

VSB

**VANCOUVER BOARD OF EDUCATION
FIVE-YEAR BUSINESS PLAN
2017/2018 – 2021/2022**



Senior Management Team
June 23, 2017

VANCOUVER BOARD OF EDUCATION

FIVE-YEAR BUSINESS PLAN

2017/2018 – 2021/2022

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1.0 Executive Summary

The Vancouver School Board (VSB) has been facing financial pressures for several years. As student enrolment has declined, the impact on revenue, expenditures and operations in general has led to budget pressures, and has created long-term issues for the district's budget.

This past year, VSB adopted a five-year [Strategic Plan](#), developed in consultation with students, families, staff and stakeholders. It sets out a clear and shared vision for the future of public education in Vancouver. In order to ensure our budgeting process aligns with the priorities identified in this Strategic Plan, VSB is developing enhanced budget strategies.

Five-year business planning

Starting this year, VSB is preparing a five-year business plan to determine spending priorities that align with the Strategic Plan. The five-year outlook will allow the district to be more forward looking in tackling its long-term financial pressures and create more stability for VSB. It will provide a framework for future budget planning and discussions.

The process and the documents for this year's budget will look familiar in many ways, but will also have some key differences.

The district's budget must comply with provincial legislation, and must align with VSB's policies. It must also be in alignment with the collective agreements VSB has with its unions. None of that is changing.

This year, discussions about the budget will include five-year spending priorities, as outlined in the business plan and in alignment with the Strategic Plan. There will also be budget proposals to address this year's shortfall.

Public consultation

The VSB has consulted with its stakeholders and the public about the budget as in every year. Meetings were scheduled with stakeholder groups, for public committee meetings, public meetings of the Committee-of-the-Whole where public input was received, and public board meetings dealing with the budget.

New this year was an online survey to gather broad feedback on the five-year business plan and this year's budget proposals. The survey was posted online at govsb.ca/budgetsurvey from noon on April 6 to 5 pm on April 18. It was a key method used to gather public input, as it allows the greatest number of people to participate. In addition, online surveys have been shown to be a strong tool to enable those uncomfortable speaking in public or those wanting to share less popular viewpoints to become more involved. By gathering input via the survey, VSB was able to analyze the input to determine the top themes and priorities presented, and report that information to the Board.

VSB's structural deficit

A structural deficit is when an organization's ongoing expenditures are continually more than its income, including government funding and other revenues. If income does not cover expenses over years, the structural deficit will have a cumulative effect. VSB has a structural deficit which must be addressed to prevent ongoing deficits. The five-year business plan is a first step to doing that.

The majority of VSB's revenues are derived from provincial and federal grants, which are directly linked to enrolment. As enrolment declines in Vancouver, grants have declined. About 8% of revenues come from fees, rentals and other sources. Fixed costs however have not declined in step with declining revenues.

VSB has significant fixed costs. Collective agreements determine staffing levels, but there are some clauses in these agreements that do not reflect current circumstances or advances in technology.

To address the structural deficit, VSB must make structural change. This will include long-term changes, modernization, rethinking and restructuring of costs and operations.

Taking a longer-term perspective, in the form of a five-year plan, is the first step to tackle the structural deficit and support the longer perspective decision-making that will create lasting change to better support our students.

Unique circumstances this year

In January 2017, the provincial government created the temporary Priority Measures funding to allow districts to begin hiring teachers and specialized staff, in response to the Supreme Court of Canada decision to restore contract language on class size and composition. In March 2017, the government announced the Classroom Enhancement Fund (CEF), which will fund restoration of the contract language for the next three years. The CEF will replace budget items funded through the Priority Measures funding and the Education Fund (which was part of the Learning Improvement Fund).

VSB's notional allocation of the CEF is \$57.6 million. Of this amount, \$3.4 million is provided for overhead-related type costs. In addition, government has provided capital funding to address emergent small scale facility modifications that may be necessary to make available the additional classroom space now required to meet the restored class size limits.

The introduction of the CEF has meant a significant change to VSB's staffing component of the budget. Previously, VSB had forecast a budget shortfall for 2017/2018 of \$14.9 million.

Over the past decade, VSB has strived to keep some teacher related services in place despite continued budget reductions. VSB has attempted to preserve ratios for non-enrolling staff to students, but did so by reducing in other areas of the budget. With the CEF this year, the VSB is able to realign all costs related to the implementation of the Supreme Court of Canada decision from the fall of 2016, reducing the need for further reductions in 2017-2018.

Given this situation, the forecasted deficit for this year is now at \$2.13 million. The budget proposals for 2017-2018 propose reductions for that amount to balance the district's budget for 2017-2018.

Next Steps

In accordance with sections 111 and 113 of the *School Act*, school districts must present a balanced annual budget for the next school year by June 30, 2017. Appendix B of this document includes preliminary budget proposals in order to achieve a balanced budget for 2017/2018. Consultation is scheduled for the month of April as outlined in Appendix C.

Final deliberations and adoption of the proposed reductions by the Board took place on April 26, 2017.

Going forward

In future years, VSB will continue to have deficits, and they will continue to accumulate and grow, unless we address the structural deficit and make structural changes. This five-year plan is just the beginning.

2.0 K-12 School Districts in British Columbia

The provincial government and BC's 60 elected boards of education co-manage the education system in British Columbia. The province establishes the amount of grant funding for public education annually, and uses a funding formula to allocate these funds to boards of education who, in turn, manage and allocate their operating funding based on local spending priorities. The province also provides capital funding, as well as funding for special programs through supplemental government funds. School districts also receive federal funding under specific grants.

The provincial government states in its operating grants manual that the Ministry of Education will be providing a total of \$4.999 billion in operating grants to boards of education in the 2017/2018 school year. The funding picture for the next three years is as follows:

School Year	Operating Grant (\$ billions)
2016/17	\$4.924
2017/18	\$4.999
2018/19	\$4.999*
2019/20	\$4.999*

*Future years will vary with student enrolment.

The province's funding formula is based on student enrolment which is calculated by adding up all student registrations, and converting those registrations to full-time equivalents (FTE). This forms the student FTE enrolment (student FTE) upon which funding is calculated.

Funding formula for Operating Funding

The funding formula for operating funding is comprised of a basic allocation plus supplementary grants.

Every student FTE is eligible for the basic allocation. The basic allocation is an amount of funding that calculated for every FTE student, by type, as outlined in the following table:

Provincial Totals	Basic Allocation	
	Common per student amount for every FTE student enrolled by school type	
79% allocated through the Basic Allocation	Standard School: \$7,301 per school age FTE	Continuing Education: \$7,301 per school age FTE
	Alternate School: \$7,301 per school age FTE	Distributed Learning: \$6,100 per school age FTE

This **basic allocation** accounts for the largest portion of funding for our District, amounting to \$447 million in 2017/2018.

In addition to the basic allocation, the province provides supplementary grant funds in the following areas:

- **Unique student funding** includes Special Needs, English Language Learning, Aboriginal Education, and Adult Education programs. There are also further grants for groups of students with particular needs, or to address particular student circumstances, including CommunityLINK funding, the Classroom Enhancement Fund, depending upon class size, composition language in collective agreements.

The following table shows the distribution of unique student funding:

Unique Student		
Additional per student funding to address uniqueness of district enrolment and support additional programming		
Level 1 Special Needs: \$38,140 per student	Level 2 Special Needs: \$19,070 per student	Level 3 Special Needs: \$9,610 per student
English/French Language Learning: \$1,395 per student	Aboriginal Education: \$1,210 per student	Adult Education: \$4,618 per FTE
Vulnerable Students: in addition to CommunityLINK		

13% allocated to recognize unique student enrolment

- **Unique district funding** addresses unique cost pressures of specific aspects of districts, particularly those that are rural districts. VSB receives funding for Salary Differential, as our educators tend to have higher tenure than those in other parts of BC and therefore earn higher salaries, resulting in a need for salary differential funding.

The following table shows the distribution of unique district funding:

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

7.5% allocated to recognize unique district factors

- **Funding protection and enrolment decline funding** address districts where trends are in decline. Funding is allocated based on enrolment, but district costs have both a fixed and a variable component. Since funding fixed costs using a variable funding model can have funding impacts on districts with declining enrolment, additional funding is provided if enrolment or overall funding decreases by more than one to 1.5 per cent in a year. This gives districts the time needed to plan and react to decreases in funding. While BC as a whole has seen enrolment increases in the past two years, VSB's trend differs. VSB has experienced enrolment decline for the past number of years.

The following table outlines the distribution of funding protection and enrolment decline funding.

Funding Protection / Enrolment Decline	
Enrolment Decline: funding to districts experiencing enrolment decline of at least 1% when compared to the previous year	Funding Protection: funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September

0.5% allocated to buffer the effects of declining enrolment

3.0 VSB Vision/Mission Statement & Goals

We inspire student success by providing an innovative, caring and responsive learning environment.

Goal 1 - Engage our learners through innovative teaching and learning practices.

- Enhance support for students with specific needs.
- Support the implementation of the curriculum.
- Enhance assessment and reporting strategies to support teaching and learning.
- Ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through completion of Grade 12.
- Provide increased opportunities to connect students to their learning.

Goal 2 - Build capacity in our community through strengthening collective leadership.

- Support professional networking opportunities and collaborative practices for our staff.
- Encourage and appreciate the contributions made by our students, families, employee groups and community partners.
- Support professional development opportunities for staff in the implementation of the curriculum.
- Enhance and support opportunities for student voice.
- Enhance and support opportunities for parental engagement.

Goal 3 - Create a culture of care and shared social responsibility.

- Increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- Increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- Support effective, thoughtful transitions for all students at each stage of their development.
- Respect and celebrate all forms of diversity.
- Support collaborative relationships with community partners that enhance student learning and well-being.

Goal 4 - Provide effective leadership, governance and stewardship.

- Advocate for public education.
- Implement the recommendations of the Long Range Facility Plan.
- Effectively utilize school district resources and facilities.
- Support effective communication, engagement and community partnerships.
- Develop and implement a long term financial planning model
- Implement the recommendations of the Sustainability Action Plan.

4.0 Overview

In April 2016, an initial funding shortfall of approximately \$14.90 million was estimated for 2017/2018. Significant developments have taken place since that estimate.

The Supreme Court Decision

On November 10, 2016, the Supreme Court of Canada issued its decision in favor of restoring the 2002 contract language related to class size and composition. In January 2017, the Ministry of Education announced the Priority Measures funding (PM) for school districts in response to the Supreme Court of Canada decision. The PM was funding designated to support the interim restoration of class size language for the January-June 2017 period while a final agreement was negotiated.

In the early part of March 2017, the Ministry announced a funding commitment for the 2017/18 fiscal year in the form of a new fund, the Classroom Enhancement Fund (CEF). On March 10, 2017, the Ministry of Education (MoE), the BC Public Schools Employers Association (BCPSEA) and the BC Teachers Federation (BCTF) ratified a Memorandum of Agreement (MoA).

4.1 The Classroom Enhancement Fund (CEF)

The intent of the new CEF fund is to fund the restoration of the 2002 contract language and will continue as a Special Grant for 2017/18 and for the next three years. CEF funds would also be available for overhead capital requirements for portables and classroom reconfiguration, in order to accommodate the additional classrooms formed under the new agreement.

On March 23, 2017, the Ministry announced the notional CEF allocations as well as the requirements for the CEF. Boards of education are responsible for ensuring funding is spent in a manner that aligns with the MoA, and optimal classroom organization to ensure the most efficient use of resources is expected.

As per the March 23rd Ministry letter to school districts, the Classroom Enhancement Fund (CEF) *“...is ongoing. It consists of:*

- *\$80M from the former Education Fund (the teacher portion of the Learning Improvement Fund (LIF));*
 - *\$100M from the Priority Measures funding (PM) announced in January 2017;*
 - *\$180M in additional new funding - \$150M for teacher compensation and \$30M towards overhead and operating expenses.*
- *In addition, the \$20M component of LIF targeted for school Support Staff unions will continue for the 2017/18 school year...*
 - *Notional allocations have been made according to Ministry of Education estimates of school district need to implement the Memorandum of Agreement. No school district will receive less than the Teacher Education Fund (TEF), plus the annualized amount of the PM funding – when taking the overhead funding into account, every school district is expected to receive more funding in 2017/18 than in 2016/17...*

The Vancouver School District's notional allocation of the Classroom Enhancement Fund is \$57.6 million. Of this amount, \$3.4 million is allocated to support overhead-related costs associated with the implementation of the restored contract language. In addition to the CEF funds, government is providing capital funding to address smaller scale facility modifications that may be necessary in

order to make available the additional classroom space now required to meet the restored class size limits. CEF funds are available to:

- A. continue the teaching and support staff already in place from Ed Fund / LIF and PM funding subject to eligibility in accordance with the MoA;
- B. help implement the provisions of the restored Collective Agreement Language;
- C. supply districts with the financial resources necessary to provide any remedies to classrooms where the restored language cannot be fully met for the 2017-18 school year.

When considering how to comply with the parameters through the CEF fund, it is important to consider which positions are required as a result of the restored Collective Agreement language, as well as which had previously been funded through the Education Fund or the Priority Measures Fund. There are several clauses in the restored Collective Agreement that outline specific staffing requirements, such as support for students with special needs, Inner City (now Enhanced Services) budgets, and Urgent Intervention Process (UIP) support.

Examples of teaching and support staff positions funded through the CEF include:

- Enhanced Services Literacy Teachers
- Enhanced Services Transition Teachers
- Other non-enrolling (school and district-based) teaching positions
- SSA supports for students with Special Needs (i.e. UIP)

By April 28, 2017, districts were required to submit their preliminary staffing plans, based on their projected student enrolment, for September 2017. Submissions were reviewed by Ministry staff and the interim notional allocations were adjusted accordingly. Districts will be required to prepare a further report in October 2018 and a final report in June 2018 outlining how the funds were used for staff hiring and cost of remedies, together with a final financial submission that can be compared against district audited financial statements.

The District will use CEF funds to achieve compliance with the restored class size and composition language.

Impact on VSB's budget

Prior to the March 23rd Ministry of Education release of 2017-18 (CEF) to all school districts, it was anticipated that the Vancouver School District would again be facing a potential shortfall of \$14.9 million for the coming school year. Senior Staff prepared several budget proposals many of which were put forward during the 2016-17 budget deliberations and were later reversed when additional funding was found.

The introduction of the restored Collective Agreement language and the CEF have meant a significant change to VSB's staffing levels and a review of expenditure classifications.

Other Provincial Funding

The Province has announced the continuation of other funding sources that will be available to the VBE for 2017/2018:

- Additional funding of \$0.99 million for the VBE for the Education Plan Supplement. The purpose of this funding is to help districts implement initiatives related to the B.C. Education Plan with a focus on supports for early learning and the development of trades' skills, as announced by the Ministry of Education on March 15, 2016.

4.2 Base Budget Projections

The Base Budget projections reflect the estimated costs for 2017/2018. The Base Budget is developed based on the 2016/2017 Amended Annual Budget adjusted for projected changes in 2017/2018 including enrolment, enrolment driven revenue, staffing changes, estimated salary and employee benefit increases, inflation and other factors for 2017/2018.

All school districts in BC have one thing in common: their operations are primarily driven by enrolment. Student enrolment is the main driver of both operations and funding, as described in section 2.0. Further, student enrolment drives expenditures. The number of educators and support staff, as well as the facilities needed, are all a function of student enrolment.

In April 2016, the base budget shortfall was projected to be \$14.9 million.

	\$ Millions
Annual Inflationary Increases	
Salary Increments	\$ (1.26)
Employee Benefits Increase	(0.42)
Inflation (on Utilities only)	(0.19)
Enrolment Change (decline of 196 FTE)	(1.51)
	<u>\$ (3.38)</u>
One-Time Budget Solutions	
2015/2016 Projected Surplus Carry forward	\$ (1.23)
Use of 2014/2015 Unrestricted Surplus	(0.73)
Prior Year One-Time Revenue and Expenses	0.80
Reversal of One-Time Budget Proposals	(8.29)
Pay back of Frozen School Flex Surplus	(2.06)
	<u>\$ (11.52)</u>
Initial Projected Surplus / (Shortfall)	<u>\$ (14.90)</u>

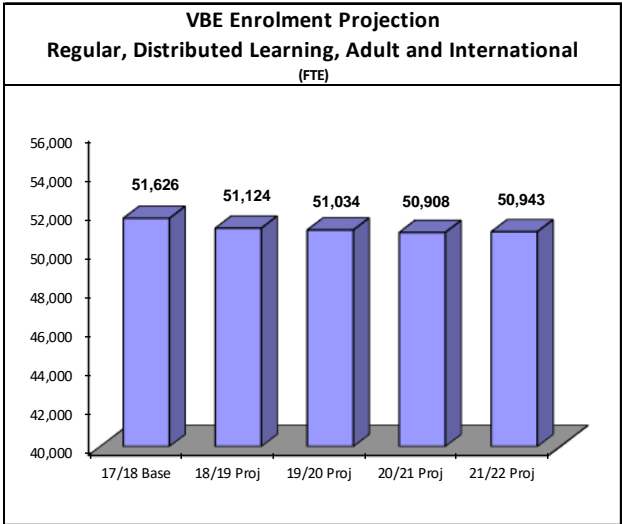
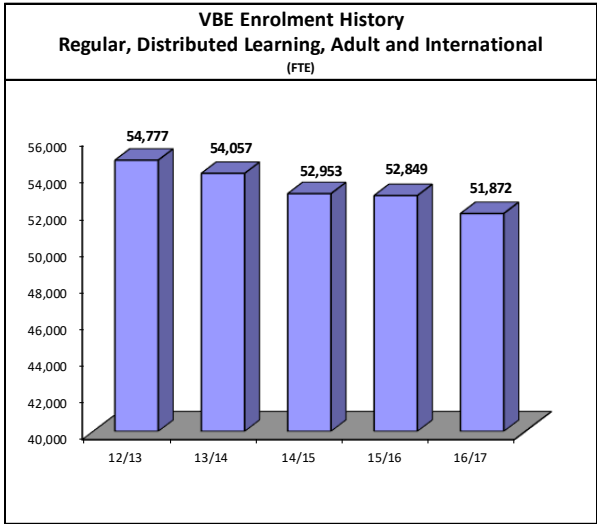
Subsequently, projections were updated as more information has come in since April 2016. Therefore, the projected shortfall was updated to \$9.21 million as shown below:

	\$ Millions
Initial Projected Surplus / (Shortfall) \$	(14.90)
Average Salary & Benefits Updates	1.06
International Refunds	1.03
MOE Funding Announcement	0.93
Additional Lease Revenue	0.75
Summer School	0.71
School Calendar	0.63
Enrolment Update	(0.44)
Revised Britannia Agreement	0.37
Vice Principal Allocation	0.12
Other	0.54
Revised Surplus / (Shortfall) \$	(9.21)

4.2.1 Enrolment

As previously indicated, while student enrolment across BC has increased in recent years, VSB’s trend uniquely differs. VSB has experienced enrolment decline for the past number of years and projects this declining trend to continue. Enrolment decline will impact on revenues, expenditures, and operations in general in the future.

This decline, both historical and projected, is illustrated in the following graphs:



4.2.2 Base Budget Revenues

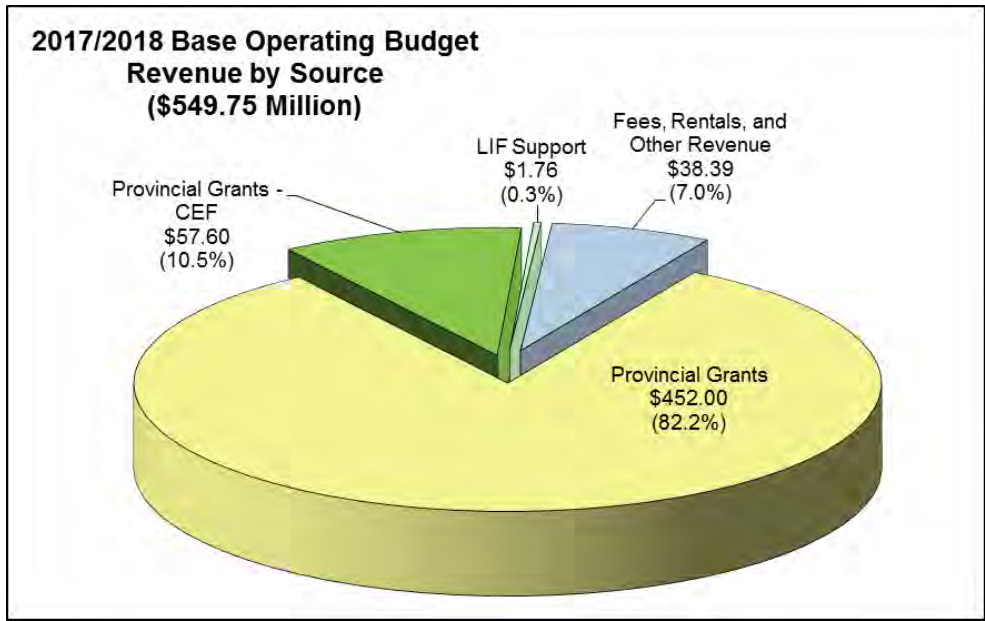
The majority of revenues (92.6%) are funded from provincial grants from the Ministry of Education (including CEF).

The operating grant received from the Ministry of Education is calculated based on enrolment therefore changes in enrolment will significantly impact the grant funding to the school district.

Projected revenues and other funding sources for 2017/2018 total \$549.75 million.

VBE generated revenues represent 7.4% of total operating revenues, primarily from international education student tuition, rentals, leases and investment income.

The following graph outlines the operating revenues by source for 2017/2018.



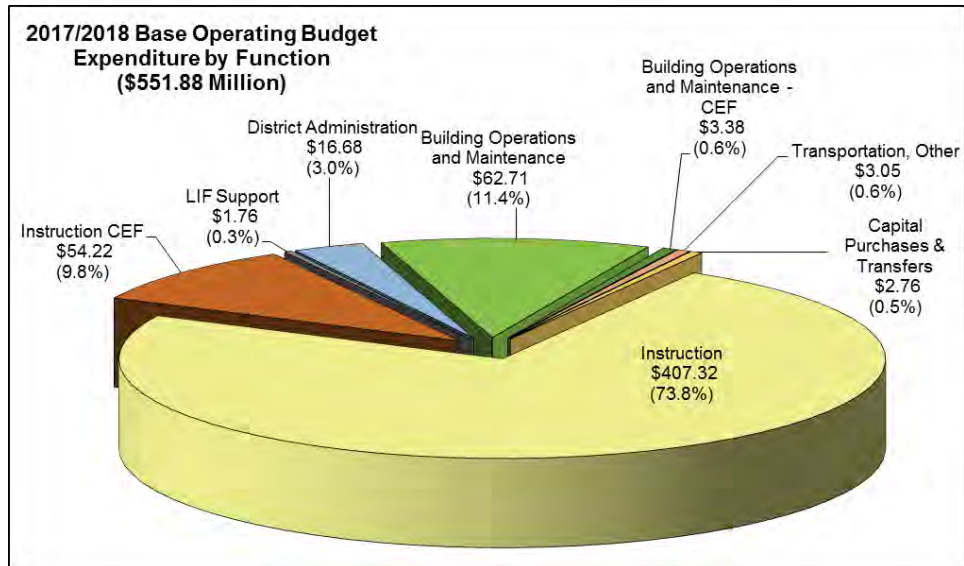
4.2.3 Base Budget Expenses

Projected expenditures for the 2017/2018 base budget total \$551.88 million (\$2.13 million higher than projected revenues).

Approximately 84% of the operating budget is budgeted for instruction related. This includes teachers, educational assistants, school administrators and support staff and school based supplies and services.

Building operations and maintenance accounts for 12% of expenditures, district administration for 3% and student transportation for 0.6%. Capital purchases, provisions for the reduction in the unfunded liability for employee future benefits and interfund transfers also represent 0.5% of expenditures.

The following graph outlines the operating expenditures by function for 2017/2018.



Approximately 93% of the \$551.88 million operating budget relates to costs associated with salaries and employee benefits.

Services, supplies, utilities, and other minor expenditures account for approximately 7% of the budget.

4.2.4 Summary of Projected Funding Shortfall

VSB was projected to have a preliminary funding shortfall of \$9.21m for 2017/2018.

CEF provides approximately \$57.6 million in notional allocations. Priority Measures staffing and associated costs are interim in nature but do become ongoing costs as part of the CEF funds. CEF funds will be needed to address further staff needs in order to achieve compliance with the restored class size and composition language.

Eligible CEF related costs are to be allocated in a manner that aligns with the MoA. The Ministry provided guidelines for the CEF, and requires optimal classroom organization to ensure the most efficient use of resources.

While CEF deals with some of the VSB budgetary challenges related to the implementation of the restored contract language, the VSB has a remaining shortfall totalling \$2.13 million in its operating budget. Appendix B lists the budget proposals in addressing this shortfall.

	2016/17 Amended Budget	2017/18 Base Budget	2017/18 CEF Impact	2017/18 Budget Proposals	2017/18 Proposed Prelim
Revenues					
Grants (MOE, Fed, other)	\$ 449.36	452.00			452.00
Tuition (Int'l, Summer)	28.18	28.25			28.25
Other Revenues	11.19	10.15		0.09	10.24
Appropriated Surplus	8.83			-	-
LIF, PM --> CEF	11.65		57.60		57.60
LIF Support	1.80	1.76			1.76
	\$ 511.01	492.15	57.60	0.09	549.84
Expenditures					
Instruction	410.14	414.41	(7.08)	(0.93)	406.40
+ LIF, PM --> CEF	11.65		54.22		54.22
+ LIF Support	1.80	1.76			1.76
Operations and Maintenance	62.63	62.71		(0.67)	62.05
+ CEF Overhead			3.38		3.38
District Administration	17.99	16.68		(0.10)	16.58
Transportation, other	2.84	3.05			3.05
Capital Purchases & Interfund Transfers	2.93	2.76		(0.35)	2.41
	\$ 509.97	501.36	50.52	(2.04)	549.84
Net	\$ 1.04	(9.21)	7.08	2.13	-

4.2.5 Base Budget Staffing

The Preliminary Budget Proposals will result in a net decrease of 18.28 FTEs.

The following table provides a summary of the staff adjustments by employee group.

2017/2018 Budget Proposals - Staffing (FTE) by Type				
	2017/2018 Base	Transfer to CEF	2017/2018 Proposals	2017/18 Proposed
CUPE 15	1,194.55	(40.90)	(8.55)	1,145.10
CUPE 407	101.00			101.00
IUOE	707.67		(0.23)	707.44
PASA / Excluded / District Principals / Trustee	106.50		(2.50)	104.00
School Administrators - Admin Time	144.67		(1.00)	143.67
School Administrators - Teaching Time	43.96			43.96
Teachers	2,846.16	(49.11)	(1.00)	2,796.05
Adult Learning Centre Instructors	30.37			30.37
Trades	50.00		(5.00)	45.00
	5,224.88	(90.01)	(18.28)	5,116.59

Details of the adjustments to staffing are provided in Appendix B.

5.0 Five-Year Financial Projection

The following table presents a preliminary operating budget projection for the VBE for 2016/17 Amended, 2017/2018 and the four years following 2017/2018.

It should be noted that these are preliminary high-level estimates based on assumptions as to the major budget factors. Accordingly, this projection must be considered as an estimate that will be subject to change.

	2016/17 Amended Budget	2017/18 Proposed Prelim	2018/19 Proposed Prelim	2019/20 Proposed Prelim	2020/21 Proposed Prelim	2021/22 Proposed Prelim
Revenues						
Grants (MOE, Fed, other)	\$ 449.36	452.00	450.79	450.00	448.97	447.25
Tuition (Int'l, Summer)	28.18	28.25	28.25	28.25	28.25	28.25
Other Revenues	11.19	10.24	10.15	10.15	10.15	10.15
Appropriated Surplus	8.83	-				
LIF, PM --> CEF	11.65	57.60	54.22	54.22	54.22	54.22
LIF Support	1.80	1.76	1.76	1.76	1.76	1.76
	<u>\$ 511.01</u>	<u>549.84</u>	<u>545.16</u>	<u>544.37</u>	<u>543.34</u>	<u>541.62</u>
Expenditures						
Instruction	410.14	406.40	409.13	410.41	410.93	410.66
+ LIF, PM --> CEF	11.65	54.22	54.22	54.22	54.22	54.22
+ LIF Support	1.80	1.76	1.76	1.76	1.76	1.76
Operations and Maintenance	62.63	62.05	63.07	63.45	63.86	64.27
+ CEF Overhead		3.38	TBD	TBD	TBD	TBD
District Administration	17.99	16.58	16.85	16.94	17.03	17.12
Transportation, other	2.84	3.05	3.05	3.05	3.05	3.05
Capital Purchases & Interfund Transfers	2.93	2.41	2.76	2.76	2.76	2.76
	<u>\$ 509.97</u>	<u>549.84</u>	<u>550.83</u>	<u>552.59</u>	<u>553.60</u>	<u>553.84</u>
Net	\$ 1.04	-	(5.67)	(8.22)	(10.26)	(12.22)
Ongoing Impact of 2017/18 Proposals			1.91	1.91	1.91	1.91
Net Projected Surplus/(Shortfall)	\$		(3.76)	(6.31)	(8.35)	(10.31)

Revenues

Enrolment decline is evident in the five-year projections. Grants decline from the current \$452 million to \$447 million in the five-year period, due to the projected reduction in the number of students.

Classroom Enhancement fund is introduced in 2017/2018, and is set at the interim notional funding amount indicated by the Ministry of Education on March 23, 2017. There is a \$3.4 million portion of CEF in 2017/2018 which is provided to address overhead related costs. In addition, capital funding is being allocated to districts for smaller scale facility modifications for the additional classroom space now required to meet the restored class size limits.

Expenditures

While enrolment decline does lead to decreases in related costs for instruction, overall costs are increasing due to salary increments, employee benefits increases and inflation on utilities costs. Fixed costs do change with reductions in enrolment as they are tied to physical space.

Appendix A

Five-Year Departmental Plans

Appendix A: Five-Year Departmental Plans

A.1 Superintendent's Office

I. Executive Summary

The Office of the Superintendent is responsible for and provides direction regarding the organization, administration, supervision and evaluation of all educational programs in the school district. In addition, it is responsible for the operation of schools within the district and overall supervision and direction of staff.

Directly supervised by the Associate Superintendent, the Field Services department falls under the organizational structure of the Superintendent's Office. The Field Services department is described in a separate section of this document. The International Education program and the Communications department fall under the direct supervision of the Superintendent of Schools.

The 2017/2018 operating budget of the Superintendent's Office is \$5.5 million and 31.7 FTE.

II. Department Description

A. Department link to the mission statement

The Superintendent's Office provides direction and support to schools and district departments responsible for delivery of educational programs. Programs are monitored, evaluated and adjusted periodically to ensure they are current and responsive to the needs of our students.

B. Brief description of the student population this department serves

The Superintendent's Office is ultimately responsible for programming relating to all students in the district. Departments within Learning Services and Field Services have responsibilities for specific groups of K-12 and Adult Education students.

The International Education department serves fee-paying students who are not eligible for provincial funding.

C. Brief description of the department

Superintendent's Office – see above.

The International Education program supports International students directly with advisors, counsellors and multicultural workers. It also provides additional teacher staffing to schools that host students in the program. The department also arranges a summer visitor program for groups of international students on short-term stays in Canada.

The Communications Department works to maintain and enhance Vancouver School Board strategic and tactical communications. Through digital and traditional communication channels, media relations, community engagement and graphic design, the department helps external and internal audiences understand the policies and practices of the Vancouver School Board. The department provides assistance to district departments and schools to support their communication planning and implementation processes.

D. Where does the department report to the public (Committee X, Board, website)

The work of the departments within the Office of the Superintendent is reported to the public through standing committee meetings (primarily Committee One and Committee Three) as well as directly to the Board at public Board meetings.

E. Where does the department report to the Ministry, government agencies

The department reports to the Ministry of Education primarily through reports relating to student enrolment.

III. Link to the Strategic Plan

The Office of the Superintendent provides high-level support, either directly or indirectly, to all goals and objectives contained in the Strategic Plan. Specific links to these goals are included in the Field Services section of the district five-year budget document.

The International Student Department either directly or indirectly supports all goals and objectives which relate to student success and well-being. The department annually generates significant revenue for the entire school district, supporting programs outside of the direct mandate of the department. The department also contributes directly to schools through additional staffing allocations. In addition, the department provides direct student support to International students through counsellors, program advisors and multi-cultural workers.

The Communications department is linked directly to the Strategic Plan in several areas:

- *Goal Two, Objective B – Encourage and appreciate the contributions made by our students, families, employee groups and community partners*
- *Goal Two, Objective E – Build Capacity in our community through collective leadership – Enhance and support opportunities for parental engagement.*
- *Goal Four, Objective D – Provide leadership, governance and stewardship – Support effective communication, engagement and community partnerships.*

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$ 1,386,385
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$ 1,386,384
GOAL 3:	Create a culture of care and shared social responsibility.	\$ 1,386,384
GOAL 4:	Provide effective leadership, governance and stewardship.	\$ 1,386,384
	Budget in 2017/2018	\$ 5,545,537

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

Major educational initiatives to be undertaken in the next five years are reported in the Field Services section of this document.

Major upcoming initiatives in the International Education department include:

- Continuing to recruit K-12 international students and retain current international student numbers
- Continuing to focus on decreasing reliance on specific market by increasing active recruitment in a variety of countries
- Maintaining or increasing international student group programs in summer and throughout the year
- Maintaining or increasing international student registrations to support the VSB Summer School department, Adult Education program and VLN course registrations.
- Continuing to take steps to attract international students to all schools in the district in order to decrease reliance on schools located on the west side of the District.

Major upcoming initiatives in the Communications department include:

- Working with the Information Technology department to establish a Digital Strategy to inform the District's communications and community engagement activities
- Providing professional development to help district staff understand the use of social media
- Working with Health and Wellness and community partners to integrate social media into the district's emergency plan.

B. Upcoming changes and challenges

Upcoming challenges to the Superintendent's Office will continue to include:

- Student enrolment and school and program capacity issues
- Meeting the increasingly diverse needs of students and families in the City of Vancouver
- Balancing the need to provide choice and educational alternatives to parents with the need to strengthen and enhance neighbourhood schools.

Upcoming Challenges to International Education include:

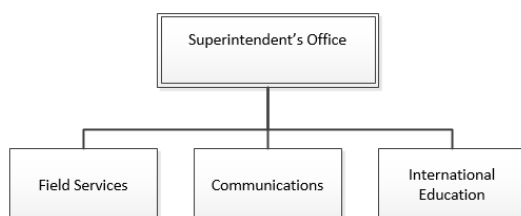
- Uncertainty in the global financial markets
- Canadian dollar valuation
- Accommodating international student enrolment in areas experiencing capacity issues
- Providing homestay opportunities in the expensive Vancouver housing market.

Upcoming Challenges to the Communications Department include:

- Capacity building within the department and the district, prioritizing workload, and working towards effective communication in a complex and large school district with almost eight thousand employees and fifty thousand students and their families.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Office of the Superintendent

The Superintendent of Schools, under the general direction of the school board, is head of the District Management Team, and is responsible for:

- Supervision of the requirements of the School Act
- Organization, administration, supervision and evaluation of all educational programs
- Operation of the schools in the district
- Overall supervision and direction of staff

The office of the Secretary-Treasurer also falls within the Superintendent's jurisdiction.

International Education

Continuing and International Education administers the adult non-credit Continuing Education program and the credit programs at the Adult Education Centres.

Communications Department

The Communication Department works to maintain and enhance the reputation of the Vancouver School Board through strategic and tactical communications. Through digital and traditional communication channels, media relations, community engagement and graphic design, the department helps external and internal audiences understand the present and evolving policies and practices of the Vancouver School Board. Communications provides support across the strategic plan, especially in support of building capacity through strengthening collective leadership and providing effective leadership, governance and stewardship. The department provides assistance to district departments and schools to support their communication planning and activation processes.

C. Collective agreement considerations

The majority of staff in the Superintendent's Office are excluded staff who do not belong to collective bargaining units. A small number of employees are CUPE 15 and are therefore subject to the terms and conditions of that collective agreement.

Staff in the International Education Department are CUPE 15 and teachers, and are covered by those collective agreements. Some staff are excluded (PASA).

Staff in the Communications department are either excluded (PASA) or CUPE 15.

D. Performance Measures (how do we measure success)

Success is measured through deliverables of stated actions in the Strategic Plan.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Superintendent's Office (includes International Education)						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended	Proposed	Projection	Projection	Projection	Projection
	Budget	Prelim				
Revenue						
Revenue & Prior Year Surplus	\$ 25,724,793	25,833,155	25,833,155	25,833,155	25,833,155	25,833,155
Total Revenue	\$ 25,724,793	25,833,155	25,833,155	25,833,155	25,833,155	25,833,155
Expenditures						
Payroll						
FTE	31.70	31.70	31.70	31.70	31.70	31.70
Salaries	\$ 3,066,649	2,906,362	2,933,539	2,942,279	2,951,060	2,959,881
Benefits	787,206	719,209	725,683	727,659	729,644	731,639
Total Payroll	\$ 3,853,855	3,625,571	3,659,222	3,669,938	3,680,704	3,691,520
Services and Supplies	\$ 2,068,443	1,919,966	1,919,966	1,919,966	1,919,966	1,919,966
Total Expenditures	\$ 5,922,298	5,545,537	5,579,188	5,589,904	5,600,670	5,611,486

A.2.1 Field Services Office

I. Executive Summary

Field Services is responsible for the supervision of all regular K -12 and adult education schools in the Vancouver School District. In addition, each member of the Field Services Department has other portfolios and duties, which in most cases directly align with work in schools and support school administrators.

Although other departments hold the primary responsibility for school budgets, such as staffing, supplies, school meals, etc., Field Services has a small budget of approximately \$100,000.00.

The 2017/2018 operating budget of the Field Services Department is \$10.7 million and 40.17 FTE.

II. Department Description

A. Department link to the mission statement

Field Services does not have a separate mission statement as our work supports the primary vision statement for the Vancouver School District, which is, "We inspire student success by providing an innovative, caring and responsive learning environment."

B. Brief description of the student population this department serves

Field Services serves all district students and adult learners.

C. Brief description of the department

Field Services is comprised of one Associate Superintendent, three Directors of Instruction, the System Information Team, educational coordinators and the manager for this area and one CUPE member. Field Services also supervises Vancouver Learning Network (VLN).

D. Where does the department report to the public (Committee X, Board, website)

Field Services report to DMT, SMT and are accountable to the public regarding school and student issues. In addition, members of the team are responsive to P/VP's, the VPD, Vancouver Coastal Health and a myriad of other agencies which interact with schools and students. Members of the team report both at committee and board meetings, along with a variety of other professional development and in-service opportunities of which they lead. Field Services personnel interact with all other departments, often triangulating their work to ensure student success and well-being.

E. Where does the department report to the Ministry, government agencies

Reporting to the ministry is defined and aligned through the work of Field Services in the areas of school plan templates, codes of conduct and other documents which support student learning.

III. Link to the Strategic Plan

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$9,294,577
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$110,163
GOAL 3:	Create a culture of care and shared social responsibility.	\$1,259,659
GOAL 4:	Provide effective leadership, governance and stewardship.	\$ -
	Budget in 2017/2018	\$10,664,399

The Strategic Plan is a prime responsibility of Field Services, and members of the team have responsibility for a number of objectives and actions in goals one through three.

The Field Services Department provides a high degree of support, either directly or indirectly, to all goals and objectives contained in the strategic plan. Specific objectives and actions have direct Field Service staff responsibilities and the majority of Field Services staff action centres on the goals of the Strategic Plan.

The Student Information Team have both direct and indirect responsibility for the following Strategic Plan Actions:

GOAL 1.2.2	Create the template for both district and school plans, ensuring they align with the Framework for Enhancing Student Learning.
GOAL 1.3.3	Provide teaching staff with a variety of technology resources to document student learning.
GOAL 1.3.4	Develop a district plan for the digital communication of learning.
GOAL 2.5.4	Support schools in their implementation of electronic parental communication and website enhancement.
GOAL 3.4.1	Continue to improve file inclusions and file management.

Vancouver Learning Network supports all goals and objectives which relate to student success and well-being.

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

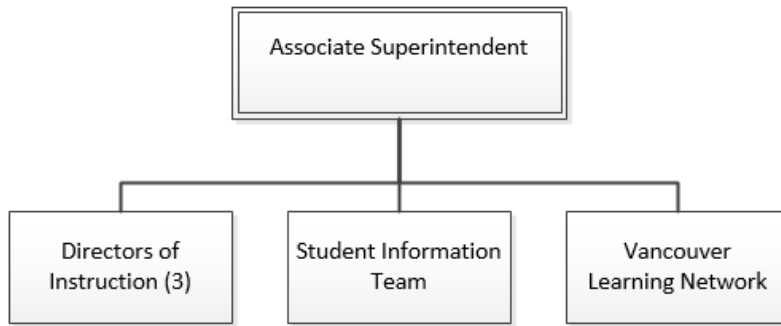
The implementation of the Strategic Plan will be Field Services' focus for the next five years. Emerging issues will be attended to.

B. Upcoming changes and challenges

Challenges include capacity building, prioritizing workload and communication. Field Services staff's primary focus is on schools, and principal/vice-principal support.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Field Services

Field Services is responsible to the Associate Superintendent for the supervision of both Vancouver elementary and secondary schools, and for the management of certain responsibilities and initiatives within the district structure.

Student Information Team

Please refer to Section A.2.2 Student Information Services.

Vancouver Learning Network

VLN is a distributed learning K-12 school located at John Oliver Secondary. The school offers online ministry approved courses with teacher support through both face-to-face and email correspondence.

C. Collective agreement considerations

All staff in Field Services are excluded staff who do not belong to collective bargaining units. The Student Information Team consists of VASSA members, one PASA employee and four CUPE members. VLN staff includes two VASSA members, 23 VTF FTE and 11.4 CUPE members and one test supervisor.

D. Performance Measures (how do we measure success)

Success is measured through deliverables of stated actions in the Strategic Plan and in the work with schools/ specifically principals and vice principals.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Field Services (includes Schools Flexible Purchasing, VLN, and Student Information Services)						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended Budget	Proposed Prelim	Projection	Projection	Projection	Projection
Revenue						
Revenue & Prior Year Surplus	\$ 455,874	433,268	433,268	433,268	433,268	433,268
Total Revenue	\$ 455,874	433,268	433,268	433,268	433,268	433,268
Expenditures						
Payroll						
FTE	40.27	40.17	40.17	40.17	40.17	40.17
Salaries	\$ 3,283,584	3,123,241	3,144,139	3,144,155	3,144,176	3,144,204
Benefits	860,046	827,094	832,535	832,492	832,451	832,410
Total Payroll	\$ 4,143,630	3,950,335	3,976,674	3,976,647	3,976,627	3,976,614
Services and Supplies	\$ 5,170,573	6,714,064	5,256,491	5,256,491	5,256,491	5,256,491
Total Expenditures	\$ 9,314,203	10,664,399	9,233,165	9,233,138	9,233,118	9,233,105

A.2.2 Student Information Services

I. Executive Summary

The Student information Team (SIT) is responsible for the following

- Managing and maintaining the data in My Ed BC - the provincial student information system.
- End user training and application support for My Ed BC
- Ensuring the district is in compliance with ministry of education funding criteria
- Student Data reporting to the Ministry of Education, student data provision for district information systems, and third party information systems.

The operating budget for the Student Information Team is \$1.8 million. Six FTE salaries and My Ed user fees are the main expenditures.

II. Department Description

A. Department link to the mission statement

We strive to support and enhance student learning by providing a secure, user friendly, and flexible Student Information Service for VSB employees, VSB students, and VSB parents. We learn through collaboration with VSB employees, the Ministry of Education, the system service provider, and other school districts.

B. Brief description of the student population this department serves

SIT serves the entire K-12 student population of approximately 4900 students in the VSB.

C. Brief description of the department

SIT is comprised of 4 CUPE members, 1 PASA manager, and a district principal. At present SIT also employs a district vice-principal to facilitate the ongoing implementation and support of My Ed BC. In addition to the responsibilities listed above SIT works directly with most other divisions in the VSB to design structures and processes that facilitate planning and operations. SIT also directly serves administrators, teachers, and office administrative staff at all VSB sites. SIT team members also make significant contributions to several provincial committees.

D. Where does the department report to the public (Committee X, Board, website)

The student information team prepares and delivers reports to Committee One - The Management and Coordinating Committee. SIT is also responsible for the content of the registration main page on VSB website.

E. Where does the department report to the Ministry, government agencies

The SIT team reports information to the Ministry of Education through the Knowledge Management Branch

III. Link to the Strategic Plan

- A. Engage our learners through innovative teaching and learning practices.
 - Goal 1c.1. Develop VSB reporting documents to communicate student learning
 - Goal 1c.2. Provide teaching staff with a variety of technology resources to document student learning.
 - Goal 1c.3. Develop a district plan for digital communication of student learning
 - Goal 1d.4. Track graduation rates
 - Goal 1d.5. Track Graduation Program provincial assessment participation and results

- B. Build capacity in our community through strengthening collective leadership.
 - Goal 2a.6. Develop a lesson-sharing portal
 - Goal 2e.4. Support schools in their implementation of electronic parent communication and website enhancement

- C. Create a culture of care and shared social responsibility.
 - Goal 3a.3. Track attendance with the use of SIS
 - Goal 3d.1. Continue to improve file inclusions and file management

- D. Provide effective leadership, governance and stewardship.
 - Goal 4d.2. Establish a digital strategy to inform the districts communications and community engagement activities

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

- Enrolment Management: There is a need for an continued increase in active enrolment management particularly K enrolment coordinated at the district level. This could include centralized management of cross boundary applications, and/or centralized kindergarten registration
- Train/Support large increase My Ed end users – elementary teachers: Work is commencing to engage elementary staff in using the My Ed student information system. Elementary teaching staff represents by far the largest potential user group with the least experience with digital/web based applications provided by the employer.
- Communicating student learning: The district is actively engaged in the process of redesigning the way student learning is communicated and reported. The student information team is directly involved in providing guidance to schools regarding reporting requirements as well as providing application support for My Ed to produce and publish report cards in the portal. There will be extensive additional work in this regard during the transition period we have entered.
- Planning - district program review: Program review will involve analysis of many aspects of programming around the district including assessing demand for programs, geo-locating students who apply for and attend programs, and locating potential new sites for programs which requires detailed enrolment projection and analysis.
- Catchment Review: Catchment review should be an ongoing process and will likely be necessitated by continuing enrolment pressure exacerbated by restored CSCC language, facilities management/closure, temporary closure due to the SMP and so on. Detailed analysis and consideration will be required as well as the development of an ongoing and dynamic process for boundary review.

- Alternate Program Re-Organization: Collaborate with the Learning Services division to reorganize Alternate Programs currently affiliated with secondary schools into Vancouver Alternate Secondary School (VASS).

B. Upcoming changes and challenges

- The Student Information Team is an innovative team, largely involved in, and oriented toward designing, implementing, and supporting organizational change. Many changes are as a result of new requirements from the Ministry of education which often arrive with the need for substantial district resources to be implemented successfully. One of the major challenges in a large complex human organization is adequate end to end analysis of the implications of change with the goal of simplifying and clarifying processes rather than adding layers of complexity that result in the misapplication of human resources in the field and at the district. The new strategic plan has the potential to provide a structure for prioritizing initiatives and planning for change systematically with the goal of aligning, streamlining, and standardizing operational requirements to the greatest extent possible so that greater organizational capacity is focused on educational innovation and change.
- Ideally key SIT positions will be permanently funded in the base budget.

V. Human Resources

A. Organization Chart

Included in Field Services above

B. Description of each area/workgroup within the department

The Student Information Team is a small collaborative team and therefore there is significant integration of work on an ongoing basis. The department has defined routines for formal communications as well as a culture of informal problem solving communications as necessary.

The district principal, vice principal and SIS Coordinator have the following departmental responsibilities for operational and project oriented work undertaken by the team:

- Supervision
- Management
- Budget management/forecasting
- Planning
- Communications internal and external
- Project Implementation
- Designing training and preparing documentation
- SIS Data Quality Management

There are 4 CUPE support staff on the team who have the following responsibilities:

- SIS Application Support for all user groups
- Solution Testing
- Account Management
- Data Provisioning for ministry, district, and third party systems
- Workshops and Training for school based clerical staff

Collective agreement considerations

CUPE members on the Student Information Team have a collective agreement with the employer.

C. Performance Measures (how do we measure success)

- SIT develops detailed proposals and plans including timelines and 'deliverables'. Our ability to implement and execute on our plans is a key performance measure.
- SIT actively seeks suggestions and feedback from the field – our ability to anticipate issues before they arise and resolve unanticipated issues quickly and professionally is another measure of success.
- The team has a culture of responsiveness and a reputation for being available to help and support the field. In general we respond to and resolve most service requests within 24 hours.
- SIT is able provide useful and accurate student information for district planning purposes on demand.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Included in

A.3.1. District Learning Services Office

I. Executive Summary

The Learning Services Department (DLS) is responsible for all educational programs and supports (training, personnel, resources) for all students in the regular K-12 range, as well as those outside of the K-12 program (StrongStart programs for those under 5 years of age and Adult Education programs for those no longer in the K-12 system).

The 2017/2018 operating budget of the Learning Services Department is \$79.6 million and 1,051.6 FTE.

II. Department Description

A. Department link to the mission statement

DLS supports the District's Mission Statement: "***We inspire student success by providing an innovative, caring and responsive learning environment.***"

Learning Services supports the learning goals and objectives of the VSB's Strategic Plan 2021 and does so by providing the programs, support, training, professional development and personnel required to ensure that each student has the opportunities and options necessary for a successful school experience.

B. Brief description of the student population this department serves

In terms of educational programs and curriculum implementation, DLS supports all of the 49,504 students who attend school in Vancouver. Of these 49,504, there are some students who receive additional supports. They include:

- a total of 5,161 students with IEPs, 2,272 of whom are students with designated special needs who receive additional Ministry Funding and support,
- 2,162 self-identified students of Aboriginal ancestry who receive additional Ministry funding and support
- 9,547 students who are ELL learners,
- 450 students in Regular Alternative Education Programs,
- 211 students attend Vancouver Alternate School
- 6,822 K-12 students in Programs of Choice (French Immersion, Montessori, etc.)
- 2,583 secondary students in mini schools, academies, IB programs
- 4,657 children enrolled in Strong Start
- 304 FTE enrolled in Adult Education in Sept 2016

C. Brief description of the department

DLS is divided into two very broad categories: **Educational Programs** and **Special Programs**. Under the umbrella of Special Programs, there are:

- Student Support Services including 64 Special Education Programs (26 elementary and 38 secondary) and a variety of specialized personnel (i.e. MIST teams, SSAs, District Resource Teachers)
- Alternative Education, including 20 secondary programs
- Elementary and Secondary School Counsellors and the Critical Incident Response Team
- Social and Emotional Learning and Prevention Programs, including the Anti-Homophobia counselor, the SACY program, and behavior consultants

- Speech and Language Pathologists
- Educational Psychologists
- District Resource and Placement Centre (DRPC) including Multicultural Workers and Settlement Workers in Schools
- 12 Provincial Resource Programs (PRPs) housed within the VSB

Educational Programs are responsible for:

- Implementation of all K-12 curriculum and assessment
- Aboriginal Education
- Specialty Programs (i.e. Choice, mini-schools, academies, IB)
- Modern Languages
- Early Intervention and Reading Recovery Literacy Programs
- Learning Information and Technologies
- Libraries
- Community Link and Community School Programs
- Enhanced Services
- Early Learning
- Career Programs
- Adult Education
- Gifted Education
- Athletics
- Fine Arts
- Summer School

D. Where does the department report to the public (Committee X, Board, website)

Learning Services oversees several Board Advisory Committees that provide input into district initiatives. They are:

- AEEAI&M (Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee)
- SEAC (Special Education Advisory Committee)
- Pride Advisory Committee
- Enhanced Services Advisory Committee
- MARAC (Multicultural/Anti-Racism Advisory Committee)
- MLAC (Modern Languages Advisory Committee)
- ELL Advisory Committee
- ICT Advisory Committee
- SLRCC (School Library and Resource Centre Advisory Committee)

Learning Services reports primarily to Committee III (Education and Student Services), and at times to Committee I and through to the Board in regards to all educational topics. Information related to both educational and special programs, as well as curriculum can be found on the district website.

E. Where does the department report to the Ministry, government agencies

DLS reports to the Ministry of Education regarding all Ministry-designated students (Special Needs, Aboriginal Education, ELL, French Language, Adult Education, etc.) primarily through 1701 data as well as Ministry-initiated audits of its various departments. The department is

responsible for implementing Ministry-directed policy regarding curriculum and assessment and reports to the Ministry of Education and the community that we serve through mechanisms such as annual school and district plans as outlined in the Framework for Enhancing Student Learning and the Aboriginal Education Enhancement Agreement. There are also reporting connections related to the PRPs within the district. Each year the Early Learning Supervisor must also report to the Ministry regarding the operation of the 19 StrongStarts within the VSB.

Learning Services is also responsible for allocating and reporting on CommunityLink funding (approximately \$ 7 million per year) from the Ministry. In addition, the department has close ties to Vancouver Coastal Health as some of our programs are staffed and funded by both VSB and VCH. DLS staff are also in regular discussions with the Ministry of Children and Family Development and the Vancouver Police Department, both because of the students that we serve and the initiatives that we work on together. Finally, the City of Vancouver has requested updates from staff at various CoV committees on topics such as Sanctuary Schools, food programs in schools, and the District's Aboriginal Education Enhancement Agreement.

III. Link to the Strategic Plan

The Learning Services Department plays an integral role in the first three goals of the District's Strategic Plan. Objectives within each goal that relate directly to the work of DLS include:

A. Engage our learners through innovative teaching and learning practices.

- Enhance supports for students with specific needs
- Support the implementation of curriculum
- Enhance assessment and reporting strategies to support teaching and learning
- Ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from Kindergarten through the completion of Grade 12
- Provide increased opportunities to connect students to their learning

B. Build capacity in our community through strengthening collective leadership.

- Support professional networking opportunities and collaborative practices for our staff
- Support professional development opportunities for staff in the implementation of the curriculum
- Enhance and support opportunities for parental engagement

C. Create a culture of care and shared social responsibility.

- Increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools
- Increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver School District's learning communities
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being
- Support effective, thoughtful transitions for all students at each stage of their development

- Respect and celebrate all forms of diversity
- Support collaborative relationships with community partners that enhance student learning and well-being.

DLS staff will play key roles in leading and reporting back on many of the initiatives and actions that are derived from these goals and objectives.

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$39,823,188
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$19,911,594
GOAL 3:	Create a culture of care and shared social responsibility.	\$15,929,275
GOAL 4:	Provide effective leadership, governance and stewardship.	\$3,982,319
	Budget in 2017/2018	\$79,646,377

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

- Implementation of redesigned curriculum and provision of resources, professional development and training to do so.
 - Redesigned K-9 curriculum currently in its first year of implementation.
 - Graduation Years (Gr. 10-12) to be implemented in 2018-2019
- Implementation of new Assessment policies, processes and templates
- Review of district programs (Special Ed, Alternative Education, Programs of Choice) to ensure that needs are being met
- Equitable distribution of technology to support learning both for students and teachers
- Management of donations and grants
- Continue to provide professional development support to Special Programs staff:
 - Resource/Program teacher training
 - Level B and Level C assessment training and resources
 - Development of webinars for resource teacher training
 - Core Competencies for SSA training
- Launch threat assessment protocol for the district.
- Build upon the work that has been done to support sexual health curriculum
 - Launch updated of Sexual Abuse Prevention Program (CARE kit)
 - Present workshop on Sexualized Behaviours in elementary schools
- Utilize digital portfolios for assessing the learning of students with special needs
- Improve and expand summer learning opportunities in the program by offering innovative programming choices with improved impacts on registration numbers and revenue

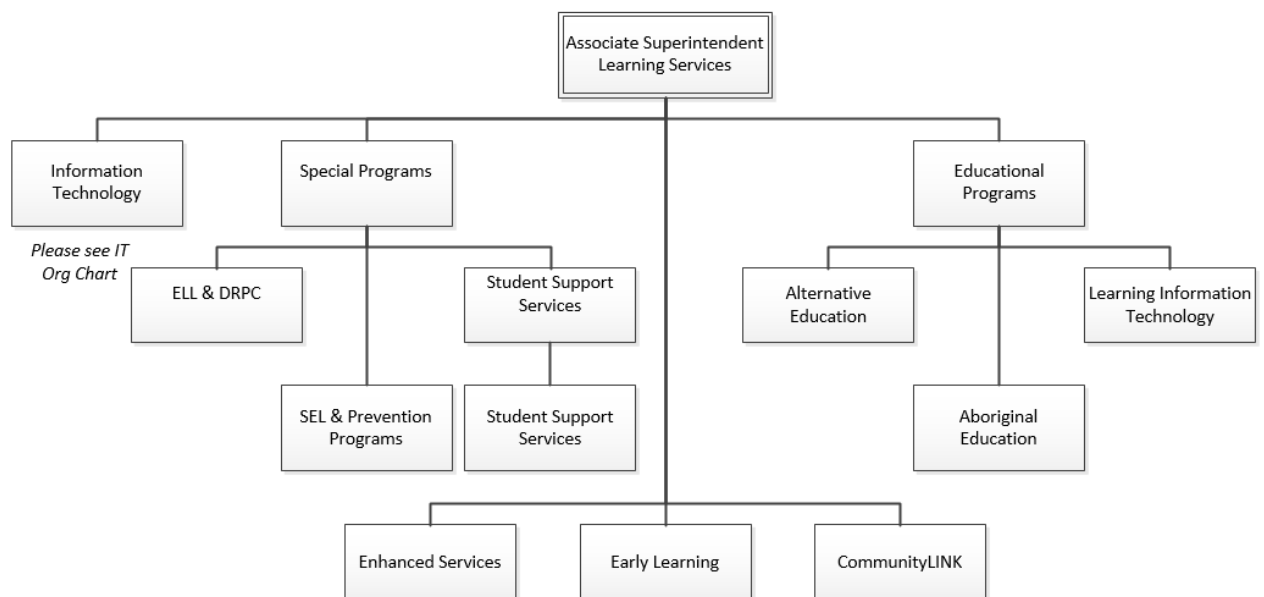
B. Upcoming changes and challenges

- Equitable access to technology for all teachers and students
- Funding to support resources and personnel to support both the redesigned curriculum and student needs
- Raising the graduation rates of our Aboriginal students

- Continuing to be able to support the marginalized students in our community through programs such as Early Intervention and Reading Recovery, as well as initiatives like food in schools, etc.
- Succession planning for the department at all levels
- TOC availability and costs to cover training and professional development for teachers and support staff
- Competition with online learning providers and post secondary institutions offering similar programs
- Recruitment of specialized teachers
- Competition with other adult education and summer school programs across metro districts for enrollment

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

The Learning Services Department is overseen by the Associate Superintendent of Learning Services. She is supported by two Directors of Instruction, one for Special Programs and the other for Educational Programs. As outlined above, there are a variety of smaller departments within these two broad categories. There are seven District Administrators and three Supervisors who lead within the department. In brief, here are the various areas of responsibility:

1. Curriculum and Assessment: Implementation of all K-12 curriculum and assessment, including the development of district policies and processes, and provision of professional development, training, resources and support related to these areas.
2. Student Support Services: Oversight of all Special Education Programs, assignment of support personnel (i.e. SSAs, specialized teaching staff) and resources for all students with special needs, including Speech and Language Pathologists and Educational Psychologists. Also responsible for all Provincial Resource Programs (PRPs) housed within the VSB

3. Alternative Education: Oversight of all secondary programs (district-based and interagency) that provide alternative options for those students who require additional supports to what is offered in their neighbourhood school
4. Social and Emotional Learning and Prevention Programs: including the Critical Incident Response Team, the Anti-Homophobia counselor, Elementary and Secondary Counsellors, SACY program, behavior consultants, and a variety of advisory groups, such as Pride, Anti-Racism, etc.
5. English Language Learners (ELL): Oversight of District Resource and Placement Centre (DRPC) including ELL consultant, Engaged Immigrant Youth Programs, Multicultural Workers (MLCWs) and Settlement Workers in Schools (SWIS)
6. Aboriginal Education: Oversight of all programs and personnel (approximately 38 FTE) intended to provide direct support to Aboriginal students, and to assist with the integration of Aboriginal worldviews and perspectives throughout the curriculum and in all of our schools. The District receives targeted Ministry funding (\$2.55 million) and provides additional operating funds in the amount of \$170,000.
7. Specialty Programs: Oversight of all elementary and secondary Programs of Choice (French Immersion, Montessori, etc.) as well as district level responsibility for secondary mini schools and academies, IB programs, and Gifted Education
8. Modern Languages: Oversight of all Second Language programs, K-12 including programs of choice such as French Immersion, Intensive French, Early Mandarin Bilingual. This department is partially funded with approximately \$640,000/yr in Federal Second Language funds (OLEP).
9. Literacy Programs: Provides school and district-based support to over 50 elementary schools supporting Early Intervention and Reading Recovery programs.
10. Learning Information and Technologies (LIT): Supports the use of technology in the classroom through inquiry projects, special funding for equipment and resources, and professional development.
11. Libraries: Provides district oversight for school libraries and cataloguing their acquisitions, library automation and the development of Learning Commons in each school
12. Community Link and Community School Programs: Oversight of distribution of approximately \$7m in CommunityLink funding for programs, initiatives and supports for vulnerable students. Twelve Community School Teams work in families of schools, and offer programs and services to support vulnerable students in four areas: nutrition, academics, social-emotional functioning, and community connectedness.
13. Enhanced Services: Provides additional support (personnel, resources, funding, meals) to those schools deemed most vulnerable according to SSI data. There are currently 18-20 VSB schools designated as Tier 1, 2, or 3 in terms of vulnerability.
14. Early Learning: Oversees the district's 19 StrongStart Centres and their personnel, organizes district-wide initiatives such as Ready Set Learn and Welcome to Kindergarten, liaises between schools and community organizations involved in the care of children aged 0-5 years.
15. Career Programs: Oversight of all personnel and programs related to providing secondary students with options in regards to Careers, Skills and Trades Education.

16. Adult Education: Oversight of all programming, personnel and sites that provide course offerings to those individuals who cannot access an education through the regular K-12 system. The Adult Education program provides:
 - a. a continuum of learning throughout the entire year,
 - b. the graduation program to youth over 16 and adults,
 - c. a program of pre-requisites to the graduation programs called Foundations of Literacy,
 - d. four 9 week terms, 2 18 week semesters, one 6 week summer program, 2 youth programs and a comprehensive self-paced program.

17. Athletics and Fine Arts Support: Organization of and support for all extracurricular activities and events related to Fine Arts and Athletics, as well as provision of professional development and training in these areas and liaising with external organizations related to Athletics and Fine Arts.

18. Summer School: Oversight of programming, staffing and sites which offer students in K-12 the opportunity to access additional programming outside of the regular school year. Summer school provides summer learning opportunities to elementary and secondary students in the areas of: skill development, remediation, completion, and English language development and preview. Most of the total FTE is temporary as the summer program only operates in July and August with the exception of 1 FTE Office Support C 12M.

C. Collective agreement considerations

Staff in DLS (in addition to summer school and adult education as outlined above) includes:

- 3 members of the District Management Team (2 Directors of Instruction and the Associate Superintendent)
- 20 exempt staff (PASA), primarily Supervisors and Community School Team Coordinators
- 7 District Principals and Vice-Principals who are members of PASA, VEPVPA and VASSA
- 318.43 FTE of teaching staff (VESTA and VSTA)
- 922.438 FTE of CUPE 15 staff including office support, coordinators, AEEWs, SSAs and SSBs, Youth and Family Workers, MLCWs, and SWIS.

D. Performance Measures (how do we measure success)

- Students with Ministry designations (Special Ed, Aboriginal, ELL) are receiving the necessary supports
- Continuing high graduation and completion rates (including those of marginalized students)
- Teachers feeling supported in their classrooms, subject areas, etc. through professional development and appropriate resourcing
- A variety of programs and services that meet the needs of all students continue to be offered while maintaining program viability and relevance
- Ensuring that those schools and students who are deemed vulnerable are being supported with additional funding, staffing, and programs
- Students continue to be supported in transition phases into and leaving the K-12 system

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
District Learning Services (includes LIF Support)						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended Budget	Proposed Prelim	Projection	Projection	Projection	Projection
Revenue						
Revenue & Prior Year Surplus	\$ 4,169,321	4,815,060	4,815,060	4,702,456	4,595,540	2,578,568
Total Revenue	\$ 4,169,321	4,815,060	4,815,060	4,702,456	4,595,540	2,578,568
Expenditures						
Payroll						
FTE	1,076.61	1,051.60	1,051.60	1,051.60	1,051.60	1,051.60
Salaries	\$ 56,517,077	56,092,962	56,240,743	56,155,874	56,081,530	54,653,536
Benefits	15,232,525	15,653,342	15,756,129	15,732,368	15,711,421	15,317,081
Total Payroll	\$ 71,749,602	71,746,304	71,996,872	71,888,242	71,792,951	69,970,617
Services and Supplies	\$ 6,101,748	6,141,125	6,120,949	6,110,115	6,099,842	5,905,906
+ LIF Support	1,801,281	1,758,948	1,758,948	1,758,948	1,758,948	1,758,948
Total Expenditures	\$ 79,652,631	79,646,377	79,876,769	79,757,305	79,651,741	77,635,471

A.3.2 Learning and Information Technology

I. Executive Summary

The LIT department provides a variety of research, planning, acquisition, implementation, and support services for technology and systems. Within the LIT department there are teams dedicated to providing:

- Phone, walk-up, on-site, and remote support
- Development and support of custom business applications, websites, and portals
- Deployment and support of computers, tablets, printers, and parts
- Implementation and support for servers, data storage, networks, information security, and cloud computing
- Email, databases, and phone systems services
- Network connectors for interchanging data with external information systems

The 2017/2018 operating budget of the Learning & Information Technology Department is \$11.4 million and 45.99 FTE.

II. Department Description

A. *Department link to the mission statement*

“We enable learning, work, and communications by providing modern, optimized, and responsive technology and services.”

The LIT department supports the District’s Mission Statement and its learning goals and objectives by **enabling** digital learning, work, and communications; **modernizing** foundational IT; **providing** responsive IT services; and **optimizing** IT risk and security.

B. *Brief description of the student population this department serves*

The LIT department supports the entire student population through the provision and support of over 20000 computers and mobile devices used by students to undertake learning activities, assignments, presentations, and assessments. All IT infrastructure, software, and online systems enable students, using school or their own technology, to perform learning and assessment activities.

C. *Brief description of the department*

The LIT department consists of IT professionals who provide help and assistance with technology questions, troubleshooting, problem solving, network account, password, and access management. The department also provides business analysis, application development and management, database development and management, website creation, and data interchanges with external systems. The teams also provides services for systems and network architecture, hardware and software installation and repair, networking, information security management, voice-over-IP phone communications, electronic mail, document management, and data backup and recovery.

D. Where does the department report to the public (Committee X, Board, website)

The LIT department periodically reports to the public through Committee One or Three.

E. Where does the department report to the Ministry, government agencies

The department interacts with the Ministry of Education most often related to network, shared services, or other provincial initiatives. As well, the department interacts with the Public Service Agency in relation to the PeopleSoft initiative.

III. Link to the Strategic Plan

The four LIT strategies to **Enable** Digital Learning, Work, and Communications, **Provide** Responsive IT Services, **Modernize** Foundational IT, and **Optimize** IT Risk and Security enable and support all the activities within VSB 2021 strategic plan.

Computers, mobile devices, software, and digital information systems are used to review a plan, develop an implementation, collect, analyze, and report data, develop plans, develop, edit, print documents, communicate, develop resources, etc. Networks, servers, and security protection are foundational to all activities involving all use of technology at or through the VSB.

LIT budget allocated to VSB 2021 goals is estimated as follows:

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$2,282,607
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$1,141,303
GOAL 3:	Create a culture of care and shared social responsibility.	\$1,141,303
GOAL 4:	Provide effective leadership, governance and stewardship.	\$6,847,820
	Budget in 2017/2018	\$11,413,034

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

- Implement the Digital Strategy
- Implement records and document management
- Implement PeopleSoft functional updates every two years
- Implement a new rentals information system
- Replace aging network switch equipment
- Replace aging phone and voice mail systems with the Skype for Business VoIP communications system
- Provide computers to all employees to enable them to perform their jobs
- Implement recommendations resulting from the 2016-17 external IT security review and assessment

B. Upcoming changes and challenges

The LIT department supports over 20,000 computers and mobile devices, thousands of printers, hundreds of servers, many terabytes of data storage, dozens of purchased and custom created information systems, and cloud computing services. Every employee uses and relies on technology supported by the LIT department to either perform their job or to access services as an employee. Nearly every student uses some form of technology in the course of carrying out learning activities, assessments, communication, and research. Demand for technology deployments and support, network services, and information services increase annually and the new BC curriculum is anticipated to drive demand even faster.

The LIT department does not have sufficient role capacity or redundancy for critical areas involving infrastructure and security services which poses significant risk to the District.

The major initiatives that the LIT department needs to undertake will strain current resources across the department. The department needs to build a formal security capability to ensure IT risks are appropriately addressed and to add capacity to be able to implement new or expanded initiatives.

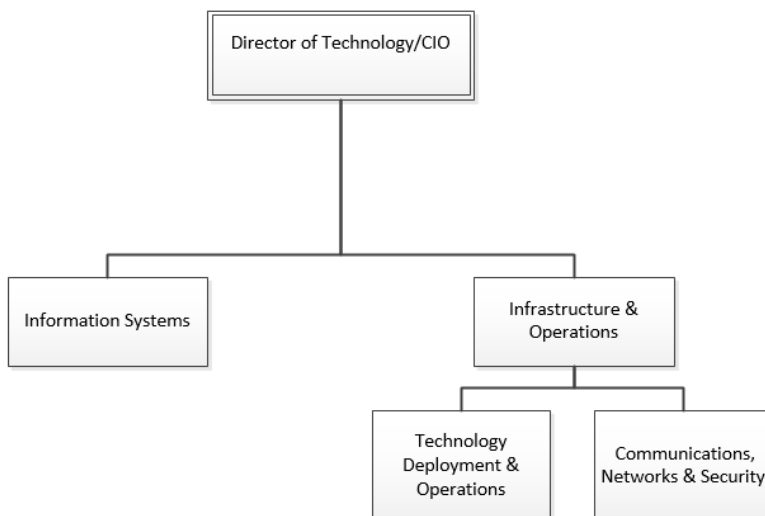
The District does not centrally fund the regular supply of computers to elementary teachers nor has funds allocated to supply computers to the additional 170 secondary teachers resulting from the restored contract language. This creates a have/have-not situation for secondary teachers and makes it very difficult for elementary teachers to incorporate technology into their teaching and learning practices which is an increased requirement of the new BC curriculum.

The previously approved lease to supply laptops to secondary teachers requires renewal in 2018-19

The District does not centrally fund the regular supply of technology for student use. Student technology is funded through special purpose grants and limited school and PAC funds. This approach perpetuates inequity of access to technology for learning purposes.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Research and Management

- Provide internal consulting and research for District initiatives
- Develop, communicate, and administer policy, standards, guidelines, procedures, plans, and roadmaps

Service Desk

- Provide help and technical assistance over the phone, remotely through the network, and in-person at the Ed Center, and document requests

Application Development and Support

- Gather and analyze requirements
- Architect, troubleshoot, install, support, design and build databases, applications, websites, automated processes, and provide training

Technology Deployment and Operations

- Architect, troubleshoot, install, and support systems infrastructure to enable secure, automated, and self-service processes for computers, mobile devices, printers, and software, and software updates

Infrastructure

- Architect, troubleshoot, install, and support servers, data storage, backup, network and security infrastructure to provide a reliable, responsive, and secure technical environment
- Provide and support email, cloud computing, and communications systems

Field Services

- Troubleshoot, install, and support technology in schools and District offices
- Physically deploy, configure, and install computers, tablets, printers, and software

C. Collective agreement considerations

Staff in the LIT department consist of members from CUPE 15, PASA, and DMT.

D. Performance Measures (how do we measure success)

- Digital content is increasingly stored and accessed from a common digital platform (track quantity of data stored locally versus in the digital platform)
- Increased speed for employees and students to store, find, and manage relevant documents and information
- Administer user satisfaction survey annually
- Reliability of infrastructure is increased
- Increased speed to resolve incidents and complete service requests
- Improved security controls

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Learning Information Technology						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended Budget	Proposed Prelim	Projection	Projection	Projection	Projection
Expenditures						
Payroll						
FTE	45.98	45.99	45.99	45.99	45.99	45.99
Salaries	\$ 2,795,746	2,723,750	2,741,770	2,744,124	2,746,489	2,748,865
Benefits	800,364	827,242	832,093	832,634	833,178	833,725
Total Payroll	\$ 3,596,110	3,550,992	3,573,863	3,576,758	3,579,667	3,582,590
Services and Supplies	\$ 7,525,366	7,862,042	7,862,042	7,862,042	7,862,042	7,862,042
Total Expenditures	\$ 11,121,476	11,413,034	11,435,905	11,438,800	11,441,709	11,444,632

B. Anticipated changes for next 5 years, subject to available funding

1 Implement the Digital Strategy

A new common digital platform will address current security risks with web platforms and enable effective modern integrated public and internal communication channels, collaboration tools, document management capabilities, and a shift to a primary source for all digital information.

Currently funded.

2 Implement records and document management

Through the Digital Strategy a new common digital platform based on SharePoint 2016 and Office 365 includes capabilities to enable employees to work efficiently in digital ways. Records and document management capabilities will be provided through the digital platform. After the initial implementation of the Digital Strategy, the previously approved records and document management project should restart in 2018-19 assuming sufficient internal human capacity is allocated for project and ongoing records management.

If the Board does not proceed with the records and document management initiative, the current inefficiencies and risks with managing electronic and paper records and responding to freedom of information requests, will persist.

Currently unfunded.

3 Implement PeopleSoft Updates

The recommended cycle for applying major updates to the PeopleSoft environment is two years. This is a significant undertaking requiring substantial effort internally and by the TSSI service provider.

If the Board does not proceed with PeopleSoft updates, it will not be able to take advantage of continuous improvements provided by the supplier.

Currently unfunded.

4 Implement new Rentals information system

The rentals application currently in use is end-of-life and the supplier will no longer support its use. A new system will be selected and implemented to replace the current system.

If the Board does not proceed with the replacement, it runs the risk of a failed rentals system with no means to recover.

Currently funded through the Facilities department.

5 Replace aging network switch equipment

Network switches provide wired connectivity to all computers, servers, printers, multi-function print devices, digital projectors, and other relevant technology including wireless access points. This equipment powers the backbone or 'spinal cord' for the District's digital information and communications. Current switches are seven years old and nearing their end-of-life as a viable asset and the manufacturer has recently declared bankruptcy. All network switches must be replaced.

If the Board does not proceed with this initiative, the District's critical, core network infrastructure will become unsupportable, and the District will be at risk of losing access to its digital information and communications.

Currently unfunded.

6 Implement Skype for Business VoIP communications system

The new Skype for Business communications system should be implemented to replace the District's end-of-life telephone systems in its schools and the centralized voicemail system that is no longer supported by the voice mail supplier.

If the Board does not implement this initiative, it runs the risk of increasing phone system and centralized voicemail system failures.

Savings from initial implementations added to Annual Facilities Grant funds are currently allocated to this initiative with priority given to seismic projects. Significant additional funding is required to complete all schools.

7 Provide computers to employees

Currently the Board does not centrally fund the provision of computers for all employees. It is critical that the Board systematically fund computers for employees to enable them to fulfill their responsibilities.

All action items with the VSB 2021 plan require employees to use computers to perform the work. Access to current computers is a foundational requirement to efficiently completing the action items within the VSB 2021 plan.

If the Board does not provide computers to its employees, it runs the risk of being unable to put fully into action, its VSB 2021 plan.

Currently, funding is available to provide computers to Education Center staff, Principals / Vice Principals.

8 Implement recommendations from the external IT security review and assessment

The Board has the responsibility to ensure the security of its information and systems assets. An external review and assessment scheduled for June 2017 will provide the District a report with estimates, roadmap, and priority projects.

If the Board does not invest in creating capacity for IT risk and security management, it runs the risk of internal (malicious) and external (cybersecurity) breaches such as disclosure, tampering, defacement, and information hostage and destruction incidents (ransomware).

Currently unfunded.

A.4.1 Employee Services

I. Executive Summary

The Employee Services Department services every employee of the school district. This department generates payroll, administers benefits, deploys staffing, recruits employees, oversees the district Health and Safety regulations, deals with Labour Relations issues, monitors compensation, and manages all employee leaves via an Employee Wellness program.

The 2017/2018 operating budget of the Employee Services Department is \$6.8 million and 64.12 FTE.

II. Department Description

A. *Department link to the mission statement*

We inspire student success by providing an innovative, caring and responsive learning environment.

B. *Brief description of the student population this department serves*

While the Employee Services Department does not directly service the needs of students, it indirectly services every student in the district via recruitment, staffing and health and safety.

C. *Brief description of the department*

The Employee Services Department consists of 66 employees. Twenty-Nine of these employees are members of the Professional and Administrative Staff Association (PASA - exempt staff) while the remaining thirty-six are members of CUPE Local 15 (union staff). An Associate Superintendent Heads the department.

The Department is strategically broken into three divisions. Each of these divisions successfully supports collaborative relationships with all employee groups we service by providing effective leadership, governance and stewardship. Senior Managers support the three divisions and are direct reports to the Associate Superintendent. They are as follows:

- Human Resources
- Employee Relations
- People Services

Two of the above areas are then partitioned into specific subgroups. Individual Managers head these subgroups and are direct reports to the Senior Managers. They are as follows:

Human Resources:

- Recruitment and Retention; Smart Find Express (SFE)
- Staffing

People Services:

- Payroll
- Benefits
- Wellness and Respectful Workplace

The Associate Superintendent has three other direct reports: a Divisional Coordinator, a Compensation Specialist, and a Health and Safety Manager.

D. Where does the department report to the public (Committee X, Board, website)

To further help strengthen our relationships, Employee Services reports to stakeholders and the Board via monthly Committee Four Meetings – Personnel and Staff Services. Recommendations regarding administrative transfers, as well as renewal of Principal and Vice-Principal Contracts are brought to the Board semi-annually. Any recommendations for appointments of District Management or Senior Management staff are through Board approval also.

As well, the Associate Superintendent, two Staffing representatives and two Employee Relations representatives meet regularly with the Vancouver Teachers Federation (VTF) via monthly Teachers' Personnel and Staffing Advisory Committee Meetings (TPSAC) and with the Vancouver Elementary Principals and Vice-Principals Association (VEPVPA) and the Vancouver Association of Secondary School Administrators (VASSA) through monthly Human Resources Management Advisory Committee meetings. Regular monthly meetings are also held with VEPVA and VASSA and the Senior Management Team via a meeting called 4 x 4 x 4.

E. Where does the department report to the Ministry, government agencies

Employee Services heads the September 1701 data process with respect to the student enrolment submission to the Ministry of Education. This in turn, determines the funding for the Kindergarten to Grade 12 education system.

The Compensation Specialist is responsible for reporting out to:

- Public Sector Employers' Council (PSEC)
- BC Public Schools Employers' Association (BCPSEA)
- Statistics Canada
- Community Social Services Employers' Association
- Ministry of Education

On a regular basis, the Payroll and Benefits Department is responsible for reporting out to:

- The Canada Revenue Agency
- Service Canada
- Workers' Compensation
- Ministry of Education
- Ministry of Finance
- Ministry of Health

Our Health & Safety Department is responsible for reporting out to:

- WorkSafe BC
- Vancouver Coastal Health – Communicable Disease
- Vancouver Coastal Health – Environmental Health
- City of Vancouver
- Vancouver Police Department (VPD)
- Vancouver Fire Rescue Service (VFRS)
- Ministry of Education
- British Columbia Public School Employers' Association (BCPSEA)

III. Link to the Strategic Plan

Engage our learners through innovative teaching and learning practices

In alignment with the Strategic Plan's Goal 1 and in conjunction with the Learning Services Division, Employee Services will be involved in enhancing assessment and reporting strategies to support teaching and learning. Initiatives currently being considered are:

- Providing Level B assessment training for Resource Teachers
- Development of VSB reporting documents to communicate student learning
- Providing teaching staff with a variety of technology resources to document student learning
- Development of a district plan for the digital communication of learning.

Build capacity in our community through strengthening collective leadership

Employee Services, on an on-going basis, provides professional networking opportunities and collaborative practices for staff. New employees are all given a sign-on orientation that enables them a successful start with their employment at the VSB. We will continue to look at further enhancing the professional development opportunities offered to enhance and support the student voice.

Create a culture of care and shared social responsibility

Through the Employee Wellness and Support program, we encourage and enhance practices that support cultural, social-emotional, physical and mental well-being. On an ongoing basis, workshops, which focus on mental health and physical awareness, are available for employees. As well, Our LifeSpeak on demand instructional videos are available on-line for employees to research wellness topics that range from financial advice to relationship building.

Provide effective leadership, governance and stewardship

On an ongoing basis, Employee Services strives to provide effective leadership, support and stewardship to all the employee groups we service. We will endeavour to continue to strive to strengthen the relations with each of these diverse groups by supporting opportunities for them and by encouraging and appreciating the contributions made by each of our employees.

Further, in alignment with Goal 4 of the Strategic Plan, Employee Services is already underway in developing a sustainability action plan enabling the school district to be the greenest school district in North America. This year, we are in the process of eliminating paper timesheets for all our on-call support staff as well as all paper postings. Currently, over 2,000 pieces of paper are generated per week from employees on timesheets. The goal is to eliminate this overabundance of paper by September 2017.

This year, payroll also launched electronic T4 generation. We are encouraging all employees to sign-up for this program. By February 2018, and with the onboarding of all employee groups, we will be T4 paper-free.

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$685,016
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$4,110,093
GOAL 3:	Create a culture of care and shared social responsibility.	\$685,016
GOAL 4:	Provide effective leadership, governance and stewardship.	\$1,370,031
	Budget in 2017/2018	\$6,850,156

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

To comply with PSEC guidelines surrounding compensation, Employee Services is currently in the process of developing a Performance Support Program for its exempt staff members. This comprehensive program will consist of ongoing evaluations to support and enhance employee performance, encourage leadership competency development and support succession planning for the organization. It will also encompass accountability frameworks and change supports.

In conjunction with this program, Employee Services wants to launch a Quality Survey for all employee groups for the 2017/2018 school year. This is a work-in-progress and will be developed in conjunction with our stakeholder groups.

B. Upcoming changes and challenges

While moving forward actively, there remain some upcoming challenges to overcome. The launching of PeopleSoft in March of 2015 continues to be one of those ongoing challenges. Employee Services staff have been commendable in identifying problems with the program and initiating resolve resolutions. This will continue to be a work-in-progress to iron out all the potential pitfalls that could possibly cause payroll generation problems and benefit related issues.

Decreasing enrolment in the Vancouver School District also continues to be a concern and one that is, unfortunately, out of our realm of control. Potential reductions in the workforce align specifically with these enrolment issues. Our Staffing team will continue to maintain and monitor the student enrolment on a regular basis.

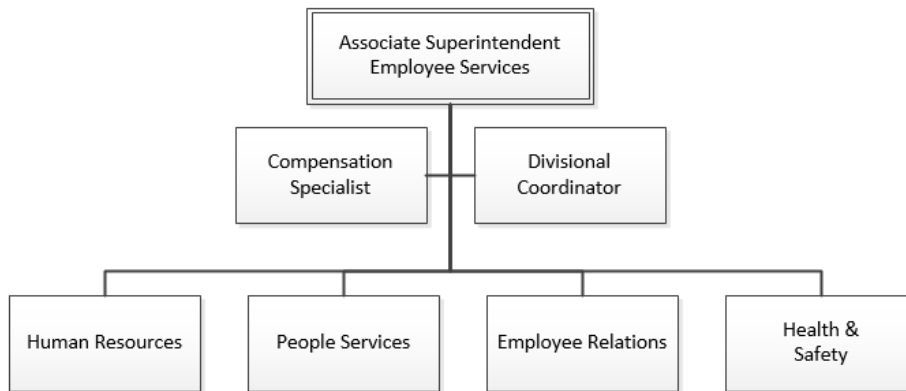
Contracts will be expiring in June 2019 for all major stakeholder groups. We will begin preparation for negotiations in 2018.

Implementation of a new MOA on class size and composition will continue to provide challenges related to process and recruitment issues.

Shortages of Teachers Teaching on Call is becoming increasingly problematic in schools due to a number of reasons. Vancouver's close proximity to other metro district exacerbates the problems we are currently encountering as well as the additional challenges associated with the restoration of the teachers' collective agreement. Our small Recruitment Department has been working overtime trying to mitigate the problem and a number of steps have been and will continue to be implemented in order to address this shortage.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Following is a brief description of the area of expertise of each division of Employee Services.

A.4.1.1 HUMAN RESOURCES

Recruitment and Retention and SFE

- The Recruitment and Retention team hires all the On-Call staff for the board including Teachers Teaching on call (TTOC), Special Needs Assistants (SSA), Office Support, Supervision Aides, Strong Start, Building Engineers, Custodians, Cooks, Bakers, and Cafeteria Workers. As well, they hire many of the exempt staff positions (PASA), Information Technology (IT), Labourers, Community School team programmers and some continuing contract specialized positions including Counsellors, Speech Language Pathologists (SLP), Educational Psychologists, Aboriginal Education Enhancement Teachers (AEET), Aboriginal Education Enhancement Workers (AEEW), Settlement Workers In Schools (SWIS) and French Immersion. The team posts all of the openings on the website “Make a Future,” shortlists, interviews, and reference checks applicants and then onboards the successful candidates.
- The SFE Office manages and dispatches all on-call staff to all worksites for absent employees.

Staffing

- The Staffing team deals with all placement of recruited employees for all vacancies in the district with the exception of PASA staff and the Administrative Assignments. This includes enrolment projections for all elementary and secondary schools to determine staffing for both teaching and non-teaching staff. They also oversee all transfer processes, increases and decreases of FTE, partial and full leaves and gradual return to work assignments.

A.4.1.2 PEOPLE SERVICES

Payroll and Benefits

Payroll and benefits provide support and services to all employees after hire all the way to retirement and/or termination. They follow the life cycle of the employee in both professional and personal matters.

Wellness and Respectful Workplace

The Wellness Support initiative promotes a holistic commitment to three key areas:

- Attendance Support offers a support based application to managing absenteeism to assist employees maintaining regular employment.
- Disability Management promotes early return to work for both occupational and non-occupational illnesses
- Wellness Initiatives employ family assistance and professional development workshops.

A.4.1.3 EMPLOYEE RELATIONS

The Employee Relations portfolio encompasses the following:

- Employment Management
- Collective Bargaining
- Contract Negotiation
- Contract Interpretation
- Grievances
- Discipline
- Harassment Investigations
- Job Evaluation
- Training

Health and Safety

The VSB Health and Safety Department also falls under the Employee Services umbrella and directly reports to the Associate Superintendent. Our Health and Safety Team supports the district in complying with Health and Safety Legislation, protecting staff and, indirectly, students' well-being. This extends to emergency management, communicable diseases and violence prevention in addition to more standard areas.

A Divisional Coordinator also reports directly to the Associate Superintendent. While acting as a Confidential Administrative Assistant to the Associate, the Divisional Coordinator also oversees the day-to-day requirements of employees in the department. This position is also responsible for all exempt staff (PASA) and the Principal and Vice-Principal groups, which includes job postings, onboarding, contract renewals and acting as a customer liaison.

A Compensation Specialist rounds out the team also as a direct report to the Associate Superintendent. The Compensation Specialist also integrates compensation programs with the business strategy, designs and administers base and variable pay programs, complies with legal and regulatory requirements and communicates compensation information.

C. Collective agreement considerations

The employee groups serviced by Employee Services consist of the following:

There are a number of employee groups in the Vancouver School Board that are serviced by the Department. Specifically there are 14 union groups as outlined below.

1. Canadian Union of Public Employees Local 407 (CUPE 407)
2. Canadian Union of Public Employees Local 15 (CUPE 15)
3. International Union of Operating Engineers Local 963 (IUOE 963)
4. Bricklayers
5. Carpenters
6. Cement Masons
7. Electrical Workers

8. Heat & Frost Insulators
9. Machinists
10. Painters
11. Plumbers
12. Sheet Metal Workers
13. Vancouver Teachers' Federation (VTF)
14. Vancouver Elementary School Teachers' Association (VESTA) (Adult Education)

In addition, we have exempt employees who are associated with the following employee associations:

- Vancouver Elementary Principals' and Vice-Principals' Association (VEPVPA)
- Vancouver Association of Secondary School Administrators (VASSA)
- Professional and Administrative Staff Association (PASA)

The remaining exempt employees in the district are within the District Management Team. All of these employees have individual contracts with the Board.

D. Performance Measures (how do we measure success)

The Employee Services Department measures success every day by servicing every employee in the district, in some way, shape or form, on a daily basis. Whether performance is measured through payroll being met on time, staffing allocations being allotted to schools, recruitment and retention of new employees, or helping people successfully return to work after a leave of absence, the Employee Services team strives to build strong relationships and open communication.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Employee Services						
	2016/17 Amended Budget	2017/18 Proposed Prelim	2018/19 Projection	2019/20 Projection	2020/21 Projection	2021/22 Projection
Revenue						
Revenue & Prior Year Surplus	\$ 101,494	106,879	106,879	106,879	106,879	106,879
Total Revenue	\$ 101,494	106,879	106,879	106,879	106,879	106,879
Expenditures						
Payroll						
FTE	64.71	64.12	64.12	64.12	64.12	64.12
Salaries	\$ 4,931,428	4,886,203	4,933,431	4,948,195	4,963,029	4,977,931
Benefits	1,250,622	1,188,331	1,199,717	1,203,109	1,206,517	1,209,940
Total Payroll	\$ 6,182,050	6,074,534	6,133,148	6,151,304	6,169,546	6,187,871
Services and Supplies	\$ 1,013,923	775,622	775,622	775,622	775,622	775,622
Total Expenditures	\$ 7,195,973	6,850,156	6,908,770	6,926,926	6,945,168	6,963,493

A.4.2 School Based Staffing

I. Department Description

A. Department link to the mission statement

The employee services department through its work with school based staffing supports the mission statement of the organization by ensuring affective learning environments with highly skilled staff. We strive to ensure that performance management and teacher professional development are keys to enable a positive learning experience.

B. Brief description of the student population this department serves

This department provides staffing services to the entire District to ensure adequate and stable staffs for classroom management and learning.

C. Brief description of the department

The department consists of the senior manager of Employee Services and two subordinate managers each with individual accountability around timetabling, recruitment, and technology. They specifically administer staffing requirements for 14 separate union contracts and excluded staffing groups.

D. Where does the department report to the public (Committee X, Board, website)

The department reports through the District Committee IV internally and periodically to the Board of Education at the VSB.

E. Where does the department report to the Ministry, government agencies

We have periodic and annual reporting necessary for submission to the Ministry of Education and to the Public Service Employers Council.

II. Link to the Strategic Plan

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching In addition, learning practices.	\$36,580,241
GOAL 2:	Build capacity in our community through Strengthening collective leadership.	\$219,481,449
GOAL 3:	Create a culture of care and shared social responsibility.	\$ 36,580,241
GOAL 4:	Provide effective leadership, governance and stewardship.	\$73,160,483
	Budget in 2017/2018	\$365,802,414

III. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
School-Based Staffing						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended	Proposed	Projection	Projection	Projection	Projection
	Budget	Prelim				
Expenditures						
Payroll						
FTE	3,295.78	3,195.15	3,172.61	3,168.99	3,154.12	3,155.48
Salaries	\$ 250,514,172	247,722,219	248,651,960	248,407,753	247,508,713	247,552,731
Benefits	63,790,710	63,698,943	63,910,816	63,842,633	63,602,213	63,609,797
Total Payroll	\$ 314,304,882	311,421,162	312,562,776	312,250,386	311,110,926	311,162,528
Services and Supplies	\$ 129,378	165,512	165,512	165,512	165,512	165,512
+ LIF, PM --> CEF	11,648,724	54,215,740	54,215,740	54,215,740	54,215,740	54,215,740
Total Expenditures	\$ 326,082,984	365,802,414	366,944,028	366,631,638	365,492,178	365,543,780

A.5.1 Secretary Treasurer's Office

I. Executive Summary

The Office of the Secretary Treasurer is comprised of:

- Finance Department
- Facilities
- Purchasing and Administrative Services
- Risk Management & Privacy Compliance

The Secretary Treasurer of a Board of Education (Board) is its corporate financial officer and must perform those duties specified by the *School Act* and *Regulations*, rules or orders made under it, and perform those duties assigned by the Board of Education. The Office of the ST should provide the guidelines for an effective and efficient stewardship of public funds by the school board and its administration.

The 2017/2018 operating budget of the Secretary Treasurer's Office is \$2.5 million and 14 FTE.

The major responsibilities of the Secretary-Treasurer's Office include:

- Overseeing the business divisions of Finance, Purchasing & Administration, and Facilities and Planning and providing support to the Board
- Recording and maintaining records for the Board and standing committee meetings. The records include all books, accounts, vouchers and papers of the Board, which shall at all times be subject to inspection by the minister or his or her designated representative and by the comptroller general of the Province.
- Coordinate Board and standing committee meetings, create and distribute Board correspondence
- Maintain the VSB website for Board and standing committee meetings
- Providing business, budget and financial advice to internal and external stakeholders
- Freedom of Information and Protection of Privacy Requests
- Sustainability planning
- Become familiar with and comply with the accounting and administrative procedures specified by the minister
- Perform the other duties the board may assign in relation to its corporate affairs,
- Perform the duties specified for a secretary treasurer by the Act and the regulations, rules or orders made under it
- Fulfill the responsibilities and requirements of the Secretary-Treasurer as outlined in the *School Act*

The 2017/18 preliminary operating budget of the Secretary Treasurer's Office is \$2.54 million and the department employs 4 FTE.

II. Department Description

A. [Department link to the mission statement](#)

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, cooperation and social responsibility.

The Office of the Secretary Treasurer supports the Mission Statement and its learning goals and objectives through sound fiscal management, its effort to achieve maximum economy and efficiency in the performance of procurement of goods, and through the Facilities Division comprised of three departments: Maintenance & Construction, Operations (Rentals), and Planning & Facilities all of which contribute to the provision of an educational environment conducive to learning.

B. Brief description of the student population this department serves

The Secretary Treasurer supports the student population directly by providing and maintaining safe and clean school facilities (buildings, grounds, portables) that contribute toward a healthy learning environment, and by providing leadership in the areas of sustainability and energy management, and indirectly through the efficient allocation and use of district financial resources.

C. Brief description of the department

Effective organizations ensure that resources and the related actions are aligned with the highest priority work that must be done to meet declared goals. The 2017/18 5-year financial plan sets out the financial framework to support the VSB 5-year Strategic Plan. A team of dedicated and committed professionals within each department directly associated with the Office of the Secretary Treasurer work cohesively to support the educational needs of the district from the financial to physical plant. It is also essential to provide support in a way that is sustainable over time. The funded priorities should work together, in a sensible, transparent and well-coordinated manner, leaving no doubt about the district's key work and how success is achieved.

D. Where does the department report to the public (Committee X, Board, website)

The office of the Secretary Treasurer (<http://www.vsb.bc.ca/secretary-treasurer>) primarily reports out to Committee Two (Facilities) and Committee Five (Finance & Legal) and is directly involved with the Board and the general public.

E. Where does the department report to the Ministry, government agencies

The Secretary Treasurer liaises with all levels of staff within the Ministry of Education most often related to financial and facilities related matters as well as shared services, or other provincial initiatives.

III. Link to the Strategic Plan

As a member of the District's senior management team, the Secretary Treasurer has an integral role in the achievement of all of the District's goals, with emphasis on Goal 4 of the Strategic Plan:

Provide effective leadership, governance and stewardship.

The specific actions the Secretary Treasurer will undertake or support are:

- Develop and implement a long term financial planning model
- Implement the recommendations of the Long Range Facilities Plan
- Advocate for public education
- Effectively use school district resources and facilities
- Support effective communication, engagement and community partnerships
- Develop a Sustainability Action Plan enabling the school district to be the greenest school district in North America

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$0
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$0
GOAL 3:	Create a culture of care and shared social responsibility.	\$0
GOAL 4:	Provide effective leadership, governance and stewardship.	\$2,547,793
	Budget in 2017/2018	\$2,547,793

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

The implementation of a 5-year Strategic Plan coupled with a 5-year Budget Plan provides the opportunity to chart a path whereby initiatives are financially supported and success measured ensuring a return on investment.

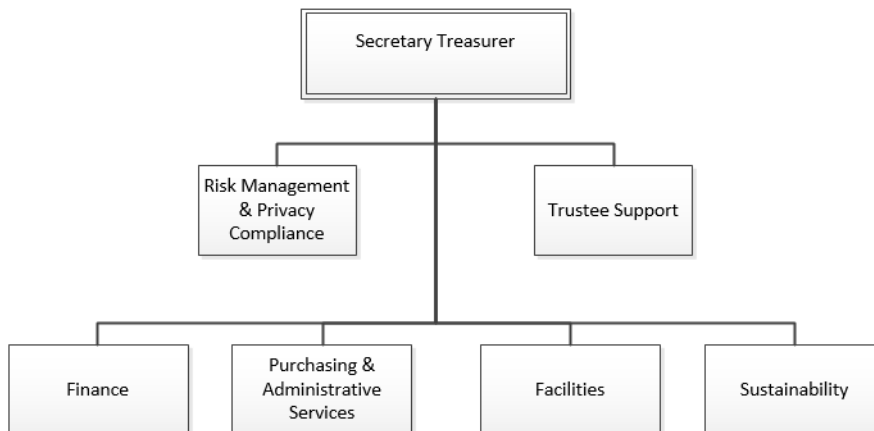
Given 2017-18 represents the first year of the 5-year financial plan, the goal is to move forward with the template developed for 17/18 and expand the various departmental 5-year Business Plans by enhancing the data and information so as to reflect a more defined forecast.

B. Upcoming changes and challenges

The arrival of a new Secretary Treasurer will be key in developing the foundation for an effective and efficient support-based delivery model. Recent resignations of supervisory related positions in both the facilities and finance departments offers the chance to review the organizational structure of each department focuses on support for Goal 4 of the Strategic Plan.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Risk Management & Privacy Compliance

- Provides services to schools and other divisions within the District regarding risk, claims, and loss control issues.
- Ensures compliance with relevant laws and legislation.
- Responds to public requests for records and ensures compliance with the *Freedom of Information and Protection of Privacy Act*.

Trustee Support

- Provides administrative support to the Board of Education.
- Coordinates correspondence to and from the Board and individual Trustees.
- Coordinates meetings, prepares agendas, and prepares and maintains minutes and other records of Board and standing committee meetings.

Finance

- Financial Reporting and Compliance
- Accounting and Treasury
- Budget and Forecasting
- Supports external audit of the District, prepares the organization's budget, and ensures compliance with the *School Act* (S. 95.1 – 95.91, and S. 106.1 – 166), the *Financial Information Act*, the *Business Corporations Act* and the *Budget Transparency and Accountability Act*.

Purchasing & Administrative Services

- Provides support and service to the Board as a whole in the areas of Bidding and the related processes, Sourcing, Support in relation to defining and clarifying requirements, Costing, E-Pro support, People soft Support, clarifying policy, legislative requirements and Trade agreements
- Print and Distribution Service provides printing services to the Board as well as mail distribution and shipping and receiving.
- Food services provides funded food programs and management of contract services to both Elementary and Secondary Schools.
- Material and Distribution Services supports organizational requirements for the management of assets.

Facilities

- Facilities Development is responsible for completing feasibility studies, design, and construction for new schools, minor and major renovations, development of a comprehensive Facilities Master Plan, design guidelines, and construction manual.
- Planning Department is responsible for demographics analysis for future student population projections, annual Long Range Facilities Plan, annual Capital Plan submission and space studies. In addition, it negotiates joint partnership agreements for development opportunities and joint construction of facilities.
- Rentals and Leases is responsible for community, non-profit, and profit use of schools facilities, joint use agreements, Provincial Resource Programs, commercial lease of space, ground licenses, rentals, and other land dispositions, exchanges, rights of way, easements, and title ownership
- Operations Department is responsible for building engineering services including heating, ventilation and air conditioning equipment, electrical equipment, and cleaning services district's schools and administration buildings.
- Maintenance and Construction Department is responsible for the upkeep of the district's schools and administration buildings, grounds and equipment.

Sustainability

- Manages an energy management program in partnership with BC Hydro.
- Supports the VPO in design and commissioning of facilities.
- Compiles and reports the District's carbon emissions (a regulatory requirement)
- Develops and manages a multi-year sustainability action plan
- Supports teachers, administrators, and students to implement sustainability activities at their schools
- Supports non-profit organizations working in the district.

C. Collective agreement considerations

Staff in the Secretary Treasurer's Office are members of the Administrative and Professional Staff Association (PASA) and covered by that agreement.

D. Performance Measures (how do we measure success)

- Ensure budget priorities are focused on supporting the 5-Year Strategic Plan
- Senior staff budget managers expand 5-year Business Plans providing more detailed data and information to assist in the budget decision making process

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget Secretary Treasurer's Office						
	2016/17 Amended Budget	2017/18 Proposed Prelim	2018/19 Projection	2019/20 Projection	2020/21 Projection	2021/22 Projection
Revenue						
Revenue & Prior Year Surplus	\$ 1,335	1,904	1,904	1,904	1,904	1,904
Total Revenue	\$ 1,335	1,904	1,904	1,904	1,904	1,904
Expenditures						
Payroll						
FTE	14.00	14.00	14.00	14.00	14.00	14.00
Salaries	\$ 594,467	651,392	659,638	665,345	671,118	676,957
Benefits	91,117	103,847	104,987	105,532	106,081	106,634
Total Payroll	\$ 685,584	755,239	764,625	770,877	777,199	783,591
Services and Supplies	\$ 2,097,879	1,792,554	1,792,554	1,792,554	1,792,554	1,792,554
Total Expenditures	\$ 2,783,463	2,547,793	2,557,179	2,563,431	2,569,753	2,576,145

A.5.2 Finance

I. Executive Summary

The Finance Department is responsible for managing and reporting the District's operating and capital financial resources in accordance with the statutory requirements of *The School Act and Regulations*.

This includes establishing internal financial controls and reporting systems; preparing the district budget; controlling the collection and disbursement of funds; monitoring revenues and expenditures as compared to the budget; providing accounting support to schools and other departments; and financial reporting to the Ministry of Education.

The 2017/2018 operating budget of the Finance Department is \$1.9 million and 21 FTE.

II. Department Description

A. Department link to the mission statement

“We inspire student success by providing an innovative, caring and responsive learning environment.”

The Finance Department supports the District's Mission Statement and its learning goals and objectives through the provision of efficient, effective financial systems and procedures. The Finance Department strives to support the organization, thereby enabling staff in the learning environment to focus on student learning.

B. Brief description of the student population this department serves

The Finance Department supports the student population both indirectly by supporting school administration, and directly by implementing efficiencies such as online fee payments.

C. Brief description of the department

The Finance Department is made up of finance and accounting professionals who support all of the financial functions of the district and the schools. The Finance Department makes payments and receives funds, and provides treasury management for the organization's \$570 million in revenues. The Finance Department also carries out internal and external reporting to support management decision-making.

The Finance Department supports external audit of the District, prepares the organization's budget, and ensures compliance with the *School Act* (S. 95.1 – 95.91, and S. 106.1 – 166), the *Financial Information Act*, the *Business Corporations Act* and the *Budget Transparency and Accountability Act*.

D. Where does the department report to the public (Committee X, Board, website)

The Finance Department prepares and publishes all financial information required by legislation, the Ministry of Education, and other external supervisory agencies.

The Finance Department reports publicly through Committee V – Finance and Legal. Committee V's mandate is as follows:

- to supervise budget preparation and presentation and consider all aspects of ways and means to accomplish desired financial policy objectives, including investment policy;
- consider, and report on the effect, from a comparative cost/benefit analysis viewpoint, of all changes desired, requested, or required in regard to both raising and allocation of operating and capital funds;
- to deal with all matters relating to disposal, acquisition, or rental of buildings and property, including supervision of purchasing and tendering procedures, by-law transfers, etc.; and,
- to deal with all legal and general insurance matters.

E. Where does the department report to the Ministry, government agencies

The Finance Department reports on behalf of the District in the areas of budget, interim government reporting and financial statements. The Finance Department also undergoes public audit by the Office of the Auditor General (*School Act S. 158*)

III. Link to the Strategic Plan

The Finance Department primarily supports Goal 4 of the Strategic Plan:

Provide effective leadership, governance and stewardship.

The specific actions that the Finance Department will undertake or support are:

- Effectively utilize school district resources and facilities; and
- Develop and implement a long-term financial planning model;

The Department will also support other departments in achieving their actions in the Strategic Plan.

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$0
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$0
GOAL 3:	Create a culture of care and shared social responsibility.	\$0
GOAL 4:	Provide effective leadership, governance and stewardship.	\$1,973,817
	Budget in 2017/2018	\$1,973,817

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

The major initiative to be undertaken in the next five years is to develop and implement a long-term financial planning model. This involves implementing a five-year financial plan, which in turn entails eliminating the structural deficit of the District, identifying and implementing revenue opportunities, providing better stewardship and utilization of District assets, and ultimately, informing and supporting the Strategic Plan. Undertaking operational audits will enhance return on investment of both financial and human resources.

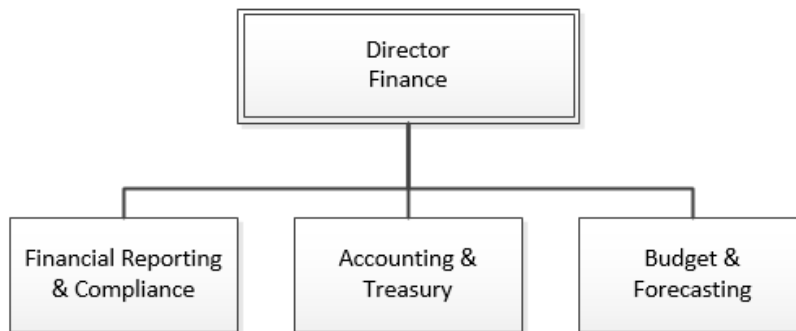
B. Upcoming changes and challenges

Resources, particularly human resources, continue to be tight. Comparisons to other similar-sized school districts show the Finance Department to be staffed just slightly lower (just under an FTE) than comparative districts.

The Ministry, in connection with the Financial Health Working Group, has identified a significant number of expectations for 2017 and 2018 for BC school districts which will entail more administrative work while remaining administratively lean.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Financial Reporting and Compliance:

- provides training and support to all 110 schools;
- ensures compliance with board policy and accounting standards;
- oversees over 40 special purpose funds and \$2 million in donations;
- prepares quarterly consolidated financial reports to the provincial government; and,
- is responsible for the external audit by the Office of the Auditor General under the requirements of S. 158 of the *School Act*.

Accounting and Treasury:

- is responsible for \$247 million annually in accounts payable;
- carries out all accounting functions required with an operating budget of \$500 million;
- maintains internal controls; and,
- oversees banking and cash management. (include separate tables for operating and capital and other funding)

Budget and Forecasting:

- is responsible for creating and maintaining the District's annual budget;
- develops projections for key components of the budget, analyses variations from budget, and prepares analyses, presentations, and reports for management;
- supports management reporting for all main budget holders of the District; and,
- will be assisting the District in the transition to a five-year model, as stipulated in the Strategic Plan.

C. Collective agreement considerations

Staff in the Finance Department are primarily CUPE 15 and PASA, and are covered by those agreements.

D. Performance Measures (how do we measure success)

- Increased financial acumen and financial understanding by budget holders;
- The senior management team has the information and analysis they need with which to make decisions;
- The District adopts a five-year financial plan and utilizes a multi-year timeline in its financial decisions and planning;
- Suggestions from the external audit are considered and acted upon.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Finance						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended	Proposed	Projection	Projection	Projection	Projection
	Budget	Prelim				
Expenditures						
Payroll						
FTE	22.00	21.00	21.00	21.00	21.00	21.00
Salaries	\$ 1,401,858	1,402,227	1,412,739	1,414,748	1,416,766	1,418,793
Benefits	351,464	381,044	383,788	384,250	384,714	385,180
Total Payroll	\$ 1,753,322	1,783,271	1,796,527	1,798,998	1,801,480	1,803,973
Services and Supplies	\$ 169,314	190,546	190,546	190,546	190,546	190,546
Total Expenditures	\$ 1,922,636	1,973,817	1,987,073	1,989,544	1,992,026	1,994,519

A.5.3 Purchasing and Administrative Services

I. Executive Summary

The Purchasing and Administrative Services department has an overall responsibility for four areas encompassing 110 schools. The areas are Purchasing, Material services, Food services and Printing and Distribution.

The 2017/2018 operating budget of the Purchasing and Administrative Services Department is \$9.5 million and 88.28 FTE.

II. Department Description

A. Department link to the mission statement

The Purchasing and Administrative Services Department supports the Board's mission statement, "We inspire student success by providing an innovative caring and responsible learning environment", goals and objectives by being supportive to the student population through the provision of effective procurement, efficient material service, healthy and nutritious food service and quality Print Shop services.

B. Brief description of the student population this department serves

This Department indirectly serves all students by providing procurement services, food services, printing services, and material services.

C. Brief description of the department

The Purchasing and Administrative Services department consists of four organizational areas: procurement, material and distribution services, printing services, and food services while also providing services to special purpose funds such as SET-BC, AIBC, ERAC and CARA. The department as a whole reports up to the Secretary Treasurer.

These four organizational areas support various aspects of the district ranging from operational facility requirements to the fulfillment of goods and services with a direct impact to meet the tangible requirements supporting student learning.

The staffing skills provided within the Purchasing and Administrative Services Department consist of contract specialists, buyers, support clerk, food service specialists, printing equipment operators, graphic arts support, mailroom management, shippers and receivers. The staffing also includes four supervisors leading the respective areas.

D. Where does the department report to the public (Committee X, Board, website)

Reporting in relation to activities pertaining to the Purchasing and Administrative Services department are internal and administered through the Finance department or through the Secretary Treasurer.

E. Where does the department report to the Ministry, government agencies

There is no direct reporting to the Ministry.

III. Link to the Strategic Plan

The Purchasing Department primarily supports Goal 4 of the Strategic Plan:
The specific actions that the Purchasing Department will undertake or support are:

- Effectively utilize school district resources and facilities; and
- The Department will also support other departments in achieving their actions in the Strategic Plan.

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$0
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$0
GOAL 3:	Create a culture of care and shared social responsibility.	\$0
GOAL 4:	Provide effective leadership, governance and stewardship.	\$9,455,558
	Budget in 2017/2018	\$9,455,558

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

The major initiatives to be undertaken within the next five years are to reorganize, streamline and create departmental efficiencies. This will be accomplished by enhancing staff skills levels, create collaborative alliance with departments that are directly impacted by the overall duties of our department(s). This will also be fostered by the evaluation of current practice and determine how to better align and utilize systems currently in place. We will create efficiencies providing additional capacity. This will enable the department to focus on organizational obligations to comply with policy, legislation, trade agreements guidelines and cost savings while providing a higher level of customer service.

Another area of focus will be to determine departmental tangible infrastructure requirements and identify the need to meet the organizational needs within the board's fiscal capacity. Examples that would encompass this area; Print shop equipment in the later part of the five-year plan, addressing the aging equipment in the provision of Food services, developing lease agreements in place of the previous practice of buying shorter life assets.

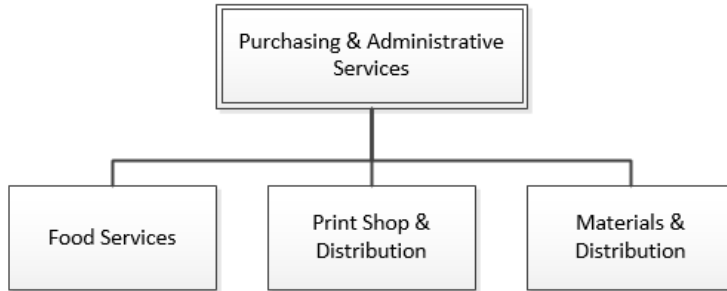
During the next five years we will review the food service infrastructure and determine what needs are to be met with the resources we currently have. A longer-term plan for equipment replacement will need to be addressed in the five-year financial plan.

B. Upcoming changes and challenges

Continuing challenges exist in the areas of software training and technical skills pertaining to procurement.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Purchasing and Administrative Service provides support and service to the Board as a whole in the areas of Bidding and the related processes, Sourcing, Support in relation to defining and clarifying requirements, Costing, E-Pro support, People soft Support, clarifying policy, legislative requirements and Trade agreements.

Print and Distribution Service provides high quality and timely printing services to the Board as well as mail distribution and shipping and receiving. They also provide services to external customers. IE: Other lower mainland school districts.

Food services supports the District by providing funded food programs and management of contract services to both Elementary and Secondary Schools. In the provision of these services they work within the Vancouver Coastal health healthy eating guidelines and Food safe requirements.

Material and Distribution Services supports organizational requirements for the management of assets such as furniture, supplies, inventory and material movement with the support of a large staff that can fluctuate by season.

C. Collective agreement considerations

The staff are members of PASA, CUPE 15 or CUPE 407 and are covered by those collective agreements.

D. Performance Measures (how do we measure success)

Currently the system in place is not utilized to its fullest capacity, so to increase system adoption by internal clients we will be better positioned to report encumbrances with accuracy.

Increased system adoption will also allow us to provide expertise to ensure more effective cost savings to the organization.

We will also be able to ensure the guidelines of policy, trade agreements and legislation meet the organizational requirements.

With a five year budget aligned with a five year strategic plan, the capacity planning for the Purchasing and Administrative Services department will allow for more visibility in relation to the future decisions helping to meet overall organizational objectives.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Purchasing & Administrative Services						
(includes Material Services, Printing & Cafeterias)						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended Budget	Proposed Prelim	Projection	Projection	Projection	Projection
Revenue						
Revenue & Prior Year Surplus	\$ 2,958,782	1,960,940	1,960,940	1,960,940	1,960,940	1,960,940
Total Revenue	\$ 2,958,782	1,960,940	1,960,940	1,960,940	1,960,940	1,960,940
Expenditures						
Payroll						
FTE	89.28	88.28	88.28	88.28	88.28	88.28
Salaries	\$ 4,027,302	4,244,873	4,273,058	4,274,930	4,276,811	4,278,698
Benefits	999,782	1,035,378	1,042,358	1,042,790	1,043,223	1,043,657
Total Payroll	\$ 5,027,084	5,280,251	5,315,416	5,317,720	5,320,034	5,322,355
Services and Supplies	\$ 6,208,262	4,175,307	4,175,307	4,175,307	4,175,307	4,175,307
Total Expenditures	\$ 11,235,346	9,455,558	9,490,723	9,493,027	9,495,341	9,497,662

A.5.4 Facilities

I. Executive Summary

The Facilities Department manages and ensures the safe and ongoing operations and maintenance of district schools and all other capital assets; plans and requests funding for all new capital assets; land acquisitions; annual facilities/ special education grant funds for maintenance budgets outside of the operating budget; and generates revenue through leases and rentals and licenses of space.

The 2017/2018 operating budget of the Facilities Department is \$53.6 million and 560.71 FTE.

The Department is accountable and responsible for:

- day-to-day capital asset management and maintenance
- planning and prioritization of capital priorities
- establishment of catchment areas
- establishment of capital programming
- optimization of available learning space
- pursuing local solutions to capital needs
- cost-effective designs that ensure the best value for investment
- effective project management
- ensuring projects comply with applicable local, provincial and federal standards
- ensuring all approved capital projects are delivered in accordance with the terms and conditions of the Capital Funding Project Agreement (CFPA)

Key components of the department include:

- Planning
- Facility Development
- Operations/Rentals and Leases
- Maintenance
- Construction

The Facilities Department has increased revenue in each of the last six years. A comparison of revenue increase from 2015/16 to 2016/2017 demonstrates that the Department continues to generate more income on an annual basis.

Gross Revenue 2015/2016:	\$3.9M
Gross Revenue 2016/2017:	\$4.5M
New Revenue:	\$0.6M

Deferred maintenance continues to be a challenge in our schools.

The 2017/2018 operating budget of the Facilities Department is \$53.6 million and 560.71 FTE.

II. Department Description

A. [Department link to the mission statement](#)

“We inspire student success by providing an innovative, caring and responsive learning environment.”

The Facilities Department supports the District's Mission Statement and its learning goals and objectives through the provision of safe, efficient, well maintained existing and new buildings, grounds and equipment, which are all essential components of the "learning environment".

The Department's vision is to support the District's mission by:

"Striving to provide a constantly improving, safe, and instructionally supportive level of maintenance to all district facilities".

B. Brief description of the student population this department serves

The Facilities Department supports the entire VSB student population through safe, well-maintained grounds, buildings and equipment that are essential components of the learning environment. The Department supports a variety of program specific spaces such as before and after school, preschool, adult education, special program, short term and long-term rentals and general public use.

C. Brief description of the department

The Facilities Department consists of professional staff including Architects, Engineers and Planners, and a full complement of building trades staff who support all of the infrastructure and grounds. The department is responsible for administering various facility type grants for capital construction projects, annual facilities projects, school enhancements funds, and school initiated work. In total, the department is responsible for managing \$1.6B of capital assets comprising of district office space, schools, parking lots, and school grounds. The Facilities Department prepares internal and external reports to support management decision-making.

Facilities Development

The Facilities Development is responsible for completing feasibility studies, design, and construction for new schools, minor and major renovations, development of a comprehensive Long Range Facilities Plan, design guidelines, and construction manual. Project Managers work with school communities, staff, and stakeholders in all stages of project development to ensure compliance with policies and standard of construction.

Planning

The Planning Department is responsible for demographics analysis for future student population growth, annual Long Range Facilities Plan, annual Capital Plan submission and space studies. In addition, it negotiates partnership agreements for development opportunities and joint construction of facilities. The department leads land acquisition and land exchange discussions with the City, developers and other partners. It also advises on effective space management strategies to deal with the requirements of the academic program and maintains an accurate space database. It leads the development and implementation of comprehensive space standards, temporary accommodation plan for the seismic mitigation and school by school analysis for project definition reports with respect to local knowledge for future school projections.

Rentals and Leases

Rentals and Leases are responsible for community, non-profit, and profit use of schools facilities, joint use agreements, Provincial Resource Programs, commercial lease of space,

ground licenses, rentals, and other land dispositions, exchanges, rights of way, easements, and title ownership. It sits on the joint childcare committee with the City and Park Board and manages 90 licensed childcares serving over 3600 students.

Operations

The Operations Department is responsible for building engineering services including heating, ventilation and air conditioning equipment, electrical equipment, and cleaning services for VSB schools. This work is carried out using primarily in-house building engineers and custodians. This area is also responsible for managing the recycling and organics waste contracts, and supporting the districts sustainability goals. Ancillary services provides custodial staff to carry out cleaning in the common areas of licensed and leased childcare areas, and community centres at Britannia, Champlain Heights, Strathcona and Thunderbird.

Maintenance and Construction

The Maintenance and Construction Department is responsible for the upkeep of district schools and administration buildings comprising of 240 buildings with over 8 million square feet of building space, 335 hectares of grounds. It ensures that buildings are safe, functional and energy efficient for students, staff, and public. Schools must be maintained and available for use on a continuous basis throughout the school year including regulatory compliance of all life safety systems. The Department is also responsible for major building system renewal and replacement including the planning and management of various capital, operating, and repayable budgets involved in funding this work. Ongoing energy efficiency improvements are continuously being realized through its work with the District's Energy Manager.

D. Where does the department report to the public (Committee X, Board, website)

The Facilities Department reports publicly through Committee II – Facilities and Planning. The Director of Facilities co-chairs the committee and is responsible for Committee II reports, and minutes of meeting.

E. Where does the department report to the Ministry, government agencies

The Facilities Department reports on behalf of the District in the areas of long-range facilities plan, capital plan, annual facilities grant plan, special education plan, and interim government reporting and financial statements regarding the status of all capital work including new schools, seismic upgrades and renovations.

III. Link to the Strategic Plan

The Facilities Department supports the following Goals of the 2021 Strategic Plan:

Goal 1: Engage our learners through innovative teaching and learning practices.

- Provide increased opportunities to connect students to their learning
 - Achieved through the collaborative design and construction of new and renovated school space as the “third teacher” being school infrastructure
- Enhance support for students with specific needs
 - Installation of universal access barrier free schools and renovations to improve access in existing schools and new school construction including transgender washrooms, quadriplegic lifts and accessible playgrounds
- Support the implementation of the curriculum
 - Through the design and construction of 21st century school space for collaborative and personalized learning.

Goal 2: Build capacity in our community through strengthening collective leadership.

- Support professional networking opportunities and collaborative practices for our staff
 - Through the development of training, learning, and specific strategies to respond to the changing work environment.
 - Develop environmentally effective recycling programs.
 - Establish regularly scheduled Division based meetings to share information and review customer service issues
 - Improve communication to customers through use of a departmental web site.
 - Establish a service recognition program for Facilities Management and Planning employees
- Enhance and support opportunities for student voice
 - By engaging students in the design of new schools and naming of schools
- Enhance and support opportunities for parent engagement
 - By engaging parents in the design of new schools, naming of schools, playground design and construction
- Encourage and appreciate the contributions made by our students, families, employee groups and community partners
 - Through our joint use and leasing agreements with the City, Park Board, Community

Goal 3: Create a culture of care and shared social responsibility.

- Encourage and enhance practices that support cultural, social-emotional, physical and mental well-being
 - Schools are used not only by students but also by the collective community. Studies have shown that the best way to foster social-emotional well being is to reduce student isolation. By encouraging in-design collaborative NLC spaces – students do better academically
- Support effective, thoughtful transitions for all students at each stage of their development
 - By building 0 to 4 childcares in combination with our new school preschools and before and after school care and adult education programs, we are catering to a greater age group range of society.
- Increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools
 - Through the considered design of our new facilities to promote “wood first” in all new school buildings, environment stewardship, sense of place “west coast style “architecture with a connection to nature.
- Support collaborative relationships with community partners that enhance student learning and well-being
 - By forging joint use and cost share for new artificial turf fields, track and field, and joint use arrangements with Park Board in the use of community centres and shared use spaces. City contributes to the construction of both before- and- after school space as well as 0 to 4 new childcare space in new schools.

Goal 4: Provide effective leadership, governance and stewardship.

- Implement the recommendations of the Long-Range Facilities Plan
 - Through the temporary accommodation plan for seismic mitigation program

- Effectively use school district resources and facilities
 - Through leasing and rentals of school space to the community
- Support effective communication, engagement and community partnerships
 - Partnerships with City of Vancouver, Park Board, and Library Board

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$0
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$0
GOAL 3:	Create a culture of care and shared social responsibility.	\$0
GOAL 4:	Provide effective leadership, governance and stewardship.	\$53,587,883
	Budget in 2017/2018	\$53,587,883

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

The major initiatives to be undertaken in the next five years is to:

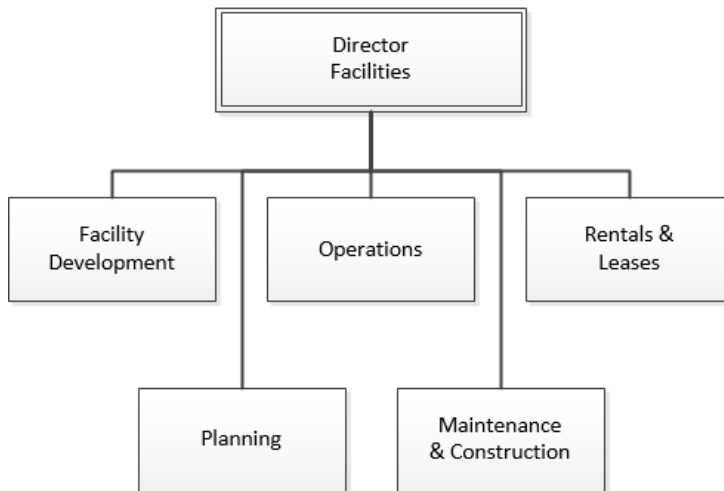
- a. Continued support for the Strategic Plan.
- b. Update and implement the long-term facilities plan.
- c. Update and implement the five-year capital plan.
- d. Help eliminate the structural deficit by identifying and implementing new revenue opportunities
- e. Provide better stewardship and utilization of District assets
- f. Undertake operational audits will enhance return on investment of both financial and human resources.
- g. Replace maintenance yard with modern facility.
- h. Update the space use analysis.
- i. Update local knowledge base work, for example- project specific Cambie Corridor/UBC and North East False Creek.
- j. Strategize and forecast growth areas based on City area plans. Revenue generation through partial land sales to augment capital renewal to create state of the art schools.
- k. Joint master plan studies with city and park board to rethink how schools and parks can better serve the community.

B. Upcoming changes and challenges

Undertake a review of the organizational structure of the department to ensure it continues to function effectively and efficiently.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

Director of Facilities and Committee II co-chair:

CUPE Tech (1) (District telecom system, fob security, key distribution and Committee II reports and minutes)

- Project Manager: 1 FTE (this position charges to capital projects not Operating Budget)

Manager of Planning:

- Planner 1
- CUPE Tech (2)

Manager of Maintenance and Construction:

Assistant Manager: (funded from AFG not operating budget)

- Contracts Supervisor: (funded from AFG not operating budget)
- Trade Shop Supervisors ()
 - trades staff largely funded outside the operations budget by school repayable work (RP), annual facility grant funds (AFG), special education funds (SEP) and Carbon Neutral program funds (CNP). Note – these funds are separate from Operation budget

Manager of Operation:

- Assistant Manager
- Supervisors (3)
 - IUOE staff reports 110 schools, 3 admin building, 3 com. centres funded through collective language as per building area
- Rental and Leases Supervisor
 - 15 leases, 90 childcares (3600 children), 5 joint use agreements, and 3- 0 to 4 childcares in construction agreements with the City. Administrative funding provided by City (revenue \$190,000 for 0 to 4 childcares)
 - Rentals Clerk (3) film rentals and non-profit leases

C. Collective agreement considerations

Staff in the Facilities Department comprise of PASA, CUPE 15, CUPE 407, and approximately 6 trade union agreements.

D. Performance Measures (how do we measure success)

- Increased Facilities efficacy;
- The senior management team has the information and analysis they need with which to make decisions;
- The District adopts a five-year financial plan and utilizes a multi-year timeline in its financial decisions and planning;
- Suggestions from the external audit are considered and acted upon.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget						
Facilities						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Amended Budget	Proposed Prelim	Projection	Projection	Projection	Projection
Revenue						
Revenue & Prior Year Surplus	\$ 5,229,414	5,733,298	5,733,298	5,733,298	5,733,298	5,733,298
Total Revenue	\$ 5,229,414	5,733,298	5,733,298	5,733,298	5,733,298	5,733,298
Expenditures						
Payroll						
FTE	566.31	560.71	560.71	560.71	560.71	560.71
Salaries	\$ 30,669,104	30,013,059	30,200,368	30,207,610	30,214,884	30,222,191
Benefits	7,334,554	7,344,693	7,387,792	7,389,458	7,391,132	7,392,813
Total Payroll	\$ 38,003,658	37,357,752	37,588,160	37,597,068	37,606,016	37,615,004
Services and Supplies	\$ 13,282,091	12,845,387	12,933,765	13,131,534	13,337,635	13,558,343
+ CEF Overhead	-	3,384,744	TBD	TBD	TBD	TBD
Total Expenditures	\$ 51,285,749	53,587,883	50,521,925	50,728,602	50,943,651	51,173,347

A.5.5 Sustainability

I. Executive Summary

The sustainability group is a team within the Secretary Treasurer's office.

Key responsibilities include:

- Managing an energy management program in partnership with BC Hydro.
- Supporting the VPO in design and commissioning of facilities.
- Compiling and reporting the District's carbon emissions (a regulatory requirement)
- Developing and managing a multi-year sustainability action plan
- Supporting teachers, administrators, and students to implement sustainability activities at their schools
- Supporting non-profit organizations working in the district.

The operating budget of the sustainability team is ~\$200 k\$ and employs 1.9 FTE across 3 positions. The team also receives grant funding (primarily through utility companies). These vary year to year.

The 2017/2018 operating budget of the Sustainability Office is \$0.2 million and 1.9 FTE.

II. Department Description

A. *Department link to the mission statement*

The sustainability group supports the District's Mission Statement:

"We inspire student success by providing an innovative, caring and responsive learning environment."

Additionally, in 2010 the board established a sustainability vision for the District to be *"the greenest, most sustainable school district in North America"*.

B. *Brief description of the student population this department serves*

The team supports the student population in several ways. The majority of these are indirect supports. These include: supporting teachers and student inquiries, facilitating non-profit groups working with schools, supporting student initiatives (e.g. C3 and sustainability conference).

C. *Brief description of the department*

The sustainability team is a technical comprised of:

- 1.0 FTE Manager of energy and sustainability
- 0.4 FTE Sustainability coordinator
- 0.5 FTE Administrative support for carbon reporting and energy management.

The team has a regulatory compliance function for carbon reporting, and a contractual obligation developed annually through its conservation funding agreements with BC Hydro.

D. *Where does the department report to the public (Committee X, Board, website)*

The sustainability group reports publicly through:

- Overall Sustainability presentations to Committee I

- Energy Management Presentations to Committee II
- dissemination of activities and progress through newsblogs and kixed webpages on the VSB website named the “greenboard”.

E. Where does the department report to the Ministry, government agencies

The sustainability team – through the ST – reports District carbon emissions to the Provincial government (Ministry of Education).

III. Link to the Strategic Plan

The sustainability team has a defined activity under goals 4 of the strategic plan to develop a sustainability action plan. As well, the team has identified opportunities to provide support or collaboration to actions within all four goals of the strategic plan.

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$0
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$0
GOAL 3:	Create a culture of care and shared social responsibility.	\$0
GOAL 4:	Provide effective leadership, governance and stewardship.	\$191,485
Budget in 2017/2018		\$191,485

IV. Critical Path Timeline

A. Major initiatives to be undertaken in the next 5 years

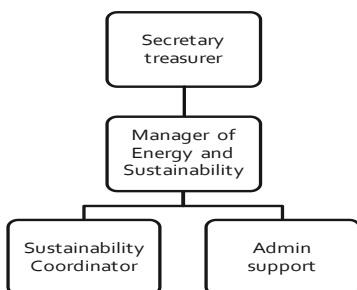
- Complete the five year energy management plan (2013/14 to 2017/18).
- Review and develop a new 5 year energy management plan for 2018/19 to 2022/23.
- Complete the sustainability action plan and begin implementation.

B. Upcoming changes and challenges

- Staffing resources will limit ability to develop new activities and programming.
- Utility grants and incentives are declining. These revenues are used to fund team activities beyond the base staffing allocation.
- Uncertainty over continuation of capital grants funds under the School Enhancement Program (SEP) and the Carbon Neutral Capital Program (CNCP) may limit capital for major project implementation.

V. Human Resources

A. Organization Chart



B. Description of each area/workgroup within the department

As in Section II above.

C. Collective agreement considerations

There are 2 PASA and 1 CUPE 15 in the Sustainability department.

D. Performance Measures (how do we measure success)

- Continued performance of BC Hydro conservation activities and achieve targets laid out in the 5 year energy plan.
- Engagement numbers of students and staff in activities.
- Increase of engagement and / or fundraised funds brought into the VSB.

VI. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (including FTE counts)

Five Year Operating Budget Sustainability						
	2016/17 Amended Budget	2017/18 Proposed Prelim	2018/19 Projection	2019/20 Projection	2020/21 Projection	2021/22 Projection
Revenue						
Revenue & Prior Year Surplus	\$ 161,530	-	-	-	-	-
Total Revenue	\$ 161,530	-	-	-	-	-
Expenditures						
Payroll						
FTE	1.90	1.90	1.90	1.90	1.90	1.90
Salaries	\$ 151,048	154,695	156,284	156,900	157,519	158,140
Benefits	34,808	36,790	37,162	37,303	37,445	37,588
Total Payroll	\$ 185,856	191,485	193,446	194,203	194,964	195,728
Services and Supplies	\$ 125,291	-	-	-	-	-
Total Expenditures	\$ 311,147	191,485	193,446	194,203	194,964	195,728

A.5.6 Corporate

I. Executive Summary

This section relates to areas that encompass the organization as a whole. District-wide revenues and expenses are recorded here. This area is made up of the Ministry of Education operating grant, investment revenue, administrative overhead recoveries from special purpose funds and employee benefits costs offset by recoveries on the employee benefits chargeback that is allocated to each department.

II. Link to the Strategic Plan

STRATEGIC PLAN 2016-2021		
GOAL 1:	Engage our learners through innovative teaching and learning practices.	\$545,436
GOAL 2:	Build capacity in our community through strengthening collective leadership.	\$545,436
GOAL 3:	Create a culture of care and shared social responsibility.	\$545,436
GOAL 4:	Provide effective leadership, governance and stewardship.	\$545,436
Budget in 2017/2018		\$2,181,743

III. Financial Forecasting

A. 5 year projections of Revenue and Expenditures (there are no FTE counts)

Five Year Operating Budget Corporate						
	2016/17 Amended Budget	2017/18 Proposed Prelim	2018/19 Projection	2019/20 Projection	2020/21 Projection	2021/22 Projection
Revenue						
Revenue & Prior Year Surplus	\$ 458,609,690	451,616,260	450,259,187	449,580,187	448,655,521	448,954,955
LIF, PM --> CEF	11,648,724	57,600,484	54,215,740	54,215,740	54,215,740	54,215,740
LIF Support	1,801,281	1,758,948	1,758,948	1,758,948	1,758,948	1,758,948
Total Revenue	\$ 472,059,695	510,975,692	506,233,875	505,554,875	504,630,209	504,929,643
Expenditures						
Payroll						
FTE						
Salaries	\$ 216,806	(258,067)	(258,295)	(257,939)	(257,582)	(257,222)
Benefits	2,965,842	2,798,697	4,768,026	6,707,246	8,702,767	10,634,490
Total Payroll	\$ 3,182,648	2,540,630	4,509,731	6,449,307	8,445,185	10,377,268
Services and Supplies	\$ (181,722)	(358,887)	(358,887)	(358,887)	(358,887)	(358,887)
Total Expenditures	\$ 3,000,926	2,181,743	4,150,844	6,090,420	8,086,298	10,018,381

Appendix B

2017/2018 Revised Preliminary Budget Proposals

Appendix B: 2017/2018 Revised Preliminary Budget Proposals

An operating budget shortfall of \$2.13 million is projected for 2017/2018. The following table provides a summary of the preliminary proposals to achieve a balanced budget for 2017/2018.

Budget Proposals By Level, Type and Nature					
Level -->					
\$ Millions	1	2	3	4	Total
One-Time	0.15	0.30	-	N/A	\$ 0.45
Ongoing	0.29	0.10	-	N/A	0.39
Administrative	0.44	0.40	-	N/A	0.84
One-Time	-	-	N/A	N/A	-
Ongoing	-	0.62	N/A	N/A	0.62
Facilities	-	0.62	N/A	N/A	0.62
One-Time	-	-	-	-	-
Ongoing	-	-	0.66	-	0.66
Educational	-	-	0.66	-	0.66
One-Time Total	0.15	0.30	-	-	0.45
Ongoing Total	0.29	0.72	0.66	-	1.67
Total	0.44	1.02	0.66	-	2.13
Estimated Shortfall					\$ (2.13)
Deficit Remaining					\$ -

The following proposals are presented in order to achieve a balanced operating budget for 2017/2018. Detailed descriptions of these proposals are provided, starting on the next page.

Administrative Proposals	Type	Original		Revised	
		FTE	Est \$M	FTE	Est \$M
LIT Hardware and Software Budget	Ongoing	-	\$ 0.20	-	\$ 0.20
Finance Admin Support	Ongoing	1.00	0.07	1.00	0.07
Purchasing Reorganization	Ongoing	1.00	0.03	1.00	0.03
Increase Rentals Revenue	Ongoing	-	0.09	-	0.09
BCSTA	Ongoing	-	(0.09)	-	(0.09)
Payroll Timesheet Reduction	Ongoing	0.75	0.05	0.75	0.05
Payroll Timesheet Reduction	One-Time	-	0.15	-	0.15
Printing Job Posting	Ongoing	-	0.05	-	0.05
Repayment of School Balances	One-Time	-	-	-	0.30
Total Administrative Proposals		2.75	0.54	2.75	0.84
Facilities	Type	FTE	Est \$M	FTE	Est \$M
Maintenance Reductions	Ongoing	5.00	0.50	5.00	0.50
Assistant Manager of Operations	Ongoing	1.00	0.12	1.00	0.12
Total Facilities Proposals		6.00	0.62	6.00	0.62
Educational	Type	FTE	Est \$M	FTE	Est \$M
Adult Education	Ongoing	6.23	0.55	5.73	0.39
Removing Additional Staffing Entitlements	Ongoing	1.00	0.10	1.00	0.10
Aboriginal Education Budget	Ongoing	-	0.15	-	-
Career Information Advisors	Ongoing	2.80	0.17	2.80	0.17
Total Educational Proposals		10.03	0.96	9.53	0.66
Total Proposals		18.78	\$ 2.13	18.28	\$ 2.13
Surplus/(Deficit)			\$ -		\$ -

ADMINISTRATIVE	Type	Reduction/(Increase)	
		FTE	Budget Impact
A1 - Reduce LIT Hardware and Software Support Budget <ul style="list-style-type: none"> Reduce LIT hardware budget by \$75,000 and software budget by \$125,000 	Ongoing		\$200,000
A2 - Finance Admin Support <ul style="list-style-type: none"> Reduce one administrative Office Support D position 	Ongoing	1.0	\$69,070
A3 - Purchasing Reorganization <ul style="list-style-type: none"> Reduce three Office Support B positions and add two Technical and Resource Support C positions 	Ongoing	1.0	\$31,140
A4 - Increase Rentals Revenue <ul style="list-style-type: none"> Increase facility rentals revenues 	Ongoing		\$90,000
A5- BCSTA <ul style="list-style-type: none"> The Board of Education to rejoin BCSTA 	Ongoing		(\$85,000)
A6 - Payroll Timesheet Reduction <ul style="list-style-type: none"> Configure interface to include SFE pay information for casual (on call) support employee, eliminating paper timesheets Configure PeopleSoft to allow Community Schools casual and exempt employees to report hours using electronic timesheets 	Ongoing One-Time	.75	\$46,250 \$150,000
A7 - Printing Job Postings <ul style="list-style-type: none"> Reduce printing costs by publishing job postings and communications for all schools online and through PDF only 	Ongoing		\$50,000
A8 – Repayment of School Balances <ul style="list-style-type: none"> Repay schools balances over two years (\$1.76 million in 2017/2018 and \$0.3 million in 2018/2019) 	One-Time		\$300,000
FACILITIES	Type	Reduction/(Increase)	
		FTE	Budget Impact
F1 – Maintenance Reduction <ul style="list-style-type: none"> One-time reduction of two painters, two sheet metal workers and one machinist in 2016/2017 be made permanent 	Ongoing	5.0	\$500,000
F2 – Assistant Manager of Operations <ul style="list-style-type: none"> Eliminate position of Assistant Manager of Operations 	Ongoing	1.0	\$120,863
EDUCATIONAL	Type	Reduction/(Increase)	
		FTE	Budget Impact
E1 – Adult Education <ul style="list-style-type: none"> Decrease Gathering Place Centre Adult Self-Paced Program from 32 to 25 hours per week and provide administration and clerical support from South Hill Close Gathering Place Youth Program and provide support to currently enrolled youth in transitioning to other educational options Close Main Street Education Centre 	Ongoing	5.73	\$390,279
E2 – Removing Additional Status Entitlements <ul style="list-style-type: none"> Eliminate “small school entitlement” previously allocated to King George Secondary School 	Ongoing	1.0	\$99,791
E3 – Proposal Removed			
E4 – Career Information Assistants <ul style="list-style-type: none"> Eliminate 2.80 FTE funded by operating budget and 1.0 FTE funded by LIF 	Ongoing	2.8	\$166,042
TOTAL BUDGET REDUCTIONS	Ongoing One-Time	18.28	\$1,678,435 \$450,000

Appendix C

Stakeholder and Public Consultation

Appendix C: Stakeholder and Public Consultation

The following Board approved 2017/2018 Budget Process/Timeline shows the schedule of budget meetings. Please refer to this schedule for the budget meeting dates and deadlines for submissions.

Thursday, April 6, 2017 Education Centre 5:00 p.m.	Plenary Education & Student Services/Finance & Legal (Committee III/V) Public Presentation of Five Year Business Plan and Preliminary Budget Proposals
April 6 - 18	Public Survey available online at: http://govsb.ca/budgetsurvey
Monday, April 10, 2017 Education Centre 5:00 p.m.	Plenary Education & Student Services/Finance & Legal (Committee III/V) Stakeholder Consultation on 2017/2018 Preliminary Budget Proposals
Tuesday, April 11, 2017 Education Centre 5:00 p.m.	Committee-of-the-Whole Public Input on 2017/2018 Preliminary Budget Proposals
Monday, April 19, 2017 Education Centre 5:30 p.m.	Plenary Education & Student Services/Finance & Legal (Committee III/V) Public Presentation of 2017/2018 Revised Preliminary Budget Proposals
Monday, April 24, 2017 Education Centre 7:00 p.m.	Board Meeting / Committee-of-the-Whole Presentation of Report on the Public Survey Stakeholder and Public Input on 2017/2018 Budget Proposals
Wednesday, April 26, 2017 Education Centre 7:00 p.m.	Special Board Meeting Final Deliberations and Adoption of the 2017/2018 Preliminary Budget