

Executive Summary

Management of School District 68 (Nanaimo-Ladysmith) is proposing a preliminary operating budget for 2005-2006 that will have revenue and expenditures of \$110,919,290. On the expenditure side this budget position is \$3,925,802 higher than the \$106,993,488 in the status quo budget prepared for 2005-2006. The proposed budget does however contain \$4,565,279 in increased spending in the form of various budget strategies and increased cost requirements. The \$4,565,279 is the result of the following:

Status Quo Surplus	\$	3,925,802
Savings from Recalculating the Average Teacher Salary		423,693
Reduction of ESL Teacher Support in ISE Program		151,885
Savings from Reduced Aboriginal Education Budget		63,899
Amount available for Spending increases	\$	4,565,279

The increased level of expenditures proposed for 2005-2006 is due to a combination of factors:

- Cost savings from the status quo budget related to changed assumptions and budget priorities;
- The continued annual cost savings from the closure of four elementary schools at the end of the 2003-2004 school year coupled with the additional revenue presently being realized from some of these closed schools;
- The recently announced increased funding from the Ministry, consisting of a lift of \$188 in the basic allocation for school aged children and increases in all supplements for special education;
- The continuation of annual GAAP funding in the amount of \$955,000 for the retirement of future employee benefits, some of which can be used for other purposes in 2005-2006;
- The positive initiatives the district has undertaken to expand its funding base in the area of alternate education, continuing adult education and distance learning;
- No significant wage or benefit cost increases;
- The continued effective fiscal management of district surpluses.

The improvement of student learning is the paramount objective of our District Performance Plan which is supported by individual School Education Plans. After several years of budget reductions that resulted in decreased classroom and infrastructure service levels, the District was able to produce a balanced budget for 2004-2005 that included several areas of spending increases. These increases were made in the context of longer term strategies by management and included:

- A strong commitment to the District Performance Plan;
- A decrease in Class Size (4 – 12);
- An increase in School Clerical Time;
- A commitment to expanding the funding base;
- A focus on improving infrastructure support and facilities service levels;
- The maintenance of existing funding for vulnerable students.

The positive directions established in the 2004-2005 budget process have continued in the preparation of the proposed budget for 2005-2006. Management has consulted with all educational partners and has listened to their concerns and suggestions in establishing the spending decisions contained in the proposed budget. As a result, management believes the proposed budget for 2005-2006 expresses the collective view of the education community and contains the short term and long term strategies and supports necessary to effectively support the District's overall goal of improving student learning. These strategies and supports are as follows:

Reducing the number of large secondary classes	\$ 1,139,135
Addressing intermediate class composition concerns	1,013,481
Establishing the supports required to address expanding the alternate, continuing and distance education funding base	511,329
Continuing support for the District Performance Plan	339,934
Increasing supports for technology infrastructure	310,618
Increasing supports to address school secretarial concerns	286,269
Increasing supports to improve facilities service levels	263,362
Continuing support for the implementation of the recommendations of the Student Support Services review	214,319
Spending required to cover increased pension costs	189,129
Providing for effective school-based administration succession planning	169,877
Maintaining administration structures and governance	127,827
	\$ 4,565,279

In addition, funding directed to provide support for our most vulnerable students has been maintained at the 2004-2005 level of \$2,075,000 in the proposed budget. This represents a continued support by the Board of \$110,000 in excess of the Community LINK funding provided by the Ministry.

Management believes these proposed strategies and supports capture the Board's intent with respect to improving student learning as espoused in the eight budget considerations it approved in January as part of the budget process for 2005-2006. (Appendix A). Management also believes these short term and longer-term strategies will ensure that the allocation of resources is efficiently directed towards the improvement of student learning in 2005-2006 and beyond.

It is important that any amount of increased spending is sustainable with adequate funding if it is to accomplish the result intended by the strategy. Each of the proposed budget strategies and required expenditures will now be discussed in some detail and within the context of their sustainability or requirement in future years.

Funding for 2005-2006

As indicated, the expected funding for 2005-2006 is being budgeted at \$110,919,290. Schedule B of the budget package containing the detailed numbers illustrates the components of this balance.

Budget Strategies and Spending Requirements for 2005-2006

Class Size and Composition - (\$2,153,000)

The most significant concerns expressed by education partners during the consultation phase of the budget process were the size of classes, particularly secondary classes, and the composition of classes, particularly at the intermediate level. Teachers, principals and DPAC all requested that these concerns be addressed in the proposed budget for 2005-2006. Management is pleased therefore to propose the expenditure of approximately \$2.153 million in the draft budget to specifically address these concerns. This level of expenditure consists of two different strategies: (1) a reduction in the number of large classes at the secondary level (\$1.139 million); and, (2) very specific initiatives to address intermediate class composition issues (\$1.013 million). These strategies provide for the addition of 26 FTE teachers and 4 FTE support staff workers, as indicated below.

	CUPE FTE	Teacher FTE	Cost \$(000's)
Reduction of large Secondary classes		15.00	1,139
	0.00	15.00	1,139
Intermediate class composition		5.00	380
Learning Assistance Teachers		3.00	228
Zone Counsellors		2.00	152
Student Assessment & Intervention Centre	4.00	1.00	234
Supplies			20
	4.00	11.00	1,013
	4.00	26.00	2,153

Large Secondary Classes

The addition of **15 FTE enrolling teachers** at the secondary level at a cost of \$1.139 million will mean a significant decline in the number of classes with greater than 32 students. Depending on the distribution of these teachers to the schools in the staffing process and the programs offered by the respective schools, this initiative could result in up to a hundred fewer large classes. Part of this initiative involves a policy change with respect to secondary students enrolled as

international students. Instead of staffing for these students at 50% of the staffing for regular students and adding special ESL teaching blocks provided by the International Student Program, all international students will now be staffed for fully as regular students and it will be up to the school to decide how much ESL they need. One of the reasons for this shift in policy is due to the makeup of our international student population. In the last few years there has been a significant shift in the population from mostly non-English speaking Asian students to more German and South American students who have a good grasp of the English language.

Intermediate Class Composition Issues

Management is proposing a number of initiatives to address class composition issues at the 4 – 7 grade level. These proposals have a total cost of \$1.013 million.

- The addition of **5 FTE enrolling teachers** at a cost of \$380,000 will not only address composition issues but may also alleviate certain large class situations.
- The addition of **3 FTE Learning Assistance teachers** at a cost of \$228,000 is the result of a slight shift in the allocation of LA support to our elementary schools. The basic formula for LA Support Allocation to elementary schools would be “capped” at 1FTE at each school site. Supplemental Supports would then be added to those schools that had a significant population of students designated in the Low Incident area as well as those students who require Intensive Behavior Support, gifted etc.
- Using the 04/05 LA allocation to schools numbers and capping the basic allocation to schools at 1FTE, 2.25 FTE could be shifted toward supplemental supports to those schools that require additional resources in this area. In addition to this 2.25, it is recommended that an additional 3 FTE would be required to supplement resources to the elementary schools. Based on 2004-2005 data, 12 elementary schools would require supplemental supports.
- The addition of **2 FTE zone counselors** at a cost of \$152,000, which will be part of the Student Support Services section of the budget, is seen by district staff and management as a crucial support in addressing class composition issues. Simply stated, the current allocation of 10 FTE Zone Counselors to elementary schools is not sufficient to meet the needs of the 33 elementary schools. Children with complex behavior issues place the most significant challenge on our elementary school and the reduction two years ago in this area from 14.75 to 10.3 FTE based on the reduction of students identified in the Intensive Behaviour Support category now seems to have reversed itself. The Ministry of Children and Family Development, Child and Youth Mental Health Team have indicated that they have a 6 month waiting list for their services. The CYMH Team indicates that the number of students in our district who require their services far exceeds the approximately 500 they are able to serve each year.

- The most innovative strategy being proposed by management to address class composition issues is the **establishment of a Student Assessment & Intervention Centre** at a cost of \$254,000 that would be staffed by a qualified teacher, a Youth and Child Care worker and three Educational Assistants. This centre would provide an elementary-age program with intensive, highly structured behavior and academic interventions for students with serious and complex behaviours. Specific goals of the centre would be:
 - To provide an inter-ministerial education service to students;
 - To provide behavior intervention and academic instruction for students;
 - To transition students back into their regular school;
 - To serve as a training ground for teachers and educational assistants;
 - To coordinate the work at the centre with other community agencies.

Alternate, Continuing & Distance Education - (\$511,000)

The District has established a clear direction with respect to offering public education to as broad a base of learners as possible. Recognizing that the traditional classroom does not educationally meet the needs of many learners, the District developed and implemented certain special programs in 2004-2005 to address this reality. These programs are intended to capture those learners who would not otherwise be part of the public system and by doing so the District has also been able to mitigate, to some extent, the negative impact that declining enrolment is having on our annual Ministry funding.

In the current school year the elementary Learn@Home program located at Forest Park has offered distance education to over 70 students; the Brannen Lake Correctional Institution program has provided instruction to approximately 15 FTE adult students; and, eight students have been enrolled in the District's Outreach program. The implementation of these programs has not only been educationally productive for those involved but has more clearly identified the learning needs that exist in our community that are not being fulfilled. Management is therefore recommending expansion of all these programs and the establishment of a distance learning program for secondary students, similar to the elementary Learn@Home program.

Recently the Board received a consultant's report on our Alternate Education programs and management is currently developing a plan in response to the recommendations in the Report. While that plan is yet to be completed it is safe to say that our Alternate Education delivery model will be seriously examined which could result in new and/or altered programs in the future. Coupled with the community learning needs mentioned above and the desire to expand the newly developed programs, it has become apparent to management that there is a requirement for a more focused and directed effort to achieve these goals. As a result, management is proposing the following specific spending increases, totalling \$511,000, in the attached draft budget for 2005-2006:

	CUPE FTE	Teacher FTE	Cost \$(000's)
Addition to Outreach Program Staffing	2.00	1.45	193
Addition of District Principal's Position			110
Addition of Staff at Brannen Lake	0.20	1.20	98
Clerical Support for District Principal	1.00		45
Supplies & Equipment (District Principal)			40
Supplies & Equipment (Brannen Lake)			18
Supplies & Equipment (Outreach Program)			12
Addition of Teaching Time to Learn@Home		0.20	15
Supplies Savings in Learn@Home Program			(20)
	3.20	2.85	511

Outreach Program

This program was developed and implemented by our Student Support Services department in September 2004 as a pilot program and currently has eight students enrolled in it. While identifying the special learners that make up this enrolment, district staff became aware of many more members of our community who would be potential candidates for the program and has recommended to management a significant expansion of it to capture those learners. This expansion would involve having an additional 22 students, bringing the program to a total of 30 students. Because of the special requirements of the program this expansion plan will necessarily require additional teaching and support staff as well as more supplies.

The current program, which was unbudgeted, has a cost of approximately \$44,000, consisting of a 0.55 FTE teacher and some supplies. The recommended expansion will add 1.45 FTE teachers and two youth and child care workers and have an additional cost of approximately \$205,000, bringing the total program cost to \$249,000, as indicated below:

Teacher staffing	1.45 FTE	\$110,100	\$151,900
Creation of Youth & Child Care positions	2.00 FTE	82,500	82,500
Supplies		12,400	14,600
		<u>\$205,000</u>	<u>\$249,000</u>

The Outreach Program Teachers are responsible for developing direct instruction programs for the students which will involve the creation of IEP's and behavior plans which in turn will provide documentation for inter-ministerial discussions around these students.

The Youth and Child Care Workers will become a critical support for the program. They will work with the Outreach teachers to provide guidance, ongoing assistance, encouragement and support to "at risk" students in developing and achieving appropriate behavioural, academic, and life skills goals. They will also assist students in their transition into a regular SD68 educational program and serve as a key liaison between the school, the home and various community agencies.

As indicated, the funding projected for the 30 expected students in this program in 2005-2006 not only will cover the costs of the program but also will offset some of the lost funding from the declining enrolment trend among school-aged students. Approximately \$412,000 of funding will be available if the program can enroll 30 students, covering the budgeted costs of the program and providing in excess of \$160,000 for other district supports.

District Principal of Alternate, Continuing & Distance Education

To be effective in providing a more focused and directed effort in achieving the goals of implementing the recommendations coming forward on Alternate Education, expanding the current alternative programs and establishing new ones requires administrative attention and support. There is a requirement for leadership and a new direction to ensure that alternative programs meet Ministry of Education requirements for funding. Alternative program expansion will ensure that genuine alternatives are available to students and that the funding necessary to provide these programs is secured. Management is therefore recommending the creation of a District Principal's position, reporting to the Assistant Superintendent of Educational Programs, in order to provide the necessary educational leadership, direction and expertise in alternate, distance and continuing education.

The District Principal will oversee the following existing and future program options:

- Off-site alternate programs, presently consisting of VAST, 5 Acres, Northbrook, Northfield;
- New, or altered off-site alternate programs that may be developed as a result of the Alternate Education Report and subsequent staff Plan;
- Brannen Lake – Nanaimo Corrections Centre;
- K-7 Learn@Home, Aurora;
- Outreach Program;
- A new 8-12 Distance Learning Program

A key function of this position will be to develop a comprehensive plan for expansion and improvement of alternative opportunities for students in SD 68. This will include maintaining and expanding enrolment FTE's in all three areas of responsibility.

Specifically, the District Principal will provide leadership by:

- Developing and implementing alternate programs and sites that meet Ministry requirements and appropriately guide a response to the Alternate Education Review and subsequent report;
- Supporting school-based development of E-Learning options for learners;
- Guiding the development and implementation of a district 8-12 Distance Learning program;
- Managing the further development and expansion of continuing education options for adult learners and youth re-entering the public education system;
- Providing district support and liaison to the Malaspina summer school and to any special summer projects sponsored by SD 68;

- Representing the district in developing partnerships and agreements with other educational and provincial jurisdictions where students are shared between schools, districts or another institution
- Providing expert support to other school-based alternatives to learning by supporting the full development of quality school-based alternatives to learning and programs of choice.

The proposed budget contains \$195,000 for this function, consisting of \$155,000 in wages and benefits for the principal and their clerical support and \$40,000 for supplies and related administrative expenses. As indicated above with respect to the Outreach Program and below with respect to the Brannen Lake Program, additional funds are expected to be generated which will more than offset the cost of this position.

DISTRICT PERFORMANCE PLAN – (\$340,000)

The 2004-2005 operating budget contained significant spending increases to support the District’s Performance Plan and individual schools’ education plans. These increases amounted to \$274,000.

Input from schools, principals and SPC’s indicate strong support of the Literacy Lead Model and significant interest in expanding the number of schools that can benefit from this resource. The Ministry of Education district review team mentioned the high level of support and interest from schools for this program and it is anticipated that the formal report from the ministry will reflect this. The consultations that senior management held with education partners yielded the view by teachers and principals that more elementary librarian time would be beneficial in improving literacy skills. This is also in keeping with the Ministry’s emphasis that identifies school libraries and learning resources as a priority area for improvement. Management therefore felt that increased spending in both of these areas would be warranted as a strategy to support the District’s Performance Plan. As indicated in the chart below significant funds are being proposed to address these concerns.

	CUPE FTE	Teacher FTE	Cost \$(000's)
Increase Elementary Librarian Time		1.82	138
Add Seven 0.2 Literacy Lead Teachers		1.40	106
Leadership Teams/Nutrition Release Time			50
Curriculum Release Time			20
School Collaboration Release Time			12
SPC Inservice Support			10
Supplies			3
	0.00	3.22	340

Elementary Librarian Time

The increase of 1.82 FTE teacher librarians at a cost of \$138,000 reduces the librarian to student ratio to 900:1 from 1109:1. This service level for assigned librarian time exceeds the formula of 2000-2001 that was set at 985:1. This increase in librarian time is also seen by management as responding to the Ministry's emphasis on library programs.

Literacy Lead Teachers

The addition of seven 0.2 Literacy Lead Teachers increases this program to now cover 22 elementary schools.

Other Initiatives

- **Release Time for District Leadership Teams** – these teams support the District's Performance Plan and individual school education plans in many ways. They provide advice, direction and support to the district and schools in a common direction regarding best practices, the acquisition and use of appropriate and effective resources and the coordination of professional development opportunities. Management feels that, while the three teams were effective in the current year, that effectiveness could be improved if more release time was provided to them. Consequently, management is proposing that \$10,000 in additional release time be allocated to each of the leadership teams. This accounts for \$30,000 of the \$50,000 referred to above.
- **Release Time for Nutrition/Fitness Initiatives** – there will be considerable Ministry emphasis in 2005-2006 on student nutrition and fitness issues. That emphasis will be focused on how improved levels of nutrition and fitness impact the learning outcomes for students. In order to properly address this emphasis, management feels it is necessary to allocate release time specifically for this purpose and is proposing that \$20,000 be directed to this purpose.
- **Curriculum Release Time** – the district has not had a coordinated approach for curriculum issues in recent years. Schools have had the responsibility for the expenditure of their Learning Resources budgets, yet there has been no opportunity to coordinate choices or purchasing decisions across the district except on an ad hoc basis. There is much evidence that the effective use of learning resources has a beneficial effect on student learning, not to mention the more efficient of financial resources. Management feels that better cross-school coordination and sharing of teacher expertise is required in our choice of curriculum and is recommending that \$20,000 be allocated in the budget for this purpose.
- **School Collaboration Release Time** – with respect to the improvement of student learning, management recognizes that many effective practices are taking place in our schools and believes there is much to be gained by having a vehicle to share ideas between schools. They are therefore recommending the allocation of \$12,000 in teacher

release time in the proposed budget to be used specifically for the purpose of sharing innovative practices between schools.

- **Support for School Planning Council In-services** – there were two in-service sessions in 2004 for School Planning Councils that proved to be highly successful in providing information for SPC members in the development of school goals. Management believes there is merit in continuing with these types of initiatives as school goals and school planning councils may change from year to year and is therefore recommending the allocation of \$10,000 in release time to support such initiatives.

Technology Infrastructure and Supports – (\$311,000)

The district commenced an initiative in the 2004-2005 budget of reestablishing a plan for the technology infrastructure of the District. That plan is focused primarily on the replacement of computer labs, purchasing necessary equipment and maintaining the security of the District’s network. In addition the District is one of the pilot districts for the implementation of BCeSIS – the new provincial student information system. Some of the technology spending in the current year’s budget was originally directed to this purpose. The planned conversion of our secondary schools did not however take place in March as planned and will now take place in 2005-2006 along with the elementary conversion. Much of the proposed expenditures in the technology area are therefore directed toward successful implementation of BCeSIS. Of the total \$311,000 referred to below, \$235,000 is being directed to this end.

	CUPE FTE	Teacher FTE	Cost \$(000's)
BCeSIS Release Time			91
BCeSIS Technical Support	1.00		59
BCeSIS Teacher Support		0.50	38
BCeSIS Clerical Support	0.50		25
Additional Fees and Hardware			22
	1.50	0.50	235
ITA Staffing	1.00		67
Increased Spending on Computer Labs			45
Network & Web-Casting Equipment			25
Study Effectiveness of Elementary Labs			20
Increased Maintenance Contract Costs			10
Planning for Attendance Management			(41)
Removal of Elem. Server Replacement			(50)
	2.50	0.50	311

As indicated, the district is proposing to commit \$91,000 for release time for teachers and principals to ensure a successful implementation. This is in addition to the \$80,000 specifically allocated for school secretaries, bringing the total release time for the project to \$171,000.

With respect to the remainder of the proposed increased spending on technology, there is a definite shift toward planning. While an additional \$45,000 has been added for the upgrade of

elementary and secondary computer labs, bringing the total in the proposed budget to \$220,000, another \$20,000 is being proposed to address concerns expressed by staff and partner groups that computer labs may not be an effective learning tool for all elementary aged students, particularly primary-aged students. If approved the District would use this funding to study this issue, and fund one or more pilot alternatives to the current elementary computer lab model.

Management is recommending a reallocation of Information Systems staff to address particular concerns expressed by staff. This reallocation will see the addition of 1 Zone Technician and an Information Technician Assistant's position being reclassified to a Zone Technician position at a total cost of \$67,000. The move will address the following staff concerns:

1. No available replacement staff for vacation or sick time. The technical nature of the position makes it very difficult to obtain temporary staff.
2. Staff is currently fully utilized in daily operation activity and therefore no staff time can be devoted to training. Ongoing training is essential, especially in the technology field where technology and the knowledge required to support it changes frequently.
3. Security equipment and activities are increasing to address virus, spam, spy-ware, student web access control and security of confidential data.
4. Increasing resource demand required to support web based information sites for public and staff.

In addition, instead of implementing an attendance management plan in 2005-2006 as was intended in the status quo budget, management is recommending that \$15,000 be allocated to plan for a 2006-2007 implementation of this project. The result is that \$41,000 in savings will be realized in 2005-2006 but that the amount of \$56,000 will have to be budgeted again in 2006-2007.

Supports to Address School Secretaries' Concerns – (\$286,000)

For the last two years, there has been a significant amount of concern expressed by school secretaries regarding the volume and changing nature of the work they do. While some of these concerns relate to previous operational decisions to reduce secretarial hours, many of them relate to the challenge of performing the same job responsibilities with less time and having to take on new responsibilities related to accounting, particularly accounting for GAAP, and student records, particularly getting ready for BCeSIS.

Management has been aware of these concerns and has worked closely with the union in addressing them. In the 2004-2005 budget, the minimum number of secretarial hours assigned to a school was increased to 27.5 without the normal bumping process taking place, thereby ensuring continuity of current secretaries in the schools. In the current year management has again listened to the secretaries' concerns and, while developing a strategy for 2005-2006 and beyond to address them, has consulted extensively with schools and directed significant additional funding (approximately \$50,000) to bridge the gap until a more formalized plan can be put in place. Addressing the concerns of school secretaries was the predominant request that CUPE made of management in the recent consultation process.

Recognizing the validity of these concerns management has developed a plan and is pleased to propose the following expenditures totalling \$286,000 that it feels will address the concerns of school secretaries not only in 2005-2006 but also beyond.

	CUPE FTE	Teacher FTE	Cost \$(000's)
Additional Secretary Hours	2.98		130
Release Time for BCeSIS			80
School Accounts Position	1.00		46
Training			30
	3.98	0.00	286

The additional \$130,000 for secretarial time has been assigned arbitrarily in the budget between elementary and secondary schools. Management is working on a formula revision that will put this strategy into operation. This formula revision is being made with consideration of the input that has been received from the union and the secretaries.

The need for significant release time for training on BCeSIS is also being recognized in this budget proposal. \$80,000 is proposed to be directed to ensure that school secretaries, who will have a daily responsibility to operate this system, are adequately trained in its use.

To address the concerns of the secretaries related to the new accounting procedures required under GAAP, management is proposing that an accounting position be created in the Finance Department that will specifically deal with the accounting for school funds. The present accounting staff has been challenged in fulfilling the normal responsibilities of their positions and responding to the requests for assistance from the schools. Considerable additional replacement time has been incurred this year in meeting the demands of these requests. Dedicated attention to the accounting concerns of school secretaries is viewed as necessary in this new era of GAAP and Government Reporting Entity requirements and in fact is what many other districts have done. The cost of this position will be approximately \$51,000 but the Finance Department is expecting to have \$5,000 in savings in staff replacement costs.

Finally management recognizes that ongoing training or upgrading training is a necessary component of the job of the school secretary and is therefore recommending the expenditure of \$30,000 to address this need. This amount will be controlled by the Human Resources Department.

Of this \$286,000 management believes that approximately \$200,000 will be required in future years, basically that any future BCeSIS training will be covered off by the \$30,000 in training in the Human Resources Department.

Facilities Service Levels – (\$263,000)

Prior to the 2004-2005 school year, there were several years of budget reductions in the facilities area that resulted in a very inadequate level of service in most areas. The positive initiatives that were included in this year’s budget that resulted in an additional 3.15 FTE support staff workers in the facilities department have been continued in the proposed budget for 2005-2006 with the addition of 4.2 FTE support staff workers. The areas of greatest concern expressed by CUPE in the consultation meetings with management with respect to facilities were the coverage that each custodian was responsible for and the painting program. As part of the \$263,000 increased expenditures being proposed for the facilities department management is therefore recommending that \$186,000 be assigned to address these concerns. \$120,000 would be to the operations budget, representing 2 FTE custodians at a cost of \$97,000 and \$23,000 in supplies and \$66,000 would be added to the painting crew, representing 1 FTE painter at a cost of \$58,000 and supplies of \$8,000.

	CUPE FTE	Teacher FTE	Cost \$(000's)
Reduction in Custodian Area Coverage	2.00		97
Increase in Painting Staff	1.00		58
Addition to Inventory Control Staffing	0.70		37
Increase in Maintenance Staff	0.50		25
Custodial Supplies			23
Transportation Dept. Training			15
Painting Supplies			8
	4.20	0.00	263

The additional support for the operations department will mean that the area coverage of each custodian will decrease by approximately 300 square feet, going from 2,500 sq. ft. to 2,200 sq. ft.

In addition, a 0.5 FTE position is being proposed for the maintenance department and \$15,000 has been allocated in the transportation department for training purposes.

The status quo budget contains a 0.5 FTE position in the Secretary-Treasurer’s office for inventory control purposes. This position has remained unfilled in the current year but management will be shortly looking at filling it on a full time basis. This position is necessary to satisfy the recommendation of the district’s external auditors over the last two years and will ensure better control of all district inventories, including facilities inventories and those controlled by facilities in our central stores.

Student Support Services – (\$214,000)

In total the proposed budget contains \$846,000 of increased spending in the area of Student Support Services. This level of increased spending is in excess of the \$840,000 the District is projecting to receive as supplemental funding for special needs students, as detailed in the Ministry’s recent announcement of \$150 million additional money for public education. The additional spending is included in two distinct budget strategies:

Addressing Intermediate Class Composition Concerns	\$634,000
Continued support for the Implementation of the 2004 Student Support Services review	214,000

	CUPE FTE	Teacher FTE	Cost \$(000's)
District VP for SSS			102
Safe Schools Coordinator		0.70	56
Additional Speech Pathologist		0.50	38
Additional ESL Teaching Time		0.20	15
Coordinator's Stipend			3
	0.00	1.40	214

These supports are in addition to the additional Learning Assistance teachers and zone counselors that have been discussed under the Intermediate Class Composition section of the budget.

District Vice-Principal

Management is recommending the continuation of the District Vice-Principal’s position for another year at a cost of \$102,000. The reasons for this are:

- The first phase of the Student Support Services Implementation Plan has made a significant difference to the staff and students of School District #68. In order to move the student support services plan forward, and sustain and consolidate the achievements of the first year, it is will be important to maintain the vice principal position for the 2005- 2006 year. School District #68 has a significant population of students with special education needs. Two people in a leadership position at the District Level can more readily respond to parent, principals and teachers concerns, and continue the important work of advancing the implementation plan.
- Areas of continued focus for a District Vice-Principal during the 2005- 2006 school year will include:

1. Improving the quality and standards of record keeping through the use of the district's Electronic IEP template. The effective use of the template will significantly reduce the paper work associated with the Ministry requirements.
2. Continuing to focus attention on interventions and programs for students with complex behavior challenges including the development of the planned Student Assessment & Intervention Centre.
3. Through mentoring activities, and as one of the top priorities, provide in-service and training opportunities for the school based support teachers.
4. Revising and strengthening the transition planning process for students with special education needs, particularly for students entering Kindergarten, Grade 8 and those students moving beyond school.
5. Sustaining and developing in- service and training opportunities for teachers and education assistants.
6. Continuing to develop and improve the district's use of technology to support students with special education needs.

Safe Schools Coordinator

The district already has a 0.3 FTE Non-Violent Crisis Intervention position. An additional 0.7 FTE staffing component at a cost of \$56,000 is being proposed that will see this position converted to a Safe Schools Coordinator's position. The primary responsibility of the Safe Schools Coordinator is to build school district capacity to deal with behavioural issues. Assistance will be provided to schools to develop and implement a broad range of systemic and individualized strategies for guiding students in achieving important social and academic outcomes while preventing problem behaviours.

Speech Pathologist

The present allocation of 6.5 FTE Speech Language Pathologists does not meet the needs of the student population for language and speech therapy support in this school district. The service is spread thinly throughout the district. The Child Development Centre indicates that they have a list of 160 children awaiting assessment for significant speech language difficulties. Although the CDC gives priority for assessment to children entering school in September each year, increasingly and particularly at the primary grade levels, we have children significantly at risk in language development. Since language development is so closely connected to the development of Literacy skills, and where an early emphasis on language development is critically important, then an increase in this resource contributes will contribute significantly to the school district Literacy goal. Management is therefore proposing that an additional 0.5 FTE speech pathologist at a cost of \$38,000 be added to the budget for 2005-2006 to address this need.

ESL Teacher Support

When ESL/ESD services became school based, in 2002- 2003, a District Position was established to assist teachers at the school meet the Ministry requirements, and develop programs at the

school site. During the 2002-2003 school year the district position was combined with a 0.2 FTE from International Education. In 2003-2004 the FTE support associated with the International Students program was removed leaving only the original 0.2 FTE. This position is critically important in ensuring that Ministry Guidelines are being followed. Management is therefore proposing that the resource teacher position be increased to 0.4 FTE at a cost of \$15,000.

Addition of Elementary Vice-Principals

The District is facing a problem with respect to the number of administrators it will have in the future. It is anticipated that as many as twelve of our current principals will be retiring in the next three years, many at the elementary level. We currently have only six vice-principals at the elementary level. Management is therefore proposing that the district hire six additional vice-principals as part of a sound succession plan and assign 0.2 FTE administration time to each. This proposal has a net cost of \$170,000 and is one that was mentioned by partner groups in the consultation phase of the budget process.

Administrative Structures & Governance

The proposed budget contains a net \$317,000 in spending to address certain required expenditure increases, governance issues and administrative matters, as illustrated in the following table:

	CUPE FTE	Teacher FTE	Cost \$(000's)
Increased Pension Costs			189
Increase in CTC Fees to Malaspina			117
Trustee Election			60
Asst. Superintendents' Clerical Support	0.60		30
School-Based & DRC Admin Time			30
Increase in Communications Staffing	0.57		28
Library and Career Services Staffing Time	0.60		26
District support for new AEIA Agreement			25
E-Portfolio Equipment			20
Supplies and Software			16
Human Resources Dept Staffing	0.33		15
Human Resources Recruitment & Training			14
Membership in ERAC			7
Change in Reduction of Unfunded Liability			(261)
	<hr/> 2.10	0.00	<hr/> 317

Pension Costs

The district has recently been advised by the Municipal Pension Plan that contribution rates for employers and employees will increase by 0.99% respectively on July 1, 2005. This increase relates to our management and support staffs and is estimated to be \$189,000. This will become an ongoing expense for the district in subsequent years.

Increase in CTC Tuition Fees to Malaspina

The District was advised earlier this year that Malaspina University College wanted to enter into a new partnership agreement with the District in response to the increased enrolment in the program and to the corresponding higher costs related to it. Management expects these fee increases to be significant in light of the operational plan to at least maintain the current enrolment and expand it if possible. The budgeted increase in fees represents almost approximately \$900 per student.

Trustee Election

The three-year service period for current Trustees comes to an end in the fall of 2005. A Trustee election will be held in November. Based on the \$58,000 cost associated with the 2002 election, management is proposing a budget of \$60,000 for this year's election. This governance expense will only be repeated every three years.

Clerical Support for the Office of the Assistant Superintendents

At various times during the current year there was considerable additional clerical time supplied to the office of the assistant superintendents. With the very significant reporting demands associated with the District's Performance Plan and the development of and support required for new programs there is a need for a more formalized approach to meeting these demands. A half time clerical position with a buffer for some additional hours is being proposed by management, representing approximately 0.60 FTE and a cost of \$30,000.

School Based and DRC Administration Time

Management is proposing the addition of 0.05 FTE administration time to each of our intermediate schools to address the unique concerns expressed by the school planning councils of those schools. This 0.1 FTE time will cost approximately \$10,000.

Management is also proposing the addition of 0.15 FTE administration time to the District Resource Centre. This cost of \$15,000 has been included in the Library Services section of the budget.

Communication Department Initiatives

Management is proposing the expenditure of approximately \$45,000 to allow the Communications Department to develop more informative district communications that promote the educational programs of the district and provide positive coverage of district and school events that focus on educational activities and student achievement. . Regular newsletters to educators, PAC's and SPC's, a twice yearly district newsletter, improved media releases and more timely updating of the District's webpage are some of the things being considered, as well as acquiring the software to allow parents to determine online which is their neighbourhood school. In addition there is a plan to redesign the District map at a one time cost. The total

spending of \$45,000 being proposed consists largely of making the communications clerk's position full-time at a cost of \$28,000. This will be an ongoing expense in future years. The remaining expenditures of \$17,000 will be reduced in future years to \$13,000.

Reduction of the Unfunded Liability

While preparing the GRE report for the Ministry for the remainder of this year staff discovered that the original estimate of the reduction in the District's unfunded liability with respect to employee future benefits was overstated in the status quo budget by some \$261,000. The following schedule explains this:

Unfunded Liability at June 30, 2005	\$400,000
Actuarial Expense for 2005-2006	223,764
Amount included in 2005-2006 Proposed Budget	<u>(85,000)</u>
	\$538,764
Amount included in Status Quo Budget	<u>800,000</u>
Savings	<u>\$261,236</u>

In addition by making this change, approximately \$417,000 of the GAAP funding provided by the Ministry has become available for operating budget purposes. Because this funding was only expected to be approximately \$156,000, management felt it was appropriate to include the savings of \$261,000 in this section of the budget, as some of the expenditures outlined here were also not known until recently (the pension costs and Malaspina Fee increases). Because the unfunded liability that existed at June 30, 2004 will be fully funded in 2005-2006, approximately \$700,000 of the GAAP funding provided by the Ministry annually will be available for operating budget purposes.

Sustainability

As mentioned at the beginning of this presentation, it is important that spending increases are sustainable with adequate funding in future years if they are to accomplish the result intended by the strategy. There are two significant concerns that the District should be aware of as it looks to 2006-2007 and beyond:

- The expectation that school aged funded enrolment will continue to decline;
- The possibility that wage increases may take place once the current net zero mandate is over.

These concerns will result in either less funding or additional costs. It is important to understand therefore how spending decisions made now will impact future years. At the next meeting I will be bringing forward information related to 2006-2007 and 2007-2008 and how this year's proposed budget will impact those years.

