

2023 Amended Budget Composition of Revenue and Expenditure



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Background

This narrative complements and explains the Amended Annual Budget for the year to June 30, 2023. The budget itself accompanies this narrative in the Board agenda package. Page number references in this section are to the Budget Bylaw document.

The Amended Annual Budget is prepared in a format prescribed by the Ministry of Education and Child Care (MECC). The Provincial Government requires that Boards adopt an amended budget for the 2022/23 school year by February 28, 2023.

The budget document is complex. Revenues and expenses totalling over \$120 million are broken down among many different categories.

The Board approved the original budget for the 2022/23 school year in May 2022. The amended budget considered here updates that budget to reflect changes in funding and updated costs of maintaining existing services.



Significant assumption updates include:

- Increase in operating grant revenue to reflect actual September 2022 enrolment
- Adjustments to salary and benefit costs for staff in line with recently negotiated collective agreements
- Increase in absenteeism costs associated with sick leave reflecting current trends
- Increase in utility and transportation fuel costs reflecting inflation pressures
- Increase in investment income reflecting increases in interest rates
- Incorporation of additional staff, including Education Assistants and ELL teachers, needed to support changes in enrolment.
- Incorporation of targeted grants announced after the original budget was prepared (affordability fund and various early learning initiatives).

The budget also includes an assumption of \$3.2 million labour settlement funding. This amount is yet to be confirmed by MECC. MECC staff indicate that this funding should be confirmed by the end of January. **That timing allows the proposed amended budget to be updated to reflect that funding for the third reading at the February Board meeting.**

Composition of the Budget

The 'Amended Annual Budget Bylaw' on page 1 outlines the bylaw to be adopted by the Board.

The 'Amended Annual Budget – Revenue and Expense' (Statement 2) on page 2 summarises the total of revenues received and expenses budgeted for the twelve months between July 1 2022 and June 30 2023. This provides an indication of the funding the Board expects the District to receive and how the Board will spend that funding.

Revenues	2023 Amended Annual Budget \$
Provincial Grants – MECC	106,570,472
Provincial Grants – Other Ministries	317,864
Tuition	5,851,600
Other Revenue	2,986,601
Rentals and Leases	50,000
Investment income	500,000
Amortization of Deferred Capital Revenue	4,668,047
Total Revenue	120,944,584

The revenues section of this document provides a detailed breakdown of the allocation of the total revenue budget of \$120,944,584.

Expenditures are broken out in two places in statement 2. The second page of statement 2 outlines the budget bylaw amount as follows:

Budget Bylaw Amount (Expenses and Capital Asset Purchases)	2023 Amended Annual Budget \$
Operating Fund – Total Expense	104,791,470
Operating – Tangible Capital Assets Purchased	415,425
Special Purpose Funds – Total Expense	11,851,842
Special Purpose Funds – Tangible Capital Assets Purchased	326,230
Capital Fund – Total Expense	6,827,934
Capital Fund – Tangible Capital Assets Purchased from Local Capital	1,463,000
Total Budget Bylaw Amount	125,675,901

The expenditures section of this document provides a detailed breakdown of the allocation of the total budget bylaw amount of **\$ 125,675,901**.

The budget contains comparative information from the previous school year's amended budget to add context.

The District manages its financial activities in three distinct areas, being the:

- Operating fund;
- Special purpose funds; and
- Capital fund.

The schedules on pages 5 to 15 provide more detail specific to each of these funds. The balances in these schedules are consistent, when combined together, with statement 2.

Schedule 1 (page 5) illustrates the surpluses in the funds.

Schedule 2 (page 6) provides detail on the **Operating Fund**.

The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby budgeted expenditure does not exceed the total of budgeted revenue and any surplus in the operating fund carried forward from previous years.

Schedule 3 (page 11) provides detail on the **Special Purpose Funds**.

The Special Purpose Funds account for grants and contributions that agreements with third parties direct towards specific activities. As these are targeted grants, the budget typically accounts for any unspent as deferred revenue, not as accumulated surplus.

Schedule 4 (page 15) provides detail on the **Capital Fund**.

The capital fund accounts for:

- The capital assets of the District, including buildings, furniture, computers and equipment;
- Grants directed by agreement with a third party for the purchase of capital assets; and
- Funds restricted by the Board for future capital asset purchases (local capital).

Statement 4 on page 4 identifies the budget amounts for the acquisition of capital assets in the year.

Budget preparation

Management use software called MyBudgetFile to:

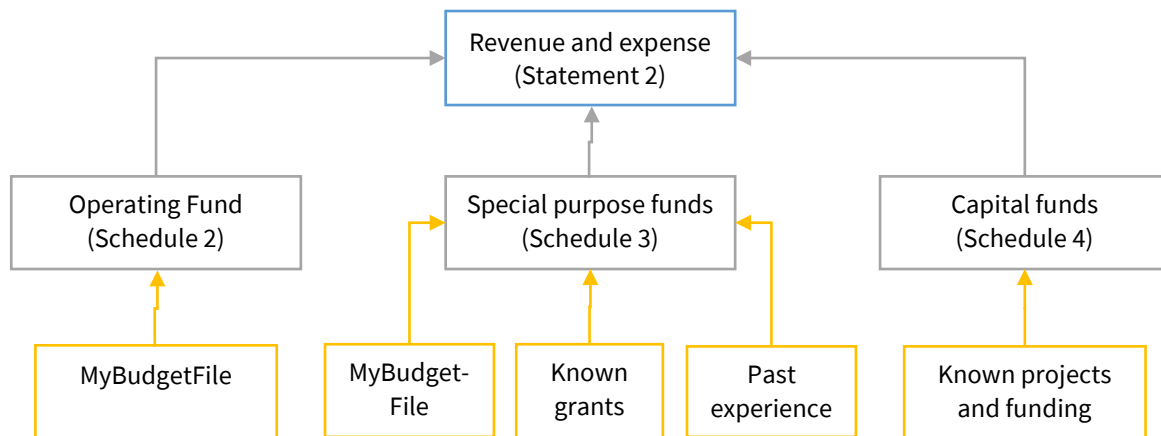
- calculate budgeted operating and certain special purpose fund revenue based on enrolment data, Ministry of Education funding announcements, and known or expected other grants;
- allocate staff FTE and service and supply funds to schools and departments;
- calculate salary and benefit costs, by position, based on the FTE assigned, average or actual staff wages, and estimates of benefit costs; and
- track the allocation by department managers or School Principals of service and supply funds between different categories (eg. utilities and phone costs)

This software provides good visibility over the many components of the complex budget and reduces the risk of calculation error.

Management calculate the school generated fund and scholarship fund budget disclosed in schedule at a high level and based on previous years' experience. School and department management perform detailed monitoring of expenditure in those funds.

Management prepare capital fund budgets based on known capital projects and capital funding.

Management create the budget bylaw document directly from data extracted from these various sources as the following diagram illustrates:



Financial position – Operating fund

Reserve	Amount brought forward July 1, 2022 \$	Budgeted utilization \$	Budgeted remaining at end of year \$
Indigenous Education Commitments	784,034	510,736	273,298
Union Commitments	771,264	104,347	666,917
School allocations	723,836	437,639	286,140
Trustee travel	30,286	30,286	0
Department balances	38,119	38,119	0
Appropriated by budget bylaw to balance 2022/23 budget	1,365,295	1,120,246	245,049
Contingency reserve	1,161,850	0	1,161,850
Total	4,874,684	2,241,430	2,633,254

Previous year's amended budgets assumed all restricted reserves would be utilized in the year. This typically led to significant variances at the year-end. The proposed 2022/23 amended budget incorporates an estimate of the amounts that will be used during the year. This change in practice creates a more realistic and meaningful budget.

The Original Budget adopted by the Board allocated \$1,365,295 of unrestricted reserves to fund ongoing costs. Since then, the Board's financial situation has improved slightly due to updated assumptions noted earlier in this document. The amended budget utilizes \$1,120,246 of operating reserves, a decrease of \$245,049.

This rate of utilization is not sustainable beyond this year, and this is a key financial risk. There are, however, considerations which may reduce this dependence on reserves to balance the budget. These considerations include:

- The budget assumes no additional funding from the February enrolment count. It is possible that additional funding will be received as the number of students with funded designations increases.
- The assumptions used in the amended budget are generally prudent. Actual costs may be less than forecast. The use of reserves represents 1.1% of total operating expenses, so a small variation in assumption could reduce the need to use reserves.
- Regular enrolment is forecast to continue to increase in future years, bringing additional revenue.

Revenues

Fund	Source	Revenue	2023 Amended Annual Budget \$	Commentary
Operating	MECC	Operating Grant	92,491,474	The operating grant forms 76% of the District's revenue. The Ministry calculates the grant based on formulas. Key inputs into these formulas are the number of students in the District, their demographics, and funding factors. A detailed summary showing these inputs and calculations shown in Appendix 1 of this document. This figure excludes \$950,798 of funding which forms part of the formula based funding but the Okanagan Indian Band pays to the District.
Operating	MECC	Labour Settlement Funding	3,200,000	The Province has indicated that they will fund the negotiated wage increases for unionized staff, and comparable wage increases for non-unionized staff. The \$3.2 million funding indicated here is the Secretary Treasurer's estimate of the funding. The actual amount will be confirmed by MECC prior to the Board's third reading of the budget bylaw.
Operating	MECC	Other unrestricted grants	470,926	MECC provides a number of other grants that are not legally restricted but do have a specific intended purpose. The largest of these is transportation funding of \$361,094. That is the only operating grant funding specifically intended for transportation. It is substantially less than the \$2.5 million of operating expenses budgeted for allocation to transportation.
Special Purpose	MECC	Classroom Enhancement and Learning Improvement	7,515,408	The Ministry provides funds that the District must use to fund the costs associated with certain collective agreement commitments. This includes implementing restored Teachers' collective agreement language regarding class size and composition.
Special Purpose	MECC	Targeted early learning grants	497,818	MECC provides targeted grants for a number of early learning initiatives.

Fund	Source	Revenue	2023 Amended Annual Budget \$	Commentary
Special Purpose	MECC	Various grants for specified initiatives	1,187,929	MECC provides a variety of grants that the District must use to deliver various educational initiatives, such as the Strong Start program and CommunityLINK.
Special Purpose	MECC	First Nation Student Transportation	124,682	This grant is to ensure students living on Okanagan Indian Band land have the ability to safely and reliably get to school and back home.
Special Purpose	MECC	Annual Facility Grant	356,577	This is one of several grants the Ministry provides to help maintain our facilities.
Special Purpose	MECC	Student and Family Affordability	725,658	MECC provided a one-time targeted grant of \$925,658. This fund must be used to help alleviate affordability issues for students and families. \$725,658 is forecast to be spent in this year.
Operating	Other Provincial Ministries	Various grants for specified initiatives	317,864	Various Provincial Ministries provide funding to support projects that fall within their mandate, such as health education and harm reduction and trades education.
Operating	International tuition	Fee for service	5,851,600	The budget assumes the District will educate 230 FTE students through its international program. The Provincial Government does not provide grant funding for the education of international students. The District charges the students' families tuition fees.
Operating	Okanagan Indian Band	Local Education Agreement	950,798	The Okanagan Indian Band (OKIB) provides funding to the District for the education of students who live on OKIB land. The funding provided is calculated in the same way as the Operating Grant.
Operating	Various	Various	815,803	The District receives revenues from other sources that are not legally restricted, such as interest on its bank balance. Reflected within this budgeted figure is the assumption that the District will collect \$230,000 of transportation fees over the year.
Special Purpose	Various	Various	1,720,000	The District receives contributions from a variety of sources that the fund provider restricts for a specific purpose. This includes school supply fees, field trip contributions, school fundraisers and scholarship donations.

Fund	Source	Revenue	2023 Amended Annual Budget \$	Commentary
Special Purpose	Woodlot	Timber harvesting revenue	50,000	The District owns a woodlot license to support the delivery of its forestry education program. The District generates revenue through timber sales.
Capital	MECC	Amortization of deferred capital revenue	4,668,047	MECC provides grants to the District that the Ministry designates the District must spend on certain capital projects. The District recognizes the grant as revenue evenly over the expected lifetime of the asset. For example, with a \$40 million grant to fund the construction of a school with an expected lifetime of 40 years, the District would record \$1 million of revenue every year over the 40 years the District expects the building to be in service.
Total			120,944,584	

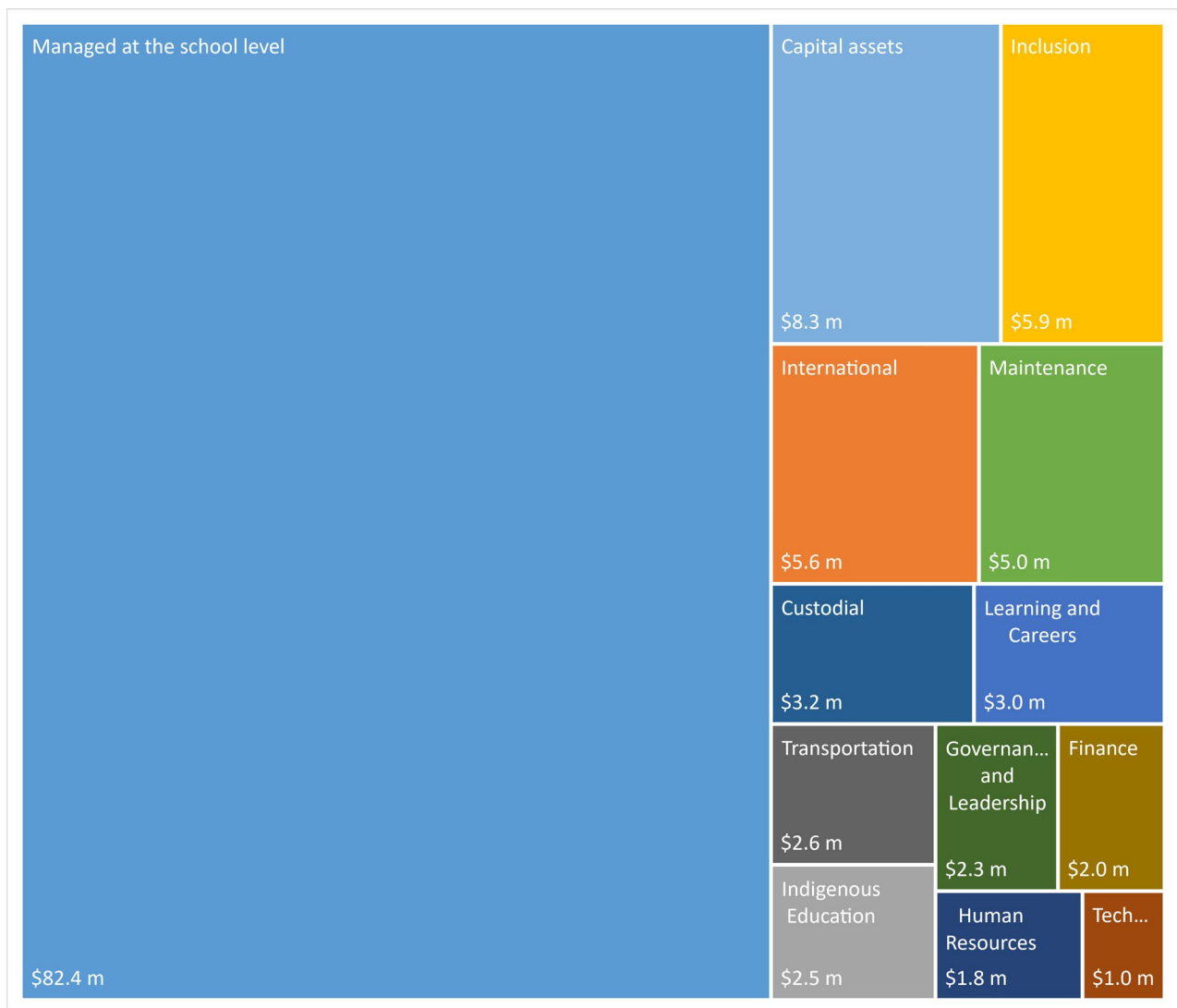
Expenditures

Summary

Budget area	Amount \$
Managed at the school level	
Teachers, Principals and Vice-Principals	62,698,548
Education Assistants	8,873,595
Clerical support	2,259,970
Student Supervisors	540,855
Services and supplies	2,168,958
School based absence costs	3,885,891
School generated funds	1,600,000
Affordability fund	375,000
Total	82,402,817
International	
Teachers, Principal and Vice Principal	1,926,685
Management and clerical support	318,534
Services and supplies	3,290,090
International reserve	66,291
Total	5,601,600
Indigenous Education	
Services and supplies	453,795
Staff	2,027,476
Total	2,481,271
Inclusion	
Teachers and Vice-Principal	3,484,839
Management and clerical support	443,365
Services, supplies and substitutes	1,629,069
Affordability fund	350,000
Total	5,907,273
Learning and Careers	
Teachers, Principal and Vice-Principal	1,548,274
Management and Clerical Support	349,560
Early Learning programs	316,068
Services, supplies and substitutes	800,339
Total	3,014,241
Maintenance	
Utilities	1,738,305
Staff	1,832,743
Services and supplies	1,088,697

Budget area	Amount \$
Facility infrastructure maintenance	356,577
Total	5,016,322
Custodial	
Staff	2,741,369
Services, supplies and substitutes	465,505
Total	3,206,874
Technology	
Staff	523,912
Services and supplies	467,755
Total	991,667
Transportation	
Staff	1,610,301
Services, supplies and substitutes	1,035,964
Total	2,646,265
Finance	
Staff	765,865
Services and supplies	1,240,826
Total	2,006,691
Human Resources	
Staff	789,235
Services, supplies and substitutes	286,726
Remedies	175,230
Union commitments	538,068
Total	1,789,259
Governance and Leadership	
Staff	1,037,030
Services, supplies and substitutes	1,163,657
Scholarships and Bursaries	120,000
Total	2,320,687
Capital assets	
Tangible Capital Assets purchased from Local Capital	1,463,000
Amortization of capital assets	6,827,934
Total	8,290,934
Grand Total	125,675,901

Chart: Budget allocations by area, \$ millions



This section provides further detail on the allocation of these budgets. The total \$125,675,901 is consistent with the budget bylaw amount noted earlier in this document.

Budgets managed at the school level

Teachers, Principals and Vice-Principals \$62,698,548

The Board allocates a full-time equivalent (FTE) budget to elementary schools for teachers, Principals and Vice-Principals. The budget is set in April for the following school year and revised if circumstances require.

The following table shows the FTE allocations on which the budget is based.

Purpose	Elem.	Sec.	Alt & online	Total	
Classroom teachers	230.0	149.8	11.8	391.6	Principals forecast school enrollment for the upcoming school year, by grade, and consider students with particular additional needs from a class composition perspective. Using this information, the Board allocates elementary schools the number of divisions necessary to meet collective agreement obligations.
Prep time coverage for classroom teachers	17.5			17.5	Teachers are entitled to 110 minutes a week of prep time during instructional time. The Board allocates schools the additional teachers necessary to cover this prep time.
Teacher Librarian	8.2	4.7		12.9	The Board allocates teacher librarian time to schools dependent on the size of the school.
Principal and Vice-Principal administration time	17.9	8.7	1.1	27.7	The Board allocates administration time to schools dependent on the size of the school and the demographics of the student population.
School Based Resource Teachers	26.6	27.0	4.5	58.1	See the section 'School Based Resource Teacher staffing model and process' later in this document.
Counsellors		9.5		9.5	The Board allocates counsellor time to schools dependent on the size of the school and the demographics of the student population.
Teachers - miscellaneous assignments	7.1	7.3		14.4	The Board allocates additional teaching FTE to accomplish certain initiatives. This includes positions allocated through the discretionary FTE as required by the teachers' collective agreement restored language.
Total	307.2	207.0	17.4	531.6	

Sufficient classroom teachers are allocated to ensure collective agreement requirements regarding the number of students in each class are met. These are, broadly:

Grade	Max size
Kindergarten	20
One to three	22
Four to twelve	30
Split classes & certain subjects	22 – 28
Inclusion of students with diverse needs	Lowers max

The above ratios are the maximum. Secondary schools are staffed at a ratio of 25.5 students to one FTE, based on enrollment forecasts.

Education Assistants \$8,873,595

The budget allocates 167.0 FTE (1,169 hours a day) of Education Assistants to schools following the Education Assistant staffing model and process outlined later in this document.

Clerical support \$2,259,970

The budget allocates 41.1 FTE (288 hours a day) of clerical support to schools. This includes school secretary, library assistant, receptionist and student information system support. The budget considers the size of the school when distributing this allocation among schools.

Student Supervisors \$540,855

The budget allocates 16.0 FTE (113 hours a day) of student supervisor time to schools. This facilitates the supervision of students during lunch recess and the safe loading and unloading of school busses at the beginning and end of the day. The Board considers the physical layout of the school and outside area, and the number of busses coming to and from the school, when determining the allocation.

Services and supplies \$2,168,958

The budget allocates schools a discretionary budget based on the formula outlined in the School Services and Supplies section later in this document.

If the school does not use all their allocated funds, the budget allows the carrying forward of funds to the subsequent year. This year, \$723,836 of unused funds was carried forward from last school year. The services and supplies allocation of \$2,168,958 includes \$437,697 of those carry forward funds, leaving a budgeted \$286,139 in reserves at the end of the 2023 school year.

School based absence costs \$3,885,891

Budget \$	Purpose
2,383,809	TTOC coverage for teacher sick leave. The budget assumes 6,753 days absence for sick leave over the course of the school year.
312,405	TTOC coverage for other teacher leaves. The budget assumes 885 full-day TTOC callouts to cover these leaves.
117,018	Payments to part-time teachers for full-day attendance at non-instructional days.
1,020,209	Posted positions to cover teachers on long-term sick.
52,450	Substitutes to cover absences of administrators and school-based support staff.
3,885,891	Total absence costs

The budget incorporates estimated absence costs for Education Assistants within the Education Assistant cost noted earlier.

School generated funds \$1,600,000

Schools raise funds directly through fee collection and various fundraisers. The providers of the funds expect the funds to be use for the associated activity (school supply purchases, field trips etc.). The budget assumes approximately \$1.6 million of such costs are incurred during the year.

Affordability fund \$375,000

The Provincial Government is providing a targeted grant this year of \$925,658. The Board allocated \$475,000 of this to schools. At current spending rates, at least \$100,000 is likely to remain at the end of the year.

School Based Resource Teacher staffing model and process

Intent of model

The Board of Education receives limited funding to deliver educational services across the School District. The Board aims to allocate that limited funding in a manner that most effectively achieves the District's mission, vision and goals.

District management use a numerical model to guide the allocation of available SBRT time among schools.

The educational needs of each student in our District are diverse, complex and changing. These needs, and the educational resources required to address them, cannot be accurately and unequivocally measured numerically.

The intent of the SBRT staffing model is:

- To facilitate transparent and equitable distribution of SBRTs across District schools.
- To allow for predictable adjustment of the total District-wide SBRT FTE as the demographics and size of the student population change. For example, if the number of designated students increases, the District-wide total SBRT FTE will increase to maintain approximately the same level of service across a larger population.

District management does not intend the model to be an indicator of how much SBRT time individual students need to meet their educational needs. It is an indicator of the relative demands on SBRT time at one school in comparison to another.

Management may change the inputs into the model (for example, FTE per category H student) through the annual budget creation process. This would provide more or less SBRT time independently of demographic changes.

SBRT Model Inputs

Some key drivers of an SBRT's workload, as determined by District management through consultation with Principals, are included in the model.

These factors, and the calculation of SBRT time based on each factor, are currently:

- Number of category A and B students x 0.1 FTE;
- Number of category C, D, E, F, G students x 0.045 FTE;
- Number of category H students x 0.045 FTE;
- Number of K, Q students x 0.02 FTE;
- Number of students at the school x 0.001 FTE; and
- Social Services Index of the school x number of students at the school x 0.007 FTE.

Many other subjective and quantitative factors influence the work SBRTs must do. The model is therefore only a rough approximation of the relative demands on SBRT time. Including more factors

increases the complexity of the model and is unlikely to change the overall result in a significant and useful manner.

The model considers students who management anticipate will join the School District in the upcoming school year.

The model allocates an additional eight blocks of SBRT time to schools with a resource room.

An additional 1.6 FTE is available for the Director of Student Support Services to allocate at their discretion.

The actual amount of SBRT time allocated to a school is at the discretion of the Director of Student Support Services. The time allocated to a school may be more or may be less than that calculated by the model. The total time across schools must be within the available budget.

Staffing process

The staffing process follows the regular staffing cycle for teaching staff, and so management allocate SBRT FTE in May for the following school year based on forecast enrolment.

Full-time SBRT positions are typically easier to fill than part-time ones. Application of the model typically requires the school to have at least one SBRT at the school part-time. Use of the 1.6 FTE available at the Director's discretion helps bridge this allocation gap. In addition, management assign district SBRTs to multiple schools to split full-time positions to fill part-time allocations at schools.

Education Assistant staffing model and process

Intent

The Board of Education receives limited funding to deliver educational services across the School District. The Board aims to allocate that limited funding in a manner that most effectively achieves the District's mission, vision and goals.

District management use a numerical model to guide the allocation of available Education Assistant (EA) time among schools.

The educational needs of each student in our District are diverse, complex and changing. These needs, and the educational resources required to address them, cannot be accurately and unequivocally measured numerically.

The goals of the EA staffing model and process are:

- Consistency and fairness of resource allocations between schools in the District;
- Predictable EA staffing levels;
- Link resource allocation to funded student categories to motivate appropriate coding;
- Reduced staff turnover (consistent individuals from year-to-year); and
- Sufficient flexibility to address unique high-needs circumstances.

District management does not intend the model to be an indicator of how much EA time individual students need to meet their educational needs. It is an indicator of the relative demands on EA time at one school in comparison to another.

Management may change the inputs into the model (for example, EA hours per week per category H student) through the annual budget creation process. This would provide more or less EA time independently of demographic changes.

EA model inputs

Base allocation of hours per week per designation is shown in the following table.

Designation (funded only)	Elementary	Secondary
A, B	30	30
C,D,E,F,G	10.25	5
H	5	2.5

This excludes hours allocated from the Learning Improvement Fund.

- A typical EA posting at an Elementary school is 25 hours per week, topped up with 2.5 hours funded through the Learning Improvement Fund.
- A typical EA posting at a Secondary school is 27.5 hours per week, topped up with 2.5 hours funded through the Learning Improvement Fund.

An additional 420 hours a week is available for the Director of Student Support Services to allocate at their discretion.

EA staffing cycle

Principals enter a forecast of designated students for the following school year into MyBudgetFile. There will be two deadlines for this data to be input.

Deadline 1 – early March, a preliminary estimate to assist District Staff in forecasting funding for the following school year.

Deadline 2 – late April, a more detailed forecast using knowledge of any students expected to join the school the following year and discussions with the District Student Support Services team. This forecast is then entered into the model to establish a base EA allocation for the following school year.

The aim is to post permanent EA positions equivalent to the base EA allocation, rounded to a reasonable hours per week number that fits with postings. During the May / June staffing cycle, EA positions are posted or laid off to achieve this base hours per school.

Management revisit the number and allocation of EA positions periodically throughout the year to reflect changes in numbers of students with designations.

School services and supplies

Costs covered by school budgets

All revenues and costs over which the School Principal has discretion are to be allocated to schools' cost centres.

Allocation of funds to schools

Purpose	Reflected in allocation
Base costs of operating a school, regardless of size. This includes telephone costs, cost of maintaining a workshop classroom, etc.	Each school receives a base allocation of: - Elementary \$13,250 - Secondary \$26,500 - Alternative schools, including vLearn: combined base of \$48,049.
Costs associated with the number of students , such as photocopying and classroom supplies	Each school receives an amount per pupil, on a headcount basis and excluding international students, of: - Elementary \$95 - Secondary \$183 - Alternative schools, including vLearn, receive the same. Due to the continuous enrolment funding model the vLearn amount is based on the previous year's total enrolment on an FTE basis.
Schools in lower income areas typically collect up to about \$4,000 less in school supply fee revenue than similar sized schools with more affluent catchment areas.	Each school receives an allocation based on the social index of their catchment area and number of students, as follows: $\\$55 \times \text{number of students} \times \text{Social Index \%}$ - Alternative schools, including vLearn, receive an additional 10% of their regular enrolment based funding. Social indexes ranged from 2% to 26%. The Provincial Government publishes a revised social index every two years.
Transportation costs associated with being further from Vernon	Each school receives an allocation dependent on the number of pupils and the distance to the Vernon Rec Centre, calculated as follows: $\\$0.50 \times \text{number of students} \times \text{distance from school to Rec Centre in kilometres}$
Receiving a share of the international income assists schools that house	At the end of each semester, schools are allocated a budget as follows:

Purpose	Reflected in allocation
international students purchase general supplies and pay for the incremental costs of housing international students.	• Elementary \$1,000 per international FTE • Secondary \$500 per international FTE
Schools without a Vice-Principal incur additional costs due to having to allocate a teacher-in-charge and TTOC if the Principal is absent	Schools with no VP are allocated funding as follows: • Less than 300 students \$2,400 • More than 300 students \$4,000
To purchase basic supplies for district resource rooms	Schools with a district resource room are allocated \$1,000 in additional funding.
To assist school administration in the year-to-year management of the school budget.	Any unspent budget is carried forward to the following year, allowing a reserve to be created at the school level.

International

Teachers, Principal and Vice Principal \$1,926,685

Purpose	FTE	How budget FTE is allocated
Classroom teachers	9.1	The international team forecasts the number of students at each secondary school for the upcoming year. The budget assigns classroom teachers to secondary schools at a ratio of 25.5 students to one teacher. This is consistent with the ratio for all other students. This FTE is then added to the school's general classroom teacher allocation so more blocks can be added.
English Language Learner teachers	5.0	Each secondary school has specialist English Language Learner teachers assigned who support the International students.
Principal and Vice-Principal administration time	2.0	A District Principal runs the International Program, supported by a vice-principal.
Total FTE	14.0	

Management and clerical support \$318,534

Supporting the International program are 2.5 FTE homestay coordinators and two clerical staff.

Services and supplies \$3,290,090

Budget \$	Purpose
483,000	Commission paid to agents for the recruitment of International Students. This is typically about 15 % of the tuition fee charged.
270,250	Medical and other insurance for the International students.
2,070,000	Homestay fees paid to homestay families for hosting international students.
229,640	Travel costs and fees associated with student recruitment and agent relationships
237,200	Other program costs
3,290,090	Total supplies and services

International reserve \$66,291

The budget reflects this as a supplies expense as a contingency amount.

Tuition fees budget is \$5,851,600. The difference between that and the total expenses is \$250,000, which is budgeted as profit and used to support all other School District expenditures.

Indigenous Education

Allocation

This allocation is comprised of:

- 2023 Targeted Allocation \$1,970,535
- Carry forward of targeted funds from previous year \$784,034
- Less: reserve budgeted to carry forward to future years \$273,298

The Director consults with the Indigenous Education Advisory Committee when setting the budget.

Services and supplies \$453,795

A variety of projects are supported, such as welcome rooms at schools, and activities such as canoe carving.

Staff \$2,027,476

- 7 blocks support for Indigenous Secondary school students
- 3 FTE specialist teachers
- 2.0 FTE Indigenous Outreach Workers
- A Director and a District Principal of Indigenous Education
- 16.7 FTE (about 20 positions) Indigenous Support Workers

Inclusion

Teachers and Vice-Principal \$3,484,839

Purpose	FTE	How budget FTE is allocated
Itinerant counsellors	7.5	Specialist counsellors support students at several schools. The budget allocates FTE based on the perceived need, taking into account conflicting budget pressures.
English Language Learner teachers	3.5	The budget allocates ELL teachers in proportion to the number and language ability of identified ELL students.

Purpose	FTE	How budget FTE is allocated
Other specialist staff	15.5	Other specialist staff include speech and language professionals, psychologists. The budget allocates FTE based on the perceived need, taking into account conflicting budget pressures.
Vice-Principal and Psychologist	1.0	The student support services department includes a Vice-Principal who works directly with students as a District Psychologist and supports the leadership of the team.
District SBRTs	1.0	Certain SBRTs support multiple schools.
Total FTE	28.5	

Management and clerical support \$443,365

Supporting the Inclusion team is a full-time secretary, an Executive Assistant (who also supports other departments), a Director of Instruction, and a Mental Health and School Liaison specialist.

Services, supplies and substitutes \$1,629,069

Budget \$	Purpose
938,863	Payments to Whitevalley Community Resource Centre and NOYFSS for the provision of school based home and school support workers. The CommunityLINK program funds about two-thirds of this cost.
101,226	School meals program for vulnerable students, funded by the CommunityLINK program.
211,500	Occupational Therapy and Physiotherapy services
377,480	Various other department costs, including the provision of professional development, cost sharing agreements with other entities, and supply and equipment costs.
1,629,069	Total supplies and services

Affordability fund \$350,000

The Board allocated \$350,000 of the affordability fund to fund food and inclusion programs for vulnerable students.

Learning and Careers

Teachers, Principal and Vice-Principal \$1,548,274

The team includes:

- Three full time career coordinator teachers
- A District Principal of Career Education
- A District Principal of Early Learning
- A K-12 Numeracy Coordinator
- A 6-12 Curriculum Coordinator
- French immersion coordinators
- Technology Innovation Coordinators
- Early Learning teachers

Management and Clerical Support \$349,560

The team includes:

- One district secretary, providing administrative support to the curriculum team and running the District Resource Centre
- Two career programs secretaries, including one funded by targeted trades funding.
- A Director of Instruction

Early Learning programs \$316,068

The District runs a number of early learning programs under contract with the Ministry of Education and Child Care. These include:

- Four Strong Start centres
- JustB4 (in development)
- Ready, Set, Learn
- Seamless Day After School Care

Services, supplies and substitutes \$800,339

These budget centres allocate funds to:

- Service, supply and release time costs associated with targeted grants, such as Strong Start, Ready Set Learn and Federal French
- Payments to Okanagan College for students' enrolment in trades programs at the college
- Incremental costs associated with running the Forestry Education Program
- Program costs, including release time for professional development, and curriculum services and supplies.
- Summer reading program

Maintenance

Utilities \$1,738,305

The utilities budget includes

- \$1,006,305 for electricity
- \$510,000 for natural gas and propane
- \$360,000 for water and irrigation
- \$117,000 for garbage, recycling and compost collection

Staff \$1,832,743

Maintenance staff include

- Two managers (Director of Facilities and Manager of Facilities)
- Two full time clerical staff, providing administrative support to the maintenance, custodial and technology departments
- Seventeen FTE trades staff covered by the operating fund. The District employs many more trades staff than this, however the costs are assigned to capital budgets or and so reflected within other areas of this report.

Services and supplies \$1,088,697

This budget includes

- \$73,100 for facilities rental (Open Door)
- \$335,000 for trades supplies
- \$129,470 for grounds maintenance, including snow removal
- \$347,353 for planned projects
- \$100,000 for services, such as consulting engineers and architects
- \$103,774 for other department costs,

Facility infrastructure maintenance \$356,577

The District received targeted funding of \$348,991 for ongoing facilities maintenance ('Operating Annual Facilities Grant'). The facilities team use this for capital projects.

Custodial

Staff \$2,741,369

Custodial staff include

- 39.0 FTE custodian positions. The District allocates custodian time to schools primarily based on the square footage of the school, with adjustments made for specific circumstances.
- 1 supervisor

Services, supplies and substitutes \$465,505

The budget reflects:

- \$211,128 replacement costs for sick leave and vacation replacements
- \$41,509 snow removal costs (primarily overtime for staff)
- \$212,868 cleaning materials and other supplies

Technology

Staff \$523,912

Staff include six IT Technicians and the District Data Coordinator who supports users with the student information system.

Services and supplies \$467,755

The services and supplies budget includes \$320,355 for annual fees for a variety of software licenses.

The remainder relates to consulting services and IT supplies for the maintenance of the technology infrastructure.

The budget directs a significant amount of local capital to IT equipment, discussed later in this document.

Transportation

Staff \$1,610,301

Staff costs reflect:

- A Manager of Transportation
- 2.7 FTE of clerical support
- 3.0 FTE mechanics
- 16.0 FTE (135 hours a day) of driver time

Services, supplies and substitutes \$1,035,964

- \$445,370 for fuel, gas and oil
- \$200,000 for maintenance supplies
- \$390,594 for other department costs, including training and substitute costs

The transportation department is responsible for the maintenance of all District owned vehicles, including the maintenance vans and trucks.

Finance

Staff \$765,865

Staff costs reflect

- The Assistant Secretary-Treasurer
- A manager of finance
- One Senior Purchasing Clerk
- A District Accounts Coordinator
- 2.0 FTE Accounts payable clerks
- 3.0 FTE Payroll and Benefits staff
- The Board Office receptionist

Services and supplies \$1,240,826

- \$60,000 purchase of carbon offsets
- \$507,603 retirement allowance payments to support staff and management on retirement
- \$87,340 MyEdBC licensing
- \$262,020 fees for internet services
- \$273,863 for other department costs, including software licensing and audit costs
- \$50,000 operating costs associated with the School District's woodlot

Human Resources

Staff \$789,235

Staff costs reflect:

- Director, Assistant Director and Executive Assistant of Human Resources
- Manager of Health and Safety
- Three clerical staff

Services, supplies and substitutes \$286,726

This budget covers various discretionary leaves, recruitment costs, labour relations, and health and safety costs.

Remedies \$175,230

Teachers who are responsible for a class that exceeds class size or composition restrictions outlined in the Collective Agreement are entitled to additional support.

Union commitments \$538,068

The Board allocated \$771,264 of carry-forward reserves to meet historical collective agreement commitments. The budget forecasts \$104,347 of those carry-forward reserves being used. In addition, the Board has the following annual collective agreement commitments:

Union	Commitment	Amount \$
CUPE	Service improvement fund	120,000
CUPE	In-Service fund	40,000
CUPE	TD1B (transportation)	16,000
VTA	Educational leave fund	171,941
VTA	Board contribution to VTA administered professional development fund	85,780
Total		433,721

Governance and Leadership

Staff \$1,037,030

Staff costs reflect:

- Superintendent
- Assistant-Superintendent
- Secretary-Treasurer
- Two Executive Assistants
- Seven Trustees

Services, supplies and substitutes \$1,163,657

These costs reflect:

- Professional development for senior management, Principals, Vice-Principals and Trustees
- Substitute costs for leaves taken by Principals and Vice-Principals
- Communication and advertising
- Costs to deliver specific projects, such as health and wellness, SOGI and strategic planning
- Professional Organisation dues
- Legal services
- Insurance
- The provision of various contracted services
- Supply costs associated with running a department and board meetings.

Scholarships and Bursaries \$120,000

This District allocates about \$120,000 of post-secondary scholarships and bursaries. Donors provide funding for this, stipulating eligibility criteria for recipients. The Superintendent oversees this program.

Capital assets

Tangible Capital Assets purchased from Local Capital \$1,463,000

The budget reflects a transfer of \$1,163,000 from the operating fund to local capital during the year. The budget anticipates the District spending this money, and \$300,000 in local capital brought forward from previous years, this year.

Project	Budget \$
Maintenance, custodial and transportation equipment	58,000
Computer Hardware	845,000
Maintenance Vehicles	130,000
Shop equipment replacement	30,000
Classroom standardisation project	100,000
Portables (Beairsto and inventory)	300,000
Total	1,463,000

The Board allocated \$1,190,493 of local capital so acquire and instal portable classrooms. This budget assumes \$300,000 of that amount is incurred this fiscal year, with the remainder expensed this summer when the portables are delivered and installed.

Amortization of capital assets \$6,827,934

The financial statements expense the cost of capital assets, such as school buildings, over the lifetime of the asset. For example, if a vehicle costs \$50,000 and has an estimated lifetime of ten years, the financial statements recognise a cost of \$5,000 each year.

The budget also reflects an estimate of this amortization expense.

Appendix A – Ministry of Education Operating Grant Calculation

Interim Operating Grant Summary Following the September 2022 Enrolment Count - 2022/23 School Year

School District 22 Vernon

September 2022 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	8,501.1875	\$7,885	\$67,031,863	
Continuing Education	0.5000	\$7,885	\$3,943	
Alternate Schools	92.0000	\$7,885	\$725,420	
Online Learning	144.3125	\$6,360	\$917,828	
Home Schooling	38	\$250	\$9,500	
Course Challenges	5	\$246	\$1,230	
Total Enrolment-Based Funding (September)	8,738.0000			\$68,689,784
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	65.6875	\$3,943	\$0	
4%+ Enrolment Decline		\$5,914	\$0	
Significant Cumulative Decline (7%+)	146.8125	\$3,943	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	9	\$44,850	\$403,650	
Level 2 Special Needs	452	\$21,280	\$9,618,560	
Level 3 Special Needs	288	\$10,750	\$3,096,000	
English Language Learning	255	\$1,585	\$404,175	
Indigenous Education	1,259	\$1,565	\$1,970,335	
Adult Education	1.2500	\$5,030	\$6,288	
Equity of Opportunity Supplement			\$462,444	
Supplement for Unique Student Needs				\$15,961,452
Variance from Provincial Average	\$1,535			
Estimated Number of Educators	485.514		\$745,264	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	8,739.2500	\$180.33	\$1,575,949	
Supplement for Salary Differential				\$2,321,213
Supplement for Unique Geographic Factors				\$5,688,241
Funding Protection				\$0
Curriculum and Learning Support Fund				\$78,051
September 2022 Enrolment Count, Total				\$92,738,741

*Note: Highlighted sections are estimated and will be updated following the February and May enrolment counts

July 2022 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	153	\$224	\$34,272	
Summer Learning Grade 8-9	0	\$224	\$0	
Summer Learning Grade 10-12	0	\$448	\$0	
Supplemental Summer Learning Funding			\$2,156	
Cross-Enrolment, Grade 8 and 9	0	\$448	\$0	
Summer Learning, Total				\$36,428
February 2023 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	3.0000	\$7,885	\$23,655	
Adult FTE - Continuing Education	5.5000	\$5,030	\$27,665	
K-Grade 9 School-Age FTE - Online Learning	8.0000	\$3,180	\$25,440	
Grade 10-12 School-Age FTE - Online Learning	57.0000	\$6,360	\$362,520	
Adult FTE - Online Learning	0.0000	\$5,030	\$0	
Level 1 Special Needs Enrolment Growth	0	\$22,425	\$0	
Level 2 Special Needs Enrolment Growth	0	\$10,640	\$0	
Level 3 Special Needs Enrolment Growth	0	\$5,375	\$0	
Newcomer Refugees	0.0000	\$3,943	\$0	
ELL Supplement - Newcomer Refugees	0	\$793	\$0	
February 2023 Enrolment Count, Total*				\$439,280
May 2023 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	2.0000	\$7,885	\$15,770	
Adult FTE - Continuing Education	2.3750	\$5,030	\$11,946	
K-Grade 9 School-Age FTE - Online Learning	0.0000	\$2,120	\$0	
Grade 10-12 School-Age FTE - Online Learning	33.0000	\$6,360	\$209,880	
Adult FTE - Online Learning	0.0000	\$5,030	\$0	
May 2023 Enrolment Count, Total*				\$237,596
2022/23 Full-Year Estimated Operating Grant Total				
				\$93,452,045
Estimated 2022/23 Operating Grant from Indigenous Services Canada				\$950,798
Estimated 2022/23 Operating Grant from Ministry of Education				\$92,501,247