

2026-2027

Financial Estimates Report

Table of Contents

03	—	About the UGDSB
05	—	Financial Estimates Overview
06	—	Multi-Year Plan 2022-2026+
08	—	Student Achievement
10	—	Financial Estimates Process
11	—	Revenue Sources
16	—	Financial Estimates Summary

About the Upper Grand District School Board

The UGDSB employs a team of approximately 6,500 staff who serve more than 35,000 students attending a variety of programs across 66 elementary and 11 secondary schools as well as continuing education and adult learning centres in the counties of Dufferin, Wellington, and the City of Guelph. We are committed to supporting student achievement and well-being through our team of dedicated staff and strong learning communities, always striving to meet the diverse needs of our students.

The UGDSB is situated on the ancestral, treaty and title lands of two Anishinaabek Ojibwe Nations: the Michi Saagig of the Credit and the Saugeen Ojibway Nation. This land also includes a specified tract of land granted to the Six Nations of the Grand River. These Nations hold legal and specific rights in their respective territories. This area has been and continues to be home for Indigenous Peoples and non-Indigenous peoples.

Our Purpose: To inspire a love of learning and develop engaged, globally literate citizens.

Our Vision: To be recognized as leaders in creating unparalleled, agile, and inclusive learning experiences for all.

Our Plan:

We will...

- Deliver foundational education and student achievement

We will...

- Inspire a love of lifelong learning
- Champion health and wellbeing
- Ensure equity of access and outcomes
- Lead through sustainability

We will...

- Foster engaging and supportive learning environments
- Strengthen and grow community relationships
- Continuously learn, evaluate and improve

Board

Board Member	Electoral Area
Ralf Mesenbrink Chair	City of Guelph (Wards 2, 3 and 4)
Alethia O'Hara-Stephenson, Vice-Chair	Town of Orangeville
Jen Edwards	Township of Guelph/Eramosa, Township of East Garafraxa and Town of Erin
Irene Hanenberg	Township of Centre Wellington
Martha MacNeil	City of Guelph (Wards 1 and 5)
Kyle Reaburn	City of Guelph (Ward 6), Puslinch
Robin Ross	Township of Wellington North, Town of Minto and Township of Mapleton
Lynn Topping	Townships of Amaranth, East Luther/Grand Valley, Melancthon, Mulmur, and Towns of Mono and Shelburne
Luke Weiler	City of Guelph (Wards 1 and 5)
Laurie Whyte	City of Guelph (Wards 2, 3 and 4)
Peter Sovran	Chief Executive Officer (ex-officio)
Elisa Emini (2025-26)	Student Trustee (Rural Schools)
Wreighn Fetalcorin (2025-26)	Student Trustee (Urban Schools)

Financial Estimates Overview

The 2026-27 Financial Estimates, also referred to as the “Budget,” are UGDSB’s fiscal plan that supports the delivery of educational programs and services. This year’s “Budget” is aligned, balanced, and compliant.

English-language district school boards in Ontario must prepare financial estimates of the board’s revenue and expenses for the subsequent school board fiscal year as required under subsection 232 (1) of the Education Act. The financial estimates are to be prepared by the Chief Executive Officer and must comply with Ontario Regulation 179/26.



01. Aligned

Aligned with the UGDSB’s Multi-Year Plan priorities, Vision 2026+



02. Balanced

Balanced: Expenses must not exceed revenue



03. Compliant

Compliant with relevant legislation, standards and collective agreements

Multi-Year Plan 2022-2026+

A Journey of Growth, Innovation and Transformation



In 2022, the Upper Grand District School Board began an important journey: creating a new Multi-Year Plan (MYP) to guide the future of education across the organization.

Grounded in the vision of helping every learner “Find Your Path,” the plan was designed to be future-focused, inclusive, measurable, and student-centred.

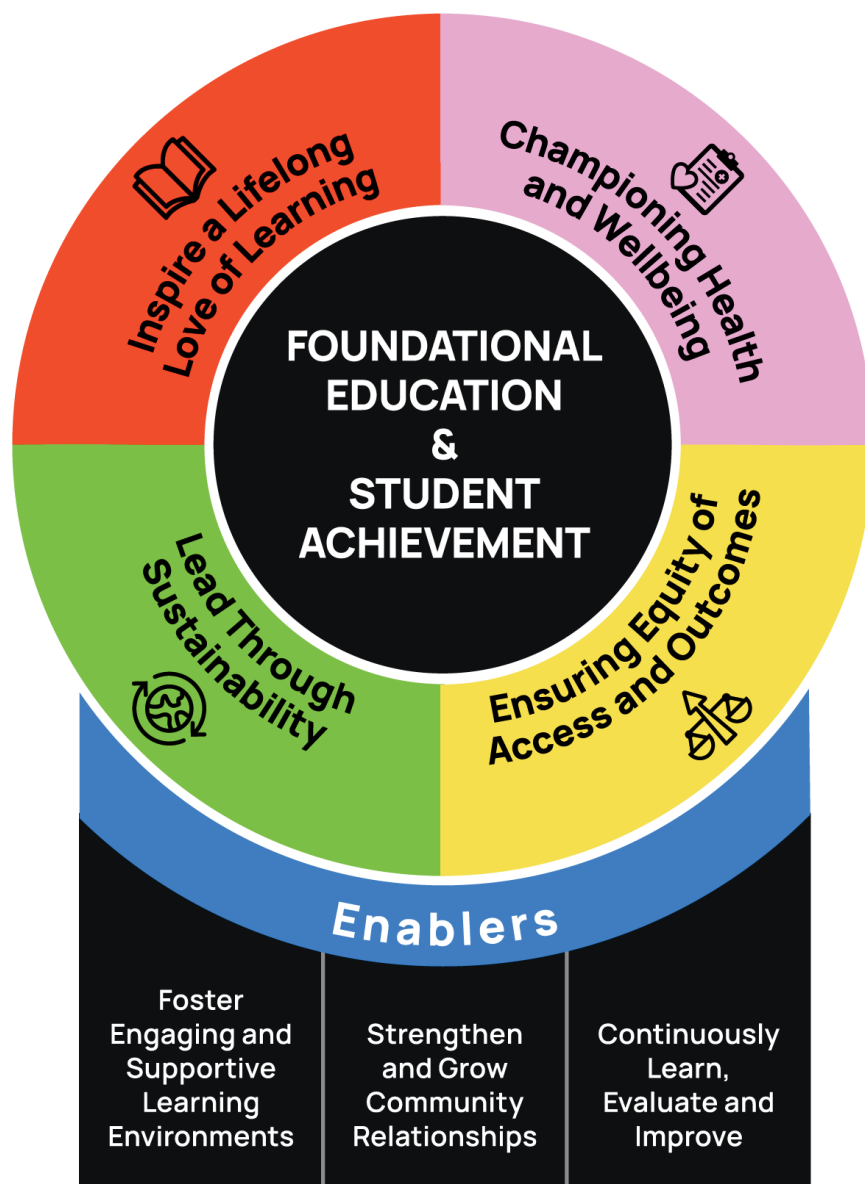
The UGDSB Multi-Year Plan continues to evolve. What began as a strategic planning process has grown into a system-wide movement focused on:

- Student achievement
- Inclusive learning environments
- Innovation
- Leadership
- Continuous improvement

The journey continues, always focused on students and helping every learner find their path. As we look to 2026-27, the question becomes: How do we continue this momentum? The answer is simple. By keeping students at the centre of every decision.

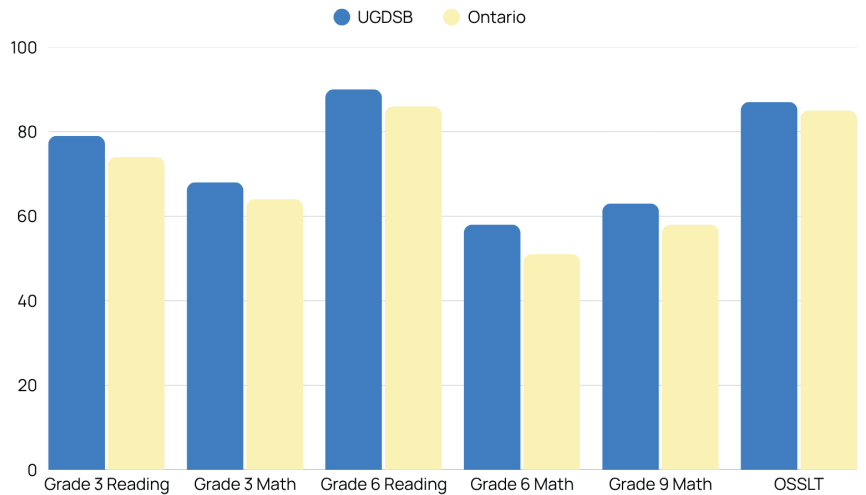
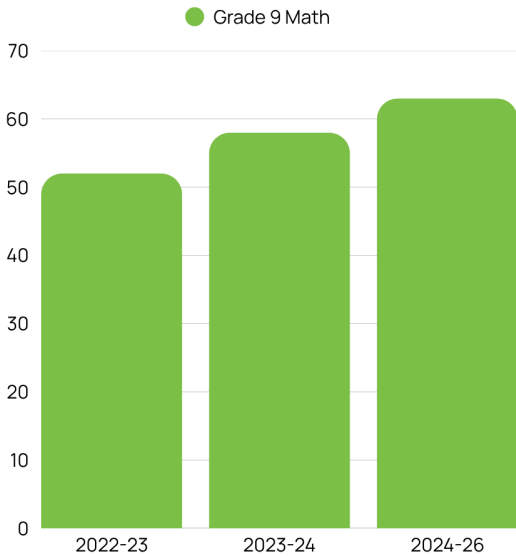
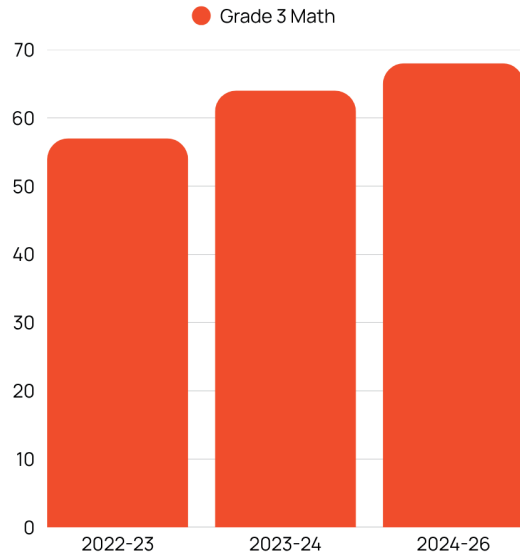
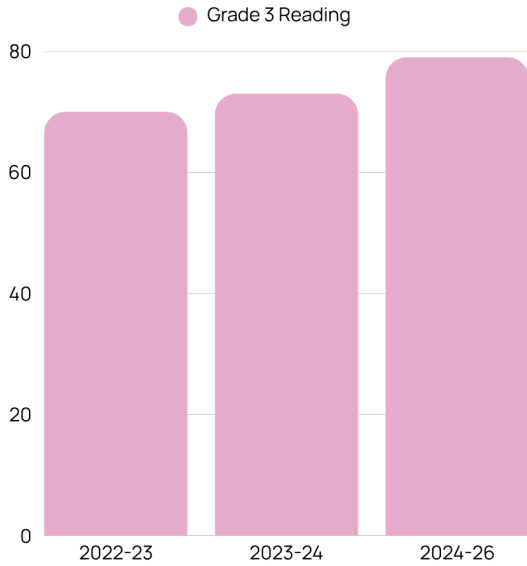
Multi-Year Plan Vision 2026+

The 2026–2027 financial estimates for the UGDSB reflects a deliberate and values-based approach to resource allocation, closely aligned with the core priorities identified in the Board’s Multi-Year Plan, Vision 2026+: Foundational Education and Student Achievement, Inspiring a Lifelong Love of Learning, Championing Health and Well-being, Ensuring Equity of Access and Outcomes, and Leading through Sustainability.



Student Achievement

Focused, data-driven decisions, with targeted investments, over the last few years, guided by the MYP, have led to year-over-year gains in UGDSB student achievement.



From Vision to Decisions

Over the past four years, the UGDSB has built a clear vision for student success. That vision has guided our work in literacy and mathematics, human rights, leadership development, innovation, mental health, and lifelong learning.

As we developed the 2026-2027 budget, the challenge was not simply balancing a budget. The challenge was determining how to continue advancing our priorities while ensuring long-term sustainability.

Every decision was considered through the lens of the Multi-Year Plan and our commitment to students.

The result is a budget that:

- Protects: Core supports for student achievement, mental health and well-being.
- Prioritizes: Resources where they will have the greatest impact.
- Strengthens: Equity, accessibility and human rights capacity.
- Expands: Learning pathways and opportunities for students and adult learners.
- Sustains: The Board's ability to serve students now and into the future.

Financial Estimates Process

This year’s financial estimates were prepared, over the past several months, using two established processes: zero-based budgeting and the Let’s GO! UGDSB methodology.

Zero-based budgeting is a disciplined operating-budget approach that requires expenditures to be justified based on service and program needs, legislative or policy requirements, and measurable outcomes rather than prior-year spending levels. The process is grounded in transparency, promotes discussions on historical spending patterns, aligns resources with strategic priorities, and strengthens accountability for the use of public funds.

Let’s GO! UGDSB is an action-oriented methodology used to accomplish ambitious goals through attainable outcomes. It has been the cornerstone of the board’s student achievement efforts with measurable year over year gains. A key component of the methodology is the use of data this is relevant, accurate and transparent.

GOAL: Financial Estimates – aligned, balanced, compliant

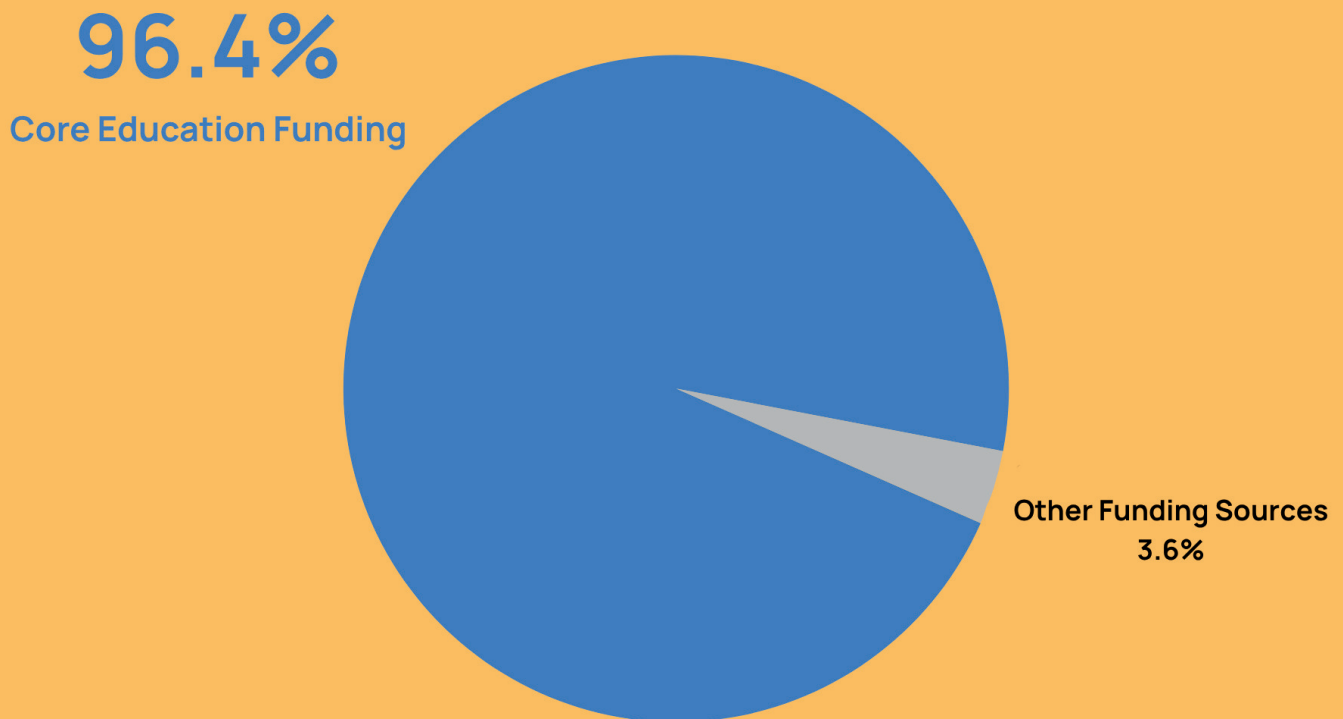
KEY OUTCOMES:

- Set cost centres to zero (historical expenses used as reference points, not starting points).
- Allocate resources required to deliver high-quality programs and services.
- Use evidence, remain aligned with Multi-Year Plan priorities and comply with funding specifications and regulatory requirements.
- Adjust, as required, to remain within projected revenue.



Funding Sources

The vast majority of school board funding comes from the Ontario Ministry of Education's Core Education funding.



UGDSB's Core Education Funding

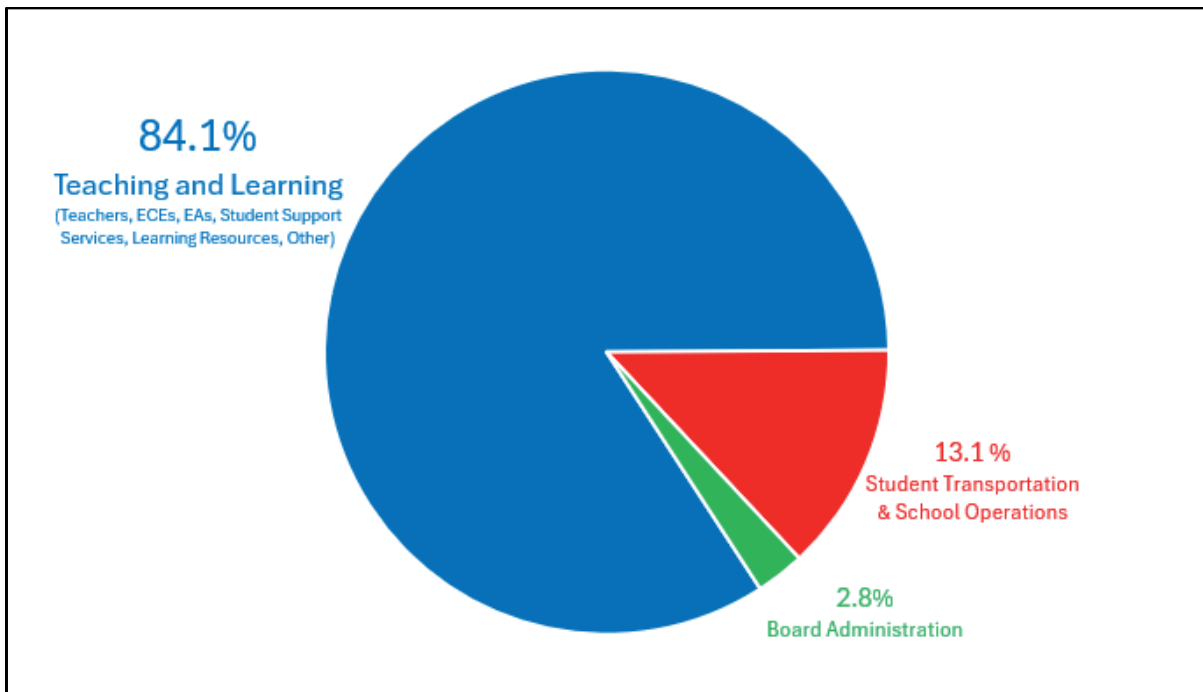
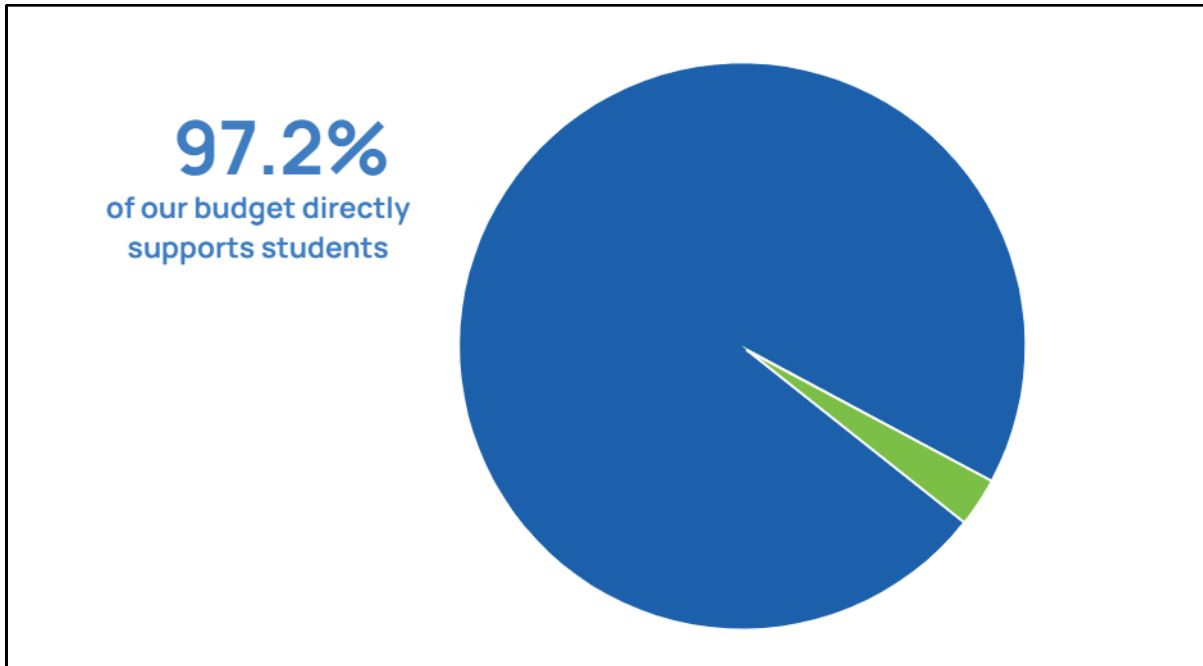
The UGDSB's Core Education funding for the 2026-27 school year is projected at \$498.3 million. This reflects the reallocation of funds previously provided through Responsive Education Programs (REP) and other transfer payments to Core Education Funding. It also includes new specified amounts in the Learning Resources Funds for Consistent Curriculum Resources and Classroom Supplies for Elementary Teachers along with other technical adjustments.

FUND CATEGORY	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
CORE EDUCATION FUNDING	(\$)	(\$)	(\$)
Classroom Staffing Fund (CSF)	271,945,026	270,020,269	1,924,758
Learning Resources Fund (LRF)	77,924,116	73,019,223	4,904,893
Special Education Fund (SEF)	65,007,672	66,412,799	(1,405,127)
School Facilities Fund (SFF) *	41,745,608	42,182,474	(436,866)
Student Transportation Fund (STF)	27,295,586	26,573,408	722,177
School Board Administration Fund (SBAF)	14,409,182	11,773,533	2,635,649
TOTAL OPERATING ALLOCATION	498,327,191	489,981,707	8,345,484

* Excluding School Renewal Funding

What We Fund

More than 97% of the Upper Grand District School Board's budget directly supports UGDSB students.



Conditions on Spending

The Core Education funds include specified conditions for their use as described in the Core Education Funding: Technical Guide for School Boards, 2026-2027, Spring 2026 and authorized through regulation, Core Education Funding – Legislative Grants for the 2026-2027 School Board Fiscal Year.

In allocating resources, school boards must ensure compliance with these various conditions. In other words, when funds are restricted to specific purposes, they must be spent in those areas. School boards are required to track and report on this spending to ensure compliance with the requirements.

Key examples include:

- Classroom-focused funding
 - Most funding must directly support classroom learning
 - Priority areas such as Indigenous Education, Mental Health and Wellness, and Student Safety and Well-Being, and targeted learning have protections to ensure funds are used as intended
- Special Education
 - Funding for special education is fully restricted (often referred to as 'enveloped')
 - This means it must be used to support students with special education needs and cannot be redirected to other areas
- Student Transportation
 - Funding is generally restricted to transportation services
 - Some limited flexibility may be available within the transportation envelope
- School Operations and Facilities
 - Funding must be used for school maintenance, operations, and renewal
 - Spending is monitored to ensure it aligns with Ministry of Education expectations for school renewal, rural and northern education, and temporary accommodations
- Administration and Governance
 - There are limits on how much funding can be used for Board administration
 - Board administration includes organizational functions such as technology services, human resources, payroll, business services and legal
 - Spending in this area must stay within prescribed thresholds

Other Revenue

While the majority of school board revenue is provided through the Core Education Funding model, other revenue sources include:

- One-time initiatives referred to as Responsive Education Programs (REP). For 2026-27, the Ministry of Education has included most of the funding previously allocated through REPs to Core Education Funding.
- Other provincial ministries and federal funding
- Other fees and revenues (i.e., international student tuition, community use of schools, and solar panels)



**CORE
EDUCATION
FUNDING**

Core Education Funding supports the operational and instructional needs common to all students, making up the vast majority of a school board's revenues. It is divided into six funds.



REP FUNDING

Responsive education programs provide time-limited funding for boards to run temporary special projects and activities. Can only be used for purpose Ministry decides on. The Ministry reviews this funding every year.



**CAPITAL
FUNDING**

Strictly to be used for Capital Projects, including building new schools and renovations, temporary accommodations, school condition improvements.

Financial Estimates Summary

Estimates Summary

The 2026-2027 financial estimates are aligned, balanced, and compliant. Following several years of significant, targeted investments focused on support for students, this budget sets forth a fiscally responsible approach that continues to prioritize student learning. Through the zero-based budgeting process, guided by the action-oriented, Let's GO! UGDSB methodology, resources have been thoughtfully allocated to deliver high-quality programs and services across the district.

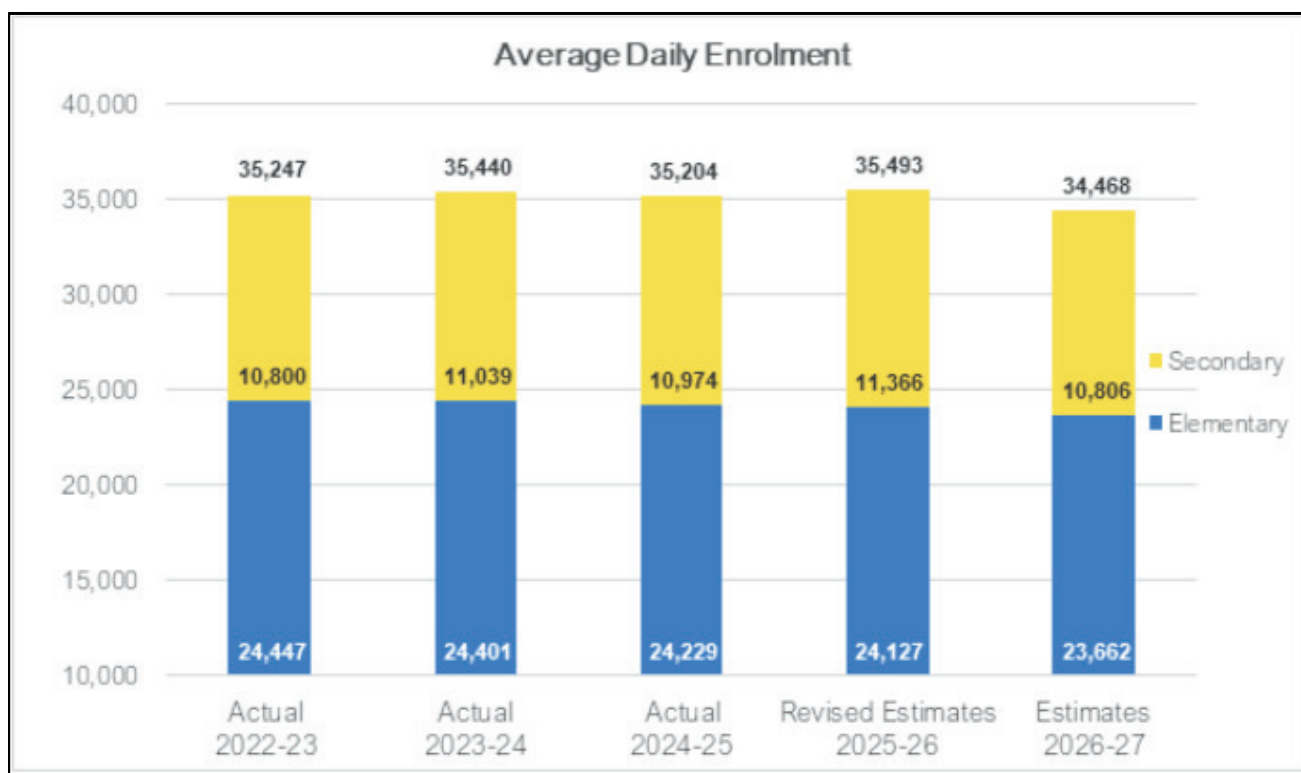
	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
Revenue	(\$)	(\$)	(%)
Core Ed Funding – Operating	498,327,191	489,981,707	1.7%
Core Ed Funding – Capital	23,271,477	24,342,972	-4.4%
Other Provincial & Federal Grants	3,314,750	8,095,441	-59.1%
Other Fees & Revenues	3,906,500	3,892,300	0.4%
Total Operating Revenue	528,819,918	526,312,420	0.5%
Expenses			
Classroom Instruction & Learning	375,136,109	382,974,285	-2.0%
School Administration	43,951,417	48,376,275	-9.1%
Student Transportation	26,987,446	26,400,800	2.2%
Board Administration	15,329,586	16,201,870	-5.4%
School Operations & Maintenance	66,355,451	66,373,507	0.0%
Other Expenses	984,945	968,148	1.7%
Total Operating Expenses	528,744,954	541,294,885	-2.3%
Compliance In-Year Surplus / (Deficit)	74,964	(14,982,465)	100.5

*Excludes School Generated Funds

Enrolment

Student enrolment is the main driver for Core Education Funding. It is primarily based on the Average Daily Enrolment (ADE) using the full-time equivalent (FTE) of students enrolled at each elementary and secondary school as of October 31st and March 31st. It is worth noting that students attending continuing education programs, adult learners and fee-paying students (i.e. students who attend but are not residents of Ontario) are not included in enrolment calculations for the purposes of Core Education Funding.

The ADE for 2026-27 is projected to be 34,468, representing a 2.9% decrease from prior year.



1. Enrolment levels are trending downward, consistent with the experience in other parts of the province. This trend is expected to continue beyond 2026-27.
2. ADE is based on projected enrolment as of May 2026.
3. ADE is updated in October based on the actual enrolment at the start of the school year.

Total Operating Revenues

REVENUE CATEGORY	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
CORE ED FUNDING - OPERATING	(\$)	(\$)	(%)
Classroom Staffing Fund (CSF)	271,945,026	270,020,269	0.7%
Learning Resources Fund (LRF)	77,924,116	73,019,223	6.7%
Special Education Fund (SEF)	65,007,672	66,412,799	-2.1%
School Facilities Fund (SFF)	41,745,608	42,182,474	-1.0%
Student Transportation Fund (STF)	27,295,586	26,573,408	2.7%
School Board Administration Fund (SBAF)	14,409,182	11,773,533	22.4%
Temporary Accommodation	457,600	733,600	-37.6%
TOTAL CORE ED FUNDING – OPERATING	498,784,791	490,715,307	1.6%
CORE ED FUNDING - CAPITAL			
Debt Service Costs	847,600	847,600	0.0%
Short-Term Interest	214,556	399,796	-46.3%
Interest on Long-Term Debt	2,456,483	2,832,140	-13.3%
Amortization of Deferred Capital Contributions (DCC)	19,295,238	19,529,836	-1.2%
TOTAL CORE ED FUNDING - CAPITAL	22,813,877	23,609,372	-3.4%
OTHER PROVINCIAL & FEDERAL GRANTS	3,314,750	8,095,441	-59.1%
OTHER REVENUE			
Interest Income	200,000	750,000	-73.3%
Tuition and Fees	971,500	1,229,000	-21.0%
Rental Revenue	780,000	800,000	-2.5%
Secondments	950,000	-	100.0%
Other Revenue	1,005,000	1,113,300	-9.7%
TOTAL OTHER REVENUE	3,906,500	3,892,300	0.4%
TOTAL GRANTS AND REVENUE	528,819,918	526,312,420	0.5%

* Excludes School Generated Funds

1. Core Education Funding changes include factors such as changes in enrolment (ADE), centrally bargained increases to salary and benefits for Principal/Vice-Principals, new specified amounts Consistent Curriculum Resources and Classroom Supplies for Elementary Teachers along with a 2% adjustment to non-staff portions to assist with rising commodity costs.
2. Board Administration includes a declining enrolment adjustment which increased as a result of the reduction in enrolment from prior year.
3. The reduction in other provincial grants reflects the Ministry of Education reallocation of most of the Responsive Education Programs (REPs) to Core Education Funding.
4. Interest income is projected to decrease due to lower interest rates.
5. Tuition fee revenue from international students is expected to continue to decrease.
6. Secondments are salary and benefit recoveries from staff seconded to union positions.

Total Operating Expenses

Allocations were made through the zero-based budgeting process to support the delivery of high-quality programs and services across the district. These allocations are represented as annual operating expenses, the majority of which are employee related. Expenses are grouped in accordance with the Ministry of Education's prescribed categories and are not necessarily reflective of the various employee groups or collective bargaining units.

Expense Category	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
CLASSROOM INSTRUCTION & LEARNING	(\$)	(\$)	(%)
Classroom Teachers	264,106,673	265,826,372	-0.6%
Supply Staff (Teachers, EA, ECE)	18,900,164	19,894,552	-5.0%
Educational Assistants (EA)	36,433,529	36,019,651	1.1%
Early Childcare Educators (ECE)	9,381,924	10,865,470	-13.7%
Textbooks & Supplies	13,314,291	14,016,690	-5.0%
Classroom Computers	568,829	825,025	-31.1%
Professionals and Paraprofessionals	18,411,034	20,521,116	-10.3%
Library and Guidance	10,426,685	10,215,871	2.1%
Staff Development	2,231,335	2,258,028	-1.2%
School Administration	29,874,198	32,856,697	-11.7%
Co-ordinators and Consultants	8,357,661	9,839,240	-15.1%
Continuing Education	5,719,558	5,680,338	0.7%
Amortization	1,361,645	2,531,510	-46.2%
TOTAL CLASSROOM INSTRUCTION & LEARNING	419,087,526	431,350,560	-2.8%
NON-INSTRUCTIONAL			
School Operations and Maintenance	66,355,451	66,373,507	0.0%
Student Transportation	26,987,446	26,400,800	2.2%
Board Administration	15,329,586	16,201,870	-5.4%
Other Expenses	984,945	968,148	1.7%
TOTAL NON-INSTRUCTIONAL	109,657,428	109,944,325	-0.3%

1. Most of the variances in operating expenses are directly related to the overall decrease in student enrolment (ADE) resulting in the need for fewer staff. Other factors include increases to salaries and benefits for Principals and Vice-Principals.
2. Although staff replacement costs are expected to decrease modest with fewer overall staff, this continues to be a significant risk to the 2026-27 budget.
3. School operations and maintenance variance resulting from staffing adjustments, school renewal projects and amortization.
4. Contractually required increases continue to put pressure on student transportation costs.
5. Interest income is projected to decrease due to lower anticipated interest rates.

Staffing Summary

The following table summarizes the change in staffing levels for those employee groups where adjustments were identified as part of the 2026-27 estimates process.

	2026-27 Estimates	2025-26 Revised Estimates	Change from 2025-26 Revised Estimates
Employee Group	(FTE)	(FTE)	(%)
Classroom Teachers – Elementary	1,364.8	1,415.9	-3.7%
Classroom Teachers – Secondary	720.0	734.0	-1.9%
Early Childhood Educators	133.0	156.0	-17.3%
Educational Assistants / Special Program Assistant	530.5	531.5	-0.2%
Centralized Teachers	48.5	66.5	-37.1%
Principals / Vice Principals	116.2	132.5	-14.0%
Administrative Employees	95.3	97.3	-2.1%
Caretakers / Maintenance	205.6	227.6	-10.7%
Office, Clerical, Technical	200.2	232.2	-16.0%
Students Support Services	104.8	107.2	-2.3%
Total Change from 2025-26 Revised Estimates	3,518.9	3,700.7	-5.2%

1. School based staff allocations, including teachers, early childhood educators, school office coordinators, principals/vice-principals, educational assistants and caretakers are reflective of changes in projected enrolment (ADE) along with identified student support needs.

Classroom Staffing & Learning Resources

Expense Category	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
CLASSROOM STAFFING & LEARNING RESOURCES	(\$)	(\$)	(%)
Classroom Teachers	264,106,673	265,826,372	-0.6%
Supply Staff (Teachers, EA, ECE)	18,900,164	19,894,552	-5.0%
Educational Assistants (EA)	36,433,529	36,019,651	1.1%
Early Childcare Educators (ECE)	9,381,924	10,865,470	-13.7%
Professionals and Paraprofessionals	18,411,034	20,521,116	-10.3%
School Administration	29,874,198	32,856,697	-9.1%
Library and Guidance	10,426,685	10,215,871	2.1%
Centralized Teachers & Resource Staff	8,357,661	9,839,240	-15.1%
Learning Materials & Resources	13,314,291	14,016,690	-5.0%
Continuing Education	5,719,558	5,680,338	0.7%
Technology / Computers	568,829	825,025	-31.1%
Staff Development	2,231,335	2,258,028	-1.2%
TOTAL CLASSROOM STAFFING & LEARNING	417,725,881	428,819,050	-2.6%

* Excludes School Generated Funds and Amortization

1. School based staff allocations, including teachers, early childhood educators, school office coordinators, principals/vice-principals, educational assistants and caretakers are reflective of changes in projected enrolment (ADE) along with identified student support needs.
2. Supply staff expenses remain one of the most significant areas of risk. These expenses are estimated values based on historical (post COVID-19) patterns.

School Operations & Maintenance

Expense Category	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
SCHOOL OPERATIONS AND MAINTENANCE	(\$)	(\$)	(%)
Salary and Benefits	22,938,879	25,764,590	-11.0%
Maintenance and Custodial Supplies	2,881,653	2,877,497	0.1%
Contractual Services & Fees	9,508,560	10,451,590	-9.0%
Utilities (i.e., hydro, gas)	6,313,503	6,666,109	-5.3%
Vehicles	464,237	469,996	-1.2%
Equipment & IT	380,580	288,364	32.0%
Professional Development	47,252	68,396	-30.9%
Other Expenses	484,450	497,670	-2.7%
TOTAL SCHOOL OPERATIONS AND MAINTENANCE	43,019,114	47,084,212	-8.6%

* Excludes Amortization, Debt Service Charges / Interest, and School Renewal

1. Throughout the zero-based budgeting process thoughtful consideration was given to maximizing efficiencies in non-student-associated areas (e.g. utilities).

Student Transportation

Expense Category	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
STUDENT TRANSPORTATION	(\$)	(\$)	(%)
Salary and Benefits	62,041	80,000	-22.4%
Home to School Transportation	25,520,582	24,643,507	3.6%
Other Specialized Transportation	305,558	315,950	-3.3%
Driver Retention Bonus	967,911	955,393	1.3%
Administration Costs	90,000	90,000	0.0%
Other Expenses	41,354	315,950	-86.9%
TOTAL STUDENT TRANSPORTATION	26,987,446	26,400,800	2.2%

1. Expenses related to contractual agreements have increased for home to school transportation.

School Board Administration

Expense Category	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
BOARD ADMINISTRATION	(\$)	(\$)	(\$)
Trustees	108,500	145,000	-25.2%
CEO & Supervisory Officers	2,278,755	2,302,029	-1.0%
Board Administration	10,310,842	10,598,155	-2.7%
Department Budgets	1,730,657	2,278,712	-24.1%
Professional Development	70,775	77,400	-8.6%
External Legal Fees	579,000	579,570	-0.1%
TOTAL BOARD ADMINISTRATION	15,078,529	15,980,866	-5.6%

* Excludes Amortization

1. Reductions to CEO and Supervisory Officers were made prior to 2025-26 revised estimates with additional reductions for 2026-27.
2. Board administration includes organizational functions such as technology services, human resources, payroll, business services and legal.
3. Legal fees are estimates based on historical trends but may pose a material risk should there be an unanticipated variance.

Capital Budget

The Ministry of Education provides funding, separate from Core Education Funding, to support the building of new schools and/or school additions, renovating and improving existing schools, maintaining school facilities, and constructing childcare centres. These major projects must be pre-approved by the Ministry of Education through a detailed “shovel-ready” business case before Capital funding is provided.

UGDSB currently has three Ministry of Education-approved Capital projects:

- South Guelph Secondary School (new school for 900 students)
- Mansfield Public Elementary School (new school for 328 students)
- Rickson Ridge Public School (addition for 138 students)

Facility Services reviews the needs of the system to identify specific projects and prioritizes projects that improve safety, support learning and working environments, and maintain school buildings in good condition.

Funding is also provided to improve accessibility, especially in older school buildings and to manage reinforced autoclaved aerated concrete (RAAC), a building material in some schools.

When schools experience enrolment pressures, portable classrooms or portapacks may be needed. The Ministry of Education provides funding for the purchase or lease, delivery and installation, or relocation expenses for temporary accommodations.

The Capital Budget table shows the amounts planned to be spent during the school board fiscal year.

Capital Budget

CAPITAL BUDGET	2026-27 Estimates	2025-26 Revised Estimates	Change from 25-26 Revised Estimates
CAPITAL EXPENDITURES	(\$)	(\$)	(\$)
School Renewal Allocation (SRA)	6,104,737	6,190,839	(86,102)
School Condition Improvement (SCI)	11,772,378	11,071,638	700,740
SRA: Accessibility Funding	200,000	-	200,000
Reinforced Autoclave Aerated Concrete (RAAC)	1,943,295	-	1,943,295
Minor Tangible Capital Assets	1,305,969	-	1,305,969
TOTAL CAPITAL EXPENDITURES	21,326,379	17,262,477	4,066,902
CAPITAL PRIORITIES / CHILD CARE			
South Guelph Secondary School	2,528,331	32,530,753	(30,002,422)
Fergus Public School	286,690	-	286,690
Rickson Ridge Public School	800,000	3,049,525	(2,249,525)
Mansfield Public School	4,500,000	-	4,500,000
TOTAL CAPITAL PRIORITIES / CHILD CARE	8,115,021	35,580,278	(27,465,257)
TOTAL CAPITAL BUDGET	29,441,400	52,842,755	(23,401,355)

Risks and Pressures

There are risks and pressures contained within the financial estimates. Thoughtful consideration was taken during the zero-based budgeting process to mitigate material risk as best as possible. Notably,

- Although staff replacement costs are expected to decrease modestly with fewer overall staff, this continues to be a significant pressure on the 2026-27 budget. Staff supply costs are estimated to be \$19.1 million.
- Statutory benefit expensed related to the Canada Pension Plan (CPP and Enhanced CPP) and Employment Insurance (EI), continue to increase and exceed funding allocations.
- Special Education remains an area of pressure to ensure that fulsome supports for student needs are provided in a timely manner.
- There are risks associated with inflationary pressures related to the purchase of commodities (e.g. electricity) and services (e.g. transportation).
- Costs associated with new and replacement technology, including student devices as well as aging infrastructure, is identified as an ongoing risk.



UPPER GRAND DISTRICT SCHOOL BOARD
Financial Estimates Report 2026-2027