

## DELTA SCHOOL DISTRICT



# 2022/23 BUDGET

As at June 7, 2022

## THREE YEAR BUDGET AND FINANCIAL PLAN

School District #37, Delta  
4585 Harvest Drive,  
Delta, BC Canada, V4K  
5B4

**Email:**

[budget@deltaschools.ca](mailto:budget@deltaschools.ca)

**Phone:** 604.946.4101

## Contents

DISTRICT OVERVIEW .....	2
BOARD OF EDUCATION .....	2
<b>ROLES, RESPONSIBILITIES AND FINANCIAL GOVERNANCE</b> .....	3
VISION, MISSION & PURPOSE .....	3
<b>STRATEGIC PLAN 2021-24 - THE DISTRICT'S GUIDING PRINCIPLES:</b> .....	4
<b>THE DISTRICT'S GOALS</b> .....	5
STUDENT ACHIEVEMENTS .....	5
BUDGET DEVELOPMENT OVERVIEW .....	7
<b>SCHOOL DISTRICT BUDGET BACKGROUND</b> .....	7
<b>BUDGET DEVELOPMENT PROCESS, TIMELINE AND CONSULTATION</b> .....	7
<b>DISTRICT BUDGET GUIDELINES</b> .....	9
<b>TRUSTEE BUDGET PRIORITIES FOR 2022/23</b> .....	10
<b>2022/23 MINISTRY OPERATING GRANT ALLOCATION FORMULA</b> .....	11
<b>2022-2023 Budget</b> .....	13
<b>MINISTRY OF EDUCATION FUNDING ANNOUNCEMENT</b> .....	13
<b>THE 2022/23 BUDGET SHORTFALL COMPOSITION</b> .....	14
<b>CHANGE IN FINANCIAL CIRCUMSTANCES</b> .....	14
<b>2022/23 BUDGET BALANCING</b> .....	15
<b>COMMENTARY</b> .....	16
<b>MULTI-YEAR REPORTS</b> .....	17
<b>MULTI-YEAR STUDENT ENROLMENT AND ENROLMENT TRENDS</b> .....	17
<b>MULTI-YEAR OPERATING REVENUE</b> .....	19
<b>MULTI-YEAR OPERATING EXPENSES – STAFFING</b> .....	21
<b>MULTI-YEAR OPERATING EXPENSES – SUPPLIES &amp; SERVICES</b> .....	23
<b>MULTI-YEAR OPERATING REVENUES &amp; EXPENSE COMPARISON</b> .....	25
<b>MULTI-YEAR OPERATING SURPLUS/DEFICT AND ESTIMATED ACCUMULATED OPEPRATING SURPLUS     IMPACT (AFTER BALANCING 2022/23)</b> .....	25
SPECIAL PURPOSE FUND BUDGET .....	32
CAPITAL FUND BUDGET .....	35
ENGAGEMENT PROCESS SUMMARY .....	37
CONTACTING MANAGEMENT .....	41

# 2022-23 BUDGET REPORT & THREE-YEAR FINANCIAL PLAN

## SCHOOL DISTRICT NO. 37 (DELTA)

### DISTRICT OVERVIEW

The Delta School District (the “District”) aims to be an innovative, inclusive community where all learners belong, and everyone soars with more than 15,900 student FTEs and a headcount of approximately 2,260 staff. The District has 24 elementary schools and 7 secondary schools located in Ladner, Delta, and Tsawwassen.

Our schools and District offices are located on the traditional territories of the Tsawwassen and Musqueam First Nations. The District offers its respect to the Knowledge Keepers and all Indigenous Peoples who have been on these lands since time immemorial.

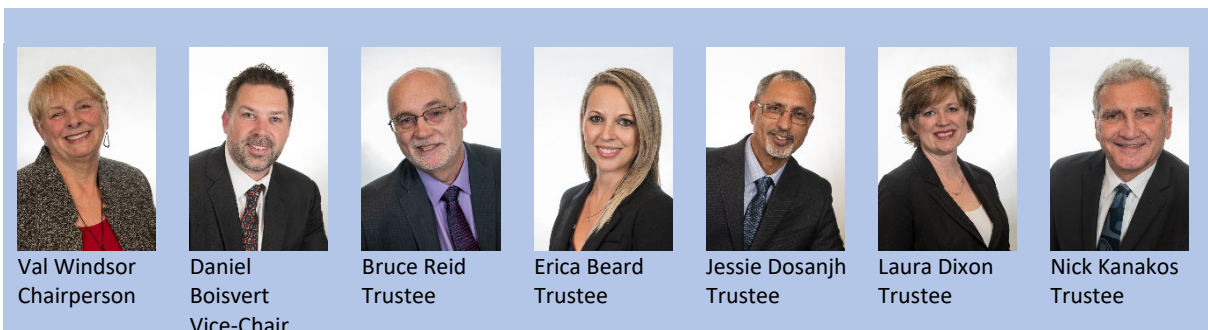
The District’s schools provide safe, culturally diverse, and nurturing learning environments. We offer a variety of quality programs to meet unique learning needs and we engage students in stimulating and relevant educational experiences. A dedication to social responsibility teaches our students to respect themselves, their environment and each other.

Ranking highly in student and parent satisfaction surveys, we constantly strive to build real value in education. Our graduation rates are among the highest in British Columbia and our students consistently rate near the top of the annual Foundation Skills Assessment tests. Our emphasis on achievement is reinforced every year with our annual Achievement Contract – ensuring key areas stay in focus and school resources are allocated for the maximum benefit of our students. All these accomplishments are due as much to the dedication and hard work of teachers and staff as they are to the commitment and support of parents and the broader learning community.

In the Delta School District, our entire community is working hard to become the best district we can be.

### BOARD OF EDUCATION

Elected trustees make up the composition of the Delta School District’s Board of Education. They represent the Delta communities of Ladner, North Delta and Tsawwassen and are elected every four years, on the same cycle as mayors and city councils. The primary role and responsibility of the Board of Education, through the trustees, is the governance of the District. The trustees are accountable to the Ministry of Education and Childcare (the “Ministry”) within the Provincial Government. There are currently seven elected trustees.



## ROLES, RESPONSIBILITIES AND FINANCIAL GOVERNANCE

District trustees perform a variety of important duties including establishing educational and administrative policies and regulations as well as overseeing the education, operational, financial, and ministerial requirements of the District. Additionally, trustees advocate for enhanced government funding for the educational, operational, and capital needs of the District. The Board of Education, through its trustees, guides the work of the Superintendent of Schools and the members of the administrative staff who provide the day-to-day leadership and management of the District.

The Board and its trustees are committed to transparency and have adopted the Ministry's financial governance requirements. These requirements include the development of an annual budget which is guided by the District's vision and includes a consultative budget engagement process. The Board and trustees are also committed to a thoughtful and student-centred approach to balancing the budget each year.

## VISION, MISSION & PURPOSE

Vision 2030 builds on the successes of our Bold Vision for 2020 which has served the District well over recent years. The District looks forward to Vision 2030 being our guiding North Star for the next decade as it supports Delta's students present and future. [Click here](#) to learn how the Vision was developed.

**Vision Statement** – The Delta School District is an innovative, inclusive community where all learners belong, and everyone soars.

**Mission Statement** – The Delta School District's mission is to inspire and nurture thriving future-ready learners.

**Our Values** – Compassion, Responsibility, Integrity, Creativity, Diversity, Resilience.





## STRATEGIC PLAN 2021-24 - THE DISTRICT'S GUIDING PRINCIPLES:

As we strive to achieve our bold vision, our work will be grounded in compassion and the following six principles will be deeply embedded in each of our goal areas:

### CORE COMPETENCIES

#### Thinking, Communication, Personal and Social

We will support students in their growth as educated global citizens by helping them achieve proficiency in the intellectual, personal, social, and emotional knowledge, skills and processes associated with the three core competencies. We will seek to ensure that all Delta students have the opportunities required to reach their full potential.

### UNIVERSAL AND INCLUSIVE APPROACHES/PRACTICES

We will account for the uniqueness and variability in learners when designing and delivering education to help make space for a strength-based, innovative, and individualized approach, and reduce the need for specific accommodations for students with disabilities and/or diverse abilities.

### EQUITY

A commitment to equitable outcomes requires that we recognize and respond to differences in strengths and needs. We will seek to ensure that all Delta students have the opportunities required to reach their full potential.

### INDIGENOUS WORLDVIEWS AND KNOWLEDGE

We will seek a deeper understanding and appreciation of the Indigenous histories, cultures and Principles of Learning through our learning and working practices. We will foster stronger relationships with local First Nation Communities through collaboration and consultation. We will implement the Truth and Reconciliation Commission calls to action related to education.

### WELL-BEING AND CONNECTEDNESS

We know that the well-being of staff has a direct impact on student well-being, which is directly correlated to their learning (E. Oberle, K. Schonert-Reichl, 2016). As such, we will prioritize social, emotional and physical well-being and a sense of belonging for all students and staff, with a particular focus on mental wellness.

### DIVERSITY

Diversity is a defining aspect of the Delta School District. We recognize the need for continued learning and engagement in this regard and will actively respect, appreciate, embrace, and learn from the valuable diversity within our District.

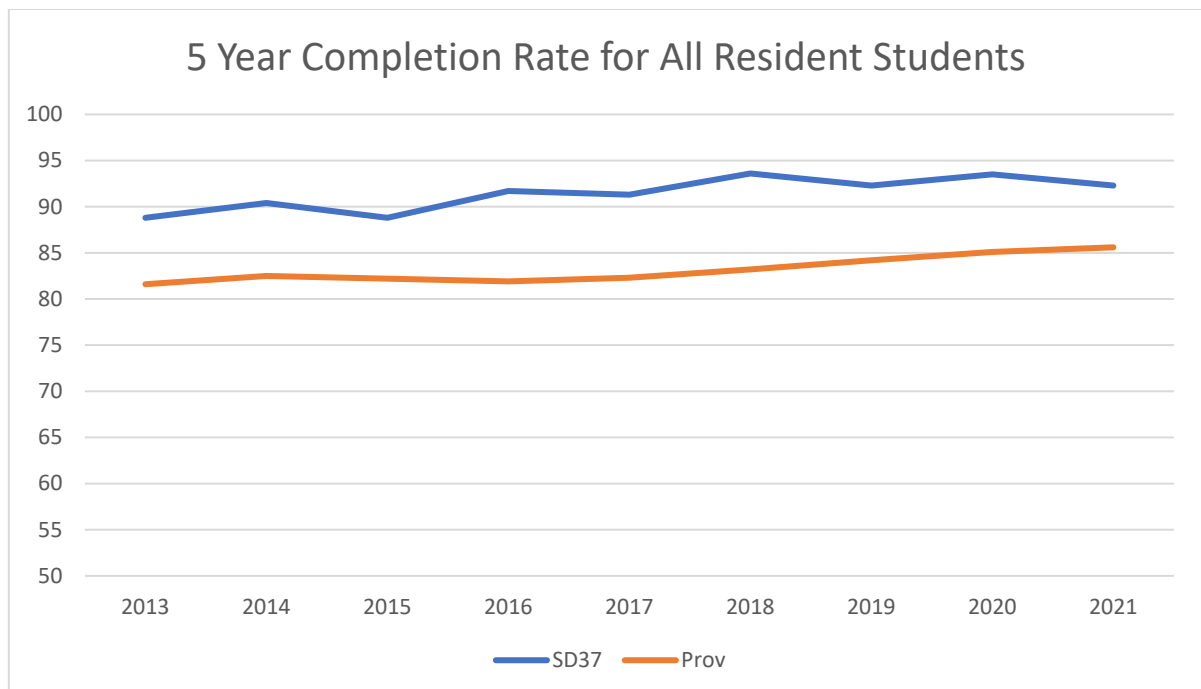
## THE DISTRICT'S GOALS

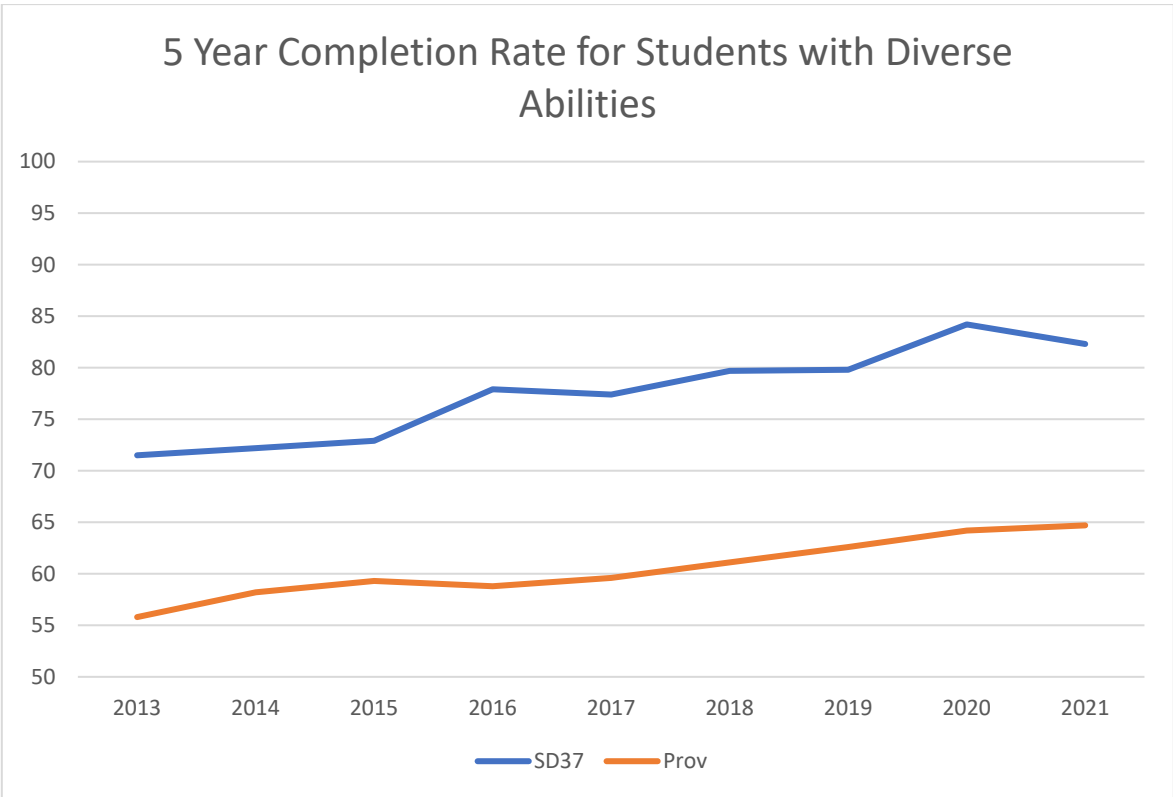
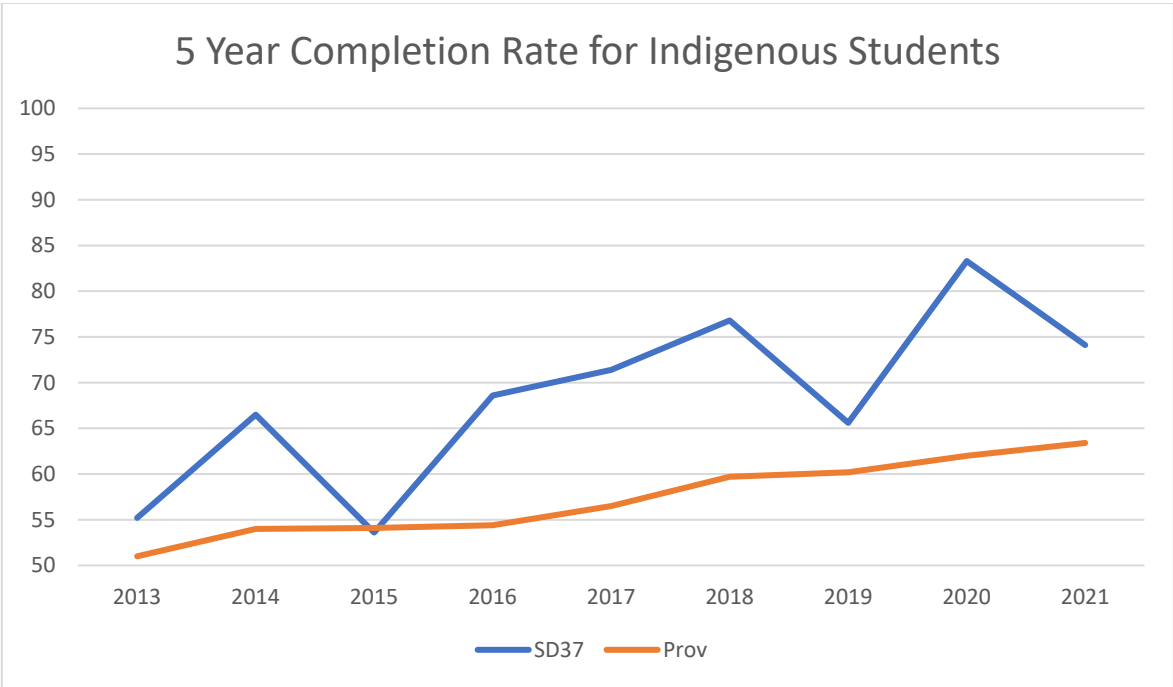
Our Strategic Plan sets out five goals that will guide our actions over the next three years and drive progress towards achieving our Vision 2030.

- 1.0 **Graduation for All** → All Delta students will graduate with dignity, purpose, and options, and will leave school more confident and curious than when they entered.
- 2.0 **Powerful and Inspiring Learning Environments** → Learning in Delta will provide all students with opportunities and experiences to thrive and flourish.
- 3.0 **Strong Foundation in Literacy and Numeracy** → All Delta students will have the literacy and numeracy knowledge and skills to thrive in a global society.
- 4.0 **Engaged, Empowered and Healthy Workforce** → Nurturing our workforce will enable employees to thrive and reach their highest potential, which in turn will ensure our students receive the best education possible.
- 5.0 **Strong Governance and Stewardship of Resources** → Maximizing the availability of the District's resources to support the delivery of our strategic goals and ensure long-term sustainability.

## STUDENT ACHIEVEMENTS

The Delta School District continues to have completion rates well above the provincial average as shown in the 5-year completion graphs for all students, Indigenous students and students with diverse abilities, as shown below.





# BUDGET DEVELOPMENT OVERVIEW

## SCHOOL DISTRICT BUDGET BACKGROUND

A balanced budget is a stipulation of the *School Act* (Section 113). The District's budget is prepared in accordance with Public Sector Accounting Standards (PSAB), Section 23.1 of the Provincial *Budget Transparency Act* and with Regulations 257/2010 and 198/2011 issued by the Province of BC Treasury Board.

School districts in BC must submit a balanced budget to the Ministry by June 30 each year. The District starts its budget process in November and completes the process around the end of April with the Board's approval of the Preliminary budget. This April Board approval date allows for adherence to the 60-day notification requirement for staffing related to layoff notification as outlined in the Collective Agreement(s).

Budgets of School Districts in BC are reported as a consolidation of three separate funds: operating fund, special purpose fund and capital fund.

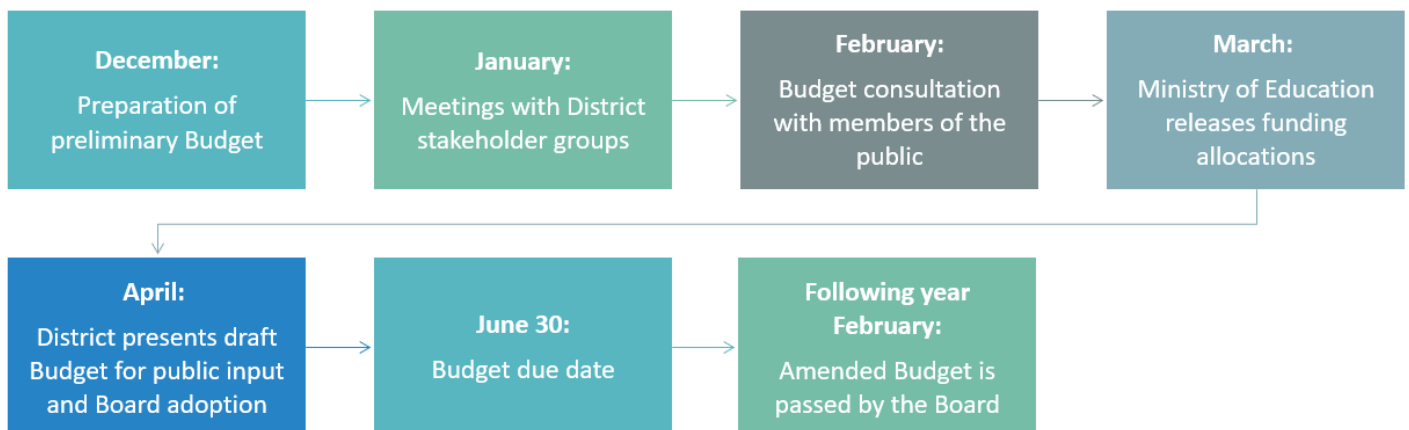
The Operating fund budget contains the revenues and expenses for the day-to-day operation of the District. Ministry grants and other revenues, including International Student program fees, largely form the revenues for this fund. Expenses include costs for instructional programs, school and district administration, facilities operations, maintenance, and transportation.

Special Purpose fund(s) contains "restricted contributions" where the term "restricted contributions" is defined as legislative or contractual stipulations, or restrictions, as to the use of funds. Ministry funds including the Annual Facilities Grant (AFG) and Class-size Enhancement Fund (CEF), together with other funds, including School Generated Funds (SGF) and scholarships, are reported in this fund.

The Capital Fund budget for the District primarily comprises building renewal and playground replacement projects funded from externally restricted capital revenues (mainly from the Ministry). Projects funded from operating or special purpose funds are largely for smaller building projects, technology and equipment replacement, and playground restorations.

## BUDGET DEVELOPMENT PROCESS, TIMELINE AND CONSULTATION

The District's budget process starts in the year prior to when the budget will take effect. The process itself takes place over several months, as follows:





- **In December**  
The finance team prepares a **preliminary budget** based on known cost factors and changes from the prior year. Ministry operating grant funding is estimated at this stage. Department budgets are reviewed for strategic alignment, budget year opportunities and challenges. The preliminary budget is based on the Board approved current year Annual Budget, **which is adjusted for the following:**
  - Forecasted enrolment changes
  - Projected Ministry operating grant funding based on the forecasted enrolment changes
  - Projected revenue sources (e.g., international tuition revenue, rental revenues, investment income)
  - Contractual and statutory requirement-based changes to employee salaries and benefits
  - Contractual rate and cost changes to services, supplies and utilities
  - Projected changes to staffing due to forecasted enrolment or revenues
  - Adjustments for one-time revenue or expenses included in the prior year budget
- **In January**  
The Budget development process begins through a series of **meetings with the District's stakeholder groups**. Budget assumptions are made, and specific priority areas are identified.
- **In February**  
The District holds **budget consultation meetings to enable the public** to provide input on their priorities.
- **In March**  
Budget information is further refined after the **Ministry releases funding allocations** for the next school year. This is when the actual budget balance is known, and final balancing recommendations can be prepared.
- **In April**  
The District presents a **draft preliminary budget for the Delta Board of Education and public to consider**. The budget may change as the Board directs. The **Board will adopt a balanced budget** for the upcoming school year, typically near the end of April, which is **due to be submitted to the Ministry by June 30**.
- **Finally**, as the next school year progresses, the Original Budget is monitored and adjusted, and an **Amended Budget** is passed by the Board **at the end of February**.

An important aspect of the budget process is consultation and engagement with our District Partner groups and the community. Below is a calendar of the public Board meeting and Partner Groups meetings related to the 2022/23 budget development process:

Meeting Type	Date
<b>Public Board Meeting</b> - Review budget development process	January 11, 2022
<b>Public Board Meeting</b> - Partner input into the budget from CUPE Local 1091 and Delta Teacher's Association	February 22, 2022
<b>Public Webinar</b> on budget process	February 23, 2022
Budget <b>Engagement Meeting</b> with CUPE Local 1091	February 28, 2022
Budget 2022/23 <b>engagement meeting</b> with Delta Teachers' Association	March 1, 2022
Budget <b>Engagement Meeting</b> with Delta Principals & Vice Principals Association	March 3, 2022
Budget <b>Engagement Meeting</b> with First Nations	March 8, 2022
Public Board <b>Engagement Session</b>	March 8, 2022
<b>Public Release of Budget Recommendations</b>	April 28, 2022
<b>Special Public Board Meeting</b> Board receives delegates regarding budget recommendations	May 3, 2022
<b>Public Board Meeting</b> - Presentation of Reserves - Adoption of the budget bylaw	May 10, 2022
<b>Public Board Meeting</b> - Approve budget with Reserve allocations - Receive 3-Year Budget Report	June 7, 2022

## DISTRICT BUDGET GUIDELINES

The District has established budget guidelines for preparing the Annual and Amended Budgets to ensure:

- The **preparation of a balanced budget** for recommendation to the Board in accordance with *School Act* requirements
- **Consistency** in preliminary budget preparation by Financial Services
- Expected revenues and costs reflect the **most up-to-date knowledge** of enrolment estimates, contractual obligations, and effective rates
- Calculations are prepared based on **applicable financial standards, principles, and practices**
- **Newly added services** are added **based on an** approved budget change proposal (**business case**)
- Budget changes are recommended by a **committee of staff representing all areas of the district**
- **Budget changes are strategically aligned and** made by Board approval.

## TRUSTEE BUDGET PRIORITIES FOR 2022/23

As the Board transitioned into the 2022-23 Budget process, trustees revised their key priorities in alignment with the District's new Vision 2030 and 2021-2024 Strategic Plan.

Trustees wish to acknowledge the important work that lies ahead as the District embarks on its mission to *inspire and nurture thriving, future-ready learners*, and takes steps to achieve its Vision 2030 to become *an innovative, inclusive community where all learners belong, and everyone soars*.

- A key priority of trustees is to continue the long-term plan for **improving literacy and numeracy rates with Indigenous students**, particularly at the Grades 1–4 levels. Trustees recognize that additional and continued efforts are critical to responding to differences in strengths and needs, and achieving equity for young Indigenous learners, in particular to ensure they develop the literacy and numeracy skills required to graduate with dignity, purpose, and options, and leave school more confident and curious than when they first entered.
- Trustees wish to maintain **Coordinators of Inquiry, collaboration time and other initiatives that support Vision 2030**. This includes supports with an emphasis on Graduation for All, Powerful and Inspiring Learning Environments, Strong Foundations in Literacy and Numeracy, Engaged, Empowered and Healthy Workforce, and Strong Governance and Stewardship of Resources.
- Trustees prioritize a commitment to improving **student success, equity, and inclusivity** of outcomes for all learners as foundational to the Vision 2030 and the ongoing realization of the District's strategic plan. Trustees prioritize innovative and individualized **inclusive learning environments** in which all students are connected, engaged, thrive, and have the opportunities to reach their full potential and experience success.
- Trustees recognize the need for continued learning, understanding and appreciation of the valuable diversity within the district, in particular, with regards to the **Indigenous histories, cultures and Principles of Learning**.
- **Student physical and mental wellness:** Trustees prioritize the promotion of student physical and mental wellness as a collective responsibility rooted in compassionate, inclusive, robust, and nurturing learning environments and relationships. As such, trustees prioritize a **system-wide approach to physical and mental health promotion**; strengthening and expanding the work already being done in schools to promote student physical and mental wellness. Placing priority on preventative, universal and targeted learning opportunities and supports for all students; in combination with an emphasis on building student agency and the development of social emotional, mental health literacy and physical health competencies equips Delta students to thrive.
- Focus on **employee wellness** encompassing support and programs that help to improve social, emotional, mental, and physical health and well-being, and create a culture that ensures employees have the resources they need to be successful, empowered and engaged at work. In turn, this will help ensure that students receive the best education and experiences possible.
- The District's emphasis is on spending in the classroom, but the District also seeks an operating approach of overall balance. Where sound judgment or circumstances suggest a temporary or longer-term increase in **administration costs** to support the delivery of strategic goals and/or ensure long-term sustainability, trustees may deem it acceptable to increase administration spending.

- Trustees prioritize that **Sustainability and Energy Management practices** permeate decision making to reduce and manage the District's environmental footprint and increase sustainability, ensuring the District continues to work towards the requirements of the *Climate Change Accountability Act*, Carbon Neutral Government Regulation and Clean B.C. 2030 targets. This will include projects that incorporate green practices and/or support student-led Environmental Stewardship Programs.

## 2022/23 MINISTRY OPERATING GRANT ALLOCATION FORMULA

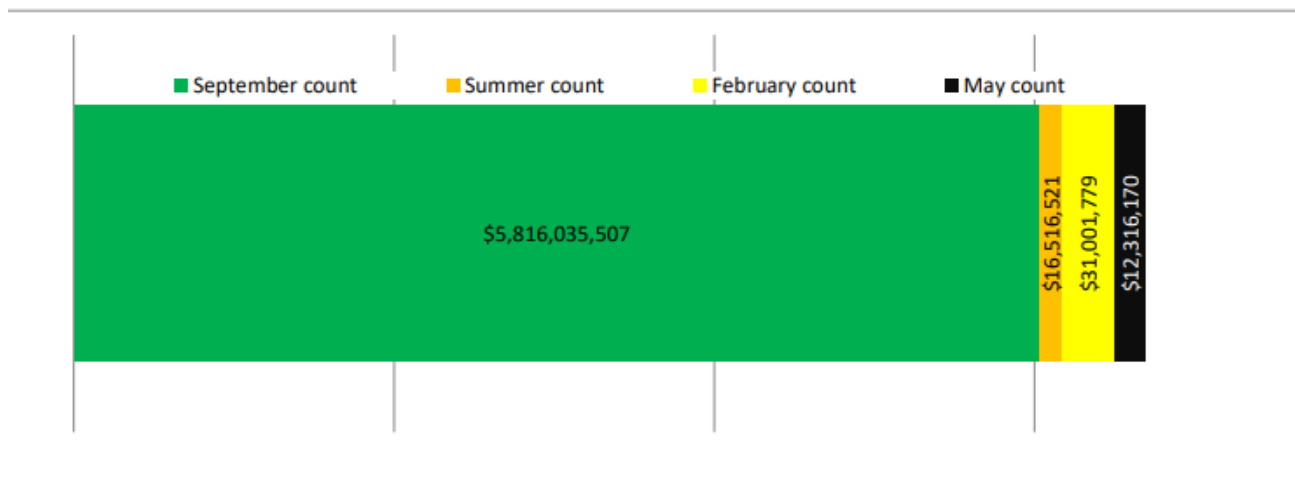
Public school districts in B.C. are primarily funded through an operating grant provided by the B.C. Ministry of Education and Child Care, as outlined below:

*The Ministry of Education will be providing a total of **\$5.887 billion in operating** grants to boards of education in the 2022/23 school year. The Operating Grants do not include special purpose or discretionary grants.*

The Ministry's Funding Allocation System allocates the general operating grants using individual district enrolments and specific factors that apply to each school district.

The Operating Grants are calculated based on estimated enrolment data provided by school districts. The operating grants are updated based on actual enrolment and other data collected from school districts throughout the school year.

### Allocation of the total Operating Block and Enrolment counts (2022/23 estimated as at March 2022)



### Funding Adjustments:

- Districts' preliminary allocations are adjusted after each of the enrolment counts; September 29th, February, and May.
- A district's preliminary allocation will increase if actual enrolment is higher than district estimated enrolment and will consequently decline if actual enrolment is lower than district estimated enrolment.
- Funding Protection is calculated following the September enrolment count only – this supplemental grant is calculated last and ensures that districts do not experience a funding decline of greater than 1.5% compared to the previous year for the September count.

- The full operating funding block must be allocated to districts by June 30 of the current school year.
- Funding is disbursed in a “just in time” manner to closely match district cash needs.

## Provincial Totals

### 76%

allocated through the Basic Allocation

Basic Allocation	
Common per student amount for every FTE student enrolled by school type	
<b>Standard School:</b> \$7,885 per school age FTE	<b>Continuing Education:</b> \$7,885 per school age FTE
<b>Alternate School:</b> \$7,885 per school age FTE	<b>Online Learning:</b> \$6,360 per school age FTE

### 16%

allocated to recognize unique student enrolment

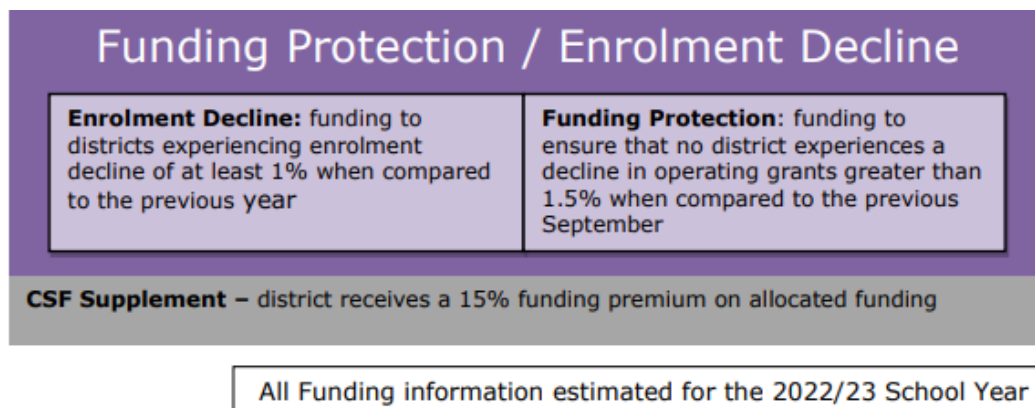
Unique Student		
Additional per student funding to address uniqueness of district enrolment and support additional programming		
<b>Level 1 Special Needs:</b> \$44,850 per student	<b>Level 2 Special Needs:</b> \$21,280 per student	<b>Level 3 Special Needs:</b> \$10,750 per student
<b>English/French Language Learning:</b> \$1,585 per student	<b>Indigenous Education:</b> \$1,565 per student	<b>Adult Education:</b> \$5,030 per FTE
<b>Equity of Opportunity:</b> Mental health; youth in care		

### 8%

allocated to recognize unique district factors

Unique District				
Additional funding to address uniqueness of district factors				
<b>Small Community:</b> for small schools located a distance away from the next nearest school	<b>Low Enrolment:</b> for districts with low total enrolment	<b>Rural Factor:</b> located some distance from Vancouver and the nearest large regional population centre	<b>Climate Factor:</b> operate schools in colder/ warmer climates additional heating or cooling requirements	<b>Sparseness Factor:</b> operate schools that are spread over a wide geographic area
<b>Student Location Factor:</b> based on population density of school communities			<b>Supplemental Student Location:</b> Level 1 and 2 special needs enrolment	
<b>Salary Differential:</b> Funding to districts that have higher average educator salaries				

**0.2%**  
allocated to  
buffer the  
effects of  
declining  
enrolment



## 2022-2023 Budget

The Annual Operating Budget for 2022/23 is \$166.2 million, down by \$10 million from the 2021/2022 Amended Annual Operating Budget of \$176.2 million. (Please see the 'Change in Financial Circumstances' section for further detail).

The district anticipates a decrease in enrolment of 293 full-time enrolled (FTE) students for the 2022/23 school year, bringing the student FTE total from 15,586 in the 2021/22 Original Budget projection to 15,293 student FTE forecasted for the upcoming year.

The Delta School District is **projecting a shortfall in its Annual Operating Budget for 2022/23. At \$2.748 million**, the shortfall makes up approximately 1.7% of the 2022/23 budgeted operating expenses.

To balance the budget in a sustainable and measured way, the district is proposing a budget balancing strategy based on the following themes:

- Ensuring that the proposed reductions have the least impact on students
- Decreasing program areas that have had limited impact on student success and wellbeing
- Mitigating risk and ensuring long-term sustainability by reducing the reliance on Reserve funds

Approximately 92% of the district's operating costs are staffing related. **In order to balance the budget, a reduction to staffing positions is unavoidable this year.**

## MINISTRY OF EDUCATION FUNDING ANNOUNCEMENT

Based on last year's Ministry **Operating Grant formula**, the district had anticipated funding of **\$151,618 million**. This year, the Operating Grant Funding changed solely based on enrolment. The Per Pupil amounts remained the same as last year. This indicates there is no provision for inflationary costs that generally arise, and that are significantly higher than usual this year as a result of the challenges caused by COVID. The district received additional Operating Grant funding of **\$162 thousand**, composed of \$142 thousand in **enrolment decline funding** and \$20 thousand from other **small formula driven changes** (Unique Geographic Factors, Student Location Factor, Salary Differential, Equity of Opportunity Supplement). **Labour Settlement Funding** will be provided at the completion of bargaining via a separate labour settlement grant.



## THE 2022/23 BUDGET SHORTFALL COMPOSITION

**The \$2.748 million shortfall** is a result primarily of the enrolment decline and its impact on the staffing model (\$631 thousand), an increase in benefit costs (\$643 thousand) and the previously Reserve funded carry-forward portion of last year's budget shortfall (\$854 thousand) and various other salary composition costs (\$620 thousand). In the prior year, by comparison, the district had a shortfall of \$2.722 million.

## CHANGE IN FINANCIAL CIRCUMSTANCES

This year's shortfall will be felt more deeply than last year's due to a significant change in the district's financial circumstances over the last few years.

In 2020/2021, the district received an additional \$7.314 million in one-time federal and provincial COVID-related funding to help keep staff and students safe and provide support to vulnerable student populations in times of increased need. This provided additional education program delivery (\$3.514 million), vulnerable student and mental health supports (\$851 thousand), health and safety support including 24 custodians (\$2.224 million), technology (\$354 thousand) and miscellaneous other supports (\$371 thousand). This funding enabled the district to conserve its own COVID-contingency reserves, which had been set aside before it was known that government funding would be made available.

In 2021/2022, provincial COVID-related funds included a restart fund for increased health and safety initiatives (\$373 thousand), mental health funding (\$120 thousand) and funding for learning impacts (\$488 thousand). There were also supports for ventilation improvements and the provision of rapid access kits for COVID testing.

For the current budget year (2021/2022), there are also one-time District Accumulated Operating Surplus Funds of \$4.305 million, including almost \$3 million for COVID transition costs, including Inclusive Learning supports (\$1.5 million) and funding to ensure continued elevated custodial presence (\$1 million). This surplus was a result of the district setting aside COVID-contingency funds earlier in the pandemic and, like most other school districts in B.C., we have used these funds to continue COVID-related supports in the current school year.

**None of these one-time sources of funding are available for 2022/2023. Their absence from the 2022/2023 budget is highly significant and will be felt throughout the district.**

Another factor affecting this year's budget is the impact of the pandemic on our International Student Program. **Enrolment in the program has decreased resulting in reduced revenues** that previously would have been used to top up the district's Reserves and to supplement the available Ministry funding to support students and educational facilities.

Last year, the district was able to address its \$2.722 million shortfall through \$1.868 million in operating reductions and \$854 thousand from Reserves. A gentle approach to balancing the budget was possible due to the availability of Reserve funds and the ability to remove contingency staffing amounts from the budget that did not fund the positions of specific individuals. However, using Reserves to balance the budget last year has led to a carry-forward shortfall, and removing the contingency staffing amounts means there is even less flexibility in the budget this year. **As a result, our capacity to top up district Reserve funds, which are often used to find dollars for initiatives that are not in the budget, is reduced.**

**In summary, we have developed increased funding needs and enhanced service expectations, yet we are now facing a significantly tighter budget with decreasing Reserves. As a result, we believe the appropriate financial approach going forward is a cautious one.**

## **2022/23 BUDGET BALANCING**

Delta School District remains committed to fully funding its operating costs without undue reliance on funding sources that are not certain in these uncertain times. The budget has been balanced by reducing expenses with the **least possible impact to students**. The District continues to be committed to holding sufficient Reserve funds to buffer potential revenue shortfalls, particularly in light of the continuing impact of the COVID-19 pandemic.

Every department has examined its budget to identify possible efficiencies and areas for reduction. Unfortunately, balancing options that avoid impacts on the classroom are limited resulting in some hard choices this year.

### **Budget Balancing Initiatives**

#### **Reduction in Supplies/Expense Allowances - \$297 thousand consisting of:**

- Reduction in District Administration Expenses (\$116 thousand). This relates to reductions in supplies and expenses in the Superintendent's Office, Facilities and Planning, Finance and Management Services and District Governance.
- Reduction of technology funds (\$96 thousand). The district maintains an overall technology budget of \$1.198 million. This reduction will come from the technology replacement fund, which will be supplemented with Reserve funds, when available, instead.
- Reduction of District Learning Resources (\$50 thousand). The Learning Resources budget of \$468 thousand provides resources related to the curriculum, teacher pedagogy, assessment for learning and communicating student learning.
- Reduction of Coordinator Expense Allowances (\$35 thousand). This reduction relates to the expense allowances of the Coordinators in the Learning Services – Curriculum, Instruction and Assessment Department.

Removing dollars from supplies and expense allowance funds alleviates the need to reduce funding from actual filled positions or other critical initiatives.

#### **Operational Savings - \$2.479 million consisting of:**

- Reduction in Inclusive Learning Staffing (\$1.772 million). The district has a history of spending significantly more in this area than the minimum required staffing ratios. As a result, Inclusive Learning has one of the largest budgets in the district, so it was inevitable that we would have no choice but to find reductions here. Students with Ministry Special Education Designations will continue to receive support services as per their Individual Education Plans despite overall reductions in staffing. There will be a re-organization of Inclusive Learning district staff that will redirect some services to schools. Efforts have been made to focus the reductions in ways that have the least possible impact on direct services to students. However, there will be some minor reductions in certain support areas for students who don't have Ministry designations at the school level that is unavoidable.

- Reduction in International Program Operating Expenses (\$224 thousand). As a result of the uncertainties brought about by the pandemic, including limited homestay availability and enrolment unpredictability, the department is operating at reduced levels and can reduce its overheads.
- Reduction of Indigenous Budget (\$128 thousand). For years, the district has provided funding to this budget that exceeds the available Ministry funding. Given current funding constraints, this is no longer sustainable. The reduction removes one block of Indigenous Education Advocates time from each of the seven secondary schools. Funding is maintained for the District Indigenous support team and Reserve-funded Indigenous Early Literacy initiative in line with our new Vision 2030 and its focus on Indigenous Ways of Learning.
- Removal of Energy Manager Budget (\$123 thousand). Having exhausted funding opportunities available from BC Hydro-funded Energy Management initiatives, the district cannot sustain this cost given current budget constraints. This reduction assists in achieving greater strategic alignment in other budget areas where there is greater need.
- Efficiencies from the Academies Program (\$93 thousand). As with last year, not all Academies will run in 2022/2023 leading to cost savings.
- Reduction in Utility Costs (\$60 thousand). Identifying an inefficiency in the water utilization measurement has enabled the district to reduce its water-related utility costs.
- Reduction of Boundary Bay location operations (\$49 thousand). The Farm Roots initiative has not proven to be financially sustainable and there is insufficient student interest to warrant its continuance.
- Discontinuation of the Continuing Education print catalogue (\$30 thousand). Moving solely to an online version of the catalogue reduces operating costs and improves the district's environmental footprint.

#### **Additional Cost This Year - \$28 thousand:**

While we have looked to reduce costs wherever possible, the following additional cost is required to support school and district operations:

- Addition of Human Resources Clerical Staffing (\$28 thousand). This addition specifically increases sub-desk staffing, enabling improved efficiency and better support to schools needing substitute staff to cover absences.

## **COMMENTARY**

"This year, in line with our Vision for 2030 and strategic plan, we initiated a new public engagement process to help stakeholders learn more about the budget and give them a chance to provide their feedback and ideas. While we would have wished to start this new engagement process with an easy budget where we were in a position to offer choices as to where to direct funding, these are not ordinary times and instead we found ourselves faced with a difficult budget year and some hard decisions to make. However, the engagement process provided an opportunity to have valuable conversations with our stakeholders and learn how we can best support each other through these challenging times.

As always, we are committed to balancing the budget in the most student-centred way possible, while at the same time protecting the school district from risk and ensuring alignment with our Vision 2030 and strategic priorities. We thoroughly examined all areas to see what we can do more efficiently to make the most thoughtful and strategic decisions possible, and to ensure that we do not impact any one area more than necessary. Where we have had to make reductions to programs, we identified programs that haven't made as much of a beneficial impact to students as anticipated or that are not sustainable moving forward.

We are extremely thankful to have received additional federal and provincial funding to support and sustain school and district operations earlier in the pandemic. Now, as we hopefully transition out of the pandemic, we believe we have done the best we can with the dollars available.”

Nicola Christ, Secretary Treasurer  
Delta School District

## MULTI-YEAR REPORTS

The Delta School District prepares its Annual budgets based on the prior year's Annual Budget which it updates for estimated enrolment changes, the resulting staffing level and funding impacts, updated salaries, benefit rates, contract obligations and other known cost considerations. Changes in initiatives and programs are also integrated at this time or later at the Amended Budget stage in February of the Budget year, as applicable.

## MULTI-YEAR STUDENT ENROLMENT AND ENROLMENT TRENDS

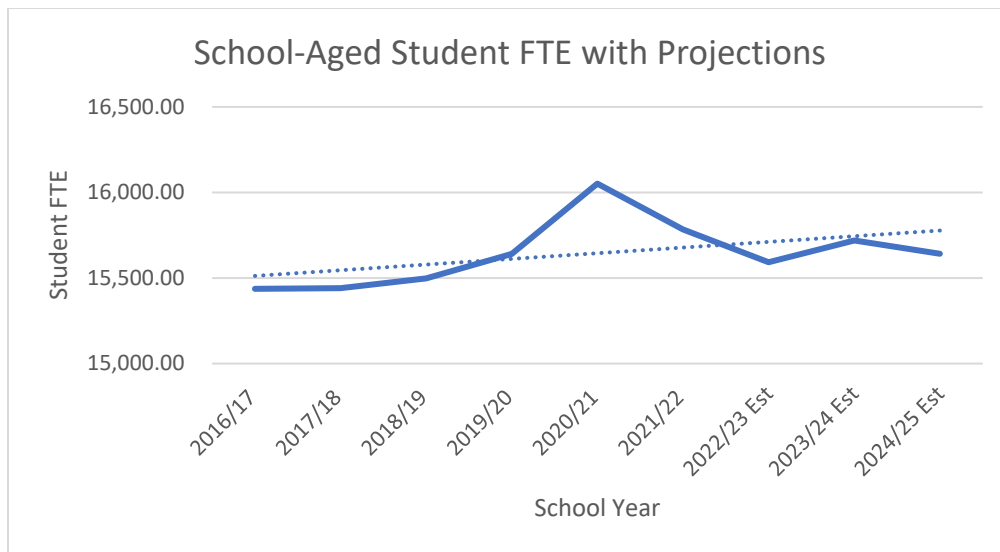
BC K-12 Education funding is largely enrolment driven. 97.5% of the district's 2022/23 Ministry Operating Grant is based on enrolment. Please see the section on the Ministry Operating Grant for per pupil funding amounts and a full description of the funding formula. Student enrolment also drives staffing levels. Funding levels and staffing levels interact differently with enrolment however and this difference is one of the key drivers of whether budgets balance in any given year.

### Student Enrolment

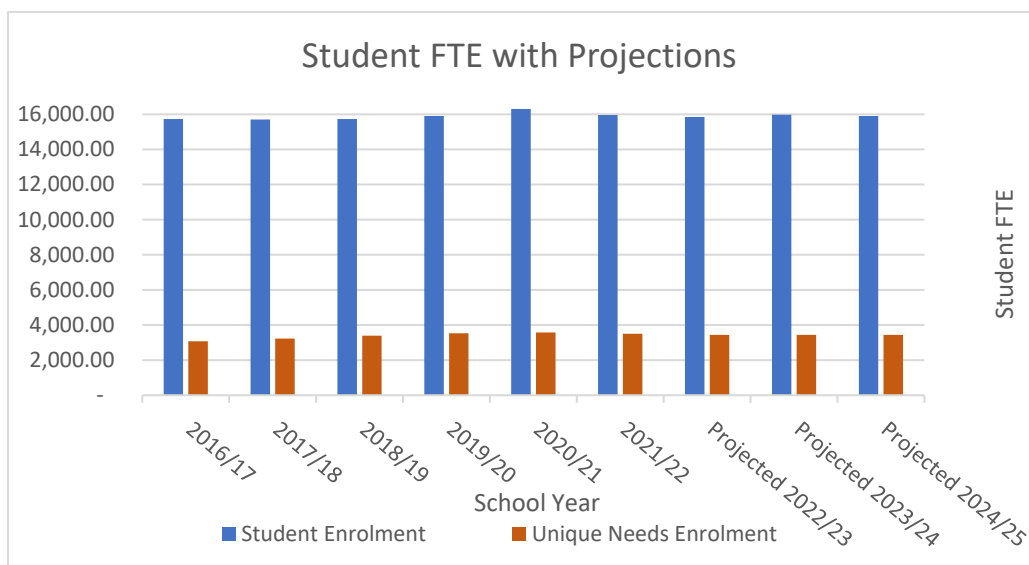
The Delta School District's school-aged student enrolment FTE (full-time equivalent) including distributed learning and Homequest students for 2022/23, 2023/24 and 2024/25 has been projected at 15,592, 15,719 and 15,642 respectively. School-aged enrolment makes up a projected 98.4% of the district's Ministry funded enrolment for 2022/23. Adult student FTE at an estimated 0.3% and summer learning at and estimated at 1.3% make up the remainder of the district's total Ministry funded school-aged enrolment for 2022/23. Similar ratios apply to the enrolment of other school years.

School-aged enrolment for 2022/23 is anticipated to drop by -1.2% when comparing September to the prior September. This is due to a change in the number of students graduating versus the intake of newly enrolled kindergarten students.

We are presently projecting an increase of 0.8% or 127 students for 2023/24 followed by a decrease of 0.5% or -77 students for 2024/25. This can be seen in seen in the table below.

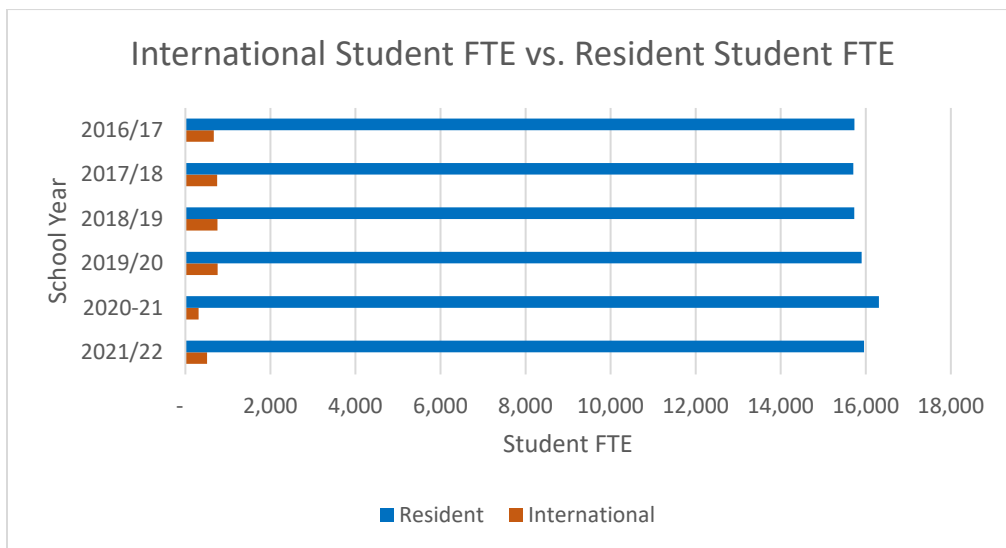


The chart below shows the enrolment of students with Ministry special education designations within the overall student enrolment total. This enrolment has been increasing over the years up until 2019/20 and has been decreasing slightly by 1% to 2% more recently. Projections for 2022/23, 2023/24 and for 2024/25 are estimates based on the most current actual information. We anticipate a small decrease for 2022/23 and have held this constant for 2023/24 and 2024/25 until more detailed information becomes available. Should enrolment increase in this area, beyond the projected numbers, supplemental Ministry funding would also increase, and would then become available to support services.



International enrolment, shown below, can be seen to increase over recent years to a high point of 758 student FTE in 2019/20 before dropping to 310 FTE in 2020/21 due to COVID. A partial recovery is anticipated for 2022/23. In the absence of further unforeseeable circumstances, a full recovery is currently expected within the next two to three years.

The district budgets a steady, conservative contribution from its international program in the annual budgets, adjusting to actual enrolment and the related revenues and costs in February, when the district prepares its amended budgets. This form of budgeting has kept the district from having to make sudden budget reductions due to previously unforeseen events like COVID which impact International Student Program operations. Budgeted enrolment at this early stage is not a projection of actual enrolment and has not been included in the chart for that reason at this time.



## MULTI-YEAR OPERATING REVENUE

In the operating fund sections below, we have provided high-level summary tables of budget dollars that provide an overview of the trend from the prior year's audited financial statements, to a forecast of the current year, to three budgeted future years, 2022/23, 2023/24 and 2024/25.

The budget for 2022/23 (or budget year 1), is shown in two formats: a balanced budget in the traditional district style, and a budget that includes Accumulated Operating Surplus fund spending. Both columns are marked in red. They are labelled: 2022/23 Budget – balanced and 2022/23 Budget – Reserves.

### Operating Revenues

A significant portion of the budgets are expected to remain relatively stable, year-over-year. This can be observed in the revenue table below.

Also visible are areas where changes do occur or are expected to occur. Areas of change have been marked, and the reason for the change has been provided here. From a revenue perspective, the column for the 2022/23 Budget with Reserves is identical to the column for the 2022/23 Balanced Budget, as reserves are budgeted to be spent on expenses and don't impact revenues.

Please see the comments below:



**Ministry of Education** funding decreases in 2021/22 and 2022/23 are enrolment decline related. In 2023/24, it is assumed that the completion of current bargaining cycles will result in an increase in funding to match bargaining related increases in salary and benefit related costs. Changes in enrolment also result in changes in funding for 2023/24 and 2024/25.

**Tuition fees** reached their lowest level in 2020/21 due to COVID but have been budgeted to recover to some extent, as can be observed. Tuition fees include international tuition and tuition for other parent-paid courses in the district.

**Other Revenues** are lower in future years because revenues charged for services in 2020/21 and 2021/22 are not yet certain to recur. The program area in question is cost neutral and is not budgeted in the Annual Budget because it only firms up when the year is underway.

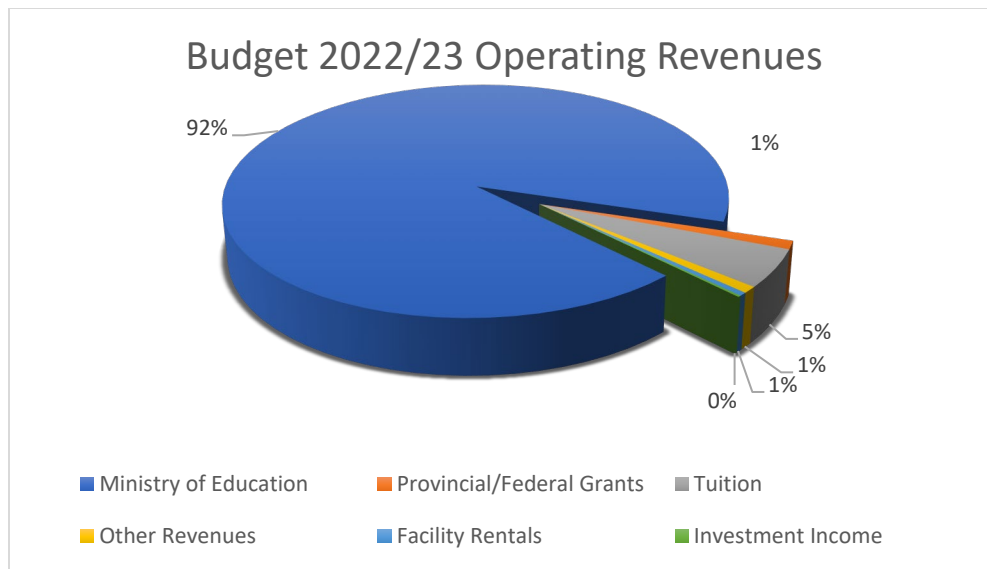
**Rentals of district facilities** were decreased due to COVID in 2020/21 and did not fully recover in 2021/22. By 2022/23 they are presumed to have recovered.

**Investment income** is impacted by current interest rates and the amount of cash invested. An estimate of rates and the amount invested results in the level of budgeted investment income shown.

#### BUDGETED OPERATING REVENUES

(\$millions)	2020/21 ACTUAL	2021/22 FORECAST	2022/23 BUDGET Balanced	2022/23 BUDGET With Reserves	2023/24 BUDGET	2024/25 BUDGET
<b>Revenues</b>						
Provincial Grants - Ministry of Education	157.77	154.95	153.88	153.88	159.81	169.82
Provincial Grants - Other	0.73	0.69	0.69	0.69	0.69	0.69
Federal Grants	1.06	1.10	1.17	1.17	1.17	1.17
Tuition	5.89	8.55	8.53	8.53	8.53	8.53
Other Revenue	2.00	1.96	1.43	1.43	1.43	1.43
Rentals and Leases	0.44	0.57	0.75	0.75	0.75	0.75
Investment Income	0.43	0.26	0.32	0.32	0.32	0.32
<b>Total Revenue</b>	<b>168.31</b>	<b>168.08</b>	<b>166.77</b>	<b>166.77</b>	<b>172.70</b>	<b>182.71</b>

The revenue pie chart below shows the distribution of the district's main Operating Fund revenue sources and their relationship to each other. This distribution is based on the 2022/23 Budget. At 92%, Ministry of Education funding can be seen to be the main funding source of the District with tuition fees, at 5%, being the next largest funding source. All other types of funding are significantly smaller.



## MULTI-YEAR OPERATING EXPENSES – STAFFING

Salary increases generally increase over time to keep up with the cost of living. While different processes are in place that drive these cost adjustments, they are a part of every labour category shown below. In the balanced 2022/23 Budget specifically though, labour settlement increases for teachers and support staff have not yet been included because bargaining has not yet concluded. As a result, the eventual anticipated costs increases are not yet known and the Ministry funding has not been announced yet. An adjustment will be made in the Amended Budget, once details are available.

**Teacher and Education Assistant salaries** have decreased in 2022/23 due to budget reductions (see details provided earlier in this report) and due to one-time Accumulated Operating Surplus funds used for the COVID transition costs in 2021/22. These are no longer available for 2022/23.

**Support staff salaries** are higher in 2021/22 because of the addition of daytime custodians that were added for additional COVID hygiene initiatives. These additional 2020-21 custodians are not visible here because they were funded out Special Purpose funds, not Operating funds.

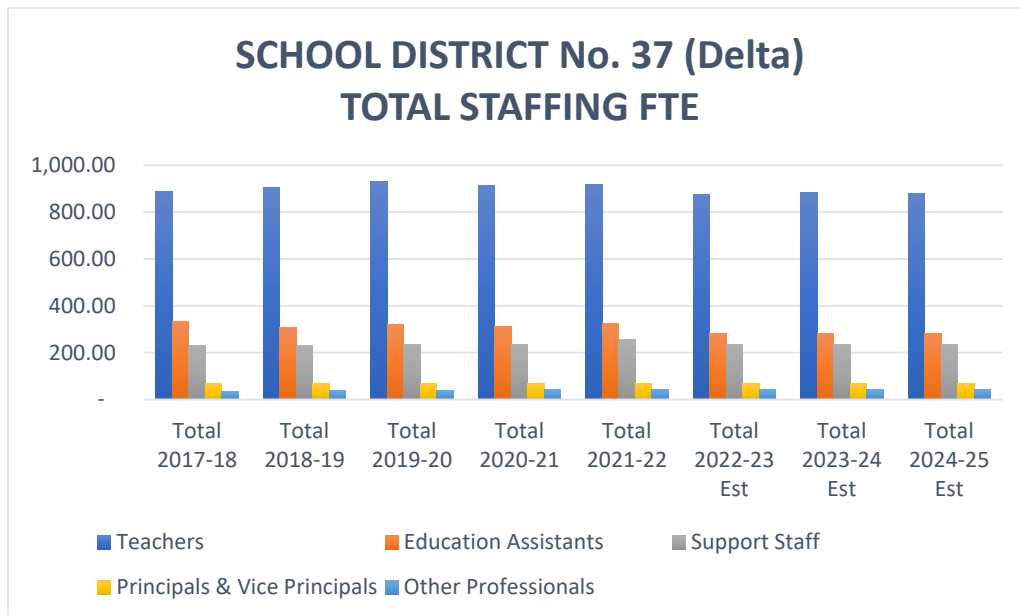
**Substitute labour** is higher in 2020/21 and 2021/22 due to absences and added TTOCs and casual staffing connected to COVID related support initiatives. The new Employment Standards Act provided **sick leave for casual employees** has not been funded to date. The district has managed to set aside partial funding in the Accumulated Operating Surplus for these costs. The “2022/23 Budget – Reserve”, column shows this as a cost increase for the coming year. It is hoped that Ministry funding for this ongoing cost will be eventually provided.

**Benefit costs** are higher in 2021/22, due to benefit rate increases over the prior year, due to the reserve funded COVID transition salaries and benefits and due to increased absences. The 2022/23 benefits are higher compared to 2020/21 due to benefit rate increases mentioned earlier in the 2022/23 Budget’s shortfall composition description.

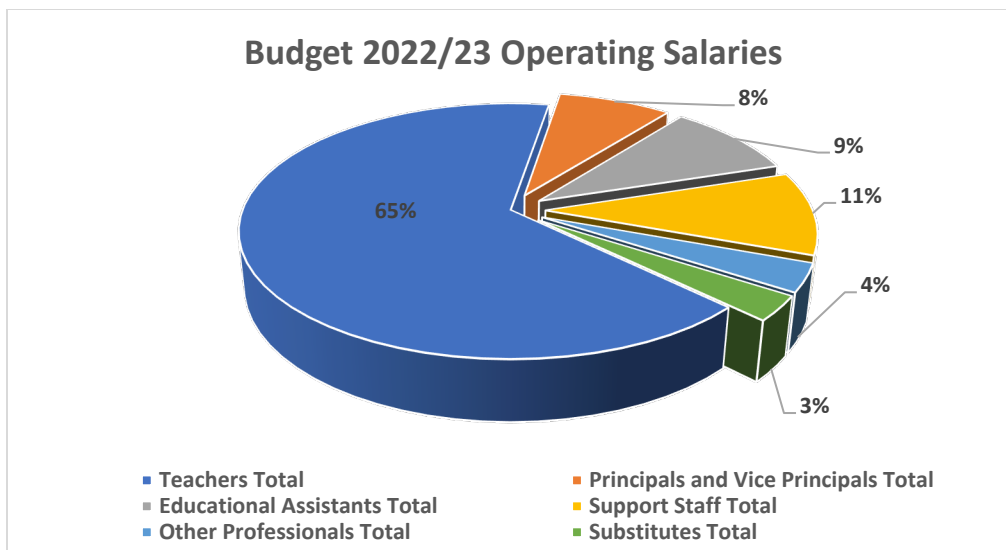
### BUDGET 2022/23 - OPERATING EXPENSES

(\$millions)	2020/21 ACTUAL	2021/22 FORECAST	2022/23 BUDGET Balanced	2022/23 BUDGET With Reserves	2023/24 BUDGET	2024/25 BUDGET
<b>Salaries</b>						
Teachers	80.37	83.17	79.29	79.91	82.89	84.31
Administrators	9.23	9.53	9.52	9.79	9.70	9.90
Education Assistants	12.11	13.08	11.49	11.52	11.95	12.18
Support Staff	12.55	13.70	12.69	12.78	13.20	13.47
Other Professionals	4.01	4.34	4.24	4.32	4.32	4.40
Substitutes	3.98	4.63	3.51	3.81	3.62	3.67
<b>Benefits</b>	30.73	32.10	31.29	31.63	32.56	33.15
<b>Total Salaries &amp; Benefits</b>	<b>153.00</b>	<b>160.56</b>	<b>152.03</b>	<b>153.76</b>	<b>158.24</b>	<b>161.07</b>

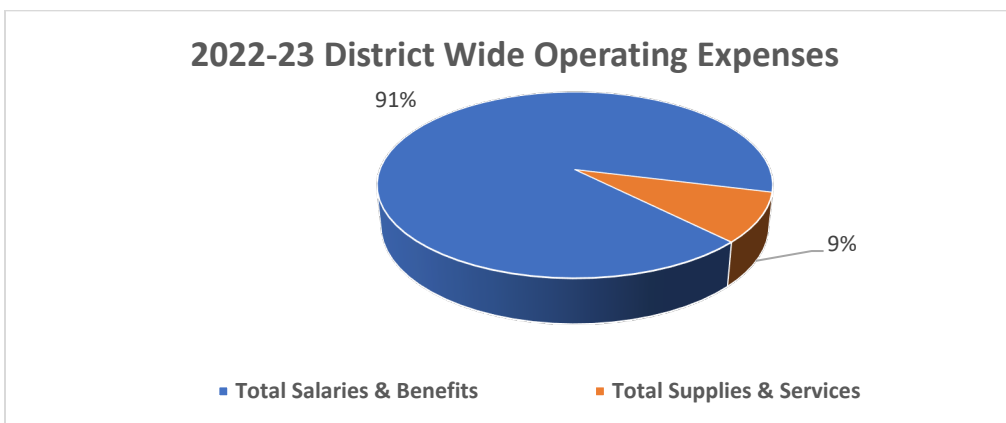
The table below shows staffing FTE in the Operating Fund. In 2021/22, Accumulated Operating Surplus funds were used for COVID transition initiatives. Significant staffing was added from these funds to provide added services. Increases in Teacher FTE, Education Assistants and Support staff (Custodians) can be observed below. Budget reductions impacting Teacher and Education Assistant staffing in the 2022/23 Budget, which were described earlier in this report, are also visible. The 2022/23, 2023/24 and 2024/25 staffing levels are unchanged apart from some adjustments applicable to enrolment changes in these future years.



The table below indicates the labour and benefit costs that pertain to the staffing FTE in the table above and provides the cost percentages assigned to each labour category. Substitute labour, the green slice, does not have FTE attached because labour in this category is replacement labour or casual labour that accumulates on a short-term basis of days or even partial days.



Staffing and benefit costs make up the bulk of the district's Budgets. Please see the distribution below as it pertains to the Operating Fund. It is this distribution between staffing and non-staffing costs that makes it difficult to make large budget reductions from supplies and services alone.



## MULTI-YEAR OPERATING EXPENSES – SUPPLIES & SERVICES

The combined amount of services and supplies exhibit the following cost behaviour over the periods shown below:

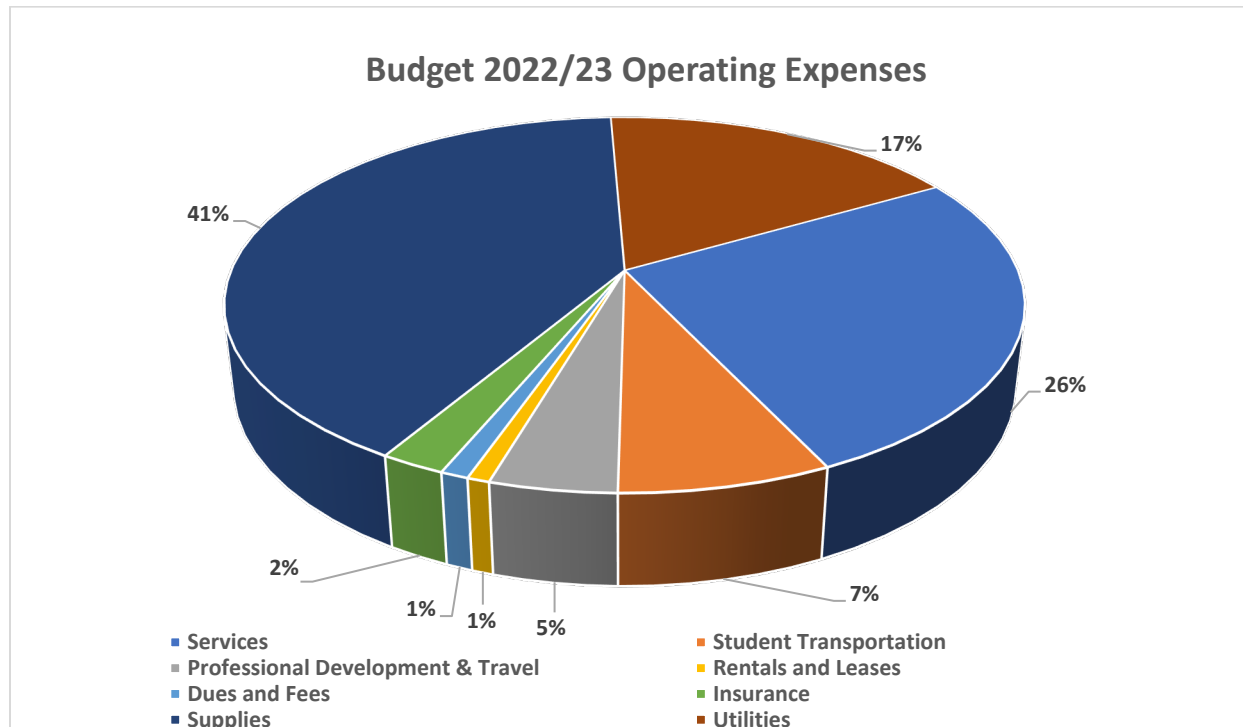
- **In 2020/21**, additional COVID related costs were largely incurred from Special Purpose Fund grants provided by the Province and the Federal Government.
- **In 2021/22**, additional COVID costs were funded from Accumulated Operating Surplus funds, which resulted in increased operating costs. Cost categories impacted more significantly included supplies and services, but also student transportation and rentals due to additional hygiene requirements, and utilities due to additional heating costs incurred to compensate for greater ventilation derived from open windows.

- **For 2022/23**, to the extent that non-staffing related budget reductions were made, they decreased the available services and supply dollars in the 2022/23 balanced budget. Details are provided earlier in the report.
- **The 2022/23 Budget** includes Reserve funded costs. Reserve funded initiatives can be found in the Accumulated Operating Surplus section below.
- **In 2023/24 and 2024/25**, costs are reduced because reserve additions are presently not sufficiently well known and don't warrant adding into the Budget at this time. The district is tracking inflationary pressures and expects that, as we approach preparing the full annual budgets for 2023/24 and 2024/25, costs will have to increase beyond what is known to date.

### BUDGET 2022/23 - OPERATING EXPENSES

(\$millions)	2020/21 ACTUAL	2021/22 FORECAST	2022/23 BUDGET - Balanced	2022/23 BUDGET - Reserves	2023/24 BUDGET	2024/25 BUDGET
<b>Expenses</b>						
Services	4.12	4.47	3.73	3.82	3.74	3.74
Student Transportation	0.97	1.07	1.06	1.06	1.06	1.06
Professional Development	0.38	0.54	0.61	0.63	0.61	0.61
Rentals & Leases	0.02	0.06	0.11	0.11	0.11	0.11
Dues & Fees	0.16	0.20	0.14	0.14	0.14	0.14
Insurance	0.32	0.33	0.33	0.33	0.33	0.33
Supplies	3.76	5.23	5.15	5.94	5.19	5.16
Utilities	2.51	2.58	2.52	2.52	2.52	2.52
<b>Total Services &amp; Supplies</b>	<b>12.25</b>	<b>14.47</b>	<b>13.66</b>	<b>14.55</b>	<b>13.70</b>	<b>13.67</b>

The chart below provides a typical distribution of the district's non-staffing related budget

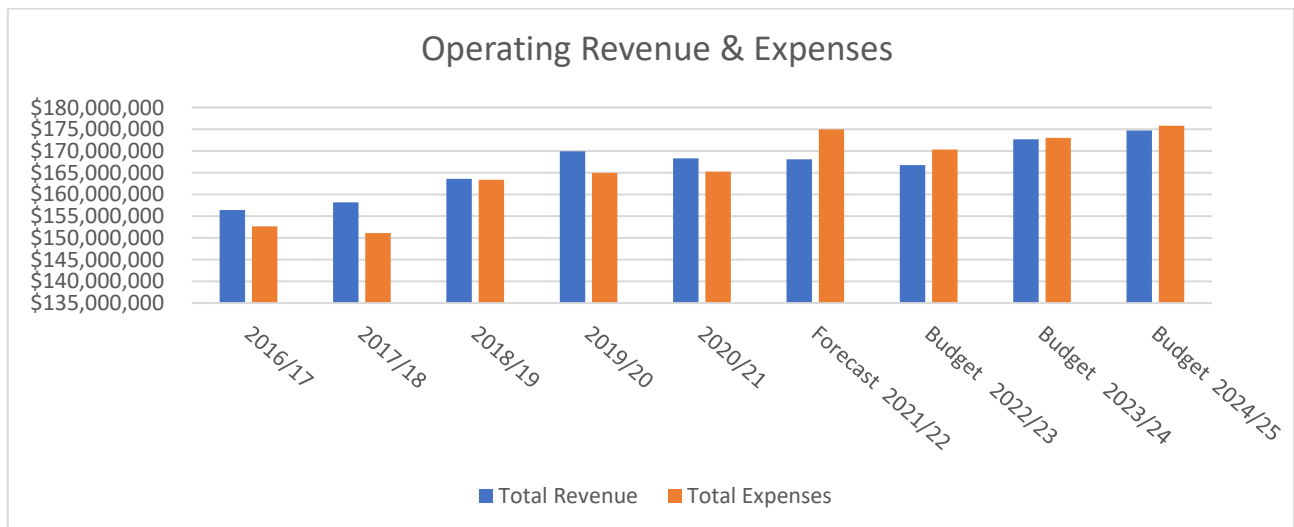


## MULTI-YEAR OPERATING REVENUES & EXPENSE COMPARISON

The graph below shows the revenue and expenses of the Operating fund over the last 5 years, together with the current year forecast and the budgets for 2022/23, 2023/24 and 2024/25.

### Observations:

- **The years from 2016/17 to 2020/21** largely show revenues exceeding expenses, a scenario that results in the availability of Accumulated Operating Surplus funds for additional initiatives, educational supports, and strategic district objectives.
- **The 2021/22 forecast** shows the Amended Budget projections of the COVID transition year, where COVID initiatives, previously funded by provincial and federal government grants (in Special Purpose Funds), are being continued with Accumulated Operating Surplus funds that had been set aside for this purpose but did not need to be spent while grant funding was available.
- **The 2022/23 Budget** is a balanced budget but shows higher spending than revenues due to the addition of \$3.5 million in Accumulated Operating Surplus Funds (see details in the next section).
- **2023/24 and 2024/25** have been budgeted but have not been balanced at this early stage. These budgets currently indicate a (\$320) thousand shortfall for 2023/24 and a (\$1.11) million shortfall for 2024/25, based on consistent budgeting methods and information available to the district at this time. What is not available at this time is what funding may be available for these future years. The greater shortfall in 2024/25 is based on a greater projected enrolment decline for this year (please see further detail on enrolment earlier in the budget).



## MULTI-YEAR OPERATING SURPLUS/DEFICT AND ESTIMATED ACCUMULATED OPEPRATING SURPLUS IMPACT (AFTER BALANCING 2022/23)

The term Accumulated Operating Surplus refers to the accumulation of prior year funds sitting in a surplus position. The word “surplus” refers to there being net resources available to fund future initiatives and does not indicate that there are excess funds.



An **Accumulated Operating Surplus** occurs when funding available in a particular year exceeds expenses paid.

Goal 5 of the **Strategic Plan** calls for **Strong Governance and Stewardship of Resources**. One of the objectives of this goal is to increase stakeholder understanding and insight regarding the district's financial information and resources.

**Accumulated Operating Surplus Funds** (also called "Reserve Funds") are a key financial management tool as they help support effective planning and risk mitigation strategies.

**Boards maintain reasonable operating surplus funds to ...**

- Protect the District from **extraordinary circumstances and financial volatility** which would negatively impact District operations and the education of students.
- **Meet commitments**
- **Balance budgets**
- **Support strategic objectives**, including operational necessities and educational outcomes for students
- **Bridge timing gaps** and fund the cost of new mid-year initiatives that have not yet been budgeted.



District Policy 19 provides for governance of reserve funds and for the priority order in which they are used.

**This policy outlines:**

- the **purpose and use** of operating surplus funds,
- the **way in which the Board restricts** operating surplus,
- **how financial risk will be mitigated** by establishing contingency surplus funds subject to certain limits and criteria.

**Accumulated surplus funds are earmarked in the following priority sequence:**

- Funds set aside due to an **imposed constraint**
- Funds required to **balance an approved budget**

- Funds set aside for **anticipated unusual expenses identified by the Board**
- Funds for **operations spanning one or multiple school years**

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

**District revenues consist of funding from the Ministry of Education, International Student Programs, and other miscellaneous sources.** The performance of the International Student Program has provided the Board of Education with the ability to spend annually more than the available Ministry funding on educational programs to support Delta students. Given the uncertain nature of the global economy, the board has always taken a conservative approach to forecasting International Student Program revenues. As a result, the District has ended the year with a surplus.

**International Student Program performance has been negatively impacted by travel restrictions due to COVID and this impact has not yet reversed.** Program enrolment and funding levels are still reduced, which is expected to have an impact on the availability of accumulated operating surplus funds for 2022/23 as described in earlier sections of this report. In 2020/21, the International program net contribution was \$3 million, compared to \$6.6 million in the prior year and \$7.3 million at its height in 2017/18. The outcome for 2021/22 will not be known until the 2021/22 Audited Financial Statements have been completed.

## 2022/23 ACCUMULATED OPERATING SURPLUS REPORT – AN ESTIMATE

### Funds set aside due to [an imposed constraint](#)

RESERVE RECONCILIATION		Estimated Closing Balance June 30, 2022	Planned 2022/23	Planned 2023/24	Planned 2024/25	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to
PLANNING AND REPORTING SCHEDULE							
As at: May 3, 2022 - Estimate							
<b>INTERNALLY RESTRICTED DUE TO NATURE OF CONSTRAINT</b>							
<b>A</b>	<b>CONTRACTUAL OBLIGATIONS</b>						
	GENESIS THEATER FUNDS	74,308	(3,000)	(3,000)	(25,000)	43,308	Stewardship of Resources
	IB PROGRAM - ENGLISH BLUFF	43,780	(43,780)			-	Powerful and inspiring learning environments
	JOINT CUPE TRAINING FUND	54,176	(21,670)	(21,670)	(10,835)	-	Engaged, Empowered Workforce
	POPAD TEACHER TRAINING PROGRAM	116,725				116,725	Stewardship of Resources
	FOOD DONATIONS	50,518	(16,839)	(16,839)	(16,839)	-	Graduation for all
	EARLY CAREER MENTORSHIP	176,181	(176,181)			-	Engaged, Empowered Workforce
	HEATH PARKING LOT RENEWAL	100,000	(40,000)			60,000	Stewardship of Resources
	HR DEPARTMENT RELATED CONTRACT OBLIGATIONS	144,000	(144,000)			-	
<b>B</b>	<b>FUNDING REQUIRED TO MEET INDIG. ED. SPENDING TARGET</b>						
<b>C</b>	<b>SCHOOL GENERATED FUNDS - NOT EXTERNALLY RESTRICTED</b>						
<b>TOTAL - RESTRICTED DUE TO NATURE OF CONSTRAINT</b>		<b>759,689</b>	<b>(445,471)</b>	<b>(41,510)</b>	<b>(52,674)</b>	<b>220,033</b>	

**Initiatives in the first slide (above) show internally restricted funds due to an imposed constraint.**

Funds in this category, come from donors, grant providers, or are restricted in this category due to contractual arrangements or commitment. Commitments in this area may be legally binding or implied. They are managed accordingly.

**Binding Contracts includes** tuition fee payments for students enrolled in the English Bluff IB Program, a year two remainder of the Early Career Mentorship Grant which supports teachers entering the profession,

an amount set aside to augment the funding for a Heath parking lot improvements and HR Department related contractual obligations.

**Implied Restrictions include** Genesis Theater net proceeds which are traditionally spent on the replacement of theatre equipment, as needed; net proceeds from the Provincial Outreach Program for Autism Related Disorders (POPARD), and donations provided to support district operated food programs.

**Additional information for this section:**

- Spending estimates, in this area are based on information available at the time. This may change by year-end.
- The green colour indicates a one-time need for this funding, that is, while the funds last. Unspent revenues and funds of the Genesis Theatre program, of POPARD and of the IB program at English Bluff tend to have a net contribution at year end which carries forward.

**Funds set aside for anticipated unusual expenses identified by the Board**

RESERVE RECONCILIATION		Estimated Closing Balance					
PLANNING AND REPORTING SCHEDULE		June 30, 2022	Planned 2022/23	Planned 2023/24	Planned 2024/25	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to
As at: May 3, 2022 - Estimate							
<b>INTERNALLY RESTRICTED - ANTICIPATED FOR UNUSUAL EXPENSES</b>							
<b>A</b>	<b>STAFFING NEEDS THAT ARE SHORT TERM AND VARIABLE IN NATURE</b>						
	REGULAR INSTRUCTION STAFFING PROVISION	700,000				700,000	Graduation for All
	INCLUSIVE LEARNING STAFFING PROVISION	700,000	(33,300)			666,700	Graduation for All
	SEAQUAM IB: TEMPORARY STAFFING TRANSITION SUPPORT	146,039	(146,039)			-	Graduation for All
	NEW ESA SICK LEAVE PROVISION	342,000	(342,000)			-	Healthy Workforce
<b>B</b>	<b>SELF INSURANCE OF MINOR EQUIPMENT LOSS OR DAMAGE</b>						
	INSURANCE DEDUCTIBLE	10,000				10,000	Stewardship of Resources
<b>C</b>	<b>IMPLEMENTATION OF NEW INITIATIVES</b>						
<b>D</b>	<b>IMPACT OF EMERGING EVENTS</b>						
<b>TOTAL - RESTRICTED FOR UNANTICIPATED UNUSUAL EXPENSES</b>		<b>1,898,039</b>	<b>(521,339)</b>	<b>-</b>	<b>-</b>	<b>1,376,700</b>	

The slide above shows support for anticipated unusual expenses.

- **The two provisions of \$700 thousand** each for regular instruction and for inclusive learning are intended for currently unknown circumstances that may arise and cannot be supported from within the budget. A spending estimate has not been set at this time as the need is not currently determinable.
- **The Seaquam IB temporary staffing transition** supports students in completing courses that the district has committed to when, due to class size, the applicable course(s) would not run.
- **The provision for sick leave** has been set up to buffer the costs of this new and presently unfunded annual sick leave entitlement under the Employment Standards Act for employees who do not currently receive sick leave.
- **Insurance Deductible** – as and when needed

**Additional information for this section:**

- Purple amounts are contingency funds; Yellow denotes an ongoing cost for which funds need to be made available again in future years.

## Funds for budget balancing and for operations spanning one or multiple school years

RESERVE RECONCILIATION		Estimated Closing Balance June 30, 2022	Planned 2022/23	Planned 2023/24	Planned 2024/25	Expected Balance	1 of 2 Reference Strategic Goal Restricted Surplus Linked to
PLANNING AND REPORTING SCHEDULE							
As at: May 3, 2022 - Estimate							
<b>INTERNALLY RESTRICTED FOR OPERATIONS SPANNING MULTIPLE YEARS</b>							
<b>A</b>	<b>BUDGET BALANCING</b>						
<b>B</b>	<b>SCHOOL &amp; DEPARTMENT SURPLUSES / CARRY FORWARDS</b>						
	SCHOOL FUNDS	1,799,330	(500,000)			1,299,330	Stewardship of Resources
<b>C</b>	<b>OPERATING PROJECTS IN PROGRESS - FACILITIES</b>						
<b>C</b>	<b>OPERATING PROJECTS IN PROGRESS - OTHER</b>						
	FINANCIAL RISK MANAGEMENT WORK	40,000	(10,000)	(10,000)	(10,000)	10,000	Stewardship of Resources
	EMERGENCY PREPAREDNESS CONSULTANT	92,653	(92,653)			-	Stewardship of Resources
	HR SUPPORT FOR CAREER MENTORSHIP INITIATIVE	20,000	(20,000)			-	Engaged, Empowered and Healthy Workforce
<b>D</b>	<b>TECHNOLOGY</b>						
	TECHNOLOGY ROADMAP INITIATIVES	1,250,000	(583,334)	(333,333)	(333,333)	-	Powerful & Inspiring Learning Environments
	MY ED BC IMPLEMENTATION	242,342	(242,342)			-	Stewardship of Resources
	ONLINE LEARNING TECHNOLOGY	100,000	(100,000)			-	Graduation for all
	FUTURE BUSINESS TECHNOLOGY PROJECT	160,604				160,604	Engaged Workforce / Stewardship of Resources
<b>D</b>	<b>UTILITIES</b>						
	UTILITIES	168,000				168,000	Stewardship of Resources

The slide above and the following one show funds for operations spanning between one and three years.

- **No “Budget Balancing” dollars have been set aside** as none are required for the fully balanced 2022/23 Budget.
- **School Accumulated Surplus Funds** - Schools are in the same position as the District with respect to planning for the unforeseen, saving up for certain initiatives and having cost cycles that do not align perfectly with the fiscal year.
- **Financial Risk Management** – this line item provides for short-term support, as needed
- **An Emergency Preparedness Consultant was engaged** for a 2-year term to implement the district’s updated Emergency Preparedness plan.
- **HR Support for Career Mentorship Initiative** – this is a funding top-up for the initiative by the same name in the contractual obligations section.
- **The technology category contains some in-progress projects. The main line item here is the Technology Roadmap.** Technology Roadmap is the name for the district’s strategic technology plan. Where funds are available, they support the district in implementing the next phase of the plan for the coming year. Other items in this section:
  - **MyEd BC Student Information system** - this is in mid-implementation.
  - **Online learning technology** initiative supports a provincial program that seeks to provide equitable access to quality online learning for students in BC
  - **The district’s business technology system** has been with the district for many years and is in eventual need of upgrade or replacement. The matter of next generation ERP systems for the K-12 sector is being researched provincially. An eventual initiative requires saving up for.
- **The utility line item is a contingency for fluctuations in utility costs.** Having a contingency makes it possible for the District not to have to budget the maximum utility amount possible.

RESERVE RECONCILIATION		Estimated Closing Balance June 30, 2022	Planned 2022/23	Planned 2023/24	Planned 2024/25	Expected Balance	2 of 2 Reference Strategic Goal Restricted Surplus Linked to
PLANNING AND REPORTING SCHEDULE							
As at: May 3, 2022 - Estimate							
<b>INTERNALLY RESTRICTED FOR OPERATIONS SPANNING MULTIPLE YEARS</b>							
<b>D</b>	<b>CAPITAL - BUILDINGS/FACILITIES</b>						
	CLASSROOM ENHANCEMENT	240,000				240,000	Powerful and inspiring learning environments
	EMERGENCY PREPAREDNESS	200,000	(165,000)			35,000	Stewardship of Resources
	EQUIPMENT REPLACEMENT - TECH ED	71,839	(71,839)			-	Stewardship of Resources
	FACILITY EQUIPMENT REPLACEMENT	505,542	(125,000)	(25,000)	(25,000)	330,542	Stewardship of Resources
	LONG RANGE FACILITY PLAN	60,000	(60,000)			-	Stewardship of Resources
<b>D</b>	<b>CAPITAL PROJECTS - YEAR END IN PROGRESS</b>						
<b>E</b>	<b>PURCHASE COMMITMENTS - YEAR END IN PROGRESS</b>						
	YEAR END - PURCHASE ORDER COMMITMENTS	30,000				30,000	Stewardship of Resources
<b>F</b>	<b>EDUCATION PROGRAMS OVER MULTIPLE YEARS</b>						
	VISION	200,000	(70,000)	(70,000)	(60,000)	-	DSD is an innovative, inclusive community, where all learners belong and everyone soars
	LEADERSHIP DEVELOPMENT	110,207	(20,000)	(20,000)	(20,000)	50,207	Engaged, empowered and healthy workforce
	IN-HOUSE APPRENTICESHIP PROGRAM	61,549	(38,000)	(23,549)		-	Powerful and inspiring learning environments
	INDIGENOUS PROGRAM	422,506	(396,000)			26,506	Graduation for all / Inspiring learning environments
	CURRICULUM INSTRUCTION & ASSESSMENT	137,234	(44,444)			92,790	Strong Foundations in Literacy and Numeracy
	INCLUSIVE LEARNING EQUIPMENT	35,000	(35,000)			-	Strong Foundations in Literacy and Numeracy
<b>TOTAL - RESTRICTED FOR OPERATIONS SPANNING MULTIPLE YEARS</b>		<b>5,946,806</b>	<b>(2,573,613)</b>	<b>(481,882)</b>	<b>(448,333)</b>	<b>2,442,979</b>	
<b>TOTAL INTERNALLY RESTRICTED OPERATING SURPLUS</b>		<b>8,604,534</b>	<b>(3,540,423)</b>	<b>(523,392)</b>	<b>(501,007)</b>	<b>4,039,712</b>	

The section above is a continuation of the previous one and contains:

- **Building/facility projects**, contains one-time projects (green) or projects that are anticipated to be of a recurring nature (orange) and are not funded from other sources. This category includes classroom upgrades, emergency preparedness supplies, equipment replacement and an upcoming project for an updated Long Range Facility Plan.
- **Year-end purchase order commitments** – funding is set aside here for committed, unspent funding for goods anticipated to arrive in the coming year.
- Support for initiatives that focus on district strategic and education goals and capacity building is available from **Vision and leadership development** funds
- Reserve funding is provided each year for **Indigenous Education** supports as mentioned in the budget engagement process.
- **Education Equipment** for students with diverse abilities is provided for from here.

A reasonable, K-12 standard practices aligned, unrestricted balance will be maintained to guard against deficits in the event of the unforeseen

RESERVE RECONCILIATION		Estimated Closing Balance June 30, 2022	Planned 2022/23	Planned 2023/24	Planned 2024/25	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to
PLANNING AND REPORTING SCHEDULE							
As at: May 3, 2022 - Estimate							
<b>TOTAL INTERNALLY RESTRICTED OPERATING SURPLUS</b>		<b>8,604,534</b>	<b>(3,540,423)</b>	<b>(523,392)</b>	<b>(501,007)</b>	<b>4,039,712</b>	
<b>TOTAL UNRESTRICTED OPERATING SUPPLUS (CONTINGENCY)</b>		<b>1,215,643</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,215,643</b>	
<b>Percentage of Operating Budget</b>		<b>1%</b>				<b>1%</b>	
<b>TOTAL OPERATING FUND RESERVE</b>		<b>9,820,177</b>	<b>(3,540,423)</b>	<b>(523,392)</b>	<b>(501,007)</b>	<b>5,255,355</b>	

2022-23 OPERATING FUND BUDGET BYLAW AMOUNT

166,160,462

The unrestricted funds in the above slide provide funding for operating situations that cannot be anticipated and budgeted for and/or where it may not be feasible to absorb the cost in any given year, or also, to offset unrealized revenues. The funds set aside in this report make up 1% of the balanced 2022/23 Operating Budget Bylaw amount.

Available funding in this report represents estimates that take into consideration the District's 2021/22 Amended Budget and high-level estimates to June 30, 2022. Estimated spending for 2022/23 considers known realities up to May 10, 2022.

Spending estimates for 2023/24 and 2024/25 reflect currently known funding needs where the dollars are presently available. The future availability of funding is not reasonably predictable in these uncertain times. Spending has not been estimated where sufficient initiative information is not yet available or where the funding level available presently would result in deficit spending which is not an option under the School Act.

RESERVE RECONCILIATION		Estimated Closing Balance June 30, 2022	Planned 2022/23	Planned 2023/24	Planned 2024/25	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to
PLANNING AND REPORTING SCHEDULE							
As at: May 3, 2022 - Estimate							
ONE-TIME OR WHILE FUNDING LASTS		3,457,711	(1,539,163)	(51,510)	(62,674)	1,864,363	
ONGOING		2,429,082	(1,643,121)	(333,333)	(333,333)	119,295	
ONGOING / VARIABLE TIMING		949,137	(324,839)	(138,549)	(105,000)	380,749	
CONTINGENCY		1,608,000	(33,300)	-	-	1,574,700	
FUTURE INITIATIVE		160,604	-	-	-	160,604	
UNRESTRICTED		1,215,643	-	-	-	1,215,643	
GRAND TOTALS		9,820,177	(3,540,423)	(523,392)	(501,007)	5,315,355	
			-36%	-5%	-5%	54%	

## Availability of funds

For financial planning purposes, **it is important to understand the nature of the costs that are being supported from reserve funds.**

- **For instance**, planned **one-time costs** do not need to be replenished once the funds are spent.
- **By comparison**, **continuing costs** need a continuing funding source. As reserves are of a one-time nature, the sustainability of such costs needs to be re-evaluated each year anew.

**For timely consideration**, it is important to know where future accumulated surplus funding will come from and what the likelihood of future funding availability is. We anticipate that the International Student Program will be recovering to some extent in 2022/23. However, full recovery is anticipated to potentially require the remainder of this 3-year budget cycle. The trend of enrolment, reduced investment income, rental revenues and increasing inflationary pressures on an increasingly tight budget will further impact the availability of additional one-time funding. This in turn will ultimately determine whether initiatives that have been funded out of Accumulated Operating Surplus funds can continue or, what other district Operating areas must absorb the financial pressure that this creates.

Further information will be available at year-end.

**The table below shows the change of Accumulated Operating Surplus Funds over the years.** The report shows how the annual revenues, expenses, and capital purchases from the Operating fund result in a surplus or deficit at year-end. The last two rows show the Accumulated Operating Surplus at the beginning of the year and at the end of the year after the addition of year's surplus or deficit.



### BUDGETED OPERATIONS NET & ACCUM OPERATING IMPACT

(\$millions)	2020/21 ACTUAL	2021/22 FORECAST	2022/23 BUDGET - Balanced	2022/23 BUDGET- Reserves	2023/24 BUDGET	2024/25 BUDGET
Total Revenue	168.31	168.08	166.77	166.77	172.70	174.71
Total Expenses	165.25	175.03	165.69	168.31	171.94	174.74
Capital Purchases and Other	2.91	2.24	1.08	2.00	1.08	1.08
Surplus (Deficit) for the year	0.15	- 9.19	- 0.00	- 3.54	- 0.32	- 1.11
Accumulated Surplus (Deficit), beginning of year	18.86	19.01	9.82	9.82		
Accumulated Surplus (Deficit), end of year	19.01	9.82	9.82	6.28		

#### Observations:

- **2020/21 and 2021/22 ending balances** indicate the change in Accumulated Operating Surplus funds due to the COVID transition initiatives undertaken by the District. The forecasted ending balance for 2021/22 is yet to be confirmed. An update will be available in September, after the 2021/22 Audited Financial Statements have been completed.
- **2022/23 Balanced Budget and 2022/23 Budget with Reserve initiatives** – The balanced budget shows a surplus/(deficit) balance of zero based on the 2022/23 budget reductions, as approved at the May 10 Regular Board Meeting. The addition of \$3.54 million in reserve funded initiatives shows a deficit balance of minus \$3.54 million in the second 2022/23 column. The end of year Accumulated Surplus balance is reduced from \$9.82 million to \$6.28 million, as a result.
- **2023/24 and 2024/25 Budget estimates**, which do not consider reserve spending at this early stage, and which have not been balanced due to the absence of funding information from the Ministry of Education at this time, indicate that, all else being equal, 2023/23 would result in a (\$320) thousand shortfall and 2024/25 would result in a (\$1.11) million shortfall. The greater shortfall in 2024/25 is due to the estimated enrolment decline for that year and is an indicator of the way in which enrolment, funding for enrolment and staffing model interact with one another.

## SPECIAL PURPOSE FUND BUDGET

The following Special Purpose Fund schedules provide information on “restricted contributions” where the term “restricted contributions” is defined as legislative or contractual stipulations, or restrictions, as to the use of funds. These funds include, among others, funds that are designated to be Special Purpose Funds by the Ministry of Education (e.g.: Annual Facilities grant), School-Generated funds and Scholarship Funds.

The 2022/23 table below summarizes the estimated opening balance of the Special Purpose funds as of July 1, 2022, the anticipated receipts and expenses for the 2022/23 school year, and the closing balance as at June 30, 2023. Most receipts shown below for 2022/23 are provided by the Ministry of Education and have been announced. All have been incorporated into the 2022/23 Annual Budget.

<b>2022/23 Special Purpose Fund Budget</b>	<b>Opening Est</b>	<b>Receipts</b>	<b>Available</b>	<b>Spent</b>	<b>Closing</b>
Annual Facilities Grant	-	617,944	617,944	617,944	-
Learning Improvement Grant	-	537,531	537,531	537,531	-
Classroom Enhancement Fund (CEF)	-	7,400,043	7,400,043	7,340,771	59,272
CEF Overhead	-	767,671	767,671	767,671	-
School Generated Funds	2,652,470	5,250,000	7,902,470	5,250,000	2,652,470
Strong Start	-	224,000	224,000	224,000	-
Ready, Set, Learn	-	58,800	58,800	58,800	-
Federal French Grant	-	248,895	248,895	248,895	-
Community Link	-	597,455	597,455	597,455	-
Community Schools Partnership	-	50,000	50,000	50,000	-
POPARD	-	3,572,696	3,572,696	3,572,696	-
ESWIS	59,595	-	59,595	5,000	54,595
Train in Trades	-	86,000	86,000	86,000	-
NOIIE	260,234	208,277	468,511	272,851	195,660
Scholarships	269,365	30,363	299,728	41,200	258,528
<b>GRAND TOTAL</b>	<b>3,241,664</b>	<b>19,649,675</b>	<b>22,891,339</b>	<b>19,670,814</b>	<b>3,220,525</b>

The funding for many of the District's Special Purpose Funds shown below, is not announced until March of the year before the funding is provided. Many funds have however exhibited funding patterns over the years that allow for an assumption of predictable continuance as shown in the estimated Special Fund Budget tables for 2023/24 and 2024/25 below.

#### ESTIMATE

<b>2023/24 Special Purpose Fund Budget</b>	<b>Opening Est</b>	<b>Receipts</b>	<b>Available</b>	<b>Spent</b>	<b>Closing</b>
Annual Facilities Grant	-	617,944	617,944	617,944	-
Learning Improvement Grant	-	537,531	537,531	537,531	-
Classroom Enhancement Fund (CEF)	59,272	7,487,586	7,546,858	7,546,858	-
CEF Overhead	-	767,671	767,671	767,671	-
School Generated Funds	2,652,470	5,250,000	7,902,470	5,250,000	2,652,470
Strong Start	-	224,000	224,000	224,000	-
Ready, Set, Learn	-	58,800	58,800	58,800	-
Federal French Grant	-	248,895	248,895	248,895	-
Community Link	-	597,455	597,455	597,455	-
Community Schools Partnership	-	50,000	50,000	50,000	-
POPARD	-	3,572,696	3,572,696	3,572,696	-
ESWIS	54,595	-	54,595	5,000	49,595
Train in Trades	-	86,000	86,000	86,000	-
NOIIE	195,660	208,277	403,937	272,851	131,086
Scholarships	258,528	30,363	288,891	41,200	247,691
<b>GRAND TOTAL</b>	<b>3,220,525</b>	<b>19,737,218</b>	<b>22,957,743</b>	<b>19,876,901</b>	<b>3,080,842</b>

## ESTIMATE

2024/25 Special Purpose Fund Budget	Opening Est	Receipts	Available	Spent	Closing
Annual Facilities Grant	-	617,944	617,944	617,944	-
Learning Improvement Grant	-	537,531	537,531	537,531	-
Classroom Enhancement Fund (CEF)	-	7,637,339	7,637,339	7,637,339	-
CEF Overhead	-	767,671	767,671	767,671	-
School Generated Funds	2,652,470	5,250,000	7,902,470	5,250,000	2,652,470
Strong Start	-	224,000	224,000	224,000	-
Ready, Set, Learn	-	58,800	58,800	58,800	-
Federal French Grant	-	248,895	248,895	248,895	-
Community Link	-	597,455	597,455	597,455	-
Community Schools Partnership	-	50,000	50,000	50,000	-
POPARD	-	3,572,696	3,572,696	3,572,696	-
ESWIS	49,595	-	49,595	5,000	44,595
Train in Trades	-	86,000	86,000	86,000	-
NOIIE	131,086	208,277	339,363	272,851	66,512
Scholarships	247,691	30,363	278,054	41,200	236,854
<b>GRAND TOTAL</b>	<b>3,080,842</b>	<b>19,886,971</b>	<b>22,967,813</b>	<b>19,967,382</b>	<b>3,000,431</b>

### Description of Special Purpose Funds:

**ANNUAL FACILITIES GRANT:** The Annual Facilities Grant provides funding for planned repair and maintenance costs. This funding can also be used for Capital projects. The expectation is that funding is fully spent during the year, as seen here.

**LEARNING IMPROVEMENT GRANT:** This grant is intended to provide Education Assistants with additional time for enhanced consultation, collaboration, and planning time, to attend IEP and other school-based meetings. It is allocated in annual consultation with CUPE.

**SCHOLARSHIPS:** The District manages a group of scholarship and memorial funds on behalf of various families and groups of individuals wishing to provide funding for specific educational initiatives in the memory of special educators and loved ones. The individual funds have different stipulations. Some scholarships are paid from investment income, others draw down the main contribution itself.

**SCHOOL GENERATED FUNDS (SGF)** are collected and managed directly at our schools with financial oversight by the District. Fundraisers, parent contributions to school trips, PAC donations to the school, etc. are a few of the funding sources reported here.

**VARIOUS ANNUAL EDUCATION GRANTS:** Several annual, education-initiative-specific funds, largely provided by the Ministry of Education meet the criteria of a special purpose funds and are reported as such. These include the following: **Strong Start** and **Ready-Set-Learn** for early learning initiatives, the **Federal French Grant** which provides supplemental funding for Official Language Education initiatives, **Community LINK** funding which supports academic achievement and social functioning of vulnerable students and funding from the United Way to help support **Community Schools programs**, such as after school and summer programs for students and community youth.

**POPARD:** The Provincial Outreach Program for Autism Related Disorders (POPARD) provides professional support for school districts around BC with respect to autism related orders. The program is administered by the Delta School District for the Province of BC. The fund is to be spent fully each year.

**CLASSROOM ENHANCEMENT FUND:** Three Special Purpose Funds, provide the Ministry of Education funding support for the additional costs of teacher staffing, teacher remedies and overhead costs provided by the restored collective agreement language dating back to 2002 under LOU 17.

ESWIS GRANTS: These grants date back several years and are used to supplement ESWIS programs while funds last.

YOUTH TRAIN IN TRADES: The Youth Train in Trades program is the in-class component of a high school apprenticeship. Youth Train in Trades students are youth apprentices registered with the Industry Training Authority. The Youth Train in Trades programs are usually offered by a partnership between school districts and post-secondary institutions.

NETWORK OF INQUIRY AND INDIGENOUS EDUCATION: The District provides financial services to the Network of Inquiry and Indigenous Education (NOIIE), which is a voluntary network of inquiry-based schools and school districts in British Columbia, with partner networks around the world. Using an inquiry-oriented, evidence-based [approach](#) to learning and teaching through the Spiral of Inquiry, teams work towards improving outcomes for all learners in their settings and submit case studies to share their progress in a spirit of generosity, curiosity and growth.

## CAPITAL FUND BUDGET

K-12 capital assets are largely Ministry funded but also include assets funded by the District from Operating or Special Purpose Funds and from other Non-Provincial funds as in the case with PAC funded playground equipment. Ministry funded capital assets can be Major Capital projects, with a value per project in the millions, including new school buildings, whole building upgrades or structural seismic projects. Alternatively, they can be Minor Capital projects, including the Ministry funded projects listed below that provide for partial building upgrades and replacement of aging building systems. The Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

Capital expenditures typically relate to facility enhancements, furniture and equipment, maintenance vehicle replacements, education technology and infrastructure.

**The table below summarizes the anticipated capital budget for 2022/23.** The first line items (blue) list district funded projects that include estimates of capital purchases from budgeted dollars and capital projects funded from the Accumulated Operating Surplus. The latter are included in the initiatives shown in the Accumulated Operating Fund Surplus section for 2022/23 above and fall into the technology and facility project categories. The PAC funded playground dollars have been estimated. The Ministry funded projects and Annual Facility Capital grant consist of Ministry approved Minor Capital projects for 2022/23.

Capital Budget 2022/23 Project	Amount
School/department capital purchases – District funded	200,000
Technology Projects – District funded	954,466
Facility Projects – District funded	236,839
Leases – District funded	611,723
Playgrounds – PAC funded	100,000
Playground – Ministry funded	165,000
Pinewood Elementary Roof – Ministry funded	730,000

Annieville Elementary Roof – Ministry funded	204,000
Delview Secondary Hotwater AHU – Ministry funded	300,000
North Delta Secondary RTUs – Ministry funded	250,000
Sands Elementary RTUs – Ministry funded	250,000
Annual Facility Capital Grant – Ministry funded	2,538,758
<b>Total</b>	<b>\$6,540,786</b>

**Capital Budgets for 2023/24 and 2024/25 (please see below)** are comprised of high-level estimates at this early stage. District funded projects and PAC Playground are base level estimates where actual dollars are not yet available. Accumulated Operating Surplus funded projects have not yet been included. Ministry funded Minor Capital project estimates for these years have been submitted to the Ministry as part of the District's 5-year capital plan submission. The listed projects represent the District's highest priority projects on the capital plan. However, funding is not approved and therefore not guaranteed until the 4<sup>th</sup> quarter of the school year beforehand. The Ministry funded Annual Facility Grant is also an estimate. Year-over-year actual receipts have been very consistent and, in the absence of a change in how the Annual Facility Grant is funded, these estimates are anticipated to be close to accurate.

<b>Capital Budget 2023/24 - Estimate</b>	
<b>Project</b>	<b>Amount</b>
School/department capital purchases – District funded	200,000
Technology Projects – District funded	271,131
Leases – District funded	613,273
Playgrounds – PAC funded	100,000
Three Roof Projects – Ministry funded	987,000
One Hotwater AHU Project – Ministry funded	400,000
Classroom Air Supply Distribution – Ministry funded	250,000
Annual Facility Capital Grant – Ministry funded	2,538,758
<b>Total</b>	<b>\$5,360,162</b>

<b>Capital Budget 2024/25 - Estimate</b>	
<b>Project</b>	<b>Amount</b>
School/department capital purchases – District funded	200,000
Technology Projects – District funded	271,131
Leases – District funded	613,272
Playgrounds – PAC funded	100,000
Playground – Ministry funded	165,000
Three Roof Projects – Ministry funded	725,000
Classroom Air Supply Distribution – Ministry funded	400,000
One H. Voltage Transformer Project – Ministry funded	400,000
Annual Facility Capital Grant – Ministry funded	2,538,758
<b>Total</b>	<b>\$5,413,161</b>

## ENGAGEMENT PROCESS SUMMARY

As part of the process to develop the 2022/2023 draft budget, the district conducted a number of meetings to gather information on stakeholders' funding priorities.

- As in previous years, this included meetings with the Delta Teachers' Association (DTA), CUPE 1091 and the Delta Principals and Vice Principals Association (DPVPA). At the DPVPA meeting, participants were given the opportunity to participate in breakout sessions. The most well-attended session related to Inclusive Education.
- **New for this year:**
  - The district developed a **budget webinar** for the public that contained presentations and short videos aimed at explaining the budget process and providing an overview of district departments and their priorities. This took place on **February 23, 2022**. 12 people participated in the session.
  - The district hosted a **budget public engagement session** on **March 8, 2022**, to encourage discussion and gather important feedback from the community on their funding priorities for the draft budget. 60 people signed up for this session and approximately half participated in the event. Participants were given the opportunity to participate in a selection of breakout sessions. The most well-attended session related to Inclusive Education.

Following the **release of the 2022/2023 draft budget on April 28, 2022**, via the school district website and social media channels, the district held a **Special Budget Consultation Board Meeting** to listen to stakeholders' feedback on the draft budget. Participants were invited to speak at the **May 3 meeting**, send feedback via email and/or complete an online survey (**new for this year**).

The table below contains a summary of the feedback and questions received from this process to date:

Date	Feedback/Questions	District's Response
<b>February 23 Webinar</b>	Participants indicated they found the budget webinar session very helpful. A handful of questions were asked relating to the budget process, EA support for children with special needs, and funding for technology.	Answers to these questions were posted on the district's website: <a href="https://www.deltasd.bc.ca/wp-content/uploads/sites/2/2022/03/QandA-from-Budget-Engagement-webinar-Feb-23-final.pdf">https://www.deltasd.bc.ca/wp-content/uploads/sites/2/2022/03/QandA-from-Budget-Engagement-webinar-Feb-23-final.pdf</a>
<b>Stakeholder funding priorities</b>	<b>The vast majority of feedback related to Inclusive Education</b> There was a feeling that students' needs are becoming more complex, and widespread concern that there are less counsellors than in previous decades.	During the engagement process, the district provided an overview of how Ministry funding for students with identified special needs works. Delta School District spends more in this area than it receives in funding by tapping into other funding sources, such as fees generated by its International Student Program.
<b>Stakeholder funding priorities</b>	Concerns were also raised relating to: supports for students with the most severe mental health challenges; the need for	Participants were assured that counsellor

Date	Feedback/Questions	District's Response
<p>Please note: This input was received <u>prior to the release of the draft budget</u> from:</p> <ul style="list-style-type: none"> <li>• Public</li> <li>• DTA</li> <li>• CUPE 1091</li> <li>• First Nations</li> <li>• DPVPA</li> </ul> <p><b>Stakeholder funding priorities</b></p>	<p>proactive trauma-informed rather than reactive services; the increase of student absenteeism and its impact on learning; and the need for early identification and intervention for students with behavioural or cognitive challenges.</p> <p><b>Embracing Indigenous Ways of Knowing</b> The new Indigenous Education graduation requirement was discussed, and questions were asked regarding reading goals and whether they will continue to be met using Reserve funds.</p> <p><b>Curriculum, Instruction and Assessment</b> Participants recognized that it is hard to shift learning practice without support; that the district needs to leverage curricular goals such as mental health, Indigenous, SEL, health and wellness etc.; and that the district should look at how virtual platforms can help with the delivery of professional learning.</p> <p><b>Other feedback/questions/comments:</b></p> <ul style="list-style-type: none"> <li>- True engagement with families may lead to better student outcomes.</li> <li>- Options and interest-based programs are key to student engagement. They help to meet the needs of vulnerable students and attract international students to the district.</li> <li>- How the education technology budget is used and allocated between elementary and secondary schools was explained.</li> <li>- Repairs to bleachers, sports fields and playgrounds at various schools were explained in response to questions.</li> </ul>	<p>ratios are substantially above the required ratio, and that although the current ratio is not as high as in previous years, there are different resources now in place such as Child and Youth Care Workers.</p> <p>The district reiterated that it will always try to minimize the impact of reductions on positions that directly impact student supports and will try to add any funds that become available through the year to the most vulnerable students in the district.</p> <p><b>Embracing Indigenous Ways of Knowing</b> Participants were informed that more information regarding resourcing will follow in the coming months. It was explained that money targeted for Indigenous Education can only be used for Indigenous Education. Indigenous Education is another area where the district has traditionally spent more money than it receives from the Ministry.</p> <p><b>Curriculum, Instruction and Assessment</b> Participants were given an explanation of how the department is organized around the key areas of ensuring that all students graduate and have strong foundations in literacy and numeracy, professional development for teachers and the creation of powerful learning environments.</p> <p>District representatives responded to questions raised by stakeholders in the various engagement sessions. Where required, district staff also followed up with individuals via phone or email.</p> <p>All feedback collected was shared with the Board of Education prior to the final development and release of the draft budget.</p>



Date	Feedback/Questions	District's Response
	<ul style="list-style-type: none"> <li>- There is a desire to improve the onboarding process for new employees, as well as employee wellness.</li> <li>- It is important to ensure better alignment for EAs across schools.</li> <li>- The IT systems for HR, IT and Finance are outdated, leading to inefficiencies, employee overload and additional financial costs as a result of overtime.</li> <li>- School administrators' roles are increasing in complexity and recruitment of administrators in B.C. is a challenge.</li> </ul>	
<p><b>Stakeholder input</b> received after the <u>release of the draft budget</u> via:</p> <ul style="list-style-type: none"> <li>• <b>May 3 Special Budget Consultation on Board Meeting</b></li> <li>• <b>Email</b></li> <li>• <b>Online survey</b></li> </ul>	<p><b>Following the release of the draft budget, the vast majority of feedback again related to Inclusive Education.</b></p> <p>Concerns were raised over insufficient funding provided to school districts by the BC Government and Delta School District's proposed cuts of 27 positions (20 Education Assistants and 7 teaching positions), in order to balance the budget as a result.</p> <p>It was felt these reductions will have the most impact on Inclusive Learning. With increasing complex needs in the classrooms, teachers overwhelmed, the shortage of EAs and the negative impact of COVID-19, the district was asked to find more creative ways to balance the budget than making cuts in Inclusive Learning.</p> <p>Questions were asked regarding the addition of school administrators and reduction of custodians and clerical staff in schools.</p> <p>Staff consistency in terms of EAs was noted as very important for student success. It was also noted that there needs to be more training for EAs and teachers to help them support students with complex needs.</p> <p>It was suggested that a joint letter regarding the need for additional funding should be sent to the Ministry of Education and Child Care from trustees, CUPE and the DTA.</p> <p>Feedback was also provided on the March 8</p>	<p>Following the May 3 input meeting, district representatives contacted stakeholders directly (via phone or email) to answer questions they had raised during the meeting.</p> <p>All feedback collected relating to the draft budget (via the May 3 meeting, email, online survey, telephone conversations) was shared with the Board of Education.</p> <p>At the May 10 Public Board Meeting to approve the 2022/2023 budget, Trustees appealed to the Ministry to increase education funding.</p> <p>As we plan next year's engagement process, we will make changes based on the feedback received. Examples include not requiring participants to choose from available sessions topics but possibly offering deeper discussions on individual topics and sending letters directly to all families and staff to invite them to participate in the engagement process/provide feedback on the draft budget.</p> <p>We will continue to loop back with all stakeholders and Education Partners prior to the beginning of the process next year to ensure all feedback has been incorporated.</p>

Date	Feedback/Questions	District's Response
	<p>public input session itself, with one parent suggesting that discussions should not be held in separate breakout rooms, as this may lead to reduced awareness, understanding and empathy.</p> <p><b>Feedback received via email included:</b></p> <ul style="list-style-type: none"> <li>- It was mentioned that school grounds should be maintained without reliance on older students to clean up.</li> <li>- Concerns about the removal of one block of Indigenous Education advocates' time from secondary schools, and the need for Métis-specific support</li> <li>- Questions were asked on which specific positions will be cut and why an additional resource in HR is required.</li> </ul> <p><b>Feedback was received from 24 respondents via the online survey (75% parents, 17% staff and 8% students) :</b></p> <ul style="list-style-type: none"> <li>- The majority of respondents appreciated the new process, in particular, they liked having clear, concise information and multiple ways of providing feedback.</li> <li>- Suggestions for improvements included starting the engagement process earlier, involving more parents and teachers, and promoting the draft budget directly to families via an email from the district.</li> <li>- Moving forward, 71% of respondents would like to provide their feedback through an online survey, while 17% would prefer an online meeting.</li> <li>- Respondents were asked to identify their top three priority areas. Inclusive Education was undoubtedly the first-choice, followed by Curriculum, Instruction and Assessment, and Embracing Indigenous Ways of Knowing.</li> <li>- A common sentiment was that decreases should be made to staff and resources anywhere except those directly in the classroom, or those that supported inclusion.</li> <li>- A few respondents felt that the survey questions that asked them to rank their</li> </ul>	

Date	Feedback/Questions	District's Response
	funding priorities was confusing or not appropriate.	

## CONTACTING MANAGEMENT

---

This budget report is designed to provide the School District's stakeholders with a general overview of the School District's finances and to demonstrate the School District's accountability for the money it receives. If you have questions about this report or need additional financial information, **please contact** [budget@deltaschools.ca](mailto:budget@deltaschools.ca).

**For more information on the budget process, including an [overview of the budget](#), [Reserve funds and your role in the process](#), please visit: <https://www.deltasd.bc.ca/news-events/news/delta-school-district-budget-process-2022-2023/>**

---



---