

Public Meeting: Budget 2022-2023

Date: March 10, 2022
Presented to: Community
Presented by: Budget Advisory Committee

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.

Agenda

- Welcome
 - Trustee Duncan, Budget Advisory Committee Chair
- Opening Remarks
 - Deb Whitten, Interim Superintendent
- Presentation
 - Kim Morris, Secretary-Treasurer
- Workshop
 - Everyone: Co-Creating Options to Balance the Budget
- Next Steps and Closing Remarks
 - Ryan Painter, Chair of the Board

Purpose

- Provide context for 2022-2023 budget
- Co-create options for the Board's consideration
- Opportunity to directly communicate with Trustees

Aligning our work

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Strategy 1:

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

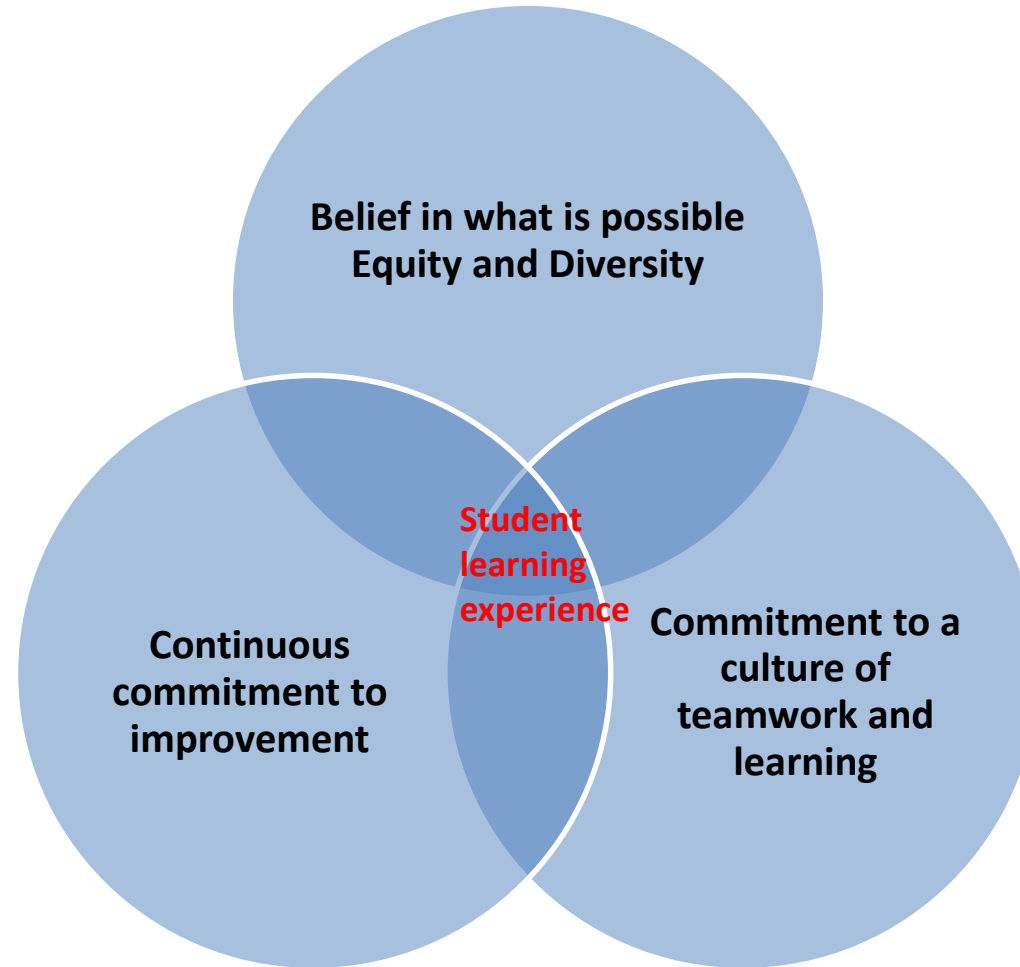
Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

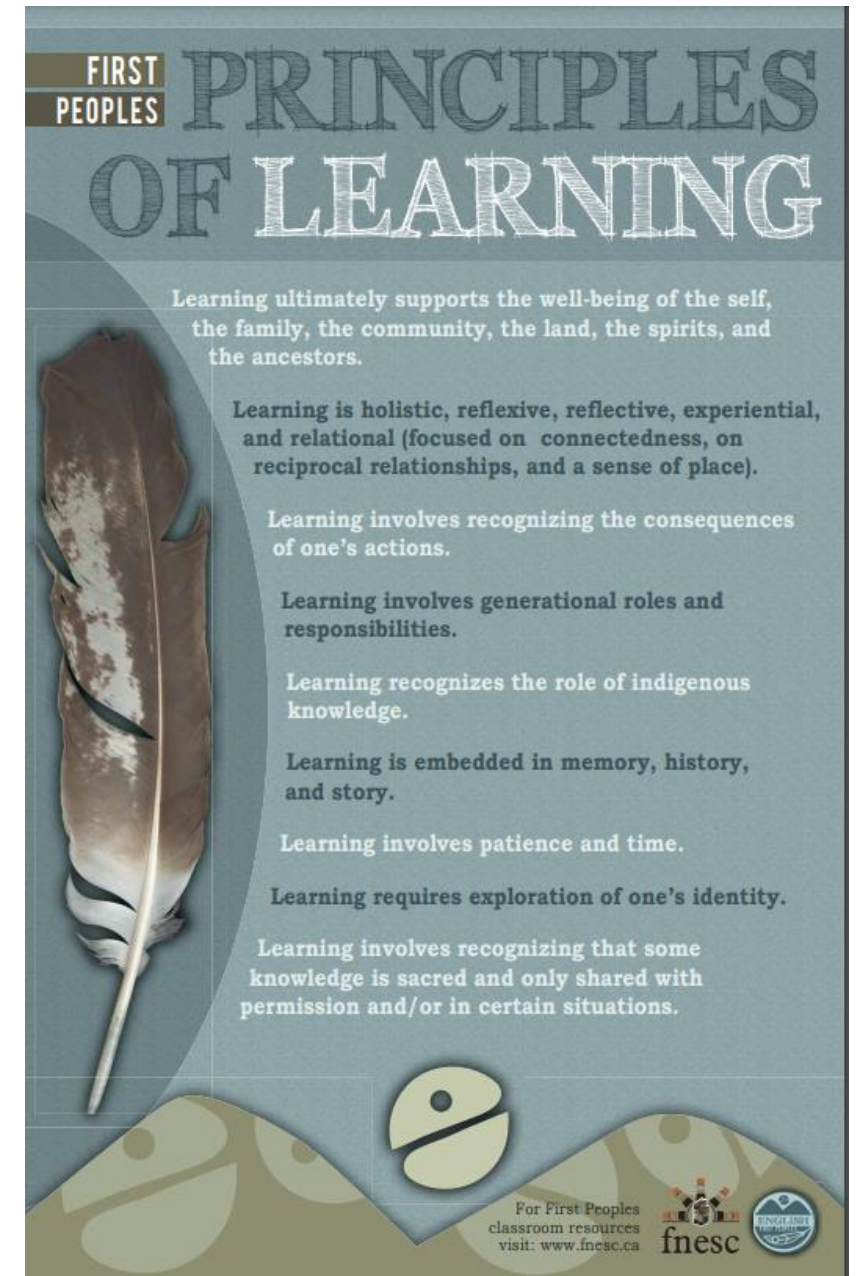
Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

My work – our work



The gap in educational outcomes between Indigenous Students and non-Indigenous students is a persisting legacy of colonialism and we must take measures to eliminate this gap.



Core Values

Core Values

Engagement

We work to actively engage students in their education and make them feel connected to their learning

Equity

We give each student the opportunity to fulfill their potential

Innovation

We are innovative and consistently seek ways to make positive change

Integrity

We are ethical and fair

Transparency

We are accountable for the decisions we make and how we make them

Partnerships

We create open and respectful partnerships with each member of our learning community

Respect

We respect ourselves, others and the environment

Social Responsibility

We share responsibility to work with and inspire students to create a better world

Sustainability

We are proactive in the stewardship of the resources of our organization, our community and our planet

Mission & Vision



Mission

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.



Vision

Each student within our world-class learning community has an opportunity to fulfill their potential and pursue their aspirations.

Goals

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Goal 2


Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Framework for Enhancing Student Learning (FESL)

FRAMEWORK FOR ENHANCING STUDENT LEARNING



A shared commitment to improve student success and equity of learning outcomes for every student in British Columbia.

Framework for Enhancing Student Learning (FESL)

Strategic Plan

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Framework for Enhancing Student Learning (FESL)

Goal One of the Greater Victoria School District's Strategic Plan is to create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Over the last five years, students in School District No. 61 performed at a rate of one percent lower than the province in the five-year completion rate (see Appendix p. 13). When we analyze the data, we continue to see disparities for students who identify as Indigenous and students with disabilities or diverse abilities. In order to continue to close the achievement gap, Goal One focuses on those students currently experiencing the least success in our system.

To realize this goal, three strategies were developed:

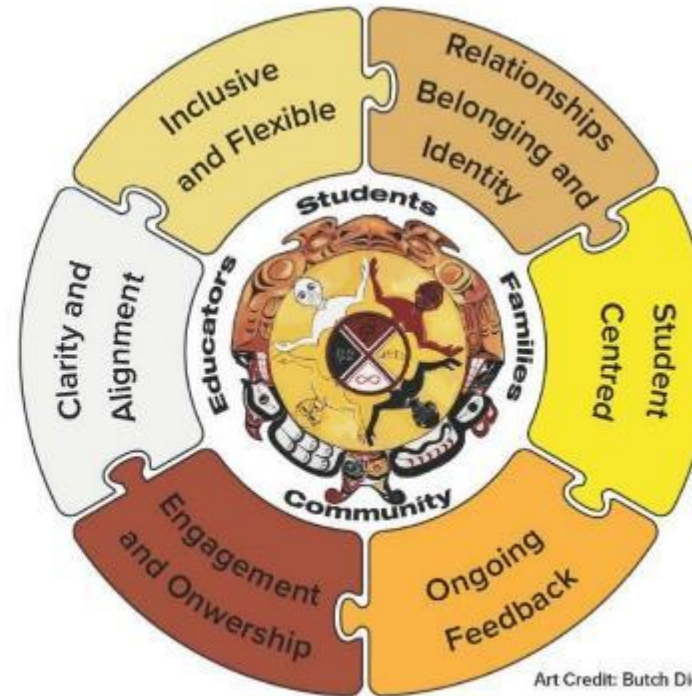
1. Develop and support high-quality learning opportunities
2. Engage and collaborate with students, families, and staff to provide an inclusive learning environment
3. Address the inequity of outcomes for diverse learners

Goal One

Framework for Enhancing Student Learning (FESL)

Cultural Responsiveness

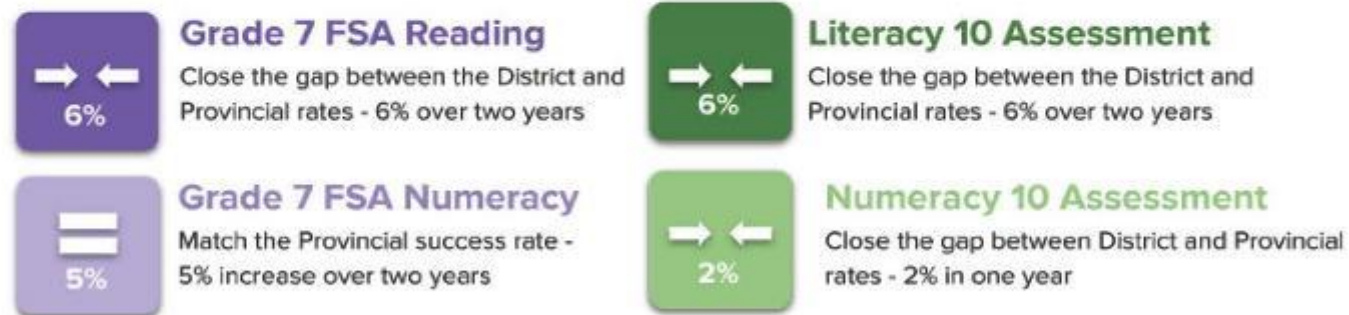
Our primary focus Pre-K to grade 12 is developing culturally responsive learning environments where all students are connected to their learning and feel seen, heard and valued. Currently, learning happens through collaborative teams, side-by-side teaching, learning rounds, staff meetings and a myriad of professional development opportunities. A strategic focus from the District, through all initiatives, is to be explicit with the philosophy and pedagogy required in culturally responsive learning environments to increase student connections, engagement and achievement.



Framework for Enhancing Student Learning (FESL)

Connecting Assessment and Learning

As we continue our learning focus with a culturally responsive lens, on-going professional development will prioritize instructional design and assessment, recognizing that literacy and numeracy are essential skills for student success. Provincial assessments indicate that student success in literacy and numeracy declines as students move through the system. Our intention is to increase student success on provincial indicators in the areas of literacy and numeracy as follows (see Appendix pp. 2-3, 5-6):



A key focus area will be to support Indigenous student success as outlined in Goal Two of our strategic plan.

Framework for Enhancing Student Learning (FESL)

Goal Two of the Greater Victoria School District's Strategic Plan is to create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

To realize this goal, three strategies were developed:

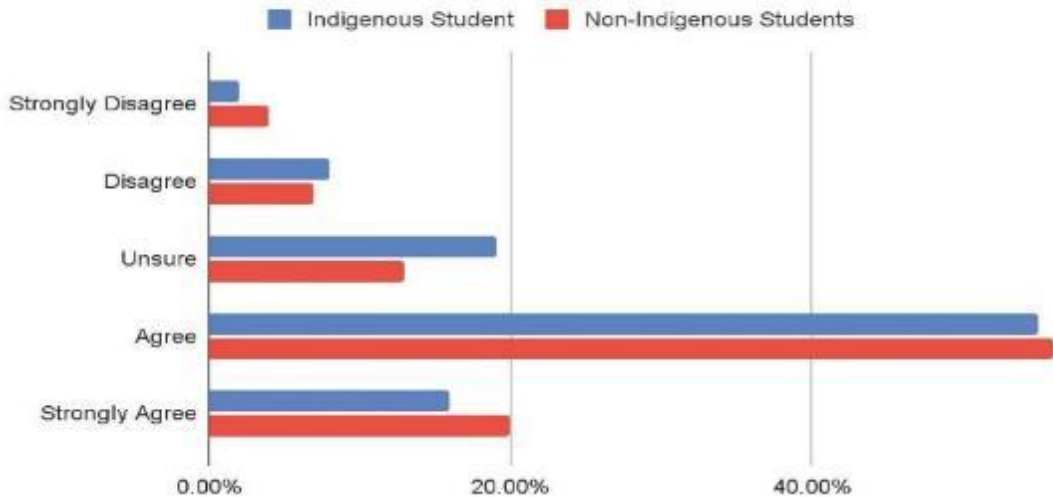
1. Critically examine personal and systemic biases
2. Support Indigenous student identity through collaboration with Indigenous community
3. Address the academic inequity of outcomes for Indigenous learners

GVSD, located on the traditional lands of the Lekwungen peoples of the Songhees Nation and Esquimalt Nation, is committed to equity of opportunity and outcomes for Indigenous learners. The Indigenous Education Department, in collaboration with schools, provides programs and services throughout the school-year to K-12 students who have self-identified as having Indigenous ancestry. Each educational services department (Learning Team, Pathways and Partnerships, Indigenous Education) as well as Information Technology for Learning, Facilities, and Human Resource Services are participating in various learning activities and actions related to Goal Two of the Strategic Plan 2020-2025. The shared work of achieving Goal Two is guided by Indigenous community, families and partners, including the Songhees Nation, Esquimalt Nation, Métis Nation Greater Victoria, and Urban Indigenous Council representatives (the Four Houses).

Goal Two

Framework for Enhancing Student Learning (FESL)

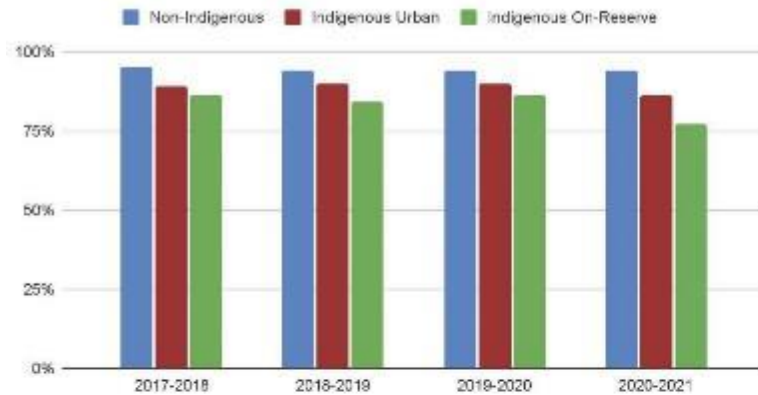
I learn about Indigenous histories, perspective & knowledge



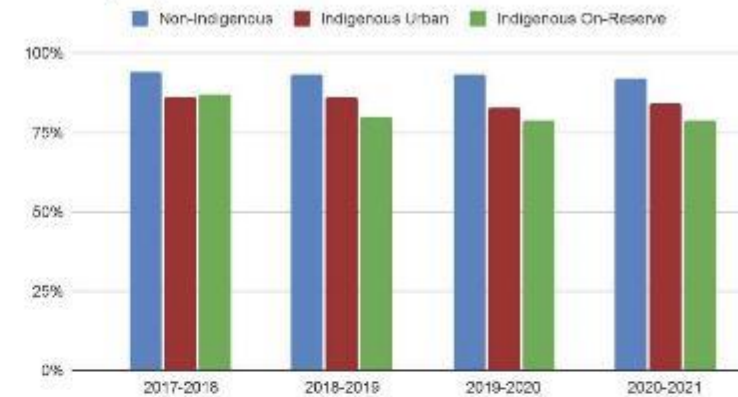
Work underway in GVSD to support staff in understanding and developing culturally responsive practices include the Bentwood Box Learning Series, providing Indigenous training to Educational Assistant's new to the District, and Anti-Racism Training. The Board of Education has allocated \$50,000 for the 2021-22 school-year toward Anti-Racism training for District leadership staff. In addition, the development of a comprehensive Cultural Competency Framework is underway which will shape and guide our mindset and practices across the District. We are also establishing consistent Human Resource practices that support the hiring of Indigenous staff.

Framework for Enhancing Student Learning (FESL)

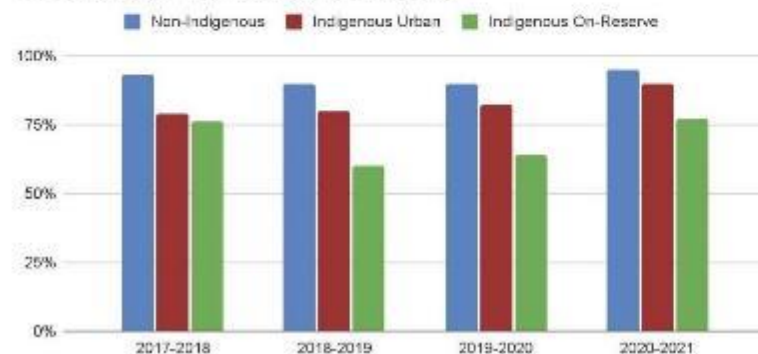
Elementary (1-5) Attendance Rate %



Middle (6-8) Attendance Rate %



Secondary (9-12) Attendance Rate %



Framework for Enhancing Student Learning (FESL)

Goal Three of the Greater Victoria School District's Strategic Plan focuses on creating an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

To realize this goal, four strategies were developed:

1. Provide Professional Learning Opportunities for all staff
2. Create a Collaborative Children and Youth in Care team
3. Engage and collaborate with families
4. Address inequity of opportunity

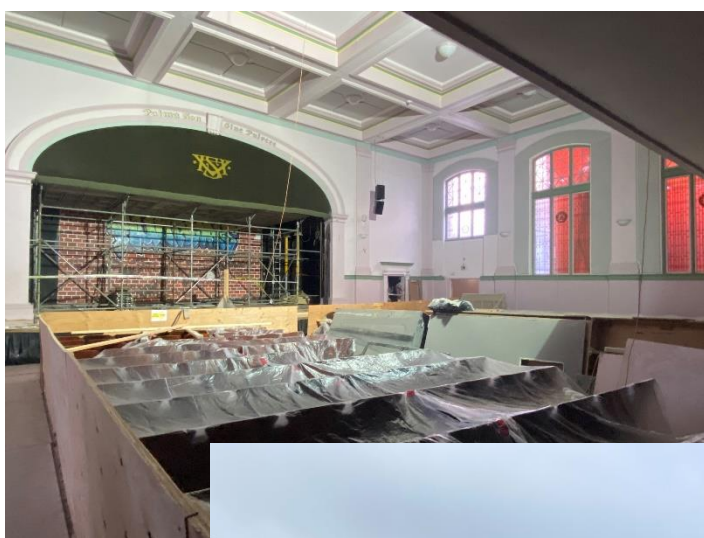
Goal Three

Framework for Enhancing Student Learning (FESL)

Data from the Student Learning Survey also provides evidence that more explicit instruction is needed as to why we are undertaking certain activities or curricula as it relates to mental health and physical literacy. Our students do not correlate the opportunities for physical literacy and mental health curricula as learning about their mental health. We believe that this explicit focus will result in improved health and understanding for students and their role in their own physical and mental health. Our target is to exceed the Provincial average (blue bars) for each grade level when students are asked if they are learning about how to care for their mental health. The red bars show where we are behind the Provincial average, the double blue bars are where we have met the average, and the green bar shows where we have met our target.



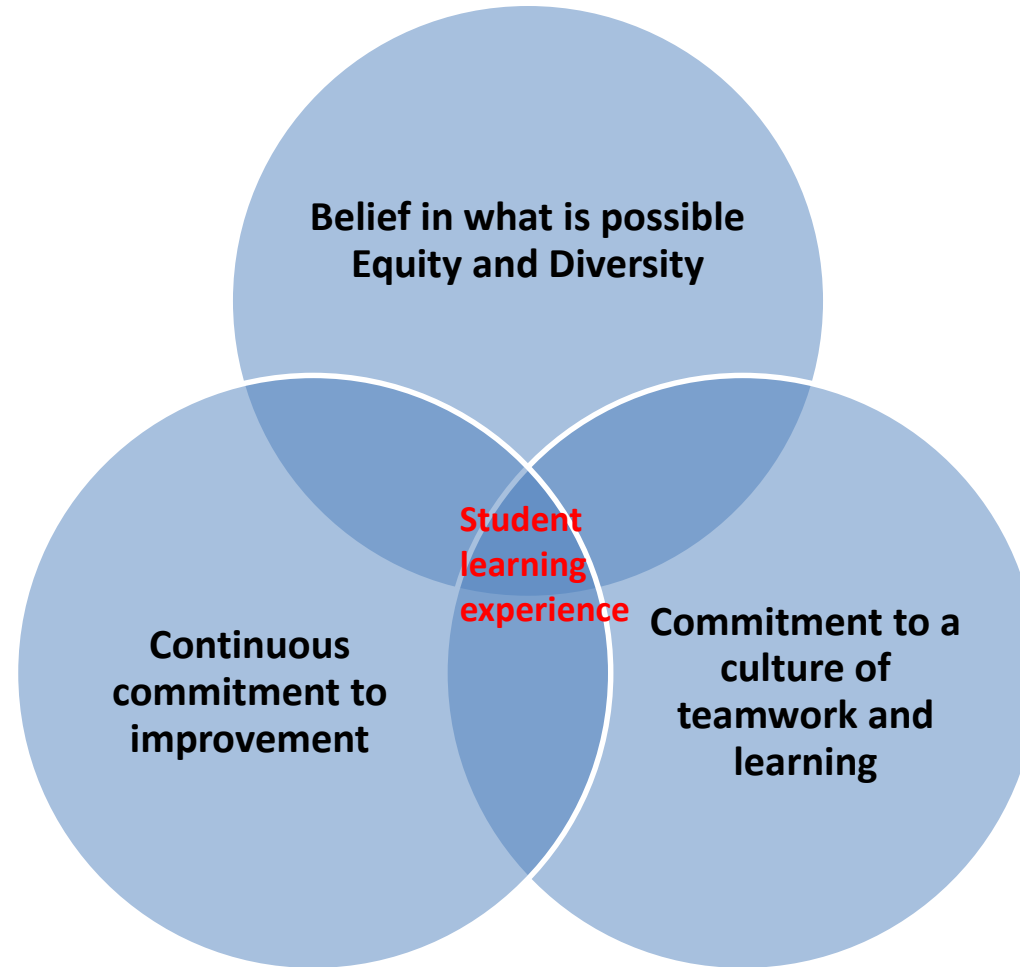
Aging Infrastructure



Climate Action Initiatives



Our work



Board Responsibility

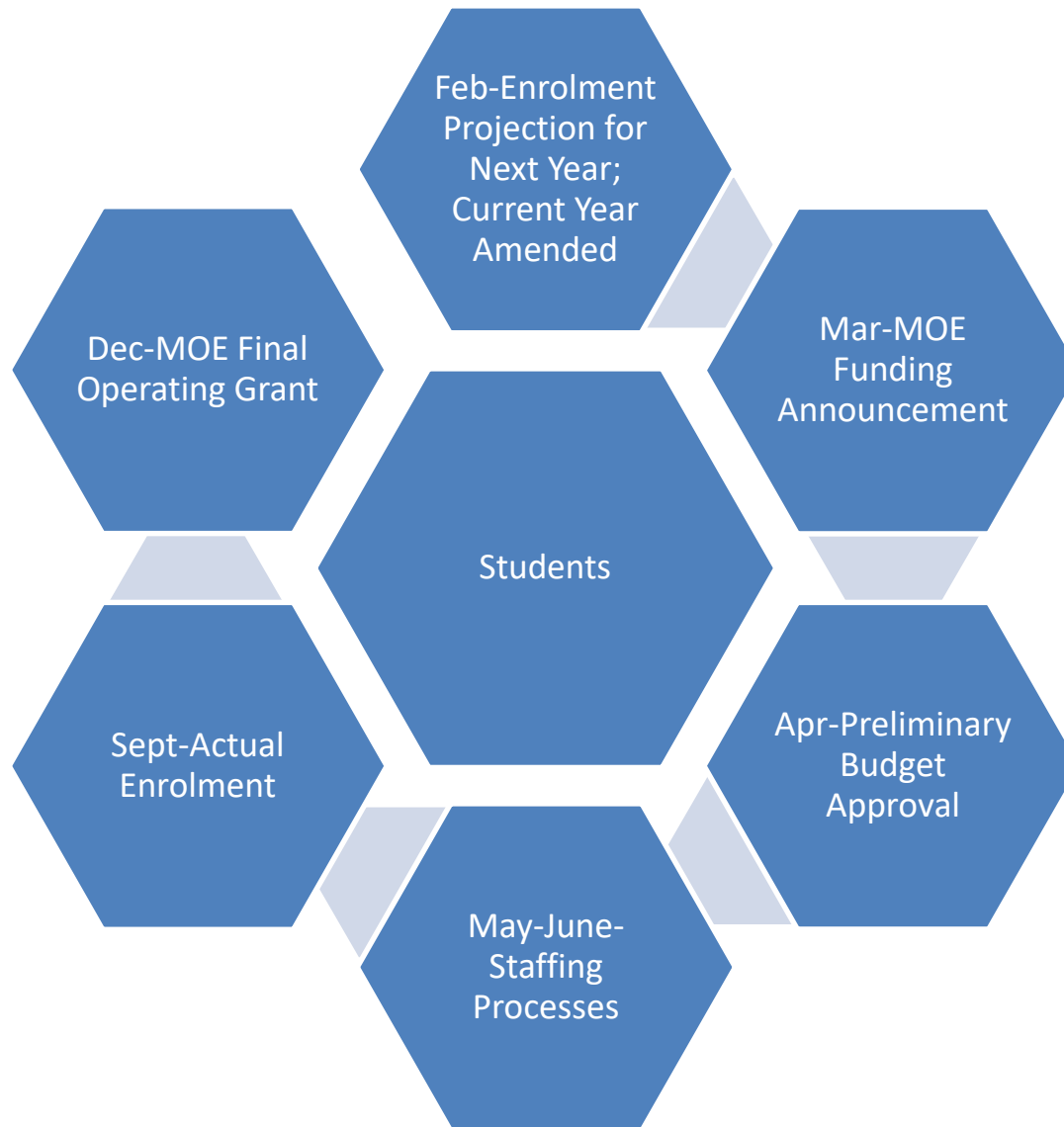
- Per legislation, must approve a budget where revenues and expenses are equal (balanced budget)
- Board of Education is a corporate board
- **Respectful of the governance role: Board's sole responsibility to determine the options to balance the 2022/23 budget**

What Did We Learn?

- Values/guiding principles
- More voices/opportunities
- Don't come with one option
- Co-creation
- Timeline: Decision making earlier

What is New?

- Budget Advisory Committee
- Ministry order/policy re surplus holdings
- Ministry order/policy re 3 year budget estimates
- 3rd Reading April 7, 2022 (last year June 3)
- Framework for Enhancing Student Learning



Budget Cycle

Budget Cycles

In public education there are two official budget plans

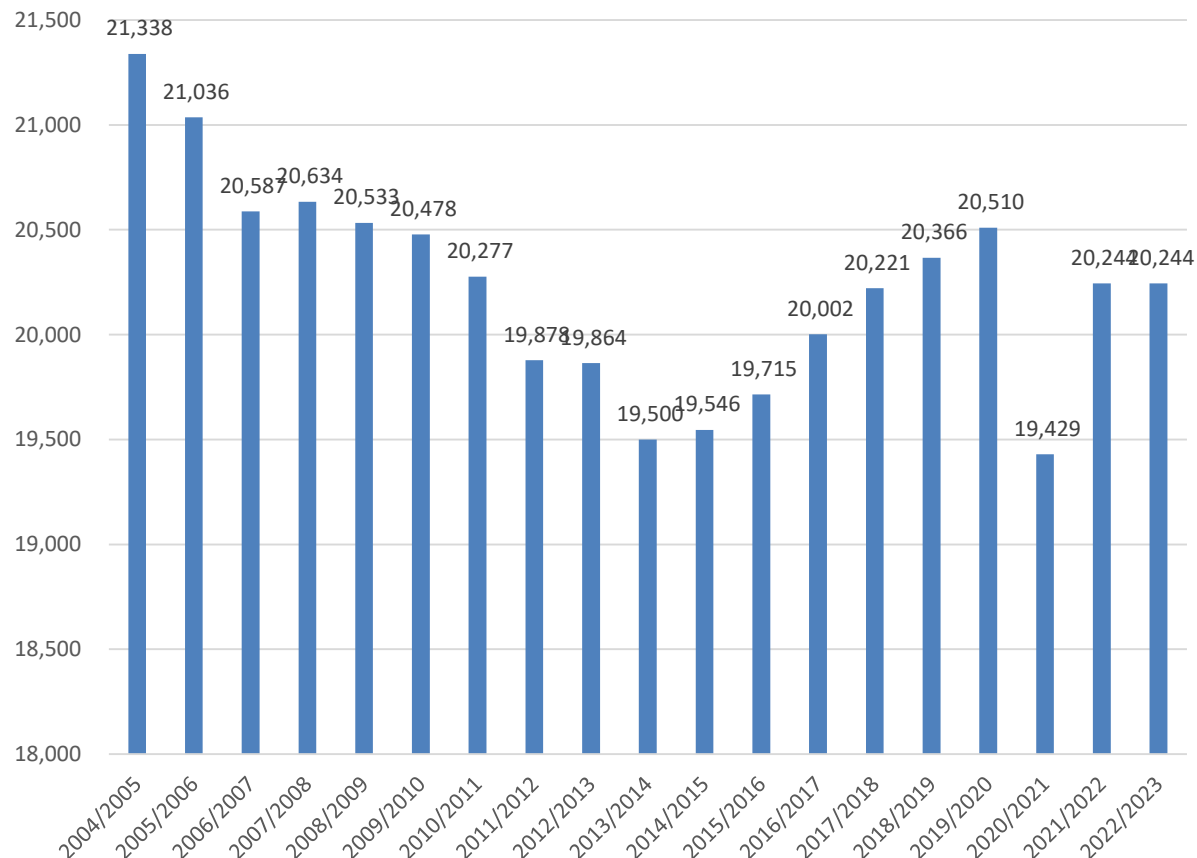
- “Annual” approved by June 30 – Based on projected enrolment and forecasted revenues
- “Amended” approved by February 28 – based on actual enrolments and further knowledge of revenues such as international tuition fees
- Revenues are adjusted throughout the year with February and May enrolment counts, holdback funds, special grants
- Students and their program needs change throughout the school year

Enrolment & Provincial Grants

Year	Budget	Actual	% Change (Actual vs. Budget)	Preliminary Provincial Grants	Amended Budget Provincial Grants	Financial Statement Projected for 2021/2022	% Change (Financial Statement vs. Preliminary Provincial Grants)
2018/2019	19,451	19,668	1.12%	175,523,987	179,170,950	180,271,746	2.70%
2019/2020	19,664	19,807	0.73%	183,560,933	184,910,855	188,521,379	2.70%
2020/2021	19,783	19,465	-1.61%	191,640,691	190,792,445	191,739,593	0.05%
2021/2022	19,416	19,866	2.32%	191,094,326	197,021,609	197,021,609	3.10%
2022/2023	19,866			196,751,674			
2023/2024	20,042			197,977,753			
2024/2025	19,962			197,349,141			

* Italics = Projections

Enrolment



Basic Allocation

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

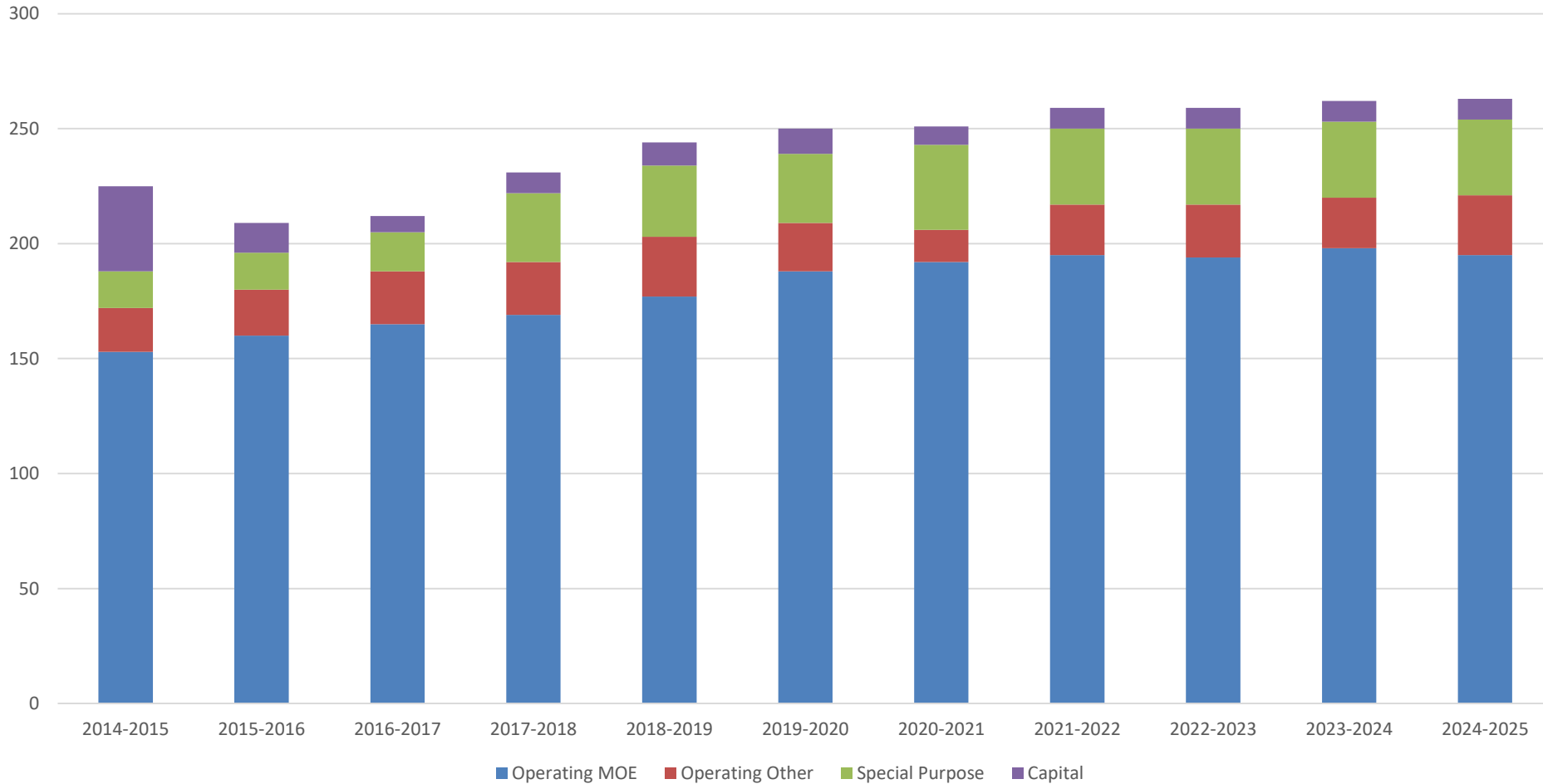
Standard School: \$7,885 per school age FTE	Continuing Education: \$7,885 per school age FTE
Alternate School: \$7,885 per school age FTE	Distributed Learning: \$6,360 per school age FTE

Unique Student

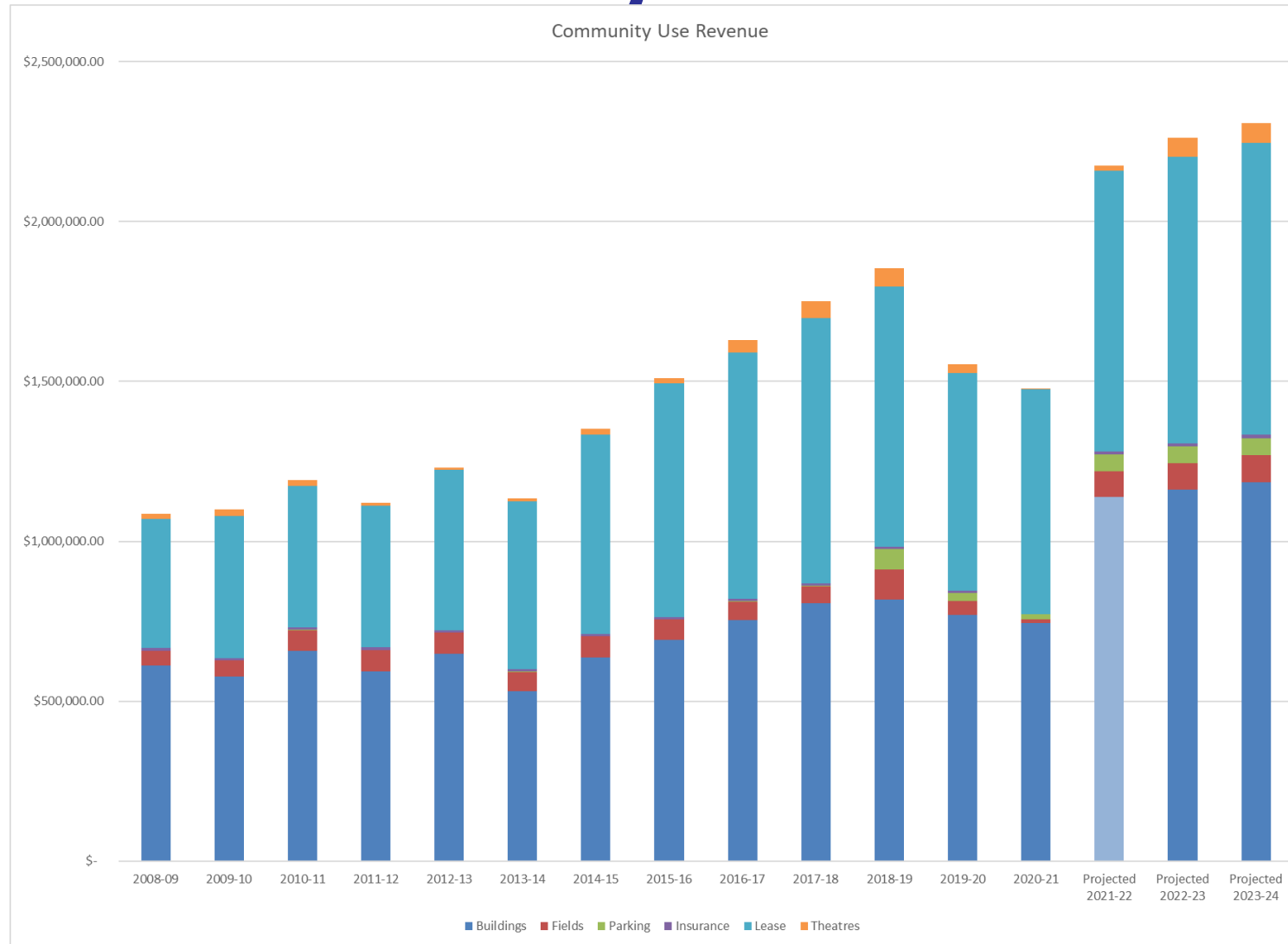
Additional per student funding to address uniqueness of district enrolment and support additional programming

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		

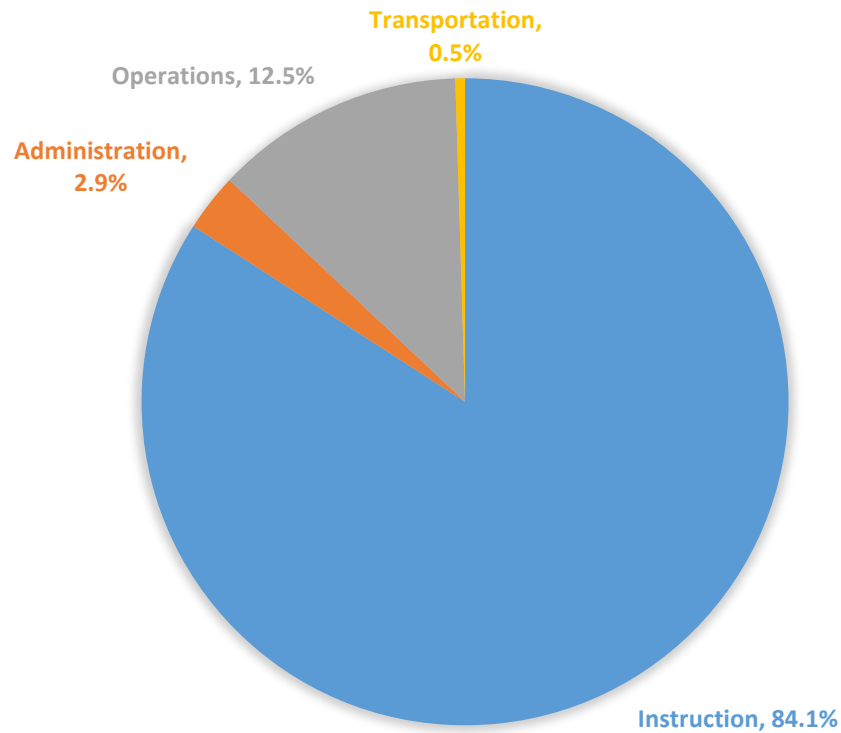
Revenue



Community Use – Revenue



Operating Expenses



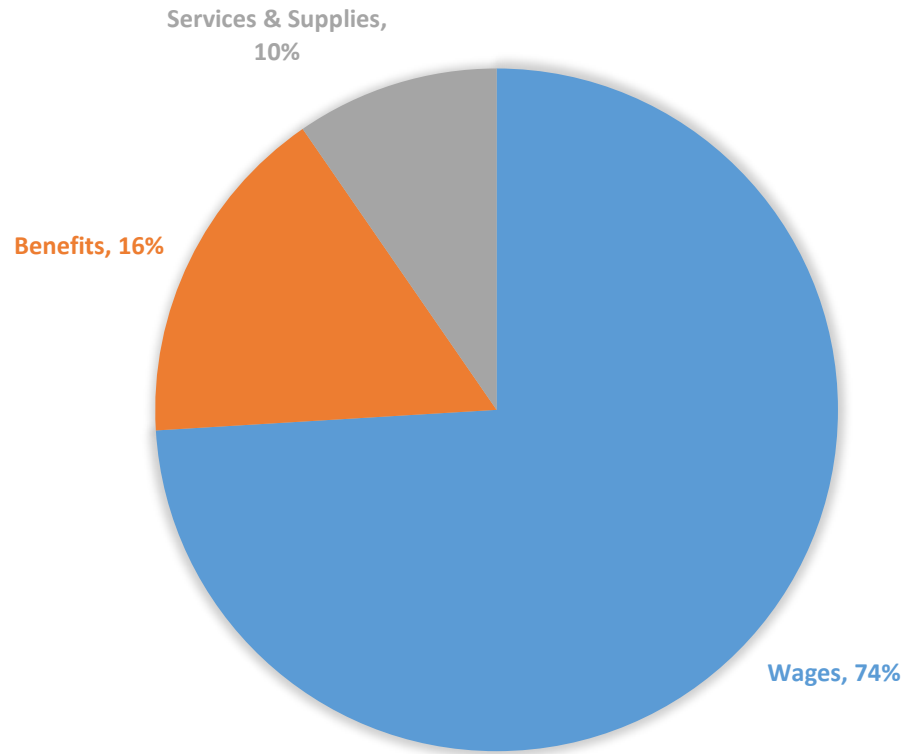
Instruction –relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Education Assistants, technology for the classroom, textbooks, curricular and extra curricular travel

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

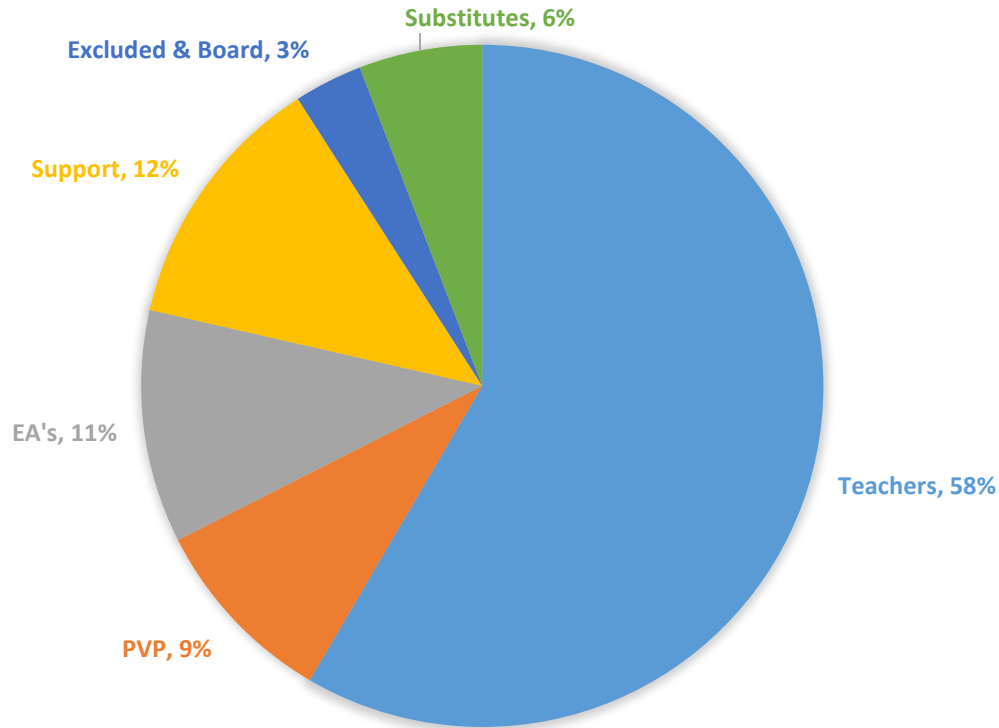
Operating Expenses



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%**

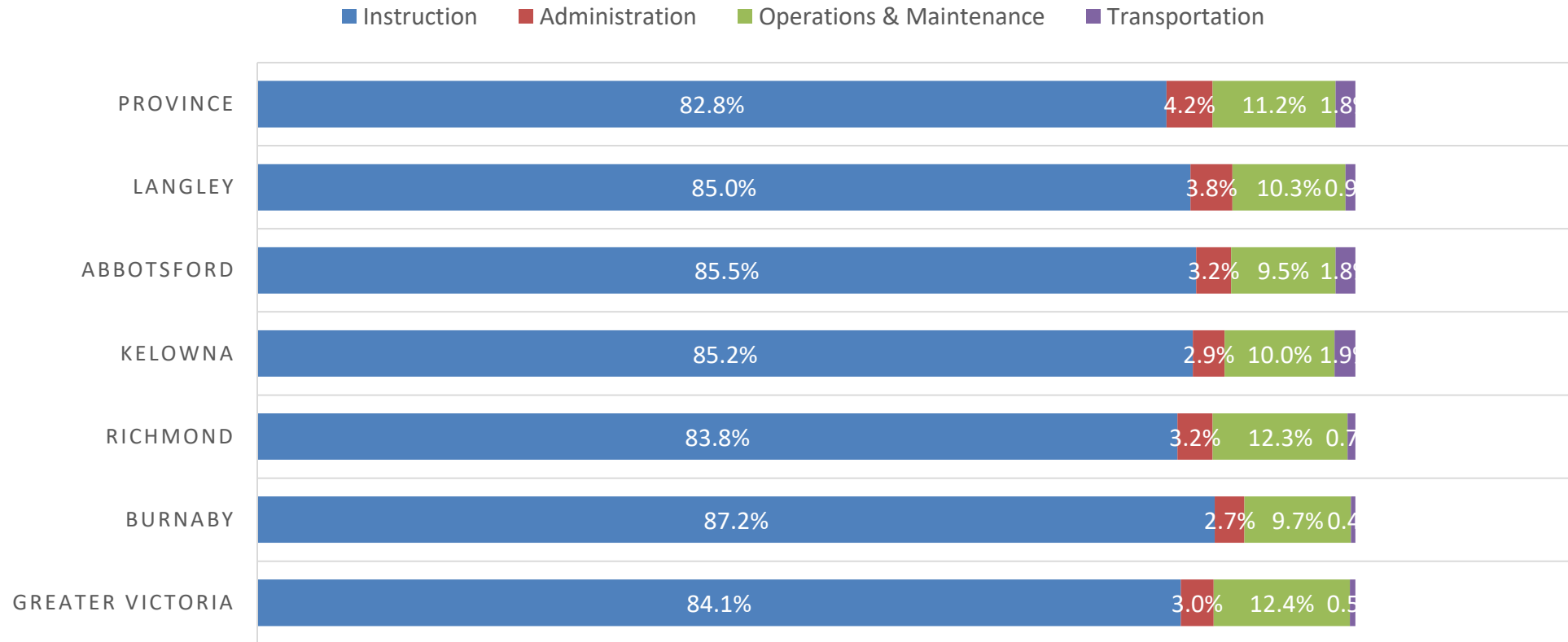
Operating Expenses



- 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 Does SD61 Compare?

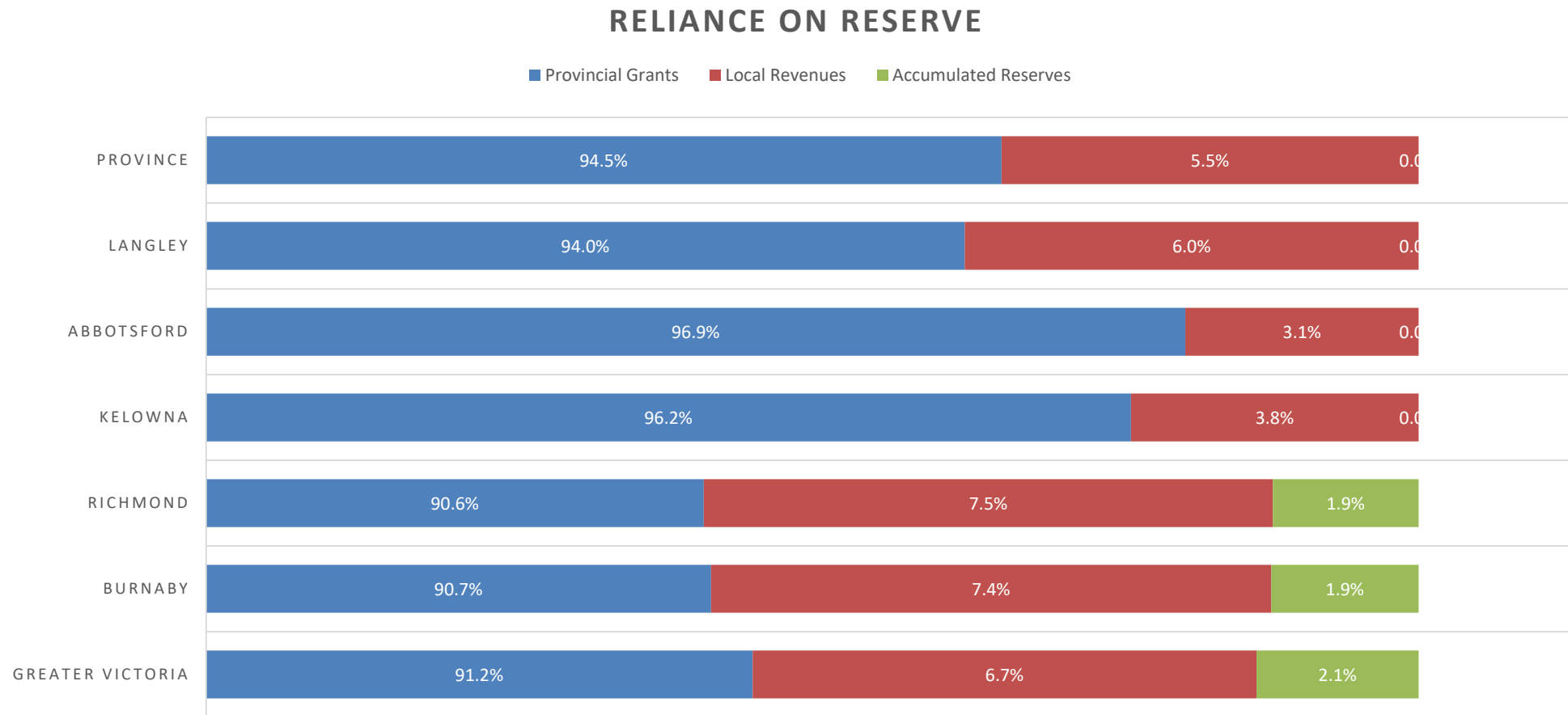
SD61 AND OTHER DISTRICTS



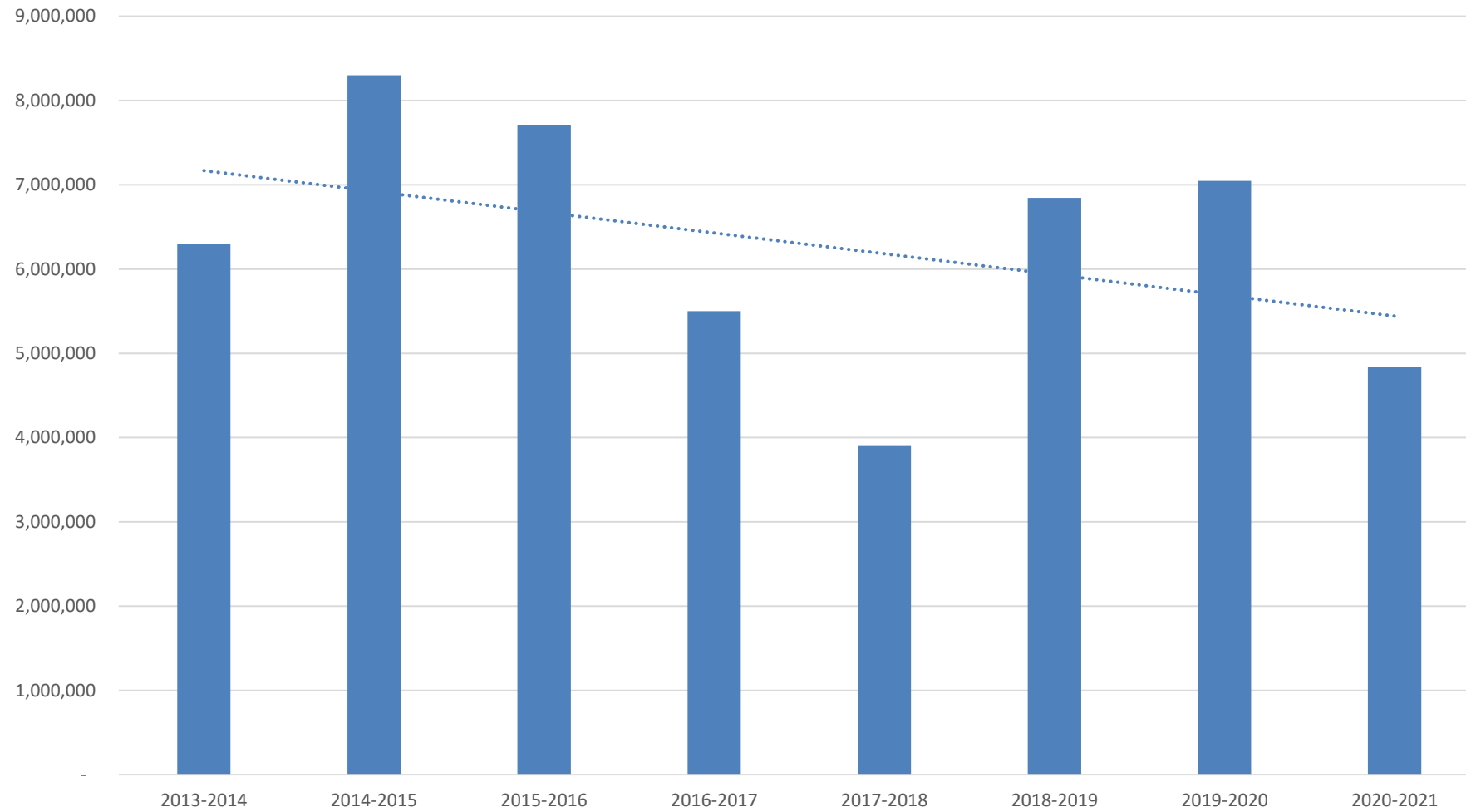
Accumulated Operating Reserves (Surplus)

- **Accumulated operating reserves/surpluses provide a source of funds for:**
 - Unexpected decline in revenue or unavoidable expenditures that were not planned for in the budget contingency
 - One-time expenditures such as equipment, or portable classrooms etc.
 - This funding is finite so there is a risk of using these funds to pay for on-going expenditures

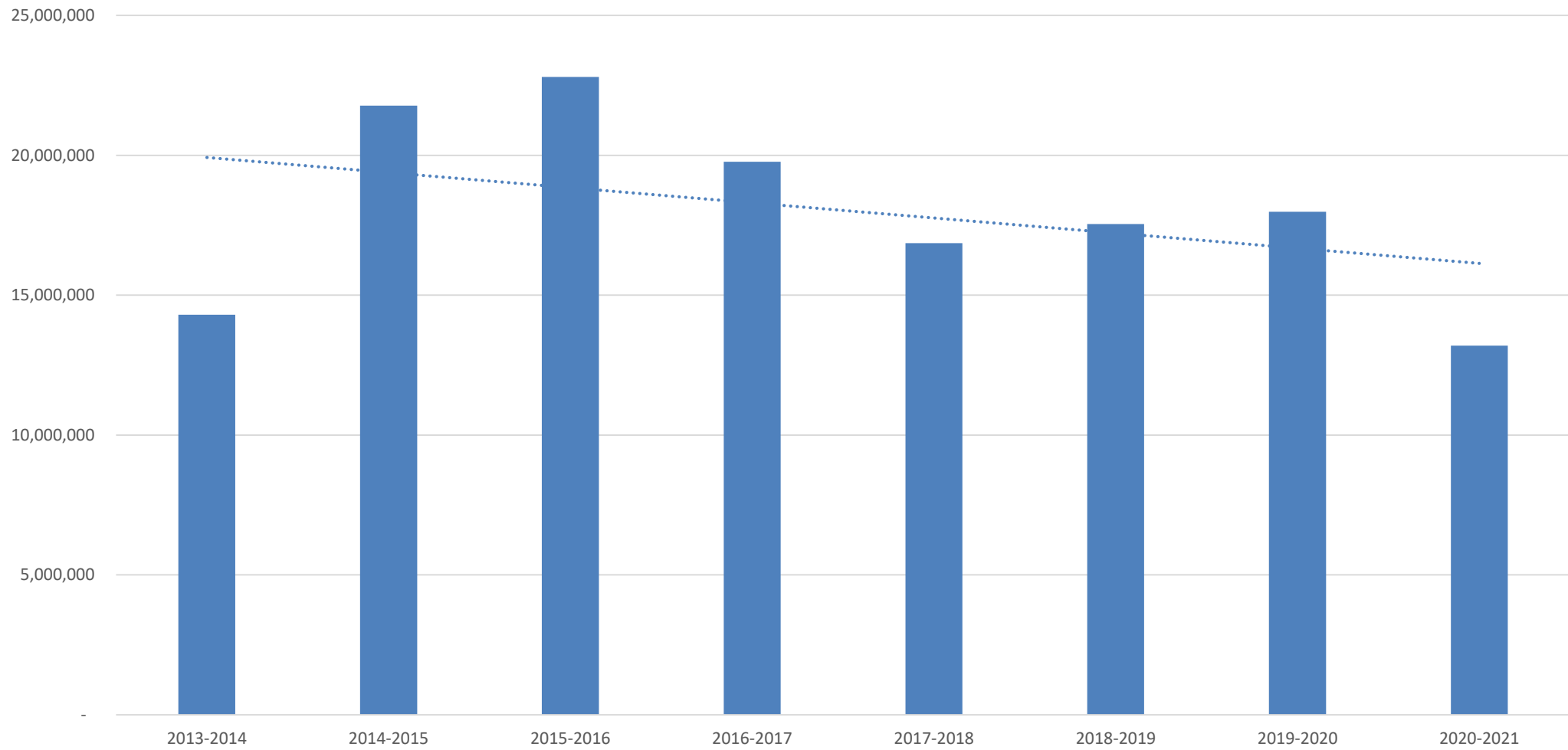
More Reliance on Accumulated Reserves?



Surplus Budgeted to Balance Next Year



Surplus History - Overall



History of Accumulated Operating Reserves

	Actual Financials (Opening)	Surplus/(Use of Reserve to Balance Budget)	Equipment	Balance	Contractually Committed and Carry Forwards		Balance Contingency	% of Operating Expenses
2015/16	21,775,666	2,320,877	(1,296,116)	22,800,427	(10,448,070)		12,352,357	6.87%
2016/17	22,800,427	2,955,704	(5,986,567)	19,769,564	(10,494,970)		9,274,594	5.02%
2017/18	19,769,564	(44,437)	(2,865,770)	16,859,357	(10,572,661)		6,286,696	3.32%
2018/19	16,859,357	1,204,571	(3,236,043)	14,827,885	(8,664,131)		6,163,754	3.07%
2019/20	14,827,885	5,221,324	(2,069,882)	17,979,327	(8,141,693)		9,837,634	4.83%
2020/21	17,979,327	(9,822,003)	(1,000,000)	7,157,324	(4,377,294)		2,780,030	1.30%
2021/22	13,192,739	(6,126,523)	-	7,066,216	(5,098,575)		1,967,641	0.73%

Unallocated Reserve – 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

Forecasted Accumulated Operating Reserve Balance at June 30, 2022?

Accumulated Operating Reserve at June 30, 2021	13,192,739
Changes for the year:	
Net Revenue (Expense) for the year	-6,126,523
Tangible Capital Assets Purchased	Incl. above
Accumulated Operating Reserve at June 30, 2022	7,066,216

2021-2022 Structural Deficit, Beginning	\$ (5,658)
2022-2023 Changes:	
Enrolment & Operating Grant Growth	1,556
International Student Program Growth	919
Last year's reserve savings (one-time)	821
Rentals Revenue Increase	861
Elections Rental Revenue (one-time)	56
Transportation Reduced Expense	90
Student Information System Reduced Expense	217
Other Revenues or Reduced Expenses	50
Changes that Reduced the Deficit:	4,570
Teacher Average Salary Increase	(1,925)
Replacement Teacher Increased Cost (Average Salary + Increased Teacher Absences)	(719)
CUPE Staffing Increases and Adjustments	(158)
Capital purchases added back to Operating	(1,000)
Benefits Increases (on-going) & Benfits Holiday Reduction (one-time)	(833)
Utilities Increases	(330)
Elections Expense (one-time)	(323)
Boundary Review: Sundance Grade 1 Class Opening	(173)
Legal, Labour Relations	(178)
Other Expense Increases	(340)
Changes that Increased the Deficit:	(5,978)
2022-2023 Beginning Structural Deficit (estimate)	(7,066)

Risks

- The budget is prepared based on the known information at the time of preparation
- When the budget is prepared, an assessment takes place to determine whether the risks should be costed
- Historical factors that have caused variances include:
 - Ministry grants received later in the year (i.e. holdbacks) unexpected
 - Benefit changes (egg pension rates)
 - Lack of available workforce (egg no EA's or TTOC's to fill absent/vacant positions)
 - Changes in projected ministry grants
 - Colder or milder winters result in changes in utilities spending
 - Changes in salaries/enrolment
 - Changes unusual legal costs
 - Increased absenteeism and replacement costs due to COVID

What is available to the Board to balance the 2022/2023 Shortfall?

- Reduction Options Proposed (Savings) \$6.1m
- New Reduction Options ?
- Use of Carry Forward (unappropriated surplus) \$0.8m
- Calculated risk – Additional Carry Forward \$2.0m
- Use Local Capital for Equipment without transfer from operating \$1.0m

ALL OF THE ABOVE ARE THE MAXIMUMS AVAILABLE – PARTIAL CONSIDERATION OF ANY OF THE OPTIONS IS POSSIBLE

- Use of Reserves (not recommended) \$1.9m max

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

Can the District Use Land Proceeds for Balancing the Budget?

- No – land disposal proceeds must be held in Local Capital and Ministry Reserved Capital
- But assets > \$5,000 in the “Asks” list could use local capital as a source of funding
- Local capital can’t pay for staffing or consumable supplies

Capital Planning Principles

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

Capital – Projects Planning & Funding

- AFG
- Additions
- New Schools
- Seismic
- School Enhancement Projects
- Carbon Neutral
- Playground Enhancement Projects

Balancing the Budget

What is a Balanced Budget

Revenues + Surplus Used = Expenses

Information Needed to Balance

1. 3-year deficit projection
2. Projected carry forward from 2021/2022 year
3. Reserve target
4. Savings
5. Asks
6. Options

Step 1: Structural Deficit

- 2022-2023 (\$7M)
- 2023-2024 (\$5M)
- 2024-2025 (\$3M)

	Actual			Projected			
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total Revenue	202,051,047	208,934,017	205,717,787	216,940,056	216,839,795	220,230,067	220,818,176
Total Expenses	200,846,476	203,712,693	207,965,873	223,066,579	222,906,292	224,285,708	223,117,591
Operating Surplus (Deficit) for the year	1,204,571	5,221,324	(2,248,086)	(6,126,523)	(6,066,497)	(4,055,641)	(2,299,415)
Total Net Transfers	(3,236,043)	(2,069,881)	(2,538,503)	-	(1,000,000)	(1,000,000)	(1,000,000)
Total Operating Surplus (Deficit), for the year	(2,031,472)	3,151,443	(4,786,589)	(6,126,523)	(7,066,497)	(5,055,641)	(3,299,415)
Surplus Used	2,031,472	-	4,786,589	6,126,523			
Surplus/Deficit	-	3,151,443	-	-	(7,066,497)	(5,055,641)	(3,299,415)

Step 2: Projected Carry Forward

- **\$800,000** projected to be available at June 30, 2022
- Can be used as revenue for 2022/23
- Risk:
 - If the Board wants to take on some risk you could project more than \$800,000.
 - The suggested cap on risk would be \$1-\$2m

Step 3: Reserve Target

- **Target** in draft revised policy = 2%-4% or **\$4m to \$8m**
- Current reserve = 1% or \$2m
- Need save **\$2m operating** \$\$ over the next three3 years **to reach minimum reserve target** by 2024/2025

Step 3: Reserve Target

- How much should the district save to meet its target of \$4m?
- In what year would you save the money?
- Some can be saved in each of the 3 years

Reserve – Ministry Policy

- Must hold some reserve funds
- Criteria:
 - Specific purpose
 - Limited timeframe
 - Alignment to Strategic Plan and Framework for Enhancing Student Learning
- Ministry Order/Policy
- COVID showed the system rainy days are a reality
- Hold reserves to smooth impacts to services in bad years
- Draft revised policy

Step 4: Savings/Reductions

- **Considerations**
- **One-Time vs On-Going**
- **Exempt staffing**
 - Untouched 21-22
 - Reviewing Board Office and Tolmie for 22-23, 23-24 and 24-25
- **Principals Vice-Principals**
 - Reduction in 21-22
 - Non-replacement of Associate Superintendent in 21-22/offset by increase in PVP
 - Further reduction in 22-23

Step 4: Savings/Reductions

- Are you able to tolerate or support any of the savings considerations on the list?
- Are there other reductions the Board should be considering?
- **Savings** will reduce services but help **reduce the deficit** and balance the budget
- One time savings can only be used for 2022/23
- On-going savings can be used for all three years

Step 5: Asks/Re-Allocation/Re-Alignment

- Are you able to support any of the asks on the list in alignment with student need, strategic plan, FESL and infrastructure?
- **Asks can improve services to the district but add to the deficit.**
- One time asks can be used for 2022/23
- On-going asks can be used for all three years

Step 6: Options

- Not recommending one balanced option
- For discussion
- Putting puzzle pieces together

Feedback

- In the envelopes at each table put:
 - Comment cards
 - Options you want the Board to consider
- Email community@sd61.bc.ca
- Deadline April 1st

Decision

- Options from Committee and Public to Board
- Additional committee meeting March 16
- Feedback period March 11 to April 4
- Board decision/budget bylaw readings
 - April 4
 - April 7
- Staffing complete May-June

Key Milestones

April 4	First & second reading
April 7	Second (continued if needed) & third reading
April 8	Budget complete
May-June	Staffing processes commence & conclude

Thank You

