



**Budget Advisory Committee**  
**Thursday, December 8, 2022 6:00-8:00p.m.**  
**Via Zoom**

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**AGENDA**

- 1. Call to Order (5 min)**
- 2. Acknowledgement of Traditional Territories**  
  
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.
- 3. Approval of Minutes November 10, 2022** **Pages 2-5**
- 4. Values and Guiding Principles (10 min)** **Pages 6-7**
- 5. Terms of Reference (15 min)** **Pages 8-12**
- 6. Budget Change Report – June 2022 (15 min)** **Pages 13-57**
- 7. Status Quo Budget – What Does it Mean? (10 min)**
- 8. Enrolment and Operating Grant Overview (10 min)** **Page 58-60**
- 9. Structural Deficit (5 min)**
- 10. Surplus Philosophy & Strategy (20 min)** **Page 61-75**
- 11. Work Plan: Topics and Departments (20 min)** **Page 76**
- 12. Revised Budget Process Timeline** **Page 77**
- 13. Take Away and Questions (10 min)**
- 14. Next Meeting: January 19, 2023 at 6pm In-person**
- 15. Adjournment**



**Budget Advisory Committee  
MINUTES  
Thursday, November 10, 2022**

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**In Attendance:**

Board of Education:

Trustees Nicole Duncan, Karin Kwan, Angela Carmichael, Mavis David, Derek Gagnon, and Emily Mahbobi

Staff:

Deb Whitten, Superintendent

Harold Caldwell, Deputy Superintendent

Tom Aerts, Associate Superintendent

Katrina Stride, Acting Secretary-Treasurer

Julie Lutner, Director of Finance, Budgets and Financial Reporting

Marni Vistisen-Harwood, Director of Facilities Services

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

Gautam Khosla, Executive Member, Greater Victoria Principals Vice-Principals Association

Stakeholders:

Tracy Humphreys, VCPAC

Ilda Turcotte, GVTA

Cindy Romphf, GVTA

Taily Wills, CUPE 947

Trina Legge, CUPE 382

The meeting was called to order at 6:05 pm.

**Acknowledgement**

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

**Election of Chair**

Nominations for the Chair of the Budget Advisory Committee were received for Trustee Duncan and Trustee Gagnon. Trustee Duncan declined the nomination. Trustee Gagnon accepted the nomination. Trustee Gagnon was acclaimed as Chair of the Budget Advisory Committee.

**Introductions**

Committee Chair Gagnon called on all members of the Committee to introduce themselves including their name, organization, position in the organization, associated school or site, where they are from, their background, why they volunteered to participate on the Committee, and what they are hoping to offer and to gain from participation.

## Values/Guiding Principles

The Committee broke into small groups to discuss the following questions regarding the values and guiding principles:

- Are they relevant in year 2? Are there any edits required?
- How will these statements help the budget process?
- How do you see the Committee's work helping to uphold these statements?

Groups reported back highlighting the following:

- Values and guiding principles are still relevant in year 2
- Values are solid
- Absolutely relevant; agree with all
- Guiding principles are relevant in year 2
  - Work as a collaborative group
- Most of the guiding principles are solid, but are we serving students to the best of our ability?
- Students not currently present
  - Revisit to include students in some way
  - Invite students and front load material so they don't have to attend full meeting
  - Student Symposium, or invite students to provide input
- Students to be at centre and drive decisions
- Students need to remain at centre of all decisions
- Keep grounded and centred with students at top
- Listening to students; how do we get them to the table?
- Why was the Indigenous voice not at the table tonight?
  - Need to invite to all meetings
- Need representation from Indigenous community
  - Hope their voices will be heard
  - Always welcome
  - Need to know wants and needs of community
- Input from Indigenous community shared with Committee
- Communication between Board and Rightsholders
- How do we better engage with Indigenous representatives at the table?
- Timelines should be good
- Timelines need to be held
- Opportunity to revisit timelines
- Aligning process with key Ministry dates, such as February enrolment and funding
- Aligning meetings re: budget items and feedback to budget advisory committee meetings
- Transparency
- Active listening versus waiting to speak
- Respectful relationships
- Detachment of voice/bias
- More data to make decisions without personal agenda
- Dates need updating
- How do we ensure that students have safe adults around at all times?
- Can students stand on their own two feet after an education from this District?
- Teach self-love
- What is the District and BC's responsibility to students, if any?

- More investment in all around health
- When students age out of school, do they have the social emotional skills to be successful?

### **Terms of Reference Review**

The Committee broke into small groups to discuss the following questions regarding the Terms of Reference:

- Do we have the right people at the table? Are we missing anyone?
- How can the Committee function effectively under the Terms of Reference?
- If the Committee's duties and responsibilities are achieved, will you have fulfilled your personal reasons for participating on the committee? If not, why not?

Groups reported back highlighting the following:

- A lot of voices and expertise at the table
- Missing student voice; same at standing committees
- Missing student representatives
- Students not at table
- Ground-level student supports need to have a voice at table, e.g. YFC, VIHA, Inclusive Learning
- People missing; could be the way they were invited?
- Be mindful of cultural differences
- Directors from other areas
- Easy to follow
- 20,000+ reasons to participate on this committee
- Dates need to be updated
- Can any cuts be brought back in?
- Understand ramifications of choices, e.g. custodians, part of family, help students, more than just cleaning
- Don't compare to other school districts; what does SD61 want to run and what is best for SD61?
- No one wants to make cuts; cuts impact people
- Understand cuts – everything has impacts
- Board is responsible for decisions
- Morale is huge

### **April 2023 Deadline**

The Committee discussed the importance of the April 6, 2023 deadline for budget approval.

### **Budget Development**

The Committee received highlights of the budget development process.

### **Budget Orientation**

The Committee received an orientation of the budget including the following highlights:

- Fund accounting
- Budget cycle
- Operating expenses; breakdown by function and object; comparison to Provincial average
- Special Purpose Funds
- Capital
- Surplus; projection versus actual; breakdown by category; history
- Reserves

- Ministry Policy
- Financial Statement Discussion and Analysis Report

### **Work Plan**

The Committee reviewed topics of interest from last year. The following new topics were suggested for review:

- Music
- Custodial
- Mental Health
- Indigenous Learners
- Funding for Indigenous students and allocation to schools
- Student participation on Committee

### **Take Away**

Committee members were asked to comment on their biggest takeaway from the meeting or what they planned to share with their members before the next meeting. Responses were:

- Lots of work to do
- Open and communicative
- Hopeful
- Parallel meetings to share information with members
- Plan to bring missing people to the table

### **Next Meeting: December 8, 2022 at 6pm via Teams**

- Committee was asked about preference for virtual or in-person meetings. Consensus was to continue to alternate virtual and in-person meetings.

### **Adjournment**

The meeting adjourned at 8:15 pm.

## VALUES/GUIDING PRINCIPLES

BOARD APPROVED October 26, 2021

### December 8, 2022 – Budget Advisory Committee

#### Students

Students are at the centre of all we do in SD61. Students are our primary stakeholder and must have voice and agency in their learning. The budget will focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs. Quantitative and qualitative data are both important.

#### Relationships

Partnerships and relationships are strengthened by demonstrating respect, recognition of expertise, recognition of diverse opinions and ability to have civil discourse. We assume good intentions on all sides and for all ideas. Trust will be built by having authentic and difficult conversations with transparency and building understanding over time. The budget will be communicated clearly and regularly throughout the process.

#### Indigenous

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 Indigenous Peoples' House 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.

#### Alignment

Budget decisions will align to the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning. Priority will be given to Strategic Plan and Framework for Enhancing Student Learning initiatives and will make financial connections to complete the annual financial report. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

*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.*

### Timelines

The Board will adhere to the Board approved budget process timelines in order for the organization to meet its system, staffing and collective agreement obligations to properly place human and financial resources in schools and provide stability in the organization. In the process, the learning community will be informed about the time constraints for the final budget approval. The Board will give third reading to the budget no later than April ~~611~~, 202~~31~~.

### Collaboration

The budget will be an inclusive collaborative process where stakeholders and Rightsholders have the opportunity to understand the District budget, be made aware of positive and negative impacts of proposed budget options and to provide input on same, and where possible to co-create solutions. Participants should feel heard at the end of the budget process while also understanding that feedback and input are provided for the Board's consideration in its decision making. Quiet voices will require extra attention.

### Sustainability and Ability to Withstand Change

To advance sustainability the Board will:

- 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

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## Budget Advisory Committee – Terms of Reference

~~November 15, 2021 Draft 4~~

~~December 7, 2021 Draft 5~~

January 24, 2022 FINAL

December 8, 2022 - Budget Advisory Committee

### 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 Services
- Director of Indigenous Education as the conduit to and from the Four Houses
- Director of Human Resource Services
- Director of Information Technology for Learning
- Director of International Education
- 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
- Student voice will be heard through the Student Symposium and the Representative Advisory Council of Students

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 ~~24~~<sup>20</sup>, 2023~~2~~.

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](#)

## 2021-2022 Budget Change Report: June 2022 - Operating

### 2021-2022 Preliminary Budget - Operating (CARRIED June 3, 2021)

#### Surplus Appropriation (Board Approved)

Budgeted 21-22 Surplus Appropriation June 3, 2021 - Allocated to Expense	4,837,387	
Budgeted 21-22 Surplus Appropriation June 3, 2021 - Allocated to Reserve	821,019	*Unallocated

<b>5,658,406</b>	<b>0</b>
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#### Changes - Surplus Appropriation (Board Approved)

Net School Funded Balances	1,610,877	1,610,877
The Link School Funded Balance	80,000	80,000
International Student Program	280,000	280,000
Continuing Education	1,813	1,813
Purchase Order Commitments	618,487	618,487
Department Carry Forwards	2,840,184	2,840,184
Year 1 of 5 Network Infrastructure	406,350	406,350
Year 2 of 2 Shop Upgrades	350,000	350,000
Reserve - District	921,622	921,622 *Unallocated
Reserve - International	425,000	425,000 *Unallocated

<b>7,534,333</b>	<b>7,534,333</b>
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<b>220,691,280</b>	<b>220,691,280</b>
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#### Changes - Amended Budget

- Early Learning Framework Grant	4,125	4,125
- ASSAI Carry Forward	25,068	25,068
- Victoria Foundation Donation to Cooper Smith	20,000	20,000
- Misc Indigenous Education revenues	1,000	1,000
- Adjust Cafeteria Revenue budget (budget adjusted as actual revenues received)	(55,000)	(55,000)
- Flu Shots for Employees Supply Account		30,000
- TTOC Budget Reallocation to Flu Shots		(30,000)
- Reduction of MyEducation BC Fees (now included in Digital Services Recovery)		(216,699)
- Misc Donations and Revenues	4,564	4,035
- Actual Cafeteria Revenues to September 30	1,381	1,381
- Sale of surplus assets through public auction	5,447	5,447
- Theatre Revenues - School Allocation	50	50
- Additional Vic West Portable expenses (\$400,000 total budget)		200,000
- 4.0 Teacher FTE (re: increased enrolment/composition)		364,717
- Actual Cafeteria Revenues to November 30	22,643	22,643
- Misc Donations and Revenues	2,473	2,473
- Cooper Smith Music Library revenues to November 30	5,415	5,415
- ERASE Grant	28,250	28,250
- Amended Annual Budget changes (see Amended Annual Budget Presentaion)	2,309,883	1,962,394
- Digital Services Recovery Adjustment		(64,044)
- EDI (Human Early Learning Partnership)	21,402	21,402
- Support Staff EHB Adjustment	5,077	
- May Increased Distributed Learning Revenue	4,575	4,575
- May Increased Continuing Education Revenue	6,714	6,714
- Adjust ASSAI PEN Revenue	(3,000)	(3,000)
- Adjust ASSAI Deferred Revenue	(1,540)	(1,540)
- Actual Cafeteria Revenues to June 30	99,402	99,402
- International Education Revenue increase after final budget adjustment	222,520	222,520
- Misc Pathways & Partnerships Revenue to June 30	9,905	9,905
- Cooper Smith Music Library revenues to June 30	6,990	6,990
- Misc Indigenous Education revenues to June 30	6,203	6,203
- Quadra Wall		50,000
- Unspent Collaboration Funds to District		(116,567)
- School Balances over Carry Forward Limit to District		(60,151)

Total Changes:	2,753,547	2,557,708
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#### Amended Budget to June 30, 2022

<b>223,444,827</b>	<b>223,248,988</b>
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## 2021-2022 Budget Change Report: June 2022 - Special Purpose

	Revenue	Expenses
<b>MENTAL HEALTH GRANT</b>		
Ministry Grant - COVID-19 Recovery Plan	65,395	
Ministry Grant - Early Actions Initiative	48,000	
Human Nature Contract		10,000
Suicide Ideation Training		5,000
Need2 - Suicide Prevention		10,000
SEL (Social Emotional Implementation)		5,395
Indigenous Education		43,000
Implementation supports for MDI data		20,000
Second Step Subscription		20,000
	<b>113,395</b>	<b>113,395</b>

<b>RESTART</b>		
Ministry Grant	456,742	
Custodial Increase (10 positions)		427,212
Directional Floor Stickers		3,634
Disposable Masks		14,772
Hand Sanitizer Gel		10,802
Supplies for distribution of test kits and masks		322
	<b>456,742</b>	<b>456,742</b>

<b>BCTEA Transportation</b>		
Ministry Grant	22,219	
UPasses for grade 9-12 on-reserve Songhees Nation students		11,040
Extra-curricular transportation costs incurred by the Nations		11,179
	<b>22,219</b>	<b>22,219</b>

<b>Early Childhood Education Dual Credit Programs</b>		
Ministry Grant	260,000	
Payments to Camosun College, SD 62, 63 and 64		210,000
Development and Administration of ECE Dual Credit Program		50,000
	<b>260,000</b>	<b>260,000</b>

<b>Ventilation Fund</b>		
Ministry Grant	441,192	
Improvements to ventilation systems and filter upgrading and replacement		441,192
	<b>441,192</b>	<b>441,192</b>

## 2021-2022 Budget Change Report: June 2022 - Capital

	Revenue	Expenses
<b>Local Capital</b>		
Construction License re: Caledonia Master Agreement	4,300,000	
	4,300,000	0



# One *Learning* Community





# Territorial Acknowledgement

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*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.*

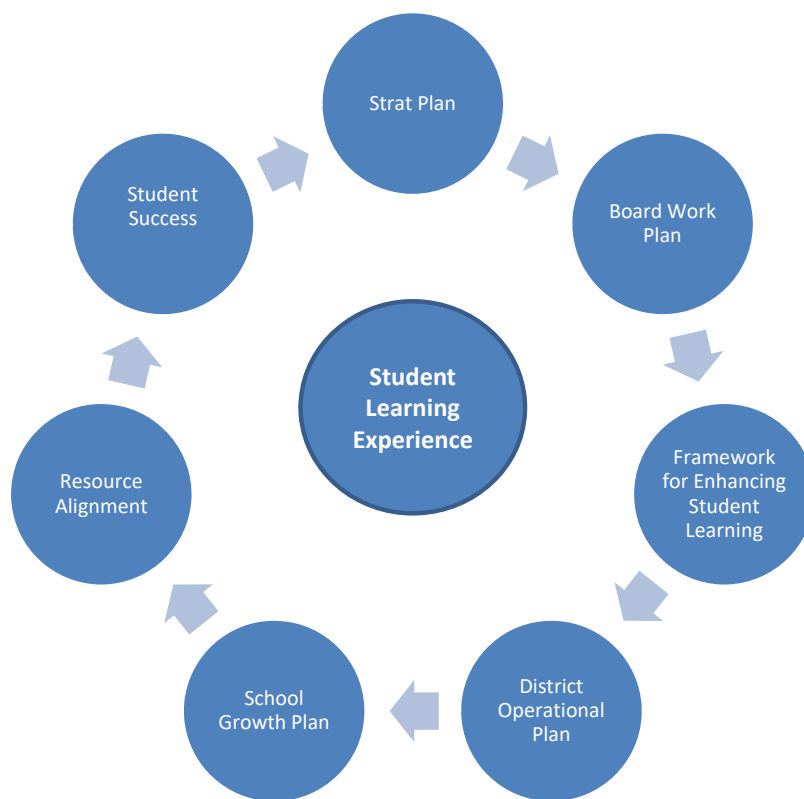
# 2021-2022 Amended Annual Budget

Special Open Board Meeting

February 22, 2022

Presented by: Katrina Stride, Associate Secretary-Treasurer

# Alignment



# Preliminary to Amended Annual Budget

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- Operating Fund (Schedules 2, 2A, 2B, 2C)
- Special Purpose Funds (Schedules 3 & 3A)
- Capital Fund (Schedule 4)
- Consolidated Revenue and Expense (Statement 2)

# Highlights

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- **Enrolment 19,866 FTE vs. 19,416 FTE (450 FTE change or 2.3% increase)**
- **International Program:**
  - Regular student enrolment up 127 FTE, 15.88%
  - Short-term enrolment up 73 students, 23.32%
- **Rental Income increased by \$0.62M**
- **New sources of funding: Restart: Health & Safety Grant and Mental Health in Schools Special Purpose Funds**

# COVID-19 Impact

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- Additional technology purchases
- Extra bus cleaning costs
- Increased ventilation and heating costs
- International Enrolment has not fully recovered to pre-COVID enrolment numbers
- Lower interest rates resulting in reduced Interest Income
- Absences, resulting in higher replacement costs
- Lower travel and professional development expenses
- Additional cleaning at schools, mask, sanitizer purchases and mental health supports all funded through one-time Special Purpose Funds

# Operating Fund – Overview

	<b>2021-2022 Amended Annual Budget</b>	<b>2021-2022 Annual Budget</b>	<b>Increase (Decrease)</b>
Revenues	\$ 216,940,056	\$ 207,498,541	\$ 9,441,515
Expenses	223,066,579	213,156,947	9,909,632
Net Revenue (Expense)	(6,126,523)	(5,658,406)	(468,117)
Budgeted Prior Year Surplus Appropriation	6,126,523	5,658,406	468,117
Net Transfers to other funds	-	-	-
Budgeted Surplus (Deficit), for the year	\$ -	\$ -	\$ -

# Projected Accumulated Surplus

		2021-2022 (Projection)	2020-2021	Increase (Decrease)	Variance %
Project Budgets	A	\$ 1,804,431	\$ 2,840,184	\$ (1,035,753)	-36%
School Level Funds	A	1,875,000	1,972,690	(97,690)	-5%
Purchase Order Commitments	A	630,000	618,487	11,513	2%
Planned Surplus to Balance Budget		-	4,837,387	(4,837,387)	-100%
Planned Reserve (June 3, 2021)	B	821,019	821,019	-	0%
Planned Reserve (Sept 27, 2021)	B	721,622	721,622	-	0%
International Education Reserve (Sept 27, 2021)	B	425,000	425,000	-	0%
Infrastructure Initiatives	C	-	956,350	(956,350)	-100%
Projected Unappropriated Surplus	C	789,144		789,144	100%
<b>Accumulated Surplus (Deficit), end of year</b>		<b>\$ 7,066,216</b>	<b>\$ 13,192,739</b>	<b>\$ (6,126,523)</b>	<b>-46%</b>
Total Operating Expenses Incl. Capital Assets		223,066,579	210,504,376		
Surplus as a % of Operating Expenses		3.17%	6.27%		
Reserve as a % of Operating Expenses		0.88%	0.93%		



# \$7.1M Accumulated Surplus

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## A - No discretion:

- \$4.3M – contractual, externally targeted, school funds

## B - No discretion:

- \$0.82M reserve (June 3, 2021 Special Budget Board Meeting)
- \$0.72M reserve (Sept 27, 2021 Open Board Meeting)
- \$0.43M International Education Reserve (Sept 27, 2021 Open Board Meeting)

## C – Discretion:

- \$0.79M

# Amended Annual Budget Changes

<b>Revenue Changes:</b>	
Increase in Enrolment-Based Funding	\$ 3,687,094
Increase in Unique Student Needs Funding	1,711,393
Increase in Salary Differential	515,608
International Student Program Net Revenue to District	963,439
Rental Revenue Increase	624,321
<b>Expense Changes:</b>	
Unique Student Needs Funding given to Departments/Programs (e.g. IED, SBIL)	(1,711,393)
Staffing & Supplies Expense Increase due to higher Enrolment	(2,328,383)
Higher Average Teacher Salary	(741,600)
Increased Replacement Costs	(2,360,044)
EA Hiring Lag/Vacancies/Unfilled Replacements	893,950
EA Bridging/Pro-D/Advertisements	(100,000)
Legal Fees Increase	(203,439)
Labour Relations Expense Increase	(97,772)
Vic West Portable (\$400k total budget)	(200,000)
Heat Sensors	(100,000)
Superintendent Recruitment	(50,000)
Electric Bus Purchase	(190,093)
Utilities Increase	(275,976)
Other Adjustments (JJEC increases, contract adjustments etc.)	62,895
<b>Amended Annual Budget Changes</b>	<b>\$ 100,000</b>

# Reserve

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- Policy 3170: Operating Surplus (formerly “Reserves”)
- <https://www.sd61.bc.ca/board-of-education/policiesregulations/draft-policies-for-feedback/>
- Boards are to hold reasonable unrestricted operating surplus.
- Purpose: effective planning that includes risk mitigation for emergencies or unexpected increases in expenses and/or decreases in anticipated revenues to continue to provide educational services and maintain regular operations without implementing one-time service cuts.
- Level: will be maintained at between 2% and 4% of the previous year’s operating revenue.
- Current reserve: 1% (\$1.97M)

# Operating Fund – Revenue

	<b>2021-2022 Amended Annual Budget</b>	<b>2021-2022 Annual Budget</b>	<b>Increase (Decrease)</b>
Operating Grant, Ministry of Education	\$ 194,634,007	\$ 188,753,064	\$ 5,880,943
LEA Recovery	(989,902)	(966,444)	(23,458)
Other Ministry of Education Grants	3,205,989	3,194,956	11,033
Provincial Grants – Other	171,515	112,750	58,765
Tuition	14,976,889	12,242,537	2,734,352
Other Revenues	2,184,334	2,029,152	155,182
Rentals and Leases	2,404,195	1,779,874	624,321
Investment Income	353,029	352,652	377
<b>Total Operating Revenue</b>	<b>\$ 216,940,056</b>	<b>\$ 207,498,541</b>	<b>\$ 9,441,515</b>

# Operating Fund – Expenses

	2021-2022 Amended Annual Budget	2021-2022 Annual Budget	Increase (Decrease)
<b>Salaries</b>			
Teachers	\$ 94,960,978	\$ 92,198,153	\$ 2,762,825
Principals and Vice Principals	14,547,515	14,385,816	161,699
Educational Assistants	19,539,401	18,641,764	897,637
Support Staff	19,344,762	19,273,071	71,691
Other Professionals	5,129,702	4,957,013	172,689
Substitutes	10,515,777	8,570,336	1,945,441
Total Salaries	164,038,135	158,026,153	6,011,982
<b>Employee Benefits</b>	37,158,497	36,054,086	1,104,411

# Operating Fund – Expenses Continued

	2021-2022 Amended Annual Budget	2021-2022 Annual Budget	Increase (Decrease)
<b>Services and Supplies</b>			
Services	8,617,023	6,314,984	2,302,039
Student Transportation	1,086,008	1,076,545	9,463
Professional Development and Travel	688,548	727,897	(39,349)
Rentals and Leases	109,851	109,851	-
Dues and Fees	114,387	105,199	9,188
Insurance	423,447	420,003	3,444
Supplies	6,874,404	6,493,917	380,487
Utilities	3,956,279	3,828,312	127,967
Total Services and Supplies	21,869,947	19,076,708	2,793,239
Total Operating Expense	\$ 223,066,579	\$ 213,156,947	\$ 9,909,632

# Operating Fund – \$ Per Student FTE

	2021-2022 Amended Annual Budget			2021-2022 Annual Budget		
Operating	\$	% of Total	Per FTE	\$	% of Total	Per FTE
Teachers	\$ 94,960,978	42.57%	\$ 4,780	\$ 92,198,153	43.25%	\$ 4,749
Principals & Vice Principals	14,547,515	6.52%	732	14,385,816	6.75%	741
Educational Assistants	19,539,401	8.76%	984	18,641,764	8.75%	960
Support Staff	19,344,762	8.67%	974	19,273,071	9.04%	993
Other Professionals	5,129,702	2.30%	258	4,957,013	2.33%	255
Substitutes	10,515,777	4.71%	529	8,570,336	4.02%	441
Total Salaries	164,038,135	73.54%	8,257	158,026,153	74.14%	8,139
Benefits	37,158,497	16.66%	1,870	36,054,086	16.91%	1,857
Services	8,617,023	3.86%	434	6,314,984	2.96%	325
Transportation	1,086,008	0.49%	55	1,076,545	0.51%	55
Pro-D and Travel	688,548	0.31%	35	727,897	0.34%	37
Rentals & Leases	109,851	0.05%	6	109,851	0.05%	6
Dues and Fees	114,387	0.05%	6	105,199	0.05%	5
Insurance	423,447	0.19%	21	420,003	0.20%	22
Supplies	6,874,404	3.08%	346	6,493,917	3.05%	334
Utilities	3,956,279	1.77%	199	3,828,312	1.80%	197
Total Services & Supplies	21,869,947	9.80%	1,101	19,076,708	8.95%	983
Capital	-	0.00%	-	-	0.00%	-
Total	\$ 223,066,579	100.00%	\$ 11,228	\$ 213,156,947	100.00%	\$ 10,979

# Special Purpose Funds

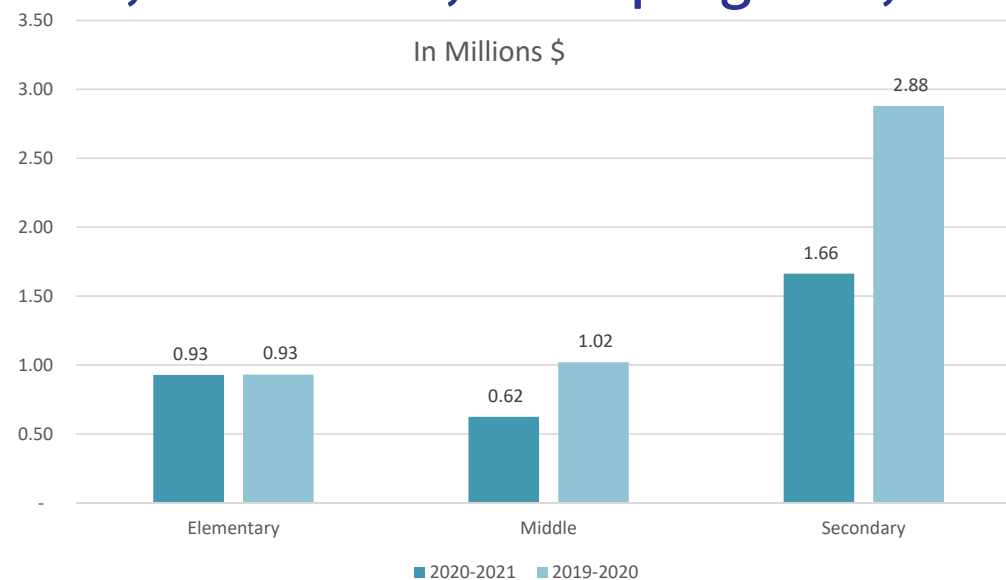
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- Separate funds set up to track revenue and expenses received from the Ministry of Education and external parties that have restrictions on how the funds can be used
- Includes School Generated Fund, CommunityLINK and Classroom Enhancement Fund
- Operating and Capital funds cannot be transferred to Special Purpose Funds



# School Generated Funds

Funds that are raised and collected by schools including fieldtrip funds, donations, fundraisers, lunch programs, PAC

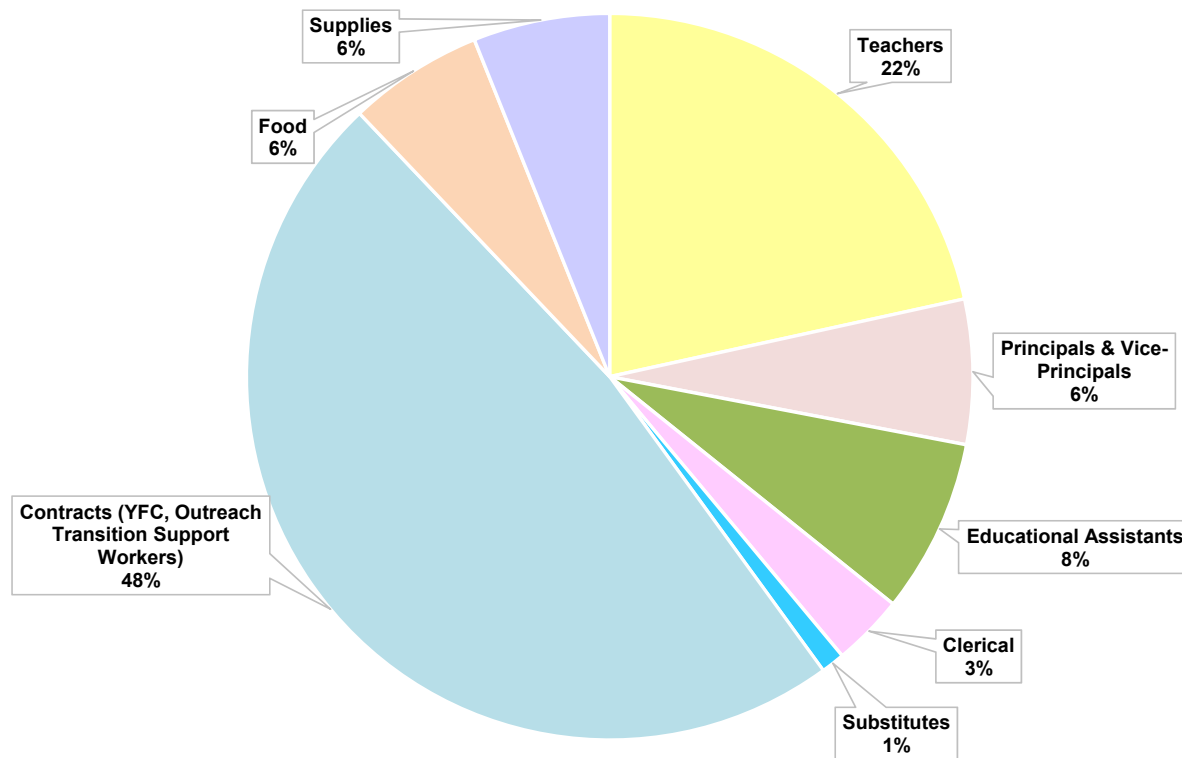


# CommunityLINK

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- Learning
  - Involves
  - Nutrition &
  - Knowledge
- 
- Funds support vulnerable students who may be at risk in terms of academic achievement and social functioning
  - Schools receiving funding include 3 Secondary, 5 Middle, 8 Elementary, 2 Alternative, 4 Family of schools (each receive YFC)
  - Not all schools receive CommunityLINK funding
  - CommunityLINK supports approximately 5,800 vulnerable students in our district through food allocations, school-based counsellor FTE, Teacher FTE, Educational Assistant FTE and Youth and Family Counsellor FTE

# CommunityLINK



# Classroom Enhancement Funds

Funds received to address additional costs related to the implementation of the restored GVTA collective agreement language

150.711 FTE Enrolling Teachers	\$	13,753,726
27.922 Non-Enrolling Teachers		2,548,127
D.3.5 (Low Incidence Prep time)		1,427,144
Remedies		1,150,455
Teacher Leave Provisions (TTOC time)		503,516
2.0 FTE Custodial Staffing (CUPE 382)		117,586
1.286 FTE Human Resources Staffing (CUPE 947)		81,357
Total Classroom Enhancement Funds	\$	19,581,911

# Special Purpose Fund – Revenues

	2021-2022 Amended Annual Budget	2021-2022 Annual Budget	Increase (Decrease)
Annual Facility Grant	\$ 796,808	\$ 810,279	\$ (13,471)
Learning Improvement Fund	657,183	657,183	-
Scholarships and Bursaries	40,000	32,000	8,000
Provincial Resource Programs (SET, Ledger, PIOP)	1,308,162	1,435,273	(127,111)
School Generated Funds	4,516,793	3,514,400	1,002,393
StrongStart	194,374	192,000	2,374
Ready, Set, Learn	78,323	66,150	12,173
Official Languages in Education Protocol (OLEP)	407,238	407,238	-
CommunityLINK	4,320,649	4,198,998	121,651
Classroom Enhancement Fund	19,581,911	16,332,331	3,249,580
First Nation Student Transportation	57,172	-	57,172
Mental Health in Schools	93,395	-	93,395
Changing Results for Young Children	53,179	-	53,179
Safe Return to School/Restart: Health & Safety Grant	456,742	-	456,742
Federal Safe Return to Class Fund	614,310	-	614,310
Estate Trust	10,000	12,500	(2,500)
Special Purpose Revenues	\$ 33,186,239	\$ 27,658,352	\$ 5,527,887

# Capital Fund

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- Includes expenditures related to land, buildings, computer hardware and software, vehicles and equipment
- Funded from Ministry of Education capital grants, local capital, operating funds and special purpose funds
- Ministry of Education Grant Revenue is recognized when maintenance expenses (non-capital) are incurred, including:
  - Mt. Doug window replacements
  - Asbestos inspections
  - Painting
  - Lighting, flooring, roofing and electrical replacements
- **Local Capital Operations and Maintenance Expenses include:**
  - Non-capital expenditures from Child Care Capital reserve (e.g. painting)
  - Student device repairs

# Capital Fund

- Statement 4, Acquisitions from Tangible Capital Assets total \$28.0M
- These are planned current year capital expenditures from Operating and Special Purpose, Local Capital and Bylaw Capital Revenue

Special Purpose (\$0.25M)	Local Capital (\$2.1M)	Deferred Capital Revenue (\$28.0M)
School Generated Funds	Inclusion for Learning	Vic High Seismic
	Sundance-Bank Furniture & Equipment	Cedar Hill Seismic
	Various technology	Northridge & Lake Hill Playgrounds
	School & Department Operating purchases	Various AFG, SEP & CNCP projects
		Child Care Spaces (10 Schools)

# Amended Annual Budget Bylaw

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Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Amended Annual Budget Bylaw in the amount of \$272,964,571 be read a first time the 22<sup>nd</sup> day of February, 2022.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Amended Annual Budget Bylaw in the amount of \$272,964,571 be read a second time the 22<sup>nd</sup> day of February, 2022.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2021/2022 Amended Annual Budget Bylaw at the meeting of February 22, 2022.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) 2021-2022 Amended Annual Budget Bylaw in the amount of \$272,964,571 be read a third time, passed and adopted the 22<sup>nd</sup> day of February, 2022; and that the Secretary-Treasurer and Board Chair be authorized to sign, seal and execute the bylaw on behalf of the Board.



Amended Annual Budget

## **School District No. 61 (Greater Victoria)**

June 30, 2022

# School District No. 61 (Greater Victoria)

June 30, 2022

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\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").


1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$272,964,571 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 22nd DAY OF FEBRUARY, 2022;

READ A SECOND TIME THE 22nd DAY OF FEBRUARY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY OF FEBRUARY, 2022;

( Corporate Seal )

  
Chairperson of the Board  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw 2021/2022, adopted by the Board the 28th DAY OF FEBRUARY, 2022.

  
Secretary Treasurer

**School District No. 61 (Greater Victoria)**

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	19,836,410	19,373,995
Adult	29,750	31,344
Other	-	10,500
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>19,866,160</b>	<b>19,415,839</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	228,369,424	216,081,028
Other	171,515	112,750
Tuition	14,976,889	12,242,537
Other Revenue	6,684,334	5,529,152
Rentals and Leases	2,404,195	1,779,874
Investment Income	432,900	415,552
Amortization of Deferred Capital Revenue	7,880,357	7,969,213
<b>Total Revenue</b>	<b>260,919,614</b>	<b>244,130,106</b>
<b>Expenses</b>		
Instruction	221,066,881	207,618,206
District Administration	6,662,198	6,329,294
Operations and Maintenance	41,570,888	38,027,511
Transportation and Housing	1,301,674	1,291,815
<b>Total Expense</b>	<b>270,601,641</b>	<b>253,266,826</b>
<b>Net Revenue (Expense)</b>	<b>(9,682,027)</b>	<b>(9,136,720)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>6,126,523</b>	<b>5,658,406</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(3,555,504)</b>	<b>(3,478,314)</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(3,555,504)	(3,478,314)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(3,555,504)</b>	<b>(3,478,314)</b>

# School District No. 61 (Greater Victoria)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	223,066,579	213,156,947
Special Purpose Funds - Total Expense	32,936,239	27,658,352
Special Purpose Funds - Tangible Capital Assets Purchased	250,000	
Capital Fund - Total Expense	14,598,823	12,451,527
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,112,930	1,000,000
<b>Total Budget Bylaw Amount</b>	<b>272,964,571</b>	<b>254,266,826</b>

Approved by the Board

[Redacted Signature]

March 1, 2022

Signature of the Chairperson of the Board of Education

Date Signed

[Redacted Signature]

March 1, 2022

Signature of the Superintendent

Date Signed

[Redacted Signature]

Feb 28 / 2022

Signature of the Secretary Treasurer

Date Signed

**School District No. 61 (Greater Victoria)**

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(9,682,027)</b>	<b>(9,136,720)</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(250,000)	
From Local Capital	(2,112,930)	(1,000,000)
From Deferred Capital Revenue	(27,960,311)	(49,712,864)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(30,323,241)</b>	<b>(50,712,864)</b>
Amortization of Tangible Capital Assets	11,695,319	11,451,527
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(18,627,922)</b>	<b>(39,261,337)</b>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(28,309,949)</b>	<b>(48,398,057)</b>

**School District No. 61 (Greater Victoria)**

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2022

	Operating Fund \$	Special Purpose Fund \$	Capital Fund \$	2022 Amended Annual Budget \$
<b>Accumulated Surplus (Deficit), beginning of year</b>	13,192,739	-	48,084,447	<b>61,277,186</b>
<b>Changes for the year</b>				
Net Revenue (Expense) for the year	(6,126,523)	250,000	(3,805,504)	<b>(9,682,027)</b>
Interfund Transfers				
Tangible Capital Assets Purchased		(250,000)	250,000	-
<b>Net Changes for the year</b>	<b>(6,126,523)</b>	<b>-</b>	<b>(3,555,504)</b>	<b>(9,682,027)</b>
<b>Budgeted Accumulated Surplus (Deficit), end of year</b>	<b>7,066,216</b>	<b>-</b>	<b>44,528,943</b>	<b>51,595,159</b>

**School District No. 61 (Greater Victoria)**

Schedule 2

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	196,850,094	190,981,576
Other	171,515	112,750
Tuition	14,976,889	12,242,537
Other Revenue	2,184,334	2,029,152
Rentals and Leases	2,404,195	1,779,874
Investment Income	353,029	352,652
<b>Total Revenue</b>	<b>216,940,056</b>	<b>207,498,541</b>
<b>Expenses</b>		
Instruction	188,927,450	180,770,133
District Administration	6,662,198	6,329,294
Operations and Maintenance	26,175,257	24,765,705
Transportation and Housing	1,301,674	1,291,815
<b>Total Expense</b>	<b>223,066,579</b>	<b>213,156,947</b>
<b>Net Revenue (Expense)</b>	<b>(6,126,523)</b>	<b>(5,658,406)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>6,126,523</b>	<b>5,658,406</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	-	-
<b>Total Net Transfers</b>	<b>-</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>



**School District No. 61 (Greater Victoria)**

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	194,634,007	188,753,064
ISC/LEA Recovery	(989,902)	(966,444)
Other Ministry of Education Grants		
Pay Equity	2,896,617	2,896,617
Funding for Graduated Adults	49,043	100,287
Student Transportation Fund	20,027	20,027
Support Staff Benefits Grant	193,437	193,437
FSA Scorer Grant	17,740	17,740
Summer School Operating Grant Reduction		(33,152)
ECE Dual Credit Project	25,000	
Early Learning Framework Implementation	4,125	
<b>Total Provincial Grants - Ministry of Education</b>	<b>196,850,094</b>	<b>190,981,576</b>
<b>Provincial Grants - Other</b>	<b>171,515</b>	<b>112,750</b>
<b>Tuition</b>		
Summer School Fees	-	-
Continuing Education	-	7,000
International and Out of Province Students	14,973,989	12,217,537
Distributed Learning	2,900	18,000
<b>Total Tuition</b>	<b>14,976,889</b>	<b>12,242,537</b>
<b>Other Revenues</b>		
Other School District/Education Authorities	2,700	
Funding from First Nations	989,902	966,444
Miscellaneous		
Odyssey French Language Assistant Funding	-	27,100
Indigenous Education Curriculum Project	5,000	5,000
Cafeteria Revenue	110,722	55,000
International Education Revenues	690,164	639,527
ArtsStarts Grant	17,600	17,600
BC Hydro Commercial Energy Manager Program Funding	37,500	37,500
Miscellaneous	330,746	280,981
<b>Total Other Revenue</b>	<b>2,184,334</b>	<b>2,029,152</b>
<b>Rentals and Leases</b>	<b>2,404,195</b>	<b>1,779,874</b>
<b>Investment Income</b>	<b>353,029</b>	<b>352,652</b>
<b>Total Operating Revenue</b>	<b>216,940,056</b>	<b>207,498,541</b>

**School District No. 61 (Greater Victoria)**

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	94,960,978	92,198,153
Principals and Vice Principals	14,547,515	14,385,816
Educational Assistants	19,539,401	18,641,764
Support Staff	19,344,762	19,273,071
Other Professionals	5,129,702	4,957,013
Substitutes	10,515,777	8,570,336
<b>Total Salaries</b>	<b>164,038,135</b>	<b>158,026,153</b>
<b>Employee Benefits</b>	<b>37,158,497</b>	<b>36,054,086</b>
<b>Total Salaries and Benefits</b>	<b>201,196,632</b>	<b>194,080,239</b>
<b>Services and Supplies</b>		
Services	8,617,023	6,314,984
Student Transportation	1,086,008	1,076,545
Professional Development and Travel	688,548	727,897
Rentals and Leases	109,851	109,851
Dues and Fees	114,387	105,199
Insurance	423,447	420,003
Supplies	6,874,404	6,493,917
Utilities	3,956,279	3,828,312
<b>Total Services and Supplies</b>	<b>21,869,947</b>	<b>19,076,708</b>
<b>Total Operating Expense</b>	<b>223,066,579</b>	<b>213,156,947</b>

# School District No. 61 (Greater Victoria)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	71,732,270	5,561,544	2,385,297	196,237	222,676	8,296,834	88,394,858
1.03 Career Programs	825,064	122,923	335,105			26,841	1,309,933
1.07 Library Services	2,174,745			314,274		82,885	2,571,904
1.08 Counselling	2,869,405					99,025	2,968,430
1.10 Special Education	10,053,643	532,383	16,000,256	220,609		964,684	27,771,575
1.30 English Language Learning	2,170,379	85,544		13,497		90,798	2,360,218
1.31 Indigenous Education	322,032	141,362	744,025	51,931	146,784	48,968	1,455,102
1.41 School Administration		7,805,083		4,151,283		13,906	11,970,272
1.60 Summer School							-
1.61 Continuing Education	169,500	28,758		59,464		5,905	263,627
1.62 International and Out of Province Students	4,593,095		9,724	851,445	754,612	279,004	6,487,880
1.64 Other			6,374				6,374
<b>Total Function 1</b>	<b>94,910,133</b>	<b>14,277,597</b>	<b>19,480,781</b>	<b>5,858,740</b>	<b>1,124,072</b>	<b>9,908,850</b>	<b>145,560,173</b>
<b>4 District Administration</b>							
4.11 Educational Administration		169,266		331,285	1,062,824	15,426	1,578,801
4.40 School District Governance					326,088		326,088
4.41 Business Administration		100,652		1,277,522	1,328,950	78,446	2,785,570
<b>Total Function 4</b>	<b>-</b>	<b>269,918</b>	<b>-</b>	<b>1,608,807</b>	<b>2,717,862</b>	<b>93,872</b>	<b>4,690,459</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration			55,153	324,013	1,022,063	16,641	1,468,715
5.50 Maintenance Operations	50,845			10,633,791	151,265	412,706	11,197,762
5.52 Maintenance of Grounds				847,396		83,708	931,104
5.56 Utilities							-
<b>Total Function 5</b>	<b>50,845</b>	<b>-</b>	<b>55,153</b>	<b>11,805,200</b>	<b>1,173,328</b>	<b>513,055</b>	<b>13,597,581</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				25,549	114,440		139,989
7.70 Student Transportation			3,467	46,466			49,933
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>3,467</b>	<b>72,015</b>	<b>114,440</b>	<b>-</b>	<b>189,922</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>94,960,978</b>	<b>14,547,515</b>	<b>19,539,401</b>	<b>19,344,762</b>	<b>5,129,702</b>	<b>10,515,777</b>	<b>164,038,135</b>

# School District No. 61 (Greater Victoria)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

Schedule 2C

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	88,394,858	20,135,653	108,530,511	3,924,361	112,454,872	107,955,458
1.03 Career Programs	1,309,933	301,107	1,611,040	992,674	2,603,714	2,403,947
1.07 Library Services	2,571,904	600,463	3,172,367	128,853	3,301,220	3,222,845
1.08 Counseling	2,968,430	693,555	3,661,985	6,608	3,668,593	3,551,244
1.10 Special Education	27,771,575	6,603,421	34,374,996	1,088,051	35,463,047	34,740,474
1.30 English Language Learning	2,360,218	547,662	2,907,880	38,402	2,946,282	2,922,740
1.31 Indigenous Education	1,455,102	309,933	1,765,035	1,194,480	2,959,515	2,394,091
1.41 School Administration	11,970,272	2,629,338	14,599,610	168,345	14,767,955	14,419,920
1.60 Summer School	-	-	-	-	-	-
1.61 Continuing Education	263,627	60,719	324,346	5,000	329,346	319,607
1.62 International and Out of Province Students	6,487,880	1,471,995	7,959,875	2,363,021	10,322,896	8,727,057
1.64 Other	6,374	1,492	7,866	102,144	110,010	112,750
<b>Total Function 1</b>	<b>145,560,173</b>	<b>33,355,338</b>	<b>178,915,511</b>	<b>10,011,939</b>	<b>188,927,450</b>	<b>180,770,133</b>
<b>4 District Administration</b>						
4.11 Educational Administration	1,578,801	312,484	1,891,285	65,116	1,956,401	1,971,900
4.40 School District Governance	326,088	33,398	359,486	154,252	513,738	535,229
4.41 Business Administration	2,785,570	594,372	3,379,942	812,117	4,192,059	3,822,165
<b>Total Function 4</b>	<b>4,690,459</b>	<b>940,254</b>	<b>5,630,713</b>	<b>1,031,485</b>	<b>6,662,198</b>	<b>6,329,294</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	1,468,715	298,904	1,767,619	792,323	2,559,942	2,316,392
5.50 Maintenance Operations	11,197,762	2,332,718	13,530,480	3,513,379	17,043,859	16,153,834
5.52 Maintenance of Grounds	931,104	191,639	1,122,743	528,173	1,650,916	1,650,915
5.56 Utilities	-	-	-	4,920,540	4,920,540	4,644,564
<b>Total Function 5</b>	<b>13,597,581</b>	<b>2,823,261</b>	<b>16,420,842</b>	<b>9,754,415</b>	<b>26,175,257</b>	<b>24,765,705</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	139,989	27,954	167,943	3,307	171,250	165,480
7.70 Student Transportation	49,933	11,690	61,623	1,068,801	1,130,424	1,126,335
<b>Total Function 7</b>	<b>189,922</b>	<b>39,644</b>	<b>229,566</b>	<b>1,072,108</b>	<b>1,301,674</b>	<b>1,291,815</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>164,038,135</b>	<b>37,158,497</b>	<b>201,196,632</b>	<b>21,869,947</b>	<b>223,066,579</b>	<b>213,156,947</b>

**School District No. 61 (Greater Victoria)**

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2022

	2022 Amended Annual Budget	2022 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	28,615,826	24,099,452
Other Revenue	4,500,000	3,500,000
Investment Income	70,413	58,900
<b>Total Revenue</b>	<b>33,186,239</b>	<b>27,658,352</b>
<b>Expenses</b>		
Instruction	32,139,431	26,848,073
Operations and Maintenance	796,808	810,279
<b>Total Expense</b>	<b>32,936,239</b>	<b>27,658,352</b>
<b>Net Revenue (Expense)</b>	<b>250,000</b>	<b>-</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(250,000)	-
<b>Total Net Transfers</b>	<b>(250,000)</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

**School District No. 61 (Greater Victoria)**  
Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2022

Schedule 3A

<b>Deferred Revenue, beginning of year</b>									
	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	Community LINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Add: Restricted Grants									
Provincial Grants - Ministry of Education	793,188	657,183	668,776	5,497	3,711,279	2,374	49,723		521,651
Other	3,620		15,000		4,500,000				
Investment Income	796,808	657,183	51,932		16,793	192,000	68,600	407,238	3,998,998
			66,932	190,549	4,516,793	192,000	68,600	407,238	3,998,998
Less: Allocated to Revenue Recovered	796,808	657,183	40,000	124,334	4,516,793	194,374	78,323	407,238	4,320,649
				4,497					
<b>Deferred Revenue, end of year</b>	-	-	<b>695,708</b>	<b>67,215</b>	<b>3,711,279</b>	-	<b>40,000</b>	-	<b>200,000</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	793,188	657,183		124,334	4,500,000	194,374	78,323	407,238	4,320,649
Other Revenue	3,620		40,000		16,793				
Investment Income	796,808	657,183	40,000	124,334	4,516,793	194,374	78,323	407,238	4,320,649
<b>Expenses</b>									
Salaries									
Teachers									
Principals and Vice Principals				2,536				77,746	753,735
Educational Assistants		531,066		95,007	5,759	129,918		57,029	231,680
Support Staff								6,368	270,121
Substitutes		21,569			30,037	7,423	10,500	60,000	110,947
		552,635	-	97,543	35,796	137,341	10,500	201,143	38,897
									1,405,380
Employee Benefits		104,548		19,701	5,314	32,200	1,720	41,659	322,467
Services and Supplies	796,808		40,000	7,090	4,225,683	24,833	66,103	164,436	2,592,802
		657,183	40,000	124,334	4,266,793	194,374	78,323	407,238	4,320,649
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	250,000	-	-	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased					(250,000)				
					(250,000)				
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 61 (Greater Victoria)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2022

Schedule 3A

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class Fund	Ledger School
<b>Deferred Revenue, beginning of year</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	702,459	17,728,997	1,603,529	22,219	113,395	25,000	456,742	614,310	366,840
Other									
Investment Income									
<b>Less:</b> Allocated to Revenue									
Recovered	702,459	17,728,997	1,150,455	57,172	93,395	53,179	456,742	614,310	367,840
<b>Deferred Revenue, end of year</b>	-	515,437	704,999	-	20,000	-	-	-	20,868
<b>Revenues</b>									
Provincial Grants - Ministry of Education	702,459	17,728,997	1,150,455	57,172	93,395	53,179	456,742	614,310	367,840
Other Revenue									
Investment Income									
<b>Expenses</b>									
Salaries									
Teachers									188,197
Principals and Vice Principals									7,542
Educational Assistants									68,438
Support Staff									
Substitutes	162,468	1,217,700	981,617	-	21,668	24,633	377,702	-	9,030
	429,621	15,127,131	981,617		21,668	24,633	377,702		273,207
Employee Benefits									
Services and Supplies	110,370	2,601,866	168,838	57,172	3,727	4,236	46,457	614,310	63,816
	702,459	17,728,997	1,150,455	57,172	68,000	24,310	32,583	614,310	30,817
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	-	367,840
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased									
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 61 (Greater Victoria)**  
Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2022

Schedule 3A

	Provincial Inclusion Outreach	Estate Trust	TOTAL
	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	1,515	113,140	6,540,627
<b>Add:</b> Restricted Grants			
Provincial Grants - Ministry of Education	814,473		28,141,410
Other		11,099	4,515,000
Investment Income	814,473	11,099	32,739,854
<b>Less:</b> Allocated to Revenue Recovered	815,988	10,000	33,186,239
<b>Deferred Revenue, end of year</b>	-	114,239	1,245,801
<b>Revenues</b>			<b>4,848,441</b>
Provincial Grants - Ministry of Education	815,988		28,615,826
Other Revenue			4,500,000
Investment Income		10,000	70,413
<b>Expenses</b>			<b>33,186,239</b>
Salaries			
Teachers	212,112		15,141,221
Principals and Vice Principals	16,745		315,532
Educational Assistants	142,807		1,243,116
Support Staff	27,231		684,716
Substitutes			2,852,695
	398,895	-	20,237,280
Employee Benefits	88,806		3,672,897
Services and Supplies	328,287	10,000	9,026,062
	815,988	10,000	32,936,239
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	<b>250,000</b>
<b>Interfund Transfers</b>			
Tangible Capital Assets Purchased			(250,000)
	-	-	(250,000)
<b>Net Revenue (Expense)</b>	-	-	<b>-</b>



**School District No. 61 (Greater Victoria)**

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget			2022 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	2,903,504		2,903,504	1,000,000
Investment Income		9,458	9,458	4,000
Amortization of Deferred Capital Revenue	7,880,357		7,880,357	7,969,213
<b>Total Revenue</b>	<b>10,783,861</b>	<b>9,458</b>	<b>10,793,319</b>	<b>8,973,213</b>
<b>Expenses</b>				
Operations and Maintenance	2,903,504		2,903,504	1,000,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,695,319		11,695,319	11,451,527
<b>Total Expense</b>	<b>14,598,823</b>	<b>-</b>	<b>14,598,823</b>	<b>12,451,527</b>
<b>Net Revenue (Expense)</b>	<b>(3,814,962)</b>	<b>9,458</b>	<b>(3,805,504)</b>	<b>(3,478,314)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	250,000		250,000	
<b>Total Net Transfers</b>	<b>250,000</b>	<b>-</b>	<b>250,000</b>	<b>-</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	2,112,930	(2,112,930)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>2,112,930</b>	<b>(2,112,930)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(1,452,032)</b>	<b>(2,103,472)</b>	<b>(3,555,504)</b>	<b>(3,478,314)</b>

## Estimated Operating Grants - 2022/23 School Year

School District 61 Greater Victoria

### September 2022 Enrolment Count

	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	19,619.1370	\$7,885	\$154,696,895	
Continuing Education	3.6250	\$7,885	\$28,583	
Alternate Schools	182.0000	\$7,885	\$1,435,070	
Online Learning	18.0000	\$6,360	\$114,480	
Home Schooling	45	\$250	\$11,250	
Course Challenges	1	\$246	\$246	
<b>Total Enrolment-Based Funding (September)</b>	<b>19,822.7620</b>			<b>\$156,286,524</b>

	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	28.1024	\$3,943	\$0	
4%+ Enrolment Decline		\$5,914	\$0	
Significant Cumulative Decline (7%+)	146.9366	\$3,943	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>

	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	22	\$44,850	\$986,700	
Level 2 Special Needs	875	\$21,280	\$18,620,000	
Level 3 Special Needs	385	\$10,750	\$4,138,750	
English Language Learning	1,863	\$1,585	\$2,952,855	
Indigenous Education	1,454	\$1,565	\$2,275,510	
Adult Education	8.2290	\$5,030	\$41,392	
Equity of Opportunity Supplement			\$956,617	

**Supplement for Unique Student Needs** **\$29,971,824**

Variance from Provincial Average	\$1,727	
Estimated Number of Educators	1,101.722	\$1,902,674

	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	19,830.9910	\$180.33	\$3,576,123	
<b>Supplement for Salary Differential</b>				<b>\$5,478,797</b>

**Supplement for Unique Geographic Factors** **\$2,316,051**

**Funding Protection** **\$0**

**Curriculum and Learning Support Fund** **\$178,152**

**September 2022 Enrolment Count, Total** **\$194,231,348**

### July 2022 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$224	\$0	
Summer Learning Grade 8-9	0	\$224	\$0	
Summer Learning Grade 10-12	0	\$448	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$448	\$0	
<b>Summer Learning, Total</b>				<b>\$0</b>

### February 2023 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	9.2500	\$7,885	\$72,936	
Adult FTE - Continuing Education	8.0000	\$5,030	\$40,240	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,180	\$0	
Gr 10-12 School-Age FTE - Online Learning	16.0000	\$6,360	\$101,760	
Adult FTE - Online Learning	2.0000	\$5,030	\$10,060	
Level 1 Special Needs Enrolment Growth	0	\$22,425	\$0	
Level 2 Special Needs Enrolment Growth	0	\$10,640	\$0	
Level 3 Special Needs Enrolment Growth	0	\$5,375	\$0	
Newcomer Refugees	0.0000	\$3,943	\$0	
ELL Supplement - Newcomer Refugees	0	\$793	\$0	
<b>February 2023 Enrolment Count, Total</b>				<b>\$224,996</b>

### May 2023 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	4.2500	\$7,885	\$33,511	
Adult FTE - Continuing Education	5.0000	\$5,030	\$25,150	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,120	\$0	
Gr 10-12 School-Age FTE - Online Learning	9.6250	\$6,360	\$61,215	
Adult FTE - Online Learning	1.5000	\$5,030	\$7,545	
<b>May 2023 Enrolment Count, Total</b>				<b>\$127,421</b>

**2022/23 Full-Year Estimated Total** **\$194,583,765**

Estimated 2022/23 Operating Grant from Indigenous Services Canada	\$1,031,724
Estimated 2022/23 Operating Grant from Ministry of Education	\$193,552,041

## Final Operating Grant Full-Year Summary - 2021/22 School Year

School District 61 Greater Victoria

### September 2021 Enrolment Count

	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	19,579.0971	\$7,885	\$154,381,181	
Continuing Education	4.6250	\$7,885	\$36,468	
Alternate Schools	182.0000	\$7,885	\$1,435,070	
Online Learning	28.9375	\$6,360	\$184,043	
Home Schooling	45	\$250	\$11,250	
Course Challenges	1	\$246	\$246	
<b>Total Enrolment-Based Funding (September)</b>	<b>19,794.6596</b>			<b>\$156,048,258</b>

	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	442.7179	\$3,943	\$0	
4%+ Enrolment Decline		\$5,914	\$0	
Significant Cumulative Decline (7%+)	-155.4999	\$3,943	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>

	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	23	\$44,850	\$1,031,550	
Level 2 Special Needs	889	\$21,280	\$18,917,920	
Level 3 Special Needs	386	\$10,750	\$4,149,500	
English Language Learning	1,848	\$1,585	\$2,929,080	
Indigenous Education	1,454	\$1,565	\$2,275,510	
Adult Education	8.0000	\$5,030	\$40,240	
Equity of Opportunity Supplement			\$967,134	
<b>Supplement for Unique Student Needs</b>				<b>\$30,310,934</b>

Variance from Provincial Average	\$1,727	
Estimated Number of Educators	1,100.148	\$1,899,956

	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	19,802.6596	\$180.33	\$3,571,014	
<b>Supplement for Salary Differential</b>				<b>\$5,470,970</b>

<b>Supplement for Unique Geographic Factors</b>	<b>\$2,156,674</b>
<b>Funding Protection</b>	<b>\$0</b>
<b>Curriculum and Learning Support Fund</b>	<b>\$174,167</b>

**September 2021 Enrolment Count, Total** **\$194,161,003**

### July 2021 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$224	\$0	
Summer Learning Grade 8-9	0	\$224	\$0	
Summer Learning Grade 10-12	0	\$448	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$448	\$0	
<b>Summer Learning, Total</b>				<b>\$0</b>

### February 2022 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	1.6250	\$7,885	\$12,813	
Adult FTE - Continuing Education	8.8750	\$5,030	\$44,641	
K-Grade 9 School-Age FTE - Online Learning	2.2500	\$3,180	\$7,155	
Grade 10-12 School-Age FTE - Online Learning	11.7500	\$6,360	\$74,730	
Adult FTE - Online Learning	1.4375	\$5,030	\$7,231	
Youth Train in Trades	0.1250	\$7,885	\$986	
Level 1 Special Needs Enrolment Growth	0	\$22,425	\$0	
Level 2 Special Needs Enrolment Growth	14	\$10,640	\$148,960	
Level 3 Special Needs Enrolment Growth	0	\$5,375	\$0	
Newcomer Refugees	7.0000	\$3,943	\$27,601	
ELL Supplement - Newcomer Refugees	5	\$793	\$3,965	
<b>February 2022 Enrolment Count, Total</b>				<b>\$328,082</b>

### May 2022 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	15.8750	\$7,885	\$125,174	
Adult FTE - Continuing Education	3.7500	\$5,030	\$18,863	
K-Grade 9 School-Age FTE - Online Learning	0.0000	\$2,120	\$0	
Grade 10-12 School-Age FTE - Online Learning	10.1250	\$6,360	\$64,395	
Adult FTE - Online Learning	1.0000	\$5,030	\$5,030	
<b>May 2022 Enrolment Count, Total</b>				<b>\$213,462</b>

**2021/22 Full-Year Operating Grant Total** **\$194,702,547**

Estimated 2021/22 Operating Grant from Indigenous Services Canada	\$1,031,724
Estimated 2021/22 Operating Grant from Ministry of Education	\$193,670,823

**Greater Victoria School District No. 61**  
**2022/23 Ministry of Education and Child Care Operating Grant Comparison**

	2022/23 Estimated Final Operating Grant (December 2022)			2022/23 Preliminary Operating Grant (March 2022)			Variance 22/23 Final vs 22/23 Prelim Operating Grant		2021/22 Final Operating Grant (June 2022)			Variance 22/23 Final vs 21/22 Final Operating Grant	
	Final Enrol	Unit Rate	Final Funding (Estimate)	Est. Enrol	Unit Rate	Prelim Funding	Enrol Increase / (Decrease)	Funding Increase / (Decrease)	Final Enrol	Unit Rate	Final Funding	Enrol Increase / (Decrease)	Funding Increase / (Decrease)
			A			B	C = A - B				D	E = A - D	
<b>Enrolment Based Funding</b>													
Regular Schools	19,801.753	\$ 7,885	\$ 156,136,820	19,619.137	\$ 7,885	\$ 154,696,895	182.616	\$ 1,439,925	19,579.097	\$ 7,885	\$ 154,381,181	222.656	\$ 1,755,639
Continuing Education	5.000	7,885	39,425	3.625	7,885	28,583	1.375	10,842	4.625	7,885	36,468	0.375	2,957
Distributed Learning	5.938	6,360	37,763	18.000	6,360	114,480	(12.063)	(76,717)	28.938	6,360	184,043	(23.000)	(146,280)
Alternate Schools	187.000	7,885	1,474,495	182.000	7,885	1,435,070	5.000	39,425	182.000	7,885	1,435,070	5.000	39,425
Home School Students	40.000	250	10,000	45.000	250	11,250	(5.000)	(1,250)	45.000	250	11,250	(5.000)	(1,250)
Course Challenges	11.000	246	2,706	1.000	246	246	10.000	2,460	1.000	246	246	10.000	2,460
<b>Total September Enrolment-Based Funding</b>	19,999.690		<b>157,701,209</b>	19,822.762		<b>156,286,524</b>	176.928	<b>1,414,685</b>	19,794.660		<b>156,048,258</b>	205.031	<b>1,652,951</b>
<b>Unique Student Needs</b>													
(a) English Language Learning	2,111	1,585	3,345,935	1,863	1,585	2,952,855	248.000	393,080	1,848	1,585	2,929,080	263.000	416,855
(b) Indigenous Education	1,474	1,565	2,306,810	1,454	1,565	2,275,510	20.000	31,300	1,454	1,565	2,275,510	20.000	31,300
(c) Inclusive Learning							-	-				-	-
- Level 1	21	44,850	941,850	22	44,850	986,700	(1.000)	(44,850)	23	44,850	1,031,550	(2.000)	(89,700)
- Level 2	936	21,280	19,918,080	875	21,280	18,620,000	61.000	1,298,080	889	21,280	18,917,920	47.000	1,000,160
- Level 3	403	10,750	4,332,250	385	10,750	4,138,750	18.000	193,500	386	10,750	4,149,500	17.000	182,750
(d) Adult Education	8.188	5,030	41,183	8.229	5,030	41,392	(0.041)	(209)	8.000	5,030	40,240	0.188	943
(e) Equity of Opportunity Supplement			956,617			956,617		-			967,134		(10,517)
<b>Total Unique Student Needs Funding</b>			<b>31,842,725</b>			<b>29,971,824</b>		<b>1,870,901</b>			<b>30,310,934</b>		<b>1,531,791</b>
<b>Salary Differential</b>			<b>5,478,797</b>			<b>5,478,797</b>		-			<b>5,470,970</b>		7,827
<b>Unique Geographic Factors</b>			<b>2,316,051</b>			<b>2,316,051</b>		-			<b>2,156,674</b>		159,377
<b>Summer Learning</b>			-			-		-			-		-
<b>Curriculum &amp; Learning Support Fund</b>			<b>178,152</b>			<b>178,152</b>		-			<b>174,167</b>		3,985
<b>Inclusive Learning Enrolment Growth (Feb)</b>			-			-		-			<b>148,960</b>		(148,960)
<b>Newcomer Refugee Funding (Feb)</b>			-			-		-			<b>31,566</b>		(31,566)
<b>Youth Train in Trades (Feb)</b>			-			-		-			<b>986</b>		(986)
<b>Distributed Learning February and May</b>	29.125		<b>180,580</b>	29.125		<b>180,580</b>	-	-	26.563		<b>158,541</b>	2.562	22,039
<b>Continuing Education February and May</b>	26.500		<b>171,837</b>	26.500		<b>171,837</b>	-	-	30.125		<b>201,491</b>	(3.625)	(29,654)
<b>TOTAL OPERATING GRANT</b>			<b>\$ 197,869,351</b>			<b>\$ 194,583,765</b>		<b>\$ 3,285,586</b>			<b>\$ 194,702,547</b>		<b>\$ 3,348,316</b>

# **POLICY 3170**

## **OPERATING SURPLUS**

Adopted: November 27, 2017

Revised: June 20, 2022

Frequency

of Review: Annual

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### **1.0 RATIONALE**

- 1.1 The School Act requires the Board of Education to prepare and approve a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables the Board to engage in long-term planning, mitigate financial risk and support consistent service to all students in the District.
- 1.2 The Operating Surplus policy ensures a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus and also allows the Board to restrict portions of its operating surplus for future use to address board priorities.

### **2.0 DEFINITIONS**

- 2.1 Accumulated Operating Deficit: means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- 2.2 Accumulated Operating Surplus: means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus will be used.
- 2.3 Annual Operating Deficit: is the amount by which a fiscal year's Operating Expenses and Inter-fund Transfers exceed that same fiscal year's Operating Revenues.
- 2.4 Annual Operating Surplus: is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses and Inter-fund Transfers.
- 2.5 Inter-Fund Transfers: means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).

- 2.6 Internally Restricted Operating Surplus: means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- 2.7 Local Capital: is comprised of previous years' available operating surpluses, which have been transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- 2.8 Operating Expenses: are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- 2.9 Operating Revenue: is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- 2.10 Unrestricted Operating Surplus (Contingency): means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

### **3.0 POLICY**

- 3.1 As part of the annual budget process , the Board will engage in public discussions with Rights Holders, Urban Peoples' House Indigenous Advisory (UPHIA) and Métis Nation of Greater Victoria , stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students. The engagement will include a review of historical accumulation and usage of operating surplus to identify patterns that will assist the Board in more effective long-term financial planning.
- 3.2 The Board may set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, the Board will ensure that the restrictions are made only for defined operational needs with a timeline of two years or less, including services or purchases that are directly related to a boards' strategic plan, enhanced educational outcomes for students (framework for enhancing student learning), and operational needs.
- 3.3 Operating Surplus appropriations or restrictions must be made by board motion.
- 3.4 Operating Surplus may be internally restricted by the Board for the following purposes:
  - 3.4.1. Restricted Due to the Nature of Constraints on the Funds: unspent grants provided for a specific purpose, unspent commitments that are legally binding and some donations.

Examples: contractual obligations (e.g., professional development language in a collective agreement or employment contract), funding required to meet the Indigenous education spending target; and school allocations from district (not externally restricted).

- 3.4.2. Restricted for Anticipated Unusual Expenses Identified by the Board: identified one-time and intermittent projects that will not be funded by revenues in the fiscal year or where if they are funded from annual Provincial Operating grants, may cause fluctuations or reductions in educational service levels.

Examples: staffing needs that are short term and variable in nature, self-insurance for minor equipment loss and breakage, implementation of new initiatives; and the impact of emerging events (i.e., COVID-19 pandemic, refugee students).

- 3.4.3. Restricted for Operations Spanning Multiple School Years: To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years.

Examples: future 2 fiscal years' Operations/Budget, future 2 fiscal years' schools and department surplus/carry-forwards; operating projects in progress; technology, utilities, equipment, and Capital projects, purchase order commitments; and educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).

- 3.5 Where Operating Surplus is restricted for the purchase of tangible capital assets such as technology, equipment and capital projects, transfers may be made to the Local Capital Fund for future use. Operating Surplus transfers to Local Capital, will be made by Board motion and the purpose and use of the funds will be communicated through the Annual Budget process and the year-end financial reporting process. Operating Surplus transfers to Local Capital will only be made for specific initiatives that have a clear linkage to the Board's strategic goals, address capital assets investment or meet specific District need.
- 3.6 The Board may restrict Operating Surplus for future capital cost share to support major capital projects that are identified in the board's 5-year Capital Plan, and approved by the ministry for concept plan or business case development where no local or restricted capital reserves are available.

- 3.7 In order to limit the impact fluctuations expenses or revenues have on service delivery over time that may result in cuts to service, the Board will not restrict Operating Surplus for on-going expenses that span 2 or more years.
- 3.8 The Board will maintain a reasonable unrestricted operating surplus to support effective planning that includes risk mitigation for emergencies or unexpected increases in expenses and/or decreases in anticipated revenues to continue to provide educational services and maintain regular operations without implementing one-time service cuts. The unrestricted operating surplus will be maintained at between 2% and 4% of the previous year's operating revenue.

#### **4.0 RESPONSIBILITIES**

- 4.1 The responsibility for the overall compliance with this policy rests with the Board through its Annual Budget process and its financial year end reporting process.
- 4.2 The responsibility for the day to day administration of this Policy rests with the Secretary Treasurer.
- 4.3 The Board of Education must follow Public Sector Accounting Standards.

#### **5.0 REFERENCES**

- 5.1 *School Act, s.81, s.156, s. 157, s 157.1*
- 5.2 *Accounting Practices Order, Ministerial Order 033/09 (033/ 09), Amended by M177/10, Amended by M135/12, Amended by M413/14*
- 5.3 *Ministry of Education Policy: Accumulated Operating Surplus, May 28, 2021*



# K-12 Public Education Accumulated Operating Surplus Policy

## COMPANION GUIDE



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# Purpose of the Companion Guide to the Accumulated Operating Surplus Policy

The BC School Trustees Association (BCSTA), and the Ministry of Education and Child Care (ministry), have committed to working together to develop provincial policies and guidelines for operating surplus that are consistent with the BC **Funding Model Review** and recommendations. The ministry implemented the **K-12 Public Education Accumulated Operating Policy**, on July 2021, to ensure that there is consistency, transparency and accountability for the use of educational operating funding that is not used in the year in which it was provided.

The Policy outlines the process for the reasonable accumulation, spending and reporting of operating surplus funds and boards of education (boards) engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic. It requires boards to monitor and report on their management of operating surplus and provides information and guidelines around operating surplus categories.

The Policy explains that it is appropriate for boards to maintain reasonable operating surplus to manage financial risk and maintain services for students for more than one year. The Policy also ensures that when boards restrict surplus funds it is done for specific purposes with identified timelines. It also creates a mechanism for boards to set aside funding for approved capital projects after other priorities have been addressed.

This Companion Guide (CG) to the Policy provides information and resources that will help boards to understand and meet the requirements in the Policy. The CG should be read in conjunction with the Policy—the Policy contains the main requirements that boards must comply with. The ministry will consult with BCSTA, as needed, when making changes to the Policy and this CG.

Appendix A in this CG provides an example of an operating surplus planning and reporting template (multi-year) that boards may use in the development of their own reporting document. Appendix B provides an example of a multi-year Local Capital surplus planning and reporting template that boards may use to develop their own reporting documents.

# Definitions

- ▶ **Accumulated Operating Deficit:** means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- ▶ **Accumulated Operating Surplus:** means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. Accumulated Operating Surplus is a term defined by the Public Sector Accounting Standards (PS1201). While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus should be used.
- ▶ **Annual Operating Deficit:** is the amount by which a fiscal year's Operating Expenses exceed that same fiscal year's Operating Revenues.
- ▶ **Annual Operating Surplus:** is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses.
- ▶ **Inter-Fund Transfers:** means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- ▶ **Internally Restricted Operating Surplus:** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- ▶ **Local Capital:** is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- ▶ **Operating Expenses:** are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the ministry.
- ▶ **Operating Revenue:** is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the ministry.
- ▶ **Special Purpose Fund:** consists of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'. Special purpose fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program.
- ▶ **Unrestricted Operating Surplus (Contingency):** means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

# Managing Accumulated Operating Surplus

A board achieves an operating surplus when its annual revenue exceeds annual expenditure. Transfers of operating surplus can then be made for the purpose of acquiring capital assets or supplementing Local Capital. An operating surplus means that a board has financial resources that can be used to fund school district operations for a period longer than one year. The ability to carry forward unspent funds (with certain restrictions) enables boards to effectively plan for future years.

**The School Act** enables the Minister of Education and Child Care (minister) to establish guidelines and rules to help boards maintain an operating surplus while continuing to meet the needs of students in the province.

## The Board Budget Process

Boards are required by the School Act to prepare a balanced budget. Board revenues, plus any operating and local capital surplus, must fully fund the following:

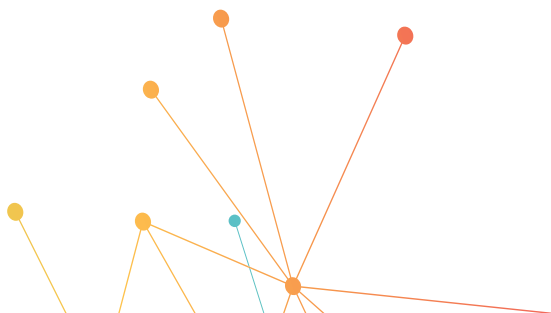
- annual operating expenses;
- tangible capital asset acquisitions (from operating funds, and
- any planned reduction of prior years' deficits.

For a Board to achieve a special purpose fund (SPF) balanced budget, SPF revenues plus any deferred revenues must fully fund annual SPF expenses and tangible capital asset acquisitions from SPF. The Capital Fund is not part of a Board's operating balanced budget and may be in deficit. As such a board may incur an annual deficit for the portion of amortization expense that exceeds amortization of deferred capital contributions.

The Policy requires boards to develop, publish and maintain a local policy that describes how they will engage with their local community, education partners and local First Nations and Métis Nation BC on the management of board operating surplus. As part of the annual budget process, all boards should plan to engage in public discussions with stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students.

The current policies of a specific school district may be accessed by going to that district's website.

As part of this public planning process, and to promote transparency, boards should also review historical accumulation and usage of operating surplus to identify patterns that will assist them in more effective long-term financial planning.



## Internally Restricted Operating Surplus

An accumulated operating surplus indicates that a school district has net resources that can be used to provide future services or acquire assets. It is achieved by spending less than the revenue from all sources. The board may approve restrictions on spending of surplus. Boards of education are required by legislation to prepare balanced annual operating budgets and this may include appropriation of prior year accumulated surplus.

Boards can set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, boards must ensure that the restrictions are made only for defined operational needs with defined timelines, including services or purchases that are directly related to a boards' strategic plan, operational needs and enhanced educational outcomes for students.

To increase transparency, appropriations require a board motion. It is appropriate for some motions to be made in a closed board meeting (i.e., related to land, legal or personnel) but in most cases it will be at a public meeting. The Policy establishes three categories of Internally Restricted Operating Surplus:

### 1. Restricted Due to the Nature of Constraints on the Funds

Boards receive grants from the ministry for specific or targeted purposes (section 106.4 and s. 115 of the *School Act*). Boards may also have access to other revenue. If these grants and funds are not spent, the balance is internally restricted to be used for specific use in future years.

The board may have commitments to spend certain operating funds, in future years, on identified activities. These commitments may be legally binding (e.g., professional development funds outlined in collective agreements). They may also be implied (but not legally binding) commitments such as funds donated to a school but not explicitly restricted by the donor. The board may internally restrict operating surplus to enable boards to meet these obligations. These internal restrictions could be for categories such as:

- ▶ contractual obligations (e.g., professional development);
- ▶ funding required to meet the Indigenous education spending target; and
- ▶ school generated funds (not externally restricted).

### 2. Restricted for Anticipated Unusual Expenses Identified by the Board

To support effective planning, there will be situations where management has identified one-time and intermittent projects that will not be funded by revenues in that year (or where if they are funded from annual Provincial Operating grants this may cause fluctuations or reductions in educational service levels.) These one-time expenses may include:

- ▶ staffing needs that are short term and variables in nature;
- ▶ implementation of new initiatives; and
- ▶ the impact of emerging events (i.e., COVID-19 pandemic, refugee students).
- ▶ self-insurance for minor equipment loss and breakage;

### 3. Restricted for Operations Spanning Multiple School Years

To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years. These situations could include:

- ▶ future years' Operations/Budget (not beyond the next two fiscal years);
- ▶ schools and department surplus/carry-forwards (not beyond the next two fiscal years);
- ▶ operating projects in progress;
- ▶ technology, utilities, equipment, and Capital projects (includes amounts to be transferred to Local Capital that have not yet been identified for specific initiatives);
- ▶ purchase order commitments; and
- ▶ educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).

## Restricted For Future Capital Cost Share

To support major capital projects that are identified in the board's 5-year Capital Plans, and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the **Capital Planning Instructions**.

## Unrestricted Operating Surplus (Contingency)

Boards should consider maintaining reasonable unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, boards may require emergency funds, or contingency funds for unexpected increases in expenses and/or decreases in anticipated revenues. In these situations, boards need to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. Unrestricted operating surplus includes funds that may be used for budgets beyond the next two fiscal years.

Examples of the use of unrestricted operating surplus funds include the following situations.

- ▶ **Emergent Operating Issues** – a school district may be faced with major non-recurring costs related to emergency events or situations (e.g., severe inclement weather, forest fires, etc.). These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
- ▶ **To Offset Unrealized Revenues** – some of the school district's revenue sources (e.g., international and out-of-province student enrolment, rentals, etc.) are cyclical in nature and subject to downturns in the economy and other factors. While districts try to anticipate economic downturns by budgeting for a base dollar amount of these revenues in its general operations, they can still face unrealized revenues and/or declines in base revenues from year to year. Boards cannot always count on budgetary savings or other revenues to offset these shortfalls. In these types of situations, boards can use unrestricted operating surplus (contingency), to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

## Accumulated Deficits

Under section 156(12) of **the School Act**, a board must not incur a deficit of any kind unless the board has the approval of the minister or meets criteria prescribed by order of the minister. The criteria for incurring a deficit is prescribed in section 3 of the **Accounting Practices Ministerial Order**.

Consistent with this primary and secondary legislation, under ministry policy, a request to incur an accumulated operating deficit will only be approved if it is submitted by the board chair, or on a motion from the board and only if the board can explain why the accumulated deficit has been incurred. The board must not have a history of multi-year accumulated deficits, must have retired any previous accumulated deficits as required by the ministry, and must:

- ▶ indicate the nature of the accumulated deficit;
- ▶ demonstrate how the accumulated deficit will be repaid (generally within one to 3 years);
- ▶ indicate the percentage that the accumulated operating deficit is under budgeted expenditures;
- ▶ have appropriated, to the current year, all accumulated operating surplus from prior years; and
- ▶ submit a deficit retirement plan.

The minister may seek additional information to evaluate a board's request if the board does not meet the above criteria. Approval will be considered on a case-by-case basis. The minister may specify terms or conditions directly related to the retirement of the deficit prior to approving the request (e.g. that a debt be retired at a minimum of 1/3 the total debt over a three-year period). The minister will require audited financial statements to approve the accumulated deficit.



## Ministry Oversight

To ensure accountability, board budget allocation decisions will align the use of operating surplus and Local Capital, with educational and operational objectives contained in the school district's strategic plan. The ministry may request boards to provide written evidence that have been informed about how and why funds were restricted (i.e., approved board motion).

If the ministry has concerns, about board accumulated operating surplus policies and processes, it may take corrective actions.

## Operating Surplus Reporting and the Financial Statement Discussion and Analysis

The **Budget Transparency and Accountability Act** directs boards to follow public sector accounting standards, (excluding the PS4200 series) and the Treasury Board Restricted Contribution Regulation 198/2011 (accessed from the Act above). Boards, as government reporting entities, must prepare audited financial statements and other reporting in compliance with this Act. *The School Act* and the **Notes to the Financial Statements** should be referred to when itemizing the internal restrictions boards have placed on their operating surplus.

However, these financial statements alone do not provide stakeholders with all the information necessary to assess the boards' financial planning and performance and management of operating surplus. To ensure the ministry receives all information relevant to the Policy, boards can provide additional narrative-type of information explaining how the funds were accumulated, and how the operating surplus will be used, through the Financial Statement Discussion and Analysis (FSD&A).

The FSD&A can also be used to explain how operating surplus was used to support board strategic plans, other operational needs of the school districts, and enhanced educational outcomes for students.



# Surplus Policy Companion Guide, Appendix A

## Multi-Year Operating Surplus Planning and Reporting Template

**SAMPLE**

Schedule of Accumulated Operating Surplus	Opening Balance	Planned Use	Actual Use	Additions	Closing Balance	Planned	Planned	Planned	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to Other Comments
	July 1	Current School Year	Current School Year		June 30	Next Year	Year 2	Year 3		
Internally Restricted Due to the Nature of Constraints on the Funds										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Anticipated Unusual Expenses Identified by the Board										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Operations Spanning Multiple School Years										
Next Year's Operating Budget										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Future Capital Cost Share										
	\$									
Percentage of Operating Budget	%									
Internally Restricted Operating Fund Surplus	\$									
Unrestricted Operating Surplus (Deficit)	\$									
Percentage of Operating Budget	%									
Total Operating Fund Surplus (Deficit)	\$									
Percentage of Operating Budget	%									

Please [click here](#) for an Excel version of the two reporting templates.

Surplus Policy Companion Guide, Appendix B

**SAMPLE      Multi-Year Local Capital Surplus Planning and Reporting Template**

Local Capital	Prior Year	Current Year	Planned for Year 1	Planned for Year 2	Planned for Year 3
Opening Balance					
<b>Sources of Local Capital</b>					
Sale of Property-Board's Share					
Detail					
Detail					
Detail					
<b>Total Sale of Property</b>					
Transfer from Operating					
Investment Income					
<b>Uses of Local Capital</b>					
Assets Purchased					
Detail					
Detail					
e.g., High School Track Upgrade					
e.g., ERP System Upgrade					
e.g., Middle School Roof Replacement					
<b>Total Assets Purchased</b>					
<b>Closing Balance</b>					

Please [click here](#) for an Excel version of the two reporting templates.

# K-12 Public Education Accumulated Operating Surplus Policy

## **COMPANION GUIDE**



Ministry of  
Education and  
Child Care

## 2023-2024 BUDGET ADVISORY COMMITTEE WORK PLAN

Suggested Topics	Suggested Sequence	Suggested Resource People
Indigenous Education - Learners, Funding and Allocation to Schools	January	Director, Indigenous Education
Mental Health	January	Students; District Team; Associate Superintendent; Deputy Superintendent; Superintendent
Student Participation	January & February	Students; Associate Superintendent; Deputy Superintendent; Superintendent; Secretary-Treasurer
Custodial Services	February	Building Operations Staff; Manager, Building Operations; Director, Facilities Services; Secretary-Treasurer
Music	February	Music Teachers; Students; Associate Superintendent; Deputy Superintendent; Superintendent
Department Overview	Suggested Sequence	
Indigenous Education	January	
District Team	January	
International Education	February	
Communications	February	
Facilities Services	February	
Human Resource Services	February	
Information Technology for Learning	February	
Financial Services	February	

**2023-2024 BUDGET PROCESS/TIMELINE - BOARD APPROVED SEPTEMBER 26, 2022; REVISED**

Date	Event Description	Meeting Type	Agenda Deadline	Reach	What can the learning community expect?
September 26	Approval of Proposed Budget Process	Regular Open	September 22	Public	
September 30	Media Release			Unlimited	
November 10	BAC Meeting #1	Committee	November 8	Internal	Agenda & Minutes
December 8	BAC Meeting #2	Committee	December 6		Agenda & Minutes
		Trustees Staff			
January 5	Talking Tables - Rightsholders & Stakeholders	Partner Representatives		60-70	Report
January 13	Student Symposium	Students		60-70	Report
January 19	BAC Meeting #3	Committee	January 17	Internal	Agenda & Minutes
February 9	BAC Meeting #4	Committee	February 7	Internal	Agenda & Minutes
February 23	BAC Meeting #5	Committee	February 21	Internal	Agenda & Minutes
March 2	BAC Meeting #6 - RECOMMENDATIONS	Committee	March 7	Internal	Agenda & Minutes
March 7	Public Townhall	Public Trustees Staff		100	Preliminary Budget
March 9	BAC Meeting #7 - if needed	Committee	March 7	Internal	Agenda & Minutes
March 14	Present BAC Recommendations to Public	Special Open Board	March 10	Public	Information
March 7-17	Public Feedback Period	Public			Input & Feedback
April 4	1st or 1st and 2nd Bylaw Reading	Special Open Board	March 31	Public	Information
April 6	3rd or 2nd and 3rd Bylaw Reading/ <b>BUDGET PASSED</b>	Special Open Board	April 4	Public	Information
April 20	BAC Meeting #8	Committee	April 18	Internal	Agenda & Minutes

**Revisions:**

Revision 1 Talking Tables: moved from November 24 to January 5