2019-2020 Budget

March 5, 2019

Combined Education/Operations Policy & Planning Committee

New Westminster Schools

Purpose

1. Talking Tables Summary
2. Structural Surplus/Deficit

Alignment

How will our annual budget ensure:

1. **Student learning is at the forefront**
2. **Resources are aligned with goals**
3. **Input and consultation are meaningful**
4. **Decisions are sustainable**

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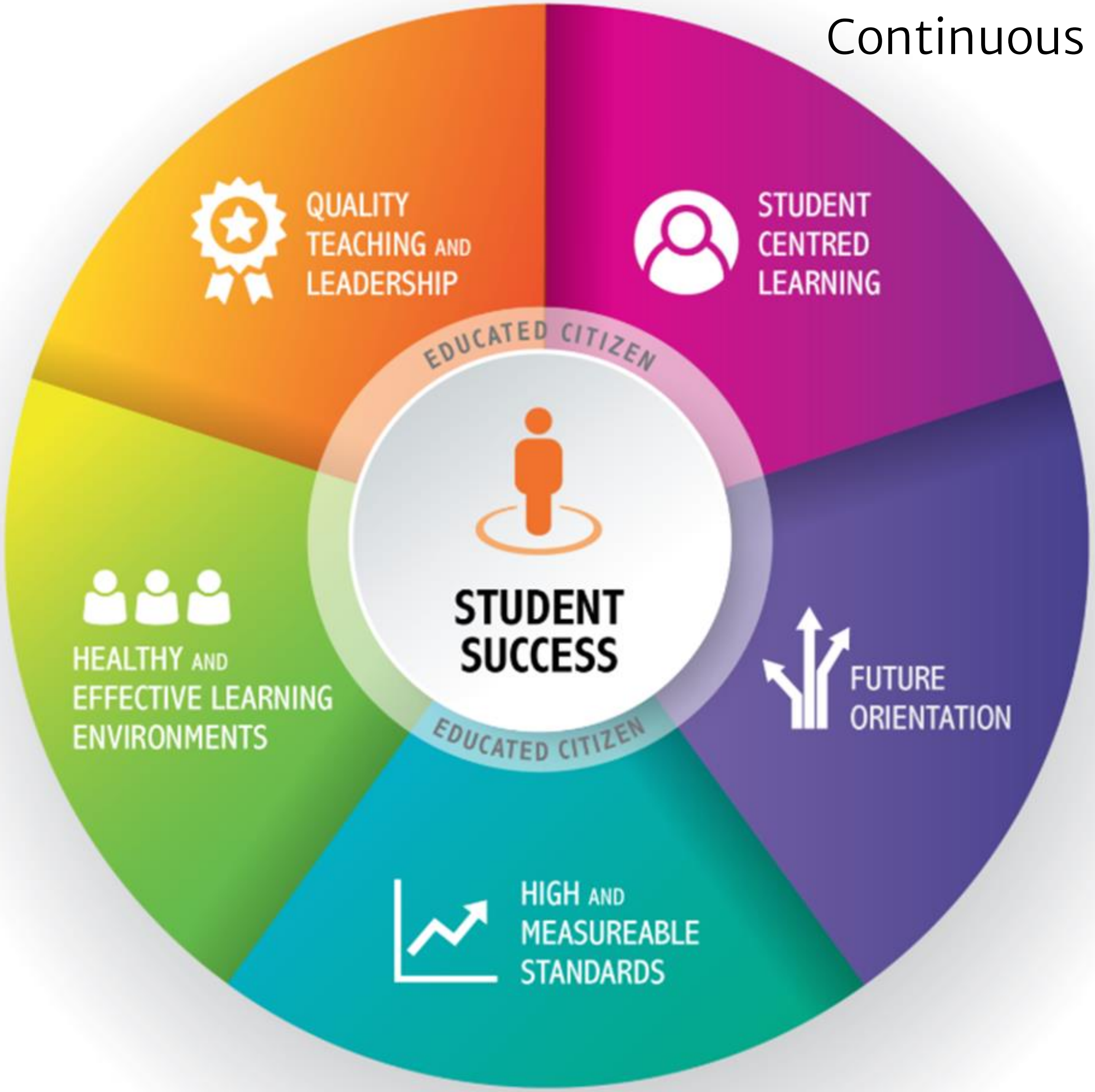
Ministry of Education



Continuous improvement on student success will be guided by the following principles:

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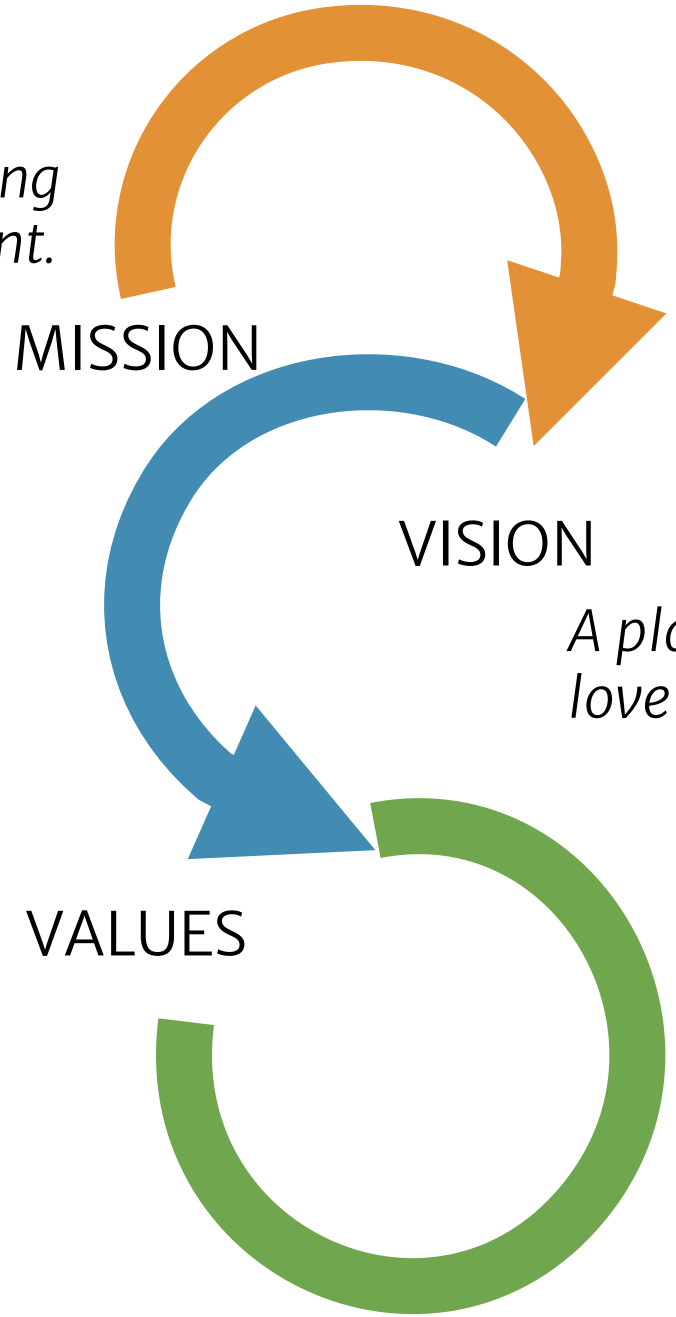
To enable each student to learn in a safe, engaging and inclusive environment.



A place where students love to learn.

Collaboration
Engagement
Equity
Inclusion
Integrity
Innovation

New Westminster Schools

New Westminster School District Learning Plan

Learners will develop and demonstrate the core competencies -Thinking, Communication, Personal and Social.

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/Curriculum_Brochure.pdf

Engagement and Personalized Learning

- Learners are able to set personal goals and reflect and assess their progress towards them.
- Learners are able to set their own learning path.
- Learners are engaged in opportunities to develop core competencies.

Social Emotional Well Being and Healthy Life Styles

- Learners will develop and appreciate all aspects of their self and others identity.
- Learners will respect the diversity of others.
- Learners will develop their understanding and awareness of healthy living.

Communicating Learning

- Learners are able to share their personal growth and development with evidence.
- Learners are able to communicate in a variety of ways for a variety of audiences.
- Learners are able to collect and curate authentic evidence of learning.

Technology and Learning

- Learners are able to demonstrate their development through the use of technology.
- Learners are able to demonstrate positive digital citizenship.
- Learners are able to access and use technology to develop and demonstrate core competencies.

Strategies to Support Learners

- Develop teaching tools that support the language of core competencies. (link to innovation grants)
- Provide professional development opportunities in the areas of self assessment and goal setting.
- Engage and support school staff in district wide collaboration to develop a consistent framework for student self assessment of core competencies.

Communication Strategy

The value and importance of the core competencies will be communicated to all parents. Parents will:

- Understand the language of the core competencies;
- Engage with their child(ren) to view evidence of their growth towards their goals;
- Celebrate success in learning.

Communicating Progress

Vision to Goal Setting

Collaboration
Engagement
Equity
Inclusion
Innovation
Integrity

Monitor, Evaluate & Adapt

Planning & Implementation

New Westminster Schools

Process

Date	Location	Time	Event	Attendees	Goal
21-Feb-19	TBD	6:00 PM	Talking Tables Dinner Meeting	Trustees, Staff, PVP/Stakeholders/ Students	Facilitated Discussion Dinner Meeting
26-Feb-19	SBO	7:30 PM	Regular Open Board Meeting	Board	
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New Westminster Schools

Talking Tables Summary

Talking Tables Summary

- **66 INVITEES RSVP'D**
- **APPROXIMATELY 56 PARTICIPANTS**
- **4 TRUSTEES ROTATED TABLES THROUGH 3 TOPICS**
- **WHAT IS TALKING TABLES?**
- EVENT IN THE ANNUAL BUDGET PROCESS
- INCLUDE ALL STAKEHOLDERS REPRESENTATIVES
- INCLUDE A LARGE, DIVERSE GROUP OF STAKEHOLDERS
- SOCIAL
- OPPORTUNITY FOR TRUSTEES TO HEAR DIRECTLY FROM THE FIELD
- OPPORTUNITY FOR INDIVIDUALS TO DELIVER MESSAGING TO TRUSTEES
- TALK ABOUT LEARNING BEFORE MONEY TO ALIGN RESOURCES

Topics 1-3: Investing in …

1. ENGAGEMENT AND PERSONALIZED LEARNING

2. SOCIAL-EMOTIONAL WELL-BEING & HEALTHY LIFESTYLES

3. COMMUNICATING STUDENT LEARNING

LOOK FOR DETAILED NOTES AT:

HTTPS://NEWWESTSCHOOLS.CA/OUR-BOARD/BUDGETFINANCIAL-REPORTS/

Structural Surplus/Deficit: Operating Fund

What is it?

Starts to determine adjustments to spending based on updated revenue

2 Outcomes:

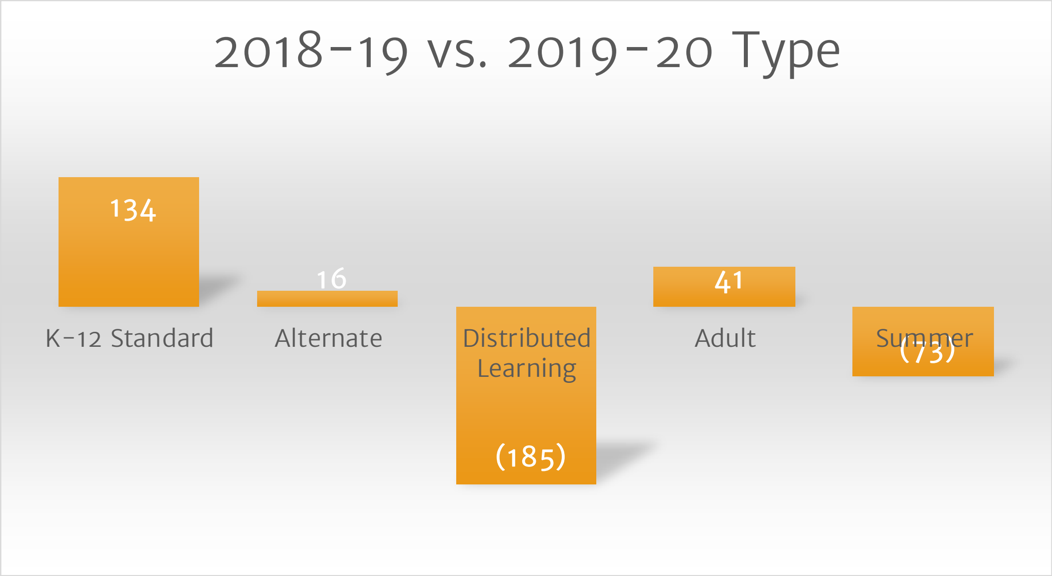
Revenue greater than expenses = surplus

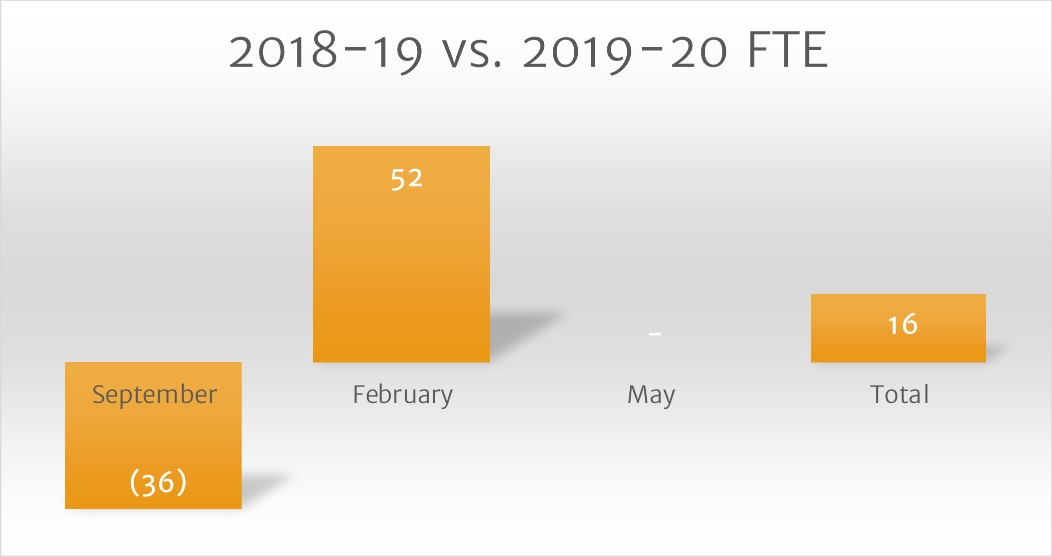
Revenue less than expenses = deficit

Step 1: Enrolment

3 Year Enrolment for 2019-20, 2020-21 and 2021-22 submitted to MOE February 15

Overall projecting decrease of 37 students





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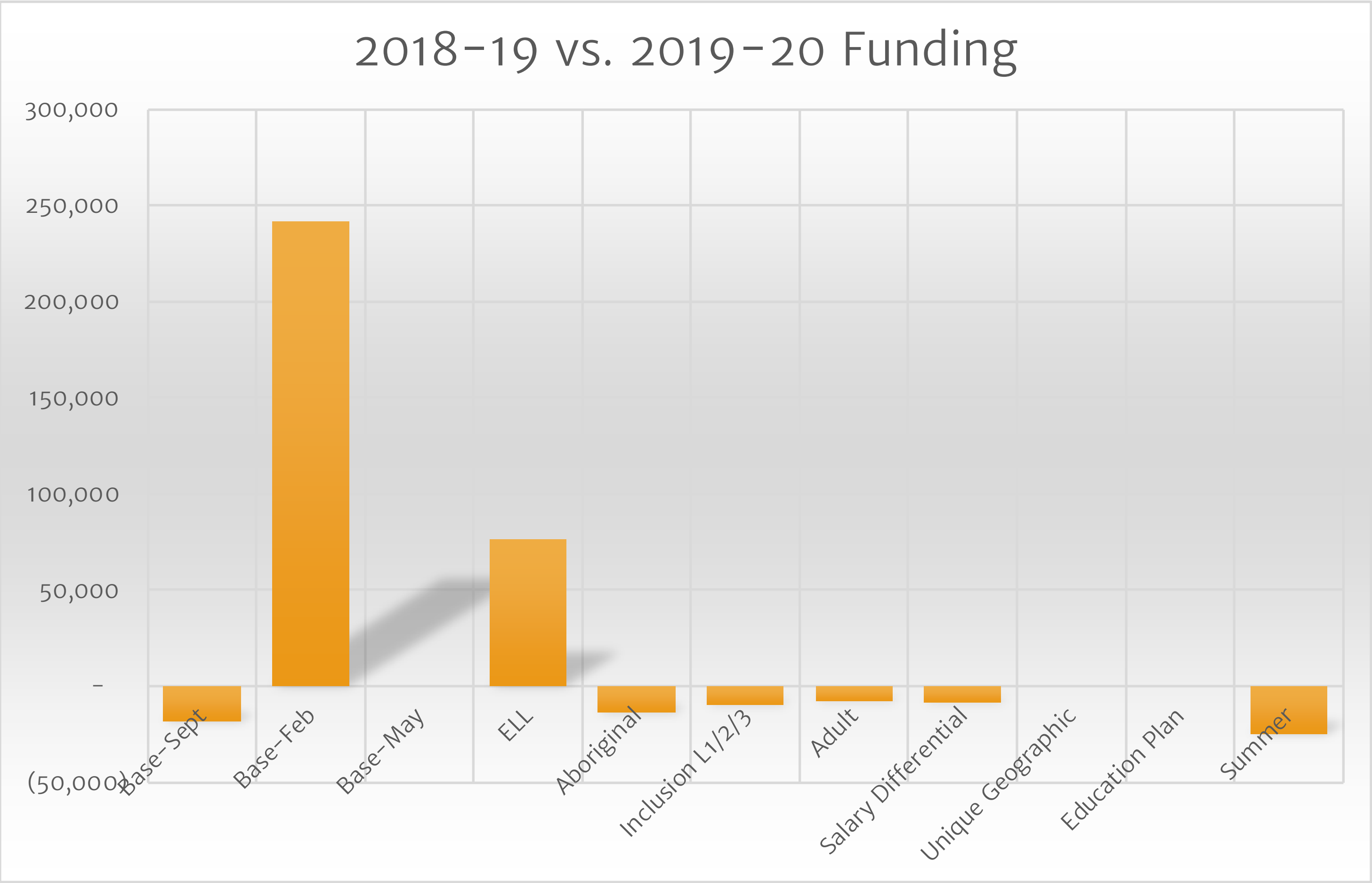
Step 2: Operating Grant

Apply projected enrolment to current funding formula

Overall Projecting Increase $235,549

NOTE: 2020-2021 New Funding Formula



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Step 3: Other Revenue

Reduce 2019-20 by:	
2017-2018 Surplus Funds	**($1,431,380)**
Mental Health MOE Funding (assumed 1x)	**($33,000)**
Salary Differential (assumed 1x)	**($10,272)**
International (planned downsizing)	**($765,289)**
Miscellaneous	**($4,450)**
Total Decrease in 2019-20 Other Revenue	**($2,244,391)**

Step 4: Forecast Models

Model 1 Assumptions

Revenues are adjusted

Expenses are 1819 Status Quo:

- No adjustment for standard school enrolment growth
- No adjustment for Island Discovery downsize
- No adjustment for International downsize
- All initiatives funded from 1718 surplus remain

Shortfall (2,008,839)

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Step 4: Forecast Models

Model 2 Assumptions

Revenues are adjusted

Expenses are 1819 Status Quo except:

No adjustment for standard school enrolment growth

No adjustment for Island Discovery downsize

No adjustment for International downsize

Decreased for Initiatives funded from 1718 surplus

Shortfall (577,459)

Handout: Page 5-6

Step 4: Forecast Models

Model 3 Assumptions

Revenues are adjusted

Expenses are 1819 Status Quo except:

- No adjustment for standard school enrolment growth
- Decreased for Island Discovery downsize
- Decreased for International downsize
- Decreased for initiatives funded from 1718 surplus

Surplus +$937,826

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Step 4: Forecast Models

Model 4 Assumptions

Revenues are adjusted

Expenses are 1819 Status Quo except:

No adjustment for standard school enrolment growth

Decreased for Island Discovery downsize

Decreased for International downsize

Learning initiatives funded from 1718 surplus remain

Shortfall (212,174)

Handout: Page 9-10

Step 4: Forecast Models

Model 5 Assumptions

Revenues are adjusted

Expenses are 1819 Status Quo except:

- **Adjustment for standard school enrolment growth (5 FTE)**
- **Decreased for Island Discovery downsize**
- **Decreased for International downsize**
- **<u>Learning</u> initiatives funded from 1718 surplus remain**

Shortfall (712,174)

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Step 4: Forecast Models

	M1	M2	M3	M4	M5
	H/O Pg 3-4	H/O Pg 5-6	H/O Pg 7-8	H/O Pg 9-10	H/O Pg 11-12
Revenue	Updated	Updated	Updated	Updated	Updated
Expenses	Status Quo	Status Quo	Status Quo	Status Quo	Status Quo
Adjustments for Standard Enrolment Change	No	No	No	No	Yes
Less 1718 Surplus		Yes	Yes	Yes	Yes
Less Island Discovery HLP Downsize			Yes	Yes	Yes
Less International Downsize			Yes	Yes	Yes
Maintain 1718 Surplus **Learning** Initatives				Yes	Yes
(Shortfall)/Surplus	(2,008,839)	(577,459)	937,826	(212,174)	(712,174)

Step 5: Superintendent Recommendations

Monitor
- Enrolment
- Revenue

Incorporate
- Student Learning Accountability, Initiatives & Directions
- ThoughtExchange
- Student Symposium
- Talking Tables
- Input from Other Sources: public meetings, written submissions*

Recommend
- Core to Organizational Function
- Goal Specific (Advancing Student Learning)
- Refreshment Cycles (Technology + Fleet + Furniture & Equip + Other?)
- Enhancements

Input from Other Sources

Stakeholders, as listed below, will be invited to make written submissions to the Operations Policy & Planning Committee by April 1, 2019:

1. CUPE
2. District Parent Advisory Committee
3. New Westminster Principals/Vice-Principals Association
4. New Westminster Teachers' Union
5. Student Leadership

And, if requested by the stakeholder, granted a presentation time on the April 9, 2019 Operations Policy & Planning Committee agenda.

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Conclusion

MORE INFORMATION:

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STUDENT LEARNING IS AT THE FOREFRONT

RESOURCES ARE ALIGNED WITH GOALS

INPUT AND CONSULTATION ARE MEANINGFUL

DECISIONS ARE SUSTAINABLE