

SCHOOL DISTRICT 63 (SAANICH)

FINANCE, FACILITIES AND TECHNOLOGY COMMITTEE

Agenda

Committee Members: Trustee Dunford, Chairperson
Trustee Silzer
Trustee VanWell
Jason Reid, Secretary-Treasurer
Dave Eberwein, Superintendent of Schools
Rob Lumb, Director of Facilities
Lydia Baran, Acting Director of Finance
Gregg Ferrie, Director of Information Technology

April 9, 2019
10:00 am, Boardroom

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

1. Funding Model Review Response

link: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model>

2. Information Technology Plan

C. ITEMS FOR RECOMMENDATION

1. Parkland Track – Plan for Community Engagement

Staff Recommendation:

That the Board approve school district staff participating on and supporting the work of the Parkland Track 2020 Steering Committee.

D. ITEMS FOR INFORMATION

1. Updated Building Seismic Assessments
2. Facilities Planning Update – oral update
3. Fiscal Forecast Report
4. Report from Budget Advisory Committee – oral update

E. FUTURE AGENDA ITEMS

No Items.

From: Jason Reid
To: [K-12 Funding Review EDUC:EX](#)
Cc: [Foweraker, Jonathan EDUC:EX](#)
Subject: Funding Model Review Feedback from SD63
Date: Wednesday, May 2, 2018 10:07:38 AM

Good Morning,

Yesterday we (Trustees and senior staff) met with our partner groups to review the Funding Model Review Discussion Paper and submissions provided by partner associations (BCASBO and BCSTA). This was the first opportunity to arrange a meeting with all that needed to be involved. The purpose of the discussion was to consider if there was anything we felt was missing or if there was anything we felt needed further emphasis. Out of that discussion we identified the 5 themes/items below that we wanted to be considered by the Funding Model Review Panel:

1. Providing for Basic Inflation should not be considered "additional funding". Provincial GDP and revenues grow each year, in part, due to inflation and this growth needs to flow through to program funding to ensure that programs can be maintained. When funding rates do not fully reflect inflationary pressure it means that, in real terms, funding for educational programs is being cut each year and the "pie" allocated to the system becomes progressively smaller.
2. Government Priorities and Program Objectives need to be funded. When expectations placed on the school system change because of a new government priority, that new priority needs to be costed and adequately funded. School Districts cannot be reasonably expected to absorb the cost of expectations that only increase with each year. There are a number of important priorities where the funding needed to properly implement is not being provided. This includes: curriculum implementation, learning innovation (technology), aboriginal achievement, adult learning, achievement for children in care, and support for students with unique needs. The current system of designations does not reflect the range of needs and funding is generally inadequate. Funding for mental health needs is particularly inadequate.
3. Provincial Inequity - For years schools districts have been encouraged and forced to pursue revenue generating initiatives (as "real" funding declined with every year). This has led to significant inequity in the services provided between school districts and between schools (within a district) depending on a district's or school's ability to generate revenue. School districts should be funded to provide the basic educational services expected by citizens and should not have to generate revenues or fund raise to meet basic requirements.
4. FTE versus Headcount - While funding on an FTE basis generally makes sense, there does need to be a mechanism to recognize the higher cost of providing services where headcount is high in relation to FTE and where students need to be supported in more than one location.

5. Funding for Private Schools - to the extent that the public school system requires funding for students with unique needs, and those same needs are not present to the same extent in the private school system, funding in the private system should not be pegged to the public school system.

Best Regards,

Jason

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K-12 Public Education Funding in British Columbia

FUNDING MODEL REVIEW DISCUSSION PAPER

Ministry of Education | March 2018

A Review of B.C.'s Public Education Funding Model is Underway

INTRODUCTION

The British Columbia (B.C.) Ministry of Education (the Ministry) is consulting with K-12 sector stakeholders to review B.C.'s public education funding model. The goal of the funding model review is to ensure that available funding is allocated equitably across B.C.'s 60 Boards of Education.

B.C.'s education system continues to generate positive student outcomes. More students are graduating than ever before, with an 84 percent six-year completion rate.¹ This includes significant increases in recent years among Indigenous students and students with special needs in recent years.² Further success has been demonstrated by B.C. students through strong results on national and international education skills assessments. B.C. ranked first in the world for reading, third for science, and ninth for mathematics in the 2015 Programme for International Student Assessment (PISA), out of 72 participating OECD jurisdictions.³

Building on this strong foundation, the Ministry is committed to fostering a flexible, personalized and sustainable education system, which is focused on strong outcomes and equitable access to educational opportunities for all students. While B.C.'s student outcomes are among the best in the world, there are still areas for improvement such as closing the gap between Indigenous students and children in care with all other students. Recognizing that funding is an influencing factor in the delivery of educational programs and services across the province, it is important to explore the ways in which B.C.'s funding model can support equitable access and improved outcomes.

In response to feedback from education sector stakeholders, the Minister of Education announced a funding model review, which is now underway. The review is focused on the way available funding (as determined by government through the annual budgeting process) is allocated to B.C.'s 60 Boards of Education. The funding model review will include several phases. The Ministry and the BC School Trustees Association (BCSTA) have developed a Statement of Principles for a new funding model. At the same time, the Ministry has conducted initial research, exploratory engagement meetings with stakeholders, and surveys during the fall of 2017 – a summary of emerging themes is included in this paper.

This paper will inform the work of an Independent Review Panel, which will make recommendations to the Minister of Education in summer 2018. Once government has an opportunity to review and consider the recommendations, the Ministry of Education will then develop options for transitioning to a new model, which is expected to be in place for the 2019/20 school year.

¹ The six-year completion rate is the proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C.

² Six-year Completion and Graduation Rates <http://www.bced.gov.bc.ca/reporting/province.php>

³ Measuring up: Canadian Results of the OECD PISA Study *The Performance of Canada's Youth in Science, Reading and Mathematics (2015)* funded by the Council of Ministers of Education of Canada http://www.cmec.ca/Publications/Lists/Publications/Attachments/365/Book_PISA2015_EN_Dec5.pdf

The purpose of this discussion paper is to summarize the feedback that has been heard through the process so far.

Interested parties are asked to submit written comments on this discussion paper to the panel (details are provided at the end of the paper).

BACKGROUND: CURRENT FUNDING MODEL

The current method of allocating funding to the province's 60 Boards of Education has been in place since 2002. In general, the model does not allocate funding for a specific purpose. Operating grants represent the vast majority of funding to school districts (over \$5 billion annually) with 79 percent of funding being allocated on a basic per student (full-time equivalent) basis, and the remaining funds being allocated based on unique student and district (geographic) needs.

Outside of operating grants, a series of 'special grants' totaling \$680 million annually provide additional funding for specific purposes—such as facilities maintenance, the operation of Strong Start Centres, etc. Only 10 percent of total operating funding is restricted for a specific purpose, while the remainder is flexible and available for Boards of Education to direct according to local priorities.

The current model was designed in an era of enrolment decline. Much has changed since that time, more specifically:

- Over the last 15 years, B.C. has experienced a lengthy period of enrolment decline followed by three years of significant enrolment growth (1 percent each year), which is forecast to continue for the foreseeable future; and
- Communities, industries, and populations have changed dramatically, for example, urbanization has led to population declines in some communities and rapid growth in others, resulting in major changes to local student populations across the province.

Further, as social, cultural, technological, and economic trends are rapidly shifting, so too are the ways in which students are learning and the skills they will require to succeed after graduation in an increasingly complex and interconnected world. This has led to new methods of education delivery, such as the Ministry's curriculum redesign, as well as changes to data collection through the implementation of a new student information system. At the same time, the expectations placed on schools and school districts by parents, stakeholders, and the public have also increased over time – especially in rural communities. Parents expect a highly personalized approach to educational programs and services for their children, focused on each individual student's specific learning needs. Industry expects that their immediate and future workforce needs will be met.

Currently, funding is not directly linked to furthering student success, but rather, is largely based on inputs (numbers of students reported by school districts in specific categories). This approach leads to more time and resources being spent on counting and assessing students, as opposed to delivering educational services and driving student outcomes. B.C.'s K-12 education system must prepare students for the future by helping them successfully transition to post-secondary education and the workplace, and to thrive in a rapidly changing world. The funding model has not adjusted to

reflect the changes noted above, with the same model having remained in place for more than 15 years.

In contrast, other jurisdictions have taken steps in recent years to adjust their models to reflect changes in their educational, legislative, community, and economic landscapes. B.C.'s funding model is becoming outdated relative to other provinces. For these reasons, now is an excellent time to review the funding model in B.C. to understand whether modifications should be made to ensure funding is dispersed in a manner that best contributes to individual student success, and aligns with the local and regional operational realities that school districts face.

REVIEW PROCESS TO DATE

Initial Steps

Since October 2017, a number of important steps have been completed in the early stages of the funding model review, including:

- Established a Statement of Principles in conjunction with the B.C. School Trustees Association (BCSTA) to ensure the new funding model reflects the priorities of the K-12 sector's co-governing partners;
- Completed a cross-jurisdictional analysis of funding models across Canada, as well as in-depth reviews of Ministry program areas, and a scan of key funding issues since 2002;
- Review of the rural education engagements completed by the Ministry in 2017;
- Administered a technical survey and a perspectives survey to 350 sector stakeholders, including Trustees, Superintendents, and Secretary-Treasurers;
- Invited Boards of Education and stakeholder groups to provide written submissions for the Independent Review Panel to consider; and
- Met one-on-one with several K-12 sector stakeholder organizations, with additional meetings planned over the coming months.

Statement of Principles

A Statement of Principles for the new funding model has been co-developed by the Ministry and the BCSTA to help ensure that the new funding model focuses on distributing available funding in an equitable manner that supports continuous improvement of student outcomes.

The principles are that the funding model will be:

- **Responsive:** Allocates available resources amongst Boards of Education in consideration of unique local and provincial operational requirements.
- **Equitable:** Facilitates access to comparable levels of educational services and opportunities for individual students across the province.
- **Stable and Predictable:** Supports strategic, multi-year planning for educational programming and school district operations.

- **Flexible:** Respects the autonomy of, and does not unnecessarily restrict, individual Boards of Education in the spending of their allocations to further student success.
- **Transparent:** Calculates funding using a clear and transparent methodology.
- **Accountable:** Allocates resources to Boards of Education in the most efficient manner and ensures that resources provided are being utilized as intended.

Emerging Themes

Seven key themes have emerged from the consultations and research to date. Each identified theme includes a description of the current state, a discussion of the issues, challenges, and opportunities that have been raised through the review process thus far—posing a number of key questions that can be considered in the next phase of this process. These themes may be adjusted over the course of the next stage of the funding model review process, depending on the feedback received and results of further research (see Next Steps section).

Theme 1: Student Success in the Context of an Evolving Education System

What We've Heard

The current model does not directly incent improvements to student outcomes, and may not provide sufficient flexibility to enable individualized and flexible educational approaches to further student success.

“Students in the province deserve a quality education no matter where they live. Any changes to the funding formula must maintain or improve equity and access for all students in the province.”

– Survey Respondent

Current State

The funding model that has been in place since 2002 does not include any direct link between funding and student outcomes, and does not explicitly promote student success. However, there is no consensus amongst stakeholders on how to define meaningful, relevant outcomes either broadly or for individual students, and so this concern must be viewed in the context of a high-performing education system with graduation rates and other education outcomes at an all-time high.

The current model provides supplementary allocations to address the unique needs of students and characteristics of school districts. However, gaps in student achievement persist, for example, completion rates and assessment scores differ between rural and urban students, between Indigenous and non-Indigenous students, and for students with special needs or other vulnerabilities such as children in care. The 2016/17 six-year completion rates were 69 percent for students with special needs, 66 percent for Indigenous students, and 50 percent for Indigenous children in care, which fall well below the 84 percent completion rate for all students. The rural education

engagement process also highlighted that rural student completion rates were, on average, 7.7 percent below urban completion rates from 2013/14 to 2015/16. Current funding approaches for various educational services and programs may not be contributing to better outcomes for all students to the greatest extent. There may be opportunities to fund differently to support improved student outcomes.

In addition, the emergence of new technology and trends towards online and blended education delivery in some cases, require a funding model that can support multiple delivery methods while encouraging a flexible, personalized learning experience for all students.

B.C.'s new curriculum implementation began in 2016/17 for Kindergarten to Grade 9, and will continue with Grade 10 in 2018/19 and Grades 11-12 in 2019/20. While additional funding has been provided to support educators through this transition, feedback from stakeholder survey participants suggests that changes need to be made to the funding model to support the new curriculum by recognizing that the current course-based funding approach may not fully reflect the evolving ways in which educational programs will be delivered now and into the future.

The new curriculum is student-focused and does not specify delivery methods – learning happens in a variety of places with flexible time frames and pedagogical approaches. The current funding model distinguishes between different types of learning environments with varying levels of funding depending on whether it is distributed learning or in a 'bricks-and-mortar' school. As well, funding based on registration in an approved list of courses for certain grades can limit flexibility and choice for students, and in some cases, has inadvertently led to a focus on registering students to maximize funding rather than focusing on each student's learning needs, preferences and outcomes.

Seventy-four percent of survey respondents indicated that delivering personalized and competency-driven learning will result in operational challenges that may not be appropriately recognized in the current funding model. These challenges may vary by school district. The recent rural education engagement process found that many small school districts, or those where students are more geographically dispersed into smaller schools, already offer a high degree of personalization, while school districts operating a greater number of larger schools may find it more challenging to allocate appropriate resources and supplies to achieve a comparable level of personalization.

This funding model review is an opportunity to investigate whether different funding approaches could lead to further improvements in student achievement, greater equity of access to educational programs and services for all students, and better alignment with the changes that are underway in the delivery of educational services and implementation of the new curriculum.

Key Questions

Questions to explore through the next stage of the review could include:

- Should funding vary by method of delivery, by level of education, by subject matter, and/or by type of student, or should Boards of Education have the flexibility to develop programs and services without having to worry about multiple funding components?

- Could the funding model better support changes in educational program delivery, including more flexibility, individualized learning, cross-curricular studies, and teacher collaboration, in ways that result in better outcomes for students?
- Can the funding model be modified to help close educational gaps and improve equity of access to educational programs and services?
- Can different funding approaches be used to promote individual student choice?
- Should funding directly incent improvements to individual student success?
- Are there certain types of funding that should be targeted or restricted to allow government to direct funds for specific purposes or policy initiatives, and to track those expenditures and outcomes more rigorously?

Theme 2: Education for Special Needs, Vulnerable and Indigenous Students

What We've Heard

Inclusive education is the concept of integrating students with designated special needs, vulnerable students, and Indigenous students into a regular classroom setting in a manner that supports their individual success. Initial research and stakeholder feedback has revealed that education funding approaches for special needs, vulnerable and Indigenous students in B.C. lags in three key ways:

- 1. The current funding directs a disproportionate amount of time and resources towards administration, assessments, and paperwork, rather than direct services to students;**
- 2. There are vulnerable student populations which are not specifically included within the funding formula, and the data being used to calculate existing allocations may not be comprehensive enough to capture the true landscape of vulnerable student populations in school districts; and**
- 3. The rules around targeted funding for Indigenous students may be too restrictive and may not be enabling better outcomes for Indigenous students.**

“Education is a basic right for ALL students - not just typical students but those with complex learning needs as well. I believe that if competencies are important to society, we need to shift our culture to that of complete inclusiveness.... and that means meeting the needs of all students - not just the majority.”

– Survey Respondent

Current State

A summary of the challenges faced by the identified student groups (special needs, vulnerable and Indigenous students) is discussed in more detail below, and includes key questions for consideration in the next stage of the review for each of these student groups.

1. STUDENTS WITH SPECIAL NEEDS

“Support for inclusion of students with special educational needs is generally the most challenging area to address with the current system.”
– Survey Respondent

Challenges in providing support to all students with additional needs emerged as a strong theme in the stakeholder surveys. Seventy-seven percent of respondents had the opinion that there are students who require services and supports that are not receiving them within the context of the current process for assessing, designating, and issuing funding (some of whom have medical conditions, others who require social or other types of supports) not specifically captured within the model.

The current funding model incentivizes school districts to devote a great deal of time and resources towards assessing students in order to secure additional funding, which generates more paperwork and administration costs. Several school districts reported spending between 15 and 20 percent of their overall special education budget on administration, assessments, paperwork, and reporting, instead of services to students. Extrapolating provincially, this would equate to well over \$100 million per year that could be repurposed from administration to educational service delivery to support these students.

One unintended consequence of the current diagnosis-and reporting-based funding approach for special education services is long wait times for assessments, in both urban and rural districts, and a lag in access to services for these students. The recent rural education review found that wait times for assessments could be longer than one and a half years in some school districts, forcing many parents to pay up to \$3,000 to have their children assessed privately. In addition, students may require support that falls outside the current diagnosis-based system, and these students may not be offered the services that they require because they do not attract any supplemental funding. Although the percentage of students designated as having special needs within the broader B.C. student population has stayed relatively constant over the past 15 years, the number of students being diagnosed in supplemental funding categories has increased by 65 percent since 2002. Overall, student enrolment has fallen by 10 percent during this period.

Many other Canadian provinces such as Alberta, Saskatchewan, Manitoba, and Ontario use differential modifiers to predict vulnerability and the incidence of students with additional needs, and do not solely rely on assessments or reporting to determine funding levels. Only 15 percent of stakeholder survey respondents expressed a preference for keeping the current funding approach; the vast majority recommended moving away from a predominantly medical diagnosis-based model for special education funding.

Key Questions

Opportunities to be explored through the funding model review may include:

- Should an alternative, non-diagnosis (or reporting-based) model of funding students with special needs be considered?

- How can a new funding model ensure that individual students, in all parts of the province, receive the support they require in a timely manner?
- How can a new funding model reduce administrative costs and increase resources dedicated to services to students?
- Could the funding model better support special needs students in ways that result in better outcomes for students?

2. VULNERABLE STUDENTS

The current funding model includes a Supplement for Vulnerable Students, which is calculated based on economic conditions, demographic vulnerabilities, social conditions, and educational attainment. This supplement provides a small amount of additional funding to districts to assist with providing services to vulnerable students, on top of funding received through CommunityLINK. The CommunityLINK funding is a special purpose grant that has been in place since 2002/03, and is used to support meal programs, mental health services, and other initiatives for vulnerable students. A total of \$63.6 million was disbursed across all public school districts in 2017/18 for this purpose. Separate funding is also provided for provincial resource programs, which support educational services for students in hospitals, in youth custody, or in treatment centres.

However, preliminary findings from reports by B.C.'s Office of the Auditor General and from the B.C. Representative for Children and Youth, suggest that not all the needs of vulnerable students are being met by Boards of Education. In addition, there is a degree of inequity in the system where some school districts have local municipalities that match government funding or have more robust Parent Advisory Committee networks with the ability to raise significant funds for vulnerable student services.

Key Questions

The funding model review presents an opportunity to investigate whether there are more effective approaches to allocating funding for vulnerable students. Potential questions may include:

- How can a new funding model contribute to improved equity of access to services, and improved outcomes for vulnerable students?
- Should allocations for vulnerable students be combined with those for other students?
- Should the funding model differentiate between the needs of different types of vulnerable students?
- Are there data sources from other agencies that could be incorporated to better capture trends in vulnerable student populations in school districts?

3. INDIGENOUS STUDENTS

The current funding model provides an allocation to Boards of Education for each self-identified Indigenous student (over and above the basic per student amount). This funding is targeted and must be spent on the provision of Indigenous education programs and services, over and above the

regular education program. There were 58,283 self-identified Indigenous students in 2016/17 and total supplemental funding was \$70.3 million in 2017/18.

Many stakeholder survey respondents felt that targeted funding for Indigenous students is sufficient to address the development and delivery of Indigenous education programs. However, some feedback suggests that the current use of a per-pupil rate for self-identified Indigenous students is not equitable, because services cost more in some districts than in others, and because reliance on students to self-report may lead to under-representation and, therefore, a lack of services to some students.

In addition, while the completion rate for Indigenous students was 66 percent in 2016/17, up from 47 percent in 2003/04 (one year after the current funding formula was introduced), this is still significantly lower than the completion rate for all students. The current funding model may not be allocating funding in a manner that best improves outcomes for Indigenous students, and this warrants further analysis and discussions.

Funding for Indigenous student education is complex, as both the provincial government and federal government have different responsibilities, and there is a direct relationship between funding levels provided by each. Any changes to Indigenous student education funding must be discussed with the other levels of government involved in the education of Indigenous students, including the First Nations Education Steering Committee and the Government of Canada. Funding changes could impact federal funding allocated through the Tripartite Education Framework Agreement, which is currently being re-negotiated. The Province is also committed to implementing the UN Declaration on the Rights of Indigenous Peoples, which could manifest as a true educational partnership with Indigenous peoples based on rights, reconciliation and respect.

Key Questions

A recent report from B.C.'s Office of the Auditor General recommended evaluating the effectiveness of targeted funding and enhancement agreements as strategies to close the gaps in education outcomes between Indigenous and non-Indigenous students.⁴ There is now an opportunity to review and modify the current funding model with respect to this type of funding. Potential questions to be explored include:

- Should there be a more explicit link between funding and closing educational gaps for Indigenous students?
- Are there opportunities to improve the approach to funding services for Indigenous students in alignment with the UN Declaration on the Rights of Indigenous Peoples?⁵

⁴ AN AUDIT OF THE EDUCATION OF ABORIGINAL STUDENTS IN THE B.C. PUBLIC SCHOOL SYSTEM (November 2015), B.C. Auditor General, https://www.bcauditor.com/sites/default/files/publications/reports/OAGBC%20Aboriginal%20Education%20Report_FINAL.pdf

⁵ UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (March 2008), United Nations, http://www.un.org/esa/socdev/unpfi/documents/DRIPS_en.pdf

- Should funding be allocated to Boards of Education for Indigenous students include a per-pupil amount based on self-identification, a grant based on general population data, or other criteria?

Theme 3: Responsiveness to Local Circumstances

What We've Heard

The funding model does not adjust sufficiently for enrolment dynamics between and within districts, differences in types, sizes and geography of schools, or composition of students.

"The proportion of funding that is directly variable with enrolment is too high."

- Survey Respondent

"The formula needs to recognize the unique characteristics of each school district."

- Survey Respondent

Current State

Enrolment in B.C. has been increasing over the past several years. Despite this provincial trend, there is significant variability in enrolment amongst different school districts and even schools within the same school district - some are experiencing rapid growth, while others are facing a continuous slow decline.

School district enrolment changes every year due to demographic changes, as well as migration between districts, to and from the independent school system, and between provinces. The current funding model cannot respond to real time enrolment changes within a school district; instead student counts are currently made at three points in the school year. In addition, some school districts have voiced concerns that the funding model is not responsive to demographic shifts during the school year for vulnerable student populations, including refugees.

The current model includes funding protection to ensure that no district experiences a decline in operating grants greater than 1.5 percent compared to the previous year's September funding. Funding protection is intended to support school districts experiencing significant enrolment decline, but does not benefit districts with relatively flat enrolment that have all of the same inflationary pressures that other school districts face, but may not receive additional funding year over year. Also, the current model does not consider potential economies of scale in those districts where enrolment is increasing and larger numbers of students attract significant amounts of funding.

The current funding model includes allocations for a range of geographic factors. However, 64 percent of stakeholder survey respondents felt that there are additional factors that are not captured by the current geographic supplements, such as differences in costs to provide transportation services, and differing incidences of poverty and vulnerability. Further, respondents suggested a preference for adjusting the funding mix to a more balanced ratio between base funding and supplemental funding, compared to the current ratio, which is more than 80:20.

Finally, the current model may not appropriately consider different enrolment and student population dynamics within a single school district, especially in those school districts that have both large urban centres and rural and remote satellite communities.

Key Questions

Potential questions and areas of investigation for the funding model review may include:

- Should a combination of base and supplemental funding be utilized? If so, what is the most appropriate balance of base funding compared to supplemental funding?
- Should the funding amount be calculated predominantly on headcount, course or credit-based, or another method?
- Should different districts receive different funding rates based on their size/enrolment context or other factors?
- Are the current factors weighted appropriately and do they cover all the required school district characteristics to generate equitable funding allocations?
- Are there other data sources that could be used to more equitably disperse funding based on current population and/or geographic dynamics?
- Should the funding formulae account for significant enrolment shifts within a school district (e.g. flat or declining overall but with large growth in parts of districts)?
- Should some remote schools and school districts be allocated funding through a different mechanism (e.g. should schools with fewer than 50 students, or alternate schools, be funded differently than the rest of the province)?

Theme 4: Flexibility

What We've Heard

Boards of Education have limited flexibility in budgeting, despite considerable local autonomy in the utilization of unrestricted operating funding. Special grants and targeted funding further restrict flexibility and there are no criteria for when they should be utilized.

“Continued flexibility for Boards to address the unique needs of their individual districts is of paramount importance. This can be facilitated by moving grants from special purpose into operating.”

– Survey Respondent

Current State

Nearly all Canadian jurisdictions place a high value on the autonomy of Boards of Education and flexibility in education spending. British Columbia’s approach resembles that of Alberta, Saskatchewan and Ontario, whereby only a small percentage of funding is enveloped or restricted for a specific use.

In addition, the number of special purpose grants provided outside of the operating grant determined by the funding allocation system (“outside the block”) has been growing, and since these allocations typically have restrictions and separate reporting requirements, they create less flexibility for Boards of Education. Moreover, reporting for special purpose grants takes up valuable staff time; over half of survey respondents indicated that reporting requirements impose a significant administrative burden relative to the amount of funding provided. On the other hand, targeting or restricting funding allows government to direct funding to specific purposes or policy initiatives, and to track those expenditures more rigorously where there is a need to do so.

Key Questions

The current review is an opportunity to investigate whether different funding approaches could resolve some of the challenges faced by Boards of Education with respect to flexibility. Questions to explore through the funding model review could include:

- Should the funding model be adjusted to provide Boards of Education with greater flexibility and autonomy in spending? If so, which areas require flexibility, and which areas require more targeted or restrictive approaches?
- Which types of funding should be targeted and/or restricted to support equity of access to educational programs and services across the province and continuous improvement of student outcomes?
- Should the number of grants “outside the block” be reduced, or have fewer restrictions?

Theme 5: Financial Management and Accountability

What We’ve Heard

Strong financial governance and accountability support the education sector goals of enhancing student learning. The current governance structure for Boards of Education leads to a conservative approach to budgeting. This, combined with the timing of funding payments, contributes to increasing accumulated surpluses and cash balances.

“If there is a funding protection component, it should be reviewed in conjunction with districts’ surplus and local capital balances that are accumulating on an ongoing basis.”

– Survey Respondent

Current State

The current funding model and legislative context (e.g. passing a balanced budget) drive school district processes and impact their ability to manage their budgets and plan for the long-term. Variability in the timing of funding means school districts receive some funds later in the school year, and there can be limited ability to add staff or make other longer-term, strategic investments. Unspent operating grants contribute to accumulated surpluses and cash balances, which is an area of concern for the Ministry of Finance and the B.C.’s Office of the Auditor General.

School districts often prepare conservative budgets based on initial enrolment figures, and use an overestimation of expenditures and underestimation of revenues to build a financial cushion. This approach avoids running a deficit, which is not permitted under the *School Act*, helps mitigate the risk of over hiring (beyond funding levels), and ensures that baseline programs continue.

Enrolment changes, particularly prolonged enrolment decline, have led to reduced operating grants for some Boards of Education. However, some Boards of Education have not reduced their operations to match lower levels of enrolment; instead, they use accumulated surpluses to balance their budgets, which means that they may offer a higher level of service to students than some of their counterparts who are also in enrolment decline, but run the risk of annual deficits. Other Boards of Education have made the difficult local decisions required to adapt to the new level of enrolment by generating accumulated surplus or redirecting surplus funds to new programming in anticipation of lower funding levels.

School districts are the only broader public sector entity that can carry forward prior years' accumulated surplus, and to use these funds to balance their current year budget. There was a total of \$300 million in accumulated surplus as at June 30, 2017. While a portion of these funds may be internally restricted (i.e. earmarked by the Board of Education for a specific use), some portion could be repurposed or reinvested by Boards of Education for other purposes.

Additional inequity exists as a result of the varying abilities of school districts to generate supplemental revenue, which leads to differences in educational opportunities across the province (e.g. some districts have extensive facility rental or lease programs, and some are able to attract significant numbers of international students, which generates tuition fee revenue, while other districts without this ability can be disadvantaged in comparison).

Key Questions

The funding model review presents an opportunity to explore these issues further, and to strengthen financial governance and accountability in the education sector. Possible areas of focus and questions may include:

- Should school district spending be monitored throughout the year and allocations adjusted if a surplus is projected? For example, ensure that funding provided is being utilized as intended?
- Should the manner in which funding is confirmed be restructured and flowed to minimize the growth of cash balances?
- Should there be a limit on the amount of accumulated operating surplus that can be carried over from year to year?
- What is the optimal timing for announcing and releasing funds throughout the school year?
- Should the funding model account for school district own-sourced revenues, ensuring equity of educational opportunities for all students, regardless of where they live in the province?

Theme 6: Predictability and Costs

What We've Heard

A model based largely on student enrolment means that funding can be unpredictable. At the same time, certain types of costs are more fixed than others and can often differ widely amongst school districts. This can limit flexibility for Boards of Education when it comes to financial planning and budget management.

“Our current financial forecasts indicate we will be in a deficit situation within the next two years as a result of declining enrolment at our remote schools, and we have very few cost-reducing measures available to address the anticipated funding losses.” – Survey Respondent

Current State

Enrolment can shift amongst school districts, or between public and independent education systems in any given year, which can cause swings in funding. As an example, SD67 (Okanagan Skaha) has seen their annual funding change by +0.3 percent (2015/16), -1.4 percent (2016/17) and +3.0 percent (2018/19). A shift of only a few students in a small community can make planning a challenge in some locations. In addition, as the number of special purpose grants has increased over the past several years, a number of stakeholders have expressed concern regarding the predictability and certainty of funding going forward.

There are some types of costs, such as utility rates and statutory benefits that school districts have little ability to influence. As well, discretionary spending by Boards of Education is limited, as approximately 89 percent of all operating funding is spent on salaries and benefits, which is guided by 60 different local versions of the provincial collective agreement for teachers and 71 collective agreements for support staff and professional associations.

The added effect of restoring class size and composition language as a result of the Supreme Court of Canada decision in late 2016 has further reduced flexibility for Boards of Education in terms of how their schools and classrooms can be organized and staffed. The restored class size and language has impacted the costs to deliver educational services consistent with the terms outlined in the Memorandum of Agreement (MoA) with the BC Teachers' Federation. The number of staff required, and thus the costs of delivering services to students in the context of the MoA, varies amongst school districts.

In addition, school districts have their own local collective agreement with different class size and composition language, they also have different staffing processes and requirements for the determination of services to students with special needs. There are other collective agreement provisions, such as clauses regarding professional development, release time and remote allowances, which can also lead to greater (or lesser) costs amongst school districts that are not directly recognized in the current funding model. Further, while the current model contains an allocation to recognize variances in teacher compensation costs, differing costs for support staff compensation are not currently recognized.

In addition to these factors, Boards of Education in smaller, rural school districts have reported being more sensitive to changes in costs on an annual basis, and often find it more difficult to cope with unforeseen and/or escalating costs such as increased heating costs during a difficult winter, or cooling costs during a hot summer.

With a funding model that is not directly aligned to costs, and instead allocates funding largely based on enrolment, there can be a mismatch between service delivery costs and funding levels in some school districts, especially when enrolment changes dramatically year over year. School districts have stated that it can be difficult to increase or decrease costs annually to match funding levels. This can make it difficult for Boards of Education to perform strategic, long-term financial planning, and, in some cases, sustain core programs and services over time.

Key Questions

The funding model review presents an opportunity to investigate whether funding mechanisms can better support long-term budgeting and help school districts deal with fixed and variable costs more effectively. Possible questions to consider in the next phase of work may include:

- How can funding be confirmed earlier or in a multi-year timeframe to support strategic, long-term budget planning?
- Are there mechanisms that could be introduced to the funding model to reduce the fluctuations in funding year over year?
- Should the funding model, or the structure and process supporting the model, be modified to track unexpected cost increases or decreases, so that adjustments can be made if needed?
- Should new mechanisms be considered to equalize the cost differential amongst school districts for items that may be more fixed, such as compensation and staffing levels set by collective agreements?

Theme 7: Geographic, Economic and Demographic Factors

What We've Heard

The rural education review identified that the funding model may not fully recognize the unique needs of rural and remote school districts, or the additional costs to operate and maintain adequate service levels in rural and remote schools.

“Rural communities do not have the economy of scale to adequately offer programs and services to our students. There is a need for increased operating funds for rural schools for staffing and programming.”
– Survey Respondent

“The current funding model doesn't adequately address the issue of the different cost of living in different jurisdictions. Boards in certain geographic areas face challenges in attracting qualified

employees as there is little or no incentive for an employee to move to an area where they will earn the same but have to pay more for housing and other living expenses.” – Survey Respondent

Current State

Approximately 32 percent of students in B.C.’s public K-12 system attend schools located outside of the main urban centres of Greater Victoria, the Lower Mainland and Kelowna areas. There are approximately 140 communities with only one school; these schools tend to be highly integrated in the social, cultural and recreational network of the community.

There are currently several mechanisms of allocating funding to support rural areas. Inside the core operating grant, allocations for geographic supplements direct additional resources toward rural areas while the Rural Education Enhancement Fund, Student Transportation Fund, and the Rural and Remote Workplace Sustainability Fund, are special grants and programs that have been established specifically to support rural school districts. However, the rural education review process identified that challenges remain. Rural districts have expressed that recruitment and retention of staff, inability to provide adequate programming and services, transportation gaps, and school closures are critical issues that could be addressed in a more comprehensive manner through a new funding model.

Many stakeholder survey respondents felt that factors unique to their school district were not captured by the current geographic supplements, particularly in remote and rural areas. Rural districts emphasized factors such as higher costs of providing transportation in geographically-dispersed areas, especially where travel through difficult terrain, such as mountains or bodies of water, is required. Pressures unique to urban districts, such as a higher cost of living and greater competition for qualified resources, were also highlighted. Survey results generally suggest school districts would prefer that the funding mix include a higher weighting towards geographic or region-specific factors than the current model provides.

Key Questions

There is an opportunity to demonstrate through the funding model review that action is being taken to address the specific challenges identified through the rural education engagement process. Questions to be investigated may include:

- What geographic, economic and/or demographic modifiers should be part of the funding model and what weight should they have relative to overall student enrolment?
- Should different funding approaches be established for different groupings or types of school districts (Remote, Rural, Urban, and Metro)?

Next Steps

This discussion paper will serve as the frame of reference for the Independent Review Panel, which will lead the next phase of research and consultation as part of this process. The next phase of work will, include:

- Additional research and data gathering,
- Regional technical working sessions for trustees and senior staff in the spring of 2018,
- Meetings with other stakeholder groups, such as the B.C. School Trustees Association, B.C. School Superintendents Association, B.C. Association of School Business Officers, B.C. Confederation of Parent Advisory Councils, B.C. Principals and Vice Principals' Association, the B.C. Teachers' Federation, and the CUPE B.C. will also be arranged,
- Consultation with other levels of government involved in K-12 education in B.C., including the Department of Indigenous Services Canada and the First Nations Education Steering Committee, and
- An interim reporting out to confirm what the panel has heard to date.

The Chair of the Independent Review Panel will present a final report and recommendations to the Minister of Education in the late summer of 2018 for consideration, and the Ministry will work with the Technical Review Committee to model options going forward.

Once a decision has been made by government, the key features of the new model will be communicated in the winter of 2018/19, with preliminary grant announcements issued under the new funding model in March 2019 (for the 2019/20 school year), including transitional measures (if required).

Boards of Education are encouraged to work with their local stakeholder groups, including parents, to gather their views on how funds should be allocated for K-12 public education, and provide this feedback to the Independent Review Panel in writing. Written submissions and questions about the funding model review can be sent to: k12fundingreview@gov.bc.ca before the end of April 2018.

SAANICH SCHOOLS – REFRESHED

FORWARD THINKING IT FABRIC FOR SCHOOLS

IMPETUS

Saanich Schools is taking a renewed focus on how it wants to view technology enablement across district services, throughout the business units at the board office and most importantly in the classroom.

Moreover, and in service to the aspirations embedded within the Saanich School District Strategic Plan 2020, this report is aimed precisely at mobilizing the infrastructure elements identified within the strategic plan around technology (4.4.1 – 4.4.4) and also the maximization of technology supported teaching and learning in our schools, now and in the future.

This report additionally responds to the need of mitigating risk for information technology infrastructure, as identified in both the Risk Report of January 30, 2019 and the IBM ITOP Report for Saanich SD 63.

INVESTIGATION

We have engaged IBM K-12 to perform holistic looks on today's opportunities in the data center, in the cloud, across school-based infrastructure and classroom technology.

RESPONSE

The school district has taken this information, contextualized it within our means, environment, and culture, and developed a plan to refresh the technology fabric across the district. This consists of building a solid foundation of infrastructure, which is responsive, and adaptable to change. Coupled to the foundation is a platform of devices, services, and support – equitable and ubiquitous across all schools, programs and needs. This enables us to support each unique workload which sits upon this platform successfully.

CURRENT SITUATION

TECHNOLOGY

- **District Servers** are running technology a decade old.
- **Switches** are aging, 10 times slower than the industry average and are in some cases the bottleneck for accessing the internet.
- **Network cabling** in 13 of 18 sites is below the capability of supporting new technology. Only 5 sites support cabling technology less than 18 years old.
- **Devices** are old, inconsistent, vary based on school priorities and alternative funding.
- **Peripherals** vary greatly.
- **Support** varies based on legacy positions.

PERCEPTION AND CULTURE

- **Technology** feels slow.
- **People** do not feel as if they are part of the solution.
- Changing **schools**, or even changing **classrooms** might change your access to technology.
- Feeling of lack of **support** and direction sends people off to find their own solution.
- **Decisions** are isolated and are not provided the opportunity of a shared vision. Lots of independence.

VISION

TECHNOLOGY

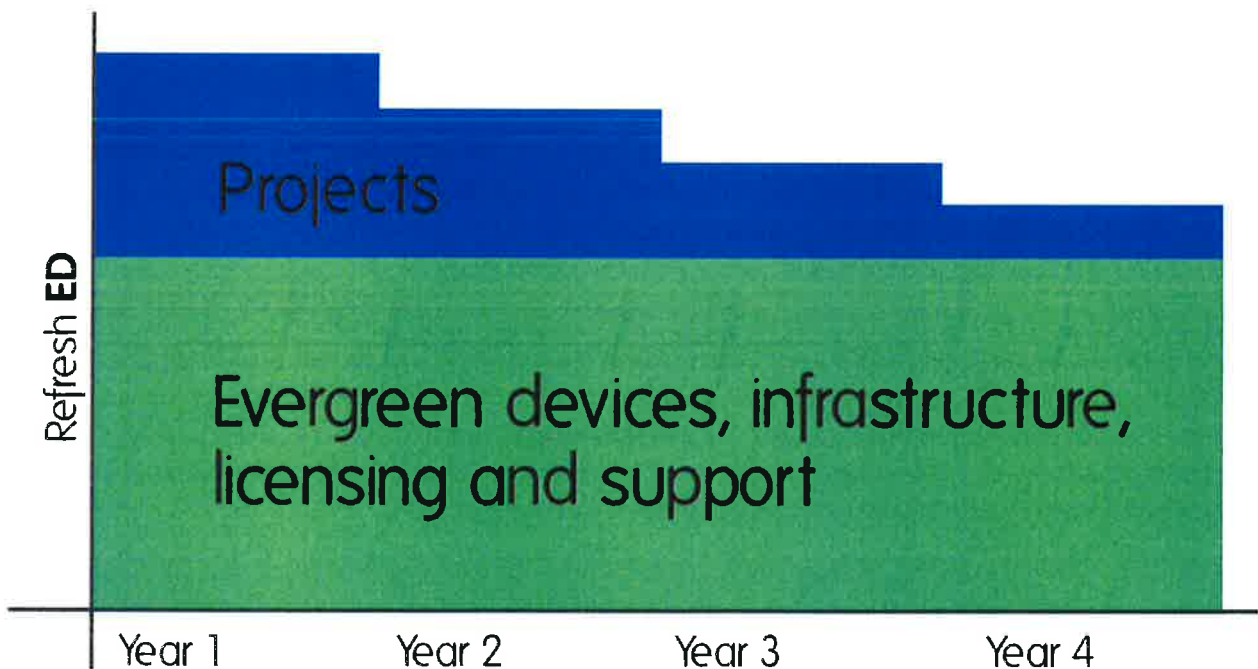
- **Infrastructure** is built with change and adaptation in mind
- A strong **platform** of devices is available and equitably across the system
- Lifetime and **support** is a driving force for planning

PERCEPTION AND CULTURE

- **Trust** exists in the system that their endeavors will be supported by the technology fabric (Foundation, Platform, Systems and Support)
- **People feel** supported and heard

HOW DO WE GET THERE?

The RefreshED plan consists of immediately engaging in a mindset of keeping technology which carries a known shelf life up to date with respect to our district needs. It also acknowledges that in this shift, we must implement certain projects to support our staff, their devices, and their experiences.



PROJECTS

The following are a subset of projects identified by the IBM report as primary to complete. The subset consists of the minimal set to support our vision of a supported, RefreshED classroom in a pilot school. It sets the stage for a district-wide roll out as soon as possible.

	Software	Maintenance	Services
<i>Virtual Server Infrastructure</i>	\$8,400	\$2,280	\$40,000
<i>Network Redesign and ClearPass</i>	\$90,000		\$45,000
<i>New Helpdesk System</i>	\$25,000		
<i>Device Management</i>	\$20,000		\$85,000
<i>OpenLDAP to AD Migration</i>			\$25,000
<i>Single Sign-On and Services Integration</i>			\$20,000
<i>Other District Systems Migrations</i>	\$30,000		\$10,000
<i>Backup Solution</i>	\$6,300	\$4,700	\$29,000
<i>District Web Presence</i>	\$50,000		\$40,000
<i>District Tech Plan</i>			\$20,000
<i>Professional Development</i>			\$45,000
Total (\$595,680)	\$229,700	\$6,980	\$359,000

EVERGREEN

The evergreen part of the plan looks at the critical pieces of the technology fabric across the district, and projects yearly costs based on reasonable refresh cycles.

	Lifecycle (Years)	Cost Per	Count	Cost Per Cycle
<i>Devices</i>	5	\$750	2715	\$407,250
<i>Monitors</i>	8	\$150	1809	\$33,918
<i>Print/Copiers</i>	6	\$3,000	65	\$32,500
<i>Access Points</i>	6	\$300	350	\$17,500
<i>Switches</i>	8	\$1,100	70	\$9,625
<i>Servers</i>	5	\$4,500	18	\$16,200
<i>Projectors</i>	8	\$1,100	310	\$42,625
<i>Document Cameras</i>	6	\$350	150	\$8,750
<i>UPSs</i>	8	\$1000	50	\$6,250
Total				\$574,618

* Based on internal planning, not every year will see a subset of devices replaced. Instead, careful planning will project and plan for certain items being replaced more in one year versus the next.

WHAT IS BEING DONE?

- Virtualization - site servers and district servers
- Reporting and Monitoring of systems
- Admin Procedures to be revised
- PIAs being completed
- Backup prep – using free version of software to start setting up
- Important security updates and reviews
- Drupal/Moodle updates
- Mobile device management
- Sangha
- Privacy review
- Day to day support and existing projects (Phone system, Remedy, Image update, etc)

WHAT IS STILL TO BE CONSIDERED?

- Does not represent everything a school builds on top of the fabric (3d Printers, Robotics, CNC Machines and school-based programs like Digital Media etc.)
- Many people in the district (4/5) will not see a direct upgrade of device
- Licensing costs (MyEd, BCDC, Microsoft, Adobe, Freshgrade, Sitka Evergreen, Culturegrams)
- Space – We have outgrown our space downstairs and do not have room to support or deploy 100s of devices
- People – We are spread across the district in a disparate and inefficient way due to the nature of today's systems
- The dollars already being spent
- Opportunities to save (future projects, and efficiency in team composition)

FUTURE PROJECTS...

The IBM plan called for a total of 1.5 million in project costs – while we have prioritized these, the remaining projects are projected to a future date.

Cabling and electricians are required for 13 of our 18 schools which are running tech from 2001, and are a bottleneck for access to network resources, the internet, or new switches.



To: Finance, Facilities & Technology Committee

Prepared By: Jason Reid
Secretary Treasurer

Subject: **Parkland Track 2020 Project Overview**

Date: April 4, 2019

Purpose and Background

The purpose of this briefing note is to present a plan for the committee's consideration and the Board's approval that outlines the school district's involvement, in partnership with the Memorial Park Society, to engage municipal and community partners to explore funding opportunities to finance replacement of the Parkland Track.

Parkland Secondary was originally constructed in 1973. In the early 1980's a committee was established to raise funds to build an all-weather running track on land adjacent to the school site that was owned by the District of North Saanich. At this time, the school district also had lease rights to part of this land. In October 1986 an agreement was signed transferring title of the land to the Memorial Park Society (MPS). As part of this transfer, the school district relinquished rights related to the land in exchange for the right of continuing lease. As the project developed, adjustments occurred to the dimensions of the land to be leased to accommodate the track. Following successful fundraising and construction of the track, a revised lease agreement was signed by the school district and MPS in 1992. This agreement provided for the following:

- A lease term of 5 years with 15 successive options to extend the term of the lease by a further 5 years provided that the school district was not in default in the performance of any of the provisions of the lease.
- That the school district "at its own expense, keeps and maintains the lands and any permitted improvements to and structures erected, constructed or installed in good repair, order and condition..."

Following its construction, issues with drainage accelerated the deterioration of the track and hindered efforts to repair and maintain the track. In 2008 a steering committee was formed to consider options for replacement of the track. Feasibility work was completed and consultation with community partners occurred; however, momentum eventually faded.

Beginning in the spring of 2016, staff from the school district and Memorial Park Society began meeting more regularly to discuss the need to address the deterioration of the track. At this time, there was also renewed discussion in the community regarding the desire for a track on the peninsula. For example, the Peninsula Recreation Commission indicated in its 2016-2020 Strategic plan that they would like to see a track and field facility on the peninsula.

In June 2016, school district staff facilitated a meeting with community partners (Panorama, Peninsula Track, Peninsula Soccer, North Saanich, Sidney, Central Saanich) to discuss the track project. Discussions have continued with community partners and while interest in the community exists securing sufficient financial support continued to be an impediment.

Beginning in the spring of 2017, school district and MPS staff began discussing the need to develop a strategy to fundraise for the project. In the spring of 2017, the Board approved allocation of \$300,000 from the 2017/18 annual facilities grant (AFG) to remedy issues with infield drainage prior to replacement of the track. It was subsequently determined that this work should be deferred to occur in conjunction with replacement of the track. In March 2019, the Board reaffirmed its commitment to allocate \$300,000 from future AFG towards the project.

In January 2018, the school district engaged Marathon Surfaces to develop a plan and cost estimate to replace the existing 6-lane track with an 8-lane track. While the district's commitment of \$300,000 could be applied to improve drainage and the condition of the existing 6-lane track, at this time an 8-lane track is the only option being considered because it is now required by BC School Sports in order to hold track and field championships. The estimated cost of replacement with an 8-lane track is \$3 million.

Next Steps

There is currently more momentum and enthusiasm to replace the Parkland track than there has been for a number of years. The school district is legally responsible for the track through the lease agreement; however, the track is truly a community asset with local municipal and community partners having an interest in its replacement. As the district cannot fund replacement of the existing track with an enhanced 8-lane track, this project will only happen through a collaborative community effort.

The momentum to date has largely resulted from the efforts of school district staff (Parkland Secondary and Board Office) and staff at the Memorial Park Society. However, to effectively explore funding opportunities the project needs to be governed through a collaborative effort that represents all community stakeholders. A project plan that outlines project governance through a Steering Committee and the approach to fundraising is included as Appendix 1 (Parkland Track 2020 Project Overview). This plan was prepared by initial members of the Steering Committee.

While the school district is one of several stakeholders to this project, ultimately the school district will be responsible for maintaining the track in the future. This means the school district will also need to perform due diligence work to ensure the new track can be maintained over the term of the renewed lease without resulting in further financial obligation to the school district.

School district participation as a member of the project Steering Committee and conducting due diligence will require an investment in the form of staff time to be managed within existing budgets. Our participation is necessary for the success of the project and a new championship level track would provide significant benefits to the students of Parkland Secondary.

Staff Recommendation

That the Board approve school district staff participating on and supporting the work of the Parkland Track 2020 Steering Committee.

Respectfully submitted,



Jason Reid
Secretary Treasurer

JR/klg

Attachments: Appendix 1 – Parkland Track 2020 Project Overview
Appendix 2 – Policy 2210 – External Funding through Donations or Partnerships

Parkland Track 2020 Project Overview

Objective

The Sidney and North Saanich Memorial Park Society (MPS) exist to ensure the management and protection of facilities and amenities which contribute to the quality of life and health in the community. The Parkland Track is on land owned by the Memorial Park Society and is seen as a core amenity for citizens of the Saanich Peninsula and beyond.

The objective of this project is to see that the Parkland Track is renewed so that it can continue to serve the community for a further thirty year plus time span as a safe, accessible and healthy community meeting and activity point.

This six lane all weather running track was constructed in 1986 and has been in constant use ever since. It is built adjacent to Parklands Senior Secondary School and to Blue Heron Park, a regional North Saanich amenity supporting soccer, baseball and trail walking.

The proposed project is renewal of the track surface. After thirty three years of constant use, this community facility is in need of repair. The project will entail removal of the worn track surface; addition of some supplementary gravel to the track base and compaction of same; drainage lines installed along the inside and outside of the track; concrete shoulders poured along inside and outside of the track; asphalt sub surface poured over the gravel base; synthetic surface and track lines to complete the installation.

The Parkland Track is one of only two tracks available and freely accessible to the community in lower Vancouver Island. Renovation of the track will secure interest from traditional users as noted, plus increase use from other school groups and health and fitness users across the age spectrum.

Governance

The MPS is charged with the ongoing management and maintenance of the Blue Heron Park facilities that contribute to the health of the District of North Saanich, the Town of Sidney and the surrounding communities. The MPS will retain and care for this site in perpetuity for the benefit of the community as per the trust agreement. School District #63, through their long term lease of the site from the MPS, will be responsible for the ongoing operational and maintenance costs of the project once complete.

Steering Committee

To reach the project objective, an ad-hoc Steering Committee has been formed to manage project implementation (planning, project management, and fundraising) thru its initial phases. The Parkland Track 2020 Steering Committee will be comprised of community, political, organizational and business volunteer stakeholders.

Initial Steering Committee members to date (November 2018 – present) have included Lizanne Chicanot, Principal of Parkland Secondary, Brad Edgett, Executive Director of the Mary Winspear Centre and John Juricic, member of the Juricic Real Estate Team.

Other individuals / organizations that have confirmed their interest in Steering Committee participation have included:

- Keith Wells – Executive Director, Greater Victoria Sport Tourism Commission
- Chris Lott – Treasurer, Peninsula Track & Field Club
- Terri O’Keefe – Councillor, Town of Sidney
- Bill Cooke – Past Chair, Sidney Breakfast Club

Other organizations to be invited will be a representative from each of the municipalities of Central Saanich and North Saanich. Adam Olsen, MLA for Saanich North & the Islands will be invited after expressing keen interest in this project. A sizable volunteer and parent group has emerged within the Parkland School Community expressing keen interest in being involved with the Parkland Track 2020 Steering Committee. A representative or two from this group will be invited to this Steering Committee.

Project Implementation Themes

Business Plan / Costs	Operational Logistics	Operational Sustainability
- define project requirements, feasibility & milestones.	- project manager/assistant hired and/or assigned	- establish long-term sustainability plan
- cost of project & capital plan confirmed. Currently three million dollars as per <i>R.F. Binnie & Associates Report dated January 2018.</i>	- develop a fundraising plan (<i>see attachment #1</i>)	- fundraising for the long-term sustainability plan to be included in total project fundraising goals
	- digital & promotional collateral created and/or integrated (website, pamphlets, posters, logos)	
	- public relations / media campaign defined & implemented	

Considerable research, effort and study over numerous years has been undertaken to implement this project. These summary documents and reports (13) can be accessed via a private Google Drive folder located at <https://drive.google.com/open?id=1sUAIPAGiqlUiNg1QrJhIUjz8FUyebcVS>. Much of the work defined within the table above has already been completed and summarized.

The project now needs a jump start and energy towards implementation. It is time for action.

Tentative Schedule

- Present – Steering Committee meeting formed with regular meetings scheduled
- Project Launch - May 2019
 - Operational Logistics objectives implemented
- Fundraising Plan Implemented - Sept 2019—August 2020
- Fundraising Plan Implemented - Sept 2020—May 2021

- Prep field—May 2021
- Install track—July/Aug 2021
- Official opening—Sept 2121

Attachment #1

Fundraising Plan – 2019

Enclosed is a summary regarding the Fundraising Plan for the Parkland Track 2020 project. The composite (marketing, communications, fund-raising, administration) set of activities towards implementing the Fundraising Plan will be managed by the members of the Steering Committee and possible resultant sub-committees.

This is and will remain a community led initiative.

The foundational partnership is between Memorial Park Society and Parkland Secondary School. All funds raised will be channeled through Memorial Park Society. All descriptive and/or promotional material pertaining to this project will reference the name of this project-- Parkland Track 2020.

Fundraising strategies will be focussed on 6 categories of activities and will be implemented and managed by the Parkland Track 2020 Steering Committee.

1. Government. There are an abundance of government based funding opportunities amongst all three levels of government (municipal, provincial and federal). We will be very active applying and generating proposals for funds within this category.
2. Service Clubs. Many service clubs exist in the Lower Vancouver Island regions who raise funds for community projects. Those include Rotaries, Lions Clubs, Kiwanis, and Chambers of Commerce etc.
3. Digital solutions and Online fundraising. We will explore and take advantage of digital fundraising opportunities, e.g., Go Fund me pages, website fundraising pages, digital advertising and social media promotions.
4. Private Sector & Corporations. The Peninsula Industrial community is the economic engine of Lower Vancouver Island. We have strong relations with this industrial community and will source these companies for corporate donations.
5. Personal Relationships. We will be guided by an active and committed steering and volunteer community of people. Each of these persons lives within a strong personal network that we will hope to access and encourage to help fund this community based project.
6. Event based fundraising. Between our steering committee and volunteer groups, we will seek to raise funds thru innovative and community based fundraising events.

School District No. 63 (Saanich)

Policy Name: External Funding through Donations
or Partnerships

No: 2210

Preamble

The Saanich School District receives the majority of its operating revenue by way of operating and special purpose grants from the Ministry of Education. The Board also derives revenue from leases and rentals of school property, municipal support of crossing guards, bank interest, the Saanich International Student Program and the South Island Distance Education School. The purpose of this policy is to provide the context for external funding through donations or partnerships and to clarify the Board's expectations in regard to business presence in schools.

Policy Statement

The Board of Education believes that public education should be funded from Provincial Government grants. However, in order to provide enhanced or enriched educational opportunities for students or develop positive relationships with the community the Board may seek or accept external funding through donations or partnerships. The Board is prepared to accept donations from donors or foundations, or consider partnerships with private or public sector enterprises. The Board is also willing to consider a limited business presence within schools or the district in keeping with the provisions of the policy.

Statutory Reference:

Contractual Reference:

Policy Reference:

Policy 1010 – Educational Philosophy
Policy 2220 – Fund Raising in Schools
Policy 3100 – Selection of Learning Resources

Date of Initial Board Approval: August 2000

Amendments: March 2010

School District No. 63 (Saanich)

Policy Name: External Funding through Donations
or Partnerships

No: 2210

Guiding Principles

The following guiding principles will govern the acceptance by the district of external funding through donations or partnerships:

1. The external funding through donations or partnerships (as defined in Appendix 1) must support the district's educational philosophy (Policy 1010) and its focus on the development of the district as a learning community.
2. Altruistic donations are encouraged, meaning that they are for the sole benefit of students, schools or the district and not for the benefit of the donor.
3. External funding through donations or partnerships must not impair the rights of the Board and the educational professionals in the district to determine the nature of the educational program to be offered to students, or the way in which it is delivered.
4. Any arrangements for external funding through donations or partnerships shall not require students to observe, listen to, or read commercial advertising.
5. Education resources that are offered to the school or district through a donation or partnership shall be considered under the provisions of this policy and Policy 3100 (Selection of Learning Resources).
6. Agreements to provide educational resources must not limit or require teachers to use these resources in their classes.
7. External funding through donations or partnerships must not result in an opportunity for the province to reduce operating or special purpose grants.
8. Any agreements that provide external funding through donations or partnerships will include a specific expiry date.
9. Individuals or businesses must satisfy all equity considerations, and safety, health and environmental regulations related to their form of business.
10. External funding through donations or partnerships must not involve the district in anything that would, in the opinion of the Board, appear to be taking an inappropriate stand on a contentious political, moral, or social issue.
11. Businesses (as defined in Appendix 1) may only have a visible presence in the school if it occurs in the natural course of business (for example, names and logos on computers, office supplies or food products) or if it occurs through a donation or partnership in accordance with the provisions of this policy.
12. Recognition of the donor, partner or business will only be through expressions of thanks on a website or in a program or newsletter, or through a posting that lasts for the duration of a time limited event such as a tournament, a performance or a season. Any proposal for ongoing recognition or advertising must be approved by the Board.
13. Any recognition of external funding through donations or partnerships will take into account students' ages and their vulnerability to commercial values and messages, in accordance with community standards as interpreted by the Board.

Date of Initial Board Approval: August 2000

Amendments: June 2004
March 2010
November 2013

School District No. 63 (Saanich)

Policy Name: External Funding through Donations
or Partnerships

No: 2210

Administrative Procedures

1. Decisions in regard to external funding or support in amounts less than \$500 will be made by principals in accordance with the provisions of this policy following consultation with the staff and PAC. If the proposal includes ongoing recognition of the donor then the Board will review the proposal.
2. All proposals for external funding or support in excess of \$500 through donations or partnerships will be submitted to the Secretary-Treasurer of the school district for review. Such proposals will indicate clearly:
 - what the individual or business is contributing
 - a best estimate of the value of the contribution
 - the forms of recognition or opportunities requested of the district in return for the contribution.

The Secretary-Treasurer will review each proposal, consulting with the principal as appropriate, and determine whether or not to take it to the Board for consideration of approval.

Evaluation criteria for proposals will include:

- consistency with the Guiding Principles in this policy
- the amount of the benefits being provided to the district
- the quality of the product or service
- the reputation of the individual or company
- the ability, capacity and skill of the individual or corporation to fulfill the contract
- the form of recognition, if any, for the contribution being made

Date of Initial Board Approval: August 2000

Amendments: June 2004
March 2010

School District No. 63 (Saanich)

Policy Name: External Funding through Donations
or Partnerships

No: 2210

Appendix 1
Explanation of Terms

This appendix provides the meanings of the terms below, as used in this policy.

1. Donations - Donors

Individuals, groups or foundations are encouraged to make donations of goods, services, or cash to the district. The school district is a charitable organization under the Income Tax Act. A donation may qualify for a tax receipt. Donations may be made for specific purposes.

Businesses may make donations to the district of goods or services, or funds that enhance the regular operating expenditures of the district. Business donors will not involve themselves in the operations of the district but may have expectations that their donation is recognized in accordance with this policy.

2. Partnerships - Partners

A partnership is formed through an agreement between the Board and an individual, group, or business intended to generate revenue for, or provide goods and services to the District.

3. Definition of Business:

A person, partnership, or corporation engaged in commerce, manufacturing, or a service; a profit-seeking enterprise or concern.

BRIEFING NOTE

To: Finance, Facilities & Technology Committee

Prepared By: Rob Lumb

Director of Facilities

Subject: Seismic Risk Assessment Update

Date: April 4, 2019

Purpose

The purpose of this briefing note is to inform the committee of changes to Seismic Risk Assessments (SRAs) within Saanich Schools due to changes in the BC building code. In 2014 all schools in British Columbia had SRAs completed. From these assessments buildings were given risk ratings:

- High 1 (H1) - Most vulnerable structure; at highest risk of widespread damage or structural failure; not reparable after event. Structural and non-structural seismic upgrades required.
- High 2 (H2) - Vulnerable structure; at high risk of widespread damage or structural failure; likely not reparable after event. Structural and non-structural seismic upgrades required.
- High 3 (H3) - Isolated failure to building elements such as walls are expected; building likely not reparable after event. Structural and non-structural seismic upgrades required.
- Medium (M) - Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
- Low (L) - Least vulnerable structure. Would experience isolated damage and would probably be reparable after an event. Non-structural upgrades may be required.

In 2018 there were changes implemented within the BC Building code in regards to Seismic Risk. As a result all School Districts in British Columbia were required to update the SRAs for school buildings. In Saanich this resulted in 33 blocks within our schools seeing a change in the risk rating. There are blocks that were not presently identified as being a high risk that are now high risk category. There are blocks within schools that have completed seismic mitigation projects that now require additional work (Deep Cove and Cordova Elementary). See attachment for the entire list of updated SRAs.

These changes in the SRAs will impact the District's capital planning and the Long Range Facility Plan as we will be incorporating these requirements into future planning.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Rob Lumb", is written over a light blue horizontal line.

Rob Lumb

Director of Facilities

List of SD63 Assessed Blocks

	Facility	Name	Block	Risk	
				Pre SRA	Post SRA
1	Beaver Lake	1961 Gymnasium/1971 Covered Play Area	1	M	M
2	Beaver Lake	1956 Main Building	2	M	H3
3	Brentwood Elementary	1951 Original Building, 1956/61 Additions	1	M	M
4	Brentwood Elementary	1970 Addition	2	M	H1
5	Brentwood Elementary	1951 Original Gymnasium	3	M	M
6	Brentwood Elementary	1970 Gymnasium Addition	4	L	M
7	Brentwood Elementary	Covered Area	5	L	L
8	Cordova Bay Elementary	1966/69 Additions	4	M	H2
9	Cordova Bay Elementary	Block No. 5 1956 / 1965 Addition	5	M	M
10	Deep Cove Elementary	1956 Original Building	1	M	H2
11	Deep Cove Elementary	1965 Addition	2	M	H2
12	Deep Cove Elementary	1966 Addition	4	L	M
13	Deep Cove Elementary	1966 Addition	5	M	H1
14	Deep Cove Elementary	1966/1982 Additions	6	L	M
15	Deep Cove Elementary	1982 Addition	8	L	H3
16	Deep Cove Elementary	1982 Addition	9	L	M
17	Prospect Lake Elementary	1967/75 Additions	4	L	M
18	Prospect Lake Elementary	1967 Gymnasium	5	L	M
19	Saanichton Learning Centre	1963-66 Main Building (2001 Upgrade)	1	L	M
20	Saanichton Learning Centre	1966/79 Additions (2003 Upgrade)	2	L	M
21	Saanichton Learning Centre	1979 Addition	3	M	H1
22	Saanichton Learning Centre	1969 Addition (Small 1993 Addition)	4	M	H1
23	Sidney Elementary	1951 Original Building	1	M	H1
24	Sidney Elementary	1951 Original Building, 1964 Addition	2	M	H2
25	Sidney Elementary	1956 Addition	3	M	H1
26	Sidney Elementary	1969 Addition (2003 Upgrade)	4	L	M
27	Sidney Elementary	1969 Addition	5	M	M
28	Sidney Elementary	1969 Addition	6	M	L
29	Sidney Elementary	1981 Addition	7	M	H3
30	Sidney Elementary	1966 Addition	8	L	H1
31	Sidney Elementary	1969 Addition	9	M	H1
32	Keating Annex	1976 West Wing	1	L	H3
33	Keating Annex	1976 East Wing	2	L	H3

School District No. 63 (Saanich)
2018/19 Year-End Projection (Operating Fund w/CEF)

Actual and Forecasted Results

As at February 28, 2019

	Prior Year Actual 2017	Prior Year Actual 2018	Amended Budget	Current Budget	Revenue/ Expenditures to Date	Projected Revenue and Expenditure	Variance From Budget	Notes
Revenue								
621 Consolidated Revenue Grants	(64,526,021)	(66,347,331)	(68,220,560)	(68,087,049)	(41,389,831)	(68,253,759)	166,710	Note 1
627 Indig. Northern Affairs Canada (INAC) Recovery	2,795,352	2,995,397	3,126,255	3,126,255	1,875,753	3,126,255	-	
629 Other Ministry Of Ed Grants <i>includes Pay Equity, Ad hoc MOE grants, Grad adult funding</i>	(1,236,130)	(1,383,324)	(692,920)	(826,431)	(353,216)	(1,004,192)	177,761	Note 1
629 Classroom Enhancement Fund (CEF)	-	(6,109,760)	(7,356,502)	(7,356,502)	(4,264,271)	(7,356,502)	-	
630 Federal Grants <i>French Odyssey Grant</i>	(16,395)	(4,711)	-	-	-	-	-	
645 Instructional Cafeteria Revenue	(148,644)	(158,222)	(68,000)	(68,000)	(83,412)	(68,000)	-	
646 Local Education Agreements/Direct Funding Indig.	(2,795,352)	(2,995,397)	(3,126,255)	(3,126,255)	(1,875,753)	(3,126,255)	-	
647 International and Out of Province Students	(7,169,078)	(7,159,153)	(7,469,500)	(7,469,500)	(7,364,892)	(7,573,534)	104,034	Note 2
649 Misc. Fees & RevenueS <i>includes ad hoc grants received, recovery revenue from shared services, funding from municipalities, BC hydro energy saving grants</i>	(690,170)	(814,156)	(457,744)	(542,174)	(487,840)	(542,174)	-	
650 Text Book Deposit Receipts	(17,010)	-	(20,000)	(20,000)	-	(20,000)	-	
651 Community Use Of Facilities	(32,635)	(40,954)	(35,000)	(35,000)	(12,998)	(35,000)	-	
659 Other Rentals & Leases	(309,041)	(303,662)	(380,000)	(380,000)	(269,658)	(380,000)	-	
660 Exchange (Gain) Loss	(15,993)	13,498	-	-	(997)	-	-	
661 Interest On Short Term Deposits	(204,516)	(276,828)	(195,000)	(195,000)	(272,458)	(195,000)	-	
662 Appropriated Surplus (prior years carry forward amounts)	-	-	(2,991,551)	(2,906,051)	-	(2,906,051)	-	
672 Student Fees/Certifications	(275,880)	(126,382)	(120,000)	(120,000)	(47,957)	(120,000)	-	
Total Revenue	(74,641,513)	(82,710,985)	(88,006,777)	(88,005,707)	(54,547,530)	(88,454,212)	448,505	
Expenses								
105 Salaries - P/VP	3,988,987	4,356,888	4,369,656	4,373,064	2,999,082	4,434,406	(61,342)	Note 3
111 Salaries - Teachers <i>(incl. POSR)</i>	30,005,607	33,711,432	35,265,034	35,413,322	21,077,413	35,416,317	(2,995)	Note 4
307 - Teacher remedy	-	589,788	1,114,846	1,114,846	193,645	1,114,846	-	Note 5
Teacher remedy unspent	-	202,369	-	-	-	-	-	
122 Salaries - Support Staff <i>(incl. In Service, WCB and First Aid)</i>	7,142,090	7,739,534	7,953,155	8,136,364	5,072,860	8,134,740	1,624	
123 Salaries - Other Professionals	2,234,295	2,343,981	2,536,493	2,660,094	1,729,348	2,692,469	(32,375)	Note 6
131 Salaries - Educational Assistants	4,438,859	4,528,521	4,932,493	4,850,941	2,715,219	4,508,382	342,559	Note 7
143 Support Staff Replacement Costs	666,367	607,276	491,192	415,925	278,255	457,655	(41,730)	Note 8
146 Teacher Replacement Costs	2,553,983	2,093,670	2,368,921	2,383,921	1,387,533	2,354,209	29,713	
	51,030,188	56,173,459	59,031,790	59,348,477	35,453,355	59,113,024	235,454	
200 Benefits	13,145,300	13,918,627	14,972,344	14,864,549	8,642,601	14,717,588	146,961	Note 9
	13,145,300	13,918,627	14,972,344	14,864,549	8,642,601	14,717,588	146,961	
Services & Supplies								
Services	4,455,462	4,340,177	5,289,908	5,269,210	3,302,741	5,269,210	-	
Pro-D & Travel	587,465	624,639	866,868	874,676	479,148	874,676	-	
Rentals & Leases	96,163	97,874	108,000	108,000	104,238	108,000	-	
Dues & Fees	187,850	240,017	321,024	356,024	289,996	356,024	-	
Insurance	155,577	166,092	168,900	169,400	168,165	169,400	-	

Projection for Discussion Purposes - Actual Results May Differ From Projected
Megan Cimaglia 3/22/2019

	Prior Year Actual 2017	Prior Year Actual 2018	Amended Budget	Current Budget	Revenue/ Expenditures to Date	Projected Revenue and Expenditure	Variance From Budget	Notes
Supplies	2,853,396	2,804,876	4,715,994	4,483,422	2,258,020	3,573,422	910,000	Note 10
Utilities	1,298,506	1,497,734	1,597,359	1,597,359	740,026	1,523,238	74,121	Note 11
	9,634,419	9,771,409	13,068,053	12,858,091	7,342,334	11,873,970	984,121	
Total Expenses	73,809,907	79,863,496	87,072,187	87,071,117	51,438,290	85,704,582	1,366,535	
Transfer from operating for purchase of capital assets	145,655	694,857	369,750	369,750	-	369,750	-	
Transfer from operating to support special purpose funds	18,308	50,849	159,840	159,840	-	159,840	-	
Transfer to local capital for asset replacement reserve	-	-	30,000	30,000	-	30,000	-	
(Surplus)/Deficit	(667,643)	(2,101,783)	(375,000)	(375,000)	(3,109,240)	(2,190,040)	1,815,040	
					Opening Unrestricted Surplus	(1,206,440)		
					Estimated School and District Carry Forwards	1,000,000		
					Estimated Closing Unrestricted (Surplus)/Deficit	(2,396,480)		

Amended Budget is the February *Amended Annual Budget*, approved by the Board on February 20, 2019.

Current Budget is the current working budget

Certain comparative figures have been restated to conform with current year's presentation

Variance comments:

Note 1 - Funding from February enrolment was \$166,710 above budget. This was partially offset by approximately \$90,000 in costs to provide additional services. Employer Health Tax Funding relief for this fiscal year (announced March 15) amounted to \$177,761 for Saanich School District.

Note 2 - International program revenue positive variance is due to having 4.2 FTE students more than budgeted. Recovery due to more short term students than anticipated and students leaving early who do not receive refunds.

Note 3 - P/VP salaries negative variance is due to coverage for leaves in excess of budget.

Note 4 - If any teacher salary savings occur, to the extent that these savings are attributable to the Classroom Enhancement Fund, it may result in claw back of funding.

Note 5 - We currently assume that teachers will use all remedy they are entitled to during the year. This assumption may need to be adjusted as the year progresses based on elected usage by teachers and ability of the District to provide teachers on call to deliver the remedy. Funding for remedy is targeted and cannot be used for any other purpose.

Note 6 - Other Professional salaries negative variance is due to coverage for leaves in excess of budget, offset by one currently vacant position.

Note 7 - Education Assistant (EA) salaries positive variance is due to several factors:

- This budget is allocated across the 17 school budget centres and each centre maintains conservatism in deployment of resources to remain on budget.
- Schools fill as many full time EA positions as they can but inevitably, EAs take unpaid time off and are not replaced or are replaced with a lower cost temporary employee (when we budgeted the role to be filled by a full time permanent employee). These result in positive variances that the schools can save up until they can post a full time or close to full time position for the rest of the school year.
- Hiring lag in deployment of Board approved December \$100,000 boost to EA staffing.

Note 8 - Support Staff Replacement Costs negative variance is due to:

- School funded additional support staff - replacements for regular staff (vacation or unpaid leave) - note the EA savings above is partially offset here.
- Custodial replacements are higher than anticipated, offset by less than anticipated regular staffing.

Note 9 - Benefits are currently expected to be under budget due to a number of small factors.

Note 10 - Assumption made in preparing this forecast is that departments and schools will spend their services and supplies budgets as allocated, other than the following anticipated carry forward: (\$1,000,000) expected school and district carry forward offset partially by \$90,000 to be spent on services for students with special needs.

Note 11 - The BC Utilities Commission has approved a 9% temporary rate increase for natural gas in BC. Energy Manager Trevor Billy predicts that, based on our current consumption, we will incur \$19,000 in additional costs this fiscal year.
Next Generation Network estimated recoveries charged to us by the Province for internet came in \$93,121 under the suggested budget.