

Accountability Topic: Allocating Resources to Improve Experiences for Students, Staff, and the Community/Utilization of Reserves and Budget Development

Date of Board Meeting:

March 28, 2024

Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

Quality Indicator(s) (if applicable):

- QI 1.2 Ensuring regular actions are taken to ensure busses and facilities are safe and healthy.
- QI 4.1 Developing budgets following the Board's budget framework and aligned with the Division's Strategic Plan.
- QI 4.5 Ensuring that all accounts adhere to policy and funds are used for the intended purpose.
- QI 4.9 Developing long-term financial plans to ensure division sustainability in areas such as Preventative Maintenance and Renewal and capital plans.
- QI 5.4 Creating a highly effective leadership team to ensure the Division's objectives and outcomes are met.
- QI 6.1 Ensuring that Board policy is adhered to.
- QI 7.5 Providing support to the Board regarding advocacy and lobby efforts on behalf of the Division.
- QI 8.1 Developing the Strategic Plan, budget, and operational actions according to timeline ensures the Board's ability to provide direction and oversight.
- QI 8.3 Reporting at least annually on results achieved.
- QI 8.5 Working collaboratively with the Board to mitigate high-impact risk areas.

Key Measures:

- Audited Financial Statements
 - Schedule F
 - Note 13
- 5-year capital plans
- Fleet renewal plans
- YTD financial updates and review
- Budget Forecasting

Targets:

- Balanced Budget with transparency
- Unqualified opinion from the Auditor
- Adherence to Ministry timelines

Data:

- In terms of budget development, the process often involves gathering input from various stakeholders, analyzing financial data and projections, and making decisions about allocating resources.
- The utilization of school division reserves and budget development is an important aspect of financial management in education. Reserves are set aside for unexpected expenses, emergencies, and future projects. Reserves can be used to help balance budgets, make capital improvements, or cover unexpected costs.
- Some key considerations for utilizing reserves and developing budgets include:
 - Identify top priorities and allocate resources accordingly. This may involve investing in key programs or initiatives, addressing critical infrastructure needs, large capital purchases, and staffing.
 - Consider both existing revenue streams and potential sources of additional revenue when developing budgets. This involves examining operational grant funding from the ministry and exploring grant opportunities.
 - Closely examine costs and expenses when developing budgets. This involves analyzing staffing levels and salaries, assessing operational expenses and capital purchases, and reviewing facility needs.
 - Build flexibility into budgets to allow for unexpected expenses or changes in enrollment or staffing levels. This involves setting aside reserves or developing contingency plans.
- Overall, effective utilization of reserves and budget development requires a strategic approach that considers each school community's unique needs. By prioritizing key programs and initiatives, assessing revenue streams and expenses, and building in flexibility, we can create budgets that meet the needs of their students, staff, and community while ensuring long-term financial stability.

Key Strategies Employed:

- Board Development Framework is followed when making budget decisions.
- Feedback is gathered from Administrators and School Community Councils
- Administration reviews reserve balances during the year-end process and recommendations are provided to the Board of Education whether to draw from reserves or to transfer funds from unrestricted surplus.
- Financial updates are provided to the Board during each meeting within the Director's Report. Variances of concern are discussed along with mitigation plans.
- Admin Council budget managers review annual expenditures throughout the year. Budget savings are identified and used for additional pressures through the consensus of the group utilizing Budget Forecasting.
 - Review existing budget to identify areas of likely savings
 - Identify needs and requirements that could benefit from additional funding.
 - Prioritize needs and determine which initiative to move forward with
- Disposal of assets:
 - Assets at the end of useful lives are typically disposed of annually. Examples include buses and technology hardware most commonly sold at public auction.
 - [Administrative Procedure 519 – Disposal of Property](#)
- Schedule F within the Audited Financial Statements detail the internal and external reserve balances:

Good Spirit School Division No. 204

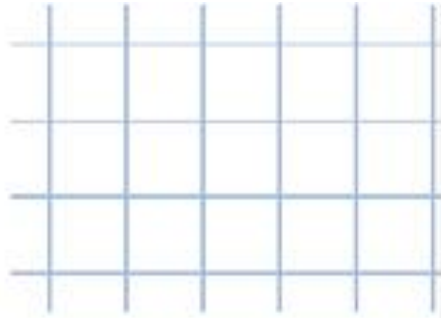
Schedule F: Detail of Designated Assets

for the year ended August 31, 2023

	August 31 2022	Additions during the year	Reductions during the year	August 31 2023
	\$	\$	\$	\$
External Sources				
Jointly Administered Funds				
School generated funds	1,759,522	99,716	34,346	1,824,892
Fitness Centre, Kidsfirst, PPEP	137,392	134,996	203,085	69,303
Total Jointly Administered Funds	1,896,914	234,712	237,431	1,894,195
Ministry of Education				
Designated for tangible capital asset expenditures	45,000	-	-	45,000
PMR maintenance project allocations	4,315,524	2,098,928	3,140,450	3,274,002
Invitational Shared Services Initiative	-	160,000	-	160,000
Unified Student Information System - USIS	13,501	-	13,501	-
Total Ministry of Education	4,374,025	2,258,928	3,153,951	3,479,002
Total	6,270,939	2,493,640	3,391,382	5,373,197
Internal Sources				
Board governance				
Elections	50,000	100,000	-	150,000
Total Board governance	50,000	100,000	-	150,000
Curriculum and student learning				
Instructional Resources	150,000	250,000	-	400,000
School Budget Carryovers	431,919	322,799	431,919	322,799
Total curriculum and student learning	581,919	572,799	431,919	722,799
Facilities				
YRHS Flood	100,000	-	-	100,000
Anne Portnuff Theatre	1,499	-	-	1,499
Risk Management & Security	11,299	500,000	-	511,299
Total facilities	112,798	500,000	-	612,798
Information technology				
Technology Resources	3,056,497	250,000	-	3,306,497
Total information technology	3,056,497	250,000	-	3,306,497
Transportation				
Bus Purchases	5,127,132	300,000	-	5,427,132
Total transportation	5,127,132	300,000	-	5,427,132
Total	8,928,346	1,722,799	431,919	10,219,226
Total Designated Assets	15,199,285	4,216,439	3,823,301	15,592,423

(Note 13)

Future Strategies:



Funding

About 95% of the division's funding is sourced from grants provided by the Province of Saskatchewan or tuition.



Allocation

Funding allocation is primarily driven by projected enrolment levels, established in January preceding the academic year.



Board of Education

The responsibility of the Board of Education is to distribute these funds equitably and transparently, aligning with established principles, priorities, and commitments.



Budget Development Framework 2024-25



Current Budget Development Priorities

Principled Decision Making

- Measure decisions against GSSD's values

Expenditure Review & Continuous Improvement

- Review all expenditures for cost efficiencies

Targeted Supports for Indigenous & Students in Vulnerable Circumstances

- Continue working with First Nations to enhance educational outcomes
- Provide targeted support and interventions

Maximizing the Impact of the Division's Strategic Plan

- Align division work with the strategies in the Provincial Education Plan (PEP)



Aspirational Statements and Long-term Goals (Established Aug 2023)

- High-Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical and Social Environments



Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
Financial	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000
Comments & Mitigation Strategy	Administration follows the budget development framework and regularly reports financial updates throughout the year. When preparing financial statements, GAAP is adhered to.				
Reputational	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus and sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
Comments & Mitigation Strategy	Internal controls are in place to reduce any risk of fraudulent activities.				
Managerial Effort/Capacity	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization
Comments & Mitigation Strategy	Ongoing review of financial information throughout the year. Regular financial updates provided to the Board of Education. Quarterly Ministry forecasting is completed and submitted.				
Government Relations	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization
Comments & Mitigation Strategy	Attend all Ministry webinars and Q & A sessions. Follow guidelines set out by the Ministry of Education and <i>the Education Act</i> .				
Legal	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed
Comments & Mitigation Strategy	n/a				
Student Outcomes	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs

Comments & Mitigation Strategy	Providing students with a positive learning environment with appropriate staffing and supports.
---	---

Likelihood The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
Rare	Unlikely	Moderate	Likely	Almost Certain
Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.

Summary Comments:

Recommended Decision/Motion:

“That the Board approve the accountability report on Allocating Resources to Improve Experiences for Students, Staff, and the Community/Utilization of Reserves and Budget Development and acknowledge the report met the requirements of Qis 1.2, 4.1, 4.5, 4.9, 5.4, 6.1, 7.5, 8.1, 8.3 & 8.5, based on the evidence within the report.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division