



School District No. 63 (Saanich)

## **Executive Summary 2011/12 Operating Budget Working Group Reports**

Prepared by  
Joan Axford, Secretary-Treasurer

March 7, 2011

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Over the past ten years, education delivery costs have increased by 65% primarily because of provincial labour settlements; however, increases in government revenue net of reductions due to enrolment decline have only amounted to 40% over this same period. This gap is expected to continue to widen as enrolment declines further and the cost of doing business continue to increase. Recent fuel price increases will be a challenge for a district with 22 bus routes. Enrolment is projected to decline by another 526 FTE by 2015 and the total decline since 2002 will be 2,357.2 FTE or 31.71% of our enrolment.

In the past five years, Saanich has:

- Reduced teaching staff by 9.50% (39 FTE positions) as enrolment has declined by 804 students or 9.50%.
- Approved budget reductions of \$8.47 million or 12% of our budget since 2006.
- Completed five school consolidations by September 2008.
- Introduced a significant school technology plan with local capital to reduce operating costs.
- Utilized shared services for purchasing, energy management and WorkSafe claim management.
- Improved our facilities to ensure energy cost savings, approved the use of bio-diesel in our buses, curtailed the expansion of playground space, lease our unused space to the community, moved our Sidney learning centre to an owned building,

Government has announced limited funding increases over the next three years. The district must continue to address shortfalls between the costs of providing public education and the funding allocated to Saanich.

The 2011/12 Budget process includes a detailed and extensive review of all programs and services to determine what is affordable with government grants, what is being supplemented by local revenues and what is the gap to meet the educational needs of students. The goal of this process was to ensure efficiency, effectiveness in how Saanich spends its dollars and provide evidence on what is affordable within government funding levels.

**Executive Summary**

2011/12 Operating Budget Working Group Reports

March 7, 2011

All groups received the following comparative information to better understand our need for local revenues and the shortfall between funding and costs. It was noted that local revenues have increased by \$3 million since 2000/01:

**How Does Saanich Spend its Dollars in 2010/11?**

<b>Programs</b>	<b>2010/11 Budgeted Expenditures</b>	<b>"Allocated per 2000/01" Government Funding</b>	<b>Local Reserves/ Revenues</b>	<b>Difference</b>
Regular Instruction:				
Regular	\$ 31,694,299			
Library	1,080,282			
Counselling	671,378			
Languages	2,995,409			
In-service	251,596			
Instructional Support	275,249			
Regular Instruction	36,968,213	33,514,194	1,379,925	(2,074,094)
Career Programs	604,968	1,676,220	-	1,071,252
Special Education	10,224,844	7,626,353	374,401	(2,224,090)
English as a Second Language	319,470	297,480	-	(21,990)
Aboriginal Education	696,931	526,640		(170,291)
International	1,516,526	-	2,527,200	1,010,674
SIDES	6,266,355	6,960,089	692,685	1,386,419
School Based Administration	3,273,348	4,003,528		730,180
<b>Total Instruction</b>	<b>59,870,655</b>	<b>54,604,504</b>	<b>4,974,211</b>	<b>(291,940)</b>
Administration	2,202,546	1,765,244	200,000	(237,302)
Operations and Maintenance	6,629,968	6,826,678	266,047	462,757
Transportation	1,246,217	1,037,528	275,174	66,485
<b>Total Budget</b>	<b>\$ 69,949,386</b>	<b>\$ 64,233,954</b>	<b>\$ 5,715,432</b>	<b>-</b>

A recent review by the Office of the Comptroller General outlined a number of best practices for school district budgeting. Conducting a program and services review to determine what could be supported within existing revenues was recommended.

Other key recommendations of the Comptroller General, Saanich has already undertaken:

1. Long range planning and consolidation of facilities
2. Shared services and economies of administration expenditures
3. Forecast of expenditures to year end on a regular basis
4. Monitoring of and use of reserves
5. Appropriate stewardship by making the structural reductions needed to balance the budget
6. Long term strategic planning-the current strategic directions process led by the Superintendent of Schools will work closely with this budget process
7. Eliminated non-core services such as music, social worker, numeracy, comprehensive school health and student advocate
8. Increased local revenues from the international student program, bus fees and the lease of closed facilities

The working groups were given a common terms of reference as established by the Board of Education as follows:

1. Technical working groups will be established for the six major program areas of the district as follows:
  - o Regular Instruction, Library, Counselling, and Career Programs
  - o Special Education, ESL, and Aboriginal Education
  - o International Program
  - o Distributed Learning Program
  - o School and District Administration
  - o Operations and Maintenance and Transportation
2. Each technical working group will be comprised of knowledgeable representatives of each program area
3. Each technical working group will receive advice from the Board to guide its work
4. Each technical working group will be provided with information on spending in each program area
5. Each technical working group will work to understand expenditures and how their program area is funded
6. Each technical working group will ensure that recommended expenditures comply with legislation and collective agreements
7. Each technical working group will determine the main components of service delivery, the affordable expenditures within current funding levels and the gap to what would better serve students
8. Each technical working group will use research and evidence to guide its findings
9. Each technical working group will advise on the relationship to other program areas
10. Each technical working group will provide a report to the Finance and Facilities Committee of the Board.

The Board provided guidance to each group as follows:

In framing their deliberations, each working group is expected to apply these guidelines:

- To focus on the expectations of the Achievement Contract and Enhancement Agreement
- To comply with legislation, board policy and collective agreements
- To develop findings in the context of efficiency, effectiveness and sustainability
- To consider safe and healthy learning environments
- To respect the legislative commitment to free public education

Membership of the groups totaled 61 and included parents, teachers, support workers, school administration and district administrators and teachers. The Working Groups have each provided a report for the Finance and Facilities Committee.

**Appendix A contains a listing of the definitions of the terms used in many of the reports.**

**A. General Findings of the Working Group Reports:**

- Overall the working groups found that funding was being spent effectively to prioritize meeting student needs
- Concern about the loss of funding as the per pupil core funding from the province covers special education, administration, operations and maintenance of schools as these costs are not declining in relation to the loss of funding
- Enrolment in special programs is increasing as a percentage of overall enrolment and more students are assessed in the higher need categories. Students with severe mental health issues and behavioural challenges are on the rise and at the same time counselling and behaviour support time has decreased significantly
- Previous reductions to student services in the area of social worker, support teacher time in numeracy, comprehensive school health, student advocacy, aboriginal education, literacy and counseling are reducing the ability to meet student needs
- Reductions at the school and district level place greater pressure on school administrators who need to take care of those additional duties. It was noted that the workload for district special education leadership is not sustainable
- Cost of replacement staffing may be a result of added stress and pressures to meet student needs. All groups expressed an interest in reducing the cost of staff replacements in some manner
- Distributed Learning is spending according to its funding levels for the provision of day to day services and utilizes past reserves to complete needed program development
- Distributed Learning pays for building and administration costs of \$1.2 million per year to offset district costs in these areas
- The current International student enrollment of just over 200 FTE is sustainable at current operational expenditures. This enrolment level generates a net profit for the school district with \$1 million
- The community services that support our students are facing budget reductions and the families look to the school system for the support such as health, mental health, family counseling, etc.

- The high cost of housing directly impacts on the number of families who can afford to live in the Saanich school district and this contributes to the decline in enrolment. The direction that community and city planning takes ultimately determines enrolment at a school level
- It is important to continue to find ways to engage parents and the broader community in support of Public Education
- The working groups preferred the decentralized model of service we use in Saanich, keeping funding as close as possible to students. Through district comparisons, it seems that a centralized approach to student services may be more cost efficient
- The ‘Saanich Way’ – those things that make us unique and different (e.g. inclusive model, emphasis on relationships, respectful tone) – is worth preserving
- Cuts to non-enrolling teachers in 2010/11 did not affect all non-enrolling teachers, primarily those in student services both at the district and school levels which adversely affect services to students with special needs. Any future reductions to non-enrolling staff need to be more fairly distributed
- District and school based administration across the district is effective and efficient. Further, it is clear that all employees and all areas of the organization are challenged by the increased complexity and compliance, monitoring and reporting requirements during times of diminishing resources
- Compliance with class size legislation will continue to present challenges and any reduction in teacher staffing will exacerbate this issue. Funding has already been allocated to “resolve” class size/composition situations with a budget of \$200,000. There were 73 classes over 30 students in the district and 181 classes with more than 3 students with special needs in 2010/11
- A number of groups indicated that further local revenue opportunities and opportunities to increase enrolment through the addition of specialized programs should be investigated
- It is time to look for efficiencies that may come from **shared services** with our neighbouring districts which can result in savings at the management level
- Investigate shared services within our district in the areas of technology, library services, accounting, replacement staffing, counseling
- Engaging staff and students in energy conservation and waste management with savings coming from enhanced recycling and reduced usage of heat and light.

All groups commented on the reduction in funding as a result in student decline that is not directly related to enrolment decline. This breakdown was determined based on the 2000/01 funding allocation formula which was the basis of the per pupil funding today:

Every full time student is funded at \$6,740.

It is to fund:

Regular instruction, library, counseling, in service, school administration	\$ 4,651
Career programs	\$ 195
Special education (high Incidence, health, services, assessment)	\$ 319
District administration	\$ 673
Operations and maintenance	\$ 902

**B. Efficiency and Effectiveness - Reduced expenditures or increased revenue opportunities:**

Finding	Estimated Savings	Implications
Manage elementary and middle school counseling by our school zones	\$20,000	Counseling will focus on the most needy children and some students may not receive services
Change the support staff replacement staffing process to reduce costs especially in the area of replacement for reasons other than illness such as vacation, joint meetings, union business	\$20,000	Some support staff will not be replaced or vacation time off will only be approved during non-instructional times
Reduction of surplus seven portable classrooms as enrolment declines.	\$44,000	Schools will need to accommodate students within the buildings
Investigation of alternate transportation allowances or services that may allow full-service special education routes to be modified or more efficient	\$5,000	Some students with special needs may not receive school bus services
Increased e-learning or e-book resources to replace hardcover textbooks	\$50,000	Increased need for technology in schools
Reduce supplies and services at the district level	\$23,000	District may not be able to address unexpected
Reduce school administration costs in the area of supplies and equipment	\$70,000	More pressure on PACs to fund raise for supplies and equipment for schools
Two Week Spring Break or 5 closure days and save on staff replacement costs, busing and crossing guards	\$125,000	Some staff see reductions in paid time and families will be pressured to find alternative care arrangements
Review the number of part time teaching positions to reduce employee benefit costs	\$30,000	Some employee needs may not be met
Explore the role of secondary counselors, especially as it relates to student scheduling, timetabling, with the thought that some of these jobs can be done by other staff.	\$85,000	Need for training of support staff Risk of students receiving incorrect advice
Reduce supplies budgets to schools by 5% overall.	\$100,000	More pressure on PACs to fund raise for supplies and equipment for schools

Finding	Estimated Savings	Implications
Reducing staffing by 5 FTE teachers. This option is subject to a number of parameters outlined in the regular instruction group report	\$425,000	Increasing class sizes at Secondary Reduced non-enrolling services like librarians
Savings in Special Education through a reduction in occupational therapists and supply and equipment budgets	\$30,000	Some students with special needs will not receive the services they need
Reduce elementary computer technical support	\$30,000	Support will need to come from the district information systems

**Total Estimated Expenditure Savings \$1,057,000**

**Findings where revenues can be generated to fund current programs and services in the school district:**

- Consideration for an increase to the sharing ratio by local municipalities towards the cost of crossing-guards, since this is not a requirement of the School Act, but a public safety responsibility of the communities served.
- The requirement of Vancouver Island Health Authority for differing standards for after-school program play structures poses a requirement that diverts current staff resources.
  - Encourage daycare licenses to exclude play-structures from their operation or provide for a fee of \$50 per month per structure to defray increased labour costs.
  - Alter policy to provide for parent advisory groups to deposit a maintenance/replacement fund for failed or unsafe parts as well as \$6,500 annual fall protection maintenance materials for play-structures.
- Increasing revenue from the international program. **We understand from the SISP working group that it is feasible to increase revenue to the district by as much as \$400,000.** In relation to administration, this would see the SISP infrastructure needing to be enhanced in a number of ways including having the principal position be increased to full-time. This could result in having the Parkland administration team reshaped with reduced costs and enhanced services.
- Generating revenue through international distributed learning. As described in the DL working group report, the province is poised to offer BC distributed learning courses to off-shore international students, and SIDES is ideally situated to do just that.
- Generating revenue through contracting information technology services to other districts. Perhaps also through a business company, offering contracted services from our IT department would serve three purposes: generating revenue; allowing our very strong staff to be retained as we move toward anticipated downsizing that comes with efficiencies (planned self-obsolence); and, allowing our staff to be retained rather than be attracted to better opportunities elsewhere.

- Attracting students to specialized programs or perhaps even specialized schools. One example of a specialized program is the new climbing academy at Stelly's. Examples given were:
  - Due to low enrollment at Parkland it might be wise to consider reconceiving Parkland as a specialized magnet school of some kind
  - Policy 2210 – take a hard look to see whether there are options for external source funding or partnerships, such as support/sponsorship from local businesses
  - Continue to expand Continuing Education opportunities, especially at Saanichton where there is room to offer programs to the community, e.g. Early Childhood Education diploma through Camosun (maximize provincial funding)
  - Continuation of the French Immersion and Core French Programs
  - Continued support for career programs such as carpentry and cosmetology

**C. Gap between Ability to Provide Services and Needed Services for Students:**

The district has reduced many services over the last ten years that has reduced services to students and reduced the effective operation of the school district. The working groups have found that the following services should be reinstated:

<b>Improvement</b>	<b>FTE Addition Required</b>	<b>Associated Cost</b>
Lower middle and secondary class size	10.0 FTE	\$936,400
Restore literacy support	1.0 FTE	\$93,640
Restore numeracy support	1.0 FTE	\$93,640
Restore Student Advocate/Comprehensive Health	.5 FTE	\$46,820
Restore technology support	.5 FTE	\$46,820
Restore school plan funding	.5 FTE	\$146,569
Restore career staffing and budget	.75 FTE and supplies	\$246,000
Restore literacy at secondary	.75 FTE	\$70,230
And, given new initiatives related to personalized learning, professional growth, pilot implementation	Teacher leadership, release time	\$100,000
Further implementation to support the Enhancement Agreement and Completion goals	Leadership and supplies	\$100,000
Two carpenters who are temporarily funded through non-structural seismic grants		\$138,136
Building materials and vehicle repair costs have escalated an average of 35%		\$100,000
Building technology renewal program		\$100,000
Replacement of aging vehicle fleet		\$270,000
Indoor air quality improvement program		\$70,000



<b>Improvement</b>	<b>FTE Addition Required</b>	<b>Associated Cost</b>
Reinstate Secretary-Treasurer's department to 100%		\$30,000
School Administration support at SIDES		\$130,000
Central call In for Teachers on Call		\$100,000
Reinstate learning assistance, behaviour support, counselors, support for students with outstanding capabilities and student advocacy		\$394,407
District instructional support for diverse needs in classrooms		\$85,000
Mental Health Professional support		\$75,000
Increase First Nations Support and district administration support from existing resources		\$30,000
Re-instate the social worker position		\$75,000
Increase District Psychology time		\$17,000
Provide a family worker to connect with children and families		\$40,000
Increase District Principal to full time and add a vice-principal at CDC		\$11,000
<b>TOTAL GAP</b>		<b>\$3,545,662</b>

**Next Steps in the Preparation of the 2011/12 Operating Budget:**

The Provincial Budget tabled on February 25, 2011 outlined that there would be no additional funding for public education other than funding the full day kindergarten. The Board now awaits the allocation of those funds to individual school districts by March 15, 2011. The findings of the working group process will form part of the next steps in preparing a 2011/12 operating budget as follows:

## 1. Consultation with Budget Advisory Committee,

Management Team, School Communities and Public on Options:

- Budget Advisory Committee and Management Team meetings to review findings of working groups and resulting budget plan and if needed, determine additional changes needed to balance the budget
- Provide the budget plan resulting from the working groups and Budget Advisory Committee and Management Team processes on the district web site and provide a survey for feedback and advice to the Board
- School communities and public meetings to seek advice on resulting budget plan
- Updates on this work will be provided to the Board through the Finance and Facilities Committee.

2. Board Decision and Implementation of Budget Plan

- Board debates the resulting budget plan on April 27, 2011 and determines any changes and approves a budget for submission to the Ministry
- Continuous tracking and reporting to the Board of the implementation of the budget plan.

3. Next Steps - Timelines

- (a) Publish working group reports on the district web site
- (b) Budget Advisory Committee, Management Team considerations in March and April, 2011
- (c) Funding announcement from Government on March 15, 2011;
- (d) Survey on budget in early April
- (e) School communities meeting on April 12 and public meeting on April 19, 2011
- (f) Adoption of budget on April 27, 2011.

## **Appendix A Definitions of Terms used in Reports**

FTE	Full time equivalent staff – many staff work less than full time so an employee who works half time would be .50 FTE
ProD	Professional development which is the training and professional improvement activities of our staff
ILC	Individual Learning Centres which provide alternative education programs in two sites, Saanichton and Broadmead for students who choose a setting other than the regular secondary schools
CDC	Children's Development Centre is a school which offers extensive support to elementary and middle school aged students who need support to be successful back in their regular classroom
SIDES	South Island Distance Education School is a school in Saanich which provides distributed learning courses (previously called correspondence courses) to students who wish to take credit courses on line.
Local Revenues	Revenues earned by the school district through local initiatives which is over and above provincial grants

### Functions and Programs:

#### **FUNCTION 1: INSTRUCTION**

This function incorporates all programs related to the instruction of students. This function includes regular instruction, career programs, special education, aboriginal education, English as a second language, school administration, international, and SIDES

#### **FUNCTION 4: DISTRICT ADMINISTRATION**

This function incorporates the cost of all programs related to district governance and district administration of educational, business, human resource and labour relations activities.

#### **FUNCTION 5: OPERATIONS AND MAINTENANCE**

This function incorporates all programs related to the district's responsibility for the operation, maintenance and safety of sites, buildings, furniture and equipment, and computer equipment. Also included in the individual program is the cost of maintenance for vehicles used by personnel charged to the program.

#### **FUNCTION 7: TRANSPORTATION AND HOUSING**

This function incorporates programs involving the transportation and housing of students.

Employee Benefits:	The employer cost of their share of Canada Pension, Employment Insurance, WorkSafe BC, Pension plans, medical, dental, extended health and life insurance premiums
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## **Appendix A Definitions of Terms used in Reports**

Level 1, 2 and 3	Ministry of Education Provides additional funding for students with special needs: <ul style="list-style-type: none"><li>▪ For each Level 1 FTE student (includes students identified as Physically Dependent or Deaf blind) \$36,600</li><li>▪ For each Level 2 FTE student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder) \$18,300</li><li>▪ For each Level 3 FTE Student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness) \$9,200</li></ul>
Low Incidence	Students assessed in Level 1, 2 and 3 funding categories
High Incidence	Students funded in the core funding who have special needs such as moderate behaviour
TOC	Teacher on call who replaces teachers when absent

Report of the  
Regular Instruction,  
Library, Counselling and Career Programs  
Budget Technical Working Group

February 20, 2011

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## Contents

	Page Number
<b>Introduction:</b>	
▪ Background	
▪ Committee Members	2 - 4
▪ Service Delivery Areas	
<b>Program Revenue and Preliminary Budget</b>	
▪ List of Information documents shared with working group members	5 - 7
▪ Considerations, challenges and questions	
<b>Findings</b>	
▪ Important priorities	
▪ Potential efficiencies that may be worth investigation	8 - 9
▪ Possible revenue sources worth exploring	
▪ A plan of possible cost reductions worth further exploration	
<b>The Gap</b>	
▪ Conclusion	10
Appendix 1 – Comparisons between Sooke and Saanich	11
Appendix 2 – Core per pupil funding	11

## Introduction

The Regular Instruction Budget Technical Working Group is pleased to provide these findings to the Finance and Facilities Committee of the Board.

The working group followed the terms of reference and the guidance provided by the Board. The group spent time going over all relevant budget information and other key documents. This report contains information that was discussed openly, with efforts to determine findings by consensus to the greatest degree possible.

## Background

The Regular Instruction Budget Technical Working Group met on the following dates:

- January 12, 2011
- February 2, 2011
- February 16, 2011

## Committee Members:

Chair: Nancy Macdonald, Assistant Superintendent  
Ed Sykora, Director of Finance  
Gregg Ferrie, Director of Information Technology  
Jacqueline Peacock, Library Technician  
Jean Stewart, On Call CUPE  
John Vucko, Teacher, Claremont Secondary  
Kal Russell, Principal, Sidney Elementary  
Lynn Wray, Counselor  
Mark Fraser, Principal, Claremont Secondary  
Paul Standing, Director of Human Resources  
Shirley Elm, Principal of Bayside Middle School  
Stasia Hartley, Parent  
Sarah Windle, Teacher  
Tim Dunford, Parent

## Service delivery areas and FTE in 2010/11:

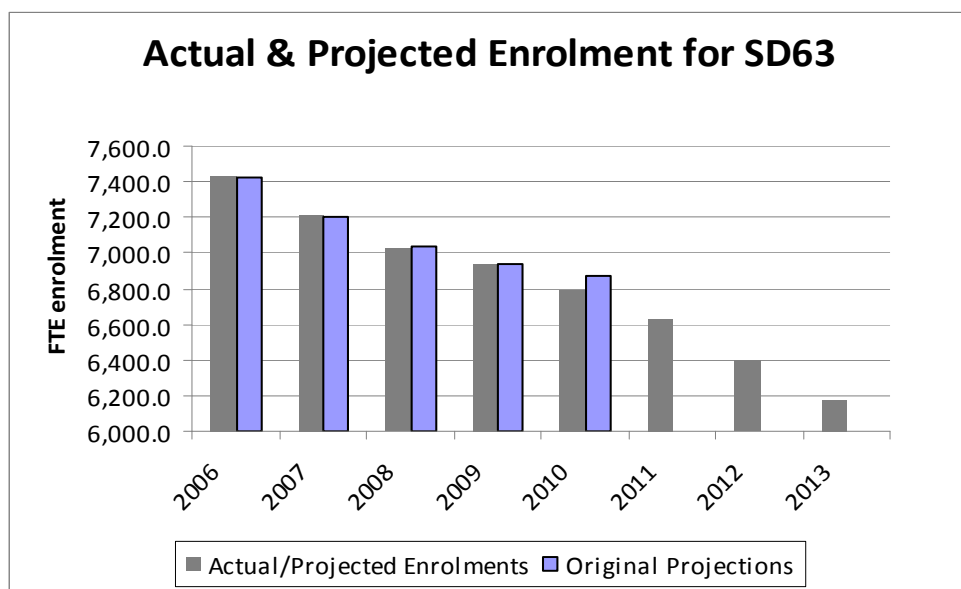
- Regular classroom instruction and preparation time ( 301.289 FTE teachers, services, supplies )
- Library (8.0 FTE teachers, services, supplies)
- Career Education (2.85 FTE teachers, services, supplies)
- Counselors (7.143 FTE teachers, services, supplies)
- Instructional Support (1.7 FTE teachers, services, supplies)
- International to reg. instruction (9.0 FTE teachers, services, supplies)

The above service delivery areas underwent reductions in 2010/11. These reductions included:

- 0.9 reduction in Instructional Support staff
- 0.5 reduction in district counseling for elementary
- 4.5 reduction in non-enrolling staff (1.0 each secondary, .5 each middle)
  - secondary: .25 library, LA, .125 counselor, career, integration support
  - middle: .2 counseling, .2 behaviour support, .1 integration support
 (other reductions to Learning Assistance and school administration)

This technical working group focused on classroom instruction, library, counseling, career education (teacher allocations and all supplies and services in each area) with attention to requirements, priorities, potential efficiencies, possible reorganization of expenditures and or programs.

It was made clear to the committee that enrolment decline would generate an immediate budget reduction of \$643,413.00. This reduction would translate into fewer divisions/blocks at schools where enrolment is declining, and therefore fewer classroom teachers.

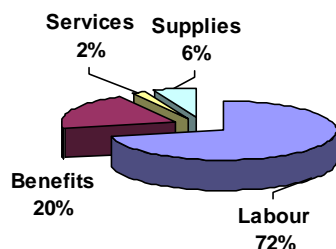


Enrolment decline revenue loss - \$643,413	Related required decline in FTE – 7.5 FTE
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Given the restrictions of legislation (class size and composition for example) related to classroom instruction, determination of findings or efficiencies beyond the \$643,413.00 and required consideration of smaller budget areas (career, library, counseling and related supplies), these were areas deemed to have some flexibility.

It is of note that the amount of \$34,174,510.00 of the 2010 expenses of \$37,029,143.00 or 92% is comprised of labour and benefits costs and another \$606,035.00 is "services", which includes largely contractual obligations having limited discretion such as mileage allowance, in service/training, professional development etc. Regular Instruction services also include over \$200,000.00 per year for BCeCIS implementation.

### 2009-10 Regular Instruction, Library, Career and Counseling Program Expenses



Discussions frequently overlapped with other working group areas such as International and Student Services as these budget areas have a direct connection to overall school organization. For example 9.0 FTE teachers work at the 3 secondary schools in support of international students (e.g. ESL, advising) and in regular blocks added to the school timetable. Elementary, middle and secondary schools receive \$500, \$1,000, \$1,500 respectively for each international student FTE. The funds provide additional blocks of staffing or supplies to the school.

In general, there was reluctance to recommend options for reductions and a significant interest in cost saving measures outside the budget framework as presented (review calendar change options, recruit more international, etc.).

Rationale relating to the importance of all program areas were presented thoughtfully and all areas (classroom, library, counseling, careers) were well represented by the actual committee members themselves.



### Budgeted Program Revenue and Expenses

2010/2011 Preliminary Budget	Revenue
Allocation of Block Funding - Regular Instruction	\$36,175,976
Pay Equity	\$377,315
French Program Funding	\$145,257
Strong Start/Early Learning	\$103,250
Other (FSA, Skills, Canada, SSEAC, Career Ed. Society, etc.)	\$154,103
<b>Sub Total Other Revenue</b>	<b>\$779,925</b>
<b>Reserves</b>	<b>\$600,000</b>
<b>Total Revenue</b>	<b>\$37,555,901</b>

District Program	2010/2011 Preliminary Budget				
	Labor	Benefits	Services	Supplies	Total
102 Regular Instruction	\$23,605,261	\$6,199,785	\$498,496	\$1,310,740	\$31,614,282
105 Languages (French, other lang)	\$2,359,294	\$568,295	0	\$67,820	\$2,995,409
109 Professional Dev Funds	\$125,661	\$21,453	\$104,482	0	\$251,596
120 Strong Start	39,823	8,248		31,946	<b>\$80,017</b>
143 Instructional Support Services	\$178,111	\$28,915	\$58,223	0	\$275,249
<b>Sub-Total Regular Instruction</b>	<b>\$26,308,150</b>	<b>\$6,826,696</b>	<b>\$661,201</b>	<b>\$1,410,506</b>	<b>\$35,216,553</b>
107 District Library Program	\$830,088	\$203,292	0	\$46,902	\$1,080,282
108 Counseling	\$541,118	\$130,260	0	0	\$671,378
103 Career Programs	\$387,336	\$95,593	0	\$122,039	\$604,968
<b>Total Regular Instruction, Library, Counseling</b>	<b>\$26,931,690</b>	<b>\$7,242,820.00</b>	<b>\$606,035</b>	<b>\$2,248,598</b>	<b>\$37,573,181</b>
<b>Over Funded/Under Funded</b>					<b>(\$17,280)</b>

**Information/documents shared with the working group:**

1. All relevant budget information as circulated by Director of Finance
2. School Staffing allocations 2009-2010, detailed spreadsheet
3. Policy 3010 – French Language programs
4. Policy 3020 – Library Policy
5. Policy 3030 – School Counselors
6. Policy 2220 - Fundraising in Schools
7. Policy 2210 – External Funding through Donations or Partnerships
8. Policy 1330 – School and District Planning for Student Achievement
9. Policy 3060 – Programs of Choice and Specialty Academies
10. Policy 3070 – Saanich International Program
11. Policy 4000 – Student Enrolment and Choice
12. General information on class size and composition
13. General information on class size requirements and district averaging
14. Budget Guidebook
15. Staffing comparisons with the Sooke School District
16. Library statistics in relation to the province

The sharing of the above information was essential in that legal requirements (class size) and policy language currently restrict changes to program delivery. For example, the French Language programs policy determines the existence of Core French in elementary schools. Core French now provides most of the teacher preparation time relief. Changes to this structure (having librarians provide all prep relief, elimination of elementary Core French) would require a policy decision of the Board, for example.

The Budget Guidebook was explored for the purpose of understanding how supplies are allocated to schools. It was also clarified that from there, schools move dollars in their own budgets, based on significant priorities. As well, a topic of discussion was the differences amongst schools, e.g. the numbers of noon-hour supervisors.

**Considerations, Challenges and Questions:**

- Compliance with class size legislation will continue to present challenges and any reduction in teacher staffing will exacerbate this issue. Funding has already been allocated to “resolve” class size/composition situations with a budget of \$200,000. There were 73 classes over 30 students in the district and 181 classes with more than 3 students with special needs in 2010/11.
- Class size and averaging provisions in legislation give very little, if any flexibility at elementary and middle level. It is only possible to increase class size at secondary if savings need to be realized, and the impact would increase the over 30/3 numbers significantly. A 1.0 reduction at secondary requires the elimination of 7 teaching blocks/sections.
- Core French (and some library) time now provides teacher preparation time. Discussions were held about the option of eliminating Core French (requires a change in policy), with librarians taking over that responsibility.

- Further discussions revolved around retaining Core French as prep relief and reducing non-enrolling Librarian FTE (currently 8.0 district wide) in order to provide schools smaller class size especially at intermediate, middle and secondary (requires policy change).
- The options of zonal or level approaches to library services were considered.
- Concerns were expressed related to literacy development and the role that librarians play in support of literacy, if this area were to be reduced.
- Committee members contemplated the notion of school autonomy in relation to enrolling/non-enrolling assignments in schools. While not in policy, it has been a practice in Saanich to provide staffing at a fixed level each year, with decision making currently being centralized.
- Questions were posed in relation to Personalized Learning, and its impact on school timetables and teacher assignments. If this is now a significant priority, schools require staffing flexibility.
- The creation of collaboration time for teachers was seen as a priority for Personalized Learning to be implemented.
- Implications of the reduction of benefit costs were considered. The committee learned that \$300,000 could be saved if all teachers worked full time. It was agreed that only a small portion of this could be realized as there are other benefits (and staffing advantages) to hiring part time teachers.
- The committee asked for another review of savings related to school closure days. There was a consensus that exploring this issue should be a top priority.
- A two week spring break should be contemplated, given the "hidden" savings that could be realized.
- Many people spoke about the challenges of classroom diversity, especially in terms of non-identified students. Keeping class size reasonable was seen as a top priority.
- What would the impact be if the role of library and technology services were combined? As changes occur in technology, should the role of "techs" be reviewed and could there be savings?
- What is the new role of tech support now that we have Thin Client? – There isn't the same need for elementary/middle technical support any more.
- What is the new role of librarians and library techs in 21<sup>st</sup> century learning? Should we look outside or at universities? If students are using technology more and more, should we study the use of libraries in the new era?
- Core French draws students from outside Saanich and is seen as a significantly strong program.
- Should other curriculum areas be prep time relief? Should it be music/arts?
- There could be cost savings realized with generalist teachers providing prep as this may reduce the numbers of part time staff.
- Current IST staffs generate funding through grant applications. We should explore hiring someone whose job it is to apply for grants.
- Career programs generate funding. Career staffing is responsible for student enrolment and funding. It would be counter productive to reduce these programs.
- Re instructional support and counseling- at what degree does the current level of staffing become almost irrelevant?

## Findings

The working group found that generally, Regular Instruction is working as efficiently as possible within the confines of legal constraints, budget provided and following Board Policies.

### Important Priorities:

The following statements were provided by the committee, with the understanding that the Board has also supported these parameters through its goals and guiding principles.

- Protecting the direct **in-school services** to students.
- **Optimal use of resources** to ensure students the best learning experience or educational opportunity possible (which differs from building to building).
- Recognition that we are a constantly evolving organization which speaks to the need for **flexibility**.

### Potential efficiencies that may be worth further investigation:

- Take steps to reduce the overlap in positions. There should be one teacher with students, not two (e.g. librarian and teacher).
- Strike a committee immediately that could revisit the paper Dr. Elder wrote on calendar options, and take another look at calendar change options.
- Move to a two week spring break.
- Take a zonal approach to elementary counseling - a slight reduction could be realized.
- Explore shared services, including amongst schools e.g.: library.
- Human Resources could explore the possibility of reducing part-time leaves/assignments.
- Strike a committee to investigate the changing climate in relation to the use of technology and electronic resources in schools and to determine the efficiency and effectiveness of school libraries.
- Reduce school "tech" time, or reallocate this service, as the needs have changed
- Explore the role of secondary counselors, especially as it relates to student scheduling, timetabling, with the thought that some of these jobs can be done by other staff.

### Possible revenue sources worth exploring:

Given the challenges of continuing enrolment decline through 2013 the committee identified a number of potential revenue sources that may be worth further consideration, however it should be noted that some of them may result in increased risk and require redirecting scarce resources for what may be a limited return.

- Increase grant-writing.
- Increase international student population.
- Market Saanich to a greater degree (increase enrolment).
- Increase specialized programs, e.g. academies, to attract students.
- Create options for grade 11 and 12 students who may optimize the opportunities for personalized learning, including working off site.
- Start up a district business company, in order to access external opportunities.

- Policy 2210 – take a hard look to see whether there are options for external source funding or partnerships, such as support/sponsorship from local businesses
- Continue to expand Continuing Education opportunities, especially at Saanichton where there is room to offer programs to the community, e.g. Early Childhood Education diploma through Camosun (maximize provincial funding)

**With current funding levels, a plan of possible cost reductions worth further consideration:**

1. Reduce supplies budgets to schools by 5% overall (saves approximately 100,000).
2. Reduce part-time benefits costs overall by 10% (saves \$30,000) by fewer approved leaves, where possible.
3. Create a process with a target of reducing staffing by 5 FTE teachers (500,000). (It was the committee's view that the expenditure plan for enrolling classroom teachers - after enrolment decline adjustments - be retained to the degree that it is possible.) The following parameters would need to be considered:

Area	Issue	Impact
K – 3 enrolling	subject to class averaging	not possible
4 – 7 enrolling	subject to class averaging	not possible
8 – 12 enrolling	some flexibility	high over 30/3
Counseling	some flexibility	already reduced
Career	some flexibility	loss of enrolment
Library	flexibility	Possible – reduced at secondary 2010
Instructional support flexibility	flexibility	Leaves none

4. Increase revenue as noted earlier with a target of \$100,000.00
5. Reduce costs by implementing 5 school closure days \$125,000.00
6. Reduce elementary tech support by \$30,000.00
7. Reduce elementary counseling by .2, distribute .6 to middle level for a zonal approach to delivery of counseling to elementary, save \$18,725.00

**Total target of savings/efficiencies/revenue: \$903,725**  
**Effect on student achievement: unknown**

**The Gap:**

Over the course of the last few years, a number of services have been reduced. Ideally, the district could return to services levels in 2007.

Therefore, the services that would improve student achievement and the effective operation of the school district (not affordable with current funding levels):

Improvement	FTE Addition Required	Associated Cost
Lower middle and secondary class size	10.0 FTE	\$936,400
Restore literacy support	1.0 FTE	\$93,640
Restore numeracy support	1.0 FTE	\$93,640
Restore Student Advocate/Comprehensive Health	.5 FTE	\$46,820
Restore technology support	.5 FTE	\$46,820
Restore school plan funding	.5 FTE	\$146,569
Restore career staffing and budget	.75 FTE and supplies	\$246,000
Restore literacy at secondary	.75 FTE	\$70,230
<b>GAP</b>		<b>\$1,609,889</b>
And, given new initiatives related to personalized learning, professional growth, pilot implementation	Teacher leadership, release time	\$100,000
Further implementation to support the Enhancement Agreement and Completion goals	Leadership and supplies	\$100,000
<b>TOTAL GAP</b>		<b>\$1,809,889</b>

**Conclusion:**

The Regular Instruction Budget Technical Working Group respectfully submits the above report to the Saanich Board of Education for its consideration during budget deliberations.

Nancy Macdonald  
Chair

## APPENDIX 1 – COMPARISONS BETWEEN SOOKE AND SAANICH

Program Area	Saanich	Sooke
Instructional Support	1.8 FTE	3.7 FTE
French Coordination	0.4 FTE	0.3 FTE
Library (school)	8.05 FTE	9.025 FTE
Counseling (school)	6.43 FTE	16.375 FTE (combined school and district))
Counseling (district)	.8 FTE	
Career (district)	0.0 FTE	.50 FTE
Other	0.0 FTE	.8 FTE (Principal, Curriculum)

Other Comparisons:

	Saanich	Sooke
Total Revenue	\$45,785,663	\$58,673,112
Number of schools	16	25
Student FTE	6,693.125	8,251.250
Students per teacher:		
▪ Regular instruction	23.514	23.907
▪ Library	860.264	965.402
▪ Counseling	969.498	532.076
Function 1 supplies/equipment	\$2,011,662	\$2,334,335

## APPENDIX 2 – CORE PER PUPIL FUNDING

Every full time student is funded at \$6,740

It is to fund:

Regular instruction, library, counseling, in service, school administration	\$4,651
Career programs	\$195
Special education (high Incidence, health, services, assessment)	\$319
District administration	\$673
Operations and maintenance	\$902

Report of the  
Special Education, ESL and Aboriginal Education and ILC  
Budget Technical Working Group

February 22, 2011

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**Contents:**

	<b>Page Number</b>
<b>Background:</b>	
• Committee Members	
• Background	
• Enrollment	1 - 9
• Detailed Budget Information	
<b>Considerations and Relationship to other Program Areas</b>	10
<b>Findings</b>	11
<b>Findings - Gap</b>	14

The Student Services Technical Working Group is pleased to provide these findings to the Finance and Facilities Committee of the Board.

**The group was represented by members of:**

District Administration (ADM)  
Confederation of Public Employees (CUPE)  
Confederation of Parents Advisory Council of Saanich (COPACS)  
Saanich Administrators' Association (SAA)  
Saanich Teachers' Association (STA)

**Committee Members:**

Chair: Marlene Dergousoff, Assistant Superintendent Student Services (ADM)  
Joan Axford: Secretary-Treasurer (ADM)  
Kathryn Farr: Human Resources/Health & Safety (ADM)  
Joanna Campbell: Education Assistant, Bayside Middle School District 63 (CUPE)  
Lynn Lewis, Clerical Student Services (CUPE)  
Rafe Sunshine: Education Assistant, Stelly's Secondary (CUPE)  
Mary Anne Neal: Parent (COPACS)  
Barb Schultz: Parent (COPACS)  
Monica Braniff: Vice-Principal, Bayside Middle School District 63 (SAA)  
Heather Burkett: District Principal/Principal CDC/ALP (SAA)  
Tina Pierik: Vice-Principal, Stelly's Secondary (SAA)  
Warren Hamm: Vice-Principal, Deep Cove Elementary (SAA)  
Annette Lyon: Vision Instructional Support Teacher, Student Services (STA)  
Randy Stetson: Instructional Support Teacher, Claremont Secondary (STA)  
Pat Stevens: Teacher, Lochside Elementary (STA)



**AD HOC Committee Members:**

Sheilia Austin: District Instructional Support Teacher – First Nations  
Irene Ennis: District Instructional Support Teacher – High/Low Incidence  
Wendy MacDonald: Principal ILC Broadmead/Saanichton

**BACKGROUND:**

The working group met on the following dates:

- January 11, 2011
- January 27, 2011
- February 2, 2011
- February 9, 2011
- March 1, 2011

The working group followed the terms of reference and the guidance provided by the Board. The group worked on a consensus model to determine the findings in this report.

There was excellent discussion about the details of the budgeted expenditures and revenues and the support currently provided and needed for students. This working group looked at the programs of Special Education, English as a Second Language, Aboriginal Education, Individual Learning Centers, and Children Development Center/Alternate Learning Program. The group's mandate was to also review counselling at the elementary level. Included in Special Education are the services of Psychological Assessment, Speech and Language Therapy, Occupational and Physical Therapy, services for Vision and Hearing Impairment, Orientation and Mobility, and Youth and Family Counselling.

**Enrolment Decline:**

The group reviewed a significant amount of detailed budget information and highlighted the effect of enrolment decline, not only on classroom teachers but specialist support.

**Enrolment decline affects funding for students with special needs.** The core per-pupil formula includes the following:

Every full time student is funded at	\$6,740
Funding includes:	
Regular Instruction, Library, <b>Counselling</b> , In-service, School Admin	\$4,651
Career Programs	195
<b>Special Ed (High Incidence, Health Services, assessment)</b>	<b>319</b>
Administering of District (HR, Clerical, Payroll, Admin)	673
Operations and Maintenance	902

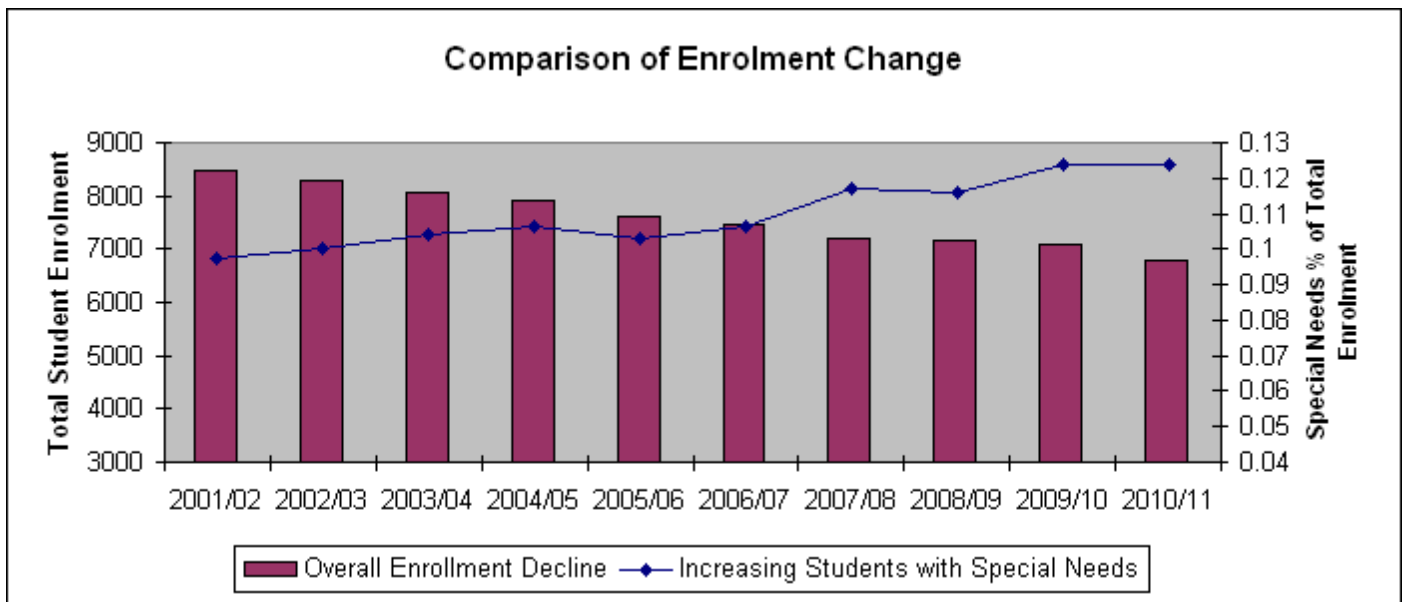
The review of enrolment decline over time, outlined that the District will see a decline in enrolment between 2002 and 2015 of 2,357 students or 31.71% of our enrolment with a 692 student decline between 2011 and 2015. **For each 100 student decline there is a reduction in funding to support special education programs without an associated offsetting cost reduction.** The reduction in revenues for each 100 student decline is:

Special Education	\$31,900
Board Office Administration	\$67,300
Operations and Maintenance	\$90,200

With limited opportunity to make reductions in these costs, the District has been forced to reduce direct services to students over the last few years.

**Enrolment in Special Programs and the Cost Pressures for Service Needs:**

The working group determined that enrolment in Special Education is not declining (total of High & Low Incidence). Consequently, students with special needs are becoming a greater percentage of total enrolment, creating classrooms with more diverse needs. In 2002 students with special needs were 9.75% of the whole student population. Today they constitute 12.36%. This addresses the increase in educational assistant support time, but not the decline in support teacher time due to budget reductions. The working group discussed the need to keep a balance in educational assistant time and support teacher time. These are critical services needed to support all students.



The group reviewed the reductions in specialist teacher support from 2006/07 due to budget reductions:

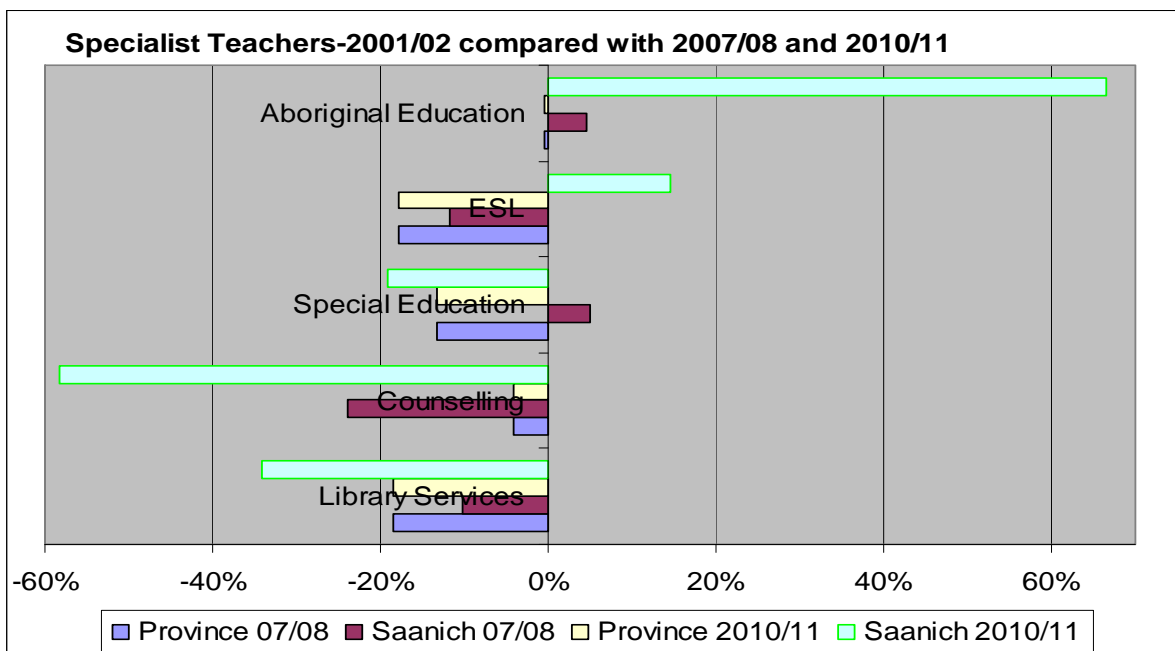
<b>SD 63 Non-Enrolling Teachers</b>	<b>2006/07</b>	<b>2010/11</b>
Learning Assistance	15.127	13.45
Counselling	10.246	7.725
Behaviour Support	7.50	6.4
Integration Support	21.20	17.625

The group compared SD 63 expenditures and funding to those in Sooke School District. Our neighbouring District is a good comparator. Students with special needs that are funded in addition to the core per-pupil formula, are 5.86% of our enrolment, versus Sooke at 5.42% of their enrolment. It was determined that Sooke uses a more centralized model of service with a greater number of supports and leadership at the District level and utilizes EA time more than teacher specialists. Saanich has needed to reduce the number of non-enrolling teaching staff, even though the number of students with special needs is staying the same or growing slightly.

**Saanich/Sooke Comparison of Student Services Teachers & EAs:**

	<b>Saanich</b>	<b>Sooke</b>
Student Services Teachers	43.900	33.682
Education Assistants	130.35	144.13
Ratio Teachers to Special Needs Students	9.25	13.92
Ratio EAs to Special Needs Students	3.11	3.25

The group reviewed our District's changes over time in specialist teacher support as compared with the province:



NOTE: Counselling is an area we need to protect as the reductions have been significant.

**Detailed budget information:**

The group received detailed information about the budgets for Special Education, Aboriginal Education, ILC and CDC/ALP. Expenditures versus funding was reviewed.

While the numbers of students with special needs in Saanich has gradually increased, the general District enrolment has decreased, **resulting in a loss of core per-pupil funding**. In order to fund the Special Education Budget and meet the needs of identified students Saanich expends 2.2 million more than funded. By comparison, Vernon is a District that has had similar general enrolment decline to Saanich, and in order to support their Special Education Budget, they have had to expend 2.7 million more than funded. In contrast, Sooke District, which has increasing general enrolment (increasing core per-pupil funding), has only had to expend approximately \$110,000 more than they are funded on their Special Education Budget.

<b>SD 63 Special Education Budget</b>		<b>2010/11 Budget - Amended</b>			
	<b>FTE</b>		<b>Dollars</b>	<b>%</b>	<b>Spent</b>
Integration Support					
Teachers	21.125	1,594,032			
Learning Assistance	16.18	1,221,186			
Severe Behaviour	7.3	550,968			
<b>Total Teachers</b>	<b>44.605</b>		<b>3,366,185</b>		<b>31.83%</b>
Principal/Vice Principal Time			127,913	1.21%	
Education Assistants	3,826.72 hours per week		3,554,218	33.61%	
Speech Pathologist			267,872	2.53%	
Psychologists			185,720	1.76%	
Clerical			106,098	1.00%	
Youth and Family Counsellors			283,489	2.68%	
Substitutes			306,673	2.90%	
Employee Benefits			2,025,487	19.15%	
<b>Total Salary and Benefits</b>			<b>10,223,655</b>	<b>96.68%</b>	
Supplies and Services					
Mileage and ProD			38,125	0.36%	
Contracted Services (e.g. OT/PT, Aggression Management, Mobility)			246,060	2.33%	
Supplies			55,678	0.53%	
Equipment			11,470	0.11%	
<b>Total Supplies and Services</b>			<b>351,333</b>	<b>3.32%</b>	
<b>Total Budget</b>			<b>10,574,988</b>		

For Aboriginal Education Programs, Districts are required under the direction of the Province to spend their targeted funding on Aboriginal Education Programs. When reviewing the comparisons across the province between targeted funding and budgeted spending, 27 of the 59 Districts do not spend over target. Saanich spends 32% over target and only 5 other Districts exceed this percentage over target.

**2010/11 Funding and Spending on Aboriginal Education**

373 students at \$1,160.00 \$432,680

**Expenditures By School District:**

School Administration 0

Full Time Equivalent Teacher Staffing

Bayside	1.6980
Brentwood	0.9500
Student Services	0.8000
North Saanich	0.5500
Kelset	0.8183
Stelly's	1.5079

6.3242 \$486,811

First Nations Assistants Support 161.7 Hours/Week \$160,531

Clerical Support \$24,084

Enhancement Agreement Support \$9,196

Substitutes 1,500

Native Instructors 2,177

Mileage 3,826

Pro D 2,626

Supplies 6,210

\$696,961

**Expenditure Support Over and Above Government Funding \$264,281**

The budget for the Children's Development Centre is included in the Special Education Budget for all costs except the custodial and utilities which are included in the Operations and Maintenance Budget.

**CDC Budget:**

<b>2010/11 Budget Summary</b>	<b>Amount</b>	<b>% of Budget</b>
Teaching Staff	212,500	35.59%
Youth and Family Support	114,805	19.23%
Specialized EA Support	134,895	22.59%
Clerical and Lunch Monitor Staffing	36,799	6.16%
Supplies and Services	16,244	2.72%
Administrator	66,751	11.18%
Custodial	10,061	1.69%
Utilities	5,000	0.84%
<b>TOTAL</b>	<b>597,055</b>	<b>100.00%</b>
Community Link Funding	148,756	

The budget for the Individual Learning Centers is included in the Regular Instruction and Special Education Budget for staffing and services. The building rentals, custodial and utilities costs are included in the Operations and Maintenance Budget.

**ILC Budget:**

	<b>FTE</b>	<b>2010/11</b>	<b>Budget Source</b>
Building Rental-Broadmead		76,242	District
Building Rental-Sidney		18,456	District
Custodial and Utilities Costs		15,030	District
		70,000	District
Teacher Staffing	7.13	661,908	District
School Administration	1.00	132,418	District
Youth and Family Counsellors	1.00	45,109	Community Link
	0.45	20,299	School
First Nations Assistant	0.33	9,282	EA Funding
Supplies and Services		56,262	School
Clerical Staff	2.20	97,611	School
Education Assistant Staff	1.14	43,945	School
<b>Total Cost</b>	<b>13.25</b>	<b>1,246,563</b>	

**ILC Budget Continued:**

Funding For Enrolment:

Ministry Grants for Enrolment	720,161
Ministry Grants for Unique Students	376,400
Aboriginal Education	31,320
Rentals	17,600
Community Link Funding	45,109
Net Funding	1,190,590

Net cost to the School District -55,973

We are anticipating some additional revenues from the Continuing Education Program being offered at ILC. Some of these funds would be allocated to the Special Education Budget.

**Student Service Budget Reductions From 2009/10:**

The group looked at budget reductions in Student Services in 2009/10 and 2010/11 and expressed concern about the magnitude of the reduction in services to meet student needs and provide District Leadership:

Comprehensive School Health (.50 FTE)	42,500
Alternative Learning Program	34,000
Literacy Support at Secondary	63,750
Non-Enrolling Teachers (Counselling, Vision, Hearing, Homebound etc.)	178,500
Educational Assistant time	92,500
Students with Outstanding Capabilities Support	51,996
Early Learning Support	75,000
Social Worker (MCFD)	50,000
Outreach & Homebound Teacher (from .70 to .40 FTE)	26,293
Elementary Counselling (from 1.3 to .8 FTE)	43,822
Educational Assistant time (from 105.43 to 100.43 FTE)	52,880
Learning Assistance .10 per school (from 15.3 to 13.9 FTE)	61,350
Middle and Secondary Non-Enrolling Teachers (from 45.518 to 41.018 FTE)	394,407
District Support Teachers for Literacy and Numeracy (from 1.7 to .8 FTE)	78,879
<b>TOTAL STUDENT SERVICES REDUCTIONS:</b>	<b>\$1,245,876</b>
Percentage of Budget	12.18%
Added Educational Assistant time back in Final 2010/11 Budget	\$475,953

**District Level Special Education Comparisons Between Saanich & Sooke Districts:**

<b>Saanich</b>	<b>FTE</b>	<b>Sooke</b>	<b>FTE</b>
Assistant Superintendent Student Services	1.0	Assistant Superintendent Services	1.0
District Principal – Alternate Programs	.5	District Principal, Student Services	1.0
		Vice-Principal, Student Services	1.0
Instructional Support Teacher – Low Incidence	1.0	Teacher Coordinators, Student Services	3.0
		Mental Health Worker	1.0
		Social Worker Liaisons	3.0
		RCMP Liaison	1.0
		Wrap Around Coordinator	1.0
<b>TOTAL</b>	<b>2.5</b>		<b>12.0</b>

The total impact of reductions in the budget has led to an increased workload on all Student Services personnel. When examining this area, the group reviewed the cost of replacement staffing and expressed concerns about employee wellness.

	<b>2004</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>
EA Cost of Replacement	\$136,576	\$103,700	\$168,897	\$238,577
% of EA Salary Cost	4.88%	3.23%	4.82%	5.65%
Teacher Cost of Replacement	\$1,467,006	\$2,059,279	\$1,695,980	\$1,829,288
% of Teacher Salary Cost	5.61%	7.60%	6.04%	5.92%

**Enrolment in Special Programs and Staffing:**

**In the province the picture is:**

The total number of students in Special Education between 2005/06 and 2009/10 has remained stable, with a shift in the number of incidences in the various categories. The Physical Disability/Chronic Health category, which now includes Fetal Alcohol Syndrome Disorder, has seen a 15.6 % increase. The Severe Behaviour/Mental Health category continues to grow, despite FASD moving to the Physical Disability/Chronic Health category. The Autism Spectrum Disorder has increased by 50.4% from 2005/06 to 2009/10. Some of the increase in this category is a result of the 'broader definition' of ASD. Provincially the incidence rates of students with special needs average at 10.11% of enrolment.



### **In Saanich, the picture is:**

Students in Special Education (all categories) has grown from 682.5 in 2006/07 or 9.15% of our enrolment to 701.00 in 2010/11 or 12.36% of our enrolment. The category of Physical Disability/Chronic Health has increased by 7% and the Autism Spectrum Disorder by 45%.

Although the District receives extra funding for students in Low Incidence categories (Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder, Intensive Behaviour/Serious Mental Illness), the funding amount of \$18,300 per student does not meet the total costs of providing services for these students. For example, the cost of a 20 hour per week education assistant is \$21,974.

### **Main Components of Services Provided:**

- Services that the Ministry of Education expects school Districts to provide in accordance with the *Special Education Manual of Policies, Procedures, and Guidelines* include: Learning Assistance, Counseling, School Psychology, Speech and Language, ESL, Deaf and Hard of Hearing, Vision, Physiotherapy and Occupational Therapy, Homebound, and Outreach.
- Most students who receive the services listed above are identified in one or more of the following categories: Physically Dependant, Deaf/Blind, Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism, Intensive Behaviour Intervention/Serious Mental Illness, Mild Intellectual Disability, Gifted, Learning Disability, Moderate Behaviour Support/Mental Illness.
- Additional community services and agency supports that we have used in the past are facing cuts as well. Many services have been cut or eliminated completely (Nisika, Queen Alexander's In Home Counselling Program), most have longer wait times (see below), and several have had their mandates changed (e.g., Ledger House has changed from a therapeutic model to a diagnostic model. This has caused more challenges for students and staff as they transition back to school without the detailed recommendations for success.)

#### **October 2010 - Agency Waitlists**

- Separation and Divorce Resource Centre: 6 months.
- Victoria Women's Transition House: 1 month for a female adult in daytime hours.
- Children Who Witness Abuse Program: 3 months.
- Mary Manning: No waitlist to 6 weeks unless emergency or ritualistic abuse is occurring.
- Saanich Mental Health: 3 months (Emergency/Suicidal Actions); 8 months to 1 year (other mental health issues).
- Aboriginal Mental Health: Varies according to geographic region, Peninsula has the shortest wait list at 1-2 months.
- Discovery Youth and Family Services: Emergency 2 weeks, otherwise 1-2 months
- Eating Disorders Program: 6 months
- Big Brothers: 1-2 years to match a boy with a male mentor, 3-4 months to match a girl with a female mentor.
- Phoenix Human Services Association: Family must be on MCFD caseload, 6-8 months
- The Greater Victoria Child and Family Counseling Association (CAFCA): 6 weeks
- Beacon Community Services: 4 months
- Pacific Family Services: 5 months.
- Victoria Native Friendship Centre: 2 months.
- NIL/TU,O: Depending on where they live, 1 month to a few weeks.

### **Implications for Student Achievement or Effective Operation of the District:**

***“As demands in classrooms increase, stress increases, morale decreases, community and sense of belonging decreases, student attendance decreases and student achievement goes down.”.....from a member of the Technical Working Group***

- The District Student Services Budget was reduced last year to meet budget constraints. Student Services was reduced a second time when non-enrolling teacher time at the school level was also decreased. The direct impact of cutting non-enrolling teachers last year has had a significant effect on student learning and staff stress levels for the non-enrolling staff, educational assistants, classroom teachers and administration.
- Further District reductions in Special Education will critically jeopardize the safety and programming for students with special needs.
- When the needs of students with special needs are not being met in a classroom, the achievement of all students in that class is affected.
- Reduction to student service non-enrolling staff has resulted in a loss of connection for students with key adults in the building. This is linked to those students who have reduced engagement, poor attendance and low achievement.
- The group felt that the District is too lean in terms of leadership at the District level due to cuts in Instructional Support Teacher time (e.g., Numeracy, Comprehensive School Health, Student Advocacy, Aboriginal Education, Literacy and Counselling).
- The loss of a Social Worker Liaison has been directly and significantly felt in terms of service, timely action and assistance for more vulnerable children and their families.
- Cuts to staffing at the school, and District level place greater pressure on school administrators' who need to take care of those additional duties. Administrative time has been reduced as well.

### **1. General findings:**

***“It is apparent in Saanich that ‘we’, as a District together, do an incredible job supporting kids. And, that starts from the ground up... Our District Student Services staff provide incredible leadership and support and make it all happen in conjunction with the school staff and their leaders!”.....from a Technical Working Group Member***

- The general student population is declining by approximately 250 students each year and the number of students with special needs is growing, therefore the percentage of students in regular classrooms that have special needs is greater. Declining enrollment impacts on all areas of school, District and student programming, including Student Services. For each 100 student decline, there is a \$31,900 reduction in funding to support Special Education.
- The high cost of housing directly impacts on the number of families who can afford to live in the area and this contributes to decline in enrolment. There is a need to continue to work with local municipal governments about the need for affordable housing for young families.

- A greater percentage of those students identified with special needs have more and more complex needs and require more multi-disciplinary resources.
- The number of students with Autism, FASD and Mental Health issues is rising annually while other categories are not.
- There is a legal obligation to provide services for students with special needs.
- When Student Services are effective in a school, and in a District, all staff and students are supported.
- The government does not acknowledge the hidden costs of Special Education (e.g., time for communication, planning, equipment replacement).
- It is important to continue to find ways to engage parents and the broader community in support of Public Education.
- Given the high cost of replacement staff for absenteeism, wellness needs to be addressed.
- The 'Saanich Way' – those things that make us unique and different (e.g. inclusive model, emphasis on relationships, respectful tone) – is worth preserving.
- Schools have had to take on many roles that were historically the responsibility of family and community.
- The workload for District Special Education Leadership is not sustainable.

## **2. Findings that may result in same services to prevent additional costs:**

The group felt strongly that the District is currently spending Special Education funds in an efficient, accountable and thoughtful manner. It would also appear that government does not recognize the actual costs of working in this area and does not adequately fund special education.

- Reducing Reading Recovery and Target Reading will not reduce expenditures in Special Education. A reduction would cause the need for additional Student Services staff in every elementary and middle school, to assist the 120+ students who would greatly struggle in learning to read.
- There is a greater need for completing psycho-educational assessments. Reducing some of the additional responsibilities of the Psychologists would assist them to complete additional assessments in a more timely fashion.
- ILC, CDC and ALP strongly contribute to the success of Student Services in Saanich School District. Resources support individual students and families, and as such, the broader school community is also served. The resources currently going to support ILC, CDC and ALP need to be maintained.

**3. Findings that may result in similar services  
at lesser cost or improved services at same cost:**

Different service models reflect different cost savings. Our group recognized the effectiveness and savings that Districts make when a centralized approach exists. However, our group prefers the decentralized model we use in Saanich, keeping funding as close as possible to students in classrooms. The challenge is to create a balance and recognize when District Leadership is so lean that it can not be effective. Through District comparisons, it seems that a centralized approach in some areas of Student Services may be more cost efficient and effective.

- Cuts to non-enrolling teachers in 2009/2010 did not affect all non-enrolling teachers, only those in Student Services both at the District and school levels. Other non-enrolling staff ratios such as library have not been impacted in the same way, leaving an inequity of services. Cuts to non-enrolling staff need to be more fairly distributed. Investigate other non-enrolling areas for budget savings.
- A more zonal approach to elementary and middle school counselling services might better meet the needs of students. Students with severe mental health issues and behavioural challenges are on the rise and at the same time counselling and behaviour support time has decreased significantly. The group expressed the following statements in support of using a more zonal approach:
  - The need for counselling services in schools is critical.
  - Elementary counseling has been reduced to such an extent that the program delivery is no longer effective. Considerations for a different approach need to be explored.
  - Counselling reductions in the past have led to a more reactive mode of service delivery rather than a more proactive, preventative one.
  - Elementary counseling could be combined with middle school counseling to be more effective and to provide consistent service.
  - Transition from elementary to middle school counseling would be seamless.
  - Funding for Youth and Family Counsellors is tenuous because it is funded through Community Link and that money is decided from year to year. These counsellors fill an important role on school student service teams.
  - Secondary level counsellors are spending an inordinate amount of time on career advisement and timetabling. Efficiency in secondary counselling could increase if clerical staff could assume some of these responsibilities.
- A slight reduction in Occupational Therapist time would bring Saanich in closer alignment with other Districts.
- It may be possible to reduce EA replacement costs and improve support across the District by hiring roving replacements with specific multi-school assignments, especially between middle and secondary schools.
- Savings could result from improving services among MCFD, VIHA and School Boards as per the existing Memorandum of Understanding.

**4. Findings that require more resources to meet student needs (e.g. gap):**

	<b>Cost to District</b>
Reinstate Student Services non-enrolling staff at the school and District levels. This would assist integration support teachers (Learning Assistant, Behaviour Support, Counselors, Support for Students with Outstanding Capabilities, and Student Advocacy) with more time for communication, collaboration and relationship building at the school level due to growing number and increasing needs of students.	\$394,407
Provide District Instructional Leadership position to assist teachers in meeting the increasingly diverse needs of learners in classrooms today.	\$85,000
Provide a mental health professional to address the complex needs of children with Severe Behaviour and Serious Mental Illness. This is one of the categories of student need on the rise.	\$75,000
Increase the availability of First Nations support in schools that do not have a high First Nations population. The implementation of <i>School District #63 (Saanich)</i> , <i>WSANEC</i> , <i>Other First Nations</i> , <i>Métis and Inuit Education Enhancement Agreement</i> has put pressures on the First Nations staff because all schools now have the mandate to understand and implement the agreement not just the 6 schools with highest First Nations population as in the past.	\$30,000
Find a way to fund District administration support for Aboriginal Education from existing sources.	No additional cost
Reinstate a District Social Worker/Liaison Position	\$75,000
Increase District Psychology time	\$17,000
Increase CUPE in-service training in Special Education including First Nation's awareness.	No additional cost (SSEAC Grant)
Provide a Family Worker to connect with children and families in terms of improving regular attendance	\$40,000
Develop a comprehensive plan for the wellness of staff in District and school leadership positions who have had to assume responsibilities beyond a reasonable workload due to former budget reductions.	Unknown cost Unknown savings
Increase District Principal to 1.0 FTE	No additional cost
Create a Vice-Principal position at CDC/ALP	\$11,000
Reinstate District Numeracy Instructional Support Position .4 FTE	\$34,000
Reinstate District Literacy Instructional Support Position .7 FTE	\$60,000

**5. Ways to increase savings or increase revenue:**

Reduce Occupational Therapy time by .2 (District would lose an extra .1 of service provided free from VIHA – making this a .3 reduction in OT service)	\$25,000
Increase contribution from Continuing Education Program	\$5,000
Reduce Special Needs Transportation	\$5,000
Reduce EA Replacement EA Costs	\$5,000
Reduce Student Services Consumable/Equipment Budgets	\$5,000
<b>Total Savings or Increased Revenue:</b>	<b>\$45,000</b>

**6. Considerations and relationship to other program areas:**

- Revisit the benefits of an adjusted school calendar, two week Spring Break, a few closure days, etc.
- Expand International Programs in terms of number of students, summer institutes, and short stay.
- Increase enrollment by offering Adult Education within regular classes at the secondary level.
- Explore a Wellness Incentive Program in order to spend less on replacement costs.
- Consider developing a zonal/level approach for library staffing, similar to counseling, to reduce costs.
- Advancing technologies as outlined in the District Technology Plan may release monies currently required to pay for program licensing for students with special needs. These savings could be applied in other areas to enhance student services.

**7. Information on findings where there was not consensus of the working group:**

The group worked collaboratively on this report and came to consensus.

Report of the  
International Program  
**Budget Technical Working Group**  
February 22, 2011

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**CONTENTS**

	<b>Page Number</b>
<b>Background:</b>	
• Committee Members	
• Surplus Funds to District	1 - 4
• SISP Expenditures	
• SISP Headcount and Tuition Data	
• SISP Budget	
<b>Considerations and Relationship to other Program Areas</b>	5
<b>Findings</b>	5
<b>Findings - Gap</b>	6

**BACKGROUND**

The working group met on the following dates and did additional work through email:

- December 15, 2010
- February 16, 2010

**Committee Members:**

Bob Lee	– Principal, Parkland School and International Program, Chair
Karen Flelo	– Vice Principal, SIDES, SAA Representative
Phil Ohl	– Teacher, STA Representative
Gail Rothwell	– CUPE Representative
Mary Anne Neil	– Parent, COPACS Representative
Joan Axford	– Secretary-Treasurer
Karen Lorimer	– District Accountant

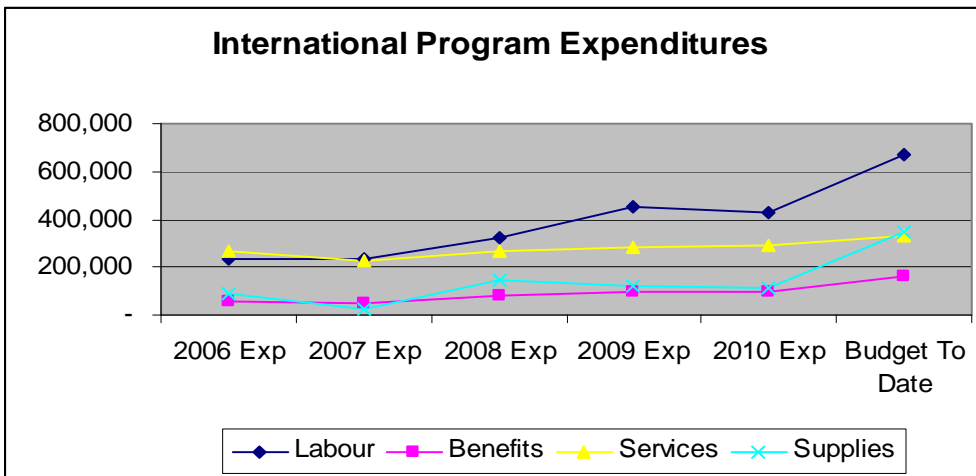
The Saanich International Student Program currently enrolls just over 200 FTE students and, through its fee structure, provides additional revenues to the Saanich School District. These revenues supplement teacher staffing allocations to the secondary schools as well as equipment and supply budgets to all K-12 Saanich schools enrolling International students.

International student tuitions generated over \$2,500,000 during this 2010-2011 school year. The operating budget for the International Program is based on 60% of this total revenue, and the school district receives approximately 40%. (A detailed SISP budget planning document is included in this report.) Additionally, in each of the past five years, all surplus funds from the International Program's operating budget have been turned back to the District.

**Surplus funds to District – 2007-2011**

	<b>2010/11</b>	<b>2009/10</b>	<b>2008/09</b>	<b>2007/08</b>
Total International Revenue	2,430,000	2,065,500	2,024,770	1,840,000
Total Expenditures	1,167,500	948,250	950,000	870,072
Net Revenue to District	1,262,500	1,117,250	1,074,770	969,928

**SISP Expenditures – 2006–2011(to date)**



**SISP Headcount and Tuition Data – 2008-2011**

<b>Year</b>	<b>FTE</b>	<b>Headcount</b>	<b>Tuition</b>
2008 - 2009	184	250	\$1,150,000
2009 - 2010	192.9	294	\$1,150,000
2010 - 2011	206.9	307	\$1,200,000



**SISP Budget – 2010-2011**

<b>40/60 School District No. 63 (Saanich)</b>			
<b>SISP Budget – 2010-2011</b>			
<b>TEACHER STAFFING</b>			
Coordinator			\$85,000
Leadership Blocks			\$33,000
Counselling			\$132,000
ESL			\$82,500
Flex Staffing			\$297,000
Tutorial			\$49,500
<b>Total Teacher Staffing</b>			<b>\$679,000</b>
<b>OPERATING BUDGET</b>			
Clerical Support			\$75,000
Substitutes			\$3,000
Travel			\$130,000
Marketing/Promotions			\$50,000
Professional Services/Agent Fees			\$120,000
Supplies/Cultural			\$50,000
School Fees			\$30,000
Equipment Replacement			\$10,000
Software Support			\$4,000
Admin Priority			\$16,500
<b>Operating Budget Total</b>			<b>\$488,500</b>
<b>REVENUE SHARING SCHOOLS</b> (Capped at \$120,000)			
	Claremont	90	\$120,000
	Stelly's	45	\$67,500
	Parkland	65	\$97,500
	Elementary	5	\$2,500
	Middle	3	\$3,000
<b>TOTAL REVENUE SHARING</b>		<b>208</b>	<b>\$290,500</b>
<b>SUMMARY</b>			
Anticipated Revenue	200	\$12,150	<b>\$2,430,000</b>
SD #63 Revenue @ 40%			<b>\$972,000</b>
Total SISP Staffing, Operations & Revenue Sharing Costs			<b>\$1,458,000</b>
Unassigned Revenue			\$ --

The Saanich School District compares extremely well with like-sized school districts across the province in International Program enrollments and revenues. Due to the quality of our International Student Program and the levels of support provided for international students enrolled in Saanich, we attract and enroll two to three times the number of International students enrolled in similar-sized districts such as the Sooke and Cowichan School Districts, and we are equal in FTEs to larger districts such as Nanaimo. This trend has remained unchanged in spite of recent changes in the world economic situation.

International students come to Canada and to Saanich for a variety of reasons. Students from Asia are generally on a Dogwood Graduation pathway and therefore study in Saanich for two to four years. Students from other destinations outside of Asia tend to study in Saanich for cultural and/or language acquisition reasons. Regardless of why International students attend Saanich schools, these students share their culture and backgrounds in Saanich School communities while at the same time learn about our culture, language, and educational offerings.

In order to prepare for the working group discussion, the participants were provided with the following information:

- SISP Operating Budget Planning Document
- School District Operating Summary of G.L. Accounts related to the International Program
- Headcounts and FTE breakdowns of International students by school

School District	11/12 Tuition
Sooke	12,000
Nanaimo	11,500
Victoria	12,500
Gulf Islands	12,000
Comox Valley	12,000
Calgary	11,000
Saskatton	10,990
Manitoba	10,000
Ottawa-Carleton Ontario	11,000
Fredericton NB	10,062
Nova Scotia	8,000

- Comparisons of fees of International Student Programs in public schools across Canada (excluding BC)
- A PowerPoint of School District budget and enrollment data including International Program areas
- Current fees for the Saanich International Student Program

**Considerations and Relationships to other Saanich Program Areas:**

The Saanich International Student Program complies with International Program Policy No. 3070 of our Saanich School District.

As the International Program revenues supplement the operating budget of School District No. 63, it would be safe to assume that the Program contributes positively to the overall success rate of Saanich School District students.

**Findings- Affordable Expenditure Plan with Current Funding Levels:**

Following our meetings and discussions, the International Working Group finds that:

- The current International student enrollment of just over 200 FTE is sustainable at current operational funding levels. With the 10% FTE cap on the number of Secondary School International students we enroll, plus the few elementary and middle school students we register, a maximum capacity of 300 FTE is possible. This would generate approximately \$1,200,000 in increased revenues to the District.
- Any additional enrollment above 200 FTE would require additional operational costs to maintain program quality and to manage the greater workload which comes along with greater student numbers. These operational costs would include more teacher staffing to schools, additional marketing and recruiting funds, and increased SISP office time. For this reason, SISP would require 60% of the funds generated to be returned to the program as per current practice.
- For example, if the student FTE enrollment target became 250 FTE then the increase in service levels to international students would approximate the following in SISP operating budget expenditures paid for by increased funding of \$607,500.

– Increased staffing to schools	\$225,000
– Increased revenue to schools	\$30,000
– Increased ESL and supplies to Middle and Elementary schools	\$20,000
– Additional Recruiting budget	\$30,000
– Additional Marketing budget	\$20,000
– Dogwood After-School tutoring program	\$25,000
– SISP Office Clerical	\$20,000
– SISP Office Leadership	\$35,000
- If the program is allowed to reach its maximum enrollment of 300, the increase of funds to the District (\$1,200,000), less the operating budget for SISP (\$720,000), would result in an added amount of \$480,000 in revenues to the district.

- A number of additional revenue-generating initiatives associated with International programs are in place in other School Districts. These include:
  - Teacher training programs;
  - Short term school group visits (2 days to 6 weeks);
  - ESL classes (face-to-face or online);
  - Pre-arrival online courses for students coming to SISP;
  - Summer ESL and Transition Programs.

The committee discussed the possibility of including such initiatives in the SISP; however, to implement and coordinate such opportunities there would need to be additional operational and organizational funds provided. That said, these initiatives have the potential to generate significant revenues to the District.

- Revenues could also be generated by implementing charges for services provided currently provided for free to international students. These could include Study Permit renewals, Notary fees, and charging for the provision of a legal "Custodian". While this practice would increase revenues, it would also complicate staff workloads with the challenges of wiring funds between countries and additional communications. Further, we see providing these services free as a marketing advantage for the Saanich School district.
- Greater revenues could also be realized from an increase in annual tuition fees (from current \$12,000); however, as our current fees are advertised around the world for the 2011-2012 school year, we would not realize increased revenue until the 2012-2013 school year. It is important to note that the Victoria School District is our main competition, and we have been careful to keep our tuition fees lower than Victoria in order to attract students.

### **Findings - Gap**

It is important to note that the current organizational structure of our Saanich International Student Program is operating at maximum capacity. In order to add student FTEs over 200, or to add other revenue generating initiatives, there is a need to increase service levels to students and schools and to increase staff time in the SISP office.

Equally important is the commitment of funding in advance to attract students to the program. The SISP requires a level of base funding and a significant investment in marketing and recruitment in one year to ensure enrollment in the following year.

The International Program is a unique and challenging operation requiring the SISP office to be open over the summer and during Christmas and Spring Break. There is an inherent duty of care and greater than usual levels of educational support required for our International students, including involvement both in our schools and in our homestays; this duty of care and support goes beyond providing a classroom and a teacher for each student. Continued success with the SISP requires a careful balance between operational costs and "surplus" revenues.

Respectfully submitted,  
International Program Working Group

Report of the  
Distributed Learning  
Budget Technical Working Group

February 22, 2011

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**Contents**

	<b>Page No.</b>
Introduction	1
Background	2
Documents shared/referenced	3
Revenue Streams	4
Expense Breakdowns	5
Findings	6
Concerns/Gaps	6
Revenue opportunities	7
Summary statement	9

**Introduction**

The DL Working Group is pleased to provide these findings to the Finance and Facilities Committee of the Board.

The participants for the working group were as follows:

Teacher: Ms. Renee Gallant  
Support Staff: Mr. Warren White  
Support Staff: Ms. Cammie Watson  
Office Manager: Ms. Glenda Kohse  
COPACS rep: Ms. Mary Ellen Ross (attended the Jan. 12 meeting)  
Assistant Superintendent, Instructional Services: Ms. Nancy MacDonald  
Superintendent of Schools: Dr. Keven Elder  
Principal of ILC: Ms. Wendy MacDonald  
Director of Facilities: Mr. Kim Milburn  
Director of Finance: Mr. Ed Sykora  
Principal of SIDES: Mr. Kevin White

The DL Working Group met two times: Monday December 13, 2010 and Thursday January 12, 2011. The working group followed the terms of reference and the guidance provided by the Board. A culture of collegiality, collaboration, and efficacy was part of all conversations and is reflected throughout the findings in this report.

## Background

The South Island Distance Education School (SIDES), is a full-service, K-to-12 school offering distributed learning (DL) courses to **all** students in BC. SIDES has been in operation since 1988 and provides a student-centred learning community where students of all ages experience continuous learning via high-quality, flexible educational programs.

SIDES is the fourth largest DL school in the province (out of 52 schools), and registers approximately 4000 students (headcount). 60% of SIDES students come from outside School District 63.

Distributed learning is at a critical point in its evolution, and SIDES is on the leading edge of this tide of change. Distributed learning, particularly online DL, is a key component of a world-wide move toward personalized (21<sup>st</sup> Century) student learning.

In the past five years, SIDES has grown by 84%. It has grown from 40 staff member in 2006 to 70 staff members in 2011. SIDES course offerings have grown from six online courses in 2006 to over 100 online course offerings in 2011 (K-12). It is worth noting that some of this growth is a result of the investment made in course development during that time. SIDES students choose SIDES for its quality online courses and its high level of service to students.

The Distributed Learning Agreement, as set out by the Ministry of Education and signed by the school district, states in 5.02a that the district must ensure that “the funds provided under the Agreement are being used to support learners using services, courses or programs through distributed learning”. The agreement commits our school district to providing distance education exclusively through SIDES. The contract allows for the district to recover a reasonable amount of funding to cover administration, including insurance, maintenance, human resources, payroll, accounting, administrative services, and more. (Both the Distributed Learning Agreement – 2010/11 and the Amended Distributed Learning agreement – September 2010 were included in the DL Working Group’s binder)

SIDES operation is based on ‘site-based funding,’ meaning that it has responsibility and accountability for its own revenue generation (primarily through enrolment) and spending, although as a Saanich school SIDES works within the rules and requirements of district policies and collective agreements. The district currently recovers approximately 20% (or \$1.2million annually) from the SIDES budget. These revenues cover the district costs associated with SIDES and also underwrite essential education services provided by neighbourhood schools.

As of September 2010, SIDES had an accumulated surplus of \$1.8million. The SIDES Strategic Plan (2009-2012) has indicated that for each of three years, \$400,000 is to be spent on course development and other priorities such as facility upgrades. These are necessary expenditures in order to sustain SIDES’ reputation and facilitate further growth. It is conservatively estimated that at the end of 2011/ 2012 school year the remaining surplus will be approximately \$1million (having spent \$400,000 in the year 2010/11 and \$400,000 in the year 2011/12).

## **Documents Shared/Referenced**

### *SIDES Strategic Plan – 2009-2012*

In 2009, SIDES created a twelve item action plan, including:

1. Integrating SIDES operations with neighbourhood schools
2. SIDES 12-month school operations
3. Course Development
4. Assessment and Evaluation
5. First Nations policies (Enhancement Agreement)
6. Student Services development
7. Post-secondary partnerships
8. Off-shore partnerships (International)
9. Support for Online Teacher Training
10. Business processes and procedures
11. Department organization
12. Facilities

### *SIDES School Plan – 2010-2011*

SIDES teachers and administrators strongly believe that following best practices and incorporating current DL research will allow SIDES to better serve the diverse needs of students, leading to increased student completion rates. SIDES is committed to having the highest completion rates for students taking DL courses in the province. In order to meet this goal, it needs to continue to offer a high level of service. This level of service requires that SIDES invests in staff, courses, and processes.

### *Distributed Learning 2010 survey: DL working conditions*

The purpose of the survey was to collect information from Distributed Learning teachers about working conditions in DL programs. The survey was aimed at increasing the understanding of the work of DL teachers and in the development of relevant policies.

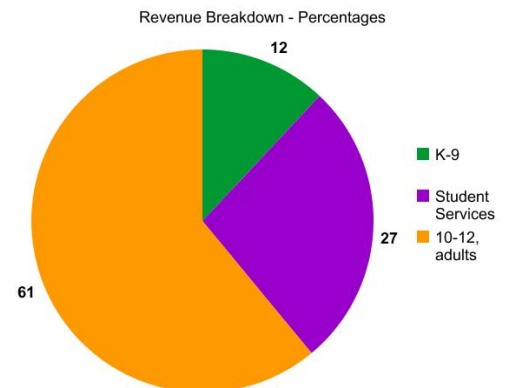
**Revenue Streams**

SIDES has an annual budget of approximately 6.27 million dollars after deducting the School Board overhead allocation.

**Breakdown:**

Revenue 2010/11	
	Ministry
Total estimated transfer from the MOE for September 30, 2010	\$4,660,884
Estimated transfer February 2011	\$1,289,332
Estimated transfer May 2011	\$824,030
Education guarantee	\$209,685
Total 2010/11 estimated funding	\$6,983,931
Other budgeted revenue	\$483,000
<b>Total 2010 budgeted revenue</b>	<b>\$7,466,931</b>

	Board Overhead Allocation
Leasing costs – 19,123 sq feet @ \$28.47 sq foot	\$546,082
Custodial time	\$104,908
District overhead @ \$295.00 per pupil (Feb and May count)	\$274,793
Facilities and district services @ \$295.00 per pupil	\$274,793
<b>Total board overhead</b>	<b>\$1,200,576</b>
Subtracted from total revenue	\$7,466,931
<b>Net available to SIDES</b>	<b>\$6,266,355</b>





**Expenses**

**Breakdown:**

<b>Expenses</b>	
	<b>Amounts</b>
Teachers/Administrative salaries	\$2,540,205
Support Staff/Educational Assistants/Computer Technicians	\$1,175,952
CPP,UIC,WCB/Teachers and Support staff Pensions/Medical/Life/Dental	\$891,175
LMS licenses, Contracts and Course Markers	\$421,086
Learning Resources	\$319,090
Marketing	\$44,942
Mileage Allowances	\$54,126.00
DES Consortium Fee	\$64,581.00
Buildings - Maintenance	\$11,034
Postage and Courier Services	\$100,143
Hardware, Software, Data Connections	\$235,381
Consumable Supplies	\$184,613
Professional Development	\$7,420
Telephones	\$36,032
Refunds	\$137,016
Misc. (bank service charges, copier, etc)	\$43,559
<b>SIDES total expenses</b>	<b>\$6,266,355</b>

## **Findings**

The working group reviewed the five year spending history and 2010-2011 preliminary budget, reviewing budget categories on a global level and as necessary examining individual budget line items. No obvious or significant cost savings opportunities were noted. This observation was supported by a spending analysis conducted in 2009 by the principal and vice-principal.

The working group found that based on the 2009-2010 results SIDES was operating just above the break-even point; however, SIDES was required to use surplus funds to cover renovation costs at the two SIDES locations and continues to spend a portion of the accumulated surplus on course development.

The working group acknowledged that there should be no reduction to the amount of money flowing to the district, nor should there be an increase at this time. With total revenues approximately of \$7.4million, the \$1.2million directed to the district is a fair and defensible amount. The remaining \$6.2million will allow the school to continue to operate and expand its program offering. However, should revenue streams change, for example through government tightening down on flow of funds or simply reducing them, the board may need to reconsider the district percentage.

One area of need that arose was in relation to administrative and leadership challenges that go along with the significant growth noted previously, specifically 84% growth over the past five years. As noted in the SIDES Strategic Plan, the school is in need of a third administrative position, specifically a second vice-principal that can provide leadership not only for the entire school but for the Beaver Lake campus (K-9 and student services). With a staff of 70 and budget of \$6.2million, SIDES will be able to manage any additional cost (higher salary and at least some administration time) within its current budget with no impact on revenue flowing to the district.

## **Concerns/Gaps**

As a result of the Ministry audit in May 2010, the administration team conducted a thorough post-audit review with SIDES staff. The review involved a significant revision of SIDES practices and procedures. The revisions were implemented as of September 2010. The added staffing cost to meet the audit criteria was approximately \$30,000, a cost pressure that will now be an additional expense item each year.

In accordance with the Ministry's DL Funding Policy and Active Student Policy, SIDES instituted a system effective October 1, 2010 using a new registration assignment that each student must do upon enrolling in a course. The new assignment now constitutes approximately 5% of the course mark value, as that is the threshold that must be reached for that course enrolment to generate funding from the Ministry. This is an increase from 2% as had been the case previously.

As a result of this new, more rigorous requirement, we are finding that fewer students are qualifying for funding. While revenue and expense projections have remained intact as noted in the previous section, concerns were expressed that revenue may diminish in the future without the opportunity to reduce costs accordingly. Although the impact of the change from 2% to 5% is not yet clear this potential loss of revenue could be as high as 10% per year over time with the requirement of the same amount of work by SIDES staff. SIDES administrators will work with the district to come to a more complete understanding as the board moves toward final budget preparations for 2011/12.

SIDES has not seen a significant increase in enrolment over the past three years (a modest 3% growth each year). Much as is the case for the district as a whole, expenses are rising at a greater rate than funding is increasing, primarily due to areas outside of the school's control (for example, salaries and benefits).

Other pressures that could have budgetary implications include:

- Keeping pace with constantly changing provincial DL Policy
- Addressing (embracing) 21st Century learning needs
- Continued work with neighbourhood schools (hybrid learning)
- Adhering to any new requirements of the School Act and Regulations
- Increasing interest from the international market (see revenue below)
- Meeting priorities in the SIDES Strategic Plan (2009-2012)
- Increasing "Learnnowbc" (Virtual School Society) requirements
- Adhering to any changes in relation to contractual working conditions
- Continuing to manage BCTF and CUPE contracts that do not accommodate the realities of distributed learning
- Adhering to Board policies as they relate to distributed learning
- Working with BCeSIS and finding a reliable student information system
- increasing energy and carbon costs as they relate to SIDES
- Costs associated with the hiring of a second vice-principal to provide leadership and oversight at the Beaver Lake campus (see findings)

### **Revenue opportunities**

#### *Opportunity #1 – Provide DL courses to International Students*

Families and international agencies in other parts of the world are turning to Canada, and, in particular, British Columbia, to provide educational opportunities to their children. While face-to-face schools are the standard for providing high-quality English language education to off-shore students, DL is in a unique position to enhance this face-to-face instruction through a variety of programs.

In the spring of 2011, we expect that the school district and SIDES will be asked by the Ministry of Education to participate in a pilot project similar to that in School District 73 Kamloops. In the Kamloops program, foreign students register in the Kamloops DL school through an off-shore BC school (most of which are in China). Foreign students take online courses with Kamloops and then come to BC to complete Social Studies 11 and English 12 face-to-face to get Dogwood certification before moving on to Thomson Rivers University.

In preparation for this opportunity, the Superintendent of Schools, Dr. Elder, prepared a briefing note (November 2, 2010) to the Education Committee outlining the potential for SIDES courses and services to be offered to non-resident, offshore students. The briefing note included the following sections:

- Context: International Students and Distributed Learning
- Current SIDES Offering: Online ESL (school-aged and adult)
- Pending: Subject Specific Readiness Assessment (incoming international)
- Pending: BC Language Assessment (incoming international)
- 2011 Opportunity: Phase 2 of provincial pilot offering BC courses offshore
- 2011 Opportunity: Offering ESL online to offshore students
- Future Opportunity: Offering all SIDES courses to offshore students
- Rationale for offering DL courses to offshore students
- Implications: Capacity, Revenue and Business Company
- Next Steps

Budget projections are difficult to predict at this time, but the international market for online courses may be quite lucrative based on the following statistics:

(sources: IPSEA, 2005, p.2; Statistics Canada, 2009a, p.60; [www.learnlivebc.ca](http://www.learnlivebc.ca))

- From 1999 to 2005 there was a four-fold increase in international students coming to BC;
- Canada ranks 7th as a top host country;
- in 2008, international students in Canada spent in excess of \$6.5 billion on tuition, accommodation and discretionary spending, creating over 83,000 jobs; and generating more than \$291 million in government revenue;
- Ontario and BC hosted nearly two thirds of the international students in Canada (65,833 and 50,221 respectively);
- Over 14,000 international students attend BC public and independent K12 schools, a number which has doubled in the past 5 years.

The opportunity (rough projections):

- For every one student that comes to study in BC there are an estimated ten students that consider studying in BC, representing a market of 140,000 students. This market is projected to increase four times for a potential market of over 560,000 students who may be interested incoming to BC. (Students from India and China are particularly interested);
- The students who are interested in BC but who do not come to our international programs, that being 90% of the above mentioned 560,000 students, form a good potential market for offshore DL courses;
- If 10 percent of the potential market as it exists today (56,000) take one support course that would generate \$16.8 million in revenue at \$750 per course. Should the BC government make offshore DL legal either in pilot form or wholesale, much of that market will be drawn to districts that are first off the mark, including Kamloops and possibly Saanich.

- Considering that SIDES is a leader in DL and has a strong foundation for delivering a DL program abroad, it is expected that SIDES could have a portion of that emerging market and generate a meaningful and growing revenue flow over the next few years that could be used to help cushion the effects of declining enrolment for School District 63.

*It is important to note that this opportunity would require establishing a business company, a notion which the Board has rejected. However, it may be worth reconsidering given the significant funding pressures of declining enrolment in our school district. We understand that the board has received a briefing note from Secretary Treasurer Axford that explains the means by which a business company could be established. From the point of view of financial risk, it would be possible for the SIDES surplus to serve as a source for a start-up loan to a business company, with that cost likely being less than \$50,000 and readily paid back via early revenues.*

#### *Opportunity #2 – Relocate ILC South (Broadmead) to SIDES-Royal Oak Campus*

The working group spent considerable time discussing the potential for a move of the ILC Broadmead campus to one or both portables behind the SIDES Wilkinson Road campus, and even the potential to build a new modular building at the same site for the same purpose. It is our understanding that as of the writing of this report the board is inclined to leave the south ILC campus in place on Chatterton Way. Should that change the working group is willing to provide perspective on how a shift to the SIDES property would be of educational and economic benefit to the school district.

#### *Opportunity #3 – License instead of selling DL courses developed by SIDES*

SIDES has traditionally sold courses to other DL schools in the province. It was discussed that, instead, SIDES should consider licensing its courses which might generate a long term revenue stream. There may be a higher return on investment and SIDES would not be selling its intellectual capital to other DL schools. It would be worthwhile to conduct a market and cost benefit analysis.

#### **Summary statement**

The working group determined that SIDES appears to be operating efficiently at this time; however, there may be future cost pressures and/or risks that may result in gaps between spending and revenues that may impact SIDES operations and other district services. There may also be, as described in this paper, opportunities to have SIDES generate further revenue both in support of its own programs and in order to generate additional revenues to the district.

Respectfully Submitted,

Kevin White, Principal

Report of the  
District and School Administration  
Budget Technical Working Group

March 1, 2011

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**Contents**

	Page No.
Introduction	1
Background	2
Documents shared/referenced	3
Revenue and Expenses	4
General findings	7
Findings where revenues can be generated to fund current programs and services in the school district	9
Findings that require more resources	10
Summary statement	10
Appendix 1 – Overview of district operations	11
Appendix 2 – Comparison with like-sized districts	12
Appendix 3 – Enrolment projections by school	13

**Introduction**

The District and School Administration Technical Working Group is pleased to provide these findings to the Finance and Facilities Committee of the Board.

The members of the working group were:

Chair: Dr. Keven Elder, Superintendent of Schools  
CUPE 441: Dean Coates, President  
CUPE 441: Margaret Matthews, Representative  
STA: Sean Hayes, President  
COPACS: Cathy Fountas, Co-President  
COPACS: Victoria Martin, Co-President  
Elementary Administration: Rob Carere, Principal, Deep Cove  
Middle Administration: Peter Westhaver, Principal, Royal Oak  
Secondary Administration: Sally Hansen, Vice-Principal, Claremont  
District Administration: Ed Sykora, Director of Finance

The working group met three times: Tuesday January 18, 2011; Tuesday, February 1, 2011; and, Monday, February 28, 2011.

The working group followed the terms of reference established by the Board of Education and appreciated the leadership of Secretary Treasurer Joan Axford in making the job clear and manageable. It is the hope of the working group that the information provided in this report, along with that of each of the other five working groups, will support the Board in its 2011/12 budget deliberations.

## Background

Normally, "school and district administration" is a term that is used to describe all administrative functions and roles within the school district. That would include the following positions and all of the administrative time allocated to instructional support, CUPE staff (e.g. clerical) and exempt staff who work within these areas of school district operations:

- a) Senior management (executive)
- b) Finance department
- c) Payroll
- d) Human Resources
- e) All schools (principals, vice-principals, office staff)
- f) Education support
- g) Student Services
- h) Information Technology
- i) International education
- j) Distributed learning

*For an overview of all employees (by type) who work at the school board office (items a, b, c, d, f, g and h above) please see appendix 1.*

Within this technical working group process, item f) is attached to the regular instruction group, item g) is attached to the student services group and item h) is attached to the operations and maintenance group, item i) is attached to the international student program working group and j) is attached to the distributed learning working group. a) through e) apply to our working group.

Accordingly, for the purposes of this working group, the budget categories of school and district administration capture only items **a through e**. In order to align this analysis with budget categories, these five items will be embedded in three categories, 1-3 below (with the addition of board governance costs being added to the list as for budget purposes it is an administrative function).

1. School administration, including principals, vice-principals (e above)
2. Educational Administration (in a above), not including SIDES/SISP
3. Business Administration (b, c, d and part of a above)
4. Governance

## **Documents shared/referenced**

The following documents were reviewed and analyzed by the working group:

Terms of Reference for working groups

Powerpoint presentation and handout related to district budget overall:

- Budget background
- Enrolment trends
- Budget over time
- Expenditures over time
- Staffing budgets
- Reserves
- The budget challenge
- Administration working group considerations
- Budget details for administration
- Comparisons with similar school districts

Overview of district operations (appendix 1)

Comparison of district administration in like-sized districts (appendix 2). Note that these are similar in size but are not declining in enrolment.

School by school enrolment projections to 2014/15 (appendix 3)

School district 2010/11 achievement contract

W'SANEC, Other First Nations, Metis and Inuit Education Enhancement Agreement

School and district administration overview including total costs

Overview of school administration time from 2002 to 2010

Overview of exempt positions in Saanich from 2001 to 2010

Exempt staff comparison with School District 62 Sooke



**Revenue and Expenses (based on 2010/11 preliminary budget)**

**Revenue**

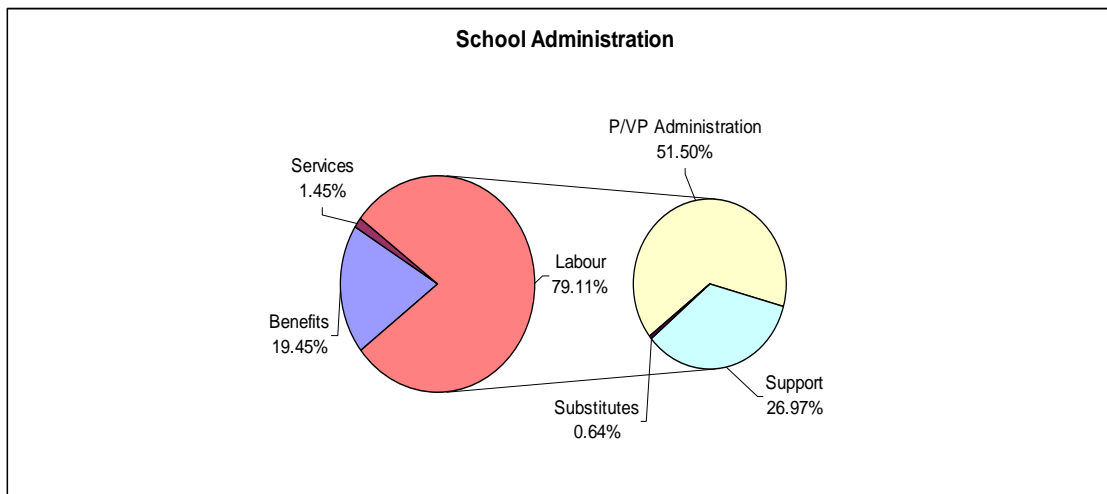
**Source of Funding**

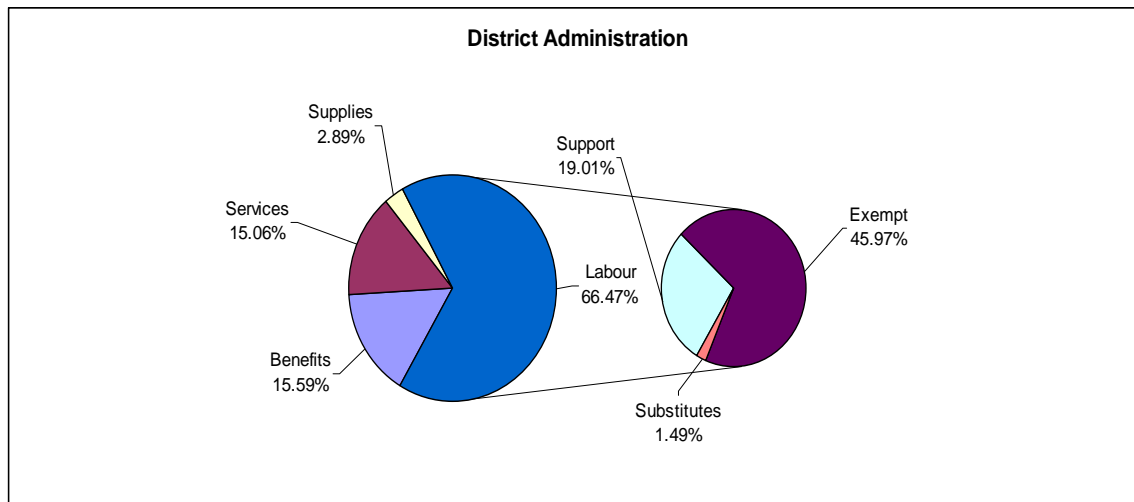
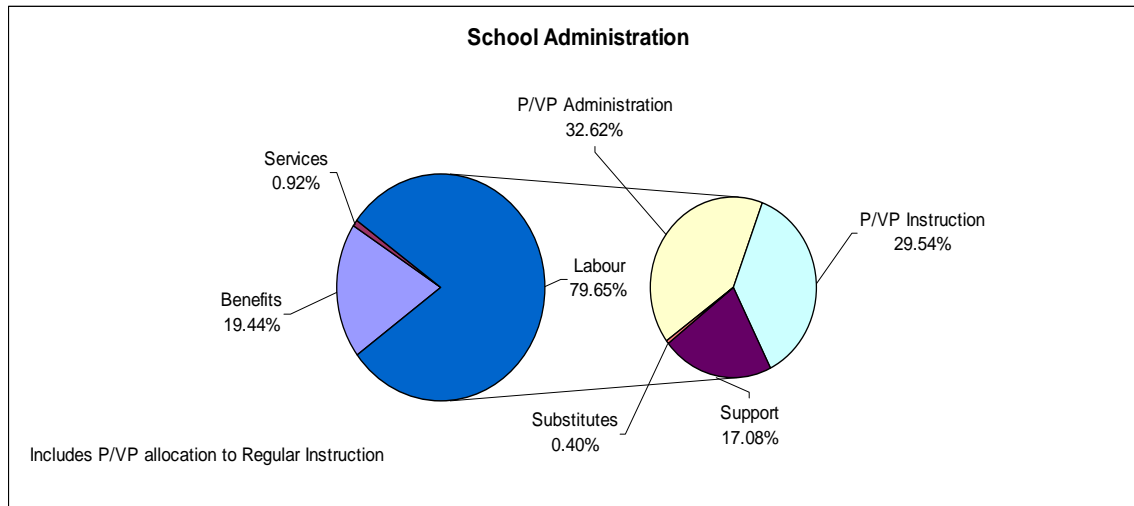
Application of Per Pupil Grant Funding	\$4,951,682
Geographic	53,425
Investment Revenue	200,000
<b>Total Allocated Revenue</b>	<b>\$5,205,107</b>

**Expenses**

Expense Category	141 School Administration	411 Educational Administration	440 Governance	441 Business Administration	Total Administration
<b>Labour</b>					
P/VP	1,685,880				\$1,685,880
Support	882,742	40,170		378,564	1,301,476
Exempt Staff		438,391	75,200	498,859	1,012,450
Substitutes	20,825	10,000		22,750	53,575
<b>Total Labour</b>	<b>2,589,447</b>	<b>488,561</b>	<b>75,200</b>	<b>900,173</b>	<b>4,053,381</b>
Benefits	636,540	117,669	4,418	221,328	979,955
Services	47,361	62,057	61,415	208,145	378,978
Supplies			7,076	56,504	63,580
<b>Total Expenses</b>	<b>3,273,348</b>	<b>668,287</b>	<b>148,109</b>	<b>1,386,150</b>	<b>\$5,475,894</b>

Note: 47.5% or \$1,526,513 of Principal/VP salaries and \$367,864 benefits are budgeted in Regular Instruction for teaching time, report cards, student issues etc.





This budget overview requires further explanation.

141 – School Administration:

- *Principal/vice-principal labour* is the 23.930 FTE administrative time assigned to 34 school administrators (SIDES and international not included), with the remainder of their time being instructional (primarily in the classroom). As noted, the instructional time of administrators is part of the analysis of the regular instruction working group. Also, SIDES and SISP administrative costs are being analyzed in the working groups set up for those purposes.
- *Support* is primarily secretarial time in schools.
- *Substitutes* is funding allocated to schools for additional clerical time.
- *Benefits* are contractually attached to all salaries in this category.
- *Services* are telephone costs and mileage
- *Supplies* are attached to schools, not administrators, and are being analyzed by instruction and student services working groups.

411 – Educational Administration:

- *Exempt staff* consists of the superintendent, assistant superintendent instructional services and exempt staff within those areas.
- *Support* is primarily secretarial time.
- *Substitutes* is budget allocated to these offices.
- *Benefits* are contractually attached to all salaries in this category.
- *Services* include mileage and vehicle expenses, in-service/training, conferences, membership fees and telephones
- *Supplies* are attached to business administration below.

440 – Governance

- *Exempt staff* refers to trustees.
- *Support* comes from business administration below.
- *Benefits* are contractually attached to all salaries in this category.
- *Services* are for items such as contract services (e.g. communication), mileage, in-service/training and election costs
- *Supplies* are for costs related to trustee business.

441 – Business Administration

- *Exempt staff* consists of the secretary-treasurer, director of finance, director of human resources, manager of payroll and benefits, and the manager of human resources and health and safety.
- *Support* consists of all of the clerical, support and data entry staff that work in finance, payroll and human resources.
- *Substitutes* is budget allocated to these offices.
- *Benefits* are contractually attached to all salaries in this category.
- *Services* include all of the technical and contract support needed for these offices including insurance, professional services (audit support, Kelowna WCB support, etc.), legal costs, labour relations including grievance and arbitration costs, professional dues, mileage and travel, telephone, courier, advertising for HR postings, etc.
- *Supplies* are primarily the costs of running the district office, including paper supplies.

In considering administration costs, particularly at the district level, it is important to understand how we are organized in Saanich. For that overview, see Appendix 1 – Overview of School Board Office Operations (front building only – excluding facilities, grounds and maintenance),

It is also important to see how our district operations compare to like-sized districts from across BC. For that overview, see Appendix 2 – Comparison of District Administration in Like-Sized Districts (Sooke, Vernon, Cowichan Valley and Comox Valley. The comparator districts differ from Saanich in that they are either stable or growing in enrolment.

## General findings

Generally, the working group believes that administration across the district is effective and efficient. Further, it is clear that all employees and all areas of the organization are challenged by the increased complexity and compliance, monitoring and reporting requirements during times of diminishing resources.

Before discussing general findings, the working group acknowledges that the pressures from declining enrolment should see district administration reduced by \$23,000 and school administration reduced by \$70,000. This can be accomplished as follows:

District Administration \$23,000: This may be accomplished by reducing services and supplies budgets from a total of \$265,000 to \$242,000. It may be that this can be accomplished through reduction of legal, audit, substitute and arbitration costs, but this will require further analysis. In considering the potential to reduce staff, the working group did not have recommendations as to how that could happen.

School Administration \$70,000: This could be accomplished by reducing across each of the four categories of expense: principal/vice-principal salaries and benefits; support staff salaries and benefits; substitutes; and services. However, the working group believes that the responsibility for this reduction should be assigned to the schools, most logically on a pro-rated basis (ranging from \$2000 to \$10,000 per school) with potential reductions coming from these four areas and others such as supplies and equipment. The working group suggested that this reduction should only occur through supplies and equipment, not people.

It should be noted that a reduction in school administration time is in reality a reduction in teacher salary as reduced administration time results in the administrator moving to the classroom for that amount of time.

The working group discussed the matter of ensuring that government understands the administrative pressures on the system and provides adequate levels of funding AND a fair allocation system. The system currently punishes declining enrolment, non-rural districts like Saanich. The question of board and community advocacy was discussed and the working group feels that the board should continue to advocate but with a balanced message of excellence in Saanich to encourage enrolment from families currently in private schools, out of school, or in other districts.

Declining enrolment is a real concern due to the punitive effect that the funding allocation has for district such as ours. And the reality of declining enrolment has another over-arching effect on Saanich, that being on the planning front. The board needs to consider analyzing the capacity of the system to offer programs and ensure that enrolment is enhanced by whatever means possible.

The working group offers the following observations in relation to **school administration**:

- The working group understands that the Saanich International Student Program is proposing an increase in student enrolment in order to drive more revenue for the schools and district (as much as \$400,000 to the district). This would require a restructuring of the program infrastructure that would include moving to a full time principal. One potential that emerges out of this scenario is moving from three administrators at Parkland sharing 2.39 FTE administration to a principal and vice-principal sharing 2.0 (each a full time administrator). The savings of 0.39 FTE would equate to approximately \$40,000, although \$14,000 of that should go back to the school for the creation of a “teacher coordinator” position to buffer the effect of moving from three sharing 2.39 to two sharing 2.0 FTE. The net savings of \$26,000 would accrue to the district.
- As enrolment continues to decline it may be necessary to reduce administrative time, however that may not be possible for 2011/12. This requires further discussion over time. If administration time is reduced there will need to be consideration of levels of staffing in other key areas such as student services.
- Secondary has had the greatest level of administration reductions, as well as other budget reductions that have increased the load on administration (reduction in careers and supplies budgets for example).
- Every additional pressure on the schools (e.g. mental health issues among children, Bill 33, etc.) and every reduction of services (e.g. counselling or student services) has a direct impact on school administrators and clerical staff in terms of the workload and the related stress. We need to be careful as a district to avoid the point at which people view this work as undesirable.
- Reducing administrative time has an impact on teachers as administrators are teaching more, leaving less work for beginning teachers.
- The question of whether or not to have vice-principals in small elementary schools came up. We have in the past had schools like Cordova Bay and Prospect Lake have only a principal. Parents and administrators on the working group indicated their displeasure with returning to that model.
- The working group wished to be clear that there are risks that come with any reductions to school administration, including administrator FTE, particularly in relation to safety, risk management, leadership, and requirements in relation to compliance and reporting.

The working group offers the following observations in relation to **district administration**:

- It may be possible to look closely into the costs of the board office staffing and supplies/services budgets and find another \$20,000. The working group does not have a concrete suggestion as to where those reductions might come (perhaps through measures such as multi-function devices).
- Might there be savings in non-essential travel?
- Vehicle allowances (contractual) and mileage costs could be reviewed.

- The STA representatives expressed a very strong desire to have a central TOC callout system, a proposal that was supported by all members of the working group. It is understood that this proposal comes with costs, including the cost of setting up a system (perhaps lower than in past analyses if open source software is available), the cost of dedicated phone lines, and the cost of staffing the callout position. Other districts have used commercial call centres, but that comes at a cost as well. If a TOC callout system is implemented it will be important to allow teachers to retain some discretion in support of continuity and quality of services for children, perhaps via a preferential callout as occurs in some districts.
- It needs to be understood that as Saanich has downsized district leadership positions, particularly instructional support teacher positions, that significant volume of work has shifted to the assistant superintendents. Appendix 2 is illuminating in that regard, particularly in the comparison of district administration and teacher leadership positions in Sooke (7) and Comox Valley (12) versus Saanich (1).

### **Findings where revenues can be generated to fund current programs and services in the school district**

As the working group studied the district and school administrative costs it became clear that there may some areas for revenue generation, some of which will come forward from other working groups as well. Those include:

1. Increasing revenue from the **international program**. We understand from the SISP working group that it is feasible to increase revenue to the district by as much as \$400,000. In relation to administration, this would see the SISP infrastructure needing to be enhanced in a number of ways including having the principal position be increased to full-time. This could result in having the Parkland administration team reshaped as noted in the previous section with reduced costs and enhanced services.
2. Generating revenue through **international distributed learning**. As described in the DL working group report, the province is poised to offer BC distributed learning courses to off-shore international students, and SIDES is ideally situated to do just that. The board has considered this direction and rejected it for a number of reasons including the risk that is involved in such a venture, the potential for dependence on funding from an unpredictable source, and the distaste that the board has expressed in relation to the business company that would need to be set up. While acknowledging those concerns, the working group wishes to point out that international DL could be a solid source of revenue.
3. Generating revenue through **contracting information technology services** to other districts. Perhaps also through a business company, offering contracted services from our IT department would serve three purposes: generating revenue; allowing our very strong staff to be retained as we move toward anticipated downsizing that comes with efficiencies (planned self-obsolence); and, allowing our staff to be retained rather than be attracted to better opportunities elsewhere.
4. Attracting students to **specialized programs** or perhaps even specialized schools. One example of a specialized program is the new climbing academy at Stelly's. As we look to the future and the potential for unsustainably low enrolment at Parkland Secondary (as low as 500 students may be realistic), it might be wise to consider reconceiving Parkland as a specialized magnet school of some kind.

5. The working group believes that it is time to look for efficiencies that come from **shared services** that can result in savings at the management level, particularly in shared services with our neighbouring districts.
6. In looking toward enrolment declines as found in appendix 3, there will come a time when the board needs to consider **school configurations**. The working group discussed the need for the board to consider closing one more elementary school. Among the savings would be the elimination of one or two school administration positions. Also, as the north zone population continues to decrease due to the no-growth approach of those communities, the board will need to review the viability of Parkland Secondary. It is clear that a population of 500 FTE secondary students is below the threshold of offering quality programs. Options will include: sharing the student populations through boundary changes and/or moving the French Immersion program from Stelly's to Parkland; adding students through international program and/or the conversion of Parkland to a magnet school that capitalizes on its location (marine environmental studies for example); or closing Parkland and having all neighbourhood secondary students educated in Stelly's and Claremont. Also of relevance in regard to this challenge will be any ways in which secondary schools are restructured as part of ministry changes in support of personalized learning.

### **Findings that require more resources**

The working group recognized that administrative costs must be managed in a way that creates maximum efficiency. That said there may be increased resources required in the area of district administration, specifically the possibility that the secretary-treasurer and executive assistant positions may have only been temporarily reduced from 1.0 to 0.8. If those need to go back up to 1.0 the cost to the board will be approximately \$30,000.

There are also new accounting standards coming into effect in 2011/12 that may drive costs higher.

### **Summary statement**

The working group wishes to thank the board for the opportunity to be involved in the important analytical work done at this stage of budget development. Members of the group wish to re-affirm the messages found throughout this document including that the administrative structures in Saanich are effective and efficient and any erosion to the levels of staffing or services in administrative areas will come at some risk. Still, it is important for the board to find whatever efficiencies can be found without doing too much harm, and to looking for revenue generation opportunities that can bolster all programs and services in our district.

Respectfully submitted on behalf of the working group,

Keven Elder, Chair

**Appendix 1 – Overview of School Board Office Operations (front building only – excluding facilities, grounds and maintenance)**

Senior Management:

- 1.0 Superintendent of Schools/CEO
  - 1.0 Executive Administrative Assistant
- 1.0 Assistant Superintendent (Instructional Support)
  - 1.0 Executive Assistant
- 1.0 Assistant Superintendent (Student Services)
  - 1.0 Executive Assistant
- 0.8 Secretary-Treasurer
  - 0.8 Executive Administrative Assistant

Finance:

- 1.0 Director of Finance
- 1.0 Manager, Payroll & Benefits
- 1.0 Account Clerk
- 1.0 Accounts Clerk
- 1.0 District Accountant
- 1.0 District Receptionist

Payroll:

- 1.0 Manager Payroll and Benefits
- 1.0 Teacher payroll
- 1.0 CUPE payroll

Human Resources:

- 1.0 Director of Human Resources
- 1.0 Manager of Human Resources/Health and Safety
- 1.0 Executive Assistant
- 1.0 Administrative Assistant – Human Resources
- 1.0 Administrative Assistant – Human Resources
- 1.0 Administrative Assistant – Human Resources

Instructional Support:

- 1.0 Instructional Support (\* 0.5 Technology and 0.5 Literacy)

Student Services:

- 0.5 District Principal
- 3.0 Instructional Support (Student Services, First Nations, Languages and Student Advocate)
  - 1.0 Executive Assistant
  - 1.0 Administrative Assistant
  - 1.0 Administrative Assistant

Information Technology:

- 1.0 Director of Informational Technology
  - \* 6.0 District Technology Staff
- \* Tech Plan pays 2.5



## Appendix 2 – Comparison of District Administration in Like-Sized Districts

	2010 Survey Results				
	SD63	SD62	SD71	SD22	SD79
<b>September 30, 2010 Funded School FTE</b>	<b>7309.1</b>	<b>8712.75</b>	<b>8169.25</b>	<b>8345.3</b>	<b>8166.0</b>
	<b>Saanich</b>	<b>Sooke</b>	<b>Comox</b>	<b>Vernon</b>	<b>Cowichan</b>
<b><u>Education Administration</u></b>					
<b>Senior Management:</b> Superintendent/Assistant Superintendent	2.00	2.00	2.00	2.00	1.00
<b>District Management:</b> Directors/Managers			1.00	1.00	2.00
<b>District Principal/Vice-Principal:</b>		2.00	0.60	2.00	1.00
<b>Excluded:</b> Executive/Administrative Assistants	1.00	1.00	3.00	1.00	1.00
<b>Teachers:</b> Instructional Support/Consultants/Coordinators	1.00	5.00	11.00		3.00
<b>CUPE:</b> Executive Assistants/Secretaries/Clerks	1.00	1.00	2.50	1.57	2.00
<b>Sub Total:</b>	<b>5.00</b>	<b>11.00</b>	<b>20.10</b>	<b>7.57</b>	<b>10.00</b>
<b><u>Student Services</u></b>					
<b>Senior Management:</b> Assistant Superintendent	1.00	1.00			
<b>District Management:</b> Directors/Managers			1.00	1.00	1.00
<b>District Principal/Vice-Principal:</b>	0.50	2.00	2.00		
<b>Excluded:</b> Executive/Administrative Assistants		1.00			
<b>Teachers:</b> Instructional Support, Consultants/Coordinators	3.00	2.00	6.50	2.00	
<b>CUPE:</b> Executive Assistants/Secretaries/Clerks	3.00	1.00	1.00	1.57	2.37
<b>Sub Total:</b>	<b>7.50</b>	<b>7.00</b>	<b>10.50</b>	<b>4.57</b>	<b>3.37</b>
<b><u>Personnel/Human Resources</u></b>					
<b>Senior Management:</b> Assistant Superintendent					
<b>District Management:</b> Directors/Managers	1.50	1.00	1.00	1.00	1.00
<b>District Principal/Vice-Principal:</b>					
<b>Excluded:</b> HR Officer/Support		4.00	3.00	3.00	2.57
<b>CUPE:</b> HR Support	4.00	0.20	4.00		2.43
Note: Payroll benefits managed by <u>P</u> ayroll or <u>H</u> uman Resources	P	HR	HR	P	P
<b>Sub Total:</b>	<b>5.50</b>	<b>5.20</b>	<b>8.00</b>	<b>4.00</b>	<b>6.00</b>
<b><u>Business Administration</u></b>					
<b>Senior Management:</b> Secretary-Treasurer	0.80	1.00	1.00	1.00	1.00
<b>District Management:</b> Directors/Managers	2.00	2.00	2.00	1.00	2.00
<b>District Principal/VP:</b>					
<b>Excluded:</b> Executive/Administrative Assistants	0.80	1.00	1.00	1.00	1.00
<b>CUPE:</b> Payroll	2.00	2.00	2.50	2.57	2.00
<b>CUPE:</b> Finance	3.00	3.50	2.50	4.57	5.00
<b>CUPE:</b> Receptionist	1.00	1.00	1.00	1.00	1.00
<b>Sub Total:</b>	<b>9.60</b>	<b>10.50</b>	<b>10.00</b>	<b>11.14</b>	<b>12.00</b>
<b>Total:</b>	<b>27.60</b>	<b>33.70</b>	<b>48.60</b>	<b>27.28</b>	<b>31.37</b>

### Appendix 3 - Headcount Enrolment Projections by School

	2011 Official Capacity	Actual		Projected Enrollment					
		2009	2010	2011	2012	2013	2014	2015	
<b>Elementary</b>									
Brentwood Elementary									
Kindergarten	76	62	44	51	48	54	57	53	
Grades 1-5:	294	287	292	268	254	239	239	232	
	370	349	336	319	302	293	296	285	
Cordova Bay Elementary									
Kindergarten	38	40	42	36	29	35	35	36	
Grades 1-5:	203	232	230	237	232	220	218	210	
	241	272	272	273	261	255	253	246	
Deep Cove Elementary									
Kindergarten	57	48	50	50	49	54	48	49	
Grades 1-5:	294	311	299	293	288	285	280	279	
	351	359	349	343	337	339	328	328	
Keating Elementary									
Kindergarten	76	67	59	61	63	59	60	62	
Grades 1-5:	339	354	353	349	332	328	318	312	
	415	421	412	410	395	387	378	374	
Kelset Elementary									
Kindergarten	57	59	57	55	52	59	50	57	
Grades 1-5:	294	290	280	286	297	310	320	310	
	351	349	337	341	349	369	370	367	
Lochside Elementary									
Kindergarten	57	53	65	56	54	56	47	52	
Grades 1-5:	362	269	285	290	305	304	312	303	
	419	322	350	346	359	360	359	355	
Prospect Lake Elementary									
Kindergarten	19	26	21	27	24	26	28	29	
Grades 1-5:	181	178	162	146	140	135	130	135	
	200	204	183	173	164	161	158	164	
Sidney Elementary									
Kindergarten	38	40	44	47	33	44	44	38	
Grades 1-5:	316	277	245	244	242	236	236	238	
	354	317	289	291	275	280	280	276	
<b>Sub Total</b>	<b>2701</b>	<b>2593</b>	<b>2528</b>	<b>2496</b>	<b>2442</b>	<b>2444</b>	<b>2422</b>	<b>2395</b>	
<b>Middle</b>									
Bayside Middle School									
Grades 6-8:	800	689	649	607	586	572	553	549	
North Saanich Middle School									
Grades 6-8:	550	418	399	374	358	316	321	313	
Royal Oak Middle School									
Grades 6-8:	600	597	559	529	500	500	490	485	
<b>Sub Total</b>	<b>1950</b>	<b>1704</b>	<b>1607</b>	<b>1510</b>	<b>1444</b>	<b>1388</b>	<b>1364</b>	<b>1347</b>	
<b>Secondary</b>									
Claremont Secondary									
Grades 9-12:	1,075	1,091	1,080	1,062	997	927	859	818	
Parkland Secondary									
Grades 9-12:	750	687	674	658	614	586	541	522	
Stellys Secondary									
Grades 9-12:	1,025	1,101	992	1,006	1,007	962	932	876	
<b>Sub Total</b>	<b>2,850</b>	<b>2,879</b>	<b>2,746</b>	<b>2,726</b>	<b>2,618</b>	<b>2,475</b>	<b>2,332</b>	<b>2,216</b>	
<b>Total All Schools</b>									
<b>Kindergarten:</b>	418	395	382	383	352	387	369	376	
<b>Grades Excluding K:</b>	7,083	6,781	6,499	6,349	6,152	5,920	5,749	5,582	
<b>Total:</b>	7,501	7,176	6,881	6,732	6,504	6,307	6,118	5,958	
ILC	Grades 9-12:	N/A	196	180	180	180	180	180	
SIDES	Grades 8-12:	N/A	1,495	1,697	1500	1500	1500	1500	

SOURCE: Baragar Enterprises Ltd.

Report of the  
**Facilities, Information Technology  
and Transportation Working Group**  
March 1, 2011

**Contents**

Background: .....2  
    Committee Members: .....2  
    Service Delivery Areas: .....2  
    Current Budget Spending and Revenue: .....3  
    Shared Information: .....3  
    Analysis: .....8  
    Comparison to Other Like-Size Districts: .....9  
    Comparison of Preliminary Budgets between Saanich and Sooke Districts: .....10

**Research Reviewed: .....11**  
    Rising trend in part-week absences during past decade .....11  
    Considerations and Relationship to other Program Areas: .....13

**Transportation Policy; Special Education Bus Transportation.....14**

**Effect on Student Achievement.....14**  
    Relationship to other program areas.....14  
    Efficiencies that can be implemented.....14

**Findings- Affordable Expenditure Plan Within Current Funding Levels: ....16**

**Findings-Gap .....17**



March 1, 2011

**Background:**

The Facilities, Information Systems and Transportation Working Group are pleased to provide these findings to the Finance and Facilities Committee of the Board.

The Working Group met two times on January 18<sup>th</sup> and February 1<sup>st</sup>, 2011.

**Committee Members:**

The membership of the group is:

Kim Milburn	– Director of Facilities, Chair
Bruce Frith	– Principal, Stelly's Secondary, SAA Representative
Grant Franceschini	– Principal, KELSET Elementary, SAA Representative
Mark Peaty	– Grounds Supervisor, CUPE Representative
Mary-Jane Lacroix	– A/Custodial Supervisor, CUPE Representative
Cathy Fountas	– Community Member, COPACS Representative
Sunny Schlagintweit	– Community Member, COPACS Representative
Joan Axford	– Secretary-Treasurer
Dennis Powell	– Manager of Community and Custodial Services
Wayne Wickett	– Transportation Manager
Gregg Ferrie	– Director of Information Systems
Jay Armstrong	– Energy Manager

The working group followed the terms of reference and the guidance provided by the Board. The group worked on a consensus model to determine the findings in this report.

**Service Delivery Areas:**

- ❖ Facilities and Grounds Maintenance, Material Hauling
- ❖ Annual Facilities Grant – Infrastructure, Renovations and Facility Upgrades
- ❖ Building Custodial Service
- ❖ Energy, Utilities and Waste Management
- ❖ Technology Infrastructure, Data Management and Curriculum IT Supports
- ❖ Student Transportation Services, Field Trips and Fleet Vehicle Repairs
- ❖ Community Lease or Rentals of Facilities and Playfields

March 1, 2011

**Current Budget Spending and Revenue:**

**Spending:**

Operations Maintenance Budget:	\$4,982,478
Utilities:	\$1,204,253
Annual Facilities Grant:	\$1,438,191
Transportation:	\$1,185,409
Info Technology: Instructional	\$ 420,310
Maintenance	\$ 443,237
Crossing Guards:	<u>\$ 60,808</u>

**Total:** **\$9,734,686**

**Revenue:**

Operations Ministry Allocation:	\$ 6,826,678
Info Technology Instructional:	\$ 420,310
Transportation Ministry Allocation:	\$ 1,037,528
Annual Facilities Grant:	\$ 1,438,191
Community Rentals and Leases:	\$ 266,047
Student Bus Fees:	\$ 250,000
Municipal Crossing Guard Share:	<u>\$ 25,174</u>

**Total:** **\$ 10,263,928**

**Net Function 5 and 7 Contribution to Other Budget Areas: \$ 529,242.**

**Shared Information:**

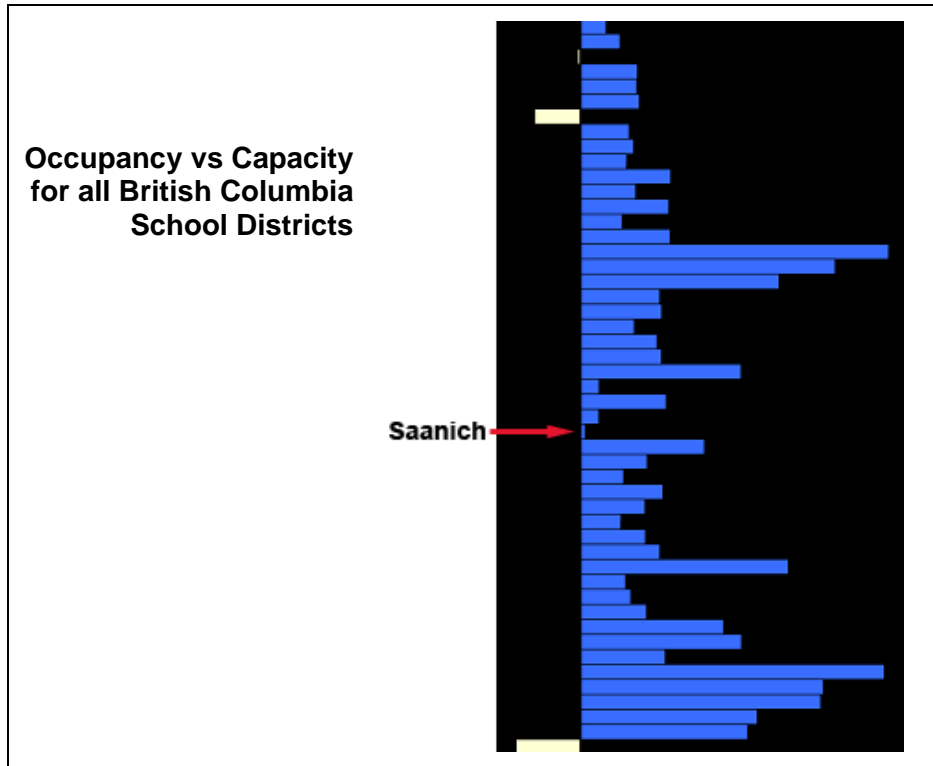
**District Context:**

- ❖ Terms of Reference, Budget Process, Technical Review and Context:
  - What does government funding buy and how are services supplemented from local revenues?
  - Main components of service delivery for each program, expenditures, and service gaps.
  - Constraints of government legislation or regulations, collective agreement requirements, comparisons to Provincial or other like-sized school district funding allocations.
  - Enrolment trends, revenues, staffing comparisons to scope of work.
- ❖ Ten-Year Funding Context:
  - Education delivery costs have increased over the past ten years by 65% primarily because of provincial labour settlements; however, government revenue or reductions due to enrolment decline have only amounted to 40% in this same period. The District has been required to reduce expenditures a further 15%, or \$13.67M, to address this gap. This gap is expected to continue to widen as enrolment declines a further 200 students each year up to 2013. From 2002 to 2013, the school District enrolment will have declined by nearly 31%.
- ❖ To address our shortfall of \$13.67M the District has closed 5 schools to save \$1.9M, increased local revenues by \$2.6M, reduced programs or services by \$7.3M, used reserves of \$1.6M, and reduced services to students to address the structural shortfall of \$3.3M

**Facilities Context:**

- ❖ Maintenance and Grounds manage 15 operating schools (875,000 sq ft/170 acres) with a current average age of 29 years, in addition to three closed facilities (137,000 sq ft/15 ac) with an average age of 42 years.
- ❖ Saanich has the most efficient student occupancy versus available capacity in the Province at 100 percent.

March 1, 2011



- ❖ Facilities and Operations staffing per unit area is equivalent to the Provincial Districts' average of 13,500 sq ft and compares to other like-sized districts of Campbell River, Cowichan, Mission, North Okanagan and Sooke. The Saanich Operations budget is approximately \$1.2M less than the Provincial average, which may be because of a lower average wage rate. Wages comprise approximately 67 percent of operations expenditures, followed by utilities at 21 percent. Supplies comprise only 10 percent of the budget.
- ❖ Material and contract budgets have remained level since 2004, in contrast to Statistics Canada wholesale services and materials price index increasing by 73 percent from 2004 through 2007.

Costs per Square Foot/Acre per Annum	
➤ Building Labour	\$ 4.30/ft <sup>2</sup> operating area ≈ \$3,700 / classroom
❖ Custodial	
❖ Maintenance	
❖ Administration	
❖ Community Use	
➤ Grounds Labour	\$ 2,500/football field or \$1,700 / acre
❖ Parking Lots	
❖ Snow Removal	
❖ Field and Irrigation	
➤ Maintenance Materials	\$ 0.22/ft <sup>2</sup>
➤ Grounds Materials	\$ 1,050/football field or \$700 / acre
➤ Custodial Equip and Mat'l	\$ 0.37/ft <sup>2</sup>

**March 1, 2011**

- ❖ Custodial staffing allocation is regulated by the CUPE Collective Agreement at a District average of 22,090 square feet per FTE. The present District average is staffed at this formula maximum. Two positions are shared between Grounds and Custodial departments in considering the peak work demands for both departments.
- ❖ Custodial staffing is required in summer in support of completing extensive facility renovations since 2002, as well as addressing increased hard surface floor care requirements as carpeting is eliminated from schools. Mechanization has been implemented to improve custodial efficiency and new floor care materials.
- ❖ The District is a member of the BC Hydro Power Smart Alliance with funding support for an energy manager. The District has cumulatively saved 3M eKwh of natural gas and electrical energy since 2007 through conservation initiatives, school closures, high-efficiency equipment installations etc. BC Hydro rates are projected to increase 30% by 2013/14, more than eliminating the financial benefit through these previous energy conservation efforts. Future energy conservation programs will result only in cost-avoidance. Carbon offset payments have added \$40,000 to District costs in 2010 to conform to the Greenhouse Gas Reduction Targets Act.
- ❖ The facilities program has been reliant on Provincial capital grants in replacing Royal Oak MS, North Saanich MS, and KELSET Elementary, as well as seismic or building envelope upgrades to Stelly's and Claremont Secondary Schools. This capital program has offset deferred maintenance at these facilities and allowed the remaining annual facilities grant to be distributed to other priority areas. There is an estimated \$1.2M annual deferred maintenance deficit in comparison to industry expenditure norms. Major building component replacements have expected economic lives from 15 to 40 years with potential replacement costs of \$100M. The only means to support these liabilities is through the annual facilities grant or major capital plan programs. The annual facility grant was cancelled one year and has remained at \$1.4M over the last ten years, despite cost escalation over the decade.

**Component Replacement Facility Value**

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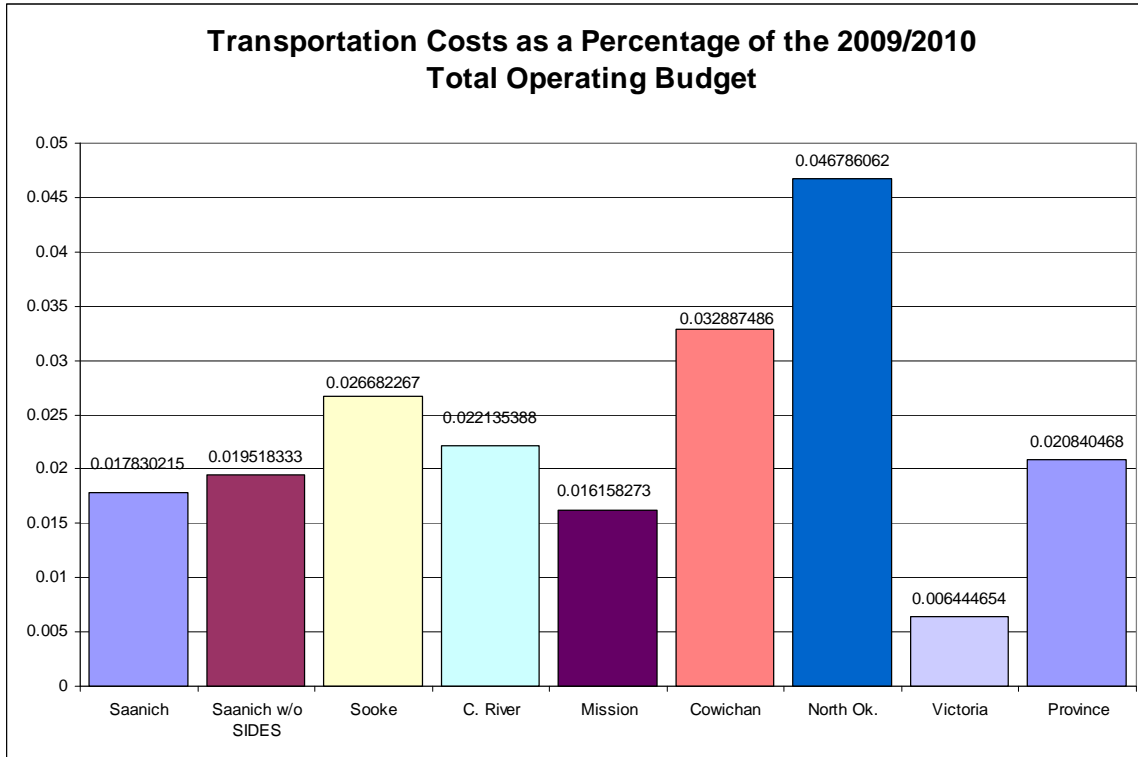
❖ Roofing	\$14.0 Million
❖ Boiler and Mechanical Systems	\$50.0 Million
❖ Electrical Systems & Distribution	\$20.0 Million
❖ Painting and Finishes	\$ 2.8 Million

**Expected Economic Life**

❖ Roofs	22 to 27 years
❖ Rooftop Mechanical Units	18 to 20 years
❖ Boilers	30 to 40 years
❖ Electrical Systems	25 to 30 years
❖ Painting and Finishes	7 to 10 years

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*Student Transportation Context:*



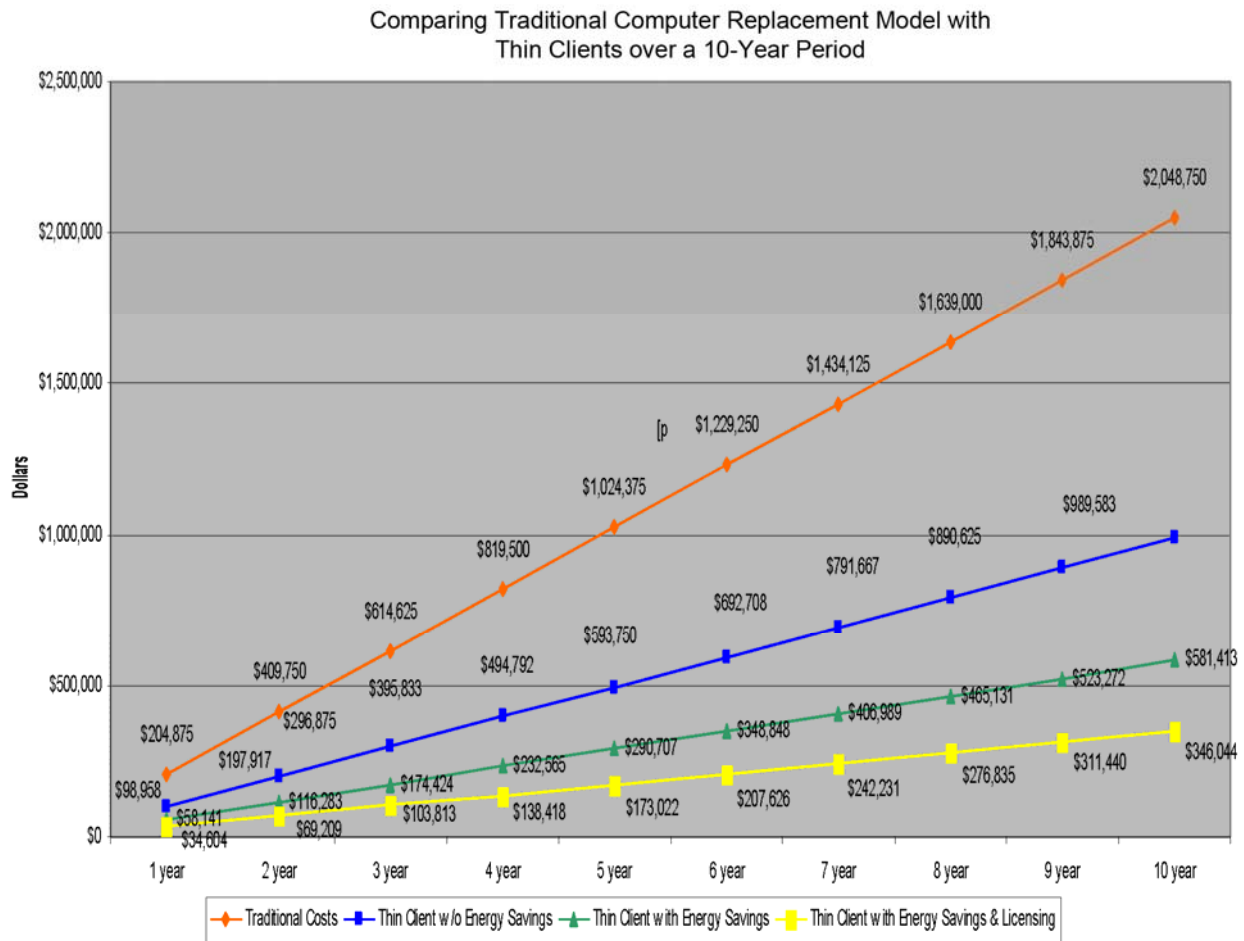
Twenty-one bus routes are operated to serve 1700 registered riders. 80 percent of the budget is spent on 16 regular bus routes serving 1650 riders and 20 percent supports special student services routes. Transportation assistance has been discontinued in a previous budget and all special education requirements are supported through the transportation routes, regardless of length or time requirements. There are 635,000 student-trips per year throughout the entire system and over 480,000 kilometers.

- ❖ 69 percent of the transportation budget is comprised of salaries, with 24 percent for fuel and repairs. Consumer price escalation of fuel and vehicle repair costs has been 30% over the past three years, while the budgets have only been adjusted marginally.
- ❖ Transportation costs are 1.7 percent of the total Operating budget which compares to the Provincial average of 2 percent. Provincial transportation funding has been frozen since 2003.
- ❖ Through conservative route management, a global positioning system and declining enrolment, the Transportation budget is managed within that 2003 Provincial budget allocation. Revenue in previous years of up to \$250,000 through student bus fees has contributed to programs in the classroom.
- ❖ Buses and diesel vehicles are all fuelled with biodiesel to reduce carbon tax and offset costs while contributing to the District environmental commitments.
- ❖ The operating vehicle fleet is aging, with several vans 18 to 20 years old. A replacement plan is required to prevent failure and breakdown.



**Information Technology Context:**

- ❖ A comprehensive District technology plan has been implemented for 2009 to 2011 to upgrade infrastructure, administrative operations, communications, technology in education, developmental training, security and risk management.
- ❖ A key element of this technology infrastructure plan is the implementation of a ‘thin-client’ architecture to greatly reduce equipment maintenance, more support and development, managed electrical utility costs, and reducing software licensing costs through use of ‘open-source’ software.
- ❖ Infrastructure work will be complete by Summer 2011.



- ❖ Student information portal and BCeSIS is in progress.
- ❖ The comparative 10-year traditional technology upgrade model with the ‘thin-client’, managed energy and licensing cost reductions will cost the district less by an estimated \$1.65M than the traditional computer model. The \$2.04M Technology Plan, funded through a surplus land sale
- ❖ 41 percent of the Technology budget is comprised of salaries, with 23 percent for implementation costs of the Provincial BCeSIS data program. The remaining 36 percent is comprised of network infrastructure, equipment or data support, software, hardware, supplies and services.

March 1, 2011

- ❖ Central Information Technology staffing is:
  - 1 FTE Director
  - 4 FTE System/Programmer Analysts
  - 1 FTE Help Desk
  - 1 FTE Data Coordinator
- ❖ 6 FTE Secondary and Middle School Technicians
- ❖ South Island Distance Education staffing is (Separately Funded and Stand-Alone):
  - 3 Support Technicians
  - 3 Graphic Designers
  - 2 Programmer Analysts
- ❖ The Technology Plan is adapting from repair of equipment breakdown to a programmer development with an assistive/educational basis. The skills or job requirements of technology positions have had to change.
- ❖ The district will be able to reconsider resource spending; for example transfer school resource expenditures from hardcover textbooks to electronic book/ readers, with term or open-source licenses for the classroom resources. This allows for greater adaptation as information or curriculum advances.

**Analysis:**

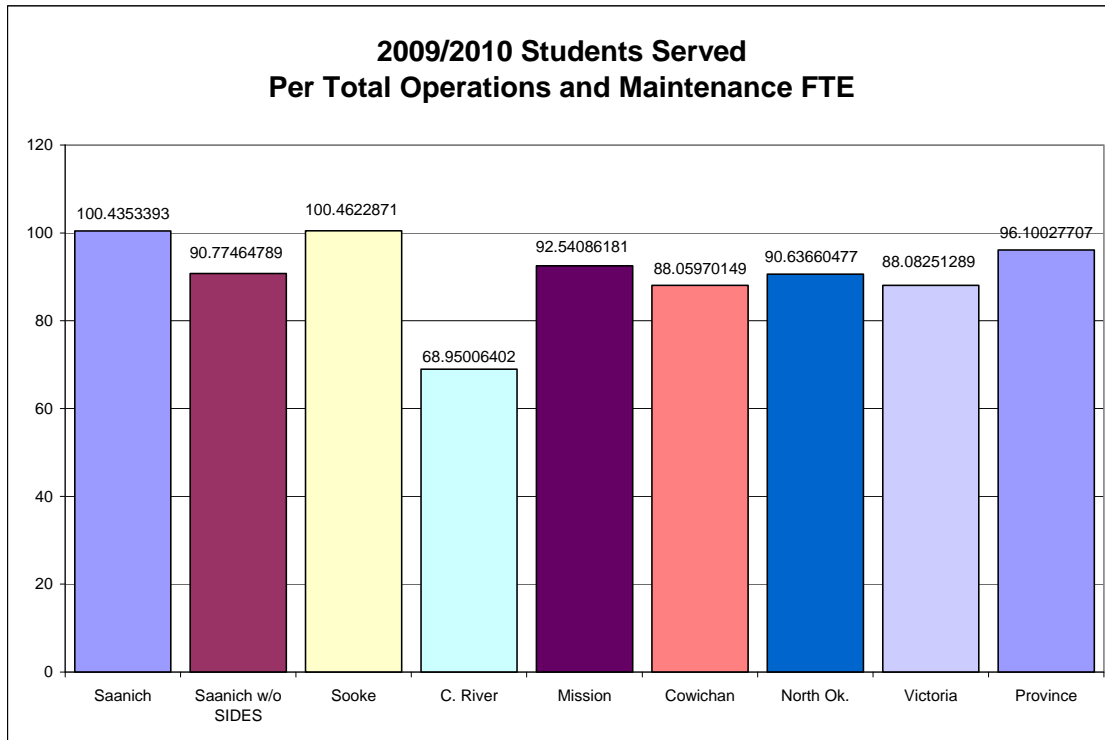
- ❖ Replacement staff costs were a point for discussion. Absence rates globally for Teachers is 4.56% in 2008/09 and 4.56% in 2009/10, while CUPE all-reasons absence rates are 9.4% in 2008 and 10.33% in 2009/10. When replacement costs are considered for sick leave only, the absentee rates decline for Teachers to 3.75% from 2008 to 2010, while CUPE sick leave rates are 4.85% in 2008/09 and 5.76% in 2009/10. These absence rates are not unusual when compared to Statistics Canada. Custodial replacement costs have been reduced marginally through 2008 to 2010 from \$270,000 to \$260,000. Education Assistant replacement costs have been climbing steadily at a much higher rate. Considerable attention has been made of replacement costs for custodians in the past two years. Rates are in decline, but minimally. The issue is not primarily sick leave, but other CUPE contractual absence categories such as vacation coverage when staff takes vacation when school is in session.
- ❖ Loss of Core funding for Operations and Maintenance for each 100 students amounts to \$90,000; however, the District school capacities are already at 100 percent resulting from school closures and implementation of full-day kindergarten. Costs cannot be reduced because cleaning areas, energy-use, or general maintenance must continue.
- ❖ Other school districts have altered the extent of custodial services to reduce staffing requirements; however, the Collective Agreement stipulates a formula maximum of 22,090 square feet per FTE. Regardless, the ratio of Operations and Maintenance staff (excluding SIDES) is 91 students per FTE, which is in the same band as Central Okanagan, Mission, Cowichan and Victoria school districts; however, approximately 5 percent below the Provincial average of 96 students per FTE. The comparator of Victoria SD includes day-custodians at all schools.
- ❖ The first areas where surplus space may be reduced further are portable classrooms at selective schools at an estimated value of \$35,000. This might reduce operating area by seven portable classrooms or 623 sq M to offset increasing costs for five new full-day kindergarten classrooms and corridor spaces of 624 square meters. The opening of NSMS

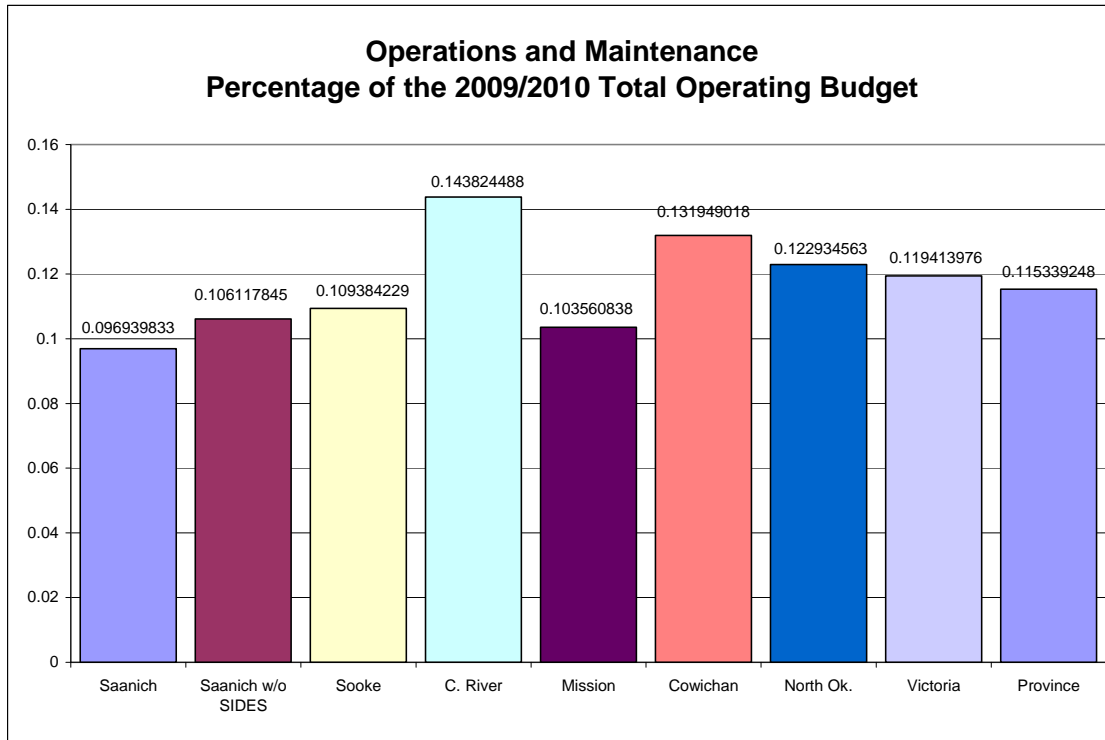
March 1, 2011

in 2012 will reduce the footprint operating area and provide funding from Panorama Recreation of \$44,000 annually.

- ❖ The implementation of a common technology platform and change to the key job responsibilities of technicians at the middle/secondary level along with possible greater integration with SIDES may have an opportunity for re-engineering the technology support structure.
- ❖ Special needs routes (5) serve relatively limited students (approximately 50) at a comparatively high cost (20 percent of Transportation budget) because of low ridership per bus and routes that provide door-to-door service. Potential more efficient or effective use of transportation assistance or other service may reduce the extent of these bus route requirements consistent with Board Policy.
- ❖ The Transportation budget has not altered appreciably since 2003. The Ministry of Education froze funding at that time; however, fuel costs have increased from 67 cents per litre to \$1.23 per litre now. Considerable reductions have occurred in bus routes or service levels through that time. Based on current annual fuel use of 203,500 litres, each cent fuel costs rise results in \$2,035 of cost pressure. Revenues from bus fees have not kept-pace with fuel cost increases.

**Comparison to Other Like-Size Districts:**





Note: SD 72 Campbell River receives \$403,000 revenue from North Island College for operating 7,192 sq meters of Timberline Secondary, which increases the budget/operating area. This equates to \$56.03 per sq. meter while SD 63 (Saanich) unit cost is \$55.71.

**Operations and Maintenance (Function 5)**

Saanich	FTE	Students per FTE	Dollars	% Spent
Exempt Staff	2.000	3462.563	208,422	3.14%
Operations	67.533	102.544	2,582,834	38.96%
Grounds	8.467	817.896	352,517	5.32%
Clerical	1.714	4040.330	40,170	0.61%
Substitutes			100,434	1.51%
<b>Total Salaries</b>	<b>79.714</b>		<b>3,284,377</b>	<b>49.54%</b>
Employee Benefits			831,581	12.54%
Supplies and Services			2,514,010	37.92%
<b>Total Annual Budget</b>			<b>6,629,968</b>	<b>100.00%</b>

Sooke	FTE	Students per FTE	Dollars	% Spent
Exempt Staff	3.500	2489.357	254,193	3.12%
Operations	72.400	120.342	3,343,522	41.09%
Grounds	8.060	1080.986	391,168	4.81%
Clerical	1.000	8712.750	47,861	0.59%
Substitutes			182,000	2.24%
<b>Total Salaries</b>	<b>84.960</b>		<b>4,218,744</b>	<b>51.84%</b>
Employee Benefits			976,920	12.01%
Supplies and Services			2,941,668	36.15%
<b>Total Annual Budget</b>			<b>8,137,332</b>	<b>100.00%</b>

March 1, 2011

**Research Reviewed:**

- ❖ Comparison of District Staffing, maintained areas, grounds and Budget/Expenditure summaries
- ❖ Audited Financial Statements of comparable school districts
- ❖ Audited School District No. 63 (Saanich) Financial Statements of Revenue and Expenditures
- ❖ Absence Management Reports
- ❖ Statistics Canada Absence Rates by Industry

**Rising trend in part-week absences during past decade**

The weekly number of employees failing to report for work because of an illness or disability has increased steadily over the past 10 years—from 431,000 in 1997 to 758,000 in 2006. Controlling for employment growth does not change the picture; the incidence rose consistently, climbing from 3.8% in 1997 to 5.4% in 2006. Contributing factors include the aging of the workforce and improvements in sick-leave entitlements.<sup>3</sup> (Statistics Canada)

March 1, 2011

Work Absence Rates – 2009

**Table 2-1**  
**Absence rates for full-time employees by industry, sector and sex — Both sexes, 2009 <sup>1</sup>**

	Incidence			Inactivity rate			Days lost per worker in year		
	Total	Illness or disability	Personal or family responsibilities	Total	Illness or disability	Personal or family responsibilities	Total	Illness or disability	Personal or family responsibilities
	percent						days		
<b>Public sector <sup>2</sup></b>	<b>10.1</b>	<b>7.6</b>	<b>2.5</b>	<b>5.1</b>	<b>4.1</b>	<b>0.9</b>	<b>12.6</b>	<b>10.3</b>	<b>2.3</b>
<b>Private sector <sup>3</sup></b>	<b>7.5</b>	<b>5.3</b>	<b>2.3</b>	<b>3.6</b>	<b>2.8</b>	<b>0.8</b>	<b>8.9</b>	<b>7.0</b>	<b>2.0</b>
<b>Goods-producing industries</b>	<b>7.5</b>	<b>5.1</b>	<b>2.4</b>	<b>3.7</b>	<b>2.9</b>	<b>0.8</b>	<b>9.3</b>	<b>7.2</b>	<b>2.1</b>
Primary	5.4	3.6	1.8	2.6	1.9	0.7	6.5	4.8	1.7
Agriculture	6.1	3.5	2.6	2.7	1.8	0.9	6.8	4.6	2.2
Other primary industries	5.1	3.6	1.5	2.6	1.9	0.6	6.4	4.8	1.6
Utilities	8.0	5.7	2.3	3.9	3.2	0.7	9.7	7.9	1.8
Construction	7.0	4.6	2.4	3.5	2.6	0.8	8.7	6.6	2.0
Manufacturing	8.1	5.6	2.5	4.1	3.2	0.9	10.2	8.0	2.3
Durable goods <sup>4</sup>	8.1	5.4	2.7	4.0	3.0	1.0	9.9	7.4	2.4
Non-Durable goods <sup>5</sup>	8.1	5.8	2.3	4.3	3.5	0.8	10.7	8.7	2.0
<b>Service-producing</b>	<b>8.4</b>	<b>6.1</b>	<b>2.3</b>	<b>4.0</b>	<b>3.2</b>	<b>0.8</b>	<b>10.0</b>	<b>8.0</b>	<b>2.0</b>
Trade	7.4	5.2	2.2	3.4	2.6	0.7	8.4	6.6	1.8
Wholesale trade	7.3	4.8	2.5	2.9	2.2	0.7	7.4	5.6	1.8
Retail trade	7.4	5.4	2.0	3.6	2.8	0.7	8.9	7.1	1.8
Transportation and warehousing	8.5	6.3	2.2	5.2	4.2	1.0	13.0	10.6	2.4
Finance, insurance, real estate and leasing	7.1	5.0	2.2	3.2	2.5	0.7	7.9	6.2	1.7
Finance and insurance	7.4	5.1	2.3	3.3	2.6	0.7	8.3	6.5	1.8
Real estate and leasing	6.0	4.3	1.8	2.6	2.0	0.6	6.6	5.1	1.5
Professional, scientific and technical services	7.4	4.7	2.7	2.7	1.9	0.8	6.7	4.7	2.0
Business, building and other support services	8.9	6.7	2.2	4.2	3.4	0.8	10.5	8.4	2.1
Educational services	8.9	6.5	2.4	4.0	3.2	0.9	10.1	7.9	2.1
Health care and social assistance	10.5	8.3	2.2	5.6	4.8	0.8	14.1	12.1	2.0
Information, culture and recreation	7.5	5.6	1.9	3.7	3.0	0.7	9.2	7.4	1.8
Accommodation and food services	6.6	4.7	1.9	3.2	2.6	0.7	8.1	6.4	1.7
Other services	7.1	4.8	2.3	3.0	2.2	0.8	7.6	5.5	2.1
Public administration	10.8	7.7	3.1	5.0	3.9	1.1	12.5	9.8	2.7
Federal administration	13.6	9.0	4.6	5.8	4.2	1.6	14.6	10.5	4.0
Provincial administration	9.6	7.6	2.1	4.7	4.1	0.7	11.9	10.1	1.7
Local and other administration	8.2	6.1	2.1	4.2	3.4	0.7	10.4	8.6	1.8

1. Excluding maternity leave. However, men using paid paternity (in Quebec only) and parental leave are currently included in the calculation, but in the near future men on parental leave will be excluded, as are women on maternity leave.
2. Public sector employees are those working for government departments or agencies, crown corporations, or publicly funded schools, hospitals or other institutions.
3. Private sector employees are all other wage and salary earners. Those who work as employees of a private firm or business.
4. Durable goods include: wood, non-metallic mineral, primary metal, fabricated metal, machinery, computer and electronic, electric equipment, transportation equipment and furniture.
5. Non durable goods include: food, beverages and tobacco, textiles and textile products, clothing, leather and allied, paper, printing, petroleum and coal, chemicals, plastics and rubber and miscellaneous.

Statistics Canada – Catalogue no. 71-211-X 1

March 1, 2011

**Considerations and Relationship to other Program Areas:**

Compliance with Legislation and Policy

- ❖ Increasing regulations for facilities or grounds maintenance matters relate to Provincial or Capital Regional District environmental requirements, risk management, BC Building Code revisions and local municipal authorities' transfer of liability to registered professionals along with WorkSafeBC requirements addressing indoor air quality, asbestos or hazardous material management programs, worker orientation and other general safety inspection programs.
- ❖ Regulations relating to Transportation relate to the Motor Vehicle Act, Commercial Vehicle Inspection Regulations and the National Safety Act.
- ❖ The Collective Agreement between the Board and CUPE Local 441 addresses working conditions, workload formulas and other labour-management requirements.

March 1, 2011

## Transportation Policy; Special Education Bus Transportation

Where possible, special routes will be established to transport students with special needs. The Student Services Department will determine the need for student transportation and where needed and if no bus route is available, transportation assistance or other service will be provided. Requirements for bus drivers are as set out in Appendix B of the Collective Agreement with CUPE Local 441. Students on these routes will be subject to the annual user fee associated with regular transportation service.

## Effect on Student Achievement

All programs support student achievement through their provision of effective, safe, healthy, and well-maintained facilities, grounds or student transportation systems.

## Relationship to other program areas

With the implementation of the District Technology Plan, technicians at the school can change from supporting hardware to supporting students and software. The current spending for these positions on an annual basis is \$251,772. There may be a different management or service approach that should be referred to the Regular Instruction as well as the Distributed Learning Program Working Groups to determine if further effectiveness and efficiencies could be accomplished through a shared-service model. Implementation of the Technology Plan should include training programs to integrate the new tools into classrooms to ensure that all staff has the capability to maximize the use and opportunities for educational materials to be relevant.

The option for more curriculum resources or textbook materials migrating to use of electronic book readers should be referred to the Instruction and Curriculum Working Group as well as the Information Technology Department for more evaluation for cost-benefit and potential open-source resources.

## Efficiencies that can be implemented

Stakeholders were impressed and not surprised by the level of talent, dedication, knowledge and teamwork represented by the staff of the facilities and transportation departments. There is significant evidence of increasing efficiency and productivity already implemented throughout the operation.

### *Findings for Improved Effectiveness and Efficiency, some of which may require further investigation or discussion with partner groups:*

- ❖ Engaging with custodial staff to improve school pride and problem-solving for energy efficiency, waste management, training opportunities or improved management of lost-time costs, new equipment and cleaning techniques to reduce fatigue or workplace injuries.
- ❖ Adoption of alternate approaches to 'operational requirements' under the Collective Agreement with CUPE 441 to reduce absences requiring replacement staff for reasons other than illness; i.e. union business, joint meetings or vacation leave and to redirect these scheduled absences to times when schools are not operational; i.e. professional development days, spring, summer and winter breaks.



March 1, 2011

- ❖ Engaging students at all levels to improve respect for school environments, particularly to cleanliness and personal responsibility.
- ❖ Increasing emphasis on cultural change at the school level for energy conservation to meet the Board's ten-year total energy reduction goals, in order to mitigate energy cost increases.
- ❖ Review of Waste Management actual garbage collection/billing schedules in relationship to expected reductions resulting from increased enhanced recycling program. The enhanced recycle program may not have reduced garbage collection schedules as expected or additional reductions may be available. Bayside MS and Lochside Elem. actual bin volumes indicate potential pick-up reduction savings.
- ❖ Reduction of surplus space in portable classrooms as enrolment declines. There is an estimate of up to seven portable classrooms that may be surplus in 2011/12 to offset the increasing area through implementation of full-day kindergarten.
- ❖ Investigation of alternate transportation allowances or services that may allow full-service special education routes to be modified or more efficient in accordance with other options contained in Board Policy.
- ❖ Consideration for an increase to the sharing ratio by local municipalities towards the cost of crossing-guards, since this is not a requirement of the School Act, but a public safety responsibility of the communities served.

March 1, 2011

**Findings- Affordable Expenditure Plan Within Current Funding Levels:**

- ❖ Due to a wage disparity or other efficiencies, the cost of facility operations is equal to or less than comparative School Districts.
- ❖ The revenue and grants attributable to Facilities, Information Technology and Transportation contributes approximately \$530,000 to other Educational spending priorities.
- ❖ The percentage of the total District operating budget for facilities expenditures is 1.84% less than the Provincial average, which represents approximately \$1.2M. One means to support a lower service level is through deferring maintenance or annual capital renewal projects to remain within funding allocations, especially the annual facilities grant which has remained unchanged for nine years despite significant price inflation.
- ❖ The service level is adequate, but concerns were raised with respect to the cleanliness or health conditions of schools at the current service level, especially with the implementation of enhanced recycling programs. The current service level does not include funding to support snow clearing of school grounds. If significant snowfall occurs, emergent expenses must be allocated for up to \$30,000 for contracted heavy equipment services.
- ❖ Additional operating space through enrolment decline, immediately identifying portable classrooms, should be retired to offset increasing operating area because of additions for full-day kindergarten.
- ❖ The requirement of Vancouver Island Health Authority for differing standards for after-school program play structures poses a requirement that diverts current staff resources. Encourage daycare licenses to exclude play-structures from their operation or provide for a fee of \$50 per month per structure to defray increased labour costs. Alter policy to provide for parent advisory groups to deposit a maintenance/replacement fund for failed or unsafe parts as well as \$6,500 annual fall protection maintenance materials for play-structures.
- ❖ The implementation of the District Technology Plan along with several distributed repair service staff at schools or at SIDES could be evaluated by the Distributed Learning and Regular Instruction Working Groups to determine if a more effective service structure is opportune to support this change from technology maintenance/repair to programming support. The Technology Plan may also need to investigate the option of increased e-learning or e-book resources to replace hardcover textbooks.

March 1, 2011

**Findings-Gap**

- ❖ Two Carpentry staff members are funded through a temporary fund to complete non-structural seismic improvements to schools. Operating funding for 1.6 FTE is required to reallocate these staff into general trades maintenance duties.
- ❖ Future planned electrical rate increases of 30 percent up to 2013 are not sustainable as enrolment declines, since for each 100-student reduction, overall core funding is reduced by \$90,000. A 10 percent hydro rate increase will represent approximately \$50,000.
- ❖ Building material or vehicle repair costs have escalated on average 35% in recent years, while supply budgets have remained unchanged or have been reduced. Changes to annual facility grant payments limit the flexibility to offset escalation. Adjustment of supply accounts to recognize the construction or material price index increases could amount to \$300,000 to \$350,000 across all departments, depending on the commodity considered.
- ❖ The past ten years' facilities maintenance has relied upon capital programs and renewal of existing building systems or architectural elements. The effective average age of facilities through school closures and renewal has been reduced from 35 to 28 years. Future capital programs are not expected to continue at this same rate. Newer buildings have higher demand intensity for building occupant comfort and energy management. Existing building heating control systems installed in the 1990's are reaching technological obsolescence. A building technology renewal program is justified to replace software and hardware over a five to seven year plan at an initial budget of \$100,000 per annum.
- ❖ The vehicle fleet is aging with most vehicles from 12 to 18 years old, intensifying repair expenses. An increased vehicle replacement program is justified with a \$90,000 budget for three years.
- ❖ A more intensive indoor air quality program would include ventilation system cleaning. In past years, this has been included in each capital mechanical system upgrade. An indoor-air-quality maintenance program should be implemented through a \$70,000 budget.

***Information on findings where there was not consensus of the working group***

Limited discussion was held regarding the scope and change resulting from the technology plan implementation along with the potential options for alternate service structures or new requirements to support how teaching and professional development requirements will change.

The provision of e-books and resources replacement is an interesting suggestion that was beyond the scope of the working committee to provide advice. An update to the Technology Plan or referral to Regular Instruction Committee may assist with further consideration for this topic.