



Budget 2025-26

Focused on Priorities

Agenda

- ☐ Land Acknowledgement
- ☐ Introductions
- ☐ Purpose of Meeting
- ☐ Budget Process & Timelines
- ☐ Budget Priorities
- ☐ Your thoughts/questions

Land Acknowledgement

I want to acknowledge that this meeting takes place on the traditional territories of the Okanagan First Nations. The District recognized and honours their ancestral attachment to this place.

Purpose of the Meeting

- ☐ Engagement with rights holder and stake holder groups
- ☐ Talk about district successes and areas of continued focus
- ☐ Consultation and collaboration
- ☐ To hear from you

Budget Process

- ☐ Budget Development
- ☐ Budget Preparation
- ☐ Budget Monitoring

Budget Timelines

- ❑ January – Board approval of next school year's budget process and timelines
- ❑ February – Preliminary budget meeting with rightsholder/stakeholder groups; board approval of current year's amended annual budget
- ❑ March – Ministry funding announcement for next school year based on projections provided to Ministry in February
- ❑ April – Subsequent meeting of rights & stakeholder groups to present budget estimates and request further input; budget estimate presentation to senior management and PVP groups
- ❑ May – Presentation of first draft of annual budget to Board
- ❑ June - Presentation of final draft to Board; approval and adoption of budget

Compliance with *School Act*

- o Section 156 of the School Act (Accounting Practices) requires Boards of Education to prepare and submit budgets to the Minister, in the form, with the information, and at the time required by the Minister
- o Section 111 of the School Act (Preparation of Annual Budget) requires Boards of Education to prepare the annual budget in the form specified by the Minister and
 - o Estimated spending in the annual budget must not exceed estimated revenues plus accumulated operating surplus
- o Section 113(2) of the School Act states that 'if an operating grant is amended under section 106.3(6) or a grant is withheld or reduced under section 117(1), the Minister may order that
 - o The board by bylaw must amend its annual budget; and
 - o The board must send a certified copy of the amended annual budget to the minister within 60 days of the order of the minister.

Budget Alignment - FESL

Boards of Education will:

- Develop and implement a multi-year district strategic plan and individual school plans and will publish these annually or before September 30
- Use the district strategic and individual school plans to align district annual operational plans ie. budget with the educational objectives of the strategic plan
- Participate in a continuous improvement review program

District Strategic Plan

The District adopted its new Strategic Plan 2023-2033 in 2023

The plan focuses on:

- Positive Culture – We will foster a safe, collaborative and inclusive environment that honours diversity, student voice and anti racism
- Health and Well Being – We will develop a holistic approach to health and well being of students and adults through trauma informed practices, place-based learning, community connectedness and involvement
- Student Achievement – We will support literacy, numeracy and real-world skill development, while inspiring curiosity and civic responsibility. Students will graduate with dignity, purpose and options
- Supporting Truth & Reconciliation – We will prioritize language, culture and history to strengthen relationships, promote equity, belonging and success for all Indigenous students



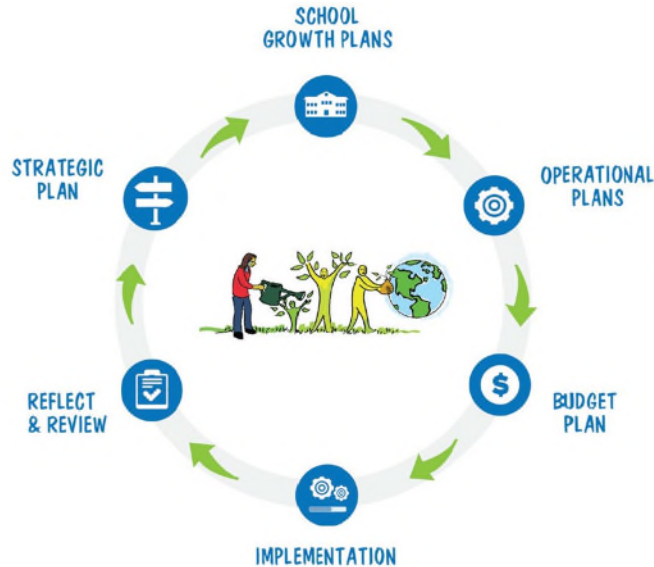
Annual Planning Cycle:

- Priority Focused Budgeting

- o Budget should be well thought out and prioritized
 - o Fiscally responsible: budget proposals represent prudent spending of tax-payer dollars; and no deficit is created
 - o Strategic alignment: budget proposals support strategic plan goals
- o Dollars prioritized for maximum impact
- o Budget should reflect affordability of school & operating plans
- o Reductions made to actions with least impact on student learning

Annual Planning Cycle:

- Indicators of Success



- o Aligned to strategies
- o Lead Indicators (Culture, Student Engagement, Professional Development, Equity for Indigenous Students)
- o Lag Indicators (student achievement, graduation rates)
- o Focus on continuous improvement, long term growth and learning

Success Indicator – 2023-24 FESL Report

- o District/school meetings to discuss student learning plans and track progress of individual Indigenous students
- o Continued staffing to support mental health & well being
- o Continued focus on innovative approaches regarding food security, mental health support and trauma informed practices
- o Commitment to early learning – Seamless Day Kindergarten (2 locations), Just B4 program, Transition to Kindergarten program

Success Indicator – 2023/24 FESL Report

- o FSA participation and results show that district students are performing well in literacy and numeracy assessments, within 2-3% of provincial average. Indigenous students show a gap in parity in 2023-24 (FSA G4)
- o Grade to Grade transition results appear strong
- o Continued improvement in 5&6year graduation rates
- o Completion gap between Indigenous and non-Indigenous students is shrinking

Success Indicator – Emerging Areas

- o Improve G 10 numeracy & literacy, 5&6year completion rates for Indigenous students and other goals stated in the equity plan
- o Improve numeracy proficiency throughout the district
- o Enhance culture of inclusivity and respect for diversity
- o Address mental health and substance abuse issues
- o Continued investment in Early Learning
- o Focus on having students graduate within 5 years of entering G 8
- o Continue capacity building for trauma informed practices
- o Feeling safe and welcome in schools

Your thoughts / questions

- ☐ What questions do you have around the budget process and timelines?
- ☐ How do you think the district can engage better with rights holders/stakeholders?