



Central Okanagan Public Schools
Superintendent of Schools/CEO
2025/2026 Budget Recommendations Report



TABLE OF CONTENTS

Description	Page
2024/2025 Recap	3
Overview	3
Capital Impact	5
Framework for Student Learning	7
Central Okanagan Public Schools Strategic Plan 2021-2026	7
Budget Development Process	
- Board Approved District Budget Development Principles	9
- Guided School-Based Budget Decision Model	9
i Base Operating Budget Revenues and Expenses	11
ii Other Significant Changes	
- Indigenous Education Targeted Funding (Bill 40)	14
iii Special Purpose Funding	
- Classroom Enhancement Fund (CEF)	14
- Childcare Funding	15
- Literacy Supports Initiative	15
- National School Food Program	15
- Feeding Futures Fund	15
iv Key Assumptions for the 2025/2026 School Year	17
Overview of the Projected 2025/2026 Budget	18
v Considerations to Balance the 2025/2026 Annual Budget	19
vi Significant Budget Adjustments for the 2025/2026 School Year	20
vii Budget Requests for the 2025/2026 School Year	23
viii Community Budget Survey Analysis and Responses	26
ix Conclusion	28
Appendices	
- Appendix A-2025/2026 Budget Adjustments & Recommended Request Summary	29
- Appendix B-2025/2026 Ministry of Education & Child Care Estimated Operating Grant Summary	30
- Appendix C-Student Enrolment Levels by Family of Schools	31
- Appendix D-District Staffing FTE Data	33
- Appendix E-District Administration Comparison Graph	34

2024/2025 RECAP

As presented at the October 16, 2024, Finance and Planning Committee meeting, the District was faced with unforeseen \$4.4M budget pressures related to the 2024/2025 school year. Two significant circumstances resulted in unexpected pressures.

- i. **Year-End Pressures** - As discussed at the September 18, 2024, Finance and Planning Committee meeting, there were significant inflationary costs that exceeded the budget when the June 30, 2024 audited financial statements were presented. In response to unforeseen inflationary cost escalation pressures, the District reduced funding to local capital after June 30, 2024. This resulted in an adjustment to the 2024/2025 Amended Budget to reflect increased costs for items such as illness, software expenses, services and supplies costs.

Also, the work order request recovery budget (relates to school and/or department recovery work supported by the Operations Department) was reduced to allow the Operations Department to continue to focus on the maintenance of buildings. These year-end pressures resulted in a budget pressure of approximately \$2.2M.

- ii. **Enrolment Pressures** - As of September 30, 2024, the net increase to student enrolment compared to September 30, 2023, was 169 FTE (increase to headcount of 206, less a 37.25 FTE reduction of secondary course load). As well, the Province has seen an overall reduction in the rate of student growth across British Columbia. These changes resulted in an overall reduction of operating funds to the District in the amount of \$2.2M for the 2024/2025 school year.

Senior staff worked collaboratively to identify \$4.4M in cost reductions. Where possible, unfilled positions were left vacant to avoid impacting existing positions. As well, discretionary budgets were reduced at both the school and District levels. To offset the impact of cost reductions, the International Education Department welcomed more students into the program for the 2024/2025 school year and the District utilized one-time Microsoft settlement funds to support the District's Refresh Program providing a temporary reduction to the Refresh budget allocation.

At the administrative level, a Director of Instruction position was eliminated, and a District Vice-Principal position was reclassified to a District Principal position. The net savings of \$123K formed part of the savings in the current year to address the \$4.4M pressure and will be included in the 2025/2026 Annual Budget.

As part of the 2025/2026 Annual Budget, a School Vice-Principal position has been eliminated. These positions reduced the budget pressure by \$181K.

OVERVIEW

The recent Ministry of Education and Child Care Operating Grant announcement saw a 1.12% increase to the per pupil operating rates (\$100 per pupil). 1% of this increase is committed to contractual negotiated increases for staff and is not available to offset the budget pressures for next year. Conservative 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 \$5.2M budget shortfall for the 2025/2026 Annual Budget Bylaw.

Senior staff expect to balance this budget with a conservative increase in teaching and CUPE staff to support District needs. School discretionary funded teaching staff will be re-evaluated in the fall once the 2024/2025 audited financial statements are finalized as this teaching staff is dependent on unspent school surplus in the current year. On average, schools commit approximately 5 FTE each year from school surplus carry forward. Senior staff have continued to reduce administrative staff, that were initiated in September 2024, and school level, to deal with the budget shortfall in the 2025/2026 school year.

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 school year may be reduced to balance the budget.

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

The District anticipated a minimal increase to the 2025/2026 Operating Grant funding. The slight increase (1.12% or \$100 per pupil) will not address the full impact of inflation, operating cost pressures and tariffs next year (inflation is projected to be 2% next year). As a result, the District will need to continue to efficiently staff schools while addressing growth, capacity challenges and inflationary costs. The following on-going cost pressures continue to be challenging 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 limitations, continue to be funded from the District's Operating Grant funding. The District is currently at 112% capacity utilization District-wide.
3. The cost of teacher and support staff illness continues to exceed annual budget allocations. In addition, the Employer Standards Act requires the District to provide 5 paid sick days for teachers teaching on call and casual CUPE staff. This is unfunded and adds a budget pressure of approximately \$200,000/year.
4. Benefit cost increases, particularly those that were a direct result of Collective Agreement bargaining (extended health and dental) are not fully funded and continue to put significant pressure on the District's budget. Benefit cost increases are estimated to be \$2.1M for the 2025/2026 school year.

While options are considered to achieve a balanced budget in a difficult fiscal scenario, the District will continue to prioritize safe and engaging learning environments for students and provide classroom support that addresses the increasing complexity and diversity of our learners.

District Information


The District:

- is situated on the unceded Traditional Territory of the Okanagan Syilx People and serves 3,100 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 31 countries representing 23 languages.
- employs approximately 4,537 full and part-time staff.

CAPITAL IMPACT

The addition of several large capital projects will result in requiring more Operational staff to maintain sites. These large capital projects are further described below.

City of Kelowna

- École Dr. Knox Middle School - The scope of the project is to construct a 300 capacity, two-story expansion onto École Dr. Knox Middle School. This will increase the student capacity from 900 to 1,200 students. Construction will include a connection to the existing facility on the main floor at the multipurpose space and on the second floor by constructing an elevated walkway to connect the upper floor of the existing building with the upper floor of the addition. This addition is expected to be completed in 2025. The expansion will include instructional spaces to support Art, Foods, Technology Education, Inclusive Education, Counselling along with General Instruction. There will also be inclusive washrooms to support all users across each floor of the expansion.
- 
- The image shows an aerial view of a school complex. A large, modern, two-story building with a blue roof is the central focus, surrounded by a green lawn and parking areas. To the left, there is an older, smaller building with a red roof. The surrounding area includes other buildings and trees, suggesting an urban or suburban setting.
- Hollywood Road Education Centre - The demolition and renovation project at the Hollywood Road Educational Services building moved into construction in February 2024 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.
 - North Glenmore Elementary School – The school has undergone a 125-student seat expansion to increase capacity from 505 to 630 students. The expansion consisted of a new 5-classroom prefabricated building, addressing accessibility, and providing new core spaces to support educational delivery. Once the exterior work is completed, the intent will be to repurpose existing portables on that site to other school sites as needed. This modular was occupied in December 2024.

City of West Kelowna

- Chief Tomat Elementary School – The school will undergo a 175-student seat expansion to increase capacity from 270 to 445 students. The expansion will consist of a new 7-classroom prefabricated building following the relocation of onsite portables and play structures. This expansion is forecasted for occupancy in the Fall of 2025.
- École Hudson Road Elementary School – The school will undergo a 265-student seat addition to increase capacity from 290 to 555 students. The addition will consist of a new 11-classroom, two storey expansion, addressing accessibility, and providing new core spaces to support educational delivery. Portables have been relocated onsite in preparation for site works that began in the Spring of 2025. This expansion is forecasted for occupancy in the Fall of 2027.
- Glenmore Middle School Concept - 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.
- Webber Road Elementary School – The school will undergo a 200-student seat expansion to increase capacity from 130 to 330 students. The expansion will consist of a new 8-classroom prefabricated building. Once this project is completed, the intent will be to repurpose existing portables on that site to other school sites as needed. This expansion is forecasted for occupancy in the Fall of 2026.
- George Pringle Secondary School - With the demolition of École George Pringle Elementary School, construction is underway for a new 1,200-student capacity secondary school in the rapidly growing area of West Kelowna. The new George Pringle Secondary School will support 21st Century Learning promoting creativity, communication, and collaboration. The new secondary school will alleviate the student enrolment pressure at Mount Boucherie Secondary School and allow the District to distribute students more efficiently throughout the area. George Pringle Secondary School will offer a comprehensive secondary program that includes a variety of learning opportunities for students (i.e. Arts, Science, Music, Drama, Indigenous Education, Wood and Metal Work etc.). The Neighbourhood Learning Centre initiative will provide a dedicated Indigenous gathering space within the school and a standalone childcare facility to support infant and pre-school care. The new George Pringle Secondary School is targeted to welcome new students for the 2027/2028 school year.



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.

Each year, the Ministry of Education and Child Care initiates additional priorities and programs that are expected to be delivered by school districts. This has included the implementation of childcare services, mental health support, food programs, fee relief for families, the BC Anti-Racism Strategy, Accessibility Act, Truth and Reconciliation, and the Tripartite Agreement with First Nations. While all these programs benefit our students, they put pressure on existing human and financial resources and require ongoing adjustments to program delivery and services.

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

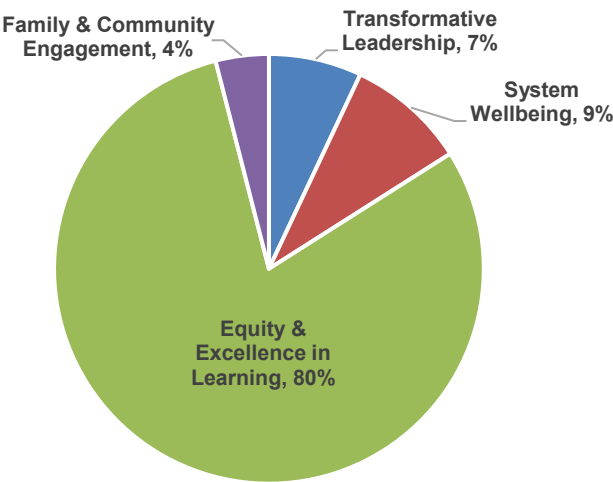
We honor the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career.

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.

The following graph is not a comprehensive analysis; however, it does broadly illustrate how we currently allocate the District's budget to the four strategic directions.



District staff continue to implement the goals, objectives and strategic directions specified in the Board's Strategic Plan. The transformation of our system to meet student learning needs require that we develop pedagogies that are learner centered, encourage innovation and embeds the First Peoples Principles of Learning throughout the curriculum. This transformation requires educators to collaborate, possess growth mindsets and develop adaptive expertise. The District needs to continue to support this work.

District student learning outcomes indicate that previous budget decisions have led to investments that improve student learning. The District has demonstrated student achievement results above provincial and national averages. The average six-year graduation rate for BC residents, for the past three years is 96%. The average Indigenous six-year graduation rate for the past three years is 84%. 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 has invested in early learning programs focused on development of foundational skills and core competencies. The District strives to support learner readiness through collaboration with childcare providers that operate 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, 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 will continue to invest in these programs to ensure our students have the opportunity to graduate with dignity, purpose and options.

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 quality educational experience for all students. In addition to the District's Strategic Plan, 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.

Board Approved District Budget Development Principles

- Students' learning needs come first when making budget decisions.
- 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 learning priorities established at schools.
- 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 Community Student Learning Plans and District goals.
 - Discussions with School Administration, Assistant Superintendents, Human Resources, Senior Management and Finance.
 - Consultation with partner groups, parents, and students.
 - Alignment with schools' learning priorities and student outcomes remain a priority.

The following table outlines the District's budget development engagement process and lists the opportunities for input:

Date	Description
February 2025	Public presentation to provide information on the 2025/2026 Annual Budget. Presentation to COPAC, Principals, Vice-Principals, COSBO (Exempt) Staff
February 12, 2025	Public Finance and Planning Committee Meeting (partner group input invited)
March 13, 2025	Ministry of Education and Child Care District Funding Announcement
April 16, 2025	Public Finance and Planning Committee Meeting (Information) <ul style="list-style-type: none">• Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Budget Proposal Report
April 30, 2025	Public Finance and Planning Committee Meeting (Action - Recommendation) <ul style="list-style-type: none">• Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Budget Recommendations Report
May 14, 2025	Public Board Meeting (Action) <ul style="list-style-type: none">• Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Budget Recommendations Report
June 18, 2025	Public Finance and Planning Committee Meeting (Action - Recommendation) <ul style="list-style-type: none">• 2025/2026 Annual Budget review
June 25, 2025	Public Board Meeting <ul style="list-style-type: none">• 2025/2026 Annual Budget approval
June 30, 2025	2025/2026 Annual Budget due to the Ministry of Education and Child Care

The Board of Education engaged in deliberations regarding the Superintendent of Schools/CEO 2025/2026 Budget Proposal Report at the April 16, 2025 Finance and Planning Committee Public Meeting and after consultation and feedback on the proposal, the final Superintendent of Schools/CEO 2025/2026 Budget Recommendations Report is being presented at the April 30, 2025 Finance and Planning Committee Public Meeting. The Board of Education plans to complete this process at the June 18, 2025, Finance and Planning Committee Public Meeting. Final adjustments to the recommendations may be made up to June 25, 2025, after which the Board must approve a budget for the 2025/2026 school year.

The Budget Recommendations were developed considering submissions from 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
 - Indigenous Education Council
 - Canadian Union of Public Employees Local 3523 (CUPE)
 - Central Okanagan Parent Advisory Council (COPAC)
 - Central Okanagan Teachers' Association (COTA)
 - Parents and the community
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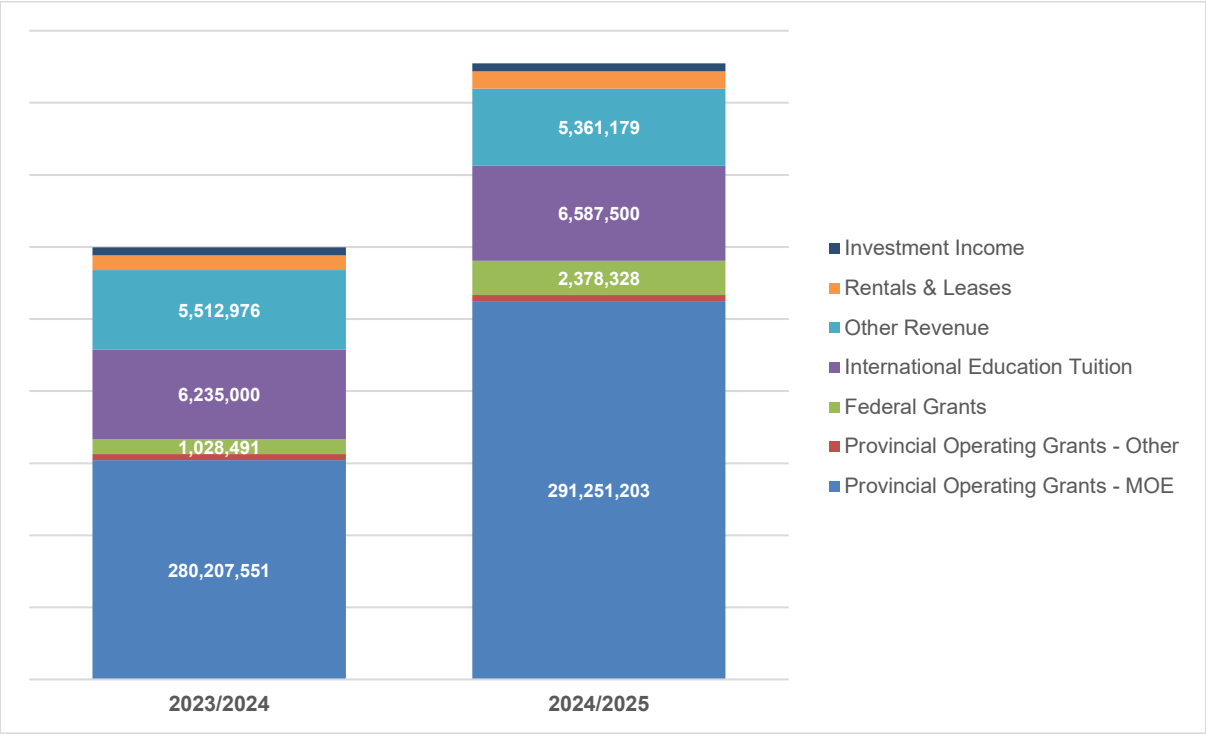
The Central Okanagan Public Schools Superintendent of Schools/CEO 2025/2026 Budget Recommendations Report considers each of the following areas:

- I. Base Operating Budget Revenues and Expenses and Other Significant Changes
- II. Key Assumptions for the 2025/2026 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 (2023/2024 vs 2024/2025 Amended Annual Budget)



Most of the operating revenue for the District (95%) is provided through operating grants funded by the Ministry of Education and Child Care. The province establishes these grants 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 per pupil enrolment with further allocations based on unique demographic or District characteristics. Since student enrolment represents the largest funding grant, all budget planning begins with a projected student enrolment for the upcoming school year.

Other sources of revenue include smaller provincial grants, locally generated revenue (tuition payments, fees, and rentals), 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, the Health and Safety Program, WorkSafeBC claims management, as well as recovering costs through facility rentals and student transportation fees.

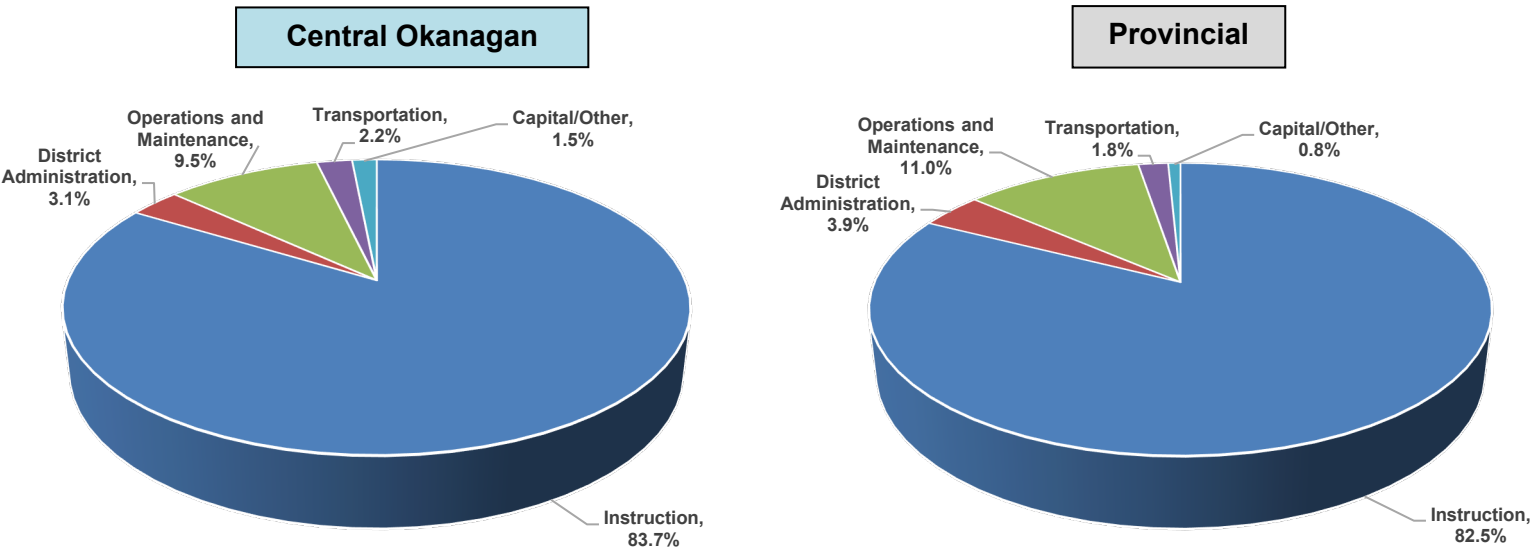
Base Operating Budget Expenses (2024/2025 Budget)

The 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 the 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.

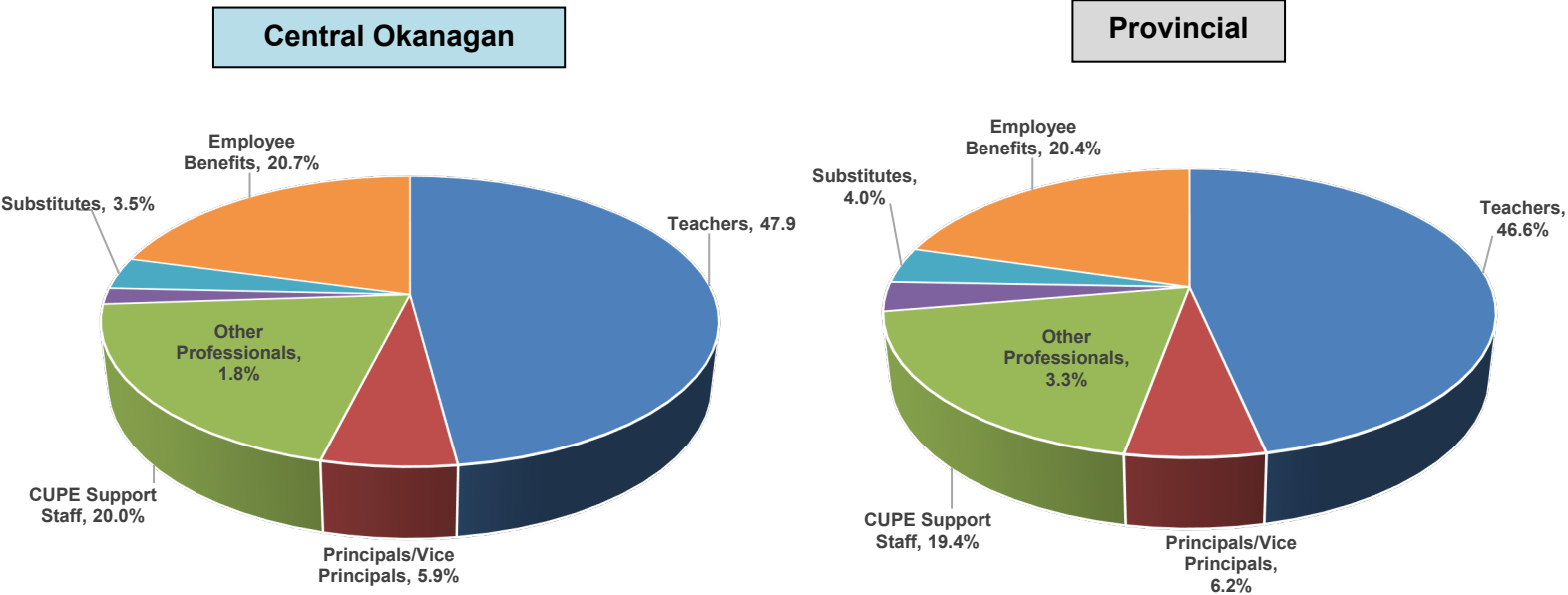
2024/2025 District's Budget by Program Compared to Provincial



When compared to the provincial average, Central Okanagan Public Schools allocate more to instructional services and capital and less to administration and operations. It also allocates a larger percentage of its budget to capital replacement programs, which funds technology, portable costs, and equipment replacement. Technology replacement is coordinated through the District's Technology Refresh program, which replaces District technology on a regular cycle.

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

2024/2025 District's Budget by Object Compared to Provincial



Most of the spending in these categories (89%) is comprised of 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 spends slightly more on teachers, less on principals and vice-principals and other professionals, and more on CUPE support staff.

ii. **OTHER SIGNIFICANT CHANGES**

Indigenous Education Council (IEC) - Targeted Funding and Bill 40

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. 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 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.

Bill 40 legislation includes a school-of-choice provision which 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 consulted 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.

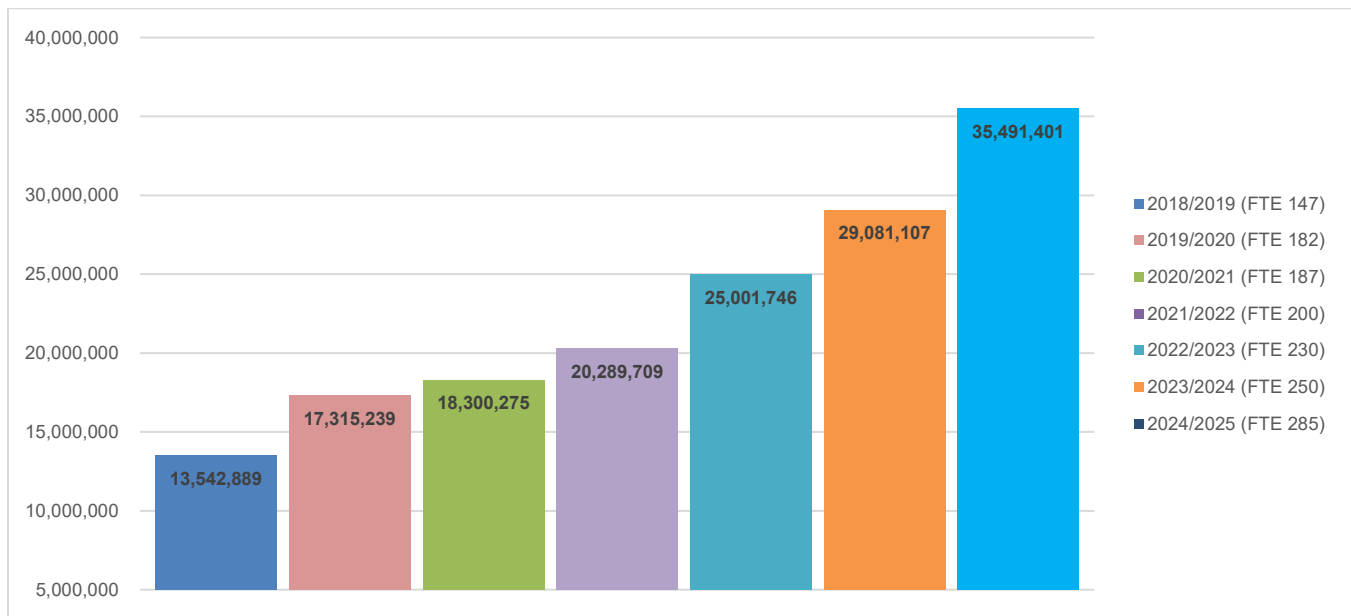
The above changes came into effect July 1, 2024, resulting in changes to the Board of Education's and Indigenous Education Council's roles of authority. Effective for the 2024/2025 school year, the Indigenous Education Council consulted with the Board of Education and District staff and has assumed full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

iii. **SPECIAL PURPOSE FUNDING**

Classroom Enhancement Fund (CEF)

Supplementing the development of the 2025/2026 budget is the Classroom Enhancement Fund (CEF) which was negotiated to resolve the matters arising from the implementation of the Supreme Court of Canada decision in 2016. This fund is regulated by MoA:LoU#17 to provide educationally sound classroom organization as well as meet the required District non-enrolling ratios as outlined in the local teacher Collective Agreement. Costs paid by the fund 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 seven (7) 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 and class size) and the District's capacity challenges (currently 112% District-wide capacity).

Childcare Funding

In March 2025, the Federal government alongside the Minister of Families, Children and Social Development, announced \$36.8 billion to support the extension of existing early learning and childcare agreements, ensuring families get all the support they need so they can join the workforce or continue their career while raising their kids. This funding will allow the province to move forward on progress to create new childcare spaces, reduce waitlists, and hire more early childhood educators across the country.

Literacy Supports Initiative

In February 2025, the Province of BC will invest \$30 million over three years to better support students' literacy development in the K-12 school system. The District received \$208,468 as their proportionate share for the 2025/2026 school year. These funds are to support professional learning for teachers and support staff in evidence-based approaches to literacy development and literacy information and resources for families.

National School Food Program

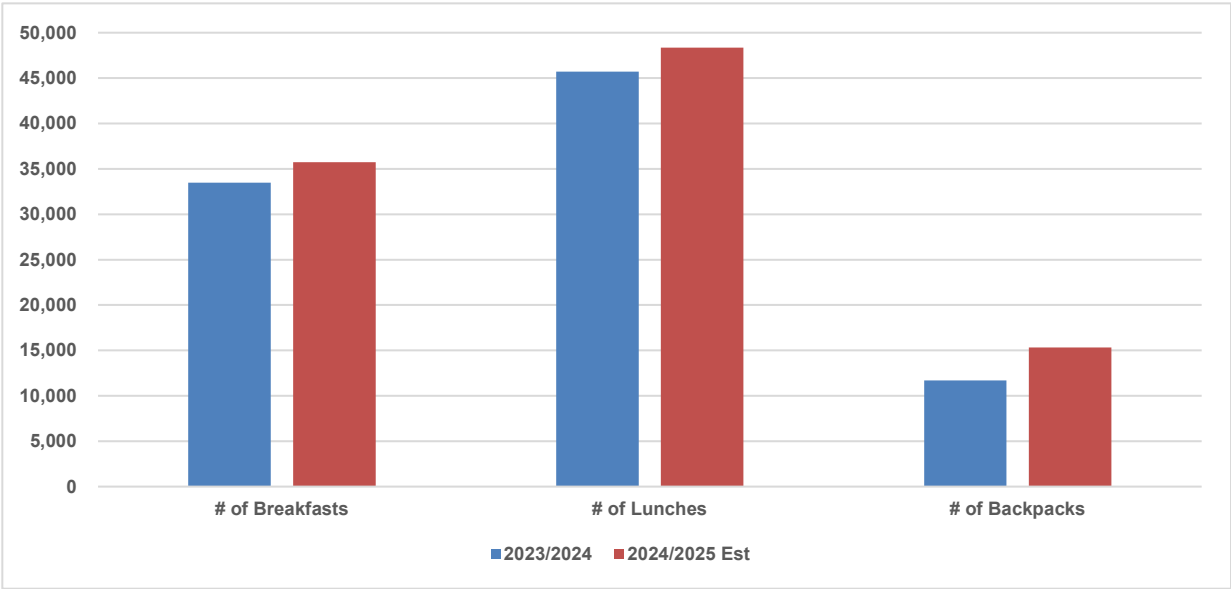
In March 2025, the Federal Government announced \$1 billion over the next five years to support a national school lunch program. The goal is to feed an additional 400,000 children a year, by expanding programs offered by provinces and school boards. The Ministry of Education and Child Care has finalized an agreement to access the first three years of this funding. The District is to receive \$319,792 as their proportionate share for the 2024/2025 school year. This funding will complement the existing provincial Feeding Futures funding mentioned below.

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 2024/2025 school year is the second year of funding. The District's proportionate share is \$2.8 million for the 2025/2026 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 plan was shared 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.

The funds are to be used for purchasing food and hiring dedicated staff to co-ordinate providing meals and snacks for students. This is a "ready to learn" initiative that ensures students are successful and better engaged in their learning when they are not hungry. The following graph provides some statistics of the number of breakfasts, lunches and backpacks the District has provided to support learners using this funding.



In addition to the operational funding mentioned above, the District also received \$200,000 of capital funding to upgrade existing kitchen facilities and equipment to support feeding students in schools.

iv. KEY ASSUMPTIONS FOR THE 2025/2026 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 is 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.

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 significant cost adjustments required for the 2025/2026 fiscal year:

- Increased teaching staff resulting from anticipated student growth and classroom complexity.
- Additional teaching and support staff to support students with diverse abilities.
- Expected incremental grid increases for teaching staff.
- Increased benefit premium (not fully funded by Ministry of Education and Child Care), EI, CPP rates, plus overall increased benefit costs.
- Net increase to teacher illness costs and daily TTOC rate.
- Additional bus route to support expected rider growth.
- Additional grounds staff to support District-wide grounds maintenance.
- Increased insurance and utility costs due to inflation.

Additional adjustments are made to balance the 2025/2026 Annual Budget.

A summary of the 2025/2026 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 student enrolment FTE. See "**Appendix C**" for details.
 - Increase in Inclusive Education students (both Ministry of Education and Child Care and District funded).
-

OVERVIEW OF THE PROJECTED 2025/2026 BUDGET

An overview of the projected 2025/2026 budget is illustrated here and begins with the 2024/2025 Amended Budget.

From the 2024/2025 Amended Budget, carryforward balances are removed and adjustments for growth and other required changes for the 2025/2026 year are added.

The 1.12% per pupil increase in funding covers the negotiated 1% cost of living allowance increases for teachers, support staff and exempt staff. However, it is not sufficient to cover costs related to escalating inflationary costs. As a result, there is still anticipated budget pressures for the 2025/2026 school year of \$5.2 million. The senior team met to collaborate and provide recommendations on how to balance the 2025/2026 Annual Budget and continue to finalize school and department staffing meetings. These recommendations are quantified below and form part of this report (Superintendent of Schools/CEO Budget Recommendations Report for the 2025/2026 Annual Budget).

REVENUE	Amended 2024/2025	Adjust for Carryforwards	Net Amended Bylaw 2024/2025	Growth & Required Changes	2025/2026 Projected Annual Budget	2025/2026 Budget Adjustments	2025/2026 Projected Annual Budget
OPERATING GRANTS							
- Operating Grants	288,387,350		288,387,350	4,112,461	292,499,811		292,499,811
- Other Ministry Grants	2,448,167		2,448,167	116,488	2,564,655		2,564,655
- Federal Grants	2,378,328		2,378,328	(940,733)	1,437,595		1,437,595
- International Education	6,587,500		6,587,500	52,500	6,640,000		6,640,000
- Other Revenue	7,189,610		7,189,610	145,355	7,334,965		7,334,965
OPERATING SURPLUS CARRY FORWARD	3,392,159	(1,992,024)	1,400,135	203,390	1,603,525		1,603,525
SPECIAL PURPOSE GRANTS							
- Special Purpose Grants	42,811,146		42,811,146	413,503	43,224,649	3,570,937	46,795,586
- Other Revenue	9,000,000		9,000,000	0	9,000,000		9,000,000
SPECIAL PURPOSE CARRY FORWARD	1,718,941		1,718,941	(1,366,388)	352,553		352,553
CAPITAL GRANTS	16,181,240		16,181,240	0	16,181,240		16,181,240
CAPITAL CARRY FORWARD	4,000,000		4,000,000	(4,000,000)	0		0
Total Revenue	\$ 384,094,441	\$ (1,992,024)	\$ 382,102,417	\$ (1,263,424)	\$ 380,838,993	\$ 3,570,937	\$ 384,409,930

EXPENSES	Amended 2024/2025	Adjust for Carryforwards	Net Amended Bylaw 2024/2025	Growth & Required Changes	2025/2026 Projected Annual Budget	2025/2026 Budget Adjustments	2025/2026 Projected Annual Budget
STAFFING & BENEFITS							
- Teachers	160,477,021	(477,953)	159,999,068	503,758	160,502,826	(706,377)	159,796,450
- Principals and Vice-Principals	16,978,122		16,978,122	(198,160)	16,779,962	(74,000)	16,705,962
- Educational Assistants	28,643,167	(107,019)	28,536,148	470,993	29,007,141		29,007,141
- Support Staff	28,573,560	(422,524)	28,151,036	332,491	28,483,528	(75,000)	28,408,528
- Other Professionals	4,995,844		4,995,844	(94,700)	4,901,144	(208,469)	4,692,675
- Substitutes	10,618,322	(4,054)	10,614,268	689,132	11,303,400	(70,833)	11,232,566
- Employee Benefits	65,167,506	(281,263)	64,886,243	2,426,687	67,312,930	(483,726)	66,829,204
SERVICES & SUPPLIES	43,027,833	(20,611)	43,007,222	(532,740)	42,474,482	(84,773)	42,389,709
CAPITAL	16,181,240	(21,562)	16,159,678	0	16,159,678		16,159,678
OTHER CAPITAL	9,431,826		9,431,826	(243,809)	9,188,017		9,188,017
Total Expenses	\$ 384,094,441	\$ (1,334,985)	\$ 382,759,456	\$ 3,353,653	\$ 386,113,109	\$ (1,703,179)	\$ 384,409,930
Net Budget	\$ (0)	\$ (657,039)	\$ (657,039)	\$ (4,617,077)	\$ (5,274,116)	\$ 5,274,117	\$ 0

Staffing	Amended 2024/2025	Adjust for Carryforwards	Net Amended Bylaw 2024/2025	Growth & Required Changes	2025/2026 Projected Annual Budget	2025/2026 Budget Adjustments	2025/2026 Projected Annual Budget
Teachers	1,626.0202	(4.3286)	1,621.6917	12.3286	1,634.0203	(11.5995)	1,622.4208
Principals and Vice-Principals	110.0000		110.0000	(1.0000)	109.0000	(1.0000)	108.0000
Other Professionals	47.0000		47.0000	(1.0000)	46.0000	(1.0000)	45.0000
Support Staff (CUPE)	1,161.8154	(2.6066)	1,159.2088	8.6572	1,167.8660		1,167.8660
Total	2,944.8356	(6.9352)	2,937.9004	18.9858	2,956.8862	(13.5995)	2,943.2868

v. CONSIDERATIONS TO BALANCE THE 2025/2026 ANNUAL BUDGET

- Based on school enrolment, 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. Teaching levels in schools are dependent on enrolment, as enrolment changes, teaching levels will increase or decrease, year over year. We expect conservative growth in this area.
- Address complexity in classrooms by requesting additional funding from the Classroom Enhancement Fund (CEF).
- Review school-based administration structure allocations to ensure efficiency and prioritize funding for direct student services.
- Considering budget constraints, the District will implement a strategic restructuring of District-funded consultants and curricular leaders/department heads.
- Continue with the reduction of administrative staff achieved in September 2024.
- Reduce senior staff.
- Through collaboration and data analysis, continue to focus on employee wellness.
- Conservative addition of support staff to support maintenance of capital projects including building additions, schools and stand-alone childcare facilities.
- Review the effectiveness and reduce discretionary budgets where possible, while ensuring fiduciary responsibilities are met.

vi. **SIGNIFICANT BUDGET ADJUSTMENTS FOR THE 2025/2026 SCHOOL YEAR**

The following outlines the specific details of the additional budget adjustments that are included in the 2025/2026 Annual Budget. Adjustments have been categorized by the associated employee group.

Central Okanagan Teachers' Association (COTA)

- With the estimated budget pressure expected for the 2025/2026 school year, the District has staffed schools efficiently next year while meeting the Collective Agreement. Where there is significant complexity in classrooms, Classroom Enhancement Funded FTE will be added to address both size and complexity.
- The District has begun to strategically restructure District-funded consultants and are consulting to reduce some of the District-funded curricular leaders/department heads in middle and secondary schools.

Description	Adustments	CEF	Subtotal	Adjustments	Net
District Reductions	0.0000	0.0000	0.0000	(3.8000)	(3.8000)
Inclusion Support	0.0000	6.0000	6.0000	0.0000	6.0000
Indigenous Education	(0.8000)	0.0000	(0.8000)	0.0000	(0.8000)
International Education	(0.8714)	0.0000	(0.8714)	0.0000	(0.8714)
Resource Support	0.0000	9.0000	9.0000	0.0000	9.0000
School Discretionary	0.0000	0.0000	0.0000	(2.8601)	(2.8601)
School Staffing	(1.0000)	0.0000	(1.0000)	(4.9394)	(5.9394)
Subtotal	(2.6714)	15.0000	12.3286	(11.5995)	0.7291
Total FTE	(2.6714)	15.0000	12.3286	(11.5995)	0.7291

District Reductions	0	0	0	(679,352)	(679,352)
Inclusion Support	0	734,057	734,057	0	734,057
Indigenous Education	(95,578)	0	(95,578)	0	(95,578)
International Education	(107,888)	0	(107,888)	0	(107,888)
Resource Support	0	1,101,085	1,101,085	0	1,101,085
School Discretionary	0	0	0	(354,103)	(354,103)
School Staffing	(130,749)	0	(130,749)	(611,547)	(742,296)
Subtotal	(334,215)	1,835,142	1,500,927	(1,645,002)	(144,075)
Total Cost	(334,215)	1,835,142	1,500,927	(1,645,002)	(144,075)

Strategic Direction – Equity and Excellence in Learning

Current Budget (2024/2025) - \$199,563,411 (COTA wages and benefit costs only)

Required Increase – (.7291 FTE) (-\$144,075 wages, benefits & resources)

- The District has initiated a workplace wellness program to better understand the wellness of its employees and has begun the 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 costs are trending higher than the 2024/2025 Amended Budget. As a result, the District has increased the teacher illness costs budget for the 2025/2026 school year.

Description	2025/2026	2024/2025	Change
Teacher Illness & Replacement	11,121,725	10,455,145	666,580
Support Staff Illness	525,000	515,000	10,000
Illness Change	\$11,646,725	\$10,970,145	\$676,580

Strategic Direction – System Wellness

Current Budget (2024/2025) - \$10,970,145 (COTA & CUPE illness & replacement costs)

Required Change - (\$676,580) (COTA and CUPE illness costs)

Canadian Union of Public Employees CUPE Local 3523

- With the anticipated student growth across Central Okanagan, (i.e., students with unique needs, an additional bus route, grounds maintenance needs etc.), the District anticipates a net increase of approximately 8.6572 CUPE FTE to the 2025/2026 Annual Budget as illustrated below:

Description	Operating	Adjustments	Subtotal	IEC	Net
Advocates	0.0000	0.0000	0.0000	(6.0000)	(6.0000)
Clerical	0.5714	0.0173	0.5887	0.0000	0.5887
CEA	12.0000	(1.9315)	10.0685	0.0000	10.0685
Transportation	1.0000	0.0000	1.0000	0.0000	1.0000
Operations	3.0000	0.0000	3.0000	0.0000	3.0000
Total FTE	16.5714	(1.9142)	14.6572	(6.0000)	8.6572
Advocates	0	0	0	(396,995)	(396,995)
Clerical	30,980	(23)	30,957	0	30,957
CEA	690,482	(111,139)	579,343	0	579,343
Transportation	75,005	0	75,005	0	75,005
Operations	238,512	0	238,512	0	238,512
Total Cost	\$1,034,979	(\$111,162)	\$923,817	(\$396,995)	\$526,822

Strategic Direction – Equity and Excellence in Learning

Current Budget (2024/2025) - \$73,122,097 (CUPE wages and benefit costs only)

Recommended Increase - 8.6572 FTE (\$526,822 wages and benefit costs only)

Central Okanagan Senior Team

- At the administrative level, a Director of Instruction position was eliminated, and a District Vice-Principal position was reclassified to a District Principal position. The net savings of \$123K formed part of the savings in the current year to address the \$4.4M pressure and will be included in the 2025/2026 Annual Budget.
- As a result of Building Safer Communities federal funding no longer being available to the District, a District Vice-Principal was eliminated (.5 FTE federal and .5 District paid).
- Through attrition, the Deputy Superintendent position will not be filled and has resulted in a 1 FTE reduction to the Superintendent of Schools/CEO Suite.

Strategic Direction – Transformative Leadership

Current Budget (2024/2025) - \$7,132,934 (Senior and District PVP wages & benefits)

Required Decrease - (1.5000) FTE (-\$444,168 wages, benefits & resources)

Central Okanagan Principals & Vice-Principals (COPVPA)

- As part of the school staffing process and as enrolment adjusts, the school-based administration structure allocations were reviewed to ensure efficiency and prioritize funding for direct student services. As a result of this review, some administrative allocation adjustments were made to reduce behavioural support time and provide enrolling teaching support in schools, thus reducing administrative costs.
- As part of the 2025/2026 Annual Budget, one school Vice-Principal has been eliminated. This position reduced the budget pressure by \$181K.

Strategic Direction – Equity and Excellence in Learning

Current Budget (2024/2025) - \$15,889,280 (School Administrator wages and benefits)

Required Decrease - (-2.7714) FTE (-\$502,455 wages and benefits only)

vii. **BUDGET REQUESTS FOR THE 2025/2026 SCHOOL YEAR**

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

Central Okanagan Teachers' Association (COTA)

- **COTA Budget Request**

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

- i. Increasing the existing professional development budget from \$82,500 to \$93,000.

Description	2025/2026			2024/2025
	Request	Reduction	Supported	
Inquiry Project	40,500	(25,500)	15,000	35,000
TTOC Fund	7,500	(2,500)	5,000	7,500
LSA Fund	30,000	(15,000)	15,000	25,000
Social Justice Grant	15,000	(5,000)	10,000	15,000
Total Professional Development	\$93,000	(\$48,000)	\$45,000	\$82,500

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 2025/2026 Annual Budget, only \$45,000 will be supported.

Proposal

Strategic Direction – Transformative Leadership
Current Budget (2024/2025) - \$82,500 (resources)
Recommended Reduction – (-\$48,000) (resources)

Canadian Union of Public Employees Local 3523 (CUPE)

- **CUPE Staffing Budget Request**

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

- i. Daytime custodial staff at all school sites plus additional hours to maintain cleanliness and health and safety of all staff and students.
 - ii. Increase staffing levels in the Operations Department to address workload, deferred maintenance and the inability to fulfill enhancement agreement requests.
 - iii. Additional Certified Education Assistants (CEAs) are needed, as well, increases to the number of hours for existing CEAs, to continue to provide support for students with diverse and complex needs.
 - iv. Before and after school care services offered on District property should be staffed by District staff.
 - v. Do not eliminate Indigenous support staff as they provide crucial support to our Indigenous learners.
 - vi. Increase clerical hours and positions to reduce overtime and address workload.

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 2025/2026 Annual Budget, to help address workload, growth and operational changes, 1 FTE bus route will be added due to growth and 3 FTE grounds staff will be added to better support overall grounds maintenance. The Operations team remains dedicated to prioritizing facility and grounds maintenance, supporting student learning, and ensuring safe, welcoming spaces for both students and staff.
- iii. In the 2025/2026 Annual Budget, 12 CEAs were added to support students with diverse and complex learning needs.
- iv. The suggestion that before and after school care services should be performed by CUPE members would negatively affect current service agreements with community partners and would require additional District staff to manage. The District's position is that this suggestion would need to be part of the bargaining process.
- v. In the Fall of 2023, the School Act was amended to include Bill 40. These changes in legislation are intended to support better educational outcomes for First Nations and Indigenous students attending provincial public schools. With this change, the Indigenous Education Council (IEC) has assumed full authority for approving the annual Indigenous Education Targeted Budget.
- vi. Increasing clerical hours and positions to reduce overtime and address workload is important. However, given the current budget constraints the District was only able to add some clerical FTE to the 2025/2026 Annual Budget. This approach aims to balance the need for additional support with the financial limitations the District is facing.

Proposal

Strategic Direction – System Wellness

Current Budget (2024/2025) - \$74,385,219 (CUPE wages and benefit costs only)

Recommended Increase – 8.6572 FTE (\$526,822 wages and benefits costs)

Central Okanagan Principals & Vice-Principals (COPVPA)

- The District received a request from the Central Okanagan Principals and Vice-Principals Association (COPVPA). COPVPA has requested continued funding to support principal and vice-principal networking and professional development as well as consideration to maintain the current number of vice-principals in schools.

School Principals & Vice-Principals

- The District received a list of requests from school principals and vice-principals. A summary of the items requested is below:
 - Additional teaching staff (inclusion support, counselling, numeracy and literacy support and social emotional support).
 - Increase classroom CEA and clerical support.
 - Various services and supplies.
 - Various capital items including facility improvements.

Response

In September 2025, as student enrolment finalizes, the District will review needs in schools and if necessary, add inclusion teaching support. Within the 2025/2026 Annual Budget, 12 CEA FTE has been added to support diverse learners.

Strategic Direction – Equity and Excellence in Learning

Current Budget (2024/2025) - \$305,669,937 (Total Operating Budget only)

Budget Request (2025/2026) - \$3,405,395 (wages, benefits, resources and capital)

Recommended Increase - 12.0000 FTE (\$690,482 wages and benefits costs)

Admin Council & Central Okanagan School Business Officials (COSBO)**District Senior Staff Budget Request**

The District received a list of priorities from District senior staff which included various services, supplies and capital including addressing increased costs for software licensing, utilities, repairs and maintenance and transportation supplies. As well, professional development, wellness and recruitment and retention were identified as priorities.

Response

Where possible, budgets have been adjusted to address some of the identified inflationary costs (i.e. \$430K has been added to the existing utility budget to address rate increases).

Strategic Direction – Equity and Excellence in Learning

Current Budget (2024/2025) - \$305,669,937 (Total Operating Budget only)

Budget Request (2025/2026) - \$2,012,500 (wages, benefits, resources and capital)

Growth and Required Change - None

viii. **COMMUNITY BUDGET SURVEY ANALYSIS AND RESPONSES (IN NO PARTICULAR ORDER)**

Based on the 2025/2026 Budget survey responses, the following outlines the more significant themes:

✓ **Theme - Classroom Support**

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

✓ **Response**

The District remains committed to meeting the learning needs of all students and supports the advocacy for additional support to address the increasing diversity, complexity, and learning needs of students. Last year, inclusion teaching staff was added to better serve the needs of our students with complex learning needs and to provide more support in schools. As part of the 2025/2026 Annual Budget, the District intends to strategically allocate Classroom Enhancement Funds to add 6 FTE inclusion teaching positions. These positions will be deployed to schools based on student needs, ensuring resources are targeted where they are most impactful and aligned with our commitment to inclusive, responsive learning environments. CEAs also play a critical role in supporting inclusive learning environments and ensuring all students have equitable access to education. Their work is foundational to student success, particularly for those with diverse learning needs who benefit from additional, individualized support. Recognizing the growing complexity of student needs, the 2025/2026 Annual Budget includes 12 FTE CEA positions.

• **Theme – Focus on Curricular and Core Competencies**

Core academic subjects such as math, science, reading, and writing were frequently mentioned as priorities. Respondents believe that a strong foundation in these areas is essential for student achievement and future success. There is a call for more resources and support to ensure that students excel in these fundamental subjects. The perception is that these subjects are the building blocks of education and are crucial for developing critical thinking and problem-solving skills. Ensuring that students have a solid grasp of core academics is seen as vital for their overall educational development.

• **Response**

The Overarching Goal of the District is for our learners to 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. The District will continue to invest in literacy and numeracy K - 12 and will expand learning opportunities in STEM related courses.

○ **Theme – Healthy Eating**

Providing breakfast, lunch and snacks in schools so students are engaged and ready to learn.

○ **Response**

This issue has been acknowledged by both provincial and federal governments. 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 and more recently, the Federal Government announced \$1 billion over the next five years to support a national school lunch program. Collectively the District's proportionate share in the current year is \$3.1M. This funding will be used to enhance and grow food programs within schools, ensuring that more students have access to nutritious meals during the school day.

➤ **Theme – Facilities**

Through the budget survey responses, several items were identified including building new schools, replacement or upgrading existing schools, need for ground maintenance improvements and prioritizing school enhancement agreements.

➤ **Response**

Funded by the Ministry of Education and Child Care Capital Branch

New and Existing Buildings - As a growing District, Central Okanagan Public Schools continues to experience significant capacity constraints (current capacity is 112%). Also, there are 127 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 (\$5 million/year) and as a result, the District's deferred maintenance costs continue to grow, and the District has limited resources to maintain facilities.

Funded by District Operating Budget

Ground Maintenance – Within the 2025/2026 Annual Budget, 3 FTE grounds positions have been added to address the maintenance of school sites.

School Enhancement Agreements – The District recognizes the importance of school enhancement agreements to improve inclusive access and outdoor learning opportunities. It is essential that a predictable and consistent approach be developed to address the current school enhancement agreements and future agreements. To support this, the District will establish a working group to develop clear guidelines and decision-making criteria for school enhancement agreements.

▪ **Theme - Mental Health Support**

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

▪ **Response**

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 approximately \$1.6M on ARC mental health clinicians.

❖ **Theme – Fine and Performing Arts**

Throughout the budget survey, participants indicated the importance of maintaining and enhancing arts and music education to foster creativity and cultural awareness.

❖ **Response**

The District will continue to maintain these programs as a part of the provincial curriculum.

Theme – Physical Education and Athletics

Respondents indicated the importance of promoting physical activity and athletic programs to support students' health and wellbeing.

Response

The District will continue to maintain these programs as a part of provincial curriculum and extracurricular offerings at schools.

☐ **Theme – Family and Community Engagement**

Parents indicated the importance of offering after school care and programs to support working families and provide additional learning opportunities.

In addition, parents are seeking more involvement in school activities and decision-making processes.

☐ **Response**

The District currently supports 2,600 students with before and after school, StrongStart and childcare programs in 49 schools and sites. The 2025/2026 Annual Budget will maintain these programs.

Central Okanagan Parent Advisory Council (COPAC) are working with senior staff to increase authentic parent engagement in schools based on research.

ix. CONCLUSION

In conclusion, although the Ministry of Education and Child Care Operating Grant announcement saw a 1.12% increase to the per pupil operating rates, this increase will not cover the District's inflationary costs or increased needs for next year. As a result, the District anticipates a net \$5.2M budget pressure for the 2025/2026 Annual Budget Bylaw. As summarized above, to meet this anticipated \$5.2M budget pressure and balance the 2025/2026 Annual Budget Bylaw, the District will:

- Based on school enrolment, 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. Teaching levels in schools are dependent on enrolment. As enrolment changes, teaching levels will increase or decrease, year over year. We expect conservative growth in this area.
- Address complexity in classrooms by requesting additional funding from the Classroom Enhancement Fund (CEF).
- Considering budget constraints, the District will implement a strategic restructuring of District funded consultants and curricular leaders/departments heads.
- Continue with the reduction of administrative staff achieved in September 2024.
- Through attrition, reduce senior staff.
- Through collaboration and data analysis, continue to focus on employee wellness in the hope that the District will see illness costs return to pre-pandemic levels.
- Conservative addition of support staff to support maintenance of capital projects including building additions, schools and stand-alone childcare facilities.
- Review the effectiveness and reduce discretionary budgets where possible, while ensuring fiduciary responsibilities are met.
- Review school-based administration structure allocations to ensure efficiency and prioritize funding for direct student services.

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 2025/2026 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

2025/2026 Budget Adjustments and Recommended Request Summary

The purpose of the following summary is to provide additional budget items that will impact the 2025/2026 Annual Budget. This does not include recommendations that are dependent on the finalization of staffing.

	FTE	Wage & Benefits	Resources	Capital	Total
2025/2026 SIGNIFICANT BUDGET ADJUSTMENTS					
<u>Teaching Staff (Net Change)</u>					
- Teacher Incremental Grid Costs	0.0000	889,000	0	0	889,000
	0.0000	889,000	0	0	889,000
- Net Reduction of Teaching Staff	(0.5000)	(61,905)	(3,470)	0	(65,374)
- Reduction of Int'l Ed. Teachers	(0.8714)	(107,888)	0	0	(107,888)
	(1.3714)	(169,793)	(3,470)	0	(173,262)
	(1.3714)	719,207	(3,470)	0	715,738
<u>School Administration (Net Change)</u>					
- Change in Principals/Vice Principals	(1.0000)	(128,362)	0	0	(128,362)
	(1.0000)	(128,362)	0	0	(128,362)
<u>CUPE Staff (Net Change)</u>					
- Clerical Staff	0.5714	30,980	0	0	30,980
- CEA	12.0000	690,482	0	0	690,482
- Transportation	1.0000	75,005	0	0	75,005
- Operations	3.0000	238,512	250,000	0	488,512
	16.5714	1,034,979	250,000	0	1,284,979
<u>Other Wage & Benefit Costs</u>					
- Adjust Teacher Illness Costs	0.5000	479,869	0	0	479,869
- Adjust Teacher Replacement Costs	(3.0000)	(356,487)	0	0	(356,487)
- Increase Teachers on Call Daily Rate	0.0000	542,733	0	0	542,733
- Additional Benefit Costs	0.0000	2,180,578	0	0	2,180,578
	(2.5000)	2,846,693	0	0	2,846,693
<u>Services & Supplies</u>					
- Increased Utility Costs	0.0000	0	429,000	0	429,000
- Increased Insurance & Deductible Costs	0.0000	0	150,000	0	150,000
- Reduction of Contracted Services	0.0000	0	(165,000)	0	(165,000)
- Other Miscellaneous Resources	0.0000	0	538,229	0	538,229
	0.0000	0	952,229	0	952,229
<u>Capital</u>					
- Net Portable Needs	0.0000	0	0	115,000	115,000
- Replenish Computer Refresh Allocation	0.0000	0	0	1,000,000	1,000,000
- Replenish Local Capital Allocation	0.0000	0	0	2,225,000	2,225,000
- Community Living BC (Fully Funded)	0.0000	0	0	176,400	176,400
- National School Food Program (Fully Funded)	0.0000	0	0	319,792	319,792
- Other Miscellaneous Resources	0.0000	0	0	40,000	40,000
	0.0000	0	0	3,876,192	3,876,192
Net Significant Budget Adjustments	11.7000	4,472,517	1,198,760	3,876,192	9,547,469

APPENDIX B

2025/2026 Ministry of Education and Child Care Estimated Operating Grant Summary

Estimated Operating Grants Overview - 2025/26 School Year

School District 23 (Central Okanagan)

September 2025 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	24,653.3750	\$9,015	\$222,340,326	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	305.0000	\$9,015	\$2,749,575	
Online Learning	120.0000	\$7,280	\$873,600	
Home Schooling	58	\$250	\$14,500	
Course Challenges	13	\$282	\$3,666	
Total Enrolment-Based Funding (September)	25,088.3750			\$225,981,667
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	96.6250	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	771.2500	\$4,508	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	23	\$51,300	\$1,179,900	
Level 2 Inclusive Education	1,606	\$24,340	\$39,090,040	
Level 3 Inclusive Education	271	\$12,300	\$3,333,300	
English Language Learning	2,110	\$1,815	\$3,829,650	
Indigenous Education	3,110	\$1,790	\$5,566,900	
Adult Education	7.0000	\$5,755	\$40,285	
Equity of Opportunity Supplement			\$921,844	
Supplement for Unique Student Needs				\$53,961,919
			Funding	
Variance from Provincial Average			\$771	
Estimated Number of Educators	1,394.188		\$1,074,919	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	25,095.3750	\$180.33	\$4,525,449	
Supplement for Salary Differential				\$3,450,530
Supplement for Unique Geographic Factors				\$8,877,051
Funding Protection				\$0
Curriculum and Learning Support Fund				\$224,926
September 2025 Enrolment Count, Total				\$292,496,093

July 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$510	\$0	
Summer Learning, Total				\$0
February 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.0000	\$9,015	\$90,150	
Adult FTE - Continuing Education	1.0000	\$5,755	\$5,755	
K-Gr 9 School-Age FTE - Online Learning	1.0000	\$3,640	\$3,640	
Gr 10-12 School-Age FTE - Online Learning	50.0000	\$7,280	\$364,000	
Adult FTE - Online Learning	5.0000	\$5,755	\$28,775	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	20	\$12,170	\$243,400	
Level 3 Inclusive Education Enrolment Growth	0	\$6,150	\$0	
Newcomer Refugees	25.0000	\$4,508	\$112,700	
ELL Supplement - Newcomer Refugees	20	\$908	\$18,160	
February 2026 Enrolment Count, Total				\$866,580
May 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$9,015	\$45,075	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	
Gr 10-12 School-Age FTE - Online Learning	40.0000	\$7,280	\$291,200	
Adult FTE - Online Learning	3.0000	\$5,755	\$17,265	
May 2026 Enrolment Count, Total				\$353,540
Indigenous Education Councils				\$77,518
2025/26 Full-Year Estimated Total				
				\$293,793,731
Estimated 2025/26 Operating Grant from Indigenous Services Canada				\$1,446,215
Estimated 2025/26 Operating Grant from Ministry of Education and Child Care				\$292,347,516

Per MOE Operating Grant Overview 292,347,516

Increase 50 student FTE 450,750

Decrease 80 ELL FTE (145,200)

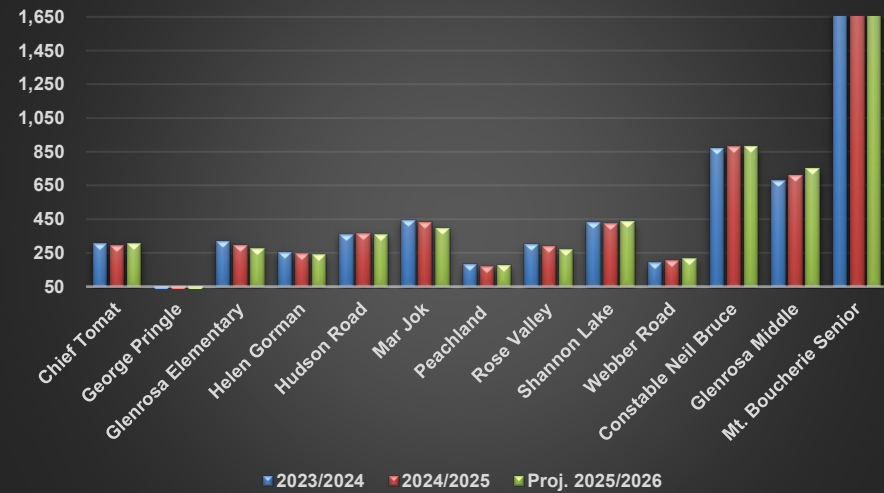
Decrease of 17 Central FTE (153,255)

Agrees to Overview of Projected 2025/2026 Budget **292,499,811**

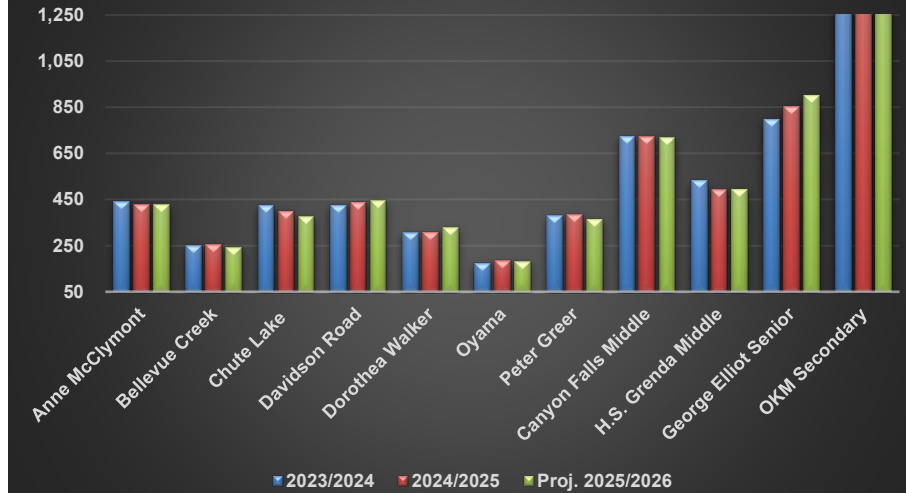
APPENDIX C

Student Enrolment Levels by Family of Schools

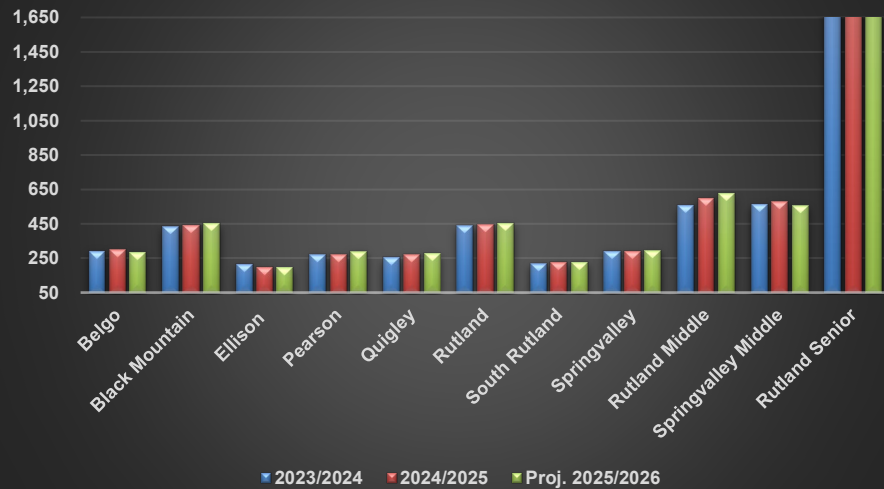
Student Enrolment (Westside)



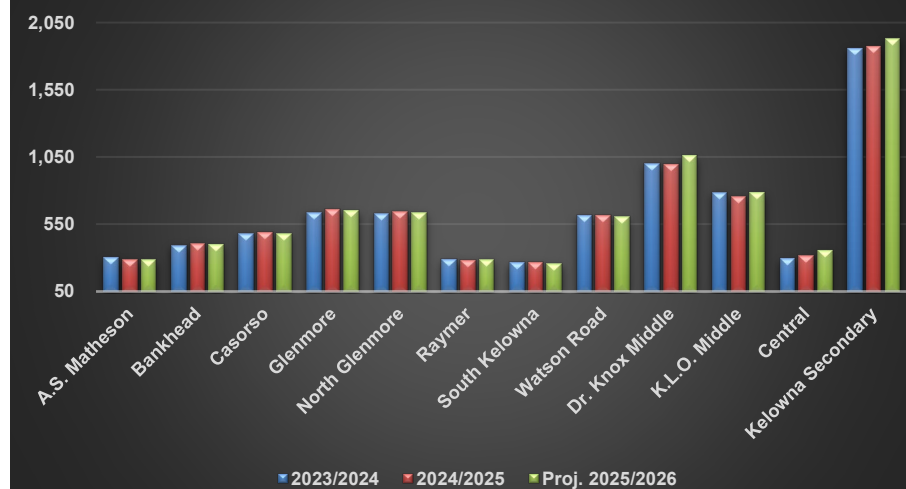
Student Enrolment (Mission & Lake Country)



School Enrolment (Rutland)



Student Enrolment (Central)



APPENDIX C (Continued)

Student Enrolment Levels by Family of Schools

School	2023/2024	2024/2025	Proj. 2025/2026
Chief Tomat	304	296	309
George Pringle	0	0	0
Glenrosa Elementary	321	295	278
Helen Gorman	254	248	243
Hudson Road	362	366	361
Mar Jok	443	432	398
Peachland	182	172	178
Rose Valley	302	288	275
Shannon Lake	431	425	435
Webber Road	195	206	218
Constable Neil Bruce	869	882	879
Glenrosa Middle	680	712	750
Mt. Boucherie Senior	1,735	1,707	1,788
Westside Family	6,078	6,029	6,112

School	2023/2024	2024/2025	Proj. 2025/2026
Belgo	291	301	283
Black Mountain	438	439	450
Ellison	217	197	194
Pearson	274	274	293
Quigley	253	274	280
Rutland	441	449	455
South Rutland	222	227	227
Springvalley	291	291	297
Rutland Middle	555	599	625
Springvalley Middle	566	579	557
Rutland Senior	1,720	1,807	1,903
Rutland Family	5,268	5,437	5,564

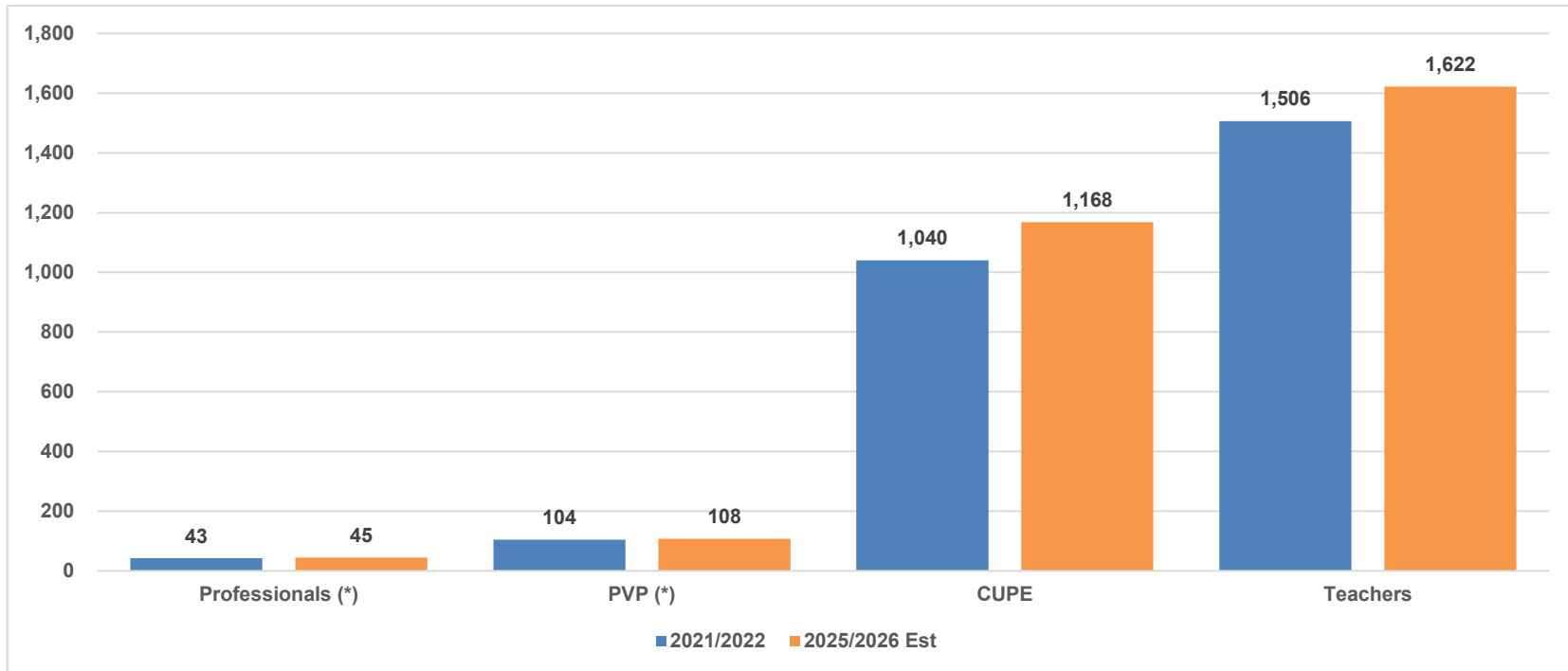
School	2023/2024	2024/2025	Proj. 2025/2026
Anne McClymont	442	431	427
Bellevue Creek	253	255	245
Chute Lake	423	399	377
Davidson Road	426	437	447
Dorothea Walker	308	307	330
Oyama	174	186	183
Peter Greer	381	386	365
Canyon Falls Middle	723	725	719
H.S. Grenda Middle	532	494	496
George Elliot Senior	797	853	903
OKM Secondary	1,311	1,319	1,412
Mission & Lake Country	5,770	5,791	5,903

School	2023/2024	2024/2025	Proj. 2025/2026
A.S. Matheson	305	292	289
Bankhead	394	406	401
Casorso	484	490	483
Glenmore	641	661	652
North Glenmore	631	651	640
Raymer	291	286	293
South Kelowna	267	267	260
Watson Road	619	615	606
Dr. Knox Middle	1,002	996	1,061
K.L.O. Middle	789	761	785
Central	296	317	356
Kelowna Secondary	1,862	1,871	1,935
Central Family	7,581	7,613	7,761

APPENDIX D

District Staffing FTE Data (5 Year Comparative)

The data below illustrates the full time equivalent (FTE) of the District's staffing by employee group; estimating staffing for the 2025/2026 school year compared to the staffing from the 2021/2022 school year. The 2025/2026 staffing FTE is preliminary and may change. These figures do not include casual employees (teachers teaching on call or CUPE casual staff).



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

* Appendix D of the April 16, 2025 Superintendent of Schools/CEO 2025/2026 Budget Proposal Report should have read 46 FTE Professionals and 109 FTE Principals and Vice-Principals. The above graph properly reflects the updated FTE for both categories.

APPENDIX E

District Administration Comparison Graph

This graph shows both school and District administration as a percentage of total operating salaries (2023/2024 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.

