



Central Okanagan Public Schools
Superintendent of Schools/CEO
2024/2025 Budget Proposal Report



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OVERVIEW

The recent Ministry of Education and Child Care Operating Grant announcement saw a 3.36% increase to the per pupil operating rates which will cover the negotiated increases for teachers, support staff, and provide a 2% increase for exempt staff. Also, the continued student growth will offset some of the ongoing budget pressures the District will face next year. However, the per pupil operating rate increase will not fully cover the District's inflationary costs or increased needs for next year and the District anticipates a net \$1.9M budget pressure for the 2024/2025 Annual Budget Bylaw.

The District plans to meet this anticipated \$1.9M budget pressure, and not have to reduce services in any significant way, by:

- Continue to efficiently staff schools while addressing growth, capacity challenges, classroom complexity and increased dysregulated students in schools and meeting the collective agreement.
- Address complexity in classrooms by requesting additional funding from the Classroom Enhancement Fund (CEF).
- Review effectiveness of discretionary budgets to ensure fiduciary responsibilities are met.
- Review local capital requirements, in particular, computer refresh program.
- Through collaboration and data analysis, focus on employee wellness in the hope that the District will see illness costs return to pre-pandemic levels.

Response to the Ministry of Education and Child Care Operating Grant Announcement

Although the District is pleased with an increase to this year's Operating Grant funding, resulting in the District's highest operating budget in its history; the increase did not address the full impact of inflation. As a result, the District will continue to efficiently staff schools while addressing growth, capacity challenges and inflationary costs. There continues to be areas of concern for the District:

1. Operating Grant funding did not address the escalated inflationary cost increases the District is expecting for next year.
2. Portable costs, to address enrolment increases and capacity restraints, continue to be funded by the District's Operating Grant funding. The District is currently at 108% capacity utilization District wide.

The District will continue to create safe learning environments for students and staff as society becomes more complex and will continue to add programs where there are clear gaps.

District Information

The District:

- resides on the unceded Traditional Territory of the Okanagan People.
- 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 (K-12).
- has 7 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 and is proud that more Indigenous students are self-identifying.
- Currently employes approximately 4,495 full and part-time staff.

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 by the fall of 2024.
- Addition of a 5-classroom prefabricated modular (125 student seat expansion) to North Glenmore Elementary School with the intent to repurpose existing portables on that site to other school sites as needed. This modular is expected to be completed by the fall of 2024.
- Three childcare buildings are completed at Anne McClymont Elementary School, Black Mountain Elementary School and École Okanagan Mission Secondary. The District has partnered with the YMCA and BGC Okanagan to provide childcare services for 256 childcare spaces.
- Construction at the four remaining childcare buildings, located at Ellison Elementary School, École George Elliot Secondary School, École Hudson Road Elementary School, and North Glenmore Elementary School, are expected to be finalized this year and will provide 346 additional childcare spaces. The District plans to partner with the YMCA, BGC Okanagan and Clubhouse Childcare to provide childcare services.
- The construction of these seven childcare buildings is fully funded by the Ministry of Education and Child Care.
- 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 school to support growing needs in the Glenmore/Kelowna North Area.

CENTRAL OKANAGAN PUBLIC SCHOOLS STRATEGIC PLAN 2021-2026

Central Okanagan Public Schools 2021-2026 Strategic Plan helps guide, along with the Budget Development Principles, the operational planning of the District budget. Budget requests are evaluated through the lens of the following four focused directions:

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

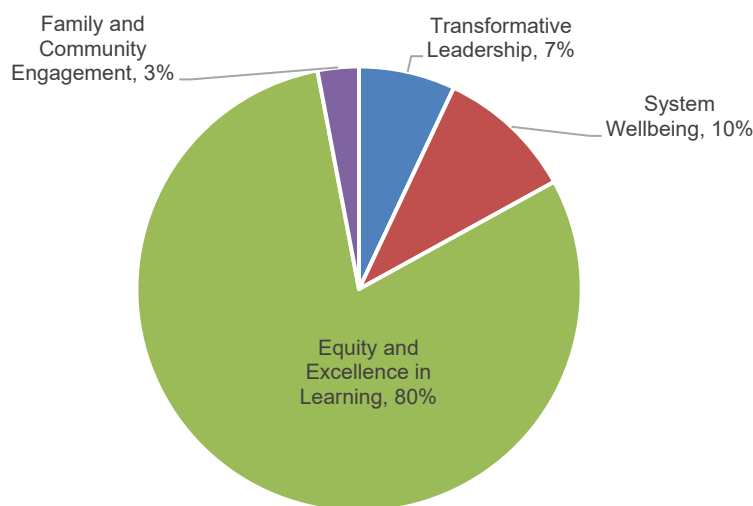
We honor the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career.

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.

Currently, the District Senior Team's Workplan is aligned with the above strategic directions. Moving forward, the District plans to move to a priority-based budget.

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 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.

Each year, there are more priorities and programs that are expected to be delivered by school districts including childcare, increased food programs, fee relief for families, the BC Anti-Racism Strategy, Accessibility Act, Truth & Reconciliation, and the Tri-Partite Agreement with First Nations that will change how the District does business and may have a budget implication in the future.

District student learning results demonstrate that previous budget decisions have resulted in investments that support student learning. The District has demonstrated student achievement above provincial and national averages and has a Ministry of Education and Child Care reported six-year graduation rate for BC residents of 96% and an Indigenous six-year graduation rate of 81%, both of which are above the provincial average. Most importantly, the trajectory of achievement results for the District has continued to improve over the past 10 years.

To achieve these results, the District offers early learning programs, focusses on foundational skill development and the development of the Attributes of a Learner as described in the District's Overarching Goal by offering students diverse programs of interest. The District strives to support learner readiness through collaboration with several independent providers such as preschools, StrongStart BC, Ready Set Learn, Hope for the Nations, Land Based Learning programs, middle school intervention services and other non-profit organizations. These organizations offer early learning initiatives, breakfast, lunch and after school programs. In addition, the District provides a variety of choices through board authority courses, specialty academies, apprenticeship programs, trades courses, computer and software development courses and French Immersion. As well, the District partners with Okanagan College, British Columbia Institute of Technology, University of British Columbia Okanagan, Vancouver Film School, many local businesses, and other community organizations to provide dual credit, work study, leadership, and transition opportunities to our students. The District should continue to invest in these programs.

BUDGET DEVELOPMENT PROCESS

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 Proposal 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 2024	Public presentation to provide information on the 2024/2025 Annual Budget. Presentation to COPAC, Principals, Vice-Principals, COSBO (Exempt) Staff
February 21, 2024	Public Finance and Audit Committee Meeting (partner group input invited)
March 14, 2024	Ministry of Education and Child Care District Funding Announcement
April 3, 2024	Public Finance and Audit Committee Meeting (Information) <ul style="list-style-type: none"> • Central Okanagan Public Schools Superintendent of Schools/CEO 2024/2025 Budget Proposal Report
April 17, 2024	Public Finance and Audit Committee Meeting (Action) <ul style="list-style-type: none"> • Central Okanagan Public Schools Superintendent of Schools/CEO 2024/2025 Budget Proposal Report
April 24, 2024	Public Board Meeting <ul style="list-style-type: none"> • 2024-2025 Annual Budget set
June 19, 2024	Public Finance and Audit Committee Meeting (Action) <ul style="list-style-type: none"> • 2024/2025 Annual Budget review
June 26, 2024	Public Board Meeting <ul style="list-style-type: none"> • 2024/2025 Annual Budget approval
June 30, 2024	2024/2025 Annual Budget due to the Ministry of Education and Child Care

The Board of Education will engage in deliberations regarding the Superintendent of Schools/CEO 2024/2025 Budget Proposal Report at the April 3, 2024, Public Finance and Audit Committee Meeting and, after consultation, the final Superintendent of Schools/CEO 2024/2025 Budget Proposal Report will be presented at the April 17, 2024 Public Finance and Audit Committee Meeting. The Board of Education will plan to complete this process at the April 24, 2024, Public Board Meeting. Final adjustments may be made up to June 19, 2024.

This Budget Proposal was developed with 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
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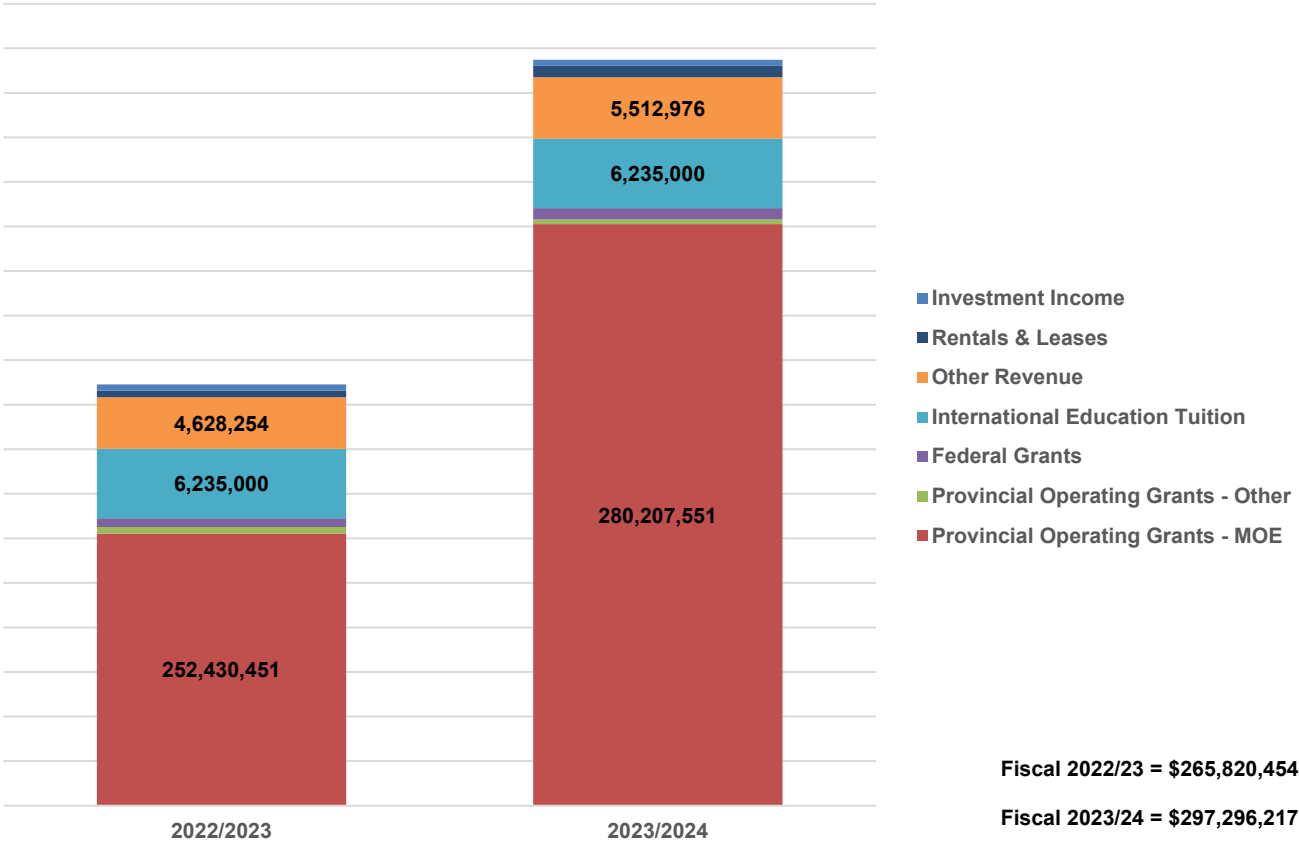
This Central Okanagan Public Schools Superintendent of Schools/CEO 2024/2025 Budget Proposal Report considers each of the following areas:

- I. Base Operating Budget Revenues and Expenses and Other Significant Changes
- II. Key Assumptions for the 2024/2025 School Year
- III. Additional Budget Requests (where possible)

I. BASE OPERATING BUDGET REVENUES AND EXPENSES

The foundation of all budget development begins with the District Base Operating Budget. This represents the revenue and expenses of the District as they currently exist to deliver the programs and services the District provides.

Base Operating Budget Revenues (2022/2023 vs 2023/2024 Amended Annual Budget)



Most of the operating revenue for the District (95%) is derived from the Ministry of Education and Child Care's Operating Grant. 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.

Other sources of revenue include other provincial grants, locally generated revenue (tuition payments, fees, and rentals), and surplus carry forwards from the previous year, as well as designated funds for capital or school-based activities. Central Okanagan Public Schools has focused on increasing locally generated revenue over the last several years through the International Education Program, providing fee for service in the Health and Safety Program and WorkSafeBC claims management, as well as recovering costs through the charging of rentals for facilities, and a transportation fee.

Base Operating Budget Expenses (2023/2024 Budget)

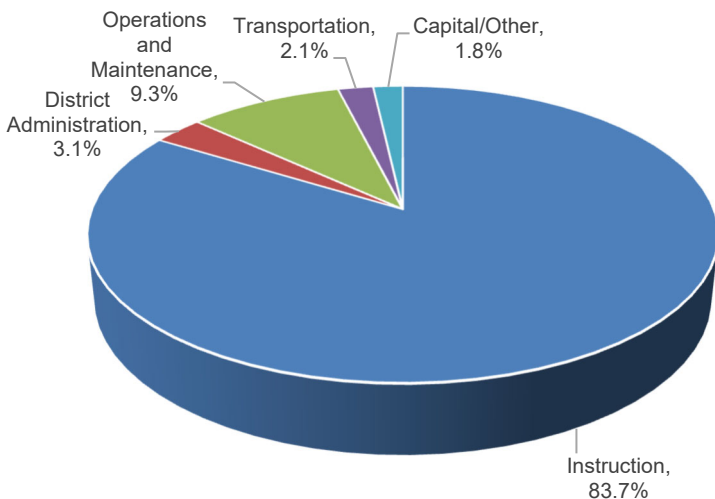
Boards of Education manage and distribute their operating funding allocation based on local spending priorities. In addition, the province provides capital costs and funding for specialty programs through supplemental and special purpose grants.

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.

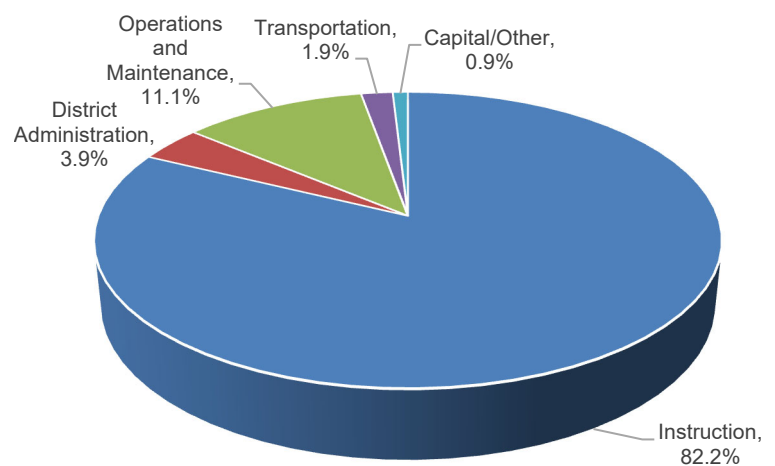
- **Instruction** - includes all allocations to schools as well as District instructional services offered to provide educational opportunities within the District. Instructional programs are categorized as General Instruction, Career Life Programs, Library Services, Counselling, Social Emotional, Inclusive 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** - relates 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.

2023/2024 District's Budget by Program Compared to Provincial

Central Okanagan



Provincial



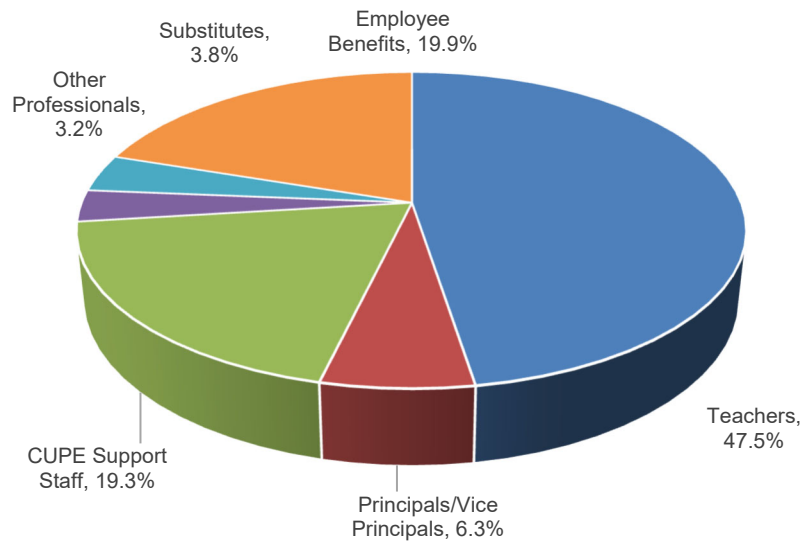
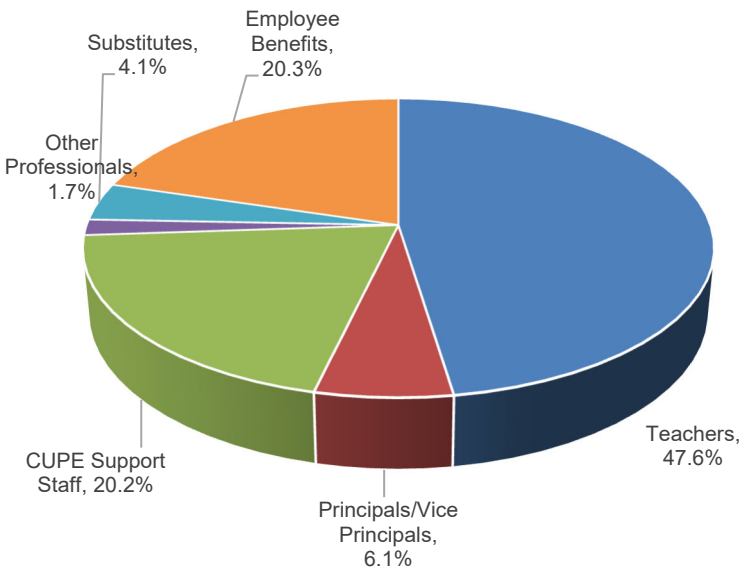
When compared to the provincial average, Central Okanagan Public Schools dedicates more to instruction and capital and less to administration and operations. It also dedicates a larger percentage of its budget to capital replacement programs, which fund technology, portable costs, and equipment replacement. Technology replacement is coordinated through the District's Technology Refresh program, which replaces District technology on a four-year cycle.

An alternate representation of the expenses is by **object** including multiple employee groups, employee benefits, services & supplies, capital/other (which includes Local Capital and the Capital Fund).

2023/2024 District's Budget by Object Compared to Provincial

Central Okanagan

Provincial



Most of the spending in these categories (88%) is dedicated to salaries and benefits. Staff salaries are primarily the result of negotiations between the province and the professional associations/unions, representing the various employee groups. When compared to the provincial average, the District is spending comparable on teachers, less on principals and vice-principals and other professionals, and more on CUPE support staff.

II. OTHER SIGNIFICANT CHANGES

Framework for Enhancing Student Learning

The Enhancing Student Learning Policy requires boards of education to set, create and maintain a Strategic Plan, annually report on student outcomes, and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

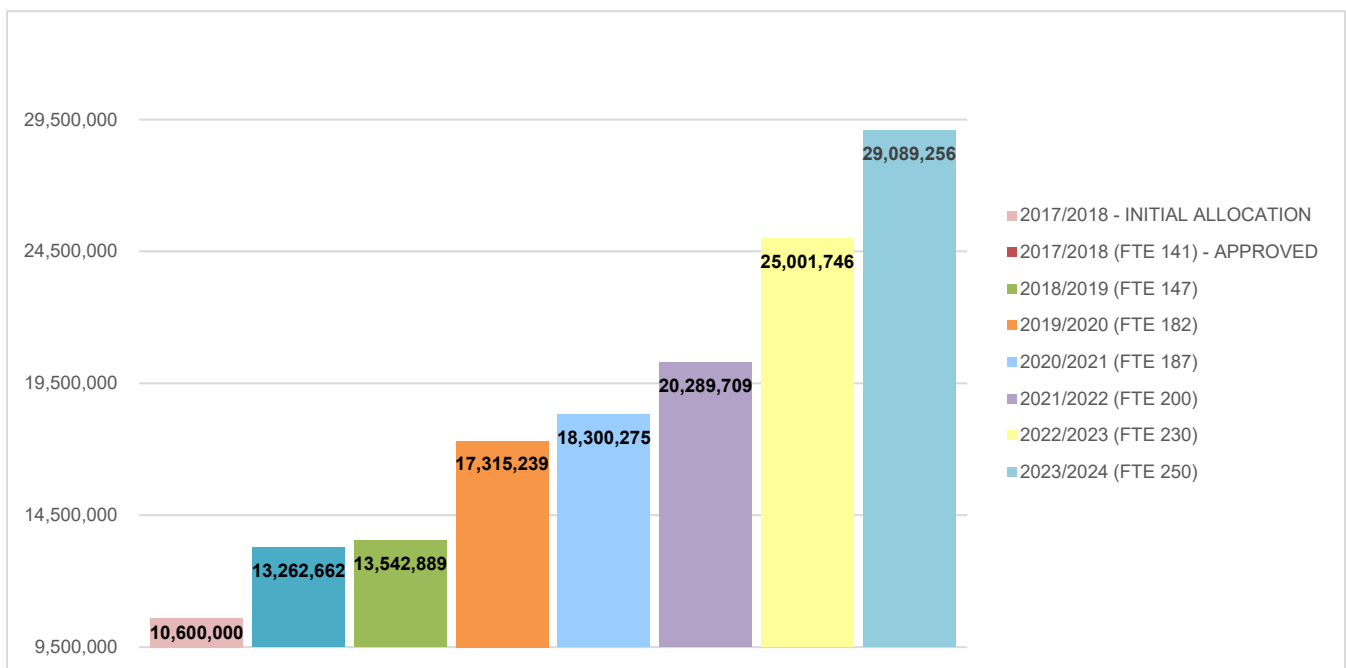
The Board of Education is expected to use the District's Strategic Plan to align all District annual operational plans, including but not limited to, the financial plans (budget) and human resources, with the educational objectives from the Strategic Plan. In accordance with the Enhancing Student Learning Policy, the Superintendent of Schools/CEO 2024/2025 Budget Proposal Report demonstrates a priority-focused budgeting process that is aligned with the goals and strategic directions outlined in the Central Okanagan Public School's Strategic Plan 2021 – 2026.

Classroom Enhancement Fund (CEF)

The final piece in the development of the 2024/2025 budget includes the ongoing implementation of the MoA:LoU#17, which resolved the matters arising from the implementation of the Supreme Court of Canada decision from the fall of 2016. This decision restored pre 2001 Teacher Collective Agreement language with respect to class size and composition.

The negotiated Classroom Enhancement Fund was established to implement MoA:LoU#17 and must be used to provide educationally sound classroom organization as well as meet the required District non-enrolling ratios as outlined in our local Teacher Collective Agreement. Costs to the fund will include teacher costs as well as ancillary costs related to professional development and resources.

In 2016, the Ministry of Education and Child Care's initial assessment of our District's CEF needs was \$10.6 million. Due to our unique Collective Agreement language and the needs of the students in our District, senior staff successfully worked with the Ministry of Education and Child Care and demonstrated the need to increase our 2017/2018 CEF funding to \$13.3 million and the District added 141 FTE enrolling and non-enrolling teachers. The following graph illustrates the District's CEF funding and the enrolling and non-enrolling teacher FTE over the last several years.



The District will continue to maximize the Classroom Enhancement Fund to add enrolling and non-enrolling teaching support to schools to address classroom complexity (both composition & class size) and the District's capacity challenges (currently 108% District wide capacity).

Indigenous Education Targeted Funding (Bill 40)

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. The amendment of the School Act will fulfill commitments in the Declaration Act Action Plan and the BC Tripartite Education Agreement (BCTEA). The changes, in legislation, are intended to support better educational outcomes for First Nations and Indigenous students attending provincial public schools. Bill 40 is also intended to foster more effective relationships between Boards of Education and local First Nations while providing Indigenous peoples with new authority.

Changes to the School Act will 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 will recognize and reflect the local First Nations in whose territories the Board operates. IECs will 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. Central Okanagan Public Schools' Indigenous Education Council has been functioning, effectively, since 2003. With new authority being provided to Indigenous Education Councils, the IEC has recently revised the Terms of Reference (to be implemented in September 2024) to ensure local Rights Holders, from Westbank First Nation and Okanagan Indian Band, hold the majority of votes as the Bands maintain a higher level of authority and accountability.

Boards of Education set catchment areas for all schools in their Districts. First Nations were not considered when school districts were created or when catchment areas were designated. As such, the new Bill 40 legislation includes a school-of-choice provision which will enable First Nations to decide which school First Nations students, who live on reserve, self-governing or Treaty Lands, will attend. Westbank First Nation and Okanagan Indian Band are currently consulting with their communities to determine their Band's school of choice for elementary, middle and secondary students who are Band members. If a First Nation parent/caregiver wishes to have their child enrolled at a different school or program than the Band's school of choice, the existing enrolment provisions apply.

The above changes are effective July 1, 2024, resulting in changes to the Board of Education's and Indigenous Education Council's roles of authority. For the 2024/2025 school year, the Indigenous Education Council will consult with the Board of Education and District staff and will assume full authority for approving the annual Indigenous Education-Targeted Budget. Furthermore, the province has provided \$5.7M of funding to districts 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. The District's proportionate share is \$69,231.

Feeding Futures Fund

In April 2023, the Ministry of Education and Child Care announced new funding of \$214 million over three years for school districts to create or expand local food programs in schools throughout BC. The funds are to be used for purchasing food and hiring dedicated staff to co-ordinate providing meals and snacks to students. The District's proportionate share is \$2.8 million for the 2024/2025 school year. The expectation is that this funding is fully spent by June 30th of each year.

After community, school and District staff consultation, a budget was presented that ensures that the well-established food programs already in place across the District are maintained, as well as provide schools with flexibility to partner with community, staff, students and parents to build and expand food programs that make sense within their local contexts.

In addition to the operational funding mentioned above, the District also received \$150,000 of capital funding to upgrade existing kitchen facilities and equipment to support feeding students in schools.

Student and Family Affordability Fund

In August 2022, the Province of BC announced one-time funding of \$60 million to school districts to help expand school meal programs, provide school supplies, and cover any additional fees so that students in need can take part in activities. The District received \$2,396,709 as their proportionate share for the 2022/2023 school year.

On March 6, 2024, the Province of BC announced an additional \$20 million to school districts to continue to help schools provide support directly to families within their school communities. Funding will be used to help pay for student necessities, such as school supplies, school fees and class trips, as well as additional costs associated with joining a school sports team or music program. The District's proportionate share is \$826,000 and will be received before the end of the school year.

III. KEY ASSUMPTIONS FOR THE 2024/2025 SCHOOL YEAR

Inherent in this approach is the assumption that the base from which the budget is built appropriately allocates resources to the schools and departments to achieve their goals. The budget is not re-built from a 'zero base' each year as much of the District's costs are fixed and educational programs are complex and affect multiple schools and/or departments. An analysis of this magnitude would be unlikely to highlight potential reductions that are not already obvious. The Budget Development Process also requires an extremely tight timeline as Ministry of Education and Child Care funding announcements are made approximately six weeks prior to the District's deadline for establishing staffing levels.

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 discretionary funds which they use through collaborative and guided discussions to support their school goals and to support decisions regarding educational 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 items represent the significant operational adjustments required for the 2024/2025 fiscal year:

- Increased teaching staff resulting from anticipated student growth.
- Additional teaching and support staff to support students with diverse abilities.
- Expected incremental grid increases for teaching staff.
- Increased benefit premium, EI, WCB rates plus overall increased benefit costs.
- Additional bus route to support expected rider growth.
- Anticipated salary adjustments for exempt management staff.
- Staff and capital costs to support an educational smart display refresh program (smartboard, projector, TV).
- Increased utility costs due to inflation.

Additional adjustments are made to balance the 2024/2025 Annual Budget.

A summary of the 2024/2025 Estimated Operating Grants incorporating these increases and Ministry of Education and Child Care per pupil adjustments is included in "**Appendix B**".

Enrolment Assumptions Include:

- Increase in BC resident FTE of 400 to 24,811 FTE. See "**Appendix C**" for details.
 - Increase in Inclusive Education students (both Ministry of Education and Child Care and District funded).
 - Increase in English Language Learners, including newcomer refugee families.
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OVERVIEW OF THE PROJECTED 2024/2025 BUDGET

An overview of the projected 2024/2025 budget is illustrated here and begins with the 2023/2024 Amended Budget

From the 2023/2024 Amended Budget, carryforward balances are removed and adjustments for growth and other required changes for the 2024/2025 year are added.

The 3.36% per pupil increase in funding covers the negotiated 2% increases for teachers, support staff and exempt staff. On March 22, 2024, the Ministry of Finance announced they will fund the 1% cost of living allowance (COLA) for exempt staff with more information to come. A decision on whether funding is available to districts to cover a 3% increase for principals and vice-principals is expected in late April 2024.

On March 19, 2024, the Ministry of Finance announced they will fund the 1% cost of living allowance (COLA) for teachers and support staff with more information to come. A decision on exempt staff, principals and vice-principals is expected in late April 2024.

Funding adjustments made to the Operating Grant are sufficient to cover costs related to increasing enrolments, however they were not sufficient to cover escalating inflationary costs. Significant costs incurred that are not funded through the Operating Grant include increases to EI, WCB, benefit premium rates and overall benefit rate increases. These unfunded costs are covered through enrolment growth and other efficiencies or cost reduction. Once all costs are covered, the budget is balanced.

REVENUE	Amended Bylaw 2023/2024	Adjust for Carryforwards	Net Amended Bylaw 2023/2024	Growth & Required Changes	2024/2025 Annual Budget
OPERATING GRANTS					
- Operating Grants	278,203,228		278,203,228	9,636,888	287,840,116
- Other Ministry Grants	2,421,167		2,421,167	918,500	3,339,667
- Federal Grants	1,028,491		1,028,491	(459,135)	569,356
- International Education	6,235,000		6,235,000	(35,000)	6,200,000
- Other Revenue	7,083,671		7,083,671	329,405	7,413,076
OPERATING SURPLUS CARRY FORWARD	2,324,660	44,014	2,368,674	618,550	2,987,224
SPECIAL PURPOSE GRANTS	0				
- Special Purpose Grants	36,244,445		36,244,445	497,004	36,741,449
- Other Revenue	6,000,000		6,000,000	0	6,000,000
- Investment Income	0		0	0	0
SPECIAL PURPOSE CARRY FORWARD	985,676		985,676	559,965	1,545,641
CAPITAL GRANTS	15,501,478		15,501,478	0	15,501,478
Total Revenue	\$ 356,027,816	\$ 44,014	\$ 356,071,830	\$ 12,066,176	\$ 368,138,006

EXPENSES	Amended Bylaw 2023/2024	Adjust for Carryforwards	Net Amended Bylaw 2023/2024	Growth & Required Changes	2024/2025 Annual Budget
STAFFING & BENEFITS					
- Teachers	148,252,949	(329,068)	147,923,881	6,967,444	154,891,325
- Principals and Vice-Principals	16,414,559		16,414,559	246,174	16,660,733
- Educational Assistants	27,706,392	(61,840)	27,644,552	691,589	28,336,141
- Support Staff	26,969,805	(194,091)	26,775,714	745,585	27,521,299
- Other Professionals	4,474,898		4,474,898	389,562	4,864,460
- Substitutes	11,466,638	(31,275)	11,435,363	209,700	11,645,063
- Employee Benefits	59,702,982	(155,939)	59,547,043	2,284,271	61,831,315
SERVICES & SUPPLIES	39,364,963	951,271	40,316,234	1,150,957	41,467,191
CAPITAL	15,501,478	(135,045)	15,366,433	0	15,366,433
OTHER CAPITAL	6,173,152		6,173,152	(619,106)	5,554,046
Total Expenses	\$ 356,027,816	\$ 44,014	\$ 356,071,830	\$ 12,066,176	\$ 368,138,006
Net Budget	\$ -	\$ 0	\$ 0	\$ (0)	\$ 0

Staffing	Amended Bylaw 2023/2024	Adjust for Carryforwards	Net Amended Bylaw 2023/2024	Growth & Required Changes	2024/2025 Annual Budget
Teachers	1,585.2957	(3.5429)	1,581.7528	38.5000	1,620.2528
Principals and Vice-Principals	110.0000		110.0000	0.0000	110.0000
Other Professionals	42.6900		42.6900	2.1100	44.8000
Support Staff (CUPE)	1,161.1938	(2.3286)	1,158.8652	7.4864	1,166.3516
Total	2,899.1795	(5.8715)	2,893.3080	48.0964	2,941.4044

IV. SIGNIFICANT BUDGET ADJUSTMENTS FOR THE 2024/2025 SCHOOL YEAR

The following outlines the specific details of the additional budget adjustments that are included in the 2024/2025 budget. Adjustments have been categorized by the associated employee group.

Central Okanagan Teachers' Association (COTA)

- 1) With the projected growth in the 2024/2025 school year, the District anticipates adding the following teacher FTE to the 2024/2025 budget. The Low column represents a 300 FTE student enrolment growth while the High column represents a 400 FTE student enrolment growth. The 2024/2205 Annual Budget has been built on a 400 FTE student enrolment growth. The District anticipates absorbing some teacher FTE into the existing school organizational charts.

Description	Low	High
Enrolment Growth	12.0000	16.0000
Growth & Required Change	12.0000	16.0000

Strategic Direction – Equity and Excellence in Learning

Current Budget (2023/2024) - \$184,770,606 (COTA wages & benefit costs only)

Growth & Required Change - 16.0000 FTE (\$2,027,204 wages, benefits & resources)

- 2) Central Okanagan has been identified by Immigration, Refugees & Citizenship Canada as a destination hub for newcomers, and as such the District continues to experience an increase in the number of families arriving from all over the world. This immigration trend has resulted in a yearly increase of English Language Learners (ELL) students in schools and continues to require additional ELL teaching staff to support our newest learners.

Strategic Direction – Equity and Excellence in Learning

Current Budget (2023/2024) - \$3,601,177 (ELL teacher wages & benefits only)

Growth & Required Change - 4.5000 FTE (\$839,414 wages, benefits & resources)

- 3) The District has initiated a wellness program to better understand the wellness of its employees and will begin this process with an independent survey of staff. The District also continues to closely analyze current and historical employee illness and replacement cost patterns. In the current year, for example, teacher illness and replacement costs are trending slightly lower than the 2023/2024 Amended Budget. As a result, the District has reduced the teacher illness and replacement costs budget for the 2024/2025 school year.

Description	2024-2025	2023-2024	Change
Illness	10,061,298	11,406,529	(1,345,231)
Illness Change	\$10,061,298	\$11,406,529	(\$1,345,231)

Strategic Direction – System Wellness

Current Budget (2023/2024) - \$11,406,529 (COTA illness & replacement costs only)

Required Change - (-\$1,345,231) (COTA illness & replacement costs only)

Canadian Union of Public Employees CUPE Local 3523

- 1) With the anticipated student growth across the Central Okanagan, (i.e., students with unique needs, additional bus routes, adjustments to custodial and operational programs etc.), the District anticipates a net change of approximately 7.4864 CUPE FTE to the 2024/2025 Annual Budget:

Description	Growth
Advocates	(3.6739)
CEA	7.9953
Clerical	(1.5350)
Operations	4.7000
Total FTE	7.4864

Advocates	(240,766)
CEA	552,335
Clerical	(128,068)
Operations	370,786
Total FTE	\$554,288

Strategic Direction – Equity and Excellence in Learning

Current Budget (2023/2024) - \$69,576,615 (CUPE wages & benefit costs only)

Recommended Increase - 7.4864 FTE (\$554,288 wages & benefit costs only)

Central Okanagan School Board Officials

- 2) Employee wellness plays a vital role in our District and further resources are required to develop a strategy to support wellness in our District. With the recruitment of a wellness support position, this individual will encourage employee engagement in wellness initiatives, data accuracy, efficiency, resource allocation, collective agreement application, and budgetary accountability.

Strategic Direction – System Wellbeing

Current Budget (2023/2024) - \$0

Recommended Increase - 1.000 FTE (\$124,000 wages & benefit costs only)

- 3) The District continues to see considerable increases in the number of students with diverse and complex learning needs. To respond to the learning needs of all students, administrators and teachers continue to request additional support to address the increasing diversity, complexity, and social emotional learning needs of students. To address complexity and diversity in schools, the District has created new school-based Inclusive teacher positions that will amalgamate the elementary resource and social emotional teaching positions to better meet the needs of our students with complex learning needs and to provide more support in schools. This additional 20 FTE aligns with the significant feedback and consultation with stakeholders and departments as well as the 2024/2025 Public Budget Survey results where the District engaged feedback from families, staff, students, community members and partner groups.

Strategic Direction – Equity and Excellence in Learning

Current Budget (2023/2024) - \$1,872,480 (Social Emotional Learning teacher wages & benefits only)

Growth & Required Change - 20.0000 FTE (\$2,529,955 wages, benefits & resources)

- 4) During the COVID-19 pandemic, the federal and provincial governments provided one-time additional funding to school districts to provide online remote educational services and other COVID-19 safety related protocols. Some of these funds were allocated to pay for the cost of additional teachers and support staff to provide the temporary K-5 program and the expansion of educational programming to students enrolled in the grade 6-9 middle school and grade 10-12 programs.

Since the end of the pandemic, and the discontinuation of the federal and provincial funding, and with an 80% decline in student enrollment over the past several years, the eSchool23 temporary K-5 program does not generate enough funding to pay for teachers and support staff to deliver the service. This creates an ongoing, unsustainable cost pressure on District budgets as the cost of staffing must be subsidized to operate the temporary K-5 program. As a result, eSchool23 teaching staff will transition to pre-COVID19 operations.

Strategic Direction – Equity and Excellence in Learning

Current Budget (2023/2024) - \$2,448,329 (teacher wages & benefits only)

Required Change - (-2.0000 FTE) (-\$252,996 wages, benefits & resources)

V. BUDGET REQUESTS FOR THE 2024/2025 SCHOOL YEAR

The following outlines the specific details of the additional budget requests that were made, along with a Proposal from the Superintendent of Schools/CEO. Requests have been categorized by the associated employee group.

Central Okanagan Teachers' Association (COTA)

1. COTA Budget Request

The District received a request from Central Okanagan Teachers' Association (COTA). A summary of items requested are below:

- i. Increasing the existing professional development budget.

Description	2024-2025	2023-2024	Change
Inquiry Project	40,000	35,000	5,000
TTOC Fund	7,500	7,500	0
LSA Fund	30,000	25,000	5,000
Social Justice Grant	15,000	15,000	0
Total Professional Development	\$92,500	\$82,500	\$10,000

Rationale

The District continues to support expanded professional development opportunities that are coordinated through COTA. However, due to the current budget pressure the District is facing for the 2024/2025 Annual Budget, only the \$82,500 will be honored.

Effective July 1, 2024, per the negotiated collective agreement, the District is to increase the per teacher FTE professional development funding by not less than one fifth of one percent of the category 6 maximum step. This will increase the per FTE professional development amount from \$195/FTE to \$219/FTE.

Proposal

Strategic Direction – Transformative Leadership

Current Budget (2023/2024) - \$82,500 (resources)

Recommended Change - None

Canadian Union of Public Employees Local 3523 (CUPE)

2) CUPE Staffing Budget Request

The District received a request from CUPE Local 3523. A summary of items requested are below:

- i. Daytime custodial staff at all school sites to maintain cleanliness and health and safety of all staff and students.
- ii. Increase staffing levels in the Operations Department to address workload.
- iii. Increase hours for Certified Education Assistants (CEA) to allow for consultation with school teams to better support students.
- iv. Increase clerical hours and positions to reduce overtime and aid in the retention of relief staff.
- v. All daycare services offered on District property should be staffed by District staff.
- vi. Expand the Seamless Day childcare program to other school sites to engage the early learning opportunities for students.
- vii. Coordinated training program for all staff.

Response

- i. The District currently employs 18 FTE daytime custodians supporting 36 school sites. The other school sites are supported by 11 FTE head custodians during the day. As well, as school sites open, additional custodial staff are added to the budget.
- ii. In the 2024/2025 Annual Budget, to help address workload, growth and operational changes, 2 FTE bus drivers will be added due to growth, 1.7 FTE custodial will be added to better support gym refinishing across the District, .5 FTE technician and .5 FTE carpenter will be added to support an educational smart display refresh program (smartboard, projector, TV).
- iii. Many professional development opportunities are provided to CUPE staffing including:
 - a. Providing funding for an additional full-time union executive position in the hopes that this will allow the executive more flexibility and time to coordinate a structure, like other union executives, to organize professional development for its own members.
 - b. Organizing two professional development opportunities for CUPE staff to attend, one day in the fall and one day in the spring.
 - c. \$100,000 is set aside each year in the budget to support the CUPE Inservice and Professional Development Fund.
 - d. Any unspent Service Improvement Allocation Fund (SIA), per Article 38 of the Collective Agreement is included in the budget to support professional development opportunities. As at June 30, 2023, \$229,663 was unspent and appropriated.
 - e. The District and CUPE will jointly apply for professional training funds through the Support Staff Education Committee (SSEC) to support additional CEA training in the current school year. Currently there is up to \$101,289 of funding available.
 - f. Each department also sets aside a budget to support professional development opportunities for CUPE staff.

Proposal

Strategic Direction – System Wellness

Current Budget (2023/2024) - \$69,576,615 (CUPE wages & benefit costs only)

Recommended Increase - 4.7000 FTE (\$370,786 wages and benefits costs only)

The District's position is that the following items would need to be part of the bargaining process and any changes would impact on the current collective agreement. As well, the childcare items would negatively affect current service agreements with community partners and would require additional District staff to manage. Currently the demand for the expansion of the Seamless Day program has not been demonstrated by the public.

- Increase CEA hours of work by $\frac{3}{4}$ hour a week across the District.
 - Increase hours for clerical staff to reduce overtime hours and aid in retention of relief staff.
 - Childcare services offered on District property should be staffed by District employees.
 - Expansion of the Seamless Day Pilot program into other school sites.
-

School Staff Survey Results

3) School Staff Budget Request

The District received a request from the Central Okanagan Principals' & Vice-Principals' Association (COPVPA). COPVPA requests funding to support vice-principal networking and mentorship.

4) School Staff Budget Request

The District received a list of requests from school principals and vice-principals. A summary of the items requested are below:

- Additional teaching staff (classroom support, counselling, learning assistance, literacy, and social emotional support).
- Increase classroom CEA and clerical support.
- Various services and supplies including additional mental health support.
- Various capital items including gender neutral washrooms and facility improvements.

Response

As outlined above, the District is responding to the learning needs of all students and the advocacy for additional support to address the increasing diversity, complexity, and social emotional learning needs of students. In the 2024/2025 Annual Budget, 20 FTE Inclusive teaching staff (newly created school based Inclusive teacher positions) will help meet the needs of our students with complex learning needs and to provide more support in schools.

Strategic Direction – Equity and Excellence in Learning

Current Budget (2023/2024) - \$293,586,217 (Total Operating Budget only)

Budget Request (2024/2025) - \$5,626,841 (wages, benefits, resources & capital)

Recommended Increase - 20.0000 FTE (\$2,529,955 wages, benefits & resources)

District Senior Staff

5) District Senior Staff Budget Request

The District received a list of requests from District senior staff which included additional administrative, teaching and CUPE staff and various services, supplies and capital.

Response

Given the budget pressure the District is facing in the 2024/2025 Annual Budget, the District is unable to support requests from District Senior Staff at this time.

One request that was received was to support a District Principal – Transitions position. This position could provide the following impacts:

- Increase dual credit offerings, especially training for in-demand occupations.
- Increase dual credit participation, including Indigenous students, students with diverse abilities or disabilities, and first-generations students (who have no immediate family members with post-secondary experience).
- Increase high school graduation rates.
- Increase student transition rates to post-secondary education.
- Increase student transition rates to employment in in-demand occupations.

The Organization for Economic Cooperation and Development (OECD 2021) reports that students who were exposed to career guidance had better outcomes in terms of wages, NEET (not in education, employment, or training) rates and job, career or life satisfaction.

The District continues to offer more programming with University of British Columbia Okanagan and Okanagan College and requires coordination support.

The District is working to secure funding to fully support this position through a variety of special purpose funds and special dual credit grants and will know more by the end of April 2024 if funding is approved.

Strategic Direction – Equity and Excellence in Learning and System Wellness

Current Budget (2023/2024) - \$293,586,217 (Total Operating Budget only)

Budget Request (2024/2025) - \$1,385,038 (wages, benefits, resources & capital)

Recommended Change - If funding becomes available for District Principal - Transitions, recommend support.

VI. COMMUNITY BUDGET SURVEY ANALYSIS AND RESPONSES

Based on the 2024/2025 Budget survey responses, the following outlines the more significant themes.

Theme #1 - Classroom Support for Diversity & Inclusivity

The need for more support in classrooms for all learners, including the hiring of more Certified Education Assistants (CEAs), Social Emotional teachers and other alternate teaching support, is vital for the increasingly diverse student population.

Response #1

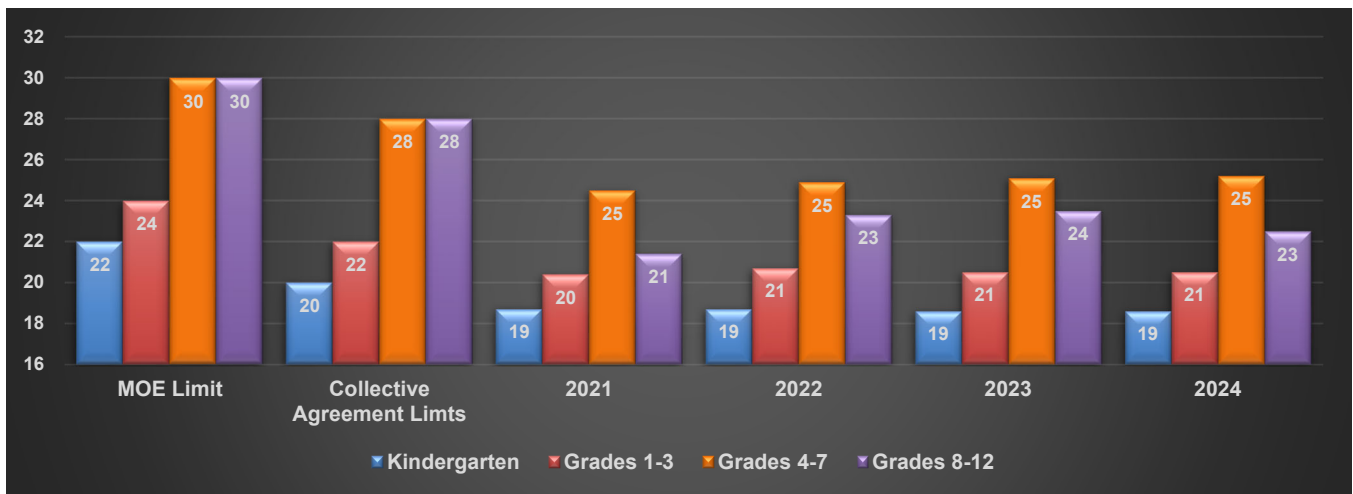
The District is responding to the learning needs of all students and the advocacy for additional support to address the increasing diversity, complexity, and social emotional learning needs of students. In the 2024/2025 Annual Budget, 20 FTE Inclusive teaching staff (newly created school-based Inclusive teacher positions) will help meet the needs of our students with complex learning needs and to provide more support in schools.

Theme #2 – Class Size

Class size was identified as a concern in the budget survey responses. Overcrowded classrooms and not enough staff support is affecting overall student learning.

Response #2

The graph below illustrates the District's class size averages by grade category, for the last four (4) years and compares those averages to the COTA collective agreement and Ministry of Education and Child Care limits. There are some exceptions to the limits below, for example, multi graded classes would see a lower class size limit (grade 3/4 limit is 23) or some secondary courses, i.e. technology education or foods classes, would have class size limits of 24. Since the Supreme Court decision to restore class size and composition limits, the District's class size averages remain lower than the established limits.



Theme #3 - Certified Education Assistants (CEAs)

A theme from the budget survey responses was to focus more funding on hiring more CEAs and increasing the hours and pay of CEAs.

Response #3

The District strongly values the CEAs that work so diligently to support our most complex learners. Since the 2020/2021 school year, 135 full time CEAs (31% increase) were hired into the District.

With respect to increasing hours and pay for CEAs, it is the District's position that these items would need to be part of the bargaining process and any changes would impact the current collective agreement.

Theme #4 - Facility Improvements

The need for more schools, more classrooms and upgrades/replacement of existing facilities was identified through the budget survey responses.

Response #4

New & Existing Buildings - As a growing District, Central Okanagan Public Schools continues to experience significant capacity constraints (current capacity is 108%). Also, there are 124 portables in circulation across the District providing education space for students and the costs of portables are not funded by the Ministry of Education and Child Care.

With continued growth, the District continues to advocate to the Ministry of Education and Child Care for funding to construct new schools or renovate existing sites. The District's capital priorities are outlined in the 5 Year Capital Plan that is submitted to the government each year. The District does not have control over when funding for capital projects will be announced.

Building Maintenance – The Annual Facility Grant (AFG) is funding received from the Ministry of Education and Child Care to maintain the District's facilities. The funding has stayed relatively constant (\$4.9 million/year) and as a result, the District's deferred maintenance costs continue to grow and the District has limited resources to maintain facilities.

Between June 2022 and today, just over 15 FTE CUPE staff have been added to the budget to support the Operations Department. These FTE include maintenance, bus drivers and custodial staff to support growth, child care facilities and general operational maintenance.

Theme #5 - Mental Health Support

Additional mental health support in schools was a theme illustrated throughout the budget survey responses.

Response #5

The District must maintain a total teaching counselling ratio each year per the COTA collective agreement. Each year, through the staffing process, the District exceeds this ratio. Over the years, the District continues to distribute counselling positions throughout elementary, middle and secondary schools.

Also, the District provides mental health support at all school levels (elementary, middle and secondary). In the current year, the District has spent \$1.6M on ARC mental health clinicians.

Theme #6 - More Extra-Curricular

Within the budget survey responses, there was a strong focus on providing more extra-curricular activities for students.

Response #6

Extra-curricular activities are a volunteer activity and service. The District does provide many opportunities for extra-curricular activities and students are performing very well provincially utilizing both teacher & community coaches.

The District supports both co-curricular and extra-curricular activities; visual and performing arts, music programs and athletic activities.

VII. CONCLUSION

In conclusion, although the Ministry of Education and Child Care Operating Grant announcement saw a 3.36% increase to the per pupil operating rates, this increase will not fully cover the District's inflationary costs or increased needs for next year. As a result, the District anticipates a net \$1.9M budget pressure for the 2024/2025 Annual Budget Bylaw. To meet this anticipated \$1.9M budget pressure and balance the 2024/2025 Annual Budget Bylaw without any significant reduction to services, the District will:

- Continue to efficiently staff schools while addressing growth, capacity challenges, classroom complexity and increased dysregulated students in schools and meeting the collective agreement.
 - More specifically and as outlined above, the District will respond to the learning needs of students and the advocacy for additional support to address the increasing diversity, complexity, and social emotional learning needs of students by adjusting service models and adding 20 FTE Inclusive teaching staff (newly created school based Inclusive teacher positions) to the 2024/2025 Annual Budget to help meet the needs of our students with complex learning needs and to provide more support in schools.
- Address complexity in classrooms by requesting additional funding from the Classroom Enhancement Fund (CEF).
 - The staffing meetings scheduled for early April 2024 with school administration will provide the District with a better sense of the expected September 2024 staffing needs and complexity in classrooms. This knowledge will help support the District's request for additional CEF funding.
- Review effectiveness of discretionary budgets to ensure fiduciary responsibilities are met.
- Review local capital requirements, in particular, computer refresh program.
- Through collaboration and data analysis, focus on employee wellness in the hope that the District will see illness costs return to pre-pandemic levels.

The District has a history of prudent financial planning and stable financial health. This stable financial health can be contributed to sound financial management, planning and governance. As we forecast for the 2024/2025 Annual Budget Bylaw, we expect the District budget development principles, the fiscal oversight of the Board of Education and the conservative forecasting of operating budgets to continue.

APPENDIX A

2024/2025 Budget Adjustments and Recommended Request Summary

The following summary outlines the changes to staffing and resources (net of fully funded 2% negotiated increases for teachers, support and exempt staff) the District plans to implement, directly and indirectly, to the classroom during the 2024/2025 school year. The summary is broken down into two sections – significant budget adjustments and proposed budget request.

	FTE	Wage & Benefits	Resources	Capital	Total
SIGNIFICANT BUDGET ADJUSTMENTS					
Teaching Staff (Net Change)					
- Teachers & Resources (Growth)	16.0000	1,945,940	78,024	0	2,023,964
- Teacher Grid Costs	0.0000	2,258,172	0	0	2,258,172
- Inclusive Education Teachers	20.0000	2,432,425	97,530	0	2,529,955
- English Language Teachers	4.5000	817,470	21,944	0	839,414
- Other	(2.0000)	(243,243)	(9,753)	0	(252,996)
	38.5000	7,210,766	187,745	0	7,398,511
Management Administration (Net Change)					
- Business Process Manager	0.8000	115,459	0	0	115,459
- Attendance Manager	1.0000	124,000	0	0	124,000
- HR Advisor FTE Top Up	0.3100	34,896	0	0	34,896
	2.1100	274,355	0	0	274,355
CUPE Staff (Net Change)					
- Advocates	(3.6739)	(240,766)	0	0	(240,766)
- CEA	7.9953	552,335	0	0	552,335
- Clerical Staff	(1.5350)	(128,068)	0	0	(128,068)
- Operations	4.7000	370,786	0	0	370,786
	7.4864	554,288	0	0	554,288
Other Wage & Benefit Costs					
- Adjust Teacher Illness Costs	0.0000	(1,193,808)	0	0	(1,193,808)
- Adjust Teacher Replacement Costs	0.0000	(151,423)	0	0	(151,423)
- Additional Benefit Costs	0.0000	1,452,077	0	0	1,452,077
	0.0000	106,846	0	0	106,846
Services & Supplies					
- Increased Utility Costs	0.0000	0	176,259	0	176,259
- Other Miscellaneous Resources	0.0000	0	274,836	0	274,836
	0.0000	0	451,095	0	451,095
Capital					
- Net Portable Needs	0.0000	0	0	(367,500)	(367,500)
- Adjust Computer Refresh Allocation	0.0000	0	0	(500,000)	(500,000)
- TV Display Refresh Program	0.0000	0	0	112,500	112,500
- Other Miscellaneous Resources	0.0000	0	0	(30,000)	(30,000)
	0.0000	0	0	(785,000)	(785,000)
Net Significant Budget Adjustments	48.0964	8,146,254	638,840	(785,000)	8,000,094
PROPOSED BUDGET REQUEST					
Status Quo					
- COTA Professional Development	0.0000	0	82,500	0	82,500
	0.0000	0	82,500	0	82,500

APPENDIX B

2024/2025 Ministry of Education and Child Care Estimated Operating Grant Summary

Estimated Operating Grants Overview - 2024/25 School Year

School District 23 (Central Okanagan)

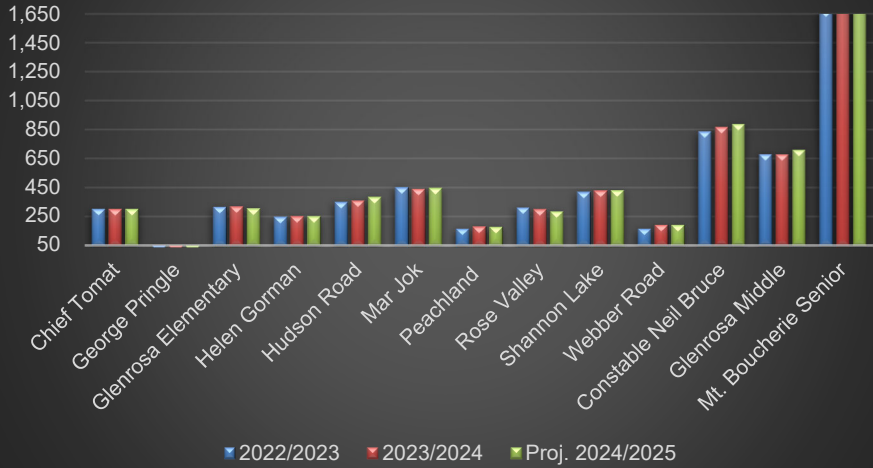
September 2024 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	24,711.8750	\$8,915	\$220,306,366	
Continuing Education	0.0000	\$8,915	\$0	
Alternate Schools	285.0000	\$8,915	\$2,540,775	
Online Learning	125.0000	\$7,200	\$900,000	
Home Schooling	69	\$250	\$17,250	
Course Challenges	18	\$279	\$5,022	
Total Enrolment-Based Funding (September)	25,121.8750			\$223,769,413
	Total Enrol Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	278.3750	\$4,458	\$0	
4%+ Enrolment Decline		\$6,686	\$0	
Significant Cumulative Decline (7%+)	932.8125	\$4,458	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	19	\$50,730	\$963,670	
Level 2 Special Needs	1,536	\$24,070	\$36,971,520	
Level 3 Special Needs	245	\$12,160	\$2,979,200	
English Language Learning	1,899	\$1,795	\$3,408,705	
Indigenous Education	3,213	\$1,770	\$5,687,010	
Adult Education	7,000	\$5,690	\$39,830	
Equity of Opportunity Supplement			\$923,843	
Supplement for Unique Student Needs				\$50,973,978
		Funding		Total Supplement
Variance from Provincial Average	-253			
Estimated Number of Educators	1,396.049		\$353,200	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	25,128.8750	\$180.33	\$4,531,490	
Supplement for Salary Differential				\$4,178,290
Supplement for Unique Geographic Factors				\$8,611,536
Funding Protection				\$0
Curriculum and Learning Support Fund				\$223,592
September 2024 Enrolment Count, Total				\$287,756,809

July 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$255	\$0	
Summer Learning Grade 8-9	0	\$255	\$0	
Summer Learning Grade 10-12	0	\$505	\$0	
Supplemental Summer Learning Funding				\$15,162
Cross-Enrolment, Grade 8 and 9	0	\$505	\$0	
Summer Learning, Total				\$15,162
February 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.0000	\$8,915	\$89,150	
Adult FTE - Continuing Education	1.0000	\$5,690	\$5,690	
K-Gr 9 School-Age FTE - Online Learning	1.0000	\$3,600	\$3,600	
Gr 10-12 School-Age FTE - Online Learning	50.0000	\$7,200	\$360,000	
Adult FTE - Online Learning	5.0000	\$5,690	\$28,450	
Level 1 Special Needs Enrolment Growth	0	\$25,365	\$0	
Level 2 Special Needs Enrolment Growth	20	\$12,035	\$240,700	
Level 3 Special Needs Enrolment Growth	0	\$6,080	\$0	
Newcomer Refugees	50.0000	\$4,458	\$222,900	
ELL Supplement - Newcomer Refugees	40	\$898	\$35,920	
February 2025 Enrolment Count, Total				\$986,410
May 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$8,915	\$44,575	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,400	\$0	
Gr 10-12 School-Age FTE - Online Learning	40.0000	\$7,200	\$288,000	
Adult FTE - Online Learning	3.0000	\$5,690	\$17,070	
May 2025 Enrolment Count, Total				\$349,645
Indigenous Education Councils				\$69,231
2024/25 Full-Year Estimated Total				\$289,177,257
Estimated 2024/25 Operating Grant from Indigenous Services Canada				\$1,337,141
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care				\$287,840,116

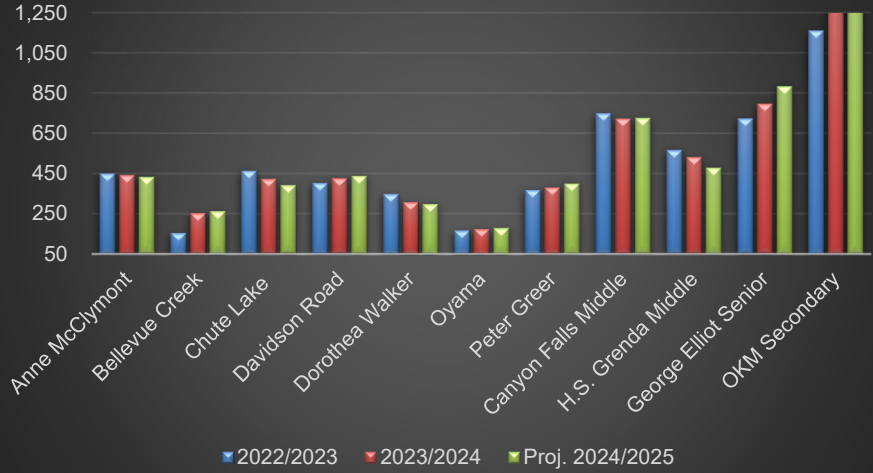
APPENDIX C

Student Enrolment Levels by Family of Schools

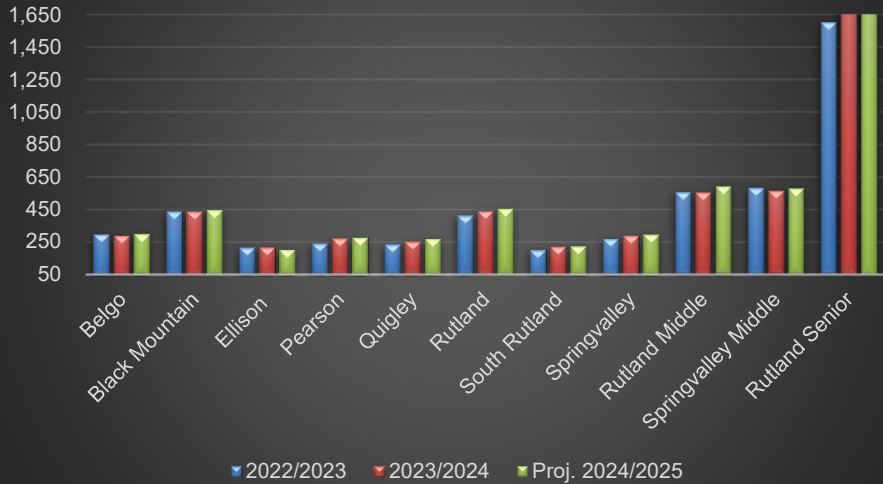
Student Enrolment (Westside)



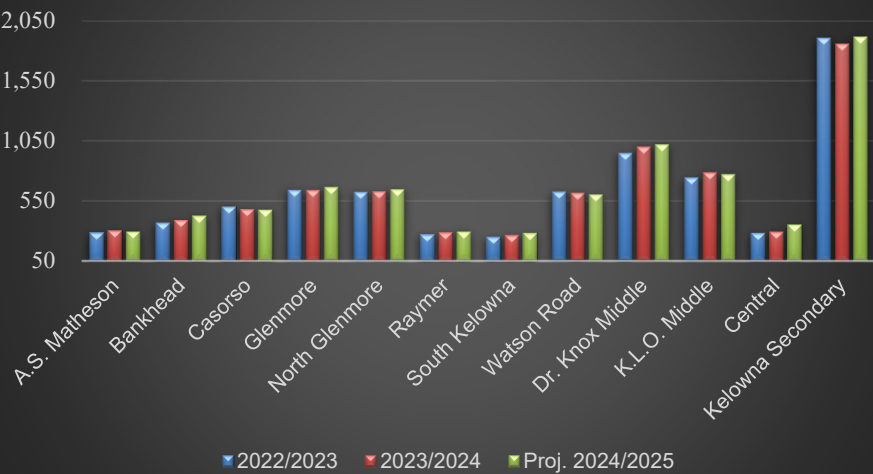
Student Enrolment (Mission & Lake Country)



School Enrolment (Rutland)



Student Enrolment (Central)



APPENDIX C (Continued)

Student Enrolment Levels by Family of Schools

School	2020/2021	2021/2022	2022/2023	2023/2024	Proj. 2024/2025
Chief Tomat	267	289	305	304	304
George Pringle	397	406	0	0	0
Glenrosa Elementary	182	179	319	321	308
Helen Gorman	236	241	250	254	253
Hudson Road	252	262	352	362	387
Mar Jok	440	468	453	443	449
Peachland	146	154	168	182	180
Rose Valley	315	317	315	302	288
Shannon Lake	384	397	422	431	433
Webber Road	0	0	168	195	193
Constable Neil Bruce	889	923	839	869	890
Glenrosa Middle	629	625	681	680	711
Mt. Boucherie Senior	1,543	1,673	1,674	1,735	1,702
Westside Family	5,680	5,934	5,946	6,078	6,098

School	2020/2021	2021/2022	2022/2023	2023/2024	Proj. 2024/2025
Belgo	335	317	299	291	300
Black Mountain	442	455	439	438	448
Ellison	208	225	216	217	204
Pearson	234	246	242	274	278
Quigley	242	239	236	253	271
Rutland	393	397	414	441	456
South Rutland	175	194	202	222	224
Springvalley	261	258	271	291	297
Rutland Middle	569	553	557	555	593
Springvalley Middle	564	578	583	566	580
Rutland Senior	1,419	1,491	1,603	1,720	1,725
Rutland Family	4,842	4,953	5,062	5,268	5,376

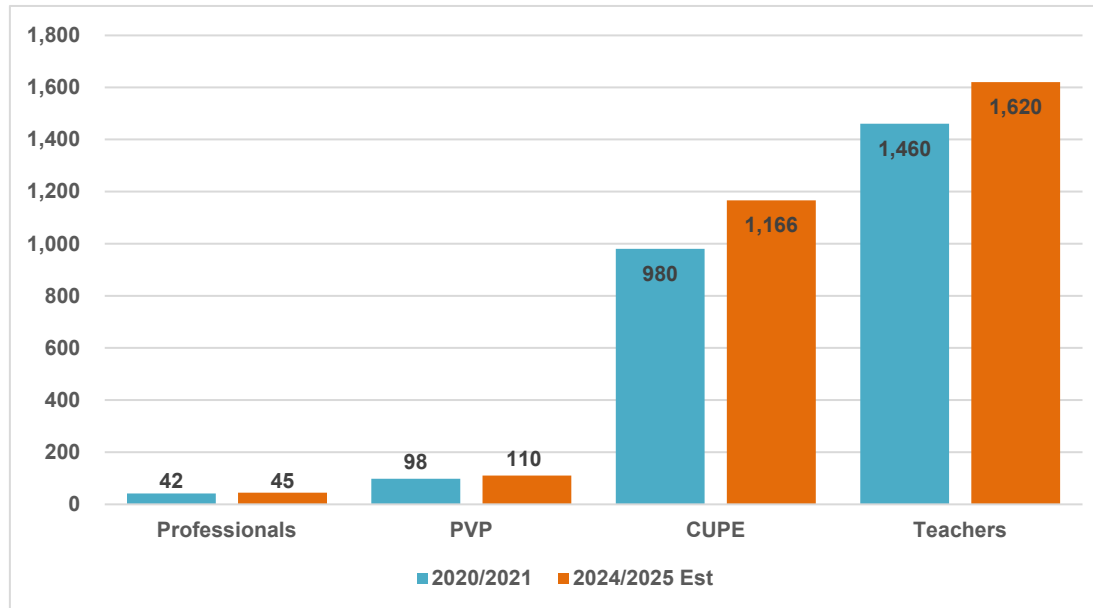
School	2020/2021	2021/2022	2022/2023	2023/2024	Proj. 2024/2025
Anne McClymont	470	471	450	442	433
Bellevue Creek	0	0	155	253	264
Chute Lake	463	466	464	423	392
Davidson Road	481	381	403	426	438
Dorothea Walker	491	493	349	308	299
Oyama	184	165	168	174	179
Peter Greer	479	393	370	381	400
Canyon Falls Middle	709	711	751	723	726
H.S. Grenda Middle	0	370	567	532	479
George Elliot Senior	951	868	724	797	884
OKM Secondary	999	1,080	1,162	1,311	1,331
Mission & Lake Country	5,228	5,398	5,562	5,770	5,825

School	2020/2021	2021/2022	2022/2023	2023/2024	Proj. 2024/2025
A.S. Matheson	283	281	290	305	297
Bankhead	342	361	371	394	428
Casorso	528	504	506	484	480
Glenmore	660	656	643	641	666
North Glenmore	587	635	626	631	648
Raymer	265	264	273	291	298
South Kelowna	230	228	252	267	284
Watson Road	587	596	628	619	605
Dr. Knox Middle	921	928	950	1,002	1,023
K.L.O. Middle	818	781	745	789	772
Central	247	246	286	296	356
Kelowna Secondary	1,868	1,898	1,910	1,862	1,920
Central Family	7,336	7,378	7,480	7,581	7,777

APPENDIX D

District Staffing FTE Data

The data below illustrates the full time equivalent (FTE) of the District's staffing by employee group; estimating staffing for the 2024/2025 school year compared to the staffing from the 2020/2021 school year. The 2024/2025 staffing FTE is preliminary and may change. These figures do not include casual employees (teachers teaching on call or CUPE staff).



The 5-year percentage change for the following employee groups is as follows:

Employee Group	5 Year % Change
Teachers	10.94%
CUPE	19.00%
PVP	12.24%
Professionals	7.95%

For every senior management position added, there is significant growth in teaching and support staff that supports program services for students.

APPENDIX E

District Administration Comparison Graph

This graph shows both school and District administration as a % of total operating salaries (2022/2023 fiscal year) compared to other comparable size districts and the provincial average. School administration is below two of the comparable size districts and is comparable to the provincial average and total District administration is below all the comparable size districts and the provincial average. This illustrates the administration efficiency of the District and the District's objective to invest as much funding into schools and classrooms as possible.

