



Budget Advisory Committee
Tuesday, February 8, 2022 @ 6:00 p.m.

Zoom: Join Zoom Meeting

<https://gvsd61.zoom.us/j/61123159231?pwd=dHg3TkdkGQzhwYVBuSVZtMnhYSFBHUT09>

AGENDA

1. **Call to Order (5 min)**
2. **Acknowledgement**
3. **January 18, 2022 Minutes (5 min)** **Page 2**
4. **Work Plan (2 hours)** **Presentation**
 - A. Learning:
 - i. How are our students doing?
 - ii. Departments
 - iii. Committee Specific Topics
 - B. Infrastructure:
 - i. FAQ Update **Page 6**
5. **ThoughtExchange Question for Discussion (10 min)**

What do you like about coming to school and what can we do to make coming school even better for you?
6. **Balancing the Budget: Next Steps (20 min)**
7. **Committee Membership Posted to the Web (5 min)**
8. **Take Away (2 min)**
9. **Next Meeting: February 22, 2022 5 pm**
10. **Adjournment**



**Budget Advisory Committee
MINUTES
Tuesday, January 18, 2022**

In Attendance:

Board of Education:

Trustees Duncan (Committee Chair), Whiteaker, Paynter, Leonard and Painter

Staff:

Deb Whitten, Interim Superintendent

Kim Morris, Secretary-Treasurer

Colin Roberts, Interim Deputy Superintendent

Harold Caldwell, Associate Superintendent

Katrina Stride, Associate Secretary-Treasurer

Chuck Morris, Director of Facilities

Julie Lutner, Director of Finance – Budgets and Financial Reporting

Connor McCoy, President, Greater Victoria Principals Vice-Principals Association

Brenna O'Connor, Vice-President, Greater Victoria Principals Vice-Principals Association

Songhees Nation:

Ellie Dion, Education Liaison

Esquimalt Nation:

Kalie Dyer, Director of Education

Metis Nation Greater Victoria:

Caitlin Bird, President

Stakeholders:

Karin Kwan, VCPAC

Paula Marchese, VCPAC

Ilda Turcotte, GVTA

Jane Massy, CUPE 947

Taily Wills, CUPE 947

Darren Reed, CUPE 382

Katrina Legge, CUPE 382

Regrets:

Trustees McNally, Watters, Ferris, Hentze

Shelly Niemi, Director, Indigenous Education Department

Kristely Kelly, Songhees Nation

Winona Waldron, GVTA

The meeting was called to order at 5:03 pm

Acknowledgement

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations on whose traditional territories we live, we learn, and we do our work.

Minutes

By consensus, the Committee approved the minutes of November 15, 2021 and December 7, 2021.

Terms of Reference

The Committee received the final Terms of Reference with Appendix A attached for a definition of cultural safety provided by the Indigenous Education Department with thanks to the Department. The Terms of Reference will be placed on the January 24, 2022 Regular Board meeting agenda for approval by the Board.

Work Plan: Infrastructure

District leaders in infrastructure departments oriented the Committee to the integral part they play in the organization, as follows:

Chuck Morris	Director	Overview of Facilities Services
Mark Baggott	Manager	Operations (Custodial) Cartage Community Rentals
Justin Taylor	Manager	Maintenance Grounds
Eric Fischer	Manager	Transportation
Marni Vistisen-Harwood	Associate Director	Capital
Mora Cunningham	Manager	Major Capital
Arch Fraser	Manager	Network Communication Infrastructure & Security
Brian Leslie	Manager	Energy Management
Tammy Sherstobitoff	District Principal	Human Resources
Andy Canty	Director	Information Technology for Learning
Katrina Stride	Associate Secretary-Treasurer	Financial Services
		Purchasing

Also relative to the Committees workplan, Harold Caldwell, Associate Superintendent, presented data on music in the District. Music will span two meeting agendas as per the workplan.

Given meeting time constraints and the depth of information presented the Committee agreed that a google doc should be created for Committee members to record their questions about the presentation for staff to answer before the next meeting.

The presentation can be found here: <https://www.sd61.bc.ca/our-district/financial/> under the January 18 heading.

ACTION:

February 8, 2022

Budget Advisory Committee

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- Secretary-Treasurer will create google doc, send to Committee members and monitor questions to work with staff to answer.

ThoughtExchange: Question Formulation for Student Voice

Due to time the Committee agreed that a space for suggested questions be added to the google doc for Committee member input.

Operating Fund: Historical & Projected Revenue and Expense Update

January's update was received for information.

Fully Funded Collective Agreement Increases

Staff's memo was received for information.

Balancing the Budget: Next Steps

The topic of what approach to take as a Committee to balance the budget was discussed briefly, including Committee members bringing options, Staff bringing options and co-creating options together in Committee. Again, due to time, the Committee agreed that a space for suggested approaches be added to the google doc for Committee member input.

Take Away

Committee members were asked to provide one thing they would take away from the meeting and how representatives of groups were taking and bringing information from their associations/members. Responses were:

- Really appreciated all the various departments sharing their concerns and top priorities. Outdated equipment across a variety of areas and deferred maintenance were particularly interesting to hear about.
- So much information! A HUGE thank you to everyone who presented tonight (and those behind the scenes helping as well!). I have MANY questions - thankful that we will have an opportunity to pose those through a shared google doc :)
- Such a lot of information...concerning about the state of buildings ..seems like a common thought...appreciate the work everyone put in to bring us the information...thank you.
- The presentations were highly illuminating. All departments have legitimate 'asks' and yet we need to find cost saving measures. It does seem like some of our departments are working to capacity already.
- So many ideas and solutions to the many challenges we face...look forward to working on long term planning and setting our short and long range priorities.

Thoughts e-mailed after the chat closed included:

- We need to face the fact that the cumulative effect(s) of years of deferred maintenance have put a huge strain on our ability to maintain our infrastructure and the problems will only increase exponentially if we continue to 'kick the can down the road' without addressing the problem.
- An underlying issue in regard to the recruitment and retention of qualified staff is the ability to reasonably compensate them. I know that falls under the purview of BCPSEA, but it's something we're going to need to consider when we talk about hiring. Gone are the days when the 'Golden

Handshake' of public sector employment can guarantee a stack of resumes and applications in Human Resources.

- As a Committee we will need to balance trying to implement new 'wants' programs at the expense of our actual 'needs'.

Next Meeting: February 8, 2022 5 pm Zoom

Adjournment

The meeting adjourned at 8:03 pm.

DRAFT

FAQ: Budget Advisory Committee #3 - January 18, 2022

Section 1:

Please enter the questions you have from the **PRESENTATION** below (there is a heading for each department)

General questions:

- Kim, can you give us an overview of all of the various district principal and vice principal positions and what are their areas of responsibility?

This will be included in the learning presentation.

- Teachers have been told that the amount of money that the district will get from the ministry will not change next year. Is that still true?

If this is reference to the Funding Model Review and changing 1) block enrolment funding from per course to headcount and 2) Level 1, 2, 3 diverse/inclusion student funding to prevalence model, then this statement is true. For the 22-23 fiscal year MOE has confirmed there will be no change to the funding model. I have no information for 23-24 and 24-25.

Operations (Custodial/Cartage/Community Use-Rentals/Administration)

- Why is photocopying so high (going up this year and again next year)? Is there a way to work with energy management to find alternatives?

A review has been completed of the photocopying budget and an error has been corrected. Below is the corrected information.

OPERATIONS ADMINISTRATION					
	2020-21	2021-22	2022-23	2023-24	2024-25
Description	Budget	Budget	Proposed	Projected	Projected
Exempt Salary	\$ 269,766.00	\$ 281,146.00	\$ 286,769.00	\$ 292,505.00	\$ 298,356.00
Clerical Salary	\$ 76,378.00	\$ 77,903.00	\$ 79,461.00	\$ 81,051.00	\$ 82,673.00
Casual Clerical Salary	\$ 930.00	\$ 949.00	\$ 968.00	\$ 988.00	\$ 1,008.00
Exempt Benefits	\$ 53,016.00	\$ 53,980.00	\$ 55,060.00	\$ 56,161.00	\$ 57,285.00
Clerical Benefits	\$ 19,000.00	\$ 18,697.00	\$ 19,071.00	\$ 19,453.00	\$ 19,842.00
Casual Clerical Benefits	\$ 156.00	\$ 130.00	\$ 133.00	\$ 136.00	\$ 139.00
Pro-D and Travel	\$ 4,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Local Mileage	\$ 1,750.00	\$ 350.00	\$ 1,650.00	\$ 1,650.00	\$ 1,650.00
Membership Fees	\$ 250.00	\$ 363.00	\$ 363.00	\$ 363.00	\$ 363.00
Cell Phones	\$ 800.00	\$ 800.00	\$ 2,189.12	\$ 2,190.00	\$ 2,190.00
Photocopying	\$ 1,100.00	\$ 1,900.00	\$ 1,900.00	\$ 1,900.00	\$ 1,900.00
CONTRACT SERVICES	\$ 10,150.00	\$ -	\$ -	\$ -	\$ -
Admin Supplies	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
INSTRUCTIONAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -
FURNITURE & EQUIPMENT	\$ -	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Computer Purchases	\$ -	\$ -	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
TOTAL:	\$ 438,296.00	\$ 463,718.00	\$ 478,064.12	\$ 486,897.00	\$ 495,906.00
		5.80%	3.09%	1.85%	1.85%

- Photocopying costs may be higher with the implementation of the current curriculum. Is there a way to find out if schools have enough resources that accompany the revised curriculum and the cost of those resources?

Below is the learning resources allocation formula that has been used in the District for some time. There has been no update in the formula since the redesigned curriculum came into place. An argument could be made that with technology, on-line resources and the more general redesigned curriculum, paper or textbook resources may not be as prevalent or as expensive as the previous curriculum.

Learning Resources Allocation:	Base	Plus (per FTE)
Elementary	724	26.20
Middle	1,146	24.82
Secondary	1,517	36.23

From the data below we can see that schools have healthy carry forwards from year to year and could be an indicator that schools are resourced appropriately.

School Carry Forward Ranges				
	2017-2018	2018-2019	2019-2020	2020-2021
Elementary	2,300-137,714	2,560-115,390	11,603-40,000	(2,122)-40,000
Middle	21,306-104,743	9,902-45,588	9,059-40,000	7,825-40,000
Secondary	29,097-442,757	1,425-146,605	54,616-80,000	52,212-80,000
	PRE-COVID	PRE-COVID	COVID	COVID
	NO POLICY	NO POLICY	POLICY CHANGE	POLICY CHANGE

We do know that smaller schools do not have the economy of scale that larger schools have (more of the “plus”). We also know that secondary schools have more funding per student because the allocation is based on FTE and at secondary school students can take more than 8 courses and have a “conversion rate” of greater than 1.0 FTE. The maximum FTE for elementary and middle school students is 1.0 FTE. Secondary schools also have a tendency to have more revenue streams than an elementary school for example.

We also know the allocations have not been reviewed for many many years. We formed a District Allocation Working Group made up of various Principals and Vice-Principals and Finance Staff to review allocations to schools and to build a school profile to take into account all the factors that should be considered when resourcing schools. This is a two year project and the working group will conclude in Winter 22/23.

- The projected Rental Revenue for this year is MUCH higher than what was budgeted (by \$500K-\$600K). How will this affect next year’s budget? (will it mean this will go into Operating Surplus?) - this may be a question for Kim/Finance as well ;)
In progress
- For next year’s budget projections, the professional development and travel expenses are much higher (going from \$4000 to \$24,000). Can you explain the specifics of what these funds would be going toward? Would the full amount be needed in a deficit budget?

Most 22-23 budgets for professional development will increase because the hope is that things return to 'normal' and pre-covid opportunities can resume. Typically, 5 members travel to 1 province-wide conference and 2-3 smaller meetings on the mainland, annually. For the Operations budget some items and some decreased from 21-22 so even with the increased professional development line item increasing, the department's bottom line budget is status quo.

- For community use rentals, do you have a projection for next year's budget and if those can be increased?

In progress

- Would costs be incurred that would need to be added to next year's budget for us to see increased rentals? For example, if the fields at certain schools need to be repaired before renting them out, what would be the cost?

Part of our work in this budget process is to analyze revenues and offsetting expenses as more of a business model to show "profit" so that we can better estimate what adding rental revenue actually means to our bottom line. For example, child care policy dictates that direct and indirect costs may be recovered such that the model is a cost recovery or net zero profit. So when a child care studio is opened, the revenue goes up but so does the expense. This work is underway and we will update this question for the February 22, 2022 BAC.

Managers of Operations and Maintenance have reviewed the ROI for fields and believe it isn't a viable investment opportunity.

- Do you have a sense from the community what facilities are most desired to rent out (i.e., gyms, theatres, home ec rooms, fields?)

In Progress

Maintenance Department (Buildings/Grounds/Risk)

- Can some things like grounds clean-up (needles), repairing fields, specific duties for the tree program be done by volunteers? (ie: is there a way to leverage parents/students to help with these things?)

Volunteers are very valuable. The District would need to consider its liability in having volunteers do work for the district including insurance and risk assessment. As well, the people doing this work currently are CUPE union employees so any work done by volunteers or another employee group that is currently done by a union member is subject to contracting out language and requires conversation at the Labour Management table. Also given the importance of something like needle sweeps, the District would have to consider the backup plan if a volunteer was unable to attend for the day.

- I wonder if it would be worth looking at ROI for repairing fields, etc. so they can generate revenue?

Upon review, the ROI is not strong.

So illuminating to hear about the state of our schools and how so many of them have such a low FCI index. I agree that this should be highlighted as a priority in next year's budget. Has Maintenance come up with a list of priorities (and costs) that would address the needs of specific schools that need the most attention over the next year or perhaps three years?

For clarification the lower the FCI the better the condition of the building. The higher the FCI the worse the condition of the building.

The three year AFG project list in the presentation is a plan for the \$4.4m the District receives annually and is meant to prioritize work. If the constraint of the \$4.4m was not in place and funding was unlimited, these project lists would grow. Within the constraints of the current funding the AFG list is a good indicator of the most important work. More major capital projects are outlined in the presentation as well under capital within the various funding categories. What will really inform our deferred maintenance decisions going forward is an updated Long Range Facilities Plan which takes a longer look at capital planning than the next year or three years. The District also has a committee formed for this work and should be revisited Spring or Fall 2022. The LRFP is a large undertaking and will take at least a year to update, especially if there is any public engagement.

Could some of these be Capital projects through the School Enhancement Projects? Are grants available to fund any of this work? Or can initiatives be brought forward to solicit community donations from local businesses, etc.?

There is a funding category called School Enhancement Projects in the Ministry call for Districts to submit their Annual 5-Year Capital Plans. So yes, where the District can, it does take advantage of as many of the funding categories as possible within the eligibility criteria for each source of funding, recognizing SD61's projects go into a pool of requests from all 60 school districts.

Sometimes there is a partnering opportunity for certain projects like artificial turf fields where local sports clubs and sometimes the municipalities have funding or grant opportunities we can leverage. The Energy Manager slides indicated rebates available and Trustees have spoken about grant writing in some of the climate action motion debates which we can definitely pursue. Some of the bigger capital projects could be a focus for fundraising efforts through the registered charity/donations discussion we had on January 18 about revenue generation.

- Have we already budgeted for the deferred maintenance? And if so, where does that budget allocation sit?

Deferred maintenance does not have a specific line item. The budgets that attend to deferred maintenance are the Annual Facilities Grant funding and the capital funding sources outlined in the presentation. The Board does set aside money from time to time for equipment and technology purposes by either appropriating surplus at year end and are transferred to local capital or on-going operating budget line items that are transferred each year to local capital. Specifically for deferred maintenance there is no such allocation at present.

- What are some ways that you can identify that the district could save money in your department?

Transportation Department (Bussing/White Fleet)

- Can some of the fleet be replaced by greener vehicles and would there be grants available for those?

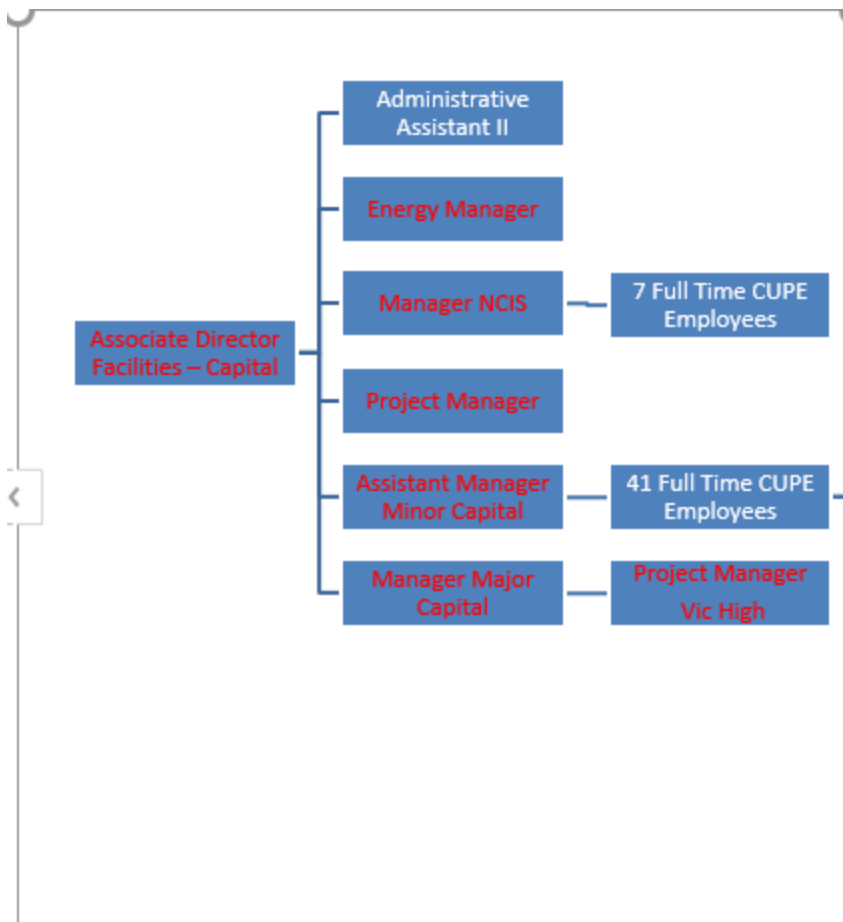
During the presentation the Transportation Manager spoke to electrification of the white fleet over time. The challenges Eric outlined were the availability and affordability of some electric vehicles (Ford F150 as an example) and the lack of advancements in some of the larger vehicles we use (larger trucks as an example). Where the white fleet can be electrified it can be over time but would require additional budget to shorten the time frame. Technology, supply chain and cost per unit will still be factors despite any increases in budget.

There are some grants available for electrification at this time, the issue is the class of vehicle we require is not available for 2 years, these grants will change by then. I am working on a plan to purchase a small fleet of 2-3 used electric cars for managers and supervisors to use as shuttle vehicles from Facilities to Tolmie or schools. This plan is in its infancy.

- What is the white fleet used for?
The white fleet is used for all facilities departments to move from project to project to do work(school to school), pick up supplies from suppliers, transport and deliver furniture and equipment from school to school, mow lawns, snow removal and more.
- Can the number of cars be reduced in the white fleet?
We believe the fleet we have now, is the fleet required. Where vehicles are not needed or in use, they are taken off the road.
- What are some ways that you can identify that the district could save money in your department?
Fleet age is definitely a cost factor. The newer a fleet the lower the running costs. Bringing vehicle service and repairs in house as opposed to contracting out will also save money. This is shown in the proposed budget.

Capital (Major/Minor/Childcare/AFG/Network Communication Infrastructure & Security)

- For the amount of people in this department, it seems to be “exempt staff” heavy (compared to what we’ve seen so far). This isn’t meant to be a criticism, I was just curious why?
The District has 7 excluded/exempt capital management staff: 2 that are paid from Operating as regular staffing and 5 that are employed and paid out of Capital as a result of the District having capital project funding or BC Hydro grants in the case of the Energy Manager, to pay for the salaries. If the capital projects and capital funding did not exist, there would not be as many managers.



- This may be a question for Finance - Capital items are sometimes moved from Capital Operations to Operating Operations (for the purpose of preparing Financial Statements). Are these items covered by Student funding or other grants (AFG, etc.)? If they are covered by other grants, does that mean that the amount of grants assigned to these items is moved to Operating Operations Revenue as well (when preparing financial statements)?

Capital items are not moved from Capital Operations to Operating Operations. Rather, if a school or department purchases an item that is capital in nature (a non-financial asset that is held for use in the delivery of services, has a useful life of over a year and not to be sold in the course of normal operations) the expenditure is moved from the Operating Fund to the Capital Fund in order to be Amortized (expensed) over its useful life. This transfer is reflected on Schedule 2 in the Schedule of Operations, "Net Transfers (to) from other funds." Examples of capital items include print device replacements (photocopier/printer), Vehicles, iPads, Chromebooks, Inclusive Education specialized equipment, network infrastructure, shop equipment and tools, floor polishers, electrostatic sprayers, new furniture (desks, chairs). These purchases are made by schools and departments using their annual budget allocations and carry forward funds. These funds were provided through Ministry of Education Operating Grants and International Education Revenues.

Annual Facility Grant (AFG) funding is not held in Operating. Rather, there are two components to AFG funding.

- A Special Purpose Fund, reflected on Schedule 3A. If these funds are used to purchase an item that is capital in nature, this would be moved to the Capital Fund to be Amortized and would be reflected on Schedule 3A, "Interfund Transfers – Tangible Capital Assets Purchased"
- Bylaw Capital, held in the Capital Fund. If these funds are used to purchase an item that is capital in nature, this would be reflected on Schedule 4A "Tangible Capital Assets – Purchases from: Deferred Capital Revenue – Bylaw."

Network Communication and Infrastructure (NCIS)

- Why is this department separate from Information Technology for learning? Is there a lot of overlap?

The two departments do work together from time to time on specific projects like the PA System initiative introduced in the January 18 presentation. However, The NCIS department is associated more with building infrastructure: "things in the walls and ceilings" and building security. Information Technology for Learning is associated with hardware (chromebooks, laptops, servers etc) and software (licensing, security, firewalls etc.) and depends on the NCIS department to allow ITL's functions run.

- Last year during COVID, all school announcements were done through tech in the classroom (it sounds like most regular classrooms have now been "kitted out"). Could this replace our aging PA systems? (and not cost the district any more)

The classroom tec packages provide the ability for the teacher to project documentation or announcements that are written down or prerecorded and they are controlled by the individual teacher. The PA systems provide the ability for the school administration to make immediate announcements to everyone at the same time in all areas of the facility. So if there are students in the hallways they would still hear the announcements, which becomes even more important if the school was dealing with an emergency or a lockdown situation.

- What are some ways that you can identify that the district could save money in your department?

There is no simple answer to this question. If we address some of the outdated technology issues we will be able to make better use of our time. If we replace the older security systems we won't have the trouble alarms and scheduling modifications issues that we have to deal with regularly now. We are always looking at ways to provide the infrastructure behind the technology used in the classrooms in a more efficient and cost effective way, without diminishing the reliability and performance. The Facilities Department and the IT Department are working closer than ever before to streamline services and remove independent and redundant systems and make better use of our existing infrastructure such as the hard wired network and the wireless platform.

Energy Management

- I wonder if we can take a look at some of the other departments that have submitted “needs” for the next few years and see if we can apply some Energy Management to them to reduce costs/apply for grants to cover the cost.
Let’s track this as a committee and not lose sight of it.
- The slide deck makes reference to the fact that this position will no longer be subsidized by BC Hydro after June 2022. Will the district then need to fund the position at 100%?
The District is applying for the BC Hydro grant continuation for 2022-2023 but we do not have confirmation that this will be approved. Once the grant ends, it is intended that the position pays for itself from the savings it generates. To date, the position has proved itself to be self-funding AND adds to the bottom line of the District. Currently the position is funded from BC Hydro and Annual Facilities Grant. Once the BC Hydro grants end, a decision will need to be made on where to allocate the salary: Operating, AFG or a combination.

Human Resources

- Re: the expenses listed in the “Human Resource Services Expenses 2021-2022” table (page 97 of the slides) - is the EAFP/Return to work and ProD and Training costs, *just* for the HR department or is that district wide?
This program is for all employees in SD61.
- Tammy mentioned travel for recruitment of teachers (specifically French Immersion). Can this type of recruitment be contracted out? Would that save money? Or could it be done virtually to avoid the cost of travel?
Anything is possible however, face to face recruitment fairs allow District staff to meet prospective employees and vice versa and is the first filter for “fit”. Travelling to the fairs puts faces to the District as Human Resources staff puts the District’s best foot forward in attracting applicants. We could recruit from afar and save the travel, but this would also mean a less competitive edge with other districts who are selling themselves face to face. The market for specialty positions is competitive and face to face allows amore personal interaction that can convey the characteristics and culture of a district. Having said that, some international student recruitment is contracted out to agents in foreign countries. However, face to face recruitment fairs also play an important role in international recruitment.
- Re: EA’s - how much are we saving currently with not being able to fill EA positions?
In the 2021-2022 Amended Budget coming to the Board meeting in February the Education Assistant salaries are reduced by approximately \$800,000 due to hiring lags and unfilled absences.
- Where is this savings going?.....unfilled EA absences.

For clarification, there is an underspend in the budgeted regular Education Assistant salaries and benefits. However there may not be any savings in the replacement budget.

As with most over and under spends in budget line items in the Operating budget, the costs or savings go to the bottom line (surplus or deficit for the year). At the same time we see an underspent above, we also see a \$1.8m increase in TTOC salaries and benefits that will also be reflected in the amended budget. Absences are very difficult to trend or predict in any given year, especially in a covid year, because of the various long term leave reasons like maternity and other long term leaves, along with the day to day short term absences.

- One of the 13.7 FTE staff is a Principal. What is the role of the Principal in HR?
The Principal's role in HR is collective agreement administration, compliance with class size composition, Principal and Vice-Principal support as it relates to collective agreements, recruitment of education staff, staffing processes, Education Assistant bridge program, grievance and arbitration processes, teacher union liaison, bargaining and more. A Principal in HR has the expertise and knowledge to assist with complex systems within a K-12 setting: secondary timetabling, minutes of instruction in the school act etc. that an HR specialist without the K-12 in-school experience may not have. In small districts the head of HR is often a secondary Principal that has come up through the system because they know first hand how the schools run.
- What are some ways that you can identify that the district could save money in your department?
- Can we measure how effective the campaign to advertise the need for EAs on school buses was? Do we know how many people applied for these positions after seeing the ads on city buses? Are there alternative ways for us to advertise that cost less money since we are a charity?

In Progress

Information Technology for Learning

- One of the 28.7 FTE staff is a Vice Principal. What is the role of the Vice Principal in IT for Learning?
- Can you explain the roles of the vice principal, the manager for IT for Learning and the director for IT for Learning? Do these roles have overlap?

The Vice Principal of IT for Learning's duties include:

- Providing educational leadership to ensure that our ITL support is in alignment with classroom needs and the Strategic Plan

- Managing the following teams (twenty staff): Support Team (Help Desk and School Technologists), Student Systems and Data Team, Digital Content Publisher
- Leading Education Technology for the district
- Leading professional development for the ITL department and for technology services to the broader staff

The Manager of IT for Learning's duties include:

- Leading the support and implementation of enterprise IT systems in order to improve technology for students and staff, focusing on service quality and best of class technology integration
- Managing and supporting the work of the following teams (6 staff): Infrastructure Team, Network Team, Endpoint Management Team
- Managing service delivery for network security, email delivery, server platforms, internet connectivity, staff and student computers, application installs
- Project management for all of the above

The Director of IT for Learning's duties include:

- Overall responsibility for the delivery of information and education technology
- Strategic leadership in the implementation of technology district-wide
- Leading cyber security, data governance, privacy, and software development initiatives for the district
- Budget planning and cost management for technology services
- Staff management. Ensuring that the ITL team have the support they need to be successful in their roles
- Cross-department project management of business software implementations (Finance, Payroll, HR)

These roles work closely together but do not overlap in duties.

- What are some ways that you can identify that the district could save money in your department?
 - Cost management should be framed in the context that technology is a growing portfolio. Paper workflows and business processes that have traditionally been the domain of other areas outside of ITL are all transitioning to digital/software-based solutions. Cyber security, data governance and privacy requirements are also all growing as education becomes increasingly targeted by cyber threats and as information goes digital. Historically there has been

under-spend at GVSD in some areas of technology that now needs addressing. Put together this requires increased resources going forward.

- Potential opportunities for cost reduction include:
 - Evaluate agreement contract renewal options
 - Evaluate further adoption of shared services / provincial procurement agreements
 - Increased standardization of hardware throughout the district
 - Print/copy reduction to extend the life of print/copy devices

Financial Services (Including Purchasing)

- Re: Financial Services Personnel - Is the 19.8 FTE just staff at the district level?

The 19.8 FTE in Financial Services are located at the Board Office. The breakdown of the FTE is as follows:

Employee Group	Payroll & Benefits	Financial Services & Budgets	Accounting	Total
Exempt	1.0	2.0	1.0	4.0
CUPE	6.8	4.0	5.0	15.8
Total	7.8	6.0	6.0	19.8

- Or does this include Personnel in the schools as well?

No

- Thank you so much for bringing up that we are a charity. I think there are many different ways we can implement and explore how to use this to our advantage.

Once the Committee has established where revenue generation is required, it can recommend fundraising campaigns to focus on key areas for the upcoming year(s).

** Re: Agenda item (Page 23 of the pack-up) - fully funded Collective Agreement increases:

- How does cost of living compare in the “districts of similar enrollment”?

The Consumer Price Index (CPI) measures the weighted average of the prices of a basket of goods and services purchased by consumers. The annual average Consumer Price Index (CPI) for Victoria and Vancouver (compared to British Columbia) is shown

below. Also shown is the living wage for Victoria, Vancouver, and Fraser Valley compared to the minimum wage for British Columbia.

Location	All Items	Shelter	Living Wage
Victoria	133.6	127.5	\$20.46
Vancouver	138.5	138.8	\$20.52
Fraser Valley	N/A	N/A	\$16.75
Kamloops	N/A	N/A	\$16.71
Kelowna	N/A	N/A	\$18.49
British Columbia	136.1	132.7	*\$15.20

*Minimum wage

- What are the reasons SD61 has a higher Salary Cost/FTE - is it simply cost of living?
Other factors include:
 - Salary grid
 - Different in each district
 - Negotiated provincially and harmonized provincially 15+ years ago
 - Workforce placement on the grid
 - Differs in each district
 - In the first 10 years of a teacher's career, they increase one increment in the grid. After the 10 years the teacher is at "max".

- The more education a teacher has, the higher their step in the grid. A teacher with a masters degree will earn more than a teacher with a bachelor degree.
- Masters teachers with 10 or more years experience earn the most in any district
- The makeup of the teaching workforce changes from year to year in all districts. Victoria may have more teachers with master's degrees. It may have more teachers with 10+ years experience.
- Other compensation provisions in each district's collective agreement such as department head allowances, benefits sharing %'s etc.
- It looks like the per student funding is the same no matter the area of the province. Does that mean that cost of living is not a factor at all when the MOE determines per student funding?

Yes. The actual cost of the wages and benefits of the workforce is taken directly from the payroll data of each district when determining the cost of the collective agreement increase at the provincial level, but not when distributing proportionately to districts. There is a line item on the operating grant called Supplement for Salary Differential and is made up of two components, one of which compares SD61's teacher average salary to the provincial teacher average salary and provides an funding amount equal to the difference times the estimated teacher FTE:

Variance from Provincial Average	\$1,368		
Estimated Number of Educators	1,073.998		\$1,469,229
		Funding	
	Enrolment	Level	Funding
FTE Distribution	19,331.9638	\$180.33	\$3,486,133
Supplement for Salary Differential			<u><u>\$4,955,362</u></u>

- Why is CPP and EI not not funded?
They are not explicitly funded. However, one could say they are funded within the % increase to the per pupil funding in all categories when there is a collective agreement increase. For year to year increases that do not result from collective agreement increases, districts are left to fund these increases internally. This is similar to an increase in utilities and other services and supplies.
- Is EHT funded? Does the district pay 1.95% for EHT? (from what I can tell on the government of BC website, funding did not increase by this amount in the year it was implemented)
The Employer Health Tax (EHT) is calculated at 1.95% of employee remuneration. Implementation of EHT began on January 1, 2019 while Medical Services Plan (MSP) premiums were phased out over the next six months. The District did not receive any funding in the 2018-2019 fiscal year, but did receive a grant from the Ministry for \$1.6M in the 2019-2020 fiscal year. The EHT grant

was subsequently rolled into the Ministry's basic per-pupil funding in the 2020-2021 fiscal year.

- Are adult (teacher, EA) - student ratios prescribed by the Province/Collective Bargains? If not, would this be the reason why our Salary Cost/FTE is higher?
There are no legislated or collective agreement provisions for the number or staffing levels for Education Assistants. There are collective agreement provisions for teaching staff as follows:

Guidelines for Class Size and Composition for 2021/22

Elementary	Class Size No Designated	Class Size 1 or 2 Designated	Class Size Floor
Kindergarten	20	19	15
K/1 Split	20	19	15
Grades 1-3	22	21	17
Primary Split	22	21	17
Grade 3/4 Split	24	23	18
Grades 4-5	29	28	23
Intermediate Split	26	25	20

Middle	Class Size No Designated	Class Size 1 or 2 Designated	Class Size Floor
Grades 6-7	29	28	23
Grade 6/7 Split	26	25	20
Grade 8 General	30	29	24
Grade 7/8 Split (Intermediate)	25	24	19
Grade 8 Eng/SS/Com Sc.	25	24	19
Grade 8 Home Ec.	24	23	20
Grade 8 IE Workshop	22	21	18

Guidelines for Class Size and Composition for 2021/22

Secondary	Class Size No Designated	Class Size 1 or 2 Designated	Class Size Floor
Grade 9-12 Except:	30	29	24
English/Socials	25	24	19
Computer Science	25	24	19
Science Lab/Home Ec.	24	23	20
IE Workshop	22	21	18

Additional Considerations for Secondary Principals:

Academies: maximum 30/29/24 students per teacher FTE.

Leadership/Scholarship/Grad Transitions: maximum 30/29/24 per class if they are to meet as a group; class can exceed 30 if groups of no more than 30/29/24 meet at one time.

Musical Theatre/Theater: maximum 30/29/24.

D/L Delivered Classes: same maximum class sizes and floor depending on subject.

Computer Science includes all classes held in “info tech classrooms” such as computer graphics, animation, drafting, info tech and etc.

Non-enrolling Teacher Staffing Ratios 2021/22

The minimum district ratios of learning specialists to students (Ministry of Education funded FTE) shall be as below.

	Teachers to students
Teacher Librarian	1:702
Teacher Counselor	1:693
Special Education Resource Teacher*	1:231
Learning Assistance Teacher*	1:504
English Language Learning Teacher*	1:66

* For the purposes of posing and/or filling FTE, the Employer may combine the non-enrolling teacher categories as identified above into a single category.

- In the agenda document explaining the funding of the Collective Agreement Increases, it says that SD61 has had the opportunity to make choices about how it spends its funding and that decisions have been made to maintain higher staffing levels in its spending model; therefore, the labour increases are not fully funded by the province. I am not disagreeing with this decision, but has the current slate of trustees voted on maintaining higher staffing levels in SD61?
While the Board approves the budget each year, it may not have been a specific topic of discussion for the Board given that most budgets in this Board's term have not been deficit budgets and the District has used surplus to balance. Budget decisions to this point have been relatively "easy" or without having to make choices. The 2021-2022 budget was the first deficit budget considered by this Board and brought to light some of the practice the District is reviewing as part of its 2022-2023 and subsequent budget processes.
- Should this be up for discussion in a deficit budget?
All revenues and expenditures should be discussed in all budget years to ensure alignment with Ministry directive, District strategic plan and FESL, and to attend to the health and safety of students and staff.

Music 1 of 2 (Data)

- When was this data retrieved/ what time period is it referencing?
October 26, 2022

- From what I can tell (and input from teachers), it's almost impossible to have 1 student registered in *every* class (due to "leveling"). How can someone be enrolled in beginner strings and advanced strings at the same time? Unless, it was at the beginning of the year, when students were being moved around a bit (evaluated on their levels). If this data is taken from the beginning of the year, I wonder if that's why certain middle schools are showing higher than average or lower than average participation rates - maybe the programs were just getting started?
- If numbers are accurate, what's happening at Glanford, Gordon Head, and Rockheights, where their percentages are either higher or lower than average?
*Glanford is an anomaly and we are working with the Principal to troubleshoot.
 Gordon Head and Rockheights have smaller programs.*
- How can we find out the stories behind the numbers/the data?
- Harold, you mentioned that participation at the high school level is lower. Perhaps percentage-wise (compared to the population) is lower, however, if you add up total # of students taking music at middle school vs. taking music at high school, the actual number of participants is not lower.
*Middle: 1987 participants / 4354 Students = 46%
 Secondary 1123 participants / 6575 Students = 17%*
- I also wonder about the number of "Music Course Sections" at high school vs. the "10" that are listed for Middle Schools. Have the classes that are considered "Course Sections" at the high school level been compared to other classes at the middle school level that maybe aren't included in the "10" listed here?
Total number of classes at Middle = 201; at Secondary = 71
- Regarding the secondary music slide, the number of sections (or I'm thinking this info is taken from the course codes) is somewhat misleading (and confusing!) since most secondary music classes are mixed, consisting of two grades, three grades or even four grades. Are these sections only instrumental music and choir, or do they also include any class with a music component (i.e., dance and musical theatre?) Can Harold explain how we should evaluate this line item in terms of the budget discussion?
A class may be a combination of 2 or more course sections. A grade 9 student generates 0.125 FTE funding for each course they take to a max of 8 courses or 1.0 FTE. A grade 10-12 student generates 0.125 FTE funding for each course they take and can take more than 8 courses to generate greater than 1.0 FTE with no max.
- Also on the secondary slide, does the percentage of enrolled music students, correspond to the enrollment of the school as a whole? In other words, do Reynolds and Oak Bay have higher percentages of students enrolled in music because they have larger enrollments? What are the reasons that some schools (such as Vic High and Lambrick) have almost half of the course offerings of other schools?

Larger schools do have larger enrolment in music because of the size of the school and the individual developing the program. Oak Bay is 28% larger than Reynolds, yet their percentage of students participating in music is only 3% greater than Reynolds.

- Programs should be funded based on student need not on student enrollment; mixed grades in a program, specialty program. How can we offer choice and opportunity to all students?

This is the work we will try to accomplish together on the Committee.

Revenue Generation (Rentals/Charities-Donation/Other)