

## **Budget Advisory Committee – Terms of Reference**

November 15, 2021 Draft 4

December 7, 2021 Draft 5

January 24, 2022 FINAL

### **PURPOSE**

The Budget Advisory Committee (the “Committee”) is a committee of the whole of the Board of Education. The purpose of the Budget Committee is to oversee the School District’s budget process, make recommendations and deliver reports to the Board of Education with a focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs.

### **COMPOSITION & OPERATIONS**

The Committee shall be composed of:

- All Trustees of the Board
- Superintendent
- Secretary-Treasurer
- Deputy Superintendent
- Associate Superintendents
- Associate Secretary-Treasurer
- Director of Finance
- Director of Facilities
- Director of Indigenous Education as the conduit to and from the Four Houses
- Two Principals/Vice-Principals
- Two representatives from each of the GVTA, CUPE Local 947, CUPE Local 382, Allied Specialists Association, and VCPAC
- One representative from each of the Songhees Nation, Esquimalt Nation, Urban Peoples’ House Indigenous Advisory (UPHIA) and the Métis Nation of Greater Victoria

All committee members shall commit to: ethical conduct, decorum, and professional conduct.

All committee members will promote and uphold cultural safety as set out the Board’s Values/Guiding principles where the budget will be culturally respectful and responsive to the needs of Indigenous peoples and will include the Four Houses and the Indigenous Education Department within the Budget process. Trustees, the Board and Staff will utilize the Indigenous Education Department’s regularly scheduled meetings with the Songhees Nation, Esquimalt Nation, Urban Peoples’ House Indigenous Advisory (UPHIA) and the Métis Nation of Greater Victoria as the conduits to share information, consult, seek input and direction. The Board and Staff will attend meetings with Songhees Nation, Esquimalt Nation, UPHIA, the Métis Nation of Greater Victoria and the Indigenous Education Department when

invited and/or when any concerns and/or clarity is required. The Committee's working definition of cultural safety as provided by SD61's Indigenous Education Department is attached as Appendix A.

Trustees will elect a Chair at the first meeting of the Committee and select a note taker at each meeting.

The Committee quorum will consist of the Committee Chair or designate plus four Trustees, the Secretary-Treasurer or designate, and one member from any two of the partner groups.

The Committee is advisory in nature and reports to the Board.

The Committee does not make decisions. The Committee will strive to make recommendations by consensus; failing consensus, committee discussions, with opposing views, will be communicated to the Board.

Agendas and minutes will be posted on the District website.

The Committee will meet monthly between November and April each year.

Confidential matters, such as property, personnel, litigation, will not be discussed by the Committee.

## **DUTIES & RESPONSIBILITIES**

Make recommendations for Board approval and/or deliver reports relative to the annual operating, special purpose and capital budgets no later than March 10, 2022.

Make recommendations that have clear linkages to:

1. the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning for inclusion in the Financial Statement Discussion & Analysis Report; and
2. the Board's Values and Guiding Principles set out in the fiscal year's budget process
3. sustainability:
  - commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices
  - move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year
  - spend surplus on one-time initiatives and priorities, and not on-going expenses
  - recognize that the needs of students change from year to year and so will the budget allocations
  - protect reserves and contingency even when there is pressure to spend in times of constraint
  - consider long term financial planning and three year budget forecasts

Oversee the annual budget process.

Receive budget input from education partners and the public.

Make recommendations for Board approval relative to improvements to annual budgeting process.

**ACCOUNTABILITY**

Meetings will not be open to the public. The Committee shall report its discussions to the Board by maintaining minutes of its meetings.

All approved minutes will be posted to the District's website in a timely manner.

## Cultural Safety in Public Education

The concept of Cultural Safety originated in New Zealand about 30 years ago by a Maori nursing scholar, Dr. Irahapeti Ramsden. Ramsden's research was responding to an over-representation of Maori people in the country's negative health statistics. Its application is most commonly seen in the health care field relating to the relationship between health care providers and Indigenous people. "The BC Provincial Health Services Authority defines culturally safe care as *an outcome* based on respectful engagement that recognizes and strives to address power imbalances inherent in the healthcare system. It results in an environment free of racism and discrimination, where people feel safe". They define *Indigenous cultural safety* as "the process of making spaces, services and organizations safer and more equitable for Indigenous people by considering current and historical colonial impact and by actively seeking to eliminate structural racism and discrimination".

Culturally unsafe practice is defined by the Nursing Council of New Zealand as: "any actions that diminish, demean or disempower the cultural identity and well-being of an individual" (NAHO Fact Sheet), therefore, we could define cultural safety as any actions that acknowledge, respect and empower the cultural identity and well-being of an individual. While the concept was developed by an Indigenous woman, to apply to relationships between dominant and Indigenous cultures, it may also be applied to relationships between dominant cultural norms, and marginalized groups.

SD61 seeks to apply the theory of cultural safety to public education. Instead of the relationship between patient and health care provider; it applies to the relationship between Indigenous and marginalized students, families and communities and public education staff, teachers and administrators. As an educational framework, cultural safety is an outcome. When steps are taken by public educators to understand dominant worldviews, and can consider the perspective of those impacted by those dominant worldviews, then students, families and communities might feel that effect, and hence, feel culturally safer in those classrooms and schools. The steps towards cultural safety include: cultural awareness; cultural sensitivity and cultural competency. Cultural humility is needed to engage in this process because it needs to start with a core understanding that everyone has a culture, with powerful structures that can marginalize those outside of the dominant culture. The end result of moving through these stages, hopefully results in cultural safety – as defined by the recipients of service.

There are many resources and a free online course in Cultural Safety offered by the University of Victoria.

### Resources:

[BC Public Health Services Authority - Maintaining a Safe and Inclusive Culture](#)

[What is Indigenous Cultural Safety and Why Should I Care About It?](#)

[BC Centre for Disease Control Culturally Safe Care](#)

[National Aboriginal Health Organization Cultural Safety Fact Sheet](#)

[The University of Victoria Online Course in Cultural Safety Module 1](#)

[The University of Victoria Online Course in Cultural Safety Module 2](#)

[The University of Victoria Online Course in Cultural Safety Module 3](#)

[Healing Hearts and Fostering Alliances: Towards a Cultural Safety Framework for SD61](#)