WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
March 29, 2022

BOARD REPORT

	Public	☒	**In-Camera**	☐
PRESENTED FOR:	Information	☒	Approval	☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Emelda Byrne, Director of Education
Penny King, Executive Superintendent of Business

SUBJECT: **2022-23 BUDGET DEVELOPMENT, PRESSURES AND CHALLENGES**

RECOMMENDATION:

> **That the report on 2022-23 Budget Development, Pressures and Challenges be received as information.**

SYNOPSIS:
The Windsor-Essex Catholic District School Board (WECDSB), like all school boards, is required to approve and submit its annual budget in June for the coming school year. In order to enhance communication and consultation with the community with respect to the Board's progress in budget development and in order to bring budget parameters to the attention of the Board early in the budget process, this report identifies the Provincial and local contexts in which the 2022-23 budget is being developed and outlines the pressures and challenges that must be considered in bringing a balanced budget to the Board.

BACKGROUND COMMENTS:
The Board's strategic plan is key to its sustainability. Just as important to the Board's long-term sustainability is its budget. In fact, the development of the Board's annual budget is one of the most strategic, but also the most time consuming and labour intensive functions undertaken by Administration. Further, budgeting does not solely belong to business departments. In the Ministry of Education's Financial Orientation for Trustees (December 2014), the Ministry notes that, "Directors, Superintendents and other senior program staff must be involved in the planning processes and be held accountable for budget performance".

The budget is the Board's fiscal plan that supports the delivery of educational programs and services and reflects the Board's strategic plan for the upcoming academic year. It also provides the authority for Administration to spend on a variety of programs and services. It is important that the budget be developed in a thoughtful manner and that decisions respecting the expenditure of funds carefully weigh the impacts and benefits to stakeholders across the near and long-term horizons. Further, when developing the budget, both the Provincial and local context must be considered.

PROVINCIAL CONTEXT:

Provincial Priorities:

COVID-19: Over the past two years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario and across the globe. Since August 2020, more than $600 million has been allocated by the Ontario government to improve ventilation and filtration in schools as part of the province's effort to protect against COVID-19. Further, record investments in personal and protective equipment, as well as technology (including network connectivity, infrastructure and security) have been made to support the Ministry of Education in its collective focus on delivering the best educational experience for students while protecting schools against the spread of COVID-19.

Despite these efforts, the pandemic has had a far reaching impact on the learning development and mental health of students, staff and families. Recognizing this, the Ontario government is providing a record investment of $26.6 billion for education in 2022-23 – the highest investment in public education in Ontario's history, with the dedicated support for learning recovery and to strengthen mental health and well-being.

Provincial Election: One element of uncertainty that exists is that 2022 marks a provincial election year which, if a change in government occurs, could result in a shift in the current education focus and strategy after the June 2, 2022 election date.

Labour Negotiations:

The collective bargaining framework for the education sector features a two-tier bargaining process, known as central and local bargaining. This means that certain agreed upon issues such as salary, benefits and paid leaves are negotiated on a province-wide basis, while all other issues are negotiated locally. The current three-year collective agreements will expire on August 31, 2022.

With the upcoming expiry of many of the education sector collective agreements, uncertainty for the next fiscal year inherently remains. As described further below, a funded labour provision will be included in the 2022-23 budgeted expenses to help manage labour costs when they are confirmed

GSN Highlights:

On February 17, 2022, the Ministry released the 2022-23 Grants for Student Needs (GSN) memo. These grants provide the bulk of funding used by school boards to support student learning. GSN funding leverages a series of complex and detailed formulas intended to provide equitable resources to school districts to provide students with equal educational opportunities.

Provincially, GSN funding is projected to increase from $25.6 billion in 2021-22 to $26.1 billion in 2022-23. This represents a $0.5 billion increase, and brings the provincial per-pupil funding to $13,059 in 2022-23. Key highlights for 2022-23 are described below.

1. Funds To Support Student Learning Needs

a. Supports for Students Fund (SSF):

- $212.7M provincially will be provided in 2022-23 through the SSF (also know as Investment in Systems Priorities in some central agreements).
- This funding, continuing from previous years, provides flexible funding to school boards to support the learning needs of students consistent with current central agreement obligations.
- Any funding beyond 2022-23 is subject to the upcoming round of central bargaining for agreements that expire on August 31, 2022.
- WECDSB's share of this funding is $2,094,473 for 2022-23 (2021-22 = $2,094,473).

b. COVID-19 Learning Recovery Fund:

- $304M provincially will be provided in 2022-23 to allow for current time-limited and temporary additional staffing supports to continue so that teachers, early childhood educators, educational assistants and other education workers can be hired to address learning recovery, the implementation of the first year of fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.
- Funding must be spent on the priorities identified within the grant, but there is flexibility in how school boards may use the funds between any of these priorities based on local needs.
- As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year.
- WECDSB's share of this funding is $3,191,047 in 2022-23, and it will now be provided in the GSN (2021-22 = $3,191,047 provided in a PPF [Priorities and Partnerships Funding]).
- Boards should plan for this funding to expire in August 2023.

c. Recent Immigrant Supplement:

- $134.4M provincially will be provided in 2022-23 as time-limited funding through the Recent Immigrant Supplement of the Language Grant.
- This investment, which was first introduced in 2021-22, is intended to address the financial implications of the temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic.
- School boards will continue to generate top-up funding, where needed, if actual weighted enrolment falls below levels that generated the 2019-20 ESL/ELD Recent Immigrant Component.
- WECDSB's share of this funding is yet to be determined for 2022-23 (2021-22 = $1,321,941).

2. Funds For Priority Investments

a. Student Mental Health Investment:

- $38.3M provincially will be provided in 2022-23 within the Mental Health and Well-Being Grant as follows:
    - o $25.2M provincially in a "Supporting Student Mental Health" allocation (formerly COVID-19 Mental Health Support PPF funding) to support

student mental health and foster the continued learning and well-being of students;

- o $10.0M provincially in new investment, of which $5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being; and
- o $3.0M provincially in a “Well-Being and Positive School Climates” allocation (formerly Well-Being and Mental Health Bundle PPF funding) to support school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates.

b. <u>Local Special Education Priorities</u>:

- $16.3M provincially will be provided in 2022-23 in a “Local Special Education Priorities” amount (formerly COVID-19 Special Education Support PPF funding) to enhance support for students with special education needs.
- Consistent with the prior year, this funding may be used to address local priorities such as retaining additional educational and/or professional and paraprofessional staff, evidence-based programs and interventions and/or transition supports.

c. <u>Increased Special Equipment Amount (SEA) Per-Pupil Amount</u>:

- $7.4M provincially will be provided in 2022-23 in the SEA allocation to support more assistive technology for students with special education needs.
- The SEA per-pupil base is increasing to $20,000 in 2022-23 (2021-22 = $10,000) and the amount per pupil is increasing to $39.461 (2021-22 = $36.101).

d. <u>Broadband Network Operations</u>:

- $39.9M provincially will be provided in 2022-23 in Broadband Network Operations to help meet the increasing network demand for digital learning in the classroom and increased network capacity.
- In addition to existing funding available in the GSN, this supplemental funding supports the costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves.

3. <u>Labour-Related Changes</u>

a. <u>Salary Increase for Principals and Vice-Principals</u>:

- Salary benchmarks for principals and vice-principals will be increased by 1% in 2022-23, as a result of recently negotiated settlements for principals and vice-principals.

b. <u>Benefits Increase</u>:

- Benefit funding adjustments are being made for employee groups that have provisions in their benefit trust agreements that impact the 2022-23 school year.

c. In-School Administration and Leadership Benchmark Alignment:

- The funded salary benchmarks for principals, vice-principals and school office support staff are being unified for the elementary and secondary panels.

d. Labour Provision:

- A labour provision is being included for the first year of the upcoming round of central bargaining with teachers' federations and education worker unions whose agreements expire August 31, 2022.
- The provision is to be included as a budgeted expense and used to help manage labour costs when they are confirmed at the conclusion of negotiations.

e. Central Employer Bargaining Agency Fees Allocation:

- Beginning in 2022-23, funding amounts for boards will be adjusted based on changes to the GSN benchmarks and their respective trustees' association's total 2021-22 annual expenses.

4. Keeping up with Costs

a. Non-Staff Benchmarks:

- The non-staff portion of the School Operations benchmark will increase by 5.45% which consists of:
    - 2.3% for commodity price increases such as electricity, natural gas, facility insurance, etc., and
    - 3.15% to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. This replaces PPF funding previously provided for the same purpose.
- An additional 2.3% cost update will be provided outside of the School Operations Allocation benchmark for other non-staff benchmarks and non-staff funding amounts throughout the GSN.

b. Student Transportation:

- The ministry continues to review student transportation with the aim to achieve an equitable and needs-based student transportation system in Ontario.
- While the review is underway, the Student Transportation Grant will be maintained at the previous year's funding level with adjustments for school boards with enrolment growth.
- A cost update amount of 2.0% will be provided in the Student Transportation Grant in 2022-23, with Board-by-board allocations occurring at a later date.

5. Supply Chain Centralization

- Supply Ontario, a provincial agency established to address challenges in Ontario's supply chain system, was first introduced in the 2020 Ontario Budget. The resulting legislation, the *Supply Chain Management Act (Government, Broader Public Sector and Health Sector Entities), 2019*, came into force on March 27, 2020.

- With the establishment by the Ministry of an EDU Supply Chain Centralization Working Group to serve as a resource for school boards, the government and Supply Ontario plan to move forward with supply chain centralization in 2022-23.

6. PPF & Other Languages In Education (OLE) Transfers to the GSN

- The following PPF and OLE allocations are being transferred to the GSN:
    - Parents Reaching Out (PRO) grants will become part of the Parent Engagement Allocation within the School Foundation Grant.
    - Ontario Languages in Education (OLE) grant will be enveloped as a new “Areas of Intervention” component of the FSL Allocation within the Languages Grant.
    - Well-being and Mental Health Bundle will be moving into a new “Well-Being and Positive School Climates” allocation within the Mental Health and Well-Being Grant.
    - Learning and Innovation Fund for Teachers (LIFT) will become part of a new Teacher Learning and Innovation Allocation within the Cost Adjustment and Teacher Qualifications and Experience Grant.

7. Enhanced Accountability Measures

- The Ministry is introducing a class size compliance framework to the secondary panel starting in 2022-23.

8. Ongoing Implementation of Previous Year GSN Reforms and Other Changes:

- Differentiated Funding for Online Learning – The online and in-person learning credit load benchmarks are being updated for the second year of a multi-year trajectory.
- Retirement Gratuities - Continued phase-out of retirement gratuities reflected in a 0.167% reduction to the benefits benchmarks.
- School Operations Allocation – Supplementary Area Factor – Continued phase-in of updates to the Supplementary Area Factor for base school facility operations to reflect a secondary class size of 23.
- Teacher Job Protection Funding Allocation – 2022-23 is the final year of this allocation which is available for teacher job protection for classroom teachers impacted by the changes to class sizes in 2019-20 and 2020-21.
- Technical Enrolment Policy Update – A regulatory clarification is planned such that students who are pursing remote learning or exclusively online learning and reside out of province will not qualify for GSN funding. In addition, the ministry intends to update regulations so that the right to attend for property owners, or their children, who reside outside of Ontario, is limited to in-person learning only.

9. Capital

- $1.4 billion provincially will be provided in 2022-23 (2021-22 = $1.4 billion) to maintain and improve the condition of schools.

Investments Outside the GSN:

In 2022-23, the Government is providing more than $355M outside the GSN in the form of PPFs to further support boards in advancing student achievement. The following table lists WECDSB's PPFs that were announced on February 17, 2022:

Priorities and Partnerships Funding (PPF)	2022-23 Amount
De-streaming Implementation Supports	$36,900
Early Intervention in Math for Students with Special Education Needs	$111,300
Entrepreneurship Education Pilot Projects	$20,000
Health Resources, Training and Supports	$11,700
Math Strategy	$277,000
Skilled Trades Bursary Program	$13,000
Special Education Additional Qualification (AQ) Subsidy for Educators	$11,800
Summer Learning Special Education Supports	$120,900
Tutoring Supports ($1.7M announced of which 50% of the funds to be spent April – August 2022)	$872,250
TOTAL	**$1,474,850**

LOCAL CONTEXT:

Enrolment:

One of the most impactful metrics affecting the development of the budget is the projection of student enrolment for that year. A preliminary enrolment forecast has been developed for 2022-23. Enrolment projections were established based on historical data, updated for current circumstances. The projections have been reviewed and approved by Executive Council for use in 2022-23 budget development. The projected full-time equivalent (FTE) enrolment for 2022-23, with a comparison to 2021-22, is as follows:

	2021-22 Estimates (FTE[1])	2021-22 Revised Estimates (FTE)	2022-23 Estimates (FTE)	Change 2021-22 Rev.Est. to 2022-23 Est. (FTE)
Elementary (ADE[2])	13,150.0	13,150.0	13,150.0	0.0
Secondary (ADE) < 21 yrs	7,000.0	7,125.0	7,125.0	0.0
TOTAL DAY SCHOOL ENROLMENT	**20,150.0**	**20,275.0**	**20,275.0**	**0.0**
Total High Credit	8.6	9.6	7.0	(2.6)
Adult Pupils (ADE) > 21 yrs	200.0	300.0	250.0	(50.0)
Total Visa Pupils	85.0	85.0	110.0	25.0

Notes: (1) FTE = Full-Time Equivalent
(2) ADE = Average Daily Enrolment

For the purposes of the 2022-23 budget estimates, there is no change in total day school enrolment projected from the current 2021-22 forecast level, leaving the total enrolment at 20,275 pupils in 2022-23. High Credit, and adult pupils are projected to decrease while VISA pupils are projected to increase from current forecast levels.

Based on the enrolment identified above, a preliminary funding forecast has been prepared by applying the projected enrolment to the current year's (i.e. 2021-22) funding formulas, adjusted for the recently announced grant changes not subject to further change. The Business Department will revise the funding forecast and communicate any changes to impacted departments and ultimately to the Board when the 2022-23 GSN Technical Paper and EFIS (Education Finance Information System) are released.

The financial position reflected in the 2021-22 Revised Estimates is being used as the base for 2022-23 budget development. With approximately two-thirds of education funding based on enrolment, the decline in High Credit and Adult Pupils is estimated to result in approximately $189K of reduced grant revenues. This result is before any of the recently announced grant changes, and before any changes in academic staffing costs which are the costs most variable with changes in enrolment.

Budget Outlook

At this point in the year, discussions on budget are complicated by uncertainty as to the exact amount of board-specific funding that will be received in 2022-23. Notwithstanding this uncertainty, the development of forecasts for 2022-23 has begun based on certain, known funding changes. A preliminary budget outlook has been developed. The table below summarizes the projected fiscal challenges for the upcoming academic year:

Preliminary Forecast	2022-23 Increase/ (Decrease) ($MILLIONS)
Current forecast surplus position for 2021-22 (without contingency reserve)	**0.192**
Projected 2022-23 contingency reserve, required per Board By-Law, at 0.5% of operating allocation	(1.195)
Grant changes due to decrease in High Credit and Adult Pupils	(0.189)
Increase in VISA tuition revenue	0.321
Projected net change in other funding (i.e. retirement gratuity, and other)	(0.222)
TOTAL REDUCTIONS REQUIRED	**(1.093)**

The projected reduction target identified could be adjusted based on changes in forecast enrolment, should they occur, as WECDSB progresses through the budget development cycle. In addition, as the budget development process progresses and further information becomes available through the 2022-23 GSN Technical Paper and EFIS, the budget outlook will be refined and updates provided to Trustees.

Achieving required reductions without the use of Accumulated Surplus

Each year, boards are required under Section 231 of the Education Act to have balanced budgets, where estimated expenditures do not exceed estimated revenues. In traditional years, the Education Act contains provisions that allow for an in-year deficit for a fiscal year of up to 1% of the Board's operating revenue, provided it does not exceed the Board's accumulated surplus of the preceding year. For WECDSB, 1% of operating revenue equals approximately $2.4M. Therefore, the Board can use a certain amount of its accumulated surplus (historically referred to as reserves) as part of balancing revenues with expenditures.

With an accumulated surplus available, some may argue that the Board should look to its current reserve balance to partially meet the reduction target identified earlier, instead of finding new savings. In fact, this strategy has been adopted over the past several year's budgets to support improvements in learning, allowing WECDSB to make important investments to support students and staff and to keep schools safe.

The continuation of this approach however is not a strategy recommended by Administration. Using a portion of the 1% or $2.4M limit allowed would provide a one-time budget savings in the 2022-23 year that is not sustainable in future years. Paying for current expenses with reserves prevents the Board from adjusting its cost structures to align with anticipated reduced Ministry funding. This problem compounds from one year to the next as permanent savings not found in the current year carry forward to the next year as a budget pressure. Also, a portion of the Board's accumulated surplus is internally appropriated for other items and not available, and the portion that is unrestricted is needed, in part, to continue to offset the balance of the Board's capital deficit.

In addition, reliance on accumulated surplus to aid in balancing the budget can raise the risk profile of the Board from the Ministry's perspective. Consequences of ineffective budgeting can be high, and ultimately could lead to budget decision making powers being suspended by the Ministry.

Pressures and Challenges

- COVID-19 Pressures:
  Due to the uncertainty with respect to pandemic recovery and the volume of PPE and other critical supports, if any, that may be required, this initial budget outlook is based on the assumption that school will resume with the majority of students coming back to in-person learning commencing September 2022, and without any unfunded COVID-19 related costs.

- Staff Absences and Replacement Costs:
  Sick leave plans in the education sector changed during the 2012 central bargaining process. Previously, teachers were allowed 20 sick days per year paid at 100% and could bank unused days up to a maximum of 200 days that would be paid out upon retirement as a retirement gratuity. Now, all school board employees are allowed 11 sick days paid at 100% and an additional 120 sick days paid at 90%.

  While WECDSB has lower absences than some other boards, the Board has historically experienced budget pressures in this area that could continue into 2022-23. Despite WECDSB's attendance support processes that effectively promote employee well-being and regular attendance, there exists a growing concern over sick leave usage and the associated costs, especially in light of the lingering impact of the COVID-19 pandemic.

- Information Technology (I.T.):

  As mentioned previously, the Ministry of Education announced a new Broadband Network Operations per-pupil amount in 2022-23 to help boards meet the increasing costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves. While additional funding for network operations is advantageous, this may result in budget pressures in future years due to additional maintenance and support required.

- Capital Deficit:

  Under prior administrations, the Board undertook the construction of school facilities not fully supported by New Pupil Place Grant revenues. In addition, in 2020-21, the Boards' administrative building required a major roof restoration. As a result, there is unsupported debt, meaning capital debt that is not supported with grant revenues from the Province to meet principal and interest payments. This debt affects the Board each year in the form of unsupported amortization expense, which is approximately $753K per year. In the 2020-21 Financial Statements, $1.045M of accumulated surplus remains internally appropriated to pay down WECDSB's capital deficit on land and $2.25M is appropriated for the capital deficit on depreciable capital projects. The balance of debt remaining will need to be funded from a combination of areas including proceeds of disposition from surplus property sales, future operating savings and school renewal grant encumbrances.

  While Administration is aggressively working to reduce the balance of the capital deficit, it continues to crowd out spending that could be used for other priorities. Continued fiscal prudence is necessary in the development of the 2022-23 budget in order to preserve the accumulated surplus, such that more is available to fully offset the capital deficit and build a balance that is unappropriated for operations.

- Special Education:

  WECDSB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent appropriate in the classroom they attend. It involves bringing the support services to the child rather than moving the child to the services. This model however causes budget pressures as the number of students with special needs continues to increase each year. The majority of Catholic school boards (WECDSB included) are running deficits in special education funding and experiencing significant challenges in funding the education, psychological and support needs of its exceptional students. Each year, costs continue to exceed the funding, and WECDSB must use other allocations to augment its special education funding.

  WECDSB's total annual special education expenditures since 2012-13 have increased by $4.5M or 16% while the annual grant allocation has only increased by $0.9M or 3%. Therefore, a continuation of funding (assuming no increase in expenses) will simply serve to prevent the current gap between funding and expenses from widening in the 2022-23 fiscal year, but will not help alleviate the structural fiscal pressure in this area.

- Faith Formation:

  Integrating faith into the curriculum and promoting faith formation of students and staff are critical to fulfilling the mission of Catholic Education and preserving the

Catholic identity. This is an area however for which there is no direct funding source to support the costs and as such the Board must carve out funding from other grants or find savings elsewhere to fund this priority.

- Non-Grant Revenue Impact:

  Historically, the Ministry of Education has targeted additional funding to school boards for specific programs or initiatives. These transfer payments are referred to as PPFs (Priorities and Partnerships Funding), and are provided to school boards outside of the regular operating grants. PPFs are often provided in the form of separate contractual agreements that require specific reporting of expenditures within set timelines. School boards are required to spend these grants for their intended purposes and the Ministry can take back any unspent funds. The announced PPF funding for 2022-23 is $1.47M for WECDSB, and due to the nature of the funding the Board should consider the funding to be temporary in nature.

  Another component of non-grant revenue is generated through the International Education program. This program is anticipated to produce revenue of approximately $1.4M in 2022-23. It is important to keep in mind that this revenue has an inherent risk if political climates or major incidents, such as the COVID-19 pandemic, continue to deter students from travelling abroad.

  Although non-grant revenues represent a relatively small amount of the financial resources received by the Board, they are extremely important to the activities they support. Without this additional revenue, the Board would be required to reduce expenditures to balance the budget.

- Other:

  Each year discretionary expenses have been reviewed to identify decreases where necessary. While Administration continues to review these expenses for further savings, each year it becomes more and more difficult to identify the deeper reductions that are needed to maintain the prior year's level of educational programs and services. There is constant pressure to maintain gains in student achievement when resources and Ministry funding are limited. Each year presents less and less room to absorb pressures.

  Furthermore, approximately 79% of the total Board budget consists of salaries and benefits, with a significant portion of the remaining expenses either being mandatory (e.g. amortization, debenture interest, contractual fees, etc.) or revenue neutral (e.g. Priorities and Partnerships Funding (PPF) expenses with corresponding funding sources, etc).

Going Forward

Discussions have begun internally with a view to identifying expenditure reductions which could be implemented next year, with a goal of finding reductions in areas that have minimal impact on students. In areas where resources must be reduced, it will be challenging to mitigate the possible negative impacts. When reductions are required, Administration typically looks to identify budget options for Trustees to consider, should certain recommended reductions not be acceptable. However, as a result of several difficult budget years, the Board has not been in a position to discuss or provide for trade-offs. As Administration works to align scarce budget resources to the strategic objectives and priorities of the Board, additions to certain areas of the budget may be required. Where additions are needed, offsetting reduction proposals will be necessary.

Risk Assessment

As noted earlier, the information presented in this report is preliminary. The release of the 2022-23 Technical Paper and EFIS may change the budget outlook. A major risk factor in budget preparation lies in enrolment projections. Even if actual enrolment remains as projected on a system wide basis, large school-by-school variances can create staffing pressures in the fall.

An additional risk factor exists in keeping up with costs. In October 2021 Statistics Canada reported that the CPI rose 4.7% on a year-over year basis, an 18 year high. The 2022-23 GSN announcement provided commodity price increases of only 2.3%. Additional cost pressures exist in payroll as a result of January 2022 minimum wage increases, and upcoming changes to the OMERS pension plan which will allow non-full-time employees to join the Plan as of January 2023 will also create pressures. Additionally, increasing supply costs, and the potential for other lost revenue from international student tuition are risk factors for all school boards should any aspects of the pandemic resurface.

Summary

All of the above is being provided for the information of the Board at this time. Administration will continue to develop the 2022-23 budget with due consideration to the factors that have been identified.

Strategic choices and difficult decisions need to be made to deal with the financial realities facing the Board and to ensure the Board remains fiscally sustainable over the long term.

FINANCIAL IMPACT:
Discussed throughout the report.

TIMELINES:
The detailed 2022-23 budget process, including timelines, has previously been submitted to the Board. A further update report may be provided to the Board in late April if the budget outlook is anticipated to change significantly. The final budget is due for submission to the Ministry of Education by June 30, 2022.

APPENDICES:
N/A

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	March 22, 2022
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 22, 2022
☒	DIRECTOR OF EDUCATION:	Approval Date:	March 22, 2022