

Chilliwack School District (No. 33)

Multi-Year

Financial Plan

2024-2025 – 2026-2027

Syos:ys lets'e th'ale, lets'emo:t

*(One heart, one mind, working together
for a common purpose)*

www.sd33.bc.ca



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1. Readers' Guide

The purpose of this multi-year financial plan (“the Plan”) is to provide information on how the District plans to allocate resources to support the District’s 2021-25 Strategic Plan including meeting operational needs and educational outcomes for students. The Plan is approved and operational for the current budget year and incorporates long-term thinking to ensure sustainability and to reflect the arc of the Strategic Plan.

The Plan provides a profile of the District, describes the roles and responsibilities with regard to financial governance, outlines the District strategic plan and how the financial plan delivers services and programs to students aligned with the Plan, and then outlines the elements of the current year and long-range budgets. The financial information for the operating fund outlines the key assumptions in putting the operating fund budget together, provides the board approved budget, and then provides the projected budget, and underlying assumptions, for 2025-26 and 2026-27. Budgeted financial information for the special purpose and capital funds is also included.



Figure 1 McCammon Elementary Canoe Pull Event 2023

2. District Overview

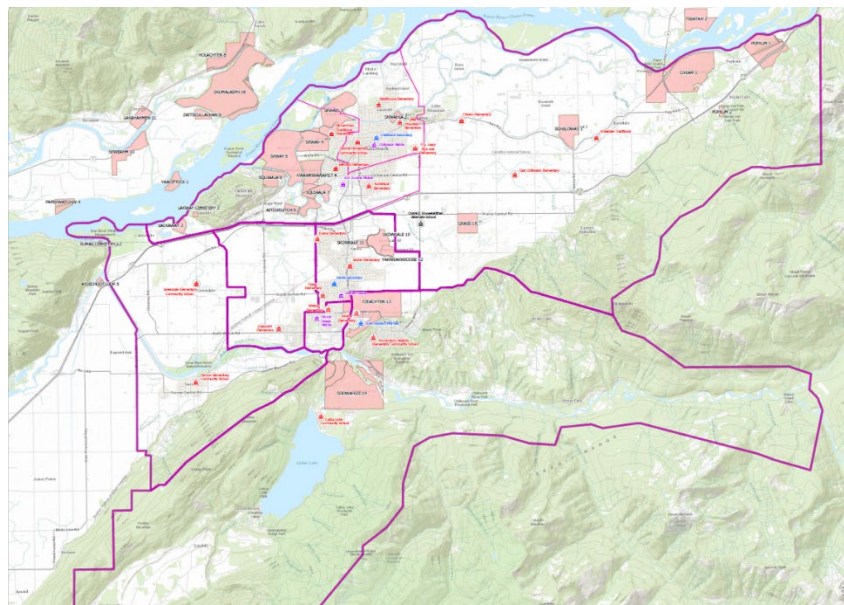
Chilliwack School District No.33 is located in the heart of the Stó:lo territory, People of the River. Surrounded by the Ts'elxweyeqw, Pilalt, and Sema:th communities, the Stó:lo refer to this as S'ólh Téméxw (our world). We honour and acknowledge our history, live in the present and look to the future to guide all teaching and learning.

As one of the fastest growing school districts in the province, the Chilliwack School District covers approximately 1,825 square kilometers including Chilliwack, Sardis, Vedder, and the surrounding areas of Yarrow, Cultus Lake, Rosedale and Greendale.

The District has twenty elementary schools (kindergarten to grade 5), five middle schools (grades 6 to 8), two elementary/middle (grades k – 8), and five secondary schools (grades 9-12). In addition, we offer multiple programs including alternate education, trades and careers, sports academies, summer learning, distributed learning, French immersion, and continuing education.

Our facilities are attended by approximately 15,000 K-12 students and 1,100 pre-K students, supported by around 2,400 permanent and casual teachers and support staff.

Ts'elxwéyeqw is situated in the lower Fraser River watershed. It is a place where the fresh waters meet and flow into the Fraser River. Stó:lo elders share that this is the place where dug-out cedar canoes were “going back upstream” out of the Fraser River. The name Chilliwack is derived from the Halq'eméylem word Ts'elxwéyeqw.



3. Board of Education

The Board of Education has, as its primary role, the governance of the school district and the commitment to student achievement. The Board fulfills this role, in part, through the development and implementation of a strategic plan that establishes a vision, mission and goals to direct resources and align the work of staff.

The Board also has a foundational responsibility to competently protect the interests, image and credibility of the school district, to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies.

The Board’s authority is established within the School Act and its regulations. The rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board, and not with committees of trustees or individual trustees.

The Board exercises its authority and responsibilities through the development of policy and the establishment of a balanced annual budget.

The District’s work is governed by seven elected Trustees whose current four-year term is 2022-2026. The board members and positions for 2023 are as follows:

Member	Position	Joined Board
Willow Reichelt	Chair	November 2018
Carin Bondar	Vice Chair	February 2021
Heather Maahs	Trustee	November 2008
Richard Procee	Trustee	October 2022
Margaret Reid	Trustee	October 2022
David Swankey	Trustee	November 2018
Teri Westerby	Trustee	October 2022



4. Strategic Priorities

The budget is a moral document. It expresses the District Strategic plan and the initiatives undertaken to support that plan in financial terms. The district governance structure and processes for making decisions therefore underlie the financial plan. The District's purpose, aspirations, and values are described below.

Our Mission Statement

We ensure deep learning engages our heart, head and hands to develop competencies vital for the success of all learners.

Our Vision

Syós:ys lets'e th'ále, lets'emó:t

(See EYE yees LETS - a – thala LETS - a - mot)

One heart, one mind, working together for a common purpose.

Our Motto: "Partners in Learning"

Students, parents/guardians/caregivers, staff, First Nations, community members and organizations are important members of our education community and partners in learning with the Board of Education. Together we strive to create a culture of mutual respect that supports engagement and collaboration in order to achieve the shared goals outlined in our District Strategic Plan. Collectively, we aim to meet the present needs of our students and our community, while remaining flexible to anticipate and respond to future priorities.

Core Values

We provide a learning and working environment where these core values are central to all that we do:

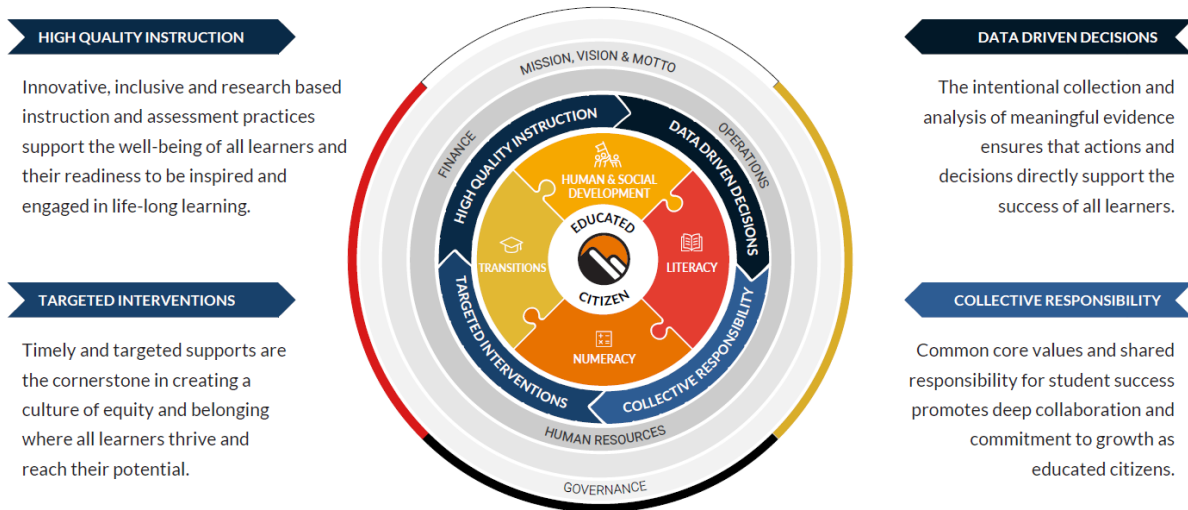
Equity ••• Kindness ••• Inclusion ••• Collaboration ••• Innovation

Planning to operationalize these foundational statements starts with our Strategic Plan. The Strategic Plan is further described on the following pages.

Framework of the Strategic Plan

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. Literacy, a foundational skill that develops over time resides in the east, where the sun rises. Moving around the circle to the south is Numeracy, another building block for young learners. The west is red, where the sun sets and students Transition to adulthood. Human and Social Development in the north, is where we develop understanding of ourselves as lifelong learners.

The layers of ‘Mission, Vision and Motto’ as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision: ~Syós:ys lets’e th’ále, lets’emót:t~ One heart, one mind, working together for a common purpose.~



Aligning Financial Planning with Strategic Priorities

The District Strategic Plan and goals inform the budget. We view the budget as a moral document that reflects the core values and goals of the District. The priorities for developing an educated citizen are refined and adjusted on an ongoing basis and the resulting resource use is reflected in the District's spending plan or budget.

As we develop the budget, we use the Strategic Plan framework as follows:

At the core is an educated citizen

We look to support all of the goals which are:

- Human and Social
- Literacy
- Numeracy
- Transitions

We meet these goals through the following dimensions of practice:

- Data Driven Decisions
- Collective Responsibility
- Targeted Interventions
- High Quality instruction

Through an ongoing process of evaluation and planning, we identify what is needed to achieve the goals (plan) and then we prioritize objectives and initiatives (set instructional priorities). This work spans across budget years, but we build in planning for changes as part of the budget process. The initiatives are the actions we are taking and programs we are implementing, and the budget implications are time, people and money that makes these actions happen. The budget process often provides a guide in prioritizing resources as we consider available resources and how current resources might be reallocated (pay for priorities).

We also incorporate ongoing feedback as we assess progress against the strategic plan and identify priorities. The engagement process is described in more detail in the Engagement Process section, below.

Engagement Process

We plan and develop the budget through continuous engagement with stakeholders throughout the school system. This engagement process is an ongoing process. Such that once one budget year cycle is concluded, we are invariably already planning for the next budget cycle.

Planning entails multiple formal and informal activities. These include research and evaluation of our current state and of current initiatives through data and school evaluation conducted by district administrative staff, encouragement and concerns we hear from stakeholders, and learnings and initiatives from within the education community, including the Ministry of Education and Child Care.

We engage with stakeholders through meetings with labour groups, feedback from students, families and parent advisory groups, the board, and community groups. Informal engagement occurs every day through the district leadership. We also engage directly with our local indigenous community through the indigenous education committee.

These activities and interactions with stakeholders are how we identify unmet goals, the needs within the district, and possible initiatives for addressing these needs. We then set priorities by engaging with stakeholders through leadership meetings, committee meetings, board liaison meetings, learning sessions and formal board meetings. Once we have developed a draft budget, we obtain community feedback through the budget committee and district surveys.

There are not enough resources to support all budget requests. As a result, given prioritization some requests may be held for future years and some may be considered once the school year has started, enrollment finalized in September, and available resources known with greater certainty.

The table below shows the board's engagement in the planning process. Throughout the year, the board receives reports on current and potential initiatives through learning sessions. They are also engaged in budget development through these meetings.

Board Strategic Learning Sessions 2024-2025		
Date	Topic	Strategic Plan – Dimension of Practice
September 10	<ul style="list-style-type: none"> • Early Learning and Child Care Update • IEC Update 	<i>High Quality Instruction Collective Responsibility</i>
October 15	<ul style="list-style-type: none"> • MDI Dashboard 	<i>Collective Responsibility Data Driven Decisions</i>
November 19	<ul style="list-style-type: none"> • Accessibility Act • Indigenous Education - Going Deeper 	<i>High Quality Instruction Collective Responsibility</i>
December 17	<ul style="list-style-type: none"> • System Level Data Review • Indigenous "How are we Doing" Report 	<i>High Quality Instruction Collective Responsibility Targeted Interventions Data Driven Decisions</i>
January 14	<ul style="list-style-type: none"> • Trauma Work: Angela Murphy Update 	<i>High Quality Instruction Collective Responsibility</i>
January 21	<ul style="list-style-type: none"> • 24/25 Amended Budget Overview • FSA Update 	<i>Collective Responsibility Data Driven Decisions Targeted Interventions</i>
February 11	<ul style="list-style-type: none"> • Numeracy Update: SNAP River, Forrest 	<i>High Quality Instruction Data Driven Decisions</i>
March 4	<ul style="list-style-type: none"> • District PD Recap & Leyton Secondary Enrolling & Non-enrolling • T2 Report Card Data (Secondary) 	<i>High Quality Instruction Collective Responsibility Targeted Interventions Data Driven Decisions</i>
April 15	<ul style="list-style-type: none"> • 25/26 Preliminary Budget Assumptions • Anti-racism work: IDEA & Student Engagement 	<i>Collective Responsibility</i>
April 29	<ul style="list-style-type: none"> • Bridge Team Update 	<i>Collective Responsibility</i>
May 13	<ul style="list-style-type: none"> • Middle School Pillars • Secondary School Data 	<i>High Quality Instruction Collective Responsibility Targeted Interventions Data Driven Decisions</i>
June 10	<ul style="list-style-type: none"> • Year-in-Review 	<i>High Quality Instruction Collective Responsibility Targeted Interventions Data Driven Decisions</i>

Guiding Principles for Developing the Budget

- Align with priorities identified under the Strategic Plan;
- Balance the budget;
- Develop the budget with partner, public and board input through communication, consultation and feedback;
- Comply with the *School Act*, collective agreements, other regulatory requirements, and board policies;
- Ensure sustainability of program and service deliver over multiple-years;
- Maintain an appropriate contingency balance in compliance with board policy; and
- Ensure the district support system, including business operations, facilities, human resources and buses, supports leadership, student learning, and health and wellbeing of staff and students.



Figure 2 Learning Commons at Stitó:s Elementary/Middle 2022

For 2024-25 we identified the following areas of need:

1. Clarity in district communication
2. Improve Grade 4 and 7 FSA results in numeracy and grade 10 graduation assessment results above Provincial average
3. Consistency in curriculum particularly in removing discrimination against marginalized groups
4. Improve attendance of elementary school students
5. Improve transition and graduation rates for secondary students with diverse abilities through more meaningful implementation of CBIEPs

6. Alleviate staff burnout and retention
7. Improve accessibility and condition of ageing assets

Some key initiatives for the 2024-25 and beyond are described below by goal area. These are the workstreams that will direct the work of existing staff and for which we may allocate additional resources. The details specify how the District’s budget and initiatives supported by the budget aligns with the goals of the District’s Strategic Plan.

Human and Social Development

Initiatives:

- *Competency-based IEP implementation*
- *IDEA Coordinator – Sexual Health Instructor*
- *Non-enrolling support for secondary students with special needs*
- *Elementary Mental Health Strategy*
- *Integrated Care Services*

Human & Social Development - Elementary School Counselling Enhancement



Area of Need: Increase Elementary Counselling Staffing in order to be responsive to the need for early intervention services.

Data:

- Number of counselling referrals for each elementary site
- mental health measures of enhanced wellbeing in student learning survey (Example: Feeling welcome and safe)
- Number of small group and parent education program offered at each elementary site

Success Metrics:

- Increased and responsive access for students and families to counselling services
- Increased student, family and classroom teacher access to education support through the school counsellor

Literacy

Initiatives:

- *Elementary Literacy Collaboration project*
- *Development of Middle School Literacy Support Plan*
- *High Quality Instruction*

Literacy – Middle School Intervention



Area of Need: Middle school literacy reading intervention through the collaborative intervention of a Reading Specialist Teacher, Classroom Teacher, and the Learning Assistance Teacher

Data: Reading interventionists efficacy survey; student achievement via PM Benchmarks; Long-term - student achievement, FSA Literacy (November 2024 & 2025); Assessment of Comprehension and Thinking (ACT)

Success Metrics: Improved student achievement in literacy for all students, (including subgroups: exceptional needs, children in care, Indigenous). Improved teacher efficacy as reported by survey feedback.

Numeracy



Areas of Need: As indicated in our FESL reports, our FSA, Grade 10 Numeracy, & SNAP data indicate achievement gaps in numeracy skills. FSA and Grade 10 Numeracy results show below provincial levels for grades 4, 7 & 10. SNAP data shows that roughly 40% of our students are not proficient in number sense and operations in grades 2-7.

Data: FSA (4 & 7); Numeracy Assessment (10); SNAP Data (2-7)

Success Metrics: Improved achievement in relation to current levels and provincial average

Initiative:

- *Numeracy Support teachers working with elementary and middle schools*
- *K-9 in-service*

Transitions

Initiatives:

- *Indigenous Student Success: Increased support for the Mémiiyelhtel program; District and First Nations taskforce to improve Indigenous student achievement*
- *Middle and Secondary Inclusion teachers with expanded role and ongoing training*
- *K-5 attendance and personalize programming*
- *Dual credit careers programming in secondary schools*

Transitions, Human & Social Development - Integrated Care Services



Areas of Need: Enhanced supports and interventions for students with exceptional needs and unique profiles.

Data:

- Number of students and families accessing the services
- Decrease in number of students on part-time programs
- Decrease in number of violent incident reports for referred students
- qualitative data (from students, parents and staff) to share impact of integrated services

Success Metrics:

- the creation of a multi-disciplinary/**specialist** staffing approach that is innovative and comprehensive to addressing the diverse needs across our system
- contracting and coordinating with community to be part of a student's educational programming
- services that focus on helping students gain essential communication skills and improve self-regulation

5. Operating Fund: Budget Development Overview

Budget Framework: Financial Structure and Policy

The financial structures established by the province, accounting bodies, and the District's financial policies provide guidance on the presentation and structure of the budget. We will briefly review these below.

5.1 Basis of Budgeting and Accounting

The District's budget is prepared in accordance with the following Provincial legislation and regulation that establish government's framework for financial reporting:

- Section 23.1 of the Budget Transparency and Accountability Act
- Regulations 257/2010 and 198/2011 issued by the Province of BC Treasury Board

Budgets are prepared in accordance with PSAB and are on an accruals basis. For more information on the basis of accounting please see:

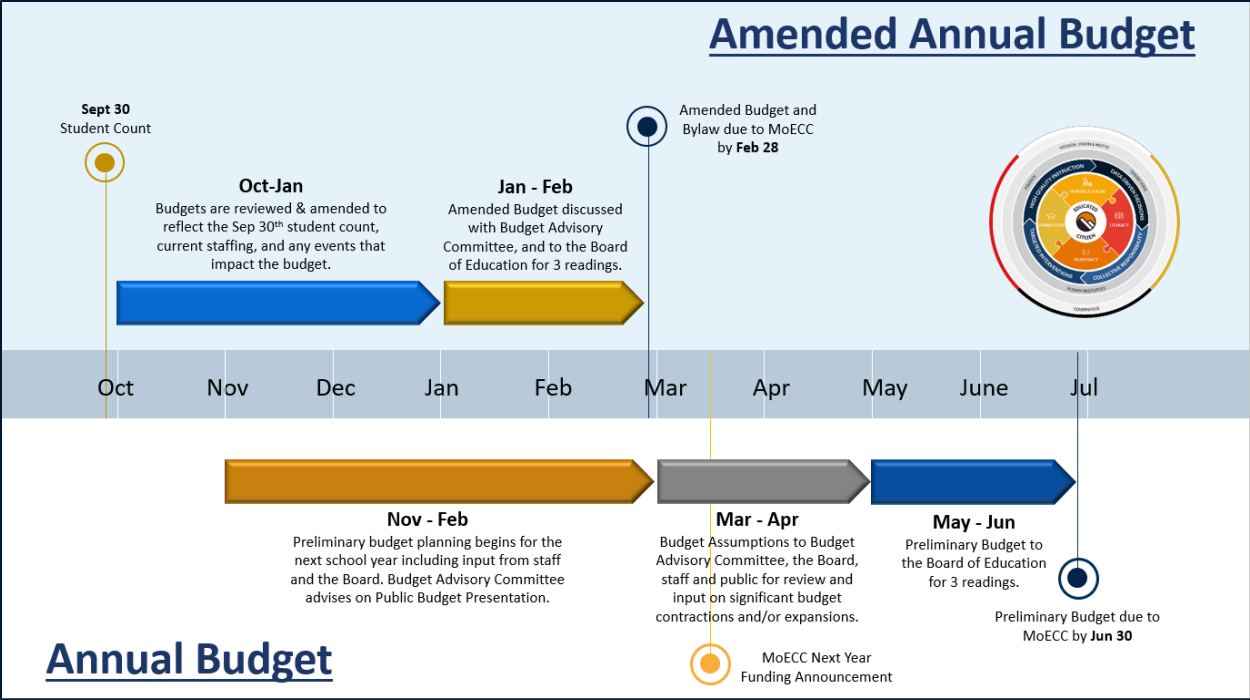
<https://www2.gov.bc.ca/gov/content/education-traiing/k-12/resource-management/school-district-financial-reporting>

5.2 Budget timelines and requirements

School districts in British Columbia are required to submit a balanced school year budget starting on July 1 and ending on June 30 of the subsequent year, by June 30 each year, in accordance with section 113 of the *School Act*. The budget bylaw must be approved by the School District Board of Education.

An amended budget is due to the Ministry by February 28 of the budget year, and this amended budget bylaw must also be approved by the board. The amended budget reflects adjustments for the impact of actual enrolment on staffing costs and revenue. As well the budget is updated for the effect of any new or changed information such as settled labour negotiations or revised school grant calculations.




In essence, the District does continuous budgeting as the budget work is a year-round process. The most intensive preparation of the forthcoming year's budget happens between February and May. This is illustrated in the chart below.



The annual budget timeline is crafted to ensure the Board’s consultation requirements are met with the Budget Advisory Committee, the school community, and the statutory requirements. With a minimum of 5 meetings per year, the Budget Advisory Committee provides valuable input for the Board’s annual Public Presentation before the Annual Budget is finalized, reviewed and approved by the Board, and sent to the Ministry of Education and Child Care by June 30th. The Amended Annual Budget undergoes the same engagement process, with the committee and the Board of Education reviewing the data and ensuring submission by February 28th within the same fiscal year.

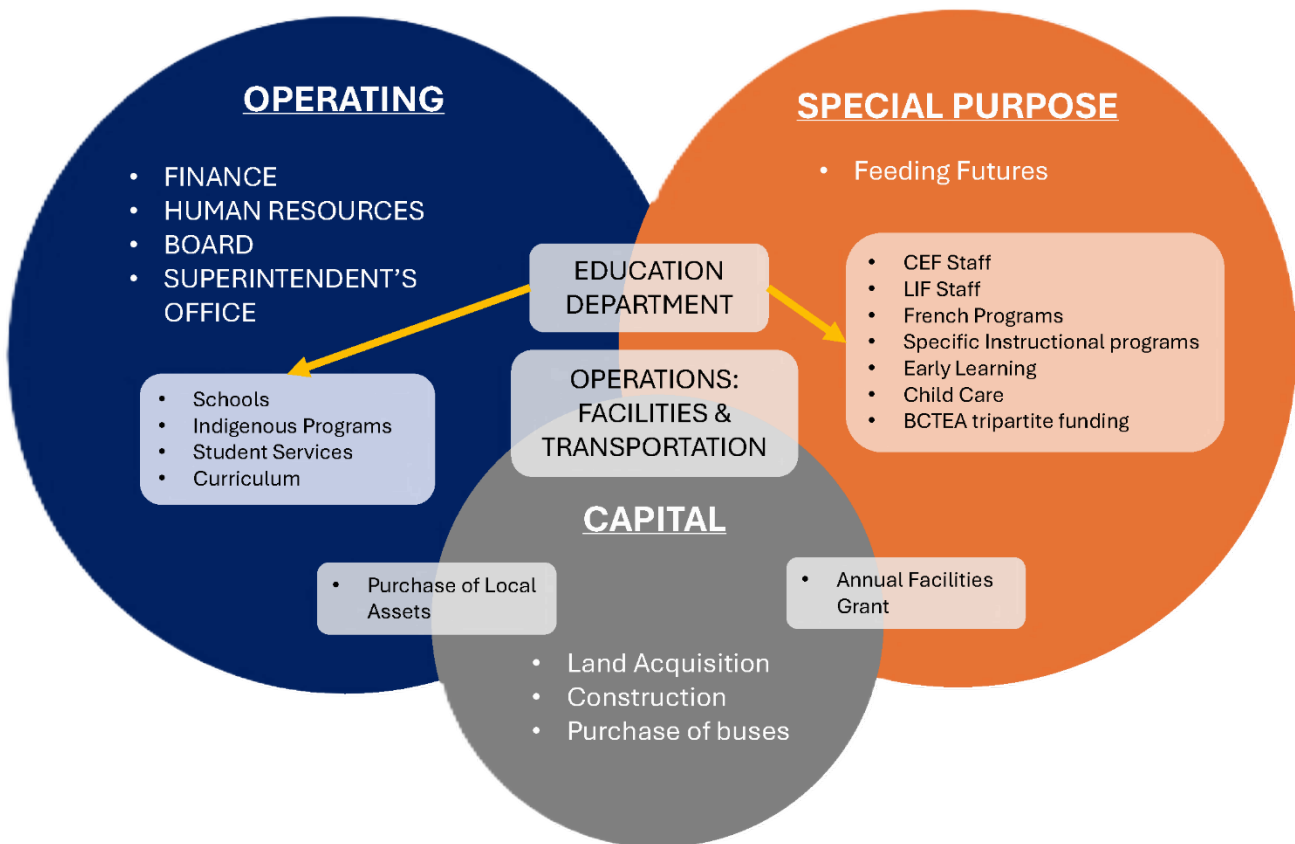
5.3 Fund Descriptions and Structures

As required by the Public Sector Accounting Standards Board (PSAB) and the Ministry of Education and Child Care, the School District reports revenue and expenses under three separate funds, namely:

Special Purpose Funds	Operating Budget	Capital Budget
		
Expenditure	Expenditure	Expenditure
<p style="text-align: center;">Specific Time Frame (1-2 years)</p> <p><i>Specific Function Examples:</i></p> <p style="text-align: center;">School Trust Fund Annual Facilities Grant Community Link</p>	<p style="text-align: center;">Student Supports Instruction Administration Maintenance Transportation</p>	<p style="text-align: center;">Buildings Land Improvements Equipment Site Purchases</p>
Revenue Sources	Revenue Sources	Revenue Sources
<p>Separate, identifiable funds designated for a specific use or program</p>	<p>Ministry grants and other operating revenues</p>	<p>Ministry capital grants, locally generated funds, and school site acquisition charges from local municipalities</p>

5.4 Departmental Fund Relationship

The daily work of the District and departments spans across the three different funds as described in the following graphic. In the graphic, the bullets are placed in the color circle representing their funding and reporting fund. So CEF and LIF are funded through the Special Purpose Fund; some portion of maintenance is funded through the Capital Fund. The work reflected by these three streams are part of district operations which are primarily funded through the Operating Fund.



5.5 Budget Timeline - Engagement and Monitoring

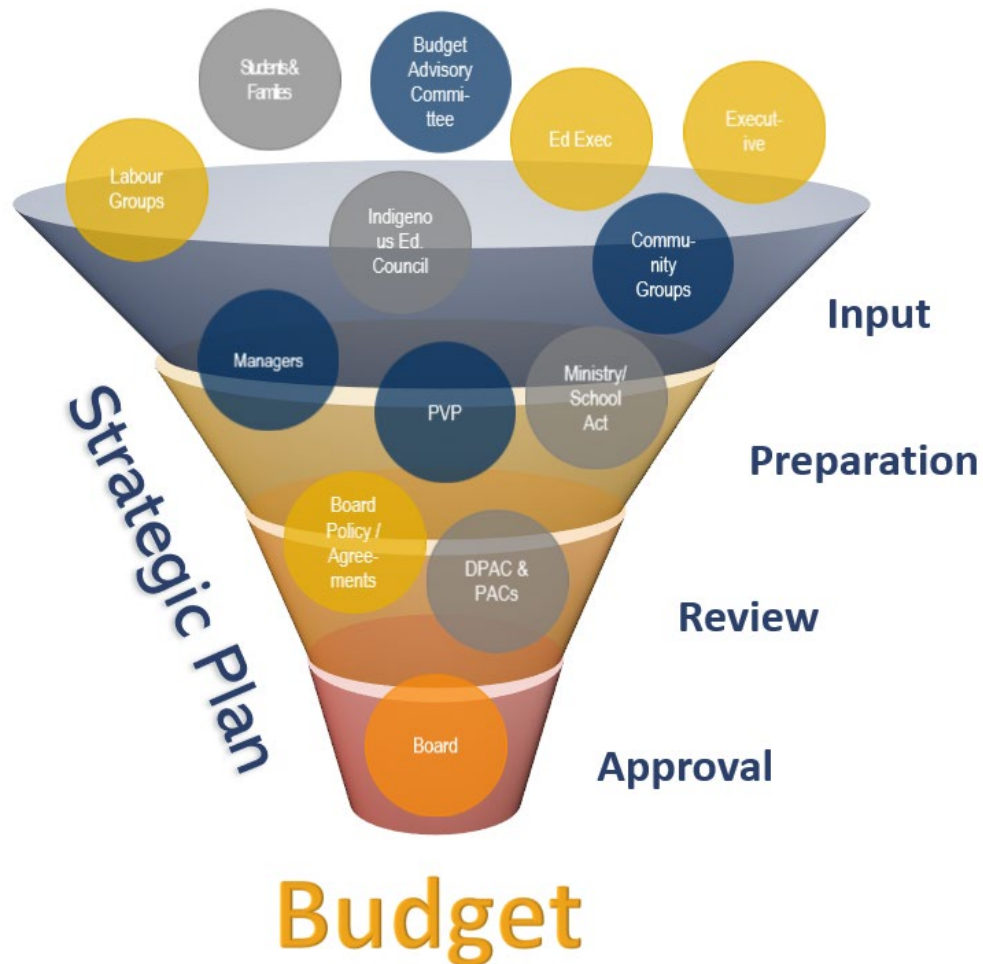
The District prepares modified financial reports summarizing operating revenues and expenses on a quarterly basis, these are submitted to the province as Governmental Reporting Entity (GRE) Reports. The September, December and March quarterly reports provide a high-level summary of the budget and actuals to date, significant financial variances, changes from prior year and prior quarter, staffing changes, and any other information helpful in understanding the variances and differences. They are reviewed by the Budget Advisory Committee.

The District also prepares an Annual Audited Financial Statement and a Financial Statement Discussion and Analysis report (FSDA) as of June 30 each year. The FSDA describes the variances between the budget and actual financial results. These are presented to the Board at the September Board meeting and the Audit Working Committee meets with the auditor annually.

Timelines and engagement opportunities for Financial Planning and Reporting Activities as described in policy 600:

Month	Meeting	Description
September	Regular Board Meeting	Audited Financial Statements, Financial Statement Discussion and Analysis
November	Budget Advisory Committee	1 st Quarter Financial Report, Financial Statement Discussion and Analysis, Budget Timeline and Process
November	Regular Board Meeting	1 st Quarter Financial Report, Budget Timeline and Process Approval
January	Budget Advisory Committee	Amended Annual Budget Review
January	Regular Board Meeting	Amended Budget 1 st Reading
February	Budget Advisory Committee	2 nd Quarter Financial Report, Budget Timelines, Public Budget Presentation/Consultation Planning
February	Regular Board Meeting	Amended Budget 2 nd & 3 rd Reading and Adoption, 2 nd Quarter Financial Report
April	Budget Advisory Committee	Preliminary Budget Assumptions, Overview of Public Budget Presentation/Consultation
April	Regular Board Meeting	Public Budget Presentation & Consultation
May	Budget Advisory Committee	3 rd Quarter Financial Report, Preliminary Budget Review, 3-Year Plan Review
May	Regular Board Meeting	Preliminary Budget 1 st Reading, 3 rd Quarter Financial Report, 3-Year Plan Review
June	Regular Board Meeting	Preliminary Budget 2 nd & 3 rd Reading and Adoption, 3 rd Quarter Financial Report, 3-Year Plan

Consultation



The district's operating and service plans develop continuously throughout the year. Planning for larger changes often starts as early as October of the year preceding as ideas do not come at one point in time. This planning and these ideas all flow into ongoing budget discussions. Sometimes, budget changes happen mid-year and are presented through the amended budget process, indeed significant budget changes occurred during the 2023-24 amended budget. Most often, however, larger changes happen at the start of a school year.

All of this is to say that continuous feedback received throughout the year informs the district's improvement plan and therefore the budget. This feedback and input comes through supervisor site visits and discussions, leadership meetings, learning sessions, surveys, board meetings, partner meetings, including with parent groups, and the indigenous education council to name a few venues. These inputs are reflected going into the cone, above. They are filtered and absorbed throughout the year through other groups and lastly through the district's executive and board ultimately resulting in approval of some ideas and a fiscal representation of the district's service level.

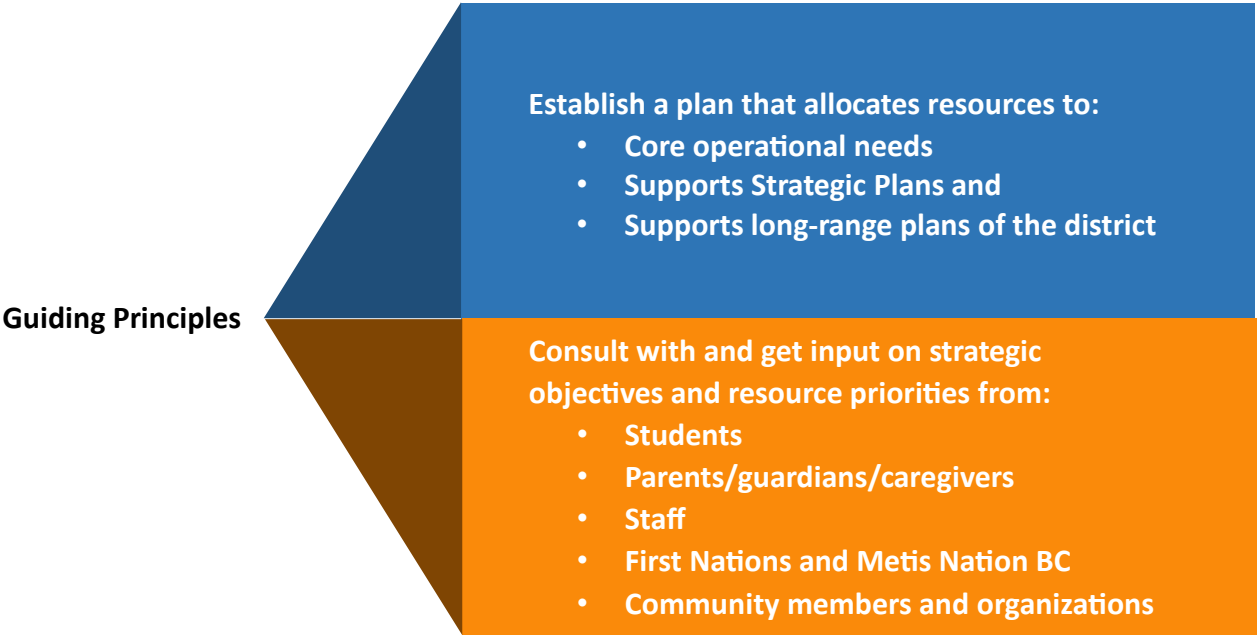
5.6 Financial Policies

600 – Financial Planning and Reporting

This policy provides the guiding principles for financial planning in the District. The Board acknowledges its fiduciary duty while supporting the priorities and strategies of the Strategic Plan.

The guiding principals underlying the financial plan are as follows:

- Throughout the fiscal year, management will provide regular reporting which will compare actual and forecasted expenditures to the financial plan.
- The Board will amend the budget plan as conditions change and will formally approve an annual financial plan by June 30 and amended financial plan by February 28.
- The Board will review the financial planning process on an annual basis



601 – Accumulated Operating Surplus

This policy describes the District’s procedures regarding the accumulation, spending, and reporting of operating surplus funds. The policy describes the purpose of the Operating Surplus and provides that the budget consultation process include engagement on the use of the Operating Surplus.

The detailed procedures regarding the Operating Surplus are described in Administrative Procedure 601, Accumulated Operating Surplus. This describes the categories of operating surplus and restrictions on these categories. Operating surplus comprises the following categories:

- (a) Restricted due to the nature of constraints on the funds
- (b) Restricted for anticipated unusual expenses identified by the Board
- (c) Restricted for operation spanning multiple school years
- (d) Restricted for transfer to Local Capital – limited for capital use and arising from proceeds from the disposition of capital assets or operating transfers earmarked for capital purchases
- (e) Restricted for future capital cost share
- (f) Unrestricted which is to support effective planning that includes risk mitigation. ***The target balance is established in the range of 2 to 4 percent of annual operating expenses as Approved in the Annual Budget.***

The Administrative procedure details the requirements for approval and reporting the Accumulated Operating Surplus. These include engagement with the Budget Committee and Board approval.

Other financial policies:

[620 – Signing Authorities](#)

[630 – Purchasing](#)

[650 – Acquisition and Disposal of Real Estate](#)

[660 – Consolidation or Closing of Schools](#)

[661 – Naming and Re-naming of Schools](#)

[662 – Child Care](#)

162 – Budget Advisory Committee

This policy describes the composition, purpose, and goals of the committee.

The Budget Advisory Committee is advisory in nature and reports directly to the Board through the chair of the committee.

The Budget Advisory Committee for the 2023-24 school year consisted of three (3) trustee representatives (*one to serve as Chair and one as Vice-Chair*) and one (1) representative from each of the following groups, in accordance with board policy. Any trustee may attend committee meetings as an observer.

- Chilliwack Principals' and Vice Principals' Association (CPVPA);
- Chilliwack Teachers' Association (CTA);
- Canadian Union of Public Employees Local 411 (CUPE);
- District Parent Advisory Committee (DPAC);
- Indigenous community;
- Management group; and
- Up to two (2) community representatives.

It reviews and provides input on the budget, the amended budget, quarterly reports, and on plans for public consultation on the budget planning process. For the 2024-25 budget the process was as follows:

- February 8, 2024 – Budget Advisory Committee: review budget timelines and goals for communication and consultation regarding the Budget Planning Process
- April 2024 – Worked with First Nations through the Indigenous Education department to update transportation plans for on-reserve students
- April and May 2024 – Communication: through social media, local newspaper ad and internal staff communication document (Connect 33), all staff, students, families, and community members were invited to learn about the 2024-2025 school District budget and to provide feedback before during and after the Public Budget Presentation
- April 4, 2024 – Presented budget assumptions, proposed changes, alignment with the strategic plan and accumulated surplus to Budget Committee
- April 4, 2024 – Presented budget assumptions and alignment of budget with Strategic Plan at an All-Leaders District meeting
- April 9, 2024 – Reviewed budget assumptions at a Board Learning Session
- April 16, 2024 – Presented Budget Presentation to Public during Public Board of Education Meeting
- May 14, 2024 – Budget team and administration met with the Indigenous Education Council to review the budget, with a particular focus on funding for indigenous programs
- May 9, 2024 – Reviewed Annual Budget with Budget Advisory Committee

- May 14, 2024 – Reviewed Annual Budget with Indigenous Education Advisory Council; Reviewed Annual Budget with Board of Education at public meeting; Board of Education action on the budget - approved first reading
- June 11, 2024 - Board of Education action on the budget - approved second and third reading and adoption of the Annual Budget Bylaw
- June 24, 2024 – Reviewed Indigenous Education targeted funding budget with Indigenous Education department

Following the Budget Advisory Committee recommendations on the engagement process for this year, the District did the following:

- Information on new program such as feeding futures and childcare
- Description of special purpose funds
- Share information on assumptions
- More infographics as a way of communicating budget information
- Identify what spending is driven by enrollment versus spending decisions that are made by the district
- Review of the operating surplus – what it means and what the balance should be

163 – Audit Working Committee

This policy establishes a committee of the whole, comprising all trustees, with one trustee serving as Chair and one as Vice-Chair, along with up to two community members who are financially literate. The committee is responsible for selecting the auditor, liaising with the auditor, attending the final audit presentation to review the Audit Findings Report and Audited Financial Statements, assessing risks facing the district, reviewing the effectiveness of internal controls, and reviewing audit findings from any regulatory agency.

6. Summary of the 2024-25 Financial Plan

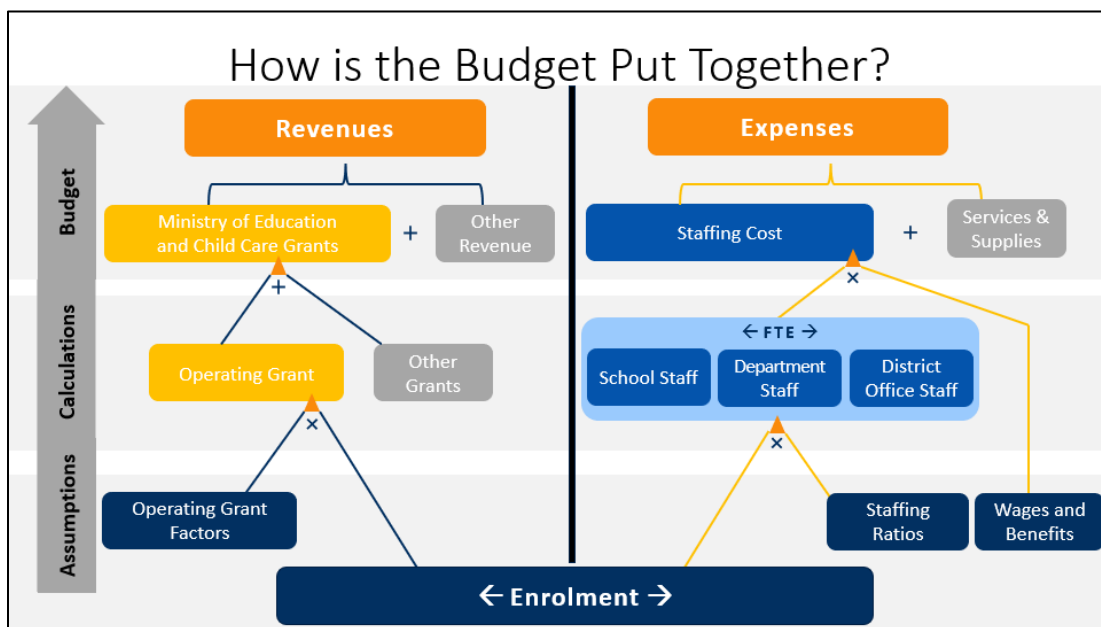
6.1 How we prepare the budget

The budget is built based on a set of assumptions and a series of calculations that are based on these assumptions. The graphic below shows the key assumptions and calculations.

The assumptions are reflected by the dark blue boxes. The key assumption is student FTE enrolment as this underlies our revenue and costs. Our revenue is calculated based on FTE enrolment and the amount of the grant per pupil. Our costs are calculated by applying staffing ratios to figure out how much staffing we need to serve those students.

We calculate expenditures by applying these assumptions as shown by the blue boxes. The operating grant factors applied to enrolment generate our operating revenue. Staffing ratios applied to enrolment generate the likely number of instructional and support staff. Finally, the cost of staffing is calculated by multiplying the wages and benefit costs for each of the staff categories by the number of staff in that category.

The above factors account for the majority of the budget. Operating grants comprise 93.8% of District operating revenues. Staffing costs are 90.5% of the District's expenditure budget. Other revenues are estimated based on analysis of prior year and known grants and expectations for items like interest, enrolment of international students, and facility rental. Other expenses are compiled from submissions from schools and departments.



6.2 Assumptions

6.2.1 Enrolment

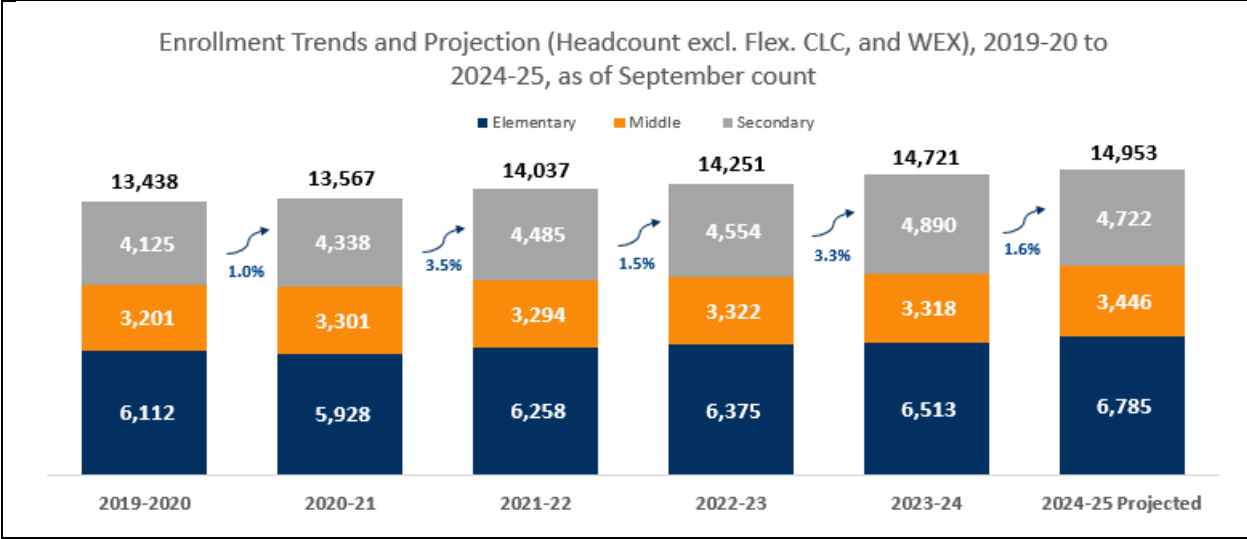
Enrolment projections and forecasts are the foundation of the financial plan. The District receives the majority of operating funds from the province based on a series of formulae that are driven by student enrolment. District staffing levels are also directly driven by enrolment. As a result, the District prepares three-year detailed school and grade level enrolment forecasts every year. These are used for the multi-year financial plan. Forecasts for an additional seven-years, for a total outlook of ten-years, are prepared and used in our capital planning.

Enrolment is estimated through a multistep process. We use historic enrolment and knowledge of outside information to build the estimated enrolment by grade level. Historic enrolment establishes patterns of growth, highlights grades with unusually high or low enrolment, areas of Chilliwack where growth or declines may be happening. Historic enrolment data is also used in preparing a cohort survival model. Every year, the prior year's grade is rolled up with the application of a survival rate. So, for instance, 2023-24 first grade enrolment is the basis for estimating second grade in 2024-25. This is adjusted for the percentage of students that usually stay in the system from grade to grade. There may be a pattern of increase between first and second grade as students enter schools late or from Independent settings or there may be a pattern of decrease as the District experiences outmigration of families.

There are several pieces of outside information that are built into the enrolment estimate model. These currently include the following:

- Birth rates
- Housing starts in the City of Chilliwack and student yield (generation) rates based on type of housing developed
- International In-migration
- In/ out-migration Canada or BC
- Building and planning information from local first nations

The calculated estimate is then compared against the estimate generated by the Baragar system that provides enrolment estimates to districts across British Columbia, which does not include local knowledge.



As shown in the above chart, enrolment in Chilliwack schools has been consistently increasing for the last five years. We are anticipating continued increases according to our estimates of future enrollment. However, we expect that the rate of increase will begin to moderate in future years. The continued increase is a result of Canada’s population growth and the trend we have seen of families leaving the Vancouver area where housing prices are very high for outlying or rural areas.

Revenue

The operating grant is received monthly based on student enrolment compiled through data collection that takes place in September, February, May and July, see graphic from the Ministry of Education and Child Care that is copied below. This shows the basis for calculating the core components of the operating grant amount.

75% allocated through the Basic Allocation	Basic Allocation Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$8,915 per school age FTE
	Alternate School	\$8,915 per school age FTE
	Continuing Education	\$8,915 per school age FTE
	Online Learning	\$7,200 per school age FTE
18% allocated to recognize unique student enrolment	Unique Student Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$50,730 per student
	Level 2 Inclusive Education	\$24,070 per student
	Level 3 Inclusive Education	\$12,160 per student
	English/French Language Learning	\$1,795 per student
	Indigenous Education	\$1,770 per student
	Adult Education	\$5,690 per FTE
7% allocated to recognize unique district factors	Unique District Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
0.1% allocated to buffer the effects of declining enrolment	Funding Protection / Enrolment Decline	
	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
CSF Supplement District receives a 15% funding premium on allocated funding.		

All funding information estimated for the 2024/25 School Year

The operating grant is made up of a basic allocation for every enrolled student and a supplementary grant for students who are identified as having unique needs and for other demographic and unique demographic factors. All of these allocations are calculated by applying the enrolment to the fixed amount of funding per full-time equivalent student (FTE).

6.2.2 Staffing Ratios

Chilliwack School District schools are staffed based on established student headcount ratios, type of school, and square footage of rooms. From time to time, staffing may be added to this base level due to targeted interventions or other strategic initiatives.

Teaching Staff

The allocation of teaching staff is influenced by the language of the Restored Language Agreement. This is described more fully in the Special Purpose Funds section for Classroom Enhancement funds, below.

Elementary Grade Schools (Kindergarten – Grade 5) Classroom Teachers

Reference: Section 76.1 of the BC School Act; Memorandum of Agreement, BCPSEA, Ministry of Education and Child Care, and BCTF; Re: LOU NO. 17: Education Fund and Impact of the Court Cases – Final Agreement

A classroom teacher is assigned to a group of students with the following class size limits:

Grade	Class Size Limit
K	20
1-3	22
4-5	30

These class size limits are reduced by 2 for every student within the class who has a diverse needs Ministry categorization of A through G (low incidence).

Each classroom teacher is provided 120 minutes/week of preparation time (pro-rated for FTE). Additional staffing in the form of specialty teachers (e.g. Music, Library, PE) is provided to the school to instruct the students during this preparation time.

Middle School Classroom Teachers (Grades 6 through 8)

Reference: Section 76.1 of the BC School Act

Class size limits are 30 students. There is no class size adjustment for students with diverse needs as these students are not with an individual teacher more than 50% of the day. Middle school students receive core subject instruction in cohorts (2 classes) that are team taught by two teachers. Each teacher has two cohort classes of students, up to a maximum class size of 30.

Teacher preparation time is provided when students take exploratory subjects like Music, Art, Drama, Trades and Technology. Teachers provide face-to-face instruction for seven of every eight periods. Generally, middle schools offer 4 periods of instruction a day. Exploratory subjects are capped at a maximum class size of 24, which may mean additional exploratory staffing is required for the existing classes to accommodate the 30 student cohorts.

Secondary School Classroom Teachers (Grades 9 through 12)

Reference: Section 76.1 of the BC School Act

Class size limits are 30 students. There is no class size adjustment for students with diverse students as these students are not with an individual teacher more than 50% of the day.

Schools are staffed at a ratio of one teacher for every 22.5 students (1:22.5) approximately, with that staffing including core and elective instruction, counselors, librarians, learning assistance teachers and time for teacher preparation.

Students take 8 courses a year and schools organize their course offerings so that the following are the maximum class size limits:

Course Type	Class Size Limit
Elective courses	24 students (e.g., food, shop)
Sciences	28 students
Other	30 students

Non-Enrolling Teachers

Across the district, non-enrolling teachers provide support and instruction that supplements the general education setting. Non-enrolling comprises teachers referenced in the CTA restored language as described in the chart below. Staffing ratios for these positions are calculated on a district wide basis and staff is deployed to school levels based on the need of the school level and of students in those schools e.g., more counsellors are assigned to secondary schools whereas more librarians are assigned to elementary schools.

Category	# of students per staff
Counselors	665: 1
Learning Assistant Teachers LAT	403: 1
Special Needs - Special Education Resource Teachers (prog: 1.16, 1.17. 1.18) RT/ SERT	342: 1
ESL and Learning Assistants	74: 1
Teacher Librarians	692.1: 1

Administrators

Every school is assigned one full-time principal. Additional administrators are assigned to schools based on school level (elementary, middle, or secondary), school size, and consideration of the level of student need in the respective building. At all levels, partial administration assignments are supplemented by teaching assignments.

Elementary assignments

- Less than 350 students – expected that the principal will cover some of the teaching assignments.
- Greater than 400 students - a vice-principal is added with a minimum of 0.2 FTE administration duties. The remainder of their assignment would usually be in the classroom.

Middle school assignments

- Greater than 275 students - a vice-principal is partially added with administration time given on a sliding scale.
- Greater than 700 students - a second vice-principal is partially added also with administration time given on a sliding scale.

Secondary school assignments

- Greater than 275 students - a vice-principal is added with administration time given on a sliding scale.

- Greater than 700 students - a second vice-principal is partially added with administration time added on a sliding scale
- Greater than 1400 students - a third vice-principal is partially added with administration time added on a sliding scale.

Business Managers

Due to the complexity of school budgets and the frequency of financial transactions, secondary schools are provided one full time Business Manager (exempt position) if the school exceeds 700 students. At a minimum, a secondary school would receive a half time Business Manager with the time increasing to 80% once the school reaches an enrolment of 500 students.

Clerical Staffing

Daily clerical hours are assigned to schools based on school level (elementary, middle, or secondary), and student enrolment. For the most part, these assignments are school year (10 month) employees with the exception of secondary schools which are staffed with a 12-month head clerical (Clerical A) employee.

Hours per day allocated to each school, based on level and enrolment**				
Minimum Enrolment	Elementary	Elementary/ Middle	Middle	Secondary
0	6 [^]	14	12	12
401	10			
501	13			
701		15	15	15
901			17.5	17.5
1201			25	25
			31.5	31.5

** A full-time clerical position equates to 7 hours per day.

[^] Two schools have been granted 7 hours due to site specific circumstances

School Accounting Staff

Additional office support is provided to middle schools, with a focus on providing the school with support in budget and finance. Elementary/middle and middle schools are provided one full time Accounting Clerk.

Special Program Staffing – Special Education

The following ratios are guidelines but not necessarily what is ultimately allocated

Teacher	Elementary	Middle School	Secondary
1.0 Resource Teacher	24-26	26-28	28-30
Child and Youth Care Workers	1 x 6 hour/ day	1 x 7 hour/ day	1 x 7 hour/ day

Resource Teachers - Based on expected number of low incident Special Needs students

Education Assistants - Each school is given a percentage of the Special Education grant that their students generate expressed in daily hours. These hours are used to create EA positions using the following standard base for each position:

- Elementary & Middle Schools – 5.25 hours/day
- Secondary Schools – ranging from 6.00 to 6.25 hours/day

School-based EA hours have been increased for 2024-25 pursuant to a year-to-year agreement with the union. The increase has two components, one using special purpose funds is 0.33 hours using Learning Improvement Funds and the second is funded from the operating fund and is 0.13 hours meant to reflect hours not worked during the extended spring break.

Other School-Based Staffing

Supervision Assistants (SAs) – AP 540	Minimum of 1 Supervision Assistant up to 175 students. Sliding scale up to 8 SAs for greater than 1200 students.
Custodians	Each school is staffed with a head custodian working a minimum of 30 hours/week. Additional custodial time is given based on the square footage of the school as well as the grade level and room layout of the building.

Non-Enrolling, Non-Ratio Staff

Positions	FTE
Teacher Leaders & Release - Literacy	16.0
Teacher Leaders & Release - Numeracy	3.6
Teacher Leaders	1.2
IDEA teacher, integrated care, attendance, inclusive ed	4.0
Vision and Hearing Teachers	3.6

Positions	FTE
Speech Pathologists	8.2
Psychologists	5.9
Total FTE	50.5
Total cost at average teacher cost \$123,000	\$6.2 million

6.2.3 Wages and Benefits

Wages

British Columbia Public School Employers’ Association (BCPSEA) is the accredited bargaining agent for the province’s 60 K-12 public boards of education, for unionized teaching and support staff. BCPSEA also assists school districts in developing, implementing, and maintaining terms and conditions of employment, including compensation levels, for employees who are not covered by a collective agreement. Exempt staff includes superintendents, secretary treasurers, senior school district managers, principals, and vice-principals.

The current Provincial Collective Agreements describes wages for the 2023-24 and 2024-25 school years as follows:

BCPSEA and the BC Teachers’ Federation

- Term of July 1, 2022 to June 30, 2025
- General Wage increases
- Effective July 1, 2023 – annualized BC CPI over 12 months starting March 1, 2022 to a minimum of 5.5% and a maximum of 6.75% RULED TO BE 6.75%
- Effective July 1, 2024 – annualized BC CPI over 12 months starting March 1, 2023 to a minimum of 2.0% and a maximum of 3.0% RULED TO BE 3.0%
- Some targeted increases to the top step of the grid and to TTOC.

BCPSEA and the K-12 Presidents Council

(representative of support staff unions in the K-12 public education sector, including CUPE)

- Term of July 1, 2022 to June 30, 2025
- General Wage increases
- Effective July 1, 2023 – 5.5% plus a potential cost-of living adjustment to a maximum of 6.75% RULED TO BE 6.75%
- Effective July 1, 2024 –2.0% plus a potential cost of living adjustment to a maximum of 3.0% RULED TO BE 3.0%
- Some flexibility was built in for local negotiation.

These wage increases of 3.0% for the 2024-25 year have been built into the budget for teachers and support staff. Expenses include matching 3% salary increases for exempt staff, comprising Administrators in leadership roles (EN coded for Governmental purposes) and Non-educator exempt (EX), the exact amounts for employees are subject to the approval of the BCPSEA and the PSEC Secretariat.

From a revenue perspective, the exempt increases of 2% for Non-educator exempt have been included in budget. The additional increase of 1% for Non-educators and increases for Administrators were not confirmed as funded by the Provincial government prior to finalization of the budget and have not been included.

Benefits

Employee benefits primarily comprise extended health and pensions. Pensions are provided collectively through the Municipal or Teachers Pension Plans, which are managed provincially. Extended health covers dental, vision, pharmaceutical and therapeutic services. These are supplemental to the medically necessary services that are covered by the BC public health insurance Medical Services Plan (MSP).

The District is essentially self-insured for employee extended benefits and the plans are administered by Pacific Blue Cross. Over many years, an accumulated surplus had accrued and until 2022-23 this surplus was utilized and drawn down to mitigate premium increases. Benefit costs for 2024-25 reflect the actual cost of premiums with the prior year increases in rates and the current increases are being passed on to the District and staff. This results in an increase in benefit costs. The increases in extended health and dental benefits are in the range of 20% to 30% for all employee groups and are mostly borne by the District.

Employee Benefit	2024-25 Annual	2023-24 Amended	Change 23-24 to 24-25
Canada Pension Plan (CPP)	5.95%	5.70%	4.39%
Employment Insurance (EI)	2.15%	2.11%	1.90%
Employer Health Tax (EHT)	1.95%	1.95%	0.00%
Pension Plan - Municipal	9.31%	9.31%	0.00%
Pension Plan - Teachers	11.30%	11.30%	0.00%
WorkSafeBC	1.67%	1.48%	12.84%
Extended Health	\$2,270	\$1,867	21.59%
Dental	\$1,927	\$1,620	18.95%

6.2.4 Other Costs

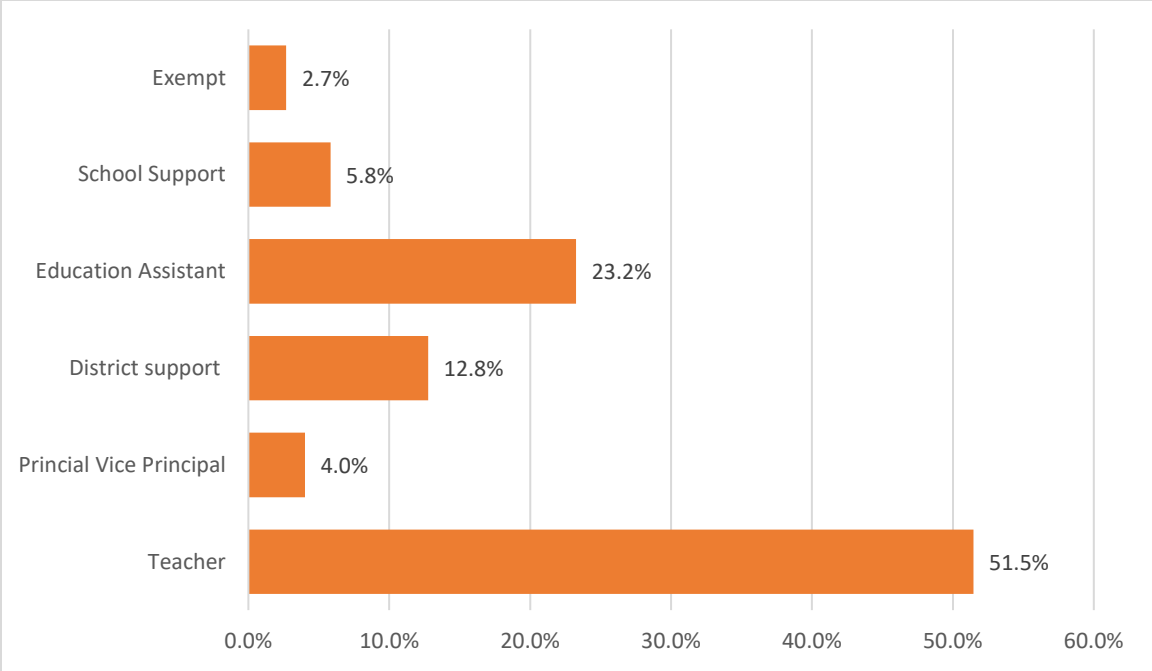
SERVICE & SUPPLIES BREAKDOWN:	Budget 2024-25	Actual 2023-24
Services	5,117,328	5,538,451
Student Transportation	50,800	192,296
Professional Development & Travel	1,365,760	1,316,895
Rentals & Leases	25,200	25,202
Dues & Fees	362,900	267,772
Insurance	349,308	324,724
Supplies	9,836,592	9,666,826
Utilities	2,654,500	2,324,612
Total Services & Supplies	19,762,388	19,656,779

Other costs are comprised of supplies and services, which are all non-wage and benefit costs. These are separate for schools and departments. Schools are allocated an amount per pupil that is periodically reviewed by the senior leadership team. The rate differs between elementary, middle and high schools in recognition of the differences in support at each level. It is budgeted at the prior year actual level, with an adjustment for any known significant differences. The allocation is calculated annually in October based on the actual enrolment.

Department services and supply budgets are based on actual prior year costs increased by inflation and strategic initiatives. The budget is compiled by collecting requests from all departments. These requests are evaluated by the senior leadership team.

6.3 Staffing Summary and Changes

With just over 90 percent of district costs reflected in staff salaries and benefits, staffing is the biggest and most critical investment of the budget. The table below summarizes the District's positions according to the amended budget for the year ended June 2024 and as budgeted for 2024-25 school year. Staffing is measured by Full Time Equivalent (FTE) for the respective role. For teachers and most school-based clerical staff, this is a school year. For PVP, district support and other professionals, this means a regular full calendar year of work.



Staffing overall increased by 22.3 FTE. This is primarily comprised of an increase in teaching staff of 14.7 FTE and an increase in EAs of 3 FTE. The teacher increases are a direct result of increases in enrolment (6.0), and increases in staff aligned with strategic projects including a portion of increases reflecting the full year of staffing changes that were made for part of 2023-24 in the amended budget (school based 4.9 FTE; district-wide 5.3 FTE). The increase in regular EAs is for Child Youth Care Workers. The increase of 2.7 FTE in district support staff reflects the full year impact of increases in payroll and transportation support staff added during 2023-24 and the addition of a support staff member for integrated services. Other professional services staff also increased 2.8 FTE comprising staffing for communications, financial services coordinator/ purchasing, and support for the international home stay program.

Operating Fund Staffing (FTE)	Budget 2024-25	Actual 2023-24	Change
Teachers			
Schools	714.960	705.969	8.991
Schools – funded through Special purpose	69.574	67.638	1.936
School Purchased (High Schools)	10.020	10.020	
Indigenous Education	13.030	14.530	(1.500)
District	51.048	45.748	5.300
Total Teacher FTE	858.632	843.905	14.727
PVP			
School-Based	61.000	61.000	
District	6.000	7.000	(1.000)
Total PVP FTE	67.000	68.000	
Education Assistants			
Regular EAs	332.721	332.721	
Indigenous Education EAs	34.148	34.148	
CYCW	21.046	18.046	3.000
Total Education Assistants	384.915	387.915	
Support Staff			
Supervision Assistants	19.090	19.090	
School Clerical	59.344	59.433	
Careers	18.784	18.784	
District	212.779	210.049	2.730
Total Support Staff	309.997	307.356	
Other Professionals (including 7.0 trustees)	44.880	42.080	2.800
Substitutes (recorded as a cost not FTE in the budget building)			
TOTAL	1,668.42	1,646.17	22.260

6.4 2024-25 Budget

OPERATING FUND	Budget	Actual
	2024-25	2023-24
REVENUE		
Provincial Grants, Ministry of Education	181,330,551	176,247,485
LEA/Direct Funding from First Nations	2,791,232	3,231,588
Provincial Grants, Other	200,000	170,026
International Student Tuition	2,380,803	2,185,115
Other Revenue	534,317	1,326,852
Rentals & Leases	150,000	219,735
Investment Income	1,513,989	1,460,017
Total Revenue	188,900,891	184,840,818
EXPENSE		
Salaries		
Teachers	78,037,190	74,507,389
Principals & Vice-Principals	10,128,207	9,755,993
Education Assistants	17,809,164	17,187,419
Support Staff	17,502,434	16,701,013
Other Professionals	4,812,098	4,172,944
Substitutes	8,224,054	7,576,563
Total Salaries	136,513,147	129,901,321
Employee Benefits	34,943,434	32,142,978
Total Salary & Benefits	171,456,581	162,044,299
Services & Supplies	19,762,388	19,657,033
Total Expense	191,218,969	181,701,332
Net Revenue (Expense)	(2,318,078)	3,139,486

Overall revenue is projected to increase 2.2 percent between 2023-24 actual and 2024-25 from \$184.8 million to \$188.9 million. This increase is a reflection of an announced increase of 3.4 percent in basic per pupil funding, an increase in the number of students, and holding other provincial grants static. Tuition from international students is projected to increase by about \$0.2 million as a result of increases in fees and numbers of international students and investment income is projected to remain fairly steady. Other revenue for 2023-24 includes fees received for Before and After School Care programs which have not been included in the 2024-25 budget.

Overall expenditures are projected to increase from \$181.7 million in 2023-24 to \$191.2 million, an increase of 5.1 percent. This increase is attributable to increases in staff and increases in remuneration as agreed in collective bargaining agreements and as funded through benefits. Supplies and services costs decreased marginally.

6.5 2024-25 Summary of Accumulated Surplus

Below is a summary of balances in the accumulated surplus, including budgeted changes for 2024-25. This shows that the budget anticipates spending down all of the internally restricted reserves and purchasing \$947,000 of assets in the capital fund using local funds from operations.

In Thousands (\$'000)	2023-24 Projected	2024-25 Change		2024-25 Budgeted	2022-23 Actual
Operating Fund		Revenue (Expense)	Transfer		
Unrestricted	5,957	(2,322)	(391)	4,244	6,957
Transfer from Internally Restricted			556	0	
Transfer from/(to) capital			(947)	0	
Internally Restricted	1,025		(556)	0	556
Total Accumulated Surplus	6,982	(2,322)	(947)	4,244	7,513
Capital Fund					
Unrestricted	0			0	0
Restricted	0			0	0
Invested in Tangible Assets	54,851	1,639	947	57,071	54,485
Total Capital Fund Surplus	54,851	1,639	947	57,071	54,485

The table, below, shows the use of accumulated operating surplus. Based on our budget assumptions, we anticipate using \$3.3 million from the accumulated operating surplus to balance the budget.

In Thousands ('\$000)	2024-25 Budget	2023-24 Projected	2022-23 Actual
Total Revenue	188,897	183,486	165,587
Total Expenditure	(191,219)	(181,922)	(163,861)
Net Revenue (Expense)	(2,322)	1,564	1,726
Transfer to Local Capital	(947)	(1,481)	(495)
Contribution (Use) of Appropriated Surplus	(3,269)	83	1,231

6.6 Contingency

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances that would negatively impact school District operations and the education of students. To discharge this responsibility, the Board has established a target range for the Unrestricted Accumulated Operating Surplus.

The target balance for the Unrestricted Accumulated Operating Surplus is established in the range of 2 to 4 percent of annual operating expenses as approved in the Annual Budget.

Should the Unrestricted Accumulated Operating Surplus decline below the target balance, a replenishment strategy will be developed and approved by the Board. Restoration of the balance may be implemented over a three-year period or an alternate approved timeline.

These funds would be used to mitigate any negative financial impact of extraordinary circumstances and ensure that the district has access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts. The reserve also acts as a cash float for actual and potential timing differences in receiving funds.

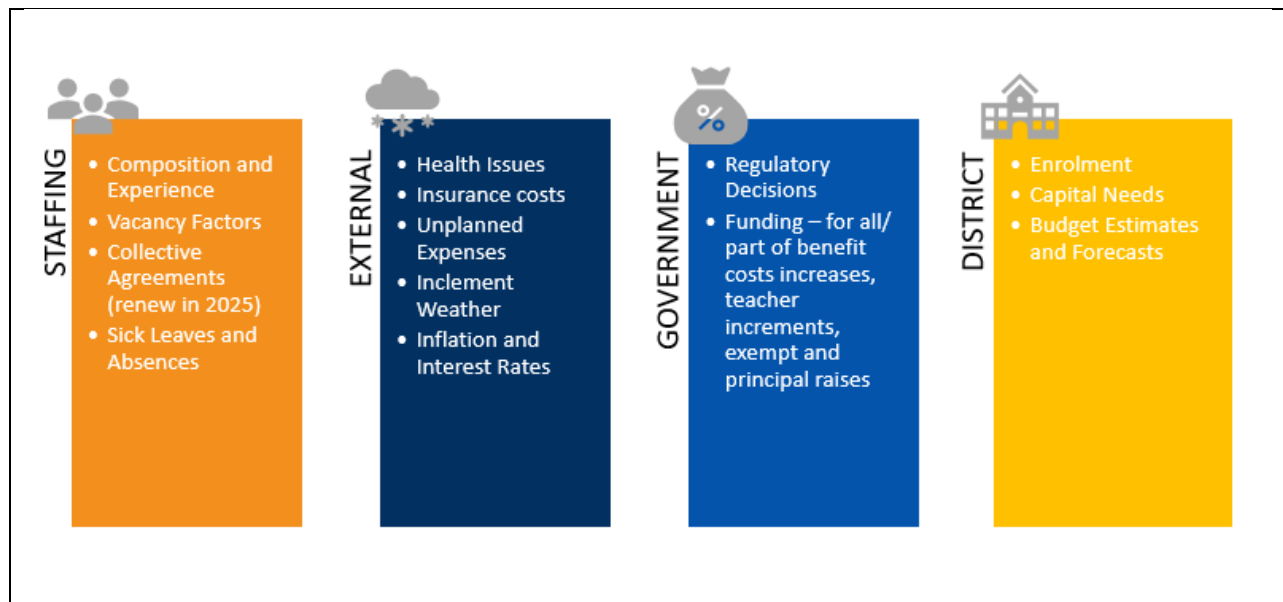
Budgeted operating contingency reserve is projected to be 2.22% as of June 30, 2025, which is below at the low level of the established range. The budget was built on some assumptions that are required by the Ministry from a legal budget perspective. These assumptions require that the district report Provincial funding as announced and at the time of preparing the budget, revenue for some salary increases had not been announced. We have, however, included the full cost impact of these increases. As a result, we expect the use of accumulated surplus will be lower. Our estimates at the time of preparing the budget are shown in the table below.

In Thousands (\$000)	As budgeted	Scenario 1	Scenario 2
Revenue for CPI 1.0% for unionized and exempt		✓	✓
Revenue for 3.0% for PVP and education admin.			✓
Total Revenue	188,897	190,241	190,586
Total Expenditure	(191,219)	(191,219)	(191,219)
Net Revenue (Expense)	(2,322)	(978)	(633)
Transfer to Local Capital	(947)	(947)	(947)
Contribution (Use) Appropriated Surplus	(3,269)	(1,925)	(1,580)
Transfers from Internally Restricted Funds - use of one-time reserves	556	556	556
Contingency as a percentage of Operating Expenditure	2.22%	2.92%	3.10%

6.7 Risk Factors

The budget has been prepared based on many assumptions. These assumptions may change over time or exogenous shocks may cause unanticipated costs or unexpected revenues.

Changes may have a significant impact on budget. The key risks to the budget that we have identified, fall into four categories as shown in the following table.



In our current operating environment, we are seeing the following risks as heightened:

- Increases in benefit costs
- Challenges in recruiting and retaining staff
- Enrolment which is a variable experiencing significant change for many districts in British Columbia

7. Operating Fund: Multi-Year Financial Plans

7.1 Future Budget Issues

As we look to the future, we see the following key issues affecting the District's operations and service levels.

Enrolment Growth

The District's long-term student enrolment projections show ongoing, moderate growth across the city. We are continuing to monitor new developments and the student yield per new unit, as well as in migration of students, which is the main source of the district's enrolment growth.

Strategic Plan

At its June 15, 2021 meeting, the Chilliwack Board of Education approved Strategic Plan 2021-2025. The financial plan may be impacted by changes in the Strategic Plan or new initiatives that are implemented. We are planning for a new strategic planning process during the 2024-25 school year.

Space/Capacity

The district has an inventory of approximately 100 portables with about 75 currently used for classroom instruction. Portables are expensive to purchase and maintain. These costs come out of the funds that are earmarked for instructional program. We have been grateful to the Province for the approval of funding for additional classrooms, over the last couple of years. These additional spaces have been filled quickly.

We continue to need new building sites and additions to our existing buildings in order to keep pace with enrolment growth. Adding to space takes time, however, as suitable land is in short supply in the area, and the government capital approval process takes considerable time.

Cyber Security

The threat of cyber attacks, scams and fraudulent activity is ever present and is becoming more sophisticated. The District continues to review its risk mitigation strategy and put controls and safeguards in place to combat such activity.

Inflation and Supply Chain Issues

Inflation has moderated in this last year, but we remain vigilant for future increases in costs. Our benefit costs are one area we have experienced significant cost pressures with increases for 2024-25 projected over 20%, which is well in excess of the increase in funding for the

Provincial operating grant. This puts pressure on our operating budget as cost increases need to be funded through savings in other areas.

Recruitment and Retention

Jobs recovery in Canada since the COVID-19 lockdowns has been strong, and the unemployment rate is at an historic low. This has resulted in a shortage of workers across wide ranges of occupations. Moreover, British Columbia has a recognized shortage of qualified teachers. Retention of staff is considered important due to the retirement of baby boomers, the importance of retaining institutional knowledge, and the costs of hiring and training staff.

Child Care

The Ministry of Education and Child Care is expanding its work in the area of childcare programs. The District has been one of the leading Districts in the Province in implementing early years programming. We anticipate these programs to grow in the coming years which will create challenges and opportunities on our facilities as well as new types of staffing positions and operational issues not common to K-12.

7.2 Multi-Year Budget Projection

OPERATING FUND	Annual Projections 2024-25 to 2026-27		
	2026-27	2025-26	2024-25
REVENUE			
Provincial Grants, Ministry of Education	188,420,678	184,813,248	181,330,551
LEA/Direct Funding from First Nations	2,791,232	2,791,232	2,791,232
Provincial Grants, Other	200,000	200,000	200,000
International Student Tuition	2,550,861	2,465,832	2,380,803
Other Revenue	548,275	541,726	534,317
Rentals & Leases	150,000	150,000	150,000
Investment Income	1,513,989	1,513,989	1,513,989
Total Revenue	196,175,035	192,476,026	188,900,891
EXPENSE			
Salaries			
Teachers	81,169,688	79,587,932	78,037,190
Principals & Vice-Principals	10,690,187	10,329,172	10,128,207

OPERATING FUND	Annual Projections 2024-25 to 2026-27		
	2026-27	2025-26	2024-25
Education Assistants	18,496,427	18,139,121	17,809,164
Support Staff	18,533,789	18,095,845	17,502,434
Other Professionals	5,147,907	4,978,340	4,812,098
Substitutes	8,557,541	8,389,141	8,224,054
Total Salaries	142,595,539	139,519,551	136,513,147
Employee Benefits	36,893,847	36,048,159	34,943,434
Total Salary & Benefits	179,489,386	175,567,710	171,456,581
Services & Supplies	20,540,450	20,012,659	19,762,388
Total Expense	200,029,836	195,580,369	191,218,969
Net Revenue (Expense)	(3,854,801)	(3,104,343)	(2,318,078)

OPERATING FUND	Annual Projections 2024-25 to 2026-27		
	2026-27	2025-26	2024-25
<i>Multi-Year Budget Projection (continued)</i>			
OPERATING FUND (continued)	Annual Projections 2023-24 to 2025-26		
	2023-24	2024-25	2025-26
School Surpluses Included	500,000	500,000	525,783
Indigenous Ed Surplus	-	-	-
Other	-	-	-
Capital Asset Purchases	(650,000)	(650,000)	(947,000)
Transfer to Capital Reserves	-	-	-
Surplus (Deficit) for Year	(4,004,801)	(3,254,343)	(2,709,295)

SERVICE & SUPPLIES BREAKDOWN:			
Services	5,405,768	5,122,788	5,117,328
Student Transportation	52,832	51,816	50,800
Professional Development & Travel	1,420,390	1,393,075	1,365,760
Rentals & Leases	26,208	25,704	25,200
Dues & Fees	377,416	370,158	362,900
Insurance	363,280	356,294	349,308
Supplies	10,230,056	10,033,324	9,836,592
Utilities	2,664,500	2,659,500	2,654,500
Total Services & Supplies	20,540,450	20,012,659	19,762,388

The Multi-Year Financial Plan for the Operating Fund has been prepared to evaluate the impacts of the long-range plan and strategic initiatives on the current budget and on future years' budgets. The plan entails using reasonable assumptions, which are described below.

Enrolment

For the purposes of projecting a multi-year operating budget we have held enrolment constant at the 2024-25 projected level described above. For capital planning purposes and our capital plan, we use our 10-year enrolment estimates. Holding enrolment constant allows us to retain the same service level. Essentially, we assume that distribution of students across schools and grades is consistent and therefore staffing allocated based on formulae do not change. This is a simplifying assumption for purposes of staffing. Constant enrolment levels also allows us to project revenues based on the Province's operating grant model with adjustments for inflationary costs only.

Revenue

We assume that per pupil revenue from Provincial operating grants will increase at a rate of 2.0 percent a year for each of 2025-26 and 2026-27. We have assumed that all other sources of revenue remain constant.

Staffing levels

OPERATING FUND	Annual Budgets 2024-25 to 2026-27		
	2026-27	2025-26	2024-25
FTEs			
Teachers	789.06	789.06	789.06
Principals & Vice-Principals	68.00	67.00	67.00
Education Assistants	387.91	387.91	387.91
Support Staff	309.50	309.50	309.50
Other Professionals (including trustees)	45.88	45.88	44.88
TOTAL FTEs	1,577.27	1,612.19	1,642.26

The increase in principal staff reflects the opening of a new elementary school and the increase in other professionals reflects the transfer of a staff member from capital back to operations at the completion of construction. All other groups have been held constant.

Salaries and Benefits

Salaries and benefits for all employee groups have been increased by 2 percent for each of 2025-26 and 2026-27. BC PSEA, the Provincial bargaining agent, will be bargaining during 2024-25 for the new agreement, which will start in the 2025-26 school year.

Services and Supplies

We have also budgeted for a 2.0 percent increase in services and supplies in each year.

8. Special Purpose Funds

The special purpose funds are made up of several distinct revenue sources that have restrictions over the spending. They are, for the most part, received from the Ministry of Education and Child Care. The following special purpose funds have been included in the 2023-24 budget:

- Classroom Enhancement Fund (CEF)
- Feeding Futures Fund
- Community LINK
- Learning Improvement Fund (LIF)
- Annual Facility Grants (AFG) excluding amounts that are paid to the capital fund via certificates of approval (COA) as these are in the capital fund
- Early Learning Programs and Projects including: Strong Start BC; Ready, Set, Learn; Changing Results for Young Children; Strengthening Early Years to Kindergarten Transitions; Early Care and Learning
- Official Languages in Education (OLEP)
- First Nation Student Transportation
- Scholarships and Bursaries
- Earnings and disbursements of endowments
- Investment income earned on any of the above funds

Summary

Special Purpose Fund	Budgeted Amount
Classroom Enhancement Fund	\$20,429,144
School Generated Funds	3,540,000
Feeding Futures Fund	1,789,043
Community LINK	771,423
Learning Improvement Fund	650,389
Annual Facility Grant	456,617
Strong Start	224,000
Early Care and Learning	175,000
OLEP	152,262
First Nations Student Transportation	172,790
Scholarships and Bursaries	130,000
Before & After School Child Care	300,000
Ready, Set, Learn	51,450
Student and Family Affordability	345,000
ESTIMATED BUDGETED EXPENDITURE	\$29,187,118

Classroom Enhancement Fund (CEF)

CEFs are provided separately by the Ministry of Education and Child Care to support the application of restored contract language on the operations of the District. Restored language reflects the language that was contained in individual school district collective bargaining agreements before the implementation of a provincewide collective bargaining agreement for teachers. On March 10, 2017, the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers’ Federation ratified a Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. The memorandum fully and finally resolved all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016.

For many districts, Chilliwack included, the restored language requires that the district employ a higher level of staffing than is specified under the Provincial collective bargaining agreement and/ or provide remedies to teachers where this is not implemented. Because this varies by district, districts are required to submit requests to the province for funding annually and is subject to Ministry approval.

For 2024-25, the District has budgeted a CEF allocation of \$20,429,144, which is consistent with the estimated allocation provided by the Ministry for budgeting purposes. This estimate is based on the prior year allocation. With increases in costs per staff member and a projected increase in the number of students, we expect that this funding allocation will be higher. We will update the CEF revenue and costs during the amended budget process once the final fall 2024 staffing is known and/ or after the 2024-25 school year.

Restored staffing levels are calculated in the manner described below.

District Staffing Ratios for Non-Enrolling Staffing under restored language

Staff Category	Ratio
Teacher-Librarians	692.1
Counsellors	665
SERT which may be combined to reach a systemwide ratio	
Learning Assistance Teachers	403
Special Education Resources	342
English Language Learners	74

Restored class sizes – Enrolling

Grade	Ratio	Ratio with Remedy
Kindergarten	20	21
Grade 1	22	25
Grades 2-3	22	27
Grades 4-12		30
Special class		15
Industrial Eng, sop, home ec		24
Secondary science		28

CEF divisions are calculated using the following factors:

- Number of students in primary/intermediate, as above
- class size limits and
- A-G Category Designations

School Generated Funds

These funds comprise accumulated funds held by individual schools in the District. These funds come from school activities like fundraising, cafeteria revenue, school store revenue, and various other activities. They are meant to be used to fund activities that directly benefit the students in that particular school.

Feeding Futures Fund

The Feeding Futures Fund is a new allocation from the Ministry that provides funding for breakfast and lunch services to support student health and academic functioning. This funding has been guaranteed for 3 years, during which time the District will build a program that provides meals to identified students, approximately 20%, with the greatest need for food in all schools throughout the district. For the first year of operation, the District has hired a coordinator and solicited an outside provider to support lunch services. We will assist with transportation of meals, and ensure that all schools offer an established and reliable lunch and a breakfast program.

Community LINK

Community LINK (Learning Includes Nutrition and Knowledge) funding from the Ministry of Education and Child Care is designed to support the academic achievement and social functioning of vulnerable students. Programs and services include breakfast, lunch, and snack programs, academic supports, counselling, child youth care workers, and after-school programs.

Learning Improvement Funds (LIF)

LIFs were established by the province for the purpose of providing additional targeted support staff resources to complex classes that present challenging learning conditions. The District uses this funding to increase the hours for the education assistant staff members.

AFG

For 2024-25, the Ministry of Education and Child Care awarded the District an annual facility grant of \$2,918,464 (starting April 1, 2024). This comprised of two allocations. A capital AFG of \$2,461,847 and a special purpose AFG of \$456,617 and including an amount of \$38,816 that is earmarked as a district contribution towards the Ministry reporting infrastructure. AFG funds may be used for the purposes of:

- Upgrading or replacing facility components throughout the expected economic life of an existing capital asset;
- Enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- Significantly lower the associated operating costs of an existing capital asset; or
- Extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

AFG plans are submitted annually, on or before April 30, to the province for approval. The Board approved AFG spending plan is presented in the following table, and work is to be done over the following year:

Facility/Site	Project Type	Project Description	Total Project Cost
Leary Integrated Arts & Technology Elementary	Site Upgrades	Drainage Upgrades - center courtyard Sidewalk and access upgrades	\$139,603
Chilliwack Central Elementary Community	Interior Construction (AFG)	Renovation to create additional classroom space.	\$125,000
Chilliwack Central Elementary Community	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$6,000
Board Office	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$35,000
Cheam Elementary	Site Upgrades	Sidewalk accessibility Upgrades	\$15,000
Chilliwack Middle	Exterior Wall Systems (AFG)	Painting exterior -complete	\$95,000
Chilliwack Middle	Site Upgrades	Fencing Upgrade	\$15,000

Facility/Site	Project Type	Project Description	Total Project Cost
Chilliwack Secondary	Site Upgrades	Fence replacement	\$30,000
Cultus Lake Community School	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$30,000
Cultus Lake Community School	Site Upgrades	Drainage upgrade	\$55,000
Cultus Lake Community School	Accessibility Upgrades	Access controls and door operators	\$35,000
Cultus Lake Community School	HVAC (AFG)	HVAC ventilation upgrade	\$25,000
Evans Elementary	Electrical (AFG)	Lighting control upgrade. Upgrade the existing lighting control system to a modern centrally controlled Dialog system	\$20,000
Evans Elementary	Site Upgrades	Sidewalk accessibility upgrades	\$20,000
G W Graham Secondary	Interior Construction (AFG)	Interior painting complete	\$150,000
G W Graham Secondary	Site Upgrades	Fencing upgrade	\$30,000
Greendale Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$25,000
KSS	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$25,000
Learning Services	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$20,000
Learning Services	Accessibility Upgrades	Access controls and door operators	\$30,000
Leary Integrated Arts & Technology Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$37,000
Little Mountain Elementary	Roofing (AFG)	Roof replacement area 7	\$225,000

Facility/Site	Project Type	Project Description	Total Project Cost
Facilities	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$50,000
McCammom Elementary	Exterior Wall Systems (AFG)	Exterior wall repair and window replacement	\$40,000
McCammom Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$42,000
Mount Slesse Middle	Interior Construction (AFG)	Painting exterior complete	\$140,000
Promontory Heights Community Elementary	Interior Construction (AFG)	Flooring replacement main hallways.	\$70,000
Promontory Heights Community Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$45,000
Robertson Elementary On Elm Street	HVAC (AFG)	HVAC upgrade	\$70,000
Robertson Elementary	Interior Construction (AFG)	Flooring replacement	\$18,000
Rosedale Traditional Community	Electrical (AFG)	Septic system control to monitor amount of effluent deposited to septic field. (Environment requirement).	\$50,000
Rosedale Traditional Community	Interior Construction (AFG)	Flooring replacement	\$40,000
Rosedale Traditional Community	Site Upgrades	Drainage and sidewalk accessibility upgrades.	\$85,000
Sardis Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$45,000
Sardis Secondary	Electrical (AFG)	Lighting upgrade to LED lighting.	\$200,000
Sardis Secondary	Interior Construction (AFG)	Flooring replacement	\$75,000
Sardis Secondary	Accessibility Upgrades	Sidewalk accessibility upgrades	\$57,000

Facility/Site	Project Type	Project Description	Total Project Cost
Strathcona Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$38,000
Tyson Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$25,000
Vedder Middle School	Interior Construction (AFG)	Flooring replacement	\$70,000
Vedder Middle School	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$70,000
Watson Elementary	Site Upgrades	Drainage and paving upgrades	\$10,000
Watson Elementary	Interior Construction (AFG)	Painting interior complete	\$100,000
Watson Elementary	Electrical (AFG)	Telecom upgrade - LAN System. System Description: The building includes a mix of Cat5 and Cat5e local area network wiring, RJ-45 Terminations,	\$7,000
Sardis Elementary	Roofing (AFG)	Roofing replacement area 2B	\$130,000
Vedder Middle School	Asbestos Abatement (AFG)	Asbestos abatement	\$70,000
Chilliwack Middle	Roofing (AFG)	Roof replacement area 5	\$145,000
		AFG Total:	\$2,879,603

Official Language Education Program (OLEP)

The Ministry of Education and Child Care administers federal funding intended to support incremental costs of offering French as a second official-language. Under the last “Canada-British Columbia Agreement on Minority Language Education and Second Official Language Instruction 2020-2023,” funding for school districts was based on 2019-20 enrolment. Funding will continue at this level until a new agreement is reached.

Child Care Programs

The Ministry of Education and Child Care provides funding for child care programs through several different streams. We will group them here as we utilize them to provide a coherent menu of services for families under the leadership of a District Principal of Early Learning.

- (a) Strong Start – allows parents to participate with their young child (aged birth to five) in play-based early learning activities including sorties, music, and art. This program is provided at no cost to families and is designed to help prepare children for success in kindergarten. It is offered at the following elementary schools: Strathcona, Chilliwack Central Community, Cultus Lake Community, Little Mountain, Watson, Bernard, McCammon, and Unsworth
- (b) Early Care & Learning – capacity building to grow early learning programs
- (c) Before and After School Care
- (d) Ready, Set, Learn – allows the District to facilitate community events targeted at three-year-old children. The goal of the events is to provide good information on how to support a young child’s early learning and development, and how to help develop positive connections between families, the school system, and local community agencies. The funding has not been announced, however, we do not anticipate a change
- (e) Just B4 Preschool – an emergent/play-based program catering to 4-year-olds heading into kindergarten the following year.

9. Capital Fund Budget

The capital fund includes expenditures related to facility additions and enhancements and equipment purchases. These expenditures are principally funded by capital grants from the Ministry of Education and Child Care. Other spending is funded by transfers from the operating funds, and there are some AFG expenditures in the special purpose fund.

Spending on capital items is accounted and budgeted for following the accruals basis of accounting. This means that spending resulting in work in progress or completed capital items is recorded as an asset, and revenues received by the District towards these spending items is recorded as deferred capital revenue. The budget reflects depreciation on assets and amortization over the life of the assets. The surplus (deficit) of the fund for the year is the result of the excess of depreciation over the amortization – due to the purchase of depreciable assets from local capital – and the expensing of equipment purchases.

Capital \$'000	2024-25 Budget	2023-24 Actual
Capital Surplus (Deficit), beginning of the year	54,851	54,851
Revenues		
Provincial Grant	2,462	2,777
Municipal Grants Spent on Sites	3,000	
Amortization of Deferred Capital Revenue	14,471	10,153
Total Revenue	15,933	12,930
Expenses		
Operations and Maintenance	2,462	2,777
Amortization of Tangible Capital Assets	11,832	11,533
Total Expenses	14,294	14,309
Net Revenue (Expense)	1,639	(1,380)
Net transfers (to) from other funds		
Local Capital	947	1,065
Total Net Transfers	947	1,065
Tangible Capital Assets Purchased from Local Capital		
Total Capital Surplus (Deficit) for the year	2,586	(314)
Capital Surplus (Deficit), end of the year	57,437	54,537

The following table presents major capital projects supported by the provincial government and the estimated capital spending associated with these projects.

Facility Name	Project Description	Approved Funding
Sardis Secondary School Addition	Add a 400 student wing and some adjustments to gymnasium at Sardis Secondary School	23,500,000
New East Side Elementary	New 500 student elementary school on old Rosedale site	20,000,000

The province also awards funding for specific ongoing facility work. These requests are typically submitted in September and awarded in the spring for spending for the following Provincial budget year (April to March). This might include funding for the Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program, Playground Equipment Program, and Bus purchase program. We have also received funding for the Feeding Futures Program for 2024-25 and the New Spaces Program which is targeted at expanding spaces available for early learning programs.

Existing school district budgets, which are provided for operations, are insufficient to support the timely replacement and ongoing maintenance of school district assets. So these additional targeted grants are important to maintain our capital assets. Major deferred maintenance and equipment failures might include, for instance, roof replacement, boiler replacement, server replacement, and shop equipment replacement. We allocate a portion of local funds to local capital to purchase assets not otherwise funded or to supplement amounts funded, typically funded by the province.