



**FINANCE AND PLANNING COMMITTEE
PUBLIC MEETING
AGENDA**

Wednesday, June 18, 2025, 4:00 pm

School Board Office

1040 Hollywood Road S

Kelowna, BC

Finance and Planning Committee agendas can be accessed through the following electronic Board Meeting site:
<https://pub-sd23.escribemeetings.com/>

**The Central Okanagan Board of Education acknowledges that this meeting is being held on the unceded,
Traditional Territory of the Okanagan People.**

Pages

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Finance and Planning Committee Public Meeting Report - May 28, 2025

6

3. STAFF PRESENTATION

3.1 2024 Public Sector Organization (PSO) Climate Change Accountability Report

11

In attendance: Harold Schock, Energy and Sustainability Manager

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 2025/2026 Annual Budget Bylaw

17

STAFF RECOMMENDATION:

THAT: The Finance and Planning Committee recommends to the Board:

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

6.2 Multi-Year Financial Plan (2025/2026 to 2027/2028)

41

STAFF RECOMMENDATION:

THAT: The Finance and Planning Committee recommends to the Board:

THAT: The Board of Education approve the Multi-Year Financial (2025/2026 to 2027/2028) as attached to the Agenda and as presented at the June 18, 2025 Finance and Planning Committee Meeting.

6.3 Review of Policy 162 - Financial Planning and Reporting

71

STAFF RECOMMENDATION:

THAT: The Finance and Planning Committee recommends to the Board:

THAT: The Board of Education affirm Policy 162 – Financial Planning and Reporting, as attached to the Agenda, and as presented at the June 18, 2025 Public Finance and Planning Committee meeting.

7. DISCUSSION/INFORMATION ITEMS

7.1 Indigenous Education Budget 2025/2026

74

(Attachment)

(Attachment)

8. COMMITTEE CORRESPONDENCE
9. ITEMS REQUIRING SPECIAL MENTION
10. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES
11. ITEMS FOR FUTURE FINANCE AND PLANNING COMMITTEE MEETINGS

September

Finance:

- Presentation: Audited Financial Statements for the Fiscal Year
- Audited Financial Statements for the Fiscal year (*Action Item*)

Planning:

- Summer Projects Update

October

Finance:

- Financial Update at September 30th
- Student and Family Affordability Fund Update as of June 30, 2025
- Feeding Futures Budget and Program Overview

Planning:

- Annual Integrated Pest Management Report

November

Finance:

- School District No. 23 (Central Okanagan) Budget Development Principles
- School District No. 23 (Central Okanagan) Budget Development Timeline
- 2024/2025 Statement of Financial Information

January

Finance:

- Annual Review of Committee's Mandate, Purpose and Function.
- Amended Annual Budget for the Fiscal Year
- Ministry of Education and Child Care Recalculation Allocation
- Financial Update at December 31st
- Budget Survey Development

February

Finance:

- Budget Presentation
- School Fees Summary

Planning:

- Annual Facility Grant (AFG) Plan

April (1st Meeting)

Finance:

- Central Okanagan Public Schools Superintendent of Schools/CEO 2026/2027 Budget Proposal Report
- Budget Consultation Input Received
- Trustee Indemnity for the 2026/2027 Fiscal Year

April (2nd Meeting)

Finance:

- Central Okanagan Public Schools Superintendent of Schools/CEO 2026/2027 Budget Recommendations Report
- Financial Report at March 31st

May

Finance:

- Auditor's Report to the Finance and Audit Committee – Initial Communication on Audit Planning for the Year
- Annual CommunityLINK Allocations
- Financial Update - International Education Program

Planning:

- Annual Transportation Update
- Capital Plan Submission

June

Finance:

- School District No. 23 (Central Okanagan) Annual Budget for the Fiscal Year 2026/2027
- 2025/2026 Accumulated Operating Surplus Review
- Multi-Year Financial Plan (2026/2027 to 2028/2029)
- Annual Review of Financial Planning and Reporting Policy

Planning:

- Energy and Sustainability Presentation

12. FUTURE FINANCE AND PLANNING COMMITTEE MEETINGS

to be confirmed

13. MEDIA QUESTIONS

14. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS - BOARD COMMITTEE REPORT

Finance and Planning Committee Meeting

Public Meeting

Wednesday, May 28, 2025, 4:00 pm

School Board Office

1040 Hollywood Road S

Kelowna, BC

Board of Education: Trustee L. Tiede, Committee Chair
Trustee C. Desrosiers, Committee Member
Trustee V. Johnson (*acting Committee Member*)
Trustee J. Fraser
Trustee L. Guderyan (*via Teams*)

Absent: *Trustee W. Broughton, Committee Member*

Staff: Delta Carmichael, Secretary-Treasurer/CFO
Kate Cumming, Assistant Secretary-Treasurer
Rob Drew, Director of Operations
Kevin Kaardal, Superintendent of Schools/CEO
Jon Rever, Acting Deputy Superintendent
Josh Currie, Assistant Director of Operations
David Widdis, Planning Manager
Gail Prokopchuk, Transportation Manager
Gabe Cacchioni, Finance Manager
Lise Bradshaw, Executive Assistant (Recorder)

Partner Groups CUPE: Teri Wishlow, President and Jana Laing, Secretary-Treasurer
COTA: Susan Bauhart, President
COPVPA: Scott Sieben President
COPAC: Leslie Atwell, Treasurer
There were no representatives from District Student Council.

**The Central Okanagan Board of Education acknowledged that this meeting was being held
the unceded, Traditional Territory of the Okanagan People.**

*Trustee Johnson was appointed as Acting Voting Committee member for the May 28, 2025 Finance
and Planning Committee Meeting, due to Trustee Broughton's absence.*

AGENDA

May 28, 2025 Committee Agenda - approved as presented.

REPORTS/MATTERS ARISING

Finance and Planning Committee Public Meeting Report - April 30, 2025

April 30, 2025 Committee Report - received as distributed.

PRESENTATION

Report to the Finance and Planning Committee - Initial Communication on Audit Planning for the Year Ended June 30, 2025

Tyler Neels of Doane Grant Thornton LLP presented a review of the terms of the audit engagement and proposed strategy regarding the annual audit of the District's financial statements as of June 30, 2025.

Considerations for this year's audit include the challenges and uncertainties related to the current economic environment, since the economy is currently going through a period of high uncertainty. Inflation, tariffs, supply constraints and other factors are creating a highly volatile landscape for many businesses and organizations. Other considerations for this year's audit include the District's ongoing significant capital additions, the reversal of the new system implementation for payroll, compliance with laws and regulations, and assessment of fraud risks.

The five key phases of the audit approach are Planning, Assessing Risk, Evaluating Internal Controls, Testing Accounts and Transactions and Concluding and Reporting.

The results of the audit will be presented at the September 18, 2025 Finance and Planning Committee Meeting. Final financial statements for the year ended June 30, 2025 are due to the Ministry of Education and Child Care by September 30, 2025.

Mr. Neels responded to Committee questions regarding audit fees and the timeline for the audit.

PUBLIC QUESTION/COMMENT PERIOD

No members of the public in attendance.

COMMITTEE MEMBERS' QUERIES/COMMENTS

The COTA President queried using Classroom Enhancement Funding as part of the budget and why other Districts within the Province do not do the same. The Superintendent of Schools/CEO advised that there are 60 different Collective Agreements in the province that have provisions on classroom size and composition, and that the COTA Collective Agreement is unique and allows

for this. The Superintendent of Schools/CEO offered to take this matter to a labour management meeting to provide further detail to the COTA President.

DISCUSSION/ACTION ITEMS

2026/2027 Five-Year Capital Plan Submission

The Director of Operations summarized the District's 2025/2026 Five-Year Capital Plan Submission, which was created in consultation with Senior Leadership, the Ministry of Infrastructure (the "Ministry") and the Long Term Facilities Plan. The 2025/2026 Five-Year Capital Plan highlights both the District's immediate and forecasted capital priorities. The Ministry continues to advise that the focus of the Provincial Government is to reduce portable classrooms through the creation of new student seats, while also focusing on student safety and accelerating the seismic mitigation program.

The Director of Operations answered queries from the Committee regarding the status and priority of various projects that have recently been submitted.

Outcome: The Finance and Planning Committee recommended to the Board of Education:

THAT: The Board of Education approve the Capital Plan Resolutions for the 2026/2027 Capital Plan as outlined on the attached summary as attached to the Agenda, and as presented at the May 28, 2025, Finance and Planning Committee Meeting.

2025/2026 Review of Meal Allowance Per Diem Rates

The Assistant Secretary-Treasurer advised that travel expense rates are regularly reviewed by District staff for reasonableness and consistency and to ensure the rates are aligned with other organizations and levels of government. After a review of the current meal allowance per diem rates, District staff are recommending a slight increase to the per diem rates to better reflect cost escalations. The proposed rates are considered reasonable when compared to other public entities.

Trustee Desrosiers suggested that the dollar amount increase be noted within the motion.

Outcome: The Finance and Planning Committee recommended to the Board of Education:

THAT: The Board of Education approve the recommended meal allowance per diem rates, being \$17 for breakfast (*unchanged*), \$22 for lunch (*unchanged*) and \$41 for dinner (*increased from \$38*), effective July 1, 2025, as attached to the Agenda, and as presented at the June 11, 2025 Public Board Meeting.

DISCUSSION/INFORMATION ITEMS

2025/2026 CommunityLINK Allocations

The Assistant Secretary-Treasurer advised that the District's CommunityLINK program will receive approximately \$1.3 million next year to support vulnerable students in academic achievement and social functioning. Consistent with the prior year, the District has focused the CommunityLINK program funding for the 2025/2026 year to support mental health initiatives including group counselling for drug and alcohol and anger management, and mental health initiatives and support for elementary, middle and secondary schools.

Assistant Superintendent Alan Lalonde answered questions from the Committee regarding the program. The Superintendent of Schools/CEO queried why other similarly-sized districts within the province received more funding than School District No. 23. The Secretary-Treasurer/CFO confirmed staff would look into this matter.

2024/2025 International Education Program Update

The Assistant Secretary-Treasurer provided information to the Committee on the International Education Program and its financial contribution to the District, along with the additional support and opportunities it provides to all students. Assistant Superintendent Raquel Steen answered queries from the Committee members regarding returning students and study permits being approved by the Canadian government.

2024/2025 Transportation Services Department Update

Gail Prokopchuk, Transportation Manager, provided information to the Committee regarding the 2024/2025 Transportation Services Update. Committee members queried the application list, courtesy list, complimented the Department's consistent communication and noted the ease of the new TylerDrive software. The Committee Chair and Superintendent of Schools/CEO offered gratitude to the Transportation Department and bus drivers, as they are the first friendly face that over 5,000 of our students see each day.

ITEMS REQUIRING SPECIAL MENTION

The Committee Chair noted that she, along with the Board Chair, Trustee Guderyan and Trustee Desrosiers attended the final beam signing ceremony at George Pringle Secondary School on May 9, 2025.

RECOMMENDATIONS/REFERRALS TO THE BOARD

- June 11, 2025 Public Board Meeting
 - 2026/2027 Five-Year Capital Plan Submission (*Action*)
 - 2025/2026 Review of Meal Allowance Per Diem Rates (*Action*)
 - 2025/2026 CommunityLINK Allocations (*Information*)
 - 2024/2025 International Education Program Update (*Information*)
 - 2024/2025 Transportation Services Department Update (*Information*)

ITEMS FOR FUTURE FINANCE AND PLANNING COMMITTEE MEETINGS

June

Finance:

- School District No. 23 (Central Okanagan) Annual Budget for the Fiscal Year 2025/2026
- 2024/2025 Accumulated Operating Surplus Review
- Multi-Year Financial Plan (2025/2026 to 2027/2028)
- Annual Review of Financial Planning and Reporting Policy

Planning:

- Energy and Sustainability Presentation

FUTURE FINANCE AND PLANNING COMMITTEE MEETINGS

June 18, 2025

4:00 pm

Main Board Room

ADJOURNMENT

The meeting adjourned at 4:56 pm.

Questions - Please Contact:

Trustee Lee-Ann Tiede, Committee Chair at 250-258-3556 or Lee-Ann.Tiede@sd23.bc.ca

Kate Cumming, Assistant Secretary-Treasurer at 250-860-8888 or Kate.Cumming@sd23.bc.ca

Lee-Ann Tiede, Chair



School District No. 23 (Central Okanagan)

2024 PUBLIC SECTOR ORGANIZATION (PSO) CLIMATE CHANGE ACCOUNTABILITY REPORT

Prepared by Harold Schock,
Energy and Sustainability Manager.



PART 1. Legislative Reporting Requirements

Content

Part 1

- Legislative Reporting Requirements
- Declaration Statement
- Executive Summary
- 2024 Greenhouse Gas Emissions and Retirement of Offsets

Part 2

- Actions Taken to Reduce Greenhouse Gas Emissions in 2024
- Other Actions
- Plans to Continue Reducing Greenhouse Gas Emissions in 2025

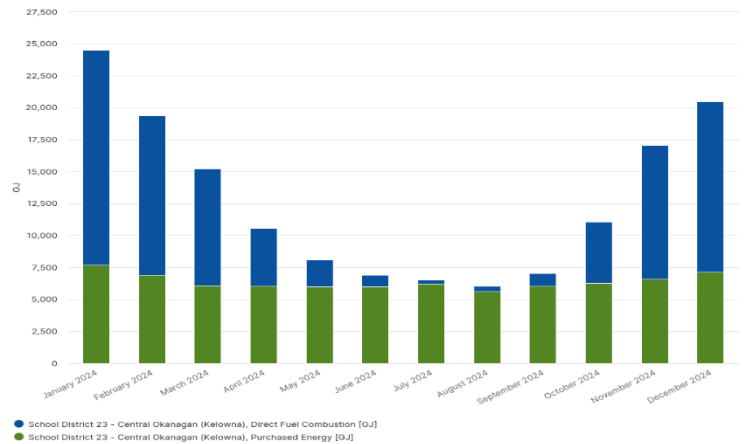


In 2024, SD23 increased the numbers of Electric Charging Stations

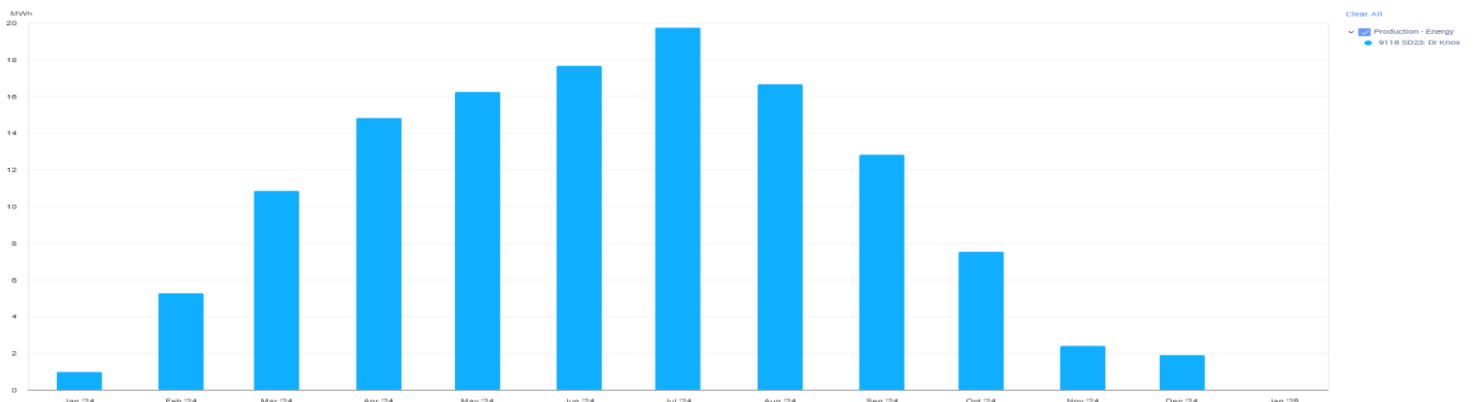
Declaration Statement

This PSO Climate Change Accountability Report for the period January 1, 2024 to December 31, 2024 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2024 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2024 and beyond. Plans are in place to continue reducing Greenhouse Gas Emissions in 2025.

By June 30, 2025, Central Okanagan Public Schools final 2024 Climate Change Accountability Report will be posted to our website at www.sd23.bc.ca.



In 2024, SD23's reported emissions increased by over 800 tonnes of CO₂ due to the newly required inclusion of fugitive gases; this figure was based on the estimation method.



Dr. Knox Middle School - 100 kWh Solar Panel Installation consistently working in 2024.

Executive Summary



Delta Carmichael, CPA, CA
Secretary Treasurer/CFO

Central Okanagan Public Schools (SD23) acknowledges and honours the unceded Traditional Territory and long-standing stewardship of the Okanagan (Syilx) People and the Westbank First Nation. As a public education institution, SD23 is committed to creating positive and lasting impacts in the lives of students and their communities by providing safe, inclusive, and inspiring learning environments.

To achieve this, SD23 works collaboratively with a broad network of partners, including community organizations, health authorities, provincial ministries, and municipal governments. These partnerships support not only our educational mission but also our ongoing efforts to address the growing challenges of climate change.

As part of our responsibility under the Climate Change Accountability Act and our commitment to the CleanBC Plan, SD23 continues to embed sustainability into the heart of its operations.

We are proud to announce that in 2024, School District No. 23 (Central Okanagan Public Schools) achieved carbon neutrality for the 15th consecutive year. This significant milestone was made possible through our continued investment in British Columbia-based carbon reduction projects via the BC Ministry of Environment and Climate Change Strategy, effectively offsetting all remaining emissions. SD23 remains firmly committed to the CleanBC Plan, continuously working to improve operational sustainability and energy efficiency while upholding our core responsibility to deliver excellent educational outcomes—even as we balance these priorities with climate and fiscal challenges.

As we reflect on 2024 and look ahead, we recognize the increasing frequency and severity of climate-related events across the province. From prolonged wildfire seasons to atmospheric rivers and record heat events, these challenges underscore the importance of adaptive infrastructure and planning. We are deeply grateful to our District staff for their unwavering dedication to learning, providing support to those facing food insecurity, offering technology to families navigating digital divides, and ensuring safety and stability in our learning environments throughout the year.

SD23 remains actively engaged in partnerships with municipal, provincial, and nonprofit organizations to address climate resilience. Whether through district-level energy retrofits, fleet decarbonization, or the expansion of school-based climate education, we continue to lead by example and foster a culture of sustainability.

In summary, this 2024 Climate Change Accountability Report outlines the actions taken by SD23 during the 2024 reporting year to reduce greenhouse gas emissions, maintain carbon neutrality, and strengthen climate resilience. It reflects our deep gratitude to staff, students, and partners, and reaffirms our commitment to a low-carbon, climate-resilient future for our schools and our broader community.



Delta Carmichael, CPA, CA
Secretary-Treasurer/CFO
May 28, 2025

2024 Greenhouse Gas Emissions and Offsets Overview

SD23 GHG Emissions and Offsets for 2024 (tCO2e)

BioCO2 is included in Total Emissions but not Total Offsets. For K-12 and Post-Secondary organizations, and BC Transit, Total Offsets will not equal Total Emissions minus Total BioCO2 because offset exempt emissions for buses are included within Total Emissions.

GHG EMISSIONS AND OFFSETS FOR 2024	
Total Emissions (tCO2e)	6,895
Total BioCO2	60
Total Offsets (tCO2e)	6,955
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO2e)	57
GHG EMISSIONS AND OFFSETS FOR 2024	
Grand Total Offsets (tCO2e) to be Retired for 2023 Reporting Year	5,606
Offset Investment (\$25 per tCO2e)	\$140,150

Total Emissions for Offsets for the 2024 - Reporting Year

SD23 purchased carbon offsets from the Government of BC for the equivalent of 5,606 tonnes of CO2e to obtain carbon neutral status for 2024.

Sixty tonnes of CO2e emissions from the combustion of biomass and biomass-based fuels were reported as part of our greenhouse gas emissions profile in 2024.

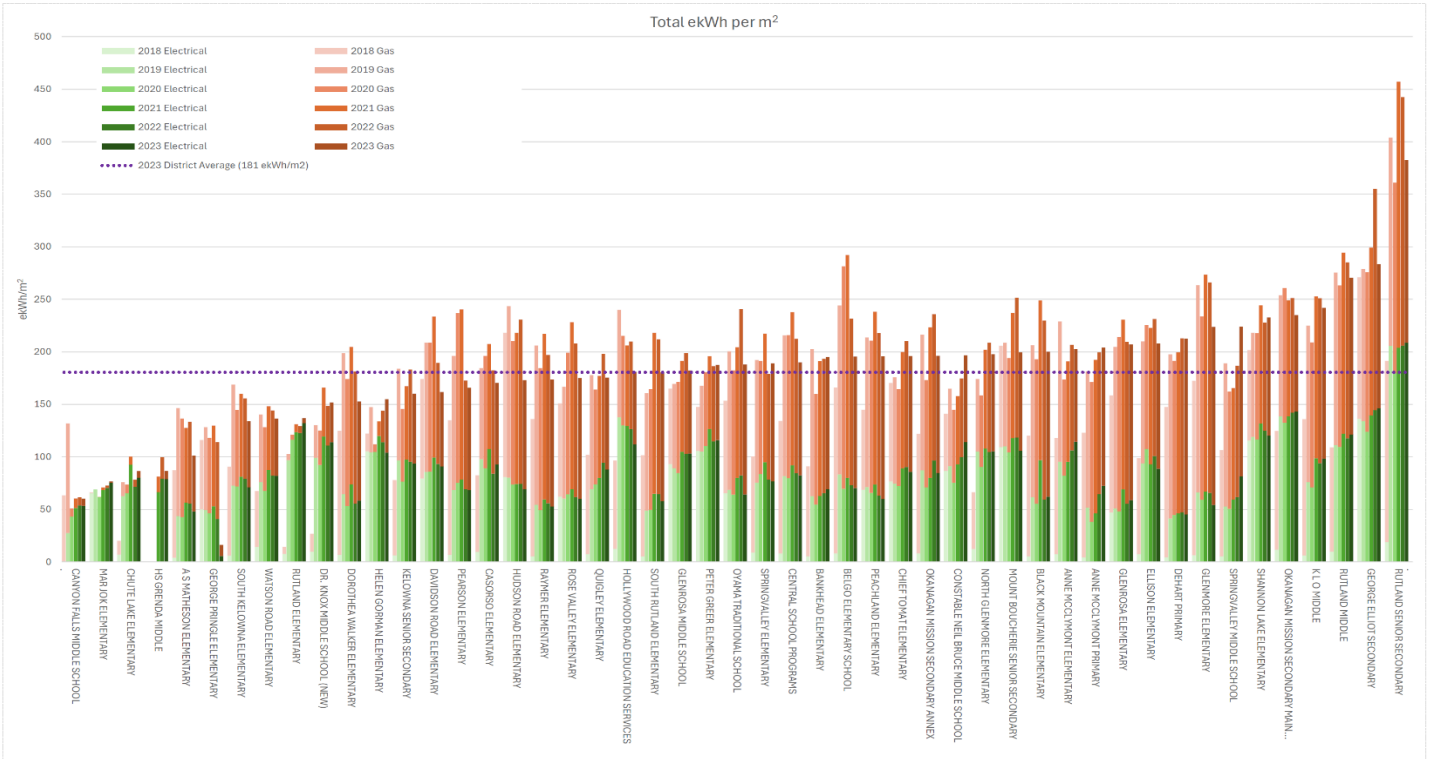
However, while all CO2e emissions from these sources must be reported. CO2 emissions from school buses do not require offsets.

Retirement of Offsets

In accordance with the requirements of the Climate Change Accountability Act and Carbon Neutral Government Regulation, SD23 (the Organization) is responsible for arranging for the retirement of the offsets obligation reported above for the 2024 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (the Ministry) ensuring that these offsets are retired on the Organization’s behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.



New DC Charges – SD23 Electric School Buses



FALCON ENGINEERING 2024-07-24

2023 District Average (181 ekWh/m²) Geo-Exchange Schools are clear winners to reduce green gas emissions, averaging 50% less energy per square meter.



Four high-efficiency IBC condensing boilers at École Casorso Elementary School now provide clean, reliable heat while operating at up to 98% efficiency. These units replaced older, non-condensing, naturally vented boilers—cutting natural gas use by 30% and significantly reducing energy waste.

PART 2. Public Sector Leadership

Actions Taken to Reduce Greenhouse Gas Emissions in 2024

Energy Efficiency Measures:

In 2024, Central Okanagan Public Schools (SD23) implemented a range of targeted energy-saving measures to reduce energy consumption and associated greenhouse gas (GHG) emissions. These measures reflect SD23's ongoing efforts to optimize building performance, enhance occupant comfort, and reduce environmental impact. Initiatives included:

- **LED Parking Lot Lighting Upgrade:** Replaced legacy lighting at École George Elliot Secondary School with energy-efficient LED fixtures, improving illumination and safety while significantly reducing energy use.
- **HVAC Optimization and DDC Panel Upgrades:** Upgraded Direct Digital Control (DDC) panels to enhance system reliability and enable more precise control of heating, ventilation, and air conditioning (HVAC) systems.
- **Gymnasium Lighting Retrofits:** Replaced outdated gym lighting with high-efficiency, hi-bay LED fixtures, reducing electrical demand and maintenance costs.
- **Building Envelope Improvements:** Enhanced roof insulation and sealed exterior doors across several facilities to reduce thermal losses and improve overall building performance.
- **Energy Audits and Retro-Commissioning:** Conducted detailed energy audits at key sites, followed by implementation of audit recommendations to reduce energy use intensity and emissions.

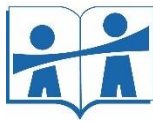
Electric Vehicle Infrastructure Expansion: Through ZEVIP (Zero-Emission Vehicle Infrastructure Program) funding, SD23 supported the procurement and installation of DC fast chargers to accelerate the transition to electric school buses.

Plans to Continue Reducing Greenhouse Gas Emissions in 2025

School District No. 23 (Central Okanagan) remains committed to reducing GHG emissions and supporting provincial climate goals. The following actions are planned or ongoing for the 2025 calendar year:

- **Building Automation System Upgrades – Ongoing**
The District will continue upgrading and recommissioning Building Automation Systems to improve energy efficiency and reduce emissions.
- **Promoting Sustainable Transportation – Ongoing**
In partnership with the City of Kelowna, SD23 will continue to promote carpooling, cycling, e-transportation, and transit use among staff and students.
- **School Transportation Optimization – Ongoing**
Efforts to streamline bus routes and reduce fuel use will continue, with a focus on efficient logistics and reduced emissions.
- **Waste Management – Ongoing**
Schools will maintain and enhance waste reduction programs, including commingled recycling, composting, and limiting single-use items.
- **Solar Energy Expansion – Planned for 2025**
New solar installations are planned at: École George Elliot Secondary School, École Peter Greer Elementary, and Phase 2 at École H.S. Grenda. Solar projects will add to SD23's renewable energy capacity and support long-term energy cost savings.

These initiatives strengthen SD23's role as a climate-conscious public sector leader and support its long-term sustainability goals.



Memorandum

Date: June 13, 2025
To: Finance and Planning Committee
From: Kate Cumming, Assistant Secretary-Treasurer
Action Item: **2025/2026 Annual Budget Bylaw**

1.0 ISSUE STATEMENT

The Ministry of Education and Child Care requires that an Annual Budget be prepared, adopted by Bylaw and submitted to the Ministry of Education and Child Care by June 30, 2025.

2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – May 14, 2025

Main 25P-041

THAT: The Board of Education approve the Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Budget Recommendations, as attached to the Agenda, and as presented at the May 14, 2025 Public Board Meeting.

3.0 BACKGROUND

Following the consultation and deliberation cycle as outlined in the budget timeline, recommendations were made for adjustments to the 2025/2026 Annual Budget Bylaw. These recommendations have been reflected in the attached Annual Budget Bylaw, Appendix A.

4.0 POINTS FOR CONSIDERATION

Statement 2 – Revenues

Operating Fund

- a) The Annual Budget is based on a projected enrolment of 25,230 school age full-time equivalent (FTE) and 400 International student FTE. The District has conservatively projected student enrolment growth for the 2025/2026 Annual Budget. Any additional student enrolment growth in September 2025 be reflected in the 2025/2026 Amended Budget Bylaw.

- b) An increase in student enrolment and the per pupil funding rate of 1.12% from the prior year created a total increase in the District's Operating Fund Grant of \$4.1M. The breakdown of this increase in the operating grant is illustrated below. Please note that the labour settlement funds of \$2.8M has been incorporated into the 1.12% per pupil increase.

	2025-2026 Annual Budget					
	FTE			Funding		
	F26 Annual	F25 Amended	FTE Change	Rate Change	Enrolment Change	Total \$
<u>General</u>						
Student Enrolment	24,715.8750	24,563.3750	152.5000	2,456,337	1,374,788	3,831,125
Continuing Education	0.0000	2.5000	(2.5000)	250	(22,538)	(22,288)
Alternate Education	288.0000	305.0000	(17.0000)	30,500	(153,255)	(122,755)
Distributed Learning	120.0000	120.8750	(0.8750)	9,670	(6,370)	3,300
Adult	7.0000	6.4375	0.5625	419	3,237	3,656
				2,497,176	1,195,862	3,693,038
<u>Inclusive Education</u>						
- Level 1	23.0000	22.0000	1.0000	12,540	51,300	63,840
- Level 2	1,606.0000	1,517.0000	89.0000	409,590	2,166,260	2,575,850
- Level 3	271.0000	261.0000	10.0000	36,540	123,000	159,540
<u>Other</u>						
ELL	2,030.0000	1,910.0000	120.0000	38,200	217,800	256,000
Indigenous	3,110.0000	3,110.0000	0.0000	62,200	0	62,200
				559,070	2,558,360	3,117,430
FEB/MAY Mid Year Recount Funding				14,925	(130,860)	(115,935)
Curriculum and Learning Support Fund				1,334	0	1,334
Equity of Opportunity Supplement				3,577	0	3,577
Unique Geographic Factors				265,515	0	265,515
Salary Differential				13,363	0	13,363
Other Adjustments				39	0	39
				298,753	(130,860)	167,893
Labour Settlement Funds				(2,851,650)		(2,851,650)
Indigenous Education Councils				8,287		8,287
Total Change				511,636	3,623,362	4,134,998

- c) The decrease to the federal grants related to Settlement Workers in Schools (SWIS) was expected in the 2025/2026 Annual Budget. This decrease is a result of an excluded position being eliminated and in the prior year, funds were received to fund a reclassification of existing positions. This funding continues to be essential to support the increased number of newcomer and immigrant families to the Central Okanagan.
- d) Federal grants related to Jordan's Principle Funding shows a reduction of \$452,345 in funding; however, schools will continue to apply and receive confirmation of Jordan's Principle funding for the next school year. All confirmed funding will be included with the 2025/2026 Amended Annual Budget in February, 2026.

- e) Tuition for International and Out-of-Province Students revenue decreased slightly due to a planned 25 student FTE reduction, and a \$1,000/FTE increase in per student tuition to offset lost revenue.
- f) Transportation revenue has increased by \$220,000 due to the increased bus fees from \$450/student to \$525/student effective July 1, 2025.
- g) Surplus carryforwards from the current year are not finalized until after June 30; however, to provide for more accurate planning, carryforward balances for the 2024/2025 fiscal year have been estimated (Appendix B). The estimated surplus is approximately \$3.88M. Of this total, \$1.85M is internally restricted and \$2M is unrestricted surplus. Any adjustments to these surpluses will be finalized as part of the June 30, 2025 year-end and will be presented to the Finance and Planning Committee and the Board of Education in September, 2025.

Special Purpose Fund

- a) The 2025/2026 Classroom Enhancement Fund (CEF) grants must equal the 2024/2025 Amended budget.
- b) The 2025/2026 CEF grant for remedy is not recorded in the 2025/2026 Annual Budget. Districts must wait for the December 2025 CEF funding announcement. Remedy for the 2025/2026 school year will be recorded in the 2025/2026 Amended Budget.
- c) In March 2025, the Ministry of Education and Child Care announced \$39.4M in National School Food Program funding over three years to supplement Feeding Futures funding and expand and enhance school food programs. The District has received their proportionate share of \$319,792 for 2025/2026. Any unspent funds at June 30, 2026 will be carried forward to spend next year.
- d) In February 2025, the Ministry of Education and Child Care announced \$30M in Literacy Support funding over three years to better support students' literacy development in the K-12 school system. The District has received their proportionate share of \$208,468 for 2025/2026. Any unspent funds at June 30, 2026 will be carried forward to spend next year.
- e) There was a reduction in special purpose funding for 2025/2026 due to lower expected surplus to be carried forward from 2024/2025.
 - (i) The Student Family & Affordability funding has been discontinued for 2025/2026. It is expected that the funds carried forward will be fully spent by June 30, 2025 which has resulted in a reduction in revenue of \$856,267 in 2025/2026.
 - (ii) The Early Childhood Educator Dual Credit funding has been discontinued for 2025/2026. It is expected that the funds carried forward will be fully spent by June 30, 2025 which has resulted in a reduction in revenue of \$159,842 in 2025/2026.
 - (iii) The Feeding Futures program is expected to have a carryforward of approximately \$200,000 from the 2024/2025 school year. This has resulted in a reduction in revenue of \$167,063 in 2025/2026.
 - (iv) All estimated special purpose funding surplus carried forward will be adjusted at the June 30, 2025 year-end based on actual spending.

Statement 2 – Expenses

Instruction

- a) Collective Agreement negotiations for 2025/2026 to 2027/2028 are ongoing with the Central Okanagan Teachers' Association (COTA) and the Canadian Union of Public Employees (CUPE) and as such, no salary costs have been adjusted for the 2025/2026 Annual Budget except for expected grid progressions. The 2025/2026 Amended Budget will be adjusted for the results of the collective bargaining process.
- b) Benefits costs are expected to increase next year due to an increase to the extended health and dental benefit premium rates for all employees.
- c) Teacher salaries have decreased due to a reduction in teacher FTE of 40.2989 for the 2025/2026 Annual Budget. This will be offset by a requested increase of 37.6711 FTE from the Classroom Enhancement Fund to be included in the 2025/2026 Amended Budget. This will result in a net reduction of 2.6278 teacher FTE.
- d) Teacher illness costs have increased due to the Teacher Teaching On Call (TTOC) daily rate increasing and an additional day of illness has been added to the budget bringing the average number of days per teacher from 12 days/year to 13 days/year.
- e) Principal and Vice-Principal salaries have decreased due to a reduction in 1 Vice Principal FTE and 1 District Vice Principal FTE.
- f) A reduction in expected school discretionary budget surpluses to carry forward from 2024/2025 to 2025/2026 has resulted in a reduction in school discretionary paid teacher FTE and lower school discretionary supplies. School discretionary budgets have allocated higher amounts to TTOC release and training costs in part due to the increase in the TTOC rate.
- g) An increase in Inclusive Education student FTE generated a need for more Certified Education Assistants (FTE) to support students with unique needs.
- h) The new National School Food Program funding has resulted in increased special purpose capital spending of \$319,792 for 2025/2026.
- i) The new Literacy Support funding has resulted in increased learning resource costs of \$208,468 for 2025/2026.
- j) The discontinuation of select special purpose funds for 2025/2026 and lower expected surplus to be carried forward from 2024/2025 had the following impacts on related expenses:
 - (i) A reduction in supplies costs of \$856,267 related to the Student and Family Affordability funding.
 - (ii) A reduction in teacher salaries and benefits of \$159,842 related to the ECE Dual Credit funding.
 - (iii) A reduction in meals program costs of \$167,063 related to the Feeding Futures funding.
- k) A lower than expected surplus will be carried forward from the Learning Improvement Fund and has resulted in a reduction in CEA salaries and benefits by approximately \$65,800.

District Administration

- a) The reduction in senior administrative staff resulted in a decrease in professional salaries of \$225,498.
- b) Benefits costs are expected to increase next year due to an increase to the extended health and dental benefit premium rates for all employees.
- c) The reduction in professional salaries in SWIS is in response to a reduction in funding received from the Federal government (Immigration, Refugees and Citizenship Canada or IRCC) for 2025/2026.
- d) Reductions in software maintenance and support costs and contracted services resulted in decreased costs of \$386,000.

Operations and Maintenance

- a) In response to increased need through the District, 3 FTE have been added to the grounds maintenance department to better support overall grounds maintenance.
- b) Benefits costs are expected to increase next year due to an increase to the extended health and dental benefit premium rates for all employees.
- c) Insurance premium costs are expected to increase next year so an additional \$100,000 has been added to the 2025/2026 budget.
- d) Work order wage recoveries that offset costs have decreased by \$225,000 to better reflect actual recoveries expected. The Operations Department continues to focus more on building maintenance and less on recoverable work.
- e) A \$100,000 budget has been added to address hazardous abatement services.
- f) Utility costs continue to increase, so an additional budget was added to the 2025/2026 Annual Budget to offset escalated increases.

Transportation

- a) One additional bus route has been added to 2025/2026 due to growth.
- b) Benefits costs are expected to increase next year due to an increase to the extended health and dental benefit premium rates for all employees.

5.0 OPTIONS FOR ACTION

- A. Approve the Annual Budget and Bylaw as presented.
- B. Make recommendations for adjustments to the Annual Budget.

6.0 ASSISTANT SECRETARY-TREASURER COMMENTS

The Annual Budget Bylaw presented is recommended based on the current fiscal situation. Priority is being given to maintaining the integrity of the educational program in classrooms and to the achievement of the District's goals and strategic priorities.

The 2025/2026 Annual Budget Bylaw for \$381,087,979 is due for submission to the Ministry of Education and Child Care by June 30, 2025.

7.0 STAFF RECOMMENDATIONS

THAT: The Finance and Planning Committee recommends to the Board:

THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District No. 23 (Central Okanagan) Annual Budget Bylaw for the Fiscal Year 2025/2026 in the amount of \$381,087,979.

8.0 APPENDICES

- A. 2025/2026 Annual Budget Bylaw
- B. 2024/2025 Estimated Surplus Appropriation Analysis
- C. 2025/2026 Projected Teacher Staffing

Annual Budget

School District No. 23 (Central Okanagan)

June 30, 2026

School District No. 23 (Central Okanagan)

June 30, 2026

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	14

*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 23 (Central Okanagan) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$381,087,979 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE _____ DAY OF _____, 2025;

READ A SECOND TIME THE _____ DAY OF _____, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2025;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 23 (Central Okanagan) Annual Budget Bylaw 2025/2026, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer

School District No. 23 (Central Okanagan)

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	25,229,875	25,097,750
Adult	15,000	14,438
Total Ministry Operating Grant Funded FTE's	25,244,875	25,112,188
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	338,174,147	334,948,762
Other	407,932	416,844
Federal Grants	1,437,595	2,378,328
Tuition	6,640,000	6,587,500
Other Revenue	14,583,863	14,452,510
Rentals and Leases	1,201,100	1,187,100
Investment Income	700,000	700,000
Amortization of Deferred Capital Revenue	11,506,636	11,417,542
Total Revenue	374,651,273	372,088,586
Expenses		
Instruction	310,316,551	312,425,899
District Administration	8,994,020	9,776,248
Operations and Maintenance	47,037,581	45,714,760
Transportation and Housing	6,814,307	6,745,710
Total Expense	373,162,459	374,662,617
Net Revenue (Expense)	1,488,814	(2,574,031)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,794,420	3,392,159
Budgeted Surplus (Deficit), for the year	3,283,234	818,128
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	3,283,234	818,128
Budgeted Surplus (Deficit), for the year	3,283,234	818,128

School District No. 23 (Central Okanagan)

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	305,230,500	305,669,937
Operating - Tangible Capital Assets Purchased	1,734,581	1,660,679
Special Purpose Funds - Total Expense	51,633,037	52,811,440
Special Purpose Funds - Tangible Capital Assets Purchased	1,038,439	718,647
Capital Fund - Total Expense	16,298,922	16,181,240
Capital Fund - Tangible Capital Assets Purchased from Local Capital	5,152,500	7,052,500
Total Budget Bylaw Amount	381,087,979	384,094,443

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary/Treasurer

Date Signed

DRAFT

School District No. 23 (Central Okanagan)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026	2025 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	1,488,814	(2,574,031)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(2,773,020)	(2,379,326)
From Local Capital	(5,152,500)	(7,052,500)
From Deferred Capital Revenue	(25,000,000)	(25,000,000)
Total Acquisition of Tangible Capital Assets	(32,925,520)	(34,431,826)
Amortization of Tangible Capital Assets	16,298,922	16,181,240
Total Effect of change in Tangible Capital Assets	(16,626,598)	(18,250,586)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(15,137,784)	(20,824,617)

School District No. 23 (Central Okanagan)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

	2026	2025 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	294,502,671	290,418,675
Other	407,932	416,844
Federal Grants	1,437,595	2,378,328
Tuition	6,640,000	6,587,500
Other Revenue	5,583,863	5,452,510
Rentals and Leases	1,201,100	1,187,100
Investment Income	550,000	550,000
Total Revenue	310,323,161	306,990,957
Expenses		
Instruction	258,683,514	259,614,459
District Administration	8,994,020	9,776,248
Operations and Maintenance	30,738,659	29,533,520
Transportation and Housing	6,814,307	6,745,710
Total Expense	305,230,500	305,669,937
Net Revenue (Expense)	5,092,661	1,321,020
Budgeted Prior Year Surplus Appropriation	1,794,420	3,392,159
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,734,581)	(1,660,679)
Local Capital	(5,152,500)	(3,052,500)
Total Net Transfers	(6,887,081)	(4,713,179)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 23 (Central Okanagan)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	293,968,563	289,833,567
ISC/LEA Recovery	(1,446,215)	(1,446,215)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,238,323	1,238,323
Funding for Graduated Adults	100,000	100,000
Student Transportation Fund	600,000	600,000
FSA Scorer Grant	30,000	30,000
Child Care Funding	12,000	12,000
French Teacher Recruitment		51,000
Total Provincial Grants - Ministry of Education and Child Care	294,502,671	290,418,675
Provincial Grants - Other	407,932	416,844
Federal Grants	1,437,595	2,378,328
Tuition		
International and Out of Province Students	6,640,000	6,587,500
Total Tuition	6,640,000	6,587,500
Other Revenues		
Other School District/Education Authorities	627,000	627,000
Funding from First Nations	1,446,215	1,446,215
Miscellaneous		
Transportation Fees	2,100,650	1,880,650
Wage Recoveries	600,000	600,000
Miscellaneous	809,998	898,645
Total Other Revenue	5,583,863	5,452,510
Rentals and Leases	1,201,100	1,187,100
Investment Income	550,000	550,000
Total Operating Revenue	310,323,161	306,990,957

School District No. 23 (Central Okanagan)

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	129,100,787	132,198,633
Principals and Vice Principals	16,147,487	16,468,858
Educational Assistants	27,135,287	27,166,252
Support Staff	28,919,164	28,420,175
Other Professionals	4,656,637	4,995,844
Substitutes	10,859,772	9,796,695
Total Salaries	216,819,134	219,046,457
Employee Benefits	58,902,997	57,508,247
Total Salaries and Benefits	275,722,131	276,554,704
Services and Supplies		
Services	7,958,548	8,103,878
Student Transportation	556,500	554,500
Professional Development and Travel	2,466,013	2,391,975
Rentals and Leases	239,500	354,500
Dues and Fees	612,500	590,000
Insurance	989,600	804,600
Supplies	11,626,708	11,685,780
Utilities	5,059,000	4,630,000
Total Services and Supplies	29,508,369	29,115,233
Total Operating Expense	305,230,500	305,669,937

School District No. 23 (Central Okanagan)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	100,575,544	1,816,458	964,958	1,407,775		9,884,772	114,649,507
1.03 Career Programs	946,290			493,079		45,000	1,484,369
1.07 Library Services	2,648,783	289,224		1,732,744	268,506	40,000	4,979,257
1.08 Counselling	3,646,032					8,500	3,654,532
1.10 Inclusive Education	16,581,642	498,874	23,199,679	1,194,403		550,000	42,024,598
1.30 English Language Learning	3,162,784	59,200				37,500	3,259,484
1.31 Indigenous Education	1,080,115	447,102	2,970,650	62,722		105,000	4,665,589
1.41 School Administration	-	11,770,310		4,740,519		95,000	16,605,829
1.62 International and Out of Province Students	459,597	157,240		172,372	413,000	10,000	1,212,209
Total Function 1	129,100,787	15,038,408	27,135,287	9,803,614	681,506	10,775,772	192,535,374
4 District Administration							
4.11 Educational Administration		390,735		184,316	553,406	49,000	1,177,457
4.20 Early Learning and Child Care							-
4.40 School District Governance					179,515		179,515
4.41 Business Administration		718,344		1,219,020	1,842,105	35,000	3,814,469
Total Function 4	-	1,109,079	-	1,403,336	2,575,026	84,000	5,171,441
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				218,361	747,006		965,367
5.50 Maintenance Operations				12,553,237	302,596		12,855,833
5.52 Maintenance of Grounds				1,475,146			1,475,146
5.56 Utilities				102,046	120,983		223,029
Total Function 5	-	-	-	14,348,790	1,170,585	-	15,519,375
7 Transportation and Housing							
7.41 Transportation and Housing Administration				173,404	229,520		402,924
7.70 Student Transportation				3,190,020			3,190,020
Total Function 7	-	-	-	3,363,424	229,520	-	3,592,944
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	129,100,787	16,147,487	27,135,287	28,919,164	4,656,637	10,859,772	216,819,134

School District No. 23 (Central Okanagan)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	114,649,507	30,391,633	145,041,140	8,719,862	153,761,002	156,484,058
1.03 Career Programs	1,484,369	400,490	1,884,859	652,300	2,537,159	2,286,887
1.07 Library Services	4,979,257	1,377,031	6,356,288	817,600	7,173,888	7,127,305
1.08 Counselling	3,654,532	984,429	4,638,961	13,500	4,652,461	4,716,132
1.10 Inclusive Education	42,024,598	12,090,378	54,114,976	1,315,928	55,430,904	54,117,979
1.30 English Language Learning	3,259,484	867,272	4,126,756	49,740	4,176,496	3,972,882
1.31 Indigenous Education	4,665,589	1,411,486	6,077,075	477,138	6,554,213	6,827,599
1.41 School Administration	16,605,829	4,075,386	20,681,215	11,500	20,692,715	20,562,133
1.62 International and Out of Province Students	1,212,209	312,467	1,524,676	2,180,000	3,704,676	3,519,484
Total Function 1	192,535,374	51,910,572	244,445,946	14,237,568	258,683,514	259,614,459
4 District Administration						
4.11 Educational Administration	1,177,457	326,806	1,504,263	294,200	1,798,463	2,064,286
4.20 Early Learning and Child Care	-		-		-	422,964
4.40 School District Governance	179,515	12,746	192,261	239,203	431,464	7,288,998
4.41 Business Administration	3,814,469	990,524	4,804,993	1,959,100	6,764,093	
Total Function 4	5,171,441	1,330,076	6,501,517	2,492,503	8,994,020	9,776,248
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	965,367	249,970	1,215,337	762,500	1,977,837	1,793,823
5.50 Maintenance Operations	12,855,833	3,778,404	16,634,237	3,415,798	20,050,035	19,882,027
5.52 Maintenance of Grounds	1,475,146	366,541	1,841,687	511,000	2,352,687	1,947,582
5.56 Utilities	223,029	48,071	271,100	6,087,000	6,358,100	5,910,088
Total Function 5	15,519,375	4,442,986	19,962,361	10,776,298	30,738,659	29,533,520
7 Transportation and Housing						
7.41 Transportation and Housing Administration	402,924	107,107	510,031	73,500	583,531	579,795
7.70 Student Transportation	3,190,020	1,112,256	4,302,276	1,928,500	6,230,776	6,165,915
Total Function 7	3,592,944	1,219,363	4,812,307	2,002,000	6,814,307	6,745,710
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	216,819,134	58,902,997	275,722,131	29,508,369	305,230,500	305,669,937

School District No. 23 (Central Okanagan)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026	2025 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	43,671,476	44,530,087
Other Revenue	9,000,000	9,000,000
Total Revenue	52,671,476	53,530,087
Expenses		
Instruction	51,633,037	52,811,440
Total Expense	51,633,037	52,811,440
Net Revenue (Expense)	1,038,439	718,647
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,038,439)	(718,647)
Total Net Transfers	(1,038,439)	(718,647)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 23 (Central Okanagan)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year		27,281	5,264,304						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	785,498	1,015,593		256,000	78,400	443,219	1,296,051	626,485	34,832,073
Other			9,000,000						
	785,498	1,015,593	9,000,000	256,000	78,400	443,219	1,296,051	626,485	34,832,073
Less: Allocated to Revenue	785,498	1,042,874	9,000,000	256,000	78,400	443,219	1,296,051	626,485	34,832,073
Deferred Revenue, end of year	-	-	5,264,304	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	785,498	1,042,874		256,000	78,400	443,219	1,296,051	626,485	34,832,073
Other Revenue			9,000,000						
	785,498	1,042,874	9,000,000	256,000	78,400	443,219	1,296,051	626,485	34,832,073
Expenses									
Salaries									
Teachers					48,744	120,274	27,852		27,865,660
Principals and Vice Principals									
Educational Assistants		794,026		180,901					
Support Staff				15,000					
Substitutes						140,025		623,485	
	-	794,026	-	195,901	48,744	260,299	27,852	623,485	27,865,660
Employee Benefits		248,848		56,079	13,161	30,083	7,520		6,966,413
Services and Supplies	66,851		9,000,000	4,020	16,495	152,837	1,260,679	3,000	
	66,851	1,042,874	9,000,000	256,000	78,400	443,219	1,296,051	626,485	34,832,073
Net Revenue (Expense) before Interfund Transfers	718,647	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(718,647)								
	(718,647)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 23 (Central Okanagan)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Dual Credit Program Expansion	Work Experience Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	7,553	20,000	20,000	25,000	20,000		200,000		50,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care		48,000	6,750	55,400	19,000	175,000	2,806,448	100,000	
Other	-	48,000	6,750	55,400	19,000	175,000	2,806,448	100,000	-
Less: Allocated to Revenue	7,553	68,000	26,750	80,400	39,000	175,000	3,006,448	100,000	50,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	7,553	68,000	26,750	80,400	39,000	175,000	3,006,448	100,000	50,000
Other Revenue	7,553	68,000	26,750	80,400	39,000	175,000	3,006,448	100,000	50,000
Expenses									
Salaries									
Teachers									
Principals and Vice Principals						142,857	200,163	81,633	40,816
Educational Assistants							390,541		
Support Staff				45,479			123,647		
Substitutes		68,000	26,750						
	-	68,000	26,750	45,479	-	142,857	714,351	81,633	40,816
Employee Benefits				14,098		32,143	209,765	18,367	9,184
Services and Supplies	7,553			20,823	39,000		2,082,332		
	7,553	68,000	26,750	80,400	39,000	175,000	3,006,448	100,000	50,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 23 (Central Okanagan)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	National School Food Program	Literacy Support	Provincial Resource Program	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year			10,000	5,644,138
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	319,792	208,468	219,465	43,291,642
Other				9,000,000
	319,792	208,468	219,465	52,291,642
Less: Allocated to Revenue	319,792	208,468	229,465	52,671,476
Deferred Revenue, end of year	-	-	-	5,264,304
Revenues				
Provincial Grants - Ministry of Education and Child Care	319,792	208,468	229,465	43,671,476
Other Revenue				9,000,000
	319,792	208,468	229,465	52,671,476
Expenses				
Salaries				
Teachers			97,488	28,160,018
Principals and Vice Principals				465,469
Educational Assistants				1,365,468
Support Staff				184,126
Substitutes			2,595	860,855
	-	-	100,083	31,035,936
Employee Benefits			26,322	7,631,983
Services and Supplies		208,468	103,060	12,965,118
	-	208,468	229,465	51,633,037
Net Revenue (Expense) before Interfund Transfers	319,792	-	-	1,038,439
Interfund Transfers				
Tangible Capital Assets Purchased	(319,792)			(1,038,439)
	(319,792)	-	-	(1,038,439)
Net Revenue (Expense)	-	-	-	-

School District No. 23 (Central Okanagan)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		150,000	150,000	150,000
Amortization of Deferred Capital Revenue	11,506,636		11,506,636	11,417,542
Total Revenue	11,506,636	150,000	11,656,636	11,567,542
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	16,298,922		16,298,922	16,181,240
Total Expense	16,298,922	-	16,298,922	16,181,240
Net Revenue (Expense)	(4,792,286)	150,000	(4,642,286)	(4,613,698)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	2,773,020		2,773,020	2,379,326
Local Capital		5,152,500	5,152,500	3,052,500
Total Net Transfers	2,773,020	5,152,500	7,925,520	5,431,826
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	5,152,500	(5,152,500)	-	
Total Other Adjustments to Fund Balances	5,152,500	(5,152,500)	-	
Budgeted Surplus (Deficit), for the year	3,133,234	150,000	3,283,234	818,128

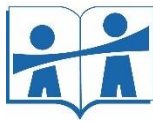
School District No. 23 (Central Okanagan)
Estimated Surplus Appropriation Analysis
5 Year Period from 2021 to 2025

Description	Projected				
	2025	2024	2023	2022	2021
Internally Restricted Surplus					
School Budgets	142,104	870,921	576,163	949,417	1,602,287
Operating Budget	629,135	1,286,174	418,629	2,443,410	2,427,575
Operating Holdback Funds	0	0	0	0	721,327
Indigenous Program	132,578	561,055	766,016	583,833	456,806
Trustee Travel	23,203	32,203	26,203	32,055	32,500
<i>Speciality Grants</i>					
- BCIT Dual Credit Program	25,000	25,896	0	0	0
- CUPE Training	435,000	439,054	381,275	108,772	97,871
- Electric Bus District Contribution	0	0	0	0	313,266
- International Student Exchange	0	0	0	32,450	32,450
- Jordan Principle Support	150,000	145,856	103,874	0	0
- Learning Support & Resources	0	0	0	17,386	85,835
- Professional Development	0	0	0	0	22,920
- Site Renovations	0	0	0	0	79,424
- SSHRC grant	50,000	0	0	0	0
- WCB - CORE Audit Funds	31,000	31,000	52,500	54,000	30,000
- Wheels Program	176,400	0	0	0	0
Total Internally Restricted Surplus	1,794,420	3,392,159	2,324,660	4,221,323	5,902,261
% Internally Restricted to Operating Expenses	0.59%	1.16%	0.88%	1.69%	2.50%
SUGGESTION BY MOE TOOLKIT	2.5 - 5%				
Unrestricted Surplus	2,028,428	629,135	1,286,174	418,629	2,443,410
% Unrestricted to Operating Expenses	0.66%	0.22%	0.49%	0.17%	1.03%
SUGGESTION BY MOE TOOLKIT	0.5 - 1%				

School District No. 23 (Central Okanagan)**Teacher FTE Analysis****Two Year Period from 2025 to 2026**

Description	2026 *	2025	Difference
	Projected	Amended	
Regular Instruction *	1,308.5069	1,309.1201	(0.6132)
Career Programs	9.4286	8.6429	0.7857
Library Services	27.0114	27.2258	(0.2144)
Counselling	41.6570	41.4998	0.1572
Inclusion Education	188.6314	187.1313	1.5001
English Language Learner	32.4428	31.6715	0.7713
Indigenous Education	11.0000	15.0000	(4.0000)
International Education	4.7144	5.7288	(1.0144)
Totals	1,623.3925	1,626.0202	(2.6277)

* For the 2025/2026 school year, CEF includes 37.6711 of additional teacher FTE. This will be included in the Fall request for support with the funding announcement expected December 2025. This FTE is included here but not in the 2025/2026 Annual Budget as CEF in the Annual Budget must equal the prior year. The 2025/2026 Amended Budget will be adjusted.



Memorandum

Date: June 13, 2025
To: Finance and Planning Committee
From: Kate Cumming, Assistant Secretary-Treasurer
Action Item: **Multi-Year Financial Plan (2025/2026 to 2027/2028)**

1.0 ISSUE STATEMENT

District Policy 162 - Financial Planning and Reporting (Appendix A) requires the Board develop, implement, and submit to the Ministry of Education and Child Care a Multi-Year Financial Plan to show how funding and resources will be allocated to support strategic objectives and operational needs with a focus on improving student educational outcomes for all students.

2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – June 24, 2024

Main 24P-081

THAT: The Board of Education approve the Multi-Year Financial Plan (2024/2025 to 2026/2027) as attached to the Agenda and as presented at the June 26, 2024 Public Board Meeting.

3.0 BACKGROUND

On July 1, 2021, in collaboration with the education sector, the K-12 Public Education Financial Planning and Reporting Policy was developed. The purpose of this policy is to provide direction and guidelines to align the Board of Education's multi-year financial planning and reporting processes with provincial requirements. This policy provides for greater transparency and accountability for the planning and reporting of the financial resources managed by the Board of Education.

4.0 POINTS FOR CONSIDERATION

The development of the Multi-Year Financial Plan follows the District's Budget Development Principles and will continue to take into consideration the feedback obtained from the public engagement process in the development of the Annual Budget in accordance with Policy 156 - Finance and Planning Committee (Appendix B).

In addition to the Central Okanagan Public Schools' Strategic Plan and the District's Mission, Vision and Cultural Values, the District will also consider the District's Overarching Goal, using both the District Budget Development Principles and guided school-based budget decisions model expanded below.

District Budget Development Principles

- students come first.
- every budget allocation will be aligned to meet the District's Mission, Vision, Cultural Values and Overarching Goal.
- consideration must also be given to the individual school goals.
- the District will obtain the most effective results for the dollars spent.
- the Board must meet legal requirements; therefore, the budget will be balanced, and all statutory requirements will be met.

Guided School Based Budget Decision Model

- Decisions are made considering:
 - school plans and District goals.
 - discussions with School Administration, Assistant Superintendents, Human Resources, Senior Management and Finance.
 - consultation with partners, parents, and students.
 - alignment to the school's plan and their ability to achieve the plan remain a priority.

In conjunction with the finalization of the 2025/2026 Annual Budget Bylaw, a draft Multi-Year Financial Plan for the three fiscal years from 2025/2026 to 2027/2028 has been brought forward for discussion and feedback (Appendix C).

Key Assumptions

The Multi-Year Financial Plan for the three fiscal years from 2025/2026 to 2027/2028 was prepared using the following assumptions:

- BC Resident student growth of 150 FTE each year.
- Increase to the per pupil amount as follows:
 - **2025/2026** – A 1.12% increase to per pupil funding was confirmed in March 2025.
 - **2026/2027** – 1.00% estimated increase.
 - **2027/2028** – 1.00% estimated increase.
- Increase to the overall wages, benefits, services and supplies costs as follows:
 - **2025/2026** – Collective Agreement negotiations for 2025/2026 to 2027/2028 are ongoing with the Central Okanagan Teachers' Association (COTA) and the Canadian Union of Public Employees (CUPE) and as such, no salary costs have been adjusted for the 2025/2026 Annual Budget except for expected grid progressions. The 2025/2026 Amended Budget will be adjusted for the results of the collective bargaining process.
 - **2026/2027** – 1.00% estimated wage increase and a 2.25% inflationary increase. Inflation is based on a 2-year average of the British Columbia inflation rate.

- **2027/2028** – 1.00% estimated wage increase and a 2.25% inflationary increase. Inflation is based on a 2-year average of the British Columbia inflation rate.
- Other required significant operational adjustments including:
 - Additional adjustments made for anticipated enrolment increases affecting staffing and service and supply allocations.
 - Expected incremental grid increases for staff.
 - Additional bus routes to support student growth.
 - Increased benefit costs.
 - Increased costs for portable and capital needs.
 - Increased costs for technology equipment upgrades.

5.0 OPTIONS FOR ACTION

- a) Recommend the Multi-Year Financial Plan (2025/2026 to 2027/2028) to the Board of Education for approval at the June 25, 2025 public meeting.
- b) Make recommendations for adjustments to the Multi-Year Financial Plan (2025/2026 to 2027/2028).

6.0 ASSISTANT SECRETARY-TREASURER COMMENTS

The Multi-Year Financial Plan (2025/2026 to 2027/2028) is due for submission, alongside the 2025/2026 Annual Budget Bylaw, to the Ministry of Education and Child Care by June 30, 2025.

7.0 STAFF RECOMMENDATION

THAT: The Finance and Planning Committee recommends to the Board:

THAT: The Board of Education approve the Multi-Year Financial Plan (2025/2026 to 2027/2028) as attached to the Agenda and as presented at the June 18, 2025 Finance and Planning Committee Meeting.

8.0 APPENDICES

- A. Policy 162 – Financial Planning and Reporting
- B. Policy 156 – Finance and Planning Committee
- C. Multi-Year Financial Plan (2025/2026 to 2027/2028)



Policies And Procedures

Section One: Board of Education

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162 – FINANCIAL PLANNING AND REPORTING

Purpose

The purpose of the Financial Planning and Reporting Policy is to provide greater transparency and accountability for the planning and reporting of the financial resources managed by the Board of Education of School District No. 23 (Central Okanagan). This Policy requires the Board of Education to develop, implement, and submit to the Ministry of Education and Child Care a multi-year financial plan to show how funding and resources will be allocated to support strategic directions and operational needs with a focus on improving student educational outcomes for all students.

This Policy aligns with and ensures compliance with the Ministry of Education and Child Care Financial Planning and Reporting Policy.

Multi-Year Financial Plans

On an annual basis, the Board will approve a three-year financial plan that is in alignment with the annual operating budget. The Board will ensure that the resource allocations outlined in the financial plan support the strategic directions identified in the Central Okanagan Public Schools Strategic Plan and the Framework for Enhancing Student Learning.

Plan Development

The Secretary-Treasurer/CFO is responsible for the financial planning process and will ensure that the multi-year financial plan:

- Aligns with the Annual Budget;
- Adequately plans for core educational programs;
- Includes the efficient and effective allocation of resources; and
- Aligns with strategic priorities.

The Board will identify an engagement process with the local community, education partners and Indigenous rightsholders that will provide an opportunity for stakeholders to provide input into the development of the multi-year financial plan. The engagement process will be completed alongside the public engagement process in the development of the Annual Budget in accordance with Policy 156 – Finance and Planning.

The opportunities for engagement and contribution to the District's financial planning process will be publicly available by inclusion on the District's website.

Plan Reporting

On an annual basis, management will report to the Board outlining the progress towards aligning funding and resources with the Central Okanagan Public Schools



Policies And Procedures

Section One: Board of Education

“Together We Learn”

Strategic Plan, other operational needs of the District, and enhanced student educational outcomes. The Board will use the existing Ministry of Education and Child Care financial reporting framework (including the annual Financial Statement Discussion and Analysis Report that accompanies the annual audited financial statements) to annually report on the progress towards meeting District directions as outlined in their multi-year financial plans. The three-year multi-year financial plan will accompany the District's Annual Budget submission to the Ministry of Education and Child Care, due each year by June 30th.

The Board will make this report publicly available by inclusion on the District's website.

Date Agreed: June 14, 2023
Date Amended: November 13, 2024
Date Reviewed:
Related Document: Policy 156, Strategic Plan, Framework
for Enhancing Student Learning



Policies And Procedures

Section One: Board of Education

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156 – FINANCE AND PLANNING COMMITTEE

Introduction

The Finance and Planning Committee is a standing committee of the Board of Education.

The Board recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the community.

The Board has a duty to govern the district in a fiscally responsible and cost-effective manner, while carrying out the strategies required to achieve its goals.

Policy

1. Membership

1.1 Voting Members:

- 1.1.1 Two trustees, appointed by the full Board, and one Trustee elected as Committee Chair at the Board's inaugural or annual general meeting.
- 1.1.2 In the absence of a Trustee committee member, or if the full Trustee committee membership has not been appointed, the Committee Chair may appoint temporary Trustee committee members.

1.2 Non-Voting Members:

- 1.2.1 a representative from each partner group for purposes of providing input
- 1.2.2 Secretary-Treasurer/CFO and/or Assistant Secretary-Treasurer and the Director of Operations or designate
- 1.2.3 the Board Chair

2. Scope of Functions

- 2.1 To provide recommendations to the Board.



Policies And Procedures

Section One: Board of Education

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- 2.2 Review and evaluate all policies directly pertaining to the Finance and Planning Committee function at least once every four years.

3. Finance

- 3.1 Recommend to the Board the annual authorization of Trustee indemnity to be increased in accordance with the BC Consumer Price Index during the preliminary budget process.
- 3.2 Coordinate the budget development process, recommend the operating budget for approval by the Board and monitor its implementation on a regular basis.
- 3.3 Review significant accounting policies and procedures and deal with all financial matters of the school district including acquisition, disposal or rental of buildings and property and investment strategies.
- 3.4 Review all general insurance matters including risk assessment and management processes.
- 3.5 Function as an Audit Committee.
- 3.6 Budget Functions

The budget is a “living” document that identifies the financial resources appropriated by the Board to provide the human and material resources necessary to meet the district’s educational and operational objectives. The Board, through policy and/or regulations, will provide appropriate flexibility in budget management to enable administration to make the most effective use of fiscal resources within the approved budget.

3.6.1 Budget Development

The Board’s annual operating budget is a financial plan which reflects how the district’s educational and operational plan will be implemented and maintained. The budget reflects the goals and objectives established by the Board for the school/fiscal year to which the budget applies and will be consistent with the Board’s vision and goal statements.



Policies And Procedures

Section One: Board of Education

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Annually, the Finance and Planning Committee, (in consultation with the Superintendent of Schools/CEO), will develop a budget timeline, solicit input from the partner groups, and the general public, and recommend an operating budget to the Board.

3.6.2 Budget Monitoring

The Committee will receive reports on a regular basis, or as requested, outlining the status of the budget and forecasts for the remainder of the year. Information will be presented by function and major spending categories. The Secretary-Treasurer/CFO and/or the Assistant Secretary-Treasurer will advise the Finance and Planning Committee of significant deviations from the approved budget. After the review is complete, the reports will be forwarded to the Board, along with any recommendations from the Committee.

3.6.3 Budget Management

The Superintendent of Schools/CEO is responsible for the overall management of the educational and operational programs that are supported by the annual budget.

The Secretary-Treasurer/CFO is responsible for the financial reports and for the management of the budget. This includes responsibility for ensuring that the funds are used for the purpose intended, for monitoring expenditures to ensure they do not exceed the total funds allocated without proper authority, and for monitoring revenue accounts to ensure that revenue objectives are achieved.

It is recognized that the fiscal resources allocated may be greater or less than the cost of providing the service. All those involved in managing the budget are expected to act in a fiscally responsible and cost-effective manner, while meeting the district’s educational and operational objectives. Any funds remaining after the objectives have been met will become reserved for general budget management purposes unless otherwise appropriated at year-end.

3.7 Audit Committee Function

The Audit Committee’s principle function is to oversee the school district’s financial reporting process and its internal control structure, and report its findings to the Board. The Audit Committee assists the Board of Education to fulfill its governance and oversight responsibilities in relation to the school district’s financial reporting, internal control system, risk management system, and internal and external audit



Policies And Procedures

Section One: Board of Education

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functions. These tasks are facilitated by asking questions about the quality of work done by management, participating in the audit planning and reporting process, understanding and reviewing the aspects of the operation that put the school district at risk and the district’s preparedness to face that risk. It summarizes its findings and provides advice and recommendations so that the Board can make informed decisions. The committee shall be comprised of the three (3) Board members who comprise the Finance and Planning Committee, assisted by the district’s Secretary-Treasurer/CFO and/or Assistant Secretary-Treasurer.

3.8 The Finance and Planning Committee shall:

- 3.8.1 on an annual basis, review and discuss with the external auditor all significant relationships with the district that could impair such auditor's independence;
- 3.8.2 review the audited financial statements and recommend approval of the audited financial statements by the Board;
- 3.8.3 oversee the integrity of the internal control structure including information technology security and control with a focus on safeguarding district assets;
- 3.8.4 discuss significant financial risk exposures and the steps management has taken to identify, monitor, control and report such exposures;
- 3.8.5 monitor the development of and changes to accounting principles, practices and judgment as well as financial reporting standards and their impact on the school district's financial reporting;
- 3.8.6 oversight of regulatory compliance, ethics, and whistleblower hotlines;
- 3.8.7 review audit results with the external auditors and follow up on the implementation of the auditor’s letter of recommendation; make recommendations to the Board as to potential policy or procedural changes arising out of the audit recommendations;
- 3.8.8 review the nature and extent of other services provided by the external auditors in relation to auditor independence;
- 3.8.9 oversee engagement of external auditors including the terms of the audit engagement and the appropriateness of proposed fees, as well, recommend appointment on an external audit firm as required;
- 3.8.10 meet with the external auditors at an Incamera Meeting without staff members present.



Policies And Procedures

Section One: Board of Education

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4. Planning

- 4.1 As part of the Board planning function, the Committee considers and may make recommendations to the Board on a variety of issues related to facilities and property. These include such topics as building opening/closure, boundary or catchment area adjustments, design standards, traffic and pedestrian safety, creative play areas, municipal development areas, incompatible land uses and child care programs.
- 4.2 To address short and long-range physical plant requirements, including planning for facilities and sites to meet district needs.
- 4.3 To consider matters of design, construction, alterations and maintenance of existing and proposed buildings and school sites.
- 4.4 To consider and provide direction on the Annual Facility Grant, long-range capital projects and funding through the development of capital plans and submissions.
- 4.5 To review and consider the changing space requirements caused by enrolments, new programs or curriculum initiatives, and other competing demands for use of school space.
- 4.6 To address and recommend solutions for safety, security and environmental issues on or adjacent to school sites and buildings, as well as other Central Okanagan school board workplaces, including emergency preparedness planning.
- 4.7 To monitor and facilitate, when possible, the use of school buildings or sites for non-school users, including community, recreational and other educational activities.
- 4.8 To deal with matters relating to property management, including building and site acquisitions, sales or leases.
- 4.9 To deal with matters involving the transportation of students.

5. Meetings

- 5.1 All meetings shall be governed by Board policy and, in the absence of policy, shall follow *Robert's Rules of Order*.
- 5.2 A seconder is not required for resolutions moved at the committee level.



Policies And Procedures

Section One: Board of Education

“Together We Learn”

- 5.3 Public meetings of the Committee shall be scheduled to occur on specific dates and times during the school year as determined by Board resolution at the June Public Board Meeting each year.
- 5.4 Items required to be Incamera will be dealt with at an Incamera Committee meeting (as per Board Policy 135 – School Board Operation) to be attended by Trustees and senior staff and others, as needed by invitation. Incamera meetings shall usually be scheduled to occur on the specific dates determined by the Board for Public Committee meetings, or at the call of the Committee Chair as deemed necessary (as per Board Policy 135 – School Board Operation).



**Central Okanagan
Public Schools**
Together We Learn

Multi-Year Financial Plan (2025/2026 to 2027/2028)

Updated June 2025



Table of Contents

Description	Page
<u>Introduction</u>	3
<u>District Overview</u>	3
- The District	
- Vision and Purpose	
- Overarching Goal	
- Cultural Values	
<u>Board of Education</u>	4
<u>Budget Development and Background</u>	5
- District Budget Development Principles	
- Guided School Based Budget Decision Model	
- Financial Income Sources – Three Funds	
<u>Strategic Plan</u>	7
<u>Financial Plan Overview</u>	9
<u>Multi-Year Financial Plan Projections</u>	12
- Student Enrolment	
- Operating Funding	
- Operating Expenses	
- Key Budget Assumptions	
<u>Special Purpose Fund</u>	17
<u>Capital Fund</u>	17
<u>Financial Challenges</u>	18
<u>Conclusion</u>	19

INTRODUCTION

The K-12 Public Education Financial Planning and Reporting Policy provides for greater transparency and accountability for the planning and reporting of the financial resources managed by boards of education.

The Policy provides direction and guidelines to align boards' multi-year financial planning and reporting processes with provincial requirements. The Policy is based on effective practices and key principles in financial management including transparency, demonstrated accountability and consistent outcome-based planning, monitoring, and reporting. Applying these practices and principles, along with support from the Ministry of Education and Child Care, can result in the efficient use of funding and resources to support boards' strategic plans, other operational needs of school districts and enhanced educational outcomes for students in the K-12 education system.

The Framework for Enhancing Student Learning Policy directs boards to develop and implement multi-year strategic plans, supported by operational and financial plans, that are focused on improving student educational outcomes.

This report is the 2025/2026 to 2027/2028 Financial Plan of Central Okanagan Public Schools (School District No. 23 (Central Okanagan)) for the fiscal years ending June 30, 2026, through June 30, 2028. It is based on currently known facts, decisions, or conditions as well as financial assumptions. The purpose of this report is to help the stakeholders of Central Okanagan Public Schools better understand financial processes and provide a summary of the information utilized to make financial decisions to support the Board of Education's Strategic Plan 2021-2026. This should be read in conjunction with the District's 2025/2026 Annual Budget and Strategic Plan 2021-2026.

DISTRICT OVERVIEW

The District:

- is situated on the unceded Traditional Territory of the Okanagan Syilx peoples and serves approximately 3,200 students that self-identify their Indigenous heritage.
- serves more than 235,000 citizens living in 4 municipalities - Peachland, West Kelowna, Kelowna, Lake Country, and the Regional District of Central Okanagan.
- is the fifth largest District in the province and serves over 25,500 students.
- serves 50 schools/sites - 32 elementary, 8 middle, 5 secondary, 1 alternative school, 3 learning centres and 1 online learning school (6-12).
- has 7 elected Board of Education Trustees.
- continues to welcome an increased number of immigrant families and English Language Learners (ELL) into the Central Okanagan.
- continues to welcome international students from 30 countries.
- employs approximately 4,537 full and part-time staff.

Vision

Together We Learn.

Purpose

To educate students in a safe, inclusive, equitable and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Cultural Values

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of others and ourselves.
- **Equity** empowers each learner to thrive, holistically.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings.

BOARD OF EDUCATION

Boards of Education co-govern School Districts with the provincial government. B.C.'s Ministry of Education and Child Care sets the curriculum, funding, and legal framework for K-12 education. Trustees on a Board of Education work together to govern the School District, not run the day-to-day operations, and set direction on behalf of the community. A Board of Education must protect the interests of the School District, ensure its financial viability, and act in accordance with laws and policies governing K-12 education in BC.

The Board of Education is charged with the responsibility of providing an education system that is organized and operated in the best interest of the students it services. It exercises this responsibility through setting of clear strategic direction, hiring and directing the Superintendent of Schools/CEO who ensures the wise use of resources in alignment with the Board of Education's Strategic Plan and District goals.

Significant responsibilities of Boards of Education, include (not limited to):

- Accountability to the Provincial Government
- Accountability to and Engagement of Community
- Board and Superintendent of Schools/CEO Relations
- Alignment of Policies and Procedures that Focus on Student Learning
- Fiscal Accountability
- Political Advocacy and Board Development
- Policy Development
- Strategic Planning

BUDGET DEVELOPMENT & BACKGROUND

Each year, in accordance with the *School Act*, the District is responsible for creating a budget plan for the upcoming school year. This plan is the culmination of a process involving presentations, input gathering sessions, discussions, and feedback. The goal is to develop a Recommendation that balances the funding that is available with the expenses that are required to provide a quality educational experience for all students.

In addition to the Central Okanagan Public Schools' Strategic Plan and the District's Vision, Purpose and Cultural Values, the District will also consider the District's Overarching Goal, using both the District Budget Development Principles and guided school-based budget decisions model expanded below.

DISTRICT BUDGET DEVELOPMENT PRINCIPLES

- students come first.
- every budget allocation will be aligned to meet the District's Vision, Purpose, Cultural Values and Overarching Goal.
- consideration must also be given to the individual school goals.
- the District will obtain the most effective results for the dollars spent.
- the Board must meet legal requirements; therefore, the budget will be balanced, and all statutory requirements will be met.

GUIDED SCHOOL BASED BUDGET DECISION MODEL

- Decisions are made considering:
 - school plans and District goals.
 - discussions with School Administration, Assistant Superintendents, Human Resources, Senior Management and Finance.
 - consultation with partners, parents, and students.
 - alignment to the school's plan and their ability to achieve the plan remain a priority.

Throughout the budget process, the following opportunities for input were provided:

Date	Description
February 2025	<ul style="list-style-type: none"> Public presentation to provide information on the 2025/2026 Annual Budget. Presentation to PACs, Principals, Vice-Principals, COSBO (Exempt) Staff Survey is sent to all staff, partner groups, parents, public requesting feedback on several overarching questions. Public Finance and Planning Committee Meeting (partner group input invited).
March 2025	<ul style="list-style-type: none"> Ministry of Education and Child Care of Education and Child Care District Funding Announcement for the 2025/2026 fiscal year.
April 2025	<ul style="list-style-type: none"> Public Finance and Planning Committee Meeting #1 - Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Preliminary Budget Proposal Report. Public Finance and Planning Committee Meeting #2 - Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Budget Recommendation Report.
May 2025	<ul style="list-style-type: none"> Public Board Meeting – 2025/2026 Annual Budget set.
June 2025	<ul style="list-style-type: none"> Public Finance and Planning Committee Meeting - 2025/2026 Annual Budget review. Public Board Meeting - 2025/2026 Annual Budget approval.

The Board of Education engaged in deliberations regarding the Superintendent of Schools/CEO's 2025/2026 Budget Proposal Report at the April 16, 2025 Public Finance and Planning Committee Meeting and, after consultation, the final Superintendent of Schools/CEO's 2025/2026 Budget Recommendation Report was presented at the April 30, 2025 Public Finance and Planning Committee Meeting. The Board of Education completed this process at the May 14, 2025 Public Board Meeting. Final adjustments may be made up to the June 26, 2025 Public Board Meeting.

The Budget Recommendations were developed considering submissions from our District and school-based leadership teams, as well as partner groups, with a focus on making the most educationally sound decisions given the multitude of factors including:

- student classroom and composition guidelines.
- district non-enrolling ratio requirements.
- teacher qualifications available.
- space restrictions.
- student demographics and access to neighborhood schools.
- student course load requests.

These submissions include input through an online survey, discussions at committee meetings and other formal administrative and partnership meetings with:

- Trustees
- Senior staff (Admin Council)
- Principals and Vice-Principals (COPVPA)
- Central Okanagan School Business Officials (COSBO) exempt staff
- The Indigenous Education Council
- The Canadian Union of Public Employees Local 3523 (CUPE)
- The Central Okanagan Parent Advisory Council (COPAC)
- The Central Okanagan Teachers' Association (COTA)
- Parents and the community

FINANCIAL INCOME SOURCES – THREE FUNDS

The District's budget is comprised of three separate funds:

OPERATING FUND

Main operating expenditures. This is the fund that the budget development decisions are for. In the 2024/2025 Amended Budget, total operating budget was \$306,990,957 and accounted for 83% of the total budget.

SPECIAL PURPOSE FUND

Funding that is provided for a particular purpose. Examples include Feeding Futures, Student & Family Affordability, Classroom Enhancement Fund, CommunityLINK, Annual Facility Grant, School Generated Funds. Budget is straight forward as the expense must be related to the purpose of the funding. In the 2024/2025 Amended Budget, the total special purpose budget was \$53,530,087 and accounted for 14% of the total budget.

CAPITAL FUND

This fund includes the capital assets of the District (i.e., land, buildings, equipment, vehicles). A Five-Year Capital Plan is approved by the Board of Education on an annual basis. In the 2024/2025 Amended Budget, total capital fund was \$11,567,542 and accounted for 3% of the total budget.

FRAMEWORK FOR ENHANCING STUDENT LEARNING

The Framework for Enhancing Student Learning (FESL) policy requires Boards of Education to set, create and implement a Strategic Plan with annual reports on student outcomes. The District has developed systems and structures to continuously improve the educational outcomes for all students with a focus on equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

The FESL policy requires the Board of Education to align the annual District work plan, financial plans (budget) and human resources, with the goals and objectives stated in the Board's Strategic Plan. In accordance with ministry policy, the Superintendent of Schools/CEO 2025/2026 Budget

Recommendations Report outlines a priority-focused budget process that is aligned with the goals and strategic directions described in the Central Okanagan Public Schools Strategic Plan 2021 – 2026.

CENTRAL OKANAGAN PUBLIC SCHOOLS STRATEGIC PLAN 2021-2026

The Board of Education’s budget development principles, in conjunction with the Central Okanagan Public Schools 2021-2026 Strategic Plan, guide the operational planning of the District budget. Budget request priorities are assessed and evaluated using the four strategic directions described in the Strategic Plan:

1. **Equity and Excellence in Learning**

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths.

2. **Transformative Leadership**

We believe in an ever-changing world, transformative leadership is a powerful catalyst for continuous improvement and growth that positively impacts our system, each school community, and ultimately each learner.

3. **Family and Community Engagement**

We honor the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career.

4. **System Wellbeing**

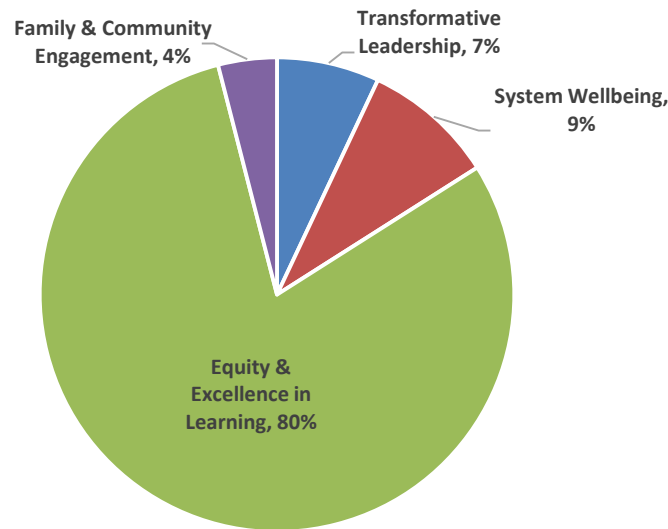
We believe in sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, in a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners.

Each year, the Superintendent of Schools/CEO and senior staff prioritize and align the District workplan with the goals, objectives and strategic directions indicated in the Board’s Strategic Plan.



FINANCIAL PLAN OVERVIEW

The following graph is not a comprehensive analysis; however, it does broadly illustrate how we currently allocate the District's budget to the four above strategic directions. The majority of the funding supports equity in excellence in learning which is the core purpose of public education.



The District continues to implement the Ministry of Education and Child Care's New BC Education Plan. The Plan is transforming education in the province so that learning is more personalized and focuses on the development of core and curricular competencies. The transformation of our system to meet the intentions of the Plan require that we use pedagogy that is learner centered and provides student agency, encourages innovation, embeds the First Peoples Principles of Learning throughout the curriculum, and is inclusive by design. This transformation requires educators to collaborate, possess growth mindsets and develop adaptive expertise. The budget needs to continue to support this work.

The following outlines the District's Strategic Plan 2021-2026 focused directions and provides more detailed information on how the District is actioning the Strategic Plan.

Focused Directions	Actions
Equity and Excellence in Learning	<p><u>Inclusive Learning Cultures:</u></p> <ul style="list-style-type: none"> • Value the unique identities and diverse contributions of each learner. • Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community. • Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning value unique identities and diverse contributions of each learner. <p><u>Intentional Design of Learning</u></p> <ul style="list-style-type: none"> • Reflect the belief that each learner is capable, competent, and full of curiosity. • Empower each learner and co-create experiences from their questions, passions, and interests. • Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies. <p><u>Collaborative Professionalism</u></p> <ul style="list-style-type: none"> • Implement effective job-embedded professional learning opportunities. • Utilize inquiry approaches to build cultures of reflective and culturally responsive practices. • Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.
Transformative Leadership	<p><u>Coherence Around Powerful Transformative Leadership</u></p> <ul style="list-style-type: none"> • Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built. • Use evidence and research to guide decisions, routines and practices that support all learners. • Embed Indigenous ways of learning and knowing. <p><u>Leaders' Agency as Learners</u></p> <ul style="list-style-type: none"> • Connect leaders to reflective professional learning that responds to the needs of their community. • Use inquiry to support continuous professional learning that responds to the needs of all leaders and learners. • Understand how our values and beliefs impact our mindsets, routines and practices as leaders. <p><u>Collaborative Leadership Networks</u></p> <ul style="list-style-type: none"> • Connect leaders within an inclusive culture of trust, inquiry, innovation, and exploration. • Share new learning from research and practice to deepen collective understanding and knowledge. • Establish systems to set goals, examine progress, and analyze learning targets for continuous improvement and growth

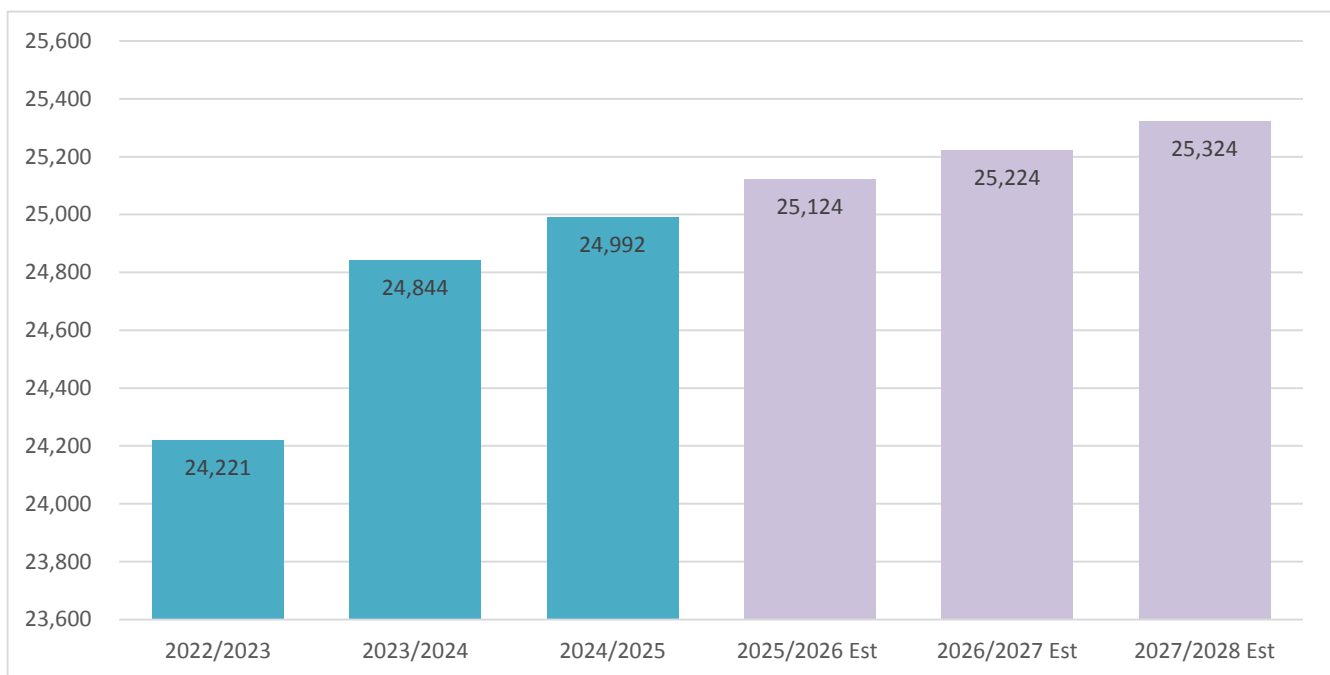
Family and Community Engagement	<p><u>Authentic and Generative Family and Community Engagement</u></p> <ul style="list-style-type: none"> • Focus on student learning and school improvement through relational trust. • Engage families early and often as partners alongside the school, strengthening the school and family's capacity to support their child's education and growth at any age. • Ensure opportunities to guide and provide mutual input on important decisions and planning. <p><u>Value Added Community Partnerships</u></p> <ul style="list-style-type: none"> • Nurture culturally responsive, reciprocal relationships over time, benefitting each child, each school, and the greater community. • Co-create opportunities to enrich student learning out in the community and alongside educators in schools. • Build collective efficacy with organizations to enhance student supports and wraparound services. <p><u>Assurance in Public Education</u></p> <ul style="list-style-type: none"> • Develop a welcoming culture built on relationships, mutual trust, openness, and transparency. • Effectively communicate with families and partners.
System Wellbeing	<p><u>Innovative and Sustainable Operating Practices</u></p> <ul style="list-style-type: none"> • Utilize environmentally sustainable practices. • Empower a culture of innovation and continuous improvement. • Support equitable access to sustainable, inspirational learning opportunities. <p><u>A Culture of Staff Wellness and Engagement</u></p> <ul style="list-style-type: none"> • Ensure a culture of health and safety. • Implement wellness initiatives for all staff. • Increase staff engagement by empowering employees and fostering supportive relationships. <p><u>Effective Use of District Resources</u></p> <ul style="list-style-type: none"> • Allocate resources, equitably, to ensure the greatest impact to student learning. • Achieve optimal value from District resources. • Advocate for predictable, sustainable, and sufficient funding.

MULTI-YEAR FINANCIAL PLAN PROJECTIONS

STUDENT ENROLMENT

Student enrolment is calculated by the Ministry of Education and Child Care in September, February and May each school year. The District's Operating Grant Funding is adjusting accordingly to reflect these recalculations.

The District has seen exponential growth in student enrollment which is in line with the overall population growth in the Central Okanagan as this region is noted as one of the fastest growing regions in Canada. Student enrolment (BC resident, alternate and eSch23 only) is projected to continue to increase over the next 3 years as illustrated below.



OPERATING FUNDING

The Ministry of Education and Child Care's Operating Grant makes up approximately 95% of the District's operating revenue. The province establishes this grant annually for public education using a funding allocation system that is intended to ensure equity across all districts in British Columbia. The allocation system is based primarily on enrolment with further allocations based on unique demographic or District characteristics. Since enrolment is the primary driver in the formula, all budget planning begins with a projected enrolment figure for the next school year.

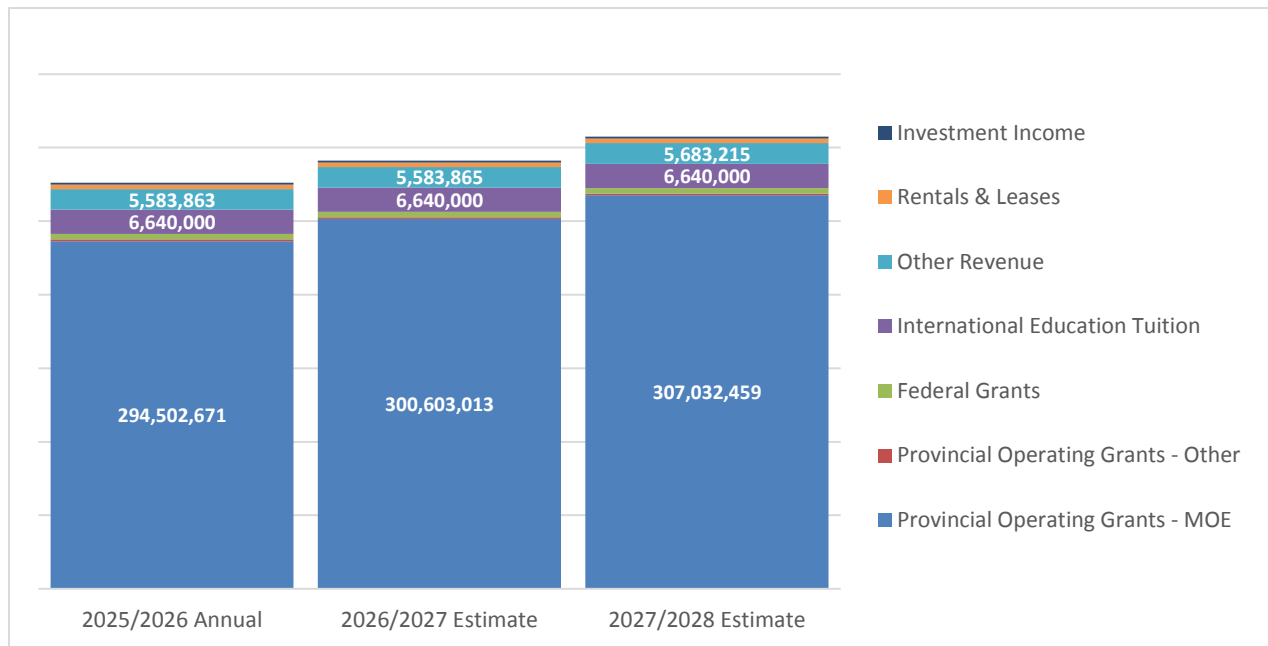
The following graph illustrates the District's Operating Grants for the 2025/2026 school year (agrees to the 2025/2026 Annual Budget) and an estimate of the 2026/2027 through 2027/2028 school year.

Assumptions for the 2025/2026 through 2027/2028 school year include (but are not limited to):

	F26 *	F27 **	F28 **
Student Per Pupil	1.12%	1.00%	1.00%
BC Resident Student FTE Growth	150.0000	100.0000	100.0000

* F26 funding is confirmed.

** Conservative estimate.



OPERATING EXPENSES

Boards of Education manage and distribute their operating funding allocation based on local spending priorities. In addition, the province provides capital costs and funding for specialty programs through supplemental and special purpose grants.

All allocations are then identified and categorized into six major program areas. These include Instruction, District Administration, Operations and Maintenance, Transportation, Local Capital, and Capital Fund.

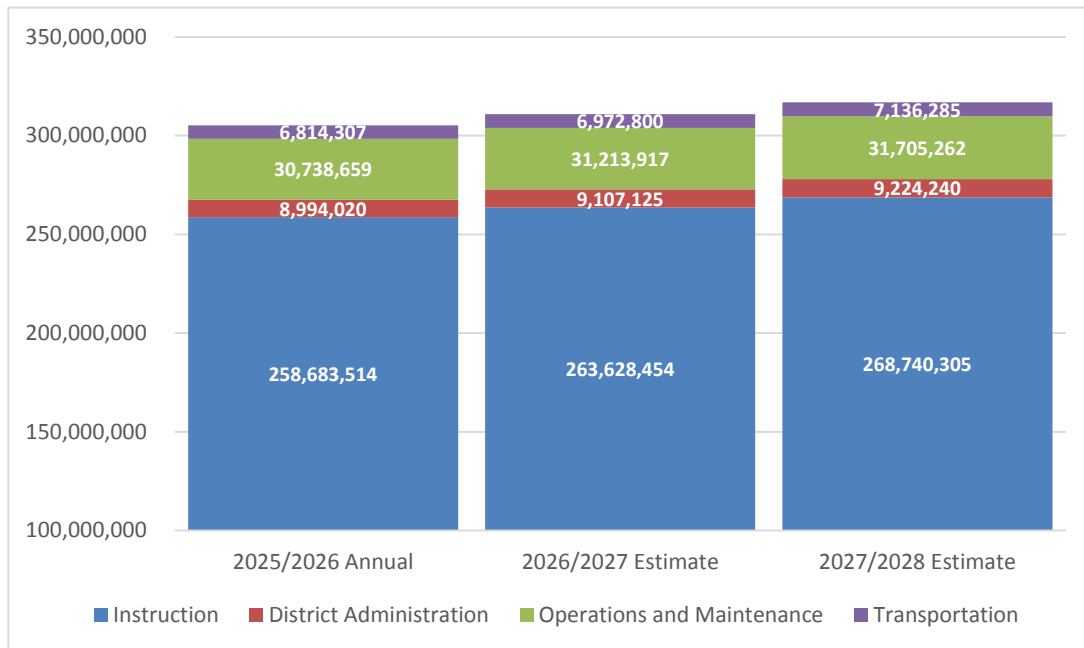
- **Instruction** - includes all allocations to schools as well as District instructional services offered to provide educational opportunities within the District. Instructional programs are categorized as General Instruction, Career Life Programs, Library Services, Counselling, Social Emotional, Inclusive Education, English Language Learning, Indigenous Education, School-Based Administration, and International programs.
- **District Administration** - includes Educational Administration, Business and Human Resources Services, and Board Operations (Governance).
- **Operations and Maintenance** - relate to the services required to operate and maintain all District facilities.
- **Transportation** - includes the transportation of students to and from school.
- **Local Capital** (included in Capital/Other) - includes the provision of funding to support the Technology Refresh program as well as allocations to maintain and replace capital equipment items such as vehicles, computers, tables, chairs etc.
- **Capital Fund** - includes amortization of tangible capital assets and any value write down of buildings and sites.

Key Budget Assumptions

Rather than completing a 'line-by-line' budget analysis each year, the District performs several processes on an ongoing basis to ensure that the base allocations are appropriate. These include:

- Review achievement relative to the goals.
- Review historical spending in the allocated budget areas to ensure budgets are adequate but not excessive.
- Provide schools with greater decision-making over the use of discretionary funds through collaborative and guided discussions. Schools, in turn, promote accountability and efficiency by setting clear goals and aligning them with District goals, as well as gathering data on student learning to support decisions regarding instructional staffing levels as well as resource allocation.
- Compare spending to comparative sized districts as well as to provincial averages.
- Complete program reviews on a cyclical basis to ensure programs, structures and strategies continue to meet the needs of the District.

The following graph illustrates the District's Operating Expenses for the 2025/2026 school year (agrees to the 2025/2026 Annual Budget) and an estimate of the 2025/2026 through 2027/2028 school year.



Assumptions for the 2025/2026 through 2027/2028 school year include (but are not limited to):

	F26 *	F27 **	F28 **
Wage Increase	0.00%	1.00%	1.00%
Inflation Increase	0.00%	2.25%	2.25%

* Collective agreement negotiations for 2025/2026 to 2027/2028 are ongoing with the Central Okanagan Teachers' Association (COTA) and the Canadian Union of Public Employees (CUPE) and as such, no salary costs have been adjusted for the 2025/2026 Annual Budget except for expected grid progressions. The 2025/2026 Amended Budget will be adjusted for the results of the collective bargaining process.

** Wage increases are unknown at this time. Inflation is based on a 2 year average of the BC inflation rate.

As well, the following "Required Significant Operational Adjustments" have been included in the 2025/2026 through 2027/2028 school year:

- Additional adjustments made for anticipated enrolment increases affecting staffing and service and supply allocations.
- Expected incremental grid increases for staff.
- Additional bus routes to support student growth.
- Increased benefit costs.
- Increased costs for portable and capital needs.
- Increased costs for technology equipment upgrades.

The following report outlines the 2025/2026 Annual Budget and the detailed Operating Fund financial forecast for the 2025/2026 through 2027/2028 school year. Projections become less certain in the future due to the uncertainty in funding, changes in priorities and inflationary increases.

	Annual 2025/2026	Projected 2026/2027	Projected 2027/2028
<u>Revenue</u>			
Provincial Grants			
- Ministry of Education	294,502,671	300,603,013	307,032,459
- Other	584,333	430,000	430,000
Federal Grants	1,437,595	1,500,000	1,500,000
Tuition	6,640,000	6,640,000	6,640,000
Other Revenue	5,583,863	5,583,865	5,683,215
Rentals and Leases	1,201,100	1,200,000	1,200,000
Investment Income	550,000	550,000	550,000
Total Operating Revenue	310,499,562	316,506,878	323,035,674
<u>Expenses</u>			
Salaries			
- Teachers	129,100,787	130,881,386	132,716,720
- Principals and Vice Principals	16,147,487	16,292,086	16,442,030
- Educational Assistants	27,135,287	27,821,910	28,526,036
- Support Staff	28,919,164	29,304,800	29,702,442
- Other Professionals	4,656,637	4,698,337	4,741,578
- Substitutes	10,859,772	10,978,860	11,101,744
Total Salaries	216,819,134	219,977,378	223,230,550
Total Benefits	58,902,997	60,494,294	62,143,063
Total Salaries & Benefits	275,722,131	280,471,672	285,373,612
<u>Services & Supplies</u>			
Services	7,958,548	8,129,298	8,305,732
Student Transportation	556,500	568,440	580,777
Professional Development & Travel	2,466,013	2,518,921	2,573,590
Rentals & Leases	239,500	244,638	249,948
Dues & Fees	612,500	625,641	639,220
Insurance	989,600	1,010,832	1,032,770
Supplies	11,626,708	12,185,315	12,770,750
Utilities	5,059,000	5,167,540	5,279,694
Total Services & Supplies	29,508,369	30,450,625	31,432,481
Total Operating Expenses	305,230,500	310,922,297	316,806,093
Net Revenue (Expense)	5,269,062	5,584,581	6,229,581
Prior Year Surplus Appropriation	1,618,019	3,230,000	3,230,000
<u>Net Transfers (To) From Other Funds</u>			
Tangible Capital Assets Purchased	(1,734,581)	(1,734,581)	(1,734,581)
Local Capital	(5,152,500)	(7,080,000)	(7,725,000)
Total Net Transfers	(6,887,081)	(8,814,581)	(9,459,581)
Budgeted Surplus (Deficit), For the Year	0	0	0

SPECIAL PURPOSE FUND

Funds that are provided for a particular purpose are identified as a special purpose fund and must be accounted for individually from other funds. These funds are subject to a legislative, contractual stipulation or restriction as to their use and must be reported separately on the District's Annual Budget, Amended Budget and audited financial statements (Schedule 3).

CAPITAL FUND

Funds received for the purpose of acquiring or developing depreciable tangible capital assets are reported separately on the District's Annual Budget, Amended Budget and audited financial statements (Schedule 4). This fund also accounts for local capital which supports specific initiatives such as the District's computer refresh program, as well as meet the needs of the District, i.e. supports asset purchases such as vehicles for the Operations department and heavy equipment purchases for secondary schools.

School capital management for the K to 12 education sector in BC has been moved to the newly created Ministry of Infrastructure (Ministry) in November 2024. The Ministry will oversee funding for public school buildings and structural improvements, and its purpose is to improve the delivery of provincial capital projects. Boards of Education are required to submit a Five-Year Capital Plan to the Ministry of Infrastructure on an annual basis. Eligible capital projects are defined within both major and minor capital funding streams to support projects such as new construction, site acquisitions, equipment, as well as upgrades and replacements to existing school facilities.

Each capital request is analyzed and assigned a priority ranking by the District prior to being submitted for review by the Ministry. Based on detailed analysis of all provincial district submissions, the government establishes an overall provincial capital budget for schools. Resources are allocated to the highest-priority projects, and school boards are advised which projects are supported or approved to proceed. For further detail please refer to the District's [2026/2027 Capital Plan Submission](#) and the [Long Term Facilities Plan](#) (June 2021).

Capital Update

The following capital projects are currently in progress:

- Construction of George Pringle Secondary School, a 1,200-student capacity school that is expected to open in September 2027.
- Expansion of École Dr. Knox Middle School, adding 300 additional student spaces, expected to be completed in the Fall of 2025.
- Expansion of École Hudson Road Elementary, adding 265 additional student spaces, expected to be completed in the Fall of 2027.
- Addition of a 7-classroom prefabricated modular (175 student seat expansion) to Chief Tomat Elementary School expected to be completed in September 2025.

- Addition of an 8-classroom prefabricated modular (200 student seat expansion) to Webber Road Elementary School expected to be completed in September 2026.
- Six childcare buildings are completed at Anne McClymont Elementary School, Ellison Elementary School, Black Mountain Elementary School, North Glenmore School, École George Elliot Secondary School, and École Okanagan Mission Secondary School. The District has partnered with the YMCA, BGC Okanagan and Clubhouse Childcare to provide childcare services for 500 childcare spaces. The construction of these childcare buildings is fully funded by the Ministry of Education and Child Care.
- Construction at the one remaining childcare building, located at École Hudson Road Elementary School, is expected to be finalized this year and will provide 92 additional childcare spaces.
- At the request, and with the support of the Ministry of Education and Child Care, the District is undertaking conceptual planning to substantiate the requirement to construct a new 800 to 1,000-seat school to support growing needs in the Glenmore/Kelowna North Area.
- The renovation project at the Hollywood Road Education Centre is in progress and has a planned occupancy for Summer 2025. The scope of the project is to renovate the existing building to improve building efficiency, enhance services to online learners, accommodate the online learning program's staff, and upgrade the current building to provide modern, safe, and functional spaces for staff.

FINANCIAL CHALLENGES

The District appreciates all the capital support from the Ministry of Education and Child Care over the last few years, however the District continues to face many financial challenges. Some include:

- **Capacity** - capacity challenges (currently at 112% District wide) and continued growth in designated students, compounds the challenges we face as we work to meet historical classroom organizations and our collective agreement obligations. As a result, we continue to advocate to the Ministry of Education and Child Care for additional Classroom Enhancement Funding each year. Also, many of our schools have no more available learning spaces resulting in limited room for new students to the District. Each year the District continues to utilize operating funding to purchase and/or relocate portables to create educational space.
- **Escalated Costs** – escalating costs continue to be a main concern for the District as we build and manage the District's Annual and Amended Budget Bylaw each year. Costs continue to rise as the economy cools, the cost of living continues to increase, and inflation remains high. Areas of significant concern include food, lumber, supplies, fuel, parts, illness, benefit premiums replacement costs.

To illustrate the year-over-year impact of inflationary cost pressures, the table below shows that the accumulated 5-year BC inflation rate (including an estimate for the 2025/2026 year) is 17.70%. Over the same period, the accumulated increase to the Ministry of Education and Child Care per pupil was 18.16%. When considering the negotiated increases for teacher and support staff, the net increase to address the 17.70% inflation increase is approximately 3.16%.

2025 Year Rates (2021/2022 - 2025/2026)				
MOE Per Pupil Funding Increase	Negotiated Increase Costs	Net Per Pupil Increase to Address Inflation	Total BC Inflation Rates	Net Pressure
A	B	C = A - B	D	C - D
18.16%	15.00%	3.16%	17.70%	-14.54%

As a result, the District continues to reduce operating budgets to pay for cost escalations created by year-over-year compounding inflationary cost pressures. Due to the significant funding shortfall expected next year, it is anticipated that services for the upcoming 2025/2026 school year may be reduced to balance the budget.

- **Recruitment and Retention** - recruitment and retention remains a top priority for the District and the District continues to face challenges filling positions.

CONCLUSION

The District has a history of prudent financial planning. As we forecast three (3) years into the future, we expect the District budget development principles, the fiscal oversight of the Board of Education and the conservative forecasting of operating budgets to continue.



Memorandum

Date: June 13, 2025
To: Finance and Planning Committee
From: Kate Cumming, Assistant Secretary-Treasurer
Action Item: **Review of Policy 162 - Financial Planning and Reporting**

1.0 ISSUE STATEMENT

On an annual basis, Policy 162 - Financial Planning and Reporting (Appendix A) is required to be reviewed to ensure it is accurate and representative of the planning and reporting of the financial resources managed by the Board of Education.

2.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – June 14, 2023

Main 23P-080

THAT: The Board of Education approve new Policy 162 – Financial Planning and Reporting, as attached to the Agenda, and as presented at the June 14, 2023 Public Board Meeting.

3.0 ASSISTANT SECRETARY-TREASURER COMMENTS

Based on a review of Policy 162 - Financial Planning and Reporting, there are no recommended changes. The policy reflects the financial planning and reporting processes of the District and the development and reporting of the Multi-Year Financial Plan.

4.0 STAFF RECOMMENDATION

THAT: The Finance and Planning Committee recommends to the Board:

THAT: The Board of Education affirm Policy 162 – Financial Planning and Reporting, as attached to the Agenda, and as presented at the June 18, 2025 Public Finance and Planning Committee meeting.

5.0 APPENDIX

A. Policy 162 – Financial Planning and Reporting



Policies And Procedures

Section One: Board of Education

“Together We Learn”

162 – FINANCIAL PLANNING AND REPORTING

Purpose

The purpose of the Financial Planning and Reporting Policy is to provide greater transparency and accountability for the planning and reporting of the financial resources managed by the Board of Education of School District No. 23 (Central Okanagan). This Policy requires the Board of Education to develop, implement, and submit to the Ministry of Education and Child Care a multi-year financial plan to show how funding and resources will be allocated to support strategic directions and operational needs with a focus on improving student educational outcomes for all students.

This Policy aligns with and ensures compliance with the Ministry of Education and Child Care Financial Planning and Reporting Policy.

Multi-Year Financial Plans

On an annual basis, the Board will approve a three-year financial plan that is in alignment with the annual operating budget. The Board will ensure that the resource allocations outlined in the financial plan support the strategic directions identified in the Central Okanagan Public Schools Strategic Plan and the Framework for Enhancing Student Learning.

Plan Development

The Secretary-Treasurer/CFO is responsible for the financial planning process and will ensure that the multi-year financial plan:

- Aligns with the Annual Budget;
- Adequately plans for core educational programs;
- Includes the efficient and effective allocation of resources; and
- Aligns with strategic priorities.

The Board will identify an engagement process with the local community, education partners and Indigenous rightsholders that will provide an opportunity for stakeholders to provide input into the development of the multi-year financial plan. The engagement process will be completed alongside the public engagement process in the development of the Annual Budget in accordance with Policy 156 – Finance and Planning.

The opportunities for engagement and contribution to the District's financial planning process will be publicly available by inclusion on the District's website.

Plan Reporting

On an annual basis, management will report to the Board outlining the progress towards aligning funding and resources with the Central Okanagan Public Schools



Policies And Procedures

Section One: Board of Education

“Together We Learn”

Strategic Plan, other operational needs of the District, and enhanced student educational outcomes. The Board will use the existing Ministry of Education and Child Care financial reporting framework (including the annual Financial Statement Discussion and Analysis Report that accompanies the annual audited financial statements) to annually report on the progress towards meeting District directions as outlined in their multi-year financial plans. The three-year multi-year financial plan will accompany the District's Annual Budget submission to the Ministry of Education and Child Care, due each year by June 30th.

The Board will make this report publicly available by inclusion on the District's website.

Date Agreed: June 14, 2023
Date Amended: November 13, 2024
Date Reviewed:
Related Document: Policy 156, Strategic Plan, Framework
for Enhancing Student Learning



Memorandum

Date: June 13, 2025
To: Finance and Planning Committee
From: Kate Cumming, Assistant Secretary Treasurer
Information Item: **Indigenous Education Budget 2025/2026**

1.0 BACKGROUND

Changes to the School Act require all Boards to establish an Indigenous Education Council (IEC) in their school district to ensure Indigenous people have input into decisions affecting Indigenous students. The membership and function of IECs recognize and reflect the local First Nations in whose territories the Board operates. IECs support Boards in the provision of ongoing, comprehensive, and equitable education and support services for Indigenous students, including providing Indigenous perspectives for the benefit of all students, and advice on and approving the Board's spending plans and reports in relation to Indigenous Education targeted funds (Appendix A). Central Okanagan Public Schools' Indigenous Education Council has been functioning, effectively, since 2003.

In the Fall of 2023, the School Act was amended to include Bill 40. This legislation was created through engagement with Indigenous Peoples (First Nations, Inuit, and Metis) throughout the province. Bill 40 is intended to foster more effective relationships between Boards of Education and local First Nations while providing Indigenous peoples with new authority.

The Bill 40 changes came into effect July 1, 2024, resulting in changes to the Board of Education's and Indigenous Education Council's roles of authority. Effective for the 2024/2025 school year, the Indigenous Education Council consulted with the Board of Education and District staff and has assumed full authority for approving the annual Indigenous Education Targeted Budget.

Furthermore, the province has provided school districts with \$6.4M of funding (2024/2025 - \$5.7M) to support an IEC. This is targeted funding, and the IEC will decide how to spend the funds. Examples of expenses include mileage for IEC members to attend meetings and professional development for IEC members. For the 2025/2026 school year, the District's proportionate share is \$77,518 (2024/2025 - \$69,231).

2.0 INFORMATION STATEMENT

Per the BC Ministry of Education and Child Care, the description of targeted funding is as follows:

Targeted Indigenous Education funding requires the collaboration of Boards of Education and local Indigenous communities to develop and deliver Indigenous education programs and services that integrate academic achievement and Indigenous culture or language or both.

School age students of Indigenous ancestry participating in Indigenous Education programs and services offered by public schools are eligible for Indigenous Education funding. Adult students are not eligible.

Targeted funding provided to boards of education must be spent on the provision of Indigenous Education programs and services. The delivery and outcomes of these programs and services must be documented, preferably through Enhancement Agreements.

Funded Indigenous Education programs and services must be in addition to any other program and service which an Indigenous student is eligible.

Targeted Indigenous education funding must not be used:

- *To replace other funded programs such as Special Education or English Language Learning;*
- *For the delivery of the provincial curriculum (including courses such as BC First Nations Studies and English First Peoples).*

For the 2025/2026 school year, the Ministry of Education and Child Care has increased the per pupil funding by 1.12% from \$1,770 to \$1,790 for each student self-identifying as Indigenous.

With an anticipated enrolment of 3,110 Indigenous students (K-12), the District will receive approximately \$5,556,900 of targeted funding.

On February 6, 2025, staff met with the Indigenous Education Council to present the proposed 2025/2026 Indigenous Education Program Preliminary Budget ahead of the Ministry of Education and Child Care's funding announcement in mid-March 2025. On May 7, 2025, staff met with the Indigenous Education Council to review the updated proposed budget and answer any additional questions. At this Special Indigenous Education Council Budget meeting, the Indigenous Education Council approved the 2025/2026 Indigenous Education Program Budget (Appendix B).

The previous year surplus carried forward to 2025/2026 is estimated at \$132,578 which is significantly reduced from the previous year surplus carried forward to 2024/2025 of \$561,055. This has resulted in reduced budget available from targeted funding.

The key changes to the 2025/2026 Indigenous Education Program Budget from the 2024/2025 Amended Budget are as follows:

- Reduction in 1.0 FTE for an Indigenous Cultural Presenter, reduction in 1.0 FTE for an Early Learning Teacher Consultant, reduction in blocks allocated to Middle School Indigenous Success Teachers and reduction in 4.0 FTE for Indigenous Advocates.
- An additional 1.0 FTE Lead Advocate position was added.
- General Program expenses were reduced by \$25,500.

Indigenous Education Program expenses to be paid out of non-targeted, District allocated funds in the 2025/2026 Annual Budget are \$982,265. This is lower than the 2024/2025 Amended Annual Budget allocation. The key changes are as follows:

- The Nsyilxcən Language Teacher position was increased from 0.5 to 1.0 FTE.
- Other expenses increased by \$87,177 largely due to the increased Indigenous Education Council funding allocation and unspent carryforward amounts from 2024/2025.

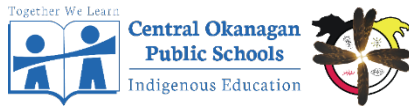
- SSHRC grant funding and corresponding expenses increased by \$60,000 due in part to expected surplus carryforward from 2024/2025.
- The Jordan's Principle funding and corresponding expenses have decreased by \$598,201 however schools will continue to apply and receive confirmation of Jordan's Principle funding. Once confirmed, the funding and corresponding expenses will be included with the 2025/2026 Amended Annual Budget that will be finalized in February 2026.

3.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

Targeted funding provides enhanced educational support and services as well as cultural opportunities that are contributing to an ongoing trajectory of improved achievement results and an important part of the commitment to truth and reconciliation in Central Okanagan Public Schools. All budget changes have been reviewed, deliberated, and approved by the Indigenous Education Council, supported by the Indigenous Education Program District staff.

4.0 APPENDICES

- A. Indigenous Education Council Terms of Reference
- B. 2025/2026 Indigenous Education Program Budget



INDIGENOUS EDUCATION COUNCIL TERMS OF REFERENCE

The Indigenous Education Council (IEC) of the Central Okanagan Public Schools acknowledges and honours the traditional territory and history of the Okanagan (syilx) People and Westbank First Nation as the host community. Located in south central British Columbia, Canada, Westbank First Nation is one of eight communities of the syilx nation and is the only Self-Governed Nation. Okanagan Indian Band, located at the head of the Okanagan Lake in Vernon, British Columbia, is also one of the communities of the syilx nation. The syilx traditional territories extend from the south central interior of B.C. to north central Washington, USA. The syilx people are a division of the Interior Salish, speak the nsyilxcən language, and have inhabited the territory since time immemorial. We acknowledge the traditional teachings of all our Elders and the wisdom of our culture.

1. PURPOSE

The Indigenous Education Council will work with the Board of Education, in collaboration, to support, enhance, and increase school success for all Indigenous students in the Central Okanagan School District. As part of this commitment, The Central Okanagan Public Schools aims to integrate Indigenous knowledge, perspectives, and worldviews into curricula, programs, and services, and to provide culturally relevant training for those teaching and interacting with Indigenous students.

Furthermore, the purposes of the IEC include:

- a) Advising the board on any matter relating to:
 - Providing comprehensive and equitable educational programs and services to Indigenous students;
 - Improving Indigenous student achievement; and
 - Integrating into learning environments Indigenous worldviews and perspectives, in particular, those of the First Nations in whose territory the board operates.
- b) Advising on grants provided under the School Act in relation to Indigenous students;
- c) Approving plans, spending and reporting of targeted grants related to Indigenous students;
- d) Advising the board in relation to the distinct languages, cultures, customs, traditions, practices or history of the First Nations in whose traditional territory the board operates, through advice from the Indigenous Education Council members representing those First Nations.

2. IEC MEMBERS

- a) In accordance with the *School Act* and Ministerial Order⁽¹⁾, members representing a First Nation Band or Indigenous organization will be appointed by using the respective First Nation Band or organization process (First Nation Band Council/Organization Resolution). Indigenous Education Council members cannot be Board of Education Trustees or employees of Central Okanagan Public Schools.

b) Indigenous Education Council Membership:

Fourteen (14) voting Indigenous Education Council members will be the appointed representatives or alternates as follows:

- Four representatives from Westbank First Nation (WFN) – two from Chief and Council, two appointed by Chief and Council
- Two representatives from Okanagan Indian Band appointed by Chief and Council
- Two representatives from Kelowna Métis Association
- Two representatives from Ki-Low-Na Friendship Society
- One representative from Lake Country Native Association
- Two representatives from the Indigenous Parent and Family Education Council – one parent representative must be from Westbank First Nation or Okanagan Indian Band
- One Elder representative from the Okanagan Territory appointed by Westbank First Nation Chief and Council.

c) Length Of Term

- i. Up to a three-year term, with a letter from the First Nation Band or respective organization, confirming the appointment or reappointment.

d) IEC Member Resignation

- i. Should an IEC member resign for any reason, that member will notify the Chair and the Secretariat in writing.

3. ROLES AND RESPONSIBILITIES OF MEMBERS

- a) The members of the Indigenous Education Council shall work together in the spirit of cooperation ensuring a safe, respectful environment for all voices to be heard.
- b) Indigenous Education Council members are expected to attend Indigenous Education Council meetings to ensure representation and quorum is reached at each meeting. In the absence of the IEC member, each organization must provide an alternate to ensure representation at each meeting. Alternates may sit in on an IEC meeting as a witness only, unless the alternate is replacing an absent member.
- c) Indigenous Education Council members are expected to reflect the interests, concerns and perspectives of the organization on whose behalf they are representing.
- d) It is also expected that the representatives will provide the means through which these interested organizations be kept informed about the affairs and decisions of the Indigenous Education Council.

4. BOARD OF EDUCATION TRUSTEES AND DISTRICT STAFF

- a) Indigenous Education Council members, Trustees, and District Staff will engage in reciprocal sharing of information.
- b) Two Central Okanagan Public Schools Board of Education Trustees will be non-voting members of the Indigenous Education Council.

- c) School District Staff will provide resources and support to the Indigenous Education Council:
 - Superintendent of Schools and/or designate
 - Director of Instruction – Indigenous Education and Equity and/or District Vice Principal(s) of Indigenous Education
 - The Central Okanagan School District will appoint a Secretariat to the Indigenous Education Council to take attendance of Indigenous Education Council members present and record and distribute minutes of the meeting.

5. CHAIR AND VICE-CHAIR

- a) The Chair will be appointed by Westbank First Nation Chief and Council.
- b) The Chair will be responsible for presiding at all meetings, maintaining order and performing such other duties as may be assigned by the Indigenous Education Council.
- c) The Chair shall be responsible for making any Indigenous Education Council recommendations and/or reporting to the Board of Education.
- d) In the absence of the Chair, or at the request of the Chair, the Vice-Chair will act in the place of the Chair.
- e) The Vice-Chair will be elected on an annual basis in October, or as needed, by the Indigenous Education Council.
- f) The Chair and Vice-Chair will collaborate with Central Okanagan Public Schools staff to set meeting agendas.
- g) The Chair will work with the Secretariat to establish meeting agendas, identify materials for meetings of the IEC and prepare IEC meeting minutes,
- h) The Chair, with the support of the Secretariat, will identify, receive, and share with the IEC all information relevant to the IEC's business and needed to fulfill its purposes, including from the Board of Education and the Ministry of Education and Child Care.

6. SECRETARIAT

- a) The IEC will work collaboratively with and provide direction to the Secretariat to liaise with the district on specific topics, including the planning, spending and reporting of Indigenous education targeted funds, and other grants supporting Indigenous students.
- b) The IEC will develop administrative processes with the Secretariat associated with IEC business, such as member travel, meeting costs, room costs, food and beverages, and stipends or honoraria for members or guests.
- c) The Chair, with support of the Secretariat, will establish an IEC meeting schedule that aligns with any School Act mandated reporting deadlines to ensure the IEC is able to have discussions and prepare advice, recommendations, or make decisions, to support the Board of Education in a timely manner.

- d) The IEC will provide direction to the Secretariat for communicating and sharing the dates, times, locations, agenda, and meeting materials to all IEC members prior to each meeting.

7. MEETINGS

- a) The Indigenous Education Council will meet five times during the school year and may meet at such other times as necessary to carry out its responsibilities. At the direction of the IEC, a subcommittee may be formed to provide information back to the IEC.
- b) Currently the IEC has 14 voting members. A quorum of 8 is required to hold a meeting of the Indigenous Education Council. A quorum means 50% plus one additional voting member in attendance. Attendance may include video conferencing.
- c) The Chair, or designate, with support of the Secretariat, will ensure meeting minutes are prepared and shared with all IEC members within a reasonable period of time following a meeting.
- d) The Indigenous Education Council and the Board of Education will meet annually to enhance their relationship and shared responsibilities.
- e) The IEC may, from time to time, host an Incamera meeting with voting members only.

8. STRUCTURE AND OPERATION OF THE INDIGENOUS EDUCATION COUNCIL

- a) The Indigenous Education Council will advocate for Indigenous interests in the design, implementation, and assessment of culturally relevant programs and services that will enhance equity, the holistic school experience for Indigenous learners, and academic achievement of Indigenous students.
- b) The Indigenous Education Council will:
 - i. Review on an annual basis the implementation of the Five-Year Equity in Action Agreement for Truth & Reconciliation.
 - ii. Review and approve on an ongoing basis the Targeted Funding budget.
 - iii. Review and provide input on shared funding initiatives (i.e., Jordan's Principle, SSHRC funding, and other federal, provincial, and private sources).
 - iv. Make recommendations to the Board of Education, on any Ministry or locally initiated changes to curriculum or services that will affect Indigenous students.
 - v. Review District and Ministry of Education and Child Care policies related to Indigenous students and recommend District policy changes to the Board of Education.
 - vi. Ensure that nsyilxcən (syilx) language, history, culture, traditions and protocols are embedded in the school curriculum at all grade levels.
 - vii. Ensure that Indigenous language, history, culture, traditions, and contributions of Indigenous people to Canadian society are embedded in the school curriculum at all grade levels.
 - viii. Inform, communicate, and engage with each respective Indigenous community and parents on an ongoing basis to share information and gather feedback on the District's

Indigenous programs and services.

- ix. Advocate for the hiring of Indigenous people within all District programs and services.
- x. Advocate for ongoing research regarding Indigenous education inequities.
- xi. Promote Okanagan (syilx) Protocol and Indigenous cultural awareness and understanding within all staff groups in the District.

9. DECISION-MAKING PROCESS

- a) Most matters will be decided through general discussion and consensus of the IEC.
- b) If the IEC cannot reach consensus or voting is tied, the Chair will determine a dispute resolution process.
- c) Only Westbank First Nation and Okanagan Indian Band members of the IEC may advise on local First Nation languages, cultures, customs, protocols, traditions, practices, history, world views, and perspectives.
- d) The Board of Education must consult with the IEC and the IEC will engage with the Board on recruitment and hiring of Board staff who develop and deliver programs and services for Indigenous students or whose role involves significant interaction with Indigenous students.

10. DISPUTE RESOLUTION PROCESSES

- a) If there is a dispute, the Chair or Vice-Chair will determine if the Enowkinwixw process is necessary to reach a resolution.

11. CONFLICT OF INTEREST

- a) Disclosure
 - i. Every Indigenous Education Council member who is in any way directly or indirectly interested in any existing or proposed contract, transaction or arrangement with the Central Okanagan School District and the Indigenous Education Council, or who otherwise has a conflict of interest, will declare the interest fully at Indigenous Education Council meetings and shall leave the meeting until such time as the conflict matter has been dealt with.
 - ii. The Indigenous Education Council member may give a prepared statement regarding the conflict of interest, but shall leave the meeting for the decision-making process. The Indigenous Education Council reserves the right to recall the member to answer questions that would provide further clarification.
- b) Time of Declaration
 - i. A member will disclose any conflict of interest at the first possible meeting when the issue will be discussed.

c) Effect of Declaration

- i. If an Indigenous Education Council member has made a declaration of their conflict of interest and has refrained from discussion and decision-making, they are not accountable for the decision made by the Indigenous Education Council.

d) Non-Disclosure

- i. When there is a perception of a conflict of interest, another member may request an agenda item to ask the member to declare the conflict. The Indigenous Education Council will decide whether the member is in conflict, and record its decision.

12. CONFIDENTIALITY

a) The following are not within the mandate of the Indigenous Education Council:

- Personnel matters
- Personal and confidential information on students, parents, teachers, other employees and members of the school community
- Performance or conduct of individual employees, students, parents and members of the school community
- Terms and conditions of employment contracts

b) Individual Indigenous Education Council members involved in a staff selection process may have access to confidential information and will need to sign a Confidentiality Agreement.

13. REVIEWING AND AMENDING THE TERMS OF REFERENCE

- a) The Indigenous Education Council will review the Terms of Reference at least once every three (3) years or one year prior to the signing of the Five Year Equity in Action Agreement for Truth and Reconciliation and make recommendations to the Board of Education.

⁽¹⁾Section 87.005 of the *School Act* authorizes an Indigenous Education Council (IEC) to make rules governing terms of reference in relation to the IEC that are consistent with the *School Act*, the regulations, or the orders of the Minister, including MO 217/2024, the Indigenous Education Council Order (the IEC Order).

As set out in the IEC Order, an IEC must comply with the following rules in the conduct of its business:

- (a) the protocols, laws, customs and traditions of local first nations must be respected;
- (b) the Indigenous Education Council must:
 - (i) be guided by the need to support strong and effective relationships between the Board of Education and local First Nations,
 - (ii) acknowledge its work is undertaken in the local First Nations' territory and have deference to the views and perspectives of members representing local First Nations, and
 - (iii) consider the distinctions and diversity of the Indigenous student population in advising the Board of Education.

Date Adopted: February 13, 2002

Date Amended: April 14, 2010, February 26, 2014, March 9, 2016, October 12, 2016, March 11, 2020, November 5, 2024

2025-2026 Preliminary Indigenous Report Budget				
Expected Funding				
	FTE	Fund/FTE		
Targeted Funding	3,110	1,790		5,566,900
Estimated Previous Year Surplus				132,578
Total Targeted Funding				5,699,478

Budgeted Expenses				
Cultural & Language Expenses	FTE	Cost/FTE	Total	
Indigenous Cultural Presenter	1.0000	67,982	67,982	67,982
Cultural Program Coordinator	1.0000	70,029	70,029	70,029
Subtotal staffing	2.0000		138,011	138,011
Community Cultural Events				3,000
Contract-Elders in Residence				35,000
Land Based Program Expenses				25,000
Cultural Program/Presentation and Supplies				5,000
Cultural Gifting				1,000
Early Learning Resources				5,000
Total Cultural & Language Expenses				212,011

General Staffing Expenses	FTE	Cost/FTE	Total	
District Vice Principal	2.0000	171,227	342,454	342,454
Early Learning Teacher Consultant	1.0000	131,558	131,558	131,558
Land Based Teacher	1.0000	123,810	123,810	123,810
Secondary Indigenous Success Teachers	5.8000	123,810	718,098	718,098
Middle School Indigenous Success Teachers	1.2000	123,810	148,572	148,572
Clerical Support	1.0000	60,480	60,480	60,480
Clerical Support	0.4000	54,215	21,686	21,686
Lead Advocate (12 Mth)	1.0000	82,887	82,887	82,887
Lead Advocate (10 Mth)	1.0000	65,580	65,580	65,580
Advocates	50.0000	67,982	3,323,648	3,323,648
Junior Advocate Support	0.0000	10,542	10,542	10,542
After School Program Support	0.0000	9,985	9,985	9,985
Youth Wellness Workers	2.0000	92,509	185,017	185,017
Staffing Subtotal	66.4000		5,224,317	5,224,317
Clothing Allowance				8,850
Benefits				60,000
Total General Staffing Expenses				5,293,167

General Program Expenses		
Indigenous Parent and Family Education Council		0
Contract Services (e.g. Clinical Supervisor for Wellness Workers)		4,000
Primary Winter Gathering		9,000
Field Studies		9,500
General District Level Account		18,000
General Supplies		18,000
Advocate Supplies		18,000
Graduation		25,000
Grad Retreat		7,000
Meeting Expenses		7,000
Mileage - Staff		18,000
Parent/Elder Honorariums		(5,000)
Photocopying		1,800
Professional Development-Support Staff		11,000
Professional Development-Director		5,000
Student Awards		7,000
Student Leadership		5,000
Student Transportation		20,000
Telephone		6,000
Youth Wellness Workers Expenses		10,000
Total General Program Expenses		194,300

Expenses to be Recovered from District	FTE	Cost/FTE	Total	
CORE Operating Fund				
Director of Indigenous Education and Equity	1.0000	209,853	209,853	209,853
Nsiilxan Language Teacher	1.0000	123,810	123,810	123,810
Land Based Teacher	1.0000	123,810	123,810	123,810
Staffing Subtotal	3.0000		457,473	457,473
Cultural Days (2)				40,000
Cultural Program/Presentation and Supplies				10,000
Curriculum Development Committee				10,000
Indigenous Education Council				127,518
Inservice Training & Resources				5,000
School Supplies				30,000
Advocates Top Up				92,274
				314,792
Special Purpose Fund				
Feeding Futures Fund				100,000
Federal				
<u>Jordan's Principle</u>				
Certified Education Assistant	0.0000	58,214	0	0
Teacher	0.0000	123,810	0	0
Services & Supplies				0
				0
Grants				
<u>SSHRC Grant</u>				
- TIOC Release				60,000
- Community Engagement				40,000
				100,000
Metis Early Learning Resources				10,000
Expenses to be Recovered from District				982,265

Total Indigenous Program Expenses	6,681,743
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Expenses to be Recovered from District	(982,265)
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BALANCE REMAINING	(0)
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Memorandum

Date: June 13, 2025
To: Finance and Planning Committee
From: Kate Cumming, Assistant Secretary-Treasurer
Information Item: **2024/2025 Estimated Accumulated Operating Surplus**

1.0 RELEVANT BOARD MOTION/DIRECTION

Public Board Meeting – September 25, 2024

Main 24P-098

THAT: The Board of Education receive and approve the Accumulated Operating Surplus for the year ended June 30, 2024 as attached to the Agenda, and as presented at the September 25, 2024 Public Board Meeting.

2.0 BACKGROUND

Policy 161 – Accumulated Operating Surplus (Appendix A) was amended in December of 2021 following direction by the Ministry of Education and Child Care, to establish a policy to provide boards of education with guidelines and resources to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. This policy allows boards to restrict portions of their operating surplus for future use to address board priorities. This policy outlines circumstances in which boards can restrict operating surplus, transfer available operating surplus to local capital and defines the limits of these restrictions.

3.0 INFORMATION STATEMENT

Internally Restricted Operating Surplus – to support financial planning, boards can restrict operating surplus for use in future years. To increase transparency, appropriations require board motion. The three streams of internally restricted operating surplus are described below:

- (a) **Restricted due to the nature of constraints on the funds** – Boards receive Ministry of Education and Child Care special purpose grants for targeted purposes or have access to other revenue. Where these funds are not spent, the balance is internally restricted to be used for specific use in future years. These internal restrictions could be for categories such as:
- (i) Contractual obligations (i.e. professional development)
 - (ii) Funding required to meet the Indigenous education spending target; and
 - (iii) School generated funds (not externally restricted)

(b) **Restricted for anticipated unusual expenses identified by the board** – to support effective planning, there will be situations identified as one-time or intermittent projects that will not be funded by revenues in that year or where, if they are funded from the annual operating grants, may cause reductions in educational service levels. These one-time expenses may include:

- (i) Staffing needs that are short term and variable in nature,
- (ii) Implementation of new initiatives, and
- (iii) Impact of emerging events (i.e. COVID-19 pandemic, refugee students).

(c) **Restricted for operations spanning multiple school years** – to support effective operational planning, there will be situations where operating surplus funds may need to be carried over to future years. These situations could include:

- (i) Future years' operations or budget,
- (ii) Schools and departments surplus/carry forward balances,
- (iii) Operating projects in progress,
- (iv) Technology, utilities, equipment, capital projects,
- (v) Purchase order commitments, and
- (vi) Educational programs spanning multiple years.

Unrestricted Operating Surplus (Contingency) – to support effective planning, that includes risk mitigation, boards should maintain a reasonable amount of unrestricted operating surplus. This contingency may be required for unexpected increases in expenses and/or decreases in anticipated revenues.

Restricted for Future Capital Cost Sharing – to support major capital projects identified in the Board of Education's Five-Year Capital Plan, boards may restrict operating surplus to fulfil capital project cost sharing expectations.

Local Capital – transfers from operating funds to local capital (Appendix D) should be made:

- (d) For specific initiatives that are tied to the board's Strategic Plan (Appendix B),
- (e) To address capital asset investment, and
- (f) To meet specific needs of the district.

4.0 ASSISTANT SECRETARY-TREASURER'S COMMENTS

The above guidelines have been applied to the 2024/2025 estimated accumulated operating surplus and local capital fund (Appendix C and Appendix D).

5.0 NEXT STEPS

The Assistant Secretary-Treasurer will provide the Board of Education with a final report for approval, detailing the internally restricted operating surplus and unrestricted surplus, including inter-fund transfers, by September 30, 2025.

6.0 APPENDICES

- A. Policy 161 - Accumulated Operating Surplus
- B. Central Okanagan Public Schools 2021-2026 Strategic Plan
- C. Estimated 2024/2025 Accumulated Operating Surplus Planning & Reporting Template
- D. Estimated 2024/2025 Local Capital Surplus Planning & Reporting Template



Policies And Procedures

Section One: Board of Education

“Together We Learn”

161 – ACCUMULATED OPERATING SURPLUS

Introduction

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact District operations and the education of our students while ensuring that the District's resources are spent as much as possible on the current year's programs and services. To discharge this responsibility, the Board have established an accumulated operating surplus policy.

Accumulated operating surplus allows the District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

Definitions

The following terms used in this Policy are defined as follows:

Accumulated Operating Surplus – means the accumulated excess of operating revenues over operating expense from prior years.

Internally Restricted Operating Surplus – means a portion of the accumulated operating surplus that has been set aside through a Board of Education motion for specified use in future years.

Unrestricted Operating Surplus – means the accumulated operating surplus built up in a School District's Operating Fund that has not been designated for specific uses.

Inter-Fund Transfers – means the transfer of funds from one fund to another (i.e. Operating fund to Capital fund).

Policy

Use of the internally restricted portion of the Board's accumulated operating surplus may be used under the following circumstances, subject to the Board of Education's approval:

1. The elimination of any deficit arising at the end of a fiscal year of operations.
2. The incurring of new cost pressures in a fiscal year that were not known during the budget development process.
3. The settlement of any legal action that is not covered by the School Protection Program.
4. Initial one-time cost outlays for new education programs or operational needs.
5. Coverage for disaster recovery expenditures.
6. To support unspent allocations that are required by outside agencies or collective agreements to be carried forward.
7. To support unspent school discretionary resource budgets committed to future years or dedicated to enhancing staff allocations.



Policies And Procedures

Section One: Board of Education

“Together We Learn”

8. To assist in balancing future years' budgets.

Objectives

The District's objectives are set out in this Accumulated Operating Surplus Policy. With a clear understanding of the accumulated operating surplus monitoring objectives and continually measuring process to achieve those objectives, the District can attain greater fiscal stability and better support students.

To fulfill this responsibility, the Board will:

1. Maintain and replenish restricted and unrestricted accumulated operating surplus as outlined below:
 - a. Unrestricted Operating Surplus – an unrestricted operating surplus of .5% to 1.5% of the total Amended Budget (Operating Expenses).
 - b. Restricted Operating Surplus – a restricted operating surplus of 2% to 3.5% of that year's total Amended Budget (Operating Expenses).
2. Monitor potential operating deficit by reducing expenses and/or applying unrestricted surplus where policy allows.

Board Responsibilities

1. The Board of Education must comply with the Ministry of Education's expectations regarding financial governance and accountability.
2. The Board of Education is required by legislation to prepare an annual balanced budget which may include the use of restricted surplus funds.
3. The Board of Education must follow Public Sector Accounting Standards.

Management Responsibilities

1. The Secretary-Treasurer/CFO will provide the Board of Education with a preliminary report for review detailing the recommended internally restricted operating surplus and anticipated unrestricted surplus before June 30th of each year.
2. The Secretary-Treasurer/CFO will provide the Board of Education with a final report for approval, detailing the internally restricted operating surplus and unrestricted surplus, including inter-fund transfers, by September 30th of each year.

In recognizing the use of the restricted portion of its accumulated operating surplus represents a one-time use of funding, the Board of Education will incorporate into its future budget planning process, strategies to re-establish the accumulated operating surplus. Such strategies may be implemented over several years.

Date Agreed: June 27, 2018

Date Amended: December 15, 2021; June 22, 2022

Date Reviewed:

Related Document: Policy 160; Policy 140

CENTRAL OKANAGAN PUBLIC SCHOOLS
2021-2026 STRATEGIC PLAN



Vision

Together We Learn

Purpose

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Equity and Excellence in Learning

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths. We will achieve this through:

Inclusive Learning Cultures

- Value the unique identities and diverse contributions of each learner.
- Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community.
- Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning.

Intentional Design of Learning

- Reflect the belief that each learner is capable, competent, and full of curiosity.
- Empower each learner and co-create experiences from their questions, passions, and interests.
- Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.

Collaborative Professionalism

- Implement effective job-embedded professional learning opportunities.
- Utilize inquiry approaches to build cultures of reflective and culturally responsive practices.
- Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.

Transformative Leadership

We believe in an ever-changing world, transformative leadership is a powerful catalyst for continuous improvement and growth that positively impacts our system, each school community, and ultimately each learner. We will achieve this through:

Coherence around powerful transformative leadership

- Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built.
- Use evidence and research to guide decisions, routines and practices that support all learners.
- Embed Indigenous ways of learning and knowing.

Leaders' agency as learners

- Connect leaders to reflective professional learning that responds to the needs of their community.
- Use inquiry to support continuous professional learning that responds to the needs of all leaders and learners.
- Understand how our values and beliefs impact our mindsets, routines and practices as leaders.

Collaborative leadership networks

- Connect leaders within an inclusive culture of trust, inquiry, innovation, and exploration.
- Share new learning from research and practice to deepen collective understanding and knowledge.
- Establish systems to set goals, examine progress, and analyze learning targets for continuous improvement and growth.

Family and Community Engagement

We honour the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career. We will achieve this through:

Authentic and generative family and community engagement

- Focus on student learning and school improvement through relational trust.
- Engage families early and often as partners alongside the school, strengthening the school and family's capacity to support their child's education and growth at any age.
- Ensure opportunities to guide and provide mutual input on important decisions and planning.

Value added community partnerships

- Nurture culturally responsive, reciprocal relationships over time, benefitting each child, each school, and the greater community.
- Co-create opportunities to enrich student learning out in the community and alongside educators in schools.
- Build collective efficacy with organizations to enhance student supports and wraparound services.

Assurance in Public Education

- Develop a welcoming culture built on relationships, mutual trust, openness, and transparency.
- Effectively communicate with families and partners.

System Wellbeing

We believe in sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, in a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners. We will achieve this through:

Innovative and sustainable operating practices

- Utilize environmentally sustainable practices.
- Empower a culture of innovation and continuous improvement.
- Support equitable access to sustainable, inspirational learning opportunities.

A culture of staff wellness and engagement

- Ensure a culture of health and safety.
- Implement wellness initiatives for all staff.
- Increase staff engagement by empowering employees and fostering supportive relationships.

Effective use of District resources

- Allocate resources, equitably, to ensure the greatest impact to student learning.
- Achieve optimal value from District resources.
- Advocate for predictable, sustainable, and sufficient funding.

Glossary

Adaptive Expertise

Constantly seeking new learning and understanding, actively exploring alternative solutions, thinking evaluatively and checking impact, and welcoming different perspectives.

Co-creation

A form of collaborative innovation: ideas are shared, developed and improved together.

Collective Efficacy

A shared belief that we can positively influence student outcomes and improve student learning each day through collective actions. Collective efficacy is evident when everyone sees themselves as part of a team working for students.

Core Competencies

Sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. The BC Ministry of Education core competencies are: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility.

Culturally Responsive

Research-based approach that makes meaningful connections between what students learn in school and their culture. Being culturally responsive encourages students to feel a sense of belonging and helps create a safe place where they feel respected, heard, and empowered.

Job-embedded professional development

To provide authentic, contextualized opportunities for staff to engage in inquiry learning that is grounded in day-to-day practice and is designed to enhance practices with the intent of improving performance.

Learning agency

The capacity to set a goal, reflect, and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. (*oecd.com*)

Thrive Holistically

Each learner is nurtured to be cultural, confident, and courageous.

School District No. 23 (Central Okanagan)
Operating Surplus Planning & Reporting Template
Estimated to June 30, 2025

	Opening Balance	Planned Use	Actual Use		Ending Balance		
	Jul 1 (2024)	Current School Year (2025)	Current School Year (2025)	Additions (2025)	Jun 30 (2025)	Strategic Plan Reference	Comments
Internally Restricted Surplus Due to Nature of Constraints on Funds							
CUPE Training & Pro-D Fund	439,054	439,054	35,913	31,859	435,000	System Wellbeing	Letter of Understanding #18 (Pro-D & Inservice Fund) + Article 38 (Service Improvement Allocation Fund) of the CUPE Collective Agreement.
Indigenous Education Program	561,055	561,055	561,055	182,578	182,578	Equity & Excellence in Learning	Targeting supplemental Indigenous funding carry forward.
Jordan's Principle Support	145,856	145,856	452,345	456,489	150,000	Equity & Excellence in Learning	Unspent Federal Jordan's Principle grant funding carry forward.
Trustee Travel	32,203	32,203	0	(9,000)	23,203	System Wellbeing	Unspent personal professional development & travel carry forward per Policy 190 Trustee Expenses.
Wheels Program	0	0	0	176,400	176,400	Equity & Excellence in Learning	One-Time funding to provide mental health support and purchase equipment to support the Wheels program.
	1,178,168	1,178,168	1,049,312	838,326	967,181		
Percentage of Operating Budget	0.40%	0.40%	0.36%	0.29%	0.32%		
Internally Restricted for Anticipated Unusual Expenses Identified							
School Budgets	870,921	870,921	870,921	142,104	142,104	Transformative Leadership / Equity & Excellence in Learning	Unspent school discretionary funds in current year carried forward to next year for staffing & resources.
	870,921	870,921	870,921	142,104	142,104		
Percentage of Operating Budget	0.30%	0.30%	0.30%	0.05%	0.05%		
Internally Restricted for Operations Spanning Multiple School Years							
Operating Budget	1,286,174	1,286,174	1,286,174	629,135	629,135	Equity & Excellence in Learning	Fiscal 2022 unrestricted surplus used to balance budget in fiscal 2024
BCIT Dual Credit Program	25,896	25,896	25,896	25,000	25,000	Equity & Excellence in Learning	Net fees related to ongoing dual credit program for students
WCB - CORE Audit Funds	31,000	31,000	31,000	31,000	31,000	System Wellbeing	Annual WCB audit generates funding for the District. Schools/departments that participate receive a share of the funding each year
	1,343,070	1,343,070	1,343,070	685,135	685,135		
Percentage of Operating Budget	0.46%	0.46%	0.46%	0.23%	0.22%		
Unrestricted Operating Surplus							
Unrestricted Operating Surplus	629,135	0	0	1,399,293	2,028,428	System Wellbeing	Fiscal 2025 unrestricted surplus used to balance budget in fiscal 2027
	629,135	0	0	1,399,293	2,028,428		
Percentage of Operating Budget	0.22%	0.00%	0.00%	0.48%	0.66%		
Total Internally Restricted Surplus	3,392,159	3,392,159	3,263,304	1,665,565	1,794,420		
Total Unrestricted Operating Surplus	629,135	0	0	1,399,293	2,028,428		
	4,021,294	3,392,159	3,263,304	3,064,858	3,822,848		
Total Restricted Surplus as % of Operating Budget	1.38%	1.16%	1.12%	1.05%	1.25%		

School District No. 23 (Central Okanagan)
Local Capital Planning & Reporting Template
Actual to June 30, 2025

APPENDIX D

	Prior Year (2024)	Current Year (2025)	Planned Year 1 (2026)
Opening Balance	5,842,460	2,237,621	404,261
Transfer of Operating	1,630,000	3,052,500	5,152,500
Microsoft Settlement Funding	0	1,620,000	0
Total Transfers to Local Capital	1,630,000	4,672,500	5,152,500
Other Income	70,157	0	0
Investment Income	464,892	135,000	150,000
Total Other Income	535,049	135,000	150,000
Total Sources of Local Capital	2,165,049	4,807,500	5,302,500
<u>Uses of Local Capital</u>			
- Computer Refresh Program	2,413,990	2,658,122	1,000,000
- Departmental Capital Purchases	562,745	326,633	440,000
- Hollywood Road Renovation	1,080,602	2,918,451	2,487,500
- Portable Costs	1,712,551	737,654	1,225,000
Total Uses of Local Capital	5,769,888	6,640,860	5,152,500
Ending Balance	2,237,621	404,261	554,261