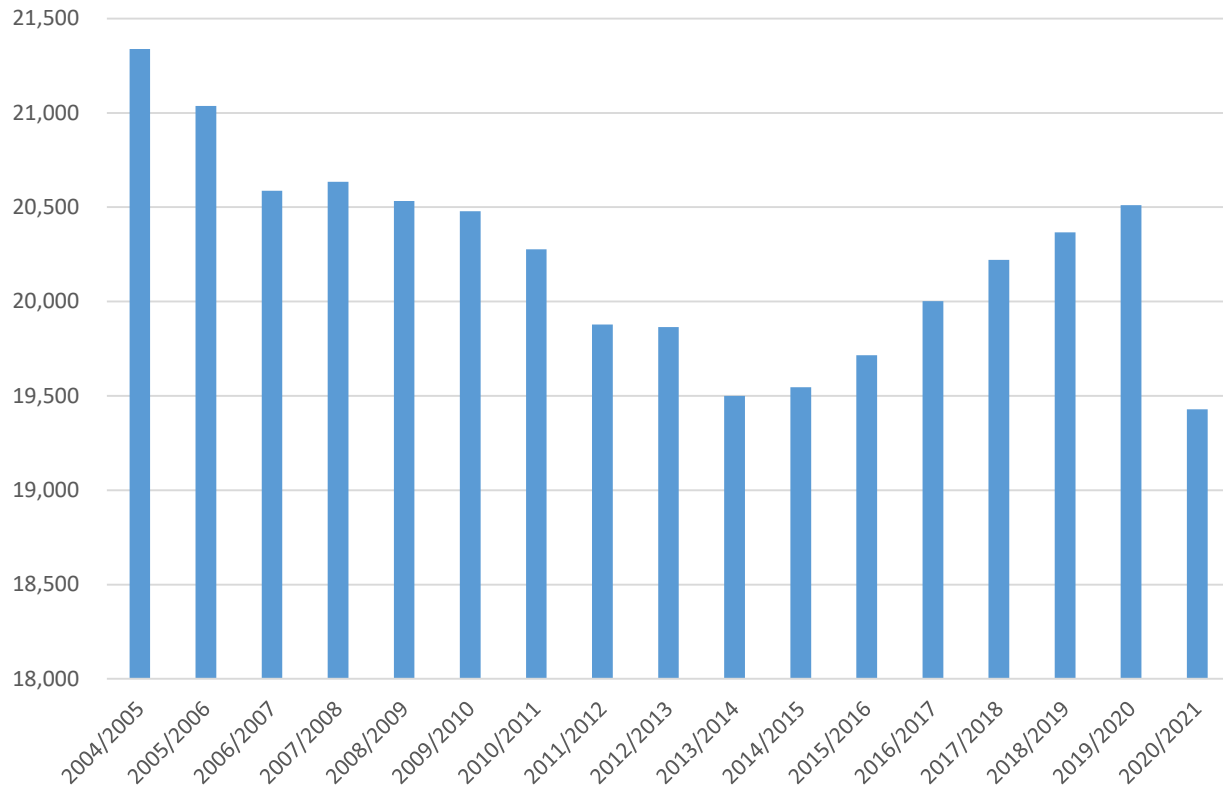
Process

- Committee meets 7 times between November and April
- Talking Tables
- Student Symposium
- Public Town Hall March 10, 2022
- Bylaw Readings April 4 and April 7, 2022



Budget Cycle

Enrolment



Basic Allocation

Common per student amount for every FTE student enrolled by school type

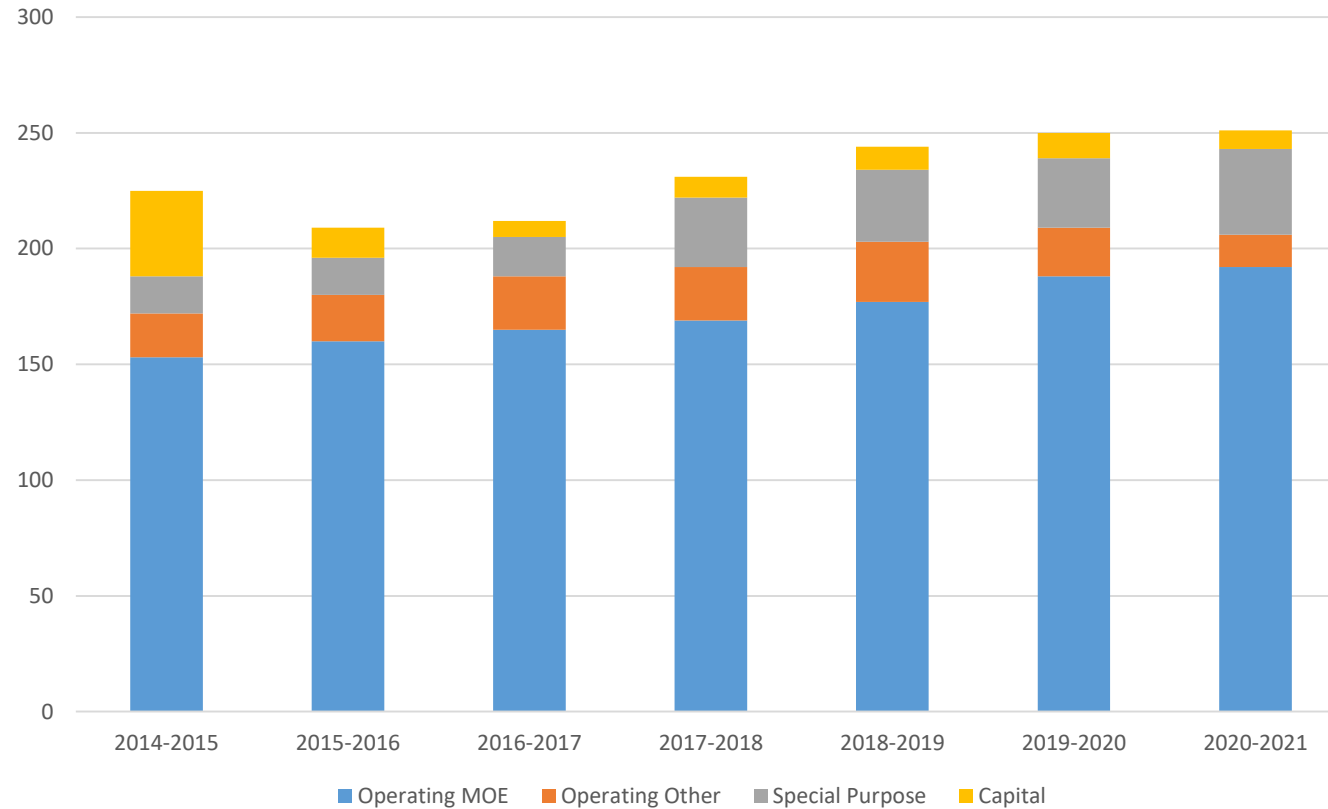
| | |
|--|--|
| Standard School: \$7,885 per school age FTE | Continuing Education: \$7,885 per school age FTE |
| Alternate School: \$7,885 per school age FTE | Distributed Learning: \$6,360 per school age FTE |

Unique Student

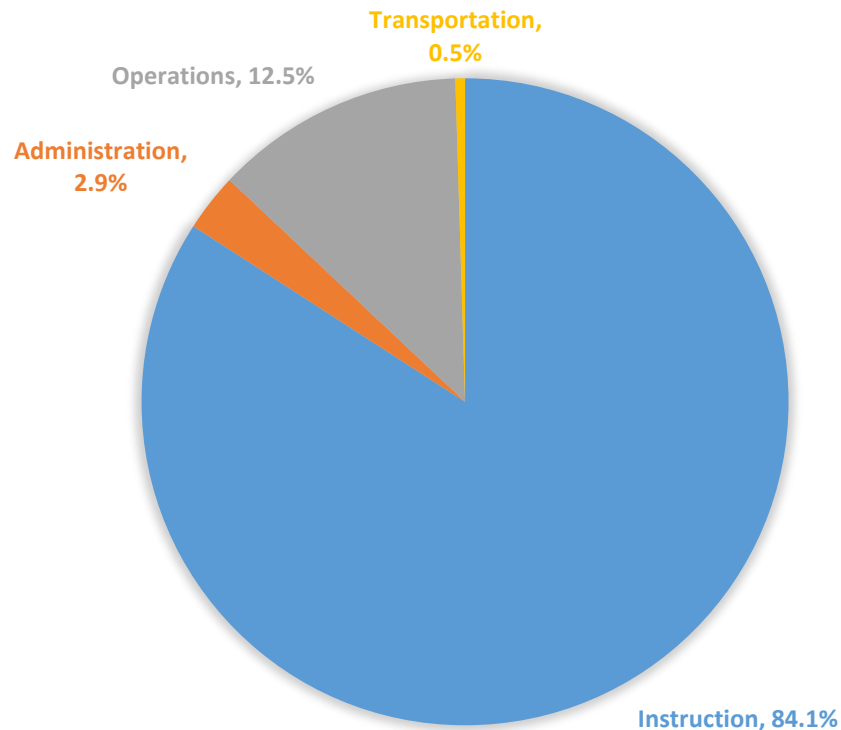
Additional per student funding to address uniqueness of district enrolment and support additional programming

| | | |
|---|---|---|
| Level 1 Special Needs: \$44,850 per student | Level 2 Special Needs: \$21,280 per student | Level 3 Special Needs: \$10,750 per student |
| English/French Language Learning: \$1,585 per student | Indigenous Education: \$1,565 per student | Adult Education: \$5,030 per FTE |
| Equity of Opportunity: Mental health; youth in care | | |

Revenue



Operating Expenses



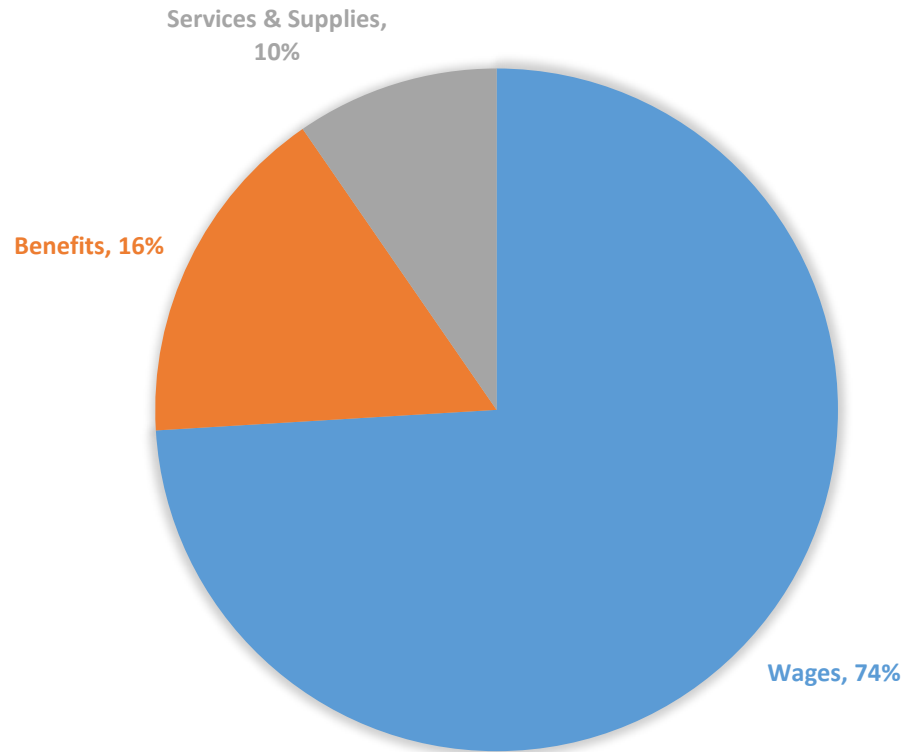
Instruction –relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Education Assistants, technology for the classroom, textbooks, curricular and extra curricular travel

Administration –relates to **running the district**: Superintendent, learning and special education leaders, finance, human resources, payroll, software, legal, audit

Operations –relates to the **maintenance and upkeep of buildings, grounds and technology**: plumbers, electricians, carpenters, custodians, groundspeople, computer technicians

Transportation –relates to **getting students to and from school each day** bus contractors and bus monitors

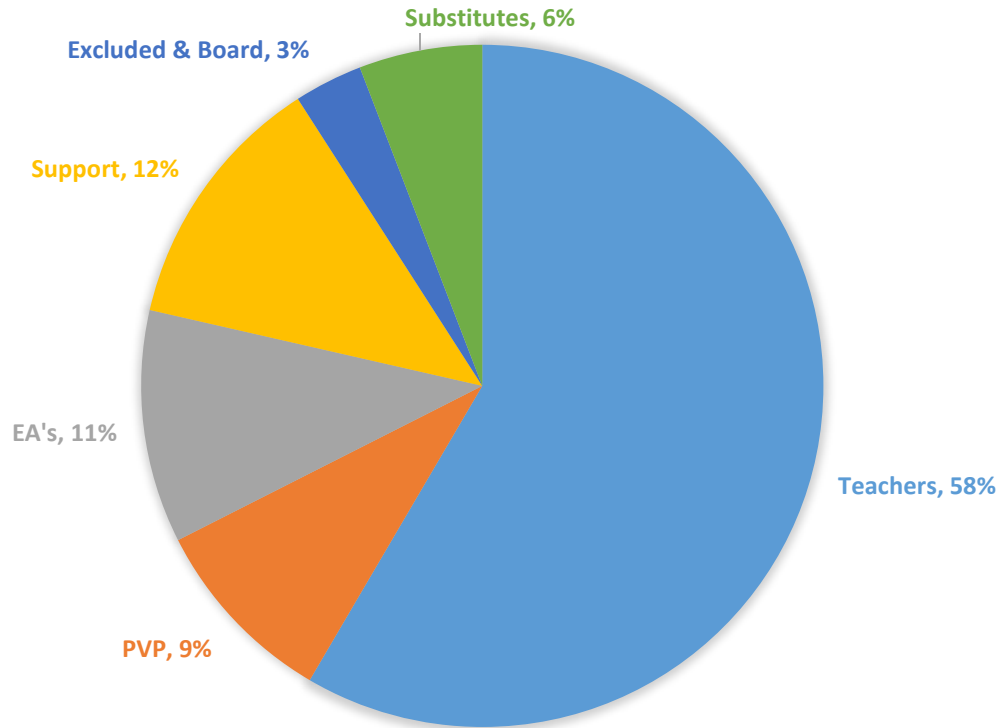
Operating Expenses



Paying people their wages and benefits takes up approximately **90%** of the budget

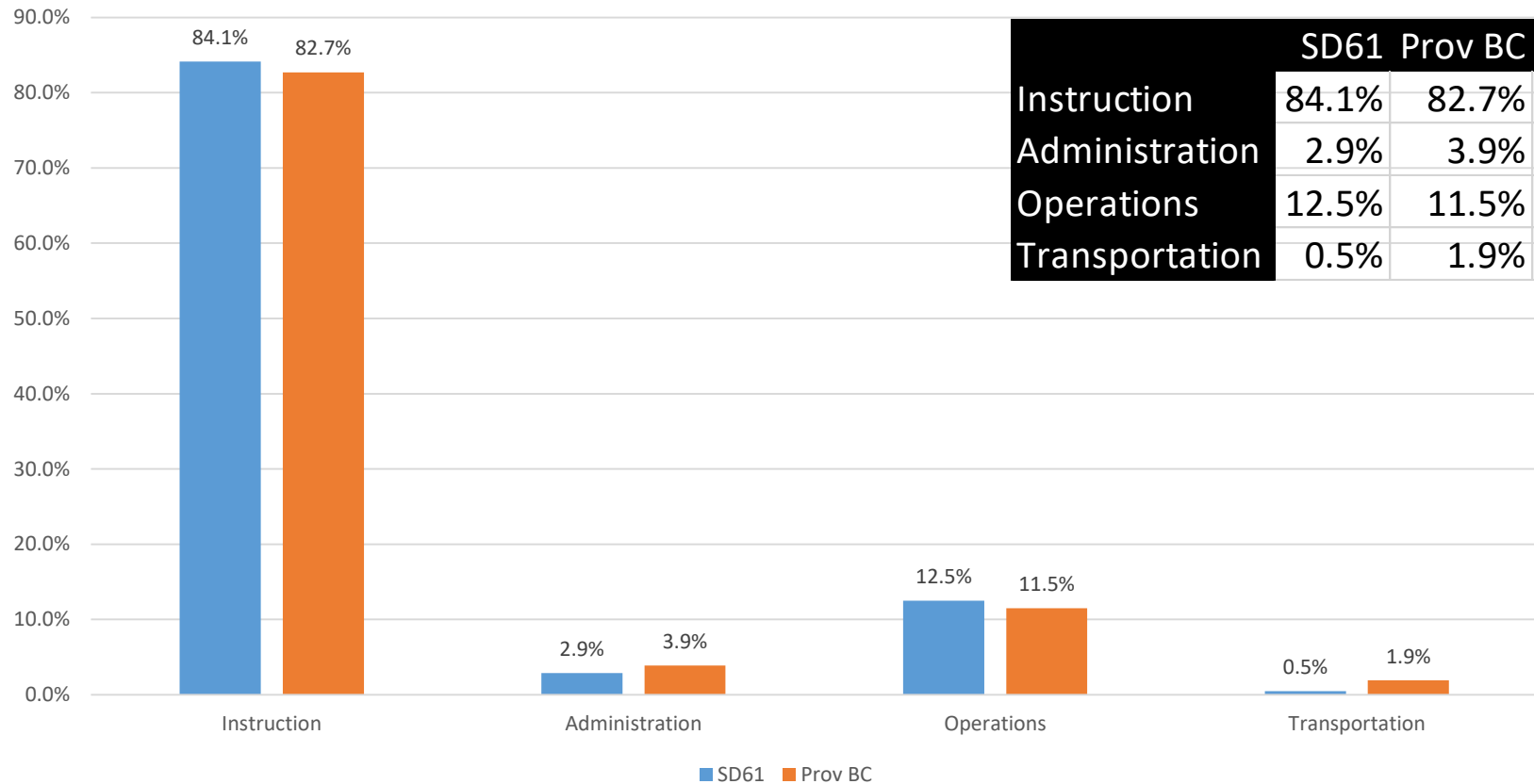
Paying for **everything else** (services and supplies) like technology, textbooks, fuel, travel, toilet paper, library books etc takes up the remaining **10%**

Operating Expenses

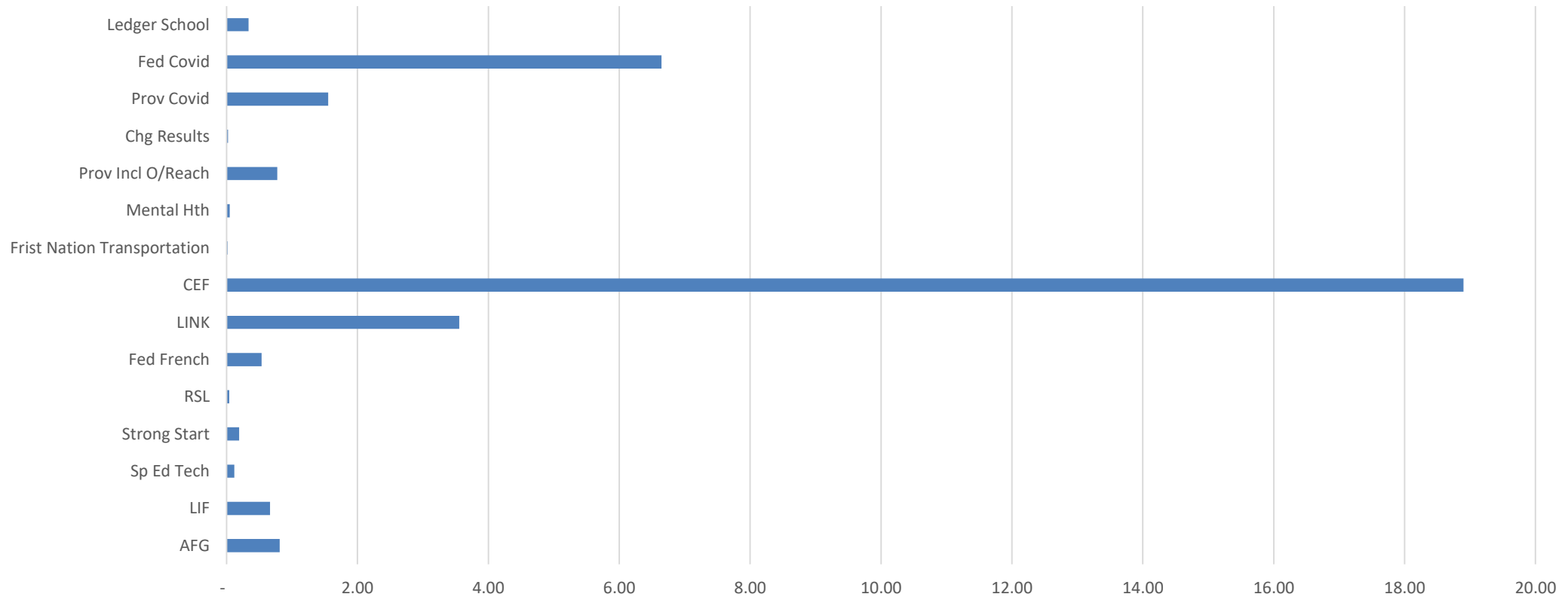


- Education is a **human service**, therefore most of the wages paid are to people **directly servicing students in schools and classrooms day to day**; teachers, counsellors, Principals and Vice-Principals, Education Assistants and Aboriginal Education Workers. These employees are paid 80% of total wages
- **Supporting and foundational** to classrooms are the secretaries, journeymen, custodians, computer technicians, superintendent, accounting staff etc. These employees are paid 15% of total wages
- Finally, when a teacher gets sick or attends a district meeting or a custodian or secretary or education assistant takes vacation, a **replacement or sub** is required to do their work. TTOC's and CUPE Relief employees are paid 5% of total wages

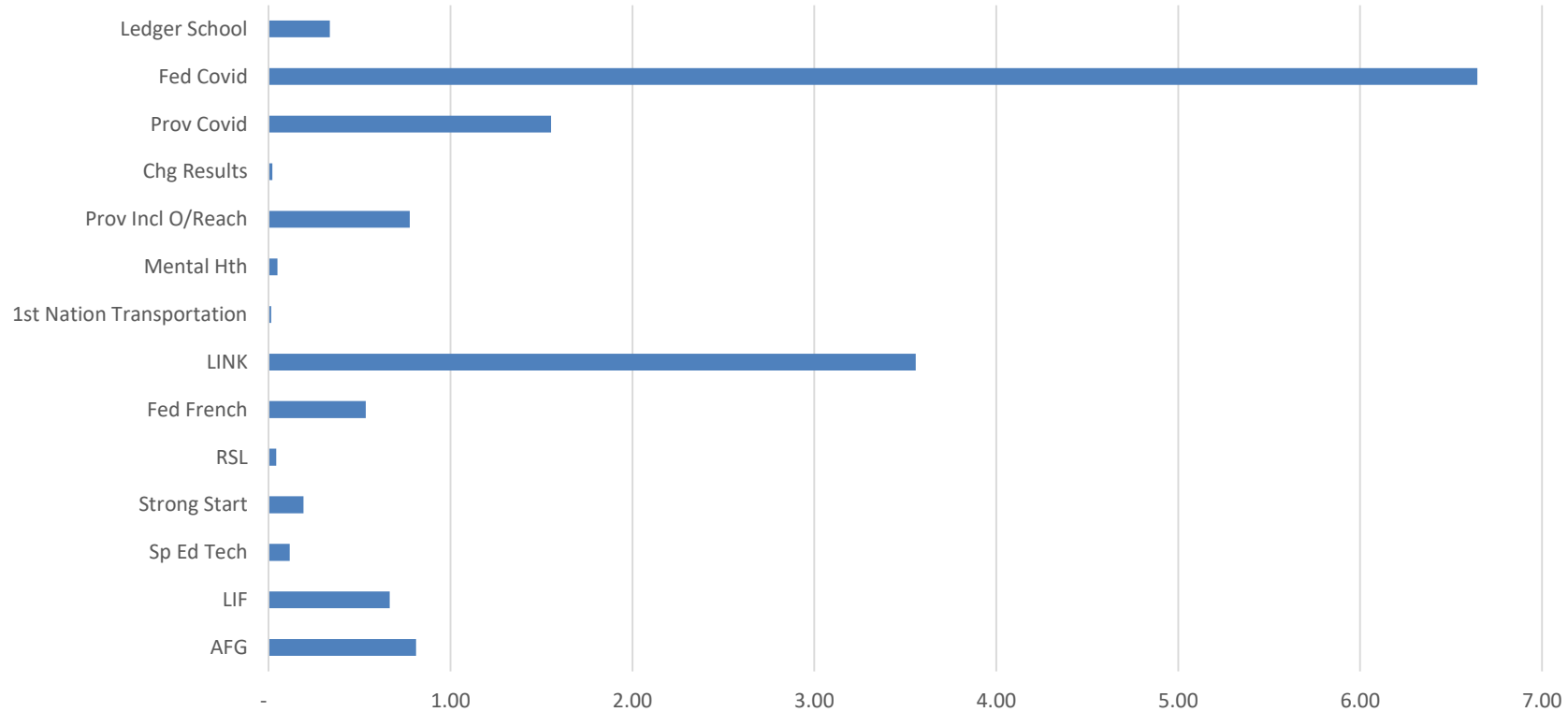
How Do We Stack Up?



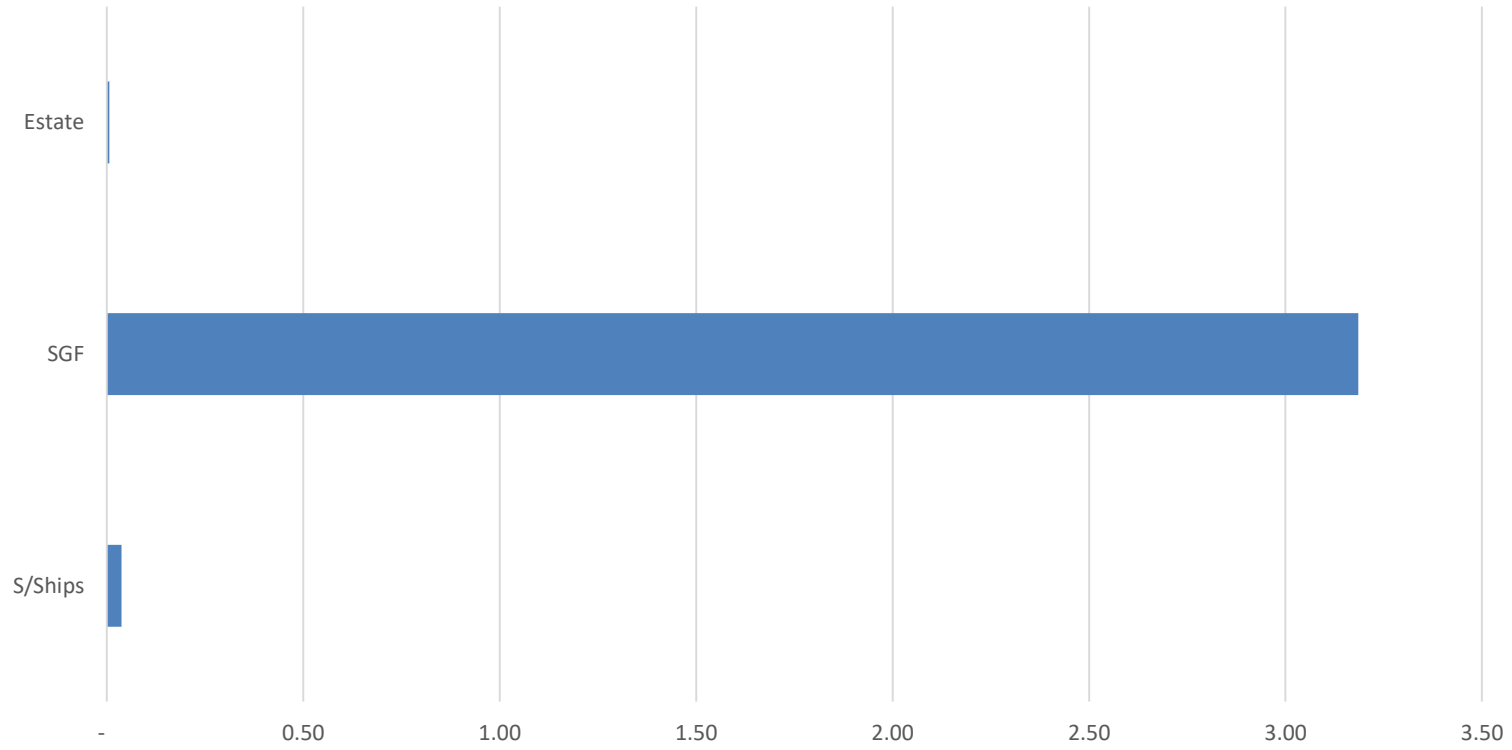
Special Purpose - MOE



Special Purpose - MOE



Special Purpose - Other



Special Purpose Funds - Ministry

- Ledger School
- Provincial Inclusion Outreach Program
- Mental Health & Well-Being Promotion
- Community LINK - Learning Involves Nutrition & Knowledge
- Federal French (OLEP)
- Ready Set Learn
- Strong Start
- SET BC / Special Education Technology
- Learning Improvement Fund
- Annual Facilities Grant
- Classroom Enhancement Fund
- First Nations Transportation Fund
- Safe Return to School (Provincial) COVID Fund
- Safe Return to Class (Federal) COVID Fund

Special Purpose Funds - Other

- Estate
- School Generated Funds
- Scholarships

Capital

Local Capital

- \$\$ the Board votes to set aside for equipment/projects like technology device replacement, childcare capital reserve, learning studios
- Can be planned as a recurring expense each year, or ad hoc depending on surplus at year end and emerging needs

Ministry Restricted Capital

- Approved on a project by project case basis
- Projects are submitted each June on the District's Annual 5-Year Capital Plan
- Requires Ministry approval to spend
- Examples include: playground grants, school enhancement grants, seismic projects, school replacement projects, additional student capacity projects; new builds
- Expectation that Districts will contribute some reserves to approved capital projects

Capital Planning Principles

- Safety
- Enrolment & Capacity
- Existing Building Condition
- Climate
- Funding Categories Available

Capital - Projects

- AFG
 - Used to maintain assets that are not minor or major capital threshold
 - 41 projects
- Additions
 - Used to increase capacity
 - Sundance Elementary
- New Schools
 - Used to increase capacity
 - Downtown Victoria Elementary site acquisition & construction

Capital - Seismic 2022-2023

- Used to seismically upgrade existing school to mitigate seismic risk
 - 6 Projects
 - Sundance Upgrade 3 blocks
 - James Bay Upgrade 1 block
 - Reynolds Upgrade 7 blocks
 - Northridge Upgrade 4 blocks
 - McKenzie Upgrade 3 blocks
 - Victoria West Upgrade 3 blocks
 - NOTE: Awaiting response from Nations re: placement of Shoreline/Craigflower TBD

Capital - School Enhancement Program

- Used to renovate or upgrade buildings that are not big enough for major capital but bigger than AFG can manage
 - 6 Projects
 - South Park – Roofing - Replacement Phase 1
 - Strawberry Vale – Exterior Walls Systems - Siding replacement Phase 1
 - Victoria High – Exterior Wall Systems – Window Replacement Phase 2
 - Victoria High – HVAC – Mechanical Upgrade Phase 2
 - Mount Douglas – Exterior Wall Systems – Window Upgrade Phase 5
 - Esquimalt High – HVAC - Dust Collection System Woodshop

Capital - CNCP Intake

- Used to improve carbon neutrality
 - 5 Projects
 - Sundance - HVAC – replace unit ventilators
 - Spectrum – Energy - Upgrade DDC to Reliable Controls
 - Doncaster – HVAC – replace air handling units
 - Lambrick Park – HVAC - Boiler replacement
 - Lambrick Park – Energy - Upgrade DDC to Reliable Controls

Capital - Playgrounds

- Used to add or replace playground equipment that may have previously fallen to PACs to fundraise
 - 3 Projects (all universally accessible playgrounds)
 - Macaulay - replacement
 - Hillcrest - replacement
 - Sundance - new

Surplus

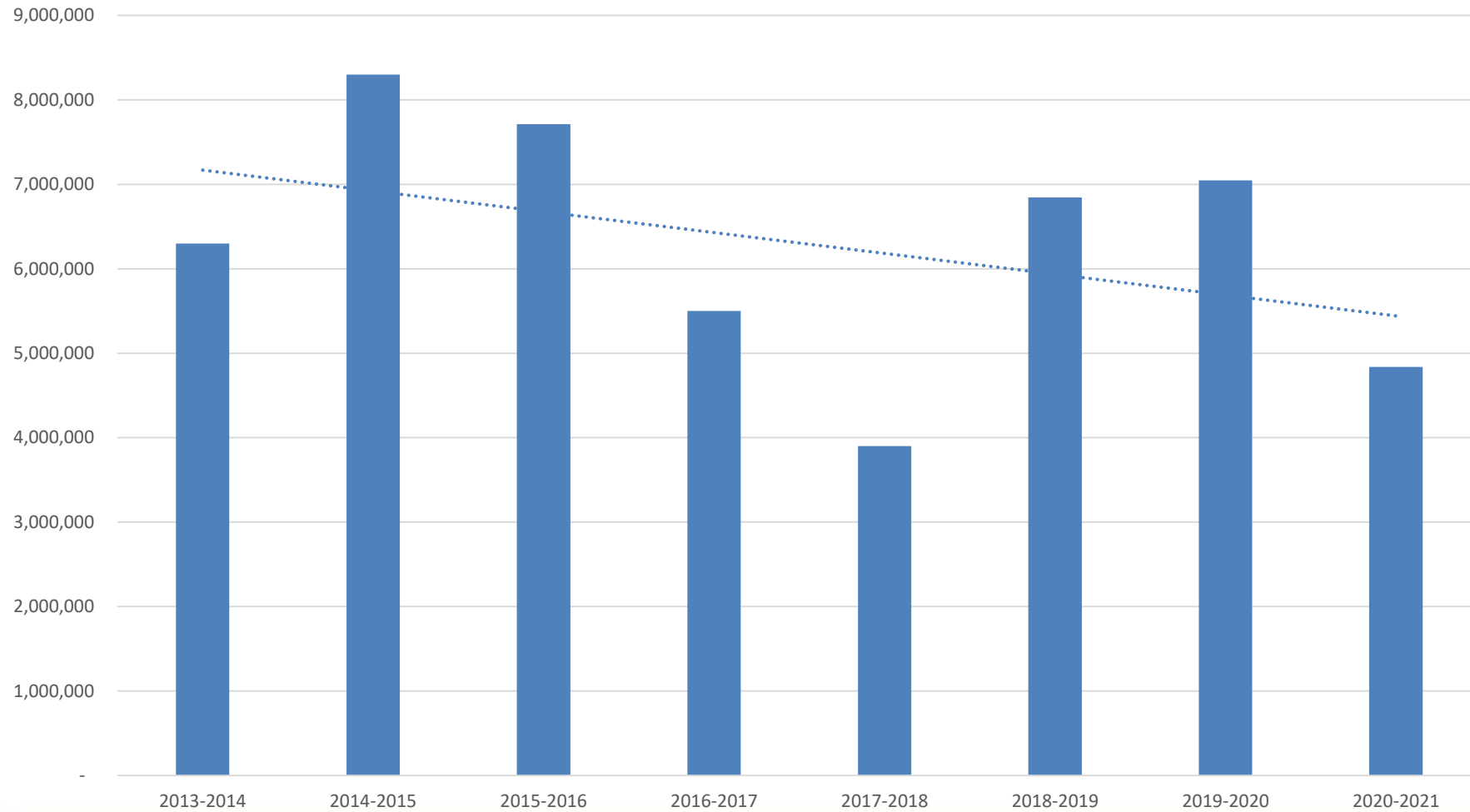
Operating surpluses can be restricted or unrestricted

International program is run like a business with students fluctuating and constant recruiting and enrolment balancing efforts. There is no government/ministry money supporting ISP

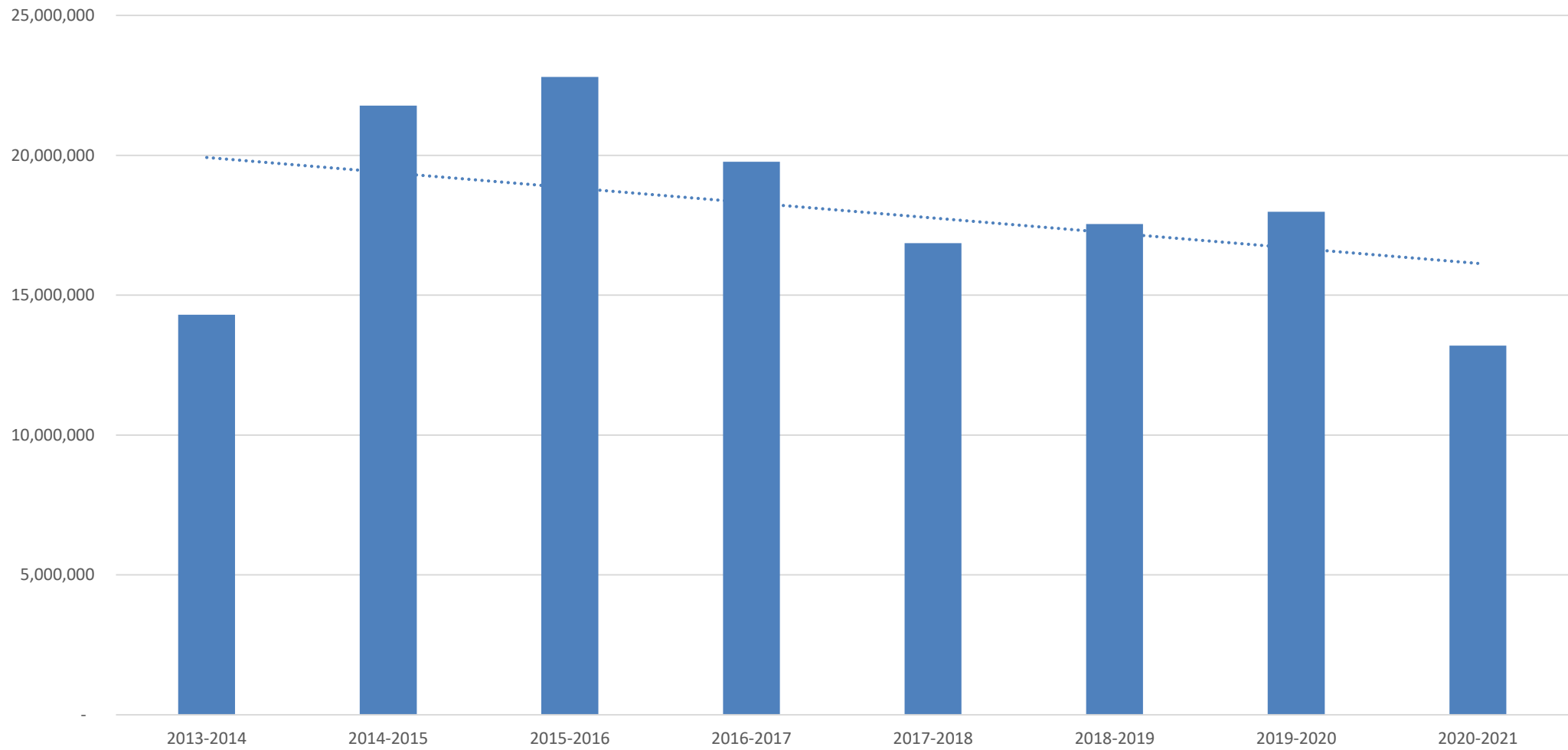
Inclusion Education –this program holds a contingency for students with unique needs that arrive in SD61 after the September 30 funding deadline and for students identified for supports between April (projected) and September (actual)

Facilities –SD61 is currently undergoing major capital upgrades and navigating increasing enrolment. Replacement schools do not have the same furniture & equipment budgets as new schools, shops need upgrading and technology infrastructure is requiring renewal

Surplus Budgeted to Balance Next Year



Surplus History - Overall



Surplus – October 2021

| Reserves | |
|---|-----------|
| - Reserve - District (Board Approved June 2021) | 821,019 |
| - Reserve - District (Board Approved - September 2021) | 921,622 |
| - Reserve - International (Board Approved - September 2021) | 425,000 |
| Total Operating Reserves (0.98% of revenue) | 2,167,641 |
| - Local Capital Fund | 320,646 |
| - Ministry of Education Restricted | 2,975,006 |
| | 3,295,652 |

Surplus – Ministry Policy

- Specific purpose
- Limited timeframe
- Alignment to Strategic Plan and Framework for Enhancing Student Learning
- Revised policy being drafted

Discussion Topics

Topic 1: Climate

What does the Board need to consider in its resource allocation decisions (budget) regarding climate change?

How should the Board prioritize climate action, and what strategies should the Board use to carry out its climate action plan among all of the other competing imperatives in the K-12 organization?

Topic 2: FESL

How have you experienced the Framework for Enhancing Student Learning and the Strategic Plan in your schools/sites?

Have you noticed a common language developing? Have initiatives aligned to the goals and strategies impacted your school/site?

When you review the goals and strategies that will move success for students forward, how can the Board advance this work through its annual budget process?

Topic 3: Budget Process

How can the annual budget process evolve in ways that build understanding around the complex K-12 context in a large district our size, and provide opportunity for student voice, collaboration and diverse perspectives for the Board to consider in its decision making?

What other budget experiences can you draw on from your own professional career or volunteer activities to inform this discussion?

Agenda

8:20-8:30 Closing Remarks



Thank You & Goodnight

One *Learning* Community

