

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
BUSINESS COMMITTEE MEETING
AGENDA**

**Wednesday, May 11, 2022, 6:00 PM
ONLINE MICROSOFT TEAMS MEETING**

Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

Pages

1. CALL TO ORDER

The Chair will call the meeting to order. With great respect and humility, we acknowledge and honour the lands of the Snuneymuxw people. The Snuneymuxw people maintain their profound, unique and spiritual connection to the land through ageless traditions, teachings, stewardship and expressions of reciprocity.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

That the Agenda be approved.

6. APPROVAL OF THE MINUTES

4

That the minutes of the Business Committee meeting held on April 13, 2022, be approved.

7. PRESENTATIONS

7.1. Jeremy Inscho, NDTA President

7.2. Jeff Virtanen, CUPE President

8. SENIOR STAFF REPORTS

- | | | |
|------|--|----|
| 8.1. | Mark Walsh, Secretary-Treasurer and Taunia Sutton, Director of Finance | 7 |
| | Re: Third Quarter Report | |
| 8.2. | Mark Walsh, Secretary-Treasurer and Taunia Sutton, Director of Finance | 15 |
| | Re: 2022/2023 Preliminary Annual Budget Presentation | |
| 8.3. | Mark Walsh, Secretary-Treasurer & Kerri Steel, Director of Instruction - Inclusive Education | 51 |
| | Re: Administrative Procedure 331 - Physical Restraint | |
| 8.4. | Mark Walsh, Secretary-Treasurer & Kerri Steel, Director of Instruction - Inclusive Education | 61 |
| | Re: Administrative Procedure 332 - Anaphylaxis/Allergies | |

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

10. UNFINISHED BUSINESS

11. NEW BUSINESS

- 11.1. Chair McKay
- Re: Funding Advocacy

The Business Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) write a letter to the Ministry of Education and Ministry of Finance regarding the capital and operational funding requirements of the school district.

12. FOR INFORMATION

13. QUESTION PERIOD

Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item.

Individuals wishing to ask questions of the Board upon completion of Committee and Board sessions shall do so in writing on the form provided which includes their name, street address and email address. The individual will be asked to verify his/her self and be afforded the opportunity to read out their own question. Each individual shall be limited to one follow-up question upon receiving a response. Forms are available in the information rack near the entrance of the Board Room.

If the meeting is being held online, individuals wishing to ask questions of the Board shall type their question in the Q&A compose box on the right side of the screen and then select send. Your question will be read by the Board or Committee Chair.

Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

14. ADJOURNMENT

That the meeting be adjourned.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF THE BUSINESS COMMITTEE MEETING

April 13, 2022

Trustees	G. Keller, Chair C. O'Neill, Vice-Chair T. Brzovic S. Higginson	C. McKay J. Stanley E. Wilkinson N. Bailey
Absent	B. Robinson	
Staff	S. Saywell, Superintendent/CEO M. Walsh, Secretary-Treasurer T. Davie, Deputy Superintendent	D. Burgos, Ex. Dir. of Communications K. Matthews, Manager Admin. Services
Representatives	CUPE Representative: Jeff Virtanen DPAC Representative: Leanne Lee NDTA Representative: Jeremy Inscho NSAA Representative: Theresa Kraeker	

1. CALL TO ORDER

The Chair called the meeting to order at 6:00 pm.

2. ADDITIONS TO THE AGENDA

There were no additions.

3. DELETIONS TO THE AGENDA

There were no deletions.

4. CHANGE IN ORDER

There was no change in order.

5. APPROVAL OF THE AGENDA

B22/04/13-01

IT WAS MOVED BY Trustee McKay

IT WAS SECONDED BY Trustee Higginson

That the Agenda be approved.

CARRIED UNANIMOUSLY

6. APPROVAL OF THE MINUTES

B22/04/13-02

IT WAS MOVED BY Trustee McKay

IT WAS SECONDED BY Trustee Brzovic

That the minutes of the Business Committee meeting held on March 2, 2022, be approved.

ABSTAINED: Trustee O'Neill

CARRIED UNANIMOUSLY

7. PRESENTATIONS

There were none.

8. SENIOR STAFF REPORTS

8.1 Dale Burgos, Executive Director of Communications

Re: North End Capacity - ThoughtExchange Engagement Feedback

Dale Burgos provided feedback on the North End Capacity ThoughtExchange. An Information Sheet and feedback received is attached to the Agenda. The consultation process will continue throughout the month of April.

8.2 Mark Walsh, Secretary-Treasurer

Re: 2022/2023 Budget Discussions

Mark Walsh provided an overview of the Preliminary Annual Base Budget for 2022/2023. An Information Sheet is attached to the Agenda.

8.3 Mark Walsh, Secretary-Treasurer

Re: Administrative Procedure 235 - International Students

Mark Walsh presented an updated Administrative Procedure for International Students (AP 235). An Information Sheet, together with the updated Administrative Procedure is attached to the Agenda.

8.4 Mark Walsh, Secretary-Treasurer

Re: Capital Plan Response Letter

Mark Walsh presented the Capital Bylaw No. 2022/23 CPSD68-01 for discussion and consideration. An Action Sheet together with the draft bylaw is attached to the Agenda.

B22/04/13-03

IT WAS MOVED BY Trustee Stanley

IT WAS SECONDED BY Trustee Brzovic

The Business Committee recommends that that Board of Education of School District No. 68 (Nanaimo-Ladysmith) give all three readings of the Capital Bylaw No. 2022/23-CPSD68-01 in one meeting and adopt Capital Plan Bylaw No. 2022/23-CPSD68-01.

CARRIED UNANIMOUSLY

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

There was none.

10. UNFINISHED BUSINESS

There was none.

11. NEW BUSINESS

There was none.

12. FOR INFORMATION

13. QUESTION PERIOD

There were no questions.

14. ADJOURNMENT

The meeting adjourned at 7:24 pm.

B22/04/13-04

IT WAS MOVED BY Trustee O'Neill

IT WAS SECONDED BY Trustee Stanley

That the meeting be adjourned.

CARRIED UNANIMOUSLY

NANAIMO LADYSMITH PUBLIC SCHOOLS
Board of Education
Business Committee Meeting
Information Sheet

DATE: May11, 2022
TO: Business Committee
FROM: Mark Walsh, Secretary-Treasurer
SUBJECT: 2021/22 Financial Report – Q3

The following information is meant to provide the Business Committee with the district's third quarter operating results, as compared to the 2021-22 Amended Annual Operating Budget, submitted to the Ministry of Education and Child Care in February 2022. Presented in the following table is the current fiscal year budget with actuals to March 31st, as well as 2020/21 results, which has been provided as a comparator. At March 31, the District was 75% through fiscal 2021/22; however, some of the expense categories will be more reflective of 10-month school-based operations.

Nanaimo Ladysmith Public Schools						
<i>Financial Results at March 31, 2022 - Q3</i>						
	2021/22 Amended Budget	Actuals at March 31	% Collected or Spent	2020/21 Amended Budget	Actuals at March 31	% Collected or Spent
Operating Revenues						
Ministry of Education Grants	144,240,639	100,281,919	69.5%	136,966,601	96,784,306	70.7%
Other Provincial Grants	275,416	312,312	113.4%	232,416	221,012	95.1%
Tuition	4,322,250	3,275,469	75.8%	1,344,190	1,338,831	99.6%
Other Revenue	2,080,954	2,318,650	111.4%	2,065,954	1,565,715	75.8%
Rentals and Leases	400,000	343,243	85.8%	400,000	377,502	94.4%
Investment Income	186,000	151,972	81.7%	205,000	190,329	92.8%
Total Operating Revenue	151,505,259	106,683,565	70.4%	141,214,161	100,477,695	71.2%
Operating Expenses						
Salaries						
Teachers	68,106,949	46,998,776	69.0%	62,830,681	43,728,767	69.6%
Principals and Vice Principals	8,917,757	6,437,132	72.2%	8,341,593	6,223,995	74.6%
Educational Assistants	11,246,819	7,191,157	63.9%	10,446,059	6,715,612	64.3%
Support Staff	12,936,224	9,245,226	71.5%	12,310,889	8,746,019	71.0%
Other Professionals	4,957,424	3,499,817	70.6%	4,687,880	3,428,183	73.1%
Substitutes	4,863,800	3,892,846	80.0%	4,384,343	2,809,252	64.1%
Total Salaries	111,028,973	77,264,954	69.6%	103,001,445	71,651,828	69.6%
Employee Benefits	27,622,707	17,509,899	63.4%	25,667,275	16,393,888	63.9%
Total Salaries and Benefits	138,651,680	94,774,853	68.4%	128,668,720	88,045,716	68.4%
Services and Supplies	16,524,434	10,704,731	64.8%	15,889,686	9,252,054	58.2%
Total Operating Expense	155,176,114	105,479,584	68.0%	144,558,406	97,297,770	67.3%
Net Revenue (Expense)	(3,670,855)	1,203,981		(3,344,245)	3,179,925	
Surplus Appropriation	8,858,355			6,346,745		
Transfer to Local Capital	(5,187,500)	(5,472,361)		(3,002,500)	(3,372,793)	
Surplus (Deficit), for the year	-	(4,268,380)		-	(192,868)	
Summary of Accumulated Operating Surplus						
Accumulated Operating Surplus, beginning of year		13,158,740				
Adj for Q3 Operating Surplus (Deficit) per above		(4,268,380)				
Accumulated Operating Surplus at Q3		8,890,360				

**Actuals from each Fiscal's Q3 GRE Report - Schedules 2 and 2B*

The following chart provides the Amended Annual Budget figures, with actuals at the end of Q3, and a projection to year-end.

Nanaimo Ladysmith Public Schools					
<i>Financial Results at March 31, 2022 with Forecast to Year-End</i>					
<u>Operating Revenue</u>	2021/22 Amended Annual Budget	Actuals at March 31st	Forecast to June 30th	Total Estimated Actuals at YE	Variance of Estimated YE Actuals Vs. Budget
Ministry of Education	144,240,639	100,281,919	43,958,720	144,240,639	-
Provincial Grants	275,416	312,312	50,000	362,312	86,896
Tuition	4,322,250	3,275,469	1,046,781	4,322,250	-
Other	2,080,954	2,318,650	152,500	2,471,150	390,196
Rentals and Leases	400,000	343,243	56,757	400,000	-
Investment Income	186,000	151,972	34,028	186,000	-
Total Operating Revenue	151,505,259	106,683,565	45,298,786	151,982,351	477,092
<u>Operating Expense</u>					
Salaries					
Teachers	68,106,949	46,998,776	20,531,837	67,530,613	(576,336)
Principals and Vice Principals	8,917,757	6,437,132	2,241,714	8,678,846	(238,911)
Educational Assistants	11,246,819	7,191,157	3,405,538	10,596,695	(650,124)
Support Staff	12,936,224	9,245,226	3,458,717	12,703,943	(232,281)
Other Professionals	4,957,424	3,499,817	1,263,155	4,762,972	(194,452)
Substitutes	4,863,800	3,892,846	1,696,452	5,589,298	725,498
Total Salaries	111,028,973	77,264,954	32,597,413	109,862,367	(1,166,606)
Employee Benefits	27,622,707	17,509,899	8,981,549	26,491,448	(1,131,259)
Total Salaries and Benefits	138,651,680	94,774,853	41,578,962	136,353,815	(2,297,865)
Total Services and Supplies	16,524,434	10,704,731	4,604,000	15,308,731	(1,215,703)
Total Operating Expense	155,176,114	105,479,584	46,182,962	151,662,546	(3,513,568)
Net Revenue (Expense)	(3,670,855)	1,203,981	(884,176)	319,805	(3,036,476)
Budgeted Surplus Appropriation	8,858,355				
Transfer to Local Capital	(5,187,500)			(5,472,361)	
Surplus (Deficit), for the year	-			(5,152,556)	
<u>Summary of Accumulated Operating Surplus</u>					
Accumulated Operating Surplus, beginning of year				13,158,740	
Adjustment for Annual Operating Surplus (Deficit), for the year, per above				(5,152,556)	
Estimated Accumulated Operating Surplus, at year end				8,006,184	

The projection results show that the district will end the year with an operating surplus of \$319,805 which will become part of our Accumulated Operating Surplus, once the figure has been confirmed at year-end. However, this figure is strictly an estimate, based on known factors at this time, which are subject to change over the course of the next few months.

Notably, the financial impact of the newly announced changes to the Employment Standards Act (ESA) requiring the district provide 5 paid sick days to all employees, a change from only those employees who currently receive sick time pursuant to our Collective Agreements, is still to be determined. At the end of the third quarter our replacement costs are 80% expended, up from the prior year where at this time only 64.1% had been expended. This is a direct impact of COVID and the resulting landscape where employees are asked not to come to work if they are unwell, that combined with the ESA change in place as of March 31st, will result in costs exceeding our estimated budget.

Another factor relates to the supply chain, and the ability to order and receive equipment and /or resources in this fiscal year (by June 30th). In such cases where items are ordered but not received, the cost will be recorded next fiscal year when the items are received, causing an underspend in the current year, adding to the overall year-end surplus balance.

Finally, the district may receive further revenues that are not yet recorded, nor anticipated, such as in 2020/21 where holdback funds were provided to districts late in the year, which would also impact our year-end surplus position.

Confirmed year-end results will be reflected in the Audited Financial Statements, presented to the Board of Education in September, along with the Accumulated Surplus position where any allocations must align with the Policy 2.16 – Accumulated Operating Surplus (Reserves) and Administrative Procedure AP524.

Revenue Summary:

At the end of Q3 district revenues received to date are at the expected levels of approximately 70%. Forecast to year-end results show two notable revenue variances to budget, which relates to multiple small additional grants received that were not originally anticipated.

Summary of Expenses:

Third quarter results are generally in line with expected expense levels to March 31st, however, as previously noted our replacement costs are considerably higher than last year and expected to be over budget at YE due to the additional impact of the ESA Sick Day Amendment, effective March 31, 2022.

Employee benefits show at 63% but with school-based operations being over 10 months, employee benefit accruals are tripled in June to account for the summer months, thus larger fourth quarter expense than the other categories.

Supply and services budgets are up from last year where COVID had a major impact on capacity, initiatives, supply chain, events, etc. whereas this year with restrictions lifting and operations reverting back to pre-COVID levels, expenses at March 31st are reasonable. There are however continued supply chain issues that may impede our ability to acquire goods and services which will have an impact on our year-end position in this category, likely resulting in additional surplus.

Special Purpose Fund Summary:

Special Purpose Fund revenues received to date due to timing of payments released by the funding parties is 64.9% where direct expenses vary by category per expected levels, also at 64.9% overall. Any year-end surplus balances will be retained by the district, for use in the coming fiscal year, in support of the intended programming.

Special Purpose Summary at March 31, 2022			
Special Purpose Revenues	21/22 Amended Budget	Actuals at March 31	% Collected or Spent
Annual Facilities Grant	608,485	588,442	96.7%
Learning Improvement Fund	487,126	341,793	70.2%
French Programs	270,107	152,746	56.6%
Ready Set Learn	102,766	33,586	32.7%
Strong Start	289,855	167,089	57.6%
Community Link	2,409,321	1,534,192	63.7%
Classroom Enhancement Fund	11,547,216	8,091,213	70.1%
CR4YC	26,780	3,891	14.5%
Mental Health	166,440	39,341	23.6%
BCTEA Transportation Fund	297,146	152,273	51.2%
Provincial COVID Fund	423,553	222,406	52.5%
School Generated Funds	2,645,000	1,432,529	54.2%
Other Misc. and Deferred Revenue	981,031	381,938	38.9%
Total Special Purpose Revenue	20,254,826	13,141,439	64.9%
Special Purpose Expenses			
Salaries			
Teachers	8,279,722	5,803,934	70.1%
Principals and Vice Principals	262,373	190,986	72.8%
Educational Assistants	1,958,922	1,300,800	66.4%
Support Staff	655,210	424,137	64.7%
Other Professionals	221,564	197,845	89.3%
Substitutes	677,089	437,196	64.6%
Total Salaries	12,054,880	8,354,898	69.3%
Employee Benefits	3,027,636	2,080,119	68.7%
Total Salaries and Benefits	15,082,516	10,435,017	69.2%
Services and Supplies	5,172,310	2,706,422	52.3%
Total Special Purpose Expense	20,254,826	13,141,439	64.9%
Surplus (Deficit), end of year	-	-	

Capital and Local Capital Update:

The following Capital schedule reflects the ongoing capital projects with expenses to March 31st.

2021-22 Capital Budget - Revenue/Expense Schedule							
March 31, 2022							
Capital Projects			Total Project COA	WIP	Annual Budget	2021/22 Expenses at March 31	Project Funding Balance
School Addition	CP44D	Hammond Bay	11,277,098	1,955,466	9,321,632	4,129,011	5,192,621
School Reno	CP10C	Dover Bay	2,344,274	-	2,344,274	-	2,344,274
BEP	CPD21	Dover Bay	4,750,000	4,012,778	737,222	103,765	633,457
	CP337	Forest Park	31,000	6,132	24,868	24,403	465
	CP11C	John Barsby	24,250	6,947	17,303	17,206	97
	CP348	LIS	33,000	6,495	26,505	25,645	860
	CP352	Mountain View	44,250	9,695	34,555	34,306	250
	CP358	NOE	33,000	4,722	28,278	28,278	-
Seismic	CP324	Cilaire	10,027,544	1,639,939	8,387,605	3,593,412	4,794,193
	CP366	Pleasant Valley	6,713,304	994,187	5,719,117	2,244,472	3,474,645
SEP/CNCP	CP44C	Hammond Bay	159,000	132,672	26,328	18,136	8,192
	CP66B	Pleasant Valley (HVAC)	375,000	-	375,000	82,880	292,120
	CP24B	Cilaire (HVAC)	1,000,000	-	1,000,000	147,776	852,224
	CP209	Cedar Secondary	400,000	-	400,000	-	400,000
BUS	CP682	District - Bus x 2	416,896	-	416,896	416,896	-
Playground	CP371	Quarterway	165,000	-	165,000	165,000	-
Child Care	CP447	Chase River	2,196,213	292,203	1,904,010	586,913	1,317,097
	CP448	Forest Park	2,123,636	505,560	1,618,076	1,022,838	595,238
	CP449	LPS	2,279,113	240,656	2,038,457	318,881	1,719,576
	CP450	QQS	1,976,689	-	1,976,689	14,792	1,961,897
	CP451	Rock City	2,436,717	24,418	2,412,299	50,833	2,361,466
	CP457	Cilaire	2,698,085	-	2,698,085	-	2,698,085
	CP458	Georgia Ave	2,431,273	-	2,431,273	-	2,431,273
	CP459	Pleasant Valley	2,838,069	-	2,838,069	-	2,838,069
	CP460	Quarterway	1,073,279	-	1,073,279	-	1,073,279
	CP461	Seaview	2,594,173	-	2,594,173	6,257	2,587,916
StrongStart	CP452	Bayview	34,286	-	34,286	-	34,286
	CP454	Cedar Elementary	34,286	-	34,286	-	34,286
	CP455	Fairview	34,286	-	34,286	-	34,286
	CP456	Quarterway	34,286	-	34,286	-	34,286
Project Totals			60,578,007	9,831,870	50,746,137	13,031,700	37,714,438

Note 1: Annual Budget figures are the Total Project COA, less prior year(s) WIP

Note 2: WIP (Work in Progress) - Prior year(s) project expenditures; per Schedule 4B of the Annual Financial Statements

Note 3: COA (Certificate of Approval) - The current approved funding envelope, subject to change by the funding party

Note 4: This list is exclusive of AFG and Local Capital

The following Local Capital schedule includes an estimated expense for the fourth quarter, in order to estimate our year-end financial position and determine the resources that will be available for future operations. Ministry of Education has indicated they would like to see multi year financial planning with regards to cash balances such as Accumulated Operating Surplus and Local Capital, in order to ensure districts are managing financial assets, risk, and ongoing operational pressures, are being transparent to the public, are focusing on enhancing student outcomes and supporting Board goals and Operational Plans.

Local Capital 2021-2022 Budget							
April 30, 2022							
Revenue	WIP (Prior Yr. Expense)	2021/22 Budget	2021/22 Expenses at March 31	LC-AFG Transfer	21/22 Adjusted Mar 31 Expense	Estimated Expense for Q4	Estimated Project Funding Balance at YE
Deferred Revenue from 2020-2021		3,977,668					
Work in Progress - Prior Yr.	2,281,038						
	2,281,038	3,977,668					
Transfer from Operating/Accumulated Surplus							
Technology / Infrastructure Upgrades		1,100,000					
Funding for E-Buses / Infrastructure		120,000					
Purchase of Hoists		28,000					
Equitable Access to Technology		500,000					
Ice Solar Panel Installation		300,000					
Vehicle Replacement Program		400,000					
Cilaire Portable Upgrade		200,000					
John Barsby Contribution		500,000					
School Site Acquisition Fund		700,000					
Environmental Upgrade Fund		700,000					
Syeyutsus Support		199,500					
Outdoor Learning Fund		400,000					
School Enhancement Projects		112,000					
External Landscape Sustainability Fund		40,000					
Total Transfer from Operating	-	5,299,500					
Investment Income	-	30,000					
	-	5,329,500					
Total Funding Available	2,281,038	9,307,168					
Projects/Expenses							
LC035 District Wi-Fi Initiative - Multi Year	926,366	2,200,000	735,976	(360,685)	375,291.33	206,277	1,618,432
LC203 Syeyutsus Support	-	199,500	6,373		6,372.61	18,000	175,127
LC210 Dover Bay Expansion	19,596	380,404	324,246		324,246.48	56,158	-
LC328 Departure Bay Washroom	-	21,000	20,747	(20,747)	-		21,000
LC330 Dufferin Reno/Furniture	-	20,000	6,285		6,284.75		13,715
LC344 Hammond Bay Expansion	1,250,000	-	-		-		-
LC400 Asset Management Plan	-	400,000	-		-		400,000
LC561 Outdoor Learning Fund	-	400,000	22,279		22,278.69	80,000	297,721
LC580 Vehicle Replacement Program	-	400,000	81,702		81,701.95	318,298	-
LC581 District Equipment	-	70,000	16,204		16,204.16	15,000	38,796
LC609 Technology Plan	-	1,000,000	495,716		495,715.82	500,000	4,284
LC681 Accessibility	-	80,000	35,613	(27,588)	8,024.85	10,000	61,975
LC682 Solar Panel Project	-	300,000	-		-	50,000	250,000
LC683 Landscape Sustainability Project	-	40,000	-		-	30,000	10,000
LC690 CRC Demo	-	25,000	18,679		18,679.49		6,321
LC723 Environmental Upgrades - General	-	1,050,000	98,856	(27,991)	70,864.85	182,000	797,135
LC724 E-Bus Infrastructure	-	120,000	144,288		144,288.33		(24,288)
LC750 School Enhancement Projects	-	112,000	14,460		14,459.67	10,000	87,540
LC800 Learning Studios	-	200,000	83,005	(83,005)	-		200,000
LC823 School Signs	-	150,000	1,638		1,638.25		148,362
LC846 Lead in Water	74,714	52,190	35,127	(35,127)	0		52,190
LC888 Dover Bay PA/Phone System Upgrade	1,726	250,000	226,221	(226,221)	0.26	15,000	235,000
LC997 Enrollment Growth Space Needs	-	250,000	762		762.00	60,000	189,238
LC999 Outstanding Purchase Order	-	28,000	-		-		28,000
LC999 Emergent Reserve	-	188,074	30,614		30,613.66		157,460
LCCAP General Capital Approval Support	-	141,000	96,892		96,892.40		44,108
LCCCC Childcare Space Applications	8,636	-	2,848		2,848.49		(2,848)
LCCSA School Site Acquisition Fund	-	700,000	-		-		700,000
LCTFR Turf Field Reserve	-	500,000	-		-		500,000
LCXXX Transfer to approved capital projects	-	-	(77,561)		(77,561)		77,561
Total Projects/Expenses	2,281,038	9,277,168	2,420,973	(781,365)	1,639,607	1,550,733	6,086,828
Fund Balance	-	30,000					

Note 1: The current allocations are subject to change if emergent needs arise

As presented, the district is estimating a year-end Local Capital balance of \$6.086 million, pending actual fourth quarter results which may vary due to supply chain, workforce, and/or construction issues, where the final balance will be presented on the Audited Financial Statements in September. Prior to that confirmation, staff have used the estimated year-end balance as the opening revenue for the 2022/23 preliminary Local Capital three-year financial plan, where proposed annual transfers from the Accumulated Operating Surplus balance would provide the additional resources required to support the Plan.

Investment Update:

Since the 2021/22 Q2 update there have been two additional investment purchases. The district's total investments are summarized below:

Investment	Purchase Date	Rate	Total Investment
Royal Bank of Canada - GIC - 2 year with quarterly payouts	01-Dec-21	1.31%	2,000,000
Coast Capital Savings - GIC - 1 year fixed	28-Apr-22	3.15%	2,500,000
Coast Capital Savings - GIC - 1 year cashable after 90 days	28-Apr-22	2.15%	7,500,000

Current Interest Rates	
RBC Operating Acct	1.32%
CDP	1.70%

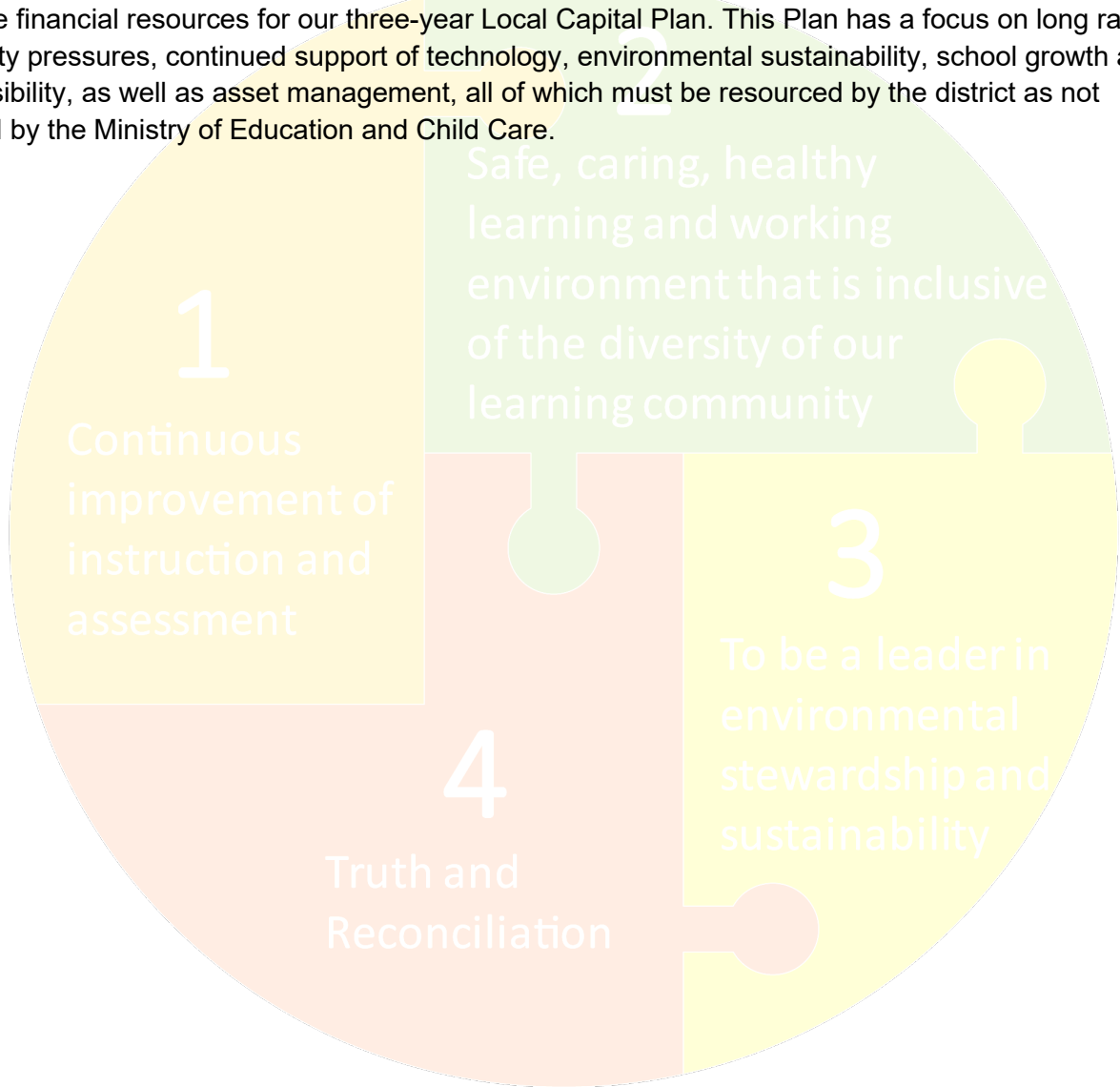
The Bank of Canada has increased interest rates by 75 basis points since March 2022 resulting in an increase in rates not only in the district's current Operating and Central Deposit Program accounts but also on the rates available on GIC's. While previously the GIC purchased in December was at a rate significantly higher than the rate available in other accounts, it is now at a rate in line with what our Operating account can offer. As this GIC offers quarterly pay-outs staff intend to re-invest these payouts at a higher rate.

On April 28, 2022, \$2,500,000 was invested into a 1-year fixed GIC at a rate of 3.15%, and \$7,500,000 in a 1 year cashable after 90-day GIC at a rate of 2.15%. These investments were chosen as given interest rates are still expected to increase over the course of the year, the district will have the ability to draw from the cashable GIC's after 90 days and re-invest at a higher rate while still earning more interest than our Operating and CDP accounts. Based on current rates these GIC's are expected to earn the district an additional \$100k in the next year.

Financial Summary:

Overall staff are confident that the district is in a positive financial position, however, we reiterate that much can change in a single quarter and year-end results may vary from the current forecast.

Also, important to note that the district is in a healthy accumulated operating surplus position, provided we don't end the year with an unlikely operating deficit, which will allow the Board to continue to support some one-time educational initiatives in 2022/23 (such as Outreach), as well as provide financial resources for our three-year Local Capital Plan. This Plan has a focus on long range capacity pressures, continued support of technology, environmental sustainability, school growth and accessibility, as well as asset management, all of which must be resourced by the district as not funded by the Ministry of Education and Child Care.



Reconnect and Recover 2022-23 Preliminary Annual Budget

May 11, 2022



Contents


<i>District Overview</i>	3
<i>Message from the Superintendent</i>	4
<i>Executive Summary</i>	5-6
<i>Strategic Plan and Syeyutsus Framework</i>	7
<i>Guiding Principles and Budget Criteria</i>	8
<i>Budget Preparation</i>	9
<i>Risk Mitigation</i>	10
<i>Budget Timeline</i>	11
<i>Student Data</i>	12-13
<i>Operating Grant</i>	14
<i>Special Purpose Fund Overview</i>	15
<i>Special Purpose Summary by Fund</i>	16-22
<i>Special Purpose Summary</i>	23
<i>Operating Fund</i>	24
<i>Operating Fund Summary of Revenue Changes</i>	25-26
<i>Operating Fund Expenses</i>	27
<i>Operating Fund Summary</i>	28
<i>District Staffing and FTE Changes</i>	29-31
<i>Budget Reconciliation and Bylaw</i>	32
<i>District Capital</i>	33
<i>District Local Capital</i>	34-35

District Overview



Nanaimo Ladysmith Public Schools (NLPS) is the second largest school district on Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. In addition, NLPS is a proud community partner with Tillicum Lelum Aboriginal Friendship Centre and Mid Island Métis Nation. The District claims approximately 15,000 students, with approximately 2700 students identifying as Indigenous and 1200 students with special needs. The District offers a full range of programs from kindergarten to grade 12 with additional programs for pre-school and adult learners. There are: twenty-eight elementary schools; eight secondary schools (including Learning Alternatives and Career Technical Centre); one distributed learning school – Island ConnectEd (K12); and approximately 2,200 employees. The District encompasses the City of Nanaimo, the towns of Ladysmith and Lantzville, Gabriola Island, North Oyster, Cedar and many other communities which represent a population of 132,623 (2021 Census), and we are one of the fastest growing communities in Canada. The District's annual budgeted expense is \$182 million.

Board of Education

 Charlene McKay (Board Chair)	 Jessica Stanley (Board Vice-Chair)	
 Bill Robinson Trustee	 Chantel O'Neill Trustee	 Elaine Wilkinson Trustee
 Greg Keller Trustee	 Naomi Bailey Trustee	 Stephanie Higginson Trustee
 Tania Brzovic Trustee	 Scott Saywell Superintendent/ CEO	 Mark Walsh Secretary Treasurer / CFO

Message from the Superintendent

The goals of the Nanaimo Ladysmith Public Schools Strategic Plan include improving success rates for students, increasing safety and well-being, becoming true stewards of our land, inculcating sustainability into our learning and our actions and reconciling our relationship with Indigenous peoples. As Superintendent, my role is to operationalize these ambitious goals.

The impacts of the COVID-19 pandemic are far-reaching and have disproportionately affected our most vulnerable populations of students. Many students are experiencing issues with their mental health and many students have lost their connection with the school system. **Recovering** from the pandemic and **Reconnecting** students to our system will be the primary focus for the coming school year and therefore, it is with optimism, I present the 2022-23 preliminary budget appropriately named the “**Reconnect and Recover**” budget.

To reconnect we are focusing on continued use of our outreach programming. These programs, starting in early July, are intended to focus on students who we have not seen very much of during COVID. We need to make our District a safe space for these students and create a clear path back into our schools as well as create a path to graduation. Some of the funding to support outreach is stemming from our robust International Student Programming that is reconnecting international partners to the Nanaimo-Ladysmith region.

To assist in recovery, we are looking to add resources for students with diverse learning needs at the elementary level. We know that many of our students between kindergarten and grade 2 have missed out on opportunities for socialization and pre-kindergarten learning opportunities. We know that the complex learning profiles of our student population are getting more complex, and we want to ensure that we can offer an inclusive learning environment that provides the least restrictive learning environment to all learners. Funding to support this initiative will stem from increasing enrolment that continues to recover from a brief, COVID related, pause in growth. We will continue to maintain elevated levels of counselling allocations and Community Youth and Family Support Workers (CYFSW) in our system to support mental health and wellness. While this is not a new initiative, it needs to be recognized that the Board has long supported significant investments in these areas.

Through our local capital and Annual Facilities Grant, the District will continue to boost our efforts in lowering our Green House Gas (GHG) emissions and enhance outdoor learning opportunities. In closing, I believe that the Board and the community can be confident that the 2022-23 budget supports the Board’s goals and will serve to enhance life chances for students by focusing resources where they are needed.

Sincerely,



Scott Saywell

Executive Summary

Nanaimo Ladysmith Public Schools is in an exciting period of growth and with much of the adverse effects of the global pandemic behind us, we are highly optimistic about our future and see 2022/23 as a year we will recover as well as reconnect with our students, our stakeholders, and our community. While we recognize there are still many lingering complexities and that some of our students, families, staff and partners are still struggling, we are anticipating a more positive road ahead.

Budget 2022/23 has been created with future growth in mind, where we've estimated an increase in funded student enrolment of 276 FTE over 2021/22 which corresponds to an additional 170 students. The differential between funded FTE and headcount is related to our students fully reconnecting to their brick-and-mortar schools from distributed learning, and secondary students reverting to pre-COVID course loads.

We are also seeing more interest in our International Student Education Program where historically many of our student population comes from China, whereas this coming year we have many students joining us from Europe, Turkey, Brazil and Mexico. Our preliminary budget estimates are somewhat conservative as there is still risk involved related to global events and the possibility of student cancellations, however we anticipate we will meet, and quite possibly exceed our target of 287 FTE, which corresponds to 376 students receiving educational services for part or all of the school year. During the global pandemic we saw our International Program shrink to under 120 students, so this is a very welcome recovery and reconnection to our outstanding International Program.

With this increased student enrolment and the associated revenue, the district is able to maintain all of our current educational programming, as well, we are able to make a small investment in additional programming, focused on reconnecting students who continue to have difficulty reengaging with schools. New in 2022/23, the proposed Tier 3 Program looks to enhance our continuum of supports and opportunities for students experiencing barriers to success in more traditional classroom settings as the pandemic has highlighted that some of our more complex learners do better under an alternate "hybrid" approach, which reduces the duration they are required to spend in a classroom each day. Further, there will be a small increase in ELL/IST support at some of our Elementary Schools and additional teaching support for children with vision and hearing complexities. Finally, the district will offer a summer outreach program as it did in 2021/22 where 78 elementary and 50 secondary students received support. The program not only provides access to food and services, but also creates opportunity for those who have not been in a traditional school setting since the pandemic began, to be connected with a support team who will work to reengage and help them successfully transition back to school in September.

The district was contemplating further investments in education, however, an enhancement to the Employment Standard Act relating to Paid Sick Days means a new, unanticipated cost pressure for 2022/23, estimated at \$675,000. This amendment is applicable to our casual staff (Effective March 31st), as Collective Agreement and Contract provisions provide sick days to all other district staff, however, actual costs are yet to be determined, pursuant to usage by our casual staff. While the estimated \$675,000 may be in excess of costs, overall replacement costs have also increased

substantially resulting in a budget increase for 2022/23 which may or may not be adequate post-COVID, staff feel however that the combination of both budgets is reasonable at this time.

With the increase in student enrolment there are associated capacity pressures within some of our schools. Our current Long-Range Facilities Plan provides district statistics relating to our school sites, projected enrolment, seismic upgrade needs, as well as identifies 34 recommendations to address opportunity, constraints, policy to guide future decisions and planning, environmental stewardship strategies, safety and accessibility concerns, as well as opportunity to partner with local First Nation and Stakeholders to enhance our schools and sites; the Plan can be found [here](#).

While the Ministry of Education and Childcare provides Capital funding for some of the projects identified in our 5-year Capital Plan, as well as an Annual Facilities Grant, there are many local capital costs that must be funded by the district. This funding may come from either our Accumulated Local Capital Fund balance, proceeds from the sale of land for which we have little inventory of, Accumulated Operating Surplus, or transfers from our current year Operating Fund. New in 2022/23, the district has assessed future pressures relating to Local Capital and has prepared a three-year financial plan in order to be transparent to both Ministry and Stakeholders as to our future planning and needs, and to highlight the associated funding required to support the multi-year plan. Generally, our Annual Budget includes a transfer from Operating to Local Capital to support our annual IT Plan, however, due to a healthy investment in technology in 2021/22 will have not included a transfer in the preliminary budget, we will await our year-end Accumulated Operating Surplus position as well as our ending Local Capital balance then propose an overall transfer of funds to support the 2022/23 Local Capital Plan, inclusive of IT needs.

In relation to COVID, enhanced cleaning protocols along with the associated custodial staffing that were in place over the last two years, first funded by Ministry, then funded using accumulated operating surplus, have not been included in Budget 2022/23 as the proposed budget, without the aforementioned funding sources, would require the district make cuts to programs or other supports in order to continue this pandemic related staffing. Budget 2022/23 does account for some inflationary staffing costs, specifically for our Exempt Staff and Teacher increments, it does not however include salary increases for CUPE or the NDTA as contractual negotiations are underway where upon ratification, associated increases will be implemented, and funded by special grant through the Ministry of Education and Childcare. With regards to the Classroom Enhancement Fund, historically Ministry provides the Grant at 90% of the prior year which means an artificial reduction in teacher staffing levels until we substantiate our staffing needs in the fall. This year however, Ministry has provided the Fund at 100% and the district wishes to express our appreciation as this negates the negative affect of the historic holdback.

In conclusion, the district looks to welcome back all of our returning families to the multitude of educational programs and supports provided by way of our 2022/23 Annual Budget. With a focus on future growth, we also anticipate and look to welcome new families to our lovely city, where additional educational resources will be added to the system as identified by enrolment tracking processes throughout the spring, summer and early fall, in support of our entire learning community.



Strategic Plan

Our strategic plan defines the key areas of focus as we work together to support student learning in order to achieve our vision of Success for All.

The District's goals and objectives are guided by the four goals of the Board's Strategic Plan:

- ▶ Continuous improvement of instruction and assessment
- ▶ Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community
- ▶ To be a leader in environment stewardship and sustainability
- ▶ Truth and reconciliation

Vision

Courageous, innovative, inclusive and personalized learning community that inspires success for all.

Mission

To educate all students to become confident, curious and caring citizens by creating an inspiring, inclusive and healthy environment to work, learn and play.

Values

Student Centered Accountability, Collaboration, Diversity, Equity, Honesty, Inclusion, Integrity, Mutual Respect, Sustainable, and Transparency.

Syeyutsus Framework

Truth and Reconciliation is a significant goal of Nanaimo Ladysmith Public Schools (NLPS). The goal of reconciliation was established by the Board of Education in response to Canada's Truth & Reconciliation Calls to Action and is underpinned by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). In partnership, NLPS and Indigenous Knowledge Keepers are committed to continue working together on the journey of reconciliation.

Nanaimo Ladysmith Public Schools commits to honoring the land and using this Framework to guide and inform by:

- ▶ Working with our students, staff, Indigenous Knowledge Keepers, and community partner groups in a spirit of respect, courage and vulnerability to bridge together different views and beliefs, in a restorative caring way.
- ▶ Providing ongoing and meaningful learning opportunities for all students, staff, and community partner groups.

Guiding Principles

Guiding principles provide the framework and parameters for which the districts budget is created.

- ▶ The annual budget complies with the school act, district policy and other legislative requirements. The Board must submit a balanced budget
- ▶ The budget process be aligned with and support the Board's strategic direction and goals
- ▶ Positive student experience and outcomes are priority
- ▶ Feedback from community and stakeholder engagement process will be incorporated where resources allow and in alignment with board and operational goals
- ▶ Ongoing costs should not be greater than ongoing revenues
- ▶ District accumulated surplus is established and maintained in accordance with Board Policy
- ▶ Sustainable, inclusive, equitable and financially prudent resource allocations, along with risk mitigation strategies are key drivers in budget decisions and creation

Budget Criteria

Setting decision criteria is best practice when making organizational decisions. Decision criteria are those variables or characteristics that are important to the district when making decisions and should provide direction when evaluating alternatives. When faced with a budget decision, the criteria should be considered in respect of where resources should be directed in priority order.

- ▶ Maximize success/completion rates for all students
- ▶ Optimize our schools and facilities as safe, healthy and inclusive learning and workspaces
- ▶ Provide all students with safe, equitable and inclusive access to schools and programs
- ▶ Provide greater supports and opportunities to embed Indigenous culture, teachings and curriculum for all students
- ▶ Provide a variety of pathways for every student to meet his/her desired learning outcomes
- ▶ Maximize support for student learning in literacy and numeracy
- ▶ Provide adequate and sustainable budgets for facilities and technology to sustain necessary infrastructure and space needs
- ▶ Optimize the use of technology as a tool to support student learning and organizational efficiencies
- ▶ Support student and employee wellness throughout the district
- ▶ Optimize our organizational capacity through ongoing leadership enhancement opportunity and succession planning
- ▶ Reduce the impact of our operations on the environment through continuously improved sustainability practices

Budget Preparation

Preparation for the annual budget begins by utilizing the prior year's amended budget as the initial starting point, it is not rebuilt from a zero base each year as educational programs are ongoing, and many operational costs are fixed. One time revenue and expenditures, along with any appropriated surplus's are removed, then adjustments are made to account for student enrolment estimates, current year funding levels as approved by the Ministry, and other revenue and expenditures changes deemed necessary per review of all budget categories in order to ensure the district has accounted for all known variables, inflation, areas of risk, current year initiatives in support of student education, and any required adjustments to respond to the emergent or strategic needs of the district.

Budget assumptions are based on audit that include, but are not limited to the following:

- ▶ Student enrolment
- ▶ Operating Grant
- ▶ Other revenue sources
- ▶ International student enrollment and tuition
- ▶ Annual Facilities Grant current year funding/priorities
- ▶ Capital Funding Agreement confirmation
- ▶ Removal of prior year's restricted surplus
- ▶ Removal of prior year's deferred revenue
- ▶ Adjustments for salary increases per Collective Agreements, employment contracts or Ministry direction
- ▶ Replacement and benefit costs
- ▶ Technology (IT) plan, including all district annual software license fees
- ▶ Contractual obligations such as professional development, release time, etc.
- ▶ Special Purpose Fund reorganizations to align with annual educational programming plans
- ▶ Departmental expenditure reorganization per determined needs
- ▶ District initiatives/strategies to align with Board goals and objectives
- ▶ Potential expenditure adjustments (+/-) for utilities, supplies, equipment, software, insurance, legal fees, professional development, etc.
- ▶ Rentals, leases and community use of facilities revenue adjustments if required
- ▶ Cost adjustments for items such as Maternity/ Paternity pay, premiums and allowances
- ▶ Actuarial expense
- ▶ Adjustments for the NGN contribution, EFB liability, job evaluations and potential grievance/arbitration settlements, etc.

Risk Mitigation

Local Capital (District Capacity) – While the Ministry of Education and Child Care provides Capital funding for items identified in and selected from our 5 year Capital Plans pursuant to available resources, as well as the Annual Facilities Grant (AFG), they do not provide financial resources for additional classroom space that may be necessary per enrolment growth, per compliance with Class Size and Composition language (LOU 17), capital expenditures not authorized under the AGF, nor do they fund district priorities such as infrastructure upgrades, vehicles, equipment, or asset replacements and additions as well as other such costs. Accordingly, districts must ensure they have resources set aside to support multi-year planned/estimated expenditures of a capital nature, not anticipated to be funded by the Ministry. For 2022/23 staff have prepared a three-year Local Capital schedule, tied to Board Goals, the Long-Range Facilities Plan, or to the Operational Plan, which identifies upcoming projects or costs per year, as well as the amount of operating funds, or accumulated operating surplus that would be necessary to support the Plan. Also important to note, the Ministry of Education and Child Care could direct the district to cost-share on an upcoming Capital project which would be taken from Local Capital reserves, impacting our ability to deliver on the multi-year Local Capital Plan thus identified projects must be defensible and necessary to ongoing or increased operations. Current estimates total \$3.5 million for the coming year, \$3.4 million the following year, and \$2.3 million in the third year, subject to change per emergent needs, unanticipated operational costs, shifts in priorities, or unforeseen events.

Technology - In order to ensure the preliminary operating grant, based on our estimated student enrolment, is directed to ongoing educational programming and business operations we do not have a planned transfer of funds from the Operating to Local Capital Fund in the 2022/23 Annual Budget to support additional or refreshed technology. Instead, as we anticipate a 2021/22 year-end surplus which will increase or at least maintain our accumulated operating surplus position, staff will recommend a transfer to Local Capital that supports the coming years technology plan in September, when the Board is presented with year-end financial results. Note that the estimated transfer for technology in each of the next three years is included in the transfer figures noted above.

Executive Compensation Review – In accordance with best practice, BCPSEA is coordinating an updated total compensation review of school district-based exempt positions for the K-12 public education sector. The review will be based on a market study to validate or update, if appropriate, the existing regional salary model for principals and vice-principals and district-specific models for executive and exempt staff. This review is expected to be complete in early summer 2022 where current salary structures will be updated within the 2022/23 fiscal year, as per implementation guidelines and associated approval processes, but note that such increases are not funded by the Ministry, they must be funded using current operating funds. In order to ensure the district is in a position to absorb the overall cost, \$450,000 has been set aside to account for this anticipated but not yet confirmed salary increase.

Sick Leave Provisions (ESA) – The district has set aside \$675,000 to mitigate the newly amended Employment Standards Act where 5 paid sick days are now applicable to all staff so now includes casual employees. Estimates are highly preliminary as costs are still to be determined per usage, however, it is expected that between these additional costs, and increased replacement costs per lingering COVID effects, this may be higher than anticipated where an adjustment may be required in the Amended Annual Budget.

Budget Timeline

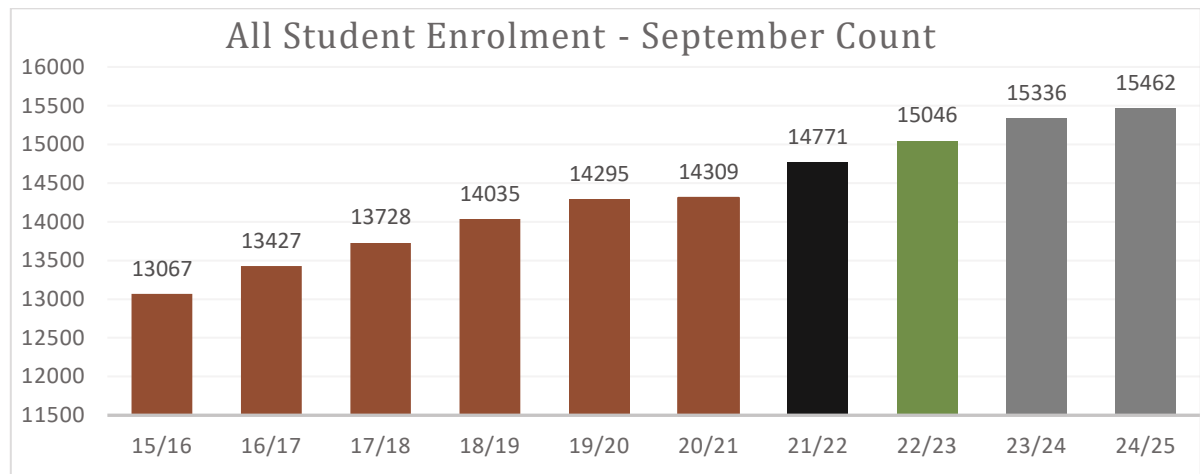
In accordance with the School Act, school districts must approve a balanced budget and submit it to the Ministry of Education by the end of June each year, and an Amended Annual Budget by the end of February each year. Below is an example of a Budget Timeline for a fiscal year.

September	Financial Statements presented to and approved by the Board (Q4 Financial Report) 1701 Student Data Collection
October	Preliminary Departmental discussions on coming year's budget Quarterly Report (Q1) presented to the Board.
December	Ministry of Education provides confirmed Operating Grants based on 1701 Student Data
January	Operating Grant update provided to the Board per December MOE confirmation Amended Annual Budget finalized per MOE funding confirmation Enrolment Estimate process for next year begins Departmental discussions on coming year's budget continue Stakeholder discussions on coming year's budget begin
February	Amended Annual Budget presented to and approved by the Board (Q2 report included) Enrolment estimates finalized for Ministry submission Enrolment update provided to the Board Community/stakeholder engagement process for upcoming budget determined and started Thought Exchange goes out to public
March	Ministry announces Preliminary Operating Grants for coming year based on projected Student enrolment – Board receives update Budget creation begins Community engagement process begins, includes Stakeholders, Students, First Nations and Partner groups Departmental budgets finalized per confirmed funding levels
April	Community engagement process concludes Proposed Preliminary Annual Budget is completed and a high level summary is provided to Board/Public
May	Proposed Preliminary Annual Budget is presented to the Board Stakeholder presentations take place Quarterly Financial Report presented to the Board (Q3) Final Budget discussions take place Preliminary Annual Budget is finalized, presented to and approved by the Board

Student Data

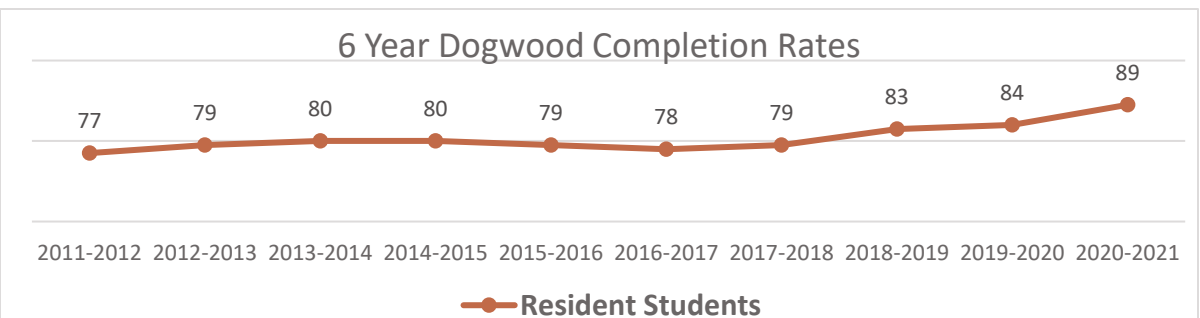
The enrolment information presented below is based on September FTE actuals (regular, distributed learning, continuing education, and adult learners) for 2014/15 to 2021/22, preliminary estimates for 2022/23 and forecasts for 2023/24 and 2024/25.

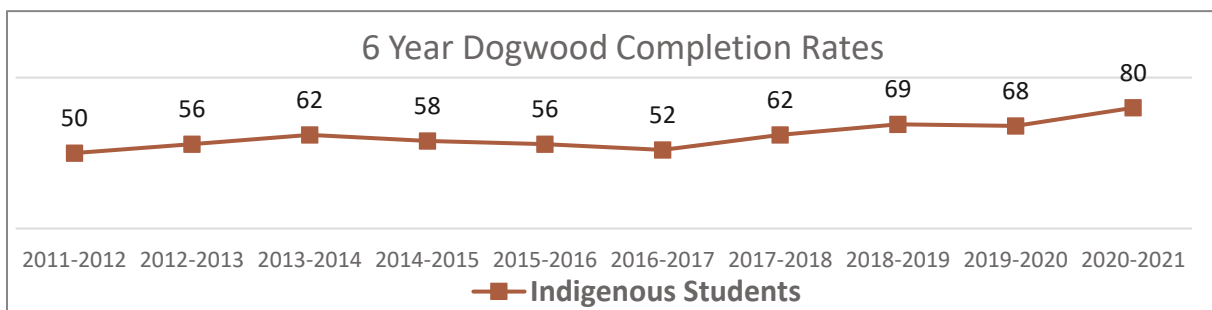
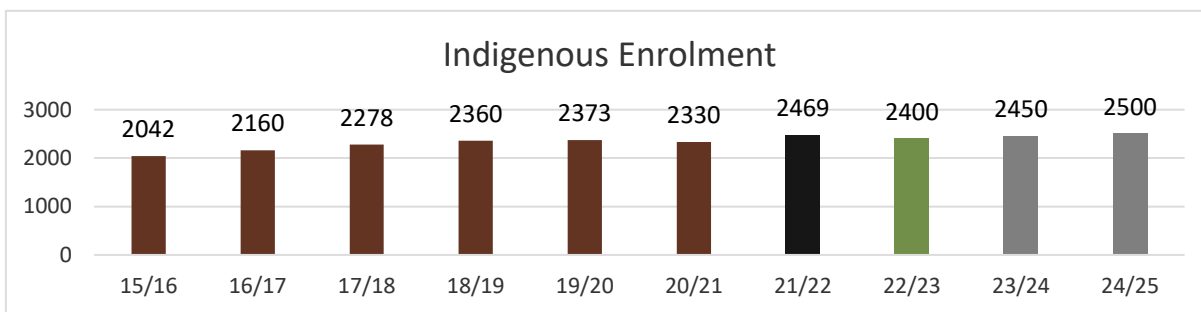
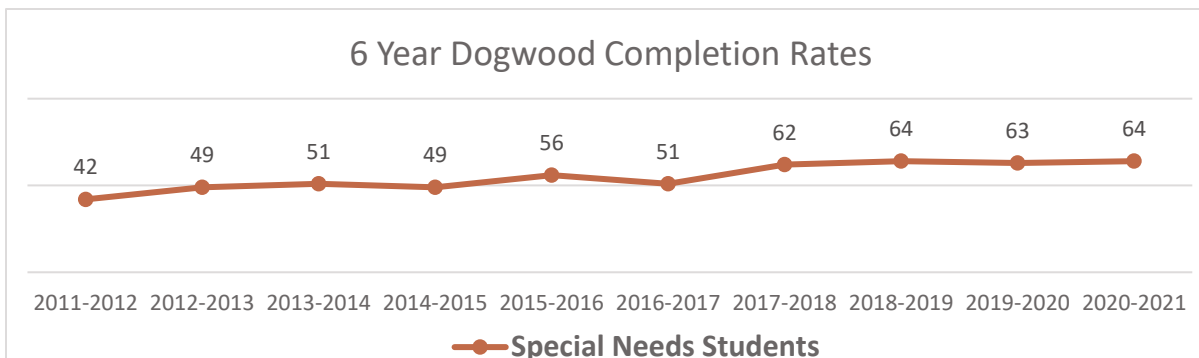
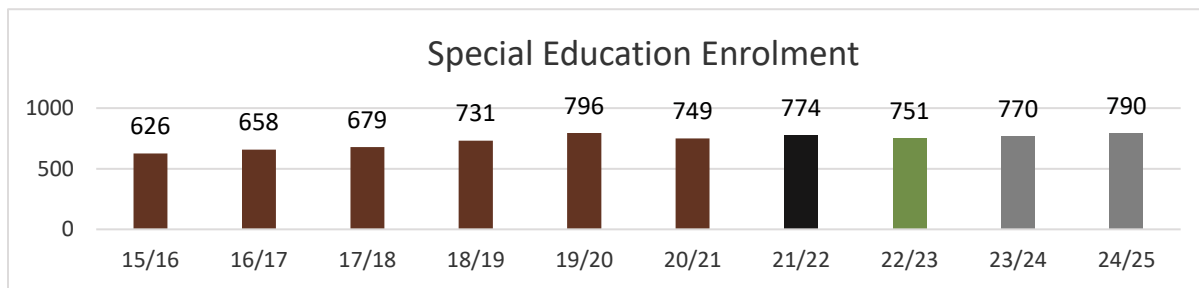
The three-year forecast was prepared using enrolment projections generated by Baragar Systems (enrolment projections software), historical enrolment trend analysis, and local knowledge. The forecasted data represents per student FTE which our Operating Grant is calculated on each of the three years. The district generally takes a conservative approach to preliminary enrolment estimates in order to avoid being over funded, however, during the pandemic it was necessary to be more conservative to mitigate the risk of unknown factors such as in/out migration and families keeping their children at home. With reduced COVID impact and protocols, and communities reengaging in pre-pandemic ways of life, enrolment estimates have reverted to historic levels. Note that future forecasts may also be adjusted, depending on known changes in demographic variables.



The preliminary estimated September enrolment for 2021/22 was a very conservative 14,360FTE and the confirmed enrolment was 14,771FTE, for a difference of 411 FTE. This increase was due to students returning to the classroom from the shift out in 2020/21 due to the ongoing pandemic, secondary students reengaging in their studies where they returned to pre-pandemic course load levels, and overall growth in the district.

A key indicator of our student's success is the 6-year completion rate data. The chart below represents all resident students, and shows student outcomes increased in 2020-21 by 5.95%

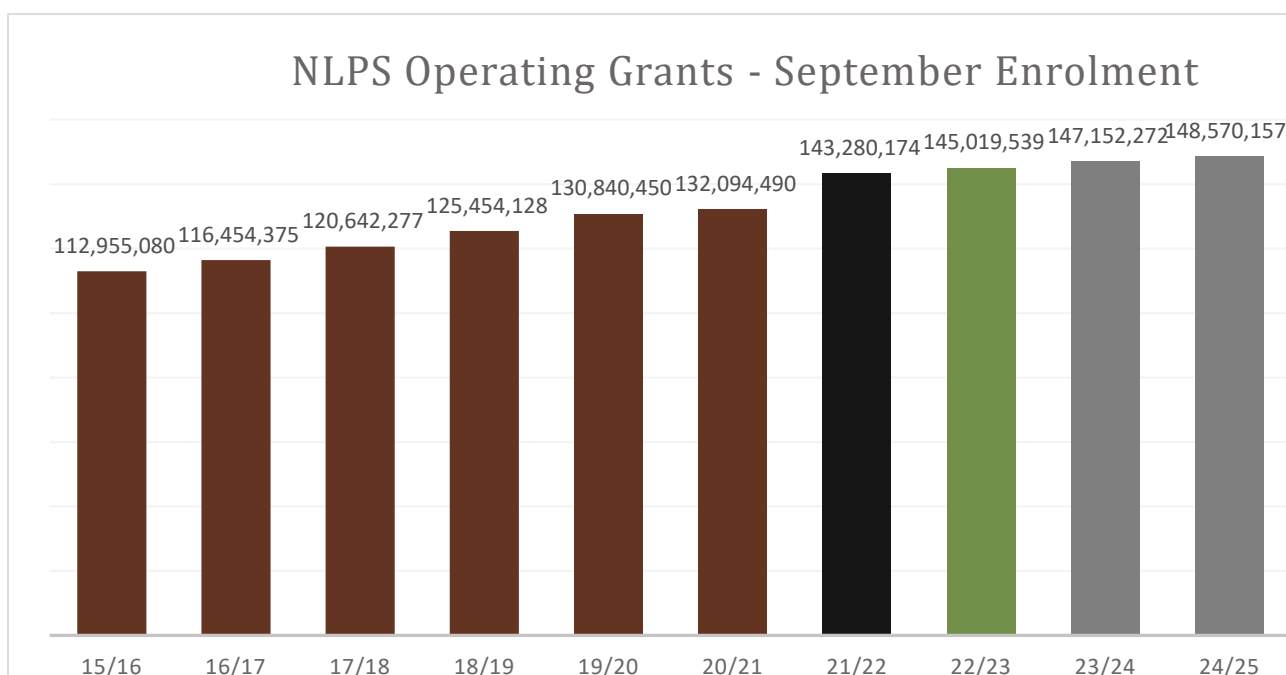




Operating Grant

The provincial government and BC's 60 elected Boards of Education co-manage the education system in British Columbia. The province establishes the amount of grant funding available for public education annually and uses a funding formula to allocate these funds to Boards of Education. Boards manage and allocate their allotment based on local spending priorities that align with both the mandate of the Ministry of Education and the School District's Strategic and Operational Plan. Operating Grants for the K-12 system are allocated using student data collected from districts and applying formulae to ensure equity across British Columbia.

The chart below shows the district's actual operating grants, per September enrolment, for 2015/16 to 2021/22, the preliminary operating grant for 2022/23 and forecasts for 2023/24 and 2024/25.



- *Forecasted Operating Grants are based on projected September enrolment, with no increase in per pupil funding or unique funding factors.*
- *The preliminary estimated Operating Grant for 2021/22 was \$138,362,646 and the confirmed Grant was \$143,280,174 for a difference of \$4,917,528 where again, this is a direct result of students returning to schools and re-engaging in studies post-pandemic, and overall district growth.*

Special Purpose Fund Overview

Special Purpose funds are separate funding envelopes provided by the Ministry of Education or other third-party sources for particular programs, functions or activities. These individual funds have restrictions as to how they may be spent so revenues and expenditures are tracked separately. In addition, each fund has reporting requirements either annually, semi-annually or subject to contract specifications. Where applicable, surplus balances at the end of each year or purpose are either returned back to the funding party, or in the case of a Ministry program, are deferred for use in the next fiscal year.

In 2020/21 the Ministry of Education provided significant one-time funding in response to the global pandemic. In 2021/22 districts received an additional COVID response grant to address start-up costs, but it was not sufficient to cover continued cleaning protocol thus the Board opted to fund ongoing cleaning protocol in 2021/22 using surplus which has not been removed, further, the small Grant applicable to 21/22 is not anticipated to continue into 2022/23. Therefore, any COVID related supports such as custodial, cleaning, hygiene and/or health and safety measures would require the district use surplus funds again in 2022/23 should there be a recommendation they be continued in any fashion.

The 2022/23 Special Purpose Funds confirmed at this time, along with historic allocations, are reflected below:

Special Purpose Fund	5 Year Historic Summary					2022/23
	2017/18	2018/19	2019/20	2020/21	2021/22	
Classroom Enhancement Fund	11,451,187	12,239,301	12,453,421	12,068,477	11,519,097	11,158,702
Learning Improvement Fund	477,835	484,588	485,237	488,486	487,126	498,816
CommunityLINK	2,224,298	2,243,848	2,264,422	2,311,113	2,361,778	2,361,778
Annual Facilities Grant	555,642	555,642	555,642	555,642	543,922	555,746
Strong Start Fund	256,000	256,000	257,264	256,000	256,000	256,000
Ready Set Learn Fund	71,050	61,250	62,028	63,700	63,700	63,700
Federal French Fund	202,584	202,584	202,584	222,497	255,636	255,636
Mental Health Fund			26,500	51,000	120,482	51,000
ASSAI	90,402	92,500	152,000	153,250	35,000	
CR4YC			18,229	11,250	11,250	11,250
BCTEA - Student Transportation Fund			46,123	244,052	226,768	
Federal COVID Fund				5,535,410		
Provincial COVID Fund				1,068,252	338,553	
Rapid Response Team Fund (COVID)				150,000	147,500	-
Seamless Day K					50,000	
Total	15,328,998	16,135,713	16,523,450	23,179,129	16,416,812	15,212,628

Note: The chart represents the districts most significant, or ongoing Special Purpose Funds, provided by an external party

With regards to the Classroom Enhancement Fund, note that the Ministry of Education has historically only provided 90% of the prior year's teacher staffing allocation for the preliminary budget. However, Ministry changed that practice for this fiscal year, providing the full 100%, a very welcome and appreciated shift as it eliminates the need to reduce initial staffing levels based on the preliminary budget funding envelope.

Special Purpose Funds may change over the course of the fiscal year, further, new Funds may be announced. Note that any adjustments will be reflected in the Amended Annual Budget.

Summary by Fund

AFG (Annual Facility Grant) - Funding provided to boards of education to use at their discretion for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. The amount of the Annual Facility Grant will be calculated by the Ministry of Education using a formula based on student enrolment and the average age of facilities, with an adjustment made for unique geographic factors.

The Annual Facilities Grant consists of two components, a Capital allocation and a Special Purpose allocation; total envelope for 2022/23 is \$2,849,677

The Board of Education may expend its Annual Facility Grant for the purpose of:

- ▶ Upgrading or replacing existing 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 lowering the associated operating costs of an existing capital asset
- ▶ Extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

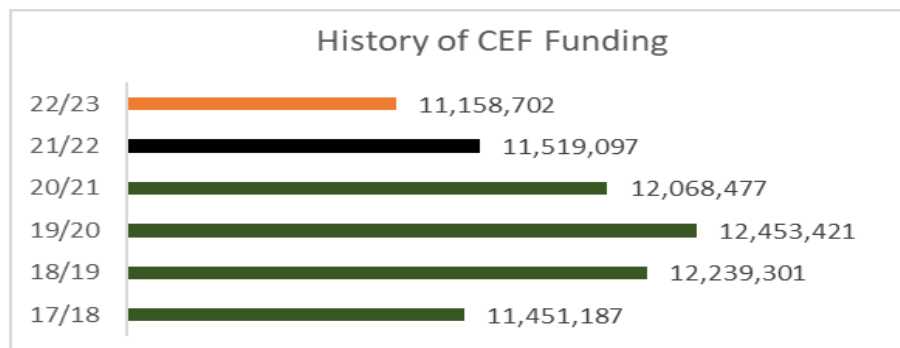
The table below is a high-level summary of planned spending in 2022/23, per Ministry AFG category, along with the 2021/22 summary for comparison:

Annual Facilities Grant Summary

AFG Eligible Category		2022/23		2021/22	
		Budget	%	Budget	%
1	Roof Replacements	\$ 567,615	20.3%	\$ 429,883	16.0%
2	Mechanical System Upgrade	\$ 271,194	9.7%	\$ 12,178	0.5%
3	Electrical System Upgrade	\$ 12,614	0.5%	\$ 280,094	10.4%
4	Facility Upgrades	\$ 696,529	24.9%	\$ 383,607	14.3%
5	Loss Prevention	\$ -	0.0%	\$ -	0.0%
6	Functional Improvements	\$ 44,148	1.6%	\$ 6,089	0.2%
7	Tech Infrastructure Upgrade	\$ -	0.0%	\$ -	0.0%
8	Site Upgrade	\$ 143,796	5.1%	\$ -	0.0%
9	Disabled Access	\$ 9,460	0.3%	\$ -	0.0%
10	Asbestos Abatement	\$ 3,153	0.1%	\$ -	0.0%
11	Health & Safety Upgrades	\$ 372,734	13.3%	\$ 1,248,245	46.5%
12	Site Servicing	\$ 681,138	24.3%	\$ 323,935	12.1%
Total AFG Project Costs		\$ 2,802,379		\$ 2,684,031	
CAMS Contribution		\$ 47,298		\$ 47,298	
Total AFG Funding		\$ 2,849,677		\$ 2,731,329	
Less Capital Portion		\$ (2,293,931)		\$ (2,175,687)	
Balance = Special Purpose Portion		\$ 555,746		\$ 555,642	

* Note that contingency and administration have been estimated and applied to each category.

Classroom Enhancement Fund (CEF) - This Fund was introduced by the Ministry of Education in August 2017 as a result of the Supreme Court decision to restore class size and composition limits, pursuant to LOU17. The fund originally provided for capital needs related to additional classroom spaces and associated supplies, increased overhead costs, and the additional teacher staffing required under the restored language. At this time only overhead and teacher staffing costs are funded by Ministry, any costs related to additional classroom space must be funded by district reserves. Note that the overhead funding provides resources for increased Facilities, Payroll and HR staff necessary to support the restored language.



CEF Funding Summary	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Teacher Staffing	9,310,660	9,956,257	10,485,237	10,413,172	9,756,522	9,756,522
Overhead	1,892,051	1,574,133	1,572,967	1,402,180	1,402,180	1,402,180
Remedy	248,476	708,912	395,217	253,125	360,395	TBD
Total Funding	11,451,187	12,239,302	12,453,421	12,068,477	11,519,097	11,158,702

* 2022/23 - Funding for Teacher Staffing is now being provided 100% of the prior year allocation.

* Per LOU compliance at September 29, 2022 the District will submit actual staffing needs/costs, as well as estimated remedy costs to the Ministry in October; additional requested funding will be confirmed in December 2022.

CEF Rev/Exp Summary	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Budget 21/22	Budget 22/23
Deferred Revenue		418,319	481,217	76,637	28,119	
Revenue Current Yr.	11,451,187	12,239,301	12,453,421	12,068,477	11,519,097	11,158,702
Less, Recovered by MOE		(418,318)	(481,217)	(76,637)		
Expenditures						
Teacher Staffing	(6,881,591)	(7,949,107)	(8,361,084)	(8,361,353)	(7,795,862)	(7,795,862)
Administrators	(176,343)	(252,158)	(256,819)	(274,070)	(262,373)	(264,333)
Education Assistants		(57,982)	(58,514)	-		
Support Staff	(269,510)	(442,790)	(371,071)	(402,336)	(403,059)	(403,060)
Other Professionals	(102,860)	-	(101,715)	(104,665)	(104,142)	(104,142)
Substitutes	(741,455)	(536,492)	(500,380)	(512,141)	(593,768)	(282,956)
Benefits	(2,080,986)	(2,309,688)	(2,414,730)	(2,346,293)	(2,291,492)	(2,218,238)
Supplies and Services	(257,684)	(48,949)	(309,471)	(39,500)	(96,520)	(90,111)
Capital purchases	(522,439)	(160,919)	-	-	-	-
Surplus(Deficit) at Year End	418,319	481,217	79,637	28,119	-	-

*2020-21 GWI provided to the Operating Fund by MOE = Supplement to CEF 436,507

*Source for Actuals - Financial Statements (21/22 Actuals TBD)

*Source for Budget 21/22 - Amended Annual Budget

*Source for Budget 22/23 - Preliminary Annual Budget

Learning Improvement Fund (LIF) - The Support Staff Learning Improvement Fund provides an ongoing multi-year commitment of additional resources, specifically targeted to support complex classes that present challenging learning conditions. Districts have discretion in how they allocate these funds to improve the learning conditions for all students and support teachers in meeting student needs.

For the past number of years, per agreement between CUPE Local 606 and the district, this fund provides an additional hour for each of our Education Assistant positions, as well as increases Supervision Aide positions from 3.3 to 3.5 hours each. Additionally, there is one extra EA position supported by this Special Purpose Fund.

LIF Rev/Exp Summary	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Budget 21/22	Budget 22/23
Deferred Revenue	-	-	-	11,312		
Revenue	477,836	484,588	485,237	488,486	487,126	498,816
Expenditures						
Education Assistants	(357,338)	(363,485)	(358,639)	(376,236)	(366,809)	(373,092)
Support Staff	(14,965)					
Substitutes		(15,176)	(16,747)	(17,551)	(17,104)	(19,401)
Benefits	(105,533)	(99,314)	(98,538)	(105,658)	(103,081)	(105,384)
Supplies and Services		(6,613)		(353)	(132)	(939)
Surplus(Deficit) at Year End	-	-	11,313	-	-	-

*Source for Actuals - Financial Statements (Actuals for Fiscal 21/22 TBD)

*Source for Budget 21/22 - Amended Annual Budget

*Source for Budget 22/23 - Preliminary Annual Budget

Learning Improvement Fund Budget Summary

Fiscal Year	2022/23	Fiscal Year	2021/22
Deferred Revenue (Prior Yr. Balance)	-	Deferred	-
Current Year Revenue	498,816	Current Yr.	487,126
Total Revenue	498,816	Total Revenue	487,126
Expenditures		Expenditures	
1 Education Assistant (30Hrs/wk.)	0.857 FTE 48,553	1 0.857 FTE	48,060
264 EA Positions - 1 hr top-up	7.543 FTE 409,040	261 7.457 FTE	400,286
130 Supervision Aides @ .2hr top-up	0.743 FTE 40,284	126 0.720 FTE	38,648
- Contingency (inflationary costs)	939	-	132
Total Expenses	498,816	Total Expenses	487,126
Surplus/Deficit	-		-

With the small increase in revenue for 2022/23 an additional 3 EA and 4 Supervision Aide top-ups are able to be supported by the Fund.

Community Link – This fund is in support of the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs. Decisions about specific programs and services are left to school boards so that the needs of individual students and local communities are met.

The majority of our Community LINK Fund provides the resources for our Child Youth Family Support Workers whose role is focused on providing guidance, ongoing assistance, encouragement and support to “at risk” students in developing and achieving appropriate behaviour, personal and life skills, as well as assists them with integrating or re-integrating into the regular school system. Further supports include specialized teaching for students with vision or hearing complexities, and ELL/IST support at our Elementary Schools.

Presented below is a Revenue/Expenditure Summary as well as a more detailed listing of the current supports provided by this Special Purpose Fund:

C-LINK Rev/Exp Summary	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Budget 21/22	Budget 22/23
Deferred Revenue	92,764	22,340	115,404	109,812	47,543	
Revenue	2,224,298	2,243,848	2,264,422	2,311,113	2,361,778	2,361,778
Expenditures						
Teacher Staffing	(332,594)	(248,677)	(333,036)	(355,579)	(375,031)	(377,880)
Principals						
Education Assistants	(1,238,837)	(1,276,917)	(1,299,514)	(1,350,493)	(1,290,878)	(1,286,702)
Support Staff	(41,913)		(30,000)			
Other Professionals		(81,138)	(100,429)	(103,307)	(90,916)	(104,141)
Substitutes	(12,052)	(4,693)	(2,500)	(55,890)	(71,739)	(71,886)
Benefits	(460,916)	(403,432)	(448,019)	(452,624)	(461,074)	(464,489)
Supplies and Services	(202,304)	(135,927)	(56,516)	(55,489)	(119,683)	(56,680)
Capital purchases	(6,105)					
Surplus(Deficit) at Year End	22,341	115,404	109,812	47,543	-	-

*Source for Actuals - Financial Statements (Actuals for Fiscal 21/22 TBD)

*Source for Budget 21/22 - Amended Annual Budget

*Source for Budget 22/23 - Preliminary Annual Budget

Of additional note, in 2021/22 CommunityLINK was able to provide unplanned, additional EA hours (.429FTE) using the 2020/21 year-end surplus (deferred revenue). However, as that one-time funding must be removed in the preliminary annual budget, the associated FTE is also removed.

Depending on the year-end balance on June 30, 2022, there may be an opportunity to use any associated surplus in support of additional EA time. If applicable, any additional staffing would be available in the Fall of 2022 and the increased expense would be presented in the Amended Annual Budget.

The proposed budget for Community LINK is as follows:

Community LINK Budget	2022/23 Annual Budget		2021/22 Amended Budget	
Revenue				
Deferred Revenue (Prior yr. surplus)		-		47,543
Annual Revenue		<u>2,361,778</u>		<u>2,361,778</u>
Total Revenue		<u>2,361,778</u>		<u>2,409,321</u>
Expenses				
Specialist Teacher	0.700 FTE	79,233	0.700 FTE	78,369
SST/ELL Support	0.500 FTE	56,595	0.500 FTE	55,978
Coordinator	3.000 FTE	343,162	3.000 FTE	340,500
Mental Health Manager	1.000 FTE	126,533	1.000 FTE	109,463
30 Child Youth Family Support Workers	28.286 FTE	1,653,093	28.286 FTE	1,636,312
Education Assistants	0.857 FTE	46,482	1.286 FTE	69,015
Supplies/Services		56,680		119,684
Total Expenses		<u>2,361,778</u>		<u>2,409,321</u>
Surplus (Deficit)		<u>-</u>		<u>-</u>

Official Language Education Program (OLEP) - The Ministry of Education administers federal funding intended to support incremental costs resulting from offering French as a second official-language in British Columbia. The district anticipates the same funding level in 2022/23 that was received in 2021/22 which was \$255,636.

This funding may be reviewed, amended or supplemented at the Ministry of Education's discretion, on an annual basis, depending on reported enrolment in French as a second language, and the availability of funds from the BC action plan. All Federal Funds received by school districts must be spent entirely in support of French Immersion Programs or Core French Courses. The ministry could reclaim any portion of the grant not used for this purpose.

Funds are provided under seven categories; however, school districts have the flexibility to reallocate funds between these categories to best support the educational services provided. The districts OLEP grant supports 1.2 FTE Coordinator positions, as well as financial allocations out to schools for educational resources, technology, cultural activities, and professional development opportunities for Core and French Immersion teachers.

Financial data under this funding is as follows:

OLEP Rev/Exp Summary	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Budget 21/22	Budget 22/23
Deferred Revenue			31,779	90,273	47,610	
Revenue	202,584	202,583	202,584	222,497	222,497	255,636
Expenditures						
Teacher Staffing	(29,674)	(29,975)	(19,256)	(120,857)	(108,829)	(109,680)
Substitutes	(1,555)	(6,599)			(8,000)	(8,000)
Benefits	(7,732)	(8,389)	(4,578)	(28,627)	(29,371)	(29,585)
Supplies and Services	(133,164)	(108,351)	(98,302)	(104,459)	(123,907)	(108,371)
Capital purchases	(30,459)	(17,490)	(21,954)	(11,217)		
Surplus(Deficit) at Year End	-	31,779	90,273	47,610	-	-

*Source for Actuals - Financial Statements (Actuals for Fiscal 21/22 TBD)

*Source for Budget 21/22 - Amended Annual Budget

*Source for Budget 22/23 - Preliminary Annual Budget

StrongStart BC - StrongStart programs provide school-based early learning services for families or caregivers and their pre-school aged children, at no cost to families. The programs are intended to fill a niche for young children who are not attending childcare and are in the home with their parent or other caregivers, such as grandparents or nannies. Both children and adults' benefit from StrongStart BC early learning programs as children have access to high-quality learning environments and benefit from social interactions while the adults who accompany them learn new ways to support learning, both at the program and at home.

StrongStart centers, administered by School Districts, provide a positive early learning experience for children where the goal is to create an interactive, play-based environment that supports caregivers and children to enjoy learning together, develop essential skills and prepare for a transition to school.

Nanaimo Ladysmith Public Schools operates eight Strong Start Centers across the District, located at Bayview Elementary School, Cedar Elementary School, Fairview Community School, Frank J. Ney Elementary, Georgia Avenue Community School, Ladysmith Primary, McGirr Elementary School, and Quarterway Elementary School

The Ministry of Education provides \$32,000 worth of funding for each center in support of programs and activities offered. With no planned changes for 2022/23, budget still provides for one StrongStart Facilitator at each site as well as a small allocation for program resources.

However, note that the amount available for program-based resources has been reduced due to the increased cost of CUPE wages, with no additional funding to offset these rising expenses.

Financial data for the StrongStart program is represented below:

Strong Start Rev/Exp Summary	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Budget 21/22	Budget 22/23
Deferred Revenue			964	12,338	33,855	
Revenue	256,000	256,000	257,264	256,000	256,000	256,000
Expenditures						
Teacher Staffing						
Principals/Vice Principals		(1,564)				
Education Assistants	(190,464)	(180,219)	(180,324)	(170,662)	(197,001)	(197,001)
Substitutes	(39)					
Benefits	(65,516)	(62,415)	(59,667)	(56,932)	(52,895)	(52,895)
Supplies and Services	19	(10,838)	(5,899)	(6,889)	(39,959)	(6,104)
Surplus(Deficit) at Year End	-	964	12,338	33,855	-	-

*Source for Actuals - Financial Statements (Actuals for Fiscal 21/22 TBD)

*Source for Budget 21/22 - Amended Annual Budget

*Source for Budget 22/23 - Preliminary Annual Budget

Ready Set Learn - Intended for families and their three- to five-year-old children, Ready, Set, Learn is all about fostering positive connections between families, the school system and local community agencies.

Elementary schools that enroll Kindergarten classes hold Ready, Set, Learn events in their schools or communities. These events provide a fun, family-oriented atmosphere with the intent of supporting children's transitions into school. Families who attend an event at a local school take part in play-based activities while learning about early learning programs and services, their local elementary school, and their communities. Events may feature guests, handouts, or information from community agencies and other early childhood service providers.

Financial information for this program is as follows:

Ready Set Learn Rev/Exp Summary	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Budget 21/22	Budget 22/23
Deferred Revenue	59,897	17,185	16,221	22,119	39,066	
Revenue	66,150	65,415	64,478	63,700	63,700	63,700
Expenditures						
Education Assistants		(4,076)				
Substitutes	(17,711)	(8,048)	(5,568)	(12,165)	(2,500)	(2,500)
Benefits	(3,201)	(2,288)	(1,190)	(2,309)	(625)	(625)
Supplies and Services	(87,950)	(51,967)	(51,822)	(32,279)	(99,641)	(60,575)
Surplus(Deficit) at Year End	17,185	16,221	22,119	39,066	-	-

*Source for Actuals - Financial Statements (Actuals for Fiscal 21/22 TBD)

*Source for Budget 21/22 - Amended Annual Budget

*Source for Budget 22/23 - Preliminary Annual Budget

Operating Fund

The District's Operating Budget is funded by multiple sources, which includes the Ministry of Education Operating Grant, other Ministry of Education Grants, other Provincial Grants, International Student Education Tuition, First Nation Local Education Agreement Funding, as well as other miscellaneous revenue not deemed Special Purpose by the Ministry of Education.

Operating Grant

Since the 2021/22 Amended Budget, the overall change to the Operating Grant per the estimated increase in enrolment is reflected below:

NLPS - Financial Impact of Projected Enrol for 2022/23 Vs. the 2021/22 Amended Budget							
	Funded FTE			RATES	Funding		
	22/23 Annual Budget	21/22 Amended Budget	Change		22/23 Annual Budget	21/22 Amended Budget	Change
September Enrolment							
Standard (Regular) Schools	14,393.615	14,112.375	281.240	7,885	113,493,654	111,276,077	2,217,577
Continuing Education	-	-	-	7,885	-	-	-
Alternate Schools	295.000	289.000	6.000	7,885	2,326,075	2,278,765	47,310
Distributed Learning	355.225	366.500	(11.275)	6,360	2,259,231	2,330,940	(71,709)
Adult Education (Non-Graduates)	2.500	2.875	(0.375)	5,030	12,575	14,461	(1,886)
Total September Enrolment	15,046.340	14,770.750	275.590		118,091,535	115,900,243	2,191,292
Unique Student Supplements							
Home Schooling	83.00	83.000	-	250	20,750	20,750	-
Course Challenges	4.00	4.000	-	246	984	984	-
Level 1 Special Needs	16.000	17.000	(1.000)	44,850	717,600	762,450	(44,850)
Level 2 Special Needs	510.000	534.000	(24.000)	21,280	10,852,800	11,363,520	(510,720)
Level 3 Special Needs	225.000	223.000	2.000	10,750	2,418,750	2,397,250	21,500
English Language Learning	885.000	909.000	(24.000)	1,585	1,402,725	1,440,765	(38,040)
Indigenous Education	2,400.000	2,469.000	(69.000)	1,565	3,756,000	3,863,985	(107,985)
Total Unique Student Supplements	-	-	-		19,169,609	19,849,704	(680,095)
Other Funding Categories							
Equity of Opportunity Supplement					853,479	842,654	10,825
Salary Differential Supplement					3,278,380	3,218,333	60,047
Unique Geographic Factor Supplement					3,493,625	3,340,508	153,117
Education Plan Supplement					132,911	128,732	4,179
February Data Count (New SPED/DL/ELL)	154.000	154.000	-		1,006,675	1,019,806	(13,131)
May Data Count (New DL Only)	93.000	93.000	-		522,560	527,720	(5,160)
Total Other Funding Supplements	247.000	247.000	-		9,287,630	9,077,753	209,877
Total September Enrolment	15,046.340	14,770.750	275.590		118,091,535	115,900,243	
Total Unique Student Supplements			-		19,169,609	19,849,704	
Total Other Funding Categories	247.000	247.000	-		9,287,630	9,077,753	
Grand Total - FTE and Revenue	15,293.340	15,017.750	275.590		146,548,774	144,827,700	1,721,074

The School District's 2022-23 Estimated Operating Block can be found at:

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/22-23/22-23-sd-68-march-2022.pdf>

The Ministry of Education Operating Grant Manual, which contains the associated funding formulas, can be found at:

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/22-23/22-23-operating-grants-manual.pdf>

Operating Fund – Summary of Revenue Changes

Represented below are the operating revenue changes made to the 2022/23 Annual Budget, compared to those included in the 2021/22 Amended Budget.

Operating Fund - Summary of Revenue Changes	22-23 Annual Budget	21-22 Amended Budget	Change	
MOE Operating Grant	146,548,774	144,827,700	1,721,074	1
Less Local Education Agreement Federal Funding Recovery	(1,384,606)	(1,174,655)	(209,951)	2
Total	145,164,168	143,653,045	1,511,123	
Other Ministry of Education Grants				
Student Transportation	244,630	244,630	-	
Other	87,445	182,964	(95,519)	3
Pay Equity	160,000	160,000	-	
Total	492,075	587,594	(95,519)	
Other Provincial Grants				
Industry Training Grants	195,000	227,000	(32,000)	4
MCFD Program	40,416	40,416	-	
Other	-	8,000	(8,000)	5
Total	235,416	275,416	(40,000)	
Other Revenue				
Local Education Agreement - Federal Funding	1,384,606	1,174,655	209,951	6
International Student Education	4,579,200	4,322,250	256,950	7
Conseil Scolaire Francophone (CSF)	519,299	519,299	-	
Cafeteria Revenue	220,000	220,000	-	
BC Hydro Energy Grant	50,000	50,000	-	
Rentals and Leases	500,000	400,000	100,000	8
Investment Income	235,000	186,000	49,000	9
Other	117,000	117,000	-	
Total	7,605,105	6,989,204	615,901	
Revenue prior to Surplus Appropriation/Transfers	153,496,764	151,505,259	1,991,505	
Appropriated Surplus	105,938	8,858,355	(8,752,417)	10
Transfer of Operating Funds to Local Capital	-	(5,187,500)	5,187,500	11
Total Operating Revenue	153,602,702	155,176,114	(1,573,412)	

1) Revenue increase per increased student enrolment of 275.59FTE

2) Less \$209,951 to the Operating Grant offset by increased Federal funding for additional Indigenous Students under our LEA's

3) Removal of PFA (Provincial Framework Agreement) funding for benefits as current Collective Agreements expire June 30th; 2022/23 funding TBD

4) Decrease to anticipated ITA revenue as one time additional grants received in 21/22 are not applicable to 22/23

5) Removal of miscellaneous grants received in 21/22 not applicable to 22/23

6) Offset of #2

7) Increased ISE Tuition per 22/23 student enrolment estimates

8) Increase to Rentals and Leases per increased usage post-COVID

9) Increased Investment revenue per / estimates related to higher interest rates and new district investment portfolio

10) Removal of the prior year appropriated surplus, addition of current year's appropriation

11) Removal of the Transfer to Local Capital; 22/23 Transfer pending YE Accumulated Operating Surplus balance and confirmed resources required

Overall revenue for 2022/23, prior to the addition of appropriated surplus, is estimated to be \$1.991 million over 2021/22. This is largely due to our estimated student enrolment where we anticipate an increase of 275.59 FTE, which provides \$1.721 million in additional funding.

Further revenue comes through our International Student Education program which continues to recover from the decline experience during the pandemic where the program decreased from 325 students pre-COVID to an all-time low of 160 in 2020/21, increasing to 380 students in 2021/22. Budget 2022/23 accounts for growth but remains somewhat conservative due to ongoing global complexities and the potential for student cancellations prior to school start up; we are projecting 387 students but anticipate we'll likely see upwards of 415. If student enrolment figures do exceed projections, additional staffing will be provided to the applicable schools in support of those students. Any increase in tuition revenue, along with the associated expenses, will be presented in the 2022/23 Amended Annual Budget.

Operating Fund - Summary of Revenue Changes	
Opening Revenue - 2021/22 Amended Annual Operating Budget	155,176,115
2021-22 Operating Revenue - Amended Budget	155,176,115
<i><u>Summary of Revenue Adjustments</u></i>	
Removal of Restricted Surplus	(7,060,336)
Removal of Unrestricted Surplus	(1,798,019)
Removal of the Restricted/Unrestricted Surplus transfers to Local Capital	5,187,500
International Student Education increase per projected student enrolment	256,950
Removal of one time increase in ITA revenue	(32,000)
Removal of Supplement for Collective Agreement Benefit costs through BCPSEA	(95,519)
Adjustment to Rentals and Community Use revenue per current/coming year preliminary estimates	100,000
Adjustment Interest revenue per current/coming year preliminary estimates	49,000
Removal of Miscellaneous grants not applicable to 22/23	(8,000)
MOE Operating Grant update per 2022-23 projected student enrolment	1,721,075
<i>Total Operating Revenue Adjustments</i>	<i>(1,679,349)</i>
2022-23 Operating Revenue	153,496,766
<i>Add Appropriation of Accumulated Restricted Operating Surplus</i>	<i>105,938</i>
Closing RevenueExpense - 2022-23 Preliminary Annual Budget	153,602,704

Note the budget includes the appropriation of \$105,938 of restricted surplus, part of which was required to add the Seamless Day K staffing back, pending the Ministry of Education and Childcares confirmation of Special Purpose Funding in the 2022/23 year, expenses will be transferred from Operating over to the applicable Special Purpose Fund. (\$50,000)

The balance of surplus was used to fund the Summer Outreach Program in July and August of 2022, similar to the programing in 2021 where 78 elementary students and 50 secondary students were not only provided access to food and services, but also given opportunity to remain connected to the school community in an effort to ensure they returned to the classroom in September. (\$55,938)

Supportive Board Goal – Continuous Improvement of Instruction and Assessment

Operating Expenses

Expense adjustments for Budget 2022/23 start with detailed analysis of the operating expenses in the 2021/22 Amended Annual Budget. From there, all known, projected, or anticipated increases or decreases are accounted for which may include items such as salary and benefit rate adjustments, inflationary cost pressures, removal of budgets not applicable to the current year, contractual obligations, assumed risk mitigation strategies, and student enrolment. The following chart represents the district's adjusted operating expenses for Budget 2022/23, since the approval of the 2021/22 Amended Budget.

Operating Fund - Summary of Expense Changes		
Opening Expense - 2021/22 Amended Annual Operating Budget		155,176,115
<u>Summary of Expense Adjustments</u>		
Removal of all Restricted/Unrestricted Surplus items (Staffing Impact = -3 TCH FTE/-10 FTE Custodial/-1.25	-18.922 FTE	(3,820,854)
Staffing update per projected student enrolment (+15,639) and removal of one time staffing (-20.65)	-5.011 FTE	(575,007)
EA Staffing update per projected enrolment and removal of one time staffing N/A to 22/23	-9.73 FTE	(223,159)
Clerical Staffing - removal of one time staffing (-.313)	-0.313 FTE	(2,259)
Retirement of Assistant Secretary Treasurer replaced by 1.0 Payroll/1.0 District Clerical	1.00 FTE	(36,522)
BCTEA Transportation routes moved back into Operating until 22/23 funding confirmed	3.382 FTE	218,910
School Operating Budgets updated per projected student enrolment		33,893
International Budget increase per revenue update	1.00 FTE	213,970
Benefit Rate increase per inflationary costs/anticipated expense		297,798
Increase to Average Teacher Salary per anticipated annual increments		599,254
Teacher Replacement Cost increase		251,012
Administrative/Excluded Salary Increases estimated for 22/23		273,537
Update to District digital/technical contracts for 22/23		245,983
Reversal of one time budget ADJ's N/A to 22/23 (Staffing = -1.25AO time/.247 RRT Secondment reversal)	-1.003 FTE	(292,707)
School calendar update for 22/23 per days in session increases 10 month employees from 39 to 39.4 wks.		148,196
Adjustment for the estimated cost of implementing the new ESA Sick Leave provision		672,066
Tier 3 Program (1.0 FTE VP/.943FTE CYSFW/.857FTE EA)	2.8 FTE	249,520
Vice Principal assignment adjustments		10,426
Additional ELL/IST teaching resources for Elementary Schools	0.51 FTE	56,594
Summer Outreach - FUNDED BY SURPLUS (5 CYSFW's over 8 weeks)	0.957 FTE	55,938
Early Years Program (Seamless Day K) - FUNDED BY SURPLUS (1 ECE for start up pending Ministry funding)	0.75 FTE	50,000
Total Operating Expense Adjustments	-24.58 FTE	(1,573,411)
Closing Expense - 2022-23 Preliminary Annual Budget		153,602,704

Additional investments in education in Budget 2022/23 are noted below, along with the supporting Board goal.

Learning Services - 2022-23 Budget Priorities		
<u>District Tier 3 Program</u>	<i>Budget Transfer</i>	2022-23 Investment
New Staffing includes a Vice Principal, CYSFW and EA		249,520
Board Goal - Continuous Improvement of Instruction and Assessment		
<u>Other Staffing Additions</u>		
.51FTE Increase in Elementary IST/ELL allocations		56,594
Vice Principal assignment adjustments		10,426
Funded by Departmental Expense Reorganization - No Cost Impact		
.20 FTE increase to Specialist Teacher for Vision	22,638	
.20FTE Increase to Specialist Teacher for Hearing	22,638	
.30 FTE Increased Admin Time for Island Connect Ed	46,759	
Board Goal - Continuous Improvement of Instruction and Assessment		
Total Investment - 2022/23		316,540

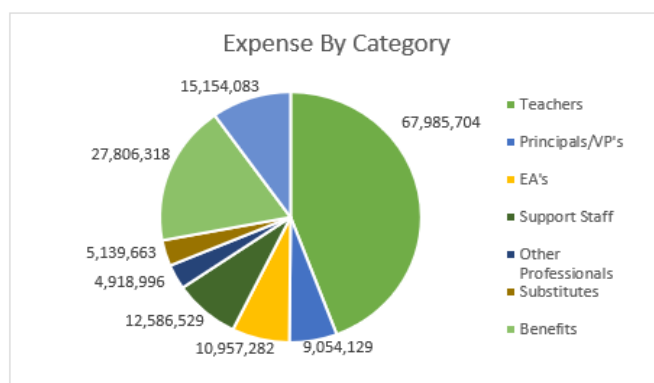
Operating Fund Summary

For presentation to the Ministry of Education, any transfer of Operating Revenue to Local Capital and an Appropriation of Restricted Surplus must be identified separately from general Revenue. For summary purposes, the chart below presents the Revenue and Expenses, as they will be shown on the 2022/23 Annual Budget Document for Bylaw approval.

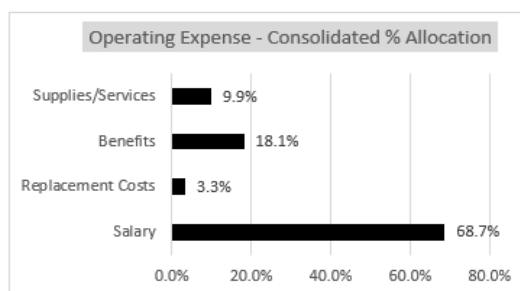
Operating Fund - Revenue and Expense Summary	
Operating Revenue	153,496,766
Operating Expense	153,602,704
Surplus(Deficit)	(105,938)
Transfer of Operating Funds to Local Capital	-
Appropriation of Restricted Surplus	105,938
Surplus(Deficit)	-

Summary of Surplus Appropriation	
2022/23 Summer Outreach Program	55,938
Seamless Day K Program pending MOE Funding	50,000
Total	105,938

Total Expenses by Category



Category	Expense	%
Teachers	67,985,704	44.3%
Principals/VP's	9,054,129	5.9%
EA's	10,957,282	7.1%
Support Staff	12,586,529	8.2%
Other Professionals	4,918,996	3.2%
Substitutes	5,139,663	3.3%
Benefits	27,806,318	18.1%
Services / Supplies	15,154,083	9.9%
Total Expenses	153,602,702	100%



District Staffing

District staffing consolidated under the Operating, Special Purpose, and Capital Fund has increased substantially in the last three years. This is predominantly due to the restoration of the class size and composition language under LOU17 (Classroom Enhancement Fund). Further, the District has seen an increased number of students with unique needs who require additional assistance to enable them to access and participate in educational programs. The district has also seen a significant increase in Capital works in support of Ministry approved projects, facility upgrades, and classroom space modifications or additions per increased enrolment. And most recently, COVID-19-19, which brought with it a large in-flux of staffing for enhanced cleaning protocols, on-line and distributed learning, and support for learning loss.

Overall, since 2014/15, our student to staffing ratio has continued to improve, and the district shows an increase in staffing of 283.23FTE. However, given the pandemic required increased educational and custodial supports, and the additions were funded first by Ministry, and then by district surplus, the increased level of staffing with no ongoing funding source is not able to be maintained without making cuts elsewhere to accommodate. The chart below provides staffing levels up to those included within the 2021/22 Amended Budget; however, Budget 2022/23 will show reductions.

Student FTE September Enrolment	12,878	13,067	13,427	13,728	14,035	14,295	14309	14771	21/22
Budgeted FTE Staffing	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	Student to Staff Ratio
Teachers	724.64	715.74	739.79	832.178	864.431	877.274	883.505	885.403	16.68
Administrative Officers	57.75	55.50	54.00	59.600	66.200	65.800	67.000	69.750	211.77
Education Assistants	255.20	272.15	279.29	276.923	298.868	312.886	311.448	323.021	45.73
Support Staff	243.82	224.90	224.43	241.161	251.264	250.835	277.982	271.255	54.45
Other Professionals	38.29	38.50	41.50	44.000	47.500	51.500	53.000	53.500	276.09
Total	1,319.70	1,306.79	1,339.01	1453.862	1528.263	1558.295	1592.935	1602.929	9.22
Student to Staff Ratio	9.76	10.00	10.03	9.44	9.18	9.17	8.98	9.22	

**Source - Amended Annual Budgets*

Noted below is the overall change in FTE since 2014/15, as compared to our 2021/22 Amended Annual Budget, reflecting the growth for each category.

Change in FTE from 2014/15 to 2021/22	
Teachers	160.77
Administrative Officers	12.00
Education Assistants	67.82
Support Staff	27.44
Other Professionals	15.21
Total	283.23

Staffing Changes – Operating Fund

2022/23 OPERATING FUND - Summary of Staffing Change	
Teachers	
Secondary staffing update per enrolment and removal of all extra supports provided in 21/22	6.182
1.0 Outreach Coordinator Elem - Funded by surplus in 21/22	-1.000
1.0 Secondary Outreach - Funded by surplus in 21/22	-1.000
Elem Enrol HR staffing update + temp FTE removal	-1.020
1.0 ISE Coordinator removal, DVP remaining in its place	-1.000
CTC removed temp teach funded by temp grant	-0.300
ICE Temp Staffing (1sst/4.0FTE/.3AO Backfill)	-5.300
Learning Alt - .50 of 2.0 SD84 intake as partially funded by surplus	-0.500
District Learning Services Coordinator added Jan2022 for 21/22 only	-0.500
ELL staffing - removal of one time support	-3.200
IST/ELL Elementary Increase	0.510
Hearing/Vision Teacher increase (.2ea)	0.400
ISE Advising Blocks for Secondary	1.002
Indigenous ED - Deferred revenue removed, staff reorganization	-0.687
Total	-6.413
Support Staff	
Bus Monitors - Removal	-1.250
Custodial - COVID - Removed	-10.000
HR Temp Clerical -COVID Fund - Reversed	-0.714
Painting Project - Painter removed	-1.000
Element Enrol adj	-0.257
ICE Temp Clerical	-0.485
New Payroll Specialist (Hambley Retirement)	1.000
New Finance Admin (Hambley Retirement)	1.000
BCTEA routes back to Transportation Dept	3.382
Secondment to RRT returned to Communications (Clerical)	0.143
Total	-8.181
Education Assistants	
Outreach EA's funded by surplus in 2021/22	-0.800
NOE Crossing Guard funded by surplus in 2021/22	-0.286
Supervision position adjustment per enrol	0.096
EA Staffing Update per projected enrol/new formula/removal of extra contingency in 21/22 only (149.34 hrs)	-4.278
Learning Services EA contingency removal as 21/22 only	-5.572
Seamless Day ECE - Funded by Surplus in 22/23	0.321
Tier 3 Program CYSFW	0.943
Tier 3 Program EA	0.857
Indigenous ED - Deferred revenue removed, staff reorganization	-0.973
Total	-9.692
Other Professionals	
HR Manager (Contractual Support for COVID) - Funded by surplus in 21/22	-0.5
ISE Homestay Coordinator	1.000
1.0FTE Assistant Sec Treasurer per Retirement	-1.000
Secondment to RRT returned to H&S/Communications	0.12
Total	-0.380
Administrators	
Temp .25 AO time at ND increased to .80 ongoing	0.550
VP at Uplands	-1.000
Remove .5 District Prin overlap with DOI 21/22 only	-0.500
Tier 3 Program VP	1.000
Total	0.050

Total Change in FTE – Operating and Special Purpose Funds

The district's total, full-time equivalent staffing levels, from both the Operating and Special Purpose Funds, are summarized below:

2022/23 OPERATING FUND - FTE Summary			
Category	22/23 Annual Budget	Change	21/22 Amended Budget
Teachers	781.366	-6.413	787.779
Administrative Officers	67.800	0.050	67.750
Education Assistants	266.581	-9.656	276.237
Support Staff	236.944	-8.181	245.125
Other Professionals	49.500	-0.380	49.880
Total FTE	1402.191	-24.580	1426.771

2022-23 Special Purpose Fund FTE Summary			
Category	22/23 Annual Budget	Change	21/22 Amended Budget
Teachers	97.624	0.000	97.624
Administrative Officers	2.000	0.000	2.000
Education Assistants	45.179	-1.605	46.784
Support Staff	22.605	-3.525	26.130
Other Professionals	4.500	0.880	3.620
Total FTE	171.908	-4.250	176.158

2022/23 Consolidated FTE Summary			
Category	22/23 Annual Budget	Change	21/22 Amended Budget
Teachers	878.990	-6.413	885.403
Administrative Officers	69.800	0.050	69.750
Education Assistants	311.760	-11.261	323.021
Support Staff	259.549	-11.706	271.255
Other Professionals	54.000	0.500	53.500
Total FTE	1574.099	-28.830	1602.929

Reconciliation to the Ministry of Education and Childcare Budget Document

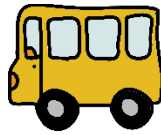
The 2022/23 Annual Budget, reconciled to include the Operating, Special Purpose and Capital Fund, is presented below, as well as the District's Budgeted Bylaw amount, both are represented within the Ministry of Education Annual Budget document, provided separately.

2022/23 Budget Reconciliation	
Operating Revenue	153,496,766
Special Purpose Revenue	17,907,628
Amortization of Deferred Capital Revenue	6,600,000
Local Capital Investment Income	30,000
Total Revenue	178,034,394
Operating Expense	153,602,704
Special Purpose Expense	17,907,628
Amortization of Capital Asset Expense	10,200,000
Total Expense	181,710,332
Surplus(Deficit)	(3,675,938)
Appropriation of Restricted Surplus	105,938
Surplus(Deficit)	(3,570,000)

^a The deficit presented is from the Capital Fund only, and is the difference between the Amortization of Deferred Capital Revenue and the Amortization Expense on District Assets; Ministry allows for this deficit.

2022/23 Budget Bylaw	
<i>The Bylaw amount is the District's Budgeted <u>EXPENSES</u> only, which are as follows:</i>	
Operating Expense	153,602,704
Special Purpose Expense	17,907,628
Amortization of Capital Asset Expense	10,200,000
Tangible Capital Assets Purchased from Local Capital	-
Total Bylaw	181,710,332

District Capital



Below is a summary of ongoing capital projects with their associated funding envelopes, prior period expenses referred to as WIP (Work in Progress), the 2021/22 budget amount, along with expense to Q3, a projection to year-end and the estimated budgets for 2022/23. Note that some projects span multi-years and some projects, although approved by the funding party, may have a delayed start which could be due to a variety of factors.

2022-23 Capital Budget - Revenue/Expense Schedule								
April 27, 2022								
Capital Projects			Total Project COA	WIP	2021/22 Annual Budget	2021/22 Expenses at March 31	2021/22 Q4 estimated expense	2022-23 Estimated Budget
School Addition	CP44D	Hammond Bay	11,277,098	1,955,466	9,321,632	4,129,011	2,000,000	3,192,621
School Reno	CP10C	Dover Bay	2,344,274	-	2,344,274	-	900,000	1,444,274
BEP	CPD21	Dover Bay	4,750,000	4,012,778	737,222	103,765	-	633,457
	CP337	Forest Park	31,000	6,132	24,868	24,403	-	465
	CP11C	John Barsby	24,250	6,947	17,303	17,206	-	97
	CP348	LIS	33,000	6,495	26,505	25,645	-	860
	CP352	Mountain View	44,250	9,695	34,555	34,306	-	250
	CP358	NOE	33,000	4,722	28,278	28,278	-	-
Seismic	CP324	Cilaire	10,027,544	1,639,939	8,387,605	3,593,412	2,800,000	1,994,193
	CP366	Pleasant Valley	6,713,304	994,187	5,719,117	2,244,472	2,000,000	1,474,645
	* CP48A	Ladysmith Intermediate	TBD	-	-	-	-	TBD
SEP/CNCP	CP44C	Hammond Bay	159,000	132,672	26,328	18,136	20,000	(11,808)
	CP66B	Pleasant Valley (HVAC)	375,000	-	375,000	82,880	275,000	17,120
	CP24B	Cilaire (HVAC)	1,000,000	-	1,000,000	147,776	825,000	27,224
	CP209	Cedar Secondary	400,000	-	400,000	-	200,000	200,000
	* CP48B	Ladysmith Intermediate	1,218,000	-	-	-	100,000	1,118,000
	* CP11D	John Barsby	508,000	-	-	-	50,000	458,000
BUS	CP682	District - Bus x 2	416,896	-	416,896	416,896	-	-
	* CP682	District - Bus x 3 (SPP Contribution)	552,287	-	-	-	-	552,287
Playground	CP371	Quarterway	165,000	-	165,000	165,000	-	-
	* CP24A	Cilaire	165,000	-	-	-	-	165,000
Child Care (MCFD)	CP447	Chase River	2,196,213	292,203	1,904,010	586,913	333,500	983,597
	CP448	Forest Park	2,123,636	505,560	1,618,076	1,022,838	141,000	454,238
	CP449	LPS	2,279,113	240,656	2,038,457	318,881	400,000	1,319,576
	CP450	QQS	1,976,689	-	1,976,689	14,792	10,000	1,951,897
	CP451	Rock City	2,436,717	24,418	2,412,299	50,833	61,000	2,300,466
	CP457	Cilaire	2,698,085	-	2,698,085	-	-	2,698,085
	CP458	Georgia Ave	2,431,273	-	2,431,273	-	3,000	2,428,273
	CP459	Pleasant Valley	2,838,069	-	2,838,069	-	-	2,838,069
	CP460	Quarterway	1,073,279	-	1,073,279	-	-	1,073,279
	CP461	Seaview	2,594,173	-	2,594,173	6,257	1,000	2,586,916
StrongStart (MCFD)	CP452	Bayview	34,286	-	34,286	-	7,000	27,286
	CP454	Cedar Elementary	34,286	-	34,286	-	-	34,286
	CP455	Fairview	34,286	-	34,286	-	-	34,286
	CP456	Quarterway	34,286	-	34,286	-	-	34,286
Project Totals			63,021,294	9,831,870	50,746,137	13,031,700	10,126,500	30,031,225

Note 1: Annual Budget figures are the Total Project COA, less prior year(s) WIP

Note 2: WIP (Work in Progress) - Prior year(s) project expenditures; per Schedule 4B of the Annual Financial Statements

Note 3: COA (Certificate of Approval) - The current approved funding envelope, subject to change by the funding party

Note 4: This list is exclusive of AFG and Local Capital

Note5: Items in Red are the newly approved 2022/23 Capital Projects

District Local Capital



Ministry of Education and Childcare has indicated they would like to see multi year financial planning with regards to cash balances such as Accumulated Operating Surplus and Local Capital, in order to ensure districts are managing financial assets, risk, and ongoing operational pressures, are being transparent to the public, are focusing on enhancing student outcomes, and supporting Board Goals and Operational Plans.

The newly developed multi-year Financial Plan is presented below:

Local Capital - Three Year Financial Plan			
2022/23 to 2024/25			
<u>Revenue</u>	2022-23	2023-24	2024-25
Estimated Deferred Revenue	6,000,000	3,114,000	2,181,000
Fund Credit per Expense Reallocation	408,359		
	6,408,359	3,114,000	2,181,000
<u>Operating Fund and/or Accumulated Surplus Transfers</u>			
Transfer necessary to fund three year planning	2,550,000	2,400,000	1,300,000
Technology / Infrastructure Upgrades	1,000,000	1,000,000	1,000,000
Total Transfer from Operating	3,550,000	3,400,000	2,300,000
Investment Income	30,000	32,000	34,000
	3,580,000	3,432,000	2,334,000
Total Revenue	9,988,359	6,546,000	4,515,000
<u>Planned Projects</u>			
Board Goal - Continuous improvement of instruction and assessment			
LC035 Equitable Access to Technology (Wi-Fi)	1,500,000	800,000	800,000
LC609 Technology Plan	1,000,000	1,000,000	1,000,000
LC800 Learning Studios	275,000	275,000	300,000
Board Goal - To be a leader in environmental stewardship and sustainability			
LC682 Solar Panel Project	250,000		
LC683 Landscape Sustainability Project	10,000		
LC723 Environmental Upgrades - General	775,000	100,000	100,000
LC724 E-Bus	225,000	250,000	275,000
LC561 Outdoor Learning Fund	300,000	50,000	50,000
Board Goal - Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community			
LC681 Accessibility	40,000	40,000	40,000
LC750 School Enhancement Projects	88,000	50,000	50,000
Board Goal - Truth and Reconciliation			
LC203 Syeyutsus Support	175,000	100,000	100,000
Long Range Facilities Plan (LRFP)			
LC580 Vehicle Replacement Program/AMP	300,000	350,000	400,000
LC581 District Equipment/Signage	200,000		
LC997 Enrollment Growth Space Needs	250,000	300,000	350,000
LCSSA School Site Acquisition Fund	400,000		
LCLRP LRFP-Capacity/Capital Contributions		850,000	850,000
LCCAP Support of Pending/New Capital Projects	100,000	100,000	100,000
LCTFR Turf Field Reserve	500,000		
TBD Cilaire Parking Lot	50,000		
TBD Randerson Drainage Support	200,000		
TBD Pleasant Valley HVAC Support	125,000		
LC999 Contingent Reserve	111,359	100,000	100,000
Total Projects/Expenses	6,874,359	4,365,000	4,515,000
<u>Fund Balance</u>	3,114,000	2,181,000	-

As reflected, the district is estimating a 2021/22 year-end Local Capital balance of \$6.4 million, pending actual fourth quarter results which may vary due to supply chain, workforce, and/or construction issues, where the final balance will be presented on the Audited Financial Statements in September.

Prior to that confirmation, staff have used the estimated year-end balance as the opening revenue for the 2022/23 preliminary Local Capital three-year financial plan, where proposed annual transfers from the Accumulated Operating Surplus balance would be necessary to provide the additional resources needed to support the Plan.

Each September, when the Board is presented with the districts accumulated operating surplus position, resource allocations may be determined in alignment with Policy 2.16 and AP 524 - Accumulated Operating Surplus (Reserves), where Local Capital transfers would be recommended pursuant to the districts multi-year financial plan, along with consideration for other educational or operational needs throughout the district.

We also wish to note that the current schedule does not account for anticipated revenues and expenses related to newly constructed childcare facilities. Amounts included on our future schedules will be based on our ongoing experience.

NANAIMO LADYSMITH PUBLIC SCHOOLS

**BUSINESS COMMITTEE
PUBLIC MEETING**

INFORMATION SHEET

DATE: May 11, 2022
TO: Business Committee
FROM: Mark Walsh, Secretary Treasurer & Kerri Steel, Director of Instruction – Inclusive Education
SUBJECT: Administrative Procedure 331 – Physical Restraint and Seclusion

Background

As the Board is aware, District staff have been diligently reviewing and revising our Administrative Procedures to ensure their currency and alignment with best educational, operational and risk management practices. This memo outlines changes to AP 331 – Physical Restraint and Seclusion. It highlights the reason for the changes as well the specific changes themselves. We note this particular revision has been subject to significant consultation with various parties and that process is also laid out.

Discussion

The Board of Education is committed to providing a safe, caring and inclusive learning environment for students and employees. It is essential to maintain an environment which respects each student's right to an educational program and ensures that each and every intervention is carried out in a manner that maintains the student's dignity and the safety of all involved.

Board employees routinely use a variety of educative, preventative and restorative interventions to respond to a range of complex student behaviours and this Administrative Procedure (the AP) is intended to ensure that employees clearly understand the continuum of supports that are available to support students, to preclude the need to use physical restraint.

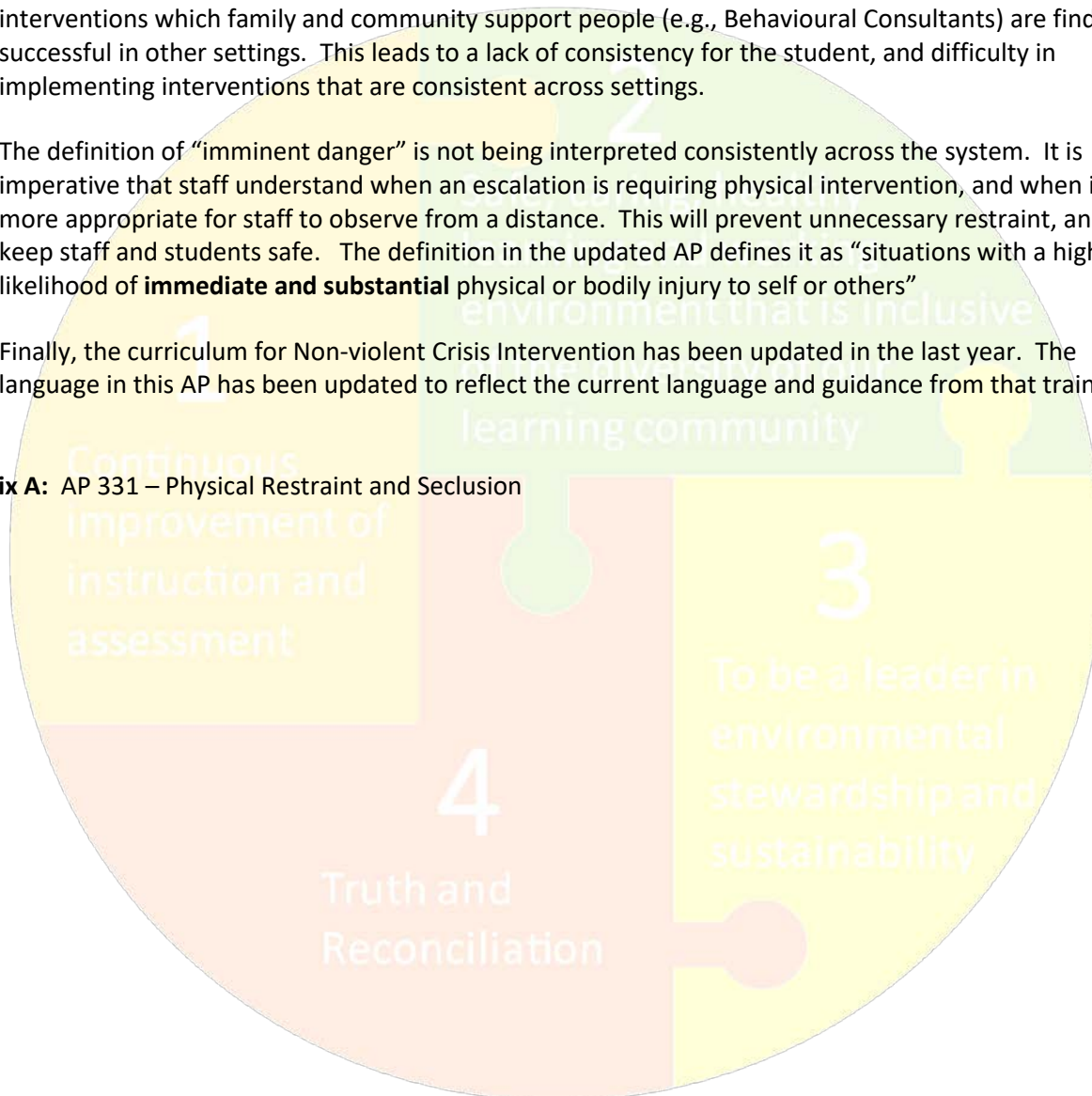
In exceptional circumstances when student behaviour presents an imminent danger to self or others, including school employees, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm, it may be necessary for employees to use reasonable physical restraint. Restraint is never to be used as punishment, discipline, or to force compliance with respect to educational learning outcomes.

In order to ensure that these revisions reflected both Ministry expectations, and the needs of our school teams and students, a number of structured opportunities for consultation were held. Consultation meetings included: both unions, DPAC, a team of Inclusion Support Teachers and Counsellors, principals and vice principals, parents, the Senior Manager, Occupational Safety and Wellness, and a Director from the Inclusive Education division at the Ministry of Education. Additionally, two school teams have piloted aspects of this revision, to ensure that it was practically applicable in the school setting.

There were a number of specific points of tension with the previous version of this AP which the revisions attempt to address. These include:

- Staff belief that we are a “hands-off” district, even where gentle guidance or assistance were appropriate and necessary. There are times when holding a child’s hand while walking through the hall or providing hand-over-hand support for learning are required for the student to experience success. Staff also felt they were unable to provide appropriate comfort and/or reassurance to children. The updated AP includes a new section which clearly defines “Physical Escort/Assistance.”
- By not providing these interventions, school teams are also feeling that they are unable to use interventions which family and community support people (e.g., Behavioural Consultants) are finding successful in other settings. This leads to a lack of consistency for the student, and difficulty in implementing interventions that are consistent across settings.
- The definition of “imminent danger” is not being interpreted consistently across the system. It is imperative that staff understand when an escalation is requiring physical intervention, and when it is more appropriate for staff to observe from a distance. This will prevent unnecessary restraint, and also keep staff and students safe. The definition in the updated AP defines it as “situations with a high likelihood of **immediate and substantial** physical or bodily injury to self or others”
- Finally, the curriculum for Non-violent Crisis Intervention has been updated in the last year. The language in this AP has been updated to reflect the current language and guidance from that training.

Appendix A: AP 331 – Physical Restraint and Seclusion



Administrative Procedure 331 – Physical Restraint & Seclusion**AP 331 – Physical Restraint and Seclusion of Students****Purpose**

This Administrative Procedure for the physical restraint and seclusion of students is aligned with the BC Ministry of Education *Provincial Guidelines for Physical Restraint and Seclusion in School Settings*, June 2015. The Board of Education does not support the use of seclusion.

Procedure

The Board of Education is committed to providing a safe, caring and inclusive learning environment for students and employees. It is essential to maintain an environment which respects each student's right to an educational program and ensures that each and every intervention is carried out in a manner that maintains the student's dignity and the safety of all involved.

All students and employees are expected to contribute to and maintain this environment. Safety is compromised when a student's behaviour puts themselves or others in harm's way.

The definitions used in this AP align with the B.C. Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion of Students in School Settings (June, 2015).

According to the Ministry of Education (June 2015) "physical restraint is a method of restricting another person's freedom of movement or ability in order to secure and maintain the safety of the person or the safety of others."

Educative and preventative methods of maintaining a safe, caring and inclusive learning environment are to be provided to students routinely. All interventions are designed to preserve the safety and dignity of students and staff.

Board employees routinely use a variety of educative, preventative and restorative interventions to respond to a range of complex student behaviours and every effort will be made by employees to use such actions that preclude the need to use physical restraint.

In exceptional circumstances when student behaviour presents an imminent danger to self or others, including school employees, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm, it may be necessary for employees to use reasonable physical restraint. Restraint is never to be used as punishment, discipline, or to force compliance with respect to educational learning outcomes.

The decision to use reasonable physical restraint is guided by the professional judgement of Board employees. Employees will have the full support of the Board in their efforts to maintain a safe learning environment to the extent that their actions comply with relevant legislation and district policy and procedures governing the physical restraint of students.

A. Definitions

Physical Guidance – involves guiding or physically leading a student to support the teaching of a skill, redirecting attention and/or appropriately providing comfort. It does not constitute physical restraint.

Physical Escort/Assistance – involves temporary, physical contact that may include holding a student's hand, wrist, arm, shoulder, or back, for the purpose of accompanying a student to a safe location.

Physical Restraint – is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

Seclusion - is the involuntary confinement of a student alone in a room, enclosure, or space which the student is physically prevented from leaving, even where an adult is present. Behavioural strategies such as removal from a location as outlined in an individualized student plan is not considered seclusion. Further, the term seclusion does not apply where a student has personally requested to be in a different/secluded location or space.

Imminent Danger – situations with a high likelihood of **immediate and substantial** physical or bodily injury to self or others. Immediate harm to the environment (e.g. furniture or belongings), or the student's elopement from an environment (e.g. running around the school), are not situations of imminent danger.

BSP – A Behaviour Support Plan is collaboratively developed to teach the student the desired behaviour(s) and to adapt the environment to promote the learning of the new behaviour(s). For students with a formal Ministry designation, this plan may be embedded into the IEP.

ESP – An Employee Safety Plan is collaboratively developed to instruct staff on procedures and strategies to keep themselves safe when interacting with a specific student who presents with challenging behaviours.

Response Plan – a Response plan is collaboratively developed to instruct staff on procedures and strategies to keep students safe, when peers are potentially at risk when interacting with a specific student who presents with challenging behaviours.

B. Guidelines for Physical Escort/Assistance

1. Physical Guidance may be used to support the teaching of a skill, redirecting attention and/or appropriately providing comfort. It does not constitute physical restraint.
2. Physical escort/assistance may be used to support a student who is of elementary age (4-13 years old) and is not able to safely navigate the school environment without support. In these instances, the use of physical escort/assistance shall be planned in advance, in consultation with the student's parent/guardian, and explicitly documented in the student's plan. Additionally, written, informed consent has been obtained from the parent
3. Use of a supportive tool, such as a transfer belt, may only be utilized under the supervision of an occupational or physical therapist from the district's School-Aged Therapy Program, and with prior approval of the Department of Learning Services.
 - Use of these tools must be reviewed at least 3 times each school year, to ensure they are still a necessary support for the student.
 - The parameters and purpose of the use of this tool must be documented in the student's IEP or other supportive plan. The plan must identify:
 - Specific criteria for the use of the tool
 - Data collection methods for evaluating the continued need for its use
 - A specific goal, with related strategies and objectives, to assist the student with developing the skills and capacities needed to discontinue its use

C. Guidelines For Restraint

1. In cases where an individual student could potentially cause harm to self or others the appropriate plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student.
2. These plans should be based on the data from a Risk Assessment, based on the principles of Non-violent Crisis Intervention (NCI). Plans must include:
 - An understanding of the student's baseline behaviours
 - Relevant historical information regarding the student's school and medical history
 - Specific, observable behavioural indications related to the antecedents, setting events and triggers for the student's behaviours
 - An understanding of situational considerations which may contribute to the student's escalated behaviours
 - Specific de-escalation strategies and interventions to support the student
 - Specific response protocols for staff working with the student
3. Circumstances where the team identifies the potential for increased likelihood or severity of a student's response to a specific trigger or setting event should be identified as part of the student's plan. Additionally, the plan should include strategies for supporting the student in developing the skills and capacities

necessary for safe participation at school, to prevent the need for restraint as much as possible.

4. It is the principal's responsibility to ensure that staff such as teachers, education assistants, bus drivers, clerical, custodians and any on-call staff read the relevant individualized student plan and understand the importance of adhering to these plans for their own safety and the safety of others.
5. Physical restraint will be used only as a last resort. Last resort is defined as a circumstance where there is a high likelihood of **immediate and substantial** physical or bodily injury to self or others. Restraint should not be used as a regular strategy or intervention as part of a student's program. As such, these measures should not be listed as strategies or responses as part of plans.
6. Situations where restraint may be required include:
 - if a student is in the process of actively pursuing others, or preventing the evacuation of others from an environment, in a manner that creates a high likelihood of **immediate and substantial** physical or bodily injury to self or others, and a safe perimeter cannot be established between the student and the others who are at risk
 - if a student is engaging in self-injurious behaviour that constitutes an imminent risk of immediate and substantial harm to self
4. Physical Restraint will only be utilized until the imminent danger of serious harm to self or others has dissipated.
5. Any time physical restraint is necessary the Physical Restraint / Seclusion Report Form must immediately be filed with the Principal, the Occupational Safety and Wellness Manager, and the Assistant Superintendent. Parents/Guardians must also be immediately informed about the incident and receive a copy of the form.
6. Physical Restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint as taught through Non-violent Crisis Intervention. This training will ensure that:
 - Trained staff are aware of less restrictive means of restraint, and are fully aware of the risk associated with each intervention
 - Staff have familiarized themselves with any known vulnerabilities for students with Response Plans
 - Staff monitor the individual's safety and well-being at all times, are able to identify signs of distress, and know how to respond to medical emergencies resulting from restraint techniques
 - The students' breathing is not restricted, in order to prevent positional asphyxia
 - The student is not in a prone position (facing down on their stomach)

- In an emergency where an individual is held on the floor, a supine (face up) position should be used
- School administrators will review these expectations with staff annually, and will ensure that all staff who are not trained in restraint techniques understand they should not be engaging in these interventions.

D. Guidelines for Seclusion

1. The space used for seclusion must not jeopardize the students' health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 - Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - Any time seclusion is necessary a Physical Restraint / Seclusion Report Form must be filed with the Principal, the Occupational Safety and Wellness Manager, and the Assistant Superintendent. Parents/Guardians must also be immediately informed about the incident and receive a copy of the form.
 - Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.
 - A student must never be locked into any room in the school and/or the door must never be held shut.
 -

E. Methods

Training, consultation and materials are to be obtained from specialized NLPS support staff to ensure that physical intervention is only conducted by supervising adult(s) who:

- Are knowledgeable in the area of interventions designed to diffuse potentially violent situations in a way that reduces or eliminates the need for physical restraint;
- Are competent in the use of safe, non-harmful restraint techniques which ensure the care, welfare, safety and security of restrainer and restrainee;
- Are sensitive to the dignity of the student and aware of the possible impact of restraint on student, staff and witnesses; and
- Work as a cooperative team in carrying out all aspects of the physical restraint.

Debriefing and Restorative Practice:

Debriefing will occur:

- with the student to support and assist the student and adults in developing a plan to manage behaviour in such a way that future physical restraint will not be required; and
- among supervising adults in order to ensure that best practices are being followed.

Debriefing with students with diverse abilities and disabilities will be conducted by persons who are the most skilled in communicating with the student.

Debriefing provides an opportunity to work toward change and growth for individuals who have acted out, as well as for staff members. A debriefing process that offers restorative practices after a crisis has a much higher likelihood of reducing a recurrence of the behaviour.

Restorative practices return control to the student who has acted-out, giving back the responsibility regarding their own behaviour along with adult support and encouragement. This gives the student a sense that someone is on their side, they are not alone, that their dignity is protected, re-establishes communication, and helps to build coping strategies.

Documentation

A supervising adult will complete the Physical Restraint / Seclusion Report Form. The principal will review the information on the form. Copies of the form and debriefing summary will be sent to the **Assistant Superintendent**, parent/guardian, and filed in the school office as well as the student's designation folder or confidential file.

A WorkSafe BC report form must also be completed if appropriate.

PHYSICAL RESTRAINT / SECLUSION REPORT FORM

Name of Student:		Date of Restraint:	
Date of Birth:	Age	Gender <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> _____	Grade:
Does the student currently receive special education services?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Site of restraint:			
This report prepared by:		Position:	
Staff member administering restraint:		Position:	
		NVCI:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Staff member administering restraint:		Position:	
		NVCI:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Observer(s):		Position:	
Observer(s):		Position:	
Administrator who was verbally informed following the restraint:		Position:	

PRECIPITATING ACTIVITY:

Thorough description of activity in which the restrained and/or other students were engaged immediately preceding use of physical restraint:

Behaviour that prompted and justified the restraint:

Thorough description of efforts made to deescalate and alternatives to restraint that were attempted:

DESCRIPTION OF PHYSICAL RESTRAINT:

Justification for initiating physical restraint (check all that apply):

- ☐ To protect the student from imminent, serious, physical harm.
- ☐ To protect other student(s)/staff from imminent, serious, physical harm.

Student's behaviour and reaction during restraint:

Time restraint began: _____ Time restraint ended: _____

RESTRAINT END:

How restraint ended (check all that apply):

- ☐ Student was calm and no longer a risk to self or others.
- ☐ Intervention by other(s) to facilitate de-escalation.
- ☐ Other:

AP 331 – Physical Restraint & Seclusion

Description of any injury to student and/or staff and any medical or first aid care provided:

Incident report was filed with WorkSafe BC:

FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary.)

The school will take the following action and/or disciplinary sanctions (check as many as apply):

- ☐ Review incident with student to address behaviour that precipitated the restraint.
- ☐ Review incident with staff to discuss whether proper restraint procedures were followed.
- ☐ Consider a local investigation of any complaint regarding this restraint.
- ☐ Disciplinary actions/sanctions taken.
- ☐ Contact with parents, staff, district administration, Ministries, or community agencies. ☐

Other:

Parent who was informed of the restraint:	Phone:	Date:
The date that this report was provided to the parent:	Date:	
Name of person who informed the parent:	Position:	
Was debriefing with the student possible?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of person who debriefed with the student:		

Explain when this occurred and the outcome:

- Encourage the student to state what happened.
- Encourage the student to state an understanding of the school rule.
- Assist the student to develop a more appropriate behavioural plan. ☐ Debriefing and Restorative Practice

Comments:

p.c. Assistant Superintendent, Principal; Designation/Cumulative File; Parent/Guardian

Adopted: February 23, 2000

Amended: July 2, 2008; October 10th, 2017; January 26, 2022 (draft)

NANAIMO LADYSMITH PUBLIC SCHOOLS

**BUSINESS COMMITTEE
PUBLIC MEETING**

INFORMATION SHEET

DATE: May 11, 2022
TO: Business Committee
FROM: Mark Walsh, Secretary-Treasurer and Kerri Steel, Director of Instruction – Inclusive Education
SUBJECT: Administrative Procedure 332- Anaphylaxis/Allergies

Background

As part of the District's ongoing process of ensuring the currency and legislative compliance Administrative Procedure 332 – Anaphylaxis/Allergies (the AP) has been updated and its scope expanded. This memo outlines the notable changes.

Discussion

Signs and symptoms of a severe anaphylactic and allergic reactions can occur within minutes of exposure to an offending substance. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same person.

The current AP reflected only anaphylactic responses it has been updated to provide staff with information regarding appropriate preventative measures and responses when providing support to students with other allergies.

There are several key updates to this revision:

- The name of the AP has been changed from “Anaphylaxis” to “Anaphylaxis/Allergies”
- Definitions for allergies and food intolerances have been added
- Updates were made to the section on Parent Responsibilities, to ensure staff and parents know how and what should be communicated regarding a student and their individual needs
- The section on Allergies and School Activities has been expanded:
 - to provide specific guidance for classroom teachers with respect to the documentation of allergies, to ensure visitors such as TTOCs are aware of the student's needs and appropriate measure to take
 - to provide guidance with respect to classroom activities, to ensure a respectful and inclusive approach is taken to activities where the class may be sharing food or treats

Appendix A: Revised AP – 332 – Anaphylaxis/Allergies



AP 332 – Anaphylaxis/Allergies

Definitions

Anaphylaxis - refers to a sudden and severe, allergic reaction, which can be fatal, and requiring immediate medical emergency measures. “Anaphylactic” has a corresponding meaning. A “*student with anaphylaxis*” means a student with an anaphylactic allergy.

Allergy - a damaging immune response by the body to a substance, especially pollen, fur, a particular food, or dust, to which it has become hypersensitive.

Food Intolerance –difficulty digesting certain foods and having an unpleasant physical reaction to them.

Description of Anaphylaxis

Signs and symptoms of a severe anaphylactic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in unique cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same person.

An anaphylactic reaction can involve **any** of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- **Skin** - hives, swelling, itching, warmth, redness, rash
- **Respiratory (breathing)** - wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal (stomach)** - nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular (heart)** - pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock
- **Other** - anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past, as subsequent reactions are typically more severe than the initial.

It is important to note that anaphylaxis can occur without hives.

If a student with anaphylaxis expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's *Student Emergency Procedure Plan (SEPP)*. The cause of the reaction can be investigated later.

The following symptoms may lead to death if untreated:

- Breathing difficulties caused by swelling of the airways; and/or
- A drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

Planning for Students with Anaphylaxis

Parent Responsibilities

- At the time of registration, using the district registration form, parents are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student's life-threatening conditions will be recorded and updated on the student's 'Permanent Student Record' annually.
- Inform the school principal when their child is diagnosed as being at risk for anaphylaxis.
- In a timely manner, complete medical forms and collaborate with the school team in creating the **Student Emergency Procedure Plan (SEPP)** (outlined below)
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.
- Inform service providers of programs delivered on school property by non-school personnel of their child's anaphylaxis and care plan, as these programs are not the responsibility of the school.
- Consider the use of medical identifying information (e.g. MedicAlert® bracelet). The identifying information could alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders to access important information quickly.
- To provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
- To ensure anaphylaxis medications have not expired; and
- To ensure that they replace expired medications.

Record keeping

A record of all students with anaphylaxis, food allergies and intolerances, should be kept in the school office and reviewed annually.

School principals will monitor and report information about anaphylactic incidents to the Board in aggregate form at a frequency and in a form as directed by the Superintendent..

It is the school principal's responsibility for collecting and managing the information on students' life threatening health conditions and reviewing that information annually to form part of the student's 'Permanent Student Record'.

Student Emergency Procedure Plans (SEPP)

For each student with an anaphylactic allergy, the school principal will keep a **Student Emergency Procedure Plan (SEPP)** on file.

The school principal must ensure that the parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update the plan. SEPP Plans are signed by the student's parents and the student's physician. A copy of the plan will be placed in readily accessible, designated areas such as the classroom and office.

These plans will contain the following information:

- Student-Level Information
 - Name
 - Contact information
 - Diagnosis
 - Symptoms
 - Emergency Response Plan
- the current treatment regimen;
- who within the school community is to be informed about the plan – e.g. teachers, volunteers, classmates;
- identification of specific safeguards and emergency procedures to be implemented when the child participates in field trips or special school events.
- current emergency contact information for the student's parents/guardian;

The school principal, or designated staff, must ensure that emergency plan measures are in place when students are off-site (e.g. bringing additional single dose, single-use auto-injectors on field trips).

Training

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service/program staff, volunteers, bus drivers, custodians).

Efforts shall be made to include the parents, and students (where appropriate), in the training. Public health nurses will partner in the development and delivery of training.

The training sessions will include:

- Signs and symptoms of anaphylaxis;
- Common allergens;
- Avoidance strategies;
- Use of single dose, single-use epinephrine auto-injectors;
- Emergency plans; and
- Emergency protocols;
 - Administer the student's auto-injector (single dose, single-use) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
 - Call emergency medical care (911).
 - Contact the child's parent/guardian.
 - A second auto-injector may be administered within 10 to 15 minutes or sooner, after the first dose is given IF symptoms have not improved (i.e., the reaction is continuing, getting worse, or has recurred).
 - If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction).
 - One person stays with the child at all times.
 - One person goes for help or calls for help.

Provision and Storage of Medication

Children at risk of anaphylaxis who have demonstrated maturity, *(there is no specific age/grade for this, it is as determined by the child's parents/guardians in consultation with the school)*, should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location(s).

All staff members and caregivers must know the location(s) of student auto-injectors.

Documentation of Allergies and Food Intolerances

Classroom teachers are required to keep a record with information related to specific allergies/food intolerances in a manner which ensures all adults, including replacement staff, are aware of the allergens and required response.

Parents are required to provide the classroom teacher with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.

Allergens and School Activities

Allergy Prevention Strategies

Individuals at risk of anaphylaxis or allergic reaction must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an “allergy-aware” environment. Special care is taken to avoid exposure to allergy-causing substances. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Staff should be aware of other possible sources of allergens including such items as play dough, sunscreens, beans and peas for counting, “bean bag” chairs and stuffed toys (peanut shells are at times used). Non-food allergens (e.g., medications, latex) will be identified and restricted from classrooms and common areas where a child with a related allergy may encounter that substance.

Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, school teams and families are encouraged to consider the following measures as part of the students’ plans:

- Eat only food that brought from home unless it is packaged, clearly labeled and approved by their parents
- If eating in a cafeteria, ensure food service/program staff know about the life-threatening nature of their allergy; when in doubt, avoid the food item in question
- Wash hands before and after eating
- Not to share food, utensils or containers
- Place food on a napkin or wax paper rather than in direct contact with a desk or table
- Eating surfaces should be cleaned appropriately
- Not being involved in garbage disposal, clean ups or other activities which could bring them into contact with such items as food wrappers, containers or debris

Allergy Awareness Strategies

Schools should take specific precautions during holiday and special celebrations and in the planning of extra curricular events and fieldtrips to ensure the safety of students at risk from allergic reactions and anaphylactic shock. All supervisors, staff and parents/guardians involved in the activity must be made aware of any student who is at risk from allergic reactions and/or anaphylactic shock.

It is important to consider the inclusion and dignity of all learners. Where a staff member is providing snacks for school celebrations and events, any items provided should be free of allergens for all learners in the group. Where this is not possible, something other than food items should be considered for the celebration.

With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated into this information.

Posters that describe signs and symptoms of anaphylaxis and how to administer a single dose, single-use auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room, lunchroom and/or the cafeteria.

Effective:

Amended: 2009.02.24, 2016.xx.xx

Reference: *Freedom of Information and Protection of Privacy Act*