



Thank you for providing feedback on your general priorities in Phase 1 of the Budget Public Consultation Process. More than 165 responses from families, students, staff, and community members were received through the online survey.

Valuable feedback was also received in-person and via email from the district's rights-holders and education partners, including the Indigenous Education Council, Delta Teachers' Association, CUPE Local 1091, and the Delta Principals' and Vice Principals' Association.

Through this consultation, the following key priorities were identified:

- **EAs and Inclusive Learning Support:** Provide more EAs to support students with diverse abilities and manage behavioural needs, as well as other staff including Learning Support Teachers, Child and Youth Care Workers, and Counsellors to help enhance student learning, social emotional development, and mental health and well-being. Additional staffing will help ensure a safe learning environment for students and staff.
- **Enhance educational opportunities:** Offer more sports, arts, music, clubs, field trips, and other extracurricular activities.
- **School Infrastructure and Maintenance:** Implement upgrades to schools and district sites to improve safety, security, and accessibility.
- **Supplies:** Provide more classroom resources and equipment, including books and technology.
- **Upgrade playgrounds:** Improve playgrounds and build new outdoor learning spaces.
- **Address class size and class composition** to help lower the complexity of student needs in classrooms.
- **Academic Foundations:** Focus on literacy and numeracy.

YOUR FEEDBACK IS IMPORTANT!



In March, the Ministry of Education and Child Care released the funding allocations for the upcoming school year. The district reviewed this information, plus your feedback on general priorities, while working on the Budget recommendations for the 2026/27 school year.

PHASE 2 OF THE BUDGET CONSULTATION PROCESS STARTS NOW!

Please review the Draft Budget Recommendations and share your feedback

1. Review the Draft Budget Recommendations at www.deltasd.bc.ca
2. Speak or ask questions at the Special Public Board Meeting on Tuesday, April 21.* To sign up to speak, please email kaquino@deltaschools.ca by 5 p.m. on Monday, April 20.
3. Send an email to budget@deltaschools.ca**
4. Complete the [Draft Budget Online Survey](#)**

* The Regular Public Board Meeting will begin at 7 p.m. The Special Public Board Meeting focused on Budget Input will take place immediately afterwards. We anticipate it will start at approximately 7:30 p.m.

** The deadline for feedback via email or online survey is noon on Monday, April 20

For more detailed information on the budget process, please visit:

<https://www.deltasd.bc.ca/news-events/news/2026-2027-budget-consultation-process/>

All school districts in B.C. are required to pass a balanced budget, which means that the money spent does not exceed the money available.



WHERE DOES SCHOOL DISTRICT FUNDING COME FROM?

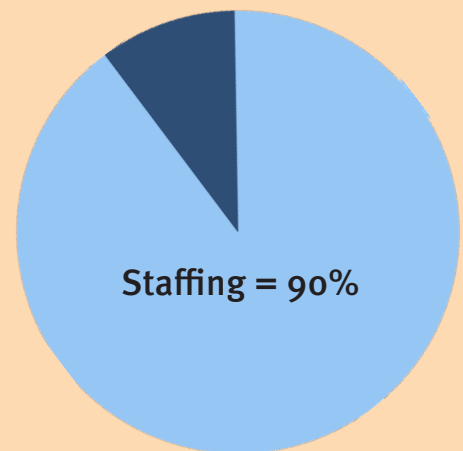
- School districts receive most of their funding from the **Ministry of Education and Child Care**, which bases the funding largely on enrolment numbers using provincially determined per pupil amounts.
- **Additional Ministry funding** is also provided for diverse learning supports, and to cover labour settlement increases and any geographic factors that uniquely impact different school districts.
- Fees generated by the district's **International Student Programs**.
- Various **grant providers**.
- Income generated **from course fees**.
- **Facility rental incomes**.
- **Investment returns** on district cashflows.

Some of these sources of funding are uncertain and the school district has limited control over the level of funding available to provide educational services.

School districts manage these financial uncertainties by setting available funds aside in reserve, which is also sometimes called the Accumulated Operating Surplus.

WHAT DOES THE SCHOOL DISTRICT SPEND MONEY ON?

Approximately **90%** of the District's operating costs are staffing related.



Funding also supports curriculum and assessment work, services to support student need, Indigenous education, international students, facility services and maintenance projects to keep school buildings warm, clean and safe, the provision of employee services, the administration of schools and the district, and student transportation.

BUDGET BREAKDOWN

The School District Budget consists of an Operating Budget, a Special Purpose Fund Budget, and a Capital Budget.

OPERATING BUDGET

Provides for the day-to-day activities of the district throughout the year, with income and expenses, similar to a household budget. It supports:

- Regular Instruction
- Inclusive Education
- Operations & Maintenance
- District Administration*
- International Student Program
- Other Educational Areas

*As a percentage of operating costs, Delta's district administration costs are among the ten lowest out of BC's 60 public school districts, while Delta's spending on instruction is among the nine highest.

SPECIAL PURPOSE FUND BUDGET

These are funds and grants, from organizations like the Ministry of Education and Child Care and the Federal Government, to deliver specific programs or activities. This budget also includes scholarships and donations.

CAPITAL BUDGET

Provides for building projects, which are funded by the Ministry of Education and Child Care, but sometimes also require a contribution from the school district. Other capital acquisitions are mostly funded from the Operating Budget, but sometimes also by other organizations, for example, PACs raising money for school playgrounds.

DELTA SCHOOL DISTRICT CURRENTLY HAS:

24
elementary schools

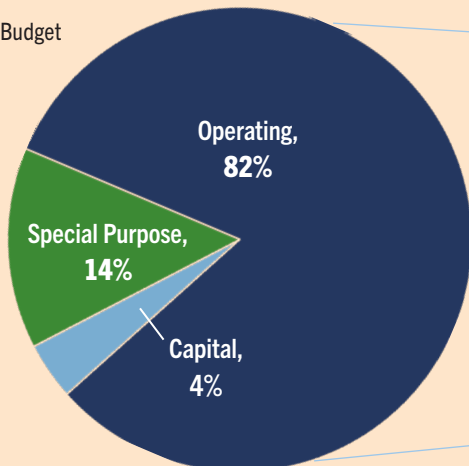
7
secondary schools

2,800+
employees

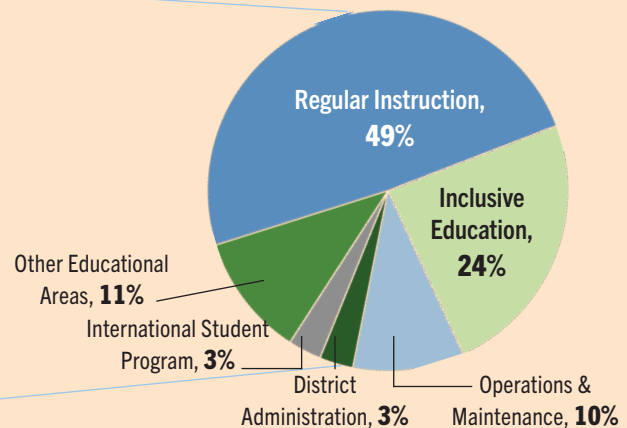
16,000+
students enrolled

Expense Budget by Fund*

* 2025/26 Amended Budget
\$250 million



Expense Budget Within Operating Fund



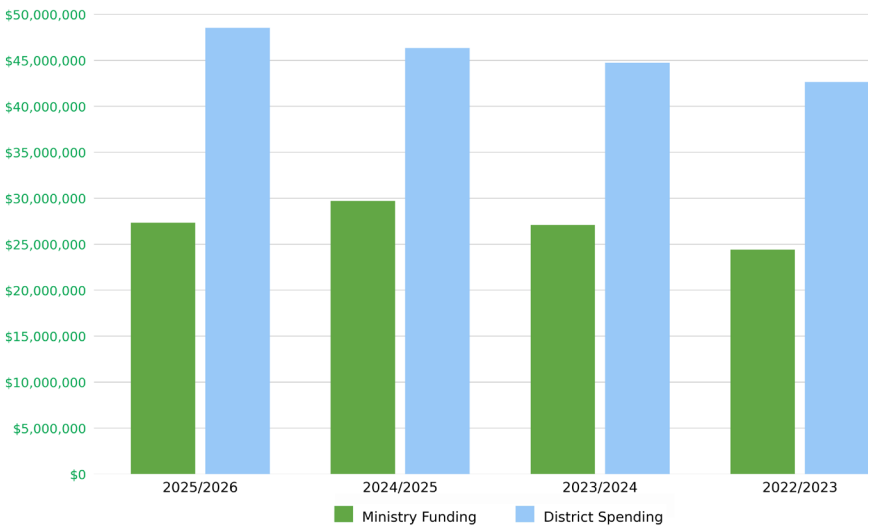
SUPPLEMENTAL FUNDING

School districts receive most of their funding from the Ministry of Education and Child Care, which bases the funding largely on enrolment numbers using provincially determined per pupil amounts.

In addition to this per pupil amount, the Ministry of Education and Child Care provides supplemental funding (see next page).

This funding is used to provide Inclusive Education students with the supports and resources aligned to their needs.

INCLUSIVE EDUCATION

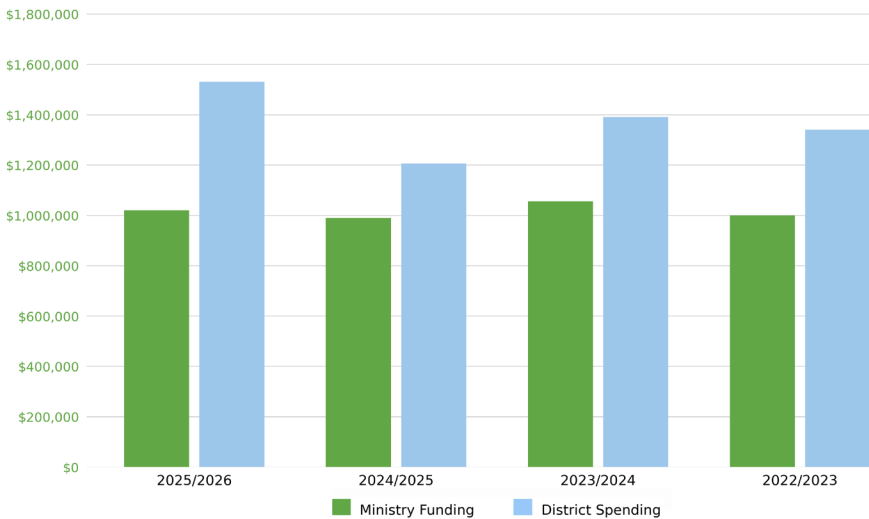


We understand that many parents/guardians are looking for the support of a dedicated EA for their child. However, with the average cost of an EA currently at approximately \$60,000, this is not possible even with the supplemental funding.

Even if there was sufficient funding, due to the shortage of EAs, Delta, like many school districts in British Columbia, is faced with recruitment challenges that often result in hiring delays.

In the areas of Inclusive Learning and Indigenous Education, Delta School District always spends above and beyond the supplemental (or what is sometimes called ‘targeted’) funding that it receives.

INDIGENOUS EDUCATION



In the 2025/26 Amended Budget, the current Inclusive Learning budgeted costs are \$48.9 million compared to a budgeted revenue of \$27.3 million, meaning the district is planning to spend 179% of what it receives.

The district is legally required by the *School Act* to live within its means. As a result, this additional spending is financed using other funding sources available to the district including the District’s Accumulated Operating Surplus (Reserve Funds).

As you can see, the education and finance needs are very complex and require extremely careful navigation and money management to ensure that the district provides students with the services they need while living within its means.

**SUPPLEMENTAL FUNDING
FOR 2026/27**

	STUDENTS WITH A DESIGNATION	SUPPLEMENTAL FUNDING
Indigenous Students	N/A	\$ 1,790
English Language Learning Students	N/A	\$ 1,815
Level 1 Students	A – Physically dependent B – Deafblind	\$ 51,300
Level 2 Students	C – Moderate to profound intellectual disability D – Physical disability/chronic health impairment E – Visual impairment F – Deaf or hard of hearing G – Autism spectrum disorder	\$ 24,340
Level 3 Students	H – Students requiring intensive behaviour interventions or students with serious mental illness	\$ 12,300
Other Designations	K – Mild intellectual disability R – Students requiring moderate behaviour support or students with mental illness P – Gifted Q – Learning disabilities	\$ 0

**Services to Inclusive Education students are provided on a needs basis.
Services and costs are always fluctuating.**



ACCUMULATED OPERATING SURPLUS OR “RESERVE FUNDS”

An **Accumulated Operating Surplus** occurs when funding available in a particular year exceeds expenses paid.

WHAT ARE ACCUMULATED OPERATING SURPLUS FUNDS OR RESERVE FUNDS?

- They are a **key financial management tool** as they help support effective planning and risk mitigation strategies.
- They are a **one-time** source of funding.
- They are **not an excess** of funding.



WHAT CAUSES AN ACCUMULATED OPERATING SURPLUS?

- **Less than expected spending** of expense budgets as a result of purchase discounts or shared service procurement savings, changes in the scope of projects, or unavoidable hiring delays.
- **Timing:** the funding may arrive in one school year and the expense may be incurred in the next school year.
- **Programs with greater revenue than cost** help to fund the district’s operations; for example, International Student Programs, Continuing Education Programs, facility rentals, and investment income.

WHY DO BOARDS HAVE OPERATING SURPLUS FUNDS?

- **Save up for unfunded necessities** and make more effective and strategic resourcing decisions than if funding were lost at the end of each year.
- **Benefit from a risk management measure** that provides access to resources to continue educational services and operations in emergency situations.
- **Bridge fiscal years and cover timing variances.**
- **Safeguard targeted resources** for an appropriate future use.



District Policy 19 provides for governance of reserve funds and for the priority order in which they are used. Reserve funds are needed to ensure the district’s ongoing financial stability.