

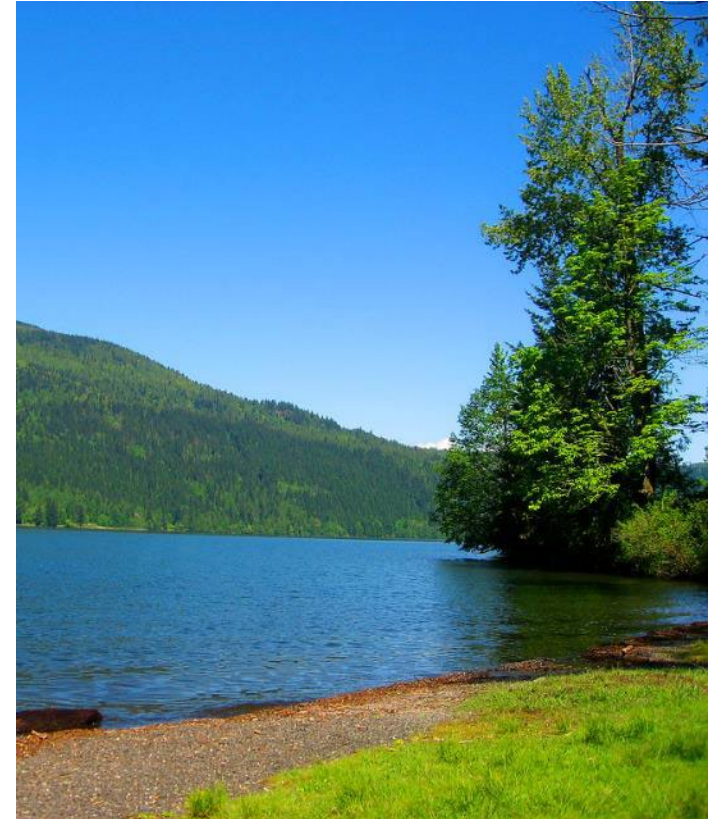
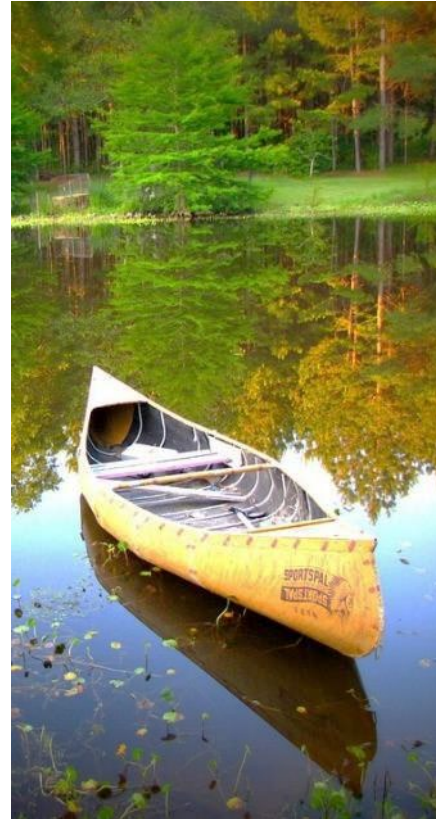


**Chilliwack
School District**



Public Budget Presentation

April 16, 2024





Agenda



1 Guiding Principles

2 Timeline

3 Context

4 Assumptions

5 Alignment with Strategic Plan

6 Budget

7 Other Funds

1. Guiding Principles

Policy 610 Financial Planning and Reporting

Establish a plan that allocates resources to:

- Core operational needs
- Supports Strategic Plans and
- Supports long-range plans of the district

Consult with and get input on strategic objectives and resource priorities from:

- Students
- Parents/guardians/caregivers
- Staff
- First Nations and Metis Nation BC
- Community members and organizations



What is the Board's Role in the Budget?

- Adhering to policy and legislation
- Making budget decisions that support the Strategic Plan
- Understanding the budget situation
- Consulting with the school community
- Overseeing, planning, and allocating the budget
- Determining future budget requirements and capital needs



Thank You, Budget Advisory Committee!

Thank you to the Budget Advisory Committee that works in alignment with Policy 162 – Budget Advisory Committee and provided input on the content, design and development of this presentation.

The committee consists of:

3 trustees, 5 representatives from each Board partner group, 1 community member, 3 students from secondary schools and staff.





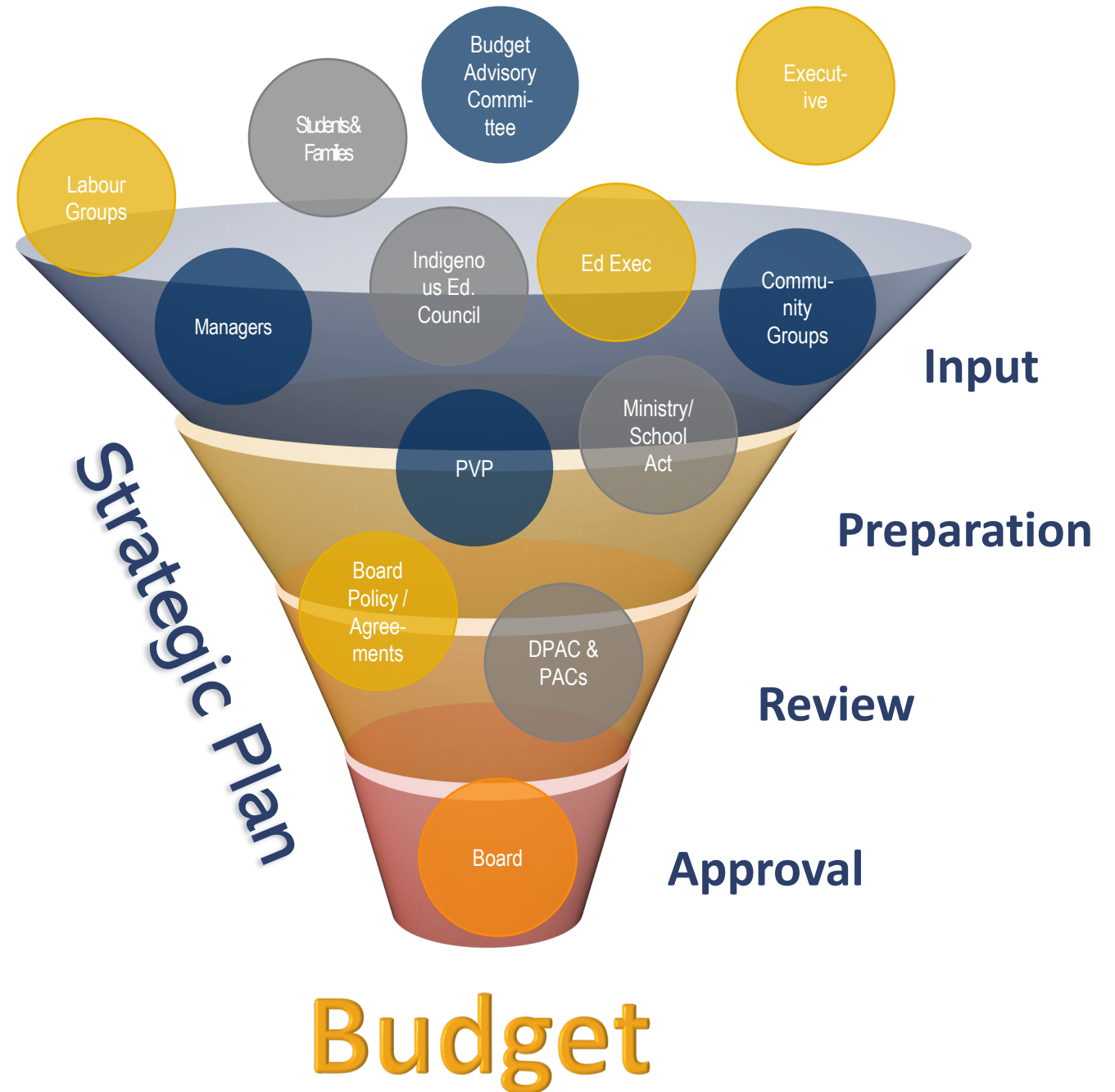
FEEDBACK FROM THE BUDGET ADVISORY COMMITTEE

Include:

- Special Purpose Funds
- New programs – e.g. Feeding Futures and Child Care
- Infographics
- Operating surplus – factor in how preliminary budget is affected by the 3.5% commitment
- Funding allocations – what's driven by enrollment/ ratios vs. discretionary
- Future priorities/initiatives



What does budget consultation look like?





2. Timeline

Plans for Public Consultation into Budget Process

Activity	Type	To Budget Committee	To Board of Education	Ministry Deadline
2024-25 GOVERNMENT FUNDING ANNOUNCEMENT – MID-MARCH				
2024-25 Budget Assumptions	Budget	April 4		
Budget Assumptions & Multi-Year Budget Planning	Budget		April 9	
PUBLIC BUDGET PRESENTATION	Budget		April 16	
Draft Budget Review	Budget	May 9		
March 31st Quarterly Report	Quarterly Report	May 9	May 14	
Budget Approval – 1st Reading	Budget		May 14	
Budget Approval – 2nd & 3rd Reading	Budget		June 11	
Annual Budget due to MoECC	Budget			June 30



Amended

Current Year

Sept 30
Student Count



Oct-Jan

Budgets are reviewed & amended to reflect the Sep 30th student count, current staffing, and any events that impact the budget.



Jan - Feb

Amended Budget discussed with Budget Advisory Committee, and to the Board of Education for 3 readings.



Amended Budget and Bylaw due to MoECC by **Feb 28**



Oct

Nov

Dec

Jan

Feb

Mar

Apr

We are here



May

June

Jul

Nov - Feb

Preliminary budget planning begins for the next school year including input from staff and the Board. Budget Advisory Committee advises on Public Budget Presentation.



Mar - Apr

Budget Assumptions to Budget Advisory Committee, the Board, staff and public for review and input on significant budget contractions and/or expansions.



May - Jun

Preliminary Budget to the Board of Education for 3 readings.



Preliminary Budget due to MoECC by **Jun 30**



Preliminary

Next Year



MoECC Next Year Funding Announcement

3. Context



Operating Budget



Student Supports
Instruction
Administration
Maintenance
Transportation

Capital Budget



Buildings
Land Improvements
Furniture, Equipment
Buses, Fleet
Site Purchases

Special Purpose Funds



Specific Time Frame
Specific Function-
Examples: School Trust
Fund
Annual Facilities Grant
Classroom Enhancement
Fund
Community Link



Revenue is mostly from the Province

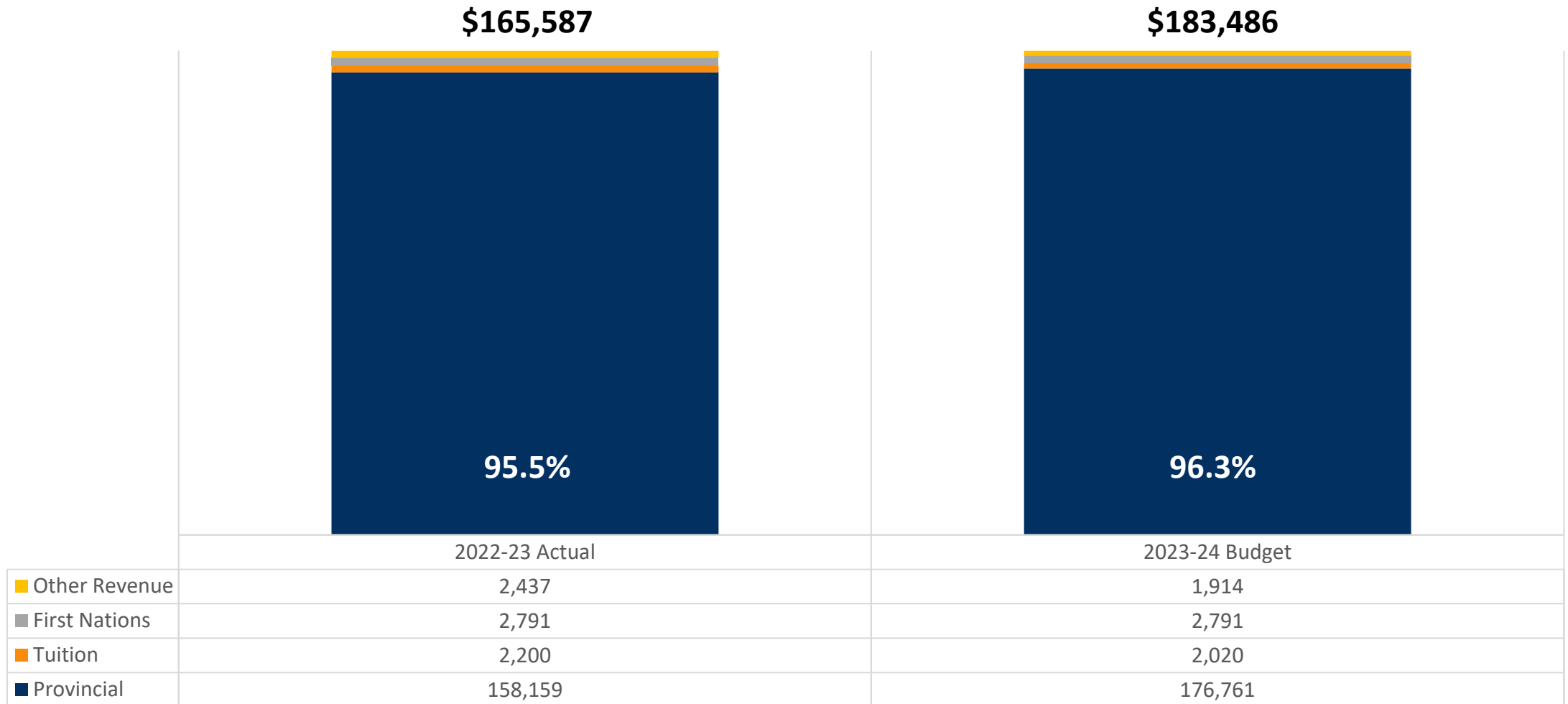


Chart is in thousands \$'000



Actual Spending by Function & Object 22-23 totaled \$162.7 million

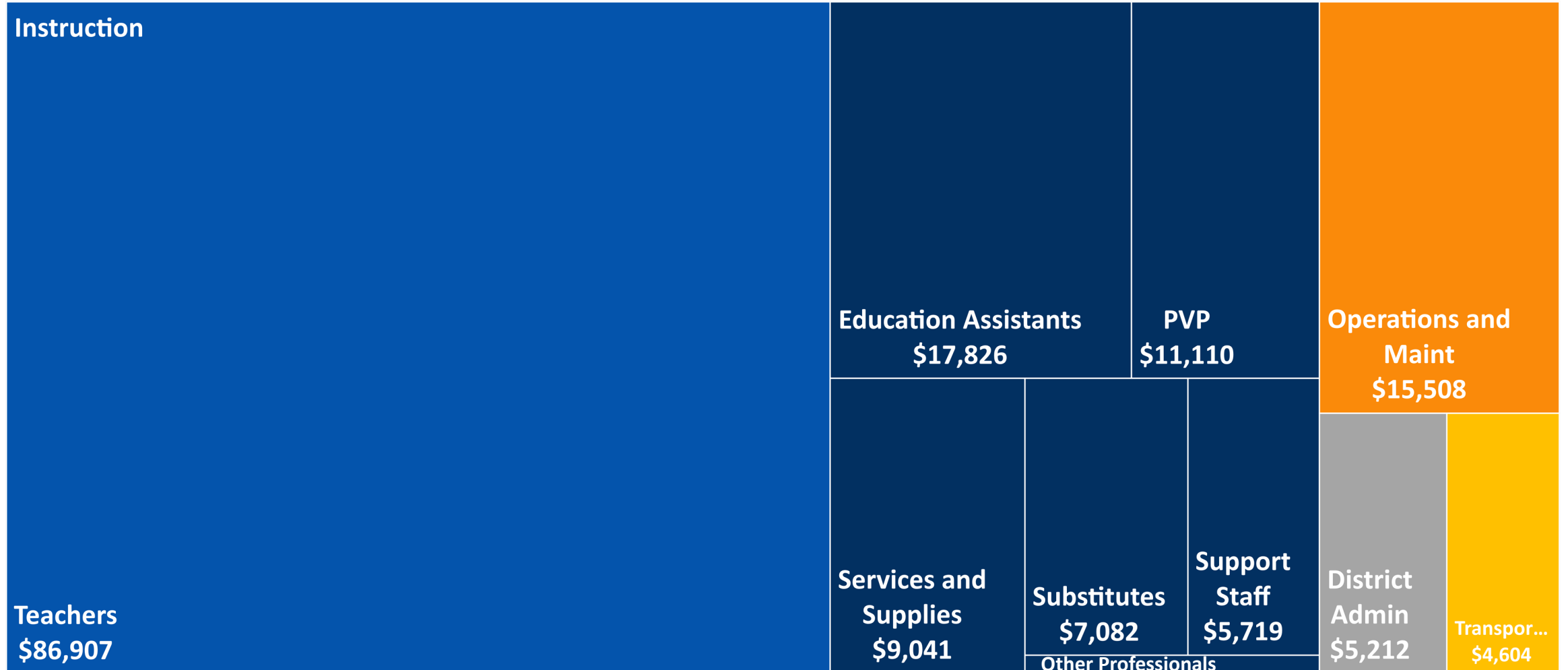


Chart is in thousands \$'000

Comparison of Key Spending Categories, across similar sized districts

		Percentage of 2023-24 Annual Budgeted Operating Expend., by Function (%)			
District	Enrolment FTE, Sept23	Instruction	District Admin.	Operations and Maintenance	Transportation
PROVINCIAL AVE.		83.0	3.9	11.2	1.9
Maple Ridge-Pitt Meadows	16,270	86.5	3.8	9.4	0.3
Delta	15,883	86.3	2.9	10.2	0.6
North Vancouver	16,161	85.6	4.0	10.1	0.3
Chilliwack	15,321	85.3	2.9	9.4	2.4
Sooke	13,121	85.3	4.5	8.2	2.1
Nanaimo-Ladysmith	15,026	83.3	4.3	11.1	1.3
Abbotsford	20,028	85.2	3.3	9.6	1.9
Kamloops-Thompson	15,820	80.6	3.3	12.9	3.3
Prince George	13,174	79.5	3.8	13.2	3.6



Special Education

	2022-23
Revenue:	25,388,675
Special Education Supplement for Unique Student Needs	
Expenses:	
Teachers	7,425,970
PVP	344,972
Education Assistants	13,093,695
Support Staff	415,119
Substitutes	800,749
Benefits	5,560,177
Services and Supplies	<u>678,732</u>
Total	28,319,414
Net Special Education Supplemental Funding after spending	(2,930,739)



Indigenous Education

A distinction between LEA funding and the Supplemental grant

Local Education Agreements provide funding to school districts for on-reserve students in place of the basic grant: Est. \$2,791,232

The **Supplemental grant** is used to provide enhancements for ALL Indigenous Learners:

TOTAL AVAILABLE FUNDING =

Supplemental Funding
(2737 FTE x \$1,770) =

\$4,844,490

Plus

**Any Prior Year Surplus
Carryforward**

Indigenous Education

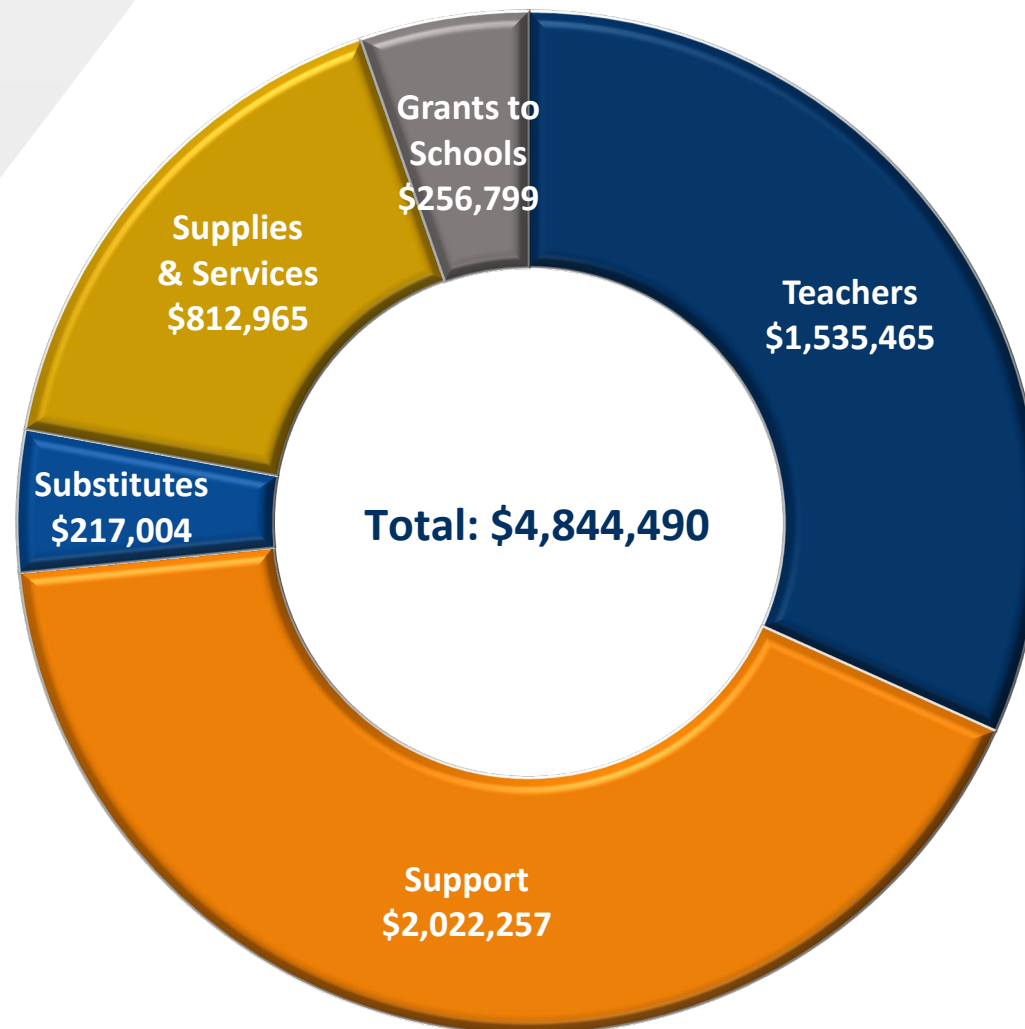
Supplemental Grant - Expenses

Teachers Include:

- School Based (3.2 FTEs)
- Halq'emeylem (0.8 FTE)
- Mental Health (0.5 FTE)
- Enhancement Teacher (4.3 FTEs)
- Grad Coaches (4.0 FTEs)

Support Includes:

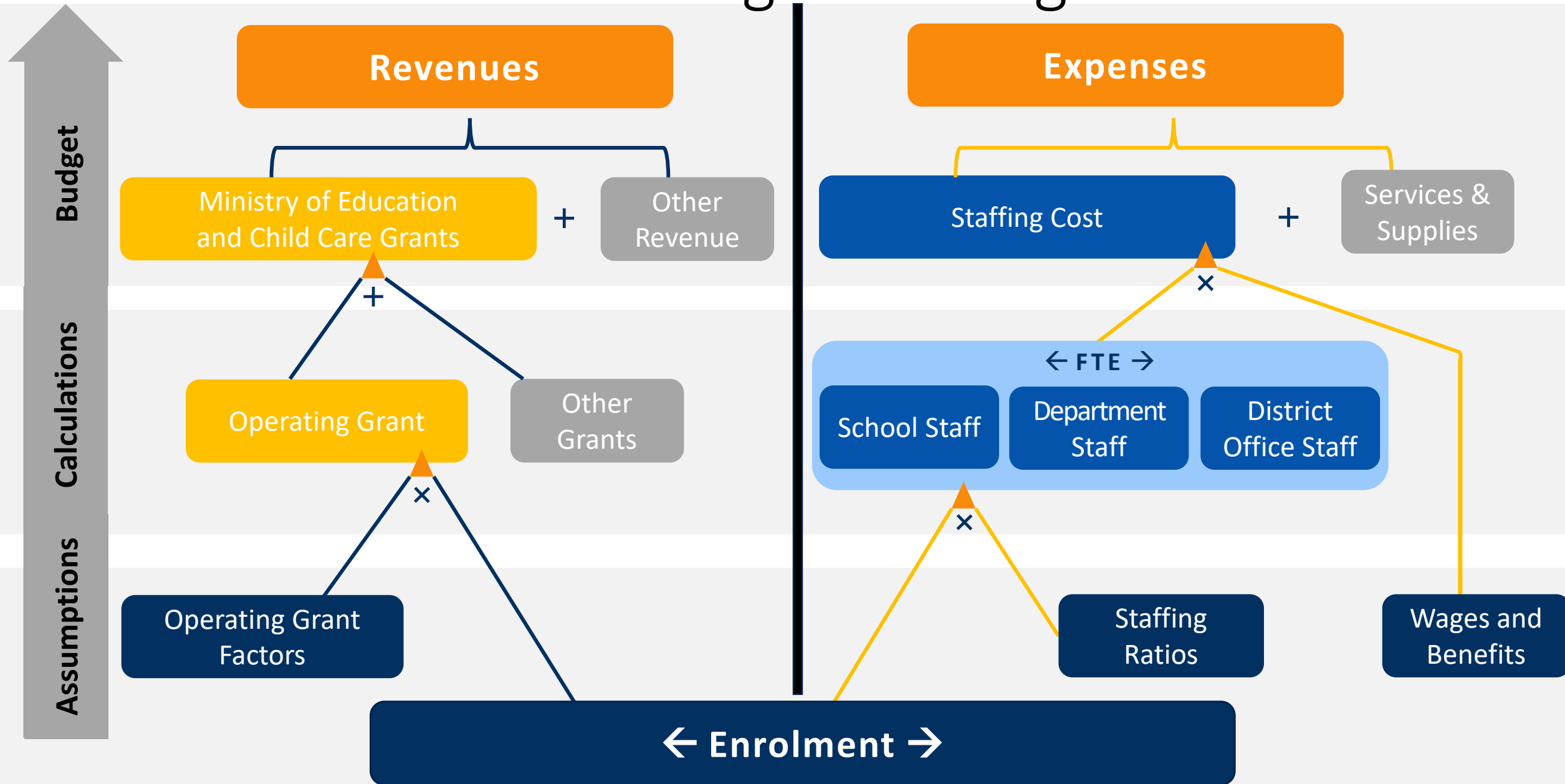
- Education Assistants (40 Positions)
- Coordinator (1 Position)





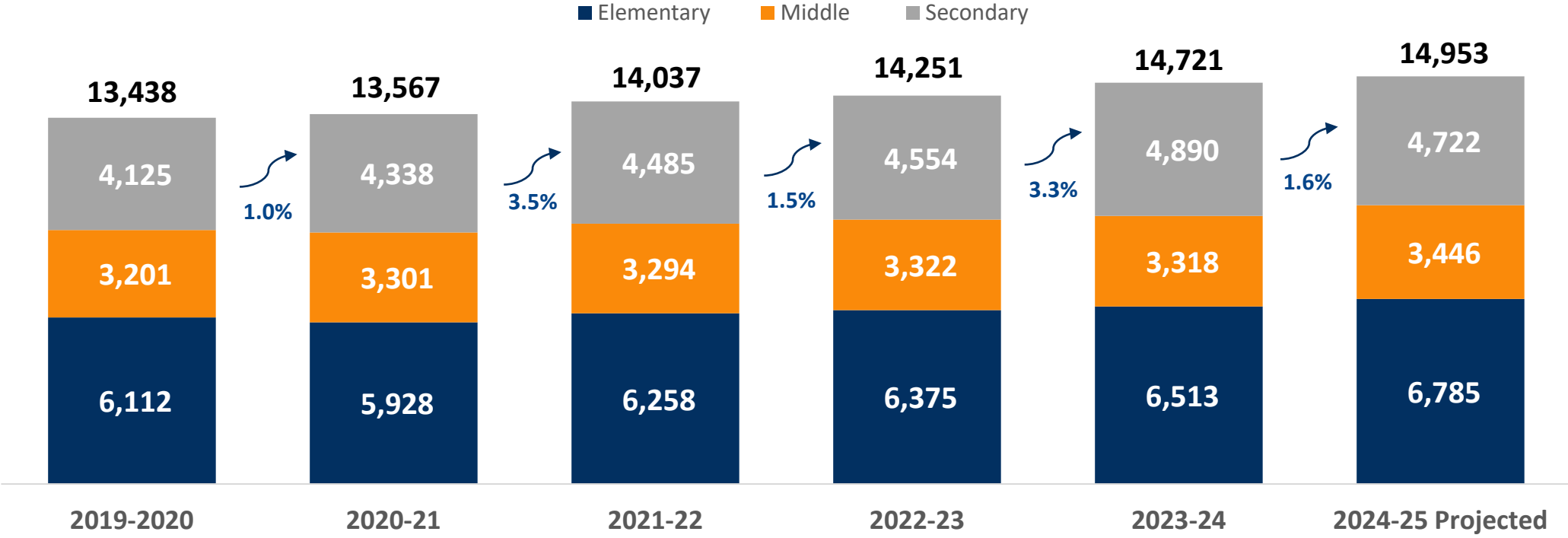
4. Assumptions

How is the Budget Put Together?



Enrollment, Headcount

Enrollment Trends and Projection (Headcount excl. Flex. CLC, and WEX), 2019-20 to 2024-25, as of September count



Staffing Ratios

Teachers

- School Act sets class size limits in section 76.1
- Local bargaining language from 2001 was restored under supreme court ruling and provides guidance for certain teacher staffing ratios (through Special Purpose Fund)
- Ratios and staffing levels set locally by districts

Support Staff (custodial, operations, education assistants, clerical, bus drivers etc.)

- Ratios and staffing levels set locally by districts

Administrators (Principals, Vice Principals, Executive, Management)

- Ratios and staffing levels set locally by districts

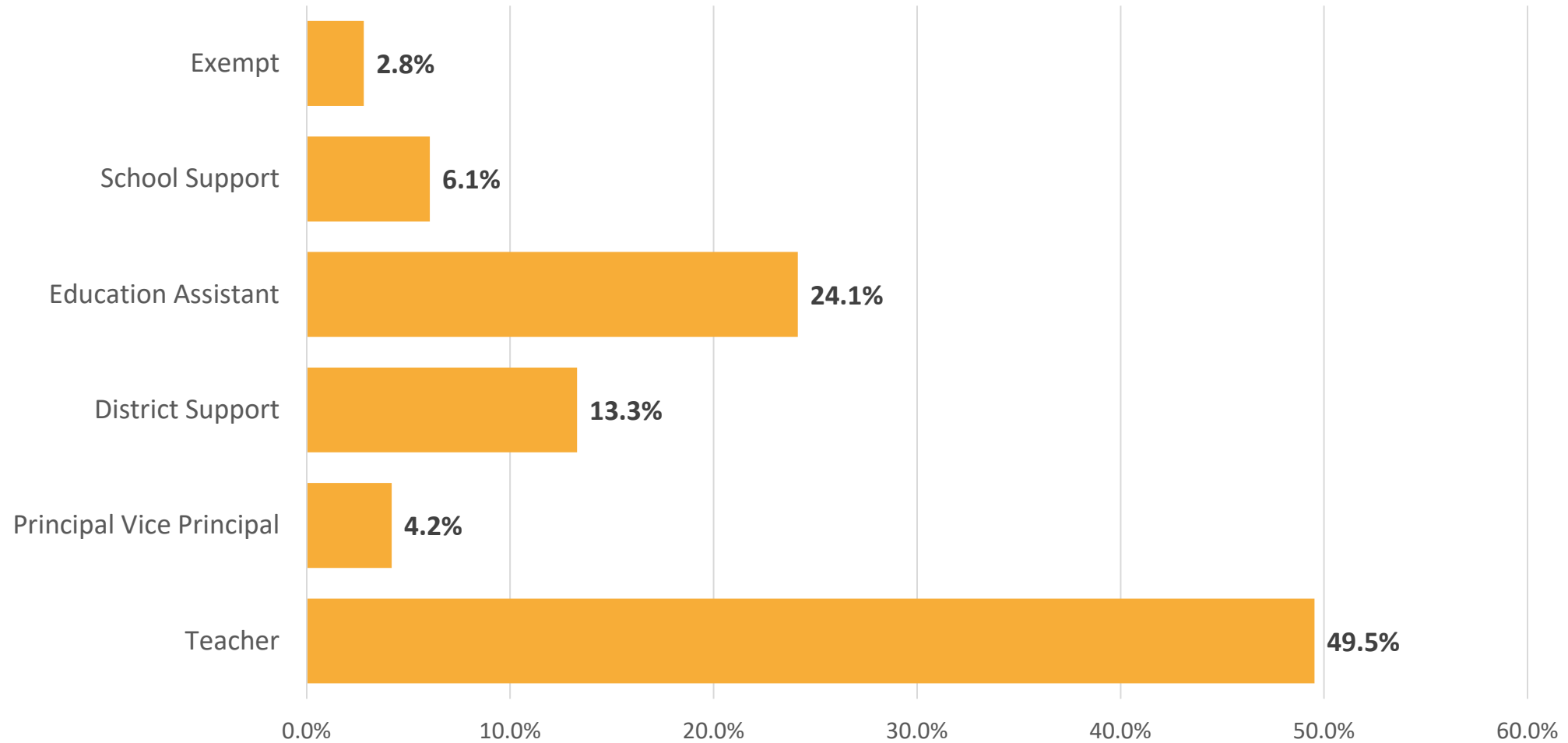




Staffing Ratios

- Provide a starting point for staffing schools
- Admin Procedure 534 School Administrative Entitlements provides an example of ratios for PVP
- Ratios are only part of the staffing equation
- Other layers:
 - Socioeconomic factors
 - School complexity
 - Strategic Plan initiatives

DRAFT Staff by Department projected, percentages



Wages and Benefits, before COLA

Teachers and Support staff wages are prescribed under Collective Bargaining Agreements (CBA). The COLA adjustment was released by BCPSEA after the funding tables are announced by the Ministry, so the Ministry COLA adjustment for 2023-24 is in 2024-25 and the 2024-25 COLA will be funded outside the formula. These increases in costs are mostly funded.

	Teachers	Support
Cumulative funding adjustment in 2024-25	3.25%	~3.25%
2023-24 increase		
COLA percentage	1.25%	1.25%
2024-25 increase		
Percentage, before COLA	2.00%	2.00%
CUPE locally agreed labor market adjustment		\$300,000



Wages and Benefits, before COLA

Exempt staff wages are determined by agreement with BCPSEA.

- for the most part, they are the same percentages as the collectively bargained increases,
- For 2024-25:
 - Other professional staff funded in by the Province,
 - Still waiting to hear if PVP & Educator Administrators are funded by the Province

Benefit increases vary by employee group are projected to increase on average by 5%, which is more than the funded wage increase of 3.4%

Cost Of Living Adjustment (COLA) a COLA of 1.0% was announced for CTA and CUPE in March 2024. We anticipate that additional revenue from the Ministry would cover the cost for staff in these bargaining groups, with the remaining potential cost to the district for exempt staff of \$250,000.



Ministry Operating Grant Factors, per pupil, before COLA

Supplement	2024-25 \$	2023-24 \$	Increase
Basic Allocation	8,915	8,625	3.36%
Special Education – Level 1	50,730	49,070	3.38%
Special Education – Level 2	24,070	23,280	3.39%
Special Education – Level 3	12,160	11,760	3.40%
English Language Learners	1,770	1,710	3.51%
Indigenous Ed.	1,795	1,735	3.46%

Note: The increase is calculated by the Ministry using a model that includes staff that are Ministry funded and may be paid through the Special Purpose fund. Accordingly, the increase does not match the salary increase.



5. Building the Budget

Key Assumptions:

1. Revenue:

- Enrolment increase of 232 FTE
- 3.4% cumulative increase in Provincial funding rates to fund bargained salary obligations, before 2024-25 COLA

2. Expenses

- 3.25% Cumulative collective bargaining increases
- Benefit costs increase – CPP, EI, Extended Health, Pensions
- Inflation in services and supplies is minimal
- Staffing levels at same service level
- There are few targeted budget changes

Pressures:

Unfunded Cost Increases

- Inflation pressure on services and supplies
- Increasing employee benefit costs
- Contribution to capital projects, capital works and vehicles purchases
- Operations of new schools
- Salary obligation increases that are not funded by Provincial revenue increases

- Budget and Financial Risks



Budget and Financial Risks



STAFFING

- Composition and Experience
- Vacancy Factors
- Collective Agreements (renew in 2025)
- Sick Leaves and Absences



EXTERNAL

- Health Issues
- Insurance costs
- Unplanned Expenses
- Inclement Weather
- Earthquake
- Inflation and Interest Rates



GOVERNMENT

- Regulatory Decisions
- Funding – for all/part of benefit costs increases, teacher increments, exempt and principal raises



DISTRICT

- Enrolment
- Capital Needs
- Capital Project Overruns
- Budget Estimates and Forecasts





5. Alignment With the Strategic Plan

2021-2025





Strategic Plan Identified Areas of Need



Literacy

Human & Social Development

Numeracy

Transitions

2024-25 Planning for Identified Areas of Need

- Integrated Care Services – mental health in schools; provide access to therapeutic services (in schools and community)
- Elementary Mental Health Strategy – enhanced counselling model
- Middle school literacy support plan

INITIATIVES 23-24 and 24-25

Operations Investments

School Budget Allocation

Educational Services

IDEA Coordinator/Sexual Health Teacher

Non-enrolling Secondary

Numeracy K-8 In-service

Transitions K-5 Attendance & Personalized Programming

Dual credit careers programming

Integrated Care Services

Elementary Mental Health Strategy

Middle school literacy support plan





Strategic Plan Initiatives by Goal Area

Literacy

- Middle School Literacy Support Plan

Numeracy

- K – 9 In-Service

Human & Social

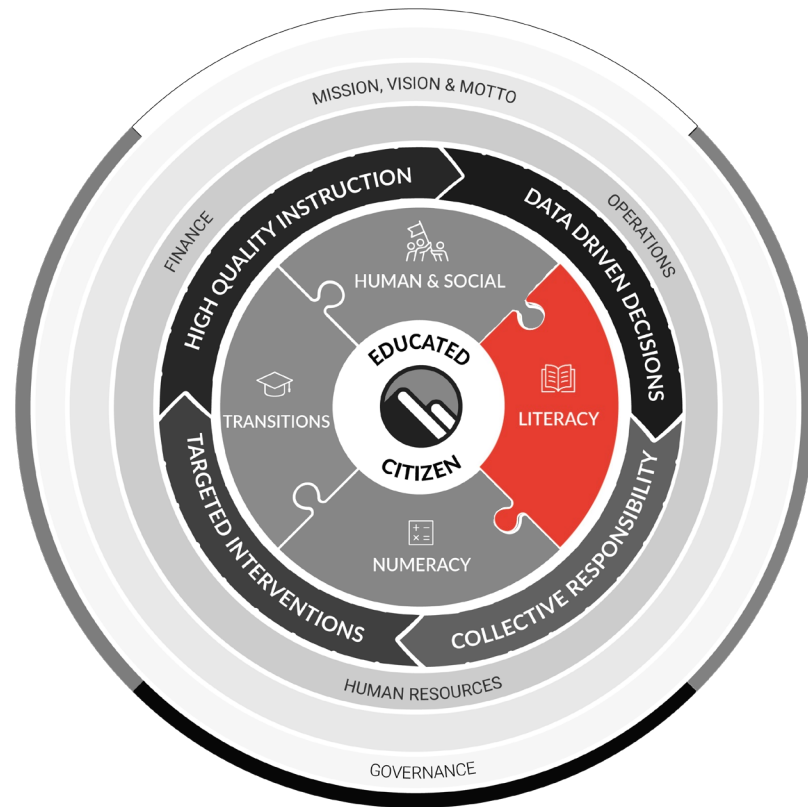
- IDEA Coordinator – Sexual Health Instructor
- Non-enrolling @ Secondary
- Elem. Mental Health Strategy
- Integrated Care Services

Transitions

- K – 5 Attendance and Personalized Programming
- Dual Credit Careers Programming



Literacy – Middle School Intervention

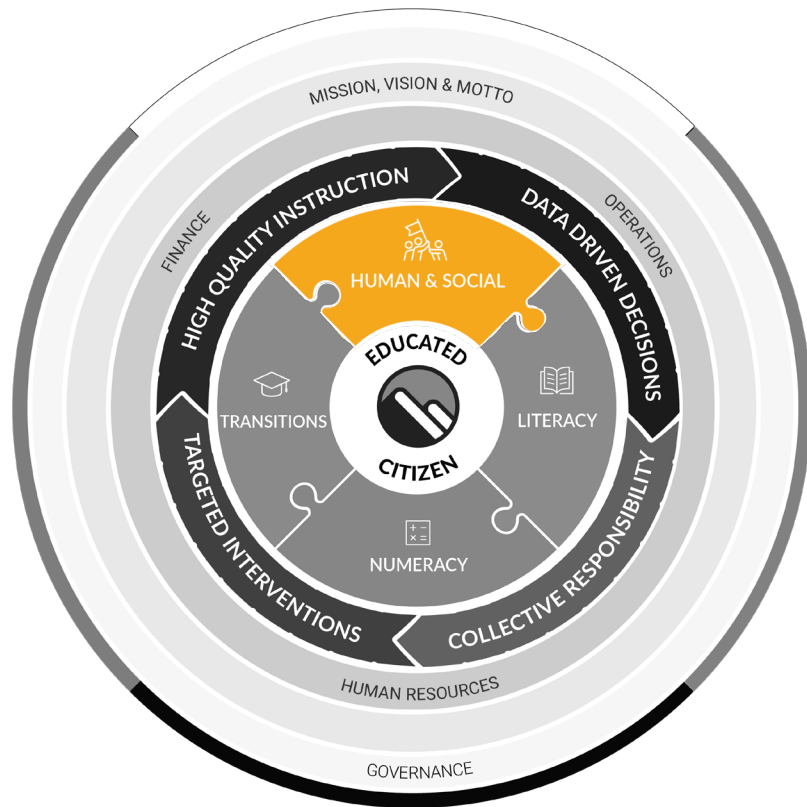


Area of Need: Middle school literacy reading intervention through the collaborative intervention of a Reading Specialist Teacher, Classroom Teacher, and the Learning Assistance Teacher

Data: Reading interventionists efficacy survey; student achievement via PM Benchmarks; Long-term - student achievement, FSA Literacy (November 2024 & 2025); Assessment of Comprehension and Thinking (ACT)

Success Metrics: Improved student achievement in literacy for all students, (including subgroups: exceptional needs, children in care, Indigenous). Improved teacher efficacy as reported by survey feedback.

Human & Social Development - Elementary School Counselling Enhancement



Area of Need: Increase Elementary Counselling Staffing in order to be responsive to the need for early intervention services.

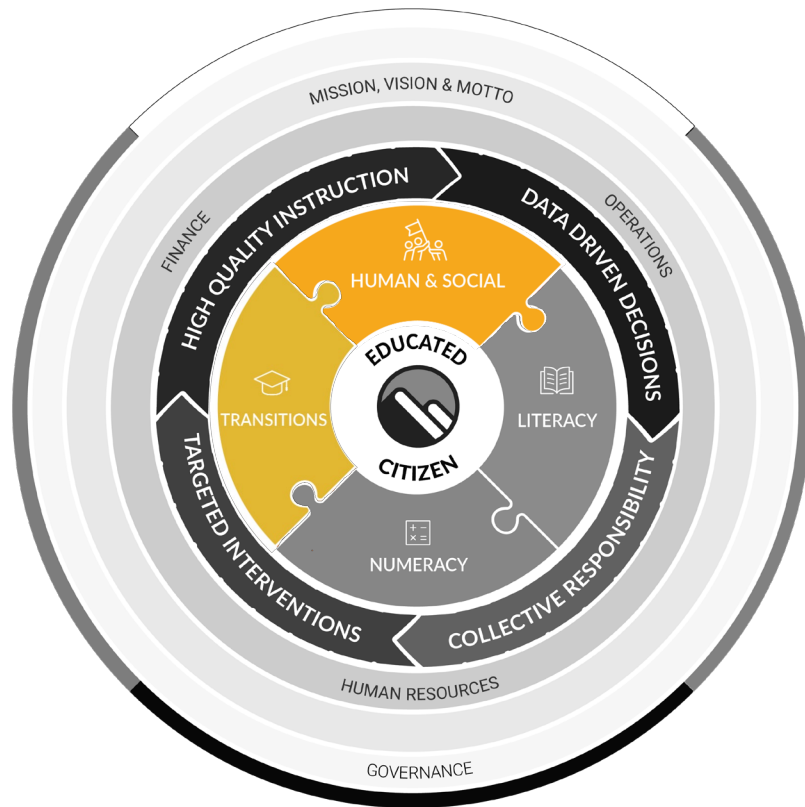
Data:

- Number of counselling referrals for each elementary site
- Mental health measures of enhanced wellbeing in student learning survey (Example: Feeling welcome and safe)
- Number of small group and parent education program offered at each elementary site

Success Metrics:

- Increased and responsive access for students and families to counselling services
- Increased student, family and classroom teacher access to education support through the school counsellor

Transitions, Human & Social Development - Integrated Care Services



Areas of Need: Enhanced supports and interventions for students with exceptional needs and unique profiles.

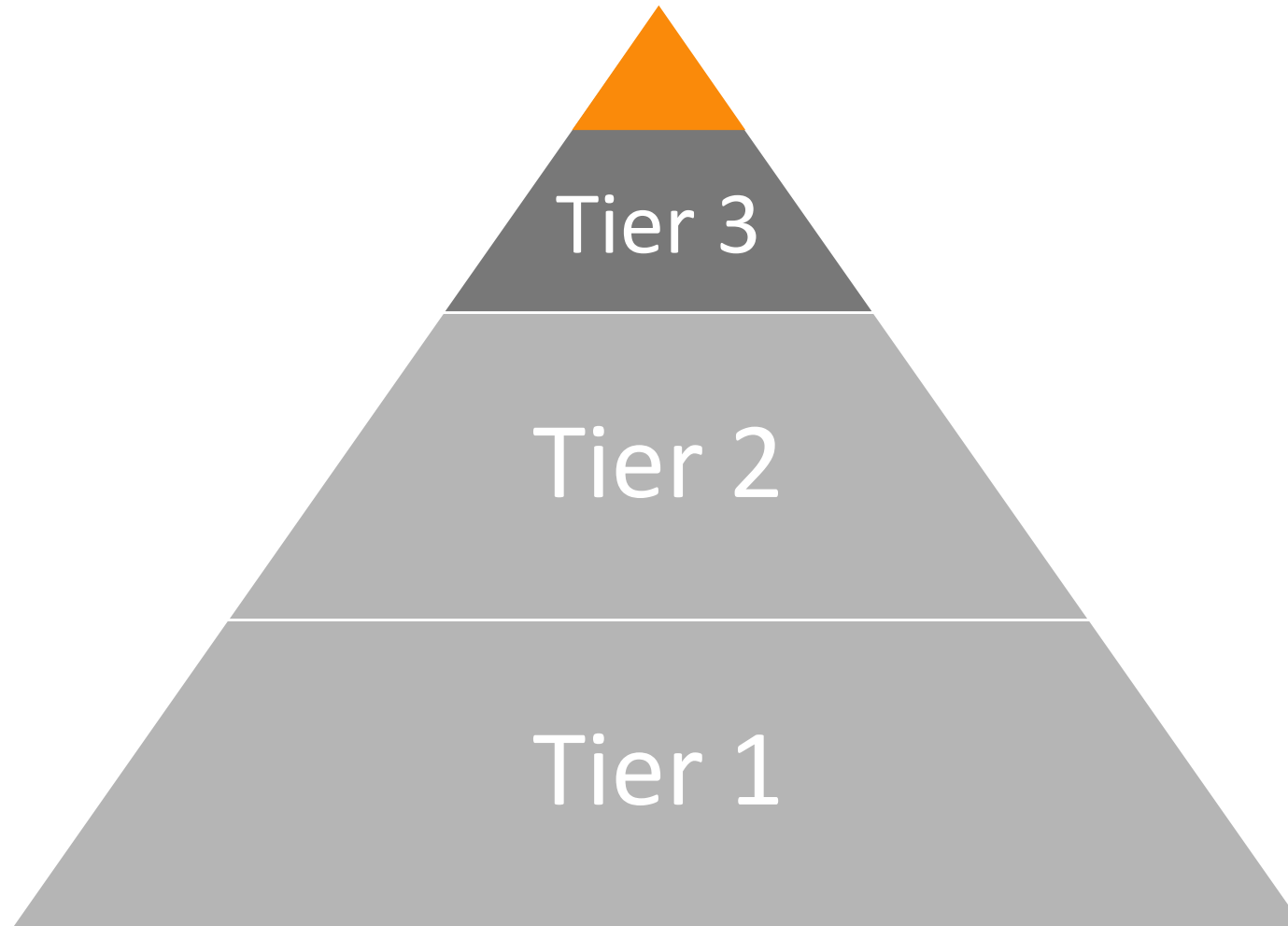
Data:

- Number of students and families accessing the services
- Decrease in number of students on part-time programs
- Decrease in number of violent incident reports for referred students
- Qualitative data (from students, parents and staff) to share impact of integrated services

Success Metrics:

- The creation of a multi-disciplinary/specialist staffing approach that is innovative and comprehensive to addressing the diverse needs across our system
- Contracting and coordinating with community to be part of a student's educational programming
- Services that focus on helping students gain essential communication skills and improve self-regulation

Where are Integrated Care Services targeted?





Strategic Plan Identified Areas of Need

1. Lack of clarity and consistency in district communication (O)
2. Grade 4 & 7 FSA results in Numeracy, and Grade 10 Graduation Assessment results below provincial average (N)
3. Curriculum inconsistency via external providers, we have identified systemic discrimination against marginalized groups and the continuous need to build a safe and caring inclusive school community (HS)
4. Large number of elementary students not attending school, requiring intervention and supports (T)
5. Need for meaningful implementation of CBIEPs that will impact transition and graduation rates for secondary students with diverse abilities and exceptional needs (L, N, HS, T)
6. Staff burnout, performance and retention (O)
7. Aging assets that are inefficient and are not accessible (O)





6. Budget

Accumulated Surplus Policy - Current

- “Surplus allocations will be **specifically identified and approved as part of the budget approval process.**”
- “(The) accumulated operating surplus will serve as a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues related to major emergent operating issues, one-time costs and intermittent projects. The Board **will attempt to maintain a contingency reserve of 3.5 percent of annual operating expenses.**”

Policy 611



Next Steps

Use Budget Assumptions and Strategic program changes to build the Draft Budget for 2024-25.

Develop reasonable assumptions to develop a three-year multi-year financial plan.

Board of Education and Budget Advisory Committee will **receive a Draft Budget in early May.**





7. Other Funds



Special Purpose Funding

Fund	2023-24 Budget	2024-25 Budget
Annual Facilities Grant	\$ 456,617	\$ 456,617
Learning Improvement Fund	638,668	650,389
School Trust & Scholarship Funds	3,670,000	3,670,000
Early Learning Funds	561,100	865,850
French Language (OLEP)	317,941	152,262
Community Link	764,105	774,423
Classroom Enhancement Funds	11,206,486	12,122,112
School Food Programs	1,769,556	1,789,043
Other	166,438	0
	\$ 28,679,311	\$ 28,784,728



Child Care and Feeding Futures

Child Care Initiatives:

- Increasing the number of Before/After School Care programs
- Adding one more Just B4 Preschool program (40 spaces)
- Continuing many drop-in programs (e.g., Strong Start, Ready Set Learn):
 - currently serving 1,400 children/families per month

Feeding Futures Initiatives:

- Provide a healthy lunch comprising a main and an extra item for students facing food insecurity. Expanded from prior years to serve over 1,000 students.
- Support current breakfast programs and pilot a uniform breakfast model by rolling out options for schools to order items from food vendors.
- Support and expand healthy fruit and vegetables and milk programs.
- Purchase of some equipment.



Capital Projects Fund

Projects approved by the Ministry:

- NEW East Side Elementary
- Sardis Secondary Addition
- Mount Slesse Middle School Roof
- Sardis Secondary, Vedder Middle, and East Chilliwack Elementary HVAC upgrades
- Kitchen Equipment
- Sardis Secondary and Cultus Lake Building Envelope upgrades
- One small bus, replacement

Locally funded projects:

- Vehicles
- Equipment
- Building Improvements and maintenance
- Custodial Equipment

Questions / Comments



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